

**“YOU FOCUS, I’M TALKING”:
AN EXPLORATORY CASE STUDY OF MOBILE PHONES AS
MEDIATING ARTEFACTS IN AN ADVANCED EFL CLASS**

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of the degree of Masters of Education

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By Warren Lilley
LLLWAR001

Declaration

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works, of other people has been attributed, and has been cited and referenced.

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Abstract

This research is concerned with how students and teachers in an Advanced South African EFL classroom construct meaning through the use of mobile phones. Drawing on CulturalHistorical Activity Theory (CHAT), I view mobile phones as cultural artefacts that learners and teachers use to engage in the construction of meaning-making practices. This use results in contradictions which potentially lead to radical transformation in the object and the subject positions offered in the classroom. Critical Discourse Analysis (CDA) is mobilised as a tool to explore power relations within a CHAT framework.

This thesis is anchored in the critical tradition of research that problematises current global EFL materials and pedagogy which demonstrate very little critical engagement with or understanding of the myriad ways learners construct meaning in classes. A discussion of the research site is presented and the activity systems observed during the study are analysed. The dissertation then moves on to describe cases of student mobile phone use where the primary contradictions to the rules and object of the classroom activity system caused the teachers observed to enforce a tighter constriction of the division of labour between student and teacher. I relate these findings to deeper relations of power and authority in the EFL classroom, specifically to the constraints of teachers' institutional roles and how teachers construct and position EFL learners within South African EFL classrooms.

This research provides key insight into the ways language learners' are (re)positioned and negotiate their mobile use within EFL classrooms through teachers' institutional roles and uptake of EFL pedagogy. It argues that the constraints and affordances of mobile phone use necessitate a deeper understanding of how EFL learners are attempting to 'communicate' in class, and in turn of how teachers are equally constrained by their position and pedagogy in recognising these endeavours. This study thus argues for a pedagogy that foregrounds 'possibility' in meaning making with mobile phones.

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List of Acronyms and Abbreviations

EFL	English as a Foreign Language
ESL	English as a Second Language
TEFL	Teaching English as a Foreign Language
CEFR	Central European Framework of Reference for Language
IELTS	International English Language Testing System
FCE	First Certificate of English
CAE	Cambridge Advanced Examination
CPE	Cambridge Proficiency Examination
CELTA	Certificate of English Language Teaching for Adults
TESOL	Teachers of English to Speakers of Other Languages
DOS	Director of Studies

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Chapter 1: Aims and Rationale

1.1. Introduction

1.1.1 The Unintended Consequences of the ‘Marvellous Tongue’

Now, I loved those American and British books I read. They stirred my imagination. They opened up new worlds for me. But the unintended consequence was that I did not know that people like me could exist in literature... (Nigerian-born writer, Adiche, 2009)

It is hard not to marvel at the spread of English. Once contained to a small island English is now known as the ‘lingua franca’ (Dewey & Jenkins, 2010) and ‘international language’ (Pennycook, 1994). The spread and localisation of English in different parts of the world has led to the concept of ‘World Englishes’ (Canagarajah, 2005; Kachru, 1990; Phillipson, 2008).

These varieties of ‘English’ have been mapped using three concentric circles: the ‘inner circle’ containing countries such as the United States and United Kingdom who traditionally ‘owned’ English; the ‘outer/ extended’ circle relating to postcolonial territories where English has official status, and is increasingly studied and spoken as a second language (ESL) and the ‘expanding circle’ of foreign language speakers (EFL)¹ (Kachru, 1992; see Appendix 1.1). The increasing numbers of English speakers found in countries outside the ‘inner circle’ demonstrate English’s privileged position in the current global economy in business, education and politics (Kachru, 2009; Kachru & Nelson, 2001).

It is thus hard not to understand why English as a form of high linguistic capital (Bourdieu, 1977) is seen to open up new worlds of ‘access’ and ‘success’ for those outside the ‘inner circle’ (Baleghizadeh & Motahed, 2010; Canagarajah, 2005; Kachru, 1992). Yet many would argue English’s remarkable spread and position is not attributable to its inherent linguistic properties, but rather has been orchestrated by political and commercial interests (Cook, 1999; Kamwangamalu, 2003). Pennycook (1994) and Phillipson (1997) call this the myth of ‘English’ as the ‘marvellous tongue’ that perpetuates English’s spread as *natural* around the world; *neutral* to all socioeconomic forces and *inherently* beneficial to all who speak it.

Such a myth gives cause for concern within Teaching English as a Foreign Language (TEFL) where its pedagogy (Cameron, 2002; Wallace, 2006) and textbook construction (Harwood, 2014; Lee, 2011) have been linked to the ideological underpinnings and commercial interests

¹ This model is highly debated (Canagarajah, 2006), but provides a useful heuristic in placing Teaching English as Foreign language (TEFL) sites and students who normally reside in the ‘outer’ and ‘expanding’ countries.

that ‘English as a marvellous tongue’ serves (Pennycook, 1994, 1998; Phillipson, 1992, 1996). In effect, the discourse around English as neutral and naturally spread creates a potential path of power and reinforcement for ‘inner circle’ English speakers for whom English linguistic capital works. At the same time it denies power to many, in the ‘outer/expanding circles’ who buy (psychologically and economically) into this myth. Consequently, these myths rationalise ‘outer/ expanding’ speakers of English mobility and/ or immobility (Carrington & Luke, 1997), effectively silencing their voices; allowing them, as Adiche (2009) refers to in being Nigerian, to believe their own identity has no space to ‘exist’ within English.

Thus the myth of the ‘marvellous’ tongue and its consequences tie aspects of the TEFL industry to “linguistic imperialism” (Phillipson, 1992, 1997). While these consequences may be unintended, they necessitate critical inquiry in the ways meaning is constructed in the classroom so that the unintended consequences associated with ‘the marvellous tongue’ may be subverted or challenged (Cameron, 2002; Hiep, 2005; Wallace, 2006).

1.1.2 Definitive Texts: The Problem of Textbooks in EFL classrooms

Power is the ability not just to tell the story of another person, but to make it the definitive story of that person... (Adiche, 2009).

One avenue into challenging the hegemonic discourse that surrounds EFL has been critical engagement with texts brought into the classroom. Texts, like language, can never be seen as neutral as they inherently contain specific ideologies (and ways of being) within them (Gee, 1996; 2004; Janks, 2005; Jaworski & Coupland, 1999). Language teaching textbooks involve particular choices in their content resulting in distinctive collections sourced from an unlimited amount of material. Thus, language textbooks are cultural artefacts which convey ideas, cultural practices, and ideologies embedded *in* and related *to* the language that they are mediating (Baleghizadeh & Motahed, 2010; Gray, 2000; Lee, 2011).

Basabe (2006) and Gray (2002) have both problematized the ‘global’ EFL textbooks that originate within ‘inner circle’ English countries and are made ‘appropriate’ for learners before being globally distributed to international EFL institutions. Both authors illustrate the danger of EFL textbooks becoming a ‘definitive story’ for learners denying their identities and language use, through the resources employed within the TEFL industry (Gray & Block, 2014; Williams, 1983).

To counter these definitive narratives of EFL materials there has been a mounting argument for using ‘authentic’ texts (i.e. texts not designed specifically for classroom use), and information communicative technologies (ICT) in the language classroom (Guariento & Morley, 2001; Lemke, 2002; Warschauer & Meskill, 2000). These initiatives of using authentic resources and ICT (such as the Internet, laptops, and mobile phones) demonstrate an understanding that meaning can be constructed through resources other than the EFL textbook, overcoming the ‘definitive story’ present in global EFL course-books (Guariento & Morley, 2001; Jewitt & Oyama, 2001). In this study I focus exclusively on mobile phones as their use is the most overt and frequent in the research setting under investigation.

In my own experience as an EFL teacher, school administration has increasingly emphasised the need to use authentic texts in the classroom. Yet in regard to using digital technologies, such as mobile phones there is trepidation of exactly ‘how’ their use can benefit students’ language learning capabilities. This unease with ICT runs contrary to a number of studies (Huang & Lin, 2011; Jarvis & Achilleos, 2013; Warschauer & Meskill, 2000), and my own experience of students who actively use their mobile devices in lessons to aid their language learning. I would argue there is a need for a critical gaze on how EFL students actively construct meaning on their own terms through mobile phone use.

1.2 Research Aims

This research aims to provide insight into the role mobile phones as artefacts play within a South African EFL classroom. These classrooms are part of the growing international TEFL industry of schools within ‘inner circle’ or related ‘outer circle’ countries where students learn English from ‘inner circle’/ ‘native’ English speakers.

My understanding of artefacts is informed by CulturalHistorical Activity Theory (CHAT) where artefacts are ‘sense-making’ tools: “signs, symbols and practical tools...[that] carry with them a history of use and are themselves shaped and transformed when used in activities” (Hardman, 2008, p. 68; Saljo, 1998) A text used in a ‘reading skills’ lesson is an artefact, as explicitly teaching the text, the objective of ‘learning to read for detail’ is realised – the learner makes sense of the content through the text itself. A historical style of dress, such as a hijab, is an artefact that may be symbolically drawn upon to explicate cultural understandings. Artefacts are, then, a cultural resource used by individuals affording and constraining their subjectivities through the history they contain (Bartlett, 2008; Daniels, 2004).

Artefact use in learning is a key concept within CHAT, which is generally presented in three waves. The first focuses on Vygotsky's (1962; 1978/1997) work, which centrally focused on the development of higher-order concepts through mediation, wherein individual learning occurs from interaction between the individual, others and artefacts/ tools. The second (Leont'ev, 1981) and third waves (Engeström, 1999a, 1999b) build upon these notions and contrast with them in moving the focus from individual mediation to collective activity contained within deeper societal influences.

CHAT emphasises dialectic logic in understanding how development occurs. It proposes that artefacts are constantly changing in how they are understood and used as they pose contradictions in the form of dialectic double binds where the individual encounters "two messages or commands which deny each other" (Engeström 1999b, p. 148). These dialectical double binds infer new questioning and perception of a task that was not previously there, leading the artefact to change, in turn changing the task (Engeström & Miettinen, 1999). Tracking the contradictions that artefacts pose in their activity can lead to new understandings of subjectivity, positioning, artefact use and learning in the classroom (Engeström, 1999a, 1999b).

This investigation is thus primarily aimed at exploring the ways mobile phones as artefacts create sites of (re)negotiation within the adult EFL classroom through the contradictions arising from their use. It aims to examine how these artefacts are taken up and used by students and teachers in the classroom and tracks the potential contradictions that may arise and in turn how mobile phone use is placed within deeper relations of power (Warschauer & Matuchniak, 2010).

1.3 Research Questions

- a) How are mobile devices framed as artefacts by EFL teachers and students in an advanced class in a Cape Town-based international TEFL school?
- b) What potential contradictions are evident in the use of mobile phones as artefacts in the activity of language learning?

1.4 Rationale

The rationale for this study stems from two personal sources of insight: my educational and professional life. In my recent years of study I have been exposed to CulturalHistorical Activity Theory and Critical Discourse Analysis in analysing learning and literacy practices. Both these theoretical approaches stress how social conditions influence learning, while also

offering understanding of how these conditions can ‘transform’ learning materials and their use, leading to my drawing on both theories in my dissertation.

My professional rationale for this study comes from my growing awareness within the EFL industry of ‘textbook’ teaching. I have highlighted above how global course books and their associated pedagogy run the risk of orientating learners towards the ‘myth of the marvellous tongue’ (Basabe, 2006; Hiep, 2005; Wallace, 2006) which I find a worrying trend in TEFL.

Following Canagajarah (2005) and Hiep’s (2005) calls for reorientation in the meaning-making practices that occur in EFL classrooms that embrace the ‘local’ rather than the ‘global’, I would argue that one avenue is to draw upon learners’ own meaning-making practices within the classroom. In literacy as a social practice studies there has been a growing awareness of the ways in which students construct their own meaning, other than those supplied by teachers, especially in terms of ICT (see Benson, 2006; Jewitt & Oyama, 2001; Lemke, 2002).

I see mobile phones as mediating artefacts in the language learning process which facilitate access to language object(ives) and cultural concepts (Lantolf & Beckett, 2009; Vygotsky, 1962; 1978/1997). In turn this study seeks to explore mobile phone use in the classroom by identifying mobile phone meaning-making practices and surfacing potential contradictions that arise. By investigating where these contradictions surface in the classroom, I will be able to see where (re)negotiation or potential change can occur (Engeström, 1999b). In doing so, this dissertation seeks to find the value of ‘humanware’ in language learning, which:

is an act of creativity, imagination, exploration, expression, construction, and profound social and cultural collaboration. If we use computers to fully humanize and enhance this act, rather than to try to automate it, we can help bring out the best that human and machine have to offer (Warschauer & Meskill, 2000, p. 317)

However, Warschauer & Meskill’s (2000) use of ‘we’ centres on teachers’ humanizing ability. Instead this study explores the ‘humanware’ in students’ use of mobile phones in language learning. Certainly if we as teachers are to ‘humanise’ the act of language learning, we need to take into account how students are already creatively exploring and constructing meaning with ICTs, such as mobile phones in the classroom. If we do not then the ‘humanware’ in language teaching is more about imposing new ways of meaning-making rather than “profound social and cultural collaboration” (Warschauer & Meskill, 2000, p. 317).

1.5 Conclusion

Adiche's (2009) quote above signals the need for critical analysis of artefacts' power to 'open up' and 'close off' new worlds' of understanding. While her focus is text, this study focuses on another artefact increasingly being used in language learning education, the mobile phone. I centre on mobile phones' ability to 'open' and 'close' new understandings firmly within classroom and societal context leading to this study drawing on CHAT, which has long been used to investigate human-ICT interaction (Kaptelinin, Nardi, & Macaulay, 1999). While CHAT does offer insight into relations of power grounded in *domination* (Poster, 1984; Engeström, 1999b), I draw attention to the value of CDA allowing deeper insight into how relations of power are *produced* in interaction (Janks, 2009). This allows a perspective of mobile phone use in TEFL that underscores both a modernist perspective and post-structural perspective to complement an understanding of how mobile phones potentially impact and are impacted on in the classroom through their use.

1.6 Chapter Outline

Following my presentation of the aims and rationale informing this research within this chapter, I present an overview of the study and a chapter outline.

Chapter 2: Theoretical Framework and Literature Review

In this chapter I discuss the literature and theory that informs this study. I situate my study within a sociocultural perspective of language and literacy and utilise CHAT and CDA to conceptualise my understanding of how mobile phone use in the EFL classroom is socially situated.

Chapter 3: Research Methodology

This chapter focuses on the research approach and the methodological framework that is drawn upon. I also introduce the research context and its participants. I discuss data collection and data analysis techniques, as well as the shortcomings of this research study.

Chapter 4: “You focus, I’m talking!”

My first analysis chapter examines the case of the teacher Collin and his student Khalid’s use of his mobile dictionary across two lessons. I establish Khalid’s mobile use causing primary contradictions within object and division of labour of the classroom’s activity system, resulting in Collin adopting a ‘defensive pedagogy’. I discuss how Collin’s ‘defensive’ pedagogy is linked to his: positioning of students; his role of teacher and understanding of pedagogy.

Chapter 5: Missing the Mastery in ‘Massacre’

The second analysis chapter focuses on the teacher Melissa’s interactions with Heba’s mobile use. This case demonstrates similar pedagogical shifts in response to mobile use as in Collin’s lesson. However Melissa shows a much more subtle response to student mobile use. I expand in this chapter on the negotiations teachers make between their institutional role and their uptake of EFL pedagogy.

Chapter 6: Conclusion

The conclusion outlines my main findings in the study and my reflections and impact of the research. I discuss how teacher’s uptake of EFL pedagogy conflicts with students harnessing mobile phones to accomplish and aid their own language aims and abilities to complete tasks presented by the teacher, respectively. I argue that a reconceptualization of EFL pedagogy and learner’s own mobile meaning-making practices needs to be undertaken as learners are finding their own ways to challenge the asymmetrical relations of power within EFL classrooms.

Chapter 2: Theoretical Framework and Literature Review

2.1 Introduction

This research study is grounded in a sociocultural perspective on language and literacy drawing on Cultural Historical Activity Theory (CHAT) and Critical Discourse Analysis (CDA) to investigate mobile phone use as a socially situated practice.

This chapter begins by reviewing contemporary studies of EFL course book use in the classroom illustrating that while they are used as a tool for teaching language concepts, they also impart cultural conventions of what it means to be an ‘English speaker’ (Basabe, 2006; Canagarajah, 2005; Phillipson, 2008). These cultural conventions are problematized as they often mirror the flow of particular English types from the ‘inner’ to the ‘outer’ and ‘expanding’ circles in English Foreign Language (EFL) instruction (Kachru, 1992; Pennycook, 1994). Hiep’s (2005) and Wallace’s (2006) studies on EFL pedagogy are also reviewed showing its limitations of understanding context in classroom teaching and how resources are used.

However course books are not the only tools being used in the classroom; increasingly Information Communication Technologies (ICT), such as mobile phones and tablets, are being used for language teaching (Hagood, 2000; Jarvis & Achilleos, 2013). While many studies have demonstrated ICT’s effectiveness in learning, the socio-political conditions which surround their use are frequently ignored (Warschauer & Meskill, 2000). To ignore the socio-political conditions surrounding classroom materials and pedagogy misses how resources in the classroom are bound within relations of power and social contexts (Norton, 2013; Salaberry, 2001). This stresses the need for a critical analysis of mobile phone use.

In this light I draw upon the body of work that has emerged from the writings of Vygotsky (1978/ 1997), as it highlights the importance of artefact use and instruction, while taking account of various subjectivities involved in a single site of literacy practice. I specifically draw on CHAT to argue that the contradictions of artefact use within the EFL classroom’s activity system aids the ability to track negotiations in power relations due to mobile phone use.

This study’s focus on meaning-making practices and (re)negotiation within an EFL classroom as a research site, posits a unique intersection between activity, language and

discourse. I argue that using CDA in conjunction with CHAT can allow deeper insight into the contradictions inherent within artefact use in an EFL classroom (Boag-Munroe, 2004; Rowe, 2004).

2.2 The Current State of English as a Foreign/ an International Language

2.2.1 Global and Local: The Problem of the ‘Global’ EFL textbook

English can no longer be traced to a singular site of practice (see Canagarajah, 2005; Phillipson, 2008). However in international EFL schools, the global textbooks used originate from the ‘inner circle’ countries (Kachru, 1992) such as the UK and the USA (Kubota & Lin, 2006). Basabe (2006) in his CDA of EFL course books used in Argentina, argues that this poses a contradiction as often these textbooks contrast the ‘target language culture’ with the cultures of those acquiring it:

If learners do not need to internalise the cultural norms of native speakers of English, then it is contradictory to propose the acquisition of knowledge about the target culture and to reflect on how their own culture contrasts with it. This assumption points to a naturalisation of this ‘contrast’. It does not acknowledge that, as cultural artifacts, textbooks embody the belief systems of the societies from which they originate and that they are instrumental to this process (Basabe, 2006, p. 69).

Research conducted by Alptekin (1993) and Kubota & Lin (2006) have further demonstrated that the use of images and texts contained within global EFL textbooks are juxtaposed with learner identities. In this way global EFL textbooks are ‘Teaching How To Discriminate’, as Lee (2011) exemplified in his content analysis of government-approved South Korean high school textbooks where ‘developed inner circle’ countries were contrasted with the ‘outer and expanding circles’. These findings support the necessity of critical inquiry of practices within the EFL classroom and leads to the need to review pedagogy.

2.2.2 Communicative Language Teaching: Pedagogy and Text in EFL

Wallace (2006) in her comparison of classrooms illustrates that teacher instruction is central to the understandings and orientations of students towards the texts they receive and interact with. She demonstrates that texts are never homogenously apprehended and are always open to (re)interpretation within pedagogy (Wallace, 2006).

The dominant pedagogy of the EFL classroom is Communicative Language Teaching (CLT) (Thompson, 1996), which is premised on two central assumptions. The first, ‘communicative

competence' (Hymes, 1972)², posits that the main aim of language teaching is to develop students' ability to communicate appropriately in the target language based on native speaker norms (Brumfit & Johnson, 1979; McKay, 2003). In order to fulfil this there is an emphasis on genuine oral communication in classroom activities in pursuit of native speaker competence (Littlewood, 1981; Spada, 2007). Secondly, language competence is understood as comprising of four discrete EFL literacy 'skills' (reading, writing, speaking, and listening) each involving different pedagogical approaches.

These assumptions place appropriacy above critical engagement within EFL through misrepresenting actual language use and projecting an ideological model of what counts as 'appropriate' (Fairclough, 1995). Hiep's (2005) analysis of Vietnamese EFL classrooms noted a lack of critical awareness towards materials and learners. He noted that Vietnamese EFL students felt more comfortable in expressing themselves collectively rather than individually, conflicting with aspects of CLT pedagogy.

2.2.3 A More 'Authentic' CLT: New Texts, New Technologies, New Pedagogies?

Both Hiep (2005) and Wallace (2002; 2006) point out that while CLT advocates authentic communication tasks and texts in the classroom, its pedagogical methods and implementation result in these tasks and texts becoming artificial events divorced from the communities in which they are originally used (Canagarajah, 2002). Consequently, this can detract from the authentic communication it tries to instil (Krashen, 1981).

This has resulted in a new approach within CLT of incorporating texts not specifically designed for EFL teaching and using ICT in the classroom. This intersects with the new millennium discourse of 'New Times, New Millennium, New Literacies' (Hagood, 2000) of radical change in communication, technology and appreciating literacy practices that have fostered new (multiple) modes of representation and expression in learning; increased intercultural communication; and information as a key economic commodity (Archer, 2000; Guariento & Morley, 2001).

In this current state there has been an increasing emphasis on utilising authentic texts and ICT together in efforts to prepare students for life in the 'New Millennium' (Hagood, 2000). One of these foci is cross-cultural communication (Warschauer & Meskill, 2000) whereby

² This concept was not explicitly connected to language teaching but was rather formed in response to reductionist accounts of what 'competence' meant in language acquisition and its strict pairing to performance (Hymes, 1972). It refers to the contextualised competence seen in proficient speakers of a language, which CLT aims to teach and instil in its pedagogical methods and approach to learning.

students need to be able to communicate effectively across different cultures due to increased communication and travel between countries. Proficiency in a single form of communicative exchange no longer holds the same worth, as it did in the past (Canagarajah, 2006).

As cross-cultural communication expands through advances in travel and communication, new modes of representation are also advanced and utilised (Archer, 2000). Linked to this is the conceptualisation of multi(modal)literacies that takes into account preparing students to use the multiple ways new technologies allow people to communicate and represent themselves in school, home and at work (Archer, 2000; Prinsloo & Roswell, 2012).

Benson (2006) argues that these new critical approaches to literacy and language take a wider stance on what 'literate' means today, have led to a reinvigorated interest in learner autonomy. This has compounded with recent ICT developments allowing greater access and direction to students' interests in learning in and out-of-school contexts (Benson, 2006; Jarvis & Achilleos, 2013). Reconceptualised autonomy is now seen as a more relational concept of interdependence than independence, as Task Based Teaching Approaches exemplify (Nunan, 2004) where meaningful lessons are created between students and teachers rather than 'for' each other (Benson, 2006).

That is not to say that 'learner autonomy' is not a contested term (Dang, 2010; Hurd, 2005). However in light of my theoretical approach I draw extensively upon the sociocultural definition of learner autonomy as: "a socially-shaped variable which is constructed during one's negotiation with his/her living environment" (Smith & Ushioda, 2009, as cited by Dang, 2010 p. 4) encompassing critical reflection, interdependence and self-evaluation (Benson, 2006; Hurd, 2005; Nunan, 2004)

These radical contemporary changes in learning have led many to see the potentials of mobile phones for language education (Jarvis & Achilleos, 2013; Kim, Rueckert, Kim, & Seo, 2013). Several studies illustrate the potential for mobile phones to aid reading (Huang & Lin, 2011) and knowledge of grammar (Wang & Smith, 2013), and even writing (Chon, 2008). Increased vocabulary acquisition has also been highlighted suggesting students not only respond better to mobile technologies but have heightened motivation to use them (Azabdaftari & Mozaheb, 2012; Baki & Akedmir, 2010; Chan, 2012). Yet, while mobile technology is shown to have great potential in experimental studies, these findings provide little understanding of actual classroom 'use' (Warschauer & Meskill, 2000).

The question of ‘use’ is necessary as critically-informed studies of EFL instruction have demonstrated how profoundly its practices (Canagarajah, 2002; Fairclough, 1995) are situated with relations of power and context (Cameron, 2002; Norton, 2013; Wallace, 2002; 2006). These findings stress the need to investigate how EFL pedagogy interacts with mobile technology use in the classroom.

2.3 Engaging Possibilities: The Need for Cultural-Historical Orientations

[It] is impossible to engage properly with a place or a person without engaging with all of the stories of that place and that person (Adiche, 2009).

The argument for a critical focus on classroom practices is based on an understanding that the mediation of artefacts in the classroom is located within relations of power between teachers and students. I advocate that one way to track these changing relations and negotiations is by surfacing the contradictions that exist in classroom activities where mobile phones are mobilised.

CHAT highlights how tools in their use and instruction have uncertain outcomes in any time or space (Saljo, 1998) by viewing them as generative forces in the complex interaction between the individual and society (Kaptelinin, 2013). I specifically draw upon the conceptualisations of: artefacts; mediation; activity; motives and the embedded notions of contradictions to explore mobile phone use in the classroom and how they position learners and teachers.

From this overview, I explore the possibility of developing key CHAT constructs through the use of CDA. I specifically look at how CDA’s understanding of knowledge/ power (Janks, 2009; Rouse, 2006) can be useful in further exploration of contradictions between teachers’ and students’ mobile use.

2.3.1 Bridging Mind and Society: Vygotsky and Mediation

In any classroom, students come from widely diverse backgrounds making teaching inherently complex (Kozulin, 2003). Vygotsky (1978/1997) places this difficulty in the tools that each learner brings to class, as each culture would have developed its own unique set of tools to aid learning and potentially yield different cognitive performances (Kozulin, 2003). Thus, in classrooms the issues at stake are less about learners’ differences than teachers negotiating between several systems of psychological tools (Kaptelinin, 2013).

However tools are not arbitrarily acquired in the process of learning; they are mediated. Vygotsky (1978/1997) emphasised that for students to achieve higher cognitive functioning they need the expertise of a ‘mediating’ agent in their interaction with the environment. This mediating agent is a culturally more knowledgeable peer or expert who uses psychological tools to engage a student’s learning potential (Donato, 1994; Gallimore & Tharp, 1992; Hardman, 2005a). Through this engagement basic elementary processes can be transformed into higher cognitive functions through a double move of knowledge from the external/ inter-psychological (through another) to the internal/ intrapsychological (to oneself) (Hardman, 2008).

Language in a Vygotskian-informed pedagogy is perhaps the most important tool, as when communicative interaction occurs, so does human cognitive capacity (Gallimore & Tharp, 1992; Hardman, 2008). It is the most accessible cultural tool for teachers encouraging active meaning construction (Anghileri, 2006). It stresses the interactional and dialectical paradigm of Vygotsky’s (1978/ 1997) theory, as meaning is created through and between others – the mind and its development are contained within society. An overview of Vygotsky’s (1962; 1978/ 1997) theory is represented in Figure 1 below demonstrating how subjects approach a system’s object through mediational means (Russell, 2002).

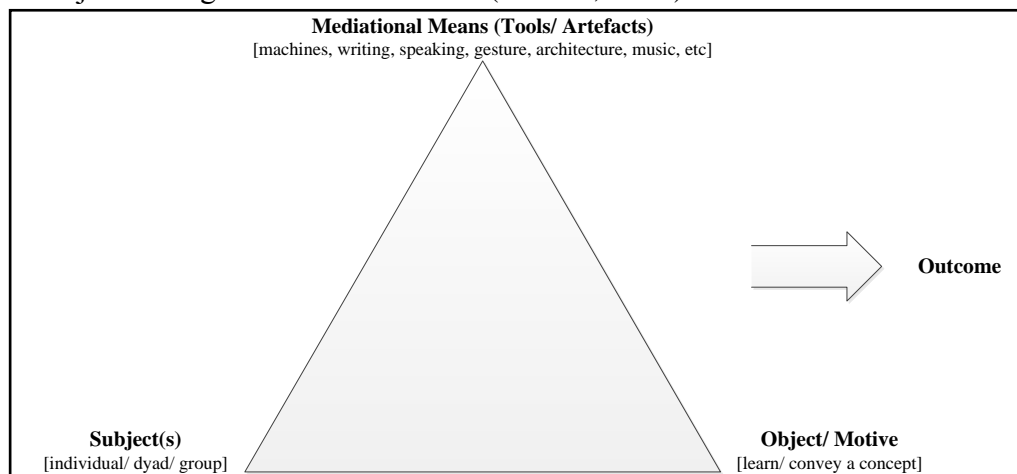


Figure 1: Vygotsky's Mediation Model (adapted from Russell, 2002, p. 70)

CHAT is thus a dialectical perspective which emphasises in second language ‘acquisition’ the interplay between language, thought, and activity in the internalisation of second language from the external (social) plane to the internal (psychological) plane (Donato, 1994; Khatib, 2011; Lantolf, 2006).

2.3.2 To Be More Than What Is: The Role of Symbolic Artefacts

Mediation is a core tenet of CHAT in its stress of human interaction for learning (Gallimore & Tharp, 1992; Hardman, 2005b; Kozulin, 2003). However, materials brought into classrooms can also symbolically mediate.

An example of symbolic mediators i.e. an artefact, is that of a handkerchief knot to remember something. The handkerchief in its 'knot-form' symbolises to the individual something they must recall (Hardman, 2005b; Kozulin, 2003). However, the knot's symbolism to 'recall' must be taught as DeLoach's (1995) study demonstrated. He showed that using an artefact symbolically depends on a peer first teaching an artefacts' symbolic meaning.

Symbolic mediators also differ from mere content materials based upon everyday knowledge (Kaptelinin, 2013). For instance, compare the different types of knowledge in *knowing* that Rome is the capital of Italy and *the knowledge* of using a legend to find a capital on a map (Kozulin, 2003). The disparity between these two is that acquiring psychological tools requires an explicit teaching process of their use, a systematic acquisition in regards to how they are used and an emphasis on their nature as a symbolic tool (Kozulin, 2003).

Further utilising the map legend example, not all legends for maps are the same. The differences in legends stress that symbolic tools have no meaning outside of the community that gave them meaning or purpose (Kozulin, 2003). The same applies to TEFL where a reading text can only operate as a translation exercise if students are not aware of the deeper meanings that grammar and style aid understanding the text, itself (Kozulin, 2003).

In regard to the research study I hold that this differentiation between symbolic and human mediators is essential. Learners and teachers bring a lot more than just texts into the classroom space; they bring their own histories, motives and other tools such as mobile phones – what I deem to be artefacts. I aim to track the contradictions I see surfacing in the activity systems facilitated by mobile phones as artefacts which learners and teachers draw upon in the different activities where learning occurs. This stresses the need to look at the conditions that mediation occurs under.

2.3.3 The Need to CHAT: Placing CulturalHistorical Activity Theory in EFL

As stated earlier, the CulturalHistorical perspective regarding language instruction emphasises that through mediation, students are socialised into how a language community constructs knowledge and creates meaning (Engeström & Miettinen, 1999; Kaptelinin &

Nardi, 2006). CHAT's approach to learning further develops Vygotsky's (1962) notion by placing learning within the social activity the individual is engaged in. This firstly draws on Leont'ev's (1981) description of individual learning taking place within a collective activity, characterised by specific roles individuals inhabit within a given division of labour. It is expanded by Engeström's (1999b) development of CHAT which situates individual actions within the activity system in which they play out.

What 'I' do versus What 'We' Do: Second Generation CHAT

A key criticism of Vygotsky's (1962) approach was that it did not fully situate mediation within the wider social ambit (Engeström, 1999b). Leont'ev (1981) filled this gap by distinguishing between individual action and collective activity. To explain, imagine a lesson focusing on 'Speaking'. A single EFL student is reading a text, identifying new words and taking notes of its content. Their individual action appears entirely in conflict with the lesson's goal of developing English *speaking* proficiency. Yet, by looking at the entire class where all the students have been given different texts, with some still reading and other groups of students sharing what they had found in their text (a collective activity), the single student's individual actions make more sense. The single student is engaged in a speaking activity where his/her individual actions and goals of reading and making notes are socially situated to the lesson's object of speaking and sharing information in a foreign language.

Leont'ev (1981) suggests a hierarchical model with collective activity at the highest level orientated towards an object/ motive. Actions conducted within the activity are individual aimed at specific goals, which are normally short-term. These actions are modified by operations that take into consideration conditions of the actions being conducted and the tools which are used (Kaptelin, 2013; Leont'ev 1981).

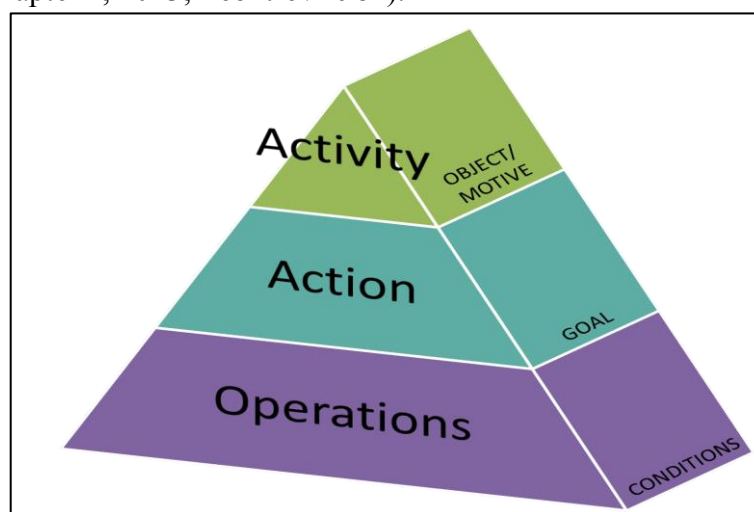


Figure 2: A representation of Leont'ev's Model of Activity (2nd Generation Activity Theory) (adapted from Kaptelinin, 2013)

In referring back to the earlier example of the single student reading a text, there is little understanding of how the other students' actions affect him or her i.e. how division of labour affects the individual; nor how one singular action from the example of reading to speak can be transformed into a collective object (Kaptelinin, 2013; Engeström, 1999b). Thus while Leont'ev's (1981) model situates activity as ultimately social it does not firmly contextualise activity within society (Engeström, 1999b).

Activity within Society: Third Generation CHAT

Engeström (1999a, 1999b) answers these limitations, adding and developing key constructs to Vygotsky's (1978/ 1997) work. He sees the 'subject' as the individual or group who act upon an 'object', a socially shared motive or problem space, worked upon to realise a desired outcome from an activity (Engeström, 1999b). The object is attained through the 'mediation of artefacts' but is impacted on how the task or activity is divided between members of the community ('division of labour'); as well as how 'rules' of the activity (such as curriculum, policy, classroom rules) allow and constrain actions towards the object (Engeström, 1999a, 1999b). The 'community' is the group of people who all work towards a shared object, for example the teacher and students engaged in the EFL class activity system (Kaptelinin & Nardi, 2006; Lund, 2006).

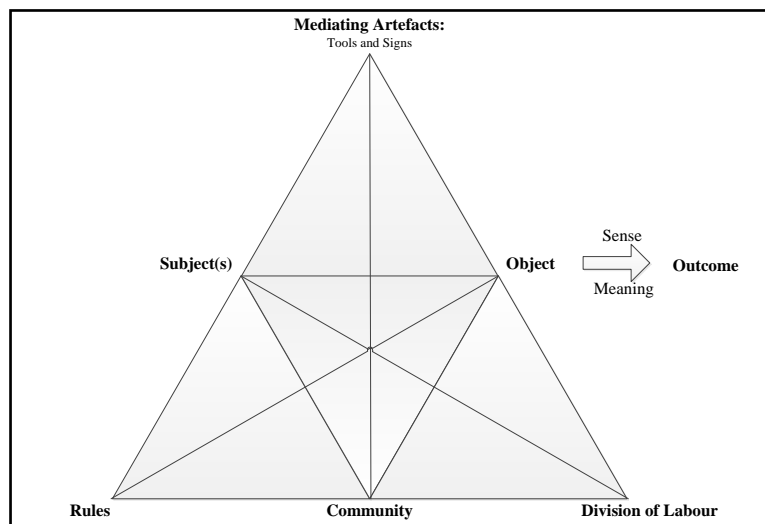


Figure 3: Engeström's (1999) Activity System Model (Third Generation Activity Theory) (p. 136)

Object-orientedness is an important feature of CHAT, where in surfacing the object of an activity system further identification of features can be gauged, as well as intervention possibilities for expansive learning (Engeström, 1999a). This dissertation focuses on uncovering potential sites where expansive learning could take place in relation to mobile

phone use (Engeström, 1999a; 1999b). Thus I use both Leont'ev's (1981) and Engeström's (1999b) conceptualisation of object as 'motive' and 'problem space'.

Another key feature of Engeström's model (1999b) is people simultaneously operate between multiple activity systems resulting in shifting relations between subjects, contexts and artefacts used (Kaptelinin & Nardi, 2006; Negueruela-Azarola, 2011). In relation to EFL then, the student operates³ between and within at least two activity systems: the school and the out-of-school that radically contradict each other in their composition but are both drawn upon to navigate a student's learning (Lund, 2006).

However, CHAT also holds that contradictions occur within nodes of a system, such as division of labour and rules, or between activity systems causing change (see above). These changes result from the commodification of labour within production that results in the dual nature of all aspects of activity into a *worth* value and *exchange* value (Engeström, 1999b). For example in an activity of a teacher using mobile dictionaries, the teacher has to decide between the dictionary as a valuable resource for learning vocabulary (worth value) yet must also take into account that different dictionaries have different structures, prices, and computational capacities (exchange value). In choosing to use mobile dictionaries for students to learn vocabulary the teacher must negotiate between what dictionary type best suits the activity and which gives the best access to the skill/ vocabulary focused on. This is an example of a primary contradiction (Engeström, 1999a, 1999b).

Taking this example further as the lesson progresses the chosen mobile dictionary might not be able to handle the changing object i.e. a different context of a word the dictionary does not contain or the lesson changing focus from vocabulary to speaking skills. The more often the mobile dictionary and the changing object do not correspond, the more frequently the teacher or student search for another dictionary or artefact that can cope with the changing object – this is a secondary contradiction that occurs *between* nodes of an activity system (Engeström, 1999a).

Tertiary contradictions may arise when the school identifies the problems of mobile phone use in class and orders specific procedures to be implemented in lessons using mobile phones. These new procedures while being formally placed by the school may be resisted by teachers if they conflict with their lessons. A tertiary contradiction occurs between the object

³ I have overly simplified this in order to more clearly demonstrate my argument. There are more than two activity systems that learners or any individual operate in.

of an activity (the teacher's) and the object of a more advanced activity (the school's) (Engeström, 1999b).

Gradually, the teacher may come to accept these new procedures and object surrounding mobile phone use in classrooms. A quaternary contradiction can arise when a new student enters the classroom and resists the new ways mobile phones are used and impact upon their learning (Engeström, 1999a). Here the student's and teacher's activity systems conflict. Each of these contradiction types lead to change or questioning the system resulting in 'invisible breakthroughs' (Engeström, 1999b) causing the activity system to 'expand' or eventually achieve 'expansive learning' (Engeström, 1999a). CHAT, thus allows insight into the complexity of teaching accounting for potential change reflecting the complexity of the social world (Larsen-Freeman, 1997).

This power of CHAT to reflect society's complexity in teaching has been drawn upon in second language acquisition studies (Lantolf & Beckett, 2009; Zuengler & Miller, 2006). Vygotskian-derived theory allows a focus on how acquiring appropriate mediational means, such as language, intersects with socioculturally meaningful activities that gives learners control over their own activity and in turn their own development (Lantolf, 2000; Mahn, 2012).

Lantolf & Genung's (2002) illustrated this in a case study of a student learning Chinese, showing activities are characterised by "shifting motives, goals, and rule of behaviour and they normally entail struggle and conflict" (p. 193). Thus, effective learning and second language acquisition can be seen as socially embedded within systems of activity of contradictions, and that a system's success depends on what its subjects bring (Wen, 2008). This gives an avenue into the effect different motives and understandings of the activity system give rise to radical differences in interpreting tools for mediation in EFL classrooms.

2.3.4 Windows for Change: Artefacts and Sense-Making

As stated previously in Leont'ev's (1981) hierarchical model of activity, motives and actions are instrumental in accomplishing an activity's object (Kaptelinin, Nardi, & Macaulay, 1999). This hierarchy fulfils a space where the mediational artefacts, motives of the subject and the processes they conduct to accomplish objects are integral parts in appreciating how activity system operate.

Parks' (2000) research on student-produced documentary videos and Miyazoe & Anderson's (2010) study of EFL online writing, further illustrate that an artefact's power in mediation depends on all aspects of activity being supported. This highlights the importance of accounting for teachers' and students' motives towards artefacts and their own agency in using them. It can also be argued that pedagogic activities unite learners with a sense of common purpose or motive for engaging with the activity, especially through the use of worksheets and tools for reflection. These allow students to reconceptualise what the tools have been trying to convey in terms of the object for the activity system (Hardman, 2005a; Hardman, 2005b). These reflective strategies created through learner autonomy and pedagogy can highlight internal conflicts within the activity through artefact use.

I draw on two studies to further illustrate the importance of all CHAT nodes being supported in implementing tool use. Kendrick, Chemjor, Early (2012) showed that giving young women access to ICT resources, coupled with strong pedagogic methods in a high school journalism club, developed their English proficiencies and challenged their placement of being 'women' in Kenya (Kendrick, Chemjor, & Early, 2012). This study, while not rooted in CHAT, illustrates the importance of coupling pedagogy and ICTs together for progressive change. However it focuses solely on students' perspectives, missing the complex contradictions that may occur in teachers' implementation of these ICTs.

Russell & Schneiderheinze's (2005) shifts their focus to teachers' application of constructivist-based learning environments (CBLE) in fourth and fifth grade classrooms. Their study focused on tracking the implementation of these ICTs and on teachers' reflection of them. In this study they found that the object of the activity narrowed due to contradictions arising between various nodes in the activity studied, which included teachers' support and beliefs about learning. These findings demonstrate ICTs use can be as regressive as they are progressive (Russell & Schneiderheinze, 2005). However the study lacks an investigation on how relations of power impacted on student use of these CBLEs and leaves an incomplete picture of the complex interplays between teachers' and students' use of technology in the classroom.

As these studies reveal, any tool (symbolic or human) can expand or reduce subjects' actions, allowing and constraining their power to manipulate and transform their actions in other activity systems (Kuuti, 1996). A tool is then, a window into sense-making, a way of looking at an object enabling different senses of it. In turn analysing a cultural artefact and identifying

the contradictions in its use can either show an expansive or radically constrained picture of activity (Russell & Schneiderheinze, 2005).

2.3.5. To Change is to Contradict: The Power of Contradictions in CHAT

The power of CHAT is its understanding of how contradictions within and between systems can lead to radical change (Daniels, 2004; Engeström & Miettinen, 1999). However, the difficulty in investigating activity within EFL classrooms is identifying contradictions as they may constitute beliefs and language (Pajares, 1992; Russell & Schneiderheinze, 2005) and not always be materially-constituted (Engeström, 1999b; Leont'ev, 1981; Wells, 2009).

These contradictions can be seen in the way a reading text is used in an EFL classroom. A teacher may ask students to use a mobile phone to look up vocabulary items in the text, while students may see this activity as a means to practice communicating in a lesson's target language. In this respect, a secondary contradiction is occurring between the community (the students and teachers) and the object of the activity (target language) which can lead to a narrowing of the lesson's object or a change in the division of labour or rules. It is these interesting possible contradictions I will track in my study.

The key in this example is that contradictions are not inherent in the artefacts' material construction, but in how subjects symbolically draw upon them. This is due to EFL classroom interaction occurring through and focusing on communicative competence in language itself in attaining the object. Thus, while a lesson's object may be materially transforming a piece of paper into a letter; symbolically it functions as an object to check students' ability to use the past simple and structure their language:

This dual status of objects is very significant. The materiality of the object is critical in allowing it to become a focus of joint activity.... At the same time, it is the symbolic aspect of the object that allows it to participate in the students' progressive attempts to increase their understanding of the phenomena under investigation (Wells, 2009, p. 45).

In a similar vein, classroom interaction is occurring through dialogue between the teacher and the student. These communicative exchanges depend on successive discourse exchanges between participants in the activity system to realise the object of the lesson (Engeström, 1995). The use of communication stresses further investigation into contradictions arising from language use and other symbolic artefacts in the classroom, leading me to draw on CDA.

2.4 Placing Possibilities and Power: Utilising CDA in CHAT

Engeström, R. (1995), and Engeström, Y. (1999c), stipulate that there is a spectrum where practical activity and language can be seen to be linked. At one end, there are activity systems completely divorced from one another, while at the other there are activity systems intimately intertwined such as talk shows or religious sermons. These activities have language (verbal and non-verbal) as the object of the episode, such as imparting a religious concept; and as the mediating tool (the sermon) in facilitating the object's uptake (Engeström, 1999b; Rowe, 2004; Singh & Thuraisingham, 2011). I argue the EFL classroom is a similar site.

2.4.1 Language as Activity

Language is problematic as activity occurs through it and is the object(ive) of certain activities (Boag-Munroe, 2004; Rowe, 2004). The role of language within the EFL classroom as an artefact and object in an activity system necessitates the need to understand the contradictions that arise from its use. While CHAT can surface these contradictions and reveal 'dominantive' relations of power (Engeström, 1999b) it does not necessarily allow a finer-grained analysis of 'language in action' nor an understanding of power relations as being 'productive' (Boag-Munroe, 2004; Janks, 2000, 2009; Poster, 1984).

I thus draw upon CDA whose central unit of analysis is text and discourse (Gee, 2004, 2005; Janks, 2005). Drawing upon a Foucauldian definition which focuses on the relationship between power and knowledge, Pennycook (1994) defines Discourses as:

ways of organising meaning that are often, though not exclusively, realised through language. Discourses are about the creation and limitation of possibilities, they are systems of power/knowledge (*pouvoir/ savoir*) within which we take up subject positions (p.128)

In this sense, Discourse is constituted by both talk and activity working together where links can be drawn to sociocultural emphasis on historicity, activity and language (Rowe, 2004). Gee's (1996, 2004, 2005) distinction between discourses (language-in-use) and Discourses (ways of behaving, acting, believing and language-in-use), makes this clearer, as being a participant in any activity involves more than language use (Boag-Munroe, 2004; Hiruma, Wells, & Ball, 2007). In turn acquiring a new Discourse involves being apprenticed into the ways of behaving, acting, believing and using language of that particular discourse. This allows a person to move from their primary discourse (the original Discourse one is socialised into) to their secondary one, a new Discourse one is apprenticed in (Gee, 1996, 2004, 2005). This echoes Vygotsky's (1978/ 1997) mediation in which a culturally more advanced peer apprentices the subject into culturally advanced forms (Boag-Munroe, 2004).

In essence CDA is a critical perspective that highlights how language use/ discourse as a socially constitutive practice is bound within relations of power (Fairclough, 1992a; 1992b; Gee, 1996, 2004; Janks, 2000, 2009).

However, what CDA lacks is analysis of activity itself (Rowe, 2004). CDA involves the analysis of texts, however as Gee's (1996) conceptualisation illustrates learning to use a new discourse involves more than language (Rowe, 2004). In an EFL classroom mastery of the past simple tense encompasses more than simply getting the language correct. It covers an understanding of how EFL as a discourse conceptualises time, the pronunciation of endings, how stories are told i.e. all aspects of 'appropriacy'. These ways of acting, speaking, understanding, in learning a language show apprenticeship occurring in the EFL classroom (Boag-Munroe, 2004; Hiruma, Wells, & Ball, 2007). Learning a new discourse is the intersection of talk and activity, and when activity is not accounted for in the interaction, language can become meaningless (Rowe, 2004).

2.4.2 Language as Power

CDA also enables a close analysis of power relations within division of labour and rules in CHAT (Boag-Munroe, 2004). I draw primarily in this dissertation on Foucault's links between discourse and power/ knowledge (Foucault, 1970/1981; Gutting, 2006; Rouse, 2006). For Foucault discourse(s) are "practices that systematically form the objects of which they speak" (cited in Mills, 1997, p. 15). Thus the way we speak, act, behave and know about the world constitutes a 'truth' of people, their thoughts and the relations between them (Janks, 2009).

Foucault's emphasis here is that contrary to power *dominating* relations outlined in Marxist perspectives, he sees it as *producing* relations (Mills, 1997; Janks, 2009; Poster, 1984). In this sense our ways of understanding or the discourses that are drawn on to establish what is 'known' or 'the truth' of people creates them, making them 'knowable' (Rouse, 2006). These 'truths' drawn from discourse affect power relations by setting standards, norms or categories of what can be 'known' or 'recognised' by others (Janks, 2009). In turn discourse creates the very subjects of which it speaks through the actions, attitudes that must be adopted to 'fit' within it (Rouse, 2006). It creates 'us' and 'them', those who 'fit' and those who 'do not'.

Yet there are multiple discourse(s) people operate within, as different discourse(s) operate as different 'regimes of truth' within different communities (Foucault, 1970/1981; Mills, 1997). People negotiate between these relations of power opening up to 'resistance' and the constant

production of establishing and deconstructing power in language (Gutting, 2006; Norton, 2013). By investigating mobile phone use through language within activity systems, I can look at the different discursive strategies that produce relations of power and the contradictions which arise out of division of labour.

It is important to note that while I foreground a Foucauldian analysis of power in discourse I am not abandoning Marxist understandings of power relations, which demonstrate how the construction and deconstruction of language enables insight into the ‘hidden’ ideologies of ‘domination’ (Janks, 2009; Poster, 1984). Instead I draw upon both as complementary frames to analyse power relations, hence my adoption of CDA (Janks, 2000; 2009).

2.5 Sledgehammers and Audio-scripts: Artefacts & Positioning

Whilst CDA can surface a more nuanced understanding of the link between language and activity contained within an activity system, the role artefacts play in constituting power relations is also an important element. Holland & Cole (1995) note that: “cultural artefacts are not only relied upon as tools for remembering...and interpreting, but also, and simultaneously, as tools for socially positioning oneself and others and for directing behaviour” (p. 481). To illustrate this better, a sledge hammer is never used to hang a picture on the wall, or an audio-script is never used to develop listening skills alone. While an artefact’s primary function may be the same as similar artefacts – a tack hammer and audio CD, respectively - they embody a particular way to mediate activity that is different from others (Holland & Cole, 1995). The different types of mediations afforded by tools allow questioning of exactly how artefacts are used by different subjects.

In this sense CHAT is useful for analysing contradicting subject positioning and power relations within an activity system. Bartlett’s (2004, 2008) study of a Brazilian woman overcoming her inability to vote by drawing on prayer and faith as cultural artefacts demonstrates that not only are cultural artefacts imbued with social meanings, but they are also contained within deeper relations of power (Bartlett, 2008). The ability to use and appropriate cultural artefacts is dependent upon how meaning is (re)negotiated within the classroom, and how cultural artefacts are mediated to students. This is drawn upon to better understand the contradictions resources and artefacts enact in classroom activity systems.

2.6 Conclusion

This chapter has demonstrated that the use of tools in any learning setting is never a *neutral* phenomenon divorced from the context they are used within. Instead it argues that careful

consideration of how artefacts are used, what they are used for and where they are used is imperative when investigating artefact use in the classroom. Given the new impetus of ICT in the classroom, there is a need for an approach that can take account of the socio-political context and so I have chosen CHAT and CDA. The use of these two interpretive frameworks to complement one another is still under fierce debate among educational theorists (Hiruma, Wells, & Ball, 2007). However I hope that this study adds further support to the unique ways these approaches can be combined in order to offer new understandings of already familiar sites.

Chapter 3: Research Methodology

3.1 Introduction

This chapter outlines how this research was undertaken. I discuss how my research questions informed the research methodology in conjunction with its limitations and ethical considerations. The research context and the participants included in the study are also presented.

3.2 Research Approach

This study focuses on mobile phone use in the EFL classroom and how meanings are attached to them as artefacts, focusing specifically on contradictions arising from mobile phone use, and the role of power in negotiating their use in the classroom. The focus on issues of power and meaning locates this study in the poststructuralist approach to language, culture and identity (Lee, 1992) and the CHAT understanding of actions playing out in an activity system. In turn, language and positioning within context are at the forefront of inquiry and require in-depth analysis of how meaning is (re)negotiated in the classroom.

My study's foci suggest, through the interactive relationship between research questions and research design (Maxwell, 2008; Yin, 2009), a qualitative 'open-ended' methodology (Bruner, 1993). This is due to the study being centrally focused on participants' use and relationships with mobile phones in the classroom: what use is detailed, who authorises its use, and how use is instructed or contradicted – highlighting a socio-political account. This stresses an interpretative framework where both teachers' or students' realities and understandings of mobile use are relevant (Hoepfl, 1997; Savenye & Robinson, 1996).

I thus draw on a critical ethnographic methodology which foregrounds: power relations within culture; the researcher as the primary data collection instrument and its production of 'thick description' to aid interpretation of the complex interplay between individuals and society/ culture (Chapelle & Duff, 2003; Hammersly, 1994). This study is not, however, an ethnography. It neither demonstrates complete 'participant-observation' in prolonged engagement in the field as 'participant' and 'observer' (Delamont, 2007; Watson-Gegeo, 1988), as it occurred over three weeks, nor a complete 'holistic account' as research questions focused exclusively on mobile phone use. Rather, this research, as defined by Yin (2009), is a case study that:

investigates a contemporary phenomenon in depth within its real-life context... [which uses multiple sources to cope] with the technically distinctive situation in which there will be many more variables of interest than data points... [and lastly is guided by the] prior development of theoretical propositions to guide data collection and analysis (p.18).

Research was conducted in a contemporary natural context by observing classes that were not set-up specifically for this study (Delamont, 2007; Lillis, 2008). Furthermore, I approached observations and recording of data by using ‘open-ended questions’ to aid ‘thick description’ (Kantor, Kirby, & Goetz, 1981; Merriam, 2002). Thus, while my research questions, interview questions and field notes were predisposed to look explicitly at mobile phone use, I described occurrences in detail to create a ‘thick descriptive’ account.

This was supported by multiple data sources to validate interpretations made (Chapelle & Duff, 2003; Guion, Diehl, & McDonald, 2011; Seale, 1999). Data were collected from observation field notes; video recordings of classroom interaction; and audio recorded interviews with several respondents. These data were subjected to both mapping of selected activities and classroom discourse using CHAT and CDA, respectively to identify constituents of activity systems (such as division of labour and rules), power relations and positioning(s) of learners and teachers. This was cross-referenced with interview data (Delamont, 2007; Kantor, Kirby, & Goetz, 1981; Wolcott, 1975) to ensure understandings from the participants’ perspectives were highlighted in the analysis.

3.3 Research Context

3.3.1 An EFL School by Any Other Name: The Research Site

The research site is an EFL institution where I currently work part-time in Cape Town. The school is an affiliate of an international group of institutions across Europe, America, Africa and Australia.

3.3.2 The Learners

As an adult EFL institution, students within the school range from eighteen to sixty years old with most in their early twenties or mid-thirties. The school emphasises *global diversity*, as classes are prioritised to include learners from different nationalities.

Most students originate from the Middle East, South America and Western Europe. There is a general consensus in student portfolios⁴ and interviews that most students hope by improving

⁴ Demographic information form students fill out on the first day of school which includes their motivations for studying English and English test scores (see Appendix 1.3.).

their English will better their job prospects or access to further education. Student enrolment ranges from two months to up to a year. Most students live alone in separate apartments, with others living with host families or in hostels supervised by a hostel ‘parent’.

3.3.3 Classes and Procedures

Teachers are instructed to base their approach on Communicative Language Teaching (CLT) practices and the ‘global’ textbook set as the class’s syllabus. The most commonly used textbooks are *Speak Out*, *Language Leader*, *Cutting Edge* (Pearson Longman: England) and *Headway* (Oxford University Press: England and USA).

Upon enrolment students are assessed in English ‘Reading’, ‘Writing’, ‘Listening’ and ‘Speaking’ and then placed into a level-appropriate class corresponding with the Central European Framework (CEFR; see Appendix 1.2.). These initial assessment scores are placed into student portfolios that track all test scores.

Students are expected to attend two morning classes. From 09:00 – 10:30, the first teacher is instructed to focus on lexis and grammar, whilst the second teacher (11:00 – 12:30) emphasizes skill work (Listening, Writing, Speaking and Reading). However, in practice this rarely happens, as teachers prefer to use a part of the ‘global’ textbook chapter to decide what their lessons cover. Most lessons thus consist of reading the texts in the textbook and completing the relevant exercises. Students are expected to stay in a level for four to eight weeks, whereupon they are given a higher level skill assessment that requires a certain pass average to proceed to the next level.

Afternoon classes for select students run from 13:30 – 15:00, they are thematically orientated lessons covering a variety of topics that encourage further skills practice. Students also have the option of attending examination classes (IELTS⁵, FCE⁶, CAE⁷ and CPE⁸) or private tuition after or during afternoon sessions until 17:00.

3.3.4 Classrooms

All classrooms contain: a whiteboard; a clock; a fan; a CD player; a notice board of rules and regulations; a map of the world; a phonemic chart; and grouped white desks facing the

⁵ International English Language Testing System

⁶ First Certificate of English

⁷ Cambridge Advanced Examination

⁸ Cambridge Proficiency Examination

whiteboard. They are also similarly painted, brandishing the colour of the school's logo. The teacher's place is usually at the head of the white desks, ensuring all students face the teacher.

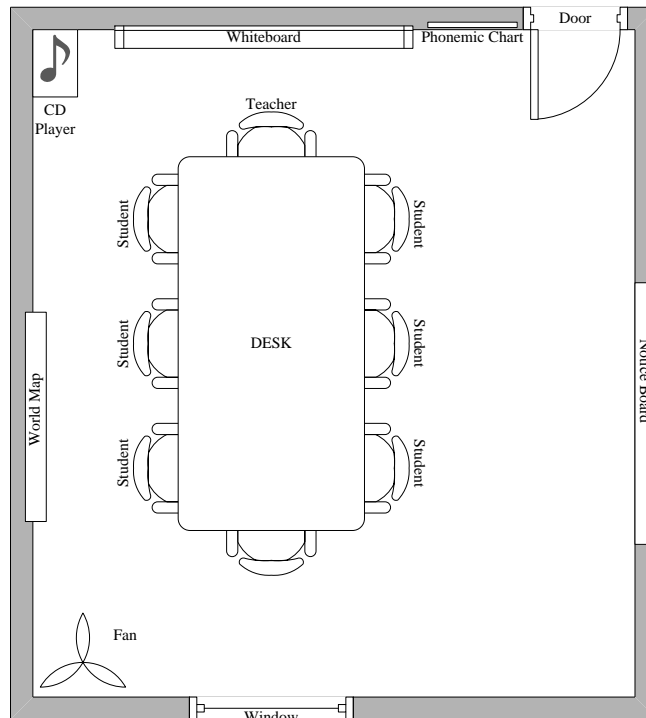


Figure 4: Commonly-ordered EFL Classroom

The notice board displays signs prohibiting mobile use, drinking and eating although this is usually ignored. Other signs outline the school's ethos, the scoring of student participation and motivation in class, as well as the school's internet site for virtual language lessons. The notice board, the world map and the CD player are usually placed at the sides of the classroom, while the phonemic chart is normally next to the whiteboard.

3.3.5 Recent Changes: The Current Context

A recent 'Academic Audit' at the school found that teachers relied too heavily on textbooks and that students were inaccurately placed into proficiency levels. One result is teachers are now required to allocate four morning lessons a week to using non-textbook resources to cover the set textbook chapter's language work. Alternative resources are 'anything other' than the textbook material and should be 'authentic' in that they are not specifically designed for EFL teaching and "readily available... like brochures, newspapers" but not always necessarily so (Director of Studies [DOS] Interview).

3.4 **Methods and Techniques for Data Collection**

Data were collected from three main sources: observations and field notes; video-recording of classroom interaction; and audio recordings of selected individual interviews.

3.4.1 Observation and Field notes

Unstructured, non-participant observations were conducted to record aspects of classroom interaction and setting which may not have been previously considered (Mulhall, 2002; Savenye & Robinson, 1996). Four classes were observed resulting in six hours of observation and video-recorded data. A salience hierarchy approach to field notes was adopted that acknowledged the researcher's insider-knowledge in capturing episodes they found salient or deviant to their research questions (Wolfinger, 2002).

Any setting observed is impacted by the researcher's personal and disciplinary interests meaning my observations are saturated with interpretation (Hammersley, 2006; Mulhall, 2002). However, my 'insider' status serves as an advantage and disadvantage as my intuition recognises deviant or sensitive interactions, and at the same time may show bias to some events. This underlined the need for multiple data sources, in which I turned to video recording (Guion, Diehl, & McDonald, 2011; Paterson, Bottorff, & Hewat, 2003).

3.4.2 Video Recordings of Classroom Practice

To allow insight into classroom interaction and to verify recorded field notes, all lessons were video-recorded with a single camera due to spatial constraints. These recordings provided a permanent record from which a transcription could be made to add validity to the analysis (Hammersley, 2006), as well as access to incidents that were not recorded in field notes. This provided a more comprehensive image of classroom activity and its discourse (Paterson, Bottorff, & Hewat, 2003). A trial-run assisted participants becoming more comfortable with the camera in class.

3.4.3 Interviews

To further aid data collection post-observation interviews were conducted with key participants of selected instances of mobile use (Maxwell, 1992; Polkinghore, 2005; Seale, 1999). Prior to observation, the Director of Studies (DOS) was also interviewed on school mobile phone and authentic resource use.

Interviews lasted between eight to twenty minutes and were conducted at times convenient for participants in a selected classroom to provide familiarity (Gardner, 2010). Conscious of the classroom not being 'neutral' in design or placement of individuals (Fontana & Frey, 2000), I chose to sit across or next to respondents in contrast to where teachers would normally sit. Interviews were semi-structured and open-ended to allow for potential questions

that I felt would clarify and aid understanding of interactions. I also played specific recorded events of classroom observation to gauge participant understanding.

Hammersley (2006) notes the post-structuralist critique of interviews within ethnographically informed research questions the genuine, individual voice of participants. It argues that the researcher and participant co-construct a discursive positioning in the interview process. This was exemplified where I would frequently re-word questions more simply for students and when teachers would position me ‘as a teacher’ rather than a researcher. In this sense the discourse in all interviews shows not only a positioning of me, but also my own positioning of respondents. Thus the interviews can neither be labelled ‘objective’ or ‘neutral’, but rather a co-production between the participants and I (Fontana & Frey, 2000).

3.4.4 Transcription

All interviews and lessons were transcribed in full to allow analysis of significant episodes in conjunction with my field notes.

Table 1: Transcription Key of Classroom Observations and Interviews

.,?	Punctuation used to help reading of transcript
...	Significant pause
Bold	Hyper-stressed words
[action taking place]	actions occurring during speaking
Name:	Name of speaker
(inaudible)	Indicates that section of dialogue proved difficult to transcribe/ inaudible

3.5 Ethical Considerations

Prior to commencing this research study, permission was sought and obtained from the University of Cape Town’s Research Ethics Committee and the directors of the language school. Participants were given a verbal presentation and informed consent form detailing their voluntary choice to participate and that withdrawal was an option at any time. It was explicitly stated that participants’ language learning and teaching would not be affected, nor would they be disadvantaged by their participation. It was also highlighted that during interviews participants would not have to answer questions which made them feel uncomfortable.

The school and all participants were given the option of creating their own pseudonyms or being assigned one by the researcher which were reviewed so identifying information could not easily be ascertained (Nyamnjoh, 2007). Pictures have been altered to prevent identification of participants.

3.6 Research Participants and Sampling Criteria

I made use of purposeful sampling to observe sites which I believed would provide information-rich cases for the study (Hoepfl, 1997; Merriam, 2002). My interest, in the socio-political conditions surrounding mobile use in the classroom dictated the need for language learners who could proficiently discuss abstract and complex concepts.

3.6.1 Student Participants

I specifically requested to observe classes that were dealing with texts other than set language textbooks. I was allowed to observe an Advanced (B2-C1) Class and an Upper Intermediate Class (B1-B2) in the morning period over two consecutive days. Two different student cases (Khalid and Heba) of mobile phone use from the Advanced Class were selected for interviews and analysis. The tables below summarise demographic and background information from students' portfolios.

Table 2: Advanced Class Demographics

Student	Nationality	Age	Sex	First Language	Reason for studying
Khalid	Libyan	26	Male	Arabic	“for [my] benefit” (Khalid Interview)
Heba	Libyan	30	Female	Arabic	University studies
Ramon	Columbian	21	Male	Spanish	Employment
Bella	German	24	Female	German	University Studies
Bruce	Libyan	29	Male	Arabic	University studies
Cynthia	Italian	23	Female	Italian	Work / University Studies

Table 3: Upper-Intermediate Demographics

Student	Nationality	Age	Sex	First Language	Reason for studying
Ayse	Turkish	31	Female	Persian	Work
Flower	Libyan	30	Female	Arabic	University Studies
Aaliya	Libyan	38	Female	Arabic	University Studies
Alzaharaa	Libyan	27	Female	Arabic	University Studies
Johnson	Angolan	24	Male	Portuguese	Work
Aser	Libyan	26	Male	Arabic	University Studies
Asam	Libyan	29	Male	Arabic	University Studies
Mira	Russian	20	Female	Russian	University Studies

These tables reflect a majority of Libyan students at the language school, representative of classes at the school at that time. The wide age discrepancy between students is also clear with the majority in their early twenties and thirties. At the time of the study many students had been at the school for several months, and knew their teachers and each other well, with the exception of Khalid who had recently moved to the Advanced Class.

3.6.2 Researcher-Student Relationship: Effects on Research

As a part-time teacher, many students knew who I was, despite I only having taught Flower. This dual status of ‘unknown-teacher’ and researcher may have facilitated students regarding me as a non-participant. Yet students were aware of being observed, especially on the first day of observation. In this sense my observation of the classes impacted on the behaviour, interaction and therefore the discourse of the classroom, and in turn my findings. This played out in interviews with Heba and Khalid where our discourse swung between teacher-student and researcher-participant.

3.6.3 Teacher Participants

The directors of the school selected Collin, Melissa and Celeste’s classes in accordance with my study’s purposive sampling criteria as I had not taught their students before and these teachers regularly incorporated ‘authentic’ texts in lessons.

Collin and Celeste have been with the school for over three years and are CELTA⁹ certified ‘permanent teachers’ (they earn a basic salary and perform extra duties apart from teaching). Collin has taught extensively overseas, while Celeste has been employed at the school since her initial TEFL¹⁰ Certificate. Also, as a ‘hostel mother’ she is close to many students. Melissa is a close colleague and has been at the school for over a year. She taught in Korea and Vietnam for several years before returning to South Africa. She has a TEFL Certificate and teaches IELTS classes. As a part-time teacher, her teaching hours and pay are linked to the number of current students.

3.6.4 Researcher-Teacher Relationship: Effects on Research

My close relationship with my colleagues impacted significantly on observations as teachers often called upon me to re-assert their claims or help explain concepts. It placed my observation as non-participant in constant negotiation. Furthermore, teachers disliked being

⁹ Certificate of English Language Teaching for Adults

¹⁰ Teaching English as Foreign Language

observed and would ask for critique or apologise, which I felt meant my observations were equated to the DOS' appraisals.

Students were also aware of teachers 'acting' for me, for example Asam stated in Celeste's class that she was an "actor, today". This could offer possible explanations for their strictness regarding mobile dictionary use as they may have felt judged and I acknowledge this in my interpretation of the data.

3.7 Methods and Techniques for Data Analysis

The analysis drew from observational field notes and transcripts of recorded classroom interaction and selected participant interviews. Observational field notes were reviewed to focus on sections of classroom interaction that illustrated significant and identifiable interactions between students and teachers on mobile phone use.

A number of episodes from all recorded lessons were selected demonstrating overt and significant teacher and student(s) interaction with mobile phones. From these, two similar cases were nominated for detailed analysis which illustrated identifiable and explicit teacher interaction with students' on their mobile phone use. My approach to data analysis specified an extensive mapping and discourse analysis in identifying mobile phone use and power relations between participants resulting in the presentation of two detailed episodes for analysis. These episodes were then cross-referenced with class and interview transcripts for a fuller detailed account. Each episode was separately mapped using the Activity Checklist to detail the activity system in the classroom and potential contradictions (Hardman, 2005a, 2008). The table below illustrates an example of this analysis strategy.

Table 4: Activity Checklist (Hardman, 2008, p. 75)

Activity Theory Concepts	Questions to ask when evaluating procedures
OUTCOMES	What is produced in the episode?
MEDIATING ARTEFACTS	What tool(s) are being used?
OBJECT	What is the object/ focus of the episode?
	What is the purpose of the activity for the subject?
	What is the teacher working on?
	What is the student working on?
DIVISION OF LABOUR	Why is he/she working on it?
	Who does what in this episode?
COMMUNITY	Who determines what is meaningful?
	What community/communities are involved in this episode?
RULES	What group of people work together on the object?
	What kinds of rule: instructional rules: evaluative rules and pacing rules? Social order rules: disciplinary rules and communicative interaction rules?

After mapping the activity system, I was able to outline disruptions occurring through mobile phone use which I outlined as sites of potential contradictions. The same data were then analysed through CDA, similar to Baxter’s (2002) Post-Structuralist Discourse Analysis (PDA) study of school children’s public speaking. The first level detailed a denotative micro-analysis drawing from the cases’ spoken text and then a connotative macro-analysis that wove together interview data and supplementary accounts (Baxter, 2002).

The insights gained allowed further clarification and identification of the initial potential contradictions and mapping of the activity system, especially in regard to division of labour, rule and object (Boag-Munroe, 2004). This also allowed deeper insight into discursive positioning(s) and the power relations between students and teachers within the classroom. Thus, in applying two separate theoretical lenses to data analysis, I gained two complementary perspectives of the same episode. This process also made me constantly move across data, analysis and theory (Westbrook, 1994), which gave a clearer account of mobile phone use in an Advanced EFL classroom.

Once both cases had both been separately mapped and analysed by CHAT and CDA emerging cross-case contradictions, themes and discourses were identified and analysed using my theoretical framework to draw more substantive conclusions. Yin (2009) considers this an important aspect of multiple-case design as it forces reconsideration of a study’s original theoretical framework and questions, aiding ‘reflexivity’ (Delamont, 2007; Zaharlick, 1992) in my data interpretation.

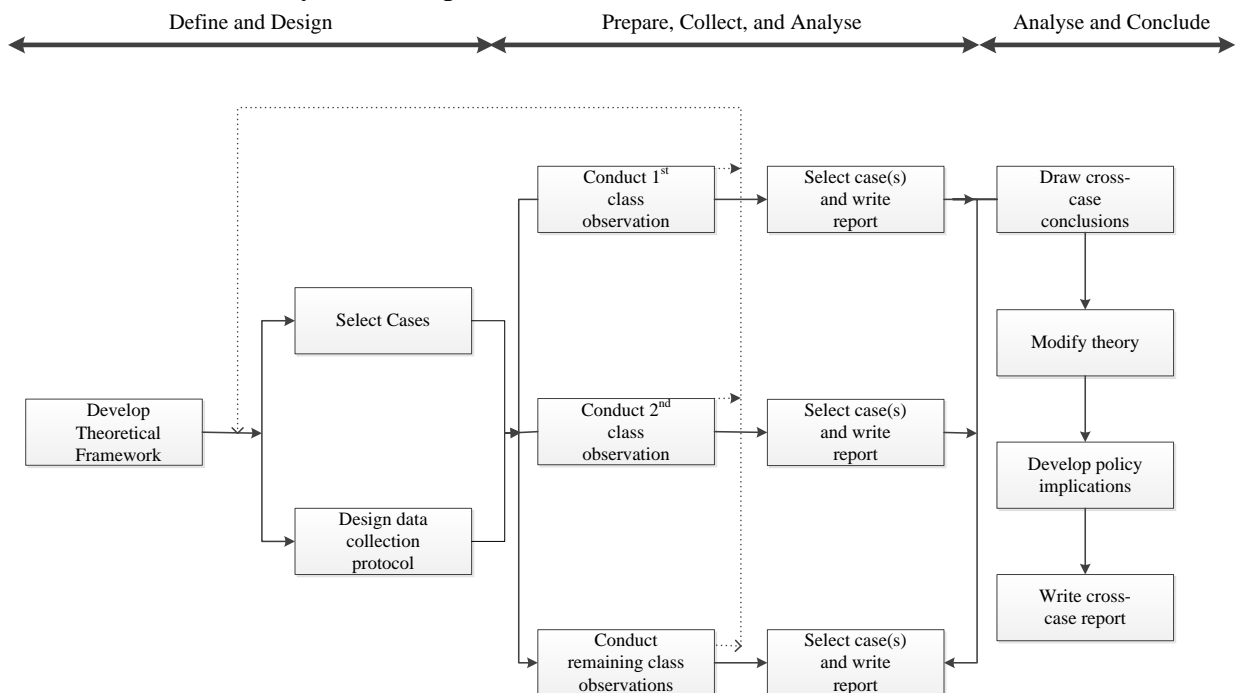


Figure 5: Overview of Case Study Method (adapted from Yin, 2009, p.57)

3.8 Conclusion

This critical ethnographically-informed case study methodology has aimed at allowing deeper insight into relations of power and subjectivity surrounding mobile phone use in an Advanced EFL classroom. As an exploratory case study it is limited in its generalisability and bias and no claims to a complete account of mobile use are made. However multiple sources of data collection and analysis have been drawn upon to try and lessen these difficulties within case-study design. I consider this a strength as it offered different insights into episodes considered. In turn, this study in its design parallels the complex interplay between the individual, the community, the mobile device and society (Guion, Diehl, & McDonald, 2011; Hoepfl, 1997; Savenye & Robinson, 1996).

Chapter 4: “You Focus, I’m Talking!”

There’s a practical reason for it. You focus, I’m talking! (Collin Interview)

4.1 Introduction:

Previously I discussed the danger in English Foreign Language teaching (EFL) in creating a definitive story for learners that discourages critical inquiry and alternative understandings in the classroom. I located this discouragement to the power of textbook representation and EFL pedagogy that support the myth of ‘English as the marvellous tongue’.

In this chapter I look at how mobile devices as artefacts in the activity system of an Advanced EFL class are positioned through EFL pedagogy in: how learners are directed to use them; who tells learners how to use them; when learners are told to use mobile phones, and how mobile phone use is framed. This framing of mobile phone use can either elevate learners' own choices and ways of understanding or constrict their agency in learning. I use these understandings to offer possible answers to the following research questions:

- a) How are mobile devices as artefacts framed as a resource by EFL teachers and students in an advanced class in a Cape Town-based international TEFL school?
- b) What potential contradictions are evident in the use of mobile phones as artefacts in the activity of language learning?

To elicit these understandings this chapter focuses on the activity systems of one teacher, Collin, and his students drawn from two lesson observations and interview data. The first lesson comprised of a grammar and writing lesson on the concept of cohesion. In the session, Collin uses a worksheet from an Advanced Writing textbook to look at different cohesive devices (e.g. adverbials, conjunctions) and their use in creating ‘cohesive’ writing. The second lesson was based on ‘cultural diversity’ and involved the students and Collin discussing a quiz on incorrect cultural stereotypes.

Using these two lessons and CulturalHistorical Activity Theory (CHAT), I track the activity system of Collin’s advanced class in relation to mobile dictionary use and draw out potential contradictions. I complement my CHAT identification of the classroom’s activity system with Foucauldian critical discourse analysis (CDA) to show how mobile phones are framed by the teacher and how these understandings further inform the activity system of the classroom and its contradiction sites. The majority of analysis focuses specifically on the

interaction between Collin and his student Khalid on mobile phone use, as it was the most overtly discussed instances about mobile technology in all my observations of the three teachers.

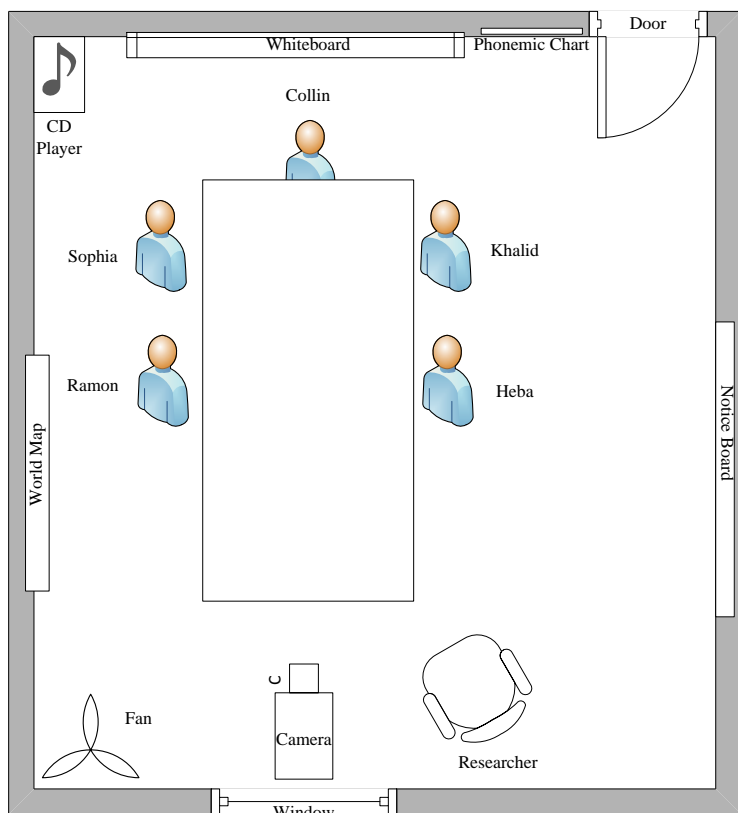


Figure 6: Map of Collin Lesson 1

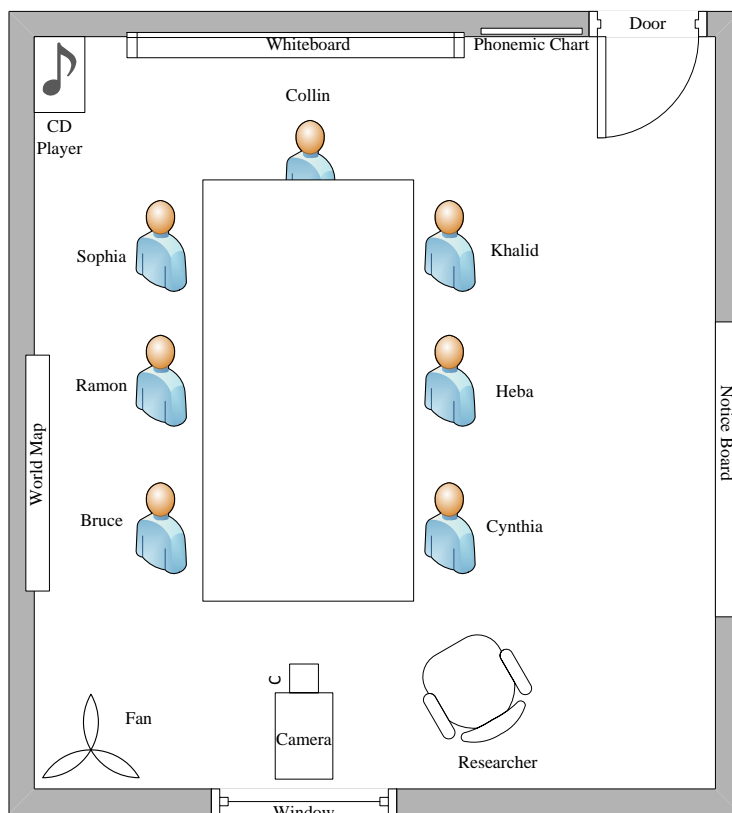


Figure 7: Map of Collin Lesson 2

4.2 Mapping the Space: The Central Activity System of a lesson on Cohesion

Classrooms are intrinsically social. Optimally they involve teachers and students working together towards an understanding of a concept, a text or an exercise. CHAT identifies this social collaboration as a collective “purposeful interaction of the subject with the world, a process in which mutual transformations between the poles of ‘subject-object’ are accomplished” (Leont’ev, 1978, p. 50 as cited by Engeström, 1999b, p. 87). In order to see how the subject and object are transformed it is necessary to map the activity system of the classroom detailing: who is conducting the actions (the subject); what is being acted upon (the object) and what shifts or changes (transformations) are observable. In the lesson on cohesion, this is established when Collin outlines the type of actions to be conducted on the writing worksheet he has provided:

“It’s exercise A. There are two versions of a fable from Aesop. One well written and the other badly written in terms of organisation and cohesion. So... Again cohesion... What is cohesion?”

[... (students respond)]

“So what I’d like you to do here is to have a look at the first piece of writing and the second one, and find four things that the good writer does that the bad one hasn’t done. So I am going to give you... five minutes to do that” (Collin Lesson 1)

Using this lesson excerpt and applying a CHAT lens, the subject, community, the object and the division of labour within the lesson’s activity system can be discerned. Collin’s direction of how students should engage with the worksheet in his instructions “have a look at”; “find four things” sees him and the students as the community of the activity, as they share the object of ‘finding’ and ‘looking for’ specific features in the text in order to develop their understanding of cohesion. Collin, can be identified as the subject as it is him who is driving the activity forward, giving instructions and directing students’ interaction with the object. At the same time this signals a strong hierarchical division of labour where Collin directs and orchestrates how actions are undertaken in the classroom - the students ‘do’ while Collin ‘instructs’.

In turn, the asymmetrical interaction shows students are acting towards something - what Collin marks as “cohesion” in identifying elements of a “good writer” (cohesive-text) and a “bad writer” (non-cohesive text). This outlines identifying grammatical markers of ‘cohesion’ as the possible ‘object’ of the observed action of the classroom, as it is the premise on which the students’ goal-directed actions are based, they must “find” and “look” for ‘it’(cohesion) in the worksheet.

I use the word ‘possible’ as the students’ actions in finding ‘good’ writing and ‘bad’ writing can also be related to other objects such as ‘style’ or ‘vocabulary use’ in the worksheet. The key questions are: what is Collin instructing the students to find and why? The ‘what’ shows the concept Collin is trying to approach in the lesson, while the ‘why’ illustrates his reasoning for choosing it in the first place. In this sense Collin’s motive(s) for the lesson coincide with the object, as Engeström (1999b) notes that the object is based on ascertaining the ‘true’ motive for the activity itself. To draw this out, in the interview, I asked Collin what he was doing in the lesson. Collin stated:

And I think what I was trying to point out there with cohesion [...] that all of these words [but’, ‘despite’, ‘however’, ‘because’] actually have the same meaning. But it is the way that you use them that are different. And that was fitting because we were all struggling because they think they are actually different (Collin Interview)

In this, object and motive are demonstrated in the form of ‘cohesion’ as the students ‘struggle’ and ‘they think they [but’, ‘despite’, ‘however’, ‘because’] are different’. It

outlines understanding of cohesion as the object of the activity system as Collin’s rationalises his actions being motivated by students’ inability to identify ‘cohesive devices’ or ‘use them appropriately’. Yet, it is not clear whether Collin is framing ‘cohesion’ in terms of ‘speaking’ and cohesive devices in terms of structured grammatical exercises or in terms of other discrete language skills as in CLT¹¹. This is resolved in the interview where Collin speaks about the term ‘use’:

I focus more on accuracy because [of] the EFL industry that we follow the communicative approach which means students lack the accuracy at the Advanced level. So when I focus on that it’s to help them with the accuracy of the task of using because I think we are beyond that point especially when you look at something like cohesion because in speaking you don’t need accuracy but in writing and a lot of students that is something they lacked in their writing and how to use that [cohesion] accurately (Collin Interview).

His response details his criticism of CLT’s inattention to grammatical accuracy in ‘Writing’ and ‘Speaking’. His emphasis on ‘writing’ signals an understanding of it needing to be a more ‘accurate’ skill for language ‘use’ or its necessity in being an English ‘user’. I in turn, frame the motive and therein the object and outcome of the activity system from his view as: ‘student understanding of accurate cohesive device use’ and ‘accurate user of English’, respectively.

This had a strong influence on the mediational tools he brought to the lesson, for example the worksheet, as he states it: “*specifically* looks at meaning but it also *looks at* the differences between the use of conjunctions and the use of adverbials within the sentence” (Collin Interview, emphasis mine.)”.

The worksheet then can be conceptualised as an artefact in mediation in Collin’s use of it for goal-directed human action. He directs students to do the exercises in the worksheet, believing these actions influence students’ understanding of using of cohesive devices correctly in writing, the object of the activity (Engeström, 1999b). Furthermore his notes on the worksheet’s design, allow it to be outlined as an artefact (Roth & Lee, 2007), as it has been modified for human goal-directed action, designated by his use of the words “looks at” and “specifically”.

Combining my observations and Collin’s view of the classroom activity system a graphical depiction of the structural features is displayed in Figure 1 below:

¹¹ Such as Reading, Writing, Listening, Speaking (this is discussed in the Literature Review)

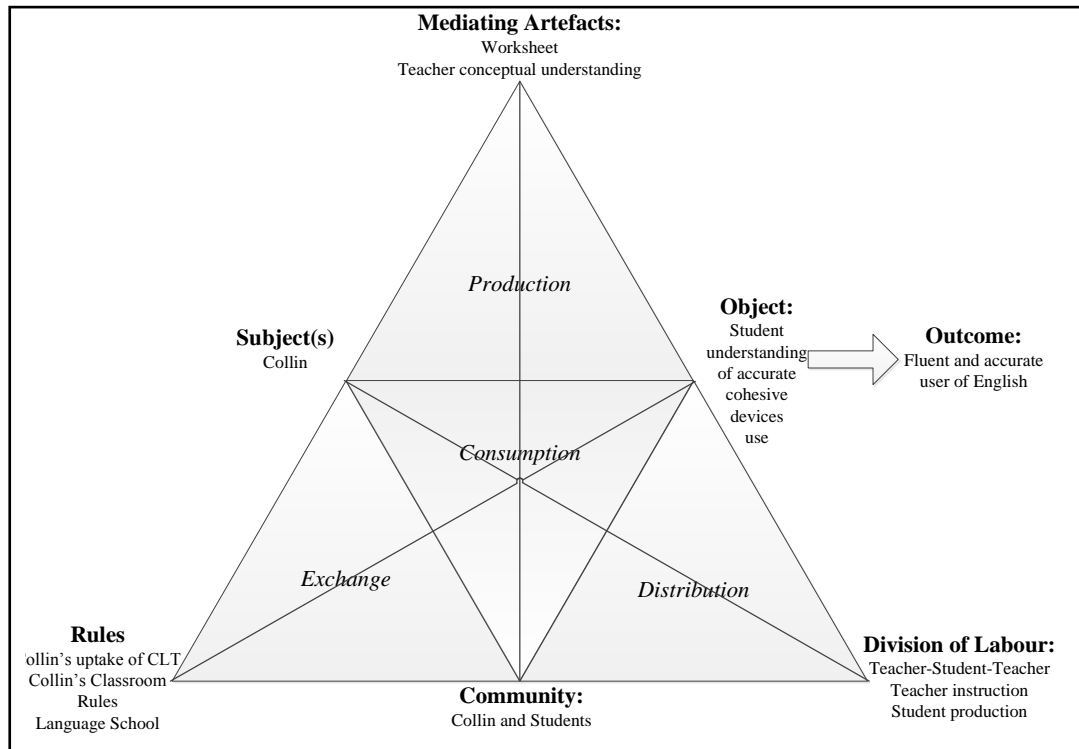


Figure 8: Activity System of Collin's Lesson on Cohesion

4.3 Predictable-Unpredictable Change: Emerging Activity of Mobile Dictionary Use

The above activity system of Collin’s lesson on cohesion (Figure 8) provides a backdrop for understanding the changes and shifts resulting from mobile dictionary use to be layered against. However, lessons are unpredictable. CHAT locates this predicted-unpredictability in the collective nature of the classroom and the internal contradictions that lie within every facet of the activity itself (Engeström, 1999a; Roth & Lee, 2007).

To restate, internal contradictions occur from within the division of labour intrinsic to any activity. Division of labour is the driving force in activity shaping how participation is orchestrated in dividing who does what, and in how people approach activity:

The individual... is introduced into this world by the people around it and they guide it in that world... which means labour begins from the very beginning of the process mediated by tools (in the broad sense) and at the same time mediated socially (Leont’ev, 1981, p. 208 as cited by Engeström, 1999b, p. 87).

However, labour in its division and role in production and consumption results in commodification¹² resulting in the double nature of every aspect of activity: their *use* for exchange and *worth* in exchange (Engeström, 1999b). For example, in Collin’s lesson there is a double nature in rules regarding CLT. On the one hand, it’s ‘use for exchange’ is its ability to foster communication. On the other hand, he questions its ‘worth in exchange’ in the ‘accuracy’ it imparts to learners.

¹² Indicated in the italicised processes within Figure 8 of: production, consumption, distribution and change

CHAT does not view these contradictions as destructive but as powerful motivations for bringing about change. Grappling between the pedagogical rules of CLT as ‘communicative’ or CLT’s accuracy worth allows one to question the ‘state’ of teaching, and in turn bring about changes that can accumulate to expansive change (Engeström, 1999a). Thus anything within activity or introduced to it is predicted to allow unpredictable changes, such as mobile dictionary use.

4.3.1 The ‘Madness’ of Mobile Use: Initial Primary Contradictions

With an understanding of the intimate relationship between division of labour and contradictions in mind, I turn to tracking the potential contradictions in Collin’s lesson. I focus on the observed interaction between Collin and Khalid after Collin’s instruction to find the ‘cohesive’ texts. Khalid, a new student in the class uses a mobile English-to-Arabic dictionary:

Collin: [to Khalid] Why are you using your dictionary?

Khalid: I didn’t understand the word

Collin: And are you using an English-to-English dictionary?

Khalid: I just look for words to be honest

Collin: That’s mad Khalid. At the Advanced level you shouldn’t use it. We’re okay with you using the dictionary if you’re using an English-to-English dictionary.

Collin: Why is it detrimental? Why is that detrimental? Why is it bad for students to use their dictionaries at this stage?

Khalid: because it’s easy to just

Collin: It’s easier but also... You now run the risk of learning the words incorrectly. Say for example words have many meanings... Yes and so what happens sometimes is that you look at the Arabic

Khalid: Yeah like on my phone

Collin: Yes and you struggle to match the real meaning of the word in the context than when it’s used in Arabic. And actually you know what you’re gonna forget that word. You’re not gonna remember that word because what you do is you look up that word in Arabic and saying okay I know the word. There is only the word. With the English dictionary you read the explanation and you actually process the word. So you must change.

Khalid: It’s difficult to change. I can’t promise.



Figure 9: Collin explaining mobile use to Khalid

In the lesson excerpt, Collin reacts strongly to Khalid’s use of the mobile phone. He frames Khalid’s use of the mobile phone as ‘mad’; ‘detrimental’ and a ‘risk’. These words signal Khalid’s behaviour as deviant in its action, as according to Collin, it detracts from his language learning. Khalid “runs the risk of learning the words incorrectly” in turn being unable to contextualise, forgetting word meanings and unable to ‘process’ these in English.

Collin’s questioning of Khalid’s behaviour, above, seems to be coercive. From a CHAT perspective a reframing of Leont’ev’s (1981 as cited by Engeström, 1999b) classical metaphor of hunting (collective activity) versus beater’s (individual action) metaphor provides an understanding of Collin’s coercive behaviour. Take for example EFL students working on a grammatical exercise to transform regular verbs from the present to past simple. This exercise could be seen as contradictory to many EFL students’ motives of speaking English fluently and accurately, as the exercise focuses on controlled written expression. Their action may seem ‘senseless’ as it has little to do with *speaking* English. However, if the students’ actions are framed in the wider activity system, such as the verbs in the exercise being later used in a speaking exercise, the students’ work in the exercise makes a lot more sense, as it shows them the structure and rules for transforming verbs in English when speaking using the past tense. Engeström (1999b) states:

“We may well speak of the activity of the individual but never of individual activity; only actions are individual” (p. 84).

Taking this into account, Collin’s problem with Khalid’s use of the mobile phone is not isolated to Khalid’s actions but in Collin’s framing of them in the wider collective sphere of classroom activity. From this CHAT understanding of *the actions of Khalid* can be more

clearly illustrated. Khalid’s use of the mobile phone to “look for words” establishes the phone as a mediating artefact and the ‘finding of words’ as its object. However, in combination with the object of ‘finding words’, Collin also frames the object as “learning the words incorrectly” and ‘not being able to contextualise’ jeopardising Khalid’s ability to pass as an accurate and fluent English user. In this sense Khalid’s use of the mobile phone supposes possible sites of contradiction to the object of the established classroom activity system discussed previously.

This contradiction can be further elaborated using a discursive lens. Collin is imposing his logic on Khalid by rationalising why mobile dictionaries should not be used. He uses rhetorical questioning in “why is it detrimental?” that presupposes mobile dictionaries as detrimental and even Khalid’s explanation of “it’s easy” is adjusted to Collin’s understanding. This sets Collin’s understanding of using mobile dictionaries in class as ‘detrimental’ and Khalid’s use as ‘madness’ as it impedes Khalid’s language aims. This situates the introduction of mobile phones as a contradiction site where Collin’s command over division of labour is challenged. Collin in this sense must take control, as he sees Khalid’s autonomous mobile use jeopardising his language aims so Khalid “must promise” to change how he uses his dictionary.

However, it still remains unclear how Collin understands the difference in Khalid’s actions were he to use an English-English mobile dictionary or its wider effect on the division of labour in the classroom. These questions are answered in the next lesson.

4.3.2 Do as I say: Further Mobile Engagement in Lesson 2

In the second lesson, the class is observed completing a questionnaire on cultural diversity. While completing the quiz, Khalid takes out his mobile phone. However, on this occasion he uses an English-English dictionary:

[Heba and Khalid take out mobile phones]

Collin: [to Khalid] Are you using your dictionary?

Khalid: Yes

Collin: English-English? [Collin checks] But before you use your dictionary you have access to [counting the students] one, two, three, four, five people with great knowledge and you have access to them.

Khalid: I do not want to disturb them.

[Collin and Khalid laugh]

Collin: Every time... Every time... and the interesting this... The interesting thing about the dictionary, and I often say this. Every time you engage with your classmates, you are practicing and you give your classmate the opportunity to teach you something. So just ask the person next to you and if they can’t help you... then use the dictionary. Because this is a way of us... This also and this is what we tend to do with dictionaries is that I don’t need anyone but she [pointing to Heba (who is using her phone to look up words)] has great knowledge of vocabulary. Right?

In this lesson excerpt Collin is similarly framing Khalid’s use of the mobile dictionary to Khalid’s English-to-Arabic dictionary use. He once again questions Khalid’s use of the tool (“Are you using your dictionary?”; “English-to-English?”) highlighting Khalid’s use needing to be monitored. Yet, Collin adds another dimension to the activity of Khalid. Whereas he previously outlined the problem being mobile dictionary type (translating versus English-English) he now intimates that Khalid’s actions isolate him: “This [is] what we tend to do with dictionaries is that I don’t need anyone”. Thus, while Khalid has adopted the ‘correct’ type of dictionary following Collin’s previous advice, Khalid’s reliance on his dictionary is still problematic as he should interact, according to Collin, with him or his classmates (who ironically are also using their dictionaries).

In my view, Collin’s direction of Khalid’s mobile dictionary use is a ruse. No matter what attempts Khalid makes towards approaching the ‘correct’ type of interaction Collin sets, unless Khalid is first approaching Collin or his students the wrong source of authority in language learning is being utilised. Khalid’s use of the mobile dictionary is resulting in a contradiction, a double bind within division of labour. He has received two competing messages one signalling an *autonomous* division of labour in ‘use your English-English dictionary’, while at the same time receiving a *collective* division of labour in ‘do not use your English-English dictionary; use your classmates’ from Collin.

This can be more clearly outlined through a CHAT analysis of Collin’s views. Khalid’s autonomous mobile dictionary use in the activity system leads to division of labour now residing between him and the mobile phone rather than Collin’s strict teacher-student interaction. It also results in Khalid not approaching the outcome of being a ‘fluent and accurate English user’ (outlined in Figure 8), as using the mobile phone Khalid is not creating opportunities to ‘practice’ and to be ‘taught something’ from his peers. This is despite the fact

that the student, Heba, Collin draws attention to having “great knowledge of vocabulary” is also using her mobile phone. These understandings lead to a re-formulation of Figure 8 seen in Figure 10 and a formulation of the activity of Khalid according to Collin which can be found below.

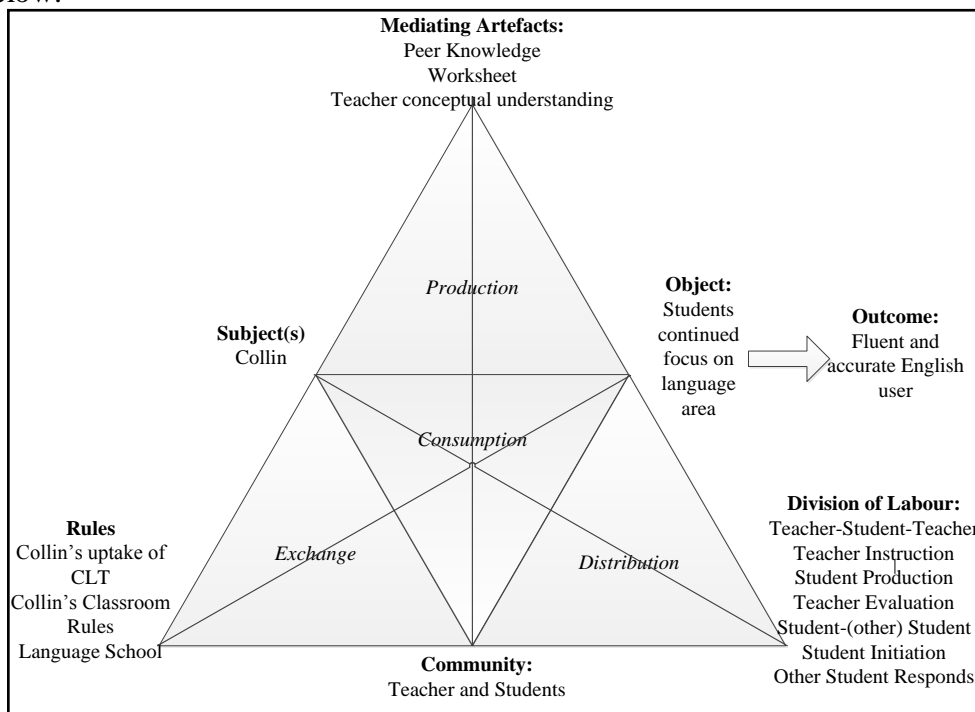


Figure 10: Reformulation of Collin's Activity System

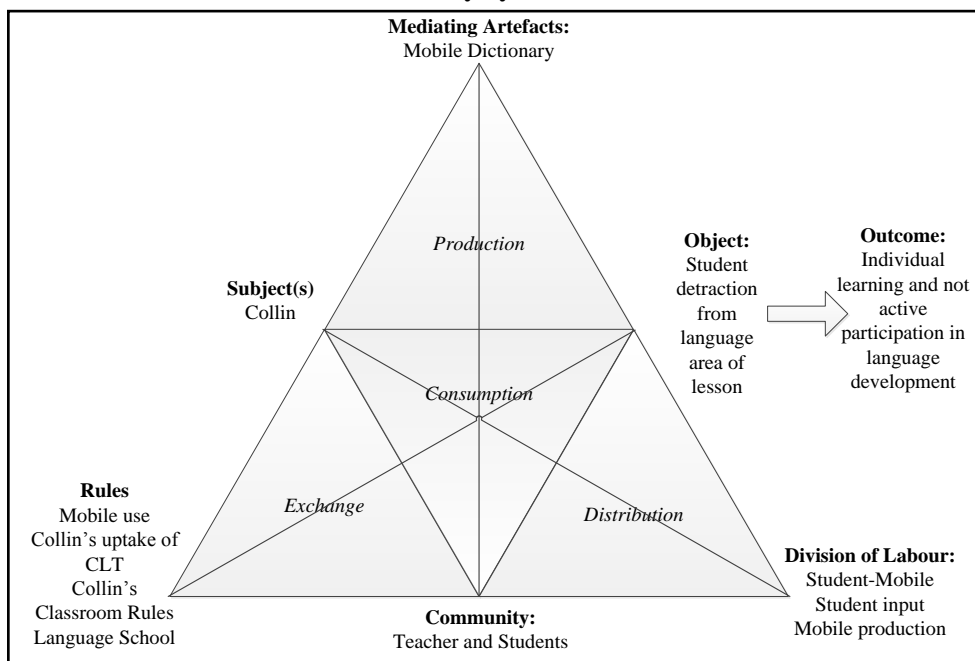


Figure 11: The Activity of Khalid's use of mobile devices by Collin

Comparing Figures 10 and 11 through CHAT a number of potential contradictions in the activity system of Collin’s classroom can be discerned. Firstly, a potential contradiction can be seen in the object of activity. Here the use of the mobile phone contradicts the object of the activity system in Figure 10 as it narrows the focus from ‘language area being covered’ to

‘finding words’. Also, a shift in the division of labour is another contradiction site, as the activity of Khalid working solely with his mobile phone moves students away from student-to-student/ teacher interaction. Furthermore, the outcome of activity in Figure 10 and 11 constricts: mobile device use results in ‘individual learning and passive participation’, while interaction with peers results in ‘fluent and accurate English user’ respectively.

These sites of potential contradiction are located within the ‘distribution’ of mediated activity. The potential contradictions in object and division of labour within this sub-triangle of CHAT, show that in Collin’s framing of activity, Khalid’s use of the mobile device is a problem of control in terms of what he is approaching in learning (control of object) and how Khalid is approaching it autonomously (distribution of labour) challenging the asymmetrical division of labour in Collin’s class. This interaction illustrates Collin’s extreme attempt to apprentice Khalid towards *his* legitimate ways of language learning in *his* class.

4.3.3 Apprenticing Power: Shifts in Engaging Mobile Dictionary Use

Central to CHAT is whether or not these contradictions in the object and division of labour in Collin’s framing of Khalid’s mobile phone use causes shifts in the lessons (Engeström, 1999b). Below I provide lesson excerpts following Collin’s comments on Khalid’s mobile use:

Lesson 1: Cohesive Devices		Lesson 2: Cultural Diversity	
Khalid:	It’s difficult to change. I can’t promise.	Cynthia:	[to Collin] What does ‘affirmative action mean’?
Collin:	[laughs] you must promise it’s gonna change.	Collin:	Has anybody heard the word ‘affirmative action’ before, anybody? [Class silent]. ‘Affirmative action’ in number 9.
Ramon:	Well the first part of the sentence, I’m not sure...	Khalid:	[inaudible. Shows Collin the worksheet. Collin laughs]
Sophia:	Yes, I dunno. I think it’s. This... explanation... [to Collin] Vixen is that how it is?	Collin:	Affirmative action is a system in which... certain minority groups are given preference [...] parts of these minority groups have been discriminated against in the past so they are given preference.
Collin:	Vixen?	[Cynthia asks Heba what ‘foster means’. Heba can’t answer]	
Heba:	Is that part of the writing?	Cynthia:	[to Collin] What does ‘foster’ mean?
Collin:	Just use an explanation where you tell what a vixen is... A vixen is a female fox.		

Previously, in lesson 1, Collin refers to the need to use an English-to-English dictionary to help Khalid contextualise vocabulary adequately and ‘process words’; in lesson 2 he states

the dictionary should be used as a last resort as it prevents Khalid from participating with and learning from his peers.

In both excerpts mobile dictionaries are not utilised nor is peer knowledge used extensively. In lesson 1 students Sophia and Ramon, are unsure of the meaning of ‘vixen’ and its place in ‘cohesive writing’. Sophia immediately turns to Collin as the source of understanding the word. Collin then, seemingly drawing on the genre of dictionary definitions produces a decontextualized, singular definition of the word ‘vixen’. He repeats these types of definition again in the second lesson to Cynthia’s questioning of ‘foster’ and ‘affirmative action’ (after Cynthia asks her peer) despite attempting to question the class of their meaning. The kind of definitions Collin provides do not facilitate the ‘contextualisation’ of vocabulary he earlier argued to Khalid would occur should he ask Collin or his peers.

These interactions also prove noteworthy in terms of CHAT. Both interactions display the division of labour within the lessons not changing¹³ as both return to the persistent classroom interaction pattern of Collin ‘instructing’/ ‘answering’ while the students ‘are doing’/ ‘questioning’. This inverts the usual classroom interaction protocol where teacher’s ‘Initiate’, students ‘Respond’ followed by teacher ‘Evaluation’ or feedback (Nassaji & Wells, 2000; Wells & Arauz, 2006) to student initiation and teacher response. This illustrates a very strict and controlled interaction pattern constructing the teacher as the sole source of knowledge whose responses do not need evaluation and students as receivers of knowledge.

This persists despite Collin’s appeals to the class to use each other as resources, (“Has anybody heard the word ‘affirmative action’ before...?”). The continuity of division of labour remaining with Collin is further seen in Cynthia’s question of the meaning of ‘foster’ to Heba who is unable to answer. This leads Cynthia to return to Collin for guidance. These events run contradictory to the necessity of Khalid using an English-English dictionary and asking others before using a mobile dictionary stated by Collin earlier. Yet left unexplained is Khalid’s agency by saying he “can’t promise” to be the compliant student Collin envisages poses problematic in terms of ‘dominating’ power relations (Poster, 1984).

To summarise, this CHAT analysis of Collin’s observed classroom practice shows a disjuncture between human and tool mediated activity. It demonstrates strong relations of power and authority where students are told *how* and *when* to use mobile devices in

¹³ for Collin would have to relinquish power but these contradictions do signal change at some point in the future (Engeström, 1999a)

Advanced EFL classrooms as a last resort by Collin. This mapping also shows that the mobile phone use as a mediating artefact has a contested and potential contradictory effect on the activity system of the classroom. The analysis above signals primary contradictions within the nodes of ‘object’ and ‘division of labour’ do not cause change. Instead, the classroom is subjected to a tightening of the strong hierarchical asymmetrical delineation of labour and interaction, despite Khalid’s attempts to change, challenge and negotiate with it.

4.4 Activity/ Discourse/ Power/ Knowledge: Productive and Dominating Discourse(s)

To reiterate the argument from the previous section, the activity of mobile use in Collin’s understanding of lessons is outlined as a site of disruption – showing potential contradictions of ‘division of labour’ and ‘object’. These contradictions remain untapped despite the explicit attempts of Collin to make students use each other as mediating resources; Collin remains as the centre of authority.

CHAT would explain this in terms of Marx’s understanding of division of labour (Engeström, 1999b; Poster, 1984). Marx stresses the mode of production within division of labour where systems have specific roles that need to be filled due to the hierarchy of capitalism (Engeström, 1999b, p. 98). Marxism would see students as clients paying for the knowledge of English through Collin as the service provider or more knowledgeable peer. Khalid then is dominated by his ‘placement’ in the teaching system and should follow Collin’s logic.

This seems satisfactory until we notice elements of resistance in lesson 1 where Khalid “can’t promise” to change his mobile dictionary use. Surely, Khalid ‘must’ change in this type of system. In other words, it explains why Collin’s knowledge is accepted as legitimate, but does not fully answer why it is contested, nor why potential contradictions remain. It begs a deeper understanding of ‘power’, ‘resistance’ and ‘knowledge’ or rather ‘division of labour’.

The Marxist perspective understands relations of power in terms of ‘domination’ (Engeström, 1999b; Janks, 2009; Poster, 1984). Foucault offers a different conceptualisation that understands power as a ‘productive’ force. It suggests how roles are given, and in turn how power allows the status quo to remain intact or change through the idea of knowledge as discourse (Poster, 1984; Mills, 1997; Schnek, 1987). Discourse(s) for Foucault are “practices that systematically form the objects of which they speak” (Foucault, 1972, p.49 as cited by Mills, 1997, p. 15). These discursive practices, such as Collin’s ways of speaking about mobile phones produce effects if they are considered a dominant truth (Gutting, 2006; Mills, 1997; Schnek, 1987). This is seen in the effects of Collin’s discourse being taken as ‘truth’,

where Khalid moves to an English-English dictionary; or Collin’s return to the dictionary problem in the second lesson. Hall (1995) argues:

Not only is discourse always implicated in power; discourse is one of the “systems” through which power circulates. The knowledge a discourse produces constitutes a kind of power, exercised over others who are “known”. When that knowledge is exercised in practice, those who are “known” in a particular way will be subject (i.e. subjected) to it (p. 205).

This specifies a consideration of how Collin structures, rationalises and in turn argues for his particular construction of mobile phone use and classroom activity which informs the strong hierarchical division of labour in the classroom and how it remains intact. It means understanding the ‘domination’ and ‘productive’ aspects of power, which is one of the strengths of Critical Discourse Analysis (CDA) (Janks, 2009). I investigate each of these in turn.

4.4.1 Framing of Mobile Phones: Translation versus Understanding

In my interview with Collin, I questioned him on his reasons for wanting to change the type of mobile dictionary Khalid used in the class. Collin responded:

Well I think there are a few reasons for doing this. Firstly, at the lower levels the reasons why I do it is that the students stop listening to you... They just stop listening to you and they can’t focus while trying to find words. So [laughing] there is a practical reason for it [...] There is a practical reason for it. You focus, I’m talking!” (Collin Interview)

In the above quote Collin frames the mobile phone as disruptive to how learners are oriented towards the object of lessons as the use of mobile devices shifts students’ attention from the teacher to mobile device. This poses a problem as students must “focus, I’m [the teacher is] talking!” From a CHAT perspective the action of “students stop listening to you” shows a change in division of labour (autonomous learning from collaborative learning). Secondly it problematises the object of the lesson changing from the teacher’s focus to the object of the students “finding words”. This shows a fixation or rule of classroom practice where the introduction of mobile phones suggests students have to be re-orientated towards the teacher through tightening the hierarchical division of labour in how Collin teaches.

This tightening of control to reinstate the hierarchical structure of power is rationalised through the idea that “students can’t focus while trying to find words”. Here Collin constructs mobile devices as distraction. In combining this understanding from the interview and the observed responses of Collin to Khalid in the lessons of mobile phones as not allowing students to ‘process words’; ‘remember vocabulary’ and ‘isolate them’; a negative discourse of mobile phone use is etched out. In so doing he frames the kind of engagement *he*

advocates as useful towards students’ language aims, while he frames the *knowledge gained from mobile phones* as detrimental. This is perhaps most evident in the interview, where Collin states:

“I would be explaining something and they wouldn’t engage with me, they would engage with this piece of equipment. It was a different time and I am a firm believer in this that every time you ask the person next to you or you engage with your teacher that learning happens. I seriously doubt that a lot of learning happens when you merely translate from one language to another and this might just be a theory I made up myself because I don’t know if I have read this anywhere...” (Collin Interview).

This statement adds to the consistency of the discourse surrounding mobile phones as a source of ‘inappropriate’ knowledge as both in observations and the interview Collin’s views of mobile dictionary use are consistent. In the interview Collin groups dictionary use under an entity of ‘translating’ and argues that this results in “students [whose]... range of vocabulary is very limited” similar to the ideas expressed in his discussion with Khalid in lesson 1 and 2.

This is not to say that Collin’s claims about dictionary use are unfounded; the argument can certainly be made of how dictionaries do not allow learners to contextualise words. The problem within Collin’s discourse is rather his expression of authority being undermined by mobile use as students go to it *before* him or their peers: “they wouldn’t engage with me, they would engage with this piece of equipment” (Collin Interview).

This is overtly seen when Collin declares Khalid as being “mad” at the “advanced level students should not use dictionaries”. Here Collin is discursively positioning Khalid to be outside the norm of the classroom engagement. Thus, it is up to Collin to show Khalid how he ‘should’ behave and interact with this device through his ideal of ‘good language learning’ as premised on CLT principles (speaking to peers, learning vocabulary in context) being undermined by mobile phone use.

4.4.2 Framing of Language Learners: Subjects of Inequality

Collin holds that there are fundamental differences between learning with peers and mobile dictionaries. This difference is based upon the ability of human mediation to allow “contextualising language and learning how to guess” (Collin Interview), while when students “merely translate from one language to another they’re not actually learning” (Collin Interview). I earlier outlined the contradiction here with Collin being a type of human dictionary, such as in lesson 2, where he provides a decontextualized definition (“a vixen is a

female fox”). This signifies to students an authoritative understanding of vocabulary, as there is only *one* meaning, Collin’s.

Collin’s authority can be further seen in his reliance upon teacher-student interaction as control (“You focus, I’m talking) and the communicative competence he expects (“every time you ask the person next to you... learning happens”) with language learners. This is seen in Collin’s explication to Khalid to change to an English-to-English dictionary:

Collin: Yes and you struggle to match the real meaning of the word in the context than when it’s used in Arabic. And actually you know what you’re gonna forget that word. You’re not gonna remember that word because what you do is you look up that word in Arabic and saying okay I know the word. There is only the word. With the English dictionary you read the explanation and you actually process the word. So you must change (Collin Lesson 1)

Collin moves between present and future tense to establish the repercussions of what Khalid is experiencing now (“you struggle to match”) and what Khalid will experience in the future (“you’re not gonna remember that word”). This use of language functions as a form of control presupposing Collin’s expectations or experiences in teaching. It demonstrates a coercive attempt from Collin to change Khalid’s practice, illustrated in the high modality of the word “must”.

Tied to this is a penetrating discourse of ‘lack’ and ‘struggle’: “they [students] are from developing countries... for them to suddenly jump from a [deductive approach] to other approaches... they struggle” (Collin Interview). Students in Collin’s view “struggle” as they “lack the accuracy at the Advanced level”.

A representation of language learners is being constructed here, where their deficiency and difficulty in learning language is based on their ethnicity, drawing on the ‘West and the Rest’/ ‘Developing and Developed’ discourse (Hall, 1995). In turn it attributes CLT to the West/ Developed and the pedagogy of learners to the Rest/ Developing. These discursive strategies construct the learner as a deficient subject needing direction and control, whilst at the same time constructing Collin as *the* authority in learning language.

4.4.3 Dispersion of Dictionary Use: Contradictory Discourses of Language Learning

I argue this discourse of “lack/ struggle” filters down to the type of dictionary work he finds ‘useful’:

I don’t think that dictionaries are... That it is completely detrimental to learning. I think there is room for it. But it is part of *controlled learning*. When I’m doing dictionary work, when I’m trying to teach very specific things about how to use and how to become autonomous [...] (Collin Interview, emphasis mine).

He later cites his use of paperback dictionaries so that students can practice the alphabet (which they find “so frustrating”); and separating work done in the class so that it reaches their ‘brains’. The discourse of “lack/ struggle” is tied to rigorous control so students can approach classroom language aims and be taught to be autonomous. Learner autonomy in Collin’s view is ironically something that is taught through tight control and separating class work, as in essence students need to be lead to learn English - their learning exists outside of their control, it exists within Collin’s control.

This is contradictory to Benson’s (2006) and Nunan’s (1995) claims of the importance of partnership between learner and teacher in developing learner autonomy. Collin is not partnering with students, nor does he see them on equal footing. Instead he dictates and shows their meaning-making practices to be in opposition to the language they are learning, as using a mobile phone to check vocabulary does not result in developing communicative language skills.

Thus, we can draw mirror images of the discourse of learning within Collin’s Advanced EFL classroom. The first being that of autonomous learning through mobile phones is unruly, disruptive and in conflict with teacher’s aims. The other image constructed is that of communicative interaction in face-to-face interaction which follows the rules of CLT, disciplined and aids the learner towards their aims.

These two discourses of learning may seem to negate each other, but both use the other to constitute themselves, allowing the learner and the artefacts they draw upon as site of contestation over meaning. There are two competing discourses over ‘what counts’ as learning in the classroom. In turn this sets up a system of dispersion (Gutting, 2006; Hall, 1995; Mills, 1997), which allows Collin to tighten the rules of the classroom towards his understanding of how learning occurs through mobile dictionaries producing the power relations between student, teacher and artefact.

The problem alongside this is Khalid’s statement in the cohesion lesson when Collin asks him to read the ‘bad’ example of a ‘cohesive’ text: “Because I am the bad one”. Collin’s strict control of learning affects Khalid’s confidence and he appears to internalise his inability to quickly adapt to the classroom learning style as being a ‘bad’ student, while earlier expressing resistance in that he “can’t promise to change”.

4.5 Conclusion

This chapter set out to explore the possible contradictions in mobile dictionary use in an Advanced EFL classroom. Using CHAT I looked at the possible primary contradictions that mobile dictionaries posed in regard to object and division of labour. Tracking the shifts and changes of the activity system these contradictions resulted in a narrowing of division of labour where asymmetrical power structure tightened ensuring that all activities reside within the teacher’s control.

I then moved to identifying how the teacher’s understanding of mobile dictionary use impacted upon his classroom interaction. This was denoted in the relationship between the teacher’s essentialising discursive practices of learners and mobile phone use that shaped the power relations within the classroom, to learners and their ways of understanding i.e. through placing mobile phones into a deficit position.

Taking these understandings gained from a CHAT analysis and Foucauldian understanding of power/ knowledge, this analysis echoes notions of ‘defensive’ (Hardman, 2005a, 2005b) and ‘unsettling’ pedagogy (Harris, 2008) where teachers deny students’ own learning practices. It demonstrates ‘defensiveness’ in Collin’s reactions to mobile dictionary use as an alternative authoritarian knowledge source and ‘unsettling’ in terms of his uptake of CLT informing his pedagogy which constructs learners needing to be controlled and to be taught autonomy. The contradictions of mobile dictionary use in this exploratory case study resides in how the teacher approaches and reacts to alternative ways of students language learning attempts.

While I have briefly touched upon notions of language learning and learner autonomy, I have also not yet argued how Collin’s institutional role also affords and constrains the practices he can ‘allow’ student to conduct, also affecting power relations in mobile phone use. I take these specific concepts up in the next chapter, demonstrating a deeper insight into student and teacher positioning, as well as limited opportunities for learners to construct meaning.

Chapter 5: Missing The Mastery in ‘Massacre’:

[Heba’s phone loudly says ‘massacre’]. But [Melissa hears the phone and the class redirects their attention to Heba]. ‘Massacre’? [Class laughs, Heba puts down her head, looking embarrassed] Okay... The vocabulary from two days ago...? Right, what I’m trying to tell you, Ramon, is that I don’t want you to sweating every time you open your mouth (Melissa’s Lesson)

5.1 Introduction

In the previous chapter I analysed how student mobile dictionary use drew out potential primary contradictions in the division of labour and object in Collin’s classroom activity system. Collin’s lesson demonstrated a coercive attempt to adapt students’ mobile use to his patterns. In this chapter I move my focus to a lesson where student mobile use is instead subtly ignored and reformulated as demonstrating a student’s approach towards the teacher’s lesson aims. I specifically focus on the interaction between Melissa, and her student Heba’s use of a mobile dictionary to look up words.

I firstly ‘map’ the activity system of the classroom through CHAT, identifying Heba’s mobile phone use as a goal-orientated action. I then track and compare differences between two events in the lesson tied to Heba’s mobile phone use: the first as an autonomous action and the second as a classroom activity. Neither utterance linked to mobile use results in shifts as CHAT would predict which I relate to Melissa’s pedagogy privileging principles similar to CLT. In investigating Melissa’s discourse of pedagogy, as well as her institutional role, I argue that mobile dictionary use is framed similarly to Collin’s lesson as a ‘non-communicative, alternative’ source of knowledge which needs to be ‘controlled’.

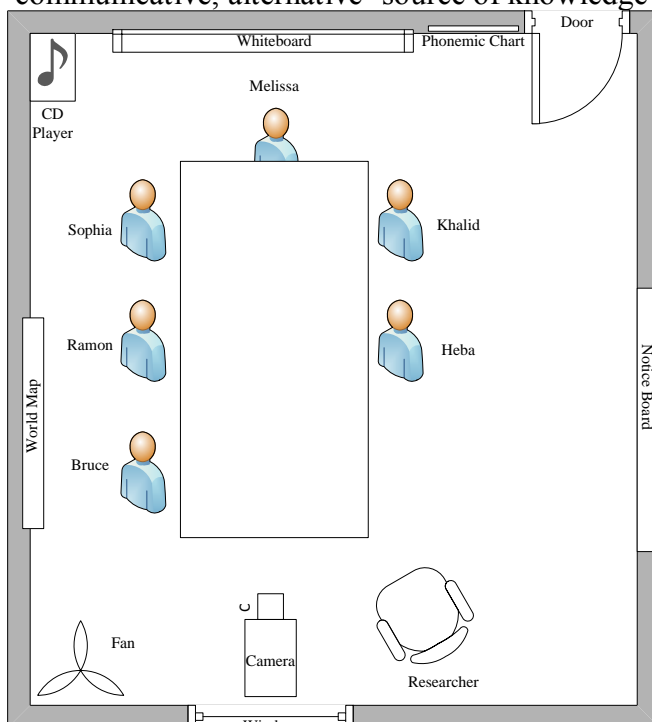


Figure 12: Map of Melissa's Classroom

5.2 The Activity System of Melissa’s Lesson

I found the beginning of a lesson immensely enlightening during my observations, often noting that teachers would explicitly highlight what was to be done in the lesson and what learners were expected to produce. In Melissa’s lesson when all the students had arrived she directed learners to use the course-book’s ‘grammar page’ to review the zero, first and second conditional they had focused on the day before, and then to ask her questions.

From a CHAT perspective, Melissa’s use of the ‘grammar-page’ to allow students to review and to ask her questions, frames the ‘page’ as a mediating artefact. CHAT holds that humans never approach or learn directly, instead concepts are mediated (indirectly) through the use of tools or artefacts which have been historically (re)designed to embody a certain type of concept and in turn a certain type of mediational process attached to them (Engeström, 1999b; Holland & Cole, 1995; Kozulin, 2003).

By directing her students to review the course-book in order to formulate questions on the conditional, Melissa establishes the page embodying a concept of conditionals learners can draw on. It also allows Melissa access to what students have understood and what areas they are still uncertain about, what Vygotsky (1962) would call access to the ‘zone of proximal development’ (ZPD); the gap between what students can accomplish on their own and what they can accomplish with the help of a culturally more competent other. The ZPD then, is essentially a developmental space where learning can occur.

It shows Melissa and the students collaboratively learning where students use the ‘grammar page’ as a tool to revise what they have learnt and to ask Melissa questions around the conditionals. In both circumstances it is the learners understanding that is changed through Melissa’s knowledge and the ‘grammar page’ to approach/ revise their understanding of ‘conditionals’. This is further developed by Melissa’s language in outlining how that day’s lesson aims fall into her wider week’s aims:

“My aim for this week with production is with writing. Okay, [the students nod in agreement] and that’s the whole work you’ll get later on. [...] The reason why we’re doing all of this review is I want to see your writing [Heba picks up phone and begins looking at it]. The speaking we will be working on again. [Of] course you also know that writing is a lot more formal than speaking [Heba searches for word on phone]. So, that is why I want to see your accuracy this week... Okay? I’m not telling you forget about the speaking” (Melissa’s Lesson).

Melissa explicitly relates learner’s revision of conditionals to “I want to see your writing”. In so doing she frames the object of the activity (students’ understanding of conditionals)

leading towards a greater produced outcome linked to writing being accomplished where the third conditional is used.

Melissa's interaction with the students also shows how work in the classroom is to be done. She directs students' actions in the excerpt above by telling them what to do and when to do it and students follow her instructions. In essence Melissa initiates a certain task, through a question or command; students respond by doing the task or asking a question (as with the 'grammar page' exercise) resulting in Melissa evaluating these responses. This is typically known as Initiate, Respond, Evaluate (IRE) (Nassaji & Wells, 2000; Wells & Arauz, 2006). It suggests a very strict control of how discourse in the classroom is organised or in CHAT terms, a strict hierarchical division of labour in the classroom.

Melissa's lesson, thus illustrates an asymmetrical power relation where Melissa is the one who directs, chooses the focus and decides what order tasks are to be done in and in what sense they are accomplished. This is markedly different from the interaction between these advanced students and Collin, where the pattern was inverted at certain times, as Collin provided little evaluation of students' responses and students asked the majority of vocabulary questions. This shows similar classroom control by both teachers but different interaction patterns with the same set of students, showing how relations of power cannot only be reduced to interaction.

The similarity of classroom control calls for a need to investigate the broader institutional aspects and beliefs of teaching foregrounding the 'rules' of this interaction pattern. It calls for a turn towards discourse analysis (Boag-Munroe, 2004; Rowe, 2004) to gain a deeper insight into the rules and pedagogic frame operating within the classroom that holds Melissa's authority in the classroom.

Melissa's outline of the lesson aims constructs a clear divide between speaking and writing; communication and accuracy: "[Of] course you also know that writing is a lot more formal than speaking [...] So, that is why I want to see your accuracy this week" (Melissa's Lesson). Writing is seen, similarly as in Collin's lesson, as being a more accurate literacy skill and having a much more formal register than speaking. It leaves 'accuracy' associated with writing and 'fluency' associated with 'speaking' at opposite ends of the continuum of EFL teaching. It suggests that these two literacy skills oppose each other with each requiring a different pedagogy, further evidenced by Melissa's words: "The speaking we will be working on again... I'm not telling you forget about the speaking" (Melissa's Lesson). Melissa

separates these skills into two separate pedagogic practices: speaking leading to communication requiring a more CLT pedagogy and writing leading towards accuracy needing a more explicit grammar teaching.

Melissa also presumes in this explication that the learners are complicit in her understanding of the separation between writing and speaking being different in terms of accuracy and fluency. She states: “[Of] course you know that writing is more formal” which suggests that the students (“you”) intrinsically agree writing is a much more formal practice than speaking is. It signals an ideological discourse that learners inherently understand writing and speaking as separate literacy skills. In turn, it rationalises Melissa’s own focus on explicit grammar teaching to facilitate a more “accurate” and “formal” production of “writing” and that learners have to follow this to succeed (Hall, 1995; Hicks, 2003; Mills, 1997). This is further illustrated in my interview with Melissa when I questioned her on her lesson aims:

“Well... If I can recall correctly [laughs] our target language was the third conditional [...] but a lot of them had either learnt English in a formal setting a while ago or they had not actually learnt English formally [...] they picked it up along the way [...] They knew how to use most of the conditionals they just needed the grammar behind it to [...] confirm what they already knew and to answer a couple of questions they already had. So we went through the whole idea of what a conditional actually was” (Melissa Interview)

Here Melissa establishes a link between her lesson’s pedagogy and the discourse of CLT in her use of ‘target language’ (Badger & Xiaobiao, 2012). Target language is a common phrase used to express a lesson’s focus in CLT (Brandl, 2007; Cummins, 2006; Savignon, 2002), denoting what specific structure or vocabulary the teacher will be demonstrating and students will be using to communicate throughout the lesson such as the past simple or the vocabulary of ordering. It establishes a particular focus and framework for the lesson’s activities or exercises, or as CHAT would describe them ‘goal-orientated’ actions that aid student appropriation of specific language structures (Alptekin, 1993). The use of ‘target language’ by Melissa further establishes, in terms of CHAT, the lesson’s object: developing ‘students’ accurate use of the third conditional’. Her use of ‘target language’ also supports the idea that CLT is being recontextualised to suit the needs of her explicit grammar lesson as she draws upon it describing her lesson and frames it in terms of the language contained within this specific discourse (Mills, 1997).

At the same time, Melissa’s interview excerpt allows insight into the motive for the activity system. Her rationale for the lesson is students’ need to have a ‘formal’ understanding’ of the third conditional to work against their ‘informal’ appropriation of English they “picked [...]

up along the way”. Motives are created from needs of the subject (Engeström, 1999b) and in this sense Melissa defines her students’ needs as discovering “what a conditional actually was”. Her students knew how to “use” them but the students did not know ‘what’ they were.

In addition to this, Melissa’s motives are not only linked to her own language aims for students; they are also defined by the rules of the institution she works for. Students are expected to pass a level (or even an IELTS) test at the end of their course that is set and facilitated by the language school. It is Melissa’s role to develop students’ abilities to ‘communicate’ and write ‘accurately’ in order to pass these tests; signifying her operating within the rules of the institution she works for. Based on the above a depiction of Melissa’s lesson on conditionals as an activity system is seen below in Figure 2:

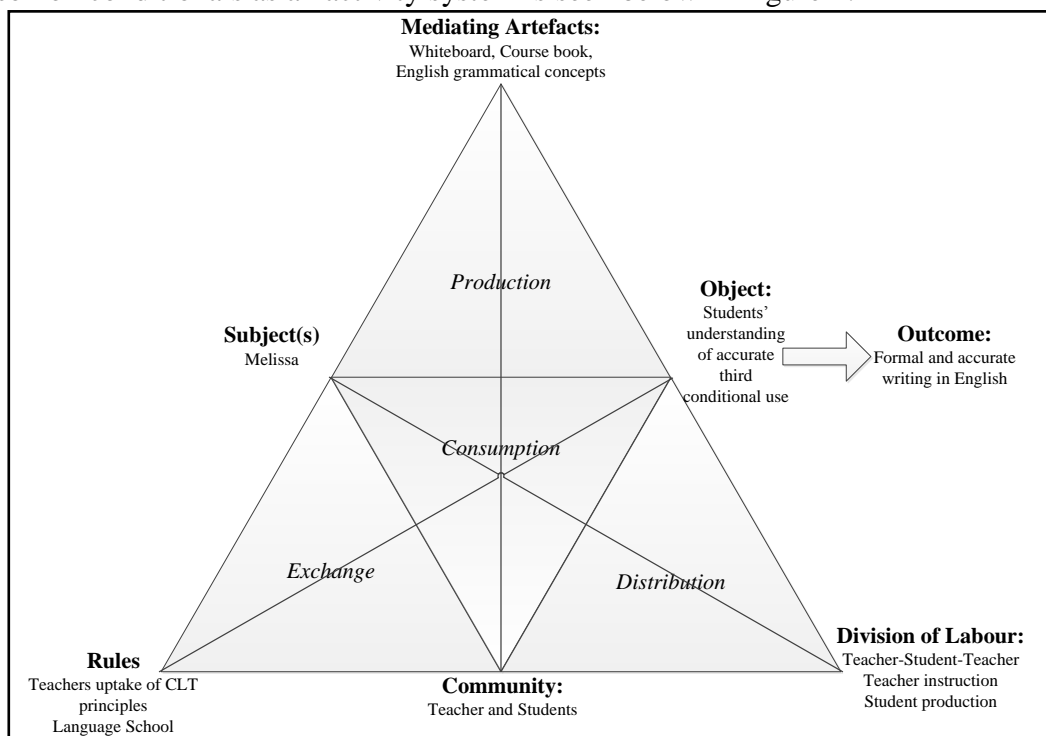


Figure 13: Activity System of Melissa's Conditional Lesson

5.3 Mobile Use in the Classroom

Above, in framing Melissa’s activity system I have noted a similar potential contradiction between writing and speaking in her uptake of CLT pedagogy as noted in Collin’s lesson. However, how does Heba’s mobile phone use fall into this system, which takes place during Melissa’s explication of her lesson’s aims:

“[...] The reason why we’re doing all of this review is I want to see your writing [Heba picks up phone and begins looking at it]. The speaking we will be working on again. [Of] course you also know that writing is a lot more formal than speaking [Heba searches for word on phone]. So, that is why I want to see your accuracy this week... Okay? I’m not telling you forget about the speaking. [Heba finds a word. She clicks on it and closes her eyes gently lifting it to her ear. The phone loudly says ‘massacre’]” (Melissa’s Lesson).



Figure 14: Heba reviewing the word ‘massacre’

While Melissa is explaining her lesson aims to the students, Heba is busy with a different action from her peers. Heba instead is engaging autonomously with her mobile. In terms of CHAT, Heba’s autonomous action in engaging with the mobile phone illustrates a deviation from the norm of classroom behaviour. She is not succumbing to the rigours of division of labour as outlined in the activity system of the lesson, as the other students are doing. CHAT would define this as a goal-directed action, whereby Heba is accomplishing her own goals. This stipulates her action with the mobile phone as ‘individual’ and more importantly ‘temporary’ in nature, as her interaction with the mobile phone is only momentary. Yamagata-Lynch (2010) explains the difference between goal-orientated action and object-orientated activity more explicitly:

“Goal-directed actions often are individually focused and have less of a collective consequence to the community-based object-oriented activity (Leont’ev 1974), and may be a means for individuals or groups of individuals to participate in the object-oriented activity” (p. 21).

However in looking at the object-orientated activity of the classroom of ‘student understanding of accurate of third conditional use’, Heba’s goal-directed action does not seem to be working towards it, as her actions show an inclination towards vocabulary rather than grammar. Nor has Melissa explicitly instructed students to research word definitions. Heba is by all accounts acting autonomously outside of Melissa’s object-orientated activity. This leads me to investigate how Heba and Melissa conceptualise Heba’s use of her mobile dictionary in this part of the lesson.

5.3.1 Heba’s Framing of Her Actions

I used my interview with Heba to explore the reasons underpinning her engagement with her mobile phone in Melissa’s lesson. I questioned her on why she chose to use her mobile dictionary at that point in the lesson, Heba shyly responded:

“I look up the word. It’s a new word. I heard it in another class [in] that class [Melissa’s] I don’t know why it interesting and I want to recite it. I didn’t enjoy the conditional lesson but for some idea I have good idea of conditional” (Heba Interview)

Heba’s response is fascinating on two fronts. The first being that her ‘look[ing] up’ of the word ‘masssacre’ had little to do with the lesson, but rather she had found it interesting and wanted a chance to rehearse it. Secondly, she links it to not enjoying the conditional lesson as she felt she had a “good idea of the conditional”. Her mobile phone use is linked to her own interests being insufficiently fulfilled by Melissa’s lesson.

From a CHAT perspective this seems to stress that Heba is focusing on her own goal, suggesting Heba’s own motives are playing an intrinsic part in her autonomous mobile dictionary use. The word ‘massacre’ has neither originated from the mediating artefacts Melissa has supplied (the whiteboard, the course-book, Melissa’s language) nor from the review of conditionals structure. It is entirely new and has originated in a different activity system (a different class) than the one Heba is currently engaged in. This necessitates deeper investigation into Heba’s motives as motives establish the ‘true’ object of any activity and in turn detail participants’ actions towards it (Engeström, 1999a).

To gain a greater insight in terms of Heba’s motive for studying English and perhaps her use of the mobile phone, I asked Heba why she was studying English:

“to master this language, which everyone have the desire to be freed to feel free to communicate to anyone across the world. It is the first language [...] I want to complete my studies in a foreign language and I want full mastery of this language” (Heba Interview)

Heba’s motive for studying English lies in her belief that learning English allows ‘access’ to communication and education. Due to these beliefs Heba wants a ‘mastery’ of English. Taking this understanding within a CHAT perspective Heba is approaching the object of Melissa’s lesson differently than Melissa has framed it. Heba’s object lies in ‘mastery’ of English, including conditionals which she already has a “good idea” of how to use. Consequently her mobile phone use can be seen as a goal-directed action, allowing her to engage with the object closer to her own ‘mastery’ rather than the one set out by Melissa.

5.3.2 Melissa’s Framing of Heba’s Actions

In the previous chapter I demonstrated how Collin’s strong reaction to mobile dictionary use affected power relations and learner autonomy in the classroom. His reaction stresses teachers’ perceptions and interpretations of students’ actions are important, as the legitimacy of certain learning practices (Norton, 2000) can bear consequences for learner autonomy. To

understand Melissa’s framing I showed her a video of Heba using the mobile phone to search for the word ‘massacre’ in her class. Melissa responded:

“Okay, in this context it’s absolutely fine. Okay obviously if... because I know how she was doing it. She wasn’t doing it in a way that was disrupting anything. She wasn’t doing it in a way that was taking anything away from my lesson. On top of that with the particular subject matter [conditionals] Heba probably knew more than all the other students... She actually knows the grammatical background. This was a refresher for her more than a touchstone” (Melissa Interview).

Melissa authorises Heba’s use of the mobile in this excerpt as an action on two accounts: the first being that Melissa ‘knew’ Heba was not distracting other students by looking up the word and secondly that Heba had the grammatical background in that “[she] knew more than all the other students”. This for Melissa affords Heba the ability to deviate and pursue her own language aims while Melissa is teaching.

Furthermore, Heba’s use of the mobile dictionary is also authorised in terms of the ‘type’ of dictionary she chooses to use: “And I also know that Heba uses an English-English dictionary” (Melissa Interview). In this excerpt Melissa’s approves Heba’s mobile use as Collin would. The difference in his authorisation being only once students had used their peers. Melissa also contrasts Heba’s English-English mobile dictionary use to Khalid’s who “uses his cell phone for Facebook” (Melissa Interview). In this stance Melissa ‘allows’ Heba to use a mobile phone as she ‘knows’ she is using it for learning and not for translation or personal reasons.

Applying discourse analysis however, deeper relations of power can be seen in Melissa’s understanding of Heba’s mobile dictionary use. Melissa’s states that “[Heba’s mobile use wasn’t] disturbing anything. She wasn’t doing it in a way that was taking anything away from my lesson”. Here mobile phone use is expressed as a potential site of disruption – it has the ability to ‘take away from my lesson’ and to distract students. Mobile phone use is framed as a potential threat to Melissa causing students to focus on elements that are not within the lesson and perhaps more importantly not to attend to what Melissa is teaching.

This strongly resembles Collin’s framing of mobile phones in his lessons. Melissa draws on a similar discourse of how mobile phones can work against teacher authority in the classroom. This is seen primarily in: “[Heba] wasn’t [using her mobile] in a way that was taking anything away from lesson...” and later expanded upon in the interview when she states:

“Secondly I don’t mind them using cell phones; dictionaries depending on what point of the class it is. Not while I am actually explaining something. In this case it doesn’t matter and not when I tell them not to use dictionaries because a lot of the time I don’t want them to” (Melissa Interview).

Mobile phone use is constructed as competing against teacher authority. It moves students away from “you focus, I’m talking” (Collin’s Interview) similarly seen here in Melissa’s excerpt “not while I am actually explaining something”. Mobile phones are authorised only if they do not prevent students from listening to the teacher. Perhaps this is why Melissa often does not want students to “use dictionaries” in class. Mobile phone use is an artefact in the classroom needing control as it can facilitate alternative understandings and distraction from what the teacher has decided as relevant to students’ needs. This shows that there is a very strong asymmetrical power relation in Melissa’s pedagogy that requires alternative sources or ways of knowing to be strictly controlled.

5.4 Enacted Practice of Heba’s actions

Taking both Melissa’s and Heba’s views of mobile phone use in the classroom into account, a number of potential sites of contradiction can be explored in terms of ‘object’ and ‘division of labour’ in the classroom activity system. In CHAT primary contradictions are internal contradictions arising in activity systems due to the difference between ‘use value’ and ‘exchange value’ brought about through the mode of production (Engeström, 1999b; Yamagata-Lynch, 2010).

In terms of object there is a potential primary contradiction between the ‘use value’ of third conditionals for Heba and its ‘worth in exchange’, as Heba sees it as something she has mastered and rather sees the ‘worth’ lying in the recitation of the word ‘massacre’. The division of labour within the activity system can also be seen to house a primary contradiction in terms of Melissa’s attached ‘value’ to students listening and following the lesson she has planned and the ‘worth of exchange’ in students using their mobile phones that allows for ‘distraction’ away from the lesson aims or focus.

I believe these potential contradictions play an important part in Melissa’s need to control the interaction of Heba’s goal-directed action in the lesson, where she looks for the word ‘massacre’. After the phone loudly pronounces the word ‘massacre’, Melissa addresses Heba and the class:

“[The phone loudly says ‘massacre’]. But [Melissa hears the phone and the class redirects their attention to Heba]. ‘Massacre’? [Class laughs, Heba puts down her head, looking embarrassed]

Okay... The vocabulary from two days ago...? Right, what I’m trying to tell you, Ramon, is that I don’t want you to sweating every time you open your mouth” (Melissa’s Lesson)

Above, the loud pronouncement of Heba doing an action (‘massacre’ being said by the mobile dictionary) outside the scope of the lesson is reformulated into Melissa’s own understanding of Heba reviewing the “vocabulary from two days ago”. Heba is neither told not to look up words nor to listen to Melissa’s explanation. Instead Melissa moves swiftly past Heba’s mobile use ending her discussion with Ramon not to worry about grammar too much when he speaks.

Melissa’s reformulation of Heba’s action in the lesson is noteworthy in terms of CHAT. In interpreting Heba’s actions as a vocabulary review of previous classroom work, it could be argued that Melissa is trying to place Heba’s mobile dictionary use within the classroom’s activity system which is focusing on ‘accuracy’. It could also be argued that Melissa’s quick reformulation is also intimating the ‘initiation, response and evaluation’ interaction pattern seen in the division of labour in the activity, Melissa *evaluates* and frames Heba’s mobile phone use as a *response* that does not fit in regard to use of third conditional.

From a discourse perspective this could be an attempt at rationalising Heba’s mobile phone use by Melissa placing Heba’s actions into her rules for engagement in the classroom. Heba’s actions are not independent now; they fit within Melissa’s lesson objective of attaining accuracy. This also suggests that Melissa is tightening her control on Heba’s actions, as they are not autonomous or out of context, but rather have to do with what Melissa has taught her previously. This in turn places Melissa’s understanding above Heba’s own understandings. Heba is not questioned on her use of the mobile. It is taken as fact that she must be reviewing what Melissa taught her, although Heba’s interview explains that in fact her action was based on another class. In both perspectives, then Heba’s own autonomous review of vocabulary remains ignored and is instead fitted into the tight asymmetrical power relations of the classroom.

These potential contradictions between Melissa and Heba’s object and goal within the strong hierarchical division of labour in the classroom come to the forefront later in the lesson when Melissa asks students to produce third conditional sentences:

“Melissa: Okay, I going to give you two minutes of thinking time and after your two minutes, I want to hear your beautiful sentences. Think of something real it will help. Okay you don’t have to tell me your deepest, darkest secrets or the deepest regret of your life, but if you think of

something real it will help you because you will not be spending your life spouting out grammar exercises. Two minutes. [Class is silent] Write it down. It helps.

[Melissa gives students a few minutes to write and think of some sentences. She then goes one by one through the classroom eliciting students’ examples and evaluating them]

Heba: If the Arab communities had been more helpful, there wouldn’t have been a massacre”

[Class moves away from the elicitation of third conditional sentences and Melissa discusses briefly with class about Syrian bombings and chemical warfare. Briefly refers to the weapon issue, “Don’t want anybody coming into the class” and begins to question students personally about ‘how they are doing’. After this they move back to grammatical conditional sentences structure] (Melissa’s Lesson).

In this short extract Melissa begins eliciting ‘free’ form third conditional sentences of regret from the students. She relates this to students’ need to engage with ‘real’ communicative expression of the third conditional, as students “will not be spending [their] life spouting out grammar exercises”. As Melissa elicits one line sentences of how some students wish they had not studied to become a doctor, Heba uses the word ‘massacre’ to speak about the Syrian bombings that occurred the day before. This changes the classroom interaction momentarily to a discussion on chemical warfare and Melissa begins questioning the students on their wellbeing as many students are from the Middle East.

This starkly contrasts with when the word ‘massacre’ was uttered before by the mobile phone, as Melissa now incorporates it within her lesson and starts to discuss how students are doing. The key question is why does momentary change occur in Heba’s second utterance of the word ‘massacre’ and not the first?

CHAT can facilitate an interpretation of this classroom interaction where the second utterance of ‘massacre’ is used. Melissa’s setting of the exercise of students forming their own third conditional sentences can be described as a goal-directed action. This action has been initiated by Melissa, and is evaluated on two fronts: it’s grammatical accuracy in third conditional structure and the sentence demonstrating the communication of ‘real regret’. Heba’s use of the word ‘massacre’ accomplishes the goal on these two fronts, in so doing its recitation is in accordance with the division of labour in the classroom activity system as well. In comparison to the first utterance where it is outside of the strict hierarchical division of labour in the class’s activity system and Heba elicited the word by herself, Heba’s sentence

is elicited by Melissa. In this sense Heba’s third conditional sentence falls into place within the activity system; it is not deviating from the norm, but rather is conforming to the classroom’s activity system.

From this point of view, the asymmetrical power relations between Heba and Melissa remain firmly in place. Heba’s example sentence in turn allows a momentary change in the lesson and an opportunity for Melissa to delve into how the students are doing in the wake of the Syrian bombings. But this momentary change is not orchestrated by Heba it is controlled by Melissa, who saw this as a strength of the lesson: “okay, it wasn’t particularly positive but at the same time they could relate the grammar to real world situations and that’s the point” (Melissa Interview). However, after the short discussion Melissa has with the students of relating the ‘grammar to real world situations’, the lesson immediately returns to a focus on the worksheet Melissa has supplied for the students.

The differences in these two uses of the word ‘massacre’ demonstrate how deeply division of labour and rules are implicit in restricting learner autonomy within Melissa’s pedagogy. The first utterance of ‘massacre’ in the classroom by Heba’s use of the mobile phone in its decontextualized state is ignored and reformulated into Melissa’s lesson as review of work *she* has done with Heba before. This ignores Heba’s mobile use for her own practice and need for ‘accurate’ recitation of the word. In the second use of ‘massacre’ in a third conditional sentence expressing regret about the Syrian bombings, it is taken up as it conforms to the rules and division of labour in the classroom. It reflects Melissa’s own notions of ‘communication’ of regret, whilst at the same time showing ‘accurate’ use of the third conditional.

Both these utterances illustrate the importance of taking power relations into account in second language acquisition (McKinney & Norton, 2008; Norton & McKinney, 2011) as power is produced through the complex interplay between valued material and symbolic resources in student and teacher interactions (Norton, 2000, 2013). Melissa controls Heba’s access to English (symbolic resources) and in turn her opportunity for further study (material resource). This control is afforded and constrained firstly by Melissa’s placement within the language school where she must prepare students for the tests or exams they may later face. Secondly, the control of these resources by Melissa is located in her ‘mastery’ of the English language which allows her to evaluate/ ‘know’ which agentive practices show Heba moving towards acquisition and those that do not.

The problem within this frame is that it does not account for how Heba’s use of her mobile phone to look up and accurately use the words as required by Melissa gives her power over her symbolic and material resources. The online dictionary on Heba’s mobile phone as an alternative source of knowledge and Heba’s own mastery of ‘English’ allows her to weave her own control over her language learning in this instance, despite the ‘dominating’ relations of power from Melissa as the teacher.

At the same time, Melissa’s difficulty in recognising Heba’s practices shows a positioning of students, in which their autonomous learning existing outside of ‘controlled communication’ means that learner’s own ways of knowing cannot be effectively recognised. I link this difficulty in identifying student language practices with mobile phones to Melissa’s pedagogy being informed and constrained by the rules of the language school and her uptake of certain CLT principles.

5.5 Contradictory Communicative Language Teaching: Discourse

Above, I examined how two different utterances of the word ‘massacre’ by Heba were both reformulated into the rules of Melissa’s classroom based on their legitimacy to the classroom’s activity system. However, the question of legitimacy of autonomous learner practice within Melissa’s pedagogy begs the question regarding how and why the tight asymmetrical power relations restrict novel appropriation of technology in the classroom for learner’s own aims.

In order to acquire a deeper insight into these questions, I interviewed Melissa on her pedagogical concerns in the classroom. Melissa responded:

“You know... My classes usually are very communicative, sometimes to their detriment. I don’t know if this is even relevant but at the moment I am teaching a class and they’re mostly young German students who are used to learning English in a very formal, traditional, deductive, academic way and it really throws them when I give them a piece of text and ask them to find meaning in the language [...] We’ve [begins to say ‘beat’ and stops herself]

Warren: [laughs] beat it out of them?

Melissa: At first it used to throw them when they couldn’t they themselves identify what was going on [...] I want them to focus on using English to communicate, to express themselves rather than to focus so much on the structure and the accuracy that they lose the point of the language and I would then say that fits in a high level class as well” (Melissa Interview).

Melissa’s discourse around language teaching bears a number of similarities to Collin’s. Melissa is extremely critical of the relation between communication and accuracy in EFL pedagogy. She wants students to “communicate” and to “express themselves rather than

focus on structure and accuracy” which would cause them to “lose the point of the language”. This is referred to numerous times in her lesson, such as when asking students to create third conditional sentences in expressing regret by focusing on real situations as students will not be “spending their life spouting out grammar exercises”.

Yet at the same time she is very cautious of having too much ‘communication’ in the classroom which can be “detriment[al]”. Melissa links this to her current language teaching class where her German students find it difficult to approach communicative language teaching as they have been taught in a more deductive approach. Thus, this had to be, as she attempts to say in the interview, ‘beat’ out of them.

A similar discursive framing of CLT being a more advanced pedagogical technique for learners to understand is also seen in Collin’s discourse around CLT. In both Melissa’s and Collin’s discourse they frame CLT as more ‘advanced’ meaning learners must be explicitly taught ‘how’ to operate (as in Collin’s lesson with Khalid) or communicate (as in Melissa’s lesson with Heba) so they can ‘learn’ through CLT. This privileges the teacher’s practice and understanding, and to a certain extent can be seen to be internalised by Melissa’s students in the observed lesson, when she states that “of course you [learners] know writing is more formal”. She presupposes learners have understood and accepted the separation of the ‘skills’ of writing and speaking which in CLT is common knowledge. As a consequence, Melissa’s pedagogy and discursive positioning of learners (who must readily accept that she as the teacher knows ‘how’ to teach them ‘communication’) means they should all be listening to her when she explains, as if they do not, this can cause them to “lose focus” and the “point of language”.

I make a distinction in the above between Melissa and Collin’s framing of CLT and CLT as an approach. CLT as an approach is: “a meaning-based, learner-centred approach to L2 teaching where fluency is given priority over accuracy...” (Spada, 2007, p. 272). Looking at Melissa’s and Collin’s discourse around CLT in their classroom a conflict over these principles of CLT can be seen, as both ‘communication’ (fluency) and ‘accuracy’ are core themes emerging in their discourse.

These principles are also simultaneously required to be taught by them to prepare their students for the language institution’s tests. Consequently, Melissa and Collin must negotiate between these two principles within the rules of the activity system as their pedagogical role is to direct learners ‘how to’ communicate or speak ‘accurately’. This further clashes with

CLT’s focus on learner-centred teaching which advocates students should be given more control of their language learning – a theme which is not distinguishable in either lesson (Spada, 2007), as Melissa and Collin discursively position learners as unable to ‘direct’ their own learning. The discursive positioning of learners as deficient is patronising considering students’ age and is used as a mechanism to maintain asymmetrical power relations in the class. One example is seen in Melissa’s instructions to her learners forming third conditional sentences: “Okay, I’m going to give you two minutes of thinking time and after your two minutes, I want to hear your beautiful sentences” (Melissa’s Lesson). By positioning learners within her discourse as needing constant guidance and observation towards communication in an advanced pedagogy, learners are infantilized to the point where they must be explicitly instructed to use two minutes for “thinking time” after which “beautiful sentences” will be constructed that Melissa will evaluate in terms of effectiveness.

It can also be questioned whether singular sentences truly illustrate communicating ‘regret’ or that Melissa, eliciting these sentences and the students expressing them shows *actual* communication. However, within Melissa’s discursive framing of pedagogy it is legitimate as learners must explicitly work within her control in fear of her students losing the point of the language. Harris’ (2008) study shows how these practices frustrate learners, as giving ‘two minutes to draw or discuss’(p. 82) something inherently complex and/or personal to students is not sufficient for them.

These pedagogical practices focused on ‘communication’, I believe is what problematises Heba’s mobile dictionary use. When ‘massacre’ is uttered by Heba’s mobile phone the word neither responds to Melissa or a peer in the classroom and thus is not picked up by Melissa in the lesson. This contrasts strongly when Heba uses the word the second time upon Melissa’s elicitation of third conditional sentences expressing ‘regret’, where Melissa sees it as communication and as ‘real’. Melissa’s pedagogical discourse prioritises the use of a word, but not the actual finding of it – Heba’s autonomy is unrecognised while her use of the word is. This is problematic especially when investigating Heba’s discourse around her language learning.

5.5.1 Heba’s Discourse of Language Learning

I earlier outlined Heba’s own language learning motives in terms of CHAT, where she sees her appropriation of English allowing her access to further her studies and increased interaction with people all over the world. Looking at these motives through a discursive

frame, Heba is basing her language learning motives on the ‘myth of English as the marvellous tongue’ where acquiring English is linked to freedom, educational success and beneficial to all who speak it (Pennycook, 1994; Phillipson, 2008). As Heba states, she wants to learn English:

“to master this language which everyone have the desire to be freed and feel free to communicate to anyone across the world, it is the first language [...] I want full mastery of this language” (Heba Interview).

Heba’s links to freedom are ironic as the freedom in patterning her own pathways to language, such as using her mobile dictionary to find the word ‘massacre’, hear its pronunciation and use it, are ignored. Her autonomy is not legitimated in Melissa’s class; instead it is her conformity that is upheld. Her mobile use is tied to reviewing the vocabulary Melissa has given her, and her ‘use’ of the word ‘massacre’ is tied to the grammatical exercise that Melissa has set. It has little to do with perhaps Melissa’s real regret of the devastating Syrian bombings which Melissa only gives a momentary turn. The strong asymmetrical power relations that shape communication in Melissa’s pedagogy allows little space for learners’ fashioning their own input in lessons (Wallace, 2006), as the teacher being the sole source of knowledge is upheld. In this sense Melissa misses Heba’s mastery of looking up the word ‘massacre’, and in turn Heba’s own desire of freedom to express herself. This is a troubling thought for any teaching approach.

5.6 Conclusion

This chapter has presented how an EFL teachers’ negotiation between the ‘rules’ of the institution and their pedagogy can narrow the recognition of learners’ own meaning-making practices. By these ‘rules’ restricting communication in the classroom’s activity system, Heba’s own goal-orientated actions towards ‘communication’ are unrecognised by Melissa, as mobile dictionary use is not a ‘legitimate’ source of knowledge. A similar discourse surrounding Khalid’s mobile phone use was demonstrated in Collin’s classroom.

Tied to this is a discursive positioning within the ‘division of labour’ in the classroom activity system that stipulates learners have to be patronisingly led how to ‘communicate’ in English. This denies firstly the ‘mastery’ Heba enacts in finding vocabulary to use in the lesson by not distracting the class while Melissa is talking; and secondly the ‘mastery’ in Heba utilising the word ‘massacre’ within Melissa’s third conditional exercise. This silences Heba’s autonomous and creative use of her mobile dictionary. These findings echo the ‘imperialism’ within CLT that negates students’ knowledge and the meaning-making practices they bring to

the classroom (Harris, 2008; Hiep, 2005). In the next chapter I discuss the implications and significance of my findings on mobile dictionary use in an Advanced EFL class suggesting that tight asymmetrical power relations between students and teachers in EFL classrooms are contradictory to the 'communication' it expects.

Chapter 6: Conclusion

No tool is good or bad in itself; its effectiveness results from and contributes to the whole configuration of events, activities, contents, and interpersonal process taking place in the context of which it has been used (Saloman, 1993, p. 189)

6.1 Introduction

This study set out to critically explore mobile phone use in a South African Advanced EFL classroom. This research has attempted to fill a gap in contemporary language learning and ICT studies which promote digital technologies for learning, but neglect how these tools are ‘placed’ within their sites of use (Salaberry, 2001; Warschauer & Meskill, 2000). By framing mobile phones as artefacts in activity, my analysis offers understandings of how mobile phone use is placed within relations of power and how mobile phones potentially unsettle these relations, signalling sites of change in classroom activity. These understandings have been informed by two research questions:

- a) How are mobile devices framed as a resource by EFL teachers and students in an advanced class in a Cape Town-based international TEFL school?
- b) What potential contradictions are evident in the use of mobile phones as artefacts in the activity of language learning?

These research questions see language and literacy embedded within societal and interpersonal relationships. They set this study in the sociocultural perspective and draw on the theoretical perspectives of CulturalHistorical Activity Theory (CHAT) and Critical Discourse Analysis (CDA).

CHAT was useful in establishing and tracking mobile phone use as a socially-situated literacy practice and in emphasising mobile phones as mediating artefacts (Engeström, 1999b; Vygotsky, 1962). CHAT’s understanding of contradictions also aided identifying changes brought about through mobile phone use in the classroom. This showed how student mobile use is embedded within relations of power, whilst taking account of the various subjectivities involved in the activity (Engeström, 1999a). Yet, CHAT's understanding of ‘division of labour’ does not provide a sufficiently nuanced view of power relations fully taking into account the unique research setting. I have argued that the distinctive intersection of activity, language and discourse in the EFL classroom needs an account of the discursive production of power relations, leading me towards utilising CDA (Fairclough, 1992b; Gee, 2004; Janks, 2009) This enabled an understanding of student resistance and further clarified

how rules and division of labour impacted upon producing relations of power within the classroom (Boag-Munroe, 2004; Rowe, 2004). This chapter reflects upon my findings and their broader implications.

6.2 Reflection on Findings

How the teachers and students interact with mobile phones is informed through not only their institution's concerns, but also teachers' and students' understandings of mobile technology. I explore the significance of my study positing answers to my research questions.

6.2.1 *What potential contradictions are evident in the use of mobile phones as artefacts in the activity of language learning?*

My study demonstrated that within student mobile use in an Advanced EFL classroom contradictions are evident in division of labour and object of the activity. To take Collin's engagement with Khalid's mobile dictionary as a case in point, Collin saw Khalid's use of his mobile dictionary impeding Khalid's language acquisition as it prioritised translation above communication. It signalled that student mobile phone use simultaneously changes the object (translation versus understanding) of classroom activity as well as how labour (autonomy versus communication) is divided between students and teachers. Thus, mobile phone use is controlled by teachers either explicitly changing (as in Collin's lesson) or ignoring (in Melissa's lesson) student mobile use.

In both cases, the contradictions apparent with mobile devices resulted in teachers constricting the learning potentials students accessed to adequately participate within classroom activity. Heba uses her mobile dictionary to aid her understanding and pronunciation of a word and successfully deploys 'massacre' to discuss her feelings over the Syrian bombings. Khalid on the other hand, uses his mobile dictionary to help complete the grammatical tasks Collin has set for him.

I would argue that teachers' institutional role and their uptake of EFL pedagogy in their focus on 'accurate communication' results in the constriction of object, division of labour and rules to keep hierarchical interactions between teacher and students in place'. As teachers, both Collin and Melissa miss the 'mastery' of their students not only engaging mobile phones to approach their lesson objectives, but at the same time ignore the 'mastery' students deploy in their learning from mobile use. Thus while my findings demonstrate a 'domination' in teacher understanding of student meaning-making practices using mobile phones, they also suggest that students are 'resisting' this positioning in innovative ways.

These findings suggest the two teachers' views of what it means to 'communicate' in EFL classes needs to be and is being challenged by student mobile dictionary use. At the same time it can also be argued that student mobile use is challenging the hierarchical power relations inherent between teachers and students in classrooms, which one could argue are even more exaggerated within TEFL classrooms (Wallace, 2006).

6.2.2 *How are mobile devices framed as a resource by EFL teachers and students in the Advanced classroom?*

My exploration of how mobile devices are framed as a resource allowed further reflection of EFL classroom activity systems. In both cases, teachers saw mobile dictionary use within the classroom as 'non-communicative' and as an illegitimate source of knowledge deeming its need for 'control'. However, students, such as Heba and Khalid, saw it as 'enabling' their own language learning.

These two contradictory discourses surrounding mobile phone use illustrate how discourse is never stable but frequently contradictory and multiple (Janks, 2009; Weedon, 1987). It demonstrates that mobile phone use is a site of (re)negotiation of EFL learners' and teachers' roles within TEFL schools (Norton, 2000). In Chapter 4 and Chapter 5 I illustrated how teachers' uptake of CLT principles as an 'advanced' pedagogy reflected deeper constructions of learners needing to be taught 'how to communicate'. I also related this to teachers' conflicting role in preparing students for institutional tests, where learners would have to display their abilities to 'communicate' and be 'accurate'.

These findings concur with Cameron (2002), Hiep (2005), and Wallace (2006) who illustrate that the operation of pedagogy within the EFL classroom is never value-free. Canagarajah (2002) has taken this up to signal the need for a 'post-method' methodology wherein teachers consciously adapt their practice to the sites of their use. My findings illustrate teachers have adapted their language teaching to suit the needs of their students but these practices are informed by teachers' uptake of CLT's notion of 'communication' and their constructions of learners, in other words by the wider socio-political and historical contexts of their teaching practice. This further decontextualizes and negates the hybridity of meaning-making in the classroom (Canagarajah, 1999) in relation to students' mobile phone use.

These findings suggest a deeper contradiction: if students are using mobile dictionaries to further their language learning goals, and to communicate using the words they find, surely it is contradictory to assume that changing or ignoring students' strategies is teaching them to

‘communicate’? I would argue rather that this is teaching them to conform. The learner’s innovative use of tools is recontextualised to further position teachers as the exclusive authority in the classroom, not only through the ‘expertise’ of their linguistic resources (Norton, 2000, 2013) but also their ‘expertise’ in language learning strategies.

6.3 Implications of the research

Many stories matter. Stories have been used to dispossess and to malign but stories can also be used to empower and to humanize (Adiche, 2009).

While my study is small-scale and constrained to a single site making my findings non-generalisable, it does illustrate a particular ‘story’ of mobile phone use by EFL students and teachers. My research illustrates that mobile phone use is determined through the socio-political contexts which surround it.

In both Heba’s and Khalid’s mobile use, teachers do not position their mobile phone as a ‘communicative’ tool despite both students using their mobile dictionaries to develop their communicative skills. This misrecognition speaks to the need for teachers’ role within language institutions and their uptake of EFL pedagogy to be reconceptualised to take into account learners’ own knowledge and ways of approaching language learning (Cook-Sather, 2002; Richardson, 1990). To aid such perspectives being adopted, researchers such as Warschauer & Meskill (2000) speak about the ‘humanware’ of technology, while Canagarajah (2005) necessitates the appreciation of the ‘glocal’ (global and local) in classroom practice and Prinsloo (2005) speaks of ICTs being ‘placed resources’. All these understandings emphasise not only how deeply technology and education are entrenched within societal relations of power, but also that the ways in which ICT is facilitated by teachers, students and the institution in the classroom can enable or restrict radical new potentials for learning.

This research also stresses a need for further studies of learner mobile technology use within language classrooms. Heba uses her mobile phone to exercise her own freedom in language learning without impeding other students and deploys it to speak about her feelings within the classroom’s strict hierarchical relations of power. Herein, mobile phone use is tied to *resisting* asymmetrical power relations within the classroom. This use while calling for the need for a more ethical and effective pedagogy (Canagarajah, 2005), also demonstrates how mobile phone use can enable students to resist positionings within the language classroom. The contradictions posed by mobile phone use in this study create potential spaces

(Engeström, 1999a) in EFL where new meanings and learning spaces can be created that need to be more deeply theorised and investigated.

These new meanings and learning are showing that the EFL classrooms in this study are slowly transforming. Students are bringing new resources into classrooms where their teachers have traditional understandings of what ‘communication’ means. Subsequently this results in the potentials mobile devices create being unable to be taken up by the teachers due to their negotiation between their institutional role and uptake of EFL pedagogy. More research identifying how students are using technology in EFL classrooms and how teachers can similarly draw upon these potentials is needed.

6.4 Concluding Remarks

This research study has demonstrated that mobile phone use in an Advanced EFL class is a contested and contradictory tool. It illustrates that in these teachers’ negotiation between their own pedagogical beliefs and institutional rules they can miss how language learners are using mobile phones in innovative ways to support their own language aims. It argues for a reorientation in language learning classrooms where possibility is at the forefront:

in some way we are bound to find a mode of teaching that equips the young to deal with often unrecognized ideologies, provides some sense of agency, some consciousness of beginnings rather than closures. At once, we need to enhance our capacity to make sense of our own experiences, to enable those we teach to pursue meanings as they shape their own life stories, as they are aroused somehow to look through new eyes upon the world around, to listen for new frequencies, to heed shapes and nuances scarcely noticed before (Greene, 2007, p. 1)

I would argue that the impetus for such a mode of teaching within EFL studies is one that “repositions technology not as the catalyst for change, but rather its tool” (Watson, 2001, p. 264).

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Appendix:

Appendix 1: Contextualisation Aids

- 1.1 Kachru's (1992) Circle Model of World Englishes**
- 1.2 Common European Framework of Reference for Languages (CEFR)**
- 1.3 Student Information Sheet**

1.1 Kachru's (1992) Circle Model of World Englishes

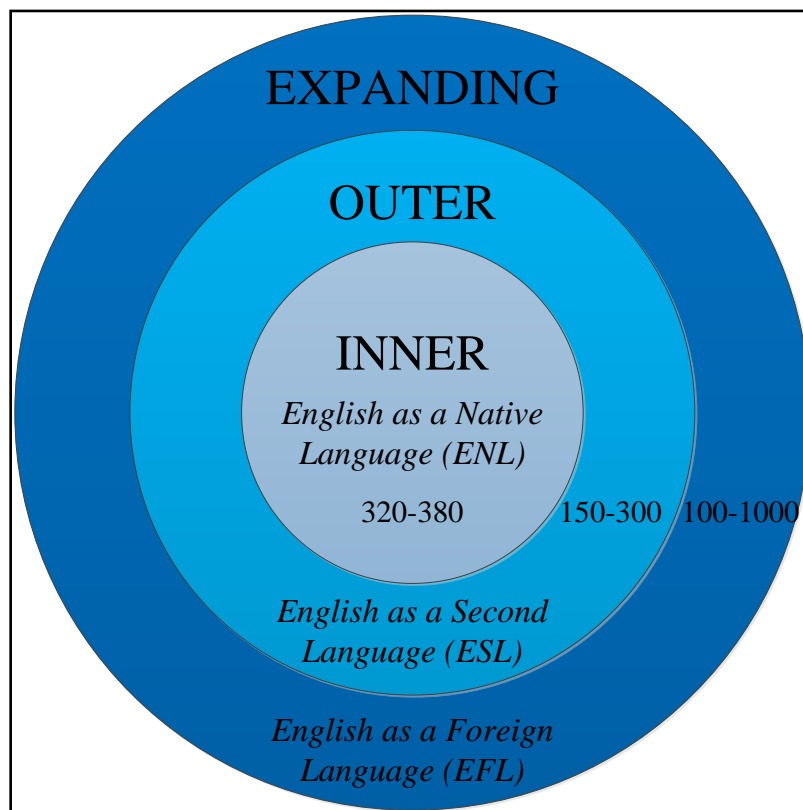


Figure 15: Kachru's Concentric Circle Model of World Englishes (adapted from Kachru, 1992 p. 356; Graddol, 2001, p. 10; Yang, 2001, p. 122)

Table 5: Selected list of countries included within Concentric Circle Model of World Englishes with estimated English speaker numbers (adapted from Kachru, 1992, p.356).

Inner	Estimated English Speakers	Outer	Estimated English Speakers	Expanding	Estimated English Speakers
United States of America	245,800,000	Bangladesh	107,756,000	China	1,088,200,000
United Kingdom	57,006,000	Ghana	13,745,000	Egypt	50,273,000
Canada	25,880,000	India	810,806,000	Indonesia	175,905,000
Australia	16,470,000	Kenya	22,919,000	Israel	4,512,000
New Zealand	3,366,000	Malaysia	16,695,000	Japan	122,620,000
		Nigeria	112,258,000	Korea	42,493,000
		Pakistan	109,434,000	Nepal	18,004,000
		Philippines	58,723,000	Saudi Arabia	12,972,000
		Singapore	2,641,000	Taiwan	19,813,000
		Sri Lanka	16,606,000	USSR	285,796,000
		Tanzania	23,996,000	Zimbabwe	8,878,000
		Zambia	7,384,000		

1.2 Common European Framework of Reference for Language

Table 6: Common Reference Levels: global scale (adapted from Council of Europe, 2014, p. 33).

Language School's levels	CEFR Framework		
Advanced/ Proficient	Proficient User	C 2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
Upper Intermediate/ Advanced		C 1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/ herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Intermediate/ Upper Intermediate	Independent User	B 2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
Pre-Intermediate/ Upper Intermediate		B 1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Elementary/ Pre-Intermediate	Basic User	A 2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
Beginner/ Elementary		A 1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/ she lives, people he/ she knows and things he/ she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.


1.3 Student Information Sheet: Edited Example

Student Information Sheet

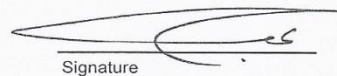
Name: _____ Agency: _____
 Nationality: _____ Course Dates: _____
 Age: _____ Course Type: Academic Year 20 lessons / 15 hours
 Emergency Contact Person: _____ Course Duration in Weeks: 32
 Emergency Contact Number: _____ Email: _____
 Local Contact Number: _____ Medical Conditions: None
 Local Address: _____ Proof of Medical Insurance: No
 Mobile Number: _____
 Why you are learning English? Work Study Holiday Other

Please give details:

Am going to study a master degree course, so they require a good IELTS score

 What do you want to focus on? Please choose 3 only.

Speaking <input checked="" type="checkbox"/>	Grammar <input checked="" type="checkbox"/>	Writing <input type="checkbox"/>
Listening <input type="checkbox"/>	Pronunciation <input type="checkbox"/>	Vocabulary <input type="checkbox"/>
Cambridge <input checked="" type="checkbox"/>	Business <input type="checkbox"/>	Discussion <input type="checkbox"/>


Signature

Appendix 2: Collin's Lessons

2.1 Collin Lesson 1: Transcript

2.2 Collin Lesson 1: Materials

2.3 Collin Lesson 2: Transcript

2.4 Collin Lesson 2: Materials

2.1 Collin's Lesson 1: Transcript

Teacher: Collin

Observer: Warren

Students [Ss]: Khalid; Heba; Sophia; Ramon

Tools: Whiteboard [WS]; Worksheet [WS]; Mobile Phones

[Collin standing in front of the classroom unpacking his bags. Sophia and Heba are seated looking towards Collin, and Ramon is sitting down].

Collin: [Taking out the lesson material from his bag] This morning, actually it is... I mean this morning was definitely colder. I mean this morning it was only four degrees [holding up four fingers in the air]. It hasn't, I think, I think this is the coldest it has been all winter [Collin searching in his bag for lesson materials. Ramon taking a sip of coffee]. I don't think it's actually been colder than that.

[Ramon and Sophia's conversation is inaudible. Heba is trying to catch Collin's attention, Collin is not quite clear on what she is saying]

Collin: [to Heba] Sorry I can't understand you.

Heba: [inaudible]... Twice a year. That's why Khalid...

Collin: Yes... [Heba continues talking inaudibly] Twice a year? When? [Collin starts laughing loudly. Ramon and Sophia continue talking to each other]... It's true [nodding to Heba]. Apparently [turning his attention to the class] Capetonians say that every year. We say that... That it's the **coldest** winter [Collin keeps searching in bag] it's ever been. It's the **hottest** summer it's ever been, or I can't remember when last it was so... But definitely the four degrees, I don't recall [Ramon takes a sip of coffee] this winter when it has ever been four degrees in the morning. Do you **recall** [hands outstretched to Warren]?

Warren: Never

Collin: No, I think, [closing bag] it must be snowing somewhere. Is it snowing on the mountains [Ramon takes a look out the window towards Table Mountain]?

Collin: [to Ramon] No, not here, Ramon [whole class looks outside]. No I don't think it's snowing here, I think.

Heba: No at some point [pointing outside the window].

Collin: [takes a closer look outside] No, I think only on the [points leftwards, towards Paarl]

Ramon: On the other side

Collin: You can only see on a clear day [looks down to where Khalid sat last lesson, and taps the book with his pen]. Who's this?

Heba: Khalid and Bruce.

Collin: No, Bruce has gone home [Collin takes chair out]. Okay, well, [looks down at notes, then looks at Sophia]. Well, I certainly hope for your sake that things get a bit brighter over the next couple of days [Collin takes a seat]. So how did it go with the homework?

Sophia: Good.

Ramon: Good.

Collin: Why so scared Ramon?

Ramon: No, I didn't bring my... copy.

Collin: What? I think you are starting to use this as an excuse, D. Did you do the homework?

Ramon: There is no excuse [moves his hands to his legs].

Collin: Didn't you do the homework?

Ramon: Mm [looking straight ahead with course book out in front of him. He is not looking at Collin. Sophia & Heba looking towards him]. I tried doing in the break, [looks at Collin], but I didn't bring my copies, so, I...

Collin: Couldn't do it.

Ramon: Couldn't do it. Yeah, [shrugs his shoulders]. That's still no excuse. I dunno.

[Heba starts to check a photocopy in front of her]

Collin: I didn't ask you to do an exercise for me, I only asked you to do a summary, did I?

Sophia: I thought the summary was for Friday.

Collin: **Oh...** Then it's. Then, it is... So I didn't give you any kind of homework.

Sophia: Yeah

Collin: Oh, did I?

[Heba raises photocopy she has just went over]

Sophia: I think... It was

Collin: Sorry, I...

Ramon: So, then I'm okay [raises hands in air].

Sophia: Yes [Sophia giggles and Heba smiles]

Ramon: Oh good!

Collin: Yes, you're okay Ramon.

Sophia: I just did this for fun.

[Class laughs. Khalid steps to the door. Heba looks up and glances at him].

Khalid: Good morning

Collin: [to Khalid] Hello, I'm Collin. [Khalid takes his seat].

Khalid: Khalid... We've met before.

Collin: Have we? I didn't see you yesterday.

Khalid: I was absent. I had to go to the doctors.

Collin: Were you sick [leans away and pulls a face]? Look at me [laughs].

Khalid: No, I'm not sick.

Collin: [laughing] Good. [Sophia pulls an 'X' with her fingers]. You aren't sick [Collin looks around]. So, who took a paper for Khalid yesterday?

Sophia: I did

Collin: You already gave it to him [looks down at his notes]. So let's have a look at exercise one then.... So, complete the prepositional phrases as used in these question-noun suites. So number one, Professor Saltero said that...

Sophia: [reading exercise] 'in line with government guidelines, the researchers have consulted local people'.

Collin: Okay. Number two.

Heba: 'The spokesman for a strike company said that at this stage it's too early to make strong claims about it'.

Collin: Okay, correct. Number three [looks to class, no one responds]. Dr Langman response said that...

Heba: On the one hand the government wanted the current research. On the other hand they were reducing funding for university.

Collin: Okay, remember **yesterday we** spoke about some of these prepositional phrases operating as **linking devices**? So which of these from the ones we

have looked at one, two, and three, are linking devices? So ‘in line with’... Is that a linking a device [looks at class]? So ‘Professor Salterro said that **in line with** government guidelines the researchers have consulted local people. Is it a linking device’?

Heba: Yeah [softly, nodding her head. The rest of the class looks down at their papers, still].

Collin: How do we define, or how do we know that something is a linking device? What did we say yesterday?

Heba: Mm [class still looking at papers. Collin scratches head].

[Ss silent]

Heba: Because it links two [moves hand back and forth, left and right]... two sentences together.

Collin: So what are the two sentences here?

[Class still look down at paper. Heba looks down at hers].

Heba: No. [Collin looks at her]

Collin: Huh? In line with.

Heba: [reading photocopy]... guidelines...

Collin: So Professor Salterro said **that** in line with government guidelines, the researchers have consulted local people.

Heba: No.

Collin: No, actually it’s not

Heba: No, it’s not linking two sentences.

Collin: And number two?

[Class looking down at papers. Ss silent].

Heba: Also [Sophia shakes head]. Not linking.

Collin: And what about ‘on the one hand’ and ‘on the other hand’?

Ss: Yes... [Heba holds her hand outstretched]

Collin: Number four?

Sophia: ‘In addition to a new building the team on the campus the team will receive a very generous grant’.

- Collin: Okay, linking or not linking?
- Sophia: No
- Heba: No, [shakes her head]
- Collin: Are you sure?
- Ramon: Yes
- Collin: In addition to a new building on campus
- Ramon: ‘the team will receive a very generous grant’.
- Collin: Because remember what linking... You know if you look at it [Collin stands up to turn towards the WB and writes sentence, looking back at photocopy. Reads the sentence as he writes. Heba starts reading the sentence to Collin].
- Heba: ‘a new campus, the team will receive a very generous grant to conduct their research’.
- [Ramon asks Sophia if he borrow her pen].
- Sophia: [to Ramon] Yeah, sure [Ramon looks at pen then attempts to write with it].
- Collin: What is the difference between **a clause** and a sentence [Collin writes ‘clause/ sentence/ phrase’ on WB]?
- [Ramon looking at pen, moving it round in his hand]
- Collin: For example, is it a clause, a sentence, and a phrase?
- [Ramon puts pen back on Sophia’s side and looks to Collin].
- Collin: Because we’ve been looking at prepositional phrases. Yes, so... Okay, let’s start on the sentences what does every sentence need?
- Heba: A subject, a verb
- Collin: A subject, verb [Ramon looks forward and starts chewing gum. Sophia writing down sentences. Khalid looking at papers. Heba is looking at WB]. It needs a subject and a verb, but it also needs dual punctuate to form a complete thought. For example if I use [Ramon takes mobile phone and puts it under the desk, the rest of the Ss take note or listen] a one word clause [Collin turns towards the class. Ss silent. Collin walks towards Ramon]. You all are so quiet because of the camera? Because of Warren [Ramon turns to look at the camera [Collin giggles and class follows]?
- Sophia: No.

Collin: Because you're [pointing towards himself] making me nervous [walks back towards the WB]

[Ss Silence]

Collin: A clause also needs a subject and a verb.

Heba: But it's not a complete thought.

Collin: It can be... For example [Collin starts writing on WB] if it's an independent clause [Ramon opens book].

Heba: The clause is based on the other sentence... [inaudible]

Collin: Dependent. So you have a dependent clause. A dependent clause is dependent on...? [Ss look towards WB. Heba attempts to speak]. Another sentence or another clause, but an independent clause can also be a sentence [Collin points to WB]. So, for example if I say [Collin writes on WB and reads out], 'She came because [Ss writing down notes] I was also. 'She came', subject verb... [Collin points to 'because']

[BREAK IN VIDEO RECORDING, OBSERVATION NOTES USED]

Collin refers to Jane Austen and Judy Dench. Writes their names on the WB, he is sounding quite condescending on the SS at this point by them being unaware of this, but this may just be me...

Writes a sentence on the WB that links these two: "On the one hand she is very attractive but on the other hand she strikes me..." Uses this example to illustrate how prepositional phrases link.

Collin: "We're doing this... we're learning how to do". He holds up two papers, "these ones are all..." he refers to yesterday's lesson.

[BREAK IN VIDEO RECORDING, AUDIO EQUIPMENT USED]

Heba: In line with government [inaudible] because it is obvious that is up close.

Collin: Yes. Yes. Because some prepositional phrases and this is what we discussed yesterday, some prepositional phrases and I brought these copies will show you, some prepositional phrases. [Collin hands out WS] Can you take two pages, please? Some prepositional phrases can be linkers. If you look at...Um... Okay, there are two... um... charts. Not charts... Um... have a look for me at two pages like this. So **one** says on the top these are all conjunctions and prepositions. And these ones are all sentence adverbials. So if you look **under**, say for example, and these are all linking devices, all of them are linking devices, and if you look under sentence adverbials. You'll notice quite of a few prepositional phrases there. I mean look here under

‘Compare and Contrast and Alternatives’. Over here. We had looked at this yesterday. ‘In spite of’; so for example, ‘in comparison’; ‘in spite of this’; ‘in the same way’; ‘by comparison’; ‘by contrast’. All of those are, because, if you, how do you identify a prepositional phrase? Is it a preposition? And... what comes after the preposition? What part of speech do we have, do we use after the preposition? [Ss silent] Is it a noun? Is it a verb? Or...? After the

Heba: [trying to speak]

Collin: It’s a noun. Mm... So if you look at these, and I just want to, and this is what we were chatting about yesterday, some of these are just prepositional phrases. But others can be used as...

Heba: linkers

Collin: They have additional phrases you can use them as linking devices. Okay? So, number five...

Heba: [reading exercise] ‘With the exception of one study in 1996, no major research has been carried out till now.

Collin: Correct. Linking device? Or just prepositional phrase?

Sophia: Prepositional.

Collin: Prepositional Phrase. Number six?

Ramon: Professor Kaypott says that with the basis on her studies so far, she has thought a cure for the disease will be found.

Collin: I’m sorry I wasn’t sure if you said ‘on’ or ‘with’?

Ramon: ‘with the basis’

Collin: So, ‘**on** the basis **of**’

Ramon: ‘**On** the basis of’

Sophia: ‘On the basis of’

Collin: ‘On the basis of her studies so far...’

Ramon: ‘**On the basis of...**’?

Sophia: Studies

Ramon: [giggles] Umm...

Collin: She’s optimistic. Okay, number seven?

Heba: [speaking softly, inaudible]

Sophia: 'Lauren Child said that on the whole, social conditions have improved since the report, especially in terms of jobs and housing for the poorer sectors'.

[Ss silent]

Collin: '**On the whole**'... Linking device or prepositional phrase?

Ramon: 'On the basis of'

Sophia: Yes.

Collin: Linking device or prepositional phrase, 'on the whole'? I mean can I use it as a linking device [Ss silent]... 'On the whole'?

Ramon: It's a... prepositional phrase.

Collin: Prepositional phrase. Okay. Number eight. 'The professor said he was delighted to accept the award'.

Khalid: Can I answer?

Collin: Yes

Khalid: 'The Professor said he was delighted to accept the award on behalf of Walter Pressly'.

Collin: [to Khalid] Sorry I didn't mean to leave you out. I just thought you didn't do the exercise. Okay? [Collin laughs, Khalid snorts]

Khalid: Thank you

Collin: Alright... Yesterday we spoke about this and I said... Sorry I just want to open the window a little bit. Can I open the window a little bit at the top?

Sophia: Yes

Khalid: Yes

Heba: Yes

Ramon: Yeah

Collin: Yeah?

Ramon: Yeah [nervous laugh]?

Collin: I hope by the time you go back to Columbia, Ramon [Sophia discussing inaudible]

Ramon: Sorry?

- Collin: Sorry, I said I hope by the time you go back to Columbia [giggles] you'll stop saying 'Yeah'. But you're getting a lot better. But...
- Ramon: But, I...
- Collin: [interrupting] But you're getting a lot better.
- Ramon: Yeah, yeah, yeah, yeah.
- Collin: [laughing] Yeah, yeah.
- Ramon: Yeah, I'm working on it.
- Collin: Do you practice in front of the mirror?
- Ramon: No, but I read aloud. So, I'm... paying a lot of attention to my... pronunciation. It's based on my knowledge.
- Collin: I can recognise your pronunciation is changing even from the time you came into this class till now.
- Ramon: Yeah. That's good [softly] to know because I focus a lot **of attention** to...
- Collin: Alright, talking about prepositional phrases and linking devices what I said was that... for most of you it's not a problem of... **understanding** what these phrases mean. It's about using them... I know you guys haven't read the summary yet... often... it's often the problem with most students at this level that you know a lot of things but with **the application** of it, you struggle with. So, I'd thought we'd have a look at conjunctions today as well, 'because' and linking devices... What's the difference between a linking device and a conjunction?
- [Ss silent]
- Heba: Conjunctions can... link two words together, like 'and'
- [Ss silent]
- Collin: [starts talking] So, for me...
- Sophia: I think mainly a linking device links phrase... and sentence together and I think conjunction... two sentences, maybe?
- Collin: Linking devices are just actually the **general** name for everything that we do. So, for example, we use conjunctions to link. Yes?
- Sophia: Yes.
- Collin: So there's a difference with for example 'in spite of'. Is it a conjunction...
- Sophia: Yeah

- Collin: Or is it... a...
- Sophia: Prepositional phrase.
- Collin: Prepositional phrase. 'In spite of'?
- Sophia: Prepositional phrase.
- Collin: It's a prepositional phrase, but because is...
- Sophia: conjunction
- Collin: Conjunction... You know, they... We use them differently and they have different meanings. It's really about how we use them and I think this is the problem often that we learn many things but we don't actually know how to use them. So... Can you have a look at page nineteen... of the papers I have just given you... The first page. Look at that very first question at the top where it says, 'what is the difference between a pile of stones and a stone wall?' [Silence] Tell me, what is the difference between a pile of stones and a stone wall?
- Sophia: A pile of stones is just a lot of stones unorganised on top of each other and a wall of stone or stone wall is built, and it's organised, it has structure to it.
- Collin: Yes. Okay, now... in organising or writing in English this is probably one of the most... difficult skills to... um really, you know... get the grip, get a grip on it. For example in, I call it, in Spanish we talk about (I call it) the 'infamous comma'. What do I mean by that? 'The Infamous Comma'? Cause, tell me Ramon, in Spanish, when you write **long** sentences, because you guys can write a paragraph, just comma, comma, comma, comma...
- Ramon: Yeah
- Collin: Why do I call it 'The Infamous Comma'?
- Sophia: Because in the English language we barely use commas. For me, it's true.
- Collin: [laughs] Yes. We use commas but
- Ramon: [asks something about Spanish]
- Collin: Yes, because in Spanish what don't we use in English instead of comma?
- [Ss silent]
- Heba: Full stop.
- Collin: Not just full stop. **How** do we link ideas?
- Heba: Oh with linkers!

- Sophia: With linkers
- Heba: [mm in interest]
- Collin: With linkers. So, for example, in Spanish what you do is just write then just do a comma. They're not linking the two ideas. They just use a comma and write another comma. And the comma and another comma. And it's funny when I look at students' writing, sometimes, I see Spanish students with a whole paragraph and I just see comma, comma, comma, and it just seems like **ONE LONG sentence**. Do you [to Sophia] do the same in German, you said?
- Sophia: Maybe... not exactly the same... But... um I remember when I was in school and I studied English in school and when we had like an essay it was almost never, I think that I... when the... when I... there were supposed to be a comma and I didn't do it. The other way round
- Collin: Okay.
- Sophia: I just had too many commas.
- Collin: Too many commas... Arabic [to Heba and Khalid]?
- Heba: Yeah. We use linkers. We use commas.
- Collin: I think it's strongly for me, and I'm calling you into this Warren, it's something **I'm still** working on. Warren, you know?
- Warren: Yeah. Not using commas?
- Collin: No, the linking devices.
- Warren: Yeah
- Collin: You know it's still by writing to make sure it all flows. That the ideas flow into each other. Because sometimes, I mean, I look at my **own** writing and I've got a lot of sentences, here but I don't know, how are these sentences all connected.
- Warren: Completely
- Collin: And I think that's, that's really an art. And I think it's something we work
- Warren: throughout our entire lives.
- Collin: throughout entire lives, **we** work on this... to get this better. Sometimes when I read, I read essays, you know that other people have written and I think... Wow, the linking devices are great in this – how this person is able to link... Their ability to...
- Heba: to flow [with accent]

- Collin: Yes. So...The good news is that you are at the advanced level. The bad news is you have to work on this, also, for the rest of your life [Collin chuckles]. I actually said this to my upper intermediate students and they... and they were all a little bit upset at me, actually... Because I told them they haven't arrived. I said, 'you guys think **you've arrived** somewhere, you haven't arrived. The journey has only just begun'. But now, it's an exciting stage for you, you guys are at the advanced level and now the real learning starts, you know. Okay, have a look at exercise A there are two versions of a fable from Aesop. One well written and the other badly written in terms of organisation and cohesion. So cohesion, exercise A [to Sophia].
- Sophia: Oh, exercise A, I thought eight. I know it's this one [laughs] Okay.
- Collin: It's exercise A. There are two versions of a fable from Aesop. One well written and the other badly written in terms of organisation and cohesion. So... Again cohesion... What is cohesion?
- Ramon: It makes sense [looks to Collin]... No?
- Collin: We just spoke about it.
- Heba: Flow of the idea...
- Collin: This is actually the **general** flow of things and your ideas. So in terms of organisation and cohesion what four things does the writer do that the other writer doesn't? So what I'd like you to do here is to have a look at the first piece of writing and the second one, and **find four** things that the good writer does that the bad one hasn't done. So I am going to give you... five minutes to do that.
- Collin: Just going to the restroom quickly [Collin goes to the bathroom. Door slams]
[Ss work quietly and discuss softly what they need to]
- Khalid: It's like... [inaudible]
- Sophia: Maybe depends on that line
[Collin re-enters class, closes door]
- Collin: Check your answers with each other [Ss start to check].
[Khalid using mobile phone to look for words]
- Collin: [to Khalid] Why are you using your dictionary?
- Khalid: I didn't understand the word
- Collin: And are you using an English-to-English dictionary?

- Sophia: [to Heba and Ramon] linking words
- Collin: [to Khalid] Okay... Just...
- Khalid: I just look for words to be honest
- Collin: That's **mad** K. At the advanced level you shouldn't use it. We're okay with you using the dictionary if you're using an English-to-English dictionary.
- Heba: [to Sophia and Ramon] linking words
- Ramon: [to group] for me there are six ideas
- Collin: [to Khalid] Why is it detrimental? **Why** is that detrimental? Why is it bad for students to use their dictionaries at this stage?
- Khalid: [to Collin] because it's easy to just
- Collin: [to Khalid] It's easier but also... You know run the risk of learning the words incorrectly. Say for example words have many meanings... Yes? And so what happens sometimes is that you look at the Arabic meaning
- Khalid: [to Collin] Yeah like on my phone
- Collin: [to Khalid] Yes and you struggle to match the real meaning of the word in the context with when it's used in Arabic. And actually you know what you're gonna forget that word. You're not gonna remember that word because what you do is you look up that word in Arabic and saying okay I know the word. There is only the word. With the English dictionary you read the explanation and you actually process the word. So you must change.
- Khalid: [to Collin] It's difficult to change. I can't promise.
- Collin: [Laughs. To Khalid] You must promise it's gonna change.
- Ramon: [to Sophia and Heba] Well the first part of the sentence, I'm not sure...
- Sophia: Yes, I dunno. I think it's. This... um... explanation... [to Collin] Vixen is that how it is
- Collin: Vixen?
- Heba and Sophia: Is that part of the writing?
- Collin: Just use an explanation where you tell what a vixen is... A vixen is a female fox.
- Sophia: Yes, you just don't know if that's the writer or the
- Collin: **Oh** I see what you mean... Well the bad writer also used vixen.

- Sophia: But he didn't explain it.
- Collin: Okay [Sophia & Collin laugh]. Alright so... let's just have a read through it quickly. Who would like to read? Well, the first good paragraph... Heba would you read for us?
- Heba: [in a motherly voice] 'A vixen who had four young cubs was walking down a road one day when he... when she met a lioness with her cub. The vixen started to boast [mispronounces boast] saying that she had four cubs whereas the poor lioness only had one. "Only one" replied the lioness.
- Collin: The rest of the story. You wonder about the lioness. Would you like to read the bad one, Khalid?
- Khalid: Because I am the bad one?
- Heba: No...
- [Class laugh]
- Collin: I didn't say that
- Khalid: Okay. The vixen was walking down the road one day and had four young cubs and the vixen met a lioness with a cub and the vixen started to boast about the vixen's family and said the vixen had four cubs and the lioness only had one cub. And the lioness said she only had one cub but that one cub wasn't enough
- Collin: The pronunciation is **lioness**. **Lioness**. So the stress, where is the stress? Why am I saying **lioness**?
- Ss: ness
- Collin: **Lioness**
- Heba: **Lioness. Lioness.**
- Collin: I think there is actually a name like that in English. A man's name, Lyness. But then the stress is on the first syllable.
- Sophia: Lioness
- Warren: From Charlie Brown
- Collin: From Charlie Brown?
- Warren: Charlie Brown. The guy with the blanket. With the blue blanket. His name is Lyness.
- Collin: Lyness. Okay, because the sound... the pronunciation can sound different... So obviously the second paragraph isn't very well written.

- Heba: Because there's a lot of repetition.
- Collin: There's a lot of repetition...
- Sophia: And linking.... And linkers? The conjunctions are just 'and', 'and', 'and', 'and', 'and'...
- Heba: And the repetition of the word 'vixen', 'vixen', 'vixen'.
- Collin: As you said and you mentioned something important there and I think for most of us our... linking, and even at an Advanced level, our range of linkers, you know are very limited to 'and', 'but' 'because'.
- Sophia: Mm [in agreement]
- Collin: Yes, and we kind of stick with those three and we don't move beyond them and there are other uses of the word too.... Right so which four... [looks down and read notes] So you had to find four... Which four things did you guys find?
- Sophia: The use of clauses just in the beginning where he is saying, 'the vixen who had four young cubs'.
- Collin: Yes, okay so there is the use of... there is a relative clause here.
- Heba: And you can see diversity of the words... and he tries to diversify his linkers, and... his clauses.
- Collin: So what does that do in terms of writing?
- Heba: 'Although'; 'but'; 'whereas'
- Ss: Which are the same
- Collin: Which makes it more interesting to read. Yes, okay what else has he done?
- Ramon: Punctuation.
- Collin: Look how **chauvinistic** we are. I said what else has **he** done [Collin laughs, Ss smile]. Yes, Ramon.
- Ramon: Punc...
- Collin: Punctuation.
- Heba: There is direct speech
- Collin: Yes and direct speech... What does direct speech allow you to do?
- Sophia & Heba: To imagine

- Heba: Allows you to use your imagine
- Collin: Yes, and it also makes it more dramatic... it makes it a little more dramatic
- Heba: Yeah
- Collin: Yes, and the other thing he has done, or her or she has done? [Ss silent]
- Heba: Well... [attempting to speak]
- Collin: There is one basic thing that you guys have missed. I mean look at this. This looks like, look at those, look at the **organisation** itself... Or look at this...
- Heba: Divided
- Collin: It's divided into... paragraphs. Yes and sometimes we forget something as simple as that, using paragraphs. You know when you **hand in** something. When students **hand in** something for me and it's just one long paragraph. It makes a huge difference... Introduction, body, and perhaps a conclusion.
- Collin: Okay... Um... Does anybody know the story about Mick and Keith, if you look at exercise B, besides me? Do any of you know this story? [Short silence]. I don't want you to read it yet. It's about these two old men who lived in an age old home. Okay, alright. So, I hope you are going to enjoy it... So have a look at exercise B and look at what it says at the top. 'A Bed with a View'. 'This is the first part of the story, but the narrative lacks cohesion, each idea is written in a short, **isolated** sentence which does not connect with the sentence before or after it. **Rewrite each** one as a single sentence, sometimes it will be necessary to add a connecting word'. A **connecting** word means conjunction or any type of linking device. '**Divide** those six sentences into four paragraphs'. So I'd like you to **connect** the sentences... by using various linking devices and then divide into **four** paragraphs. Because now you have one, two, three, four, five... six paragraphs. So I am going to give you...
- Heba: I know this a story
- Collin: Mm?
- Heba: I know this a story.
- Collin: You know this story?
- Heba: Yeah
- Collin: Yeah. It's a very nice story... It's a sad story. But it's...
- Heba: Yeah...
- Collin: So don't tell them [points to class] the end. This is why... That's why I said... I asked whether you know this story. Don't give away the end. Alright so does

everyone know what to do with this? Does ten minutes sound enough time to do this in?

[Ss start working, Collin comes to Warren to ask what he is doing. Collin has a look at Warren's notes...]

Warren: I just write it down exactly what we're doing and I have to take notes as well [Collin makes a face. Warren smiles] When you do your thesis then I will also help you out...

[CAMERA RECORDER BATTERY CHARGED. VIDEO RESTARTED]

[Collin moves to the front of the class]

Collin: So of course our purpose is to move beyond 'and', 'but', and 'because' if you're looking for some inspiration have a look at the two lists [picks up class photocopies]. This [looking at Khalid] with the many, many linking devices.

[Collin walks around class. Stops by Khalid and helps with Khalid finding place on WS]

[Collin moves back to front of class and sits. Collin has a look at WS, while SS continue to work].

[Collin speaking to Khalid, checking how he is doing. Collin paging through book. Ss writing and reading looks like studying in depth. Collin stands up and goes to WB looks at notes, then looks. Then decides to sit down. Ramon using list to help him write down answers, holding with one hand and writing on WS with the other. Ss continue working individually].

[Collin takes a quick look at Ss and sees if they are done. Gets up and walks around the class. First to Ramon, stands behind him and checks what Ramon is writing. Walks around class, moves chair and has a look at what Khalid is doing. Continues on to Heba, briefly and walks back to desk. Starts writing on WB. Heba takes notice then goes back to work. Collin pages through book. Closes pen, puts it to his mouth and reads text in front of him. Ss still working on text. Collin starts writing on the WB again, rubs out previous sentence, and starts again. Reads the text again for a period then starts writing. Heba looking at WB, then down at work, then at WB again. Ramon takes phone and quickly starts cycling through it. Uses it then moves it to the side].

Collin: How you guys doing?

Ramon: Good.

Khalid: [holding his paper up to Collin] I was struggling.

Collin: I **asked** you if you need my help. No [shakes his head]. What are you struggling with?

Khalid: [pointing to an area in the photocopy] I struggling to find the conjunctions. 'Mick describes with description... [inaudible]'

Collin: Okay, I see. Your problem is you... [inaudible] within your construction that you struggle to identify how the sentences are connected [uses hands to show connection]. If you can't identify how they are connected... For example, here [pointing to photocopy. Reads sentence]. How are these two sentences connected? For example what I mean is... extra information [counting on fingers]; is it contrast; is it... So first you have to identify relationships [counts on fingers again]

Khalid: Is it extra information?

Collin: If it is extra information then you've got to be able to identify what type of clause [moves right hand right as if holding something] for example what am I taking for extra information? Now this one has actually been done for you [Collin reads sentence. F has finished. Sits with her hands folded]. This is actually a relative clause that they you use, I will explain it and we'll share it. We use relative clauses to give extra information. So this is one way of linking if you want to give extra information. So for all of these sentences that's what you've got to do, like you've just done, is this extra information? Is this contrast? So for example [reads sentence] So are these two sentences connected?

Khalid: [inaudible. Shrugs. Collin coughs. Collin and Khalid both look at paper]

Khalid: ...because?

Collin: Think about it... So we're saying, we're saying, so I had this friend and he had this friend [uses hands to illustrate]. So because you had this friend, he described something, what you're saying is it's a reason. It means that the situation [brings hands together] that people who sleep next to the window must describe it [uses one hand to the right]. Do you see what I mean? No? [Khalid shakes head]. This is not what this is. Isn't this similar to this in some way [pointing to two sentences on WS. F looking out towards the window]?

Khalid: Maybe it is extra.

Collin: Yes, it is also extra information. So here we use the relative clause [pointing to the one sentence]. Can you use a relative clause here [pointing to the other]?

[Ramon looking at mobile, tapping screen. Heba & Sophia both looking at WS]

Collin: [to Khalid] Which relative clause do we use here?

Khalid: While...

[Ramon goes back to work, and leaves mobile and checks WS]

Collin: And for this, for people... which. And for places [Ramon looks back at mobile]?

- Khalid: Where
- Collin: So... [Khalid silent] So we do have a radio and it's next to the radio, so we need a preposition with the relative clause.
- [Ramon looks back at WS and writes]
- Khalid: In where?
- Collin: Almost... [moves hand from side to side slightly. Laughs]. Almost... Okay, um, I will explain the rest and I want you to have a look at the rest of them. What I am trying to say is you've gotta identify this first. It's very difficult to do. If you can't do this, then you're just guessing.
- Collin: Okay [looks the rest of the class] Ramon, still busy?
- Ramon: Almost ready [moves hands up. Collin gives Ramon a minute]
- Ramon: Okay
- Collin: The first thing I said to Khalid and I said in a type of exercise like this, but not just any exercise like this. When you are writing you've got to be able to identify the **relationship** [brings hands together briefly] the connection between the sentences. If you can't identify the connection then it's very difficult to choose the linking device. So for example in the first, or in the first two sentences, 'Mick and Keith were two bed-ridden old men. Mick and Keith were sharing a room in an old place '. What is the connection [bringing hands together like with Khalid] between these two sentences [Ss look down at book briefly then at Collin]?
- Heba: Extra information
- Collin: It's extra information. And which... cohesive structure [Collin waves left hand in the air with a shape of a 'c'] can we use... to... **add** extra information [brings hands together]?
- Sophia: I used a phrase. I said, 'Mick and Keith were two bed-ridden old men shared who shared a room...
- Collin: A relative clause. [To Heba] What did you use?
- Heba: Relative clause.
- Collin: And Ramon?
- Ramon: Sorry?
- Collin: What did you use?

- Ramon: 'Mike and Keith [Kate] were two bed-ridden old men who shared a room in an old people's home.
- Collin: Now, it's actually used at the bottom here is and I actually missed this with you guys... They are giving you the first sentence where it says, 'Mick and Keith were two old veteran men sharing a room in... an old people's home. So I have just written this on the board [Collin pointing to the WB at what he wrote] I said, 'who were sharing' is exactly the same as 'sharing a room'. It's just a reduced relative clause [pointing at the sentences again].
- Heba: We sometimes can omit the... [looks down at photocopy] relative pronoun.
- Collin: [pointing to the WB] So we omitted the relative pronoun and omitted the... auxiliary. So, it's exactly the same but it's still extra information. Okay... The two next sentences. So, 'Mick and Keith'.... [Collin tries looking at Khalid's work. Khalid has not done the sentence.] Don't worry I'm not looking at yours. 'Mick had the bed next to the window. Mick used to describe in lovely detail to his friend the children playing in the sunshine, the dogs running in the park and among the street lights'. So what is the relationship between these two sentences?
- Sophia: Also extra information?
- Collin: Also extra information. So what did you use?
- Sophia: I used the same. I was looking for another one but I just couldn't.
- Collin: That's okay. So what did you say?
- Sophia: Mick who had the bed next to the window used to describe in lovely detail to his friend the children playing in the sunshine, the dogs running in the park and among the street lights'.
- Collin: That's fine. That's good [Collin looks at class]. Any other?
- Ramon: What I did? It can... Can it be the three paragraphs [using his fingers over the page]? I wrote... I'm not sure it is okay. 'Having the bed next to the window as the years went by Mike used to describe in lovely detail to his friend the children playing in the sunshine, the dogs running in the park and a really nice tree in the street'.
- Collin: [takes a moment to think]. The grammar for me is okay. I don't know why you chose to... I don't know why [moves his right hand from side to side as if turning a light switch] you put the next paragraph into this paragraph. But the grammar is okay. So... 'Having the window next to the...' What is that an example of...? Which grammatical structure is that, 'Having the bed next to the window'...? We've done this Ramon.

- Ramon: Yeah, yeah [nodding head in agreement] That is why I... I got... wrote it.
- Collin: What is it? What is that?
- Ramon: I don't know exactly but I know that we...
- Collin: It doesn't matter... As long as you can use it. It's a participle clause.
- Ramon: Yeah!
- Collin: Yeah, but I... I... think it was a bit strange for me when you said, 'Having the bed next to the window for years...'
- Ramon: 'as the years went by'
- Collin: Mm
- Ramon: 'that Mike used to describe...'
- Collin: 'As the years went by'... It doesn't actually work there.
- Ramon: 'as the years went by...'
- Collin: So for example, when I say...
- Ramon: But
- Collin: When I say...
- Ramon: But what I want to say is it... it went on for years. So I tried and for me it's important that's why I... included it. In my paragraph.
- [Ss silent]
- Collin: I wouldn't say... this went on for years. Sorry you said 'as', 'as'?
- Ramon: Maybe because...
- Collin: I don't know how you...
- Ramon: 'Having the bed next to the window and as the years went by Mike used to describe...' [uses hand to show sentence continues].
- Collin: [thinking]
- Sophia: Couldn't you just put it at the end of the sentence?
- Collin: No, it's wrong.
- Sophia: Having the bed next to the window Mike used to describe... blah blah blah... as they years went by.

- Collin: You see the problem is...
- Sophia: If you wanted to...
- Collin: Mm, the problem here is what it means with 'as the years went by'. Because when I say that for example when I say 'as the years went by' it has a particular meaning. So, I'll use it in another context for you... 'As the years went by the prince fell more and more in love with the princess'. So what does it exactly mean when I say 'as the years went by'?
- Ramon: That something... kind of change
- Collin: What I'm saying is that
- Sophia: From that moment on
- Collin: But also **year** after **year** after **year**. So there is some sort of process in this 'as the years went by'. I'm finding it difficult to actually understand... I can't. Consider the meaning when you put this in here... I don't quite get it. Something doesn't work for me. I don't know how else to explain it.
- Ramon: This... This... is not a process. Maybe, 'as the years went by' it's related to the **process**, the processes.
- Collin: Sorry just let me just think for a second... 'Having sat next to the window Mick used to describe as the years went by... [voice trails off as he reads the sentence. Khalid looks up at clock, other Ss read the text]. And the content is here... [Collin to himself]. I am struggling to explain to you what exactly... [short silence].... 'As the years went by'... Some help Warren?
- Warren: Well my understanding of 'as the years went by' is it always means a change you didn't expect to happen... You know, or a change... or a long gradual change... Like with that love one is how we would normally use it. You could think of 'Western' [makes bunny ears] culture wise when an arranged marriage... 'As the years went by he eventually he like... loved her. Or as the years went by my writing has as the years...
- Collin: Thank you, Warren. I just needed to hear it. What I'm hearing is a certain amount of time is needed to have passed for something to happen [Collin stretches his hand over his head creating a long arc]. Yes. So then, you see why it doesn't work here. Alright, so what did you say [to Heba]?
- Heba: As Mike [Mik] had the bed next to the window, he used to describe the... the... [nodding her head]
- Collin: I had this discussion with Khalid a few minutes ago about because you're not saying it's extra information. You're actually saying it's a reason.

- Heba: But, as Mike [Mik] had...
- Collin: But that's the same. I had the discussion with him [pointing to Khalid] Are you saying that this is how it works – **if** you have the bed next to the window then it is your job to describe.
- Heba: No, because.
- Collin: That's what it means... 'As he had the bed next to the window' so that's an agreement that they have. Do you think that is the agreement that they have?
- Heba: Because Mike [Mik] has the window so he must
- Collin: So asking if whether you think that it is an agreement when you walk into a room if you have the bed next to window then you must describe.
- Heba: Yeah [nods head]
- Collin: Really?
- Heba: So trying now... The other one... Keith [Keyth] why not Keyth tell? Because he's not able to...
- Collin: I... I... [pointing hand towards himself] think when I look at this story I don't think Mick described what was happening outside only because he had the bed next to the window.
- Heba: [trying to interrupt]
- Collin: Yeah [moving his hand down]
- Heba: No because they are bed-ridden. And they can't move... I think they can't move. So only because they can't move, he is next to the window so he is the one that tell the story [J thinking, hand raised to mouth].
- Collin: Okay, now how is this different? For example if I said... because you could also use it in another way. I know I used a relative clause but you could also use it in another way also as a... that 'Mick had the bed next to the window from which he used to describe'... I could also say 'from which he used to describe' [Heba takes out cellphone] Now what's different here and that 'As Mick had the window' because what I'm questioning here is that you look at the actual text here [Collin runs his fingers in a circle around the text]. Are they saying this is why he did it? If you look at the text they are not saying this is why he did it. It's not because... because the sentence really just says 'Mick had the bed next to the window. Mick used to describe in loving detail to his friend the lovely children playing in the sunshine. I understand your point your saying [to Heba] that, yes, that's why he did it [Heba puts down mobile]. If you look at these two sentences [fingers circle the text] it doesn't imply that.

It's not a reason. It's just that one and then another thing happens, he sits next to window and he used to describe [Heba looks at phone]. So extra information, so when you're looking at extra information you want to use a relative clause to give the extra information [Ramon turns towards the photocopy, Heba still looking at the phone].

Sophia: I think the difference is that he has to have the window... be next to the window in order to describe but that doesn't mean that everyone who has a bed has to describe.

Collin: Yes, exactly... It doesn't mean for example, if you move into a room that is how it works. They're bed-ridden so if you say it's a reason, this is how it works. So you have the bed next to window so it's your job to describe what is happening outside and this is what it means if you use 'because' and 'as'. This means everybody and this is their job. But perhaps who knows and maybe in this old age home it does work like that [laughs].

Heba: Yeah, I think [inaudible]

Collin: Or you can say 'from which'. So Mick had the bed next to window from which he used to describe'. [Thinks for a moment then looks at the WB]. Now before we look at the next sentence I wrote 'but', 'although', 'however', 'because', 'whereas', and 'despite'. Now these are all linking devices. What types of linking devices are these?

Ramon: Contrast

Collin: Contrast, yes. Do we use all of them in the same way?

Sophia: No.

Collin: No, we don't use them all in the same way. They are used differently. Say for example...

Heba: Despite

Collin: Despite the

Heba: They are near to each other.

Collin: Okay, let me ask you this firstly, are the meanings... Are all the meanings the same?

Ramon, Khalid and Sophia: No.

Collin: Yes... It's contrast. I'm creating a contrast. I am creating a contrast, so the meaning is the same. **But** do I use them in the same way? Cause remember this is what we are actually looking at here is that, yes, the meaning might be the same but the way you use them. So for example, here you have two

sentences, ‘Keith loved the description. Keith soon became sick with jealousy’. Now you have the subject of the two sentences, are they different, the subjects or are they the same?

Heba: The same

Collin: They are the same. Okay, can I use ‘but’ for the same subject

Sophia: Yes.

Collin: And ‘although’?

Sophia: Yes

Collin: ‘However’?

Khalid: No

[Collin keeps looking at the class]

Heba: No

Collin: Can I say ‘Keith loved the descriptions however he soon became sick with jealousy’?

Heba: However he loved the description

Collin: Yes. While?

Sophia: Mm

Heba: No...

Collin: ‘While he loved the descriptions he soon became sick with jealousy’?

Sophia: [shrugs] Yes.

Collin: Whereas?

[CAMERA BATTERY DIED. AUDIO RECORDING START]

Collin: Is ‘despite’ a conjunction or a preposition? [Short silence]. **Despite?** Is it a conjunction or a preposition? Let me quickly show you this before I forget. If you look at this list, here, at the back. At the top here it says, this one... Conjunctions and prepositions, **most** of the words in this table are conjunctions and join two clauses. The **words** marked ‘p’ are prepositions and are followed by either a noun or a gerund (verb-ing).

Heba: It’s a gerund.

- Collin: Geround so I.N.G.... So if you look under 'contrast' for alternatives and next to despite you see a 'p'. So it's preposition and after preposition we use noun or gerund... verb-ing. So 'despite'?
- Ramon: Despite... loving the descriptions, he soon became sick with jealousy [gelowsee]
- Collin: jealousy
- Ramon: gelowsee
- Collin: jealousy. Not 'gelo', 'jela... see'.
- Ramon: 'gela... see'.
- Collin: jealousy
- Ramon: jealousy
- Collin: What did you say, Sophia?
- Sophia: I couldn't decide whether it's a contrast or... consequence. So I said 'Keith loved the descriptions and consequently became sick with jealousy'. I was in a conflict about this. I thought it might be a contrast but then I thought that maybe he loved it so much and he couldn't see it and that's why he became jealous. I like the other, I think.
- Collin: [Laughs]. I don't think it's wrong. I don't think it's wrong what you said... Perhaps, in a writing piece you might do something like this. You might say it's a contrast...
- Collin: It's probably, you know then it's a contrast because you know generally... [as if thinking to himself] You could argue this actually... Because I was going to say that if you loved then you didn't become jealous but often people do...
- Sophia: Yes
- Collin: Exactly for that reason, you know that they become jealous because they love something so much and they can't have it...
- Sophia: [inaudible] asleep?
- Collin: So you can't use both of those conjunctions. So what can you say?
- Heba: You can say 'despite'.
- Collin: Or how can you use 'however'.
- [Ss silent]
- Heba: 'However Keith...'

- Collin: However is never fine at the beginning of a sentence
- Heba: Yeah, I take out the description ‘however’ and he soon...
- Collin: Soon?
- Heba: He soon became... however.
- Collin: ‘Keith loved the descriptions however he soon became sick with jealousy’. Just have a look at this list... This one. Have a look at this one here... ‘Sooner’.
- Heba: ‘No sooner’... [inaudible]
- Collin: No sooner... You’re thinking of ‘no sooner’. So for example... we use an inversion.
- Heba: Yes
- Collin: It’s also at the bottom here. So for example, ‘no sooner had Mick started, you know, giving the descriptions than **Keith** became sick with jealousy’.
- Heba: Yes...
- Collin: So you can also use inversion... to... for the conjunction here... Okay, so this list, first I want you to see the snake. It’s called a ‘snake’. Above the snake... these are the instructions on **how to use this list**. This one here. The adverbials list. Now, number one, it is the capital letter followed by comma. So for example, ‘in the meantime’. Go to in the meantime and you can find ‘in the meantime’ **under time**... under time on the list. Have you found it?
- Sophia: No... Ah yes
- Collin: So **next to** ‘in the meantime’. So it’s this part here, Sophia. This one... Next to ‘in the meantime’ it says ‘one’; ‘three’ and ‘four’. Now **here** there are four ways of using... above the snake again, four ways of using these adverbials. Number one it says capital letter followed by a comma, so ‘in the meantime’ is used at the beginning with a **capital letter** followed by a comma. **But** it says you can also use ‘in the meantime’ in parenthesis. Look at number three. Number three says mid-position in the parenthesis between two commas. So, the snake ‘in the meantime’ was eating the mouse, but you can also use it in the end position. The snake has eaten twelve mice... in the meantime
- Heba: in the meantime.
- Collin: So how you use this list is to look at the word. Next to the word there is a number. So then the number tells you to go here... Ah this one! I have to use in parenthesis. This one I have to use at **the beginning** of the sentence. So remember as I said earlier on, what we are learning here is how to use these

linkers. So it's not just about knowing because I think you guys know most of them but learning how to use them. Okay so let's just quickly finish this. 'This went on for years and Mick called out, please Keith push the alarm I don't think I'll last the night'. Some suggestions?

Sophia: I have... I have 'after this went on for years, one night Mick who was very sick suddenly called out, 'Please ring for the nurse, I don't think I can make the night'. So I changed the things.

Collin: [laughs]. It's okay. That would work, yes. What did you say Ramon?

Ramon: Well as I mixed them up so I take a different

Collin: It's all a mix-up. You're trying to be creative. Well done for being creative, D.

Ramon: I tried to use past participle.

Collin: Heba?

Heba: One night Mick was very ill so he called out please Keith ring for the nurse but Keith reached for the alarm, **but** he thought if he dies I take his bed next to the window.

Collin: I don't think you only... can say 'but his friend had to reach the alarm. But you have to add a preposition there... 'But'... Which preposition?

Heba: As

Collin: **As**

Heba: As he...

Collin: **As he** reached for the alarm... What happened?

Heba: He... He changed his mind. What did you say there?

Sophia: I said 'just as his friend reached out for the alarm, a thought reached his mind...'

Collin: It's wicked, huh? It's a wicked, wicked thought

Sophia: And then the next sentence I was struggling with. Because I said, 'not only did he pretend to be asleep' and then would you say, 'but also'? We can say?

Collin: Mm

Sophia: 'But also ignored the call'. I don't like that. I just don't know. I don't know what you want... What would you choose?

Collin: Not quite. I think the best would probably be a participle clause. How can we use a present participle clause here?

- Ramon: Ignoring the calls...
- Collin: I think the other way round, Ramon.
- Ramon: Sorry...?
- Collin: I think the other way round. 'He pretended to be asleep'...
- Heba: 'Pretending to be'.... Pretending to be asleep he ignored the calls.
- Ramon: Ah! Pretending to be asleep. I got it.
- Heba: Not so? 'He ignores the call and pretending to be asleep'.
- Collin: That we can add. Yes. We can connect to the previous sentence. Alright for homework can you do exercise C? It's just above actually... C... Alright see you tomorrow.
- Ss: See you tomorrow.
- Khalid: Thank you
- Collin: [to K] One step at a time. Yes? Don't be so hard on yourself, it's only your first week and you've got lots of time, yes?
- Khalid: I want to stay here until next year [Collin laughs]. I'm not used to doing these types of exercises.
- Collin: Don't worry we'll get through it. [to Heba] What have you decided to do?
- Heba: Afternoon session.
- Collin: No, about IELTS? Are you going next week? So this is you last week here?
- Heba: It's my last day.
- Collin: Tomorrow's your last day?
- Khalid: Is this IELTS much easier than this?
- Collin: No... I wouldn't say that. Maybe it's just because Mia and I are both exam teachers that you guys feel like this [Collin laughs]. If I were you at the moment Heba, I would work as much as I can. Read, read, read.
- Heba: Read
- Collin: Just read as much as you can, you know, like books articles...
- Warren: Thank you guys.
- Ramon: Okay, you too.

[Ss leave]

Collin: I was very nervous...

[Lesson ends]

2.2

Collin Lesson 1: Materials

COHESION

A Introduction

What is the difference

between a pile of stones and a stone wall?
between lines of words and a good piece of written English?

The answer to both these questions is **organization** and **cohesion**: the way things are ordered and joined together. Like a stone wall, a good piece of writing is carefully constructed and all the parts are properly linked, not just put next to each other. Phrases are connected to form sentences; sentences are joined to make paragraphs; paragraphs are linked together to build a text.

A Here are two versions of a fable from Aesop, one well written and the other badly written. In terms of organization and cohesion, what four things does the good writer do that the other doesn't?

A vixen* who had four young cubs was walking down a road one day when she met a lioness with her cub.

The vixen started to boast about her family, saying that she had four cubs, whereas the poor lioness only had one.

'Only one,' replied the lioness, 'but he's a lion!'

*vixen – female fox



A vixen was walking down a road one day and had four young cubs and a vixen met a lioness with a cub and a vixen started to boast about a vixen's family and said a vixen had four cubs and a lioness only had one cub and a lioness said a lioness only had one cub but one cub was a lion.



Mastery of cohesion is extensively tested in the CAE so this module, as well as developing writing skills, could also be the key to a greatly improved exam performance.

B A bed with a view

This is the first part of a story – but the narrative lacks cohesion. Each idea is written in a short, isolated sentence which does not connect to the sentence before or after it. Rewrite each one as a **single** sentence; sometimes it will be necessary to add a connecting word. Divide those six sentences into four paragraphs.

- Mick and Keith were two bed-ridden old men. Mick and Keith were sharing a room in an old people's home.
- Mick had the bed next to the window. Mick used to describe in loving detail to his friend the children playing in the sunshine, the dogs running in the park and any really nasty street fights.
- Keith loved the descriptions. Keith soon became sick with jealousy.
- This went on for years. One night Mick was very ill. Mick called out, 'Please, Keith, ring for the nurse. I don't think I'll last the night.'
- His friend reached for the alarm. His friend thought, 'If he dies, I'll get the bed next to the window.'
- He ignored the calls. He pretended to be asleep.

Your narrative will start like this:

Mick and Keith were two bed-ridden old men sharing a room in an old people's home.

- 5 His clothes smelled of
 a Chanel Number 5, *just as* _____ had expected.
 b Chanel Number 5, *besides which* he had lipstick on his _____.
 c Chanel Number 5 *now that* he was going out with _____.
- 6 I'll look after your crocodiles while you're on
 a holiday *provided that* you look after _____.
 b holiday *as though* they were my _____.
 c holiday(,) *as well as* watering the _____.
- 7 I told him I had decided to break off our
 a engagement, *much as* I regretted losing _____.
 b engagement, *whereupon* he started to _____.
 c engagement, *so* he made me _____.
- 8 The FBI took the
 a photographs *so that* they could put pressure on _____.
 b photographs *in case* evidence against _____ was needed.
 c photographs *in spite of* _____ asking them not to.
- 9 I've decided to do two hours of aerobics every
 a day *in order to* lose weight and _____.
 b day *as soon as* I can afford _____.
 c day *as long as* _____ comes with me.
- 10 a *By the time* we arrived in Barbados, I was sorry I had _____.
 b *No sooner* had we got to Barbados than I discovered _____.
 c *Whenever* I return to Barbados, I am filled with _____.
- 11 a *Hardly* had Ana entered the room when everyone started to _____.
 b *As a result of* Ana's recent _____, everyone wanted to meet her.
 c *Despite* her reputation, Ana didn't seem to _____.
- 12 a *Not only* was their relationship happy, but it also produced _____.
 b *Since* she has been with Bruno, she has forgotten _____.
 c *So as to* celebrate their anniversary, they returned to _____.

C Choose nine of the linking words that you want to learn. Use a dictionary to find another example of how each is used, then write a new sentence of your own.

1.1 Sentence adverbials

Sentence adverbials frequently appear at the beginning of a sentence, and are followed by a comma. Many of them can, however, be used in other positions.

The numbers (2, 3, 4) in the table opposite indicate some of the other positions where the adverbial frequently appears. If no number is written, the adverbial normally appears in position (1). These are suggestions for guidance only and by no means a set of rules.

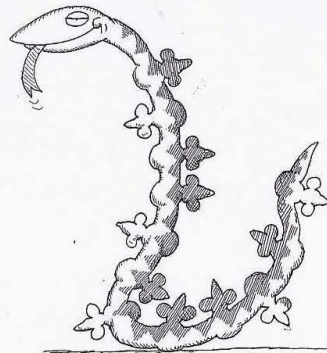
The following sentence will illustrate the 4 positions.

(1) *The snake* (2)(3) *ate the mouse*(4).

- Capital letter followed by a comma.
In the meantime, the snake was eating the mouse.
- Mid position (before the verb), no comma.
 The snake **eventually** ate the mouse.
- Mid position, in parenthesis (between two commas).
 The snake, **in the meantime**, was eating the mouse.
- End position.
 The snake has eaten 12 mice **so far**.

Other notes:

- F = formal
- INF = informal
- * = when these adverbials are used in position 1, they are not followed by a comma.



Sentence adverbials

Time

- After a while*
- After that*
- Afterwards* (1, 2, 4)
- As yet* (1, 4)
- At first* (1, 2, 4)
- At last* (1, 2, 4)
- At once*
- At present* (1, 3, 4) (F)
- At the moment*
- At the same time*
- Before that / then, etc.*
- Beforehand*
- By then / that time* (1, 3, 4)
- Earlier* (1, 4)
- Eventually** (1, 2, 4)
- Ever since (then)* (1, 3, 4)
- Finally** (1, 2)
- First**
- From then on* (1, 4)
- Hitherto* (1, 4) (F)
- Immediately* (1, 2, 4)
- Initially* (1, 2, 4)
- In no time*
- Instantly* (1, 2, 4)
- In the end* (1, 3, 4)
- In the meantime* (1, 3, 4)
- Lastly*
- Later on* (1, 4)
- Meanwhile*
- Next**
- Now**
- Previously* (1, 2, 4)
- Simultaneously*
- Since then* (1, 3, 4)
- So far* (1, 2, 4)
- Soon* (1, 2, 4)
- Subsequently* (1, 2, 4)
- Suddenly* (1, 2)
- Then**
- Until then* (1, 3, 4)
- Within minutes / days*

Comparing & contrasting; alternatives; concessions

- Admittedly*
- All the same* (1, 3)
- Alternatively*
- And yet**

At the same time

- Be that as it may*
- Better still*
- But**
- By comparison* (1, 3)
- By contrast* (1, 3) (F)
- By the same token*
- Conversely* (F)
- Despite this*
- Equally* (1, 2)
- Even so*
- However* (1, 3)
- In comparison* (1, 3)
- In spite of this*
- In the same way*
- Instead* (1, 4)
- Likewise* (1, 2)
- Mind you* (INF)
- Nevertheless* (F)
- Nonetheless* (F)
- Of course* (1, 3)
- On the contrary*
- On the one hand*
- On the other hand* (1, 3)
- Or**
- Similarly* (1, 2)
- Still*
- Then again*
- Though* (3, 4)
- True*
- Yet**

Ordering points; adding information

- Above all*
- Additionally*
- Again*
- Also*
- And** (INF)
- And then** (INF)
- As we shall see later*
- As well* (4)
- As well as that*
- Besides*
- First(ly) / Second(ly) etc.*
- First of all*
- Finally*
- For one / another thing*
- Furthermore* (F)
- In addition*
- In the first place* (F)

Last(ly)

- More / most importantly*
- Moreover* (F)
- Next*
- On top of that*
- What is more*

Concluding, summarizing; generalizing

- All in all*
- Altogether*
- As a rule*
- Basically* (1, 2)
- Broadly speaking* (1, 3)
- By and large*
- Essentially* (1, 2)
- Generally* (1, 2)
- In brief* (1, 3)
- In conclusion* (1, 3)
- In general* (1, 3)
- In other words* (1, 3)
- In short* (1, 3)
- Mostly* (1, 2)
- On average* (1, 3)
- On balance* (1, 3)
- On the whole* (1, 3)
- Overall*
- So** (INF)
- Then* (3)
- To some extent* (1, 3)
- To sum up*
- Ultimately* (1, 2)

Giving examples; focusing

- Among others* (1, 3)
- For example* (1, 3, 4)
- For instance* (1, 3, 4)
- In particular* (1, 2, 3)
- Mainly* (1, 2)
- Particularly* (1, 2)
- Primarily* (1, 2)
- Principally* (1, 2)
- Specifically* (1, 2)

Reformulating; clarifying

- Actually* (1, 4)
- At least*
- I mean* (INF)

Indeed

- In fact* (1, 2, 3)
- In other words* (1, 4)
- Rather / Or rather*
- That is (to say)*
- To put it another way*

Changing subject; referring to subject

- Anyhow* (INF)
- Anyway* (INF)
- As far as ... is concerned*
- As for ... / As to ...*
- As regards ...*
- At any rate* (1, 3) (INF)
- By the way* (1, 3) (INF)
- Incidentally* (1, 3)
- Now for ...*
- Regarding ...*
- Speaking of ...*
- Talking about ...* (INF)
- That brings me on to ...* (F)
- That reminds me* (INF)
- To turn to ...*
- With reference to ...* (F)

Cause & effect; reason & result; inference

- Accordingly* (F)
- As a result*
- Because of this*
- Consequently* (F)
- For this / that reason*
- Hence** (F)
- If not*
- If so*
- In that case*
- Otherwise*
- So** (INF)
- That's why**
- Then** (1, 3)
- Thus** (F)
- Therefore** (F)

The exercises below will help you to explore the meaning and usage of sentence adverbials.

For each of the eight lists there is an exercise A which focuses on the meaning of the items. (With linking words, a good monolingual dictionary can be very useful; on no account, however, should you use a small bilingual dictionary.)

Exercise B then puts the words into context. It consists of pairs of sentences: in each case the second sentence requires a sentence adverbial in order to show how it is connected to the first. Think carefully about

- the meaning,
- the word order,
- the degree of formality,
- the punctuation,

then choose an appropriate word from the list indicated (e.g. **Time**) to fit the gap.

1 Time

A Under the heading **Time**, find three items similar in meaning to *immediately*, three items similar in meaning to *at the same time*, three items similar in meaning to *finally*. Which of these implies a feeling of relief?

- B** 1 I've been waiting an eternity for this moment. _____ I can hold you in my arms, Clementine.
- 2 A friend of mine got a job on a ranch near Buenos Aires. _____ he found the life very hard, but it didn't take him long to find his feet.
- 3 The food's in the oven and dinner will be ready in an hour. _____ let's go and do some gardening.
- 4 We are always looking for bright young men to join our staff. However, there are no vacancies _____.
- 5 The police received the bomb threat at 6.15 p.m. and arrived at the scene six minutes later. _____, the cinema had already been evacuated and the adjoining streets cordoned off.
- 6 On my twelfth birthday, I was finally told where babies come from. _____, I had imagined they came from the supermarket like everything else.

2 Ordering points, adding information

A When giving a number of reasons for something, adverbials can be used to mark each reason, and sometimes to indicate which is most important:

There are three reasons why I crossed the Atlantic in a pedal boat. First, it had never been done before. Second, I was generously sponsored by a soft drinks company. And lastly, I wanted to promote 'green' technology.

Find three items that could be used in the place of *First* in this text.

Find three items that could be used in the place of *Second* in this text.

Find three items that could be used in the place of *lastly* in this text.

B There are ten adverbials in the list similar in meaning to *also*. Two are rather informal, and another two are particularly formal. Concentrating on the formality of the context, choose appropriate words for the gaps in each of these three sentences.

- 1 It's luxurious, it's not too expensive, and the food's out of this world. _____ there's the Italian barman: my friends think he's the real reason I always go there.
- 2 I don't want to have a drink with you, because it's too early in the day and also I don't like you very much. _____, I'm not thirsty.
- 3 We are not wholly satisfied with your work to date, particularly in terms of productivity. _____, on more than one occasion your poor timekeeping record has been brought to our attention.

3 Reformulating, clarifying

A Find three items similar in meaning to *in other words*.

- B** 1 It came as a surprise to hear that Clea was married. _____, it came as a shock.
- 2 The only thing Chantal wants for her birthday is a new English grammar book. _____, I think that's all she wants.
- 3 Our hotel was what the travel agents describe as 'lively and colourful'. _____, it was in the red light district.
- 4 I don't know how you can listen to that music. _____, it sounds like Rambo's foreign policy: no harmony but lots of explosions.

4 Comparing and contrasting

A 1 Find four items similar in meaning to *similarly*.

2 Find five items similar in meaning to *by contrast*.

3 Find 12 items similar in meaning to *but*. (Note the degrees of formality.)

B 1 All three films give an extremely fine grained result. Delta, _____, cannot quite match T-Max 100 for the fineness of its grain structure.

2 The Delco freezer is cheap and efficient. Sometimes, _____, it can be difficult to open.

3 *Batman Returns* is surely Hollywood at its most original. _____, the film has its faults.

4 He's not much to look at, and he's certainly no hero. _____, I love him.

5 Managers are advised to avoid confrontation. _____ they should encourage staff to discuss their problems.

6 Professional cyclists do not get stomach pains, even though they eat and drink while competing. _____, swimmers rarely suffer.

7 You say I was driving fast and dangerously. _____, I was observing the speed limit and driving with great care.

5 Concluding, summarizing, generalizing

A Find three items similar in meaning to *in brief*.

Find four items similar in meaning to *in general*.

- B** 1 The earnings gap between men and women in Europe is at its highest in Britain. _____, women in British industry receive 69 per cent of men's earnings.
- 2 The Personnel Manager interviews all job applicants here. _____, she looks for potential rather than experience or qualifications.
- 3 And what was worse, it was raining all the time. _____, it was a disastrous weekend.
- 4 (430 students voted in favour of the motion to ban smoking on the college premises, while 462 voted against.) _____, students at the college are against a smoking ban.
- 5 At the back of the bookshelf, I found the cassettes of the telephone calls. It was Barbara, _____, who had been tapping the Palace phone lines.

6 Giving examples, focusing

A Find two items that can mean *for example*.

Find two more items that can mean *mainly*.

- B** 1 My cat seems to think she's a dog. Yesterday, _____, she bit the postman, and this morning she jumped up and started licking my face.

2 Yes, I am studying English at the moment. It's _____ for my job, but it also means that I'll find it a lot easier to travel.

3 His parents said I was a bad influence on him. _____ they accused me of taking him drinking last Sunday morning; they didn't mention any other ways in which I was supposed to have corrupted him.

7 Changing subject, referring to subject

A Find two items similar in meaning to *anyway*.

Find the item closest in meaning to *by the way*.

- B** 1 I spent the rest of the day watching the cycling on television. _____ bikes, have you got yours mended yet?
- 2 Darlene is as miserable as ever, and Jackie never comes to visit us. _____, I'm sure you don't want to hear about my problems, so let's get back to those holiday plans.
- 3 I had a letter from Patrick Eggle the other day. _____, I don't suppose you remember Carine Imhof?
- 4 Education is still way behind the rest of Europe, and the Health Service is in crisis. _____ the economy, there's no immediate sign of an end to the recession.

8 Cause and effect, reason and result, inference

A Find one informal and four formal items that can mean *as a result*.

Find two words that can mean *in that case*.

- B** 1 It is not advisable to drink beer after vigorous exercise because alcohol is a diuretic – it makes you urinate. _____ rather than replacing what you have lost in sweat, it promotes dehydration.
- 2 Finally, I found the pricing to be as attractive as the other features detailed above. _____ I recommend purchase of the A/EU/W4CAE Mark 1.
- 3 With *The Last of the Mohicans*, Day-Lewis has found that vital element – star quality. _____, he is a strong candidate for an Oscar.
- 4 Sorry I didn't come out last night, but I was feeling a bit under the weather. _____ I stayed at home and watched telly.
- 5 Don't forget to pack insect repellent. _____, you may find yourself eaten alive by the local mosquitoes.
- 6 'She's only inviting you because you've got a car.' ' _____ I won't go.'

2.3

Collin Lesson 2: TranscriptTeacher: CollinObserver: WarrenStudents [Ss]: Khalid; Heba; Sophia; Ramon; Bruce; CynthiaTools: Whiteboard [WS]; Worksheet [WS]; Mobile Phones

Collin: We've had terrible weather [laughs]. I mean I think this is the worst the weather has been, the last two weeks.

Warren: Definitely

Collin: Shame

Warren: Shame. It's not the best

Collin: At least you'll miss the sun before you go.

Warren: Yeah, hey.

Collin: [to Cynthia] Is it still summer in Italy?

Cynthia: Yes

Collin: At least you're going back to summer.

Cynthia: [inaudible]

Collin: Bruce, how you feeling today?

Bruce: Average

Collin: How's your wife?

Bruce: Uh... Better [nods head]

Collin: Why you average on a Friday?

Bruce: Uh... Because I don't feel so well at the moment

Collin: Are you getting sick [looks at Bruce apprehensively]

Bruce: Yeah, I think so

Collin: Oh no.... [Class joins Collin's exclamation. Collin laughs]. Did it go through?

Bruce: No. Just that the stuff changed [Collin looks at Ramon. Collin raises his head if as to speak.] How you doing?

Ramon: Good. Happy.

- Collin: Happy?
- Ramon: I am
- Collin: Sophia?
- Sophia: I'm good. I'm going on a tour tomorrow. A Cape Tour.
- Collin: How long you're going for?
- Sophia: Two days
- Collin: Through the Garden Route?
- Sophia: Yeah... [Collin and Sophia laugh]
- Collin: So through the Garden route.
- Sophia: Oh no wait, that's next weekend.
- Collin: What's the Western Cape Tour?
- Sophia: It has wine tasting... Cape Point, shark cage diving all together and whale watching and um... penguins.
- Collin: Oh! So it's like all around this area [waves finger around]
- Sophia: Don't know much about it.
- Collin: Have you ever seen penguins?
- Sophia: Yes, but not, but in a zoo
- Collin: Oh in a zoo.
- Sophia: So that doesn't count.
- Collin: Okay [opens book and begins paging through it]. Who wasn't here yesterday? [Bruce raises his hand]. Bruce. [Collin takes paper out and hands it to Sophia who hands it to Ramon who hands it to Bruce]. And then... um... I then the homework... I keep on forgetting what we did [Ramon looks down at paper and scratches his neck]. Look at Ramon [emulates D's scratching. Class laughs].
- Cynthia: I also wasn't here.
- Collin: I think I made a copy for you [pages through book and looks for copy].
- Cynthia: Oh... Okay.
- [Students start looking at photocopies and books]

- Collin: Um... Yes, I did you give you homework but very little. Just that second exercise of C [The students page through notes. Ramon looks at Collin]. Don't worry we're not going to do grammar today [Collin laughs]. Just in case you're thinking when you're taking out these papers that we're doing grammar. So, exercise C... [Cynthia looking out of the window distracted]. Um... At the end of the class I'll give you a copy [Cynthia doesn't hear J].
- Cynthia: Huh?
- Collin: **At the end of the class, I'll give you a copy.** I'll probably have to say excuse me, Warren we're working here [Collin laughs]. Okay so exercise C here at the final paragraph of the story [Collin looks down at paper, then quickly rises up]. What did you guys think of the end of the story?
- Sophia: It's sad.
- Collin: It's really really sad.
- Cynthia: What's it about?
- Collin: It's about... there's these two men that shared a room in an old age home and um... one of them used to tell the other one, he sat next to the window and he used to tell the other one. I think they were both bed-ridden...
- Cynthia: What?
- Collin: **Bed-ridden.** And the other one used to tell him about the view that was **outside** and the **children**, you know all these stories. And then one night the guy next to the window was sick and his friend thought that 'no, I'm not going to call the nurse'. He said 'call the nurse'. But his friend decided not to, because 'I want that bed'... And then his friend dies. And then he discovers that there was nothing there. This guy was just making it up for him. He pretending because there was nothing and he used to just create these stories [Cynthia looks at Collin confused]. It was part of the grammar [Collin and class laugh]. That's why we said that it was really **sad**. It is really sad. Okay. So, umm... So, number one. Sadly in the morning, yes, in the morning the nurse found him dead [Students start checking their answers]. Number two...
- Sophia: Therefore?
- Collin: No. I don't think it would work here. Why? What is therefore? It is a linking device of...? Is it contrast? Reason?
- Sophia: Result? Reason?
- Collin: No, it's result. Is this a result? If you look at these two sentences [makes his hands connect]... relationship?

- Sophia: No.
- Collin: So think about it realistical. Think about it logically. For example, so he was dead. And... um...
- Sophia: Though
- Collin: [to Sophia – inaudible]. I wouldn't say 'though'.
- Bruce: Is it 'then'?
- Collin: It could work to say 'then'... Yes, but it's... But **I** wouldn't use 'then'.
- Sophia: Faithfully? [Collin laughs]. No?
- Collin: Do you think I could use... I mean... What is the relationship between 'she reassured Keith he would have more company'. What is the relationship between this sentence and the first sentence 'in the morning the nurse found Mick dead'.
- Heba: 'Then'.
- Collin: That's what he [Bruce] said. Because you have to imagine what 'then' allow you to do. It allows you to say what happened **next**.
- Heba: It's Mick.
- Collin: Is that really what they're trying to say there? In this happened next?
- Heba: But
- Bruce: But
- Collin: I would think 'but'. Why?
- Bruce: Because... The fact that Mick dead. So she assured the patient he shouldn't feel... depressed...
- Collin: But is a linking device of... What type of linking device is 'but'.
- Sophia: 'contrast'.
- Collin: 'Contrast'. So what is the contrast here? How is this a contrast? If you look at this? 'She found Mick dead'. But... 'She reassured Keith that he would soon have someone for company'. So actually this is a contrast. Because it's not such a nice thing to do, actually... If you think about it. Your friend just died because they were friends. [Collin imitates the nurse] 'Don't worry, don't worry. We'll get you a new friend'. Which is quite strange, because contrast is about things that are either strange or opposite [Heba tries to speak]. You [to

Heba] could say 'later'. You could say 'Later she reassured Keith'. So, yes, you could say that [Collin sneezes].

Students: Bless you.

Collin: Thank you. Okay number three.

Bruce: 'On'.

Collin: 'On'. 'On hearing this... Keith quickly insisted that it was his turn to have the bed'

Ramon: Could you say 'during'?

[Collin reads text with D's answer].

Collin: No, it's fixed. It's fixed to say 'on hearing'. Number four.

Sophia: 'At first'.

Collin: 'At first'. Number five... 'He really was but he became so angry that they finally carried him across to the other bed. He lay still for a while waiting to be alone then as...

Khalid: soon

Collin: 'then as soon as the other nurses had gone he lifted himself up expectantly

Khalid: [inaudible]

Collin: Sorry... [reads sentence with Khalid's answer]. Can I say to 'appear' [to students]?

Sophia: 'Then'.

Collin: 'Then' would be okay. 'Then he lifted himself up expectantly'.

Cynthia: 'when'.

Collin: 'When' wouldn't work. No. 'He lifted himself up expectantly **when**...'. When didn't work here at all, why?

Sophia: Because we need a gerund

Collin: Not necessarily a gerund. [Sophia tries to interject] But, either... I'm using it as an adverb or as a linking device... And it didn't work here. What part of speech is 'peered'? [Class silent]. Is it a noun, verb, adjective? What is it?

Heba: verb?

- Collin: It's a verb. So can I say 'when peered'? So 'when' and then verb after it? No. So you can say 'then' but you can also say...
- Sophia: 'and'
- Collin: I think it's one of the less complicated ones [Collin laughs]. 'And peered through the window to see a solid brick wall'. Very sad. Do you think it's a true story?
- Cynthia: No.
- Collin: [to Cynthia] You don't think so? Do you think that sometimes people can become so... they're life is so small that little things or something we deal with as unimportant but in their reality this might be a really big thing. The fact that he's living, he's got the bed next to the window, and he's got the life that I want [Heba goes through her bag]. This could be reality. Okay... So we're done with grammar. So... for homework again you can do exercise... Look under A... Do exercises ome... So all the exercises under A. So A. It's time, reason, and result. Contrast and concession and addition. [Collin closes book and looks at other notes. Starts paging through photocopies. He hands photocopies out 'Cultural Diversity quiz' to students. [Students look at quiz as it is handed to them]. This is a quick little quiz on... cultural diversity and... your knowledge of cultural diversity. So, this is not a trick. I don't want to catch you out... It's just... This is just to generate discussion. Can you do this on your own? Give you about two minutes [Students start doing quiz]? It's... Sorry, before you carry on... This... It's... This quiz was really made for the **American** market, so to speak but we can globalise it... it can be globalised. Just in case you have a look at some of the questions, so for example if you look at Hispanic. Do you know what Hispanic means? Do you know who Hispanic people are? What is Hispanic?
- Sophia: It's...
- Collin: Look at Ramon. He's Hispanic [Ramon starts to speak and stops. Students turn attention towards quiz].
[Heba and Khalid take out mobile phones]
- Collin: [to Khalid] Are you using your dictionary?
- Khalid: Yes
- Collin: English-English. But before you use your dictionary you have access to [counting the students] one, two, three, four, five people with great knowledge and you have access to them.
- Khalid: I do not want to disturb them.

[Collin and Khalid laugh]

Collin: Every time... Every time... and the interesting this... The interesting thing about the dictionary, and I often say this. Every time you engage with your classmates, you are practicing and you give your classmate the opportunity to teach you something. So just ask the person next to you and if they can't help you... then use the dictionary. Because this is a way of us... This also and this is what we tend to do with dictionaries is that I don't need anyone but she [pointing to Heba (who is using her phone to look up words)] has great knowledge of vocabulary. Right? [Khalid turns to Heba]

Khalid: Can you help me?

[Collin, Sophia, Khalid, Heba smiling]

Khalid: What is the meaning of this [pointing to word of the quiz]

Sophia: I just looked it up, so I'll just tell you [Sophia laughs]

Collin: You did the same thing?

Sophia: I used the phone. 'It's common for a certain period of time'.

Khalid: For sure

Bruce: Ah, good.

Collin: Are you all familiar with this word now? 'Prevalent'.

Cynthia: No

Sophia: 'Common in a certain period of time'

Cynthia: [to Collin] What does 'affirmative action mean'?

Collin: Has anybody heard the word 'affirmative action' before, anybody? [Class silent]. 'Affirmative action' in number 9.

Khalid: [inaudible. Shows Collin the worksheet. Collin laughs]

Collin: Affirmative action is a system in which... certain minority groups are given preference, because... various reason... parts of these minority groups have been discriminated against in the past so they are given preference.

Cynthia: [nods] Okay

[Ss turn back to quiz]

Cynthia: And in the number twelve. 'Comments' is in the negative sense or is it positive?

- Collin: [looks down at WS and then back to Cynthia] Sorry?
- Cynthia: Number twelve, 'comments'? Is it just the negative sense? [Collin reads the quiz]
- Collin: 'comments about a man or woman's physical characteristics are not a bad thing to do, just as long as it's positive and no one hears you'
- Cynthia: So nobody?
- Collin: You have to decide if it's true or false. Is it a negative thing or is it a positive thing?
- Cynthia: I try to understand the 'comments' is it the 'wrong way'.
- Collin: 'the comments' it neither has a negative or positive meaning. The comments are just saying something.
- Sophia: I think it's meant to be positive because it says 'as long as it's positive'
- Cynthia: okay [goes back to quiz]
- Collin: I think [to Sophia] she asked me the meaning of 'the comments'. Whether it meant a negative word.
- Sophia: But you meant [to Cynthia] it's a good or bad word
- Collin: You have to specify 'good comment' or 'bad comment' because a comment is just something that you say [Cynthia looks off into the distance. Asks Heba what 'foster means'. Heba can't answer]
- Cynthia: What does 'foster' mean?
- Collin: This... We did this word earlier in the week...
- Bruce: Yes
- Cynthia: I wasn't
- Collin: Who can remember?
- Sophia: Which one?
- Collin: 'Foster'
- Sophia: Which one is it in?
- Collin: It is in number...
- Cynthia: Ten

- Collin: It is in number ten ‘foster a segregated society’. We did this... Was it on Monday or Tuesday?
- Bruce: to make it better
- Sophia: to bring up or...
- Collin: Which example... Which context did we use it on Monday?
- Bruce: Fostering parents
- Collin: Smart! Remember we did the summary that companies should **foster** creativity. Do you [to Cynthia] remember the context? What does it mean in that context? That companies should **foster** creativity?
- Heba: Encourage
- Collin: Encourage? Yes... [Cynthia puts down pen and looks away. Bruce takes out mobile phone].
- Sophia: [inaudible] should I answer true or false. In number thirteen about cultural or ethnic background. I would say it’s true... because everybody is. If they would say only white people I would say then I would say it’s false... [inaudible]
- Collin: I think this is the point of the quiz.
- Sophia: Okay [Collin and Sophia laugh]
- Collin: It’s meant to get you to think about this... Okay? It’s exactly yeah...
[Students finish doing the quiz. Cynthia staring out of the window looking bored. Collin and Khalid discussing – inaudible]
- Khalid: I want to do the Cambridge course.
- Collin: We’ll have this discussion after class. Okay... Um... Alright, so... Cynthia, would you like to read the first question for us.
- Cynthia: ‘Diversity is only about racism’.
- Collin: ‘Diversity is only about racism’. What did you [Cynthia] say?
- Cynthia: [inaudible]
- Collin: Do the rest of you agree with Cynthia?
- Bruce: Yes.
- Collin: Okay. So diversity is not only about racism. It’s about many other things like...

- Sophia: Religion, maybe...
- Collin: So, I think this is quite a **diverse** class. We come here... We've got Germany, Libyan, I was gonna call you Spanish [to Ramon. Collin and the other students laugh]. Hispanic. Alright would you like to read number two [to Heba].
- Heba: 'Racism is less prevalent now than it was over 40 years ago'.
- Bruce: True
- Sophia: I put true
- Bruce: It is true
- Khalid: It is true
- Collin: How do you know this is true?
- Khalid: We are all sitting in the same class. We all come from different backgrounds... It wouldn't have happened 40 years ago.
- Sophia: I don't know
- Khalid: It wouldn't be like this if it was 60s
- Sophia: People are...
- Collin: What is the difference between segregation and racism?
- Sophia: I think segregation is when you separate people in their race, religion, or anything... And racism is just the jealousy... not jealousy but the hate... the way of thinking about other genders... other races but, but it is not actually the same
- Collin: So you are saying that because... I think we have to rephrase this question a little bit... You think that the world is less segregated today?
- Sophia: Yes
- Collin: So if you think of it from that perspective is the world less segregated... **but**... is it less racist?
- Ramon: I think
- Bruce: Yes
- Sophia: Yes
- Bruce: We can't deny that there is racism inside of many people.
- Collin: So you think it's racist?

- Bruce: I think so...
- Ramon: Yeah, I think it's less racist right now.
- Collin: Do you all agree with this? [Class nods] Well it's very positive [Collin laughs] I think in a lot of ways it is more racist. The world is less segregated but let me say for example, if you think about it is proven, for example, that in the United States of America, Hispanic people are more discriminated against now than they were before... There is no legal segregation where certain people should stay in certain areas. We have to think about South Africa for example. Think about South Africa. We are... The majority of South Africans are blacks and (I don't know if you guys have seen this over the last... I think it was four years ago... We had and it's still happening. We had the xenophobic attacks in South Africa. Now, people might say that is not racism because its black people that hate other black people. But it is black people in South Africa who are discriminating against foreigners... immigrants and I have, you know, from what information I'm getting from students...
- For example in Switzerland, apparently, and I don't know about the rest of Europe... The racism is more now than what it has been because you have such a diverse.
- Cynthia: But the people are also racist against Italy [Collin laughs]
- Collin: Really? Because you're Italian?
- Cynthia: Because I'm Italian. People are like this
- Sophia: I can speak about this because Germany is like Switzerland... It's such a special country and they have such special traditions
- Cynthia: And many many racism
- Sophia: They're not joining the EU. They're just different. I think that Switzerland is on the border of Italy and also on the border of Germany. I haven't been to Switzerland but a friend of mine has been there and they were just waiting in line to order and no one helped. They were just rude...
- Cynthia: In Switzerland you just drive a car and they
- Sophia: Yeah
- Cynthia: They look at you mean... Really.
- Collin: Is that now, for example, and I suppose we have to look at the term 'racism'. Because 'racism', you know...
- Cynthia: Not racism

- Collin: Discrimination
- Cynthia: They want the everything out their country. I don't know why... They want for themselves
- Collin: So for example if you look at the term 'racism'. 'Racism' is related to...
- Sophia: Race
- Collin: Race. So there is a lot of discrimination in the world... There is a lot. But is it racism?
- Sophia: Not necessarily...
- Collin: Not necessarily but... I mean unfortunately this is the case but a lot of Muslim people are discriminated against in many countries [Bruce nods head]. I spoke to my students about this yesterday and then they asked me how it was in South Africa and I said for Muslim people in South Africa, everybody... it has always been a very multicultural... especially in Cape Town. It is very multicultural where a Muslim would a Jew... Everyone lives together...
But then you go to other countries where that's not the case. Sorry again to mention Switzerland but a couple of years ago, I don't know if you were aware of this, but they banned any sort of [towers for call to prayer]
- Heba: Yeah
- Khalid: Yeah
- Collin: In Switzerland
- Sophia: Sorry what?
- Collin: Minorng [I think]. It is where the Aman sings from [to H]
- Bruce: Yes
- Collin: To do the 'call to prayer'. So that illegal in Switzerland. You are not allowed to build that in Switzerland. Is that racism?
- Bruce, Heba and Khalid: Yes.
- Collin: Can I ask you in the **21st century** that a law like that could be passed. In the **21st century**, a law **like that** could be passed. Okay, this is law now, you are not allowed to do this.
- Bruce: Even in France, they... banned the scarves. It is forbidden now.
- Collin: Is it just France, or is it also in Germany... Italy?

- Sophia: No... Germany is most tolerant. To me it is very hard because I think there should be laws like that actually. Even though its different for this time. For me, you know, the main religion should be the religion. The immigrants can practice their religion that should be fine, but if they effect... I don't know how to say this... If they demand that they have more rights, I would say, than the Christians, I think that this is a little bit of a problem. I don't know how...
- Collin: I think... I think I know what you mean... So this is something for you to think about if whether it is... If it is getting better. I think in South Africa we like to say its getting better... we would like to say its getting better but if you speak to a lot of South African people you realise that there is still a lot of hatred here. You know the different races here in South Africa. I... I... I don't know if you know this but I am considered coloured here in South Africa. Have I explained this to you before?
- Bruce: Yeah, yeah
- Collin: So in South Africa I am considered coloured. But I am not black. But I am not white. Because my parents are of mixed race. So I am mixed race. But coloured people don't identify themselves with black people, for example, which is very interesting and funny. Because I'm black. Wherever I go and if I go anywhere else in the world, people say that I'm black... except for Libya [points to Khalid and Heba]. I was told that in Libya the other day that I would not be black in Libya [Collin and Heba laugh]. But anywhere else in the world I'm black, **but**, for example in the Western Cape, coloured people are **so** racist towards black people. Bruce do you know this?
- Bruce: No
- Collin: And it is very bad. It's shocking when you hear what they say about black people. You are also black... Where do you think racism stems from?
- [Class silence]
- Khalid: It start from slavery and apartheid.
- Collin: Everywhere?
- Khalid: No the South African situation... I think slavery...
- Collin: What do you guys think?
- Sophia: I think the government... [Heba tries to speak] Sorry [Heba shakes head]. I would agree with you. No reason, it is reasonable... I must think of the way to say it... I think I would agree with you [points to Khalid] it started from the colonisation from the European countries where they had the feeling they were more cultivated than the slavers [Khalid agreeing]. I think that is likely.

- Collin: Heba?
- Heba: No... War [inaudible]
- Khalid: It's not it is the nation against the idea...
- Collin: Is there racism in Libya?
- Khalid: There is discrimination.
- Collin: Do you also have different 'races'?
- Bruce: Yeah
- Collin: You also have black people and white people, I mean.
- Khalid: I never thought about racism...
- Bruce: Yeah...
- Khalid: It's not in our culture
- Bruce: It's not... But talking about the colonisation and slavery. Personally, I think that it's true. But that it's true, I think... I think that these people just... aggravated the situation but racism was there thousands of years ago. Even before colonisation and slavery... I think that racism is fair...
- Collin: But where does it stem from?
- Bruce: Because people think that we are the best.
- Collin: Superior
- Bruce: In born character
- Collin: Okay. Alright, so let's look at the next one... Could you read the next one [to Khalid].
- Khalid: 'White students are affected by their cultural or ethnic background'. I think its false.
- Collin: You think it's false? Why do you think it's false?
- Khalid: [silent] The white students they are special. They are not affected.
- Collin: Okay, who else said false? [Silence]. Who said true? [Rest of the class says they said true].
- Khalid: So I am wrong [class laughs]
- Collin: Why did you say true?

- Sophia: I think if it said only white students it would be false. But now it looks like this and I think everybody is affected by the culture or ethnic background.
- Cynthia: It's not only the white student it is everyone.
- Heba: Even if people say they are open-minded it is hidden behind them.
- Bruce: Everyone is affected somehow.
- Cynthia: Some more than other one
- Collin: Einstein said that.... We... because people often talk about common-sense and having common-sense. It is common-sense to treat people like that. It is common-sense to do this or that. There are various different uses. And he said that there is no such thing as common-sense. It's a collection of prejudices throughout your life. And we collect these prejudices from where?
- Cynthia: You get it from the place where you were born.
- Collin: Yes.
- Cynthia: If you live in the city you are more open minded.
- Collin: Are you are open-minded or do you pretend to be?
- Cynthia: Pretend
- Collin: Because you get people in cities who are close-minded. This is an interesting one, because what is this question really saying... As Sophia said if it said... Only white students are affected by the cultural or ethnic background... You might say that this might be false. White students...
- Khalid: But white students are not affected.
- Collin: But don't you think white students are affected by their cultural background. So for example
- Khalid: But the white students act like they are higher. They are white and they are not the same.
- Collin: Okay... We haven't talked about that yet, but maybe we should... I think... If we think about ethnic background... cultural ethnic background what does that imply? Your family, your society or both?
- Sophia: The way your parents raised you... The way your friends are...
- Collin: So for example if we take away 'white people'. If we said people are affected by their cultural background. Is that true or false? People aren't affected
- Khalid: It's different.

- Collin: What do you say?
- Khalid: Some people
- Collin: Some people [Collin laughs]. So don't you think some people are not to be affected at all...?
- Khalid: Not all... You just grow up then and you are separated from your family... You can choose to be...
- Collin: So for example I watched a professor of race relations and she said that if you are raised in a country where racism is part of your regime whether you think are racist or not. You are because you were conditioned by society to become racist. So... In saying that you know well for me its implied that it's impossible not to be affected. For me I try very hard not to be racist. But sometimes I find myself saying... that this is a strange thought. I actually 'aah' my father always says this... That's why this came up for me... Just for example and I will give an example, my father always said black people drive very badly. So I find myself driving and I say to myself
- [RECORDING STOPS. RESET RECORDER]
- Collin: It's a black person... And I know I've been conditioned to think in this way...
- Khalid: I will tell you a story about something that happened to me. You know that the Arab people against the condition [inaudible]. So Arab people tend to be aggravated... Aggravated against...
- Collin: Against?
- Khalid: Not aggravated against but we have some problems [looks at H] because of this... Arab we refuse to help a... Jewish girl. He just stood up and not help the Jewish girl. So I did. So I think as you get older you are trying to... we can try to change your mind.
- Collin: I think you are absolutely right. I think... I hope, I hope that we of course, as we get older we realise that we really learn some fantastic things from our parents but we also learn very **bad things** from them in our society. So that's great [to Khalid].
- Khalid: I hope that we can... act... and change what people think...
- Collin: I agree...
- Collin: Number four
- Sophia: 'All Hispanic students speak Spanish'. I said 'false' because... um... Just from what some people think and **I** think Hispanic people and their ancestors and their background and what's the word... race... That they live in America

and have Hispanic parents but they refuse to teach them to speak Spanish and they only learn English. So they won't speak Spanish.

- Collin: Maybe they're second generation or **third**
- Sophia: So yeah, they're considered Hispanic but they themselves don't speak Spanish. Probably the majority does but...
- Collin: Funny, do you think this is a general... What did you guys [to the rest of the class] say to this question?
- Cynthia: False [Heba shakes her head]
- Collin: Sorry? No what did you [to Heba] think?
- Heba: I have no idea.
- Collin: Okay... What did you say Ramon?
- Ramon: No, it's false. It's false because there... there are some people...
- Sophia: I was thinking about maybe even in America it would be, I think, somebody from Brazil would be considered Hispanic, but they don't speak Spanish.
- Collin: No... I don't know. Brazil is not considered...
- Bruce: Yeah, they would.
- Sophia: Yes, I think they come from Latin America.
- Bruce: [inaudible]
- Collin: Hispanic is considered the Spanish.
- Ramon: They are a part of the Spanish community.
- Collin: Spanish, they were colonised by... **Spain**.
- Bruce: I checked it and... Yeah they are.
- Collin: Yeah?
- Bruce: Yeah.
- Sophia: I remember...
- Bruce: The Spanish and the Portuguese speakers
- Collin: Honestly, I didn't know that
- Bruce: I checked

- Collin: Great, well done. Um... For example, I mean... Don't you think it's quite racist to think this, actually? So for example, if you meet an Indian person in England and if you go to Hounslow... Hounslow
- Cynthia: Where?
- Collin: **Hounslow in London** and if you go to Houns... Has anybody seen that movie *Bend it like Beckham*?
- Sophia: Yes
- Collin: Well in that movie there's a scene where they're in Hounslow and they go shopping I don't know if you remember...
- Sophia: No.
- Collin: It's just like somewhere in India. You go in and it looks like you're somewhere in India, you know, but many of those kids are second or even third generation, you know, **British**... kids. But for example if I go in there and I assume that oh your parents are from Pakistan so you must be able to speak...
- [Cynthia interjects – inaudible]
- Collin: I've seen it yes.
- Cynthia: They're family from Pakistan. They live in London...
- Collin: It's really funny
- Cynthia: And...
- Collin: The mother is actually British. And the father is... And the father tries very hard to...
- Cynthia: contain the...
- Collin: Yes to **maintain**... But they eat **bacon**! [Collin laughs]. The children sometimes they make bacon, you know and before the father comes home they use air freshener and they spray it out so that the father doesn't know. So they're struggling to... It's a great story that.
- Sophia: What is it called [to Cynthia]?
- Cynthia: *East meets East*
- Collin: It's a great movie.
- Cynthia: I saw it in school.

Collin: It's a wonderful film [stands up and writes the film title on the WB]. I don't know who it is directed by... Now many issues are raised in that film [Bruce writes down film name] about marriage and funnily enough the father marries a British woman but then he wants all his children, but he doesn't want his children to get involved with a British girl.

Cynthia: At one point... He takes them out for breakfast [inaudible].

Sophia: With the red head...

Collin: Kebab for breakfast! [Collin and Cynthia and Sophia laugh].

Sophia: Funny, very funny.

Cynthia: But then there are two families. The father [inaudible]

Collin: Okay. Number five. Ramon.

Ramon: 'Minority students should join student organizations that represent their ethnic heritage'. I would say false, why should they choose to enjoy that. The student organisation

Collin: What did the rest of you think?

Heba: [inaudible.]

Collin: Doesn't this happen when all people emigrate... Sorry did you guys all say false? Bruce?

Bruce: I said false

Sophia: I couldn't decide.

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Collin: under 'i' do you remember this word? It's exactly what we spoke about earlier on. So saying that '**our** culture is the best', '**our** food is the best'... '**our**'... So we are not interested in venturing out into the world and discovering other cultures and other ideas and... and and... having our beliefs challenged. So we go out into the world and we tend to do... what? We tend to all hang out together because we are all the same. Is that culturally diverse when we hang out with people that are the same status. So insular... What's the noun for this word again? Insular?

Sophia: Insulation

Collin: It's not insulation... No the trick is...

Heba: Insular... Insu...

- Collin: Insularity... Insularity... Number six. And it is very interesting this answer. It was very interesting and I want to see what you guys are gonna say. [Collin laughs]. Yes Sophia [uses her full name]. Why have I started calling you [her full name]? Why have I started doing that?
- Sophia: I don't know... I like the way you pronounce it, but usually if I come to English speaking countries I just introduce myself as Sophia [her shortened name] because I like the sound better. The English pronunciation is [says her full name]
- Collin: How do people usually say it
- Sophia: [Says her name how they say it in German] is in German and I just don't like the English pronunciation.
- Collin: Oh....
- Sophia: And... my friends all call me Sophia in German. So it's
- Collin: I have a friend that's called [the same name as Sophia's first name] and that's why I called you [Sophia's full name]
- Sophia: That's fine.
- Collin: Alright number six.
- Sophia: 'African Americans tend to be more verbally aggressive than other races'. That's so false.
- Collin: Some people said true... [Collin laughs]
- Ramon: I said
- Khalid: I said true...
- Collin: Why?
- Bruce: Because that is what we see in movies... [Sophia and Collin laugh]
- Collin: Because we see it in a movie, it's true.
- Bruce: Yeah... I have never been to America and I've never experienced or... dealt with African Americans. So I can't decide.
- Cynthia: I also think white people are also verbally aggressive
- Bruce: Yeah but
- Ramon: Yeah but... It's a tendency. It's not the whole image.

Bruce: And I focus on the word ‘verbally’ and that is what we see in American movies [Cynthia trying to finish her thought].

Cynthia: And the behaviour of the....

Collin: Listen to what you are saying... Because I see it in a film it must be true...

Bruce: I didn’t say it must be true

Sophia: But it is true...

Collin: How many African Americans do you know?

[Class Silence]

Bruce: Personally... No one.

Heba: No one

Collin: So you think it is a safe assumption to make that they... African Americans must... I mean if you think about it... So what did the rest of you think? You said false...

Sophia: I said false

Collin: Why did you say false? I don’t know... A lot of Americans, African Americans, I only know four that I really know. And they’re not verbally aggressive at all. And... I think you cannot refer something like this to a race.

Sophia: I think that some African Americans tend to be more loudly or speak just more... Like the temper is just funny or... but not aggressive, I think [Collin murmurs in agreement]

Collin: I have met over the years... Over the years I have met quite a few black African Americans and I’ve never met a verbally aggressive African American. I only see them in the films

Sophia: Yes

Collin: I see them in the movies and of course that’s the... you know...I have been conditioned to think that too.

Heba: I think because you didn’t see them in a situation where it is needed to be aggressive or something like that.

Bruce: Or you’ve met educated people.

Collin: Okay let me ask you... And this is a very bad stereotype... Because now we’re actually talking about stereotypes because don’t you think in films that people are stereotyped?

- Sophia and Heba: Yes.
- Collin: For example... How are Muslim people usually portrayed in films [Heba laughs to herself]?
- Heba: Terrorists
- Ramon, Khalid, Bruce: Yeah...
- Heba: All the time
- Collin: So you must be terrorists!
- Khalid: Yeah [laughs]
- Bruce: Now that is fact [laughs]
- Collin: It's now a fact, you know. I've never met a Muslim person! And that's why a lot of people... This is what a lot of people do. A lot of people they watch films and they... know! Muslim people are all terrorists. I actually think to myself and I wonder how these Muslim people feel who play these characters? Or they might not be Muslim. These people that play these characters is that every time they are portrayed as terrorists.
- Bruce: But for me the thing is that yeah it is true what you are saying... but... you hear that Muslim people their organisation condemn these movies. But... at least personally I have never heard any contents against about black people presented as verbally aggressive in movies. I don't know if any one of you have heard such thing?
- Collin: There's actually a movie maker... I forget his name. He is a black American and his movies usually are... they... Tyler Perry.
- Warren: Yes.
- Collin: And what is interesting about his films when you watch his films... And I mean some of his films are comedies but he just makes so called 'normal' films. And what happens when you watch these films, well for me anyway, is that black people or American black people are shown to be very diverse. That you get black people in America look at some these black people that talk like that and they go [Collin pretends to gasp]. They afraid [micking accent and quickly changes]... They are afraid of other people. Like... for example I am coloured. Okay. But [Collin laughs to himself] there are certain types of coloured people in Cape Town and I see them on the street. I cross the street. I go to the other side... But when I see these types, I cross the street. So usually... and this is what a lot of South Africans believe as well... Coloured people are thieves. It's a general belief: don't trust Coloured people. But then

again this is a stereotype because not all coloured people are like that. So within...

Bruce: We were told this when we came here...

Collin: Look at that.

Bruce: Be aware of coloured people [Collin laughs].

Heba: I always trust coloured people, in fact.

Collin: You always trust coloured people?

Heba: Yeah...

Collin: That's interesting why do you think you trust coloured people?

Heba: Because I don't know, I can't find a... But as Muslims they are very friendly. Most of them I know are Muslims

Collin: Okay

Heba: I know them from the BoKaap from the panorama there. There are lots of Muslims and most of them are coloured. That's the first time I heard (pron error: hear-t)

Collin: I think we have got to be careful... And I think this what this... especially this... number six. This question is about that we have to be careful about making... statements like these and also be careful in believing... because it's a stereotype.

Ramon: Yeah but

Collin: [Mimicking Ramon's pronunciation]... YEAH BUT....

Ramon: Yeah but this stereotype didn't come up from nowhere. So it's because

Sophia: You mean it's from some...

Ramon: It's from something that should... have... happen in the past. So, for example, it is a tendency. It's not all the people

Bruce: I... I... I think that we can say it's more common.

Collin: But don't you think.... And I am going to ask you this again... Don't you and I asked... I spoke to some of my students the other day about... How we have been indoctrinated by Hollywood.... [Ss murmur in agreement]. Because your experience of black American people is based on what?

Bruce: Besides Hollywood

- Collin: [getting quite confrontational] It's based on what?! What is it based on?
- Ramon: Well I've been to America and I've met some African American
- Collin: When?
- Ramon: In America
- Collin: Where in America?
- Ramon: Chicago and New York and other places.
- Collin: And they were all like this.
- Ramon: Not all of them but they used to speak in different way, for example, I ain't going there, nigga.
- Sophia: That's not aggressive
- Ramon: It's not aggressive...
- Sophia: It's not...
- Ramon: **But** it's a different way to speak
- Bruce: It's an accent
- Ramon: Maybe that's how... Why they present them as a... aggressive way. It's obviously not aggressive but yeah it's a tendency. They speak differently. That's a fact. Most of them!
- Collin: Is it possible and I am just questioning... Is it possible that before you were actually confronted with these people you already had a preconceived notion... what they are.... That they are like. Is it possible? I'm just asking whether it's possible?
- Ramon: Probably yeah... It's possible.
- Collin: Where did you get that information from?
- Ramon: Of course from movies and such
- Collin: And do you think we allow our preconceived notions... Because sometimes when we are confronted with something and it's amazing how the human brain actually works, that we just see what we want to see [Ramon tries to interrupt]. I'm not saying. I'm not saying that you did that but when you've been conditioned for so long that you look at things and say [Collin pretends to gasp] 'Ah that's right, it's true these people are like this and it's only like Khalid said earlier... That when we push ourselves and say but actually I am being racist. I'm [to Ramon] not saying you are. But that you should say to

yourself that I should confront myself with my own beliefs about people. For example I am not from Cape Town and for example... And this is quite funny to mention that if I... If I'm speaking the way I am speaking now out there to coloured people, they usually tell me, "Do you think you're white? Why are you speaking like that?" [Heba laughs. Collin laughs]

This is what they say. "Do you think you're white?" So for example when I came here and when I was confronted by the way that coloured speak in the Western Cape because I'm not from here I thought that this is like that is.... This is strange. And I decided that and this is interesting and I started studying linguistics. And when you start studying linguistics you take an objective approach to language. And when I started taking an objective approach and I went and I thought this very interesting actually... This phenomenon. You know how language has evolved in this sense and how the language is used in this sense. And when I approached it from an objective point of view my mind-set changed [Silence]. Something to think about.

Bruce: But... Besides Hollywood... I thought about rap music and hip-hop music and it present the same idea of being very verbally aggressive because rap music was invented by black people and of course all of you know that the lyrics are quite different from what they used to be. What do you think about that?

Collin: Again are all black people like that? Are all black Americans like that?

Bruce: 'That's specific of course'

Ramon: Of course not.

Heba: I think there is a psychological background because black people suffered... extinction. So they always tend to be aggressive, they tend to talk and speak loudly with their voices because they want to be heard. From what we say we, have black people in Libya, and they are a little bit aggressive because they all over suffer from extinction.... Suffered from extinction.

Khalid: You mean the foreigners black. The Africans or the Libyan

Heba: The Libyan... If you study from psychological point, background you will see that it's not their fault. It's circumstances.

Khalid: My experience are very mixed with this... [inaudible]

Heba: In Tripoli, you don't see that. Because Tripoli is a big city where you live together and you forgot where you from in fact.

Collin: There's a joke. There's a comic... a little comic strip in Cape Town or in South African that's called Madam and Eve. And it's obviously about the white madam and the black maid. In one of these comic strips... the maid, her name is Eve... Eve is chatting to the neighbours maid (because they're

friends) and they're speaking very loudly. It is clear because black people always speak very loudly. And then... her madam calls her over and asks, "Why do you always speak so loudly?" And she say to her madam, "Oh it's part of our culture". And the other maid hears her and she goes and after she goes away, the other maid says to her, "I thought we only did it to irritate white people" [Class laughs]. It just made me think, and yes sometimes in certain cultures for instance, Ramon, South Americans, Columbians are very loud. Why?

Ramon: [starts to speak]

Collin: Is it psychological? It is interesting you mentioned the psychological [to Heba]. That why because when I see a lot of Columbians at school. They are so loud... Just like black and coloured people here. Coloured people and black people are also loud. Columbians, I find, to be very loud when they are together. They will speak over each other [mimics his idea of 'Columbians' talking] and very theatrical. Is there a reason for that?

Ramon: No, the reason is part of our culture. I... I don't know it's hard to explain that. I would say that part of our culture [Phone rings]. Also it depends what part of the country... some places are more quiet than other places...

Collin: How do you think... For example, I have heard it said here at school that some Europeans for example, they find that a little difficult to accept in cultures. And I remember one girl and she said, "You know these Columbians they talk so loud when they're together". So... and she was affronted by it. She was affronted by it... And she perceived it as almost rude.

Ramon: Well that depends on the person. Some people like that and that's why they stay in Columbia. Some people just on holiday and they end up living there for... the rest of their lives.

Collin: Are all Columbians like that?

Ramon: Sorry... Sorry...

Collin: Are all Columbians loud and boisterous like that?

Ramon: No. Usually people from Bogata are more quiet and calm... From other places they... are more, they usually speak louder and they're more energetic. Different kind.

Collin: Think about what you've said now... okay and think about black people. Just think about it and relate that to your experience of black American people
[Class laughs]

Ramon: Yeah, but... It was a **tendency** I never said that all of them. It's a tendency.

- Collin: Okay... Let's move to the next question
- Bruce: I like the accent.
- Collin: You like it. The black American accent?
- Bruce: Yeah the accent
- Collin: The black **American** accent? That's funny. It's actually really funny. [Looks to Khalid]
- Khalid: "Deciding to vote for someone because they are a member of your race is not a bad thing... to do because they will re... represent your... interests. True or False." I think it's false. It is false.
- Collin: Do you guys all agree that it's false?
- Bruce: I... think it's false.
- Cynthia: Because a member of the same race doesn't mean that it does a have the same opinions.
- Sophia: Yes.
- Collin: So do you think for example in countries like South Africa or countries like... America I mean... they've got their first black American president. Do you think a lot of people voted for Barack Obama because they were black and he was black?
- Heba: No.
- Ramon: A lot of people I think
- Sophia: Some people
- Ramon: And I would yes a lot of people... voted for him because he was black. He's black.
- Sophia: I think there's some people of course that voted for him because they are black and he's like a revolution in a sense that he's the first black president but just looking at the majority of the inhabitants of the United States are white and he got the majority of the votes so, of course he got the white voters too. And I think a lot of people just chose him because they agreed with his view and his explanations.
- Collin: Alright, it's very interesting for me that.... They... I have never actually seen a picture of his mother. Have you seen a picture of his mother?
- Ramon: Yeah

- Heba: Yeah.
- Collin: His mother's white.
- Heba: Yeah, she's white.
- Collin: [to Khalid] Did you hear that his mother's white.
- Heba: Like milk. He describes her [Ramon laughs].
- Collin: And his father is...
- Heba: Kenya
- Bruce: Ken... yeah... Kenya.
- Collin: His father's Kenyan and he's black. His father is black and grew up in a little African village.
- Khalid: I heard he grew up in Indonesia
- Sophia: In where?
- Khalid: In Indonesia
- Heba: Because his father died and...
- Collin: I suppose his
- Sophia: His parents separated
- Collin: This is representative of... because I... read something in 2033, they expect in 2033 that mixed race people in America are going to be the **majority**... So people who have white and black parents so they are mixed in some way they are actually going to be the majority which is interesting. In 2033... that's another... how many years?
- Heba: 20 years
- Collin: 20 years that's interesting. Okay number eight um.... Heba.
- Heba: Yeah... 'Asian American are the model minority because they all **excel** in school'
- Ramon: Stereotype
- Heba: False.
- Sophia: False
- Heba: False at all.

- Collin: It makes you think of what you said [to Ramon]... about university... Oh... it was actually Mia. Remember what Mia said?
- Cynthia: What?
- Collin: In Brazil, she said in Brazil when you go, when you apply for university, okay and you go into the exam room and you want to **gauge** what your chances are of getting into the university to get into a program. What you is you look, you find out and you look how many Asian students are in the class, first, [Ramon and Bruce laugh]. And she said its... its... I'm not lying... She said you look how many there are fifteen Asian students, so **they** are all getting in [students laugh].
- Heba: It's a stereotype
- Collin: And there'll be only fifteen places.
- Sophia: That's funny.
- Khalid: That's funny.
- Collin: Because I suppose if you know live in a country where you are or have... I don't know if it's the same in German [to Sophia] with all the Asians.
- Sophia: Some yes.
- Collin: And do they usually excel... at school or whatever?
- Sophia: I think um... there might be a tendency for them to be really disciplined and... want to achieve their goals more... or... I also think that if you have the background that your family immigrated to another country for **you** to have a better life and living. You appreciate education more. I think. Than some people that have been living in this country all their life and they don't appreciate it... But I don't think you can say they **all** excel because it is not possible.
- Collin: What did the rest of you think about this?
- Bruce: I... I said false but I actually quite knowledgeable about, about this topic. But I think that it can't be a general rule... maybe they have more tendency to excel in school but I don't think it's a general
- Collin: I think we think the same thing in South Africa [Collin laughs]. Warren's like huh? Asian students, yes Asian students we think they are the clever students. But I think it's probably not probably I think you are right if when you are a minority

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- Collin: You know, um... when you are a **minority** your parents tend to... push you harder because
- Sophia: Same with Russian students in Germany... They have the reputation that they're always the best. **I've** known... I have a lot of Russian friends where I know that... I've known them since I was little and.... their parents compared them since they were children and they're just **really** strict with education [Collin looks at Warren].
- Warren: I'm... I'm just wondering. I think it's more of a cultural thing. I think in China or Asian countries you have to work harder to get into university same for Indian students as well, so there's a cultural thing about it because university spaces in **China** or in **Asia** are very hard to get into... So I mean there's even this new stereotype of Asian mothers called the 'Tiger Mom' and these are the mothers that push their kids every day to get the top marks. If you don't get an 'A' you've done something wrong. So in my perspective it might be a cultural thing as well... well some people believe that. Or maybe it's because they are a minority. But, I'm not sure.... I just don't think it's just because they are a minority they work harder. I... mean you could say the same thing for white kids in South Africa. Do we work harder?
- Sophia: Not just because they are a minority, but I thought... Let's say you are in a country where you don't have the possibility for education and then you emigrate... **then** of course you appreciate it.
- Warren: You are more likely to work hard. Sure, I agree with that.
- Sophia: But not just because you are a minority.
- Collin: I also suppose your parents.... in that situation your parents are more aware or they make **you** more aware of the fact [students laugh] that it was hard for them to do what they did and then you must make a success of your life. Umm so of course the pressure is on. You know when we are as kids. Okay number nine [gestures to Heba].
- Heba: 'Affirmative action is unfair to white males'.
- Collin: Let me just give you an idea of what happens in South Africa at the moment. At the moment in South Africa... Females are at the... **top**. So for example, when... So for example I apply, you guys apply, so let's just say we **all** apply. The women you are at the top of the list, so you will be are... are supposed to be considered first [Collin giggles], I would say **supposed** to be. You are **supposed** to be considered first... So if you are **the best** candidate and you're a woman that makes it. Yes... Then they start going down, so white males at the moment in South Africa, yes... it's the same **at the bottom**. If you are a **white** male [Khalid laughs]. You are at the bottom, yes. So before you it's

women, it's the disabled, it's black men, coloured men, everyone and then white males [Collin and Khalid laugh. Sophia looks towards Warren].

Bruce: And that's why it's true.

Heba: Why? [Heba and Collin look at Warren]

Warren: I can't answer this question or should I?

Collin: You can try.

Khalid: It's historical. The apartheid. Its historical

Collin: It's the history of apartheid

Sophia: Yes.

Warren: It **is** historical... So since 1945 ummm white ... from 1945 to 1994... white men were prioritised in the job market, in the education system. We **even had** a different education system for black students and for coloured students and Asian. Each had their own education system. So you've got fifty years, a whole generation of people that got brought up that didn't have the same equitable access as my family or my parents and my grandfather did and now in order to rectify that what South Africa is trying to do is to try and

Heba: balance

Warren: balance that. **But** now we have a question... Is that fair?

Sophia: I don't think so.

Bruce: No [shakes head].

Sophia: In my opinion...

Bruce: I faced this personally

Sophia: Yeah

Bruce: Because... um... when I, when I, when I've been to universities here in South Africa they say frankly that if... if a... **black** student from a Sub-Saharan country apply and even if his CV is... um worse than yours we will accept him... or her. Frankly.

Collin: But how... So how... The question that remains is **how** are we going to create this balance in the world. If this, I think in theory like most ideologies because Affirmative Action is in fact an ideology. And in theory ideologies are great but in practice you know what I don't think this is just an issue in South Africa, because I mean we still live in a society in which um... you know **patriarchy** is perpetuated. So... where men still get the best job I mean if you

to a company it's still men. In most countries it's still, you know, white men for example in South Africa, America. **So** how are we going to... I mean for example just, if you guys look at [the language school] for example, okay, we are in **South Africa**. And... how many... **black** teachers are in [this language school].

Heba: Not so many.

[Class silent. Collin looks at Warren].

Warren: We don't have any black teachers.

Collin: We are still considered **coloured** in South Africa. There are no **black** teachers at [this language school] for example

Cynthia: But there are more coloured people than black or white in **South Africa**.

Collin: In Cape Town there are more coloured people than white people. In South Africa

[Cynthia interjects – inaudible]

Collin: Sorry?

Cynthia: There are more coloured

Collin: No there are more white teachers. How many coloured teachers are here?

Warren: Shikes, aren't we doing a terrible thing by counting them?

Collin: Okay four.

Warren: Wait but no... Depends how you are going to... how are you going to classify 'coloured'? Are you going to put Indian in there as well? Are you putting Cape Malay?

Collin: Yes.

Warren: So... Then we have a so then we really have to think about it Collin [Class laughs]

Collin: Um... but still we have more white teachers.

Warren: I think we do.

Collin: For example if you count Indian, and Cape Malay as coloured then we're five.

Warren: Yeah...

Collin: We're five of twenty-two teachers... If you look at and... it comes to this and what they're trying to do... with Affirmative Action is they are trying to

change the balance, you know. So if you think about it South Africa, eighty percent of South Africa is black, you know so... you walk into a company and you see mostly white people and eighty percent of the population is black. So what we're trying to do... It didn't work. It didn't work. Because now you have many people in jobs that are incompetent.

Ramon: When it comes to... **jobs** for example. Related. It should be based only on the achievement but the way to or sometimes but the way to balance is the education. But when it comes to jobs and such it must be based on skills. It's on your brains not your background. That is how I think it would work.

Heba: I always wonder why the government does not unite the education system. So that they can all get the same...

Collin: quality.

Heba: quality.

Warren: The education system is 'united'...

Collin: supposed to be.

Warren: supposed to be. But resources... different schools have different access to resources and different access to teachers. And the schools in the rural areas are very under-resourced and don't pay teachers very well here compared to other countries in the world we get paid very poorly... and many South African teachers go abroad. If you go to any country...

Collin: I think it is very similar to the American schooling system... in that... it depends on the school is situated. For example if you go to a more affluent area the government still only subsidises a part of the teachers' salaries. The **school** they have to make the money. So the parents still pay at the government schools, the parents... at some government schools I've heard parents are paying up to R6000 a month. That's a **government** school. I mean and where can, I mean where can a parent find the money, I mean I wouldn't be able to afford R6000 a month for a child to go to school. So for example if you go to a rural area so where they... parents don't have money. They don't have money. They don't have money to pay for school. So... they get the same amount of money that the school gets in the city so the system... and then the teachers don't want to work there as they... some teachers, I've heard are earning only R5000 a month.

Warren: I've even heard R3000 a month.

Collin: And these are teachers in a school. And it's because the bigger, I mean the more affluent schools, the **schools** subsidises the salary because the government only pays a certain part and then the school has to pay the rest of

it, am I right? So... unfortunately in South Africa at the moment it's a matter of rich and poor. It doesn't matter what colour you are anymore. It really doesn't matter what colour you are, it's the resources that are available to you. Okay.

Sophia: But I think, sorry... But that's a vicious circle. Depending on how much money you have the, I mean the money is still with **the majority** of the white people that have the money

Collin: It's true.

Sophia: It's still the same [Collin and Sophia laugh].

Collin: I mean they are... the **only** thing that this has done... Not the only thing, but I think, you know and... don't get me wrong I'm quite positive about, because I think South Africa is... you know, still in growing pains. So I still think we are a great place, I'm not saying anything you know, we are **a young** democracy so... But what has happened is that... that the new government and I think you now the new South Africa has created a **black** elite, for example. So now you get rich, you do get rich, most white people are **still rich** and then you also get black elite and now what has happened is that they all kind of go to the same... they all group together now. So now we're all rich so we don't care about all the poor people but you're right the balance is still [moves hands up and down] this is still actually the problems it has tried to... you know address.... This issue runs... In theory it would be great but it didn't actually work. Okay, um...

Cynthia: Can I go to the bathroom?

Collin: Yes [Collin looks at clock].

Cynthia: No, I'll wait. I didn't look at the clock [Collin laughs].

Collin: I didn't look at the clock because of you... I was just checking because of the time for the questions... um... You know the question number 10 is really related to America. Let's look at number 11. 'Successful sex therapy exists for homosexuals who want to be heterosexual'.

Sophia: False

Bruce: True.

Collin: True? Where?

Bruce: I... I... I...I've heard about it **but** I don't... I actually can't say or specify a place. But I've read about this... If it's a... a... a... I don't know how to say it but there is... If a person think that he, he... that he's got um... or that this is

something abnormal and he, I mean he or she wants to change it, there are some therapy, psychological and medical therapy.

Collin: I think the important word here is 'successful'. Do you know if it has been successful?

Bruce: In some cases... If its hormone related.

Collin: That's funny, I've actually heard of what they call sexual-**re**orientation camps where if you suspect if your child or a teen is a homosexual that you send them on these camps and that they come back **straight**. [Collin laughs]. Sorry I think it's quite funny. Fine and the last one there is 'making comments about man or women's physical characteristics is not a bad thing as long as it's positive and no one hears you'.

Khalid: False... I think it's false... I don't know

Collin: So you think it's true or false? [Khalid looks at work]. So are you saying it's **not** a bad thing to do? So is it **true**, it's not a bad thing to do.

Heba: It's a bad thing to do

Khalid: False.

Collin: You [to Heba]. Is it false? So by that I mean it's false to you.

Heba: For me I don't like to make comments about someone's physical appearance [Khalid trying to interject].

Collin: So if it's positive it's okay.

[Collin and Khalid talking over each other – inaudible]

Collin: Is that true, you agree with it.

Sophia: False.

Heba: Yes... no one hears you. It should not be in public.

Khalid: I think it should be not in public. It is something to appreciate you... 'You are beautiful', I don't know why that is a bad thing to say.

Heba: Yes.

Collin: Do you guys agree with that?

Sophia: I don't know why but I thought at first that it was an order...

Collin: So let's look at it in a question. So what **is** positive? What is positive, for example when a man says 'oh you are look very sexy today'.

- Khalid: Okay not the sexual part.
- Collin: So is that negative? If you say you are looking sexy. Is that positive or negative?
- Bruce: It depends
- Bruce, Khalid an Sophia: It depends on the culture and the people
- Sophia: and the relationship...
- Bruce: Yeah.
- Sophia: If you see people around...
- Collin: Now what if your boss says to you
- Sophia: Well that's different [students laugh].
- Collin: If your boss says 'you look sexy today'.
- Sophia: Okay yes with my boss, especially if my boss is a woman [Khalid laughs loudly and other students laugh as well]. No but yeah, I think it really depends on the situation.
- Collin: Okay.
- Sophia: Then I agree with you [pointing to Khalid] it shouldn't be about... I think its human nature. If someone looks good I tell them.
- Collin: But sometimes it is inappropriate, for example, I mean in your culture isn't it inappropriate for a man to make comments about a woman's physical appearance.
- Khalid: Yes, no. I mean no... if no one hears you.
- Bruce: Actually most of it is inappropriate.
- Khalid: As long as no one hears you.
- Collin: As long as no one hears you... [smiling at Khalid. Collin laughs]. As long as no one hears it its okay.
- Sophia: [inaudible]
- Collin: [mimics whispering something to Sophia]
- Sophia: Okay, okay.
- Khalid: It's okay in certain cultures.

Collin: I actually have an article that we never got to. Um... [Cynthia stands up ready to leave] if you can each take one. It's about diversity [students hand photocopies of article to each other]. Have a great weekend. I won't see you on Monday, Heba! I hear you're leaving us! [Heba nods her head] Well goodbye! And Cynthia is leaving!

[Lesson Ends]

2.4

Collin's Lesson 2: Materials

Cultural Diversity Quiz

Please circle the correct answer for each question. We will discuss the answers when everyone has completed the quiz.

1. Diversity is only about race and gender. True/False
2. Racism is less prevalent now than it was over 40 years ago. True/False
3. White students are affected by their cultural or ethnic background. True/False
4. All Hispanic students speak Spanish. True/False
5. Minority students should join student organizations that represent their ethnic heritage. True/False
6. African Americans tend to be more verbally aggressive than other races. True/False
7. Deciding to vote for someone because they are a member of your race is not a bad thing to do because they will represent your interests. True/False
8. Asian Americans are the model minority because they all excel in school. True/False
9. Affirmative action is unfair to white males. True/False
10. Historically Black Colleges foster a segregated society. True/False
11. Successful sex therapy exists for homosexuals who want to be heterosexuals. True/False
12. Making comments about a man or woman's physical characteristics is not a bad thing to do, so long as it's positive and no one hears you. True/False

Source 2: Houston Community College, 2007

Post Test

Cultural Diversity Quiz Results

This quiz illustrates how our perceptions of reality and the “facts” we are taught through the education system, the media and other sources of information, are often limited in depth or simply wrong.

Suggested Time Frame: 20 minutes

DISCUSSION:

Participants will take turns reading the questions and offering their answer. We will go through each answer and poll the class by a show of hands. The correct answer will be given and we will proceed to the next question.

Poll the class on the number of questions answered correctly.

How many of you feel misled or misinformed about these issues? Why did you struggle with these questions?

Did any specific questions jump out at you or any answers surprise you? Why did those particular answers surprise you and where did you receive the information that led you to believe something different?

Where do people generally get information about individuals and groups related to race, gender, and socioeconomic class, and other social or cultural identities?

How do you process information that you get from these sources? Is your understanding of the information informed by your own experiences or worldview?

How can misinformation about these issues contribute to stereotyping and oppression?

What is your role as an educator in challenging these stereotypes or providing fuller understandings of these issues?

and we are lucky to be living in a time where we can be part of the change that is unfolding. Learning to see people differently from the way we were brought up to is a slow process. And it might not be your job to educate people about confronting their own prejudices. However, prejudice tends to persist in people's minds long after proved otherwise by experience.

Understanding prejudice

Prejudice and discrimination have many roots. They are feelings of helplessness, expressions of guilt, and sometimes simply failures to imagine the humanity of others.

We all carry a certain level of prejudice and preconceived notions of other people.

Reading the world in binaries is attractive to the human mind — male/female, black/white, young/old, gay/straight, good/evil. In reality, the world is more complex and a lot more fluid than we give it credit for. A human was not shaped to fit into a conveniently labelled box.

Look into the mirror. What do you see? Human nature less us map a world in terms of characteristics — hair colour, race, sexuality, gender, age — these are some of the attributes which we use to describe ourselves and the people that surround us. To pretend that we are blind to these characteristics would be untruthful.

But those attributes do not reveal much of the individuals we are, and they do not speak of the deeper meaning beneath the surface. These attributes do not define us, but they do reflect on us. I grew up with all the privilege that came with living in a middle-class world. As a woman, the world opens up to me — an experience not shared by the women living before me, and many living alongside me. As a lesbian, I've had to face a fair amount of prejudice, even from myself.

We will only move forward as a society when we start embracing the differences in others and to like ourselves. We all long to fit in, to be loved, to be accepted and to be acknowledged, as something beautiful.

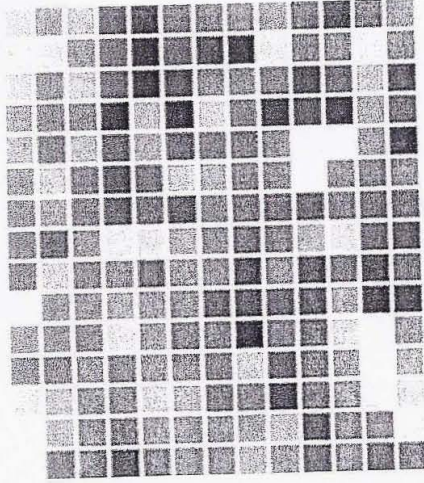
Embracing yourself and realising that you are perfect and wonderful just the way you are is one of the biggest challenges that anyone can ever face. It takes a lot of bravery to accept everything about yourself, without apologies or regrets. Until you can do this, it is impossible to truly embrace others.

Embracing diversity
The word "tolerance" has always an somewhat uneasy with me. I tolerate the heat on an uncomfortably hot summer's day. I tolerate the sound of the neighbour's lawnmower on a Saturday morning when I'm lazily lying in bed. I tolerate the wind that is so characteristic of Cape Town. I tolerate these things because I have no choice and because I have no power to change them.

I don't want you to tolerate me. And I don't want you to accept me because you see that I am essentially no different from you. I am different from you. And that is okay. I want you to not just tolerate that which makes me different but to embrace it, to recognise that in being different from you I am adding richness to the world around us. My differences are not a threat, but something beautiful. And you do not need to be afraid of me. I don't want to be afraid of you.

Just as any interesting individual, our country has a history filled with shadows and light. As a result of our past, we are blessed with one of the most progressive constitutions in the world — one that protects and nourishes diversity.

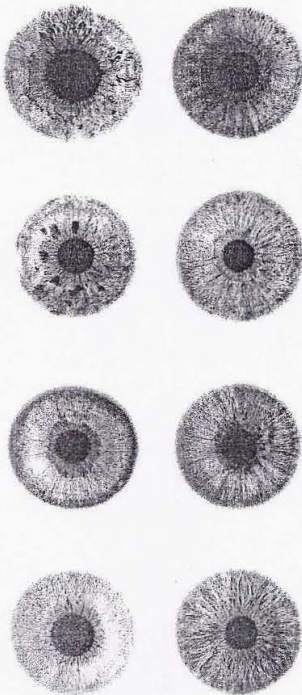
As with any ecosystem, our diversity is a source of richness and strength. Our diversity is this country's most valuable treasure. It is a gift given to us by our past — it is something that nobody can take away from us.



I don't want you to tolerate me. And I don't want you to accept me because you see that I am essentially no different from you. I am different from you. And that is okay.

And that is okay.

Source 3: Aucamp, 2011, p. 56-57



Diversity is our greatest gift

By LARA AUCAMP

The world we live in is not the world our grandparents lived in. It is also not the world our children will live in. The notion that we have of human rights is very new to the human race. It feels intuitive that one should value human life, human dignity and human equality. History speaks otherwise.

Just over 200 years ago slavery was still legally practised around the globe. One hundred years ago women were not allowed to vote in most of the world and the legal age of

consent for girls to be married was as low as 10 in the United States and Europe. Less than 20 years ago racial segregation was still enforced in South Africa under apartheid. The world of freedom and equality that we have come to view as the norm is something very new to the human race.

The world we live in today is far from perfect, though. Homosexuality is illegal in about 70 of the world's 195 countries, and in seven of these gays and lesbians face the death penalty. Globally, 22 000 children die each day as a result of poverty. In South Africa it is

estimated that a woman has a greater chance of being raped than learning how to read. Less than four years ago xenophobic attacks left 62 dead, and displaced around 100 000 across our country — simply because they were foreigners. The racial reconciliation of our rainbow nation is very much still a work in progress. There is no person alive in South Africa today who is not affected by the dark legacy of apartheid.

Indeed, the world we live in today is far from perfect. However, we are making progress. We've got a long way to go — but we're getting there. The world is changing, for the better.

Appendix 3: Melissa's Lesson

- 3.1 Melissa's Lesson: Transcript**
- 3.2 Melissa's Lesson: Materials**
- 3.3 Melissa's Lesson: Set Writing Task**

3.1 Melissa's Lesson: Transcript

Teacher: Melissa

Observer: Warren

Students [Ss]: Khalid; Heba; Sophia; Ramon; Bruce

Tools: Whiteboard [WB], Worksheet [WS], CD Player, Mobile Phones

[Melissa stands up and goes to the WB and writes title of lesson: *Conditionals Revision*]

[Sophia drinks her coffee, other students look at course book then to Melissa]

Melissa: So anyone not here?

Khalid: [Indecipherable]

Melissa: And...

Heba: Ummm....Ramon?

Melissa: Cynthia and... Ramon. Do you know if Ramon is coming to school today? I know he's got a lot of visa related things to do.

Bruce: He's said that he's submitted his documents

Melissa: [looking at Bruce] Did he submit already? Ok, Alright... [turning towards Heba] And Heba, how are you today?

Heba: Alright.

Melissa: Yesterday was it just too cold and too rainy.

Heba: It was too cold and too rainy.

Heba: Too cold and too rainy.

[Ramon comes into class]

Ramon: Good morning.

Melissa: Hello Ramon, how are you?

Ramon: Fine, thank you [looks at the class, then the researcher] Hello. [He takes seat next to video recorder].

Warren: You're new [laughs, nervously]. You weren't here last time.

Melissa: Yes he was [whispers pseudonym to Warren]. He has a pseudonym.

Warren: Sorry.

[Melissa raises hand as if to whisper, and points to different students and reveals their chosen pseudonyms]

Warren: Aaah... Okay.

[Ramon takes chair and moves it next to camera]

Ramon: But I don't like this spot because I'm going to be...

Warren: Well how about you sit here and I sit there. Would that make it easier [nervous laughter]?

[Warren and Ramon switch places]

Melissa: [looking at Ramon] You didn't want the camera over your shoulder.

Ramon: Sorry?

Warren: [Speaking slower] You didn't want the camera over your shoulder.

Ramon: Yeah, yeah.

Melissa: Alright! So we are continuing our adventures into conditionals [looks at notes, then back at class]. We went through, very quickly, very briefly yesterday through zero, one, two and three [Ss down at notes]. I think most of you... [Ss look at S] decided that zero, one and two were completely fine and then three... that was a tricky one [Ss look back at notes]. Umm... Okay, for homework, I set you some reading with the exercise optional [Ss turn back to teacher]. So, I'll check that tomorrow when I check the rest of your homework. Um, regarding what you have read, do you have any questions or do you have any queries for me [looks at Ss, Ss don't respond]? Umm, okay so if we recall... so simply reading the language bank grammar explanation on page 130, just to remind you about what we are doing and refresh your memory with regard to conditionals [Ss look at course book or notes]. How was that?

[Students silent]

Khalid: It was fine.

Melissa: [noticing Ramon not clear on instructions] Um, Ramon, page 130.

Ramon: Yeah, okay. I've been looking for that.

Melissa: Okay, do you have any questions which came from your homework... [Ss silence]? Was it all right? Was it clearer? After you could... After you could think of it for a while...? No?

- Ramon: Well, when you think about it when you are speaking, probably you... will... make a mistake. Because it's kind of, for me especially, not that easy [Ss look towards Ramon]. So, I prefer to not think about it. That one.
- Melissa: You prefer not to think about it [some Ss smile, while others gently laugh]. Umm when you say it's not that easy, what exactly are you referring to?
- Ramon: Sometimes I just got confused, I... Because a... you have to talk in a proper tense of the verb and fast. So, I just start to think that hey, I'm talking okay is this the right tense of the verb? Because I got confused and got nervous and finally in the end I made a mistake or something.
- Melissa: No, I completely understand that. But as we discussed or as we've discussed many, many times here in this class. At this level your... your choice of language becomes intuitive, okay. You know what sounds right... and you know what sounds wrong. Umm, I can't remember who it was. I think it was Cynthia said something yesterday like, "Oh my God, it hurts my ears". When, when you know that something is wrong you might not... [Mobile phone starts ringing form a text] Someone's whistling [looks disappointedly at Khalid]? Your phone is on, how embarrassing.
- Khalid: [inaudible]
- Melissa: You're phone went off in front of our observer [looks towards Warren]. Sorry, Warren our observer, that would be very embarrassing.
- Warren: [laughs]
- Melissa: [takes a forced breath] Right. You know what sounds rational and I certainly don't want to send you out here over-analysing the language that you use. My aim for this week with production is with writing. Okay, [Ss nod] and that's the whole work you'll get later on. But the point of... but the point that we're aiming for. The reason why we're doing all of this review is I want to see your writing [Heba picks up phone and begins looking at it]. The speaking we will be working on again. Um of course you also know that writing is a lot more formal than speaking [Heba searching word on phone]. So that is why I want to see your accuracy this week... Okay. I'm not telling you forget about the speaking. I would never say that [Heba finds word, closes her eyes and lifts it to her ear. The phone loudly, says, *massacre*] But [Melissa hears phone saying word and turns to Heba]. Massacre [Melissa laughs, Heba puts down her head, looks embarrassed]? Okay, the vocabulary from two days ago. Right, what I'm trying to tell you Ramon is don't over analyse it. I don't want you to sweating every time you open your mouth.
- Bruce: Um, well for me, I... [Ss look at Bruce]. I almost get used to using the conditional properly. Sometimes I get confused whether I should use the second or the third conditional while I'm speaking.

- Melissa: [Mm's in agreement]
- Bruce: Just that... only sometimes.
- Melissa: Yeah, because of course you speak automatically, with writing, all of us. Even if you write in Arabic, or Spanish or German, you think... very, very carefully about what you are writing down. Thinking is a different process and it's uses a different part of your brain. But, we're not going to go into that. Okay, let's just go over what we spoke about yesterday, what we put on the board. Um, okay, zero conditional, remind me [puts towards students]
- Khalid: Present... [his hands move forward. He locks eyes with Melissa, Melissa looking at Khalid]. Present.
- Melissa: Present. Present. Give me an example.
- Khalid: If he does something wrong, you never say you are sorry.
- Melissa: If he does something wrong, you never say sorry. Okay, anything else?
- Sophia: If I go to school, I always take the minibus.
- Melissa: If I go to school, I always take the minibus. So the zero conditional is not something I want to concentrate on. Alright first conditional you were fine with. What was the first conditional?
- [Students silent]
- Heba: A possibility in the future.
- Melissa: A possibility in the future. Is it real or unreal?
- Bruce: It's real.
- Melissa: It's real. Give me an example.
- [Students silent]
- Bruce: If I drive recklessly, I will have an accident.
- Melissa: Fantastic. Anything else?
- Khalid: If I go out tonight, I will have fun.
- Melissa: If you go out tonight, you won't be at school tomorrow. Won't you?
- Heba: If the weather is fine, I will go to the Table Mountain.
- Melissa: If the weather is fine, I'll go Table Mountain.
- Sophia: If I go to Table Mountain, I'll take lots of pictures.

- Melissa: Ramon, if you take lots of pictures...
- Ramon: If I take a lots of picture, I will post them on Facebook.
- Melissa: Okay, second conditional.
[Students silent]
- Khalid: It's not real; it's possible, but not probable
- Melissa: So the first conditional is possible and probable. The second conditional is possible but not probable, okay. Perhaps I will win the lottery tomorrow and become a billionaire. Could happen, but the likelihood is... [Ramon chuckling] Don't laugh Ramon, it could happen; it could happen, alright! The likelihood is very low. So, who can give me an example of the second conditional?
- Sophia: If I were in Germany right now, I wouldn't have to wear a scarf.
- Melissa: Right
- Khalid: If I were to be here now, I would go to the beach.
- Melissa: I would [holding sentence, waiting for response]?
- Khalid: I would have gone
- Melissa: I would **go** to the beach. So our structure for the second conditional is? First clause?
- Bruce, Sophia and Heba: Past simple.
- Melissa: And your result clause?
- Bruce, Sophia and Heba: [mumble] would
- Heba: Would plus present
- Melissa: Would plus infinitive. Okay, without a 'to'
- Khalid: [Inaudible], but grammatically correct. It's easier to remember then.
- Melissa: The idea is not that you can give us a definition of all the grammatical concepts, the idea is [Khalid tries to interject] but that you use them [K mm's in agreement]. Alright so as long as you know the structure you don't have to tell me you know what each word is called. So you do know, so for example if I were you I wouldn't eat that. **If. I. Were. You.** First clause, if I were you... We use the 'were' or 'was' of the past simple. Alright? Comma. Result clause, 'would', 'infinitive'. Okay. So if I were you, I would go to school. So would

go is your infinitive. Alright? And now is where we started getting a little bit more confused. Third Conditional?

[Students silent]

Sophia: It's used to talk about a regret. It's either something that should have happened but did not happen or should happen but it didn't. No [thinks again] No... it's the other way round [twirls fingers]. Should not happen but it did [laughs].

Melissa: It should not have happened but it did. Yes. Or it could've happened but it didn't. Alright so that's when we would use it. What do you... Can you think of an example? So, you're talking, basically about a past situation and a past

Sophia: Regret.

Melissa: Something happened in the past and you regret it. Okay, so... If I... hadn't eaten all that cake, I wouldn't have been sick. So you understand that the actual grammatical formula is little bit more 'complicated' [makes quotation fingers]. Before we go into that, more examples?

Heba: If I had read the question correctly...

Melissa: I would have answered it. Yeah?

Heba: I would have answered it. Third conditional. Yeah.

Bruce: If it were not for my generosity, I wouldn't have accepted to be observed by Warren.

[Melissa and Warren both laugh. Sophia looks towards Warren.]

Melissa: [inaudible]... Indeed.

Khalid: [inaudible]... If the emergency services hadn't arrived, many more people would have died [reading from course book].

Melissa: Okay... Alright, so I am going to leave this for later on. Because we will need to correct those [looking at Khalid's course book]. Okay, um, let us look at our little grammatical formula. Alright I'm gonna put it on the board and we can refer to it.

Ramon: So, I was reading in the homework that, I find out when we are speaking we can pronounce should've, could've. It's the same with would have? Can we say would've? As would've?

Bruce: Yeah

Melissa: Absolutely, so let's get the conditional up on the board and we can refer to it. So third conditional. [Melissa starts writing on the WB: *Third Conditional* and underlines it]. It refers to... Present, future, past?

- Bruce: Past.
- Melissa: It is a past situation and a past result [writes on WB] And as Sophia told us earlier we... um... often use it to express regret and um... I think you also said it was something that should have happened but didn't, or could've happened and didn't. Right and an example would be... What were your examples? Help me out [looking at class, circling pens around]?
- Bruce: If I hadn't wasted my time, I would have passed the test.
- Melissa: Excellent [Melissa writes Bruce's example on the WB]. If I passed the test. So let's break this up and see what we have. As always we have two clauses: our conditional clause and our...
- Heba: Result clause.
- Melissa: Our result. So let's look at our conditional clause first. What do we have? Of course our glorious conditional, if. Alright, so that is your... and there is an I. And 'I' is the what of the sentence [circles hands towards class]?
- Students: The subject.
- Melissa: And then? Bruce?
- Bruce: The past participle.
- Melissa: All are the past participle. Had? [Circles fingers around 'had'], Past participle, and then...
- Heba: Past participle, past perfect.
- [Melissa writes down 'had' and 'past participle' under the example on the WB]
- Melissa: And then you have the rest of the clause. You have a comma and the result clause [moves to other side of the WB to stand near the result clause]. What do we have going on here?
- Heba: Would
- Melissa: Would
- Heba: Come
- Melissa: Come [writes underneath would and past participle]. And that is your basic formula. Right, so let's look again. Had [places plus between had and past participle] and past participle, comma [places comma on WB] and would [places plus between would and past participle] and past participle. If I hadn't eaten so much cake, don't laugh at me Warren, I wouldn't have passed out. Okay, so... your turn. Ramon, I see it coming.

- Ramon: I'm just thinking about it. Mm, if I hadn't... what can I say [to himself]?
- Melissa: Okay, I going to give you two minutes of thinking time and after your two minutes, I want to hear your beautiful sentences. Think of something real it will help. Okay you don't have to tell me your deepest, darkest secrets or the deepest regret of your life, but if you think of something real it will help you because you are not going into your life spouting out grammar exercises. Two minutes [short silence]. Write it down. It helps.
- [Melissa stands back and looks at Ss writing going first to Khalid, then to Heba]
- Melissa: [to Khalid] Past participle
- Heba: Can it be mixed conditions or third conditions?
- Melissa: Stick to third conditions for now [Heba looks down, disappointedly]. I know you have done this a hundred times before [Heba looks up].
- Heba: Don't mind [starts writing].
- [Melissa looking at Ramon & Bruce's writing].
- Melissa: Okay that is your two minutes. Let's hear what you have to say. Sophia?
- Sophia: If I had been at the airport earlier, I wouldn't have missed my flight.
- Melissa: Fantastic!
- Bruce: Had I known how difficult it is, I wouldn't have studied medicine.
- Melissa: Oh, is that real?
- Bruce: [Smiling, chuckling] Yes.
- Melissa: Alright. Khalid [Heba adjusts her scarf]?
- Khalid: If I had played football, I would have been good.
- Melissa: Good. Ramon?
- Ramon: If I hadn't fallen at Long Street, I wouldn't have been embarrassed.
- Melissa: [Asking to rephrase] If I hadn't fallen...
- Ramon: **In** Long Street,
- Melissa: Mm
- Ramon: I wouldn't have [mispronounced]
- Melissa: I wouldn't have [contracted]

- Ramon: I wouldn't have [contracted] I wouldn't have been embarrassed.
- Melissa: Oh, so I see what you are trying to do with all the contractions. Wouldn't tiv (pronunciation emphasised)
- Ramon: Wouldn't tiv
- [Break in footage, researcher creates another video file. Takes time to start]
- Sophia: I think yesterday and when I was looking at it today, I was realising um... how important it is to use the right tense. Because I told you, I use them, but I don't know if I use them correctly. And then I was kind of just referring to German and then if the language you want tell someone that it doesn't
- Melissa: Exactly
- Sophia: Make sense.
- Melissa: Exactly! Grammar is entirely necessary to convey meaning. We can't communicate without it, even though some students might think differently [little chuckle]. Ramon, how are you doing?
- Ramon: Yeah. Good. I just want to sound... more... natural. That's why I am trying to say 'wouldn't've'.
- Melissa: [Modelling correct pronunciation] 'Wouldn't've
- [Heba and Sophia smile]
- Ramon: [Modelling Melissa's pronunciation] wouldn't. Kind of hard, but I am working on it.
- Melissa: Yeah, well... Pronunciation is difficult. I've done this before... Try to imagine me trying to speak Spanish [Ramon chuckles]. Okay, and then you'll feel so much better about it. About your English pronunciation. Me trying to pronounce in Arabic [looks at Arabic Ss] or German [looks at Sophia]. Um... In one of my lower level classes, I demonstrated this before. I asked my students to teach me words in their native languages and it was hilarious. It doesn't work very well. Okay, um so... I want to mention mixed conditionals... um before you move on. I feel like I've been speaking for half an hour [looks at clock]. Okay, so what is a mixed conditional?
- [Students silent]
- Heba: The first part is in the third conditional and the second part is in the second conditional.
- Melissa: Okay, good.

- Heba: Because the... there... is something happened in the past and the result is now happen in the present.
- Melissa: Fantastic. In the third conditional we have a past situation with a past result. In mixed conditionals you have a past situation and a present result. Okay, I'm going to put it up. Can I take this [placing hand on the WB] off [Ss nod heads]? Well, you've looked it yesterday, so you should be fine [wipes WB]. Alright, as Heba said, it is a past situation [writes on board] and a present result [writes on board]. Heba also mentioned that we used one half of the third conditional and one half of the second. We use the second conditional in the result clause, because the idea is that it did not happen. Okay it's a past situation and a present result that did not happen [writes on WB with red pen]. For example, back with the cake. If I hadn't eaten all that cake, I wouldn't be fat now. Past situation [moves hand to one side] and present situation [moves hand to herself]. It's in the negative. Present situation wouldn't be like this now if I hadn't eaten all that cake. Okay, right, so... Any of you can think of an example that I can put on the board? I haven't given you the structure yet, it's fine. But think of your conditional clause is in the third conditional, and your result clause is in the second.
- Heba: [softly] If I had studied hard yesterday, I would've answered the question
- Melissa: If I had studied hard yesterday, I would've answered the question [recites Heba's example and stands towards the WB].
- Heba: [looking puzzled] If I had won the competition. I'd be in... I'd be in... I'd be in...
- Melissa: [turns around] in... Italy on a free trip.
- Heba: Yeah
- Melissa: Yeah. It's kind of like the same with the lottery. If I had won the lottery last week, I'd be a billionaire, today. Okay, [pointing to her written example on the whiteboard] so again we have our unreal situation in our result clause. So let's look at the grammar of it. We have 'if', we have our subject. What is going on with the verb [Melissa looking towards students and moving finger around the verb. Moves finger between verb and subject].
- Heba: Had
- [Melissa nods head and quickly writes 'h + pp' on WB]
- Melissa: And our result clause we have...
- Ramon: would
- Melissa: And after would we have [looks down at course book]

- Bruce: infinitive
- Melissa: infinitive [quickly notes this down on WB]. Okay, as always we **can invert** the clauses we can change them around. I'd be a billionaire today, **if I had won** the lottery last week. Okay. **Right**, I want you to think of something true for yourself, quickly, quickly. [Melissa stands up] You can write it down it will help.
- Bruce: Does it have to be true?
- Melissa: It has to be true... But technically it's never true
[Short silence. Students working on examples. Heba running her fingers to her face]
- Bruce: I wouldn't be in jail now, if I hadn't beaten Sebastian.
- Melissa: I wouldn't be in jail now, if I hadn't beaten Sebastian. Grammatically correct. Conceptually, very strange.
[Heba looking towards Melissa and Bruce, fingers outward as if to speak but nothing. Melissa and Bruce laugh]
- Heba: If I had beaten Sebastian, yeah... I wouldn't be in jail now
- Melissa: Yeah. You're giving him the positive version.
- Heba: Yeah, yeah
- Melissa: So the idea is that Bruce is in jail. He is currently in jail and he wouldn't be in jail today if he had not beaten Sebastian yesterday.
[Heba looks down at her books]
- Melissa: What words do you have [Melissa moves to Khalid]?
- Khalid: There would be [inaudible] English, if I'd studied last week.
- Melissa: I wouldn't be...
- Khalid: There would be
- Melissa: I would be good in English
- Khalid: I would be good in English, if I had studied so hard
- Melissa: If I had... studied hard last year. We don't use 'so' as an intensifier in this context. Okay [looks at Khalid]?
- Heba: If I hadn't been too late, I would be studying in university... now.

- Melissa: It would be **at** university
[Heba takes note of correction and writes it down]
- Melissa: Ramon?
- Ramon: Can I say... if I practice football... If I practice
- Melissa: Take a look at the board and look at our structure
- Ramon: If I had practiced football
- Melissa: Uh huh [in agreement]
- Ramon: I'd be... professional now. But I would be a professional now?
- Melissa: Fantastic
- Bruce: I would be speaking Spanish, if I had been brought up in Columbia.
- Melissa: Yes that's true. Ok.
- Sophia: I would be a famous actress now, if I had went to Drama school.
- Melissa: If I had...
- Sophia: gone to Drama school
- Melissa: Fantastic. Anything else guys [Heba shakes head]? Okay, let's move on from our review. And get down to do something else. So, I'd like to do some listening with you, which I know is Heba's favourite thing to do... [looks at Heba and giggles]. So take one and pass along. Take one and pass along. And... [Ss receive copies and begin paging. Sophia takes a quick drink of her coffee]. Alright, so, in a perfect world I'd have a beautiful colour printer so that I can give you gorgeous colour photographs everyday. **But** like the Nepalese mountain photos of yesterday they're in black and white and we are gonna have to use a little bit of our imagination.
- Khalid: So, why can't we use the book [Khalid pages through the book and shows Melissa]?
- Melissa: It's pretty colourful. But it's not really relevant for what I want to do with you.
- Khalid: I enjoy
- Melissa: Well enjoy what we do today... Um in this advance class we are... depending on the week, it's fifty-fifty. Of using the book and not using the book. Um, but sometimes we have entire non-book weeks [K nods head in agreement]. Okay, umm, basically we teach to suite you. Not necessarily the book itself. It's just one of our resources [picks book up briefly and lets it go again]. But don't

worry it's your first week in Advance with your beautiful new book and it will be used. Okay, so take a look at our pictures. What do you see? Very indistinctive.

Khalid: You see a wildlife.

Melissa: Would you say a wildlife [Heba shakes head]? Wildlife [looking a Khalid]?

Khalid: It's a wildlife.

Melissa: It's wildlife

Khalid: It's wildlife.

Melissa: It's wildlife. Absolutely. Okay, so if we look at A, B and C what is the difference and what are the animals that we can see?

Heba: I think in A it's a zoo.

Melissa: Why do you think so?

Khalid: Because of the pen. It's a bear?

Melissa: Is it a bear? It looks like a bear alright.

Sophia: B, it looks like a safari, because they have a car and the lion doesn't have a cage or something else.

Heba: [looking a C] It's a city. They're going onwards.

Melissa: It's a city... Interesting.

Ramon: The giraffes are kind of going

Melissa: What are the giraffes doing?

Heba: They climb in the road with the cars.

Melissa: In the road.

Bruce: Maybe they took over the city?

Melissa: They took over the city? It happens, it happens. Good, okay. So we have a... zoo, so we have a safari park and so we have giraffes taking over the city [Bruce laughs]. Have any of you been on safari? In your time here? Or in another country?... No?

Khalid: I haven't been but I am going... on a jungle, in the jungle next year... next month [swipes hand as he makes the error]

Melissa: Next week, next year, next month... [Ss laugh] How about you B?

- Sophia: I'm gonna go not this weekend but the weekend after.
- Melissa: And why have you chosen to go on safari?
- Sophia: [inaudible, speaking very softly] It's just different from...
- Melissa: It's just very different. Do you have any plans to go on safari?
- Ramon: I'm planning to go to Namibia, for probably a couple of months.
- Melissa: And what are you hoping to see in Namibia?
- Ramon: I want to see a lot of animals, a different environment... so yeah. That's what... I want to experience there.
- Melissa: Okay so, what kinds of animals can I experience, see or hear in Columbia?
- Ramon: A lot of animals... Umm, birds. We're a... very popular country for the amount of birds together with Peru. We're probably the most popular country... regarding that... with the amount of birds... What else? Pink dolphins. They are unique in the world so I'm not sure there is an English word... endemic?
- Melissa: Endemic?
- Ramon: They're only... They can be only found in a certain place so we have a lot of... of endemic animals in Columbia. Which is really good.
- Melissa: Okay. What else?
- Ramon: We have the hornbill bird in South America. Because in North America, they have the black bird, the grizzly, but we have a bird with kind of a, you know, [makes gesture of mask covering the face].
- Melissa: A mask
- Ramon: A mask. And it's pretty nice, the pink dolphin, some birds
- Melissa: Anaconda.
- Ramon: Anaconda, I can't think a lot about other animals, but I can't. There some monkeys, monkeys, monkeys... endemic monkeys.
- Melissa: Germany?
- Sophia: There isn't many. But we do have different squirrels from here.
- Melissa: Different squirrels?
- Sophia: Different squirrels because here you have greyish...

- Melissa: And you have?
- Sophia: Red.
- Melissa: You just have different squirrels.
[Class laughs]
- Sophia: Main attraction.
- Melissa: Okay
- Sophia: No we're not an animal attraction.
- Melissa: Libya?
- Heba: Deers
- Bruce: Wolves
- Melissa: Wolves [looking at Bruce deeply]? Interesting...
- Bruce: Foxes
[Short silence]
- Melissa: Camels?
- Khalid: Desert animals.
- Sophia: Scorpions
- Khalid: Scorpions
- Bruce: Scorpions, snakes
- Melissa: Scorpions. What are scorpions?
- Heba: I... uh...
- Melissa: I don't want wanna think about them [Melissa laughs].
- Heba: [inaudible]
- Melissa: Don't worry you don't have to think about them. Alright, so... What is your opinion on zoos? Like it? Don't like it?
- Ramon: I'm not really into zoos. Because it doesn't make sense. Yeah, I prefer to watch animals in their natural environment... It's the way that we usually... do... in Columbia. We see animals in their natural environment because that's the way they are just there. So, I'm not, I think Columbia have just one zoo, and it's not that good. I prefer to watch them just in their natural environment.

- Melissa: Okay and the rest of you?
- Sophia: My opinion is that I am very ambiv...
- Melissa: Ambivalent.
- Sophia: My opinions of zoos I am very ambivalent because I like zoos because I like the animals. And in Europe I would never see a lion or an elephant or...
- Melissa: Wildlife
- Sophia: Yes, so that's good or as you said [pointing towards Heba] it's good for people to see them not only in movies. But **then**, it's not natural for the animals or good for the animals to live in little cage. Especially if they have lots of space in their natural life. But then again, I think there's lots of animals that might not even be... ex...
- Melissa: Ex...
- Sophia: Excised?
- Melissa: No, anyone?
- Ramon: Extinguished?
- Sophia: Extinct.
- Melissa: Extinct
- Sophia: Extinctive?
- Melissa: Extinct [Melissa writes it extinct up on the WB]. If there would be... ? Extinct.
- Sophia: Like the white tigers
- Melissa: Absolutely... and extinct means...
- Sophia: That they die and they don't... [moves hands forward] reproduce or they're not there anymore
- Bruce: They fade.
- Melissa: They failed?
- Bruce: They fade.
- Melissa: They failed. They failed. Evolutionary.
[Class laughs]
- Melissa: Alright, so any other opinions on zoos? Heba I know you have little children.

Heba: Yeah I have a child also. They like going to zoos. We have a national zoo and it is a pleasure to go there. And to see the wild animals, I like the idea of going to the zoo. They see the tiger and they come alive. But it's not the same as a country like South Africa or Columbia.

Melissa: Well in Cape Town, we did have a zoo for many, many years. It closed down the last couple of years. Tygerberg Zoo. I've never been there. I don't think anyone really went [Warren puts up hand. Melissa nods]. Warren went.

Warren: It's atrocious. It was a horrible zoo. One of the worst zoos I went to in my entire life. It was cruel. Sorry...

Khalid: It's masochist to keep the animal.

Ramon: I remember just seeing these pictures while in Columbia, and I was just like a safari zoo. It was huge. He took a lot of animal.

[Recording break]

Ramon: He created a little Africa in Columbia. Pablo Escobar.

Melissa: Is this Pablo Escobar? That's mad.

Ramon: He actually... They had giraffe, lion, everything. It was Africa in Columbia. Hippos, ostrich, everything. It was kind of safari. The animals were only wandering.

Melissa: They were free

Ramon: They were free, so I think everybody was... for quite a long time.

Melissa: So you went to a drug dealer's zoo.

[Students laugh]

Ramon: Yeah.

Melissa: Okay. So... What happened to them?

Ramon: No. Once he got... charged. He died. Obviously, there were... How can I say... No one wanted to keep going there and... they escape from the zoo and now they are breeding in Columbia. So we have some hip... Hipp?

Melissa: Hippos?

Ramon: Hippos...

Heba: And the lion and the cheetah

Ramon: Yeah giraffe, they're over there. Yes. A little bit of Africa in Columbia.

- Melissa: So are they just living there?
- Ramon: Yeah, Columbia is the only country that have hippo besides Africa [Ss laugh] on the continent.
- Melissa: Besides Africa is a big country [covering her mouth, giggling].
- Ramon: But suddenly they shoot them [Melissa picks up mobile and starts searching for something]. Because they breeding and they are dangerous. So some of them have been shot. It's very strange but at the same time it is...
- Melissa: It's understandable.
- Ramon: He brought a huge plague. Everything. He wanted to be a God. He wanted to experience safari so he brought animals.
- Melissa: Okay. That's fantastic. Thank you for the story! I'm still trying to picture the Columbian countryside with hippos and giraffes
- Ramon: This money of buying an elephant and taking him from Africa to Columbia is huge. He had a lot of money.
- Melissa: Yes, he did. What has happened to everything he owned after he was shot?
- Ramon: No. I have no idea.
- Melissa: It must have gone somewhere...
- Ramon: No one knows [Heba puts down her cell phone].
- Melissa: Right if, everybody can look at number 2. And Khalid can you just read the instructions for us.
- Khalid: [Reading the instructions] Listen to part of a radio discussion between three people...[inaudible] which speakers made these points.
- Melissa: Okay, so... We're going to listen to a tape and... How many speakers are we listening to? Three. And what do you have to do?
- Sophia: Find out which one is talking at the moment.
- Melissa: Which speaker is making...
- Sophia: Making these points.
- Melissa: So you have eight points. And you have to match them to...
- Heba: Three speakers.
- Melissa: Okay, so I am going to give you 30 seconds to read very quickly and then I will play [Melissa stands up and watches the clock]

- Ramon: [inaudible]
- Melissa: [Melissa moves towards CD player] Right, let's go.
[Students listen to recording – see Appendix A: recording. Students make notes. Heba listening intently. Melissa looks at clock. Recording ends. Melissa stands up and stops recording]
- Melissa: Alright. [Sophia clicks pen closed]. Active debate [Melissa reaches down]... about?
- Khalid: Zoos. What people think about zoos,
- Melissa: What people think about zoos. Okay, let's take a look at what you've got... Number one the example has been done for us. 'Only rich people have the opportunity to see wild animals in their natural environment'. And that was Mark and Wendy who made that point. B can you do the next one?
- Sophia: 'Captive breeding programmes are important in preserving wild animals'. That's Mark and Debbie.
- Melissa: Mark and Debbie. Is that correct? [Heba shakes her head]
- Khalid & Ramon: Only Mark.
- Melissa: Well let's have a look at the instructions in the second sentence. 'Which speaker or speakers'
- Khalid: Speakers
- Melissa: Speakers
- Sophia: Yeah Debbie, said that. She also said that rich people only go to zoos.
- Melissa: Absolutely Mark, Wendy and Debbie all mentioned it [Melissa's cellphone starts ringing]. Sorry that is so horrible. [Melissa looks nervously at Warren]. Can I just say that that has never happened to me before and the day that I get observed... [Students and Warren laugh] my phone rings. Warren [pointing at Warren] it's your fault.
- Warren: [jokingly] Did you know it was me calling you?
- Melissa: Was it you?
- Warren: No. [Warren laughs].
- Melissa: It's so embarrassing and I called Khalid out for it earlier [looks at Khalid]. Was it you?
- Khalid: No.

[Class laughs]

Melissa: Anyway... So what do they mean by 'captive breeding programme'?

[Students silent]

Melissa: Come on, I know you're not ecologists but from the vocabulary

Bruce: It's like... Poaching wild animals in place and provide... food to them...

[Director of Studies (DOS) steps in]

DOS: Hello...

Melissa: Hello [DOS gives Melissa a paper]. Thank you [DOS leaves].

Bruce: Assuring that wild animals are br...

Melissa: Breeding.

Ramon: They're not free, but even though are free they are... so... basically... they are providing them with context to breed them.

Melissa: Absolutely. It's usually done with endangered animals. They're basically encouraged to breed in a captive environment. Like they do with pandas. Bruce, number three?

Bruce: 'Animals may suffer when they are being taken to zoos'. Debbie.

Melissa: Debbie? [Class nods in agreement]. Fantastic! Ramon?

Ramon: 'Many... animals now.... In... zoos were... born there'. 'Many animals now in zoos were born there'. Mark.

Melissa: Mark, yeah. Okay, Heba?

Heba: 'It is unacceptable to keep animals in cages or small enclosures'. Debbie

Sophia: And Wendy.

Melissa: Debbie and Wendy. Absolutely, Khalid?

Khalid: 'Safari parks haven't always looked after animals well'.

Melissa: Is it Wendy [looking down at Khalid's work]?

Sophia: It's Mark.

Khalid: It's Mark? [Starts correcting his answer].

Melissa: Alright. Sophia?

- Sophia: 'The main purpose of zoos and safari parks is to make money'. Debbie
- Melissa: Debbie. Fantastic and Bruce?
- Bruce: 'Game reserves need to be supported by governments in developed countries'. Wendy?
- Melissa: Was it Wendy?
- Khalid: Not Debbie.
- Heba: Mark
- Melissa: Alright that's everyone. But there was only one person.
- Sophia: That was Debbie.
- Bruce: I think that Debbie said that they costs a lot of money, but it was Wendy who said it need to be supported by governments.
- Melissa: Right... It was Debbie. And when we listen again I want you to listen for that.
- Bruce: Oh, so it was the opposite.
- Melissa: Yes, the other way round. I would not play it again, but before we go on I'd just like to say that I wanted to think of, well just to look for a conditional sentence used by the speakers. Okay, so if we take a look at number three it says, 'What word or phrase did the speakers use to link these ideas? Listen again if you are not sure.' Okay so I want us to look at number one. And Ramon, can you read and explain the example in number one for us, please.
- Ramon: 'We didn't have zoos plus most people would never see wild animals in real life'. So, if we didn't have zoos... most people would see wild animals in real life.
- Melissa: Yes, that's exactly it. And what I would like you to do is to work with a partner and go through numbers two to six and think about what word had been used to link the two correctly. The two clauses. Okay? Obviously you don't have the answers. I just want you to think of what the possibilities are. I'll then play the tape again and you can go and check. So maybe a group of three [points out Heba, Bruce and Ramon] and a group of two of you together [Sophia and Khalid].
- Sophia: So us three [points at herself, Khalid and Heba] and them two [Bruce and Ramon]. No?
- Melissa: No, it's the two of you [Melissa repeats the same pointing] and the three of them. You [looking and Sophia] and Khalid.

- Khalid: [looks to Sophia and brings paper closer] ‘we expand captive breeding, many more animals die out’ [Khalid looks to Sophia who starts to read].
- Melissa: Guys, the point here is to think of **words other** than just ‘if’. What **other** words can we use to link?
[Students begin working separately, group work discussion of before has fallen silent]
- Bruce: [to Ramon] Let’s see...
[Melissa stands up and begins to walk to Heba, Bruce, and Ramon]
- Khalid: [to Sophia] Do you think it could be...
[Recording break]
[Melissa moves to Sophia & Khalid and helps them].
- Sophia: [to Melissa] So we can edit or no?
- Melissa: No, so if use one word here.
- Sophia: Oh, so... [inaudible]... Maybe, um...
- Heba: [to Ramon and Bruce] Can it be...?
- Ramon: [to Heba and Bruce] where’s the animals?
- Melissa: [to Sophia & Khalid] So one word...
- Sophia: [to Melissa] Take care of...No... Could it be unless?
- Melissa: [to Sophia and Khalid] Yes, unless we expand breeding... Got it!
- Khalid: [inaudible]
- Melissa: Welcome to Advance, Khalid [Sophia and Khalid laugh. Sophia nods in agreement]
- Bruce: [to Ramon and Heba] The reason of safari parks can be ‘all in favour’
[Melissa moves to Bruce, Heba, and Ramon]
- Melissa: [to Bruce] You have the right answer.
- Bruce: There is nothing else...
- Melissa: The question is.... does it work? Do you think so?
- Bruce: Uh...

- Sophia: [to Melissa] Is it always at the beginning?
[Melissa's back to camera talking to Heba. Heba, Bruce, Ramon & Melissa's discussion inaudible]
- Bruce: They say they are concerned about the welfare of animals but...
- Ramon: [inaudible to Bruce. Both Ramon & Heba's hands over their mouths] Could you describe it as... [Unknown mobile phone message goes off] Could they say 'despite here' for the wild animals
- Bruce: Although there are
[Groups in discussion – audio very faint]
- Melissa: [to Khalid] Remember you are not looking at conjunctions. You are looking for words that will... be able to form conditionals. And I want you to focus on the sentences
- Sophia: Can it be 'unless' again?
[Melissa moves back to Heba, Bruce and Ramon]
- Ramon: [inaudible]
- Melissa: Okay, so what I'm gonna do is play the tape again. Play the tape again. Play the CD again. And I want you to listen to these phrases. Okay, and H perhaps you could listen to the last phrase in Exercise 2 as well [Khalid talks to Sophia quietly. Sophia nods in agreement]. You ready?
[Melissa plays recording again – refer to Appendix. Melissa stops CD recording]
- Melissa: Did it become more clear once you listened to the radio programme? So for number two, what is our word there?
- Bruce: Unless.
- Melissa: And how would you put it together?
- Bruce: 'Unless we expand captive breeding many more animals will die out'.
- Melissa: Fantastic. Number three, Khalid?
- Khalid: Even if... Even if wild animals are born in a zoo, it's still cruel to keep them in a small enclosure.
- Melissa: Fantastic. Sophia, how about you?
- Sophia: I don't know if I done it right. Umm, I'm all in favour of safari parks providing that what he said?

- Melissa: Let's look at number four. 'I'm all in favour of safari parks
- Sophia: 'As long as', but now I'm not sure.
- Bruce: Provided that
- Melissa: **Provided that**
- Bruce: Provided that
- Melissa: **Provided that** the animals are well looked after [Sophia nods in agreement]. Alright, Heba can you do number 5?
- Heba: Sorry, no... [shakes her head]
- Melissa: Okay, Ramon, number five.
- Bruce: Even though.
- Melissa: **Even though** they say they are concerned about the welfare of animals, they are still businesses mainly out to make profit. Okay, umm number six, sweetie Ramon?
- Ramon: 'Developed countries put money into these reserves... Oh sorry'. If developed countries put money into these reserves, species will be preserved'.
- Melissa: So that is grammatically correct, but it's not what she said.
- Khalid: I thinks it's 'so long'
- Sophia: 'As long as'
- Melissa: Well if you combine your two ideas then you basically equal what she has said. 'So long as developed countries but money into these reserves, species will be preserved'. Okay, alright do you have any questions before we move on?
- [Students silent]
- Khalid: It was hectic.
- Melissa: What was hectic about it? But you did get most of the answers right.
- Khalid: But it was very hard.
- Melissa: Remember it's your first week. Don't worry. The rest of you, do you have any questions?
- [Ss shakes their heads and says no]
- Bruce: Much easier than the test.

- Melissa: Much easier than the test. Everything is much easier than the test
- Sophia: ‘Provided that’ is used the same was as ‘as long as’.
- Melissa: Ja, so if for example, you’d take ‘provided that’ in the same way as you would use setting a condition.
- Sophia: Yes
- Melissa: So... **I** will give you a car **provided** that you pay me ten thousand rand. You are setting a condition. Okay
- Bruce: Pretty cheap.
- Melissa: Okay, right. Provided that you pay me five hundred thousand rand [Sophia laughs]. Is that better? [Looks at Bruce]. Alright. Okay? Good, I just want you to give some pwactice, some [hearing her mistake in pronunciation] **practice** in hearing these words contextually. So if you turn this page over you will see a long and beautiful story of conditionals. Ramon, I stuck it on the copy. If you take it off then you would completely defeat my efforts and a tree will have died in vain. A tree from your Amazon jungle.
- Ramon: It’s strange but...
- Melissa: Alright I can explain if that would make you feel better. On the original copy some of it was cut off. Okay, so I went back and recopied and everything for my lovely students because I love you so much and I stuck it back on. Right.
- Khalid: I didn’t know teachers would do that.
- Melissa: Teachers would do it. **Warren** would probably have an electronic copy up on a screen. But I prefer to kill Ramon’s forests. So, umm it’s a beautiful story that’s all about conditionals, similar to what you read for homework. And I want you to keep it as a reference. And to use it as a reference. Okay...? As I said it is similar to what you read for homework but it just goes a little more in detail. Okay and it doesn’t divide into first, second, third and mixed, it rather divides into **real, unreal** conditionals and it gives you different vocabulary. So, if **not, unless, if only**, etcetera. Okay, I would like you to use this as a reference [looks at clock] for what we are going to do now. Okay...
- Heba: Do we have time?
- Melissa: We do have time for this, but not for all the other amazing, exciting projects I have planned for you. We’ll do that tomorrow. So I want you to have a look on page 133. Um, where you have some beautiful exciting grammar exercises. Number one says rewrite each sentence, beginning the new sentence with **if**... Keep the meaning of the new sentence as close as possible to the meaning of the original sentence. Okay, **all** that means is you’re gonna do is do sentence

transformation using conditionals. Okay and not necessarily using 'if'. So, Bruce can you take us through the example in number 1?

Bruce: 'I don't have a reliable car, so I probably won't drive to France'. 'If I had a reliable car, I would probably drive to France'.

Melissa: Fantastic. Okay so that is what you'd be doing from 2 to 8. And I would like you to use 'if'. Okay, 'if', 'if', 'if', 'if'. Keep the meaning. And relate it to what Sophia said earlier, about how a small change in grammar can change the meaning in your sentence So, I want you to remember to maintain the meaning, as close as possible. Get going. I'll be floating around.

[Ss start working on the exercise. S takes a sip of water, stands up and starts circulating the classroom. S speaks to R about moving problems with camera present. S removes CD from CD player and puts in her books. She reaches into bag and uses some chap stick]

Melissa: Remember for some of them, there are more than one right answer.

[Melissa continues circulating classroom and checking Ss work. Comes to Warren]

Melissa: What are you actually looking at [whispering to R]?

Warren: Just classroom interaction with tools.

[Recording break. Melissa continues circulating and sits near to Ramon. Melissa then goes to Khalid]

Melissa: So if I...

Khalid: If you borrow my laptop [reading from his exercise]

Melissa: If you borrow my laptop, you can borrow my laptop [reading his exercise]. You're thinking too hard. Don't think too hard. It's not all that difficult.

[Heba looks at Melissa, then looks away to the WB. Melissa continues to circulate the classroom]

Melissa: Once you're finished you can check with someone else.

Bruce: [to Ramon] Are you finished?

Ramon: Almost.

Bruce: Let's check. If you have a student card, you will get a discount at the bookshop.

Ramon: Yeah...

- Melissa: Remember there is more than one right answer for some of them.
- Bruce: Okay, can you say, if you have a student card you will get a discount.
- Ramon: [nods in agreement]
- Bruce: Number three
- Ramon: You can borrow my laptop if you promise to bring it back tomorrow. That's what I got [leans back and looks at time] Okay?
- Bruce: Mm I said, 'if you promise to bring my laptop back tomorrow, I'll lend you my laptop.
- Ramon: Sorry
- Bruce: I will lend you my laptop.
- Heba: I said you can borrow my laptop.
- Melissa: If you don't know the answer you can do it tomorrow
- Bruce: Do you have to start with 'if'? [Melissa comes over to Bruce, Ramon and Heba]
- Bruce: [to Ramon] You should start with 'if'
- Ramon: I switched the other
- Melissa: Yes, you can just switch the other way around again and it should be right. Should be... right.
- [Ramon switches the sentence around and reads it aloud very softly]
- Khalid: You will get discount
- Melissa: Remember there can be more than one answer.
- Bruce: [to Ramon and Heba] If we used more efficient light bulbs, there could be a 5% reduction in electricity consumption.
- Ramon: Okay.
- [Melissa, Sophia and Khalid in discussion]
- Melissa: [to K] If you keep overthinking the exercise, I don't know.
- [Heba reciting conditional lines]
- Bruce: [to Ramon and Heba] If you leave the house by 7, you'll catch the 8:30 train.
- Melissa: Remember the conditional. Uh-huh....

- Heba: [to Bruce and Ramon] If I had studied hard, I wouldn't have such a poorly paying job.
- Bruce: [to Heba] Yes, if I had studied hard, I wouldn't have such a poorly paying job
[Bruce moves back from WS and looks towards the WB]

[Melissa works closely with Sophia and Khalid]
- Melissa: If we used...
- Sophia: So, if we used, we could use 'could'.
- Melissa: We could use 'could', because you are retaining the meaning... Right any pressing questions before I send you home with homework? And we check the whole lot tomorrow [Ss silent]. Were there any major disagreements? I mean I was floating around, so I have a general idea.
- Bruce: No [Sophia shaking her head].
- Melissa: What I would like you to do tomorrow is to push exercise two that goes on to the next page fourteen with the questions [Ss mark the exercises they are to do for homework]. Just, also go through... what we originally looked at yesterday. The reason why I am setting it for homework **now**, and it was only optional yesterday was because I really wanted you to have a better understanding and really come to grips with the ideas before we do this. Right, so exercise two is for tomorrow and I want to get you to produce and you're going to write. Okay, so if you... And I know some of you have separate writing books. If you have them bring them; if you don't, don't panic. Okay. Right so that's it and have a lovely rest of your day.

[Lesson ends]

3.2

Melissa's Lesson: Materials

Conditionals

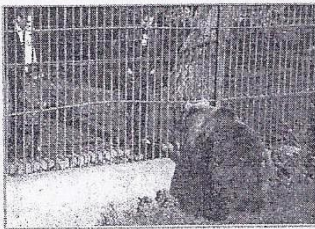
real and unreal conditionals; *if ... not* and *unless*; *even if* and *even though*; *if only* and *wish*; other conditional expressions

14

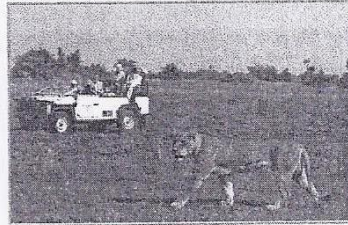
A Context listening

- 1 Look at these photos of places where wild animals can be seen. Which places are shown here?

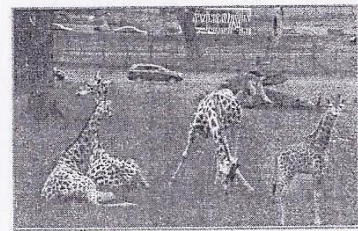
a



b



c



- 2 14a Listen to part of a radio discussion programme where three people are being interviewed about the opening of a new zoo. Which speaker or speakers (Mark, Debbie, or Wendy) make these points?

- 1 Only rich people have the opportunity to see wild animals in their natural environment. *M. and W.*
- 2 Captive breeding programmes are important in preserving wild animals.
- 3 Animals may suffer when they are being taken to zoos.
- 4 Many animals now in zoos were born there.
- 5 It is unacceptable to keep animals in cages or small enclosures.
- 6 Safari parks haven't always looked after animals well.
- 7 The main purpose of zoos and safari parks is to make money.
- 8 Game reserves need to be supported by governments in developed countries.

- 3 14a What word or phrase did the speakers use to link these ideas? Listen again if you are not sure.

- 1 we didn't have zoos + most people would never see wild animals in real life*if*.....
- 2 we expand captive breeding + many more animals will die out
- 3 wild animals are born in a zoo + it's still cruel to keep them in a small enclosure
- 4 I'm all in favour of safari parks + the animals are well looked after
- 5 they say they are concerned about the welfare of animals + they are still businesses mainly out to make a profit
- 6 developed countries put money into these reserves + species will be preserved

B Grammar

1 Real and unreal conditionals

START POINT

Conditional sentences may suggest that an event or situation is:

- **real** – it is true, generally happens, has happened or is likely to happen
- **unreal** – it is imaginary or untrue, did not happen or is not likely to happen.

Real conditionals

If there is a health problem, vets deal with it quickly.

Before safari parks were opened, if people wanted to see lions and giraffes, they had to go to a zoo.

If we don't provide safe havens for animals, many will die out.

Unreal conditionals

If they were in the wild, they would have more space to roam free.

If we had introduced captive breeding programmes sooner, we would have prevented the extinction of a number of animals.

Real conditionals

We can use a wide variety of other patterns in the *if*-clause and the main clause:

If we're going to protect animals in Africa, we'll need to invest much more money in game reserves.

If we close zoos, we might deprive people of the opportunity of seeing wild animals.

If you think closing down zoos will improve the chances of survival of endangered species, you're making a big mistake.

We don't usually use *will* in the *if*-clause:

If they're not eaten by the larger animals first, they'll be killed by visitors' cars. (not ~~If they won't be eaten ...~~)

▲ We can use *will* when we talk about a result of something in the main clause:

Certainly we should have captive breeding programmes if it will help save species. or

...if it helps save species.

or when we want to show that we strongly disapprove of something:

A: *That zookeeper was really annoyed with me.*

B: *Well, if you will throw stones at the animals, it's not surprising!*

Unreal conditionals

We can use modals other than *would* in the main clause:

If we'd introduced captive breeding earlier, animals now extinct might have survived.

We don't usually use *would* in the *if*-clause:

If we had more funding, we would be able to do even more educational work. (not ~~If we would have more funding ...~~)

▲ We can use *would* when we talk about a desired outcome:

If it would remove some of the concerns of Save the Animals, they could be involved in drawing up plans for the new zoo.

Mixed conditionals

We can sometimes vary the basic types of conditionals by mixing the tenses:

if + past tense, would have + past participle

If it wasn't so expensive, we would have opened many more safari parks around the country.

(= it is very expensive, so we didn't open any more)

if + past perfect, would + bare infinitive

If game reserves had been set up earlier, there would now be fewer animals in danger of extinction. (= game reserves were not set up earlier, so more animals are in danger of extinction)

In formal contexts we can use *were* instead of *was* in the *if*-clause:

If it were not for zoos, most people would never see wild animals. or less formally ... were not for ...

▲ We prefer to use *were* in the expression *If I were you ...* giving advice.

▲ We can use *if ... were + to*-infinitive rather than *if + past simple* to talk about imaginary future situations:

If the government were to ban zoos, it would put captive breeding programmes at risk. or

If the government banned zoos ...

▲ We don't usually use this pattern with state verbs (e.g. *belong, doubt, know, understand*):

If we understood more about animal behaviour we would be in a better position to protect them. (not ~~If we were to understand more about ...~~)

if and politeness

In addition to indicating conditions, *if*-clauses are also used to tell or ask people to do things in a polite way:

If I could just get a word in here ...

If you'll wait here, I'll fetch the manager.

If I could just have your attention for a moment ...

Mark Archer, if I could come to you first ...

2 *if ... not* and *unless*

START POINT

Unless we expand captive breeding, many more animals will die out. or If we don't expand...

In real conditional sentences, we can often use either *unless* or *if ... not* when the meaning is 'except if'.

We usually use *if ... not* but not *unless*:

● when we say in the main clause that an event or action in the *if*-clause is unexpected:

I'll be surprised if we don't get permission to build the zoo.

usually in questions:

How will children learn about wild animals if they don't see them in zoos?

when the meaning is similar to 'because ... not' rather than 'except if':

If developing countries don't have the money to establish nature reserves, more developed countries must offer help.

in unreal conditional sentences:

If we didn't have zoos, most people would never see wild animals.

We use **unless** but not **if ... not** when we introduce an afterthought:

We must have zoos if we want children to learn more about wild animals – unless their parents are rich enough to go on holiday to Africa, of course.

even if and even though

We can use **even if** to mean 'whether or not' and **even though** to mean 'despite the fact that':

Even if wild animals are born in a zoo, it is still cruel to keep them in a small enclosure.

= whether or not animals are born in a zoo)

Even though they say they are concerned about the welfare of animals, they are still businesses mainly out to make a profit. (= despite the fact that they say they are concerned)

if only and wish

We can use **if only** / **wish** + past simple to say that we want a present situation to be different, and **if only** / **wish** + past perfect to say that we regret a past event:

I wish the situation was / were different. or If only the situation was / were different.

If only we had acted sooner. or I wish we had acted sooner.

We can use **if only** / **wish** + **would** to criticise someone, to say that we want someone to change their behaviour or that we want something to change:

I wish Debbie Hall and the people in Save the Animals would read the scientific research on the value of zoos.

▲ We can't say *I wish I would*:

I wish I worked in a zoo. or I wish I could work in a zoo. (not I wish I would work...)

5 Other conditional expressions

A number of other expressions are used at the beginning of conditional clauses:

I'm in favour of safari parks provided (that) / providing (that) the animals are well looked after.

So / As long as developed countries put money into these reserves, species will be preserved.

I'm willing to support the proposal on condition that animals are kept in large enclosures.

In the event of the alarm sounding, visitors should leave the zoo by the nearest exit.

Supposing the proposal is rejected, what will you do then?

An alarm will sound in case of animals escaping from the safari park.

We must protect natural habitats, otherwise more animals will become extinct.

But for the existence of zoos, many people would never have seen wild animals.

C Grammar exercises

1 Rewrite each sentence, beginning the new sentence with **If ...**. Keep the meaning of the new sentence as close as possible to the meaning of the original sentence.

1 I don't have a reliable car, so I probably won't drive to France.

If I had a reliable car I would probably drive to France.

2 With a student card you can get a discount at the bookshop.

3 You can borrow my laptop for the evening as long as you promise to bring it back tomorrow.

4 By using more efficient light bulbs, there could be a 5% reduction in electricity consumption.

5 I wasn't promoted, so I didn't have to move to our head office in Madrid.

6 You'll have to leave the house by 7.00 to catch the 8.30 train.

7 I didn't know you were a vegetarian, otherwise I wouldn't have cooked lamb for dinner.

8 I didn't study hard, and that's why I have such a poorly paid job now.

2 Complete the sentences using a word or phrase in the box and the verb in brackets.

even if even though if unless

1 I didn't tell my parents I was coming to a night club. *If they knew* ... where I was, they'd be really annoyed. (*know*)

2 It's so cold, it would be surprising we snow tonight. (*not get*)

3 Malcolm looked at some of my recent paintings, but he them he didn't show it. (*like*)

4 She didn't seem at all tired she all day. (*drive*)

5 The town hall is a beautiful old building. It would be a great shame it to be pulled down. (*be*)

6 I haven't lost any weight I lots of exercise. (*do*)

7 you David Mitchell's first novel, I'm sure you'll like this one, too. (*enjoy*)

8 it soon, there will still be water rationing in this part of the country. (*rain*)

- 9 I could pick you up at about eight, and we could go to the party together - you to go on your own, of course. (*prefer*)
- 10 Where shall we go the restaurant open tonight? (*not be*)
- 11 a buyer be found for the company, it is likely to close by the end of the week. (*can*)
- 12 Miles has announced that he to be beaten in tomorrow's tennis final, he will not consider retiring from the sport. (*be*)
- 13 The latest opinion poll suggests that the election to be held today, the ruling party would again have a huge majority. (*be*)
- 14 He's a very good mechanic, he any formal qualifications. (*not have*)

Match the sentence beginnings and endings, joining them with one of the words or phrases from the box. Sometimes more than one word or phrase is possible.

in the event of on condition that but for in-case providing otherwise

- | | |
|---|---|
| 1 I'll be in my office just before the exam | a they remained outside a ten-mile zone around the nuclear power station. |
| 2 Aid must reach the refugees before the rainy season starts, | b the traffic isn't too heavy on the motorway. |
| 3 The demonstrators arrested were allowed to go free | c a head-on collision. |
| 4 Car airbags were designed to prevent chest injuries to the driver | d anyone has any last-minute questions. |
| 5 He would have gone on working until he was 65 | e his poor health. |
| 6 We should get to the airport by 5.00 | f many thousands will die. |

1 ~~td~~ I'll be in my office just before the exam in case anyone has any last-minute questions.

- 2
- 3
- 4
- 5
- 6

Choose the correct verb forms in these conversations. Sometimes both are possible.

- 1
- A: I feel terrible.
- B: Well, if you (1) *will stay / stay* out until three in the morning, what do you expect?
- A: I don't think I'll go to school today.
- B: But supposing they (2) *phone / would phone* to find out where you are? What shall I tell them?
- A: Okay, I'll go - if it (3) *will make / makes* you happy.



- 2
- A: Grandad, before you blow out the candles, you've got to make a wish.
- B: Well, I wish I (1) *had bought / would have bought* a house with a smaller garden. It's a lot of hard work to look after it.
- A: And what else are you going to wish for?
- B: I wish I (2) *have / had* more energy to play with my grandchildren.
- A: And anything else?
- B: I suppose I wish I (3) *was / would be* a young man again.
- A: And have you got any more wishes?
- B: Yes, I wish you (4) *stopped / would stop* asking me questions and let me eat my birthday cake!



- 3
- A: You're still here! I thought you'd left this morning.
- B: If it (1) *didn't snow / wasn't snowing* so much, (2) *I'd have left / I'd leave* ages ago.
- A: But it wasn't snowing this morning. If (3) *you'd got up / you got up* earlier, you (4) *could get / could have got* there easily.
- B: Okay, okay, I'll go now.
- A: No, you shouldn't drive if it (5) *will be / is* dangerous.
- B: Right, I'll stay here then!



3.3

Melissa's Lesson: Set Writing Task

The task below was the set-writing task Melissa handed out to students the following day, which they were expected to complete over the weekend. It is also taken from Hewings (2009).

Writing

As part of a study project you have been asked to write an essay on the impact of the growth of the urban population. Read the instructions.

You should write an essay with the following title:

THE GROWTH OF CITIES: PRESENT AND FUTURE CONSEQUENCES

In your essay, you should –

- explain why people move to urban areas from the countryside
- discuss some of the consequences of this trend
- give your view on what is likely to happen in the future.

Write your **essay** in **300–350** words.

Writing hints

This task gives you the chance to practise conditional clauses:

If people live in the countryside, they may find it difficult to travel to hospitals.

If more jobs aren't provided in the countryside, people will continue to move to cities.

Unless better housing is built in cities, people will have a poorer quality of life than in the countryside.

Governments need to make rural areas more attractive by improving health and educational facilities; otherwise, cities will continue to grow.