

**Adolescent voices speak out:
if only they would - if only they could**

A case study

**The interplay between linguistic and strategic
competence in classrooms
where modern languages are used**

Volume two

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Contents Volume Two

7. Research Episode two	203
8. Research Episode three	265
9. Research Episode four	314

SECTION THREE: Further reflections

10. Implications of the study	379
Epilogue: changing the rules	401
Bibliography	406

Appendices I, II, III, IV, V:

- I. Questionnaires**
- II. Reading Text**
- III. Icons**
- IV. Listening Task**
- V. Reading Task**

CHAPTER SEVEN

RESEARCH EPISODE TWO

Research Episode: Two (E2)

Focus of research:

- i Social interaction and strategic learning during a group problem-solving task in the foreign language**
- ii Social interaction and strategic learning in English during a paired comprehension task in the foreign language**

Data source: Audio recording of Focus Groups, micro-genetic analysis of protocols

Introduction

The second Research Episode is positioned in the semantic space of high control and high intervention. According to Nunan (1992), studies which are situated in this space are characterised by attention focussed on a limited number of variables, which are controlled in some way. I wanted to explore the contribution which monitoring learner participation in two communicative tasks could potentially make to discovering more about social interaction during 'language games' played in both sites. The object of this episode therefore, was to set up two different tasks, in order to learn more about the collective and individual strategies deployed when interacting in group activities. One could argue therefore, that the 'variables' concern types of strategic interaction, observed during tasks set up or 'controlled' by the researcher.

The type of tasks chosen had to fulfil five functions:

- to allow learners to operate in a problem-solving environment;
- to enable learners to work collaboratively;
- to facilitate reflection and talk about learning - should the learners wish;
- to encourage learners to communicate in the target language in one task and in the mother tongue in the other;
- to produce the type of data which on analysis might provide some insights into the strategic behaviour of learners during group and paired tasks.

Given the above parameters, it seemed that adopting a 'genetic approach' to the data analysis would be the most appropriate. The 'genetic approach' underpins Vygotskian socio-cultural theory. It can perhaps best be described as a 'cultural-historical' method, through which psychological phenomena such as language learning strategies can best be understood by 'examining their genesis in a culturally-specific situated activity' (Donato and McCormick 1994) - in this case the classroom. The 'historical' element entails studying the phenomenon (strategy use) during a process of change i.e. during the learning process. In other words, microgenetic analysis would provide a framework for documenting strategic development in situ.

Moreover, I also envisaged that, borrowing from Vygotsky and latterly Leontiev's Activity Theory, the notion of 'activity' as a unit of analysis would assist in understanding this strategic development. As already been discussed, Activity Theory suggests that the study of human psychological functioning must go beyond the individual into socio-cultural settings in which the discourse occurs - in this case the

execution of the tasks. In this instance, an activity of a learner, a goal, actions (including strategies) and operations (group discussion). In theory, strategies are actions motivated by specific objectives and are instrumental to fulfilling specific goals. It is important to emphasise however that an activity should not be confused with a task. The task is set by the researcher - the activity is constructed by the learners themselves, based on their perceptions of the task and goal orientation to carry it out.

It was agreed with the class teachers that all the learners should do both tasks on egalitarian grounds, since we felt it would be counter-productive if learners perceived that a 'special' group had been selected. Due to time constraints, however, I worked exclusively with the data from the Focus Groups. Each Focus Group consisted of eight players. These ranged from Band 4 (comprising the least able pupils in this top ability group) to Band 1 (the most able pupils in the group). Focus Group members will subsequently be referred to as F1, F2, (Band 1); F3, F4, (Band 2); F5, F6, (Band 3); F7, F8, (Band 4) at PCS and G1, G2 (Band 1); G3, G4 (Band 2) at the SEC. (Note for this task only one sub-group of four players was analysed from the SEC.)

Part 1: Group Problem-Solving Task

The group problem-solving task

The aim of the task was to investigate the kinds of interactive discourse in which learners engage during a problem solving activity. The questionnaire data had not given a strong steer regarding the collaborative strategies of the pupils, but had suggested that when learners did collaborate there was a tendency for this to be in French rather than English.

Initially, I wanted to try to discover how groups of learners might co-construct a common learning activity based on the task set, and, following on from Donato's work (1994), uncover under which circumstances, if any, learners were able to collectively scaffold their learning. According to Donato's study, his learners provided guided support for each other during collaborative foreign language interactions, in ways similar to adults or experts working with learners in the zone of proximal development. However, whilst Donato was particularly interested in whether this scaffolding brought about increased linguistic proficiency, my focus was more to do with the kind of language needed to function strategically in a collaborative environment.

In accordance with Frawley and Lantolf (1985), who argue that all forms of discourse during speech activity are relevant to and revelatory of the cognitive characteristics of the participants, it seemed that an analysis of the protocols of learners engaged in solving a logic puzzle, might shed some light on the regulatory functions of those individuals as well as their influence on self, others and the object of the activity. In other words, the task was less to do with whether or not the learners could solve the puzzle, but more to do with the social realities which the learners created or co-constructed for themselves.

The French Task (PCS)

I selected a logic puzzle from Pattinson's *Developing Communication Skills* (1987). Learners are given information which describes the houses of four inhabitants. By sharing the information and making deductions, learners have to identify who lives in which house. The language used in this puzzle is at a low level and was chosen so as not to impede learner interaction. Each member of the group is given a fact sheet containing

bits of information which can be shared orally with the others, but not read by them. Participants therefore have to read out what is on their paper and listen to others in order to piece together information and solve the puzzle. Together they have to negotiate a consensus and record it on the answer sheet. The following information was distributed:

- Fact Sheet A:

Comment s'appellent les personnes qui habitent dans ces maisons?

Dorothé habite dans une maison qui a une porte blanche.
- Fact Sheet B:

Qui habite dans quelle maison?

La maison d'Agnès a une porte blanche.

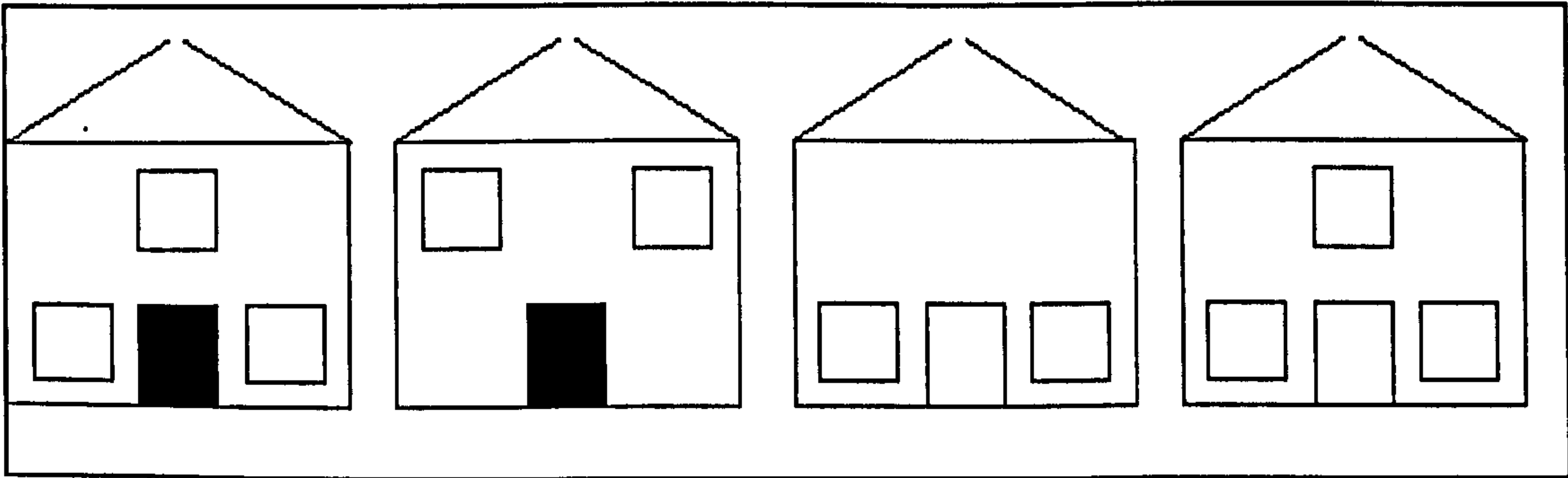
La maison de Bernard n'a pas de porte blanche.
- Fact Sheet C:

Chez Claude, il y a une fenêtre au-dessus de la porte.

La maison d'Agnès n'a pas de fenêtre au-dessus de la porte.
- Fact Sheet D:

Chez Dorothé la porte se trouve entre deux fenêtres.

Il n'y a pas de porte entre deux fenêtres chez Bernard.



Answer Sheet

1	2	3	4

.....

Fact sheets A and B contain lead questions. The task was set up by the researcher asking

for volunteers to work in groups of threes or fours. The instruction was given as follows:

Your group is going to be asked to solve a puzzle. Each person in the group has a piece of paper with written clues. This is your fact sheet. Each group also has an answer sheet to fill in. All I am asking you to do is to try and solve the puzzle - who lives where - without showing other members in your group the information on your paper. You can of course read out what is on your fact sheet. There is no time limit. As far as possible work in French/Spanish, but remember this is not a test.

I did not specify how the groups should work, since I was interested in how they would define the group setting or context. By leaving the decision for planning and structuring the activity to the learners, I wanted to observe both their task (strategic) and information (linguistic) management.

I have selected extracts from three protocols at PCS and one at the SEC, for further discussion. The words in bold in each protocol indicate those words or phrases which were provided on the fact sheets. The conventions used for the protocol analysis were kept as simple as possible as follows:

... denotes a pause

/ denotes an interruption

// denotes simultaneous utterances

[] provides additional information, including correction or translation

Note : in terms of spelling, the protocols reproduce as faithfully as possible the sounds made by the participants. At times therefore, the French or Spanish is grammatically incorrect.

Group One

Number of participants: 3

Composition: Focus Group -

F3 (band 2); F6 (band 3); non-focus group L1 (band 1)

NB This group did not solve the puzzle correctly

Protocol 1: Extract 1

1	F3	OK, les noms des personnes?
2	F6	Bernard... Just a minute
3	L1	Dorothé
4	F6	comment ça s'écrit?
5	L1	D-O-R-O-T-H-ai [É]
6	F6	ee?
7	L1	oui- avec un accent
8	F6	oh! Claude...
9	F3	c'est tout?
10	F6	OK
11	F3	la maison de/
12	L1	oh et Bernard
13	F6	oh de Agne...[puzzled]
14	F3	Agnne?
15	F6	oui, c'est un nom?
16	L1	non, non//
17	F6	oui// [emphasis]
18	F3	oui/
19	F6	OK...

The task setting is defined by implicit goal orientation, externalised by F3's immediate response to organise the group (line 1). F3 has transformed the information on the sheet from a direct question *Comment s'appellent les personnes qui habitent dans ces maisons?* into an instruction - *OK, les noms des personnes?* The meaning implicit in this utterance being - 'OK, let's start by each stating the names of the people'. Whilst L1 complies, the same speaker suspends the task in order to gain more time for writing down the names (line 2). When F3 adds another name to the list, F6 redirects the problem-solving goal of the task, in an organisational orientation by seeking assistance with spelling (line 4).

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In the next phase of the puzzle, the speakers are goal-oriented. As each individual contributes a piece of information (lines 22-24), F6 whispers to self in French- *I think it's that* - again attempting to self-regulate and co-ordinate the mental and linguistic activity needed to solve the problem. This is picked up by F3 (line 24), who then disagrees and repeats the information given (line 22) , but this time over emphasises the negative form (i.e. *there is not a door between two windows*). F6 switches momentarily to English to affirm that she has understood, accompanied by a comment muttered to herself (line 25). Her *OK, so* (line 25) mark her readiness to continue. In line 27, F6 uses a 'hmhm', to indicate comprehension, but seeks verification with F3 in line 29, that she has guessed 'correctly'. This is confirmed by F3 (line 30).

There are two points to make here. Firstly, that the target language is maintained, more or less. Secondly, F6 does not directly ask for 'answers,'and F3 gives support without directly supplying the answers. In other words, this is an excellent example of scaffolded learning.

Protocol 1: Extract 3

31	L1	Claude, il y a une fenêtre au dessus de la porte, de la porte, /
32	F6	oui/
33	L1	la maison des Anne, Anne
34	F3	non, non, Claude pour le moment,
35	L1	il y a une fenêtre au dessus de la porte...

This short extract demonstrates how the learners negotiate meaning in order to support their self-regulation of the task. In this instance, F3 has not had time to work through the information given in line 31 by L1. Therefore, when L1 begins to direct the group's attention to *Anne* (line 33), she demands a return to focus on Claude, (line 34). F3's utterance - *non, non, Claude pour le moment*- implies, 'No, let's stick with Claude for

the moment’ - and L1 immediately repeats the information concerning Claude. Whilst F3 does not ask for the information to be repeated, L1 volunteers to support F3's move towards self-regulation.

Protocol 1: Extract 4

- 41 F6 où habite Bernard?
- 42 L1 there
- 43 F6 oui mais...[inaudible].
- 44 F3 avec une fenêtre à chaque côté de la porte
[indicating the house as she speaks]

In the final stage of the puzzle, the extract demonstrates how F6 wants to check out her answers with the others to gain self-regulation. In line 41, when F6 asks for verification of an answer, L1 responds in English, (line 42). F6 still seeks further confirmation by uttering in French, ‘yes, but...’ (Line 43). In response, F3 then takes on the role of ‘expert’ again and explains verbally in French, as well as pointing to the correct house to assist F6.

Group Two

- Number of participants: 4
- Composition: Focus group -
F4 (band 2); F7 (band 4); two non-focus group members-
L1 (band 1); L2 (band 2)

NB The group did not solve the puzzle correctly

Protocol 2: Extract 1

- 1 L1 chez Claude, il y a une fenêtre au dessus de la porte.
- 2 L2 c’est...
- 3 L1 oui, ça [pointing]
- 4 L2 d’accord
- 5 F4 la maison de Ang-nès
- 6 L2 Agnès [corrects]

7	F4	Agnès n'a pas de fenêtre au-dessus de la porte
8	F7	ça?
9	L2	ça, et la maison d'Agné a une porte blanche? C'est ça?
10	F4	oui
11	L1	oui, c'est ça.
12	L2	heu, la maison de em Bernard n'a pas de porte blanche.
13	L1	c'est ça
14	F4	right
15	F7	chezz [chez] Dorothé la porte se trouve au-dessus [entre deux] fenêtre... il n' y a pas de porte au dessus fenêtres chezz Bernard
17	F7	ah em...Dorothé habite danz [dans] une maison qui a une porte blanche/
18	L2	c'est ça/
19	L1	non,
20	F4	donc Dorothé habite/
21	L2	non, c'est c'est là/
22	L1	maintenant il y a ...
23	F4	Claude qui/
24	F7	je je suis/
25	L2	Claude qui habite là/
26	F4	Bernard qui habite/
27	L1	et Bernard qui habite là/
28	L2, L1, F4	voilà, fini!//

I decided to use this protocol in its entirety, because it stood in such marked contrast to Protocol 1. This group demonstrate 'procedural display', in that they are complying with the task without really engaging with it. The activity is clearly motivated and directed by the goal of speedy task-completion. Therefore, all the actions are directed towards immediate self-regulation. There seems to be a tacit strategy for task completion. Each person reads out one or two clues and immediately another member of the group allocates the name to a house, points to it on the solution sheet and gets consensus from the rest (exemplified in lines 9-11). There is only one disagreement, (lines 19-21) which is immediately resolved without any negotiation. Neither of the task questions was read out, which again seems to emphasise the shared understanding of task-orientation. It is interesting to note, that when F7 reads from the sheet, he substitutes a sound which he has already heard *au-dessus* (above) instead of *entre* (between). There may also have

been some confusion with the pronunciation of deux (*duz*). Whilst this error has the potential to alter the direction of the puzzle, it is apparently ignored by the other participants.

The number of contributions is distributed evenly amongst three of the four participants L1, L2 and F7. During twenty eight lines of transcript, F7 makes only four contributions, two of which are reading directly from the fact sheet, (lines 15-17). In line 8, he asks for confirmation from another member of the group ça?- that one? In line 24, when he makes an attempt to break into the interchange, he is ignored. He did not find a ‘voice.’ He was in fact a passive ‘recipient’ of an otherwise collaboratively constructed context.

The numbers of exchanges are minimal, as the speakers clearly constructed the activity as having little value other than bringing the task to its conclusion.

Group Three

Number of participants: 4

Composition: Focus group -

 F1 (band 1); F2 (band 1); F5 (band 3); F8 (band 4)

NB The group solved the puzzle correctly

Protocol 3: Extract 1

1	F1	OK on commence..[assertively] Em...Comment s'appellent les personnes qui habitent danz [dans] les quatre maisons?
3	F5	oh em... Chez Dorothie la porte se trouve entre deux fenêtres...
4	F8	alors Dorothy
5	F1	oui [way]!
6	F8	tu peux répéter s'il vous plaît?
7	F5	la porte/

8 F1 [lots of noise] you say où est Dorothie?
 9 F5 Dorothie habite danz [dans] une un maison qui a un[e] porte blanche
 10 F2 porte blanche?
 11 F5 oui
 12 F2 c'est pas ça, c'est pas ça [to self]...

F1 opens the interchange by taking control and operationalising his goal-orientation within the group with '*On commence*', which is followed by the first question task (lines 1 and 2). F5 replies, but rather than answering the question, immediately moves onto reading what is written on his sheet, (line 3). This indicates that the representation of the task is not shared by all participants. It would appear, that F5 construed the task in terms of reading out pieces of information. F8 extrapolates from the information supplied by F5, the answer to F1's question (line 4) i.e. the person's name only. F8 asks for a restatement of information about Dorothé, (line 6), but F5 starts with the word 'door', (line 7). F1 interrupts, to re-orientate the task. In English, F1 instructs F5 how to proceed, (line 8). F1 at this point takes on the role of 'expert' in a scaffolded context. F5 responds accordingly with the information. F2, who has not yet spoken, asks for verification of 'white door' in French (line 10), which is accorded (line 11). F2 then engages in self-regulation by saying to herself - *c'est pas ça*.

The opening sequence to this transcript again is in contrast to the others. The first few interchanges demonstrate that the individuals have not successfully co-constructed a shared representation of the task. F1 suspends the task in an effort to reassert his definition of the setting. Meanwhile F2 is clearly focussed on self-regulation strategies, (lines 11-12) and again in lines 22-24.

Protocol 3: Extract 2

22 F2 oui...
23 F5 il y a une fenêtre souz [au-dessus] de leur port [la porte]
24 F8 eu oui
25 F2 so, c'est pas ça et c'est pas ça [to self]

This short extract serves to illustrate that F2 uses private speech to mediate her understanding and guide her processes of elimination, in order to solve the problem and take control.

Protocol 3: Extract 3

26 F5 oui la maison des er Jan- jan -ges [Agnès] ne pas de fenêtres
27 F2 des... qui?
28 F5 de [je] Ang- is [said quickly obviously not understanding!]
29 F2 ne pas un fenêtre/ [said slowly]
30 F1 Agnes, Agnes, [shouting, since he has realised that he has the name of the person that F5 is pronouncing wrongly].. J'ai une personne qui s'appelle Agnes

This extract illustrates how three of the participants deal with the problem of Agnès (refer here to protocol 1, lines 13-19 to compare). F5 attempts to pronounce the name Agnès, but in error says *Jan-gez* (line 26). F5's intonation indicates puzzlement and there is some hesitation. However, using the context, and the link to 'no windows,' there is an assumption that *Jang-ez* could in fact be someone's name, affirmed by F2's use of the question *qui?* (who) in asking for clarification in French. F5 has a second attempt (line 28), but again it is clear that there is a breakdown in comprehension. F2 continues to re-state the information which followed the name in question (line 29) indicating that she is working towards clarification and self-regulation, when F1 suddenly suspends the task to exclaim in French, that the person is in fact Agnès, since he too has some information containing the person's name. In fact, he says in French- 'I have a person who is called Agnès'. This extract provides an example of collective scaffolding.

Protocol 3: Extract 4

34 F5 je pense que ça [pointing to house] c'est Claude
35 F1 oui, à mon avis/
36 F2 Agnès, c'est quoi?
37 F1 Agnès? **La maison de Agnès a un [e] porte blanche**
38 F8 c'est pas ça et pas ça [to self]
39 F1 c'est comme...tu tu/
40 F2 et Bernard eum... **Il n'y a pas un de porte entre deux fenêtres chez Bernard**
41 F8 so, ça c'est Claude/ [in low voice]
F2 la maison entre deux
43 F1 ah, c'est de Bernard/.. C'est la maison de Bernard/
44 F2 oui/
45 F8 oui/
46 F5 la maison de Bernard/
47 F8 alors.... alors Claude, c'est/
48 F1 alors Claude c'est ça.
49 F2 ça... Parce que...
50 F5 la maison de er... Claude est
51 F2 Claude... au dessus de la... regarde il y a un, deux, trois... et alors
52 F8 oui

The fourth extract demonstrates how this group operates on two levels. The intrapersonal level of self-regulation, where each individual is trying to take control and understand for him/herself and also the interpersonal level, where there is much spontaneous discussion or negotiation. In line 34, F5 announces his solution for Claude's house. F1 agrees, but is then interrupted by F2 who wishes to focus on Agnès, (line 36). F1 then switches attention back to Agnès. Meanwhile, F8 continues working with 'Claude' and on an intrapersonal level, uses private speech to mediate his regulatory processing, (lines 38 and 41). He then reintroduces 'Claude' for group discussion in line 47, to check out his solution with the others (lines 47- 52). The interchange between lines 47-52 involves all four speakers. F2 wants to give 'proof,' illustrated by use of the words 'because' but this is ignored by the group. F2 has another attempt in line 51, when she again appeals to the group with the utterance *regarde* (look) and proceeds to count windows. This is finally acknowledged by F8.

The Spanish Task (the SEC)

The task which was administered at the SEC, was identical to the puzzle used at PCS, except it was in Spanish. A focus group was also set up using identical processes. This consisted of 8 male learners: from Band 1 - G1 and G2; from Band 2 - G3 and G4; from Band 3 - G5 and G6; from Band 4 - G7 and G8. To assist the reader I have added translations from the Spanish into English, indicated in the protocols by [...].

The fact sheets read as follows:

- Fact Sheet A:

¿Cómo se llaman las personas que viven en estas casas?
Diego vive en una casa con una puerta blanca.
- Fact Sheet B:

¿Quién vive en qué casa?
La casa de Maria tiene una puerta blanca.
La casa de Roberto no tiene una puerta blanca.
- Fact Sheet C:

La casa de Cleo tiene una ventana por encima de la puerta.
La casa de Maria no tiene ventana por encima de la puerta.
- Fact Sheet D:

La puerta de Diego está entre dos ventanas.
La puerta de Roberto no está entre dos ventanas.

Group One

I have chosen to select protocols from this group at the SEC because participants appeared to demonstrate a lack of willingness to negotiate with each other. The members seem to have tacitly defined a context with the goal of achieving the task, motivated by complex interrelationships to be ‘right’ and ‘not give in.’

- Number of participants:

4
- Composition:

Focus group -

G1 (band 1); G 2 (band 1); G4 (band 3); G7 (band 4)

N.B. The group did not solve the puzzle correctly.

Protocol 4: Extract 1

- 1 G1 y no es...er...la casa [and it is not..er...he house]
2 G4 la casa de Maria es a la derecha [Maria's house is on the right]
3 G2 la casa de Maria está a la derecha, sí [Maria's house is on the right, Yes]
4 G4 a la derecha, sí [on the right, yes]
5 G1 la la casa la casa de Maria no tiene/ [the the house Maria's house hasn't got...]
7 G2 a la derecha, mucho mucho derecha, extrema derecha [on the right, far far right]
9 G4 no no la casa de Maria/ [no no Maria's house]
10 G7 sí a la derecha [yes on the right][whispered to self]

At the very beginning of the task, G4 tries to identify Maria's house immediately, without sharing the information on his fact sheet (line 2). G2 re-states G4's previous utterance, whilst he writes down Maria's name, then agrees with G4 (line 3). G4 confirms the response. G1 then introduces a phrase from the fact sheet to give more information about Maria's house (lines 5-6). This utterance is ignored and interrupted by G2, who persists with positioning Maria's house on the far right (lines 7-8). G4 has already marked Maria's house as being centre right - rather than extreme right - so disagrees (line 9). G7 now joins the interchange but with a whispered utterance to himself (line 10). It is almost as though G7 has finally connected with the task and is in the process of orienting his own thinking. It is interesting to note that whilst the focus of the interchange has been on Maria's house, this has been in the absence of reference to the information on the fact sheet.

Protocol 4: Extract 2

- 55 G2 ... sí pero Roberto vivo en en/ [yes but Roberto I live in in]
56 G1 no Roberto vivo en el izquierdo del centro [no R I live on the left of the centre]
57 G2 no [no]
58 G1 sí [yes]
59 G2 no no [no no]
60 G1 si.../
61 G2 ¿por qué? [why?]
62 G1 porque [because]

63 G2 no [no]
64 G1 porque la casa de Maria tengo [tiene] dos tengo [tiene] una puerta blanco[a]... y Cleo vives [en] el/ [because Maria's house I have 2, have [she/it has] a white door and C, you live/ [in] the]
67 G2 dos personas? [2 people]?
68 G1 Cleo vives en el/ [C you live in the]
69 G4 dos personas [2 people]
70 G1 si [yes]/
71 G2 no [no]
72 G1 ¿qué color de ... Robertos puerta? Puerta de Roberto/ [what colour is R's door? R's door]/
74 G4 sí, ¿cómo se llaman las personas ...?/ [yes what's the name of the people ...?]
75 G2 blanca [white]
76 G7 no [no]
77 G1 sí sí Maria es [yes, yes Maria is]
78 G2 sí sí [yes, yes]
79 G4 G2, ¿cómo se llaman las personas? [G2, what are the names of the people/]
80 G1 no no es- [no it's not]
81 G4 sí, look ¿cómo se llaman las personas? [yes, look, what's the name of the people] [Emphasises the word people]

This extract is dominated by G1 and G2 who initially disagree about the identity of Roberto's house and exchange several contradictory yes/no utterances (lines 55-60) before constructing a why-because exchange, (lines 61-63). G1 attempts to give an explanation, using information about the colour of Maria's door (lines 64-66) and then introducing the notion of Cleo's house. Again, none of the participants reads out fact sheet information to guide others. They have clearly constructed the task in terms of allocating one person per house, according to information on personal fact sheets, without sharing the information.

G2 then re-orientates the interchange by challenging the prediction he anticipates G1 is about to make - that is to link the two names in the previous utterance (line 67). Whilst G1 tries to justify the idea, G4 enters the interchange for the first time. It is almost as if

the idea of two people sharing one house has enabled him to redefine the problem, and he is testing this out to move from being other-regulated to self-regulated. Whilst G1 and G2 continue to argue, G4 does not listen, but is clearly set on mediating his own understanding. In line 72, when G1 reintroduces the problem of Roberto, G4 picks up on the mention of another name and starts to read out to himself the question on his fact sheet - *What are the names of the people...?* (line 74). No-one else pays attention, since G1, G2 and G7 are engaged in yes/no disputes about the colour of Roberto's and Maria's doors. G4 re-states the question to himself once again, in line 79, emphasising the word 'people', and, on being ignored, attempts to gain the group's attention by using the English word 'Look!' (in frustration). He then reiterates the question for the third time.

This extract illustrates that whilst two members of the group dominated the talk by arguing, another member of the group, G4, was engaged in self-regulatory processing, not only by redefining the concept of the task, (more than one person lives in one house) but also by constructing an alternative approach to solving the task, beginning by naming all the people involved.

Protocol 4: Extract 3

- 159 G1 ah ah, Z, er ¿tienes una una persona con una puerta ...? [ah ah, Z,er have you got a person with a ... door ...?]
- 161 G4 it says ¿cómo se llaman las personas personas que vives [viven] en estas casas?
[it says what are the names of the people who live in these houses]
- 163 G1 sí por porque es- [yes because it's]
- 164 G2 plural [said with emphasis]
- 165 G1 es más de una persona [por] el [la] puerto-[a] [yes because it is its more than one person with the door]

The final extract takes place much later in the protocol, when the participants have still

not arrived at a consensus. Whilst G1 has now re-directed the task, by asking direct questions- 'have you got a person with...?' (line 159-160), G4 is still focussing on the same question which he had been saying both to himself and to the group in the previous extract. However, this time he emphasises the plural Spanish word for *the* and the plural word 'persons' (line 161-162). His use of 'it says' - in English - demonstrates another attempt at re-establishing the goals of the task. G1 immediately interprets by building on the emphasis placed by G4, and begins an explanation in Spanish - 'yes because'... (line 163). He too is interrupted by G2, who in English exclaims *-plural!*- thus confirming the tacit agreement that the phrasing of the Spanish question on G4's sheet in the plural (i.e. what are the names of the people who live in the houses), rather than the singular (i.e. which person lives in which house) - indicates that there can be more than one person who lives in the same house (line 164). G1, again in Spanish, attempts to explain this, almost as though he is justifying this 'solution' to himself with *'yes there's more than person with the same door.'*

The interesting point here is that the speakers reaffirmed their solution to the puzzle by using a linguistic interpretation rather than sharing, negotiating, listening to the factual information they all had. This did not lead them to solve the task correctly. The protocol demonstrates how the definition of the task, and the representation of the setting exerted an influence on the speakers in defining the goal and in motivating their approach to solving the problem.

Discussion of the protocol analysis at PCS and the SEC

The reason for adopting a microgenetic approach to the analysis of the protocols is

rooted in the belief that more accepted practice, such as counting the frequency of specific utterances during interactive tasks, only reveals part of the 'story'. Donato (1994) comments that the 'hard' data of interaction studies 'obscures the cognitive processes that are enacted on the social plane during an experimental treatment' (1994: 35). It could be also be argued that microgenetic analysis is essential to the understanding of the 'utterance-building' process as it unfolds in real time and contributes in part to Politzer's call for an approach that investigates 'the drama in its concrete actuality and particularity' (Politzer: 1974).

Moreover, the analysis had to be situated within a context which does not restrict speech activity to input-output or interaction. It is clear from the analysis of the protocols in this study, that even during a problem-solving task, not all talk is interactive, but that there is a range of speech activity which serves very different functions. The data also suggest that speech activity functions far beyond the exchange of information and in a much more complex manner.

A model of talk which confines itself to utterances that are somehow acted upon by interlocutors in a conversation does not allow us to consider the importance of such talk, which Vygotskians claim to be regulatory in function.

(Platt and Brooks 1994: 499)

The issue here is not one of frequency of occurrence of a particular speech activity but of the potential value which the different functions might serve, in leading the learner towards strategic control of self and of others, as well as of the task's language and content.

In the protocols analysed, the strategic environments which learners created were not

the same, despite the identical nature of the instructions and the tasks. This suggests that learners co-construct their own context according to their own motives - which may or may not be conducive to learning. Whilst only one out of the four groups successfully solved the puzzle and thereby achieved the external goal of the task, the internal goal-orientation was constructed by the learners themselves. Compare for example protocol 2 and 4. In protocol 2, the learners were concerned with speed and immediate solutions by guessing. In protocol 4, the learners did not share information but tried to solve the puzzle through using partial and private information. Protocol 3 demonstrated a tacit yet methodical approach to the task, with many examples of scaffolded interchanges, which is likely to have contributed to the fact that this group arrived at the 'correct' solution.

Motives therefore can be seen maximise one set of actions (linguistic or strategic) over another and significantly shape the activity. Such shaping might take the form of gender interaction patterns as might have been the case in protocol 4, i.e. a male group which demonstrated more competitive and less cooperative strategies in comparison to protocol 3. Protocol 3 bore explicit examples of collaborative scaffolding; operational strategies such as dealing with the task as quickly as possible where the solution of the problem supercedes any perceived learning value (protocol 2); or linguistic and metalinguistic strategies (use of intonation, body language, formulaic language or new utterances).

In addition, the propensity of individuals to maximise potential for learning may also be dependent to a certain extent on the social context constructed by those involved. In

protocol 3, there is clear evidence of learner F1 (a more able learner) providing scaffolding for F8 (a less able learner). It could be argued that on this occasion, the more able learner is guiding and shaping the actions of the less able learner. In this case, F1 enables and supports F8 to operate within F1's strategic processing 'space' or zone, to use a Vygotskian construct, and thereby internalise or extend his current competence. Other factors such as the symmetry of learner interrelationships, and the linguistic and cognitive ability of the participants, may also influence the quality of the learning environment constructed by the learners. It is interesting to note for example the number and type of the utterances by F7, F8, G7, and G8 in comparison to say F1, F2 and so on, but especially the different strategies used to achieve their own goals.

Thus, whilst Donato's study (1994) was centred on scaffolded learning and subsequent language development, I was particularly focussed on the strategies operationalised during the activity. Strategies can be linked to the range and choice of language used by learners when motivated by goal achievement. Language varied enormously, exemplified by:

- simple words often with meaning implied by intonation such as *yes*, *no* or *not* (protocol 1:1, 1:2, 4:2)
- simple connectors such as *yes but...*, and *now*, (protocol 1:4, 2)
- formulaic utterances such as *How is it spelt ?*, *I think that...* (protocol 1:1, 1:2)
- spontaneous utterances such as *I've got someone called Agnès*, (protocol 3:3)

The level of foreign language used by the learners was neither complex nor at an

advanced level, yet this did not appear to impede the task. There were instances of grammatically incorrect language (such as consistent use of the verb in the first person rather than the third singular in protocol 4:1) but this did not seem to interfere with the execution of the task. Similarly, Ochs in her 1990 study, argues that both expert and novice learners use language in ways to create contexts of **shared understanding**. This notion supports the idea, that contrary to many accounts of language learning, the contribution made by novice learners can and does impact on more competent learners. Language, as we have seen, is multidirectional.

Moreover, it is certainly worth noting that the target language was used consistently in all groups, even though the pupils had not been specifically instructed to use it. This commonly agreed *modus operandi* meant that use of English occurred during significant moments. Analysis of the speech activity suggests that these English utterances may be strategic in nature and are to do with:

Protocol	1:1	<i>just a minute,</i>		
	2:1	<i>right, so,</i>	>	self-regulation
	1:2	<i>of course there's not,</i>		
	4:2	<i>look,</i>	>	
	4:3	<i>it says,</i>	>	task re-orientation
	1:4	<i>there-[pointing]</i>	>	other-regulated/ scaffolding
	3:1	<i>you say,</i>	>	

4:3 *plural,* > marking a breakthrough
in negotiated meaning

The context in which these English utterances occur do not necessarily suggest that the French or Spanish equivalent was not known. Rather the use of English could be an indicator of processing which has less to do with linguistic accuracy or specific vocabulary and more to do with mediating or controlling the learning environment. If the mother tongue plays a role in the mediation of learning, it may well have important repercussions on current classroom practice where there is a general consensus in the field, that teachers should more or less insist on student use of the target language.

Reflection

From an analysis of the data therefore the following points emerge:

- whilst external task definition might appear to come from the teacher or instructions, microgenetic analysis reveals that the learners themselves co-construct or restructure the task according to their own motives and goal-orientation. Learning is therefore neither predictable nor common to participants;
- a so-called 'communicative' task, does not automatically produce communicative interaction amongst the learners. A communicative environment per se does not exist due to external forces, but is created or co-constructed by the learners. The nature of the environment in terms of challenge, safety or

potential for learning, depends entirely on the participants;

- a so-called ‘communicative’ task may well involve a wide variety of speech activities which have functions other than communication or message transfer;
- different speech activities have different functions which appear on two levels, the interpersonal and the intrapersonal. Examples from the protocols demonstrate:
 - Self-regulation (private speech, support from and with others)
P1:2, line 23;
 - Other-regulation (scaffolding the learning for or with others)
P3:2, line 8;
 - Message transfer (from one learner to another)
P4:2, lines 61-8;
 - Task procedure (operationalise strategies)
P1:3, lines 31-4;

Language practice/production;

- actions are goal-directed and enable learners to reconstruct tasks according to their own goals (reference to the Activity Theory);
- different speech contexts or environments generate different strategies, depending on individual goal-direction. Examples from the protocols include:

Repetition	P4:2 lines 74-81
Restatement	P4:1 lines 2-3
Verifying	P1:1 lines 15-16
Intonation and body language	P4:2 line 79
Choice of language (Mother tongue / foreign language)	P1:2 line 25
Type of language (e.g. new / formulaic utterances)	P2:1 lines 11-13
Regulation (change from self- to other- regulated might be strategic depending on motives)	P1:2 lines 23, 28-30
Mediation	P3:4 line 8
Collaborative engagement	P2:1 lines 1-4
Private speech	P3:4 line 38
Task structuring	P1:1 line 1
Task restructuring	P4:3 lines 163-5
• the linguistic level of utterances is not dependent on the linguistic level of the task; choice and level of language is linked to motivation and situational definition. Strategies used will depend on the goals.	

The following citation succinctly sums up the direction in which the data analysis appears to be leading:

Speaking serves important mediational purposes for individuals for completing cognitively demanding tasks and for orienting themselves and their interlocutors to the task and to the language that is used to construct the task.

(Platt and Brooks, op cit: 507)

Part 2: Paired Discussion Task

Introduction

As has already been discussed, according to Vygotskian theory, an analysis of language use during cognitive activity, can contribute to our understanding of how higher mental processes such as attention, planning, logical thought, voluntary memory as well as strategic learning, are verbally mediated. The analysis of the previous group problem-solving task, focussed on the speech activity of the learners which had taken place principally in the target language. This task aims to investigate how paired discussion in the mother tongue mediates attempts by learners to report on and interpret a written text in French or Spanish. In addition, it is hoped to explore how individuals working collaboratively, come to understand a text and the strategies they use to achieve this goal.

An expository text was chosen in the target language around the theme of the Environment (see Appendix). The original texts were taken from two equivalent sources *Ça Va* and *El Sol* (magazines for language learners published by Mary Glasgow Publications, 1992.) The text was used in an 'inconsiderate' form i.e. the title, paragraph indentations and pictures had been removed. This was to make the text as cognitively and as strategically demanding as possible, without raising the linguistic level of the text.

Learners were issued with the written text to read silently to themselves. They were given the following instructions verbatim:

This reading text is not a test. It is a reading task which has been given to you as a challenge to see how much you can understand. You will not have to answer any

questions based on the text afterwards. Instead, you will be asked to discuss the text in English with a friend. You may read the text as many times as you wish in the next half hour. Do NOT worry if you do not understand all the words, just try to figure out the general meaning. In pairs afterwards, what you say will be recorded and analysed to help us plan your lessons better. You will be asked to state first of all what you think the text was about. It may help you to think of a title or some key phrases.

The French Task

The French task was based on a text about waste management and the environment, containing 33 propositions or ideas. Global key words and concepts are: Earth, threat, protect, environment, waste and waste management, pollution, attitudes and the 4Rs of conservation (i.e. re-use, recycle, reduce, recuperate). The central theme is to do with the problems and management of waste. I recorded the dyadic conversations and analysed them at the microgenetic level, as before. This time, the protocols were analysed for the specific phenomena of meaning orientation through occurrences of macrostructure, mediation and collaborative talk. Macrostructure can be defined as the 'readers's assignment of a global semantic meaning to a text' (Appel and Lantolf, 1994: 443) or the gist. The protocols were also analysed according to individual cognitive stages of regulation, using Wertsch et al's categories. (Wertsch 1979, Frawley and Lantolf, 1985, De Guerrero and Villamil, 1994). The symmetry of the relationships between learners was also noted.

Learners were able to choose their partners for the collaborative work after the individual reading task. They were also able to refer to the written text once they had given a short

verbal summary.

It seemed likely that the verbal summaries would reveal global semantic interpretation or macrostructure of the text, formed by each individual. Therefore, I decided to use the summaries as general indicators of individual comprehension (high, partial, low) to enable me to position learners, before they engaged in a discussion about the text. The protocols of the summaries are simply represented without detailed or complex conventions. To enable the reader to follow the extracts, the following conventions have been adhered to:

...	denotes a pause
/	denotes an interruption
//	denotes simultaneous utterances
[]	provides additional information

Global comprehension indicators

Individual verbal summaries of the text were used to indicate global comprehension. The learners were unaware of what each other had said. The emboldened print in the summaries, indicates instances of the use of key words or concepts by individuals.

Dyad 1: Learners F4 and F3

- F4 I have understood... It was talking about **pollution** and how we can reduce it and how people could reduce it by dividing all their **rubbish** like glass plastic and all the rest and how households could be...
- F3 It's telling us about how we should use our products like plastic bags and stuff and we should **recycle** them and in one part of the em writing it says there are **4Rs** to remember... **recycle... reuse** and... I've forgotten what it was but it was telling us what we should remember before throwing

things away...

Both F4 and F3 demonstrate partial to high comprehension of the text. Whilst F4 affirms her understanding, she also uses key words such as *pollution* and *rubbish (waste)*. F3's summary contains few key words, but focuses on specific detail from the text about the 4R rules of conservation. Whilst she could not recall all the detail, nonetheless it was clear from her reaction (*I've forgotten what it was*) that whilst the specific vocabulary or content may have eluded her, in fact she had formed a relative understanding of the 4Rs.

Dyad 2: Learners F5 and L8

F5 It says about the problem that people don't know what to chuck away and what not to chuck away.

This short summary by F5, shows little evidence of global comprehension of the text. However, whether the comprehension deficit lies more in a lack of engagement with, rather than understanding of the task, may become evident during subsequent analysis.

F7 did not record a summary

Dyad 3: Learners F1 and F2

F1 The passage is about the **pollution** and how **damaging** it is to... em... the **earth**. It explains how 400 kilograms of **waste**.. er.. are put on. ..of... are just wasted by each family every year...400 kilograms that is, 400 ks per family per year...also if you look around in your local area you will find bins... special bins... for different materials.. glass, paper and metals and other materials you could find...er in different types of bottles and aluminium things...er... Also it talks about... what else does it talk about? I'm... I've forgotten now... let me think... no, I think that roughly sums up what the actual thing does say.

F1 provides clear evidence of understanding the global theme of the passage by his use of key words such as *pollution*, *damage (threaten)*, *Earth*. He also refers to *waste*, before entering into detail. The ending (*I've forgotten now- let me think- no*), indicates that he

has understood much more, but since he is unable to access instant recall, prefers to 'change his mind.'

- F2 OK, so this passage- but I can't think of a title for it... I'll call it...**Crucial Pollution**. It's saying that we are threatened by pollution and that we've got to think of how to **change the attitudes** towards pollution. It's mainly **waste** rather than pollution...a little bit of global warming as well...I can't remember...and some schools and some schools and companies have adopted like a policy of... em...em...using less waste and there are 4Rs about waste or pollution or whatever... and that's **reduce** it...by avoiding it and stuff, **reuse** it so like got your plastic bags which you use them again instead of getting new ones at the supermarket or whatever...and then there's **recycle** so that if you're using materials you've already used then make other things with them and...em what was the other one? **Recuperate**...or something I can't remember...I think that's about all I can remember.

F2 demonstrates the highest level of comprehension amongst the learners. Not only does she use key words such as *pollution* and *threat*, but also re-orientates her global statement to *it's mainly about waste*. F2 also refers to the 4Rs and can recall all 4 elements (*reduce, reuse, recycle, and recuperate*). Whilst she may not understand the precise meaning of *recuperate* in this context, *recuperate or something I can't remember*, she transforms the French words *recupere* into an English near cognate.

Dyad 4: Learners F7 and F8

- F7 The text's about **pollution** that was about facts and figures like different country's pollution and more generally stuff like that. Er...it said that certain words like a major part em not a major part but a part in everyone's life... it showed that governments must **change people's attitudes** towards dumping their waste so...and everyone's attitude has changed and is changing still towards cleaner methods. It showed that recycling can play a major part in everyday life.

F7 is unable to articulate very many ideas beyond *pollution*. There are indicators which suggest that individual ideas have been understood (e.g. *governments must change people's attitudes*). However, in fact the text states that people must change their

attitudes, not that attitudes have already changed. From this summary it would appear that F7 has partial to low comprehension of the text.

- F8 I have just read a short passage in French about **pollution** and they say that there is lot a of pollution and they talk about...er...about the things which are non-biodegradable like plastic bags and cars are non-biodegradable but things like...like other materials that aren't biodegradable things like those...it actually goes on about how they try to stop the pollution and how they are trying to help it and they speak to the government about...

This summary does not give any clear indication of global understanding by F8. Words such as *pollution*, *bio-degradable* and *plastic bags* seem to dominate the account, but in a somewhat disorganised manner. This extract also suggests that comprehension is at individual word rather than concept level and that the ideas expressed rely heavily on previous knowledge.

The Protocols: Dyadic discussion of text

Dyad one

The summaries suggested that the F3 and F4 shared partial to high levels of global understanding. I have selected 6 short extracts, to represent the nature of symmetrical and asymmetrical interaction within this dyad.

Protocol 1: Extract 1

- 11 F3 and they tried to find out a way to help us remember what to do which are the 4 Rs...em recycle, re-use, I've forgotten all the rest but there are the 4 Rs/
13 F4 the 4 Rs like...[laughs and look at passage]
14 F3 right.. we've just worked out which are the 4Rs réduire, réutiliser, recycler et récupérer - em that's to help you remember what to do/
16 F4 before throwing things away and stuff/
17 F3 yeah it's like a motto to remind you...we found this out by looking in the text and we found this out by...what we're reporting...what we've understood with the text in front of us...

Both learners are on-task and trying to recall the 4Rs of managing waste (lines 12-17). Whilst F3 can now only remember two out of the four (she had previously remembered three - line 12), F4 then finds the correct place in the text (line 13) and they both re-read. F3 takes the lead and reads aloud the four key French words (lines 15-16). F4 is less focussed- *and stuff* (line 16). Moreover, F3 demonstrates a clear understanding of the 4Rs concept when she adds that it is like a motto (line 17). F3 then talks about the task and uses the *we* form, suggesting that she perceived the event as a collaborative activity (line 17-19). On analysis, it's clear that F4 contributed little in terms of advancing meaning, but that talk about the text was seen as a 'jointly scaffolded' activity.

Protocol 1: Extract 2

- 31 F3 I didn't get to the end of this...
- 32 F4 we had ten minutes to look at this whole paragraph and it's on an A4 piece of paper
- 34 F3 it's saying...something...paragraphs...it used to be like all divided and stuff and now it's all in one chunk and it's not all that easy to understand [meaning the passage]...
- 37 F4 well it isn't [laughs]

This brief extract reveals F3 and F4's suspension of the task to talk about the task. Whilst they are 'complaining' about the text (lines 31-32), what is really being expressed is frustration at the format of the text, which does not support their comprehension (lines 34-35). F4 perceives the text as one paragraph- *this whole paragraph* (line 32), whereas F3 demonstrates a deeper understanding of the properties of the text without 'divisions,' (line 34). They both comment on difficulties this produces (lines 35-37) and agree that the task demands are increased due to the text lay-out.

Protocol 1: Extract 3

- 40 F4 you can also have the hydr... I mean the wind power and stuff, can't you?

41 F3 yeah... but we're talking about rubbish [laughs] not this electricity thingy..

Throughout the whole interchange F4 seems to rely on F3 to take the lead in articulating ideas based on the text. F4 adds to this her own knowledge of the topic. Wind power is not mentioned or alluded to in the text, yet F4 introduces the idea (line 40) then seeks confirmation from F3 - *can't you?* (line 40). F3 re-orientates F4 to the detail of the text (line 41) and re-focuses her attention.

Protocol 1: Extract 4

66 F4 do you know what this means here?
67 F3 where société... pour changer la situation...doesn't that mean move?
68 F4 doesn't that mean ...[voice trails away]...[3 or 4 seconds silence]
69 F3 perhaps the people are changing their attitudes towards/
70 F4 waste yeah and then methods to/
71 F3 pour réduire ou éviter
72 F4 yeah to reduce and/
73 F3 and avoid
74 F4 no not... OK yeah avoid
75 F3 yeah

In this extract, both F3 and F4 are supporting each other. They are both focussed on understanding two specific lines of text. F4 asks for clarification (line 66) and F3 demonstrates by her reply (line 67) that she is in fact working out a solution in the target language, *Pour changer la situation* is not a direct citation from the text (line 67). Her utterance provides us with an example of private speech in the foreign language, trying to gain self-regulation over *c'est pourquoi notre société doit trouver des moyens de changer nos attitudes*. The remainder of the exchange demonstrates how a weaker learner is assisted in arriving at a consensual translation of the French sentence.

Protocol 1: Extract 5

77 F4 like when I'm reading I don't understand that much but when I get other

79 F3 people to read to me I understand an awful lot
80 F4 when I read I have to translate it as well
81 F3 do you? what in your head?
 F3 I have to read it first and then I am thinking

The final extract provides insight into individual task management. The learners discuss how they approached the task in terms of understanding the text. Whilst F4 responds better to oral text (she states that she prefers when someone else reads out to her (an example of a need to be other-regulated) and perhaps indicating that she is better at listening than reading (lines 77-78), F3 reveals that she approached the reading task by translating. These 'revelations' are in fact backed up through the protocol extracts, which show the way in which F3 clearly orientated herself to the task. She meticulously followed the text in order to 'translate' its meaning, since this was her strategy for self-regulation. F4 also responded well when extracts were 'read out' to her by F3. In this way, F4 relied on F3 to provide an oral translation of the text, which the translation mechanism afforded. Even though one could argue that the protocol portrays an asymmetrical relationship, nonetheless both learners benefit since they have different goals.

This protocol serves to highlight how two learners differ in their strategic approach to the task- one prefers a detailed translation of the text; the other prefers to gain a more global understanding, supplemented by her own world knowledge. There is evidence of scaffolded support by F3 to F4, some collaborative interactions and the use of private speech by F3 to gain greater self-control of the activity. It appears therefore, that this relationship is mainly asymmetrical, with F4 demonstrating her need to be other-regulated, whilst F3 remains essentially self-regulated.

Dyad two

According to the summaries, neither of the learners appeared goal-orientated in terms of task completion.

Protocol 2: Extract 1

- 7 F5 it says something about acid rain er not acid rain the greenhouse effect
 ...l'Effet de Serre...Certain persons *pensent*...[quiet voice as if to self]
 ...it's obvious really it's just about the rubbish...where's er...[tails off]
10 L8 15 % of gas is discharged and contributes to the...the...er/
11 F5: /the Green house effect

This extract shows F5 in the process of self-regulation (lines 7-8). His utterances are not directed at L8 in an effort to communicate but for self-reassurance that he can do the task, as evidenced by the use of the phrase- *it's obvious really*- (line 8). It also shows that he is thinking aloud-*it says something about acid rain..er..not acid rain* - (line 7) as demonstrated by his auto-correction. Whilst L8 (a weak learner) has understood the percentage of gas incorrectly (line 10) nonetheless, F5 interrupts to complete L8's utterance (line 10) containing the very phrase he had previously corrected for himself (line 7).

Protocol 2: Extract 2

- 13 L8 I don't know where you are
14 F5 I've gone back up to...where were we?
15 L8 there?
16 F5 oh...about the industries destroying things
17 L8 bad really init?

This data illustrates L8's reliance on F5 and his disengagement with the text itself (line 13). It is unclear whether L8 finds the text too demanding and has therefore 'given up' or whether he is not motivated to try to achieve the goals of the task. It is likely to be the latter, if one is guided by extract 4. F5 is clearly working on the text for himself, revealed

by his comment - *where were we...* (line 14), as though he himself were at another point in the text. As F5 re-orientates himself by reading out the relevant part of the text (line 16), L8 adds an aside-*bad innit?*- to comment on the issue raised in the text, rather than discussing the text itself (line 17). This extract illustrates F8's willingness to participate in the activity, even though his level of understanding appears limited.

Protocol 2: Extract 3

- 21 F5 which has like an effect of what the rubbish has caused...that's about it really isn't?
23 L8 I think so...we could probably translate the whole page if we really wanted to...[laughs] but we don't wanna start doing that [laughs]

F5 finally satisfies his own goal when he says - *that's about it really, isn't it* (line 21-22). L8 agrees (line 23) attempting to bring the task to a conclusion by commenting that although they could translate the whole text, they don't want to (lines 23-24). The data suggests that F5 has continued to orientate himself despite L8's lack of involvement and obvious problems in engaging with the text.

Protocol 2: Extract 4

- 26 L8 400 kilos of/
27 F5 doesn't seem a lot does it?
28 L8 what? Every year?
29 F5 yeah...400 kilos it doesn't seem a lot though does it...400 kilograms
30 L8 what's all that about the French family and/
31 F5 no 'chaque Français' is rubbish - French rubbish, isn't it?/
32 L8 is it? Oh yeah that bit, but that's just in France. Imagine how many people there is in England, America and in Australia and then it's sort of like a lot worse than it is in France/

The final extract shows F5 trying to figure out meaning for his own purposes (lines 27, 29,31). Whilst both learners agree on 400 kilogrammes as an expression of weight (in the text this appears as 400 kilogrammes), neither is sure to what it refers. F5 signals his lack

of understanding by his comment - *doesn't seem a lot does it?* (line 29). L8 is unable to support or add to the learning (line 30), so F5 continues to express puzzlement (line 31). Neither learner is able to help the other. F5 attempts to gain self regulation by a different 'route', i.e. trying to understand *chaque Français* - again by asking a semi-rhetorical question (line 31). L8 picks it up, only to return the question (line 32). Quite simply, L8 is unable to scaffold F5's learning. Within this dyad, support is uni-directional (F5 to L8) with an inevitable breakdown from time to time in task orientation. L8 is ready to contribute his own 'voice' by adding his own comments (line 33-34). His strategy appears to be text and task avoidance, as well as adding his own comments or views, which are essentially irrelevant to the task but allow him to have a role in the activity.

Dyad 3

The summaries would suggest that both learners have a high level of understanding of the text, after their initial individual reading. The following extracts, therefore, have been selected to try to enable the researcher and reader to understand how two more-able learners might collaborate within a symmetrical relationship. The whole protocol indicates that the two learners had tacitly agreed on their approach to the task. Their orientation was clearly to re-read the text as quickly as possible, whilst translating it into English. Contributions to the translation were evenly matched, in that one learner seemed to start off a sentence and this was often completed by the other. There was also some competition in evidence between the learners in this dyad, as well as between this and other dyads, as to who would complete the task first.

Protocol 3: Extract 1

- 10 F1 wastes/
11 F2 waste...we must especially not throw things on the floor or ground, or utilise-utilise [laughs] or use too many plastic bags because they are not biodegradable em... there are em special places to dump your waste with containers special container//
15 F1 for glass, paper, metal and wood//
16 F2 glass, paper, metal, wood...but the waste...em...constitutes - is that constitutes? [said almost in a whisper]... I dunno what that means/
18 F1 dunno

During this extract, the speakers are quickly translating the text. The extract opens with F2 correcting F1 and his use of the plural word *wastes* instead of *waste* (lines 10-11). Despite the joint focus they have created, F2 still has time to utter a comment to herself, almost in amusement, that she has used the French word *utiliser* as an English word *utilise* (lines 11-12). This suggests that she would not normally use the word *utilise* in English. She then laughs at herself and ‘corrects’ *utilise* to *use* (line 12). Thus, F2 demonstrates the strategic use of cognates to guide comprehension, and makes a French word sound like an English one.

Whilst they continue to share the translation, F2 again uses an English word based on the French word *constituer* to make *constitute* (line 16). F2 states that she does not understand what it means (line 17) but does not appeal directly to F1. This appears to be more like private speech rather than collaborative problem-solving. F1 in turn adds that he doesn’t know either (line 18), then they both continue with the translation. This extracts suggest that both learners are vying with each other to have a voice and that rather than collaborating, they are in fact they are both engaged in self-regulation.

Protocol 3: Extract 2

- 28 F1 our society our industrial society//
29 F2 our industrial society/
30 F1 our industrial society
31 F2 actually reposes a- I don't know what I'm talking about?
32 F1 and also a 'jetable' what does that mean?
33 F2 throwawayable [laughs]
34 F1 throwawayable-OK [laughs too]

The exchange exhibits evidence of a joint translation. Suddenly, mid-phrase, F2 suspends translation to talk about the task, announced by the metacomment *I don't know what I'm talking about* (line 31). F1 ignores the comment, but in the next line identifies a problem with the word *jetable*. Immediately, F2 contributes a direct translation from the French word *jeter*, to throw away and invents the word '*throwawayable*' (line 33). They both laugh almost in silent consensus that the word fits the purpose. In this instance, peer collaboration confirms joint understanding.

Protocol 3: Extract 3

- 57 F2 certain people think that materials that don't decompose like glass or plastic can be...em.. enfois
59 F1 enfweez- dunno that/
60 F2 don't know what that means - what does that mean, [F1]? [direct address]
61 F1 I'm not sure either I don't think I em en-fie-yee
62 F2 OK...split that sentence - at the time of the materials first materials - I suppose that's em what you call it? - natural resources or something//
64 F1 yeah

The word *enfouis* (from the French word *enfouir* to bury in the ground) causes both learners to stop the translation activity (lines 57-58). It is almost as if intuitively they realise that the word carries meaning. Firstly, F2 tries to pronounce the word (line 58), then F1 says it to himself almost to test out his own comprehension (line 59). F2 then confirms that she doesn't know the word (line 60) but unlike before appeals directly to F1

(line 60). F1 then attempts to say the word again in a different way (line 61) but is interrupted by F2. Her *OK* (line 62) signals that it is time to move on to next sentence to gauge if the context might help. She then suggests that the way to proceed is to split the following long sentence into sections (line 62) and continues with the task. It would appear therefore, where there are moments of breakdown in communication, F2 is willing to ask for support from F1. During the remainder of the task, it is almost a 'race for supremacy.'

Protocol 3: Extract 4

- 93 F2 between em...us/
94 F1 does not associate at all/
95 F2 no - [disagrees]... it will become ...will become...objects that we'll throw away. Okidokey!...the problem of...something...waste...something... specially. Certain governments and authorities and local authorities, even certain schools or foyerz/
98 F1 are developing/
99 F2 a system of...ameliora..shun [mispronounced]...de la gestion of waste//
100 F1 of waste... OK... that's the end of the text.
101 F2 half in French half in English There's some we don't understand but it's mostly quite clear isn't it?
103 F1 yeah definitely.

The importance of task completion is demonstrated in the final extract, where at the end of the text, F2 is happy to substitute the English word *something* for every French word she does not know (line 96). It is clear that task completion is a higher priority than task comprehension. The final summing up of the activity takes place when the two review their progress and assess their own performance, (lines 100-103). They agree that, whilst they used both languages and there remained some elements they did not understand, nonetheless they had achieved the goal - *it's mostly quite clear, isn't it? yeah, definitely*. It is interesting to note, that on first reading the protocol for this dyad, it might appear as

though there were many examples of scaffolded learning and joint execution of task. However, on closer examination, it is more likely that the two learners were engaged almost exclusively in competitive self-regulation, except when a problem ‘forces’ them to collaborate.

Dyad 4

This protocol features the two least able learners in the group. It is therefore interesting to compare the protocol analysis from this dyad with the previous one, since protocol 3 was based on interactions between the two most able learners. From the summaries given by F7 and F8, there is little evidence to suggest that understanding went beyond the level ‘something to do with the environment’.

Protocol 4: Extract 1

- 4 F8 yeah... most of the waste are non-biodegradable things/
- 5 F7 yeah - like plastic bags/
- 6 F8 are non-biodegradable and cars...yeah they were talking about the schools that are trying to help the environment...

The first short extract is representative of many of the exchanges between the two speakers. An idea is presented by one speaker (line 4) and the other adds to the idea without direct reference to the text. The goal of the activity seems to have been constructed as ‘having a chat about issues raised in the text.’ Since the topic is of interest to both learners, they both seem keen to add their own knowledge to the discussion. For example in the text, there is no reference to cars (line 6). However, it is the use of the phrase *they were talking about* (line 6) which seems to indicate that F8 is in the process of object-regulation (i.e. the text).

Protocol 4: Extract 2

- 11 F8 and they talk about the problems they have, they talk about the gas liquids
pollution and they talk about society and their attitude towards things/
13 F7 I can't find this bit in the text...em/
14 F8 and the development of the schools and the pollution
15 F7 yeah...and how society's attitudes are changing towards...

F8 continues to use *they talk*, (line 11), which may be an indicator of not feeling in control of the text. Whilst F8 is clearly using information from the text *about society and their attitudes towards things*, (line 12), F7 tries to locate the idea in the text when he says *I can't find this bit..*(line 13). F 7 then extracts the concept of change (line 15), taken directly from the text. F8's contribution (line 14) is difficult to understand. It is as though he is using individual words from the text to weave some understanding.

Protocol 4: Extract 3

- 50 F8 and so its the attitude of society/
51 F7 and of the people/
52 F8 has changed//
53 F7 has changed//
54 F8 and it actually says that in the text/
55 F7 because of the great problems we have with the pollution/
56 F8 and there are 4 domestic things we should do
57 F7/8 [read it together] 'les quatre Rs de la gestion [pronounced as hard g] des
dechets domestiqu-w-es'/
59 F8 that's what it says...don't know what to say now...I've gabbled on a bit a
bit of rubbish really...but it's true most of it...but it's true all of it
actually...everybody...it's true/
62 F7 cos it's straight from the sheet and/
63 F8 yeah it's straight from the sheet and straight from our mouths.

This extract confirms that both speakers have been engaged in supplementing their limited understanding of the detail of the text, with their own knowledge. On reading the protocol in its entirety, it is almost as though both pupils are 'enjoying' their discussion. However, as they struggle to make sense of the concept of change (lines 50-53), they conclude that

society's attitudes *have changed*, whereas the writer is making a plea that attitudes must change. This misunderstanding based on misrepresentation of the grammar, is shared by both learners. In addition, F8 confirms this to be true by reference to the text (line 54), *it actually says that in the text*.

F7 continues to focus on the text (line 55) and is joined by F8 as he refers to the 4Rs (line 56). They jointly try to reconstruct meaning from the text concerning the detail of the 4Rs, but it is clear that they are unable to gain control of the French meaning in the text (lines 57-58). In other words, they remain other-regulated. As they read from the text together, they fail to grasp meaning, so draw the activity to a close (line 59), again reassuring themselves that this is correct because the text 'says so'. They appeal to 'the expert'- in this case the text. However, the remainder of F8's utterance contains the 'confession' that *I've gabbled on a bit, a bit of rubbish* (lines 59-60). Again looking for reassurance, F8 then claims that it is true because it is taken from the text (line 60-61). F7 takes up the idea and adds that it is *straight from the sheet* (line 63). In this case, the symmetrical relationship between the two learners has allowed some collaboration but due to the predominance of object-regulation, they are obliged to settle for a 'satisfactory' solution due to limited linguistic knowledge.

Protocol 4: Extract 4

- 65 F8 at first when we read this paragraph we looked at it and we thought oh no this is a big text of French...but when you get to read it you get to pick up all the words you know and soon it starts coming to you...like at first 'La terre est minisse [menace] par la pollution'- I know the word, the pollution so I knew it was...[inaudible] about the pollution in the world so I got to realise most of the words and it actually helps I think it's because I've been in the section bilingue and /

71 F7 when I saw the word pollution I thought 'I've done that', so...I've done that in French - so I made use of some of the words and started to read it...then it just came itself...

The revelatory nature of the final extract, confirms the analysis of the previous extracts. In the long explanation of how the activity was constructed by F8 (lines 65-70), it is interesting to note the use of *we* and then *you*, before finally using *I*, almost as though he is confirming his lack of self-regulation over the task itself. He also confirms that he was operating at word level to interpret the text. F7 (line 71) 'admits' that having seen the word *pollution*, he used his prior knowledge - *I thought 'I've done that'* - to 'guide' him (line 71-72). There is evidence in the words of the learners, that they both lack confidence and need support to tackle longer tasks and texts which they perceived as being difficult. They demonstrated strategy use in their collective approach to the task, and clearly the fact of working together provided psychological rather than pedagogical support.

The Spanish Task

The Spanish task was almost identical to the French one. The reading text had the same theme, pollution and the management of waste. Much of the article featured the same ideas as the French one, such as the 4Rs of conservation. However, there were more statistical data concerning the extinction of plant and animal life. In all, there were 43 propositions, with key words and phrases - 'blue planet', 'black planet', environment, damage, contamination, extinction and destruction, CFCs, 4Rs of conservation and waste management.

The task was set up as at PCS, with the same rubric and text format.

Global Comprehension Indicators

As before, the boys were asked to read the text and then summarise the passage in their own words. After the individual reading time, each student chose to work with one other thus forming the dyads. By chance there were two 'equivalent' dyads in both settings i.e. dyads 3 and 5 with learners from the first band in both classes, and dyads 1 and 6 with learners from the second band.

The following summaries highlight the use of key words or concepts.

Dyad 5: Learners G1 and G2

- G1 the title I think is something like...er...acid rain...or...**destruction** of the world's **environment**...erm...I've just been reading something like...erm... I...kinda remember some of the key points...like it said about **contamination** of air and land...and a ..every minute ... twenty hectares.. I think it was...are **destroyed** through...whatever...I didn't actually pick it up... pick up what the actual destroyer was...but I think it's acid rain...[the summary continued]

Although G1 is one of the most able pupils in the class, the summary showed that he was unsure about the amount of detail to include. Whilst this is only an extract of his summary, which was very lengthy, nonetheless, there is evidence that his comprehension is likely to be high rather than partial. In the event, he was not able to give a succinct summary of the text, and kept returning to detailed information drawn from the text.

- G2 the title I've given it is world **contamination**...the text is about ...contamination and how many **creatures die** throughout the world every minute...and in fact...there is...er...every minute...750 species die and in a plot of land 10 kilometres long... there's all sorts of different species... [not included some detailed ideas]...it says that the old **blue planet** has now been changed into the **black planet** cos if you look at all the planets...there are different colours...and this earth is associated with blue, but now they're saying that it's turned into a black planet...

This summary demonstrated a high level of understanding. Not only does G2 supply a

title, he is the only individual who appears to have understood the reference to the blue and black colours of the planet. He also alludes to some of related ideas expressed without actually using the key words.

Dyad 6: Learners G3 and G4

- G3

I think the title of this er...passage...should be **pollution**...I say this topic is pollution...because the article is...has...many topics...one er including one is including pollution...the other one is including how many different kinds of living things there are...and **how to save** and keep our world clean and it er...tells us things how we can help...
- G4

erm...the title for this piece of work would be erm...the world... **environment**...basically, I've been reading about acid rain and the rain forests and the environment of the world and the fa/...the **pollution** and erm...what it's it's irreversible what's been done...

Both learners have a clear notion of the central idea of the text. G3 refers to the many related topics without defining them. However, G3 puts an emphasis on saving the planet, whereas most of the ideas are to do with how the planet is being destroyed. G4's summary contains little other than the main idea. In the text there is no direct mention of acid rain, yet there is evidence of him supplementing the theme with his own ideas.

The Protocols: Dyadic discussion of text

The following extracts feature the two most able members of the focus group. I have selected the extracts to add to the picture already being painted at PCS.

Dyad 5

Protocol 5: Extract 1

- 67

G1

it said that there were uncountable insects in the 10 kilometres squared/
- 68

G2

of rainforest yeah. All sorts of things...aha [pointing to text]
- 69

G1

and it said about CFCs and contamination, it mentioned a lot...and how the earth was formerly known as the blue planet and/
- 71

G2

now its the black planet yeah/

72 G1 and now its the black planet...//[both speakers- almost in unison]

The learners appear to be collaborating and exchanging information to piece together elements of the text. They have a shared understanding of the reference to the blue and black planet. They are engaged in completing each other's sentences. This suggests that they have co-constructed a point of reference and their goal-orientation is complementary.

Protocol 5: Extract 2

81 G2 no, no, no... let's start...let's start right from the beginning and read what we know, OK?
83 G1 Okay...is the land.../
84 G2 no it says 's-ee-see-le llama'...the world...used to be called 'planeta azul'/
85 G1 the blue planet because/
86 G2 yeah
87 G1 because... 'desde' er that's something like former...or something like that...[said in low voice to himself]
89 G2 because of its colour...look...'el color', the last word... but it's a special colour but... 'pero', but now it's known as/
91 G1 we have/
92 G2 it's known as the .../
93 G1 we have 'conta... comportamiento'/
94 G2 something about contamination
95 G1 it says 'we,' a lot doesn't it, [to self]... in the future...

This extract demonstrates how the two players set about 'solving' a problem. G2 directs the strategy aimed at systematic coverage of the text (line 81) which is agreed by G1. G1 immediately sets about the task (line 83). G2 corrects the translation offered by G1 by referring G1 to the key word. G2 continues (line 84) and the pair engage once again in completing each other's sentences. They appear to working in a collaborative manner within a complementary scaffolded context. During moments of cognitive challenge, G1 engages in private speech - *that's like former or something like that* (line 87) and G2 adds the remainder of the sentence, using metacomments such as *look...the last word..*(line 89) to guide his own and G1's learning. Lines 91-95 however demonstrate how the two

learners become engrossed in their own 'problem-solving'. G2 is focussed on completing the idea about the colour of the planet (translation: *but if we do not change our habits, it will change into the 'black planet'*) and therefore lines 90 and 92 form one utterance. He does not acknowledge G1 when he begins with *we have* (line 91) but listens again when G1 repeats the *we have* followed by the Spanish word *comportamiento* (*habits or behaviour*). G2 responds to line 93 with an attempt at translation, although the 'guess' is wrong. G2 appears to be using his prior knowledge of the text to guess appropriately from context. G1 then momentarily suspends the task to comment on what he perceives as frequent use of the word *we* (line 95) only to re-orientate himself immediately to the agreed task. Thus it is that both boys appear to engage in self-regulation but demonstrate that they also operate in the zone of other-regulation, according to individual needs.

Protocol 5: Extract 3

- 108 G2 I mean the... the black planet, Okay?
 109 G1 the black planet... 'aunque'... oh yeah...[*aunque* means although]
 110 G2 [whispers] ... 'aunque'...
 111 G1 no that's...oh God... I've got it in my Spanish book on the side...also...I think/
 113 G2 ah yeah we did that the other day...aunuq...another..? yeah... it's another...
 114 G1 another? another/
 115 G2 another twenty years /

This short analysis again suggests that both learners rely on each other for support according to needs. When the word *aunque* poses a problem both try to solve it together. When G1 first uses the word, G2 whispers it to himself, as if recourse to private speech might trigger meaning (lines 109-110). Both speakers then agree that it is a word that they had 'done' recently and try to recall its meaning through envisioning the physical location of the book where the word is translated (lines 111-112). In line 113, G2 suggest a possible translation, *another*, which is in fact incorrect, and G1 accords this - perhaps

without total conviction (line 114 - *another? another..*).

Protocol 5: Extract 4

- 143 G2 ten kilometres
144 G1 ten kilometres square or space or something...ten kilometres squared I think this is... tropical rain forest exists/
146 G1/G2 750 species of/
147 G1 arbols... [*arboles* means trees in Spanish] that's in the air I think, more than 1500...types of plants/
149 G2 no, aire is air, look...[both consult text]
150 G1 oh yeah, well whatever, plants on the floor...a 150...mammals I think 400/
151 G2 different mammals, different mammals/
152 G1 classes...400 classes of birds
153 G2 birds and parrots...is that?
154 G1 I thought 'pajaros' was just parrots, but its probably birds as well.

The final extract illustrates collaborative goal-orientation. Whilst the boys continue to engage in the co-construction of the text, to arrive at a consensus, the frequent use of *I think* by G1 also indicates that he is simultaneously engaged in self-regulation. G2 focusses attention on the text to justify differences in opinion (line 149) and G1 agrees *oh yeah, well whatever* (line 150). As G1 continues with 400 classes (species) of birds, it is G2's expression of puzzlement which makes them both consider the meaning of the word *pajaros* (birds). G1 works out aloud that his understanding of the word parrots is incorrect in this context and assumes that the word must also be the generic word - bird.

Dyad 6

Protocol 6:1

- 39 G3 the blue planet...
40 G4 the blue planet..? ...it should be called the grey planet now, innit?
41 G3 nah...
42 G4 yeah/
43 G3 but wouldn't the blue planet mean...[tails off]
44 G4 that's what I think...
45 G3 it's being polluted...
46 G4 I think...I, no... blue planet means it's all, all you know...like sea and that because that's what mostly the/

48 G3 oh, I/
 49 G4 but it is ...I think if it was...there was a topic like this, I think it should be
 called the grey planet, don't you?
 51 G3 yeah

I selected this extract in order to compare the different interpretations of text around the notion of the colour of the planet. This dyad, having read together the first three or four lines, set about constructing meaning. Given the context, the idea of calling Earth a 'blue planet' does not fit in with the macrostructure already established by G4. He questions the concept of 'blue planet' by suggesting that it should be called the 'grey planet' (line 40). Ironically, this is the same idea as that of the author of the text, who uses the colour black instead. G4 throughout tries to gain control of the idea (line 44, line 46), whilst G3 also begins to exhibit some doubt (line 43). To assert his own control, G4 finishes the episode by stating his opinion in the strongest terms (lines 49-50). G3 agrees.

Protocol 6: Extract 2

104 G3 and there are one thousand five hundred er/
 105 G4 different types of plants//
 106 G3 different types of plants// [said almost in unison]
 107 G4 on the floor...one hundred and fifty/
 108 G3 /no...I think that means flower/
 109 G4 erm...does it?...yeah...one hundred an' fifty er... a hund...er...one thousand
 five hundred different plants/
 111 G3 yeah

This short extract illustrates a scaffolded episode by the speakers. They are goal-orientated and execute the task by joint translation of phrases or paraphrases. When G4 incorrectly translates *de flor* as on the floor (line 107), G3 suggest an alternative meaning in line 108. G4 agrees and the task continues with auto-correction of the number 1500.

Protocol 6: Extract 3

207 G3 what erm...what's that 'basura'? [*basura* means waste in Spanish]

- 208 G4 I've got no idea/
 209 G3 cos it says 'la basura es el mayor prob..le..ma ambiental' so that would mean that something is er something is the the major problem in the world...and/
 211 G4 so this is mainly about about pollution/
 212 G3 and all about the ...the...European countries all about Europe/
 213 G4 and at the bottom it says that all the rich and politic people are 'mejorara' [mejorar] 'la gestanyon [*gestion* means management in Spanish] 'de al basura'...what do you [with emphasis] think it means? I think../
 216 G3 'la basura' I'm not sure what 'la basura' means/ [somewhat frustrated]
 217 G4 I think...I think it means...sort of like... you know...that the big and politic people are going to do something...

The final extract focuses on the failure to collaboratively solve a meaning problem centred on the word *basura*. The fact that both speakers, but especially G3, recognise that this a key word and therefore holds vital meaning, is evidenced by the time they devote to attempting to arrive at a solution. They repeat the word, repeat the phrase, refer to the context and try to find clues. Finally, G4 resorts to nonsensical guessing. Throughout, they were both engaged in using different strategies.

Discussion of the microgenetic analysis

A microgenetic analysis of the protocols from six contrasting dyads generates a rich and detailed store of data. Yet the question remains - what can we learn from such an analysis, apart from insight into the complexity of 'moves' made by players in classroom settings?

Whilst I wish to advance the discussion, one must also exercise some caution:

Any event that generates communicative language is unique - an activity born from a particular constellation of actors, settings, tasks, motivations, and histories. A linguistic event never duplicates a past one, and can never be truly replicated in the future.

(Coughlan and Duff, 1994: 190)

Moreover, building on the idea of the unique quality of utterances, the researcher has to make careful assumptions and decisions during data analysis when categorising an

individual's cognitive stages of regulation and social relationships. Whilst accepting that the analysis is limited to what could be observed and inferred from the transcripts, I would defend the decisions I have made for the following reasons: they were based on previous research in the field (Wertsch, 1979; Frawley and Lantolf, 1985; Lantolf and Ahmed 1989); the process of microgenetic analysis offers the researcher a chance to 'get inside the learner's head' - during analysis, individual orientation becomes more transparent as the clues and signals emerge.

I should now like to steer the analysis towards considering three points which have surfaced:

- the importance of goal-orientation in strategic learning;
- the implications of different stages of regulation (object, other and self);
- the nature of the interaction.

Goal-direction - the determining factor?

The protocols suggests that individuals are ultimately oriented towards self-regulation and 'use' their partners or peers in different ways to assist them in achieving that goal. This concurs with Kinginger's (1990) findings based on a study of learner-learner conversations in an intermediate French class. During form-oriented tasks, conversations tended to imitate teacher-learner dialogue and were other-regulated, whereas during meaning-oriented tasks, learners engaged in more self-monitoring and self-repair talk. The reading-comprehension task chosen for this analysis, was based on open-ended discussion and in almost every case, the protocols revealed a drive for self-regulation.

However, the analysis shows that individuals are themselves orientated in different ways: in protocol 1, whilst F3 is mainly focussed on self-regulation, F4 tends to be more reliant on F3 during scaffolded episodes, during which F4 becomes other-regulated by F3; in protocol 3, F1 and F2 are seen to engage in 'competitive' self-regulation and appear to operate on both an independent and collaborative level simultaneously i.e. independently since both learners are focussed on self-regulation, but collaboratively in a joint and complementary approach to task management (translation). In other words, the context allows them to operate at both an intermental and intramental level.

From the protocols it is possible to explore the interrelationship between learner goals and strategy use. In the case of dyad 3, the learners joint goal orientation was 'transparent' - to complete the task as quickly but effectively as possible. The joint strategy which evolved was one of translation, where one learner started translating a phrase and the same phrase was completed by the other. However, although this strategy might appear to be collaborative, there was also a sustained element of competitive vying for superiority through non-negotiable self-regulation (e.g. there are instances where the two players were unaware of each other). Towards the end of the activity, F2 resorted to the strategy of substituting the English word *something* for every French word she did not understand, in order to speed up the task execution and achieve the goal set. Other examples of 'transparent' goal-orientation include:

- to understand together (protocol 5);
- to be in control of the text and the setting (protocol 1);
- to complete the task well (protocol 6);
- to comply rather than engage meaningfully with the task (protocol 2).

The analysis therefore suggests that strategy use is inextricably linked to the activity as defined by the learner in context, rather than the task per se. Herein lies a shift in 'pedagogical' emphasis. For example, an individual learner may engage in skimming during the reading text in order to respond to his or her goal to finish the task quickly. The use of the strategy in such a scenario differs radically from one where the teacher sets learners a reading task, in order to practise the strategy of skimming. The first scenario focusses on intrinsically motivated self-regulation, the other is more to do with other-regulated 'strategy practice', which may potentially lie outside or be irrelevant to the ZPD.

Progression and regression: regulatory stages and socially-constructed contexts

According to the protocols, scaffolded learning appears to function in a variety of ways. The symmetry of the dyadic relationship at any given moment of an activity, sheds some light on this. For example when one learner is more in control than the other, the weaker learner tends to be other-regulated. There are several examples of this in protocol 1 (with F3 and F4) and protocol 2 (with F5 and L8). In such instances, repair trajectories are similar to those operationalised during expert or teacher-novice scenarios, such as those most associated with research into the zone of proximal development. Moreover, scaffolded peer activity tends to take over when self-regulation breaks down. Its occurrence does not appear to be related to the ability of the learners, I cite as examples - learners F5 and L8, in protocol 2, as well as G1 and G2, in protocol 5. There seems to be some evidence however, that in cases where the task demands are too high, individuals re-situate themselves to be object or other-oriented as in protocol 2 and protocol 4. However, when both learners construct a collaborative learning community based on mutual support and assistance, as in protocol 5, with G1 and G2, they usefully engage in scaffolded interaction.

Asymmetrical dyads are those where participants are at different stages of regulation. This may potentially lead to collaborative or authoritative interventions from the self-regulated individual. Collaborative interventions are those where the 'self-regulated member of the dyad becomes a strategic assistant who provides scaffolding to the other-regulated member and promotes transition towards self-regulation.' (De Guerrero and Villamil, 1994: 488) However, it is also important to point out that being 'controlled' by others is not necessarily an undesirable state, since 'at a certain stage of development, learners need to be provided by others with strategic behaviour that they can later model and apply on their own' (ibid.: 493).

De Guerrero and Villamil go further in developing the idea of contextual interrelationships constructed by participants. They provide very useful descriptors of the types of cognitive stages of regulation, which are based on social relationships of both a symmetrical and asymmetrical nature. For example, in an optimal symmetrical situation, 'both individuals are self-regulated and each recognises and respects the other's private world' (ibid.: 487). Conversely, where two learners disagree or are intolerant, then the symmetry does not facilitate learning. Of course, dyads may also consist of participants who may both be other-regulated or object-regulated. In such instances, it is unlikely that they will successfully complete the task on their own. In cases where learners display limited linguistic knowledge, then participants may settle for a quick-fix solution, ask for help, or simply abandon the task.

The following tables show examples of different operational cognitive stages of regulation drawing on evidence from the protocols. The categories have been adapted from the work carried out by De Guerrero and Villamil:

OBJECT-REGULATION Examples from the protocols		
Learner is 'controlled' by the text	P1:E2 ll. 31-37 P2:E1 ll. 7-9 P2:E4 ll. 27-29 P4:E1 ll. 6 P4:E3 ll. 54	F3/F4 F5 F5 F8 F8
Learner does not have adequate linguistic or other knowledge	P2:E1 ll. 10 P4:E3 ll. 52-53	L8 F7/F8
Learner participation is limited (eg nonsense, jokes, echoing peer comments)	P2:E2 ll. 17 P4:E1 ll. 5 P6:E3 ll. 217	L8 F7 G4
Learner shows lack of self-confidence	P4:E3 ll. 59	F8
Learner seeks satisfaction (even if solution is incorrect)	P2:E3 ll. 21-23 P4:E3 ll. 61-62	F5/ F8 F8
Learner gets 'stuck'	P2:E2 ll. 13 P4:E2 ll. 13 P4:E4 ll. 65-67 P6:E3 ll. 207-217	L8 F7 F8 G3/G4

OTHER-REGULATION Examples from the protocols		
Learner allows guidance by peer	P1:E4 ll. 74 P1:E5 ll. 77	F4 F4
Learners engage in collaborative problem-solving	P5:E2 ll. 93-94 P5:E3 ll. 109-115 P5:E4 ll. 143-150 P6:E3 ll. 207-209	G1/G2 G1/G2 G1/G2 G3/G4
Learner acquires degree of control though peer assistance	P3:E3 ll. 58-61	F1/F2
Learner recognises trouble source , but needs to be led through	P1:E4 ll. 66 P5:E4 ll. 152-154	F4 G1
Learner reacts to prompts, hints or authoritative suggestion by peer	P2:E4 ll. 31-32	L8
Learner complies with peers	P3:E2 ll. 34 P5:E2 ll. 81 P6:E2 ll. 107-108	F1 G1 G4

SELF-REGULATION Examples from the protocols		
Learner can solve problem independently	P1:E1 ll. 14	F3
	P1:E5 ll. 81	F3
	P3:E1 ll. 16-17	F2
	P3:E2 ll. 33	F2
	P3:E4 ll. 95	F2
	P5:E2 ll. 87	G1
Learner has clear vision of goals	P1:E3 ll. 41	F3
	P6:2 ll. 104-106	G3/G4
Learner is self-confident	P3:E1 ll. 11-12	F2
	P3:E4 ll. 101-103	F1/F2
Learner rarely engages in negotiation	P5:E2 ll. 81	G2
	P5:E2 ll. 90-91	G2

The tables demonstrate that the same learner operates within more than one category, during the same task. For example, learner G1 (self and other); G4 (self, other and object); L8 (object and other); F2 (self and other). This is a clear illustration of Vygotsky’s theory of Continuous Access i.e. where a learner who is operating at one level, for example self-regulation, may in times of cognitive conflict revert to other-regulation in order to achieve the goal. Thus, an individual’s level of cognitive regulation is dependent on the activity as constructed by that individual. As the level is not fixed, and one can revert to former levels according to the goals set and task demands, neither is the relationship formed by individuals, when working together. At times collaborative work will emanate from symmetrical social learning relationships and at others from asymmetrical ones. Both relationships have potential strengths and weaknesses.

[As an aside, it would be interesting to envisage the changes which would have to take place for language teachers to facilitate linguistic and learning progression from this

perspective. The processes involved would have to shift from a focus on object and other regulation (i.e. currently measured by levels of competence set out by a national curriculum or exam system) to that where individuals are explicitly encouraged to engage as far as possible in self-regulatory activity. The aims of both are similar i.e. to enable individuals to become competent language learners and users. The processes and outcomes I predict would differ significantly].

Implications of social interaction

The protocols suggest that when dyads are formed, unique experiences are constructed regardless of the task set. Whilst the task remains constant, the activity constructed from the task by the participants, is not only specific to each dyad, but unique to each participant. Thus, whilst the classroom itself constitutes a discourse community, it is the learners themselves who create conditions which steer the direction of individual learning contexts - at times in collaboration with peers when 'equals' work together, at others when more able learners work with peers of similar or lower ability.

It follows therefore, that some contexts will be richer and more conducive to learning than others. As has already been suggested, the quality of the context will depend on goal-orientation of the participants. Giving learners opportunities to work with a variety of partners, will provide equally varied contexts for learning - some of which will be 'richer' than others. For example, compare the differences between dyads 3 and 5: both made up of 'able' learners; contrast the collaborative and supportive environment created by dyad 5, with the more competitive setting of dyad 3; consider the context collaboratively constructed by the 'lower ability' learners in dyad 4.

Because individual regulation is highly variable depending on the trouble source to be solved and the task instructions, teachers should make sure that their students can interact with a variety of peers. What one peer cannot provide in terms of strategic assistance, another could.

(Donato, op cit: 493)

Reflection

The data suggests that at the intermental level of functioning, the efficacy of student interaction in group work is influenced by the following elements:

- co-construction of the activity by the participants;
- level of cognitive conflict imposed by the activity;
- stages of regulation at which individuals are likely to operate (dependent on the two previous factors);
- strategic choice open to individuals to support their own and others' learning linked to linguistic competence (dependent on the three previous factors).

The tables presenting evidence of individuals' regulatory stages of functioning, revealed that those learners in the lower bands of the Focus Groups were more frequently represented in object- and other-regulation categories than those in the higher bands. Learners in bands 1 and 2 appeared to operate more often at the self-regulatory stage. This suggests that those learners with greater access to linguistic flexibility and related strategies were more likely to focus on self-regulation than the others. However, the data also showed that the same learners crucially operated at other-regulation levels in order to gain control through collaborative learning i.e. the same learners within the same task operated at different levels. The analysis therefore suggests a link between strategic learning which ultimately leads to self-regulation and control, and linguistic competence which offers a wider choice of language available in the quest for control. However the interdependency

of the elements which are brought into force when groups of students carry out a task is dynamic and complex. As such, probably the most powerful message revealed by the data analysis in this chapter revolves round the complexity of discourse and inherent social processes as they relate to and affect student learning in the execution of different tasks.

CHAPTER EIGHT

RESEARCH EPISODE THREE

Research Episode: Three (E3)

Focus of research: Part 1

The occurrence and nature of inner and private speech

Data source:

- i class discussion to raise awareness and arrive at a consensus of the phenomena**
- ii questionnaire**
- iii a range of simple language tasks as a catalyst for learner introspection**

Focus of research: Part 2

Learner attitudes, perceptions and strategic behaviours

Data source: Focus group members : individual interviews

Part 1: Inner speech, inner voice

Introduction

In part 1 of this research episode of this study, I want to focus specifically on inner speech, to explore further the contexts in which, along with the related constructs of mental rehearsal and private speech, it potentially occurs. In particular, I wished to investigate the feasibility of recasting the phenomena into a learning strategies framework relevant to adolescent learners. As reported in chapter three, I had previously been influenced by De Guerrero's (1994) work in the field, which provided me with a basis on which to build, a stimulus for development and a catalyst for exploring

alternative methods for data collection. Her wider view of inner speech which encompassed voluntary elements such as mental rehearsal and private speech opens the way for studies which focus on a wider spectrum of cognitive and metacognitive operations. De Guerrero's own study (*ibid.*) attempted to define a functional taxonomy of both planned and unplanned second language inner speech, which led her to conclude that:

Inner speech appears to be, first and foremost, the medium for the formation, expression and development of verbal thought. Hence its major role as an ideational tool. Inner speech, however, also performs a distinct threefold communicative function: as the means of turning inwards the social manifestations of language, as the vehicle for self-communication, and as an antecedent for communication with others.

(1994: 85)

This suggests that inner speech as a 'mind-language' mechanism is inextricably involved in listening, speaking, reading and writing activities as well as covert language learning processes e.g. deployment of language learning strategies such as mental rehearsal.

In this episode therefore I wanted to build on the 'fertile ground' which private speech (including mental rehearsal) potentially offers for the further exploration of inner speech. One such instance would be to investigate private speech during moments of cognitive 'difficulty', especially since data collected in the second episode of this thesis, suggested that adolescents used private speech to assist them in learning in general and to mediate in their struggle for self-regulation in particular. I particularly hoped to understand better the occurrence of private speech by building on Kjellins' work (1998), referred to in Chapter 3 and the interrelatedness of private and inner speech. Perhaps finding ways of encouraging the use of learner private speech, in the broadest sense, may contribute in

some way towards making language learning more effective - great claims indeed! Being more realistic and essentially pragmatic, I needed to test out for myself if such possibilities might be turned into classroom realities. Most of the studies to date on private speech have either been carried out with adult learners of foreign languages (Sokolov, 1972; McCafferty, 1992; De Guerrero 1994) or with children in the mother tongue (Wertsch, 1979; Luria, 1981). I wished to explore the phenomenon in the context of secondary classrooms with adolescent language learners.

Data collection methods in this episode required careful thought. Whilst acknowledging that trying to explore the unobservable clearly creates problems for the researcher, I wanted to respond to Diaz's call to:

transform the complex into a new set of challenges that will be faced with the creation of new and original methods of investigation.
(1992: 79)

Increasingly, revitalised interest in introspective methods resulting from the so-called 'cognitive revolution' in second language acquisition research, has had a positive impact on the study of mental processes (Cohen 1991; Faerch & Kasper 1987). Nunan (1992) describes introspection as

the process of observing and reflecting on one's thoughts, feelings, motives, reasoning processes, and mental states with a view to determining the ways in which these processes and states determine our behaviour.
(1992: 115)

The fact remains however that introspective methods remain highly controversial as a

reliable data tool, since there is no 'proof' that verbal reports by subjects are causally related to underlying cognitive processes. Whilst critics such as Seliger (1983) claim that cognitive processing is inaccessible because it is subconscious, Ericsson and Simon (1993) have demonstrated that providing the data is accompanied by a full understanding of the circumstances under which they are obtained, then verbal reports constitute a valuable and reliable research instrument. On the one hand, within the triangulation process, I was confident that I would be able to demonstrate an understanding of the contexts for data collection at the two sites. On the other, I was particularly concerned that to set up language tasks based on 'cognitive challenge' then ask learners to verbalise the processes in which they had engaged immediately afterwards, would not necessarily yield rich data - especially since the phenomenon of inner speech itself is not easy to define, articulate and explain. I felt that the learners needed to engage in some kind of preliminary whole group discussion in English, about the nature of inner speech and its related constructs. Given the theoretical stance of this thesis, I also wanted to be guided by the learners' voices so that they might play a significant role in the data collection methods.

The decision to hold a class discussion was not taken easily. Slimani (1992) makes the point that by raising the participants' 'consciousness of the learning process and their role within it, the data collection procedures may also have had an effect on the learners' behaviour' (in Alderson and Beretta, 1992: 128). However, she adds that such shortcomings may be partially addressed by using informant-initiated data as the starting point and enriching them by eliciting additional information. I also wanted to try to avoid as far as possible a 'production deficiency' where the learner responses were biased

towards what they believed I wanted to hear. Spurred on by the philosophical underpinning of this thesis and the belief that ‘the absence of detailed knowledge of a phenomenon or process itself represents a useful starting point for research’ (Hammersley and Atkinson 1995: 26), then I decided to approach my research of the phenomena in four ways:

- 1 clarification of the theoretical basis (researcher’s voice);
- 2 whole class discussion to raise awareness of the phenomena to arrive at a consensus description (learners’ voices);
- 3 a short student questionnaire two weeks later;
- 4 short language tasks, using introspection methods as a basis for learner retrospection.

1 Theoretical basis

The third research episode is based on the following tenets:

- learners use language to communicate (intermental level) and to mediate in the learning process (intramental level);
- if social speech is used to communicate and inner speech is used to activate cognitive processes, then private speech, which shares characteristics of both may serve as a pivotal point for further study;
- inner speech is not a simple version of social speech - it serves a different function as a cognitive instrument which is fundamental to the learning process;
- neither is private speech some kind of transitional phenomenon between social and inner speech. Instead it is part of a bi-directional process, which surfaces when the learning context is challenging and the learner needs assistance in

gaining or maintaining self-regulation;

- private speech fulfills a strategic function and as such merits exploration within a strategic framework, along with inner speech (and mental rehearsal);
- inner speech is taken to include the broader elements of voluntary mental rehearsal and inner speech;
- private speech can be observed and analysed, inner speech (including mental rehearsal) can not - this has implications for the type of research instrument used.

2 Class discussion at PCS

The principal objective of the whole class discussion was to explore **together** the form and function of inner speech and in particular to:

- raise awareness of the phenomena of inner and private speech;
- give the learners a voice and a language to express and describe the phenomena from their own perspective rather than confine them to a researcher-driven 'definition';
- explore the notion that private speech and mental rehearsal are linked to inner speech within the broader conceptual framework as advocated by de Guerrero;
- deconstruct 'private' and 'inner' speech and co-construct a context for reflection on metacognition;
- try to reach a consensus and shared understanding of the phenomena.

Since this was one of my earlier meetings with the class, I did not wish to intimidate the participants by using individual tape recorders. They also admitted that they might 'feel silly,' so I was obliged to rely on field notes. I opened the discussion by explaining the

reasons for me wanting to hear their ideas. I also explained the relationship between our discussion and the rest of the research project. I used the 'props' only to encourage the pupils to speak out - e.g. *when you speak French what is going on inside you head? ; what kind of language do you think in?* Some of the 'props' were based on De Guerrero's work, *Can you explain when you think in French? Does it get mixed up with your English?*, but essentially I wanted the learners themselves to take ownership of the process. I recorded some of the contributions made by the learners during the discussion.

A selection of these is as follows:

- *Inner speech does go on in my head.. Yeah (lots).*
- *Mine's like flashbacks from films.*
- *Is inner speech like thinking in words?*
- *Inner speech in English is mixed up, but inner speech in French is simpler- it helps clear my head.*
- *When I think of a word or a phrase I say it silently.*
- *It's completely mixed up with French and English.*
- *Sometimes I use French thoughts.*
- *I can sometimes have pretend conversations in French in my head.*
- *Everybody's got thoughts haven't they?*
- *Sometimes I give myself instructions out loud, but it's said in private.*
- *Just before I answered this question, I thought what I was going to say, then I thought OK I'm thinking about the thoughts I'm thinking and that's weird!*
- *You can't get away from it ! [inner speech]*
- *When I start off thinking deliberately in French I only switch to English when I can't get any further.*
- *Sometimes you're talking to someone in French and you stop and think - hey I've just said all that without thinking.*
- *If I'm stuck, I try to think slowly in French or ask somebody else.*
- *Funny things trigger it off.*
- *I reckon that sometimes when I talk it out, it helps me think better - yeah and understand.*
- *You know sometimes you can think in English and the French thoughts are there too - like at the same time.*
- *I know I can read something aloud in French and think about something different.*
- *It's quicker than normal stuff it seems so.*

(FieldNotes)

The outcomes of the discussion were practical. Using learner suggestions gathered on an overhead projector, it was agreed that I should attempt to draft some icons (drawings and labels) based on our discussions and produce a set of statements for approval the following week. I had the impression, that as a class they were suggesting a kind of inner speech progression, ranging from automatic understanding to 'switch off' due to breakdown in understanding. In between, there were suggestions of different 'flashes' of inner speech, with different proportions of English and French, depending on what they were required to do and whether they had to listen, speak, read or write. I had some concerns regarding the emerging idea of progression - less to do with the polarities of nil to automatic understanding, but more to do with encouraging the notion that 'descriptors' in between might be perceived as ranging from inferior to superior along some kind of learning continuum. Moreover, the notion of progression also implies that a learner **should** move progressively from one to another, rather than involuntarily flitting from one to another depending on the task. I needed to check this out during the next session. They did however seem to have a clear consensus on private speech- *the sorts of things you say when you're working things out!*

The following week, I consulted the class. I showed them the drawings - 'our' drawings - and checked out if they were meaningful, and if they represented fairly what they had discussed. I produced three sets of icons- one set for listening, one set for speaking and one set for reading. I emphasised that one drawing was no better than any other, and what I was most interested in was trying to find out which icon or icons best described their thinking after a particular task. We then agreed to work with the icons and with the written guidelines. In constructing the icons, I had tried to represent as closely as possible

what the students had said. In the event they did suggest a name change in one of the speech bubbles! (I refer the reader to the icons in the Appendix).

3 The questionnaire at PCS

I wanted to use the questionnaire as a corroborative data source, to check out that the impressions I had gained from the class discussion and the follow-up session, confirmed my own view of the class perception of inner speech. The questionnaire contained twenty-eight items and as a reminder of the consensus reached, our agreed definition of inner speech. In particular, I was interested in triangulating their views on the occurrence of inner speech, its nature and the metacognitive qualities. Exactly the same procedure was used to administer the questionnaire as in Episode one. In fact, these items constituted section five of the main questionnaire, although it was filled in later than the other sections. The same data analysis methods were used.

Perhaps the most noticeable feature of the analysis, was the high degree of consensus in many of the items. From this, I assume a link to the fact that we had arrived at an agreed collective perception of inner speech during the discussion, before the questionnaire was filled in. However, I should emphasise that the discussion had not centred at all on the detail of inner speech, neither had the notion of the metacognitive features of inner speech surfaced or been articulated. Consequently, it is difficult to ascertain whether the discussion simply acted as a catalyst for understanding the construct of inner speech, or whether individuals having arrived at a consensus, had answered the questionnaire in such a way as to comply with or conform to the collective view. Therefore, one could say that the discussion and the questionnaire together yielded the following data:

<p style="text-align: center;">INNER SPEECH statements of agreement and disagreement</p>					
Item	Function or purpose	Positive +%	Negative -%	Mean	Percentile
1	I think I have inner speech	93	7	3.3	X
2	I talk to myself in French	76	24	2.9	X
3	French thoughts make sense	90	10	3.2	X
4	French thoughts jump about in an unplanned way	52	48	2.6	
5	Like repeating Fr inside my head	76	24	2.9	X
6	Never talk to self in Fr when alone	38	62	2.6	
7	Hear others' voices in Fr in head	59	41	2.6	
8	Listen to self speak Fr inside head	80	20	3.0	X
9	Inner speech-long and complicated	41	59	2.2	
10	Inner speech-short and simple	55	45	2.6	
11	Listen to self- sounds better than when said out loud	86	14	3.4	X
12	Easy French - have inner speech	10	90	3.6	X *
13	Difficult French- have inner speech	76	24	2.9	X *
14	Practise mentally before speaking	90	10	3.6	X
15	Answer others' questions in head	96	4	3.6	X *
16	Correct self inside head	96	4	3.6	X
17	Sometimes think in French	80	20	3.1	X
18	IS in geog differs from IS in Fr	65	35	2.8	X
19	Automatic understanding = no IS	96	4	3.6	X
20	Try to work something out-IS helps	90	10	3.4	X
21	Try to work something out-repeat Fr sounds then work out meaning	86	14	3.0	X
22	Translate inside head	86	14	3.4	X
23	Replay what I said, then evaluate	86	14	3.4	X

Inner Speech Occurrence and Nature Descriptors			
Item	Descriptor	Categories	Frequency Counts
P5.24	Inner Speech in geography lessons-most usual language	<ul style="list-style-type: none"> • mix French/Eng • mainly Eng • mainly French • none • don't have IS 	<ul style="list-style-type: none"> ▶ 22 ▶ 9 ▶ 2 ▶ 1 ▶ 0
P5.25	Inner Speech - relate to locus	<ul style="list-style-type: none"> • anywhere • French lessons • geo lessons • other places 	<ul style="list-style-type: none"> ▶ 18 ▶ 17 ▶ 3 ▶ 1
P5.26	Inner Speech - relate to task	<ul style="list-style-type: none"> • various activities • answering quest • whilst reading • listening to T 	<ul style="list-style-type: none"> ▶ 22 ▶ 20 ▶ 15 ▶ 13
P5.27	Inner Speech - composition	<ul style="list-style-type: none"> • mixture • phrase • conversation • single words • none of these 	<ul style="list-style-type: none"> ▶ 22 ▶ 21 ▶ 15 ▶ 9 ▶ 0
P5.28	Last time experienced Inner Speech	<ul style="list-style-type: none"> • History (Fr) am • just happens • just before test • Tasks questions • other 	<ul style="list-style-type: none"> ▶ 15 ▶ 13 ▶ 5 ▶ 5 ▶ 3

An analysis of the data from PCS

The occurrence of inner speech

- 93% reported experiencing inner speech;
- 96% do not experience inner speech when understanding is 'automatic';
- 90% do not experience inner speech when the task is easy;
- 76% experience inner speech when the task is difficult;
- 48% experience inner speech most regularly in unspecified places (i.e.

anywhere);

- 48% experience inner speech most regularly during French lessons;
- 4% experience inner speech most regularly during Geography lessons.

The evidence from the questionnaire corresponds closely to De Guerrero's (op cit) findings. As such, when the task is easy invoking immediacy of response, then occurrence of inner speech is either limited or non-existent. However, the data does suggest that when the task is difficult, inner speech potentially is brought into play. One interesting and contradictory piece of data which I shall return to subsequently is the small number who reported experiencing inner speech in bilingual geography lessons. As this represents a 'challenging' learning environment, then it seems significant that this did not yield a higher occurrence of reported inner speech.

The nature of inner speech

- 90% reported that their inner speech in French makes sense;
- 65% reported inner speech happens in a mixture of French and English;
- 47% felt that inner speech mainly consists of phrases;
- 33% felt that inner speech mainly consists of conversations;
- 20% felt that inner speech is a complete mixture of words, phrases and sentences.

The data reflects the diverse findings of De Guerrero's study but it is worthy of note that the majority of learners stated that their inner speech in the target language made sense to them. Again this gives a steer towards inner speech having a prominent role in working towards self-regulation, by mediation in the learning process via inner speech.

Metacognitive features of inner speech

- 90% felt that inner speech helps them to work things out;
- 80% reported listening to their own voices;
- 56% reported ‘hearing’ other speakers’ voices inside their heads;
- 96% answer questions directed at others inside their heads;
- 76% use inner speech (mental rehearsal) to repeat sounds;
- 90% use inner speech (mental rehearsal) to practice what they say;
- 96% use inner speech to correct themselves;
- 86% use inner speech to help them translate meaning;
- 86% use inner speech to re-live sounds and evaluate performance.

The strong metacognitive features of inner speech reported by the learners suggest that inner speech has indeed a strategic function to play in the learning process, in particular supporting learners towards self-regulation.

The SEC discussion and questionnaire analysis

There were two major problems associated with the class discussion at the SEC. Firstly, a consensus view of inner speech had been co-constructed with the learners at PCS which had resulted in the icons. I wanted to use the same icons but the boys at the Sec would not have ownership of these. Secondly, the SEC class was not used to orderly class discussion and I was conscious of several members not taking the discussion seriously. In the event, I set up the discussion very much as before and encouraged boys to share their views. This did meet with some difficulty. However, when I presented them with the drawings ‘to support their discussion’ they generally agreed that the icons were useful

and were meaningful. Field notes read as follows:

- *Yep, I have inner speech coz I think a lot in Spanish.*
- *Spanish sounds float in and out of my head.*
- *I practice saying Spanish- especially before a vocab test.*
- *It's not a clear-cut thing, I mean you don't say to yourself right now am gonna think Spanish thoughts- they just happen.*
- *I prefer thinking answers rather than saying them in class - this gets our teacher going.*
- *Sometimes it's like when you have a tune on the brain - you keep on saying sounds in Spanish.*

The discussion was shorter and the learners were much less ready to share their ideas. I could not help but think that this was due partly to gender differences and partly to the learners at the SEC being much less open with me as the researcher. Our relationship certainly ‘felt’ different. However, I was satisfied that as far as possible the same awareness raising procedures had taken place and that the boys were now ready for the questionnaire, two weeks later.

The questionnaire at the SEC

The table below, shows describes the type of inner speech and its occurrence at the SEC. I note that at the SEC whilst the respondents report experiencing inner speech in both a mixture of languages and in English, more learners report the use of inner speech in English than in the target language.

Inner Speech Occurrence and Nature Descriptors			
Item	Descriptor	Categories	Frequency Counts
P5.24	Inner Speech in geography lessons-most usual language	<ul style="list-style-type: none">• mix Span/Eng• mainly Eng• mainly Spanish• none• don't have IS	<ul style="list-style-type: none">▶ 13▶ 17▶ 7▶ 5▶ 5
P5.25	Inner Speech - relate to locus	<ul style="list-style-type: none">• anywhere• Spanish lessons• geo lessons• nowhere	<ul style="list-style-type: none">▶ 20▶ 15▶ 2▶ 10
P5.26	Inner Speech - relate to task	<ul style="list-style-type: none">• various activities• answering quest• whilst reading• listening to T• other	<ul style="list-style-type: none">▶ 12▶ 4▶ 4▶ 4▶ 2
P5.27	Inner Speech - composition in Spanish	<ul style="list-style-type: none">• mixture• phrase• conversation• single words• none of these	<ul style="list-style-type: none">▶ 12▶ 4▶ 3▶ 4▶ 0
P5.28	Last time experienced Inner Speech	<ul style="list-style-type: none">• just happens• other	<ul style="list-style-type: none">▶ 10▶ 5

Comparative observations between data at PCS and the SEC

The questionnaires from the SEC generally bore some resemblances to the findings from PCS. However, there were also some significant differences as the following table shows:

Significant differences between PCS and the SEC						
Item	Function or Purpose	PCS +%	SEC +%	PCS -%	SEC -%	<i>p</i> <.05
P5.1	Experience of IS in French or Spanish	93	50	7	50	.002
P5.2	Talk to self in French or Spanish	76	40	24	60	.049
P5.3	Thoughts in French/Spanish make sense	90	45	10	55	.016
P5.6	Talk to self in French/Spanish when alone	62	15	38	85	.000
P5.7	Hear others' voices in French/Spanish in head	59	5	41	95	.000
P5.8	Listen to self speak French/Spanish in head	80	40	20	60	.007
P5.11	IS sounds better than when spoken aloud	85	55	15	45	.006
P5.14	I practise mentally before speaking out	90	55	10	45	.010

Fewer learners at the SEC reported experiencing inner speech in the target language than at PCS. There were many fewer learners who reported talking to self either in class or alone, and fewer learners reported practising the language before speaking or hearing their own or others' voices. From this one might conclude that according to the questionnaire evidence, there is less reported incidence of inner speech at the SEC than at PCS.

In terms of nature and occurrence of inner speech, it is interesting to note that as at PCS, geography lessons in Spanish did not produce a high reported rate of occurrence of inner speech. Before undertaking the in-depth analysis of the bilingual geography learning contexts, what seemed to be potentially so-called acquisition-rich environments, did not appear to encourage as regular an occurrence of inner speech as the language lessons in either sites. This seems to me to raise a pertinent point and one which will be explored further in the next episode.

4 Learner introspection on inner speech

In order to collect data based on the learners' perceived views of the occurrence of inner speech, I wanted to design a research instrument which would provide an effective context for these reflections. I chose to focus on short challenging tasks requiring a near-immediate response, since I was particularly interested in exploring inner speech as a strategy which operated both below and above the level of consciousness (I refer the reader here back to the discussion in chapter three). By presenting the learners with a simple 'cognitive challenge', as discussed previously in this chapter, I hoped to provide them with an opportunity for reviewing inner speech. The task design had to be simple. Therefore, in a one-to-one interview between researcher and individual members of the focus group, the students were given three short tasks:

listening: students were required to listen to a short recording in the target language and asked whilst they were listening to prepare to give a short summary of the text in English immediately afterwards.

reading: students were required to read out aloud a short text in the target language and asked whilst they were reading to prepare to give a short summary of the text in English immediately afterwards.

speaking: students were asked to talk spontaneously for approximately one minute in the target language about their views of learning another subject through the medium of a foreign language. No preparation time was allowed.

Immediately upon completion of speaking, listening to and reading the texts and before making summaries in English (which for the purposes of the research I ignored), students were asked to indicate which of the icons and descriptors drawn up after the class discussion, best matched their experiences. The students were not expected to talk through these experiences.

According to van Someren (1994) the weaknesses of introspection methods lie to a certain extent in potential errors of memory and interpretation made by the subjects. Whilst acknowledging such difficulties, I tried to address these by designing a simple instrument for retrospective reporting based on the agreed set of descriptors and icons or ‘consensual prompts’ during the class discussion. I would argue that errors of interpretation were addressed by using the agreed co-constructed prompts where students and researcher together had agreed upon the icons and descriptors. Memory errors were also minimised by the fact that students selected the appropriate icons immediately upon task completion and without having to articulate incumbent processes.

A full set of icons can be seen in the Appendix. However, to assist the reader I shall present the descriptors without the icons as follows:

Descriptors for icons on Inner Speech	
Listening	
Icon L1	automatic understanding - no inner speech
Icon L2	understand bits - inner speech mainly in French or Spanish
Icon L3	understand bits - inner speech mainly in English

Descriptors for icons on Inner Speech	
Icon L4	understand bits - inner speech is a mixture of French and Spanish
Icon L5	understand bits - inner speech involves practising words in French or Spanish - repeating longer chunks in French
Icon L6	don't understand - 'switch off'
Icon L7	breakdown in communication - take action!
Speaking	
Icon S1	words just come out in French or Spanish - no inner speech
Icon S2	1. work out meaning in English 2. translate into French or Spanish in head 3. speak out in French or Spanish
Icon S3	keep words in French or Spanish 'inside head' then speak out
Icon S4	bring longer chunks of French or Spanish into head - then speak
Icon S5	finish speaking in French or Spanish then press internal replay button - decide how well I did
Icon S6	shut up - 'switch off'
Icon S7	breakdown in communication - take action!
Reading	
Icon R1	automatic understanding- no inner speech
Icon R2	whilst reading hear sounds of words inside head in French or Spanish
Icon R3	whilst reading work out key messages inside head mainly in English
Icon R4	whilst reading translate bit by bit inside head get an approximate meaning in English
Icon R5	whilst reading hear some French sounds but keep pressing internal replay button
Icon R6	stop reading- don't understand - 'switch off'
Icon R7	breakdown in communication - take action!

Inner speech occurrence at PCS

Reported Icons in Listening Task							
Learner	L1	L2	L3	L4	L5	L6	L7
1	✓				✓		
2	✓	✓					
3	✓			✓			
4	✓	✓					
5				✓			
6				✓			
7				✓		✓	
8				✓		✓	

During the listening task, the four most able members of the focus group reported some automatic understanding, with three out of the four experiencing some form of inner speech in French (L5 and L1). None of the four members in bands 3 and 4 reported automatic understanding - all placing an emphasis on inner speech in a mixture of French and English. Learners in the fourth band indicated some ‘switch off’ time, when the language was too demanding.

Reported Icons in Reading Task							
Learner	R1	R2	R3	R4	R5	R6	R7
1	✓	✓					
2	✓	✓		✓			
3	✓	✓		✓			
4	✓	✓		✓	✓		
5			✓	✓			
6		✓	✓	✓			
7			✓	✓			
8			✓	✓			

Members of the focus group in bands 1 and 2, all reported some automatic understanding (R1) whilst reading out aloud as well as ‘hearing’ the sounds of the French inside their own heads (R2). Almost all the students reported translating bits of text from the target language into English inside their heads (R4). However learners in band 3 and 4, reported working out key messages of the text in English (R3).

Reported Icons in Speaking Task							
Learner	S1	S2	S3	S4	S5	S6	S7
1	✓			✓			
2	✓		✓				
3	✓		✓	✓			
4			✓	✓			
5		✓		✓			
6		✓	✓				
7		✓		✓			
8		✓	✓				

Occurrences of inner speech seemed to be divided evenly during the speaking task. Whilst learners in bands 1 and 2 reported spontaneous use of the target language (S1) whilst holding some words in French inside their head before saying them out aloud (S3), band 3 and 4 students tended to work out what they wanted to say in English then translate it (S2). This was arguably the most challenging of the three tasks yet none of the learners ‘switched off’ (S6).

The SEC

Reported Icons in Listening Task							
Learner	L1	L2	L3	L4	L5	L6	L7
1		✓		✓	✓		
2		✓		✓			
3			✓	✓			
4	✓			✓			
5				✓			
6			✓			✓	
7			✓			✓	
8		✓	✓			✓	

Only one learner reported automatic understanding during the listening task (L1). The other members reported either understanding ‘bits’ mainly in Spanish (L2) or understanding bits mainly in English (L3). Three students in the lower bands reported ‘switching off’ since the task was too difficult. Five members of the group also reported that at times inner speech seemed to contain both a mixture of Spanish and English (L4).

Reported Icons in Reading Task							
Learner	R1	R2	R3	R4	R5	R6	R7
1	✓		✓	✓			
2	✓		✓				
3		✓	✓				
4	✓		✓	✓			
5				✓			
6				✓			
7			✓				
8			✓				

During the reading task, many members engaged in working out the key messages in English (R3) although three members from bands 1 and 2 reported automatic understanding in parts of the text (R1). None of the learners abandoned the task, whereas half of the group ‘translated’ inside their heads.

Reported Icons in Speaking Task							
Learner	S1	S2	S3	S4	S5	S6	S7
1	✓	✓	✓				
2	✓	✓					
3	✓	✓			✓		
4		✓			✓		
5		✓					
6		✓	✓				
7		✓				✓	
8			✓			✓	

Subjects consistently reported working out the meaning in English then translating inside their heads before speaking (S2). Two learners abandoned the task (S6) whilst three in bands 1 and 2 reported spontaneous use of the target language (S1). Only two students reflected on their performance by ‘replaying’ sounds (S5). Three students attempted to hold onto Spanish words inside their head before speaking out (S3).

Reflection

The data gathered from both the questionnaires and the retrospection suggests that learners at both sites experience inner speech. Moreover, the occurrence of inner speech, which in this instance was reported on after tasks which allowed the learners little ‘thinking’ or preparation time, appeared to take on a strategic function in assisting the

students to gain control over the task they were performing. The fact that a greater number of learners at PCS reported experiencing inner speech in the target language than at the SEC, corresponds to the emerging picture that students in the former site use the target language more extensively than at the SEC and for a wider range of activities. It also seems apparent that the learners' desire to use and communicate in French at PCS is more pronounced with greater evidence of strategy use directed at 'controlling' learning (e.g. the use of self as another voice, or practising target language talk mentally).

The analysis of the reported incidence and nature of inner speech is varied. At PCS there were eleven incidences of automatic understanding compared to seven at the SEC. There were also fewer reported incidences of 'switch off' at PCS - three as opposed to five. Whilst the open-ended tasks used to facilitate retrospection were intended to challenge all the learners (e.g. during the reading task, participants were required to simultaneously read the text aloud, assimilate the language and comprehend the text in order to summarise), inner speech ranged from automatic understanding to switch off including a variety of different occurrences reported by the same learner during the same task. The data is inconclusive in that it is not feasible to draw conclusions about the relationship between task type, inner speech and individual learner. However, there may be a link between the kind of inner speech experienced by an individual and his or her linguistic competence e.g. less able learners reported greater use of inner speech consisting of a mixture of English and the foreign language than the more competent linguists whose inner speech was more regularly in French or Spanish. This corresponds to the research findings by de Guerrero (1994) which underlines the strategic role played by inner speech. The data also lends support to Bialystok's process view of language i.e. the more language

we have at our disposal the more likely we are to use that language strategically for the purposes of analysing and controlling inherent language processes. It is also interesting to note that the same learner used different forms of inner speech within the same task, e.g.

PCS reported types of inner speech	
Learner	Iconic representation
L1	L1, L5, R1, R2, S1, S4
L2	L1, L2, R1, R2, R4, S1, S3
L3	L1, L4, R1, R2, R4, S1, S3, S4
L4	L1, L2, R1, R2, R4, R5, S3, S4
L5	L4, R3, R4, S2, S4
L6	L4, R2, R3, R4, S2, S3
L7	L4, L6, R3, R4, S2, S4
L8	L4, L6, R3, R4, S2, S3

What the data confirms is that at times of cognitive challenge, learners have recourse to inner speech in their attempts to gain control of the task. The nature of the inner speech appears to depend in part on the learner’s linguistic competence. However, the same learner may well experience different types of inner speech depending on the task. This suggests that inner speech not only fulfils a strategic function but also that the nature of the function is dependent on the requirements of the task.

Part 2: Learner voices speak out - investigating the learning culture

Introduction

Within Research Episode three, the semantic space signified by high control (i.e. intervention) but low structure i.e. the asking and doing space, I wanted to probe further the classroom culture of the two sites. This I hoped would enable me to gain a deeper understanding of the ethos of the learning community, represented by the attitudes, perceptions and strategic behaviours of those who contribute to and construct it.

Within the research design of my case studies, I planned to conduct semi-structured interviews in order to triangulate some of the data gathered through other means (questionnaires and researcher designed tasks). This conforms to Heath's view (1982) of the holistic nature of ethnographic research, and one which I have discussed extensively in chapter four, that 'data obtained from study of pieces of the culture should be related to existing knowledge about other components of the whole culture' (ibid.: 35).

As a research instrument, interviews are characterised by the extent of formality and the degree of control over the interview exercised by the interviewer. As such, they can be placed on a continuum ranging from unstructured to structured. The semi-structured interview is a more flexible yet less systematic instrument than the structured type, since it allows the interviewer to probe and expand the interviewee's response.

Whilst it can be argued that a structured interview is more consistent in its approach to data collection, it still raises issues to do with what Hitchcock and Hughes (1989) term

the 'interview complex' and the problems which surround the relationship between 'what the interview is intended to achieve and what is in fact interactionally done in achieving this' (1967:100). It is acknowledged that individuals do not always say what they mean and that social meanings are exceedingly complex, not revealed by a 'dictionary-like translation of responses to prearranged questions' (Hitchcock and Hughes 1989: 85). However, in terms of establishing 'rapport, empathy and understanding' with the interviewees (ibid.), I was confident that in my own research contexts I had, as far as possible, established a non-threatening and supportive relationship with the learners at both PCS and the SEC prior to conducting interviews.

Whilst Nunan (1992) describes semi-structured interviews as those where the interviewer does not have a list of pre-determined questions, I would argue that it is more to do with the degree of flexibility during the interview. In other words, for me it is crucial that the interviewee 'finds a voice' to tell their own 'stories' and that the relationship between participants, albeit by its very nature asymmetrical, should be as equitable as possible and conducted in an atmosphere where individuals feel they could talk freely. Moreover, I was not convinced that unstructured interviews, where the agenda is negotiated by the participants, would respond to my need for a data collection instrument to triangulate closely with the questionnaires and the tasks from the two previous Research Episodes. I therefore decided to create questions which would as far as possible be put to all the interviewees, whilst encouraging them to expand and explore their talk during the interviews. This process responds to what Patton (1990) calls the fundamental principle of qualitative interviewing i.e. 'to provide a framework within which the respondents can express their own understandings in their own terms' (1990: 290).

Interview questions

I wished to use the interviews to probe further into the areas which had already been raised in the questionnaires. Principally I wanted to explore:

- the learning community in the two sites - its ethos, its construction, its functioning;
- the attitudes and perceptions of the constructors of that learning community as they relate to this research i.e. strategic behaviour in geography and language lessons.

The interviews were all carried out on site, with students being extracted from lessons. Although I wanted to tape all the interviews, I gave the students the option of whether or not our conversations would be recorded. In the event, all the students who volunteered to be interviewed did not have any objections to being audio-recorded. Moreover at both sites the entire class 'volunteered'. In order to gain a representative sample from both sites I transcribed only the interviews of those learners who had previously been identified for the paired and discussion tasks.

However, in keeping with the ethos of the research many more students were interviewed than were in the final sample for analysis. In effect, this allowed me to pilot the questions and refine some of the probes. At PCS, I analysed the interviews of the eight members of the focus group (F1-8). At the SEC seven interviews were analysed (G1-6, G8) since G7 had been temporarily withdrawn from school.

Interview structure

There were three clusters of questions around different foci:

- cluster 1 attitudes to language learning and bilingual geography;
- cluster 2 perceptions of self as a member of the learning community; cluster 3
- strategic behaviour in geography and language lessons;

Cluster one: attitudes to language learning and bilingual geography

1. What do you like most about learning/speaking/understanding another language?

I know that all countries have got different cultures and things, and it's nice to find out what different cultures other countries have got. (F1)

When someone from another country comes over and they think you don't understand and it's good because you can...it's good to learn another language...I'd like to know quite a few languages but em...I have to like the sound of it... (F3)

I hope that it will help me so I can speak to my friends, like er F and J... And they're dead good...so not very often but sometimes I can speak to them...so it's a bit like a secret thing...when I was in my old class, I wasn't very good. I didn't even know the word for 'I' [laughs] but since I've come up in this class, I find it's helped me a terrible lot...like you know... I don't say much but I find I do understand it quite well. (F8)

I like it cos it's actually quite useful cos I'm off to Spain in a couple of weeks. (G5)

The range of answers given corresponds with those from the questionnaire. Many interviewees mentioned that being able to use another language was useful, fun, helps communicate with others (ranging from family and friends to new people) both here and abroad as well as being satisfying and useful as a 'secret code.' The least able member of the group F8, retained a positive view despite being fully aware of his 'limitations' (his personal perception). Interviewees from PCS responded more fully to this probe than those at the SEC.

2. What do you dislike about learning or using a foreign language?

Interviewees at both sites had very little to say in response to this question since there was a clear consensus that there were no disadvantages. However, in all cases interviewees talked of experiencing occasional difficulties and at times feeling frustrated.

Sometimes it's a bit frustrating always hearing French because things have stuck in your mind in French and it comes straight in French...and you think 'what am I saying, it should be in English!' (F4)

There's not really anything I dislike about having to speak another language...not really...I mean it's quite hard to try because the basic principle is kind of often completely different but that's why I like Spanish, because they are reasonably similar. (G1)

3. Which languages can you speak or understand?

This question was asked to probe individual's linguistic experiences, based on the assumption that having exposure to other languages might affect attitudes in general to language learning. The data revealed that the students at the SEC had diverse linguistic experiences comparable to those at the PCS - this had not come to light in the questionnaire.

At PCS 5 out of the 8 students knew only English and French. Two of the remaining three were fluent in three European languages due to having non-British parents. The remaining student had come from another school where he had learnt German as well as French.

At SEC, 4 out of the 7 students knew English and Spanish. From the remaining four, one spoke Gujarati at home, another had a Finnish mother and the other two also learnt another European language. One had a parent who was a Spanish teacher and another had

a father with a Spanish degree. Two students at PCS and three at the SEC had relatives who lived outside the UK.

4. What about the future of your bilingual studies?

(Note: At the SEC, given the circumstances - see Research Episode one - it was not possible to continue with bilingual geography in year 10. Instead students could study geography in English and Spanish as two separate subjects)

At PCS all eight interviewees stated that they were 'happy,' 'pleased,' and 'felt OK about,' continuing with their bilingual studies in year 10. At the SEC, where the students knew that it would not be possible, only 3 out of the 7 said that they would have liked to have continued. The four others gave reasons as follows:

I like geography as a subject but I think the Spanish bit puts it down, it sort of stops you, it's good for your Spanish but it stops you from learning geography in a way because you concentrate on the Spanish a lot. (G2)

I think geography in Spanish is a good idea but I learn more just in English geography. (G4)

Dunno really-it's just a feelin'. (G5)

I prefer geography in English...[why?]. ... it's less complicated. (G8)

Clearly the fact that geography in Spanish was not available for them in Year 10 had an influence on their thinking. However, it was interesting to note that those more able learners (G2,G4) felt that their geography learning was adversely affected, whereas G8, the least able in the focus group, perceived the issue in terms of level of difficulty. The learners' perceptions of advancement or regression in the subjects is explored in more detail during the probes:

Cluster two: learner perceptions of self and the learning community

5. How would you position yourself in the group?

(The questions was left open for the students to interpret how they wished. It was surprising that all students responded without hesitation).

All students' perceptions of their position within the group corresponded with their teachers' classifications. F1, F2, F3, G1, G2, G3 described their positions as 'I think I'm good at it,' 'I'm in the top group', 'I'm towards the top of the group', 'I'm quite good.' F4, F5, F6, G4, G5 and G6 described their positions as 'OK,' I'm not the best but I'm certainly not the worst', 'sometimes it's good, sometimes it's not. F7, F8 and G8 used terms such as 'I'm not very good at all, OK,' 'average-ish.'

6. Which subject are you best at? French/Spanish? Geography (as a subject)? or French/Spanish?

This question also led onto the learners' views of the effectiveness of their bilingual experiences, thereby revealing their perceptions about their own learning community.

At PSC, 7 out of the 8 students declared that they were 'best' at French, with only the weakest student (F8) saying that he was best at history. However, when this was explored further, there was an overwhelming perception that history (in French) was their 'best' subject, their preferred subject and so on.

Geography, I find quite hard as a subject...so I'm er probably best at French overall because I've been doing it for three years in French lessons itself and I find.. It comes out more fluently during lessons... [never mind the language you are studying the subject in, what about geography the subject? Which subject do you think you are better

at?)]...actually, it might just be history, coz I pay a lot of attention in history because I enjoy it...because I enjoy it I feed in a lot more information... So I think it's probably my best subject. (F1)

In French, I'm actually concentrating on what I say... When in geography or history I have to think about the way... about what I'm saying in French before I actually do..[but what about the subjects regardless of language?] ...I think I'm better at history..[why?].. because...probably the teacher [laughs] we hear his voice a lot and we are getting used to it all...and he explains and we're not afraid of asking for things.(F3)

History, I'm much more... better than French or geography. Geography I find that...well all we learn our...well...X just takes the work out of a book so you..we don't find we get the proper geography taught to us...(F8)

Further probes yielded the following:

I dunno...well geography, I'm really good at geography... I think we've gone quite slowly in geography...I'm not sure if that's coz of well I dunno but I find geography harder...everyone finds geography harder. (F2)

It makes you listen...makes you pay attention because you have to understand the language and what you're talking about so it keeps you awake and you don't doze off like in English..[anything else?]..well you don't just do it as a school thing...they try and mould it into school but not as a school subject. (F4)

We've done a lot more French than the other sets.. I was talking to a Year 11 and she asked me to help her with her grammar and she could hardly do it and we had done it already last year so I found I was helping her with her homework...[later in interview]. In history and geography we learn technical things...that just learning the language you wouldn't actually...X isn't going to come in and say things about em I dunno about guns and things just in an ordinary French lesson...[you must have a good range of vocabulary]... I think I've gone through six or seven vocab. books...[do you learn your vocabulary?]...yea we have to learn it every week [in French..and geography ?]...our teacher does give us vocab. but not because he doesn't test us on them. (F6)

In geography...sometimes I feel well erm I was doing just the same last year but this is harder harder so why am I doing this if it's harder than the same work as last year...but then in history I've learnt more this year than I have in two previous years because I couldn't get into history...but then when we had our first history lesson I actually listened not because I didn't when we had it in English...but it was so boring in English... (F7)

History...well the thing is I like history... and I've learnt a bit as well...so I've got a bit of well...knowledge and you know when I talk about well when X talks about things... I can say all I know. (F8)

These views concur with those expressed in the questionnaire. It seems that all the

students found that their exposure to French (French, history and geography lessons) put them at an advantage in terms of their linguistic level, yet the level of their subject knowledge in geography was questioned. In terms of the learning community, it is significant that history is a very popular subject with all the students. Since the same teacher teaches French and history in French at PCS, then it is likely that a similar learning community will be co-constructed during French lessons as in history lessons. The lesson transcripts in research Episode four will provide further data about the nature of the geography and French learning communities. However, this data does link with the revelation in the first part of this chapter, that learners at PCS experience less inner speech in geography than in French. I would argue that learner attitudes towards and perceptions of learning in geography, also play a role in determining the quality of the learning context co-constructed by the learners during geography classes.

At the SEC, the views were mixed. 5 out of the 7 (G3, G4 ,G5 ,G6, G8) said they preferred geography in English. Of the 2 who said they were better at Spanish, one said that he didn't particularly like either subject and the other reported foreign languages as his favourite subjects. They all acknowledged however, that their Spanish had improved due to learning geography in the language. Mainly however, their perceptions of the learning community in Spanish geography indicated that they thought it was less effective than in English.

You keep learning Spanish but your geography will sort of go like that...[makes hand movement] ... go down... I think geography has gone down and Spanish has gone up... but then on the same side we had a Spanish teacher last year who'd...said a lot of words in English... and X doesn't... that helps as well cos the more you hear something the more you learn. (G2)

I learn more in English geography. You see, if you don't understand [in Spanish geography] then the teacher can't just stop cause he's teaching the whole class ...erm...but then afterwards I do ask. (G4)

I think I find geography more difficult because it's in Spanish...you learn so much new vocabulary which is really like putting the language to a use in like Spanish in language lessons then in geography putting it to good use within a subject.(G3)

7. Do you think you could do the following?

Here I asked a series of closed questions about specific language functions. I was not interested in how well or if the students could in fact carry out these activities. What I wished to probe was the learners' self-perceptions of their own ability to 'perform' the functions. I felt that this would give an indication of the learners willingness to self-assess their capacity to use the language in different ways as well as their self-confidence in the foreign language context. In the event, the additional comments made by the interviewees also revealed whether or not the learners regularly participated in these activities, thereby shedding some light on the activities which contributed to the different learning communities.

PCS - Do you think you could do the following?								
Activity (in French)	F1	F2	F3	F4	F5	F6	F7	F8
1. say/write few personal details	✓	✓	✓	✓	✓	✓	✓	✓
2. chat about weather	✓	✓	✓	✓	✓	✓	✓	✓
3. make an arrangement to go out	✓	✓	✓	✓	✓	✓	✓	✓
4. give an opinion	✓*	✓	✓	✓	✓	✓	✓	✓
5. discuss an issue in a group	✓	✓	✓	✓	✓*	✓*	✓	✓
6. debate or argue a point	✓*	✓	✓	✓*	✓	✓*	✓*	✗
7. get angry	✓	✓	✓*	✗	✓	✓	✓	✓
8. play a game	✓	✓*	✓	✓	✓	✓	✓	✗

I have selected several comments by students, which might assist the reader in forming picture of the community.

F1

- 4 *Yeah most of the time I'm able to do that...In France I did it a lot.*
- 6 *Yeah we do that a lot in lessons.*

F2

- 8 *I don't think I could play Trivial Pursuit, but Scrabble I could.*

F3

- 7 *Well when I get angry... it's hard sometimes because I haven't got the words ...so I just get angry inside and say it out aloud [laughs] using the vocab. I've got.*

F4

- 6 *Trying to fight? Yep, we have to, we have lots of that.*
- 7 *I think not ...I don't really know all the angry words in French but maybe feel angry - you can do that in any language...feel and look angry.*

F5

- 5 *What? Like we've done today?*

F6

- 5 *Well it would depend what it's about... if you want a discussion about the insides of an aeroplane then I don't think we could [laughs]... [weren't you discussing something this morning in history about Hitler?] ...oh that yeah... that was fun.*
- 7 *That wasn't really a debate though was it? It was just putting over your point of view.*

F7

- 6 *I enjoyed that it was cool! [referring to a previous debate]*

F8

- 6 *I'm not very sure I could, really.*
- 8 *Not sure I could play a board game.*

There are for me two important points to emerge from the PCS data:

1. The students more or less concur that they are able to carry out most of the functions which are not therefore significantly dependent on ability.
2. The students clearly engage regularly in debate and discussion in the foreign language - two features of discourse which are absent from most

Year 9 modern language classrooms.

SEC - Do you think you could do the following?							
Activity (in Spanish)	G1	G2	G3	G4	G5	G6	G8
1. say/write few personal details	✓	✓	✓*	✓	✓	✓	✓
2. chat about weather	✓	✓	✓*	✓	X✓	✓	✓
3. make an arrangement to go out	✓	✓	✓	✓	X✓	✓	X✓
4. give an opinion	✓*	✓*	✓	✓	X	✓*	X✓
5. discuss an issue in a group	✓*	✓	✓	✓	X	✓	X
6. debate or argue a point	✓	X*	✓*	X*	X	✓	X
7. get angry	X*	✓*	✓*	X*	X	X	X
8. play a game	✓	✓*	✓*	X*	✓	✓	✓

The data gathered from the SEC differed somewhat from PCS. The following extracts from student comments illustrate the perceptions of those interviewees:

G1

- 4
- Probably but just kinda using basic words like...good, bad, quite good.*
- 5
- If it was in a group so you had other people having the same problems supporting you yeah.*
- 7
- Not really, I'd try but I'd find it quite hard to get the expressions easily in the language.*

G2

- 4
- Erm - most of it...I'd probably be able to get my message across but it wouldn't be great all of it.*
- 6
- If my views were really strong I wouldn't, because you have to really put power across...I don't think I'd be able to do that...unless my view was quite easy.*
- 7
- Yeah... It's facial expressions as well, yeah definitely.*
- 8
- It depends what game. If there was something simple then OK but if it were Cleudo, where you have to use lots of different words and different terms that you might not have learnt because you don't need to. You go on holiday and you don't need to learn who killed who!*

G3

- 1
- I've actually done that...we had to give a presentation of ourselves...our interests..*
- 2
- We've done so much on the weather in Spanish! I think I could spend hours talking about the weather. (Also G4)*
- 6
- Yea because we've learnt a lot about the Caribbean and you can do those things [referring to an imaginary debate about tourism in the Caribbean] and you could argue about all the things you have written about in*

8 *Spanish.*
8 *We've done a lot of that - playing games in Spanish.*

G4

6 *[Have you ever done that in geography?] There are a few ones but the ones we do are dead easy... like advantages and disadvantages.*
8 *Yea we've played Scrabble in Spanish...we know the letters.*

G5

2/3 *Yes and no...some bits would be in Spanish then it would turn into English.*
4 *I'd be able to say that I liked it or I didn't but not much more.*

G6.

4 *If it were about football!*

From the SEC data, there was a high level of consensus about items 1,2,3 and 8. However, the interviewees were less consistent as a Focus Group, indicating a link between the self-doubts and ability (especially with G5, G6, and G8). The data did suggest however, that at the SEC:

1. Students do not appear to engage in as much discussion and debate as at PCS and when they do it is perceived as being rather 'simplistic'.
2. Many of the answers suggested that the interviewees were not very confident in using language in areas in which they were not familiar.

8. The Geography Projects

Since both classes were following the geography National Curriculum, during the period of research the students at both sites worked on a geography project. The project involved researching another country from a geographical perspective and presenting the findings in a written form, supported by diagrams, maps and so on. Because of the bilingual context, the projects had to be written in either French or Spanish. Students worked on the projects in lessons and their research was carried out independently but with teacher

support. During the interviews, the students began to express very strong opinions about the projects and therefore we explored their views, to try to uncover some of their underlying perceptions.

The projects at PCS

The projects at PCS were epitomised by the word 'translation.' All the interviewees described how their projects were dominated by the need to translate the research they had done in English, using mainly English resources. Since the projects consisted of several pages of written work, and given that translation is no longer a skill which is prevalent in language classrooms at this level, then this raised several pertinent points.

I joined A and G...we did work on Ghana...it was actually very hard because you got erm..we found erm the odd French leaflet but you had to find all this English information then translate it into French...it is actually quite complicated to do...because you're like zooming round trying to find out what things are and there are a hundred people lined up to ask sir one word... It's like torture but we er got it over and done with and I used my dictionary a lot...A was helping me out because my writing is terrible - I can translate but spelling it's a nightmare...but it was actually good fun to work as a team on something like that. (F1)

I didn't write it in English first, just as I was reading the information I just tried to translate it into French so... I don't think much of it made sense because I probably wasn't reading a whole paragraph and then translating so it probably came out wrong but erm some of the words I made up and just thought put a little accent here and a little accent there and it'll look OK. (F2)

We had to choose a country in Africa, so a group of us we used the library and the computer to get information...and we translated it into French...and we did use dictionaries..and help from the French students in school. (F3)

We wrote it out in English first out of the book the we tried to do most of the translation from our own minds not from the dictionary. (F4)

The only reason I chose Ghana was because one of mt favourite football players comes from there.. So at first I just got as much information - photocopies and things. Then in my group - we did it together - it was all in English, so I picked out bits that I thought were the most important, then tried to start translating it...I did not want to use a

dictionary so words I did not understand I'd leave a space and come back to it later. (F7)

The interview data suggested the following:

1. That learners helped each other. They collaborated during group work.
2. The resources used by the learners were principally in English, thereby demanding eventual translation into French.
3. The skill of translation presented the learners with many problems - according to their perceptions they had not been given any 'training' or advice as to how to tackle translation, but were left to find their own strategies, with teacher assistance available when necessary.

The projects at the SEC

A very different picture emerged at this site. Whilst the learners had to translate some of the work, the resources they used were more often in Spanish, and the framework of the project was much more tightly structured.

I took it one piece at a time. I talked to A a bit in English about it, but mainly I did my own thing... most of the project I did in Spanish, but there were some bits I had to translate...y'know about five or six sentences... I tried to find the shortest sentences...anyway we were given a sheet with a description of the work we had to do and then maybe a source where we could find the information. (G1)

So when we got our instructions.... I preferred to do it straight into Spanish because sometimes I find that can, I can just write in Spanish then patch it up with dictionaries or asking the teacher. I think maybe if we'd done it in English we would have learned more on the geography side...although I was supposed to work with H, a lot of it was working in parallel. (G3)

I was part B, so I was meant to work with J but we didn't get on really... we talked a bit in English.. I used a dictionary but it's quite good...cos we get a sheet with the words on that we needed and we changed them around a bit but it was pretty easy to understand. I would have got through more work if it had been in English I suppose. (G6)

The interview data suggest the following:

1. That the project work was tightly structured, both in the mode of working (to encourage collaboration boys had to work in twos or threes with different information to gather, then share) and in terms of linguistic support.
2. Many of the resources were already in Spanish, but linguistic guidelines were given to the students. Therefore there was very little emphasis on translation.
3. According to the data, the organisation of the paired project in reality enabled the students to work independently rather than collaboratively.

These data tell different stories between the two sites. Key words are as follows:

PCS - less structure, English resources, collaboration and learner frustration re: translation;

the SEC - more structure, less collaboration, Spanish resources, little translation.

Cluster 3: exploring strategic behaviour

The final cluster of questions aim to explore the strategic behaviour of the learners.

9. What advice would you give to next year's group who will be following their geography lessons in a foreign language?

This question was designed to elicit information about general strategic behaviour which students believe they need in order to participate fully in the bilingual learning

community. By structuring the question in the form of advice to give to others, then this enables the learners to explore what they themselves feel they *should* do as well as what they actually do. The results can be listed as follows:

- concentrate/pay attention PCS: 5 interviewees F1, F4, F5, F6, F7
SEC: 5 interviewees G1, G2, G5, G6, G8
- ask for help PCS: 5 interviewees F2, F3, F4, F7, F8
SEC: none
- do homework/revise PCS: 3 interviewees F5, F7, F8
SEC: 2 interviewees G5, G6
- learn vocabulary PCS: 3 interviewees F5, F7, F8
SEC: none
- don't give up/try to understand PCS: 1 interviewee F7
SEC: 2 interviewees G6, G8

The highest degree of consensus focusses on concentration or paying attention - which is evenly distributed in both communities and across the ability range of learners. However, the notion of asking for help raises an interesting point for reflection. Whilst it is clear from the interview transcriptions that both sets of learners do ask for assistance, this does not figure in advice from the SEC. This may be due in part to gender-specific behaviour. Nonetheless, I feel that it reflects the perceptions of how the community is constructed. Teachers and learners are perceived as being more divided at the SEC, whereas at PCS there appears to be much more collaboration and potential co-construction. This certainly needs to be explored further by using an alternative data

collection instrument. I propose to cross-check this in Episode four, by observing students and their teachers in action. The other pieces of advice seem to be very much related to the abilities of the proposers.

10. Exploring specific strategic behaviour- how do you make sense of lessons ? What happens when you do not understand?

I wished to build on the general advice from the previous question and probe the kind of strategic behaviour which the learners felt they engaged in when making meaning and when taking possible action if meaning breaks down.

1. Making sense

I use Spanish mainly, cos it's such an easy language, it erm helps with the French and because of that it's a lot easier but I erm use Spanish a lot and to think inside my head...I speak fluently like English...and I use it more as a language for inside my head. I use expressions made up of the same words just jumbled up and try to make another sentence sound like proper language which I don't actually know so that's how my vocabulary grows. (F1)

I use my hands and I try to think of another word that it sounds like. (F2)

Most of the time I can understand it but if there's a particular word I have to keep thinking about it and then when I do understand it I go back to it. (F3)

Sometimes I just understand things like words I already know I just understand them and if... sometimes I find it slightly hard to understand I just think back to if I know where the word's from and when I don't understand one word I try to sort of like spell it out using like the alphabet and then I try to match it with something else that it looks like. (F5)

Concentrate yeah that's the main thing that's what you've got to do to understand. (F7)

I say the word then think about what it means and then I keep it there and if I need it for something then I'll use that word, coz I'll understand what it is then. It's hard to explain in some ways coz if someone is like talking to me about something and I understand and want to reply and it has the word in it, I'll actually hold the word and take that out and put it in my phrase. If I didn't know the word I suppose I'd try to use a different phrase. (F8)

I use my hands and I try to think of another word that it sounds like. (F2)

Trying to keep the main words in the back of my head going through Spanish or because if it's going quickly especially if they're a Spanish-speaking person then you just have... you don't have time to translate so you look er keep main words that you know in Spanish at the back of your head and think about them when you have a break... Sir comes round and he puts major words on the board and if he's like seeing other people then you just have to look it up in a dictionary... but they're too slow. (G1)

Seeing what they sound like in English.. Coz a lot of words are similar. Or if I haven't got a clue then I look it up in a dictionary or ask the teacher. If it's a phrase then I'll continue and see if I can make sense of it without the word... or sort of mix things together and then you'll usually understand what it is... I don't rely on others only the teacher. I think more automatically in Spanish class cos our teacher is Spanish and she uses actions to help us understand and if you listen to the words she's Spanish and most Spanish people talk quickly and she talks quickly...but she knows how to put it across so that you can understand...She's been teaching quite along time! (G2)

Well I translate the Spanish that I hear inside my head into English a lot to get an understanding of it and er.. And also some... a lot of Spanish I hear you can... I can just know what it means. (G3)

Reading can be quite hard like having to break sentences down in the right order, but speaking...well the verbs and nouns are similar to English. (G4)

I work out the meanings in English inside my head... just thinking it through.(G6)

Read the thing over and over or say it over again, think in English and try to work it out really. Think of other words that are similar to it.(G8)

2. Breakdowns in comprehension

I'd either ask the person next to me or I most probably would lift my hand...to ask what's going on...I don't normally keep that quiet! (F1)

I'd ask if they can explain it in a different way and then I normally understand... or I'd ask Sir or someone sitting next to me or something. (F2)

If I don't understand I put my hand up...we speak too fast in class to break off and look things up in a dictionary...if he's gone on too far then I's ask my friend sitting next to me. (F3)

When I really don't understand I make a puzzled face...I don't say I don't understand I look puzzled, so then people ask me if I understand and I don't like making me in a difficult position. And if I don't understand in class, I ask the teacher or anybody else... If you need extra help you can ask the teacher...he does surgery time and he tries to make the best of it... he explains everything in full. (F4)

In writing, I find out words I didn't know then I'd use my grammar book which was a big

help to me and put in the grammar points [the grammar book, I was informed, is made up of sheets and notes given by the teacher]. At other times I'd either ask the person sitting next to me or Sir. (F5)

I usually ask whoever I'm sitting next to if they can help or I ask R or C - they're really good...or I'd ask the teacher. But usually you find out...like as you carry on you understand it anyway. (F6)

I'd ask Sir but if he's in the middle of something then I'd just wait until he'd finished then check it back or make a note of what I'd not understood then ask at the end of the lesson... If sometimes you don't feel you want to ask in the front of the whole class... and he keeps on going back over it. (F7)

I'd ask...when I don't understand maybe sir will come over and tell me a more easier term. Then probably I'd just pick it up or if I still don't understand then I'd ask a neighbour...a quick something. (F8)

Ask a teacher or a friend... I don't think I rely on them as much as they rely on me. (G1)

I'll try and use a dictionary and if that doesn't prove useful then I ask the teacher or just the person sitting next to me I'll compare with them. In geography he'd usually speak back in Spanish but add some English to make sure I got the idea but in Spanish... everything's in Spanish. (G3)

I use a dictionary or ask the teacher after the lesson. (G4)

I try to translate things in my head or try to look up the key words in a dictionary or well maybe ask the teacher and then he'd probably ask me what the word sounds like or similarities in English...or er sometimes I might ask a friend from time to time but only from time to time.(G5)

I'd just say 'look, I don't understand' or... I suppose I could look it up in a dictionary... our Spanish teacher's quite good at slowing things down and you know she repeats the word till she thinks we've caught it in our heads. Yeah I do ask friends...we are allowed to work together - we don't always have to work in silence. (G6)

OK so I might then ask for help. The teacher or sometimes other friends. But homework is difficult when you haven't got someone to help you out. (G8)

The following grid tabulates strategic action taken by the students when making sense of the language or during times of communication breakdown. Learners at both sites give evidence of deploying a range of strategies. This data correlates precisely with the

questionnaire data collected in Episode one. However, it is significant to note that the range of strategies reported by PCS learners, whilst wider than at the SEC, is also coupled with a strong sense of learner responsibility to take action during breakdowns. The students at the SEC appear to rely less on friends but use dictionaries more.

Strategic action taken by students	
PCS	the SEC
inner speech to create new language engage in mental rehearsal reflect	inner speech to 'hold onto' language translate work out meaning engage in mental rehearsal/ repetition
cognates (look alike and sound alike)	cognates (look alike and sound alike)
contextualise language to guess	
circumnavigate	
concentrate hard	
breakdowns: ask a friend ask the teacher	breakdowns: ask a friend ask the teacher
use teacher support: surgery re-cycling language	use teacher support: key words translated on board body language/mime
self help: grammar book	self help: use a dictionary

11.Using the language

i. When is the last time you used the foreign language?

- I speak to our next door neighbour a lot and she helps me out with my grammar. (F1)*
- Yesterday afternoon, cos there's a French boy here and we were talking to him about football in French, we were watching the France versus Bulgaria match.(F2)*
- I speak little bits outside class all the time with my friends. (F3)*

With a French girl. The Year 8 exchange is here, we took them down town because they can't understand English very well so we had to speak to them in French. (F4)

Probably this morning cos my parents don't really speak French and so I sort of well my mum's learning it. I help sometimes like I say 'goodnight' or wake up to her and things like that. (F5)

Just now-[earlier in the interview] (F6)

I speak sometimes like on Saturday night if there's a film and I'm on duty [this student is a boarder] X will start speaking in French and I talk with him or we can speak to the house staff in French, well she's German actually but she teaches French. (F7)

Er probably last Friday because there are some French lads staying with us. (F8)

As a joke with my friends. (G1)

Before school with me dad...we use it on and off quite a bit at home. (G2)

Well my mum is a Spanish teacher so I do speak some Spanish at home and my dad knows some Spanish too. (G3)

With my sister...at home. I play games with her she used to learn Spanish but she's finished now. She tries to help me... She asks me questions and I see if I can answer them. (G4)

Can't remember, in class mainly. (G5)

Yesterday I wrote a bit to my friend who lives in Spain, but mainly bits coz she's twenty-one and trying to teach it... she's really good at it. (G6)

Last year when we were in Spain at my nan's. (G8)

At PCS the students have many opportunities for extending their use of French - after-school surgery, communal living by the boarders, exposure to regular school exchanges and so on. Some SEC students made use of their own more limited opportunities - yet were unlikely to reveal this in front of their peers. However, greater exposure to using the language outside a potentially highly structured classroom may well afford PCs students more contexts for strategic language use - especially when communicating with teenage boarders. This is not to suggest that the use of French is confined to the classroom.

native speakers presumably about topics which might not necessarily find a place within the National Curriculum.

ii. Do you ever start off a sentence and not know how you will finish it?

I do that most of the time. I like get half way through then wait a minute what am I gonna say at the end of this... then I try and work it out as I go along...if I'm explaining something to Sir I might stop dead but normally it's OK. (F1)

Yea I just stutter and then change it. No probs. (F2)

I just sort of miss bits out and then carry on because sometimes the teacher carries on for me and you're like argh my God!... but sometimes I practise the sentences in my head so I don't get it too wrong when I say it out loud.(F3)

I just mumble...I try to have everything worked out but if I can't then you just have to go ahead... When I was trying to say something then about Spanish geography in Spanish, I couldn't remember how to say lessons and I was er trying to find a way round it... and I say er classes instead.(G1)

All the time... then when I get stuck I'd say it in English then continue in Spanish which is what you can do in Spain if you're on holiday or something. (G2)

I put up my hand and I kind of feel that I know what...I feel you know what you're going to say and just all these words come out and then I realise that I might not be able to piece them altogether...so then the teacher finishes it off. (G3)

Yes or sometimes I think it over and then I put up my hand... if I get stuck I carry on in English.(G4)

If I get to the middle and don't know how to finish it I kinda try as best I can but if it breaks off and I'd say the rest of it in English. (G5)

Yeah I do that but I just think and try and say um um a lot.... then I'd switch to English or keep my mouth shut.(G6)

Yea but then I stop and think.....(G8)

The final comment from the interviewees suggests that in general learners at both sites find themselves starting to speak without having already 'worked out' beforehand what they might say or where the utterance would take them. I was particularly interested in the way the interviewees reacted to this question. It seemed that at PCS students

attempted to carry on in the target language and use a variety of strategies to sustain the utterance. At the SEC, whilst interviewee reports correlated to an extent, many learners admitted that they would continue in English. Through this question I wanted to probe the learners' ability or willingness to create new utterances and commit themselves to spontaneous language use. There was an overwhelming sense at PCS that this process was a normal part of communicating in the target language. This is backed up with data which reports extensive use of discussion within the classroom and extended opportunities for communicating beyond the classroom - all of which will play a part in how language is perceived and used at PCS.

Reflection

In this part of the episode I wanted the learners' voices to speak for themselves. I wanted to record their attitudes, perceptions and experiences expressed in their own words in order to get nearer to the insiders' view of the classroom community. The data analysed build on those collected in the questionnaires in Episode one, and focus on the learners' perceptions of their linguistic and strategic competence, their attitudes towards bilingual education and their ability to make sense of a 'foreign-language' environment. However, the data also tell the story of the two communities, united outwardly by their learning geography through a foreign language, but remarkably different in the processing and co-constructing of their learning environment. As a researcher, this Episode contributes towards making more explicit some of the underlying perceptions, attitudes, assumptions and beliefs, which play a vital and determining role in the co-construction of the two learning environments. It is possible for a reader to reflect upon how similar and dissimilar conditions might be developed, encouraged or both implicitly and explicitly inculcated, to make other environments more effective learning places.

CHAPTER NINE

RESEARCH EPISODE FOUR

Research Episode: Four (E4)

Focus of research: Mapping the pedagogical moves of classroom discourse

Data source: Audio-taped co-constructed lesson transcriptions

Introduction: Pedagogical discourse and social interaction

In Research Episode four, the emphasis is on ‘watching’. In terms of the semantic space, this means observing and analysing pedagogical interaction in situ, as classroom realities constructed and co-constructed by the participants unfold.

I should like begin by reminding the reader of the research which underpins the central metaphor of this thesis, since in my view the findings of Bellack et al’s (1966) work carry a powerful message about ‘traditional’ classroom discourse. In their study, the ratio of teacher to student talk was 3:1 and at least half of the teacher’s utterances constituted ‘soliciting’ moves for the purposes of eliciting information and directing student activity. Structuring moves are directional in that they open or close interaction. The students in their study rarely made structuring moves as these lie in the teacher’s domain. Reacting moves by the teacher usually consisted of ‘yes’ or ‘good’ since in essence they have an evaluative function. In other words, Bellack et al were describing the now well-documented ‘IRF’ teaching cycle where the teacher initiates (I), the student responds (R) and the teacher reacts by giving feedback (F) usually in the form of an evaluation. Such classroom exchanges are usually instructional and evaluative in nature and typified by the following oft-cited example:

Teacher: How many people were killed in the accident?

Student: Four

Teacher: Good

In this instance, the teacher's response 'good' is to do with assessing student performance and is therefore not operating at the 'meaning' level. Moreover, the exchange is 'controlled' by the teacher.

In Chapter 1, I referred to the work of Legutke and Thomas (1991) which describes how misconceptions of communication and a lack of awareness about how it can and could 'work' in classrooms, potentially leads to the 'dead bodies and talking heads' syndrome. Here students are limited to saying what they are in effect told to say, based on pre-determined syllabus topics. Chapter 2, using evidence drawn from Canadian immersion research, reported on a paucity of student input in classroom discourse (Snow 1990) and limited learner talk-consisting of no more than a word or phrase (Swain and Lapkin 1986). Such research lies in sharp contrast to socio-cognitive theory which identifies social interaction as the nexus of learning and individual development (Chapter 3), the 'engine that drives the learning process' (van Lier 1996: 147). The question therefore which I wish to address concerns the seeming dichotomy between theory and practice. If social interaction is central to learning, yet some research studies suggest that learners may have limited opportunities to engage in interaction, then contexts in which interactive moves can be identified, may throw some light on their pedagogical potential.

The conceptualisation, however, of classroom discourse is exceedingly complex with wide variations in the interpretation of constructs such as utterances, dialogue,

conversation, interchange, interaction and so on. This is reflected in many established yet diverse approaches to discourse analysis where, according to Brown and Yule 1983, in a relatively early stage of evolution, discourse analysis lies at the intersection of socio-, psycho-, philosophical and computational linguistics. Some models concentrate on the structure of discourse, for example 'the discourse analyst is much more interested in the process by which an inverted verb and subject come to be heard as an informing speech act' (in McCarthy 1991: 10); others such as the Sinclair-Coulthard or 'Birmingham' model (1975) foreground the function of 'framing' and 'transactional' moves in tightly structured classroom discourse. As McCarthy notes:

Because of the rigid conventions of situations such as teacher talk....it is relatively easy to predict who will speak when, who will ask and who will answer, who will interrupt, who will open and close the talk, and so on. But where talk is more casual, amongst equals, everyone will have a part to play in controlling and monitoring the discourse, and the picture will look considerably more complicated.

(McCarthy 1991: 22)

Whilst the classroom discourse at the basis of my research can not be classified as 'casual talk amongst equals', neither does it conform solely to the rigidity of predictable talk. Indeed, spontaneous dialogue, pedagogical interaction and self-talk all have a role to play in order to explore strategic behaviour at both the inter and intramental operational levels.

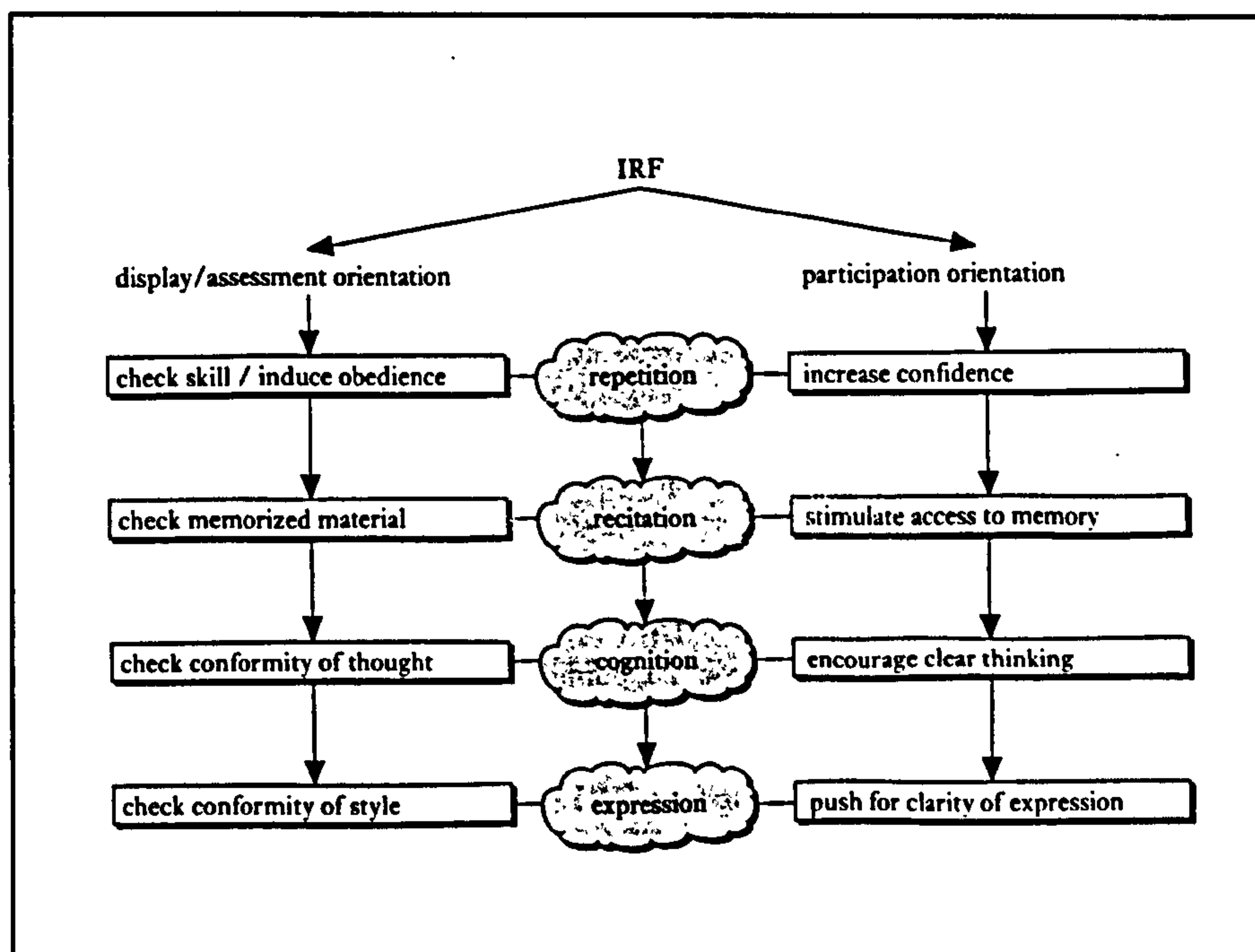
Developing an appropriate analytical tool for classroom interaction

My priority therefore in this episode, was to create and use an analytical tool for exploring classroom discourse as the locus of 'communicative valency' (my term) where multi-layered discourse is transformed into different forms of social interaction and its

directional force is constructed and co-constructed by the players as well as the teacher. However, this necessitated identifying the layers of discourse which have a contribution to make in the learning process. Again, I turn to the work of van Lier in *Interaction in the Language Curriculum* since it has resonance with my own thinking from both an ideological and pedagogical perspective.

Within my own study, social interaction has surfaced as a leitmotif which underpins the both the theory and practice of learning. Van Lier warns against a common trivial label attached to the term 'social interaction' in which 'talk is glorified for the sake of talk, rather than for the minds and worlds it connects and the expanded horizons it might open up' (op cit : 147). In the defined theoretical framework of this thesis, social interaction will be taken to mean the different forms and functions of classroom vocalised behaviours operating at different levels which engage learning processes.

Classroom interaction or 'institutionally mandated interaction' (op cit: 175) is to a degree distinct from other types of interaction since the form and function of discourse contained within it is dependent on a range of variables peculiar to any given context and set of players. One could argue, for example, that the IRF is a form of pedagogical interaction depending on its orientation. Van Lier identifies two orientations for IRF exchanges: assessment and participation, as portrayed in the diagram. The former as I have shown, potentially closes down channels of communication and is controlled by the teacher; the latter in van Lier's view potentially encourages clarity of thinking and expression and most importantly leads towards other forms of instructional interaction.



(from Van Lier, 1994: 154)

I contend that the IRF cycle, with a focus on display of understanding and regurgitation of knowledge is 'effective in maintaining order, regulating participation, and leading the students in a certain pre-determined direction' (op cit: 156). I also contend that it reduces student initiative and independent thinking and perpetrates playing the language game to well-practised rules. In my experience, unless teacher-student exchange is part of planned and intentional pedagogical dialogue which is an overture to more spontaneous or interactive dialogue, as in the case of Tharp and Gallimore's (1988) instructional conversations, then it remains firmly in the IRF mould where dialogue can only be defined in a very reduced fashion, echoed in Tharp and Gallimore's comment that:

Only rarely in recitation [IRF] are teacher questions responsive to student production. Only rarely are they used to assist students to develop more complete or elaborate ideas.

(op cit 1988: 44)

Van Lier's diagram however, usefully reminds us that the IRF can have a pedagogical function beyond evaluation, but that depends entirely on follow up exchanges such as the use of the question 'why?' and 'could you explain this further?' and so on. Teaching which is based on a model of 'assisted' development or 'assisted' performance, which corresponds closely to Vygotsky's ZPD for example, as described in Chapter 3, may well incorporate IRF type exchanges. Here it could be argued that exchanges such as these provide a springboard for more independent learner thinking and link what is already known to new information.

The next step in creating an analytical tool therefore was to identify ways of classifying different forms (and functions) of classroom exchanges or utterances which correspond to the layers of inter and intramental functioning in an ecologically-oriented learning paradigm. The layers of classroom discourse had to extend beyond the transmission of information and the IRF cycle. A brief overview of a range of interpretations of socio-cognitive theory offers some guidance.

Bakhtin, a contemporary of Vygotsky, developed the construct of 'dialogicality', where he believed that any utterance produced by a human could only be understood by its relation to others' utterances. Speaking therefore implies and accounts for 'otherness,' as our utterances are 'inhabited by the voices of others' (Bakhtin 1986: 91). Utterances reach backwards and forwards to chain preceding and future possible utterances. According to Bakhtin, therefore, dialogue is centrifugal in nature since it takes account of 'dialogic interanimation' where voices 'are aware of and mutually reflect one another' in many different ways. Vygotsky's somewhat contrasting view of 'voice' is more

centripetal, focussing on the transformation of social speech into inner speech. The notion of plurality of voice however emerges in his theories of mediation and self-regulation including talking to and for oneself (I refer the reader here to the discussion in Chapter 3). Lotman (1988: 34) argues that all text (in the widest sense of the term) serves two functions - univocal and dialogic. The former describes the input and output of an 'information circuit' whereas the latter generates meaning and acts as a 'thinking device'.

In my view the importance of the work of these theorists, and what unites their differing perspectives, is a consensus that pedagogical interaction has a dialogic function in which learners:

instead of taking others' utterances as untransformable packages of information to be received,[are] encouraged to take them as thinking devices, as a kind of raw material for generating new meanings.

(Wertsch and Smolka in Daniels 1993: 89)

The work of van Lier (op cit) builds on the notion that dialogue develops as utterances by others are transformed into thinking devices for self. His 'contingency' theory provides a coherent basis for describing and extending dialogic discourse as it transforms beyond the transmission model and the IRF teaching cycle. This transformation, brought about through interaction and dependent on dialogue and voice, is at the core of pedagogical interaction- and yet, it is the nature of the interaction rather than interaction per se which is the critical factor.

Contingency has two key features: dependency and uncertainty which combine

predictability with unpredictability, the familiar with the unexpected and connect the individual to the social, the internal to the external and the word to the world. It is built on the kind of interaction which Vygotsky describes as follows:

In conversation [interaction] every sentence is prompted by a motive. Desire or need lead to request, question to answer, bewilderment to explanation. The changing motives of the interlocutors determine at every moment the turn oral speech will take. It does not have to be consciously directed - the dynamic situation takes care of that.

(Vygotsky 1986: 99)

Contingency then is to do with the way in which utterances are tied to the world and at the same time project into the unknown and as such can be described as the sociocognitive interface of learning. In fact contingency theory constitutes an attempt to provide:

an alternative perspective to the linear cause-effect view by a much more complex one in which cognition, language, learning and consciousness are dialogical constructs,

(van Lier op cit: 50)

and can be summed as:

a web connecting threads between an utterance and other utterances, and between utterances and the world. This web can be sparse and flimsy, as in the case of recitation, or it can be thick and strong, as in the case of conversation. Contingencies draw upon what we know and connect this to what is new. It is thus part of the essence of learning.

(van Lier op cit: 174)

In other words, a contingent view of language and language learning holds that individuals are not self-contained but complemented by others- there is evidence to support this claim in the data analysed in Research Episode two. Van Lier exercises some caution in claims that contingency can most directly be associated with engagement and learning. Instead, he prefers to describe the potential of contingency as a 'plausible hypothesis' (op cit: 171).

A model for mapping pedagogical moves: the rationale

At the start of this episode, I wrote about the multilayers of communicative valency of pedagogical interaction on both an inter- and intramental level of functioning. I should now like to suggest a model for describing these levels. I have borrowed elements from both van Lier’s pedagogical action model (op cit) and Leithwood’s curriculum orientations model (1986). Of course any model which attempts to classify moves or utterances into neat categories is problematic since most pedagogical activity is hybrid and dynamic in nature, quickly transforming from one orientation to another. It is also likely that utterances may fulfil several functions simultaneously. As became clear in Research Episode two, interaction is exceedingly complex in nature and different forms of pedagogical activity perform different roles. The object of this analysis therefore is to map different pedagogical moves to discover if any patterns emerge which may indicate that alternative ‘rules’ are operating in the classrooms in this study.

The model consists of four main moves on two levels:

MAPPING PEDAGOGICAL MOVES		
LEVEL	MOVE	DESCRIPTION
intramental	idiologic	private speech, mental rehearsal speech for self, with self
intermental	monologic	transmission from expert to novice i.e. teacher controlled, little or no vocalised interaction with learners
intermental	duologic	IRF recitation exchanges i.e. teacher controlled, students react to display understanding. These moves have a display and assessment orientation

MAPPING PEDAGOGICAL MOVES		
intermental	conversational - exploratory - contingent	conversational moves divide into two types: exploratory which can best be described by ‘assisted’ exchanges in the ZPD; contingent characterised by more symmetrical pedagogical interaction

I chose the term ‘idiologic’ to describe those vocalised utterances which operate at the intramental level. ‘Idios’ (Greek) means distinct or one’s own and logos is discourse or speech. Utterances in this category include all vocalised moves which are meant for no-one other than the speaker him or herself. These moves consist of private speech in its widest sense (as discussed in Research Episode three).

At the intermental level, I wanted to differentiate between transmission and IRF. Since transmission is to do with one individual transmitting information or knowledge to another, then the ‘knower’ is in control. In order to emphasise the role of the ‘knower’ I chose to use the term monologic, where ‘monos’ means single. Although one could argue that even in this context there is ‘dialogue’ between the giver and receiver (as in the sense of Bakhtin’s ‘voices’), I wanted to emphasise the univocal qualities of transmission and the seeming absence of meaningful vocalised responses by the receivers.

In terms of two-way interchange and given that IRF moves form the basis of much classroom discourse, I also wanted to highlight the asymmetry of moves, where the teacher has control over what is said. Dialogue is a very widely used term with connotations of sharing the discourse, so I chose to use the Greek word ‘duo’ which

simply means two people. The term duologue is meant to imply two sets of voices which are not necessarily working in a dialogic fashion. It is aimed at classifying those IRF moves which have a display or assessment orientation.

The fourth type of move is divided into two stages. Certain types of interactive moves centred around the ZPD such as scaffolded exchanges or those which might fall into van Lier's IRF participation-oriented moves, lead towards conversational moves in the contingent sense. I therefore wanted to foreground the exploratory nature of the first stage of these moves. The second stage involves contingent moves which perform the following functions:

- relate new materials to known material;
- set up expectancies as to what will come next;
- link previous to subsequent utterances;
- promote intersubjectivity;
- encourage concentration and focus attention.

In essence, contingent moves potentially increase opportunities for learning at a deeper level than other moves and therefore I wished to observe and record the occurrence of contingent moves and the contextual detail which maps their origin. Van Lier (op cit: 184) describes the benefits of contingent moves as follows:

a contextual anchoring which relates that which is known, including that which has been said before, and an expectancy which encourages students to reach higher levels of functioning. The anchoring or indexing, allows students to relate and connect, and to build understanding, and the expectancy is a built-in motivator.

(op cit: 184)

Data collection: experimenting with co-constructive methods to re-construct different learning contexts.

The focus of this research activity was on the observation of learner interaction within classroom contexts. I therefore wished to record, transcribe and analyse a series of lessons at the two sites by applying the model previously described. As a researcher working alongside the students, I wanted to reflect as faithfully as possible the nature of the interaction, using different perspectives and different voices. In particular I wanted to 'get inside' the interaction by plotting transformations from one move to another in order to contextualise the occurrence of conversational moves and to identify the moves which preceded or scaffolded them. It therefore seemed wholly appropriate for me working within a Vygotskian framework to re-construct 'the lesson' by using different participant voices i.e. through co-constructive methods. I therefore decided to experiment with audio recording not only 'the lesson' (i.e. using one main tape recorder which would record the surface moves between the main speakers -in most cases between teacher and one other speaker), but also 'learner to learner' interaction and 'learner for self' moves. I approached this by the simultaneous recording of each member of the Focus Group, using individual radio microphones and pocket recorders. In effect, this process recorded every vocalised utterance made by each individual in the focus group and usually the persons sitting in close proximity. This meant that as well as the general lesson transcript, there were also eight alternative versions. For each lesson, the eight recordings were transcribed as well as the general one, in order to co-construct or map a 'master transcript' (MT). This intricate process gave me access to very detailed information about a wide range of pedagogical moves. It also gave me the possibility to track in-depth individual pedagogical moves from the focus group. More than anything, it gave me as a researcher

a privileged insight into a deeper meaning of co-construction, since during the transcription process I did not re-visit the same lesson nine times, but documented eight individual learning experiences, listened to eight individual voices telling different stories and engaging in different moves. This was indeed a very powerful learning experience for me.

Having collected an extensive range of data, I had to make decisions regarding the focus of the analysis for this thesis. After careful thought, I decided to concentrate on mapping the range of moves within a given discourse community during one lesson, rather than tracking individual learners in detail, although such a research study could be carried out subsequently. Inevitably, there would be some reference to individual moves since each of the focus group members could be identified. I wished to focus especially on conversational moves.

I took the precaution of using the microphones with a variety of learners (volunteers) in different lessons to avoid perceived 'favouritism' of the focus group members. I also recorded a series of five geography and five French or Spanish lessons with the focus group at each site for two reasons: firstly, to try to lessen the 'novelty' effect of using the radio microphones so that the individual learners would be neither too intimidated nor too extro

verted or 'showing off' (as far as possible within the constraints of the research context, I wanted individual vocalised behaviour to be as natural as possible); secondly, to ensure that the lessons selected for transcription were within the 'normal' teaching repertoire and not in any way 'special'. In all, I selected two language lessons and two geography

lessons at PCS and one language and one geography lesson at the SEC which fulfilled the conditions previously stated.

Coding

The master transcript were analysed using the following codes:

MAPPING PEDAGOGICAL MOVES TRANSCRIPT CODES		
MOVES	idiological	IDIO
	monological	MON
	duological	DUO
	exploratory	CON I
	contingent	CON II
CONTENT or SUBJECT of move	surface text	SFT
	subtext (text related to but not part of main text)	SBT
	unconnected or unclassifiable text	UCT
LANGUAGE	English	E
	French	FL
	Spanish	FL
PLAYERS: Learners Teacher	learner to learner	L-L
	learner to self	L-S
	learner to teacher	L-T
	teacher to learner	T-L
	teacher to learners	T-Ls

Extracts

A series of extracts from each lesson has been selected from the transcripts to illustrate

different pedagogical moves. As in chapter seven, the protocols use simple conventions:

...	denotes a pause
/	denotes an interruption
//	denotes simultaneous utterances
()	denotes an utterance which is apart from the principal move
[]	provides additional information for the reader
1,2,3,	denotes the line of the protocol for easy reference

The voices:

T	the teacher
F1-F8	members of the Focus Group at PCS (see previous classification according to ability band)
L	unidentified speakers in the class
G1-G8	members of the Focus Group at the SEC

Note: the French and Spanish has been transcribed as faithfully as possible to the sounds uttered. Where there are errors these have not been corrected.

PCS: analysis of Geography and French lesson transcripts

Lesson 1: Geography in French

Extract G1:1

This extract takes place at the beginning of the lesson where the teacher is reminding the students of the format and content of their project work.

- | | | |
|---|----|--|
| 1 | T | Encore deux semaines pour préparer cette étude. Qui peut me donner |
| 2 | | une exemple de ce que c'est une étude d'un pays? |
| 3 | F3 | Des montagnes? |

4	F1	Le relief?
5	T	Encore des exemples... les rivières... très bien/
6	(F3	Les plaines [whispered to self])
7	T	Il y a l'eau aussi, qu'est-ce qui sont autres formes d'eau?
8	F1	Les lacs/
9	T	Pourquoi les lacs sont importants?
10	F3	Pour l'eau/
11	T	et encore, qu'est-ce que les lacs peuvent produire encore?
12	F1	Rivières/
13	F2	La pêche/
14	T	La pêche, les poissons, c'est très important pour manger, les lacs et
15		l'énergie. Quelles sont les énergies?
16	F1	L'électricité

This protocol is an example of a duologic move initiated by the teacher. The protocol features F1, F2 and F3 who respond to the surface text in the target language. The teacher clearly sets out the content of the moves in lines 1 and 2, by asking for examples of the components of a geographical study. The learners respond according 'displaying' their previous knowledge such as in lines 4, 7, 12 and so on. Throughout the teacher controls the exchange. I selected this protocol to exemplify the most common move made during this and other geography lessons. This is in fact a typical IRF sequence with predicable patterns of exchange.

In line 6, L3 whispers an answer to self, which represents an idiological but surface text move in contrast to answers given in lines 4, 8, 12 and 16. The utterance is clearly in the category of private speech and suggests that L1 was relating this suggestion to his previous answer concerning *relief* rather than following the teacher's plan to focus on *water*.

Extract G1:2

The students are responding to the teacher's request to give examples of different world climates.

31	T	Pouvez-vous me donner des exemples des climats?
32	F3	Equatorial/
33	T	Equatorial
34	F4	Tropical/
35	T	Tropical, bravo
36	F6	Océanique/
37	T	Océanique
38	F1	Désert [mispronounces de-ss-ert, which changes meaning]
39	T	Il faut des serres- ça c'est important aussi... [teacher jokes draws serres]
40	F1	Non, dans le des-dess-désert/
41	T	dans le désert - d'accord, très bien
42	F8	Méditerranéen?

This extract illustrates how midst an IRF duologic move, with identical features to the extract one from lines 31 to 38, the teacher enters into a game with words. In Line 38, F1 in answer to the teacher's request (line 31) suggests *desert climate* but by mispronouncing the word for *desert*, the meaning of the response is changed into *greenhouses (serres)*. The teacher jokes that green houses are needed too (line 39), whilst quickly sketching greenhouses on the board. F1 immediately realises his mistake and in line 40 auto-corrects. Therefore, what starts out as a sterile IRF sequence is transformed into a scaffolded move where the teacher 'corrects' the mispronunciation by making a joke and engaging the learner in an understanding of the error without supplying the answer. After the learner has self-corrected the teacher affirms the correction in line 41. This demonstrates how duologic utterances can be transformed into an exploratory and in this instance 'assisted' move.

Extract G1:3

The students are considering different geographical aspects of study to include in their projects. The subject of discussion is population.

61	T	Bravo, les races différentes - est-ce qu'il y a beaucoup de races noires,
62		races blanches, jaunes et cetera? ou un pourcentage? Combien de races
63		blanches/
64	F2	Combien de races mort.../ [not said in rising tone i.e. not a question]
65	T	Comment s'appelle... combien/
66	F2	Le nombre est mort, et le nombre qui est né/

67	T	Taux de natalité et taux de mortalité...quelle est la différence entre le
68		taux de mortalité et le taux de natalité?
69	F1	Natalité c'est qu.. c'est pas ça, beaucoup de personnes sont nés et
70		beaucoup sont morts...
71	T	Quel est le total? Comment s'appelle le total?/
72	F2	La population/
73	T	Croissance, la croissance de la natalité, s'il est croissant ou descendant-
74		une poplation jeune ou veille... quelle est la tendance entre jeunes et
75		veilles en Afrique?
76	F1	Jeune

The salient features of this extract again demonstrate how a duologic IRF move can be transformed into a scaffolded, supported exchange (lines 64 to 72). F2 interrupts the teacher in line 64 with a response which introduces a new idea into the sequence but uses the previous linguistic frame i.e. rather than adding to the list of different kinds of races within a population, F2 uses the linguistic form of the teacher's question to suggest death and birth rate. Initially, the response in line 64 is nonsensical in its linguistic form in that the French means *how many dead races*. However, the meaning is clear. The teacher immediately interrupts the suggestion in line 65 by trying to prompt a more organised response for F2, but again F2 interrupts with an auto-correction or at least clarification of meaning in line 66, i.e. *the number dead and the number born*. The features of these moves are exposed under analysis and it becomes increasingly clear that what may seem to be a 'traditional' IRF surface move is transformed by the learner as F2 attempts to take control to articulate her meaning. It is almost as if she is thinking aloud in order to arrive at a way of expressing herself. The teacher supports the utterances and in lines 67 and 68 supplies the correct terminology. The exchange moves forwards as F1 vies for control as he explains *taux de natalité* and so on in his own words. The teacher eventually regains control in line 73 as he ignores L2's utterance in line 72, and the IRF format is reinstated.

These pedagogical moves map how a duologic exchange is potentially transformed into an exploratory or ‘assisted’ conversation on an intermental level, whilst demonstrating how learners also appear to use language to express their thinking at an intermental level as in lines 64 and 66 (F2) and 69 (F1).

Extract G1:4

The students discuss aspects of physical geography to include - in this instance- minerals.

- | | | |
|-----|-----|--|
| 91 | T | Encore... qu'est-ce que c'est le fer? |
| 92 | F2 | Iron? |
| 93 | T | Oui, la terre, le cuivre - c'est le cuivre - vous savez - chimie/ |
| 94 | F2 | C'est un minérale |
| 95 | (F8 | Copper [to self in English]//) |
| 96 | F7 | Diamonds/ |
| 97 | T | Diamants? Tu aimes les diamants? |
| 98 | F1 | Riches...c'est cher...les rubys/ |
| 99 | F4 | Les minérales différents/ |
| 100 | T | Oui, les différents minéraux...tout ça c'est important et voilà... |

In this short extract, the duologic nature of the moves is focussed on the learners providing the teacher with types of minerals. F2 is the first to introduce the French word for mineral in line 94, which is followed up by F7 suggesting *diamonds* but in English. Whilst the teacher supplies the French word for diamonds he also attempts to engage F7 in a follow up question *do you like diamonds?* F1 immediately takes up the answer before F7 has chance to reply in line 98. It is F4 who reverts back to the original question with the utterance *minérales différents*. The extract shows how during duologic exchanges the learners themselves can briefly transform the move in an effort to change the level of functioning from inter to intramental (lines 95 and 99), and in order to self-regulate (lines 98 and 99). The teacher often scaffolds the feedback by supplying the correct term. This extract also contains an example of private speech (line 95) where F8 quietly whispers to himself the English word *copper*. This learner is clearly following the direction of the exchange and appears to be translating for self the French word *cuivre*.

Extract G1:5

In this extract learners F1 and F5 are organising their project work.

- | | | |
|---|----|--|
| 1 | F1 | André, qu'est-ce tu veux que je fais? |
| 2 | F5 | Moi je fais une carte et dessine le drapeau/ |
| 3 | F1 | Ah oui, d'accord, où est le drapeau de Ghana?/ |
| 4 | F5 | Par là...ah oui - voilà/ |
| 5 | F1 | Ah oui, je le vois maintenant, |
| 6 | F5 | Non, c'est pas ça... M'sieur? |
| 7 | F1 | Oui, oui c'est là, c'est là, Ghana...c'est trois couleurs avec une étoile/ |
| 8 | F5 | mais c'est Monsieur X, qui m'a donné le livre |

This extract is centred on a discussion which takes place between F1 and F5 during the project work on Ghana carried out in pairs. The protocol reveals conversational or contingent moves as the learners engage in preparing for work (lines 1 and 2). Whilst the conversation focusses on the subtext of the lesson (i.e. how to set about the task) the exchange shows contingent moves between equals. The conversation is symmetrical. It is also entirely in the target language. It demonstrates how the learners resolve a disagreement about which is the correct flag (lines 3 to 7). The extract gives evidence about the advanced linguistic nature of the learners who are able to converse in the French.

Extract G1:6

F1 and F5 are now working together at the computer.

- | | | |
|----|----|--|
| 12 | F1 | Est-ce que tu veux que je em 'print' [in English] tous les choses, tout tout |
| 13 | | tout gouvernement, les personnes , tout? D'accord? Comment je fais ça? |
| 14 | | J'oublie comment tu peux faire... [at the computer] |
| 15 | F5 | Ça |
| 16 | F5 | Ça |
| 17 | F5 | Ça... |
| 18 | F5 | ...et puis... ça |
| 19 | F1 | Ça... |
| 20 | F1 | Ça? |
| 21 | F5 | Oui/ |
| 22 | F1 | Je fais ça/ |
| 23 | F5 | et maintenant sur le word/ |
| 24 | F1 | Oui |
| 25 | F5 | Tu fais comme ça |

This extract plots scaffolded learning since L1 has forgotten how to use the printer. F5 demonstrates how this should be done (lines 15-18). F5 accompanies the physical demonstration with utterances and F1 replies accordingly. This extract particularly interested me since it showed how F5 could successfully lend peer support to F1 to complete a task, where language was accompanied by action and effective at a most simplistic level.

Extract G1:7

This extract follows F1 and F5 as they negotiate a work plan.

- 31 F1 F5, tu peux faire en blanche et noire et après avec les couleurs
 32 Qu'est-ce que tu peux faire? ...et je/
 33 F5 Il faut que tu changes/
 34 F1 Mais pourquoi?
 35 F5 Il faut que tu changes parce que c'est pas bien fait - regarde - c'est
 36 comme ça- il faut changer, oui?
 37 F1 D'accord, je sauf [save]...allez demande à Monsieur Y,
 38 Monsieur Y (shouting out) est-ce que moi et F5 on peut aller à
 39 l'information technique pour faire quelquechose sur Ghana?
 40 T Oui, je peux téléphoner à R qui peut venir ici/
 41 F1 Non, non, parce que nous voudre aussi le laser jet
 42 T A bon - vingt minutes/
 43 F1 D'accord...couleurs ou pas en couleurs?
 45 F5 Pas en couleurs parce que la dernière fois j'ai essayé - c'tait pas bon. Et
 46 imprimez la carte mais en noir parce c'est pas nécessaire pour les
 47 couleurs. Après on va changer, écris sur l'ordinateur/
 48 F1 et/
 49 F5 Les choses que j'ai fait je peux faire [noise] aujourd'hui pour la semaine
 50 prochaine. Ah non, aujourd'hui est pour la semaine prochaine - je fais en
 51 français, on traduit en français

The extract again demonstrates peer support between learners F1 and F5. The pedagogical moves are entirely conversational and share features of contingent utterances. It reveals that F5 in a context other than the main class is a competent communicator and uses the target language effectively. There appears to be a genuine symmetrical exchange with both learners intent on completing the task. The issue about whether or not to use colour

printing is resolved between the two (lines 31-37 and 43-47) and the ensuing conversation focusses on access to the laser jet printer.

Extract G1:8

In contrast to the last three episodes, this protocol tracks the working practice of F2 and F3.

- | | | |
|----|----|--|
| 1 | F2 | Owww! Sorry I mean aie! |
| 2 | F3 | Cette table [meaning graph] est pénible dans la derrière! |
| 3 | F2 | Calme-toi! [F3 screeching aloud] |
| 4 | F3 | Donne-moi ça// |
| 5 | F2 | Non// |
| 6 | F3 | Ça suffit! [English geography teacher comes to reprimand them] |
| 7 | T | One more disturbance and you're broken up - one outside, one in the |
| 8 | | store room, one on this table/ |
| 9 | F2 | C'était F3, c'était pas moi M'sieur, c'était F3 je crois.... non, je |
| 10 | | sais [laughs] he don't understand anyway [as an aside] |

This extract demonstrates how the learners use language to 'play' and plot their moves.

In line 1, F2 switches from *oww* (the English sound) to *aie* (the French sound) which is probably more for effect than genuine exclamation. This is quickly followed by F2 attempting to put into French the English phrase - *this is a pain in the backside* (line 2).

This type of discourse (lines 1 to 6) is typical of exchanges in which learners engage when carrying out a task. Whilst operating at the sub-text level, it reveals the ease with which the students banter with each other in the target language. However, when they are reprimanded by the English teacher of geography for not concentrating on their work (lines 7 and 8), they immediately insist on using French as a 'code' to contradict (line 9) what the English teacher is saying (the English teacher of geography does not understand French).

Extract G1:9

This extract follows the private speech of one individual speaker - F6 - engaged in a series of idiologic moves.

[Lines 1-7 whispered to self]

- | | |
|---|---|
| 1 | (Axx, Axx, qu'est- ce que je fais je suis très ennuyeux?) |
|---|---|

- 2 (Regarde qu'est-ce qu'elle a trouvé..... regarde qu'est-ce Sxx a trouvé)
- 3 (Regarde qu'est-ce qu'elle a trouvé tout ça)
- 4 (Je pleut [pleure] quand je suis très fatiguée)
- 5 (Regarde....Axxj'arrivé)
- 6 (Qu'est-ce que je fais tu n'as pas dit....Axxqu'est-ce que je fais)
- 7 (Axx... s'il vous plaît, tu n'as pas dit qu'est-ce que je fais)
- 8 Sxx, tu peux me donner la liste? [aloud to neighbour]

Lines 1-7 constitute private speech by F6 - all sotto voce. There is no clear meaning attached to the utterances and the idiologic moves appear to take on ludic qualities - I refer here to Willing's work (1989) in Chapter 3. On closer analysis, utterances in lines 2 and 3 share the past tense of the verb *trouver*, in response to the self question - *what do I do when I'm bored?* In line 4 there is a reference to tiredness. The remainder of the extract focusses on a repetition of different forms of *I am doing*. Despite the appeal to learner Axx by name and also use of the imperative *Regarde*, it was clear from the audio transcript that this did not constitute an appeal for attention but speech for self. The idiologic moves end in line 8 when F6 changes the tone of voice and aloud addresses the student nearby, Sxx, to pass the list.

Lesson 2: Geography in French

Extract G2:1

After taking the register the teacher begins to take in project work.

- 1 (F3 What's coloured in French?) [to friend-see line 3]//
- 2 T Même dans un folder en plastique c'est formidable [to class]
- 3 (F2 Colorié [to F3])
- 4 (F7 ...questions when I've finished..) [lots of noise but said to friend]
- 5 T Bien oui ça fait une différence, les cartes en couleur// [to class]
- 6 F1 (C'est la seul projet sur Côte d'Ivoire) [sotte voce to F2]//
- 7 T C'est super, bravo! Alors, ceux qui n'ont pas - bon... je vous donne
- 8 jusqu'à - ah oui...C'est bien ça aussi/
- 9 F3 Monsieur? [interrupts- continued from line 3]
- 10 T Oui?
- 11 F3 Comment dit-on en français 'coloured'?
- 12 T Couleur, coloré?
- 13 F3 How do you spell that?
- 14 T Coloré, comment ça s'écrit?

15	F3	Oui.
16	T	C-O-L-O-R-É/
17	(F3	Est-ce que tu as un crayon coloré?) [to F7]
18	F7	FXX, FXX - passez ça à F3 //[to friend]
19	T	chute! D'accord.. Encore des projets? ... merci... certains cahiers oui. [to class]

The protocol illustrates how the subtext of the lesson between learners F3, F2 and F7 is carried out simultaneously with the task of the lesson (i.e. handing in project work). F3 needs a coloured pencil and rather than asking for one using English, interrupts a friend (line 1) and the teacher (line 9) to find out what the French word is for *coloured*. She eventually gets her coloured pencil in lines 17 and 18. This extract serves as a useful illustration of how the learners use both English and the target language strategically (lines 1, 9, 11, 13, 17) i.e. ask a friend or teacher for support in order to achieve a clearly defined objective - acquiring a coloured pencil. It is also worth noting the way in which the teacher 'translates' her phrase into French (line 14) in the form of feedback.

Extract G2:2

The short extract focusses on how a learner interrupts the teacher to explain a problem.

31	T	Bon écoutez!/[to class]
32	F1	Monsieur, Monsieur.. euh.. Axx mon projet dans son sac d'accord?
33	T	Bon, quand il arrive.
34	F1	Oui.
35	T	Bon, chut! Les groupes - écoutez

This short extract demonstrates how F1 interrupts the teacher (line 31) in order to explain that he has left his project in Axx's bag (line 32). Lines 32 to 34 deal with the problem and then the teacher returns to addressing the class. In this instance the student breaks established pattern of the duologic move controlled by the teacher.

Extract G2:3

The teacher explains that the class is about to begin a new topic area but first of all they need to recap different world climates. The teacher asks for volunteers.

58	T	On va commencer euh une autre matière...un autre sujet sur... vous l'avez
----	---	---

59 déjà fait un peu sur les climats - la Côte d'Ivoire. Vous l'avez déjà fait
 60 un peu, j'ai collecté ici - chut!, une leçon sur les climats, par exemple
 61 qui peut me... levez la main... qui peut se rappeler, se souvenir chut!,
 62 quels sont les différents climats du monde... les différents climats du
 63 monde? Allez, on y va?//
 64 (L Can I work with you? [addressed to F7 sotto voce]
 65 (F7 If you really want to yea) [in response]
 66 F5 Tropical [answers teacher's question from line 62].
 67 T Tropical, oui?//
 68 (F8 Méditerranéen) [whispers to self]
 69 F4 Climat méditerranéen
 70 T Méditerranéen, très bien
 71 F1 Monsieur!
 72 F3 Continental
 73 T Très bien, continental
 74 F4 Océanique
 75 T Océanique
 76 F1 Il y a combien- combien à faire monsieur?
 77 T Il en reste cinq, six.
 78 F2/F3 Monsieur/Monsieur//Monsieur///
 79 F1 Euh...équatorial?
 80 T Très bien, équatorial, et par exemple?//
 81 (F2 Axx, Axx est-ce que tu as une feuille de plastique, s'il vous plaît?)
 [addressing Axx quietly]
 82 T Non, ça c'est océanique //
 83 (F8 Ah....ouias) [responds to F2]
 84 F3 Atlantique?
 85 T Non, ça c'est océanique
 86 (F4 oh...) [to self indicating that she had just understood]
 87 (F7 Atlantique?) [to self]
 88 L Arctique
 89 T Arctique, dit bien, arctique
 90 F1 Neige.. là qui neige...
 91 T: C'est bien, chut! Donc vous avez déjà - oui ? Q'est-ce qu'il y a autre er
 92 autre possibilité? Donc tropiq- chut! tropical, océanique, qui peut me
 93 donner les un, deux, trois, quatre, cinq, six encore? Vas-y, F1..?
 94 F1 Tropical, océanique, meditareun [as pronounced] continental, équator-
 95 équatorial, et désert
 96 T Très bien, désertique., bravo., encore quelqu'un, Rxx?
 97 L Non
 98 T Non? [everyone laughs at L's response and tone]

In this extract after mono and duologic opening moves by the teacher (lines 58 - 63), the interaction mainly follows IRF moves. However, for me what is interesting are the subtext exchanges between the learners (lines 64, 65 and 81) and the instances of private speech

(F8 in lines 68, 83; F4 in line 86; F7 in line 87).

Extract G2:4

The protocol focusses on unconnected text - a conversation between two learners.

- 134 T La relation entre les végétations... et le climat... est-ce que la végé- il y
135 a une question..?//
136 (F7 F3, on joue au hockey aujourd'hui?)
137 (F3 Quoi?)
138 (F7 On joue au hockey aujourd'hui?)
139 (F3 Non, mardi)
140 T Est-ce que la végétation est exactement la même pour les différents
141 climats?

Lines 136 to 139 give an example of conversational moves between F7 and F3 based on UCT (unconnected text) in the target language. The former wants a specific piece of information. This interchange takes place whilst the teacher is speaking (lines 134, 135 and 140). The fact that such a conversation takes place in French is worthy of note.

Extract G2:5

The teacher is asking the class to suggest examples of tropical fruits.

- 165 T C'est bien, par exemple.. dans les tropiques quelles sortes de fruits?/
166 F8 Bananes
167 T Qu'est-ce que c'est?
168 F8 Bananes/
169 T des bananes, on l'a vu pour la Côte D'Ivoire... oui?
170 F6 Ananas
171 (F4 an an an) [to self]
172 T L'ananas, voilà, c'est bien... tout ça et chut! la végétation... c'est pas//
173 (F4 ah, na nas...ana, na, na na nas, ana, na na nas, ana na nas/
[singing quietly to self but as if to practice the correct pronunciation]
174 T C'est pas seulement des fruits, chut! la végétation c'est pas
175 seulement des fruits, c'est un exemple, mais c'est aussi les les
176 légumes...//
177 (F3 Les plantes) [to self]
178 (F8 Oui, et les coconuts) [also to self as if confirming comprehension and adding to list]

Whilst this extract begins with familiar IRF duologic moves, controlled by the teacher (lines 165-172), it also demonstrates the role played by private speech - not usually made explicit. F4 in lines 171 and 174, practises the sounds of *ananas*, but according to audiotape evidence appears to be trying to imitate the correct pronunciation since there

was a difference in sounds between line 171 and 173. F4 will have heard the 'correct' pronunciation by the teacher (line 172) and changes her own repetition accordingly. In lines 177 and 178, there is evidence of idiologic moves in the form of private contributions to the teacher's questions from two learners who are clearly following the lesson but prefer not to speak aloud.

Extract G2:6

In this extract the teacher is using a text book to focus attention on a diagram. However the learners are still in the process of preparing to carry out the task.

- 188 T Alors grand 1, le climat équatorial/.
 189 (F4 Qu'est-ce tu fais, qu'est-ce que tu veux, qu'est-ce qu'on fait?) [to self]
 190 F1 Monsieur, vous voulez notre projet? Vous voulez notre projet?
 191 T Après...merci
 192 (F7 You can borrow my pen if you want) [to F5]
 193 (F5 Où est ton...où est ton stylo noir?)
 194 T Donc le climat équatorial, chut! et ça c'est pas illustré...bon
 195 Rxx, tu te mets au travail?/
 196 (F8 Où est mon classeur?)
 197 F1 Monsieur, Monsieur, j'ai un problème.
 198 T Quel problème?
 199 F1 Euh pardon, mais j'ai oublié mon erm cahier
 200 T Voici du papier
 201 F1 Merci, tu le peux passer?
 202 T Chut! Pxx, tiens tu peux le passer à F1?

Between lines 188 and 202 of the protocol, there are only two utterances by the teacher which direct the lesson using surface text dialogue. The remainder demonstrates how a range of private communication is in progress (lines 189, 192-3 and 196) and how F1 once again interrupts the teacher in order to solve his problem (i.e. he's forgotten his book, lines 197-202). Line 189 shows linguistic play in action, lines 192 and 193 reveal a quick conversation regarding a pen. Line 196, clearly shows F8 talking to himself, wondering where he has put his file.

Extract G2:7

Attention is now focussed on the text book and the learners are analysing the features of different climates.

- 256 T Mais qu'est-ce que vous notez, qu'est-ce que vous observez, pour les
257 températures en général
258 F3 C'est chaud
259 F2 Elles sont chaud... [attempts to correct F3]
260 T Chaudes?, mais encore../.
261 F2 chaudes toute, toute l'année/
262 T Très bien... les températures sont constantes...presque constantes,
263 températures chaudes et constantes...
264 (F7 chaude...) [copying accent to self]
265 (F1 Non, c'est pas ça) [to self as if suddenly disagreeing with teacher]
266 T Très bien et chut! Chaud et constante
267 (F1 Quoi? Quoi? Ah d'accord - constante) [as if suddenly understanding]
268 T Qu'est-ce que vous constatez pour la pluie... alors la pluie maintenant
269 c'est en bleu... est-ce qu'il y a peu de pluie ou beaucoup de pluie?
270 (F3 La pluie est en bleu) [to self]
271 L Beaucoup
272 F4 Beauc - ça dépend//
273 F3 Il n'y pas beaucoup dans juin à avril [not said loudly and ignored]

Here there is evidence of different idiological moves woven into the interaction. Initially the extract begins with a very familiar question and answer sequence which follows the IRF (duologic moves controlled by the teacher lines 256 onwards). However, in parallel, there are other moves in operation. In line 259, F2 attempts to correct F3, by providing the correct pronoun for temperatures, but failing to make the adjectival agreement. Whilst this response attempts to scaffold F3's utterance, the teacher (line 260) provides the correct adjectival ending for F2. This is taken up by F2 who repeats the correct linguistic form (line 261). This arguably could be said to exemplify assisted learning and certainly transforms the move from being duologic to exploratory in nature.

There is also evidence of a range of idiologic moves: F7 copying or repeating the sound *chaude* to self (line 264); F1 engaging in private speech focussed on understanding at an intramental level; F3 using private speech to position herself in the task and reinforce

what the teacher has just said.

Extract G2:8

Two learners are engaged in subtext interaction

- 305 (F8 A-N-) [spelling out the word to self]
306 (F6 Non) [arguing with F8]
307 (F8 Oui.. meters, après millimeters)
308 T Douze mois par ans... D'accord? Oui?,//
309 (F8 Non, A-N)

This short extract serves to reinforce the emerging pattern of a range of pedagogical moves being played irrespective of the central 'game'. In this instance F8 and F6 are in dispute. They sustain their conversation in the target language throughout.

Extract G2:9

The students inject humour into the discussion on climates

- 319 T Oui... très bien... dites-moi, chut! c'est facile, mais quelle est la
320 différence...non, c'est facile, la différence entre le climat équatorial et
321 le climat anglais?
322 F5 C'est pas chaud ici! [class laughs at joke]

I have included this protocol since it demonstrates how learner 5 is able to respond in an amusing way to a geographical question about climates. His expression and tone of voice (groan) as he was recorded saying *c'est pas chaud ici*, was wholly appropriate to the conversation but very amusing. The class laughed. For me this type of move is significant to the thesis since it does not depend on advanced linguistic skills but reflects the ethos of the discourse community, the confidence of the speakers and dynamic symmetry of the interaction.

Extract G2:10

The classroom pedagogical exchange is now centred on physical features which affect climate.

- 363 F2 Mount Kénia, Mount Killimanjaro
364 T Voilà, bon, sauf [emphasis] qui peut m'expliquer alors la règle, sauf les..?
365 F2 La montagne Kenya...[said aloud to group, picked up by teacher]
366 T Oui, les hautes? les hautes? Sauf dans les hautes.. montagnes....

367 Voilà..... sauf dans les hautes montagnes à cause de?//
 368 (F7 Qu'est ce que c'est 'soff') [to friend]
 369 (F2 What?)
 370 (F7 Soff?)
 371 (F2 Except)
 372 (F7 Haut?) [as if thinking to self to work out answer]
 373 T Pourquoi?
 374 F2 Altitude/
 375 T L'altitude, voilà... sauf dans les hautes montagnes à cause de.. vous
 376 savez ce que ça veut dire en anglais 'à cause de'?
 377 LL Oui/oui//oui//oui///
 378 F3 Parce que//
 379 T Parce que... Très bien, dans les hautes montagnes à cause de l'altitude..
 exemple... Kilimanjaro

This extract provides evidence of two forms of assisted or scaffolded learning. In the first instance the moves involve peer support (lines 368 -372). Learner F7, realising that she does not understand the key word *sauf*, strategically asks a friend for clarification. In the second example, the teacher provides a linguistic check on the phrase *à cause de* whilst in the middle of a 'meaning' exchange (lines 376-379). F3 provides the correct answer and the interchange reverts to a former move.

Extract G2:11

Whilst the teacher is writing notes on the board which the students copy, F1 notices a spelling mistake.

401 T Alors qu'est-ce qu'on trouve, quelle est - qu'est-ce qu'on peut trouver
 402 comme végétation, je vais effacer... ça va, je peux effacer?
 403 LL Oui/non//oui///non///
 404 F1 Monsieur, il n'y a pas un 'H' dans caractéristiques
 405 T C'est possible...
 406 F2 Caractéristiques...
 407 L Il y a un aussi
 408 T Après le C? Je crois qu'en français il n'y a pas de H... en anglais il y en
 409 a un, ouf! Je fais des fautes parfois, mais là je crois que ça va..
 410 D'accord?

The teacher is consulting the students as to whether or not they have finished with the information on the white board. The conversational moves are therefore at a subtext level. However, the move made by F1 in line 404 is unusual. He corrects the teacher's

spelling on the board. This a strategically significant move in that the learner initiates the conversation which is entirely contingent in nature and there follows a short discussion as to the correct spelling of the word *caractéristiques* in French between the learner and the teacher. The target language remains the language of communication.

Extract G2:12

As the theme of the lesson continues and develops to include rainforests, students try to inject humour.

- 428 T Tropical oui... il y a des - il y a des similarités entre les climats tropical
429 et équatorial?
430 (F8 Oui) [sotte voce in agreement]
431 F3 Mais, c'est tropical
432 F2 Il a des fleu- forêts de pleuts
433 T Très bien, chut! Alors, on va essayer d'expliquer ça... la forêt de pluie/
434. F5 avec les gorillas/ [everyone laughs]
435 T des gorilles, des gorilles?
436 F8 Oui
437 T On regardera des animaux à la page trente après chut!.. La végétation
438 des forêts de pluie... mais en français on dit pas pluie on dit forêt
439 tropicale//
440 F2 tropicale

During this exchange the teacher attempts to explain the term for rainforest in French whilst based on a suggestion by F2 (line 432) as *forêts de pleuts*. Despite an aside or a joke initiated by F5 from lines 434 to 436 about gorillas, which makes everyone laugh (the teacher automatically it seems corrects the term gorillas to *gorilles*), the teacher persists in lines 437-9 and F2 repeats the correction in line 440. Again the duologic moves are quickly transformed into a range of alternative moves.

Extract G2:13

This exchange tracks the ensuing distraction caused by a learner sneezing!

- 486 (F2 forêts- T-R-O-P-I-C-A-U-X) [spells out to self]
487 (L j'ai em er) [sneezes quietly]
488 T Non, regarde.. chut!,
489 (F2 ah. Fxx) [groans in mock disgust]
490 (F7 what's he done?)

491 (F2 sneezed)
 492 T chut! alors les grandes forêts, c'est quoi en français ça?
 [Fxx takes out toilet paper]
 493 (F2 Euh, c'est du papier hygiénétique) [to friend]
 494 (F3 Toilet roll)
 495 (F2 Kleenex)
 496 T Ce n'est pas ça, chut!
 497 (F1 Papier de merde)
 498 (F2 Papier toilettes... papier toilettes. c'est facile... bon, chut!
 499 (F1 Papier de quelque chose)
 500 (F3 Toilet paper)
 501 (F2 Du papier toilette)
 502 (L Do you know what he did?
 503 (F7 On his sleeve! C'est dégeulasse)
 504 (F1 Quoi?)
 505 T Alors, grandes//
 506 (F1 Quoi?)
 507 T grandes forêts, alors, tropicales... chut!, euh nous allons... oui
 508 Cxxx?
 509 (F8 Papier hygénique) [lots of laughter]
 510 T Bon, écoutez deux minutes hein vraiment, chut! alors...

The extract opens with learner F2's idiologic move as she spells out the word she is writing. This might be considered a strategic move.

The subtext in this extract is clear. Learner Fxx sneezes and uses toilet paper to blow his nose. The rest of the class is distracted by the incident and try to work out what 'toilet paper' must be in French. Throughout the duration of the learners' independent moves, the teacher only makes six utterances (lines 488, 492, 496, 505, 507 and 510). The subtext moves are precipitated by F2 (line 489) and F3 but others join in, much to the teacher's frustration (line 496). The extract demonstrates how the learners experiment with language and make it work to communicate messages. They stay mainly in the target language throughout.

Extract G2:14

This discussion revolves round the height of trees in the rain forest.

533 T Quelle hauteur ont les arbres? Les arbres ont de quelle hauteur?

534 F2 Quarante mètres/
 535 F7 des arbres? [in disbelief, then laughs in disagreement]
 536 T Quarantes mètres? C'est beaucoup... quarante mètres. Tu mesures
 537 combien euh? Qui est le plus grand de la classe? Bxx, tu es le plus
 538 grand?
 539 LL Lxx/Lxx//
 540 T Tu mesures combien?
 541 F2 Euh, ah oui, euh, je ne sais pas en mètres, mais, mais euh/
 542 T Six pieds?
 543 F2 Cinq pieds huit et vous?
 544 T Cinq-huit?, cinq pieds huit? Bon, moi je mesure un mètre quatre vingt-
 545 dix.
 546 (L What are you?)
 547 (F6 1,75)
 548 F1 Oui, mais qu'est-ce que ça en pieds?
 549 (F3 Non, tu n'écris pas sur ta livre)
 550 (L Tais-toi)
 551 (F3 Excusez-moi tu n'es pas fâché avec moi)
 552 (L Il n'y a pas beaucoup d'espace...)
 553 T Je ne sais pas, c'est ?
 554 F1 Hein, Monsieur, êtes-vous [et] plus grand que toi?//
 556 T Un mètre quatre vingt-dix/
 557 F1 Non, elle est six quatre/
 558 T Deux mètres, chut! environ.. quarante mètres les arbres, vingt fois
 559 plus grands que toi.//
 560 F2 Mais oui!

The teacher attempts to make the learners aware of the height of trees in the rainforest by comparing them to the height of the students in the class. This exchange grows out of a spontaneous suggestion by F2 (line 534) that trees will be 40 metres high in the rainforest. Whilst this provokes reactions from F7 (line 535), the teacher decides to scaffold the learning **not** by supplying a comment but rather by changing the direction of the class talk. In lines 536- 538, the teacher asks the learners to consider the height of the tallest person in the class. After some discussion the height of the tallest person is agreed in metres. The teacher then reminds the class in lines 558 and 559, that trees measuring 40 metres would be more than 20 times taller than the tallest person in the group. This is an illustration of scaffolded learning based on participatory moves by the

learners. It also gives evidence of learners involving the teacher in the discourse (line 543) to clarify understanding. This suggests use made by learners of genuine conversational moves. It also demonstrates how subtext and unconnected text (lines 549-552) evolve concurrently with the main text of the lesson.

Extract G2:15

Here the teacher diverges from the main point of the lesson to explore the use of words related to different interpretations of his drawings.

- 581 T Et plus grand voilà, alors je le dessine ici puisque (là-bas) je peux
 582 pas.....c'est comme un champignon/
 583 F1 Un grand champignon?
 584 T un grand champignon... [laughs] chut! Moi, je les dessine très bien
 585 vous savez/
 586 F3 Oui
 587 F8 Hmmm?
 589 F7 C'est quoi ça monsieur?
 590 T Alors- ça c'est un grand champignon/
 591 F3 Ah!
 592 F1 C'est comme pour les trucs on fait de bricolage
 593 T Pour le bricolage, oui, un clou, vous savez ce que c'est un clou? un
 594 clou, pour le bricolage...Voilà... chut!, comment dit-on... avec quoi on
 595 plante un clou? Avec quoi euh- ça c'est un clou, c'est pour le
 596 bricolage, comment dit-on ça en français, oui?
 597 (F4 Nail)
 598 F3 Clou? Ah a hammer!
 599 F4 Elle a trouvé
 600 T Quelqu'un dans la classe (vite)?
 601 F8 C'est quoi?
 602 F3 Oui, je sais- un hammer - [no-one hears]
 603 F2 Une baguette [everyone laughs]
 604 T Non, non, une baguette c'est trop- c'est pas très dur, hein?... faut se
 605 rappeler, faut se rappeler à nouveau ce qu'il faut/
 606 F2 qu'est-ce que c'est un clou?
 607 L Une matraque?
 608 F2 Une mallet?
 609 T On peut - on peut dire une massue, c'est c'est très lourd, une massue...
 610 une masse... une massue... c'est très lourd, il y en a un autre/
 611 F3 marteau/
 612 T il y a le marteau aussi., oui chut! ça c'est très gros et lourd, et ça
 613 c'est - chut!... un marteau... c'est comme ça... chut! bon, on revient aux
 614 forêts hein.....?

The extract shows how the teacher allows himself to be distracted from the lesson by the learners who want to 'interpret' his drawings on the board. Whilst the teacher makes a comment in line 582, remarking that what he has drawn resembles a mushroom almost as an aside, this is immediately taken up by F1 in line 583, who qualifies the response by adding '*large mushroom*'. The interchange is then immediately launched and the remainder of the interaction focusses on learners F2, F3, F8 and L, guessing specific words prompted and supported by clues from the teacher. The direction of the conversation changes and although it might appear as though the teacher 'controls,' analysis shows that the learners make suggestions (lines 607, 608, 611) but also ask questions (line 606) and inject humour (line 603). Thus, the duologic cycle is interrupted and replaced by occasional idiologic utterances but principally by genuine exchanges oriented towards conversation.

Extract G2:16

A short exchange between two learners based on a subtext of the lesson.

- 630 T Ça, c'est la terre, comme une végétation...hors sol, chut! Alors,
 631 regardez... vous avez donc les racines//
 632 (F2 Je peux emprunter tes couloirs?)//
 633 (F1 Corridors? [laughs]//
 634 (F2 Couleurs [in French accent]//
 635 T qui soutiennent l'arbre, chut! et ces racines sont très...

This brief extract demonstrates how learners support and correct each other in a humorous way. When F2 mispronounces the word for coloured pencils and instead says corridors, F1 translates and laughs (line 633) and F2 replies in an exaggerated accent in good humour (line 634). This example represents many such 'banter-type' exchanges involving humour and play on words, typical of the class.

Lesson 3: French

Extract F3:1

The students are revising the perfect tense orally using a textbook exercise as stimulus. The teacher is controlling the discourse by asking direct questions to the class (exchanges embodying duologic IRF moves). The learners are expected to demonstrate their ability to manipulate the verb paradigm.

- | | | |
|----|-----|--|
| 1 | F4 | J'ai lisais? |
| 2 | T | Non |
| 3 | F5 | J'ai lu? |
| 4 | T | Oui, qu'est-ce que tu as lu? |
| 5 | F5 | J'ai lu un livre |
| 6 | T | Oui, alors, qu'est-ce qu'elle a fait cette dame? J'ai lu alors/ |
| 7 | (F8 | Elle lu un livre, non elle a lu un livre) [in a whisper to self] |
| 8 | (F3 | Elle a lu) [to self]. |
| 9 | T | [coughing sounds]...il vaut le coup de faire un peu de revision |
| 10 | | élémentaire de temps en temps |
| 11 | F1 | elle a... elle a li? |
| 12 | T | Non, non oh là là là là... Qu'est-ce que c'est encore? |
| 13 | (F7 | No, elle a lu) [to self] |
| 14 | F2 | Elle a lu/ |
| 15 | T | Elle a lu un livre, très bien |

I selected this extract since it represents a typical language lesson activity. The learners are required to manipulate the verbs. At the start of the extract the learners are responding to *qu'est-ce que tu as lu?* and therefore a reply in the first person singular is required. However, the data are significant in lines 7, 8 and 13. Three different learners F8, F3 and F7 are engaged in idiologic moves which respond to and are concurrent with the duologic moves instigated and controlled by the teacher. F8 (line 7) also self-corrects during the whispered response to the main duologic move. This suggests that learning takes place at an intramental level during intermental exchanges.

Extract F3:2

The students are still engaged in the question-answer exercise as in extract one. However, this protocol demonstrates how pedagogic moves controlled by the teacher to practise a grammatical point, become transformed to involve learners in genuine conversation. The second part of this extract explores different uses of the verb 'sortir'.

48 T Qu'est-ce qu'elle a fait hier? Une autre verbe? Qu'est-ce qu'elle a fait
 49 hier? Alors?
 50 F2 Elle rangé... er...elle a rangé la chambre/
 51 (F7 Elle a rangé rangé rangé) [whispered to self]
 52 T elle a rangé quelle chambre? Elle a rangé.....?
 53 (F7 sa chambre) //[whispered to self]
 54 F2 sa chambre/
 55 T sa chambre. Elle a rangé sa chambre, très bien. Et vous avez rangé
 56 votre chambre ce matin ? [laughter] Tu as rangé la chambre?
 57 (F8 Oui.. un petit peu) [to self]
 58 (F7 Non) [to self]
 59 F1 Oui, j'ai rangé
 60 T Je l'ai ran...?
 61 F1 gée
 62 (F5 gée) [to self]
 63 T Je l'ai rangée. Très bien. C'est difficile vous avez bonne memoire?
 64 Qu'est-ce qu'elle a fait hier?
 65 (F8 Oh... eur, elle... sortie le... elle sortie le poubelle? [to self but F7
 66 hears]
 67 (F7 Ah yea....sorti is it?...[laughs] [apparently to self]
 68 F3 Elle a sorti avec les poubelles
 69 T Elle est sortie avec?
 70 Ls [Lots of laughter] poubelles [lots of laughing and noise]
 71 T Non, on peut dire, écoutez, il y a une grande différence, on peut dire
 72 elle est sortie avec les poubelles, ...non, eh? [laughs] mais il y a une
 73 autre expression très similaire mais quand même différent...[waits]
 74 Ah c'est trop difficile pour vous.pouvez entendre des nuances..? Elle
 75 est [emphasised] sortie avec les les poubelles ou elle a [emphasised]
 76 sorti les poubelles. Elle est sortie avec... elle est sortie avec? Et elle a
 77 sorti, vous comprenez la différence?
 78 (F8 Oui [to self] elle est sortie, elle a sorti, elle est sortie, elle a sorti, elle est
 79 sortie [practises to self whilst teacher talks]
 80 T Qu'est-ce que ce monsieur a fait hier?
 81 (F7 il a il a il a) [to self]

Lines 48-64 are focussed on the learners' understanding the correct form of the perfect tense of the verb *ranger*. The initial duologic move begins with teacher question (lines 48 and 49), followed by the learner's response (line 51), but the feedback is in the form of extending the answer (line 52) and cuing rather than supplying F2 with the 'correct' possessive pronoun. Once the cycle is complete and the feedback given (line 55), the teacher immediately changes the focus from form to meaning and asks the students a

genuine aside to find out who had tidied their rooms that morning (line 56). Lines 57-65 reveal how the learners react and interact, whilst the teacher continues to scaffold the answers using a more complex grammatical structure (direct object pronoun). In addition, there are other idiologic moves concurrently being played by F8 (line 57), F7 (lines 51, 54, 58) and F5 (line 62). These moves do not have a communicative purpose but appear to perform different functions such as playing with and exploring sounds (line 51), supplying the correct answer without speaking out in front of peers (lines 53 and 62) and engaging with an open and genuine question (transforming a duologic move into an exploratory one) as in lines 57, 58 and 59.

The second section of the extract demonstrates how the teacher scaffolds F3's utterance *elle est sortie avec les poubelles*, which causes much hilarity, to ensure that the learner understands the difference between the transitive and intransitive forms of the verb. It is worth noting that humour is genuinely enjoyed by the participants thus reflecting a supportive rather than a critical ethos, where errors are accepted as a normal part of language learning. Such incidences, and there are many, are significant in contributing to a 'learner-friendly' discourse community. Whilst the teacher explains the meaning change (lines 74 to 77) some of the learners engage in idiologic moves (lines 78 and 81). Line 78 reveals F8 practising the two forms of the verb as whispered play. Line 81 demonstrates how F7 immediately responds to the teacher's duologic move with a 'correct' whispered utterance.

Extract F3:3

In this part of the lesson, the class is exploring what types of food are good or bad for one's health. Whilst the learners are clearly revising and the teacher is in control of the duologic exchanges, the moves twist and turn between players.

102 T Donnez moi les noms de quelquesde nourriture qu'on a .. qu'on a
 103 utilisé hier dans la leçon..... les choses qui sont mauvaises pour la
 104 santé//
 105 (F7 Ah oui) [to self]
 106 T les choses qui sont certainement mauvaises pour la santé/
 107 (F7 em-) [thinking 'aloud']
 108 L La réglé...la riglé...//
 109 (F6 Quoi?) [addressed to friend]
 110 T Répète...//
 111 (F7 La réglisse) [to self]//
 112 L La réglé
 113 T Ah, la réglisse//
 114 (F7 réglisse) [slightly louder- said at same time as teacher]
 115 T Ah oui, alors qu'est-ce tu penses de la réglisse?
 116 (F7 Réglisse..... régliiiiiisssssse) [to self]
 117 T Tu aimes ça?
 118 Ls [lots of sounds and reactions]
 119 T Vous me donnez un opinion?
 120 L C'est mauvais pour la santé/
 121 F7 Non [aloud but not heard by teacher]
 122 F2 C'est très mauvais pour la santé/
 123 F1 C'est trop sucré/
 124 T C'est trop sucré, oui?
 125 (F4 C'est dégoûtant) [aside to friend in a whisper]
 126 (L Oui, c'est dégoûtant) [response from friend]
 127 T C'est dégoûtant, c'est ton opinion, Lxx?
 128 L C'est bon/
 129 T Les petits enfants adoraient ça, quand j'étais jeune on adorait ça, quand
 130 j'étais plus jeune c'était vraiment...le luxe d'aller...em ... acheter de la
 131 réglisse dans une confiserie... Tous les gosses achetaient ça,
 132 F8 C'est vraiment délicieux
 133 F2 Non, c'est très gras!
 134 T C'est gras? C'est gras ça?
 135 (F7 Non) [in disagreement]
 136 (F1 Oui) [quietly to self in agreement]

There are two aspects of the discourse in this extract to which I should like to draw attention. Firstly, the pattern of the exchange reflects a basic duologic IRF model, based on the instruction *name something to eat which is bad for one's health* in lines 102-104, 106, 110 (initiation), 112 (response) and 113 (feedback and correction). However, as in the previous extract, the cycle is extended by inviting other students to express their opinions. Thence follow short exchanges where individuals volunteer their views (lines

115-136). The way in which these learners offer their opinions and disagree and agree amongst themselves, seems to imply that such exchanges are perceived by the speakers as providing a genuine forum for simple discussion. For example in lines 120-123, there are four interchanges without teacher intervention. Speakers L, F2 and F1 all agree whereas F7's disagreement is not taken up by either F2 or F1 but subsequently by L, who also agrees with F7. In lines 129-131 the teacher expresses his opinion about liquorice drawn from when he was a boy. Then the debate continues. Such an extract suggests that even during duologic exchanges, the teacher seems prepared to break the IRF cycle by orienting follow-up questions towards participatory or exploratory moves - albeit in a simple way.

Secondly, the proportion of private speech seems to be significant in lines 105,107,109,116, 135 and 136 principally from the same speaker. Those focus group members who are in the lower ability band for the class, i.e. F7 and F8, and in this particular protocol F7, use private speech as dialogue with self rather than with others whilst retaining the link with the surface text and the main moves being played. This suggests that this learner prefers to self - dialogue rather than other - perhaps for reasons of self-confidence, or to check comprehension and learning.

Whilst it could be argued that the discussion remains at a very simplistic level, nonetheless the use of adverbs to qualify opinions is noticeable in lines 122 (F2), 132 (F8) and again in 133 by F2. There are occasional conversations between learners (such as lines 125 and 126). Interaction at both surface and sub-text level takes places in the target language.

Extract F3:4

In the extract, different students spontaneously attempt to re-tell the story of an amusing incident which had taken place during the class exchange to France. The stimulus had grown out of deciding whether or not cake meant healthy eating!

- 154 T Continues, Jxx.../
 155 L Jxx, beaucoup beaucoup/ [everyone laughing]
 156 T Pauvre Jxx là, il adore les gâteaux et on a pris une photo de Jxx l'année
 157 dernière/ [lots of noise everyone laughing at a joke]
 158 (F3 avec un grand er avec un gros stomach) [said quietly as a comment]
 159 F2 [laughs]... je commençais mon régime...
 160 T Euh, il y a - avait un post...quelqu'un peut expliquer? Ça ne te dérange
 161 pas pour l'expliquer Jxxx... Qu'est-ce on a pris comme photo et où
 162 et pourquoi? Tu étais là?
 163 F1 Oui
 164 T Alors, explique....
 165 F1 J'ai une photo aussi, em em il il... a un poster em em danz un er er
 166 magasin et il a dit/
 167 (F7 magasin) [whispers *magasin* just before F1 says the word]
 168 F1 demain je vais commence mon régime... régime/
 169 F2 et il y avait sur la photo - c'était le t-shirt, non? C'est demain encore..
 170 F1 demain/
 171 F2 je commence mon régime et bien sûr..../
 172 T Oui, c'est toujours demain, oui, et il y avait sur la photo... un t-shirt...
 173 avec 'demain je commence mon régime'...et devant le magasin... il y
 174 avait /
 175 F1 il mangeait une glace//
 176 F2 Jxx avec une glace avec...//
 177 F6 une glace... une glace//
 178 F8 il a mangé/
 179 F1 il mangeait [emphasis here on verb sound as if correcting] une glace oui/
 180 (F5 immense aussi/) [to F8]
 181 (F8 oui, et très grand, gros...)[responding to F2]
 182 T pas une petite/
 183 F6 très très grande/
 184 (F4 un autre t-shirt qui ...) [to self]
 185 T glace ... plus grosse que grande que n'importe quoi ... pauvre Jxx!
 186 [change of tone to restore 'order'] OK, on parlait de quoi, des
 187 gâteaux, oui?..
 188 L Ça va, mais ça fait ça fait.../
 189 (F7 ça grossit) [to self]
 190 T Que'est-ce que c'est l'expression? [lots of noise and suggestions]
 191 (F8 gros, gras, gros, gras, err...[to self] C'est très fort) [to F2]
 192 F2 C'est plus grasse//
 193 LLs grand, gros, ça grossit/
 194 F2 grasse/

195 F5 gros/
196 (F4 ça faire grossir) [quietly to self]

The context for the story is set in lines 154-164. The teacher begins to retell the story in lines 156, 157 and 160, but checks himself later in line 160 by opening out the conversation with *qui peut expliquer?* In lines 161 and 162, he provides a scaffold for the responses by suggesting questions which might be answered in order to reformulate the incident - what, where and why, thereby potentially changing the move into an exploratory or participatory-orientated exchange. Whilst F1 starts to recount the story in lines 165, 166, 168, 170 and 171, he is soon overtaken by other speakers all wanting to have a voice. This is a clear example of spontaneous interaction which grows out of a duologic framework, develops into an exploratory move and is transformed into contingent conversation between players in lines 165-186. The teacher's intervention in lines 172, 173 and 174 serves to recap and steer the story. It also provides speakers and listeners with a 'correct' linguistic model. There is also evidence in lines of peer correction by F1 with F8's use of the perfect rather than the imperfect tense - *il a mangé* or *il mangeait* (lines 178 and 179). F1 had previously joined in the story telling in line 175. The moves continue with different voices vying to be heard during the excitement of the story - with all members of the focus group contributing except F3, whose sole contribution in line 158 is a comment whispered to self about the size of Jxx's fat stomach!

In line 186, the teacher regains control with *OK, on parlait de quoi, des gâteaux, oui?* and the class reverts to duologic play. Between lines 188 and 196 however, the teacher supports learners in trying to find the correct form of *ça fait grossir*. In line 191, F8 uses

private speech to check out *gras* and *gros*. *Gras* had been used previously in the lesson-
in extract 3 - when discussing *réglisse*.

Extract F3:5

The class discussion on healthy eating continues and the topic of conversation turns to fish.

- 226 F2 Il y a poisson Monsieur,
227 T Les crevettes? [Everyone laughs] oui alors beh vous notez... les
228 crevettes
229 F2 Quoi? [lots of noise as pupils write down vocabulary]
230 (F4 [laughing] non, ah je note parce que c'est crevettes et cravate - une
231 tie...) [to self]
232 T C'est très bon eh?
233 (F4 What ties?) [laughing at confusion between ties and prawns]
234 F6 avec la sauce de.../
235 T Les crevettes...ce n'est pas un poisson. Qu'est-ce que c'est les
236 crevettes...en français? Vous ne savez pas?/ //
237 (F1 Crust-a-shon) [to self]
238 T Les quoi de mer?
239 F5 Les poissons?
240 T Pas les poissons de mer/
241 F6 Les fruits de mwer... De les fruits de mwer..?
242 F5 Non, fruits de mer [emphasises 'mer' correcting F6]
243 T Voilà, les fruits de mer

The role of humour and word play is noticeable in this discourse community. Whilst F2 introduces the notion of fish in line 226, the teacher immediately responds with *prawns* which he pronounces in an amusing accent. Whilst everyone laughs, the students are then directed to record the new word in their vocabulary books. Whilst F2 is somewhat puzzled (*quoi?*) in line 229, indicating that she was in fact thinking about another type of fish, F4 is amused by the resemblance between the French word for prawns and ties (line 230 and 231). However this remains a 'private' joke which is developed in line 233. In this instance, F4 responds to the teachers statement *c'est bon?* Which in fact refers to prawns, by applying this question to ties. The private comment in line 232 is in English.

The extract then focusses on finding the French word for seafood between lines 335 and 243. Speakers F1, F5 and F6 offer different suggestions. F1 in line 237 uses self-talk to utter *crustacean* but with a French accent, indicating that he is experimenting with the response. The teacher then provides a scaffold in line 238, but when F5 suggests *poissons de mer*, the teacher does not correct the response by supplying the phrase. Instead other voices are encouraged. When F6 then suggests the ‘correct’ phrase, it is mispronounced (line 241) and immediately corrected by F5 rather than the teacher. The move closes (line 243) with confirmation from the teacher of the missing phrase.

Extract F3:6

The search for healthy food continues. In this extract the students discuss garlic. The extract illustrates how the discussion is allowed to develop using a variety of moves with examples of exploratory and contingent conversation.

- | | | |
|-----|-----|---|
| 256 | T | Oui? |
| 257 | F1 | L’ail/ [lots of noise] |
| 258 | T | L’ail, il y a un opinion sur l’ail, oui? [Lots of reactions] |
| 259 | F4 | C’est bon pour la santé, mais c’est pas bon pour les amis/
[everyone laughs] |
| 260 | (F7 | pas bon pour...) [addressed to friend] |
| 261 | (F4 | C’est pas mauvais pour la santé) [whispered] |
| 262 | T | C’est bon pour la santé mais c’est pas bon pour les amis!!.. sauf pour |
| 263 | | les amis qui aiment l’ail....si vous mangez tous les deux l’ail vous ne |
| 264 | | sentez pas/ |
| 265 | F3 | C’est très très très bon pour le coeur et c’est bon pour... |
| 266 | (F4 | Tais-toi) [said in exasperation to self] |
| 267 | F1 | Quand c’est cru c’est dégoûtant, mais quand c’est cwuire c’est |
| 268 | | délicieux/ |
| 269 | (F3 | Oui mais c’est dégoûtant) [addressed to F6] |
| 270 | (F6 | Non) [in reply]// |
| 271 | (F7 | Il fait beau...il fait de l’eau...il fait de l’ail...) [singing to self] |
| 272 | T | cru et quel est l’autre le contraire de cru? |
| 273 | (F8 | avec la salade, la salade mixte) [to self] |
| 274 | LLs | cruire/ cuité/cruit/ |
| 275 | T | cruit.....cru et cuit, |
| 276 | F2 | Qu’est-ce vous pensez de l’ail? |
| 277 | T | Hmmm,c’est vraiment délicieux - je fais la cuisine très régulièrement |
| 278 | | avec de l’ail. Dxx, qu’est-ce tu penses de l’ail? |
| 279 | F3 | C’est dégoûtant |
| 280 | T | C’est dégoûtant. Voilà les deux extrêmes - dégoûtant et délicieux - tu es |

281 d'accord avec Dxx?
 282 F4 Em, j'aime bien le le pain de de l'ail...[lots of reactions]
 283 (F8 oui) [in agreement with suggestion about pain à l'ail]
 284 T Ay oui, mais vous savez, on dit le pain à l'ail, c'est pas français ça. Les
 285 Français ne connaissent pas. On donne ça aux Français quand ils
 286 viennent en Angleterre et ils disent... ah bon, mais qu'est-ce que
 287 c'est ? Ça n'existe pas en France [everyone laughs]
 288 C'est bon, euh?
 289 F3 C'est bon pour la la la/ [strokes throat]
 290 T gorge/
 291 F2 pour la gorge/
 292 F3 oui, parce que quand je suis allée à la er er er oh...Poland/
 293 T en Pologne/
 294 F3 Pologne/ et oh...er...j'ai un mal mal au gorge, et il a dit tu manges ça...et
 295 c'est/
 296 T Tu avais...?
 297 F3 j'avais oui...[laughs]
 298 F4 mal au gorge/ [shouts aloud]
 299 T mal à la gorge/
 300 F3 mal à la gorge/
 301 T et tu as mangé ça alors toute ta famille a fait comme ça
 302 [makes a pushing gesture] et après et après ça allait mieux? Dis donc

This protocol illustrates clearly the way different moves constitute social and pedagogical interaction in the classroom. It also illustrates how a potentially prescriptive cycle of question, suggestion, feedback is transformed into a genuine discussion about the relative merits of garlic! In line 258, the teacher in a now familiar way, opens the discussion to class by inviting reactions to F1's suggestions in line 257 - that garlic is good for one's health. F4 uses simple but effective target language to make an amusing suggestion in line 259 that it is good for health but not for friends. This provokes much laughter and some idiologic reaction (lines 260 and 261). Whilst the teacher then makes a comment in lines 262 -264 suggesting that if both people eat garlic there is not a problem, he is in fact participating in the discussion and not correcting or assessing the learner responses. In this instance, I suggest that there is genuine contingent conversation in operation, demonstrating symmetry of voices and exchange of views. In line 265, F3

introduces another idea- which meets with a private reaction to *be quiet* from F4 who is fed up with F3's 'loudness' (the audio tape provides evidence of this). F1 then suggests that when garlic is cooked it is delicious (lines 267-8). This suggestion provokes more reactions between learners (eg F6 and F3 in lines 269 and 270). There is also an example of concurrent idiologic play by F7 (line 271).

The teacher then decides to correct F1's utterance '*cuire*' to scaffold the past participle of the verb *cuire* in line 272. It is interesting to note that he does this not by 'correcting' but by selecting part of F1's utterance which was in the correct form (i.e. *caw*), and asks the class for the antonym. This move does not conform to the dialogic cycle but instead supports learning by exploring the use of language in a participatory way. This is quite simply an exploratory move. Various learners make suggestions (line 274) and the teacher finally interrupts when he hears the correct version. The exchange is closed in line 275. However, in line 276, the discussion is reopened by F2 who asks the teacher for his opinion. An opening move by a learner to the teacher suggests that this is genuine discussion. The teacher draws on the extremes of opinion in line 280, and the discussion continues as F4 introduces the notion of garlic bread. Again this provokes reaction (lines 282-288). It is also worthy of note that wherever it is relevant the teacher is always ready to expand on ideas to either promote further discussion or deepen the linguistic and cognitive awareness of the learners - hence his input about the French and garlic bread.

The final phase of this extract revolves round F3 who attempts to re-tell a 'garlic story' in her own words. In recounting how whilst visiting Poland her sore throat was treated with garlic, she receives support from both the teacher and F4 to create extended

discourse. The teacher corrects linguistic errors (lines 293 and 299) without stopping the flow of spontaneity. The extract as a whole usefully describes how moves are shared and controlled, how language is constructed and how discussions are co-constructed within the classroom. The absence of monologic moves is also noticeable.

Extract F3:7

During this short extract the learners are encouraged to explain the meaning of the proverb 'plus ça change plus c'est la même chose'. The moves quickly transform to become exploratory since the speakers have to use spontaneous language which they have not necessarily composed before, in comparison to some of the set phrases (e.g. c'est bon pour la santé) which they have used at regular points during the lesson.

- | | | |
|-----|-----|---|
| 510 | T | Un autre proverbe? |
| 511 | F3 | Plus ça change plus c'est les même chose... |
| 512 | T | Vous pouvez expliquer ça? Plus ça change plus c'est la même chose - |
| 513 | | explication? Qu'est-ce que ça veut dire, Cxx? |
| 514 | F2 | Les même qu' avant et... em... rien ne change em quelque chose |
| 515 | | change mais ça arrête à changer et rien a change er é...comme avant/ |
| 516 | T | Oui, oui il y a une autre expression anglaise traduit en français qui |
| 517 | | explique ce que ça veut dire aussi - il y a rien de...? |
| 518 | (F7 | nouvelle)// [to self] |
| 519 | (L8 | procatif) //[to self] |
| 520 | F6 | choses?// |
| 521 | T | nouveau... rien de nouveau/ |
| 522 | F6 | changer? ... du soleil? |
| 523 | (F1 | sous le soleil?)// [whispered to F6] |
| 524 | F6 | sous la soleil |

The extract focusses on F2 trying to give an explanation in the target language of a French proverb. Lines 514 and 515 are significant in that they demonstrate clearly how an individual sets about creating new language. F2 also engages in auto-correction. In reply, the teacher pushes further by not accepting one explanation but demands another expression. The continual extension of duologic moves to exploratory-oriented sequences is a strong feature of the discourse. The answers in response to finding a suitable ending to *il y a rien de...*, provoke both idiologic and duologic moves. Whilst the teacher supplies the answer in line 521 to create *nothing new*, F6 and F1 are already attempting

to extend this to *under the sun* (lines 523 and 524). F1 assists F6 in formulating the phrase (line 523). This extract also demonstrates how learners offer assistance by scaffolding each other's utterances.

Extract F3:8

The students are working in groups of four. The task is to plan a menu for a week in a holiday camp, whilst trying to maintain a healthy balanced diet. The learners have prompt sheets with different menu suggestions.

- 774 F2 Et pour mardi?
 775 F1 Potage de légumes?
 776 F2 Oui
 777 F6 Et pour le plat principaux? Eh..... steack haché?
 778 F2 Oui
 779 L C'est bien ... le steack haché/
 780 F1 Il faut le potage de légumes avec le steack haché - c'est pas de tout la
 781 même chose [referring here to the fact they had chosen soupe on the first day]/
 782 F6 parce que le potage c'est c'est/
 783 F2 c'est une soupe, une soupe c'est la même/
 784 F1 Non, potage c'est pas/
 785 F2 potage est bourratif...le steack hachée aussi, et les crêpes aussi c'est
 786 trop/
 787 F6 Non, je crois que c'est bon/
 788 F2 le potage c'est bourratif et le steack/
 789 F6 Non/
 790 L Oui/
 791 F6 Non/
 792 L Si...
 793 F6 [in background] Les sardines?
 794 F1 Qu'est-ce qu'on prend comme, qu'est-ce qu'on prend comme...?
 795 F2 Le yaourt?
 796 T C'est important euh pour toi qui... n'oublie pas que toi, tu vas peut-être
 797 choisir des menus en France...alors...potage de légumes, steack haché
 798 et des crêpes... oh, c'est bourratif tout ça!
 799 L J'ai dit ça et il dit non c'est pas/
 800 F6 Eheh/
 801 T Steack haché? Des crêpes? [in exaggerated voice everyone laughs]
 802 Vous avez une petite salade, non? [Everyone laughs]
 803 F1 Si tu mets le potage de légumes et la salade vert pour mardi?
 804 F6 Et jeudi? et jeudi?
 805 L Oui, jeudi potage de légumes
 806 F2 Et plat principaux?
 807 F1 Et pour le plat principaux, c'est quoi?
 808 F2 Pâté au fromage/
 809 L Le fromage c'est bourratif

810	F1	Je ne sais pas
811	F2	c'est pas très/
812	F6	avec les oranges/
813	L	les quoi?
814	F6	Oranges
815	F2	Et pour vendredi?
816	L	Saucissons secs
817	F6	Oui, je sais que c'est dégoûtant mais il y a des gens qui aiment...
818	F2	Eum, c'est et...et poisson pané/
819	F1	Oui, parceque c'est vendredi
820	F6	Pourquoi?
821	F1	Parce que c'est vendredi, jour de poisson.

During the group work, different voices try to take control and there is little evidence of ideologic moves. The teacher only intervenes twice (lines 796-798 and lines 801-802) to remind the speakers that the selected menu should be balanced. Prior to the first teacher intervention, between lines 775 and 795, there is evidence of genuine conversation where the speakers are arguing as to whether *la soupe* is the same as *le potage* (lines 780 to 788) in terms of its 'heaviness'. The dispute continues although L in line 792, effectively uses the language to emphasise the point by selecting the word *si* instead of *oui*. When the teacher confirms that potage would be *bourratif*, speaker L becomes indignant in line 799 - *j'ai dit ça et il dit non c'est pas*. Here we have examples of social interaction using conversational moves.

In the second part of the extract, the speakers return to suggesting and agreeing on the remainder of the menu for Thursday, before discussing Friday. The final lines (815-821) are also significant. An aside in response to L's suggestion for *saucisson sec*, F6 adds a voluntarily and well-expressed personal opinion (line 817). This is followed up by F2's suggestion to include fish. F1 immediately builds on this idea with approval because it is Friday. The reference to Friday and fish is queried by F6 and responded to by F1 in line 821 with *parceque c'est vendredi, jour de poisson*. This extract plots interaction

between speakers during a group task and demonstrates again that the learners not only sustain their use of the target language but are able to manipulate it and use it in a variety of moves to achieve genuine conversation by initiating ideas, supporting each other and entering in a co-constructed world of language use rather than language form.

Lesson 4: French

Extract F4:1

The class is discussing life styles and how to keep fit. The issue of smoking has been raised and the students are exchanging their views.

- 45 F4 C'est egoiste/
47 F5 Je n'aime pas fumer et je n'ai pas jamais fumé [whole class laughs]
48 T Pourquoi quand on parle du tabac et quand on parle de l'alcool tout
49 le monde commence à rire?[everone laughs again]/
50 F2 Je sais pas/ [laughs]
51 F3 Parce qu'il est alcoolique... [laughs- referring to F5]/
52 T Tu as vraiment... tu as vraiment des défauts, hein?/
53 F3 J'ai deux mots pour lui - vin italien!
54 F5 Non// [laughs in mock shock]
55 (F8 Quoi?) [to friend]
56 (F5 J'ai un paquet de Marlborough ici) [to F8]
57 (F8 Not a whole box?) [to F5 in loud whisper in surprise]

The way in which tenses are effectively manipulated by F5 is revealed in this extract in line 47, when he says he does not smoke and has never done so. This is immediately met with laughter since clearly F5 has the reputation of being the class smoker. Whilst the teacher is prepared to play the 'innocent' (lines 48-9), other voices add to the conversation. In effect, the extract provides another example of how the learners and teachers quickly react to moves in the discourse which transform the original pedagogical direction into genuine communicative interaction. Lines 55-57 reveal how at subtext level a conversation between F8 and F5 moves from the public to the private arena with loaded meanings underlined by F8's exclamation in English!

Extract F4:2

The students are pooling ideas for keeping fit. Jogging is suggested.

- 92 T Ah, tu fais du jogging le matin, il y a un petit club de jogging le matin?
93 LL Oui/oui//
94 T Et à quelle heure?
95 F7 Cinq heures et demie, cinq heures et demie/
96 F2 Six heures
97 (F5 [whistles in surprise])
98 F7 Cinq heures et demie!//
99 F4 Cinq heures et demie!//
100 LL Oh/oh aïe aïe//
101 F7 Vraiment vraiment, je faut prendre beaucoup de exercice.
102 T Il?... Non, on dit pas je faut ...on dit il... il me faut ou//
103 (F5 je fais beaucoup de exercice)// [whispers to self]
104 T on dit... il me faut beaucoup d'exercice... ou...je dois prendre, mais on ne
105 peut pas dire je faut... il faut oui? vas-y...
106 F7 Euh, il me faut de jogging...je respire souvent air froid/
107 T froid ou frais?/
108 F7 frais/
109 T frais, c'est mieux que froid quand même...

F7 leads the discussion on jogging by reassuring other members that the club strats at 5.30 am (lines 94-100). By way of explanation, F7 talks of the need to exercise (line 101) but uses an incorrect grammatical construction to express *I need to*. The teacher corrects the construction by giving two alternatives and the discussion continues (lines 104 and 105). F7 immediately uses the correct construction to open the next move (line 106) then again uses an incorrect word to describe *fresh air*. As before the teacher corrects the phrase by providing the learner with an alternative to chose from and F7 continues. The teacher scaffolds the utterance by providing correct structures but presenting them as a choice and thereby engaging the learner in exploratory-oriented moves.

Extract F4:3

The final extract follows F7 and F4 later engaged in pair work. They are discussing life styles, using symbols to support their answers but not written suggestions.

- 176 F7 Je me lève tôt... je me couche tôt, euh, il me faut prendre beaucoup de
177 l'exercice... je fais de exercice, je vais très souvent l'air fraîche, je fais
178 souvent de promenades, je fais du natation deux temps par semaine, et il
179 me faut garder le forme//
180. (F4 J'ai faim) [very quietly]

- 181 (F7 J'ai faim ou je suis faim?)
 182 (F4 J'ai faim)
 183 (F7 I have something) [to self]

My purpose in selecting this protocol focusses on line 176, where F7 uses a construction which had been corrected in extract two. F7 make appropriate use of the construction *il me faut* which indicates that the teacher's previous feedback had resulted in successful reinforcement or learning. During lines 176-179, F7 uses spontaneous language with grammatical errors (*je fais de exercise*) and incorrect use of vocabulary (*deux temps par semaine*), which do not impede comprehension. In line 180, partner F4 changes the subject by muttering that she is hungry. F7 checks out the grammatical construction of the phrase then reflects upon its literal meaning in line 183. The protocol suggests that in line 183, F7 is operating at an intramental level whereas up to this point the focus had been on interaction.

The SEC: analysis of Geography and Spanish lesson transcripts

Lesson 5: Geography in Spanish

Extract G5:1

The students have been on a field visit to Parliament Hill and are about to engage in follow-up work.

- 8 T De la informacion? OK, solamente copia copia la informacion de la
 9 visita/
 10 G3 You what?//
 11 T copia la informacion de la visita//
 12 (G6 ¿qué?) [aside to G1]
 13 (G1 You have to copy up the information onto your own sheet but you
 14 don't need to cos you've done it)// [G1 replies as an aside to G6]
 15 T La visita er de la colina de Parlamento/
 16 (G6 I didn't get the bit ..., did you?) [G6 and G1 continue the exchange]
 17 (G1 You mean the bit at the bottom?..)
 18 G3 Señor?/
 19 G4 Señor... Señor...¿ papel por favor?

As soon as the teacher makes the first monologic move to set up the activity in lines 8 and 9, he is interrupted (line 10) by G3 speaking in English. The teacher responds to G3's *you what?* by repeating the instruction. G6 then checks out understanding with G1 in line 12. Immediately G1 responds by translating the instruction given by the teacher. They continue their conversation (lines 16 and 17) quietly in English. The extract finishes with G3 and G4 interrupting the teacher in Spanish, to gain attention (line 18) and request paper (line 19). This extract typifies the many examples where students engage in classroom discourse in English as subtext or unconnected text, rather than the main text of the lesson. It also illustrates how the students regularly responded to teacher instructions.

Extract G5:2

The students are still engaged in organising themselves for the task set up in extract 1.

- 33 T X, ¿Papel no? de la visita... ¿tiene aqui tiene aqui? Yeah muy bien ...
 34 cinco minutos para copiar ...¿este es tuyo? ... ¿este es tuyo?
 35 G5 Copiado ...
 36 G6 Can I have one?
 37 T OK, tienes oh no... OK, copia de otros//
 38 G2 Where's my one?// [shouting out but ignored]
 39 (G6 Axx, you got a pen?.) [G6 continues to 'rely' on G1]
 40 T Puedes copiar la informacion/
 41 (G1 What?)
 42 T cinco minutos para copiar la informacion

The moves in this extract are principally focussed on organising the activity as the students gather materials they need. Whilst the teacher speaks in Spanish (lines 33, 34, 42) the learners usually speak in English to each other (lines 38 and 39) but a mixture of Spanish and English is used by the students when addressing the teacher (lines 35,36).

Extract G5:3

A private conversation involving G8, G6 and G1

- 64 G8 Hxx, you should have sin the Tottenham skinheads/
65 G6 It's funny I saw ya/
66 G8 Innit?
67 G6 We were in the last block yeah?
68 G1 Notts...and United v Chelsea [unintelligible]... and Chelsea leads on Saturday/
69 G6 They gonna win yeah? and erm//
70 T Shush shush shush

The extract reveals how non-pedagogical conversational moves using unrelated text in English are frequently played in the classroom.

Extract G5:4

The teacher is checking through a worksheet with the learners.

- 85 (G1 Mirar er tu mapa... tu mapa ...er numero uno... er es la aldea antigua
86 de High High High git) [whispered as if to self]
87 T ¿Como se llama numero uno la aldea?
88 G2 oh Señor, Señor, antigua de Highgate
89 G1 Sir, can I have one?//[ignored]
90 T Numero dos, ¿ es la aldea antigua de ..?//
91 G6 Hampstead [many learners call out]
92 T de Hampstead... ¿so qué es una aldea? ¿qué es una aldea?
93 G2 Village/
94 T A village muy bien... er numero tres... ¿aldea antigua de/
95 Ls [lots of shouting]
96 T es obvio.. numero cuatro er...los estaciones de//
97 (G1 Kings Cross y St Pancras) [quietly to self]
98 T Numero cuatro... ¿ los estaciones de ferrocarriles de... Jxx?
99 G6 Kings Cross/
100 T Kings Cross y Axx?
101 G1 St Pancras/
102 T St Pancras... okay. ¿Qué es qué es el ferrocarril? ¿Qué es el ferrocarril?
103 Numero cuatro, ¿los estaciones de ferrocarriles so qué es un ferrocarril?
104 G8 Train [shouts out]//
105 T Train, gracias. OK, numero cinco, en el centro de Londres la catedral

I selected this extract since it reflects the principal duologic moves by the teacher which operate in the lesson. Following the typical IRF cycle, the teacher asks questions (lines 87, 92, 96, 98, 100, 102) and the students respond (lines 88, 91, 93, 99, 101, 104). The

teacher then gives feedback (lines 94,100, 102, 105). However, it is significant that G1 in the top ability band for the focus group engages in idiologic moves where he whispers answers to self (lines 85, 86, 97), which are inaudible both to the teacher and peers. This suggests that he does not want to draw attention to himself by supplying the ‘correct’ answers.

Extract G5:4

The students start to work through the second part of the worksheet.

- 183 T Okay, la segunda parte en la actualidad qué significa, Nxx? ¿En la
184 actualidad qué?//
185 (G5 ac- actually) //[aloud]
186 T so en la actualidad /
187 G6 Nowadays [aloud in response to G5]
188 T Exactamente, muy bien ...[to G6]

The short extract illustrates how the learners scaffold each other’s responses (G5 misinterprets the meaning of *actualidad* which is corrected by G6- lines 185 and 187).

The teacher acknowledges this ‘correction’ in line 188.

Extract G5:5

The teacher is asking the learners to describe how the land in the study was used in former times

- 266 T okay hace dos cientos anos - Hxx, si escribe por favor - hace ... hace
267 dos cientos anos/
268 G2 ‘hace’ is makes, isn't it?
269 G7 There is/
270 G3 No it's not/
271 T No, no, don't get confused with that it does mean that/
272 G1 There are...there are/
273 T but not in this case... no ... hace/
274 G2
there has been? is?
275 T It's along the right lines but I don't know if you have done this in
276 Spanish...do you think you've done this in Spanish? Right when you
277 use ‘hace cuando se usa hace y un tiempo...dos cientos anos, veinte
278 anos, tres meses’... it means ago, so... ‘hace dos cientos anos ...cientos
279 anos’ means two hundred years ago ...so... ‘hace’ is a period of time...
280 many years or months whatever ago ... so...you'd say... ‘hace tres
281 anos empezó aqui en SEC...’

282 G1 I started here 'hace tres anos' ... right, 'hace tres anos/
 283 T So is it going to be 'hay' or 'habia' then?//
 284 Ls hay// habia// habia//
 285 T Well, why is it going to be 'habia'?
 286 G3 Because it isn't now, is it?
 287 T It isn't now, it is in the past so you've got to use 'habia'. Okay 'cos
 288 that's in the past ... ¿qué es una granja?
 289 G1 Farmer?
 290 T Not quite, that's the granjeros, so granja is a/
 291 G2 farm/
 292 T farm - muy bien, granja

The longer extract was chosen because it reveals how the geography teacher decides to teach a grammatical point which the students need in order to explain former land use. The learners are willing to guess what the new construction might mean (lines 268, 269, 270, 272, 274) yet the teacher does not simply supply the correct answer. Instead, he decides to explain the grammatical features of *hace* (lines 275-281) using a mixture of Spanish and English, then asks the students to use the construction themselves. G1 immediately responds (line 282). Whilst this response is said aloud it also feasibly demonstrates features of intramental learning for self as the individual 'tests out' his hypothesis. The protocol reveals that although this exchange may appear to have monologic properties, it is in fact scaffolding the students' learning in an exploratory participation-oriented style. In lines 283-288 the pedagogical exchanges continue between the teacher and the class, as individual learning is supported by teacher reaction. In a similar vein, whilst lines 288-292 may appear to constitute IRF duologic moves, in fact the students have not previously met the word for 'farm', 'farmer' and 'field' before (I checked this with the teacher). They are therefore being encouraged to engage in strategic guessing by using contextual clues and cognates.

Lesson 6: Spanish lesson

Extract S6:1

The teacher opens the lesson by introducing the topic for the lesson as 'smoking'.

- 51 T Título prohibido, título prohibido, título prohibido. Prohibido hoy es el
52 día trece marzo hoy es el día en que no se prohibido fumar...entonces/
53 G2 Tengo una poster/
54 T Ya lo sé que tienes un (emphasises) poster pues hoy es el día para fumar
55 entonces podemos escribir aquí regla des Colegio SEC una regla//
56 G1 No esta regla hoy//
57 T Es una regla des colegio en el colegio SEC se prohíbe fumar se prohíbe
58 está prohibido no está permitido fumar. ¿Cómo se dice en inglés se
59 prohíbe?
60 LLs Prohibited//
61 T También esto es igual o en el Colegio SEC está prohibido fumar es
62 exactamente igual que se prohíbe se dice igual está prohibido fumar se
63 prohíbe fumar/
64 G6 No porque in this class fuma//
65 T En los colegios españoles no está prohibido fumar/
66 G1 ¿Porqué no?
67 T ¿Porqué no? No sé realmente no lo sé...
68 (G2 Está empeorao)[to self]
69 T Sí, para la salud para los pulmones muy malo para pulmones

I selected this extract since it is representative of class discourse during this and other Spanish lessons. The teacher speaks very quickly and often repeats what she says (lines 51 and 52, 61 and 62). However, this not only enables the learners to be exposed to Spanish being spoken at native-speaker speed, but also to have the opportunity to listen to the same messages more than once. The ratio of teacher talk to learner talk is high and the teacher uses a mixture of monologic moves (lines 51 and 52) and duologic moves (lines 58, 59). However, the students consistently address the teacher in Spanish (a prominent feature of this and other Spanish lessons) and use Spanish for self (line 68) and communication (lines 53 and 56). The principal moves are duologic initiated by the teacher.

Extract S6:2

As the lesson progresses, the discussion develops about where one should or should not be allowed to smoke.

- 123 T En un museo en tu opinión debe de estar prohibido en los museos
124 entonces para Mxx debe estar prohibido/
125 G4 No, no, no, en mi opinión/

126 T debe o no debe no, no/
 127 G4 No, no prohibido en el cine/
 128 T En España està prohibido pero en Inglaterra no està prohibido no està
 129 prohibido en algunos cines...¿en dónde?/
 130 G1 En el Cinemax està prohibido/
 131 G2 En algunos cines està prohibido en otros no/
 132 Ls No, no// [lots of interaction - many yes/nos and names of cinemas]
 133 (G6 Fumar en el colegio es estúpido) [to self]

The extract again reflects the familiar discourse cycles in the classroom. The teacher maintains a fast line of talk throughout, occasionally interrupting the students (line 126) and the students respond in Spanish. Lines 125 and 127 indicate how G5 is prepared to interrupt to express an opinion in class. The learners react to what is said and lines 130-132 give evidence that the speakers are transforming the pedagogic move made by the teacher into an interactive move as they begin to debate the local cinemas where smoking is prohibited. In line 133, G6's private comment connects with an earlier reference (Extract 1) to the fact that in Spanish schools smoking is allowed. This idiologic move suggests G6 is operating at both an intra- and intermental level.

The transcripts from the SEC differ in some significant ways from those at PCS. The overall range of moves is more limited, with many fewer occurrences of contingent and exploratory moves. However, an important feature of the transcripts is that the learners at the SEC try to transform moves whenever possible in their own quest to gain control, either in English or in Spanish. Evidence of students communicating in English during geography lessons is more marked at the SEC with a greater proportion of moves following the IRF cycle. The students use more target language during Spanish lessons despite the dominance of teacher talk.

It is worth noting that the transcripts do give some evidence of private speech, which illustrates how individuals in their own way participate in the lessons and work towards self-regulation.

Reflection

In this episode, during the observing and recording of players acting out their moves in their own discourse communities, I wanted the voices of those players to speak for themselves. Therefore adopting a microgenetic approach to the analysis of a range of lessons seemed to be an appropriate way of providing a forum for individual voices to be heard and listened to in depth and without interference. I had no intentions of quantifying the utterances, since as in accordance with McCafferty (1994:432), 'Western statistical rhetoric is based on the concept of the mean, which by definition excludes the individual'. Instead, through interpretative or hermeneutic procedures, the extracts I selected as a contribution to this thesis, were representative of the series of lessons and indicative of discourse behaviours displayed within the community. The methods for co-constructing the lessons gave me a window into both inter- and intramental functioning over a period of time and in specific instances. I contend that by allowing different players to interact in situ, by studying their vocalised behaviours, by observing and analysing this discourse closely, it is possible to plot or map pedagogical and social moves in terms of their genesis, their development, their dynamic or transformation and their conclusion or fading in a somewhat metamorphic way. It also allowed me the opportunity to explore further the notion of 'communicative valency' where specific moves might potentially combine or bond to facilitate social interaction.

In weaving a thread through the transcripts, I shall present connections between the moves and emerging patterns by using evidence drawn from mapping and analytical procedures at PCS. There are no conclusions. There are however indications which suggest that the multi-layers of social interaction, including idiologic, duologic, exploratory and contingent moves, all have a role to play in the appropriation of language use by individuals for self and collectively.

Geography at PCS		
Move	Description	Evidence
idiologic	ludic, playing with words, playing with tenses, copying sounds, imitating sounds (TL)	G1:9 G2:3 G2:6 G2:7
idiologic	‘private’ answers to teacher questions in target language	G1:1 G2:3 G2:5
idiologic	expressing misunderstanding then understanding - ‘the penny drops’ in TL	G2:3 G2:7
idiologic	translation for self from TL to MT	G1:4
idiologic	spelling word out aloud for self in TL	G2:13
idiologic	thinking through an explanation (cognitive processing) in TL	G2:7
idiologic	self exclamation, sudden realisation in TL	G2:6

Move	Description	Evidence
exploratory	transformed from preceding duologue by teacher (in TL)	G1:2 G1:3 G2:10 G2:12
exploratory	transformed from preceding duologue initially by learners then teacher assists subsequently (in TL)	G1:4 G2:1 G2:7

Move	Description	Evidence
exploratory	spontaneous occurrences of exploratory moves by learners assisting each other (in TL)	G1:6 G2:10 G2:16

Move	Description	Evidence
contingent	based on the main text of the lesson, the move grew out a preceding exploratory move - all players involved (learners and teacher)	G2:14
contingent	based on the subtext of the lesson (often of a metacognitive nature) spontaneous occurrence in the target language i) by learners for learners ii) by learners necessarily and spontaneously interrupting the teacher's main text of the lesson (e.g. with humorous comment)	G1:5 G1:6 G1:7 G2:3 G2:8 G2:2 G2:6 G2:9 G2:11
contingent	based on unconnected text usually in the target language i) between learners ii) involving all players (learners and teacher) usually as a spontaneous event 'surfaces' and engages the interest of the group	G1:8 G2:4 G2:13 G2:15

French at PCS		
Move	Description	Evidence
idiologic	private answers or contributions usually in response to teacher questions or learner answers or views in the target language	F3:1 F3:3 F3:4 F3:5 F3:7 F4:2

French at PCS		
idiologic	private auto-correction	F3:1 F3:4 F3:7
idiologic	private correction by one learner of another learner's utterance in the target language	F3:1 F3:3 F3:4
idiologic	private agreement or disagreement with another learner's utterance	F3:3 F3:6
idiologic	playing with words, grammar, sounds, singing in the target language	F3:2 F3:3 F3:5 F3:6
idiologic	individual engages with a task, 'tuning in', thinking aloud	F3:3 F4:3

Move	Description	Evidence
exploratory	transformed from duologic moves by the teacher in the target language, where learner language is assisted by the teacher	F3:2 F3:3 F4:2
exploratory	transformed by the teacher who sets up a framework for the exploratory discourse then 'withdraws'. Learners then 'take over' with occasional assistance offered by the teacher in the target language	F3:4 F3:5 F3:6 F3:7
exploratory	learners assist and scaffold each other in the target language	F3:4 F3:5 F4:3

Move	Description	Evidence
contingent	transformed from exploratory moves based on main text of lesson, into genuine interaction between all players (including the teacher) in the target language	F3:3 F3:4 F3:6
contingent	spontaneous interaction based on subtext of the lesson involving all players in the target language	F3:8 F4:1
contingent	spontaneous asides by learners to learners	F3:6

Geography at the SEC		
Move	Description	Evidence
idiologic	learner answers teacher's question to self	G5.4
idiologic		G5.6
duologic	teacher sets up activity - students less willing to transform the move e.g. G1 talks to self	G5.2 G5.4
duologic	spontaneous teaching of a grammar point	G5.6
exploratory	learner 'translates' for another learner scaffolds activity as asides	G5.1 G5.5
exploratory	teacher scaffolds grammar point usage	G5.6
exploratory	teacher scaffoldd grammar point usage	G5.6
exploratory	learners start to transform the duologue	G6.2

The SEC map for geography is different in some respects from those at PCS. Learners used a mixture of languages more readily both for metacognitive and social purposes (G5.1, G5.2, G5.3). The students answered questions using both Spanish and English but principally English. However, in terms of classroom administration, the students tended to use Spanish (G6.1,G6.2). Throughout, the geography teacher communicated mainly in Spanish (G5.2,G6.1,G6.2) whereas in Spanish lessons the entire lesson was conducted at great speed in Spanish by the native speaker. There were fewer examples of exploratory and contingent moves at the SEC than at PCS - the lessons transcribed was typical of a series which were recorded. There was less evidence of student willingness to operate in the target language and transform those moves which potentially might lead to more exploratory and contingent language use.

For me, the most powerful evidence presented by the maps is twofold:

Firstly, it is possible to plot the transformation of moves from one classification to another. This demonstrates the genesis of exploratory and contingent moves which are essential foundations for language development. The maps identify where and how the players engage in discourse which is **allowed** to shift between teacher-dominated and student-dominated talk, built on a range of moves between teacher and learners, learners and teacher, learners and learners and learner with self. The maps also provide evidence of the type of discourse central to a particular learning community. The range of moves at PCS, their origins and their developments indicate that this is a strategic learning environment where learners are encouraged to use language for a range of purposes. Moreover, as the fourth and final quadrant in the research matrix, Episode four confirms and complements the emerging picture of a particular community co-constructed from the other research episodes by the participants, the researcher and the reader.

Secondly, the maps also chart the use of private speech by individual members. They catalogue those moves which usually remain below the surface. Those idiologic utterances meant for the learner by the learner reveal underlying processes at work which all have a part to play in becoming a proficient language user. The maps also focus on social interaction (including interaction with self) as the nexus of learning which will to an extent determine the linguistic progression available to participants.

All learning contexts are different. If one adheres to the view that each context is co-constructed by the individuals within, then it follows that opportunities created for exploring different pedagogical moves will also depend on the individuals within. Thus

it is that the transcripts from the SEC, did not reveal the same range of pedagogic moves for reasons which have surfaced during different research episodes. The PCS transcripts had allowed the researcher access to different players' voices, culminating in the 'communicative valency' referred to earlier in this chapter. In effect theirs was an alternative game played according to a different set of rules celebrating different outcomes with different losses and gains.

It seems apt to end this reflection with a quotation from Allwright (1984):

Interaction is the process whereby everything that happens in the classroom gets to happen in the way it does. Let us make the most of it.

(1984: 169)

CHAPTER TEN

IMPLICATIONS OF THE STUDY

Introduction

In the final section of this thesis, I wish to draw upon the four Research Episodes to consider the implications of the case studies - not in terms of conclusions since this would not be an appropriate consequence of the research - but rather in terms of reflecting upon a deepening awareness emanating from a synthesis of the data. One definition of synthesis is as follows 'the process of producing a compound by a chemical reaction or series of reactions usually from simpler or commonly available starting materials' (Collins English Dictionary, 1991). I find the concept of 'simpler' origins leading to a more complex but unified whole particularly relevant to the philosophical and theoretical foundation of this study. One of the most significant and probably powerful outcomes of the research design which elevated the process of triangulation to the role of central data 'accumulator', was for me an overriding sense that as the data accrued each episode became implicitly contingent upon the next thereby mirroring the very subject of inquiry. The case studies are themselves arguably part of the metaphorical game - where different strategies are played out during the episodes, where the transformation of the researcher's moves leads towards contingent self-regulation in terms of recommendations for further study, assisted on the way by the mediation of other research in the field and crucially the voices of the learners themselves.

In Chapter 1 of the thesis, I made explicit the direction in which I wanted this research to go: to develop a deeper understanding of potentially effective learning environments;

to plot pedagogical moves; and to explore similar sites. In Chapter 10, I claim to have responded to the initial steer of the research, by presenting the reader with evidence drawn from different episodes which I believe goes some way towards a deeper understanding of the complex and dynamic interface between linguistic and strategic competence. I also wished to respond to researchers who call into question the rigour of case study which:

is often untenable for a variety of reasons, including problematic theories, experimental confounds and faulty measurement... the case study is at best, a very limited experiment and where prediction is concerned it is often problematic.
(Abramson 1992: 18)

In effect, this allows me to build on Denzin's view (1970) that triangulation should be a basic principle of social research in order to create greater confidence in observed findings and get far beyond the confines of a 'limited experiment'. For example, microgenetic analysis of some of the data details the minutiae of discourse in an attempt to get below the surface of classroom interaction and investigate how individuals influence and direct not only themselves and others, but also the task set and activity constructed. These techniques have generated extensive data which I felt were crucial in presenting a 'multi-voiced as opposed to a single-voiced text' (Bakhtin 1986) without 'taking over their [i.e. 'others' in the Bakhtinian sense] voice' (Denzin 1990: 126). They also provide insights into pedagogical moves which would otherwise remain buried below the surface. In addition, the analysis of site documents, questionnaire data, interview protocols and lesson transcripts have all played their role as 'simpler or common starting materials' which contribute to a significant compound or whole. Thus

it was that the game evolved with specific players and their strategies - at times subtle, at others explicit.

Working within an ethnographic paradigm, I felt that the context of the research had to be carefully addressed, given that the extent to which case studies are contextualised will add to or detract from their credibility or their generalisability (I refer back to Hammersley, 1993, in Chapter 4). As a researcher, I wanted to supply 'substantial amounts of data' not only to assist in making informed judgements but also in making the data accessible to other researchers and teachers as a basis for further and future comparison and consideration. It is for this reason that I justify the extensive exploration of context at the macro level in Chapter 2, where I positioned the research in both a national and international context and at a micro level in Chapter 6, to give the reader a sense of identity of the two sites for case study. However, rather like concentric ripples in the pool, the importance of context at the micro level of the classroom, based on Vygotskian theory, was identified as playing a significant role within those discourse communities. In this sense, context refers to the learning context which is co-constructed by the participants with each different activity, which in turn contributes to the ethos of the classroom as an effective and strategic learning community. I therefore wish to reflect on the data and its implications which focus particularly on the role of context within each community.

In Chapter 2, during the discussion on strategic competence, the importance and effect of context on the nature of strategies came to the fore. Building on Bachman's view that the nature of the strategies used by the learner will depend on the nature of specific tasks

(i.e. the context) rather than linguistic skills per se (e.g. reading or writing), then in order to discover more about the strategic competence of the learners, it seemed logical to observe and analyse strategy use in different contexts. Chapter 3 positioned strategic learning within a socio-cognitive perspective and re-visited the notion of strategic competence in relation to intermental and intramental functioning. The first section of the thesis therefore concluded with the Interlogue which suggested that the thesis might proceed by exploring the notion of strategic classrooms i.e. the social interaction, the discourse, the pedagogical activities and their consequences which lead to strategic learning in classrooms where a foreign language is used.

Acknowledging Schrag's (1987) proposal that 'human understanding and explanation are not the mental acts of a lonely cognitive subject, but are conversational and communal endeavours' (1987: 58), I should like to work towards a 'compound' synthesis of this research by presenting the reader with the 'simpler' succinct reflections on the triangulation of the four episodes which lead to the final presentation of the implications of this study.

Triangulation of Data Analysis

Episode one

In the first Research Episode the documentation from the two sites painted two different pictures. At the PCS the high expectations of the learners by the school were made explicit. For example, a written statement requiring an assurance by members of the bilingual classes to communicate in French was matched by a commitment from the school to support that undertaking by providing learners with the opportunity to take part

in a three-week exchange with a French school. Within the rhetoric of the policies and documents it was clear that the learning community of the bilingual classes was based on positive image, a sense of belonging and a commitment to developing linguistic competence but with in-built support systems throughout. This is in direct contrast to the national picture of foreign language classrooms in many of schools portrayed by research studies or the media. Moreover, the 'official voice' was confirmed by the questionnaire data, which revealed positive attitudes and motivated learners who articulated their use of a range of learning strategies including repetition techniques, guessing, vocabulary learning and collaborative work. A sense of commitment to learn permeated the questionnaires. However, within this positive context, it was clear that the learners did not overly enjoy their geography and certainly did not perceive that they used French more in geography than in French lessons. It is therefore possible that their enjoyment and achievement in French as well as a strong sense of identity to the bilingual class were such powerful motivators that they compensated for any adverse attitudes the learners expressed towards their geography classes. This of course raises the issue of the crucial importance of the classroom ethos and its effect on the learning community. At odds with national trends, the ethos at PCS was visibly positive and motivating. However, pursuing a Vygotskian view, I contend that whilst to an extent the ethos is and must be influenced by outside factors, another determining factor and indeed the central focus of this thesis, is more to do with the kind of learning environment co-constructed by the players (learners and teachers) themselves. I subsequently built on this idea in the succeeding episodes.

The SEC community provided a useful contrast to PCS. The documentation sketched a

less favourable and potentially less privileged site. However, the caring environment and the commitment to individual success was as evident there as at PCS. It is also pertinent to the study that the students enjoyed their geography substantially more than their language lessons and reported feeling that the Spanish they used in geography was more advanced and at a faster pace than in language lessons. However, the range of strategies which the learners were aware of using was smaller than at PCS. This data suggested that an in-depth investigation of French lessons at PCS and geography lessons at the SEC may well provide further insights into strategic classrooms. However, I decided to continue to explore both language and geography classrooms at both sites based on the conviction that there would be some complementarity and potential transfer or interplay between the two.

Episode two

The second Research Episode focussed on the kind of strategic interaction in which the learners might engage whilst carrying out two tasks - one involving group problem-solving and the other paired reading and comprehension. I did not wish for the tasks to be perceived as part of either a language or a geography lesson, so these took place outside the usual class environment and at a different time. I was particularly interested in the kinds of learning contexts which different groups of learners might co-construct when not influenced by a teacher within the usual classroom setting. In the group solving task, it was noticeable that the learners at both PCS and the SEC operated mainly in the target language although they had not specifically been instructed to do so. This suggested not only that the learners perceived using the foreign language as a means of communication and learning as a feasible way to operate but also that they had the

necessary language to participate in the task. The latter notion is fundamental to this study, since the level of language which the students used in this task was neither advanced nor remarkable. Instead, successful completion of the tasks appeared to depend more on the **strategic deployment** of the language in assisting interaction driven by inherent motivation - both collective and individual - to achieve the goal. Indeed, the data revealed that motivation or orientation clearly depended on individual perceptions of the task itself and on the desire to self-regulate. Collective motivation seemed to be directly linked to the socio-cultural setting in which the task was co-constructed as an activity with its own goal, dependent on 'shared understanding' by group members (Ochs 1990). In other words, task orientation appeared to be constructed either collaboratively or individually and the motives and goals which were embedded in the activity, influenced the strategies used by individuals to achieve them. De Guerrero and Villamil (1994) support this view by stating that 'the Vygotskian paradigm captures like no other the subtle interplay that exists between collaborative interaction and independent problem-solving' (1994: 493).

From this perspective, it appeared that task management (including the deployment of strategies) was crucially dependent on individual and to an extent collective task orientation rather than the teacher or the task itself. It is not static and may be defined and re-defined during the same task. This is succinctly summed up in the following citation:

To achieve the objective [of a task], actions are taken by the student, and these actions are always goal-directed. Language learning strategies in this model are, therefore, actions motivated by specific objectives and are instrumental to fulfilling a specific goal. Different actions or strategies might be taken to achieve the same goal.

(Donato and McCormick 1994: 455)

The protocols in this episode certainly seemed to concur with the notion that strategic learning depends to an extent on the nature of the social interaction (intermental level) and the quest for self-regulation (intramental level) co-constructed anew for each task. Whilst the range of strategies used by the learners in the execution of the tasks was varied including repetition, restatement, verification, private speech, regulation, task restructuring and so on, the strategies deployed appeared to be linked to the individual activity constructed by the individual learner. The same learner appeared to make use of different strategies according to the task and its constructed goals. If the construction of an activity emanates from participant collective or individual orientation, this implies that the outcomes of collaborative work can not be wholly predicted. The below-surface complexity of regulatory relationships operationalised during constructed or co-constructed activities, serves to underline that strategic classrooms are likely to be those where learners have opportunities to work both independently and in a variety of different groups. They also acknowledge that a pedagogical task will have potentially different learning outcomes - many of which may well not be explicit to the teacher.

The data also provided evidence of scaffolded learning - how individuals were supported by or offered support to their peers. It seems that strategic classrooms offer opportunities during group and pair work for peer scaffolding, which potentially expands the learners' own linguistic and strategic knowledge as well as extends that of their peers. Whether or not this is effective may well depend on the contextual relationships constructed by the students and the kind of tasks in which the learners are asked to engage. It seemed to me that a more challenging task would be more likely to engender greater inter- and intramental activity than one which was either too simple or too irrelevant to motivate the

learners. Here I am reminded of the discussion in Chapter 1 about the nature of many of the language tasks which learners are presented with in their language lessons. It is perhaps significant that two activities i.e. problem-solving in the target language and paired reading comprehension in English, which do not usually feature in regular language classrooms due to the current emphasis on transactional target language communication, seemed to give rise to a rich variety of learner reaction and interaction. Incidentally, it is also worth noting that these types of learning activities were offered to learners at both PCS and the SEC within their geography or language lessons.

The paired reading tasks also prompted me as a researcher to reflect upon the nature of the communication during the activity. Essentially, as the protocols demonstrated, the task seemed to have been directed by a range of learners oriented towards different levels of regulation and control and achieved through a range of different strategies. Such phenomena challenge the notion that during pair work students will somehow be engaged in explicit communicative and collaborative learning with tangible linguistic outcomes. What became clear in both settings (PCS and the SEC) is that partner A's output does not necessarily become partner B's input and vice versa, especially when partner A is focussed on self in terms of regulation and goal achievement. Speech activity it appeared was far more complex than exchanging information. Neither could it be dismissed simply as an encoding device for processing information into a linguistic form.

The assumption then that tasks and task-based activities are merely for the transfer or exchange of information between interlocutors does not allow for the view that much language activity is regulatory in nature and not necessarily communicative in intent.

(Platt and Brooks, 1994: 508)

I should also like to raise the contentious issue about the use of the mother tongue and the target language as they relate to tasks. Had the learners been directed to use the target language to discuss the text, I propose that many more of them would have become object- or other-regulated, confined by the linguistic demands of the text. By ‘allowing’ mother tongue discussion, the task clearly had very different learning outcomes. One could argue therefore that tasks which require dyads to read and then discuss a foreign language text, are essentially communicative tasks with a strategic purpose - be it in the target language or mother tongue, since they offer learners opportunities to ‘mediate and foment the development of language learning strategies’ (Donato, 1994: 457).

This re-opens the critical debate about the role of the mother tongue in language learning classrooms by suggesting that the mother tongue has been underestimated as a potentially metacognitive and strategic instrument for mediation in and for task control. For me, the issue is not to do with whether or not the target language should be used - after all I uphold the statutory requirement in the National Curriculum that the target language should be used in language classrooms as far as possible - but **how** language (both target and mother tongue) might be used most effectively to promote learning. In other words, rather than ‘training’ learners to use ‘encapsulated strategies’, the classroom culture itself could be more strategic, enabling learners to articulate learning through the co-construction of a dialogic and reflective language learning community.

Episode three

Whilst the second Research Episode focussed essentially on intermental functioning, the third Episode concentrated on intramental processing by considering student use of inner

speech. The analysis suggested that whilst inner speech performs a strategic function, the nature of inner speech is partially related to the nature of the task and to the individual's level of linguistic competence. The learners at PCS reported a greater incidence of inner speech in the target language which implied that in contexts where the target language was used extensively and where learners were challenged, then strategic language use in the target language was also likely to be encouraged. This in turn facilitates language development. According to Little:

Perhaps the appropriate means of developing learners' strategic competence in the performance of activities that require an immediate response lies in the combination of **task-based teaching** and **'consciousness-raising'**.

(Little, 1996: 24) (my emboldening)

Firstly, task-based teaching built on principles advocated by teachers and researchers such as Maley and Duff (1982); Di Pietro (1987); Pattison (1987), Prabhu (1987), focusses on problem-solving, role-plays, simulations or scenarios in the target language which present learners with unexpected or open-ended language to use in order to find solutions. Legutke and Thomas (1991) define the use of role-play in task-based learning as being:

beyond the level of classroom games by combining role-plays of a more socially educative orientation (cooperation and solidarity, the ability to negotiate, take action and empathise etc.) with the more content-specific role-plays containing both a language and a subject orientation.

(Legutke and Thomas 1991: 120)

Breen (1997) adds to this in his *State of the Art* article when he explains:

The Task-Based syllabus plans what is to be achieved in terms of two major task-types...communication tasks focus upon the actual sharing of meaning through spoken or written communication where the purposeful use of the target language is given priority. Learning tasks focus upon the exploration of the workings of the knowledge systems themselves and, in particular, how these may be worked upon and learned. Therefore a distinction exists ...between communicative tasks and metacommunicative tasks....two parallel but mutually supportive routes.

(Breen, 1997: 161)

Prabhu (1987) experimented with tasks which focussed on the learners' use and development of their cognitive abilities through the solution of logic and science problems, using the target language as the medium. I should like to argue that the learners at PCS were exposed to task-based teaching in geography classes due in part to the demands of learning a subject through the medium of a foreign language. Before embarking on this research, however, I had had a rather naive notion that content classrooms (i.e. where subjects are taught using a foreign language) would somehow *automatically* provide cognitively challenging learning environments. The data demonstrated that whilst additional exposure to the language affords additional opportunities for using language, this will not necessarily lead to more effective learning by providing more challenging tasks: the language game is much more complex than that. Therefore, a powerful finding emerged from the data, which demonstrated that in fact in this study, the learners were also and at times more so engaged in task-based interaction during their language lessons than their subject lessons. This supports a deepening belief that it is not the subject, the lesson or the task per se which 'imposes' language use but rather the learning community itself which determines **how** and for what **purpose** the language will be used.

Similarly, learners at the SEC had opportunities to engage in task-based work during their geography classes. Whilst this type of teaching appeared to be ad hoc and implicit, the transcripts in episode four demonstrated that some of the teaching was thus oriented.

Secondly, according to Little (op cit) consciousness-raising encourages learners to analyse both successful and unsuccessful learning and reflect upon alternative courses of action. This concurs with LaPierre's (1994) study which reported that when language learners were engaged in tasks which required them to talk about the language they were using (i.e. metatalk) then the metatalk itself was a source of learning. As Swain and Lapkin report (1998):

These results suggest rather forcefully that the language related episodes, where students reflect consciously on the language they are producing, were the occasion for second language learning.

(Swain and Lapkin, 1998: 323)

It could be argued that a significant element in the paired reading tasks centred on deconstructing and co-constructing the text. This activity went some way towards consciousness-raising as the protocols revealed the metatalk of the learners - at times focussed on assisting others, but essentially on strategies for self-regulation, where the learning happened along the way. In considering the value of consciousness-raising as a metacognitive strategy, one is confronted again with the issue of the vehicular language and the relative merits of target and mother tongue usage.

The fact that the questionnaires identified only a small percentage of learners who reported experiencing inner speech in geography at PCS is perhaps worthy of note. This may be due to factors such as: reduced motivation which meant that learners were less

engaged with the tasks; fewer opportunities to be cognitively challenged; or conversely more opportunities to be presented with work which was too difficult (hence 'switch off'); or too easy (hence automatic response). Alternatively, the fact that all the students reported experiencing inner speech in French indicates that the learning environment was more conducive to strategic language use. This was borne out in the transcripts of the lessons in Episode four and in the interviews in the second part of Episode three.

The interviews with the Focus Groups in the second part of Episode three added more detail to the questionnaire data. There was a high degree of correlation between the data but this time it was the voice of the learners who spoke out using their own words, portraying their values and perceptions, rather than those of the researcher. In their simplicity there were complex messages which were communicated by individuals about individuals and their position within the different learning communities. Whilst the detail affords the reader an 'inside' view of the sites, for me it raises two pertinent issues.

It was clear that the PCS regularly provided the learners with opportunities for discussion and debate in the target language. This enabled the students to engage with the language and to express meanings in either a vocalised or unvocalised way - I refer here to the fact that some 'silent' learners 'participated' by using private or inner speech. It seemed that discussion and debate encourage spontaneous use of language, afford language practice of well-rehearsed chunks set in different contexts, may inject surprises and unexpected twists and turns, and go some way towards creating authentic challenges for learners to express themselves. Their inherent discursive or interactive exigencies also rely on dynamic exploratory and contingent moves in order to flow and move back and forth. It

is likely, therefore, that PCS learners engaged in the strategic deployment of language both explicitly and implicitly.

Moreover, the learners at the SEC appeared less ready to ask for assistance from their peers. Whilst this is inevitably linked to the social mores of the site (i.e. a single sex adolescent environment) the chances of students collaboratively scaffolding each others' learning were reduced. Learners also appeared to place a greater reliance on the teacher to assist or support the learning environment where the balance between transmission (monologic or duologic moves) and assisted teaching (exploratory and contingent moves) was brought into question. Their reluctance to participate in peer assisted learning using the target language may also have reduced their opportunities to develop more strategic use of language.

Episode four

The final Research Episode not only presents the culmination of the research but lies at the very core of this thesis. The classroom in its 'natural' state - the social dynamic, the locus for learning, the discourse community, the individual players and the team - provided the researcher with data which gives a sense of purpose to what went before. The transcripts detailed the network of moves and provided evidence of how the learners operated in different classrooms at different sites. The mapping process in fact wove together the protocols in explicit ways to uncover the origins and developments of intricate moves. In essence, the transcripts became a window for understanding better how pedagogical moves were transformed by learners and teachers in a complex struggle towards symmetry and self-regulation during the learning sequences as well as acquiring

meaning and understanding within those same processes.

Thus it is that social interaction (including interaction with ‘self’) is elevated to a confluent position pivotal to learning upon which hang the conditions, the contexts, the pre and post moves, the language and the metalanguage, the what and the how which lead to effective communication and learning. In my view, the quality of interaction determines the quality of the learning and identifies elements of an effective pedagogical environment i.e. the strategic classroom, where teachers and learners are both collaborators and competitors in complex social, cognitive, linguistic but crucially interactive processes. This is learning. This is the interplay between linguistic and strategic competence.

This view is supported by Swain and Lapkin (1998) who state that ‘learning does not happen outside performance; it occurs *in* performance’ (op.cit: 321). They then draw the following conclusion based on the findings of two conclusive research studies by LaPierre (1994) and Donato (1994):

Those studies suggest that the use of either the first or the foreign language as a mediational tool creates new language or new knowledge about language and consolidates existing knowledge...the co-construction of linguistic knowledge *is* language learning in progress.

(Swain and Lapkin, 1998: 321)

I should also like to return to the Cummins matrix explored in Chapter 2. The transcripts revealed the extent to which learners operated in the third quadrant i.e. high cognitive demands in a context-embedded learning environment. I am mindful for example of the

French lesson where, on the basis of a simple key linguistic phrase such as *c'est bon pour la santé*, the learning environment was transformed into what I would term 'sophisticated' BICS, which in turn prepared the ground for work oriented towards quadrant 4 (i.e. CALP - making high cognitive demands in a context-reduced situation). This leads me to believe that if more **teaching** were geared towards the third quadrant - be it in subject or language lessons - then the learners would be more likely to engage in **learning** which developed both their linguistic and learning skills (i.e. linguistic and strategic competence) and open the door to more meaningful interaction in both the third and fourth quadrants. In effect, this implies a move away from 'linguistic rehearsal' to language engagement in a variety of contexts.

Strategic and linguistic competence

The thesis set out to investigate the interplay between linguistic and strategic competence. Through a rigorous research framework and a detailed analysis of the data collected using a series of methods, I have attempted to gain a greater understanding of learning at one main and one secondary site. The case studies have purposefully been detailed since following an essentially ethnographic approach meant building on the positive aspects of this type of inquiry i.e. an in-depth understanding of the issues presented not only by the researcher but also using the participants' voices. Whilst I would support the view that case study is specific to the cases, I would also argue that some of the more powerful messages to come out of this research can be followed up and developed in alternative contexts. This is the *raison d'être* for this work. However, whilst I proceed with some caution, not wishing to make unsubstantiated or 'wild' claims concerning this research, I do wish to conclude this thesis by exploring what I consider

to be significant implications of the findings. These implications in turn I hope will form the basis for further study.

The catalyst for this thesis, as I set out in the Prologue, was the remarkable linguistic competence of a group of students working in a particular context. The learners whose voices we have heard in this research were considered to be competent linguists by the schools (i.e. selected to be in the school’s bilingual groups with increased exposure to the foreign language through geography lessons) and supported by evidence such as school examinations. The national examination (GCSE) results for the members of the focus groups provide a ‘scientific’ measure and are presented below. The students took these examinations one year early and gained the following grades:

GCSE Modern Languages Examination Results			
PCS (French)		The SEC (Spanish)	
F1	Grade B	G1	Grade A*
F2	Grade A*	G2	Grade A*
F3	Grade A	G3	Grade A
F4	Grade A	G4	Grade A
F5	Grade A	G5	Grade D
F6	Grade A	G6	Grade C
F7	Grade B	G7	Grade B
F8	Not entered	G8	Not on roll

(Source: school examination statistical data)

The results suggest that after four years of learning the students were awarded many top grades (the grades range from A* to G) which confirm their linguistic competence.

In terms of strategic competence, my research led me towards exploring strategic competence not in terms of discrete strategies but rather adopting a wider stance through understanding better what strategic classrooms might look like. Whilst I do not entirely eschew the view that discrete strategies can be learned discretely and successfully, I wanted to build on socio-cognitive theory and look beyond a taxonomic, checklist, skill-based approach to strategic learning. In essence, I did not set out to credit or discredit theories about strategic competence but instead wanted to be guided by the learners' voices to observe as far as possible how a particular environment might impact upon learning. I therefore wish to translate the findings into a consideration of the implications of the study, thereby raising issues rather than answering questions.

I find Bialystok's views expressed in *Communication Strategies* (1990) have particular resonance with my own research findings. The complex and dynamic interplay between language and learning lies at the very core of strategic interaction. Strategic classrooms or environments are those where

Strategies are a normal and fundamental aspect of ordinary language processing. They are rooted in the same processing mechanism as is nonstrategic language use. They are the adjustments to the ongoing processes responsible for language acquisition and the use that allow processing to be maintained....The more language the learner knows, the more possibilities exist for the system to be flexible and to adjust itself to meet the demands of the learners. What one must teach students of language is not strategy but language.

(Bialystok 1990: 147)

However, taking Bialystok's proposal further, in 'teaching language' we enter into a socially constructed environment dependent to an extent on the quality of the social

interaction between players and the interrelationship between using language to both learn and communicate. It seems to me that the complexity of the processes involved is poorly understood especially by those who are involved in the game. It is perhaps one of our greatest challenges to understand better those processes and in doing so re-write the rules.

Implications

- A radical shift in the pedagogy of classroom language which explores the use of the foreign language as a medium for learning as well as a means to communicate.
- A better understanding of the kinds of classroom interaction between teacher and learners and between learners and learners, which facilitates a range of exchanges and interchanges - especially those which can be transformed into exploratory or contingent moves.
- A deepening awareness of the role played by regulation and 'control' in the learning process. On the one hand being 'controlled' (i.e. object or other-regulated) contributes to and assists the learner's quest for self-regulation; on the other, over-regulation, especially by the teacher, may preclude such achievements. In this sense, over-regulation may prevent rather than facilitate communication and learning.
- A more extensive repertoire of classroom tasks which encourages individuals to function on both an inter- and intramental level e.g. collaborative learning, working with different groups of peers, problem-solving and task-based learning.
- A further exploration of the effectiveness of tasks which require reflection on learning with peers. Such tasks may encourage learners to articulate their

understanding and learning in the mother tongue. In such instances the mother tongue is potentially a powerful metacognitive tool.

- An emphasis on tasks which promote cognitive challenge or ‘conflict’. Such tasks will engage learners deploying a range of strategies (including inner and private speech) for making sense of their learning. Subjects which are taught through the medium of the foreign language do not automatically constitute such classrooms. Any classrooms can be strategic - all classrooms should challenge learners.
- An open discussion with teachers and other players to construct a better understanding of different elements of strategic classrooms which focusses on ways in which:
 - learners self-regulate;
 - tasks become co-constructed activities;
 - moves can be transformed beyond the duologic;
 - the target language can be use more strategically;
 - tasks can account for inter- and intramental functioning;
 - interaction is perceived as pivotal to learning and as such becomes the basic toolkit of the language teacher and learner.

To achieve this teachers and researchers will need to work together to collect more detailed evidence of strategic classrooms, analyse in detail the moves and transformations which take place and together develop professional confidence in a pedagogy which values social interaction in the sense which has emerged in this thesis.

In other words, strategic classrooms are those where language activities are transformed

into learning opportunities.

As foreign language instructors we need to view our classroom as the social organisation that it is and we need to participate in dialogic activity with learners so that they may achieve cognitive and linguistic self-regulation in ways that are socioculturally appropriate. In short, our task is to enable learners to find their 'voice, their speaking personality, the[ir] speaking consciousness.

(Holquist and Emerson 1981: 434)

This leads me finally to return to the title of this thesis. I not only hope to have demonstrated that adolescent voices can and do speak out, but also to have provided a steer for encouraging more to do so.

EPILOGUE

CHANGING THE RULES OF THE GAME

Manipulating interaction [...] is like changing the rules of the language game. If the rules that are changed are fundamental ones, the game is transformed into a different game; if they are trivial rules, then the game stays the same [...] Deliberately manipulating and changing interactional structures in the classroom would, I have no doubt, change the rules of the pedagogical games in fundamental ways.

(Restak 1991: 135)

Introduction

- The game involves several players one of whom is the teacher and the remainder the students. It is a game of strategy and skill to be played in classrooms and beyond.
- The object of the game is three-fold:
 - to learn by using language;
 - to co-construct a 'strategic' learning environment;
 - to transform the status of play from game to reality or realities.
- This is a 'process' game, where there is no one winner or loser. There are relative degrees of success, depending on the chosen route of individual players. There is however a common core of moves which is necessary for all players to use, regardless of their chosen path.
- For the player who is teacher, winning is a function of the demonstrable strategic and linguistic competence of the players.

- For the players who are students, winning depends on the variety of moves one can incorporate into a flexible repertoire to enable interaction and learning to take place effectively.
- The ultimate aim for the teacher player is to empower as many student players as possible to move towards self-regulation in a number of different ways.
- The ultimate aim for the players is to have a 'voice' within the learning community and develop ways of using it effectively. At times this 'voice' may be an inner or private voice and at others it may be social and interactive.
- Play takes place on two complementary levels. The intermental or social level, and the intramental or personal level.

Playing the game

The game proceeds as follows:

- All players follow a clear set of ground rules which are negotiated at the start of the game.
- Regular review points or 'time-out' may be called by either the teacher or the players or both, in order to reflect upon the development of the basic skills needed to play this particular game.

- The ground rules may be renegotiated during play according to the wishes of the teacher or players. Alternative rules may be co-constructed according to players needs.
- Whilst the style of play may well differ between classes and between players, it is the responsibility of the teacher to assist all players in contributing to and creating a strategic environment.
- The ground rules must be explicit but flexible. Both students and teacher must endeavour to work within the agreed rules in order to encourage learning.

Prescribed Rules

- The game consists of 5 different types of moves - all of which are essential to play the game. Some moves however may have a higher value than others depending on the state of play. The moves are as follows:

idiologic

monologic

duologic

exploratory

contingent

- It is the role of the teacher to monitor and evaluate all players' moves which are made during a period of play, to ensure that the range is fairly represented. Monitoring can take different forms e.g. discussion with players (team talks),

video recording then analysing play, or mapping out moves operating on both levels.

- All players score highly when they make exploratory and contingent moves. This necessitates student interaction at both inter- and intramental levels.
- It is initially the teacher's responsibility to encourage the kind of play which will generate different moves. This does not mean that the teacher him or herself must be involved in all such moves.
- As the players become more adept at using their skills, the responsibility for generating moves is shared between the players and the teacher. In this way all players have some responsibility for monitoring and evaluating effective moves.

Teaching and learning cycles

A sequence of moves is called a teaching and learning cycle.

- Most moves are part of a teaching and learning cycle. Depending on the stage reached within the cycle, the teacher's moves may be more or less dominant. However, at certain stages during the cycle, the student players must be given opportunities to make different kinds of moves leading to self-regulation.
- Some moves belong to a predictable cycle - others are more flexible and perform a 'transforming' function. Any player who transforms a move into either an exploratory or a contingent move scores highly.

- The teacher is more likely to initiate teaching cycles, but all players should be encouraged to initiate learning cycles- especially during pair and group work.
- The teacher must monitor and evaluate the teaching tasks offered and the moves these generate. Developing strategic and linguistic skills in the players will depend partly upon the teacher's skill in enabling players to practice and develop their sub-skills, such as dealing with cognitive challenge, engaging in strategic learning, deploying a range of strategies, using language to support learning, working towards self- regulation and so on.
- To develop skills will require players to practice moves in different ways: to collaborate with other players to support each other during training as well as to play for self and by self as the occasion demands. This will involve reactive, pro-active and interactive moves.

Concluding the game

This game, unlike most others, does not have a prescribed finish. Rules are written and agreed by the players (students and teacher) as the game develops. It may even be that the game itself will be transformed into individual players' own co-constructed realities - such a game is still to be played.

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Appendix

I

Research Episodes 1 and 3 Student Questionnaires

(French version only)

**THE UNIVERSITY OF NOTTINGHAM
BILINGUAL EDUCATION PROJECT
QUESTIONNAIRE**



Please answer the questions as accurately as possible. Thank you.

Name

Have you ever been to a French speaking country?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

Do you know any French or native French speaking people?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

PART I

This section is intended to give us some information about you and your foreign language learning

1.

Do you like learning French?

no, not at all

no, not really

yes sometimes

yes, a lot

☐

☐

☐

☐
2.

Do you like learning Geography?

no, not at all

no, not really

yes sometimes

yes, a lot

☐

☐

☐

☐
3.

Do you ever speak French outside school?

no, not at all

no, not really

yes sometimes

yes, a lot

☐

☐

☐

☐
4.

Do you ever read/listen to French outside school?

no, not at all

no, not really

yes sometimes

yes, a lot

☐

☐

☐

☐
5.

How good at French do you think you are compared to students your age who do not learn Geography in French?

nowhere near as good

not quite as good

a bit better

much better

☐

☐

☐

☐
6.

How good at Geography do you think you are compared to students your age who learn it in English?

nowhere near as good

not quite as good

a bit better

much better

☐

☐

☐

☐

7.

How important is it for you to be able to speak another language?

no, not at all

no, not really

yes sometimes

yes, a lot

☐

☐

☐

☐

Why?

8.

List your 3 favourite school subjects in order of preference

1.

2.

3.

9.

Do you think there are any advantages to learning Geography in French?

Yes

No

☐

☐

If you answered yes, can you give some examples?

10.

Do you think there are any disadvantages to learning Geography in French?

Yes

No

☐

☐

If you answered yes, can you give some examples?

PART II

This section is about your opinions. How far do you agree or disagree with the following:

1.	Learning French is hard	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
2.	I read more French in French lessons than I do in Geography lessons	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
3.	Learning Geography in French helps my self-confidence	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
4.	I hear more French in Geography lessons than in language lessons	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
5.	Geography homework in French is difficult	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
6.	I sometimes feel frustrated in French Geography lessons	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
7.	The level of French we use in French lessons is higher than in Geography	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>

8.	The French I learn in Geography lessons is mor interesting than in language lessons	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
9.	Doing Geography in French slows me down in Geography	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
10.	Learning Geography in French proves I can cope with challenges	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
11.	I speak more French in French lessons than I do in Geography lessons	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
12.	I learn more grammar in Geography than in language lessons	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
13.	French is easier to learn as a foreign language than English	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>
14.	I feel special studying Geography in French	strongly disagree	<input type="checkbox"/>
		disagree	<input type="checkbox"/>
		agree	<input type="checkbox"/>
		strongly agree	<input type="checkbox"/>

15.

I learn more new French words in Geography than in language lessons

strongly disagree

disagree

agree

strongly agree

☐☐☐☐

16.

I write less French in Geography lessons than in language lessons

strongly disagree

disagree

agree

strongly agree

☐☐☐☐

17.

I learn a greater variety of French in Geography lessons than in French lessons

strongly disagree

disagree

agree

strongly agree

☐☐☐☐

18.

Doing Geography in French speeds me up in French

strongly disagree

disagree

agree

strongly agree

☐☐☐☐

PART III

1. List the activities you do most often in Geography in order of frequency

1. _____
2. _____
3. _____

2. List the activities you do most often in language lessons in order of frequency

1. _____
2. _____
3. _____

3. What can you think you can do best in French?
eg. speaking, reading, writing, listening, talking out loud

1. _____
2. _____
3. _____

4. Do you think there are difference between the French you use in language lessons and in Geography?

Yes No

--	--

If yes, what are the main differences?

5. Compare the level of French you use in Geography lessons and in French lessons?

- Is it higher ☐
- same ☐
- lower ☐

Give reasons:

PART IV

This section is to do with the kinds of activities and strategies which you use in your Geography and French lessons:

A. UNDERSTANDING IN GEOGRAPHY

Describe yourself as accurately as possible by choosing the number which is most like you

- 1 = this is never or almost never true of me
- 2 = this is generally not true of me
- 3 = this is generally true of me
- 4 = this is always or almost always true of me

In Geography, when my teacher is speaking French:

1 2 3 4

- 1. Some bits “go in” automatically I understand immediately without thinking in either French or English
- 2. Some bits I ignore because I didn’t understand
- 3. Some bits I try to repeat the sounds in my head and then work out what they mean in English
- 4. Some bits I don’t really understand but I guess at what they might mean.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

B. GUESSING MEANING

Describe yourself as accurately as possible by choosing the number which is most like you:

- 1 = this is never or almost never true of me
- 2 = this is generally not true of me
- 3 = this is generally true of me
- 4 = this is always or almost always true of me

1 2 3 4

- 1. I guess without thinking - I just blurt ideas out in English
- 2. I guess if the French sound or word is a bit like the English

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

continued/

B. GUESSING MEANING continued**1 2 3 4**

- | | | | | | |
|----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 3. | I do not often guess | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I guess without thinking - I just blurt ideas out in French | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I think in French then guess in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | I guess by looking for clues eg pictures, examples, names | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | I think in a mixture of French & English then guess in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | I think in French then I guess in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | I guess by using what I know already of the topic to help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

C. WHEN I DON'T UNDERSTAND

Describe yourself as accurately as possible by choosing the number which is most like you

1 = this is never or almost never true of me

2 = this is generally not true of me

3 = this is generally true of me

4 = this is always or almost always true of me

1 2 3 4

- | | | | | | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. | I wait for the teacher to explain | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. | I ask my neighbour in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. | I ask my neighbour in French | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. | I work things out together with my mates in English | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. | I don't say much in lessons but I understand what's going on | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. | I use a dictionary to help | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. | I check out my answers with my mates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. | I try to work out what I don't understand then learn it | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. | I don't like speaking out in front of my mates | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. | I pretend I have understood | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

continued/

C. WHEN I DON'T UNDERSTAND continued

	1	2	3	4
11. I work things out with my mates in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I ask my teacher for help	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. It worries me if I do not understand everything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. I rely on my mates to explain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have to concentrate hard in Geography - otherwise I miss important information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I work things out with my mates in a mixture of French & English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. WHEN I HAVE TO EXPLAIN SOMETHING OR SPEAK IN FRENCH

Describe yourself as accurately as possible by choosing the number which best describes you

- 1 = this is never or almost never true of me
- 2 = this is generally not true of me
- 3 = this is generally true of me
- 4 = this is always or almost always true of me

1. If I need a particular word which I do not know eg **unemployment**,

	1	2	3	4
a) I explain the meaning of the word in simple French eg when people don't work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) I would use the English word unemployment in the middle of the French sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) I wouldn't bother to speak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) I would ask the teacher or a friend for the French word for unemployment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) I would use another French word/words instead eg no employment or work problem	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I speak to my Geography teacher mainly in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

continued/

D. WHEN I HAVE TO EXPLAIN SOMETHING OR SPEAK IN FRENCH continued

	1	2	3	4
3. I use bits of French I have learned in Geography in language lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I speak to my mates in Geography class mainly in English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I speak to my mates in Geography class in a mixture of languages	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I use bits of French I have learned in French lessons in Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I speak to my French teacher mainly in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I speak to my mates in Geography class mainly in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I try to use language I already know	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. I think of what goes on in French lessons and what goes on in Geography lessons as being separate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E AT HOME

Describe yourself as accurately as possible by choosing the number which best describes you

- 1= this is never or almost never true of me
- 2= this is generally not true of me
- 3= this is generally true of me
- 4= this is always or almost always true of me

	1	2	3	4
1. I try to use my French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I practise my French when I am on my own	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I rarely learn vocabulary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I go over things we have done in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I regularly do my homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F LEARNING NEW WORDS

Describe yourself as accurately as possible by choosing the number which best describes you

- 1 = this is never or almost never true of me
- 2 = this is generally not true of me
- 3 = this is generally true of me
- 4 = this is always or almost always true of me

	1	2	3	4
1. I prefer to write down new words with the English meaning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I write down French words in a list	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I write down new French words in a sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I say new words over and over to myself in order to learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I think of a word I know already which the new word sounds like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I create a mental picture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I don't learn new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I regularly go over new words	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I only go over new words if I have to (eg. for a test)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G GEOGRAPHICAL KNOWLEDGE

Describe yourself as accurately as possible by choosing the number which best describes you

- 1 = this is never or almost never true of me
- 2 = this is generally not true of me
- 3 = this is generally true of me
- 4 = this is always or almost always true of me

	1	2	3	4
1. I can discuss geographical issues simply in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can express my opinions in writing in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can express my opinions by speaking French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

continued/

G GEOGRAPHICAL KNOWLEDGE continued

1 2 3 4

4.	My geography knowledge is increasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Geography is confusing in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	I can't say or write what I want to in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	I can more or less say or write what I want to in simple French.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	I can get by in French Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	I get frustrated by French Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART V

Read out agreed definition again

- **Inner speech** is language which goes on automatically inside your head.
- You can not easily control it.
- You do not normally say it out loud.
- It can range from sounds, single words, bits of phrases to snippets of conversations or longer dialogues.
- **Mental rehearsal** is something which you might do deliberately or which could just happen.
- It means you practise inside your head any French which you have learned, heard or read.
- It could also be in preparation for some writing or speaking you will do in the future.
- You might repeat key words to yourself, you might listen to yourself speaking inside your own head,
- you might plan out imaginary conversations.
- You might correct yourself or others -
all inside your head

The aim of this part of the questionnaire is to find out if you experience *inner speech, mental rehearsal or something similar*. To describe yourself as accurately as possible choose the number which best matches you

- 1 = this is never or almost never true of me
- 2 = this is generally not true of me
- 3 = this is generally true of me
- 4 = this is always or almost always true of me

	1	2	3	4
1. I think I have inner speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I talk to myself in French	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. My thoughts in French make sense	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My thoughts in French jump about in an unplanned way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. There are some French sounds I enjoy repeating inside my head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I never talk to myself in French when I am alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I hear other people's voices speaking in French inside my head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I listen to myself speaking French inside my head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. My inner speech is long and complicated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My inner speech is short and simple.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. During inner speech, I listen to myself and it sounds better than when I actually say it out aloud	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. When the task in French is easy I experience inner speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. When the task in French is more difficult I experience inner speech	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Before I say something in French, I practise mentally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When the teacher asks some one else a question I answer it inside my head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I correct myself inside my head	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

continued/

continued/

1234

- | | | | | | |
|-----|---|--------------------------|--------------------------|--------------------------|--------------------------|
| 17. | I sometimes think in French | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. | Inner speech during Geography lessons differs from inner speech in French lessons | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. | When I automatically understand I do not you experience inner speech | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. | When I am trying to work something out I experience inner speech | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. | When I am trying to work something out, I hang onto the French sounds inside my head by repeating, then work out meaning later. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. | I translate inside my head. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. | I "replay" bits of French after they have happened and work out whether what I said was correct or incorrect, then I correct it myself..... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Tick which of the boxes describes you best:

24. When I experience inner speech in Geography lessons then it is usually

- | | |
|-------------------------------------|--------------------------|
| 1. In a mixture of English & French | <input type="checkbox"/> |
| 2. Mainly in English | <input type="checkbox"/> |
| 3. Mainly in French | <input type="checkbox"/> |
| 4. None of these | <input type="checkbox"/> |
| 5. I never experience it | <input type="checkbox"/> |

25. When I experience inner speech it occurs most often

- | | |
|-----------------------------|--------------------------|
| 1. During French lessons | <input type="checkbox"/> |
| 2. During Geography lessons | <input type="checkbox"/> |
| 3. Other places | <input type="checkbox"/> |
| 4. Anywhere | <input type="checkbox"/> |
| 5. I never experience it | <input type="checkbox"/> |

26. When I experience inner speech it occurs most often

- 1. When I answer questions in French
- 2. When I listen to the teacher
- 3. When I read
- 4. During other activities
- 5. I never experience it

27. When I experience inner speech in French it is usually made up of

- 1. Single words
- 2. Phrases
- 3. Conversations
- 4. A mixture
- 5. None of these
- 6. I never experience it

28. Describe the last time you think you had inner speech:

Appendix

II

Research Episode 2 Paired Reading Text

(French and Spanish versions)

French Reading Text

La Terre est menacé par la pollution. Que faut-il faire pour protéger notre environnement?. Chaque Français produit environ 400 kilos de déchets par an! Le problème c'est que faire de ces déchets polluants? Il faut surtout rien jeter par terre ni utiliser trop de sacs en plastique - car ils ne sont pas biodégradables. Il existe des déchetteries avec des conteneurs spéciaux pour le verre, le papier, le métal, le bois. Mais les déchets constituent un problème d'environnement majeur pour tous les pays européens. Ils font partie de notre vie. Il apparaît que la manière de produire et de consommer dans nos sociétés industrielles actuelles repose sur le principe du "jetable". Nous ne connaissons pas exactement les contraintes imposées à l'environnement par les stockages et la combustion des déchets. De même nous ne savons pas exactement quels sont les conséquences du recyclage. La nature recycle les matériaux en les dégradant. Mais certains matériaux artificiels comme les plastiques peuvent mettre très longtemps à se décomposer. La décomposition des déchets dans des stockages peut être une source de pollution si les gaz et les liquides résultant de la décomposition ne sont pas soigneusement gérés. Le méthane qui constitue cinquante pourcent des gaz de décharges contribue à l'effet de serre. Certaines personnes pensent que seuls les matériaux qui ne se décomposent pas, comme le verre ou le plastique, peuvent être enfouis. En entreposant ou en brûlant des déchets nous gaspillons à la fois des matières premières précieuses et de l'énergie, qui ne sont plus disponibles pour produire de nouveaux biens. Par ailleurs nous ne pouvons remplir chaque trou du paysage avec des déchets. C'est pourquoi notre société doit trouver des moyens de changer nos attitudes vis-à-vis des déchets. Nous devons trouver des méthodes pour réduire ou éviter les déchets de façon à ce qu'il y ait moins. Les quatre R de la gestion des déchets domestiques - réduire consiste à éviter d'acheter des emballages ou des objets jetables; réutiliser signifie nettoyer un produit et l'utiliser de nouveau pour l'usage pour lequel il a servi la première fois; recycler consiste à utiliser de vieux produits pour en fabriquer de nouveaux; récupérer signifie utiliser des déchets comme combustible pour le chauffage ou la production d'électricité. Toute chose doit se trouver quelque part; la majorité d'entre nous ne se soucie pas de savoir ce que deviennent les objets qu'elle jette. Le problème de la gestion des déchets apparaît partout. Certains gouvernements, autorités locales ou même certaines écoles ou foyers ont développé une politique d'amélioration de la gestion des déchets.

Spanish Reading Text

A la Tierra se le llama también el "planeta azul" porque desde una nave espacial se ve de ese color. Pero, si no cambiamos nuestro comportamiento, se convertirá en el "planeta negro". Aunque desde hace unos veinte años comenzamos a interesarnos por los problemas del medio ambiente, sin embargo, continuamos causándole daños irreversibles. El aire, el agua, la tierra, nuestros alimentos están contaminados, en gran medida por nuestra culpa. Actualmente nuestro planeta pierde tres especies diarias. Cada minuto se destruyen 20 hectáreas de bosque tropical. En un rectángulo de 10 kilómetros cuadrados de selva tropical existen 750 especies de árboles, más de 1500 tipos diferentes de plantas de flor, 150 mamíferos diferentes, 400 clases de pájaros, 100 reptiles, 60 anfibios e incontables insectos, incluidos 150 tipos de mariposas. Cada vez que usas un desodorante o colonia en aerosol, tiras un periódico o viajas en tu moto, estás ayudando a destruir este pequeño "planeta azul". Hay muchas cosas que puedes hacer para colaborar en la conservación de la Tierra, como reciclar papel, cristal, plástico o aluminio. Gastar menos agua y electricidad. Comprar productos sin CFC. Llevar una bolsa de tela cuando vas a hacer compras, así evitas usar bolsas plásticas o de papel. Utilizar los transportes públicos o ir en bicicleta, para no contaminar el aire. El tratamiento o reciclado de basura va a ser un buen negocio en el futuro. Así lo demuestran algunos ejemplos. En Ciudad Real, en el centro de España, utilizan un residuo tóxico procedente de la fabricación del vino para la producción de biogás. La basura es el mayor problema ambiental en todos los países europeos. Esto es parte de todas nuestras vidas. Las cuatro Rs de la gestión de la basura doméstica - reducir es evitar comprar exceso de embalaje o partes desechables; reutilizar es limpiar un producto y hacer uso del mismo otra vez para el propósito que se usó la primera vez; reciclar es usar viejos productos para hacer otros nuevos; recupera puede significar usar los residuos como combustible para calentar o para generar electricidad. El problema de la gestión de las basuras aparece por todas partes. Diferentes tipos de basura crean problemas diferentes. Los gobiernos, las autoridades locales y también algunas escuelas y casas particulares han desarrollado políticas para mejorar la gestión de la basura.

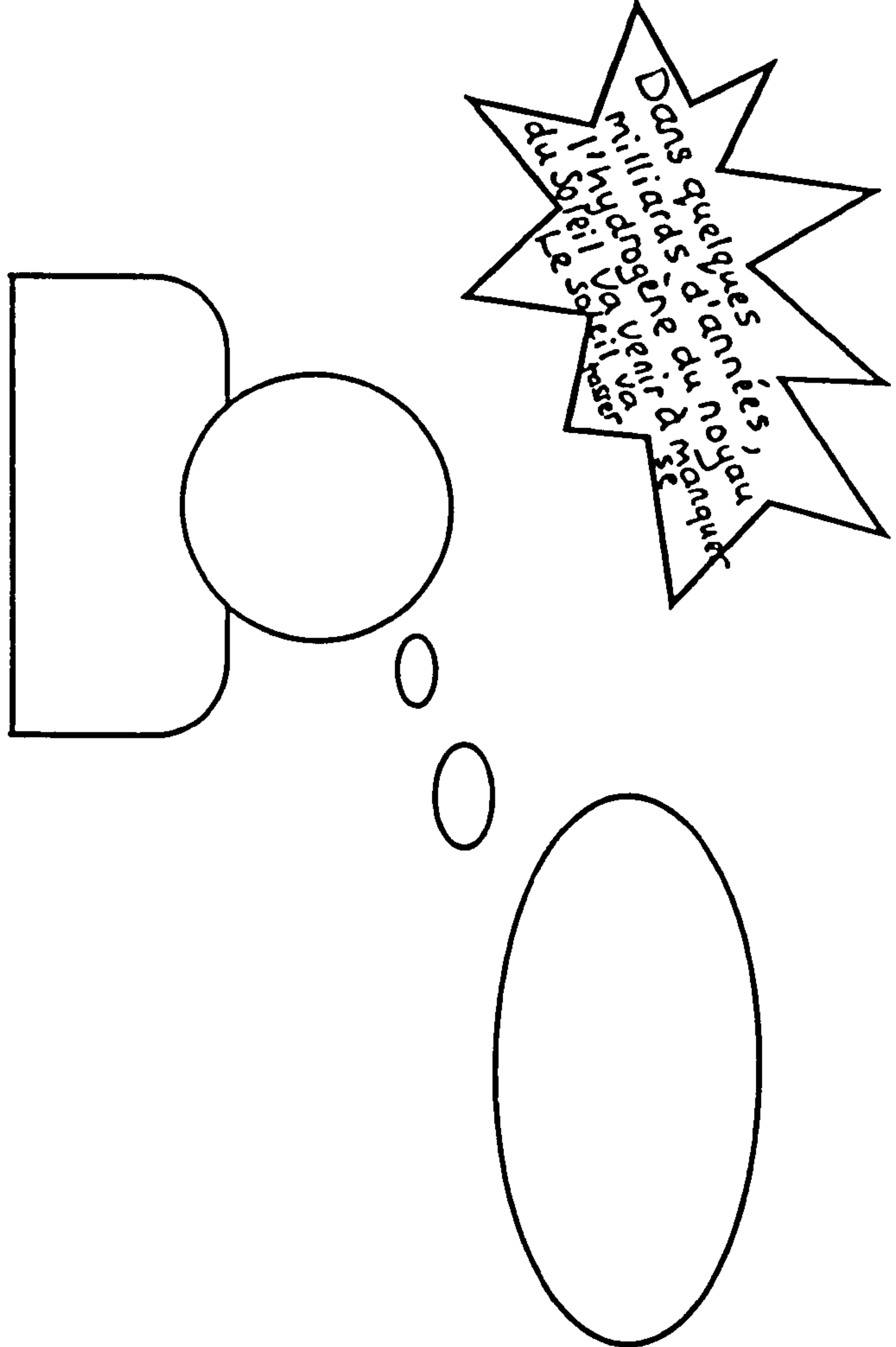
Appendix

III

Research Episode 3 Inner Speech Icons

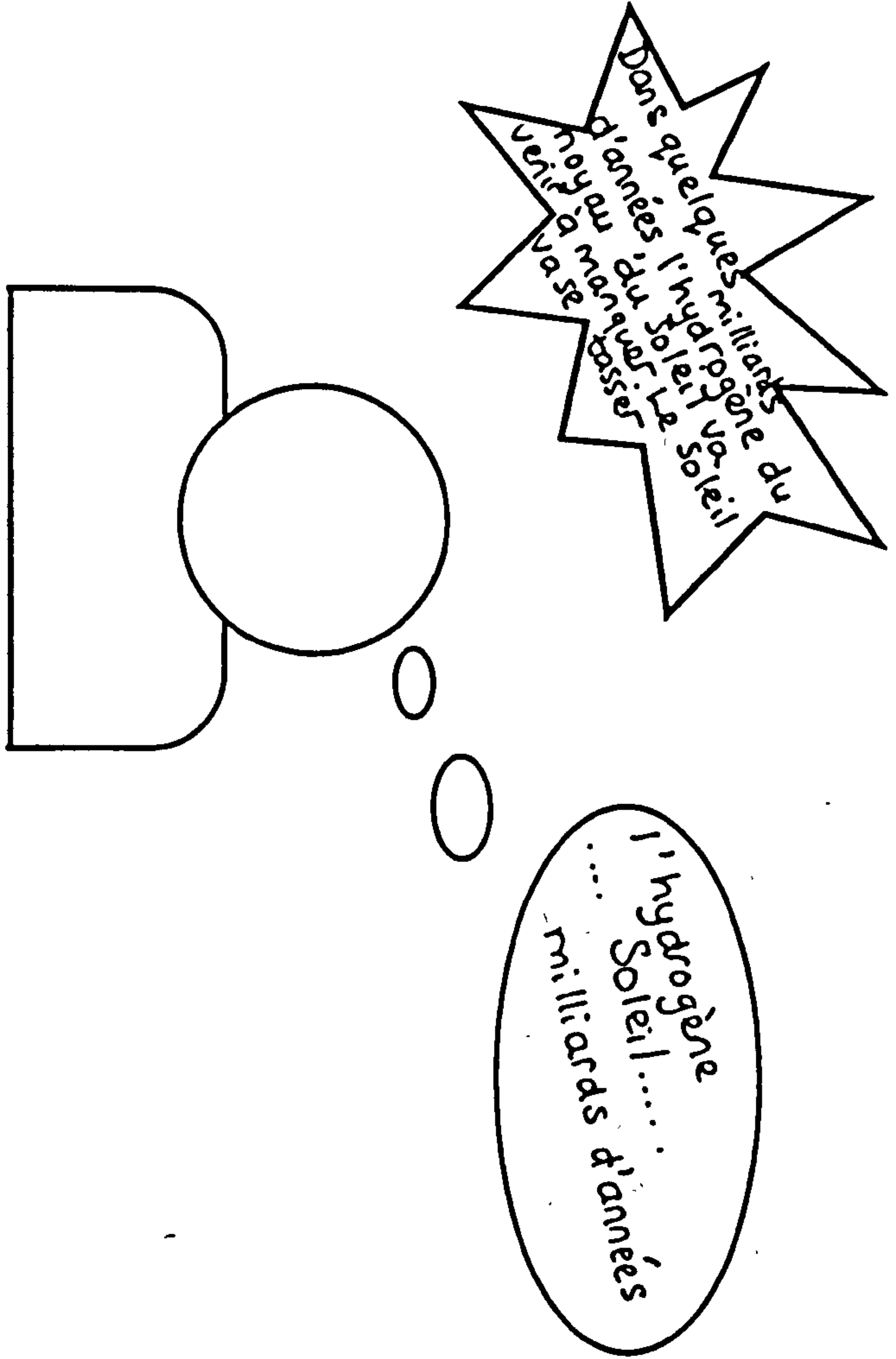
(French and Spanish versions)

A. LISTENING IN FRENCH



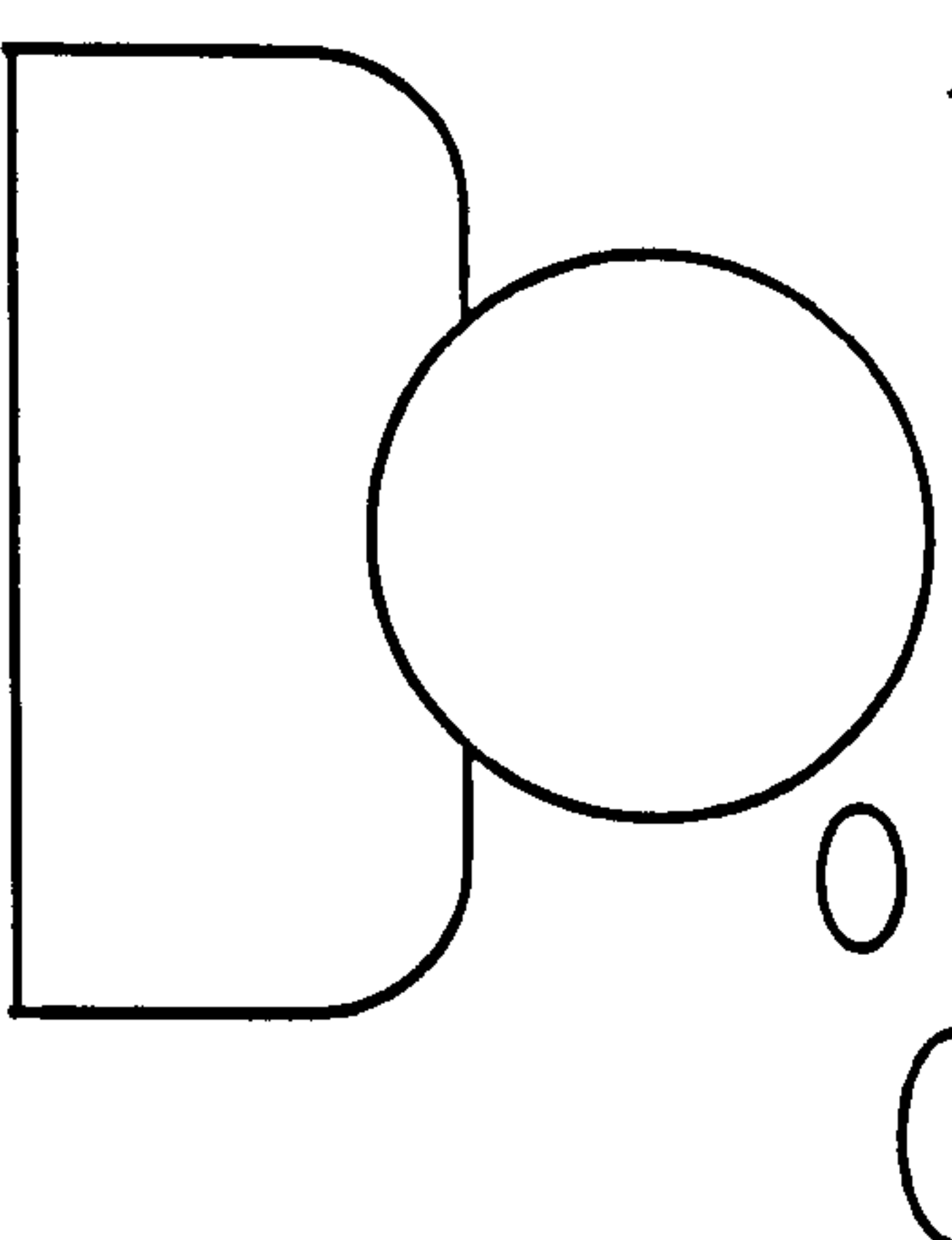
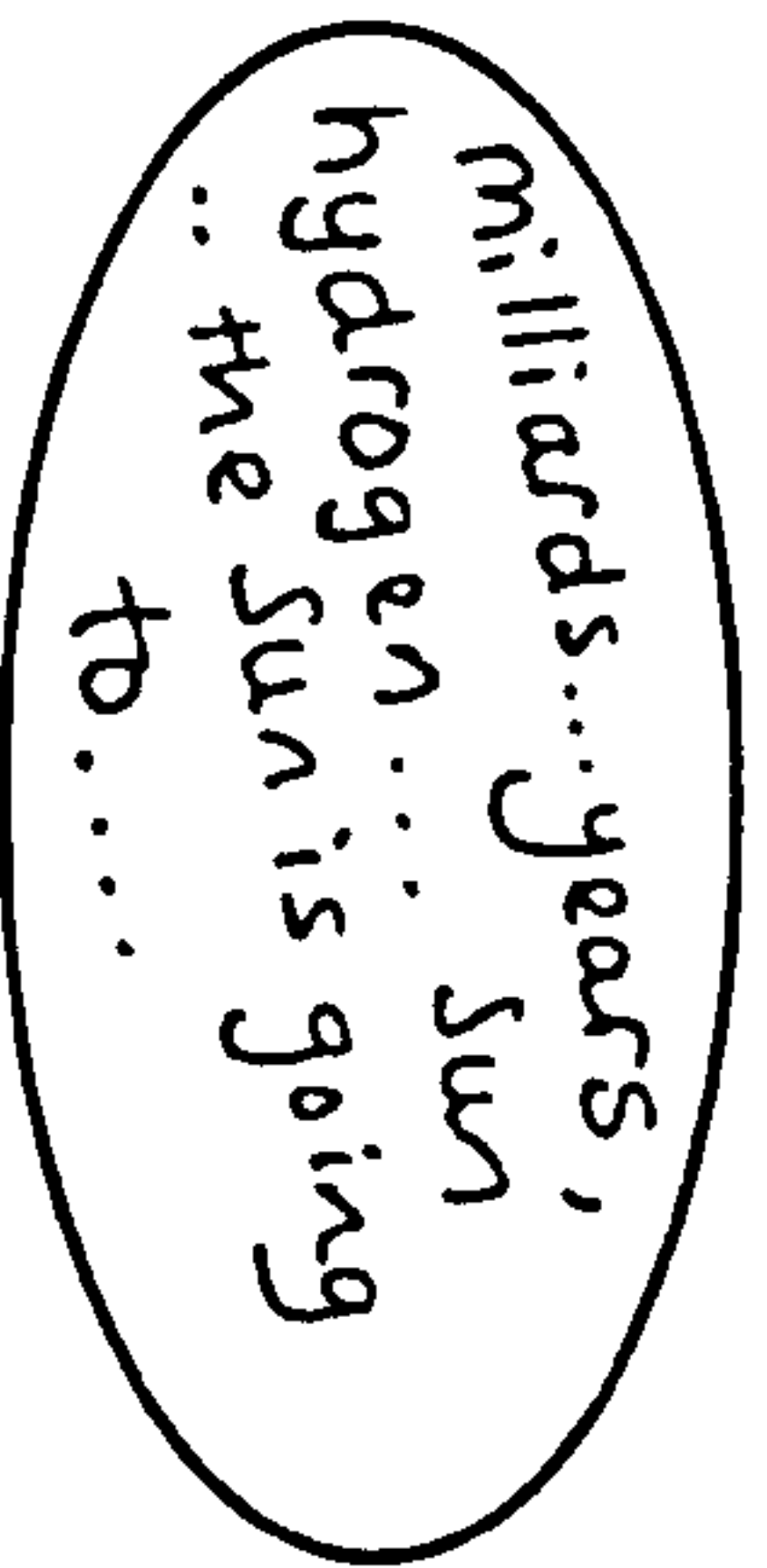
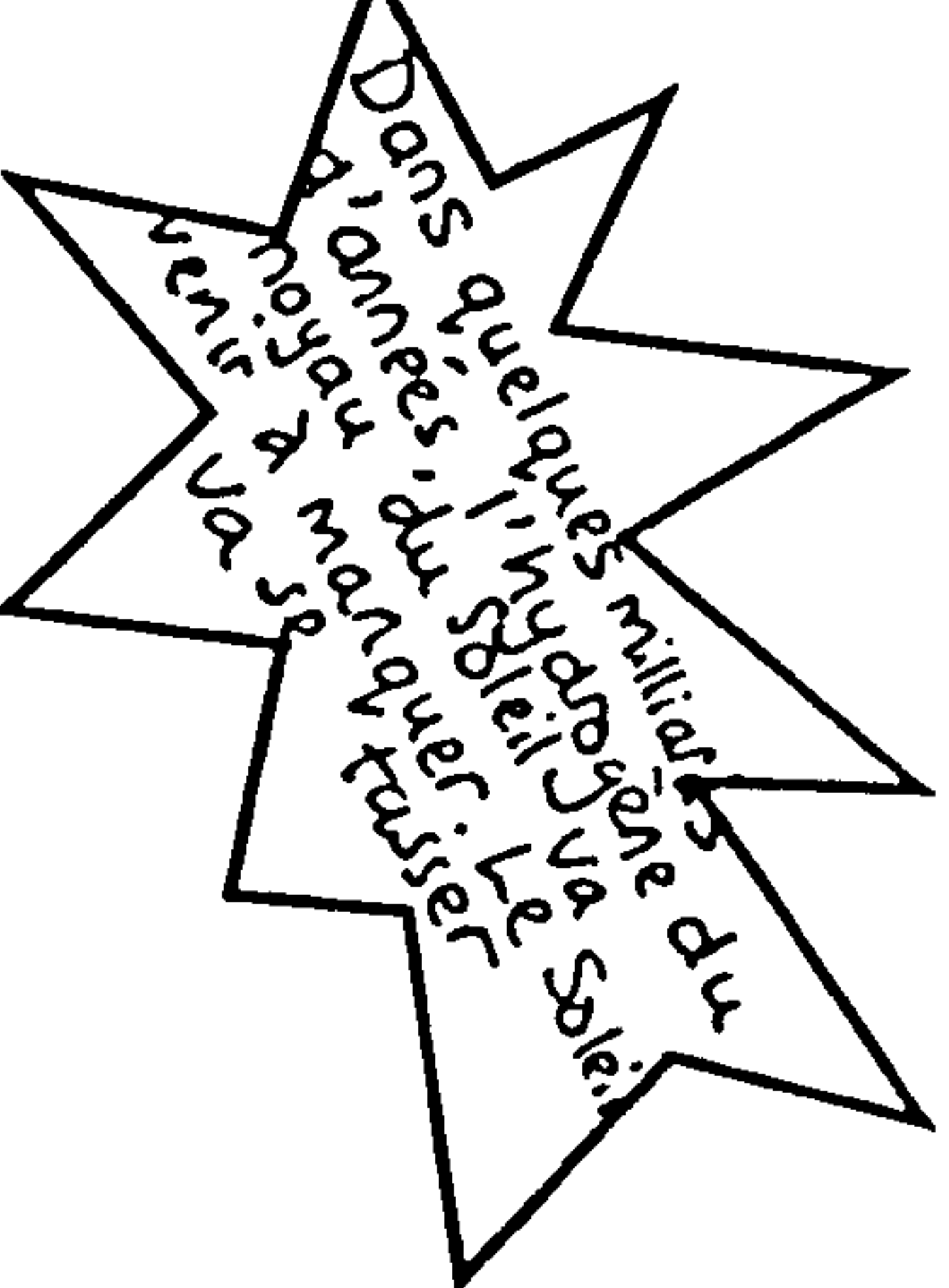
- 1
- automatic understanding
 - no inner speech

A. LISTENING IN FRENCH

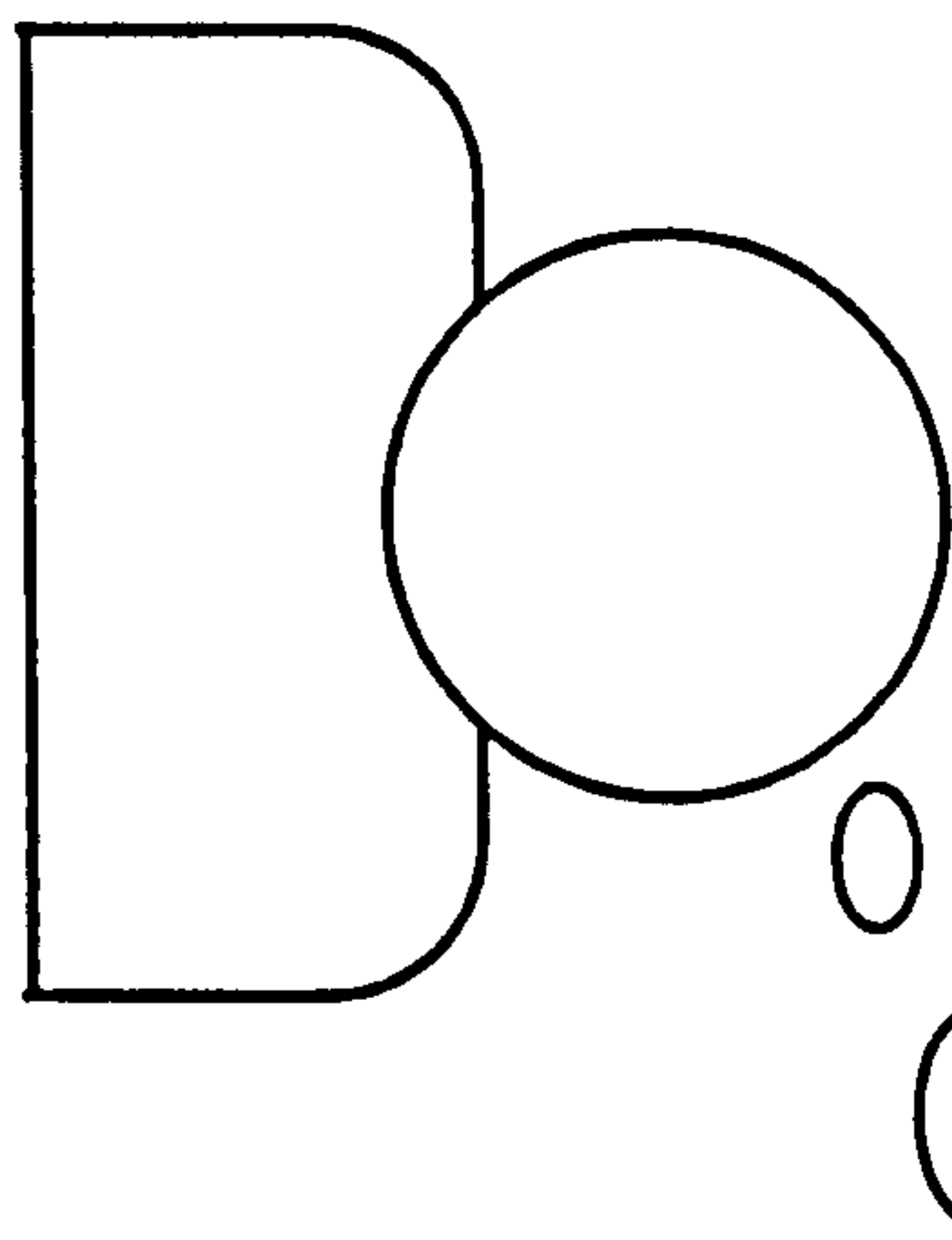
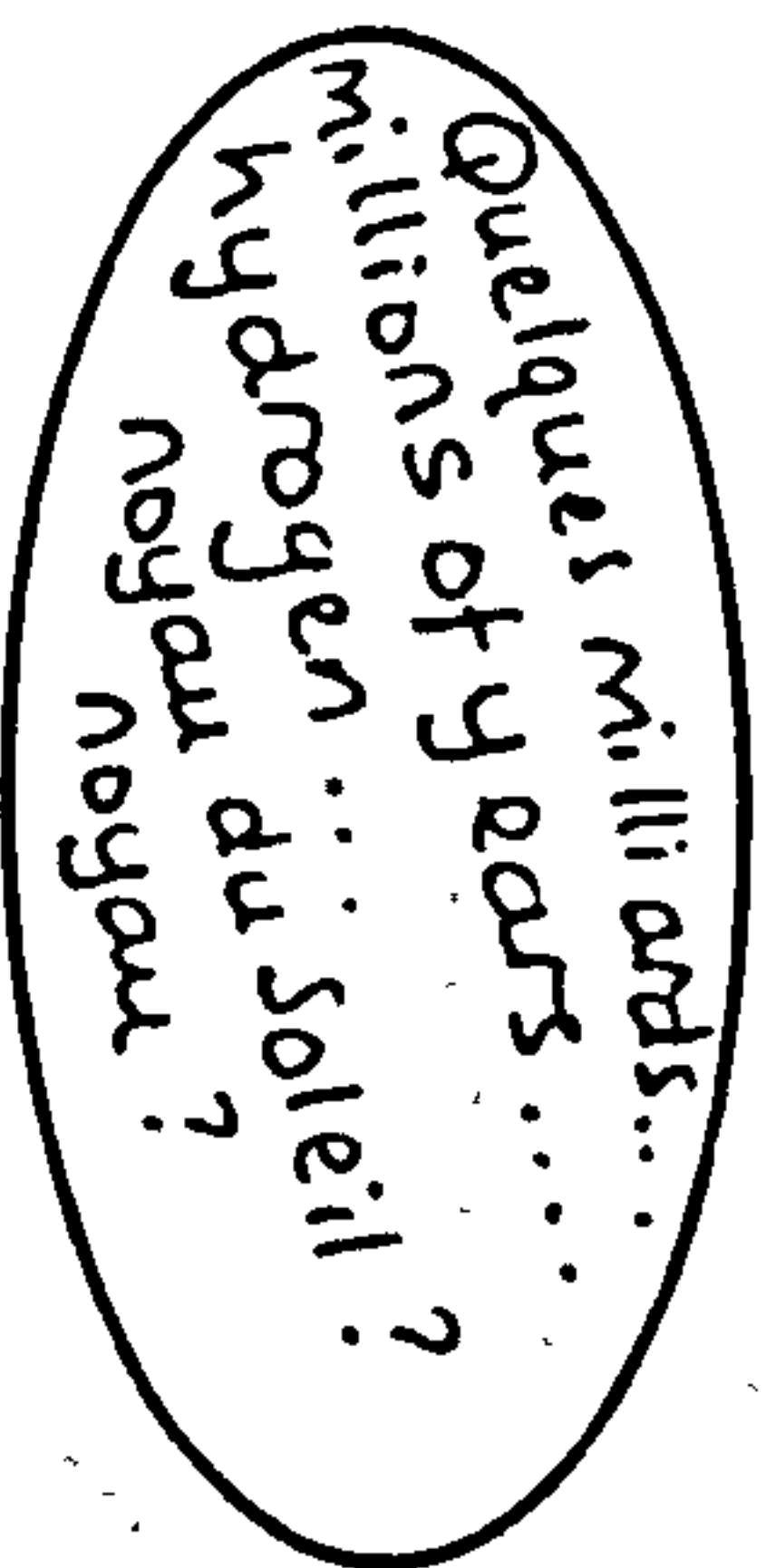
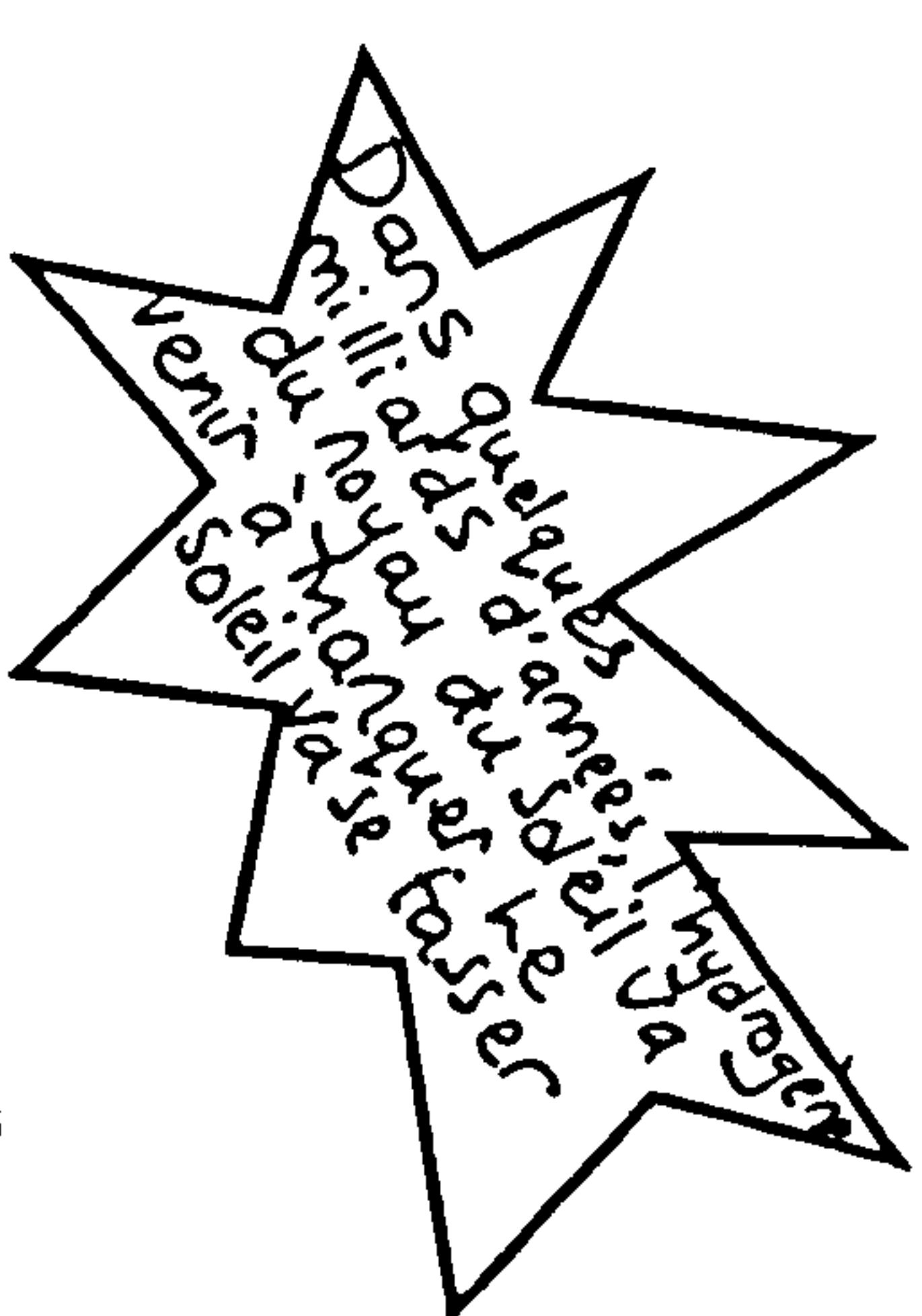


- 2
- understanding bits
 - inner speech mainly in French

A. LISTENING IN FRENCH



A. LISTENING IN FRENCH



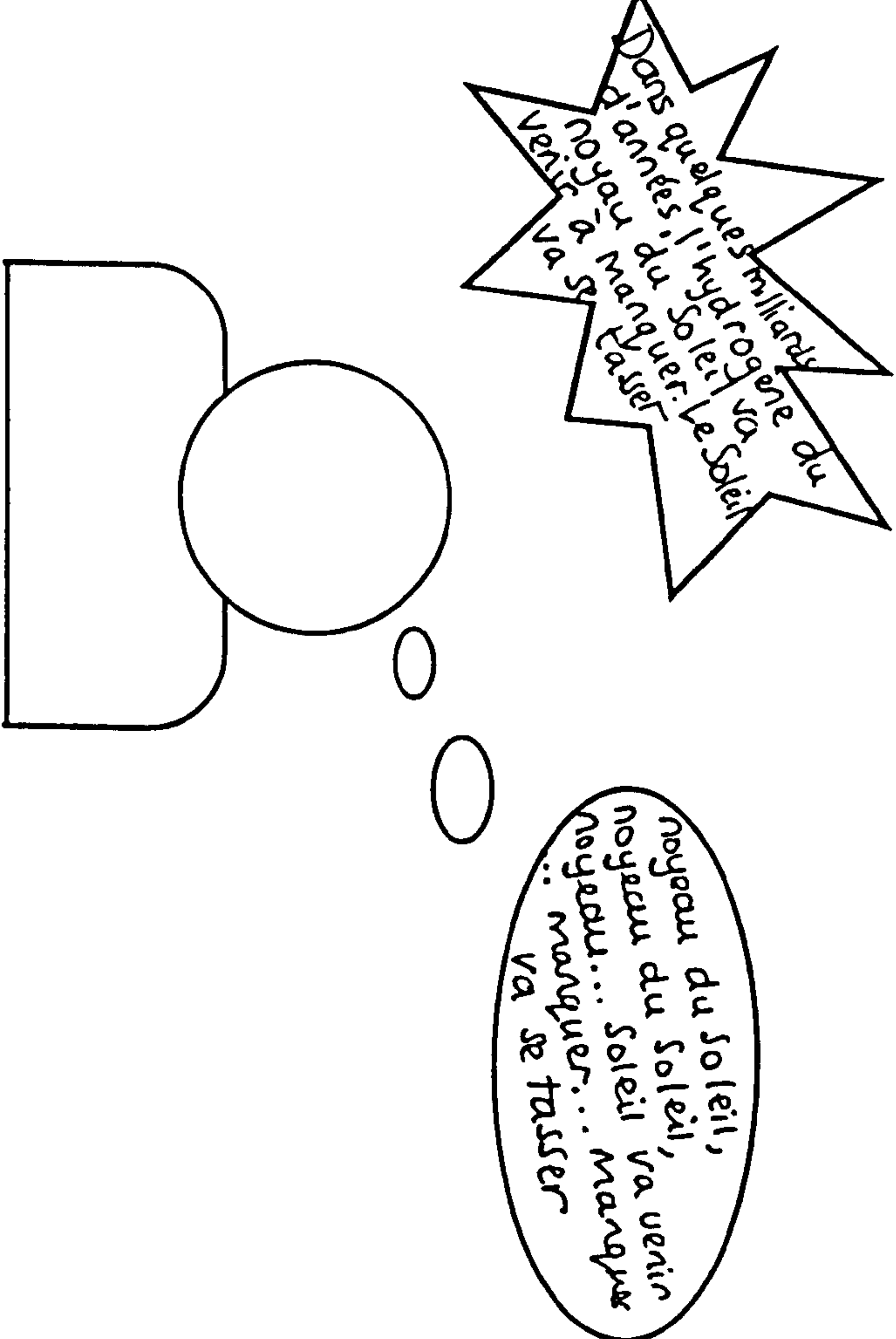
3

- understand bits
- inner speech mainly in English

4

- understanding bits
- inner speech mix of French/English

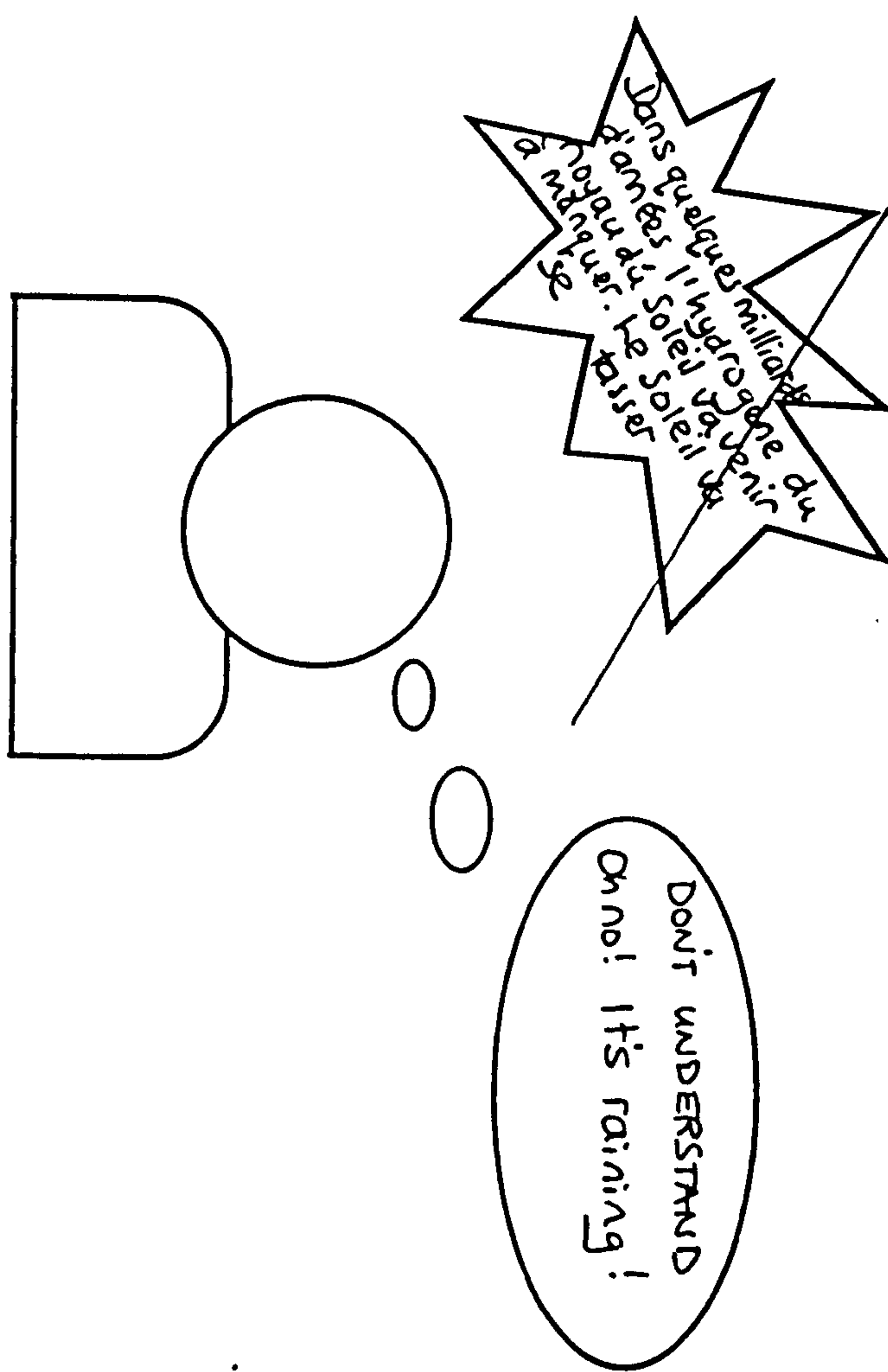
A. LISTENING IN FRENCH



5

- understanding bits
- inner speech = practising words in French
- repeating phrases in French
- repeating longer sentences in French

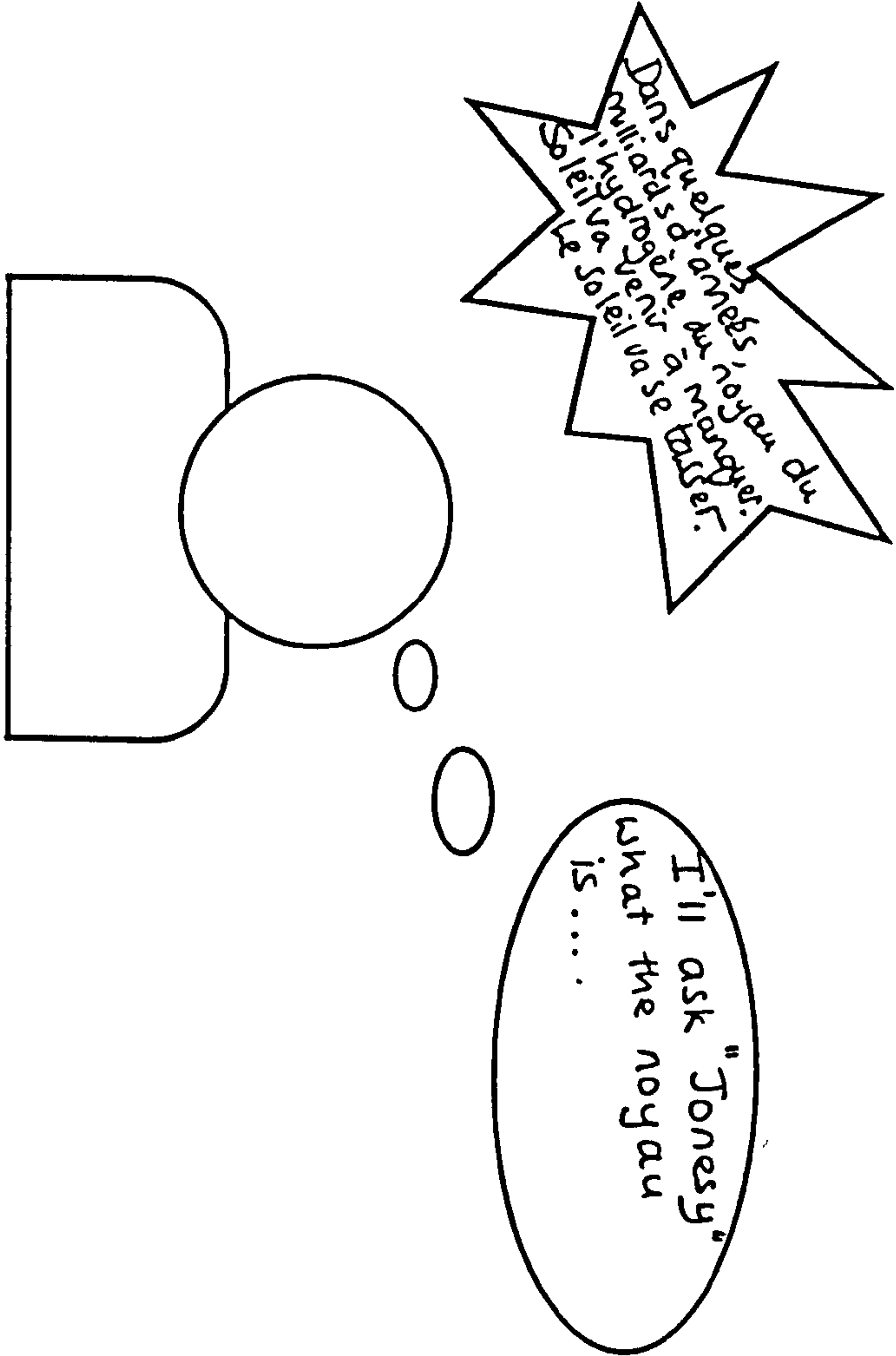
A. LISTENING IN FRENCH



6

- **BLANK OFF**
- don't listen

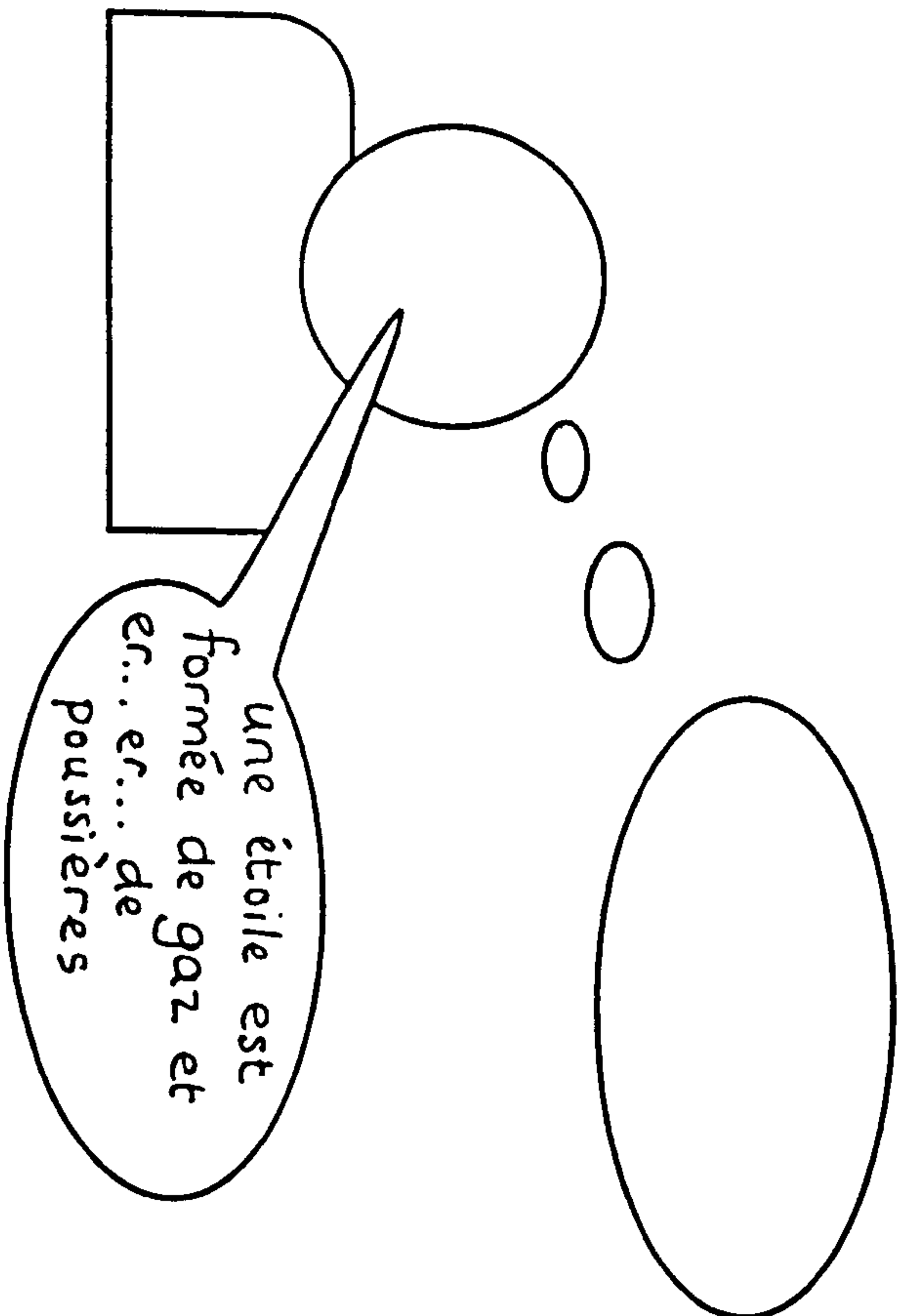
A. LISTENING IN FRENCH



7

- don't understand
- DO SOMETHING

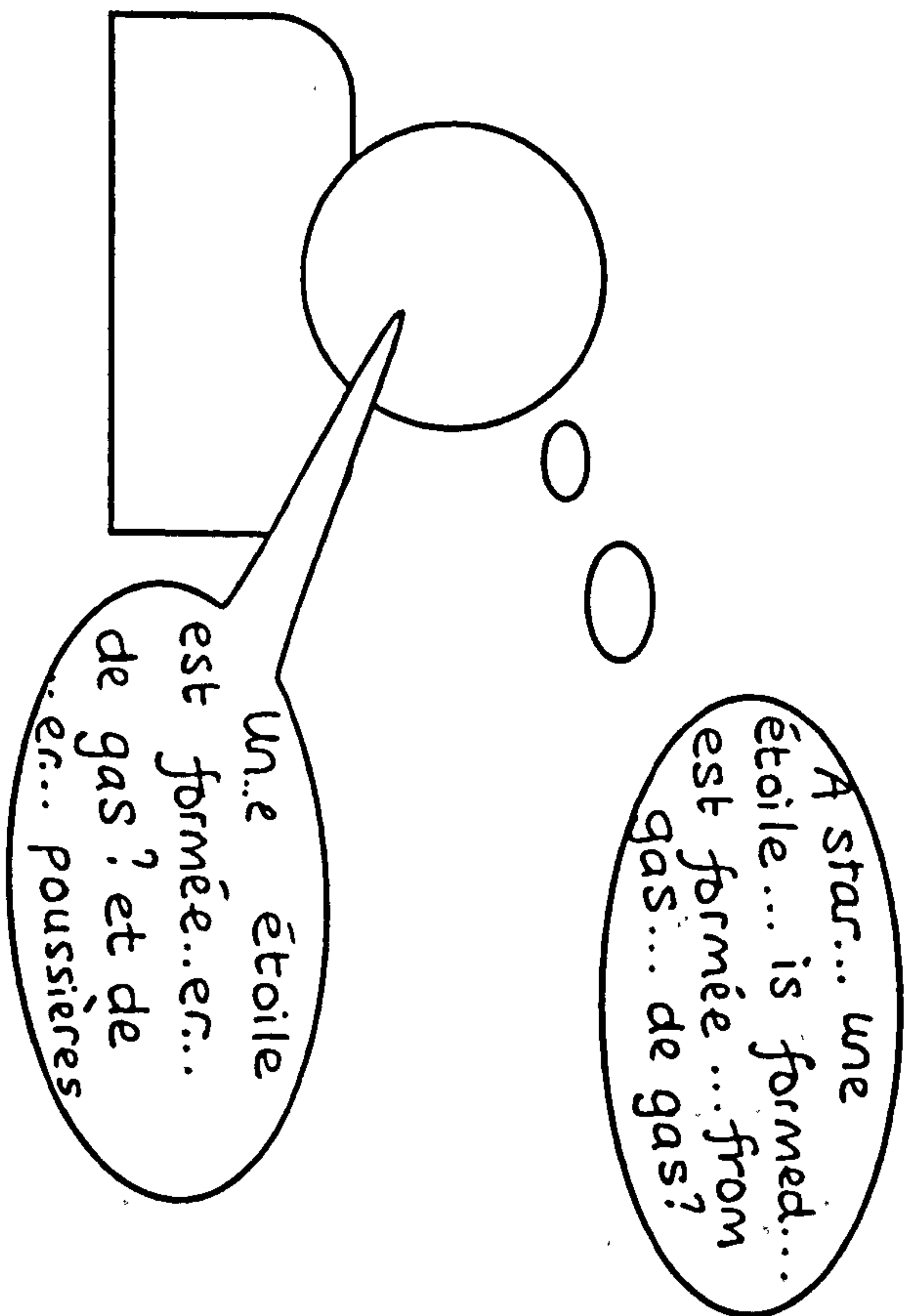
B. SPEAKING IN FRENCH



1

words just come out in French

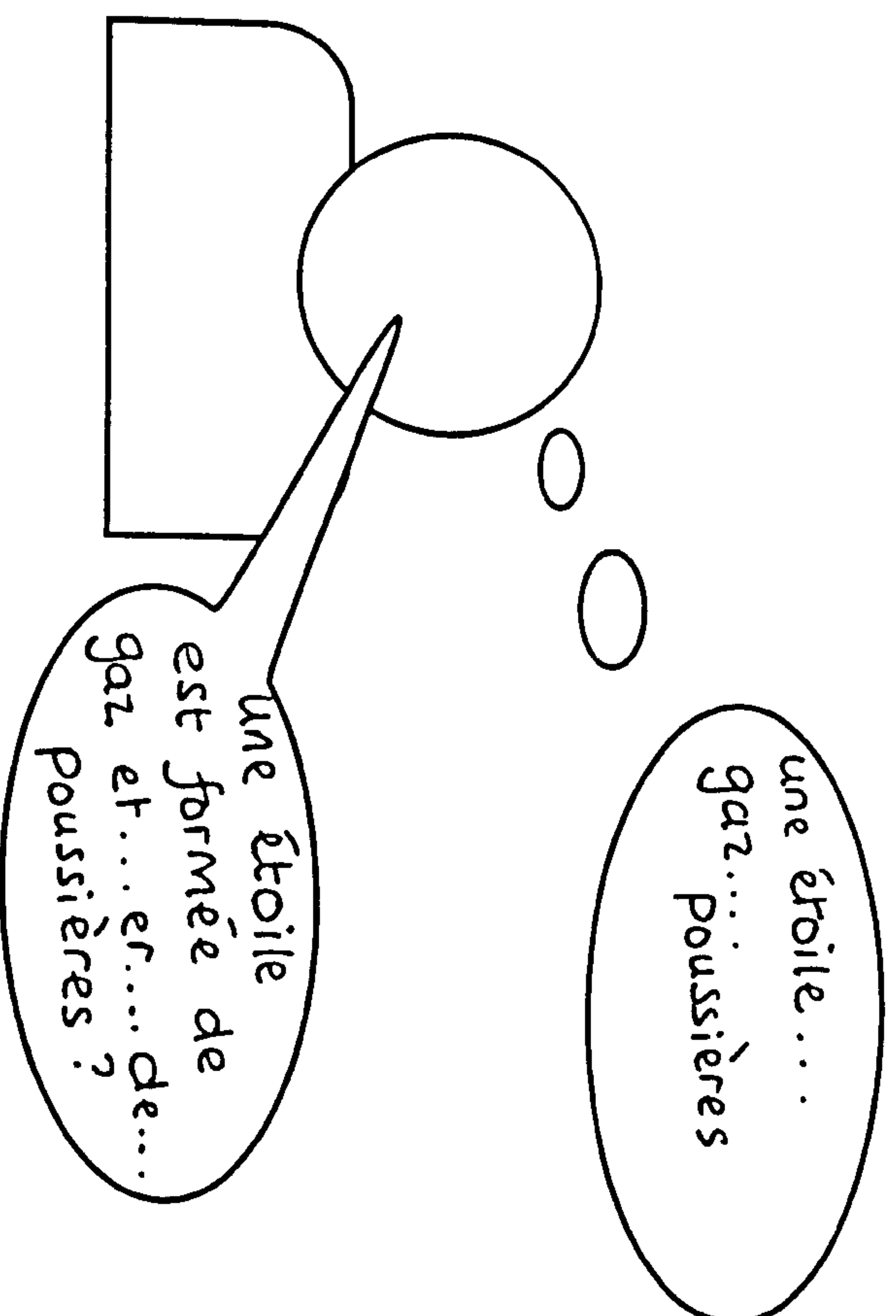
B. SPEAKING IN FRENCH



2

- work out in English
- translate into French in head before speaking

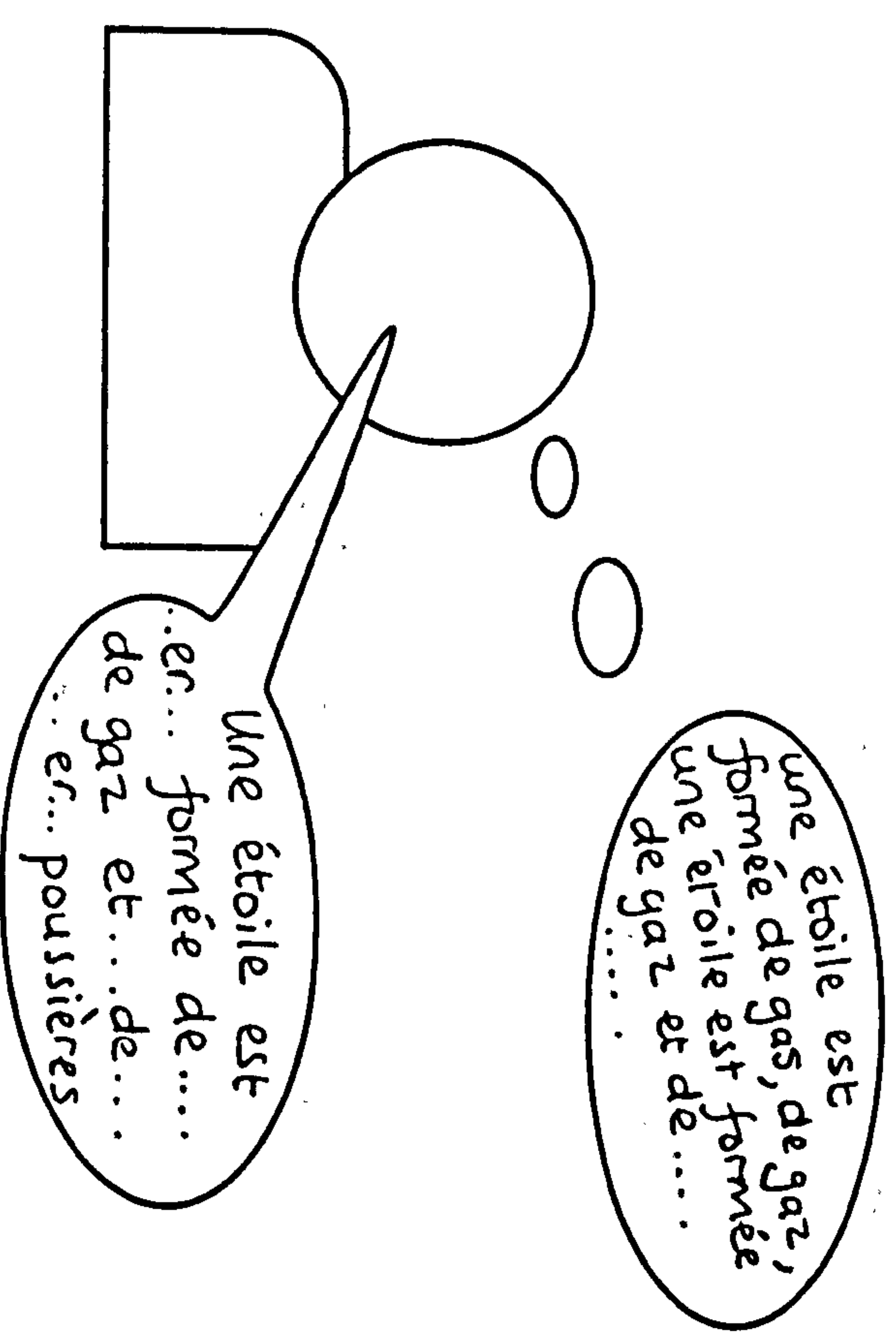
B. SPEAKING IN FRENCH



3

- keep inside head key French words
- then speak in French

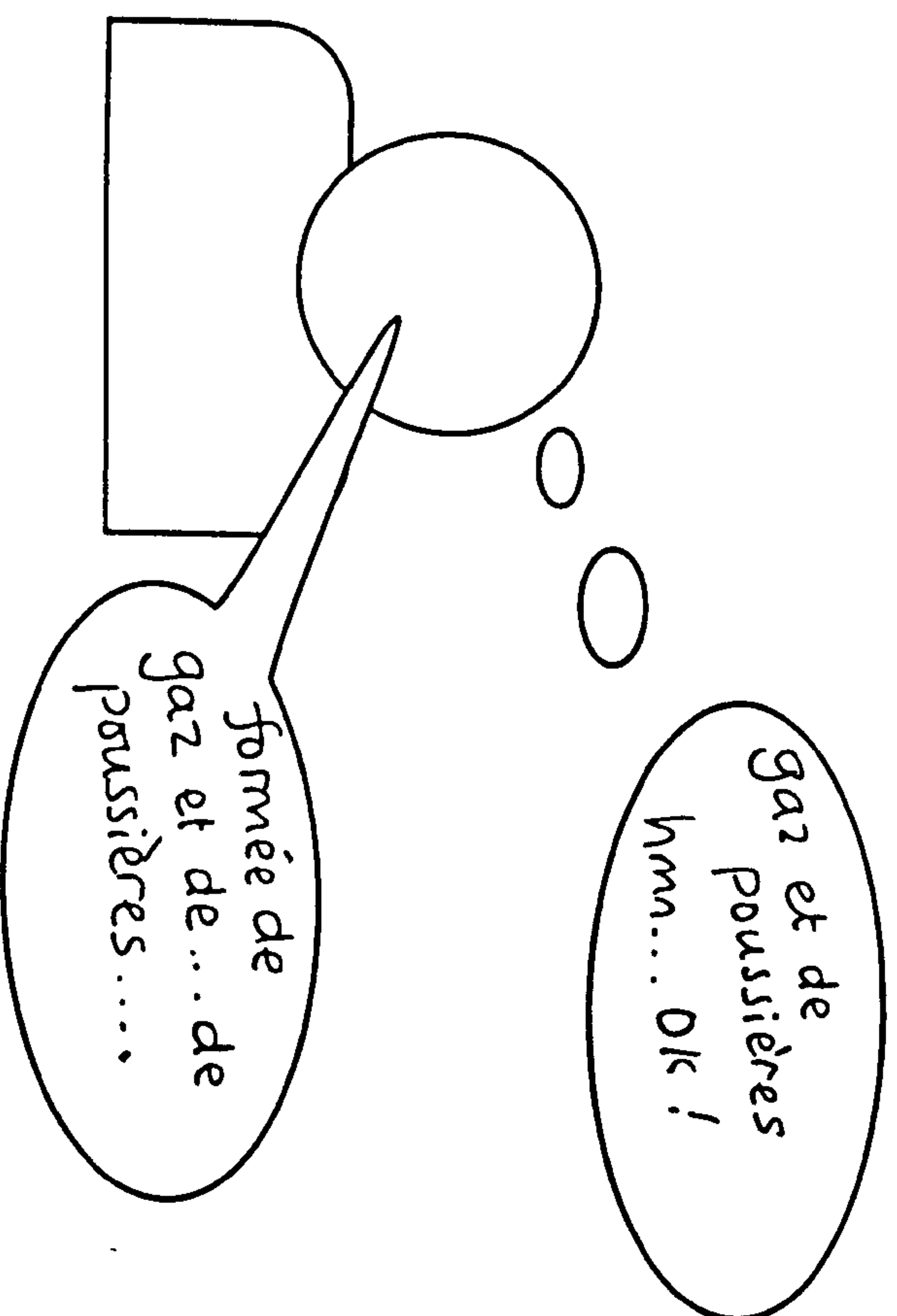
B. SPEAKING IN FRENCH



4

- bring into mind whole sentences in French
practise before speaking

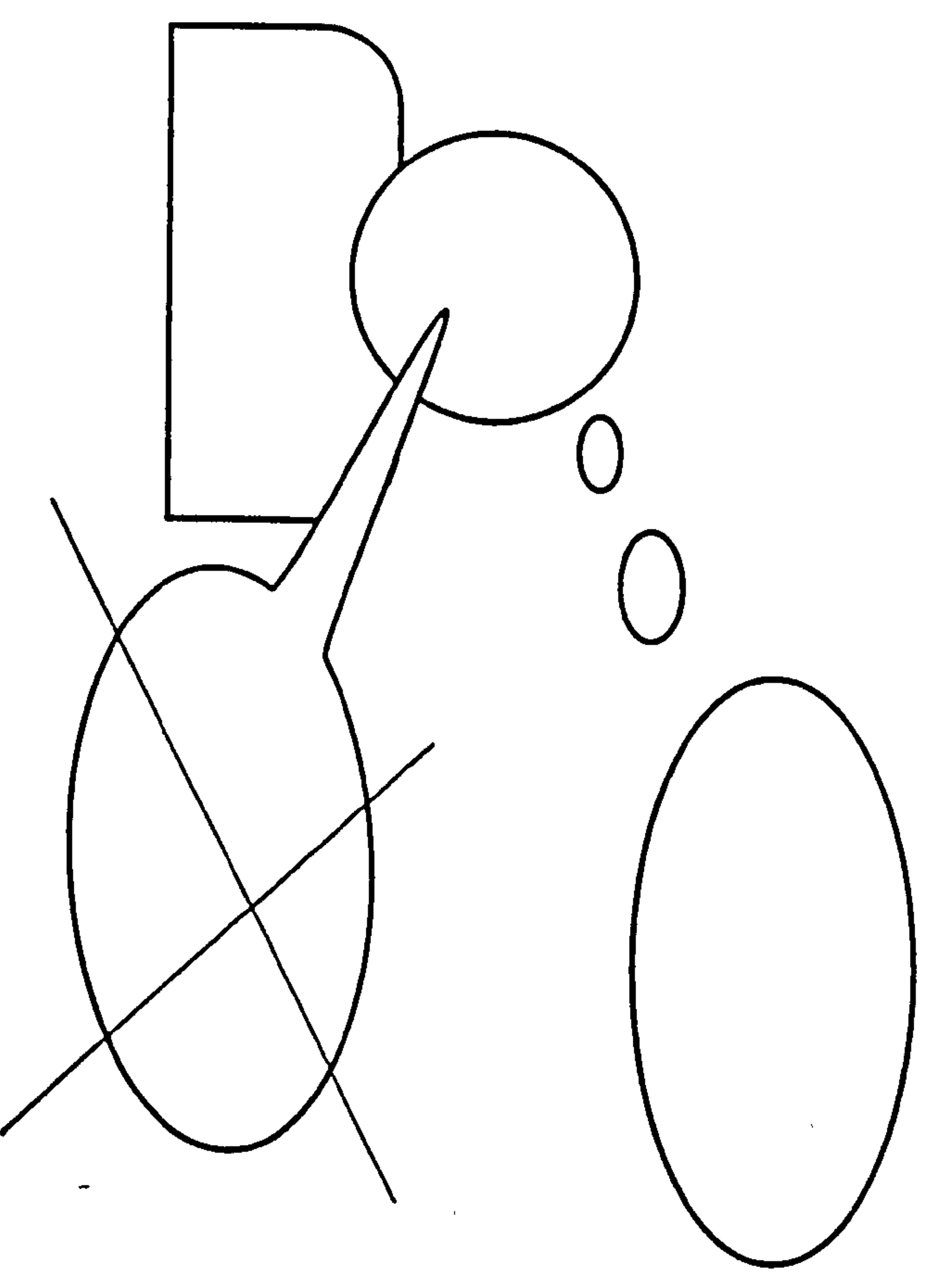
B. SPEAKING IN FRENCH



5

- finish speaking in French
- hear what I have just said inside head
- decide how well I did

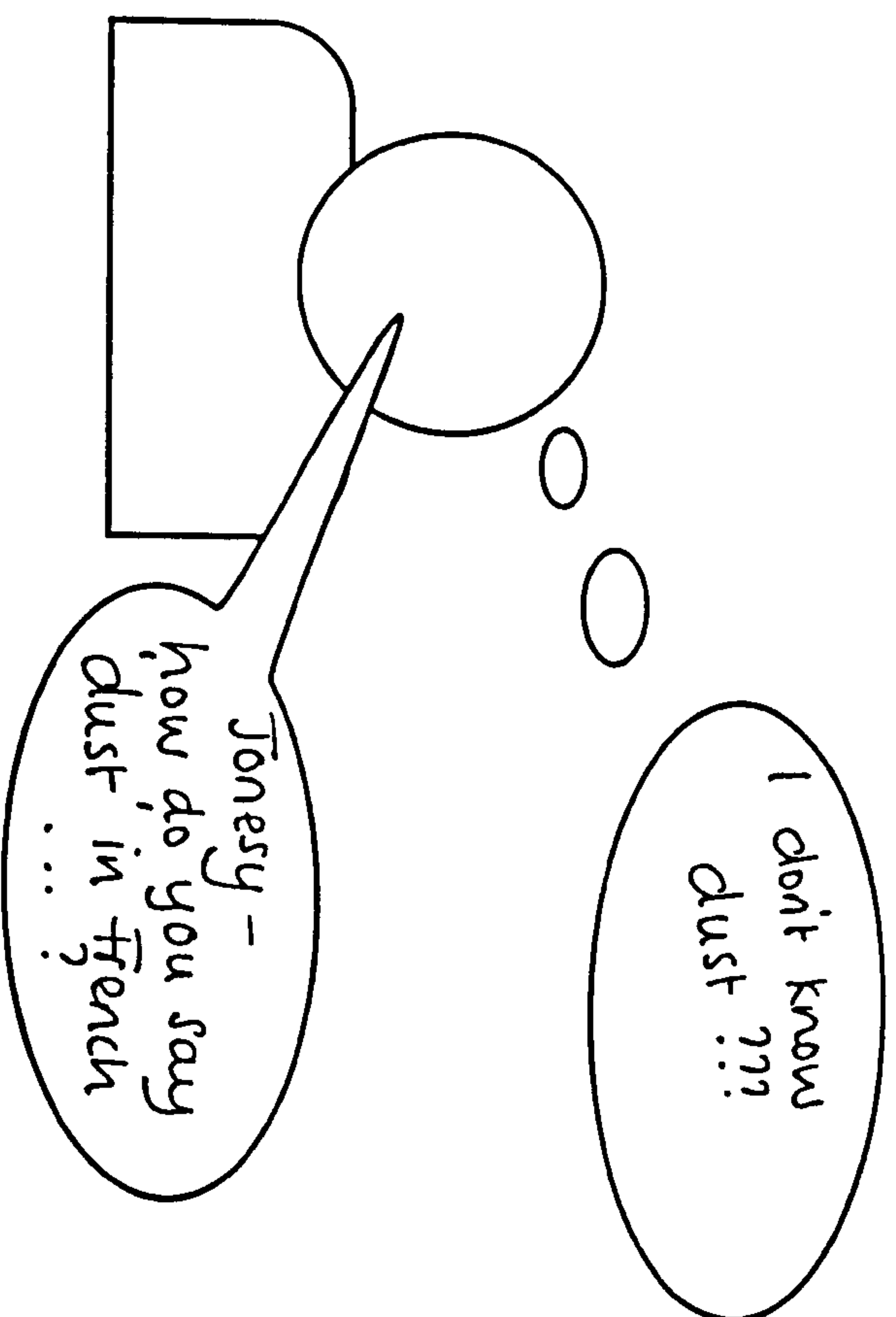
B. SPEAKING IN FRENCH



6

SHUT UP

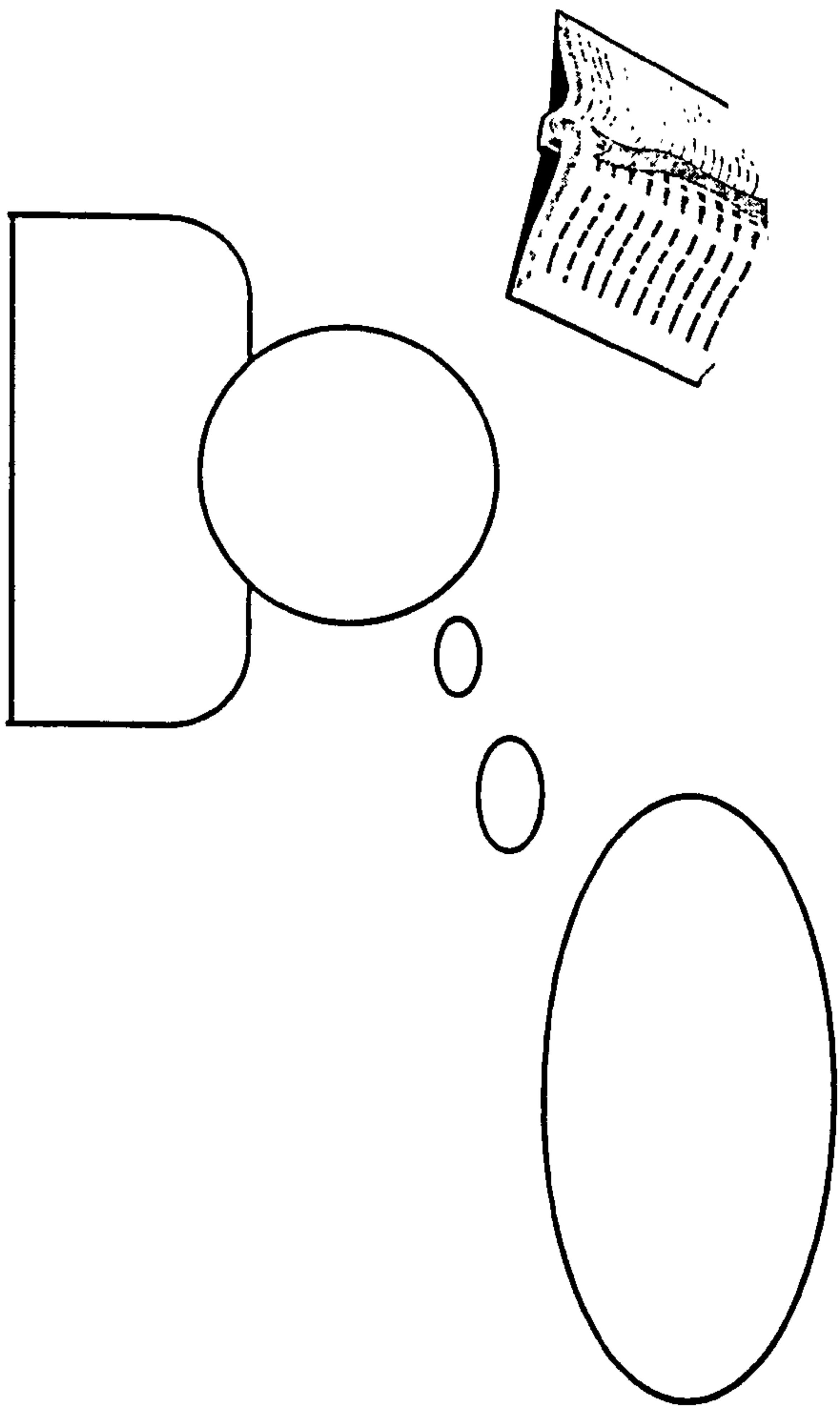
B. SPEAKING IN FRENCH



7

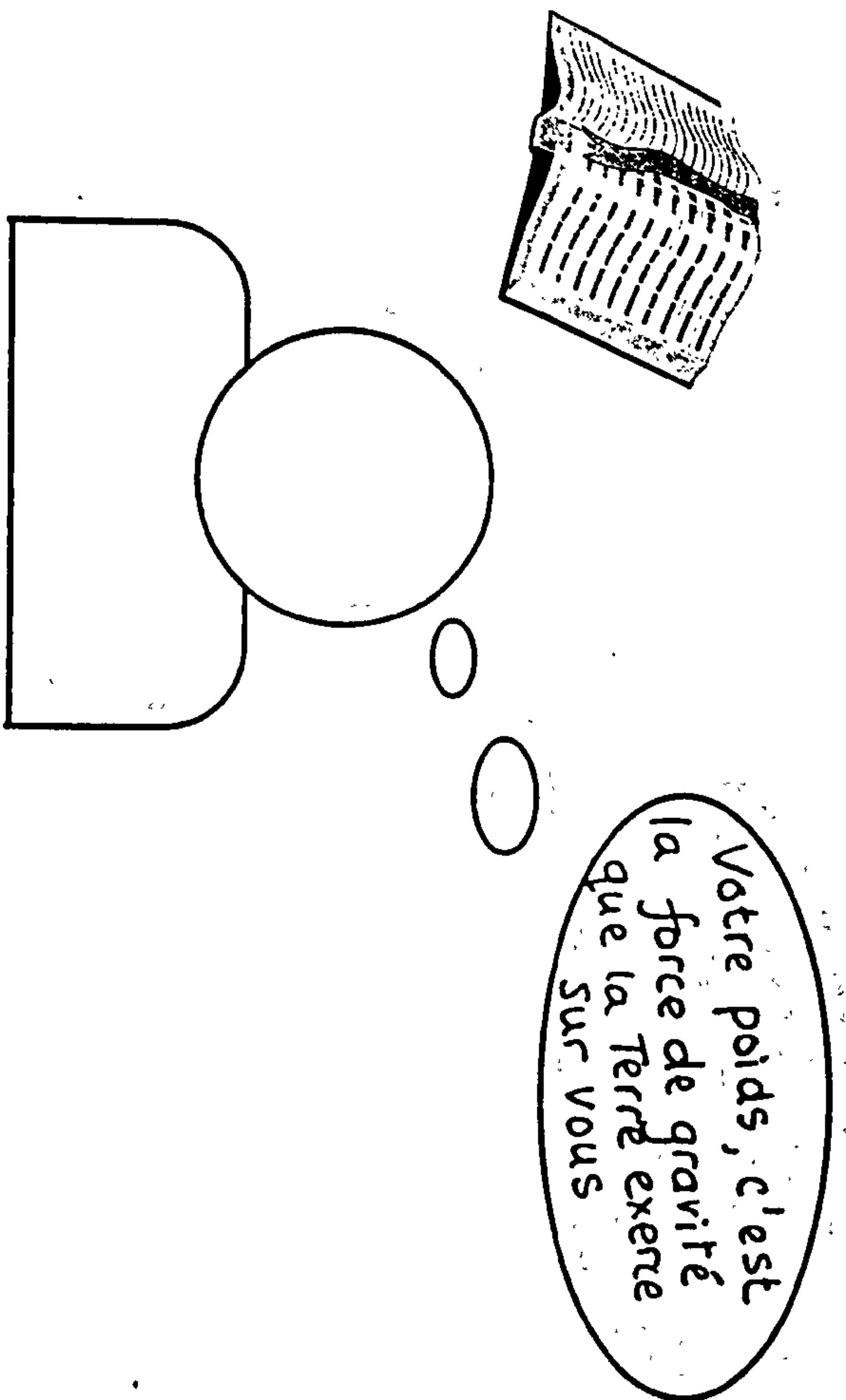
SEEK HELP

C. READING IN FRENCH



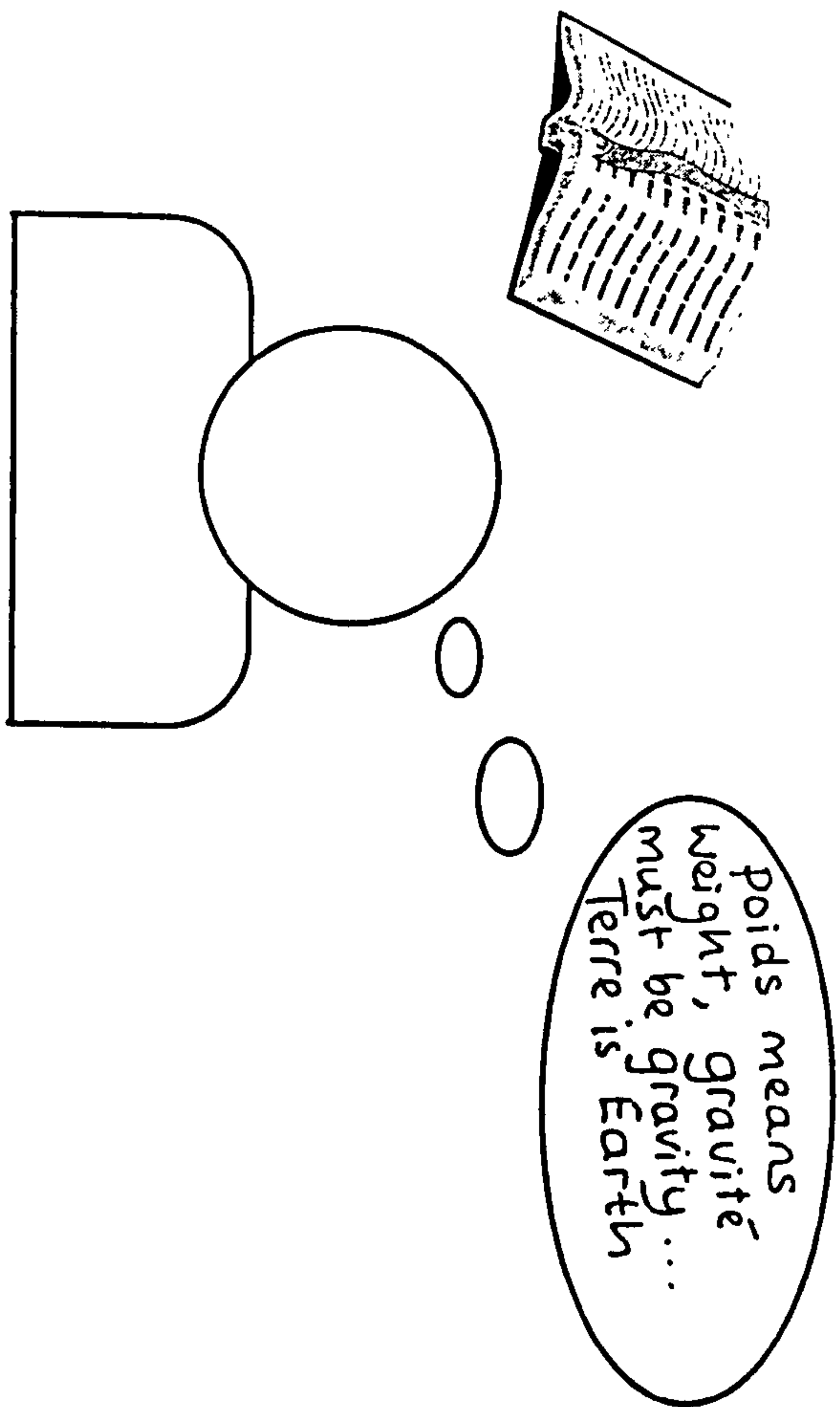
- 1
- automatic understanding
 - no conscious thoughts in head

C. READING IN FRENCH



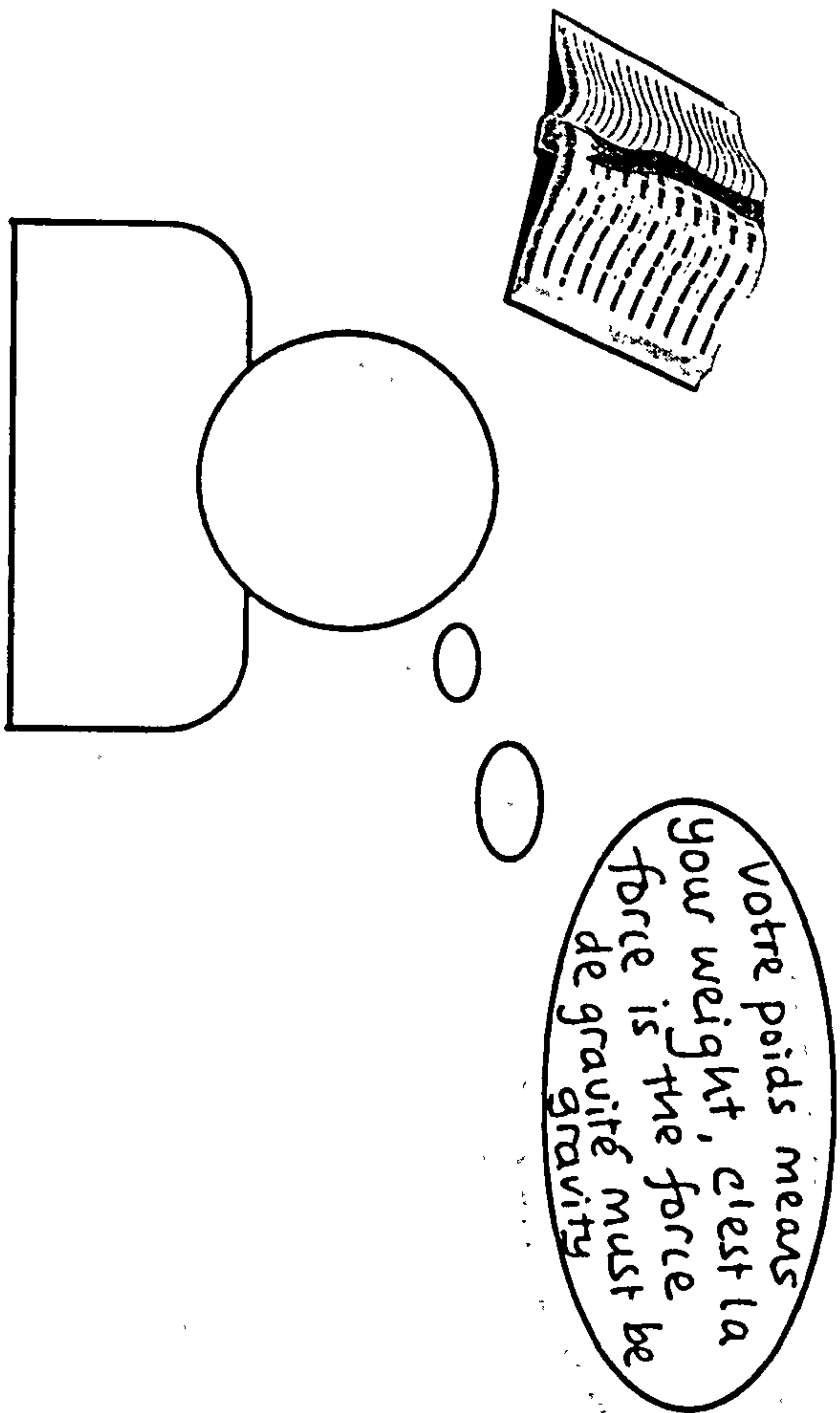
- 2
- whilst reading hear sounds of words inside head
 - in French

C. READING IN FRENCH



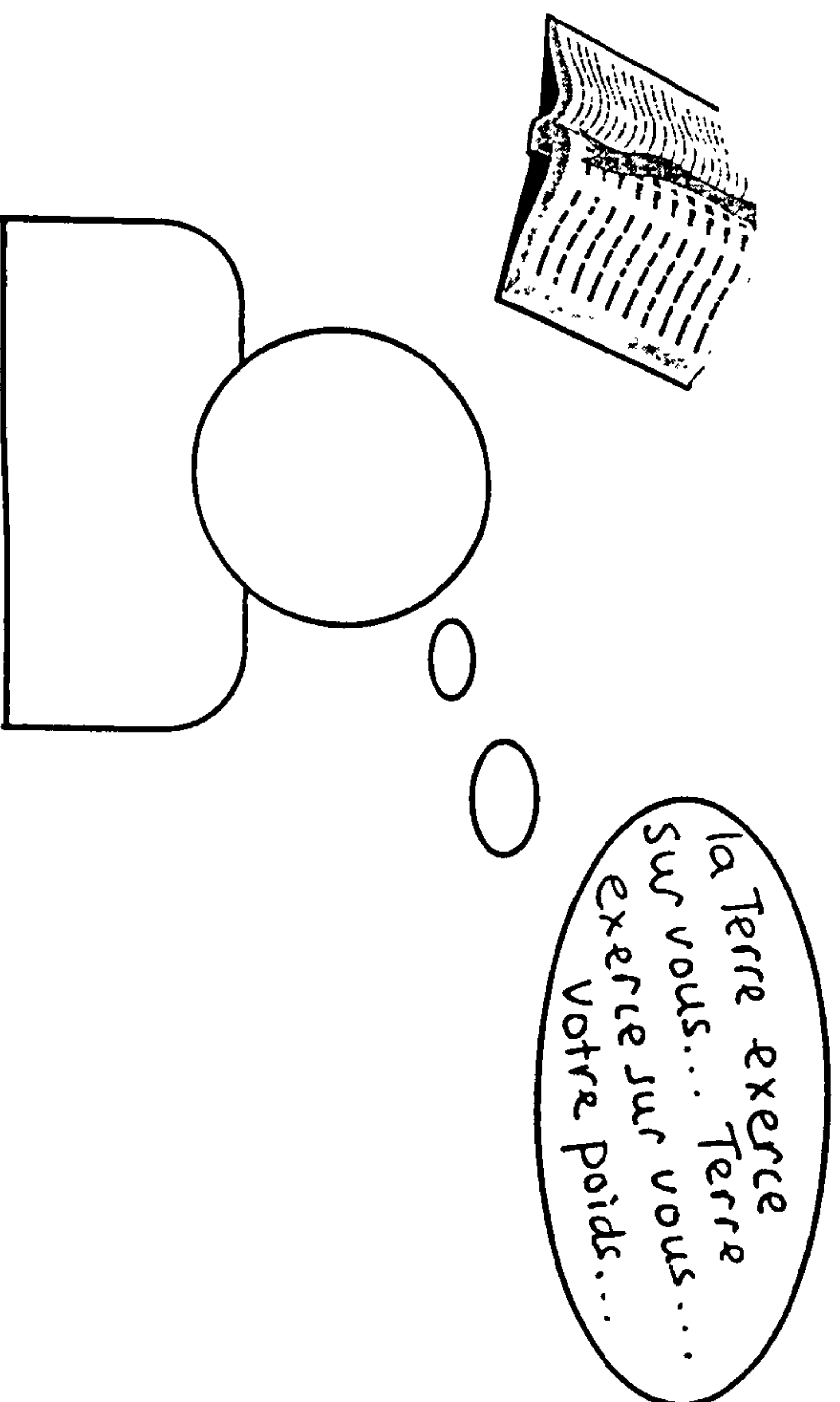
- 3
- whilst reading work out key messages inside head
 - in English

C. READING IN FRENCH



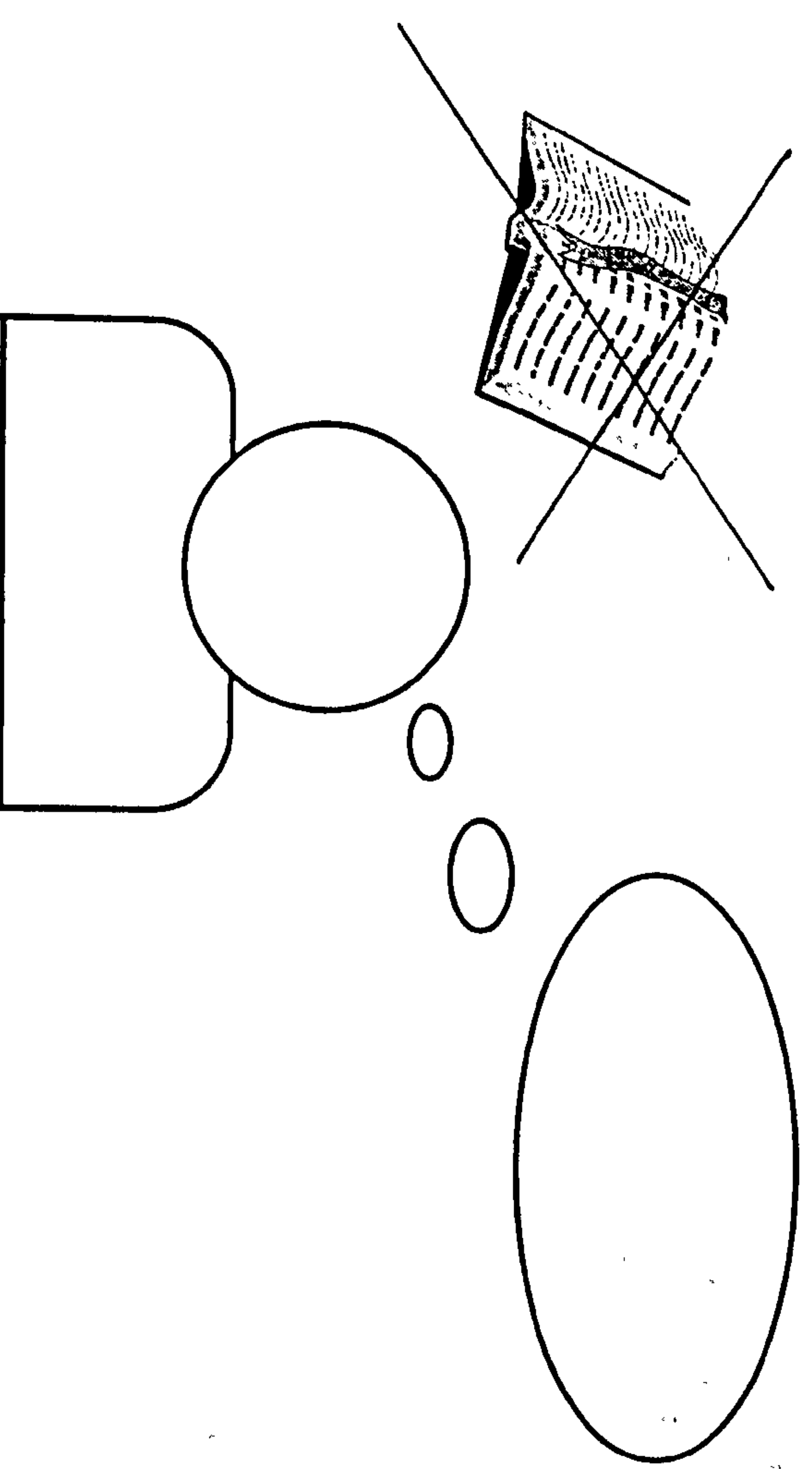
- 4
- whilst reading translate bit by bit inside head
 - get an approx meaning in English

C. READING IN FRENCH



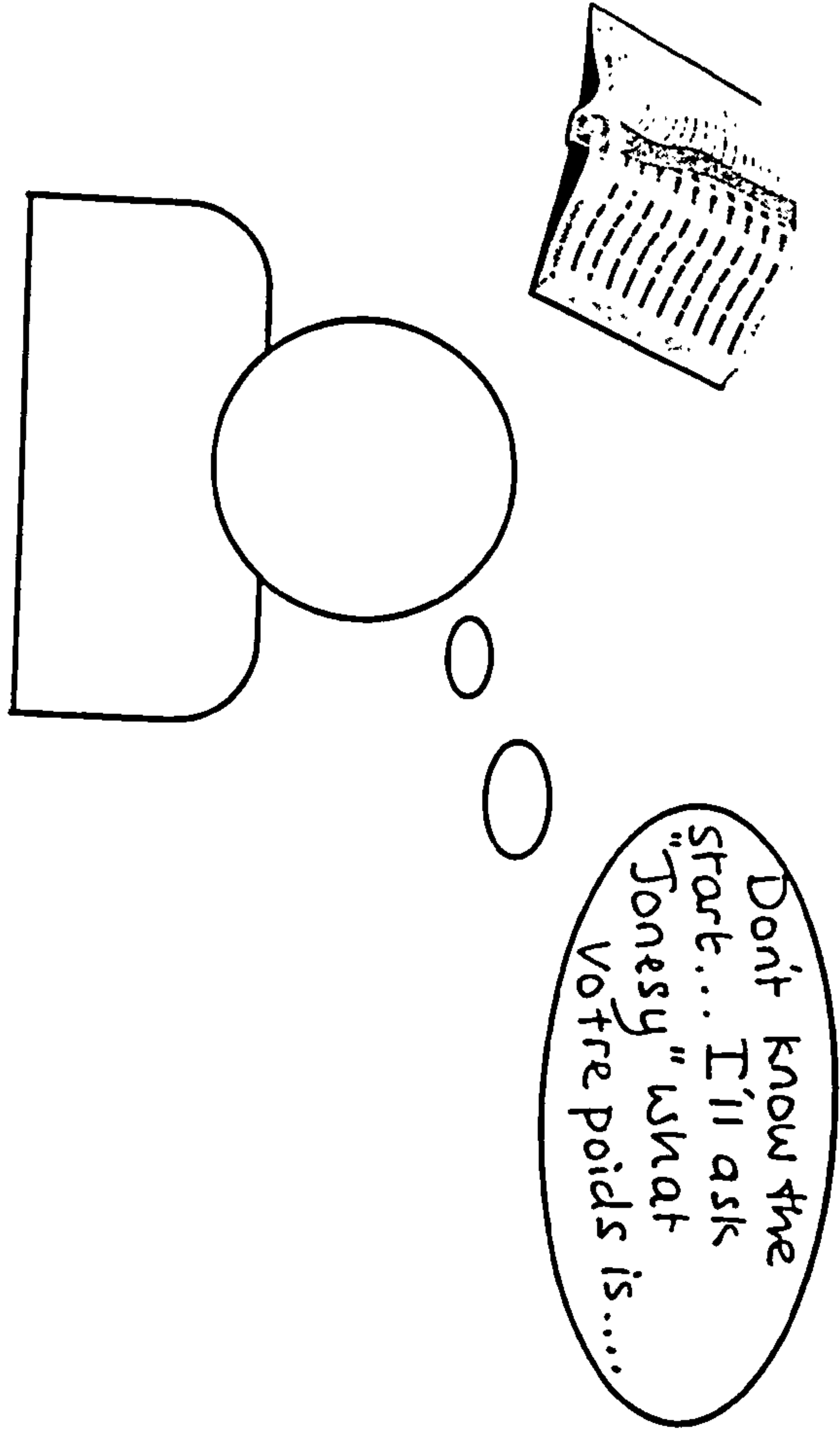
- 5
- whilst reading hear French sounds
 - go back re-read bits, repeat in French inside head

C. READING IN FRENCH

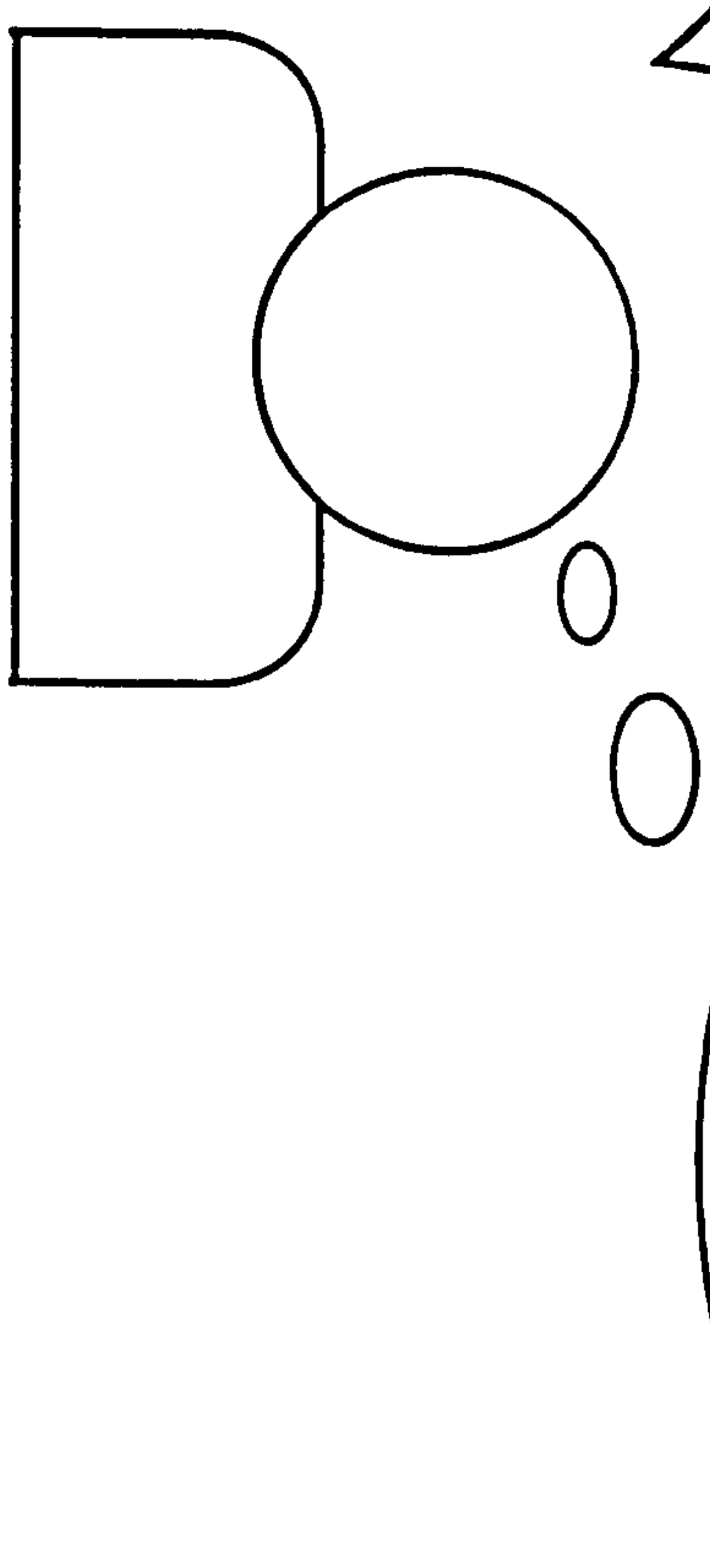
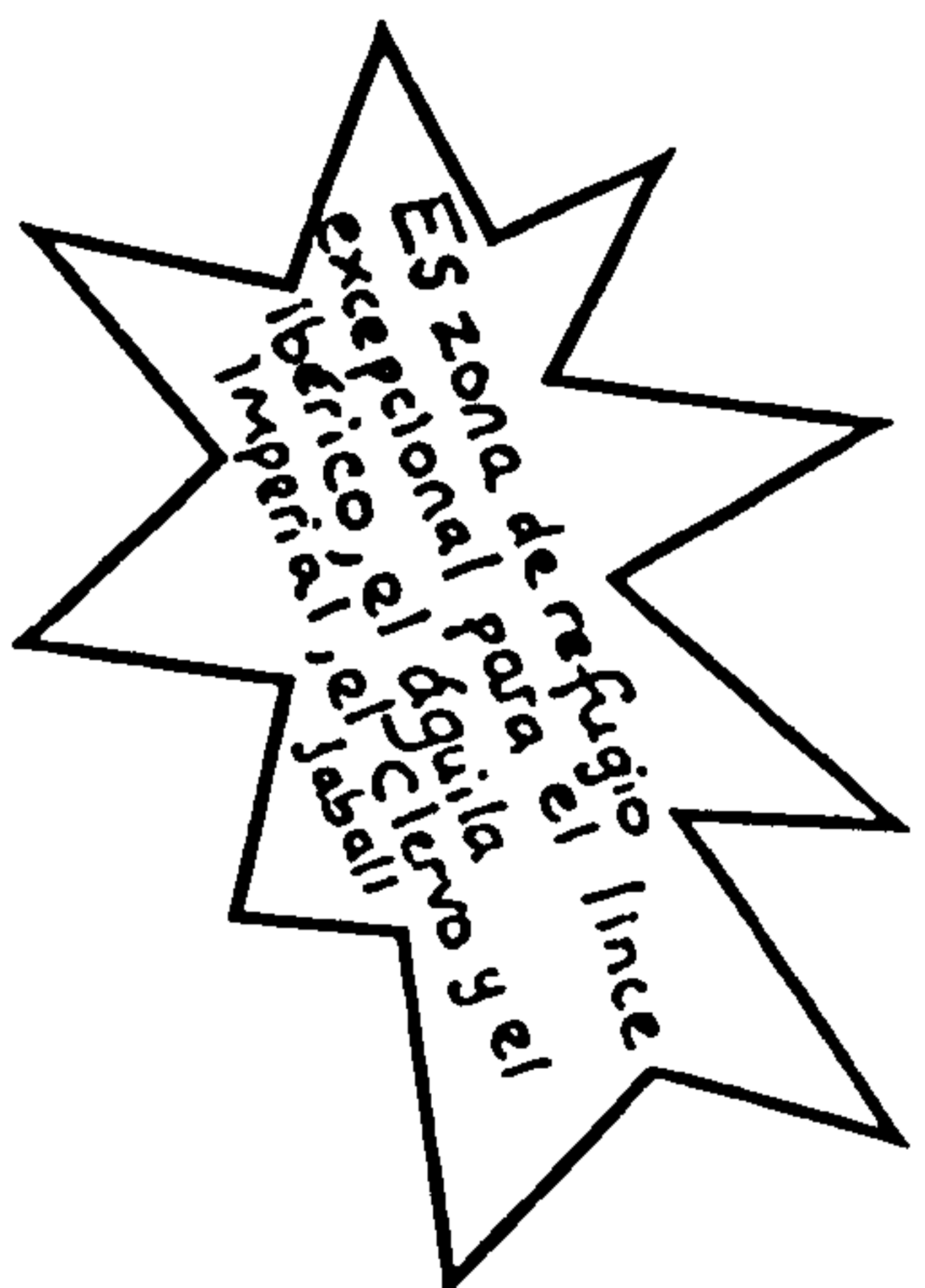


- 6
- STOP READING**

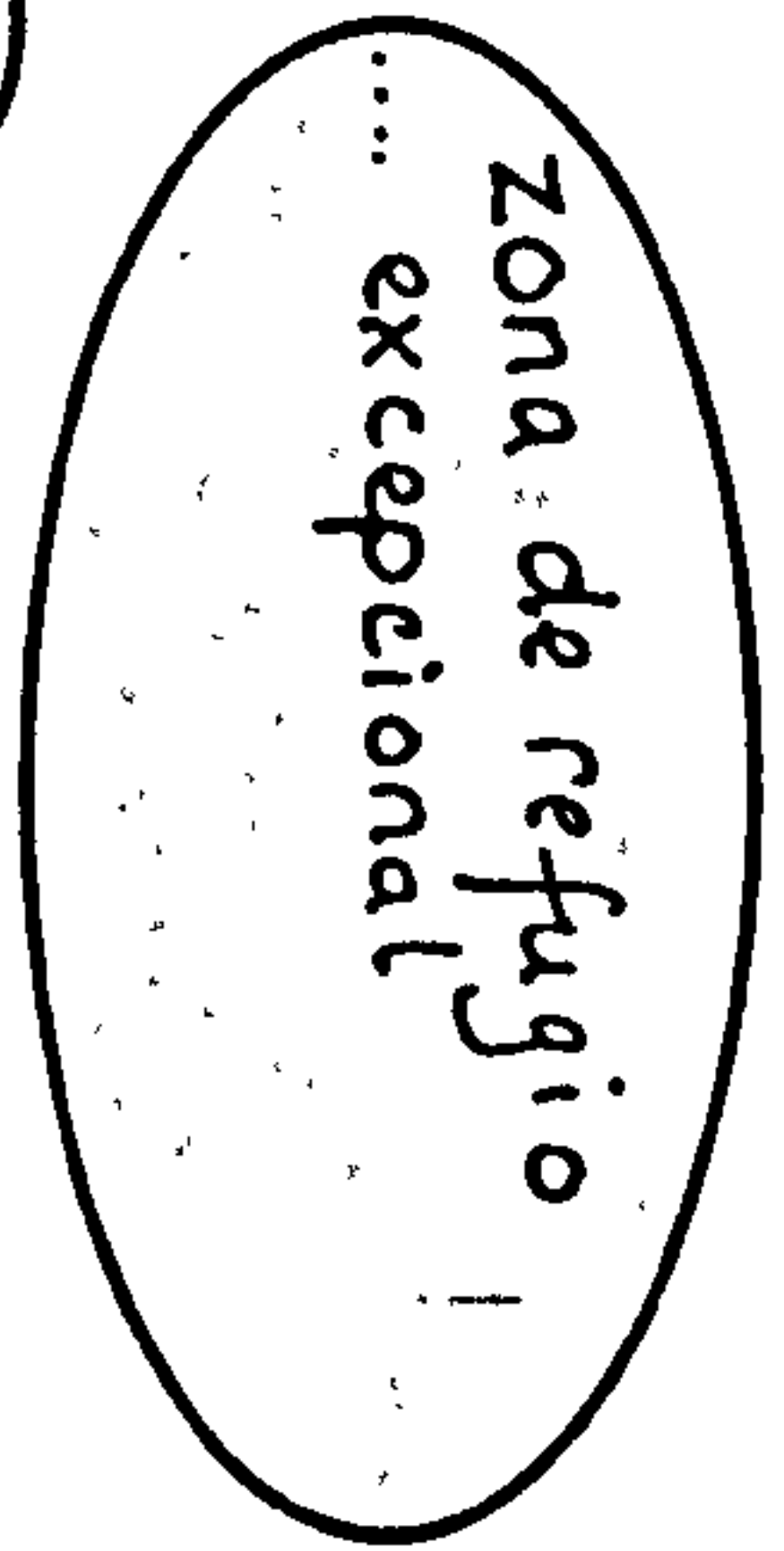
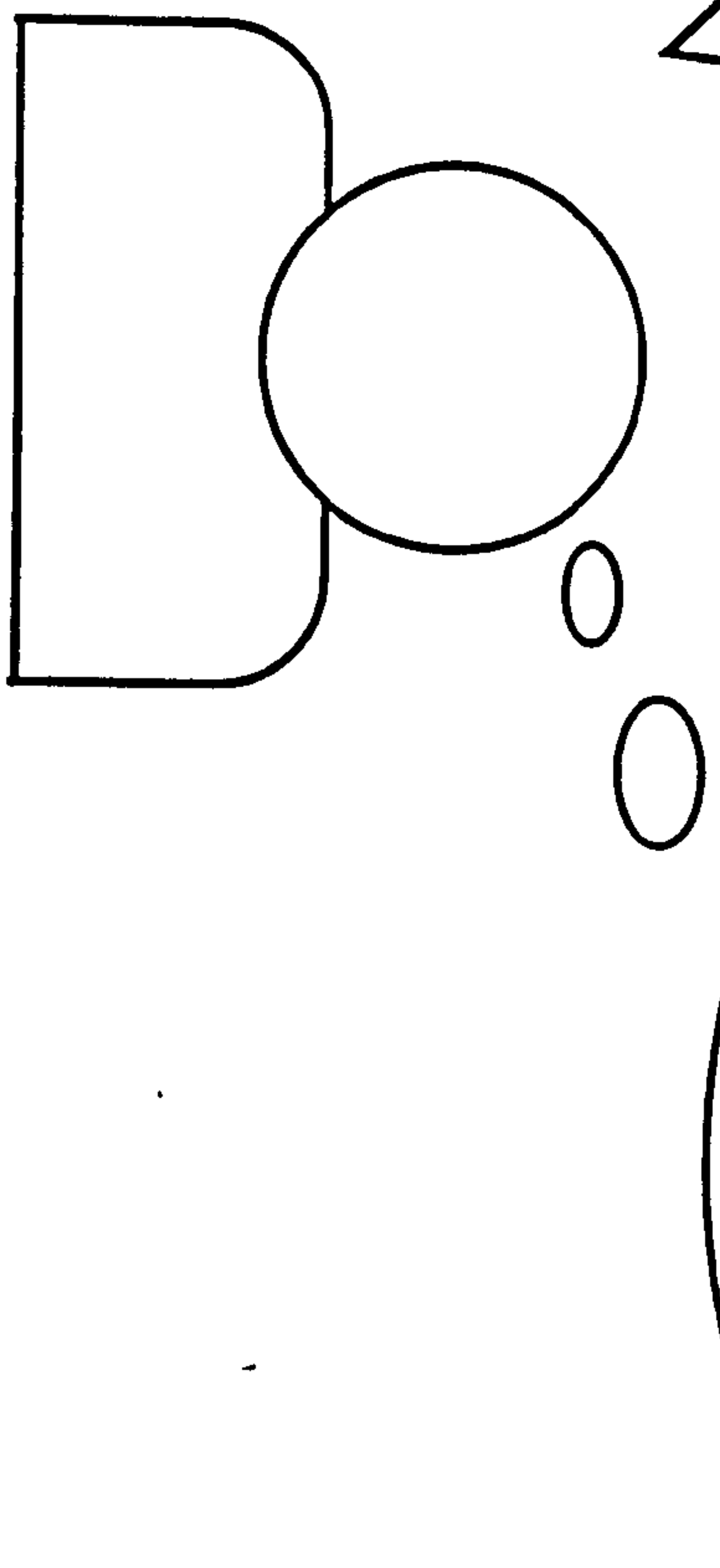
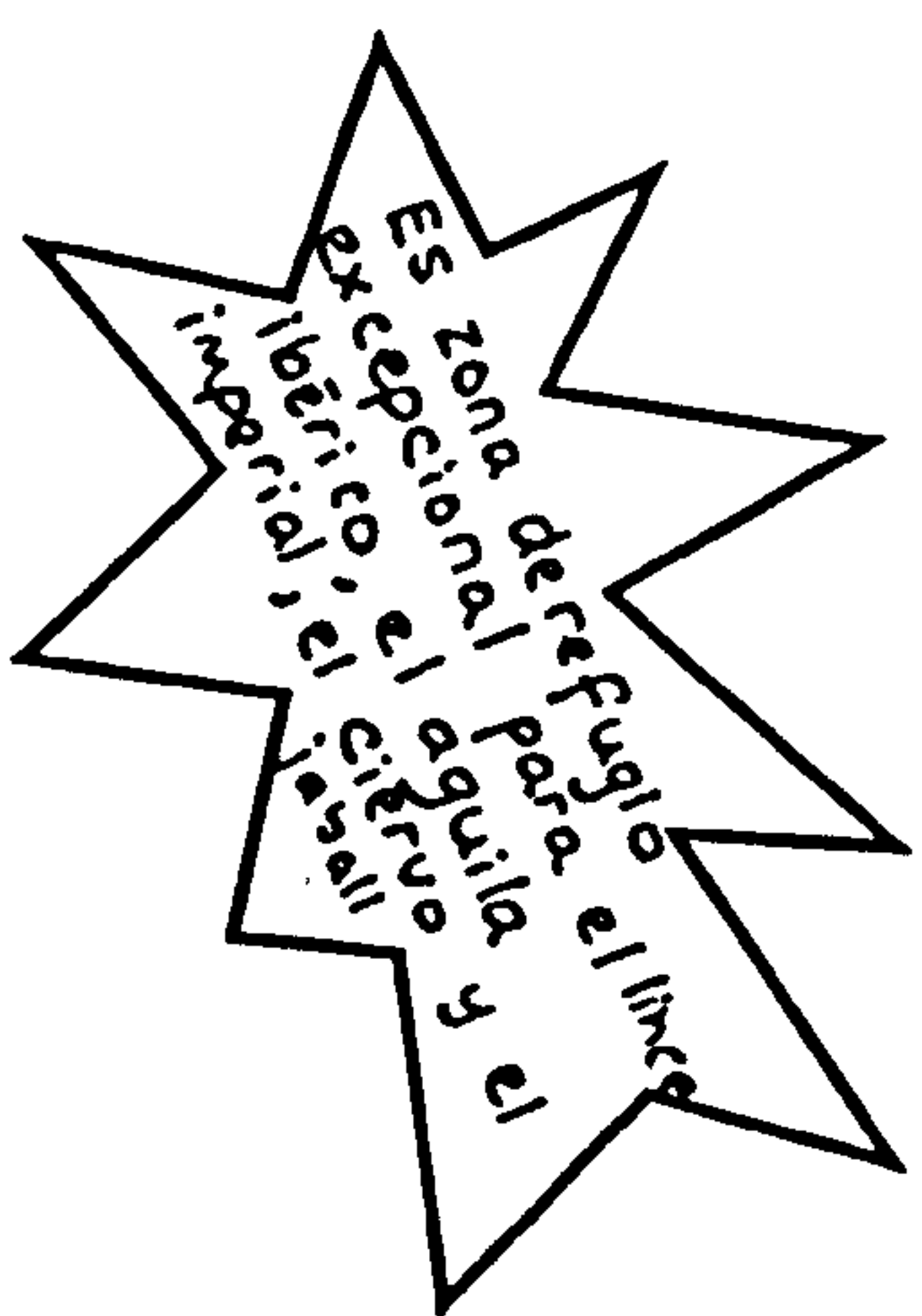
C. READING IN FRENCH



A. LISTENING IN SPANISH



A. LISTENING IN SPANISH



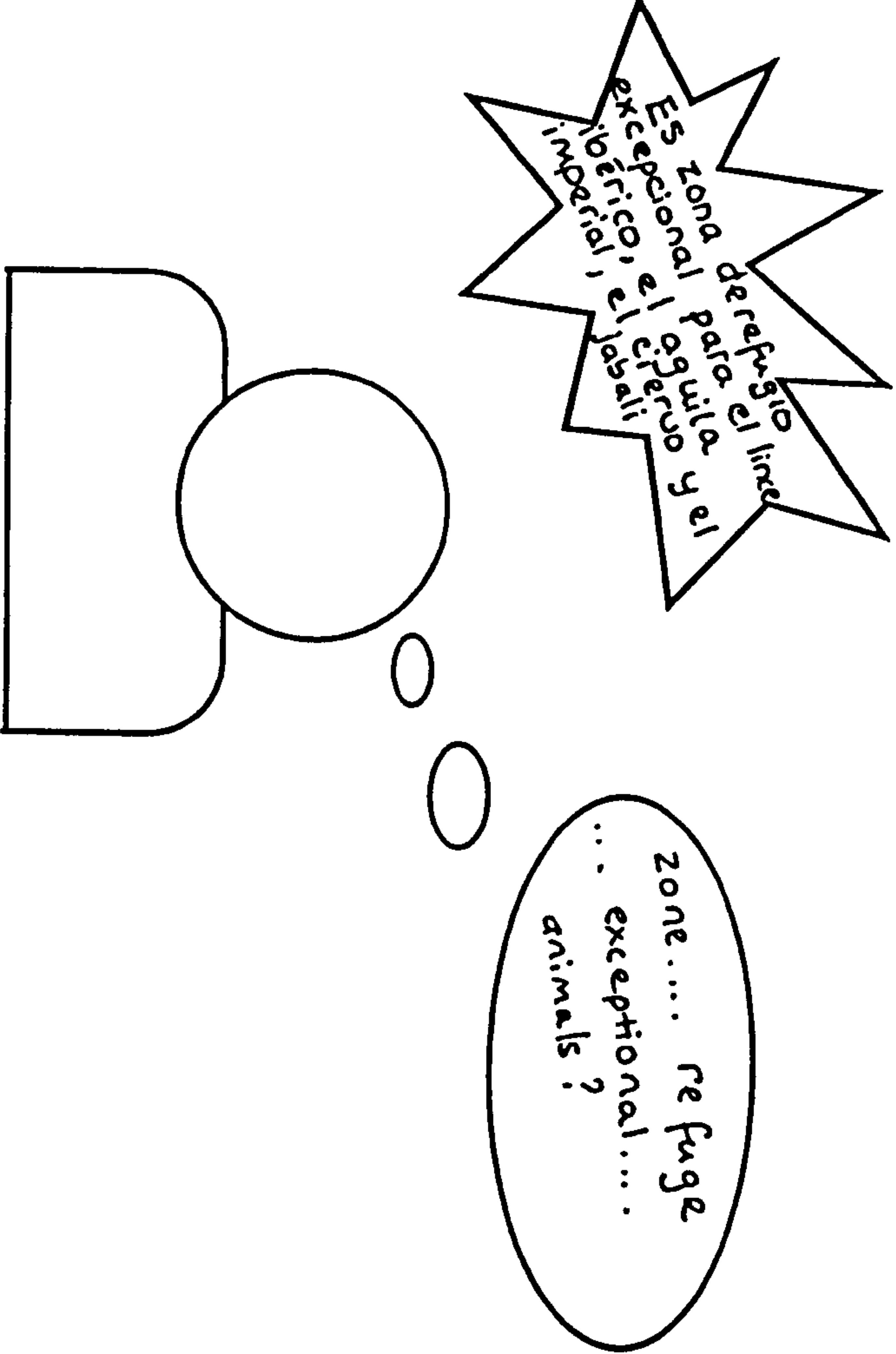
1

- automatic understanding
- no inner speech

2

- understand bits
- inner speech mainly in Spanish

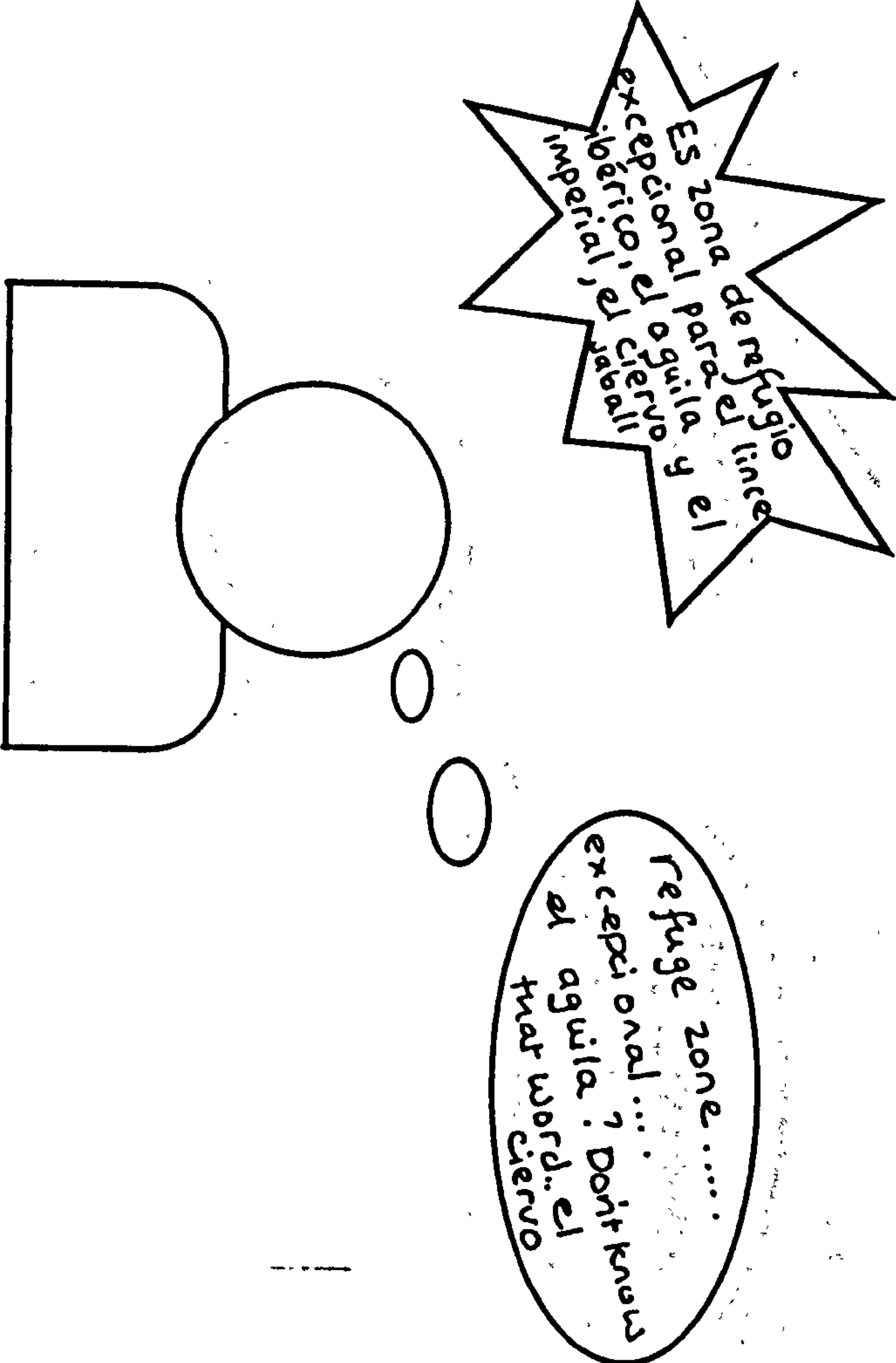
A. LISTENING IN SPANISH



3

- understand bits
- inner speech mainly in English

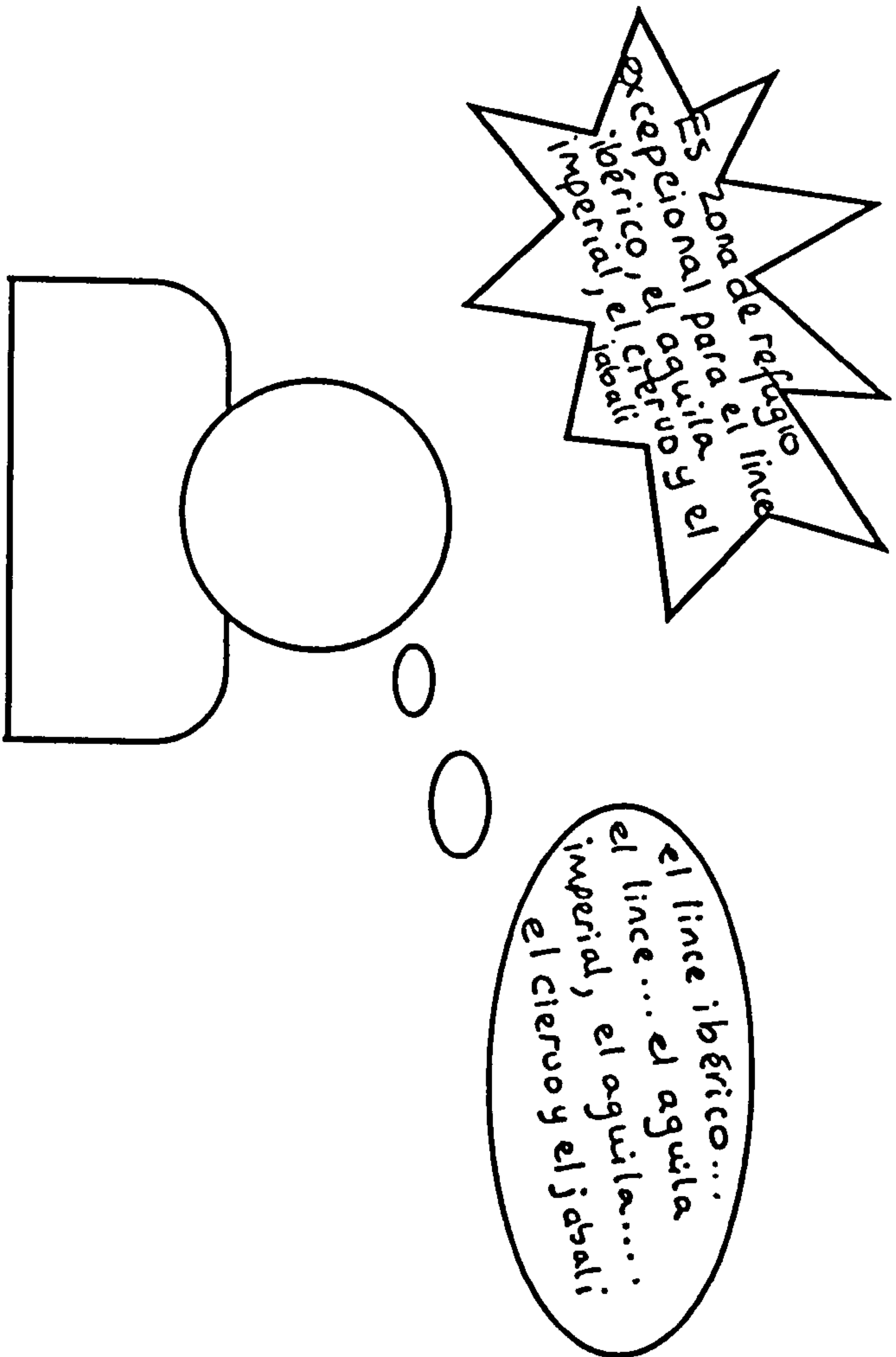
A. LISTENING IN SPANISH



4

- understand bits
- inner speech mix of Spanish/English

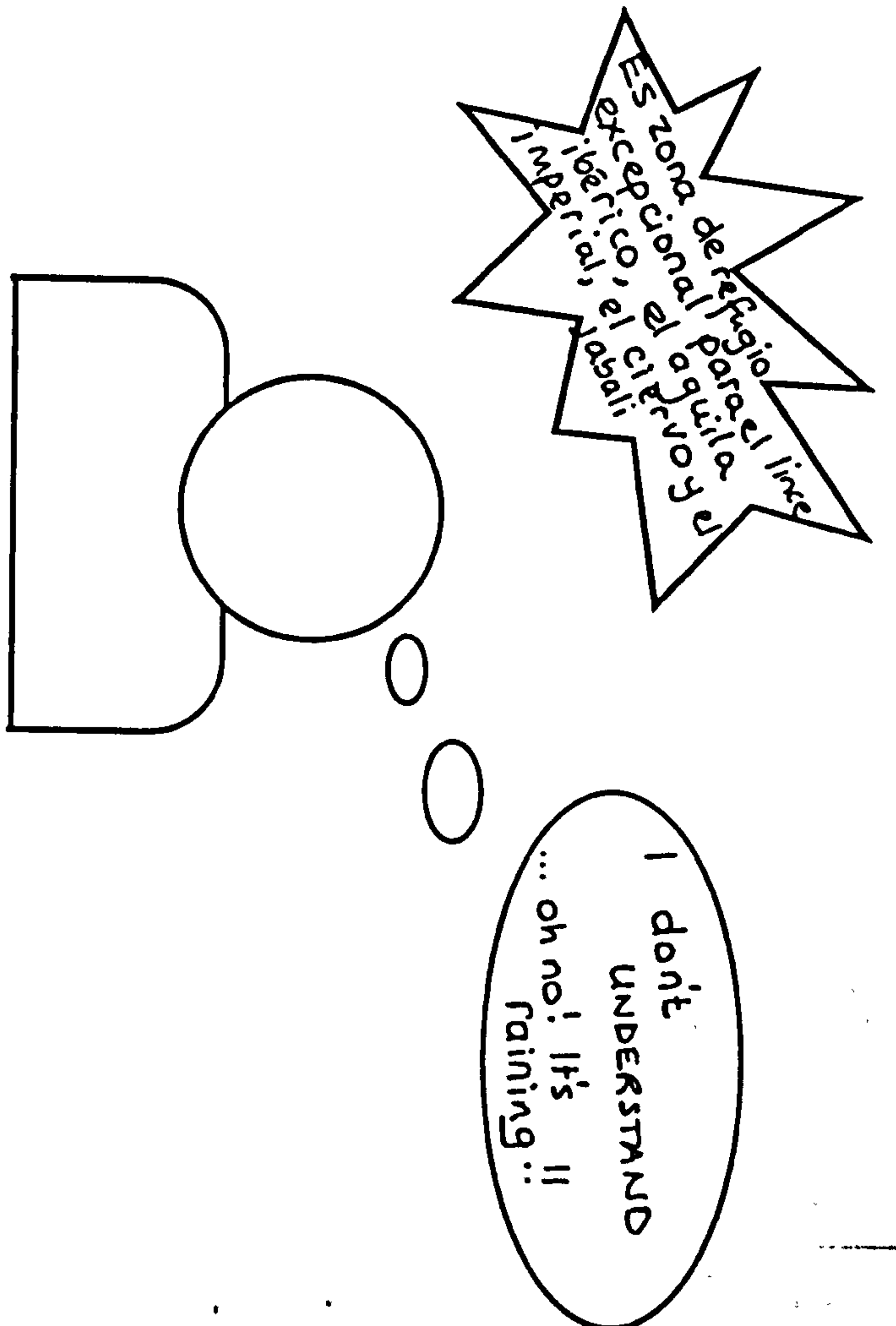
A. LISTENING IN SPANISH



5

- understand bits
- inner speech = practising words in Spanish
- repeating phrases in Spanish
- repeating longer sentences in Spanish

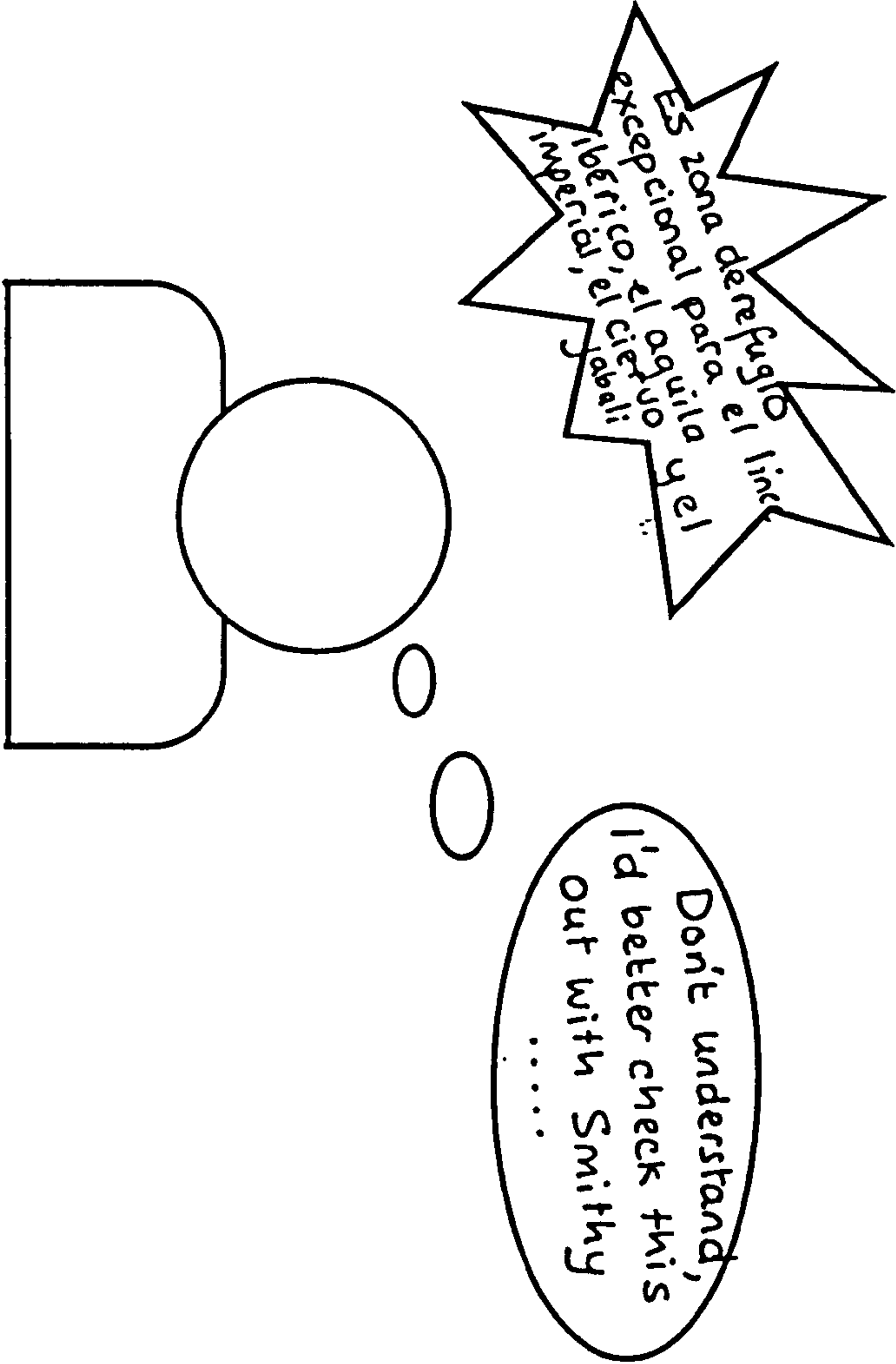
A. LISTENING IN SPANISH



6

- BLANK OFF
- don't listen

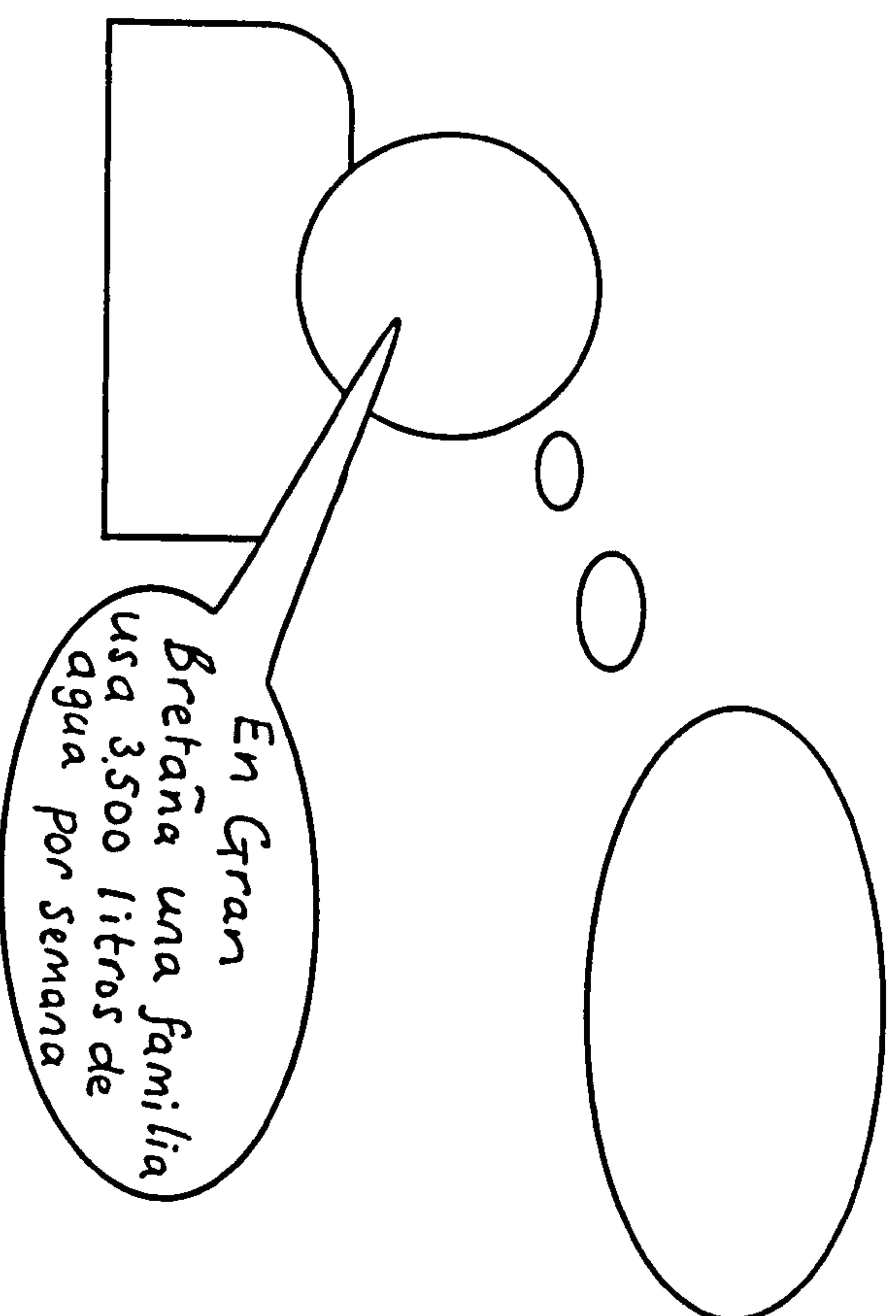
A. LISTENING IN SPANISH



7

- don't understand
- DO SOMETHING

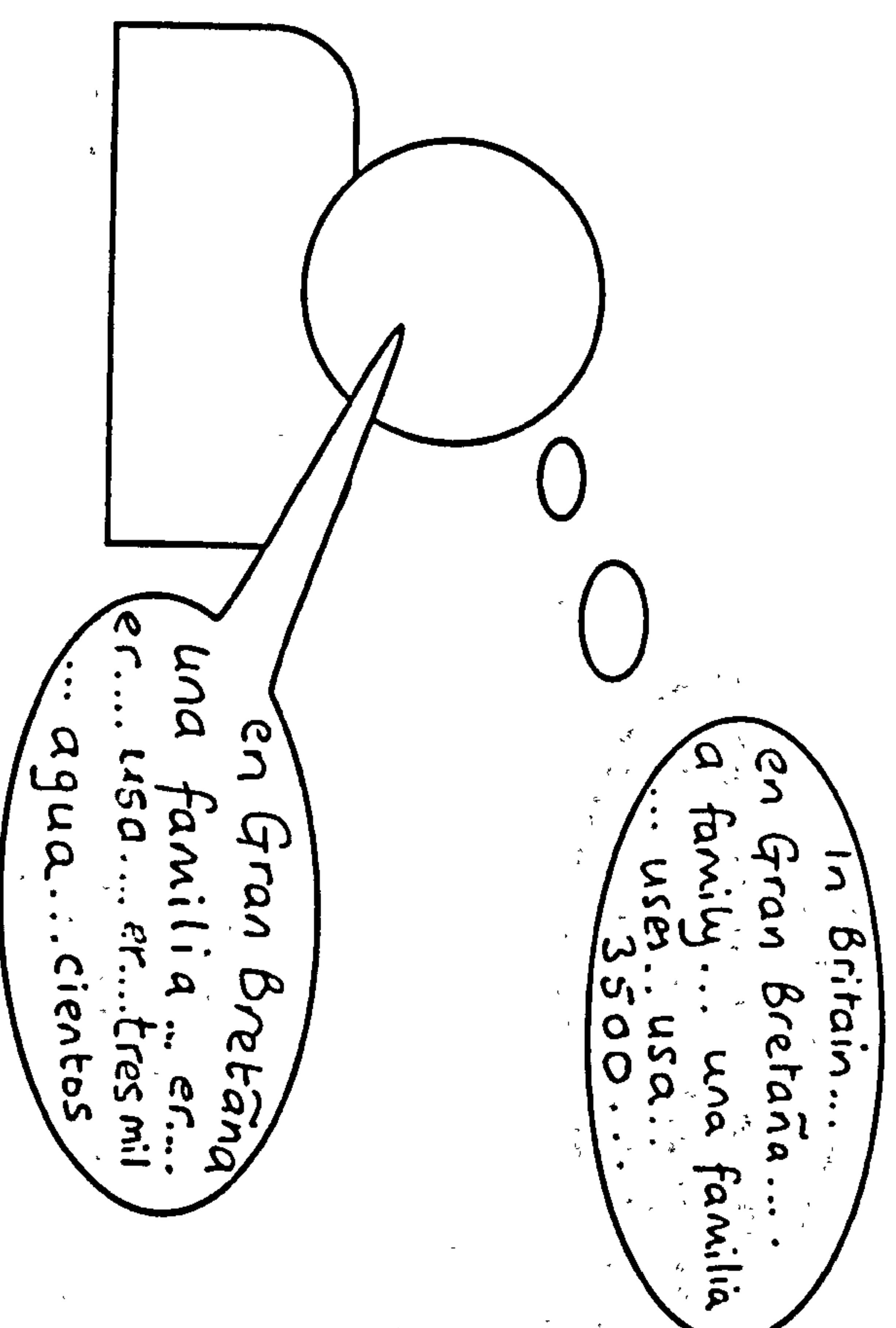
B. SPEAKING IN SPANISH



1

words just come out in Spanish

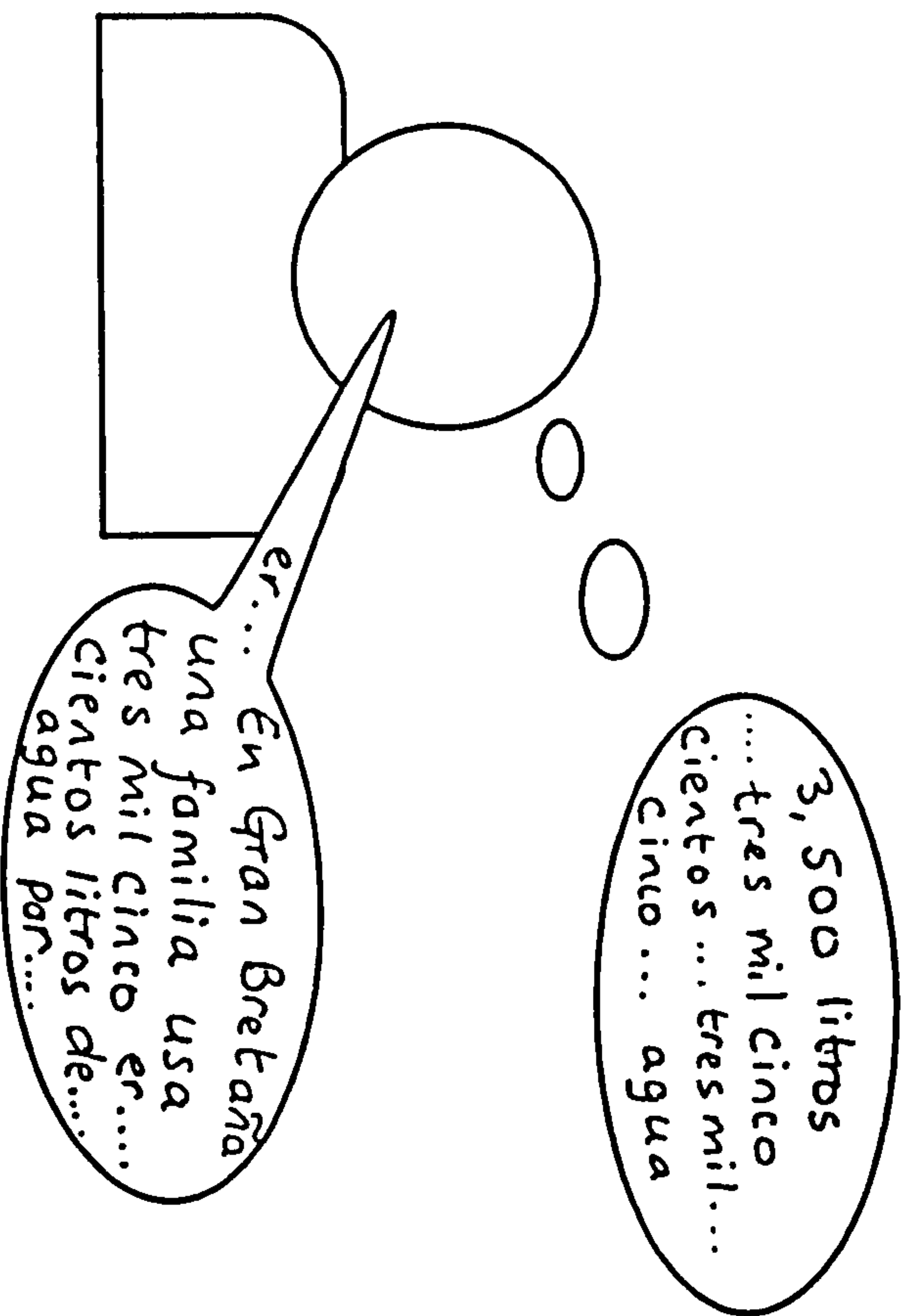
B. SPEAKING IN SPANISH



2

- work out in English
- translate into Spanish in head before speaking

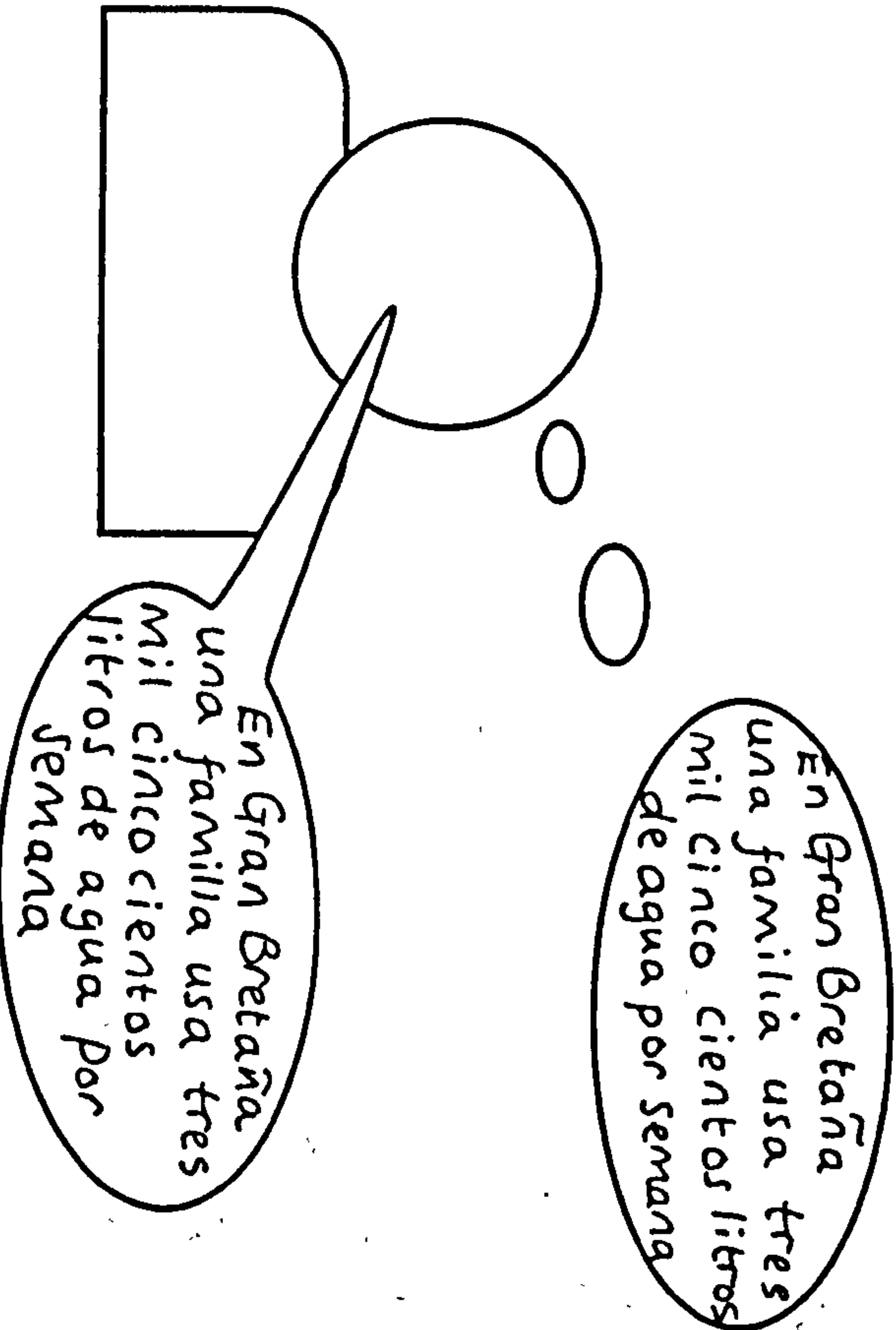
B. SPEAKING IN SPANISH



3

- keep inside head key Spanish words
- then speak in Spanish

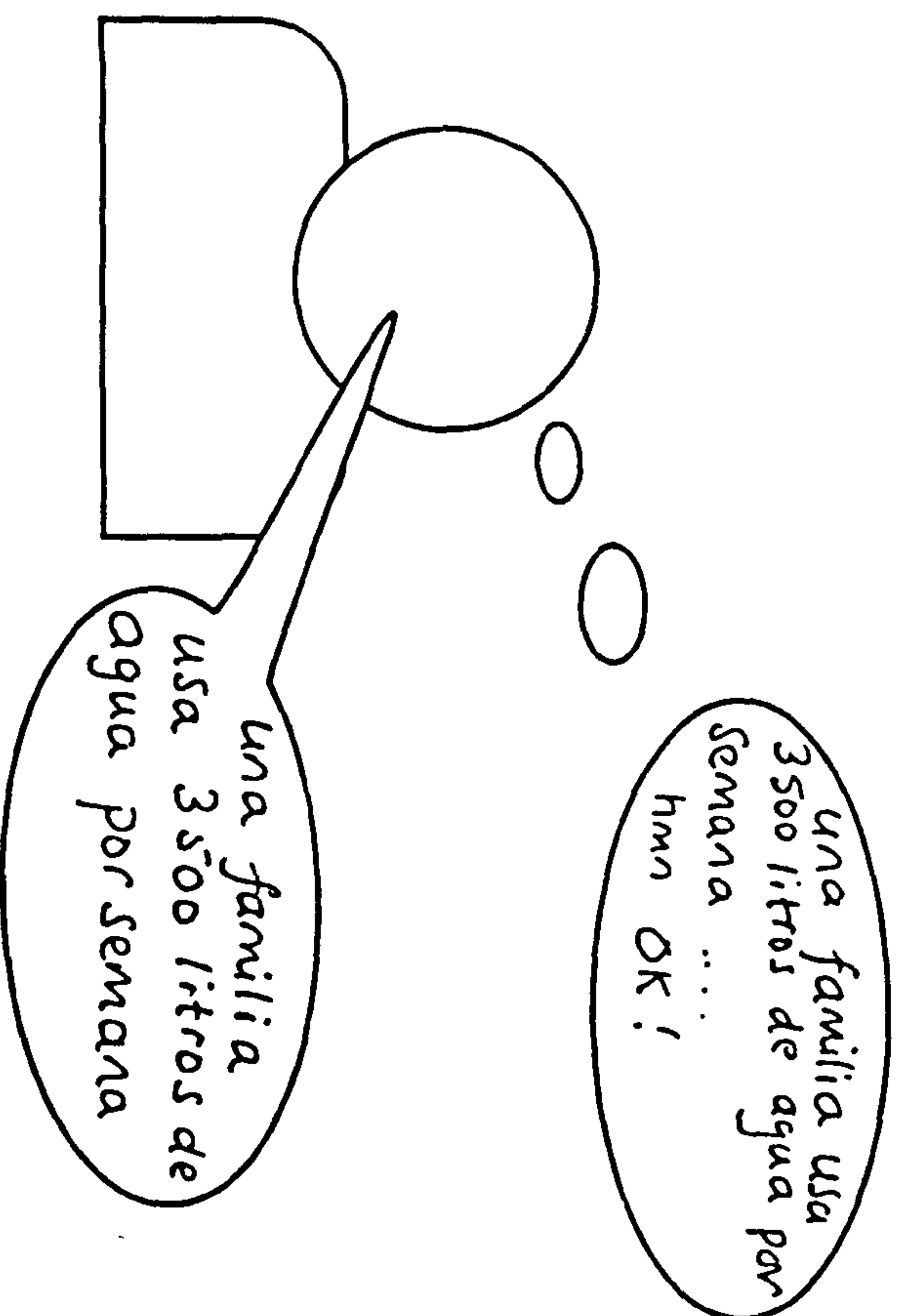
B. SPEAKING IN SPANISH



4

- bring into mind whole sentences in Spanish
- practise before speaking

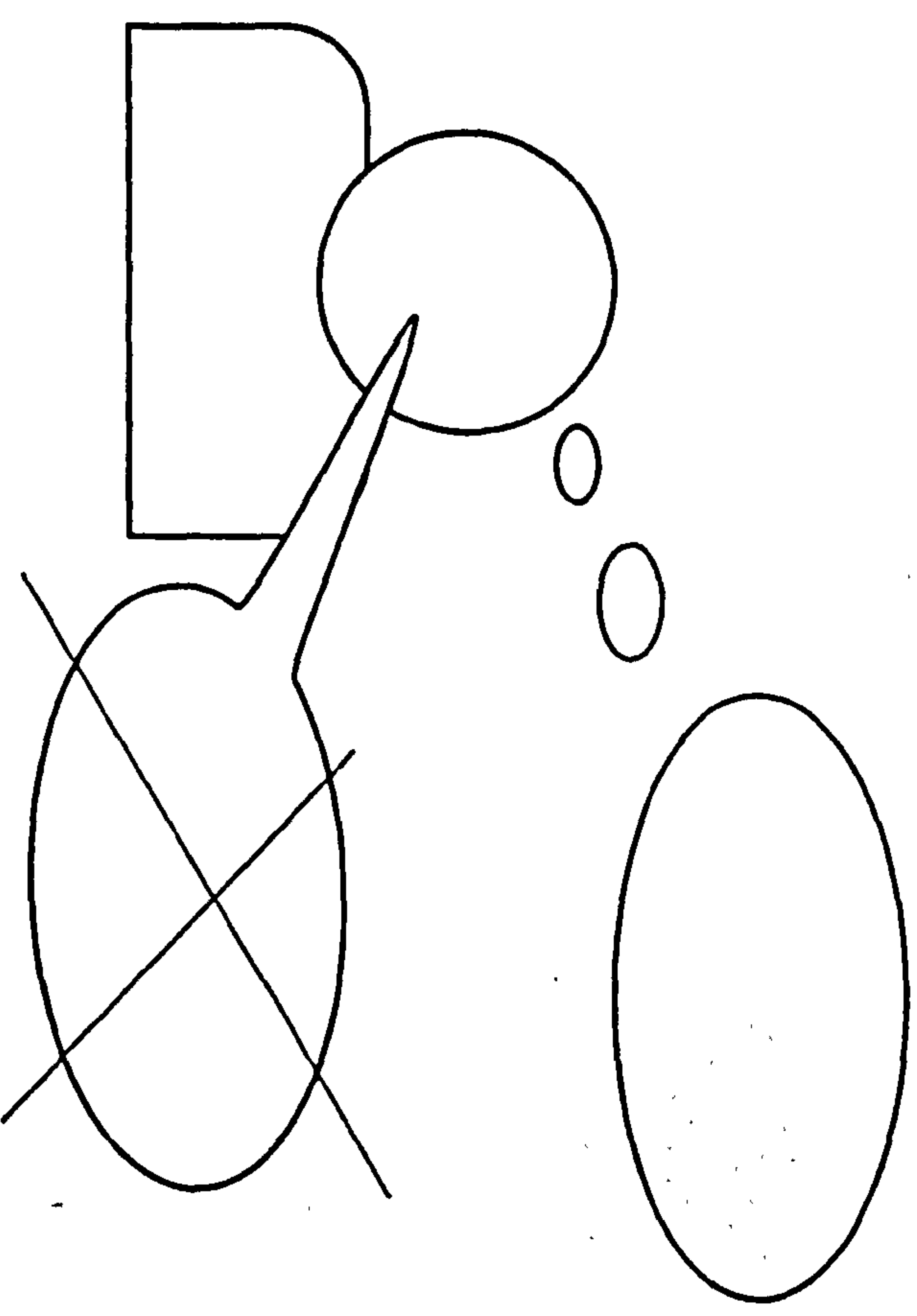
B. SPEAKING IN SPANISH



5

- finish speaking in Spanish
- hear what I have just said inside head
- decide how well I did

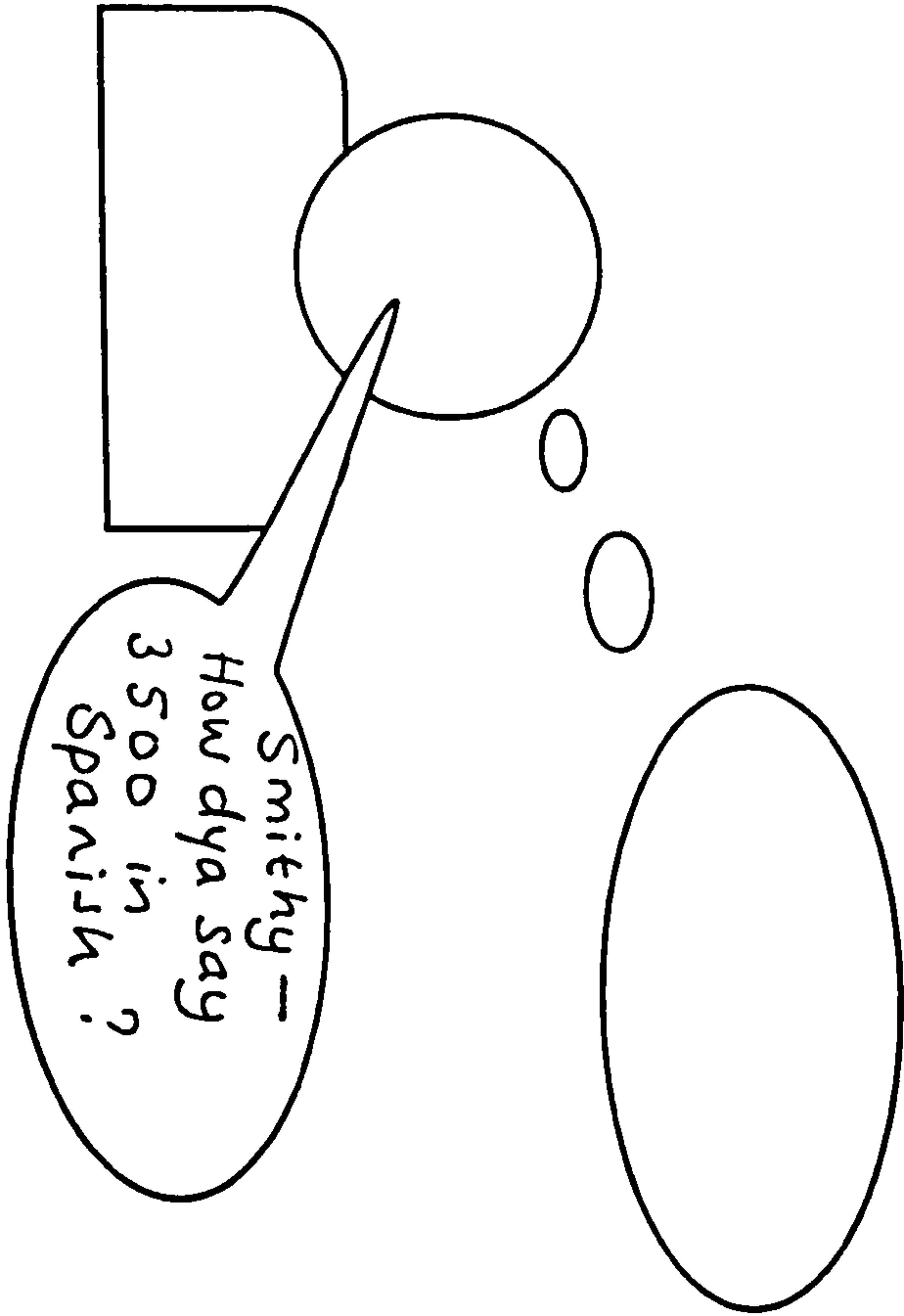
B. SPEAKING IN SPANISH



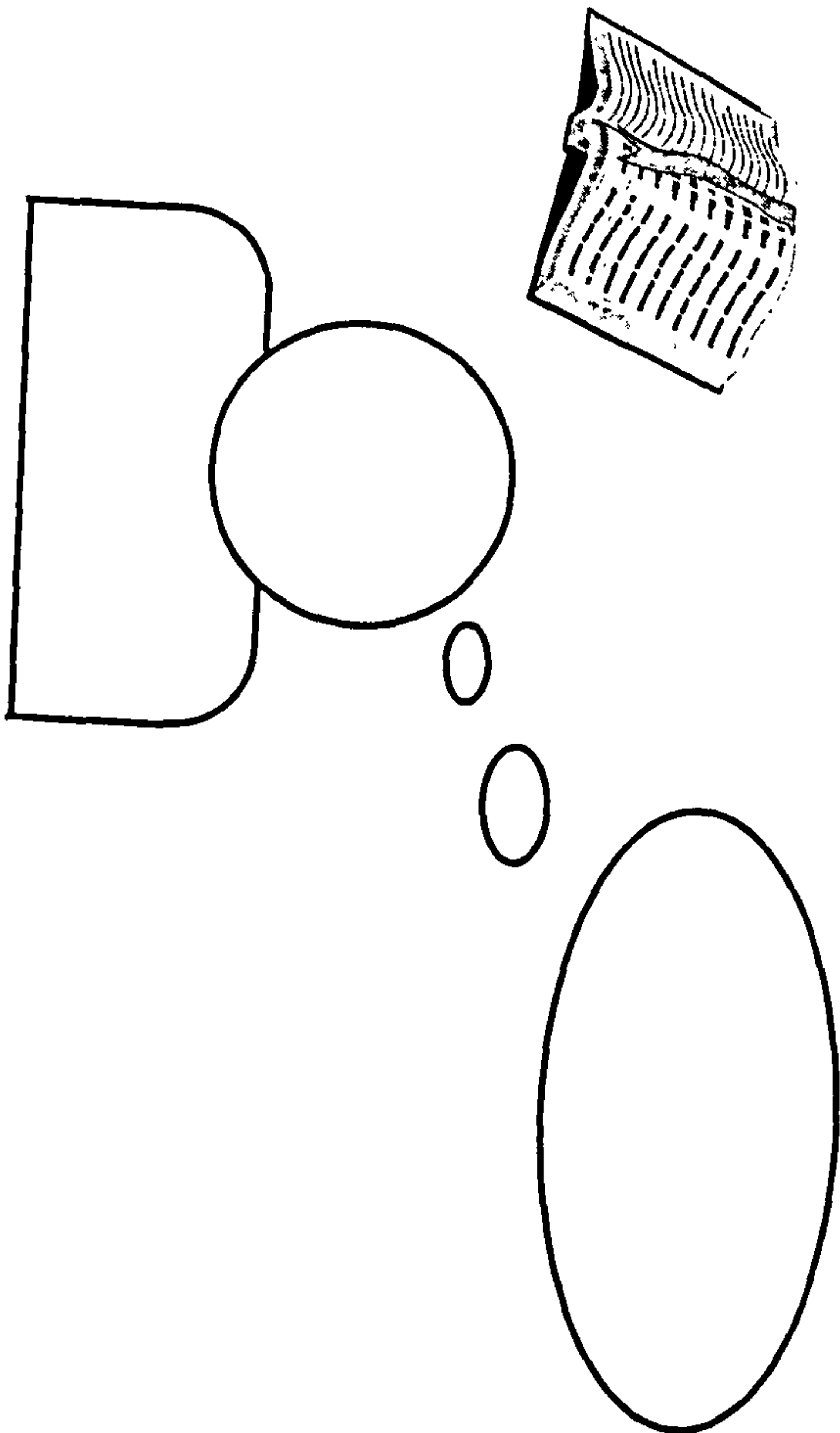
6

SHUT UP

B. SPEAKING IN SPANISH

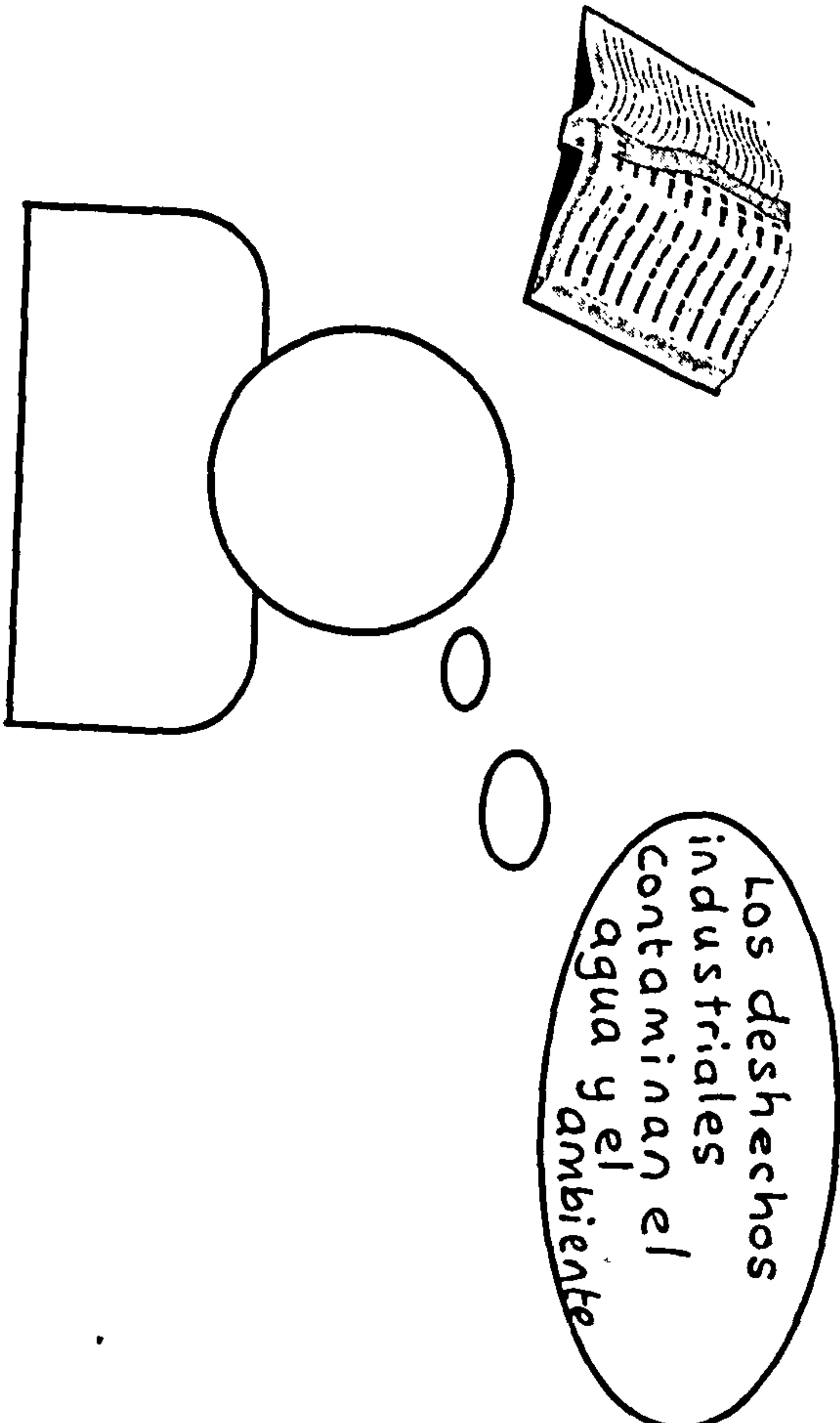


C. READING IN SPANISH



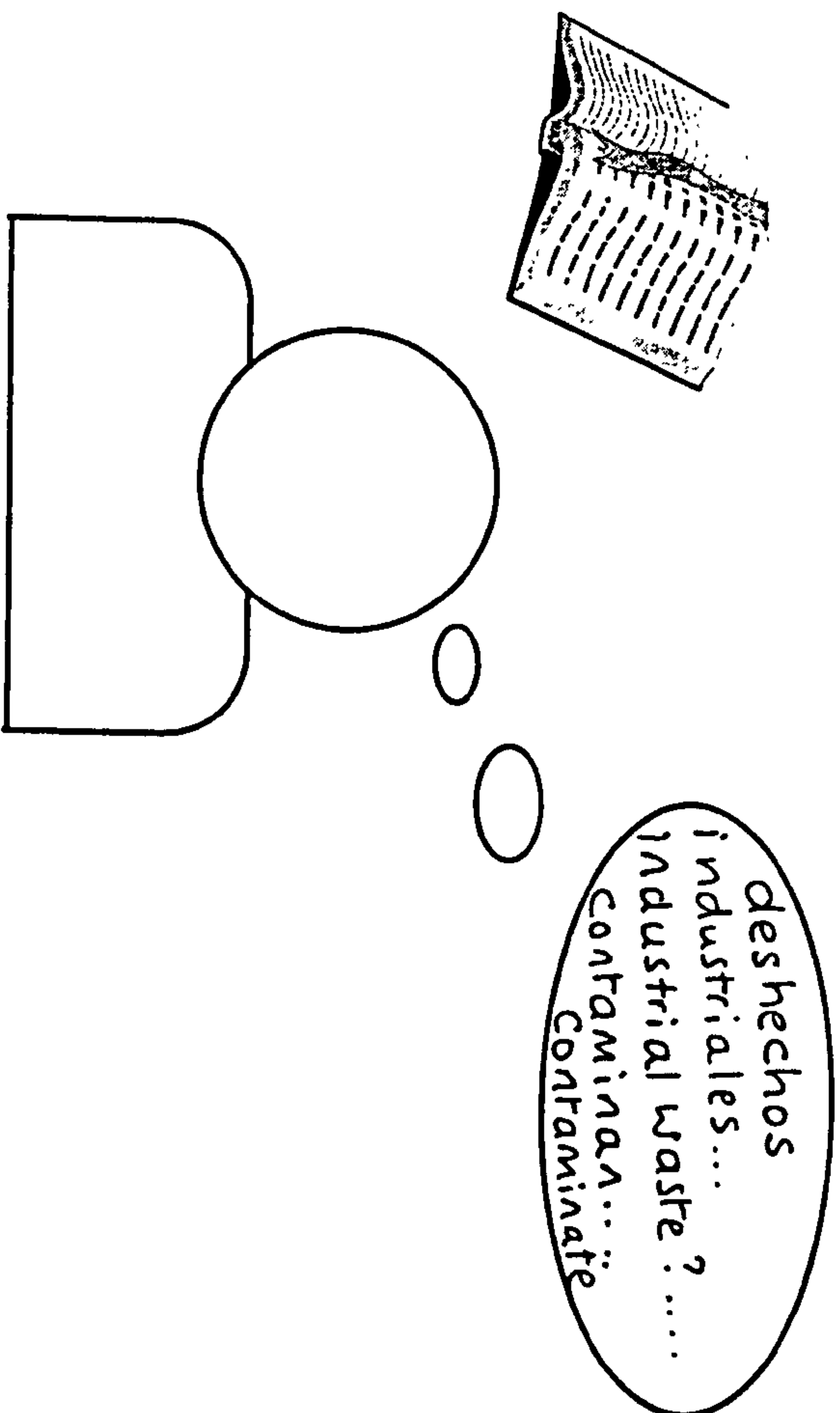
- 1
- automatic understanding
 - no conscious thoughts in head

C. READING IN SPANISH



- 2
- whilst reading hear sounds of words inside head
 - in Spanish

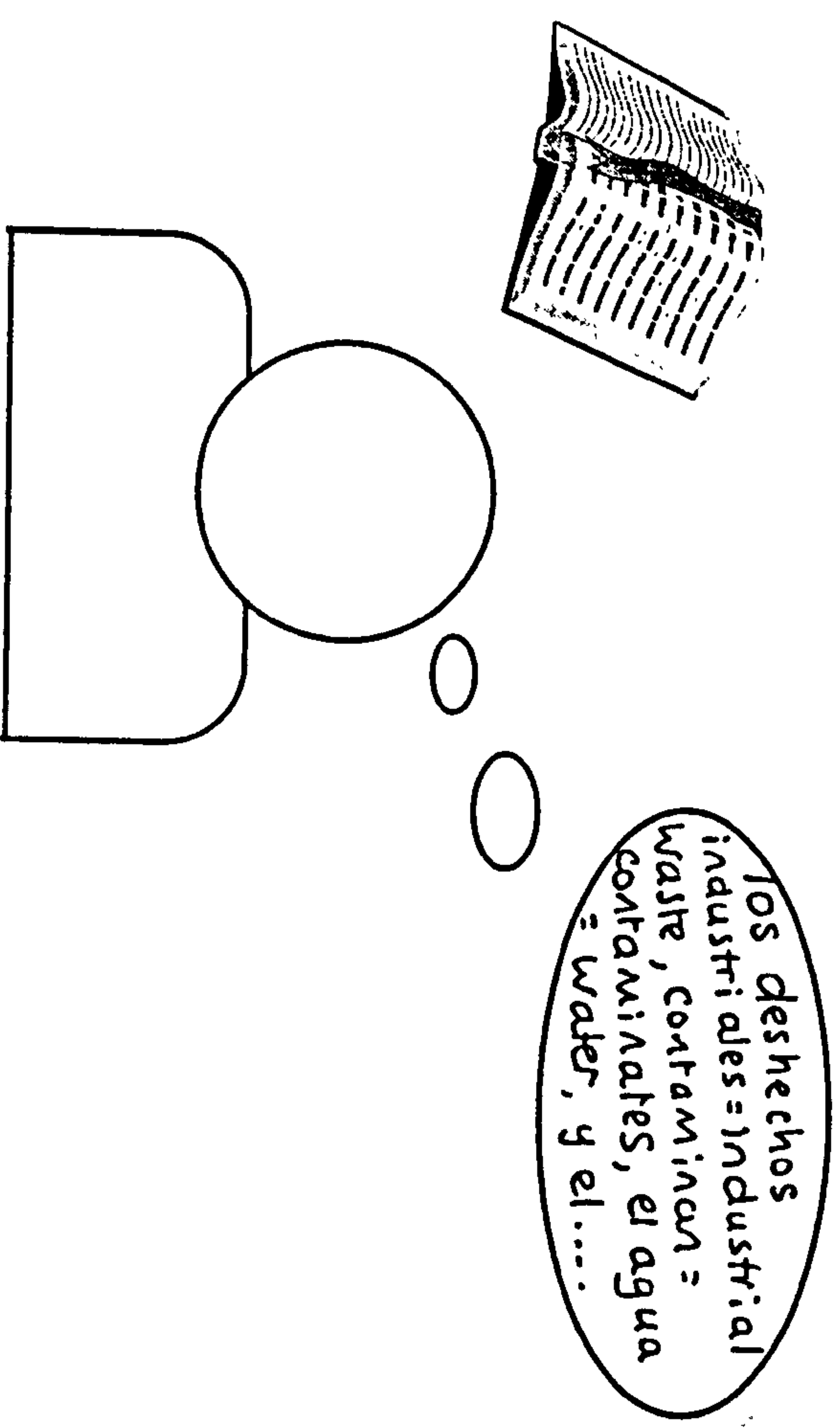
C. READING IN SPANISH



3

- whilst reading work out key messages inside head
- in English

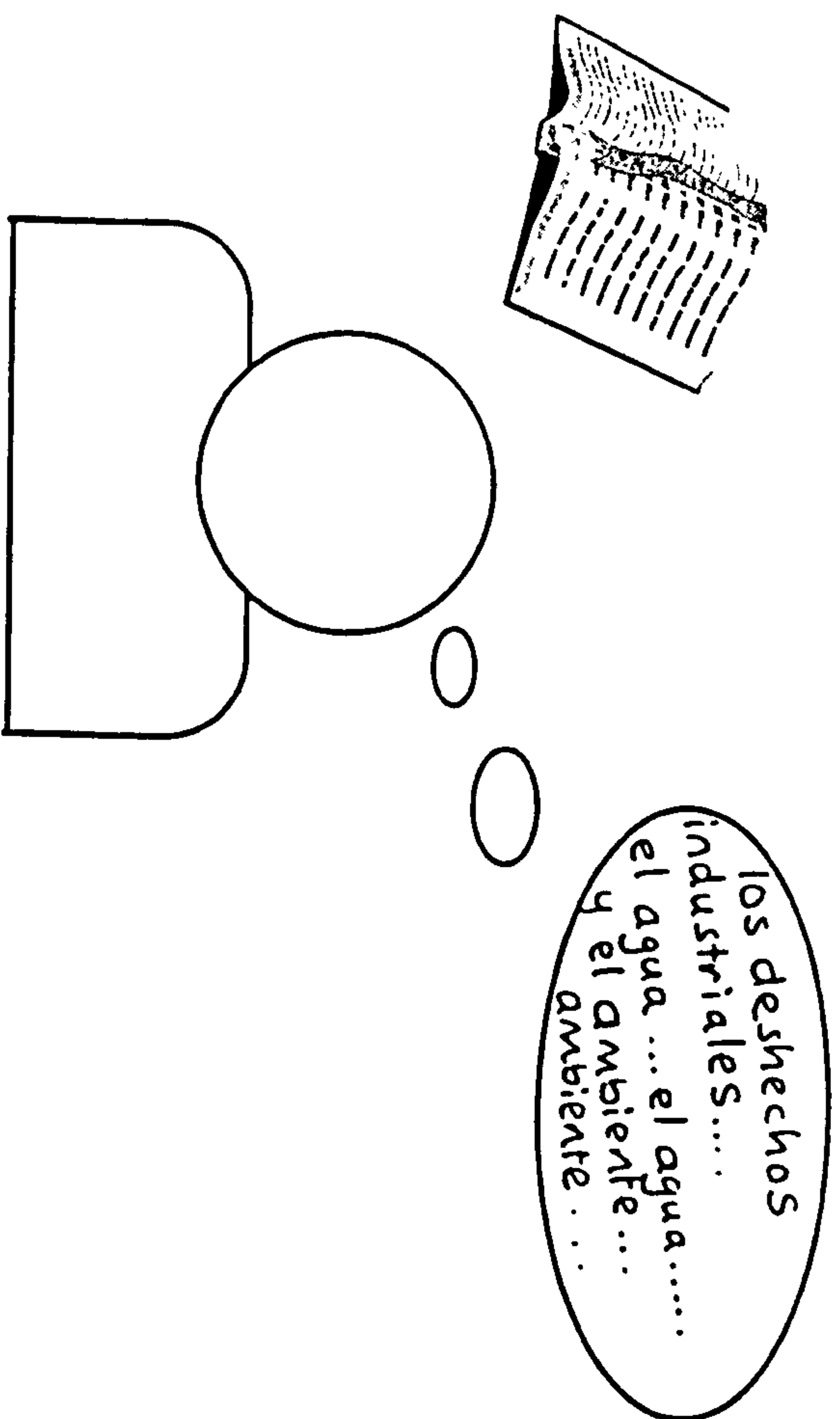
C. READING IN SPANISH



4

- whilst reading translate bit by bit inside head
- get an approx meaning in English

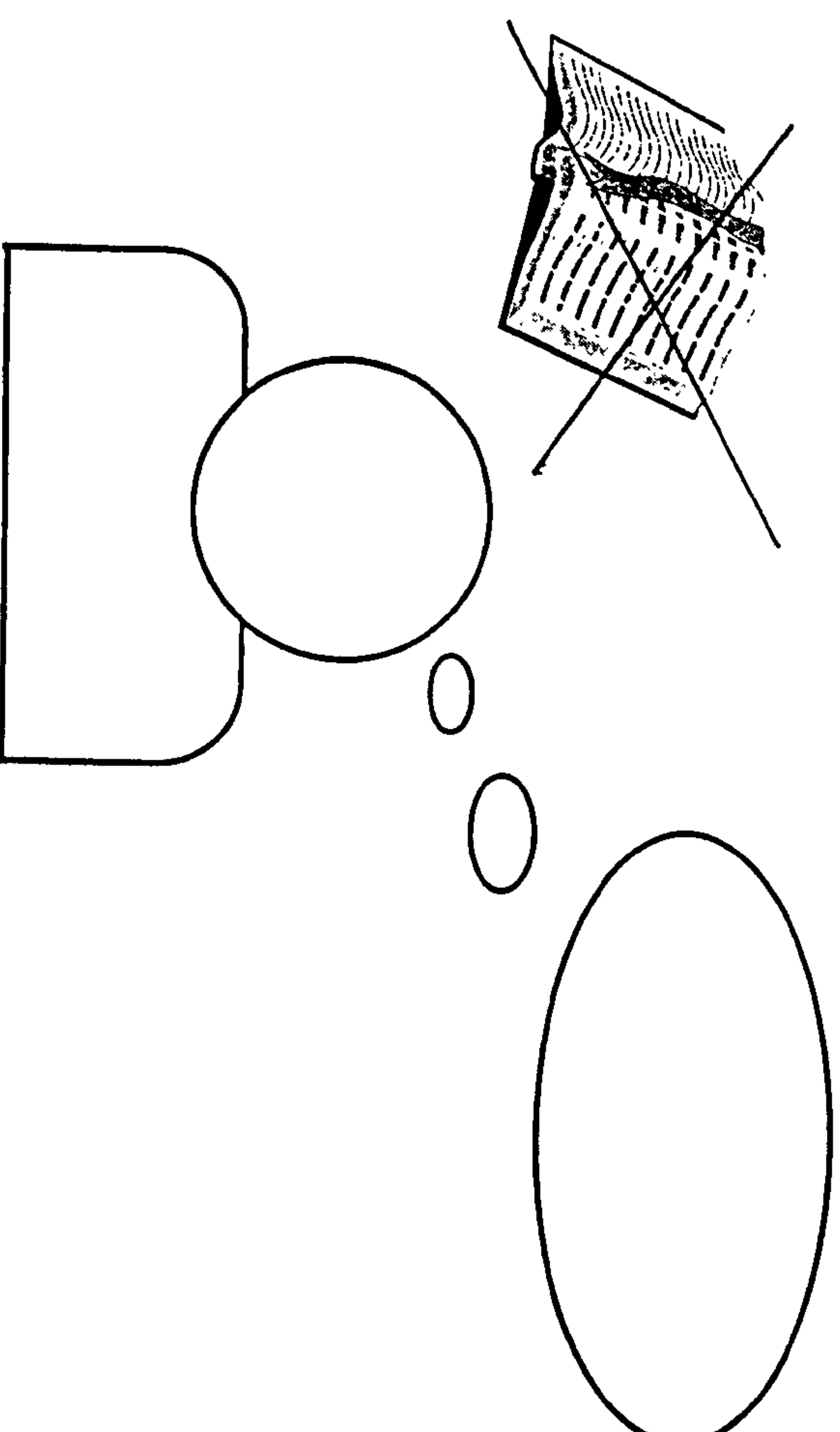
C. READING IN SPANISH



5

- whilst reading hear Spanish sounds
- go back re-read bits, repeat in Spanish inside head

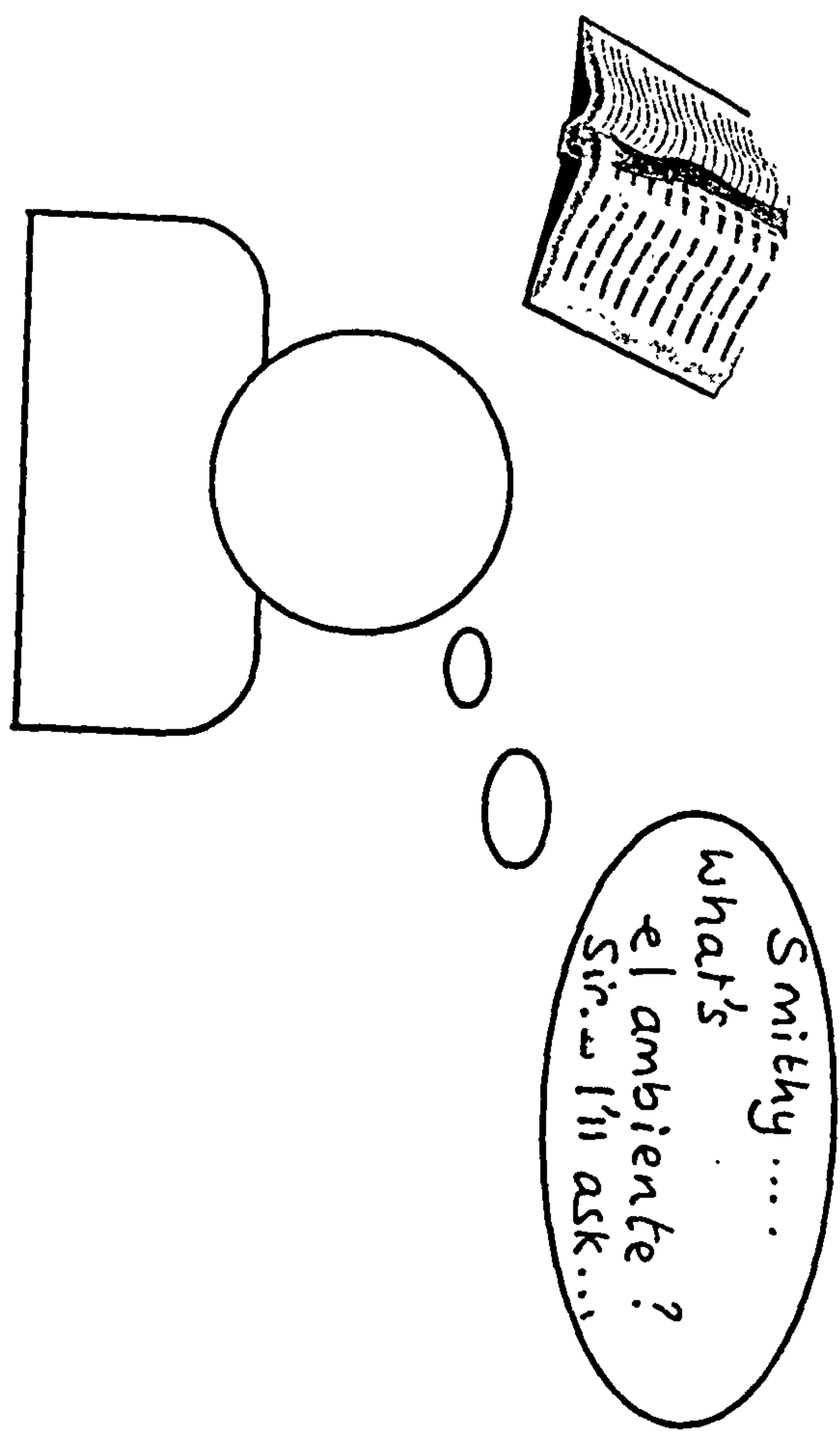
C. READING IN SPANISH



6

STOP READING

C. READING IN SPANISH



Appendix

IV

Research Episode 3 Listening Task

(French and Spanish versions)

Listening Task

Culture: La Camargue

La Camargue est l'une des plus belles régions de France. Elle est située au sud-ouest de la France en bord de mer. C'est une région unique. Il y a beaucoup d'animaux qui vivent seulement dans cette région. Il y a aussi beaucoup d'oiseaux en Camargue. Je crois qu'il y a cent quatre vingts espèces différentes. Le plus célèbre de ces oiseaux c'est le flamard rose. La Camargue est aussi célèbre pour ses chevaux et ses vignobles. On y produit un excellent vin.

Il y a deux ans la Camargue est aussi devenue célèbre à cause d'une catastrophe- une inondation qui a tué beaucoup d'animaux et fait beaucoup de dégâts.

A cause des inondations beaucoup d'animaux sont morts comme par exemple les renards, les lapins et les sangliers. A cause de l'eau les vignobles ont été détruits . La récolte de raisins sera mauvaise. Et puis à cause de l'eau dans les champs les taureaux par exemple ne peuvent pas se nourrir. En fait le seul animal qui est content quand il y a une inondation c'est le canard.

(source: *Authentik: Etincelle-Nov/Dec 1995*)

Listening Task

Recording of Spanish native speaker describing her home town

Translation

I'm going to talk about my home town. When I lived in Spain, I lived in a city called Leon in the north - north-east of Spain which borders Asturias and Galicia.

It is a very beautiful city because it has an old district which dates back to Roman times. It has a Roman wall, a gothic cathedral and buildings from the Renaissance era. At the same time it is also a modern city - there are some very modern buildings. People dress well in Leon - preferring designer clothes. Leon is considered to be an expensive city by most Spaniards.

I love Leon because apart from being born there, I don't know, I feel, I feel homesick when I am not there, well, you know!

Tape recording

Habla de mi..... Voy a hablar de mi ciudad natal. Cuando vivía en España vivía en una ciudad que se llamaba León. León está situada perdón - en el norte eh noreste de España limitando con Asturias y Galicia.

Es una ciudad muy bonita porque tiene una parte vieja y que data de los tiempos de romanos. Tiene una muralla romana. Hay un catedral gótica y edificios de la renacimiento. Es una ciudad muy moderna al mismo tiempo donde hay edificios muy modernos y la gente va muy bien vestidos con ropa de boutiques y parece ser que una ciudad muy cara para la mayoría de los españoles.

A mí me gusta mucho León porque aparte de que nacido en León mmm - no sé - me siento, siento nostálgica por no está allí - ¡vaya!

end of recording