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Tome 2
(Annexes)

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**Vers une caractérisation de l'identité professionnelle
des enseignants du secteur LANSAD :**
Pratiques, rôles et représentations

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Annexes chapitre 6

1. Formulaire d'accord de participation

Accord de participation

Vous êtes invités à participer au projet de recherche de Mme.VEGA Ana, qui porte sur le travail des enseignants de langue. Afin de mener à bien sa recherche, Mme.VEGA a besoin d'observer et de filmer les cours de votre enseignant plusieurs fois dans l'année.

Nous avons besoin de votre autorisation pour filmer vos cours, car une grande partie de la recherche repose sur ce qui se passe dans la classe avec vous, les étudiants!

Par ma signature du présent document, je déclare être dûment informé(e) que:

-Je participe à titre gratuit à cette expérience qui s'inscrit dans le cadre d'une recherche doctorale.

-Au cours de l'expérience, des données multimédia et audiovisuelles seront produites.

Les vidéos seront utilisées ensuite pour:

- des entretiens avec votre enseignant
- la transcription et l'analyse des interactions

-Ces données seront manipulées par Mme.VEGA de manière à respecter mon droit à l'image et mon anonymat, tel que la CNIL¹ le prévoit : ne sera conservé dans ces données que mon prénom, voire un pseudonyme de mon choix (ou juste "Etudiant 1, 2, etc.")

-Les informations recueillies lors de cette expérience seront gardées confidentielles et ne seront pas diffusées. Les publications et communications scientifiques sur cette expérience ne mentionneront aucune donnée permettant de m'identifier.

J'ai lu et compris les informations contenues dans ce document. Toutes les questions que j'ai pu poser ont reçu une réponse qui me satisfait. Je suis d'accord pour participer à cette expérience.

Je recevrai une copie de ce document par email.

Nous vous remercions de votre aimable participation!

Nom/Prénom du participant	Signature	Adresse email

¹<http://www.cnil.fr/documentation/fiches-pratiques/fiche/article/lutilisation-de-limage-des-personnes/>

2. Tableaux des sigles et abréviations utilisés dans les synopsis

a. Tableau des abréviations renvoyant aux formes sociales de travail dans la classe

I	Travail individuel
B	Travail en binômes
B/Réf	Travail de réflexion ou <i>brainstorming</i> en binômes
B/DI	Travail à partir d'une activité fondée sur un déficit d'information
B/Ming	De l'anglais <i>mingling</i> , type d'activité qui demande aux apprenants de se déplacer dans la salle et de parler à plusieurs personnes différentes afin d'accomplir une tâche (trouver une/des information(s) par exemple). Les dialogues se font donc en binômes, mais ceux-ci changent fréquemment.
B/Cor	Travail de correction entre pairs en binômes
G	Travail en sous-groupes
G/Réf	Travail de réflexion ou <i>brainstorming</i> en sous-groupes
G/DI	Travail à partir d'une activité fondée sur un déficit d'information
G/Ming	De l'anglais <i>mingling</i> , type d'activité qui demande aux apprenants de se déplacer dans la salle et de parler à plusieurs personnes différentes afin d'accomplir une tâche (trouver une/des information(s) par exemple). Les dialogues se font donc en binômes, mais ceux-ci changent fréquemment.
G/Cor	Travail de correction entre pairs en sous-groupes
MC	Mise en commun en grand groupe (menée par l'enseignant)
MC/Cor	Correction d'un exercice ou activité menée par l'enseignant
MC/Jeu	Annonce des résultats/corrections à la fin d'un jeu
E	Travail mené par l'enseignant de manière magistrale
E/Con	Annonce des consignes ou transitions d'une activité à une autre
E/TS	Savoir transmis par l'enseignant sous forme de cours magistral
E/Info	Informations générales sur l'organisation du cours données par l'enseignant (ex. annonce des objectifs de la journée, annonce des devoirs à faire, etc.)
Q	Travail mené à partir des questions posées par l'enseignant
Dis	Travail mené à partir de questions posées par un ou des apprenants

b. Tableau des sigles utilisés dans les synopsis (dans les annexes des chap. 9-11)

Sigle utilisé	
FST	Forme sociale de travail (voir tableau ci-dessous)
V1, V2, V3	Indique le numéro de la vidéo
AL	Activité langagière
CE	Compréhension écrite
CO	Compréhension orale
EE	Expression écrite
EO	Expression orale
EOI	Expression orale en interaction
Ens (dans colonne « source »)	Enseignant
Étu (dans colonne « source »)	Étudiant
Mat (dans colonne « source »)	Matériel

Annexes chapitre 7

1. Conventions de transcription des extraits des cours et des entretiens

a. Conventions pour la transcription d'un extrait de cours

	Extrait du cours du jj/mm/aa Activité n° x
1	Prénom de l'enseignant (Toby, Julia, Dan) :
2	Prénom de l'étudiant :
3	AF : apprenante
4	AM : apprenant
5	AS : plusieurs apprenants
6	(indications non-verbales)
7	+ pause
8	++ pause longue
9	XXXX inaudible
10	Dan : lorsque des énoncés <i>se chevauchent</i>
11	Ana : nous les mettrons en italiques

b. Conventions pour la transcription d'un extrait de cours et d'un extrait d'EAC en parallèle

	Transcription d'un extrait de la séance de cours observée et filmée	Transcription d'un extrait des échanges lors de l'EAC (portant sur les événements ou interactions présentés sur la colonne de gauche)
1	Prénom de l'enseignant (Toby, Julia, Dan) :	Prénom de l'enseignant (Toby, Julia, Dan) :
2	Prénom de l'étudiant :	Prénom de l'enquêtrice (Ana) :
3	AF : apprenante	(indications non-verbales)
4	AM : apprenant	+ pause
5	AS : plusieurs apprenants	++ pause longue
6	(indications non-verbales)	XXXX inaudible
7	+ pause	Dan : lorsque des énoncés <i>se chevauchent</i>
8	++ pause longue	Ana : nous les mettrons en italiques
9	XXXX inaudible	Video playing suivi parfois d'une ou plusieurs
10	Dan : lorsque des énoncés <i>se chevauchent</i>	phrases tirées de la vidéo afin de fournir le contexte
11	Ana : nous les mettrons en italiques	des propos qui suivent.

Annexes chapitre 8

1. Version finale du questionnaire « Pratiques, rôles et représentations des enseignants intervenant dans le secteur LANSAD »

Une copie du questionnaire est disponible en ligne à l'adresse suivante :

<https://forms.gle/MZhCcojSBAWdT4t89>

Dans les pages qui suivent, nous reproduisons également une impression du questionnaire depuis Google Forms.

Pratiques, rôles et représentations des enseignants de langue étrangère intervenant dans le secteur LANSAD (LANGues pour Spécialistes d'Autres Disciplines) de l'enseignement supérieur en France

Ce questionnaire fait partie d'une recherche doctorale sur l'identité professionnelle des enseignants intervenant dans le secteur LANSAD de l'enseignement supérieur.

Il vise à recueillir des informations sur les enseignants qui travaillent dans ce secteur afin de mieux cerner la diversité de leurs parcours, de leurs pratiques et de leurs représentations vis-à-vis de leur travail et de leurs rôles.

Durée: environ 20 minutes (certaines questions ouvertes-optionnelles-peuvent nécessiter plus de temps)

Attention!

Ce questionnaire s'adresse UNIQUEMENT aux enseignants de langue étrangère intervenant auprès d'un public d'étudiants inscrits dans des filières relevant de disciplines autres que les langues.

Si c'est votre cas, merci de répondre au questionnaire et n'hésitez pas à le diffuser autour de vous, surtout à vos collègues non-titulaires (lecteurs, maîtres de langue, ATER, vacataires, contractuels...) qui ne sont peut-être pas sur les listes de diffusion utilisées pour le faire circuler. Veuillez excuser des éventuels envois multiples.

Je vous remercie de votre collaboration.

Ana Laura VEGA UMANA
Doctorante en didactique des langues et des cultures
Université Sorbonne-Nouvelle Paris 3

Pour commencer, cliquez sur SUIVANT.

Votre expérience dans le secteur LANSAD

1. Vous enseignez dans le secteur LANSAD depuis combien d'années?

Une seule réponse possible.

- moins d'un an
- 1-5 ans
- 6-10 ans
- 11-15 ans
- 16-20 ans
- plus de 20 ans

Vos conditions de travail

2. Sur une échelle de 1 à 5 (où 1=pas du tout satisfaisants et 5=tout à fait satisfaisants), comment évalueriez-vous les éléments suivants: *NC=non concerné(e)

Une seule réponse possible par ligne.

	1	2	3	4	5	NC
vos conditions de travail en général	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vos relations avec votre hiérarchie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vos relations avec vos collègues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vos relations avec vos étudiants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vos perspectives de promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
le nombre d'étudiants dans vos groupes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
vos horaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les installations/équipements de votre établissement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'importance donnée aux langues dans votre établissement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'ambiance au sein de votre équipe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l'organisation de votre département	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
les opportunités de développement professionnel disponibles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Vos motivations

3. Les phrases suivantes expriment certaines représentations du travail dans le secteur LANSAD. Dans quelle mesure vous identifiez-vous avec chacune de ces affirmations?

Une seule réponse possible par ligne.

	pas du tout d'accord	plutôt pas d'accord	ni pas d'accord ni d'accord	plutôt d'accord	tout à fait d'accord	je ne sais pas
Je me sens épanoui(e) dans mon travail.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'enseigne dans le secteur LANSAD par défaut (par exemple, parce qu'il y a peu de postes dans ma discipline d'origine).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'aurais préféré n'enseigner qu'aux étudiants en LLCER ou LEA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'enseigne dans le secteur LANSAD par obligation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
J'envisage de chercher un nouveau poste qui ne soit pas en LANSAD dans les 3 ans qui viennent.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve que mon travail est moins valorisé dans le monde universitaire que celui de mes collègues en LLCER ou LEA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve qu'enseigner en LANSAD est moins intéressant qu'enseigner à un public "spécialiste" des langues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je trouve que les étudiants en LANSAD ne prennent pas les cours de langue au sérieux.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je m'intéresse à la discipline de mes étudiants. (par exemple, si j'ai des étudiants en droit, je m'intéresse au droit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je participe à des colloques/formations/séminaires sur l'enseignement des langues pour le secteur LANSAD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Qu'est-ce qui vous a motivé à travailler dans le secteur LANSAD?

5. Avez-vous déjà enseigné dans d'autres contextes ?*Plusieurs réponses possibles.*

- Non, je ne connais que le secteur LANSAD
- Oui, dans le secondaire
- Oui, en CPGE
- Oui, en LLCE
- Oui, en LEA
- Oui, dans une école de langue ou association
- Oui, à l'école primaire
- Autre : _____

6. Enseignez-vous actuellement dans d'autres contextes en parallèle ?*Plusieurs réponses possibles.*

- Non, je ne travaille que dans le secteur LANSAD
- Oui, dans le secondaire
- Oui, en CPGE
- Oui, en LLCE
- Oui, en LEA
- Oui, dans une école de langue ou association
- Oui, à l'école primaire
- Autre : _____

7. D'après vous, quelles sont les particularités du travail enseignant auprès d'un public LANSAD ? En quoi pensez-vous que le travail enseignant dans le secteur LANSAD se distingue des autres contextes que vous connaissez ?

Vos pratiques

Cette section comporte des questions sur vos pratiques. Il est possible que vos réponses varient selon les différents cours que vous donnez. Merci de choisir les réponses qui s'appliqueraient dans la majorité des cas.

8. Pourriez-vous décrire le travail que vous avez proposé à vos étudiants lors du dernier cours que vous avez assuré avant de remplir ce questionnaire ?

9. Sur une échelle de 1 à 5 (où 1= pas du tout fréquemment et 5=très fréquemment), avec quelle fréquence utilisez-vous ces activités ou approches dans vos cours relevant du secteur LANSAD?

Une seule réponse possible par ligne.

	1= pas du tout fréquemment	2	3	4	5= très fréquemment
activités communicatives pour travailler l'oral en petits groupes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
analyse de discours et des genres	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approche CLIL/EMILE avec un spécialiste de la discipline des étudiants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approche CLIL/EMILE sans spécialiste de la discipline des étudiants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
approche interculturelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compréhension orale ou écrite de documents sans lien avec la discipline des étudiants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compréhension orale ou écrite de documents de vulgarisation en lien avec la discipline des étudiants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
compréhension orale ou écrite de documents spécialisés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
exercices de grammaire	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
expression écrite de documents en lien avec la discipline des étudiants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
jeux de rôle/théâtre	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
travail avec un manuel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
travail sur corpus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
préparation à une certification (TOEIC, CLES, DELE, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Si vous souhaitez ajouter des activités/approches que vous utilisez fréquemment, vous pouvez le faire ici:

11. Comment déterminez-vous les objectifs et le contenu de vos cours auprès des étudiants du secteur LANSAD?

Plusieurs réponses possibles.

- Les étudiants passent une évaluation diagnostique afin de déterminer leur niveau et leurs besoins.
- Je consulte des manuels.
- Je consulte des revues spécialisées du domaine de mes étudiants.
- Je consulte mes étudiants.
- Je fais des recherches sur les discours, les genres, la terminologie, etc. de leur discipline.
- Je consulte mes collègues spécialistes de leur discipline.
- Je crée mes cours AVEC mes collègues spécialistes de leur discipline.
- Je me concentre sur des objectifs transversaux (présentations orales, recherche d'emploi, compréhension orale, etc.)
- Je ne décide pas du contenu de mes cours (les cours sont préparés par quelqu'un d'autre).
- Autre : _____

12. Avez-vous effectué une analyse des besoins en langue de vos étudiants avant de préparer vos cours?

Une seule réponse possible.

- Oui
- Non
- Autre : _____

13. Si votre réponse est oui, pouvez-vous décrire votre démarche?

14. Collaborez-vous avec les enseignants des disciplines de vos étudiants?

Plusieurs réponses possibles.

- Non, jamais
- Je les ai contactés pour qu'ils me donnent des idées pour mes cours de langue.
- Je construis mes cours de langue avec eux (objectifs définis ensemble, partage de documents, etc.)
- Ils interviennent régulièrement dans mes cours de langue (co-enseignement).
- Autre : _____

Les filières de vos étudiants

15. Vous intervenez dans quel(s) grand(s) secteur(s) de formation?*Plusieurs réponses possibles.*

- Sciences humaines et sociales
- Droit, économie, gestion
- Arts, lettres, langues
- Sciences, technologies, santé
- Autre : _____

16. Les groupes pour vos cours de langue sont majoritairement organisés:*Plusieurs réponses possibles.*

- par discipline (tous les étudiants de L2 droit suivent les mêmes cours d'anglais, par exemple)
- par niveau du CECRL (différentes disciplines ensemble dans des groupes de niveau)
- par discipline ET par niveau (différents groupes d'allemand juridique en fonction du niveau de langue des étudiants)
- les cours sont optionnels dans le cadre des enseignements transversaux ou l'offre du centre des langues
- Autre : _____

17. Travaillez-vous avec des étudiants de plusieurs filières différentes (que ce soit dans les mêmes classes ou dans des classes différentes)?*Plusieurs réponses possibles.*

- Non, je ne travaille qu'avec des étudiants d'une seule filière/discipline (ex. tous mes étudiants sont dans un cursus de droit)
- Oui, et elles relèvent du même secteur de formation (ex. étudiants en médecine et en pharmacie)
- Oui, et elles relèvent de différents secteurs de formation (ex. étudiants en sociologie, en médecine et en économie)
- Autre : _____

18. Indiquez le nombre total de filières dans lesquels vous enseignez cette année universitaire (2017-2018)? ex. cochez 3 si vous avez des étudiants de médecine, pharmacie et odontologie*Une seule réponse possible.*

- 1
- 2
- 3
- 4
- 5
- 6 ou plus
- Autre : _____

Votre filière "principale"

Les sections suivantes traitent de votre rapport à la discipline de vos étudiants. Si vous intervenez auprès d'étudiants de plusieurs filières, merci de répondre en fonction de celle dans laquelle vous avez le plus d'heures d'enseignement.

19. Quelle est la filière dans laquelle vous avez le plus d'heures d'enseignement (ex. économie, sciences de l'éducation, chimie)?

Langue et discipline(s) de vos étudiants

Les sections suivantes traitent de votre rapport à la discipline de vos étudiants. Si vous intervenez auprès d'étudiants de plusieurs filières, merci de répondre en fonction de celle dans laquelle vous avez le plus d'heures d'enseignement.

20. Sur une échelle de 1 à 5 (où 1= pas du tout spécialisé/sans lien avec la discipline des étudiants et 5=très spécialisé), comment évalueriez-vous le degré de spécialisation de vos cours de langue auprès des étudiants de différents niveaux énoncés ici: *NC= non concerné(e)

Une seule réponse possible par ligne.

	1= pas du tout spécialisé	2	3	4	5= très spécialisé	NC
Vos cours auprès des étudiants en première et deuxième année de Licence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vos cours auprès des étudiants en L3	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vos cours auprès des étudiants en Master 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vos cours auprès des étudiants en Master 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vos cours auprès des étudiants en doctorat	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Si vous avez coché 4 ou 5, quelle(s) activité(s) proposez-vous à vos étudiants dans ces cours "spécialisés"?

Vos connaissances de la discipline de vos étudiants

Les sections suivantes traitent de votre rapport à la discipline de vos étudiants. Si vous intervenez auprès d'étudiants de plusieurs filières, merci de répondre en fonction de celle dans laquelle vous avez le plus d'heures d'enseignement.

22. Sur une échelle de 1 à 5 (où 1= aucune connaissance et 5=expertise), comment évalueriez-vous vos connaissances des éléments suivants: *NC=non concerné(e)

Une seule réponse possible par ligne.

	1=Aucune connaissance	2	3	4	5=Expertise	NC
de la discipline de vos étudiants (si vous enseignez à des étudiants en médecine, comment évaluez-vous vos connaissances en médecine?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des débouchés de leur filière	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des situations professionnelles dans lesquelles ils seront amenés à utiliser une langue étrangère	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
de la façon dont communiquent les membres de leur(s) future(s) communautés de discours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
de la terminologie associée à leur discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des genres les plus souvent utilisés dans leur domaine	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des différences culturelles liées à leur(s) futur(s) métier(s) entre la France et les pays où la langue étrangère que vous enseignez est parlée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
des normes et valeurs associées à leur discipline	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Souhaitez-vous ajouter d'autres éléments à cette liste?

Rôle enseignant

24. Que pensez-vous des affirmations suivantes? *NC=non concerné(e)

Une seule réponse possible par ligne.

	pas du tout d'accord	pas d'accord	plutôt pas d'accord	ni d'accord ni pas d'accord	plutôt d'accord	d'accord	tout à fait d'accord	NC
En général, je me sens à l'aise dans mes cours auprès des étudiants spécialistes d'autres disciplines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je considère ma relation avec mes étudiants comme un partenariat où chacun apporte ses connaissances.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je fais appel aux connaissances disciplinaires de mes étudiants en cours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je me trouve souvent dans le rôle de non-expert dans mes échanges avec les étudiants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis gêné(e) lors que je suis dans le rôle du non-expert.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je suis gêné(e) lorsque je ne connais pas la réponse à une question liée à la langue de spécialité de leur discipline.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Je considère qu'il n'est pas nécessaire d'avoir des connaissances disciplinaires (de la discipline des étudiants) pour enseigner dans le secteur LANSAD.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Comment décririez-vous votre rôle d'enseignant vis-à-vis de vos étudiants et de leur discipline?

Informations personnelles/administratives

26. Quelle(s) langue(s) enseignez-vous?

Plusieurs réponses possibles.

- allemand
- anglais
- arabe
- chinois
- espagnol
- italien
- japonais
- portugais
- russe
- Autre : _____

27. Cette langue est-elle votre langue maternelle?

Une seule réponse possible.

- Oui
- Non
- Autre : _____

28. Quel est votre statut administratif?

Une seule réponse possible.

- Professeur des universités
- Maître de conférences
- PRAG
- PRCE
- ATER
- Lecteur ou maître de langue
- Contractuel
- Vacataire
- Autre : _____

29. Quel est le nom de votre établissement?

30. Vous êtes rattaché(e)*Une seule réponse possible.*

- à un département de langues "pour spécialistes" (c'est-à-dire LLCER ou LEA)
- à une structure LANSAD intercomposante (qui gère l'offre de formation en langues pour plusieurs UFR)
- à une structure LANSAD intracomposante (qui gère l'offre de formation en langues pour une seule composante)
- à un département/UFR non linguistique (UFR de droit, par exemple)
- à plusieurs structures (par exemple, si vous êtes vacataire dans plusieurs départements)
- je ne sais pas
- Autre : _____

31. Quels diplômes avez-vous obtenu?*Plusieurs réponses possibles.*

- Master en langues, littératures et civilisations étrangères ou régionales (en France)
- Master en langues, littératures et civilisations étrangères ou régionales (à l'étranger)
- Autre Master (en France)
- Autre Master (à l'étranger)
- Doctorat en langues, littératures et civilisations étrangères ou régionales (en France)
- Doctorat en langues, littératures et civilisations étrangères ou régionales (à l'étranger)
- Autre doctorat (en France)
- Autre doctorat (à l'étranger)
- Autre : _____

32. Merci de préciser votre domaine de formation (si vous n'avez pas un diplôme en langues)

33. Faites-vous de la recherche?*Une seule réponse possible.*

- Oui
- Non
- Autre : _____

34. Si oui, quel est votre domaine de recherche?*Plusieurs réponses possibles.*

- Civilisation
- Didactique des langues
- Langue de spécialité
- Linguistique
- Littérature
- Traduction
- Autre : _____

35. Dans quelle mesure pensez-vous que votre formation initiale vous a préparé(e) pour enseigner une langue à un public LANSAD?

Une seule réponse possible.

	1	2	3	4	5	
pas du tout préparé(e)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	très bien préparé(e)

36. Pensez-vous que les enseignants du secteur LANSAD ont besoin de suivre une formation initiale spécifique?

Une seule réponse possible.

- Oui
 Non
 Autre : _____

37. Si oui, quel devrait être le contenu de cette formation?

Merci beaucoup d'avoir pris le temps de répondre à cette enquête.

38. Avez-vous des remarques/des questions à propos de ce questionnaire?

39. Accepteriez-vous d'être contacté(e) ultérieurement pour d'autres précisions sur votre expérience dans le secteur LANSAD?

Une seule réponse possible.

- Oui
 Non *Après avoir répondu à la dernière question de cette section, cessez de remplir ce formulaire.*

40. Merci d'indiquer votre adresse email (si vous avez répondu "oui" à la question précédente):

Fourni par

Annexes chapitre 9

1. Synopsis cours Toby 20 octobre 2014

Horaire : 10h-12h

Public : droit 1^{ère} année

Nombre d'étudiants : 28 (total inscrits : 31)

Configuration de la salle : Tableau-bureau du professeur-4 rangs de tables, de 10 places chacune. Le premier rang reste vide.

Position de la chercheuse et de l'appareil photo : latéral et au premier rang. La vidéo capture l'enseignant de profil et les visages des étudiantes du premier rang plus quelques étudiants des deux derniers rangs.



Objectifs de la séance :

- Révision/définition du « jargon » utilisé dans des offres d'emploi en anglais
- Questions/réponses dans un jeu de rôle sous la forme d'un entretien d'embauche (mobilisation du lexique appris dans l'unité « CVs and job offers »)
- Contenu des lettres de motivation (à partir de 4 exemples)

Supports :

- Fascicule en ligne : offres d'emploi, CVs, lettres de motivation, vocabulaire

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
0	L'appel	V1 [00 :00-01 :53]	E					<p>Toby commence par faire l'appel. Les étudiants bavardent, mais lèvent la main quand ils entendent leur nom. Certains tournent le dos au tableau et à l'enseignant.</p> <p>Cela laisse penser que pour eux, l'appel ne signifie pas que le cours a commencé. Ils semblent être encore en pause.</p> <p>L'enseignant semble en avoir l'habitude. Il continue son appel.</p>
0	Le début du cours/annonces	V1 [01 :53- 03:44]	E/Info				Ens	<p>Une fois l'appel terminé, Toby essaie de faire arrêter les bavardages et d'attirer leur attention.</p> <p><i>« OK, hum, please, shhh, HELLO ?, ARE YOU WITH ME ? »</i></p> <p>Le volume de sa voix augmente légèrement. Les étudiants se taisent. Toby peut commencer.</p> <p>Le cours commence avec une annonce. Toby explique qu'il leur rendra un devoir sur table qu'ils ont fait la semaine précédente à la fin du cours. Il leur explique qu'ils peuvent aller le voir à la fin du cours ou plus tard dans l'après-midi s'ils ont des questions sur cette évaluation.</p> <p>Ensuite, il leur demande s'ils ont fait le devoir de la semaine (j'apprends lors de l'entretien que celui-ci était optionnel). Les étudiants semblent confus. Toby précise qu'il s'agit d'un « personal statement » qu'ils devaient écrire pour inclure dans</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>leurs CV. Il demande une deuxième fois : « <i>Has anybody done it ?</i> ». Les étudiants parlent entre eux et ne répondent pas. On entend un « yes » dans la salle, mais Toby ne l’a peut-être pas entendu. Il demande encore: « No ? ». Il montre sa déception ironiquement : « <i>Well, that’s a good start. Well, I don’t mind. I’ve already got a CV.</i>»</p> <p>Il leur propose ensuite de le faire et de le lui envoyer par mail, tout en notant son adresse mail au tableau. Il insiste sur le caractère optionnel de ce devoir (ironiquement encore) :</p> <p><i>-If you want to do it...</i></p> <p><i>-There’s my email should you so desire...</i></p> <p>Et termine avec encore un commentaire ironique: “it’s not for my good health that I’m asking you to do it.”</p> <p>Transition difficile. Bavardages. Rappel à l’ordre. [03 :32-03 :44]</p>
1	Correction à l’oral d’un exercice de vocabulaire (présenté sous forme de liste de mots à définir)	V1 [03 :44-21 :14]	MC/Cor	Exercices en ligne. Liste de termes ou expressions à définir.		Lexique lié à la recherche d’emploi	Ens/Etu	<p>Cet exercice avait été commencé lors de la séance précédente.</p> <p>Il s’agit d’une liste d’expressions que l’on peut trouver dans des offres d’emploi dans les pays anglophones.</p> <p>Il demande à toute la classe :</p> <p><i>Do you remember what we were talking about?</i></p> <p>Personne ne répond. Les étudiants cherchent leur exercice dans leur cahier ou dans leur ordinateur. Toby ne donne pas</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>beaucoup de temps aux étudiants pour qu'ils retrouvent leur travail et répondent à sa question et décide d'avancer :</p> <p><i>Let me just give you a reminder, OK?</i></p> <p>Il entame ensuite la correction à l'oral de l'exercice. Les échanges prennent la forme suivante :</p> <p>Question de Toby (souvent dirigée à toute la classe, à deux occasions il désigne directement un groupe d'étudiants qui bavarde au fond de la salle). Les questions sont formulées ainsi :</p> <ul style="list-style-type: none"> a) <i>Can anyone tell me what we said about « X »?</i> ou <i>Who can tell me what "x" means?</i> b) Pas de question formulée, Toby lit directement l'expression ou l'introduit avec un « <i>ok, next term</i> ». ex. « <i>Next term. A demanding environment.</i> » « <i>ok, a fast learner</i> ». <p>On remarque que ce sont souvent les mêmes cinq ou six apprenants qui répondent aux questions (2/3 filles au premier rang, Jennifer au milieu, Alexandre au dernier rang).</p> <p>Liste des expressions: « <i>a competitive salary and benefits</i> », « <i>a demanding environment</i> », « <i>dynamic</i> », « <i>a fast learner</i> », « <i>flexible</i> », « <i>a great opportunity for the right person</i> », « <i>a key role</i> », « <i>market leader</i> », « <i>OTE (on target earnings)</i> », « <i>proven track record</i> », « <i>self-starter</i> », « <i>working closely</i> ».</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>Généralement, les réponses sont correctes. (Les étudiants avaient eu le temps de chercher les définitions et certaines avaient été rédigées ensemble).</p> <p>Lorsqu'ils terminent la liste, Toby demande s'il y a des questions. Personne ne répond. Pas de contact visuel. Moment de silence, que Toby interprète comme une réponse négative à sa question : « I'll take that as a no ». Il établit du contact visuel avec une étudiante qui lui fait « non » de la tête, il la remercie, « Thank you, Jennifer » et commence à expliquer l'activité suivante.</p> <p>En ce moment, une étudiante lève la main et dit qu'elle n'a pas bien compris l'expression « a great opportunity for the right person ». Toby explique encore une fois.</p>
2	Jeu de rôle sur l'entretien d'embauche							
2a	Consignes	V1 [21 :14- 28 :58].	E/Con	Exemples de CV sur le fascicule en ligne. Fiche avec questions « typiques »	EOI	Communication professionnelle (entretiens d'embauche)	Ens	Avant de donner les consignes, Toby désigne les binômes qui vont travailler ensemble. Il introduit l'activité comme « <i>something different</i> », ce qui nous fait penser qu'il n'a pas l'habitude de faire travailler les étudiants en binôme sur des jeux de rôle. Rappelons-nous que l'intitulé du cours est « lire et écrire l'anglais pratique ». La place de l'oral est donc secondaire à l'écrit dans les objectifs du cours.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
				d'un entretien d'embauche.				<p>Il explique l'activité : les étudiants vont faire un jeu de rôle sur l'entretien d'embauche, utilisant des CV et des annonces d'emploi tirés de leur fascicule de cours.</p> <p>Les consignes sont les suivantes :</p> <p>« <i>I would like you to interview each other for the job.</i> »</p> <p>« <i>Look at the CV on page 16. I would like you to think of the skills that could be transferred to Job 4.</i> »</p> <p>Il distribue une feuille à chaque binôme contenant des questions typiques pour l'entretien d'embauche. « <i>These are questions you might want to prepare.</i> »</p> <p>Il oublie de leur dire qu'ils auront 15 minutes pour préparer leur jeu de rôle. Certains binômes commencent tout de suite l'entretien.</p>
2b	Travail de préparation	V2 [00 :00-11 :58]	I				Mat	Toby reprend ses consignes et dit aux étudiants de prendre 15 min pour bien analyser les CV et les offres d'emploi et préparer leurs réponses aux questions. Les étudiants commencent à préparer. Toby fait le tour de la classe pour répondre aux questions des étudiants et redonner les consignes à ceux qui n'ont pas compris/écouté.
2c	Jeu de rôle en binômes	V2 [11 :58-23 :07]	B				-	Il demande aux étudiants d'arrêter de travailler sur les offres d'emploi et donne les consignes pour la deuxième partie de l'activité, le jeu de rôle. Il rassure ceux qui n'ont pas encore fini et leur dit de faire ce qu'ils peuvent. Chacun jouera à son

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>tour le rôle de l'intervieweur et de l'interviewé. Toby précise qu'il ne veut pas entendre un mot en français. Il explique qu'il va venir écouter les conversations.</p> <p>« <i>I will come around and listen. Ignore me.</i> »</p> <p>La configuration de la salle rend la circulation de l'enseignant difficile. Toby a du mal à aller voir tous les binômes. Certains en profitent pour ne rien faire en attendant que Toby passe à côté. D'autres finissent leur jeu de rôle assez rapidement et semblent ennuyés lorsque Toby leur demande de recommencer pour qu'il puisse écouter leur dialogue.</p>
3	Analyse de lettres de motivation							
3a	Mise en place l'activité	V3 [00 :00-06 :27]	E/Con	Exemples de lettres de motivation dans le fascicule en ligne	CE	Pragmatique (savoir parler de son expérience et de ses motivations) Discursif (savoir structurer une lettre de motivation) Culturel (connaître les usages dans les pays anglophones)	Mat	L'activité suivante consiste à analyser le contenu des lettres de motivation en anglais. Toby demande aux étudiants de télécharger des documents publiés sur l'espace numérique du cours. Cela prend entre 3 et 4 minutes. Toby insiste sur le fait que ce qu'ils font va être utile pour l'examen : « <i>This is informed by your exam that you will have in 3 weeks.</i> ». Il explique ce qu'ils vont devoir faire le jour de l'examen (écrire une lettre de motivation adaptée à une offre d'emploi fournie par l'enseignant.) Il demande aux étudiants de lire les lettres rapidement et de repérer les types d'information présents dans chaque paragraphe.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<i>I want you to skim read them and see what type of information is in each paragraph.</i>
3b	Travail en petits groupes	V3 [06 :27-17 :15]	G					Les étudiants ont 10 minutes pour travailler en binômes ou en petits groupes sur les lettres de motivation.
3c	Mise en commun	V3 [17 :15-26 :01] V4 [00 :00-09 :56]	MC/Cor	Exemples de lettres de motivation dans le fascicule en ligne Tableau				Ils regardent les lettres de motivation ensemble, paragraphe par paragraphe, tandis que Toby écrit les informations sur le tableau. Les mêmes 5 ou 6 étudiants participent et fournissent les éléments pour remplir le tableau. Les autres prennent des notes. Quelques aspects culturels sont mentionnés, notamment la position de l'adresse dans la lettre et les formules de politesse à utiliser avant la signature (« <i>yours sincerely</i> » ou « <i>yours faithfully</i> »). Il dessine un tableau dans lequel il met les numéros des paragraphes et le contenu de chacun pour comparer les 4 lettres analysées. Le tableau est reproduit ci-dessous. Encore une fois, il insiste sur le fait qu'ils devront faire une lettre de motivation le jour de l'examen.
4	Entraînement à la rédaction d'une lettre de motivation							
4a	Consignes et rappel des modalités de l'examen du 10 novembre.	V4 [09:56-19 :13]	E/Con					Une fois les analyses terminées, Toby s'aperçoit qu'il reste encore 20 minutes de cours. Il rappelle aux étudiants qu'ils vont devoir écrire une lettre de motivation pour leur examen à partir d'une offre d'emploi qu'ils auraient choisie préalablement. Il attire l'attention des étudiants sur le tableau

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>pour insister sur les similitudes entre les trois lettres. Il insiste notamment sur des phrases telles que « I am writing to apply to your advert from... » ou « As you will see from my CV » qui peuvent être utilisées dans n'importe quelle lettre de motivation. Il distribue des offres d'emploi et propose aux étudiants de commencer à rédiger une lettre de motivation pour « postuler » à cette offre. Il leur explique qu'il aimerait qu'ils puissent s'entraîner pour l'examen: « this is just so that you have written a cover letter before the exam and we have a chance to correct it.»</p> <p>Il demande aux étudiants s'ils ont déjà trouvé des offres d'emploi pour l'examen. Ils semblent confus, alors il rappelle les modalités de l'examen : ils doivent rendre un CV avec l'offre d'emploi correspondante le jour de l'examen et pendant les deux heures d'examen ils devront rédiger une lettre de motivation et remplir un formulaire de candidature. Il leur donne quelques idées de sites internet pour qu'ils puissent trouver des offres d'emploi en anglais (jobs.guardian.uk, TNT magazine, manpower.co.uk).</p>
4b	Temps pour travail individuel sur les lettres de	V4 [19 :13-28 :53]	I		EE	Pragmatique (savoir parler de son expérience et de ses motivations)		Pendant que les étudiants sont censés travailler, Toby leur rend leurs copies de l'évaluation précédente. Il leur dit qu'il est disponible après le cours s'il y a des questions. Une seule

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
	motivation. Distribution des copies corrigées.					Discursif (savoir structurer une lettre de motivation) Culturel (connaître les usages dans les pays anglophones)		étudiante lui pose une question. Les étudiants parlent entre eux et/ou regardent leur copie. Toby s'aperçoit qu'ils ne vont pas être concentrés pour commencer à rédiger leur lettre. Même s'il reste 10 minutes de cours, Toby finit son cours et leur dit qu'ils peuvent partir plus tôt. Il récupère les copies et les étudiants quittent la salle. Deux étudiants lui rendent le devoir qu'il avait demandé en début de cours.

2. Synopsis cours Toby 1 décembre 2014

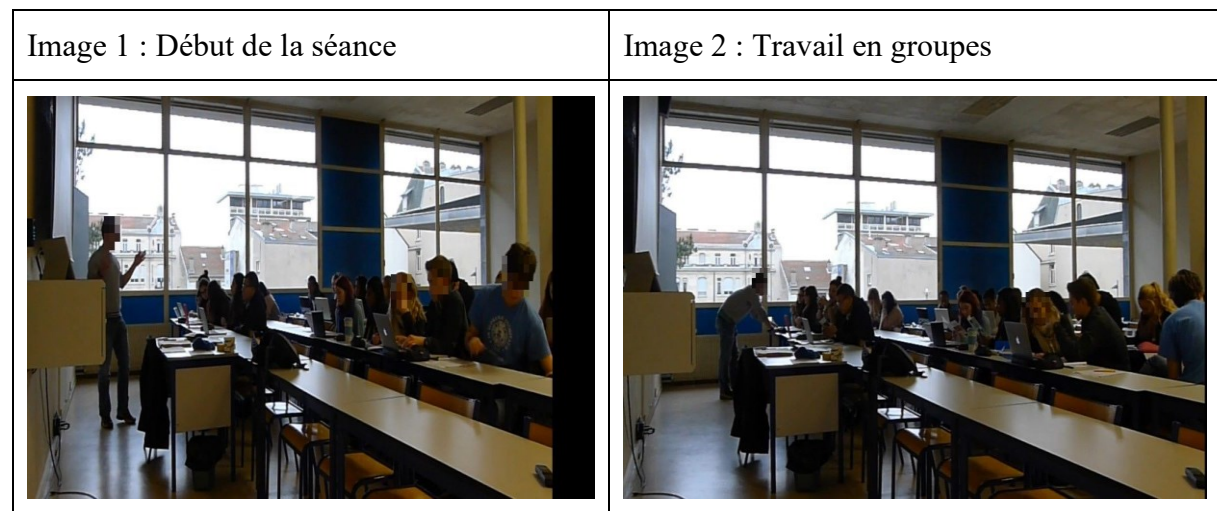
Horaire : 10h-12h (seule la première heure a été filmée, la deuxième étant consacré au travail en groupes sur un projet à rendre.)

Public : L1 droit

Nombre d'étudiants : 28 (total inscrits : 31)

Configuration de la salle : Tableau-bureau du professeur-4 rangs de tables, de 10-12 places chacune. Les deux rangs du milieu sont presque remplis. Le premier rang est occupé par 5 étudiants, ainsi que le dernier.

Position de la chercheuse et de l'appareil photo : La caméra et le dictaphone se trouvent du côté droit de l'enseignant, à l'avant de la salle. La vidéo capture l'enseignant de profil et les visages des étudiants du premier et deuxième rang. Les étudiants du troisième rang sont cachés derrière ceux qui sont devant. Le dernier rang n'est pas du tout dans le champ de vision. L'observatrice est assise dans le dernier rang, aussi du côté droit de l'enseignant.



Objectifs de la séance :

- Donner des retours sur le dernier devoir sur table
- Travail sur les différences entre le langage promotionnel et le langage informatif (préparation pour un projet de brochure publicitaire)

Supports :

- Devoir sur table (correction)
- Fascicule en ligne : exemples de brochures publicitaires

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
0	Début du cours	V1 [00 :00 - 03 :27]						Toby rencontre des problèmes techniques. Il n'arrive pas à connecter son ordinateur au projecteur de la salle de classe.
0	Annonces et questions	V1 [03 :27-04 :32]	E/info Dis			Pragmatique (registre de langue)	Ens	<p>Toby commence à parler du dernier devoir sur table, mais il est interrompu par une question d'une étudiante portant sur le projet qu'ils devront rendre la semaine d'après. La question porte sur le registre de langue à utiliser dans la brochure publicitaire. Elle demande si elle peut utiliser du langage « friendly » et « young » si son public cible est jeune. Toby répond qu'il faut adapter son registre au public ciblé, donc, oui, elle peut utiliser du langage informel. Par ailleurs, la question du « type de langage » sera la thématique principale de cette séance.</p> <p>Ensuite, il annonce qu'il va parler des différentes sections du devoir sur table qui ont posé problème et commence à distribuer les copies. Il arrive finalement à projeter le devoir sur table sur le tableau.</p>
1	Correction du DST partie 1 : vocabulaire.	V1 [08 :46- 11 :41]	MC/Cor	Devoir sur table		Lexique	Ens Étu	Il s'arrête d'abord sur une des sections du devoir su table : les questions de compréhension écrite. Les étudiants avaient une

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								<p>ou plusieurs annonces d'emploi et ils devaient définir certaines expressions qui s'y trouvaient.</p> <p>Petite interruption : Le projecteur cesse de fonctionner. Il essaie encore une fois de le faire marcher, mais décide de ne pas perdre son temps. Il fait une petite blague : « the curse continues », faisant allusion aux problèmes techniques rencontrés lors d'autres séances.</p> <p>Il revient sur les questions du DST. L'expression que les étudiants devaient définir était la suivante : « backed with accredited sales training ». Il donne quelques exemples de « bonnes réponses », mais explique que personne n'a su définir le mot « accredited ». Un étudiant tente de le définir en disant qu'il s'agit d'une formation assurée par un expert. Ce n'est pas tout à fait la réponse que Toby cherchait, mais réagit positivement à l'intervention de l'étudiant : «OK, good, yes, but more specific. » Il explique qu'il s'agit d'une formation qualifiante, assurée par un organisme de formation reconnu.</p> <p>Il insiste sur le fait que personne n'a eu la réponse correcte : « I'm not sure anybody got that ». On peut se demander s'il dit cela pour rassurer les étudiants, comme pour leur dire qu'il trouvait aussi que l'examen était injustement difficile. Ceci est confirmé dans l'EAC.</p>

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								<p>La deuxième expression est : « proactively targetting and gaining new partner accounts ». Il ne demande pas aux étudiants, mais se lance dans l'explication directement. De même pour l'expression suivante : « identifying and understanding your clients' key business drives ».</p> <p>[11:10] « That was very + that was NOT easy + I have no background in business and I had to look that up. That's why I know what it means. It was quite a difficult question. »</p> <p>Encore une fois, il semble discréditer l'examen, peut-être pour se montrer rassurant. Il prend ici une posture de non-expert, avouant que lui non plus, n'aurait pas pu expliquer cette expression s'il ne l'avait pas cherchée.</p> <p>La dernière expression est « entrepreneurial can-do attitude ». Il explique celle-là sans demander aux étudiants d'intervenir.</p>
2	Correction du DST partie 2 : lettre de motivation.	V1 [11 :41-16 :03]	MC/Cor	Devoir sur table		Discursifs Pragmatiques Lexique	Ens	<p>Ensuite, il s'intéresse aux problèmes rencontrés par les étudiants lors de la rédaction d'une lettre de motivation, qui faisait également partie du devoir. Il rappelle qu'ils ont étudié et analysé quatre lettres de motivation en cours ensemble et dit qu'il a été frustré de retrouver des erreurs sur lesquelles il s'était longuement arrêté en cours. Il mentionne notamment des étudiants qui adressent leur lettre à « Mr. And Mrs. » ,</p>

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								calque du français « Monsieur, Madame », au lieu du « Sir or Madam » utilisé en anglais. De même, il explique que beaucoup d'entre eux ont perdu des points simplement parce qu'ils n'ont pas signé leur lettre. Il insiste sur l'importance d'utiliser le bon format, ainsi que le registre formel. Il donne l'exemple d'un étudiant qui a écrit « I need you and you need me » dans sa lettre et explique pourquoi cela n'est pas adapté pragmatiquement au contexte. Un autre exemple donné est la différence entre « kids » et « children », le dernier étant plus adapté au registre formel.
3	Rappel du cours précédent, afin de continuer le travail sur les brochures publicitaires	V1 [16 :03-17 :20]	E/Con					Après avoir demandé à la classe s'il y avait des questions sur l'examen et leur avoir dit qu'il serait disponible pour y répondre après l'heure de cours, il annonce qu'il va arrêter de parler sur le DST et passer à autre chose. (« now, moving on to the brochure »). Il rappelle ce qu'ils ont vu pendant le cours précédent. Il demande aux étudiants s'ils se souviennent des brochures qu'ils avaient regardé. Un étudiant répond et décrit deux des brochures étudiées (une pour une crèche et une brochure touristique sur le Pays de Galles).
4. Travail sur le langage promotionnel								

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
4a	Introduction	V1 [17 :20- 21 :41]	E Q	Exemple de brochure (fascicule en ligne)		Discursifs Pragmatiques	Ens Étu	Il demande aux étudiants de trouver la brochure pour la crèche dans leurs ordinateurs et annonce qu'ils vont faire un exercice sur les différences entre le langage promotionnel et le langage informatif. Ils avaient déjà discuté sur ce sujet lors du précédent cours. Pour rappeler ce qui a été dit, Toby interroge la classe. Une étudiante (Louise) lève la main. Elle donne quelques-unes des caractéristiques du langage promotionnel et d'autres étudiants contribuent à l'inventaire à l'aide de Toby, qui dirige la discussion en posant des questions précises. (« promotional language is more subjective », « it uses more adjectives », « it speaks directly to the audience », « it uses plays on words », « rhetorical questions », etc.).
4b	Consignes pour le travail en groupes sur le paragraphe.	V1 [21 :41-25 :20]	E/info	Exemple de brochure (fascicule en ligne)				Consignes pour le travail en groupes sur le paragraphe. Toby indique qu'ils vont travailler sur le deuxième paragraphe de la brochure pour « Acorn Childcare ». Il demande des volontaires pour le lire à voix haute. Deux étudiants lèvent la main et lisent le texte. Après la lecture il demande à la classe si le texte est promotionnel ou informatif. Il est informatif. Il donne alors les consignes pour l'exercice : en groupes de deux ou trois, ils devront transformer le paragraphe informatif

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								<p>pour qu'il soit plus promotionnel. Il répète trois fois que pour ce faire, ils devront changer la structure du paragraphe.</p> <p>Toby aperçoit le manque d'enthousiasme des étudiants devant l'exercice et fait une blague pour détendre l'atmosphère.</p> <p>« yeah, I know. It's horrible. »</p> <p>Nous retrouvons l'humour un peu auto-dérisoire de Toby devant son public peu motivé.</p> <p>Il leur dit qu'ils auront 10 minutes pour travailler sur cet exercice.</p>
4c	Travail en groupes	V2 [00 :00-15 :03]	G	Exemple de brochure (fascicule en ligne)	EE	Discursifs Pragmatiques	Ens	Les étudiants discutent et travaillent dans leurs groupes pendant que Toby fait le tour de la classe, s'arrêtant pour parler avec chaque groupe et répondre à leurs questions.
4d	Correction de l'exercice	V2 [15 :03-19 :55]	MC/Cor				Ens	Toby interrompt le travail en groupe et demande des volontaires pour lire leur travail à voix haute. Une volontaire lit son texte et Toby lui donne du feedback. Le texte n'est pas assez promotionnel. Toby retient notamment la dernière expression « Join us ! » et en félicite l'étudiante. Il suggère d'utiliser plus de questions et plus de superlatifs, par ex. « In our learning center, we give the best possible education for your child » .

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								<p>Pour mieux expliquer, il dit que ce type de langage « is basically hot air coming out of your mouth » et accompagne l'expression par un geste comme s'il soufflait de l'air chaud. Il demande un deuxième volontaire. Silence. Il choisit un étudiant et lui dit, « I can see you're avoiding me, yes ». La classe rigole. L'étudiant lit son texte. Cette fois-ci, il se rapproche plus à ce que Toby attendait, mais est jugé encore trop informatif et pas assez promotionnel. Le feedback est positif, surtout parce que l'étudiante a fait un effort de personnaliser le texte, s'adressant directement aux potentiels clients.</p> <p>Il donne un autre conseil : « use imperatives » et donne l'exemple de « Don't delay, join us today ! »</p> <p>Pour finir, il demande si la différence entre langage promotionnel et informatif est clair pour tout le monde. Il justifie l'exercice en disant qu'ils pourront utiliser ce type de langage dans leurs brochures, en fonction du produit ou du service qu'ils auront choisi.</p>
5	Travail en groupes sur leur brochure.	V2 [19 :55-fin]	G		EE	Discursifs Pragmatiques Lexicaux		Toby rappelle que lors du dernier cours, ils avaient commencé à travailler sur la structure de leurs brochures. Il demande aux étudiants de trouver ce travail et leur dit qu'ils auront le reste du cours pour travailler avec leurs groupes.

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								<p>Toby remarque qu'ils n'ont pas très envie de travailler sur leurs brochures et les encourage en disant qu'ils auront moins de travail à la maison. Il fait encore une fois une blague sur leur manque d'enthousiasme : « I can see the enthusiasm bubbling on your faces. »</p> <p>Il annonce qu'il ira voir chaque groupe pour voir comment avance le projet.</p> <p>Les étudiants discutent et travaillent jusqu'à la fin de l'heure de cours.</p>

3. Synopsis cours Toby 11 mars 2015

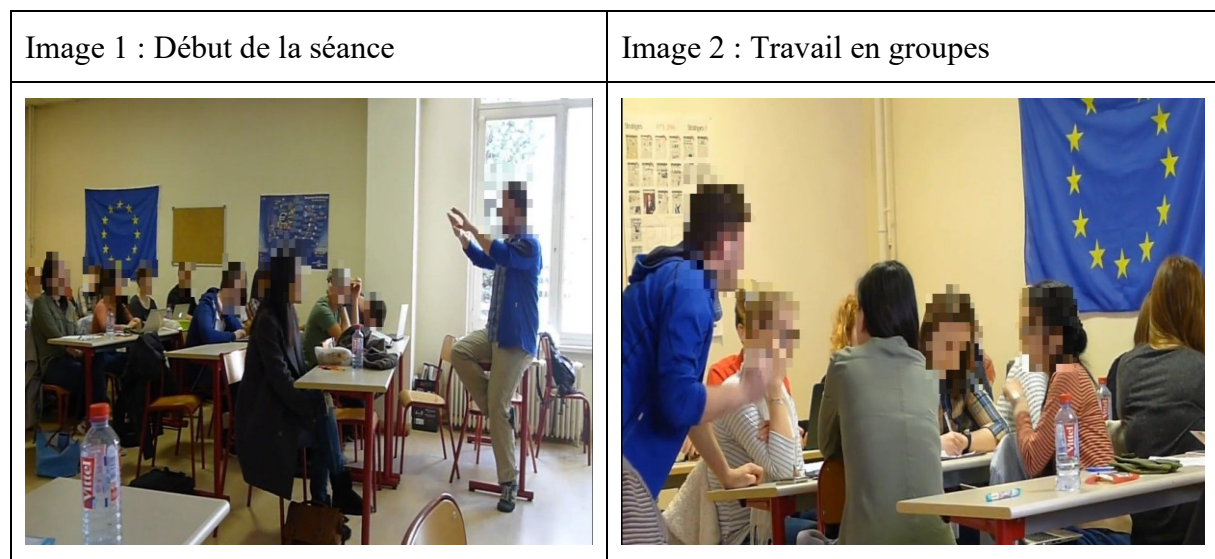
Horaire : mercredi 11h-12h

Public : Master 1 études européennes

Nombre d'étudiants : 26

Configuration de la salle : bureau du professeur devant le tableau. Grand espace vide entre le bureau de l'enseignant et la première rangée de tables. Cinq rangées de chaque côté de la salle, à gauche chaque rangée comprend une table avec des places pour deux personnes, à droite, les rangées sont constituées de deux tables avec des places pour quatre.

Position de la chercheuse et de l'appareil photo : première rangée à gauche.



Objectifs de la séance :

- Travail de réflexion sur leurs projets finaux (dossier de demande de financement européen pour un projet éducatif ou associatif) centré sur l'outil d'analyse stratégique de l'entreprise « SWOT »
- Activité d'expression orale en groupes : chacun expose son projet aux autres membres de son groupe et ils réfléchissent tous ensemble à chaque élément du modèle « SWOT ».

Supports :

- Diaporama sur les analyses SWOT

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
1	Explication sur les analyses SWOT	V1 [00 :00-11 :34]	E/TS	Diaporama		Savoir professionnel	Ens	<p>Pendant les premières dix minutes du cours, Toby explique ce qu'est une analyse SWOT en donnant des exemples tirés de sa propre expérience ou celle de ses connaissances. Au tout début, il demande aux étudiants s'ils savent ce qu'est l'outil SWOT et l'un d'entre eux (un étudiant Erasmus) lève la main pour répondre.</p> <p>À l'aide d'un diaporama, Toby entre dans le détail d'un des projets sur lesquels il a travaillé lorsqu'il habitait à Londres. Il travaillait pour une entreprise de consulting qui aidait les associations à trouver des financements pour des projets. Le projet en question concernait un centre de loisirs pour les enfants dans un des quartiers défavorisés de la ville. En effet, l'association voulait proposer des activités après l'école (musique, sport, aide aux devoirs) ainsi qu'un « breakfast club » accueillant les enfants avant le début de la journée scolaire et leur proposant un petit-déjeuner. Pour chaque élément (points forts, points faibles, opportunités, menaces), Toby explique ce que cela a donné pour le projet en question. Il continue avec un deuxième exemple, cette fois-ci plus court, concernant une idée de projet d'une de ses connaissances. Elle avait souhaité monter un hôtel en Inde qui emploierait et logerait des femmes victimes de violence.</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>Cependant, les traves administratives du pays l'ont empêchée de monter son projet.</p> <p>Toby explique aux étudiants que cela ferait partie des « faiblesses » du projet. Cependant, un étudiant n'est pas d'accord avec lui et argumente que les éléments du contexte économique ou administratif d'une entreprise ne peuvent pas être considérés comme des faiblesses ou des points forts, plutôt comme des menaces ou des opportunités. Il montre une bonne connaissance du modèle SWOT et corrige l'erreur de l'enseignant qui reconnaît qu'il s'est trompé mais passe très vite à autre chose.</p>
2 Réflexion sur les forces, faiblesses, opportunités, menaces (SWOT) des projets des étudiants (en groupes)								
2a	Consignes pour le travail en groupes	V1 [11 :34-15 :30]	E/Con				Ens	Il procède ensuite à expliquer les consignes de l'activité prévue pour le reste de l'heure de cours. Il demande aux étudiants de se mettre en groupes de quatre ou cinq. Il précise qu'il ne faut pas être dans le même groupe que son binôme pour le projet final. Il leur demande de décrire leur projet aux autres membres de leur groupe pour ensuite réfléchir ensemble aux points forts, faiblesses, menaces, et opportunités de chaque projet.
2b	Discussion en groupes	V1 [15 :30-29 :00]	G		EOI	Savoirs professionnels	Étu	Les étudiants commencent à travailler en groupes. Ils présentent à tour de rôle leurs projets. Toby fait le tour des

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
		V2 [00 :00-17 :45]				Lexique Argumentation Préparation à l'évaluation		groupes pour les écouter et les aider à réfléchir aux forces et aux faiblesses de leurs projets respectifs.
2c	Clôture de l'activité et fin de la séance	V2 [17 :45-fin]	MC			Savoirs professionnels Préparation à l'évaluation	Ens	Toby s'adresse à toute la classe pour conclure l'activité. Il semble vouloir expliquer aux étudiants pourquoi il a choisi cette activité centrée sur les analyses SWOT. Toby : Please+ladies and gentlemen+yes+it's the end+uhm okay+what's uhm+I'm aware that+the idea of this class+I'm aware that some of you will never write a budget for European proposals or a program+but for you +at the moment+ this is about a mark at the end of the semester+you're working for a mark+however + the idea of this whole project+this whole class was to+ mirror reality+ a reflection of reality+ people+ you know I did it in London when I lived in London I had to write these sort of bids+and people do it everyday to get money for organizations+so+this+the idea of this class+ A+to get you to speak English+and B+so that if you ever DO do a project+that you will have sort of ideas of how to reflect about the strengths, the weaknesses, and the opportunities of the project that you are putting together

4. Synopsis cours Toby 25 mars 2015

Horaire : mercredi 11h-12h

Public : Master 1 études européennes

Nombre d'étudiants : 24

Configuration de la salle : bureau du professeur devant le tableau. Grand espace vide entre le bureau de l'enseignant et la première rangée de tables. Cinq rangées de chaque côté de la salle, à gauche chaque rangée comprend une table avec des places pour deux personnes, à droite, les rangées sont constituées de deux tables avec des places pour quatre.

Position de la chercheuse et de l'appareil photo : première rangée à gauche.

Configuration de la salle



Objectifs de la séance :

- Travail de réflexion sur leurs projets finaux centré sur les slogans et les énoncés de la mission des entreprises.
- Activité d'expression orale en groupes à partir d'un support contenant une liste de slogans publicitaires.
- Activité d'expression orale en groupes à partir des images de *chindogu*

Supports :

- Liste de slogans
- Images de *chindogu*

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
1.	Introduction sur slogans and mission statements	V1 [00:00-07:56]	E/TS			Savoirs professionnels ?	Ens	<p>Toby annonce aux étudiants qu'ils vont faire quelque chose de plus ludique que d'habitude.</p> <p>Il commence par poser une question aux étudiants : « Does anyone know what a mission statement is ? ». Un étudiant au premier rang explique qu'il s'agit des objectifs d'une organisation ou d'une entreprise. Toby complète la définition et donne quelques exemples. Ensuite, il donne la définition de « slogan » et donne également quelques exemples. Il écrit un slogan au tableau et demande aux étudiants de deviner de quoi il s'agit. Le slogan est le suivant : « Refreshing the world one story at a time ». Plusieurs étudiants lèvent la main et partagent leurs idées (un produit écologique, une glace, une boisson). Un étudiant devine qu'il s'agit de Coca-Cola.</p> <p>Toby continue sur le thème de Coca-Cola et écrit le « mission statement » actuel de l'entreprise et celui des années 2000. Il demande aux étudiants de comparer les deux et de donner leur opinion.</p>
2.								
2a	Consignes	V1 [07 :56-10 :51]	E/Con	Liste de slogans distribuée	CE EO		Ens	Il explique ensuite que la première activité de la journée sera centrée sur les slogans. Il demande aux étudiants de former des groupes de deux et distribue à chaque groupe une liste de

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
				aux groupes				slogans de diverses entreprises. Les étudiants doivent lire les slogans et réfléchir au type de produit auquel ils font référence.
2b	Travail en groupes	V1 [10 :51-14 :58] V2 [00 :00-02 :25]	G/Réf	Liste de slogans distribuée aux groupes	CE EO		Étu	Les étudiants travaillent en groupes sur la liste de slogans. Toby circule dans la salle et répond aux questions des étudiants.
2c	Correction de l'activité	V2 [02 :25-12 :09]	MC/Cor				Étu Ens	Toby écoute les idées des étudiants pour chacun de dix slogans proposés sur la liste. Il donne ensuite les bonnes réponses.
3.								
3a	Consignes pour l'activité sur les <i>chindogu</i>	V2 [12 :09-15 :10]	E/Con	Images de chindogu distribuées aux binômes			Ens	Toby annonce que l'activité suivante a également trait au marketing. Il écrit le mot « chindogu » au tableau et demande si quelqu'un connaît le mot. Personne ne lève la main. Toby leur explique qu'un « chindogu » est une invention inutilisable « that causes more problems than it solves ». Il distribue des images qu'il a préalablement découpées et donne les consignes suivantes : « I would like you to think of a slogan for your product and think of how you are going to sell this product. If you need some help, I will help you. » Il annonce qu'il va leur donner dix minutes pour travailler en groupes sur leurs images.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
3b	Travail en binômes sur la création d'un <i>slogan</i> et d'un <i>pitch</i> for vendre son <i>chindogu</i>	V2 [15 :55-18 :23] (nous avons arrêté de filmer pendant que les binômes travaillaient)	B/Réf	Images de chindogu distribuées aux binômes	EO	Savoirs professionnels (marketing) Lexique Argumentation	Étu	Les étudiants travaillent avec leur binôme. Toby circule dans la salle et répond aux questions des étudiants.
3c	Présentations des slogans et stratégies de marketing en groupes de 4	V3 [00 :00-11 :44]	G		CO EO		Étu	Au bout des dix minutes allouées, Toby demande aux binômes de se séparer et de former de nouveaux groupes avec trois autres personnes. Les nouveaux groupes de quatre auront quatre images différentes. Chacun prendra son tour pour essayer de « vendre » son produit inutile à ses camarades.

5. Supports cours Toby 25/03/2015

1. Liste des slogans à deviner

1. *Plug into an award-winning bargain*
2. *There will come a day when everyone in your company will collaborate and coordinate in ways you had never imagined.*
3. *We'd love to have you for dinner*
4. *Break the vicious circle*
5. *The key to relationships*
6. *Put your family first*
7. *Learn more in five days than some managers learn in forty*
8. *It's no good having power without control*
9. *It takes 75,000 people to make it fly*
10. *A celebration of music, family, and love*

2. Exemples de chindogu



6. ESD avec Toby 22 septembre 2014

Ana: So tell me about your first weeks

Toby: my first weeks uhm+ yeah so I'd say it depends on the subject I'm teaching there are severely there are you know from the most organized to the to the just get on with it uhm+ so one class even before our contract started we were uhm+ asked to prepare and we were sent listenings and we were asked the uh audio doc were divided up between us and we were sent we were asked to produce uh comprehension listening comprehension questionnaires for the students and that's great because you A its all prepared beforehand and B you actually feel as though you had some input so you actually have some ownership in things in what you're teaching uhm+ other fascicules have been prepared for us and so its working out how you want to teach them with the set uhm+ curriculum you've been given and then other things like langue orale it's just right OK go which is great because everyone has their own teaching style etc etc but because there are lots of uhm+ groups at least in L1 you know we have to be seen to be doing something *at least* coherent from the students' yeah point of view so one person doing this one person doing that and then again I say that we xxx we have a framework we don't have a curriculum but I mean the topic is we're doing British cities US cities Irish cities so I mean we're having xxx and that they have to give uhm+ classes uhm+ presentations in groups so they have to speak for about five minutes each at the end of the semester uhm+ so yes its been its been +yeah+ its been its been good uhm+ so some things I've done have worked some things I have done haven't worked uhm+ so you just sort of ruminates and wonder why if it was just that one day that the class didn't want to or whether what was wrong with the uh did I not set it up properly etc etc etc uhm+ but yeah+ in general its been a positive experience the help we have received from some people has been amazing and they're really they've come to assess our classes they've given us pointers etc etc

Ana: these are the other teachers from your department

Toby: yeah+ these are the +yeah+ the people who are actually in charge of langue orale have come to observe us all and given us feedback which is great and it really is done in the spirit of feedback and trying to help us rather than policing its uhm+ you know so that's that +yeah+ other people other people have been less helpful but hey that's the way it is I think you're always going to find that

Ana: and is this the first time you teach in France

Toby: uhm+ yes beyond you know beyond my stage at the xxx I did the M1 MEEF last year I was with a teacher in the classroom all the time and there were kids but I taught a couple of classes but it was just for observation so +yeah+ it's the first time in France and yeah it's different

Ana: it's different

Toby: institutionally its different culturally its different so yes its from my previous experience

Ana: your previous experience in Spain?

Toby: yeah yeah my previous experience in Spain so that's I think I told you the nearest equivalent is LANSAD but it was much freer than LANSAD uhm+ so so it was students who wanted to pass the test for Erasmus students who wanted to prepare Cambridge exams Cambridge university exams and then all mixed in with faculty teaching staff administration staff and then if there were any places left they were opened up to the public as well so it was very so it was more informal on that level although they could get credits for it students could get credits for it

Ana: but it wasn't like a compulsory class they didn't

Toby: no it wasn't a compulsory class no no there was nothing sometimes we offered uhm+ you know if somebody came from say the psychology department and said listen we want these classes in English we would do level tests if we could form groups of one or two levels if there was a homogenous group we would say yes OK find us a room and we'll give it to you on that sort of day and the others who were outside these groups we cant put them in these groups because either they'll sink or they'll get bored but we offer these classes on these certain days times days so they can come there but it wasn't it wasn't it was much less formal it wasn't even like LANSAD in that case but it was just language I don't even know how to say it in English it was inglés uso instrumental so +yeah+ just language there was no analysis of language as there is in the English department here etc etc they're just trying to build they're communicative capacities I think I'd say

Ana: yeah that's interesting so you had different kinds of students not only university students

Toby: yeah yeah we had a limit you had to be 16 to come in so there were some students some +yeah+ normally the children of university members who came and they did a course with us and they were all xxx everybody xxx speak English so yes so that was that but also uhm+ we I'm not sure what the testing situation is here but uh as far as I can see for certain well in L1 there is no level testing so we're going to have heterogeneous classes anyway which doesn't make it any easier so but uh for ex there's DULASP so I believe the level test is uhm+ so if you if you get a ten if you get a certain level you can go to the advanced class if you get under certain points you go but what it is it is *that* it is a level test it is not a diagnostic test based on the curriculum that they can follow in each class

Ana: so its really just to put people in groups

Toby: so its just to put people in groups but I'm not I haven't seen it but they described it to me so I'm going on what description was but its not a detailed diagnostic test its like I said a level test which again its not in any depth it doesn't give you as the a detailed profile of the student

Ana: right but how many levels do you have

Toby: oh there are two levels

Ana: only two

Toby: yeah so I guess its this is the cut off point you're either under or over but as its only for that level there's a lot of discrepancy in what is over and under I should imagine

Ana: have you started these classes already?

Toby: I have yes uhm+ I had one last week I've got the four o'clock right after our interview now and yes there is quite a level and I'm surprised and I think I would say some of the students I have they all much they participate so some of the some of the students I have have got speaking skills that I would say should be in the other level and its obviously its obviously their writing I should say that has brought them down so most if them are African students from various African countries the majority are Moroccans or Algerians and then there's Togo+ Niger etc and having had look at them writing in the class I would say that it's definitely the writing because there's a lot of uhm+ I don't know because especially in the Arabic language they dont tend to discern between vowel sounds

Ana: uhuh

Toby: so so there's sort of a lot of that uhm+ I saw a lot of that and then double vowels etc etc there were lots of mistakes sorry not double vowels double consonants doubling the consonants there were lots of mistakes in that so I should think that some of them some of them definitely they should be in the other group but hey xxx

Ana: so how many classes are you teaching so you've got the DULASP and is that a negotiation class or

Toby: no no that's comp orale et expression orale DULASP and then I've got a droit class which is *langue ecrite de l'anglais pratique* or something like that which I also do which is a module I do for DULASP for year three administration public administration students for the law faculty so that's the same module for droit + I've got listening a law-based listening comp class which its the one that we prepared together over the summer then I have pratique orale one PO in L1 and one PO in L3 and I have in L2 I've got the version for the people who don't want to be teachers so its uhm+ oral en situation professionnelle or something like that so again its another its another oral class speaking class

Ana: OK

Toby: and then I have other Im going to have to do Skype conversations with erudi? But uh those start apparently in October so I haven't even had a meeting to start

Ana: OK

Toby: (rises)and it could be xxx depending on the uh I'm not great on the phone so that could be interesting

Ana: well its not the same

Toby: no its not its quite an interesting situation

Ana: so this law based comprehension class how did you find the docs youre going to use are they uhm+ very specific

Toby: uhm+ they were all no they all come from I would say is it National broadcast Radio in the States or various BBC xxx they were it was the person who's in charge of the module that found them and we I think there were 14 and then she put a doodle up and we had to pick 4 to prepare the prepare the uh questions uhm+ it's quite interesting because the go from general comprehension+ specific and they also have fill in the blank so they sort of xxx asked to use uh from my experience in Spain we never used to do open-ended questions uhm+ because we always tried to do multiple choice questions even though it's probably harder to write those sort of items to make them valid and pertinent cause you always have one that's completely way off track that no one will ever use so why is it even there? But yeah+ so open-ended questions and this they have they have exams and obviously their written English will will is judged when they're writing the answers so not only not only from that OK there's grammatical error but I can see you've understood you've got all the information you need to but uh it's also the quality of their English that will mark them down so

Ana: OK OK so not only

Toby: *their English will be tested through their writing expression their expression écrite*

Ana: OK so if you have someone who understands the document but would write a sentence like with really bad grammar

Toby: OK I'll give you an example of something I saw when they were writing down+ there's a there's a guy both his parents are American but he's lived here all his life so he speaks well and understands very well so but you know and they were talking about older inmates not adapting to a fast-paced world and so fast-paced paced P-A-S-T-E

Ana: P-A?

Toby: -P-A-S-T-E as in toothpaste and so you know the guy understood but he just he just *yeah+ his writing was off*

Ana: *yeah yeah yeah*

Toby: and so yeah+ it'll be interesting we'll be having a meeting about how to mark these it'll be interesting so I don't know how much influence it will have and they have told me that it will the correction

Ana: so how many of you are teaching the same class?

Toby: there are three three no two of us another lecteur has two of the classes and I've got one +yeah+ so in terms of it will be interesting I think it will be interesting for myself and the other lecteur to sit down actually

Ana: *uh huh*

Toby: *and have some*

Ana: *yeah you really need to*

Toby: *yeah you have to xxx coherence*

Ana: *is it comprehension or uhm+ uhm+ so this is the one you said was the most organized+ right? That you started working on over the*

Toby: *yeah this is the one we were implicated in*

Ana: and for the other classes like what kind of information were you given

Toby: well uh for the for the langue écrite de l'anglais pratique we were given we have three weeks on British press and advertising and then a control continu then we have three weeks small ads CV writing cover letter writing and then test and then we have two weeks on publicity brochures and after the uh bombombombombom they have to hand in the uh brochure that they worked on in groups so yes all of the materials

Ana: so that's three grades in one semester

Toby: yeah all of the all of the plus participation and attendance well attendance is attendance for droit it's obligatory and participation is marked so we've got that factored in factored in I forget the coefficient but +yeah+ so all of the materials are online already and the fascicule and we have to pick and choose from them

Ana: OK OK

Toby: so uhm+

Ana: you they give you tons of material and you organize it the way you

Toby: that's right yeah

Ana: is that the case for all of your classes

Toby: no the DULASP intermediate I was given a book they said you could use things from this book and the CD uhm+ so it was for me to pick and choose I guess from the book the book it's organized into into you know themed units but you listening comprehension reading and writing and speaking so as I'm doing comp orale and expression orale you know *there are bits and bobs I'm taking out*

Ana: *you do the listening and speaking parts* and this one the DULASP class it's more business oriented right?

Toby: yeah it's business so the book is business skills or skills for business or something like that uh somebody sent me a fascicule they got for the anglais en situation professionnelle for L2 and we could pick and choose from these materials add some more if we want but we just for you to go on you know have an idea and I I'm actually in charge of that course and I've got to design the exam and I've got everything so it's quite and I mean I'm asking things and people are giving me feedback but it's quite it's the course I feel the most lost on because obviously I'm in charge of the whole thing and because I'm not fully aware of the level they uh students have to be at etc etc so I don't know xxx or how to grade it

Ana: and these are students in the English department

Toby: yes yes

Ana: do you know what the objectives would be what they're supposed to be able to do?

Toby: I'd say I it's just a speaking class but there has to be an element of as we said the professional world so I mean we had a look at legal English and we did a role play and they had to choose five people to amnesty or something like that

Ana: uh huh

Toby: you know class discussions and we'll be looking at negotiating and stuff like which will be interesting because you know I'm not a negotiator I've never worked in business so that will be done as as I can so uh so yeah+ but I mean there are things even on telephone English but that which I think can be it's I don't know it's always difficult to judge these things how useful or how difficult because from a pure language standpoint they're possibly way too easy but

Ana: uh huh

Toby: but if you look at it from a pragmatic socio you know sociological pragmatic even +yeah+ even intercultural standpoint then possibly yes it makes sense for it to be included but uh I always feel with those things that the students go sort of (xxx is that it?)

Ana: yeah but then you have to do improves

Toby: yeah yeah and possibly yeah they won't use any of that language so yeah

Ana: so it's like putting that into practice

Toby: yeah and I was xxx culture and tourism students so I was going to try and find stuff you know on tourism maybe a bit of vocabulary on that as well those sort of situations

Ana: that's for the DULASP?

Toby: no no no no that's for the Situation because I believe I mean I could be entirely wrong but I mean in L2 they decide so they continue with pratique orale there are the people who want to do the xxxx of teaching but there's a parcours bilingue there's a parcours culture tourisme there's a parcours traduction so those I have all of those people who are not in the teaching part

Ana: OK I see I see

Toby: lumped together in the same class and uh there aren't too many of them but uhm+ yeah so hopefully the idea is that it's going to be more uh yeah professionally orientated whatever that means because they can make it mean many many things

Ana: yeah yeah (*laughs*) so you said that you've never worked in business but have you taught Business English before in Spain or

Toby: no no we tried to get again Cambridge business English exam because we were a Cambridge examination center but there were never any takers even in the economics faculty so uh

Ana: oh really?

Toby: no no no uhm+ so we never got it up and running so no I've never done business English before

Ana: and uh

Toby: despite having done LEA as a base as an undergraduate degree

Ana: you did LEA

Toby: yeah+ well an English version of

Ana: oh yeah yeah yeah
(silence)

Ana: and how do you feel about teaching these business classes?

Toby: I yeah+ I go into it I prepare I feel as though I have to prepare more because but I think I think some things can be done fairly universally you know the one where I've got you know the course is book-based I have absolutely no problem with it because you know that's fine but you know finding my own materials you know I have to prepare it well and I have to you know if they ask me a question be in a position to answer it or just rather than just try and blag it I'd just say listen I don't know I'm going to have to tell you next week Ill go and find out maybe you can go and find out as well so +yeah+ but +yeah+ I feel OK about it

Ana: OK uhm+ you said there were some things that worked and some others that didn't work++ Could you give me some examples++

Toby: yeah yeah I had a class today L1 oral uhm+ so what we had to do we had to sort them into groups for their presentations decide what they were presenting on and uhm+ and uhm+ and then assign dates so well after doing that possibly we were left with too little time to actually do the exercise that I had xxx what it was cause it's under the theme of cities I found a Time magazine alternative the top 10 alternative things for tourists to do in NY

Ana: uh huh

Toby: so the idea was that and so we brainstormed traditional tourist things in NY and then I gave them this list they read it through and the idea the idea was that they were going on to NY for a limited time a group of friends they had these top 10 things and they had to choose and negotiate with their friends they had to negotiate the four things that they were going to do during their long weekend in NY uhm+ possibly they didn't have possibly they didn't have uhm+ enough time to read the document and to I don't know find out positive possibly they all just wanted to do the same things (*laughs*) and so that doesn't make it much fun because the whole idea was that they had to negotiate

Ana: uh huh

Toby: and possibly they were lacking I should have foreseen that they might be lacking in language in order to try and negotiate so that was possibly if I did that again I would try and find some +yeah+ some language around that but uh +yeah+ but it it I got the sense that it just didnt happen that they uh they did it but with no great enthusiasm I would have I would have thought it would be quite interesting because everyone knows the tourist but obviously the other thing possibly that these things were so culturally obscure there was uhm+ maybe I should've just tried it *with the traditional tourist things*

Ana: *with the traditional tourist*

Toby: *yeah* exactly because at least people have an idea even if they even if they've never seen it they know the museum of modern art and they can relate that and etc etc Statue of Liberty obviously so that

Ana: so they gave the same answer

Toby: I think uhm+ yeeeeeaaah (doubt) I think out of the ten options there were four groups of either four or five people three of them had the xxx thing and there was a deviation on one of the other things that they wanted to do xxx and they were the most straight forward touristy things that they wanted to do which leads me to believe I should've just stuck with touristy things tourist uh normal tourism so but I didn't think that the uh the propositions were too xxxx you know they weren't weird like going to a burlesque club or something like that I have no idea but +yeah+ fairly normal things it was based around shopping based around music based around cocktail cocktail bars then bicycle rides around NY uhm+ so I mean they werent they werent particularly but then I'm 38 and they're 19 so perhaps they *were* culturally obscure so I have no idea so I'm going to have to rethink the way I do things

Ana: have you tried that with another group

Toby: no because I only have that one group that would be the interesting thing

Ana: yeah yeah

Toby: I was telling the coordinator in a meeting today and she told me she asked me exactly the same thing I said no I can't I did send it to the other teachers just cause I'm sort of sharing materials we're sharing materials but I did tell them it bombed as well (*laughs*) so (*laughs*) I don't know whether they'll use it but it would be interesting if one of them wanted to use it and they'll risk it this time around

Ana: but sometimes it happens you have a class that's really into something and then the next one it's like come on guys

Toby: yeah yeah so we'll see yeah cause the previous class it sort of works there's a Sunday Times best place to live in Britain survey cause I guess we're talking about these places where we did a +yeah+ just a brainstorming on towns and cities in Britain and then they just each of them picked out a town and they had to present the good aspects the bad aspects etc etc and we also brainstormed about what makes a town good to live in and so you know transport access to the countryside and they all fully participated in that possibly because the coordinator of the class was there assessing me which which might have provided extra motivation to their participation but who knows

Ana: that was today?

Toby: that was no that was last week with the same group

Ana: the exact same group

Toby: the exact same group +yeah+ so one thing worked one thing didn't so gonna pick the bones out of it and wonder why

Ana: (*laughs*) and do you find the French students very different from Spanish students

Toby: uhm+ yees but uhm+ you know I think ++ in the majority of my classes bar the conversation classes which are limited to 25 which was the size of class I was used to in Spain you know so we have 40 in a class for the TD

Ana: uh huh

Toby: so there is not always the opportunity for everyone to speak uhm+ yes I found Spanish much more participative on the whole on the whole I mean there are in any class you'll have your leading lights and the people you turn to when you just want silence to be broken it always happens (*laughs*) and there are there are there is in each of the classes the TD there are a nucleus of people who speak quite a lot and participate and are really involved uh now whether this and uhm+ whether this is just because it's L1 and uh so you get people who don't continue or not uhm+ that could that could be a possibility the other thing possibly relates back to uhm+ what I was saying about all the students in Spain having undergone a diagnostic test based on the uhm+ on the progression the curriculum and so they were in a group that was pretty much you know some of them might have been a bit stronger a bit weaker but they were all much more homogenous and therefore felt more comfortable about participating whereas here the level is set and inside it's do or die so you either have the level or you don't and we're going to fail you so that and that's a *massive massive* differences between the two teaching experiences I think that's probably the biggest irrespective of the cultural differences between French and Spanish students I think that's that's that's key to the situation despite their being here they're all here on their own volition because they want to study droit langues or they want to study philologie anglaise or what have you I would say that that set level is very much a determining factor but that's why that's my intuition I have no I have no data on this

Ana: and what else

Toby: what else

Ana: is different

Toby: what else is different possibly my position in the hierarchy as well I was very much trusted and I was very much given carte blanche in Spain++ In fact I was in charge of the English language section there and now I'm at the bottom of the food chain (*laughs*) so I do what I'm told That is sort of from an individual perspective and having courses imposed on you

Ana: Uh

Toby: That is very different++ Also in one of the classes+ I sort of in the the langue écrite anglais pratique anglais pratique where we have the uh how shall I say newspaper and ads and the jobs+ the curriculum and then we have the brochures+ you know we have three weeks and then on the fourth week we have a test+ three weeks and then we have a test+ two weeks and then they have to hand in something after the class++ And I almost feel that the comprehension of English is incidental to uh to what we are actually doing++ I feel that my teaching is actually influenced by the testing

Ana: uhm+ Because you already know what kind of test you are going-

Toby: I always know what test and so do they++

Ana: Uhuh

Toby: They had an email sent out to them this week saying 'this will be the test pum pum pum++

Ana: Okay

Toby: so I just feel heavily influenced by the testing so you have the wash back on that++ Possibly I would do things differently if I didn't have three weeks to get through what they're doing in the test+ so at least they are half prepared for it whatever their level of English and that sort of weighs heavily+ I'm not sure I am against++ It's quite ironic because I'm actually wanting to do my research into language testing but I am against testing per se++ I think we are over testing these days in all walks of+ in schools+ etc++ so so +yeah+ so I think that's a massive difference for me personally as a teacher in the culture of the two countries++

Ana: and how many years did you teach in Spain?

Toby: Mmmmmm Eight+ 2004 to 2012+ some of it part time+ some of it audio-lingual+ shouting at people and making them repeat ad nauseum yeah

Ana: (laughs)

Toby: I know (laughs)++ That was my first job++ I taught kids+ you know+ toddlers with flash cards

Ana: Uhuh

Toby: Simon Says and you know all that and the other time time I had this audio-lingual method 'It's a pen+ it's a pen++ No it's not it's a watch and they had to repeat it and it was really quite that that luckily only lasted one semester before I started teaching at the university

Ana: Was that your first teaching job?

Toby: That was my first teaching job++ yeah+ and it was a friend who worked in a private language academy who had someone quit and just needed somebody to help out and I had my grant to work at the International Relations office at the university+ was+ I had a grant there from nine till two so I was free in the afternoon and so I just helped out there and then I actually enjoyed it++ That is what got me into teaching+ I went back+ did some teacher training over the summer and then went back to the university because I was already in there and was a native speaker+ I got a job so and then just progressed from there++

Ana: so you weren't really planning on being a teacher till you

Toby: Until No no no+ I had no idea what I was doing++ I was lost till the age of 27 (laughs) that was uh so I found my thing (laughs) and to be honest with you I've been questioning whether I want to be a teacher in this system uuuhh since I have been in this system++ You know not seriously I have moments with little question mark has been dangled

Ana: Uhuh

Toby: Yeah

Ana: Uhuh how come

Toby: Possibly because I'm a big softy and I kinda liked the extracurricular aspect of the teaching I was doing beforehand++ I come from England where entry xxxx it is stated from the university is elitist+ everybody knows it+ you have nationally-set exams that graduate you on a scale of elitism+ and therefore according to your qualifications you can go to such and such university or a lesser one++ uhm+ and I just think that from that point of view+ at least that selection process is done on a national scale

prior to university as opposed to individually subject by subject+ university by university uhm+ which is I find much more subjective and uhm+ I'm not actually sure that it is as fair on the students cause This is the greatest French-English divide and my girlfriend says+ 'you know they are only wasting a year++' My point is+ 'yeah+ but they are wasting a year++'

Ana: Mhh

Toby: so you know+ it depends on your point of view as to how you see it++

Ana: Right+ but if they were in England maybe *they wouldn't get into university*

Toby: *They wouldn't get into university++* You can see the bad in that as well++ It's just I'm coming from my cultural standpoint++ You can debate both sides of it++ With my cultural baggage+ I have a bit of an issue about that++

Ana: How does that affect you as a teacher?

Toby: uhm+ it won't affect me as a teacher until I have to mark and uh and uh we have been told by the people who are in charge of the classes that well they're they are coming to mark with us for the first time to set a standard as it were+ but we have already been told that *lecteurs* mark too generously

Ana: Uhuh

Toby: Uhhhhh++ So we have to be aware of that and it wasn't until two years ago *Pratique orale* attendance wasn't taken and *lecteurs* weren't obliged to mark++ It is a relatively new thing++

Ana: Okay

Toby: so I think there are overcoming the teething problems of this system with *lecteurs* and-

Ana: right How do you mark your *pratique orale* class

Toby: Interesting right OK you have OK cause they are doing in groups; you have a content mark for the group to see if they worked on it++ Individually+ you have language mark based on precision+ range of grammar+ precision range of vocabulary+ pronunciation + + fluency++ uhm++ I suppose you know I have I have a point of comparison because I'm a Cambridge oral examiner and there you have you have+ again+ grammar and vocabulary+ together you have discourse management+ you have pronunciation+ you have interactive communication++ But that's because it is done in two's and you sit there watching them++ So but you know I don't quite know possibly discourse management would go into content and how they manage the content of their; possibly it should go in the individual language mark++ I don't know+ that's the question I am going to have to ask in the next meeting actually xxxx time to do it today

Ana: Mhhh

Toby: xxxx

Ana: so you have another teacher there grading with you?

Toby: for the first week and then we're on our own except that's because it's in L1 they're all controle continu+ in L3 there are individual 10-minute presentations and they are done in the last week before Christmas which is not a teaching week and I would be with uhm+ uhm+ a *maitre de conf* so so yeah+ We will be getting guidance in L1 and we'll be there+ both of us and we will discuss the discrepancies

Ana: That is interesting++

Toby: Yeah

Ana: That is not new for you+ you have experience already but-

Toby: Yes but there is no really clear-

We have we have guidance you know but I mean- and again+ this is uhm+ this is very foreign you know they can't pass if they make four pronunciation mistakes for example++ (whispers) xxxx nobody's going to pass then+ quite frankly

Ana: That is what they told you? Four?

Toby: something like that+ four serious grammar something like that I don't know++ I don't have the guidelines on it

Ana: Okay

Toby: but I mean it's super harsh but you know I think it goes against uhm+ + + you know you can- you argue that you're training+ the crème de la crème that are going to be English teachers etc etc + but I mean it seems to me that the raison d'être of the Common European framework and can do statements and the like is completely abandoned once they it's fine for high school but as soon as they want to become specialists then it's completely abandoned and it's uh you know educational Darwinism it's survival of the fittest

Ana: Wow++

Toby: That is my opinion+ and again we are in the third week+ perhaps at the end of term I will have changed my opinion but it's what I perceive to be reality+ perhaps it's not necessarily reality and I think I think +yeah+ I think that could go for everything I have been saying to you+ possibly if you interview me at the end of term or at the end of the year possibly either I'll have been indoctrinated

Ana: (laughs)] We'll see++

Toby: into the French system or I'll have based my opinion based on facts not opinions

Ana: I think there are some things that we kind of learn to accept because we kind of understand why they do things like that but most of the time I've been teaching here for seven years and it is still happening

Toby: Yeah

Ana: (laughs)

Toby: Okay

Ana: but some things you just say because the system- because you do not have to pass a test for example to start in L1+ then you have so many students+ there is just no way to like assess them individually and to really you know what I mean so it is kind of done+ in a way+ to filter them

Toby: Yeah

Ana: It is horrible+ I agree but you have no choice you're *just overwhelmed*

Toby: yeah yeah I think there is something I wanted to bring up in the meeting but I forgot++ I was just interested to know why the student-if we mark properly was oral English one of their weakest subjects++ because I get the impression because of their academic system that it will be++ which is quite interesting

as well because yes+ we are teaching specialists but language before anything else is vernacular+ before being written+ before studying linguistics+ before studying culture+ history+ literature what have you and I think its very interesting-

Ana: but you took the CAPES+ right+ so you know that a lot of it focuses on writing+ no? You know+ literature and

Toby: Yeah yeah yeah very much so and you have the cours de transposition didactique or transposition des savoirs universitaires or something like that++ so You can put those into things but again I would say+ you look at the CAPES exam+ I think we're going out of topic here+ but you look at the CAPES exam and you are given uh a document+ two documents+ three possibly yeah I got a painting and two pieces of literature and I had to make a class of that+ I had to make you know a séquence didactique++ According to the common European Framework+ you start with your objectif final and then you work around and you find documents to suit THAT rather than being+ having documents imposed on you and you go like 'Uh+ I got to find an objectif final and tâche finale and this++' so it is completely- I would say it's contradictory to what is being taught in the CECRL uhm+ I am not the only one uhm+ my the didactics teacher here gave us an article that she co-wrote and it said as much and I went up to her+ said thank you very much because somebody somebody who is more learned than I am has actually seen this and she said oh lots of people think it in didactics but that's the uh that's the difference between the didactics and the reality+ uhm+ yeah and so I was thinking of doing my Masters uhm+ research into that+ criticizing the CAPES exam but I thought it might be a bit bolshevik for an English person to come in there and go like xxxx start something against the national institutions so I decided against that
(laughs)

Ana: but you have an insider point of view on that you took it so you know++

Toby: Yeah+ possibly++

Ana: I think that is one of the reasons why the students focus more on the written aspects of the language because that is what they are going to need for the concours but of course that is not what they are going to need to teach

Toby: Yeah++

Ana: to travel and to do things

Toby: Yeah+ it's crazy++ uhm+ but+ hey+ but that's you see+ that's that is another interesting thing+ I know that Metz Metz is a very small university+ but they were talking to me and I think it's true here they were talking to me about the lack of Erasmus exchanges++ I mean xxxx is crazy difficult because +yeah+ I think at the university even if you are not a language student+ universities are asking for C1 level just to go on Erasmus because they want their students to be capable+ their foreign students to be capable+ but xxxx Master's a C1 is a very good level++

Ana: That whole point of going on the Erasmus is to improve xxxx

Toby: yeah+ to improve

Ana: xxxx really really good++

Toby: But the majority of people had taken a year out after the L3 and then gone to learn English through traveling+ through you know lectorships through assistants assistanat and stuff like that and then they had come back+ which seems to just suggest to me that it IS the REAL English+ the spoken English and the culture of the xxxx and the knowledge of the countries etc etc is possibly it's something that is overlooked but then again I said that Metz University perhaps bigger universities xxxx offer greater options

Ana: yeah+ I don't know

Toby: so yeah+ I am not sure of that+ that seemed interesting to me and I know in my degree it was obligatory to you had to go we had to we had to go and spend one semester in one country-

Ana: Everyone did that?

Toby: Yeah++ Everyone in my course had to go spend++ There are some people spent a year in one country alone

Ana: Uhuh

Toby: I was I went to I was in Poitiers for a semester+ I was in Rennes and then Andalucia for the other semester which was a great opportunity+ whether I took or not was another matter but

Ana: Uhuh

Toby: Which I didn't but hey! That's why I went to Spain afterwards because I felt so ashamed; I had to learn the language [both laugh]++ I had to learn it properly but uhm+ but possibly it is the same case for the people of the L3 here so yeah+ so but it's interesting I think I think oral language +yeah possibly to a certain extent is swept swept aside

Ana: but then you have students who are pretty good because they have like the motivation to watch a lot of T++V ++ uh+ chat with their friends+ friends from other countries

Toby: Yeah++ That's true++ That now NOW you know I got my first email address in my last year of university+ in my fourth year of university++ Yes++ That's the difference between the world now and the world then++ So yeah I mean there weren't apart from the independent cinema that occasionally put films in French with subtitles+ it was all dubbed and there wasn't such opportunity++ I mean if you saw a French person in Newcastle you sort of pounced on them and xxxx but now they can Skype and what have you+ download illegal terms or all that sort of thing or do it legally so +yeah+ so (looks at time) I think I have to go

Ana: Thank you so much

Toby: It was a great pleasure

7. EAC avec Toby 20 octobre 2014

Ana: So first like just because I don't like++ oh why doesn't this work (*looking for video on computer*)++ This was a droit L1 class aaand

Toby: This was a XXXX class and it's called lire et écrire l'anglais pratique

Ana: Aha

Toby: Um so yeah this is the second second class of the second module++ The there are three classes and then they have a DST

Ana: Mhm

Toby: And so during this module we have to look at uhm well+ we have to look at CVs job ads aah or how to construct CV how to do a covering letter answering job adverts with the CV and the covering letter and then aah next week+ we'll be having a look at forms++ So there will be various forms I think ah well there's a look to from one is from Oxford University and uhm one from XXXX University and and there'll be things on that that are completely uhm ++ yeah culturally aah culturally specific subjects equal opportunity statements that aah

Ana: Mm hm++ Mm hm

Toby: don't exist here and things like that++ Well this class uhm so we we in yeah in the last class we had a look at some we had a look at job adverts and CVs and we tried to match uhm tried to match skills and look identify what employers were were after in terms of aah you know on the in the job advert what skills they required and therefore and so putting that in the CV in the covering letter uhm so we finished by look we started by the end of last class we aah finished by looking at some certain jargon and that are used

Ana: Mm hm

Toby: in job ads and we just finished that up aah today at the beginning of the class and then I uhm ++ I asked them to do the exercise the you know to choose the well gave them the CV for the two situations the interviewer interviewee the role-play um but just because you know I mean its its reading and writing but I just felt that the format of just having them look at the CV highlight the um job that the you know the skills

Ana: Mm hm mm hm

Toby: and the the qualifications required and therefore and writing a skills section for a CV++ I just thought that was so dry so I thought you know try to make it more ludic and aah

Ana: Mm hm

Toby: more fun

Ana: Mm hm

Toby: So that was the idea of ah doing that and then obviously that fed into the writing of the cover letter that they have to do++ So hopefully in the oral in the role play they'll have aah discovered things that they want to put

Ana: Mm hm

Toby: In the covering letter

Ana: Mm hm

Toby: And and in the CV should they write a CV on that as well++ Um then so that was that part um+ + you know+ some students participated you know unfortunately my wondering around the class I'm a great wonderer around the class um and mainly it is just to listen to hear

Ana: Mm hm

Toby: and to help

Ana: Mm hm

Toby: but unfortunately in this class it has become to police as well because there are certain people who are just looking at their Facebook accounts

Ana: Ok

Toby: Um so that that has a dual purpose now its the first class I've ever had to do that uhm to be honest with you its the first class that everyone *has had laptops in there*

Ana: *Yeah yeah I was gonna ask you about that like how*

Toby: and this is my first this is my first experience with laptops+ um and so yeah and and quite frankly that's boring++ Having to police them its really

Ana: Mm hm

Toby: You know

Ana: Mm

Toby: It's quite childish to be honest and ++ part on their behalf on their part and of mine but um so that was that and then we had a look at the um the format of certain covering letters what was included where just to show them 3 um 3 or 4 examples++ What I wanted to do was uhm to put them in groups of 4 and then have everyone sort of present a CV

Ana: Aha aha

Toby: And do it again do it in a communicative um way because not everyone had the ahm the documents that went out the window+

Ana: *And the documents they're*

Toby: *The documents*

Ana: online and they're supposed to *bring them to class?*

Toby: *are online* and they're supposed to they're supposed to ++ well yeah but um yeah some people are very you know I don't know they take initiative they're intuitive

Ana: Mm

Toby: they're proactive whatever and they download everything they have it on their computer++ Other people need to be told 'next week we're going to do' and so they can download

Ana: Mmh

Toby: the documents

Ana: Mm

Toby: Um so so yeah so that didn't work um ++ so yeah so I had to put them in sort of the dry format and teacher-led exercise with feedback on to aah on to the board which is why I hurried through the last one

Ana: Mm hm

Toby: because there was a different format and I didn't see the actual necessity to see do that because they're based they're going to be be writing for a job ad and that's that's specified

Ana: Ahuh

Toby: in the exam

Ana: Aha

Toby: rather than writing a aah

Ana: and the fourth one was with the spontaneous one right?

Toby: it's was just spontaneous applications to see if there was any jobs

Ana: Mm

Toby: yeah that's right so and that's why I rushed through that one++ Uhm yes and uhm and ++ and yeah by giving them their exams back the whole aah the whole idea of them starting the writing in the class and out the window because they came more pre-occupied by

Ana: Yeah++

Toby: the exams which was um a bit stupid of me but anyway I should have left it until aah ten minutes ten to but um but I know with this class that aah we'll have about three people who will do it in class and you know

Ana: Mm

Toby: I asked them to do something for homework like it was just write a personal statement xxxx Two people did it

Ana: Only two

Toby: just two lines two people did it yeah I mean you know there's no motivation

Toby: So uhm

Ana: wow

Toby: so yeah whether whether I don't know I and then at the end I reiterated what they had to do for the CV

Ana: Mm

Toby: but because when I was talking about it it seems to me that people were just looking at me with blank stares+ so and I don't I don't want to be able to have XXXX blame myself if they don't do what they have to do so I wanted (*laughs*) to make sure that aah oh yeah

Ana: XXXX

Toby: I want them I want them to pass as well to be honest you know I don't want them you know yeah I want everyone to pass you know some people won't but that's that's life but so I at least want to know what they have to know what they have to do whether they do it well or not

Ana: Mm

Toby: then again that's

Ana: Mm

Toby: that's their case I don't know I find I find the class reasonably frustrating this class for the content and well because I don't I don't think it its moti-motivating

Ana: Okay okay

Toby: Um

Ana: So this is

Toby: And

Ana: this is the class that was just you know they they gave you all the material

Toby: I've

Ana: they said *teach this and XXXX*

Toby: *I've I've got I've got I've got lots* I've got lots of material and so I can pick and choose++ There're about 14 job ads there about five CVs there um there're about six seven covering letters and um yeah I can pick and choose which ones I want to use

Ana: Mm

Toby: XXXX yeah so there's liberty within the confines of that class

Ana: Okay and why do you find it frustrating?

Toby: why do I find it frustrating because ++ I find it hard to teach something that I'm not motivated to teach

Ana: Mm

Toby: um I find like I said I find the content very very dry which is why I try to spice it up by putting it into a communicative situation um and and and possibly that comes through to the to the class but the class aren't motivated to do this um with with the last um with the last module on on advertising and newspapers it was a little bit they were a little bit more cooperative

Ana: Mm hm

Toby: but ah

Ana: Mm hm

Toby: for job adverts and aah CVs um no they're they're not

Ana: *Do you think they don't feel concerned by this*

Toby: *I I don't*

Ana: *because they will have to*

Toby: I don't know whether its lack of concern ++ um I don't possibly (doubt) I don't know++ They're first year students some will feel that its more relevant to them + + than others++

Ana: Mm

Toby: you know some people might at this point and time I don't know it'd be interesting to ask them++ Maybe you can do it I could ask them for feedback at the end of the aah module

Ana: Mm hm

Toby: that would be very very interesting and uuhm yeah that can be a possibility and if I do I will certainly feed it back to you but ah yeah I don't think possibly that it's too relevant also ++ there's I would I would say that ah-ah on more or less teaching format vocab yes there's a vocabulary to

Ana: Mm hm

Toby: within a jargon

Ana: Mm hm

Toby: and with lang with um with CVs and job adverts but you saw with the um as you saw with the covering letters I'm teaching them so right this is what you will have to include

Ana: the content that they have to XXXX

Toby: here here Im teaching content rather than I'm teaching content rather than language and structure rather than language

Ana: Mm hm

Toby: uhm

Ana: right but they have all the useful expressions *that they XXXX*

Toby: *Yeah they have the useful expressions* and its covering letter but yeah but um yeah but to a certain extent its spoon feeding it's that that's where it becomes a cours magistral instead of a TD and maybe maybe I made a mistake by giving them the language but um but again I find that in this course there's a time pressure

Ana: Mm hm

Toby: and therefore in order to get through everything they're gonna have to see for the exam sometimes its easier easier to spoon feed than to ah than to give them the time to work it out

Ana: Yeah

Toby: and look at it and its because some people some people do work and the rest of them don't and um

Ana: So they're just expecting you to+

Toby: So so they're just yeah there's a there's a XXXX expecting you

Ana: Mm mm and for this lesson today then what did you do to prepare did you+

Toby: What did I do for to prepare? well I I read the job adverts that I was going to use and aah tried to put them in aah tried to find relations with the CV so um be

Ana: Had they already read all these adverts?

Toby: Uhm

Ana: Did you read them last week?

Toby: We read the first one that A did but we didn't we had a look at the at certain parts of um ++ of the environmental CV

Ana: Mm hm

Toby: but we didn't read it in its entirety XXXX um so but um and we hadn't they hadn't looked at the job advert before so possibly yeah possibly for that sor- sort of activity I didn't give them enough time to to link the CV with the aah with the job ad so they what but again ++ I don't know the it seems it seems to me that some people participated well other people were sort of giggling at the back

Ana: Mm hm

Toby: and then speaking English when I came round um so so that's aah

Ana: well I sort of got the feeling that they all had a pretty good level no

Toby: They

Ana: Is this like an advanced class or

Toby: It's it's a year one class there are there are you know there are all types of levels

Ana: aah

Toby: you know but there're there're some very strong candidates I mean there're some aah there's XXXX the guy with glasses he's I think he's a po he's got Polish parents

Ana: Mmm

Toby: and he speaks he speaks fairly well um so a guy whose both parents both of his parents are American there's another guy his surname is O'Brien so somewhere down the line I don't know how much but he seems his grammar from what I saw in the exam his grammar is ropey but he has expressions

Ana: Mm hm

Toby: So

Ana: Mm hm

Toby: There's there's some English influence in the family so yes and other people do have a decent level but um but there're there're some people unfortunately the pe- that most of the people who are weak have actually dropped and they've gone back to law+ law+

Ana: Oh really

Toby: not common law countries yeah

Ana: Aah

Toby: This is co- this is common this is co- co- um well they XXXX the common common law

Ana: Mm hm

Toby: And so we have the English bit inside of it because it XXXX

Ana: Yeah yeah yeah

Toby: xxxxx but um [clears throat] yeah so that's aah so that's that

Ana: You ready

Toby: Yeah yeah

Ana: (laughs)

Toby: Oh God

Ana: so I don't really know how we can do this let's watch a little bit and then whatever comment you have we'll stop it and then

Toby: Mm hm

Ana: I still have lots of questions to ask you as we as we watch

Toby: Ok

Ana: but maybe just take some time to get used to it (laughs)

Toby: Get used to listening to myself and and seeing myself wander around the classroom huh okay+

Video playing

Ana: So do you always call roll

Toby: Yes Yeah attendance is obligatory++

Ana: ok

Toby: now that's ah that's imposed by the law faculty

Video playing

Ana: And do you know all of their names?

Toby: Yeah there're a couple of people whose names I don't know but um XXXX there yeah there are two blonde girls who I get mixed up

Ana: (laughs)

Toby: Um and um and then there are two um let's say um yeah XXX and XXXX who I who I get mixed up as well they don't look at all alike but they're two XXXX blonde girls but they don't the two don't XXXX girls or from

Video playing

Toby: but mostly I know who's who

Ana: And do you feel that like my presence and like the camera disturbed the class in any way?

Toby: Um [silence] I don't know they were better behaved than last week

Ana: (laughs)

Toby: Um whether that was just because of them or whether your presence um I can't say but um but they seem to be they seem when they're doing pair work and stuff like that they seem to be into it again there's sort of XXXX setting when it was the presentation they had to read the documents and say what was

Ana: Mmm

Toby: different uh ++ yeah but aah up until that point they were they were participative and enthusiastic

Ana: Yeah yeah I felt that

Toby: I

Ana: they completely

Toby: I

Ana: Ignored the camera

Toby: but yeah yeah I I thought so as well I I but I get this in general in in classes that I have here++ The only class I have here the where that people just shout out answers willy nilly are um is my um DULASP intermediate class

Ana: Mm hm

Toby: and um and they are majority theyre in the majority they're sort of I have you know Algerian Moroccan African other

Ana: Aha

Toby: Um Syrian Armenian and aah if I'm not surprised to say I don't think there's any French person in there and so they just shout out they don't have but in all of the classes where I have

Ana: So they participate more

Toby: yeah participate more yeah yeah ah in every class when they're speaking to each other

Ana: Mmh

Toby: in groups there's protection in the group when they have to speak out to and just try to get ideas from the conversations have some class feedback

Ana: (laughs)

Toby: There's silence um and nobody wants to share you know speak out loud in front of all of their peers

Ana: Ahuh

Toby: there's safety in numbers sort of thing that's XXXX them

Ana: Yeah yeah

Toby: yeah but that's that's the phenomenon I find aah in general++ so that might be the reason why they didn't aah they participate in pairs and not

Ana: Yeah yeah

Toby: And they aah

Ana: Well then *you were*

Toby: *Teacher-led exercise*

Ana: *doing the vocabulary* it looked like they are they participated

Toby: Yeah

Ana: and they're XXXX

Video playing

Toby: (laughs)

Ana: So you only got two

Toby: Yeah I got one and somebody wrote a job ad for that CV

Ana: As in they didn't understand *what they were*

Toby: They didnt understand yeah so

Video playing

Ana: Is this the first time you see yourself in a video?

Toby: Yeah

Ana: (laughs)

Video playing

Toby: In CVs job ads (se corrige)

Toby: I had all my files I can't find my aah I can't find XXXX its XXXX you know XXXX

Ana: (laughs)

Video playing

Ana: so here are you like reviewing the vocabulary that you know

Toby: yeah yeah cause because at the end of um the end of last class when you came in we were half way through this vocabulary exercise so I was just

Ana: Mmh

Toby: getting it xxxx refreshing their um their memory before we moved on to the ones we haven't seen

Video playing

Toby: But we worked in pairs to try and shape up some definitions for this vocabulary

Video playing

Toby: Yeah I just called him out cause he was aah mucking about at the class at the back of the class so I picked on him

Ana: ok (chuckles)

Video playing

Ana: Is that something that you do often like call out somebody who is not paying attention?

Toby: yeah yeah probably doesnt help the class spirit but I just you know but it just annoys me there is a group of people there's a group in the back row there

Ana: mhh mhh

Toby: about 3 or 4 people who are just messing about all the time in class so I have just decided to call them every time I see

Ana: what

Toby: every time I see that they are+ they are um their mind has wondered to bring them back a little bit

Ana: aha

Toby: cause aah they it annoys it annoys me I mean I don't know like I have said it might not be the most fascinating class its just a courtesy I think

Video playing

Ana: yeah yeah and so they just come and they+

Toby: they sit there yeah+ and I don't know if I told you that we had one guy last time who ah aah+ I asked him to answer a question and he said[whispering]ah putain

Ana: oh no you didn't tell me that++

Toby: No yeah he said ah putain I said yeah putain tout ce que tu veux mais but answer the question please++ aahm so yeah he wasn't here this time but apparently I was speaking to somebody and apparently they are if they if I can call them out on behavior cause one of the one of the criteria of the law faculty is that they have to behave as well they can get kicked out

Ana: ooh they can?

Toby: if they if they don't behave in class

Ana: ahuh

Toby: so presence XXXX we are not there yet but they are just it's just

Ana: mhh

Toby: just aah frustrating when you are trying to do something and you've got people giggling in the back row its um its a bit painful so I just try and bring them back by asking them questions

Ana: yeah yeah and do you give them a mark for participation?

Toby: yes

Ana: how do you do that?

Toby: I just uhm every time someone participates I usually note down what they do uhm you know everyone in this class everyone got participation cause they all participated in group dynamics

Ana: mhh

Toby: the the the pair work but it usually its very much because thats the first time I actually tried that in this class because its so tight uhm usually its just yeah teach the student teach the class and aah people will call out one by one as we saw aah in this exercise and the aah exercise on the format of the of the covering letter

Ana: so it was the first time that you had them work in pairs

Toby: I had no I had I have them work in pairs but it was the first time that there was aah sort of a communication gap exercise

Ana: mm hm mm hm

Toby: information gap and they had to interview each other like that no I asked them I asked them to read the CV and compare with their partner

Ana: ah

Toby: systematically but uhmm

Ana: yeah

Toby: but uhmm but yeah that was the first time that it was yeah there was yeah communicative real real well sort of well faux communicative *role play but uhmm yeah++*

Ana: *role play mhh mhh* and and the ones in the back the ones that are annoying were they doing theese the role play as well?

Toby: uhmm that I don't know I I hovered past them a couple of times and so it and so you know and I go oh je peux pas le faire quand t'es là je suis timide

Ana: ooh come ooon

Toby: ooh please uhm I'd say come on then and so I just sat there listening and I said am not going until you speak as soon as you speak I go

Ana: aah aah

Toby: and so XXXX he said a phrase and I moved on uhmm so uhmm yeah its uhmm its frustrating cause I can you know and the thing is that aah he has an English he is of English parentage

Ana: mhh

Toby: O'brian but the girl but the girl he is with doesnt need the distraction she is she is not all that

Ana: XXXX mhh

Toby: uhm they seem

Ana: it happens a lot cause you might have someone that ok gets a little bit bored but they distract their friends who are who need to *be paying attention*

Toby: yeah I mean yeah he got he got 13 I mean his his+ I thought his English would have been better in test but he he got 13

Ana: mhh

Toby: which is yeah passing passable but she she scraped a 10

Ana: mhh

Toby: so uhm so she doesnt need the distraction to be honest with you but uhm

Ana: mhh and have you ever had to like kick someone out of your class or

Toby: no not yet no but I was was really thinking today whether Im gonna separate them for the next class coz aah yeah its becoming quite painful

Ana: mmh hmm mmh hmm++

Toby: I was I was quite tolerant until today and now it's beginning to grate on me to be honest so I might do that for the next class like which which wich aah which is yeah like I said I mean its pathetic to have to do that coz we are all adults you know it shouldnt it shouldnt be I I sometimes with that sort of group I get there I get there is still aah sort of high school teacher versus the students

Ana: hmm hmm

Toby: dynamic which is not what I want I don't think I don't think my way of being in the class room actually promotes that

Ana: mmh

Toby: aah okay there might be the odd throw away comment but uhm its very its very throw away uhmm but aah yeah so that that makes XXXX

Ana: Yeah yeah well I think well they are first year students so they still haven't gotten used to

Toby: yeah *getting*

Ana: *a different kind of learning environment*

Toby: well yeah some of them some of them some of them have some of them have and some of them you know behave ahm+ you know even if they don't participate actively they you know [silence] they behave they behave themselves but uh

Ana: hmm hmm

Toby: yeah that group at the back aah

Ana: yeah I I find that quite surprising as well I mean you are 20 years old come on [giggles] why are you acting like a 15 year old but anyway

Toby: yeah [silence]

Ana: okay this was all of the vocabulary

Toby: yeah this is all of them

Video playing

Toby: He must have done that yesterday because I asked the same question to the class this morning and they didnt they didnt understand where I was coming from

Video playing

Ana: what do you mean

Toby: in the first lesson I had

Ana: aha

Toby: we finished this exercise

Ana: ok ok

Toby: in the first lesson I hadnt even know we are a week behind and aah+ I said so if if they require somebody to be a fast learner what can they possibly not do they want to bring you up to speed

Ana: mhmm mhmm

Toby: today that was the answer I was+ then they just looked at me and yeah yeah they gave me a blank they didnt really know what I was wanting what answer I was wanting from them so but aah so I think we did that question last week they seemed to know quite well

Ana: ahuh ahuh well they can always guess no (*chuckles*)

Toby: yeah but no guessing it's FEAR of guessing

Ana: (*chuckles*)

Toby: if am not right this eeh+ I don't know I I get the sensation that there is very fear of error is quite aah

Ana: ahuh ahuh

Toby: it's quite a big factor uhm

Ana: what makes you think that?

Toby: this is because of because of+ because of the participation when they speak if in pairs+ they speak they don't speak in front of

Ana: hmm

Toby: their [silence] they don't speak in front of the class+ so there is I don't know there is there seems to be a fear of ridicule or something like that and and again thats not something that I I either want or promote in my classroom

Ana: ahuh

Toby: because its aah its counterproductive mistakes yes we all make mistakes

Ana: yeah yeah

Toby: so yeah

Ana: hmm

Video playing

Ana: (*chuckles*) could you not hear him when you xxxx

Toby: Yes hmm no+ aah yeah probably thats aah yeah thats+ thats my body language

Ana: (*laughs*)

Toby: aahm but aah yeah and that was another thing Thomas in a minute will just aahm I think what was it aahm what was it what was it talking about right person for the right job

Ana: mhh hmm

Toby: and he tried to pull a funny saying like aah a Jewish black man wouldnt aah apply for the KKK

Ana: ooh yeah yeah yeah I remember that++

Toby: and I just try to straight

Ana: *(chuckles)* ignore it

Toby: straight bat that because it was just [pauses] anyway yeah

Ana: *(chuckles)*

Toby: aah yeah I just aah I cant be doing that but he aah he is well this is one of the problem group he systematically he see he put uhmm he wrote sort of with asterisks fuck off in the in his exam as a part of a piece from like the sun newspaper or tabloid and stuff like that

Ana: ahuh ahuh

Toby: I just put no not necessary this isnt a lad's mag is not FHM or something like that but ahm yeah *he is always aaah*

Ana: *trying to be funny*

Toby: he is he is trying to be aah yeah he is trying to yeah trying to do that sort of thing and its aah

Ana: do you have other students that are like that or+

Toby: no+ just him just him

Ana: mhh

Toby: he is the only one who will come up with something like that in front of everybody+ I don't possibly other people say whisper things to their partners now+I can't I can't+ I cant know+ but he is the only person who will come up with that

Ana: and how do you handle that?

Toby: aah I just aah+ I just say well well this one I just completely ignored+ XXXX yes yeah thats you know that a black Jewish person wouldn't be a good person to lead the ku klux klan and just moved on

Ana: mmh

Toby: just

Ana: mmh

Toby: yeah+ making trying to just+ just not bring attention to the fact that he said that+ aahm the swearing+ I I think it was aah+ I think it was another thing he said was aaahm ++ what was it? Oh they had to write a headline and aah there was there was you know a Kate and William are going to have another baby+ and something like and he he wrote it was a sensationalist headline and put something like Prince William's penis works++

Ana: *(chuckles)*

Toby: Something like that and I just said so I said+ no no A it wouldn't be disrespectful

Ana: no way aaah

Toby: to the royal family like that+ b they wouldn't use the word penis++ Prince William's pants work+ if you want aah to be disrespectful but I don't think thats even

Ana: hmm hmm

Toby: thats even XXXX but he he tries++

Ana: so he tries+ *(laughs)*

Toby: yeah he tries++

Ana: I I kind of find some of my students who watch a lot of TV and have a pretty decent level they kind of get confused on the type of *language they use*

Toby: *register register they can use*

Ana: yeah yeah

Toby: possibly

Ana: and so yeah I've had a couple like I don't know what question we were talking about aaah English language learning in France is it

Toby: mmh

Ana: think that I don't know English is important something like that then he said something like ooh they just don't give a fuck

Toby: oh really okay and aah

Ana: XXXX

Toby: that might be true

Ana: ok but please don't write that

(laughs)

Toby: but not here

Ana: can you think of another way of saying that without saying fuck

(laughs)

Toby: yeah+ yeah maybe maybe maybe its just aah sort of pragmatic aah lack of pragmatic knowledge I don't know but aah I I get the I get the impression that he you know

Ana: *that he knows the difference and he is trying to be funny*

Toby: XXXX *he is+ you don't know yeah yeah you know you don't you don't* come up with something like right person for the right eeh I've forgotten what the term was but eeh the right person for the right job

Ana: mhh mhh

Toby: or something like that+ it was and you know you don't come up with a Jewish black man uhmm

Ana: yeah I don't think thats *a problem of prag xxx*

Toby: *to try to get yeah you know its not its not pragmatics its you are looking for something*

Ana: mhhh

Toby: you are looking for either attention or reaction

Ana: yeah yeah

Toby: or something like that uhmm its

Video playing

Ana: sorry

Toby: no no no its just I I+ it was quite funny coz when I imagined doing this video looking and watching this video with you I actually thought I would be concentrating on more me and now I find now that I am watching it is that am actually

Ana: looking at what the students are XXXX

(laughs)

Toby: commenting commenting no+ am concentrating am wondering why Im actually commenting more on the students rather than myself and thats not probably not what I should be doing uhmm but anyway thats interesting

Ana: you just tell me whatever comes to your mind

Toby: right+ okay++

Ana: I have no idea what you are supposed to be telling me

(laughs)

Toby: okay

Ana: so+ yeah I mean students or what you were doing or anything really ++ there is no right or wrong

(laughs)

Toby: ok only only opinion ok++

Video playing

Ana: there he goes again *(laughs)*

Toby: he's really

Video playing

Toby: which I didnt do

Ana: *(laughs)*

Video playing

Toby: oh I've got a tick XXXX flickering my nose and scratching my head

Ana: *(chuckles)*

Video playing

Toby: XXXX smug little smile there

Ana: *(laughs)*

Video playing

Toby: great definition of society yeah society is society+ uhmm its really good well he knew that company was société

Ana: mmh

Video playing

Ana: but this vocabulary did they have to look up themselves or how did you do the

Toby: they um I just gave them a thing and they had to they had to either they can go away and look it up or they can find that they had to discuss the definitions++

Ana: hmm hmm ok

Toby: and this

[Silence]

Ana: and you are just making sure they have understood everything

Toby: yeah and then yeah this again is just purely ahmm because there is a section in the exam that is on jargon

Ana: ok

Toby: so they will have

Ana: ok

Toby: 3 or 4 piece of jargon taken from the job advert which they which they use to write their covering letter in the exam

Ana: mhh

Toby: and they will be asked to give definitions of what they mean so

Ana: ok ok

Toby: aah pick some I can't cover everything++

Ana: so they have to define the terms in English

Toby: yeah in English yeah for the exam so that is where this is coming from

Ana: mmh

Video playing

Ana: do you use the board a lot?

Toby: yes in my chaotic manner yes

Ana: (*chuckles*) what do you mean ?

Toby: aah I don't know I am I'm not the most tidy board user methodical board user mmh I don't think uhm right here right there there is a bit of space there uhm yeah

Ana: and what do you I mean what kinds of things do you write on the board?

Toby: aah I don't know key words I was writing some you know short definitions key words and the definitions uhm especially if somebody doesn't know how to spell something I will write that uhm you know in the exercise for the ehm for the format of the aah covering letter I wrote you know sort of short hand notes

Ana: mmh hmm mmh hmm

Toby: on what was in each of the aah what was in each of the paragraphs in each of the covering letters that sort of thing so because [silence] it's basically because if somebody hasnt understood what has been said at least they've got a written record and so they can

A; mhh

Toby: they can refer to that if uhm XXXX the idea of the even if someone is too shy to say listen I understood at least they say

Ana: ahuh ahuh and do you think you have students that don't understand whats going on

Toby: I think in this class there are a couple yes

Ana: mmhh

Toby: yes I do uhmm there are a couple of fairly weak students among among that group uhmm and [pause] and is also some sort of double checking and I suppose I should use uhmm sort of concept check questions more instead of do you understand because everyone says yeah but uhmm which is something I can do more and +

Toby: (40:03) but but yeah it's just so it's just so nobody gets left behind but I can see even though I did write it on the board for the first ah ah for a first module there're a couple of people that you know they invert it pyramid for writing a um you know you have the headline and then the headline

Ana: Mm hm++

Toby: is sort of decoded you have XXXX information then sort of interviews and stuff like that um there're a couple of people who completely just who didn't re- re-produce that uhm format for the exam and therefore it's hard to give them a good mark even if the English is

Ana: Mmm

Toby: is good because that's what they were meant to be doing++ Um so you know despite using the board to reinforce this what I'm saying um there're a couple of people who did get left behind and there XXXX so that's what reinforces my idea that aah some people don't ah don't understand

Ana: Mm hm

Toby: what I'm what I'm saying++

Ana: OK++

Video playing

Toby: Yeah I say yes

Ana: Mm

Video playing

Toby: that was interesting actually last week

Ana: Mm hm

Toby: it was Thomas who aah looked it up on the internet and then he he said aah I'm sorry I looked it up on the internet as though ++ and I said why why are you sorry that shows initiative

Ana: Aa haa++ Aa haa

Toby: that's aah that's what you're meant to do *(laughs)* it was it was quite funny it was ah that was it was another sort of thing of I I outsmarted the teacher

Ana: *(laughs)*

Toby: sort of thing++ Do you know what I mean?

Ana: Yeah yeah yeah

Toby: and so I so I was noo

Ana: *(laughs)*

Toby: That's not what I'm trying to get at here++ It was it was very funny unless I'm completely misinterpreting this guy++

Ana: Mmm mm cause that was the point of the exercise *I XXXX supposed to find XXXX*

Toby: *The whole thing is to find the definition* yes I know it doesn't matter how you find it

Ana: Aah

Toby: Yeah so um yeah

Ana: *(laughs)* I'm sorry ha ha

Toby: I was sort of I was sort of exasperated I said haaarggh OK I said XXXX

Video playing

Ana: Mmm And how do you feel about like all the computers? Or just the only class where you have everyone on a computer or

Toby: Umm [background video playing] more so than others because the other class I give the DULASP the xxxx students with the well the same class but DULASP but they're management students XXXX students don't don't some of them have computers but then they don't use them um these these XXXX has computers the two XXXX two two um oral classes they have no need for computers so

Ana: Mm hm++ Mm hm++

Toby: I was XXXX um I don't I don't mind it but it's just well rather boring when you see somebody looking at Facebook

Ana: Aah

Toby: and stuff like that so

Video playing

Ana: He participates a lot

Toby: Yeah he does yeah he does yeah which is great which is XXXX it's just when he participates in a certain way

Ana: Mm hm

Toby: that it's um

Ana: Mmm

Toby: yeah no he does participate a lot and and yeah and I am very thankful of it sometimes cause you know there's a sea of faces and you say (face)

Video playing

Ana: (laughs) Did you already know the answer to this question like did you ask it because you really wanted to know or like just to get them to talk?

Toby: No I I thought there might be my um my experience in Spain um they have what is called titulitis so

Ana: (laughs)

Toby: they have to um so they have to when you apply for a job the the CV is about this thick because of all of the aah all of their diplomas

Ana: Aha aha

Toby: They've got the academic record everything has to be sent into jobs and I wasn't sure whether that was

Ana: At the very beginning

Toby: at the very beginning yes um and I wasn't sure whether that was the case in France or not because I'm I'm not XXXX with that ah so I actually asked because I I perceived a potential difference

Ana: Mmm mm

Toby: based on my experience in Spain so so that was that yeah

Ana: OK cause sometimes I feel I a- I ask them questions about France that (laughs) I already know the answer to just kind of

Toby: Just yeah to

Ana: get them to compare and you know

Toby: right the cultural

Ana: Mm hm

Video playing

Ana: That was kind of funny (laughs)

Video playing

Toby: (laughs)

Ana: (laughs) oh it's just typical that's just

Toby: XXXX

Ana: typical (laughs) are there any questions?

Toby: Yeah no I'm on facebook yeah yeah now (imitating students)

Ana: no but not even it's just because it's you know even they did have questions they're afraid of asking you

Toby: No this is this is this is what

Ana: Aaah

Toby: Yeah the they aah don't ah yeah I can't be seen to not understand I can't ah yeah I think I ah it's it's I don't know it's perception I don't know if that's the case or not

Ana: Mmm

Toby: *but it's it's what I perceive*

Ana: *I feel I feel the same way I feel the same way* it's just like they're afraid of of asking a question because they're afraid I guess that the others are gonna ++ make

Toby: Yeah

Ana: *fun of them but I don't know*

Toby: *laugh at them look at thickie* over there sort of thing

Ana: It happens all the time and XXXX so are there any questions and they're like (silence) but they don't even say yes no they're like

Toby: XXXX

Ana: YES? NOOO? HELOOO? is there anyone there and then ++ and then I like look at them and like OK so if there are no questions like what does this mean and then they're like oh j'sais pas so why didn't you

Toby: ask the question

Ana: ask the question

Toby: aaaa it's ah it's frustrating isn't it? we could move along so much quicker if aah

Ana: Yeah yeah

Toby: if every time someone doesn't know they

Ana: I'm like this is my job guys++ This is what I'm here for just ask me questions

Toby: I know

Ana: and they all laugh

Toby: then

Ana: and they're like OK teacher but

Toby: I don't I don't think they sort of get the idea of aah teacher as a ++ as a facilitator I'm not sure they sort of grasp this aah this idea yet

Ana: Mmm

Toby: you know it's ++ I mean yeah possibly in possibly in subjects subjects at university you are the all all knowledgeable power etcetera etcetera but a I'm certainly not

Ana: aah

Toby: and so I'm a facilitator I'm trying to get them to where they want to go but it's them you know and sometimes you know sometimes it's the carrot sometimes it's the stickk method but um

Ana: *(laughs)*

Toby: it's um but I don't see myself as their purveyor of all knowledge++ I just see what

Ana: Mm hm

Toby: I've been trying to

Ana: Mm hm

Toby: in this case try to get them to pass the bloody exam

Ana: Yeah but you think this is a cultural thing like an age thing or

Toby: I I

Ana: I don't know how to interpret it

Toby: I don't know I um ++ I haven't been here long enough to be able to say whether it's a cultural thing

Ana: Mmm

Toby: maybe if I did this class in second (*laughs*) year I'd have a better idea cause I mean you know you have no

Ana: Mmm

Toby: but um ++ but this class the level is much higher than the other class I have but the other class well there're there're leading lights in that class that participate as well but um

Ana: You mean the DULASP *class in the morning*

Toby: *the DULASP class* yes in the morning yeah but um ++ but yeah aah their level is much better ++ but that doesn't necessarily impact on their participation

Ana: Mmm mm

Toby: So so it might be aah it might be a cultural thing

Ana: Yeah

Toby: Yeah I'm gonna have to think long and hard how to overcome that (*laughs*) but I'm not sure (*laughs*)

Ana: it's

Toby: I know how it just

Ana: really hard yeah [silence] so you would say that participation that is ++ is important in their classes

Toby: I I would I like class- for me yes it's the whole reason ++ it's the whole reason for being there++ I it's not a cours magistral

Ana: Mm hm

Toby: um OK they might they might hear a couple of things ++ they might I don't know receive some ++ some sort of extra language by listening to me or listening to what I say or anything like that but I'm I'm XXXX the ++ um well I'm not a practical person but I don't I I learn by doing

Ana: Mmm

Toby: I'm not I'm not a theoretical person

Ana: Mm hm

Toby: I'm yeah I'm not a practical person but I'm not a theoretical person XXXX you know some pe- some people can I don't know I had a friend who got to a very high level of English just watching films and studying

Ana: Yep

Toby: from books in Spain and had never gone outside of the coun like had never been to an English speaking country before

Ana: Mmm

Toby: and if I just think chapeau because I couldn't do that I was rubbish even all the way through university at French and Spanish I had to come to the country to actually speak it to actually get my level to somewhere

Ana: Mm hm

Toby: near decent

Ana: Mm hm

Toby: um and you know I I I believe that yeah it's well I don't know I think it's ++ you know it's constructive you know constructive um ++ you know constructivist theory language is built on language is built on language sort of thing++ I I believe in that because I believe it works for me

Ana: Mmm

Toby: so I I try to promote participation

Ana: Yes

Toby: but um

Ana: How

Toby: how well the most obvious way is pair work

Ana: Mmm

Toby: and yes yes I'm trying trying to reduce the teacher talking time in this class I don't find it very easy

Ana: Mmm

Toby: because of the format of the class ++ um

Ana: What do you mean the format of the class

Toby: the format of the class just the way I think you know in in this teaching structure and then the concept within this structure

Ana: Aah

Toby: um you know ++ you know instead of instead of saying right OK here is this covering letter++ In the first paragraph we have this this and this in the second paragraph we have this this and this and then I I actually make want THEM to read it for themselves and to to give me the information

Ana: Yeah yeah

Toby: therefore they're participating they are you know and so if they don't understand something I said well it's actually not that but it's it's this and so I want I want the information to come from them

Ana: Yeah yeah

Toby: cause I otherwise they're just sitting there writing it down

Ana: Mm hm

Toby: and it doesnt actually mean it mean/ well that's that's how I perceive it the it doesn't actually MEAN anything to them and they can look at their notes in two weeks time just before the exam thing++ What does that mean

Ana: Mmm

Toby: I don't understand my notes whereas if they've actually participated I think it the idea is that it sinks in and ah becomes more useful

Ana: Mm hm

Toby: That's my belief anyway but am whether it's aah whether it's right or not is another matter I think that's the way I learn and so

Ana: Mm hm mm hm

Toby: that's

Ana: so is

Toby: that's being replicated

Ana: is that what you mean when you say that you see yourself as a facilitator

Toby: Yeah

Ana: and not

Toby: that's that's what I mean yeah as a facilitator ah yeah facilitator yeah that's the idea

Ana: Mm hm mm hm

Toby: you just put ++ try and put together things that will lead them towards their

Ana: Yeah

Toby: their goal ++ and possibly our shared goal which is

Ana: Mm hm

Toby: getting them to A) the practical side of it learning how to write a cover letter+ writing a CV but um in this case as they are year 1 students I believe their more immediate goals is (*laughs*) the exam

Ana: (*laughs*)

Toby: in two weeks' time

Ana: (*laughs*)

Toby: and um and I know um I'm sort of fixated on that idea but it does seem to me that that is um that's the case yes this might be useful to them

Ana: Mm hm

Toby: in a way in the future

Ana: Yeah because

Toby: but the immediate goal

Ana: they are the ones trying to find the information

Toby: Mmm

Ana: in the text and so on+ they'll remember I think better than if you just tell them XXXX

Toby: yeah hopefully that's that's what I've

Ana: (*laughs*)

Toby: yeah [silence]

Video playing

Ana: I noticed that you have like tons of papers on your desk

Toby: Yes

Ana: like is there

Toby: so we have

Ana: (laughs)

Toby: lesson plan CVs um job adverts covering letters definitions of aah definitions so yes we have

Ana: (laughs)

Toby: par of it from the fascicule what I should do

Ana: Aha

Toby: is actually just throw away all of the stuff in the fascicule that I'm not going to use and just concentrate on the things I'm going to use but that's sort of possibly a lack of organization *(laughs)*

Ana: (laughs)

Toby: on my part um

Ana: No no it seemed like you were very organized like you had your little piles XXXX

Toby: oh right yes and then I get lost and is

Ana: (laughs)

Toby: where is that page? yeah which I XXXX (habitually?) do

Ana: (laughs)

Toby: but um yeah there's *(laughs)* a lot of paper on that desk

Video playing

Toby: OK yeah somebody asked a question there so finally after

Video playing

Ana: oh yeah cause they actually did have a question about the the words

Toby: it came in the end+ yeah

Video playing

Ana: (laughs)

Toby: I don't know whether I should be telling them that *(laughs)*

Ana: (laughs)

Video playing

Ana: (laughs) yeah she looks very happy about that *(laughs)* [video playing]

Video playing

Toby: yeah I kind of got that wrong it's job advert one

Ana: (laughs)

Toby: sorry XXXX

Ana: (laughs) is this is something that they had to do before coming to class?

Toby: well no this um they they as as it turns out no actually um it's as it turns out that was something cause I said job advert three instead of job advert one++ They had to work on the job advert job advert three on the skills section

Ana: aah OK OK

Toby: and produce skills based section for CV

Ana: Mm hm mm hm

Toby: based on that so so that was where the little dig came in there but as aa as it happened I got it wrong and they were asking are we working on that job advert one

Ana: but they hadn't looked at XXXX or they had already looked at

Toby: which we had worked on we had worked on yeah in the previous class so yes so um so I made a bit of a fool of myself there but um anyway

Ana: I don't think anyone noticed (laughs)

Toby: no I don't think so no

Ana: (laughs)

Video playing

Ana: so here they actually they had two different job ads and two different CVs

Toby: Um the the first the first they didn't have a CV they just they just had aah they had to be sort of more creative I said uhm they were hotel receptionists

Ana: Mm hm OK

Toby: what skills you might need for the hotel receptionist um and then we had an ad of a biology student he wanted to work in nature conservation

Ana: Mm hm

Toby: so um ++ so yeah one was more fact based on the CV and the other one they had to think of what skills that um a hotel receptionist might have that could be transferred into um into cold calling

Ana: Aha

Toby: so to raise money for charities ++ so yeah

Ana: OK and then

Video playing

Toby: (laughs)

Ana: (laughs)

Toby: no I yeah there were blank looks there so again I just started to write on the board

Ana: Aa so did you feel that they didn't understand what they were supposed to be doing

Toby: more likely yeah and then and actually ++ even though I wrote it on the board and I explained it um whilst I was going round seeing people just a couple of people actually said to me there what

Ana: Mm hm mm hm

Toby: are we doing so they ++ which which again goes to possibly goes to reinforce what we talked about they actually wait until I actually come through the rows

Ana: Aha aha

Toby: to actually say listen I don't I don't understand but I also it also um means that I have to find a way of explaining things more clearly because if they don't understand again maybe use a concept check concept check questions etcetera

Ana: Aha

Video playing

Toby: and I I don't know whether it's cause I don't um that whether they weren't listening or whether I didn't explain it clearly enough but um it depends I don't know [video playing] I thought I was reasonably clear

Ana: Mm hm AND you wrote it down on the board

Video playing

Toby: XXXX right yeah [video playing] these again these are two sets of documents

Ana: Mm hm

Toby: so [xxx] they had downloaded that we had been working on

Ana: OK OK

Video playing

Ana: (*laughs*) what are you handing out there

Toby: I'm handing out possible aah suggestions for questions

Ana: OK

Toby: um introductions XXXX yeah for a job um for a job interview um possible questions that they could think of to um ask their employers

Ana: OK

Toby: etcetera

Ana: so you gave them some time to prepare

Toby: I ga- I ga-

Ana: for the job interview

Toby: yeah I gave them ten to fifteen minutes to prepare for the job interview to get in to put their ideas ++ um into place before actually doing their

Ana: Mm hm

Toby: job interview itself because

Ana: and did you see what they were doing when they were preparing

Toby: um some of them were preparing some of them ++ were preparing mentally

Ana: Mm hm

Toby: others

Ana: that's what they say (*laughs*)

Toby: others others weren't preparing ++ others were on facebook or looking at something else

Ana: OK ++ because they don't care or because

Toby: I don't know possibly it's because they don't care because or they cause they aah received a message on their mobile phone that somebody important had given them a message at that point and time and needed to go on facebook that immediately

Ana: (*laughs*)

Toby: I have no idea but um but yeah certainly they were distracted um so in that ++ you know aah I thought it would be a fun thing to do possibly some people are scared of even speaking to

Ana: Mm hm mm

Toby: other people so that ++ in that way they didn't they sort of (mumbles) yeah recoiled from the fact that if they didn't prepare it I'm not gonna do it well so that's a good excuse possibly

Ana: Aah

Toby: I don't know thinking about it ++ in that way and so possibly yeah possibly they just didn't care um ++ I'm not sure again [video playing] I'm not sure how relevant this is to to their reality this course as I said it'd aah be interesting to find out

Ana: Mm hm

Toby: it would be interesting to do aah do a survey

Ana: Yeah do a little survey

Toby: yeah

Ana: and and cause if they yeah I think we talked about this before and I think it would it would be really useful for maybe L3 students Masters students

Toby: Yeah

Ana: who are actually gonna go and look for a job or an internship but first year students?

Toby: yeah that's

Ana: a little

Toby: I don't know yeah

Ana: Is it time for you to go?

Toby: Yeah I've got a class in a little bit yeah

Ana: OK um so let's just fast forward and I'll ask you que- the questions that I had written down during

Toby: OK

Ana: um so when when they were working in pairs and when they were doing this role play so what kind of things were going on in class with the pairs where *when you were listening*

Toby: *working in pairs* some of them having a some of them were um ++ you know um some of them were acting out the role play um ++ you know properly we know we had ideas of talking about you know phone phone receptionist have you know XXXX speaking to people on the phone um you know contact with people and personal skills that sort of thing um ++ some people as I came round as I said just shut up and looked at me

Ana: *(laughs)*

Toby: sort of I'm not speaking with you here go away um ++ so little a little bit of everything I mean there was participation and some people finished early so I asked them just what their colleagues were

Toby: finishing to aah to ask you know to ask each other the questions you might ask the employers

Ana: Mm hm

Toby: they they the information wasn't on the job advert and so just ah to flesh it out a little bit um but yeah some there was some genuine participation and there was ++ some off topic participation

Ana: Mm hm OK and did they ask you questions while you were going around or there ++

Toby: they they poof yeah maybe um ++ I think yeah more in the preparing stage possibly um but but I think it was more ++ what do I have to do?

Ana: Aah

Toby: rather than how how can I say this um once they're actually doing it they didn't ask me any questions which um ++ which could be good or it could be aah not so good

Ana: Mm hm mm hm

Toby: yeah but it but aah going in between the roads is very hard to you just get a snap shot of what is aah going on at the time so you you don't know if they just XXXX switched to French once your back is turned

Ana: Mmm

Toby: but I think it was mostly English um that's why I think most people did participate

Video playing

Ana: and why did you choose these two ah profiles the receptionist and the biologist

Toby: well I don't know the the things the you had the biology person and that person had actually done nature conservation as a summer job so it just seemed the natural match for the for the job ad

Ana: Mm hm

Toby: um the the hotel receptionist um it was an idea that actually came from a colleague ++ and so what they um the the colleague wanted to do it in a different way and just do it as a sort of skills match

Ana: Mm hm

Toby: transfer

Ana: Aha

Toby: the idea of transferable skills and I took it into the aah sort of role play

Ana: role play mm hm

Toby: role play sphere

Ana: um and another question about like time management

Toby: oh dear right

Ana: cause you you *(laughs)* you said that I'm gonna give you ten minutes no fifteen minutes and then then we have five minutes left were you actually timing yourself

Toby: more or less

Ana: OK

Toby: yes more or less but time management is my very XXXX I'm I'm I'm rubbish with time and I don't know the other thing is that I don't know how much time they will need

Ana: Aha

Toby: I don't I don't you know see cause I mean some some of the stronger students can do this sort of thing off off

Ana: yeah they can just improvise they don't really need

Toby: they can improvise it yeah but they yeah I don't want to give them too short a time limit to to ++ you know press the weaker students out of the market as it were you know um so so and and the consequence of that is that there was some you know some people will aah be talking about something else with their partner towards the end of the preparation

Ana: Mm hm mm hm

Toby: time and say they have got what they want to say down and I feel comfortable with it++ The the new guy in class and aah this and the guy who's over here

Ana: Aha

Toby: he's aah the new guy speaks English very well from the little bit I spoke to him and um the other guy's both both his parents are American so

Ana: OK yeah I was listening to them and they

Toby: I think they pretty much had it down XXXX fairly quickly

Ana: Mmm

Toby: um so yeah that's aah

[video playing]

Ana: I was gonna ask you I think several times you kind of told them like don't worry even if you haven't finished don't worry it's OK like you're very reassuring with them that

Toby: Yes yeah I I hope so because ++ this is this again possibly this ++ again they they're there they're there to learn they're there to USE the language ++ um you know I I've come to this I've come I've come from a system of teaching that was extracurricular and where the whole idea was trying to improve people's language skills

Ana: Mmm

Toby: for whatever motivations they had [background noise] and I've been thrown into year year one university where to a certain extent it seems to weed out the weakest link ++ and I don't adhere to that policy whatsoever I think I think it's yes XXX

Ana: Mm hm

Toby: I think it's barbaric

Ana: Mm hm

Toby: to be honest as a teacher you're there to help people progress to the extent that they can

Ana: Yeah yeah

Toby: rather than go well OK well if we aah if we have twenty students by the half term that's better ++ I don't I don't buy into that I've I've ++ no I something I fundamentally disagree with so um so yes I do try and reassure

Ana: Mmm++ Yeah I notice how

Toby: I think it's I think it's part of the teacher's ++ well well raison d'être maybe

Ana: Mm hm

Toby: XXXX it's part of what a teacher does+ in my mind ++

Ana: yes (laughs) aah do you have to go I just have a couple

Toby: I do yeah

Ana: OK

Toby: I've got aah no I've got ten minutes so um

Ana: Just aah about the exam

Toby: Mmm

Ana: The exam that you handed back

Toby: Mmm

Ana: what was it about? and how did they do and

Toby: right OK the um the ++ the exam was they had two headlines which they had to sort of expand into a first paragraph of an article

Ana: OK

Toby: it was the first one then they had a headline which was aah NHS waiting time is a national disgrace

Ana: (laughs)

Toby: and um they had to write two articles one was aah quality broadsheet newspaper informative article and the second one was a sensationalist opinion article

Ana: Mm hm

Toby: from a tabloid++ um then ++ they had

Ana: so they had to write an article in different styles

Toby: They had to write an article yes in different styles yes which is what we saw during the first um

Ana: Mm hm

Toby: the first module then they got given an article ++ they had to say whether it was quality or tabloid whether it was informative or argumentative and justify these they had to write a summary of the article and they had to write a headline for it yeah that and then they had aah an image from an advert that was had no text

Ana: Aha

Toby: no slogan they had to provide a slogan

Ana: OK

Toby: and write a fifty word sort of you know text aah trying to sell the product whatever product they had chosen

Ana: Mmm

Toby: so that was the um XXXX and um the I think the average class mark was a 10++7

Ana: OK

Toby: aah there were there were people with 7s 8s and 9s um the highest mark was the guy with American parents who got a 16 and aah

Ana: OK what was the lowest mark?

Toby: 7

Ana: which is not bad

Toby: but yeah but that might have been because I was being nice and aah English

Ana: yeah I was gonna ask you about how did you mark them?

Toby: ah yeah well well as you were saying yeah um I had a meeting with with one of the other teachers in the module and we had a look at things

Ana: Aha

Toby: but um it was without set criteria it was very ++ it was very vague so that yeah they've understood the question but their language isn't perfect but in the first year we can allow that sort of mistake

Ana: Aha aha

Toby: and soo on on that basis I did what I could but ++ again also also I mean between you and me and the tape recorder

Ana: (laughs)

Toby: I'm not gonna hamstring anyone on their first test ++ you know I'm not gonna give somebody a 3 which completely ++ um you know ++ I mean they're not gonna be able to get back from that possibly

Ana: yeah yeah

Toby: so so yeah so maybe I'll save that for later but aah as I become nasty and aah more in tune with the

Ana: [laughs]

Toby: XXXX with the system but um

Ana: (laughs)

Toby: (laughs) I'm I'm no so a 7 yeah possibly some of those 7s were generous but um ++ but I am XXXX

Ana: yeah it's it's really difficult to kind of adapt and

Toby: it is yes it is it is *I'm having massive problems with it to be honest*

Ana: and I know feels so guilty like giving someone like a five or a something

Toby: Yeah yeah yeah yeah I don't I I

Ana: especially in yeah like the lower years Masters like you say OK they're masters students now so this is not acceptable

Toby: yeah you should be responsible for your you know what they aah

Ana: but

Toby: you know what the school is you know what the system's like yeah you know if you have to work for it you work for it

Ana: Mmm mm

Toby: if not well ++ yeah that's that's how it is yeah I you know I I didn't hesitate to fail people if didn't think they should be aah if I didn't think they should pass but I at the same time I didn't want to completely ++ um yeah

Ana: crush them (*laughs*)

Toby: crush them I think that's why yeah I think and and like I've said many times before to you I I come with a lot of aah baggage

Ana: Mmm

Toby: from a very different system so yeah and I am I'm

Ana: yeah you have experienced two

Toby: I'm not really fighting against it (*laughs*)

Ana: (*laughs*)

Toby: but um I'm trying to fight against it

Ana: Aha (*laughs*) me too me too

Toby: yeah yeah exactly

Ana: (*laughs*) cause you've got two different systems and now yeah

Toby: Yeah yeah yeah that's aah oh dear I'm getting I'm getting

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Toby: because it's quite funny to see uuuh you know people sort of say+ I really I really wasn't expecting that from that class+ that was quite nice+ so I was quite nicely surprised that people actually were expressing well sadness not sadness+ that is a bit too much but uhmmm

Ana: (laughs)

Toby: mild disappointment possibly+ huuum+ that I wasn't gonna be their teacher next year because of the blank wall that sits in front me sometimes is I found it fairly impenetrable in that class but uhm anyhow

Ana: (laughs) and do you what classes you are going to have next

Toby: I have got an idea but it's not been confirmed+ yeah+ I've got eh+ I've got another DULASP class+ which I think I have got mmmhhh English for negotiation or no English for ehm possibly English for for testing yeah testing so it's gonna be stuff like IELTS TOEFL IBT and stuff like that++ So that will be good because that+ I like to be+ I like to actually do that's something I'm interested in with the assessment and etc++ etc++ humm + and then there is a couple of langue orale I think I've got Anglais dans les médias

Ana: uh huh

Toby: which which could be interesting I'm not sure how I'm gonna go about that but ahhum it's+ yeah+ because you know the media the only thing I know about media from what we've done in the newspaper articles here which I'm sure I can rehash that because they possibly wouldn't have seen that and then oral media++ I'm gonna have to try and find a book on that scrub up on some of the background I know that they I know that they use is to instead of will future but apart from that in spoken media you know if there is a difference between+ you know the American sort of+ if I could really analyse the discourse in and go into the difference between English and American and uh you know or whether it's the background whether its like the BBC and then you got to look at sort of the + + when you talk about the post broadcast era of you know XXXX you got eh satellite I don't know what's called satellite you know+ you got Fox+ you got NBC on the other side and you learn the sort of you know the separate segregation of media into political wings+ *I don't know know whether the theory*

Ana: *That would be interesting*

Toby: *that would be interesting* but I mean if I have to approach it from a theoretical side+ it's probably a good idea that I don't do any exams in January+ (laughs) I mean really just preparing that class is gonna take quite a while to XXXX

Ana: So they are not giving you some kind of material

Toby: *I don't know yet*

Ana: *Oh that you don't know yet?*

Toby: no that I don't know either but uhm + ++ I know I'm having a class on writing articles or I'm meant to have a class on writing articles and uhm+ with a Masters class+ I don't know whether that's academic articles in English or

Ana: Yeah what kind of articles?

Toby: I don't know+ that's not that's not in the title it's not clear+ but I guess+ but yeah because I know the way of writing an article in English is very very different from the French because you just put everything up front which is supposedly why lots of French people struggle to get published in the English-speaking world because they hide it all for the end and then they go tadah!!! these are the things there's no it's not clear as the abstracts and the XXXX yeah there's an introduction methodology research discussion conclusion+ there is a sort of model to doing it on but uhm+ but yeah++ For uh 24 hours *I'm gonna have to XXXX*

Ana: *Yeah+ yeah+ I'm sure maybe you can just+ explore different kinds of articles and then*

Toby: hmmm hmmm yeah+ I'm gonna look at some stuff on EAP as well++

Ana: Yeah+ yeah+ it depends on what what+ are they doing their Masters in English or are they doing their Masters in

Toby: it's uhm CEU so it's uhm European studies

Ana: OK OK

Toby: so whilst they're not doing it entirely in English its quite a big component+ but I don't know whether they just have just the DULASP component or whether there is more++ But there is a quite considerable amount of their studies+ is in English++

Ana: OK+ so the semester is almost over and *how do you feel about this semester?*

Toby: *uh hum* I think I have mixed feelings+ ahhhumm+ my+ I'm not sure that my feelings have changed greatly actually over this semester++ Uhm+ I would still much prefer langue orale classes to be freestyle and be+ let me say right OK maybe we can orientate a couple of sessions to it+ to the what we have to do but you know there is uhm+ there are some topics+ that yeah whilst I was able to widen them out+ so OK what problems face women in India? Because we were looking at India and that's very much a vogue topic at the moment++ You know+ and they don't know it+ so part of it has to be sort of giving them articles+ feeding them before actually getting a discussion going and uhm no we were looking at 2 projects to sort of try and try and reverse the process+ you know the sexism and how the different from very+ you know I think one of the articles was from the Guardian+ UK Guardian and uhm+ so the title was uhm you'll uuuhhhh You'll beat your wife that's what men do to be manly and so it's all about workshops with uhm+ workshops with children and then there was another one that was using this technique called theatre of the oppressed to target husbands+ fathers saying that you know+ XXXX no value on for your daughter sort of a thing with early marriage and arranged marriage and stuff like that so we were just talking about ok what might be able to be done++but I mean you know unless they've actually had some input into it+ there is very little they can say+ I mean God I had to do loads of research to know about it as well+ so I still feel that there's a certain element of langue orale which is uhm+ which is very much uhm+ cours magistral based

Ana: OK

Toby: which uhm+ so I I you know+ whether it's my conception or mis-conception+ I struggle uhm+ I struggle with that a little bit to open out topics++ And also+ you know the way the way they uuhm+ the way they evaluate these is you know 5 minute presentation in groups of 5 min each in L1+ in L3 it's a 10minute presentation plus a couple of minutes of questions and uhm+ whereas I actually+ I'm not sure that I just solely agree with presentations being uhm+ being a good way of uhm+ being a good way of uhm+ sort of evaluating language+ I think I think YES in part but I think also that uuh+ you know this thing+ the you know it should be or it is researched and prepared so you're talking actually OK and they've got a list of keywords+ so actually HOW spontaneous is their speech++ Yes there will be an element that will be spontaneous working around the key words but uhm it's still rehearsed to a greater or lesser extent it's still rehearsed speech and I understand that uhm+ if they are going they are going on to do a Masters they are going to have to do presentations so I understand it's a skill set that they actually need+ however I THINK it should be done with some sort of I don't know+ role play or some sort of INPUT that provokes a conversation between two people+ even though THAT in itself is false+ it's truer to real life than an actual presentation+ I mean who gives a presentation for 10 minutes? a lecturer+ a priest+ a politician uhmmm+ and I'm struggling to think of any more people+ OK business people+ yeah but I I you know+ yeah+ so I uhm+ so *I need to find a way*

Ana: *University students*

Toby: *yeah university students*+ in France I saw yeah I think that should be+ and if you did that in my opinion+ you could do lots more things in the class that are much more informal but will actually get them to activate speaking+ activate their vocabulary and stuff like that rather than having to give this big input and then discussing these sort of fairly sort of HEAVY topics you know but I think these sort of topics have been XXXX

Ana: Did you give them the topics?

Toby: no but in L3+ they were uhm+ they are uhmmm+ we had to study countries outside of the of the US+ UK+ Ireland+ so we had to choose 4 countries and have a look at them and the supposedly the uhm+ supposedly these countries+ they had to their uhm presentations on issues affecting+ they said regions in the country rather than the country itself+ because they thought that might be too wide a topic and they might not go into it uhm in-depth if there was a way for a nationwide thing+ however you know when it comes to harassment of women or something like that+ in India it is a nationwide problem++ In India+ yes you can focus on region but I mean it's a national problem++ So and then it was decided that no we can do it outside of those four countries because why do we why do we actually want to limit them to just+ the ex-Commonwealth and why the English speaking world is so big that why are we limiting them to Canada or India uhmm Australia and uhm New Zealand+ it's very quite a shame+ so somebody is doing a presentation on XXXX Island in South Africa+ where Mandela was imprisoned and yeah so+ I think the idea of making+ get get getting them to do the research and finding a topic on something is very interesting but I think it should go+ accompanied with an actual+ + +

Ana: Yeah

Toby: yeah+ possibly+ with a scenario that gives them a framework to interact with somebody++ Be it me or another partner++

Ana: Do you have enough TIME in class to do that?

Toby: I think I've fallen short in both accounts to be honest in trying to do both++ You know+ because I the way I conceive a class+ a speaking class+ is uhm is to limit teacher talking time and to get students speaking together so to maximise THEIR talking time+ so the idea+ I have an idea+ I set up+ I set up the uhm+ the activity+ and they go and I come around and monitor+ that's my that's how I believe in maximizing but if you have to GIVE all this input+ I find that you know+ I find that we don't have time for uhm+ to fully develop the debates and arguments and I find that people+ whether they are truly participating or not+ are actually much happier to participate in pairs or in 3s then actually+ you know+ teachers and teacher- led activity+ where you get the same 4 people talking all the time because they don't mind speaking in front of the class uhmmm+ so so that's that++ Yeah uhm + + yeah I think yeah you know this is+ like I said this is very different type of teaching than I have done before and uhm+ I think I've learned a lot+ firstly about students and THEIR knowledge++ Firstly about what's expected of and then especially in this class+ what's expected from ME to teach them+ whereas I went into it absolutely blind uhm+ with no no with some guidelines in honesty but uhmm+ having got their exams back+ I see alright well if I get this subject next year+ I know how to do this+ this and this so it's been it's been a learning curve for me as well+ but uhm+ yeah+ I have not taught writing writing before with such a and I'm not sure how effective uhm how effective I have been to be honest++

Ana: How were the results for this exam you handed back today?

Toby: hmmm+ I think the average was about+ you know the uh+ the mean score was about 10++8 or something like that uhm BUT it is very very interesting+ I have these two classes+ one in DULASP which is the 3rd year management students and then this 1st year law students and it's the same+ same more or less the same subjects and I would say+ in general+ knowledge of English+ this class has a higher level of global level level of English than the Year 3 class++ Yeah for the Year 3 class+ either they just paid attention to what I was saying more or they actually+ because they are further down the line+ they actually have better skills when it comes to writing formal letters+ they are more aware of what is needed because their formal letters and their CVs+ are not+ some of them didn't have more to say on their CVs+ they just expressed it in a better way or just you know fleshed it out better+ but there are you know+ the register they used was+ some of it was XXXX English but uhm+ that's to be expected but we are talking about a B2 level of English it's not perfect uhm+ but yeah+ they're they're I think they are+ either have a knowledge of the world or they have knowledge in which to dissect the language in the uhm in the sample C ++sample cover letters that we saw+ something something they had a skill set that was not present in this one and they used so much colloquial language in those cover letters and they got marked down for it but they should have been able to get a better mark+ but I don't know+ really I think they are listening

Ana: (laughs)

Toby: *I don't know yeah for whatever reason*

Ana: *I noticed that you said that eh uhm it was frustrating when you were reading them because they had seen some real examples and stuff*

Toby: *mmmmm I saw some yeah+ but I cannot believe you know I cannot believe your company needs me and my company needs you+ what are you hustling on the street??? it's sort of hum yeah and that came from a person who has American parents so their English is phenomenal in a different circumstance and I can honestly say before I had to write cover letters in English+ I had no idea how to do it and that's coming from a native speaker+ it is something you just you pick up the language+ you take the chunks of language and you uhm stick them in the order they have to go so Yeah+ that was frustrating++ Come on now just Dear Sir Madam come on+ and somebody left it out completely+ they just started with the I I'm applying for*

Ana: *I know exactly how you feel+ the whole Dear Mr and Mrs+ it happens all the time and it's like you can tell them 5+ 10 times and are still gonna forget (laughs)*

Toby: *xxxxx but anyway+ uhm+ but yeah uhm+ some classes are great+ some classes are not so good+ I have to say I prefer+ the classes where I can put more structure in it+ and I can use various activities such as listening speaking+ I can combine things rather than just*

Ana: *Is that you mean by more structure*

Toby: *no yeah it means I can use like a mix of inputs uhm+ in order to uhm+ just yeah combining language actually is what I mean+ rather than+ rather than+ right OK + + the activities language activities are separated out like do that do that*

Ana: *Right+ right+ because if you have the uhm writing classes is just writing listening class just listening and it gets boring*

Toby: *yeah yeah the listening class is press play+ press stop+ wait a couple of minutes+ press play+ press stop+ wait a couple of minutes+ you've got 10mins to xxxx sentences and go through the answers and then you've got 15minutes of the class if start a little bit if you finish a little bit earlier+ you can try and start up a debate and they sort of grunt and groan at you and uhm about the topic you are doing but uhm+ yeah so+ where is the real world activity in this? there is no real world activity+ it's not it's not even oh I listened to the news today and tell a friend about it like oh I heard ++ so how+ even in the most basic of linked to reality uhm basic link to reality eh there's not even that it's a listening for listening sake and understanding sake which which is not we we+ we even its just having the radio on in the background to fill the noise gap+ there is always a reason for listening to something and I don't and so that's lost in sort of the real life aspect is lost and the academic aspect comes xxxx*

Ana: *Well isn't there maybe a cultural aspect*

Toby: *a cultural aspect*

Ana: *I mean if you are listening to something that has to do with what's going on in UK and things like that*

Toby: *no no no oh yes there is a cultural aspect and there is but its and there is a legal aspect+ all of the listenings I do with them+ they are all based on you know it's either you know the legal aspect and it's about topics like about cyber bullying uhm+ older prisoner+ the problems they have adapting to society so they are all kind of kind of xxxx be a legal person so all related to the law that so hopefully they are getting input and if they actually go through listen to it they can they can take vocabulary so yes there is a cultural aspect to it but there is no + + yeah I still+ aah I'd still say that it remains an academic exercise rather than something that we can link to link to the real+ yeah xxxx task-based but uh communicational language learning++*

Ana: *And when you were teaching in Spain did you ever have any of this kind of class like listening and*

Toby: *uhm it was all integrated skills+ or integrated activities yeah+ so no+ we had conversation classes uhm+ but then yeah but they were freestyle+ we basically+ yeah it was the+ you know that was the class*

beginning of the class you send around a needs analysis sheet and say what do you want to do in this+ what do you want to get out of this and you try to appease or please everybody uhm+ by doing uhm+ by doing things they wanted to do so everyone could get the most out of the class++ uhm+ but yeah+ the only time+ the only time that things were separated out was exam preparation you know I did exam for Cambridge Advanced Certificate in English or certificate in advanced English as it was and stuff like so yeah then the exercises were very much separated out and I'm sure there is communicative way of teaching those ehm ehm+ using specific Cambridge exam exercises but they were separated out+ but normal language classes were integrated++

Ana: so I'm just looking at my notes from our last interview uhm+ so you also said last time that it was a little bit+ this class was a little bit frustrating because you felt that it was more content than language and as you said there was more of a cours magistral

Toby: it's yeah xxxx content+ I think it was yeah+ when we last spoke I believe that it was+ I'm not sure which unit we were on

Ana: When I came last time time+ it was about cover letters and then you had them do a job interview in pairs

Toby: yeah that was me trying to be uh to actually do something communicative eh which eh euhm+ yeah I know because up till then+ we had the uhm+ we had done the first module which was writing articles and ehm and dissecting news articles and looking yeah so that was very much structural structure-based rather than actual language so I mean yeah it could've been any articles as long as the structure was there to dissect and yes they do have the fascicule is+ there are lots of article and in a perfect world a perfect student would have read all of them+ you know underlined the words they didn't understand looked at them in context and written them down and uhm tried to regurgitate them and in real terms we can only see a certain amount of articles to look at the structure uhm of those articles and look at certain yeah+ decode decipher the uhm headline and uhm+ look at words that were used like axed instead of made redundant and things like that they use in journalism uhm+ so that was uhm covering letters again is more language uhm+ is more is more language specific obviously because there is certain uhm register and uhm jargon+ not jargon but a certain type of English that was used in those uhm+ so yeah that was uhm + + yeah that was more language based not particularly interesting uhm but more language based uhm and then the brochure again we are looking at types of language just you know the promotional xxxx much more structural aspects+ we were looking at+ we are looking at sort of testimonies+ quotations from people who have done it+ but maybe possibly possibly my own my own shortcomings trying to actually get them to underSTAND the difference between the language and how the interplay the interplay of promotional and informational language depending on what type of brochure it is+ what was it promoting etc++ etc++ so that may uhm+ if I do that course again that would be maybe something I'll try and look at a bit further to see how I can teach it out but uhm

Ana: You gave them tons of examples and you were handing out all these examples that they *could've used*

Toby: *they could have written down* and used yeah but no example+ yeah+ that's eh+ they are the ones writing the brochure I don't have to do that+ so that's very much up to them you know you can try and eh (*laughs*) well but you know hum+ you can give+ you can give examples but I mean and you can I gave them the examples+ we looked at the language in the covering letters you know just put+ so many people+ you know I have experience in and then didn't describe it+ all it would've taken was+ as you can see in my CV+ and then you don't need to describe+ to describe it as such but that's a little chunk of language just makes a whole+ that makes the difference so you don't actually+ you don't actually have to go into depth in the covering letter but no they didn't listen to that which was really+ really frustrating uhm+ yeah I don't know+ yeah I still think I was very much teaching uhm teaching uhm sort of structural structural things+ I mean with the covering letters yes+ the structure because it's so specific I think it entails looking at certain specific pieces of language etc + + but uhm+ yeah and again in the brochure the language I believe was incidental it was xxxx the specifics of language are incidental it is about using+ questions+ is about using the imperative+ it was about using+ uhm eah + + about using yeah questions and stuff like that but the vocabulary I think is what I want to say is very much incidental

and uhm could be anything so which relies on them either brushing up on that knowledge or having that knowledge in the first place+ which was not the case for everybody++

Ana: Right

Toby: And I think+ I think possibly that's one of the things I find most frustrating because I'm used to teaching more or less homogenous groups who've been diag they have had a diagnostic test going there and OK yes there one of the language activities might be slightly stronger and the other one might be slightly weaker but then they are all much of a muchness and that makes it a lot lot easier to teach++ uhm and the other thing+ if people don't understand here+ they won't say and that's frustrating as well+ I find that very frustrating because try as I might in creating a nice effective you know+ nobody should be scared of you know admitting to not knowing etc++ etc++ atmosphere uuuhmmm I don't feel I have achieved that whatsoever and that really annoyed me

Ana: in this class or general?

Toby: oh no no in general+ I think it's a general thing+ I find it uhm it's very very interesting uhm because I think a Spaniard could actually SEE the sign for I don't know the reception or the loos on the door yay big but if there was somebody in the information desk they would still ask them where it was and I think that is very culturally specific even if they have an inkling they would speak to me and ask me things like that whereas I think probably the idea I get from French students is they would walk around the building twice before actually going down to ask the person in the reception area+ uhm I really I really do think+ that's my grasp of the difference between the two countries++

Ana: I I I totally agree I was just thinking with my boyfriend it's the same thing++ I always go ask++ If we go somewhere the first thing I do is go to the tourist office and get a map and ask them and he is always like oooh we'll figure it out+ I why don't just go ask just GO ASK

Toby: I actually I've used that example many times but with+ with+ about the English and the Spanish but I think but I haven't been to England in a while and I find more and more current aah sort of situation for that but it's very very+ that's very frustrating+ if you don't know what I'm doing+ ask++ But I also+ I sometimes think I'm not sure+ I sometimes wonder whether it is++ I don't+ I'll wait till you come round and then I'll ask when you're near me

Ana: *yeah cause they did that right when you were walking around*

Toby: *yeah they do that* and I'm not sure whether that is to save face or in part laziness ah just wait till he comes around then if he actually comes around I'll sort of feign interest by asking him what we are meant to be doing sorry I didn't get it+ yeah I know but I told you that 10minutes ago what have you been doing+ you've been scratching your head for 10minutes + so I'm yeah I'm not sure where that lies I'm sure it's very very individual differences because each person eh+ it depends on uhm on the person person in question but uhm+ yeah that was+ I find that really really frustrating but hey

Ana: *(laughs)* so do you feel that you are kind of adapting to the system now or

Toby: ++ yes and I don't think I like it

Ana: humhum+ what do you mean?

Toby: because I think my adaptation is going away+ I'm beginning to care less about students and that annoys me and I think I think it's through eh+ I think it's because of certain passive attitudes displayed in the students and I just think I+ and I don't like that+ I don't think it's eh an enviable trait in uhm in a teacher uhm so I'm fighting *I'm fighting against it*++

Ana: *and this never happened to you in Spain?*

Toby: uhm+ no not in the long term+ you know there were classes were you just think ugh that didn't work+ but normally I would go home and rack my brains to find out why that didn't work but I was just thinking oh it's because they don't care or some people don't care but and this+ I've got to be very careful of this because I have to actually focus on the people who are there+ who want to learn and uhm+ and uh+ if the others don't want to work well+ so be it+ I've got to try and encourage it but I can't actually focus put the focus on them and ignore the people who are actually trying to get ahead uhm

which again I've got to work out how to do uhm because yeah cause this is all new to me++ in Spain it was very much hum+ classes went pretty much very well+ obviously you have yeah+ you have off days+ students have off days uhm+ the very very interesting thing+ I think the uhm+ I'm not sure what I think about the advent of technology+ I have never had computers in rooms before+ I'm I have never had students with computers in rooms before++ And I think for certain things it's a very good thing but I think there are many many negative effects of computers in rooms++

Ana: What do you mean?

Toby: I think that they are many distractions+ you know+ I think uhm+ I think you can+ if you are chatting to your neighbour because you are not interested+ it's much more obvious than talking on Facebook++ You might be talking to your neighbour on Facebook about the teacher God God+ I wish this class would end or something like that but you uhm+ you know you are on facebook there are+ you know you are on the internet and I think uhm+ yeah I think there are drawbacks to that

Ana: it's tricky though because they need the computers to look at the documents you are working on

Toby: YES yeah yeah+ maybe it's just ehh I'm an old git and uh and uh I can do paper based as well+ but maybe that's uhm you know uhm I I'm killing the planet whilst they're saving it and being distracted by Facebook but uhm+ yes so uhm XXXX I'd rather save the planet but uhm and have them look at Facebook I think and eh and eh looking at the whole picture+ but uhm yeah+ but yeah+ I find+ I find+ I find that hard+ and I find it frustrating as well when you walk past somebody and you know they're playing candy crush+ I say why can't you play candy crush outside? It's the pretence that annoys me I think+ it's the pretence+ like yeah+ you have to be because the law faculty will kick you out because the uh your presence here is obligatory but come on you are here+ you might as well be+ you might as well sort of a++ make an effort+ b++ just try and you know+ you might actually learn something if+ because I mean in candy crush++

Ana: (laughs) I don't know+ I've never played it but

Toby: oh no you're lucky+ I+ I got to a certain level and just+ just decided I needed my friends to validate me into the next level right and then I said no I'm not doing that it's+ it's a waste of time+ that was about a month of my life wasted in candy crush yeah+ it does so uhm+ yeah so why am I being so hard on the students I don't know because I have fallen into that trap but *I didn't do it in class*

Ana: Yeah but you didn't do it in class exactly

Toby: yeah+ I did in my own free time (laughs) but I uh yeah+ I don't know+ I don't uhm+ yeah I will still stand by what I said before uhm+ the most important thing is teaching stuff that you are comfortable with I found possibly+ possibly all of these laments and woes and etc++ etc++ come from me being NOT completely comfortable with what I'm teaching

Ana: Comfortable because you ++

Toby: comfortable+ comfortable because I have doubts about the way I'm going about it+ uhm comfortable because I see the reaction or non-reaction of the students in front of me++ And I think+ that's I've got to possibly got to back myself more as well++ Uhm++

Ana: When you were saying earlier that when you were marking the exams+ you were thinking about doing things differently next year+ what could you possibly do differently to

Toby: well I think I think next year if I know what I'm doing+ over the summer I can prepare the material better++ I was given the material+ and yeah+ I think I think+ the Masters has hindered me in that respect+ because I have tried to juggle too many things and uhm+ I have ended up uh sort of possibly being lax and uhm+ in both things well the masters is pretty much non-existent

Ana: but you can't do everything and be perfect in everything

Toby: but I think+ but I think+ I have got to have a look+ yeah have a look at uhm you know the newspaper articles the+ everything trying to do more in-depth analysis of it+ so possibly I'm more comfortable with the materials as well+ if I know yeah ok this this this you know+ I try to make it communicative by getting them to interview each other+ however+ that possibly takes away from

writing time in class but I find that I'm not sure how uh+ how uhm used to writing in class the students are+ because possibly writing has always been a homework exercise++ Very few teachers+ practice writing in class++ I know possibly I can say that uhm whilst they might plan something together in class+ the majority of writing was done+ with a partner+ majority of the writing was done outside the classtime when I was a teacher which is uhm again possibly because I felt uncomfortable with uhm teaching writing uhm but uhm+ yes so I think I need to be more comfortable with the uh with the material++ And yeah and you learn things about the+ and you learn things about the students that uhm+ I think I mentioned this before+ I mean this time I will know that the French students come into the first of year of university armed with every sentence connector under the sun that they have been told to stick in there for cohesion in the baccalauréat and that uhm that uhm+ and hum in generally in journalistic English+ we do not use them+ so I'm gonna just of right from the word go+ your however+ your nonetheless+ your in additions+ I don't wanna see them+ you know++ If you put that+ cross that out and write a normal sentence+ it doesn't matter uhm (*laughs*) OK I'm exaggerating a little

Ana: it's true+

Toby: you know but it's true but and to be honest with you+ until I saw it+ until I looked at the journalese you know I you know+ I read English+ I never actually analysed a newspaper article in my life I just read it but I'm uhm suddenly there it was before me that yeah+ these aren't a factor of+ these aren't a factor of eh journalistic English+ however+ it was a little bit late by the time I have actually come round to that and so that xxxx keeping for next year+ if I do the same course again+ so I'll know+ yeah+ I'll know+ I know to put the accent more heavily if I do a first year law course or on the actual lexical chunks or yeah or the parts of sentences that can actually be lifted as a whole from covering letters to actually give them you know+ I think I did that but maybe I didn't put the emphasis on it enough uhm+ so yeah there are certain things I've learned about the public I'm teaching that ehm+ you know+ I mean+ I don't know whether+ the idea of doing it+ possibly doing the uh you know you take out the chunks from the text and you ask and you put them ABCD and this is so very school like activity but maybe that would actually+ instead of giving them a CV+ what have you got here+ what have you got here+ what information+ what part of the sentence can you take out+ maybe that would+ they might actually actively doing it instead of just looking at xxxxx (mumbles) yeah teacher uhm+ would actually+ would actually make a difference I don't know+ to be seen+ to be seen++

Ana: To be tested out

Toby: yeah to be tested out+ tried out and see uhm+ see whether it works or not++

Ana: So this class uhm+ when I saw you last it was I think end of September+ so you said that

Toby: end of

Ana: Was it end of September?

Toby: wait a second+ if we were doing cover letters in the 5th session so that would have been end of mid-October

Ana: xxxxx (45:18) ahh let me check out the date

Toby: they started a week earlier+ they started on the 15th

Ana: You are right+ you are right+ 20th of October+ I was thinking of our 1st interview which was in September+ OK yeah so it wasn't that long ago+ so when+ you have been doing it for the past 2 or 3 weeks+ cover letters

Toby: cover letters+ application forms+ uhm+ CVs and job adverts+ how to sort of decipher a job advert+ how to try and orient your CV to a specific job+ yeah the uh there were lessons in the uh cover letters+ we had to do the uhm+ I+ I created and this was part of the exam and you see this is something that I would uhm

Ana: Do you write the exam or

Toby: no no no+ the exam is imposed+ uhm+ somebody else writes it I mean+ uhm uhm

Ana: yeah it is imposed

Toby: *oh no its imposed+* I know but uhm somebody else writes the exam is a neutral statement+ it's imposed so sounds eh sounds negative+ well I meant+ anyway+ uhm+ uhm but uhm yeah and but the thing that annoys me especially that's why I'm looking into washback and stuff like because I'm aware how I get the exam two weeks in advance+ I'm aware of how the exam actually adds to my teaching you know because we have a list of all application forms+ and was going to just OK fill them in+ and look at things you know when it comes up the equal opportunity statement which they don't have in France and various things that are culturally specific or culture+ yeah culturally specific and uhm+ but now I saw the exam the exam+ I found+ I saw that they had an avatar that they had to fill the ehh thing in for fill the application form in with you know

Ana: *How did they get the information?*

Toby: *it says you know* they had a chunk on the exam page+ they had a paragraph or two about that person and then they had to do you know+ look at the two documents and put the two documents together+ a sort of synthesis or whatever+ uhm it's called and I found myself writing an avatar so that they could do it+ practice that in class+ again and so so that's that's the washback from the exam into my teaching practice

Ana: *Well because you wanna prepare them for*

Toby: *I wanna prepare them for* the exams+ my question is+ how often in your lifetime have you filled an application for somebody else?

Ana: *(laughs)* yeah

Toby: I don't think I have ever done+ oh I might have done it for an Erasmus students helping them when I was working but that was part of my job uhm so that

Ana: And they don't have to do it for themselves?

Toby: no no no+ they had a person+ they had a character who was uhm who was uhm a British Indian with dyslexia+ you know so you know you had to pick the information put them in you know+ they had a B driving licence and were were willing to be trained to drive a mini bus it was all you know in to do with uhm+ it was to be a volunteer for a youth service in London or something in the application form and then they had to write little blurbs about why they wanted to do it+ demonstrate your understanding of discriminatory practice and equal opportunities and this sort of thing which again uhm you know+ again+ we had a look at equal opportunities+ but in another class+ in the DULASP class+ there was a reading comprehension and a job advert+ and it said the third sector+ so which everyone interpreted as the tertiary sector and service sector of the economy+ whereas if you look at it in the other part+ you've got the public sector which is the first+ which is first sector+ you've got the private sector which is the second sector and the 3rd sector not the tertiary sector which is the volunteer sector in English++ Right apparently+ so nobody+ one person in the whole class got that right so you are asking someone about something SO specific+ that we haven't actually covered in class+ so WHY is that question there? So they can lose marks basically+ I don't know+ I tell you I don't know that was my question

Ana: Was it anywhere in the text

Toby: yeah+ it was+ it was in context

Ana: Aha OK

Toby: but you know+ when you have a look about things like proactive+ dynamic+ all of these jargon+ all of this jargon going in job adverts+ but that was+ I thought that was very very specific+ uhm+ and apparently I missed last week's class because I was ill a little bit+ Barbara XXXX took their classes but apparently she+ she admitted to my class+ they told me today+ that she had+ that before she read that job advert+ she didn't know that

Ana: Aha

Toby: so I don't know who set the exam but I mean I'm not sure that you can ask somebody

Ana: it's not fair

Toby: yeah yeah+ that's that's that's what uhm I'm getting at+ there was a question+ there was yeah+ there were+ I think the specific++you know it's+ it's a+ and again another part of this exam+ was uhm+ write to a friend+ it's a general comprehension of a job advert+ write to a friend tell him about the job you are uhm+ you are doing+ right so so it's a way that+ a way that we can see whether they have picked up on the most important aspects of the job adverts etc++ etc++ and then there were the specific uhm underlined passages like 3rd rate uhm+ entrepreneur can do attitude or something like that+ all of these++ uhm+ and again+ I found myself asking them to do that in class because I knew it was going to be a in the exam but I would have never done that because you don't write to your friend to tell them about a job you are applying for

Ana: no

Toby: exactly+ I'm gonna call+ I'm gonna need a can do attitude if I'm gonna get this far+ you don't you DON'T yeah OK I'm being snarky but uhm you don't and therefore this got me+ this sort of got me thinking+ to right ok why are we doing this+ surely instead of doing it in an explicit+ an explicit reading comprehension+ we find a job advert that has possibly that is less dense+ less complex+ however+ you just use it as an integrated skill set exercise so their understanding of the uhm+ of the job is reflected in the real life production which is the uhm+ which is the covering letter+ which is I can see that is a very much so+ yeah+ so you are doing actually what you would do and it reflects real life again and you sort of see a job advert and you do the covering+ the covering letter FOR it which I think is a real life skill and very useful but I think the uhm the reading comprehension is possibly superfluous

Ana: Maybe it's like a step between the two to kind of get them going from the job to uhm maybe informal language and then turning that into formal language

Toby: yeah possibly YES it may well be+ but then why test it if it's an intermediate step+ surely we can see that

Ana: right right it was on the test

Toby: sure OK+ I can see the reason for going+ for passing that through those steps in the teaching now that you say it+ but yeah that's uhm but but are we testing the process or are we testing the product and uhm+ I think it's yeah again+ this is purely an+ it an+ it's an academic exercise rather than an actual+ you know this is meant to be lire et écrire l'anglais pratique *so if it's practical*

Ana: *So the goal was for them to kind reformulate whatever was written on the eh*

Toby: yeah the goal was for them to write a covering letter for their job advert so they either INVENT qualifications+ skills etc++ etc++ or use their own CV and experience to apply for the job advert so that was the idea and to write to write a successful covering letter++ Some people did it very very successfully++ It xxxx giving them an interview but others not+ so yeah+ so yeah+ as a teaching tool you might possibly be doing it but the fact that it was tested and not educated by teaching process uhm

Ana: So it sounds like a really long exam+ I mean if you had the application form and then this letter to a friend plus the cover letter

Toby: yeah+ I would say it's an hour and a half++

Ana: and the CV?

Toby: the CV+ they had to find a job advert at home then tailor their CV and then hand it in with the job advert so we could assess it++ Yeah so+ it was an hour and half exam+ and uhm+ I know that people in the 3rd year management group had problems+ a couple of people in that group+ had problems finishing but more in the other group+ possibly+ yeah I don't know+ I'm not sure how much English they've had between now and then+ I mean since the end of school and now sorry++ Uhm so possibly it would've taken them longer to do the whole work

Ana: writing a cover letter+ even if it's your native language it takes a long time

Toby: yeah yeah to get it+ you go back you edit and stuff yeah which ia another thought that crossed my mind that if this is going to be a real life act thing+ why we don't we get THEM to find the job advert+ why don't we get them to write the covering letter and do the CV at home and hand it in just

like they handed the brochure in as uhm because they are they are become+ I mean OK you're opening yourself up so they can cheat

Ana: Yeah that's what I was going to say they will *just copy the thing off the internet*

Toby: *yeah they will copy* or+ OR you give them the job advert+ you impose the job advert on them to make sure that they can't copy it because if they copy it and they haven't uhm+ I mean there is a certain element in copying because of the format of the language anyway so+ I mean so

Ana: that is kind of what you do you find letters online

Toby: xxxx well that's what I did oh God how do I say that *je vous prie d'agréer*+ Monsieur+ Madame+ de de right BOOM take that copy it! Right (*laughs*) So there is an element of copying it but if you impose the specifications for the job advert on them+ and possibly you can do that in class+ you can go through each and individually the job advert so they are clear with it but then obviously tailoring the motivation and the skills and the CV to it+ that is a real life task that's very very useful but uhm+ but yeah I'm obsessed with real life tasks I think

Ana: But

Toby: uhm+ it's meant to be a practical English course situation this we are not talking about+ langua+ you know English philology students+ we are talking about *lire et écrire l'anglais pratique* so uhm+ anyway++

Ana: and when you were a language student

Toby: (*sigh*)

Ana: when you were studying French and Spanish+ did you+ I mean+ what was it like+ did you have these kinds of real life activities or

Toby: no (sneeze) no

Ana: *Bless you*

Toby: *excuse me*+ uhm+ no I didn't uhm but then that was uhm + ++ I finished my uhm undergraduate degree 2 years before the uhm Common European Framework was brought out so uhm+ yeah whilst language task-based language teaching(57:44) was there+ communicative language teaching was there+ I don't think there was the same framework for real life for communicative action-based language teaching so so no++ and plus it was LEA so it was (57:59) based around translation and grammar and listening comprehension++ I don't think

Ana: What is it called in English LEA?

Toby: it's called applied modern languages+ and uhm+ and luckily for me+ because otherwise I would have NEVER got the degree+ uhm all of the stuff which was about civilisation nation studies it was called uhm was in English+ and all the essays were in English rather than the target language+ possibly because it was a Mickey Mouse university but uhm+ luckily luckily for me+ it WAS a Mickey mouse university otherwise I would have never got through it+ I was rubbish+ I told you that the only reason I went to Spain was because I was so ashamed that I couldn't speak neither one nor the other so uhm + I decided to do something about it but I think I'm very much a practical person I'm not very good at theory and uhm which is uhm which is again possibly why I have views about which is why the task based thing is very much uhm I I cling to it+ I very much like it but uhm++

Ana: Alright so let's look at the video+ what time is it+ do you have to go?

Toby: no no no I'm free until 4 actually+ I have uhm+ because the other class somebody did it for me last week so I didn't have to postpone the listening class++

Video playing

Toby: that's me fiddling with the bloody internet

Ana: So yes you couldn't get the uh projector working

Toby: yeah I couldn't get the projector working+ apparently I've got Windows 8++1 I I'm+ did I tell you why+ I left uhm+ I had a Microsoft surface I got for my birthday+ my wife got me for my birthday and I left it on a train about a month and half ago+ yeah they uhm my old Mac that I have had since 2007 fell out the bottom of my bag and that died on me and uhm and so I have just eh+ took advantage of black Friday I tried to go+ they were doing a sale so I just bought myself that new computer but it has Windows 8++1 and apparently there are certain this that uhm windows 8++1 the systems don't like it so even if it's just plugging it into the projector so

Ana: So you had problems in the other classrooms as well

Toby: I had problems with the uh with the first uhm Microsoft surface tablet sort of hybrid thing that I had+ yeah+ that's why I brought my MAC in actually because it was old and pretty much worked on everything but uhm so I've got that and I don't know+ technology! but the thing is nobody ever+ nobody prints anything out anymore so if you don't have the technology you have to xxx (1:01:13) if it doesn't work+ you've actually got no support in this class uhm so again it uhm in the case of ahu informatics making yourself necessary and causing as many problems as it helps to solve if it doesn't work it ends up creating more problems because it doesn't work

Ana: And uhm about the results for the exam+ the last time we talked you had also given them back the exams and you said the lowest grade was a 7 and I remember saying that was quite good with a 7+ what about this time?

Toby: ok this time was 7++5 it was+ it was+ it was+ theeeee grades time around were far more uniform because the people who did very very well on language because they had American parents they lived in London or had English parents or English speaking parentage fell down+ it was it was the people who are VERY good at English that actually used the worst English pragmatically-speaking for the cover letter

Ana: ha! that's Interesting

Toby: it was interesting it was very interesting uhm+ basically they sit at the back in class and absolutely don't bother at all

Ana: *it's probably because they just weren't listening*

Toby: *they are just bored not listening yeah* which is very interesting and I have no qualms under those circumstances about sort of marking them down+ the English wasn't bad in some cases they were you know+ one or two corrections I had to make to the text on the actual English but pragmatically speaking it was just not+ it was not correct to write+ to write how they wrote which was yeah

Ana: well that will teach them

Toby: well yeah but but but isn't that awful ++ to say though that THAT will teach them+ THAT will teach them+ I didn't but THAT will uhm+ (*laughs*) I I mean that will teach them something I couldn't manage to teach them sort of thing uhm

Ana: well teach them to listen

Toby: yeah but some+ yeah

VIDEO PLAYING

Toby: yeah she's asking+ she was just asking a question about the brochure

Ana: Nhum+ and uhm what are the uh instructions for this brochure+ what do they have to do?

Toby: the instructions+ basically they have to find uhm something original

Ana: nhun

Toby: OK so uhm so if it's a hotel+ it's gonna have be some sort of original hotel like be it tree houses or yurts or something like that uhm+ if it's a spa you know I+ it can be something you know either chocolate aah treatment you know you come into xxxx chocolate or algae or something like that uhm sea weed uhm so that's the that's the idea if it's a restaurant you know+ the idea that I gave them was I

don't know was this thing in London called sushi yo know+ where all the waiters are+ it's a Japanese restaurant but all the waiters are actually dancers+ waitresses are dancers+ head masseurs or so suddenly there will be an explosion in the restaurant and everything goes off you got somebody singing somebody dancing around your table and somebody goes hunnnnnnm on you head or somebody massaging your shoulders or something like this

Ana: that's amazing

Toby: it's great but you know all of these just weird wonderful ideas that are just a little bit left field and uhm so you know if they are going to do I said you know+ if you know somebody with a shop or a restaurant+ you can do a tourist brochure but then try and promote in real life if++

Ana: Ah in real life?

Toby: yeah+ if yeah real life+ yeah yeah if you got+ if+ if you live in a small village or a small town+ obviously not (name of city) because it's too standardized+ there will be tourist publicities+ tourist brochures coming out of their ears+ uhm you can do that or you can just create a concept+ I mean here they uhm one was thinking sort of tandem uhm sort of sky dive with a batsuit or something like that somebody (*laughs*) someone is doing lama treks in the Vosges ahummmm you know she is Peruvian so obviously it must have come from the heart+ from the Andes+ the lama trekking uhm and and uhm you know and uhm all these+ you know various+ various various ideas+ there was an Arabian nights restaurant where it's a romantic restaurant but you got dressed up in this sort of ahuu belly dancing costume and I don't know what for the man you know xxxx but they were you know they were getting into the whole thing of it and

Ana: And these are all their ideas

Toby: yeah yeah some of it most of them are their ideas+ and that's the idea and then in the other class we had uhm sort of ahhhh you know romantic+ romantic balloon ride so you have a little table and stuff champagne in the balloon ride for marriages or something like I don't know you know+ various things so you know depending on people's imaginations they are sort of stay closer to what is there or they can go off but uhm++ And that's the thing that's another thing the uhm+ there is a uhm+ there is a mark for content and obviously originality will go someways to that+ and that's so subjective uhm+ its uhm+ so I yeah I think that's a good idea no that's a bit+ you know somebody wanted to do ah what's the other thing somebody wanted to do+ a sort of archery and knight school+ magic magic knight school+ so it's sort of like they're taking Arthurian legend and turning it into a university or something like that+ I mean it was completely nuts but as there are people who recreate I don't know the battle of Agincourt (1:07:46) or something like that and get dressed up as archers why why not++ They wanted to do a publicity for Quickie mart in the Simpsons which I thought was great idea but I'm not sure how+ how+ you know if they are taking those characters and uhm doing something like that with+ if it was possible+ but somebody did you know the Xavier uhm somebody in the past class had done Xavier's school for gifted children and based it on Xmen and doctor Xavier and hum Charles Xavier and the x-men+ yes uhm+ the idea is you are working in pairs or in 3s it's got to be 600words long or 800 words long depending if you are in 2 or 3+ uhm yeah its got to be a dyptic or a tryptic format uhm photos and you know and then the idea that you are uhm according to what you are doing you know it's either more informative+ more promotional+ we had a look at+ the week before we had a look at the Acorn and uhm child care which obviously there are elements to promotional language but very very uhm very very structured and about the curriculum and about what your child will be doing+ very informative+ in a you know in you know not formal language but neutral neutral tone but then we were looking at uhm a promotional a tourist brochure for South Wales Valleys and you know there were things form heritage to mountain biking+ obviously the language around mountain biking was much more promotional+ much younger language than whereas the heritage going around castles was uhm very much more sober language uhm+ even if there was a promotional element uhm+ we were looking at that sort of thing to try and get the+ try and make them aware of the target audience and how you use language in function you know depending on the target audience and uhm+ but yes that's what they've got to do they have to hand that in or they have to put it into uhm what's it called+ is it called hand it in+ the uhm anti-plagiarism software+ they have to hand in in a paper format and then they have to hand in the text via the ENT to make sure they don't

Ana: yeah yeah I still haven't figured out how to use that

Toby: yeah I don't know I had to+ I had to hand something in for uhm translation masters that I started in xxxx university but uhm and I don't know it works but uhm and they get get 0++05 out of 20 if certain degree more than 10% of plagiarism is detected so basically uhm yeah they get the lowest mark they can actually get without the teacher having to give them a naught and write a report

Ana: You have to write a report?

Toby: apparently so yeah if you get a naught+ the only reason I got a 0+5 in my version last year+ because my teacher couldn't be bothered to write a report+ she could have just said he's English he can't speak French; she should have just left it at that not said sort of thing uhm++

Ana: I didn't know that+ I think I have given someone a zero in my

Toby: I don't know but I think officially that's the case but if nobody says anything uhm

Ana: Ah huh u huh u hu

Toby: but uhm yeah so that's the idea of the brochure and that's

Ana: but that sounds like a very fun project

Toby: it is a very fun project I think and you know the idea is that the+ the informative language that they have used and then and the hyperbole they've used in sort of tabloid newspaper article and the informative style of uhm broadsheet newspapers This was meant to+ this was meant to feed in to+ uhm+ into this uhm+ their awareness of language so they can produce these different types of language but uhm

Ana: But are you expecting a combination of both or?

Toby: of promotional?

Ana: uh huh

Toby: yes definitely and very much depending on what they uhm wanted to promote but I mean you know+ which is again you are going uhm+ you are going very much on feel when you are marking it there is no because there is no there is no+ each project is different+ it's very much uhm yeah I think+ I think you know if you're promoting + + healthy eating+ it's gonna be much more informative ok there might be promotional text in it but it's gonna be much more informative whereas if you are promoting mountain bike in the Vosges it's gonna be absolute hyperbole and you know I don't know MTV English young English etc++ etc++ but uhm what's+ what's pretending some sort of informative uhm+ informative language about the trails and instructors etc++ etc++ but uhm+ so its very very anum well we see what comes I think uhm+ and so that's they've got to hand that and they got Christmas to do that and that's and its got to be handed in on the 6th of Jan

Ana: OK

Toby: so that's that

Video playing

Toby: yeah+ and this was just giving feedback on the uhm yeah struggling with the informative again

Ana: What was the best grade?

Toby: the best grade+ very good question+ not+ nothing spectacular+ I mean there was 16 and a half the uhm I think or 16 for the other for the first test

Ana: yeah

Toby: best grade was about maybe 13 and a half 14 uhm+ due to various degrees of effort or not being made uhm for the CV+ again you found the people who spoke spoke the best English made the least effort on their CV uhm and yeah it was it was the grades were much more compact in around 10+ 12+ possibly around 13+ 14 maybe+ I can't remember what the best one was it was uhm+ it was George xxxx (1:14:36) the Asian guy who got the best mark he is uhm+ his covering letter was very very good

actually and then but I just don't+ I don't know about giving feedbacks to the exam+ if anyone actually wants to see their exam they can let's not waste class time they come and see me but uhm its quite interesting they don't tend they don't tend to question marks whatsoever+ it's very interesting uhm without me you know there were+ there were uuuuhhh+ for the CV there was+ there was+ there was+ there was+ you got certain amount of points for layout no+ I don't do layout+ you got uhm language+ personal information+ the education section the experience section and then we asked them to write uhm a personal statement for the job and then there was one general there was a mark for the general presentation was made up of more or less 20+ the covering letter was 3+ 4+ layout so that seemed xxxx place+ there was 7 for content and 10 for language

Ana: OK

Toby: which is uhm+ which I yeah sometimes you have+ I had difficulties in uhm what was content what was language because I think uhm they are very much intertwined especially when you are talking about the pragmatics of the language+ the pragmatics of the language because what do we+ yeah so but they don't tend to question their marks which was uhm+ which I found interesting

Ana: so you didn't have anyone like ask you like when you were going around at the end of the class+ no one asked you anything about the exam?

Toby: no nobody asked me anything about the exam uhm+ last time they did+ uhm because you have to write between a hundred and fifty+ and she said I've never had a mark this low what can I do+ so I said+ I just went through it and right OK you here+ you actually didn't write enough so I had to take marks off+ the English in itself is pretty good+ uhm+ somebody had misunderstood the structure of of aaaaaa an informative article as well I said again the English is very good+ but you didn't do this uhm and yeah so so a couple of people came up to me at the end of the last exam but nobody came at the end of this exam

Video playing

Ana: OK+ so these comprehension questions *it's what you were talking about*

Toby: *these were what we were talking about* the can do entrepreneurial can do attitude+ identifying target xxxx business drive

Ana: nhum+ so they had to explain these ones

Toby: they had to explain these you know specific bits yeah it was yeah xxxx accredited trainings+ sales training so yeah these four things++

Video playing

It's amazing he is he is half Polish half French+ I never heard his Polish accent so pronounced+ it's so interesting+ so incredible+ he just+ normally he sounds like French French speaking English this time he sounds really Polish speaker really Eastern European+ it was amazing

Ana: Maybe he spent his weekend in

Toby: yeah+ I did actually ask him when I was going out+ have you been speaking polish recently because suddenly you have this really pronounced accent+ he said I'm sorry; don't be sorry it's just interesting++ I don't know why it suddenly gone like that+ I don't know he just changed+ apparently he had problem pronouncing the R he finds it easier to roll to the next part of the word he pronounced you know more like a Spanish R Scottish R you know when he was speaking

Video playing

Ana: Agh OK+ so they were expected to define this

Toby: They are expected to define this+ yeah+ more or less I mean this is the interesting thing+ uhm; the uh we there are 3 people who share this class+ quite a big group+ uhm+ there is a prof agrégé and then an ATER and myself and uhm I got an email+

Toby: can you just just give us a definition of these 4 things just so uhm we have got something to work on to know what we can accept or not+ OK+ I looked at them+ and was like+ (*sigh*) uh+ there's stuff

like yeah ok entrepreneurial can do attitude yeah+ accredited sales training fine+ but xxxx business drive God I had to look that up myself because it's not something I'm familiar with+ yes you can+ sort of feel your way around it but to know it

Ana: yeah I would say it's like your motivation for business but it's not that

Toby: but uhm hey+ yeah+ your business drive+ yeah+ I don't know+ but uh so yeah I find that one quite hard and I think that again I talked about the 3rd sector+ same sort of thing here

Ana: yeah tricky questions

Toby: yeah why is that question in there+ we haven't actually seen it in class and I did actually think about expliciting third xxxx in the class but I thought xxxx But I already knew about it because I actually worked in the voluntary sector in London for a time where I worked for a consultancy that worked for the public and voluntary sector and that's the only reason I knew it+ possibly had I not worked there+ I might have just come into contact with it just through general reading but it's+ it was far more logical to put tertiary sector and use the service sector of the economy but that was another xxxx (1:21:36)

Video playing

Toby: I can see a nod in the back right there

Video playing

Toby: You see this is+ this is some uhm something that I'm actually gonna talk to BxxxxSxxx about+ it's whether this course should be put into the 2nd semester at least actually or maybe delayed it would probably far more useful to them in the second semester uhm when they might actually be thinking about summer internships or something like that or even possibly later but it might ehg uhm I don't know because I don't know what their 2nd semester classes are in English+ I don't know what sort of language class they have+ but I think it would be+ I think it would be possibly interesting to agh to shunt it into the 2nd semester

Ana: It would make so much more sense+ for someone a bit older+ *I don't know+ maybe they work+ maybe they have some experience maybe*

Toby: yeah maybe some of them do not a great deal+ no+ uhm and it's stuff like bar work or xxxx work in the factory in the summer and stuff like that somebody shadowing somebody+ but I+ I+ especially seeing the difference between the 3rd year management students and what THEY produced and what THESE guys produced+ like I said with a globally+ these guys have a globally higher level of rounded level of English as it were but not the pragmatic not the skills to do it uhm yeah I think it would be interesting however+ this class is part of DULASP these guys don't do DULASP but it's part of the of the 1st semester DULASP classes so whether doing it in 2nd semester will pose a problem or not

Ana: Because DULASP is just one year?

Toby: DULASP is one+ there are two levels+ you have an intermediate level and you have the advanced+ so you go from one and then you can get into uhm the English degree if you want+ there is an access there but uhm yeah so one is based around A2 B1 level and the other one is B2+ this is meant to be B2 supposedly+ however I think people mark uhm mark more severely or it's in here+ is my B2 your B2? so uhm yeah the eternal question

Video playing

Ana: yeah was he there today?

Toby: no

Video playing

Ana: It's kind of a recurring theme+ the pragmatic aspect of language in this class right cause when you were doing different kinds of articles+ and the brochure

Toby: yeah+ yes yeah there's possibly a lot of+ there is possibly a lot of uhm+ but yeah again+ I suppose it goes with the type of uhm+ yes it goes with the territory+ the difference between the tabloid and the

broadsheet press+ the register of language is completely different and here again yeah it's uhm+ it's a high register well a very specific high register of language very specific xxx++ Yeah when I when I say I'm teaching structure because possibly I'm just teaching register and I I'm teaching pragmatics rather than content or not as the case may be(1:28:10) but yeah

Ana: Which is useful

Toby: which is useful+ which is useful uhm hum yes+ in this case+ which is useful or possibly less obvious than teaching content

Ana: hum

Video playing

Toby: for me because I haven't done it before+ xxxx (1:29:40)++

Video playing

Here I just+ I was gonna tell them that xxxxx (1:30:10) just try and get them back in the rhythm of it++ the previous class uhm Bxxx took it last week

Ana: Aha

Toby: and uhm+ I said so what did you do with Bxxxx ? I got a sea of I can't quite remember (face) OK OK+ yeah+ did you do this yes+ did you do this? Yes+ did you do that? No so I had to+ it was really really difficult so I just had to+ do you remember the agh+ do you remember the brochures? I thought at least asking them the questions+ or at least one of them at least one of them or two them got back into and led the others to slowly vaguely remember through the midst of time uhm what they had done in class+ I don't know+ who am I to think that they would remember+ they have got so many classes+ who am I to think that they would remember what they were doing in mine but uhm anyway yeah (*laughs*)

Ana: But it was two weeks ago+

Toby: yeah it was two weeks ago

Ana: But they should have their notes huh u hu

Toby: really yeah+ so that was why I asked them to try and activate at least+ yeah try and activate their knowledge about what we were doing

Ana: Huum

Toby: instead of just telling them what we were doing

Ana: right but he remembered

Video playing

Toby: he is a smart cookie that guy he is the he was the one I told you about who was always ahu saying swear words+ but he has been participating+ he is good+ he stopped sitting with the other English speaking boys at the back and he's got better since

Ana: OK OK that's good news

Toby: since we did that yeah it was because the constant reference to swearing was getting quite painful

Video playing

ha my organization

Ana: Do you have all the documents printed out?

Toby: the ones I'm going to use yeah yeah+ I uhm+ I highlight things and uhm+ yeah+ for my sins+ I like working from paper+ I haven't bought a kindle or anything like that

Ana: it's hard to get used to+ it's really really hard to get used to

Toby: I'm a real touchy feely person+ I like drawing and things

Ana: no no+ I feel the same way

Video playing

Toby: informative language not informational language+ yeah that that+ that pains me+ I'm going to wince every time I say that++ (*referring to student on video*) That's candy crush girl

Video playing

Ana: so are these things you had already talked about last time

Toby: uhm yes

Video playing(*laughs*) Victoria Falls is a big waterfall in Zimbabwe++ I don't know why I thought of that+ +

Ana: (both laugh) did you just come up with the example?

Toby: it was+ it was somewhere+ I found it somewhere (*laughs*)

Ana: it's so hard to hear what they are saying

Toby: what they are saying yeah+ I know they don't they don't uhm+ they have no idea how to sort of project their voice++ I was doing the L1 the L1 presentations+ mumble mumble

Ana: Were they reading?

Toby: aummm+ they had notes I think they were sort of generally nervous so constant reference to the notes even they had key words or short+ yeah I think key words really but uhm+ yeah but uhm+ head down not addressing the audience+ and even when they were head up+ there's just shyness timid+ they're just timid so they don't they don't project their voices++

Ana: I went to this workshop that was about how to teach French students how to use their voice and project their voice and so on+ but it's difficult when you have so many students because you have to do these sorts of activities where you you know breathing activities you know yeah things like that++ I think some of them really need to

Toby: yeah absolutely I'm sure they do+ but you know+ I don't know+ it's been so long ago that I was a student+ I'm sure I that I was exactly the same++ I can remember the first time that I actually had to uhm before before I started teaching+ I started teaching when I went back to Spain after being in London+ I had to run focus groups+ about things that I had no idea++ And being in a focus group+ right please+ we're gonna talk about uhm yeah short start+ it was+ it was uhm what was it it was yeah specific child care needs for the Hassidic Jewish community in the north London++ I walked into that situation+ no never had any contact with the Jewish community pretty unsure of what I (1:38:56) right OK and I can+ it was the first time I have ever seen a Jewish woman wearing a wig and I was so completely culturally unaware not knowing what I was doing++ Here I was running this amazing focus group to give them better child care+ I was completely culturally unaware and I had no bloody clue what I was doing but I projected my voice+ I made myself sound like I knew what I was doing+ it was pretty awful+ it was bloody awful it was a nightmare experience (*laughs*)

Ana: (*laughs*) we relate with the students+ we remember what it was like when we were students

Toby: yeah especially with the covering letter+ that's something I realised+ I realised how+ I didn't think that they would have that lack of knowledge but thinking about it+ I took that for granted which was wrong obviously but now again that would be the feature of how+ how I would do things differently if I have to teach this again to first year students uhm++ Yeah+ there is uhm+ I think there a lot of things which we take for granted which+ just the experience that we've acquired but it has+ but it's that it's acquired we're not actually possibly conscious of the fact that we have it but it has been acquired over time with age and experience and uhm+ exposure really to things uhm+ so yeah that's something I definitely think I need to take into consideration++

Ana: Yeah things that seem obvious to us aren't necessarily obvious to them to 18 year olds

Toby: someone who has just lived less+ yeah; because they haven't had time yeah+ yeah definitely so++ ahummm++

Video playing

Ana: Do you always have the same volunteers?

Toby: pretty much

Ana: Because last time I think that she participated a lot too

Toby: yeah she did yeah

Video playing

Ana: Is she French?

Toby: she is uhm+ I don't know if she is French but she is Peruvian but I know Peruvian is somewhere in there

Ana: Because she is also the only one who actually asked you a question

Toby: yeah+ might be interesting from a cultural point of view

Video playing

Ana: the girl that was sitting next to me was quite funny because she looked like she was not paying attention at all and she was kind of lost with the documents and stuff like that+ and she was answering your questions+ I was really surprised++ Sometimes she looked like she was half asleep and she was like she couldn't find wherever you were reading and her and she was (raising hand)

Toby: yeah she was uhm

Video playing yeah it's horrible

Ana: You crack me up

Toby: why I just+ I just reacted to their faces so and so

Ana: (laughs)

Toby: it's just

Ana: I'm so sorry I'm making you work+ this is horrible

Toby: yeah I know it is it is yeah no but it's sort of I don't know trying to gain some sort of empathy with the class you know what I mean+ its uhm because it just xxxx(1:45:02)+ there's this range of faces just doing that+ I said yeah yeah I know+ but so yeah I was just trying to actually gain some sort of empathy with the class+ like I said I felt no+ I felt there was nothing coming back from this class+ so it's just a way of reacting to them with them etc++ etc++ yeah+ but I do that anyway+ I can't+ I can't+ I find it very hard to separate the personal and the public private and professional me+ and I don't+ if there IS a professional me+ uhm+ I uhm+ I+ I actually+ I like teaching because I find it a very human experience and that's why there are the asides in class that's why that sort of reaction++

Ana: uh huh

Video playing

Toby: ten minutes that went 15++ when we could've taken five but uhm

Ana: and I didn't really hear when they were giving their++ or when they were reading out their paragraphs++

Toby: oh right only one or two+ there were two that remained+ very very informative+ they had restructured the language to uhm but uhm+ I think they might have stuck an adjective in there+ but there was only one person that would actually ask questions at the beginning of it to try and engage the reader and used some of the examples that I gave them you know+ I don't know+ wonderful and diverse curriculum and all that sort of thing but yeah it remained very very informative but again possibly it was

uhm+ possibly it's easier to write promotional language from the off rather than convert it from uh from informative language++ I don't know+ it was an exercise to try and get them to differentiate which uhm which some people got+ but at least when they didn't do it+ at least they had some sort of feedback from why it remained informative rather than promotional+ what it needed to have to put in there sort of direct questions+ imperatives uhm yeah+ and and adjectives to+ refer to them as your little darlings instead of children or something like that++ I don't know it's

Ana: do they ever laugh when you like comment on this or like make a joke

Toby: yeah yeah yeah sometimes+ yeah there are ripples+ there are ripples of laughter+ just some people no never but uh

Ana: maybe because they don't get it

Toby: I don't know+ I don't actually+ I don't know what to say+ sometimes they just don't uhm+ no there is some interaction between the class maybe I'm being a bit unfair+ it just that when you ask them to do something you just get this sort of like a blank canvas across the room+ you know+ you know that's kind of a pretty good sign because they actually understand what you asked them to do+ sometimes its just

Ana: no reaction at all+ so

Toby: ok so what do I do for now because uhm

Ana: I feel like they were a lot more active last time

Toby: yes very much yes (phone rings) sorry oops (answers phone)

9. EAC avec Toby 25 mars 2015

Ana: Ok so+ let's start + can you tell me a little bit about your class?

Toby: Ok uhm as I said before the class was meant to be+ I moved it away slightly from the uh ++ talking about the presentations they have to do uhm to try and introduce a slightly ludic aspect because of the atmosphere in the other class which uhm I felt uh I felt teacher pupil relationship could benefit from something fun so uh that's why I decided to do it and so yes there is a tenuous XXXX link to uhm mission statements and slogans for their projects they're having to work on+ but the idea was ah have a look at some advertising slogans and uhm and then the idea of chindogu which is actually slightly more fun to try and market it and advertise that sort of thing rather than uhm a product that is already being marketed to death on the real ah in the real society so then the idea was to try and get them talking in pairs in groups uhm which is the presentation orale du projet européen it uhm ++

Ana: So when do they actually have to present these projects?

Toby: They have exams after there are 3 days for exams depending on which parcours they are on and ah I think that the Wednesday and Thursday after the holidays and then the following Thursday so end of April beginning of May++

Ana: And when they do their presentations will it be just in front of you or in front of the class?

Toby: It will be in front it will be in front of me+ yeah they have+ yeah they have 15 minutes so the presentation their presentation will last 10 15 minutes uhm and obviously it's an oral presentation of the project they've handed in to Doctor XXXX who does the other half of the class

Ana: So you've been working on these presentations for the whole semester?

Toby: So uhm I started off by uhm first class was an ++ sort of an icebreaker because uhm funnily enough the written classes started a week after the oral classes and as in brief discussion with the ah with Doctor XXXX uhm he told me that I shouldn't teach them how to write a proposal because he was going to do that++

Ana: ok

Toby: So it left me and so for the first couple of weeks I concentrated on aspects of presentation+ the structure and the signposting XXXX and the use of anecdotes+ rhetorical questions etc+ etc+ then the week after they'd handed their memos or the 2 weeks after they'd handed in their memos+ I asked them to apply the techniques that we'd seen in the oral presentation classes to their memos and then they gave a presentation+ a brief presentation 2 minutes in front of the class based on the information in their memo uhm then we looked at+ in the first class you saw and my mind fails me at this point uhm we had a look

Ana: It was the SWOT analysis

Toby: Ahh it's the SWOT analysis+ thank you+ the SWOT analysis of their projects and/or organizations++ Last week we had a look at budgets and this week we had a look at some slogans and vaguely mission statements so++

Ana: Ok

Toby: But as I say fairly tenuous link with their ah projects+ today

Ana: So you just wanted to find something fun to kind of ++

Toby: To yes ah to

Ana: *Lighten up the atmosphere*

Toby: *to lighten up the atmosphere* to which uhm during the last ah writing classes that I have with this group is ah has become just yeah+ they+ they don't cooperate+ they don't do the work+ they just sit there for 2 hours+ they'll do the minimum as possible+ possible two people + +

Ana: But the writing class has nothing to do with the project

Toby: No the writing classes uhm uh lecture et rédaction des articles so no the only thing in common between the two classes is the teacher+ me

VIDEO PLAYING

Ana: So right beforehand you had another class and it was exactly the same class++

Toby: Exactly the same class yes the level on the whole is higher and uhm

Ana: Does that mean that they participate more and they + ++

Toby: At least that's my perception+ yeah they they seem to get into things more because they they possibly do not have as many TECHNICAL difficulties with the language+ so maybe++

Ana: But would you say that they have technical difficulties with the language?

Toby: [sigh] I would say they have more yeah uhm the during the exercise++ with the advertising slogans

Ana: Maybe the kids right in the back

Toby: uhm yes there there is there whether whether it is technical difficulties or whether it is disinterest or lack of interest uhm I'm not sure+ but there's something there++

Ana: That's always the question (*laughing*)

Toby: Possibly+ possibly uhm the lack of interest is due to the difficulty of what I'm asking them to do+ you know+ the depth and the length yes uhm yeah compared to the other class ah the other thing is the interesting thing is that I don't have the other class for other for their uhm +

Ana: For the writing class

Toby: For the writing class no+ it's XXXX who has that class and uhm yeah I suggested swapping for the last class but uhm but we didn't in the end+ just so he can see what my class was like maybe it would have been perfect maybe they would have behaved themselves and done everything perfectly but uhm + +

Ana: So for the writing class they just wouldn't do their work + +

Toby: For the writing class you know and and I have to say the format wasn't particularly inspiring uhm yeah you have it had an article taken from the EV the Guardian general European affairs not specific stuff uhm and then there is uhm took some vocabulary out we asked them to give a quick definition and write sentences of their own+ then there was a reading comprehension exercise and uhm and then sometimes it's a summary or something based on if we did something on Erasmus ah asked them to

write an opinion piece on what how Erasmus has benefited the cohesion of Europe or something to that effect++ So yes that was the general class and uhm I I found that uhm leaving that class to their own devices for a 2 hour period was possibly counterproductive++ Had it been an hour possibly people might have been more motivated to do the exercises etc+ etc after that 2 hours of just reading and writing was too long and I think had we integrated other skills done shorter activities etc+ etc XXXX

Ana: So they had to write these articles during class time?

Toby: uhm we asked them to write some outside class to write them and some to write inside of the class yeah + +so uhm so yes+

Ana: And so when you teach two classes that are at the same back to back do you feel more+like how do you feel the second hour?

Toby: How do I feel the second hour uhm I feel paradoxically I feel confident in the materials because they've worked during the first hour uhm yeah apprehensive because I'm still not sure whether they'll work during the second hour uhm so yeah there's a great contradiction there+ but uhm that's because because of my experience with the students++

Ana: Ok

Video playing

Toby: I should have written the explanation is on the board

Ana: to write down the definition

Toby: Yea I'm sure +

Ana: Do they need it?

Toby: Well possibly for the greater understanding if they're going to include the mission statement in their uhm in their project uhm on their written projects+ but again I don't from the documents I have from Doctor XXX it's not they ask for an executive summary++

Ana: Ok

Video playing

Ana: Well it's a long definition to write on the board (*laughing*)

Video playing

Toby: For example uhm refreshing + what was it refreshing the world one story at a time uhm in the other group ah thee the word refreshing was immediately associated with drinks uhm whereas here I had to tease I had to sort of tease it out++

Ana: uh huh uh huh Yeah but did they say ice-cream

Video playing: refreshing the world one story at a time ok whose advertising slogan might this be

Ana: So you thought they would guess right away?

Toby: I thought even if it wasn't if even if they didn't say coca cola they would say some sort of they would be on track it's a drinks company yeah so that was maybe me overestimating

Video playing: What do you associate with the word refreshing something fresh ok ice-cream ok think about what sort of things uhm fresh+ drinks ok drinks are refreshing it is coca cola refreshing

Toby: In the other group they said Pepsi first which I found quite amusing+ peoples references are kind of I thought Coca Cola was far more renowned than Pepsi

Video playing: so I will just give you the mission statement on coca cola the mission statements++

Toby: I'm interested to see what they are doing (*whispering*)

Video playing: refreshing the world

Ana: So how did you prepare for this class where did you get all of your ideas?

Toby: all of the uh where did I get the ideas+ the the ideas uhm the ideas +for the advertising the chindogu was a class that I've done before and I've seen it work with other people that's why I decided to use it here uhm to try and bring back the class as it were uhm the uh link to the mission statement the mission statement was we we looked at this when I used to work in a voluntary sector consultancy in London in 2001 and we did it when when a London borough went into central administration because of corruption we were called in because they pulled all of the funding out of the tertiary sector and so we were put we were brought in to try and give them training to try and find their own funds for bid writing etc+ etc so that's where the idea of mission statements came from and that's where I knew the old Coca Cola mission statement because that was something I think it was about 2000 and yeah round 2001 that we uhm we did that training section in London with voluntary groups so uhm so that the ideas sort of came together

Ana: From your own experience

Toby: From my own experience as a teacher and in bid writing and doing training sessions and stuff like that yeah++ I would say the advertising exercise works it usually works with other groups and

Ana: So have you done it with like lower level groups?

Toby: I've done it with yeah with I'd say the lowest was a B2 level group yeah

Ana: It's a fun exercise++

Video playing: does + value making a difference ok that is what Coca Cola aims to do in your opinion does Coca Cola do that ? (*laughing*)

Ana: It seems like the ones in the first two rows were

Toby: Yeah you've got those there yeah the those those 3 speak English quite well they're confident speaking English she's xxxx as well uhm its quite interesting you've got a couple of people further back+ these two sitting behind there uhm they don't say boo in class but the mock exam they did for me was exceedingly good

Ana: Really++

Toby: Yeah in the other for the other class and I was surprised cause I've++

Ana: Cause you never heard them speak in class

Toby: yeah sort of well well it's a great risk when I've asked them to speak its like I have to pull speech from them and they don't volunteer+ it's quite interesting each one is as they are

Ana: Could they just feel more confident *in writing*++

Toby: *In writing* yeah possibly ah uhm so yea but yea I think the the participation is good and the idea I get from this class is when you put them to do things on their own when you go away from teacher-led exercises to uhm to student to student uhm that's where ah that's where they feel they have a free rein not to participate and that's I think I've told you before but uhm you know some people I'm going around to check their ideas because I'm interested in what they're saying some people I'm actually there to check what they're doing *which is which is tedious*

Ana: *So a lot of them don't actually* do the exercise++

Toby: Yeah some of them some of them don't do the exercise yeah which is they are there for an hour so I mean you might as well get it over+ in my mind if you participate it's gonna go quicker even if you don't enjoy it(*laughing*)

Ana: And this and this only happens in this class here like the other classes ?

Toby: No the other class there are a couple as well and ah couple of people who speak English very well or who who who should be able to participate but ah but don't++ (long pause) Who participate XXXX who participate in some things and who don't participate in others and it's very much up to them

Ana: Just because maybe they're lazy or+

Toby: I would say yeah whether they feel that it's ah worthwhile or not I don't know if laziness comes into it I'm not sure what the reason is + I can't XXXX +It is quite interesting cause the end of the last class with these specific people uhm you know I put them in the groups to do the little dialogues because there were 5 minutes left they said ok can we do a dialogue they wanted to perform it in front of the class and I said ok+ well do this one oh no we're not not doing that one and they just completely ah +

Ana: They wanted to do a dialogue in front of the class

Toby: They wanted to they wanted to do a dialogue in front of the class but they wanted it to be their dialogue apparently they hadn't gone with one of the scenarios that I had given them+ I said alright well do this one and they said never mind we're not gonna do it and they pulled back the offer which was I don't I don't I didn't really get it

Ana: So they had already kinda prepared the dialogue

Toby: They they they they had done it

Ana: But that didn't have anything to do with the topics you have given them

Toby: [sigh] I think they had meeting each other but uhm whether in the disco whether it was ah whatever one of the situations that I've given them it seemed to me that it didn't+I don't know why they uhm pulled back the offer but that was kind of strange (*whispering*) make up your minds uhm +

Ana: And so in the end they didn't do anything

Toby: no no no and that was was strange

Ana: Did anyone else do it in front of the class?

Toby: No 'cause I mean we were in the last 2 minutes and there were no volunteers so I just said XXXX+ and then they said no can we stay here please because they have their class with the other teacher afterwards I said well you can but I think he'll find you(*laughing*)+ but uhm (*laughing*)

Ana: well+ that means they like you

Toby: Yeah well yeah yeah well they (*laughing*) I did actually say that +I said is it because you find this class absolutely fascinating or because you don't want to go to the other class + ah mix of the two+ thanks thanks for that +

Ana: (*laughing*)

Video playing: uhm somebody somebody said in the last group that XXXX+so Coca Cola and Redbull

Toby: Coca Cola and Redbull I meant alcohol and Redbull

Ana: It's because you don't get enough sleep (*laughing*)

Toby: It's because I don't drink enough alcohol

Ana: It kinda sounds like the people in the other group kinda have more of a sense of humor (*laughing*)

Toby: Yeah this is the thing uhm possibly because I'm used to teaching people who want to learn + + the people who want to learn are able to have fun with the language rather than being self conscious about it their level+

Ana: So what makes you say that they don't want to learn?

Toby: I'm not saying that they don't want not don't they don't not want to learn but possibly there are inhibitors to learning such as such as their they feel that possibly they feel that their level is not adequate possibly they feel that they feel that what I'm doing is either not pertinent or not interesting in these in any way shape or form as you said this girl here you know so when we gave out the when I gave out the chindogu ah exercise (*whispering*) why are English teachers always giving us this sort of thing++ So maybe it's monotonous you know I'm not sure but as I said to you I'd rather give something that I believe to be fun rather than something I believe to be uhm dry

Ana: So do these kids like are all their classes in English?

Toby: No no they have they have the class for the rédaction du proposal européen they've got the présentation orale and then they have the reading and writing class

Ana: Reading and writing articles

Toby: the 5 hours they have in English a week yeah

Ana: Which is still quite a bit ++

Toby: which is still a reasonable bit yeah + + however + + if the classes are pitched over their heads those 5 hours and uhm from what I hear of the students the classes for the rédaction for the first couple of weeks there were guidelines and then it's more of a TP than a TD cause they're just there and ah they go ahead with working on their projects without any without any input++

Ana: Ok so it's kinda like free time for them to work on their projects in their groups

Toby: Yeah but uhm yeah yeah but you know there is no there is no right ok we're gonna work on this part of the project this is couple of ideas we have what makes this good what makes that good and then the second class you apply it uhm 'cause because of the lack of well because of the scarce uhm sparse communication between myself and the other teacher I've been asking the students what goes on in their class to try and adapt my ideas to their needs and how the what the other teacher is doing with them because

Ana: Have you been given a certain like evaluation grid or whatever for you to grade their presentations? Like a list of criteria or you making it up?

Toby: I have I have a grid that was used for another class for presentations and uhm as far as I'm concerned I'm grading their English I'm not and I'm grading certain things that I have asked them to do like the signposting+ the uh their presentation techniques but I'm not grading the content

Ana: ok ok that was my question

Toby: I'm not grading the content of their project as if I was the funding body looking at the uhm looking at how ah feasible their project was+ I'm not sure if that's being graded in the other one or if it's just English being graded I don't know as long as they follow guidelines +

Ana: It is probably content as well

Toby: Yeah I should think so cause I'm cause I asked the person who was supposedly who is supposedly responsible for this class and they said+ they said uhm they said alright such and such is uhm supposedly designed this class and so I wrote that person an email and they never got back to me +

Ana: Never?

Toby: No+ and so I wrote to Doctor XXXX who gives the other part of the class and he wrote back to me it was a very nice email but uhm but there was one sentence with uhm keep them busy and I'm sure you will be fine+ which is uhm not the most specific instructions that I have ever had when giving a class which is actually fairly specific it is it is it should be content based +

Ana: right

Toby: cause it's like I'm content integrated learning it's a teaching them how to do this project through the medium of the English language rather than just teaching them English +

Ana: And so for example the guidelines that the got for the written project do you have a copy of those?

Toby: I do yeah he sent me a copy of those so I'm using those

Ana: So it kind a helped you structure

Toby: Structure yeah what I want to do with them yeah+ indeed++

Video playing:

Toby: This girl is usually in the other class

Ana: Ok

Video playing:

Toby: whether I should say that or not is another matter but uhm I am trying to communicate with the class

Ana: (laughing)

Video playing: being cynical and bringing too much into it ok I would like to give you a mission statement+

Ana: What do you think about like the classroom layout?

Toby: *(sigh)* well it's really not conducive to conversation uhm no XXX they are always moaning when I make them get up and go in to groups and turn around and stuff like that [whisper] (oh why do we have to do this) because now I've wow I guess if they have very few language classes in this faculty and they're both mainly TDs rather than TPs or XXXX there's no reason I've asked I asked if there was possibility in putting a couple of classes in the U shape and having those two ah shared out between LEA and the various language departments so they can be used specifically for language classes here but uhm but the person who I asked didn't seem to think it would be possible+ fair enough+ uhm because we don't have our own classrooms we share classrooms in the building so that's fair enough+so

Ana: Would it would it really be that difficult + *laughing*

Toby: [sigh] I'm not sure + I don't know depends depends on how many people we have to ask before we get an answer uhm I don't know

Ana: I think it would be a really good idea this classroom specifically is really bizarre

Toby: You see you go you've got three quarters of the people on one side and a quarter on the other side yea +

Ana: And then all of this empty space

Toby: Yeah yeah it is the way it is set up but uhm yeah I'm a teacher from another department well let me clarify that+ I'm a lecturer from another department going into their classroom so I don't know that I would really feel comfortable in changing their ah changing their furniture around but yes it's really not conducive

Video playing: 3,000 what do you think is the difference (*writing on board*)

Ana: So what did you want them to ++uhm

Toby: Why did I write that other one+ I wanted to I wanted to show a different style of mission statements which is very much more aggressive and business focused uhm cause I think the ah+ you know I don't have enough experience in that uhm business marketing uhm to explain why

Ana: yeah yeah I was going to ask why

Toby: why there is a difference uhm but there's a marked difference in the tone of language used you know this THAT is just savage world conquest and this is very fluffy and we're a lovely company sort of thing uhm but I just thought it was interesting to notice the difference of two different the company has two different styles uhm when making a mission statement so that was the uhm thinking behind that +

Ana: yeah I would be interesting to see if other companies have also changed+

Toby: changed their uhm

Ana: in the same way++

Toby: yeah yeah yeah it would be indeed

Ana: *Maybe*

Toby: possibly the next time if I do this class again

Ana: maybe they were accused of being too aggressive or maybe they got into some trouble and then +

Toby: Maybe it's a negative yeah there was some sort of negative feedback in some part of the world or something like that where being too aggressive yeah so it changed++ I don't I don't know I was wondering whether there was any link to world affairs economic crisis the idea of the big business being uhm

Ana: evil

Toby: evil empire+ etc so I'm just wondering would be interesting to see when they tuned it down and when they changed that but uhm that is something I didn't find out so maybe if I do that class again it would be interesting to see to delve a little bit deeper to see if there anything a little bit more behind that change

Ana: Did you ask them?

Video playing

Toby: I asked them what they

Ana: Oh yea the difference was ah yea

Video playing: I'm going to give you some advertising slogans ok ok uhm I think I have a couple more I want to give you some advertising slogans ok I do not uhm I would like you to think about what type of product or service they could be advertising ok so uhm

Ana: Can you tell me about this exercise?

Toby: The the the idea was just to have a look of how the slogans were formulated+ the plays on words the first one you had plug in to an award winning bargain so you had to so have a look at the play on words we plug into it was obviously an electrical appliance of some sort uhm again just to have a look at yeah just to have a look of how these things were formulated uhm I didn't go into too much detail because I wanted to go into the chindogu exercise just to give them some examples in order to apply that those examples to the possibly again I should have gone into more detail uhm well had a look briefly on++

Ana: More detail like language wise?

Toby: Just to more possibly the play on words you had some which were longer and some which were shorter uhm some that were more specific like I would like to have you for dinner even those were a play on words in there was a there was a another one the key to relationships which I mean really could mean anything but here it was talking about banks and their clients but I mean it was so vague that it could work on various levels possibly I should have gone into that a little bit more but the idea was to give them some input to use for the next ah exercise++

Ana: ok

Video playing: First of all I'm gonna ask you to share uhm so those who doesn't got a copy for themselves you can share the copy 1 2 3 ok I'm trying to find some more+

Ana: Were you gonna go and make copies for them or++?

Toby: I think I had some more copies in my bag in another pile but uhm

Ana: Well they were working in pairs+

Toby: yes they can share the ah XXXX

Video playing: What do you think what sort of brand what sort of product or service are these advertising slogans advertising ok uhm you don't have to read brands specific just the idea some of them are easier to work out some of them are harder ok

Ana: Yeah they were quite hard actually++

Toby: Some of them were

Ana: And so many different possibilities++

Toby: Yeah some of them but that's that's again that's what I want them to see there are some+it's interesting you know I would have never + there was some there was one there was one there was actually ++ (*whispering*) what was it for oh it was the key to relationships yes that was what I said the key to relationships someone came up someone came up with the idea they said that was a family car because you know+ as I said as I told them the period of stress when the family is in the car together and the kids are fighting over the door I'm sure that the GPS has now solved the great deal of arguments in the car+ so I thought that was an interesting opinion and I thought that was the key to relationships you got a nice family in their nice comfortable car and I thought that could work actually whereas some of the some of their other ideas I didn't think it work but it is really interesting because some of them are vague an ah very open to interpretation++

Ana: Do you know if these are real slogans like actual+

Toby: I believe they were taken from ah yeah yeah they were because one was from an Audi 4 and the other was from a Mitsubishi

Ana: Because you like had the answers to +

Toby: I had the answers to yes I did

Video playing: exchange your ideas

Ana: Is this a common problem they work when they++

Toby: Every now and again have to come around and ah remind them to ah speak in English yeah I think it's uhm I think it's a lot to ask of people to stay 100% in English in the class when it's a completely artificial code for them

Ana: Yeah

Toby: It's just not normal for two francophones to speak uhm I think ironically here it possibly worked she's Syrian he's Slovakian or Slovenian I'm not sure which but uhm so there yes well French might be the common language in the class switch into English is uhm is easier

Ana: Yeah

Toby: Because they don't have a common tongue

Video playing: vocabulary you don't understand ++ what's a bargain? + does anyone know?

Ana: What did he say

Toby: He said to to to when you're in business and negotiating so he took the verb rather than +

Video playing

Toby: I gave some examples there I thought would be quite culturally well culturally familiar I think the idea of haggling in uhm maybe not I'm not sure+

Ana: I think they all understood they all giggled

Video playing: after this I'm gonna give you some products for you to market and you have to sell some products

Toby: You see that sort of thing I should either not not say or say it right at the beginning before they're doing because I'm actually interrupting their uhm

Ana: What do you mean?

Toby: I am actually interrupting their work on their exercise in hand so either I wait for them to finish the exercise and say NOW I'm gonna give you some products to market oh BEFORE I start the exercise I should make it clear what the next step is so they've got a clear idea but in that case I sort of interrupted them after I asked them to ah shifting their focus away from the ah +

Ana: yeah yeah so you gave them something to do and then you announced that you were going to do something else

Ana: yeah I announced the next step once they were into that exercise which I shouldn't have done +

Ana: Well do you think they were confused?

Toby: No no no but uhm I'm just looking at stuff I did and what I would do uh

Video playing

Ana: Do you think this guy was working?

Toby: Which guy+ that guy?

Ana: yeah

Toby: No he doesn't NO he is uhm he I talk about him with Jason and he was looking at porn in one of Jason's classes 43:22 (*laughing*) and you can see that these guys aren't either uhm well that's what Jason uhm (*laugh*) Jason told me but uhm yeah no he's one of my uhm he is one of the people who does absolutely nothing in either of the classes that I do he did in the second one but he very much leaned on the other guys as well in the second exercise++

Ana: Yeah yeah

Toby: To come up with+ he didn't he didn't even write down what the other guys' ideas were+ he he asked him for his computer afterwards so

Ana: Ok

Toby: When so that that guy next to him in the chindogu exercise presented to the group over here when I moved in groups and he asked him for his computer so he could XXX

Ana: He couldn't *really remember the really simple*

Toby: *He wasn't particularly implicated* in the whole process yea

Ana: And do you think its because of the computer

Toby: I think computers have very great ah effect on learning it's the first I think I have said this to you before it's the first time I actually getting students with computers in the classroom and I would say A you got more yeah if you got Internet and you've got more uhm distractions B the other interesting thing that I have seen especially these guys because they are not specialists in English how quick they would be to go and to Google translate a word there is NO use of content to try and understand the word it's just direct translation and I think that that has a very+ very negative effect on them learning a language uhm

Ana: They're just always choosing the easy way

Toby: Yeah they're gonna gonna it's not I mean even you know from from my previous experience if people did not understand a word+ I said use the context if you can't and then I would try and explain it to them in English so at least they get they try and get it and if they say the word back to me in French or Spanish I would say yes that's it because at least they'd understand they understood the definition that I have given them but here it's bang direct to Google translator or linguee+ I suppose at least linguee they've got something in context if you're bothering to look at the context but uhm yea I think that has uhm I would say from that point of view as much as the distraction I think it's quite a negative +influence on language learning in the classroom

Ana: uhm have you thought about just forbidding computers I mean in a class like this which is a speaking class?

Toby: A speaking class no I haven't again possibly because I come from a teaching culture where I didn't experience it into a new culture where everyone has computers so + + is it culturally specific I don't know and if it is culturally specific who am I to ban it that's why that's my thinking on the that one++ I have considered it especially I considered it in the reading writing class+ because I don't I don't think it's good for their global understanding to just go and Google translate something they're using no there is no use of context in trying to understand the word + it's direct boom+ and also you know when we were looking at vocabulary sometimes we would have quite complex vocabulary such as you have hinge on you know the phrasal verb hinges on+ sometimes it can be yes just depends on and you can substitute it but other times you can't use it in that context so it's very much context based and yeah Google translate XXXX it's counterproductive

Ana: completely

Toby: yeah

Video playing (il est en train de découper les images pour donner aux étudiants)

Toby: Should have been more organized but ah I didn't

Ana: (laughing)

Toby: At least on the positive side it gives them a little bit of time before I come and interfere

Ana: +I do that sometimes (*laughing*) too

Toby: XXXX

Ana: oh you have to go ?

Toby: uhm yeah just ah not long because I've got the exam

Ana: yea+ no I'll let you go++

Toby: I like to gather my thoughts before the uhm before the class when I'm gonna be marking

Ana: We can continue next time when you have the other class but I that it was better to do the one today that was still fresh in our mind take a look at the notes that I took last time to prepare some questions

Toby: Alright ok

10. EAC avec Toby 1 juillet 2015

Ana: Ok++so I don't know if you remember this class

Toby: more or less

Video Playing: the first project I worked on was uhm a project ++

Ana: So it was ahhh I think when you have do the *swot analysis*

Toby: *Swot analysis*++was ok

Ana: So let's just watch a little bit of this first part and it's where and you're explaining what a swot analysis is++ah so I just want you to kind of tell me..if you remember ah well hmmm what you were thinking ahhh what ++I guess what your objective was with the exercise and the explanation that XXXX

Video Playing: So when we did this+ we looked at the strength of the project+ so the project will provide equal opportunities for children from families with the lowest income bracket so you're giving people from poor families the same opportunity as people from rich families. uhm we also+ we needed to know whether this project was going to work so we contacted 30+ +30 primary schools and 15 secondary schools uhm to gage their interest in participating in the project.

Ana: So this is kind of like your introductions to the activity+ right?

Toby: yeah+ exactly so this was+ this+ the idea was to explain to them ah SWOT analysis in context for a project that actually had been funded+ had gained funding+ so uhm yeah+ so it+ it was a bit long winded the explanation+ but the idea was to give them a context to give them++something of a practical case study from which they can base their analysis for their own project.

Ana: This was real example from your own experience?

Toby: yeah+ yeah+ yeah+ this was uhm this was+ this was a project I worked on for..what was called the Lambeth Business Education Partnership+ uhm as I said there's a lots of in the North there's lot of ah North of the burough they're lots of ah rich companies and then there's great++there are pockets of poverty on xxxx level which (inaudible) level and so the whole++the center was getting business in touch with+ business in touch with schools in the public sector so they went in and did lunch time literacy and numeracy classes and things like that but this was a uhm this was a bigger project to get funding and for the++for the ah for the project and provide yeah equal opportunities for the poorest families in the Burough things that the kids missed out on+ like cultural activities+ sporting activities+ etc+ etc. So this was+ this was the idea speaking my own experience give them context so they can see how the strength ah+ strength+ weakness opportunities threats worked and then so they can in turn do it+ work in groups or pairs I can't remember what+ how we did++I think it was in groups of three+ they could discuss their own projects and what weaknesses and strengths and have them do an analysis for their own project.

Ana: Ok and their own projects they were similar to what you presented

Toby: uhm+ their+ their projects were absolutely wide range of things+ you had Chinese students+ you have free school meals in rural Chinese schools+ you had one sending Chinese doctors to Madagascar+ you had somebody bringing Russian entrepreneurs to West Germany uhm so they could+ so you could have German capitalists funding their ah+ funding their ah business ideas and you know so+ 7:38 somebody a community garden in Nancy so really

Ana: Ok so lots of different ideas

Toby: So lots of different ideas+ there was no uhm you know++because+ because the teacher who was doing the written part and who was uhm of the course didn't actually ask them to define real life funding opportunities from the European Union. It wasn't+ we weren't able to sort of narrow it down before I mean to a certain field so+ so (inaudible) wasn't using European structural funds or something like that

and so everyone just created their own project as was so yeah+ so it might have something to do with some of the projects others it might have had less to do.

Ana: Is it a very international class ?

Toby: Ah they were mainly French but++ German+ Ukranian+ Russian+ ah few Chinese+ Japanese+ ah a couple of people from the Maghreb a couple of I think somebody from ah+ yeah Senegal so yeah so mainly French but yeah there were quite a few people from different nationalities that were there..uhm so yeah..so yeah that would mean you know

Ana: I think around here you're giving them instructions for the activity (looking for a place in video)

Toby: It's very interesting looking at ah classroom interaction because I don't++I + as I am now I stall a lot and I false start and I and it's probably my instructions were absolutely diabolical+ but uhm hey that's one of those things. especially if I've walked into a classroom and I should have prepared more that's another thing something I'll admit to as well

Ana: So you don't feel that you were prepared

Toby: No I feel+ I feel+ I+ I feel as no+ I don't+ I don't know+ I can't remember in this case but I know that I+ I know that that is the case or has been the case.

Ana: So sometimes you feel if you haven't prepared you just talk

Toby: If I'm winging yes my instructions could be clearer++let's put it that way (*laughs*)

Ana: I think that happens *to all of us*

Toby: *I have* I have to get it straight in MY mind before I can actually deliver it in some sort of coherent way without some eeh uh false starts and the like

Ana: So the whole+ the whole first 9 minutes I think you're+ you're talking about *your example*

Toby: ++.project right+ ok.

Ana: And do you think that ah the example made things clearer for them on you know what they were suppose to do and what Did they already know what a SWOT analysis is? Had they already done that in other classes you think or ++

Toby: No I think one person knew what it was ah+ cause I gave these two classes uhm one person I believe+ I think it was actually in this class+ maybe went to the other class just out of convenience this time+ he knew what is was but very few people knew what they were

Ana: ok

Toby: OR volunteered the information

Ana: Right (*laugh*) cause you never know

Toby: Cause you never know

Video playing: A friend of mine had an idea+ she is a Spaniard+ she went to India to try and set up a hotel for women+ where women who had been abused+ had been uhm well with problems thrown out by their families where they could live so it was a shelter and work. So it provided them with a living and it provided them a safe place. uhm she found a hotel+ she found people+ she went back to India time and time and time again+ but the local++..

Ana: What is it?

Toby: no it's just he was the guy who knew what a swot analysis was

Ana: *uh huh* Ok ++.yeah I remember he+ he participates a lot

Toby: yeah+ cause he's one of the stronger ++

Video playing: (student speaking) I would say the weaknesses and strengths are internal and opportunities and uhm opportunities and threats were external.

Ana: What was his question?

Toby: He+ he+ I+ I+ I was talking about the weaknesses of our project and he actually rightly he uhm he rightly called me up on that and he said that it wasn't more of a threat uhm wasn't more of a threat because it was external but I guess uhm ++.

Ana: Her difficulties were with the++bureaucracy and the government ++.

Toby: yeah I guess were the bureaucracy+ yeah it was+ it was a threat that turned into a weakness because the project never got off the ground so++uhm ++

Video playing: yeah+ yeah+ yeah ok yeah so yeah possibly it was more of a threat yeah ok+ but anyway what I would like you to do ah who+ who is is doing a joint project+ who is working together. You two are working together. You two are working together+ you guys? ok that's fine+ ok. You two together and you two together+ right. ok.

Ana: So some of them were working in groups and *some are doing them on their own*

Toby: *Some were working in groups and doing on their own* yeah+

Ana: Do they have a choice or++

Toby: Yes I believe they had a choice do it alone or to do in groups uhm so the projects++the written project was done two of them evaluated and but they but they had to each had to do a separate presentation for evaluation in this class. And yeah the idea what I'm doing there is asking them cause I wanted to try++I didn't want people who were working together to sit in the same group

Ana: ok why not

Toby: because I thought it just limited the brainstorming ideas that they were sharing and they were sharing I thought and you know if they came back and worked on this with+ with the input from six other people rather than two other people+ I thought it would be more enriching ++. exercise

Ana: ok+ ok+

Toby: So that was the idea.

Ana: For them to have like an external point of view on their own projects.

Toby: yeah+ yeah+ this+ yeah this would+ this was what+ this was what I was doing here I had+ I had them explain working in fours I think had them explain their project and so people would ask+ ask questions etc+ etc and that was+ that was the idea to try and make+ make them reflect on their strengths+ weaknesses+ opportunities and threats to their own projects.

Ana: Did you want them to write them down and give them to you afterwards or it's just a++

Toby: No+ no+ no I didn't. No+ no+ no+ uhm no that would have been a very good idea actually. uhm I wanted+ I wanted it to be a sort of yeah brainstorming activity that would serve them in the actual writing of their projects. Now I didn't ask to get to see the writing of their projects+ I know certain people+ certain people included the swot analysis in their oral presentation++

Ana: ok+ ok

Toby: ++Whether+ whether they did+ whether they did in their actual presentation I don't know+ because this was+ this was uhm one of the outcomes one of the problems with the lack of communication between myself and the other teacher. So uhm my advice to them was well you know+ whatever I say check with him if he wants it in+ *if he doesn't don't include it.*

Ana: *ok so you don't*

Toby: *as I said I was doing I was doing+ I was doing this+ I was doing this for my experience uhm my limited experience in this field so that's what I was doing and but I said you know if it's going to+ if you're gonna get a lower mark because you include some like what I say and he he doesn't want it in there+ so check+ check++*

Ana: So it was better for them to do whatever he said for the written part and whatever you said for your part.

Toby: Well+ no I didn't+ I didn't you know I didn't mark them down if they didn't include swot analysis and things like that as long as they had a coherent presentation with a+ you know with the needs analysis description of the project budget etc+ etc +but uhm but some+ but some chose to ah+ some chose to ah to follow my guidelines for the projects or for their oral presentation others didn't so+

Ana: uhm uhm So this class was to prepare them for the oral presentation *that they had to do*

Toby: *The oral presentation* ++yes++

Ana: ++in front of you and another teacher or just you.

Toby: No just me+ just me+ uhm yes+ and no+ because what+ what happened was that uhm for the first two lessons of the presentation+ the other teacher they were given information+ then in the third class they had to hand in a memo which made up part of their final mark++.

Ana: Ok

Toby: ++.but in MY or to my mind the format of the memo was more that of research proposal rather than a uhm+ rather than a project proposal cause he asked for bibliography of 25 sources of which two could only be internet sources and that really uhm

Ana: Of what? only two?

Toby: Only two could be internet sources+ so ++xxxx they had to provide references from you know I don't know reports from WWF or something like that you know xxxx demonstrate the needs analysis but I thought+ I thought that was very uhm you know to my mind it was a uhm that was more of a formatted research proposal rather than a project proposal+ so uhm so and then after that memo he gave them yes+ no+ you gonna have to do it and then they sat in class for the two hours working on their project with minimal feedback and+ and from what feedback I got from the students+ when they asked for advice+ the teacher's time was dissuasive. So this was yes+ in principle preparing them for the oral part of the presentation but it also BECAME trying to give them ideas and pointers for their own project because there was+ there was not a lot of uhm input from from the other class++

Ana: I see

Toby: So yeah it became a mix of the two

Ana: And when they had to do their oral presentations which++was it kind of uhm a role play situation in which you were I don't know the person who might fund their project or++

Toby: well that was the+ that was the idea+ I was+ I was they were presenting their project to me as the funding as the representative of the funding body uhm it was yes+ so it was uhm the idea was to give it a real life slant but uhm I didn't include a question answer session at the end+ because it wasn't in the MCC the MCC said give a 10 to 15 minutes presentation..

Ana: Right so what you were not allowed to ask questions

Toby: So I wasn't. Well according to the uhm+ according to the MCC no because I didn't want to step beyond my limit+ you know++

Ana: I see+ ok+ ok So it was just the presentation and you were allowed to ask questions.

Toby: I wasn't+ no. Let's have+ let's have this right+ I didn't+ I didn't ask questions because it wasn't stipulated in the modalités de contrôle

Ana: Ok. What do you think about that?

Toby: uhm ++ I think it well+I think it could have been uhm yeah+ it could have been useful to us to ask for clarification in any points that uhm that I thought could have been elaborated on. uhm in+ in+ in one case in all honesty+ in one case I did ask the guy a question because he ah+ he ah only lasted 6 minutes and I was trying to help him out+ he was really+ he was really weak+ so I did++

Ana: And it was supposed to be a 15 minutes presentation?

Toby: yeah 10 to 15 minutes+ yeah+ ++.very most people sort of came in around 11+ 12 cause uhm+ and some people had to+ I had to sort of give them a two minutes warning so they concluded+ but uhm yeah+ so that was uhm+ so that was that.

Ana: And how did they do in general?

Toby: In general they did very well+ because the ones yeah uhm+ the way I uhm marked it was I gave a certain number of marks okay I think I gave 12 marks for the English+ 12 for the quality of the English and then+ and then uhm and then 8 marks for certain aspect of+ you know+ presentations we'd seen in the beginning of the class. Verbal communication+ non verbal communication+ powerpoints+ uhm etc+ uhm and so+ so the weakest ones who even read+ I had somebody who was very nervous and READ virtually read their xxx cause they had prepared it beforehand+ they+ they did it well+ and I mean it wasn't a true reflection of their+ their level of English+ but+ according to the marking criteria+ I could only mark them down on ++

Ana: Ok+ on the presentation

Toby: ++on the presentation side rather than the English skills++ALso the other thing+ the other thing I did and possibly one+ possibly one of the reasons why I didn't+ I didn't opt for questions and answers was because they were having their uhm the quality of their proposal marked by the other teacher+ so I was marking the presentation rather than the quality of the proposal cause otherwise you get+ they get marked if they do a daft proposal+ they get marked down twice in two modules for+ for+ for the same piece of work+ whereas somebody might+ the proposal might not have been that good but obviously has a good level of English they can pull their mark up there so that's a++.yeah thinking+ thinking back on it++

Ana: Even if they have a bad idea and it wasn't very well thought out it was ok if their English was fine.

Toby: uhm yes. yeah+ I did it like that because I thought to double mark them was harsh.

Ana: uh huh uh huh and do you think that they+ they did as well in the written part as they did in the oral part? Did you get any feedback on that?

Toby: No I didn't+ no+ I didn't uhm but I should think+ I should+ I should think that the majority of them did ok because from the minimal contact that I had with the other teacher it was don't be too hard on them English isn't their main subject.

Ana: ++ok

Toby: ++So how much+ how much content uhm and how much HIS mark uhm depends on content+ how much is depends on language I'm not sure of++so it could+ it could be that we were both doing the same thing xxxx content without marking+ but hopefully we talk about this..I'm doing this class next year as well so hopefully we can ah+ we can get that clearer

Ana: Right+ right so that you each have your ++.

Toby: yeah each of our++

Ana: Your criteria well defined so that you know++.hmm+ ok

Video playing: I asked you to swap places+ I don't want people+ the idea of this is+ what I want you to do

Toby: (laughs) Three false starts

Video playing: is starting to work in groups of

Ana: Sorry?

Toby: Three false starts (laughing)

Video playing: four or less. I would like you to briefly remind your++the other people in your group of what your project is and then I would like you to do++

Ana: You say remind++is it ++because they've already talked about their projects ++.

Toby: Yes+ uhm soo during their+ during the previous weeks we+ we worked on+ we worked on uhm sort of just various aspects of presentations that I wanted to see we started by that then when they'd handed in their memo as of that moment uhm I asked them to get up do the introduction using hooks and or rhetorical questions or you know ideas to cap++.to capture the audiences attention and then uhm and so they got up and they talked about their projects and so various stages of the class we were always+ it was even though there was a general idea everything was individualized according to the project that they were working+ that they were working on+ so+ so yes so+ when I say reminded possibly they hadn't talked to everyone they didn't know everyone's project but ah they had talked about them previously.

Ana: Ok

Video playing: Ok+ great+ but this is xxxx ok it's not a place where everyone is going to walk out of school gates the school gate+ sexual health advice ok+ it is possible that the children or the adolescents didn't want to know+ it is possible that their parents never talked to them+ it is possible that++.

Ana: So you kind of wanted to get them thinking about other things that could go wrong++.

Toby: yeah+ yeah+ yeah+ I wanted yeah+ I wanted yeah+ I wanted to yeah that was good that was the idea of the project+ yeah+ it's it's great oh yeah we're gonna attract them by putting it in front of the school making it visible+ alright there so+ so yes+ so you got+ you going+ you go in there and you come out and then all the people who don't like you in your class are calling you+ I don't know xxxx or whatever ++unfortunately generally+ generally girls the blunt of this sort of thing here+ you're a stud if you're a bloke but whatever not if you're a girl unfortunately a least in my day it was like that+ unfortunately I don't think much has changed+ but that was+ that was the sort of idea in that case that uhm+ that ah+ just try and get them thinking about+ you know aspects of their project that could go wrong and ++

Ana: How people would react ++.

Toby: yeah and then lots+ lots of the+ lots of these things were how are you going to+ lots of the ah+ lots of the projects+ oh yeah we're gonna use volunteers+ where are you gonna get them? And and they just hadn't reflected on that oh yeah we'll use volunteers ++they're just gonna we're just gonna put a poster up and they're gonna come in off the street yes I wanna volunteer my time and yeah that was+ that was one major feature of many people's uhm projects that they just hadn't considered. How their basically the outreach of the uhm of the project+ how they're gonna get the+ get to their captive audience and++.

Video playing : so xxxx yeah you four+ who else is working together you two are working+ you two working together ok and you two are working together yeah+ and you just swap+ please ok that's fine so can you.

Ana: She looks a bit confused right?

Toby: yeah+ yeah it's uhm yeah

Video Playing:

Toby: I think+ I think they're went together and then I had to separate them again if I remember right I can't xxxx

Ana: Ok cause they're doing *they were doing the project together and then they ah*++.

Toby: *Cause they're doing the project together+ yeah*

Video playing : I want as many different ideas as possible and so can you come and work with Florent and can you work as a four ok and you work as a ++.

Ana: For some reason getting them into groups is always complicated.

Toby: Hmmm+ yeah+ I'm not+ I'm not sure I don't know if it's uhm a culture thing working in groups uhm in my classes everyone always works in groups+ I don't know I think+ I think it+ whether+ whether it's whether it's you know you've got actual content or you're just teaching the language I think it's just gets people speaking so+ I always+ I always+ I always do it as in+ as in my history is more just language teaching English as a foreign language rather than any specific content uhm I+ I always put people in pairs and groups just to++..force them to speak.

Ana: No+ no+ no+ when I+ when I would put them into groups I get+ it was always like they just didn't move you know like *ok guys*

Toby: ++*I am sitting next to my friend*

Ana: *And+ and get in to groups of three* and they just sit there and I said who's in your group and they would just you know+ look left+ right ++..you guys I'm letting you pick your own groups and then by the end I would just+ I would just do the one+ two+ three+ one+ two+ three+ one+ two three and all the one's together or two's together+ because if not like++..it would just take them maybe like 10 minutes to actually figure things out and so

Toby: I think the best one was uhm trying to get people+ so I want you+ I want you to sit next to people who who you don't know so well

Ana: hmhhh

Toby: (*whispering*) What do you mean I have to sit next to somebody I don't know xxxx so aahhh the reticence to get people doing that

Ana: hmhhh Just to get them to stand up and *go sit somewhere else*

Toby: *Sit somewhere else is uhm (mumble)*. yeah but every+ I just+ this is ah this is the thing+ I noticed I actually talk to the uhm to the person who is in charge of pratique orale here if they just between+ I think I told you this before+ between you know all of the languages just set a couple of rooms aside for pratique orale get them to sit in+ just have them in a horse shoe+ in blocks of four or+ you know+ they don't+ they don't have to sitting in banks+ it's not a lecture+ you know they can crane their heads whilst I'm talking but I have to (*mumble*) the whole idea of a class for me it's not a cours magistral the whole idea is+ I spend I spend as little time talking as talking in front of the class as possible and everyone else spends time doing the activities I propose but ++..but that as a say is TEFL teaching background coming through.

Ana: Right+ so you think it's a cultural thing or just++.

Toby: I'm not+ I'm not sure if it's+ I don't know+ I don't+.I don't know it surprises+ it surprises me that uhm++well I don't think ++..yeah+ I don't+ I don't what it is I think each teacher++it depends very much on teacher training as well as your id + your ideas+ I mean you know the standardized classroom is everyone in banks and that's it+ but because my background is in English foreign language teaching the whole idea is communicative classroom. If you're working+ it you're working in as a class you're working in a U so everyone can speak to each other ++everyone can *see each other*

Ana: *So it's always like that* when you were teaching in other countries?

Toby: Ahh+ not always no+ but uhm depends whether I had a+ had a classroom that I could set up as my own or whether I had to share classrooms with other people and fight with other teachers (*laughing*) about the set up cause no no

Ana: And when you did your teacher training+ you did it in the UK or you did it in Spain?

Toby: I did+ I did uhm the practical teacher training was done in the UK+ yeah. It was a+ it was a short++..my fir my initial teacher training was a short course month long intensive course for++.

Ana: Ok

Toby: ++Cambridge CELTA yeah+ that was it and then uhm+ and then I did secondary initial secondary teacher training in+ in Spain and then what turned out to be a more theoretical online course uhm in teaching Spanish as a foreign language at distance from the University of Madrid+ but uhm there was+ there was very little practical ah content+ there was practical but it wasn't classroom based practical content++

Ana: Ok

Toby: ++.so++..

Ana: 'Cause something I've noticed in all of our interviews are++is that you often refer to uh your training and your communicative language learning in kind of a frustration that you have with the ++not been able to kind of put that *into practice*++

Toby: *Into practice* I don't+ I don't if it is a frustration but uhm it's yeah ++.maybe it is++..I++to say it was a cultural difference+ I don't have enough knowledge of this culture+ but maybe it's situational difference contextual difference+ maybe you know+ the university as this is /possibly in LANSAD it's a whole different kettle of fish because THAT IS+ you know+ language for language so rather than any content based or xxxx uhm+ but even+ even I+ I get the impression all the TDs that I've the TDs such as phonétique and langue orale it's uhm very much teacher-led the students do the exercise and then it's xxxx feedback even if I try to get them to

Ana: Ok. Even+ even the *pratique orale*

Toby: Well+ no+ no+ no that's the *pratique orale* the *pratique orale* no+ 'cause that was+ that was+ no the TP rather than the TD I try and set up activities like I've done here and try and get them to and then speak because you know+ if they're speaking one on one with me+ it's time that the rest of them aren't speaking+ whereas if they're speaking with each other and then having a small sort of feedback session in front of the class+ that's+ that's time that they've actually spent talking to each other and yeah++and I'm not sure+ I'm not sure about the theory behind that but apparently a very+ it's very little negative transfer from one+ one student to the next+ if a student makes a mistake other students aren't going to copy them+ that is very+ very communication of xxxx There are studies been done on that and it's very+ it's negligible uhm+ but at least the studies I've read was++.(*laughing*) maybe there are studies that show that it's viral and they all copy each other and make each other's mistake+ but uhm no+ so+.

Ana: But do you think that they correct each others' mistakes?

Toby: That I don't know. Not that I've heard. Not that I've heard uhm I think+ I think there has to be a certain dynamic and a complete trust in class for in order for that to happen+ so maybe if people know each other are comfortable with other+ they are friends inside and outside of the classroom maybe they'll feel confident enough to ah to do that but uhm+ but no+ I would+ I would not say that it happens in the majority of cases+ especially when you're trying to move people around to get them people to work with different people++

Ana: With people that they are not necessarily *friends with*

Toby: *friends with yeah*+ so+ so no that's probably not the case+ but that's anecdotal.

Ana: Right+ uhm ok+

Toby: Actually I might+ I might+ I might have a look at that and might observe the *lecteurs* next year in their *pratique orale* classes and see if that happens + +

Ana: Just to see what happens when the students are actually having their group conversations and see if

Toby: But that the yeah+ I've got to ask the ah+ I gonna ask the *lecteurs* if they put them into group situations or if there is if they do teacher-led classes. That's another thing I don't know+ 'cause each+ each *lecteur* each teacher does their own thing+ but uhm..

Ana: Well guessing for *pratique orale* I think that+ that would kind of the obvious thing to do+ no? but I don't know+ I don't know (*chuckle*)

Toby: Yes but you have teaching experience

Ana: Hmmm+ hmmm

Toby: I don't I don't for ME yes

Ana: Ok and the other part I wanted to show you+ it look like you're dancing here (*chuckle*)

Toby: I know haa+ constant movement. It's cause I've got ants in my pants+ so I can't stand+ I can't stand still+ so I can't bear my students sitting there++.still

Ana: (*Laughing*)++uhm where was it+ hello uhm right+ I think it was+ yes this last part (*cherche dans la vidéo*)++..

Toby: Strange seeing this uh

Video Playing:

Ana: Sorry?

Toby: Strange seeing this class after ah+ after such a long time++

Ana: It's been a long time I know+ I know++

Toby: yeah+ it's uhm ++ it's funny do+ Do you take into account the Hawthorn effect.

Ana: What's the Hawthorn effect?

Toby: It's+ it's a+ how our+ how our classroom+ how our classroom dynamics ah changes under observation.

Ana: Oh+ well yeah I have to talk about that dynamic+ yeah+ yeah+ yeah and especially here cause I was following you around with the camera++(*chuckle*)

Toby: yeah+ yeah+ yeah definitely

Ana: I didn't know what else to do 'cause I wanted to see in on what you guys were talking about+ but I'm sure that (*chuckle*) I mean there+ there were times where I thought that they had just completely did not notice me and times where I know that++

Toby: yeah+ yeah the uhm the this is+ this is something that I have really+ really noticed here in France rather than in Spain uhm it's MY role when I go to listen to them+ to their ideas to see if I can give them any input+ my role+ my+ my presence inhibits their conversation+ whether that's because they weren't talking about what they should have been talking about or whether it's just 'cause they don't want to speak in front of me+ and I have to say oh what where you saying then please don't look at me or you know ++.so that+ that's what I find+ I find the role of a teacher can inhibit a great deal.

Ana: And in Spain that wasn't the case?

Toby: No+ no in the majority of cases they would just

Ana: they *WANTED* feedback from you

Toby: just carry on and they'd listen and I'd+ I'd listen to them and if I interjected then+ they would speak to me+ but otherwise they would try and many sort of look up and smile sheepishly+ but then they would get back in the conversation+ but uhm+ yeah but I found that+ but then again some of these people aren't necessarily language students either. So people in who've been in that sort of language learning dynamic+ maybe ah+ maybe they're sort of trained to do that+ whereas ah other people who haven't studied language or have only studied it in high school.

Ana: Right maybe because they feel self-conscious or ++

Toby: They+ they feel self-conscious+ maybe they've never actually had the dynamic+ you know uhm+ I++when I+ when I did the teacher training last year and the uhm++when? I can't remember what class it was+ but it was either it was the quatrième no cinquième or sixième so 10-11+ 11-12 year olds

and I+ I put them into pairs and asked them to speak to each other and the teacher said I've never done that before.

Ana: So what do they do?

Toby: I don't know I guess+ I guess it's a++what as I said teacher-led class+ the speak+ the speaking always comes through the teacher..

Ana: Ok I see+ I see++

Toby: So uhm+ so I don't know so if you never had++.ALSO *especially+ especially++.*

Ana: *So you were+ you were doing kind of internship+ you went to a class to observe and then you had to teach a part of it*

Toby: *'Cause I did the MEEF cause I did the MEEF last year the M1 we had a stage and then we had to write up the stage so lots of it was observation but there was also teaching as well+ so I taught a couple of classes within that stage and uhm yeah++*

Ana: I find that really bizarre.

Toby: Well you see I+ I++.I don't know 'cause I don't think it is because uhm+ because ok there has been communicative language teaching around for quite a while now+ but uhm+ I think+ I think when it was in 2003 and 2005 the palier 1 palier 2 these sort of I don't know what is it communicative task base the CECRL the common European framework was implemented+ but because uhm because I get the impression that is very little uhm on the job teacher training+ whether there is very little or very little uptake that I don't know but uhm you have your initial teacher training+ but I mean we+ we were uhm we were in at the university we were+ we had I don't know if you know Madame XXX and Mark XXXX that worked here and faculty and ERUDI but they came to give us the classes there+ you know very much uhm you know task based ahhh communicative approach or approaches I should say and uhm and then I think only one of the tutors who took us+ who would took us to on stage actually followed any sort of task based learning approach uhm some you know+ some I'd say you know there was definitely interaction within the class in my class it was communicative but another+ another colleague of mine had a+ it was grammar translation++

Ana: Right+ right and do you think it has to do with the ah text books they use?

Toby: Possibly with the text book+ possibly with the + +

Ana: Do they+ do they always use text books in college lycée

Toby: I+ I don't know about lycée this was very uhm the teacher came with her own activities as well but it was uhm there was+ there was definitely activities around the uhm text book and the text book wasn't task based wasn't task based approach. uhm but I+ I don't know+ but if+ if you were taught to teach like+ if you were taught to teach uhm grammar translation

Ana: Right that's what you would do

Toby: That's another+ that's another+ that's another interesting thing ah line of research with uhm people with students here possibly in MEEF so if ++.do you teach how you're taught to teach or do you teach how you were taught&.

Ana: Right

Toby: and uhm

Ana: I think everyone kind of combines their

Toby: yeah+ but uhm+ but you know

Ana: Their experience as students and then their training.

Toby: But+ I can yeah. But I can remember one of the teachers we had+ he was actually a teacher of Spanish here+ he retired last year he was a teacher of didactics Spanish didactics He went nuts because somebody there said ah c'est le vocabulaire de base because there we're doing task based approach what

is the vocabulaire de base the vocabulary is just based ++you what you need to know to carry out the task+ there is no you know++

Ana: Right++

Toby: There is no it doesn't matter+ teaching them rooms in the house that if it's not in the task you don't+ don't need to know it and stuff like that

Ana: Right+ right++

Toby: So+ but it's uhm it's interesting you know everyone+ everyone who wants to be a teacher goes into the language class or teacher training with pre-conceptions+ pre-conceived ideas

Ana: Hmmmuh+ hmmmuh

Toby: *Definitely+ I think*

Ana: *and you when you were+ when you were a student+ how were your classes? When you were learning French when you were learning Spanish*

Toby: *When I was learning French++ I think I think at A level which is the baccalauréat equivalent I think they sort of branched out but I mean very much+ (inhale) very much ah le singe est dans l'arbre you know I don't think there was too much context about it ++go to the market and ask++*

Ana: *(Laughing) very useful*

Toby: Ask for+ ask for+ yeah ask for+ ask for you know a kilo of pears and 2 kilos of oranges and stuff like that+ so yeah+ so it was uhm and then A level it got a little bit you know we did project work and things like that so it branched out a little bit but yeah+ it was very much uhm and you know+ tests from word lists which I still+ which is the+ which is very prevalent still I think you know++

Ana: Oh yeah

Toby: You know

Ana: yeah+ yeah

Toby: It says uhm you know+ ah I don't know if I told you this or not sorry we're getting away from the subject but uhm I am+ so you know that big challenge++you ever heard of this it's a Europe wide thing where they have got according to your class your age group you've got a series of questions grammar questions vocabulary questions they could be you know uhm there was multiple choice I think uhm and uhm and some some are you know uhm cultural knowledge and+ and so+ so yes Europe wide thing so yeah the school was the best had the best average in France xxxx you see where individually and ah as a school you ranked on the+ the list and there are prizes and you know you can win a trip to London or something like that+ the best school win a trip to ++.and nationally best group in Europe xxxx

Ana: oh is this something organized by Education First?

Toby: I'm not sure who is organized by+ it might be+ it might be+ I'm not sure on whether it comes from the European Commission as they try and promote language learning uhm and yes so ah a daughter of some friends of ours who is in cinquième I think she's 12 13 she goes right ok Toby can you help me with this stuff alright She can say about 68 irregular verbs+ she can give the paradigm for 68 irregular verbs but she can't use ONE of them in a sentence. The declarative knowledge was AMAZING the actual language use was just uh

Ana: Would she just like recite

Toby: she just yeah I say bruler+ burn+ burned+ burnt+ brilliant but *(laughing)*but that's obviously how she's being taught with no context just teaching xxxx or there has been some context but ah the verb burn appears in this sort of++

Ana: Right+ right but probably they're being just tested on that part

Toby: Tested on that yeah+ rather than actually using any sort of language I think It drives me mad

Ana: yeah I think most+ most French people that I've met are always you know+ they always say I was traumatized by irregular verbs in collège I still remember them (*laughing*)

Toby: They've uhm they you know+ but they've put in speaking and uhm they put in speaking and listening components into the baccalaureat now and so hopefully that will ++.

Ana: Right

Toby: Feedback

Ana: But yeah it's true the+ the vocabulary lists and all of that still

Toby: Still and it's also+ it's also+ it's also uhm I forgot what they call tests here+ I forgot the word that the teacher used ++ yes it begins with C I can't remember+ I just got copie in my head for exam now but uhm I've forgotten what it was uhm but uhm you know but also they would use tests were used as punishment as well.

Ana: *Ahhhhh colle contrôle*

Toby: *yeah+ right if they weren't behaving themselves and no it wasn't a colle uhm controle yeah it was controle* right you're not behaving yourselves put your books away contrôle stuff like that that which I guess it's necessary I've not you know my experience I've had experience with teaching adults so luckily I've never had to do that+ I don't know whether it works or not but++.

Ana: I guess you have to have something to threaten them with (*laughing*)

Toby: yeah+ yeah+ yeah+ ++ yeah+ yeah so yes+ I+ I think possibly if people have learnt like that the+ the idea of getting into pairs and actually speaking

Ana: Hmmmuh

Toby: it can be it can be thoroughly alien to them

Ana: Right

Toby: And so+ so will have to train your students to your own ways of working and obviously

Ana: yeah+ yeah+ yeah+ yeah and

Toby: In twelve hours that's not gonna happen Well you'll definitely meet you definitely meet some resistance

Ana: *right and it's difficult because they come with this whole baggage from 12 years of xxxx*

Toby: *yeah+ yeah+ yeah definitely Just as I come with baggage they come with baggage* and yeah everyone comes with baggage and you+ you can see some people++yeah+ some people like the guy+ the guy who did+ he just wanted to get out of the exam as soon as possible+ he didn't+ he didn't even read the things he put on the slides+ he just wanted to get ++

Ana: The one who did the 6 minute presentation

Toby: Wow!

Toby: yeah+ it was interesting he didn't want to be there whereas+ whereas+ whereas you know one guy who was a mature student he was in the other class had some sort of ok my English isn't very good so I'm gonna learn how to read this I'm gonna learn how to read this and ah I'm gonna get the pronunciation right and yeah there will be+ little mistakes and whatever not but I'm gonna deliver this as a speech rather than a presentation and ah and he ++

Ana: So did he+ did he learn it by heart?

Toby: He didn't learn+ no+ no he didn't learn it by heart but he had reference to constant reference to it but he was looking up and making eye contact and stuff like that+ but uhm so yeah I+ he had obviously he had obviously worked on it very hard and I mean his mark was much better than his English yeah

Ana: But you could see that he had *made an effort he had prepared*

Toby: He+ he+ he had sort of xxxxx with all of the strategies and the motivation to actually you know to+ to overcome what was a basic lack of an English knowledge or capacity to speak anyway I'm sorry we're going off on a ++..

Ana: No+ no+ no

Toby: on tangents++

Ana: Ahhhhhh+ ok+ so here+ here you were talking to him about his project I think?

Video Playing:

Ana: So here when you were going around did you just you know randomly pick someone from the group to help them present their ++..

Toby: yeah+ that's ah+ that's ah who+ whoever was speaking at the time I sort of came into it or if they had stopped I asked them to+ to give me a summary and sort of try to give them some sort of input ah+ uhm sort of yeah. The idea was to pro+provoke thought but ah whether (*laughing*) it worked or not I'm not sure++

Ana: Ok uh huh

Toby: But ah+ but ah the idea+ the idea was to you know+ they+ they talked about it and I would give them things that came to my mind as what could be a strength or what could be a weakness or yeah just give them things to think about.

Ana: Right+ yeah+ that was+ that was kind of like my question here+ cause here I think that you're uhm focusing more on the content of their project and++.

Toby: Definitely++

Ana: ++so it's kind of like your role here is more giving them advice on+ on the actual content++

Toby: On the actual content

Ana: Rather than the language side

Toby: yeah+ rath ++yeah rather than+ rather than their presentation+ their yeah+ as I+ as I said I+ I sort of saw the course as a sort of dual thing the idea+ it was ah an oral class rather than a presentation class+ but with the content ah+ with content or yeah with content uhm mixed into it + +

Ana: Hmmmmu+ so you had kind of like a double role++.

Toby: yeah+ yeah I+ I saw it as that because they+ they+ they came they said they weren't getting any input minimal input from that other class+ i thought ok+ I'll see what I can do here++

Ana: Hmmmmu+

Toby: Far from an expert but at least I have some sort of experience in the uh

Ana: Right+ right

Toby: In the field

Ana: Not only experience but+ maybe more+ more ideas+ more things that he maybe didn't think about ++..

Toby: yeah+ yeah+ yeah+ that was the+ that was the idea to try and get them to think about issues that may come up

Video Playing:

Ana: cause here it seems like he's very comfortable with English

Toby: yeah+ he's+ he's an Erasmus students I think he's Slovakian Slovenian Slovakian can't remember but yeah+ he+ he was very comfortable speaking in English.

Ana: Ok and with the other groups+ how did that go?

Toby: uhm..

Ana: Do you have people who didn't want to talk about their project or++..

Toby: Ah you had people who were more la++ laconic+ but should if I+ I asked them questions and ah they gi++yeah they gave me a short+ they didn't expand as much as ah he did but you know the idea I try to make+ make them speak+ try to get them to speak not MAKE them speak sounds nasty doesn't it

Ana: (laugh)

Toby: Try to get them to expand on their ideas and

Video Playing:

Ana: And why+ why do you think that some of them feel inhibited when you listen in on their conversations?

Toby: uhm It's a very good question I don't know whether they have fear of error uhm ++ why sho++I possibly think that ah another possibility is that they weren't actually doing the work and so they were just chatting+ I+ I don't know+ I think (laughing)

Ana: so they just freeze and don't know what to say

Toby: That is+ that is+ that is the case in some cases. I know some that people did this but I heard them speaking in French and I had to go back to them and they+ they were actually doing it+ but they were doing it in French rather than in English+ soo (whispering) you know I was like especially Mallory English+ English. There was+ I never heard++I heard her speak very little English in the class+ when she came to give her presentation she was very good. It was amazing I was absolutely astounded+ at her level of English 'cause her RETICENCE to speak English in the class was just ah extraordinary I was always (whispering) in English+ in English

Ana: Right

Toby: uhm so+ yeah+ I don't+ I don't know why++ma++possibly because they've+ they've not had to speak before some of the people with the lower levels other people+ now this+ this class some people did LEA some people came from ah LLCE so some of them had very+ very good levels..

Ana: Ok and they will be more used to ++.

Toby: yeah more used to Presentation etc+ etc+ and that mean possibly+ possibly the fact that+ people DID come from that group and they would mix them with people who hadn't been+ who hadn't studied language since the baccalaureat uhm possibly that inhibits them to speak as well 'cause they feel that you know 'cause it was a multi-level class the+ the you know I think we had+ we had really from ah literally an A1 level of English really basic to+ to people who spoke fluently uhm so obviously+ yeah if you see somebody speaking like you and I are now and you can+ you sort of have to really think hard to put together a simple sentence++.

Ana: yeah you won't want to participate+ you won't want other people to listen to you ++.

Toby: yeah exactly you're not going to+ you're not going to want people to listen to you++you feel yeah so+ so I don't know+ I+ I don't know because I+ I don't think I created uhm I don't think my demeanor creates uhm any sort of inhibition to ++I don't think ++.maybe I'm wrong uhm but ah++

Ana: Maybe it doesn't matter what you do it's just you're the teacher and++.

Toby: It's just I'm the teacher and there's+ there's the possibility of error+ maybe+ I don't know. You see I don't+ I don't know how I believe that error correction ++ from what I've seen is still red lines (sound of pen correcting a test) you know uhm that I've seen that in the+ in the college and I've seen it you know in the ah translation exercise of the uhm of the CAPES so it seems to me that it goes+ goes all the way through+ I tho++I'm not sure that++Now..I know+ I know the can do statements are coming in but I think error correction is still here that's wrong+ that's wrong+ that's wrong+ that's wrong and you get your paper back full of ah full of little red marks++.

Ana: yeah+ and when you say that your demeanor doesn't+ well that you try not to inhibit them ++what+ what+ what kind of things do you do

Toby: I+ I+ well I don't know I+ I+ maybe+ maybe you know we all+ we all have a different perception of ourselves than others have of us but I don't think + + you know I'm asking I'm smiling I have a friendly demeanor naturally as a person so I don't think uhm you know maybe that's disarming I have no idea (*laughing*)but uhm+ but yeah It's like+ it's not like++.oh come on say something you know I'm saying this sort of strict stiff upper lip Victorian teacher as it were but uhm++so that I would yeah yeah but again maybe it's just my ah+ my self-image rather than the reality+ I have no idea.

Ana: Ok and then you go see another group

Video Playing: so ok+ what's+ what's are any charities providing an education for these children who has been displaced for xxxx

Ana: xxxx just want you to comment on the very last the conclusion to the whole xxxx

Video Playing: Ladies and gentlemen uhm ok+ what's the uhm I'm+ I'm aware that uhm the idea of this class I'm aware that some of you will never write a European project a European proposal for European funding but+ for you at the moment this is about a mark at the end of the semester ok and you're working for a mark+ however the idea of this whole project of this whole class was uhm to mirror reality+ reflection of reality. People+ their idea in London uhm when I lived in London I had to write these sort of things and people do it everyday for uhm to get money for organizations+ so this is+ this+ the idea of this class 'A'+ to get you to speak English but 'B' so that if you ever DO do a project that you will have sort of ideas on how to reflect about the strengths+ the weaknesses and the opportunities of+ of your.. the project that you are putting together ok. uhm in my experience whenever I didn't know what I was talking about when I had to write a project+ I used very long words to try and confuse people (*laughs while watching video*) and that's true and then I realized Toby that's rubbish ok+ use short words and decide what you're talking about but I knew that because+ that's what I did. So if you find yourself in that situation don't use long words just think about what what it is you're trying to do and why you're doing+ ok. Thank you+ uhm have a nice lunch everybody.

Ana: So I thought that conclusion was kind of interesting (*laughing*)

Toby: yeah+ it was uhm I think+ I think ++ I think that was just a giving them some of my personal experience uhm obviously they'll be yeah+ pos++possibly it was a uhm rather left field way of getting them to++ again thinking again thinking again to reflect on what their project was doing+ why they were doing it. You know when I started that bid writing exercise I had no idea how to do it and therefore if there was something I wasn't sure about+ yeah I+ I+ I wrote+ I try to make it sound fancy just so++who that sounds good rather than actually being++you know and there is the campaign for you simple or plain English I don't know if you+ if you've heard about this a campaign for plain English+ when you're doing this sort of thing+ you write what you mean you don't need to dress it in literature++

Ana: right right be as concise as possible++

Toby: Being very concise and stuff and I think that was possibly uhm what I was aiming at whether it came across uhm or not it's another matter. Possibly it was just an anecdote from my own experience

Ana: (*chuckling*)

Toby: ++To finish up the class+ huh (*laughing*) it was+ it was rather++I'll try and uhm maybe not include that one in the next class

Ana: (*laughing*) No+ no why not I mean+ do+ do you feel that they+ that they did that in their presentations

Ana: No+ no+ no+ no. They really just don't have a + +

Toby: Maybe they don't have the ah+ maybe if they did it in French+ it would be interesting but I think French is very much+ much more floral than ah English anyway

Ana: Oh yes+ oh yes

Toby: I mean I don't think it was+ I don't think it would be ah possible relevant+ but+ yeah..

Ana: And then there is the whole question of ah them actually ever having to do that kind of presentation in real life I think you're always trying to find links with real life situation.

Toby: I I what+ what I'm trying to do+ yeah because + + what+ what is this course if not linked to reality uhm you know+ why are they writing a bid for some money for a project that they don't actually work on. Is the idea to give to+ to give them the tools if they ever do have to write a project for ah money for ++.state European charity organizations.

Ana: Because in their ah masters program is it+ I mean+ could this be something that they would have to do ah during their internship or their future jobs?

Toby: It may+ it may well be. No uhm they it's difficult because they have different strands you have business+ you have gestion you have law+ you have+ you have droit you have communication+ so there are three+ three sort of tracks within the same masters.

Ana: Ok+ ok.

Toby: And I mean there is the common European theme+ hence the common ++.the European funding not all of them will go to work with Europe but some of them might work with organizations within the French public sector or within other sectors. They'll interact with uhm European bodies so uhm hence I'm assuming this is why the uhm the course was ah+ the course was ah was thought up+ was ah+ was conceived

Ana: *a realistic exercise*

Toby: *but that's my+ my understanding of it* Yes+ yeah+ I+ I+ I you know I for+ for the Masters I'm doing in English+ research Masters+ we have a module which ah+ which con++..which is called uhm docu++uhm what is it rédaction des documents universitaires we have to+ we are+ we are evaluated on a conference proposal+ a book review ah uhm research proposal a grant proposal+ because uhm the teacher who does it+ is an American coming from the publish or perish idea of ah+ you know+ he thinks the funding will shrink in France over the next couple of years+ therefore he is training us to actually do these things I sort of see THIS class is+ is the sort of+ is sort of trans+ you know transferred into the European dimension of the European studies

Ana: *Idea of preparing (inaudible)*

Toby: *Preparing them for reality+* yes so and the me++..and the this+ this is I believe is very much professional masters rather than ah theoretical masters+ we very much pro++professionally oriented+ so+ so that was the thinking behind ah my reference to reality+ hmmm

11. ESD bilan avec Toby 1 juillet 2015

Ana: yeah, great thank you very much, now if I can ask you some questions about your experience++

Toby: My experience

Ana: ++in general+ uhm so I remember at the beginning of the year ah talking about you know you having to teach you know business aspects and, and legal English and business English and so on +

Toby: yeah

Ana: uhm and you were a bit, you know you didn't know how you would go about it

Toby: Yes

Ana: +and now now at the end of the year like what would be your ++?

Toby: uhm I think, this came at another, I think you know, you, you land here you're in a com + you're of ahn dis + whether you have teaching experience or not, you're, you ARE in a different culture uhm and whilst for some classes we were given materials we were not ah given any ideas, you know I think, I think for a certainly the legal, the legal ah++droit langues class the content is very much oriented to the controle continu now knowing what the controle continu is now, I, I will be able to better prepare them for that whether that's actually teaching them English or not I'm not sure+

Ana: Hmmmuh, this was the class where you did the *cover letters and the brochures*

Toby: *yeah, exactly yeah, exactly, so, so, so I think*

Ana: *Was that necessarily legal+++?*

Toby: No it was called uhm, it was called uhm was it called it was called lire et écrire l'anglais pratique so it was talking about yeah, we had press and advertising, we had the business oriented thing, we had to write publicity brochure+ The three modules that they were, they were marked on, so, yeah I think uhm (long pause) yeah, I, I think for that class I really am gonna stick to + I know the format of the exam, because for the exam getting them through because + You know there's, there's, there's definitely certain uhm I believe the second module which is highly, highly practical about writing covering letters, CV's differences uhm analyzing job ads etc, etc, it was a highly practical xxxx , but the first one, you know being, being able + + certain aspects like being able to write uhm you know being able to write a strapline and a blurb for an advert I think it's a VERY, very hard thing to do especially for first year university students, and uhm you know if, if they're not legal students or droit langues droit des pays du common, common law uhm with the English with it, I'm not sure, I'm not sure how practical it actually is or how to be able to mirror that sort of tabloid article+ So therefore definitely for that unit *definitely try to prepare them for the exam*

Ana: *Right that's probably not something that they'll have to do in the future*

Toby: +++*yeah exactly so definitely priority definitely* what they have to do with the exam+ The practical + I think, I think the, I think both xxxx and second module the content in the exam are very much, very much aligned uhm and so you know it is, in a, in that second exam I believe they have to write a letter of motivation depending on the job advert, but the CV they have to find the job advert themselves and write their CV and try and xxxx focus their CV for that job advert which I think + and they do that outside of class I think that, I think that's a very good thing

Ana: Right

Toby: because it's practical and also it's, it's real+ It's meant to be practical English and it IS, it's real because they can do it they have all the internet resources err xxxx dictionary etc, etc+ So if they are interested and motivated they can do it to the best of their ability rather than + in exam conditions+ uhm so yeah so, so that was good so I feel much more comfortable on that, on that course+ uhm now business content I'm getting an idea of ah, of how to do that + I think, I think just with it comes just the ability to uhm + I think it's being comfortable in your own ahh in your situation your because when we sort of landed here xxxx into it people gave us lots of information do this and this and this ok but I'm still not, I need to feel my way into this, I think it's the uh both as a person and a teacher I need to know what is

in front of me having me had a year to, to get to know how students react, be comfortable with the silence and the blank looks (*laughing*) because uhm because even if you try to promote interaction between the teacher and the students in TD sometimes it ah doesn't happen, uhm especially at the beginning where students are themselves feeling themselves into what err into the system+ They are not sure what to expect so uhm, so yeah maybe, maybe ah state that in, in the introductions to the course for the first years, so this is how it's going to be + make, make things clear for them which I hope to do better now that I'm clear myself (*laughing*) with what I want to do with the ah, with the class

Ana: at the beginning you would already know where you're going+

Toby: yeah, yeah, definitely, definitely, definitely I mean yeah pratique orale classes ah I have to say I was much the pratique orale classes first year was cities outside of London in major English speaking countries, second one was education in various issues in education I felt much because I've worked as a teacher and ah I have especially language learning I feel much more comfortable with that subject than I do with the cities I was little bit of a not at a loss, but I didn't feel too inspired let's say with the things I was finding to do for them to talk about and to finalize xxxx with them I can't really expect them to be inspired (*whispering*) you know, but uhm what else was taught, yeah so +

Ana: So yeah it depends on, on the topics and ah

Toby: Very, very mu+uhm very much on the topics but I think uhm now having done yeah year of it I think with the topics uhm I'm much more comfortable+ I've got a basis from which to work and better uhm my teaching for next year, hopefully+ I found, I found uhm I found evaluating hard, because whilst we're given right ok you got to give, I think out of many marks, give 10 marks for that, 10 marks for this, 5 marks for that based on what? I've found, I found the absence of criteria quite, quite difficult and I know sometimes we've given right for the brochure we've given certain amount of marks for presentation, certain amount of marks, marks for language, certain amount of marks for content

Ana: But there, you didn't have like specific ++

Toby: There are no specific, there are no specific you know somebody who's somebody who's been doing this for this course for however many years may know what they want and they can do it without those guidelines but when you're just landed in it and so I think that evaluation is something is something I am interested in anyway and I found, I found that very difficult especially content cause the content is very especially if everyone's, everyone's talks or everyone's brochures or everyone's thing there's no standardization I think it's much more it's harder to give any validity to the ahh to the criteria in content+

Ana: And it's hard if, I mean because in for the brochures for example you weren't the only teacher doing that so like how did you *as a group of teachers decide*

Toby: *Right for the, for the, for the,* the brochures were handed out willy nilly you know we had, we had, I had 20 people in my class++or no there were 3 teachers for those classes so we just split we there were 66 we had 22 each and ahh we marked them whether they were in our class or not The other 2, the other 2 modules were uhm, the other 2 modules were uhm we, we marked our own our own ah class uhm and ah yeah and also xxxx for the absence of criteria+ There in some case it was easy to justify why that but, but other cases you know, why, why do, why did I give a 7, why didn't I give a 7 and a half?

Ana: Did you ever have anyone ask you to kind of justify

Toby: yeah, yeah, yeah, yeah I did but luckily it was ahh it was very much somebody, somebody who had done the class who begun the class realized that was what they wanted to do but they didn't have the level of English so they went to England for the rest of the year

Ana: Ha

Toby: Got the Cambridge C1 certificate and came back and ah and luckily it was ahh, it was the uhm it was, it was the case of format rather than the level of English++

Ana: Hmmuh

Toby: So it was very much easy to explain

Ana: Easy to explain why

Toby: Exactly, so easy to explain what's missing, you know, also there are other things you know now I know that first year students uhm in the baccalaureat they are taught to put ahh sentence connectors in every sentence and stuff like that whereas in journalistic English there are just you know, there might be + some but then there are very few and far between and so you know I now know from day 1 to say listen when we first read the text *when we first read the text have a look at that text*

Ana: *(Laughing)* forget about moreover and furthermore

Toby: *re-read that text* tell me how many ah logical connectors there are in there+ 1+ ok, I don't want to see anymore than that in your, in your thing, I know that in your baccalaureat now that you are taught to put those in all over the show, but uhm + all over the show but to use them liberally that is not a feature of journalistic English

Ana: *it's hard because again the baggage*

Toby: *because they have been trained yeah to do so*, so its getting the amount of those habits for this format and but you know I wasn't to know that until I came across it and, and to be honest with you uhm it's the first time I'd looked in any depth at structure and language in the press as well so+

Ana: right+ it's not things that you think about++

Toby: It's not, it's not something I ever had to do before, the, the, the, so maybe I should have gone more in depth analysis of this sort of structure at first before teaching but something xxxx for this year hopefully

Ana: Hmmm, so are there other things that you would have liked to know at the beginning of the year that would have made things easier for you? About any aspect teaching in France or teaching in general

Toby: uhm I think

Ana: + teaching these classes

Toby: I think somethings that ahh you know how, how things are linked in, I think, I think with DULASP class there will be a certain amount of overlap and I think because teachers teach different modules but you've got one module++you've got that module in DULASP got uhm got a negotiation module, you've got a business module and so they'll be overlapped between business and uhm and also there's uhm there's the presentation module and project module in the second semester which there could be overlap with and it would be good

Ana: Hmmmhum

Toby: Maybe there won't be overlap between those two but there's, there's quite a possibility so be have an idea what is expected in each module uhm++

Ana: + can be can be confusing to have the same sort of++

Toby: yeah, yeah uhm

Ana: Two different classes for the same outcome

Toby: Same, same things yeah, and also that's ah very business based, because I think that's how it was conceived and whilst, whilst there are people who are from what is it? LSG I'm not sure what it is but then I and administration et gestion économique or something the two classes there's also, there's also a class for people uhm another class which is made up in the majority of uhm people who are not French and need a work permit so 70, I think 76 people enrolled in the class and about 15 came so, so you know

Ana: 15 out of the 76

Toby: Yes some of them just enroll get their, get their carte de séjour and disappear

Ana: Ok

Toby: others, others who actually who want to learn English but+

Ana: Ok so this was for the, for the DULASP

Toby: for the DULASP but in this, in this class you know the other classes there are I think they are third year students from either business or management schools uhm this class you know some of them have doctorates, some of them have ah masters they may be in business, maybe in ah genetics or maybe one, one of them knew a lot about xxxx

Ana: Are they, are they still students or are they already working?

Toby: Some of them are working++

Ana: Ah

Toby: ++but usually they try and to stay in France so they get on a post doc+ or to do this or find, find their way around uhm some, some of them are anyway uhm some of them might have, some of them their lives might be set in France but they need English+ But therefore the whole business content is yeah I don't think they were the target audience when the, when the course modules were conceived so uhm so yeah whereas that may come in useful I mean presentations and projects and stuff it's all very, fairly uhm I don't know transferable skills but other things such as ah business English is ahh more specific, yeah+ In terms of, oh and another thing uhm a thing I had a class which is langue orale en situation professionnelle (87:25) sounds great xxxx various little things lots of role plays from professional situations well xxxx some professional situations, some not so professional situations but ah still linked spuriously linked to the working world possibly uhm and uhm the last module of the class that I based it around were negotiations

Ana: Hmmmuh

Toby: so their ah, their their exam was based on negotiation role play + + now I know + in the first semester of the third L3 they have anglais de la négociation

Ana: Hmmmhuh

Toby: so whether I will have covered some of *the role play situations*

Ana: *But these students are in L3*

Toby: no these, these were in, these were in L2

Ana: Ok

Toby: and so their exams was already a negotiations situation+ They've got a whole semester now for L5 in fifth semester of anglais de la négociation so I don't know whether I have actually overlapped into that con++con + course content and it's Jason who is gonna giving that next year so I'm gonna have to talk to him about that+ So uhm +

Ana: You know if they see, if, if they have to study the same things twice it would be fine+

Toby: yeah, yeah, but ahh no but it, it was fun doing it for the last couple of semesters and + not sure how it's gonna work for a whole semester of negotiation+ So it's a different role plays every week or I think that's, that's the be the way to uhm +

Ana: xxxx doing 12 weeks of that+

Toby: an hour a week yeah

Ana: Hmm, hmmm hmmuh + + I guess you'll just have to find different situations and different

Toby: yeah, yeah, I guess, but some so yeah so I think I sort of may have blurred the lines between one course and another and

Ana: but there was no way for you to know

Toby: yeah, no cause I didn't, I wasn't aware of the ahh things in the grand scheme so that's ah, yeah, but no all, all in all, I think all in all is been very positive experience and it's uhm ++ I've, I, I believe +

+ I've, I've had to work harder as a teacher finding my own exercises, coming up with my own ideas than I did in Spain

Ana: Hmmum how come?

Toby: and ah because ah we had, we had what was minimal, because we had from A1 to C, C1 in our classes we had a progression and for the students we could, we could base ourselves on the book as we followed a series to a greater or lesser extent+ Now because, because my teaching there was mixed with academic organization uhm and examining for Cambridge etc, etc, I had less of a teaching load but if I had a great workload of work from the non-teaching side of things it was easy for me to just go right ok I won't put much thought into this I can have a look look at the exercises in the book and

Ana: Right, cause you were using the book and because all of your students were

Toby: We were based on a book yeah, and then the students, so the students could feel progression

Ana: Hhhmmm

Toby: *The book the book was used*

Ana: *They were divided into level groups so+*

Toby: yeah, yeah, so we were yeah so everyone's divided into a level group and so there was a logical of progression, they could see the progression etc, etc+ So you know you could be as inventive or not as the case may be and the ahh the other side of my work often ahh yeah often impeded me from ahh being xxxx either made me lazy or impeded me given me xxxx I didn't even have the time to, to do it in working hours, so, so I think that's a very positive thing I've actually had to use my coco and ahh +

Ana: (*chuckle*)

Toby: ++and ahh think about what I'm doing and why I'm doing it and things like that reflect on my own teaching practice which has been a very good thing +

Ana: So, would you say that you had ah, that most of your classes you had to come up with everything (inaudible)+ 'Cause I remember at the beginning you had somewhere you *the material was kind of imposed on*++

Toby: I had the you *know the, yes*, ahm some the LEAP the material was imposed but it was up to us how we used it+ We had a batch of material + say right this is it go ahead and do it+ Ahm that was for the press and things like that so ahm yeah, other, other things, other things we came up with I think all the ideas for pratique orale were original ideas ahm ++ yeah, so yeah xxxx

Ana: Did you have some classes where the planning would be done in groups, that you, you know would share *with the other lecteurs and the other teachers*+

Toby: *Some, sometimes yeah*, we did that a little bit in langue orale or pratique orale, ahm also one of the teachers who I shared that LEAP class with she very kindly ++she said, she sent, she sent me the ahm and I passed it on to Katerina, she she sent me the, just to, just to give you an idea, this is how I'm gonna do this first module hope it helps, if you, you know obviously you're not obliged to follow it etc, etc, so somethings I took some things, but it was nice to, that was really, really helpful to have a bit of a guideline as to how somebody who, who had done it before was doing it and so there could be some sort of, yeah, so students from one group aren't complaining about how they did it this way 93:23 and things like that because our students they obviously speak to each other and ahh

Ana: yeah, yeah +

Toby: ++you know so there has to be some coherence between the groups+ xxxx some people have been doing this for a while, whether they've been doing right or not is another matter, but you know, they, they've all got quite I think xxxxx 93:46 idea, so they've got quite a lot of teaching experience so +

Ana: Hmmm, yeah I find it's always helpful see *how other people*

Toby: *how other people* And you, you, you know you can take it or you reject it as the case may be, ahm but it's always interesting to know how it gives you ideas at least +

Ana: yeah, yeah yeah yeah

Toby: And it might yeah causes moments of ahh reflection on how you want to do things

Ana: Hmmmm

Toby: And I, I try to introduce more, again more communicative ahm aspects into that class

Ana: Hmmm

Toby: + rather than being a head back TD ok right we're doing this exercise work feedback + espec++especially for the ahm for the job you know when they had, they had to find a CV++

Ana: Right, right++

Toby: ++and so I got them to interview each other for jobs and

Ana: Hmmm, hmmmhm

Toby: ++and things like that based on the criteria that ahh, the job advert and based on their own experiences

Ana: yeah, yeah xxxx

Toby: So I'm hopefully, hopefully they could use it in *writing in the exam or that was the idea*

Ana: *I would say it would get them thinking* about what they are gonna write in their cover letter 94:54 ++*how to talk about their skills and stuff*+++

Toby: *That was the idea anyway try*

Ana: So going from written, from the written document to something that was meant to be *written to like an oral activity*

Toby: *to to like an oral activity*+yeah, so, yeah 'cause otherwise ahm, yeah I, I like communicative classrooms++that's me so++

Ana: (*laughing*)

Toby: So yes, so that was the idea behind that

Ana: hmmmhm 95:22 and is it because this is what youuu learned when you were doing your teacher training or++

Toby: Oh, yes, I learnt, I can't remember my teacher training but, I, I think in all these sort of, you know models on the history of language learning and stuff like that I think you know we came, we came up to the communicative approach, communicative task based approach and things like that, so yes I try and, I try and put the emphasis on language use, be it in real terms or being in classroom situations if it can be in real some sort of reflecting reality, yes that would be great but ah, I try and whether it's written or spoken, I try and put the emphasis on language use ahm +

Ana: And, and what would you call reality or real activity?

Toby: REAL, I think it's, it's something you know whether, whether you open up the classroom to the real world or you or the, or you or the real world comes into the classroom I don't know there are two things of what I'm (pffff), I don't know again presentations preparing people is you know, whether it's in it's well I don't know soft skills transferable skills like that ahm so giving presentations, I think you can, you know things like++I don't know in, you know, I'm not, I'm not a great fan of listening and ah the multiple choice listening tests I'd rather they actually, you know some sort of + especially in this academic context that it be something so they and so a sort of note taking 'cause note taking is actually a real life skill and so if they go abroad they're gonna have to take notes in English in lectures and things like that, so that's the sort of idea I guess that sort of English for academic purposes, but that's so, so it

has some sort of application in the real world whether it's a soft skill transferable application or something we do +

Ana: Hmm +

Toby: ++but not just doing exercises because (*whispering*) sometimes you can't help that+

Ana: yeah

Toby: in the, in the, in the journalistic ahh, unless, unless somebody is gonna be a copywriter in English for an advertising agency in their future profession it's ahh, yes it's real life, but it's possibly not a reflection of the real life that these students are going to have++

Ana: Hmmmhm, Hmmmhm I see

Toby: So,

Ana: *Right+ But you try to find some way of selling it to the students as it being useful huh?*
98:04 (*laughing*)+

Toby: *yeah yeah yeah*

Ana: Ok ahm and then, what, what advice would you give ah a lecturer coming in next year? You know, someone who hasn't worked in a, in a French university before+

Toby: (long pause) I think the best piece of advice I can give to the incoming lecturers is to speak to the++we, we, all came in new last year it was a whole new wave, to speak to the other lecturers who've been there and done it+ You know the teachers can tell you this, this, and this, but because they've been part of the system++

Ana: Hmmm

Toby: +they way, way, you know sometimes can't see the wood for the trees, whereas we're coming at it from various degrees of experience ahm, you know possibly some people are gonna be the same age or younger than the ahh if they've just come out of a three years bachelors degree they're gonna be younger than the tea++some of the people they're actually teaching and so I would, I would, I would say if you have any, if you have any worries talk to, talk to the other lecturers to ahm, talk to the teachers+ Ahm I would, I would also + even if it's just a short course I would give, I would, I would really recommend some sort of, you know, short course teacher training, some sort of PRACTICAL, not, not, not necessarily a theoretical, some sort of training + maybe a CELTA I know they do shorter courses than CELTAs just so you've been up in front of a class + *in a*

Ana: *Right+ before they actually have to start&*

Toby: *xxxx training situation* before they have to, they because it's, it's yeah+ Teaching is just one part, I mean ok classroom management doesn't come into it as much because we are in a university but I mean you know you are still faced with people who are sitting there on facebook with their computers+ I'm just I would tell them to expect that as well+ This is my, this is my first interaction with a WALL of computers, and I think, I think that inhibits communication, hell of a lot++

Ana: Hmmm

Toby: ++in the classroom, and ahh yeah, I, I would ban computers, but I think, I think no, I think I will ban computers from my oral classes + I don't want, I don't want people you know you can scribble it down and then++

Ana: Right +

Toby: If you've got anything to scribble it down, but yeah it's ah+ But I think it does inhibit communication+

Ana: And it's just *a distraction, yeah+++*

Toby: *And people are distracted as well* yeah, yeah I, I myself have been there, I've been there last year as a student ahm not this year but uhm yeah, being in a class + yes (*whispering*) facebook so I've been on both sides xxxxxx

Ana: (*chuckle*)

Toby: Uhm yeah so I, I think that some sort of initial teacher training, hopefully+ I've been talking to, I've been talking to Marie who's in charge of the of sort of the pedagogic side of ahm the incoming lecturers I am, she asked me for, because we've had sort of, some sort of things about phonetics, some sort of things about ahh you know why is this wrong and I've, I've sort of guided her through to a couple of some of them are self, self use advanced student books some of them are sort of pedagogic grammar you know for uhm, for language teachers but it's all very much xxxx it's not like a descriptive grammar that you have here in France it's all very much aimed for people who possibly go to I don't know TEFL teachers who go to China and teach there and so they might not have a grasp with the language so they can explain this in, you know in simple terms&

Ana: Hmmmh, hmmmuh

Toby: + why you say this, why you say that and also, also I would say that if you don't know the answer to something to say listen I'm not sure I'll look it up get back to you next week, that's another thing I would say don't be scared, not + don't be scared to not know everything

Ana: *Right, no one knows everything+++*

Toby: ++*cause, cause we don't we don't know everything+* You know you're not, you're not omnipresent God teacher figure and ahh and if you ARE you shouldn't be, so++so yeah I would I've, *I've, I've given a couple of references to a book that I was asked to read before I did my CELTA course,*

Ana: Hmmmh,

Toby: so it can give you ideas of how to sequence classes ah you know how to you know just stupid things that++or not maybe not stupid things but thi+thi+things that seem fairly evident now

Ana: Hmmmh, hmmmuh

Toby: such as you know, so trying to bring in context and sort of open up knowledge of the

Ana: Right, right

Toby: subject before giving a listening *comprehension*

Ana: *But that seem obvious to you cause you've done your teacher training and you have a lot of experience*

Toby: *so yeah, because I've done teacher training, yeah, exactly,* but someone who is not coming who is coming into this yeah, so (inaudible)right we're going to listen don't give him the title, go and uhm, yeah but things, things like that I think that can really, really help

Ana: Right, right, yeah there are tons of books that you can

Toby: yeah, yeah, yeah and they're not you know they're, they're and they are very much in *layman's terms*

Ana: *and lots of ideas, yeah*

Toby: yeah I have one and there are different chapters like how, how to teach listening, how to teach pronunciation, how to teach

Toby: yeah, exactly and then different approaches to language and there are (*whispering*)

yeah

Ana: Hmmm, yeah that would be very useful I think to ++

Toby: yeah, I've got, yeah I've got two, one practical English teaching and the other one learning teaching

Ana: Hmmm

Toby: [part 2] Again from way back when whether they are still in print or not that is the question (*laughing*) I got them in 2003 I think, 2004 but, yeah (inaudible) so yeah I'd say that definitely speak to us cause we might have done the class we'll know what to expect of students xxxx

Ana: Ok+ What would you tell them about the students?

Toby: The students I'd say don't be phased by silence it's the big, it's the big one+ Especially with people who are not lan++especially with people who've + well one, students in English and people who are not, who are not language learners in their degree programs because they might be coming back into language learning after a time and you have no guarantees about the language learning that they were doing in the first place+ Uhm the, I would say uhm yeah try and keep it professional but cordial there is nothing worse than sort of creating++if you create a bad atmosphere with a, with a class it's very, very, very hard to recover it+

Ana: Hmmm

Toby: Ahm and I actually did that this year, and it was very hard to recover+

Ana: to have a bad

Toby: yeah+ I, I++

Ana: Why? what happened?

Toby: Why because they, they being lazy and didn't do anything o I just went right (*souffle*)+ And I, and I, I

Ana: Did you find yourself being you know less friendly and less +

Toby: No I didn't I was, I was, I was exceedingly friendly but I said what I had to say and then , and then my + I got a couple of apologies of people via emails I said don't worry

Ana: Oh really?

Toby: yeah, I said don't worry it's forgotten+

Ana: Ahnnnn

Toby: I said thank you for your email it's forgotten so please forget it as well+

Ana: Ok, ok+ *So they, they weren't working and then you*

Toby: *people were just people yeah talking in class ah weren't working, weren't doing what I was asking to + so I just said well you know I just + + + gave them a few hard truths ahm and ahh told them that they yeah, that their attitude is bad if they, if they, why they're here, why bother +*

Ana: Hhmmmmuh, hmmmmuh

Toby: ahm disrupting the rest of the class etc, etc, but uhm in effect I think it affected the class dynamic in general if I'm honest not with those couple of people+

Ana: hmm

Toby: But+(shrugs shoulders)

Ana: Right

Toby: But, but

Ana: I mean it's better to say something than to let it slide +

Toby: yeah let it fe + yeah let it fester inside you or something let them carry on with it yeah, so, so that was that+ yeah ahm I don't know (wondering: anything else about the students?) so ahh I'd tell you what to expect COMPLETELY heterogenous classes in terms of levels

Ana: Hmmmuh, hmmmuh

Toby: +that's another thing+ Maybe you know, maybe, maybe people who don't have any teaching ahm experience wouldn't find that a problem+ I cause I've

Ana: *Right+++ cause it's not something that you're used to*

Toby: *cause I've always level tested and diagnostic testing and placed in a group that was more or less you know obviously after two weeks even if everyone had the same, even beginners with those different levels but ahm, but ahm you know some people are good at this not as good at that ahm but yeah that was something I found very, very hard to deal with+ So that I would tell them to expect that+*

Ana: And how, how do you deal with that kind of ++difference within the classroom?

Toby: How I deal with it? I try+when you have, when you have+it depends, when you have, you know I'm, I'm quite happy to let the more autonomous learner and the people with the higher level get on with it, and they do generally get on with it

Ana: hmmm

Toby: Ahm A because the fact that they are able to DO the activities is lots of source of motivation+ You always get people who think who ++(*sigh*) I mean I had a couple of people (*mumble*) why are we doing this, they deemed it too easy for them and so that was that, BUT I'd rather be, I'd be happier to let them go cause normally if they can do it they've+they WILL and therefore you can sort of individualize attention and give greater feedback to the people who ahh who need it and to try and ahm, yeah to try and get their understanding

Ana: hmmmuh

Toby: so they can understand the text so they can actually do the ahh activities that are proposed, but ahm, but, on, and THAT is very much, very much ahm conditioned by the fact of them wanting to learn, cause if I've got somebody and I've had, I've had people who found things difficult but they were asking questions and trying to ahh and interacting with me etc, etc and people who just sit there like (face) and ahm

Ana: *who didn't want to be there*

Toby: *and ahh yeah who didn't want to be there etc, etc, and the ahm this was the case with the two people who I had to tell off because they were out of their depth now I know that but I'm you know + but if you're out of your depth and you want to work I will give you my all to try and explain it to you and help you progress, but if you're gonna be there with an attitude ahm I'm sorry that's ahm*

Ana: yeah, it's just not acceptable

Toby: I've, I've I, you've lost you've lost me, I've lost you, but you've lost me as well so++which is what makes me think that I would possibly not be a very good teacher at secondary level+

Ana: (*sigh*) Scary, huh? (*laughing*)

Toby: (*sigh*) Aaaaah yeah, yeah

Ana: yeah, I kind of feel the same+ I don't know if I would have the patience to++(*laugh*)

Toby: yeah, yeah as as you know, you, you, you, *you can be, you can find it*

Ana: *but we get used to everything so+*

Toby: yeah, you can find it as difficult as possible as long as you as long you know if there's volition on your part you know you're willing to try and learn+ I am willing to try and help you but as soon as you give us some attitude (geste fatigue) I'm sorry yeah+ Can't be bothered with ah, we possibly shouldn't be admitting it especially on a microphone (*laughing*) but, yeah

Ana: (*laughing*)

Toby: I think that's that's ah an area to work on++

Ana: Right

Toby: professionally +

Ana: But do you think that you're gonna have to go back to&+

Toby: Ahm

Ana: High school teaching?

Toby: See this is the thing, I think because the area, I think my area of research++I think LANSAD could be a possibility but that would involve going into++ahh maybe I could do things in LANSAD ahm maybe I could do things in cours de rémédiation as well

Ana: Hmmm

Toby: In, in first year of English maybe I could do stuff there, but ahm because (*sigh*) because because from what I've seen at the universities, teaching tends to be split up into activities and uhm what I mean activity I mean speaking and reading, it's reading and writing, speaking and they seem to split those into classes now so, even in LANSAD I believe that's the case so I think it's, it's not as attractive as a place where I can you know kind of 111:19 where you can build up, you know you can build up units that involve ++

Ana: yeah

Toby: + two or more of the *language activity*

Ana: +++I think I prefer it that way so that it's not you know always the same kind of +

Toby: + Well exactly you know, I, I, I find two hours reading comprehension and writing for two hours it's like banging your head against the wall++I find (inaudible) I much prefer to make it trying to make it you know bring a little bit of speaking, bring a listening into it, ahh it just makes the whole thing more, a little more dynamic in, in my opinion+ so, so yeah, but yeah, nah I guess lycée is the ideal place to do that, so I think in the end I'm gonna try, try and avoid collège to a cost, but ahm at least in the last 2 years in lycée they're no longer xxxx and you should treat them as adults+ You know I know in France they're not adults until they are 18, but in England ahh and as far I think I'll tell them in England you're adults when you're 16 for many things so ahm not for everything, but for many things so + you now getting, *you can get married have kids ahm*

Ana: *like what*

Toby: etc, etc, so ahh, so yeah, so and you're here you, you don't have to be here+ You may not have MANY other, other options, but you don't have to be here and English might not be your favorite thing+ That's the other thing with uhm with the English education system, cause you only need 3 A levels from 16, you know you really pick things you're interested in+

Ana: yeah

Toby: + which is really motivational because it's really quite++ make things easier I think whereas ahh even if you're doing ah you know the science bac here you've got to have langues vivantes 1 langues vivantes 2

Ana: Right, right and you have so much stuff to study and the course that they're, they're not gonna ahh, spend a lot of time on English ++

Toby: Which is why you know and if English is divided into the four parts of the baccalaureat and listening is their weak point (*whispering*) are they really gonna make any effort for

Ana: yeah

Toby: + so yeah + so that's ahh but ah so yeah I think yeah, I think bac if not, ah yeah, cause you know my, my research basically on the wash back from the baccalaureat listening test and how it's, how it's shaping teacher, teacher teaching habits and how teaching habits have changed since ahh since ahm it was introduced++

Ana: So how long has it been the XXXX

Toby: They introduced it in 2014 so I think

Ana: Ok, *ok ok ok ok*

Toby: *It is the second, second (113:58) it is, elsewhere it is the second year it has been compulsory*

Ana: Is it a listening test with like multiple choice questions or do they have to +

Toby: This is the, this is the interesting thing +

Ana: kind of summarize a document ah +

Toby: yeah, but in French, they have to

Ana: Ahhhhhhh

Toby: It's a minute and a half, listen to it three times with a minute in between note taking and then 10 minutes to summarize it in French+

Ana: hmmmuh +

Toby: ++which ahm and each lycée it's not a standardized test like it is for the reading and the writing comprehension which is nationalized standard, I think they have variations with the DOM TOM

Ana: yeah, yeah

Toby: ahm but ahm but so every teacher or every lycée is responsible for choosing their own+ They can also give++choose to give 1) either a monologue or a conversation discussion or they can give them a mark out of 20 or they can give 2 marks out of 10 for one monologue and one thing

Ana: Ok, ok, ok++

Toby: ++so lots of variables+ This is for the ES and S +in L they don't have one+

Ana: So what do they do with L?

Toby: So they've just got the oral, they've got the spoken, speaking 5 minute interaction, 5 minutes ahm ahm, no 5 minute ahm xxxx en continu 5 minute interaction, but they don't have ahh a stand alone listening comprehension++

Ana: Hmmm

Toby: + which is yeah that's another interesting thing so you find whether ahh, whether do people vary, do teachers vary, their listening input and also the type of, the type of listening activities +

Ana: Hmmm

Toby: ++Because I, I have a sort of idea that listening activities + slowly++they will, you know they will stop doing multiple choice or stop doing multiple matching and stop doing as many open ended questions

Ana: Hmmmuh, hmmmuh

Toby: ++etc, etc, to

Ana: + to kind of +

Toby: to follow it towards the exam yeah, so I've think it could be cl + whilst it's not closing the curric, curriculum it's limiting format xxxx 116:00 which listening is taking place+ That's one of my hypotheses

Ana: Ahh++

Toby: so ahm++

Ana: that's very interesting

Toby: so+++

Ana: Do you think you'll be able to go and observe?

Toby: *(sigh)* One, it was really interesting, I, I went to, I went to the testing evaluation and assessment special interest group of British Association of Applied Linguistic in Cambridge and because I saw there were two talks on washback I didn't know what the contexts were+ One of the context was on the speaking component because I was actually going to do the speaking component but xxxx? has got there first, ahm so ahh I had to move to the listening component ahm but she gave a talk on ahm on teacher, you know teacher assessment xxxx in terms of speaking, found the basis of teachers that they got absolutely xxxx guidance from the inspector and ahh so she, she did her ahm masters dissertation at Oxford on that and it's really good she gave me it and ahh she really she's been really nice+ Ahm but she said she had massive, massive problem to get teachers to participate, said there was real reticence so she basically had to pull favours from teachers who she knew from ahm assistanat

Ana: Hmmmuh

Toby: +++and she ended up with 8 teachers interviewed, 8 teachers did the questionnaire and then I think 5 did the follow up interviews and then their students were taught to were asked to give us, they gave their students about 200 students ahm a ahh a questionnaire on learning strategies+ Ahm so yeah but I'm, I'm sort of gaging myself for that and ahh trying to think of back up plan if I can't

Ana: hmmm

Toby: if I can't get anyone ++I've got, I got, I got another couple of people who did the MEEF this year who are in contact with people who worked in lycée so if worse comes to worse I might call ahh couple of favours

Ana: That's the way things work

Toby: or Marie XXXX if she knows anyone of con fiance so ahhh cause she used to work in lycée so if she can help me in any way, but I think, I think you know especially ah yeah + It's gotta be worded so well the questionnaire

Ana: hmm, hmmm and I, I guess it's difficult to let people *into your classroom which is what you did for me and I thank you xxxx*

Toby: *yeah I'm not I'm not sure you know I'm not I'm not sure their classroom observation*, I hope to get teachers, I hope to get teacher you know follow up into sort of semi structured interviews for qualitative analysis rather than quantitative, but ahm we will see if that happens, I don't know, but obviously ahh if it doesn't I sort of go on the ahh limitations of my ahm of my studies is the fact that I couldn't and it's a masters so hopefully as long as there, as long as I recognize that limitation they'll ahh they won't be too severe on me++

Ana: Right

Toby: *(whispering)*

Ana: Ok+ I hope you'll find people *(laughing)* people who will help you out

Toby: Oh yes so do I I'm gonna have massive panic attack if I don't I think *(chuckle)* I'll have a beautiful theory based thing with no bloody analysis with all the theories to back up my ahm my reasons for asking these questions this questionnaire xxxx yeah

Ana: *(chuckling)*

Toby: + I guess, also yeah the other one, I think the other thing is the private lycées which would be really interesting so I thought I could ask ahm, I think Richard S++ knows somebody who works at the one down at Place Cxxxx

Ana: Hmmmum

Toby: xxxx ahm but I don't think they, I think they have only the orals they don't have the listening but they are not forced to have the listening components of the bac+ They have a different system as well +

Ana: Oh really?

Toby: yeah++

Ana: I thought everyone had to take the same test+

Toby: I don't know as far as I know I've read the ahh, the ahh you know the bulletin officiel but anyway so that be that+

Ana: sounds really interesting

Toby: ah ah

Ana: lots of work

Annexes chapitre 10

1. Synopsis cours Julia 7 mars 2016

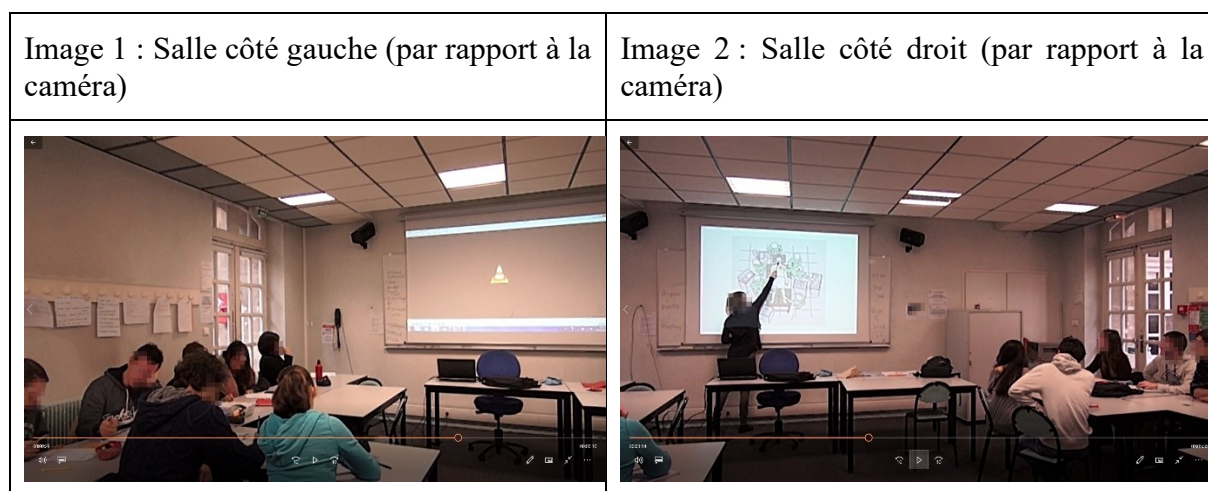
Horaire : 9h-12h

Public : DFGSM2 (médecine 2^{ème} année après le concours PACES)

Nombre d'étudiants : 22

Configuration de la salle : tables disposées en « U » autour de la salle avec deux rangées de bureaux à l'intérieur de la formation en « U ». Bureau du professeur devant le tableau.

Position de la chercheuse et de l'appareil photo : latéral et près du tableau. La classe a été filmé par une tierce personne qui se situait au fond de la salle.



Objectifs de la séance :

- Lexique médical
- Prononciation (accentuation des syllabes en anglais)
- Compréhension orale : vidéo sur comment éviter des erreurs avant/pendant/après une opération
- Contenu spécialisé : connaissances des procédures de sécurité à suivre avant/pendant/après une opération

Supports :

- Polycopié de devoir sur «Genetic engineering»
- Images de matériel médical
- Images du bloc opératoire
- Vidéo : documentaire sur le Dr. Atul Gawande, inventeur d'une check-list de procédures à suivre avant, pendant et après une opération pour éviter des erreurs
- Polycopié avec des exercices de compréhension orale à partir de la vidéo
- Document avec des éléments pour la check-list de procédures à suivre avant, pendant et après l'administration d'une injection

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
1	Travail sur devoir maison portant sur le vocabulaire de la séance précédente	V1 [00 :00- 02 :20]	MC/Cor	Polycopié Tableau		Lexique	Mat/Etu	<p>Six étudiants écrivent les réponses au tableau. Il s'agissait d'un exercice à trous dans lequel les étudiants devaient trouver les verbes qui allaient avec les noms proposés (ex. synthesize a protein/modify a gene) après avoir étudié des documents sur la modification génétique.</p> <p>Julia demande aux étudiants de s'asseoir. Ils regardent les mots et phrases au tableau. Julia demande s'il y a des mots qu'ils ne connaissent pas ou qu'ils ne savent pas prononcer. Elle les met en garde contre les « mots transparents », ceux qui sont très similaires aux mots français, mais qui ne se prononcent pas de la même façon (ex. gene/virus/protein/dystrophy).</p>
2	Bataille de prononciation							<p>Julia explique les instructions (les étudiants connaissent déjà le jeu) et donne cinq minutes aux étudiants pour réfléchir en petits groupes à la prononciation des mots au tableau.</p> <p>Tour à tour, chaque groupe prononce un mot/une phrase et obtient un point (un petit papier rouge) pour chaque réponse correcte. Quand un des mots est bien prononcé, il est effacé du tableau par un étudiant désigné par l'enseignante. A la fin, l'équipe avec le plus de points gagne le jeu.</p> <p>Les mots qui ont le plus posé problème étaient « protein » et « alter ». Plusieurs groupes ont tenté leur chance et ont échoué.</p> <p>L'enseignante insiste également sur l'intonation descendante à la fin, car beaucoup d'étudiants prononcent bien le mot mais avec une intonation montante, utilisée pour poser des questions ou exprimer un doute (« Is it a question or an answer ? » demande Julia).</p>
2a	Consignes	V1 [2 :20- 3 :32]	E/Con	Tableau	EO	Phonétique	Ens	
2b	Déroulement	V2 [00 :00- 08 :14]	G/Réf MC/Jeu				Etu/Ens	

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
2c	Transition vers « la thématique du jour »	V2 [08 :14- 08 :36]	E/Con				Ens	Après cette activité, Julia indique aux étudiants qu'ils vont commencer une nouvelle séquence. Elle dit, « now, onto today's class » et un peu plus tard « onto today's theme ». Pour introduire la nouvelle thématique, elle met en place plusieurs activités, qui seront détaillées ci-dessous. Elle n'explicite pas la thématique de la séquence, ils devront deviner à la suite des activités.
3	Travail sur des images représentant du matériel médical							Julia demande aux étudiants de se lever et de venir au centre de la salle de classe (les tables étant en « U », il reste un espace au milieu).
3a	« Trouvez votre partenaire »	V3 [00 :00- 05 :13]	B/Ming	Images de matériel médical sur des cartes	EO	Lexique Pragmatique (Décrire la fonction d'un objet) Savoirs disciplinaires	Etu	Elle distribue une image à chaque étudiant. Il s'agit d'images de matériel médical (seringue, éprouvette, pilulier, pansements, compte-gouttes, trousse de premiers secours, stéthoscope, etc.). Ils doivent ensuite cacher leur image et décrire la fonction de leur objet à différents camarades jusqu'à ce qu'ils trouvent quelqu'un avec la même image. (« What is it used for ? What is its role ? ») Une fois le partenaire trouvé, ils peuvent aller s'asseoir ensemble pour l'activité suivante.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
3b	Mise en commun du lexique	V4 [00 :00- 02 :50]	MC/cor	Images de matériel médical projetées au tableau		Lexique	Ens	A la fin de l'activité, elle projette les images sur le tableau et révisé les noms de chacune avec les étudiants. Elle montre un doute concernant le mot en anglais pour « perfusion ». Elle leur dit « I think it's called a transfusion bag. I think. ».
4	Travail sur une image représentant un bloc opératoire							Julia projette une autre image sur le tableau. Il s'agit d'un homme sur une table opératoire entouré de médecins, d'infirmiers, de divers objets, etc. Les étudiants doivent décrire ce qu'ils voient. Les étudiants lèvent la main et donnent les termes qu'ils connaissent.
4a	Image d'un bloc opératoire 1	V4 [02 :50- 04 :30]	MC/cor + Q	Image d'une salle d'opération projetée au tableau	EO	Lexique	Etu/Ens	Parfois, Julia pose des questions, par exemple, « What is the doctor wearing ? » pour attirer l'attention sur un nouveau terme (« scrubs » dans ce cas-là).
5	Travail en binômes sur vocabulaire du bloc opératoire à partir d'une deuxième image							Julia distribue une demie-page à un étudiant sur deux avec une image représentant les différentes personnes et objets que l'on peut trouver dans un bloc opératoire. La moitié des termes sont étiquetés sur la feuille, l'autre moitié est à compléter par l'étudiant grâce à l'information que son binôme lui fournira. Le deuxième membre du binôme a la même image avec l'autre moitié des termes étiquetés.
5a	Consignes et distribution des images	V4 [04 :30- 06 :35]	E/con	Image projetée au tableau +		Lexique	Ens	
5b	Travail en binômes sur image d'un bloc opératoire 2	V4 [06 :35- 09 :30] + V5	B/DI	Même image sur feuille comportant les termes désignant les objets/personnes représentés	EO		Mat	L'activité consiste à décrire les personnes et objets représentés dans l'image à son partenaire afin d'obtenir les mots manquants sur sa feuille. Il s'agit d'une activité de type déficit d'information où l'un des partenaires possède l'information que l'autre cherche à obtenir.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description												
		[00 :00- 01 :50]																		
5c	Mise en commun	V6 [00 :00- 04 :10]	MC/cor	Image projetée au tableau		Lexique Phonétique Culture	Ens/Mat	<p>À la fin de l'activité, Julia projette l'image avec tous les mots manquants.</p> <p>Encore une fois, elle insiste sur la prononciation de certains « mots transparents » (« syringe », « saline »).</p> <p>Elle mentionne la différence entre les termes britanniques et américains pour « bloc opératoire » : « OR » ou « operating room » en anglais américain et « operating theatre » en anglais britannique. Cela explique pourquoi les sabots des médecins s'appellent « theatre shoes ».</p>												
6	« Brainstorming » sur les types d'erreurs qui peuvent être commises par les médecins lors d'une opération.							Julia projette un tableau avec 4 colonnes (reproduit ci-dessous) et demande aux étudiants de réfléchir en petits groupes aux différents types d'erreurs possibles. Elle leur donne 5 minutes pour constituer une liste correspondant à chaque colonne.												
6a	Consignes	V6 [04 :10- 05 :31]	E/Con	Tableau à remplir avec 4 titres (sur diapositive projetée)		Savoirs disciplinaires +	Ens	<table border="1"> <thead> <tr> <th>Complications</th> <th>Doctor's mistakes</th> <th>Why do mistakes happen?</th> <th>How can they be prevented?</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Complications	Doctor's mistakes	Why do mistakes happen?	How can they be prevented?								
Complications	Doctor's mistakes	Why do mistakes happen?	How can they be prevented?																	
6b	Brainstorming en groupes	V6 [05 :31- 07 :00]	G/Réf	EO	Préparation à l'écoute	Etu														

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description												
6c	Mise en commun du brainstorming	V7 [00 :00-06 :50]	MC/cor	Tableau à remplir avec 4 titres (sur diapositive projetée)	EO	Savoirs disciplinaires + Préparation à l'écoute	Etu	<p>Julia prend chaque colonne et sollicite les idées des étudiants pour parler des différents types d'erreurs (voir quelques exemples dans le tableau reproduit ci-dessous).</p> <table border="1"> <thead> <tr> <th>Complications</th> <th>Doctor's mistakes</th> <th>Why do mistakes happen ?</th> <th>How can they be prevented?</th> </tr> </thead> <tbody> <tr> <td>Infection</td> <td>Misdiagnosis</td> <td>Fatigue</td> <td>Avoid sleep deprivation</td> </tr> <tr> <td>Cardiac arrest</td> <td>Leave instruments or gauze inside the body</td> <td>Mistakes on medical chart</td> <td>Walk through the operation in your head</td> </tr> </tbody> </table>	Complications	Doctor's mistakes	Why do mistakes happen ?	How can they be prevented?	Infection	Misdiagnosis	Fatigue	Avoid sleep deprivation	Cardiac arrest	Leave instruments or gauze inside the body	Mistakes on medical chart	Walk through the operation in your head
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Infection	Misdiagnosis	Fatigue	Avoid sleep deprivation																	
Cardiac arrest	Leave instruments or gauze inside the body	Mistakes on medical chart	Walk through the operation in your head																	
7	« Brainstorming » sur comment prévenir les erreurs dans le bloc opératoire							<p>Julia distribue des photocopies avec des exercices de compréhension orale. La première activité est très similaire à celle qu'ils viennent de faire. Cette fois-ci, les groupes doivent réfléchir à des stratégies afin d'éviter des erreurs avant l'anesthésie, avant l'incision, et avant le départ du patient. Le tableau est reproduit ci-dessous.</p> <p>« How to prevent mistakes »</p> <table border="1"> <thead> <tr> <th>Before anaesthesia</th> <th>Before incision</th> <th>Before the patient leaves</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Before anaesthesia	Before incision	Before the patient leaves									
Before anaesthesia	Before incision	Before the patient leaves																		
7a	Consignes	V7 [06 :50-07 :50]	E/Con	Document avec tableau à remplir		Savoirs disciplinaires + Préparation à l'écoute	Ens													
7b	Brainstorming en groupes sur les procédures à	Pas de vidéo	G/Réf		EO	Savoirs disciplinaires	Etu													

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
	suivre avant, pendant et après une opération pour éviter les erreurs évoquées					+ Préparation à l'écoute		
7c	Mise en commun des idées	V8 [00 :00- 05 :52]	MC/Cor		EO	Savoirs disciplinaires + Lexique	Etu/Ens	Mise en commun des idées. Encore une fois, Julia fait appel aux connaissances spécialisées des étudiants. Cet exercice sert également à élucider du vocabulaire.
8	Compréhension orale d'un document vidéo.							La première partie de la vidéo raconte l'histoire d'une patiente qui a perdu sa vie lors d'une opération bénigne pour traiter sa sinusite. Dans la deuxième partie de la vidéo, un journaliste interviewe le Dr. Atul Gawande, créateur d'une « check-list » destinée à réduire les erreurs dans les salles opératoires. Le polycopié distribué comporte différents types de questions pour évaluer la compréhension des étudiants (questions ouvertes, vrai ou faux, association des mots, etc.). Julia montre les extraits de la vidéo qui correspondent à chaque exercice du polycopié. Elle joue chaque extrait deux ou trois fois. Après chaque visionnage, elle donne du temps aux étudiants pour comparer leurs réponses avec leurs voisins.
8a	Visionnage des différentes parties de la vidéo avec travail individuel et vérification en groupes	V8 [05 :52- 07 :42] V9 V10 [00 :00- 06 :31]	I+G	Vidéo + Document avec des exercices de comp. orale	CO	Savoirs disciplinaires + Lexique	Mat	
8b	Correction des exercices de compréhension orale	V11 [00 :00- 03 :18] V12	Q	Vidéo +	CO EO	Savoirs disciplinaires + Lexique	Etu/Ens/ Mat	Elle corrige les exercices l'un après l'autre et répond aux questions des étudiants. Elle explique également des références culturelles mentionnés dans la vidéo, tels que « NHS » ou « House of Lords ».

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
		[00 :00- 29 :10] V13 [00 :00- 05 :48]		Document avec des exercices de comp.orale + Document projeté au tableau pour écrire les bonnes réponses		+ Culture + Grammaire		Elle projette le document Word sur le tableau et le remplit au fur et à mesure avec les bonnes réponses. Pour chaque question, les étudiants lèvent la main pour contribuer leurs réponses. A un moment, Julia estime qu'il s'agit souvent des mêmes étudiants et demande aux autres de participer (« I want to see more hands »). Le dernier exercice consiste à associer deux colonnes pour former des phrases pour résumer la dernière partie de la vidéo (par exemple « establish » + « airway ». Lors de la correction, Julia encourage les étudiants à former des phrases complètes (« The doctors were unable to establish an airway »).
9		Activité d'expression orale en binômes						Julia annonce qu'il ne reste que 15 minutes et qu'ils vont finir avec une activité d'expression orale. Elle explicite le lien entre la vidéo et l'activité à suivre. En effet, il s'agit de constituer une « check-list » pour les médecins ou infirmiers qui doivent administrer une injection. Elle divise la classe en groupes de deux et donne un rôle à chacun (étudiant A ou B). Elle distribue à chaque étudiant des cartes contenant différents gestes médicaux.
9a	Consignes	V13 [05 :48- 07 :02]	E/Con	Document avec différentes procédures à suivre		Savoirs disciplinaires	Ens	
9b	Travail en binômes sur une check-list pour administrer une injection	V13 [07 :02- 12 :53]	B/DI+ B/Réf		CE EO		Etu/Mat	L'activité consiste à expliquer chaque geste à son partenaire pour ensuite décider ensemble s'il fait partie de la procédure à suivre et si oui, à quel moment. Julia explique que certaines cartes contiennent des gestes qui ne sont pas pertinents pour cette procédure et qu'ils devront compléter les étapes manquantes une fois qu'ils auraient mis les cartes dans le bon ordre. Elle donne six minutes aux étudiants pour constituer leur liste.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
9c	Mise en commun des « check-lists »	V13 [12 :53- 21 :41]	MC/Cor	Document avec différentes procédures à suivre + Tableau	EO	Savoirs disciplinaires + Lexique	Etu/Ens (+ « my doctor sister»)	<p>À la fin de l'activité, elle projette le corrigé au tableau et dit « I'm hoping this is right ». Elle demande alors aux étudiants si la liste qu'elle a établie correspond bien à la leur. Les étudiants ne sont pas d'accord avec l'ordre de certaines étapes. Julia se justifie en disant « my doctor sister told me this. »</p> <p>Elle corrige néanmoins sa liste et rajoute les étapes suggérées par les étudiants. Elle remarque qu'une étape très simple mais essentielle n'a pas encore été mentionnée. Les étudiants essaient de deviner de quoi il s'agit, mais n'arrivent pas. Julia continue à écrire leurs idées au tableau. Finalement, une étudiante donne la réponse que Julia attendait (se laver les mains !) et la classe réagit soit en rigolant soit en se plaignant que c'était trop évident.</p>
9d	Fin du cours	V13 [21 :31- 21 :41]	E/Info				Ens	Julia rappelle aux étudiants qu'ils ont un devoir à rendre pour la semaine d'après et leur donne congé.

2. Supports cours Julia 7 mars 2016 : *Surgical mistakes* (activités 6-8)



How to avoid mistakes in surgery

0. What has to be checked at each step of a surgical procedure?

1	2	3
BEFORE INDUCTION OF ANAESTHESIA	BEFORE SKIN INCISION	BEFORE PATIENT LEAVES OPERATING ROOM

Part one:

1. You are going to watch an extract from a documentary on mistakes in surgery. Before you watch – discuss the following questions with your partner.

What kind of mistakes do doctors make?
 What can go wrong in surgery?
 Why do mistakes happen?
 How can they be prevented?

2. Watch the first part of the video once straight through. How many details can you note down?

Patient's name: Age: Date of surgery: Type of establishment: Type of operation: Nature of incident:

The anaesthetist the patient to prepare for

During the surgery a problem occurred:

They team were unable to Another anaesthetist.....

An ENT surgeon After 25 minutes

.....

.....

.....

Decision-making

.....

Outcome:

.....

Compare your notes with your partner – Have you got all the information?
 Is this unusual?
 What went wrong?
 Could it have been prevented?
 How?



Since 2010, one simple change to surgical procedure has had a huge impact on making operations safer. What could that change be?

Part two:

3. Watch the extract once to find the answers to these questions.

- What is the most interesting post that Dr Gawande has held?
- Where is he going?
- What is this revolution in medicine?
- How many hospitals participated in the initial study?
- What impact has it had on complications?
- What impact has it had on death rates?

4. Watch again to check the details.... Here are some notes from an interview with Dr Gawande taken by a rather confused journalist. Can you ~~cross out~~ all of the things he has got wrong and correct them?

"I realised that most mistakes in surgery were caused by surgeons not understanding what had gone wrong. I decided to see how NASA trained its astronauts to deal with emergencies. I found that at NASA, astronauts have access to checklists. UNESCO encouraged me to test this idea in hospitals in the developed world. We replicated our study in hospitals in Tasmania and New Zealand. The introduction of checklists has made Dr Gawande a billionaire. It is effective because it reinforces the authority of surgeons and stops nurses from interrupting procedures."

5. Back to Elaine Bromley... Watch the last piece of this report. Match A to B to reform these collocations.

a life-threatening be broach bypass establish learn perform	an airway an emergency procedure aware of hard lessons from problem the mouth the subject
---	--

What was the life-saving **procedure**?

Why wasn't it performed?

According to the reporter what is the main benefit of using checklists?

3. Supports cours Julia 7 mars 2016 : *Giving an injection* (activité 9)

A		
Put your seat-belt on	Select the appropriate site	Select the appropriate syringe and needle
Position the patient	Insert the needle	Cleanse the injection site
Move off carefully	Put the key in the ignition	Check to see that the road is clear

B		
Pinch the skin at a 45° angle	Don the procedure gloves	Allow the site to dry
Lift your foot off the clutch	Gently apply gauze to the site	Take off the hand brake
Remove the needle	Push down on the accelerator	Indicate that you are pulling out
Check the rear-view mirror	Press slowly on the plunger	Place needle in sharps container
Wash your hands	?	?

4. Synopsis cours Julia 21 mars 2016

Horaire : 9h-12h

Public : DFGSM2 (médecine 2^{ème} année après le concours PACES)

Nombre d'étudiants : 21 présents sur 22 inscrits

Configuration de la salle : 2 rangs de deux tables de deux étudiants entourées d'autres tables disposées en « U ». bureau du professeur devant le tableau.

Position de la chercheuse et de l'appareil photo : latéral droite et près du tableau.



Objectifs de la séance :

- Travail de préparation avant le visionnage d'un film sur les médecins urgentistes aux Etats-Unis (projection organisée par le Consulat des Etats-Unis et l'université-prévu pour la semaine suivant l'observation).
- Révision du vocabulaire du matériel médical et introduction de nouveaux termes
- Compréhension orale de la bande-annonce du film.
- Travail sur les personnages et le synopsis du film
- Travail de préparation des exposés oraux : expressions de « signposting » (mots de liaison, comment structurer sa présentation, etc.)
- Travail en petits groupes sur l'introduction de leurs exposés.

Supports :

- Bande annonce du film *Code Black*
- Transcription de la bande annonce (découpée)
- Diaporama préparé par Julia avec des images des personnages du film
- Exercice à trous à partir du synopsis du film

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
0	Entrée dans la matière.	V1 [00 :00- 05 :45]	E	tableau		Lexique + Culture médicale	-	Avant de commencer son cours, Julia écrit les mots suivants au tableau : « Code Black ». Il s'agit du titre d'un film documentaire sur le travail des médecins urgentistes aux Etats-Unis que les étudiants allaient regarder la semaine suivante dans le cadre d'une projection organisée par le consulat américain et l'université (projection ouverte à tous mais destinée principalement aux étudiants en médecine de l'université, qui serait suivie d'une séance de questions-réponses aux représentants du consulat sur le système de santé aux Etats-Unis.)
0	Appel		E				-	Elle annonce qu'elle va faire l'appel et le fait pendant que les étudiants finissent de s'installer dans la salle.
1	Annonce des objectifs et discussion autour du titre du film.		E/info Q E/info	tableau	EO	Lexique+ Culture médicale	Ens/Etu	Une fois l'appel terminée, elle annonce les objectifs de la séance (se préparer pour le visionnage du documentaire, qui n'aura pas de sous-titres et travailler sur leurs exposés lors de la deuxième moitié de la séance.) Elle se réfère au titre écrit au tableau et sollicite les étudiants en demandant s'ils connaissent l'expression « code black ». Une étudiante explique qu'il s'agit du nom donné à un événement particulièrement catastrophique, dans lequel un grand nombre de personnes doivent être

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
								conduites aux urgences (une catastrophe naturelle, un accident ferroviaire, une attaque terroriste, etc.) Julia explique qu'ils vont visionner la bande-annonce du film, mais qu'elle voudrait d'abord faire un point sur le vocabulaire lié au matériel médical (lors de mon premier passage le 7 mars, des activités avaient été mises en place pour travailler ces éléments lexicaux.).
2	Travail sur le lexique du matériel médical à partir d'une image							Elle distribue un polycopié à une moitié de la classe (polycopié A) et un différent (polycopié B) à l'autre moitié. Chaque polycopié contient des images de différents outils/machines/équipements médicaux et une liste avec la moitié des noms correspondant aux images. La première tâche consiste à mettre en relation les mots de la liste avec les images fournies. Les étudiants travaillent en pairs ou en groupes de trois pour compléter la tâche. Julia leur demande également de réfléchir à la prononciation de chaque mot.
2a	Activité 1 : Mise en relation images/lexique	V1 [05 :45- 12 :15	B	Polycopié avec images et lexique	CE	Lexique	Mat/Etu	
2b	Activité 2 : Echange d'informations	V1 [12 :15- 18 :10]	B/DI		EO	Lexique+ Savoirs disciplinaires (fonctions des objets) + phonétique	Etu/Ens	Les étudiants travaillant sur le polycopié A n'ayant que la moitié de la liste des mots nécessaires et vice-versa, ils devaient trouver un partenaire de l'autre moitié de la salle et échanger avec lui/elle des informations. Les consignes étaient de décrire l'objet et sa fonction afin d'obtenir son nom. Pendant cette activité, les étudiants sont debout et échangent en pairs ou en petits groupes. Julia fait le tour

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
								des groupes pour écouter les échanges et répondre aux questions, notamment par rapport à la prononciation de certains mots (« syringe » par exemple).
2c	Fin de l'activité et bilan.	V1 [18 :10-19 :32]	MC/Cor			phonétique	Ens	Julia prend la parole et revient sur certains termes qui ont posé problème. Elle insiste sur la prononciation de certains termes (« syringe », « vaginal speculum », « tourniquet »).
3	Travail sur le lexique du matériel médical à partir de la bande annonce du film « Code Black »							Consignes pour le premier visionnage de la bande-annonce.
3a	Consignes	V1 [19 :32-20 :11]	E/Con	Vidéo : bande annonce du film « Code Black »		lexique		Julia explique qu'ils vont regarder une première fois la bande-annonce du documentaire « Code Black » sans le son. L'objectif est de se concentrer sur les images et de noter les objets médicaux visibles dans les séquences de la bande-annonce. L'équipe qui aura noté le plus d'objets gagne.
3b	Visionnage et repérage d'objets	V1 [20 :11-22 :35]	I			lexique	Mat/Etu	Visionnage de la bande annonce SANS le son
3c	Mise en commun des listes d'objets repérés en	V1 [22 :35-25 :53]	G	Vidéo+ Notes prises par les étudiants	EO EE	lexique	Mat/Etu	En groupes, les étudiants mettent en commun leurs listes. Julia fait le tour des groupes pour savoir combien d'objets ont été notés.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
	groupes de 3 ou 4			pendant le premier visionnage				
3d	Mise en commun en classe entière	V1 [25 :35- 29 :39]	MC/cor	Vidéo+ tableau	EO	lexique	Etu/Ens	<p>Discussion en classe entière sur les objets repérés dans la bande-annonce.</p> <p>Julia demande au groupe qui avait trouvé le plus d'objets de lire leur liste à voix haute. Elle vérifie avec le reste de la classe si l'objet cité était vraiment sur la vidéo. Par exemple, l'étudiante mentionne un « scalpel », mais les autres protestent et disent qu'il n'y en avait pas dans la bande-annonce. Julia tranche l'argument en disant que les autres ont raison. Deux objets dont les étudiants ignorent le nom en français sont mentionnés. Pour le premier, « visor », l'étudiante décrit ce que c'est et sollicite Julia pour avoir le terme adéquat. Pour le deuxième, « ultrasound », l'étudiante emploie le calque « echography », qui n'existe pas en anglais. Julia comprend et corrige l'étudiante, lui donnant le terme correct. Pour finir, Julia met encore une fois la bande-annonce et l'arrête lorsqu'elle voit un élément qui n'a pas encore été mentionné (ex. « oxygen mask » et « tourniquet »).</p>
4	Travail de compréhension orale à partir de la bande annonce.							Visionnage de la bande-annonce AVEC le son.
4a	Activité 1 : repérage des mots clés	V2 [00 :00- 03 :01]	I+G	Vidéo : bande annonce du film « Code Black »	CO	Lexique	Mat	La consigne était de noter tous les mots clés qu'ils entendaient. Après ce premier visionnage, Julia donne du temps aux étudiants de mettre en commun leurs idées. La consigne était la

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
								suivante : “compare your notes with the people around you.”
4b	Mise en commun de mots repérés	V2 [04 :03-05 :34]	MC		EO			Discussion en classe entière. Les étudiants partagent les mots clés qu’ils ont relevé lors du visionnage. Certains lèvent la main, d’autres non. Voici quelques mots relevés : « chaos », « unity », « pressure », « soul-crushing », « paperwork », « suffering », « ideals », « crisis situation », « help ».
5	Travail de compréhension orale à partir des segments de la transcription de la bande annonce à mettre dans le bon ordre							Consignes et distribution des morceaux de la transcription.
5a	Consignes	V2 [05 :34-09 :13]	E/Con	Vidéo+ Transcription de la vidéo découpée en plusieurs segments	CE	Compréhension orale	Mat	Les étudiants travaillent en groupes de 4. Julia distribue à chaque groupe une copie de la transcription de la bande-annonce découpée en 16 segments qui ont été mélangés. Le but de l’activité était de remettre des segments dans l’ordre en écoutant la bande-annonce une deuxième fois. Julia demande tout d’abord aux étudiants de prendre et de lire 4 segments chacun, afin de prendre connaissance avec le contenu et reconnaître plus facilement les segments lors du visionnage. Elle leur dit de faire de la place dans leurs tables pour reconstituer le texte à partir des morceaux distribués.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
5b	Premier visionnage et travail de reconstitution en groupes	V2 [09 :13-11 :39]	G		CO			Visionnage de la vidéo. Les étudiants écoutent et essaient de remettre les segments du texte dans le bon ordre.
5c	Première vérification de l'enseignante	V2 [11 :39-12 :22]	E					Après ce premier visionnage, Julia fait le tour pour vérifier le travail fait dans les groupes. Elle se rend compte que beaucoup n'ont pas pu compléter la tâche. Elle fait une blague sur le niveau de concentration des étudiants lors du visionnage : « You looked just like those ER doctors ». Les étudiants rigolent.
5d	Deuxième visionnage	V2 [12 :22-14 :45]	G		CO CE			Julia annonce qu'elle va mettre la bande-annonce encore une fois pour qu'ils puissent rajouter les morceaux manquants à leurs textes. Ils écoutent et se concentrent sur leurs transcriptions.
5e	Deuxième vérification	V2 [14 :45-15 :28]	E					Julia fait le tour des tables et annonce l'équipe gagnante : « This team is definitely the winner ! »
6	Travail de contextualisation des segments de la transcription.							Julia donne les consignes pour l'activité suivante. Elle demande tout d'abord aux étudiants de remélanger les segments du texte qu'ils venaient de mettre en ordre. Les étudiants font semblant de se plaindre, pour montrer de façon humoristique qu'ils ont fait un grand
6a	Consignes	V2	E/Con			Savoirs professionnels	Etu	

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
		[15 :28- 17 :25]		Segments de la transcription de la bande annonce				effort pour mettre le texte dans l'ordre et ne voulaient pas détruire le résultat de cet effort. Julia explique que chaque étudiant doit prendre deux segments au hasard et essayer de le contextualiser. « Read and imagine the context. What question was asked? What happened before? Explain the context to your group.»
6b	Discussion en groupes	V2 [17:25- 22:34]	I+G		CE EO		Etu	Les étudiants prennent d'abord une minute pour réfléchir à ce qu'ils vont dire. Ensuite, ils discutent dans leurs groupes. Julia interrompt les discussions pour préciser qu'il faut parler du contexte réel, pas du contexte du film : « Not in the context of the video. In the context of the real situation. »
6c	Fin de l'activité en groupes. Bilan et mise en commun en classe entière.	V2 [22 :34- 26 :20]	MC/Cor Q		EO	Savoirs professionnels	Mat/Etu/Ens	<p>Julia dit aux groupes d'arrêter les discussions et explique qu'ils vont parler de certains segments ensemble. Elle en choisit un au hasard et le lit à voix haute.</p> <p>« OK, what about this one? 'I wanted to have the ability to help somebody who needed it'. What do you think the context of that was? » Elle adresse sa question à la classe entière et regarde de gauche à droite. Une étudiante lève la main et propose son interprétation, que Julia accepte.</p> <p>Elle choisit un deuxième : « People leave because they can't wait anymore. » Un étudiant explique ce qu'il a compris.</p> <p>Le troisième segment pose plus de problèmes pour les étudiants, car ils ne se souvenaient pas du moment où l'un des personnages dit à un</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
								<p>autre : « This isn't very good. What happened ? ». Les étudiants émettent leurs hypothèses. Une suggère qu'il s'agit d'un commentaire sur l'état de santé d'un patient, un autre pense qu'il s'agit d'un commentaire sur la situation aux urgences, peut-être à cause d'un accident de la route, une troisième pense qu'il s'agit des blessures d'un patient. Julia émet des « hmmm » dubitatifs pour montrer qu'elle n'est pas entièrement d'accord avec leurs hypothèses. Au lieu de leur donner la réponse directement, elle remet le segment de la vidéo dans lequel le personnage émet ce commentaire. Les étudiants continuent à essayer de deviner. Un étudiant suggère que le médecin demande au patient ce qui lui est arrivé, mais une autre remarque que le patient ne peut pas parler, car il a un masque d'oxygène sur la bouche. Finalement, un étudiant trouve la bonne réponse : il s'agit d'un commentaire d'un médecin plus expérimenté sur le travail d'un médecin plus jeune, peut-être un interne à la fin de ses études.</p>
6d	Bilan de l'activité et transition vers l'activité suivante.	V2 [26 :09-26 :24]						<p>Bilan de l'activité et transition vers l'activité suivante.</p> <p>« OK, right, so you've seen the trailer, you've listened to the transcript, you've got an idea of what the film is about, ok, emergency situations. Now, we're going to have a look at the characters in the film... »</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
7	Travail sur la description des personnages du film.							
7a	Première activité de lecture et repérage d'indices sur l'apparence physique des personnages	V2 [26 :24-30 :00]	I Avec interventions de E	Biographies des personnages du film	CE	Lexique	Mat	<p>Julia distribue un nouveau photocopié. Elle explique qu'il contient les « biographies » des personnages du film. Elle demande aux étudiants de lire les textes et des souligner des indices sur l'apparence physique des personnages. « Underline clues to the appearance of the characters. »</p> <p>Les étudiants lisent et soulignent des éléments dans les textes. Julia fait le tour des tables et ramasse les papiers de l'activité précédente tout en écoutant ce que les étudiants disent. Une étudiante trouve un indice (inaudible dans la vidéo) et partage l'information avec sa voisine. Julia commente pour toute la classe : « Good. Clues about age. Man or woman ? ». Elle répond également à une question sur un mot dans le texte (« alumnus ») qu'une étudiante ne connaissait pas.</p>
7b	Consignes pour activité de description des personnages au téléphone	V3 [00 :00-02 :26]	E					<p>Julia explique les consignes pour l'activité suivante. Les étudiants doivent travailler en groupes de trois ou quatre. Elle projette sur l'écran des photos numérotées 1-8. Il s'agit des personnages du documentaire. Elle explique qu'elle a affiché dans le couloir ces mêmes photos avec les noms des personnages. Une personne de chaque groupe devait sortir dans le couloir avec son téléphone portable afin de décrire les personnages aux autres membres de</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
								<p>son équipe, pour qu'ils puissent à leur tour fournir le nom des personnages sur les photos numérotées.</p> <p>Julia précise que celui qui reçoit l'appel de son/sa camarade, doit mettre l'appel en haut-parleur pour que les autres puissent entendre (et pour que Julia puisse vérifier que les conversations téléphoniques se font en anglais).</p>
7c	Déroulement de l'activité.	V3 [02 :26-09 :02]	G/DI	<p>Photos des personnages projetées au tableau+</p> <p>Photos affichées dans le couloir avec les noms des personnages</p>	EO	Lexique de la description physique	Mat	<p>Les étudiants choisissent un membre de leur équipe pour aller dans le couloir. L'activité commence. Ceux qui sont restés dans la salle écoutent les descriptions et posent des questions pour essayer de trouver les noms des personnages. Une fois les huit personnages identifiés, les étudiants reviennent dans la salle. La première équipe à avoir trouvé tous les noms est désignée par Julia comme « l'équipe gagnante ».</p>
8	Travail de compréhension écrite sur le synopsis du film.							
8a	Consignes	V3 [09 :02-12 :06]	E/Con	Synopsis du film avec des mots effacés (textes A, B, C avec mots manquants différents)	CO	Grammatical	Mat	<p>Consignes pour l'activité.</p> <p>Julia divise la classe en trois : les groupes A, B et C. Chaque groupe reçoit le texte du synopsis du film dans lequel certains mots ont été effacés. Pour chaque groupe, les mots effacés sont différents (« same text, different blanks »). Leur première tâche consiste à essayer de deviner, en</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
								fonction du co-texte, la catégorie grammaticale de chaque mot manquant.
8b		V3 [12 :06- 16 :05]	G		CO		Mat/Etu	Travail en petits groupes.
8c	Consignes pour la deuxième partie de l'activité.	V3 [16 :05- 17 :47]	E/Con		EO	Lexique Grammatical	Mat/Etu	Julia demande aux étudiants de se lever et de former des groupes de trois, chacun avec un texte différent (A, B et C). Chaque étudiant doit essayer de compléter son texte à l'aide des indices qui seront donnés par les autres membres du groupe. Au lieu de donner directement le mot manquant, les étudiants doivent essayer de donner des définitions, des synonymes, des indices pour aider les autres à trouver.
8d	Déroulement de l'activité	V3 [17 :47- 29 :33]	G/DI		EO			Travail en groupes de trois.
9	Travail sur le « signposting » pour leurs exposés (mots de liaison pour structurer une présentation orale)							
9a	Consignes	V4 [00 :00- 02 :45]	E/Con	Diaporama avec tableau avec liste de fonctions dans l'organisation d'une		Discursif	Ens	Les étudiants reviennent de la pause et Julia explique ce que va se passer pendant la dernière heure de cours. Elle rappelle aux étudiants qu'ils devaient préparer l'introduction de leurs exposés à la maison et l'apporter ce jour-là. Elle indique que l'activité qui va suivre va les aider

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
				présentation orale				à mieux structurer leurs introductions et leurs présentations orales. Sur son diaporama, se trouve une liste de fonctions (« starting out, transitions, giving examples, contrasting or comparing, referring to visuals, concluding ») et Julia demande aux étudiants de réfléchir à des expressions et des mots de liaison correspondant à chacun des fonctions.
9b	Réflexion et constitution des listes	V4 [02 :45- 07 :42]	G/Réf		EO		Etu	Les étudiants réfléchissent en petits groupes.
9c	Expressions à proscrire	V4 [07 :42- 11 :00]	E/TS	Diapositive avec expressions qui ne sont pas utilisés en anglais		Discursif	Ens	Julia ne leur demande pas de dire les expressions qu'ils ont trouvé. Elle leur montre une diapositive avec des expressions qui sont souvent mal employées par des étudiants français ou qui sont le calque des expressions en français, pas correctes en anglais. Elle leur dit de prendre note, car il faut les proscrire des exposés. (un exemple serait le calque « on one side, on the other side »).
9d	Activité de catégorisation des expressions	V4 [11 :00- 19 :32]	G	Cartes avec différentes expressions/mots de liason à catégoriser selon les fonctions		Discursif	Mat	Les étudiants travaillent en groupes de quatre. Julia distribue des cartes avec des expressions et des mots de liaison à chaque groupe. L'activité consiste à organiser les cartes selon leur fonction.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
				évoquées plus haut				
9c	Mise en commun	V4 [19 :32- 20 :17]	MC	Diaporama avec les expressions classées par fonction		Discursif	Ens	A la fin de l'activité, Julia montre une dispositive avec les réponses à l'exercice.
10	Préparation des introductions de leurs présentations orales (évaluation finale)							
	Travail en binôme sur leurs présentations orales (rédaction de leur introduction)	V4 [20 :17- fin de la vidéo]	B	Prise de notes + Diaporama avec les expressions de « signposting »		Discursif Expression écrite Savoirs disciplinaires (sur lesquels portent les présentations)	Etu	Les étudiants travaillent avec leur binôme sur l'introduction de leur exposé (rédigé à la maison). Julia leur demande d'inclure au moins quatre expressions de « signposting » dans leurs introductions. De plus, elle leur demande de s'entraîner à lire leurs introductions en se concentrant sur la prononciation et l'intonation.
11	Mini présentations orales en groupes (entraînement à l'évaluation finale)							
11a	Consignes pour la suite de l'activité	V5 [00 :00- 02 :24]	E		EO		Etu	Julia fait de nouveaux groupes avec deux pairs de binômes. Chaque pair devra présenter leur introduction aux autres, tandis que ces derniers prennent des notes. Julia demande aux étudiants qui écoutent les présentations de noter les points positifs ainsi que les points d'amélioration possible. Ils doivent aussi poser des questions pour s'entraîner pour le jour des présentations finales.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir ou compétence mobilisé	Source du savoir	Description
11b	Entraînement pour les présentations orales	V5 [02 :24- fin du cours]	G	Notes des étudiants	EO CO			Pendant que les étudiants présentent leurs introductions, Julia fait le tour, écoute, et parfois donne du feedback aux étudiants. A la fin du cours, elle informe les étudiants qu'elle a mis sur moodle une liste des stratégies à prendre en compte pour améliorer leurs exposés.

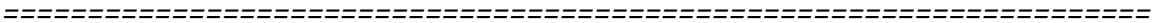
5. Supports cours Julia 21 mars 2016 : segments bande-annonce (activités 5 et 6)

<ul style="list-style-type: none">• 21-year-old male, multiple gunshot wounds, and lacerations. Is that correct?
<ul style="list-style-type: none">• Does he have a pulse?
<ul style="list-style-type: none">• If you're an outsider, this looks like total chaos
<ul style="list-style-type: none">• But if I see unity in that chaos, there's a team here coming together to save someone's life.
<ul style="list-style-type: none">• We're starting our senior year as ER doctors.
<ul style="list-style-type: none">• I had heard this was a very difficult place to train.
<ul style="list-style-type: none">• It's one of the most challenging places to work.
<ul style="list-style-type: none">• The gap between thinking and acting is minimal.
<ul style="list-style-type: none">• There is so little tolerance for mistakes
<ul style="list-style-type: none">• This isn't very good. What happened?
<ul style="list-style-type: none">• During Code Black, it feels like the place is going to blow up at the seams.
<ul style="list-style-type: none">• I knew that being a doctor anywhere else was not going to cut it.
<ul style="list-style-type: none">• End of the line, life had to mean something
<ul style="list-style-type: none">• My dad was diagnosed with Alzheimer's.
<ul style="list-style-type: none">• I wanted to have the ability to help somebody who needed it
<ul style="list-style-type: none">• It scares the hell out of you and it makes you have to work hard and there's no excuse.
<ul style="list-style-type: none">• Part of what we're trying to figure out is who we are.

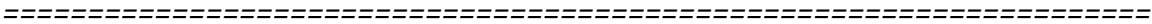
<ul style="list-style-type: none"> • The people in the emergency room were just different.
<ul style="list-style-type: none"> • I really don't work out that much.
<ul style="list-style-type: none"> • You're seeing people usually on the worst day of their life.
<ul style="list-style-type: none"> • Helping them cope with that moment, I don't expect that to ever get easy.
<ul style="list-style-type: none"> • Really it's just about doing the right thing for somebody.
<ul style="list-style-type: none"> • When we started this, it seemed so simple. We were going to help people, but as doctor, the system is sometimes bigger than you.
<ul style="list-style-type: none"> • It becomes this bucket of paperwork of saving someone's life
<ul style="list-style-type: none"> • You work so hard, and all it takes is one thing to kind of topple it all down.
<ul style="list-style-type: none"> • You have to ask yourself, how do I protect the ideals I came here for?
<ul style="list-style-type: none"> • The crushing regulations on hospitals, they're tying your hands.
<ul style="list-style-type: none"> • People that need help are turned away.
<ul style="list-style-type: none"> • It's heart-breaking, soul-crushing actually.
<ul style="list-style-type: none"> • People leave because they can't wait any more
<ul style="list-style-type: none"> • The doctors of this hospital believe we can do better.
<ul style="list-style-type: none"> • When someone is suffering, what are you gonna do?
<ul style="list-style-type: none"> • It's about these moments that are big, that are larger than life.
<ul style="list-style-type: none"> • You're in a crisis situation.
<ul style="list-style-type: none"> • I think those are pretty high stakes.

6. Supports cours Julia 21 mars 2016 : synopsis du film (activité 8)

A In his _____ and thought-provoking filmmaking debut, _____ Ryan McGarry gives us unprecedented access to America’s busiest Emergency Department. Amidst real life-and-death _____, McGarry follows a dedicated team of charismatic, young doctors-in-training as they wrestle _____ with both their ideals and with the realities of saving lives in a complex and overburdened _____. Their training ground and source of inspiration is “C-Booth,” Los Angeles County Hospital’s _____ trauma bay, the birthplace of Emergency Medicine, where “more people have _____ and more people have been saved than in any other square footage in the United States.” CODE BLACK offers a tense, _____-eye view, right into the heart of the healthcare debate – bringing _____ face to face with America’s only 24/7 safety _____.



B In his vivid and thought-_____ filmmaking debut, physician Ryan McGarry gives us unprecedented _____ to America’s busiest Emergency _____. Amidst real life-and-_____ situations, McGarry follows a dedicated team of _____, young doctors-in-training as they wrestle openly with both their ideals and with the realities of saving _____ in a complex and overburdened system. Their training ground and _____ of inspiration is “C-Booth,” Los Angeles County Hospital’s legendary _____ bay, the birthplace of _____ Medicine, where “more people have died and more people have been saved than in any other _____ footage in the United States.” CODE BLACK offers a tense, doctor’s-eye view, right into the heart of the _____ debate – bringing us face to face with America’s only 24/7 safety net.



C In his vivid and _____-provoking filmmaking debut, physician Ryan McGarry gives us unprecedented access to _____ busiest Emergency Department. Amidst real _____-and-death situations, McGarry follows a dedicated team of charismatic, young doctors-in-_____ as they wrestle openly with both their ideals and with the _____ of saving lives in a complex and overburdened system. Their training ground and source of inspiration is “C-Booth,” Los Angeles _____ Hospital’s legendary trauma bay, the _____ of Emergency Medicine, where “more people have died and more people have been _____ than in any other square footage in the United States.” CODE BLACK offers a _____, doctor’s-eye view, right into the heart of the healthcare debate – _____ us face to face with America’s only 24/7 safety net.

7. ESD avec Julia 10 mars 2016

Ana: Okay so I just, I just want to start with more like general questions

Julia: Sure uh huh

Ana: like to get to know you better and then we'll go narrowing it down to the one class that I filmed

Julia: Okay, yeah

Ana: So, let's pretend that we don't know each other (*laughing together*) and let's also pretend that I'm not a teacher because the thing is that...you're going to assume that things are obvious for me when + *I want you state the obvious for me*

Julia: *yeah yeah Okay, okay, okay*

Ana: Ahm, so we've just met and I ask you: so Julia what do you do?

Julia: I'm a teacher, I'm an ESP teacher, I teach English for specific purposes I'm a PRAG d'anglais at the University of X at the X which is the language department and we work with students that are studying ahh health sciences and life sciences, I'm sorry health sciences and humanities I suppose ++ sociology, psychology, anthropology and what's the other one, ahh education and sports yeah and I work with students from L1s at bachelor's level to master's level and sometimes I do things in ah formation continue as well, so teacher training.

Ana: Okay. So lots of new words for me here (*Laughing together*) What is ESP?

Julia: ESP English for Specific Purposes++ the way I understand it is that you're teaching ah students English for a particular purpose + (*chuckle*) As the name, as it says on the box ah so for example if I'm teaching students in Biology I'm teaching them English for their field. So, it's not going to be literature, it's going to be

Ana: Hmm

Julia: English that would be useful for them, the English that they will need as scientists, as biologists, in the same way, if I teach dentists, it's English for the purpose of being a dentist so, I we'll do+ read about dentistry topics and discuss dentistry topics ahm give them the language that they need to, to function as a dentist.

Ana: Hmm. And what would you say is the level of the students that you teach?

Julia: Average (*laugh*) I mean across the board I think it's + it depends a bit on the, on the, on the subjects the students are studying, I mean you see different profiles between different students. Medical students, for example, I find these I find there's often some very good students and L1 biology students that I've taught generally their level is maybe below average, but ahm I'd say though I'd say the general level of students is satisfactory. Generally, the students don't meet the objective at the end of their the end...the objective for the end of high school is a B2 level in English and generally they don't meet that ahm but I think it's an ambitious objective, I think it's good to have an ambitious objective

Ana: uh huh

Julia: ahm,+ but they generally don't meet that, it tends to be you know, students that have experience with going abroad or come + very good students across the board that meet that objective, yeah. So I'd say the general level of the student is, is average I mean French students always say oh we're really bad at English

Ana: Hmm

Julia: It's just average, average to quite good really, because I mean if I have to compare with students in the UK I mean with their level of French I would say that was below average so yeah.

Ana: Right

Julia: Hmm

Ana: And you said you were a PRAG

Julia: Ah ha, yeah.

Ana: What is that?

Julia: Professeur agrégée so that's ah in France, do you want to know about this, about the concours, it's a system of competitive exams to do teaching and the aggregation is the higher level competitive exam. There are two competitive exams, the aggregation and the CAPES, the CAPES is the higher level competitive exam, which is a teacher recruitment exam ahm but doesn't, as far as I'm concerned doesn't really recruit on the skills you need as a teacher and the skills that ESP teachers need there's nothing in the concours that could detect your potential as an ESP teacher I don't think.

Ana: ok, so when you were preparing for this concours, and when ahh did you receive any kind of training afterwards?

Julia: Ahm, so once I took the concours and I was accepted you do one year teacher training, but that's teacher training for the secondary school system

Ana: Uh huh. So you went to the IUFM then

Julia: +ahm+ and I mean it was, it was yeah for the secondary school system, but I mean I think what + the things that we learn there apply to teaching English for specific, specific purposes, because when you, I mean, when you teach in the secondary school system you have to *adapt* your teaching for the students, you have to adapt the English that you teach to the needs and likes of the students uhm and I think you know ESP is just taking that to another level you know adapting our teaching to the specific fields of study of the students, but still adapting to their *needs* at their level of study, you know if they're L1, their needs are going to be different from the needs of the M2 students, masters students. Yeah, I did one year's training and I did uh find that really helpful, I did find it helpful it was a very stressful year, but I did find it helpful because you were put in really difficult situations, like really sub-optimal situations...

Ana: Hmm

Julia: I mean the conditions that I teach in today are a lot more comfortable and the students are very willing to do the activities that I give them and but ahm in the secondary school system you have to do a lot of a crowd control and then a lot of other things that ahm in order to make your teaching effective you have to ++ really have the framework set up really tightly and if you say one wrong thing and the class just goes

Ana: Hmm

Julia: just completely awry and you

Ana: So you worked ahh

Julia: *I worked ah*, I worked ah yes I worked at a high school, in a lycée I had 2 classes in seconde, two classes of about 36 students I think it was in each class, I think I saw them three times a week or four times a week, hour classes and it was quite different to the setup I'm teaching now and then, after, after that, that was my trainee year I got a job working in classes préparatoire and I worked there for two years and classe préparatoire is VERY different as well to classes de seconde, because the students are selected, they're motivated, but I was working in the classe préparatoire in Périgueux, so uhm quite a small classe préparatoire and not one of the most selective classe préparatoire

Ana: Were you preparing them for the ENS?

Julia: Well I was preparing, I was, I only did hypokhagne which is the first year so you're not really I mean it is in view of them taking the concours, but ahm in the *instructions officielles* it's not preparing, I mean, that's not what the *instructions officielles* say preparing them for the specific

Ana: Hmm

Julia: for the concours, you're supposed to give them a wide range of skills and ah I can't remember what the *instructions officielles* said but ahm yeah you do activities like translation, give them, increase their culture of anglophone literature, anglophone civilization and I think I remember it being worded an extension of the, of the spirit of how things are done in lycée, it's an extension, une prolongation, something like that

Ana: uh hum uh hum. So it was completely different to what you are doing now?

Julia: Yeah, yeah, yeah. Completely different. A completely different mindset, I would say as well, because I was thinking + maybe, I've been teaching here as titulaire since 2010, maybe if I went BACK into prépa now, I would do things completely differently ahm yeah.

Ana: How?

Julia: Ahm ahh the way that I taught, I mean, when I did my training, I had worked here before as a lectrice, so I had seen some communicative approach already, then when I did my training in the secondary school system I realized all the difficulties and couldn't teach the way that I had been teaching here in the secondary school system so I probably modified my teaching there and in prépa teaching is very sitting down, you know, students sitting down all the time, not much movement. I did you know get them to work in groups or I got them I got them to work in on Jigsaw reading

Ana: Hmm

Julia: they always tended not very ++ it was not very communicative I felt it was always very I mean (*sigh*) high almost high browed you'd have for example two newspaper articles, two opinion articles and you know one half of the room would study one newspaper article and then the other half of the room would study another newspaper article and, at the end, they would have to expose or present the, the opinion of the, of the writer to the other half which tended to+ yeah it wasn't a very dynamic I felt, it was very sort of long and slow, and yeah, other things were different, lack of dynamism I felt in the classes, I probably could have done things differently maybe now I would ahm

Ana: Do you think that's, that's related to the material you had to teach or...?

Julia: Maybe, yeah, the material that I had to teach and the end objective knowing that they were taking that concours, and there's a lot more critical thinking you know in prépa

Ana: Hmm, hmm

Julia: ahm which sometimes is ahm a barrier towards free discussion 'cause ahm yeah

Ana: What do you mean?

Julia: (*sigh*) because sometimes it's tricky issues with things that they cannot like they didn't have the words to express what they were thinking so, if you can discuss easy things first, then you they can discuss it more but yeah+ yeah. For example, they used to have to write essays, literature essays...

Ana: Hmm

Julia: which is quite + you know ambitious at the level I would say the level + retrospectively I'd say that general level was a B1...

Ana: Okay

Julia: so having to B1 there were probably A2s in the mix and then you know a minority of B2s and maybe a minority of C1s as well. Don't know if they would have been any C1s, uhm so yeah quite ambitious for that type of students to write a literature essay ahm + and yeah writing a literature essay is very different to the type of things that we do in biology or medicine for example

Ana: Hmm

Julia: and yes it is more sort of a rhetorical exercise as well. So yeah, yeah it was very different teaching in prépa very different and then there was, I was teaching, I was teaching on my own and it was me with my materials

Ana: Hmm

Julia: in front of my class there was only one class to teach, there was only one class to teach I would, there was no links with other teachers

Ana: Hmm

Julia: I only taught one group, there was no link to any other teachers. It was really me, me faced with my materials and you can sort of easily get into a rut when you do (*interruption du gardien*) ah what was I saying?...

Ana: So yeah the whole atmosphere

Julia: everything was different yeah, yeah the atmosphere was diff+ yeah the working conditions were different, very rarely did I discuss my practices with other teachers for example

Ana: uhuh

Julia: very rarely. I had a friend that she worked in Sciences Po, she's a PRAG now, and then it was her very first year in Sciences Po, she had already taught there a lot, she had been a trainee teacher with me, she was the person I exchanged the most with via email

Ana: Hmm, Hmm

Julia: we'd exchange resources

Ana: But did you have you know colleagues that were also English teachers in your prépa

Julia: No, + I was the only English teacher teaching in my level and then there was another teacher

teaching in ah khagne who I saw very irregularly ahm and I wouldn't say ++ we never discussed teaching practices, it was, we discussed maybe resources and yeah but never actually you know what happens in the classroom

Ana: Right

Julia: and think, I think that's what we need to do as teachers discuss what we do in the classroom and like what techniques we found for doing things even if it's informally, but yeah we never discussed yeah teaching practices, it was more about ah it was more about attainment as well you know ahm students' grades that they had gotten on tests and things like that and yeah, but ++ teaching practice wasn't really

Ana: well that's like the concours mentality, *just focusing on*

Julia: *Focusing on results* and not really on what we, as teachers, were doing in the classroom, yeah.

Ana: And so how did you know what to teach?

Julia: How did I know what to teach (*sigh*) oh gosh yeah. I went to + first of all I went to see the instructions officielles because in the secondary school and the classe prépa there are instructions officielles

Ana: Hmm

Julia: what you should be doing so I went to have a look at that. I had a sort of general idea of what people that been through prépa told me and then I, I, I modeled it, I took a lot from the experience that I'd had preparing the CAPES and the agrégation and I saw, you know, the types of cultural topics that interested university teachers and the literature that we'd done as well so I kind of modeled it a bit on that. For example in the CAPES there's a there used to be, I don't know if that still exists, there used to be, one of the exams you'd get, given a dossier of cultural articles, one is a literature document another is a civilization document

Ana: Hmm, Hmm

Julia: and another is an image. So my civilization class in hypokhagne, I kind of modeled it a bit on that set up and I did that as a jigsaw activity that I would give one group ahm one group a literature text, one group a civilization text, it might be a newspaper article or a more historical article, document and then, and another group a set of images and they'd have to read it and prepare to present it to other students in the class so then at the end it's three groups presenting what they'd studied and then group discussion try to find the link between the, the three, the three sources and yeah I kind of modeled it on that, and then oh I used to have to teach translation so I was teaching version and thème

Ana: hmm

Julia: Thème was ok, theme is French into English and version is English into French and as a non-native speaker I felt completely out of my depth with that, so what I would do, I would take there are text books, and I would take, I would take version, so texts in English to translate into French, I would take them from text books

Ana: Hmmm

Julia: and there would always be a key, so when I marked the, when I marked the students' translation and gave them back we would discuss their translations, so I felt that I was quite good at recognizing what was a good translation from the students and what was a bad translation. I was good at recognizing what was awkward and what wasn't awkward and, but I wasn't necessarily in the best place to give them, the best translations, so often I would take you know the best translation from what a student had given

me, or say to them, you know, this is what I've found in the, in the key and I would be open about it, saying this is what I found in the key and sometimes I would take, sometimes I would take things that I had done myself at the undergraduate level as well, I'd take translation texts I'd done myself at undergraduate level and that the teacher had given us a, a key and we would work through them in class ahm yeah, yeah, yeah, so that would and then from the resources for the other classes, for literature and civilization (*sigh*) what did I do in literature I think in literature we had to, we studied a novel throughout the year

Ana: Hmm

Julia: ahm

Ana: Did you get to pick which one or...?

Julia: Yeah, yeah I got to pick which one and I was supposed to xxxx to pick a novel that I'd studied for the CAPES or the agrégation and in the end I picked a novel that I read the summer before (inaudible) and we did that with them ahm and then sometimes it was extracts of literature ahm and sometimes I'd go to sort of textbook collections and pick things out. Sometimes I'd take extracts from books that I've read yeah, and then, the press for example for civilization I mean I'd keep a breadth of the press and, you know do things that interested me basically, that I could find links with other things we had done in class, but yeah, yeah I mean I was making up all my, all my material and trying to be as resourceful as possible (*chuckle*) 16:41

Ana: Hmm

Julia: Yeah

Ana: And do you remember how you felt when you were working there?

Julia: Hmm I mean it was a difficult time in my life (laughing together) because I had to work in Périgueux so I had to catch the train to go there, which was a big chore, it was 2 hours door to door. The first year that I was working there I was pregnant, by the end of it I was heavily pregnant the second year I was working there I had a new born baby and I wasn't sleeping (*chuckle*)

Ana: Ahhh

Julia: so it was difficult (*chuckling*) so I mean I have the feeling that it was always like always like a rush that I'd race into class race out and I used to have in every spare hour that I had, I had to do like photocopies, we'd do these khôlles like one to one ah he students where they present the text and you give them a mark for it, xxxx my time was just like everything was squeezed into the time available, in the second year when I had a new born baby I would have like a window of like half an hour to go to the nurses' room to pump my milk things like that (*chuckle*)

Ana: Hmm

Julia: everything was like a race so it wasn't like ah, it wasn't (....) yeah, yeah. Everything was a race in fact I felt that there wasn't enough time towhen I was actually there you know (mumbling) have much time to think and rethink things and so also the working conditions weren't very nice at the time xxxx the lycée was going through building works the staff room was in a porta-cabin ahm you didn't have, you didn't have your own computer you could work on so you'd go to the staff room they have 4 computers if there's a teacher working there, you have to wait your turn so I had to do all my preparation at home, that's another thing that bothered me, I had to do my preparation at home and I felt you know when you do preparation at work and you've got another teacher in your office you tend to discuss things more so yeah, so yeah, yeah. I mean, also, in front of the class, how did I feel in front of the class, often I didn't feel...you know I felt that they enjoyed the classes, but I felt that more so teacher talk 18:36

Ana: Hmm

Julia: ahm than I would do now, they seem to be happy with the classes although I never did any student evaluations to see whether they were and they seemed to do their homework yeah. Yeah I remember thinking that, that there was a lot more teacher talk and sometimes I don't really like doing that, expounding on a you know literature text and lecturing, lecturing I suppose yeah, I didn't, I didn't feel happy lecturing, it didn't come naturally, if there were like points in the class when I felt like I should lecture, that's the way, that's the way I felt I *should* do it, for example when I was studying English literature at, at the university the teachers would lecture and they would lecture in you know what they, the things that they'd identified in the passage, it would be a lecture, so I felt that you know when once the students had done their work that I would have to lecture them and give them the you know what I thought they should have done (*chuckle*)

Ana: Hmm

Julia: Yeah I try to eliminate as much as possible I'm not comfortable doing that, really I'm not comfortable lecturing ahm yeah...

Ana: Why not?

Julia: I'm not comfortable finding my words first off ahm I'm not + I wouldn't say that I'm a confident public speaker I can't just ad lib eloquently on a subject, I'm not comfortable reading in front of the class although that's what a lot of lecturers do in the university, but I'm not comfortable reading in front of the class, maybe I'd prepare, maybe I'd write out you know, what I planned to say, but then it's not like a presentation or a talk or anything so I hadn't like learnt it all by heart and learn you know so I could move away from the script, so then yeah when I came to being in front of the class of I would say everything I had planned to say or ahm yeah, now I just, I wasn't very...yeah. I think this it's the public speaking element to it and yeah

Ana: hmhm

Julia: I'm not very comfortable ad libbing and yeah and you know yeah expanding my ideas on a subject even though it was in English, in French it would have been even worse than in English, but still I'm not very comfortable doing that

Ana: Hmm

Julia: Yeah

Ana: And when you did your training at the IUFM it's not something that....

Julia: Yeah it was something that we had to do.... at the training at the IUFM? Well lecturing wasn't a part of it, no I mean that yeah lecturing definitely wasn't, wasn't part of, of teaching in 21:45

Ana: Hmm

Julia: it was yeah never like + here's the teacher, the correction, no, none of that was a part of it. I was also reproducing I think + things that I'd seen in the university teaching because classe prépa is supérieur, you know, higher education so yeah you know I think I was aiming to reproduce things that I'd seen in university, but also mixing in with things that I had learned for example Jigsaw reading activities at the IUFM

Ana: Hmm

Julia: so yeah..

Ana: Okay. Ahm could you tell me yeah about what you studied ahm + How did you....?

Julia: How did I like + come in to teaching?

Ana: Yeah

Julia: Well I studied French and Spanish undergraduate level at the University of Oxford; it was *highly* based on literature

Ana: Hmm

Julia: so I studied, I studied literature, just literature and translation...

Ana: Okay

Julia: that was it, that was my + I mean + I worked very, very hard *lots* of literature, lots of translation, but nothing like, nothing like I said, what if you're a student in English would study at a French university and nothing like what my students do now yeah, the students I have in biology for example they don't do the same things

Ana: Hmm

Julia: I did at university yeah. And it was a very different format as well. I mean I had...it was lectures at the beginning of the year we'd have ah the lecture program would be published, you'd pick the lectures that you wanted to go to, go to as many lectures as you want. There wasn't a lecture course associated with the exams, I think the American universities often the lecture courses are associated with the exam,

Ana: Hmm

Julia: it wasn't like that at all ahm different ahm lecturers would lecture on their specialist field and then you'd studying literature, you'd study certain periods and it was more like free for you to choose you know which authors you wanted to study....

Ana: Okay

Julia: so you'd pick and choose your lecture program according to what authors you were studying ahm and yeah each course of lectures probably lasted 8 weeks yeah, a course of lecture was 8 weeks and it wasn't associated with any exam at the end of it either.

Ana: So how were you....?

Julia: How were we evaluated? Ahm so in the first, we were evaluated all the time because...evaluated all the time, but it didn't count toward the final grade...

Ana: Hmm

Julia: that's the big difference with France that ahm *every week* I had to write an essay..

Ana: Wow!

Julia: in each subject, so every week I had to write an essay in French and an essay in Spanish...

Ana: Hmm

Julia: I'd have one translation to do either into one or two because I was doing two languages so one translation either into the foreign language...

Ana: Hmm

Julia: or into English and then we'd have tutorials so for each of those things I'd have a tutorial I'd have a tutorial one hour tutorial with the French lecturer, one hour tutorial with the Spanish lecturer, one hour tutorial, translation tutorial in each subject...

Ana: Hmm

Julia: .and every other week it would, it was a different translation yeah either into English or into the foreign language. So you'd write an essay before the class you'd have to + I think you + I can't remember what we did yeah write an essay, so the tutorial was two students, two students in the tutorial and every other week either you would post your essay to the tutor before the class and you'd read it before the class or it would be your turn to read your essay at the beginning of the tutorial

Ana: In front of everyone?

Julia: In front of the other student

Ana: Hmm

Julia: the student and the other tutor and then there would be a discussion for an hour based on what we'd said and what the other students had written in their essay and then you would get ahm your essay back, you turned your essay in at the end, the teacher would return it and ...some teachers would give a grade, some teachers would give lots of feedback, yeah I remember that some teachers would always give grade yeah and it was graded in the first, it was graded out of ten, I remember that I would get 3 out of 10 for like so long for ages (*chuckle*) 3 out of 10 ...the pass mark at first it was, was it 5, no it was 3 out of 10 the pass mark anyway (*chuckle*) and then like a good mark would be 6 out of 10..

Ana: Okay

Julia: so yeah, yeah ahm so some teachers would give marks, some teachers wouldn't they would just give feedback. Same for translation, some teachers would give marks, some teachers wouldn't, ahm but yeah you were graded you could keep tabs on your progress, but it wasn't ahm it didn't could towards your final grade which is something that I find very, very difficult when I came to France when you give students, something that's got a grade on it, they ask oh c'est note? it was like well yeah but might not counted towards the final mark it's just that they know to situate themselves, but yeah as soon as you got marked on something in France it has to be quantified and get factored in to the final marks, but yeah that's something I find difficult when it's not something +We were evaluated, we had exams....

Ana: Hmm

Julia:at the end of ah at the end of the first year we had a set of exams, prelims they were called, so we had lots of exams and then you got marks in individual subjects ahm you pass or fail the year everyone passed the year ahm because students were already selected you see and then it was just a case of how well you pass the year, and then we did have a final exams in second year and we had final exams in third year at the end xxxx big, big sets of exams that covered everything that you'd seen in year two and year three and then, I'm now just thinking we did other exams as well at the beginning of each term we would have a set of exams called collections that you would go...so, so before term started you'd

have a week of collections they were called collections and you'd take exams on the things you'd seen in the semester before and then you'd get feedback from your, from your tutors

Ana: Hmm

Julia: but that didn't count

Ana: It didn't count?

Julia: didn't count towards the final exams, no. I mean I was thinking would it have counted anyway? I mean, it would have counted in my second year I got a, a bourse, a grant it was called an exhibition xx grant or something like that and it was based I suppose on the teacher who had put me forward based on my performance....

Ana: Hmm

Julia: I suppose they you know evaluated my performance and my performance in tutorials and my performance in other exams, I presume, but you know, so yeah but I mean it counted for that, it was a monetary grant, it was a yeah, it didn't lead to anything else ahm yes so they did keep tabs on our progress we used to get reports of, yeah we used to get reports at the end of each semester. All the teachers that had seen us would send a report in to our main tutor...

Ana: Hmm

Julia: and we'd have an appointment with our main tutor who would read out all the reports

Ana: Wow!

Julia: to us and talk about it with us yeah.

Ana: It sound like it's very personalized.

Julia: Yeah, yeah, yeah, very because I mean it's Oxford university.....*(chuckle)* they've got a lot of money and that's since you're selected ahm at the time tuition fees had just come in, but now there are a lot more what I paid for, for my education...

Ana: Hmm

Julia: ahm but yeah, yeah, yeah that's the, that's I mean that is unique I think in the UK as well, I don't know what most university experiences are like 28:43 in Cambridge it's the same thing, but I don't know what other universities are like in the UK

Ana: Hmm, Hmm

Julia: so, my university experience is probably very different to other UK students and very different to

Ana: Yeah

Julia: hugely different to French students'.

Ana: Hmm

Julia: Yeah

Ana: And it sounds like you were given a lot of autonomy and...

Julia: Yeah, it was, it was YOU were doing the work it was really students doing the work, and I wouldn't say that the teachers really taught I mean there was none of like engineering a class and getting students to interact or anything like that. It was, it was really kind of lessons from the learners, that you would go with something to the class and the teacher, I mean, they were so intelligent and so experts in their field that they could always push you further and I remember thinking retrospectively that sometimes the tutor had engineered the discussion to get me to see a particular, have a particular epiphany at the end

Ana: *(laughing)*

Julia: of the tutorial. He must have, they must have done that in every tutorial every student had been through the same essay questions so yeah....

Ana: Okay. But you didn't have like proper *well*

Julia: *Classes*

Ana: *like language classes*

Julia: *No*

Ana: *like what we*

Julia: *No, no, no. No.* The language classes came out of the translation classes...

Ana: Hmm

Julia: ...so ahm for example English....and French

Ana: But the students that were there already knew how to speak Spanish and French?

Julia: We had to read at a good level....

Ana: you weren't beginners

Julia: Yeah, we weren't beginners, no, no, no we weren't beginners we had a good level, and I was just thinking, in the translation classes there were more more of us ahm probably about five I think....

Ana: Hmm

Julia: probably about five students yeah so *(chuckle)* yeah

Ana: Wow!

Julia: Yeah and that was the same, you had to do your translation BEFORE the class + I don't know two days before the class, you'd get to the class the teacher would pick at all the translations, give them back to you, she'd scrawled all over them, given you a mark and then she would go through the text line by line and what had students said for this text, she found one student had said this, why is that wrong went through all little grammar, the recipes why that was ah you couldn't say that in that situation she gave us the grammar rules of thumb that...I really, remember to this day 30:43 little anecdotes and then things that were good, that came from the students, she'd go to those she would never sort of like project like this is what you should have written...

Ana: Hmm

Julia: ...she would always suggest you could have written this, so I, I, I remember squalling in between the lines on my translation, I remember also writing in between the lines what she'd said ah but she never sort of wrote it on the the board she said it at her desk while I was sitting there, I mean the tutorials I'm talking about they took place in an office so in a, in a, in the lecturer's private apartment in the college so it wasn't...there was no blackboard for the teacher to write on, so yeah. Yes she'd never write anything I was thinking my French tutor would never write anything down, we'd have to ask her how do you spell that...

Ana: Hmm

Julia: ...and she 'd say you know And she would t...she was French, but that teacher for example I remember really well Renée, she was called, Renée Bruce or Renée Williams, she was French but she used to talk in English all the time, and explain the grammar, she would explain that in English

Ana: Hmm

Julia: 32:02 And that's another thing I should, should ADD (*chuckle*) that I had completely forgotten + that we NEVER spoke French, we NEVER spoke Spanish in class, EVER so that's another really important thing I had almost forgotten that lectures, if it was a lecture on Racine for example, the lecture was in English, our essay, all our essays, we wrote them in English. I think there was ONE paper in the final exams we had to write an essay in a foreign language

Ana: Hmm

Julia: It was a culture essay, like a big "culture générale" type essay, but that was really just...

Ana: That was at the very end of...

Julia: That was at the very end and that was ONE paper among zillions of other papers xxx

Ana: 32:24 Hmmm

Julia: xxxx it didn't have really xxx big value, big yeah, it wasn't given a lot of worth that paper+ I remember+ and also you could choose to do it in one language and not the other like I chose Spanish no did I choose Spanish? No, I chose French, I chose French yes so xxxx Spanish and I didn't have any classes for that paper I remember writing a few essays for my personal tutor she corrected them that was the only thing that was well we wrote in French actually now writing our own personal thinking, writing our own reasoning in French. All the other reasoning that we would do was in English, we'd reason in English, we'd write in English, we'd speak in English in tutorials...

Ana: Hmm

Julia: ...ahm and I remember in the second year, we had one hour a week with the lectrice, with the French lec... and that was, that was just one hour which didn't prepare anything to be honest, when we'd get there. I remember when we'd go with my tutorial partner and thinking like we're going to decide what we're going to talk about today because we can't be doing like uh "qu'est-ce que vous avez fait ce weekend alors?" (imite la voix de la lectrice) 33:22 so we'd say we're going to go in an talk about this newspaper article that we've read or something like that, ahm and that was the only little bit of French that we spoke, yeah we never spoke French, we never spoke Spanish. There was an oral exam in finals that we had to.....

Ana: Hmm

Julia:prepare for and we prepared, But I, I, again that was like a little minor thing I felt, it was it wasn't a big part of the, the big part of your training yeah we had a little xxx an oral exam and then one activity and I remember my training I did a tandem I, I made a very good friend via the language center, still friends with her today, and ahm she was studying philosophy in Spanish, she was studying philosophy ah doctoral she was doing her PhD in, in philosophy, she wanted to improve her English I wanted to maintain my Spanish, I spoke Spanish, my mum's Spanish 34:17

Ana: Hmm

Julia:ahm and we met once and quickly realized she couldn't speak English (*chuckle*) it was just easier for me to speak in Spanish and we would see each other every week on a friendship basis and spent 6 hours talking but in Spanish....

Ana: Hmm

Julia: ...I think that's what really pulled my Spanish back up....

Ana: (*laughing*)

Julia:and then I remember like, in the weeks before the exam I had different topics and it....I can't remember what type of topics it was, it was a big cultural questions....

Ana: Hmm

Julia: ...that we had to prepare a 20 minute presentation on it, and she'd give me one and I'd prepare it, and I would do it in front of her and she would give me tips but I mean, she had no experience of the exam at all....

Ana: Right

Julia: ...I was telling her how, what ahm I had to do in the exam, yeah and I didn't have any training with teachers at all, no training with teachers for that.

Ana: So I guess the language input you would get would just be from the things you had to read?

Julia: The language input....no it's xxxx. What they ahm they put all their money in Oxford I think I don't know in other universities but you go abroad in the....

Ana: Hmm

Julia: the third year you spend abroad, so they, I think they don't + I don't know if that's their strategy or what, but I mean they don't do oral in...oral French or Spanish at all, because, because you go abroad for the year and that's what takes care of your level

Ana: Aha

Julia: of your oral French or Spanish. And I felt, I felt that it did care of my oral French because I came to France for a year, Spanish I didn't go to Spain and I was worried ahm 'cause at the end...when I went back after my year abroad we did these collections, and I got a really bad mark in translation so translation into Spanish, they put me in the bottom group I said, "ahhh" so I went to this tandem and by the end of the first semester I put myself back again, the teacher said 35:56 well, you're doing really well, do you want to go to the top group

Ana: Anha. So when students are doing two languages are they expected to do one semester in each country or.....?

Julia: Ahm yeah I think in other universities yes, often students go away as Erasmus students, not in my university, you could do whatever you wanted as long as went away for the year and most people went away as language assistants and that's from October you know October to May and then my plan was to go to Spain and do something, I didn't really know what, I didn't really have a project to do something at the end of the year, yeah from May onwards, and actually I met my boyfriend and then I didn't want to leave him and I went to Spain with my fam.....I was thinking I would go to Spain for a month with my family...got there after a week, I was like aahh (crying sound) so I just came back to France

(Laughing together)

Julia: That was what happened, I didn't do ANYTHING productive at all xxxx in Spain. Like ahm yeah, I could have done....but then, I believe I was thanks to my friend Sonia that I really brought my Spanish back up and I remember my family saying how much my Spanish had improved and it was just...it was tandem, it was irregular, I mean we'd talk about lots of things 37:08 because she was on a year abroad in Oxford, she was already sort of quite advanced in her PhD and she was 10 years older than me as well, so we talked about lots of things and yeah. I told her what I was doing in class and yeah we kept xxxxx me a few weeks ago, she's now in Boston

Ana: So what do you think the reason is for you know, for not doing... ?

Julia: For not teaching the way I was taught?

Ana: Aha

Julia: I think it's the department really it's the department + coming into this department that ahm working here as a lectrice, so I really liked the atmosphere it really+ the way that we teach...

Ana: So you were a lectrice on your year abroad or....

Julia: No after.....ahhh, after I finished my degree so I was in a language assistant and I went back to UK to finish my degree....

Ana: Were you a language assistant here in Bordeaux 37:56?

Julia: I was a language assistant in the Académie of Bordeaux, so that's in the region of Bordeaux but in, in a village. So then I left to finish my degree and then I came back I remember I applied here to be lectrice when I was still in Oxford and I had Jennifer X on the telephone I had applied and I remember she really scared me...

Ana: Laugh

Julia: xxxx a phone interview from my student residence, my student hall of residence speaking to her and she said so what do you think you'll have to do as a lectrice, and I thought I'd have to do what lecturers did at my university and I said so I think I have to teach translation she said, "No we don't do translation, we want our students to be functional." She really scared me. I remember she gave me, she asked me for my phone number to call me back (*chuckle*) and I couldn't remember my phone number and I gave her a phone number and I gave her the wrong phone number

(Laughing together)

Julia:and then afterwards as soon as I hung up I realized so I phoned her back and I said, "I think I've just given you the wrong phone number it's this," and she said, "Okay, Laura" so I did, so I didn't hear back from her. In the meantime I was cooking up other plans, and I applied to be a language assistant again, and I put in my application form that I really wanted to be a language assistant at the IUFM because there was a language assistant post at the IUFM for teachers that were training to be primary school teachers

Ana: Hmm

Julia: ...and I got a job there for a year and so then when I came to France I was in Bordeaux and then I came back to the university 39:20 and I, I, I sent my application in again I actually walked into the department and again was xxxx interview, but yeah I got the job as a lectrice and so then I worked here for two years as a lectrice, yeah, without, without any training. I didn't do any training then I suppose, I suppose I learned it on the job

Ana: Hmmm

Julia: I'd work with other teachers I mean they would, we would team teach, I was teaching in dentistry, I've always taught in dentistry....

Ana: Oh really!!!

Julia:I taught in P2 dentistry ah so first year dentistry and, and D1 dentistry...

Ana: Hmm

Julia: ...39:53 second year dentistry and it was I think at the time I mean, I think there were only three teachers at the time, there weren't four teachers so I would teach other people's material, I had to make material up for other people to teach and that was based the way 40:03 on, on the work, maybe the worksheets 'cause we used to..I think as a lectrice, we'd get the worksheets from other teachers I would make up a worksheet...

Ana: Hmm

Julia: ...but then I was less aware of what teachers were actually doing in the classroom, I think I was talking less about what we actually DID you know at each stage you know what did I say at that point I was less aware of that and I think a lot of the time I was pushing paper at them xxxx Get the worksheet out and say, okay going to do number 1 on the worksheet...

Ana: Hmm

Julia: ...let's watch the video. I was doing less of sort of the building up or pre-focusing or the partner talk that I tend to do a lot now that I after watching an extract that I say ok, check with your partner what did you get, I was doing that...

Ana: Hmm, Hmm

Julia:I was ahm watching part of the video 'cause that was not something written explicitly...

Ana: Right

Julia: ...on the, on the worksheet. It wasn't written explicitly on the teacher's procedure. Ahm I think that's one of the things that teachers would do and I didn't realize that's what they were doing, because I'd never been inside of the classroom.ahm...

Ana: So when you were a lectrice you didn't do any observation or shadowing?

Julia: No, no observation, no shadowing. We had some training, Joanne did the training for discussions at xxxx she ran a simulation so I suppose there we would know what teachers were doing in discussions, yeah ahm then we had a training about how to make up material with Jennifer, but it was making material for the language centre...

Ana: Hmm

Julia: ...so students would be doing the material autonomously, 41:32 ahm yeah, but yeah this sort of group debriefing and things like that, no, I mean we would watch a video and do question one and correct it. For example, it wasn't you know check with your partner. It wasn't even you know sometimes I'd say of do you want to see it again 41:46 and I'd play the extract again, but ahm it wasn't a case of sometimes of what I do now is+ we you know, they speculate on the answer to the question, they watch the video to answer the question, they check with their partner, I go around and listen to see if they got any differences and to see if it's okay. If I feel that you know if they got differences I'll play the video again for them to check their differences. Sometimes in that partner talk stage, you know, I'll debrief and xxxx oh this question is not clear and kind of like voice their differences: one understood that, one understood this, and then play the part of the video where it becomes clear ahm so that they hear xxxx so you got one student saying "oh I heard that she was ahm I heard that she was fifty" "oh I I heard that she was fifteen" in a case. We got fifty, fifteen let's check on the video and then play and usually they, they hear what they were supposed to hear and yeah and I can't remember what we were talking about before that, what was the original question?

Laughing together

Ana: The original question was, how did you become a teacher? *So we were talking about how you were a lectrice.*

Julia: *yeah yeah* I got a lot of making material, I think I got a lot of the dynamism from the department, but don't know how much I learnt about actually reflecting on what I was doing. I think I got when I went to the IUFM you were always reflecting on what you were doing...

Ana: Okay

Julia: ...and what to say I mean. I remember thinking when I was at the IUFM that what we did in the department was very worksheet based.....

Ana: Hmm

Julia: you know, that we'd be pushing at them, and then when I went to the IUFM all the teacher trainers in the IUFM said, "Ahh xxxxxx we need to move away from these like grilles de comprehension, which is worksheets because that injects a cognitive conflict..."

Ana: Anha

Julia: because you have to get them to read and get them to listen and the way that THEY you know taught to do listening in the IUFM was that there wouldn't be a worksheet, but I think the worksheet was verbal really, because they would, you, you would play them, you do pre-focusing anticipate...

Ana: Hmm

Julia: ...and then you give them, you give them a task ask them to listen to something, you give them a task you give it to them verbally. For example, like, listen to the first, listen to the first 2 minutes then

we're going to, I'm going to play the first 2 minutes write down ahm, I don't know, a list of things that you hear or something like that or list, list of names or something like that so they'd be, they'd be writing it down....

Ana: Hmm

Julia: ...on a paper and then there was no I was never told at the IUFM they never said to us, or, that wasn't part of the class to, I never observed other teachers doing it, either the partner thing or the checkpoint thing, so I never saw a teacher saying like, "oh what did you get? check with your partner," it was in a..all of them, all of the students listen, they take notes, and then, the teacher collects the notes verbally so...

Ana: Hmm, Hmm

Julia: ...collects what they heard, writes things up on the board, brings them together into something and I just couldn't do it, I just couldn't I didn't know how to do it, like I remember always planning you know, what was going to happen at the...I was going to give this task verbally to do they were going to listen, they were going to come pick up all these things...

Ana: Hmm

Julia: ...and I was going to bring all of these things towards ahh the general understanding, general idea, they need to finish with a *trace écrite*, that was another thing that was completely foreign to me like it's a summary of today's lesson on the board

Ana: Anha

Julia: and I'd just never do it even by the end of the year I never, I was never able to do it, I felt that it was ahh and I felt that it was just so slow...

Ana: So what is this...?

Julia: 45:08 Trace écrite, it was a big like cultural shock to me xxxx the trace écrite, it's at the end of each lesson ahh students are supposed to summarize what they've learnt and you're supposed to inject vocabulary, inject expressions, and you're supposed to end up on the board with a big with a paragraph summary all you've learnt today, with all the new vocabulary and the new grammar, you know, integrated into this nice little paragraph..

Ana: Okay. But saying like today I've learnt this and this....

Julia: Yeah, yeah, yeah, yeah "today, we..." OR beginning with like "The extract deals with" ahm at the end, "so we can say" "we can say that ahm it is so we can say that ahh I don't know sport is a colour blind activity in South Africa" (*chuckle*) something like

Ana: Hmm, Hmm

Julia: xxxxx

Ana: Right, right

Julia: ...yeah....

Ana: But like that's the *kind of thing that they want for the bac*

Julia: Yeah, yeah, yeah, yeah they ...producing yeah. And then the students would copy that down, they would copy that into their copy books another concept that doesn't exist in the UK...

Ana: Anha

Julia: ...and then that homework would be to learn it, learn the lesson off by heart, come back the next day and, I mean sometimes it was a, sometimes the teacher trainers told us to do like little *contrôles* xxx so we'd pick one student out, and they'd have to summarize what we did last week or you know you do it by asking questions, but ahm yeah so thatso and that I don't do it at all now. I hadn't done it when I was a lectrice, and I don't do it now. Sometimes I write sentences on the board and sometimes I move towards writing like a little ah if we've got questions that are a xxxx and like I might collect things that the students have said, I'd ask them to rephrase and then you know I rephrase...well and put it on the board and I think they, and I think they like doing that from time to time because that's what they've been used to...

Ana: Hmm, Hmm

Julia: xxxx learn it by heart So I, I do it from time to time, but not in the same way that I did it in high school. Another big change for me 47:06 is IT that when I was a secondary school oh my God writing on the board...

Ana: (*chuckle*)

Julia: ...keeping the board tidy, writing on the board, putting your key words so it fit in the right places then you have to what...make two columns of keywords and then bring them all together into a nice little paragraph in the middle organizing the board....oh pain! Whereas with the IT if you type on a Word document it's a lot easier Sometimes it slows me down so I do still write on the board sometimes I mean ideally I'd like to have a a screen in the middle, a projected screen, and then a white board on either side so you can go+ or a whiteboard you know you can write on the PowerPoint for example if the PowerPoint is projected on the, onto the whiteboard without glare because the glare is difficult but that glare and you can just fill in blanks on the, on the PowerPoint. I think that, that would be good. (*chuckle*)....

Ana: Hmm

Julia:but, ahm yeah ahm so yes + I can't remember what we were talking about

(Laughing together)

Ana: Okay, so you did your undergrad, you were an assistant, you went back finished your studies, came back to Bordeaux, got a job as an assistant again?

Julia: Yeah

Ana: ...and then as a lectrice

Julia: Yes as a lectrice, yeah, yeah, yeah and then, so then I did my teacher..when I was a lectrice I took the concours...

Ana: Okay

Julia: Ahh in my second year as a lecturer I took the concours, then I took the second concours, the second competitive exam, the agregation the year after being a lectrice...

Ana: Hmm so you did the CAPES first and then

Julia: Yeah I did the CAPES and then the agregation, so I got the agregation and I did my teacher

training, one year in a high school and then I applied, I applied for the job in prépa, there weren't any jobs in the department 48:46 I really wanted to come back to work in the department, but there weren't any jobs in the department so I applied for a job in prépa 48:52 and I worked there for two years until a job came up for the department. Just thinking about what we were talking about earlier on, like how did I like for example like we were saying in the prépa I never talked about teaching practices...

Ana: Hmm

Julia: ...and I think, I modified a lot of my teaching practices when I came back here ah as a titulaire, so once I had got my agrégation

Ana: Anha

Julia:49:11 so I, I modified I had already modified things based on what I'd been doing, I had learnt at the IUFM and based on what I had been doing in prépa, but then I modified my teaching practices a lot, like the check points and because we used to talk about at lunch time, the other teachers used to talk a lot about what...I remember, I remember none of the other teachers said to me "I do a check point", but I remembered one day, I did a check point because ah I had a problem, I had a problem with the computer or something like that

Ana: Hmm

Julia:I had some sort of technical glitch and I said okay (breathe in sharply) whilst I'm fixing it, just talk to the person next to you and I realized how well it worked and, and then I went to talk to the other, I talked to the other teachers about it at lunch time and they said "oh yeah we always do that, yeah I do that every time, it really works really well" and I had this like revelation this is what people were doing, but I hadn't, actually putting the word checkpoint on it...

Ana: Hmm

Julia: That was only when we read some, when we read literature to set up a teacher training course about English medium instruction. It was making recommendations for buzz group discussions, checkpoints I was thinking, oh that's what we're doing and I think reading that literature as well reinforced, reinforced the it was a good idea to do it and I probably ended up doing it more than yeah that was it would become a standard format after, yeah

Ana: See you were saying that when ah you came here to be a lectrice you started right away teaching dentistry....?

Julia: Yeah, yeah, yeah, yeah, yeah..

Ana: How did you feel about that?

Julia: Oh, oh God, I remember I felt, I remember not feeling good

(laughing)

Julia:because I had thirty dentists and there's a difference between, it was D1, it's their second year of training to be dentists and it's actually their third year in the university, but yeah I had D1 dentists so that's.....that's a group that

Ana: Is that the group that I had?

Julia: that's the group you got this year yeah. And I remember they can be quite bolshy and I had no teacher training so I had no experience in ...no experience at all managing a classroom. The experience I'd had

Ana: Anha

Julia:being in the system was with groups of five, groups of ten max.....no sort of grade, no sort of enjeu, no sort of stakes at the end of it..

Ana: Hmm, Hmm

Julia: ...just to get them to talk. I remember yes I had no experience of managing a class and you know, retrospectively I kind of make a lot of mistakes. I didn't know how to situate myself, because I was only 22 as well...

Ana: Hmm

Julia: And they were lots of other, the students were probably about 19, they could see that I was young and yeah, managing a class for the first year I remember having difficulties managing the class and they could be quite bolshy.....you know. I mean I.... then this and then I had so I had the third years ahh D1 in first semester so second year dentists and then the second semester I had the younger year....

Ana: Hmm

Julia: ...I remember that year went really well for...it went really well I didn't know whether I had maybe changed the way that I did things it went really well and I remember the students being 52:05 feeling like the students were really happy, they got me a box of chocolates at the end of the year and so yeah I (laugh) it went well yeah ahm but yeah managing the class I remember with the dentists, I remember being like ah I remember going home it was a class that finished at 6 o'clock, I remember going home, talking about it...maybe I lost a bit of sleep over it but NOTHING to compared to the sleep that I lost when I was ahh teaching at high school.....

Ana: Hmm

Julia: ...so you know when you put it in prerspective yeah they were maybe a bit...sometimes a little bit cheeky you might say or sometimes they'd arrive late...I remember there was a big lots of students arriving late every time and thinking oh I didn't set up the rules from the beginning I should have told them I remember talking to my partner about it because he was a teacher in the secondary school talking about what to do and he said "oh but you are legally responsible for them 52:51 xxxx no, they're adults, I'm not...xxxx (laughing)

Ana: Yeah, yeah xxxx in university

Laughing

Julia: ...so you know yeah. Maybe in classes I don't know... (sigh) yeah I remember not feeling comfortable and I had no experience of managing a class...

Ana: Hmm, Hmm

Julia: ...yeah, but it wasn't something that was, you didn't really have to think about it that much because you know I taught the dentists they were probably the most difficult groups I had and then I taught medical students and they were just a joy, they did everything I told them to do, lapped everything I said up..53:23 I said ah, I don't know it gives you a full sense of comfort and when I was teaching in the secondary school system there were things I'd being doing as a lectrice, that I just couldn't do in the

secondary school system you know just containing the NOISE, you have to get them to be quiet, that was just part of the whole planning and so many strategies just to get them to be quiet it was just...yeah, so that you can move on with the class it was general like backroom chatter, background chatter all the time, yeah (*chuckle*) Actually the teaching, the learning, when did that happen? but then, then I think you know sometimes I think that maybe it's the way that I was teaching, that you got to give them...because the way that it was in the IUFM they didn't like the...they didn't like the grids; they didn't like you giving them worksheets...

Ana: Hmm

Julia: there was no mention of partner talk, it was always you know group debrief..

Ana: Hmm

Julia: ...and I think there's this idea, I think the teacher really was at the center of the class you know you'd be collecting what they said, you'd be regulating it even though it's supposed to be you know, based on the *approche actionnelle*, 54:23 but really the teacher was at the center of the class, leading everything and collecting discussion and I remember thinking oh, you know I can't get them to work in pairs I can't get them to do like half a crossword, get them to work in pairs, it would be just too noisy, but I wonder because sometimes I had the experience at the university with L1 students

Ana: Hmm

Julia: in biology for example that have been a bit noisy, a bit like lycée students and thinking I've got to run this like I used to run it at lycée, and I think, no, I need to, I can get them to do the pairwork, and the pairwork thing, the partner talk thing it gives them an opportunity to chat about what they're learning and it just takes the, it takes the heat off a little bit and find it actually easier to control when I give THEM more autonomy. When I'm trying to control everything it's when, and when I'm trying to keep everyone focused on ME for example on things that I'm saying it's a lot harder I feel it's easier to keep them focused and ON TASK when they're doing something, you know, in a group and yeah they might slide into French, they often slide into French, yeah but no, if they're on task I'm going to do less of policing about that...

Ana: Hmm, Hmm

Julia: ...ahm but you know. Yes so yeah, yeah, yeah I think xxxx 55:37 retrospectively, if I went back into the secondary school system today would I do things differently? would I get them to do more partner talk, check points, I might do that I don't know, yeah because secondary school teachers, when I tell secondary teachers how we work, they say, "oh, you couldn't do that in seconde, you couldn't do that in college it's too noisy, but I wonder, I wonder I mean it IS a, a bit of a risk to take maybe, maybe teachers feel it's a risk to take to say well then you talk about it you know controlling what they're saying, how do you know the big focus in the IUFM is ACCURACY as well that you knew you couldn't let like ahm things slide and just get them talking it was always like, they say something, you say it better. It was always, can you say that BETTER than, how about saying this? And another thing they got them to do but I'd never do is that when you inject something you get all the, when you inject a new piece of vocabulary 56:24 you get all the students to repeat it like you go around the room, can you, can you say it again, can you say it again, can you say it better? I never do that, I never do that here yeah kind of I feel they're getting practice with lots of mistakes, but gaining confidence in speaking English when we get them to do pairwork 56:39 and also I tend to do as much of the group activities they slide into French I feel more when it's freer, when it's more, you know, for example, ranking activities put these (cross talk) in order of preference

Ana: Hmm, Hmm

Julia:but when it's very tight like ahm a pairwork activity that's just an info gap that they have to

fill in the blanks, they have to take one piece of information there's less of a tendency to slide into French...

Ana: Hmm. Hmm

Julia:they don't need to they can do it all in English, but yeah they....I think they tend to slide into French in the more cognitively demanding or intellectually demanding an activity is, the more they're likely.....

Ana: Yeah, yeah, yeah

Julia: To slide into French

Ana: ...that's true and I think that's something that we can see in the, in the video....

Julia: Yeah, okay yeah...

Ana: ...because when you ask them to brainstorm on the things that could go wrong, I think a lot of them switch into French....

Julia: Slide into French...

Ana:whereas when they did that vocabulary pairwork (cross talking)

Julia: I think you sort of trick them into talking in English when you've got some like really tight activities like that ahm, but then there has to be room for freer, yeah freer talk I suppose, but yeah...

Ana: Hmm

Julia: ...and that's I mean ,THAT I think is, is part of setting up the framework and some, some years I feel with classes that I set up the framework well that they only talk in English and other years I feel I don't set up the framework very well and that they slide into, into French more. Sometimes in the past, sometimes I do it, sometimes I don't, sometimes it seems it comes to me in the middle of class that I try to use strategies to, to insist that they talk in English all the time even in these discussion type, buzz group discussions or brainstorming activities. I remember one year I thought of this thing, I just thought of it in class that they were doing a discussion there was some sort of competition involved, they were doing a discussion and I said well a lot of you are talking in English, a lot of you are talking in French, but I've got a whole bag here of negative points if I hear you talking in French I'm going to give you a negative point and ah that would be points off of your final score and that worked a treat like that I was 58:38 this is amazing, I'm going to do it every time

Ana: Laughing)

Julia:but not every activity lends itself well for it 58:43 I remember there was another game and what was it, with this game, it was a game that had they had to do 58:48 like a board game, they had to do different tasks and then there were forfeits in the pack of cards and I said oh you know, if anyone talks in French they have to do a forfeit and the forfeit were things like walking around the room backwards....

Laughing

Julia:or like telling a joke or like paying the teacher a compliment or something like that and I was thinking, I'm going to keep this bag of forfeits and I can do it every time but and I don't, but yeah...

Ana: ...Hmm

Julia: ...yes I mean you don't have like a hard and fast you know strategy that I apply every time and sometimes I think I do things that work well and then I forget xxxx starting over again every year...

Laughing

Julia: ...because we're not robots and then yeah. I mean one thing that I would say that I do now that I didn't used to do as a lectrice and didn't used to do in the secondary school system or as a language assistant is that I really try to make a conscious effort never to talk French

Ana: Hmm

Julia: 'cause I feel that if I start talking in French then it's you know, giving them permission to talk in French so really you know and I try and keep the identity of the classroom, or my personality is in English and that they know that xxxx so sometimes when they come and ask me things at the end of the class I slide into French, sometimes I keep, I insist that they talk in English, but yeah I mean. I think I make a conscious effort you know that is my aim never to talk in French and, and I don't, I don't slide into the like "oh this is too difficult I'm going to explain it to you in French in the, in the class" I don't know if I did it in the class I can't remember, don't think I do ahm but yeah that's, that's my policy not to, not to slide, and if something is too difficult that I don't feel like they've understood it, for example the instructions are too difficult and I feel they haven't understood it, once in a while I might ask ahm a student to talk in French in front of the class

Ana: Anha

Julia:to say what they've explained or for example a piece of vocabulary so I try to explain the vocabulary without saying, just giving the translation. Sometimes students have a tendency to blurt out the translation or you know I get them to explain say who knows it, who knows what this word means can you explain it to the others, help them to guess what it means, or if it's you know my explanation is too tricky, their explanations too tricky, so can you say what this word is in French to the yeah... what's that word in French, how do you say that word in French, but it's like part of the game but yeah, yeah, yeah. I think that's one of my policies, one of my strategies is to avoid bringing French into the classroom...me xxx involving myself

Ana: Which is funny because that's not the way you...? (cross talking)

Julia: Yeah no it's not, no it's not, no, no, no it's true, yeah, yeah, yeah, I mean when I ah was a student learning French, French RARELY came into the classroom, I mean sometimes I remember the French teacher, the 61:25 anglophone French teachers never spoke French, ever, I never heard them speaking in French and the francophone teachers they would from time to time slide into French, but it was, the other way round is like oh no, I remember once or twice my professor saying "parlez-moi en français" and being (mumbling)...

Ana: And when you, when decided to study languages was it because you knew you wanted to become a teacher?

Julia: No

Ana: ...or like...?

Julia: I didn't, I didn't want to study languages, I didn't want to be a teacher

(Laughing together)

Julia: I didn't want to be a teacher. I didn't want to study languages so...

Julia: ..I, I, oh gosh! It's ahhh at school, I was really good at art. I really was good at art...

Ana: Hmm

Julia: I was really good at school, at A levels which is high school; I did A levels in printmaking, in textiles, in French and in Spanish. At GCSE which is below the A levels, xxxx across the board and I was good at everything. I had good level, good grades across the board but I, I was... art was my thing I was really I'd won competitions for art things that I did and remember I took the GCSEs, I took the art GCSE's one year early and packed another GCSE in 62:51 and I was a good student across the board, but I was good. I don't think I particularly like, I wasn't good at like improvising things, but I was ...I was a good sort of proceduralist..... I don't know...techniques,

Ana: Hmm, hmm

Julia:I was good with techniques and then ahm so I got, I got when I was at GCSE levels I got really good grades, the best grades in my year, I got A's across the board, I got, you know 11 A, I think I got 9 A* and 2 A, 2 A grades just like the maximum you could get, almost. I then went to do A levels and xxx what I wanted to do, I didn't really know ahm but I knew I enjoyed art and I knew I was good, I was good at French and good at French particularly, particularly good at French, particularly good at Spanish because of my Spanish background. So I took A levels those A levels, I took the Spanish A levels one year early because I had the Spanish background I just went to the, the I took it one year early and I got ahm one of the top five grades in the country.....

Ana: Wow!

Julia:for my Spanish A level and then the second year I was doingso I was just doing French, printmaking and textiles and I loved, I loved printmaking, I loved textiles, I would spend all my day, it was like really was like the golden period of my life.

Ana: (chuckle)

Julia: I spent all day in the workshops, sewing, dyeing, cutting xxx printing, I loved it, really loved it and the French class, oh my god! It was so boring,

Ana: (laugh)

Julia:French class was so.....

(Both chuckling)

Julia:was so boring. I remember going to, to French and there were about 7 people in my French class I oh my God it was so boring, I remember I was (inaudible) in my French class I felt that I was the one that didn't really fit into the French class that I was more like the art student.....

Ana: Anha

Julia: ...I remember sitting next to this one girl called Hannah xxx who was taking photography and she was really bohemian and she dyed her hair and she was ahh, she was bi-sexual, she was always talking about her sexuality, I remember her saying to me "oh my God and you want to study this at university" that was in the second year by then I had made the choice to apply for languages.

Ana: Anha

Julia: What happened was the ahm, oh god the French class was just so boring! It was taught by 64:58 a German teacher as well....I don't mean...I think retrospectively I think she wasn't very good at French....

Ana: Ahnn. So it was also like the French class in English...?

Julia: She would talk in ...she would summarize things in French and we'd go to see the French assistant once a week...

Ana: Anha

Julia: The French assistant would always talk in English, she would always slide into English, I think she liked to talk in English with us....

Ana: Anha

Julia:so yeah (inaudible) there wasn't really much

Laughing together

Julia:talking in French. It was always the same format, I mean the classes in the 65:23 sixth form college it was...we were around the table like a big table, the teacher sat down she didn't get up and write on the board either ahm we'd read a few texts and then ah write a hundred words paragraph to summarize what we'd understood in the text...

Ana: Okay (cross talking).so just focused on reading and writing

Julia: *dull* reading and writing 65:44 dull as dishwater really dull and learning like the subjunctive and you know grammar things that you needed to learn, but it was so dull and then I was thinking I don't really know what I want to do in university.....and I was thinking maybe I could do art and AND languages...

Ana: Hmm

Julia:I didn't really felt I didn't really feel that I fitted in the language crowd and I didn't feel I fitted in the Art crowd...

Ana: Hmm

Julia: I was nothing, I was kind of like square, I wasn't, I was nothing like....

Laughing together

Julia: I wasn't bohemian, I didn't have dreadlocks (*laughing*) I didn't have like artists in my family I didn't really fit in there, I really liked, I really liked the techniques, I really liked doing technical things and that was and I feel you know maybe if I'd studied in France I would have done something different, I really don't know. I remember seeing this documentary about l'école Boule which is about arts et métiers, things like silver engraving xxx I remember thinking, that would have fitted me to a 't' because doing something manual and artistic, but it's all about techniques with an amount of creativity in it, but it's not you know just art for art so you can't.....So I remember thinking, like I don't really fit in with the art crowd, I don't fit in with the French crowd and I remember, we have to apply for university a year before we go to the university in the UK and you go through UCAS, the system you apply for university and I remember thinking at the time that I should do, maybe I could do French and Art....

Ana: Hmm

Julia: ...because you could combine things a lot more, but the only universities that offered that were universities, really bad universities that asked for really low grades. I remember the university that I was looking at my mom thought it would be a good place for me to go in XXXX which is like in the, in the back of beyond of Wales and they offered, you could do French and art as a joint degree...

Ana: Hmm

Julia: ...half French, half arts, but the entry level was a D at A level and I was predicted to get As four As and I was just thinking no, it's just a waste, what a waste, that was it and I remember thinking ah maybe I should apply to Oxford, xxxx I could get in, maybe I should apply and my French teacher was encouraging me to xxxx. I remember my mom being a bit miffed and like having a discussion with the art teacher and she said she didn't understand and that she always thought I was going to do art and being a bit miffed and then I went away and did ahm....so I, I applied to Oxford and got into Oxford ahm....

Ana: But there wasn't an art program?

Julia: There wasn't an art. You could have studied art on its own.

Ana: But not...

Julia: ...but not art with languages Yeah...and so I applied to Oxford, got in and I remember when I got my acceptance letter even then, I wasn't sure. I remember writing to them thinking oh I need to take a year out and think about it and they wrote back to me saying "no, you know we thought you were a bonafide candidate for 1999 and if you wanted to take a gap year you could have told us at the interview stage, the offer is only for the next year". So I accepted it, but then I remember even in the summer thinking like ah if I don't get the grades I need to get to Oxford (.....) because it was a conditional offer if I don't get the grades you know maybe that's a good thing I can do...

Ana: Hmm

Julia: I can do something else, but anyway, I got the grades, went to Oxford, I didn't like it, really didn't like it. It was such hard work, I mean it was really such hard work and it was not what I was used to doing AT ALL. I was reading, you know, it was literature, I didn't even study English A level in literature so I had no real, I'm not a particularly avid reader, I'm more like a part time reader as well I don't have this like great love for...I'm not a bookworm I mean yeah I always think I need to read more, but yeah ahm I'm sort of like a part time reader it takes me like I don't know 6 months to read a book...

Ana: (chuckle)

Julia:sometimes I do it in a month over the summer, but yeah I would say it was really sort of grueling because I had to read like 2, 3 books a week so I remember it used to send me to sleep...I remember thinking xxx

(laughing)

Julia: ...really boring books as well, in a foreign language, so I remember not liking it, I remember after the first term, going home crying and I didn't want to go back, it was just such, such hard work and I remember and I tried, I remember I had this really nice tutor, she always worried about our well-being and I had spoken to a friend and the friend had spoken to the tutor, and the tutor said, she wrote to me and said if you want to try and ahm (oh my gosh) If you want to try and get into ah..if you want to try and convert next year here's the person you need to contact. I remember going to like the School of Art at Oxford, taking my portfolio, but as I said I wasn't part of the art crowd, I showed them my portfolio and it wasn't what they were looking for, and she didn't say oh, she said, oh are you really unhappy in languages? maybe you could try and apply for art at another university, so I mean, she didn't say

you're not good enough or anything like that, but I didn't get, but I didn't have that "je ne sais quoi" they were looking for, so then I carried on doing languages xxxx 70:28 maybe started to enjoy it a bit more in the second year ahh but (...) I was just plodding on, it was xxxx, it was never like that ,ah, you know, that soif, that thirst to do this, thirst to do that, I like doing translations, that was more of technique, but I like doing that. Um... and then, I remember one time, when I was, um... in the... it was when I was in the first year, cause when I was in A-levels I did this... printmaking workshop with a famous print maker, he taught me how to wood engrave, I did this print, it was accepted for an exhibition, and it was a touring exhibition and it went to Oxford, and I remember my tutor went to see it in Oxford, and I remember my tutor wrote me a postcard at the end of the year, which I found recently and made me want to cry, cause she says: what a privilege to have seen your art work in the exhibition

Julia: what a privilege to have seen your art work in the exhibition, I really hope you won't let your talent fade. That's exactly what happened! That's exactly what happened! (*laughs*). So yeah, that's exactly... sometimes I look at things I produced when I was in A level, I got my folders, my portfolios, and I look it, and I think: I haven't got the time, and I really get drawn into other things as well, I don't know, I kind of...in the same way when I was doing art, when I was doing printmaking, I could spend every hour of the day doing it, but now, like, with teaching, with my job, I get drawn into it, and like spending like, hours doing it, yeah. So yeah...

Ana: So, you haven't had time for art anymore?

Julia: I dedicate it to teaching. No, no, I mean, I really like sewing, I mean, that is my thing at the moment, I really like I think about you know, my work synced to do that, it really doesn't go into that. Yeah, yeah, so you asked me how I got into teaching, so as a young person in the UK I had lots of part time jobs, and every job I'd had I'd felt really incompetent. Um... I had a part time job as a health care assistant in a hospital, so I had to give people food, change their beds, take them to the toilet... bringing them bed xxx and things like that. I felt really incompetent in that job. Every single part time job I'd had, working in a shop, I felt incompetent, and lacking confidence. And then, when I went to work as a language assistant on my year abroad, I liked it! I felt confident, I felt good in this role, it's kind of like a different... I was also a really, really shy teenager, really shy at university, I was at an all-girls college as well, in university, you know, I had very close-knit friendships, and I found it difficult to make friends outside the college... um... but yeah, I think when I came to France it was kinda like a new page, it was something new... and being a language assistant, it was like... you could... I don't know, I remember feeling confident, thinking: I quite like this, actually. I feel quite confident. And I remember like, making up activities as a language assistant as well, and that I think is where I sort of reconciled my art background and teaching, is that it's quite creative, you have to come up with ideas, and I remember making up activities, and you know, doing drawings sometimes. But even like in the engineering of an activity, doing... yeah, that's creative in itself, yeah. So yeah, that's how I decided, you know: I could be a teacher. And then, so I went and I finished my degree, came back to be a language assistant, I didn't really get a feel of what the teaching profession is like in France as a language assistant when I was at the IUFM either. And then, when I applied to be a teacher here, a lectrice here, then I thought: I really love this, this is what I really want to do. That didn't give me an idea of what the teaching profession is like in France at all though, cause when I went to the secondary school xxxx I remember thinking I hate this! I hate this!. (*laughing*)

Julia: I remember every Friday going home in tears, floods of tears and thinking I hate it! And losing lots of weight and thinking like: aaah, you know. I still... I still put my all into it, I still you know, spent hours thinking about how to like, do the class, what are the steps, what I was gonna say and do, and you know, trying to find the things that really you know, that would cinch it once and for all the students would be mesmerized by it and I wouldn't have to deal with all the chatting but no, it never worked. It was just... (*laughs*)

Ana: But you hated it because of the...

Julia: Because of the... all the... I hated it because of all the behavioral things, you know, I just spent so much time planning the class and then you go in and then you're just like: agh. It wouldn't work. Having all these other things to deal with, the guilt that you said something to a student, and you think "oh, my God, I probably traumatized him for life", and like... the students talk back to you, or gets his parents to come in, his mom to come in because he's not happy with his marks and all of that. That is just... an enormous stress.

Ana: Yeah, it's exhausting, yes...

Julia: Exhausting, yeah, yeah yeah, and it's not really teaching, it's just... it's not teaching, it's like, social work.

Ana: Yeah!

Julia: Yeah! I know. Yeah, that was exhausting, yeah. Because I wasn't... because I remember the IUFM them saying: you know, you're gonna have to... "faire votre deuil de votre passion pour la littérature » [01:15:10]. Never had that. Doesn't matter! So, it wasn't even a case of that, it was just having to, like... mourn your... the fact that you prepared something and it doesn't work! You spend hours doing something, you know, I try to pick things... I wouldn't pick things... cause I think a lot of teachers in the secondary school system pick things that they loved to do when they were in secondary studying English, but I didn't have that, so I picked things that I thought would interest them based on what young people like. Yeah, so... yeah, it was just... yeah, it was hard, you prepare something so well, you think "this is gonna work really well", and then it didn't. And they might be interested in the resource, but it was just the whole set up of it [French 01:15:50] or the... the learning, the tasks, it was a big flop because I couldn't get them to be quiet. I remember once, after a test, xxxx that was another thing that was new in the secondary school system, I remember one thing after a test I was going to do a grammar auction, which is something that Anglophone teachers do, you know, I don't know if you've done this, that they... you give them like, ten sentences and they have to bid on a sentence... they have to buy the sentences that they think are right.

Ana: Aha!

Julia: So, I picked ten sentences from student productions and they had to... five of them were wrong, there were grammar mistakes, five of them were right, and I put them into... I was gonna put them into groups and... um... they were gonna have to bid... I would say: you have a pot of money, you have a hundred pounds and you would have to bid on the ones that you... that you think are right. If it's a good bid, you double your money, if it's an incorrect one, you lose your money. And the team with the most money at the end wins. I remember, on a Friday afternoon, after the test, taking that activity, taking it to the class and trying to do with them, and just, you know... I lost them explaining the rules, it was hard to understand... but madame, il y a des phrases, ells sont pas justes, vous nous avez donné... [French 01:17:06] Wait, wait! Let me explain the rules! Maybe there were things I could've done, maybe I didn't do it, like, given the sentences before I explained what they were gonna do, for example. I should've explained what they were gonna do and then give them the sentences, or give them sentences on bits of paper, things like that, but I didn't do that cause... there weren't a lot of photocopies, I remember writing the sentences on the board and that threw them, lots of them watching me writing sentences on the board saying: [French 01:17:35] and I was like: wait wait wait! That's exactly it, they started copying, and I remember there was a bilingual kid in the classroom that was like: Ms. Hoskins, I think you've made a mistake in number 2... (*laughs*) and I was like: wait, wait, wait, just copy it down and then we... yeah. It went completely tits up, it was just so much noise, and in the end I was like: ça suffit! Vous avez, il y a 10 phrases, vous allez travailler individuellement, vous allez corriger les phrases trouver les phrases qui sont fausses et les corriger and then I remember saying to them: c'est vraiment dommage, c'est vraiment dommage, ce que j'avais préparé avait l'air sympa, non, mais vous êtes trop buyants, on peut pas le faire !

Ana: (*laughs*). That's happened to me before! Just like, you prepare something fun and they just don't appreciate it, then you're like: ugh! You know what, now we're gonna do something boring! (*laughs*).

Julia: I remember telling another teacher on Monday, him saying to me, he was quite a cocky teacher, he said, oh you thought you could come in and do that, ah oui, en gros tu as foutu la merde et après tu les as grondé!

Ana: (*laughs*)

Julia: Yeah, yeah. I mean, maybe it was gonna be an activity that now I maybe I would be able to do, but you really have to plan, when do you give them the worksheet, when do you give them the instructions, maybe give them a little taster, a little example of what they have to do and things like that, yeah.

Ana: Yeah, it's hard when you try something new, you just never know how it's gonna go!

Julia: Yeah, yeah, yeah! And the thing is it's something I'd done as a lectrice, I had done it here, and it worked really well, so I was thinking... but, I hadn't had to ask... I remember I had these ten sentences on a piece of paper and I gave them to them, told them there was no talking, or... once I started explaining, so yeah. They all understood the instructions first time. Yeah, that was something I got from the IUFM as well, like, giving the instructions like, the importance of making the instructions clear, keeping like, the teacher talk to a minimum, and not like... not like, waffling, saying something and waffling on just to fill up the silence, because then you're adding unnecessary difficulty by waffling on afterwards you know, you just say once, say it clearly, I try to say it step by step as clearly as possible... try to use the same terms, no need to use twenty different ways of saying an instruction you know, one instruction, make it clear, and maybe write a keyword on the board or... or get the students to explain what they've understood, so: what do you have to do? Can I just check before if you understood, instead of saying what I used to do, um... I would say: you all know what you've got to do, and I would say: ok, you over there, I can see, you tell me what to do, yeah. And he would tell the others what to do. I know the students are quite good at that, they are good at summing up what you said. Often I've done that and I've said: perfect! That's exactly what I should've said, just like that. So yeah, cause they've got fewer words to use, so they just say: we have to... say this, and he has to say that. (*laughs*)

Ana: (*laughs*) simplify! Great. Um... yeah, going back to your first experience here teaching ESP and... when they told you that you would have to teach English to dentistry students, medical students...

Julia: Did I feel... how did I feel about it?

Ana: Aha.

Julia: Um... I liked the idea of it. I liked it, I mean... my mom's a nurse, my sister was studying medicine, I come from a medical family, so... I liked the idea. I wasn't like: oh my God, dentists! I don't know what they do! And... to be honest, I say this again and again, because I know that some teachers think that we need specific ESP training, but I think that it's adapting your teaching to your public, and it's not hard to go find dentistry texts, there might be lots of technical vocabulary, but I mean, you can learn it quite quickly as a... as an English teacher you can learn it quite quickly... um... and then ok yeah, when it gets to really high scientific level, you don't understand, but that doesn't flummox me either, because the students are the ones that are supposed to understand the concepts and I can get them to explain it to me, and that's the language activity. Um... so yeah, I wasn't like: oh my God, I don't know anything about dentistry... I remember there was one subject, sciences de modélisations SMM

Ana: [French 01:22:04]

Julia: [French 01:22:05] MIASH, it's called MIASH now

Ana: MIASH, yeah, yeah

Julia: I remember I taught... the L2 MIASH and the L3 MIASH when I was a lectrice as well, I remember like: I just don't know what they do...

Ana: No, I don't know... and I asked them and they kind of explained what it was, and they all do a completely different thing... *some of them work with finance, and others like...*

Julia: *I don't know... Yeah, yeah, yeah!* And one of them said to me it was basically maths. Yeah, I think they say it's maths for students that aren't so good at maths, so I don't know, I don't know. So yeah, that was a... I didn't really know... that was probably the hardest filière I felt to find subjects for, because they do ergonomics as well. But yeah, dentistry yeah, I know what dentists DO, and doctors, I know what doctors do. Biologists, I didn't teach Biology when I was a lectrice, but you know, if someone said to me: Biology... you don't know where to go to look for resources, it's not like, something so obscure, and it's not something that's like hidden from us anymore, because it's in the press, and the scientific community, there's access, it's not something that: oh, that only dentists know, you know, what only dentists talk about. You can access the press so easily now, so yeah. You can access *THEIR* specialist texts so easily, so you can easily find out what they're writing about, what language they use, and yeah. So, I didn't, yeah. It wasn't like: ooh... I think I would've felt more intimidated, which I did... like when I was in prepa, had you asked me to teach English Literature, for example, because THERE I think... um... I can always say to my dentistry students: I'm not an expert, as you know, I'm not a dentist, can you explain it to me? I don't know... I can go in, I feel confident saying that to them, I don't think: oh, they're gonna catch me out on that. Whereas, if you're going to teach English Literature, me, as an Anglophone, having the *agrégation*, they would have expected me to be an expert in English Literature, and I'm not. So yeah, I think that would have felt a lot more... and I did, that was how I felt... I was an impostor, but you know, as an ESP teacher I can say that easily. Yeah, I think that's what it is, I'm not a doctor, you might have to check.

Ana: Right, right.

Julia: But yeah.

Ana: That's interesting. It's true, you can just... *you're not expected to be the expert in this subject.*

Julia: *Yeah, that you're not expected to be the... yeah, the expert in their field. You're not expected to be an expert in that content. And then sometimes they say: can you say this in English, or can you say that in English? And I say: you could say it, that word exists, I don't know what it means, you know, there are all these terms that I got used to reading in Biology texts that I've gotten used to reading in doctor's texts, but I don't actually know what they mean, but I know how they're said, I know what field they're related to, but you know, if you had to explain how does that mechanism work? Well, I don't know, you know. But yeah, you've got a superficial understanding, I suppose, of the field. I haven't got an in depth understanding their fields. And doctors, I suppose, dentists... doctors it's easier to understand, I don't know. When it's practice-based, they can explain. Usually, dentistry students usually can explain what something is for. Yesterday, for example, I had dentistry students, and I did this activity, a bit like the activity, um... that's in the video, where they have a lot of dentistry complex... dentistry equipment that I just pulled out of a catalogue, a dentistry catalogue, and they had to obtain vocabulary for the equipment, I didn't know what the equipment was for, or what it was, and there was this picture, of a rubber dam, a rubber dam, I never heard of that. I'd heard of it, but I hadn't actually seen this, I had the picture and... they had to obtain what it was for, and at the end they all knew what it was for, so it was fine, and I said: I don't know what that's for, can you explain it to me? And they said: it's to isolate the mouth, and I was like: what does that mean? Can you explain it a little bit more? It was for isolating the tooth, so, to... and then I said: but why? So, that you can work on it and you don't touch the gums...? and they would say: yeah, so you can work on it and also to isolate it from infections that you don't wanna get bacteria into it. Oh, so it works as a barrier against something then? Yeah, they said. Now I understand it. They've brought me something, and I've brought them something, so... you know. Yeah,*

so, the idea of teaching English for a field that I do not have a full grasp on, I feel that I can adapt... I mean, I suppose there are fields that interest me more than others, I mean, when you read about Biology or when you read about Psychology research it's kind of interesting for you as well, because we tend to do a lot of vulgarized articles that you know, you usually understand. So, I get something out of that as well. But yeah, I don't know whether I would be saying the same things, for example, if I was teaching English for Physics or English for Chemistry, or... I suppose the work that we do is related to humans all the time...

Ana: Yeah, yeah

Julia: Yeah, yeah. So I can always find things that I can identify with, and things that interest me, or... so yeah.

Ana: So, I mean, I'll ask you the same question that I asked you when we were talking about your classes prépa, how do you know what to teach, and you know, what to pick and what...

Julia: how do I know... I mean, I suppose that from the beginning... when I started it was just the case I mean the Internet wasn't as developed as it is now, probably... I mean, it was developed, but you know, YouTube didn't exist when I started as a lectrice, and yeah.

Ana: What would we do (*laughs*) without YouTube now!??

Julia: Yeah! There was no streaming videos, so I used to... I mean, it did exist, I remember going on to the BBC and looking at the programs for a week, and I would ask my mom to record a video on a VHS cassette and send it to me, that's what we used to do. So, how do I know what to teach, I would go... I still do that. I go to websites, press websites, BBC, The Guardian, um... New York Post, New York Times, Washington Post... The Economist. I would search for "dentistry" or "tooth" or "schools"... and sometimes things come into my Facebook feed, as well, things come... reading the press I see things, so yeah. And then, I mean, sometimes I have a particular idea that I want to teach...and then I'll go and look into the more specialist press, I'll go looking for abstracts for example, in the more specialist press, but you know, I don't know if it's a good abstract or a bad abstract, I just pick it out as an abstract from the journal, since it's being published in Nature, I assume it's a good abstract. Um... I don't know really whether xxxx is controversial or not, or what is the background to... I pick it out as a language... as an example from the corpus of abstracts. Yeah. And then, I don't know, recently, I've been getting... I've got few videos, for example, from the journal *Cell* and they publish, um... video abstracts...and

Ana: Ah! That's interesting.

Julia: So, and it's researchers, they're talking about their work in a fun way, fun or didacticized ways, so, I think well, it's real researchers, just talking about their research, and it's been published in *Cell* so I mean... why shouldn't I teach that? It's good quality, why shouldn't I... yeah. And nobody, how do we know what to choose, nobody says what we should do, but we do talk about it a lot in the teams, and then we did the language policy last year, when we talked about it... I think maybe that's probably affected my choice of texts as well, I'm making a new course for next year, and I think I try to respect the language policy, keeping it shorter texts in the first year, and longer in the second years, more specialized in the other years. I try to do that more, you know. Sometimes, in the past I've chosen texts that were too long, for example, in a low level class. Yeah. And that, I try to, I mean... I choose the texts... I try to choose texts, I think, that interest... that keep me reading, because I know we sort of have the tendency to flip from one resource to another, but if I'm reading a text about science and it grips me from the beginning to the end, I think, you know, there's a reason, it should be able to grip the students as well, and if it's a text that I have trouble concentrating on, or that I'm having trouble concentrating on it because of the concepts, then the students will probably have trouble concentrating on it for the same reasons, or for the language. So, I try to, if a text interests me, I read it from the beginning to end, you know... focused, it captures my attention, because I'm quite susceptible to flipping from one source to

the next, and I think it was a good text or a good resource, or as I'm reading I'm thinking of the things I could do with it as well. So, yeah.

Ana: And do you ever talk to teachers of... you know, dentistry teachers, medicine teachers, to kind of see what...

Julia: No. No, and... whenever we do, we just get this big... they don't seem to have a grasp of what they do. Whenever we do, is like: aah, you know... they think that... sometimes, you know, we can ask them for research article... for example, I asked a researcher to propose a research article to study in class, and I get the students to do all these activities on a research article that I don't understand. Um...

Ana: Aha. So, this is dentistry?

Julia: Biology.

Ana: Biology, uhum

Julia: For example. And, um... so I do lots of fun activities but I don't understand the text, but the students understand the text. Um... but yeah, but whenever we ask... I think they have misrepresentations of what we do, you know, they think it's all about vocabulary, you know, maybe you could study this text because it gives you a good overview of the subject, they say, but we want a text that will generate discussion, a text that's controversial is better than a text that's... you know, that gives them everything they need to know about a periodon'tal disease. We're not interested in the content, it's better if they... if there's something a bit more controversial, problematic that they can talk about. So yeah, yeah, no. And I don't think, I don't think the content teachers really know what the students need. And whenever they do, you know, make suggestions, it's all just off the wall. I don't think they know, they have their misrepresentations about how they learned English and I think students these days are better in English than they were in their generation, they have more access to English, and they think we're just doing vocabulary, that that's what it's about, and so yeah, no. No, I don't, I mean... for example, in dentistry, in the... fourth year, the students have a task, a research task that they have to present two research articles. And we asked the dentistry researchers to suggest research topics, and to suggest research journals, and the students would go away to find two research articles and they need to get the research articles validated by the English teacher and the dentistry teacher, and... the students would come to me with their two articles and I said: tell me what your article is about, and I said well, that seems to me good choice of articles from what you've told me, the two studies are very different, you can compare them, it seems the results of this study conflict with that study, maybe the protocol was different, that seems a good idea. Then I say to them: I don't know whether these are good, quality studies. That's what the dentistry teacher can tell you. I don't know whether, you know, this journal, the impact factor is good, I don't know whether there were lots of problems, I mean... I say: for example, the samples... was 50, that to me doesn't seem like a lot, but I don't know. Is that a lot?

Ana: Yeah, because we don't know what it's like in their field, yeah, yeah.

Julia: Yeah, I leave the dentistry teacher to decide on that, so yeah. Yeah. And then, that brings problems, because sometimes the dentistry teachers, they're not as ambitious as we'd like them to be, or they... they say: as long as they talk in English, it doesn't really matter... you know, we want them to have more ambitious content and English-wise, or we tell the students: we want you to present two pieces of original research, a research paper, that's been in some sort of experiment, a study, a sort of retrospective study or... some sort of a clinical trial, for example. And then, the dentistry teachers say: whatever article you find in a journal, you can do, a review article. And the students can't present a review... it's really difficult to do an analysis of a meta-analysis, or to synthesize, it's really difficult. So yeah, I don't think the dentistry teachers realize that, they're looking at the content... one dentistry teacher said to a student: oh, if you read this article, the review article, it's like reading ten articles but... yeah, but they can't do a presentation *about ten articles*...

Ana: *That's not the idea of the exercise.*

Julia: *Yeah, that's not the point of the exercise, and they can't do a presentation about ten articles in ten minutes, you know? They can't go into depth and detail. So yeah, we don't really... it's good... we try, we try and work with them as much as possible and bring them into the classroom, but there's a whole... you know, a lot to be done in educating them in what we do, and I think you know we're at the bottom of the pecking order... when it comes to their program, you know, English, I mean, you know. Unless, you like you put yourself out there, and really sell what you do, and I think the work that Joanne has done with Défi International[01:35:02] that we've... we've been training teachers or mentoring teachers, they really see the value of what we do as ESP teachers, they see what we do, and it's not just... and when we teach CLIL as well, we bring them into the classroom, and they see what we do, they see what the students can produce and the context of our class, so they realize it's not just you know, vocabulary lists and testing... yeah. Because we don't need to give the students that, they can find that on the Internet. So, yeah. Yeah. So, yeah. That's yeah, Internet is my big... it's my big friend to find resources, I suppose, yeah yeah.*

Ana: *Yeah, of course, of course. So, what is it that you have to give the students? You said ok, it's not vocabulary...*

Julia: *mmm...mmm. Good question.(laughs) Yeah, we have to develop their communication skills, but all across the boards, I mean, they might know a word for something, but you know, using it in the right context, being able to activate it in the right situation, so... creating communication situations where they have to use, learn, listen... so yeah, we need to... we need to improve their communication skills across the board, improve their reading skills, their listening skills, and I would say especially their oral skills, speaking skills, because they haven't... they... that's, I think the thing they find hardest, I think the thing that's been *developed the least*.*

Ana: *Yeah, yeah. And it's not something that... yeah, exactly.*

Julia: *Yeah, I think it's the thing they have the least practice in, so I think we need to give them lots and lots of practice. Um... I haven't got the key, I don't think I've cracked the code or anything, I don't know, you know, how... most of my students come to me, and say: I'm a level A2, now what can I do to progress... and I just don't really know! Keep working, what do you do? Keep working, work really hard, do the activities I give you, go home, try to learn your vocabulary, I give them tools to try to learn vocabulary, try to learn the grammatical structures or expose yourself to the language as much as possible, read as much as possible, listen to it as much as possible. That's, I mean... yeah, I think it works eventually. I don't know, yeah, so yeah, I think what we need to give them in a language classroom at the university, I think we need to give them lots of practice and try to improve their... sort of... we need to inject things as well, we need to give them the practice, but it's not just to get them to talk about loads of things and just reuse the things that they've been using again and again. I think we need to give them opportunities to practice, but that the practice gives them opportunities to develop their knowledge base... vocabulary knowledge base, for example... the activities, give them an opportunity to develop their grammatical expression, I don't know. Yeah, the... they're learning things from it, they're learning vocabulary or they're reusing grammatical structures that we just focused on, for example, in the... in the listening, or... yeah. So yeah, I think we need to give them lots of practice, but the practice should aim to take them further. Yeah, yeah. And then yeah, what do we need to give them is... I mean at different levels... different things, for example, um... for example... in M2 Biology, they need to be able to present their research, and we need to give them the keys to be able to present their research, you know, what expressions they can use, what do researchers say at conferences and get them to focus on that, teach them the expressions, have them discover and learn the expressions, give them practice... you know... and then lower levels, I mean, I tend to say for example, in L1 Biology it's basic communication for biologists, so... you know, reading about biology in English, understanding an experiment, for example, understanding what happened, being able to reexplain the experiment to somebody else... so yeah, yeah. Um... so, developing their subject-specific vocabulary as well, they might have lots of general English vocabulary from school, and sort of developing their subject-specific vocabulary, so I*

think, like in dentistry that they're talking about gums, they're talking about flossing, and they learn those words, and they retain them, and they know how to explain how to brush your teeth, for example, to a child. You know... yeah, I don't... I mean, I don't feel that I've cracked the code, though, I don't... I might change my mind next year, yeah... so my perspective on teaching is is, develops and changes each year. Some years, I might go full on into like, lots of moodle quizzes, and then think like: no, I need to steer away from that, more content, more talking, more... more paper! *(laughs)*

Ana: *(laughs)* But it sounds like you like to experiment with a lot of things.

Julia: Yeah, yeah, I do like to experiment with lots of things, yeah yeah. I do like to experiment with lots of things, and I... I'd say that I never teach the same class in the same way twice in like, every... um... Thibault is always making fun of me for this, I take classes that we've taught for years, and like... redo them every year, and I do tend to add new things every year, or redo things, or... if, if I'm not sure that a class doesn't work... if I'm not sure that a class is really great, or that, you know, I definitely get the results that I want, I've got no qualms in binning it, you know, it's not because I spent twelve hours preparing it that I can't bin it. Because that's twelve hours of learning as well for me, it's not like twelve hours wasted at all, you know, wasted twelve hours preparing this class, you know... I tested something out that hasn't worked so I won't do it again! You know, that's... yeah.

Ana: So, when would you say that the class works and the class doesn't work? How do you know?

Julia: Um... how do I know whether a class works? I mean, usually... if the students are happy, I feel that it's worked, if they do the activities happily without groaning, and they're... yeah, they're happy that they really get into it, I feel that it's worked. Um... when they manage to get the answers that we, that I'm looking for in the video, I feel that it's worked. When I manage to inject the things I wanted to inject, because you know, the discussion has raised those points, I feel that it's worked. Um... when I, um... when, for example, like the organ donation thing that we did in medicine, when I listen to things that they've recorded in class, and I think, oh wow! and then I realized that it's worked, you know, because there are two students that I don't think they participate much, don't think they get much out of the class, but then I listened to their MP3, and I go like: wow! you know, they did get lots out of that, and they learned lots, and they're reusing it, they're reusing the vocabulary, they're reusing techniques that... you know, they're starting off with a useless fact about organ donation at the beginning of their MP3 saying like: did you know that... that... five hundred Americans have, I don't know what the figures were, but they're actually reusing the things that we've seen in class, and then I feel that it's worked. Also, I mean, sometimes I get e-mails from students, or when they leave the room, they say: thank you, or when they send you an e-mail, and they say: thank you for your engagement all the semester. That always... that always warms the heart. But yeah... and I feel that it's worked as well, I suppose, when they're happy, and also when I've felt comfortable throughout, I mean... because sometimes maybe I think: oh... maybe a class has worked for the students, but then I think: it didn't work, because I was getting flustered, or you know, I meant to say this, and I meant to do that and I didn't. The students don't know that, so the class might have worked for them, from their perspective it worked, but from my perspective it didn't work, because I didn't do what I had planned to do, you know, I felt I made mistakes, and that didn't work. But yeah... Yeah... and when there's... it works as well when the students are on task, and you ask them to do something and they're doing it, they get into it, it's generating a lot of discussion, they're not bored, they don't seem to be bored... and... um... yeah. (1:43:23)

Ana: Yeah, cause it's hard when you have long classes, like when you have a 3-hour class.

Julia: Yeah, yeah, yeah. To sort of keep on... yeah, be focused for three hours, yeah, it's hard, yeah. Yeah, I mean, I feel that class... when they leave the room, and they say: bye! See you next week! You know, that's usually... also, I mean, the fact that they're talking English all the time, that the students seem to forget that you can talk French, and you know, there's been times that I've taught a class, and you could hear like: "oh c'est chiant", ou "on s'emmerde" things like that, so... when I don't hear that *(laughs)* I'm happy! Or when I hear people say: oh c'est cool, non? or things like that, it works, so yeah. *(laughs)* Or when the students, yeah... they look happy, you can see their faces and the hands, the hands

are going up, or... yeah. All the hands are going up, because sometimes you get into a rut in classes that it's always the same students participating, and you become less vigilant about you know, getting them all to participate, yeah. Because I do count participation when they're doing pair work as well, and I do say that to them, that the students that participate... that are confident speakers, like to put their hand up in front of the group, and there's students that don't, and you know, that might be related to their level of English, but it might be linked to their personality as well. So yeah, we can't ask them to be extroverts in order to get a good mark.

Ana: Yeah.

Julia: Yeah. And I do tend to say that the best marks go to the students that participate all the time in English, whatever the situation. You know, if they participate in front of the class, they participate in a pair, participate in groups, they participate one to one with the teacher. But then you know, good participation might be a student that only puts their hand up from time to time, but then when I go round and listening and they're doing things in English all the time, that's good participation, so. Yeah.

Ana: And how do you keep track of that?

Julia: Um... I don't really keep track of it. Sometimes I say to them... I keep track of it mentally, really. Sometimes I say to them: I'm gonna go round and check that you're all speaking in English, that you're all gonna do it, I'm gonna put E next to your name if you are, and I'm gonna put F next to your name if you're not. What does F stand for and they go: French? No, Fail! So... I do that. Sometimes I go round with a list and I just put a plus, plus, and I sort of make... a little... ostentatiously, that they can see me putting the plus, but I don't do it systematically, I don't really do it systematically. I mean, when I was in the secondary school, I had a complex system... cause I remember having a class all about participation, and using oral participation as a sort of "levier" like as a way... to control the chatter, so they would get bonus points for speaking in English and malus points for speaking French. And they... I just had a complex system where they each had like... little form that they would fill in each day, and they would keep a tab of the times that they participated.

Ana: Aha, aha

Julia: And they would... they would put like, a bonus point if they participated, and they put it, they just put the bonus point, and a malus if I said: a malus point for you! They would put a malus. (*laughs*) and then I would collect the forms in, it was just too... too much to do, too much to do...

Ana: Too many students, right?

Julia: Too many students, yeah. And collecting all the fiches and all... obviously, they would cheat as well, because I caught... xxxx facing you with their fiche, and I could see that form time to time (mimes a student adding points), yeah. (*laughs*)

Ana: (*laughs*)

Julia: But sometimes yeah, I would write a comment: I don't think you participated these many times, I only counted five, but they would be like: yeah, I did! So, yeah, I had lots of... yeah, self-assessment things as well, I remember trying that out when I had my classe de seconde, and they did fill their self assessment trying to work out how much they participated, I started doing that again, and I got the teachers in, dentistry to do it in the second year. We got that scheme of marking... you know the scheme or marking that we use in medicine, like... plus, like... sixteen is the best.

Ana: Uhum

Julia: Well, I gave them scheme of marking with the descriptions, changed them a little bit, so it sounded more objective and more mathematical, and I gave them a grid with all the descriptions, I think there

were four descriptions, and I got them to put a cross in the description that best applies to them, so... one of the description on the top is: high level of partici... high quality participation in class with the teacher... at all times... then put a cross if that describes you. always speaks in English, or in the bottom was like: tendency... mostly speaks in French, lots of absences, rarely, never participates in group, and they had to put a cross in there. But they didn't actually know what mark that corresponds to, some teachers could say... the thing the teachers said, well, they're gonna give it back to them today, but I think the teachers said that the students underestimated their participation, so... um... yeah. Um... and the teachers can say to them: well, most of you ticked this box, but that box actually corresponds to under 10, so, you need to be doing this type of description to improve your mark, but I think in practice, you know, we tend to evaluate more generously than... you know, than they've been evaluating themselves. I mean, in practice, I say to the students in the beginning of the year, you know, you don't get ten just for coming, but... they do.

Ana: But they do (*laughs*)

Julia: You know, you can come to all the classes and still not get ten. They do. I mean, if a student has come to class and has just kept quiet, kept a low profile, not being obnoxious... I'll give him ten, you know. There's students that come to class, obnoxious students don't tend to come to class regularly anyways, so yeah. Yeah. Yeah, obnoxious students I'd give them under ten, but it's rare that I had a student like that, that I've gone into conflict with, over something, and that I feel that I always have to tell them to be quiet. And even in those cases, it's kinda difficult, cause you think: ah, no, they're obnoxious students, you know it's their personality, am I inclined to give them less than ten because they're a nasty piece of work, if they're giving me jip throughout the class, but have they actually been doing their learning...

Ana: Yeah, it's hard to... to prove it sometimes. (*laughs*). Ok, we've been talking for almost two hours. Yeah, so I don't think we're gonna have time to do the video part, so, one last question...

Julia: What time is it?

Ana: Yeah, it's a... so... I'm not going to keep you any longer.

Julia: I mean, if you want to go until twelve, and do the... I'd rather do it all in one go than go and come back.

Ana: Ok! Ok! Great! So, could you tell me which classes are you teaching this year?

Julia: Um... this year? Um... so... do you want to know filières or like, every individual class that I'm teaching?

Ana: filières

Julia: um... Biology, Dentistry, Medicine, MIASH... um...

Ana: Oh, so you're still doing MIASH?

Julia: It's the M1, so sciences cognitives and ergonomy. Biology, Dentistry, Medicine, MIASH... I think that's it.

Ana: Ok, so you've got Licence and Masters students.

Julia: Yeah, yeah.

Ana: Do you do anything in the école doctorale?

Julia: No.

Ana: Okay.

Julia: I mean, I've taught in the TACE course, in training teachers to teach in English. I'm just trying to think if I've got any other classes... no, it's just Biology, Dentistry, Medicine and MIASH. Yeah, that's it.

Ana: Ok.

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Ana: So, the class that I observed. Um... can you tell me about the class in general?

Julia: Let me try to remember... the class, you mean the students or the, the...

Ana: It was the... the class.

Julia: What happened in...

Ana: No, no, no, I mean, um... the course.

Julia: The course. Yeah, the lesson, the... ok, um...

Ana: Yeah.

Julia: Um... so it was medicine on Monday morning, wasn't it?

Ana: Yeah, yeah.

Julia: So, the material: how to prevent mistakes, how to avoid mistakes in surgery, it's a video that, um... xxxx prepared a few years ago for medicine for the tronc commun.

Ana: Aha.

Julia: Um... so it's a video that I've taught several times, that I was comfortable with. Um... there are activities in the class that xxxx had made up. There are other activities that I'd made up as well, that I'd injected into the class, um... so listening comprehension, that's the main activity, and there's lots of pre-focusing to build up to the listening comprehension, and then hopefully, things downstream after the listening comprehension to... to... reinforce things that we've seen.

Ana: Uhum.

Julia: Um... I feel it's, so, it's a class that I've always taught this video, that video, I've always taught in class. Um... it's a video that tends to generate a lot of discussion, tends to generate a lot of... student talk. Um... I don't really know what else to say about it. *(laughs)* It focuses on procedures, yeah, that's the xxxx yeah it focuses on procedures... um... I suppose that's the... linguistic content of it, the vocabulary of surgery and, yeah, instructions, yes, the grammar of giving instructions... you should use the... you should use the... present to give instructions, you know? There's not really one particular grammar focus in the class, no. Yeah.

Ana: Yeah, it was getting them to speak about...

Julia: Yeah, yeah, I think that's something that's often lacking when I go over my courses, the whole set of classes, that I think like, ah... no I need to like, make the grammar focus for each class tighter. That you know, each, each class to make it clear what the grammar focus is, and if it's not clear, I need to make one that's clear.

Ana: Uhum.

Julia: Yeah yeah, but yeah, lots of speaking, in different phases, lots of brainstorming in different phases, maybe too much brainstorming, um... I think I had something planned for brainstorming that I ditched at the last minute, I think I had planned to get to the brainstorm, risky surgery, what... what operations are risky and what operations are not.

Ana: Aha, aha.

Julia: That's something that I've done in the past and I ditched that, and I said, there's too much brainstorming going on here, so you have to ditch that, yeah. Um... and yeah, I mean, the video is something that usually works well cause it's quite, um... it's quite sequential, it's good from beginning to the end, it keeps the curiosity until the end, it's something that I completely forgot to do at the end. There was a brainstorm about the checklist of what to do, and at the end what I usually do, once they've watched the video, what I usually do is project the checklist, the official checklist and get them to identify differences with the checklist that they wrote at the beginning, like what things did they miss out.

Ana: Aha, aha.

Julia: I completely forgot to do that, yeah. I think I was running out of time and I wanted to do the speaking activity, and yeah, so... my circle wasn't closed, yeah, cause there were things in the checklist, the official checklist that they completely forgot xxx they missed that. Something like, um... introducing yourself, something like that that they didn't say, um... which they ended up saying about giving an injection so xxxx so I thought we did get something out of the checklist thing, yeah. Yeah. Nothing else that I can say about that.

Ana: And what can you tell me about the group?

Julia: About the group? So, they're a good, nice group, dynamic, that's nice. They're friendly students, happy students, um... dynamic, I feel that they like coming to English class. Um... they seem to be a well, sort of bonded group, a friendship group, they know each other well... they spend time with each other, and they can slightly xxxx talking about birthday parties and everything... I noticed it was somebody's birthday Monday, and I said: happy birthday! Um... but I feel like they're working well and that they get, really get into the work that I give them to do, like... several times this semester I've gotten them to record little videos, we did like a public health campaign, they had to record a little video and I didn't know if it was going to gonna work. And I said: we can do an audio or a video, and quite a lot of them went and did a video, and during class time I sent them away to different rooms and they went and recorded, and then when I got the videos back I said: oh, this is great what they did!... quite a resourceful group, quite sparkling and quite willing and, and... quite willing to do things that are a little bit funky or a little bit outside of the box, and things that... they're not used to doing. Like, one week I got them to record like, an... animation. You know, these videos you see on YouTube where you see people drawing and explaining... well, I gave them a big sheet of paper, and also colored paper, and I wanted them to... to use the materials that I gave to them to record a little animation about an experiment they'd seen in a video, so they drew things, cut them up, so some people did like, flow charts, that you know, they zoomed into different parts of the flow chart, they're creating a little video, yeah...there's a word for that, I can't remember what it is, but yeah, sort of a video animation, yeah, and explanation of the concept, yeah, and they were all willing to do that, so... yeah, so... yeah.

Ana: They're open to...

Julia: Open, yeah. They're open to do whatever I throw at them, I feel like none of them get like: uff, it's never like: hard work... getting to do something, "do we really have to do that", they're open, yeah.

Ana: Aha, aha. Well, and these are students who have chosen to take an extra semester...

Julia: Yeah, yeah. An extra semester of English, yeah. So, the level of some students is very high, but it's not you know... high across the board, there are also some students who are weak, but motivated, you know? So, it's different reasons for taking English, you know, there are some, they have very good English, it's strategic that they... they can get a good mark. Maybe that's not the reason, maybe they're taking English... they're already good at English but they wanna maintain their English, and they like it,

yeah. And then all the students that are weaker in English their strategy is to take English to improve their English, so yeah. It's... it's um... there's a variety of profiles I think. Yeah.

Ana: Uhum, uhum. So, would you say that this class in the second semester, is different from what they did in the first semester?

Julia: Um... oh. *(laughs)*. It's not, it's not, I feel it should be... I feel it should be like a move on from the first semester, that there is a bit too much of the same thing to be honest, and I try to do things differently, I try to do things more with their oral cause at the end of the course they have to do an oral presentation, and a lot of the materials come from the first semester. It's things we used in the past, in the first semester. So yeah, I feel sometimes that it is too much of the same, too much of the same thing that it's not like a clear progress, like you did this in the first semester and now we're gonna go one step further. That's why I've been trying to do more and more of these like, recording activities or, you know, the... um... they've had things where they've had to explain like a whole text to another person and, and, and... record themselves, so... I say to them, we do more of these extended speaking activities to get you ready for your presentation, but yeah. But I think they like doing it, there's no reason not to do what we did in the first semester, not to do again the things that worked, but yeah, I think it needs to be... each time taking it further, it's not just a repeat of... of the types of activity that we did in the first semester.

Ana: So, you kind of xxxx with the objective of preparing them to present something...

Julia: Yeah, yeah, yeah yeah, yeah yeah. But like, I mean...a bit like what we did in dentistry in third year that the... the... the... they do, that we tend to like, take some of the listening and reading out of class, and the class time is more with the objective towards preparing them for the presentation, yeah. Yeah.

Ana: Uhum.

Julia: So, yeah, yeah.

Ana: Ok, so, I'm gonna show you some parts of the video, I just want you to kind of tell me what's going on and what you, you know...

Julia: Yeah!

Ana: Tell me about the xxxx. *(laughs)*

Julia: it's not such a good idea to become a teacher. *(laughs)*

Ana: *(laughs)* No, but xxxx great. So, this is at the very beginning, right?

Julia: Oh yeah. That, I've never done that before. *(laughs)*

Video playing Synthesize a protein, yeah? Synthesize a protein.

Ana: So, I'll just let you watch and pause if you want to...

Julia: Yeah. Ok, yeah. Yeah, so the students are shouting words out for them to say, but they... they haven't heard, so that's why they're sort of repeating things. There I am trying to inject like, vocabulary, I think because they said "lead research" and I said, yeah, it's ok... and I was: no, it's not the best...

Ana: Ah, so they didn't say it... they... Ok.

Julia: No, no no, I wrote it, yeah yeah. Yeah yeah. But I didn't draw their attention to that, that I was writing that, and I should've, if I wanted them to learn and, you know, carry out research, I should've said, you know: this is what you should focus on.

Ana: Yeah, but they're gonna reuse it...

Julia: Yeah, yeah yeah, then we did the pronunciation activity, so they're gonna say it, yeah, yeah. So that... I mean, that was something I hadn't planned to do like, um... cause I had given them for homework the task of finding vocabulary from that text, finding vocabulary from that text, and then I was like: what am I going to do with that? I told them to do that, what am I going to do with that?. So that's why I thought I'm gonna get them to brainstorm and I'm gonna get them to come up to the board and write on the board, and the thing... the pronunciation challenge thing of rubbing things off the board, I have done that before, I've gotten them to put words on the board, and then rub them off. Um, but that... when they were doing that, the whole time I was thinking: how is this working? Like... they were all talking there, and the others, and then half... I think kinda once I started, I mean, they were all doing something then, and the others, what were they doing, that's when I thought, ah, I should have told them to shout out the words, for them to write on the board. I think I didn't get them to... I think maybe my reason is not to get them to say the words, because then I was gonna do the pronunciation battle, so I just wanted the words, without, you know...

Ana: So, it was kind of checking if they did their homework...

Julia: Yeah, it was kind of checking, but yeah, I didn't go around to see if they had done it or not. When I gave them the pens, they said: I didn't do it, but I didn't write it down, I didn't say: that student didn't do it. I'm not really fussy like that.

Ana: Yeah, yeah.

Video playing

Julia: She always looks really grumpy.

Julia (in the video): Ok, good. Right, everyone knows those words, you know them all? Are there any words that you don't know? Are they all ok?

Julia:

Um, that was... yeah, just before that, I had to leave the room cause I had an envelope of points.

Ana: Uhum

Julia: Yeah, I had to leave the room to go find it, and I didn't have it, and I was looking in my bag for... often I have packs of cards, and I use whatever, just to give bits of paper I had to keep track but I didn't, that's why I had to leave the room to go and find that envelope, yeah, of points.

Ana: (laughs). Cause you knew you were going to do the pronunciation activity, but you didn't know how...

Julia: No, yeah. No, I didn't even know that I was going to do the pronunciation activity, actually, no. I thought about it on the bike, on my bike on my way in, but I literally get in straight away to teach and then I realized the points were upstairs in my room, so yeah. Yeah. I had to copy that down because it wasn't clear on the board

Video playing: What we're gonna do, in order to clean the board, to clean all the word off the board, we're gonna have a little pronunciation challenge. Ok? Little bit different, ok? Little bit different.

Ana: So, this is the first time you see yourself.

Julia: Yeah! *(laughs)*

Ana: So, how did it go? How do you feel?

Julia: I look OLD! Oh. I always feel young in the class. And... you know, like the students, but I'm just thinking how old I look compared to the students. *(laughs)*. And to be honest I... I feel... I look a lot calmer than what I feel.

Ana: Oh.

Julia: I feel... I have this representation of myself that I'm like... hyper. And there, I feel that I look a lot more... like posée than what I was feeling.

Ana: Really?

Julia: Yeah. Yeah, I always have this impression that I'm like: "wooo" like that in class. Maybe I'm like that later *(laughs)*. But there I look a lot more like, hunched.

Ana: Aha, aha. But would you say you feel that way because you're nervous or just because...

Julia: Because my mind is buzzing and thinking about what I need... the things that I'm gonna do... and I... I feel that I'm... I'm like, super enthusiastic, but there I don't think I come across as being super enthusiastic.

Ana: I think it's just the beginning. Let's see.

Video playing In the game, you put your hand up, ok? You say the word that you think you can say, if you say it correctly, I rub the word off and you get a point. If you say it incorrectly, you pass your turn.

Julia: *(laughs)* pass your turn, you don't say that in English, you miss your turn.

Ana: I was wondering about that!

Julia: I'm often saying these like Gallicisms and afterwards I'm like oh well, it's come out, I haven't written it on the board... but yeah *(laughs)*.

Video playing

Julia: This... this activity, I've worked, I've run it different ways, each time I... sometimes I have them like, in teams of four and they have to say a word, and I go round the teams like that, so then they do like, miss a turn if they say a word wrong, then they miss a turn...

Ana: Aha

Julia: And they don't get a point for that term, and then it carries on going round. But this, I think I told them to put their hands up. I think I changed my mind the last minute of what I was gonna do, um...

Ana: I think you went around the classroom, yeah yeah.

Julia: I went around the... yeah, I told them that they were going to put their hands up, and then when they were brainstorming I was thinking: no, that's a really bad idea, because it's gonna be the same ones all the time, that's why I think it would be better to go around the class.

Ana: Uhum, uhum

Julia: So yeah.

Video playing

Ana: Yeah, here we have... the actual game.

Video playing If you say it correctly, I'll give you another chance to say another word.

Julia: That... that I thought of it just in the last minute as well, cause I was... cause there were two...

Ana: Sorry?

Julia: That I thought of it in the last minute, when I said: if you say a correct word I'll give you another chance to say a word. And when I was doing the game I was like: there's a problem with this. Cause I said you have to miss your turn if you say one mispronounced word, but because there were two of them, there was one person saying a word...

Ana: Aha

Julia: And if the first one got it wrong, so then the team missed the turn, but then another pair, the first partner said a word, and then the second one said a word that was wrong, and then they missed their turn...

Ana: Aah, aha. I don't think they noticed.

Julia: I think I ended up, it ended up running not really how I had foreseen it to run, but it just came out like that, spontaneously, cause they were in pairs and they were... they ended up saying a word each, so yeah.

Ana: Aha

Video playing I think we're gonna start at the back with... Florentine and Fanny.

Julia: Where am I?

Ana: Um... I don't know! Um... *(laughs)* I think you're in the back. Oh, no! *(laughs)*

Video playing

Ana: I'm just gonna fast forward cause I don't know why I wrote down minute 4... how can I?

Julia: Um... if you... you can't see the minutes. No, no. Ok, what's that? No. Why can't you see the minutes?

Ana: I don't know!

Julia: Usually when you scroll through like that you can see the minutes. Um... You saw it when I resized it, didn't you? Look.

Video playing

Ana: Yeah, yeah yeah yeah.

Julia: Hmm... I don't know.

Ana: Well, it's kind of in the middle... I think it was... just like the end of this... kind of... would you say sequence in English? [17:36]

Julia: I don't know... clip, oh sequence de cours, I don't know, phase, maybe.

Ana: Uhum, uhum. The kind of transition between the second video and this next one that I wanted to look at.

Video playing

Ana: Let's go to the end...

Video playing

Student: Protein.

Julia: Yes!

Julia: It wasn't perfect, but I was like aahh... (*laughs*)

Ana: (*laughs*)

Julia: I often do that, you know, I think: that wasn't perfect, uff... they're never gonna guess, and then, yeah, you said protein, you did say it. (*laughs*)

Ana: Because I think three or four tried before that! So, it's like: come on!

Julia: Yes! (*laughs*)

Video playing So I think Fanny and Florentine are the winners with six! Well done, well done, everybody!

Julia: In my head, I'm thinking that I'm being more comic than I am. I'm thinking that I'm being more... I thought that was like, a comedy moment there, when I said... and I'm not at all! (*laughs*).

Ana: What do you mean, when you announced the winners?

Julia: Yeah, when I said: I think Florentine... I couldn't see myself, so I think... Florentine... I wasn't doing that at all! (*laughs*)

Video playing We're gonna start by doing a little speaking activity, and you're gonna have to stand up and come in to the middle of the class, ok?

Julia: There's no transition, that's the problem! (*laughs*) There's no transition, cause the homework is based on... um... something that they did last week, we're consolidating what they did last week, and it's nothing...it doesn't lead in to today's class at all, I mean... more and more I like to give homework that leads in to the class. At home, you did this, now there's a reason why we did this, so... the transition is kinda like... no, this is today's class. So the transition into the day's class is really kind of the speaking activity, but yeah.

Ana: Aha.

Video playing

Ana: Yeah, so you're moving the tables to get them all...

Julia: Yeah, just to get them... get them all in the middle, yeah. Give them some space.

Video playing

Ana: So, can you tell me about this activity?

Julia: So, it's a pairforming activity... um... I got, I... I do this quite a lot, all the teachers, xxxx does this quite a lot. You got a picture on there, on the card. I haven't told them what it is or why I'm giving it to them. They're looking for a reason, I presume, yeah. Sometimes I say: don't look at it. Usually, you should know by now, but she's looking at the... it doesn't matter, cause they're all mixed up anyway, she's not gonna be with somebody that's next to her. And they tend to...

Video playing

that, I mean, the way that I did that, I mean... sometimes I tell them... sometimes I stand in the middle and tell them what they're gonna do before I get the papers out, cause when I get the papers out, they're distracted. But sometimes I like giving them... I don't think it's a conscious decision I make, sometimes I give them the paper like this, and they're confused, and that, you know... that creates an expectation xxxx their appetite. But yeah, I got them to come up into the middle of the room before, I mean, that's a conscious decision, I got them to come up into the middle of the room before I gave them the papers, rather than giving them the papers, and they're all sitting down, and it takes ages to come up into the room... into the middle of the room, I got them to come up first, and only when they're standing in the right position I start giving them out.

Video playing Ok? So, describe your picture, what is it for, what is it used for, find the person that has the same picture as you.

Julia: I'm ad libbing on the instructions, cause sometimes depending on the class, for example, like in the TACE, I really think it through, like: what am I gonna say, I really think through what I'm gonna say in each stage. There, I knew there was xxxx, I... I... I'm ad libbing on the instructions, cause sometimes it gets a bit fuzzy, and then like, I say things again, but yeah. I always try to keep it like... as succinct as possible, as clear as possible, but yeah, but that... that wasn't scripted or... I hadn't even worked out in my head what I was gonna say before, before I said that.

Ana: Aha.

Video playing

Ana: Oops. I think we can fast forward this...

Julia: Pierre-Gil! Did you watch it yourself?

Ana: Yeah. Ok.

Video playing

Ana: So... hm... I don't know if I should... hm... why this activity?

Julia: Um, the... the purpose of the activity is just to give them a hint at what we're gonna be talking about today. So... I mean, there's some things like surgical equipment, and to get them into pairs. To get them into pairs to... they're not with the same person and they'll sit down with that pair for the rest of the class, and they... yeah. So... I mean, the language objective is to...

Ana: Cause you don't want them to... work with the person who is already next to them?

Julia: Um... no, no. I feel that yeah, it's a good idea to sort of break up the group dynamics and the... they're more likely to talk in English, keep in English if they're changing from one class to the next, or from one activity to the next. It's... yeah, and they're less likely to slide into conversations about you know, what they did last night, if it was... if they're sitting next to their friend and they they've got... yeah. They're more likely to keep on task, yeah. And I'm looking at the classroom, and it's a really small classroom and they've got no room to circulate. I like to go in and like, mingle around them, but there's just no space there, they were a bit like, that's why I'm just shuffling around, but yeah.

Ana: Yeah, yeah.

Julia: I mean, that's... I mean, I feel like there's just so much more that can be done, like with the... um... the classrooms. A lot of the work that goes on nowadays is about “innovation pédagogique par les TICE”, but there's just so much work that can be done um... like redoing the class environment, just the basics...

Ana: Just on the layout of the classroom... aha.

Julia: yeah, the basics of the classroom, to make bigger classrooms, moveable tables, you know, things like that. The blackboard you know... to be honest, these videos could be really helpful for us, for um... cause we got this projet labo and projet espaces innovants [25:27], so they can actually see what goes on in the... mapi can see what goes on in the classroom, and that could [French: 25:32] be like our argumentaire, this is what goes on in the English classroom.

Ana: So, is... is this project like... you want to... get the university to change?

Julia: It's... we're asking for funds, yeah, we're asking for funds for the labo audio[French: 25:43], but the college is already asking for funds for... to... to change les espaces d'apprentissage [25:48], I just think, so many of our classrooms... we, we get by with what we've got, but so many of our classrooms aren't well adapted to the types of activity... it could be so much better, I mean, it could be... we've got good classrooms here, especially compared to [the other campus], but it could be so much better, we could just do so... that would have been great if there was like, a big space at the back of the room that they could all come to...

Ana: Yeah, yeah.

Julia: and it's like, more modular...

Ana: To kinda have two... two different spaces like, an open one and then one to sit down... yeah, yeah.

Julia: Yeah, we could do videos for the MAPI [26:16]

Ana: Yeah, yeah. And I think what you said about the board as well, like, having um... the screen next to the board so that you have the space to write, or... or, have the projector project on the board, so you can... cause yeah, sometimes it's just...

Julia: Yeah, yeah. Yeah, yeah yeah, it's just quicker... and It's quicker to write, than typing, I mean, I'm fast at typing but then you have to bend down, look at your computer, and you sort of... you know, yeah.

Ana: No, that's really interesting to think about... like, the space in the classroom, because...

Julia: Yeah yeah yeah yeah yeah yeah yeah, I think it's...

Ana: Sometimes you kind of like... I know that sometimes I wanna change the layout of the tables, but you say: it's gonna be... you know, it's gonna take up too much time, I don't have time for it, let's just... you know, stay the way we are.

Julia: If you talk about this with Ray, he will probably talk about... he likes talking about that. The surrender value or something like that he calls it, yeah, that you may lose like, 5 minutes, but then you gain... you gain, you make gains elsewhere.

Ana: Yeah! No, no, but it's true.

Julia: Yeah yeah, it's true, yeah yeah. And the layout of the classroom, when we came in the classroom, it was all like, in test format, but yeah, so then we did that, but yeah, there, I mean... I've been tending to move tables, so you got like... blocks like that, um... and they end up working in groups, at one point, they'll end up working in groups on something, so um... yeah, but there needs to be more space there. But... but the aim for that activity it was just... it was also like a switch from the last activity, when they were sitting down, looking at the board, you know? Speaking, you know? That just... getting them to stand up, that reactivates them... I feel it reactivates their brain, in the physical act of getting up. But then, the problem with this with the space, they have to go and sit down with their partner, because it's just so crowded. It would be nice if, like, we were in a big separate space and then we... you've got your partner, now go and sit down over there, you know?

Ana: Aha. I think we can move on to the next part, to the next activity...

Julia: These videos would actually be really useful for the MAPI cause they would see what we're talking about when we're saying that we need space, that we could do this and this in it.

Ana: Aha. Well you can

Julia: Yeah, yeah. Get them from XXXX

Ana: Yeah, yeah, yeah.

Video playing

Julia: What's that? Where is it?

Student: Um... in the... in the left...

Julia: That's something... I knew what he was talking about, but that's something I do more and more... that I do, that like... when they say something in French, even if I understand it, I pretend not to understand it. I do that with my kids as well, that I pretend not to understand them, I get them to actually go through the process of explaining what it is, I mean, I don't always remember to do it, but yeah, I try to do that as much as possible, that they... you know, explain, I'm not sure... sometimes it's true that I don't understand what it is, because it's a technical word, but...

Ana: Aha, right, right.

Julia: Yeah. I don't know what that's called, I don't there's a lot... that's something I should've checked on first, I think probably francophone teachers would, but I tend to adlib a bit more, I think it's called a transfusion bag, but I'm not sure, it might have another...jargony word, um... so yeah, transfusion but I wasn't sure.

Ana: Yeah, that's something that I was gonna ask you, like... cause there is a lot of vocabulary... just in this activity, and in all of the activities, like...

Julia: Yeah, yeah... yeah, I would... I mean... I tend to...

Ana: Is this vocabulary that you're familiar with, or...?

Julia: I tend to rely... I think, I mean, the francophone teachers sometimes say: oh, it's cause you're a native speaker, and I think, you know... Thibault, he prepares his vocabulary more, and I tend to like rely on my memory, and sometimes it fails me. Sometimes it is something really technical and I'll go and look up what it's called... um... but then we have that, for example, I made the activity up and I didn't check that I knew what everything was called and I said "dropper" afterwards in class, you know, that's a... when somebody came...

Ana: No, cause... I think yeah, most of these, you would know, cause, you know... but it's true, that yeah, I don't, I'm not sure what you would call that either... um...

Julia: la "perf" they say in French... yeah... transfusion bag, I think that's...

Ana: IV bag?

Julia: IV bag! IV bag maybe yeah, IV fluids... yeah yeah, IV fluids...

Ana: Cause yeah, cause I'm kind of like you, I think that I don't... I don't really check on the vocabulary too much, and then there are times when...

Julia: Your memory fails you, yeah, yeah. Later on, there's a thing, the tracheotomy and tracheostomy, I checked that, cause it comes up every time and every time I need to check it again, cause I forget it.

Ana: Yeah.

Video playing It's a dropper, dropper. To give drops.

Julia: See, there, I would love to just be able to write on this thing instead of writing xxxx I would like to be able to write on the board!

Ana: yeah, under the picture

Video playing

Ana: Yeah. What about the... the tableau numérique that we have somewhere?

Julia: Oh, nobody knows how to use that, and it's... we use it as a video projector. The problem with that is that, um... there's this big cost to the teacher, you have to learn how to use their software, where... if that was just a white board that you could write on...

Ana: Yeah, you don't need to know the whole complicated thing.

Julia: I could use whatever software I use, I don't need to be trained, yeah, I don't need a freaking stylus as well you know, I've tried, I don't like them, they never work with me, you always like, dragging the things, like when you sign for the post office, it's... yeah.

Ana: Yeah.

Julia: Yeah, I'm not convinced by Styluses, and yeah, a pen I think it works easily and well, it just, yeah... I'm sure there's...

Ana: Yeah. And it really is something that can be very simple to...

Julia: Basic, yeah yeah.

Ana: Yeah. Oh, we're running out of time! (*laughs*) There's this one other part that I wanted to talk about... um... this is when... yeah, they've done their brainstorming.

Video playing What should you do before you administrate anesthesia?

Julia: Before you administrate... before you administer.

Video playing Ok, check the diagnosis, check the patient's charts...

Ana: So, this stuff is more... I guess... hm...

Julia: That's to lead them into the video, cause that's what the video is all about, the checklist... um... so it's just to get them... it's so that when they watch the video they're not: oh, what is this about? They're kinda ready, cognitively prepared to watch the video. I mean, that in previous years I've had that on a word file and type things in, but I'm always divided, like... sometimes I go and type everything on the board, sometimes I don't, cause it slows down things, and as soon as you type it on the board, they wanna copy it as well, and that slows everything down. So, yeah.

Ana: Right. Cause the objective was not to focus on this specific thing, it was just to lead them to...

Julia: No, yeah. It leads them to the vocabulary so that they're hearing things, yeah, they're hearing ideas, yeah... there's this sort of, I don't know... when they see what's on the checklist, or when they hear about what things need to be taken into account... it's that kind of... relating it to what they thought before, there's an expectation, yeah.

Ana: Ok, and... and the other thing is like... these things are specifically like, medical, I mean, and they need to use the knowledge of...

Julia: Yeah, yeah yeah, they need to use their knowledge, yeah. So that's, I mean, that's something... the knowledge that I got out of this was from the video because I had seen the video and I had the checklist that was part of the teachers' pack, the procedure, there was the checklist and I looked at it before, yeah so... yeah... yeah, I mean, the thing... we're talking about vocabulary earlier on, when they said "the patient's chart", I mean, cause I worked at a hospital, and I... I do have a bit of, like, knowledge about what things are called, and how things are referred to, so I... I tend to adlib a bit more because I've got that. But yeah, I suppose... I don't know if I was a francophone that never worked in a hospital, I don't know... maybe... I don't know...

Ana: Yeah, you would probably need more time to... to prepare...

Julia: Are you filming any francophones, or... how do they...

Ana: No.

Julia: No? That's a shame. You should ask again, you know? Ask Thierry, I'm sure he would be up for it...

Ana: I'll try, I'm gonna try, yeah.

Julia: Because I'm sure they prepare differently, because the pronunciation thing, for example, um, before... in another class I got students to write down, brainstorm all the key terms associated with the topic they were studying, metabolic compartmentation, they wrote the terms and they put them on the board, and I told Thibault, you know, I rubbed them off the board, it was all nouns, and I rubbed them off the board, and he said: oh, you can do that because you're a native speaker, you know pronunciation. He still could do it, if he had a good internet link to howjsay, to check, and... so yeah. So maybe there are things that I ad lib a little bit more, because... I don't know with the natives because... another friend,

Margaux, she works in Paris, she says: you got the confidence because you're a native speaker, you feel that you can do it more, it's true, but sometimes I let slip mistakes, or I make a mistake and I'm not like, worried about it, oh you know, it doesn't matter (*muttering*), they won't... yeah, so.

Ana: Well, I mean, if it happens to a native speaker, it happens! (*laughs*) So here, like, did you kind of know what they were going to say, what were you expecting from...?

Julia: Um... I probably had, because I have done it before I've taught the class... four times before, so, I probably had a vague idea of the type of things that they were gonna say, like they usually say: allergies, they usually say: check the identity of the patient... and they usually get... they usually say things that aren't associated with in the surgery room... I didn't make that clear, I should've made that clear at the beginning, you know, what happens in the surgery, in the theatre... because then they start talking about other things, they start talking about other things you know, test results, and things like that, um...

Ana: Yeah.

Julia: The vitals thing... did they say that there, check his vitals, or...?

Ana: Yeah, that was... that's a little bit later on.

Julia: They did say check...

Ana: Oh, that's what I would have said, but all my medical vocabulary comes from Grey's Anatomy, so... (*laughs*)

Julia: It's not that! I knew, it's obs. It's obs, it's observations.

Ana: Cause vitals is really... it's to check, you know, if they're still breathing...

Julia: Yeah, yeah, yeah, yeah

Ana: The pulse... the... I guess temperature wouldn't be a vital, I don't know.

Julia: Yeah, yeah. When they said it, they were happy with that. Yeah, there's a moment somewhere where they are like: oh! (*laughs*)

Julia: Yeah. I think it's obs, it's obs, I remember when I was a healthcare assistant.

Video playing

Ana: I think that's...

Julia: the thing that I realized, you know, I went over to that side of the room, I think I was noticing... I think I was self conscious of the camera as well. That's why I was like, paying attention more to things that I should be doing as a good teacher.

Ana: Aaww

Julia: Um... that I was on that side of the room a lot, and I noticed, and that's why I went over and walked to that side of the room, I think to give them more attention. Yeah, I think that's something we talked about at the IUFM... to not always talk to the same side of the room, yeah.

Ana: Moving around...

Julia: Yeah. And moving... I tend to... that's something, I don't think I did it there, but I tend to try to move away from the students that are talking to me, so they raise their voices. Cause if I'm close to the student, then the student starts speaking softly, and the others can't hear him, so I tend to move away from the students, so they raise their voices and everyone can hear. Yeah.

Video playing What do they say "check the patient's vitals"...

Ana: Yeah, there's like, a little reaction there, um...

Video playing

Julia: (laughs). That's... part of the strategy when I said "explain", when they said "check his constants", so, I had understood what "constants" were, I just couldn't find the word in English, so that's why I was saying, "can you explain?", that was cause I was buying myself time because I couldn't remember the word. (laughs)

Ana: Aha. (laughs) so it's good for you and good for the students

Julia: So... yeah, yeah, I'm listening to what you say... yeah yeah...it's obs, it's obs

Ana: So, this activity, you always kind of get the same... the same ideas...

Julia: Yeah, yeah, yeah, yeah, yeah. I mean, the first time you do the activity you don't really know what they're gonna say... I sort of presumed they were gonna say things that were in the actual checklist, and they didn't. Um... yeah... yeah, they usually say the same things. The allergies thing, check if it's the right person, check the patient's identity, check what operation you're doing, that type of thing, yeah. Yeah, they usually say the same thing.

Ana: So, this is something you've done several times, cause you've been teaching the same class?

Julia: This class... the materials... that was the 5th time that I've taught these materials.

Ana: Ok.

Julia: So, it was fairly... you know, last time I taught this was last year, so it was quite a long time ago, but yeah...I was familiar with it

Ana: Yeah, but you know... uhuh.

Julia: But there are new things I've injected, cause this two-hour class is um... is in the... [40:01]tronic commun it's a two hour class, so it's reduced, so the new things I injected like the pairforming thing, a little XP with the operating room vocabulary...

Ana: Aha, aha.

Julia: Yeah. So I think, um... I think the way that xxxx wrote on the procedure sheet, that's the way that I'd done it last year, it was like... first... the first thing was like... so, you know, I'm a busy teacher, I have lots of things in the morning, what do you think I have to do before I come to class? And they come up with things, like: you cut your bits of paper up, and things like that, and I said: and what about you? What about something more complex, I'm a teacher, it's not really you know... a high risk situation, what about something a bit riskier, like performing surgery, what do you have to do then? And that's the first activity, the brainstorming activity, yeah.

Ana: And... do you know anything about what the students are doing in their medicine classes?

Julia: Not really. No, no, I don't, no. Not at all. The only things I glean it's from when they say things in class, you know, we saw it yesterday, we saw that last week... but no.

Ana: Ok. Yeah, yeah, yeah. Cause I kinda noticed that... um... in the first semester I was expecting them to know a lot more than they actually did, so... I'd ask them questions and they would be like: "ah mais on est en deuxième année"

Julia: Yeah, yeah, yeah. I think I don't assume that...I don't assume

Ana: Or they're like: oh yeah, we did that in prépa [41:12] but I can't remember, and things like that.

Julia: Yeah. I don't assume that they've got a lot... at this stage I don't assume that they've got a lot of knowledge, I kind of like, assume that they've got... similar knowledge as me... well, they've got a lot more, but yeah. That they understand the concept more, I think... if it's something that I don't understand then I'm not gonna do it with them in class, basically, if it's something that it's too complex scientifically, that I can't understand... I can't trust them to understand it... whereas like in M2 biology, as I was saying earlier on,... I can trust them to understand a research that I don't understand, so...

Ana: Yeah, cause it depends on the students, it depends on...

Julia: It comes from experience, yeah. On the level in their the discipline like where they are.

Ana: Ok. Great.

Annexes chapitre 11

1. Synopsis cours Dan

Horaire : 9h-12h

Public : doctorants de l'université (toutes formations confondues)

Nombre d'étudiants : 6

Configuration de la salle : tables en îlots, grand espace devant le tableau, chaises autour du tableau pour présentations

Position de la chercheuse et de l'appareil photo : latéral au fond de la salle



Objectifs de la séance :

- Travailler sur la structure des articles de recherche et sur les particularités de chaque discipline

Supports :

- Fiches avec des informations sur les « personnages » pour le jeu de rôle en début du cours
- Articles de recherche apportés par les étudiants

Déroulement de la séance (découpage en différents « moments » de la classe : en fonction des thèmes abordés ou des activités proposées) :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
1	Jeu de rôles simulant une « pause-café » lors d'un colloque scientifique							
1a	Consignes	V1 [00 :00- 02 :51]	E/Con	Fiches avec les descriptions des personnages à jouer : domaine et sujet de recherche, nationalité, hobbies, état civil, etc.	IO		Ens	Dan explique les consignes pour la première activité « brise-glace ». Chaque étudiant reçoit une fiche avec des informations sur le personnage à jouer. Les personnages sont tous des chercheurs scientifiques (par ailleurs, Dan a créé les personnages à partir des profils des étudiants.) Il explique qu'ils vont faire semblant d'être en « pause-café » lors d'un colloque. Il s'agit de se présenter, de présenter sa recherche, de se poser des questions, etc.
1b	Déroulement	V1 [02 :51- 12 :40]	G/Min		IO	Savoirs linguistiques Communication dans une situation sociale	-	Les étudiants parlent en binômes ou trinômes. Nous sommes debout (je participe en tant qu'étudiante à la demande de Dan). Toutes les 2-3 minutes, Dan indique à l'aide du son de ses clés qu'il faut changer d'interlocuteur. Ainsi, tous les étudiants ont l'opportunité d'échanger avec les autres membres de la classe. Pendant le jeu de rôle, Dan écoute les conversations et note de temps en temps des mots au tableau.

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
1d	Débriefing/Leçon de prononciation	V1 [13 :23- 29 :58] et V2 [00 :00- 04 :50]	MC/Cor E/TS	tableau		Phonétique/Phonologie Lexique spécialisé	Ens	À partir des erreurs de prononciation repérées par Dan lors de l'activité précédente, Dan se livre à une leçon de phonétique portant sur les phonèmes /aɪ/, /ɜ/, et /ʌ/, sur la prononciation du mot « alcohol » et sur l'accent tonique en anglais. En donnant plusieurs exemples (ergonomics, ergonomer, astronomer, astronomie , photographer, photographic, photography), il demande aux étudiants d'essayer d'identifier les schémas qui expliqueraient les différents placements de l'accent tonique. Ils identifient les suffixes « -ic », « er », « y » et trouvent d'autres exemples pour confirmer la règle. Dan explique que ce sont des schémas connus comme des « terminaisons savantes », dont il existerait une trentaine, surtout dans des termes scientifiques.
2	Présentations d'articles de recherche							
2a	Consignes	V2 [4 :50-6 :56]	E/Con				Ens	Au début, Dan tente d'établir l'ordre de passage pour les exposés, mais apprend que la moitié des étudiants n'ont pas apporté une copie numérique de l'article qu'ils allaient présenter. Il décide donc que les trois étudiants avec leur article sur clé USB passent en premier et que les trois autres présenteront après la pause. Les consignes, données au cours précédent étaient de :

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>-apporter un article « représentatif » de son champ de recherche</p> <p>-commenter la structure et l'organisation de l'article</p> <p>-surligner des expressions utiles, employées dans les différentes parties de l'article (ex. « the aim of this paper is to... », « Results suggest that... »),</p>
2b	Présentations des étudiants devant la classe	Prés.1 V3 [03 :50- 29 :59] V4 [00 :00- 05 :15] Prés.2 V4 [05 :15- 24 :36] Prés.3 V5 [00 :00- 11 :09]	I/Prés	Articles de recherche apportés par les étudiants, projetés au tableau.	EO	Savoirs discursifs Savoirs sur les usages dans chaque communauté disciplinaire	Etu/Ens	<p>Les premières trois présentations se déroulent de la façon suivante :</p> <p>L'étudiant est assis ou debout face à la classe. Il projette l'article qu'il a analysé au tableau. Il présente le sujet et le contexte de l'article et puis commente son organisation tout en relevant des phrases « types » pour chaque partie (introduction, méthodologie, résultats, discussion). Ils analysent également les manifestations de l'auteur dans le texte (utilise-t-il la première personne, ou plutôt des formes impersonnelles comme le passif ?).</p> <p>La première présentation porte sur un article dans le domaine de la psychologie, sur les liens entre le sommeil et le trouble du déficit de l'attention. L'étudiant remarque par exemple que la partie « discussion » de son article fait sept pages. Les autres étudiants, venant d'autres disciplines, s'étonnent.</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>L'étudiant commente quelques expressions qu'il a trouvées intéressantes.</p> <p>Dan soulève plusieurs points relatifs à la rédaction d'articles en anglais. Il insiste sur le fait qu'en anglais, ce n'est pas du tout un problème de répéter le même terme/le même verbe dans un même paragraphe, alors qu'en français, l'on essaie de trouver des synonymes. Il affirme également que l'on ne trouvera jamais le verbe modal « must » dans des articles scientifiques.</p> <p>La deuxième présentation est faite par une étudiante doctorante en chimie. Elle a choisi un article fondateur dans son champ disciplinaire marquant la naissance de la recherche sur les foldamères (un type de polymère). Elle relève plusieurs expressions utiles et s'arrête sur une phrase dans laquelle l'auteur fait une affirmation très forte sur l'avenir de son domaine : « I predict that... ».</p> <p>L'étudiante et Dan échangent sur le caractère inédit de ce type d'affirmations dans la recherche. Dan explique que seulement les membres « centraux » d'une communauté de discours pourraient se permettre une telle affirmation.</p> <p>L'étudiante raconte un peu l'histoire de l'article et du chercheur qui l'a écrit, qui n'était pas, à ce moment-là, un chercheur reconnu.</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								Le troisième exposé porte sur un article dans le domaine des ressources humaines.
2c	Présentations des étudiants autour de la table	Prés.4 V5 [11 :55- 27 :00] Prés.5 V6 [00 :00- 09 :15] Prés.6 V6 [09 :15- 28 :32]	I/Prés G	Articles de recherche apportés par les étudiants, photocopiés (chacun avait une copie pour suivre).	EO	Savoirs discursifs Savoirs sur les usages dans chaque communauté disciplinaire	Etu/Ens	<p>Les exposés continuent, mais sous une forme différente, vu que les trois derniers étudiants n’avaient pas de version numérique de leur article et ne pouvaient donc pas le projeter au tableau. Dan a donc fait des photocopies des trois articles restants pour tous les participants.</p> <p>Le premier article présenté porte sur les biocarburants. L’étudiante remarque que dans son article, c’est la partie résultats qui est la plus longue, et qu’il n’y a presque pas de discussion. Dan fait quelques commentaires sur le style des articles dans les sciences dures par rapport au style en sciences humaines.</p> <p>La deuxième présentation relève du domaine de la biochimie et décrit la technologie de « high throughput screening ». Comme les autres, l’étudiant souligne les expressions utilisées dans l’article pour montrer les résultats, argumenter leur pertinence, etc. Dan intervient pour faire une remarque sur les différentes traductions du verbe « permettre ». Il déconseille l’utilisation du verbe « allow » suivi d’un verbe et explique qu’il faut l’utiliser</p>

	Titre	Durée	FST	Matériel/ Support	AL	Type de savoir et/ou compétence mobilisé	Source du savoir	Description
								<p>avec un nom ou bien utiliser l'expression « makes it possible to ».</p> <p>La dernière présentation, faite par une doctorante en médecine, porte sur les cigarettes électroniques. S'ensuit un débat sur les biais introduits si c'est une entreprise productrice de cigarette électroniques qui finance les recherches sur leur efficacité à lutter contre le tabagisme. Ils parlent tous également de l'addiction au tabac et de comment elle diffère d'autres addictions.</p> <p>L'heure sonne et Dan demande aux étudiants de remplir une courte enquête de satisfaction avec la formation, à renvoyer à l'école doctorale.</p>

2. ESD avec Dan 17 mars 2016

Ana: So ahm basically I just want to ask you some general questions about your career xxxx to begin to kind of to get to know you better and then if we have time + I don't know how much time you have+this afternoon.

Dan: Ahm

Ana: Cause this may take awhile (*laugh*)

Dan: Okay maybe cut it into two parts then..

Ana: Yeah + yeah + yes hmuh

Dan: I have to leave about 4o'clock

Ana: I want to watch you know little snippets of the video of your class and kind of have you comment

Dan: Hmuh

Ana: on why you did certain things and what you were thinking and so on + but first general questions. So let's pretend that we don't really know each other that + I'm not a teacher so you can + you know like things that would seem obvious to a teacher I would still like you to

Dan: Explain

Ana: explain + okay. So we meet at a dinner party and I ask you so + Dan what do you do? (*laugh*)

Dan: Well + I'm a xxxx has it started?

Ana: Yeah (*laughing*)

Dan: So yeah it has started + So + well my name is Dan X and I've worked in + I've worked in this university for all my university career. Ahm and what I do basically is I'm an English teacher + but I don't teach. I teach English to the students + but these students they're not learning English to become English teachers or such. They need to learn English in order to be able to do some future job + be it in medicine or pharmacy or sociology or psychology or whatever it is. So + so we know that in + in + in professions that are linked to these disciplines + there is special English alright if you like and so I teach this special English that's really in a nutshell what I do. So I'm not teaching Shakespeare + I'm not teaching literature + I'm not teaching poetry + I'm not teaching the history of Britain or America or civilization + nothing like that + I'm really teaching language with a view to it being used by future professionals in whatever discipline they + they may find themselves.

Ana: Hmuh. And so this special English in all these fields + would you say there's a common?

Dan: Well yeah + there is a + there is a common + there's a common sort of register if you like + for example + even though ahh sociology has nothing to do with medicine the way++ the way people write in + write+ use English to write about these specialties a num + a number of the words that they use will be the same + a number of the + the structures they use will also be the same + so in a sense there's a lot of overlap between these disciplines + in fact we can talk about + we can talk about a common discourse to science that is common to all + all the + all the scientific disciplines and that's interesting for the students because that's really what they've got to really learn about + because if they study + if they study a particular aspect of their specialty + very quickly they learn about the vocabulary of that +

but what they won't learn is how to put it all together and that's the common cement language if you like of + of what we call domain + I work in English for special purposes or English + English for academic purposes sometimes it's called. There's a slight difference but ahm

Ana: What would be the difference?

Dan: Well the difference there+ English for academic purposes is that ah it's + it's teaching English for + to student who prob+ are very + very likely to go into the research world + whereas English for special purposes is a much more global umbrella term that encompasses any sort of teaching of English that's to be used in a particular professional + scientific or professional field. You can have English for special purposes in + in + in ah the restaurant profession + in hôtellerie ahm in aeronautics+ many different domains + military affairs as well+hmm

Ana: So how did you get into this?

Dan: How did I start doing this? aah (hi Lucy I'm being interviewed) How did I start? Well I sort of fell into it actually ahm+ I didn't choose it as a career + because I didn't know it existed

Ana: hmm

Dan: I started teaching general English first+ see my idea was to be a to well to start my professional life as a teacher + I'd only done some teaching in England very + very sm+ + I've done just + I taught in a + in a just a term in a primary school + I'd also been a guitar teacher ahm but I thought I'd just come + come to be a teacher in + in France + I majored in French

Ana: Hmuh

Dan: and ahh I started to work in the university + well first of all I was just teaching general English and ahh I was asked to teach general English as a lecteur here in the university.

Ana: So you were a lecteur here..

Dan: Yeah I was a lecteur yeah + yeah + yeah + yeah. And ahm and so I started to do this and then at that particular time and this was the + this was the ahm the end of the 1970s beginning of the 1980s + there were one or two + one or two areas of the university decided that their students should actually learn English for the profession+ until then no students have learned any English at all. Not in + unless they went to + to ahh English faculty

Ana: Right

Dan: *ok* + So we as department we were + we were asked to teach this and we really didn't have any idea how to do this + it was a totally new area really + very new in France and there were only about two other universities which were actually teaching English for special purposes + so what we did really we + we + we + we + were a of about four people + four teachers that's what + we were only four teachers here at that time and we spent hours and hours working out how we would do this. How do you actually teach English a useful form of English to future medical students ahm

Ana: This came from the university; the university + asked you to +

Dan: This was a request from the university asked us to do this + yeah + yeah asked us to do this.

Ana: specifically for medical students or

Dan: It started with medicine yeah + it started with medicine + also we worked with ahm ahh who else were we working with at that time? We started with medicine and only one + one part of the medical

schools + not + not all of them and so yeah we + we + we + we + we developed this at the same time we were developing self- access learning as well

Ana: Hmmm

Dan: I did my + I did my doctorate on that ahm and ahh + so our department was set up really just to + to meet some sort of foreseeable + but + but + but we knew there would be a need for English in the future + we didn't know what it would be and there were just four people in the department at that time + running a very small department ahh we just have one small area of all those three wings that we eventually were to become ahm and ah so + so that time there was + there was no school of thought about teaching English for special purposes. There were people already in the Anglo Saxon world already working on this so but so and we started to read these people and you know+ become inspired from what they were doing + people like Widdowson ahm there was ah (what's his name I can't remember) David Crystal as well the lexicographer also made one or two theoretical incursions into English for special purposes and so we started and then we + we + we started going to conferences and + and the whole thing blossomed and then little by little the directors of all the programs in the university realized that this was in fact an added value if their students were to learn special English uhm and so + so little by little we were asked to do more and as we were asked to do more we were given more teaching positions and little by little the department was built up. At the same time + most of our department was + was a bit through Michel Perrin + who was our director for 27 years. We were + we were + we were also beginning to organize getting people in throughout France to work together and ahh and so we we started to we + we organized our first + we + we + we created our first ahm scientific society the GERAS ahh which is meeting today starting its 37th annual conference today and ahm and so little by little we + we + we + people in France began to become aware of the need for this ahh for English for special purposes and developing research on it as well ah and so the whole thing sprouted from there. That's really how I got into it.

Ana: Hmuh

Dan: and at the beginning I was organizing programs just about + well for I organized I started all of the programs virtually all of the different sectors that we have in the university + I started them and then I said + "I couldn't be running the whole show" so we got + we got other teachers in who+ we recruited people who + who were really you know the really good people who work with us now our colleagues now and we began to share the work load and develop things like that

Ana: Hmmm. But you started as a lecturer?

Dan: Yes.

Ana: And all of these things were happening when you were a lecturer

Dan: Yes

Ana: + and you were doing your PhD at the same time

Dan: Oh yeah and I had two kids at the same time. Yeah so ahh yeah all doing those things at the same time yeah. And I was also doing competition + competition running at the same time + I don't know how I ever did that

Ana: (laugh)

Dan: I don't know how I did that + but anyway

Ana: So you did your doctorate here in France?

Dan: I did.

Ana: Hmm

Dan: Yeah I did my doctorate here in France

Ana: Did you decide to do that after you were a lecteur or

Dan: It was ahm + yes it was after I've been and ahm yeah it was after + just after I + I became an ahm what it was called an assistant in those days + it's a post that has disappeared now and while I was an assistant I did my + I did my doctorate + yeah + and one + xxx in 1998 I became a maître des conférences

Ana: Hmm

Dan: Okay + and I've been a maître de conférences ever since. I could + I could have become a professor a long time ago + but for personal reasons I preferred not to.

Ana: Okay

Dan: Which I'd rather not go into.

Ana: Yeah + yeah + I won't ask (*chuckle*)

Dan: I don't regret my decision though

Ana: Hmmm. So you've been in this university for a very long time and seen a lot of changes

Dan: Hmuh

Ana: are there like specific moments you remember being kind of turning points in ?

Dan: Ahm+++ well there've been + there've been some + some moments for example when we've + we've being requested by+ you know large organizations to work for them. For example we were requested to + to do training programs for the CNRS also from the hospital + so + so this meant that we would + we moved out + out of the world just purely working with our students and we had to think of + think of you know formation continue + you know + further education for the doctors + for researchers what would + what what would we put into those programs + that was a very + very important moment to have you know to be + to have that to do and I think yeah little by little you know as we + we created things then we'd become more creative anyway + we've done things like well very recently the défi international+we're doing that + we ahm in the past also we had a very large ahh formation continue program with the + with the + with the public. (*Clears throat*). We + we curtailed that because it just became administratively too difficult to organize + it's ahh that's a bit of a French problem

Ana: Ahuh

Dan: But ahm that was + that was finished about 15 years ago + but that was a big program too. We used to do+ little things there. And I think for me one of the big one + for me personally one of the big turning points in my career was in 1983 I was asked for the very first time+ a researcher in pharmacy asked + asked me whether I could correct his scientific manuscript + okay. I said + "Oh yeah okay + I'll do it for you. We worked on it and ahm and the paper was published and ahh and then I was asked to do another one and then another one and since then I've done close on 3000

Ana: Wow!

Dan: ok. But that then it became my research subject

Ana: Hmuh

Dan: because I got so interested in doing that + that + that in fact my I + we + we + began then to this is about what's it I'd say about 15 years ago we started to work well + with my colleague Sue Birch we started to work in the + in the then called scientific redactology 14:46 that is to say how do you write scientific English ahm and how do you write it + how do you teach it what are the++ with also that + that brought us into contact with some of the + some of the well-known thinkers in the domain + like John Swales + Ken Hyland + John Swales we've had I'd say I've met John Swales three times here in France you know he's uh he's become a good friend and you know we're + you know we've worked together on + on a couple of projects + that's been a really good + really good thing ahm to do and + and really that I've been able to combine my teaching with my research for a long time now and that's been good.

Ana: Hmm

Dan: So ahm it's been good stimulation for me to do that.

Ana: Because mostly you focus on teaching scientific writing.

Dan: I do now yeah + although I mean as a + as a teacher in France you should by rights cover all + all + all the domains LMD you should + you're supposed to share your work load out and I do. I work in + I work in M + I work in L + ahh which is you know and I think it's even important to + to + to give as much ahh a serious minded approach to the L as you do for the Doctorate students + doctorate students and the masters students. They are all students okay + for better or for worse we have + we have some students in L1 and L2 I don't really think should be in university + they definitely don't have the level + but that's the way the thing is + things are organized so okay + for better or for worse we have to organize things for them too.

Ana: Yeah

Dan: So ahm it's a very multi-faceted you know approach to teaching + that I have I have to adopt

Ana: Hmuh and it's always been the case.

Dan: That's always been the case + yeah + yeah.

Ana: So now+ can you tell me about the classes you're teaching?

Dan: Hmuh

Ana: this year or recently.

Dan: Okay + well the classes + the classes as I've said I teach + I teach a range of classes ahm and well I start + I start with the master's classes in which I do my majority of teaching. These are students who have already got through + got through their degree so they've got bachelors + they're good students they're selected and it means that they are motivated to work hard and we can expect them to work hard and they are + they + they're really students of English + English for scientific/academic purposes + because we know that many of them if they are masters + second year masters students and in a research masters then their objective is to go on and do a doctorate. So they really + they really need to learn how to + they've got to be very + very proficient readers of scientific English. We assume that by the time they get to masters + the second-year master's they + although it's not always the case and then

they've got to be able to write all the different genre that they will have to + that they'll be expected to write in science. So there are different genres + a research article + it can be broken down into some components + but not only + not only that + they're going to have to write correspondence + they need to + they need to ahm be able to write lab reports + there's a + there's a number of things now + in the time available we can't teach them everything + but my objective + the bottom line of what I do is to try to give them the tools to make them autonomous to that so that they can go away that they're sensitive to what the issues are so they can go away and then function on their own. So in fact so they can okay I don't know this + but I know where to look + I know + I know what the method I can use to go away and find what I'm looking for. That's really what I'm interested in + getting these students to be able to do. And that's especially true for the master's students for the doctorate students with its + it's even more. It's + it's because these students they're already obtaining results and what I do there I do ahm a module which is called from observation to extrapolation

Ana: Hmuh

Dan: + whereby I focus particularly on writing skills and the + the + the the + the phase whereby we assume the students already + that + that + that + that these + these ahh xxxx these students they've already obtained + obtained results and then they got to put that down on paper. So it's the + it's the trans. It's the transfer of data obtained in the lab to a manuscript. That's what I focus on + because there are so many different components + skills that + that these students need + that they need to be able to + to + to speak speak for 10 minutes to ahh an audience of their peers to tell + to tell them what they do + what results they've obtained and + and basically make + make what they have done attractive + but that's not what I teach. I could teach that + I could teach that + that's not the module I teach here.

Ana: you're more focused on the .

Dan: Ah yeah because we share + we share things out within this program okay. That's really what I do for masters and the doctorate students and for the degree students there the objective is different because for the first year students + let's take the first year sociology students these are student they come in they don't actually don't actually know any sociology so we can't teach them the English of sociology they don't know any sociology no conceptual knowledge about it + so what we do there and it's also + it's also ahh this is dependent on the resources + on the fairly meagre resources that we have available + we + we + give them a placement test to find out what their level is and we basically in the first two years try to get them to B2 level at least to make them aware of what it is at B2 level so they can actually go away and try to get there themselves through our self-access learning center + the Espace Langues + which we have available for them ahm + but it's basically teaching them general English and showing them really what they need to be + need to know before they go into a masters.

Ana: Hmuh

Dan: That's really what they + so + so it's + it's that's a diagnostic approach get them to a particular level in general English + so try to give them the tools + the linguistic tools that they need to then be able to go on and ..Then they need to be able to go on ahh go on with and apply in + in master's level + master's level learning okay.

Ana: Hmuh

Dan: With the third year + the third year bachelor students + these students they already do know some sociology and there + I + I for example I work with sociology students and I + I take them through it's a discourse based approach + approach to + to some of the major texts in sociology and I mean there are many of them but + many major text in the 20th century in sociology. I don't choose the texts by the way + my sociologist colleagues choose them for me and so this .

Ana: Okay so + so you work together and choose

Dan: We work together + we work together + so we work together and so I + I don't teach any disciplinary content + but I teach the discipline of scientific discourse + so I'm going to make sure that they underst.. They have a + what I want them to do is to adopt a particular approach to reading + that they should have reading strategies when faced with a + faced with a an article in English + in sociology.

Ana: Hmhuh

Dan: So they should be able to understand what sort of article it is + is it a + is it a some sort of analytical paper + is it a position paper + is it + is it a paper that's + that's ahm that's describing some research + what is it + exactly what is the genre first and then according to the genre + according to the way it's presented then to have an approach to + to read that. So it's + that's a macro approach and also I'll be working on a number of micro elements. For example recurrent vocabulary which they should be able to identify and know.

Ana: Okay. These are reading strategies that you are teaching your sociology students + but that can be

Dan: Yes they could be

Ana: Applied to other disciplines as well

Dan: Yes they could be + oh yeah it's a + it's a + it's a pro.. it's a process oriented approach + It's not just particular to sociology that could be used yeah and + and it's also an approach I used on my psychology + my third year psychology students where + where there they actually work on + on recent scientific in fact + the sociology students work on recent sociological articles + articles in sociology. The discourse having changed considerably from the 20th through the late 20th century to the 21st century + the way science is presented in sociology has changed radically from a very much sort of a fairly soft science approach to a very hard science approach now. And in psychology there + we're looking at ahm we're looking at the same sort of thing + but + but ahh but adapted to + to psychology so they can understand what the different discourse forms are in ah in + in psychology and things that things that they can be expected to see when they go + get to masters

Ana: Hmm. So you said you don't teach anything that has to do with the discipline itself.

Dan: No I don't teach any + any + well I could + I'm not a psychologist + I'm not a sociologist + I have obviously I have notions of psychology + I can bring to xxxx as I do with sociology I mean I did a + I did a ahh a module of sociology module when I was in university + which was very helpful by the way to what I'm doing now + but ahm that ahh no + no I limit myself + I don't go beyond that + I don't go beyond my mandate of teaching the discourse.

Ana: Hmuh

Dan: ..So I say you know if something comes up I say + "I'm sorry I don't know + what you could do + why don't you ask this teacher + because this teacher is a specialist in that." I would never try and stick my neck out and give an answer to something to I don't know to which I don't know the answer you know.

Ana: Okay. So if you have an article for example that maybe there's something's you don't understand

Dan: Well what I would have done + I would prepare that upstream + I would +you know make sure that I understand what this is about. Clearly you can't go in and work on something you haven't actually worked on before + you got to know that + but ahh I wouldn't + I wouldn't start then carrying on about xxxx I wouldn't do that + no + no + no

Dan: It's not my domain

Ana: So how do you prepare a class like this?

Dan: Well + what I do these classes they're ahm degree student + the bachelor students they are theoretically + at least very numerous + in fact they are numerous in psychology + we're talking about 200 students ahm so here what I have to do is + well + I prepare this + this is done in an amphitheater where + where + where interaction between + interaction between the students and the teacher + at least in + in France it's not frowned upon + but it's not culturally the norm + so this means that I'm going to have to work out + I work + work out a system of a pedagogical approach whereby there are moments when I'm giving a demonstration + there are moments when I shift away and I get the + get the learners working together in pairs or threes or even fours and then that finishes with a debrief + so it's a basically a psycho a trilogy there: demonstration + working + working on an exercise and then debrief

Ana: Hmmm

Dan: And to be able to do this I have to do + prepare a PowerPoint presentation before where I anticipate what the learners will need to know + so the fact that I know French very well helps me already because I can anticipate some of the difficulties that the learners will have + and so that approach then + the PowerPoint approach is based on + on + on ah on breaking down + breaking down the object that I'm going to be teaching here is the text + breaking it down into component parts and basically de-structuring it + so that the learners can then put the pieces back together ah and then make discoveries through that restructuring process.

Ana: Hmm. And is there a reason why the course is taught in an amphi?

Dan: The reason it's in a +

Ana: Logistics?

Dan: It's logistics + yeah because well with psychology there are about 200 students it can't be taught in one + in one class you know ahm it's for logistical reasons yeah + yeah.

Ana: So you had to adapt your + ?

Dan: Yeah it's got + it needs to be adapted yeah + yeah and ahm it's + it's quite possible to get the learners doing communicative exercises with each other in an amphitheater there's no + many people thought this was impossible. No it's not + it's entirely possible. It's just a case of planning + planning how you put your PowerPoint presentation up + planning the pedagogical phases out so that the learners will come together at certain moments and they don't even know that you're maybe not even in the room anymore.

Ana: Hmuh

Dan: So they + they + they're focused on what they're doing rather being focused on the teacher.

Ana: Hmuh. So you said that in France yeah this kind of interaction is not the norm and what other things have you noticed? I mean you've worked your whole life in France though + so.

Dan: Hmuh

Ana: When you first started for example...

Dan: Well I can compare + yeah well I can compare with a British university education ahm well first certainly there are amphitheater you know amphitheater lessons in the British university + but they are highly interactive + highly interactive the + the + the teacher or the lecturer expect interaction

Ana: Hmuh

Dan: And the + and the students expect interaction too. If there were to be no interaction people would probably feel that nothing's happening.

Ana: Hmuh

Dan: Ahm and ah in France + in France ah a lesson in an amphitheater frequent..frequently is considered just a sort of a place where you just listen to the + the great + the great voice giving you the utter truth and you write it down and you better not get any of that wrong or make sure you write everything down. Whereas that's definitely not the way it's organized in the Anglo Saxon world + a lecture or a lecture in an amphitheater is a + is a + it's a spring board for conversation + it's food for thought + it's not the absolute truth + it shouldn't be conceived of as the absolute truth + it's the starting point for further reflection + for further reading and then ah and then coming together in seminars and confronting + confronting one's ideas with other people..

Ana: Hmuh

Dan: that's + that's very much the difference + so I think you know the ahh the paradigm is different

Ana: Hmmm

Dan: the paradigm is really is + is really quite different + it maybe it's a + it's a + it's a + it's a something which is common to + to + to Mediterranean countries I'm not too + I think it's very much the same in Italy and Spain ahm + but I know it's not that not at all it's not what you would expect in the Anglo Saxon world.

Ana: Hmm

Dan: So that's a + that's a difference there + that's a difference there + and ah + and ah well I think ahm other than that the travaux dirigés which a + which are equivalent to the seminars are very + I think are very similar

Ana: Hmuh

Dan: in very similar + in ah between France and France and ah + and ah and the Anglo Saxon countries uh although I still think + see some students they tend to sort of ah well first and second year students they don't + students maybe + maybe don't really have their place in university they feel that it's just an extension of school. It should never be an extension of school it's nothing to do with that + and ahm some of the students miss the point because you know it's not because they + it's not because they + they don't they don't want to do + do it + they're just not suited to that they always have other talents + but they're not suited to that + but that's the whole thing about the non-selection. There is some selection in France + but not in going to some courses there is no selection that's why you have these + these issues with that too many students who've maybe don't + don't really shouldn't be there.

Ana: Hmm Yeah who really don't have their maturity.

Dan: They don't have the maturity. There's also another thing is that the first year students in France very + very few of them have experience the gap year. Whereas in the Anglo Saxon world if you don't

have a gap year + gap year people will look at you as if you're a + you're a you come from out of space if you didn't.

Ana: (chuckle)

Dan: you didn't have a gap year why not? Why didn't you do that? Why did you miss out? That gap year particularly that period in your life is extremely important you know to shaping the way you look at what's important for you.

Ana: Hmuh + hmuh

Dan: and I think people by and large in the Anglo Saxon world start university with a more mature outlook than many students do here.

Ana: Right + because during this gap year they'll get a job + they'll travel..

Dan: They'll travel yeah and just get out of the system and really + really ask themselves the right questions + do I really want to go back into education? And if they do they'll go back and they'll know why.

Ana: Hmuh. Okay

Dan: So + yeah.

Ana: And so you + you studied French at university?

Dan: I studied French at university + yeah.

Ana: You did your undergrad there and then you came to France or + ?

Dan: Yeah + yeah + yeah that's right. I did ah I got my Bachelors in England ahh one year I spent in France of that bachelors and then I came to France.

Ana: Hmm

Dan: Yeah

Ana: Why did you study French?

Dan: Because I love French. I've just loved French since I was at the age of 10. I don't know why + I just love French + really; really + I just loved it.

Ana: Laughing

Dan: And I was also was fascinated by France 35:23 it's not + it's not unusual that I should end up in France

Ana: Hmuh + hmuh

Dan: but I'm not + I + I + I'm not alone + many people + we have many colleagues who are like that

Ana: Yeah + yeah + yeah + yeah

Dan: And it's the same way the other way there are French people who are fascinated maybe by Canadian history or something like that they end up in Canada.

Ana: Hmuh

Dan: you know they get married to Canadians and they'll spend their lives in Canada.

Ana: Hmuh (*chuckle*)

Dan: you know so.. That's the way it goes.

Ana: And did you think you were going to become a French teacher.

Dan: I didn't know what I wanted to do actually I didn't have a + In those days you didn't have to worry about what you're going to do + you know there would be a job somewhere.

Ana: Hmuh

Dan: I've done lots of jobs before; before I became a teacher I did many + many jobs. I worked a lot in the building industry

Ana: Hmuh

Dan: ahm which I still like + I still like + I still like building

Ana: Hmuh

Dan: I've renovated 5 houses and built one entirely ahm I like doing that + but I was also a musician + I worked as a + I worked as a ahm xxxx operator + ahm I worked as a postman + I worked as a delivery man + so I did lots and lots of different things you know + and there were lots of I think I did about 30 jobs + I can't remember + I know I did lots and lots and lots yeah + yeah. Can't do them at once.

Ana: (*laugh*)

Dan: Hmm

Ana: that's amazing

Dan: Yeah but when I find + when I found out I really liked teaching that was it + you know I loved it + and I don't think it was ever being a time when I've gone into a classroom and thought + "Oh God I've got to do this." I just love going in there + probably because I like + I like putting on a show as well +

Ana: Hmuh

Dan: because maybe I'm a bit of a bigmouth it's possible it's possible (*laughing*)

Dan: also + at the end of the day it might be that I don't know + but I do like + being able to see people learn new things + I really like to + like to do that + it gives me great satisfaction and it still does. So ahh + I really do like that yeah +

Ana: And did you like it from the very beginning? Do you remember?

Dan: I did + I did yeah + yeah. I really like it from the very + very beginning I got a great kick out of doing that. To see the sort of the enlightenment on people's faces with oh oh oh

Ana: (laugh)

Dan: well and if some of the well student comes and says "Thank you for that + I + I learned new things with you + thank you." that's really + really good you know and students will hang around after the class just wanting to talk to you + you know. Oh yeah it's nice you know + that's good.

Ana: Hmm

Dan: So ahm I enjoyed that yeah.

Ana: Are there classes that you enjoy more than others?

Dan: Yeah + I must say I really like working with the masters + the masters and the doctorate students. They're really + really good students and you know you can really push them and expect + expect + expect quite a lot from them and ahh and you know they expect you to push them and that's good.

Ana: Yes because they've gotten that far so they kind of already

Dan: Yeah + I would say that you know among the + among the degree students + the undergrads as well they'll be some students who expect to be pushed and are happy when you push them. They are happy for that + they want + they want to get better. They realize that they are + they are at least in France that's a particularity in France + they are in a system which is trying to level them out++ from below and not take them to a level of excellency. It's a + it's a + It's an insidious system because it's very selective in some respects + it's extremely selective with the class prépa and the concours 39:14 and all that + but +

Ana: But not the university?

Dan: Not the university. No.

Ana: Hmm

Dan: and so

Ana: Why + why do you say that the university tries to kind of level them out?

Dan: Ahh so it's leveling out by in term because the university is expected + is now for + for + for social and political reasons is expected to take more and more students. So more and more students are given the baccalauréat I + I use the word advisedly but they are given the bac 39:46 some of them + they don't actually earn it + they're offered it

Ana: Hmmm

Dan: and that means they go to university.

Ana: Right

Dan: It's + it's to cover + I mean it's to cover up the ah unemployment figures which are pretty catastrophic in this country if we + if the truth were known we'd have probably like more like 6 million people unemployed + if we were really to + to know how many they are +

Ana: Right. If you looked at the number of students that have signed up but don't really

Dan: Anybody who signs up as a student is not unemployed.

Ana: Is not unemployed + hmm.

Dan: He may be doing nothing with his life + but he's not unemployed.

Ana: Hmuh. Well it's not like they have a lot of other choices + right?

Dan: They don't have a lot of other choices either + no + because + because you know that the + I don't think society in France at least+ it doesn't do enough to identify skills early on. Everybody has skills in talents and I don't think those skills and talents are sufficiently identified

Ana: Hmm

Dan: I'm not saying that you know by the age of 14 we should be saying to somebody oh + yes you definitely should be an electrician. *You look like an electrician*

Ana: *Yeah xxxx risks I think of having a*

Dan: Yeah + but I think you know we should + we should + we should be identifying what people + everybody is good at something that's for sure

Ana: Hmuh + hmuh

Dan: and if we want ah+ in the end + they find out what it is + but frequently they take a long time doing it and it's very detrimental to them and to society also that costs a fortune + yeah it has a tremendous social cost.

Ana: Hmm. And going back to your teaching ahm how do you think it has evolved in these years xxxx when you started in the 70s + I don't think that they way that people taught languages was the same as what we do now.

Dan: Well it's evolved +it's evolved I would say that our students have evolved

Ana: Hmuh

Dan: Students are not the same now. When I started I started in 1978 and the 1968 revolution it only happen 10 years before

Ana: Hmuh

Dan: And the vestiges of that there were still the mentality of + of ahm contesting what+ contesting anything that the + the teacher might say. There was the whole tradition of debate that you still had + which is..sometimes you would still have students saying +++ quite frankly rubbish + but at least they are saying things

Ana: Hmuh

Dan: and there was by and large a LOT more interaction + classroom interaction

Ana: Back then?

Dan: Back then than there is now..

Ana: Huh!

Dan: A lot more classroom interaction + lot more + okay. Ahh you get the impression now + nowadays that students are watching each other and they are watching for anybody who is going to be speaking too much + because that means is that person is sort of licking up to the students ++ to the teacher and ah + ahm + this can be true with the degree students not necessarily + the masters students it's not the same + but ah + but ah + that's + that's true with the certainly with the + with + with undergrads when they're in a big group. Well in the past + undergrads in the group they would make a lot of noise they don't make a lot of noise anymore. Ahm another big groundswell of change has been the introduction of computers + use of computers. xxxx teachers we didn't have any computers + I didn't have a computer to start + so we were + well I couldn't type + I didn't have a type writer + anything it was just hand written stuff that was photocopied or roneoed it was the roneo technology then

Ana: What is that? (*laughing*)

Dan: xxxx machine

Ana: (*laughing*)

Dan: It took us sort of a + it took a sort of a print and then this print was just rolled out with a handle + okay that's how it was done. That was a Roneo machine and then along came computers we + the first computers we used were the small McIntoshes

Ana: Hmuh

Dan: and that meant that you could now..you could type + you could correct your typing + you could make worksheets + you could make worksheets for students. This was brand new so you didn't have to ask the secretary to type up what you'd handwritten + you could do it yourself

Ana: Hmuh

Dan: this was the first thing and then along came internet + okay. Internet came along with emailing and ah and xxxx and putting things online and then this has been the second major change and + and networking this will be the next the future + this is the future it is going towards networking ahm with flipped classrooms ahm the sort of thing that actually we've probably been doing in language teaching for quite a long time + but + but it's + it's + it's a revolution for many of the other disciplines + flipped classroom + getting things out + getting things out to the students online they work at home + possibly they network together in + in little groups twos or threes and then they come together for the seminar where presumably everything's debriefed. It's a little bit like the old Anglo Saxon paradigm actually + but now with new technology ah + but this is + this is + this is has been + this has been and is still a major revolution and it will + it will + it will create new + new paradigms in the future that we probably don't even know + we don't even know what they are. Simply because the pressure will be on for teachers to do everything at a distance + remotely.

Ana: Hmuh

Dan: It costs more to

Ana: How do you feel about that?

Dan: Diffident. Very diffident because you can't + my experience tells me that + that + that a learner the physical presence of the teacher assists learning and + and + and ah proponents of + of outsourced learning or networking why isn't just the teacher + the teacher can be there to chat online + so the teacher is available but it's not the same as having somebody physically in the room. I think there's something + something cognitive + I don't know what it is + this will be measured in the future + the scientist will measure this + the actual impact of having a person + a teacher present in the room. Tools will be

invented to measure this + what the impact is + but I think it's a positive impact. But xxxx particularly at the moment where + where all our economies in the western world are + very constrained + they've been budgetary cuts + there is tremendous amount of pressure from the administrators to outsource those + put them out on the line because a machine runs 24 hours a day + seven on seven + so once the lesson's there you can arguably you can say well + "okay thanks for putting that lesson online + thank you teacher + goodbye we don't need you anymore." We do need the teacher + you definitely do need the teacher and this will be + this would be the challenge in + in the next ten years. It will be throughout universities in France and everywhere I'm sure + there will be tensions + pressures ahm and the teaching profession will have to resist this. Will have to + now there are things I should say maybe not resisting + but they are going to have to work out a modus operandi that is useful + that is cost efficient + but where there are still the teachers physically and + and methodologically still control what's happening.

Ana: So it wouldn't be enough to be there to have an online presence + you think it's important to actually

Dan: At sometime or another I think you must have that physical presence + yeah. I think you must have that. You know maybe when I'm retired I'll follow a course like that myself and see how feasible it is.

Ana: Hmuh + hmuh that would be interesting to see

Dan: .and + and

Ana: *How you feel as a student*

Dan: *I'd like to learn* + I'd like to learn Portuguese

Ana: Hmuh

Dan: for example + Brazilian Portuguese I'd like to learn + but I'm thinking well if I'm really going to learn this I need interaction. Interaction with a machine is not going to be sufficient unless the artificial intelligence develops to such a point that it actually can really imitate human intelligence + well if we do get there it's pretty scary.

Ana: I agree (*laughing*)

Dan: Ahm but even so I wouldn't want to learn + learn a language with the machine

Ana: No.

Dan: I don't think so

Ana: Because you want to learn a language to communicate.

Dan: It would + it would be an add-on. It would be a tool just another tool but I don't see it as the replacement of the teacher.

Ana: Hmm + hmm. So have you already taught courses that are hybrid or that are online?

Dan: Ahm well + I've got + I've got stuff + stuff that I do all my + all my PowerPoints that I produced they can then be go onto the learning platform

Ana: Hmm

Dan: university learning platform + but not really + not really a hybrid + not really a hybrid ahm configuration as is envisaged in the future which is probably one of the reasons why I've decided to retire now. I don't see myself + I don't + I can't see myself doing that

Ana: Hmm

Dan: I can't see + I could go on to work here for another 7 years if I wanted + but I just don't think you know + I don't think + you know I'd rather stop now + rather than not be very good at doing that in the future.

Ana: Hmuh. Why don't you think you would be good at that?

Dan: Because I don't think my mind is turned towards that and I don't + I don't I don't believe in it as being as efficient as having a teacher you know working with + with the teacher + you know

Ana: Hmuh + hmuh + but you said that you started your research on self-access learning..

Dan: Ahh + self-access learning + but

Ana: without the teacher

Dan: It is with the teacher

Ana: Ahhn

Dan: But it's + it's + it's guided self-access learning. One + I mean it's basically showing the learner what he or she needs to do + showing them how she or he need + can do it and then pointing the right direction so they go and do it and being there as a back-up if they need any help. In a nutshell it's there + Because you can't be with + you can't be with a mass of learners all the time doing you know + doing ahh teaching each and every one something different that he or she needs + you can't do it. So you got to + you got to get give them the tools whereby they actually think about what they might need and then showing them where those things are.

Ana: Okay. So it sounds like you're very hmm how can I put this?

Dan: I'm a product of my time.

Ana: No + no + no it's not that I wanted to say just + you've mentioned several times you know the teacher guiding the students and letting them be autonomous but showing them where to look and what to do it sounds like it's very important to you.

Dan: Oh yes it is + yeah + that's very + very important. Yeah it's important for me that you know the learner should go away and basically be as autonomous as possible

Ana: Hmmm

Dan: I think that's the bottom line that's what we're here for

Ana: Hmm

Dan: Getting them to think about what they're doing. What + think about what they need and how they can do it?

Ana: Hmm

Dan: Yeah. Everything really comes down to that.

Ana: Yeah

Dan: And giving them the confidence as to do it as well. Let + showing + putting them in situations where they see themselves doing it + they see themselves succeeding

Ana: Hmuh

Dan: Because I'm + I'm + I'm + I'm convinced that + that success breeds confidence and then confi and it feeds on itself. It's very + it's very difficult to create a positive dynamic + learning dynamic + but it's very easy to + to + to create a negative one and you know we see here we see students come into the you know + first year even + even the masters students who've had you don't know what sort of horrendous experience they'd had in language learning over 7 + 8 + 9 years that there they are + here they are + we are 7 years down the line and the sum total of what they know about English is really pathetic

Ana: Hmuh + hmuh

Dan: But is it their fault? I don't think it is. There's something went wrong there and you know they might even had + had two or three good teachers; they might have had somebody destroy them

Ana: Hmuh

Dan: and that's

Ana: It's just enough to have one

Dan: Just one person + just one person will do it. Just one person yeah.

Ana: Hmuh So do you have any kind of strategies to work on confidence + help + help students feel.

Dan: Hmm well + I think it's important that + that they should be doing communicative activities that are within their range.

Ana: Hmhuh

Dan: So setting up an activity that is doable + it must be doable + it must + you must be able to achieve a final result from it.

Ana: Hmhuh

Dan: Pitching + pitching a level of difficulty is essential. You got this and + and ahm I think this there's got to be something in it for everybody + not + because in many of the classes we have + many of the groups we have they're not all the same level

Ana: Yeah + yeah + I was going to ask that. So how do you know? what's doable or not doable?

Dan: Well in a sense we you can sidestep the issue by saying that they all need to do the same thing

Ana: Hmuh

Dan: That's the + their ultimate professional need is all the same things + so they can be all expected to + to try to reach that goal and if they're very motivated + get very motivated by + by giving them

success in relatively simple tasks first of all + that's why with+ in any group I have + my very first walk around task will be an easy one.

Ana: Hmuh

Dan: Where everybody sees themselves succeeding.

Ana: Hmuh

Dan: Nobody sees themselves as being + being thrown by the way side + cast by the way side. Particularly in the very first session where you're getting a group together and you want them to work + they've got to work together harmoniously through + through the module + through the course. So in that particular set you + you don't want to lose anybody there

Ana: Hmuh

Dan: You don't want to lose anybody + you got to have them on + and there will be one or two two reticent people (..) they'll think oh I'd rather not say anything just than open my mouth to say something stupid

Ana: Hmuh

Dan: So it's got to be that + that + that first task has got to be achievable + It's got to be comprehensible and it's got to be something where they're all working together and interacting and there's got to be some sort of communication gap whereby the xxxx the whole group can't achieve + can't find the answer unless everybody has + has

Ana: Right

Dan: has + put their + pulled their weight.

Ana: Hmuh

Dan: a group effort yeah

Ana: I forgot what I was going to ask + but I think we can go back upstairs and watch the video of the class.

Dan: Okay + right.

3. EAC avec Dan 17 mars 2016

Ana: So you're retiring next year+ so you won't+ you won't be teaching at all

Dan: No+ no I'm+ I'm just about doing my final lessons now. I'm retiring first of September

Ana: Okay

Dan: Yeah

Ana: So how do you feel about that?

Dan: Pretty good

Ana: Yeah ?

Dan: Yeah I'm++..

Ana: Are you excited?

Dan: Yeah. I'll still I'll be working with researchers you know

Ana: Hmuh

Dan: Working on+ on manuscripts and I'll still be doing simultaneous translation for conferences uhh I got to be in court tomorrow to do that xxxx with the oil company Total oil company.

Ana: Wow! Okay

Dan: I've been working with them for a few years but ah+ so I might still continue to do that

Ana: Ahah+ ahah

Dan: and then well I'll just basically enjoy myself looking after the family and ahm+ reading

Ana: Hmuh

Dan: Ahm+ I'm reading at the moment the Revenant you know that film

Ana: Yeah+ yeah I haven't seen it yet

Dan: I haven't seen the film but I'm going to go and see after the book+ the book's brilliant

Ana: Ahha

Dan: Ah yeah. So I'm getting into sort of pleasure reading again which I haven't done for a long time

Ana: Ahha

Dan: You know just sit down just to read with a cup of coffee and just (moan)+ you know+

Ana: (*chuckle*) that's just nice+ *that's really nice*

Dan: *Play get back to playing the guitar again* and ahm you know+ I'm I haven't been playing much recently so+lots of things

Ana: Hmm

Dan: Sport+ xxxx+ on bike I like going on bike for long bike rides+ and just being able to sort of sit down sometimes and do nothing.

Ana: Yeah. Okay *that's good*

Dan: *which I haven't done* for years and years and years and years and years

Ana: *(Chuckling)*

Dan: The last time when I did that+ but ah yeah

Ana: That's good okay+ I'm glad *(chuckling)* I'm glad you're happy about it. *(laughing)*

Dan: Yeah I think I'm+ I'm also happy too+ to you know because I mean I've done+ I've done my time and you know+ I've done all the trimestres I need to get +you know retirement benefits

Ana: Ahuh

Dan: And I'm pleased to be able to actually hand over to you know a new maître de conf

Ana: Hmm

Dan: Somebody who comes in and does things differently. I don't expect them to do the way I do things the way I did ahh they do things you know bring come in with new ideas and that's good

Ana: Hmm

Dan: You don't want I wouldn't want to go into 'old fart' mode you know you just that is not good

Ana: Laughing

Dan: It's not+ not good+ seriously.

Ana: *(laughing)* I can't see that happening right now.

Dan: No I don't+ no you know+ you never know+

Ana: *(laughing)*

Dan: No I wouldn't want to do that *(laughing)*

Ana: *(laughing)* Okay so I understand your *(laughing)* choice of the right time+

Dan: Well I've seen ++I+ I've been in the past you know+ I've been to retirement ceremonies in the+ in the past and I see guys being welcomed up on stage for the final handshake and *(mumbling)* *(miming an old person)*

Ana: Ahn

Dan: ++Jesus I don't want to be like him when I go. That is just not the person I will not leave like him *(laughing)*

Dan: No way!! I want to fly up the stairs you know just like you know

Ana: Hmm+ Hmm. And then yeah just take advantage of your+

Dan: Yeah++

Ana: ++freedom

Dan: Yeah+ sure+ yeah

Ana: *(laughing)* Yeah alright+ ahm+ so have you ever seen a video of yourself teaching.

Dan: I never+ never+ never

Ana: In all of *your years*

Dan: *Never seen myself.* I've seen myself actually; yeah I've seen myself with students before

Ana: Hmuh

Dan: Ahm+ but I've never seen myself+ myself lengthfully +no

Ana: Okay.

Dan: Hmuh

Ana: *(chuckle)* and do you have an image of yourself in your head

Dan: No.

Ana: +as a teacher what do you think++.? And if I+ if I ask how would you describe yourself in class what would you say?

Dan: Ahm I would+ well like I said maybe you know sometimes maybe I do a bit of a show

Ana: Hmuh

Dan: ahm and that's because I like doing that ++.

Ana: *(chuckles)*

Dan: and so ++ it's going to be a bit scary actually to see myself++. Oh my god xxx why are you doing this *(laughing)*

Ana: Okay so++

Dan: Shoot+ shoot me now+

(laughing)

Dan: Okay..

Ana: I think that in some videos we+ we don't even see you because the camera was placed you know on a table++

Dan: Well I would be moving around xxxx yeah yeah

Ana: Yeah+ yeah+ yeah

So I'll check my notes+ there are some parts that I want to show you+ I mean I have three hours of uh footage so I've chosen some+ some parts and so what I would like you to do is just kind of tell me what was going on+ tell me a little about the activity and you know maybe if you remember what you were thinking at that moment++Were you happy with the way things were going++yeah wait so before I show you+ in general do you remember+ do you remember this class it was *module 4 for the école doctorale*

Dan: *Module 4*+ yeah+ I remember them

Ana: Can you tell me a little about the module in general with++?

Dan: Ahm yeah++..

Ana: Maybe what you were expecting from it and how you felt afterwards.

Dan: I felt that by and large+ by and large I thought they did+ they did well they did what I wanted them to get out of it. The+ the whole point of having different specialties all in the same room is that I think I think it's important that they should realize that their own way of doing things is not the only way++

Ana: Hmm

Dan: ++and that+ and that+ that+ that by looking at the way other people do things+ you become more attentive to the way YOUR community does things.

Ana: Hmmm

Dan: That's why I want them all together+ all mixed in+ because some+ you know some sort of uh+ some+ some other teachers might say+ why you can't mix up specialties+ why don't you just keep all the psychology doctorate students together and how can you uhm+but I think it's+ it enriches the course+

Ana: Right++It was+ it was very interesting I think for them to see and just kind of realize+ "Oh it's different in other *disciplines and*+

Dan: *Hmuh+ Hmuh*

Ana: *I never thought about it that way* + hmmm. And+ and also that+ you know even without having you know knowledge in psychology or medicine and whatever they do+ they had so many things in common and so many things +

Dan: Hmm+ Hmm+ hmmm. well you see it's important I think to+ to bring together the commonalities and "oh you do that" and then you're xxxx but you do the same thing+ that's interesting isn't it. How does that come about? Hmm. Is this by chance or what+ you know?

Ana: Hmm.

Ana: Yeah the first+ the first class was amazing well I don't have that on video+ but when+ when we first got there and we didn't know each other and you really got us to++ you know talk about our own

experience and in the ++ discourse communities and how things+ how we see things and just that kind of interaction just kind of like group building that you did that was a++

Dan: Well it's important that you know build+ build a group like that but not force them together that+ but set up+ give them activities that by which but because they do them and they come together their group+ gently sort of forms and they become an entity+ they become+ they see themselves as an entity for the period they are together. They're a motley bunch but they're going to be working together+

Ana: Yeah+ yeah

Dan: +and that gives them that group identity that they carry over into+ into you know into break time+ into coffee time+ well you see them actually talking they don't just go off and start phoning and not to 7:54they are talking to each other +++++ that's an entity come together.

Ana: Hmm+ Hmm. hmmm because you started with a+ if I remember correctly that the questions+ Have you ever published+ have you ever been you know unhappy with a reviewer or things like that?

Dan: Two items there really+ It's the+ it's to get them asking questions+

Ana: Hmmm

Dan: +to get them asking questions+ to get them asking questions in English+ to get them moving towards each other and then really to find out things about other people without ostensibly prying into their lives

Ana: Hmuh

Dan: ++.because it's part of the activity it's it's a it is+ it's uhhh it's xxxx to ask them you know ++it's fair game to ask them those questions.

Ana: Right+ hmmm

Dan: and

Ana: *and* they had to do with what we were going to talk about

Dan: And they were questions that focused on what they what+ what the reason+ why they were there

Ana: Hmmm. Okay so I want to show you the very beginning of+ of the class that I observed and it was ahm++ the first activity (*setting up video on computer*) it works

Video playing

Ana: So what we can do is if you want to say something just go ahead and pause it+

Dan: Hmuh

Ana: +and if I want to ask you a question I'll pause it as well

Video playing The objective it would be to simply go and network+ to go and speak to people that would be interested in all these people

Ana: I can make it louder

Dan: That's okay+ it's fine.

Ana: Hmm that's the loudest it gets

Video playing all communication is in English +and you're not allowed to xxxx
all communication is in English and you're not allowed to xxx on anybody++all communication is
verbal. Right+ let's see now I actually put the names xxxx for you to you some

Ana: So here you're giving us the little papers+ but did you+ did you really think about who you were going to give each paper to?

Dan: I did+ I did+ yeah

Ana: Anha

Dan: Yeah

Ana: And how did you+?

Dan: Ahm because they +I gave+ I gave identities which+ I gave identities which basically were disci had a disciplinary link

Ana: Ok

Dan: ++with the people+

Ana: Hmm

Dan: I couldn't+ I couldn't actually do it for all of them but so that you know+ there was a familiarity with the xxxx I recognize+ that sort of person is my sort of person+

Ana: Right+ right

Dan: I can BE that person

Ana: Ahah+ ahah

Dan: to make it+yeah

Ana: So you made these up+?

Dan: Oh I made them up entirely+ yeah. A lot of them are based on+ on research that I've worked on for many+ many years..

Ana: Aha

Dan: With with+ with researchers in and subjects and the others are completely absurd+ absurd subjects. Totally absurd.

Ana: (laughing)

Dan: Some serious some absurd.

Ana: Hmm. So when you started working with researchers+ it was kind of because you had one person come to you at first and then nanaa + or was it because the department was telling other departments that you could help them out or +?

Dan: Well in the end+ in the end the department was telling them we could help them out ahm+ but at the beginning it was just a one off+ one off request.

Ana: Hmm

Dan: Hmm

Ana: And you've done 3000 of them

Dan: well that much yeah

Ana: But it's not translation work *you just*

Dan: *It is not translation+* I+ I did translate+ I did do translation work but I'd rather do text editing now+ copy editing+ I prefer that. It takes less time

Ana: Right+

Dan: and you know and ah+ and ahm yeah ++ that's what I prefer to do yeah

Ana: So you help their writing+ sound+ (*chuckle*) more English

Dan: Making it sound

Ana: Hmm

Dan: *unfrenchy*

Ana: Hmuh

Dan: Yeah. Defrenchifying it

Ana: Hmm

Dan: And because there are+ there are+ there are so many characteristic French inter language areas in what they write+ then that gave me the inspiration to produce the++Did I show you the TYOS

Ana: Yeah+ yeah you did.

Dan: Yeah that ++ see it's that's so we produced that from+ from there. And that gave+ we+ we did+ we did+ that+ that was five years of research+ we got+ yeah we did ah five years research in there.

Ana: So you used articles that you

Dan: I used..yeah used that and then the all of the TYOS research project ahm that+ that was good + at the end of that I got the Prime d'excellence scientifique for that

Ana: Hmuh

Dan: Which is you know which is good+ good financial bonus for me.

Ana: Hmmm

Dan: After that got that in 2012. So in the end that was really win win. I helped people to do things that they needed+ that they really needed from me and+ and ah helped me to define a whole new research area too.

Ana: Hmuh

Dan: that I worked in until quite well until now

Ana: Yeah

Dan: Within the last+ within the last+ I'd say last 7 years of my research career yeah+ before that I was much more sort of uhm didactics of ESP

Ana: Hmm+ Okay so+

Dan: For example I defined a+ a+ a procedure for teaching stress to these+ these types of students. I published say in 1993+ 1994 and a lot of people use that in France now+ that procedure. ++ or or you know developed it+ but it's basically an heuristic sort of learning procedure for learning how the stress system works in English++

Ana: But specifically for Lansad students

Dan: For THESE students+ for lansad students yeah+ yeah

Ana: Because a student in an English department + what makes them different+

Dan: What makes the difference is that they got to+ they got+ they got theirs it's so much more complex than my system

Ana: Hmuh

Dan: I'm I just sort of it's really+ it's so sort of nitty gritty what I get these+ but they need to+ they need some basic rules of thumb they can apply+ but+ but ahh stress is an extremely complex system as you know and in+ in the yeah fac d'anglais they work on people like Lionel Guier and Jean-Louis Duchet these are people+ French+ French writers of ahm French+ French scholars of English stress who have done fantastic work you know and ah+ ahh it's much so much more complex you know

Ana: Right+ right+ right

Dan: Yeah+

Ana: So it's really like the basics of which + which is really important I had never thought about how important it is that you+ you+ you miss+ mis-pronounce a word and you sometimes don't understand it just because there's++

Dan: AnalYsis+ analYsis

Ana: Yeah

Dan: AnalYsis

Ana: I had a student yesterday what was it+ restOrant and it was restaurant

Dan: yeah restOrant

Ana: What are you talking about

Dan: The French students would have understood++

Ana: Anha

Dan: But you didn't understand

Ana: Ahn

Dan: You're Anglo Saxon you know+ you wouldn't understand +That's the whole point there+

Ana: Hmm+ hmm

Dan: A native speaker won't understand it

Ana: Yeah

Dan: The only people who will are French people+ which is a bit+ bit thin on the ground.

Ana: Right

Dan: Hmmm

Ana: Okay so let's go back to this activity

Dan: Okay

Video playing

Dan: So it's important that this phase shouldn't take too long+ yeah and also I'm making sure that I'm not giving them the same instruction twice+

Ana: Aha

Dan: .but formulated in a different way which might in fact then lead them to misunderstanding something that they actually understood properly the first time around.

Ana: What do you mean?

Dan: Okay (*chuckle*) that's a classic error young teachers will do this (breathe in) you give an instruction

Ana: Hmuh

Dan: .ok and they think to themselves hang on was I clear about that? I'll give it again+ but they'll reformulate it

Ana: Hmuh

Dan: +and then the people who are listening they+ they probably did understand the first time around+ but now the second time around+

Ana: They're confused?

Dan: they are maybe a little bit confused xxxx hang on why am I being told this again maybe it's a bit different+ maybe I'm stupid+ maybe I didn't understand the first time around. And I've seen that time and time again when+ that you can see+ me you know I've seen the other teachers giving instructions and ahh first time+it's enough+ stop+ that's it. Use minimal language+ minimal teacher talking time and then they'll come in again and then students don't know what the hell is happening and (chuckling) then that'll give rise to a third round of instructions

Ana: Ahn+ ahn aha. So you should just give instructions once and if you're going to repeat+ repeat the exactly the same thing+?

Dan: Well I do yeah+ yeah repeat it yeah. I try to give an instruction and then move away.

Ana: Hmuh

Dan: That's what I would I will actually+ physically move away you know probably+

Ana: Yeah I think you do+ let's see

Video playing: it may be important research + it may be crazy

Ana: (chuckle)

Dan: cause they don't know+ 'cause they think this must be serious

Ana: Aha

Dan: They're not yet ready for it being a spoof thing+

Ana: Right

Dan: So I thought I'd tell them that

Ana: (laugh)

Dan: So I felt they were sort of very serious ... they were you know they were pretty serious

Ana: Yeah+ yeah+ yeah+ yeah
++ What are you doing there?

Dan: I was just+ I was just+ he said there was a word he didn't understand and instead of+ instead of+ instead of ahm me giving him a translation I gave him+ I formula + reformulated in another way so that +++I didn't want to use French there

Ana: Hmm + So is that something you try and avoid+ using French in class?

Dan: Sometimes I use French+ but I didn't want to start using it THERE in a moment when they're+ they were just about to launch into English.++ Give them a little bit of time xxxx because they need some time because they NOW they're ready to say something+ but they're not+ they're not psychologically ready to say it.

Video playing It's a bit like speed dating 3...2...1

Dan: This is the first session and so they need to sort of xxxx they need a signal to start+ they need to be able to get out of the starting blocks+

Ana: Hmm

Dan: now they're moving now they're moving around

Video playing

Ana: Are you listening to what *they're saying*?

Dan: *I'm+ I'm+ I'm listening*+ I'm listening in some of them+ don't want to get in too closely for the moment+ this is+ this is early+ early days for the moment I don't want to go in and+ and+ and and move in+ in+ their intimacy here. I'm now moving in just to sort of+ but I'm not completely right in here. I've heard something+ I've heard something+ maybe I got a hold of a pen

Ana: Hmuh

Video playing

Dan: These are things okay+ these are things I'm going to write up I'm not going to say let's stop everybody+ look at this+ he just said this+ I'm just going to put I'll+ I'll bring ahm I'll recycle those later on + I'll keep them there for posterity.

Ana: Were you listening out for specific things or just kind of?

Dan: No specific things although I know that a number of+ a number of common mistakes that they will be making ah you know this is+ this is xxxx

Video playing

Dan: +And what I'm going to do+ I will choose the+ the moment I choose to stop them and shake the keys would be when I see that one+ one pair that's basically come to the end.

Ana: Hmuh

Dan: +so I'm not worried about curtailing other conversations as we go because this is real life.

Ana: Hmm

Dan: You don't necessarily go to the end of the conversation+ you move on

Ana: Right

Video playing

Dan: Now you see I've moved right away+ they don't know where I am

Ana: Hmm no no

Dan: *they've* got no idea+ because they're completely in the task.

Ana: Hmuh

Dan: The task+ at this point has become authentic

Ana: Yeah

Dan: +the language is now authentic

Ana: I think at the beginning you're kind of self-conscious and then+

Dan: Yeah+ yeah+ yeah

Ana: +By the second time it's++

Dan: Yeah+ yeah+ because they've you know the first time+ was just+ just sort of a run-in

Video playing

Dan: and they were all wittering on quite nicely. I mean I think it's important you see+ this+ that they should see themselves being able to do this.

Ana: Hmmm

Dan: that they say hey! this is what I do anyway+ going to a conference+ I'm doing it+ you know I'm doing it. Now+ this is not+ this is not the main focus of this module+ but I want them to do this+ because they're going to be working together+ so I want them doing this sort of activity first of all. This is a group forming activity+ an ice-breaking

Ana: Hmuh+ hmuh. Yeah so even though the module wasn't really focused on+*on speaking*

Dan: *No. I'd rather+ I'd rather ++..waste+ this is not wasted time+ but I'd rather devote some of this time to doing this because I know it's going to have a positive impact on everything else that comes*

Ana: Hmuh+ hmuh+++ because if you hadn't done this

Dan: Well if I hadn't done that then I would have gone straight into the+ straight into the first activity + and they would never have had+ they would+ before that had an opportunity to interact other than the artificial situation around the coffee

Ana: Hmuh

Dan: ++with the coffee and the croissant before and that's not enough+ that's not enough and+ and ah+ is it it might be that one or two of them already know each other+ but the others don't

Ana: Yeah+ yeah

Dan: So those two who know each other would in+ in a self-defense mechanism also might be tempted to gravitate towards each other+ and you don't want that+

Ana: Hmmm

Dan: ++Because these+ because the whole success of this course is dependent on them all doing that outreach to the others

Ana: Hmuh

Dan: +you see. It's essential+ this is an absolutely essential phase.

Ana: Yeah

Dan: But+ you know+ by the 20 minutes had gone by and they've spoken to everybody in the group

Ana: Hmuh

Video playing

Dan: I mean their body language is becoming more relaxed now+ they're laughing and ah you know Enzo he's a bit of a jokester so he's+ he's you know he's been++he also is showing off to the girls++.

Ana: (laughing)

Dan: You know+ that's good that he gets a chance to do that. He needs to be given that sort of platform to show who he is+ you know ahm+ and the girls are all+ you know there's a couple of xxxx I can't remember what her name was+ but she+ you know she+ she's quite you know she likes xxxx nice girl you know and she likes XXXX to be attractive and ahh..so she's going to have that opportunity to be herself too ahm and Sasha would be a little bit sort of in a+ in a+ she's a rather sort of formal person so SHE needs to+ she needs to be given a chance to +she being she's moving around in a more relaxed manner now+ she's using her hands+ she's laughing+ smiling and you know she's moving. Everybody is given a chance to move around a bit here.

Ana: So you say that that they need a chance to be themselves so+ are you implying that in class the students don't really+

Dan: Well it's+ the reason why I say I want them to feel you know to see themselves speaking English xxxx Once we get on to the nitty gritty of this course I don't want them reticent about expressing themselves

Ana: Hmuh+ hmuh

Dan: We want to get all that out of the way

Ana: Right

Dan: and then get into it

Ana: Right+ because they have to do presentations afterwards

Dan: Yeah

Ana: Hmm+ hmm+ So it's a good way of getting them to be comfortable in+okay. I'm going to fast forward to where you kind of give them feedback++

Video playing: it's finished everybody

Dan: Yeah I ask them+ did you meet some interesting people?

Ana: Hm

Video playing: people you could work with +

Dan: Yeah I just wrote some words up here

Ana: Yeah because as you were listening you were writing things on the board.

Dan: So we're moving from one phase to another now

Ana: Hmm

Dan: We're moving+ so I'm trying to move *seamlessly* from one to another. Actually you know this phase is just blending straight into another one

Ana: Hmuh

Video playing: here's a typical problem for francophones it's the pronunciation of the letter I...it's not this although you all work on that a lot

Ana: What is it you're writing?

Dan: It's the "th" "th"

Ana: Ahh yeah

Video playing: for example + if you were saying to me + oh we have six items + we have six items + six items?

Dan: Six items they understand six items on the list

Ana: Ahn

Dan: Six items+ they understand that+ugh

Video playing it could be you're trying to say this...two problems there...also the problem of the stress

Dan: Also when I+ when I speak+ I just give+ and I make little pauses

Ana: Hmuh

Dan: +to give them some thinking space++ try to+ not overload it

Ana: Hmuh+ hmuh

Video playing

Dan: I think every word should really count+ in ahm is it too difficult to get to but+

Video playing

Ana: So before starting on another explanation kind of give them some time *to xxx*

Dan: *Well you know+ I+ I say something and* then I just pause for 2 or 3 seconds so they can think about it

Video playing: it's called the dictionary we'll just do a little extract from a dictionary page

Ana: No we didn't do that

Dan: We didn't do it in the end+ no+ we we didn't get around to it+ No we didn't do it+ no+ I just realized we didn't do it did we?

Ana: Hmm. No we didn't have enough time

Dan: No. But that's a that's a+ that's+ that's not good because it was promised and wasn't given.

(laughing)

Ana: Did you forget or you just++.

Dan: Ahh I think I probably skipped it you know+ I can't remember what happened+ but I didn't get around to it and ah+ nobody said anything+ but you know+ one or two might have been waiting for it

Ana: Maybe

Dan: They might have been

Ana: I totally forgot about it+ but then I'm watching the video again++

Dan: Okay well+ well that's a bad thing.

Ana: Well it happens because you forget something+

Dan: Well it happens yeah+ yeah

Ana: ++that you had planned but hmmm

Dan: Hmm+ Hmm and we had lots of things on+ then so+

Ana: Hmm+ hmm. So were you planning on showing them like a page from the dictionary?

Dan: Just a page from the dictionary very quickly+ because that was not part of this course okay+ but as this came out I said+ hang on+ it's a classic so let's take 5 minutes and do it+ but in the end we didn't get round to it so++.

Ana: So it's not something that you had planned beforehand

Dan: No+ No+ no

Ana: It's just something that came up

Dan: No+ hmm+ hmm

Video playing

Ana: I'm going to fast forward to the end of this part

Dan: Hmuh

Video playing

Ana: Did you start talking about this because someone mis-pronounced astronomic

Dan: Yeah+ yeah +I think you know I think they needed to+ they needed to know this because ah well+ not all of them had followed+you see there'd been a module+ module before mine about+ about speaking in public

Ana: Okay

Dan: Okay and I just wanted to see if+ I wanted to see how much they knew about this+ because in principle they SHOULD have done that already ah but+

Ana: Talked about stress and+

Dan: ++.didn't seem to know this sort of thing+ but they ++it's a fundamental skill for these people

Ana: Hmuh

Dan: so I thought better just show them one or two little things about this. This is not my whole stress lesson by the way+ which takes about 2 hours

Ana: Anha

Dan +but I thought just you know+ just give them one or two little things here.

Video playing

Dan: I+ I never+ I never worry about making digressions+ it doesn't bother me about making digressions you know+ You don't have to sort of go and do what you thought you were going to do++ If something comes up+ try and find an answer to it.

Ana: Hmuh. So you just kind of go with the flow..?

Dan: Hmm+ hmmm+ go with the flow and then bring them back to where I want to bring them

Ana: Hmm. Is this because you have so much experience of++.

Dan: Yeeeah well+ well I obviously know I can do that+ yeah because+ I just you know just feel that they are just+ you know+ empathy tells me exactly what to do with them at that particular moment+ don't have to work it out it's just obvious to me+after

Video playing what's the mechanism does anybody know?

Ana: this is when my camera fell to the floor + oops (*chuckle*)

Video playing so now what is the generic message + the take home message + the generic information that you need to know? + you are scientists + you need to be able to control about 25 or 30

Ana: Yeah it's true that most of these terms in science they've been+

Dan: xxxx

Ana: Hmm

Video playing

Dan: I just wanted to show them here that they're already well on the way to learning these+ they

learn one+ but there are two others here. They need to know+ they need to know about 25 or 30 that's enough. That's people like xxxx and Duchet because I read+ you know I read before this and that's what they say. It's about right

Video playing

Ana: So just in scientific English there are 25 or 30 of these patterns..

Dan: Yeah+ yeah

Ana: Wow!!

Dan: Hmuh+ hmuh

Video playing

Dan: I used French there

Ana: Hmm

Dan: They need that+ they need that. Why waste time trying some sort of equation you actually NEED that's French used within the context..

Ana: Hmuh+ hmuh

Video playing

Ana: I don't know if you can see it+ but I think you wrote photography

Dan: Photo+ photographic+ photography

Ana: Hmm

Dan: Yeah yeah+ yeah

Video playing one strong stress but you have a problem here but only two possible...what's the solution?

Dan: He's sharp this Enzo

Ana: Hmmm. Did you know him from before?

Dan: I've had him once before yeah+ I had him in master's psychology+

Ana: Anh

Dan: that was a reading course. Master's ++ psychology is to get them to be proficient readers+ there's no writing.

Video playing and you say if I'm saying one two or three...Enzo you're correct...to which problem

Ana: ++ so did you do it on purpose to confuse them? (*chuckle*)

Dan: Well+ it's+ no+ because I wanted them to find out why+ why+ the system exists like this

Ana: Anha. But no what I meant is when you did photographer+ photographer++

Dan: Oh why I was doing that+ Oh I'm so++oh that was what Enzo wrote up+ so I wanted them to see if they could identify the words according to the way Enzo had written them up+ in fact he got it right

Ana: Hmuh+ hmuh

Dan: ++very few students are able to do that+ okay+ but I didn't want to say+ "Yes Enzo you're right+"

Ana: Anha+ anha

Dan: ++..okay I didn't want to say+ "Well done Enzo" that's it.

Ana: Okay

Dan: Okay. I wanted+ I wanted the truth to come out through them+ and so that's how I did it

Ana: Hmuh

Video playing

Dan: But again+ it's a you know+ I kept+ I kept doing that+ I did that because it maintained the suspense

Ana: Hmuh

Dan: +and they themselves found the solution. Again here we are I could tell them but it's+ this they do this+ this is because of the "ic and the "y" at the end

Ana: Hmuh

Video playing

Dan: Its+ its ahm+ I+ I learnt how to teach from watching Michel Perrin

Ana: Hmuh

Dan: He was a great teacher. And he would always teach by asking more questions

Ana: Hmuh

Dan: He'd ask the question and then in the end when he did tell+ say something he would+ he would debrief it for everybody+ but after+ he got all the mileage done because he would say well you know the learning comes about+ they+ because they will remember this phase of learning when they actually learned it. And+ and you learn something because you go through that learning phase+

Ana: Hmmm

Dan: If you just told it+ as a fact+ you don't experience it+ you don't live it+ you don't it's+ it's not an actual learning experience+ it's not a reality to you

Ana: Hmuh

Dan: but by doing the analysis because you know they said oh it's number 2+ well you said that+ I said yes+ oh we've read+ how we've identified number 3 it's by identifying number 1. That meant that

they were able to+ the+ they had achieved something because they could understand these words spoken very fact by a native speaker.

Ana: Hmuh

Dan: Which is one of the main+ one of their main complaints that+ "we can't understand"

Ana: Right

Dan: because they don't know the system you know because how can they possibly understand if they don't know the system and they never listened for the in+ in terms of this. Here they were seeing themselves succeed.

Ana: Hmmm

Dan: So that's already confidence boosting that they are succeeding+ "oh ++we got this right+ we got this right." And now when I'd seen that they'd succeeded+ they saw themselves succeeding+ then I came in with the next question+ the next level is+ but why is it about this. That's the solution but what's the problem+

Ana: Hmm

Dan: So I guess

Ana: Yeah because at no moment you've given them the rule+ they found the rule themselves

Dan: They found the+ they found the rules here+ they found the rules+ but why is it like that?

Ana: Hmm

Dan: Why. It's not enough and these people are curious. They're researchers+ so it's exactly the sort of things they want they are +love this something you know+ why not+ this is another challenge + let's go for this

Ana: Hmm

Dan: That's why I did it like that.

Video playing this sound is the most common sound in English

Ana: So how do you feel watching yourself ?

Dan: I'm learning new stuff

(laughing)

Dan: I didn't know that *(chuckling)* No+ ahm it's+ it's ahm I see that I+ I+ I+ I'm more aware now that I+ I do make these pauses you know..

Ana: Hmm

Dan: Thinking pauses ahm and ah maybe I could use fewer words+ I could possibly use fewer words to get the+ to get the same+ get that same surrender value out of the message

Ana: Hmuh

Dan: Ahh it's possible+ but then maybe that's my+ that's+ that's my defect is that I do like speaking

Ana: *Why would that be a defect*

Dan: *No it's true but you don't want to waste time*

Ana: Hmuh

Dan: 'Cause there's lots of things to do. Ahh I don't think I'm wasting time here+ but possibly you know maybe could be++these are very sharp learners+ they are very+ very astute+ so it's possibly you know it could have been done faster than that. But anyway+ they seem to be though they you know+ I could see+ by as I was watching them all the time and I could see nobody's feeling lost they were following the + we go through with this

Ana: Hmm

Dan: Hmm

Ana: So it's

Dan: Oh yeah+ but have to of sort+ yeah+ yeah+ but we+ we+ we+ we should get+ get together another time+

Ana: Yes+ yes that would be great.

Dan: Next+ next week

Ana: Yeah+ yeah we can do that next week

Annexes chapitre 12

1. Statistiques sur le nombre d'enseignants de langue affectés dans le supérieur selon la base de données du MESRI (correspondant à l'année 2018-2019)

Section CNU	Nombre d'enseignants titulaires	
Section 11 : études anglophones	Professeurs des universités ou assimilés	170
	Maîtres de conférences ou assimilés	326
	Enseignants du second degré et Arts et Métiers	528
	TOTAL	1024
Section 14 : études romanes	Professeurs des universités ou assimilés	122
	Maîtres de conférences ou assimilés	218
	Enseignants du second degré et Arts et Métiers	257
	TOTAL	597
Section 12 : études germaniques et scandinaves	Professeurs des universités ou assimilés	67
	Maîtres de conférences ou assimilés	137
	Enseignants du second degré et Arts et Métiers	125
	TOTAL	329
Section 13 : études slaves et baltes	Professeurs des universités ou assimilés	22
	Maîtres de conférences ou assimilés	51
	Enseignants du second degré et Arts et Métiers	13
	TOTAL	84
Section 15 : Langues et littératures arabes, chinoises, japonaises, hébraïques, d'autres domaines linguistiques	Professeurs des universités ou assimilés	46
	Maîtres de conférences ou assimilés	107
	Enseignants du second degré et Arts et Métiers	55
	TOTAL	208
Total des cinq sections²		2242

² Nous n'avons pas inclus les enseignants de FLE, car ils peuvent relever de deux sections CNU différentes : la section 7 pour les enseignants-chercheurs en sciences du langage et la section 9 (langue et littérature française) pour les enseignants du second degré, qui accèdent à leur poste grâce au concours en lettres modernes, les concours spécifiques pour le FLE n'existant pas encore.

2. Copie de la réponse reçue du SIES

De: "sies diffusion" <sies.diffusion@enseignementsup-recherche.gouv.fr>
À: "Ana Laura Vega Umana" <ana-laura.vega-umana@u-bordeaux.fr>
Cc: "sies diffusion" <sies.diffusion@enseignementsup-recherche.gouv.fr>, "CLOTILDE LIXI" <clotilde.lixi@enseignementsup.gouv.fr>
Envoyé: Vendredi 24 Juillet 2020 09:39:59
Objet: Demande n° 139 : recherche de données sur les enseignants de langue dans le supérieur

Bonjour,

Je vous prie de nous excuser pour ce délai de réponse.

Nous ne pouvons malheureusement donner une suite favorable à votre demande ne disposant pas de ces informations dans les remontées de systèmes d'informations de notre ressort.

Bien cordialement,

Carine Burricand

**Adjointe au Chef du département des études statistiques de l'enseignement supérieur
Sous-direction des systèmes d'information et des études statistiques (SIES)**

Tel : 06 31 84 70 93

esr.gouv.fr

De: "Ana Laura Vega Umana" <ana-laura.vega-umana@u-bordeaux.fr>
À: "sies diffusion" <sies.diffusion@enseignementsup-recherche.gouv.fr>
Envoyé: Jeudi 28 Mai 2020 18:27:30
Objet: recherche de données sur les enseignants de langue dans le supérieur

Madame, Monsieur,

Doctorante en didactique des langues, je me permets de contacter votre service car je suis à la recherche des informations suivantes pour compléter mon travail de recherche:

-le nombre d'enseignants et d'enseignants-chercheurs (titulaires et non-titulaires) en poste intervenant dans le secteur des langues pour spécialistes d'autres disciplines (LANSAD)-classés par langue si possible.

Faisant ma thèse sur les enseignants du secteur LANSAD, je voudrais pouvoir avoir une idée du nombre d'enseignants (titulaires et non-titulaires) qui y travaillent au niveau national.

Si jamais les données par secteur d'enseignement (LANSAD, LLCER, LEA) ne sont pas disponibles, auriez-vous des données sur le nombre d'enseignants et enseignants-chercheurs affectés dans le supérieur par langue enseignée (j'ai pu trouver sur votre site les bases de données classées par section du CNU pour les enseignants titulaires et par grand groupe CNU pour les non-titulaires, mais je voulais savoir s'il était possible de les diviser par langue car presque toutes les sections englobent plusieurs langues) ?

Similairement, je voulais savoir si vous aviez des données concernant le nombre d'étudiants inscrits dans des formations relevant du secteur LANSAD et de son évolution depuis les années 90 (les réformes LMD et le Processus de Boulogne sont souvent évoqués lorsque l'on parle d'une "massification" des cours de langue à l'université-je suis donc à la recherche des chiffres avant et après ces réformes pour vérifier ces informations.

Je m'intéresse principalement au secteur public (universités, IUT, ESPE, etc.).

Je vous remercie de votre aide.

Cordialement,

A. Vega

3. Liste des établissements d'exercice des participants au questionnaire

Aix-Marseille Université	Université d'Angers
Ecole Navale	Université de Bordeaux
Ecole Normale Supérieure de Lyon	Université de Bourgogne
ENIM	Université de Caen
ENS Paris-Saclay	Université de Cergy
ENSISA	Université de Franche-Comté
ENSTA Bretagne	Université de Franche-Comté
Grenoble INP	Université de Haute-Alsace
IAE Poitiers	Université de Lille
IEP de Bordeaux	Université de Limoges
INSA	Université de Lorraine
IUT Annecy	Université de Lyon 2
IUT Blagnac	Université de Montpellier 1
IUT Cergy-Pontoise	Université de Picardie Jules Verne
IUT de Bordeaux	Université de Poitiers
IUT de Caen	Université de Reims Champagne-Ardenne
IUT de Colmar	Université de Rouen
IUT de Dijon	Université de Strasbourg
IUT de Metz	Université de Valenciennes
IUT de Montpellier	Université du Littoral
IUT de Mulhouse	Université Franche-Comté
IUT de Nantes	Université Grenoble Alpes
IUT de Poitiers	Université Jean Jaurès Toulouse 2
IUT du Limousin	Université Jean Moulin, Lyon 3
IUT Paris Descartes	Université Le Havre Normandie
IUT Paul Sabatier Toulouse	Université Paris 1
IUT Rennes	Université Paris 13
IUT Sceaux	Université Paris 3
IUT Vannes	Université Paris 4
IUT Villateneuse	Université Paris 7
IUT2-Grenoble	Université Paris II Panthéon-Assas
Polytech Grenoble	Université Paris Nanterre
Sciences Po Grenoble	Université Paris-Diderot
Université Bordeaux Montaigne	Université Paris-Est Créteil
Université Claude Bernard Lyon 1	Université Paul Sabatier Toulouse 3
Université Clermont Auvergne	Université Rennes 1
Université d'Amiens	Université Savoie-Mont-Blanc

4. Organisation des cours relevant du secteur LANSAD

Comme nous le savons, l'appellation LANSAD peut recouvrir à la fois des cours de langue créés spécifiquement pour un public relevant d'une seule discipline et des cours de langue « transdisciplinaires » dans lesquels des étudiants de diverses filières se mélangent (Commission Formations de la SAES 2011).

Dans cette section, nous voudrions apporter plus d'éléments pour comprendre les différents types d'organisation et comparer le fonctionnement entre les cours d'anglais et les autres langues. Nous nous pencherons sur les réponses à la question 16 de notre questionnaire, qui cherchait à savoir comment les groupes-classe pour les cours de langue du secteur LANSAD sont constitués dans les différentes universités. Il s'agissait d'une question à choix multiples formulée ainsi :

Les groupes pour vos cours de langue sont majoritairement organisés :

- par discipline (tous les étudiants de L2 droit suivent les mêmes cours d'anglais, par exemple)
- par niveau du *CECRL* (différentes disciplines ensemble dans des groupes de niveau)
- par discipline ET par niveau (différents groupes d'allemand juridique en fonction du niveau de langue des étudiants)
- les cours sont optionnels dans le cadre des enseignements transversaux ou l'offre du centre des langues
- Autre

Types d'organisation (toutes langues confondues)

L'organisation par discipline est largement prédominante, avec 175 occurrences, suivie de loin par l'organisation par discipline ET par niveau du *CECRL* avec 65 occurrences. 61 participants ont indiqué avoir des groupes transversaux organisés par niveau du *CECRL*, tandis que 35 ont renseigné assurer des cours optionnels dans le cadre des enseignements transversaux ou l'offre du centre des langues. 63 d'entre eux ont coché plusieurs options, ce qui montre que l'organisation varie même au sein d'un même établissement. En effet, l'organisation des cours de langue dépend souvent de la maquette de chaque diplôme ainsi que des effectifs à intégrer dans chaque groupe, comme le montrent les réponses suivantes fournies dans la case « Autre » de notre question à choix multiples :

- Selon les responsables d'année (groupes de niveaux dans certains départements), mutualisation en L1... (très peu organisé en l'absence d'un département d'anglais au sein de l'UFR)
- Nous essayons de mettre en place des groupes de niveaux mais ce n'est pas toujours possible en raison des effectifs (c'est une petite UFR)
- Level groups apply only if student # > 24 (approx =2grps =>12 students/group)

Une option qui n'a pas été envisagée dans mon questionnaire était l'organisation par année : des groupes organisés pour tous les étudiants en deuxième année, par exemple, sans forcément être adossé à un niveau *CECRL* ou à une discipline spécifique. Ce type de fonctionnement a été mentionné par 6 enseignants. Un participant explique, par exemple que

- Dans ce cas-là, toutes les filières sont mélangées. À titre d'exemple, je peux me trouver en L1 avec un groupe classe de 40 étudiants intégré par des étudiants de sociologie, histoire, histoire de l'art, archéologie, philosophie, musicologie, géographie et psychologie.

Trois participants ont également évoqué des différences entre les cours de la licence et de master. Dans leur établissement, les cours en licence sont transversaux (plusieurs disciplines mélangées par année d'étude et/ou par niveau *CECRL*) tandis que les groupes s'organisent par discipline à partir de la première année de master.

Une dernière modalité mentionnée est l'organisation « par niveau et par centre d'intérêt ». Cet enseignant précise que dans son établissement, l'offre des cours pour le public LANSAD est transversale et « les étudiants choisissent parmi l'offre très riche de cours, ceux qui relèvent de leurs centres d'intérêts ».

Dans la figure 1, nous pouvons voir les types d'organisation présents dans les établissements représentés. Ces modalités peuvent coexister au sein d'un même établissement, c'est pour cela que les pourcentages ici sont calculés à partir du nombre d'éléments renseignés au total (n=343) et non pas à partir du nombre total des participants (n=269).

Avant de continuer, une mise en garde s'impose. Nous ne pouvons pas, à partir de ces seules données, affirmer qu'une organisation des groupes-classe par discipline, ou par discipline et par niveau du *CECRL*, implique nécessairement l'enseignement d'une langue ou discours spécialisé.

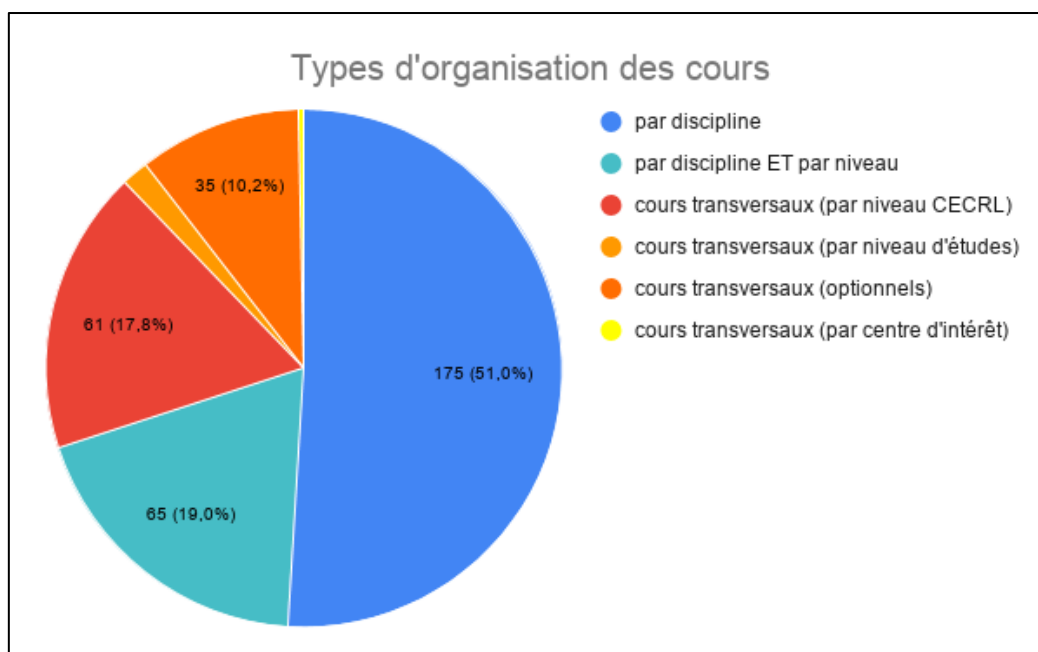


Figure 1 : types d'organisation des cours en LANSAD (toutes langues confondues)

Types d'organisation (pour les cours d'anglais)

Nous avons également comparé l'organisation de l'offre des cours d'anglais et des cours des autres langues représentées, sachant que l'anglais est souvent obligatoire dans les formations tandis que les autres langues sont souvent proposées en tant que cours optionnels.

En ce qui concerne l'enseignement de l'anglais, 67,7% des participants a indiqué assurer des cours organisés par discipline (n=155). Ainsi, ils ont dans leur groupes-classe des étudiants inscrits dans les mêmes formations, mais avec des niveaux de langue hétérogènes.

Une organisation transversale dans laquelle les groupes seraient constitués par niveau de *CECRL* (B1, B2, C1, etc.) ou bien par niveau d'études (L1, L2, L3, etc.) et non pas par discipline arrive en deuxième place, avec 65 réponses, représentant 28,4% des enseignants d'anglais. 18 d'entre eux indiquent que leurs cours sont considérés comme « optionnels, dans le cadre des enseignements transversaux ou l'offre du centre des langues. » Dans le graphique ci-dessous, les différentes modalités des cours transversaux sont détaillées.

Le mode d'organisation par discipline ET par niveau arrive en troisième place, cité par 58 participants. Dans ce type d'organisation, les groupes de niveau se font au sein des groupes déjà organisés par discipline.

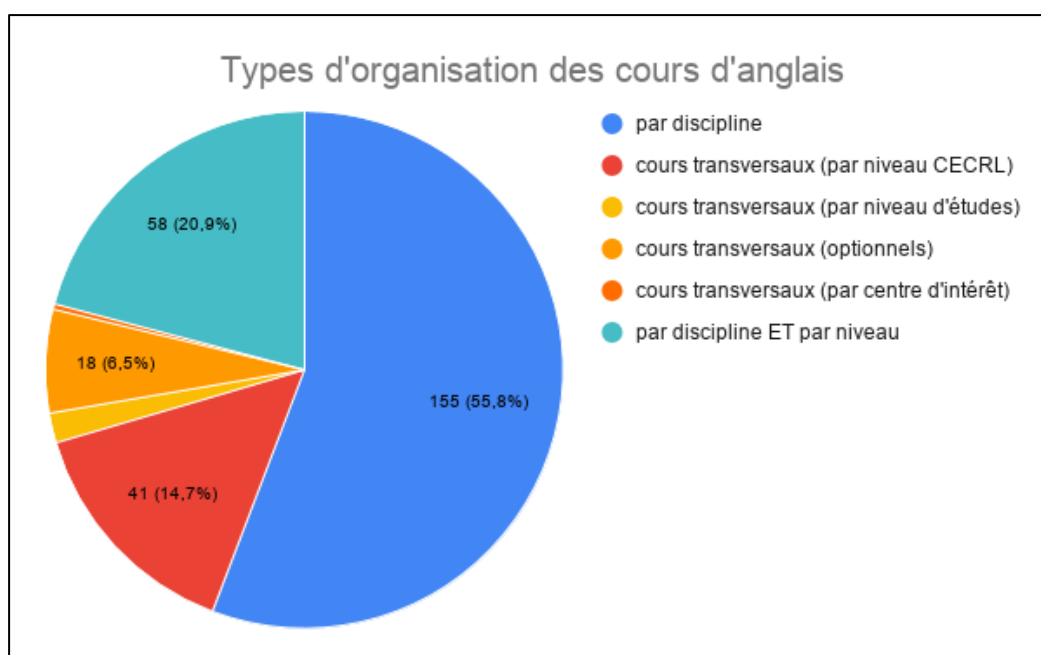


Figure 2 : Types d'organisation pour les cours d'anglais

Les données montrent que, en ce qui concerne l'enseignement de l'anglais dans le secteur LANSAD, les cours s'organisent prioritairement en tenant compte des disciplines d'inscription des étudiants.

En revanche, il faut se rappeler que différentes formes d'organisation peuvent se côtoyer au sein d'un même établissement. En effet, parmi les enseignants d'anglais, 40 ont indiqué deux types d'organisation différents (encore une fois, cela peut dépendre de l'organisation de chaque diplôme ou du niveau de la formation) et 7 ont indiqué 3 types d'organisation différents. Comme pour la figure 1, les pourcentages représentés dans le graphique ci-dessus sont calculés à partir du nombre total de réponses différentes (n=280) et non pas à partir du nombre total de participants enseignants d'anglais (n=229).

Types d'organisation (pour les langues autres que l'anglais)

Contrairement à l'anglais, les cours dans le secteur LANSAD pour les autres langues s'organisent en majorité de façon transversale. Nous pouvons voir que l'organisation par discipline (que ce soit par discipline ou par discipline ET par niveau), ne représente que 41,6% des réponses, tandis que pour l'anglais, ce pourcentage s'élève à 76,7%.

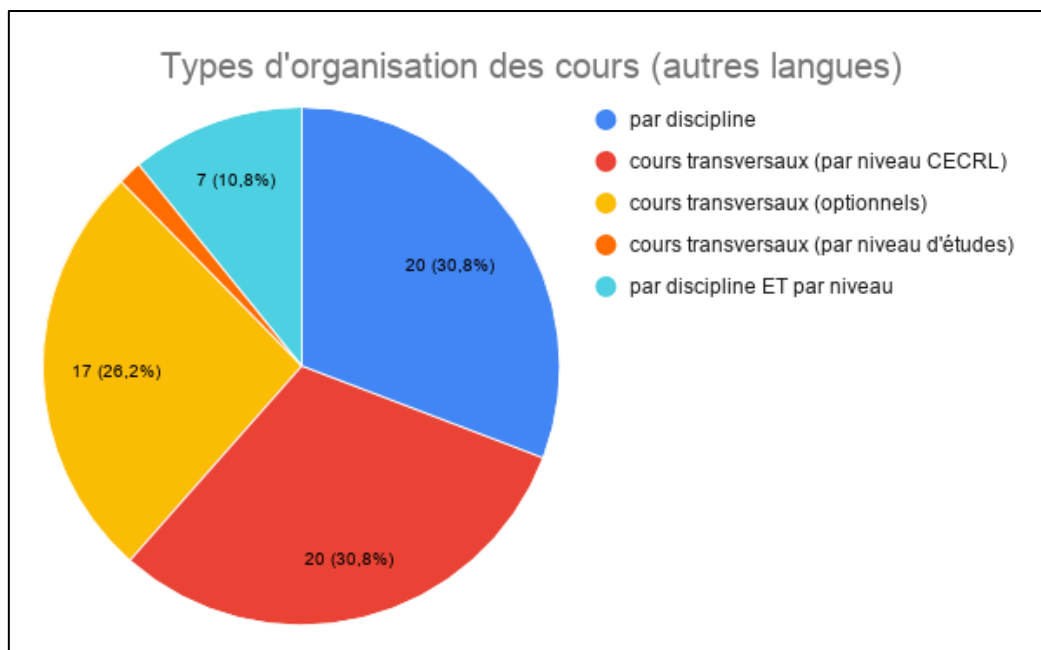


Figure 3 : Types d'organisation des cours (autres langues)

Il est pourtant difficile de comparer nos données, étant donné la grande différence entre la taille des groupes (229 réponses pour l'anglais, 48 pour les autres langues). Nous pouvons cependant imaginer que cette organisation transversale est liée au fait que les langues autres que l'anglais ne sont pas obligatoires et n'ont pas les mêmes effectifs que les cours d'anglais, ce qui imposerait une mutualisation des cours afin d'optimiser les ressources (humaines et matérielles) disponibles.

5. Liste des filières « principales » des participants

Nous reproduisons ici la liste des disciplines les plus représentées parmi les réponses à notre question 19, qui cherchait à savoir dans quelle filière chaque enseignant assurait le plus d'heures. Cette question n'a pas été facile à répondre pour certains participants, notamment pour ceux qui travaillent avec des groupes transversaux, mélangeant des étudiants relevant de plusieurs filières. D'autres estimaient que leur service était équilibré entre plusieurs disciplines et ne pouvaient pas renseigner une seule « discipline principale ». Nous avons des doutes également quant à la clarté de notre question, car plusieurs personnes ont renseigné les grands secteurs de formation et non pas les filières spécifiques. Nous n'avons pas les éléments suffisants pour savoir s'il s'agit d'un malentendu ou tout simplement qu'ils assurent des cours mutualisés au sein d'un grand secteur de formation. Ainsi, les participants ayant écrit « SHS » comme réponse ont peut-être des groupes transversaux avec des étudiants inscrits dans tous les cursus relevant du secteur SHS. Cependant, comme nous ne pouvons pas en être certaine, nous avons laissé leurs réponses telles qu'elles ont été renseignées au lieu de les rajouter à la catégorie « groupes transversaux » à laquelle ils appartiennent peut-être.

Dans le tableau suivant, nous avons regroupé les 10 filières les plus citées. Notons que 25 participants n'ont pas fourni de réponse à cette question, et que 7 participants ont indiqué n'avoir que des groupes transversaux.

Filière	Nombre de participants
Droit	22
Economie	18
SHS	13
Informatique	13
LLCER	12
Gestion	12
Sciences de l'éducation	11
Ingénierie	10
Médecine	10
Psychologie	10

Annexes chapitre 14

1. Tableau croisé démarches d'analyse des besoins et spécialisation des cours

			spécialisation				Total
			non-spé	degré 3	spé	pas de réponse	
démarche	Démarche LSP	Effectif	12	17	164	4	197
		% dans spécialisation	35,3%	50,0%	84,5%	57,1%	73,2%
	Démarche T	Effectif	22	17	30	1	70
		% dans spécialisation	64,7%	50,0%	15,5%	14,3%	26,0%
	pas de réponse	Effectif	0	0	0	2	2
		% dans spécialisation	0,0%	0,0%	0,0%	28,6%	0,7%
Total	Effectif	34	34	194	7	269	
	% dans spécialisation	100,0%	100,0%	100,0%	100,0%	100,0%	