



**BENEMÉRITA UNIVERSIDAD
AUTONÓNOMA DE PUEBLA**

FACULTAD DE LENGUAS

**“A MULTIMODAL EXPLORATION OF
CLASSROOM CULTURE: A CRITICAL DISCOURSE
ANALYSIS”**

A THESIS SUBMITTED TO THE FACULTY OF
LANGUAGES FOR THE DEGREE OF:

MAESTRÍA EN LA ENSEÑANZA DEL INGLÉS

BY:

GEMA ELISA HERRERA ARELLANO

PUEBLA, PUEBLA

DECEMBER, 2014

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requirements of the degree of**

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Abstract

The main purpose of this study was to explore, describe and provide a better understanding of the culture of a particular language classroom within the context of the Facultad de Lenguas Modernas (LEMO) at the Benemérita Universidad Autónoma de Puebla (BUAP). As an organizational framework, Breens' categories (2001) of the "culture of the classroom" (p.128) were considered as a window into the micro level. The eight features that were identified include: the classroom as interactive, differentiated, collective, highly normative, asymmetrical, inherently conservative, jointly constructed, and immediately significant. In other words, the classroom culture was explored by analyzing a video recording from a class (about the classroom social world) including observations and reflections on the activities from a multimodal perspective.

The analyses provided various insights into the role that classroom culture plays in a language lesson. It showed that the language classroom is a place where different cultures meet to form a new community or culture. Then, this study supports what Bhabha (1994) describes as a phenomenon where cultures (spaces) collide and what is produced at the point of encounter is a third culture or a third space where the colliding spaces in a sense come together and fuse or overlap. Furthermore, this research not only provided clear evidence of how the third culture is constructed by all the members of the classroom, the analysis also demonstrated different issues that may shape or interfere the teaching and learning processes in the language classroom

Dedications

"I can do everything through him who gives me strength." (Philippians 4: 13).

In memory of Juventino Herrera Aparicio who was a source of inspiration to me. My dear papá Juven, thanks for all the lessons you taught me. Life is not the same without you, but I know that you are proud of me. I miss you every day.

I dedicate this thesis to my loving grandmother Maria Fernandez Valera for her unconditional love; advice and prayers of day and night made me become the person I am. Thank you mamá Mary for being an angel in my life.

To my father Felipe Fabián Herrera Fernández whose words of encouragement and good examples have taught me to work hard for the things that I aspire to achieve. I love you papi.

This thesis is dedicated to my husband Arquímedes Torres de Gante who has always stood by me. Thank you for your support. Also, to my two wonderful daughters, Elisa and Aranza, who have been my sources of inspiration and motivation. Thanks for making life fun. I love you forever.

Madis, my dear cousin, this work is for you. You are a big star in the sky. I miss you too, mi querida prima.

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A multimodal exploration of classroom culture: A critical classroom discourse analysis

1.0 Introduction

Typically and traditionally, learners have been viewed as members of a homogeneous class. Language institutions usually use common discourses to label students. They call them Basic, Intermediate, Advanced, and even employ ridiculously sophisticated terms like “Pre-basic-intermediate” and so on. However, this labelling almost never accounts for the diversity of socio-cultural backgrounds, attitudes, beliefs, behaviours and expectations that students and teachers bring into the language classroom. The recognition of such diversity requires the language classroom to be socially contextualized. As Breen says, “a language class is an arena of subjective and intersubjective realities which are worked out, changed, and maintained” (2001, p. 128). In other words, individuals bring to the classroom their own identities that may be maintained or possibly evolve and shift depending on the culture of the classroom.

Labeling a group of students as advanced, basic, and so on is therefore a very restricted view of the language classroom. This restricted view may influence all the issues teachers must consider such as methodological choices, classroom dynamics, learning activities, material selection and more in order to carry out effective language teaching practices. All of the issues mentioned above influence the relationships that evolve between all the members within the classroom. Breen (2001) points out that these relationships can be asymmetrical between both teachers and students as well as among different students. This is in line with Zuengler and Miller when they say (2006, p. 43) “one must account for relations of power in order to gain a fuller understanding of the practices and interactions in which learners participate, and thus

of their learning processes.” Therefore, gaining a better understanding of the classroom as a social world or in Breen’s (2001) terms “the culture of the classroom” (p. 128) is essential to facilitate effective learning.

1.1 Purpose of the study

The main purpose of this study is to explore, describe and provide a better understanding of the culture of a particular language classroom within the context of the Facultad de Lenguas Modernas (LEMO) at the Benemérita Universidad Autónoma de Puebla (BUAP). In order to accomplish this, the dimension of “the culture of the language classroom” was considered. A description of features of the culture in the classroom will be provided. In other words, the classroom culture will be explored by analyzing a video recording from a class (about the classroom social world) including observations and reflections on the activities through a multimodal analysis.

As an organizational framework, Breen’s categories (2001a) of the “culture of the classroom” (p.128) will be considered as a window into the micro level. The eight features that will be identified include: the classroom as interactive, differentiated, collective, highly normative, asymmetrical, inherently conservative, jointly constructed, and immediately significant. These categories will be occasionally expanded and adapted to meet the needs of the research.

1.2 Rationale/Justification

The point of exploring the culture of the classroom (micro culture) is to raise awareness of the need to have a wider view of what really happens in our language classroom. When teachers begin to think of the classroom as a sociocultural context

instead of a homogeneous room full of equally advanced, intermediate, or basic learners in their teaching context, different implications might arise that create a more facilitative environment in which teaching and learning take place. Those possible implications might be regarding the method, approach, design and procedure, classroom management (including interpersonal relations between learners and teacher/learners), affective factors, teacher development and more.

This research adopts a sociocultural perspective on language and learning which considers the participation of students “in the kinds of activities our everyday lives comprise” as “both the product and the process of learning” (Zuengler & Miller, 2006, pp. 50-51). This way, the social practices of teaching might be carried out in a more “ecological” (Breen, 2001a) manner to suit the sociocultural context of a language classroom within the LEMO considering the different issues regarding students’ social realities and identities.

1.3 Research question

In order to explore the issues mentioned above, the following research questions will be addressed:

- In what ways can a multimodal classroom discourse analysis reveal how the classroom as culture is constructed among the participants involved?

1.4 Content and Organization

Having presented the general topic and a discussion of the problem that this work addresses, the work will move forward in the following manner. Chapter II introduces a critical review of the literature that is relevant to this study. It is meant to

provide a theoretical base on which the study is built. Chapter III presents the methodological process that the study followed in order to select, gather, and analyze data. It provides a description of the context, participants, instruments, data collection procedures and data collection analysis. In Chapter IV, the results of the study are described, interpreted and explained. Finally, Chapter V provides a discussion of the implications and the significance of the key findings that this research had within its particular context. Furthermore, it presents recommendations and directions for further research as well as the limitations of this study.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

The present chapter intends to provide information about the main concepts regarding this research. This chapter is mainly divided into sections that discuss the following: Context, Classroom situation, Culture, The culture of the language classroom, Socio cultural approach.

2.1 Context

Many authors recognize the importance of defining “context” in the field of teaching. Van Dijk, (1997) claims that it is essential to know the context in order to understand and event, action or discourse in an appropriate way. He defines this term as “something that functions as background, setting, surroundings, conditions or consequences” (p. 11). Candlin and Mercer (2001) provide different definitions for this concept. They say that according to Gibbons (in Candlin& Mercer, 2001, p. 7), “context may be the texts that learners and teachers produce, or the physical setting within which their texts are produced. They also (2001, p. 7), emphasize that “*context* is more of a mental rather than a physical phenomenon, something dynamic and momentary, but dependent for its creation in the classroom on the careful constructing by the teacher of a continuity and a community of shared understanding with learners.” As can be seen, context is not viewed only as a physical setting. On the contrary, they see context as something constructed by the participation of all the members involved. Moreover, it is seen as dynamic. Mercer (in Candlin& Mercer, 2001, p. 7) agrees with this definition and, mentions that “context is dynamic, a product of peoples’ thinking.”

If this last view of context is considered in our language classroom, we would have to recognize that it “places a premium on the exploration of the emotional and affective engagement of learners in the acts and processes of learning” (Candlin & Mercer, 2001, p. 7). This is said because our classrooms would not be seen as the static physical setting in which learning takes place. On the contrary, it should be seen as something dynamic that is constructed by all the members involved. As a result, it is important to explore how individuals contribute to the construction of the context in our classrooms. In order to start exploring this, we need first to define the classroom situation.

2.2 Classroom situation

The classroom situation is defined in different ways depending on the perspectives that authors take. From a socio-cultural perspective, Breen and Candlin (2003, p. 16) consider that “the classroom itself is a unique social environment with its own human activities and its own conventions governing these activities.” Those conventions are established by the members involved. In fact, “the classroom is viewed as a place where understanding and knowledge are jointly constructed, and where learners are guided or ‘apprenticed’ into the broader understandings and language of the curriculum and the particular subject discipline” (Gibbons, 2001, p. 260). Therefore, the role of the students is as important as the role of the teachers to construct knowledge. The complexity here relies on the differences of all the members in the classroom. Mercer (2001, p. 243) points out that “classes are made up of individuals of various personal characteristics and cultural backgrounds, who differ in the ways they respond to teachers and particular styles of teaching.” For this reason, it

is concluded that “language teaching does not take place in a neutral or value-free environment” (Hall & Hewings, 2003, p. 1). Canagarajah (2001) suggests that “the classroom is a site of diverse discourses and cultures represented by the varying background of teachers and students” (p. 209). Aoki and Smith agree and say that the classroom is seen as “inevitably a meeting place of cultures” (1999, p. 21).

Individuals not only bring their own cultural backgrounds, but also construct a cultural reality within their classrooms. Breen and Candlin, (2003, p. 16) suggest that the classroom “is an environment where a particular social-psychological and cultural reality is constructed.” Some other authors agree with this. For example, Singh and Richards, (2006) in their article *Teaching and learning in the Language Teacher Education Course Room: a critical Sociocultural perspective*, assert that “the language teacher education classroom is viewed as having rich life which unfolds over time, as events and processes interact, and shape the way participants think, feel and act” (p. 3). This shaping or construction will have an effect on the way students learn, because “the course room has social participation structures that can enhance or inhibit learning opportunity. This includes both the discourse and the activities of course room life, which affect how meaning is made and knowledge constructed” (Hawkins, 2004; Wenger, 1998; Lantloff, 2000 in Singh & Richards, 2006, p. 5).

As a conclusion, the way we perceive the classroom situation will influence the way we act within this context. In the words of Breen (2001a) “the definition of a classroom situation that we hold will influence how we perceive the classroom group and how we might act within it, and this is as unavoidable for the researcher as it is for a teacher or learner” (p. 123). For this reason, it is necessary have a view of the situation of the classroom in a deep way.

2.3 Culture

The term “culture” is used in different forms by different people. This section is intended to provide with the definitions found in the literature regarding this term with an emphasis on language teaching and learning. First, cultural anthropologists define culture as “some characteristics shared by a community, especially those which might distinguish it from other communities” (Hudson, 1998, p.89). Nieto (2002, p.120) goes beyond and suggests that

“culture are the ever changing values, traditions, social and political relationships, and worldview created and shared by a group of people bound together by a combination of factors (which can include a common history, geographic location, language, social class, and/or religion), and how these are transformed by those who share them.”

Both definitions agree to some extent, on the point that culture includes not only language, ethnicity, and race but also crucial dimensions such as social class and gender. These dimensions are of importance when talking about education since they can be key factors in explaining educational achievement.

Holliday gives a more detailed explanation and (in Aoki & Smith, 1999, p. 20) “suggests that cultures are of any size.” He also points out that there can be temporary cultures for specific activities, as well as relatively permanent ones. Funabiki (in Aoki & Smith, 1999, p. 20) agrees with him and suggests that these cultures overlap influencing each other. Holliday adds that “the classroom is part of a complex of interrelated and overlapping cultures of different dimensions within the host educational environment” (ibid). Some authors such as Pratt (1991), Bhabha (1994),

Holliday (1999), Kramersch (2003) and Kumaravadivelu (2008) have used different terms to refer to this phenomenon that happens in the classroom.

First, Pratt (1991) suggests that there is a place “where cultures meet, clash and grapple with each other” (p. 34). This place in the field of education is the classroom. It becomes the contact zone because students and teachers are located in a space where all of the cultures and attitudes are criss-crossing and bouncing off the walls and around the room, eventually forming a new community of practice or small culture.

Holliday (1999) introduces the term “small cultures.” He states that it is common for individuals to be part of different small cultures at the same time. Classrooms are not neutral locations, but complex “small cultures” (ibid). Singh and Richards (2006), give the example of the Language Teacher Education which they conceive as “a complex small culture with overlapping personal agendas and course agendas” (p. 9).

Those agendas include:

- Teacher-learners own perceptions of how to learn.
- Teacher-learners personal agendas.
- Course aim and agendas
- Trainers own beliefs
- Institutional, country, professional—academic and course specific cultures.

The formation of that new community or culture is viewed from different perspectives. Bhabha (1994) describes the phenomenon where cultures (spaces) collide and what is produced at the point of encounter is a third culture or a third space where the colliding spaces in a sense come together and fuse or overlap. Kramersch (2003) states that for learners to be able to cross borders they should establish spheres of interculturality. These represent a ‘third place’ or a ‘third culture’

which is located at the intersection between the colliding cultures (ibid). Regarding this point, a group of researchers (Lo Blanco, Liddicoat and Crozet, eds. 1999) argue that when two cultures or spaces come together it is not important to maintain one's own cultural frame, but rather one should seek an intermediary space between the two cultures- a third space.

Kumaravadivelu agrees and (2008, p. 124) cites Bhabha who states that in the new space members of each 'original' space or culture "negotiate and translate all available resources in order to construct their own hybrid cultures and, consequently, reconstruct their own individual identities." Aoki and Smith (1999) also mention this influencing in their article *Learner autonomy in cultural context: the case of Japan*. They point out that "as joint members of a learning community, learners and teachers can together create a new culture of their own, and it is the resulting negotiated culture" (ibid, p. 21).

As a conclusion, the language classroom is a place where different cultures meet. Research has helped to find out that classrooms serve as sites of negotiation between cultures in contact (Nieto, 2002). This negotiation indicates that culture is susceptible to change, and that change is inevitable and not always unfavorable (Aoki & Smith, 1999). Therefore, as culture is not static, Pennycook (in Aoki & Smith, 1999, p. 20) suggests language teachers not to limit our students' potential "through cultural stereotyping."

2.4 The culture of the language classroom

In his article, *The social context for language learning: a neglected situation?*, Breen (2001a, p. 123) explores the belief that "the classroom will have certain effects

upon language learning.” He proposes two dominant paradigms or “metaphors” for how the classroom has traditionally been conceived. One is *the classroom as experimental laboratory* and the other *the classroom as discourse* (ibid). These two metaphors lead him to propose a third metaphor for the classroom “in the hope that it might further facilitate our understanding of classroom language learning” (ibid, pp. 127-128). This is the metaphor of *classroom as coral gardens*, and it “insists that we perceive the language class as a genuine culture and worth investigating as such” (ibid, p. 128). He continues saying that one of the characteristics of this metaphor is that “it is likely to be more *experientially* familiar to most language teachers and learners than it may be to some researchers” (ibid, 128). An advantage of this project is that the researcher is the language teacher.

This metaphor proposed by Breen (2001a) involves three requirements for research classroom language learning. First, our investigations are “an anthropological endeavor” if we want to understand the process of learning within a group (ibid). Second, classroom life should be explored “as if we knew nothing about it.” For this reason, it is important that the researcher does not assume and start exploring with preconceptions of the dynamics of the classroom. Finally, he mentions the importance of discovering “what people invest in a social situation” (ibid).

With this in mind, Breen (2001a) identifies eight essential features that are characteristics of a classroom as culture. He points out that “they are inevitable characteristics of the social event in which most people learn a foreign language” (ibid, p. 134). The features that will be described are: the culture of the classroom is interactive, differentiated, collective, highly normative, asymmetrical, inherently conservative, jointly constructed, and immediately significant.

A classroom that is “Interactive” is one in which “classroom interaction is motivated by the assumption that people can learn together in a group” (Breen, 2001a, p. 129). Individuals construct their learning through interacting to each other. This interaction can be verbal or non-verbal; as a result, “misunderstandings, alternative interpretations, and negotiable meaning will paradoxically be the norm” (ibid). In this regard, Rivers states (1996, p. 7), “interaction is always understood in a context; physical or experiential, with nonverbal cues adding aspects of meaning beyond the verbal.” Moreover, Rivers points out, “interaction is also an affective, temperamental matter, not merely a question of someone saying something to someone” (1996, p. 10), and Kramsch (cited in Riggensbach, 1999) points out that interaction involves two or more people who interpret and negotiate meaning. So, affect and temperament are involved in the production of language and also it is a social constraint as Stubbs (1983, p. 45) states, “people adapt their speech according to the person they are talking to and the point behind the talk. These are social, rather than purely linguistic, constraints.” For this reason, the participants “will seek to make their own sense and impose their own purposes” (Breen, 2001a, p. 129). Moreover, Aoki and Smith (1999, p.20) mention Calhoun’s ideas and say that “it might be impossible to achieve successful interaction without participants mutually adapting themselves to their interlocutor’s norms of thinking and behavior.”

Since a classroom is interactive, it may be assumed that individuals that are part of the same group share many aspects in common. However, according to Breen (2001a) different social realities are going to be found in the language classroom. Not all participants are going to have the same view point about language or learning or something else. As a result, “disagreement, frustrated expectations and conflict” may

be caused (p. 129). This feature is called by Breen as “the classroom is differentiated” (2001a, p. 129). He explains that “although the language class may be one social situation, it is a different social *context* for all those who participate within it” (ibid).

This means that there would be different interpretations of the things that happen in the classroom, because “the classroom is the meeting point of various subjective views of language, diverse learning purposes, and different preferences concerning how learning should be done” (ibid). Slimani (2001, p. 288) agrees and says that “as argued by Allwright, each lesson is a different lesson for each individual learner as different things are likely to be drawn by different learners from the same event. In his article, *Navigating the discourse: on what I learned in the language classroom*, Breen (2001b) also agrees and says that “the interactive process of teaching and learning in the particular context of the classroom ensures variation in learning outcomes” (p. 19).

Regarding this differentiation, Breen and Candin emphasize this aspect when suggesting that “all learners will start with differing expectations about the actual learning” (2003, p. 18). For example, Lightbown and Spada, (2001, p. 35) comment that “older learners have strong beliefs and opinions about how their instruction should be delivered.” This happens because they might have had previous experiences, and they assume that a particular type of instruction might be a good way to learn. In addition to this, Johnson (1995, p. 6) says that “differences in students’ linguistic and cultural backgrounds inevitably influence how, when, where, and why they communicate in second language classrooms.” Breen and Candlin (2003, p. 16) agree with him and add that “different learners will have differentiated ways of making use of the abilities

within their communicative competence.” What is more, these authors claim that this differentiation or “heterogeneity is often seen as problematic for the teacher” (ibid).

Nevertheless, they recommend taking advantage of this situation instead of insisting that all of our students learn in the same way. These differences in students should be seen as positive in the sense that teachers can use the information to help learners because they have to “accept that different learners learn different things in different ways at different times” (ibid, p. 18). Besides being aware and accepting those differentiations, it is necessary to encourage them in a positive way. As Breen and Candlin (2003, p. 19) say “in a context where different contributions and differential learning are positively encouraged, the learner is allowed to depend on other learners and on the teacher when the need arises, and also enabled to be independent at appropriate moments of learning.” Therefore, teachers need to be aware of the differentiations of individuals in all senses.

In addition, teachers have a challenge regarding differentiation in social situations. This is “the maintenance of a fine balance between conflicting internal social realities and an external reality which has to be *continually negotiated*” (Breen, 2001a, p. 129). In this regard, Breen and Candlin (2003, p. 11) emphasize that “different learners need the opportunity of following different routes to the accomplishment of some individual or common group objective.” Furthermore, “the teacher is obliged continually to integrate the learning experiences of individuals with the collective and communal activities of the group of which he is not an outsider” (Breen, 2001a, p.123).

This view leads to the description of the following feature. In addition to this individual differentiation, “the culture of the classroom represents a tension between

the internal world of the individual and the social world of the group” (ibid). This feature is called “collective” and has to do with the group as a whole that has an influence on the individual, but also the group will contain characteristics of individuals. Breen (2001a, p. 130) emphasizes that “the psyche of the group- the group’s values, meanings and volitions- is a distinct entity other than the sum of the individual psychological orientations of teacher and learners.” He goes on to say that “socially, the sometimes ritualized and sometimes overtly dynamic behavior of the group will both contain and influence the behavior of the individual just as the overt contributions of the teacher or a learner will fit, or divert the working of the class” (ibid). Regarding this point, it is said that teachers are also influenced when interacting with the members in the classroom.

Johnson (in Singh & Richards, 2006) claims that this influence is socially constructed if we have a sociocultural and critical perspective. This involves all members of the group in empathizing with roles and views of others because an individual is engaged in both an individual and a group learning process. Therefore, the micro-context or classroom has an influence not only among learners, but also on the teacher.

Regarding the students, Breen (2001a, p. 130) notes that “the individual has to adapt his learning process to the social-psychological resources of the group.” Therefore, it is necessary to consider these perspectives because “to *infer* individual learning process from classroom process or vice versa will lead to a partial understanding of classroom language learning. We need to explore both and how they relate one to the other” (ibid).

There is another feature that characterizes not only the language classrooms, but all classrooms in general. It is called “the culture of the classroom is highly normative” (Breen, 2001a, p. 130). It refers to the judgement that all the members of the classroom experience. Breen (2001a) mentions that:

“the language class is a highly normative and evaluative environment which engages teacher and taught in a continual judgment of each other, less as persons, but as members who are supposed to learn and a member who is supposed to teach” (p. 131).

It is well known that in a classroom most of the students judge and evaluate their teacher’s performance. Moreover, they have different expectations, beliefs and attitudes towards that participant. In addition, this evaluation exists among all of them. They establish their criteria and constantly judge their classmates regarding their role as language learners. Breen recommends (2001a), that as researchers “we need to discover the overt and covert group criteria (and member’s individual interpretation of this criterion) against which language behavior and progress are judged” (p.131). For this reason, it is important to consider the interpretation of the whole group, but also the individual interpretation of the members of the classroom.

The previous features described are linked in a way to the following feature referred to the relationships in the language classroom. Breen (2001a, p. 131) notes that “the culture of the class insists upon asymmetrical relationships.” These types of relationships exist between teacher and students, as well as among students. Asymmetrical relationship among teacher-students may be because teachers are supposed to have the power and be the authority in the classroom. They have the power because they are given the right by their students to adopt the role of teachers

(Breen, 2001a). As a consequence, teachers “are expected to know what learners are expected not to know” (ibid, p. 131). In addition to the difference in knowledge that teachers have, there are more aspects that might influence this type of relationships such as age, social status, power, linguistic skills and so on. These asymmetrical relationships between teacher-students can be reflected in different ways even with the analysis of non verbal language.

Among students it is also detected certain types of asymmetrical relationships. Some aspects mentioned by Labov that may lead to this type of relationships; these are variations of social class, age and gender (Ellis, 2003, p. 121). They definitely influence the understanding of classroom activities (Fairclough, 1992). Asymmetrical relationships can happen in my own context due to the fact that students in my classroom come from different parts of Mexico and share neither the economical position nor the cultural background. For example, the way of thinking of a student from a high social class is not going to be the same as of a student from a low social class. Students are influenced by the outside world, family and society.

All the variations may lead to the creation of sub-groups in which students are classified. That affects the relationship among them. In the words of Breen (2001a, p. 131),

“sub-groupings which are asymmetrical with the dominant classroom culture also emerge and prosper, such as anti-academic peer groupings or certain learners who identify themselves as more successful or less successful and even groups who share a common identity (such as friendship groups) outside the classroom.”

It is well known that small groups in our classes feel they are better or worse than others depending on the circumstances. This creates asymmetrical relationships that might affect their learning process in the classroom. Individuals and sub-groupings form their own culture. For these reasons, “pretending that the classroom is similar to the natural environment of the other culture is both deceiving and threatening to all parties involved” (Kramsch 1993, p. 28). This is because “asymmetrical relationships very often entail disagreement in beliefs, in attitudes, and in values held” (Breen, 2001a, p. 131). In other words, interpretation or perceptions that each student has about a situation depend on his role within a classroom or his background. “When participant roles in an activity are differentiated, the view that one person has of what is going on is likely to be quite different from that of another” (Goffman, 1974, pp. 153-154). This is what Goffman calls “frames” and that are related to the experience that individuals have at any moment of their social lives (ibid). For example, if the teacher asks the group to do an activity, not all the students are going to have the same perception towards that activity. If people from different backgrounds do not share the same expectations about certain aspects that happen within a classroom, it is possible that different interpretations or as Goffman says “frame mismatches” may occur (ibid).

These frames, and the recognition of them, may be characterized by certain rules of behavior and uses of language. However, “frames emerge in and are constituted by verbal and non-verbal interaction” (Tannen & Wallat, 1987, p. 60). In regard to behavior, it is observed in the class that when frame mismatches occur, body language or facial expressions seem to be part of that disagreement. In addition, Goffman (1974, p.155) mentions that “definitions of a situation are built up in

accordance with principles of organization which govern events, at least social ones, and our subjective involvement in them". Watanabe, (1993, p. 204) agrees with him and says that "people within a society (or culture) share, to a certain extent, principles of organization that govern social events". Moreover, "the notion of frames, along with discourse analysis, enables us to connect cultural knowledge at the macro-level to individuals' communicative behaviour" (Watanabe, 1993, p. 205). As a result, these aspects are in a way related to the notion of context as broader organizational conditions.

In this regard, Linn (2001, p. 272) mentions a concept by Bourdieu which is "cultural capital" and refers to "language use, skills, and orientations/dispositions, attitudes/schemes of perception (also called "habitus") that a child is endowed with by virtue of socialization in her/his family and community." In other words, as students come from different cultural and social backgrounds they bring their own culturally shaped beliefs, attitudes, interests, linguistic skills and assumptions to the classroom. As a result, the factors or conditions that students bring from outside, would affect their performance in the classroom and they may be classified as advantaged or disadvantaged depending on their views about language learning.

The relevance of all of this is reflected in the following quote by Breen (2001a) in which he mentions the importance of researching these issues. He says that "although the nature of interpersonal and intergroup relationships within the language classroom may be complex and changing, the researcher needs to uncover what these are if we wish to describe what happens in the class and further interpret this as it is experienced by those within the class" (p. 132).

The next feature refers to the way the culture of the classroom is inherently conservative. Changes or innovations in the classroom are not easy to introduce. "A genuine culture is one in which its suffered members seek security and relative harmony in a self-satisfactory milieu. As such things take time to develop, anything which the group perceives as a change will also take time to be absorbed or it will be resisted as deviant" (Breen, 2001a, p. 132). The language classroom itself resists to innovations or changes. For this reason, "the teacher risks the rebellion in various forms if he does not honour the conventions expected by the collective definition of what a language teacher should be" (ibid). The teacher is responsible to consider such conventions in order to introduce changes in the classroom. This is due to "each new classroom group reinvents "the rules of the game" in ways which both reflect and form the classroom-culture assumptions of the particular participants who are suddenly sharing each others' company" (ibid).

One of the disadvantages of the culture of the classroom as inherently conservative is that "the very presence of a researcher or even the awareness within the group that they are the focus of apparently objective evaluation and study will mobilize change" (ibid). This "effect of intrusion" as Breen calls it (2001a, p. 132) is related to what Ellis says it is called the "observer's paradox" (2003, p. 122). When the subjects know that they are observed or that a study is being carried out, they usually have a style shifting that affects data. For this reason, Breen (2001a, pp. 132-133) recommends to "approach studies of classroom language learning on a longitudinal basis", so we may "uncover more precisely the 'rules of the game' which represent the self-maintaining culture of that particular working group."

The following feature refers to the culture of the classroom as jointly constructed. Breen (2001a) points out the importance of considering how classrooms re-construct knowledge. He mentions that “in a language class, the classroom group together not only freshly evolves the new language (the content of the lessons), but together also jointly constructs the lessons (the social procedures of teaching and learning)” (p. 133). Slimani (2001) considers Corder’s ideas and says that “lessons are ‘co-productions’ and ‘socially constructed events’ brought to existence through the ‘co-operative enterprise’ of both parties” (in Slimani, 2001, p. 288). This means that the lesson will be different from the plan or anticipation made by the teacher and also by the individuals because the classroom group is the one who jointly construct the lesson-in-process.

The language classroom draws the route the lesson takes “by the joint contributions of most, if not all, of the members of the class” (ibid). This is possible due to the “explicit or implicit negotiation” (Breen, 2001a, p. 133). Different authors agree with this (Hall, Hawkey, Kenny &Storer, in Champagne, Clayton, Dimmitt, Laszewski, Savage, Shaw, Stroupe, Thein& Walter, 2001, p. 47) in the sense that “since we all arrive in any educational context with our own subjective realities, we can only understand each other, and the work we have together, by negotiating what we mean by what we say and want to say.” Therefore, the evolution of the content and process of language classes is constructed by the negotiation of all the members involved in the lesson. This happens even if there is a member who is passive or in silence. As stated by Breen, “silence or withdrawal can change a lesson just as powerfully as their opposites, and not just for the persons who withdraws, but also for all the others who sense it” (2001a, p. 133). As a conclusion for this feature, “individual definitions of the

new language, of what is to be attended to as worth learning, of how to learn, and personal definitions of progress will all *interact* with the particular classroom culture's definitions of each of these things" (ibid).

The last feature mentioned by Breen (2001a) sees the culture of the classroom as immediately significant. He notes that "what is *significant* for learners (and a teacher) in a classroom is not only their individual thinking and behaviour, but the day-to-day interpersonal rationalization of what is to be done, why, and how" (p. 130). He adds that "the immediate significance of the experience of classroom language learning resides in how individual priorities (teacher and learner definitions of what, why, and how) can be given social space here and now" (ibid). Therefore, it is this interplay between the individual and the group that represents what Breen (2001a) proposes as the culture of the language classroom, "the social and psychological *nexus*" (p. 134).

Finally, Breen (2001a) emphasizes that the description of the eight features that characterize the culture of the language classroom has two purposes. The first purpose is "to illustrate the potential of classroom life itself, its social and psychological richness." The second is "to draw attention to significant social and psychological variables which we seem to be neglecting in our current research in language learning" (ibid, p. 134). In addition to this, he mentions a practical purpose in exploring this issue and it is "to seek to offer a possible means for *relating social and cognitive variables* which may influence language learning; to suggest a particular frame through which we may come to understand language learning in a more contextualized valid way" (ibid, 135). As mentioned before, I decided to consider this approach because it is useful to accomplish my purpose of exploring, describing and

providing a better understanding of the culture of a particular language classroom within my own context. In addition, this approach captures “the classroom group as a socio-cognitive dynamic which is an *extension* of the individual within it” (ibid). Therefore, it in a way makes the connection of the individuals influencing their classroom and vice versa. For this reason, I considered worth of investigation the influence of the macro-context (social) on the individuals in order to have a wider view of what happens in the language classroom. The following section describes in detail this assumption.

2.5 Influences of the macro context on the classroom context

Many researchers have been interested on the influence of the social context on the individuals. For example, Spolsky’s general model of second language learning shows the relationship between contextual factors, individual learner differences, learning opportunities, and learning outcomes (Mitchell & Myles, 2001). In this sense, they also recognize importance of the relationship of the individual learner with the social context. Candlin and Mercer emphasize the need for “exploring the socio-cultural contexts of learning inside and outside the classroom” (2001, p.6). They ask the following question “are classrooms replicative of learners’ social worlds or do they have the power to challenge and transform them?” In addition to this, they think of the possibility of the social world affecting students’ learning. They ask “to what extent the social conditions and priorities of the social world outside the classroom, and the learner’s places in the world, affect what learners do in classrooms and how effectively they can learn?” (Candlin& Mercer, 2001, p. 3)

Some authors such as Chick (2001), Breen (2001a), Candlin and Mercer (2001), Kumaravadivelu (2001) and Lin (2001) have been interested in the way the social world of our students has an influence on their development in the classroom. Additionally, they have insisted on the need of considering this influencing when teaching a language. For example, Breen (2001a, p. 125) mentions that “the social context of learning and the social forces within it will always shape what is made available to be learned *and* the interaction of individual mind with external linguistic or communicative knowledge.” This shaping is also mentioned by Kumaravadivelu who notes that “the experiences participants bring to the pedagogical setting are shaped not just by the learning/teaching episodes they have encountered in the past but also by the broader social, economic, and political environment in which they have grown up” (2001, p. 543). He suggests that “there are numerous instances when race, gender, class, and other variables directly or indirectly influence the content and character of classroom input and interaction” (ibid).

Candlin and Mercer (2001, p. 6) call this the “social and interactional nature of language learning.” They emphasize that “external socio-cultural factors, and learners’ self-perceptions of their identities as learners of English, affect what they do in class, and what *they are prepared to do* in class, and thus ultimately impinge on their second language learning performance” (ibid). Breen (2001a, p. 125) agrees and states that “how and why learners do what they do will be strongly influenced by their situation, who they are with and by their perceptions of both.” Candlin and Mercer (2001) add that this influencing may involve factors such as motivation, aptitude, personality, intelligence, learner preferences, learner beliefs, age, social background, gender and educational attainment.

Ogbu (in Chick, 2001) also emphasizes the need of considering external factors when researching the classroom (micro context). He considers essential to study how classroom events “are built up by forces emanating from outside the micro settings” (p. 235). Chick (2001) agrees and explains that in his study *Safe-talk: collusion in apartheid education* his thinking was strongly influenced by two studies which attempted to find a relationship between the micro and the macro context. One of the studies was carried out by Collins in 1987 and the other by McDermott and Tylbor in the same year. Both of the studies showed that features of the macro context “constrain what takes place at a micro level” (ibid, p. 238).

Lin (2001) in his study carried out in four classrooms situated in different socioeconomic backgrounds, considered this influencing. In this study he asks the question “to what extent are classroom participants shaped by the larger social structures such as sociocultural and familial background?” (ibid, p. 274). He emphasizes the importance of looking at larger social context before looking at the classrooms. In other words, what he does is to link the macro context with the micro context. Lin (2001) tries to explore the influence of external factors on individuals in the classroom in order to emphasize the importance of considering it when teaching a language. In his words,

“searching for the appropriate methodology for different kinds of students coming from different cultural and social backgrounds with different habituses becomes an important task and possibility for TESOL practitioners working with students from backgrounds that do not give them the right kind of cultural capital” (p. 284).

From the examples mentioned above, it is shown that there exists an influence of the macro context on the micro. This influencing does not take place only on our students, but also on the teachers. Candlin and Mercer, (2001, p.1) recognize that “the wider *social context* of life outside the classroom has an important effect on what takes place in these interactions between learners and teachers, and among learners.” Therefore, it is essential to research not only the micro level, but also to look for instances of the macro level affecting such.

When researching the classroom itself, a micro-ethnographic analysis may be carried out. Chick (2001) points out that the general goal of micro-ethnographic analysis “is to provide a description of how interlocutors set up or constitute contexts that allow them to make sense of one another’s message” (p. 229). This micro-ethnographic analysis is carried out in the language classroom. However, “critics have pointed out that micro-ethnographic studies often take insufficient account of how pervasive values, ideologies and structures in the wider society (macro context) constrain what takes place at a macro level” (ibid). Some of those critics of micro-ethnography are Singh, Lele and Martohardjono as well as Karbel and Halsey (in Chick, 2001). The last two claim that

“teachers and pupils do not come together in a historical vacuum: the weight of precedent conditions the outcome of ‘negotiation’ over meaning at every turn. If empirical work is confined to observation of classroom interaction, it may miss the process by which political and economic power set sharp bounds to what is negotiable” (p. 234).

For these reasons, it is necessary to go beyond the language classroom. This is because “no language teaching and learning takes place however, in a classroom which is isolated from the world of experiences and personal engagements and investments of learners outside the classroom itself” (Candlin & Mercer, 2001, p. 1). In fact, there exists “a need to recognize language learners as individuals, working together in the classroom, but whose learning is shaped by the context of their wider experiences of living and learning outside the classroom” (p. 8).

2.6 Teaching and learning within the classroom as culture

The metaphor of the classroom as culture suggests two major implications for the language teacher. The first aspect has to do with the development of linguistic and communicative knowledge and abilities. Breen (2001a) claims that for the development of the new language any group of language learners has two significant contributions to make. He goes on saying that those contributions are:

“first, individual prior definitions and experiences of language and communication, of learning, and of working in classrooms: second, the capacity to be metalinguistic and metacommunicative, to talk about, to explore collectively, and to reconstruct jointly language and its use” (p.137).

These words reflect the contribution of individuals to the collective and vice versa emphasizing the importance of this interaction for the development of the new language in the classroom. It is inevitable to see the classroom as a bound up system in which all the members have an influence on each other, including teachers. As Aoki and Smith (1999, p. 21) indicates, “they [teachers] cannot avoid influencing learner’s

cultures, while their own patterns of thinking and behavior can be influenced in turn by those of their learners.” Although this influencing might be problematic in certain cases, it is necessary to have a negotiation to achieve a better interaction as well as communication which create a better learning and teaching environment.

In the words of Breen (2001a) “the sharing of decision-making in a language class will generate communication which has authentic roots in getting things done here and now” (p.137). For this reason, it is important to consider our classroom as a place in which things evolve from individuals as well as from the whole group or class, and that the things that happen there will shape their development of linguistic and communicative knowledge and abilities.

The second aspect proposed by Breen (2001a), has to do with the ways in which the culture of the classroom helps the teacher to facilitate language learning. He argues that “the culture of the class has the potential to reveal to the teacher the language learning process as it is actually experienced” (p. 137). In addition, he suggests that “genuine classroom learning research may progress to the extent that those people who are immediately involved in its everyday realities also become explicitly engaged in a methodical reflection upon their own learning and teaching” (ibid). Therefore, the teacher involved in the research process has different advantages on the researcher who is not directly involved in everyday realities of the language classroom. It is a positive point because not only students will benefit from the research, but also the teacher will experience personal and professional development.

2.7 Socio-cultural approach

The view that learning is interactive and social is considered by authors such as Mercer (2001), Breen (2001a; 2001b), van Lier (2001) Gibbons, (2001) and more.

Mercer (2001) explains that a particular approach to human language and development, which is known as *sociocultural psychology*, emerged during the last decades of the twentieth century from the research carried out by the Russian psychologist Lev Vygotsky. This researcher, “gave language a special, important role in human cognitive development, describing human individuals and their societies as being linked by language into historical, continuing, dynamic, interactive, spiral change” (Mercer, 2001, p. 254).

Mercer (2001) also points out that by following the example of another researcher, Jerome Bruner, “a considerable body of researchers has now emerged which uses a ‘neo-Vygotskian’, socio-cultural perspective in the analysis of educational process” (ibid). Gibbons (2001) says that this perspective “places interactions and the broad social context of learning at the heart of the learning classroom” (p. 260). When talking about the learning classrooms, it is meant not only to refer to the language classroom. Regarding this point, Mercer (2001, p. 255) states that this “socio-cultural perspective has only quite recently been brought to bear on teaching and learning in the modern language classroom, but I am convinced that its application will have significant practical implications for this field of education endeavor.” Therefore, he mentions some of the implications of adopting this perspective on classroom education.

First, he suggests that “language is our most important pedagogic tool” (p. 254). Three important functions of language are provided, as a cognitive, a cultural and a pedagogic tool. As a result, “language is both the tool for carrying out teaching-and-learning and also that which is meant to be learnt and taught” (ibid).

The second implication has to do with the relationship of education and culture. He considers that “education is a dialogical, cultural process” (ibid). Mercer says that “the development of students’ knowledge and understanding is shaped by their relationships with teachers and other students and by the culture in which those relationships are located” (ibid). Therefore, the collaboration among the participants in the classroom, including the teacher, will enable achievements of individuals that would not be accomplished alone.

Mercer (2001, p. 254) emphasizes in the third implication that “language carries the history of classroom activity into his future.” This aspect is highlighted by the ideas of linking what individuals do with the activities of parents, teachers and even peers in order to understand his/her learning experience.

The fourth implication refers to the influence of the students’ background on the understanding of what happens in the classroom. Mercer (2001) says that “the socio-cultural perspective emphasizes that everyday human activity depends heavily on participants being able to draw on a considerable body of shared knowledge and understanding, based on their shared experience or similar histories of experience” (p. 255). Therefore, as Heath and LoCastro (in Mercer, 2001, p. 255) have explained, “if the contextual foundations of shared knowledge are lacking, misunderstandings may easily arise and persist unresolved.” This may happen when “students home backgrounds have not prepared them well for making sense of the language and culture of the classroom” (ibid). In order to avoid this, it is necessary to make conventions or in Mercer’s words “ground rules” explicit in the classroom in order to avoid or overcome misinterpretations and misunderstandings (ibid).

Besides the mentioned implications proposed by Mercer (2001), there are more authors who see the relevance of considering a socio-cultural perspective in the classroom. For example, Singh and Richards (2006, p. 6) note that from a socio cultural perspective, the course room is “a complex ecological site in which unfolding events and processes in the classroom shape the way in which participants think, feel and act.” This happens because of the interaction and collaboration among the members within it. In fact, the shaping is not only given on the students’ feelings and thinking, but also on their learning process. In the words of Breen, “what someone learns in a language class will be a dynamic synthesis of individual *and* collective experience” (2001a, p. 133), the importance of the collaboration and interaction among learners to achieve learning is emphasized. , Singh and Richards agree and mention that “working collaboratively with peers creates social relationships in the course room, both formal and informal, that condition participant’s relative success in learning” (2006, p. 7). They go on to say that the role of that the teacher takes in the classroom is relevant to create opportunities for the students to collaboratively construct their learning. They consider that the role of the teacher is “to scaffold opportunities for learning, rather than transmitting ‘pre-set’ theories” (ibid, p. 13). As a result, they see teaching not as a “relationship of prior knowledge from elsewhere, but establishing the parameters and norms for guiding co-constructed understandings in the daily life of the group” (ibid). From this point, all the students have previous experiences and knowledge that should be considered by the teacher when establishing the parameters for getting students work collaboratively in the classroom. As a result, the teacher has a big responsibility when adopting the socio cultural perspective in the language classroom.

CHAPTER III: METHODOLOGY

3.0 Introduction

The following section will describe the methodological framework that was followed in order to carry out the present study. In order to better understand the aim of this project, the paradigm that the study fits into will be explained. Also, a description of the context in which this study was carried out as well as the participants, the instruments used to collect data and the procedures that were undertaken in applying them to the subjects of the study will be provided. Finally, the analytical framework that was used in order to analyze the data will be described.

3.1 Qualitative research

These days there is an abundance of controversy generated between the qualitative and quantitative research paradigms. Therefore, it is necessary to provide some background information on these two paradigms, and in which types of investigation each paradigm might be appropriate.

Research is an important aspect in education because of its contributions in this field. According to Richards (2003), it refers to the discovery of something directly about the world and its purpose is to make claims based on evidence that is gathered focusing on the needs and processes. There is often a distinction made in the literature between qualitative and quantitative types of research. On one hand, quantitative research is concerned with facts and measures using scientific techniques that “are likely to produce quantified and if possible generalizable conclusions” (Bell, 1992, p.90). On the other hand, qualitative research is concerned with data that is

derived from natural settings, in which there is a collection of empirical materials useful for understanding individuals' lives. Weir and Roberts (1994) suggest that qualitative methods in evaluation are guided by a search for patterns rather than by hypothesis, and they are normally exploratory, descriptive, and discovery oriented in purpose.

Due to the purpose of the current research, which intends to explore, describe and provide a better understanding of the culture of a particular language classroom within the context of the Facultad de Lenguas Modernas (LEMO) at the Benemérita Universidad Autónoma de Puebla (BUAP), the current investigation adopts a methodological framework that fits into the qualitative paradigm which is appropriate to the purposes of the research.

3.2 Description of the context and participants

This study was carried out at the Facultad de Lenguas Modernas (LEMO). This is a public institution in which people from different social status and cultural backgrounds study. As it is located in the city of Puebla, many of the students come from different parts of the state or even from other states of Mexico to study in this University. The majors offered in this school are a B.A. in teaching English or French as a foreign language.

The classroom I explored was formed by students that will become English teachers. They need to take different subjects regarding, linguistics, English methodology and general English. During the first quarter of their major they study at the Facultad de Lenguas. Their class schedule is determined by the coordination of this institution. Nevertheless, during the following quarters of their major they have the

option to choose the subjects they will take as well as their schedule. Different from some institutions, students move from one classroom to another to take their subjects. They do not have an established classroom in which they have the same classmates. On the contrary, they have different classmates during the time they study in this Faculty.

From all the subjects they take, there is one called *Lengua Meta*. This is a general English course which is offered for all the students. This subject is taken since the first quarter the students enter to the Faculty. Students have to pass eight English levels. Therefore, there is a general range from *Lengua Meta I* to *Lengua Meta VIII*. Students are labeled into three general levels, basic, intermediate and advanced. Most of the times, there are three or four sections offered for the students to take each *Lengua Meta* level. Therefore, from the second quarter they can decide about their schedule as well as whom their teacher will be. This implies having more heterogeneous groups due to the fact that besides students coming from different backgrounds and situations, teachers as well as classmates also have an effect on them. Therefore, when they take a subject, their performance is affected by different factors. In addition, as this subject is taken from Monday through Friday, two hours every day, students spend more time with their classmates and teacher in this subject than in another from the major.

The way students work during each *Lengua Meta* course depends not only on the syllabus provided by the institution which is based on the communicative approach, but also on the teacher in charge of it. Teachers have the chance to decide about methodological issues such as the kinds of activities that the students might engage as well as the kinds of interactions within the classroom. Although teachers are

asked to work with a given textbook depending on the *Lengua Meta* level they teach, they are free to decide on the strategies and techniques used in their classroom. In the following section, I will describe the way I worked on my particular classroom in order to have a wider view of it.

3.2.1 Description of the classroom context

For a better understanding of the setting in which this study was carried out, this section will be divided into two parts. First, I will describe the dynamics of the group and second the physical setting. This study was carried out in a *Lengua Meta* Vclassroom. The class took place from Monday through Friday at the Facultad de Lenguas (LEMO) during the afternoons from 3:00 to 5:00 pm. The students were labeled as upper-intermediate English learners. The group consisted of 30 students, 20 female and 10 male students who represent a diverse population of rural and urban contexts from different socioeconomic classes. They had taken their previous *Lengua Meta* course with different teachers. Some of them already knew each other from another subject they had taken together, but for some others it was their first time studying together due to different reasons. The teacher-researcher did not know all the students when the course started.

Regarding the physical setting, the classroom in which this study was carried out has the following characteristics. It is a big room located in the third floor of the Faculty. It is equipped with a Television, a DVD, a computer, a projector, and a whiteboard. It is well ventilated and illuminated. There are chairs that can be moved depending on the needs of the teacher and students, and there is a desk with a chair in front for the teacher.

3.3 Data collection and analysis

Participants were invited to participate in this research study on a voluntary basis. In order to carry out this investigation, four lessons were video recorded with the participants' consent, after which, one lesson was selected for analysis. The video recording sessions were carried out between August and September, 2008. During the four recorded lessons, field notes were taken. The entire lesson was listened to, viewed, and transcribed. Screen shots were also taken from relevant sections of the video footage in order to complement the written transcript, as suggested by Norris (2002) and Flewitt (2006), allowing multimodal details such as gesture, facial expression, and posture to be seen by the readers. Informal interviews were also conducted with one student participant in order to gain further insights into particular classroom behaviors which manifested during the lesson. For ethical reasons, no names are used in the transcriptions. The transcription conventions can be seen in appendix A. Having provided a methodological overview of the current study, a discussion of the study's findings will now be presented.

Chapter IV: Results

4.0 Introduction

The following sections present the results of the analysis of the classroom interactions. It intends to relate classroom instances to the general categories discussed by Breen (2001a), which this study has adopted as a guiding analytical framework. Three different moments from the classroom lesson have been selected for analysis due to the manner in which they represent classroom culture as depicted by Breen (2001a). Still shots from the video recording have been inserted into the work in order to provide the reader with a more authentic view of the classroom instances that were selected for analysis. Each classroom vignette is accompanied by a set of still shots that capture the moment as well as a classroom transcript, which depicts the verbal interaction that was present during that instance. Each vignette is presented in the sequence in which they occurred as the classroom lesson progressed below.

4.1 Classroom Vignette 1

The following set of images comes from a moment in the classroom lesson when it is starting and the teacher asks the whole class what the unit is about. She expects someone to answer the question, so she looks at them. However, nobody seems to answer quickly. Then, the teacher models the way they can participate to encourage them by raising her hand and asking “someone”? As a result, a girl raises her hand, and the teacher points at her, and her body language demonstrates that she has given the student “permission” to answer the question.

This moment from the lesson was selected for analysis because it seems to illustrate several of Breen’s (2001a) categories effectively and simultaneously as the

classroom culture begins to unfold. In this section, **asymmetrical, inherently conservative** and **jointly constructed** from Breen's (2001a) categories will be discussed and illustrated.

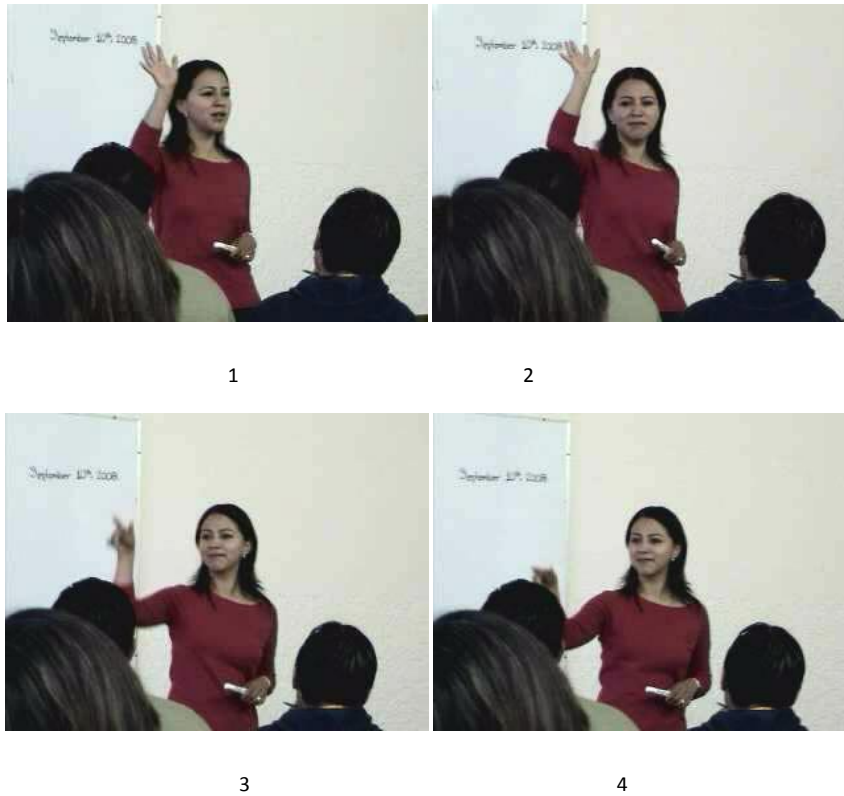


Figure 4.1: Hybrid Vignette 1

In picture 1, we can see that the teacher raises her hand in order to model how to participate for students. In addition to modeling participation, the **asymmetrical** nature of the classroom becomes clear as we examine Excerpt 4.1 when the teacher corrects the student who says: “people who are in suffer” (line 8). The teacher immediately says: “People who suffer” (line 9). At this point, and considering what Breen says about this category, “teachers are expected to know what learners are expected not to know” (Breen 2001a, p. 131), an asymmetrical relationship between student and teacher takes place.

Line	Speaker	Text	Commentary
7	T	What was the unit about? Do you remember that? Someone?	Teacher asks if someone wants to respond and raises her hand.
8	S1	People who are in suffer	Teacher pays attention to the student
9	T	Peoplewhosuffer	
10	A S	???	All students speak at the same time.
11	T	And...people who overcame their problems..whatkind of suffering?	
12	S2	Poverty[Illnesses	Another student participates.Illnesses was said by the teacher.
13	S3	Illnesses	
14	T	Poverty, illnesses, what else? (coughing) ??? Eh sorry?... <i>what?</i> /Blind people	Teacher nods her head, and walks around. Someone coughs but it is not possible to see who in the video is.

Excerpt 4.1: Hybrid Vignette 1

The **inherently conservative** nature of the classroom becomes clear if we consider that rules and conventions are established in every classroom. For this reason, students react at a teacher's gaze, and they allow the teacher to correct them. Therefore, the activities that take part in the classroom are ritualized by the teacher and students; they accept and follow the conventions. In Breen's words, the classroom reinvents and accepts "the rules of the game" (2001a, p.132).

Finally, the **jointly constructed** nature of the classroom becomes clear as we examine the interaction and construction of the class with the participation of the students and the teacher. As a result, the lesson is formed from the individual to the collective with the guidance of the teacher. Breen(2001a), mentions that "in a language class, the classroom group together not only freshly evolves the new language (the content of the lessons), but together also jointly constructs the lessons (the social procedures of teaching and learning)" (p. 133). Then, when the teacher repeated what students 2 and 3 had said (lines 12, 13), she says "what else?" (line14), and she nods her head as a way of approving the answers, and continues walking,

looking at them as a way to encourage more students to participate. As a result, the lesson is jointly constructed.

4.2 Classroom Vignette 2

The set of images below begin when Student A participates in the activity by giving the explanation of an illness. She tries to give a description about it, but she faces the problem of not knowing a word in English (porous bonds), so Student A decides to say that word in Spanish. When she says “poroso”, she uses a different tone of voice and makes a gesture evidencing that there is something wrong. Then, Student B reacts nervously towards the Spanish speaking and quickly turns to see the teacher’s reaction. Another student tries to help her partner and says the word “weak”. Student A wants to make sure that is the appropriate way to say “poroso” and turns to Student B to confirm the information, but Student B reacts by making a gesture and saying “I don’t know”.

This moment from the lesson was selected for analysis because it shows a common event when the mother tongue is used in a foreign language classroom and the way students react to it. In this section, three categories by Breen (2001a) will be discussed and illustrated.



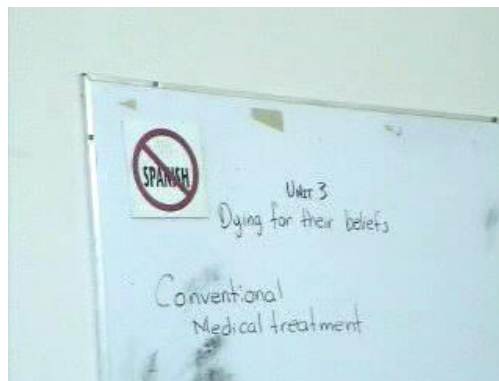
1

2



3

4



5

Figure 4.2: Hybrid Vignette 2

The first image from figure 4.2 depicts Student A talking about a character from a reading who had an illness. When she faces the problem about unknown vocabulary, she frowns and says the word in Spanish. The **differentiated** nature of the classroom becomes clear if we consider that Student A decided when and how to communicate in the target language. She doubts, frowns and moves her hands to show she is facing a difficult time and at the end she decides to use Spanish to solve the problem. This

first moment, illustrates Breen's words, "differences in students' linguistic and cultural backgrounds inevitably influence how, when, where, and why they communicate in second language classrooms"(2001a, p.132). This leads to the second category of the analysis which was the result of an individual decision to use Spanish in an EFL classroom.

The **inherently conservative** nature of the classroom becomes clear as we examine Excerpt 4.2 where Student B after hearing her partner saying the word "poroso" in Spanish, immediately reacts and says "weak?" (line46). The "No Spanish" sign hanging on the classroom wall (see image number 5) shows the perceived obligation of an 'English-Only' policy of the LEMO. Therefore, it is evident that a change in the classroom was observed, and the unusual event created resistance; as a result, the reaction of Student B was to use vocabulary in English to try to maintain the classroom conventions since "anything which the group perceives as a change will take time to be absorbed or it will be resisted as deviant" (Breen, 2001a, p. 132).

Finally, the **highly normative** nature of the classroom becomes clear as we observe Student's C reaction regarding her eye contact and gestures. When Student A is giving her explanation in English, Student C is looking at her. After hearing her partner use native language in her explanation, she immediately reacts by turning to the teacher. Since "the language class is a highly normative and evaluative environment which engages teacher and taught in a continual judgment of each other, less as persons, but as members who are supposed to learn and a member who is supposed to teach" (Breen, 2001a, p. 131), Student C might have expected the teacher to say the word "poroso" in English. Thus, she judges the role of both student and teacher by smiling nervously and using eye contact to interpret the situation.

Line	Speaker	Text	Commentary
38	S1	??? and he goes back to school when he starts swimming.. he pounds goals in life.. somethinglikethat	She tries to explain the teacher what she remembers about Michael Phelps
39	T	Aha.. ok he was very hyperactive	
40	S2	And now, he is not suffering	
41	T	He's not suffering anymore..Any other person that you remember?	Students mumble at the end of the question
42	S3	Ricky Martin?	
43	T	What happened to him? I don't remember	
44	S4	Ah, he was a baseball player who... [6.1Oh yeah...	Student says what she remembers about Ricky Martin and she uses body language.
45	S4	Who has a ???.. I don't remember exactly what he had but it was something like like... his arms were too... "porosos"???	She makes gestures. She frowns.
46	S5	Weak?	Another student tries to help her saying the word WEAK, raising intonation as it was a question.
47	S4	Weak??	The student wants to make sure that weak is the correct way to say "porosos"
48	S5	I don'tknow... probably	The student makes a gesture
49	T	Aha, so he was a baseball player. Ok, so what else do you remember?	A student raises her hand to ask for a turn to say something.

Excerpt 4.2: Hybrid Vignette 2

4.3 Classroom Vignette 3

The last set of images comes from a moment in the classroom lesson when students are in small groups discussing the use of conventional or alternative medicine. One student had to read a statement and say whether she agreed or disagreed. Then, the rest of the group had to express their opinion and reasons to support it. This moment of the lesson was selected because it was the closure of the class. In addition, the interaction among students created divergent opinions about the same event. Therefore, conflict emerged through this verbal and non-verbal interaction, and students reacted in different ways to this incident which started in one team and spread throughout the whole group.

This last moment from the class starts with a student reading a statement about patients having the right to choose either conventional or alternative medicine.

That student disagreed with the statement. The teacher encouraged the rest of the teams to give their opinions and reasons. At this point, it is evident that the class is being **jointly constructed** (Breen, 2001a). Teacher and students participate to construct the lesson. Then, students started giving their different viewpoints.



Figure 4.3: Hybrid Vignette 3

Pictures 1 and 2 show a moment of the lesson when student 3 is saying “not always doctors are right” (Excerpt 4.3, line 346). Before student 3 finishes expressing

her idea, she can notice one of her partners making a gesture that shows surprise, so she points at her as a way to reaffirm what she is saying. Students around notice it. This can be seen in picture 2 in which student 1 starts smiling nervously. In this part of the lesson, the nature of the classroom turns **interactive** because “classroom interaction is motivated by the assumption that people can learn together in a group” (Breen, 2001a, p. 129). Individuals construct their learning through interacting with (or to) one another. This interaction can be verbal or non-verbal; as a result, “misunderstandings, alternative interpretations, and negotiable meaning will paradoxically be the norm” (ibid). In this regard, Rivers (1996, p. 7) states, “interaction is always understood in a context; physical or experiential, with nonverbal cues adding aspects of meaning beyond the verbal.”

Picture three shows the moment when student 4 answers:

“Yeah! But if you are almost dying, and you want to just drink tea! Oh! But it depends which illness you have. [Of course] If you have cancer or ???it doesn’t matter but if you have just like a.. a kind of strong cold and you just want to drink tea or smell some herbs or some ??? or whatever. You better listen to the doctor probably”

(Excerpt 4.3, line 347)

She sounds sarcastic and seems to point at student 3 to show she does not agree with her. At this moment, another category can be considered. The classroom is **differentiated**; students are influenced by their linguistic and cultural backgrounds (Breen, 2001a). Then, the way they communicate differs from each other; their ideas, beliefs, and thoughts are divergent. Student 3 tries to answer student 4, but she struggled and was not successful.

The rest of the students in the team and even in the whole classroom turn to see these participants (see pictures 3); some of them are focusing their gaze on Student 4, while others focus on the reaction of student 3. They are involved in this

discussion. Therefore, this represents a critical moment in the classroom. At this point, conflict has emerged. Achinstein (2002, p. 425) defines conflict as a “situation and an ongoing process in which views and behavior diverge ... or appear to be to some degree incompatible.” This is in a way related to the following feature; “the culture of the classroom represents a tension between the internal world of the individual and the social world of the group”(Breen, 2001a, p.123). This feature is called “**collective**” and has to do with the group as a whole that has an influence on the individual, but also the group will contain characteristics of individuals. This can be shown in line 349 of excerpt 4.3 when many students from one team start shouting “fight” and some of them also use body language (picture 4).

The reaction of student 4 is seen in picture 5. She smiles and shows her fists demonstrating empathy and agreement with the partners who chanted “fight”. As a result, some students in the same team are smiling nervously. This act is of primary concern because everybody in the classroom knows that exact moment was the climax of the conflict. Therefore, there needs to be a resolution to this conflict. Prabhu (1992) points out the reason for why this final symbolic act is of primary concern when saying,

Conflict resolution, however, does take place in all classrooms, in varied forms and to varied extents- or else it would be impossible for the class to function. It takes place in the way it does in any other social group-by each participant arriving at a set of relationships which give him or her the maximum security, stability, or room to maneuver in the circumstances.

In this regard, there is a student who interferes in the discussion by giving his point of view. The rest of the class stops the shouting and pays attention to him. It seems to be the resolution to the conflict. Student 5 says:

“Patients have the right to decide, because if they want to die, ???”

(Excerpt 4.3, line 350)

However, students turn and focus on the reaction of the teacher. They seem to expect the teacher to end the conflict and give a resolution. This may be because teachers “are expected to know what learners are expected not to know” (Breen 2001a, p. 131). Then, the last feature that demonstrates that the culture of the classroom is **asymmetrical** becomes clear when we see the teacher giving the conclusion and ending the debate:

Well! So! It's depends on your beliefs also. If you want..you said that's your body. That is your decision.[Yeah], ok.

(Excerpt 4.3, line 351)

Finally, the teacher goes around the class and indicates for another team to participate. She specifically asks a student to read statement number 6 from the book, and everybody pays attention again. There is no laughing or shouting anymore. All the class seems to be ready to go on with the class.

Line	Speaker	Text	Commentary
340	S1	Patients have the right to choose the treatment they believe in conventional or alternative, even if the doctor does not agree. [Hum] Disagree!	The student reads the statement very awkwardly
341	T	Ok! Patients have the right to choose the treatment they believe in. Conventional or alternative. Even if the doctors don't agree. [Agree!][Disagree!] Agree, disagree! Why do you agree?	Students look up the words they don't know.
342	S2	It's your right to choose what you want for yourself. [It's your body]	
343	T	It's your body, it's your right! And why do you disagree? Here?	
344		????	
345	T	I'm sorry?	
346	S3	Not always doctors know best	
347	S4	Yeah! But if you are almost dying, and you want just drink tea! Oh! But it depends which illness you have. [Of course] If you have cancer or ???it doesn't matter but if you have just like a.. a kind of strong cold and you just want to drink tea or smell some herbs or some ??? or whatever. You better listen to	The student supports her ideas clearly. Students from other teams laugh and seem to get

		the doctor probably.	involved in the discussion.
348	S3	(chatting) (laughs) Sometimes the treatments doesn't ???(laughs) (laughs)	The debate is taking place, there are students who agree and students who disagree.
349	AS	Fight! Fight! Fight!	Students from different teams start yelling and using body language related to fighting.
350	S5	Patients have the right to decide, because if they want to die, ???	Students are laughing; they look very interested in the debate.
351	T	Well! So! It's depends on your beliefs also. If you want..you said that's your body. That is yourdecision.[Yeah], ok.	This is the end. The teacher finishes the discussion.
352	T	Number 6! Here please Sandra, Maira?	

Excerpt 4.3: Hybrid Vignette 3

4.4 Conclusion

The current chapter provided an analysis of the data that was collected to address the research questions posited for the present investigation. It examined and explained three particular classroom moments which shed light on the workings of classroom culture as it unfolds in action according to Breen's (2001) framework. Having illustrated the data analysis and provided such an explanation of the data collected, the work will now turn to the implications and conclusions of the investigation in Chapter 5.

Chapter V: Conclusion

5.0 Introduction

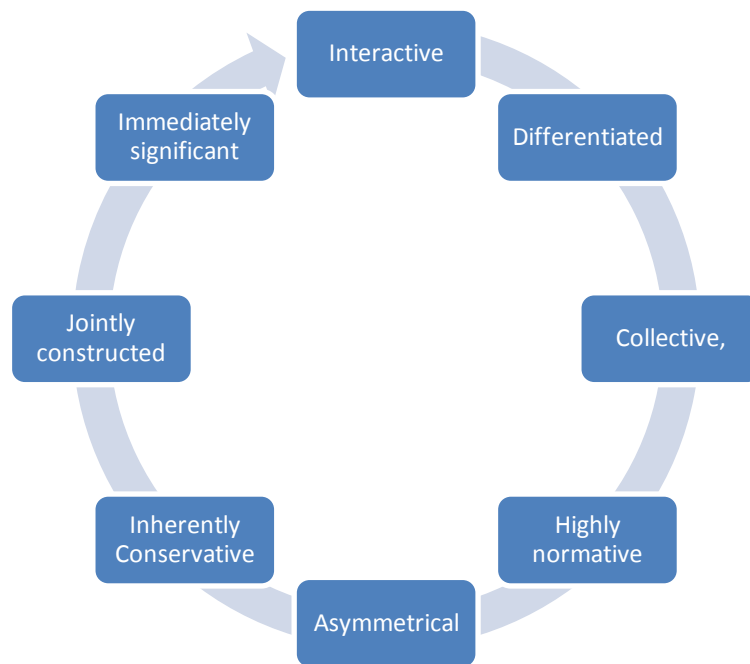
In this section, the main findings from chapter four will be discussed as well as their implications within classroom settings. In particular, the importance of teachers' increased awareness of the role that the underlying classroom culture plays in affecting the dynamics of classroom activity and interaction among participants will be discussed in further detail. Following this discussion, the limitations of the present investigation will be described as well as directions for further research of this type in the future.

5.1 Discussion

The purpose of this study was to explore, describe and provide a better understanding of the culture of a particular language classroom within the context of the Facultad de Lenguas Modernas (LEMO) at the Benemérita Universidad Autónoma de Puebla (BUAP). The research question that guided this study was:

In what ways can a multimodal classroom discourse analysis reveal how the classroom as culture is constructed among the participants involved?

The analyses from chapter four provide various insights into the role that classroom culture plays in a language lesson. First, the multimodal analysis from three different moments of the classroom lesson illustrated some features out of the eight that characterize the culture of the language classroom according to Breen (2001a).



It is important to emphasize that the description of the eight features that characterize the culture of the language classroom has two purposes. The first purpose is “to illustrate the potential of classroom life itself, its social and psychological richness.” The second is “to draw attention to significant social and psychological variables which we seem to be neglecting in our current research in language learning” (ibid, p. 134). In addition to this, Breen (2001a) mentions a practical purpose in exploring this issue and it is “to seek to offer a possible means for *relating social and cognitive variables* which may influence language learning; to suggest a particular frame through which we may come to understand language learning in a more contextualized valid way” (ibid, 135).

The way this research was carried out was useful to accomplish my purpose of exploring, describing and providing a better understanding of the culture of my particular language classroom. The results show that the language classroom is a place where different cultures meet to form a new community or culture. Then, this study supports what Bhabha (1994) describes as a phenomenon where cultures (spaces)

collide and what is produced at the point of encounter is a third culture or a third space where the colliding spaces in a sense come together and fuse or overlap. Furthermore, this research not only provided clear evidence of how the third culture is constructed by all the members of the classroom, the analysis also demonstrated different issues that may shape or interfere the teaching and learning processes in the language classroom. As Aoki and Smith (1999, p. 21) indicates, “they [teachers] cannot avoid influencing learner’s cultures, while their own patterns of thinking and behavior can be influenced in turn by those of their learners.” Although this influencing might be problematic in certain cases, it is necessary to have a negotiation to achieve a better interaction as well as communication which create a better learning and teaching environment.

The following section reviews the main findings and provides the reader with a more in-depth explanation of the results from the perspective of the implications for teachers. It is divided into three main aspects.

First, the multimodal analysis lead the researcher analyze the participants’ body language, facial expressions and non-verbal communication in general and in different situations there is evidence that the asymmetrical feature was shown not only in the interaction of teacher-student, but also in the interaction student-student. On the one hand, the teacher models in order to show students the way things are done. Students immediately react at their non-verbal communication and follow teacher’s instructions or commands. On the other hand, there are some members who are dominant in the classroom. They seem to have certain power over the others. The rest of the students may notice this, but they do not seem to care much about this situation. All this

implies that the teacher is in charge to regulate asymmetrical relationships in order to avoid frustration in the classroom.

The second point is regarding the actions or reactions that the teacher had when conflict or a problematic situation was generated. The type of activities implemented in the classroom (team work) generated divergent opinions regarding the same topic. As a result, “disagreement, frustrated expectations and conflict” was caused (Breen, 2001a, p. 129). It is evident how conflict was generated by the same students who were working in teams and some members of other teams were looking at the teacher as if they were expecting her to say or do something about it. This happened when two students had different opinions about the same situation and through eye contact and verbal communication the diverging opinions were obvious for the rest of the students and everybody started to chant “fight”. The teacher did not react to it. Another situation is when a student uses her mother tongue and her partner immediately reacts to it. They seem to expect for the teacher to say or do something about it, but the teacher does not even say the word in English to answer her doubt about the word “poroso”. There are different examples in which there is certain “omission” by the teacher. This may have a negative effect from both, psychological and cognitive perspectives. What is more, as nobody knew the answer, students were expecting the teacher to help them because another characteristic of the culture of the classroom is that they are jointly constructed. Breen (2001a) points out the importance of considering how classrooms re-construct knowledge. He mentions that “in a language class, the classroom group together not only freshly evolves the new language (the content of the lessons), but together also jointly constructs the lessons (the social procedures of teaching and learning)” (p. 133).

Therefore, it is important that the teacher guides the class and interferes when necessary in order to promote support and establish rapport.

Last, the “effect of intrusion” as Breen calls it (2001a, p. 132) which is related to what Ellis calls “observer’s paradox” (2003, p. 122), did not seem to take place in this study, or was not obvious. Students reacted as if nobody were recording or observing. This can be seen in the third analysis of chapter 4 where most of the students start shouting “fight” when a conflictive situation arises between two girls in the same team.

As a conclusion, the analysis of the classroom as culture from a multimodal perspective provided the researcher with important insights to consider our classroom as a place in which things evolve from individuals as well as from the whole group or class, and that the things that happen there will shape their development of linguistic and communicative knowledge and abilities. Finally, in the words of Breen (2001a) “the culture of the class has the potential to reveal to the teacher the language learning process as it is actually experienced” (p. 137). In addition, he suggests that “genuine classroom learning research may progress to the extent that those people who are immediately involved in its everyday realities also become explicitly engaged in a methodical reflection upon their own learning and teaching” (ibid). Therefore, the teacher involved in the research process has different advantages on the researcher who is not directly involved in everyday realities of the language classroom. It is a positive point because not only students will benefit from the research, but also the teacher will experience personal and professional development.

5.2 Limitations of the research

This study necessarily adopts a limited approach to ethnography due to various constraints placed on the study regarding time and space and access. Such an approach to ethnography carries with it certain limitations. Watson-Gegeo (1988) points out:

One of the greatest weaknesses in many published studies is their reliance on a few anecdotes used to support the researcher's theoretical point of view or conclusions...when illustrative examples are presented in an ethnographic report, they should be the result of a systematic selection of representative examples, in which both variation and central tendency or typicality in the data are reflected. Anything less caricatures rather than characterizes what the ethnographer has observed and recorded (ibid., p. 585).

Watson-Gegeo (1988) makes an important point here, and the approach to ethnography adopted for this study clearly does not meet the quality criteria presented above. Recognizing this limitation, the study does not make strong claims or generalizations about the central tendencies of the classroom culture under investigation. On the contrary, while recognizing that lessons take place within classroom cultures, the study is only concerned with the happenings confined to the lesson under investigation. As such, the study explores that which is *possible* within a lesson, *not* that which is probable.

5.3 Directions for further research

As previously stated, this study analyzed from a multimodal perspective, how the culture of the classroom was constructed among the participants of a Lengua Meta class. It mainly focused on Breen's categories which describe and define the "culture of

the classroom” (2001a). From this analysis, three main points are considered appropriate to further research.

First, it is important to have a wider view on the macro context (social world) influencing the micro context (classroom). There are different authors who support this theory; Lin (2001) emphasizes the importance of looking at larger social context before looking at the classrooms. Mercer (2001, p. 243) points out that “classes are made up of individuals of various personal characteristics and cultural backgrounds, who differ in the ways they respond to teachers and particular styles of teaching.” Linn (2001, p. 272) mentions a concept by Bourdieu which is “cultural capital” and refers to “language use, skills, and orientations/dispositions, attitudes/schemes of perception (also called “habitus”) that a child is endowed with by virtue of socialization in her/his family and community.” In other words, as students come from different cultural and social backgrounds they bring their own culturally shaped beliefs, attitudes, interests, linguistic skills and assumptions to the classroom. Kumaravadivelu who notes that “the experiences participants bring to the pedagogical setting are shaped not just by the learning/teaching episodes they have encountered in the past but also by the broader social, economic, and political environment in which they have grown up” (2001, p. 543). He suggests that “there are numerous instances when race, gender, class, and other variables directly or indirectly influence the content and character of classroom input and interaction.” Therefore, further work about the influence of the macro context on the micro is required to have a broader view of how the culture of the classroom is constructed.

Second, as mentioned in chapter three, 4 classes were video recorded for this project, and one of them was analyzed. The point is that, even though the students in

this class knew that they were being video recorded, they seemed to act normally. Evidence of this is when some students start saying “fight” and many others join them. If they were concerned about being observed by someone else, they might have shifted the behavior. However, they acted as nobody was there. Therefore, further research about the “observer’s paradox”(Ellis, 2003, p. 122) may be worth researching and the results would benefit not only studies related to this topic, but all of them which involve classroom observation.

Finally, from the interaction among students and teacher, some situations became problematic or created conflict defined by Achinstein (2002, p. 425) as a “situation and an ongoing process in which views and behavior diverge ... or appear to be to some degree incompatible.” However, as previously stated, the teacher in this research did not consider or did not give emphasis to the situation and went on the lesson. It may be worth researching about conflict resolution and effects of it on the language classroom.

5.4 Conclusion

This study has possibly contributed to the field of critical classroom discourse analysis by performing the investigation in a within a novel context. The study provides a unique perspective on the manner in which underlying classroom culture influences foreign language lessons and their participants. The study adopts a critical perspective in its analysis in order to shed light on the possible threats that EFL learners face when engaging in EFL lessons (Kumaravadivelu, 2008).

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APPENDIX A

VIDEO RECORDING TRANSCRIPTS

Key

[Brackets indicate the start of overlapping speech
<i>Italics</i>	Indicate words spoken emphatically
..	Speech pause
...	Long Speech pause
???	Inaudible
(laugh, sigh, ect)	Speaker laughs, sighs, gasps for air, ect...
AS	All students together

Line	Speaker	Text	Commentary
-			Teacher has written “conventional medical treatment” and “No conventional or alternative medical treatment on the board. The unit’s name and the date are already written on it. It is possible to hear students chattering.
1	T	Good morning students. How you doing, today?	Teacher looks directly at them as long as she utters words.
2	A S	Good, thankyou.	Most of the students respond with a different rhythm.
3	T	<i>Good? Fine?</i> [2.1 Yeah	Most of the students respond with a different rhythm.
4	T	Ok, and well..amm...today we’re going to start a new unit. What was the name of the last unit?	
5	A S	???	All students respond at the same time.
6	T	It was “ <i>dreams never die</i> ”. What was the unit...?	The video ends here.
7	T	What was the unit about? Do you remember that? Someone?	Teacher asks if someone wants to respond and raises her hand.
8	S1	People who are in suffer	Teacher pays attention to the student
9	T	Peoplewhosuffer	
10	A S	???	All students speak at the same time.
11	T	And...people who overcame their problems..whatkind of suffering?	
12	S2	Poverty [Illnesses	Illnesses was said by the teacher
13	A S	???	
14	T	What else? (coughing) ??? Eh sorry?... <i>what?</i> Blindpeople	Teacher nods her head and walks around. Someone coughs but it is not possible to see who in the video is.
15	T	Blind people..what else?... Any other kind of suffering?	Students turn around due to some other students have arrived to the class.
16	S3	???	
17	T	With disabilities..ok what else?...Can you give me examples of people with suffer? ???.. Whatelse?	
18	S4	???	
19	T	What?...???.. who is he?	There is a lot of noise so it is very difficult to understand the words said.
20	S5	A writer	
21	T	A writer! What is a... a famous book that he wrote?	
22	A S	???	
23	T	Yeah, that’s right. ??? Any other person in suffer?	There is a lot of noise so it is very difficult to understand the words said.
24	S6	???	
25	T	Diane..what was her last name? ??? something like that. Whowasshe?	Teacher moves in front of the classroom and tries to

			make all students participate in the activity.
26	A S	???	
27	T	Diane Stinger Aha. And what happened to her?	
28	S7	Shewasblind	
29	T	She was blind and did she compare with some ???person?	
30	A S	Yeah	
31	T	Whowasthatperson?	
32	A s	???	All students utter words at the same time
33	T	Right! Aha ok..those are people that the book presented. That we have information in the book but what about the other people, the ones that you ah... Do you remember that we did an exercise in which we wrote on the board, the names of the people, the type of suffering [yes..	
34	T	What names do you remember? [Frida Kahlo	Teacher points at a student when s/he says a correct option
35	T	Frida Kahlo, Bethoven, Andre Bocelli, What else?.. Michael Phelps ok... we said that [???..	
36	T	We didn't know , yeah... Do you remember about Michael Phelps? What did we say about Michael Phelps?	
37	S7	???	The video ends here.
38	S1	??? and he goes back to school when he starts swimming.. he pounds goals in life.. somethinglikethat	She tries to explain the teacher what she remembers about Michael Phelps
39	T	Aha.. ok he was very hyperactive	
40	S2	And now, he is not suffering	
41	T	He's not suffering anymore..Any other person that you remember?	Students mumble at the end of the question
42	S3	Ricky Martin?	
43	T	What happened to him? I don't remember	
44	S4	Ah, he was a baseball player who... [6.1Oh yeah...	Student says what she remembers about Ricky Martin and she uses body language.
45	S4	Who has a ???.. I don't remember exactly what he had but it was something like like... his arms were too... "porosos"???	Shemakesgestures
46	S5	Weak	Another student tries to help her saying the word WEAK, raising intonation as it was a question.
47	S4	Weak??	The student wants to make sure that weak is the correct way to say "porosos"
48	S5	I don'tknow... probably	The student makes a gesture
49	T	Aha, so he was a baseball player. Ok, so what else do you remember?	A student raises her hand to ask for a turn to say something.
50	S5	The one that...that was on Superman	
51	T	Ah. What was his name? [Christopher Reeve	All students respond Christopher Reeve
52	T	Here some of you want to say something?	Teacher points in order to look for a volunteer
53	AS	Ronaldo [13.1Ronaldo	
54	T	???	
55	AS	Poverty	
56	T	Poverty and what about the movie? What did you tell about the movie? ???	The video ends here.
-	T	???	Inintelligible
57	A S	Poverty	
58	T	Poverty..and what about the movie? What did you tell about the movie? We all saw a movie in which there was a girl who suffered from..poverty, [S.-rejection too, rejectionordiscrimination [2.1 Yeah	When teacher was describing the girl's problems, teacher was using her hands in order to count the problems.
59	T	And what did she do to overcome her problem? ... she...	
60	S1	Shenevergave up?	
61	T	She never gave up..what are the things that she did? You tell me, she suffered from poverty. Whatdidshe do to overcome the problem?	Teacher wanders around the classroom as long as she's waiting for someone to answer her questions.
62	S2	She was..she had to be at training, she had to be a working very hard and ah.. the boxing thing and I think [S.-as a waitress	Students was interrupted by her classmate next to her

63	S2	As a..she was working as waitress, too. First of all, to get some money so she could pay..ah.. the build for the gym and ah.. Yeah (A S laughs)	
64	T	Yeah?. So she could overcome the problem and what happened at the end?	
65	A S	Shedied	
66	T	<i>She dies</i> but do you think that she ah...ah...was she happy at the moment she was facing the problem?	Teacher uses her hands when she utters words
67	A S	Yeah [A S.1- Yes	
68	T	Whatwasherattitude?	
69	S3	Shewasveryoptimistic	
70	T	Sorry? [S3.1- Optimistic	Teacher was not able to understand what student said due to there was a lot of noise.
71	T	She was [S3.2 very She has, she had a good attitude a positive attitude. And yesterday we were talking about Frankie. Do yourememberaboutFrankie? [A S.2- Yes	
72	T	WhowasFrankie?	
73	A S	???	
74	T	Ah? And did he have any pro..did he have any problems? [AS.3 Yes	
75	S4	Drugaddiction	
76	T	Sorry?	
77	S4	??? because he does like.. he couldn't stop ???	The student was directly looking to the teacher as long as she was explaining. However, there was noise so her words are not clear enough in the video
78	T	Could he overcome his problems?	
79	A S	No	
80	T	Whynot? (teachersmiles)	
81	S2	Because he had to be away from his daughter so he, he wouldn't feel very bad as if he would've been with her.	
82	T	So he had one problem, he was..he was far from his daughter you said. And he could overcome..he couldn't do anything. Do you remember about ???Whatwas the question?	
83	S5	???	Studentwasmumbling
84	T	Aha? And what was the answer?	
85	A S	???	
86	T	Yes..every day or every week? [A S.4 Everyweek	
87	T	<i>Everyweek</i>	The video ends here
88	T	Yes..every day or every week? [A S.4 Everyweek	
89	T	<i>Every week</i> . Aha and what's that true? [A S 1.- Yes	
90	T	That he writes every day, every week [A S 2.- Yes	
91	T	And ??? [A S 3.- No	
92	T	What did he say? I don't know why you come to church [[A S 4.- Aha	
93	T	And then the ???that Frankie wrote to his daughter. Ok, well amm..that was unit two. Wetalkedabout "dreamsnever die"	The video stops here and then it continues but without sound for 3 seconds.
94	T	wellamm.. that was unit two. We talked about "dreams never die" but today we are going to talk about something different and that is dying for their beliefs. Why are we representingthat? "Dyingfortheirbeliefs"	
95	S1	That you believe something and ???	The student spoke very softly so it was not possible to understand.
96	T	That you believe something and no one can change your mind, or something like that. They way of thinking about that. Ok, well we have there conventional medical treatment" and "Non conventional or alternative medical treatment and..didyou do yourhomework? [A S.1- Oh yes	
97	T	Ok..what was your homework? Can you tell me what was your homework about? Angela, can you tell me please?	At the last questions. She looked directly to a student.
98	S1	We had to look for something about ???	
99	T	Aha. You had to look for some information about Non conventional or alternative medical treatment. Didyou do it? [A S 2.- Yes	
100	T	Yes? Ok, so I'm going to ask you to work in pairs and compare your medical treatments. You remember that I gave you like a ???to look for that information, what kind of medical treatment? how do that work?..amm.. how can that be used? Did you do that? Did you underline? Yeah, thank you. Some of you didn't. So, if you didn't do it, you're going to identify that in pairs. I'm going to ask you to identify the main aspects about that treatment that you brought. So, you would together please? Two, two. Can you work together? Here we have Cristina, you two, you two, you two. Then Can you work Arelly? Can you work together, please? Here you two. Please, identify the main aspects for non conventional or alternative medical treatment.	Teacher was pointing out students as long as she was assigning who was going to work with whom.

Video Clip: 0007

This video segment is not possible to be transcribed. All students were asked to work in pairs in order to highlight some information about the Non-conventional medical treatment they have brought as homework. Teacher is helping them out with some doubts they might have. There are 18 students in the class and all seem to be sharing information and following the instructions teacher has given to them. All the dialogs in the video are inaudible because all students are speaking out loud.

Video Clip: 0008

In this video students keep on sharing information about the non-medical treatment. Some students are following the instructions and checking out what is written on the board and some others seem to be a little bored. The video is really short but it is possible to hear so much noise in the back. Teacher keeps on answering some questions that a student has.

Video Clip: 0009

In this video students keep on sharing the information, but some of them have already forgotten the instruction about working in pairs and they start talking to other students in the classroom. Teacher keeps on monitoring students in order to see if any of them have any doubt about the task they must do. There is still so much noise in the classroom and apparently more students have arrived to class.

Video Clip: 0010

In this video it is possible to see students reading some copies and teacher helping them out in how to get the information they need in order to complete the task. It is possible to see that some information has been highlighted. We can see teacher talking with a student and they are looking at a cellphone or another kind of electronic device and discussing something about it. It is still not possible to do any transcription.

Video Clip: 0011

Students keep on sharing information and in the video we can see some sheets with specific information highlighted which indicated that students have followed teacher's instructions.

Line	Speaker	Text	Commentary
101	T	??? aspects from your information ??? [A S1.-Yes	
102	T	Well we have one team..shh.. Arely please [S1.- Sorry	Here the teacher silences one student and puts her finger over her mouth to indicate the student to be quiet.
103	T	We have one time working on the definition of the..	The video ends here
104	T	??? aspects from your information ??? [A S1.-Yes	
105	T	Well we have one team..shh.. Arely please [S1.- Sorry	Here the teacher silences one student and puts her finger over her mouth to indicate the student to be quiet.
106	T	We have one time working on the definition or the explanation or Non-conventional or alternative medical treatment and the rest of you, I have seen that you also have that information but some of you have specific treatments and that's what we are going to explain what we are going to see ..amm... I have.. I have seen that you have like weird treatments that maybe we don't use or maybe we don't know how to use but some people or in other countries they use it for something for example. Arely, what do you have?	
107	S1	ChineseFoodTherapy	
108	T	ChineseFoodTherapy	
109	T	Is that a therapy? Did you know that? [A S.- No	
110	T	Do you want to know what is that supposed? [A S.- Yes	
111	T	Before that we know what that is called. We are going to ask that team to tell us something about the information that you have. Can you come here to the front please? (laughs from one of the member's team)	Teacher points out at a team with her hand.
112	T	Come on team (applauses from the rest of their classmates)	The video ends here
113	T	???	At the beginning of the video we can see the teacher talking but it is not possible to hear anything she says.
114	S1	Ok then, what is the meaning of alternative medicine? We have that it is used ???that are not part of conventional medical trainings like acupuncture as a therapy or herbal medicine.	Students are in front of the classroom because they have prepared a small presentation about non-conventional medical treatments.
115	S2	Yeah, and there is another example of this sample medical, you know, Naturopathy, and also herbalism, Chinese medicine traditional, Chinese	.In this part the student was writing the names on the

		medicine as we have said acupuncture, is that ok?, Yes? [Acupuncture	board as long as she was saying them to the class.
116	S2	Hypnosis (laughs) ok, bodywork, massage therapy.	Student pronounced hypnosis in two different ways. And S1 erases the word Acupuncture because it was not written correctly.
117	S1	Meditation, and diet-based therapies, These kinds of treatments depends of the country, or maybe of the continent, so... [oh yeah (laughs)	
118	S2	??? on traditional medicine of spiritual beliefs or new conceived process to healing. This is the reason for the people to use traditional medicine.	During the process of telling that medicine may be based of beliefs the student was writing down everything she was explaining.
119	S3	The people may also use complementary or alternative medicine when they're not sick because many people believe...	. The video ends here.
120	S1	The people may also use complementary or alternative medicine when they're not sick because many people believe ???complementary or alternative medicine such as yoga can improve or ??? healthy people to use alternative medicine to try to prevent illness or to ensure a healthier lifestyle.	
121	T	What's the CAM?	
122	S1	Complementary and alternative medicine...	
123	T	aha.. do you have some information Guillermo? Do you have information about the CAM? Why is it called like that? [S2.- Yeah	
124	S2	Yeah, it was name in nineteen-teen, ninety eight (laughs)...sorry	There are laughs because when of the students has made one mistake.
125	S3	It includes ???	
126	T	???	The video ends here
127	S1	???	
128	T	So, the first is mind and body medicine.. Is it, Is there something here that..ah.. relates to that group? Yoga, is it so? Mind-environment medicine? What did you say? Herbs and what?	
129	S1	Bio..biological [T.- Biologically	
130	S1	Biologically and various practices and used of substances like herbs as vitamins ???	
131	T	Maybe in the second one..you see the second? Herbalism ???	Teacher points out to the board. There is a lot of noise in the back.
132	S1	??? and chiropractic manipulation	It is not possible to hear what he says because someone was coughing in the back as long as he was speaking.
133	T	Manipulation of the body. Angela you have the same? You have the..the..categories? what is...? Sorry?	
134	S2	It's this information [T.- Ah	
135	T	So Carlos has that information . In the third group that is manipulation, which alternative medical treatment do you think fits in that category? Do you think bodywork?	The video ends here
136	T	Is this manipulation of the body?	
137	S1	I don't know what to say	
138	T	Is it different? What? What've you got?	
139	S1	??? [T.-Biological ???	Students did not speak loudly and it was not understandable.
140	T	You can find a branch of aspects. I think it's the same, you mention the same about the biological thing, You also have that?	
141	S2	???	.
142	T	I think it's the same we just, we just have it in different, in a different order (coughs)	
144	S3	The titles are different [T.- the what?	
145	S3	Titles [T.-the names are different	
146	T	But it's more or less the same category, you said that the CAM ???integrate categories, the important, the different name are in categories aha what else can you say about that?... anything else? Ok thank you team. (applauses). Now it's time that we start talking specifically about typical treatments.	The video ends here
147	T	Now it's time that we start talking specifically about typical treatments. And we're going to start. Please team number one. You are the team number one? Can you give us that explanation of that specific medical treatment . I think that we have three, right? Yeah. You have two and Arely has one. Please come in and explain what that's all about, please. Yes, you're team.	Teacher was pointing out to her students as long as she was giving instructions and at the end of giving them she erased the board.
148			Students write on the board about Chinese food therapy. They will have to respond

			the question from their classmates.
149	T	Alternative treatment, all the questions that you may have. Ok	
150	S1	Good morning [AS.- Good morning	
151	S1	We are team number one. Our names are Arely, Lizeth	
152	S2	Ah... we found something about Chinese food therapy and it said that they're based.. they're based basically in the belief of the ying and yang and they say that there has to be a balance between ying and yang because the ying, they think, that the ying, it has, involved all those kinds of food that decrease the body heat which are those ah... that have a high warm content and the yang there is mostly. Because they say something...	The video ends here
153	S1	A lot of energy..I tend, think that that kind of it must have a lot of... How do you say "harina"?	
154	T	Ehh..flour [AS.- flour	
155	S1	Ah, ok. (laughs) Probably a lot of.. ??? and those kinds of things, and actually I read something about this food that they have. It says that Chinese food therapy is in charge of some healing using natural food instead of medications. Chinese food therapy is a modality of traditional Chinese medicine also known as Chinese nutrition therapy. It is particularly popular among Cantonese people who enjoy slow ??? One of the most known is a rice, a rice soup that ??? I saw the picture of this kind of soup and it's made with rice and a kind of a...]	The video ends here
156	S1	It's a kind of soup all mixed with rice and a kind of spaghetti, too but it really doesn't look that great (AS laughs) but there must do something really good for us... because like as I believe..well probably the soup has a kind of balance between fat and between the water content, the water content so I be.. I would..think probably it is good but it doesn't look very good... I don't know. Chinese food therapy dates, dates back as early as 2000, and I have the philosophy about food which is the one that I've already told you and amm... and I would think that's pretty much and I saw, I read, sorry, I read something else about another recipe they have that they explain that we make sure eat some...	In all this video, student 1 is the only person who speaks due to she is giving a presentation about Chinese food therapy
157	S1	That they explain that we make sure eat something like a bird nest, cooked with a all, all, it has to be boiled first of all and if women ate it, they would improve their appetite but it was like I was saying, like I was saying them. Well, here in Mexico, we really shouldn't have, we really shouldn't improve our appetite because that's very good, but Chinese people they probably they should because they're very thin [T.- what? What's that?	
158	S1	Thin, they're thin people, well improving their appetite would be very good	
159	T	What is this meal that you said? Bird?	
160	S1	Ah, bird nest how would you said? Bird, birdnest. Aja, este el nido del pájaro.. ???	The video ends here
161			At the beginning of the video we can hear applauses from students because the previous presentation has now finished.
162	T	Well, I have a question. How do you spell that? Is that correct? Budaism? Isn't that Buddhism? Is that Buddhism? The spelling is correct?	
163	S1	I don't remember very well but I, it has to have a double "d" I'm not sure I don't remember but I...	The video ends here
164	T	Isn't that Buddhism? The spelling is correct?	
166	S1	I don't remember very well but I think it has to have a double "d" I'm not sure, I don't remember.	
167	T	I think it B-U-D-D-"D" or double "T" but how do you know? But I don't know if it's the same Buddhism and what you want to have there	Teacher looks for the correct spelling in one reading.
168	S1	Oh, and it has an H, in the middle of the double d and the I	
169	S2	It's B-U-D-D-H-I-S-M	
170	T	Is it the same that what you wanted to say [S1.- Yes	.
171	T	Yeah, ok. Well, thank you. (applauses) We're going to.. Sorry thank you (teacher claps) Some of you told me that you don't have specific information about one treatment. Well, here we have one and two, Guadalupe, you have what you said? What's the name again?	
172	S3	Acupuncture	The video ends here.
173	T	Some of you told me, that you don't have specific information about one...	
174	T	Well.. Thank you..ahhh..We are going to...ah..sorry.. thank you. (Applauses). Some of you told me, that you don't have specific information about one..treatment. But here we have one. Este Guadalupe, you have one. What's that? ???	The teacher is in front of the class talking
175	S1	It's Acupuncture	

176	T	Acupuncture? Can you tell me about this? Come here. Eh? What do you want?	
177	S2	I have but I don't have a lot of information	
178	T	You don't have so much information	
179	S2	No?	The students stands up and goes to the board to give a short presentation about the treatment she knows about.
180	T	Who else will pass? Come on	We don't see too much cooperation right now
181	S1	(Students talks) (coughing) I'm going to talk about acupuncture. (Studentstalk)	
182	S1	I'm going to talk about acupuncture.(laugh) This is another eh.. alternative eh.. medicine. Well, I actually investigate a..an specific treatment for... I.. investigate.. that it begins maybe for cancer to.. to heal.. to the main cancer. And..this is a..This was developed by Chinese..this is a Chinese tradition. And it's..oh.. they have use that treatment about forty hundred years. And..this is.. this.. is.. maybe for cancer. But they..to they don't feel bad. For example, when they have cancer, they feel ahh, they have some.. (coughing) symptoms, they have some symptoms like vomiting, and, they lose weight, they have diarrhea and this treatment help them to prevent that, that (coughing) symptoms. Also Chinese tradition, they, Chinese people think that acupuncture eh, that, bueno, that the body has a..some ???and the body is divided and in certain points distributed in order to, to improve and to feel better. And... This consists in needling and, and copping. Do you know what is that?.Needling is like eh..puttingsomeneeds	A student is in front of the class talking about acupuncture. She seems a little nervous
183	S2	Needle! Needle!	
184	S1	Needles in the body and... that's, that's all. (applauses)	
185	S1	(applauses) Hi! I have the International Institute ???of alternative medicine has support the number, mmm a number of a huge oh, study of on orthodoxy cure, including the use of... (the student writes on the board) shark cartilage. Shark cartilage. Shark cartilage to doing cancer and..the ???of bee pollen... for doing, for treat.. treating of.. allergies and the..I had also that..the most popular alternative medicine is dray, dray and relation, relax, relax, relation, [relaxation] relaxation... and herbalism, relaxation, chiropractic, massage.	Another student is in front of the class talking about the treatments she knows about
186	T	Thankyou (applauses)	
187	T	We'll have one, one more. Ah, I think that Raul?	
188	S1	I don't have a lot of information but I have something ???	
189	T	Some ??? [Yeah] Aja, for example?	
190	S1	Like..therapy. It is related to techniques, of... a physical..technique for feel your body better. For example, you have the ???, maybe you have, you can.. take a massage and this and yoga is, is [related] related [to that]	
191	T	Someone else? (coughing) Claudia, something specific?	
192	S1	Yeah!	
193	T	Can you explain that please? Both of you	Two students stand up, write some information on the board and start giving their presentations.
194	S2	Well, I have aromathera..therapy, this is about frequency in our body. The frequency is the ???of the energy, electrical energy that we have in our body. If it is balance we are healthy, if it is under 62 we are sick. This aromatherapy is used ahh..well.. it's based on the use of oils, essential oils and ??? to be, ??? to be ??? This is because you can spread them in your skin and the skin absorbs the essential oils and you also can breathe them to feel better.	
195	S1	And the use of oil, the essential oil..and... ??? to be, ??? to be, ??? and.. this is because you can spread them in your skin and.. the skin absorbs the essential oils and.. you also can breathe them to.. feel better. And the essential oils can purify..the earth or mmm.. they can help to kill bacterias and to destroy ??? and to, maybe to... ??? That'sit (applauses)	A student is writing on the board while his classmate is presenting her treatment.
196	S2	The therapy I am talking about is called auriculotherapy or also is called ???therapy or ??? and first... and basically it works with candles that provides many physical and psychological effects. And in this case with the light ???the ???within the ??? they can all generate vaccum-like effect on the hear room so we can ??? uses and something feeling all warm and brings a balance of pressure ??? the ears, forehead and sinuses. And this treatments is called, is used basically for colds, flu, ???, ???, hearing, ???, ???, ??? headaches, ???, ??? and mentality condition. So when the light is ???and is put near one of the ??? face the ??? and also the heat is making heal, making, heal this specific.. eh ..eh.. illness or this problem like by making like a.. avaccum- like effect that clean up all those, all those ??? So making about some pressure, here omit here sorry sinuses it cures pain. That'sit	The boy who was writing on the board started talking. And the girl sits down
197	T	Thankyou (applauses)	
198	T	Any other medicine or treatment, sorry any other treatment that you have, just the name because some of you have just the name about that information about	The teacher is trying to make students participate and talk

		those .. ah treatments, the names that you have?	about the different medical treatments they know.
199	S1	Homeopathy, is, is a other medical treatment and this is developed in Germany	
200	T	In what?	
201	S1	In Germany, ahh this is ??? (coughing) mineral plants and ??? animal or mineral and, or mineral products for also prevent the... like [any???] yeah aja	
202	T	Have you ever used any of this a.. alternatives, medical treatments or nonconventional sometimes	
203	S2	I've tried to meditate but I can't [You tried]	
204	T	Which treatment did you try to use?	
205	S2	No, no, I have actually tried to meditate , So I can't focus on doing something whether I'm sick or not I've tried but that's not my ??? pro.	
206	T	Well ! So, ah.. What can we say about nonconventional medicine or treatments, who use that? Have you used any of them maybe aromatherapy or yoga or any names. Can you tell me the names?	
207	S3	Thai Chi!	
208	T	Thai Chi?	
209	S3	Is a kind of tradition medicine, maybe in Mexico is not more common but [No, not very common but]	
210	S4	Which one?	
211	S3	Thai Chi	
212	T	Some other names that you have You have many names, I saw you have many names	
213	S5	Apiculture [aja] is about [bees] that ahh.. [stings] sting you in [some areas of your body] specific areas of your body to treat an illness.	
214	T	Ok !Any other?	
215	S6	Yeah! Also we talk about chocotherapy, yeah, that is used, chocolate is use on your body for you, you	
216	S1	In your sky, to, to, to eh, how do you say?, to better the texture and also to add the... How do you say nutrients? Or to, for the , for the skin to.. acquire the nutrients How can I say nutrients?	
217	T	??? here, What?	
218	S1	Nutrientes ! How can I say?	
219	T	How can we say nutrient?. I think that you have a word there. In your, in your homework you have that word. So, What ???about (coughing) when we talk about food?. No? ???you have that word. No? nutrientes? Can some look how ???that word in the dictionary? Also look at your homework because I saw you have something about that, isn't that yours Arely? In your homework? Nutrientes? You have something about that? [I don't think so] Nutrients? Nutrients? How do you say? Nutrients? No?	Students look for the word "nutrients" in their notes.
220	S1	Yeah! So, Chocotherapy makes, alright with chocolate skin absorbs all the nutrient that the chocolate provides for make better the texture of ??? skin and also for, for making people relax.	The student makes movements with his hands to make himself more understandable.
221	T	Mmm!So we have talked about this a type of medical treatments? (coughing) Now, What can we.. What do we understand by conventional medical treatments? What's that?	The teacher points to the treatments written on the board.
223	T	What do we understand by conventional medical treatments? What's that? Conventional! because all of them are not conventional but what about conventional?	The teacher walks in front of the classroom trying to make student participate and give their opinion about conventional medical treatments
224	S1	Maybe they are based on texts, or evidence,	Students start participating a lot, talking about what they do when they get sick.
225	T	???, evidence, texts	
226	S2	Science!	
227	T	Science! aja , Can you give me? I'm sorry?	
228	S3	??? Chemical treatment	
229	T	Aja! Give me an example! When you get, When you get a cold what type of medicine do we take?	
230	S2	Aspirin!	
231	T	Aspirin? When you get a cold? Wow! Any other? Any other? Any other medicine that you take conventional when you get a cold? [Neomebutina]	
232	T	What?	
233	S4	Neobemutina	
234	S5	Paracetamol	
235	T	Paracetamol, XL3 (Laughs) What about when you have a stomachache? [Peptobismol] Peptobismol, Ok! That's the point, you get, when you get, eh, drink a tea, take a tea, That would be nonconventional medicine.	
236	S6	Tesalon!	

237	T	Aahh! It depends on what kind of tea. Cause we have also teas that are made of this conventional medicine like tesalon, terafeno [pyrena] pyrena and all of those. But when you take or drink a tea ahhh mmm, made of herbs. For example? When you get a cold? [Nonconventional] [Nonconventional] Nonconventional!	The teacher elicits what students take when they are sick
238	S7	???	
239	T	??? But that would be a also nonconventional medicine	
240	T	What? [honey] honey! and lemon. Thatwould be nice! ???	
241	S1	Guava	
242	T	Guava?	
243	S1	Guava con lemon and honey	
244	T	Honey!	
245	S1	???	
246	T	You mix them	
247	S2	I know that ??? treatment that my father used to add garlic	The teacher listens to students patiently.
248	T	What?	
249	S2	Garlic, honey and lemon and it was very good	
250	T	That´s when you have a cold or when you have what?	
251	S2	Garlic?	
252	T	Aaahh! Ok! Well,so, I ask you, if you have used any kind of nonconventional treatment and you told me no. Now, that means that you have used that, [Yeah, we all have] sometimes, maybe a tea or some herbs or some aja, open, open your book please on page...	Students seem to enjoy the class.
253	T	That you have used that, [Yeah, we all have] sometimes, maybe a tea or some herbs or some. Aja! Open! Open yourbookpleaseon page..47.	Students open theirbooks
254	T	In your book you have two pictures, in one picture we have..we have conventional medical treatment and the other we have no conventional. In whichpicture do wehaveconventional medical treatment?	The teacher is holding the book and pointing to the page students have to see.
255	Ss	In theleftside!	All students answer at the same time.
256	T	In the one you have???	
257	Ss	Leftside!	
258	T	And the other, you have nonconventional. Where do you have the not conventional medical treatment picture?	The teacher points to the pictures in the book.
259	Ss	Tes, herbs	
260	T	But also pills, do you see that? Pills that are not, that are different from the ones that are from conventional medicine. And there is something, there is a container there, that has a name, what´s the name of that?	
261	Ss	Ginkgo biloba!	
262	T	Ginkgo biloba. What´s that? Do you know?	
263	Ss	No	
264	T	Who uses that?	
265	S1	Energizer , is it an energizer?	All students answer at the same time and the teacher asks them to speak one by one
266	T	Onepersonplease?	
267	S1	Is it and energizer?	
268	T	I´msorry	
269	S1	Is itanenergizer?	
270	T	Anenergizer?	
271	S2	I´ve read but I can not	
272	T	You have read it but you don´t know what is that for,	
273	S3	It´s suppose to do memories. Somethinglikethat.	
274	T	Aja, like ???memory, Ginkgo Biloba is a ??? to say	
275	S4	Energizer	
276	T	Energizer, your memory, all those things. Aja, and hee... which of these treatments have you used? Haveyouused?	
277	T	Which of these treatments have you used? Have you used any of these treatments? You told me that tea sometimes. Aja! Have you used conventional treatments?	The teacher points to the treatments in the book.
278	Ss	Yes!	Studentsanswerchorally
279	T	Some of you or all of you? Who doesn´t like to use that conventional treatment? For example, if you have a headache and you say no I´d rather don´t take any pills or something? You? Youdon´tlike to	
280	S1	I don´t really like it because sometimes it feels ???very large.	
281	Ss	???	Students talk at the same time and it is difficult to understand what they say.
282	S2	Are veryhard?	

283	S3	I think is better if I take something more natural and I do by myself	
284	T	And you too?	
285	S4	Sometimes they are bad for my stomach	
286	T	Oh! Yeah! They say when I have a headache I prefer not to take anything because it's not for my stomach. You say. And they say I prefer to take tea or to take something else and, In which situations do you think it's good to use alternative medicine? In which situation you have to use conventional medicine?	
287	S5	I think that just at the begging of a illness, when you begin feeling	
288	T	Oh! Yeah! They say when I have a headache I prefer not to take anything because it's not for my stomach. You say. And they say I prefer to take tea or to take something else and, In which situations do you think it's good to use alternative medicine? In which situation you have to use conventional medicine?	
289	S1	I think just at the begging of a, of a, of a illness, when you begin feeling sick you can begin trying con..nonconventional treatments because maybe it just about any.. How do you say "que no te avanza". You or when somebody is tired, they don't that ??? can be reflected in some way so, if the , how do you say?, how do you say molestia?	The student does not know how to express some ideas in English.
290	S2	Pain?	His classmates try to help him
291	T	Molestia about your body? [yeah] If you have a pain or something hurts or [yeah] a problem	The teacher gives some options the student can use to express those ideas.
292	S1	Alright, something hurts, I think if it persists you we can change into the conventional because it could be something more, more, serious.	
293	T	Aja! Ok! So, eh. The thing that you take, depend on the believes that you have maybe. Remember that the type ??? there are people who think that.. ah.. you don't have to take conventional medicine. There are others that refuse to do it. So, we are going to answer next page, it's 48. And we are going to write a D if you disagree with the information that you have here or an A if you agree with the information. It is about the use of conventional or not conventional ??? Can you answer that please?	
294	T	Aja! Ok! So, eh. The thing that you take, depend on the believes that you have maybe. Remember that the type ??? there are people who think that.. ah.. you don't have to take conventional medicine. There are others that refuse to do it. So, we are going to answer next page, it's 48. And we are going to write a D if you disagree with the information that you have here or an A if you agree with the information. It is about the use of conventional or not conventional ??? Can you answer that please?	The teacher gives clear instructions to students about what they have to do and students start working.
-	Ss	(chatting)	Students discuss about conventional and nonconventional treatments. A group started to discussion based on the exercise about whether they agree or disagree. A group is talking about cancer. The teacher is walking around the classroom and making them sit in a circle. Students seem to be negotiating as a group.
295	T	Ok! You have the answer the..exercise. Shhh please! Well, You have different beliefs. You know? You have different...	The teacher starts talking and students stops debating with each other and start listening to the teacher.
296	T	Ok! You have the answer the..exercise. Shhh please! Well, You have different beliefs. You know? You have different ways to think. Now, we are going to (Coughing) ??? your answer in your small team. You are going to say why you agree or disagree with the statements. For example, the first one says... eh, the first. Aracely, can you read the first please?	The teacher asks a student to read the first statement in the book.
297	S1	If you are sick they can trust medicine, it's the best way to get better.	The students read clearly
298	T	Aja! If you are sick, taking drugs, that's medicine, it's the best way to get better. Do you agree or disagree?	Teacher tries to get students participate.
299	Ss	[Agree] [Disagree] [Agree] [Disagree]	Students answer chorally
300	T	You have different answers, different responses. Some of you say ??? disagree. What you are going to do is to discuss that. Why do you think it's better to take ,medicine or why do you think it's not good to take medicine. You are going to discuss each of the six... ahh.. statements that you have here in small groups. Please!	The teacher gives the new instructions and students start working in small groups.
-			The teacher is listening students discuss and participating with them. Then the teacher writes something on the board.
301	T	How do you say? I agree or I am agree?	The teacher writes on the board students' mistakes and the correction. She asks

			students about the correct form.
302	Ss	[I agree] [I'm agree]	Students answer chorally.
303	T	This one?	
304		Yes!	
305	T	Or this one?	
306	Ss	No!	
307	T	How do you say? I disagree or I am disagree	
308	SS	I disagree	
309	T	Ok! That's good! How do you say that? I heard that some of you said I am agree or I am disagree. Remember that we don't use the verb to be when we use this verb. I agree or I disagree. Aja? Ok? Continue working!	The teacher explains why some of the phrases were incorrect and then she asks her students to continue working
	-	(Students are debating based on the activity the teacher set up)	Students ask the teacher how they can say "No estoy de acuerdo" and the teacher writes the sentence on the board. Suddenly something falls down and everybody looks at the same direction looking for the object that made the sound.
310	T	Well, I have seen that some of the...??? in your teams you have different answers. You didn't reach consensus about some. You have strong beliefs about that. Ahh! What do you have for the first one? Who reach consensus about the first? Agree or disagree? Any team that all of you said: yeah! we agree or yes, we disagree. No? Different opinions? [Yes] For the first? [Yeah] ??? That was related to... the use of medicine or drugs to kill people aja? What about the second? Raul, your team please? Can you read...	The teacher starts talking one more time and students stop talking.
311	T	What about the second? Raul! Your team please. Can you read it?	The teacher has a student read one of the statements.
312	S1	The second one [Yeah] Praying can cure sickness, we disagree... well, we, we disagree.	
313	S2	It would be fifty fifty	
314	Ss	Fiftyfifty? [yes]	
315	T	How can that be? [some] Praying can cure sickness	The teacher asks students to explain why they believe praying can cure illnesses
316	S1	Yes, some of us, or in my case I disagree about some. Some other agree but it only depends on the religious.	Students do not answer the teacher's question.
317	T	[???] Believes, religion. Is there any team who all of you agree or disagree? That team. All secure? What's the answer?	
318	S3	We disagree	
319	T	You disagree. And you? [Disagree] You disagree too. And here?	
320	S4	Agree but Rachel is disagree	Students make a mistake
321	T	Rachel? What?	The teacher tries to make students think about what just they say
322	Ss	Disagree!	Students successfully correct their mistake.
323	T	Or? Does not agree with you. Aja? Ok, I'm asking you about the second that is praying ??? your sickness because the following reading is very much related to this ??? statement. That praying can cure sickness. So, don't forget that! The reading that we are going to read tomorrow is very much related to this thing, about praying.	
324	T	Ok! Team number.. I'm sorry, number 3 please. Estefany ???	
325	S1	People who have a positive attitude will be cured faster than people with a negative attitude. Well, I agree but... just one person disagree.	
326	T	Mmm Here? All of you agree? [Agree] All of you agree here [Not] Not all of you, some of you agree some disagree. There? [Agree] All of you agree. [Yes] All of you agree. [I'm agree] Why? Give me your reasons! Why if you have a positive attitude you can be cured faster?	
327	S2	Yeah! It's the same when you say, mmm.. It's so cold! And the other person.. the other person who is next to you say: "It's not cold". Yes of course, not. And so then people start saying the same. Oh yeah! You are right! It's cold! It's about the mind [the mind aja]	
328	T	And why? The ones disagree with that, why?	
329	S3	I think that sometimes, if you, even if you...	
330	S1	Yeah! It's the same when you say... mmm.. It's so cold! And the other person.. the other person who is next to you say: "It's not cold". Yes of course, not. And so then people start saying the same. Oh yeah! You are right! It's cold! It's about	Students give responses and the teacher tries to make students support their ideas

		the mind [the mind aja]	by mentioning why they believe what they believe
331	T	And why? The ones disagree with that, why?	
333	S2	I think that sometimes, if you..even if you have a positive attitude, you don't, you don't find the cure.	
334	T	Ahhh! That when you have a positive attitude, maybe you don't find the cure but remember, we... that the, the statement says that we will be cured faster. Maybe you get cured ???but faster that's the point. Aja??? So it has to do with mind, as you said so when we say: no it doesn't matter that you have a positive attitude. Hey! Those are the beliefs! Number 4...	
335	T	Carlos!Yourteam!	
336	S1	Medical treatments could be more effective if we also use alternative or a natural or herbal remedies.	
337		Aja? So? ???as Arely said. Medical treatments could be more effective if we also use alternative and natural or herbal remedies. What do you think?	
338	S2	Dependon the illness!	
339	T	It depends on the illness! [Yes] Did you ???agree? [Yes] Your team? [Agree] Agree, Disagree. So it depends on the illness you have, you can use medical treatments and also. I'm sorry, alternative.Ah, If you use alternative treatment, you can ???the illness. Number 5	
340	S1	Patients have the right to choose the treatment they believe in conventional or alternative, even if the doctor do not agree. [Hum] Disagree!	The students reads the statement very awkwardly
341	T	Ok! Patients have the right to choose the treatment they believe in. Conventional or alternative. Even if the doctors don't agree. [Agree!][Disagree!] Agree, disagree! Why do youagree?	Students look up the words they don't know.
342	S2	It's your right choose what you want for yourself. [It'syourbody]	
343	T	It's your body, it's your right! And why do you disagree? Here?	
344		????	
345	T	I'msorry?	
346	S3	Not always doctors knows best	
347	S4	Yeah! But if you are almost dying, and you want just drink tea! Oh! But it depends which illness you have. [Of course] If you have cancer or ???it doesn't matter but if you have just like a. a kind of strong cold and you just want to drink tea or smell some herbs or some ??? or whatever. Youbetter listen to the doctor probably.	The student supports her ideas clearly. Students from other teams laugh and seem to get involved in the discussion.
348	S3	(chatting) (laughs) Sometimes the treatments doesn't ??? (laughs) (laughs)	The debate is taking place; there are students who agree and students who disagree.
349	AS	Fight! Fight! Fight!	Students from different teams start yelling and using body language related to fighting.
350	S5	Patients have the right to decide, because if they want to die, ???	Students are laughing; they look very interested in the debate.
351	T	Well! So! It's depends on your beliefs also. If you want..you said that's your body. That is your decision.[Yeah], ok.	This is the end. The teacher finishes the discussion.
352	T	Number 6! Here please Sandra, Maira?	
353	S1	Parents rather than doctors or the government have the right to change the treatment they believe is best for the human.	
354	T	What do you think? [Disagree] [Disagree] [Disagree]	
355	S2	I agree!	
356	T	You think that parents have the right to choose the treatment [Yes] or the government? [Parents] Parents? [No] The government? [Doctors] [Doctors] Doctors? Instead of parents? Aja! Well, this statement. Number six is related to second reading that we are going to do. It relates. Ay no!. It's the first. It also relates to brain and also the decisions that parents do about the natural treatments for their children. Ok, well that's it for today. Tomorrow, we will continue talking about this ??? Ah, You have some copies for tomorrow already. Don't forget about it please. Thankyou.	The teacher finishes the class and tells students what they will be doing the next day and asks them get the material.
357	T	natural treatments for their children. Ok, well that's it for today. Tomorrow, we will continue talking about this ??? Ah, You have some copies for tomorrow already. Don'tforgetaboutitplease. Thankyou.	