



universität  
wien

# DIPLOMARBEIT

Titel der Diplomarbeit

“The impact of cultural background on the use of politeness strategies in the classroom”

verfasst von

Larissa Agnes Denk

angestrebter akademischer Grad

Magistra der Philosophie (Mag.phil.)

Wien, 2015

Studienkennzahl lt. Studienblatt:

A 190 344 299

Studienrichtung lt. Studienblatt:

Lehramtsstudium UF Englisch UF Psychologie  
und Philosophie

Betreut von:

Univ.-Prof. Mag. Dr. Barbara Kryk-Kastovsky



## **ACKNOWLEDGEMENTS**

First of all, I would like to thank my supervisor Univ.-Prof. Mag. Dr. Barbara Kryk-Kastovsky for her continuing support, her valuable advice and her immediate feedback.

Further, I also want to thank Univ.-Prof. Mag. Dr. Christiane Dalton-Puffer for providing me with the lesson transcripts and Prof. Ana Llinares, Dr. Rachel Whittaker and Dr. Tom Morton (Universidad Autónoma de Madrid) for allowing me to use the Spanish lesson transcripts for writing my thesis.

Last but not least, I owe my deepest gratitude to my mother, who was always there for me. Thank you for your emotional support and your encouraging words. „Danke, Mama!“

## **DECLARATION OF AUTHENTICITY**

I confirm to have conceived and written this paper in English all by myself. Quotations from other authors and any ideas borrowed and/or passages paraphrased from the works of other authors are all clearly marked within the text and acknowledged in the bibliographical references.

Vienna, April 2015

---

Larissa Denk

# TABLE OF CONTENTS

<b>1</b>	<b>INTRODUCTION.....</b>	<b>1</b>
<b>2</b>	<b>POLITENESS AS AN ACADEMIC CONCEPT .....</b>	<b>3</b>
2.1	THE BEGINNINGS OF POLITENESS THEORY .....	4
2.1.1	<i>Grice's Cooperative Principle (CP)</i> .....	4
2.1.2	<i>Robin Lakoff- the pioneer of politeness theory</i> .....	6
2.1.3	<i>Geoffrey Leech's Politeness Principle (PP)</i> .....	7
2.1.4	<i>Goffman's notion of face</i> .....	9
2.2	BROWN AND LEVINSON: FACE THREATENING ACTS AND POLITENESS 9	
2.2.1	<i>Positive and Negative Politeness</i> .....	12
2.2.2	<i>Intrinsic FTA's and the universality of face</i> .....	15
2.2.3	<i>Strategies for doing FTA's</i> .....	15
2.2.4	<i>The weightiness of an FTA</i> .....	18
2.3	BROWN AND LEVINSON: OVERVIEW OF ALL POLITENESS STRATEGIES20	
2.3.1	<i>Bald on record</i> .....	20
2.3.2	<i>Positive Politeness</i> .....	21
2.3.3	<i>Negative Politeness</i> .....	21
2.3.4	<i>Off record</i> .....	22
2.4	CRITICISM OF BROWN AND LEVINSON'S POLITENESS THEORY .....	23
2.4.1	<i>Criticism of the field</i> .....	23
2.4.2	<i>Criticism of the definition of politeness</i> .....	24
2.4.3	<i>Criticism of the face wants across cultures</i> .....	25
2.4.4	<i>Criticism of the relationship between indirectness and politeness</i> 25	
2.4.5	<i>Criticism of taxonomies for data analysis</i> .....	27
2.5	POLITENESS AS APPROPRIATENESS .....	27
<b>3</b>	<b>POLITENESS AS A CROSS-CULTURAL PHENOMENON .....</b>	<b>28</b>
3.1	THE DUAL NOTION OF POLITENESS ACROSS CULTURES .....	30
3.2	OTHER FORMULATIONS OF POLITENESS THEORY .....	32
3.2.1	<i>The Chinese notion: fulfilling the wants of society</i> .....	32
3.2.2	<i>The Japanese notion: maintaining smooth communication</i> .....	36

3.2.3	<i>The Israeli-Jewish notion: a cultural constructivist view</i> .....	40
3.3	CROSS-CULTURAL DIFFERENCES: A MODEL FOR ANALYSIS.....	43
<b>4</b>	<b>POLITENESS IN THE EFL CLASSROOM</b> .....	<b>45</b>
4.1	DEVELOPING PRAGMATIC COMPETENCE.....	45
4.1.1	<i>Polite behavior as part of pragmatic competence</i> .....	50
4.2	DEVELOPING INTERCULTURAL COMPETENCE .....	53
4.3	DEVELOPING CROSS-CULTURAL POLITENESS/APPROPRIATENESS .....	54
4.4	POLITENESS IN AUSTRIAN CLASSROOMS .....	54
4.5	POLITENESS IN SPANISH CLASSROOMS .....	58
4.6	APPROACHES TO TEACHING POLITENESS IN THE CLASSROOM.....	59
4.6.1	<i>A task-based approach to teaching politeness</i> .....	60
4.6.2	<i>A metalinguistic approach to teaching politeness</i> .....	61
<b>5</b>	<b>A CORPUS-BASED INVESTIGATION OF POLITENESS STRATEGIES IN THE CLASSROOM</b> .....	<b>64</b>
5.1	METHOD .....	65
5.2	THE FRAMEWORK FOR ANALYSIS.....	67
5.2.1	<i>Brown and Levinson's politeness strategies</i> .....	68
5.2.2	<i>Alternative Framework: Jiang's (2010) model for investigating teacher politeness</i> .....	69
5.3	RESULTS AND INTERPRETATION .....	70
5.3.1	<i>Research results obtained in Austria</i> .....	71
5.3.2	<i>Research results obtained in Spain</i> .....	75
5.3.3	<i>Comparison of Austria and Spain</i> .....	77
5.4	FURTHER INSIGHTS.....	85
5.4.1	<i>Drawbacks</i> .....	88
<b>6</b>	<b>CONCLUSION</b> .....	<b>91</b>
	<b>REFERENCES</b> .....	<b>93</b>

<b>APPENDIX .....</b>	<b>98</b>
I. GERMAN ABSTRACT .....	98
II. CURRICULUM VITAE.....	101
III. LESSON TRANSCRIPTS.....	102

## LIST OF TABLES AND FIGURES

Figure 1 Leech (1983) Theoretical schema (cf. Eelen 2001) .....	8
Figure 2 Circumstances determining choice of strategy (cf. Brown and Levinson 1987) .....	11
Figure 3 A priori factors influencing strategy selection (cf. Brown and Levinson 1987:75).....	17
Figure 4 Politeness as a dual concept: first- and second-order politeness (cf. Watts, Ide and Ehlich 1992 [2005]) .....	30
Figure 5 Gu's (1990) concept of politeness (cf. Eelen 2001).....	34
Figure 6 Ide's (1989, 1993) First- and second-order politeness distinction.....	37
Figure 7 Culture's constructivist role (cf. Blum-Kulka 1992 [2005]).....	41
Figure 8 Dimensions of cross-cultural differences (German-English) (cf. Schubert 2006) .....	43
Table 1 Components of language competence based on Bachman (cf. Peterwagner 2005).....	48
Table 2 Indirectness strategies in English requests (cf. Dalton-Puffer 2007) .....	56
Figure 10 Differences in the notions of politeness (Lo and Howard 2009) .....	62
Figure 11 Politeness strategies (cf. Brown and Levinson 1987) .....	68
Figure 12 Contexts for the identification of teacher politeness (cf. Jiang 2010).....	69
Figure 13 Number of polite utterances per lesson (Austria) .....	71
Figure 14 Distribution of politeness strategies (Austrian teachers) .....	72
Figure 15 Distribution of politeness strategies (Austrian students) .....	74
Figure 16 Number of polite utterances per lesson (Spain) .....	75
Figure 17 Distribution of politeness strategies (Spanish teachers).....	76
Figure 18 Distribution of politeness strategies (Spanish students).....	77
Figure 19 Comparison of Austrian and Spanish teachers.....	78
Figure 20 Comparison of Austrian and Spanish students .....	82



# 1 Introduction

Politeness is present in different forms of social interaction. It is part of our language and our non-verbal behavior. Every day we use forms of politeness for interacting with fellow human beings. In some situations polite linguistic forms can be applied automatically, while in others special attention regarding the appropriate use is needed. However, when it comes to finding an appropriate definition of politeness, opinions on the constituents of politeness differ greatly.

This thesis discusses intercultural differences in the use of politeness strategies in the classroom. In order to find a systematic approach to analyzing politeness in this special context, it is necessary to get an idea of how the concept of politeness developed. Therefore, the first chapter deals with the origins of politeness theory. I will start by explaining in which linguistic fields aspects of politeness can be identified. Then, I move on to the beginnings of politeness theory by introducing three theoretical frameworks which served as the basis for further developments of politeness theory. Although theoretical frameworks, which provide maxims of polite behavior, are fairly helpful for understanding the ideological idea of politeness, they are not useful with regard to the practical evaluation of politeness in a particular context. Therefore, a different framework is needed which suggests methods and approaches for analyzing politeness in context. Consequently, the focus of this thesis will be on the constructing a framework which serves as the basis for my analysis of politeness strategies in the classroom.

The appropriate choice of politeness strategy depends on different factors, such as the person we are talking to, the setting or the institutional context. However, sometimes we are exposed to new and unfamiliar situations in which we cannot just draw on our background knowledge in order to choose the appropriate politeness strategy. This is especially the case when we are interacting with members of different cultural backgrounds. Such communicative situations require tacit consent on the use of certain politeness strategies. Otherwise, the interaction inevitably results in a breakdown of communication. Consequently, it should be noted that concepts of politeness do not

only vary within one culture but across cultures. Hence, it is necessary to have a closer look on cross-cultural notions of politeness.

As my thesis compares politeness strategies of two different cultures in an educational context, politeness in the classroom should receive special attention as well. Politeness is present in all institutional contexts. Although it is also an integral part of other school subjects, I will focus on politeness in the language classroom only, as it is most important for my purposes. The goal of education with regard to languages is that students become communicatively competent users of a language. This means that they should not only develop linguistic competence (i.e. how to use language and its grammar accurately), but also pragmatic competence, discourse competence, strategic competence and fluency. However, when it comes to interacting with members of other cultures, intercultural competence is necessary as well. Especially pragmatic competence and intercultural competence are essential with regard to investigating cultural differences in polite behavior in the EFL classroom. Therefore, the chapter on classroom politeness will discuss these two types of competence in more detail.

In the practical part of my thesis, I will then compare politeness strategies in the Spanish EFL classroom to those used in Austrian EFL classrooms. By analyzing lesson transcripts from Spain and from Austria, I will compare linguistic realizations of politeness strategies in the classroom. As until now, there hardly exists any literature on politeness in the classroom, the interpretation of my findings will be mainly built on my personal impressions. However, I will try to support my claims with the help of existing literature on classroom discourse. The goal of this analysis is to see if there are differences in the use of politeness strategies between cultures although they are used in the same context and for the same purpose, namely for developing communicative competence. Since only few researchers have undertaken studies on politeness in the classroom, my findings can be seen as a starting point for future research. Knowledge of politeness and its constituents is extremely useful in the classroom, as the appropriate use of strategies can contribute positively to the development of competences in a foreign language. Therefore, my findings could also be of help for teachers, as meta-knowledge of politeness strategies can help to choose the strategy, which is most effective for reaching a certain teaching goal.

## 2 Politeness as an academic concept

The theory of politeness has many roots and its domain is of interest not only to linguistics, but also to sociology and anthropology. Therefore, politeness theory marked the beginning of a consolidation of these fields, which was the reason for some significant developments in pragmatics, the use of language and social interaction (cf. Brown and Levinson 1987 [2009]: 2). Especially in the fields of sociolinguistics, pragmatics, applied linguistics, social psychology, conversation analysis and anthropology, research focused heavily on politeness. All of these fields had an impact on the development of Brown and Levinson's politeness theory, which is the major approach on which my research is based.

Concerning sociolinguistics, Brown and Levinson (1987 [2009]: 2) think that its focus should lie on the relationship and information exchanges between conversation participants and not so much on the identity of the speaker. Additionally, the emphasis on linguistic forms should be replaced by an interest in the relation between the usage of these forms and the inference process of the hearer. As regards culture, Brown and Levinson (*ibid.*) claim that attention should be shifted to cross-linguistic generalizations in social interaction and politeness instead of focusing on cultural detail.

With regard to linguistic pragmatics, they argue that there is a lot of mismatch between the actual utterance and its implications. This mismatch can largely be attributed to politeness. Therefore, they think that "the 'representational functions' of language should be supplemented with attention to the 'social functions' of language, which seem to motivate much linguistic detail" (Brown and Levinson 1987 [2009]: 2). These social functions are not only relevant for second language acquisition, but also for communication difficulties between members of different ethnic groups.

Politeness research also offers new horizons and insights for sociology and anthropology. Thus, Brown and Levinson believe that it is important to pay closer attention to the analysis of interaction processes "because the area offers significant links across the divide between 'macro' and 'micro' levels of sociological analysis" (Brown and Levinson 1987 [2009]: 3).

Apart from these specialized fields, politeness is also important in language teaching. Although it will be discussed below in great detail, I would like to mention here that politeness is part of pragmatic competence. Learning about pragmatics in the classroom is essential for developing communicative competence, as it helps “to prevent negative transfer in the performance of speech acts” (Schubert 2006: 205). Additionally, Schubert (ibid.) mentions two reasons why pragmatic competence should be taught. First, he explains that humans cannot fully develop pragmatic competence by themselves, since “pragmatic failure is not as obvious as a grammatical error”. The second reason he names is that pragmatic errors could be attributed to the character and not to incompetence of the language user. Consequently, this will have an impact on the sympathy and friendliness s/he receives. However, these aspects will receive special attention when having a closer look at politeness in the classroom.

## **2.1 The beginnings of politeness theory**

Opinions on politeness theory differ, as there are many ways of approaching the field. According to Eelen (2001: 1), the theories show similarities in some respects and differences in others. Still, all researchers agree that politeness belongs to the fields of sociolinguistics and linguistic pragmatics.

The pioneer of politeness research is Robin Lakoff, who formulated three rules of politeness. Her research was inspired by Grice’s Cooperative Principle (CP), which was first introduced in 1967. Before explaining Lakoff’s approach, I will introduce Grice’s CP, which acts as a framework for conversation.

### **2.1.1 Grice’s Cooperative Principle (CP)**

In *Studies in the Way of Words*, which is a revised version of his 1967 William James lectures at Harvard University, Grice claims that we are trying to make cooperative efforts during conversation. These efforts should help the participants to make out the meaning of an utterance, which facilitates communication. Grice calls these efforts Cooperative Principle and defines it as follows: “Make your conversational contribution

such as required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged” (Grice 1989: 26). Based on this principle, he names four maxims, which are relevant for making a talk exchange as cooperative and efficient as possible. These four maxims are Quantity, Quality, Relation and Manner.

a) The maxim of Quantity

The maxim of *Quantity* refers to the amount of information, which interlocutors should provide. It has two subcategories:

1. Make your contribution as informative as is required (for the current purposes of the exchange).
2. Do not make your contribution more informative than is required (Grice 1989: 26).

b) The maxim of Quality

The maxim of *Quality* relates to the truth of the utterance. The two sub-maxims included in this maxim are:

1. Do not say what you believe to be false.
2. Do not say that for which you lack adequate evidence (Grice 1989: 27).

c) The maxim of Relation

Grice’s third maxim, *Relation*, stresses the importance of being relevant during information exchanges.

d) The maxim of Manner

With regard to the fourth maxim, *Manner*, Grice explains that it refers to the way in which the speaker should pass on information. He suggests being perspicuous. The sub-maxims that relate to the maxim of Manner are:

1. Avoid obscurity of expression.
2. Avoid ambiguity.
3. Be brief (avoid unnecessary prolixity).
4. Be orderly (Grice 1989: 27).

Grice acknowledges that there are also other maxims that play a role in conversation, such as 'Be polite'. They are "also normally observed by participants in talk exchanges, and these may also generate nonconventional implicatures" (Grice 1989: 28). However, he thinks that the four maxims mentioned above are most important for exchanging information most effectively.

### **2.1.2 Robin Lakoff- the pioneer of politeness theory**

According to Lakoff, the rules of politeness are complementary and support each other (cf. Lakoff 1973: 298, quoted in Schubert 2006: 195). Seen from the speaker's perspective, these rules are:

1. Don't impose
2. Give options
3. Make A[ddressee] feel good- be friendly (ibid.)

The first rule addresses the interference with someone else's affairs. It says that the speaker should only concentrate on his issues, if possible. Schubert (2006: 195) suggests that if an imposition cannot be avoided, the speaker should clarify if he is allowed to impose (e.g. "May I ask a question?"). Additionally, linguistic devices give the speaker the opportunity to "downplay a possible imposition" (ibid.). Using impersonal expressions and passives will create distance and formality. An example of this strategy would be using the phrase "Dinner is served" instead of asking "Would you like to eat?". Moreover, by applying this rule, the speaker can avoid taboo topics, such as illness and death, among others.

The second rule concerns the addressee's freedom of action. In order to make this possible, the speaker needs to use 'hedges'. According to Schubert (2006: 195f) hedges are "expressions that usually weaken the force of a speech act, such as *sort of* in the tentative statement *George Bush is sort of conservative*, the downtowner *I guess* in the indirect request *I guess it's time to leave* or question tags like *will you?*". Schubert (2006: 196) explains that the last rule does not relate to the distance between speaker and addressee, but underlines the importance of equality. By creating sympathy the speaker can ensure that the addressee feels comfortable.

### 2.1.3 Geoffrey Leech's Politeness Principle (PP)

Some years later, Leech presented a more elaborate approach called Politeness Principle (1983) which constitutes an elaboration of Grice's Cooperative Principle (1973).

Based on Grice's framework, Leech explains in *Principles of Pragmatics* the role of politeness in communication. Although Leech acknowledges the Gricean framework of maxims, he states that it is necessary to add a Politeness Principle (PP) with six maxims, called Tact, Generosity, Approbation, Modesty, Agreement and Sympathy (Leech 1983: 16, 132). "That the CP and PP are coordinate principles is shown [...] by the fact that without the PP, the CP would make erroneous predictions - the PP explains why, despite the maxims of Quality and Quantity, people sometimes quite appropriately say things that are false or less informative than is required" (Brown and Levinson, 1987 [2009]: 4). Schubert (2006:196) adds that the use of politeness strategies can make statements "rather verbose, not entirely sincere, or hard to understand because of indirectness". Leech introduced the Politeness Principle as a means of justification: Ambiguous utterances that are made because of the Cooperative Principle can be explained with the help of the Politeness Principle. Leech (1983: 81) explains that the Politeness Principle consists of two super-maxims that can be divided into six sub-maxims, or interpersonal maxims. The two super-maxims are:

- Minimize [...] the expression of impolite beliefs
- Maximize [...] the expression of polite beliefs (ibid.).

According to Thomas (1995:160) the six maxims that derive from the two statements above should not be seen as commandments, but as exemplary forms of how to use language in a polite way. Additionally, Schubert (2006: 196) suggests that they can be used as politeness guidelines in foreign language pedagogy.

These maxims include:

- |                       |   |
|-----------------------|---|
| 1. Tact maxim:        | Minimize cost to other, maximize benefit to other   |
| 2. Generosity maxim:  | Minimize benefit to self, maximize cost to self   |
| 3. Approbation maxim: | Minimize dispraise of other, maximize praise of other                                     |
| 4. Modesty maxim:     | Minimize praise of self, maximize dispraise of self                                       |
| 5. Agreement maxim:   | Minimize disagreement between self and other<br>maximize agreement between self and other |

6. Sympathy maxim: Minimize antipathy between self and other, maximize sympathy between self and other (cf. Leech 1983: 132).

Leech points out that the tact maxim is most important, as it refers to the addressee's needs (cf. 1983: 107-110). Schubert (2006: 196) adds that the cost-benefit scale "that determines whether an imperative is perceived as polite or impolite" is similar to Lakoff's first rule "don't impose". The Generosity maxim, by comparison, deals with the speaker's cost/benefit scale (cf. Leech 1983: 133f). The Approbation maxim states that praise and flattery are desirable, while criticism should be avoided (Leech 1983:135). The Modesty maxim suggests that bragging should be avoided in discourse (Leech 1983: 136). The Agreement maxim conveys that having similar opinions is regarded as polite, while any kind of disagreement should be softened (Leech 1983: 138). According to the Sympathy maxim, condolences and congratulations should be used in discourse, while antipathy should not be apparent (Leech 1983: 139). Next to the CP and PP, Leech also mentions the Irony Principle (IP) which also belongs to the "list of principles of interpersonal rhetoric" (Eelen 2001: 7) (Fig.1).

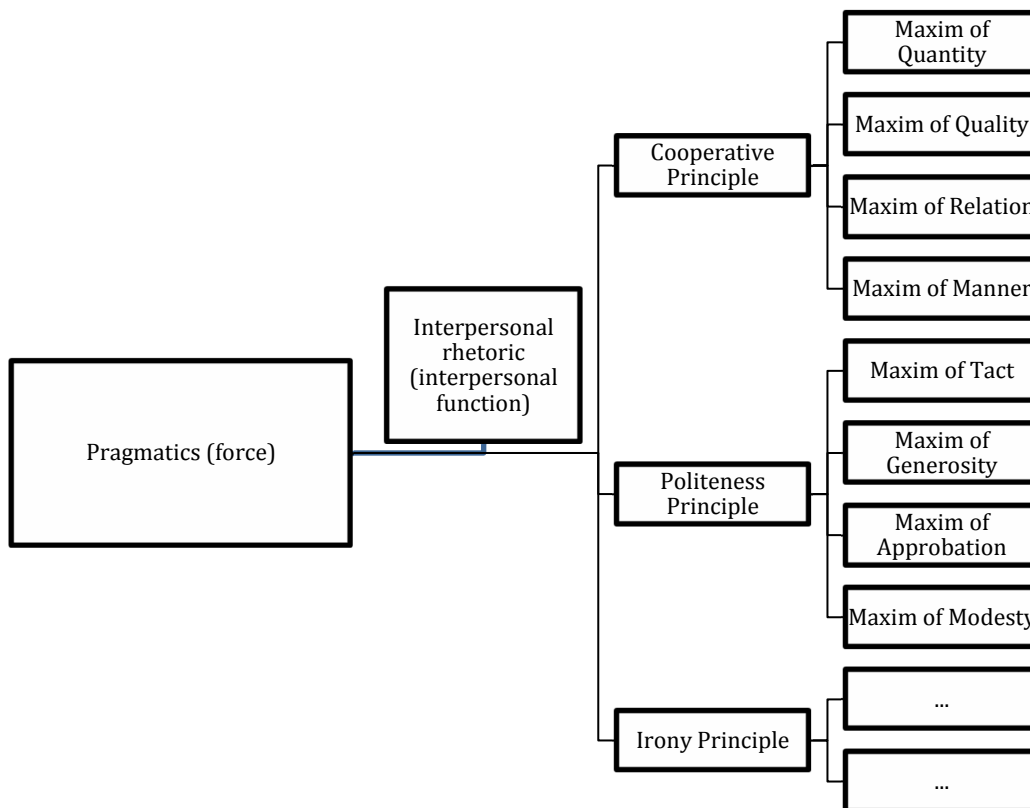


Figure 1 Leech (1983) Theoretical schema (cf. Eelen 2001)



Thomas (1995: 167) criticizes Leech for mentioning six maxims only, although many others could be added. However, Thomas adds that “[t]his makes the theory at best inelegant, at worst virtually unfalsifiable” (ibid.). Since Leech’s theory is very adaptable, Thomas thinks that it is most useful when it comes to comparing notions of politeness across cultures.

#### **2.1.4 Goffman’s notion of face**

Goffman’s notion of face has often been elaborated on and updated, but still it is relevant for sociolinguistics and linguistic pragmatics. He explains that in social interaction, there is always some kind of contact between participants, whether it is verbal or non-verbal, or face-to-face, or mediated with others. Therefore, every speech act or *line* (“a pattern of verbal and nonverbal acts” (Goffman 1967: 5)) will have an effect on the other participant(s). In this context he gives a definition of his concept of face: “the positive social value a person effectively claims for himself by the line others assume he has taken during a particular contact (Goffman 1967: 5). Thus, according to this definition face is some kind of self-image.

Although Goffman’s notion of face can be seen as the origin of Brown and Levinson’s politeness theory, he does not intend to develop a concept of politeness. He is more interested in investigating conversational actions and communicative behavior in general. In this connection, Bargiela-Chiappini (2003: 1459) mentions, “Goffman’s primary interest is in a theory of social interaction rather than a framework for polite behaviour”.

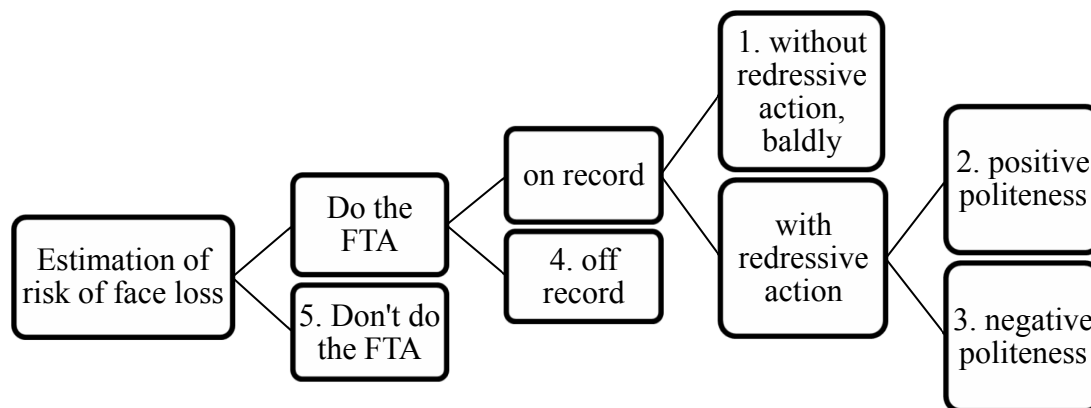
## **2.2 Brown and Levinson: Face Threatening Acts and Politeness**

Politeness is regarded as a relevant factor of human interaction. Generally, people have a vague understanding of politeness, as there is awareness that different forms of behavior indicate certain degrees of politeness. Politeness rules are determined by society and they are accepted and applied among its members. Brown and Levinson tried to classify these rules by formulating a theory of politeness (1978 and revised in 1987). They argue that humans use different degrees of politeness depending on the context in which the conversation takes place. Particular contexts implicate different

face risks to participants. This is a reason why human beings tend to avoid face-threatening acts (FTA's), or they use strategies to minimize the effect. In order to get insight into Brown and Levinson's politeness theory and their approach, I will shortly summarize their argument.

Brown and Levinson claim that every discourse consists of a speaker (S) and an addressee (H). All participants have a positive and a negative face, cf. a more detailed explanation of the difference between these types of face below. The participants are rational agents since they choose means that are most useful for reaching their goal (cf. Brown and Levinson 1987 [2009]: 58f). Additionally, the discourse participants think that all the discourse participants are both interested in saving each other's face. Therefore, only in cases of revenge (H has been forced, tricked by S) H might not want to maintain S's face. Moreover, there are certain acts, which are face-threatening (FTA's). Brown and Levinson (1987 [2009]: 65) define 'acts' as "what is intended to be done by a verbal or non-verbal communication, just as one or more 'speech acts' can be assigned to an utterance".

There are strategies for doing FTA's that are more efficient than others. However, the efficient way of doing an FTA in order to reach one's goal is more risky, as the chance of threatening the participant's face is greater. Brown and Levinson (1987 [2009]: 60) define this efficient strategy as "bald on record". The strategy the speaker chooses depends on his want to do an FTA. If S wants to "preserve H's (or S's) face to any degree, then S will want to minimize the face threat of the FTA" (ibid.). Consequently, the choice of strategy depends on the estimated risk of face loss (Fig. 2).



**Figure 2** Circumstances determining choice of strategy (cf. Brown and Levinson 1987)

Figure 2 shows four types of strategies that can be chosen when the speaker decides to do an FTA. These strategies will be explained in greater detail below. When looking at this figure, it becomes evident that the choice of strategy depends on the speaker's willingness to take risks. If S is ready to threaten his or the addressee's face (for whatever reason), he will choose a strategy without redressive action. This means that he will go baldly on record and consequently do the FTA. On the contrary, when it is very likely that the act will threaten the addressee's face and it is not or hardly possible to maintain his face, the speaker will choose an off-record strategy (if he decides to do the FTA) or he will not do the FTA at all. The circumstances under which a specific strategy is most likely to be chosen will be explained below. In short, one could say that "the more an act threatens S's or H's face, the more S will want to choose a higher-numbered-strategy" (Brown and Levinson 1987 [2009]: 60).

Since the choice of a strategy is a very delicate issue, Brown and Levinson (1987 [2009]: 91) suggest that participants should act rationally by assessing situations attentively in order to use FTA minimizing strategies. This indicates that the purpose of politeness rules is to help communication participants achieve socio-culturally appropriate behavior. However, Brown and Levinson also state that all discourse participants have mutual knowledge of the concept of politeness and of face threats and therefore the speaker "will not choose a strategy less risky than necessary, as this may be seen as an indication that the FTA is more threatening than it actually is" (Brown and Levinson 1987 [2009]: 60). A prerequisite for maintaining the hearer's face, however,

is that all participants know about politeness rules as well as the use of politeness strategies.

As Brown and Levinson draw on the notion of face which was introduced by Goffman (1967), they see face as something that “can be lost, maintained, or enhanced, and must be constantly attended to in interaction” (Brown and Levinson 1987[2009]: 61). Losing face correlates with embarrassment and humiliation. Since human beings try to avoid FTA’s, they want to maintain the hearer’s face in conversation. This is why participants try to cooperate rather than to threaten each other’s face deliberately.

Based on Goffman’s definition of face, Brown and Levinson make the following assumptions by differentiating between positive and negative face:

(i) ‘face’, the public self-image that every member wants to claim for himself, consisting in two related aspects:

- (a) negative face: the basic claim to territories, personal preserves, rights to non-distraction – i.e., to freedom of action and freedom from imposition
- (b) positive face: the positive consistent self-image or ‘personality’ (crucially including the desire that this self-image be appreciated and approved of) claimed by interactants

(ii) certain rational capacities, in particular consistent modes of reasoning from ends to the means that will achieve those ends (Brown and Levinson 1987 [2009]: 61).

### **2.2.1 Positive and Negative Politeness**

Based on this definition, Brown and Levinson do not see face as cultural norms but rather as wants or desires. Interlocutors try to maintain the other’s face by being polite. As Brown and Levinson differentiate between positive and negative face, they argue that there must be at least two derivative forms of politeness: positive and negative politeness.

By using negative politeness the speaker tries to redress (satisfy) the hearer’s negative face. Since the speaker knows about the hearer’s negative face wants, he will try to

avoid face threats. If a potential face threat cannot be avoided, the speaker uses certain strategies to minimize the threat so that his wants will not (or only slightly) interfere with the hearer's face wants (Brown and Levinson 1987 [2009]: 70). In short, negative politeness is "characterized by self-effacement, formality and restraint, with attention to very restricted aspects of H's self-image, cent[er]ing on his want to be unimpeded" (ibid.).

While negative politeness is related to a formal use of language and can be identified quickly, positive politeness is less obvious. Speakers who express positive politeness are trying to reduce their public self-image "to a want that [their] wants be desirable to at least some others" (Brown and Levinson 1987 [2009]: 62). In social interaction, participants are looking for understanding, approval and admiration. Therefore, speakers try to make hearers think that they also desire the hearers' wants. Additionally, speakers convey the feeling that they have a mutual group identity and thus the same duties and they share expectations of reciprocity (Brown and Levinson 1987 [2009]: 70). Thereby, the potential face threat can be minimized. By giving the hearer the impression that the speaker likes him, the FTA is not evaluated negatively with regard to the hearer's face.

In order to clarify this point, Brown and Levinson give an illustrative example of positive politeness and maintaining the hearer's positive face.

Mrs B is a fervent gardener. Much of her time and effort are expended on her roses. She is proud of her roses, and she likes others to admire them. She is gratified when visitors say 'What lovely roses; I wish ours looked like that! How do you do it?', implying that they want just what she has wanted and achieved (Brown and Levinson 1987 [2009]: 62f).

Although this example makes it quite clear what Brown and Levinson mean by positive politeness, it needs to be kept in mind that the hearer's interpretations of polite utterances can differ greatly. Therefore, they add that their definition can only be adequate if certain additional factors are considered.

Firstly, the wants of the speaker might not be identical with the wants of the hearer, as the latter could already have satisfied their wants or concentrate on other wants. An

example for this circumstance would be a manager of a company who praises one of his employees for their excellent work and offers a promotion to him. However, the employee is not interested in this position anymore or has already prospects for a better position. Brown and Levinson argue that this does not only apply for non-material but also for material objects, as well as for values and actions. Secondly, in certain expressions of wanting, the subject and object are not identified clearly. The result is that the hearer cannot accurately detect what the speaker means by an utterance. Therefore, in some situations the face wants of an agent can be interpreted differently which shows that situations and utterances can be ambiguous. Thirdly, speakers always have an intention for making a polite utterance in order to achieve a goal. This means that they do not aim at maintaining everyone's positive face, but they select those individuals that are especially important for reaching a certain goal (Brown and Levinson 1987 [2009]: 63).

Despite arguing that positive politeness is less obvious than negative politeness, Brown and Levinson (1987: 70) state that negative politeness brings along some tension between going off record or on record. While going on record involves the risk of threatening the hearer's face, going off record means minimizing the face threat. However, by going off record, it is possible that the addressee interprets the addresser's face wants incorrectly. Therefore, in most situations it is essential to go on record by making a compromise. Brown and Levinson (1987 [2009]: 70) call this compromise "conventionalized indirectness". This socially shared knowledge is extremely useful for communication, as it makes it possible to turn indirect requests (e.g. 'Can you pass the salt?') into direct on-record requests. Thereby, Brown and Levinson (ibid.) explain that an alternative interpretation of this phrase can usually be avoided.

Although the wants "are obviously highly culture-specific, group-specific, and ultimately idiosyncratic", there are definitely certain desires, values or norms that are overlapping between members of different societies (ibid.). Polite behavior is highly rated in most cultures. Additionally, the authors claim that "the mutual knowledge of members' public self-image or face, and the social necessity to orient oneself to it in interaction, are universal", although the content of face might be different across cultures (Brown and Levinson 1987 [2009]: 62).

### 2.2.2 Intrinsic FTA's and the universality of face

As stated above, Brown and Levinson assume that face and rationality are universal concepts. Subsequently, they conclude that there are acts that intrinsically threaten face. Intrinsic FTA's are those acts that "by their nature run contrary to the face wants of the addressee and/or of the speaker" (1987 [2009]: 65). Concerning intrinsic FTA's, they differentiate between the kinds of face threatened and the person whose face is threatened. With regard to the former, they say that there are acts that threaten the addressee's positive face and acts that threaten his negative face (cf. above). Acts that are threatening the addressee's positive face "by indicating (potentially) that the speaker does not care about the addressee's feelings, wants, etc." (i.e. S shows that he does not want H's wants) are, for example, expressions of disapproval, criticism, disagreements or challenges (1987 [2009]: 66). In comparison, acts that are threatening the addressee's negative face "by indicating (potentially) that the speaker (S) does not intend to avoid impeding H's freedom of action", contain, for example, orders and requests, suggestions, offers, compliments, promises, etc. (1987 [2009]: 65f). The second distinction concerns the addressee of the threat. The examples provided above all are a potential threat to the hearer's face. FTA's that might threaten S's face are, by contrast, "[t]hose that offend S's negative face", such as expressing thanks, excuses, acceptance of offers, or unwilling promises, and "[t]hose that directly damage S's positive face", such as apologies, acceptance of compliments, self-humiliation, confessions, or emotion leakage (cf. Brown and Levinson 1987 [2009]: 67f).

### 2.2.3 Strategies for doing FTA's

Based on the descriptions above, it can be said that there are four strategies for doing FTA's. These strategies are called baldly on record, positive politeness, negative politeness and off record (Fig. 2).

When doing an FTA, the speaker initially has the choice between going on and off record. Going *on record* means, "it is clear to participants what communicative intention led the actor to do A (i.e., there is just one unambiguously attributable intention with which witnesses would concur)" (Brown and Levinson 1987 [2009]: 68).

In other words, the addressee is able to make sense of the speaker's verbal or non-verbal act. In comparison, going *off record* implies that "there is more than one unambiguously attributable intention so that the actor cannot be held to have committed himself to one particular intent" (Brown and Levinson 1987 [2009]: 69). This strategy is very indirect which means that the addressee might have trouble understanding what the speaker wants. Linguistic realizations of this type of strategy are metaphors, irony, rhetorical questions, understatements, tautologies and hints (cf. Brown and Levinson 1987 [2009]: 69).

However, Brown and Levinson do not only differentiate between on record and off record strategies, but they also explain that on record strategies can be defined even more precisely. Therefore, as a next step, they distinguish strategies without redressive action from strategies with redressive action. Using a strategy without redressive action equals doing an act baldly. As this act is on record, it entails that the act is unambiguous and clear. In addition, doing an act baldly also implies that the speaker does not care about minimizing the threat to the hearer's face. As stated above, normally, the participants will try to save each other's face, as they are cooperating. However, under certain circumstances the speaker will hardly fear retribution from the hearer:

These cases include circumstances where

- (a) S and H both tacitly agree that the relevance of face demands may be suspended in the interests of urgency and efficiency;
- (b) the danger to H's face is very small, as in offers, requests, suggestions that are clearly in H's interest and do not require great sacrifices of S (e.g., 'Come in' or 'Do sit down'); and
- (c) where S is vastly superior in power to H, or can enlist audience support to destroy H's face without losing his own (Brown and Levinson 1987 [2009]: 69).

Doing an act with redressive action, however, entails that the speaker tries to save the addressee's face. There are two methods of giving face to the participant, namely positive and negative politeness, which have already been explained in section 2.2.1.

Naturally, there are advantages and drawbacks of each strategy. For going *on record*, Brown and Levinson (1987 [2009]: 71) list the following advantages:

The speaker can:



- “enlist the public pressure against the addressee or in support of himself”
- “get credit for honesty”
- “[get credit for] indicating that he trusts the addressee”
- “get credit for outspokenness”
- “[get credit for] avoiding the danger of being seen to be a manipulator”
- “avoid the danger of being misunderstood”
- “have the opportunity to pay back in face whatever he potentially takes away by the FTA” (Brown and Levinson 1987 [2009]: 71).

In contrast, going off record offers the following opportunities:

The speaker can:

- “get credit for being tactful, non-coercive”
- “run less risk of his act entering the ‘gossip biography’ that others keep of him
- “avoid responsibility for the potentially face-damaging interpretation”
- “give (non-overtly) the addressee an opportunity to be seen to care for S (and thus he can test H’s feelings towards him)” (ibid.).

These criteria show that there are many factors which influence the selection of a certain strategy. Fig. 3 presents a summary of all factors and payoffs.

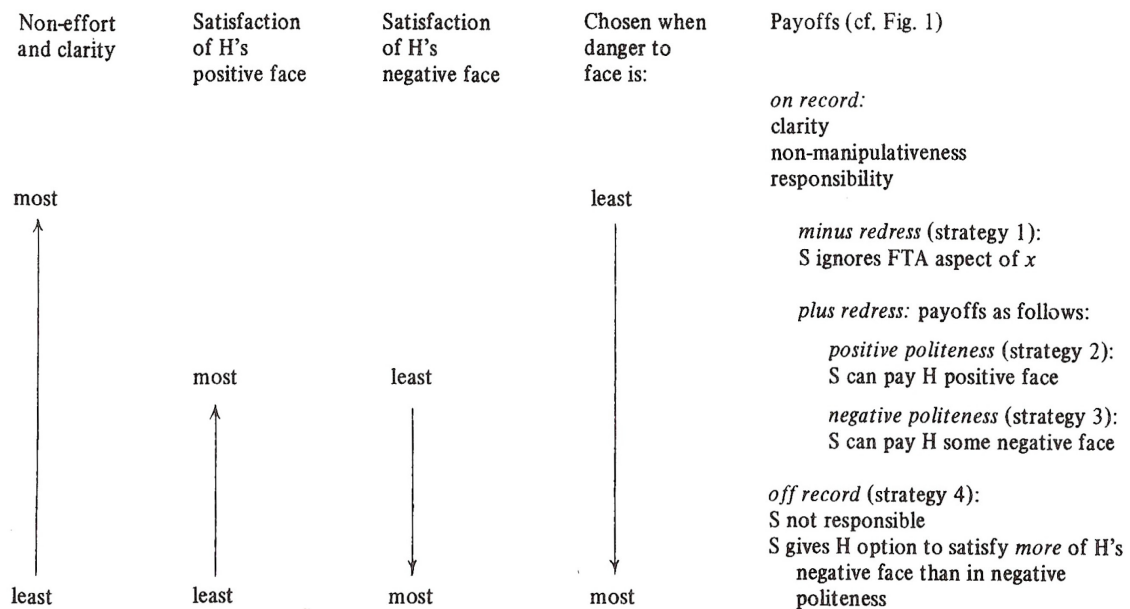


Figure 3 A priori factors influencing strategy selection (cf. Brown and Levinson 1987:75)

#### 2.2.4 The weightiness of an FTA

It is rather unlikely that human beings are communicating on the same level, as several factors need to be considered when interacting with another person. These factors include the relative power (P), the social distance (D), and the absolute ranking of impositions that a certain culture has (R): “In our view, P, D, and R [...] can be seen to subsume most of the culturally specific social determinants of FTA expression, but we must concede that there may be a residue of other factors which are not captured within the P, D, and R dimensions” (Brown and Levinson 1987 [2009]: 16). However, not only these factors, but also the formality of a situation has an effect on the assessment of the danger of a situation.

As explained above, the estimation of face loss has great influence on the choice of strategy. If the risk of threatening S’s face and the risk of threatening H’s face are compounded “in a proportion relative to the nature of the FTA”, it is possible to calculate the weightiness or seriousness of the FTA. In order to clarify this point, Brown and Levinson (1987 [2009]: 76) came up with the following formula:

$$W_x = D(S,H) + P(H,S) + R_x$$

$W_x$  is a numerical value and an index of risk. This index gives information about the danger of an FTA. The factors P and D are very culture-specific. P, for example, stands for the power a speaker has over the hearer. In cases where the factor P is great, the speaker has a higher social rank, such as a prince, or the head of a country. The factor D relates to social dimensions, such as different dialects, or languages of the participants. It is common to assess D by looking at stable social attributes. While D is a symmetric social dimension, Brown and Levinson (1987 [2009]: 77) refer to Weber, when they claim that P is asymmetric and refers to relative power. They explain that “P(H,S) is the degree to which H can impose his own plans and his own self-evaluation (face) at the expense of S’s plans and self-evaluation” (ibid.). R, as a last factor that contributes to

the weightiness of an FTA, refers to the ranking of impositions. These impositions, which are dependent on culture and situation, are ranked “by the degree to which they are considered to interfere with an agent’s wants of self-determination or of approval” (ibid.). By self-determination and approval, Brown and Levinson understand negative- and positive-face wants.

Naturally, as already mentioned above, P, D, and R depend on the context in which the factors can be identified. Different cultures and situations imply a different degree of power, distance or relation. Further, they must have cognitive validity, as the compounding of P, D, and R gives the speaker the opportunity to exploit the ambiguity. As explained above, P, D, and R are composited into an index of risk (Wx) that measures the danger of an FTA. Although it is likely that all participants share mutual knowledge concerning the weightiness of these factors, the speaker still might try to re-rank them. The re-ranking is possible, as all participants might have an estimation of the weight of these factors, but they cannot tell which of these factors is most influential to the outcome, as they only have a single index (Wx). Therefore, the speaker might use Wx in order to “re-rank the expectable weighting of one of the variables at the expense of the others” (Brown and Levinson 1987 [2009]: 228). Thereby, the speaker gets the chance to ‘trick’ the addressee, by making a face threat less dangerous. Brown and Levinson (ibid.) mention an example of borrowing a friend’s new car. Generally, this act is very face-threatening, as hardly anyone is happy about lending a new high-price merchandise to someone else, even if it is a friend. Therefore, all participants have mutual knowledge about this circumstance. Still, the speaker will try to reduce the face threat so that the chance of reaching his goal becomes greater. There are several ways of reducing the threat. Brown and Levinson mention positive politeness, among others. In order to illustrate this point, they use the following example:

(1) Hey, Harry, how about lending me your new car! (ibid.).

This strategy might be risky, as the addressee could interpret this utterance differently, for example as an offense (manipulation of P or D). However, the speaker can always justify himself by explaining that it was not P or D he tried to manipulate, but R. Brown and Levinson conclude that “the choice of strategy will in general ‘encode’ the

estimated danger of the FTA”, however, we do not know “*which* variable (D, relative P, or R) is primarily responsible for the weight of *x*” (1987 [2009]: 81).

Taking all factors influencing politeness into account, one could argue that Brown and Levinson’s concept of politeness is quite ambiguous, as the choice of strategy depends on the culture, the situation and the context and involves the factors of power, distance and relation.

Nevertheless, their approach if applied to a particular context, can be an extremely useful means for analysis and interpretation. Therefore, I decided to use their strategies for analyzing the use of politeness in the classroom setting. Before investigating the classroom setting and the use of politeness in more detail, I will present an overview of all kinds of politeness strategies identified by Brown and Levinson (1978,1987).

### **2.3 Brown and Levinson: Overview of all politeness strategies**

As stated above, Brown and Levinson name four basic politeness strategies, namely on record, positive politeness, negative politeness and off record. They call these strategies ‘super-strategies’. In addition to these, they formulated other sub-strategies, which they label ‘higher-order strategies’. When the strategies are used in actual discourse in order to reach a goal, they refer to them as ‘output strategies’. For reasons of completeness, the following sections will shortly present all strategies, including ‘super-strategies’ and the respective ‘higher-order strategies’ (for further explanation of all strategies cf. Brown and Levinson 1987 [2009]).

#### **2.3.1 Bald on record**

Bald on record is the only strategy that does not contain any sub-strategies, since it only means to be as direct as possible without redressive action. As explained in 2.2.3 above, by using this strategy the face threat will not be minimized.

### **2.3.2 Positive Politeness**

Positive politeness involves three mechanisms, namely claiming common ground, conveying that S and H are cooperators and fulfilling H's wants.

#### **Claim common ground**

Strategy 1: Notice, attend to H (his interests, wants, needs, goods)

Strategy 2: Exaggerate (interest, approval, sympathy with H)

Strategy 3: Intensify Interest to H

Strategy 4: Use in-group identity markers

Strategy 5: Seek agreement

Strategy 6: Avoid disagreement

Strategy 7: Presuppose [raise] assert common ground

Strategy 8: Joke

#### **Convey that S and H are cooperators**

Strategy 9: Assert or presuppose S's knowledge of and concern for H's wants:

Strategy 10: Offer, promise

Strategy 11: Be optimistic

Strategy 12: Include both S and H in the activity

Strategy 13: Give (or ask for) reasons

Strategy 14: Assume and assert reciprocity

#### **Fulfil H's want for some X.**

Strategy 15: Give gifts to H (goods, sympathy, understanding, cooperation)

### **2.3.3 Negative Politeness**

"Negative politeness enjoins both on- record delivery and redress of an FTA (Brown and Levinson 1987: 130).

#### **Be direct**

Strategy 1: Be conventionally indirect

#### **Don't presume/assume**

Strategy 2: Question/ hedge

### **Don't coerce H**

Strategy 3: Be pessimistic

Strategy 4: Minimize the imposition, Rx

Strategy 5: Give deference

### **Communicate S's want to not impinge on H**

Strategy 6: Apologize

- Admit the impingement
- Indicate reluctance
- Give overwhelming reasons
- Beg forgiveness

Strategy 7: Impersonalize S and H

- Performatives
- Imperatives
- Impersonal Verbs
- Passive and circumstantial voices
- Replacement of the pronouns 'I' and 'you' by indefinites
- Pluralization of the 'you' and 'I' pronouns
- Address terms as 'you' avoidance
- Reference terms as 'I' avoidance
- Point-of-view distancing

Strategy 8: State the FTA as a general rule

Strategy 9: Nominalize

### **Redress other wants of H's**

Strategy 10: Go on record as incurring a debt, or as not indebting H

## **2.3.4 Off record**

### **Invite Conversational Implicatures**

Strategy 1: Give hints

Strategy 2: Give association clues

Strategy 3: Presuppose

Strategy 4: Understate

- Strategy 5: Overstate
- Strategy 6: Use tautologies
- Strategy 7: Use contradictions
- Strategy 8: Be ironic
- Strategy 9: Use metaphors
- Strategy 10: Use rhetorical questions

**Be vague or ambiguous: Violate the Manner Maxim**

- Strategy 11: Be ambiguous
- Strategy 12: Be vague
- Strategy 13: Over-generalize
- Strategy 14: Displace H
- Strategy 15: Be incomplete, use ellipsis

Obviously, Brown and Levinson cannot commit themselves to an exact definition of what they mean by politeness. They explain that the notion of politeness is ambiguous, since as a cross-cultural phenomenon it is open for multiple interpretations. Therefore it is not hard to imagine that definitions of politeness differ considerably, cf. below for more criticism of Brown & Levinson's theory.

## **2.4 Criticism of Brown and Levinson's politeness theory**

Brown and Levinson's politeness theory has faced severe criticism containing more and less legitimate arguments. One researcher who is mentioned frequently by politeness theorists and critics is Meier (1995, 1997). She did not only criticize Brown and Levinson's theory for relevant reasons, but she also provided an alternative notion of politeness. Therefore, section 2.4 deals with aspects of criticism by Meier and other researchers, and section 2.5 outlines Meier's concept of politeness.

### **2.4.1 Criticism of the field**

As explained above, linguistic politeness research belongs to the field of pragmatics and sociolinguistics. Holtgraves (2005: 73) points out that politeness can also be seen as a

part of social and cognitive psychology, as it “deals with a slice of linguistic behavior that is intimately tied to a host of social psychological variables” (ibid.). However, for the present analysis the relevant fields for the investigation of politeness are pragmatics and sociolinguistics.

#### **2.4.2 Criticism of the definition of politeness**

Although Brown and Levinson’s notion of politeness is the most frequently cited concept in the field of politeness research, it is also criticized for lacking a clear definition of politeness. Therefore, their concept is often considered as vague and nebulous.

For instance, Watts, Ide and Ehlich (1992 [2005]) claim that Brown and Levinson fail to give a definition of politeness. Brown and Levinson claim, according to Meier (1997: 22) that polite behavior can be achieved by adding formal and functional features to a speech act in order to reduce its face threat. However, Meier (1997: 22) states that by adding formal features, such as nominalizations, and functional features, such as giving deference, the definition of politeness remains only valid for a certain culture. Thus, Meier stresses that this is not enough for communicating successfully across cultures. She thinks that functional and formal features vary across languages. As they are highly subjective, they should not be included in an objective definition of politeness.

Horak also mentions that Brown and Levinson do not offer a definition of the notion of politeness. She even states that there is an observable hierarchy in their politeness theory with “negative politeness being claimed to be more polite than positive politeness. A perceived difference of these two types generates misunderstanding between cultures” (1998: 37).

Thomas (1995: 176) explains that Brown and Levinson do not carefully distinguish between face threats. Some of them can threaten the speaker’s and the hearer’s face at the same time. Further, Thomas (ibid.) points out that positive and negative politeness are often united in one single utterance.



### 2.4.3 Criticism of the face wants across cultures

Brown and Levinson adopt the notion of face wants introduced by Goffman, and differentiate between positive and negative face. “One face want is a desire to be unimpeded (not to have one’s territory encroached upon); the other is to accrue others’ approval” (Meier 1997: 22). However, according to Meier, it is highly questionable whether this notion of face is universal, as every culture has its own understanding of these wants. Schubert (2006: 200f) adds

Brown & Levinson largely neglect different contextual situations by postulating that there are speech acts which are inherently face-threatening. Additionally, the authors already claim in the subtitle of their study (*Some universals in Language Use*) that their politeness strategies are universals, i.e. that they work in any language of the world.

Therefore, the context always needs to be taken into account when making claims about politeness. Still, one should be careful when with regard to objective statements about politeness, as they should always be seen in relation to a particular culture and the context in which it occurs.

Likewise, Bargiela-Chiappini (2003: 1462) thinks that Brown and Levinson fail to make their framework suitable for different cultures. Although Brown and Levinson (1987: 14) claim that it was developed to accommodate “cross-cultural conflicts grounded in different views of what constitutes ‘good’ behaviour in interaction”, their concept of ‘face’ does not have cross-cultural validity (cf. Bargiela-Chiappini, *ibid.*). Moreover, the author mentions that this can also be the reason for the ethnocentrism of their theory, as they might be aware of the fact that the notion of face is different across cultures.

### 2.4.4 Criticism of the relationship between indirectness and politeness

Brown and Levinson claim that indirect speech acts are universal. Additionally, they proposed that there is a “linear relationship between indirectness and politeness, whereby certain formal features (e.g. imperatives) are identified as markers of

directness” (Meier 1997: 22). These formal features, which are often used in connection with bald-on-record strategies, are regarded as being less polite. According to Meier (1997: 22), House and Kasper (1981) as well as Tannen (1981) took up this understanding of the relationship between indirectness and politeness. Consequently, they used this concept for their own research and found out that there are differences in the degree of in-/directness across cultures. She adds that there is also a difference in directness within a single language, as Bialystok (1993) has shown. Therefore, Meier (ibid.) thinks that these findings indicate that there are different politeness mechanisms operating in a language which lead to “more or less polite languages”.

As every culture has its own notion of appropriate behavior, it is hardly possible that politeness is a universal concept. In some cultures it is appropriate to be as direct as possible, whereas other cultures would consider this kind of behavior as an intrusion. There is not only a difference in the degree of in-/directness, but there are many other dimensions that need to be considered when looking at politeness from a cross-cultural point of view. Therefore, I will closely focus on politeness as a cross-cultural phenomenon in section 3.

Concerning politeness as a universal concept, Meier (1995b: 388) adds “[it] can be said to be universal only in the sense that every society has some sort of norms for appropriate behavior, although these norms will vary”. Thereby, she tries to explain that politeness rules are not generally applicable. This fact underlines the need of being communicatively competent not only in the target language, but also in other languages. By learning about cross-cultural differences and various ways of understanding of what it means to be polite, communication and mutual understanding can be promoted and negative transfer will be avoided. Once participants are aware of this circumstance, they will have fewer problems reaching their communicative goal.

Interestingly, the understanding of politeness rules does not only vary across languages but also within one language, e.g. if we consider its different varieties, dialects or regiolects. Dalton-Puffer (2007: 175f), for instance, mentions, “socio-pragmatic parameters governing the use of Standard Austrian German cannot a priori be assumed to be identical with those pertaining to Standard German German”. Therefore, it seems natural that notions of politeness also vary within one language.

#### 2.4.5 Criticism of taxonomies for data analysis

Meier (1997: 23) demonstrates that Brown and Levinson's politeness theory is built on criteria for analysis, which derive from speech act studies. "Taxonomies within such studies, not surprisingly, have found little consistent guidance from Brown and Levinson's model of politeness, and bases for classification of speech act strategies are at best hazy (Meier 1994)". Brown and Levinson's criteria of politeness strategies are too indistinct and should not be based on speech act studies only.

#### 2.5 Politeness as appropriateness

Having criticized Brown and Levinson's politeness theory for various reasons, Meier (1997) provides an alternative notion of politeness. She defines politeness as appropriateness:

I propose the most useful working definition of politeness for second/foreign language pedagogy is that of appropriateness. We do not necessarily want our students to produce a steady stream of *sir, please, would you be so kind as to*, mitigators, and apologies, for example. All of the above can be used appropriately, but they may be used inappropriately as well (Meier 1997: 24).

Meier (1995b: 387) states that she is not the first researcher who defines politeness as socially acceptable behavior, as Zimin (1981), Fraser and Nolen (1981), or Gu (1990) had already advocated a similar notion of politeness. However, she remains one of the most cited researchers with regard to criticizing Brown and Levinson's understanding of politeness.

Additionally, she does not support the idea of politeness rules, which has been introduced by Lakoff, as there are so many different factors that play a role when it comes to acting appropriately. These factors cannot be covered by rules.

Moreover, contextual factors and the perception of the formality of a situation can vary across cultures. Schubert (2006: 204), for example, mentions the different uses of "Hi".

While in British English “Hi” is only used in informal situations, Americans use this word without regard to the formality of the situation. Next to the formality of a situation, also communicative acts, such as paying compliments, have different values and are interpreted in different ways. A third difference would be the acceptance of topics of phatic communion in a culture. This means that what is regarded to be a nice small talk in one culture could be perceived inappropriate in another. All these differences need to be taught in the classroom with regard to their appropriateness in a culture.

Although Brown and Levinson’s politeness theory has been subject of criticism and many researchers tried to update and reformulate the theory, it still is the most comprehensive approach to politeness. Therefore, I decided to use it as a basis for my research. Since many aspects of their politeness theory were strongly criticized for the reasons I explained above, I only used parts of their theory for my research project. As the categorization of strategies is still up-to-date, Brown and Levinson’s four main strategies have been used as criteria for analyzing politeness strategies used in the EFL/CLIL classroom. Still, other theories and approaches have also been taken into account when interpreting the data.

### **3 Politeness as a cross-cultural phenomenon**

Politeness is a cross-cultural phenomenon, as it can be observed not only in one specific culture, but every culture has an understanding of politeness. Bargiela-Chiappini (2003: 1458) states that all cultures have defensive practices and protective practices. The former refer to practices that save the speaker’s face, whereas the latter relate to saving the hearer’s face.

If Brown and Levinson’s theory is understood accordingly, they are right when arguing that politeness is universal. As mentioned above, Brown and Levinson based their politeness theory on Goffman’s notion of face. In 1967, Goffman was already aware of cross-cultural differences. Still, he thought that there must be universal notions that are true for all cultures. “Cross-cultural variation in face-saving practices nevertheless

reveals similarities that suggest that there may be a fixed repertoire of ‘possible strategies’” (Goffman 1967:13-14, quoted in Bargiela-Chiappini 2003: 1458).

Soon after Brown and Levinson’s politeness theory was published, researchers from all over the world criticized it for different reasons (cf. section 2.4). Therefore, when making statements about the universality of politeness theory, it should be considered that there are formal as well as functional differences regarding polite behavior across cultures (Meier 1997: 22). Since Brown and Levinson’s concept only refers to the Anglophone culture, researchers from other cultural backgrounds have had difficulties using their strategies and explanations. As a result, many critical reviews of their theory demonstrated that their definition of ‘polite behavior’ is not as universal as it claims to be.

Bargiela-Chiappini (2003: 1460), for instance, claims that mainly non-Anglophone researchers had problems with Brown and Levinson’s notion of ‘face’. As already mentioned above, Meier states “there is no guarantee that formal features have the same value across languages” and she adds that functional features are relative concepts (ibid.) as well. Schubert (2006: 201) argues that one should not ignore that politeness is an idealized construct, “since polite behaviour is heavily dependent on sociocultural factors”.

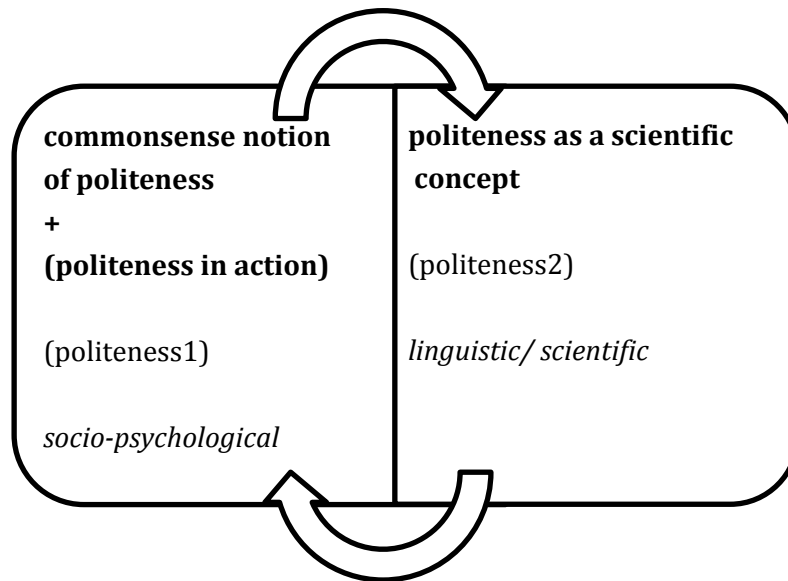
Many researchers across cultures have an idealized notion of politeness in their culture. They are interested in investigating aspects of politeness rather than impoliteness. Therefore, the main focus of their concepts is on appropriateness. According to Eelen (2001: 167), this is due to:

- (1) the definition of politeness as belonging to the level of ‘(a) culture’
- (2) the conceptual bias of politeness towards the polite end of the continuum
- (3) the association of politeness with appropriateness.

Since politeness is often treated as a scientific concept, there is little room for using it in connection to real world phenomena. Therefore, several attempts have been made to split up politeness into two concepts. A dual notion of politeness emerged among researchers, which made it easier to discuss politeness from different points of view. Politeness got divided into an action-related and a theoretical concept.

### 3.1 The dual notion of politeness across cultures

Before moving on to the different concepts of politeness in China, Japan and Israel, I would like to introduce the dual notion of politeness, which will facilitate the understanding of cross-cultural politeness concepts (Watts, Ide and Ehlich 1992 [2005]).



**Figure 4** Politeness as a dual concept: first- and second-order politeness (cf. Watts, Ide and Ehlich 1992 [2005])

When conducting research in the field of politeness, it is extremely important to distinguish between a commonsense and a scientific notion of politeness (Fig.4). The latter is most relevant with regard to politeness as an academic concept. Politeness as a scientific concept is also called second-order politeness (politeness2). Politeness2 is “a more technical notion that can only have a value within an overall theory of social interaction” (Watts, Ide and Ehlich 1992 [2005]: 4). Compared to this notion, first-order politeness (politeness1) includes “the various ways in which polite behaviour is talked about by members of sociocultural groups” (Watts, Ide and Ehlich 1992 [2005]: 3).

Speakers often tend to assess their linguistic behavior from their own point of view by using their concepts and knowledge of polite behavior. However, looking at the situation from a scientific and more objective point of view, the impressions of the speaker might not coincide with the scientific analysis of the situation.

In this sense [the distinction] provides a direct pathway into the often hazy depths of sociolinguistic theorizing about language and social reality, and as such constitutes a good starting point for a more in-depth comparative study of the different theoretical perspectives (Eelen 2001: 30).

It should be noted that first-order politeness does not serve as input for scientific research, as Kasper (1996: 2, quoted in Eelen 2001: 30) assumed by claiming that “[f]irst order politeness phenomena constitute the input to politeness theories”. It is important to strictly distinguish between first-order politeness (henceforth politeness1) and second-order politeness (henceforth politeness2). If this distinction is not clearly made, epistemological problems will occur: These include an application of a scientific concept in real world interaction and the use of data of everyday interaction for the development of scientific concepts. If a scientific concept is used as a basis for everyday interaction, it cannot be ensured that all participants share this concept. Likewise, data, which is collected from real-life interaction in a specific culture, should not be used as input for analysis and establishment of a universal politeness theory.

According to Eelen (2001: 31) the main danger of refusing a strict distinction between politeness1 and politeness2 is an uncritical application of theoretical politeness2 frameworks in reality. Thereby, the scholar means that theoretical concepts, which were developed based on input in a specific culture, cannot automatically be used in all contexts and across different cultures. Consequently, the differences in commonsense notions of politeness across cultures always need to be considered.

Since researchers encourage a strong differentiation between politeness1 and politeness2, it is necessary to investigate the two categories in more detail. Politeness 1, as stated earlier, includes an action-related aspect that refers to the way politeness is used in actual communication. Therefore, it can be assumed that it is a non-scientific concept including ideologies of politeness. However, politeness1 also includes a commonsense notion of politeness in that it refers to the idea of politeness shared among members of sociocultural groups. Eelen (2001: 32) explains this distinction as follows:

Whereas [one aspect of politeness1] refers to lay assessments *of* (one’s own or other speakers’) politeness in action, and is thus concerned with what goes on

when people *use* politeness in action, [another aspect] refers to lay assessments *about* politeness from a more detached standpoint: it is concerned with the way people *talk about* and provide accounts of politeness.

Since the first aspect of Watts, Ide and Ehlich's (1992 [2005]) distinction of politeness 1 does not seem to be of interest, Eelen (2001:32) concludes that politeness1 refers to the second aspect- the lay concept of politeness<sup>1</sup>.

Although politeness is present in all cultures, the following section shows that the understanding of what is regarded as polite behavior differs greatly.

### **3.2 Other formulations of politeness theory**

In order to grasp the idea of politeness in different cultures, this section will present some alternative models of politeness theory. Having discussed the pioneers of politeness research and Brown and Levinson's politeness theory, I will now move on to the notions of politeness outside the English-speaking world. These include the Chinese concept of politeness by Gu (1990), the Japanese idea of politeness by Ide (1989), and politeness in the Israeli-Jewish context as investigated by Blum-Kulka (1992). Although there are many other theories of politeness that can be summarized under the heading "Core theories of politeness" (cf. Eelen 2001), I consider the three theories mentioned above most relevant with regard to politeness as a cross-cultural phenomenon.

#### **3.2.1 The Chinese notion: fulfilling the wants of society**

The Chinese concept of politeness, which was introduced by Gu (1990), is connected to morality and norms which are set by the society. Although Gu's notion can be linked to Leech's, the Chinese researcher developed her concept further, as the Politeness Principle (PP) and the maxims were adjusted. In Gu's theory, the PP is seen as being regulative and is not considered as having moral nature. Contrary to Lakoff's or Leech's

---

<sup>1</sup> The first (action-related) aspect, however, is still relevant, as there also needs to be input in order to establish a commonsense notion of politeness. The data, which is produced in actual communication, serves as a basis for analysis and the establishment of a socio-psychological (politeness1), as well as a linguistic/scientific concept (politeness2).



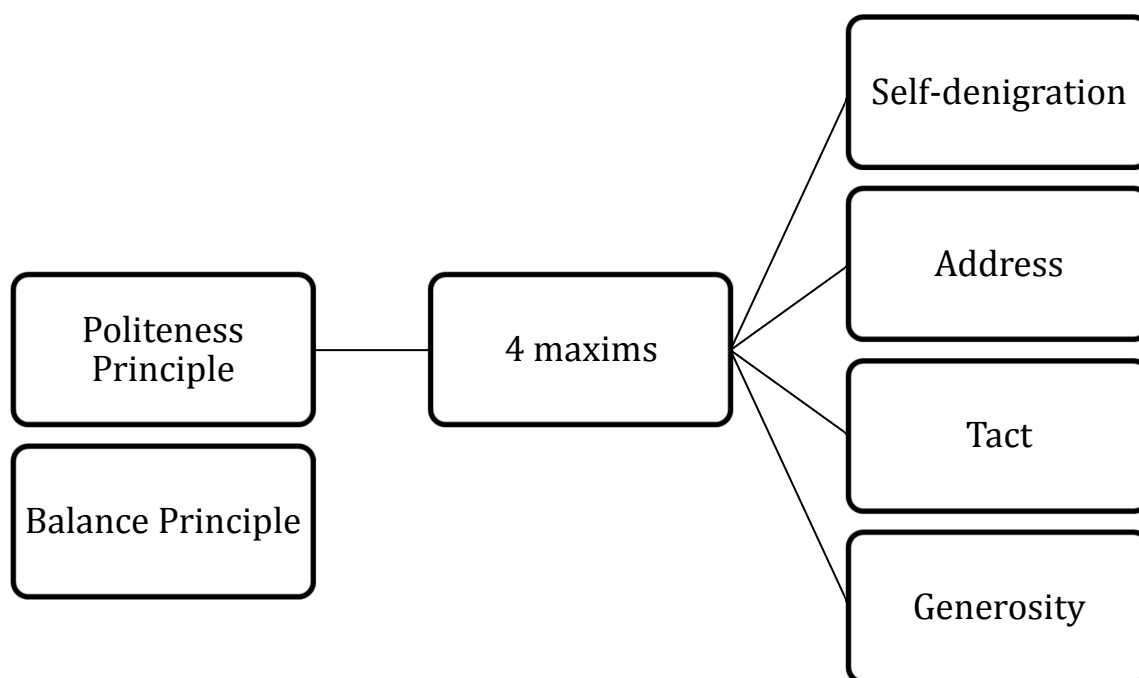
notion of politeness, Gu's understanding of politeness (*limao*) is not descriptive but prescriptive.

Additionally, the scholar presents a different notion of face. According to Eelen (2001: 10), "in the Chinese context, the notion of face is not to be seen in terms of psychological wants, but rather in terms of societal norms". Therefore, politeness is normative in China and the society has a higher rank than the individual. The Chinese are aiming at fulfilling the wants of society. If they cannot fulfill these wants, as they cannot meet social standards, this failure can be considered as an FTA (*ibid.*).

Although it might be true to certain extent that in China the wants of society stand above those of the individual, it should be noted that this might not be the case for all circumstances. Since linguists often only have access to the speaker's actual utterances and the hearer's reactions in conversation, the findings should only be used with regard to their context. "We may observe that the Chinese place more emphasis in their talk on the needs of the group rather than those of the individual, but we cannot conclude on the basis of these observations alone that they are genuinely more altruistic than members of other communities" (Thomas 1995: 150).

Taking this aspect into account, the Chinese notion of politeness needs to be investigated further. According to Watts (2003: 119f), the notion of 'face' has its origins in China. Based on the Chinese sources, Goffman later developed a new concept of face, which served as the basis for Brown and Levinson's theory of politeness. The Chinese concept, however, shows more socio-psychological traits in that it involves moral and ethical aspects. Considering that the maxims of the Chinese concept consist of rules that are sanctioned by society, it becomes clear that these rules are not only used as instruments but that they are normative. Therefore, the Chinese Politeness Principle can be summarized as "a sanctioned belief that an individual's behaviour ought to live up to the expectations of respectfulness, modesty, attitudinal warmth and refinement" (Gu 1990: 245, quoted in Eelen 2001: 10). Chinese speakers use the Politeness Principle in order to define what can be considered as polite and impolite. In China, theoretical concepts of politeness contain rules of socially accepted behavior and the Chinese make use of these rules in interaction. Eelen (2001: 122) explains that the relationship "between ordinary speakers' norms and theoretical concepts is one-to-one:

theoretical concepts are moulded so as to directly capture the behavioural norms operative in society”.



**Figure 5** Gu’s (1990) concept of politeness (cf. Eelen 2001)

Gu (1990) mentions four maxims: Self-denigration, Address, Tact and Generosity (Fig. 5). The Self-denigration maxim refers to the devaluation of the self while the other should be elevated. This means that speaker makes the addressee believe that s/he holds him/her in high regard. The Address maxim explains that the hearer should always be addressed appropriately. According to Eelen (2001: 10), the Tact and Generosity maxims are very similar to the same-labeled maxims by Leech. However, Gu’s maxims also contain certain relevant speech acts and they are different on the ‘motivational’ as well as the ‘conversational’ level. The speech acts are mainly impositives and commissives. Additionally, Gu’s concept also consists of a Balance Principle “which prescribes the reciprocation of politeness or of the cost/benefit resulting from impositives and commissives” (ibid.).

Although the understanding of norms might be extremely important in the Chinese notion of politeness, it is also covered in other politeness theories. Since norms can also be described as scripts, rules or principles, it is possible that other theorists accord norms a similar importance in their concepts. As explained above, Gu’s theory bears a

certain resemblance to Leech's Politeness Principle, as the latter can also be understood from a moral point of view. However, Leech seems to deny this kind of interpretation and would rather call it a "principle of language use" (Leech 1983: 4, quoted in Eelen 2001: 122). Still, Gu's and Leech's concepts contain the notion of values, norms or maxims operative in society.

Chinese scholars present some of the most consistent critiques of Brown and Levinson's politeness theory, which can be due to the fact that they have a different understanding of politeness. As the Chinese initially used frameworks from the Western world in order to analyze politeness, they achieved different results which caused disagreements. These disagreements were the reason for presenting critiques and developing their own concepts of politeness. Consequently, this also contributed to increasing mutual understanding and seeing politeness from a cross-cultural point of view.

Taking all the above explanations into account, Bargiela-Chiappini (2003: 1463) calls China a status-based society, but claims that not only normative, but also strategic politeness is present there. The Chinese concept of face "stems from a society traditionally dependent on a highly complex network of social obligations, where hierarchy, status and prestige require acknowledgement through normative, as well as strategic 'face-work'" (Bargiela-Chiappini 2003: 1455). As in China universalistic theories (Brown and Levinson, 1987) are considered inadequate, politeness (*limao*) is regarded as a culture-specific phenomenon that is taught at school and university. "[T]he politeness phenomena [Gu's theory] captures can be said to be generally prevailing among the (fairly) educated." (Gu 1990: 256 quoted in Eelen 2001: 60). This shows that in China politeness is not only regarded to vary cross-culturally but also within its culture. Although two notions of politeness are present in China, Eelen (2001: 60) states that first-order politeness (politeness1), "which manifests itself in ordinary speakers' minds", is prevalent.

Dual notions of politeness cannot only be found in China, but they are also present in other concepts of politeness (cf. Kasper 1990, Watts 1991, Arndt and Janney 1992, Watts, Ide & Ehlich (1992 [2005])). Since the focus of this thesis is on cross-cultural politeness, I will, however, concentrate on dual notions in specific cultures, such as

China, Japan and Israel. In comparison to China, Japan has a strictly normative understanding of politeness, which will be discussed in the following section.

### **3.2.2 The Japanese notion: maintaining smooth communication**

Ide (1989, 1993) presents the Japanese idea of politeness (*wakimae*) that stresses the importance of maintaining smooth communication. „When applied to language use, [politeness] refers to principles encompassing strategies for language use and choices of linguistic forms associated with smooth communication“ (Ide 1993: 7).

Additionally, she is against using rules and strategies in communication (as proposed by Lakoff, Leech and Brown and Levinson), which she calls ‘Volition’. According to Eelen (2001:11) strategic interaction is “interaction in which the speaker employs a verbal strategy in order to attain some individual, personal goal”. Ide, however, explains that in Japan another kind of politeness is prominent, which she labels ‘Discernment’. As opposed to Volition, Discernment is not related to the personal goals, or to the speaker’s wants, but is based on “socially obligatory verbal (grammatical) choices” (ibid.)

Like many other researchers, Ide (1989, 1993) also mentions two orders of politeness which can be identified in Japan. Being aware of the first-order and second-order politeness (politeness1, politeness2) distinction, she tries to apply the categories to the Japanese politeness concept. In the Japanese notion these orders are Discernment and Volition. Ide (1993:7) explains that it is reasonable to believe Lakoff’s (1973), Leech’s (1983) and Brown and Levinson’s (1978 [1987]) concepts to be universal, as they were based on and influenced by Grice’s maxims, and Austin and Searle’s speech act theories. Since Lakoff, Leech and Brown and Levinson’s research was very much involved in politeness2 theories, it was reasonable to consider them scientific and universal concepts. Ide (1993) claims that her concept shares aspects of politeness1 and politeness2. For Ide (1993:8) politeness1 is “an everyday concept, the matter of etiquette and protocol” while politeness 2 includes “strategies of language use”. Therefore, she sees politeness2 as an academic concept providing technical tools for analysis (Fig.6).

First-order politeness =	Discernment	=	everyday concept
Second-order politeness=	Volition	=	academic concept

**Figure 6 Ide's (1989, 1993) First- and second-order politeness distinction**

Eelen (2001: 57) is not convinced by Ide's distinction (1993), as he thinks that Ide puts forward contradicting arguments for her categorization. Eelen's critical point of view becomes comprehensible when looking at the next excerpt.

Later in her article Ide (1993:8) states:

While second-order politeness assumes the speaker's calculation of short-term costs and gains, first-order politeness is observed by the speaker's calculation of long-term costs and gains. Thus, the two types of politeness, which appear diverse in origin and practice, may derive from a common cognitive process in the minds of speakers.

Politeness1 and politeness2 are presented as “psychological realit[ies] in speakers' minds” (Eelen 2001: 57). They are strategies for evaluating costs and benefits. Although politeness1 and politeness2 both have a similar purpose, namely to calculate costs and gains, she makes a distinction between politeness as an everyday concept and politeness as an academic concept. Therefore, it can be concluded that Ide's politeness concept only makes a superficial division between first-order and second-order politeness, as it lacks a clear distinction.

In hierarchical societies, like Japan, relative status is responsible for the manifestation of ‘politeness’ norms in interaction. The Japanese use honorific forms which signal the relationship between speaker and hearer. In Gricean words, it is possible to make socially neutral exchanges of information, which means “pure information-transmission without any relation to the speaker-hearer relationship” (Eelen 2001: 11). However, in Japan such information exchanges are impossible, as the speakers always have to decide whether they use honorific or non-honorific forms. Ide (1989: 227, quoted in Eelen 2001: 11) explains it as follows: “This use of an honorific verb form is the socio-pragmatic equivalent of grammatical concord, and may thus be termed socio-pragmatic

concord”. Additionally, as the Japanese cannot exercise their free will with regard to using honorific forms, these forms are considered to be absolute instead of relative.

In order to express politeness (*wakimae*), the Japanese combine the honorific forms with their socially normative understanding of politeness. “To behave according to *wakimae* is to show verbally one’s sense of place or role in a given situation according to social conventions” (Ide 1989: 230, quoted in Eelen 2001: 11). Based on this definition, four conventional politeness rules were formulated.

Ide’s (1989) Politeness Rules:

- be polite to a person of higher social position
- be polite to a person with power
- be polite to an older person
- be polite in a formal setting determined by the factors of participants, occasions or topics (Eelen 2001: 11f).

Taking all aspects of the Japanese notion of politeness into account, it can be said that politeness is an integral part of the language. It is mirrored in every utterance and it is not possible to exchange information without labeling the speaker-hearer relationship. In short, Japanese politeness is an “inalienable part of the language through which socio-structural concordance is achieved” (Eelen 2001: 12).

One mistake made with regard to the Japanese notion of politeness is that it is equated with deference. While deference is also present in Japan and showing respect towards others is highly valued, politeness is a different concept. Thomas (1995: 150) explains that it is very important to make a clear distinction between politeness and deference:

Deference is frequently equated with politeness, particularly in discussions of Japanese. Deference is connected with politeness, but is a distinct phenomenon; it is the opposite of familiarity. It refers to the respect we show to other people by virtue of their higher status, greater age, etc. Politeness is a more general matter of showing (or rather, of giving the appearance of showing) consideration to others.

Moreover, deference is part of the Japanese grammar which makes it almost impossible to avoid showing deference. Yet, this is not the case in English. In English, deference

can only be expressed by using address forms, such as *Doctor, Professor, Sir or Madam* (cf. Thomas 1995: 151). In Japanese, however, “many parts of speech (nouns and adjectives as well as verbs and pronouns) can be ‘unmarked’ or marked for deference (or even super-deference)” (Thomas 1995: 151).

Concerning deference, Bargiela-Chiappini (2003: 1459) gives an explanation by Goffman. “In particular, “deference” comprises a positive element (“presentational rituals”) or “other appreciation”, and a negative element (“avoidance rituals”) through which actors refrain from doing something so as to avoid invading the others’ personal space”. These two elements can also be identified in Japan, where rituals and the appreciation of others are extremely important. Additionally, the Japanese also have many rituals which are part of their culture. Having strict rituals and social norms minimizes the risk of threatening the hearer’s face. Thomas explains the distinction between deference and politeness in that when it comes to deference “the speaker has no *choice* as to whether to use the deferent form or not- usage is dictated by sociolinguistic norms” (1995: 152). However, regarding politeness, the speaker can choose if s/he wants to flout the maxims and norms.

Ide includes some aspects of the Chinese notion of politeness, since norms are not considered as being respected only by the hearer, thus being individual norms, but they are social norms. She formulates it as follows: “Whereas Brown and Levinson dealt with face wants, the discernment aspect of linguistic politeness is distinguished by its orientation towards *the wants of roles and settings*” (Ide 1989: 231 quoted in Eelen 2001: 128, his emphasis).

Concerning Gu’s and Ide’s notion of social norms and wants of society, Eelen (2001: 129) makes a crucial point by saying that these theoretical concepts and abstract ideas might be useful in understanding the concepts “within the theoretical model of the world”, however, they need “operational specification to be of any *practical* value”. If they are only treated as philosophical concepts, they will not be of any help when it comes to understanding the real-world events. Therefore, operational explanations will be necessary in order to understand how the politeness theories relate to real human interaction. “Without [the ontology of the society-individual connection] we are left with a gap between the abstract level of the collective where the norms and rules reside,

and the level of the concrete individual behaviour which is explained by those norms and rules” (ibid.).

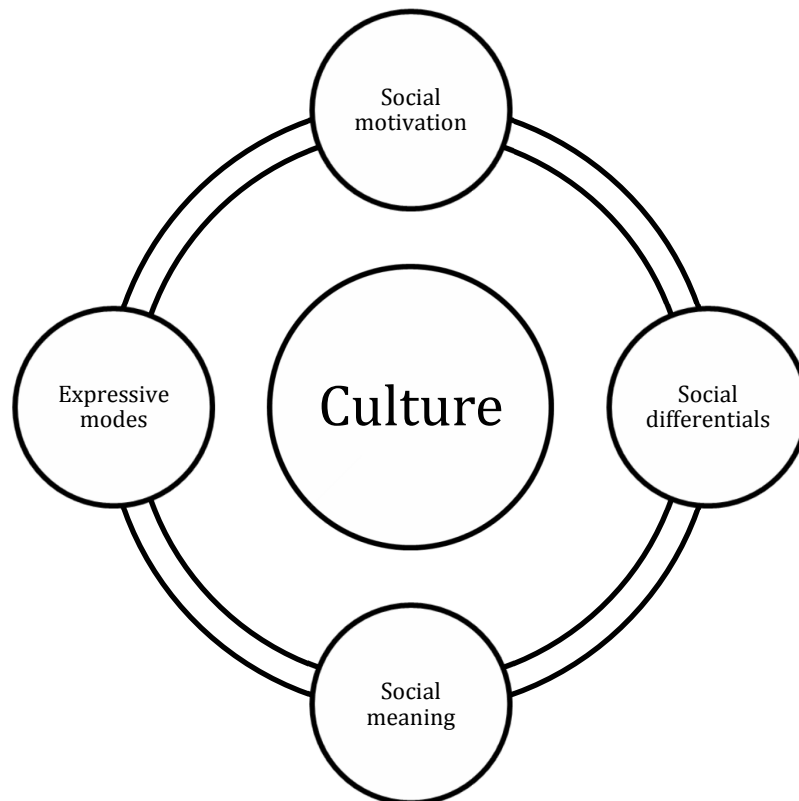
### **3.2.3 The Israeli-Jewish notion: a cultural constructivist view**

Coming from an Israeli-Jewish background, Blum-Kulka (1989, 1992) tries to establish her own concept of politeness. She does not only acknowledge the differences in social norms and scripts, but even builds her theory on them. By assuming that culture and politeness are relative, i.e. that there are different cultures that have different notions of politeness, she shows that face wants differ across cultures. These differences in face wants which can never be universal as Brown and Levinson claimed, are the source of misunderstandings across cultures. Therefore, according to Blum-Kulka (1992 [2005]: 270ff) four relevant parameters need to be considered by discourse participants, when assuming that politeness differs cross-culturally:

- Social motivation
- Expressive modes
- Social differentials
- Social meaning

As mentioned above, Blum-Kulka claims that politeness is dependent on culture and contingent on different parameters. By social motivations, she means that speakers have a specific reason for being linguistically polite (“Why should I be polite?”). Expressive modes refer to the ways that make it possible to be polite (“How can I be polite?”). Social differentials should be considered when it comes to assessing the situation in which the speaker should (not) express politeness (e.g. Brown and Levinson’s P, D and R factors) and social meanings refer to the value the (polite) utterance has in a certain context. “Cultural notions interfere in determining the distinctive features of each of the four parameters and as a result, significantly effect the social understanding of “politeness” across societies in the world” (Blum-Kulka 1992 [2005]: 270). This indicates that culture has a constructivist role, as it filters our notion of politeness with the help of the four parameters (Fig. 7).





**Figure 7 Culture's constructivist role (cf. Blum-Kulka 1992 [2005])**

Blum-Kulka agrees with Ide by assuming that there are strategic linguistic choices, on the one hand, and obligatory choices, which she calls “cultural conventions”, on the other. However, she stresses that the scope and the depth of these choices vary across cultures. According to Eelen (2001: 12), Blum-Kulka believes that Discernment, which plays an essential role in Ide’s understanding of politeness, can only be connected to the conventionalized part. Consequently, languages that show a lot of Discernment are more conventionalized with regard to politeness than other languages and cultures that are more volitional. Blum-Kulka sees politeness as “appropriate social behaviour as determined by cultural expectations or cultural norms” (Eelen 2001: 13).

While Ide (1989, 1993) makes a distinction between first-order and second-order politeness (Discernment vs. Volition), it is more difficult to classify Blum-Kulka’s (1992) theory with regard to the politeness1-politeness2 distinction. Like Ide (1993) and Gu (1990), she also focused on commonsense notions of politeness. Further, she also acknowledges the dual notion by arguing that politeness1 involves social norms and politeness2 can be seen as a scientific model. However, it is difficult to place her theory

within this distinction. “The curious mix between politeness 1 and politeness2 we have noticed in other perspectives is thus also present in Blum-Kulka’s framework and leads to a number of paradoxical claims” (Eelen 2001:59). One of these paradoxical claims is the following:

As a relatively “young” cultural group, native Israelis seem to be extremely sensitive to the range of social meanings attributable to communicative modes. Such meanings can range from (possibly unnoticeable) social inappropriateness to attributions of strategic or even manipulative intent (Blum-Kulka 1992 [2005]: 278).

In this quotation, Blum-Kulka obviously refers to politeness1, as she talks about native Israelis and their notion of social meanings. She explains that young Israelis are very sensitive with regard to appropriate communication. Consequently, she draws on their commonsense notion of politeness. However, she also mentions the possibility that none of the participants notices the inappropriateness of an utterance. In that case, an utterance can no longer be considered inappropriate in politeness1, as the participants do not even realize its inappropriateness. This indicates that Blum-Kulka uses the politeness2 framework in order to explain her approach. As a result, she does not only place herself within politeness1, but also uses an academic concept of politeness in order to analyze her empirical findings.

While Blum-Kulka (1990) considers native evaluations (by doing ethnographic interviews), she also tries to present a scientific model. Like Brown and Levinson, she also gives a very broad definition of politeness, but her model is not that well-defined. Eelen criticizes Blum-Kulka for basing her research on empirical data, and yet making it hard to evaluate whether all her findings can be connected to politeness (cf. Eelen 2001: 57ff).

As this thesis mainly concentrates on Brown and Levinson’s politeness theory, it is necessary to take into account their notion of politeness with regard to its duality as well. Although many researchers acknowledge the dual notion of politeness, Brown and Levinson do not label different orders of politeness. Still, the duality is present in their theory, as they have a very broad notion of politeness that incorporates different orders. Eelen (2001: 51) states “Brown and Levinson’s concept of politeness also has a broader

scope than the commonsense notion, as a result of their conceptualization of politeness as FTA redress”. This makes it possible to classify different speech acts as politeness strategies. Moreover, it becomes easier to differentiate between polite and impolite utterances, since FTA’s without redress would be regarded impolite in certain contexts. As these aspects cannot be covered in first-order politeness, it is reasonable to assume that Brown and Levinson have a broad, but well-defined understanding of politeness. However, Eelen (ibid.) warns of developing an everyday understanding of their theory.

### 3.3 Cross-cultural differences: a model for analysis

Over the years, there has been a lot of research with regard to differences between cultures. Many differences, such as norms, the appropriate use of scripts or maxims are not obvious at first sight, as they are dependent on the situation, the participants, on place and on time. In short, in order to communicate successfully, many factors need to be considered. Successful communication does not only depend on the right use of words and phrases in a certain context, but also on non-verbal communication, such as eye contact, distance, or body language.

In order to shed some light on differences between cultures, which are not obvious at first sight, Julianne House (1996) analyzed the differences in discourse behavior of German and English speakers. Based on role-play data, field notes, and a questionnaire House (1996: 346ff) developed five “dimensions of cross-cultural differences (German-English) (Fig.8).

1	Directness ← → Indirectness
2	Orientation towards Self ← → Orientation towards Other
3	Orientation towards Content ← → Orientation towards Addressee
4	Explicitness ← → Implicitness
5	Ad-Hoc Formulation ← → Verbal Routines

**Figure 8 Dimensions of cross-cultural differences (German-English) (cf. Schubert 2006)**

Although these differences were only investigated for German and English, they can also be adapted to other cultures and languages. In her study, House (1996: 347) found out that “German subjects tended to interact in ways that were more direct, more explicit and verbose, more self-referenced and more content oriented” than English speakers. Additionally, German speakers use more “verbal routines”. Consequently, the dimensions in the left column apply for German speakers, whereas English speakers prefer the dimensions in the right column.

However, it cannot be assumed that one culture is ‘more or less polite’ than another one, as every culture has its own linguistic forms that express politeness. (cf. Meier 1995b: 388). Therefore, the dimensions mentioned above do not refer to degrees of politeness, but should merely be seen as a means for analyzing differences.

Horak (1998), who did some research on the speech act of requesting, also found out that “politeness is a multi-dimensional phenomenon which must be regarded individually in relation to each culture” (1998: 38).

By investigating speech act behavior across various cultures, many researchers have already shown that formal features of politeness values do not exist universally (e.g. Blum-Kulka, House & Kasper 1989 (CCSARP); Sifianou 1992, 1997; Wierzbicka 1985). Meier (1997) tries to sort the chaos by redefining the term politeness, and viewing politeness as appropriateness, with a focus on contextual features and on socio-cultural assumptions rather than on so-called politeness rules (Horak 1998: 39).

Finally, it can be said that on the one hand, politeness seems to be a universal concept, because all cultures have some idea of politeness rules and strategies, but on the other hand, it cannot be regarded as common knowledge, because different cultures each have their specific understanding of these rules. All cultures have their own strategies that are considered to be more or less polite. By having had a closer look at four different cultures, it became clear that communication cannot always be smooth. A lot of knowledge about cultures and their norms, scripts and maxims is necessary for the speakers to be able to behave in a polite way in different contexts. Sifinaou (1992: 46) summarizes this as follows: “the concept of ‘politeness’ [...] is most probably universal in some form or other, even though [...] how it is realized verbally and non-verbally will most probably be culture-specific“.

The next section will investigate politeness in the classroom setting. Teaching politeness can be a challenge, since there is not only one concept of politeness, as explained above. All the more important it is that teachers put emphasis on different notions of politeness in order to help students develop intercultural competence.

## **4 Politeness in the EFL classroom**

Showing polite/appropriate behavior in different contexts is largely dependent on the availability of certain cultural scripts. However, the scripts need to be learned which goes hand in hand with the development of respective language competence. It can hardly be denied that the classroom is one of the most suitable places for the acquisition of language competence.

Language competence (and especially pragmatic competence) is extremely important in foreign language teaching, because it helps students explain themselves in familiar and unfamiliar contexts. Additionally, some situations can only be understood correctly if students have suitable and handy knowledge and skills, which they can use in different contexts.

Two types of competence especially important with regard to cross-cultural politeness are pragmatic competence and intercultural competence. Therefore, the following chapters will be concerned with these two types of competence in the educational context. Apart from providing a general overview of these two types of competence, I will also focus on some aspects that teachers should be aware of when it comes to supporting students in developing them.

### **4.1 Developing pragmatic competence**

The EFL classroom is not only a good place for learning a language, but it should also promote communicative competence. Before having a closer look at pragmatic competence, it is essential to understand what pragmatics involves. In his work

*Pragmatics*, Levinson (1992) mentions different definitions of pragmatics. One which is especially relevant in this context is a definition that includes the notion of appropriateness. According to this definition, “[p]ragmatics is the study of the ability of language users to pair sentences with the contexts in which they would be appropriate” (Levinson 1992: 24).

In their approaches to pragmatics, Leech (1983) and Thomas (1995) distinguish between pragmalinguistics and sociopragmatics. Whereas the former refers to the resources a speaker needs in order to convey information and meaning successfully, sociopragmatics is concerned with social perceptions, which are carried by the interpretation and performance of a speech act. Keeping that in mind, pragmatic competence as a teaching goal should be investigated further.

Pragmatic competence is part of communicative competence, as it influences interaction processes. Communicative competence goes back to Hymes (1972). While in the 1960s Chomsky only concentrated on linguistic aspects of competence, Hymes’ concept also involves the user’s ability for applying the competence in context. “So, in addition to their knowledge of language, they also know about the social appropriacy or inappropriacy of an utterance, being able to adjust their use of language to such factors as situation, participants, topic, communicative goal, register, etc.” (Peterwagner 2005: XII). Communicative competence is the main goal of foreign language teaching as it does not only concern grammatical and lexical knowledge, but it also involves the ability to use the language appropriately in a certain context. Therefore, in Hymes’ notion tacit knowledge, as well as the ability for use is included.

Hymes’ (1972: 277f) definition of competence already involves some aspects of politeness. For him, competence should

...account for the fact that a normal child acquires knowledge of sentences, not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values and motivations concerning language, its features and uses, and integral with competence for, and attitudes toward, the interrelation of language with the other code of communicative conduct.

All these aspects should be seen not only with regard to the acquisition of the first language, but they also hold true when it comes to learning a second language. Since the second language includes new notions of appropriateness, the learner needs to acquire new speech acts so that s/he can communicate successfully in a foreign language. This means that new linguistic forms of expressing politeness must be learned. Besides, attitudes, values and motivations need to be developed for learning the language. Therefore, appropriateness can be seen as part of language competence. However, the question remains where appropriateness needs to be placed with regard to language competence. In order to classify the constituents of language competence, Bachman (1990) developed the model of Communicative Language Ability, which does not only include language competence, but also strategic competence.

Peterwagner (2005: 15) gives a good overview of Bachman's model of Communicative Language Ability. Table 1 shows that language competence consists of organizational competence and pragmatic competence. Organizational competence involves grammatical competence and textual competence. As this section focuses on pragmatic competence, it is necessary to have a closer look at its constituents. Pragmatic competence includes illocutionary competence and sociolinguistic competence. As can be seen in Table 1, appropriateness is part of sociolinguistics. The latter is connected to the ability of using language appropriately in a specific situation. Consequently, polite behavior can be attributed to sociolinguistic competence.

**Table 1 Components of language competence based on Bachman (cf. Peterwagner 2005)**

<b>LANGUAGE COMPETENCE</b>				
Major types	<b>ORGANISATIONAL COMPETENCE.</b>		<b>PRAGMATIC COMPETENCE.</b>	
Categories	<u>GRAMMATI-CAL</u> COMP.	<u>TEXTUAL</u> COMP.	<u>ILLOCUTION-ARY</u> COMP.	<u>SOCIOLIN-GUISTIC</u> COMP.
Subcategories	<b>areas</b>	<b>Text-forming factors</b>	<b>functions</b>	<b>Contributors to appropriateness</b>
	vocabulary	cohesion	ideational f.	sensitivity to dialect/variety
	morphology	rhetorical organisation	manipulative f.	sensitivity to register
	syntax	conversational routines <sup>2</sup>	heuristic f.	sensitivity to naturalness
	phonology/graphology		imaginative f.	cultural references and figures of speech

As mentioned above, pragmatic competence is highly valued, as it plays a crucial role in successful communication. Therefore, there undoubtedly is a need for focusing on pragmatic competence in the classroom. Schubert (2006: 205) claims that pragmatic competence is essential for communication, as students gain knowledge of speech acts and learn how to communicate meaning. Thereby, negative transfer can be avoided.

A possible way to improve the students' communicative competence is to make socio-pragmatic issues part of the activities in the classroom. Irun Chavarría and Baiget Bonany (2006: 137) mention four reasons why socio-pragmatics should be included:

---

<sup>2</sup> Peterwagner mentions that this component is missing in Bachman's figure, but Peterwagner considers it as part of textual competence.



1. The actual performance of specific pragmatic functions seems to be unclear to learners (the area of politeness theory).
2. Relevant contextual factors may be overlooked by learners.
3. In terms of interlocutor tolerance, socio-pragmatic errors may be more grievous than grammatical ones, since they may have more negative social consequences for the learner
4. Explicit reflection on socio-pragmatic issues such as politeness, indirectness, humour and face can help learners to become aware of cultural differences, and to become less ethnocentric.

Hence, the importance of teaching socio-pragmatics in the classroom is emphasized. This does not necessarily have to be explicitly on a meta-level, but can (and should) also be integrated in different activities (cf. below for more information on teaching politeness in the classroom).

One of the characteristics of socio-pragmatic competence is also that the user of language cannot be separated from the situational context (cf. Dalton-Puffer 2007: 173f). Therefore, it is vital that students learn which language is appropriate in which context. Additionally, Dalton-Puffer mentions that contextual factors have an impact of the choice of strategy.

As explained above, socio-pragmatic competence involves the development of strategies that facilitate communication. Therefore, it is necessary to have a closer look at the abilities which a competent communicator should have.

With regard to the development of communication skills, Irún Chavarría and Baiget Bonany (2006: 135) mention Littlewood's schema (1981) which involves:

- a) The ability to manipulate the system.
- b) The distinction between form and function.
- c) Interactive strategies.
- d) Awareness of the social meaning of linguistic forms (Irún Chavarría and Baiget Bonany 2006: 135).

Interestingly, Littlewood's schema is based on Hymes (1972) elaborations on communicative competence. All of Littlewood's aspects (a-d) are important when investigating the use of politeness in the classroom. However, the consideration of the last aspect is indispensable in this respect. Students need to develop awareness of the

fact that one and the same form can have different meanings in society. Only then will they be able to choose the form which is most appropriate in a certain context.

The notions above only considered the need for teaching pragmatic competence. The question, which consequently arises, is *how* pragmatic competence can be taught.

In the first sentence of her unpublished work, Kasper (n.d.) states that pragmatic competence cannot be taught. This seems to be very radical at first glance. However, she gives a logical explanation why it is not possible to teach any competence. As competence cannot be compared to knowledge, only students themselves can acquire it.

Kasper (n.d.: 2) states, “adopting pragmatic competence as one of the goals for L2 learning does not necessarily imply that pragmatic ability requires any special attention in language teaching”. However, she also stresses that teachers must be aware of the fact that they cannot teach pragmatic competence to students. Still, it is important to consider that competence can be possessed, developed, acquired, used or lost. Therefore, students should get opportunities to develop pragmatic competence themselves. It is the teacher’s task to help students remember what they already know. This knowledge can then be transformed into pragmatic knowledge in L2 context.

Although pragmatic competence might be hard to teach, it is still necessary to convey some ideas about speech act behavior and communicative meanings so that students are equipped with the tools that will help them to develop pragmatic competence themselves. One aspect of pragmatic competence refers to developing a notion of what should (not) be said in certain situations. Students should also learn to behave appropriately and politely in the classroom. The following section will therefore shortly outline what polite behavior in the classroom implies.

#### **4.1.1 Polite behavior as part of pragmatic competence**

Politeness should be present in all classrooms. Practicing politeness is not only relevant in language classrooms, but also in other subjects. Nevertheless, previous research on pragmatic competence in the classroom context has barely focused on issues of

politeness (cf. Dalton-Puffer 2007: 175). All the more important it is to devote more attention to research on politeness in the classroom in the future.

As stated above, politeness cannot be regarded to be a universal concept but varies across cultures. This notion does not only apply to a specific context. On the contrary, it can be assumed that different contexts require different understandings of politeness within one culture.

Before having a closer look at polite behavior in the classroom, it is necessary to understand what classroom behavior includes:

According to Lo and Howard (2009: 211) classroom behavior consists of

- learning
- paying attention
- listening
- speaking
- being on task
- contributing to a discussion
- responding to a question
- and other academic displays

Naturally, all these tasks demand pragmatic competence in order to behave appropriately (Meier 1995, 1997). When students cannot meet the teachers' expectations they are said to show impolite, disruptive or rude behavior. Therefore, Lo and Howard (2009: 211) stress the importance of conveying knowledge about politeness and respect in the classroom. This has the following reasons: On the one hand, the ideas of politeness have a strong impact on how teachers see their students (either as unruly and impolite, or as ready and willing). On the other hand, these "socially constructed judgments can have a far-reaching impact on students' long-term personal and academic trajectories" as rude and impolite students are often "marginalized from school" (ibid.).

Schubert (2006: 205) believes that "politeness rules, maxims, and strategies are useful guidelines". Still, he shares the opinion of Meier (1997), who argues that politeness rules are not mechanical and politeness should rather be defined as appropriateness. By making use of these guidelines "it is possible to attribute communicative functions to grammatical and lexical forms, so that the interpersonal and contextual aspect is added

to the referential meaning of utterances” (Schubert 2006: 205). The positive effect of this method is that students see politeness as a strategy to achieve goals in communication.

Schools are co-responsible for the student’s construction of identity. Not only peers and parents, but also the teacher has a strong impact on the student’s personal development. However, teachers should always be aware of the risk of putting one’s mark on someone who does not ‘see him/herself’ in any of the available identities (Lo and Howard 2009: 211).

Additionally, it must be noted here that schools do not have the same values and traditions. Every school has their own approach to teaching competences, and so do teachers.

The state and nature of the education system must also be clearly visualised. The “school culture” of a country, region or district is shaped by its philosophy of education and teaching traditions, and by behavioural habits which determine how the life of schools is organised. In didactic terms, it is also shaped by officially sanctioned or preferred approaches to teaching, and by perceptions of the teacher’s and the learner’s role (Beacco et al. 2010: 27).

Still, teachers should keep in mind the power they have over their students. Teachers should always act like role models with regard to showing polite/appropriate behavior. Only then is it possible for students to develop pragmatic and communicative competence themselves. Further, teachers should facilitate the process of developing communicative competence, as it does not happen automatically. Dalton-Puffer (2007: 173) stresses that one of the greatest challenges for learners of foreign or second languages might be to become communicatively competent speakers. According to her, being ‘polite’ in a foreign language means conveying content in “socially acceptable and productive ways that allow the learners to achieve their interactive aims through building or maintaining satisfactory social relationships” (Dalton-Puffer 2007: 173). This is indeed an extremely challenging task but with the support of the teacher it can be accomplished.

As soon as students have at least some notion of a concept of politeness, which can be applied within their own culture and they have gained knowledge about the differences

in other cultures, it is possible to develop cross-cultural politeness. Although there are ideologies regarding politeness in all cultures, teachers need to make students aware of the fact that notions of politeness do not only vary cross-culturally but also culture-internally. Keeping this in mind, teachers can help students develop intercultural and pragmatic competence.

Concerning politeness in the L2, Kasper (n.d.) states that students know how to use politeness markers in the L1. Although they also know the markers in the L2, they often do not use them appropriately. Kasper (n.d.) mentions that this could be due to context variables, such as social distance or social power in L2 use. A connection can be drawn to Brown and Levinson's (1987) politeness theory. Students know that depending on the context, there is variation of appropriate strategies. However, they might have problems choosing the most face-saving strategy, as the FTA is dependent on social power, social distance and the degree of imposition (cf. above for more information).

In order to get an idea of appropriate language use in the L2, the learners need to acquire knowledge of the target culture. Therefore, the next section will look at intercultural competence in more detail.

## **4.2 Developing intercultural competence**

Over the last decades, intercultural competence has become one of the most important goals of language teaching. "Developing intercultural awareness is essential for learners to become good communicators in a foreign language, able to handle communicative exchanges with native and non-native users smoothly and effectively" (Irún Chavarría and Baiget Bonany 2006: 134).

According to Delanoy and Volkmann (2006: 11), the EFL-classroom is „the main institutional context for cultural learning. This, however, does not mean that other learning environments (e.g. field trips, virtual learning space) are excluded“. It should be emphasized here that cultural learning is not only concerned with learning about one's own culture, but also with the development of intercultural competence.

Whereas early research on diversity in classrooms argued that diverse cultural ways of being were simply ‘different’ rather than deficient or inadequate, the past decades have seen an evolution in how cultural difference is theorized. Linguistic anthropology brings an illuminating lens to this pursuit, showing how, rather than existing *a priori* in static properties of individual contexts, cultural and linguistic difference is manufactured in the interactional and discursive activities of social actors, in ways that are not always predictable from larger structures, narratives and stereotypes (Lo and Howard 2009: 212).

A few decades ago, some cultures were seen as being deficient or inferior to others. Nowadays, cultural differences are understood as being enriching. Cultural diversity should be promoted in school. Additionally, awareness concerning stereotypes and ideologies should be raised. All these factors are part of developing intercultural competence.

### **4.3 Developing cross-cultural politeness/appropriateness**

Intercultural competence as well as pragmatic competence is necessary to show polite/appropriate behavior in intercultural communication. Meier (1997: 22) stresses the need of teaching different concepts of appropriateness across cultures in the classroom. She mentions that teachers should emphasize different perceptions of formality in a certain context, the value of communicative acts in a culture, and “accepted topics of phatic communion (i.e. small talk)”. She mentions that these are only examples and there are many more differences which should receive special attention in the EFL/ESL classroom.

### **4.4 Politeness in Austrian classrooms**

Politeness is of great importance in Austrian classroom, as showing polite behavior in classroom interaction can be considered as a maxim. Teachers expect their students to treat them respectfully. Still, it is not always possible to show polite behavior by using indirect and off-record strategies. The classroom setting cannot be compared to other situations in which polite behavior is expected. The classroom is a place for learning and one in which certain goals need to be achieved. Therefore, additional factors need to be considered when analyzing politeness in the classroom context. Still, developing politeness and socio-pragmatic competence is highly valued and thus, it is also part of

the Austrian curriculum. Consider the following excerpt from the Austrian curriculum for lower secondary academic education:

#### Sozialkompetenz und interkulturelle Kompetenz

Der Fremdsprachenunterricht hat einen Beitrag zur Entwicklung sozial angemessenen Kommunikationsverhaltens der Schuülerinnen und Schuüler – sei es in der Muttersprache oder in einer Fremdsprache - zu leisten.

[Social competence and intercultural competence

Foreign language teaching needs to contribute to the development of the learner’s socially appropriate communication behavior, either in the native, or in the non-native language] (BMUKK 2000: 1).

As explained above, politeness is part of socio-pragmatic competence. Since socio-pragmatic competence can also be called communicative competence, the notion of politeness can be identified in this section of the Austrian curriculum for lower secondary academic education (AHS).

While in the lower secondary curriculum, politeness is only mentioned with regard to developing “appropriate communication behavior”, the Austrian curriculum for upper secondary academic education explicitly refers to politeness:

#### Erwerb soziolinguistischer Kompetenzen

Mit fortschreitendem Lernzuwachs sind zunehmend Registerunterschiede zwischen neutralen, formellen, informellen, freundschaftlichen bzw. vertraulichen Sprachformen zu beachten, die dazu beitragen, dass sich die Schuülerinnen und Schuüler sprachlich sozial angemessen verhalten; den Höflichkeitskonventionen kommt dabei besondere Bedeutung zu.

[Acquisition of sociolinguistic competence

As learning progresses, differences in the use of neutral, formal, informal, friendly or intimate register need to be considered. These language forms contribute to the learners’ appropriate linguistic behavior. Politeness conventions are of particular importance in this respect] (BMUKK 2004: 3).

Unfortunately, there has hardly been any empirical research on the use of politeness in Austrian classrooms. Therefore, it would be interesting to investigate this issue further

in the future. Although, only few researchers concentrated on politeness in Austrian classrooms (e.g. Dalton-Puffer 2007), Lörcher and Schulze (1988) have investigated politeness in EFL classrooms in Germany. For their analysis, they also used Brown and Levinson's (1987) politeness theory, which considers speakers who use indirect and off-record strategies as being more polite than speakers who use direct strategies. However, the authors claim that in the classroom direct strategies are favored and there is a general lack of politeness. Still, it is doubtful if the use of direct strategies automatically indicates impoliteness, as many other factors play a role in classroom discourse, such as the relationship between the teacher and the students, the communication goal, the setting, or the power distribution. According to Dalton-Puffer (2007: 175), Lörcher and Schulze (1988) interpret this lack of politeness as "a direct consequence of the social structure of the classroom with its asymmetric distribution of power, as well as the curricular requirements of the subject "English as a foreign language", where metadiscourse on phonology, syntax and the lexicon is normal, but metadiscourse on pragmatics basically never occurs". Since Lörcher and Schulze (1988) only examined the use of politeness strategies of German learners of English as a second language, it cannot be assumed that their findings are also true for other cultures.

Consequently, Lörcher and Schulze's findings do not necessarily have to match the use of strategies in Austria (cf. Dalton-Puffer 2007: 175). German German is different from Austrian German and so is the Austrian culture. Therefore, there is a need for investigating students' and teachers' uses of politeness strategies in other cultures as well. Moreover, it is important to remember that the use of politeness strategies should always be seen in connection to the L1 culture and not only within the context of the EFL classroom culture.

Next to other studies concerning discourse in the content and language integrated (CLIL) classroom, Dalton-Puffer (2007) also investigated directives in CLIL discourse. As part of directives, she also analyzed requests for information. The formulation of requests is strongly influenced by notions of politeness. In order to illustrate this, I would like to present her framework of indirectness strategies:



**Table 2 Indirectness strategies in English requests (cf. Dalton-Puffer 2007)**

---

**syntactic downgraders**

---

past tense	<i>Could you hand me the paper</i>
negation	<i>Couldn't you...</i>
conditional clause	<i>I'd like to borrow x if you don't mind.</i>
embedding	<i>I wonder if...; I hope/appreciate/be grateful; I thought/believe/imagine; I'm afraid you'll have to leave now... I was wandering if/thinking that</i>

---

**lexical/phrasal downgraders**

---

politeness markers	<i>please, would you be so kind as to...</i>
downtoners	<i>just, perhaps, possibly, maybe</i>
minimizers	<i>a spot of, a little, a minute, wait a second</i>
hedges	<i>kind of, sort of, somehow...</i>

---

**external modifiers**

---

disarmer	<i>I hate bothering you, I really don't want to disturb you...I hope I'm not intruding., I'm sorry to trouble you</i>
promise reward	<i>I'll make it worth your while, there'll be something in it for you later...</i>
give support reasons	<i>Could you take in the washing? It looks as if it's going to rain (if request seems justified to H, then H is probably more willing to comply)</i>

---

My intent for presenting this table lies in the awareness that politeness strategies are often used for making requests in the classroom. Requests cannot only be expressed by using negative politeness or off-record strategies, but they can also be baldly, on record

or verbalized by using positive politeness strategies. This can also be observed when looking at the data I analyzed in my research (cf. below).

#### 4.5 Politeness in Spanish classrooms

In order to examine politeness in Spanish classrooms, it is essential to have a closer look at the Spanish notion of politeness in general. In a footnote, Bargiela-Chiappini (2003: 1462) says,

...’face’ seems to apply in Spanish everyday interactions, but again, with different contents (“wants”) to those predicated by Brown and Levinson. Hernández-Flores (1999:41) observes how “self-affirmation” and *confianza* (“sense of deep familiarity”), whilst superficially appearing to refer to positive and negative face, respectively, are in fact interdependent “wants” in Spanish interactional behaviour, which reflect “the acceptance of the individual inside the group” (Hernández- Flores, 1999:41).

Like in Austria, there have also been only few studies that have investigated politeness in the classroom (e.g. Irún Chavarría and Baiget Bonany 2006). Like Dalton-Puffer (2007), Irún Chavarría and Baiget Bonany (2006) also did research on the formulation of requests in the classroom. The scholars found out that for Spanish/Catalonian learners of English, it seems to be a challenge to formulate polite requests in English. This might be due to the use of their L1 concepts of politeness, which cannot automatically be transferred to English. Apparently, Spanish notions of politeness are not equal to those in English. According to Irún Chavarría and Baiget Bonany (2006: 134) “learners transfer the patterns of Catalan/Spanish into their knowledge of English” which causes “pragmatic failure, misunderstandings and, occasionally, conversation breakdown when interacting with native speakers of English”.

All the more important it is to make students aware of intercultural differences. If they are communicatively competent users of English as a second language and they know about intercultural differences, successful communication will become easier for them. The following quote by a Catalan/Spanish learner of English as a second language translated by Irún Chavarría and Baiget Bonany (2006: 142) underlines this argument very well:

I used to think that British people were more polite than us because they always say *please* and *thank you*, but now I realise that we are polite in a different way, using *tu* and *vostè*, for example.

Since intercultural competence is very important for ESL/EFL learners in order to communicate effectively with members of other cultures, it is also part of the Spanish curriculum:

#### Bloque 4. Dimensión social y cultural.

Por último, los alumnos han de reconocer y valorar la segunda lengua extranjera como instrumento de comunicación en el aula, a la vez que aprecian el enriquecimiento personal que supone la relación con personas pertenecientes a otras culturas y desarrollan el respeto hacia los hablantes de la lengua extranjera. Deben adquirir conocimientos sobre las costumbres y rasgos de la vida cotidiana propios de los países donde se habla esa lengua y mostrar interés por obtener informaciones de tipo histórico, geográfico o literario de estos mismos países.

#### [Block 4: Social and Cultural Dimension

Ultimately, the students should be able to recognize and value the second foreign language as a tool for communication/communicating in the classroom, while/ at the same time appreciating the personal enrichment, which is entailed by the relationship with people belonging to other cultures and develop respect towards speakers of this foreign language. They should acquire knowledge about the customs and features of everyday life in the respective countries where the language is being spoken and show interest for obtaining information about the history, geography and literature of these countries] (Consejería de Educación 2007).

### **4.6 Approaches to teaching politeness in the classroom**

Teaching pragmatics and politeness should already begin in primary school, where students should learn to greet, thank and make requests by adding *please* (Schubert 2006: 205). This can be achieved by doing role-plays in which students make use of polite expressions and certain speech acts. As a result, students see “that an utterance is more successful if it is accompanied by politeness strategies” (Schubert 2006: 205). In secondary schools, teachers should focus on more complex speech acts, such as complaints, refusals and apologies, in the native as well as in the target language (ibid.).

#### **4.6.1 A task-based approach to teaching politeness**

Schubert (2006: 205) lists five steps that “sensitize the learners to the forms and functions of speech acts in the foreign language and to introduce corresponding politeness strategies”. These steps, which have been developed by Cohen (cf. 1996: 412ff), are:

1. Diagnostic assessment
2. Model dialogues
3. Evaluation of a situation
4. Role-play activities
5. Feedback and discussion

As a first step, the teacher should assess the learners’ “current level of intercultural language awareness” (Schubert 2006: 206). In this way, the teacher gains information about the students’ needs. There are many suitable tasks, such as acceptability rating, where students need to comment on specific situations and make suggestions for a possible speech act, or they simply choose one reaction from a list, which they think is most appropriate.

As a next step, the teacher can prepare model dialogues, where learners need to identify speech acts. Additionally, they could be asked to specify the situation and to comment on the interpersonal relationship between the participants. Schubert believes that this is a good opportunity for introducing different kinds of politeness strategies. Moreover, working with model dialogues is also a useful method for introducing cross-cultural differences in the use of politeness. One possible way of doing this is by working with House’s criteria of cross-cultural differences, which were discussed in section 3.3. Schubert thinks that the most useful criteria for the promotion of intercultural language awareness are indirectness, orientation towards the addressee and verbal routines. Besides working with model dialogues, different text types can be analyzed. However, Schubert (2006: 206) adds that this method might be suitable for more advanced language learners.

According to Cohen's schema, the next task would be an explanation of the situation. Students are asked to comment on specific situations where a speaker complains, apologizes, etc. Considering the setting, age differences, cultures, level of formality, etc., they need to decide on the most appropriate phrase in a certain context. Schubert (2006: 206) suggests choosing situations with different settings, participants and levels of formality. Thereby, it is ensured that different uses of politeness are covered.

By performing role-play activities, learners get the opportunity to produce speech acts actively. Little information cards, which contain setting, details about the role and the speaker's intention might help learners taking up a certain role and consequently encourage participation.

After having assessed the student's communicative competence, having analyzed and evaluated sample dialogues and having put newly gained knowledge about politeness into practice, it is time for giving feedback and discussing the role-play activities. This can serve to raise students' awareness about the performance of speech acts and cross-cultural differences. "This procedure does not only strengthen their pragmatic competence, but also reinforces their empathy with the target culture. Moreover, it makes the learners aware of possible negative transfer and thus reduces the danger of cross-cultural misunderstanding" (Schubert 2006: 207).

#### **4.6.2 A metalinguistic approach to teaching politeness**

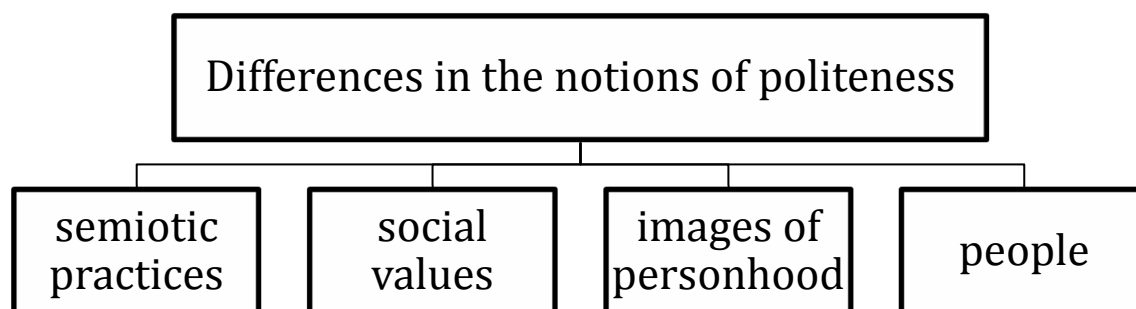
With regard to the dual notion of politeness (cf. above), concepts of classroom politeness are part of first-order politeness (politeness1). Consequently, teachers and students have a commonsense notion of politeness. However, it should be noted that even within one culture and within one situational context, the notions of politeness could differ. Therefore, it should be emphasized that

... 'respect' and 'politeness' are neither unitary nor universal concepts that can be mapped onto specific lexical items, but rather constellations of linguistic and embodied practices that are produced by and recognized by a particular social domain of speakers (Lo and Howard 2009: 213).

Based on this notion of politeness, Lo and Howard (ibid.) develop a framework

consisting of four concepts:

- *semiotic practices*: including forms of speech, dress, gesture, etc.
- *social values* that those practices are thought to point to, like being rude/considerate
- *images of personhood* that are linked to the use of such practices, like acting like a hick or being a good girl
- *people* for whom such practices, values, and images are linked



**Figure 10 Differences in the notions of politeness (Lo and Howard 2009)**

The authors think that a consideration of all these aspects is necessary when trying to understand the differences in the notions of politeness. This framework cannot only be applied cross-culturally, but also culture-internally. Further, they argue that each of the concepts needs to be viewed separately (Fig. 10). Since their approach does not include any politeness strategies or rules, they look at politeness from a metalinguistic perspective. They understand politeness as a *metalinguistic label*.

As their framework seems to be universal, it can also be applied in the classroom. Naturally, it is essential to adapt the concepts and their explanations to the students' age. If that is ensured, teaching these concepts to students will contribute positively to their awareness of inter-, as well as intra-cultural differences. Thus, it will encourage the development of pragmatic and intercultural competence. Perhaps, it even has influence on the students' use of politeness strategies.

According to Schubert (2006), dealing with communicative competence as well as teaching politeness in the EFL classroom is indispensable. It does not only encourage the development of pragmatic competence, but it also promotes students' listening skills. Additionally, it might facilitate interaction with members of different cultures in the future. Further, teachers should act as role models when it comes to showing polite

behavior, as polite interaction should be a maxim in the (language) classroom. Therefore, Schubert stresses the importance of using politeness rules in everyday classroom interaction.

Taking all these factors into account, it would be interesting to investigate which rules and strategies students actually use in the classroom. Since politeness strategies vary across cultures, it might be informative to not only look at the use of politeness strategies within one culture but to compare the use of strategies between cultures.

Cultural aspects have gained increased attention in the relevant literature lately. However, the influence of culture on second language learning has not been examined in great detail. The existing literature of politeness in the classroom context mostly draws on Brown and Levinson's politeness theory. Unfortunately, there have been few attempts to develop a new model of politeness strategies that can be used for analyzing politeness in the (second language) classroom.

According to Brown (2010: 243f)

...studies into pragmatics and language learning frequently *mention* "politeness" or borrow traditional Brown and Levinson terminology. However, there seems to be little consideration either within politeness research or SLA of how more contemporary politeness theories and concepts may apply to language learning or of how "politeness" itself may be a key issue in explaining the pragmatic performance of L2 learners.

Noting that Brown and Levinson's politeness theory was not primarily developed for analyzing politeness in an educational context, I will only use parts of their theory for my research project, which concerns classroom discourse. Their politeness strategies can also be used for analyzing classroom politeness, as other researchers have shown (cf. Cai, Peng, Xie 2014). The next section constitutes the analysis proper and is concerned with an investigation of politeness strategies in Austrian and Spanish classrooms.

## **5 A corpus-based investigation of politeness strategies in the classroom**

The goal of education is that learners do not only acquire knowledge, but that they also develop pragmatic competence, which enables them to use the knowledge in extra-linguistic context. Since pragmatic competence is essential for communication, as it influences interaction processes, it is important to work on pragmatic knowledge and competence in the classroom. However, the choice of the appropriate strategy can become an even greater challenge in a second/foreign language. Due to various factors, students might not be able to apply to their L2 the strategy they would use in their L1. Such factors involve the relationship between teacher and students, social distance, social power and the rank of impositions, among others. Naturally, also a gap in L2 knowledge concerning the appropriate use of a phrase can be the reason for communication problems. In the worst case, these problems can result in communication breakdowns. All the more important it is that students learn about the right use of strategies in the foreign language (FL) classroom.

Intercultural knowledge and competence as well as pragmatic competence are vital for choosing the appropriate strategy in a certain context. The context, which will be investigated here, is the classroom only. As noted above, notions of politeness do not only vary across cultures, but also within one culture. Within a specific culture there can be again a variation between different contexts. Since in my thesis the context of interest is the classroom, teacher politeness and student politeness will be discussed in great detail. Since teachers have different functions in the classroom, they need to vary their use of politeness strategies with regard to the purpose. This underlines the importance of acknowledging inter-cultural as well as intra-cultural differences in the use of politeness strategies.

Due to this necessity, I decided to do research on the intercultural use of politeness strategies in classrooms, where English is both, the target language and the language of instruction. First, I will introduce the method I used for analyzing politeness strategies. Then, I will move on to explaining the framework for analysis. After this, a presentation



of the results will follow. Finally, I will interpret the results with the help of relevant literature.

## 5.1 Method

The findings of my research are based on an analysis of 12 lesson transcripts<sup>3</sup>. I analyzed two lesson transcripts from the Austrian CLIL lesson corpus<sup>4</sup> and four EFL lesson transcripts and compared them to six CLIL lesson transcripts from Spain.<sup>5</sup> All lessons I used for my analysis deal with history and/or geography. Communicative language teaching stresses the importance of teaching content instead of focusing on grammar only. Therefore, I used four Austrian EFL lessons, as well as two CLIL lessons. While analyzing the data I hardly noticed any differences in the way the lessons were conducted. The students were aged 14-17 and grades were ranging from 8-10. For my analysis, I only counted the utterances in the target language (English), as the focus is on the use of politeness strategies in English as a foreign language.

My research questions were the following:

1. What can be counted as a polite utterance/ politeness strategy in classroom discourse?
2. Which type of politeness strategy do teachers and students in Austria and Spain use most often?
3. In which context/ for which purpose do teachers use politeness strategies?

---

<sup>3</sup> These include the following lessons: Austria: DAT 13- 7.12.2001; DAT 50- 28.9.02, Transcription 6th form, 7.11.05; Transcription 6th form, 8.11.05; Kornfeld 1.doc; Kornfeld 2.doc; Spain: YEAR 9, development (1); YEAR 9, development (2); YEAR 9, Land Use; History YEAR 9, school A; History YEAR 9, school B; History YEAR 10, school A

<sup>4</sup> The Austrian CLIL lesson corpus consists of 40 lessons recorded between November 2001 and February 2003. Ten different teachers teach the lessons and 305 students are involved (age 11-19, grades 6-13).

<sup>5</sup> Thank you to Univ.-Prof. Mag. Dr. Christiane Dalton-Puffer for providing me with the data and to Prof. Ana Llinares, Dr. Rachel Whittaker and Dr. Tom Morton (CLIL Research Group) for allowing me to use the Spanish lesson transcripts for writing my thesis.

In order to be able to answer my research questions I had to find suitable frameworks. Concerning question 1, I based my answers on existing literature. Unfortunately, there are only few researchers, such as Cai, Peng and Xie (2014), or Senowarsito (2013) who used Brown and Levinson's (1987) politeness strategies in order to analyze classroom discourse. Therefore, I also oriented myself heavily on Brown and Levinson's categorization of politeness strategies<sup>6</sup>, noting that they might not include all aspects which need to be considered regarding classroom politeness. Since their theory was not developed for analyzing classroom politeness, it was necessary to demonstrate the plausibility of using their strategies in classroom context, which is where I could resort to Cai, Peng and Xie's (2014) analysis and Senowarsito's (2013) analysis of politeness strategies in classroom interaction.

Although the approaches are slightly different, they were extremely helpful for getting an overview. Cai, Peng and Xie used recordings of the lessons in order to analyze teacher politeness. Although they were not present during the lessons, they used the recordings to get a better idea of "how the teacher conducts his class" (Cai, Peng, Xie 2014: 112). Interestingly, the authors only used positive and negative politeness for their analysis. Besides analyzing politeness with the help of Brown and Levinson's framework, the authors also used Jiang's (2010) model in order to find out in which contexts teachers use positive and negative politeness strategies. In contrast, Senowarsito (2013) recorded the lessons in an audio-visual recording set in order to analyze teacher-student politeness. Next to transcribing the lesson, the author also made field notes for getting information on non-verbal strategies. Apart from explanations of their approaches, both articles also include samples, which helped me to define what can be counted as a politeness strategy in classroom context. As these projects were carried out in the Eastern culture, they might represent a different understanding with regard to the categorization of each strategy. Still, the authors provide good models for my analysis.

As mentioned above, my approach is somewhat different, as I used lesson transcripts for the analysis of politeness strategies in Spain and Austria. Since my project is a comparison of strategies used in different cultural contexts, it is necessary to be as

---

<sup>6</sup> For further information on politeness strategies, see also section 2.3

objective as possible. However, being Austrian myself (with German as L1), I am familiar with the Austrian culture and with notions about what should be said/not said, with Austrian non-verbal features in conversation and social distance. As mentioned above, there are not only cross-cultural differences in the notions of verbal politeness, but also differences of non-verbal features. Regarding the former, a comparison and interpretation based on literature is possible. However, one should be careful when it comes to interpreting non-verbal signals of another culture, as they can often only be understood and interpreted correctly when being part of that culture. Therefore, the notion of what can be counted as bald-on record, positive politeness, negative politeness and off record is highly culture-specific and subjective, as many other factors need to be considered. Yet, this comparison should be as objective as possible. Therefore, I only used transcripts and their verbal expressions of politeness, as my own cultural background would influence the interpretation of non-verbal signals.

## **5.2 The framework for analysis**

Having established what counts as a politeness strategy, I move on to my own analysis. To answer research question 2, which can be seen as the most relevant question with regard to my analysis, I used Brown and Levinson's politeness strategies. Although their politeness theory and the strategies have already been explained in great detail, I will shortly summarize them here, since they function as the framework for my analysis.

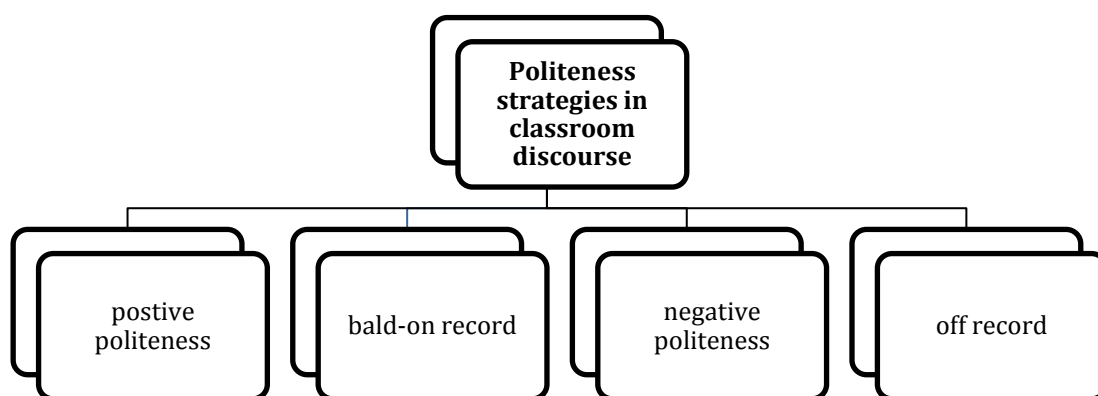
Counting politeness strategies only gives information about which strategies teachers and students prefer, but not in which context they are used. Therefore, there was need for another research question. My last question refers to the context in which the teachers use these strategies. It would be informative and instructive to find out in which situations teachers tend to show politeness and in which contexts efficiency is more important.

For this purpose, Jiang's (2010) model for investigating teacher politeness initially seemed very useful. The author developed four categories in which teachers can (not) be polite. Before moving on to the findings of my lesson transcript analysis, I will shortly outline the two frameworks in more detail.

### 5.2.1 Brown and Levinson's politeness strategies

For analyzing politeness in the EFL classroom, I decided to use Brown and Levinson's (1987) politeness strategies. Although their politeness theory has been subject to frequent criticism, it still is the most elaborate and comprehensive politeness theory. Their concept does not only involve theoretical considerations, but it also provides strategies for analyzing politeness. As their politeness theory cannot be considered a universal concept, I only used parts of their model for my analysis.

Since many researchers had problems with Brown and Levinson's politeness theory, as it did not work within their culture, scholars like Gu (1990), Ide (1989), and Blum-Kulka (1992) developed their own politeness theories. However, researchers, such as Cai, Peng and Xie (2014) have demonstrated that Brown and Levinson's politeness strategies (in comparison to their theory) can not only be used within the Western culture but they are also adaptable to other cultures. Therefore, the analysis of the lesson transcripts is based on the following four strategies which I connected to classroom discourse (Fig.11):

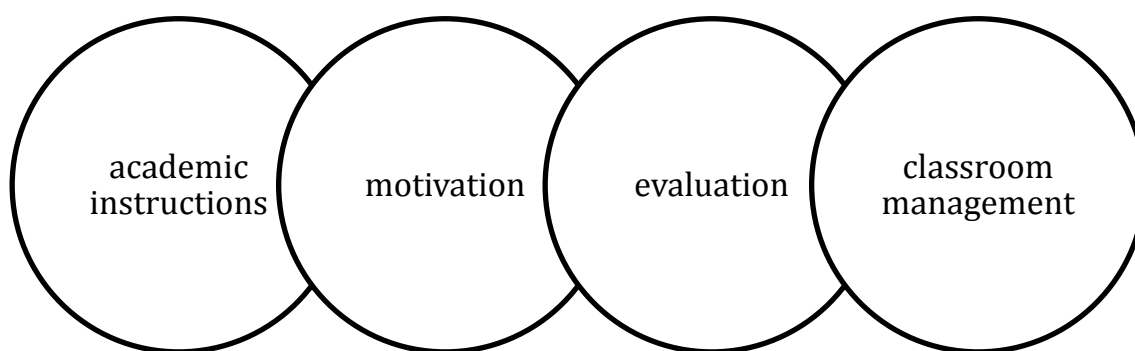


**Figure 11** Politeness strategies (cf. Brown and Levinson 1987)

Although these strategies show which politeness strategies teachers and students prefer, they do not tell anything about the context in which these strategies are used. For this purpose I consider Jiang's (2010) model especially useful.

### 5.2.2 Alternative Framework: Jiang's (2010) model for investigating teacher politeness

Politeness in the classroom context has two purposes: On the one hand, polite utterances “enhance the process of teaching” and on the other hand, they have a positive effect on teacher-student interaction (Jiang 2010: 652). Naturally, these notions need to be seen from a Chinese point of view. Still, they can be found in many other cultures as well. According to Jiang (2010), teacher politeness can be identified in four different educational contexts (Fig. 12). She labels these contexts as “academic instructions”, “motivation”, “evaluation”, and “classroom management”.



**Figure 12** Contexts for the identification of teacher politeness (cf. Jiang 2010)

Each of the four categories is part of classroom interaction, but in order to apply them to the lesson transcripts, more detailed descriptions are necessary. Concerning these four categories, Jiang (2010) gives the following definitions:

Academic instructions concern “the teacher’s academic presentation, answering students’ academic questions, and supportive and corrective feedback” (Jiang 2010: 652). Motivation includes the “various illocutionary acts aimed at activating students such as their participation, academic questions, and initiative feedback” (Jiang 2010: 653). By evaluation she understands “positive and negative feedback which is very important to students” (ibid.). Jiang adds that it has an encouraging as well as discouraging effect on the student’s performance and achievement. Since the author also included feedback in the category of academic instructions, the difference is somewhat vague. Classroom management concerns “discipline instructions, discipline

directives (orders, requests, questions, and calls), procedural instructions, and procedural directives” (Jiang 2010: 654). Here again, overlaps with the category academic instructions can be identified, as she fails to give a precise definition of what she understands by each category.

As mentioned above, I also planned to carry out an analysis of teacher politeness in particular educational contexts which can be identified in the classroom. However, when it came to the application of Jiang’s (2010) model of analyzing teacher politeness, some problems occurred. Although all contexts (academic instruction, motivation, evaluation and classroom management) could be identified in the data, there are many politeness strategies which could not be assigned to any of the four categories. Additionally, there were many strategies which could not be assigned to one category only, as the assignment was dependent on the interpretation. This means that teachers could have used this strategy for different purposes. Since I did not interview every single teacher for the purpose of using a certain strategy, the assignment would have been difficult. Therefore, I decided not to apply her model to my data, as the results would have been ambiguous and only contingent on my interpretation. Nevertheless, in the next section I will also shortly refer to the insights I gained when trying to apply Jiang’s model to my data. The openness for interpretation is also apparent when having a closer look at her model. Although Jiang (2010) provided explanations for each category and tried to back them up with representative examples, it is partially unclear which utterances she assigned to each category.

### **5.3 Results and Interpretation**

This section presents the results from the analysis I carried out<sup>7</sup>. First, the Austrian results will be presented, which can then be compared to the Spanish findings. Concerning the results of each country, there will be an overview of the distribution of all polite utterances between the lessons. Then, teacher politeness and student politeness will be discussed individually. Finally, a comparison between politeness strategies used in Austria and in Spain will be provided.

---

<sup>7</sup> It should be noted that in this section all transcripts are quoted in the original.

### 5.3.1 Research results obtained in Austria

In the Austrian transcripts, I counted in total 1,244 politeness strategies in six 50-minute lessons. Therefore, the average number of politeness strategies per lesson is around 207. However, it should be noted that the distribution of polite utterances between lessons is unequal. Lesson 1 has 196, lesson 2 has 266, lesson 3 contains 176, in lesson 4 I counted 106, lesson 5 includes 314 and in lesson 6 teachers and students use 186 strategies. Although in Austria one lesson is supposed to take 50 minutes, it needs to be considered that not all lessons start and end on time. As the classroom is a very dynamic setting, lessons also have different lengths. This can be a reason for different numbers of politeness strategies.

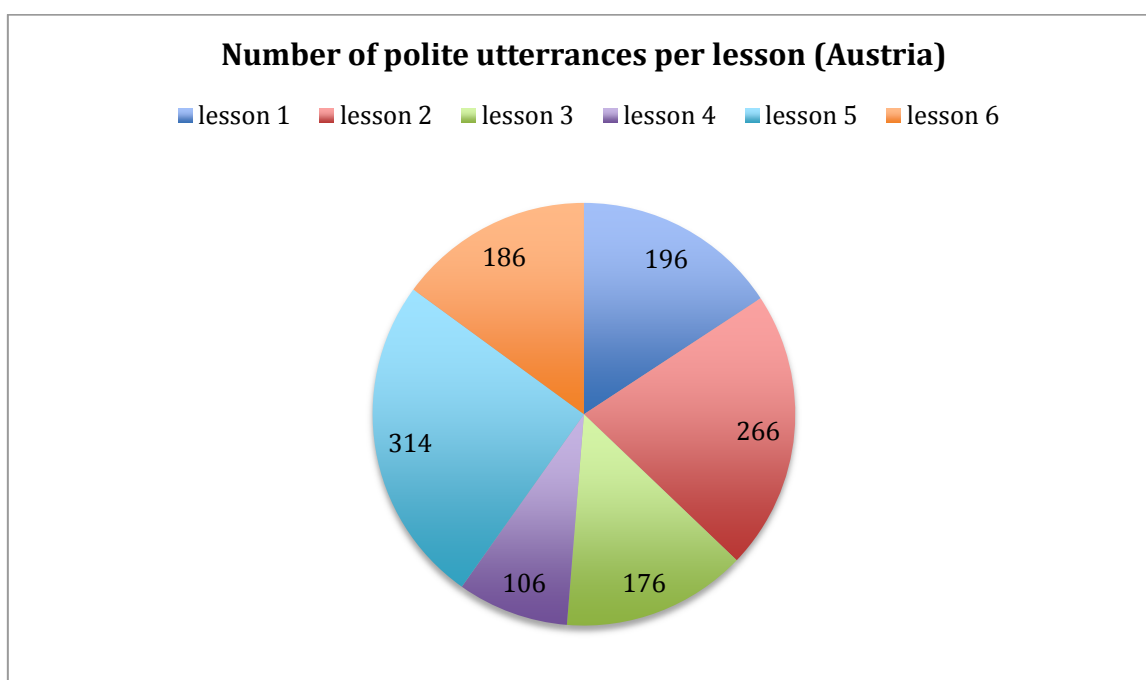


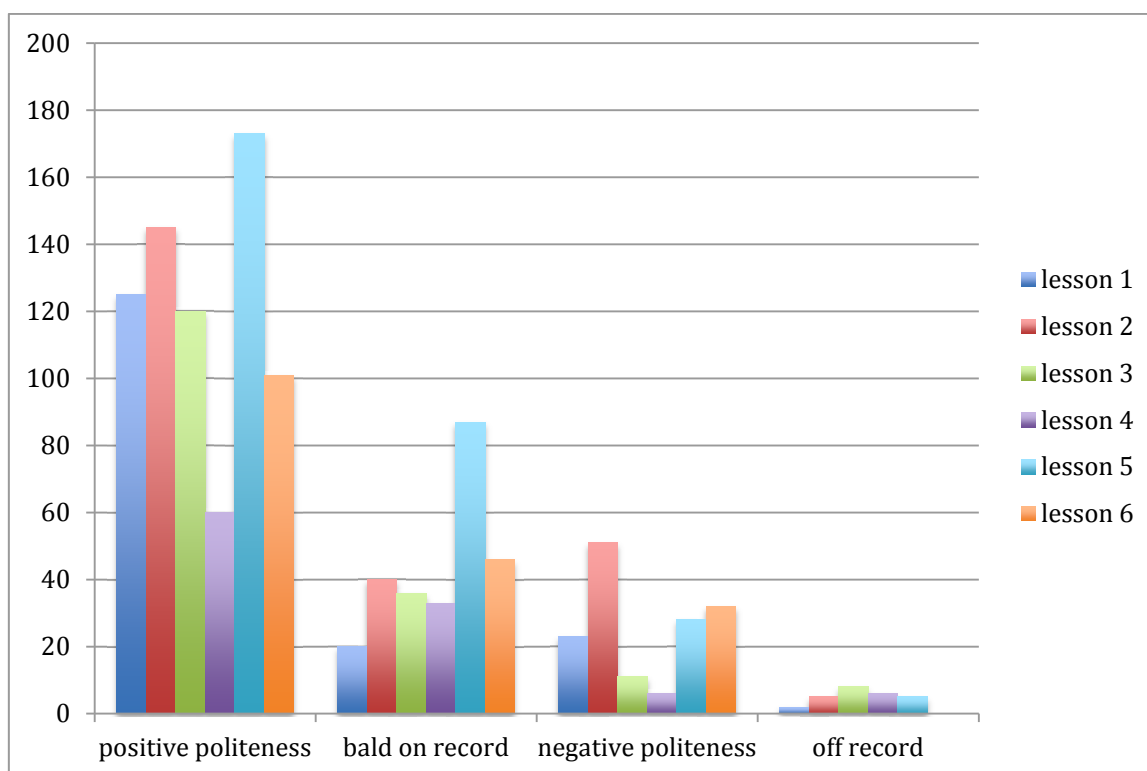
Figure 13 Number of polite utterances per lesson (Austria)

Figure 13 shows the great disparity between lessons, but there is no lesson which contains fewer than 106 strategies. This indicates that politeness strategies have an important function in the classroom and are present in every lesson.

Keeping this in mind, the next question is whether or not the distribution between teachers and students concerning the use of strategies is equal. Interestingly, Austrian teachers used 1,163 politeness strategies, while Austrian students used only 81

strategies. Since teachers need to use strategies for organizational purposes as well, this might be an explanation for their frequent use of politeness strategies. Further information on this issue can be obtained from an analysis of teachers' strategy preferences and their use in context.

Therefore, further investigation concerning the most and least favored strategies among teachers is necessary. Austrian teachers prefer using positive politeness strategies. In the transcripts, teachers employ positive politeness in order to “claim common ground” (cf. above). They use in-group identity markers, such as “we”, “let us”, “our” which indicates that teachers want to reduce social power and build up an emotional relationship to their students. Additionally, Austrian teachers praise their students by using words, such as “yes, exactly”, “good”, or “right”, i.e. resort to the “carrot policy”.



**Figure 14 Distribution of politeness strategies (Austrian teachers)**

Beside positive politeness, teachers also use bald-on record strategies and negative politeness (Fig.14). Bald-on-record strategies include imperatives, such as “Come to a conclusion!” or “ok, now listen”. Occurrences of negative strategies include politeness markers, such as “please”, syntactic downgraders, such as “could you” or “I would like



you to”, or apologies, such as “sorry”. Austrian teachers hardly use any off-record strategies for expressing politeness, as they always try to be as clear and unambiguous as possible. As stated above, the most direct strategy is bald-on record. Still, teachers do not use bald-on record strategies too often since they also try to establish a relationship to their students.

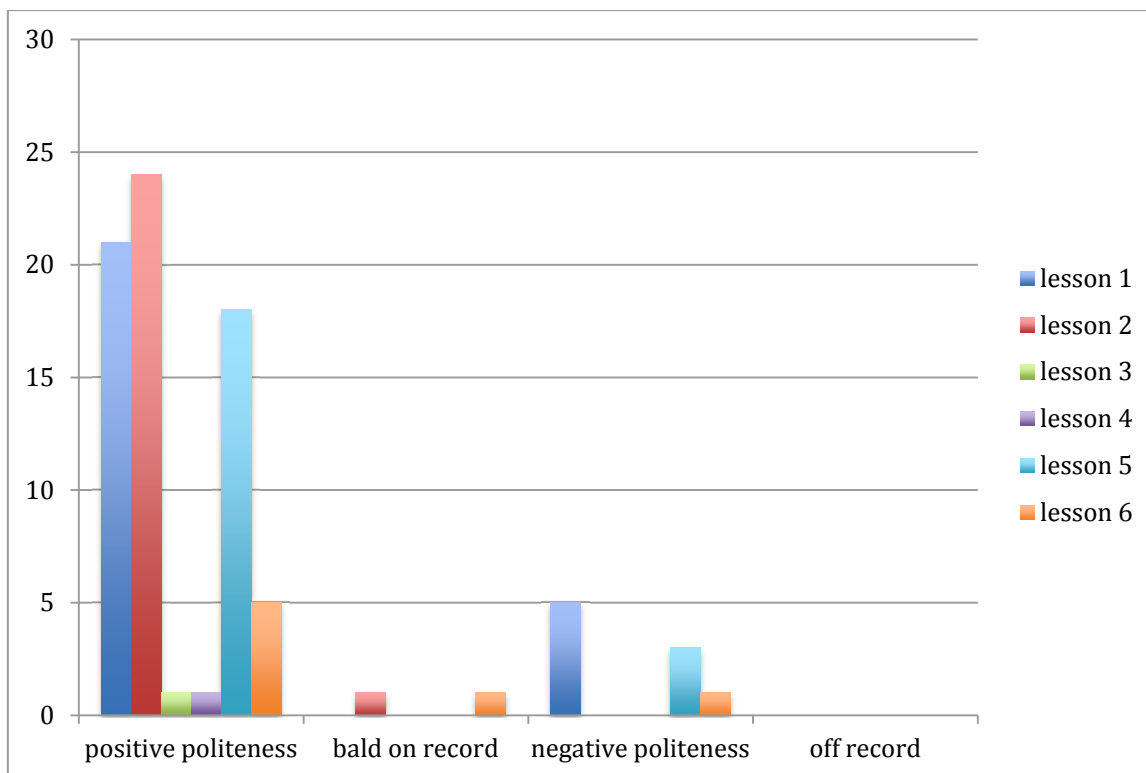
Austrian teachers use 1,163 strategies in total, while Austrian students only use 81 strategies. First, this might give the impression that teachers are more polite than students or that they have more chances to talk in the classroom. However, automatically assuming that the classroom is teacher-centered might be a mistake, as it needs to be considered that the teacher has to organize classroom interaction which requires the use of politeness strategies.

Kasper and Markee (2004: 492) explain this as follows:

Whereas ordinary conversation is a locally managed, equal power speech exchange system, teacher-fronted classroom talk is an unequal power speech exchange system, in which teachers have privileged rights to assign topics and turns to learners and also to evaluate the quality of students’ contributions to emerging interaction through other-initiated, second-position repairs.

Kasper and Markee are right in arguing that teachers have more power in classroom than students. They have the right to choose topics, take turns, evaluate or repair student’s utterances. Although the notion of a teacher-fronted classroom has been replaced by learner orientation and learner autonomy, the unequal distribution of power is still present. These power relationships need to be present in the classroom, because students must be aware of their distinct social roles defined by social goals.

The idea of learner-centered classrooms stresses the importance of giving students as much time to talk and practice as possible. Although the talking times of teachers and students are fairly equal, teachers need to use many more politeness markers than students. Mostly, students give content-related answers to the teachers’ questions. Their answers often consist of single words only that do not require the use of politeness strategies.



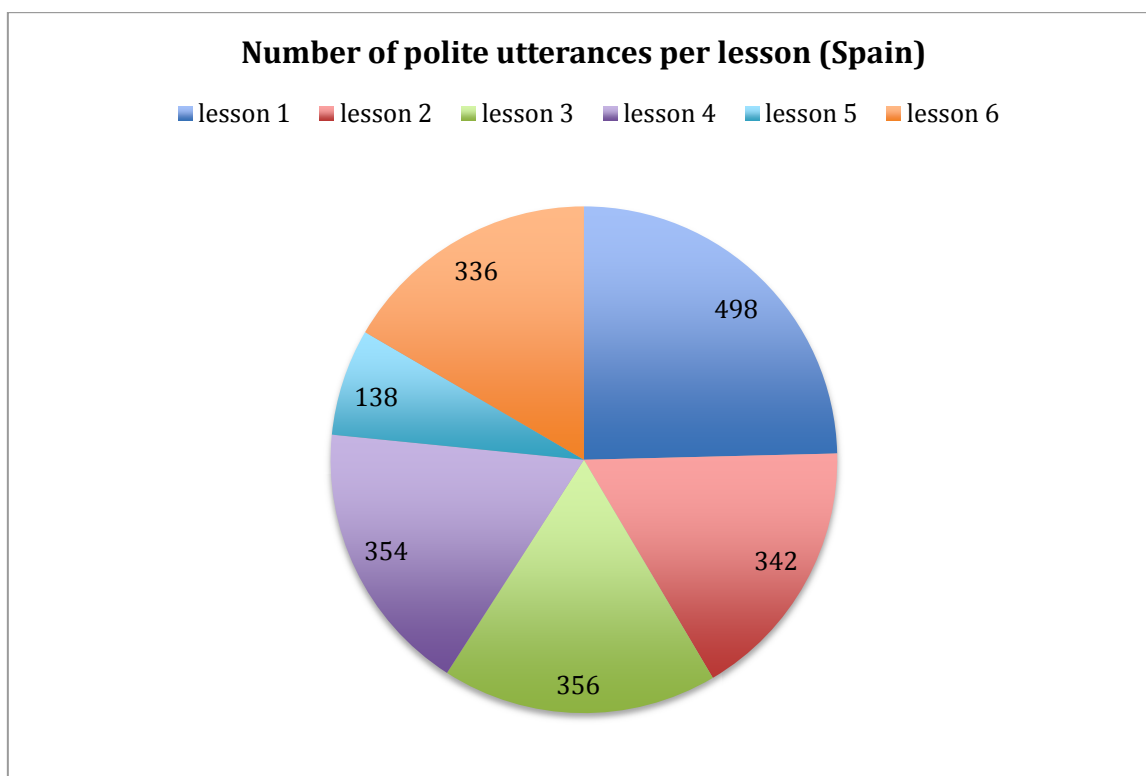
**Figure 15 Distribution of politeness strategies (Austrian students)**

Although according to Figure 15, students also seem to prefer positive politeness, it should be noted that many utterances were directed at other students. Often students answered teacher questions by using only single words or minimal responses, such as “mhm”. Additionally, students’ use of positive politeness per lesson is extremely unequal. While lessons 1, 2 and 5 show very high numbers of politeness strategies, in lesson 2, 3 and 6 there are very few occurrences. It needs to be noted here that in the latter case students only answered the teacher’s content questions without using any politeness markers.

As opposed to positive politeness, negative politeness strategies were only used to address the teacher. Interestingly, students hardly employ any bald-on-record strategies. This indicates that redressive action is very important for students and they are aware of the power distribution in the classroom. What is even more striking is that there is no single occurrence of an off-record strategy by students.

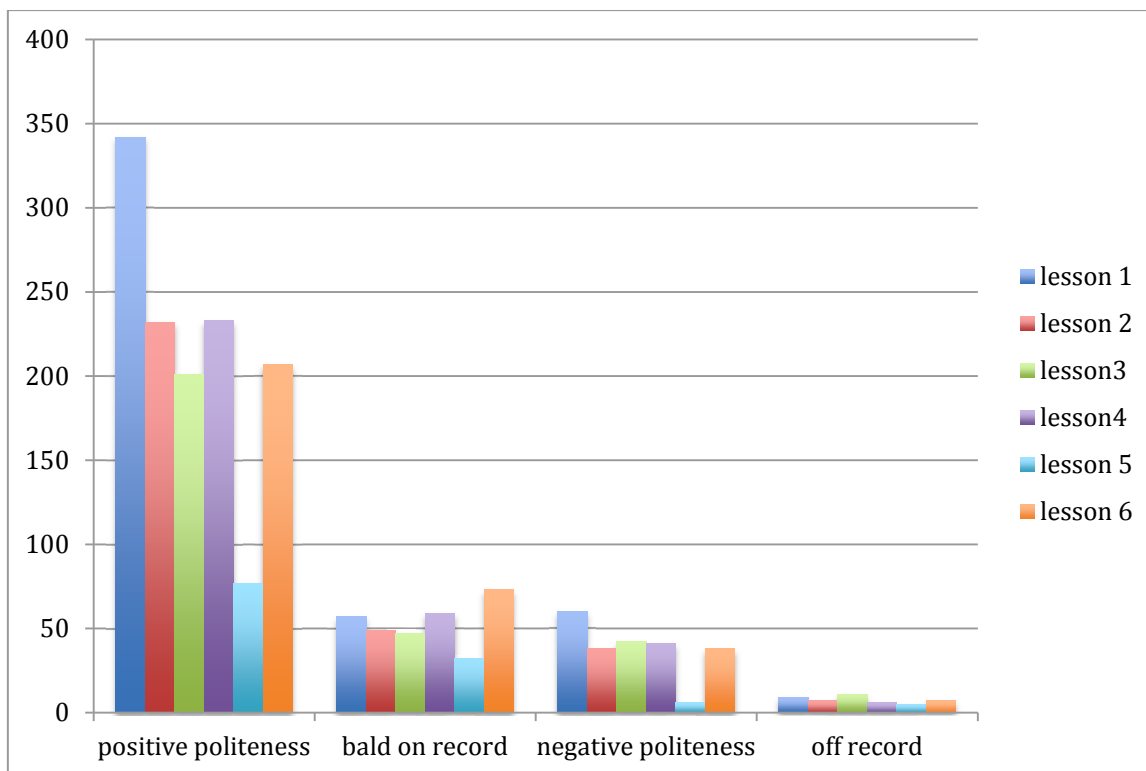
### 5.3.2 Research results obtained in Spain

The analysis of the Spanish transcripts provided me with 2,023 utterances which could be counted as politeness strategies.



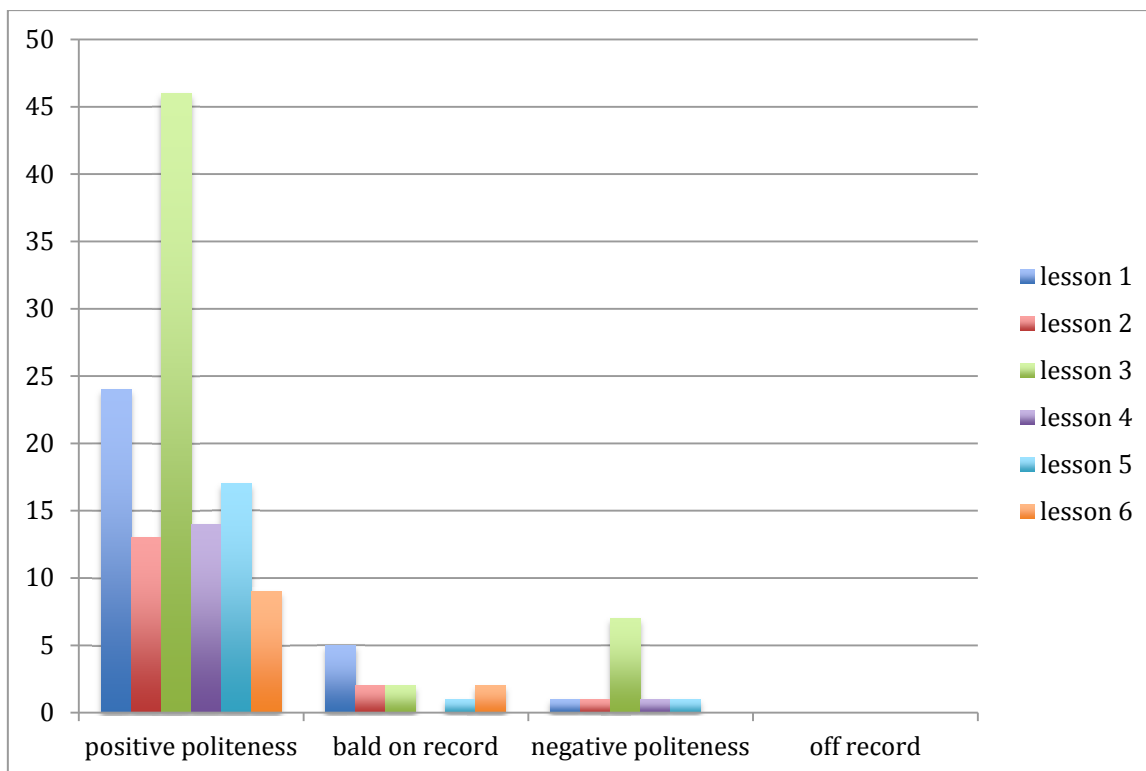
**Figure 16** Number of polite utterances per lesson (Spain)

Figure 16 shows that there is a range between 138 and 498 utterances per lesson. Although four lessons show similarities in the numbers of strategies used per lesson, two lessons stand out. Lesson 1 includes 498 politeness strategies, while lesson 5 only contains 138. Compared to Austria, the range is even bigger. However, the reasons for these differences might be similar. Although every lesson should take 50 minutes, this is not always possible in reality. Additionally, teachers often have specific goals in a certain lesson, which require the use of more or fewer politeness strategies.



**Figure 17 Distribution of politeness strategies (Spanish teachers)**

Spanish teachers prefer the use of positive politeness strategies in the EFL classroom (Fig. 17). They praise their students by using strong markers, such as “excellent”, or “very good”. Spanish teachers also use bald-on record strategies which mostly include imperatives, such as “Loud and clear!” or “Be as concise as possible but give good answers, right?”. Negative politeness markers are used for giving students options, such as “you have to take notes if you want, just a few but only if you want” or for getting the attention of students “ok, eh, eh excuse me...”. Negative politeness is also used for requests, such as “I beg your pardon? The?”, and for thanking students for their contribution. Like in Austria, the least preferred strategy is off record which might be due to reasons of clarity as well.



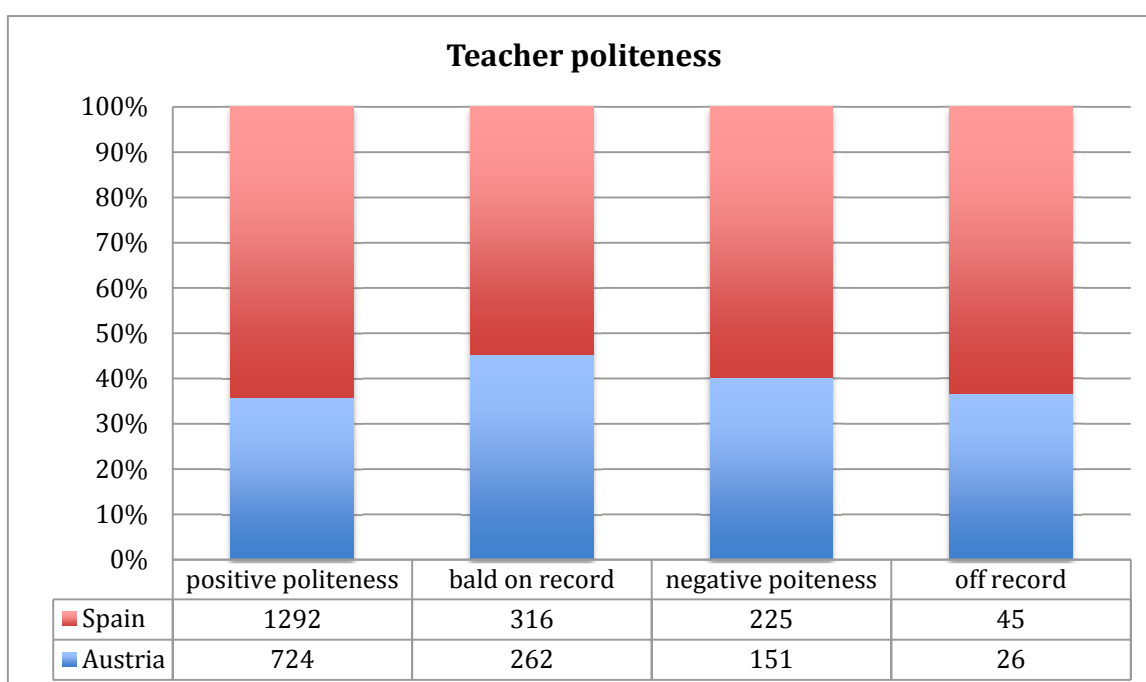
**Figure 18 Distribution of politeness strategies (Spanish students)**

Figure 18 shows that Spanish students prefer positive politeness strategies which are followed by bald-on record strategies and negative politeness strategies. Examples for their positive politeness strategies are mainly seeking agreement with the teacher and in-group identity markers. In two transcripts Spanish students have a very close relation to their teacher. The teacher seems to be very young, as the students address her with her first name. Since the teacher does not seem to object, she probably has agreed to this form of address. However, this form of address does not have any impact on the students' behavior and respect towards the teacher.

### **5.3.3 Comparison of Austria and Spain**

Based on the above findings, it can be concluded that Austrian teachers and students, as well as Spanish teachers and students have the same preferences regarding the use of strategies in the EFL classroom. Regardless of the cultural background or the role in the EFL classroom, positive politeness is the favored strategy, while off record is hardly used.

It should be stressed that in total there are more occurrences of politeness strategies in Spain (2,023 vs. 1,244). Since the Spanish lesson transcripts tend to be longer, they include more strategies. Still, it should be stressed again that all lessons are supposed to take 50 minutes. Therefore, differences in length should be considered as part of accidental data selection. Additionally, it should be noted that in the transcripts Austrian teachers and students tended to use their L1 more often than Spanish teachers and students. Since I only counted the politeness strategies in the target language, strategies used in the first languages are not included in the statistics.



**Figure 19 Comparison of Austrian and Spanish teachers**

When Austrian teachers are compared to Spanish teachers (Fig.19), the data shows that the latter praise their students more than the former. Here again, the unequal length of transcripts needs to be considered. However, Austrian teachers, use the negative politeness marker “please” more often compared to Spanish teachers, which can be due to Austrian orientation towards traditional norms (Haumann, Koch and Sornig 2005: 98). However, in Austria, not only traditional norms are highly regarded but there is also an orientation towards innovation (ibid.). Consequently, Haumann, Koch and Sornig claim that Austrians do not have a preferred form of politeness but that there are intra-cultural differences in the forms of address, greetings, or the use of titles and

honorifics. However, this does not indicate that there might not be a preferred form of politeness which is shared in classrooms.

Compared to their Austrian colleagues, Spanish teachers use stronger markers of positive politeness, such as “excellent” or “very good”, instead of “right” and “good”. This goes hand in hand with Hickey’s (2005: 329) notion of positive politeness, who explains that “Spanish politeness generally takes the positive form of effusiveness, personal enthusiasm, admiration and praise of others, rather than negative forms”.

Despite these little differences, Spanish and Austrian teachers have similar preferences in the use of politeness strategies in the classroom. Therefore, it can be assumed that teachers are using the same strategies for expressing politeness, as they have the same goals. They use group identity markers, such as “class”, and in-group identity markers, such as “we”, instead of “children” or “students” and “you”, to stress the community aspect. Another intention of showing positive politeness is that teachers do not want to position themselves as the powerful instance but as part of the group. This contributes positively to the students’ emotional relationship to the teacher and thus facilitates learning. An excessive use of bald-on-record strategies might create fear in the students and should thus be avoided; as psychological studies have shown that fear inhibits the learning process. Therefore, in-group identity markers, which are part of positive politeness, should be used to connect with the students.

Additionally, teachers use minimal responses, such as “mhm”, understanding markers, such as “yes”, “okay”, “you’re right” or confirmation markers, like “do you mean that...”. By showing interest in the students and by reacting positively to their ideas, the teachers make the learners feel that they are understood and are on the right path. As a consequence, this will contribute positively to the students’ motivation and development of competences. Moreover, teachers sometimes use less direct strategies, such as “I want you to do X”, instead of “Do X!” because they have pragmatic knowledge. (2)-(6) show other examples of positive politeness strategies used by teachers that can be found in the transcripts.

- (2) But we’re going to make it a little different. We’re going to do different today ok? (Spain)

- (3) For the rest of the lesson we're going to listen to an interview but before we do so I will give you a homework and an assignment. (Austria)
- (4) That's very good, that's very reasonable. (Spain)
- (5) Your projects were very good. (Spain)
- (6) So, I'll see you in a week. (Austria)

Examples (2) and (3) show the use of in-group identity markers in Spain and Austria which are frequently used in both countries. Examples (4) and (5) refer to the teachers feedback to oral and written contributions. Apart from that teachers also use phrases, such as "see you" in order to show politeness (6).

Although the use of bald-on-record strategies should be avoided when it comes to creating an emotional relationship, they are extremely useful for giving directions and for classroom management. Therefore, it is only plausible that bald-on-record strategies are the second most featured strategies in the classroom. Teachers mainly use them for giving instructions or for classroom management purposes. (7)- (11) are examples of the bald-on-record strategy:

- (7) Double click in the centre. (Spain)
- (8) Ok. Wait a little, have a look at page 64 again and reread the second part. (Austria)
- (9) Ok, listen! One more minute! Come to a conclusion! (Austria)
- (10) Remember, that's one of your weak points. In your last test this was a source of mistakes. (Austria)
- (11) Shhh! (Spain)

In examples (7)-(10) the teacher uses imperatives to show the urgency of the command. When facing direct strategies, the students are more likely to react immediately, as they feel that there is a need for obedience. By using the bald-on-record strategy, example (11), the teacher directly tells students to reduce the noise.

Having discussed bald-on-record strategies, negative politeness also needs to be investigated further. Austrian and Spanish teachers use negative politeness when it comes to showing respect and sympathy. Additionally, negative politeness is a way of



teachers to make requests which require redressive action. Otherwise, some requests might be too face-threatening and discourage the students. Examples (12) and (13) show negative politeness strategies of teachers in Spain and in Austria:

(12) In English, if you please! (Austria)

(13) I know it's late and it's raining and you're looking forward to having your lunch and.. we all are but please, be patient ok? (Spain)

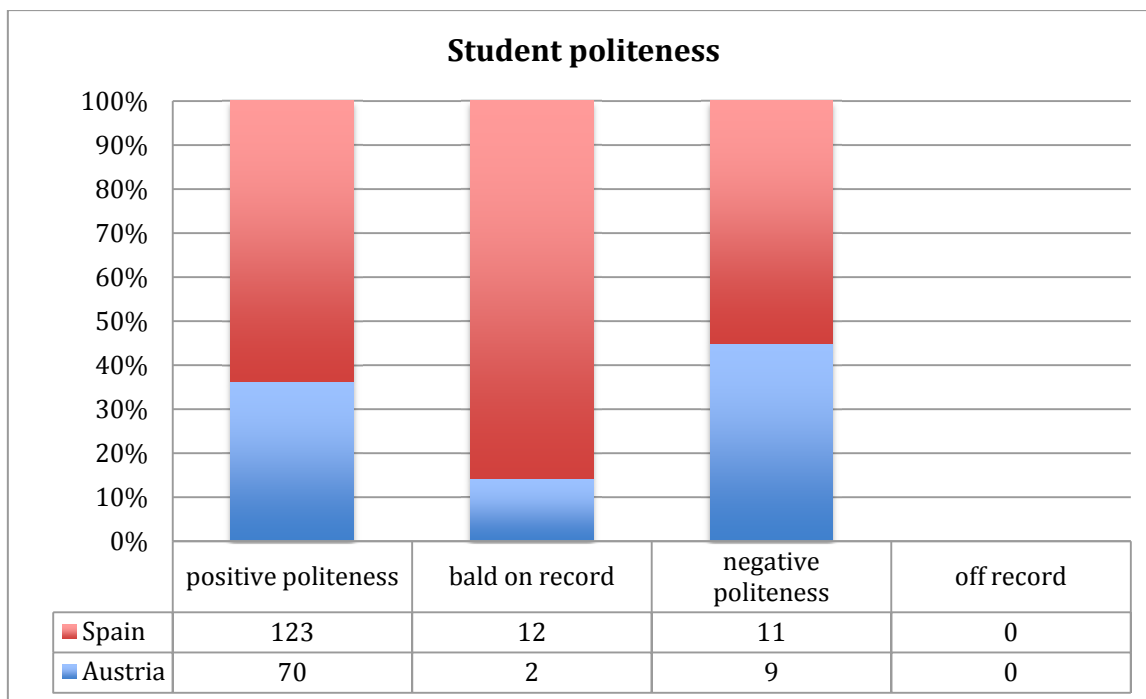
Example (12) shows that for making requests, the politeness marker 'please' can be added in order to reduce the face threat. In example (13) the teacher tries to show sympathy with the students and uses the negative politeness marker 'please' to motivate them.

Although Figure 19 shows that off-record strategies are not very prominent in both countries, I would like to give an example of an off-record strategy in order to explain why they should be avoided.

(14) There is not much time left but at least I want to listen to the first part of the interview on page 65. (Austria)

In example (14) the teacher tries to tell the students what s/he is planning to do. However, instead of using positive politeness with the help of an in-group identity marker, the teacher just states his/her wants. Thereby, the students will get the impression that they are not part of the teacher's plan and are more likely to be uninterested or uncooperative. Therefore, I would consider off record an unsuccessful strategy.

Having discussed the similarities in the teachers' use of politeness strategies, I would like to comment on students' strategies as well. Like teachers, students also prefer positive politeness. Due to the lengths of the transcripts, the numbers of politeness strategies in Spain again exceed those in Austria. Still, there are many similarities in the use of politeness strategies among students.



**Figure 20 Comparison of Austrian and Spanish students**

In Spain, as well as in Austria, students use fewer politeness strategies than teachers. While the teacher has to ask many questions and needs to comment on students' utterances, the latter only have to give answers. Kasper and Markee (2004: 492) also stress that in a prototypical classroom it is the learner's responsibility to give answers to the teacher's questions and comments. Short answers often do not require the use of politeness strategies. However, this does not indicate that the classroom is teacher-centered.

While analyzing the Spanish data, I noticed that Spanish students have a closer relationship to their teachers than the Austrian students do. As explained above, in two transcripts students are addressing their teacher with her first name. This would be highly uncommon among Austrians who use honorifics and titles very extensively (cf. Haumann, Koch and Sornig 2005: 87f). When looking at Figure 20 it becomes apparent that Spanish students are using more bald-on-record strategies than Austrian students. However, it needs to be considered that all in all students use very few bald-on-record strategies.

Compared to teachers, students use few bald-on record strategies which might be due to their age and their command of English. They have already learned to use politeness

markers in English. Therefore, the need of using bald-on strategies might not be that strong. Additionally, students do not want to threaten the teacher's face. As bald-on record is the riskiest strategy, this indicates that they are aware of the social power and distance of the teacher and consequently try to show respect. Additionally, in Spain and in Austria, students mostly only answer the teachers' questions, which does not require using bald-on strategies. However, compared to Austria, Spanish students also use bald-on-record strategies for making requests.

(15) We move to the? (Spain)

In example (15), a Spanish student makes a request for clarification. Instead of using negative politeness by asking a question, such as "Could you please repeat what you just said, as I could not hear you properly", the student just repeats the teacher's utterance, as this strategy is more direct and more useful in this context. While in other situations such behavior would be regarded as impolite, it is totally acceptable in the classroom where negotiating meaning is extremely important. Although there are very few incidents of bald-on-record strategies used to address the teacher, they are still present in the Spanish transcripts.

The question is whether the use of bald-on-record strategies indicates that Spanish students are more impolite when it comes to making requests in English than Austrian students are. Concerning requests, Marqu ez Reiter (1997: 145) states that they

...are generally regarded as speech acts which imply an intrusion on the addressee's territory and, thus, limit his/her freedom of action. [...] Both in Spanish and English requests can be linguistically realized with imperatives, interrogatives, negative interrogatives and declaratives.

Therefore, requests can threaten the hearer's face. However, they always must be interpreted in relation to their use in context. Consequently, it would be wrong to assume that Spanish students are more impolite than Austrian students when it comes to making requests in English. Therefore, it can be said that neither Austrian nor Spanish teachers and students can be classified as being more or less polite than the others. Additionally, as stated above, politeness does not only vary inter-culturally, but also intra-culturally.

Negative politeness is often used for showing respect, for making requests and for apologizing. Extract 1 gives an example of negative politeness strategies used by Austrian students.

#### Extract 1

(taken from Kornfeld 1.doc, 8<sup>th</sup> grade, March 19, 2012, Appendix, p. 134)

Tf: Good morning class  
Ls: Good morning Miss XXX  
Tf: And also Good morning to Miss XXX  
Ls: Good morning Miss XXX  
Tf: She will be here with us for some lessons

In this example, the teacher addresses the whole class, while the students use the negative politeness marker *Miss* which indicates that they are aware of the teacher's social power and distance. Consequently, the students show respect by using a special form of address. Apparently, there is also a guest present in this lesson who is greeted in the same way.

Generally, the distribution between occurrences of negative politeness is fairly equal among the representatives of the two countries, while Spanish students use more positive politeness strategies than Austrians (which might again be due to the lengths of the transcripts).

The following extract shows positive politeness strategies used by students.

#### Extract 2

(taken from YEAR 9, development (1) March 10, 2009, Appendix, p. 151f)

TCH: So we are talking about improving things, improvement, excellent.  
Another answer? Yes, Ana?  
STU: Eh, because it's important that we know the form that %x...x% that's %x...x% that it was evolutionated.  
TCH: And how things evolve. Right. How things move to better. Ok, good, thank you. Laura, do you have an answer?

In Extract 2, the student answers the teacher's question and uses the in-group identity marker "we" in her answer. The teacher praises the students for making contributions which has a positive effect on their motivation and they continue to participate.

Directness and clarity are not only essential criteria for teacher's strategy choice, but also for the students' use of strategies in the classroom. Therefore, off-record strategies should be avoided altogether in an educational context. Teachers and students should try to be as goal-oriented and unambiguous as possible, whereas off-record strategies involve being vague, ambiguous and incomplete.

#### **5.4 Further insights**

In view of the obtained results, there are two factors that need further investigation. First of all, it is striking that in both countries the distribution of politeness strategies between lessons is extremely uneven.

The results show that both Spanish and Austrian teachers and learners favor the same strategies in the EFL classroom. The representatives of both countries use positive politeness most often, which is followed by bald-on record and negative politeness. Since teachers and students are communicating in English as a foreign language, the question is whether their first language and the notions of politeness in that language influence the use of strategies in the second language. In order to answer this question, it is essential to include the notions of politeness in the first languages.

According to Siebold (2012: 369) it is very common to use positive politeness in Spanish.

Ein charakteristisches Merkmal der verbalen Höflichkeit im Spanischen, das sich durch das gesamte Kommunikationsverhalten zieht, ist der vergleichsweise hohe Stellenwert der positiven Höflichkeit.

[A characteristic feature of verbal politeness in Spanish which is present in all forms of communicative behavior, is the comparatively high status of positive politeness.]

Since Siebold states that positive politeness is favored in all forms of communicative behavior in Spanish, it can be assumed that this also refers to the classroom setting. This

is also what can be identified when looking at my results. However, concerning the German preferences in the use of politeness strategies, Siebold (ibid.) states the following:

Der deutsche Kommunikationsstil hingegen ist maßgeblich von den Werten der negativen Höflichkeit beeinflusst.

[German communicative behavior is mainly influenced by values of negative politeness.]

While in Spanish as first language the notions of politeness match my findings, in Austrian German this is not the case. One might claim that the classroom is a very unique context and that general politeness notions of a country cannot be conveyed to politeness strategies used in the classroom. However, politeness notions also vary intra-culturally.

Although there might be differences in the notions of politeness across and among cultures, my findings show that politeness in the EFL classroom still seems to be universal. One possible explanation is that regardless of the culture, teachers have a certain goal in English language teaching. They want to improve the learner's command of English and help them develop certain types of competence, such as pragmatic or intercultural competence. This might be a reason why Austrian and Spanish teachers use the same strategies in the classroom.

Next to the shared goals, the notion of similar contexts needs to be considered.

It has been found that situational factors also play an important role in strategy selection. Some situations generalize across cultures and hence will elicit similar strategies in different languages (Cohen 1996: 389).

Classroom discourse has some characteristics that cannot be found in any other form of discourse. According to Dalton-Puffer (2007: 18), in the beginning of research on classroom discourse, scholars started from the premise that classroom interaction is different from real-world interaction. It was believed that classroom discourse is artificial. The characteristics of classroom discourse included “the distribution of the talk among participants”, “the way questions are asked and answered”, “the tripartite

structure of most exchanges” and “the way in which participants take turns at speaking” (Dalton-Puffer 2007:18). However, Dalton-Puffer (ibid.) also stresses that it is “somewhat illogical to argue that the outcome of a pedagogical discourse would be more successful if it was more like non-pedagogical discourse”. Moreover, Dalton-Puffer (2007:19) adds that research in the field of classroom discourse has contributed positively to seeing the classroom as a natural setting as well. I think that the classroom is as natural and authentic as every other “real-world” setting. Nevertheless, it has some characteristics that cannot be found in any other form of discourse. Consequently, it can be claimed that the contexts in which politeness strategies are used have much more influence on the choice of the strategy than the cultural background. However, further research is needed in order to get more information on this issue.

As mentioned above, I decided against analyzing my data by using Jiang’s (2010) model, as the results would have been ambiguous. The boundaries between different contexts turned out to be blurred, so I could only categorize the utterances according to my interpretation. Still, I would like to make some comments on the insights I gained when interpreting the data considering Jiang’s model.

When looking at the transcripts, I got the impression that teachers are using positive politeness for evaluation, as it results in a positive attitude towards the teacher and the lesson. Additionally, bald-on-record strategies are frequently used for motivating students. Phrases, such as “Come on, hands up, I want to see a lot of hands up!”, have an encouraging effect on the students. Moreover, teachers also use bald-on-record strategies for giving academic instructions, as the latter should be as clear and direct as possible. Negative politeness is often used for classroom management, as it is a polite way to keep students’ attention. Since, as mentioned above, off-record strategies should not be used in classroom, as mentioned above, they hardly play a role in any of the contexts.

As many linguistic expressions are ambiguous, it is not always clear what the teacher intended to express by using certain words or phrases. Therefore, the classification of many utterances depends on the evaluating person and his/her cultural background. Still, Jiang’s (2010) framework can be regarded as enrichment for analyzing politeness in the EFL classroom, as it promotes reflecting on the appropriate use of a certain

strategy in a particular context. Additionally, her framework includes crucial aspects which need to be investigated further.

As there is not much literature on politeness in the classroom, my research project can be seen as a starting point for future research. My research questions could only be answered with regard to the data I used for my analysis, which constitute my corpus. However, it would be revealing to see in how far my findings correlate with other intercultural comparisons of classroom politeness. Therefore, there is need for further investigation of politeness strategies in classroom context. Moreover, research in this area will contribute positively to teacher education. By finding out which strategy proves to be most useful in a certain context, teachers can adapt their strategies to make the activities and interaction processes as effective as possible.

#### **5.4.1 Drawbacks**

Obviously, different factors influence the use of politeness strategies in the classroom. These include the learners' age and level of English, their cultural background, the pragmatic and intercultural knowledge, and the relationship between the teacher and the students. Therefore, it is impossible to make generalizations concerning the ideal use of politeness strategies in the classroom.

Further, classroom discourse has unique characteristics which cannot be found in any other form of discourse. These involve communication rules, certain forms of behavior, and certain speech acts. The teacher tries to reach goals and the students are likely to conform to the rules. Therefore, classroom talk should be regarded as "a type of institutional talk that is empirically distinct from the default speech exchange system of ordinary conversation" (Kasper & Markee 2004: 492). In classroom discourse, certain strategies are needed which would be considered inappropriate in other contexts. Every lesson has specific purposes and involves different forms of interaction. Therefore, no lesson requires the same use of strategies.

Moreover, politeness and redressive actions do not need to be expressed verbally. Politeness can also be expressed by using certain forms of behavior. This is also what



Brown and Levinson (1987 [2005] :91) meant by saying that “[s]uch redressive action need not of course be verbal“. When working with corpus data without using audiovisual material it is not possible to analyze non-verbal signals. However, for the reasons mentioned above, I decided to work with transcripts only. In order to find out more about teachers’ intentions for using certain strategies, it would be necessary to conduct interviews with every teacher. However, the purpose for using a certain strategy in a specific context might even vary between teachers in one country.

Therefore, my findings should not be generalized but they should merely be seen as input for reflection on teaching methods. I do not claim that positive politeness is favored in all EFL classrooms. Still, I think that the frequent use of positive politeness is beneficial to the students’ development of English as a second language. Since it involves having good teacher-students relations, this strategy will enhance the learning process and contribute to the development of competence. Additionally, I claim that bald-on-record strategies are beneficial when it comes to giving academic instructions. Giving instructions can be extremely time-consuming, especially when the students feel that there is no urgent need to carry out the teacher’s instructions. Students are more likely to react to teachers’ requests when they are using an imperative. Thus, this can be very time-saving. Further, I also suggest using negative politeness from time to time, as the students need to feel that the teacher has respect as well. Moreover, the teacher should always act as a role model when it comes to the development of competences. Despite my suggestions for using politeness strategies in the classroom, it should be stressed again that politeness cannot simply be taught. It is an acquisition process which takes time and commitment of teachers and students. Teaching competences as knowledge could have bad consequences for the students’ development.

Can we teach the full range of politeness formulas with long lists of alternatives to drill what is correct and polite? No, since this will only demoralise our students. Moreover, there is considerable variation in the degree of sociolinguistic competence even within the same community (Marqu ez Reiter: 1997: 149).

In this quotation, Marqu ez Reiter stresses that politeness formulas cannot simply be taught, as this might be the cause of students’ demoralization. Additionally, she

acknowledges the intra-cultural variation of politeness strategies with regard to their use in different contexts.

The goal of education is to support students in developing different types of competence which help them meet the requirements presented by society. Students need to develop sociocultural, as well as sociolinguistic ability in order to be able to use politeness strategies appropriately in the classroom.

*Sociocultural ability* refers to the respondents' skill at selecting speech act strategies which are appropriate given (1) the culture involved, (2) the age and sex of the speakers, (3) their social class and occupations, and (4) their roles and status in the interaction (Cohen 1996:388).

*Sociolinguistic ability* refers to the respondents' skill at selecting appropriate linguistic forms in order to express a particular strategy used to realize the speech act (ibid.).

Although the goals of education are clearly formulated, there still is uncertainty among teachers and scientists how these types of competence can be taught most effectively. Teachers have different ideologies and personalities. Therefore, their preferred strategy depends on their attitude towards teaching methods and approaches. If teachers get more insight into effective teaching methods and the appropriate use of strategies, this can enhance and support students' development of competence.

It can be concluded that there is no golden rule for teaching politeness and possibly, there is no "ideal politeness strategy" which should be applied in the classroom. Therefore, my findings should not be understood as directing towards a certain strategy, but they only provide additional data for future research.

## 6 Conclusion

Over the last decades, researchers became more and more interested in analyzing politeness phenomena. After linguists developed theoretical frameworks, which included maxims of politeness, the notion of face became relevant in politeness theory. Brown and Levinson, who based their work on Goffman's notions of face, contributed significantly to the development of politeness concepts. However, many researchers all over the world had difficulties with Brown and Levinson's concept of politeness. Therefore, Brown and Levinson's theory has been subject to a lot of criticism. Subsequently, many researchers developed their own concepts of politeness. Cross-cultural politeness emerged. Although I am aware of the fact that there are many more critiques and elaborations of Brown and Levinson's politeness theory than those mentioned above, I only included those which I regarded as most relevant for my purposes.

Around 1990, politeness was also investigated with regard to teacher-student interaction. Researchers realized that politeness is an integral part of different institutional contexts including the classroom. The classroom contains unique characteristics. A complex hierarchy, an unequal distribution of power and varying social distance can be observed in the classroom. Therefore, there is a lot of room for politeness maxims in the classroom. However, under certain circumstances these maxims can be flouted. Nevertheless, having noticed these characteristics, only few researchers included notions of classroom politeness in their work. Therefore, there still is need for more elaboration. As politeness is part of pragmatic competence, it certainly deserves consideration in the classroom. This was also my intention for investigating classroom politeness. Although my thesis only makes a small contribution to politeness research, it stresses the importance of doing further research in this field.

My project focuses on cross-cultural politeness research in the EFL classroom. In the lesson transcripts, which I analyzed for my thesis, it becomes apparent that positive politeness strategies are favored in the EFL classroom. Interestingly, I could not identify great differences in the use of these strategies in Spain and Austria. Therefore, I concluded that politeness strategies in EFL classrooms tend to be similar across

cultures, as all participants share a common goal. The latter includes knowledge about a language and how to use it in different contexts and the development of language competence, which involves pragmatic and organizational competence (cf. Peterwagner 2005: 15).

Although my findings should not be seen as being true for all EFL classrooms, they demonstrate the existence of polite behavior in the classroom. While analyzing the lesson transcripts I realized that it is difficult to make strong claims about cross-cultural politeness in the classroom, as every lesson is unique. The lessons have different lengths, the teaching goals vary, and so do the teaching methods. Although I limited the subject area to History and Geography lessons only, the topic of each lesson is different. Additionally, teachers vary in age and personality. Therefore, students have different relationships to their teachers. Therefore, it is reasonable to claim that the amount of politeness strategies used does not only vary between cultures, but within one culture and even between lessons taught by one and the same teacher.

The classroom is a very dynamic place. Yet, all members of classroom discourse have a common goal. As a consequence, they use positive politeness in order to reach this goal together. However, I do not claim that positive politeness is dominant in every classroom. In order to get more insight into this field, it would be necessary to establish special frameworks for analyzing classroom politeness.

Despite the dynamic characteristics of the EFL classroom, I think that my findings are useful for reflecting on classroom dynamics and teaching methods. Therefore, I hope that classroom politeness will receive more attention in the future. I strongly believe that new insights can be of great help not only for linguistics, but also for pedagogy.

## References

- Bachman, Lyle F. 1990. *Fundamental Considerations in Language Testing*. Oxford [i.a.]: Oxford University Press.
- Baiget Bonany, Ester; Irún Chavarría, Montserrat. 2006. "Raising Awareness of Pragmatics in the EFL Classroom: A Proposal". *Culture, Language and Representation, Cultural Studies Journal of Universitat Jaume I* 3, 133-144.
- Bargiela- Chiappini, Francesca. 2003. "Face and politeness: new (insights) for old (concepts)". *Journal of Pragmatics* 35, 1453-1469.
- Beacco, Jean-Claude; Byram, Michael; Cavalli, Marisa; Coste, Daniel; Egli Cuenat, Mirjam; Goullier, Francis; Panthier, Johanna. 2010. "Guide for the development and implementation of curricula for plurilingual and intercultural education". Council of Europe.  
[http://www.coe.int/t/dg4/linguistic/EducInter\\_en.asp](http://www.coe.int/t/dg4/linguistic/EducInter_en.asp)  
(17.03.2015).
- Blum-Kulka, Shoshana. 1990. "You don't touch lettuce with your fingers: Parental politeness in family discourse". *Journal of Pragmatics* 14 (2), 259-288.
- Blum-Kulka, Shoshana. 1992 [2005]. "The metapragmatics of politeness in Israeli society". In Watts, Richard; Ide, Sachiko; Ehlich, Konrad (eds.). *Politeness in Language*. Berlin: Mouton de Gruyter, 255-280.
- Blum-Kulka, Shoshana; House, Juliane; Kasper, Gabriele (eds.). 1989. *Cross-Cultural Pragmatics: Requests and Apologies*. Norwood, NJ: Ablex Publishing Corporation.
- BMUKK. 2000. "Lehrplan der AHS-Unterstufe: Lebende Fremdsprache (Erste, Zweite)".  
[https://www.bmbf.gv.at/schulen/unterricht/lp/ahs8\\_782.pdf?4dzgm2](https://www.bmbf.gv.at/schulen/unterricht/lp/ahs8_782.pdf?4dzgm2)  
(16.03.2015).
- BMUKK. 2004. "Lehrplan der AHS-Oberstufe: Lebende Fremdsprache (Erste, Zweite)".  
[https://www.bmbf.gv.at/schulen/unterricht/lp/lp\\_ahs\\_os\\_lebende\\_fs\\_11854.pdf?4dzgm2](https://www.bmbf.gv.at/schulen/unterricht/lp/lp_ahs_os_lebende_fs_11854.pdf?4dzgm2)  
(16.03.2015).
- Brown, Lucien. 2010. "Politeness and second language learning: The case of Korean speech styles". *Journal of Politeness Research* 6, 243-269.
- Brown, Penelope; Levinson, Stephen C. 1987 [2009]. *Politeness: some universals in language usage*. (18<sup>th</sup> edition). Cambridge: Cambridge University Press.
- Bialystok, Ellen (1993). "Metalinguistic awareness: the development of children's representations of language". In C. Pratt & A. Garton (eds.). *Systems of representation in children: Development and use*. London: Wiley & Sons, 211-233.

- Cai, L.; Peng, L.; Xie, F. 2014. "A Case Study of College Teacher's Politeness Strategy in EFL Classroom". *Theory and Practice in Language Studies* 4 (1), 110-115.
- Cohen, Andrew. 1996. "Speech Acts". In McKay, Sandra Lee; Hornberger, Nancy H. (eds.). *Sociolinguistics and Language Teaching*. Cambridge: Cambridge University Press, 383-420.
- Consejería de Educación. 2007. "Currículo de la educación secundaria obligatoria (ESO) en la comunidad de Madrid".  
<http://www.e-torredobabel.com/leyes/Eso-Loe-Madrid/segunda-lengua-extranjera-LOE-Madrid.htm>  
 (17.03.2015).
- Dalton-Puffer, Christiane. 2007. *Discourse in content and language integrated learning (CLIL) classrooms*. Amsterdam [i.a.]: Benjamins.
- Delanoy, Werner; Volkman, Laurenz (eds.). 2006. *Cultural Studies in the EFL Classroom*. Heidelberg: Universitätsverlag Winter GmbH.
- Eelen, Gino. 2001. *A critique of politeness theories*. Manchester [i.a.]: St. Jerome Publishing.
- Fraser, Bruce; Nolen, William. 1981. "The association of deference with linguistic form". *International Journal of the Sociology of Language* 27, 93-109.
- García, Wintilo, 1996. "Respeto: a Mexican base for interpersonal relationships". In Gudykunst, W.B., Ting-Toomey, S., Nishida, T. (eds.). *Communication in Personal Relationships across Cultures*. Sage: Thousand Oaks, 122–136.
- Goffman, Erving. 1967. *Interaction ritual: Essays on face-to-face behavior*. New York: Anchor Books.
- Grice, Paul. 1989. *Studies in the Way of Words*. Cambridge, Massachusetts: Harvard University Press.
- Gu, Yueguo. 1990. "Politeness phenomena in modern Chinese". *Journal of Pragmatics* 14, 237-257.
- Haumann, Silvia; Koch, Ursula; Sornig, Karl. 2005. "Politeness in Austria: Politeness and Impoliteness". In Hickey, Leo; Stewart, Miranda (eds.). *Politeness in Europe*. Clevedon: Multilingual Matters, 82-99.
- Hernández-Flores, Nieves. 1999. "Politeness ideology in Spanish colloquial conversation: the case of advice". *Pragmatics* 91, 37–49.
- Hickey, Leo. 2005. "Politeness in Spain: Thanks but no 'Thanks'". In Hickey, Leo; Stewart, Miranda (eds.). *Politeness in Europe*. Clevedon: Multilingual Matters LTD, 317-329.

- Holtgraves, Thomas. 2005. „Social Psychology, Cognitive Psychology, and Linguistic Politeness“. *Journal of Politeness Research* 1, 73-93.
- Horak, Ulrike. 1998. "The speech act of requesting: a study of politeness strategies of Austrian learners of ESL". Diploma thesis, University of Vienna.
- House, Juliane. 1996. "Contrastive Discourse Analysis and Misunderstanding: The Case of German and English". In Hellinger, Marlies; Ammon, Ulrich (eds.). *Contrastive Sociolinguistics*. Berlin: Mouton de Gruyter, 345-361.
- House, Juliane; Kasper, Gabriele. 1981. "Politeness markers in English and German". In Coulmas, Florian (ed.). *Conversational Routine*. The Hague: Mouton, 157-185.
- Hymes, Dell Hathaway. 1972. "On Communicative Competence". In Pride, J. B.; Holmes, Janet (eds.). *Sociolinguistics*. Harmondsworth [i.a.] : Penguin Books, 269-293.
- Ide, Sachiko. 1989. "Formal forms of discernment: two neglected aspects of linguistic politeness". *Multilingua* 8/2-3, 223-248.
- Ide, Sachiko. 1993. "The search for integrated universals of linguistic politeness". *Multilingua* 12 (1), 7-11.
- Jiang, Xiaoqing. 2010. „A Case Study of Teacher’s Politeness in EFL Class“. *Journal of Language Teaching and Research* 1(5), 651-655.
- Janney, Richard W; Arndt, Horst. 1992 [2005]. "Intracultural tact versus intercultural tact". In Watts, Richard; Ide, Sachiko; Ehlich, Konrad (eds.). *Politeness in Language*. Berlin: Mouton de Gruyter, 21-41.
- Kasper, Gabriele. n.d. "Can pragmatics be taught?".
- Kasper, Gabriele. 1990. "Linguistic politeness: Current research issues". *Journal of Pragmatics* 14, 193-218.
- Kasper, Gabriele. 1996. "Politeness". In Verschueren, J.; Östman J.-O.; Blommaert, J.; Bulcaen, C. (eds.). *Handbook of Pragmatics*. Amsterdam/Philadelphia: John Benjamins.
- Kasper, Gabriele; Markee, Numa. 2004. "Classroom Talks. An Introduction". *The Modern Language Journal*, 88 (4), Special Issue: Classroom Talks (Winter, 2004), 491-500.
- Lakoff, Robin. 1973. "The Logic of Politeness; or, Minding Your P's and Q's". *Papers from the Ninth Regional Meeting of the Chicago Linguistic Society*. Chicago: CLS, 292-305.
- Leech, Geoffrey. 1983. *Principles of Pragmatics*. London: Longman.
- Leech, Geoffrey. 2007. "Politeness: Is there an East-West divide?". *Journal of Politeness Research* 3, 167-206.

- Levinson, Stephen C. 1992. *Pragmatics*. Cambridge [i.a.]: Cambridge University Press.
- Littlewood, William. 1981. *Language teaching. An introduction*. Cambridge: Cambridge University Press.
- Lo, Adrienne; Howard, Kathryn M. 2009. "Mobilizing respect and politeness in classrooms". *Linguistics and Education* 20, 211-216.
- Lo□rscher, Wolfgang; Schulze, Rainer. 1988. "On polite speaking and foreign classroom discourse". *International Review of Applied Linguistics in Language Teaching* 26/3, 183-199.
- Márquez Reiter, Rosina. 1997. "Sensitising Spanish learners of English to cultural differences: the case of politeness". In Pütz, Martin (ed.). *The cultural context in foreign language teaching*. Frankfurt: Lang, 143-155.
- Meier, Ardith J. 1995a. "Defining Politeness. Universality in Appropriateness". *Language Sciences* 17 (4), 345-356.
- Meier, Ardith J. 1995b. "Passages of Politeness". *Journal of Pragmatics* 24, 381-92.
- Meier, Ardith J. 1997. "Teaching the universals of politeness". *ELT Journal* 51(1), 21-28.
- Peterwagner, Reinhold. 2005. *What is the matter with communicative competence?: An analysis to encourage teachers of English to assess the very basis of their teaching*. Wien: LIT Verlag.
- Schubert, Christoph. 2006. "Politeness Rules: Pragmatic Approaches to Intercultural Competence in the EFL-Classroom". In Delanoy, Werner; Volkmann, Laurenz (eds.). *Cultural Studies in the EFL Classroom*. Heidelberg: Universitätsverlag Winter GmbH, 195-209.
- Senowarsito. 2013. "Politeness Strategies in Teacher-Student Interaction in an EFL Classroom Context". *Teflin Journal* 24 (1), 82-96.
- Siebold, Kathrin. 2012. "Sprachliche Höflichkeit (im spanisch-deutschen Vergleich)". In Born, Joachim; Folger, Robert; Laferl, Christopher F; Pöll, Bernhard (eds.). *Handbuch Spanisch; Sprache, Literatur, Kultur, Geschichte in Spanien und Hispanoamerika*. Berlin: Erich Schmidt Verlag, 368-373.
- Sifianou, Maria. 1992. *Politeness phenomena in England and Greece: A cross-cultural perspective*. Oxford: Clarendon Press.
- Tannen, Deborah. 1981. "Indirectness in Discourse: Ethnicity as Conversational Style". *Discourse Processes* 4, 221-238.
- Thomas, Jenny. 1995. *Meaning in interaction: an introduction to pragmatics*. Harlow [i.a.]: Longman.



Watts, Richard. 1991. *Power in family discourse*. Berlin/New York: Mouton de Gruyter.

Watts, Richard. 1992 [2005]. "Linguistic politeness and politic verbal behaviour: Reconsidering claims for universality". In Watts, Richard; Ide, Sachiko; Ehlich, Konrad (eds.). *Politeness in Language*. Berlin: Mouton de Gruyter, 43-69.

Watts, Richard. 2003. *Politeness*. Cambridge: Cambridge University Press.

Watts, Richard; Ide, Sachiko; Ehlich, Konrad. (eds.) 1992 [2005]. *Politeness in Language*. Berlin: Mouton de Gruyter.

Zimin, Susan. 1981. "Sex and politeness: factors in first- and second-language use". *International Journal of the Sociology of Language* 27, 35-58.

# Appendix

## I. German Abstract

Die vorliegende Diplomarbeit befasst sich mit kulturellen Unterschieden in der Verwendung von Höflichkeitsstrategien im Unterricht. Um herauszufinden, wie sich das Höflichkeitsverhalten zwischen Kulturen unterscheidet, werden transkribierte Unterrichtsstunden aus Spanien und Österreich analysiert. Die Einordnung der unterschiedlichen Äußerungen erfolgt basierend auf Brown und Levinson's (1987) Kategorisierung von Höflichkeitsstrategien.

Das erste Kapitel der Arbeit dient als thematische Einführung in die sprachliche Höflichkeit. Beginnend bei den Begründern der Höflichkeitstheorie, Lakoff und Leech, werden theoretische Modelle der Höflichkeit und die darin enthaltenen Höflichkeitsmaximen diskutiert. Anschließend wird auf Brown und Levinson's Höflichkeitstheorie Bezug genommen, auf der die praktische Analyse der Unterrichtsdaten aufbaut. Neben einer Einführung in deren Idee der gesichtsbedrohenden Akte (face-threatening acts, FTA's) wird auch deren Klassifikation der unterschiedlichen Höflichkeitsstrategien präsentiert. Da Brown und Levinson's Konzept vielfach hinterfragt wurde, werden auch Kritikpunkte der Theorie erwähnt. Infolgedessen werden auch Gründe für etwaige Mängel ihrer Theorie miteinbezogen.

Die Unvereinbarkeit von Brown und Levinson's Konzept mit anderen Kulturen, veranlasste Wissenschaftler dazu, neue Höflichkeitstheorien zu entwickeln, die speziell auf ihren kulturellen Hintergrund zutreffen. Einige dieser Theorien werden darauffolgend präsentiert, um kulturelle Unterschiede im Höflichkeitsverhalten aufzuzeigen. Obwohl es sehr viele Reaktionen auf Brown und Levinson's Konzept gab und Überarbeitungen deren Theorie sehr unterschiedlich ausgelegt sind, werden in dieser Arbeit nur jene inkludiert, die für die anschließende praktische Analyse von größter Bedeutung sind.

Neben interkulturellen Unterschieden wird auch Höflichkeit im Unterricht durchleuchtet. Kompetenzorientierung im Unterricht gilt als Maxime. Das Bildungsziel ist demnach die Entwicklung unterschiedlicher Kompetenzen, die SchülerInnen in der weiteren schulischen oder beruflichen Laufbahn dienlich sind. Bezogen auf den Sprachunterricht bedeutet dies die Entwicklung sprachlicher Kompetenz, die neben organisatorischer Kompetenz auch pragmatische Kompetenz beinhaltet. Höflichkeitsverhalten ist Teil pragmatischer Kompetenz. Daher wird speziell auf diese genauer eingegangen. Jedoch ist für die Aneignung einer Fremdsprache und die angebrachte Verwendung von Höflichkeitsstrategien in dieser Sprache, Meta-Wissen über die Kultur essentiell. Aus diesem Grund wird auch der Aspekt des interkulturellen Lernens bzw. die Entwicklung interkultureller Kompetenz miteinbezogen. Zuletzt wird auch noch Höflichkeit im österreichischen und spanischen Lehrplan diskutiert.

Der praktische Teil dieser Diplomarbeit befasst sich mit der Analyse von transkribierten Unterrichtsstunden. Dafür wurden sechs Unterrichtsstunden, welche in Österreich stattfanden, ausgewählt, die mit sechs spanischen Unterrichtsstunden verglichen wurden. Obwohl bei der Auswahl darauf geachtet wurde, dass möglichst wenige Unterschiede bezüglich Alter, Unterrichtsgegenstand und Stundenthema bestehen, zeigte sich dennoch, dass keine Einheit der anderen gleicht. Die Stunden variieren in Länge, die Beziehung zwischen LehrerInnen und SchülerInnen unterscheidet sich, und auch die verwendeten Lehrmethoden sind verschieden. Die Eigenheiten einer jeden Einheit führen daher zu einer ungleichen Anzahl von Höflichkeitsstrategien pro Unterrichtsstunde innerhalb eines Landes. Wenn man die in Spanien verwendeten Höflichkeitsstrategien mit den österreichischen vergleicht, zeigt sich jedoch, dass sowohl Lernende, als auch Lehrende ungeachtet derer kulturellen Hintergründe zur Verwendung derselben Strategien tendieren. Positive Höflichkeit (positive politeness) wird in allen Einheiten gegenüber den anderen Strategien bevorzugt. Ein möglicher Grund dafür ist, dass alle Teilnehmenden im Sprachunterricht dasselbe Ziel verfolgen vor allem die Entwicklung sprachlicher Kompetenz. Jedoch behaupte ich nicht, dass positive Höflichkeit in jeder Unterrichtsstunde überwiegt. Es wäre akribische Recherche und Auseinandersetzung mit Höflichkeit im schulischen Kontext notwendig, um genauere Einsichten in das komplexe Feld von Höflichkeitsverhalten im Unterricht zum bekommen.

Da bis dato sehr wenig Literatur bezüglich Höflichkeit im schulischen Kontext existiert, wäre eine genauere Beschäftigung mit diesem Forschungsgebiet von großem Wert. Jedoch sind zur detaillierten Analyse von Höflichkeitsstrategien Modelle notwendig, die speziell für diese Zwecke entwickelt wurden. Mit Hilfe derer, könnte viel über Höflichkeitsverhalten erforscht werden, woraufhin der Unterricht noch effektiver gestaltet werden könnte. Obwohl meine Diplomarbeit nur einen kleinen Beitrag in diesem Feld leistet, ist sie nicht nur für Linguistik, sondern auch für Pädagogik von Nutzen. Durch die reflektierte Verwendung von Höflichkeitsstrategien kann der Erwerb von Kompetenzen unterstützt werden, was somit zu einer Steigerung der Unterrichtsqualität führt.

## II. Curriculum Vitae

### □ Personal Information

Name: Larissa Agnes Maria Denk  
Nationality: Austrian

### □ Education

1998 – 2002 Elementary School, Waldburg, Upper Austria  
2002 – 2003 BRG Hamerling, Linz, Upper Austria  
2003 – 2010 BG/BRG Freistadt, Upper Austria  
2010 Matura examination (= school leaving examination) at BG/BRG Freistadt

### □ Training

2010- 2015 Teacher Training: English, Psychology/ Philosophy at University of Vienna

### □ Work Experience

2011- present Teacher at „Schülerhilfe“ (tutoring institution)  
Babysitter  
2013- present Freelancer at „Coty Prestige“  
August 2014 Course Leader: „EF Education First“ (Language Travel) in Brighton, UK

### □ Other Qualifications

Language skills: German (excellent)  
English (excellent)  
French (good)  
Latin

Vienna, April, 2015

### III. Lesson transcripts

#### DAT 13 - 7.12.2001 (Ann, H, VC)

D: na/ja (?), geht schon. geht schonnn. .... so, ah es is jetzt ausgeschaltet, .. und ich schalte erst ein wenn die frau Annau (XX auftaucht (?))

S: (XXX)

S: die is scho drin

S: die frau Annau is schon da

Ss (lachen)

T: ja

S: frau professor, ich muss noch die folie ....

-----

Isabella: soo ah important products were missing, so the people had .. nothing to eat. ... and then ahm when the price rose, the female workers - because the the ... m-male workers were .. in- also fight f- in the war -

S2: ich muss aufs klo

Isabella: the female workers make a revolt. ...

S1: ich muss aufs klo gehn

S: dann geh

Isabella: and ...

S1: (XXX)

S (lachen)

Isabella: hmm the (?) revolt .. and in this revolt also .. they- a sl- the slogan of the revolt was 'peace, land and bread'. .. and they want that thee that the tsar .. ab- .. abdicate, also dass der zar abdankt, and so the the tsar did, also der zar hat dann abgedankt.

S: (XXX)

Isabella: (XXX)

S: nein, ich war da (?)

S: hmmm

S: (XXX)

.....

Isabella: yeah, and a new Duma were found- ah were founded, and in this Duma révoluti(/t♣/)onary and (/b±:t♣← :.s/) (bourgeois (??)) parties a-ah they/the (?) - also this Duma consist of révoluna- (lacht) .. révolutionary and bourgeois (/b±:t♣← :.s/) parti- bourgeois (/b±:t♣← :.s/) das sind die bürgerlichen gewesen, also die schon etwas reicheren leute ...

T: bourgeois (/b← :.' | ω□:/)

Isabella: bourgeois (/bu:' | ω□:/), genau ... ja und das war's dann, wei (??) ... the riot ... of- asso .. ja und dann hat der zar abgedankt .. guut .. and ah also workers' and soldiers' councils were elected .... and ah o- .... ich seh nix - and when the tsar abdicate the workers .. the workers and the peasants expelled the owners from the land .. and(s?) also the ah the f- the soldiers came back of the war .. to c- to c- ah to became to get .. land. .. then ... (räuspert sich) sorry. break. ....

T: Isabella, where are your cute little cards?

Isabella: (XX) .. na

T: where are your cute little cards? did you throw them away?

Isabella: yeah, because of your ... changes. okay. also .... njaa ..... and ahm .. ah the p(/b/)ol- the policy in in Russia was very bad, .. aannnd so the Duma changed the coalition, and Kerénsky, who was also member of the Petrograd Soviet, ahm became the prime minister ..

S2: (XXX)

Isabella: but nothing hatch ch- had changed because the people want that the war-

S2: was soll ich machen (??) (XXX)

Isabella: ah they want the end of the war, and ... they want something to eat, but ..

Kérensky ahm .. does- didn't change s(/♣/)ometh(/s/)ing

S2: (XXX)

Isabella: and so another series(/).:s/) of st- of strike-strikes broke out

S2: strike

Isabella: aand .. because of this (?)- these (?) strikes Kerensky need help, he wanted to ddestroy this/these (?) str- this/these (?) strikes, and asked .. troops of the tsar for help. .. and then a rumours, ein gerücht, said that ... Kornilov (??) (/krɔnj.:l.:←/), the commander-in-chief .. of this/these (?) troops, wanted the power in Russia(/).:/), and ... so Kerensky need .. now need help to .. to repu(/←/)ls, abwehren, ahm ... (ah) Kornilov. .. and so the Soviets and the Bolsheviks fought against the troops, ... and ah and won .. and they won, .. and then the Bolshev(/w/)iks- also when the- the n- be- at the new election of the Soviets the Bolsheviks got the .. majority? .. majority, and so .. the the r- the revolution broke out, .. the ... the Bolsheviks occu(/k←/)pied Petr(/k/?)ograd (?), also .. they occupied important position in Petrograd .... yeah, important position ....

S: (XXX). die stunde zaht sich dahin, das is a wahnsinn (?) (XXX)

Isabella: and they proclai- proclaimed, also ausrufen .. ausrufen, the Republic, and they went to the Winter Palace, where the ministers .. were .. situated? and they arrested the ministers, and the t- and- but .. but Kerensky .. ahm .. escaped, .. and then ah the Bolsheviks take over the government. .. and ... when the Bolsheviks ruled .. over Russia, nothing changed, famines st-ststill existed, .. and so the .. the .. workers, peasants .. ahm ....

S: (XXX)

T: were unhappy?

Isabella: found .. found the White Army ..

S: (XXX) vergessen (??)

Isabella: to fight against the Bolsheviks, but the Red Army ..

S: Isi

S: Isi

Isabella: the Red Army wwas ....

S?: Isi (??)

Isabella: ..... ya, found the White Army to figh- to fight against the government, and the civil war broke out in nineteen eighteen, and the Red Army repu(/←/)lsted, abwehren (lacht), this this this ahm angriff?

S: attack

S: attack

T: attack

Isabella: attack

T: ah they defeated them

Isabella: they defeated them, they won the war, .. the civil war, .. and nineteen twenty-one, .. the UdSSR (dt.) was founded, and ... t- .. t- ... and the UdSSR consisted([:t])

.. of .. Ukraine (/ju'kra)n/), White Russ(/r←s/)- White Russia(/).:/), Georgia, Arme(/e:/)nia and Azerbaijan (dt.?), and so this was the ... this was the .. first communist superpower in the world. ... tha(/s↔/)nk you for listening.

Ss (applaudieren)

S: hu hu hu

T: so, ah .. so ah she did a lot of work

S: Isi, .. (XXX)

Isabella?. ja (??)

T: she was a little bit nervous because of the tape i think, is that true?

Isabella?: können sie noch (??)-

T: were you nervous because of the tape?

Isabella: noo no

T: no? no problem?

Isabella: no .. maybe (??)

T: ah so ahm ... i wr(/vr/?)ote down a few things which i'm sure that you remember after the speech. .. ahm maybe we could ah .. try to discuss this now. .. ah and maybe ah if you're in deep trouble maybe ah Isabella could help you, hm? .... okay, so this is just a .... makeshift transparency. so, she started out with the .... serfs. .... do you remember who serfs are?

S: leibeigene

S: leibeigene

T: ah .. and what what is ah .. what is typical of a serf? i mean it- this system

S: no rights

T: used to exist in Austria as well, as you know

S3: no rights

T: and?

S3: no ...

S4: liberty .. (XX)

T: yes ... anything else?

S3: kein eigentum

T: yes

S: no property

S: (no?) property

S3: property

T: yes, property of who?

S4: (XXX)

S3: things?

T: of the .. who, who are they the property of?

S3: of their ...

S4: (XXX) boss

S3: owner (lacht)

T: of the boss, of the land-owner, yes, exactly. .. ah andah the point is that they were .. ah they were tied to the land. .... (schreibt auf der tafel) ah which means if the land-owner sold the land, he also sold the serfs with the land. ... or he could also sell the serfs without the land. so it's very close to which ...

S: slaves (X)

T: to slaves, yes, that's right. .. ah ... do you remember anything when the serfs were freed according to Isabella's speech.

S3: (in?) eighteen seventy?



- T: ah i give you .. ah four centuries, like in the .. Millionenshow. .. what do you think about twentieth, nineteenth, eighteenth, seventeenth.
- S3: nineteenth
- T: aah .. nineteenth century, that's right. what does this tell you about Russia? what type of country was it?
- S3: monarchy
- T: a monarchy?
- S: (XXX)
- T: not very modern, very very backward. .. okay. ahm .. and serfs very so very important ah in Russia
- S: (XXX)
- S: hm?
- S: was heißt (?)(XXX) kaufen (?), ich glaub das wird niemand (XXX)
- T: what else does this tell you about the country? ... ah .. what was the .. main income for all the people for all of Russia? the (?)- what what was their main job? what did they do?
- S: feld (?)
- S: agriculture
- T: agriculture, exactly. so this was most of-
- S: was heißt das?
- T: most of Russia wasah ah depended on agriculture for their income .... (schreibt) ah so you could say the c- ah .. it- thi- this was the .. ah rural population, the population from the country who did this thing (?). ah i-i stick on this very much because later on she told us something about a (?) party. .... which party?
- S: Bolsheviks
- S: (XXX)
- S: the Social Democrats? if you translate this into our terms, who are-
- T: have we still got a Social Democratic party?
- S: SPÖ
- S: SPÖ
- T: yes, yould you call them very revolutionary?
- S: mm
- S: no (?)
- S: no
- T: (räuspert sich) what would you- wwould- what- how would you charácterize them? .... when they are not radical. it would be .. dem- (?)
- S: moderate
- T: moderate, this is the word that ah Isabella u- used. ah do you all understand the word *moderate*?
- S: ja
- S: no
- T: (schreibt auf tafel) ....
- S: (XXX)
- T: only Isabella understands *moderate*? Aniza (?).
- Aniza: angesehen?
- T: hm?
- Aniza: angesehen?
- S: hm (XXX) gemäßigt
- S: angemessen
- T: gemäßigt. gemäßigt

S: (XXX)

T: okay, so these ah Social Democrats, i don't want to go into detail because this is quite a tricky thing. they split into two parts, Mensheviks and Bolsheviks, .. ah and this is translated as 'Minority' .. and 'Majority'.

S: (XXX)

T: ah .. which term was familiar to you .. before the lesson? before Isabella's talk?

S: keins von beiden

T: did you h- n- did you know of both terms or did you only know one of them?

Karin?: na Bolsheviks

S: mhm

T: only the Bolsheviks?

S: anyone else? .. have- ah Diana, have you heard about Mensheviks before?

Diana: no

T: ah ... why is this so? ... who won this conflict in the end?

S: the Bolsheviks

S: the Bolsheviks

S: the Bolsheviks

T: the Bolsheviks, of course. ... in this one vote they were a majority, but in the long run .. aah .. they were a minority in the country. this is why the terms are so very misleading. yeah? .. so this is very misleading, it says here 'majority', this was just one vote where they were the majority, in general they were ... the minority. and Isabella .. ah will explain why they were the minority. the Bolsheviks were ah based their belief ah their revolution on whom? ... on .. one man

Isabella: hmm? Lenin .. oder/na (?)?

S (lacht)

T: later on

S: Marx?

S: (XXX)

T: yes, this is- i-i-

Isabella: Marx, yeah, because Lenin-

T: yeah? bitte (?)

Isabella: Lenin was a fan of Marx's(/s:/) ah ja .. opinion hm

S: (XXX) (lacht)

T: okay, so ..

S: (XXX)

T: ah they were, strictly speaking, Marxists

S: mhm

T: when does a Marxist, when can a Marxist revolution only take place? .. what do they need for that?

S: ich weiß nicht (XXX)

Isabella: ah many Anhänger?

T: yes, supporters. and what they need is .. ah they need industrial workers

Isabella?: ... yeah

T: so, this means workers in the industry.

S: ein stift

T: good, what you told me before ah ... what can you say about Russia? did they have many of these industrial workers?

S: nno

S: no

T: hardly. ... yeah? so there were not many of them. andah ... the ah but they thought, the Bolsheviks with Lenin, they thought, okay, we only have a small group of industrial workers, but we will industrialize the country, we can make the revolution with these few industrial workers,

S: ich weiß (?) überhaupt nicht (?). ich find (?) (XXX)

T: this is not according to Marx, this is different. so, and the thssecond thing are the Menshev- ah the second group are the MMensheviks ... i'm not so sure whether the writing is correct ... i mean my writing ... the Mensheviks they sought-thought something else. they said, okay, we will base our revolution on the peasants (schreibt), we will make a .. more or less rural revolution, with land reform .. and these things (?), okay? ... ah ww does this remind you of someone? .. later on? in the twentieth century?

S: (XXX)

T: who else had the same idea? it's not so i- (??) .....

S: (summt) hmhmhm

T: hm? also a part of your (?) ... big field of studies, Isabella.

Isabella? (lacht kurz)

T: who else? twentieth century

S: hmhmm

T: in the ... very very far away

S: (XX)

S: China?

T: China? .. ya, and?

S: Poland? (hm)

T: ... who was the boss then?

S: Mao Tse-tung

S: mmm

T: yes, exactly, Mao. ya, so, .. this- but ..

S: (XXX) Mao

T: this group who said we are going to make a rural revolution was defeated. ... so, the Bolsheviks won. okay, then we have two terms which are extremely important. until nineteen eighty-nine this place that we are talking about was called the Soviet Union. ah pplease (?) (XX) translate Soviet. .. Karin, it's on the board, simply read it.

S: council

S: Marxist

S: council

T: council. ... ah and what does council mean?

S: (XXX)

T: Isabella, i think you explained it to them

Isabella: mhm

T: but .. it's difficult for them to remember, what is council?

Isabella: ein rat .. ein rat

T: der rat

Isabella: arbeiterrat (XX)

T. ya? so what actually ah what the term actually means if you say Soviet Union ....

S: sammlung von arbeitsräten? (lacht)

T: yes, that's right. so this would be 'sammlung von räten', soviet, and if you look at the term, also you have the räte, we have the union, and we also need ah something else,

..

S: workers

T: the republic. ya? because this was a great number of .. republics. what happened to .. these republics in the end? ... i mean in the end i mean in nineteen eighty-nine?

S: they ...

S: they became démocratic.

S: buff (??)

T: yes, and?

S: they split

S: they were split

T: they were split, no Soviet Union any more.

S: (XXX)

T: good. .. ah .. i wass mean enough not to translate Duma. do you remember from her speech what the Duma is?

S: das parlament

T: Yhong (?), do/can (?) you listen to news sometimes? do you know what the Duma is? ah yes

S: parlament?

T: yes, parliament. ah and this is the word which is still used today. so if you listen to the news and when they talk about the Russian parliament, they still say this ah .. this word. .. okay. then she mentioned a man, which ah ... ah this one, what happened- what did- ah do you remember who ah Kerensky was? .....

S: he was a prime minister

T: mhm, yes, that's right, he was a prime minister, and he made one .. big mistake ... the mistake. what .. do you rememb- do- you said it, becauseah this was ah .. what big mistake did Kerensky make?

S: he didn't change anything

Isabella: ahm .. that he aah .. that he don't end the war, he- na es gibt auch das-

T: he didn't end the war, that's right

Isabella: ja es gibt auch so eine offensive die er gmacht hat

S: hm?

T: exactly

Isabella: die eer (?) ... (XXX)

T: so if you look at at this row,

S: (XX) einschlafen (??)

S: hmm

T: i mean it was .. it was possible that Kerensky could unify the land because Kerensky was a member of the Soviet and then he also became a member of the Duma and then he became prime minister, so he could unify all these people. but he thought: .. we have a treaty with our partners and we have to .. ah stick to this treaty and we have to fight this war. butah .. we talked about the First World War now for two or three lessons, what do you know about this war, about the eastern front? ... how did the people live? how did they suffer? ...

S: terrible (?)

T: there were- it was terrible. there were enormous losses, so what the in ah ... in Russia actually wanted desperately was a (?) end of the war. and there was only one party which promised that.

S: the Bolsheviks

T: exactly

S: (XXX)

T: so. this was- okay, so we are in the First World War, and it was only the Bolsheviks whichah which promised an end to the war. .. (seufzt:) ah short revision from last lesson: do you remember which treaty they made in the end? .. with ... Germany?  
S: peace treaty  
T: yes, and ah where was it signed? .. do you remember that?  
S: hm  
T: not even Monika remembers it, then i must write it down. so this peace treaty was signed at .. (schreibt ...) Brest- ....  
S: aaah!  
T: Litovvusk  
S: (XXX)?  
S: mhm  
S: aja  
T: ahm ... please disregard the spelling because i'm not so sure about that. why do i always say i'm not so sure about the spelling?  
S: naja, Russisch ...  
S: because you don't know how to speak .. Russian  
S: (XXX) are not the same  
T: the the Russian andah-  
S: (XXX)  
T: i mean when you look into English history books, the spelling is different than from the .. from the Aust- starting from Gorbatschow/Gorbachov (?) .. etcetera, Chruschtschow/Khrushchov (?), we write it with an o, the English write it with an e. yeah? okay. ahm she mentioned it, ah Isabella mentioned it, but there was a very good trick of the Germans .. ah too aah .. to put fuel into the Russian Revolution. they helped the Russian Revolution, ah what did they do? it had something to do with Lenin, i thought you mentioned it, you talked about it. ... what did they do? ah what- how did they help .. the Russians under quotation-marks?  
Isabella: ahm (räuspert sich) bei d- wie's die Weiße Armee gründet ham  
T: later, of- this was earlier. ....  
S: mmm  
T: ah let's go back to the .. Bolsheviks during the time of the tsar. they were notah .. they were not allowed, they were not popular, Lenin was in exile. ... okay?  
Isabella: yeah, in Finland.  
T: yeah? .. (schreibt ...) so Lenin and many others were in exile .. and he was in exile in Switzerland. ....  
Isabella?: mm? ... m-mmm  
S: hast du (?) recht ghabt? Finnland hast (?) gsagt?  
T: and during the ah .. First World War, the Germans helped Lenin .. ah to get to .. to get back to Russia  
Isabella: ja, .. aja ja ja  
T: ah .. did you talk about thiss .. ins-  
Isabella: nein, aber ich hab's glesen, .. im zuge meiner ...  
T: na, wha-what did they do?  
Isabella: na, die ham ihm geholfen wieder zurückzukommen. mehr weiß ich auch nicht.  
T: how did he get back?  
Isabella: im zug, oder so, im zug  
T: yes  
Isabella: und dann is er angekommen, und dann hader seine große- eine große rede ghalten, und so quasi 'jetz machma was'

T: mhm

Isabella: ... und da hader dann etwas bedeutendes gesagt, aber das weiß ich nimmer

T: okay, ah he said something very similar i think to Mister Gorbachov, he said: if we don't act now, history will not forgive us. ... yeah? something like that, it's not exact the quotation. .. so ah this wass April, Mai nineteen seventeen, so the Germans helped him back to .. ah to .. Saint Petersburg, .. andah they put him in a sealed train. ... yes? this was closed this train, and so he could easily travel from .. ah from Switzerland across Germany back to Russia. otherwise this would not have been possible, so this was an intelligence .. operation, and it worked because then the decisive revolution broke out in October nineteen .. seventeen. actually it did not take place in October, ... it took place in ...

S: in November

S: November

T: November

T: ah Aniza (?) you saw- you say it so very happily, do you know why i- why it actually took place in November?

Aniza: die ham eine andere rechnung

T: ja

S: Gregorianisch und Romanisch oder so irgendwas

T: so .. ah

S: what?

T: okay. ah they still had the Julian (schreibt ...) ... Calender .. ah which was based on Julius .. Caes(/s/)ar

S: (XXX)

T: andah .. the difference wasah .. thirteen days, this is this is not very important. i wrote down the number one, i will write down here the serfs. ... what do these two facts tell you about Russia at this time? ... they had a very old-fashioned calender, they still had serfs until a few years ago, so what does it tell you about the whole of Russia?

S: zurückgeblieben

T: zurückgeblieben ... in a way, a very backward country .. especially canonically speaking.

S: (XXX)

T: okay. so. .. she talked about the October Revolution, and then, Isabella, the last thing, o-once the Bolsheviks won in nineteen .. seventeen, nineteen eighteen, .. there was still no peace in Russia because what happened then?

Isabella: ahm .. da hab ich was vergessen zu sagen

T: ah c- s- ah ccould anyone of you explain what White Army and Red Army means? what .... i wrote down nineteen eighteen

S: gibt's da nicht noch eine Rote Armee?

T: what i actually wanted to write down was something else, the word i wanted to write down ah was ...

S: (XXX)

T: civil war (schreibt) .... what is a civil war?

Isabella: darf ich noch was sagen?

T: yes, of course.

Isabella: ahm ah when the Bolsheviks got the power, the .. they divided the land- also, first- m m ah z- not- yeah they divided the land not to the population, they divided the land to the Bolsheviks.

T: among the BBolsheviks

Isabella: amolsh-, yeah

T: yes, that's right

Isabella: so .. manche gingen leer aus.

....

(lautes geräusch, tasche/koffer (?) fällt vom tisch?)

S5? (lacht)

Ss (lachen)

T: would you like to talk

S5: yes please

T: or would you like to pick up your .. things?

S5: ahm those are not my things (lacht)

Ss (lachen)

S: lass ma's liegen

S5: ahm has this something to do with the-m killing of the-m- ... royal family?

T: ah which we forgot to mention. very good (lacht) thank you. ah .. yes, in a way. this has got something to do with that. andah what else? ... in the c- i wrote down civil war, do you all understand the term Civil war?

S: mhm

S: ja, .. bürgerkrieg

T: bürgerkrieg, yes. so, the White Army fighting against ah .. the Red Army. once more, talking about historical terms, ah Karin you said you have heard about the Bolsheviks but not about the Mensheviks. have you ever heard - i mean this is a question for all - have you ever heard about the White Army?

Karin?: m-m

S: m-m

T: (X) so, the the Red Army

Karin?: the Red Army are the ...

T: is the thing that we .. remember. Karin

Karin?: the Communists, or? .... because of the ...

S: colour

.....

Ss (lachen)

S: sternchen?

S: symbol

Karin: nein, weißt eh (?), die flagge mim halbkreis

T: yes

S: (XX)

Karin?: das (?)- .. wie heißt'n das?

T: you you talk about the flag?

Karin?: yes

T: the flag iss .. completely red ..

Karin?: mhm

T: andah what is in the flag?

S6: a circle

T: what us- yeah?

S6: a circle

S7: ein stern .. und

S: halb- halb-

S: halbmond

S7: so so (XX (eine) art/ein (??)) hammer oder (XXX)

S: sichel

T: yeah, a hammer and a ...?

S7: sichel

T: sickel. ... yeah? also, hammer und sichel, this is in the .. in the red flag, that's right. so ah .. a why we all know about them is because they won. so they went down in history. they White Army was defeated. there is something very interesting about the White Army, i (?) - .. do you- did you mention who helped the White Army?

Isabella: the alliance ('↔l):.ns/)

T: apart from people in Russia. pardon?

Isabella: the allie(/i:/)s

T: the allie(/a\)/s

Isabella?: the allie(/a\)/s, is (??) German?

T: especially ...

Isabella: (XX)?

T: no? of course not, because they were so defeated after the war, they did not have any- except for a few volunteers of course

S: (XXX)

Isabella: mhm

T: but .. who helped them? and the .. ah the Soviet Union bitterly ..

S: Österreich?

T: ah ah .. was very very bitter about that .. later on. the USA helped them. ... yeah? the USA helped the White Army

Ss (lachen)

T: aah .. which made the Russians very bitter .. ah the Bolsheviks very bitter about that. okay. so, and where did this civil war take place? .....

Isabella: mmm .. in Russia

T: yes

S (lacht)

T: ah and and all over .. Russia

Isabella: yeah ...

T: so it was not only

Isabella: ya- .. yaa

T: the the centres, like ah P- ah Saint Petersburg or Moscow, but it took place

Isabella: ha-

T: even in the far-off .. lands andah ... ah ....

Isabella: ham sie da nicht auch die .. dinger (??) aufgrufen (??)

Ss: (XXX)

T: yes, and what we forgot, what we still forgot is the Tsar andah what i would like to work on ah for the last .. four minutes, so we have got one minute for each mistake, so the Tsar made a great number of mistakes. in the end he was killed, we are going to discuss this is a second, Isabella, .. did you want to say anything?

Isabella: nein. aber ham sie in dem civil war nicht diesen Ukrainern und Weißrussen (?) und (?) sowas alles au- .. (XX) dazugenommen (?) halt weil sa s'/meistens (??) hm (?)

S: (XXX)

T: they were all- yes, this this was ah okay, all these areas .. ah took part in the civil war, and the civil war took part in all these areas, and in the end what what was the result of that? this is the last .. ah year that you mentioned, the founding of the Soviet

..

Isabella: mhm genau

S8: (XXX)



T: Union after this civil war. okay. so, we forgot the Ts(/ts/)ar. what about the Tsar?  
S8: was hat's erzählt (??)?  
S: loss s' reden  
T: ah w-when was he killed? this was a bit strange, then there is aa ah legend about this killing of the ..  
S: ich versteh das nicht (??). (XXX)  
T: Tsar  
S8: (XXX)  
T: ah this is i think what ah Karina wanted to .. talk about  
S: was is?  
S8: (XXX)  
T: do you know anything about this legend? or a rumour.  
S9: ja-  
S10: a daughter of him should have survived  
S9: (lacht) ... wurscht  
Ss (lachen)  
S10: but nobody knows who (?) she is  
T: did you ah did you know anything about- do you all know what a rumour is?  
Isabella: gerücht  
S: gerücht  
T: gerücht, ja  
Isabella?: äh/a- ich mein das is nicht so wichtig vielleicht, aber the/der (?) Tsars (?) was influenced by Rásputin (dt.) the mo(/≠/?)k ..  
Ss (lachen leise)  
Isabella: the mo(/□/)nk. do you know .. Rasputin?  
S: mhm-m-m-m  
S: (XXX)  
T: hm ..it's (?) the one with the beard?  
Isabella: yeah! and he had a lot of-  
T: (the?) ugly one?  
Isabella: yeah, and he had a lot of w(/v/)omen  
T: mhm  
Isabella: he was very (XX)  
S (niest)  
S: zum wohl  
S: danke  
Isabella: and then they poisoned him ..  
T: mhm  
Isabella: and shot him .. down. ... (XX)  
T: yes. .. but/ah (?) this is also a legend .. because he did not die of these .. ah poisons, it was a mixture and he didn't die and then they shot him in the end, and then they put him i think in the Neva .. River, and then he drowned in the end. ...  
S: (lacht) (XX)  
T: so they really tried very hard to get rid of him. ah .. but ah f- you mentioned Rasputin (dt.). Rasputin was ah .. a close advisor of(/f/) ...  
Isabella: of the Tsar ... ssssf  
T: of .. of the Tsarina, of his wife  
Isabella: ya, because they (luft nach innen, schnalzend:) t-t-t-t  
Ss (lachen) this maybe she ah (lacht) ... this ..  
S (lacht)

T: thisah .. she's ah she's right, i will .. introduce the mistakes of the Tsar .. (schreibt ....)

S: (XXX)

T: ah and one of the .. ah mistakes might have been - not the first one but ah - ah  
Rasputin, and if you .. put this into a short ..

Ss: (XXX)

S: (XX) und was machst dann (?)?

T: ah into a nutshell, this would mean

S: (XXX)

S: ts (lacht)

T: he had very bad .. advisors at this ah ... point, that's right. good. ah ... Isabella, do you  
remember when he got .. when they shot the royal family? .. the ....

S (lacht)

T: it was not exactly after the revolution, it was af- ja? Karina?

Karina: neunzehnhundertsiebzehn?

T: later.

S: nineteen eighteen

Isabella?: nineteen eee-

T: yeah, they them in a place ah called Y/Jekaterinenburg (dt.),

Isabella: und da ham s' arbeiten müssen

T: not very important for us, and there they stayed, and in the course of this civil war, at  
the beginning, this is- this was your question, Karina, they shot them. and the legend  
is that one of the .. ah of the princes (?) survived. ... does anyone still believe this  
story?

S: no

T: because in nineteen ninety-two i think they dug them up, had a look at the DNA and  
said: fine, everybody was killed. okay? i think this is the end of the story, but i'm not  
a hundred percent sure. i read this somewhere. okay? .. good. ... ah

S11: vielleicht is's/so (?) ein uneheliches kind (XX)

T: (XX)

S11: vielleicht irgendsoein uneheliches kind

T: jo, thi- this isah .. this is ah .. easily possible but they would not have been very  
influential. what is 'uneheliches kind'? .... an illegi-

S: bastard

T: ah thank you/i think you (lacht) ..

Ss (lachen)

S: (XXX)

T: okay, illegitimate child- children. okay, what other mistakes did he make? .. ahm ..

S11: (XXX)

S: (XXX)

T: if wee have a look at this transparency again. what could he have done? what did all  
the people ... ah i mean i- i'm talking about the tsarist family butah what other  
mistakes .. could .. the whole family, the the whole generation of tsars have .. made?  
.. in the course of the nineteenth .. century, if you look at-

S12: they suppressed the people

T: yes. what could they have done?

S12: ausbeuten

S: exploit

S12: (XX) (lacht)

T: äh äh so, they exploited them, they suppressed them

S: exploit heißt ausbeuten

T: and there was ...

S: na sicher, das hab ich geb- (??) ich hab's ja gsagt bitte (XXX)

T: i will write down ..

S: (XXX) ausbeuten (XXX)

Ss: (XXX)

T: one word, it starts with *auto* and it's- it ends with *crat*. he was an autocrat. do you know what this means?

S: no

T: do you know what a .. automobile is?

S: autokratischer führungsstil (lacht)

T: (lacht) ja? so, something which .. drives by itself from the translation, 'selbstfahrend' sagt ma. an autocrat is .. he rules himself (es läutet), but noone else. ... so. ...

S: wir (?) versuchen (XXX)

T: good. somit haben wir unseren alten plan wieder verändert

S: aus. schluss. baba.

Ss: (XXX)

T: ich wollte eigentlich die Donaumonarchie auflösen.

Ss: (XXX)

D: danke dass sie aufpasst ham, sonst wär des .....

**DAT 50 - 28.9.02 Annau English 5c**

T: So, das heisst, er, Fach zuerst oder Datum zuerst, wie is's euch lieber?

S: Datum!

T> Datum zuerst, ok. Also, 5. November: Mathematik. 24. November> Rechnungswesen, ..

S: Das is Sonntag!

S: Das is kein Sonntag.

T: 27. is besser? Weil dann stimmts net, also 5. November Mathematik. 20. November: Englisch. 26. November: Franzoesisch, und 27. November: Rechnungswesen. Was ma net guenstig erscheint, ...

S: Na.

T:... diese Ballung. Wen habt's ihr in Rechnungswesen? ... Ja, das muess ma noch besprechen. Hat sie die Termine mit euch nicht besprochen?

S: Nein.

T: Gut, waer net schlecht. So, wir gehen weiter in den Dezember, und zwar, 2., er, 2. Dezember: WINF2,

S: 2. Dezember?

T: 2. Dezember WINF2, 5. Dezember WINF1.

S: Was?!

T: 6. Dezember: BW, da steht a kleines b dabei, das weiss ich nicht was das heisst. 5. Dezember: TOP2,.. was heisst das? Kann das was heissen? Ja, also gut, 5. Dezember TOP2, 9. Dezember: TOP1, und 10. Dezember: Mathematik.

S: 10.?

T: 10. Dezember Mathematik. Jawohl. Und am 16. Dezember Deutsch. Das waere mal das erste Semester, ich wuerd euch ersuchen dass ihr das den Erziehungsberechtigten zeigt und unterschreiben laesst, diejenigen die eigenberechtigt sind unterschreiben das selbst. Und zwar is das dann bis naechste Woche Samstag, das is das naechste Mal wo wir uns sehen.

So as far as I remember, um, you went to the cinema without me and so there is a real information gap. The only girl who was not with you in the cinema was Christiana, is that right? All the others were in the cinema and watched the About a Boy.

Ss: Yes.

T: Yes? OK, so what you will give now and this is a copy from Mr Shushrik because I thought this was such a wonderful idea that you collect all you data about your excursions and the films you see so I copied this from his Kultur Map. I will give you this ticket and please keep it. Uh, and then put it away now because what I would like you to do first of all is have a look at it, have a look at the date, the price, the time etc. and ask your friends about this event. OK?

*Ss talk quietly to each other and the T can be heard walking through the class giving encouragement.*

T: OK, who would like to start? Min – what did you do on Tuesday, I mean you know I was at the cinema. I don't know, what did you do, did you have a good time?

Min: At first we were at the school and then we went to the cinema.

T: Good, and the next question: so you went to the cinema, what could be the next question on the ticket. I mean it's on the ticket but please ask the question, please.

S: Which cinema?

T: Yes. Which cinema, OK.

S: Um, it was the Bourkilo, next door.

T: Good, and my question, how did you get there?

S: We went to the tram at Karlsplatz, and then we...

T: You walked, you walked, OK. Were you really late?

Ss: No.

T: No, you weren't OK. Yes, Ok, the last two things I would like you to ask is the price and the question is easy and the answer is difficult. OK, who could ask for the price?

S: How much did you pay?

T: OK, who could answer that? The first significance is on the ticket but how much was it, OK?

S: Five-fifty.

T: OK, but how did you pay.

S: We only paid two three fifty.

T: You only paid, how much did you pay? Three fifty, OK. And why did you only pay three fifty, do you remember that?

Ss: Because of the concession.

T: Yes, because of the theatre project. Good, the only person in this room who has not seen the film yet is me. You will get a slip of paper now. Uh, on this handout you will find a picture and a short summary of the, of the film. So that's all I know about the film. What you should do is talk about this summary and add things and also look at the picture and explain to me the ending of the film. I am not the only one in this classroom who has not seen the film because Christiana also has not seen the film.

*Ss talk quietly to each other and the T can be heard walking through the class giving encouragement.*

T: So, you have a short story of the film, a very basic story of the film. You have a picture on the handout, could you please have a look at the picture first and try and find people in this classroom with the same picture on their handout and then get together with this person and in, let's say, five minutes, we will talk about it.

*There is the sound of Ss moving about the classroom and then everything settles down.*

T: Use the dictionary if you need to. Who needs a dictionary? Nobody?

*The T then talks in a low voice to the Ss individually.*

T: Ok, once you have read the text, eh, try to decide in the group who will discuss the picture, who will discuss the story and who will add some details, something which was funny, something which was boring, parts that you did not understand, whatever you want, just so that I get an impression what it was like when you went to the cinema.

*The Ss then discuss in low voices for several minutes.*

T: So, I think, I think this group is finished already so we could ask, we could start with you. If they, if they present something, if they talk about something you don't understand you can ask questions also concerning the film. So, who is going to start?

S: The film is about a man, his name is Will and he met a little boy, Markus, and Markus and his Mum had much love for each other. His Mum's name is Fiona and she is a hippy, she's vegetarian and she wanted to suicide?

T: She wanted to commit suicide? To kill herself.

S: Yeah, she tried... um.

T: And who is Fiona?

S: Fiona is the mother of Markus. And he is worried by the situation of his mother.

T: And the picture Lydia, what does it show. Could you maybe show the class but it's in black and white, I think it's not very easy to see so describe what it shows and also explain the content to us.

Lydia: It shows that Will is talking to Fiona because of Markus, because he...

T: Mmm-mm. Could you show the others, could you walk around and show the others. Walk around and show them because this is the picture. So he is talking to Fiona, right?

S: Will is a rich Londoner who tries to pull a woman and he invents an imaginary son and starts attending a single parents meetings and he meets Markus and they became friends and uh... uh... Will shows him how to be a cool kid and Markus helps him to fall in love.

T: Good, uh, I will leave this group now but I mean one of the things that you have just said was that he wanted to be a cool kid. Maybe some of you could comment on that: what exactly is a cool kid and what he show him. OK, Julie and Andrea thank you, go on, where you a small group of two?

Ss: Yes.

T: OK.

S: In this picture there is SPAT, Single Parents Alone Together,

T: I think, Julie, you might have to write this down. I don't whether all the others know what that is or whether 18.12. Is it like that?

S: Yes.

T: OK, please write it down. OK, so what about this Single Parent Alone Together association, what about this association?

S: They move there in car and they talk about there problems. Will has joined the group. He lied and says that he has a two year-old boy and his mother left when he was one.

T: Mmm-mm.

S: At this club he met Suzie and later then Markus and Markus became Will's best friend and Will meet, there he meet Rachel. And Markus helps him with Rachel.

T: OK, so this is the next group, maybe the next group could explain this to me. I mean, maybe they got now, I mean we got Will is Hugh Grant is the main character, right? Then we have this, this is what Susanna told me, this Fiona, who is the mother of Markus. And now you said something about Suzie and could you say who these two women are, Suzie and Rachel? Do you know that? Andrea, do you know? Who are these two women: who is Suzie, who is Rachel?

Andrea: Suzie is the best friend of Fiona. She goes also to the SPAT.

T: OK.

Andrea: This is Suzie.

T: OK, good. And which picture have you got? Is this the one, that, OK. Aren't they holding hands there?

Andrea: Yes, Single Parents Alone Together.

T: Sorry Andrea?

Andrea: Single Parents Alone Together.

T: And they hold hands? OK, to say goodbye or to say hello?

S: No, they sing a song.

T: They sang a song while they were holding hands – a rhyme?

S: Yes, I suppose they were.

T: OK, eh, good. Who would like to start with the next group please?

S: This is Suzie, she is the best friend of, err, Fiona. And she goes also to SPAT, yeah.

T: Suzie has also got a child?

S: No, yeah?

T: So she also goes to this club right?

S: Yeah. And the next day they go for a walk together and Suzie has to take Markus with her because his mother is in hospital because she is suicide?

T: She tried to kill herself?

S: Yes.

T: Really?

S: And....

T: OK, is there anything going on with Suzie and Will?

S: No.

T: OK. Would you like to go on, Tania.

Tania: Will likes Markus because, just because.

T: Mmm-mm, they become best friends. Mmm-mm.

S: That's it.

T: OK, I told you, there was this idea about the cool kid, do you remember from the film they became best friends or how they became good friends? I think in one of the texts it says, I mean this is something I did not understand so well, an unlikely friendship, so a friendship that is not normal. Do you think a friendship between a little boy and a grown up man is normal? Does this happen every day. Err, Tania, how did it happen here? How did they become friends? Was there a special situation where you could say “now they become friends” or did this develop slowly, I mean.

Tania: I think they became friends when his mother came to the restaurant, where they sat and they quarrelled. She asks what he does and “what are you doing with my boy?” I think he likes him because he understood him.

T: Good, and so you think this was the turning point in the restaurant when they actually became friends? OK, the next group please, or are you finished or do you want to add something? So what have you got on the picture? This is Suzie, you said.

Tania: Yes.

T: OK, good. Martina, Wagner, what have you got on the picture? Something which I also don't understand, could you describe this picture?

Martina: Err, we have the picture where Will sit on the sofa with the baby in his arms.

T: Is that Markus?

Martina: No.

T: No, OK.

Martina: This was at the beginning of the film, where he visit his friends and they have, um, um, um, I think, five year old boy and a baby. The parents of the baby ask Will to be the godfather of the baby but he hasn't any relationship to kids and babies. And say that he can't.

T: Err, good. So this is at the beginning of the story and did he become a godfather then or not?

Martina: No.

T: No, he rejected it. He said “No, I won't do that.” What does this tell you about his character, does he like children?

Martina: No, he hasn't any relationship.

T: No, not really. This were the group that asked me what commitment is. It is very difficult to explain. It has something to do with relationships so what Will does not want, I think, is a commitment in a relationship and this for the my next, err, the next round: they have this idea about commitment, they have it in their story and you talked about this SPAT, something which I don't understand because Will, as she told us, doesn't like children very much, he doesn't have a child of his own. But he goes to this single parents meeting. You must try to explain this to me later on. OK, next group please.

S: Err, Will looked for available women so he looked for a twelve year-old boy who show him to be a real adult. Err, Will showed Markus how to be a cool kid. Markus' mother had made a hippy out of her son so Will buys a disk and cool trainers for his new friend and in the end everyone was happy.

T: Ja, this was very difficult for us to listen to, try to tell us what you remember. Who was a hippy?



S: Markus mother, and Markus.

T: OK and what else did you say? I mean I could not follow it because you read it.

S: That Will looked for a woman and so he met Markus.

T: But he is not a woman.

S: No, he isn't. Erm, he go to SPAT meeting and so he got, or got to know a woman, and this woman had a friend and this friend was Fiona and her son was Markus.

T: Good, Fiona was depressive and at one point she even tried to kill herself. Good, so I have two things that I will ask you questions about. One thing is that because of Markus became a cool kid and at the beginning he was kind of hippy. Think about that, what that could mean. Could you go on please?

S: I just want to say about the picture at the end of the film. It has a sort of happy ending, you can say it has a happy ending and Markus and Will are together on Christmas Day and Markus mother is there and Markus father and Will has a girlfriend who has a son and Markus is like a little brother.

T: And this picture is on the sofa, this is Christmas Day? Yeah? At the end of the film. And can you say that once more because nobody talked about the happy ending of the film. You said "sort of happy ending." Are you going to say that Jamie?

Jamie: Em, because everybody is now happy and everybody has what they wanted. Markus has a new friend and he is now in a new school and Will is for the first time fallen in love, at the end.

T: And who is his girlfriend now, at the end of the film?

S: Er, the lady he met by accident.

T: But it's not Fiona.

S: No, but Fiona she meet at Christmas Day a new person too that Will met.

T: OK, so you want to say that she also met someone at the end, it's not Will but it's someone.

S: Yeah.

T: And there is hope that there will be relationship in the end. Ok so this is the ending of the film. Some of you talked about the scene at the beginning which I forgot. Was this the Godfather scene, was this the beginning of the film? This was the beginning of the film? OK. The cool kid he developed, you say, the cool kid was popular in class he was a hippy in the beginning a kind of outsider. Could you talk about that: what made him a cool kid, what made him a hippy?

S: His hair.

T: Er, in the beginning or in the end.

S: Both.

T: Ok, describe that.

S: Erm..

T: I mean not necessarily Jamie, can anyone else describe his hairstyle? Was this special?

S: He had long hair. He was like a hippy. All the clothes. He looked very poor. And his other hairs...

T: Mmm-mm, so he had his hair cut and did his clothes also change?

S: All his clothes. Yes.

T: And did Will also buy the clothes for him.

S: I think so, yes.

T: Designer labels would you say?

S: Will didn't bought it, his mother bought it because his mother...

Other S: His mother was poor. His mother was poor.

S: Ja und trotzdem hat die Mutter ihm glernt dass ma's bissi schwer hat.

T: But this is not explicit in the film. You don't know exactly, one of you said Will was quite rich, right. But it's not that Will went and bought clothes for the boy. OK so this was, what about other things. The clothes maybe a factor, the haircut, so the appearance of the boy changed. But did something about his character change as well? How did he become popular. I mean if you, if many girls in this class had the impression: "my God! My colleagues, my classmates don't like me, I will get a new haircut, I will buy designer clothes, everything will be fine." Is this all or did something else change as well? Do you think this is it because you cut your hair?

S: No, Markus began to listen to pop music and so and he go he was cool and the people like him.

T: I see, so this is how he became popular. And so the not so cool thing, the uncool thing in the beginning was that he looked like a hippy and he behaved like a hippy. Would you treat someone in this class who looked like a hippy and behaved like a hippy also as an outsider. Do you care about these things?

S: A little bit.

T: A little bit.

S: A little bit last year.

T: Yes, I do remember, I do remember although this was not the same thing, I see what you mean. Good, so, still what about this Single Parents Alone Together meeting, this commitment phobic Will, who doesn't want a close relationship, who doesn't want to commit himself to the relationship. Who could explain that. I mean, these two groups, you two talked about it but can the others explain this connection.

S: Yeah, he thought that alone mothers are good for having sex.

T: Yes.

S: Like Suzie.

T: So what he was actually looking for was women to go out with and many, not only one. He was not looking for a stable relationship. Why did he pick the single mothers? Have you got an idea, why did he got to this, he has not got a child you told me, why did he pick the single mothers?

S: Because...

T: Because he wanted change.

S: And because he noticed...

T: Yeah, he noticed.

S: He noticed that single mothers don't cry when you break up the relationship.

T: OK, so what he wanted he did not want to commit himself to a relationship. He wanted it for a time and he wanted to break up again. Was that it? Was that the reason he picked the single mothers? You do not look too convinced, what would you say?

S: I don't know really, I don't think the persons they meet. They have another mind.

T: You think they have another opinion, another attitude towards life?

S: Mmm-mm. I don't know.

T: Do you think this is a mean trick of him to go to these meetings and pretend that he is a single parent and pretend that he has a two year-old boy? I mean what do you think about that? Who has got an opinion about that? What would you think if your boyfriends pretended to be fathers just because they didn't want to make a commitment to the relationship to you? I mean, try to imagine that: your boyfriend says "I love you so much but I can't come out tonight. I don't want to enter such a stable relationship because I have a son. But just pretending he has a son because he doesn't want to be too close to you – how would you feel about that? What would you think about him? Annie, would you love him, still the same, if he did that to you?

Annie: Um, um, I don't know. I think, um that we, um look for change his life. He think that, um...

T: He has no satisfied life, he is not satisfied with his life.

Annie: Yes, and so he look for a family because the parents of the baby, um, said to him that he has no reason to live because he has no woman and he has no children and he is going to be old. Yes, also I think that he look for woman who is seeing life in another version.

T: So, is that right that you see his character in a more positive light than I do. I mean because I haven't seen the film I've just read the book and so this looks a bit like a creep going to these meetings pretending to be a father and just cheating. You see this in a positive way.

Annie: I don't know how I should see it because um, he on one side he is really um, lovely, and on the other side he has a very cruel character against women. They think he is a perfect man because...

T: Yeah, I see what you mean. So, there are these both sides to him. I would like to make a last discussion group now. Because here when I said yesterday that we would discuss About a Boy today you said this film was not really so funny. So maybe we could, we could start with Hilare. Could you say what you thought about this film, what you liked about this film. I mean we don't have to stick in the groups now we are just going to share that. Could you say what you think about the film and why you didn't think it was very funny.

Hilare: It was I didn't understand the film so much.

T: And do you think you had to understand the dialogues in order to understand the film?

S: Yes.

T: So, did it get better towards the end?

S: No.

T: Ok, Jamie, did you want to say anything about the film?

Jamie: The film was very funny but I didn't understand the...

T: Yes, so I must say, I don't know whether he told you but Ginny so the film in German before and could you talk about this experience, did this help you or were you bored.

Ginny: I was bored.

T: Which is not a big compliment for the film, actually, if you see it for the second time and you are bored. Did it help you? Did it help you to understand the film better that you saw it before in German?

Ginny: I don't know, I slept.

T: Ah, you slept. Ok so she's not a very good critic in this respect because this would be exactly the situation you told me before about improving your English. Watching DVDs, watching the German and then watching the English then switching back.

S: I think it would be better if you see it first in English and then in German because you, um, it is better.

T: Mmm-mm, you are more attentive. OK, can you remember when you fell asleep.

S: It was in the middle.

T: In the middle of the film. Any other comments? A short flash-bite, everybody says something. Did you like it, did you enjoy it, did you sleep like Ginny? Did you understand every word of it? Amelia?

Amelia: I think it was OK. I think it was OK, but I did not understand it.

T: This does not sound wildly enthusiastic. Go on.

S: I thought it was OK but sometimes it was very hard to understand it in English because I didn't know it before in German.

T: Mm-mm.

S: And so some jokes I don't understand.

T: Some jokes were lost because you didn't understand. Ginny, when you saw the film in German were there any jokes...

Ginny: Yes, many.

T: Ok Hilare, what about you? Corrina, Andrea, you did not like it.

S: I liked it.

T: What did you like about it or are you a fan of Hugh Grant, maybe?

S: No.

T: You just liked it, you enjoyed the film, Tania?

Tania: Um, I saw the film before in German.

T: So you are one of the other experts, yes?

Tania: Um, I could understand the jokes.

T: In German and in English.

Tania: Yeah.

T: Good.

Tania: I think the film was boring.

T: Boring, both versions?

Tania: Yes.

T: I see. OK. You are sixteen years old and Will is about forty, is that right? The boy is about eleven, so these are two age groups you are not closely connected to unless you have a little brother. Has anyone got little brothers and sisters?

Several Ss: Yes

T: OK, so could you relate to this boy Markus because of that in a positive way.

S: Not really.

T: Ok.

S: I thought it was too boring.

T: Yeah, what about Susanna, sorry Fatma? Haven't you got any opinion about the film? Fatma? It was, um, not really boring. It was not very exciting but like I say it was not a very good film.

T: I must say that especially for the people who were not in this class last year that the films that I pick there is a downside to them. First of all I cannot accompany you to them, there is always an appointment or something so I cannot accompany you and then I always get a very bad criticism about the films. This one does not sound too bad because I read you a ghost story – you really did not enjoy that at all. Girlfight was, I think, OK, but then there was another one that you really hated, wasn't there? Yes, this was at the end of the year, so I really have to be very careful about that. Tariq, have you got anything to say about the film?

Tariq: I don't like the film.

T: Really.

Tariq: The different lives.

T: Too many age groups in the film or too many people, I do not understand.

Tariq: They are generally of people of our different lives. Then there are different sides, they are poor and then there is Will and he is rich and...

T: So you don't like it, there are too many episodic, would you say that it is episodic, this film, different episodes? Or, is there a storyline?

S: Storyline.

T: Storyline. Um, OK, well, I must say goodbye to you now for the next five days, we will have our next English lesson on Saturday, next Saturday could you please go on reading in the Alice book, to about page eighty? Is this OK for you?

Ss: Yes.

T: How did you find it so far? Difficult to read?

S: No, it's too easy.

T: Too easy.

## Transcription: 6<sup>th</sup> form, 7 November 2005

Tm: Ajo... XXX?

Lm: **Ich hab die Hausübung ...**

Tm: ...vergessen. Ok. Right. Ok listen. I asked you to do an exercise on page... er ... 60. And we're going to hear the correct version afterwards, so you can check if your guesses were correct or close, XXX? Oh you'd like to read. Ok, come on. It's...

(Lm reading)

Tm: past everyone

(Lm reading)

Tm: Do you know the solution? No? Ok. No, no, no. Guess! You read your own versions!

(Lm reading)

Tm: to...ok, go on and speak out loud

Lm: ... and she decides ... inside her heart

Tm: her heart? Ok.

Lm: The problem is that

Tm: hard to? Shh

Lm: hard to forget?

Tm: I don't know. Ok, something. Someone else, XXX, what's your solution? It's...

Lf: All?

Tm: The whole thing.

(Lf reading)

Tm: Has anybody got other solutions for the first sentence? Why do you laugh? Did you know the story? Or the solutions? Ok, go on.

Lf: So, as a result she's become really fed up with everyone at school and no-one likes her.

Tm: So, any other solutions. She's become really fed up... What else?

Lf: **Ich hab da nicht stehen.**

Tm: What is it? What solution?

Lf: I don't have something.

Tm: I don't have anything.

Lm: unpopular

Tm: unpopular, ok. We had that. Even, XXX?

Lm: hate her

Tm: hate her. Anything else?

Lf: dislike her

Tm: dislike her, good

Lf: bully her

Tm: bully her, good

Tm: Anyway...

Lf: Anyway she finds it more and more difficult to speak out loud (reading)

Tm: Does anyone have anything except speak?

Lf: laugh out loud

Tm: Ok. The real solution hasn't come up yet.

Lf: best place

Tm: the best place

Lf: only place

Tm: the only place. Ok. Good. Next one, XXX?

Lf: inside her head

Tm: Anything else? We had inside her heart, inside her head.

Austria 3: Transcription 6th form, 7.11.05

Lf: in her thoughts

Tm: Ok.

Lm: her house

Tm: Why not? That makes sense. Right. She's trying to?

Lf: forget

Tm: Forget. Anything else instead of forget?

Lf: cope with

Tm: Good.

Lf: remember

Tm: Ok.

Lf: hide

Tm: Hide is good. Has anybody any solutions we haven't heard yet? Then listen to the original. Listen. What made you think that the first word is party? Any solutions?

Lm: Well, I read parts of the book so I know what's in there.

Tm: Ok, that's easy.

Lf: I think because the last sentence is something that happens at a party.

Tm: That's a clue. Anything else that would indicate that the correct thing is party? No? Ok, some people had police in line two. Why police?

Lf: I think because nothing else fits.

Tm: Because nothing else fits. Ok. **Ausschließendes Verfahren**. Why do you think unpopular in line three?

Lf: Because no-one likes her.

Tm: I give you a clue. I have heard all the correct solutions except one word. One word has not been found out yet. And that's: She decides the ... place. It's not the best place, it's not the only place. What could it be?

Lm: right

Tm: The right place, no. Ok. Listen. Listen to the text!

*(listening exercise)*

Tm: Ok. I'm surprised because almost all of your guesses were good and I've done this before and the result was not as good as this one here. I also asked you to read this one here. Can you tell me if these statements are true or false and then I want you to quickly reread the article. Ok. Now let's do this exercise three. Number one, XXX?

*(Lm reading)*

Tm: It's true, XXX.

*(Lm reading)*

Tm: That's false. Right, XXX.

*(Lm reading)*

Tm: That's false.

*(Lf reading)*

Tm: False, right.

*(Lf reading)*

Tm: That's true, right. Ok. What's the main focus?

Lf: **Schwerpunkt**.

Tm: **Schwerpunkt**, ok. Now listen, you can do this in pairs if you want to. I want you to reread the article quickly and find the sentence or the sentences that prove that these statements are right or wrong.

*(Ls working in pairs)*

Tm: In English, if you please!

Tm: Ok. What's the sentences or what are the sentences that prove that the first statement is wrong, XXX?

Lf: The whole first paragraph.

Tm: Ok, I agree. Number two, why is this wrong?

Lf: Because it says that it's nothing less than he expected.

Tm: Right. What about number three, XXX, what do you think?

Lm: It's a familiar historical event.

Tm: Ok. Pompei is a true story. Why is that wrong?

Lf: Because it says that it's a created story.

Tm: Ok, next one, why is that false?

Lm: It says that the characters are more important than the event.

Tm: Right. Ok. Before we do the next exercise, I would like to say a couple of things about your home-exercise books. I found it very interesting, really, to read about your reading habits. And most or all of the texts were interesting although one or two I didn't read because I refuse to read anything unless there are corrections in your books. Ok? That is a rule. **Betrifft zwei oder drei Herren, glaub ich.** You can give me your books later but there must be corrections. All the rest is pretty good. There are some mistakes. One thing I can really not understand, though is that somebody is not interested in reading but that's my personal opinion. I know that the computer is more attractive to many people but to read a book is definitely more interesting than the computer. We are going to listen to an interview tomorrow or maybe next week in which a scientist talks about reading books on the computer, about digitalised reading or reading computer books. I would never do that myself but I find the interview quite interesting. I want to say only one or two things about common mistakes. For example, one thing in connection with books, how do you say **ein Buch von Mankell** or...?

Ls: by

Tm: A book by. Sometimes you can say a book from but that is not good English. So a book by. And another thing. What's the difference between during and while? This is extremely important.

Lf: I think during is with a noun.

Tm: During is a preposition, it is used with a noun. During the film, during the lesson, during a meal. While is a?

Lm: Conjunction

Tm: A conjunction, which introduces a clause. Therefore, you cannot say during I was reading or during I'm reading. One more thing, XXX, the plural of this?

Lf: these

Tm: these, ok. **Aja**, XXX, what is, it's not wrong, it's funny about this sentence? I love to read books. Great. Books are so great. Better. I can't say how many books I read a year. It depends, in a good month three and in a bad one one. Ok. And one more thing. **Oja**, I don't know, for some psychological reasons, one mistake is constant. I've been teaching English for over 30 years now and this is one of the standard mistakes. Nouns that end in -er or -or often don't have a -s. I don't know because they are like German. My favourite author(s) are...I think because it's a German ending, probably. Your homework is a nice and clean correction. Ok. Right. Next thing. On the next page, page 62, there is a fill-in exercise and all of these sentences refer to the Guinness book of records. And for this reasons, all the nine words that are missing are superlative forms, the best, the longest, the greatest and so on. Ok, go through these nine sentences and guess what.... Ok, wait a little. Again I would like to know afterwards what is the clue that tells you it must be this the solution. I tell you why I insist on this.

*(Ls working)*

Tm: Ok? What's the solutions? XXX?

*(Lf reading)*

Tm: Right. What made you think it was best-selling book. It's easy in this case.

Lf: Because she sold over 2 Billion copies.



Tm: Can you guess a word, what does royalties mean? Royalties from her books? There is a word in German which is not a German word, either.

Lf: **Diese Originaltexte?**

Tm: No, it's a technical term. **Tantiemen**. The money she gets. Ok. Number two, XXX.

*(Lf reading)*

Tm: Ok, that was easy again. What's the clue?

Lf: Yes, because it's the rich list.

Tm: Ok, number three.

*(Lf reading)*

Tm: Ok, I've been there. It's an amazing place. It's endless. Number four.

*(Lm reading)*

T: Ok, that was easy. Character in this connection means what?

Lf: **Buchstaben?**

Tm: **Buchstaben oder Anschlagszeichen**. Ok. Right. Incidentally what does this word mean: figure?

Lm: **Zahl**.

Tm: Ok. Facts and Figures. XXX.

*(Lf reading)*

T: Ok. Number six.

*(Lf reading)*

Tm: What's the zodiac?

Lf: **Sternzeichen**.

Tm: Ok. Next one. Oh sorry, I forgot. What makes you think it's the smallest?

Lf: Because of the 0,000.

Tm: What's that? **Größe?**

Lm: The size.

Tm: The size of the book. Good. Next one, XXX.

*(Lf reading)*

T: That was easy. Number eight.

*(Lm reading)*

Tm: Ok, now listen. Does anybody have the Guinness Book of Records at home? My children have it. It's amazing how silly many records are. Does anybody know a really silly world record?

Lf: Someone put 300 straws in his mouth.

Lf: The biggest chewing-gum bubble.

Lm: The longest fingernails.

Tm: One thing I know of is that there is a competition of how fast you can eat a whole car. Somebody ate the whole car in about a week and he said that the nicest thing was the glass. Ok.

Next one, XXX.

*(Lm reading)*

Tm: Ok. William Caxton for England what Gutenberg is for Germany or for the German speaking world. Does anybody, this is general knowledge...**Allgemeinbildung**, has anybody ever heard about the Canterbury Tales? Canterbury is the city we are going to. Ok, you're going to see this. We're going to see this place.

Lf: The ghost?

Tm: No, that's the Canterville Ghost, I suppose. Canterbury is ... was famous in the Middle Ages as a pilgrimage, as a place where pilgrims went because there is a famous cathedral, Canterbury cathedral. A famous person is buried there, Thomas Beckett. I'll tell you the story later. Anyway, it was a famous place in the Middle Ages. Well, some people say it's the first book, the Canterbury Tales, written in Modern English. Modern means it's 500 years old. It's not very modern in our sense. It's not Middle English any longer but it's a kind of modern English. And, it's a book... the

story is this... there are I think 100 people, I think it's a hundred, I'm not sure... are a pilgrimage to Canterbury, from London to Canterbury, they are walking. And to shorten the time, to pass the time more quickly they tell each other stories. Right. And all in all there are about 40 stories. And there is the frame story, **Rahmengeschichte**, in which...between the stories you learn about the people who are on the pilgrimage like in the Italian book **Decamerone**. **Kennt das jemand?** Basically it's the same thing. Ok. Homework for tomorrow. Two things. Ok, a nice correction plus an extract from a very famous book called Fahrenheit 451. Has anybody read it or saw the film? What is it about? Why is it called Fahrenheit 451?

Lf: That's the temperature where paper catches fire.

Tm: It's about forbidden books. Ok. Read this passage and try to answer the questions.

## **Transcription: 6<sup>th</sup> form, 8 November 2005**

Tm: Ah, two things today, hopefully. One thing is in connection with your homework about Fahrenheit 451 and a listening exercise. Who would like to tell us something about this text? Any volunteers? Come on! XXX?

Lf: I forgot my book at school.

Tm: That's too bad. XXX. It's an extract from a very famous book. What is it about?

Lf: It's about Montag, a fireman and he burns books or so and he meets Clarisse.

Tm: There are two passages. The first passage is between these two. What are they talking about?

Lf: Clarisse asks him if he has read the books and he says no because they are forbidden.

Tm: Right. Ok. Look! If you call the fire brigade, the firemen, what do you expect normally? When do you call the fire brigade?

Lf: If something burns.

Tm: Something burns, a house usually. Ok. And Clarisse, what does she ask him? What does he say? What is the role of the fire brigade in this world? What is the function?

Lf: To burn books.

Tm: To burn books. And what does she ask him, about the past? Do you remember? Anyone else?

Lf: She asks him if in the past they put out the fire.

Tm: If they put out the fire? What does he say?

Lf: That it's not true.

Tm: That is the first part, the second part is? What happens then, XXX?

Lf: Sorry, but I can't remember.

Tm: What is the second part, XXX?

Lf: They want to burn the house of an old lady who has a big library. The old lady doesn't want to leave her books and she throws them on the firemen.

Tm: How do you say **sie weigert sich**?

L: She refuses to

Tm: To leave her house, exactly. And who is the main figure in this again?

Lf: Montag

Tm: It's Montag again. How does he react?

Lf: He hides one book and then he wants to force her to leave the house.

Tm: And then what does she do?

Lf: She sets the house on fire.

Tm: Actually in the passage she doesn't but she is already about to do. Right. Ok. Wait a little, have a look at page 64 again and reread the second part.

*(Ls reading silently)*

Tm: Ok, any difficulty on words? No. I'm going to split you up into 5 groups now and you have exactly 10 minutes to write an ending to this story. Ok? You work with them. Right. XXX, XXX, XXX and XXX. And you work with those two. You got 10 minutes. Produce an English story. Ok....Listen, concentrate on two things. What happens to the lady... the old woman? What happens to Montag? In English! One of the group is going to read the story out loud, obviously.

*(Ls working in groups)*

Tm: If you need some words, I can help you if you ask me in English. Only if you ask me in English!

*(Ls working in groups)*

Tm: The first five minutes are gone!

*(Ls working in groups)*

Tm: Ok, listen. One more minute! Come to a conclusion!

*(Ls working in groups)*

Tm: Ok, stop.

Lf: Can we have some more minutes, please?

Tm: Ok, one more minute!

Tm: All right. Now, each group present their story which means decide on a reader! Ok, ah, XXX or whoever reads in your group.

*(Lm reading)*

Tm: Ok. Good. XXX.

Lf: **Wir schreiben noch!**

Tm: Time`s up! Come one.

*(Lf reading)*

Tm: Can you speak up!

Lf: ... then he caught fire and **punkti, punkti**

Tm: What a tragic death, XXX!

*(Lm reading)*

Tm: Ok, next group.

*(Lm reading)*

Tm: Ok, XXX.

*(Lf reading)*

Tm: Ok. Good. The interesting thing is that only in two stories Montag and the book reappear. In the other I don`t think so. Ok. The lady dies, obviously. Right. I can only recommend to read the whole book. It`s a very interesting book. Does anyone know how do you call this type of book?

Lm: fantasy

Tm: No, it`s not really fantasy. It`s a book that deals with a future but with a certain aspect of future.

Lf: Science fiction.

Tm: No, it`s not really a science fiction book. Some of you know Brave New World or 1984. It`s a ...?

Lf: I know it in German. Is it utopic?

Tm: No, it`s utopian. Ok, now listen, what`s the difference between a science fiction and a utopian book? What`s the difference? They both deal with the future.

Lf: A utopian book shows certain aspects of the future like moral aspects.

Tm: Moral aspects, social aspects. Ok, in this book for example, do you find any spaceships or any robots or any modern technology? No. It`s about society in the future, school in the future, family life, things like this in the future.

Lf: Well, I think utopian book change the society.

Tm: Ok. Does anybody know where the word comes from?

Lf: Utopia.

Tm: Utopia, is a book by? An Englishman, but the book was written in Latin. It`s by Thomas Morus. And the word is Greek, topos is? Topos is place and utopian means nowhere. And in English literature there is a famous utopian novel called Erewhon by a man called Samuel Butler. If you read the word backwards it`s nowhere. It`s exactly the same as utopia, nowhere, no place. For the rest of the lesson we`re going to listen to an interview but before we do so I will give you a homework and an assignment. Listen, it will be a little longer this time because our next ordinary English lesson is in over a week. I`m not here tomorrow and the day after tomorrow because there is a meeting of Italian teachers in Vienna. There will be English on Thursday but with Prof. XXX. So, I`m going to write down the things I expect you to do on Thursday and until next Thursday. Try to do as much as you can in this lesson on Thursday and the rest at home. Ok. On page 66 there is a long text with questions on the next page, then on page 69 learn the vocabulary, maybe we`ll have a little check-test again next week. And on page 70...

Lm: **Olle Vokabeln oder nur bestimmte?**

Tm: **Ich sag`s euch dann!** It's about Reported Speech and reported verbs. Remember, that's one of your weak points. In your last test this was a source of mistakes. And there are two exercises that go with it on page 71 and 72. Ok. On page 69 the vocabulary. As always, the bold ones, **also die fettgedruckten**, plus introduction, non fiction, stunning, patronising, bias, to be into something, remarkable, suspicious, totalitarian, firemen, that's easy and porch. On the next page, solar panels and serial. Now listen, in English there are two words for **Serie** – series and serial. I would say there is a series of mistakes in your book... A serial is **eine Fernsehserie oder so**, that's a serial. There is not much time left but at least I want to listen to the first part of the interview on page 65...Ah, listen. A man is talking about the advantages of digitalised books. What is his main point? What is his argument?

*(listening comprehension)*

Tm: Ok. Now this is of course a very one-sided presentation. What is his main point? Basically, what does this man want to say?

Lm: One point is that paper books are not very economically good. And they take up a lot of space and they don't smell good.

Tm: Yes. Ok. What is his first point? Why are books out, according to him? I mean paper printed books.

Lf: Paper comes from the trees...

Tm: And?

Lf: And you have to destroy forests and that's uneconomical.

Tm: No, it's unecological. Right. So, it's ecologically bad. What's unecological?

Lf: It's bad for the environment.

Tm: Right. Because you have to cut down trees. Other disadvantages of paper printed books?

Lf: They are very heavy.

Tm: Heavy, ok, they smell. What else? Come on.

Lm: They can be damaged easily.

Tm: They can be easily damaged. Anything else?

Lf: You need a lot of space to collect them.

Tm: Ok. And then the interviewer says why then do people still love books and more books are sold now than ever. Why is that?

Lm: People have a strong connection to paper books.

Tm: What kind of connection is that?

Lf: It's for sentimental reasons.

Tm: For sentimental reasons. And people mix up things like what? What does he say? He gives an example from his own reading.

Lm: When he was a child he loved the stories.

Tm: So what does he remember? The stories not the books. So he says if we forget about printed books that doesn't mean that we have to forget the stories. Ok. We're going to listen to some details and to the second part of the interview in which he explains all the advantages. In the second part he talks about the advantages of the computer book. As I said our next normal...ordinary English lesson is on Thursday in a week because I'm not here on Thursday and then there are two holidays. So, I'll see you in a week.

**4b – 9m, 15 f**

Tf: Good morning class

Ls: Good morning Miss XXX

Tf: And also Good morning to Miss XXX

Ls: Good morning Miss XXX

Tf: She will be here with us for some lessons

Tf: XXX, what have you done for the weekend?

Lf: **Also...** I don't know what I have done

Tf: XXX, how was your weekend?

Lm: fine

Tf: fine, so what did you do? What was fine?

Lm: **Also** ... making homework

Tf: Pardon?

Lm: Making homework

Tf: Doing homework. **Das ist mit** do **ja**? You did lots of homework? Homework you have forgotten before?

Lm: No

Tf: Okay, so **ähm** doing homework was fine for you

Lm: And learning English

Tf: Okay, learning for the test. XXX, what about you?

Lf: I learned English and my friends and my brother had his birthday

Tf: Fine, okay, XXX what about your weekend? What did you do?

Lf: **Ähm** I did a lot of sports and in the morning I went riding with my bike and in the afternoon I **aiso ähm** went with a friend go running

Tf: Aha you went jogging yes okay, so which sports do you do? Which sports do you normally do?

Lf: I play tennis or volleyball

Tf: Okay good, what about you, XXX? What did you do last weekend?

Lf: I did my home exercise, my homework and I met with XXX

Tf: mhm okay and you, XXX?

Lf: I have on Friday birthday

Tf: So on Friday you had your birthday, you celebrated your birthday

Lf: mhm with my family and **äh** on Saturday I was with I stayed at Julia's place and we had a lot of fun and **äh** and at Sunday

Tf: on Sunday

Lf: on Sunday I am doing my homework and I was learning English

Tf: Aha so on Sunday you did your homework and you learned English for the test yes.

XXX, what about you? How was your weekend?

Lm: My brother ... **aiso** came from the **Schikurs** and **aiso**

Tf: Oh yes he came back from the skiing course yes ... And I think you were very happy to have your brother at home again hm? Yes?

Lm: Mhm and at the weekend on Friday it was my dad and I and at the weekend my brother was also with us we went golfing because it was sunny weather

Tf: Yes

Lm: And I did lots of sports

Tf: **Super**. XXX I think you sat in front of the computer for the whole weekend?  
 Lm: No, I couldn't  
 (Ls whisper)  
 Tf: Sshhh. Why not?  
 Lm: Because **ähm** on Saturday there was the team Austria tablet in front of the Spar  
 Tf: Aha ... team Austria ?  
 Lm: No **also** in front of the Billa  
 Tf: Aha  
 Lm: **Ähm**  
 Tf: team Austria tablet? What's that?  
 Lm: **ähm**, it's an organisation that collects food from the shops and brings it to Güssing and  
 Tf: **Aaaah okay Team Österreich Tafel, das meinst du** ... team Austria table  
 Lm: And that gives it to the poor, poor people  
 Tf: Yes, people you can't effort a lot mhm okay and you helped there?  
 Lm: Mhm  
 Tf: Do you sometimes help?  
 Lm: No, this was from the  
 Lf: church  
 Lm: yes  
 Tf: aaah yes the church organised it?  
 Lm: yes  
 Tf: Yeah, I heard and yeah **also was is Firmung auf Englisch?** What is it? **Was ist Firmung?** Ah con con con confirmation, holy confirmation, perhaps yeah, this is **Konfirmation für die Evangelischen** but **ja** okay, XXX she looks it up in the dictionary **Firmung** confirmation I would say  
 (Lf looks something up in the dictionary)  
 Lf: confirmation  
 Tf: confirmation okay oh yes, yes, I have heard confirmation  
 Tf: And were many people there?  
 Lm: Yes and I also saw some teachers  
 Tf: Aha teachers yes  
 Lm: like XXX and  
 Tf: Mister XXX  
 Lm: Yes  
 Tf: oh yes, I forgot, I forgot otherwise I would have come there  
 Lm: yes and in the afternoon my aunts had a birthday party  
 Tf: Mhm  
 Lm: And it went on until about  
 Tf: midnight?  
 Lm: half past eleven  
 Tf: aha, half past eleven, oh yes then you went home and you went to bed. Okay good, thank you very much ... **aiso** oh yes XXX, Miss XXX, she took part in a piano competition and she won the first prize.  
 (Ls applause)  
 Tf: Congratulations! **Freut uns ganz besonders gö. Unsere Pianistin, ja, super**. Okay, girls and boys now, I would like to talk about Fair Trade this lesson yes so when you hear

the world Fair Trade which thoughts do you get? What is in your mind? When you hear the word Fair Trade give me some words. XXX?

Lm: Black people

Tf: Okay. XXX?

Lm: chocolate

Lf: poor country

Lm: people work there lots of children ... children with lots of work

Lf: **wos?**

Lm: **jo owa** ...

Tf: aha okay adults work yes

Lf: **also ähm** expensive products

Tf: expensive?

Lf: products

Tf: okay

Lf: they get fair money

Tf: okay

Lf: from all part of the world **aiso** they come from all parts of the world

Tf: from all parts of the world? What do you mean?

Lf: products came from the whole world

Tf: Aha I am not sure

Lf: but I think I think Zotter chocolate is from

Tf: **Hm?**

Lf: Zotter chocolate is from

Tf: **Zotter Schokolade** okay yes yes ... he has products that **also äh äh** ... Fair Trade products yes

Lf: mostly food comes from Fair Trade

Tf: **mhm** foods and what other food. I eat it every day three times or four times a day it is necessary for me. XXX?

Lm: coffee beans

Tf: Coffee yes coffee yes so you know where coffee where is coffee produced or where does the coffee tree grow? Which countries?

Lf: Africa and India

Tf: okay and also in ...

Lm: South America

Tf: South America yes. So I would like you now to open your book the student's book ... so Fair Trade is not part of your test okay **also** page eighty-two

Tf: So there is a small article it's about coffee read it quietly please and then tell me what you have read ... on page eighty-two

(Ls read)

Tf: it's the first box

Lm: **den do?**

Tf: the yellow box

(Ls read)

Tf: have you finished?

Lf: Yes

Tf: finished yeah?



Lm: Yeah

Tf: So what is the article about, XXX?

Lf: That coffee is a very popular drink in the world

Tf: Yeah and ah, XXX?

Lf: and coffee is also the popularest drink in the world

Tf: It is the

Lf: popularest drink

Tf: most popular drink **mhm** yes is there a [?]

Lf: [?]

Tf: Okay yes good. Who drinks coffee?

(Ls raise their arms)

Lm: Ice coffee

Ls: Yes

Tf: okay I see yes ... okay so look at the pictures the first pictures what happens to coffee beans here? In the pictures? Give me four sentences what happens to the coffee beans ... in picture number one, XXX?

Lf: at first there people **ähm** picked

Tf: don't use past tense here use presence

Lf: **also** they picking them from

Tf: They are picked they are picked okay coffee beans are picked. In the second picture, XXX?

Lm: then the coffee beans are selected

Tf: Yeah in the third picture, XXX?

Lm: Then they are dried

Tf: dried yes and then, XXX?

Lm: the last they are roasted

Tf: roasted okay good. So look at the other two pictures look at the people here yes the answers to the questions who are the people, where do they live and what are they doing? What do you think? ... XXX?

Lm: **ähm** I am not finished I am

Tf: you have to look at the two pictures

Lm: Yes

Tf: okay have you oh you are thinking okay okay XXX ssshh

Lm: the people at the pictures are workers at the coffee farm

Tf: on coffee farms yes

Lm: and they come from the third world

Tf: **mhm**

Lm: they are picking them coffee beans

Tf: okay other ideas? What else could you say? What do you think, are they rich people, poor people, XXX?

Lm: they are poor people

Tf: Very poor, rather poor what do you think?

Lm: **hm** ... very poor

Tf: okay good. So what do you think why do they work on coffee farms? Why do they work there? XXX, forget the piano think of coffee

Lf: because I think they should earn little money so because to buy some food

Tf: most necessary things for living to buy some food, yeah cloths, okay. Other ideas?

What do you think? How do they live? How do these people live?

Lm: They live in small huts

Lm: They have to live in tents

Lf: they have no kitchen

Lm: they have no **ähm Heizung**

Lf: heating

Lm: yes

Lf: they have only small rooms

Tf: Pardon?

Lf: small rooms

Tf: **ähm** yeah small rooms in the house yes yes perhaps just one **mhm** okay good so I would like you to read the text now and then check your answers the thoughts you have told me who would like to read? Or would you like to read it, loudly or quietly?

Ls: quietly

Tf: okay if there are any words you don't understand underline the words ask your neighbour look them up in the dictionary or ask me okay?

(Ls read)

Tf: don't discuss it with your neighbour just read it quietly

(Ls read)

Tf: please have you finished?

Lm: [?]

Tf: **mhm** okay so there is a similar word we use in German in biology I think we had the word last year in biology who has ideas?

Lm: **jo owa wos is des auf Deitsch?**

Tf: have you finished?

Ls: yes **aiso**

Tf: are there any words you don't understand? Any new words?

Lf: environment

Tf: environment okay what is environment XXX

Lm: **ähm**

Tf: try to say it in English XXX

Lm: surrounding

Tf: **mhm ja**, your surrounding so you live here and all things around you ... **die** ?

Lf: **Umgebung**

Tf: **Umgebung, Umwelt ja** ... pesticides we had the word pesticides ... farmers use pesticides it's a word that comes from the biology you put pesticides on plants to the soil

Lf: it's a kind of fertilizer

Tf: **hm?**

Lf: it's a kind of fertilizer

Lm: **wos?**

Tf: **mhm** yes what is fertilizer?

Lm: **Dünger**

Lm: **na des is ka Dünger**

Tf: **eine Art nur ja na eigentlich is es ein Schädlings-?**

Ls: **-bekämpfer**

Tf: **-bekämpfungsmittel ja ein Schädling, es is kein Düngemittel, du hast recht ähm manche geben sozusagen artificial fertilizer so diese Kunstdünger gö aber im Grunde sind die pesticides sind Gifte they are really poisonous yes for they are really poisonous for jetzt ham ma gleich Biologie they are really poisonous for harmful insects but also for harmless insects ja also sie sind eigentlich Gifte gö**

Lm: daybreak

Tf: daybreak I love daybreak yes so sometimes I get up at five o'clock and I really love daybreak

Lf: when the sunlight comes

Tf: yes other words you don't understand? So let's see what do you know, who are the people now you can answer the questions once more what have you found out about the people in the pictures here, XXX?

Lf: **ähm** I think the [?] is a poor woman who has a farm in Honduras

Tf: Honduras, yes, where is Honduras?

Lm: South America

Tf: okay ja

Lf: that only that what she really needs

Tf: Pardon?

Lf: that she has only that what she really

Tf: what she really needs **ja**

Lm: She had only a small house with only radio and a fridge and she gets very low money **ähm**

Tf: **was is wenig Geld?**

Lm: less money

Tf: **wenig Geld?** Little. **Das ist immer mit** little.

Lf: every day in the morning she listen to radio because she ...

Tf: what does she do?

Lf: she listens to the radio because she wants to know the price of the coffee in far away in New York

Tf: Yes **mhm** anything else you have found out about her?

Lf: She hopes that her payment for the coffee grows because she thinks that she has little money

Tf: **mhm** okay yes what what about the second picture? The man here in the picture, what have you found out about him, XXX? XXX, listen please listen to XXX

Lf: his name is Machado and his farm is only three hours away from her farm and he is not as bad as Juanita because he works at **ähm** Fair Trade

Tf: on Fair Trade

Lf: Fair Trade farm he gets a fixed price it is much better payment

Tf: yeah **mhm** ja anything else you have found out? Who of them has the better situation? XXX, what do you think?

Lf: I think it is Juanita

Tf: **mhm** and why?

Lf: Because he has a lot of farmers workers and

Tf: yeah and

Lf: he gets a fixed price

Tf: yeah he gets a fixed price for coffee beans okay good I would like you to complete the fact sheet here about Juanita and her farm you can work in your book this is the exercise two yes finish this she **ähm** the text here and then we'll read it out yes

(Ls do exercise quietly)

Tf: XXX, what are you doing dreaming of coffee put the calculator away yes no I asked you to do exercise two finish this text here

Tf: everything clear?

Lm: yes

Tf: but don't forget that you have to use present tense s for the words

Tf: those pupils who have finished the exercise check with your neighbours quietly ... but don't write the answers from your neighbours

(Ls compare their answers)

Tf: please speak only English I don't want to hear a German word *na net I hob gschriem* don't speak German in the English lesson ... have you finished? Okay okay stop talking please girls and boys **ähm** XXX what have you found out about Juanita **ähm** listen to XXX please

Lf: She went to have a small coffee farm in Honduras. She worked very hard and she can never save money. She hasn't got a car and **ähm also** ...

Tf: **a äh** XXX

Lf: a big house

Tf: a big house okay

Lf: a husband

Tf: okay

Lf: every morning she listens to the radio because she wants to hear about the prices they have in far away countries. She would have sold if she had known that the coffee prices are really slow.

Tf: okay XXX did you understand XXX?

Lm: Yes

Tf: Good. Have you finished?

Lf: Yes

Tf: Good. So what have you found out about Ramon ah, XXX

Lf: [?]

Tf: **ähm** could you please speak up

Lf: Ramon doesn't listen to the radio. Ramon gets a fixed price. He

Tf: **ähm** yeah sorry he gets a fixed price for **hm**? For the coffee beans. Okay good anything else, is there anything you don't understand? Okay, then I would like you to listen now to an exercise. A journalist is talking to students showing them facts about coffee. Be careful while listening, take notes please XXX take out a pencil ... okay are you ready for listening? XXX, are you ready? Good ... so

(listening exercise)

Tf: Did you understand, XXX?

Lm: Yeah but the second not

Tf: okay not everything okay now here on exercise four there are some questions please listen again and fill in the missing facts number one read out question number one **ähm** XXX

Lf: What percent of the world's coffee is grown on small farms

Tf: on farms okay question number two, XXX  
 Lm: When was the international coffee agreement stopped?  
 Tf: stopped yes everything is clear on page okay number three, XXX  
 Lm: What was the minimum price for half a kilo of coffee?  
 Tf: okay number four ah, XXX  
 Lf: What is the price now?  
 Tf: number five ah, XXX  
 Lf: How much do the famers get per kilo of coffee?  
 Tf: okay and the last question, XXX  
 Lf: How much do the buyers get when they sell it?  
 Tf: okay now listen to the three interviews a second time and very carefully please answer the questions yes is it seven?  
 Ls: yes  
 Tf: okay, XXX  
 (listening exercise)  
 Tf: okay now once more the questions and the answers. Question number one, XXX  
 Lm: What percent of coffee is grown on small farms?  
 Lf: thirty percent  
 Tf: okay number two, XXX  
 Lm: when was the international coffee agreement stopped?  
 Tf: XXX  
 Lf: nineteen-eighty **äh**  
 Tf: okay so make a sentence  
 Lf: The international coffee agreement was stopped in nineteen-eighty-one  
 Tf: okay number three XXX  
 Lm: What was the minimum price for half a kilo of coffee?  
 Tf: okay XXX  
 Lm: one point  
 Tf: make a sentence please  
 Lm: the minimum price for half a kilo of coffee was one dollar twenty  
 Tf: okay what was the next question, XXX?  
 Lm: What is the price now? 50 cent  
 Tf: Thank you. XXX  
 Lm: How much do the farmers get for a kilo of coffee?  
 Tf: **ähm** XXX answer please  
 Lm: They get fifty cents  
 Tf: okay and the last question, XXX  
 Lm: How much do buyers get when they sell it?  
 Tf: **ähm ah** give us the answer, XXX  
 Lf: **ähm** they get more than seven dollars  
 Tf: okay thank you very much. Home exercise for tomorrow ah write ah Juanita's and Ramon's text. Okay you do the home exercise yeah  
 Lm: **den blauen?**  
 Tf: yeah the blue one with the sheet the fact sheet okay  
 Lm: **olle beide? den do ah?**  
 Tf: yeah both

Lf: **Frau Lehrerin *mochn* wir jetzt dann Biologie?**

Tf: **ähm** next lesson we have biology in the fifth lesson in the sixth lesson I come back and we talk about things that concern the classroom, okay the class, **Klassenvorstandsstunde in da 6. Stunde**. And next lesson is biology, **Biologie**. Yeah, you need your books.

(42:14 minutes)

## 4b – 9m, 15f

Lm: **haha, des gibt's jo net**

Tf: XXX, **hör, jetzt bitte auf, sonst muss ich mit deiner Mama reden**

Lf: **I hob meine Englischheftl vergessen, jetzt hob is auf an Zettel geschrieben**

Tf: where is it? **Ah yeah, here it is ... ja, so an Umschlag mog i normalerweise net gö**

Lf: **Jo, i weiß**

Tf: **na i wollts nur sagen, nächstes Mal dann bitte nicht mehr ja? ... haben alle die home exercise gemacht? XXX?**

Lm: I also forgot my English **Heft also** book here so

Tf: **also** okay so please write it twice until Thursday ... **aiso** okay, **i möchte nachdem ma Schularbeit haben am Donnerstag gö so ganz kurz wiederholen, is euch das recht oder nicht?**

Ls: **jo**

Tf: **ja, wobei ich jetzt Schwerpunkt leg auf text writing ... you will have to write a text aiso ... XXX, ich möchte von dir nichts mehr hören, das Zwischenreden, hör auf bitte ... so I would like to talk about phrases, words about ... die großen Kapitel sind body talk, also in erster Linie das Piercing and what's the second one, XXX?**

Lm: collecting things

Lf: **über** Australia **kummt nix?**

Tf: **also na über Australia kommt nix, also so nett bin ich, dass ich euch sagen kann das kommt nicht weil da ham ma auch keinen Text oder so gö ... aber das text writing wird anspruchsvoll, da will ich keine Vokabel aus der ersten Klasse sondern dass ihr die von jetzt auch anwendets ja? ... so piercing and collecting things**

(Tf writes on the board)

Tf: so I would like you to think about these two groups and think about phrases, word, word groups and write them down on the board yes ... so you can go out and write something on the board ... **im Heft schreibt noch niemand bitte, so net die ganze Klasse auf einmal und fangts vielleicht oben zum schreiben an damit genug Platz is, so gehts a bissi zurück, nicht alle auf einmal und so, dass mas lesen kann ... so jetzt wart ma amal**

(Ls write on the board)

Tf: one word each, each of you writes one word and then please sit down and let the others write ... please don't speak ... **wartets a bissi bis die Tafel frei is, XXX, warte bitte ... XXX, hast du schon was aufgeschrieben?** What is that, I can't read it? Have you written something on the board, XXX?

Lm: No

Tf: come on get up then ... anybody else, then get up ... the licence for doing the job to work as a **wie nennt man den? Piercer, wie nennt man den, Piercer? Klingt komisch ... einer der Piercings macht, is das ein Piercer?** I think so yeah ... XXX, you know a word?

Lf: I am thinking of one

Tf: you are thinking

Lm: **hm jo genau**

Tf: any other words? No? Okay, let's look at the words now... XXX, start with piercing

Lf: health risk

Tf: health risk so can you make a sentence or ... I don't know who wrote health risk

Lf: A piercing often is a health risk

Tf: A piercing often is a health risk, yes, okay, next word

Lf: You can get an illness

Tf: Okay, you can get an illness, why? Who wrote this sentence?

Lf: **wenns a sich entzündet**

Tf: in English ... **was is wenn sich etwas entzündet? Jetzt wer ma die Biologiestunde da mit reinbauen hm? Ahm**, if they get ...

Lm: infected

Tf: if they get infected yes ja, an infection ... you can get an illness ... okay, go on ... give me some more sentences with these words ... **man sagt das einfach in einem Satz oder so, ja?** About piercing, come on, **na wer hat das aufgeschrieben? Das Wort** trendy on the board you make a sentence, XXX

Lf: a piercing can be trendy for some people

Tf: okay, some people think it's trendy ... trendy is in German?

Lf: **modern**

Lm: **modisch**

Tf: another word for **modisch**?

Lm: fashionable

Tf: okay, next word, symbol for ... rebellion ... what does it mean? What do you think?

Who wrote it?

Lf: I think it is a symbol of rebellion when the parents say that you are not allowed to have a piercing and you want, you have ...

Tf: and you get one then, right, rebellion against parents, okay ... illegal

Lm: when you do something you are not allowed to do and you don't have a **Lizenz**

Tf: a licence, okay good ... go on, what is this?

Lf: I wrote it but it was already there

Tf: can you make a sentence

Lf: piercing cause stud

Tf: okay in German it is?

Lm: **a Flinserl**

Tf: **auf Deutsch a Flinserl, genau** okay good ... **dann ham ma da unten, was ham da?**

Deals with ancient ... **bitte, ja?** ... ancient sailors, **was heißt das?**

Lf: **also** that old sailors in ancient times had one [?]

Tf: **aha** and the demons could not enter the body, right ... yes, Goth, what about Goth? **Ja, XXX?**

Lf: mostly black people

Tf: **ja**, what is a Goth? Can you describe a Goth? **Ja, XXX?**

Lf: they have black cloth and make up and listen to loud music

Tf: okay, is everybody who does that one?

Lf: no

Tf: okay and what else, I sometimes wear black cloth and listen to music, am I one?

Lf: no [?]

Tf: **mhm** okay, can you imagine to be a Goth?

Lf: No



Tf: No, why not?  
 Lf: too black, I don't like  
 Tf: okay, you don't like the color ... XXX, can you imagine to become a Goth?  
 Lf: No  
 Tf: No, why not?  
 Lf: because **also** because it is too exhausting to put on the make up all day  
 Tf: **also** okay, I think it is a lot of work, yes, XXX, could you imagine to become a Goth?  
 Lm: no  
 Tf: why not?  
 Lm: because XXX said it is too exhausting  
 Tf: okay, is it something that is only for girls or also for boys? What do you think?  
 Lm: I think it is for both  
 Tf: Okay, XXX, could you be imagine to be one, you wear a black T-Shirt?  
 Lm: No, I couldn't imagine to be one.  
 Tf: Why not?  
 Lm: Because I think it doesn't look so good  
 Tf: It doesn't look so good ... why can't you say it doesn't look so good? Why good and not well?  
 Lf: Because you want to use an adjective or adverb  
 Tf: okay, right  
 Lf: **Frau Lehrerin, sagt man jetzt eigentlich auf Englisch wenn ich sagen will das ist nicht so meines weil** it is not so **meines geht jo net**  
 Tf: **mhm, gibt's irgend a passende Phrase, weißt du was?**  
 Lf: it is not me  
 Tf: yeah right ... okay about collecting things, give me some sentences  
 Lm: I think collecting things is a good hobby  
 Tf: **mhm** a good hobby, interesting hobby  
 Lf: some people collect crazy things ... like post stamps  
 Tf: **mhm** or ... another crazy collection? ... Teabags ... you know what teabags are?  
**Teebeutel, ja, wäre ein so ein Beispiel, ja.** ... okay, go on, XXX  
 Lm: some collect [?]  
 Lm: most collections are illegal  
 Tf: **aha** they are illegal? What does that mean?  
 Lm: when you are not allowed  
 Tf: when you are not allowed yes ... like, give me an example  
 Lf: like birds  
 Tf: okay, right, XXX  
 Lf: [?]  
 Tf: **mhm**, XXX  
 Lf: some people collect unusual things  
 Tf: like? ... yes, we had teabags, right, for example, go on ... come on ... you wrote the words  
 Lf: some people collect animals  
 Lf: sometimes it takes a lot of time to collect  
 Tf: yes, or to get bigger collections ... to find things  
 Lm: some collect at a very high cost

Tf: a high cost, so the things are rather ex-...

Lm: expensive yes

Tf: yeah

Lf: there are people who are fascinated at things, like books

Tf: yeah, they are fascinated by it, books, right ... other ideas? No? okay I would like you to write down this in your school exercise book now ... be quick please ... **ihr habt nicht viel Zeit dafür ja ....** test folders, some of you haven't given me the test folders, **ja**

(Ls do exercise)

Tf: write the words quickly please ... **I geh nur kurz in die Nebenklasse einen Recorder holen**

(Tf leaves and comes back one minute later)

Lm: **sui ma zwa Spoltn mochn oda?**

Tf: **Jo i det scho sogn, dass as net olle zammschreibts** ... we did it in word groups

Lf: sorry, what are traffic cones?

Tf: traffic cones, what are traffic cones?

Lm: **Hütchen**

Tf: you can see them on the street and you aren't allowed to drive there ... **wie nennt mas? Verkehrshütchen, sogt ma? Des hört sich so komisch an ...**

Lm: **jo**

Tf: did we have that word?

Lm: **jo irgendwo im Biachl stehts**

Tf: this is a crazy thing to collect those ... okay, you have two minutes left okay

Lf: animal what?

Tf: what?

Lm: collecting

Tf: **aha** collecting animals it says ... is everything clear with present tense, present past tense, adjective, adverb, yes?

Ls: yes

Tf: okay ... try to finish now because I have a wonderful song for you, you will really like it

Lm: **herst gib ma des uma do**

Tf: be quiet please and finish now ... we will listen to the song ... finished?

Ls: yes

Tf: okay, please open your student book on page ... I have to look it up ... song on page eighty-five ... exercise ten ... read the song text quietly before we start

(Ls read song text)

Tf: **wos hob i jetzt folsch gmocht? ... irgendwos is do jetzt falsch mit der CD**

(Ls listen to the song)

Tf: look at the text and listen ... you have the text in front of you, I think you should know all the words ... what is ebony?

Lm: **Ebenholz**

Tf: What is ivory?

Lm: **Elfenbein**

Tf: right, please read the text once more and think what the text is about ... you can take notes, one or two sentences, discuss it with your neighbour ... what do Paul McCartney and Stevie Wonder want to tell us with this song? ...

Lf: they want to tell that people are the same no matter what color  
 Tf: okay  
 Lf: they want to say that everyone is good and bad  
 Tf: everyone has a good and bad side yeah ... XXX?  
 Lm: against **Rassismus**  
 Tf: the song is against racism, racism, yeah, very good  
 Lm: how to live and how to give  
 Tf: **mhm** that's a wise sentence, really  
 Lf: they want [?]  
 Tf: **mhm** okay ... but what about ebony and ivory? **Ebenholz und Elfenbein** ... where do we find ebony and ivory? Where do we find these two?  
 Lf: on the piano board  
 Tf: or on the keyboard yea ... what does the text say about ebony and ivory?  
 Lf: they are together  
 Tf: they are a combination yes ... in perfect harmony?  
 Lf: together  
 Tf: there is a harmony between them ... **also auf Deutsch, was is gemeint damit?**  
 Lf: **Harmonie**  
 Tf: **ja, die zwei passen zusammen, harmonieren, passen zusammen ... was ist aus Elfenbein beim Klavier, XXX?**  
 Lm: **die Tastatur**  
 Tf: **genau**  
 Lm: *des muarss jo vui teia sein oda?*  
 Tf: *najo* wenn du *a* Klavier kaufst *is* es schon sehr teuer ... natürlich *jo*  
 Lm: *seins* jetzt *aiso no* aus Elfenbein?  
 Tf: *na de sein* sicher *net* alle aus Elfenbein, *des* war früher so, *de* haben *halt no Stil ghobt*  
 Lm: *wie is des* im Musikzimmer?  
 Tf: *des* im Musikzimmer *hot* glaub ich auch Elfenbein, ich weiß es jetzt gar nicht, wer *ma as* nächste Mal schauen ... okay, also worum geht's in dem Lied jetzt, in einem Satz, auf Deutsch, XXX, was wollen die zwei tollen Sänger ausdrücken? Einen Satz kann man sagen, XXX  
 Lm: racism is bad  
 Tf: **ja genau**, also es *is a* Lied gegen Rassismus, *gö*, Rassismus *is des* womit *ma uns as* nächste Mal beschäftigen nach da Schularbeit *gö*

(38:34 minutes)

Spain 1: YEAR 9, development (1)

Teacher: Marcela

Date: March 10, 2009

Geog 3° ESO

- 1 TCH: ...for organization of %x...x% in the two %x...x% system and to be coordinated  
2 with %x...x%. And it should be coming next week. And in, we postponed it, we could  
3 not %x...x%. I hope you don't mind, I hope you don't mind, because we will be doing  
4 this %x...x% and then we can finish the other topic. Ok, did I explain myself enough? Is  
5 it clear? Ok, so, for a start, yes, %L1... organizaciones...L1% we go to %L1....congreso  
6 de los %x...x%...% and are there still a few missing? Yes? Oh, thank you, thank you  
7 STU: I have the %x...x%
- 8 (students talking at the same time)
- 9 TCH: And we are leaving at 9:25, 9:25, excuse me? We are leaving at 9:25, I think,  
10 back at 2:50 or so. So it's supposed that you are having a lesson at 7:30. what do you  
11 have 7:30?
- 12 STU: %L1....musica...L1%
- 13 STU: Music
- 14 TCH: Music, ok, so we have to ask the teacher if you having that lesson.
- 15 STU: Marcela? I have %x...x% everything to weekend %x...x%
- 16 TCH: Nice! Ok, so anybody else? Anybody else? %L1...autorizaciones?...L1%. I need  
17 to have this. Thank you.
- 18 STU: Marcela? The are going the no-bilinguals?
- 19 TCH: I beg your pardon?
- 20 STU: The non-bilinguals are goign to the %L1...concurso de %x...x%...L1%?
- 21 STU: Yes.

Spain 1: YEAR 9, development (1)

22 TCH: Yes, yes, ok, all the students.

23 STU: %L1...van todos....L1%

24 TCH: All the students from year three are coming. Ok? So, we will....

25 STU: It will be amazing.

26 TCH: It would be great that, that we will be visiting two of the most important buildings

27 for Madrid. Right? Because we went to the %L1 asamblea de Madrid...L1% last week

28 with the Global classrooms, remember? And in two weeks time %L1...%x...x% sois

29 unos invitados...L1%, ok, so, to start with, everybody should have two copies, two

30 pages, and we are going to work with this, ok, everybody has two? No? Yes? No? You?

31 You don't have?

32 STU: This is %x...x%

33 TCH: Ok

34 STU: And this is Sara?

35 TCH: Ok so, can you please pass back Alvaro?

36 (students speaking in Spanish)

37 TCH: Uh, well even in the %x...x% you can have one, it doesn't catch, ok, so, today,

38 today's work. We are going to work with the development....development, as you can

39 see in topic five. Everybody has the copies?. Topic five, development. And we are

40 working with trade, and aid as elements which are really, really influenced, influenced

41 in the %x...x%. Ok? So today we will be doing a lot of searching of vocabulary

42 and...and I'm sorry to say that we have to, that I have to stop for a second now, as I have

43 left my copy in the photocopy machine. Ok? So do you mind waiting for me for a

44 second? I must rush? Ok, and would you please, while I run to the department, read the

45 key questions at the top? And we will be working with the lesson on pages 26...

46 TCH: Six?

Spain 1: YEAR 9, development (1)

47 STU: Six, thank you, Christina! Excellent. 266 today, ok, we will be working with that:

48 I have my planning there in the photocopy room. Wait a second.

49 (teacher leaves, students start talking)

50 TCH: Notebook ready and tour %x...x%?

51 (students talk quietly)

52 TCH: Ok, how about if you leave a couple of blank pages to finish the pages unit, to

53 finish the settlement in your notebook. Yes? Please leave two blank pages in your

54 notebook to finish the settlement on %x...x% page. And please start topic five,

55 development.

56 (students talk quietly)

57 TCH: You ok? You ok? %x...x%

58 (students talking)

59 TCH: There. Ok, everybody ready? Yeah! Everybody ready have you written on top of

60 your development, topic five. Ok, first thing I want you to do is...with your own words,

61 with your own words, write a very simple answer to my question. Why are we studying

62 this topic? Development? Ok, why do you think this topic is important, in our syllabus.

63 Ok? So think of one answer. Very very simple. It is included in our notebook to study.

64 Different, eh, different content, different topics. And in our syllabus we must study

65 development. Think of a good answer, very very simple. Why do we study

66 development?

67 STU: Hmm

68 TCH: And write it. It is not a question about content, about, ok? I'm not going to mark

69 this.

70 (students responding to question quietly in their notebooks, some students whispering)

Spain 1: YEAR 9, development (1)

- 71 TCH: Why is it important to study development. How important to study? Why is it  
72 important? Everybody has an answer?
- 73 STU: No.
- 74 TCH: Hmm, very short, come on. Yes? No? %x...x% you have it?
- 75 STU: Yes
- 76 TCH: Good. Ok, can we hear a few answers? Ok, why do we study it? Why do we study  
77 development? Lea?
- 78 STU: Andrea.
- 79 TCH: Andrea, Andrea, ok, yeah.
- 80 STU: Eh, because it is the way a population change and it is going to occur anyways,  
81 the development.
- 82 TCH: Ok, so we will always have it, so we cannot stop it. It is a matter of time? Some  
83 thing happens. We can't stop it. ok, so we cannot stop it. ok, thank you.
- 84 STU: %x...x% elsewhere in the world, they are developing countries and %x...x%  
85 constantly.
- 86 TCH: Ok, constantly, and we are developing things, ok, history will have developed lots  
87 of things. Good, thank you, more answers? Cristina, what did you write? Yes.
- 88 STU: It is important because always the things are develop and changing.
- 89 TCH: Ok, so things are changing and we have to study how things change. ok.
- 90 STU: Thanks to development we can improve things.
- 91 TCH: We can improve things, excellent, that's a good answer. I like that word  
92 "improve", do you think. it's a... that's a good word? Improve.
- 93 STU: Yes
- 94 TCH: So we are talking about improving things, improvement, excellent. Another  
95 answer? Yes, Ana?

Spain 1: YEAR 9, development (1)

- 96 STU: Eh, because it's important that we know the form that %x...x% thats %x...x% that  
97 it was evolutionated.
- 98 TCH: And how things evolve. Right. How things move to better. Ok, good, thank you.  
99 Laura, do you have an answer?
- 100 STU: No
- 101 TCH: No? Not yet?
- 102 STU: Marcela?
- 103 TCH: Yes?
- 104 STU: Can you %x...x% that is raising Alvaro's hand.
- 105 TCH: Alvaro?
- 106 STU: That thanks to development
- 107 TCH: Can you speak louder?
- 108 STU: Thanks to development we can develop some things.
- 109 TCH: How does it work. Does anybody have the word "share" included in the answer?  
110 Anybody has this word, included in the answer?
- 111 STU: No
- 112 TCH: Yes, no? Yes, no? Anybody has included the word "aware" in development?  
113 STU: %x..x%
- 114 TCH: No? Has anybody "be aware"?
- 115 STU: %x...x%
- 116 TCH: Ahh, be aware of something. Has anybody included that term?  
117 STU: No
- 118 TCH: No, ok, everybody understand? Be aware of?  
119 STU: Yes



Spain 1: YEAR 9, development (1)

120 TCH: Ok, to be aware of, is when that you know and you are conscious that something  
121 is going on. Ok? If you are aware of the importance of the topic, you will pay attention  
122 and you will study. If you are aware of a problem, you will be careful not to have  
123 trouble, ok? You will be very conscious or very careful. So you are aware of something  
124 when you become conscious of something and you do of something. You remember to  
125 %x...x% of the environment. Ok, so anybody has included this?

126 STU: No.

127 TCH: No? Ok, so in my definition, when I speak about, when I talk about development,  
128 I always think that "share" has to do with development, because if we develop, if we  
129 develop things, if we move them maybe you would like to share it. Ok? If we develop  
130 things, maybe with our development we can help, ok? We can help in different orders.  
131 And I am aware of development by these things and I want to transmit them, I want to  
132 think of things and I want to tell others. Ok? So those are the words that I usually I,  
133 myself, ok, Marcela, associate with it. Ok, so, so, ah, now that we have check a few  
134 reasons. Anybody have something to add?

135 STU: %x....x%

136 TCH: Alvaro, would you, would you like to add something? No? Or another definition?  
137 Ok, so let's go to the photocopies, so, I introduce you to the topic. We have %x...x%  
138 here, so the first one is the definition of the lesson, correct? The second is, if we are  
139 talking about development, we must have how we decide if one country is develop or  
140 not....what are the areas or factors that decide which make this division of developed  
141 countries or less developed countries ok? How that has come. And then, what is  
142 sustainable development?

143 STU: %x...x%

Spain 1: YEAR 9, development (1)

- 144 TCH: Ok, so refers to the environment, excellent so you remember the word  
145 sustainable. It came out in the text? You remember the text sustainable. Excellent, ok,  
146 and then, then, as the name of the topic is development in trade, obviously international  
147 trade. How does international trade have to do with the development of a country or an  
148 area? Yes?
- 149 STU: In some countries, if a country have developed something that good than other  
150 countries, there is an international trade to exchange the goods.
- 151 TCH: Ok, and for economical reasons as well, ok, obviously they would like to  
152 exchange it they would like to sell it, ok, so we are going to talk about this, excellent.  
153 Ok, and then, last thing...fair trade. We will be talking about fair trade, a way of trading  
154 but with a fairly peculiar way, that is something that we have not only economical  
155 issues but %x...x%. Ok, everybody ready to start? Ok, so the first activity we have to do  
156 today is...you have here the definition of development, ok? A very simple one. And it  
157 says that we are talking about, about what? What about the country, how beautiful it is?
- 158 STU: How rich
- 159 TCH: How rich or...?
- 160 STU: Poor
- 161 TCH: How rich or poor it is, ok, would you please go to the glossary of your textbook  
162 on page 266 and find out what the definition of development is in your textbook,  
163 because this is a very simple one.  
164 (students looking for definition)
- 165 STU: The use of...
- 166 TCH: Sorry?
- 167 STU: The use of resources of development to increase xxx and improve the standard of  
168 living and %x...x% and how to reach a common goal in society.

Spain 1: YEAR 9, development (1)

- 169 TCH: Ok, good, Anna, do you have the %x...x% do you have your highlighter? Ok,  
170 everybody has the highlighter?
- 171 STU: Eh, Marcela, in the new book, where is it?
- 172 TCH: Ok, in the new book, new version don't you have that in the glossary? don't you  
173 have it in the glossary for the development?
- 174 STU: Me no
- 175 TCH: Not me, not you? No, you have the old book, Cristina, and development is on  
176 page
- 177 STU: %x...x%
- 178 TCH: 295, 295, ok, highlight the definition, ok, so everybody has make sure that what,  
179 we are talking about development, and in order to know if the country is developed, or  
180 how developed it is, we have to bear in mind that we are talking about the resources in  
181 what? Technology, in technology. And what do they use these resources for? What for?  
182 To increase what? To increase?
- 183 STU: Wealth.
- 184 TCH: haha, key word. Wealth. We are talking about wealth. Ok? Wealth, today we will  
185 be talking about wealthy countries, right, that's wealth. To increase wealth and also  
186 what? Come on. Everybody look at the definition. Come on. When we increase wealth  
187 we increase what?
- 188 (students all talking)
- 189 STU: The standard.
- 190 TCH: The standard of?
- 191 STU: The standard of living

Spain 1: YEAR 9, development (1)

- 192 TCH: The standard of living. Therefore as a conclusion, we are measuring what? How  
193 poor, how rich a country is. Ok, so what do we have to think of? Remember, resources  
194 and...?
- 195 STU: Technology.
- 196 TCH: Technology. Ok, resources and technology. So, everybody has highlighted that?  
197 The definition? Ok, so textbook, page 266. Ok, uh, everybody has it?
- 198 STU: Yes
- 199 TCH: New version? Yes? Page number? Is it 266 as well? In the new version?
- 200 STU: Eh
- 201 STU: No.
- 202 TCH: Will somebody tell me? In English? 2....292. Page 92 for those with the new.....
- 203 STU: I've got it, no it's not...
- 204 STU: Not 92
- 205 STU: shhh
- 206 TCH: Number page? Come on? Who got the new version? Who have the new version?
- 207 STU: Gabriella, gabriel
- 208 STU: Gabriel %L1....se pone %x..x%...L1
- 209 STU: I don't know, i don't know the number
- 210 STU: It's here
- 211 STU: 250..
- 212 TCH: Ok, come on, here's a bilingual student you can't read the number of the page?
- 213 STU: 258
- 214 (students all trying to read the number correctly in English)
- 215 STU: Two hundred and fifty eight
- 216 TCH: C'mon, %x...x%Gabriel, sorry...

Spain 1: YEAR 9, development (1)

- 217 STU: 258.
- 218 TCH: Ok, 258. Ya? ok, so as you may see, as you can see in this lesson, in this lesson,  
219 as it is geography, what is the map we have got?
- 220 STU: Em
- 221 TCH: What does that map show?
- 222 STU: The more economic %x...x% in development countries and the rest of the  
223 %x...x%
- 224 TCH: Ok, do you know any %x...x% any %x...x%, ok, can you remember the  
225 borderline which separates them, which marks the difference? Can you see it?
- 226 STU: Yes
- 227 TCH: Ok, you know that, remember that we are marking mostly north. Right? Ok, now,  
228 go to the second paragraph of your lesson. Ok? It says something about development,  
229 how can we measure development. Can you tell me? What are the elements?
- 230 Geographers use, to measure the development in a country.
- 231 STU: Birth rate
- 232 TCH: Ok, birth rate is one element
- 233 STU: Death rate
- 234 TCH: Death rate is another. What else? Can you just read, ok, in many different ways,  
235 there are many different ways of measure. There is one terms, there is one term which is  
236 generally, well, general as I say, a lot of people use to show how developed a country is,  
237 can you tell me which term?
- 238 STU: %x...x%
- 239 TCH: The g...?
- 240 STU: GNP
- 241 TCH: GNP. Can you go to your glossary and tell me what the GNP is?

Spain 1: YEAR 9, development (1)

- 242 STU: The %x...x%
- 243 TCH: The?
- 244 STU: The gross national product.
- 245 TCH: The gross national product
- 246 STU: The total value....
- 247 TCH: Cristina, Cristina, stop stop stop, I know that you can read very fast. Ok, what is
- 248 the gnp?
- 249 STU: Ahhh
- 250 (students talking)
- 251 TCH: I don't like this (shaking whiteboard marker that it out of ink). Ok, ok, G...who
- 252 can tell me what the GNP is? Ana, loud and clear, remember, Ana? you are not only
- 253 reading, you are translating information.
- 254 STU: Ok
- 255 TCH: Right
- 256 STU: (reading aloud) It's the total value of goods and services per visit %x....x%
- 257 TCH: Ok, the total value of goods, everybody understands that?
- 258 STU: Yes
- 259 TCH: Goods, and?
- 260 STU: Services
- 261 TCH: Services, careful, we are not talking about material things only. Ok? Goods and
- 262 services, good
- 263 STU: Services by advantage and year developing in totals of %x...x%
- 264 TCH: Uh huh
- 265 STU: It is %x...x%

Spain 1: YEAR 9, development (1)

- 266 TCH: Ok, wait there, wait there, everybody understands that? Ok, the amount, ok, the  
267 gross national product  
268 (students talking)  
269 STU: %L1...en que pagina estas?...L1% (whispering)  
270 STU: %x...x%  
271 TCH: Ok, ok, so we are talking about what a country produces, ok? Different objects  
272 and, all types, all kinds of products, primary and secondary, and also the services.  
273 Remember we have been talking about services. What are we talking about when we  
274 say services?  
275 STU: Transport  
276 TCH: Transport  
277 STU: Health  
278 TCH: Health  
279 STU: Education  
280 TCH: Good, education. And what we mentioned %x...x%, ok? Ok, so most %x...x% are  
281 the most important services...shocking, shocking, ok, so how many services, every one  
282 this is, ok, so a lot, a lot in other countries, everyone uses our services?  
283 STU: No  
284 TCH: Ah ha ha, ok, so this is what we are checking here, so ok, in factor, so here we are  
285 talking about GNP, so can you go to the %x...x% page and cnc, what is the ok, spend a  
286 second, a few seconds here and tell me, ok, what is the GNP in the countries listed here?  
287 What is the difference? How big the difference is between the very develop countriros  
288 they are describing? Ok, which comes in first?  
289 STU: Japan  
290 TCH: Japan, what is the GNP of Japan? Alejandra, I haven't heard you today

Spain 1: YEAR 9, development (1)

- 291 STU: %x...x%
- 292 TCH: Alejandro?
- 293 STU: Aye
- 294 TCH: Alejandra. Alejandra, loud and clear, please. 39....
- 295 STU: 49....thousand...
- 296 TCH: 39 thousand, six hundred and forty what? Books? Rivers? Ipods?
- 297 STU: Dollars
- 298 TCH: Dollars, excellent, dollars, they use dollars. That's the currency they use
- 299 STU: %L1....como?...L1%
- 300 TCH: USA dollars, not Canadian. Right, ok, so, values the GNP probably this is not
- 301 updated because it was published near 2000, 2002 it is very old.
- 302 STU: Very %x...x%
- 303 TCH: Ok. That's for you to %x...x%
- 304 STU: It's very different
- 305 TCH: It is not updated, we may check it, eventually. So Japan comes first. Which comes
- 306 last? In this?
- 307 STU: %x...x%
- 308 TCH: Can you see the difference?
- 309 STU: Yes
- 310 TCH: Ok, so that's a very big difference. In the middle And what do we have in the
- 311 middle?
- 312 STU: China, Brazil...
- 313 STU: We have the %x...x%in our book, the first one is US.
- 314 TCH: Oh, sorry, I see, old version book, Japan, and new version?
- 315 STU: USA



Spain 1: YEAR 9, development (1)

- 316 TCH: USA, and what is the USA in your book?
- 317 STU: Eh?
- 318 TCH: What is GNP in your book?
- 319 STU: Thirty nine thousand...
- 320 STU: Three thousand, nine hundred
- 321 TCH: Three thousand? No
- 322 STU: Thirty nine thousand eight hundred and fifty three
- 323 TCH: Six hundred and eighty three
- 324 STU: No, eight hundred and eighty three.
- 325 TCH: Eight hundred and eighty three. So, so what does that explain? What does that tell
- 326 us?
- 327 STU: That usa has
- 328 STU: And Japan also..
- 329 TCH: Correct, so the USA has increased the GNP in this year between the first version
- 330 and the second version.
- 331 STU: And also that Japan has low....
- 332 TCH: Decreased and...
- 333 STU: %x...x%
- 334 STU: And and,
- 335 TCH: The GNP, the GNP of the country, ok, correct. So in my book in the year 2000,
- 336 Japn was first, and year 200...
- 337 STU: And six.
- 338 TCH: Six, ok. The USA, sorry the USA was first. So, in the middle, old version, I have
- 339 Malaysia and Brazil. What do you have?
- 340 STU: China

Spain 1: YEAR 9, development (1)

341 TCH: Oh, you have China! Ha ha! So year 2000 Malaysia and Brazil in the middle and  
342 now?

343 STU: China.

344 TCH: China. What does that tell you? Information? What is the information do we  
345 gather?

346 STU: That the countries are %x...x%

347 TCH: Correct, so China is an increasing power. We read that in the papers, constantly,  
348 ok, so we also have it in the textbooks %x...x%, ok so, now we know that there are top  
349 ranked countries and there are low ranked. So, now , next thing, now that we know what  
350 development is, what GNP is, what any of this is, and now that we know that, eh, we eh,  
351 I would like you to read, ok, we are going to read the third paragraph to make sure that  
352 you undersand. So the traditional way of comparing the country and measuring wealth  
353 was through the GNP..Gross? National

354 STU: Product

355 TCH: Product, ok, is that clear?

356 STU: Yes

357 TCH: Yes? Ok, yet, Ok, yet, the UN, the United Nations decided that not only the GNP  
358 was to consider how wealth a country was. And, if you go to your photocopy, if you go  
359 to your photocopy....ok, we have a list of items here which are usually considered, taken  
360 into consideration, ok? Can you see if they are in the list on the right hand side? Can  
361 you see in the chart on the right hand side?

362 STU: Hmm

363 TCH: This first right there, considering factors to know if the country is developed?  
364 What is? What is another element?

365 STU: Death rate

Spain 1: YEAR 9, development (1)

- 366 TCH: Death rate, what is another?
- 367 STU: Infant mortality rate
- 368 TCH: uh huh
- 369 STU: %x...x%
- 370 STU: The eleven
- 371 STU: Uh hun
- 372 STU: Doctors, jobs in private sector, %x...x% of trade
- 373 TCH: Ok, how many of these listed in the photoopy can you find in chart in the
- 374 textbook can you mark them, can you mark them?
- 375 STU: All except %x...x%
- 376 TCH: Ok, except the?
- 377 STU: The last
- 378 TCH: The last one, ok, but I do want you to consider that in trade, as it was in the
- 379 beginning of the lesson , is a very important factor when we talk about development.
- 380 Now, so, ok, so, can you tell me why birth rate and death rate are elements to talk about
- 381 development? Yes.
- 382 STU: Because if a country is developed, a death rate will be less and a birth rate will
- 383 grow higher.
- 384 TCH: Excellent. And so we are talking about what, if the birth rate increases?
- 385 STU: There will be more %x...x%
- 386 STU: No
- 387 STU: %x...x%
- 388 STU: That they have a good country to live
- 389 TCH: Right, it's a good country to live, that's a good answer yes?
- 390 STU: That there are good many things and education

Spain 1: YEAR 9, development (1)

- 391 TCH: Excellent, so...
- 392 STU: %x...x%
- 393 TCH: Excellent, can you say that again, please
- 394 STU: That, eh, there is more education
- 395 TCH: More education, what else?
- 396 STU: More health
- 397 TCH: More health.
- 398 STU: More....that the country is better, more services
- 399 TCH: There are more services, excellent, so not talking, as you can see, not only GNP is
- 400 the main thing to consider, other things to consider but also health, and services that
- 401 people have, and the education. What is it? What's the matter? Can you tell us the joke,
- 402 and we stop for a second.
- 403 STU: No.
- 404 TCH: Gabriel? Any joke? No? No joke? Ok, ok, so everyone agrees that those are
- 405 important elements to know developing countries? Ok, so, can you please compare,
- 406 what is the birth rate and death rate between the USA, because some of you have USA
- 407 first, others will help us, some of us have in second place, what is the birth rate and the
- 408 death rate in the USA and Bangladesh. Bangladesh is your last country?
- 409 STU: Yes
- 410 TCH: Ok, is that a big difference?
- 411 STU: Yes
- 412 TCH: In which country, in which of the two, birth rate higher?
- 413 STU: In Bangladesh
- 414 TCH: Uh huh, is it an (elicacy) or (edicy). Can you remember why birth rate is higher
- 415 in (edicancies)?

Spain 1: YEAR 9, development (1)

- 416 STU: %x...x%
- 417 TCH: To have more children? To have more hard labor, excellent, another reason
- 418 STU: To em, order children to go to the jobs and save money for the families
- 419 TCH: Correct, to save money for the family, it is necessary, so again hard labor, they
- 420 need %x...x% they need more children
- 421 STU: It's more important to family
- 422 TCH: To increase...
- 423 STU: To make it bigger
- 424 TCH: Larger, more important, they have more input. Correct, excellent, ok, and
- 425 something about education does education have to do with ...
- 426 STU: Yes
- 427 TCH: With high birthrate?
- 428 STU: Yes
- 429 TCH: Remember? What is the consideration that we had. The more developed the
- 430 country is...
- 431 STU: The higher birthrate
- 432 STU: The higher birthrate it has
- 433 TCH: The higher birthrate it has? The more developed a country is, the higher birthrate
- 434 it has?
- 435 STU: No
- 436 TCH: No. The...?
- 437 STU: The lower
- 438 TCH: The lower, why? Remember we talked about that, we talked about women
- 439 STU: The %x...x% the higher children because they have work but...%x...x%
- 440 TCH: Ok, for social reasons, social reasons, economical reasons, yeah?

Spain 1: YEAR 9, development (1)

- 441 STU: Because now, children ...children aren't needed to work, families have less.
- 442 TCH: Excellent, ok, so the idea of the primary primary family that are children, the
- 443 child is considered as hard labor, it's not necessary in a developed country.
- 444 STU: Because if they have children have to be giving them the school and the books
- 445 they have to be %x...x%
- 446 TCH: Ok, and looking after them, ok, well, anyway, families in less developed
- 447 countries look after the children, ok? So, they have to look very well after them, and
- 448 they direct....yes, Alejandra?
- 449 STU: That in developed countries they have %x...x% to stop
- 450 TCH: Excellent, so health, ok, health services provide contraceptive methods as well,
- 451 and also remember that in developed countries women can work and decide about the
- 452 type of living, ok? So women decide if they want to have lots of children or less
- 453 children and we have more education as well to decide, so education has a lot to do with
- 454 development. Ok, is that clear? Ok, as we were saying, so GNP and health and
- 455 education are factors which are important. Is that true? Ok, so pass the page, and we'll
- 456 see, which elements the UN has decided to consider how developed a country is. Do
- 457 you think it's very or less developed. Can you tell me which element, how the UN
- 458 recommends to measure development. You can find that information in the second
- 459 paragraph, in the second paragraph. What is the other ten? We have spoken about this!
- 460 There is another.
- 461 STU: The HDI
- 462 TCH: Uh huh, HDI, what does the HDI stand for?
- 463 STU: The xxx
- 464 TCH: Uh huh! Ok, so this is the common. Comma legious, the GNP and now the UN
- 465 recommend, what? The H...

Spain 1: YEAR 9, development (1)

- 466 STU: HDI
- 467 TCH: C' mon, tell me What does HDI stand for?
- 468 Xxx
- 469 human?
- 470 STU: Human Development xxx
- 471 TCH: Ok, so can you go to the glossary and tell me the definition %x...x%? Ok, what's
- 472 the HDI?
- 473 STU: %x...x%
- 474 TCH: Cristina, loud and clear
- 475 STU: The development of the %x...x% to compare countries
- 476 TCH: To compare countries. So we are not talking only about GNP about products and
- 477 services but also about what? Which considers what? Which elements are important for
- 478 the UN? Which elements are important?
- 479 STU: Health
- 480 TCH: Health and...?
- 481 STU: Education
- 482 TCH: Health and education. Ok, so everybody agrees? Ok, GNP, so money, products,
- 483 money health and education. You have a chart there page 268 for me...new version?
- 484 They say, ok, can you see a chart there with Human Development Index Countries?
- 485 STU: Yes.
- 486 TCH: Ok, can you tell me which of these elements were about %x...x%. Which of these
- 487 refer to health and given number, given number one. Ok, health? Ok, health will be one.
- 488 And...education will be two...ok, and, let's talk about social, of developments. We have
- 489 neither health neither have to do with health or education which can be social or other,

Spain 1: YEAR 9, development (1)

490 ok? So, example, if you have life expectancy in birth, is that one, two or three? Or more  
491 than one?

492 STU: More than one

493 TCH: Is, life expectancy has to with only health, only education, or social or other.

494 STU: Health

495 TCH: Ok, so stop and think....we have life expectancy, adult literacy, years of  
496 schooling, real GNP per capita, real one, the official, ok, and HDI, ok? HDI won't be  
497 there before. %x...x% you have it Alejandra?

498 STU: I think all of them

499 TCH: All of them?

500 STU: Yes.

501 TCH: So, life expectancy, hands up for one. One, hands down. I'm not saying that we  
502 are xxx anyo f h the others. Two, life expectancy...two. Three? One and two. Who  
503 consider a life expectancy have to do with health education?

504 STU: Consider it the three

505 TCH: The three? Excellent, what would you say the three. Social or other, what type of  
506 element would you say? Alejandra

507 STU: I would say, I would say that I consider %x...x% the health becuase it is %x...x%

508 TCH: Ok, good

509 STU: Education for works, and...

510 TCH: To work and know how to be healthy, you need education

511 STU: And social because there is a %x...x% ah, ah, ah, special place the debut of  
512 %x...x%

513 TCH: Oh, I see, social, socialing so you mean socializing, you mean, to live longer?

514 STU: Yes



Spain 1: YEAR 9, development (1)

515 TCH: So we are talking about the social life, when everything organizes and to be with  
516 others, so everybody agrees that it has to do with these elements? Ok, so, as a  
517 conclusion, we're going to finish in a second. Conclusion, what have we seen today?  
518 What have we learned today? C'mon

519 STU: Development

520 TCH: What have we learned today? Come on.

521 STU: Development

522 TCH: Ok, development, what about development? What? Development is...

523 STU: Why development is important

524 TCH: ok, we go over that, I don't think we have talked a lot about that issue. What else  
525 have we learned today?

526 STU: GNP

527 TCH: What GNP is. What else?

528 STU: Vocab, HDI

529 TCH: Vocab, HDI, some vocab excellent, so remember we have checked definition and  
530 how development can be measured, ok, according to, ok? c'mon, c'mon definitions, use  
531 and what the UN has...Roberto! are you listening? Ok, and what the UN recommends.  
532 Ok, and elements %x...x% ok, thank you kids, I shall be seeing you. If you...if you want  
533 to leave your notebooks and I will take a look to consider for your final %x...x% I don't  
534 think we have time tomorrow to %x...x%. Thank you.

535

536 -END OF TAPE-

537

538

Spain 2: YEAR 9, development (2)

Teacher: Marcela

Date: March 17, 2009

Researcher: Tom Morton

- 1 TCH: And also, eh, we're going to follow the...the guidelines.
- 2 STU: %x...x%
- 3 TCH: Ok, now, first of all, eh, ok, as a refreshment, I will tell you %x...x% what we
- 4 talked about yesterday regarding development, what did we talk about?
- 5 (talking in Spanish)
- 6 STU: The difference about the poor countries, or countries that wasn't developed, and
- 7 the ones that are develop, the develop ones and the developing ones.
- 8 TCH: Ok, so the less developed ones and the more developed ones, great, excellent.
- 9 Can you remember two main issues that we considered yeseterday that make a big
- 10 difference between uh, the MDCs and LFDCs, what did we talk about? education was
- 11 one, but two big ones, %x...x%
- 12 another one! Hello?Ok, I give you the word, the key word, we talked about sustainable
- 13 development yeseterday...
- 14 STU: Uh huh
- 15 TCH: Ah ha! So if we talked about sustainable development, we first talked
- 16 about.....what? Sustainable development in which sort of countries?
- 17 STU: In...in
- 18 TCH: Less or more developed?
- 19 STU: LDCs
- 20 TCH: LDCs, correct, we talked about sustainable development in less developed
- 21 countries, and, and we mentioned two important issues regarding sustainable
- 22 development. How can LDCs improve their development based in sustainable things.

Spain 2: YEAR 9, development (2)

- 23 There were two big things, can you remember? I'll give you a clue one word, it starts  
24 with a "T"?
- 25 STU: Hmm
- 26 TCH: Hmmm!
- 27 TCH: What would start with a "T"? And the second word starts with a "W"? What is it?  
28 What is it?
- 29 (students talking)
- 30 TCH: Ok
- 31 STU: eh %x...L1...x%
- 32 TCH: What's the first one?
- 33 STU: Eh, took
- 34 TCH: Let's go for the second one
- 35 STU: "E"
- 36 TCH: "E" .... "T" .... "T"
- 37 STU: Could be "A" ...
- 38 STU: Technology
- 39 TCH: Technology, excellent!
- 40 (applause)
- 41 TCH: Ok, so we are talking about technology. What about technology? Why is  
42 technology can be an important factor to make sustainable development.
- 43 STU: It is happening
- 44 STU: Because it's.... has to do with all countries to do things
- 45 TCH: All right, ok, so very very in order to important to  
46 and in Europe %L1...x..x...L1%
- 47 STU: Ooh,

Spain 2: YEAR 9, development (2)

- 48 STU: Hey!
- 49 (students talking)
- 50 TCH: Oh, there are two missing, sorry, spesces missing, about the long...long...things,  
51 sorry, sorry about that.
- 52 (students talking at the same time in Spanish)
- 53 TCH: Ok, so technology, ok, so countries with technology, sophisticated technology?
- 54 STU: Yes
- 55 TCH: Sure?
- 56 STU: No
- 57 STU: Ah, no...
- 58 TCH: They don't know how to do that. What kind of technology?
- 59 STU: Easy
- 60 TCH: The easy technology, simple technology, to develop?
- 61 STU: Different things
- 62 TCH: Different things, correct, and what is the second aspect which was very impotent?  
63 To talk to work
- 64 STU: It was, it was....yes, it was the...
- 65 TCH: C'mon
- 66 (students guessing the word based on letters on the white board)
- 67 STU: It is a "O"?
- 68 TCH: It is an "A", one word.
- 69 STU: "O"?
- 70 STU: "A"?
- 71 TCH: "A"
- 72 STU: Water?

Spain 2: YEAR 9, development (2)

- 73 TCH: Yes, water and what?
- 74 STU: To type....zutai?
- 75 STU: It is %x...x%, terrible, what is the %x...x%
- 76 TCH: C'mon, other words
- 77 STU: Hey, hey, zuterrible
- 78 (laughter)
- 79 STU: A word
- 80 (students all guessing)
- 81 STU: %L1...Hay algo...L1% Cue water
- 82 STU: Ah, water,
- 83 STU: Water, animal,
- 84 STU: Acid drink oh
- 85 STU: %L1...se dice!...L1% A drink of water, a drink of water
- 86 STU: Water?
- 87 STU: A drink of
- 88 TCH: Remember, ok, so, countries need water, need water, think about water, ok, need
- 89 to improve water, for what? What do you need water for?
- 90 STU: Eh, for eh
- 91 STU: To live!
- 92 STU: For crops, for crops
- 93 TCH: So if you %x...x% water, is it good for your health?
- 94 STU: Yes
- 95 TCH: Can water %x ...x% the piece?
- 96 STU: Yes
- 97 TCH: Can we look nicer because %x...x%

Spain 2: YEAR 9, development (2)

- 98 STU: The Haiti
- 99 TCH: The hygienic reasons....so water access, so very very important remember?
- 100 Technology, water access, and something else, using resources how. In a...?
- 101 STU: Sensible
- 102 TCH: Sensible way. Ok, so using, in order to use resources in a sensible way, what is
- 103 needed? What is needed?
- 104 STU: Um
- 105 TCH: What is needed? Is plumbing needed?
- 106 STU: Ehhhh....yes
- 107 TCH: Ok, so yes, plumbing is absolutely necessary to use resources. Ok, so let's move
- 108 over then, ok, what I want you to do today is after we have done that, I would like you
- 109 to fill in a chart that you have on page 17.....
- 110 STU: Eight
- 111 STU: %x...x%
- 112 TCH: No, page 27
- 113 STU: One
- 114 TCH: One, yes, thank you, 271, correct, ok
- 115 STU: New book?
- 116 TCH: And I will give you a few minutse to fill in that chart. So if we are talking about
- 117 sustainable development
- 118 STU: And in the new book?
- 119 TCH: What are we talking...
- 120 STU: New book? New Book?
- 121 TCH: The 270 %x...x%...263
- 122 STU: no

Spain 2: YEAR 9, development (2)

- 123 TCH: Ah, vegetable on page 271, sustainable development, this is the chart I want you  
124 to fill in. Right  
125 (people talking at once)  
126 STU: 263  
127 STU: And it is %x...x%  
128 TCH: Nope, a very good chart in the new version, 263, 263 for the new version book  
129 STU: ok  
130 TCH: Ok, so, these are different examples to make sustainable development possible.  
131 Can you please fill in first?  
132 STU: Yes  
133 TCH: Ok, %x...x%, quickly, what are the factors? And then we will check.  
134 STU: New version  
135 TCH: Ten points, and the old version has got only six, ok, so...  
136 STU: Ah, yes  
137 TCH: Ok, old version has six factors, and the new version has four more  
138 STU: We have only the old version  
139 TCH: Ok, so then you work with only the old version. Ah. Gabriel  
140 STU: What is the greater?  
141 TCH: Ha ha ha, ok, Gabriel, open your book to that page  
142 (laughter)  
143 TCH: Ok, so why is rate of the development important? Why is it important?  
144 (talking)  
145 TCH: Ok, so we have to write six advantages of sustainable development, six  
146 advantages, and you have ten. The new version has to write, ok so to make it equal let's

Spain 2: YEAR 9, development (2)

- 147 write six. Everybody has to write six advantages of sustainable development. Why is it  
148 good for the public? Ok, you have three minutes for that.
- 149 STU: Three minutes?
- 150 TCH: Beginning now
- 151 STU: Ok, now
- 152 STU: There are more people missing... Andrea.... Andrea is missing  
153 (student discussion in their groups)  
154 (silence, students writing)
- 155 TCH: Ready?
- 156 All STU: No
- 157 TCH: Just, just the idea, don't write the whole paragraph.  
158 (Marcela walking around helping students, whispering)
- 159 TCH: Just write %x...x% and develops transport, whatever, to give the idea with the  
160 noun, the idea which %x...x%. Advantages, advantages, be specific. Advantages for  
161 people....%x...x% you can say that %x...x%. Ok, let's see if we can all name six,  
162 altogether. Ok, ok, stop? Maybe you haven't written six, but maybe altogether we can  
163 make the six advantages. Ok, what are the main advantages for a sustainable  
164 development. Ok, Laura?
- 165 STU: It uses a sensible use of resources.
- 166 TCH: Ok, so it uses resources in a sensible way. Correct. OK, so in a %x...x% way, ok,  
167 so number two. Yes?
- 168 STU: It uses local knowledge like %x...x% to %x...x%
- 169 TCH: Excellent, using local knowledge, so the knowledge which is already there, so we  
170 are promoting, ok, promoting creativity from the knowledge already there in a place,  
171 good, using local knowledge. Number three. Yes?



Spain 2: YEAR 9, development (2)

- 172 STU: It helps local people %x...x% the tools and %x....x%
- 173 TCH: Excellent, ok, so it also helps local people, so we are working for an area with the  
174 people in the area and we are helping those who are living in the area so everybody is,  
175 there is a benefit from this, so we are talking about a local area. Yes?
- 176 STU: Helps people to %x..x% their basic needs improve their %x...x%
- 177 TCH: Ok, so helps people develop different techniques to get food, access to food,  
178 water, whatever all the resources they need to improve, excellent. %x...x% excellent,  
179 what about speaking about long term? Are they working only for the very near future?  
180 Or sustainable development could be described in long term bases? Is it for the near  
181 future or for a long period of time?
- 182 STU: Long time
- 183 STU: A long period of time
- 184 TCH: Correct, and do you think it's an advantage?
- 185 STU: Yes
- 186 TCH: Yes, because it is not only looking for solutions at the moment, ok, but also for a  
187 long period of time, for the future. Ok, because resources, etc, anything is for the future.  
188 More things? What about the environment? Does it harm the environment or is it  
189 environment friendly?
- 190 STU: Environmental friendly.
- 191 STU: Yes.
- 192 TCH: Ok, so they respect the environment, that is another advantage. Ok, so is it clear  
193 then? So it's all advantages. Ok, so I would like to stop now for a second, I want you to  
194 do another activity with the photocopy you have. Everybody has this %x...x%?  
195 (papers rustling)
- 196 TCH: Everybody has this %x...x% correct? Photocopy, on page 4.

Spain 2: YEAR 9, development (2)

- 197 (students looking to see if they have photocopy)
- 198 STU: (talking to his peer) %L1...para que?...L1%
- 199 TCH: Everybody has that? Ok, yeah? Development? Measuring development? Yeah?
- 200 Ok. Remember that when we spoke about development we said there were different
- 201 factors to make us measure how developed the country was or wasn't, ok, so, here is an
- 202 activity for you to be aware of the important facts which make an area developed more
- 203 developed or less developed. So we want you to reflect on this, ok, so, here is a grid
- 204 where there are different terms and you have to think how important they are to measure
- 205 the development in a country, eh, placing the most important on top of the diamond,
- 206 right? And considering which is the least important at the bottom. You can also number
- 207 them if you want to, ok, so the one on top can be one and those following on the second
- 208 stage there if you want to say that, you can say 1A or 1B, so the third row would be 3A
- 209 3B 3C if you want to. So the factors to consider are the ones which are in the square
- 210 there. Can you see them?
- 211 STU: Yes
- 212 TCH: What's the first one?
- 213 All STU: %x...x%
- 214 TCH: %x...x% what's the second?
- 215 All STU: %x...x%
- 216 TCH: Ok, spend a minute reading very quickly and see if you understand them. that's
- 217 clear.
- 218 (one minute later)
- 219 TCH: Are we all clear?
- 220 STU: No
- 221 STU: No worries

Spain 2: YEAR 9, development (2)

- 222 TCH: Which is not clear? Which needs explanation?
- 223 STU: Literacy rates.
- 224 TCH: Literacy rates? Ah, if we are talking about literacy we are talking about? Are we
- 225 atalking about food?
- 226 STU: How clever are they....
- 227 TCH: Food for the brain, obviously, so we are talking about?
- 228 STU: How clever they are
- 229 STU: The school
- 230 TCH: Not really clever, but how
- 231 STU: %x...x%
- 232 TCH: How educated, how much education you have high
- 233 STU: %x...x%
- 234 TCH: And how, correct.
- 235 STU: %x....x%
- 236 TCH: Well, no how educated you are. Literacy rates are how much you have done in
- 237 life. To which degree you have been able to study, ok, if you have only had primary
- 238 education or secondary education or if people...
- 239 STU: In the school?
- 240 TCH: Yeah, but it is the level of knowldge you have been able to, to...to reach. So
- 241 literacy means being able to read and write ok? And if you read and write at a very high
- 242 level, you are very litearte. So literacy rates have to do with %x..x%, with being
- 243 educated. Ok, so among all of them, one is not really a factor of development, can you
- 244 tell me which is not a factor of development there?
- 245 STU: Eh, mmm....
- 246 STU: %x...x% Develop %x...x%

Spain 2: YEAR 9, development (2)

- 247 STU: %x...x%?
- 248 TCH: Sure, which of those does not reflect development in a country?
- 249 STU: %x...x%
- 250 TCH: Nope
- 251 STU: Education?
- 252 TCH: Nope
- 253 (students talking all at once)
- 254 STU: %x...x%
- 255 STU: People that do it are %x...x%
- 256 TCH: I'm serious! I'm serious...which is not a factor of development?
- 257 STU: Maternity rate?
- 258 STU: Maternity rate.
- 259 TCH: Maternity rate?
- 260 STU: Much easier on that
- 261 TCH: What is it?
- 262 STU: Combination of %x...x%
- 263 STU: Ownership. Do you think that %x...x%
- 264 TCH: I'm sorry if you spoke at the same time, I was not able to understand you, I'm
- 265 very sorry, sorry, Laura, sorry, sorry. It is not only a matter of the speaking Laura, sorry,
- 266 it not only a matter of speaking but a matter of understanding what you are transmitting
- 267 to me. I was not able to receive the information properly, ok, Laura, forgive me, I'm
- 268 very sorry. So clearly ownership is not part development. Ok, so, among the others,
- 269 very very quickly, you must place them in the grid.
- 270 STU: In the...?

Spain 2: YEAR 9, development (2)

- 271 TCH: In the grid, in the chart, very very quickly, and then, and at the same time you  
272 have to think why you placed them there. But a very simple answer, why one is on top  
273 and one one is in the bottom, at the bottom. But only that, why the most importnat and  
274 why the least importaant. So how much time for that? Five minutes?
- 275 STU: Mmm, ten
- 276 TCH: Ahh
- 277 STU: Seven, seven
- 278 TCH: C'mon
- 279 STU: Six six six!!
- 280 TCH: Six, ok that's fine
- 281 STU: Seven, not six,
- 282 TCH: No, six is enough, c'mon beginning now  
283 (silence, students filling out chart)
- 284 TCH: Do you need extra paper, Gabriel?
- 285 STU: Eh?
- 286 TCH: Extra paper? Do you need extra paper? Put it in the desk, please
- 287 STU: Oh no, I have to put it in %x...x%
- 288 TCH: Ana? %x...x% ahh!
- 289 (silence, students working)
- 290 TCH: Let me see %x...x% the symbolizer or the top.  
291 (students working in silence)
- 292 TCH: One minute
- 293 STU: One minute, eh
- 294 STU: One minute?
- 295 TCH: One and a half minutes

Spain 2: YEAR 9, development (2)

- 296 STU: Ok, I think that with two or three minutes %x...x%
- 297 TCH: Oh, c' mon Gabriel.
- 298 STU: One more %x...x%
- 299 TCH: Yeah, because you have to describe one, remember, because we said that one
- 300 wasn't . Remember we said that?
- 301 STU: %x...x%
- 302 (silence)
- 303 TCH: Well, ready? Good. Ok, let's just stop there, let's just stop there. And realize that
- 304 I suppose that we the top and the bottom talk about the %x...x%
- 305 STU: %x...x%
- 306 STU: We don't have it
- 307 TCH: No, you don't?
- 308 STU: Because I...I was %x...x% ownership at last because I thought that once in a
- 309 %x...x%
- 310 TCH: Ok, ok, everybody has the top? And the bottom?
- 311 STU: Yes
- 312 TCH: Ok, most of you, most of you, ok, so can we hear the top? What happened at the
- 313 top? Development factors?
- 314 STU: %x...x%
- 315 TCH: Ok, number... Laura?
- 316 STU: Gross national product
- 317 TCH: Gross National Product, ok, anybody else? With Laura? Who agrees with laura
- 318 GNP? Ok, GNP, for %x...x% Ok, um, Alvero, what do you have?
- 319 STU: Population density

Spain 2: YEAR 9, development (2)

- 320 TCH: Population density? Ok, Population density, who else agrees population density?
- 321 How many agree? Number one at the top. Didn't you already raise your hand for the
- 322 other one, maybe? How many population density?
- 323 STU: Two
- 324 TCH: Two, so that's a factor of development.
- 325 STU: Uh huh
- 326 STU: Population with access to clean water
- 327 STU: % x..x%
- 328 TCH: Population with access to clean water, clean water, clean, this is important, clean,
- 329 huh, ok, because there may be, there may be water that isn't clean. So that's important.
- 330 How many agree with...two? Two? Three?
- 331 STU: Eh
- 332 TCH: Three? How many agree on this?
- 333 STU: %x...x%
- 334 TCH: Ok, please raise your hands again
- 335 STU:%x...x%
- 336 STU: %L1...uno...L1%
- 337 TCH: One
- 338 STU: Two
- 339 TCH: Two and three
- 340 STU: The winner, the winner
- 341 STU: %x...x%
- 342 TCH: Ok, um, some people have not raised their hands. Ok, give me others then.
- 343 STU: Hmmm
- 344 TCH: How about you?

Spain 2: YEAR 9, development (2)

- 345 STU: Infant mortality
- 346 TCH: Ok, infant mortality? Any factor?
- 347 STU: %x...x%
- 348 TCH: Ok, mortality, anybody agrees with this?
- 349 TCH: Ok...ok
- 350 STU: I think that they are going to put their %x...x% to Laura
- 351 TCH: Ok, anything else? Another factor?
- 352 STU: %x...x% I think the %x...x% and the %x...x% can be to the number of people per
- 353 doctor
- 354 TCH: The number of people per doctor access to a doctor ok, why?
- 355 STU: Em, I go with Laura's
- 356 TCH: You go?
- 357 STU: The %x...x%
- 358 TCH: Ok, so five. Ok, so everybody, so most of you have read that GNP is a factor of
- 359 deveopment, Yeah? Ok, my vote, do you want to know my vote?
- 360 STU: Yes, yes.
- 361 STU: Yes!
- 362 TCH: Ok, my vote is this (circles her vote on the whiteboard)
- 363 STU: Ahhh!
- 364 TCH: Hey, hey! you must tell me, you must tell me why you have chosen those. Simple
- 365 answers,
- 366 c'mon give me simple answers. Ok, Ana, no, the most %x...x%, GNP
- 367 STU: Ah, Laura, Laura
- 368 TCH: Laura, or anyone.
- 369 STU: Ehhh



Spain 2: YEAR 9, development (2)

- 370 STU: Because it is the the the total value of goods and services that are in a...in a  
371 country
- 372 TCH: Ok, so development is based in the richness of the country
- 373 STU: And services (pronounced "serVICES")
- 374 STU: Yes
- 375 TCH: Services and services, of a country. So, that is the traditional way. Of speaking  
376 about development, remember the traditional way  
377 tradition. Pòpulation density?
- 378 STU: Because %x...x% how many people there is in a country
- 379 TCH: So depending on the number of people living in a counry, the country will be  
380 more developed? Or less developed? Depending on the density?
- 381 STU: Mmm...no
- 382 TCH: That is an important factor?
- 383 STU: Because there is a lot of people you don't have to be %x..x%
- 384 TCH: Ok, but you know that population density is how may people living per square  
385 kilometer. How many people are living together. In one %x...x% So that is important  
386 for you?
- 387 STU: Yeah
- 388 TCH: Ok, you think so. Ok, um, ana
- 389 STU: Becuase the water is necesssary to live and it's very important and if you don't  
390 have water nothing...%x...x%
- 391 TCH: And the %x..x% ok, yes
- 392 STU: Will grow, people won't get crops
- 393 STU: If there is no water no...no...none of the others can...
- 394 TCH: Can be possible, ok good, answer. Infant mortality? What about this? Yes?

Spain 2: YEAR 9, development (2)

- 395 STU: Because the %x...x%, eh, can be %x...x% how many...
- 396 TCH: So there is a very important factor, which shows how many children can keep
- 397 living. Etc. Ok, that's your opinion, ok, number of population....umm, what's that...
- 398 number of population..... Ah, per factor, sorry, number of people per doctor. Number of
- 399 people per doctor. Who chose doctor? Did you put that? Who put that?
- 400 STU: Ah, Alvaro, Alvaro
- 401 TCH: Who chose that?
- 402 STU: Alvaro
- 403 TCH: Ok, so why did you chose that
- 404 STU: Because I think the world is the most importnat, because if you don't have doctor
- 405 TCH: %x...x% or %x...x%
- 406 STU: %x...x%
- 407 TCH: Yes, yes
- 408 STU: Because if you don't have doctor, you don't know if the water is clean or not,
- 409 and then if you dont'have any doctor...you can't...
- 410 TCH: Hey, excuse me, are you listening?
- 411 STU: Yes
- 412 TCH: Very important things
- 413 STU: You can't....emm, drink the water or see that this water is drink, it's affecting you.
- 414 TCH: Ok, so you need a doctor or a supervisor for lots of activities in order to be
- 415 healthy. Ok, that's a good point. Yes?
- 416 STU: That you cannot drink water if it's clean or it's not clean, if you know it you are
- 417 not drinking clean water
- 418 TCH: Sorry? Sorry? If it's not clean?
- 419 STU: You can't know if you have clean water or not

Spain 2: YEAR 9, development (2)

- 420 STU: You can't know, yeah
- 421 STU: What does....what...em
- 422 STU: What?
- 423 STU: What do you want to know if...if you haven't got clean water
- 424 STU: %L1...que?...L1%
- 425 STU: You can...you can get sick because of...
- 426 STU: If you don't have
- 427 STU: Because...
- 428 STU: If you don't have clean water
- 429 STU: No, because you can get the %x...x% with not clean water, and then the doctor
- 430 can take to you whatever you....
- 431 STU: You have to have
- 432 STU: How do you have to
- 433 STU: What do you have to do? And it's a %x...x% to do, do you have to do? And...
- 434 TCH: Ana, Ana, ok, can we give her the idea?
- 435 STU: %L1...Como se dice aun asi?...L1%
- 436 TCH: Even though,
- 437 STU: Even though you don't have water to drink
- 438 TCH: Hahaha
- 439 (class laughing because Gabriel is in disagreement)
- 440 TCH: Wait wait wait, ok, excellent Gabriel
- 441 STU: You're right if you have a high GNP you can have a high economy and you can
- 442 buy clean water and all that.
- 443 STU: If you don't have clean water you can't do
- 444 STU: %x...x%

Spain 2: YEAR 9, development (2)

- 445 STU: If you don't have water, you can't do the product!
- 446 TCH: Ah ha! Ok, so, ok let's think, your point of view?
- 447 STU: A lot of countries haven't got any money to buy water
- 448 TCH: Ok, remember, remember that we...
- 449 STU: %x..x%
- 450 TCH: We spoke about sustainable development using the local area, that means having
- 451 the suitable simple technology to make water clean, and to have access to clean water
- 452 with the known resources. Remember that? Ok, that was important thing about
- 453 sustainable development so, wait, you are right, because everything is important, there
- 454 is no one, eh good or bad, but obviously if we think of the main element in life....which
- 455 is...?
- 456 STU: Water
- 457 STU: Water
- 458 TCH: Water, right, so the right to have clean water is the main issue and that really
- 459 marks the difference among countries. Ok, so the bell is going to ring in a few minutes,
- 460 but one thing I wanted to hear before we go is, remember the homework that you had to
- 461 do? The essay? Which I had to think and check?
- 462 STU: Oh, yes.
- 463 TCH: Ok, come on, take it out very quickly because I want to hear one, some idea that
- 464 you have written at the bottom of your essay. The one I'm going to pick today is as, ok,
- 465 as homework, I'm going to take your essays today. Ok, the last point, the last point you
- 466 had to write was....can you remember?
- 467 STU: In the essay?
- 468 TCH: In the essay, yes, it was....what might a country do to raise its HDI score to
- 469 improve world ranking. Remember? That was one of the points.

Spain 2: YEAR 9, development (2)

- 470 STU: Yes
- 471 STU: No, no!
- 472 TCH: No?
- 473 STU: At least, this is the %x...x%
- 474 STU: Yes, you...yes
- 475 TCH: the exercise? The essay?
- 476 STU: The page number 269
- 477 STU: The homework was to do, the homework was to do
- 478 TCH: But remember you had to write an essay?
- 479 STU: Yes
- 480 TCH: Yes!
- 481 STU: But about this?
- 482 TCH: Yeah.
- 483 STU: But the essay was about the %x...x%
- 484 TCH: Yes, but number three was about the point, you didn't write that in your essay?
- 485 STU: No
- 486 TCH: Ok, ok, so eh, ok, so you didn't do the %x...x% ok, ok, even if you did not
- 487 include it. Ok. Question on page 269, 269, what can the countries do try to raise the
- 488 HDI to raise the score. Human Development Index, remember, we are talking about
- 489 development, what can a country do? What can a country do to raise the Human
- 490 Development Index. We have been talking about different issues here. Ok, even
- 491 yesterday, we spoke about political issues, remember? Countries with governments
- 492 which are corrupted and are not interested in the development of the country. Ok, so,
- 493 can you think of an idea, one idea you have 30 seconds.
- 494 STU: 30 seconds?

Spain 2: YEAR 9, development (2)

- 495 TCH: To say what can a country do, what might a country do.
- 496 STU: Mmm
- 497 TCH: Only one, think of only one
- 498 STU: But here?
- 499 TCH: It can be one which has been mentioned before or a new one. Yeah?
- 500 STU: %x...x% and the %x...x% the, the....
- 501 TCH: Sorry?
- 502 STU: We can %x...x%
- 503 TCH: No no no, think of one now. If it is not included in the essay, I want to hear that
- 504 idea.
- 505 (students thinking)
- 506 TCH: Ok. ten seconds
- 507 STU: Ten?
- 508 TCH: Nine...eight....
- 509 (whispering)
- 510 TCH: Ok, who?
- 511 STU: We have to write it?
- 512 TCH: No no, give me ideas
- 513 STU: Em, try to...
- 514 TCH: Shhh! Hey hey, Everybody listening....try to?
- 515 STU: Try to have a better health grade and %x...x% life expectancy in the country and
- 516 give to %x..x%
- 517 TCH: Ok, so improving health and literacy, so investing money. Ok, so that's good
- 518 STU: No, investing money, no, I was thinking to invest money to provide education
- 519 and...and health, and life expectancy

Spain 2: YEAR 9, development (2)

- 520 TCH: And life expectancy, ok, so %x...x% education, ok, more things.
- 521 STU: Hmm
- 522 TCH: Come on, or doing something in order to do another? Remember we talked about
- 523 something important yesterday.
- 524 STU: Tell the county the important issues
- 525 TCH: In important issues?
- 526 STU: Not in unimportnat
- 527 TCH: Like what?
- 528 STU: The...
- 529 TCH: Army!
- 530 STU: The army
- 531 TCH: Like investing in...?
- 532 STU: Arm
- 533 STU: Guns
- 534 TCH: Guns, in the army . Can you think of an example of a poor country that invests
- 535 in...
- 536 STU: Iraq.
- 537 TCH: Ok, %x...x% Rwanda, they are spending their money, ok? In guns. And where do
- 538 the funds go?
- 539 STU: The what?
- 540 TCH:, The funds, the money
- 541 STU: To the countires that make the guns
- 542 TCH: Who make the guns, so the money goes away, not to the local people, nothing
- 543 sustainable. So nothing there, nothing remains there. So more things, more ideas,
- 544 excellent.

Spain 2: YEAR 9, development (2)

545 (bell rings)

546 STU: Oooh!

547 TCH: Oooh..ok, I promised the %x...x%, sorry I didn't hear anything. Ok, one thing that

548 is very important, next Monday we are going to the Congress. Correct? We are leaving

549 at 9:35. I hope I have all organizations, ok, %x...x% so we are going to the congress,

550 please do not....

551

552 -END OF TAPE-



**Geography session**

**24-05-07**

**Transcription: Irene Pascual Peña**

T: Yolanda and Tom, who will be sharing the lesson with us today, ok?

RES1: Hi

RES 2: How are you?

CHI: Hello

T: By the way eh.. Erika is our assistant for <x...x> ok? Ok, eh.. so first of all.. we're going to mark the number

CHI: Ah!!

T: Ok?

CHI: ok

T: It's Geography today ((T and CHI get ready for the lesson)). Remember I start on the <x...x> the date of the exam

CHI: It is the last session before..

T: Before the exam, yes. That's right. Remember that for next exam the exam will be just on urbanism right? So.. if you take out the general diagram that I gave you, I will tell you exactly when will be the exam ((She takes out the diagram and show it to the students)) Right. According to this diagram.. about unit ten.. settlement and urban rock, we've seen so far task one ok? We saw task one which is on settlements. Then, we've seen task part of task two.. we saw eh we've been speaking about Madrid.. eh.. we s- we've been speaking about urbanism.. the what you've been doing the urbanism <<x...x> about Coslada right? Eh.. But London and your countries' capital won't be included alright?

Spain 3: YEAR 9, Land Use

CHI: Mmm

CHI: Ok

T: I suppose next question about the exam will be about the urbanism in <x...x> right? Because eh...every group worked on a different topic. Then, eh.. you'll be asked according to your pro- to your project alright? If you've been working on tourism, you'll be asked about tourism, if you've been working on eh.. eh disabil- eh.. liability of eh.. or handicaps or handicapped people, you could be asked about that, if you've been working on <x...x> (park?) you'll be asked about that ok?

CHI: But about Coslada?

T: Pardon?

CHI: About Coslada?

T: Yes. The projects about Coslada. Obviously you got two different marks, the mark on the project right? On the project presentation and then the mark eh.. out of the exam ok? Right. Let me see if I forget miss something... No. As for the exam I think it's over, right? Ok. Eh.. the question will be, Mati((child's name)), something similar to the one that I asked you in the global classroom exam, because you have been working on different countries, so the.. the.. the answer will be obviously different ok? The questions are general open questions ok? So I don't think you have any problem. Your projects were very good. Ok. Eh.. Right. Let's find the exercises first. ((She tries to find a pen. Her assistant gives her one)) Right eh.. any volunteers? Fran. Good. Ok

Fran: ((reading))eh.. how has the <x...x> on the bus stops and the offices in a city centre eh.. be- be- been affected why eh-by? Eh.. A: accessibility. Eh I think that eh acces- accessibility eh became worse because with more shops to go and offices to work, eh more cars and traffic as well. Eh.. But this can be solved by the.. construction of near roads and... ((long pause-four seconds)) and <x...x>

Spain 3: YEAR 9, Land Use

T: As for accessibility eh.. we mentioned the problems.. that that accessibility eh.. had.

Eh.. We were speaking about the city centre. What's the name of that city centre?

CHI: Eh CBD

T: The CBD. That's right. The CBD ((She writes it on the blackboard)). Ok. So one of the problems was accessibility ((writes it on the board)) right? Yes? And?

CHI: Eh land values

T: Land values. Do you agree on what he s-mentioned about accessibility?

CHI: Yes

CHI: No

T: Eh maybe you couldn't hear it?

CHI: I thought eh.. a different..

T: Ah, ok

CHI: if the main roads going to the CBD, it's going to be easy to go <x...x>

T: Mmm

CHI: So it's eh.. easy

T: It's easier. What was the problem?

CHI: Conge- congestion

T: The congestion. The traffic congestion. That's right. So in the past, when the CBD was created, when the main access the main roads led to the CBD eh obviously there was no problem of traffic but today in every house there is.. at-in every family there is at least one car.. per family in some in some families two or even three cars so the conditions.. the traffic conditions are quite <x...x> Ok. Then eh..Sorry, go on

CHI: Eh.. land values. Eh.. there is eh.. higher val-values because a great eh a great part of value depe- depends on of the zone in which it is located. Eh therefore big land value will be <x...x>

Spain 3: YEAR 9, Land Use

T: Mmm. Ok. That's right. Is there anything there in the book that shows that?

CHI: Yes. A, no?

T: A. Can you comment on this?

CHI: ((Long pause)) Eh.. it says that...

T: Look at the figures in the chart

CHI: that in the CBD the the priz- is a graphic that shows eh that the the.. zones that are eh nearer to the CBD eh have a higher eh values of land.

T: That's right. The higher prices

CHI: <L1 Eso L1>. The CBD has.. have shops and offices that... is a..a high value

T: Any other idea? Alex?

Alex: No, the same. That eh near the CBD.. prices are high and.. when you are.. eh

CHI: decreasing

CHI: <L1 <x...x> L1>?

Alex: <L1 Bajando. Bueno, a ver L1> When you are.. eh at long distance from the CBD the price decrease

T: Mmm.. That's right. For example, imagine that you've get that you're a lawyer and you would like to set up your.. ah office, what would you say to that?

Alex: Depending in.. I understanding.. it would eh mm from distance from the CBD so it's cheaper for me but if.. I have a.. I am a popular person or a.. <x...x> I would be in the centre of the city more expensive but more popular <x...x>

T: That's very good, that's very reasonable. Ok. Mmm.. How about if you had eh.. car factory? A car factory. Someone else to answer. A car factory and you want to settle somewhere in town.. where? Which part of the town?

CHI: In the industries

T: Paula

Spain 3: YEAR 9, Land Use

Paula: in the industries no?

T: In the industrial area, why?

Paula: because eh.. is where the the industries are and if you build cars you must be in a zone where.. you can be with other industries

T: Mmm. But imagine that ah.. all those business man that work everyday in the CBD, they were really looking for what to buy in your.. cars ok? Why not? Near the CBD.

CHI: But you say

CHI: Because there

T: Ok ((she points at one student))

CHI: Because there is the factory, no?

T: No, yo- you you just.. try to find a location for your factory and you're thinking in which part of the town ok? So ah.. Paula mentioned the industrial area, which is usually at the outskirts. Ehm.. and I said that why not in the CBD because eh eh it's supposed to be.. there's supposed to be eh.. many business man <x...x>to do people, money ok? Eh just.. willing to buying your cars. Ok ((she points at one student)) Let's see

CHI: Because pollution?

T: Because pollution. That's one factor. Very good ((points at another student))

Paula: ah.. because it takes a long ch- eh part of the CBD if it's near that the eh.. business which.. eh offices are

T: Mmm. That's right. Your factory's bigger than eh.. Alejandro's office right? Very good. And the.. remember, the land value is more expensive, is very high. Very good. Eh... ok. Someone else please. Well done ((Long silence)). Yes, exercise two please ((silence again)). Come on, I need a volunteer. Ok, Óscar

Óscar: ok, it says we're trying to <x...x> near eh city areas eh what were the three main tips of land use? Eh housing, rows and environment

Spain 3: YEAR 9, Land Use

T: Housing?

Óscar: eh.. rows ((I'm not sure about this word, "rows", but it's what I understood))

T: I don't get it. I don't <x...x>

Óscar: r-o-a

T: Ah, rows! Rows. Sorry. Yes, rows?

Óscar: and environment

T: Mmm. Do you agree?

CHI: No

CHI: Yes

T: Eh.. someone said "no". Ok, Cristina

Cristina: the use land <x...x> eh are very waste

T: Mmm. Ok. But eh.. is <x...x> communications, did you mark any of them?

Alejandro?

Alejandro: I have put open space

T: open space, yes

Alejandro: waste land and housing

T: And housing, that's right. Because we don't consider eh.. land use especially eh.. extension of land eh communications and infrastructures. Eh how about eh question "b"? Óscar

Óscar: which important <x...x> of land use <x...x> soften access?

T: Did you get this question?

Óscar: I didn't understand

T: You didn't understand the question

Óscar: But <x...x>

T: You didn't understand. Eh.. problem.

Spain 3: YEAR 9, Land Use

CHI: I think rows ((again, not sure about “rows”))

T: Rows in this case. We should speak about rows in this case. Ok. Eh.. “c”. Question “c”. Carlos, please.

Carlos: eh <x...x> while industries <x...x> react. Eh.. because it’s outside of the centre of the city but it’s near to all <x...x> and because it has roads <x...x> near

T: That’s right, communications

Carlos: Yes

T: Very good. Ok. Then eh.. next question. Eh.. Elba please

Elba: I don’t know

T: Mmm ((long pause)) The exam is very near. Patricia, please

Patricia: I don’t know how to mean

T: Why not? Did you understand “Likely”?

CHI: No

T: Can you tell me a synonym for “likely”?

CHI: Same,

CHI: similar

CHI: Similar

T: Similar. That’s right. Similar, probable, possible.. Eh did you answer this question please?

CHI: Eh.. it’s

T: Read it first please

CHI: <x...x> despite the likely likely conditions... there are

T: Living. Living conditions

CHI: there are places with bad life standards and conditions

T: Places with.. bad?

### Spain 3: YEAR 9, Land Use

CHI: life standards and conditions

T: standards of living and conditions. Ok. And two advantages of living here?

CHI: It's cheaper and... near the city

T: Mmm. Ok. And disadvantages?

CHI: Because of the bad conditions and.. people living there have no <x...x>

((addresses?))

T: That's right. Mmm. Very good. Ok. Then.. Sara, the last one please

Sara: eh.. <x...x> was made in the 1960 and 1970 century to

T: Oops. WaT out. Whenever you see this ((writes "1960s" on the board)) it means the sixties, that is from 1960 to 1970

CHI: Ah!

T: So 1961, 1962 etc ok? So it's.. I think it's mentioned the seventies ((writing "1970s")). The 1970s. Same as we say in Spanish <L1 los setenta L1> right?

Sara: <L1 Ah vale L1>

T: Go on.

Sara: to improve eh living conditions and how successful <x...x> is a social failure because the high price eh tower block that appear them up eh more amenities

T: Amenities?

Sara: <L1 Eso L1>

T: Mmm. Ok. So it was like an experiment ok? Because the inner cities were.. we've mentioned they were bulldogs, they were they were crowded ok? With.. with people. Right. Very good. So, we're going to pass now eh.. to your.. to your projects ok? Eh.. all the students have been working on different geographic projects and all the projects have to do with Coslada. There were some people who were doing a fantastic work on tourism in Coslada.. they did a.. powerpoint presentation and they made this poster. And



### Spain 3: YEAR 9, Land Use

after their presentation and the poster and the information they gave us, I think we could go on holidays to Coslada eh? Why not? ((Children laugh)) It was a <x...x> in the end.

CHI: <x...x>

T: Yeah. Ok. Well we'll take it to the town hall and see what the town hall says. Then, there was another group eh.. doing a very good eh.. work on the.. problems of accessibility to several buildings in Coslada right? There were s- there were some buildings with just a staircase to go so it was very difficult for wheelchairs and.. mothers pulling eh.. <x...x> eh to get there right? As well as the state of the pavements, so it was eh.. really really good. Then, there was a.. another one.. another project on the state of the parks in Coslada. I seriously think that we should take that pr- that powerpoint presentation and that poster to the town hall because they should do something about those parks alright? They are.. some of them are very shabby. They've been working eh.. they've been writing eh an article on it and the article has has been sent to a.. "YRE" ((she writes it on the balckboard)) eh..magazine, which is young reporters.. young reporters? eh.. eh.. in the <x...x>

CHI: <x...x>

T: No, it's young reporters only. Young reporters, yes.((she writes it on the blackboard)) Which is an NGO, NGO for the environment. And then finally, eh.. there will be a presentation today about how to build skateboards eh near the.. near the.. the.. school for young people in Coslada, alright?

CHI: Ok

T: Ok. So I'll try to get everything ready. Unfortunately.. unfortunately the projector doesn't work

CHI: Ohhh

T: But the computer does. Right? So we're trying to do our best, ok?

Spain 3: YEAR 9, Land Use

CHI: Ok

T: Right. So eh get ready to write on the blackboard

CHI: <L1 ¿Nos [quitamos] L1>

CHI: [No, we need]

CHI: <L1 <x...x> la cámara L1>

T: Pardon?

CHI: We move to the?

T: No, no, no, you just you just.. you don't have to move ok? So the team

CHI: <x...x>

T: Yes, we can use the CD but what we'll do is maybe.. we'll show it

CHI: Yeah

T: Ok? Most of you have seen the presentation so far and what is really interesting is the way you ah.. eh.. the way you speak about it ok? You explain about it. But we're going to make it a little different. We're going to do different today ok? Let's think that ah.. some of you eh are people from the town hall, and some other people are in the opposition alright? ((a student raises his hand)) Yeah, I know. Ok, so we've got a speaker from the opposition first. That's right. So eh.. your project has been presented.. have been presented to the eh town hall, and the town hall supports your project, alright? But eh unfortunately the opposition doesn't alright? So for tho- who would like to be the opposition first? ((the student mentioned previously raises his hand again))

CHI: Me too

T: Someone else ((Silence)) Two people only? Although you could do very well, I'm sure. ((One more student raises his hand)) Three people, come on ((Another student raises his hand)) Four?

Spain 3: YEAR 9, Land Use

CHI: ((Two or three at the same time)) <L1 ¡Pero sit ú eres del grupo!L1> ((All the students laugh))

T: One of the presenters, am I right?. Right, it's ok. Four people. Four people? Javier

CHI: No, no, no. A Mario

T: Mario. Ok, five people. Ok, so the rest of the people.. the rest of the people.. support the project ok? The rest of the people support the project. Eh.. and you are the opposition so you've got to take notes

CHI: Ok

T: About the disadvantages of the project, and the rest of the people have to be prepared to defend the project because you're.. you're going to put money, you're going to put funds, alright?

CHI: Ok

T: Ok? So eh.. whenever you want ((the group stands up and goes to the front of the class)) You have to explain everything because we don't know anything about it, ok? ((T prepared the laptop and students hold the poster titled "skateboarding park" which they've done in order to illustrate their explanation. The rest of the students are talking)) Shhh! Excuse me! I know it's late and it's raining and you're looking forward to having your lunch and.. we all are but please, be patient ok? So, ok. Yes, please. Shhh!

CHI 1: So this is our project.. Is about eh to build an skateboard in Coslada and.. we are start eh.. by explain the.. the pros and the cons of the.. project

CHI 2: The pros of eh building a skateboarding park in Coslada is that has a well accessibility. For example, you can access the skateboarding park by train, bus, car, bicycle or by skateboard or walking. Also is near to high schools and our school, so children after classes can go to skate. Is near to a shopping centre and <x...x> can buy meals and drinks if they're.. hungry. Eh.. it's in a very big place and you can.. be there

Spain 3: YEAR 9, Land Use

skateboarding or just.. sitting there and waTing all the people. Is near a ur- Urbanisation of flats so people can access there.. easily and it's very near and.. is in the middle of Coslada, so it's very...good. The counters or against is that is in a very urbanised place so it can disturb people that the guys are there making noise. Also is very near to a <x...x> road, so the.. children can be.. hurt by cars.. or maybe... and it's only a leisure for young people and.. it doesn't be.. it isn't a leisure for eh.. ad- adults or kids. And also is quite expensive but not a lot. And now we are going to talk about the budget

CHI 3: Eh.. eh.. eh the.. the.. ((Children laugh and so does CHI 3))

T: Shhh

CHI 3: the price of the skate park is eh twenty-five eh thousand of euros.. eh.. the metres is forty square metres eh.. is.. eh.. eh the.. eh.. eh.. the ((making gestures to mean "floor")) of the.. of the skate park is of cement eh and.. eh.. the the <x...x> are of eh wood and... the.. eh the is situated the skate park in the <L1 colina L1> is near more or less eh.. eh.. ((he points at one of the windows in the class))

CHI 4: <L1 Lucas, es ahí L1> ((points at the opposite direction and students laugh))

CHI 3: eh.. eh.. is around a green <x...x> eh with woods eh and animals and <x...x>

CHI4: I'm going to talk about the parts of the skateboarding eh.. park. Eh.. is consist of a.. funbox comb- comb- combination, a flat bank, eh a quarterpipe, a streetspine and a.. a.. sta- standard railgrind

CHI 1: And now we are going to see a presentation and I'm going to explain the different parts that.. are involved in the skateboarding park

T: Can you all see more or less?

CHI: More or less

T: Ok ((T helps CHI 1 with the presentation while some classmates are talking)) Shhh

CHI 1: Well, the skateboarding park in Coslada ((her classmates keep on talking))

Spain 3: YEAR 9, Land Use

T: Shhh!

CHI 1: Eh.. well eh.. this is where the skateboard is going to be situated ((the slide is a landscape)). Is between eh.. as you can see, eh a.. a urban zone of.. of flats and in the other side is the.. the.. the place where the chalets are.. are. Eh.. this is near the chalets ((pointing at one part of the slide)) ((Next slide is a building)) Eh as you can see is near eh.. Mercadona. Eh.. Mercadona ((she laughs)) is a .. is a shopping with where you can eh.. where you can get some drinks eh.. meals or whatever if you are hungry or if you have a.. a <x...x>((Next slide is a bus stop)) Eh.. it ha- it is it is very good communicated because is near to a bus stop and.. ((she moves to the next slide)) the train station. And now eh.. also is the.. underground station near. Here ((pointing at the slide)) you can see when it was built. Now it's <x...x> And also you can go walking because is in a very centre place of Coslada and eh.. eh.. other people from the <L1 Conejeras L1> and <L1 de La Colina L1> con- can go walking ((Next slide is again the landscape)) Eh.. as you can see here... is again the.. the large place with green area. Ay...((she's pressed a button on the computer and the presentation finishes)) Well ((she laughs))

T: It's ok, no problem

CHI 1: And now we have.. we have a.. a video presentation with music

T: You have to come ok? ((Reading what is written in the last slide)) It's a nice are.

Very green

CHI: No

T: With this rain

CHI: But is green.. is green now in winter but in.. in summer, in winter.. well in winter and summer, no in..

CHI: Spring

Spain 3: YEAR 9, Land Use

CHI: Spring

CHI 1: Eh it doesn't matter because you ha- you are going to be <x...x> so <x...x>

T: Excuse me, excuse me. Ah, you're starting the opposition right now?

CHI: <L1 Sí L1>But this year have been many.. rain.. season but the normally is a.. a.. a desert area with eh..

CHI 1: I repeat you that we are going to be <x...x> so eh if it's a green area it doesn't matter because eh.. in the future it will be cement

CHI: Very good progress, yes. Taking out a green area to put eh..((the class laughs))

CHI 1: Yes, I destroy an area because eh.. there are ((the other child laughs)) a lot of parks with.. with green areas in Coslada, not this one. Not just the one because all of that is ((pointing at the slide)) a very.. <x...x> place of.. of.. tress eh.. green areas.

((There's a silence)). Can I <x...x>?

CHI: No. One question. From a<x...x> scape land((meaning "landscape"))there you keep all the vegetation that is there?

CHI 1: Eh.. [I don't]

CHI: [You said]

CHI 1: think that it is a good place[very good for vegetation]

CHI: [But in the presentation you said]

CHI 1: Because you can see that there is a.. there are grass but.. bad grass

CHI: In the presentation you have said that is a green area with animals and trees. Eh...

CHI 1: There aren't trees and there aren't animals!

((Children start talking at the same time))

T: Shh! Excuse me

CHI: If you are.. if you are looking for one side that there are animals and tress ehh.. why..in the other hand you say that you are going to take it out to put cement

Spain 3: YEAR 9, Land Use

CHI 1: There are insects, not animals!

CHI: <x...x> animals and vegetation ((all students talking at the same time. It is impossible to hear anything))

T: Slowly. Take it easy

CHI: One question. You said that you have to come to the.. green area or to the skate park?

CHI 1: You have to come to the skateboarding park. It's obvious!

CHI: But it isn't consequent so

CHI: Probably many years ago

T: Eh.. Excuse me. Respecting turns is good

CHI: Ah

T: Ok? It's better. I think we.. we can leave oops! We can leave them <x...x> ok? Right ((She is trying to play the video. Some students are talking)) Shhh ((some seconds elapse till it's ready)) Ok

CHI 1: This is the video.. presentation

CHI: Eh.. can you put it in full screen? ((silence)) No

CHI 1: ((She tries to do it))<L1 No se puede más creoL1>

CHI: <L1 Doble clic L1> in the centre

T: Double click in the centre ((she does so. The video starts and for a few seconds everybody is quiet)) Can you explain the.. location, please?

CHI 1: Eh.. the location.. <L1 es que no puedo L1>. The chalets and the other pa- and the other part of the park.

T: So near the <x...x> right?

CHI 1: ((The video is finishing)) Sorry about the cause is very short

Spain 3: YEAR 9, Land Use

T: ((Reading)) Produced.. The producers. Well, ok. Producers. Ok. Ok, so.. eh.. I would like you ((CHI 1 screams because she thinks something's wrong with the computer and the rest of the pupils laugh)) Ok, shhhh ((they keep on laughing)) Ok, ok, ok, ok. Eh... I know you're really looking forward to participating, to say something but eh.. I would like to hear someone at the town hall council to defend this.. fantastic project. To defend

CHI: Eduardo

T: Ok. So Elba, then Cristina and then Carlos ok? And then we will give.. we will pass to the opposition ok?

CHI: Eh.. is good to build a.. skateboarding eh because eh.. now the.. the childrens and the teenagers doesn't have a lot of plays to.. pass the time and there the grass is only grass. Eh..it doesn't have trees so the grass is only for <x...x> because you have to spend a lot of money to take care about it and is... < L1 abandonado L1>>

T: Abandoned

CHI: Is abandoned and it doesn't <x...x> for anything so it is good to build there a skateboarding park

T: Thank you. Eh.. Cristina please?

Cristina: I don't agree with what she was saying and.. I think that also is a good project eh because eh.. teenagers in.. in Coslada eh.. don't have too much money to spend on leisure and.. to go there eh.. to practise skateboard is cheap and is also healthy and eh.. also eh.. I think that as <x...x>((child's name)) has said this green area is very bad in very bad conditions and it doesn't matter if it disappears I think

T: Carlos



Spain 3: YEAR 9, Land Use

Carlos: eh.. I think that yes, is a green area but in five years eh the most probably eh.. there was a construction of houses and they prefer to have a skateboarding park eh.. that they can go to play, to run and walk and o- and not to have eh.. some.. flats

CHI: Now the opposition?

T: Yes

CHI: Ok. The opposition can be referred from the eh... one of the town houses

T: Town?

CHI 1: Town houses

CHI: Which it defends.. what is the name of the..

CHI 1: Town council

CHI: Town council. It said that.. one of the town council said that grass is only grass. If this person said eh.. that grass is only grass the.. the outside of the.. of the city is only grass there were a.. a good preservation and.. Spain is.. is.. <L1 conocer L1>

T: Known

CHI: Is known from a good vegetation for the country. And I'd like to say that this area is aba- <L1 Abandonado L1>

CHI: Abandoned

T: Abandoned

CHI: Abandoned. I'd like to say that is a.. a good occasion to.. recuperate this area with.. something to... with more vegetation or some.. to cultivate for the s- so-... socie-society.. to have a good vegetation

T: So I think it's better we answer the opposition ok?

CHI 1: Yes. Eh.. I mean eh.. you said that ((she laughs)) it is a place to recuperate vegetation near a urban zone, near a road and you.. want to put there a vegetation place with trees eh and good plants. I mean it's eh.. stupid for..

Spain 3: YEAR 9, Land Use

CHI: <L1 Pido la palabra L1>

CHI: <L1 ¡Yo, yo! Que estoy yo L1>

CHI 1: I don't understand why you want to put there

CHI: the example is the <x...x> in the centre of Madrid there were a.. a green area with.. <L1 olivos L1> that this is a.. good example of tree

T: Olive trees

CHI: Olive trees

CHI 1: Yes, but you want that the people eh.. the foreign people came to Coslada to see our vegetation? In Coslada vegetation!?

CHI: And you like to be twenty metres square.. you like to.. to build a.. skate park in twenty metres eh.. of square that is.. that in this green area keep all the animals and vegetation

CHI: There are no animals

T: Excuse me! I think this <x...x> will need to move to another council if you don't mind Mr. Rodríguez. Right

CHI: You.. you also say that.. this part is for.. young people and that's a problem because eh.. what about the.. old people? Eh.. I mean eh.. why don't you put the.. things for people like a.. petanca park or ((children laugh)) or a... or something? I don't know

CHI 1: Ok. Eh.. eh

T: Shhh

CHI: <L1 Sí, a hacer <x...x>,¿no? L1>

CHI: ((Kidding)) <L1 ¡Por favour un respeto! L1>

T: Shhh

CHI 1: Eh.. I would like to answer you because there are a lot of places where the old people can.. make exercise like now we are.. the town hall is eh building eh eh.. some

### Spain 3: YEAR 9, Land Use

zones of parks eh just dedicated from for the old people. Eh.. I th- I don't think that we are going to.. no, that we are have to focus just in old people, we are going to focus in young people, old people and.. eh.. adult people.. General people. We have to eh.. build things for.. everybody, not just for old people or

CHI: But I think that is better to think not only in young people but so eh... focus in everyone.. putting another land from the city with trees and everything. But if you are looking just only eh.. young people and.. old people separated, eh.. you are making a mistake, because all.. they need <x...x> but

CHI 1: Eh.. Ok. Eh.. I think.. eh... You.. you are right, we can build a place for everybody but we eh.. can also build a place young eh for young people. I think that there are a lot of places in Coslada where we can build a park, a... I don't know a place where everybody can be so.. I don't think that.. for that reason we have to take out the skateboarding park

CHI: No but it isn't building <x...x> It's a project that if the people doesn't approve, you can't

CHI 1: Eh.. just five people of this class are against the project

CHI: <x...x> against because is a good opportunity to eh.. to do something eh to tell all the.. it of the.. of the population, no only the young but because you said that is fav- it to... <L1favorecer L1>

CHI: Favours

CHI: favours to the young people but from the young young people it's not..

CHI 1: There are a lot of parks for eh.. babies and eh.. kids from three years, five years

CHI: They have a example in the Allende Salvador there were a skate- skateboarding park and only goes the people that have fourteen years or..

CHI 1: I don't agree [because it]

Spain 3: YEAR 9, Land Use

CHI: [But <x...x>] no go the.. young people the eh.. young children and.. why you like to do another skateboarding park and the Salvador Allende is now.. desert because no go a lot of.. of people, and this is a good place, we have.. that is in industrial zone and you.. go there

T: Coral?

CHI 2: It's not only of the vegetation and for the elderly people, the skateboarding park is healthy for kids not to be fat

CHI: But

CHI 2: If you want kids for do sport, you have to put them a skateboarding park or other thing, not only..eh.. for elderly or for babies. Nowadays the teenagers hasn't got a lot of facilities and.. kids are getting fat

CHI: Yes, but the facilities to put there something to vegetation but there were a.. a.. a <L1 camino L1>

T: A way?

CHI: A way from run or to walk that is more.. more.. colloquial for the society, and the skateboarding no do a person have fourteen years to go to there because you.. you said that is to <x...x> to the parks and to be more.. more healthy but.. I think is wrong because .. is so good <x...x> a green area

T: Excuse me. I <x...x> give the.. chance to Mario. Say something

Mario: Another thing eh.. you said that eh.. skateboarding park are going to be of.. twenty metres square, in twenty metres square only two persons can do skate at the same time ((some children laugh))

CHI 3: Yes, because eh.. twenty metres square is eh.. five eh.. <L1 multiplicado L1> for four

T: Multiply

Spain 3: YEAR 9, Land Use

CHI 3: So one side will be five and the other four so

CHI: Just a people of a.. one man measure one metre point seventy. So is ah.. very small to skate eh.. very pleasury so I think that a good way to do a skateboard without eh.. destroy an area that could be eh improved in doing a.. better green area, why you don't eh amplify the Allende park?

CHI 1: Can I answer now?

T: Mmm.. yes. You can answer

CHI 1: Eh.. First eh.. have you been eh referring a skate- skateboarding park ? because I have been there and not all the people is skating at the same time

CHI: Yes, but you have eh.. measure the.. the.. Allende? Is mo- it's like ten

CHI 1: I don't mind the Allende because this is a new project

CHI: Yes but is smaller than this, so why you like to build another in this..?

CHI 1: I.. I want to say that eh when you build a skateboarding park is not just a skateboarding park, is <x...x> with a park, but our project is just a skateboarding park. We can put it in a.. park that could be build in that zone because is eh..<x...x> that in a very big place lik- like is the... ((she makes gestures)) <L1 no sé cómo se dice L1>

T: Flat area?

CHI 1: Yes, in that flat area is not just for this because this in that.. area is a minimum part of it

CHI: Yes, but..

CHI 1: So it's..

CHI: You can equilibrate the.. the <x...x> park putting in those area eh.. a park and banks to sit or a..

CHI 1: Yes but it isn't my problem. Is I.. I'm going to build an skateboarding park

CHI: Yes but the solution..

Spain 3: YEAR 9, Land Use

CHI 1: Then, the.. the people who wants to build that park can build a park in there... and... is eh the most sure that is going to be a park in there because there can't be an skateboarding park isolated from the other parts of..

CHI: But..

T: Eh.. Carlos was pointing

Carlos: I know that for example old people eh.. and young young boys [and girls]

CHI: [Young young]((Mocking Carlos' pronunciation of "young"))

T: Shh

Carlos: don't can go to.. this to skate but they can go to <x...x> walking, see the all people skateboarding

T: Erika was pointing

Erika: eh you are always eh.. preoccupied about eh the green area and it's eh.. twenty metres square eh.. twenty metres it doesn't <x...x> that all the area in that zone, is only<x...x> zone the... you have to be... ((asks a word to a classmate)) you have to rely because you're going to have your green area and we are only to take out eh.. only twenty square kilometres <L1 o sea L1> metres eh.. i- eh.. the young people can go there for a walk, the... the teenagers can stay there or skate and the.. the.. the.. the ((asks again a word to a classmate)) the old people ((she laughs))the old people can go there for walking and if they want to play that you say <L1 petanca L1> the <L1 petaca L1> eh.. you can play in whatever.. in any park, because you only need a flat zone so they eh.. you don't have to spend all our money to make a park for <L1 petanca L1> because the <L1 petanca L1> you can play whatever you want and I think that is a good pro- a good project

T: Pablo wanted..

Spain 3: YEAR 9, Land Use

Pablo: eh.. eh I think I think is a very expensive project because Lucas said is five thousand euros. I think is really really expensive to.. do a skateboarding park of this price

CHI 1: Eh.. what do you mean with that? That is very expensive?

Pablo: Yes

CHI 1: I think no eh.. because is just eh eh.. twenty fi- twenty five thousand?

CHI: <L1 Veinticinco mil L1>

CHI 1: And eh.. you eh.. the most of the ((the bell rings))

T: Ok. Two minutes

CHI 1: Most of the buildings now that are building are eh.. above? ((checking pronunciation))

T: Above

CHI 1: Above eh one million euros so I think it isn't a eh.. expensive building but..

T: Alright. Try to get the <x...x> right here ((students are already talking)). Eh

Actually, you all deserve my applause ((T and children applaud)) Thank you

CHI: Bye-bye

RES: Bye-bye

I.E.S Máximo Trueba

Year 9

History "Philip II and Mercantilism"

Teacher: MA

Collection: May 2008

Transcription: I.P.

TCH: Remember that we have number one. We have to organise our answers before in small groups so you will gi- you will have ten minutes to prepare your questions ok? A few questions here and you can write.. make the guide here, I need the reader paper ok? so you wi- you can write a guide like four four <x...x> if you want to, not necessarily. It's not a matter of writing ok? It is a matter ah of looking for answers that you are ready to use afterwards when we make a <x...x> ok?((she distributes the photocopies)) Ok, so.. ahm.. the ok? Ahm ((she distributes one more)) Ok, so you've got five questions there. Five questions, correct? Ok. <x...x>Five questions. And..You're going to have ten minutes to prepare the four questions, I think that it is more than plenty <x...x> ok? So, if you think of the... if you think of the answer for number one you might need to take your notes, so you can use your notes ok? But it's not a matter of writing. It is a matter of organising your answers that you are ready to answer afterwards to talk to debate ok? To present here to the whole group, before playing ok? So number one, you have the question of Philip the second, very very briefly, as a summary; number two, can you- <x...x> number two. Ok, here you will have ah you will give your opinion but previously remember that you have- must know what you are basing your opinion in, you must use the evidence. If you say if you say that he was good because.. ok? Or that he was not really very good because.. ok? whatever, but take the- use the evidence. Number three, number three regarding economics right? ok? Number four.. here is an appreciation of how economics acted on society, what <x...x> people, remember that we mentioned that? And number five, number five we need ah.. rather.. a question that must be discussed but it will be presented as a role play ok? So, as you are in groups of four.. right? You are sitting in groups of four?

STU: ((all)) Yes

TCH: Ok. So two of you, maybe the ones ok? To my right-hand side, to my right-hand to my right hand can be the western European conquerors ok? So you will take the role of the.. and the others <x...x>ok? You'll have to use the point of view maybe of the indigenous, indigenous group ok? So we have different points of views ok? The objective here is that you talk about how positive or negative the impact of colonisation of Europeans going to new lands <x...x> regarding ah religion, was there an impact on religion, your own religion? Or how important is the religion you are taking or <x...x> ok? Second one, agriculture, will there be any changes? here in Europe, there in America ok? Commerce or ah slavery. Ok? Remember we mentioned slavery. And also culture ok? So what will be the confrontation, the clash between two civilisations ok? Ahm.. Are the instructions clear?

STU: ((Some of them)) Yes

TCH: Ok. So remember, it is not.. the objective is not writing. The objective is.. if you need to take a note, ok, but you have to discuss, you have to debate among you in the group how to give answers to this ok? So, can you <x...x> your watches please? We haven't time. I have twenty.. twenty to ten? So ah.. I suppose that in ten minutes you have plenty of time to prepare the four questions. Is that true? Yes? So you will be ready. And then, you can take five more minutes about five more minutes to prepare the role play, question number five. So it's also we'll have fifteen minutes time to prepare



your answers. Maybe fifteen, seventeen, a bit more. Remember that we are listening here, so even if you are speaking among yourselves, you have to use English. Ok? I'll pass around some colour markers, if you'd like to use the markers to colour your notes, maybe you have to write one or two.. a couple of words, or a relevant sentence for each of the questions. Ahm.. are the questions clear?

STU: ((All)) Yes

TCH: Yes? Ok. Number two. This is bureaucracy, I need to keep now the <L1 autorizaciones L1> authorisations from your parents for this session, so please leave it aside on the desks and I will pick it up ok? Ok, so, time. Fifteen-seventeen minutes ok? So start working. Don't.. ok, never mind about us ok? We will be walking around, we can help I will help you and Ana will ah.. be using the camera<x...x>. Is that ok? Yeah? Ok, so use your notes to have full, intelligent answers. I know that you'll have very good answers. Ok, so start working. Come on. Use your mind.

((The discussion

TCH: Right. Ok. So just in order to.. to know.. for the role play is.. raise your hands those who are going to be Europeans. Raise your hand((some students raise their hands)) Europeans? <x...x> ((the students start talking)) Ok. Ok. Hands down. Who are indigenous? ((All students talking)) Ok, thank you, thank you. Ok, so ah.. in order in order to.. have eh clear a good quality of recording clear, remember that we have to speak loud, clear ok? And trying to communica- say things as.. summarised as possible and <x...x>transmit ideas ah the best we can, ok? So, for the first question. For the first question. What do we say about Philip the second? From the beginning of his reign to the end of it. Eh.. the idea of the thing is ok? To participate <x...x>. Remember that you will have a mark for this activity for this task ok? You will be grade. Ok, so, answers. Come on. Yes, Fernando.

AL: Álvaro

TCH: Álvaro, sorry

AL: eh.. we have three stages, three different stages. The first stage was some.. years of crisis.. crisis((pronouncing the word correctly the second time))

STU: Crisis

AL: afterwards there was some years of triumph and then we have eh.. the decline of Spain

TCH: We have?

AL: we had

TCH: We had. Correct. Ok, thank you, thank you Álvaro. Come on. More ideas?

STU: <x...x>

TCH: Ok. Crisis. What can you say? Why did this happen? Why?

STU: Eh.. The years of crisis were because of two bankrupts.. and in the years of triumph they defeat the Turks at Lepanto and Philip claims the.. the throne of Portugal

TCH: Mmm?

STU: And we <x...x>England because the Spanish Armada was defeated by the.. English and they had another<x...x>

TCH: Right. Ok, so we have talked about a battle, about wars. Should we mention that? Was that important during Philip the second reign?

STU: ((Some of them)) Yes

TCH: Come on. <x...x>? What can you say?

STU: eh.. the years of triumph, he was a <x...x> <x...x>

TCH: It was a what sorry?

STU: Lepanto

TCH: Ok. There was the battle of Lepant-Lepanto, yes. And?

STU: He was <x...x>

TCH: Right. Ok. So that was very good for him. But, were there problems which made him maybe ah.. switch from the very first idea. Remember, how.. when he became the king, ok? He had a clear idea how to reign, remember? He was the king of the..kings remember? He wanted to protect.. what? Which religion?

STU: Catholic

TCH: Ok. So, was there a revolution in <x...x> regarding religion? Come on... What about the Netherlands? What happened there? Were there any religious problems in the Netherlands?

STU: Yes.

TCH: Yes, why?

STU: There was a mixture of Catholics and Protestants

TCH: Correct. And?

STU: And the.. Protestants eh.. tried to conquer Flandes and the Spanish the same, so they fought in many wars to get the Netherlands

TCH: Ok. So, in the end could did Philip the second let them eh.. how.. practise Protestantism somehow, in som- in some areas?

STU: Yes

TCH: Yes. Ok. Ok. So, anything else about Philip the second? I know that you have lots of notes there. Anything else? Laura, what can you say?

LA: he <x...x>

TCH: Louder and clear please

LA: he formed the Spanish Armada to conquer England but he fail because there were problems in the [<x...x>]

TCH: [So that] did that affect his <x...x>?

STU: Yes

TCH: And how? So in the end, what happened?

LA: he.. he failed

TCH: You think he failed? Irene?

IR: eh.. Philip the second create the Spanish Armada eh.. he call the Spanish Armada eh <x...x> because anyone can win the.. Armada of Spain

TCH: Anyone or no one?

IR: no one

TCH: Aha.

IR: but the English eh did it

TCH: But the English did it. Ok. But was it only the English? Only the English defeated the Armada? So, what can you say? Come one. Somebody

STU: The.. when they were eh..getting back to Spain, there was a.. very big storm, and the Armada.. eh... <x...x>

TCH: Ok. So.. Ok, so eh the Armada was <x...x> there. Ok, if you remember there is a famous saying, Philip the second said about.. about <x...x> against whom? Can you remember that?

STU: What?

TCH: The memory. What was that famous anecdote that it was said Philip the Second said after the.. ah.. after the Spanish Armada was defeated? Come on! I gave you the Spanish text. David

DA: I remember in Spanish

TCH: Well, you remember in Spanish? Ok, so somebody should say it in English afterwards. Come on, David

DA: <L1 He mostrado L1>

Spain 4: History YEAR 9, school A

TCH: Louder and clear

DA: <x...x>

TCH: Alright. Ok. Yes, Ana? In English? The English version? Remember?

AN: <x...x>

TCH: But that was part of your homework, remember?

AN: <x...x>((a lot of noises))

TCH: A bit louder, a bit louder. Shhh!

AN: I said my <x...x> to <x...x>

TCH: Ok

AN: not with the

TCH: Not against..?

STU: ((Some at the same time)) <x...x> Netherlands

TCH: <x...x> against nature. Ok. Right. So, so, maybe then we can say a bit more about question number two ok? So we could talk about him and about what you think about Philip the Second. Come on. David?

DA: he was a

TCH: Louder and clear please

DA: I think he was a bad king bec-

TCH: No, sorry. We cannot hear you properly

DA: he was a bad king because eh.. he.. he prohibited the Spanish people eh.. study in in fore-foreign universities and.. I think he was not very.. very tolerant

TCH: Mmm. <x...x> Ok. Elena

EL: I think he was

TCH: Louder, louder Elena

EL: we think he was a good monarch because he defeated the Turks and he controlled Flandes

TCH: Ok. Good. More opinions? Come on!((silence)) Come on, more opinions. Mario.. Juan Pablo

JP: he was a good king but with bad luck because he suffer a lot of bankruptcies and.. the Armada was defeated by a storm and.. there was <x...x>

TCH: Great. Excellent appreciation. Good. Ok. <x...x>?

STU: eh.. he was a

TCH: Micos, louder and clear please

STU: He was a bad monarch <x...x>but he ca sum fortunes in Americas, economic <x...x>((a lot of noise that impedes to hear properly))

TCH: Ok, so your opinion then after all that

STU: eh.. <x...x> but finally <x...x>

TCH: <x...x> Ok. So let's move on to question number three. Economy. Economy. Ok, so ah.. what can you say about mercantilism, remember? Which was spreading around Europe for different circumstances and how did it affect. Come on. Go on. Yes, Irene, go on.

IR: eh.. with the mercantilism, the.. <x...x>and also the.. the.. <x...x> philosophy changed according with the main activities... there were also eh.. <x...x>easier because the <x...x> have been explored and... also increase the commercial.. the commercial <x...x>

TCH: Ok. Good, ok. So, what do we have about the immediate effects? So there are lots of things happening around ok? So, in the everyday life how did it affect? Yes, Mario?

MA: everyday life

TCH: Sorry?

MA: everyday life

Spain 4: History YEAR 9, school A

TCH: Ok. So, whatever you wanted to say, then

MA: eh with the mercantilism the.. the countries start to export more than import and.. to become self-sufficient, not to depend on other countries and.. depending on themselves.

TCH: Right. Ok, so the main word for them was profit. Correct? The key word: profit. So they needed to make profit at all costs ok? So, if we say that there were new trades, there was a lot of activity, can you mention what those trades, what those new products, what was going on? What was new? If there were new if there was new <x...x>into Europe? How did that affect? Irene?

IR: eh.. in the.. the import from the new land products such as sugar, <x...x>, potatoes, and from the <x...x> <x...x>eh.. and <x...x>

TCH: And?

IR: <x...x>

TCH: <x...x>. Ok, ok. And have we mentioned, can you remember the impact.. what happened to gold and silver? What is the impact of gold and silver?

IR: the.. <x...x> silver

TCH: Ok. What was.. what was the impact in society? Gold impact. Ok? So we are switching into question number four. There was gold and silver coming where from? From?

STU: The Spanish colonies in America

TCH: The Spanish colonies. Can you remember if <x...x> <x...x><x...x>which sent what?

STU: Silver

TCH: Silver. Excellent. Don't forget that. Ok, so if there was a lot of gold and silver coming into Europe which had an impact on economy, how did that make the.. social classes..ah.. how did ah that affect social classes? Because there were rich and..?

STU: ((All)) Poor

TCH: Poor. <x...x>Because they were rich or..? How did that affect, ok? So what was going on between.. between.. in society? Ok? Regarding.. regarding ah.. riches. Ok? How did that affect? Ok? Question four, we're focusing on question four. Come on. How did they live? Ok. Irene

IR: with mercantilism also appears a new reaction of eh.. economy that there was a price revolution about <x...x> of the population

TCH: Yes, there was a price revolution. Correct. Ok. But some people were rich? Did they become richer for some reason?

STU: ((All)) Yes

TCH: Did others become poor and poorer for some other reason? Come on, talk about that. Ok, yes. Fernando

Fernando: that.. at that time there is.. there was a lot of difference between rich and poor because the rich people made more and more rich, and the.. poor instead of going up eh.. decrease.. eh <x...x> and eh...

TCH: Ok, ok Fernando. Ok, so the- there were people who were rich became richer and others who was poor became poorer. Come on Ana, <x...x>

AN: eh.. poor people had to pay to rich people more taxes and..

TCH: More taxes, right

AN: and.. poor people became poorer and rich people richer

TCH: Became?

STU: ((all)) Richer

TCH: Ok, so we are talking about which theory? Which economic theory?((Silence))

STU: The French Revlution

TCH: No, the theory? What was the theory?((Silence)) The French Revolution was a result of..?

STU: Capitalism

TCH: Capitalism. Right? Ok? So, as a result of capitalism mercantilism in that moment ok? So, profit at all costs. Ok, Laura

LA: increase the.. balancy that poor people go around in search of works and jobs to.. to.. make money

TCH: Right. Ok. So poor people ok? Eh.. was increased. Excellent. Ok. Just a sec.

Esther

Esther: there is an increase in <x...x> poverty and crime

TCH: Right. So as a result of this terrible <x...x> revolution poor people ok? became even poorer <x...x> ok? and, as a result, crime ok? So, let's move on then to the last part, number five ok? So, a very short but very active and lively role play. So, let's speak about the consequences of this.. colonisation, of these.. European going to the new land and what was the result. Ok? Remember, point of view.. ah debate.. and speak loud and clear ok? We have two.. two two teams here right? point of view of the Europeans and.. of the indigenous ok? So, how did that influence in your societies? From your point of view. Ok. So, sha- shall we start, ladies and gentlemen? Ok? Ah.. listening the.. the debate. Ok, start. Go.((long silence)). <x...x> What about the indigenous? How did they feel? Ok. Ok. Shhh. No, no. Ok, you- which are you? Who are the Europeans? Come on. Europeans, from your point of view. Ok, go!

STU: the indigenous think the Europeans were gods

TCH: You say "we", "we". Ok, "we"

STU: We think the Europeans were gods

TCH: Were gods?

STU: Gods. But later the Europeans invade us, they give us many <x...x>and they stole all.. all our resources and.. that's it.

TCH: Ok. Ok, what <x...x> an indigenous person can say? What was the impact in your civilisation?

STU: they make us became slaves and work in the <x...x>

TCH: Ok. What about your traditions? Did the Europeans respect traditions?

STU: ((Some of them)) No

TCH: Come on! European point of view, indigenous point of view. Come on ((long silence)) How do you feel as Europeans? How do you feel as.. natives?

IR: the indigenous..

TCH: No, "we", you use "we" or.. Are you a European?

IR: European

TCH: ok

IR: the indigenous became slaves but they were necessary to create products from the.. from the.. from Europe

TCH: Ok. So, ok, they are necessary as.. slaves. Ok. Europeans? Come on Europeans. <x...x> Come on! ((silence)) Ok. What about religion? Did you Europeans respect the religion <x...x> or the natives? Come on! You have to speak more about that. You can talk a lot. Come on Europeans. Europeans

MA: the.. the natives

TCH: Speak to the camera(( all the class laughs))

MA: No((laughs)) eh.. the natives have their own beliefs and the.. eh.. when the Europeans came they impose the.. Catholicism or Protestantism. They.. they had to be Catholic or..

TCH: How do you feel as a European?

MA: No, I am not European((all the class laughs))

TCH: Ok. Ok. So another European. Come on, another European. I- I want to hear we would want to hear another European point of view about religion. Come on. Ana?

Are you a European? Ok. Say it. ((silence)) They think that the Europeans imposed.

How do you feel as a European? From your point of view

AN: that they had to..<x...x> our culture

MA: <L1 ¡Hala! L1>

TCH: Sorry?

AN: <L1 Joe, Mario L1> eh.. that eh.. Europeans thin-thought that his religion was the.. the right one and the best and that indigenous people had to adopt..

TCH: Yes, and how do you feel as a European? Was that the right thing to do?

AN: no

TCH: Impose it? Any religion?

AN: no

TCH: Come on, say it! You as a European. How do you justify your point of view, imposing a religion? ((silence)) Ok, someone! Come on, another European. European point of view. How would you, as a European, justify imposing any religion? How?

IR: we think that it was important that all the people have the same.. have the same religion because it..it.. may be easier to.. ((the bell rings)) <x...x><x...x>

TCH: Right. Ok. Thank you. Thank you very much

RES: Thank you

Year 9

History "Philip II and Mercantilism"

Teacher: CL

Collection: June 2008

Transcription: I.P.

TCH: ((A lot of noise in the class)) The questions that you have to discuss are the questions later we are going to <x...x>the whole group . So what are we going to do? As we have done every year, first you're going to eh..to answer these questions in groups, in small groups, right? You can write here the answer or whatever you want, this is for you, and.. eh later and later we will speak about it the whole group, right? about these questions. <x...x> the role play. Some of you are going to be eh.. are going to imagine that you are indigenous people in America and some of you are going to imagine that you are Europeans right? Europeans discoverers. That's what we are going to do. Imagine that <x...x> and eh.. what you're going to say is if the conquest or the discovery was a good thing, if it had a positive impact on people or not. If it was good for you, if it was bad for you <x...x> right? So, the groups.. you four together right? Then, you four here. You four here. Then, what else? Eh... You five. And then, you five and <x...x> So first what you're going to do is think about these questions((she distributes the photocopies)) This is for the last one, for the last question right? Yes? ((she points at something in the photocopy))((The teacher goes through the groups, but it is impossible to understand anything of what they say because of the noise)). Go back to your seats. Stop writing now((the students rearrange the chairs and go back to their seats)). So eh.. what do you think about Philip the second? Do you think he was a good or a bad monarch? And why? You have to say why. Ok, Sergio.

SR: a bad monarch because he used his power to do whatever he want.

TCH: But don't read. Can you...<x...x>?

SR: <x...x> whatever he wanted.

TCH: What did he want?

SR: He didn't follow the <x...x>

TCH: What?

SR: he didn't follow the policy

TCH: <x...x>. Rules?

SR: the rules

TCH: What rules? He didn't follow any law. Any law or?

STU: Rules of <x...x>

TCH: Rules of , <x...x>exactly. Why? Do you remember?

STU: Because he wanted to catch<x...x> of...

TCH: Antonio Pérez

STU: Antonio Pérez. <x...x> that she couldn't<x...x> and she do it <x...x> that he can((impossible to understand. The student speaks in a very low voice and he's at the end of the class. Besides, there is noise.

TCH: Ok. Cristina?

Cristina: Also hiding things like that Antonio Pérez was heretic <x...x>((it happens the same than before: low voice and noise))

TCH: Ok. Carmen, do you want to say.. something ((she nods)) Yes, Adrián?

AD: I think that was good in the way that he.. eh.. for Spaniard.. for Spanish power because he... during his reign we get eh.. Portugal, and Portugal have the coast of Africa and.. China, India, Asia. Also a little.. a few time with England and we have the inherit territories of of..America, so it was a ...

TCH: So you think he was a powerful monarch?

AD: Yes

TCH: <x...x> good monarch. Did you want to [say something]?

STU: [I think he] also was bad because he kill a lot of Protestant, he didn't permit the Protestantism

TCH: So that is in relation wha.. with Miguel position and Cristina

STU: <x...x>

TCH: <x...x>. Can you explain something about the <x...x>? What it was

STU: he kill lot of people, innocent people

TCH: Why did he kill..[<x...x>] ?

STU: [Because he] eh.. <L1 o sea L1> because he tell that that they were not <x...x>

TCH: Mmm.

STU: that they were that they were a Protestants and he didn't permit the Protestantism this century.

TCH: So for him the religion was something important?

STU: Important, yes. <x...x>

TCH: Exactly

STU: And also he lost the part of Holland because of that. ((mumbling)) <x...x>

TCH: Why? Do you know why?

STU: Because we- they were starting to become Protestant because in.. the Protestantism spread in north Europe

TCH: And why did they beca- become independent?

STU: Because they didn't want to follow him and they be-.. have the help of the English people also and they don't want that eh.. this part were of Spain

TCH: Ok. María?

STU: And many didn't follow him eh because he didn't have the power that he was supposed to have

TCH: Why..?

MA: because for example in Spain the different <x...x>crowns and that things he didn't rule all in everything

TCH: Mmm. Because you have to follow the <x...x> of the <x...x> So that means that he was not an absolute king right? Eh.. Paula?

PA: <x...x>

TCH: Ok, but I think that you can add something else about eh... about England about what?

PA: that we.. Spanish want to that the northern part of Europe become to be Catholic, extreme Catholic so we went to England with a ships to try to convert it to Catholicism

TCH: Because they wanted <x...x>

PA: because England were.. were was help other parts of Europe but we sent the Armada Invencible but the weather.. so we have to go back so England continue to help eh to help eh.. <x...x>

TCH: Ok. Any other idea about the reign of Philip? Yeah?

STU: No. We don't have to go back, they die

TCH: They?

STU: They die because of the weather

TCH: Because of the weather. The problem was the weather. Claudia

STU: And he also married with Mary Tudor to have

TCH: Why did he marry Mary Tudor? Why?

CL: because he was a Catholic and he want to convert <x...x> to Catholicism

TCH: Mary Tudor was a Catholic or a Protestant? Do you remember?



CL: she was a.. she kills a lot of Protestant

TCH: She killed a lot of Protestants, that is why she's called..?

CL: Bloody Mary

TCH: Bloody Mary. Exactly. And.. so she was a Catholic, extremely religious, exactly like Philip the second was right?

CL: but when she died, she wants to<x...x> with Elizabeth but she was very very Protestantist and<x...x>

TCH: Ok. Any other thing about Philip the second? No?

STU: he defeats the Otomans and he sign a Treat of Peace so the the.. the empire was not the Mediterranean <x...x> more

TCH: Ok. That is a.. very good idea. What about mercantilism? What about mercantilism and the power of the monarchs?

STU: eh.. th-the mercantilism was influenced by the king,th- because they want to have more capital

TCH: What do you mean by capital?

STU: The money

TCH: Mmm. Exactly

STU: They export more and import very few because they want to increase the capital. They didn't.. let eh other products enter in Spain because they would.. lose money

TCH: Why would they lose money?

STU: Because eh in other countries.. for example, orange it would be more cheap than in Spain.

TCH: <x...x> more cheap. I really think that's your <x...x> now, so you mean that.. What do you mean?

STU: That they the countries became protectionist, they tried to bring between their own commerce but then export things to other countries. Not import it the things [from <x...x>]

TCH: [Why] why they don't want to.. to import?

STU: Eh.. because they have to pay other countries and if they pay other countries they have the money

TCH: Exactly. Mmm. Cristina?

STU: That we don't pay eh.. things for other countries because they are cheaper and for example we have a thing and they have the same, and the things for them are cheaper than ours, than our things so..

TCH: Mmm. Ok. Yes?

STU: And the <x...x>was very very important in economy and th- and the <x...x> they are going to be they are the Prime Minister take the power so eh he was very important in economy, it was an absolutis- an absolutism him in economy

TCH: In economy. Well, more or less. What I'll.. well, I'll explain to you later. Then, what about rich and poor people? 'Cause we are thinking about economy, we know mercantilism, we know that they wanted to have more capital, but what about people? Did they have a lot of money or it was just the king who had a lot of money? Any other person who have not talked? No? María? Do you want to say something?

MA: eh.. there were eh .. more po- poor people than rich people

TCH: mmm. Ok. Do you want to say anything else?

MA: and that now there are eh.. that.. rich people, people with a normal amount of money and poor people so..

TCH: Mmm. Ok Eva?

Eva: <x...x> eh there were eh.. a lot of poor people and few rich people, and the people that were poor, were very poor and the people that were rich were very rich

TCH: Ok. Celia?

STU: Now there's no such a big difference because most people are in the middle class and there's few people that are rich and very few people that are poor.

TCH: Ok. Eh.. any other thing that you want to say about poor people? No? Well then, we are going to do the role play. So, let us imagine that we are not here today. Let us imagine that we are in the past. Imagine that we are.. I don't know.. in fifteen thirty something and you are.. you are discoverers((points at one part of the class)). Then you go, imagine with Hernán Cortés right? You go with him. Imagine. And imagine that you are indigenous people there((points at the other part of the class)). So imagine that you live in America. What happens? What do you have to tell the rest? What do you have to tell them and you tell them? I think that maybe you can say something to them((to the part of the class that is going to perform the role of indigenous people)).

STU: No, no, no

TCH: Yes, I think that you can start and you..

STU: I think I can say something

TCH: Cristina?

Cristina: I think you all are going to invade because you are killing all our people, you bring diseases and you.. have the monopoly of that, and that is not <x...x> became poorer and that is bad for our country

TCH: So <x...x>she has said is that you killed a lot of people. What do you have to say?

AD: that we gave you also many.. many good things, like agriculture methods so you survive because you.. because do- don't die of hunger and.. culture and other things

STU: It's true but.. all the products that.. you make with your methods are for you, you trade and you have all the..

STU: And you <x...x> very little money for all these <x...x>and then you take us all the gold and the silver

AD: I answer?

TCH: Yes

AD: but we bri- we brought the methods so you can do it if you want for you

STU: We are slaves

AD: but we give you the.. the methods. You are not slaves, the slaves are the African, the bad people[<x...x>]((the rest of the class is talking at the same time))

TCH: Any other idea then? You wanted to say something at the beginning

STU: But this.. in this.. it's not important

STU: And they don't respect us, they want to convert us to Catholicism without our...personal<x...x> and.. and.. you don't respect us

STU: And you <x...x>

TCH: So?

STU: We have bring the truth religion to you, not the <x...x>, not the <x...x>, it's a <x...x>((all laugh))

STU: <x...x>

STU: And we have bring new culture and new <x...x>

TCH: <x...x> wants to add something

STU: And what about raping people? That's also...

STU: You have a <x...x>

AD: Yes, but it's a new.. a new human, a mixture of Spaniards and Indians, so it's a good thing for evolution

STU: <x...x>((they all laugh))

STU: But eh.. they have to be.. eh.. both with the same idea the.. wo- the woman and

Spain 5: History YEAR 9, school B

the man, not just the man because he wants.

AD: so the woman to.. so run

STU: <x...x>

STU: that's true

STU: But they are strong womans that raped men also ((all the class laughs))

TCH: More things. So, that is the end of the debate? No more ideas? Nothing else. I think that Cristina said lots of things before. What about the diseases and things like that?

STU: but we have.. we are your <x...x> because you.. <x...x> diseases((the end missing))

I.E.S. M. Trueba

Year 10

History "WWI"

Teacher: MA

Collection: April 2009

Transcription: R.B

TCH: That what they want to do they have this organized measure, how do you speak how much you can say? Ok...ok? All that you can say about the topic we have been studying, right? And also, Ariu?

STU: Yeah?

TCH: How you interact in different moments, therefore the activities today will be regarding WWI, so you will have first of all, should we have...

TCH: The questions first?

RCH: Yeah

((class talking loudly))

TCH: allow time for you to prepare, to prepare one activity, one activity here, and you start thinking about one open questions, one of the issues that we have talked about, because the topic is WWI. Causes, why it is started...

STU: %x...x%?

TCH: I beg your pardon? I beg your pardon? Right, yeah, so you start thinking about WWI, causes of WWI, and then, and then...then, ah, we will have time to think of possible answers, of possible answers for questions I will write on the board, ok? The next thing we need assure the date, so we talk about the questions, can you please pay attention to the instructions?...Wait.... And the next thing we need, that last thing that we did is show from the day, in which there will be two fronts here, two fronts, some of you will role play the member of the triple alliance, and some others will role play a member of the triple entente. So...you will have any debate, ok? Something to say about the war, maybe you complain about something, maybe you, eh, you %x...x% something in the war, so the objective is you interact and you talk. So today you can be free and talk a lot, speak a lot, on the issue, is that clear? Ok, so Activity 1, the follow what you have in front, as you may see, there is a short introduction there for the activity, ok? As you, we want you to... to... fill in very very shortly, the objective is not writing essays...here, but the idea to, to place afterwards important factors, less important factors, which caused WWI, and on the back page, right? Backside of the sheet, you have laws, ok? So what do we want to do with this? There was a big fire, WWI was a big bonfire in the world, what were the logs which caused that big bonfire? The big logs are the big causes, the most important, ok? And then the small logs, the small pieces, which help make the bonfire work, are the less important causes, there is also a match here, what is the match? Ok, of the war? So everything has a name, is that clear? Are the instructions clear?

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

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

((Ten minutes pass))

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

STU: Si?

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

((Laughter in the class))

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

STU: %x...x%

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

((Five minutes pass))

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

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

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

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

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

STU: The interest.

TCH: What can you say about the interest?

((laughter))

((silence))

STU: %x...x%

((laughter))

TCH: Ok, Juan, can you answer?

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

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

Spain 6: History YEAR 10, school A

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

STU: Yeah.

TCH: Good, good, ok Irene.

STU: There were bad relationships with countries

TCH: They were countries?

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

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

STU: Nationalism

TCH: Nationalism, ok

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

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

STU: Germany

STU: Germany

TCH: Germany?

((Discussion))

STU: France?

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

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

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

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

TCH: Was worried about that, correct

STU: Because of the alliances

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

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

TCH: Ok, so Brit-

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

TCH: Ok, thank you, Irene? First warning...ok, thank you, more?

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

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

STU: Yes, nationalism

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

STU: What?

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

((All the class talking at once))

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

((silence))

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

STU: I think because...

TCH: I think that it was

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

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

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

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

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

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

STU: The trenches were created.

TCH: I beg your pardon? The?

STU: The trenches.

TCH: Oh, the trenches are?

STU: They are created.

TCH: Oh, because they ah, so in any case it was a world war because of the trenches? No

STU: No, so the difference in..

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

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

TCH: Ok, all countries, all countries,

STU: Many countries

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

STU: Mainly Europe,

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

STU :Yes

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

((Silence))

TCH: Was there a lot of fighting?

STU: Yes?

TCH: How many rounds were there

STU: Two

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

STU: Eh, they were invaded by Russians and Germans

TCH: Ok,

STU: The western front

TCH: Ok.

STU: With fights and...

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

STU :%x...x%

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

STU: Germany, Britain and France.

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

STU: Belgium and Russian

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

STU: They wanted to conquer France by the sea

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

STU: No

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

((silence))

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

((silence))

TCH: Yes? No?

STU: Yes.

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

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

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

STU: The battle of Soul

TCH: The battle of Soul, where is?

((talking at the same time))

TCH: Very good. Can you remember any others?

((all talking at once))

TCH: Hands up!

STU :The battle of the Mar

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

((silence))

TCH: Any other?

STU :The battle of Bordoona

TCH: The battle of Bordoona, ok

STU: The battle of Hipray?

TCH: Hipray, ok, where is?

STU :%x...x%

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

((Students all talking at once))

STU: %x...x%

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

((students discussing))



Spain 6: History YEAR 10, school A

STU :%x...x%

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

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

TCH: Excellent, ok, so Borha? Second warning? Loda, first warning!

STU: ((contesting the warnings))

TCH: Third warning, Borha, Borha? Those are the rules, I am just following the rules.

((silence))

((door opens and closes))

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

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

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

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

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

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

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

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

STU: %x...%

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

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

STU :Armistaaace...

TCH: Armi?

STU: Armistice.

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

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

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

TCH: OK, good, Carmen?

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

TCH: Who was?

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

TCH: Mmm!

((class laughs))

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

((door opens and closes))

TCH: Ok, thank you, thank you. Ok, what Yago? No one? Nothing? Irene?

Spain 6: History YEAR 10, school A

STU: Em...

TCH: Come here please!

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

TCH: Were they pleased? With the conditions?

((silence))

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

STU: They create some, em...new

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

STU: They had to pay for reparations.

TCH: Correct, the Germans had to pay for reparations, good, Irene?

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

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

((class talking))

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

STU: %x...x%

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

STU: Aye!

((class laughs))

TCH: Ok, right, triple alliances, triple entente, c'mon

STU :Eh...

TCH: How do you feel? After...

STU: How do you feel after the conflict?

((class laughs))

TCH: that's the moderator's question, of course

((discussion and laughter))

((door opens and closes))

TCH; No? Nothing to say?

((class laughs loudly))

TCH: OK, ok, you are in war

STU :We don't want to say.

TCH: You don't want to say?

STU :What do we have to say.

TCH: But I said, how do you feel about the conflict you have your opponents here? You have the treaty and..

((loud talking))

TCH: Nothing to say? Ok, so, the ones in the activity book...