

BILINGUAL EVENTS IN CLIL GEOGRAPHY AND HOME ECONOMICS SIXTH GRADE
CLASSROOMS IN TWO CYPRIOT PRIMARY SCHOOLS

By

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ABSTRACT

This study is an investigation of the use of L1 in two sixth grade CLIL Geography and Home Economics classrooms in two Cypriot Primary schools. An overview of the international literature indicated that L1 is used in such classrooms for disciplining and instruction giving (Gierlinger 2007), group work (Dalton-Puffer 2007), text mediation and explanation of ideas (Buchholz 2007, Arthur and Martin 2006), off-topic talk (Nikula 2005) and label quests (Heath 1986, Arthur and Martin 2006).

This study is ethnographically-informed as it employs fundamental elements of ethnography together with analysis of video-recordings of classroom interaction, a key characteristic of the micro-ethnographic approach (Erickson, 1996, 2004; Garcez, 2008).

The findings from 640 video recorded lessons (320 minutes of each subject) show that the functions of bilingual events span the single word to interactive exchange in length, and are evenly distributed across instructional and regulative registers (Christie 2000, Gardner 2006). The four-fold new classification identifies an expanded repertoire of word level bilingual events, including the L2>L1 label quests which are particularly important in CLIL contexts; a range of bilingual events including codeswitching for instructional purposes; a new category of events related to code management; and clear examples of regulative events such as disciplining and giving instructions that are well documented in the literature.

DEDICATION

I dedicate this thesis to my parents Panayiotis and Lambidona, my brother Kyriacos and my husband Charalambos.

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CHAPTER 1: INTRODUCTION

This study is an exploration of the use of the mother tongue in CLIL Geography and Home Economics sixth grade lessons in two Primary schools in Cyprus. It aims to analyse bilingual events (instances where English and Greek are used) in the CLIL context including the role of multimodality. This first introductory chapter starts with a brief overview of the CLIL approach then moves on to explain the researcher's personal interest and origins of the study followed by an overview of the Cypriot context and an outline of the thesis.

1.1 The CLIL approach

One of the most significant developments in foreign language education has been the implementation of CLIL in a variety of educational contexts across the world and as Gardner (2012) notes "its blossoming in Europe has coincided with [similar] initiatives in Asia" (p.255).

"The acronym CLIL is used as a generic term to describe all types of provision in which a second language (a foreign, regional or minority language and/or another official state language) is used to teach certain subjects in the curriculum other than the language lessons themselves" (Eurydice 2006: 8).

As this definition of Content and Language Integrated Learning (CLIL) suggests, CLIL is a broad term which can embrace many different contexts and varieties of second language learning. 'It involves a range of models which can be applied in a variety of ways with diverse types of learner' (Coyle, Hood and Marsh 2010:1). Following this Eurydice definition, we use 'second language' as an umbrella term to include second, foreign and additional language. CLIL can therefore be compared to other approaches of developing second language learning in that it has similar advantages which range from developing linguistic skills to advance collaboration between people of different

countries as well as intercultural communication. It is an approach that can promote multilingualism in the world (Dalton-Puffer and Smit 2007, Ruiz de Zarobe 2008). Its difference to the ESL classroom lies in the fact that CLIL is an escape from traditional second language learning classrooms and there is a development of communicative tools, by using the target language to learn a subject thus making use meaningful (Dalton-Puffer and Nikula 2006, Brinton et al 1989). Succinctly put “CLIL is not a new form of language education. It is not a new form of subject education. It is an innovative fusion of both” (Coyle, Hood and Marsh 2010:1). Learners also develop other cultural or linguistic skills so as to become “autonomous mobile European citizens” (Coyle 2002:27).

Coyle proposed the “4Cs Framework” for CLIL (Coyle 2002, 2007) which captures four principles promoted by CLIL: content, communication, cognition and community/culture. Firstly CLIL puts content in the centre of the actual process of learning and becomes the basis for the learning that will follow. Wolff (2002) agrees with Coyle’s framework and notes that the CLIL classroom is a way to escape from “the pseudoreal and fictitious contents of the traditional language curriculum” (p.48). Language is then used to practise what is learnt and to communicate meaning by using authentic but ‘scaffolded’ situations.

As far as cognition is concerned, CLIL allows learners to develop their thinking skills in different languages and rise to the cognitive challenges it poses. “Being able to speak and reason about academic content in a language different from their own, gives students the chance to expand their cognitive skills and use more sophisticated language” (Casal, 2008:2).

Community is the point where students must make connections between their learning and their personal and social environment as well as the culture of the language used. Therefore in Europe an understanding of the European community becomes more plausible and learners come in contact with different perspectives thus giving a multicultural dimension to the traditional lesson.

“In essence, the 4Cs Framework suggests that it is through progression in knowledge, skills and understanding of the content, engagement in associated cognitive processing, interaction in the communicative context, the development of appropriate language knowledge and skills as well as experiencing a deepening intercultural awareness that effective CLIL takes place” (Coyle 2007:550).

Overall, CLIL is believed to be an approach that aims at promoting second language learning in an authentic environment where communication is fostered and the focus is not merely on language but on content as well. In terms of Coyle’s framework, my interest is particularly in the communication ‘c’, the nature of classroom interaction and the role of the mother tongue in these processes though “[the 4Cs] do not exist as separate elements” (Coyle, Hood and Marsh 2010:55).

As we shall see, the role of the mother tongue varies across contexts, and ranges from being perceived as undesirable, to being a useful means of scaffolding learning.

1.2 Personal Interest – Origins of the research

As an English teacher I always look to advance my knowledge in my field of expertise and remain up to date with new methodologies and approaches to teaching. Though CLIL is an approach more suitable to teachers of content subjects (Geography, Maths, History etc.) the use of English as the target language makes it relevant to teachers of English as well.

I had the chance to work as a research assistant in the PRO CLIL team in Cyprus which was a pilot implementation in order to test its values and outcomes. My involvement in this project gave me the opportunity to visit the schools implementing it whether those were pre-primary schools or primary ones. In the Primary school context I observed Geography, Home Economics and Design Technology lessons. CLIL Geography and Design Technology were implemented in the fifth and sixth grade, with Design Technology in the first, second and third grades. Observing these lessons I was fascinated by the novelty this approach carries and its difference from traditional teaching. Seeing children aged five and below (pre-primary schools) learning songs, listening to stories, making crafts all in English, was indeed astonishing. In the primary schools where children's skills and abilities were more advanced, observing them carrying out lessons in English and learning content related vocabulary in English in a rather enjoyable manner using materials that would not have been used if it had not been for CLIL, was also a great experience. Within my duties as a research assistant was also the administration of questionnaires to students on a one to one basis which was an excellent opportunity to examine students' opinions. The fact that the majority of these students were excited by the novelty of their lessons stimulated my interest into carrying out research on this area. An initial attempt to examine these lessons was carried out in a pilot study in an effort to map the space and see what is there to analyse. Some bilingual events were first identified during this study but equally intriguing was the way that modes other than the oral were involved in the learning process. Therefore this study not only examines bilingual events and the functions that the mother tongue acquires but also the role of multimodality in the CLIL context. Analysis of classroom interaction will shed light on those aspects that are of particular interest for the

examination of the above mentioned features. Before looking at the organisation of the thesis it would be important to briefly explain the Cypriot educational context within which this research took place.

1.3 The Cypriot educational context

Schooling in Cyprus starts at the age of six and the primary school consists of six grades. During these years teaching is carried out by teachers whose qualification is general; that means they are multitasking, ‘multipurpose’ teachers though the majority hold specialised postgraduate degrees in various areas such as TESOL, Arts or Mathematical education. The official language is Greek but people use the Cypriot dialect in their everyday life. In the classroom there is not an extensive use of the dialect and especially in the video recorded lessons in this study the dialect was almost non-existent. Regarding L2 learning, the practice until September 2011 was to teach English as a subject during the last 3 grades. As of this academic year (2011- 2012), those designing the new curriculum, having assessed the results of the CLIL pilot implementation and wanting to be more oriented to European approaches to L2 teaching, decided to introduce CLIL to all schools from the first grade. Therefore students are now gradually introduced to the use of a foreign language in the teaching of a subject though for the first three years that is in the form of songs, storytelling and crafts. For the next three years a content subject is chosen to be used using CLIL and it does not have to be the same subject for each year. Moving to high school (Gymnasium) there are three grades followed by another three in upper high school (Lyceum). The language is still Greek and there are English as well as French lessons obligatory for Gymnasium. In the Lyceum English continues to be a content subject and an additional language must be chosen by the students.

Cyprus, being a former British colony, has been greatly influenced by the British language, norms and habits. English is used in official state documentation, road signs, the media etc. People would often use English words while speaking to such a degree that they have become a part of the language. English has always held a very privileged status and it would not be an exaggeration to say that almost everybody speaks English. Therefore importance is given by parents in order to ensure that their children learn English as soon as possible and it is a common practice in Cyprus to send children to afternoon English lessons (usually twice a week for an hour each time). Most of them start by the age of 7 and the ultimate goal is to pass the IGCSE Cambridge examination which is a qualification highly esteemed in Cyprus. In the implementation of CLIL, English was chosen because of the above mentioned reasons and because it is easier to find teachers fluent in English to support its implementation.

1.4 Thesis organisation

This research project has been organised in the following way:

Chapter 2 is a review of the literature around issues relevant to this study. It starts with literature around classroom discourse and interaction and then moves into codeswitching (indexical and unmarked) which is a key element for the current research, followed by a discussion of translanguaging. The chapter continues with an examination of research literature on CLIL classroom interaction and the use of the mother tongue where various studies from different contexts are presented in order to discuss their findings. These will be compared with the findings of this study. The final section of this chapter deals with multimodality and relevant research projects.

Chapter 3 forms a discussion of the research design, the research questions are put forward and the data collection methods are explained. Analysis will focus on video recordings but students' questionnaires and teachers' interviews will complement them in order to have a holistic view of the practices employed. The participants will be introduced as well as the researcher's role and the ethical considerations arising. The final section is a brief discussion of the pilot study findings which will form the basis on which current analysis will be constructed. Ethnography is the approach employed in this study and is combined with analysis of bilingual classroom discourse.

Chapters 4 and 5 are the core of this study as they constitute the analysis of the data. Both chapters start with a discussion of the classrooms and the content of the video recorded lessons. What follows is a detailed discussion of the bilingual and multimodal events identified where extracts in combination with analytical frames, are used to comment on language use as well as language functions. In the cases where other modes co-exist vignettes are provided so as to clearly indicate multimodality's role. A summary table at the end of each chapter brings together all events.

Chapter 6 is a discussion of the main findings of my research where answers to the research questions are discussed. Findings are brought together with relevant literature review and the contribution to knowledge is explained. The conclusions drawn in turn indicate current practices in the CLIL classrooms examined here. In this chapter the usefulness and limitations as well as suggestions for further research are also discussed.

CHAPTER 2: LITERATURE REVIEW

This chapter aims at presenting relevant literature regarding the CLIL approach focusing mainly on language use in the CLIL classroom. This will help in setting the scene for the research and the analysis that will follow. The chapter starts with a presentation of a framework for classroom discourse. It then presents a review of research on codeswitching and translanguaging and discusses the literature on classroom interaction, with a particular focus on the role of the mother tongue in CLIL classes. This is followed by a section dealing with research into multimodality in classrooms.

2.1 Classroom discourse

Classroom discourse, just like a play, is a set of scenes performed not by a single actor but a team, where the main purpose is to convey messages, to communicate in ways that contribute to student learning. Prior to conducting an analysis on classroom interaction it is important to set the scene, name the ‘actors’, and describe the organisation of the performance.

Hymes (1974) discussed the ethnography of speaking and suggested the seminal SPEAKING grid which is an acronym for what should be taken into account when describing the use of the language, speech events. It stands for ‘*setting and scene*’, ‘*participants*’, ‘*ends*’ (the outcomes), ‘*act sequences*’, ‘*instrumentalities*’, ‘*norms of interaction and interpretation*’ and ‘*genres*’. Almost 20 years later Hall (1993) added to Hymes (1974) SPEAKING grid of speech events by using the term ‘oral practices’. Hall (1993) defines oral practices as “socioculturally conventionalized configurations of face-to-face interaction by which and within which group members communicate” (p.

146). She created a seven-element framework for an oral practice. The *setting* plays an important role as it defines the spatial, temporal and physical conditions in which an oral practice takes place similar to Hymes' 'setting and scene'. Then follows the element of *purpose* which describes the functions that this practice fulfils being social or cognitive. As far as the organisation, the ordering, of the oral practice is concerned Hall, just like Hymes, introduces the element of *act-sequence* which refers to the order within the oral practice, such as the opening, closing and transitions. Then follows *rhythm* which indicates to participants the right moment to say something or a "listening-to-what-was-said cue and signal the speaker to continue" (p.153). *Participation structures* define turn taking and the roles as well as rights of the participants. What is or is not talked about is the *content* and the members of an interaction are the *participants* whether those are the audience or those actually interacting. Each participant may acquire a different role during the interaction. Since Hall's categorization is much more recent than Hymes', some of her elements will be adapted and then used in the analysis of interactions in CLIL classrooms in Cyprus namely the participants (teacher and students), content (geography or home economics), the functions and participation structures (related to the IRF exchange). More will be later added in order to carry out a more complete analysis.

In order to examine the exact stages when a language is used we need to have a closer look at Lemke's (1989) basic lesson script. First come the *pre-lesson activities* when the setting is organised, then the teacher starts talking which is the *getting started* stage followed by the *preliminary activities* where the teacher collects homework or reviews the previous lesson. The fourth stage is that of the *main lesson* where the teacher introduces new content and vocabulary followed by the *dissolution* of the lesson during

which bids come from the students while packing their things for example, and finally there are the *post-lesson activities* where students are chatting and tidying up. This script aims to capture the structure of almost all lessons, hence CLIL lessons too, though not all lessons contain every single part of the above mentioned script. A column in the analysis table will refer to lesson stage in order to investigate in which parts the L1 is more frequently used.

As CLIL lessons are concerned with the teaching of both content and language it is also wise to distinguish between the *transactional* and the *interactional* function of language (Brown and Yule 1983). The transactional view is the one concerned with information transfer and language can be primarily transactional when it transfers to “factual or propositional information” (p.2). This is the main function language acquires in the classroom though Dalton- Puffer (2007:23) notes that there are “distinct interactional elements”. The interactional function deals with social relations and personal attitudes; “[...] the topics of conversation are largely predetermined either by the curriculum or other requirements of the institution” (Dalton- Puffer 2007:22).

In a similar way Christie (2000) builds on Bernstein’s theory of ‘pedagogic discourse’ (1990, 1996) and discusses the *instructional* and the *regulative* registers when examining the registers within the classroom. She also develops Bernstein’s theory. Bernstein refers to the regulative register as being concerned with the overall aims and the instructional register as being concerned with the content. He notes that the regulative embeds the instructional. Christie proposes instead that the regulative register ‘projects’ the instructional. The regulative register shares a rather small amount of the classroom talk, it occurs during the initial stages or at transitional stages. It does not welcome student interruption or comments and it occurs throughout the lesson. The

instructional register has a dialogic character and the students are invited to contribute. Within the instructional field the teacher builds the technical language connected to the content and the students co-construct it by participating. The teacher then develops their responses and provides more information “thus a process of genuine joint construction continues” (Christie 2000:191). She also argues that “the regulative register determines the pacing, sequencing and ordering of the operation of the instructional register” (p.192). The pedagogic activity can then be characterised as successful when the regulative register disappears in the discourse. A research into partnership talk in Primary EAL by Gardner (2006) found out that during the first ten minutes of the lesson the regulative talk is three times more frequent than during the end of the lesson. Dalton- Puffer (2007) suggests an additional classroom register ‘the zone of convergence’ where the regulative and the instructional are intertwined in the process of learning content (instructional) while at the same time dealing with tasks (regulative) in order to provide “an alternative representation of classroom register” (2007:29).

Within the instructional register there are six main activity types (Hatch 1992). *Whole class interaction* is one activity type which revolves around the IRF pattern with the teacher occupying the Initiation and Feedback and assigning turns to either an individual or to the class as a chorus. A second activity type is that of *group or pair work (student-led)* where the teacher assigns a task and the groups or pairs work on it. Research (Dalton-Puffer 2007) has shown that it is during this activity that L1 is used. This finding will be tested in the present data. *Individual seat work* demands students to work alone on a task without talking unless help is needed by the teacher whereas during *student monologue* the student is asked to talk about a task or a question. When the teacher talks, *teacher monologue*, the situation is similar to traditional lecturing. The

last activity type is that of *teacher-led group work* during which the teacher and a group of students meet in a less strict occasion and discuss a task. In a study conducted by Dalton-Puffer (2007), two thirds of the CLIL lessons consisted of whole class interaction and group work. Individual seat work occurred as well, but did not take much time (Dalton-Puffer 2007). Few lessons involved student monologue and there was no extended teacher monologue. Drawing more general conclusions from these findings, Dalton-Puffer (2007: 32) notes: “The clear dominance of whole class interaction makes for a rather limited set of activity types that are realized with some regularity in the CLIL classroom”. This must have an impact on the nature of language use during a CLIL lesson. Excluding activity types significantly limits the variety of interaction patterns. Dalton-Puffer (2007) suggested three possible explanations regarding this. It could be argued that teachers feel safer with whole class interaction as they know that teacher monologue should be avoided (‘lecturing’) especially when a researcher is present. It could also be that, because this activity type is easier to capture on tape and to transcribe, it has been highlighted in the conversion of raw data to final data. A final explanation would be the fact that in Austria (where her research was carried out) traditional content classrooms are large in number and are usually like this no matter what language is used or whether a researcher is present or not.

It would also be wise to look at the functions that speech acts can acquire during any of the above mentioned stages of the lesson. Such a framework is proposed by Halliday (1975) which refers to the *instrumental, regulatory, interactional, personal, heuristic, representational and imaginative* functions. The **instrumental** function is used to fulfil a need, to get things done. The **regulatory** function is used to regulate, control events and it is similar to the regulative function mentioned above and further developed by

Christie (2000). As Wardhaugh (1995:191) has observed: “Language helps to mark roles, provides devices for regulating specific kinds of encounters and contains a vocabulary for approving or disapproving and for controlling or disrupting the behaviour of others”. The **interactional** function of language aims at assisting interaction with others whereas the **heuristic** function has to do with the language used to build up and explore the surrounding environment. Again, this is clarified by Wardhaugh: “Interactional function refers to language used to ensure social maintenance” and the heuristic [...] provides a basis for the structure of knowledge in the different disciplines (Wardhaugh 1995:192-193). The function that involves the personality of an individual is the **personal** function. Language allows the speaker to verbally express feelings, thoughts etc. The **imaginative** function refers to the language used to explore imagination and thus form “our own worlds” (Hatch 1992:133). “It is also language used for the sheer joy of using language, such as a baby’s babbling [...]” (Wardhaugh 1995:193). The last function is the **representational** one which allows us to share information with others. It is difficult to base a lesson analysis merely on language functions because there is a need to look beyond the utterance level and examine it as meaning making through interaction. Therefore though the functions above will be taken into consideration during the classroom discourse analysis in this study, they are very general and the aim here is to develop a more specific framework for the analysis of classroom communication.

2.2 Indexical codeswitching, unmarked codeswitching and translanguaging

This section takes the form of a discussion on the issue of codeswitching in classrooms where two or more languages are present. In the last part, ‘translanguaging’ is introduced as it constitutes an emerging term in research in bilingual classrooms.

Codeswitching is “the alternating use of two languages in the same stretch of discourse by a bilingual speaker” (Bullock and Toribio 2009: xii). It was not always seen as an acceptable way of speaking in formal institutional contexts like schools and, in some multilingual societies, there still exists the belief that codeswitching “is linguistically anomalous, or simply ‘bad’, and that it reflects the speaker-writer’s inability to express themselves properly in one ‘pure’ language or another” (Lin and Li 2012:470)

Debates have taken place over two decades regarding the nature, significance and value of codeswitching in the classroom and have given rise to a distinct field of research. The first research focused mainly on teacher-talk and codeswitching on behalf of the teacher. During the early 1980s researchers turned their focus to the ways in which meanings were exchanged through classroom interaction and, in their research, they took account of the ways in which codeswitching contributed to meaning making in the daily communicative exchanges between teachers and students (Martin-Jones 1995, 2000). Codeswitching was also distinguished according to speakers or discourse. Using a different term, ‘code alternation’, Auer (1984, 1990) differentiated between **discourse-related** and **participant-related** ‘code alternation’. Participant-related code-alternation is hearer-oriented and occurs when speakers are trying to adjust their speech to that of their interlocutors, when for example a teacher is translating or clarifying a term to the students whereas discourse-related code alternation is speaker-oriented and it serves as a “resource for accomplishing different communicative acts” (Martin-Jones 1995:99). In their research into classroom codeswitching, Martin-Jones and Saxena (1996) used the term bilingual teaching/learning events, building on the notion of ‘speech event’ first introduced in the ethnography of speaking tradition (e.g. Hymes, 1974).

Research on bilingual classroom talk has focused on different aspects of teacher-student interaction. Looking at the Initiation- Response - Evaluation exchanges, Zentella (1981) found out that Puerto Rican students in a bilingual programme in New York usually followed their teacher's language choice. During an Initiation, the teacher would take into account the target language of the lesson as well as the linguistic capabilities of the students. However, as it was important for the teacher to assist comprehension, the teacher sometimes gave feedback following the students' language choices or used a mixed code.

Examining the functions that the mother tongue acquired in a Chinese- English bilingual programme, Guthrie (1984) identified five communicative functions for L1 use, namely translation, clarification, giving instructions and explaining procedures, checking understanding and finally a 'we- code' indicating "group membership and personal connections" (p.45).

Further research on pre-existing data gathered by Johnson (1983, 1985) was carried out by Lin (1996) in attempt to build an in-depth understanding of bilingual content classrooms in Anglo-Chinese schools in Hong Kong. She examined codeswitching in this context and tried to form a framework, moving beyond the original assumption that English was used for formal instruction and Cantonese for informal communication. She showed that English was used primarily to teach the content but teachers used switches into Cantonese to appeal to cultural norms, such as admonishing students who had not done their homework or who arrived late in class. This codeswitching indicated a shift of the teacher's concern from the pedagogic aims to a more general concern about being an attentive student in that cultural context. Moreover, when one teacher in this study wanted to cultivate a friendlier and more relaxed environment in the

classroom, he switched to L1 to praise his students for their work but picked up on L2 the moment he wanted to return to the lesson. Lin (1996) comments as follows on this: “With the creative use of these communicative resources, the teacher can effectively negotiate for different role relationships with the students; for example, a teacher, a friend, a discipline enforcer, a cultural advisor, etc., whenever the need arises” (Lin 1996:68). In the context of schools in Hong Kong, there is what Lin calls “English-dominant academic bilingualism” (Lin 1996:69). This particular teacher adhered to the strict English policy but at the same time he gave key terms in Cantonese in an attempt to aid comprehension of the classroom texts in English. This use of bilingual resources in the classroom was referred to by Lin (1996:70) as “Cantonese-annotated English academic monolingualism”. The focus remained on the L2 but explanations or single word references were made in the L1, ensuring understanding. By working bilingually in this way, the teacher in question acted as a mediator between the unknown academic knowledge represented by L2 and the familiar knowledge of L1. He made an effort to include all students in the lessons and enable the students to contribute to them. One further observation made by Lin (1996) was that the pattern that dominated Elicitation- Response-Evaluation exchanges was that of L2- L1 Initiation on behalf of the teacher, L1 Response from the students and L1-L2 Evaluation from the teacher. In other words, this and other teachers in the study attempted first to initiate in L2 but receiving no response, switched to L1, thereby generating an L1 response from the students. The teachers then followed the students in their language choices in their Evaluations, but also repeated this in L2, bringing everyone back to the required language of teaching and learning. As Lin (1996) pointed out, all the above mentioned uses of bilingual resources in a strict English-only environment “reflect the teacher’s

role as a linguistic and academic broker rendering English-medium education accessible and meaningful to students with limited English resources” (Lin 1996:74)

A study on codeswitching in primary schools in Brunei identified three additional uses of the mother tongue teaching and learning of content subjects in English. In this study Martin (1996) explains that by using the mother tongue artificiality is reduced, concepts are clarified, the meanings of the words are clarified and students’ responses are elicited (p.136). He describes the use of L1 in order to assist but at the same time to ensure understanding in the students’ first language. The conclusion drawn is that codeswitching holds “possible values as a communicative resource in content lessons” (p.140). A more recent comparative study by Arthur and Martin (2006) looks at language use in two different contexts, that of Botswana and Brunei where the official teaching language is English and not the learners’ mother tongue. In Botswana, four Year Six classrooms in two different schools and three Year Four classrooms in three different schools in Brunei were observed and audio recorded in order to see the language practices that the teachers engaged as they taught. During monolingual (English only) routines in the classrooms the students either repeated a sentence the teacher said, gave a single word answer, filled in a sentence that the teacher uttered with a missing word or said a sentence out loud in chorus. They then moved to a discussion of instances when there was an alternate use of the two languages, the language of instruction (English) and the mother tongue (Setswana in Botswana and Malay in Brunei) and they discussed these routines (five in total). One of those is ‘*teacher telling*’ (p.186) where the teacher uses the mother tongue but key terms in English are embedded in the talk. ‘*Teacher mediation of text*’ is another practice in Brunei classrooms where the teachers explain the meaning of the English book using the

mother tongue in an attempt to “unpack the meaning of the text” using L1 (Martin 1999a:50). ‘*Bilingual annotation of lesson content*’ was also observed as a teaching practice where the teacher explained words or phrases in the mother tongue. A practice observed in Brunei classrooms was that of ‘*label quests*’, first introduced by Heath (1986), who explained that “label quests include not only the names of the items but their attributes as well”(p.168). In the context of Arthur and Martin’s (2006) research, the teachers asked the students to give “labels for vocabulary items in either English or Malay” (p.188) in order to confirm understanding of the word; they note that the use of ‘label quests’ is a common practice among teachers in multilingual classroom settings. Label quests will also be a central part in my analysis of bilingual events in the CLIL classroom as it is one of the main and frequently used strategies employed by the teachers. At other moments, the teachers in the classrooms compared by Arthur and Martin asked students to complete as a chorus (*chorus completion in L1*) where students repeated some parts of the sentence in the mother tongue. When the teachers were interviewed they emphasised their need to accommodate their students’ language competences. “The teachers attempted to facilitate pupil comprehension through their code-switching practices in order to provide a level of bilingual support” (Arthur and Martin 2006:190) as well as to include all students in the lesson (Martin 1999b). They also noted that some students might face difficulties if they used English only. This comparative research showed that when there is a freer use of the mother tongue there is greater participation and understanding on behalf of students. When the teachers in Botswana were not only correcting the content but also the language, students were discouraged whereas, in Brunei, students who would otherwise remain silent participated due to the freer use of codeswitching.

In a different context, that of Jaffna in Sri Lanka, where the status of English as the language of instruction was changed upon the unilateral declaration of independence, students had ESL classes as a separate subject from Grade 3 onwards in an attempt to promote the native language, Tamil. Observing these classes, Canagarajah (1995) found out that codeswitching between English and Tamil served several functions either for classroom management or content transmission (p.179). The findings indicated that English was used for formal teaching and textbook-related activities whereas Tamil was the more personal, “unofficial or culturalised” (p.190) language. More specifically the mother tongue was observed to be used to open up the lesson so as to form an easy transition from the previous lesson and as soon as English was picked up it was an indicator of the start of the lesson. L1 was also used to give directions and instructions in order to carry out an activity which is always done in the target language. Ordinary directions and those known to students were sometimes given in English but when something new came up – like an additional direction – the L1 was again used. Students also use Tamil amongst themselves in order to explain an activity but they never carried out the activity in L1. Additionally L1 was used when help was needed from the teacher or when students wanted to complain about something or someone. Teachers’ encouragements, compliments, commands, admonitions and statement mitigations were always in Tamil. Pleading for favours or excuses and interacting unofficially were also cases when L1 was used on behalf of the students. On the content level the teachers were observed using L1 to review the lesson and to sum it up at the end, thus saving time but at the same time attracting the students’ attention. Further functions of Tamil in these ESL classes in Jaffna were those of providing definitions, giving explanations or examples, repeating, reformulating or clarifying utterances. This change in code

operated as a way of assisting and at the same time ensuring students' understanding. In an attempt to relate to students' cultural background the teachers also used L1 to "negotiate cultural relevance" (Canagarajah 1995:188) and to connect with life outside the classroom. Parallel translations between English and Tamil were performed by the teachers in order to explain single words or sentences. Finally students negotiated content unofficially using their mother tongue to collaborate, to clarify notions or phrases said by the teacher.

Though carried out in different cultural and educational contexts, the above mentioned studies came up with very similar findings as to when the mother tongue was used in the classroom and what its functions were. In a recent review of this field of research, Lin and Li (2012) note that what is still missing from codeswitching studies is research "of longitudinal and interventionist type" (p.477). They also argue that action-research conducted by teacher-researchers could also be beneficial in the field of codeswitching, enabling the development of reflexive practice.

Thus far, I have focused on research in which codeswitching is indexical, that is, where the sudden contrast between codes introduced by a switch adds extra meaning to a conversation and it has an interactional function like the classroom functions of codeswitching discussed above. However, in the research literature, another type of codeswitching has been identified. This is called "unmarked codeswitching" (Scotton, 1993: 117). This is the type of codeswitching where speakers move back and forth between languages without any additional meaning being generated by the switches. Scotton (1993) distinguished between this type of codeswitching and other types where switches have clear conversational indexicality. She put this as follows:

“Unmarked codeswitching contrasts with the other...types which occur universally where there are bilingual/multilinguals. It also contrasts with the other types in that each switch in unmarked codeswitching does not necessarily have a special indexicality, rather it is the overall pattern which carries the communicative intent” (1993: 117).

In research on codeswitching, this type of bilingual practice is seen as a way of expressing in-groupness, friendliness or affiliation with interlocutors who share the same or similar language resources. It also occurs in classrooms where teachers and learners have broadly similar linguistic repertoires.

In recent years, there has been a turn away from the use of the concept of codeswitching, among some researchers, to the use of a new concept: ‘translanguaging’. This new concept is mostly used in recent research done by scholars concerned with language use in post-colonial contexts (e.g. Makoni and Pennycook, 2007) and by those concerned with transnational migration and with the education of children whose parents are of migrant origin (e.g. García, 2007, 2009, 2011; Blackledge and Creese, 2010). The formulation of the concept of translanguaging has been part of a wider reaction against a tradition of linguistic research which is based on the assumption that languages are clearcut, bounded entities and are autonomous systems that are codified and fixed in grammars and dictionaries. The emphasis among those who use this concept is on communication and ‘languaging’ and on the ways in which teachers and learners make use of all the language resources in their communicative repertoires to co-construct meaning. It is argued that translanguaging captures “language fluidity and movement” (Creese and Blackledge, 2010:112) and that adopting a focus on communication allows us to see where the boundaries of languages “become permeable” (Blackledge and Creese, 2010: 213). Working in complementary schools in the UK, Blackledge and Creese (2010) describe in detail the flexible bilingual pedagogy they observed in these

schools and argue that this pedagogy emphasises “the overlapping of languages rather than enforcing the separation of languages” (Ibid).

Working with learners who speak different varieties of Spanish in the USA, García (2007, 2009, 2011) has also argued against language education programmes, including bilingual education programmes, where there is a strict separation of languages (either through the weekly timetable or through the distribution of different languages across the curriculum). She takes the view that such programmes are underpinned by “monoglossic ideologies of bilingualism and bilingual education” (2009:7). Instead of complying with the monoglossic ideologies underpinning language education programmes, García argues that we need to start from the ways in which students actually use their language resources to communicate and that there should be a shift, in our research, towards “acknowledging the complex, fluid language practices of children in schools” (García, with Flores, 2012).

García refers to these “fluid language practices” as instances of translanguaging and, in a 2009 volume on *Bilingual Education in the 21st Century* (with contributions from Baetens Beardsmore), she defines translanguaging as follows:

multiple discursive practices in which bilinguals engage in order to make sense of their bilingual worlds. Translanguaging therefore goes beyond what has been termed codeswitching, although it includes it, as well as other kinds of bilingual language use and bilingual contact (García 2009: 45).

She also notes that this definition of translanguaging builds on and takes further the concept of “hybrid language use” (Gutiérrez, Baquedano-López, and Alvarez, 2001:128) which is defined as a “systematic, strategic, affiliative and sense-making process” (Ibid.) The definition provided here is not entirely clear, but García (2009) appears to be including codeswitching and other communicative phenomena that occur

in multilingual settings, such as language mixing, crossing, language blending, loan translations and so on, as part of a more general phenomenon of translanguaging.

Certainly, scholars such as García (2007, 2009, 2011), Gutiérrez, Baquedano-López, and Alvarez (2001) have drawn attention to the need to take account of the complex and hybrid language practices of young people in the multilingual urban neighbourhoods of the twenty first century and the need to take account of the new urban vernaculars emerging in these neighbourhoods. They have also highlighted the mismatch between those vernacular forms of multilingual, heteroglossic speech and the prestigious, highly codified ‘target languages’ which young people encounter in school. However, as a number of other scholars have noted (Heller, 2007; Martin-Jones, Blackledge and Crees, 2012), we also need to bear in mind the fact that, in institutions like schools, both teachers and students orient to highly codified languages and students soon learn that these are the languages that carry the greatest value on the linguistic market.

This brings me to the question of whether the concept of codeswitching or the concept of translanguaging is most appropriate for the study of CLIL classes in Cyprus. What was striking about the CLIL classes that were included in this study was the absence of use of any vernacular form of Greek or the use of the Cypriot variety of Greek. Teachers and students were moving back and forth between two standardised languages, standard Greek and standard English, constructing ‘bilingual events’ at particular moments of the lessons. They were clearly orienting to these two language varieties as distinct codes and to the prestigious academic genres of those languages. Moreover, CLIL is based on the idea of language separation across the curriculum although actual CLIL practice is rather flexible in attempting to achieve this. In addition, there is a long established tradition of research on classroom codeswitching which, as I have shown in

this chapter, reveals the subtle and nuanced ways in which teachers and learners make meaning in their daily interactions drawing on the different linguistic resources in their repertoire and, as Auer (1984) pointed out, using code contrast as a communicative resource. So, for these three reasons, the concept of codeswitching seems to be more appropriate for the analysis of the bilingual events occurring in the classes in Cyprus that were involved in this study.

The next section will look closely at some research projects on CLIL and particularly in relation to the use of the mother tongue, as this constitutes the main pillar of this research.

2.3 CLIL Classroom Interaction and the use of the mother tongue

Respecting and supporting learners' L1 and home culture is for Navés (2008) one of the characteristics of effective CLIL programmes. The knowledge of one school language reinforces the knowledge of the other and the concept of linguistic interdependence is introduced.

Undoubtedly, a crucial question that dominates discussions on CLIL is the question of mother tongue use in the classroom. Most CLIL programmes make room for L1 use at early stages and provide support in the same language. Allowing verbal and non-verbal responses in L1 and L2 is also very useful in making a CLIL lesson successful (Navés 2008).

Below follows a discussion on language use in the CLIL classroom and some insights from research that has been done on this issue. I will start with the importance of CLIL

content, then turn to findings from research in immersion and English medium contexts, before focusing on the roles of the mother tongue in CLIL interaction.

2.3.1 CLIL classroom interaction

What makes CLIL so valuable is the fact that it allows and encourages the naturalistic use of a foreign language outside the strict borders of the foreign language classroom (Dalton-Puffer and Smit 2007). Besides this, the learning of subject lessons gives meaning to the use of this language in the classroom. Moreover if two purposes can be served in the course of one lesson (language and content) this has the potential to save time. “The implication with regard to CLIL clearly is that language and content integration represents more of an actual communicative event, or a more ‘authentic’ communicative event, as it is often called than language teaching per se” (Dalton-Puffer and Smit 2007:9). A longitudinal study carried out in three Swiss Primary schools showed that both the learning of the content as well as of the second language were fostered (Serra 2007). Students studying mathematics in a foreign language (Romansh or Italian) from grade 1 to 6 were observed and tested for the purposes of the study and because the results were encouraging more schools in the area implemented the CLIL approach.

Interaction in the classroom is considered to be a very important factor in the process of learning. Ellis (1988) contends that interaction triggers FL learning, because “the learner is concerned to communicate and it is by learning to do this that he systematically acquires the grammar of the L2” (p.93). It can therefore be concluded that “linguistic knowledge is a by- product of communicative competence” (p.93), he argues.

Due to the authenticity of materials in the CLIL classroom, the learning of the language is promoted. Because in the language classroom teachers tend to stick to language that is already known it is therefore more likely to contain artificial situations such as asking questions where the answers are already known just for the sake of asking them. In a comparative study between CLIL and mainstream students in secondary schools in Lower Austria, it was evident that the CLIL students were generally better at producing continuous speech in English than mainstream students (Mewald 2007). It was also proven that because errors in the CLIL classroom are not penalized, CLIL students tend to focus “on successful communication rather than accurate performance [therefore it] reduces stress, anxiety and inhibitions to speak” (p.161). The general conclusions drawn by Mewald’s research were that CLIL students on the whole were better able to speak fluently, using rich lexis and having a good command of the grammar, and performed better than the mainstream students. Research findings by Nikula (2007) agree with Mewald’s study in that the CLIL classroom makes more use of English “for purposes other than learning about the language itself” (p.200) than the EFL classroom. “Students in CLIL classrooms seem to have more room to manoeuvre than students in EFL settings [therefore, there seems to be more] ‘space for interaction’ in CLIL classroom discourse” (Mewald 2007: 201).

The first immersion programmes in Canada showed that intensive exposure to the second (target) language through natural interaction can have a very good impact on the learning of that language. The results showed that “immersion students achieve a high level of functional ability in the second language” (Brinton et al 1989:8). However, the success of immersion or English medium education has not been universal. Moving beyond the primary and secondary schools into tertiary level, *English medium*

instruction (EMI) has not been successful in promoting the acquisition of both the content and the language. Research at university level in Turkey compared three approaches used in the acquisition of language skills as well as academic content in the Faculties of Economics and Administrative Sciences of three universities. These approaches are *English medium instruction* (EMI) where English is exclusively used for academic content after a preparatory year of English, *English aided instruction* (EAI) where English is only used for materials and exams supported by preparatory and post preparatory lessons in English while Turkish is used in the lectures, and finally *Turkish medium instruction* (TMI) where Turkish is used for all areas along with preparatory and post preparatory English classes. Research findings (Sert 2008) showed that none of the above approaches was adequate and capable of teaching English in combination with academic content despite the fact that EMI was found to be the most effective of all as far as development of language skills is concerned. Sert notes that the EMI approach needs to be revised and together with formal English language instruction, along with more authentic material, it can help students improve their study skills and can complement the approaches mentioned before.

Evidence suggests that the EMI approach is not successful on the primary level either. When comparing CLIL history lessons in Germany and EMI history lessons in Hong Kong it was observed that there is more use of the L2 (English) in the CLIL context than in the EMI context (Wannagat 2007). In the CLIL classes in Germany students were expected to advance both their language use skills as well as other subject skills whereas in the EMI classes the focus was only on L2. Research also detected that there was more teacher talk thus fewer student turns in the EMI lessons and when the students used the L2 the utterances were relatively shorter compared to the CLIL classes in

Germany. German students did not seem to be reluctant in using L2 but the teacher also performed what Lynch (1996:4) refers to as “conversational repair”. In these instances the teacher intervened to give a single word translation or to correct a student utterance. In the EMI lessons the teacher translated longer utterances thus the students did not pay attention to what was said in the L2 since they knew that the teacher was going to translate it in the mother tongue. “It seems that an advantage of learning in the CLIL context is the increased opportunity for learners to develop their constructive abilities in L2” (Wannagat 2007:678). In contrast, in the EMI context it always seems acceptable to switch to L1. In Hong Kong, the EMI approach did not have the expected results and the government decided to abandon its use and return to traditional L1 teaching but Wannagat notes that its failure was in the way this approach was implemented rather than on the use of L2 to learn a content subject.

The role of questions in the construction of knowledge was examined in Dalton-Puffer’s (2007) CLIL research project. Questions were categorised based on Mehan’s (1979) typology according to the information that was requested. There were the display questions and referential ones. Display questions ask for new information which is usually known to the teacher and the response is restricted whereas referential questions are unknown to the teacher and produce longer utterances. Questions may also be distinguished as being open or closed with the former allowing freedom of response and the latter setting limits and requiring simple, and often single word answers such as a yes or no. Despite this freedom of response open questions are closed in function since the questioner (teacher) has a specific expected answer in mind. Questions can be further categorised according to goal (facts/ explanations/ reasons/ opinions/ meta-cognitive) and it is also important to examine when they occur; during the regulative or

the instructional register. A switch in code was marked when the class was working in groups and when a translation or a request for an explanation was needed (L1). It was thus concluded that during the regulative register the teacher mainly used referential questions and there was a greater use of L1. “The more strongly an exchange is tied to the instructional register, [...], the more likely it is to be carried out exclusively in English L2” (Dalton-Puffer 2007:124). When Dalton-Puffer examined three academic language functions (definitions, explanations and hypothesizing) the findings were that explanations were the most common function in the CLIL classrooms she studied in Austria and they were usually distributed across participants, whereas providing definitions and hypothesizing were rare. IRF sequences remained dominant during information-seeking and information-giving moves (p. 170). Though IRF exchanges were present in Dalton-Puffer’s data and acted as a framework for analysis she could not ignore the existence of other types of interaction in the classroom as well “the dynamism of face-to-face interaction” of classroom discourse which the IRF framework could not account for. Dalton- Puffer (2007) found that these moves are not always clear cut and there could be a mixing of speech acts. For example, the teacher was observed initiating but at the same time prompting an answer or in other cases there was no evaluation or if there was one it was followed by another Initiation (p.35). Discussing the F-move (follow up/ feedback), Dalton-Puffer showed that the teachers’ responses were not limited to single word affirmations of the answer but used repair as “an integral part of interactive talk which aims at the collaborative construction of construct knowledge” (p.90).

2.3.2 The role of the mother tongue

Unlike contexts with a strong ‘English-only’ form of English immersion or English-medium instruction, the CLIL research suggests that the use of the mother tongue is not only natural, but also advocated. Often it is advocated as a means to an end. From this perspective it is important that the L1 is viewed as part of the scaffolding that will eventually be removed. Scaffolding refers to the idea of providing support to students in order to enable them to complete a task. It is a necessary part of any lesson as it assists learning. Scaffolding can acquire different forms varying from oral to visual. Van Lier (1996) introduces the notions of ‘macro’ and ‘micro’ scaffolding and compares them to ‘global’ and ‘local’. A long term aim for example could be for the students to learn how to introduce themselves so the teacher keeps repeating the task every lesson, then the steps that will be followed are marked by the teacher. Then on a ‘micro’ level follows the scaffolding that cannot be planned or predicted through which the teacher responds to students’ interactions. “The teacher tries to ensure that the activity is neither too difficult nor too easy for the students, and is intent on keeping them intersubjectively engaged” (van Lier, 1996:199).

As CLIL lessons start, it is expected that students will use their first language more and it is a natural behaviour for the early stages. Mehisto et al. (2008:35) advise teachers that “providing praise to students for even attempting to respond in the CLIL language will encourage them to start using the language”. Coonan’s research (2007) concluded that the percentage of L2 use never falls under 50 percent and that it depends on the time devoted to CLIL. Deller and Price (2007:9) argue that “there is no reason to abandon the use of the mother tongue where it can be used as a support and learning

tool”. They give as an example the case of group work where students can use their mother tongue to discuss a task “as a route to achieving the given task in English” (p.9).

Research reports different ways in which teachers encourage students to move from mother tongue to more L2. Students of the third form in an Austrian Primary school where CLIL was implemented were allowed to talk in German despite the fact that the teacher used English thus showing that the emphasis was on receptive skills instead of productive skills and so new strategies needed to be introduced to increase productive use of English. Interestingly, when students were asked about language use they explained that they would like to use English in class but they lack language resources such as everyday language. Moreover, this research by Buchholz (2007) had also found out that students needed to switch to their mother tongue on any occasion; the mother tongue was taking over whenever it was heard in the classroom and most importantly “many students seemed to rely on the teacher’s instant German translation and therefore showed no ambition to exert themselves in deriving meaning from the English classroom discourse” (Buchholz 2007:60). The scope of Buchholz’s action research was to create a monolingual L2 environment. In doing so, she firstly created an English zone where only English was spoken by everyone entering that area. This gave the students the chance to use English freely and take their time even if it was by using very simple chunks of language. Despite the fact that this strategy appeared to be very successful, another strategy was introduced, that of the ‘flag-is-up’ where, depending on which flag was up, a particular language had to be used. Furthermore, a reward system was introduced to praise students’ use of English and to encourage further use. Another method used to assist students in speaking English was to hang up posters with pictures and vocabulary items as well as to stick post it notes on items, thus making it easier for

the students to use them when talking, providing a form of scaffolding. What Buchholz concluded from her action research was that there was a “gradual and systematic improvement regarding the classroom discourse structure compared to earlier sessions” (p.70). Her initial hypothesis was thus achieved. She also observed that codeswitching can be avoided by implementing strategies such as making vocabulary available to students by using the posters and stickers, by setting the English zone etc. The importance of scaffolding was also indicated in another action research carried out by Zwiers (2006) in Northern California and showed that learning a content subject in a language different than the mother tongue requires help on behalf of the teacher. He scaffolded history teaching of 12 to 15 year olds by using posters, songs, dramas and hand motions thus making available to the students an extensive range of terms, expressions and words that they could use to write a persuasive essay on a history topic indicating that this method was successful.

Teachers in lower secondary grammar and comprehensive schools in Upper Austria emphasised the importance English acquires when used to learn a content subject. They felt that “more genuine or authentic conversation was taking place in the CLIL classroom” (Gierlinger 2007:103). It is also noted that when English is used in the language classroom it does not go beyond activities designed to practice language but when it is used to exchange information in the subject lesson then English acquires “additional value [...] as a working language” (p.103). Nevertheless Gierlinger (2007) notes that sometimes the use of the English language is more difficult especially when the vocabulary items in the mother tongue are easier to remember like for example the case of ‘hibernation’ which in German is ‘winter sleep’ (Winterschlaf) (p.104). Teachers here claimed that they tend to accept more the use of the mother tongue by

lower level students and they assign it a rather supportive role in the CLIL classroom. The lessons examined did not seem to agree on the percentage of L1 use, so the teachers were responsible for its use and thus the percentage varied with individual teachers. Furthermore it was noted in the same research that the mother tongue is often used to avoid misunderstandings “to clarify understanding or to get richer or fuller understanding of the content” (p.106). The mother tongue is also more extensively used as a supportive tool in beginners’ classes and “it is used as a priming device that sets the scenes and prepares the students for what is to come” (p.106). Additionally it is used to summarise or to stress important aspects of a topic, to give instructions or for disciplinary reasons. The teachers interviewed in this research did not seem to consider the use of the mother tongue to be an interference factor but at the same time they were trying to avoid its use even though they understood “its pragmatic (and possibly linguistic) benefits” (p.109). To add to this Gierlinger (2007) identified a political dimension, that of the mother tongue being neglected, “a presumed fear of mother tongue attrition” (p.111). This led to research which aimed to explain the roles of English vis a vis the mother tongue in CLIL classroom interaction.

In one of her earlier studies Nikula (2005) observed interactions in EFL and CLIL classrooms in the Finnish context and showed that despite the fact that the language of focus was the same (English), its use altered immensely. She looked at the functions that English served in these two different kinds of classrooms in lower and upper secondary schools. In the EFL classroom English was the object of study whereas in the CLIL classroom English acted as a tool of study. In the EFL classroom, the teacher was observed using the mother tongue to explain grammar as well as for disciplinary reasons and for classroom management but when it came to discussion of a text from the

textbook there was a switch to English. Language choices on the part of the students in these classrooms were similar to those of the teachers; use of the mother tongue for grammar and of the target language when working with texts and other learning materials. Nikula also identified another kind of interaction which occurred mainly in Finnish and that was when students talked ‘off-record’ associating Finnish “as the more intimate or personal language [...] and English as the language for institutional purposes” (p.37). These students also made use of Finnish when they wanted to ask something about an activity or a procedure both in the lower as well as in the upper secondary classrooms. Findings changed considerably when observing CLIL classrooms. Teachers used mainly English both to explain as well as for disciplinary purposes and made use of the mother tongue only in a few cases where clarification was needed (asking students to give the Finnish term for an English one so as to check understanding of its meaning). It should be mentioned though that in Finland taking part in a CLIL project was voluntary for the students therefore the ones participating were more willing and perhaps were already able to use English to an extent. Moreover it seemed that this participation involved a social factor as well, as students in these classrooms considered themselves as “belonging to an international community” (Nikula 2005:44). On the whole this study shows that the use of English in the EFL context is more material-dependent whereas in the CLIL classroom it is used for almost all tasks both officially and unofficially.

This section has shed light onto a number of studies carried out in the CLIL context in an attempt to examine where the mother tongue is used. Dalton-Puffer’s (2007) research on questions concluded that referential questions are bound to the regulative register and L1 is used whereas those asked within the instructional register are in L2. The

importance of scaffolding was also highlighted here as it plays a very crucial role in determining the extent to which L1 is used. Buchholz's (2007) action research as well as Zwiers' (2006) work showed that word banks as well as other stimuli can help students use L2 more. The supportive role that L1 plays was also evident in Gierlinger's (2007) work as well as its use to summarise or stress ideas, to give instructions and to discipline the class. He also referred to political issues around the use of the mother tongue. Nikula (2005) commented on the value that L1 carries as the more intimate language and agreed with Gierlinger (2007) in that L1 plays the role of the discipliner and explainer whenever needed. Reference to these findings will be also made in the final chapter.

I will now turn to a different aspect that needs to be taken into account; that of multimodality. As there is going to be an analysis of the cases where other modes are used, it is essential to present relevant literature around it.

2.4 Multimodality

“While language is the principal semiotic system in which so much teaching and learning activity is conducted, there are of course many other semiotic systems at work, including pictures, videos, charts and graphs” [...] The uses of language need to be understood along with uses of the other semiotic systems” (Christie 2000: 184).

The act of communication in our daily lives is a task accomplished by a variety of modes. When we talk with friends and colleagues we always use a variety of modes to convey our thoughts or ideas. We gesture, we make facial expressions we alter our tone. The environment of the classroom today can be no exception. Communicating there is not a task solely assigned to language. What happens in the classroom is a combination of various modes to achieve communication. As Jewitt (2008) has noted: “The long-standing focus on language as the principal, if not sole, medium of instruction can at best offer a very partial view of the work of communicating in the classroom” (Jewitt 2008:256). Classrooms are now more open to research than before and thus video recording is now a tool in the hands of researchers and a ‘video – log’(Bezemer and Jewitt 2010) can be created which describes in detail what goes on in the lesson giving attention to other non- linguistic features present in the classroom. The term ‘modes’ refers to “organised sets of semiotic resources for meaning making” (Jewitt 2008:246), “the full semiotically articulated means of representation and communication” (Kress 2000:185). Involving all senses in the process of learning can presumably add to it. During the mid-1990s, research on multimodality in the classroom (Kress and van Leeuwen 1996, New London Group 1996) began to emerge. It was a first attempt to shift the study of teaching and learning beyond language.

Multimodality is a key element in the classroom, and especially in the CLIL classroom, where learning escapes its traditional form. A multimodal approach to learning shows

how all different modes assist the process of learning regardless of the language used. “Learners (of all ages) are naturally curious, seek optimal challenges, and enjoy activities that capture their attention” (van Lier 1996:99). Because modes transfer different kinds of information “an analysis that only looks at what students write or say is likely to miss much of what students do and the meanings that they make” (Jewitt, 2006:31). Besides this, multimodality engages students in a “complex process of sense making” by interpreting movement, image and colour (Jewitt, 2006:258).

Jewitt et al. (2001) conducted a research project in a science classroom which demonstrated that “learning is a process of selection, adaptation and transformation motivated by pupils and the context of learning” (p.5). The project involved the analysis of the various resources used in a Year 7 science classroom during a lesson on the cell of an onion under a microscope (action and visuals together with language). These researchers were carrying out a multimodal analysis of classroom interaction. The focus was placed on how the pupils utilised the available resources in the classroom to construct meaning. The researchers observed the pupils during text production, interviewed them and looked at the texts produced. They examined the texts not only based on their linguistic aspect but also on the images, the colour etc. They also took into consideration the pupils’ experiences in and out of school.

The lesson started with the teacher pantomiming the whole process of putting the onion under the microscope (slicing it, covering it with iodine, putting it under the microscope etc.). He also referred to the onion as a ‘honeycomb’ and ‘a building block’ thus creating visuals in the pupils’ mind. Moreover he showed on the projector an image of onion cells as seen through a microscope to ensure that everybody understood what they were looking at. He then assigned authority to the equipment (microscope) by

explaining its parts and referring to its high cost. Looking at a simple everyday object became an experiment on ‘a collection of cells’. The pupils were then asked to produce a text showing what they saw (in the form of visual) and what they did (in written form). The teacher asked pupils to divide a page in their notebook into two parts labelling the top one ‘what I did’ and the bottom one ‘what I saw’ but told them first to draw and then to write. Though the four pupils involved in the research project were in the same class and had the same resources available the piece of work they produced was totally different as a consequence of lack of understanding or poor writing and drawings skills. An alternative explanation the researchers suggest is “to see them as expressions of the different interests of the pupils and their transformation of the resources made available to them via the teacher” (Jewitt et al. 2001:10). In this paper the researchers focused on two of the analogies used by pupils to refer to the onion cell, the one being that of ‘a brick wall’ referring to the initial idea proposed by the teacher and the other one being that of ‘ wavy weave’. Pupil A and B worked together and referred to the ‘brick’ but their drawings were very distinct. Pupil C also thought of the cells in a similar way and referred to ‘a dry stone wall’. Pupil D drew the cell as something less noticeable than a brick. She thought of it as a weave, as something interconnected to make something else (‘cotton weave like a sheet’). These pupils’ construction of meaning was multimodal and it depended on various aspects beyond language.

Jewitt and her colleagues emphasise the importance multimodality has on conducting research and the advantages it provides. First, a multimodal approach allows investigation of a variety of resources such as action, talk and image. Second, this approach “expands notions of ‘work’ (text and data) beyond speech and writing” (Jewitt

et al. 2001:16). Finally, a multimodal research approach calls attention not only to what the teacher says but also to his or her actions, posture and movements.

“We are not suggesting that the linguistic realisation of meanings is no longer important, we are, however suggesting that *the visual realisation of meaning is important*. Learning can no longer usefully be considered a purely linguistic accomplishment” (Jewitt et al. 2001:17).

Multimodality offers an approach that can be applied to the “prominent role of visual and other ‘non-linguistic’ semiotic resources [...] and the many modes involved in learning: the semiotic resources of image, colour, animated movement, writing, sound effect, speech and so on” (Jewitt, 2006:16). Besides this, the “transport of information is seen as more efficient in the visual rather than in the verbal mode” (Kress 2000: 183).

One of the five indicators of effective CLIL language teaching performance as described by de Graaff et al. (2007:620) is for the teachers to assist exposure by selecting attractive authentic materials, adapting tests up to the level of the learners and scaffolding on the content and language level by active use of body language and visual aids. In a study where the main focus is the use of the mother tongue in CLIL classrooms, looking at multimodality provides a way into examining alternative practices for substituting L1 use. The CLIL as an approach demands the use of materials other than the textbook, practices other than those of a language or a content classroom. Thus, neglecting the role other modes may play in CLIL classrooms would be similar to being blindfold to what goes on in the classroom. All modes of communication contribute to learning (Jewitt 2006) thus all modes should be taken into account.

2.5 Conclusion

The research reviewed in this first chapter informs my study in three different ways. First it points towards a framework for analysing classroom discourse in CLIL contexts

by looking at Hall's (1993) framework of oral practices as well as at Christie's (2000) registers within a lesson (regulative and instructional) and the main activity types within those. These elements will form an essential part in the analysis that is to follow.

Secondly it shows the value of the research to be conducted, as highlighted by other studies carried out within the CLIL context. Undoubtedly the CLIL approach offers exposure to the target language in an authentic environment. Brinton et al (1989) emphasise that exposure to L2 helps its learning. Oral proficiency in the language is better acquired in the CLIL classroom (Mewald 2007) especially in the presence of L2 stimulus and scaffolding (posters, visual vocabulary items etc) through which students can make a more extensive L2 usage (Buchholz 2007, Zwiers 2006). The use of the mother tongue plays more of a supportive role in the CLIL lesson, to clarify and to ensure understanding (Nikula 2005, 2007). Comparing the EFL classrooms with CLIL classrooms it is evident that in the former case L2 is the object of study whereas in the other case it is the tool of study (Nikula 2005). When researchers looked at EMI, an approach close to CLIL they concluded that it does not have the successful results that CLIL has (Sert 2008, Wannagat 2007). The difficulty for all these approaches is to get the balance of languages right so that learners can engage. Thus Buchholz's concern was how to create monolingual production, whereas Arthur and Martin (2006) were concerned with understanding the role of bilingual events. Thus the role of the mother tongue has to be understood within the broader context and in ways that different forms of CLIL are implemented in different countries and different content subjects. Studies on codeswitching now underline the importance of the mother tongue in the classroom and emphasise its potentials. Research on issues related to language use and interaction seem to be still at a starting point especially for the case of primary schools where

language proficiency is not of high level. Multimodality is also an aspect of the classroom that has only recently started being researched and would undoubtedly benefit from further analysis.

Thirdly, the literature reviewed here indicates the range of contexts where research was carried out and points towards the need to expand into subjects and educational contexts not being analysed before. Geography and Home Economics have not yet been extensively scrutinised as CLIL subjects therefore research on these areas of the curriculum may shed a light on aspects not analysed before. This study will look at instances (referred to as ‘bilingual events’) when the mother tongue is used in CLIL Geography and Home Economics lessons in two Cypriot Primary schools, in an attempt to investigate the purposes they fulfil. Some of the findings are expected to be in accordance with findings of research studies mentioned earlier such as the need for scaffolding and the use of the mother tongue to ensure understanding but what this study aims at presenting is the variety in its use and the alternations it may have among different teachers.

CHAPTER 3: PROJECT DESIGN

The aim of this chapter is to elaborate on the context for the research and to set out the research questions for the study. I then go on to describe and explain the research methods employed to examine the use of the mother tongue in the CLIL geography and home economics lessons and explain the reasons behind its use. The methods of data collection are explained, along with the nature of data collected. A short discussion of the role of the researcher and the ethical considerations precedes the analytical framework for the data analysis. This includes an account of the pilot study conducted in 2009.

3.1 Context

The CLIL approach was used in Cypriot nursery and primary schools on a pilot basis from 2006-2009. Teachers with adequate language proficiency were selected to carry out part of their teaching in the foreign language which in this case is the English language. At primary schools, the subjects selected to be taught in English were Home Economics and Geography for the fifth and sixth grade and Design technology for the first, second and third grade. The results of the project emphasised the importance of both learning a new language through content as well as of starting from an early age and as a consequence the Ministry decided to devote one period (forty minutes) for English from the very first grade of the primary school (6 year-olds) as of September 2011. This is in the form of songs, story-telling, games and arts and crafts and will gradually expand to more teaching hours.

As mentioned earlier, due to my post in the pilot project as a research assistant I had observed lessons of all subjects and levels and being an English teacher the approach

appealed to me as a very good way of learning a foreign language thus an interest for an in-depth research was soon created. This led to an initial comparative pilot study on CLIL geography lessons (fifth and sixth grade) where the use of two languages was examined. Now, the larger scale research project is a comparative study of sixth grade CLIL Home Economics and Geography classrooms in two primary schools. Because the pilot looked at language use in the same subjects, the need arose as to whether the same practices are also employed in different subject teaching of pupils of the same age. Therefore a sixth grade Geography and a sixth grade Home Economics class were selected for the investigation. I believe these are areas of the curriculum that have not been extensively researched in the past. Gierlinger (2007) whose research was mentioned before, has also examined Geography in CLIL settings and supports this choice by saying that as a subject internationally taught, it addresses international issues, there is considerable availability of materials in English and finally “geographical topics span a wide range from general, narrative to more technical, descriptive language” (p.100). Home Economics is also a subject with great potential in CLIL teaching. It is a subject that allows the teacher to be relatively free in material choice as well as in teaching style. It is a subject that is normally taught in a special classroom well-equipped to support it and the students tend to be more relaxed during these lessons due to the everyday life issues that are usually the focus of these lessons.

At the time of data collection in May and June 2011 the students were already familiar with the use of English during their lessons. The Home Economics sixth graders had been using English for almost two years and the Geography pupils for almost one year thus they had learned the basic vocabulary of each subject. The teachers could thus make use of several vocabulary items needed without having to explain every single

word. Therefore I could examine in more detail how new items were taught and the language used to successfully achieve learning.

3.2 Aims - Research Questions

This research project intends to examine the cases when the mother tongue is used during CLIL Geography and Home Economics lessons in order to understand the range of functions served by switching to the mother tongue and to develop a detailed account of these practices. It also investigates multimodal classroom interaction; whether the teachers use alternative non-verbal resources to substitute or complement the mother tongue such as gestures, miming and pictures. The cases where the two languages are used are referred to as 'bilingual events' and they will be categorised as to their type.

Thus the research questions could be summarised as follows:

- *Is the mother tongue used in CLIL Geography and CLIL Home Economics teaching?*
- *Which types of bilingual events are used in the lessons?*
- *What purposes does each of these serve?*
- *What role does multimodality play in bilingual events?*

3.3 Methodology

My methodology is data driven rather than theory driven. The research is primarily qualitative and descriptive and the data analysis is based on video recordings of the CLIL lessons in Geography and Home Economics. The analysis of classroom discourse is combined with some research of an ethnographic nature, so I will begin by discussing ethnography below.

Ethnography is a qualitative, interpretive research approach employed by a plethora of researchers in a variety of fields. It involves conducting participant observation, either overtly or covertly, in the field and documenting and analyzing practices as they naturally occur, rather than eliciting data in a pre-set environment (Hammersley and Atkinson 2007). Data is gathered from multiple sources and ethnographic fieldwork involves in-depth conversations with participants who are usually the main source. It can also involve document analysis (McCarty 2011:3). Additionally the focus is rather small-scale in order to allow a deeper analysis. Data collection is also ‘unstructured’ (Hammersley and Atkinson 2007:3) in the sense that categories or interpretations are not predefined during data collection but remain open for data analysis at a later stage. The ethnographer also relies on his/ her fieldnotes which are key to the analysis but as ethnography evolves over time, audio and video recordings are added. Ethnography also involves a longitudinal element in that it is usually carried out over an extended period of time (Brewer 2000). Ethnography typically includes successive interviews with participants over time and focuses mainly on the observations as well as the fieldnotes of the researcher and thus the ethnographer becomes one of the main research instruments in the knowledge building (Rampton et al. 2002:374).

Because of time constraints imposed by the project within which I was working, this study is not an example of classic ethnography. However, it is ethnographically-informed in the sense that it has several characteristics attributable to ethnography. Basic elements of ethnography are employed: observation, interviews, questionnaires, and fieldnotes but at the same time there are variations as to what is classified as standard ethnographic research methodology. In this study, data collection is not spread over a long period of time (it lasted only two months from May to June), there are no

successive interviews but there are informal post lesson chats with the teachers or students. It was also not possible to keep an extensive account through fieldnotes mainly because the researcher was carrying out the video recordings.

However, because of the focus on video recordings, this work can be described as microethnographic in nature. Erickson (1996) defines ethnographic microanalysis as follows: “Using videotapes or films of naturally occurring interaction, the microanalyst looks very closely and repeatedly at what people do in real time as they interact” (Erickson 1996: 283). Not only can the camera capture details that the observer might miss, but it is also a more ‘objective observer’ (Fetterman 2009) relying less on the field notes thus avoiding any possible biases. Microethnographers work with audiovisual material in an attempt to thoroughly examine naturally occurring practices during face-to-face interaction taking into account nonverbal behaviour (Garcez 2008). Their focus is on how interaction “is constructed locally” (Creese 2008:231).

Though the development of digital technology has made the process of data collection easier, analysis of such data is rather time consuming. Indeed, transcribing a total of 640 minutes of video recorded CLIL lessons required a lot of work. It involved very close and repeated observation of these lessons and of the bilingual events occurring within them. What follows is a detailed discussion on the methods of data collection.

3.4 Methods and data collection

In order to investigate the use and functions of bilingual events in the classroom discourse, it is essential to observe full, naturally occurring lessons in real time, and record them for detailed analysis. The central data set in my study is therefore the video recordings of lessons that I observed; the lessons which were part of the regular CLIL

teaching in schools. The use of video also enabled me to capture some aspects of the multimodality in the classroom exchanges.

“A multimodal approach to learning needs a method of data collection that enables a focus on all modes of representation and communication that are being used in the classroom during learning” (Jewitt 2006:32)

Video recordings of these CLIL lessons allowed me to gain close insights into L1 use and, as we see from the comment by Jewitt (2006) above, the reason why video is preferred over audio is because video enables the researcher to observe other practices such as the use of gestures or pictures.

As shown in the next section, the bilingual events were identified through interpretation of the classroom data. This involved transcription (see Appendix 1 for all Geography lessons and Appendix 2 for all Home Economics lessons) and repeated viewings of the lessons which needed to be interpreted with reference to supplementary data (interviews, questionnaires, fieldnotes and chats). Then, in addition to the video recordings, and in order to explore the meanings and significance of the bilingual events for teachers and learners, I took notes on informal post-lesson discussions with the teachers and made fieldnotes during the lessons (see Appendix 3). I also administered student questionnaires (see Appendix 4) and teacher interviews (see Appendix 5 for the script). This data informed my identification and discussion of bilingual events.

These qualitative, interpretive research processes were then complemented with quantitative analysis to show the number of instances when the mother tongue was used by the teachers. This provided insights into bilingual practices preferred by different teachers in different situations. As Wragg (1994) points out “quantitative and qualitative

approaches need not be seen as polar opposites as they can often complement each other” (Wragg 1994:17).

For this research project 320 minutes of Home Economics and 320 minutes of Geography lessons were video recorded (see Table 3.1). The Primary school curriculum states that HE is only taught during the fifth and sixth grade and it is always allocated eighty-minute lessons as it usually involves practical application of what is taught. Students are divided into two teams and each team has lessons every two weeks and lessons are interchanged with the Design Technology subject. For example, when Group A is having a Home Economics lesson Group B has a Design Technology lesson and the following week the pattern is reversed. Therefore the teacher carries out the same lesson for two consecutive weeks. Geography in the sixth grade is allocated two forty-minute periods a week.

Data collected:	Geography	Home Economics
	School A: Grade 6	School B: Grade 6
Video recordings of lessons and fieldnotes:	6 lessons x 40 minutes + 1 lesson x 80 minutes = 320 minutes	4 lessons x 80 minutes = 320 minutes
Number of teachers:	1	1
Pupils:	13 girls + 9 boys = 22	12 boys + 7 girls = 19
Teacher interviews:	1	1
Post lesson chats:	7	4
Student questionnaires:	22	19
Documentation:	Textbook, lesson plan, handouts	Textbook, lesson plan, activities (drawings)

Table 3.1: Summary of data collected

3.5 Teachers’ interviews

The interviews allowed me to investigate whether teachers’ beliefs and practices were mirrored in the classroom. Because I knew the teachers before the observation, both the teachers and I felt comfortable discussing the lesson or asking questions. As the

interview was semi structured, several questions were prepared (see Appendix 5) but more were asked in situ. It started off with questions regarding their educational background, their teaching experience, their CLIL training and CLIL teaching experience in order to create the teacher profile. Then it continued with questions regarding the lesson design (lesson plan) and the choice of materials. Questions revolved around the two languages and to how the teachers decide what to teach in English and what in Greek. More questions were asked regarding the use of L1 either by the teacher or by the students as well as questions regarding the teacher's opinion about its use. These questions were followed by a question about other alternative practices the teachers tended to employ during the lessons. The final question referred to teaching aims (CLIL aims as well as subject aims) and to whether these were achieved, from the teachers' point of view. The questions did not ask them to make reference to the lessons observed (though the teachers were occasionally noted as doing so). The teachers generally referred to the practices they used during their CLIL lessons.

In this way I could cross check the findings from the video recordings and see what the teachers believed regarding the use of the mother tongue. This kind of checking is referred to as triangulation. "When a conclusion is supported by data collected from a number of different instruments, its validity is thereby enhanced" (Fraenkel and Wallen 1993:400). Contrasting the two teachers' beliefs and practices will allow me to draw results that can be justified and explained and not just mentioned. "By doing this, an initial subjective observation or perception is fleshed out and given a degree of authenticity" (Hopkins, 1993:152). Using this kind of technique, the validity of the research is ensured but reliability should also be present. An extensive analysis of the

interviews will be provided in the 'Research Analysis' section alongside the bilingual events analysis.

3.6 Students' questionnaires

In an attempt to examine students' attitudes towards CLIL and particularly towards the use of two languages in a content subject, questionnaires were administered to students during the last video recording. There was a combination of open and closed questions (see Appendix 4) in order to help young people in completing the questionnaire without difficulty but at the same time allowing them the chance to express their opinions with more open ended questions. Further to the questions regarding school, age and gender, the students were asked whether they like their content subject being taught in English and what in particular they like more. They were also asked about the language that their teacher uses during a CLIL lesson and whether they face any difficulties when using English and, if yes, what kind of difficulties and why and what practices the teacher employs to help them understand. Then the questionnaire asked them to comment on their use of English: when they use English, if they have any difficulties using it and what would help them use English more during CLIL lessons. The final question asked them to explain what they do when they cannot say something in English in order to see their alternative practices. The student's questionnaire was an attempt to see what their perception is with regard to L1 use and how much that is considered helpful and, at the same time, to check whether students acknowledge the role of multimodality in helping to build understanding.

An analysis of the students' questionnaires will be presented in the two Data Analysis chapters. The analysis will have quantitative and qualitative form; closed questions will be quantitatively analysed and open questions will be qualitatively analysed.

3.7 Informal teacher – researcher chats/ fieldnotes

Due to the fact that I was carrying out the video recordings I did not have the chance to take extensive fieldnotes as I had to operate the camera but I had a notebook in hand in order to take quick notes of important events or incidents during the lesson. Moreover, the notebook was also used to write down comments from the teachers after the end of the lesson (see Appendix 3 for an example). Because I have known both teachers since the PRO CLIL pilot project, a good relationship and trust was built and that allowed us to have informal chats after the end of each lesson. These chats usually had to do with how the lesson proceeded and any difficulties or changes in plans or even concerns the two teachers might have. During the chats I did not take any notes but as soon as I left the classroom I would write a couple of paragraphs on what was discussed or seen. These fieldnotes will help the analysis of the lessons, where I will incorporate insights from the teachers.

Lesson plans (see Appendix 6 for Geography lesson plan and Appendix 7 for the Home Economics one) as well as materials from the lessons were collected (see Appendices 8-14) in order to have a clear view of what was used in the classroom. Moreover both teachers provided me with a copy of the students' text book.

3.8 Participants

3.8.1 Students

Students of sixth grade (aged 11 to 12) were video recorded during their Geography and Home Economics lessons towards the end of the academic year. The Home Economics class will be referred to as HE class and the Geography as GEO class. It is important to note here that the classes were not at the same school, as there are few teachers applying

the CLIL approach and they are scattered around Cypriot Primary schools. However, I needed to observe lessons of the same level so as to be able to compare them without having the age factor play an important role. The schools were in two different districts of Cyprus: Nicosia (HE class) and Limassol (GEO class) and both were city schools. The HE class consisted of 12 boys and 7 girls whereas the GEO class had 13 girls and 9 boys. Prior to commencing data collection the families of the children participating had all signed their consent (Appendix 15) regarding video recording and were assured that the data collected would not be used for any other purpose and so were teachers. They also gave their consent to use the data for dissemination or other academic purposes. In both classes there was a small number of parents/ guardians who did not wish to have their children participating therefore special arrangements were made so as not to include those children in the recordings but at the same time not to deprive them of their right to be in class and carry out the lesson like the rest of the students. For this reason these students were all put together in a group that sat at a side of the classroom that was outside the camera's recording angle. They took part in the lesson without any other alternations so as to avoid causing them any negative feelings.

3.8.2 Teachers

Though the teachers gave an initial oral approval to conduct research in their classes and be interviewed they also provided written consent (Appendix 16).

Interviewing them was a good way to learn information regarding their education, their teaching experience as well as their CLIL training and experience in teaching using this approach. The Geography teacher is a university of Cyprus graduate (BA in Primary Education) and has a Masters degree from Oxford University, UK in Applied linguistics

and second language acquisition. She is currently studying for an EdD at the Open University UK. She has been teaching in Primary schools for nine years and has been using the CLIL approach for the last four years. She has taught several subjects but she has always been the English teacher at the school (responsible for teaching English for grade 4, 5 and 6). During the four years she has taught using CLIL, primarily in Geography, and during the last year she has implemented the approach in Design Technology and some lessons in Science as well. Before actually implementing the CLIL approach she did a course in Italy and attended several conferences, seminars and in-service training sessions in Cyprus.

The Home economics teacher is also a University of Cyprus graduate (BA in Primary education) and has a Masters from the University of Birmingham UK in Education with a focus on educational management. She has been teaching in schools for 13 years and she has been using the CLIL approach for 4 years. She underwent a CLIL training course in Finland and Spain and has also attended conferences and in-service training in Cyprus. She has taught several subjects at Primary schools but she chose to teach Home Economics through CLIL as she believes it is a good way to attract students' attention to a rather secondary subject. Both teachers are therefore experienced CLIL teachers who have engaged in recent professional development related to their teaching.

3.9 Researcher Role: Observer Bias

It is very important to note that during the observation process the observer does not try “to do more than record exactly what he or she sees [because then] the conclusions will be filtered through his or her prejudices and biases” (Reed and Bergemann 2001:18). The observer either being another teacher or an independent person must detach him/herself from the classroom which they might be familiar with. In my case, it is essential

that I remain unaffected by the practices I follow in my class and thus observe the other teachers' lessons as novel instances.

It is also important for the classroom to remain unaffected by the observer. Sometimes when people (either students or teachers) feel that they are being observed, they might alter their behaviour and that may influence what actually happens in the classroom. In the GEO class the teacher referred to my presence as an influential factor several times. During our first video recording session, the teacher felt that her students were not behaving the way they normally do. She felt that they were perhaps embarrassed and did not participate in the lesson the way she desired. On some occasions she even asked them if they feel uncomfortable because of my presence in the class. They always replied 'no' but the teacher's feeling could not change as she had known those students for a long period so she could understand and explain their behaviour.

As Wragg (1994) notes, the observer can be **participant** or **non-participant**. A participant is the observer who comes from within the school and for whom the classroom is familiar, and non-participant is an outsider. Participants may be more understanding of the events occurring in the classroom but might at the same time "find it difficult to detach themselves from their prior knowledge, beliefs, commitments and prejudices about a place they know very well and have seen every day for years" (Wragg 1994: 14). Non- participants on the other hand, might not be so emotionally related with what they see but "may occasionally be bewildered by it, or even misinterpret events through their familiarity" (p.14). Gold (1958) identified four different roles that a researcher might have during the observation. The observer can be a **complete participant**, a **participant-as-observer**, an **observer-as-participant** and a **complete observer**. The complete participant hides his or her identity as a researcher

from the group that is being observed and interacts with people as naturally as possible. This is not considered to be ethically correct, thus it should be avoided. The participant-as-observer takes part in the activities occurring in the classroom but at the same time it is made clear that he/she is conducting research. In the case of the observer-as-participant there is no direct participation of the researcher in what is happening in the classroom but only a superficial one and it is again made clear that he/she is conducting research. As far as the role of the complete observer is concerned it stands at the opposite extreme of the complete participant since he/she is observing only and those being observed might or might not understand that.

In my case I was not a participant in the classes but I was a participant in the wider CLIL project. I was not a member of staff in any of the schools but, on the other hand, I was a regular visitor and the children got used to my presence in their classroom. As I have been involved in the PRO CLIL pilot project, I had often been visiting these schools before actually conducting my own research, therefore the teachers felt at ease with my presence in the classroom and did not feel threatened or heavily observed. At the same time though, I had to act as a non-participant, that is to detach myself from my previous experience both as a teacher as well as an observer in different schools. I had to make sure that I would not try and compare practices with those that I have used or have seen being used by other teachers at other schools. According to Gold's classification, I would be categorised as an observer-as-participant that is as a researcher who does not make any immediate attempts to be part of the classroom other than superficially.

3.10 Ethical Considerations

Conducting research where children are involved is a very delicate issue. In Cyprus, when someone decides to conduct research in schools he/she needs to apply for permission at the Ministry of Education (Appendix 17). This process used to be very time-consuming but during the last year a change has been made allowing researchers to apply online thus making the process quicker. The application for permission asks about the nature of the research, the data collection methods and data analysis and one of the terms is that, upon completion, the researcher has to provide the Ministry with a short essay on what was done and what the results were thus making it available to the public. Moreover this application asked for documentation regarding data protection, consent forms from all participants (teachers, head teachers, parents/ guardians) in order to ensure the suitability of the research for young people. Data collection could not commence unless permission was granted. Upon receiving the permission, it was forwarded to the two schools participating, the teachers were informed and dates for video recordings were settled.

Parallel to that an ethics form had to be completed and submitted to the Ethics Committee at the School of Education of the University of Birmingham. The school follows British Educational Research Association's Ethical guidelines (2004) and though an updated version is now available (2011) the form was completed prior to that. The guidelines emphasise the need for the participants to provide consent once the aims of the study are explained as well as their right to withdraw at any time. Complying with articles from the United Nations Convention on the Rights of the Child BERA states that all action must be made having children's best interest as a "primary consideration" (p.7). Confidentiality and anonymity should also be ensured parallel to

the protection of data collected. At the same time results and any publications should be made available to all participants, students and teachers.

On the issue of anonymity it is important to make clear that it is going to be kept during the research analysis because it provides the teacher as well as the student with the security that he or she will not be mentioned or scrutinised as an individual but as an example of someone engaging in a practice that is of interest to the researcher. For this purpose nicknames will be used to refer to both students as well as teachers.

Furthermore, the purpose of the research should be made clear to the participants, as indicated by both BERA and the Cypriot Ministry of Education, in order to make them feel more comfortable with the fact that they are being observed. “Deception is not recommended because [...] it can only serve to reinforce any feelings of distrust between teachers, learners and those who wish to investigate classroom language learning” (Allwright and Bailey, 1991:71). The disadvantage this causes is to make the participants alter their practices so as to fit the research. On the permission granted by the Ministry details were written as to the focus of the research therefore both the teachers and the head teachers were informed of the procedure and the research aims. Before the first video recording at each school I introduced myself to the students and explained to them what my purpose was, and assured them that they would not be assessed nor would their names be mentioned anywhere. Additionally all participants were assured that once the research procedure had finished research findings would be available to them.

3.11 Methods of Data Analysis

The next stage in the research is that of analysis and interpretation. The researcher can either test a theory proposed by others through her own research or she can form her own hypothesis based on the research findings. The literature review that preceded gave some guidelines as to possible uses of the mother tongue in the CLIL classroom and those will be compared with the data collected here to see whether what other researchers found also apply in this case. Moreover the findings of the pilot study described below carried out before this research project, forms a solid analytical framework for the current analysis. During data analysis, the process followed is that of synthesising and describing the phenomenon observed and the instances that appear. As Bryman and Burgess (1994) put it: “Many of the volumes in qualitative research emphasised the research process and demonstrated that qualitative research cannot be reduced to particular techniques nor to set stages, but rather that a dynamic process is involved which links together problems, theories and methods” (Bryman and Burgess 1994:2).

3.11.1 Transcriptions

After the video recordings and the observation process there follows a very important but very time-consuming stage, that of transcription (a table of transcription conventions can be found in Appendix 18). During this process a video recorded lesson is watched many times in order to be transferred into written form so to be used in the analysis. Importance is given to who is speaking at each time, how something is said and what precedes or follows a specific utterance. In the cases where the students or the teacher are using the mother tongue a translation of the utterances is given to ensure understanding by non-Greek readers. In the transcription process, importance is equally

given to actual language choice as well as to the circumstances where it occurs. Pauses are shown as well as gestures; pictures or other materials are noted down so as to give a multimodal dimension on the analysis. “The separation of modes enables [the researcher] to explore how each mode contributes to the construction of curriculum knowledge and learning in general” (Jewitt 2006: 38). Screenshots showing cases of gestures or pictures used are included in the research analysis section as alternative practices. As mentioned earlier all lesson transcripts can be found in Appendices 1-2.

Once lessons were transcribed, I worked on them by first underlining the bilingual occasions and then attempting to provide a label to each event (see appendix 19 for an example). This process was repeated several times as qualitative data is by definition so rich that saturation is neither easily nor rapidly achieved.

Once various categories are identified an investigation of the most frequent and basic categories follows. This process is ceased when the data analysis is finally saturated and there is no more analysis to be done therefore writing up commences. Robust categories were thus developed here (i.e different types of label quests, glossing etc.) which were counted (tally count) in order to mark their frequency within the lessons. It should be noted that the counting does not involve single word counts rather than an ‘event count’. Events may consist of more than one word. A second level of categorisation is carried out in the final chapter in order to group similar bilingual events together to form more general and comprehensive categories.

My aim in this study is to draw on literature by researchers in the relevant fields to investigate in detail the practices employed by these teachers. This will lead, to the

establishment of a framework which adds to what is currently known about the use of the mother tongue in the CLIL context.

3.11.2 Pilot study

A pilot study preceded this current study in an attempt to identify some first findings on the issue of the use of the mother tongue in the CLIL context. A pilot study is essential in order to account for further research needs and to adjust data collection. The pilot study focused on video recordings of two CLIL geography lessons of a sixth and fifth grade level. The video recordings were carried out for the purposes of the PROCLIL project which was granted permission by the Ministry as well as the participants (students, parents/guardians/teachers) therefore no other application was needed. Additionally a questionnaire was handed to the two teachers in order to examine their views. The pilot indicated the need for a larger scale research study but at the same time it provided a sound analytical framework that was used as a starting point for the current research project. **Bilingual events**, that is occasions when the two languages were used during those lessons, were identified and analysed. It also indicated the need to examine multimodality within the CLIL context.

3.11.3 Pilot study findings (Bilingual and/or multimodal events)

During the pilot study carried out in 2009 several types of bilingual and/or multimodal events were identified and these will be presented below as they form the basis of the analysis that will follow.

1) **Bilingual Teacher (BT) Paraphrasing**: this event refers to the occasions when the teacher repeated a vocabulary item or sentence in another language. Though paraphrasing is usually used to refer to instances where a text is restated, explained in

other words, in this context ‘paraphrasing’ was used to refer to repetitions of word or sentences in a different language. For example:

T: [...]Today we are going to talk about another country, and I will tell you some things about this country and I want you to guess what country it is. Ok? (*the teacher turns to the slide*) it is called the ‘Land down under’ It is the driest **ξηρότερη** <driest> country in the world ... [...]

2) **Label quest**: this term, borrowed from (Heath 1986, Martin-Jones and Saxena 1996; Arthur and Martin 2006) referred to the instances where the teacher asked the students to provide the equivalent of the English or Greek term in the other language. For example:

T: Excellent! About the religion (writes it on the board). What does religion mean? Elps...
Elps: e.... **θρησκεία** <religion>

3) **Monolingual Multimodal Teacher (MonoL MultiM T) Paraphrasing**: these instances are marked for being an indication of the presence of multimodality in the classroom as using a mode other than the oral have possibly substituted the use of the mother tongue and understanding is reinforced. For example:

T: very good. Now... can you tell me what you know about Australia? (*draws a circle on the board and writes the word ‘know’ inside it*). Four things that we know about Australia. Just four (*showing her four fingers*)... Chris?

4) **MonoL Student Paraphrasing**: this is a less common event where the student used one language to say a word in order to confirm understanding. For example:

T: Not climates, the zones....
George: A.... **τις ζώνες** <oh, the zones>
T: Yes

5) **BMT (Bilingual Multimodal Teacher) Paraphrasing**: This event is similar to BT paraphrasing with the difference of adding the multimodal dimension into it, thus using

two languages and two or more modes. In the example below the two languages and two modes oral and written:

T: OK! So today, we are going to talk about France. (*takes marker to write on the board*). We are going to talk about...its geographical position, **γεωγραφική θέση** <geographical position> (*writes it on the board in Greek*) , **θα καθορίσουμε την γεωγραφική θέση της Γαλλίας στην Ευρώπη**, <we will define the geographical position of France in Europe>. We are going to talk about the landscape, **μορφολογία του εδάφους** <landscape morphology> (*writes it on the board in Greek*) , about the climate, **για το κλίμα** <for the climate> (*writes it on the board in Greek*) and finally... we are going to talk about sightseeing in France, **για τα αξιοθέατα** <places of interest> (*writes it on the board in Greek*) . Open your books ... page one hundred forty one (*writes the number '141' on the board*).

6.1) MonoL T Directive: what this event refers to is the occasions when the teacher gave a direction to students in a single language. For example:

T: **Έλα στο πλάι**, <come to the side>. OK. First show us France (*students point at Germany*).

6.2) MonoL T instruction: Here the situation is similar to the one above with the difference being in that the Teacher gave an instruction rather than a direction in a single language. For example:

T: [...] yes ... show me the green colour... yes, very good. Yes, OK..... (*looking at the students pointing at the plains in their books*)... Very good, Peter yes... now point to the mountains ... Yes... **όχι μόνο αυτό έχει κι'άλλο** <not just that, there are more> (*talking to a student*) yes ... (*moving around the class and checking*) yes... the mountains...

7) Bilingual Text mediation between Ss and T: In the instances where the Greek textbook or a map was used, there needed to be some kind of mediation between the Teacher and the students and that was done bilingually. In the example below the student read the Greek word from the map and the teacher provided the English equivalent.

T: OK, very good. Now... I need a student to come here and ... em... tell me the names of the ... (*showing the seas*) of the sea near France. Yes, Costas, come here. (*the students goes to the board*)

Costas: **Ατλαντικός Ωκεανός** <Atlantic ocean>(*showing it on the map*)

T: Very good! Atlantic ocean, yes! And here? (*showing another sea*)

3.11.4 Criteria of the analytical framework for the current study

The identification of different types of bilingual, monolingual or multimodal events described and exemplified above was a first attempt to carry out an analysis of language use in the CLIL classrooms. For this study, a more detailed and systematic analysis is needed therefore these events will be examined based on a framework which evolved from the pilot study. As will be discussed in the next chapters, some events are also present in these classrooms and other types of events have been identified and certainly more have emerged since the data pool has become greater. The framework presented below will enable a comprehensive analysis as it involves a number of criteria not previously taken into account (in the pilot study). As indicated in Chapter 2, codeswitching refers to the “ability on the part of the bilinguals to alternate effortlessly between their two languages” (Bullock and Toribio 2009:1). As this study looks at switches between two prestigious and highly codified languages, standard English and standard Greek, the analytic framework I have used is based on the concept of codeswitching. It includes the criteria listed below so as to allow for a detailed and thorough examination of the bilingual events occurring in the classrooms in this study.

Code

The entry in the column with this heading will indicate the languages involved in the bilingual event. In most of the cases both of the languages are present.

Mode

The mode is also investigated and I take each event as being talk, written, using pictures, or gestures. In most of the data, more than one mode is used together.

Direction

The direction of the language switch is also marked either moving from Greek to English or vice versa or a three way direction: English to Greek and back to English or Greek to English and back to Greek again.

Speaker

It is also considered important to identify the speaker (teacher or student) involved in the event and relate that to the IRF exchange. In an examination of classroom talk, Sinclair and Coulthard (1975) discussed its structure and identified the Initiation-Response-Feedback/ Evaluation exchange. I am thus taking account of whether different parts of the three-part IRF sequence is realised bilingually: for example, in an Initiation, in a Response or in providing Feedback. The IRF exchange is a predominant feature of the talk in the classrooms in this study.

Lesson Stage

Also worth noting is the stage during the lesson in which specific events occurred: during homework checking, main lesson teaching, main lesson group work or other activities or lesson review.

Discourse functions

Bilingual events are also categorised according to their discourse function whether that was mediating the text, explaining word or concepts, giving instructions or directions, labelling items ensuring understanding as well as comprehension checks.

Example – Stills

In order to exemplify the events occurring, examples are provided so as to fully understand them in practice. In the current study when multimodal events were present (either bilingual or monolingual) vignettes from the video recordings are used to indicate this alternation and interchangeability in modes that are difficult to describe otherwise.

Frequency

Additionally in the current study the frequency of the events is marked in an attempt to spot the most common bilingual events. As explained earlier this is a counting of the events and not words.

Register

In this current study the final column on the analytical box will indicate the register (instructional or regulative) of the events identified. Marking the register will help draw conclusions as to which register attracts more frequent use of the mother tongue.

3.12 Conclusion

This chapter has explained the methods of data collection and analysis and has prepared the ground for the analysis that follows. Examining as well as counting the cases where L1 is used will help bridge theory with practice. As stated earlier (Literature Review chapter) in previous studies the mother tongue has been observed to be used for **giving instructions** as well as for **disciplinary reasons** (Gierlinger 2007), to **mediate the text** and to **explain ideas** to students (Buchholz 2007, Arthur and Martin 2006). Students use the mother tongue for **off- topic talk** (Nikula 2005) as well as when they are **group working** (Deller and Price 2007). Additionally there are two more cases where mother tongue is used and those are to give single word translations for specific vocabulary items called **'label quests'** (Martin 2005, Arthur and Martin 2006) and for **conversational repair** (Lynch 1996, Wannagat 2007). The framework assembled after the literature review regarding the use of the mother tongue will be used as a basis to identify and label cases when the two languages (English and Greek) are interchangeably used. These cases or 'moments of interaction' are called 'bilingual events'. My aim is to ascertain whether, in the two classes scrutinised here, they fulfilled the same function as those reported in previous studies.

In the chapters that follow, the two classrooms will be described followed by an in-depth analysis of the 'bilingual events' occurring in each one as well as their functions in the CLIL classroom.

CHAPTER 4: RESEARCH ANALYSIS- GEOGRAPHY

4.1 Introduction

This chapter aims to look at the geography lessons and analyse the events occurring during the 320 minutes of video recorded lessons which were carried out over a four-week period. The first six lessons were about Canada and the last two were an introduction to the next subject, Australia. During weeks 1- 3 lessons were carried out on two days but lessons of week 4 were conducted during two consecutive periods due to a change in the school schedule (a teacher on an annual leave). After briefly describing the video recording an analysis will follow looking at the cases when the two languages (English and Greek) are used during a CLIL geography lesson. Insights from the teacher's interview will be incorporated in the analysis in order to explain practices employed. An analysis of the students' questionnaires will be carried out towards the end of the chapter.

Nicky is a University of Cyprus graduate (Department of Primary Education) and she holds a Master's Degree from the University of Oxford in Applied Linguistics and Second Language Acquisition. She is currently studying for an EdD (Open University, UK) around the use of the mother tongue in the ESL classroom therefore she is very aware of its use. She has very good English skills though she noted that perhaps her academic English is better than everyday talk as she feels she makes some mistakes. She has been teaching for nine years (interview carried out in June 2010) and she has always been the English teacher of the school parallel to a class teacher. During the last four years she has been implementing the CLIL approach in Geography and during the last year she implemented it in Design Technology and had some lessons in Science too. Geography was chosen after a CLIL training she had in Italy because she was going to

collaborate with another Cypriot teacher who was an experienced Geography teacher and therefore this subject was considered the best choice. She had attended all in-teaching training on CLIL at Cyprus Pedagogical Institute as well as all seminars and conferences. She also likes to read articles on the theory as well as the more practical aspects of CLIL.

From the interview with the geography teacher it was made clear that the decision on which book chapters would be taught in English was up to the teacher. She explained that the curriculum allows teachers to choose three to four countries that would be taught in depth and then they selectively teach pieces or key facts from the rest of the chapters. It is unavoidable- she noted that some items or perhaps countries would be omitted since the book is more than twenty years old. Seminars and in-teaching training are conducted where guidelines are given and curriculum is updated so as to meet new teaching pedagogies and geography teaching approaches. She starts the academic year with the plan to carry out all Geography lessons using CLIL but if during the year or during a specific lesson her class does not follow or does not understand, she turns to Greek. She starts with the very basic and simple terminology on which the whole year will be built and this is terminology that the teacher needs to study very well before actually embarking on teaching it. The students of the video recorded class here, have been using CLIL for only a year and taking into account that Geography is only assigned two teaching periods a week and bearing in mind that some lessons are lost due to school trips or holidays, this class' progress is very good though she felt that the presence of the camera had affected their performance.

It is important to note here that the geography lesson is not carried out in the students' classroom but in the IT room and it is the same classroom where the same teacher

(Nicky) who is the English teacher of the school conducts her English lessons thus the classroom is very rich in visuals and it is a rich and English- friendly environment (see pictures below). Word banks are available to students providing them help with everyday classroom language as well as with geography related terminology.

On the subject of evaluation (tests), that is done in Greek with this class both because these students requested it and because there were some concerns on behalf of some parents. Nevertheless students are evaluated in English during their daily oral activities and through their homework which is always in English. As to what she feels is more important in her teaching (language or content) she starts with the content (as it is geography that she teaches) and then moves to the learning of some vocabulary and expressions in the target language. Though during CLIL seminars before its implementation, teachers were advised to predict and note in their lesson plans the use of the mother tongue, Nicky said, she does not do that. “I just know that in this exercise we’ll stop for five ten minutes and say a big part in Greek. [...] during the lesson it’s usually as my kids lead me. When I understand that they are a bit lost I say it in Greek. [...] what I plan beforehand is usually the points where I want to elaborate on something”. When asked if her students have difficulties using English she said that some of them do but she knows their abilities and she does not expect all of them to have the same performance and that is irrelevant to their abilities in English because these weak students would not perform better if the lesson was in Greek. This is because the structures required during CLIL geography lessons are not very advanced (such as ‘there is’, ‘there are’) and they were on very few occasions asked to elaborate more on something, where again she guided them all the way through. Moreover she stated that she is not strict with the use of English because she prefers to have an answer

even if that is in Greek instead of not answering at all. “It is a matter of psychology as well as training” she said. Since the lesson is in English and the children want to say something in Greek it means that they understand what is being said but they are not ready, or they do not feel comfortable answering in English. When these students reply to a question she will not make corrections as she knows that even the attempt should be rewarded. With students whose English skills are stronger she insists more as she knows that for them it is a matter of training. An agreement was made at the beginning of the year between the teacher and her students. They could use Greek as long as they requested it (“Can I speak in Greek?”) because participation in the class is highly appreciated even if that is in Greek. With this ‘codeswitch request’ (see extract 6 below) the use of L1 is regulated. She also clearly assigns functions to the languages as it will be shown in the analysis of the bilingual events she is very aware of L1 use and these functions are reflected in her teaching practices. The functions she assigned to Greek are for disciplining, to check understanding and to socialise, as she said. All but the last were observed in her lessons and the reason why there was no ‘socialising’ could perhaps be the fact that another person was present, the researcher. English on the other hand is used to present something new, to do activities and for oral evaluation. Her students use Greek to quarrel, to make a complaint or when they want to say something that they feel they cannot say in English. “I think we all (teacher and student) have the impression that while doing Geography we use English. Then unofficially we’ll quarrel, talk, laugh outside of geography therefore we use Greek. Then we restart the lesson and the English part”.

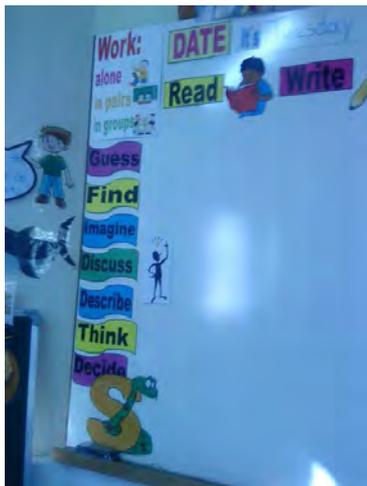
Before actually getting into lesson descriptions, some photos taken from the classroom indicate its richness in materials and visuals in general. During the lessons students

were arranged in groups of four (two desks placed together) and the lesson lasted 40 minutes, twice a week. During data collection the subjects covered were Canada and Australia.

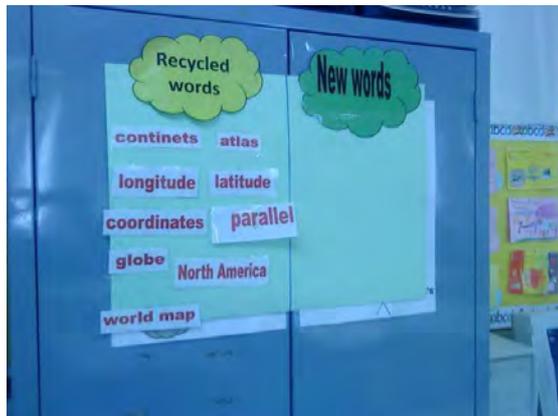
Pictures from the classroom where Geography is conducted



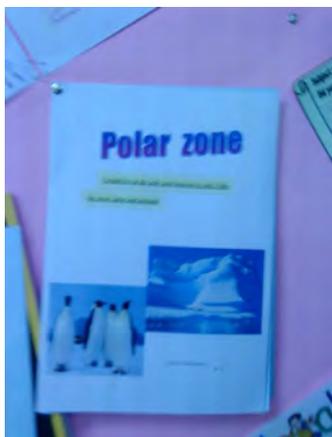
Picture 4.1: The world atlas in the classroom.



Picture 4.2: Words on the board



Picture 4.3: A word bank



Picture 4.4: A student's project posted on the wall

4.2 Lesson descriptions

4.2.1 Week 1(Lessons A and B)

Subject: Canada

Once all paperwork was gathered (permissions from all participants) the video recordings were arranged for certain dates. The first video recording for Geography was scheduled for the first week of May which was the first week after the Easter Holidays.

A new country was going to be presented which eventually took six forty-minute lessons to be completed. The lesson started late due to a gathering of all the students requested by the head teacher. Returning to the class the teacher arranged the students into groups of four. Students whose parents did not wish to allow them participation in this research project were put in a group away from the camera's recording angle so they could take part in the lesson without taking part in the research.

I then requested the teacher to allow me to introduce myself and explain the purpose of my presence in their classroom explaining to these young students that I was not in any way going to evaluate their performance either in English or Geography and asked them to act as they normally do in their CLIL lessons. The lesson started with a practice regularly used by the teacher to introduce a new country (also used later when Australia was to be introduced). The teacher asked her students to guess the country through some clues she gave. Once students found the answer the teacher informed students of what was going to be learnt about Canada. Then followed a discussion on the location of Canada, its climatic zones and the types of climates, before the end of the teaching period. The teacher used Greek to remind her students of the climates as they seemed to have forgotten them.

The next lesson, second teaching period on Canada started with a revision of what was discussed in the previous lesson (location, climatic zones and climates). Then they labelled each climate in the area of Canada where it is found. Soon afterwards the students were asked to decide where each type of vegetation is in Canada and expanded by explaining deciduous and coniferous trees which led to the end of this teaching period and the teacher gave the students two questions for homework which was to write sentences about the location of Canada and its climatic zones. She had more questions in mind but there was no more time.

4.2.2 Week 2 (Lessons C and D)

Subject: Canada

During the week that followed the discussion on Canada continued. The first lesson of the week started with a revision of what was learnt until that day. The class referred to Canada's location, its climatic zones and then students were called on the board to locate vegetation according to the climate they belonged to, similar to what was done in the previous lesson. Then followed a discussion on the animals of Canada and where they are found and finally the products of Canada. The teacher referred to homework given in the previous lesson and noted that they would correct that later or she would collect the notebooks. None of the two happened due to lack of time so homework was transferred to the next lesson.

The second lesson of this week started in a hurry as the teacher was informed that some students would leave the class at some point to rehearse for the school's play therefore the lesson started without a revision of the previous lesson. The teacher talked to students about another thing Canada is famous for; its lakes. A fill- in map with the

lakes of Canada was handed to the students and clues were given in order to locate the lakes on the map (see Appendix 8). Then the teacher decided that she would use Greek to explain to the class the importance of the Great Lakes of Canada for the country and once everything was explained the discussion on the handout exercises returned to English. Then another handout was given with additional information about Canada (Appendix 9). Towards the end of the lesson the teacher asked students to open their notebooks in order to check homework to find out that almost none had done them because they did not have the time to copy the questions from the board on the previous lesson. Having no other choice the teacher rewrote the questions on the board and assigned them for next time.

4.2.3 Week 3 (Lessons E and F)

Subject: Canada

Week 3 lessons focused on finishing the country of Canada. The first teaching period of this week set off with a revision of what was discussed in the previous week (national tree, other trees and vegetation and lakes) before actually getting into checking the homework. At some point the teacher noticed that her students were quite naughty so she asked me to turn off the camera and talk to them for a minute. She asked them if they were uneasy with the presence of the camera because they seemed to ignore things that they have previously learnt and should remember. Students replied that they did not mind about the camera and the lesson continued. The teacher restated her concern once the lesson was over in an informal discussion we had and noted that sometimes it is a matter of timing; some days they are more naughty or more absent minded than others due to a variety of reasons such as a tiring day. Once homework was examined the class worked in groups to find where most people in Canada live and explain why. During

this process the teacher walked through the groups and provided help whenever asked. Finally the teacher showed a picture to the class with a group of children of various ethnic origins thus marking how multicultural Canada is. Each group was assigned a child from the picture and had to put some words in an order to make sentences about that child (see Appendix 10) and this was the last task before the end of the period.

The second lesson of this week dealt with the economy of Canada. Students were invited to express their opinion on why Canada is a rich country. Then they were given a handout (see Appendix 11) to work on mineral riches, raw materials and sources of energy through various activities such as matching and completing. Two more activities were then done in the notebook one being to put letters in the correct order to make a word and then use 'MAPLE SWEET as an acronym to write words related to Canada starting from these letters. Nicky assisted her students during this process.

4.2.4 Week 4 (Lesson G)

Subject: Australia

Once the chapter of 'Canada' was completed the teacher moved on to the next country which was 'Australia'. Due to the need to cover another teacher, Nicky had to move her geography lessons therefore geography was assigned two consecutive periods on the same day. This was the last time I was going to video record a lesson.

There was no homework or any other activities that needed to be corrected or anything else that should be revised so the lesson started right away. The lesson started with the teacher giving her students a number of clues to lead them to the country that was about to be taught similar to those observed when introducing Canada. Once the country was named the discussion moved to its location and the teacher asked the students to use

their atlas to form sentences regarding the location of Australia. Then the students were asked to match some words with pictures and most of these words were familiar to students from their previous lessons which then had to stick on the map of Australia projected on the board. Soon afterwards a discussion on the climates in Australia commenced and students stuck the label with the climate on the right spot on the map and then they had to stick labels for the vegetation in those climates. Once this discussion ended the class started working on a handout prepared by the teacher (Appendix 12). This two-sided handout had small paragraphs on the one side and some exercises on the other. The teacher asked her students to read the first side before moving to the activities. The handout contained new for the students information about Australia therefore it substituted in a way the teacher's role. During this individual- seat work, students had to work alone and the teacher would interact only whenever that was requested. Reading the small paragraphs and checking the exercises led to the need to revise latitude and longitude since it was evident that these terms were not quite clear to the students. The final part of the lesson dealt with the issue of seasons in Australia and an additional exercise was given to the students on the board asking them what clothes somebody should carry when travelling to Australia during July. Then another handout was given to the students as homework (see Appendix 13). The teacher would continue with Australia during the next lessons until the end of the year which was approaching.

4.3 Bilingual Events in CLIL Geography lessons

Analysis of the above described lessons will focus on the occasions when the two languages (Greek and English) were used. Looking into these occasions will enable a deep understanding of the roles and functions assigned to each language during a CLIL lesson. As analysed in the previous chapter the bilingual events will be analysed and categorised based on several criteria namely code (Greek or English), mode (talk, writing, reading, drawing, gestures, body movements), direction (English to Greek or vice versa or even English to Greek and back to English again or Greek to English and Greek again), speaker in relation to the IRF pattern, lesson stage, frequency (how many times they appear in the lesson), function and finally the register (instructional or regulative) where they appear.

1. Label quests

One of the most common practices of the Geography teacher was to ask the students for a Greek equivalent of an English term or vice versa. These instances, following Heath's (1986) and Arthur and Martin's (2006) work will be referred to as label quests and they are monomodal i.e. oral or multimodal. In these cases it is usually the teacher Responding (R) to a student's utterance but at the same time Initiating (I) a new question. By doing so the teacher not only checks comprehension but also teaches new vocabulary items when those are presented for the first time. In the interview with the teacher she explained that these requests are also done due to the need to ensure that basic and necessary geography vocabulary is also learnt in Greek as this is one of the focuses of these lessons. Quoting and translating the teacher, she said: "I feel it's unfair to neglect Greek terminology just to acquire the English one only". In most of the instances where a label quest was performed a confirmation or even a repetition of the

requested term followed. Four different types of label quests were identified: L2 to L1 label quest, L2 to L1 label quest and Greek term confirmation or repetition, L1 to L2 label quest and English term confirmation or repetition and finally multimodal label quest.

1.1. L2 to L1 label quest

These are quests of the Greek term for an already known term in English. The teacher Initiates a quest and students Respond but no further feedback is provided by the teacher. In the example below the teacher is asking for the Greek word for ‘money’.

Extract 1.1: L2 to L1 label quest

Lesson F

19. T: [...] Money?
 20. S7: Λεφτά < money>.
 21. T: Ex... exports, imports?

L2 to L1 label quest	Code	Mode	Direction	Speaker /IRF	Stage	Frequency	Function	Register
	E, G	Talk	E>G	T: Elicit S: Respond	Main Teaching	3	<ul style="list-style-type: none"> • Comprehension check • L1 term learning 	Instructional

The functions of this event are both to ensure that students understand what they are talking about but at the same time to ensure that students learn the L1 term. L1 to L2 label quests (without a repetition or confirmation) were not observed during any of the video recorded lessons.

1.2 L2 to L1 label quest and Greek term confirmation

Similar to the above example is the case of a label quest but the teacher then confirms the Greek term by repeating it or by providing feedback (such as “Bravo, Very good”).

Extract 1.2: L2 to L1 label quest and Greek term confirmation/ repetition

Lesson A

61. T: [...] What is a parallel? In Greek? Parallel?
 62. S11: **Παράλληλος** <parallel>
 63. T: **Παράλληλος** < parallel>.

L2 to L1 label quest and Greek confirmation	Code	Mode	Direction	Speaker IRF	Stage	Frequency	Function	Register
	E, G	Talk	E>G>G	T: Elicit S: Respond T: Feedback	Main Teaching	18	<ul style="list-style-type: none"> • Comprehension check • L1 term reinforcement 	Instructional

By asking for a term which is then repeated thus confirmed the teacher checks for comprehension and at the same time she reinforces L1 term. Feedback in this event is highly appreciated as it confirms a student's respond.

1.3 L1 to L2 label quest and English term confirmation

Fewer were the times when the teacher requested the English term, students responded and then she provided feedback by repeating the term.

Extract 1.3: L1 to L2 label quest and English term repetition

Lesson C

- 133.T:[...] **Κάστορας** < Beaver> . In English?
 134. Some students: beaver
 135. T: A beaver.

L1 to L2 label quest and English term confirmation	Code	Mode	Direction	Speaker IRF	Stage	Frequency	Function	Register
	E, G	Talk	G>E>E	T: Elicit S: Respond T: Feedback	Main Teaching	4	<ul style="list-style-type: none"> • L2 term learning/ reinforcement 	Instructional

The function here is similar to the one mentioned in the previous event but here the reinforcement falls on the English term. L2 learning cannot be ignored since despite the fact that a student has replied to the teacher's quest it is possible that not everyone

knows ‘beaver’ in English. Therefore by repeating the word she promotes L2 term learning.

1.4 Multimodal label quests

Looking at label quests it was observed that Nicky would occasionally use gestures and miming in order to label an item without having to ask “How do we say it in Greek/English”. Though this is not a very common practice it cannot be neglected as it indicates how multimodality participates in meaning making.

Extract 1.4: Multimodal label quest

Lesson F

21. T: Ex exports, imports? Exports, imports (*she makes a movement with her hand showing in and out*).
22. S41: **εξαγωγές, εισαγωγές** < exports, imports >
23. T: Bravo!

Multimodal label quest	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	E, G	Talk, gesture	E>G>E	T:Elicit[gesture] S: Respond T: Feedback	Main Teaching	5	<ul style="list-style-type: none"> • L1 term learning • To reinforce understanding 	Instructional

In the example above, had she not used miming she would have less chances of getting the Greek equivalent. This is also an event that highlights the need of teachers to be actors in order to stimulate students into the lesson.

The above described events are four types of label quests that occurred in the GEO video recorded lessons.

2. Greek brainstorming

These are occasions when the teacher asked her students to remember Greek terms previously learnt. It acted as a way of revision for terms already known to the students which seemed though to be forgotten. In the extract below, the teacher asked her

students to name the climates in Greek because when she asked them about the climates of Canada they could not provide an answer.

Extract 2: Greek brainstorming

Lesson A

87. T: [...] what types of climates are there?
[...]
99. <let's remember the kinds of climates in Greek, OK? What kinds of climates do you know in Greek?>
- 100.T: **Μεσογειακό κλίμα.** <Mediterranean climate>
- 101.S20: **Ωκεάνειο** <Oceanic>.
- 102.T: **Ωκεάνειο** <Oceanic>.
- 103.S21: **Τροπικό** <tropical>.
- 104.T: **Τροπικό** <tropical>.
- 105.S22: **Ηπειρωτικό** <continental>
- 106.T: **Ηπειρωτικό** <continental>
- 107.S23: **Αρκτικό** <arctic>
- 108.T: **Αρκτικό. Το λοιπόν, τώρα να τα γράψουμε. Λοιπόν! Αρκτικό. Τι είπατε μετά; ...Τροπικό. Μεσογειακό, Ωκεάνειο** <arctic. So, let's write them. So! Arctic. What did you say then?...Tropical. Mediterranean, Oceanic>.
- 109.S24: **Ηπειρωτικό** <continental>
- 110.T: **Ηπειρωτικό** <continental> Anything else? Greg?
- 111.Greg: **Ερημικό** <arid>
- 112.T: **Ερημικό...** <arid> , Lina
- 113.Lina: **Εύκρατο** <temperate>.

Greek brainstorming	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	E, G	Talk	E>G	T: Elicit S: Respond T: Feedback	Main Teaching	7	• L1 term revision	Instructional

Though all of the terms in the example above were already known to the students, the teacher thought that revising them would help students remember and then say in English. So there was a shift from the English lesson into Greek for that reason.

3. Greek Gloss in English text

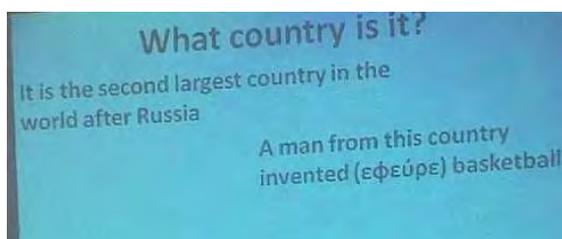
Another monomodal bilingual event is the occasion where the teacher provides the Greek equivalent of an English term when that is presented for the first time but this time the mode is not talk but writing. Interestingly though the Greek word is there (in

brackets) they never read it aloud as they do with the rest of the text. In her interview Nicky was asked about this practice and she said that using this kind of glossary is much more practical than what she previously used to do which was to provide a glossary at the end of the handout or the text. This way, students see the word, read it, associate it with the English term and go on ensuring thus a nonstop flow. Moreover, as she has been teaching these students English for a few years now, she knows the vocabulary they know so this is how she decided which words to gloss. Though label quests described above would work on the reverse direction this is not the case here. It is always a written English term being ‘glossed’ in Greek and never the other way around. The reverse direction only occurs orally (see extract 15).

Extract 3: Greek gloss in English text

Lesson A

37. T: Bravo! The climatic zones of Canada. Some of the plants and the animals that we can find in Canada. SOME PRODUCTS OF CANADA
(on the slide appears “Some of the plants and animals of each climatic zone”, “Some products (προϊόντα) of Canada”).



Picture 4.5: Another example of a Greek gloss in the English text

Greek gloss in English text	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	E, G	writing	E>G>E	T:Initiates/ Informs	Main Teaching	7	• Reinforcing understanding	Instructional

The function here is not to actually learn a term but to reinforce understanding of an unknown word in a text without interrupting the lesson flow. Ignoring unknown words

would cause confusion to students and lack of understanding will then lead to students not participating.

4. Bilingual teacher talk about text

The teacher also used the two languages to explain longer utterances or to mediate the text. This event is labelled as Bilingual teacher talk about the text where the teacher gives Feedback (F) to a student’s response by using Greek to explain the English text. Looking at direction it is clear that the teacher moves from English to Greek but Greek is used to explain the English text therefore a representation of this kind E>G[E] indicates how English is explained by using Greek.

Extract 4: Bilingual teacher talk about text

Lesson A

58. Class: IT IS BORDERED BY THE USA TO THE SOUTH.

59. T: Παιδάκια μου αυτός είναι ακόμα ένας άλλος τρόπος για να πούμε ότι συνορεύει, εντάξει; <My children, this is another way to say that it borders, OK?> “It is bordered by the USA”, ή μπορούμε να πούμε < or we can say> “It borders the USA to the south” (*she changes the sentence by crossing out the letters*). Ok?

	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
Bilingual teacher talk about the text	E, G	Writing talk	E>G[E]	T:Initiates/ Informs	Main Teaching	1	<ul style="list-style-type: none"> • Reinforcing understanding • Text mediation 	Instructional

This talk around the English text serves as a mediator, explaining a sentence and at the same time it reinforces students’ understanding.

5. Greek switch for classroom management

When the teacher wanted to draw attention to students’ behaviour in order to maintain a smooth lesson flow or when she gave instructions she used the mother tongue marking that what is now said is off the topic of geography. In her interview when asked to assign functions to L1 one of those was classroom management, therefore she is

obviously very aware of its use for this purpose. Instructions for the purpose of this study are also classified as classroom management as in extract 5.1.

Extract 5.1: Greek switch for classroom management (instructions)

Lesson A

129. T: Bravo, Arid climate. **Ρε παιδάκια μου, σας έκανε κακό το Πάσχα, φάγατε πολλή φλαούνα νομίζω. Λοιπόν γλυκά μου, πάρετε τα πράγματα σας μαζί σας, ακούτε με, ακούτε με. Θα συνεχίσουμε από εδώ που μείναμε την επόμενη φορά. Θα πάρετε μαζί σας τους χάρτες σας και τα πορτφόλιο σας, για να μη χάνουμε ώρα μετά, να τα δίνουμε ξανά. Βάλτε τον άτλαντα μέσα στο πορτφόλιο < Oh my children, I think Easter holidays didn't do you good. I think you ate too much. So, take your things with you, listen to me, listen to me. We'll continue from here next time. You'll take with you your maps and portfolios so we won't lose time later>.**

Extract 5.2: Greek switch for classroom management

Lesson G

206. T: It's Canberra. Where is my handout? Ok....(She finds her handout and resumes reading but notices that her students are a bit nervous) **THE GOLDEN WATTLE... Λοιπόν, στοπ, στοπ, στοπ. Βλέπετε με. Σας κάνω switch off (makes a move with her hand), ξαπλώστε στο θρανίο σας μέχρι να πω πάνω. Πέστε, χαλαρώστε. Φανταστείτε που θα κλείσουν τα σχολεία θα πάτε στην παραλία, να αγοράσετε παγωτό, ice-skating στο my mall. Όταν, αυτό γίνεται με τη συμφωνία ότι, όταν πω ξεκινούμε, εννοώ ξεκινούμε, διαφορετικά χάνετε το διάλειμμά σας. Χαλαρώστε.... Πάνω και συνεχίζουμε σας παρακαλώ, με απόλυτη σοβαρότητα. < So, stop, stop, stop. Look at me! I'll switch you off, lie on your desk until I say up. Lie, relax. Imagine that when the schools close you'll go to the beach, buy an ice-cream, ice-skating at the mall. Only if you agree that when I say we start, I mean we start otherwise you lose your break. Relax... Up and we continue please being absolutely serious>...**

Greek switch for classroom management	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk	E>G	T:Initiates	Any	67	<ul style="list-style-type: none"> • Classroom management • To give instructions 	Regulative

In extract 5.2 Greek is used to manage the class which seems to be rather irrelevant to the lesson. Interestingly the teacher uses loan words (switch off, my mall, ice skating) with which the students are familiar. In this same extract both codes are used thus there is a move from English to Greek and classroom management is within the regulative register.

6. Codeswitch request

In most of the occasions when the students wanted to use Greek they first requested it before actually using Greek. In one of the after lesson talks and in the interview the teacher explained that this is an agreement made between her and the students in order to handle the two languages. This request was always made when a student wanted to reply to a teacher's question but could not do it in English. In any other case they would turn to Greek without asking.

In the extract below the teacher initiates a question in turn 3 then the student responds but then another student initiates, teacher responds and students responds forming thus a kind of embedded pattern. The student requests a codeswitch the teacher allows it and continues by repeating the student's utterance in the same language.

Extract 6: Codeswitch request

Lesson B

3. T: Ok, we talked about Canada. What did we talk about? [...]
4. S30: About location.
5. T: Bravo! The location of Canada. Where Canada is. About the location of Canada, bravo! Where is Canada?
6. Rene: We talked about the climatic zones.
7. T: Bravo Rene! We talked about the climatic zones.
8. Lina: Where is Canada.
9. T: Where Canada is. Yes, the location.
10. S31: Can I speak in Greek?
11. T: Yes, you can.
12. S31: **Με ποιες χώρες άλλες συνορεύει** <Which countries it borders>.
13. T: **Μπράβο. Με ποιες χώρες άλλες συνορεύει**, <bravo. Which countries it borders> so we talk about? Where it is. The location. Bravo. So, and we stopped, yes Lina?

Codeswitch request	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk	E>G	T: I ¹ S: R/I ² T: R ² S: R ¹ T: F	Main lesson/ Any	7	<ul style="list-style-type: none"> To answer a question 	Regulative

She explained to me that it is more important to her to see all of her students participating even if it is in Greek (especially the weaker ones). In the beginning of the year and before actually starting to use the CLIL approach she told her class that she would like them to use as much English as possible but when she sees that a student has difficulties expressing ideas in English she allows the use of Greek. Interestingly she also noted that with students whose English skills are higher she insists on using English just because she knows that they can manage.

7. Greek framing of Greek only explanation and Greek only explanation

This is another event vital to be included in this analysis because it indicates another instance when L1 is used. When something new and relatively difficult is to be taught the teacher used Greek for longer utterances to make sure that everybody understands. In extract 7.1 for example she tried to carry out the discussion in Greek but saw that her students were not following so she moved to Greek. When she was about to do so, she either said “A parenthesis in Greek” as in extract 7.1, or “We shall talk a bit in Greek now” as in extract 7.2 making the linguistic choices obvious to the students. In extract 7.2 the turn to Greek was made to explain the importance of the lakes and not because the students could not do it in English. Framing is important as it indicates that there is a conscious use of L1. This event is followed by another event that of ‘Greek only explanation’. The framing belongs to the regulative register whereas the explanation in the instructional one.

Extract 7.1: Greek framing of Greek only explanation and Greek only explanation
Lesson E

81. T: This group says they live here and here (*she shows the two points on the map to the class*). Why?
82. Lina: Έχει λιμάνια και βιομηχανίες < there are ports and industries there>
83. T: Παρένθεση στα ελληνικά. Ακούτε με, σας ρωτώ πού ζουν οι πιο πολλοί άνθρωποι; Και μου λέτε κάποιες περιοχές. Και σας λέω για ποιο λόγο ζουν εκεί; Και μου λέτε επειδή έχει πολλά λιμάνια και βιομηχανικά εργοστάσια. Όμως παιδιά τα λιμάνια Louis και τα βιομηχανικά κέντρα είναι εκεί επειδή πήγαν οι άνθρωποι εκεί. Εγώ σας ρωτώ γιατί πήγαν εκεί και έκαναν λιμάνια και βιομηχανικά κέντρα; < a parenthesis in Greek. Listen to me, I asked you where do most people live? And you tell me some areas. And then I ask you why do they live there? And you tell me because there are a lot of ports and industries. But children, the ports Louis and the industrial centres are there because there are people there. I ask you why did people go there and made ports and industrial centres?>

Extract 7.2: Greek framing of Greek only explanation then Greek only explanation
Lesson D

28. T: The last one is the Ontario, very good! Ok, now! Θα μιλήσουμε λίγο τώρα στα ελληνικά, για τα επόμενα λίγα λεπτά να συζητήσουμε κάτι. Λοιπόν βλέπετε εδώ, Andy; Αυτές εδώ παιδιά, είναι πολύ διάσημες σε όλο τον κόσμο, και λέγονται οι μεγάλες λίμνες. Όταν πεις «μεγάλες λίμνες», αμέσως πάει στο μυαλό σου μεγάλες λίμνες του Καναδά <Now we're going to talk in Greek for the next few minutes, to discuss something. So you see here, Andy? These here my children are very famous in the entire world and they are called the great lakes. When you say great lakes, immediately your mind goes to the great lakes of Canada>. The great lakes of Canada. Όμως, είναι αυτές οι λίμνες, είναι πάρα πολύ σημαντικές για τον Καναδά. Μπορείτε να σκεφτείτε για ποιο λόγο είναι σημαντικές αυτές οι λίμνες για τη χώρα; <but these lakes are very important for Canada. Can you think a reason why these lakes are so important for the country?>

Greek framing of Greek only explanation and Greek only explanation	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	E, G	Talk	E>G	T:Framing an initiation	Main lesson	4	<ul style="list-style-type: none"> • To introduce Greek explanation phase • L1 learning • Reinforcing understanding 	Regulative Instructional

In her interview Nicky noted the importance she gives on content as well as the need to ensure that her students understand basic concepts around an issue of geography. In the above examples the teacher realised that her students do not understand key issues and

she turned to Greek to attain understanding. What followed above was an explanation in Greek and a discussion on the importance of the Great Lakes of Canada.

7.3. Greek only explanation (no framing)

On ten occasions the teacher explained an issue in Greek without the usual framing as in the above examples. This might be due to the instant need for the teacher to explain something in Greek and because of the quick lesson flow she did not frame it. It is interesting to note that half of these instances occurred during the last lesson which lasted 80 minutes.

Extract 7.3: Greek only explanation (no framing)

Lesson G

132.T: Oh sorry, sorry. Alps Australian Alps. Όχι AplS <Not>. Alps. Λοιπόν παιδάκια μου, αυτό το πράγμα το ξαναείπαμε, όπου υπάρχει μεγάλη οροσειρά... λειτουργεί ως εμπόδιο που σταματά τους υγρούς ανέμους που φέρνουν βροχή (κάνει κίνηση με τα χέρια) κι έτσι η περιοχή μετά τα βουνά, Rene... είναι συνήθως ξηρή <My children, we said this before... where there is a big mountain range it acts as a barrier stopping the wet winds that bring rain (*showing the move*) and so the area beyond the mountains... Rene (*a student is talking*) is usually dry>. Ok? Now. We don't have to lose more time. Where do you find the tropical rainforest? Where do you find it? Quickly! (*she shows a student*) Stay there, tell me.

Greek only explanation (no framing)	Code	Mode	Direction	Speaker IRF	Stage	Frequency	Function	Register
	G,E	Talk, Gesture (optional)	E>G	T:Informs	Main lesson	10	• L1 learning (or revision)	Instructional

In the extract above the teacher moves from English to Greek in order to remind students of something that was previously learnt. She also used a gesture but that is not always the case in Greek only explanations.

8. Code reminder

As explained above the teacher turned to Greek to explain some difficult for the students concepts to understand. She indicated to the class that they would use Greek

for a bit but interestingly a student tried to answer in English. She then went on reminding him that Greek was allowed so the student carried on in Greek.

Extract 8: Code reminder

Lesson D

- 29. S10: ... they are...
- 30. T: **Λouis μου πες το στα ελληνικά. Μιλούμε, τώρα θα μιλήσουμε λίγο στα ελληνικά είπαμε για τις λίμνες** <Louis, you may say it in Greek. We're talking, now we'll talk a bit in Greek about the lakes>.
- 31. Louis: **Ποτίζουν στην άρδευση και στην ύδρευση** <they water, in irrigation and water supply>
- 32. T: **Πολύ ωραία, άρα χρησιμοποιούν το νερό των λιμνών για να ποτίζουν τα χωράφια τους και τα ζώα τους και για πόσιμο νερό, και για την ύδρευσή τους** <Very good, so they use the water of the lakes to water their fields and animals water supply>

Code reminder	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk	E>G	S: Responds T: Feedback/ Initiates S: Respond T: Feedback	Main lesson	2	<ul style="list-style-type: none"> • To remind the code • To make communication easier 	Regulative

By doing so, the teacher indicated the code to be used and thus made it easier for the student to provide an answer.

9. Codeswitch permission

Similar but yet different is this event where the teacher allowed the students to provide an answer in Greek if they preferred. Interestingly the student replied in English though permission to use Greek was granted. The teacher might have done that in order to reinforce participation in the lesson by getting the students to answer the question even if that was in Greek.

Extract 9: Codeswitch permission

Lesson A

73. T: Tropical zone. **Μπορείτε να το πείτε στα Ελληνικά, αν το θυμάστε** <you may say them in Greek if you remember them>

74. S15: Temperate zone.

Codeswitch permission	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk	E>G>E	T: Initiates S: Respond	Main lesson	1	<ul style="list-style-type: none">• To get an answer• To reinforce participation	Regulative

This indicates that even if the teacher allowed the use of L1 students would insist on L2 as long as they know the answer.

10. Admonitions

When the teacher wanted to admonish a student she used Greek and in her interview she explained that it is easier and more useful to use the mother tongue for such a purpose.

Extract 10: Admonition

Lesson C

151. T: Bravo! Canada has got many prairies. So, it produces wheat. **Andy! Να δούμε Andy πόσες φορές θα πω σήμερα το όνομά σου και το όνομα του Louis** <Andy! Let's see Andy how many times am I going to say your name and that of Louis today>!

Admonition	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk	E>G	T: Initiates	Main lesson	17	<ul style="list-style-type: none">• To admonish	Regulative

Through the use of L1 the teacher makes sure that her admonishment will be effective.

11. Students' procedural questions

Though most of the teacher's questions in English were answered in English by the students their questions regarding the procedure of the lesson or to clarify something

were asked in Greek and the teacher would reply either in Greek or in English. In some cases she combined her reply with a gesture.

Extract 11: Students’ procedural questions

Lesson G

77. T: Bravo! And the Alps[...]. Find the Australian Alps and raise your hands please. Where are the Australian Alps?

78. S10: **Κυρία τι σελίδα;** <Mrs, what page?>

79. T: Fifty eight... five, eight (*she writes the numbers with a movement of her finger*). Fifty eight.

Students’ procedural questions	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk and gesture (optional)	E>G>E	T: Initiates S: Initiates T: Responds	Main lesson	36	• Procedural check	Regulative

These questions initiated by the students were necessary in order to carry out an activity or to follow a teacher’s request. A possible explanation as to why the students used Greek in these occasions could be the fact that a procedural question is not actually regarding the lesson itself therefore the change in code might indicate a shift from the lesson; moving from the instructional to the regulative register.

12. Students’ comprehension checks and comments

In some other cases the students would ask a question regarding the lesson using L1 in order to ensure that a term or a concept is understood. She would normally reply in English (as in extract 12.1) or using a gesture (as in extract 12.2).

Extract 12.1: Students’ comprehension checks and comments

Lesson G

153. Evripides: **To wattle τι είναι;** <What is ‘wattle’> (*referring to the tree*)?

154. T: I will show you...[...]

Extract 12.2

Lesson G

129.S25: **Κυρία, είναι “Alps” που το λέμε;** <Mrs, it’s called “Alps”>?

130. T: (*she nods “Yes”*)

Students' comprehension checks and comments	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Talk and gesture (optional)	G>E	S: Initiates T: Responds	Main lesson	32	<ul style="list-style-type: none"> • Ensure understanding • Check comprehension 	Instructional

Asking or commenting to achieve comprehension appears to be an important part for the students and thus the use of Greek becomes necessary.

13. Greek facilitation of English task

By walking around during individual seat work the teacher helped the students and whenever she saw someone finding difficulties completing the exercises she used Greek to explain and assist when she would realise that the student could not do it alone. In the extract below the students were individually working on a handout (in English) and the teacher felt that some needed further assistance with it and made a switch to Greek to facilitate task completion.

Extract 13: Greek facilitation of English task

Lesson G

183. T: The prime meridian. Find the prime meridian and go 149 degrees east (*she makes the same movement to the right*). Longitude and latitude... (*turns and talks to a student, Lina*) **Ναι, ο ισημερινός, πόσο κάτω πρέπει να πας τώρα; Πήγαινε. Κόρη; 35 μοίρες, βλέπεις εδώ, πού είναι οι 35 μοίρες; Πού σταματούν οι 35 μοίρες; Εδώ. Και στον πρώτο ισημερινό πόσο πρέπει να πας; Πόσο πρέπει να πας ανατολικά; Δες και σκέψου, 149, άρα** <Yes, the equator, how far down do you have to go now? Hey? 35 degrees, do you see here? Where are the 35 degrees? Where do the 35 degrees stop? Here. And on the Prime Meridian how far do you have to go? How far to the east? See and think, 149, so> and it's ... Canberra. (*She then turns to another student*) **Δείξε μου πώς το έκανες, ωραία!** < Show me how you did it, good> (*then she goes to another student*)! **Δείξε μου πως το βρήκες** <show me how did you find it>. Thirty five degrees south, yes, bravo! Bravo! **Έλα κάτω. Έλα κάτω έτσι** <Move down. Move further down>.

184. Louis: **Είναι η Καμπέρα;** < Is it Canberra?>

185. T: Bravo!

Greek facilitation of English task	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
	G, E	Writing talk	E>G>E	Task: Initiates T: Responds/Initiates S: Responds (by doing) T: Feedback	Main lesson activities	6	<ul style="list-style-type: none"> • Activity completion • Ensure understanding 	Regulative

In the above extract it is the task that initiates a response by the teacher who in turn initiates an action (completing the exercise) by the student. She then gives feedback, which could be optional, and confirms the action performed by the student.

14. Greek gloss of English words

These are instances similar to the bilingual event above (3. Greek gloss of English text) though here glossing is done via talk. There is no glossary written next to the word or sentence but the teacher said the equivalent in Greek. The main purpose served here is to achieve L1 learning but at the same time it reinforces understanding.

Extract 14: Greek gloss of English words

Lesson A

87: Bravo! Mediterranean. **Μεσογειακό κλίμα** < Mediterranean climate>. We have only one type of climate

Greek gloss of English words	Code	Mode	Direction	Speaker IRF	Stage	Frequency	Function	Register
	G, E	Talk	E>G>E	T: Initiates	Main lesson	18	<ul style="list-style-type: none"> • L1 teaching • To ensure understanding 	Instructional

The teacher is thus observed glossing words which were either new to students and had to be learnt or were already familiar to students but was considered useful to be repeated in Greek.

15. English gloss of Greek words

Similar but with a reverse direction is the event presented here. It refers to occasions when the teacher provided the English term for a Greek word. This kind of glossing was not very common but still present in the data.

Extract 15: English gloss of Greek words *Lesson B*

83. T: **πεύκος**, <pine tree> yes a pine tree. A pine tree, what else?

English gloss of Greek words	Code	Mode	Direction	Speaker IRF	Stage	Frequency	Function	Register
	G, E	Talk	G>E	T: Initiates	Main lesson	5	<ul style="list-style-type: none">• L2 term teaching• L2 term revision	Instructional

It could also be that the English gloss is already known but the students cannot recall at that time and therefore she revises by glossing.

16. Unmarked Codeswitching

As explained in the literature review, codeswitching refers to the occasions where the two languages are used together in order to achieve communication and where there is no indexicality (as in other events) we refer to unmarked codeswitching (Scotton 1993).

Extract 16.1: Unmarked Codeswitching (instructional register) *Lesson B*

48. T: I don't know you will tell me. (*she is in one group and they are discussing*) **είμαστε προς ερημικό. Ποιο είναι το ερημικό εκεί πάνω** < we are towards arid. Which is the arid up there?>

Extract 16.2: Unmarked Codeswitching (regulative register) *Lesson B*

63. T: Intercontinental, ok. No, it says that it's the maple tree. **Τι, λέει σου ότι είναι το maple tree αλλά δε σου λέει που να το βρεις.** < It tells you that it's the maple tree but it doesn't tell you where you find it>

Unmarked Codeswitching	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	E> G> E	T: Initiates	Main lesson	<ul style="list-style-type: none"> To allow communication during the lesson 	5	Instructional/regulative

In extract 16.1 we understand that the teacher moves in and out of the two languages in order to help students decide on the climates in Canada without having to translate every single word in the other language and thus ensuring an easier lesson flow.

17. Instant translation

Unlike unmarked codeswitching above where there is no immediate translation of a sentence, instant translation refers to all those instances where a word or a clause is translated into the other language. It is teacher talk that needs to be ‘transferred’ so as to ensure understanding as well as allow participation, just like codeswitching.

Extract 17: Instant translation
Lesson B

59. T: So where can we find this plain? **Αυτή την πεδιάδα;** < this plain?> Are there flowers in the plain?

Instant Translation	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	E> G> E	T: Initiates	Main lesson	<ul style="list-style-type: none"> To ensure understanding L1 learning 	6	Instructional

Though this is not a practice frequently used by Nicky it serves as a tool for understanding or perhaps L1 term learning.

18. Greek switch for real life examples

In a few cases the teacher referred to examples from life to reinforce understanding. In the extract below she reminded students of a film which she had mentioned in previous lessons in an attempt to remind them of ‘prairies of wheat’.

Extract 18: Greek switch for real life examples

Lesson B

93. T: No! A prairie... **που σας είπα για το μικρό σπίτι στο λιβάδι!** < I told you about the film Little house on the prairie!>

94. S50: **Τη Χάιντ;** <Heidi?>

95. T: **Όχι, η Χάιντ, η Χάιντ είναι στις Άλπεις** <Not Heidi, Heidi was in the Alps>.

Greek switch for real life examples	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	E> G	T: Initiates S: Responds T: Feedback	Main lesson	<ul style="list-style-type: none">To make reference to real lifeTo revise	5	Instructional

Making these kinds of references is more appealing to students especially here where the reference is to a movie, creating interest among students.

19. Greek for off topic requests/talk

When the students wanted to request or talk about something which was outside the lesson they would use Greek marking this shift from the lesson.

Extract 19: Greek for off topic requests/talk

Lesson E

106. T: Bravo! THERE IS WATER THERE. (*she ticks the phrase*) Very good! And another reason! Because? There is another country nearby. Ok.

107.S21: **Κυρία;** <Mrs?>

108.T: **Ναι παιδάκια μου;**

109.Lefkios: **Να πάω να σκουπίσω τη μύτη μου** < Mrs, May I go out and blow my nose?>

110. T: **Ναι** < Yes>

Greek for off topic requests/ talk	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G,E	Talk	E> G	S: Initiates T: Responds	Main lesson	<ul style="list-style-type: none">To request something	7	Regulative

The use of L1 is intentional on behalf of the student recognising thus the role of L2 as the language of instruction and L1 as the more intimate language.

20. Bilingual Teacher Paraphrasing (BTP)

A move between the two languages was marked when the teacher wanted to explain something that was important for the students to understand. Initially she would try to do it in English but would then turn to Greek to ensure that everybody understands.

Extract 20: BTP

Lesson G

201.T: [...] Australians take tree days very seriously, ok?

202.S44: **Τι, τι;** <What, what>?

203.T: They take tree days.... **Μέρες που είναι αφιερωμένες στα δέντρα, τις παίρνουν πολύ σοβαρά παιδιά, επειδή για να επιβιώσει η χώρα τους χρειάζεται πολλά δέντρα** <Days which are dedicated to trees are taken very seriously children, because for their country to survive the need a lot of trees>.

204.S45: **Κυρια δηλαδή έχουν εβδομάδα του δέντρου;** <Mrs, so they have week for the trees>?

205. T: **Ναι** <yes>.

BTP	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G,E	Talk	E>G	T: Initiates S: Responds/ Initiates T: Responds	Main lesson	<ul style="list-style-type: none">To ensure understanding	2	Instructional

In this extract it is obvious that the students did not understand what the teacher was explaining in English so she had to turn to Greek to explain it and to confirm comprehension. BTP could also be made around a text for the same purposes.

Multimodal events

Parallel to the use of two different linguistic codes the teacher was also observed using a variety of modes to achieve learning. This was observed during the pilot study and it proved to be an alternative to the use of the mother tongue therefore it would be interesting to further analyse it in the larger- scale research project. Undoubtedly modality plays a significant role in today's technologically and intellectually different classrooms. Students nowadays need stimuli that would assist their learning beyond the

linguistic level. Gestures, pictures, miming are now part of a lesson enhancing and reinforcing learning. CLIL lessons are places where these practices are more than welcomed since most of the materials used are from different sources and where the learning of the subject is combined with the use of a foreign language therefore there is a greater need to use additional means to aid learning. In the case of geography, Nicky uses a variety of pictures to reinforce learning avoiding thus the use of the mother tongue. When for example she wanted to teach vegetation in Canada she used the pictures and the same applied when talking about the animals. This is particularly helpful because it creates the image in the students' mind without having to refer to the term in the mother tongue though at times this is also important in order to achieve learning. Teachers become actors engaging every possible mean to achieve learning. Research in this area, as discussed in the literature review chapter, has advanced and now indicates that other means take active part in mean making and communication in the classroom. Vignettes from lessons observed will be used here to indicate multimodality and its role.

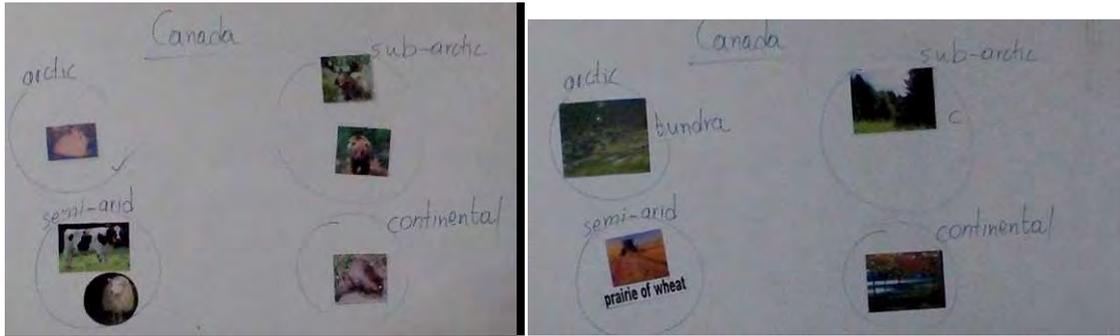
Pictures

Pictures are a very useful tool in the hands of educators as they assist mean making and enhance teaching. In the teaching of a subject through the CLIL approach, teachers are encouraged to use a plethora of pictures mainly from the internet to make learning more interesting and intriguing for the students. Nicky has been using CLIL in geography for some years now therefore she has managed to collect all the necessary materials that can make her teaching easier both for her and her students.

Nicky was asked about the use of pictures in her lessons and whether that is a practice regularly applied by Geography teachers. She explained that in the new geography curriculum pictures have a very central role but in the classroom where geography is taught in the mother tongue a teacher would not use so many pictures because it would not be necessary. But in the case of CLIL teaching, pictures help a lot because they both create visuals and save time because sometimes when you go about explaining something in English using long utterances you end up confusing and ‘losing’ students in the effort to communicate in the foreign language something that would not happen if the same thing was explained in the mother tongue. She gave as an example the case with the Australian Alps and their role in blocking the air and rain from the ocean. Had she found a clip on the internet explaining this process, she would not have to use Greek to explain this phenomenon. “In the teaching of CLIL internet is my best friend” she noted. Therefore pictures have the potential to substitute translation. The pictures below indicate the roles of pictures in the geography lessons.



Pictures 4.6 and 4.7: Canada: a coniferous forest and a prairie of wheat



Pictures 4.8 and 4.9: Canada: Vegetation and animals in the climates of Canada



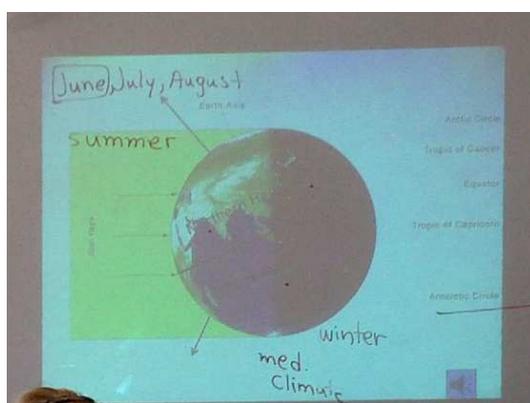
Picture 4.10: Talking about the Canadian multicultural society



Pictures 4.11 and 4.12: Australia: Vegetation and products



Picture 4.13



Picture 4.14

Pictures 4.13 and 4.14: Australia: vegetation and climates and the difference in seasons

Pictures and cards	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk pictures	n/a	T: Initiating	Main lesson	<ul style="list-style-type: none"> Reinforcing understanding L2 learning 	All lessons	instructional

Because it would have been difficult to count the occasions pictures were used (since they were constantly used in these lessons) frequency here indicates the number of lessons where pictures are encountered.

Gestures and miming

Using gestures and miming to express the meaning of a word or of an expression is a common practice among teachers and it becomes such an indispensable part of the

lesson that sometimes only an ‘outsider’ can spot them. During the video recordings it was made clear that gestures and miming do play a role in successful CLIL teaching. In an effort to minimise mother tongue use the geography teacher often expressed items using her hands. These tools, as with the case of pictures have the ability of transferring meaning to students’ mind without actually uttering the word. The pictures below illustrate how gestures and miming ‘backup’ teaching and thus meaning making. These vignettes are indicative of the gestures used in class. Due to the fact that gestures were frequently used during the lessons not all of them can be shown here. Gestures and miming was not only used in the instructional register but also in the regulative. Pictures 4.15 and 4.16 below belong to the regulative whereas the rest are instructional.



Picture 4.15: “Think of one sentence”



Picture 4.16: “You can work in pairs”

Gestures	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk gesture	n/a	T: Initiating	Main lesson	<ul style="list-style-type: none"> Reinforcing understanding 	22	Regulative



Picture 4.17: “What did we talk about [...]Remember”



Picture 4.18: “Does Canada export [...] or import”



Picture 4.19: “Canada’s industrial development”



Picture 4.20: “Canada has a high industrial development”



Picture 4.21: “Look at the winds, they’re coming...”

Gestures	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk, gesture	n/a	T: Initiating	Main lesson	<ul style="list-style-type: none"> Reinforcing understanding 	19	Instructional

Pictures 4.18 – 4.21 are examples of the instructional use of gestures thus indicating their importance in understanding the lesson content.

A table which includes all events occurring in the Geography lesson summarises the preceding analysis.

Table 4.1: Bilingual events in CLIL Geography lessons

	Code	Mode	Direction	Speaker/IRF	Stage	Frequency	Function	Register
L2 to L1 label quest	E, G	Talk	E>G	T: Elicit S: Respond	Main Teaching	3	<ul style="list-style-type: none"> •Comprehension check •L1 term learning 	Instructional
L2 to L1 label quest and Greek confirmation	E, G	Talk	E>G>G	T: Elicit S: Respond T: Feedback	Main Teaching	18	<ul style="list-style-type: none"> •Comprehension check •L1 term reinforcement 	Instructional
L1 to L2 label quest and English term confirmation	E, G	Talk	G>E>E	T: Elicit S: Respond T: Feedback	Main Teaching	4	<ul style="list-style-type: none"> •L2 term learning and reinforcement 	Instructional
Multimodal label quest	E, G	Talk, gesture	E>G>E	T:Elicit[gesture] S: Respond T: Feedback	Main Teaching	5	<ul style="list-style-type: none"> •To label •To reinforce understanding 	Instructional
Greek brainstorming	E, G	Talk	E>G	T: Elicit S: Respond T: Feedback	Main Teaching	7	<ul style="list-style-type: none"> •L1 term revision 	Instructional
Greek gloss in English text	E, G	Writing	E>G>E	T: Initiates/ Informs	Main Teaching	7	<ul style="list-style-type: none"> •Reinforcing understanding 	Instructional
Bilingual teacher talk about the text	E, G	Writing Talk	E>G[E]	T:Initiates/ Informs	Main Teaching	1	<ul style="list-style-type: none"> •Reinforcing understanding •Text mediation 	Instructional

Greek switch for classroom management	G, E	Talk	E>G	T:Initiates	Any	67	<ul style="list-style-type: none"> •Classroom management •To give instructions 	Regulative
Codeswitch request	G, E	Talk	E>G	T:I ¹ S: R/I ² T: R ² S: R ¹ T: F	Main lesson/ Any	7	<ul style="list-style-type: none"> •To answer a question 	Regulative
Greek framing of Greek only explanation and Greek only explanation	E, G	Talk	E>G	T:Framing an initiation	Main lesson	4	<ul style="list-style-type: none"> •To introduce Greek explanation phase • L1 learning •Reinforcing understanding 	Regulative Instructional
Greek only explanation (no framing)	G,E	Talk, Gesture (optional)	E>G	T:Informs	Main lesson	10	<ul style="list-style-type: none"> •L1 learning (or revision) 	Instructional
Code reminder	G, E	Talk	E>G	S: Responds T:Feedback/ Initiates S: Respond T: Feedback	Main lesson	2	<ul style="list-style-type: none"> •To remind the code •To make communication easier 	Regulative
Codeswitch permission	G, E	Talk	E>G>E	T: Initiates S: Respond	Main lesson	1	<ul style="list-style-type: none"> •To get an answer •To reinforce participation 	Regulative

Admonition	G, E	Talk	E>G	T: Initiates	Main lesson	17	•To admonish	Regulative
Students' procedural questions	G, E	Talk and gesture (optional)	E>G>E	T: Initiates S: Initiates T: Responds	Main lesson	36	•Procedural check	Regulative
Students' comprehension checks/ comments	G, E	Talk and gesture (optional)	G>E	S: Initiates T: Responds	Main lesson	32	•Ensure understanding •Check comprehension	Instructional
Greek facilitation of English task	G, E	Writing Talk	E>G>E	Task:Initiates T: Responds/Initiates S:Responds (by doing) T: Feedback	Main lesson activities	6	•Activity completion •Ensure understanding	Regulative
Greek gloss of English words	G, E	Talk	E>G>E	T: Initiates	Main lesson	18	•L1 teaching •To ensure understanding	Instructional
English gloss of Greek words	G, E	Talk	G>E	T: Initiates	Main lesson	5	•L2 term teaching •L2 term revision	Instructional

Unmarked Codeswitching	G, E	Talk	E> G> E	T: Initiates	Main lesson	5	<ul style="list-style-type: none"> To allow communication during the lesson 	Instructional/regulative
Instant Translation	G, E	Talk	E> G> E	T: Initiates	Main lesson	6	<ul style="list-style-type: none"> To allow communication To ensure understanding 	Instructional
Greek switch for real life examples	G, E	Talk	E> G	T: Initiates S: Responds T: Feedback	Main lesson	5	<ul style="list-style-type: none"> To make reference to real life To revise 	Instructional
Greek for off topic requests	G	Talk	G	S: Initiates T: Responds	Main lesson	7	<ul style="list-style-type: none"> To request something 	Regulative
BTP	G,E	Talk	E>G	T: Initiates S: Responds/ Initiates T: Responds	Main lesson	2	<ul style="list-style-type: none"> To ensure understanding 	Instructional
Pictures and cards	E, G	Talk, pictures	n/a	T: Initiating	Main lesson	All lessons	<ul style="list-style-type: none"> Reinforcing understanding L2 learning 	instructional
Gestures	E, G	Talk, gesture	n/a	T: Initiating	Main lesson	22	<ul style="list-style-type: none"> Reinforcing understanding 	Regulative
Gestures	E, G	Talk, gesture	n/a	T: Initiating	Main lesson	19	<ul style="list-style-type: none"> Reinforcing understanding 	Instructional

4.4 Further insights from the Geography teacher's interview

As described in the previous chapter I conducted a semi-structured interview with the teacher in order to have a more complete idea of her views and opinions regarding CLIL geography teaching. Because reference has already been made to most of the teacher's replies when analysing bilingual events, not all questions will be analysed here but those who are immediately connected to the use of the mother tongue as explained by Nicky and the more general ones.

When asked whether she thinks pictures sometimes substitute translation she replied positively but she stressed the importance of translation by saying that the translation is not done merely to check understanding but also to achieve parallel learning of terms in the mother tongue which led to the next question as to what is to be taught in Greek. There is a basic vocabulary that should be learnt in Greek, she said, and she feels that she will be unfair towards her students if she neglects it. For example, she continued, during an activity given to students at the end of her first year implementing CLIL when she was very 'passionate and warm' her students asked her what is 'red sea' in Greek which made her realise that it is not only about using L2 during CLIL; there's also the content that needs to be learnt in L1.

Asked about her opinion on the use of the mother tongue in the CLIL lesson Nicky indicated that Greek is a good ally but at the same time there should be a balance which then again is difficult to maintain. A teacher may plan to carry out a lesson totally in English, she continued, but upon the start of the lesson she realises that the students are lost therefore the plan immediately changes, as in the case of this class, which was a six grade implementing CLIL in geography for the first time. She does not think that using Greek deprives any of its value as a CLIL lesson. She is convinced that her students

have learnt a lot of vocabulary know how to complete activities and can even write sentences even if those have some mistakes.

The last part of the interview dealt with issues of multimodality where the teacher was asked about alternative approaches to the use of Greek. Parallel to the use of pictures she included paraphrasing and body language. She explained that though she is aware of the use of gestures it is something that comes unconsciously after years of teaching experience. These practices assist her teaching and make comprehension easier. Finally assessing whether her teaching aims are achieved she explained that as far as vocabulary and content are concerned, yes they are achieved. She is only disappointed because her students cannot express spontaneously in the target language. But then again they have only been taught through CLIL only for a year thus their progress is quite good.

4.5 Student questionnaires

After the end of the last video recording a short anonymous questionnaire was given to the students asking them various questions regarding CLIL. Because this is a small pool of data numbers are preferred instead of percentages as the total number of students is 22.

The first question asked students whether they like Geography and CLIL geography teaching. Eight students declared their dislike towards geography and seven of those said that they do not like Geography being taught through CLIL. Only one of them likes CLIL geography despite her dislike towards Geography. The main reason was that they have difficulties understanding the lesson in English and some also said that the reason is their dislike towards English or Geography. Those who like the CLIL approach

explained that this is because they have the chance to learn new words (Geography related) in English (eleven students) and others because they like to practise their English. When asked what in particular they like and were provided several options to choose from the majority of the students indicated this same reason: That they learn new words (eighteen out of twenty two students). Another reason is the fact that the lesson is different from how it is usually done (twelve out of twenty two) and they also like the fact that the book is not so much used (nine out of twenty two). Only four students said that they like it because English is used instead of Greek. This suggests that the value of CLIL for students relates to technical vocabulary (eighteen responses) and novelty (twelve responses) than to using English per se (four responses).

As far as the use of languages on behalf of the teacher is concerned, thirteen students said that she uses more English than Greek and nine said that she uses both languages the same. Seven students replied 'yes' in the question on whether they face difficulties when the teacher uses English but only four of them explained it. The reply was the same for these four students: they have difficulties because they do not (always) understand what the teacher says. According to students the teacher always tries to explain whatever they do not understand mainly by saying it in Greek (nineteen out of twenty two) which is also their preferred way. Another method used is to explain it using more words in English (eight out of twenty two) or to make gestures and movements (six out of twenty two). Only three students said that she uses pictures though from the video recording it was made clear that pictures are often used. This suggests that from the students' perspective the use of Greek is the main and preferred means of explanation when they have difficulties understanding. In other words they recognize the value of bilingual events.

On the question about when they use English the vast majority (eighteen out of twenty two) replied that they use English when they want to answer a teacher's question, nine said that they use English to answer to a book's question (or handout). Only four students use English to ask the teacher something or when they are group working and this was also made obvious from the video recordings. Few were the students that were heard using English during a group work activity. Even fewer (three out of twenty two) were the students who would use English to request something from the teacher. Six students noted that they have difficulties using English mainly because they do not speak English very well or because the words are difficult. A book in English would help them use the language more was the reply of eight students and some mentioned the use of pictures. The final question asked students to indicate what they do when they cannot say something in English. Almost everybody (twenty one out of twenty two) uses Greek in such cases. Five students ask a classmate for help, two students try to explain it in more words, or use a gesture or show a picture or even say something else. Only two of the students would not say anything in such a case indicating that almost everybody will try and take part in the lesson even if that is relied on the use of the mother tongue.

The data from the questionnaires is secondary data to the video recordings and the teacher interview not because students' opinions are not valued but because the primary concern in this research work is to observe and analyse the occasions that L1 is used in a CLIL lesson. Nevertheless they provide a valuable insight to students' beliefs and opinions. Specifically they acknowledge the role of L1 as a helping tool when they do not understand or when they cannot express something in English.

4.6 Conclusion

In this chapter the Geography lessons were identified and analysed using the analytical framework and extracts from the transcribed lessons. Analytical boxes were used to refer to all aspects of a bilingual event and a final table exemplify all of the events gathered together. Though a discussion of the findings will not occur now, twenty seven bilingual and/ or multimodal events have been identified with label quests and glossing being some of the most dominant. These events will in turn be categorised into four groups in the final chapter.

Multimodality was also discussed indicating with lesson vignettes the role it plays in the CLIL lesson. The next chapter will be a similar analysis of the Home Economics lessons in attempt to map out the bilingual events used there to enable an overall discussion of the two subjects in the final chapter.

CHAPTER 5: RESEARCH ANALYSIS- HOME ECONOMICS

5.1 Introduction

This chapter will form the analysis of the video recorded Home Economics lessons focusing on the occasions when the two languages are used i.e. bilingual events. Four eighty-minute lessons were recorded over a period of a month. HE lessons are assigned two teaching periods but the students are divided into two groups and when Group A is having Home Economics, Group B has Design Technology. Therefore it takes two weeks for the whole class to be taught the same unit. It is not always the case that there is going to be a recipe for every unit taught and in these lessons a recipe was carried out for fish but not for meat. During the analysis insights from the teacher's interview will be added in an attempt to fully explain events occurring during her lesson.

Pat is a University of Cyprus graduate of the department of Primary Education and she holds a postgraduate degree from the University of Birmingham in the field of Educational Management. She has a special interest in languages and she is very fluent in English. She has been teaching for thirteen years and she has been both a class teacher as well as a subject teacher (English, Art and Home Economics). She was introduced to the CLIL approach when she attended a course in Finland where she even got the chance to observe lessons at Finnish schools. She also attended a course in Spain and a series of seminars in Cyprus. She chose to apply the approach in HE because she feels that it is a subject with lots of potential. Translating her exact words Pat said that the recipes, the process of working in a kitchen, the result and the food, were a way to tempt her students into using English. As for the preparation of a CLIL lesson Pat feels that it is now much easier than it used to be because now she has a resource bank and she is already familiar with the vocabulary. She uses the internet a lot and she likes to

watch recipes carried out in English to see how they are presented and to note the vocabulary used which she has to learn before actually teaching it to students.

The Ministry's curriculum for Home Economics includes all the chapters of the Greek HE textbook. Not all chapters are related to food and cooking but it includes chapters on health and safety as well as fabrics, cloths and sewing creations. The teacher needs to cover all chapters with no exception but can definitely make alterations to recipes. Pat noted that she does not do the recipes in the book but finds others to replace them. The only chapter not fully covered, she added, was the chapter with sewing techniques. She does not choose which chapters she will teach using the CLIL approach but prepares all her lessons for it. Nevertheless the book is not used regularly but it depends on the abilities and needs of each group. She usually uses it, she said, for activities and for the students to have contact with it as well as with the Greek terms parallel to the English terms. They would also use the Greek book with English vocabulary in some cases (see Appendix 14).

At the beginning of the year with new students she starts with CLIL showers spending twenty per cent of her lesson using English and gradually the percentage rises. She is also aware of the fact that the Greek terms need to be mentioned as there are students who do not even know them in Greek and because the content needs to be learnt in the mother tongue. In her lesson plans she indicates what is to be taught in English and what in Greek but in her interview she explained that it is not always followed as students' needs may lead her to a different practice, she said that lesson plans indicate a path but that can change. The lesson plan is not imposed but guides the teacher. Nevertheless she cannot assign 'duties' to each language i.e Greek to admonish, English to teach because her groups are so different that she cannot behave exactly the same

with all of them. This is not the case for assessment as she uses English for that purpose. She gives them short multiple choice or matching activities tests and at the same time she carries out a daily oral assessment at the end of every lesson.

The HE lessons are not carried out in the students' every day classroom but in the equipped HE room. This classroom is a combination of a kitchen and a classroom. There are cupboards, basin and cooker and all the utensils needed to carry out recipes and there are also 4 round tables for students to sit in groups during the lesson. As shown by the pictures below it is a classroom full of pictures and word banks, it is both Home Economics and CLIL friendly as there are pictures and words in English. When asked about the decoration of the classroom and the materials, Pat emphasized the importance she gives to it. She likes her classrooms to be beautifully decorated as she believes they help the student not only with the use of English but Greek as well. Even when she used to teach first graders and she was the class teacher, her classroom was again rich in resources. But with this new approach, visuals acquire a new role, that of supporting this novelty that creates security to students. She likes to intrigue her students. By looking at these pictures day in day out they will learn it and she feels that it works. The room gets decorated at the beginning of the year though in the past she used to do it gradually. She would wait to first teach the chapter and then present it on the walls. But because now her materials are already ready she makes them available on boards and walls. "At the beginning I explained to them that what they have in front of them are 'word banks'; just like a bank has money in it, these banks contain words". She also believes that they create a sense of security to her students because they provide immediate access to vocabulary previously learnt.

Though the lessons on the same unit have the same teaching aims, this does not mean that the lessons will be identical. The teacher was observed adapting to her students' needs in every lesson. Therefore lessons are different both as far as language is concerned as well as content. In her interview she explained that she cannot go on using English when she sees that her students do not understand thus do not follow. Therefore her lesson is adjusted to her students needs.

The next section of this chapter is brief description of the lessons that were video recorded followed by a section on the analysis of the bilingual events as those are observed in these lessons.

Pictures from the HE classroom



Picture 5.1: The classroom door



Picture 5.2: The door of the small storage room



Picture 5.3



Picture 5.4



Picture 5.5



Picture 5.6

Pictures 5.3-5.6: Word banks on the walls and boards of the HE classroom.

5.2 Lesson descriptions

5.2.1 Week 1

Fish: Group A

This first week of Home Economics video recordings was parallel to that of Geography; it was scheduled for the first week of May. The procedure followed to introduce myself as a researcher was the same as in the case of Geography. I explained to students my role and my research focus making it clear that their performance was not one of my aims. As explained earlier not all the class has a HE lesson every week because it is divided into two groups, one in HE and one in Design and Technology alternating every week. Within the HE classroom the students sat on round tables forming 3 groups of 3-4 people. My introduction was done before the class was divided into two groups so that everybody was informed beforehand.

The lesson started with the teacher's request for a quick revision of what was talked about until that day. The students mentioned eggs and their nutritional values as well as ways of cooking and how to distinguish fresh from stale eggs. The teacher reminded them of the food group that they belong to together with other food in the same group such as nuts, pulses, fish and meat. They also rapidly talked about vegetables and named some of them. The discussion on that day's topic, fish, was initiated by a picture of an Eskimo and a question about his nutritional habits. Though 'Eskimo' is not the term currently used (Inuit) it is the one most familiar to students. She explained that these people live on fish because there is no other source of food in their natural habitat and she underlined the importance of eating fish and how research has shown that these people would hardly ever suffer from heart attacks. On the question 'where can we get fish from?' the students answer fish market, supermarket and fishing which led to the

next issue which was how do people fish. Pictures were again given to students with people fishing and the groups had to name the ways of fishing. They talked about fishing rods, spear guns, fishing with nets and the fish farms where fish is fed and bred. On this issue Pat explained that there are manmade lakes where fish is kept but there are also lakes which are embedded within the sea or a natural lake where again fish is bred. Then followed a very interesting and fun activity during which students had to go fishing using a toy fishing rod. The teacher used a box where plastic fish had pictures stuck on them which students had to fish and then label. The students seemed to enjoy this activity and it was also a fun way to teach and thus learn the names of various fish. The teacher then invited students to tell her ways of cooking fish and students mentioned grilled, fried, boiled and roasted. They were also asked about fish and shellfish and explained their difference. They talked about the forms in which we can get fish at the supermarket which are frozen, fresh, canned and smoked. Using pictures the teacher asked students to label them on the board. Then moving to the more practical aspect Pat gave the class the ingredients of a recipe and asked them to write the procedure and then present it in class in order to choose the recipe that would be followed. Three different recipes were suggested those of a tuna salad, a tuna sandwich and a toasted tuna sandwich. They initially decided to carry out all three of them but due to lack of time they made tuna sandwiches. Each group went in turn to the kitchen and made sandwiches for its members. It is important to note here that as far as language is concerned English prevailed during that process and Greek was only occasionally used and not for any long utterances.

5.2.2 Week 2

Fish: Group B

In week 2 it was group B's turn and so the lesson aim was to teach fish. It started with a revision of what was discussed during the year but because the teacher realized that her students are not responding she turned it into Greek so that everybody could participate. They talked about the food group with nuts, meat and fish and underlined their nutritional value. In order to introduce fish she followed the same procedure as in the previous week and gave students the same picture of an Eskimo (Inuit). Discussing the food they eat the teacher explained in Greek what the research has shown regarding their eating habits and how the heart is healthy because of this. She then asked the class to name any fish they knew in Greek and the book was used to write as many fish and shellfish names they knew. She also explained to them their differences and why they are called shellfish. Then the teacher attempted to initiate a discussion in English regarding ways of catching fish but because the class was not responding she used Greek again and only gave the terms (fishing rod, nets, spear guns etc) in English. Once that was finished she tried to revise it in English and asked them where we can buy fish from. The second activity is the same game that Group A students played the previous week, fishing. Students went fishing using a toy fishing rod and pictures of fish. They labeled them and put them on the board. During this process Pat reminded them of the difference between fish and shellfish once again. The Greek book was used for another activity where students had to name the forms in which we can get fish at the supermarket. Five pictures in the book had to be labeled in English but were also explained in Greek (Appendix 14). The use of the book continued when the teacher asked a student to read from it some ways of checking whether the fish we are about to

buy is fresh or stale. This procedure was only discussed in Greek and it was something not mentioned with students of Group A. Pat then provided her class with the ingredients of that day's recipe and asked them to write the procedure either in English or in Greek. One of the groups was then invited to read their suggested method but because that was incomplete the teacher helped them and they made a tuna sandwich for all the class. The teacher then attempted to revise what was discussed in that day's lesson and the students answered all her questions (name fish and shellfish, kinds of fish and fishing methods) in English until the bell rang and the class was dismissed.

Comparing the two lessons on the same subject it is clear that the lessons are very different as far as language is concerned. Because the teacher knows that this group's English skills and perhaps subject skills are not very advanced she used the mother tongue to carry out her lesson. If she insisted on the use of English most of the students would be excluded from the discussion as they would not be able to follow. The teacher was aware of this and in the informal chat at the end of the lesson she explained to me that this group is a low-ability group as there is a couple of special education students and a foreign student who had recently joined the class. She suggested mixing these students with students of Group A for the next lesson as this might help the class function better.

5.2.3 Week 3

Meat: Group A

Week 3 is group A's turn to attend HE but this time group A is differently formed. The teacher mixed students from both groups in order to have mixed ability groups and not a strong and a weak one. This day's lesson would focus on meat and the teacher starts in English by inviting students to stand up and take a step showing them in this way how important our muscles are for our body. She also asked them if they knew how many muscles we use when we smile and when we frown and students also named some of our muscles. Talking about the nutrient that is essential for muscles students mentioned proteins and the teacher replied with a follow up question regarding the food group that contains proteins. In this way meat was introduced in a different way than the traditional teaching of stating right from the beginning what the lesson is going to be about. Pat also explained that meat contains iron and vitamin B and gave students a handout where students had to read some statements and decide which nutrient is the one responsible for that for example healthy skin, prevention of infections, body grow etc. At this point the teacher talked about a real life example by explaining how lack of iron in her body causes low energy levels as well as anemia and that was done in Greek so that everybody understood the importance of these nutrients. When asked whether we should eat meat or not students replied in English expressing their opinions and the issue of high cholesterol was mentioned. The teacher explained in Greek what exactly that is and the lesson moved on with a more practical activity. Pat showed the class the stains caused on a piece of paper by a thin slice of lountza (meat used in sandwiches in Cyprus) and asked them what that was. They all said that it was fat and understood that though fat might not be directly visible it is still within meat. The class was then invited

to form a sentence about something good and something bad regarding meat followed by the question “How many times should we eat meat?” Once students expressed their opinions they moved on to the discussion of ways of cooking meat and the teacher put pictures of these on the board and asked students to write the name under the picture. Then they were asked to make happy or sad faces about ways of cooking implying healthy and unhealthy ways and thus forming a list on the board with two columns, healthy and unhealthy.

The discussion then went on with the students giving names of animals and the teacher put pictures on the board that they had to write the name. Then she made two columns one for ‘animals’ and one for ‘names of meat’. Under the column animals she put the card with the name of the animal and she invited students to choose the name of the meat among those she had on the board. She also showed a picture of a cow indicating with colours the various parts it has. Because she realized that her students could not comprehend how bacon, pork and ham all come from the pig she explained that in Greek. Two new lists were then made: healthy and unhealthy meat thus leading the discussion to red and white meat. Students were then invited to go close to the computer in order to watch two clips in English from CNN and CBS on two reports about meat. One of the reports was saying that meat is related to cancer and the other one that if we do not eat meat we lose our muscles. The word ‘moderation’ was mentioned in the clip and the teacher felt the need to explain to class this word and made reference to the American food pyramid discussed in previous lessons. They also watched another clip in English which showed the idea that some environmentalists have about how eating meat harms our environment. This had to do with greenhouse gases emitted by animals. The lesson ended with the teacher asking her students to prepare a poster at home

related to that day's discussion on meat and it could be anything: red and white meat, healthy and unhealthy ways of cooking etc.

5.2.4 Week 4

Meat: Group B

This is the last lesson recorded. It is group B's turn and the subject is 'meat'. This lesson was not carried out in the HE classroom but the other classroom (where they have all their other lessons) because the HE classroom had technicians working in there. The teacher also informed me that students may look tired and a bit sleepy because they were all at the school's final celebration the previous night. The lesson started with one of the clips shown to group A and then the class discussed the dangers of eating red meat and especially processed food. Then followed the second clip on the benefits of eating meat and they referred to the proteins contained in meat and how they help us grow and build muscles. Some students mentioned cases with members of their families who do not eat meat and the teacher added that meat also contains vitamin B and iron which are also very important nutrients. The teacher then asked students to name some animals whose meat we eat followed by meat names. In the lesson with group A the teacher used pictures and cards to talk about these but this time not. Pat then asked her students to divide meat into red and white explaining that white meat is healthier than red meat. Analyzing the effects of eating big quantities of red meat the teacher explained how the level of cholesterol in the blood rises and how this raises the danger of a heart attack at the same time. She reminded the class of the food pyramid and asked students to remember on which level of the pyramid is red and white meat placed and how many times we should include it in our diet. Soon afterwards students were asked to name ways of cooking meat as well as forms in which we can find meat such as

frozen, smoked and canned. The activity that was done towards the end of the previous lesson was repeated here. Pat gave students a blank paper and they had to draw and colour something related with the issues discussed during the lesson. But before actually starting to draw the teacher did a short revision of everything discussed, helping in this way the students get ideas on what to draw. Some students suggested working in a group but the teacher explained that she would like everyone to get involved. While doing the activity the teacher walked around the class and observed students working and helped them whenever requested. When almost all students were finished she decided to show them one more clip (which they had seen in the past) where a lady was preparing marinated grilled chicken on skewers with tzantziki sauce (a Greek traditional dip made with yoghurt).

In her interview Pat said that she does not regularly give homework for Home Economics and if she does, that would be to find pictures or bring real life items like when she asked them to bring cereals they like.

Once lessons have been described as to their content, an analysis of the use of the two languages will follow in order to examine the practices used in CLIL Home Economics lessons. The final section of this chapter will look at students' questionnaires shedding light on their opinions and feelings towards CLIL HE lessons.

5.3 Bilingual Events

As the primary focus of this research project is the use of the two languages in the CLIL context in Cyprus, this chapter will now turn to instances where the two languages are interchanged. The criteria for analysis will be the same as in the case of Geography namely code, mode, direction, speaker in relation to the IRF pattern, lesson stage function as well as register (regulative or instructional). Additionally a column will indicate their frequency in an attempt to indicate which bilingual events are most common. ‘Frequency’ states the number of occasions that these events occur during the four video recorded lessons.

1. Label quests

CLIL geography lessons seemed to be rich in label quests. In the case of HE it is also a relatively common practice for the teacher to ask students for a Greek equivalent of an English term. Four types of bilingual events are present in these lessons.

1.1 L2 to L1 label quest

In these instances the teacher asks for the Greek term for an English word. In these cases the teacher initiates (I) and the students respond (R). Interestingly the teacher instead of asking “what does X mean?” she uses a mixing of the codes and asks “**Τι είναι το**” X <What’s> X?

The requests usually refer to previously known vocabulary therefore there is no real vocabulary item learning but rather a revision though L1 learning could not be dismissed.

Extract 1.1: L2 to L1 label quest

Lesson D

162. T: [...] What's a heart attack?

163. Class: **Καρδιακό, καρδιακή προσβολή** <heart attack, heart attack>.

164. T: So, cholesterol, heart attacks. Just write all these down.

	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
L2 to L1 label quest	G, E	Talk	E>G>E	T: Elicit S: Respond T: Feedback	Main Teaching	<ul style="list-style-type: none">L1 term revisionL1 learning	4	Instructional

The fact that this event only occurred four times indicates that this is not a particularly frequent event.

1.2 L1 to L2 label quest

Another label quest but this time with a different direction occurred once when the teacher asked her students to provide the English term for a Greek word. This was an attempt to remind her students of the word 'can' (canned food) and she relates it to the modal 'can'.

Extract 1.2: L1 to L2 label quest

Lesson B

356. T: **Η λέξη 'μπορώ' στα αγγλικά τι είναι;** <which is the word 'can' in English?>

357. S123: Can.

358. T: **Άρα;** <so?>

	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
L1 to L2 label quest	G, E	Talk	G>E	T: Elicit S: Respond	Main Teaching	<ul style="list-style-type: none">L2 word reminder	1	Instructional

Though this only occurred once, similar occasions followed by repetition of the word are more frequent as we shall see later.

1.3 L2 to L1 label quest and Greek term confirmation

These are the occasions when the teacher asks students to give her the Greek term and she confirms that by repeating it. Therefore she Initiates (I) a quest, the students Respond (R) and the teacher gives Feedback (F). It is interesting to note here that the quests are made in a codemixed manner as in the extract shown below:

Extract 1.3: L2 to L1 Label quest and Greek term repetition

Lesson B:

40. T: They help us to grow, **τι σημαίνει** <What does they help us to grow mean?>Ralf? Mm?

41. Ralf: **Να μεγαλώσουμε.** <To grow>

42. T: **Να μεγαλώσουμε, πολύ σωστά** <to grow, very good>.

L2 to L1 label quest and Greek term confirmation	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	G,E> G	T: Elicit S: Respond T: Feedback	Main Teaching	<ul style="list-style-type: none">L1 term learningL2 term revising	34	Instructional

By repeating the words or phrases the teacher ensures that everybody understands and at the same time the term is revised. This is one of the most frequent events observed in the HE Lessons while this is not the case for its counterpart (analysed below).

1.4 L1 to L2 label quest and English term confirmation

These label quests are different from the ones mentioned above in the sense that the teacher confirms the English term right after the student's reply. The speaker and IRF pattern are the same as above and the function is to revise vocabulary previously taught.

Extract 1.4: L1 to L2 label quest and English term confirmation

Lesson B:

60. S14: **Γαλακτοκομικά.** <dairy products>

61. T: Ok, do you remember the English word? Da...?

62. S15: Dairy products.

63. T: Dairy products.

L1 to L2 label quest and English term confirmation	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	G> E>E	T: Initiate S: Respond T: Feedback	Main Teaching	• L2 term revising	12	instructional

Again, by repeating the word she provides feedback to students on their response she makes a quick revision of the English term previously learnt.

2.1 Codeswitch request

This event refers to the occasions when the students ask for the teacher's permission to codeswitch in order to answer a question made in English, therefore the student Responds by Initiating another question followed by a Response on behalf of the teacher and then a Response on behalf of the student. Pat noted that she is not strict with the use of a language either Greek or English because her effort is to try and use as much English as she can herself and allows students to express themselves in any language they wish. They have not made an agreement as to use a specific request like in the case of GEO where students would ask "Can I speak in Greek?" therefore students in HE would just use Greek without any request. It is interesting indeed to note that the request to use Greek is in Greek and not in English as it was in GEO.

Extract 2.1: Codeswitch request

Lesson B

73. T: Very good! In Russia. Yes? We can find Eskimos. Where else? Russia, Finland... [...] Now, why, what's so important about these people? Why do you think I'm showing you these people? Can you guess?

[...]

78. David: **Να μιλήσω Ελληνικά;** <Shall I speak in Greek?>

79. T: **Χμ, μίλα όπως θέλεις.** <Hm, speak as you like>

80. David: **Δεν έχουν πολλά, διάφορα πράγματα για να τρώνε και τρώνε περισσότερο ψάρι.** <They haven't got many different things to eat and they mainly eat fish>

Codeswitch request	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	E> G	T: Initiate ¹ S: Respond/ Initiate ² T: Respond ² S: Respond ¹	Main Teaching	• To answer a question	1	Regulative

The fact that the student feels that he needs to request permission to codeswitch indicates his awareness of L2 language use. Nevertheless, his participation, even if that is in Greek is welcomed.

2.2. Teacher codeswitch permission

This event refers to the occasions when the teacher allows students to use Greek in order to answer to a question though the students do not request to codeswitch. It is a teacher's effort to get a reply even if that is in Greek. She would initially try and obtain an answer in English but when she sees that there is nothing she goes for Greek.

Extract 2.2: Teacher codeswitch permission

Lesson D:

25. T: [...] why do you think is good to eat meat, according to this lady? What did she say? **Πείτε μου το ελληνικά αν θέλετε. Αν καταλάβετε** <say it in Greek if you want. If you understood?>

Teacher codeswitch permission	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	E>G	T: Initiate	Main Teaching	<ul style="list-style-type: none"> To get an answer To reinforce participation 	9	Regulative

This event emphasises again the teacher's need to include all of her students in the learning/ teaching process even if that equals to the use of Greek.

2.3. Code reminder

A not very common event but very similar to the one above was that of a code request when the teacher requested from the students to use a specific code. In the case of the extract shown below the teacher asked the student to use English. An explanation could be the fact that she knew the abilities of this student so she believed she could 'push' her as far as language is concerned.

Extract 2.3: Code reminder

Lesson D:

314.T: [...] What about you, Colin?

315.Colin: **θα κάνω** <I'll do>...

316.T: Can you please say that in English? Because you are correct.

317.Colin: I'll make a person.

318.T: Ok. A person who's saying?

319.Colin: To... give an advice.

320.T: Ok, that's good, so you give an advice.

Code reminder	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	E>G>E	T:Initiates ¹ S: Respond ¹ T:Initiates ² S: Respond ² T: Feedback	Main lesson activities	•To use L2 when student's English skills are known	6	Regulative

The teacher asked in English, an indication that the desirable answer would be in the same language and when she did not get that reply she explicitly requested it.

3. Framing of Greek only explanation

Though this, as explained in the analysis of Geography is not a bilingual event, it is worth mentioning as it is a marked movement from English into Greek in order to explain something that needs to be understood by everyone. Pat, just like Nicky marks this movement either by saying “a parenthesis” (extract 3.1) or “let me tell you something in Greek” (extract 3.2).

Extract 3.1: Framing of Greek only explanation

Lesson B:

91. T: Fish. Ok? They live on fishing, they eat fish. And why am I showing you these people? Because there's been research...**παρένθεση, έγινε μια έρευνα** [...] <parenthesis, [...]>.

Extract 3.2: Framing of Greek only explanation

Lesson C:

101. T: Very good! And anemia. So ... **Να σας πω κάποια πράγματα στα ελληνικά.** [...] <Let me tell you some things in Greek. [...]>.

Framing of Greek only explanation	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	E>G	T: Initiate	Main Teaching	<ul style="list-style-type: none"> To introduce Greek explanation To reinforce understanding 	4	Regulative

But it was not always the case that a Greek only explanation was framed. This is made clear if we look at the frequency column of this event and of the one coming next. There were twenty five occasions where there was a Greek only explanation but only four of those were previously framed.

4. Greek only explanation

On several occasions the teacher used solely Greek to explain a term or something important for the lesson that she needed her students to understand and learn. Though this is not a bilingual event it is included in the analysis because it provides one of the functions of the use of the mother tongue in the CLIL lesson: to learn the content. In lessons with a group of relatively weak students Greek only explanations had a dominant role something that the teacher is aware of.

Extract 4: Greek only explanation

Lesson B:

111. T: **Χμ τι, ναι μην μου πεις ονόματα ψαριών. Θέλω να μου πεις πώς τα ξεχωρίζεις; Αυτά είναι ψάρια, αυτά είναι θαλασσινά. Τι έβαλες σαν βασικό χαρακτηριστικό;** < Hm... so do not tell me the names of fish. I want you to tell me how you distinguish them? These are fish, these are shellfish? What did you put as a basic feature?>

[...]

118. Rea: **Τα ψάρια έχουν λέπια πολλά** <Fish have got lots of flakes>.

119. S32: **Έχουν πτερύγια** <they have fins>.

120. T: **Πτερύγια, λέπια, ουρά, έχουν μέσα σπονδυλική στήλη. Τα θαλασσινά έχουν; Τι έχουν; Δεν έχουν μέσα σπονδυλική στήλη και είναι...;** <Fins, flakes, tail, they have a spine. Do the shellfish have one? What do they have? They haven't got a spine inside and they are....?>

Greek only explanation	Code	Mode	Direction	Speaker IRF	Stage	Function	Frequency	Register
	G, E	Talk	E>G	T: Initiates S: Respond T: Feedback	Main lesson	<ul style="list-style-type: none"> To teach content To support weak students 	25	Instructional

These events are important for the successful completion of the lesson as they are the teacher's attempts to cover her students' needs.

5. Admonitions

Admonishment of students is done in Greek. In her interview Pat noted that for some reason though it is easier to use English when she gets angry at home but at school she uses Greek.

Extract 5: Admonitions

Lesson B:

38. T: They give us proteins. Very good! Why do we need proteins? They help us for what? They help us for what? They help us for what fish... sorry eggs? Όχι <no>, proteins? Τι τις θέλουμε τις πρωτεΐνες...; Είναι πολύ καλή αυτή η φάση. Γιατί φαίνεται... που ήταν το μυαλό μας κύριε Tim τόσο καιρό. Αυτό είναι καλό και για μένα...και κύριε Ralf. Γιατί οι περισσότεροι είμαστε εδώ και περιμένουμε την ώρα που θα φάμε. (*the teacher is upset because there is no significant participation on behalf of the student*) <What do we need proteins for...? This is very good. Because I can see... where your mind was all this time Mr Tim. This is good for me too.... Mr Ralf. Because most of us are here just waiting for the time to eat>.

Admonitions	Code	Mode	Direction	Speaker IRF	Stage	Function	Frequency	Register
	E, G	Talk	E>G	T: Initiates	Main Teaching	<ul style="list-style-type: none"> To admonish 	8	Regulative

This practice is exactly the same as in the GEO lessons indicating the value of the mother tongue for such purposes. This also applies to classroom management as we shall see below.

6. Greek switch for classroom management / instructions

Though she tries to manage the classroom in English, it was many times the case that she needed to use Greek in order to achieve it. Greek being the mother tongue has better results both for admonitions as well as classroom management. She also used Greek together with English to give instructions. An example of each will be shown below.

Extract 6.1: Greek switch for classroom management

Lesson B:

518. T: It is too much, (*she says to students who prepares the sandwiches*).

[...]

522. T: **Μπορείτε να ξεκινήσετε να φάτε.** [...]<you may start eating. [...]

Extract 6.2: Greek switch for classroom management (instructions)

Lesson B:

246. T: Lobster. Find the word lobster (*she says to Linos*). **Όχι, όχι εκεί** <no, not there> (*she says to Tim who goes to stick the fish on the board*). **Οκ, βάλε μου το στην άλλη πλευρά στον άλλο πίνακα. Έλα, λίγο γρήγορα** <put in on the other side on the other board. Come on a bit fast>.

	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
Greek switch for classroom management	E, G	Talk	E> G	T: Initiates	Main Teaching	<ul style="list-style-type: none">• To manage the classroom• To ensure a smooth lesson• To give instructions	75	Regulative

These events highlight again how the Greek language successfully fulfills specific functions.

7. Greek facilitation of English task

The teacher and the students used Greek to try and carry out a task assigned by the teacher. In her effort to explain the task, Pat used Greek to help her students. In these instances, especially when working with Group B which was a rather weak group of students she assisted her students in Greek. At one occasion Pat asked her students to

use the Greek book but to complete the exercise in English and she was using Greek to help them carry it out.

Extract 7: Greek facilitation of English task

Lesson D

293.T: Very good! Ok, now. What I want from you now is to make a poster...you can do something, do a slogan **δηλαδή με ένα** <that is with a> message, or you can divide (*she makes a movement to show the word “divide”*) your page and write the benefits and the dangers of eating meat (*she shows the board, where are the information*) and you write down the benefits and the dangers in your own way.

294.S111: **Κυρία εγώ θα κάνω με το Colin** <Mrs I’ll do it with Colin>

295.S112: **Τι να κάνουμε κυρία;** <what should we do Mrs?>

296.T: **Είπα να δώσετε δύο τρόπους** <I told you to give two ways>.

297.S111: **Κυρία γίνεται να κάνω με το Colin;** <Mrs can I do it with Colin?>

298.T: **Σαν ας πούμε ο...** <Like for example ...>

299.S111: **Greg** <Greg>

300.T: **Ο Greg, ξεκίνησε να κάνει ξέρω εγώ τι θα κάνει και θα το βάλει να λέει μια ωραία κουβέντα** <Greg started doing what he’s doing and then he’s going to make it say something>. Like a slogan.

Greek facilitation of English task	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	E>G	T: Initiates S: Respond T: Feedback	Main lesson activities	<ul style="list-style-type: none"> To complete a task 	7	Regulative

Using Greek here, it becomes easier for the students to understand what needs to be done.

8. Bilingual Teacher Paraphrasing

BTP will refer to those occasions where the teacher uses both languages to explain something moving from the one to the other. These are efforts to explain a sentence or a word and be sure that everybody understands.

Extract 8: Bilingual Teacher Paraphrasing

Lesson A

124.T: Sea bass, sea bass... up there? I’m not so sure. But anyway you, you got the names of fish. And that’s very good! Now, what do they, they...what we know for sure. They get any kind of fish that lives in an ocean, **εντάξει; Γιατί είναι περιοχές που έχουν ωκεανό, εντάξει;** <OK? because these are areas with an ocean, ok?> So, and they eat a lot of a... they get seals as well.

BTP	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	E>G	T: Initiates	Main lesson	<ul style="list-style-type: none"> Ensuring understanding 	26	Instructional

The two languages used here complement one another thus leading to understanding by all students.

9. Greek gloss of English words

During the GEO lessons the teacher was observed providing definitions and translation of words unknown to students. The HE teacher was also often observed providing gloss for English terms used. Glossing is different from instant translation that will be analysed below in that glossing is usually of a single word while the second refers to translations of longer utterances. In her interview Pat noted that she feels obliged to say the Greek word both to teach the content and for cultural reasons. There is no pattern to the use of this event as she does not only do it when the word is encountered for the first time. In the following extract the word ‘sea bream’ is glossed initially in turn 207 and then repeated again in turn 226.

Extract 9: Greek gloss of English words

Lesson A:

207. T: **Και κάτι άλλο, ας πούμε σαν το** <And something else, let’s say the> sea bream, **που είναι η τσιπούρα και θα μιλήσουμε μετά** < which is the sea bream and we’ll talk about it later> you are going to see that when you go and eat the ones from the fish farms, you see that they are full of fat, that’s not so good.

[...]

226. T: [...]Now, sea bream, ok? Sea bream. It’s what they call it. Very good! **Τσιπούρα** <sea bream>, very good! **Τσιπούρα. Τώρα να δω** <sea bream, let me see>. Go on!

Greek gloss of English words	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	E>G	T: Initiates	Main lesson	<ul style="list-style-type: none"> To teach content To ensure understanding 	17	Instructional

What is here achieved is content teaching as well as content understanding in the occasions where the glossing is repeated.

10. English gloss of Greek words

A similar but reverse event occurs when the teacher provides the English gloss for a Greek term though not very frequently. The aim here is to teach the content in the foreign language so that her students will be able to communicate using English in the HE lesson.

Extract 10: English gloss of Greek words

Lesson B:

163. T: **Ψάρεμα** <fishing>. Fishing. How do we, how can we catch fish? Do you know? [...]

415. T: **Η...εντάξει; Είναι** ‘herring’ **η ρέγκα** <the... ok? It’s ‘herring’>. Herring, trout **η πέστροφα** <the trout>. Ok? So, that’s it.

English gloss of Greek words	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	G>E	T: Initiates	Main lesson	<ul style="list-style-type: none"> To teach content in L2 To allow use of content in L2 	6	Instructional

Glossing appears to be a very important event in CLIL lessons as it achieves a variety of purposes.

11. Instant translation

Similar to glossing is the instant translation the teacher provides. Having uttered a sentence there are times she repeated the whole of it in the other language. This is probably linked with her need to ensure that everybody understands what is being said and thus everybody can take part in the lesson. These occasions should not be merely considered as translations as they could also entail the notion of glossing. Such an example is the extract below. Here the student asked something in Greek, the teacher

replied in Greek and then immediately translated her answer in English providing at the same time the word ‘net’ in English which the student did not seem to know. The difference is that glossing refers to single words.

Extract 11: Instant translation

Lesson A:

172. T: So,... it’s a tuna. What do we use to get a tuna?

[...]

175.S48: **Με δίχτυ;** < with a net?>

176.T: **Όχι, δεν είναι με δίχτυ** <no it’s not with a net> It’s not with a net.

Instant translation	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	G>G/E	T: Initiates S: Respond T: Feedback	Main lesson	<ul style="list-style-type: none"> • To ensure understanding • To allow communication during the lesson • To provide the English equivalent. 	23	Instructional

All three functions mentioned above are achieved through the use of instant translations and the fact that it occurs 23 times shows that it is a relatively frequent event.

12. Unmarked codeswitching

Codeswitching as explained in the previous chapters is a term used to describe “the alternating use of more than one linguistic code in the classroom by any of the classroom participants” (Lin 2008:273). Unmarked codeswitching, as defined by Scotton (1993) does not carry indexicality like the other switches between languages described above. Here, the teacher’s ample use of unmarked codeswitching allowed for an easier lesson flow, helped students understand and take part in the discussion but it is also possible that it created a feeling of security for weaker students trying at the same time to both understand as well as participate in the lesson.

Extract 12.1: Unmarked Codeswitching (instructional register)

Lesson A:

183. T: Ok? Now, do you know the animal farms?

184. Class: Yes.

185. T: This is like **αν φύγω τη λέξη** < if I remove the word> animal, what can I say?

186. Class: Fish.

187. T: Fish farm. Ok? It's a fish farm [...]

Extract 12.2 Unmarked Codeswitching (regulative register)

Lesson B:

504. T: Yes, take two table spoons and add them in the corn, **εεε εντάξει, ακόμα ένα** <hey, ok, one more>and now, **τόρα** <now>, not so much! A normal one. Thank you, yes. Very good! Stop it. Now what, Linos what else do you think we need?

Unmarked Codeswitching	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G, E	Talk	E> G> E	T: Initiates ¹ S: Responds ¹ T: Initiates ² S: Responds ² T: Feedback OR T: Initiates (extract 12.1)	Main lesson	<ul style="list-style-type: none">To allow communication during the lessonTo achieve learning	43	Instructional/ Regulative

This event is teacher initiated and what follows is not always the IRF pattern described in the extract above. It depends on what the teacher aims to achieve. The two examples also indicate how this kind of codeswitching (unmarked) is performed in both registers.

13. Students' procedural questions

It is true to say that almost all procedural questions by students were asked in Greek and at the same it is also true to say that in almost all the cases the teacher replied in English. It is essential for students to understand the procedures as well as the tasks assigned by the teacher and this is why they use Greek. It is the native language and it is thus the only way to ensure full understanding no matter how fluent they are in L2.

Extract 13: Students' procedural questions

Lesson A:

337.S85: **Κυρία να βάλουμε** “take two slice bread” ή “slices”? <Mrs shall we write “take two slice bread” or “slices”>

338. T: Slices.

[...]

341.S86: **Να πούμε;** <Shall we say?>

342.T: Yes, and next group. We are going to follow...and then we're going to decide.

Students' procedural questions	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	G> E	S: Initiates T: Respond	Main lesson	<ul style="list-style-type: none"> To check procedures 	38	Regulative

These questions are a key to students' understanding of the procedures thus the use of the mother tongue is unavoidable.

14. Students' comprehension checks and comments

There are also instances where the students asked a question regarding content in order to make sure that they understood. In some cases the teacher replies in English and in some others in Greek. In other occasions the students simply added a comment regarding comprehension.

Extract 14.1: Students' comprehension checks and comments

Lesson D:

80. S29: **Κυρία 'cows' λέμε τις αγελάδες;** <Mrs 'cows' we call the cows?>

81. S30: **Ναι** <yes>

Extract 14.2: Students' comprehension checks and comments

Lesson C:

381.S78: **είναι μέσα το γουρούνι, γι αυτό είναι ροζ;** <is it in the pig so it is pink?>

382.T: I don't know. You should go and look for this

Extract 14.3: Students' comprehension checks and comments

Lesson B:

511.T: So, this is how you make the mixture of tuna. **Μπορείτε να βάλετε μέσα και λίγο μαϊντανό, μπορείτε να βάλετε μέσα και μια κουταλιά μαγιονέζα. Όμως εμείς δε βάζουμε μαγιονέζα γιατί δε θεωρείται υγιεινή** <you may add some parsley, you may add a spoon of mayonnaise. But we don't use mayonnaise because it isn't healthy>.

512.S177: **Όχι μαϊντανό κυρία** <no parsley Mrs>.

Students' comprehension checks and comments	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk	G> E/G	S: Initiates T: Respond	Main lesson	<ul style="list-style-type: none"> Comprehension checks To add a comment 	21	Instructional

These students' questions or comments indicate their efforts to understand the content and the fact they are commenting on it indicates that understanding is achieved.

15. Greek switch for real life examples

During the discussion on both meat and fish the teacher and the students made references to examples from real life using Greek. This could be due to the need to mark that though what is now said is related to the topic discussed, there is a shift from the lesson content into more real life instances.

Extract 15: Greek switch for real life examples

Lesson D:

53. [...] So, it helps with oxygen and energy. So, and then we've got proteins, proteins, grow and vitamin B is good for our skin, hair (*she writes where they help*) [...]

54. S22: **Κυρία η αδερφή μου σταμάτησε να τρώει κρέατα εκτός από κοτόπουλο και έπεσε ο σίδηρος της και συνέχεια ζαλίζεται** <Mrs, my sister stopped eating meat except chicken and her iron is very low and she is constantly feeling dizzy>.

55. T: **Ακριβώς. Αυτό όμως δε συμβαίνει σε όλους, αλλά αρκετές φορές μπορεί να συμβεί,** <Exactly, this does not happen to everybody but it can occur several times>ok?

	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
Greek switch for real life examples	E, G	Talk	E>G	S: Initiates T: Respond	Main lesson	<ul style="list-style-type: none"> Reference to real life 	12	Instructional

It is not only the students who switched to English to refer to real life examples but also the teacher in an attempt to bring lesson content closer to everyday life.

16. Greek brainstorming

There are cases that the teacher requested students to name items or pictures in Greek either because she was not sure whether they knew the term or because she wanted to get them to participate in the lesson. In her interview she mentioned that it is important for her to know that her students both know the Greek words but at the same time

participate in the lesson. This is because some of the students, especially weaker ones may hesitate because of English.

Extract 16: Greek brainstorming

Lesson B

93. T: [...] **ΟΚ**, do you know, **ξέρετε καθόλου ψάρια; Ξέρετε καθόλου ψάρια; Τρώτε ψάρι πρώτα απ' όλα;** < Do you know any fish? Do you know any fish.... First of all do you eat fish?>
94. Some students: Yes, no!
95. T: No, you don't eat fish. Who doesn't eat fish? Who eats fish? Raise your hand for eat fish. **Τρώτε ή δεν τρώτε ψάρι; Ωραία είπα αν δεν τρώτε, αν τρώτε σηκώστε το χέρι σας.** <Do you or do you not eat fish? Fine, I said if you don't eat fish, if you eat raise your hand> Ok, so most of you eat fish, ok? So, now what I want from you...mmmm. **Δώστε μου μερικά ονόματα ψαριών στα ελληνικά, πριν προχωρήσω παρακάτω.** <Give me some names of fish in Greek before I go on>
96. S26: **Τσιπούρα.** <sea bream>
97. T: **Τσιπούρα. Για την οποία θα μιλήσουμε.** <sea bream for which we'll talk>
98. S27: **Ρέγκα.** <herring>
99. T: **Η ρέγκα. Ωραία!** <herring. Very good!>
100. S28: **Ξιφίας.** <swordfish>
- 101.T: **Ξιφίας.** <swordfish>
- 102.S29: **Καρχαρίας.** <shark>
- 103.T: **Ναι! Τρώς καρχαρία;** <Yes! Do you eat shark?>
- 104.S29: **Όχι.** <No>

Greek brainstorming	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	G,E	Talk	E>G	T: Elicit S: Respond T: Feedback	Main Teaching	• L1 term learning	6	Instructional

In the extract presented below the teacher intended to ask for the names in English (turn 93) but perhaps as this is a group with weaker students she turned to Greek in order to engage her students into the lesson and gradually lead them to the English 'phase'. It forms a preparation for the teaching to come.

The events presented here are instances where the two languages were used during the four HE lessons. They all share the same mode, talk. They are events where the two languages co-existed to achieve specific purposes. The next section turns to

multimodality as that is presented in these lessons. Multimodality refers to all those occasions where two or more modes interact during the lesson.

Multimodality

Since one of the focuses of this research is to look at multimodality as this appears in CLIL lessons it cannot be left outside the analysis carried out here. Pat used additional modes namely pictures and real life objects during her HE lessons. Due to the nature of the subject it is easy to find pictures as well as to bring into the class real life objects as everything is related to food. Though gestures were also discussed under multimodality in the analysis of the GEO lessons, this is not the case in the HE lessons as gestures were minimally used. When asked about gestures, Pat noted that she does not extensively use gestures during her lessons. It is not a practice often employed as she prefers pictures and hands on activities or giving them real objects. Through the pictures she tries to reinforce understanding so that she will not have to use the Greek word unless she sees that her students are not responding or unless she feels it is a term that they need to know in Greek too. Vignettes from the video recorded lessons will be used here to show how multimodality adds to the CLIL HE lesson.

Real life objects



Picture 5.7: revising food groups previously learnt and use of the food pyramid.

In this case the teacher uses plastic food in order to allow students to actually use them on the pyramid which is both intriguing for the students but it also reinforces understanding of subject content. This practice was used twice, during the start of the lesson as a pre -lesson revision of previous chapters. The teacher initiated the activity of assigning food groups on different levels of the food pyramid. The language used was mainly English during Lesson A with the first group while more Greek was used in Lesson B with the second group. During Lesson C, she once again used a real object when she used a piece of meat to show students the fat it contained.

Real life objects	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk, objects	n/a	T: Initiating	Pre lesson revision Or Main lesson teaching	<ul style="list-style-type: none"> • Reinforcing understanding • Enrich content • Intrigue students • Revise 	3	Instructional

Pictures

The mode more extensively used was that of pictures. Both her classroom as well as her lessons revolved around the use of pictures. Words banks were available to students at all times and she often made reference to them but at the same time she used them as lesson materials. Their function is to support learning of L2 by creating the visual in the students' minds without a direct reference to the Greek term. Pictures also have an added value, that of making the lesson more interesting and appealing to students. HE is a subject of secondary importance as it is not one of the main subjects of the curriculum. The pictures below are examples of some of the occasions when pictures were used during the video recorded lessons. The column 'frequency' on the chart below does not indicate the occasions pictures were used in the lesson rather than the lessons where they were used. This is because pictures were an indispensable part of all three lessons.



Picture 5.8: Pictures of fish and their names



Picture 5.9: Picture Cards with meat and animals

Pictures and cards	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk, pictures	n/a	T: Initiates	Main lesson	<ul style="list-style-type: none"> Reinforcing understanding L2 learning 	3 lessons	instructional

In another case the pictures were used to revise ways of cooking as these terms were previously discussed when teaching other units of the curriculum.



Picture 5.10: Pictures and cards of ways of cooking meat

Pictures and cards	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk, pictures	n/a	T: Initiates S: Responds	Main lesson	<ul style="list-style-type: none"> L2 term revision Reinforcing understanding 	3 lessons	instructional

Pictures are thus seen as an important part of the HE lessons capturing students' attention and reinforcing understanding of content.

Gestures

As mentioned earlier, gestures were not often used. One such example is the one below where the teacher referred to 'separate' and used her hands to describe it. Using gestures to 'back up' meaning making is an alternative to the use of the mother tongue.



Picture 5.11: “Now, do you know how do we separate these meats? Have you ever heard?”

Gestures	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
	E, G	Talk, gesture	n/a	T: Initiating	Main lesson	<ul style="list-style-type: none"> Reinforcing understanding 	occasional	Instructional

It is thus made clear that for HE students, as was for GEO students, the main supportive tool is the mother tongue. They consider it to be the prime instrument for meaning making and to overcome possible difficulties and misunderstandings though at the same time they indicate awareness as to which language should 'prevail' in CLIL lessons.

Table 5.1: Bilingual events in CLIL Home Economics lessons

	Code	Mode	Direction	Speaker/IRF	Stage	Function	Frequency	Register
L2 to L1 label quest	G, E	Talk	E>G>E	T: Elicit S: Respond T: Feedback	Main Teaching	<ul style="list-style-type: none"> • L1 term revision • L1 learning 	4	Instructional
L1 to L2 label quest	G, E	Talk	G>E	T: Elicit S: Respond	Main Teaching	<ul style="list-style-type: none"> • L2 word reminder 	1	Instructional
L2 to L1 label quest and Greek term confirmation	G, E	Talk	G,E> G	T: Elicit S: Respond T: Feedback	Main Teaching	<ul style="list-style-type: none"> • L1 term learning • L2 term revising 	34	Instructional
L1 to L2 label quest and English term confirmation	G, E	Talk	G> E>E	T: Initiate S: Respond T: Feedback	Main Teaching	<ul style="list-style-type: none"> • L2 term revising 	12	Instructional
Codeswitch request	E, G	Talk	E> G	T: Initiate ¹ S: Respond/ Initiate ² T: Respond ² S: Respond ¹	Main Teaching	<ul style="list-style-type: none"> • To answer a question 	1	Regulative
Teacher codeswitch permission	E, G	Talk	E>G	T: Initiate	Main Teaching	<ul style="list-style-type: none"> • To get an answer • To reinforce participation 	9	Regulative

Code reminder	E, G	Talk	E>G>E	T:Initiates ¹ S: Respond ¹ T:Initiates ² S: Respond ² T: Feedback	Main lesson activities	<ul style="list-style-type: none"> To use L2 when student's English skills are known 	6	Regulative
Framing of Greek only explanation	E, G	Talk	E>G	T: Initiate	Main Teaching	<ul style="list-style-type: none"> To introduce Greek explanation To reinforce understanding 	4	Regulative
Greek only explanation	G, E	Talk	E>G	T: Initiates S: Respond T: Feedback	Main lesson	<ul style="list-style-type: none"> To teach content To support weak students 	25	Instructional
Admonitions	E, G	Talk	E>G	T: Initiates	Main Teaching	<ul style="list-style-type: none"> To admonish 	8	Regulative
Greek switch for classroom management	E, G	Talk	E> G	T: Initiates	Main Teaching	<ul style="list-style-type: none"> To manage the classroom To ensure a smooth lesson To give instructions 	75	Regulative
Greek facilitation of English task	E, G	Talk	E>G	T: Initiates S: Respond T: Feedback	Main lesson activities	<ul style="list-style-type: none"> To complete a task 	7	Regulative
Bilingual Teacher Paraphrasing (BTP)	E, G	Talk	E>G	T: Initiates	Main lesson	<ul style="list-style-type: none"> Ensuring understanding 	26	Instructional

Greek gloss of English words	G, E	Talk	E>G	T: Initiates	Main lesson	<ul style="list-style-type: none"> To teach content To ensure understanding 	17	Instructional
English gloss of Greek words	G, E	Talk	G>E	T: Initiates	Main lesson	<ul style="list-style-type: none"> To teach content in L2 To allow use of content in L2 	6	Instructional
Instant translation	G, E	Talk	G>G/E	T: Initiates S: Respond T: Feedback	Main lesson	<ul style="list-style-type: none"> To ensure understanding To allow communication during the lesson To provide the English equivalent. 	23	Instructional
Unmarked Codeswitching	G, E	Talk	E> G> E	T: Initiates ¹ S: Responds ¹ T: Initiates ² S: Responds ² T: Feedback	Main lesson	<ul style="list-style-type: none"> To allow communication during the lesson To achieve learning 	43	Instructional/ Regulative
Students' procedural questions	E, G	Talk	G> E	S: Initiates T: Respond	Main lesson	<ul style="list-style-type: none"> To check procedures 	38	Regulative
Students' comprehension checks and comments	E, G	Talk	G> E/G	S: Initiates T: Respond	Main lesson	<ul style="list-style-type: none"> Comprehension checks To add a comment 	21	Instructional

Greek switch for real life examples	E, G	Talk	E>G	S: Initiates T: Respond	Main lesson	<ul style="list-style-type: none"> • Reference to real life 	12	Instructional
Greek brainstorming	G,E	Talk	E>G	T: Elicit S: Respond T: Feedback	Main Teaching	<ul style="list-style-type: none"> • L1 term learning 	6	Instructional
Real life objects	E, G	Talk, objects	n/a	T: Initiating	Pre lesson revision Or Main lesson teaching	<ul style="list-style-type: none"> • Reinforcing understanding • Enrich content • Intrigue students • Revise 	3	Instructional
Pictures and cards	E, G	Talk, pictures	n/a	T: Initiates	Main lesson	<ul style="list-style-type: none"> • Reinforcing understanding • L2 learning • L2 term revision 	3 lessons	Instructional
Gestures	E, G	Talk, gesture	n/a	T: Initiating	Main lesson	<ul style="list-style-type: none"> • Reinforcing understanding 	occasional	Instructional

5.4 Further insights from the HE teacher's interview

Though most of the interview questions have already been addressed during the analysis above, some more general ones will be looked at here, as well as some further comments made by Pat.

On the use of pictures and cards in her lessons another reason she mentioned is the fact that because lessons are not frequent, vocabulary can easily be forgotten but these resources are there to help students remember as well as learn; “they’ll look at it once, and once more and maybe once again and then they will definitely remember more next time. [...] I’m sure there are students intrigued by these pictures and vocabulary”. At several instances during the video recordings the teacher was observed referring to the boards on the wall in an attempt to assist students with some questions or specific vocabulary items. It is also true to say that students learnt from the walls without the teacher’s intervention as in the case of group A and ‘fish’ where students were observed looking at the wall with the names of the fish prior to the start of the lesson and used these names during the lesson. Pat, noted that her experience with the teaching of HE has shown that all these visuals help her students despite being time consuming as well as costly. Though she believes that pictures may replace the use of the mother tongue she still feels that she needs to say the Greek word to ensure understanding as well as learning. Pat also uses the computer not only to watch clips (as when discussing meat) but also to introduce new ideas as she did when teaching other chapters. She also likes to use real life items or plastic resemblances and that was observed when they had to place items into the food pyramid according to the level they belong (see picture 5.7). All these various modes supplement teaching as well as learning and correspond to students’ needs.

As far as any difficulties students may face during these lessons, Pat explained that not all her students are the same and not everyone has the same skills therefore she does not insist on using English when she knows that a student cannot. And it is not only because of the foreign language, she continues, as there are students who may even have difficulties expressing in Greek as well. At the beginning of the year she explained to them that they can express in any way they want though she would like them all to attempt to use L2 but the choice is theirs. Her opinion is that it is better for the student to gradually love the language through CLIL and that will only be achieved if they are left free to use any language they want. She explained that if you impose the language they will then end up hating it.

As to whether her teaching aims are achieved she feels that they are fulfilled and she sees that her students gradually acquire and ‘absorb’ as she said, a great percentage of the content as well as the language. Her aspiration is to constantly intrigue her students into both the language as well as the subject.

5.5 Student questionnaires

Before the start of the video recording of the last lesson questionnaires were administered to students. Due to the nature of the subject (as explained before, the class is divided into two groups) the teacher asked all the students to remain in the classroom in order to fill in the questionnaire before half of them would leave and go to Design Technology lesson. The questionnaires were handed out to the students and it was explained to them that they are anonymous and that it is important they answered it as it was a great opportunity for them to express their ideas and opinions about the CLIL lessons.

Out of the nineteen questionnaires only two students said that they do not like HE and one of these was among the five who said that they do not like the teaching of HE through English. When asked to explain why, one of them said that he does not like lessons in general, the other said that he does not like English and the third said that it is because no other school follows the same practice. The fourth boy said that he does not like it because he might not understand everything and the last person did not provide an explanation. Those who said that they like CLIL HE explained that this is because they learn more things in English in this way (eight students) or because they like English (two students), or because they are taught a different subject in English rather than the EFL subject (two students). One student did not explain it and the last one said that it is because the teacher is very good. The next question asked them what they like the most in these lessons and the majority (thirteen) ticked “that I learn words in English that I did not previously know”. As these questions accepted multiple answers ten replied that they like the fact that the lesson is different than the others and 8 like it because there is no extensive use of the book. The fact that the lesson is in English and not Greek was a liking factor for six students and only four like it because pictures are used. Almost everybody agreed that the teacher uses Greek during these lessons and the majority (twelve) said that she uses more English than Greek, three said that she uses more Greek than English, another three said that she uses both languages the same and one said that she does not use English at all. As for whether they have any difficulties when the teacher uses English, only three replied ‘yes’ and all three said that this is because there are words that they do not understand. Most of the students who do not face any difficulties explained that this is because they know English and they have private English lessons. All said that the teacher tries to help them in such cases mainly

by using Greek (thirteen replies), or by explaining it in more words in English (seven replies) or by showing a picture (six replies). It is interesting to note that none said that she tries to explain through the use of gestures and this becomes also evident when looking at the video recordings where the use of gesture is minimal. Most of the students (fourteen out of nineteen) claimed that what helps them the most is when the teacher uses Greek to explain something difficult or a new word, highlighting the importance that the mother tongue holds as a supportive tool. Almost the whole class (sixteen out of nineteen) declared that they do use English during these lessons mainly when they want to answer a teacher's question (sixteen replies). As this is also one of the multiple answer questions eleven students said that they use English to answer an exercise in the book, seven that L2 is used to ask the teacher something, six when they are group working and only three said that they use English to request something from the teacher. When asked whether they have difficulties when they (and not the teacher) use English, seventeen students replied 'no' indicating that this is because they know English and they have private afternoon lessons which is a very popular habit in Cyprus. Some suggested that a handout with English words explained in Greek would probably help them while one suggested that explaining the words in English would also help. When they face difficulties explaining what they want in English most of the students say that they try to explain it in English using more words (eleven replies) or use Greek (ten replies) or ask a classmate (five replies). The rest of the options of this multiple answer question only received few ticks ('I don't say anything' (three), 'I say something else' (two), 'I show a picture' (two), 'I try to explain it with gestures and movements' (one)).

5.6 Conclusion

Though table 5.1 with all the bilingual and multimodal events identified and analysed in this chapter is presented above, conclusions will not be made nor will implications be drawn. This process will be carried out in the final chapter in order to bring the two classes together and conduct a more detailed discussion of findings. Nevertheless some general conclusions can be made. In total twenty four bilingual or multimodal events were identified in the 4 video recorded HE lessons. Some of the most dominant events were those of label quests (particularly L2 to L1 label quest and Greek term confirmation) as well as glossing. Additionally codeswitching was also a frequent phenomenon as was Bilingual Teacher paraphrasing (BTP). All the events are further categorised in the final chapter.

CHAPTER 6: CONCLUSIONS – IMPLICATIONS

6.1 Introduction

This research investigates the use of the mother tongue in CLIL Geography and Home Economics classes in two Primary schools in Cyprus. Though extensive research has already been conducted on several issues around CLIL, such as its difference to ESL/EFL classes (Mewald 2007, Nikula 2007) little research has been done as far as the specific subjects are concerned or in the area of multimodality in CLIL. What this research aims at is to identify when the L1 was used in these lessons, why it was used and what other modes interact in the process. To do this the concept of ‘bilingual events’ was developed. In chapters 4 and 5 in depth analyses of the video recorded lessons were carried out in order to categorize bilingual events both in Geography (Chapter 4) as well as in Home Economics (Chapter 5). Parallel to the video recorded data, insights from the interviews with the two teachers and students’ questionnaires were added. In this chapter the findings from the two classes will be brought together to reach conclusions as far as the use of L1 is concerned and references to the literature review will be made in order to evaluate findings and add to current research as well as trigger further in depth investigation. The chapter starts with a discussion of the research questions as those were posed in chapter 3 and an analysis of their functions in the CLIL lessons. It will then look at the usefulness as well as the limitations of the current study before the contribution to knowledge will be discussed.

Analysing bilingual events and thus practices employed in the two classes is not by any means an attempt to assess or evaluate teachers’ performance and indicate good or bad practices. It is an identification of bilingual events that has not been previously done. That is, the purpose is to uncover what teachers do in the classroom and analyse

bilingual events without any critique on the teaching per se since most of these events are naturally occurring in the lesson. This analysis could then be used for a better understanding of what goes on in the CLIL classroom. As teachers' individual practices are not evaluated, further work would allow an interpretation of the pedagogical implications of the bilingual events that would finally provide recommendations as to when these could be used or avoided in the CLIL pedagogy.

6.2 Discussion of findings

Research questions

Research question 1: *Is the mother tongue used in CLIL Geography and CLIL Home Economics teaching?*

Research questions 2 and 3: *Which types of bilingual events are used in the lessons? What purposes does each of them serve?*

Research question 4: *What role does multimodality play in bilingual events?*

As I have shown in Chapters 4 and 5, there were moments in the CLIL Geography and Home Economics lessons observed where the mother tongue is used. A number of bilingual events were identified. Some were more frequent than others and the two classes exemplified almost the same events with only a few exceptions. Nevertheless no two lessons are the same, neither are two teachers. The fact that they are shown to have similarities indicates that their aims are similar too. They target maximum use of L2 but at the same time engage in parallel content learning in L1. Twenty eight bilingual events were identified and these are discussed here in groups. Table 6.1 presents all events identified in the HE and GEO lessons and their frequency in order to indicate which are the most dominant.

Table 6.1: Bilingual events and their frequency

Bilingual event	GEO (frequency)	HE (frequency)
Greek switch for classroom management	67	75
Gestures	41	Occasional
Ss procedural questions	36	38
Ss comprehension checks	32	21
L2 to L1 label quest and Greek term confirmation	18	34
Greek gloss of English words	18	17
Admonition	17	8
Greek facilitation of English task	6	7
Greek only explanation	10	25
Greek brainstorming	7	6
Codeswitch request	7	1
Greek gloss in English text	7	0
Greek for off-topic requests/ talk	7	0
Instant translation	6	23
Unmarked codeswitching	5	43
Greek switch for real life examples	5	12
English gloss of Greek words	5	6
Multimodal label quests	5	0
L1 to L2 label quest	0	1
Greek framing of Greek only explanation	4	4
L2 to L1 label quest	3	4
BTP	2	26
Code reminder	2	6
T codeswitch permission	1	9

L1 to L2 label quest and English term confirmation	4	12
Bilingual teacher talk about text	1	0
Real life objects	0	3
Pictures/ cards	All lessons	3 lessons

Using the concepts which were discussed in chapter 2 and 3, bilingual events could be further categorised. Initially looking at register it is clear that events could either belong to the instructional or the regulative register. Certainly there are types of events such as codeswitching and gestures which operate in both registers. I shall then look at the function they fulfil. Lists of language switching functions have been compiled in many studies. My data analysis here indicates that they can be grouped under four main categories: vocabulary level, explanation of content, classroom management and code management. The findings that emerge from the data are as follows:

A. Vocabulary level

1. Label Quests (LQ):

L2>L1 LQ

L2> L1 LQ and L1 confirmation

L1>L2 LQ

L1> L2 and L2 confirmation

Multimodal LQ

2. Glossing

L2> L1 glossing

L1> L2 glossing

Instant translation

BTP

Bilingual Teacher talk about the text

Greek gloss in English text

3. *Multimodality*

Real life objects

Gestures

Pictures

B. Explanation of content

Greek only explanations

Greek brainstorming

Greek switch for real life examples

Students' comprehension checks and comments

Greek facilitation of English task

Unmarked codeswitching

C. Classroom management

Framing of Greek only explanation

Students' procedural questions

Admonitions

Greek switch for classroom management/ instructions

D. Code management

Codeswitch request

Code reminder

Teacher's codeswitch permission

Examining bilingual and multimodal events belonging to the first group the discussion includes label quests (of any form and direction), glossing and multimodality.

6.2 Vocabulary level

6.2.1 Label Quests

One of the main and most important groups of bilingual events is that of ‘label quests’. Label quests identified by Heath (1986) and further investigated in other contexts by Martin-Jones and Saxena (1996) in the UK and by Arthur and Martin (2006) in Brunei and Botswana also occur in the Cypriot CLIL context. In this study I have shown that analysis can move a step forward and categorise them according to the direction of the language switch. Arthur and Martin (2006) only discussed label quests where the teacher asks for the term in the L1 therefore the direction was L2>L1. In the CLIL lessons observed here the direction varied. Both teachers labelled terms in the two languages with Greek labelling being the dominant. Six types of label quests were identified:

1) L2 to L1 label quest

2) L1 to L2 label quest

3) L2 to L1 label quest and Greek term confirmation

4) L1 to L2 label quest and English term confirmation

5) Multimodal label quest

The most common label quest in the both classes was the ‘*L2 to L1 label quest and Greek term confirmation*’ indicating the importance that teachers place on not only

learning the content in L2 but equally in L1. By confirming and/ or repeating the term they provide feedback to a student's response and at the same time they ensure that everybody understands what is being said. The '*L1 to L2 label quest and English term confirmation*' was more frequent in the HE lesson perhaps due to its extensive everyday vocabulary. Though HE has content specific vocabulary most of it comes from our daily life therefore it is easier to know it in Greek. This is not the case with GEO, where the vocabulary is not largely used outside the classroom. The other two kinds of label quests were very rare in both of the classes. There were only three (GEO) and four (HE) occasions where the '*L2 to L1 label quest*' was encountered and only once was the '*L1 to L2 label quest*' encountered and that was in the HE class. Therefore it becomes clear that the teachers tend to confirm labelling as a form of feedback to their students. The fact that all label quests occurred within the instructional register indicates that what was labelled were content terms. Moreover there were five instances where the label quest included an additional mode and that was in the GEO lesson where the teacher made an extensive use of gestures.

6.2.2 Glossing and other similar events

Another significant bilingual event was glossing either that was '*Greek gloss of an English term*' or '*English gloss of a Greek term*'. The first one was more common in both classes whereas the second one was only occasionally encountered. When providing a Greek gloss the teacher achieves the two goals set by CLIL: language and content. At the time of data collection Cyprus had not yet applied CLIL in all grades of its educational system thus when these students would proceed to the next grade HE and GEO will be taught in Greek. Therefore it is important to know content in the mother tongue. English glossing, on the other hand, was different because on these occasions

the teacher provided the English term thus the learning aims shifted from L1 to L2. Once again the register in which they occurred was the instructional one indicating that what was being glossed had to do with the content and not the procedures. Arthur and Martin (2006) referred to this kind of glossing as *Bilingual annotation of lesson content* which occurred both in the Brunei as well as the Botswana context.

Another kind of glossing was encountered in the GEO lessons but this time it was written within an English text provided by the teacher, '*Greek gloss in English text*' which was encountered seven times within the lessons. As already mentioned this is a practice that the teacher finds easy and accessible when using an English text. It is also 'student- friendly' as it provides easy access to unknown vocabulary items. This bilingual occurrence in the classroom is referred to by Lin (1996) in the Hong Kong context as "*Cantonese-annotated English academic monolingualism*" (Lin 1996) where the focus remains on the L2 but explanations or single word references are made to the L1 ensuring understanding. By doing so the teacher becomes a mediator between the unknown knowledge represented by L2 and the familiar knowledge of L1. The difference with the GEO classes is that the annotation is presented in written form and not orally. No such instances were observed in the HE classes since the only text that was used was in Greek (from the textbook) no explanation or 'annotation' was provided in English.

A similar practice that was frequently encountered in the HE lessons was that of '*instant translation*'. These were occasions where the teacher translated utterances in another language. This practice differed from glossing as it was not single term translations and, at the same time, it deviated from codeswitching because it is not just a shift between the languages. However it can be argued that the functions fulfilled were a combination

of those of unmarked codeswitching and glossing together. Providing translations can create security, particularly for weaker students and ensures that everybody understands. At the same time, it is a way to introduce items in L2, explaining them in L1, with a view to reinforcing understanding. My findings contradict one of Buchholz's (2007) findings in that L1 does not take over whenever heard in class because both teachers would return to L2 as soon as their 'mission' was accomplished. On the other hand, only through further research could her other finding be examined; that is, her finding regarding the extent to which the students rely on the teacher's translation and do not try to understand through English. An initial assumption could indicate that this is not the case here because L1 is not the dominant language in these CLIL lessons.

Furthermore, there was an instance where Nicky explained bilingually a part of the English text moving thus beyond single vocabulary items. This '*bilingual teacher talk about the text*' resembles what Martin (1999) referred to as *Teacher mediation of text*, a practice in Brunei classrooms where the teachers explain the meaning of the English book using the mother tongue in attempt to "unpack the meaning of the text" (p.50). The difference lies in the fact that in this case only one part of the text was mediated, since that was the only part the teacher thought was difficult for students to understand.

Pat, the HE teacher, used what I referred to as '*Bilingual Teacher Paraphrasing*' where she moved between the two languages in order to explain longer utterances in an attempt to ensure understanding. Again, this was similar to *Bilingual annotation of lesson content* (Arthur and Martin 2006). Therefore this single practice in the Brunei and Botswana context corresponds to two distinct practices in the Cypriot context. Interestingly this was not a common practice in the GEO classes as it only occurred

twice while in the HE twenty six instances were counted. This may be in response to student difficulties or may simply be due to different teaching styles.

6.2.3 Multimodality

Regarding multimodality, events involving multimodal communication are categorised here as they included references to vocabulary items made using other modes such as gestures, pictures and real life objects. For these events, the instances were not counted because their use was embedded within every lesson stage making it thus difficult to count pictures or gestures. However, it is important to note that it was the GEO teacher who made extensive use of gestures while the HE teacher was only occasionally observed using gestures. It should also be noted that gestures did not only focus on instructional aspects of the lessons but also on regulative aspects such as pictures (4.15 and 4.16 in chapter 4).

6.3. Explanation of content

In their attempts to explain the content of the lessons (being it GEO or HE) the teachers employed bilingual communication within a number of events within the instructional register. The events in this category are those that involve the use of the mother tongue to discuss the subject content. Though they are not all bilingual events they are important for this study as they are marked shifts from the target language into L1 for the above mentioned purpose. Five events belong to this category with the most common teacher initiated one being '*Greek only explanation*' for the GEO lessons and '*Unmarked codeswitching*' for the HE lessons. Explaining issues arising from the content of the lessons was very important for both of the teachers as it formed the basic way in which they could achieve L1 content learning (one of CLIL's aims). The use of

L1 in these occasions was thus fulfilling this function. These CLIL teachers appeared to be playing the role of a ‘linguistic and academic broker’ of English medium instruction, like the teachers in the Hong Kong context described by Lin (1996).

Insights from Pat’s interview revealed the concerns she had as a teacher as far as L1 key term learning is concerned. Coyle et al (2010) also refer to concerns of this kind. Pat knew that her class included weak students, so codeswitching was, for her, a good way to ensure that even those students could achieve learning of the content and at the same time be exposed to L2. This is similar to Gierlinger’s (2007) finding where teachers claimed that they tend to accept more the use of the mother tongue by lower level students and they assign it a rather supportive role in the CLIL classroom.

It is apparent from the two previous data analysis chapters that ‘*Unmarked codeswitching*’ was not equally used in the two classes. Forty three instances of unmarked codeswitching were counted in the HE lessons whereas only five were counted in the GEO lessons. It was used to a much greater extent in the HE lessons where the teacher was frequently observed moving between the two languages. Unmarked codeswitching appeared to be a way of engaging her audience in the discussion and it also appeared to make lessons flow more easily. Moreover it seemed to reinforce students’ interest in the lesson. It relied on the fact that there was existing knowledge of the two languages and it appeared to facilitate the teacher-student conversations during the lesson. Additionally it could have been serving as a supportive communicative resource for weaker students who, if the lesson was carried out totally in L2 would not have been able to follow or to participate. While the use of L1 is not forbidden in the CLIL classroom, opinions differ as to the extent that should be done. Nevertheless this study does not aim to answer the question whether or not the mother

tongue should be used but rather to identify when it is used, how (which bilingual events) and what functions are attributed to it.

When working with handouts in English the teachers were also seen assisting this process using the mother tongue as a tool in an attempt to facilitate this work hence the term '*Greek facilitation of English task*' was coined to refer to such instances. In these occasions the teacher was not the mediator but rather the 'facilitator' using L1 to assist her class despite the fact that not everybody had difficulties. Had she insisted on 'only English' some students would have got lost and would not have managed to complete the activity.

To further assist lesson content the teacher often used a '*Greek switch for real life examples*'. On these occasions, it was as if the lesson was extended outside the tight borders of the classroom. Nikula (2005) also discussed this characteristic of L1 as the most 'intimate language'. A possible explanation for this phenomenon could be the fact that though these examples originated from the talk about lesson content, they were a shift from the planned teaching. Such examples appear to strengthen students' understanding of issues discussed in the foreign language. These findings are in agreement within Canagarajah's (1995) study, especially his findings regarding the use of L1 to connect to everyday life.

On a similar number of occasions (seven in the GEO class and six in the HE) the two teachers asked their students to brainstorm existing knowledge using L1. This forms a useful way to get students to participate in the lesson and keep them active without losing sight of the content. Therefore the students were observed naming terms (names of fish or climates) using Greek before moving into an English phase.

The only student initiated event was that of '*students' comprehension checks and comments*'. These were instances where students posed a question to the teacher in order to ensure comprehension or to comment on an issue discussed at that time. The basic motivation for these questions was the fact that students feel the need to ensure that what is being explained to them in L2 was correctly understood. It could also be the case that they lacked confidence to use L2 but through their questionnaires it was made clear that they employ Greek when they do not understand something. Thirty two such instances were counted in the GEO class and twenty one in the HE class. A possible explanation as to why there are more in the GEO class could be the fact that these students had only been using CLIL in GEO for a year whereas the HE students had been using CLIL for two years. Therefore HE students might have felt more secure as to their understanding of the content.

6.4 Classroom management

Four events are attributed to this third main category and this has to do with the regulative use of Greek. Halliday's (1975) regulatory language function, developed (into regulative register) by Christie (2000) played a key role in the classification of events but there were no obvious examples of the other functions proposed by Halliday such as the imaginative or the heuristic language functions. Other functions have been discussed with reference to specific events.

Events occurring within the regulative register had to do with more practical aspects of the lesson. Classroom management, admonitions, directions and instructions were all conducted through L1. Nicky noted in her interview that especially for the case of admonitions and classroom management, L1 is the dominant language as it holds more power and its effects are stronger on students. The use of L1 for these purposes

conforms with literature presented in Chapter 2 (Gierlinger 2007, Canagarajah 1995, Lin 1996), with the exception of the Finnish CLIL classroom where the L2 is preferred (Nikula 2005).

Another event belonging to this category is what I refer to as '*students' procedural questions*' which are the second type of student initiated utterances. Contrary to student's comprehension checks', they fall within the regulative register whereas comprehension checks and comments fall within the instructional register. This might be an indicator of insecurity to use the L2 on behalf of the student. Thirty six procedural questions were counted in the GEO lessons and thirty eight in the HE lessons which indicates similarity between the two classes. These questions had to do with procedures and the instructions provided by the teacher. Using these questions in L1, the students ensured understanding of what they were asked to do and misunderstandings were avoided.

Of special interest is also the event called '*Greek framing of Greek only explanation*' which both teachers employed on four occasions. Though '*Greek only explanations*' occurred more frequently, this framing made it clear to the students that there was going to be a shift from L2 to L1 in order to explain a difficult issue or something that was important to be learnt in L1 too. Pat also used this kind of framing to give examples (as in extracts 3.1 and 3.2 chapter 4) or to provide additional information on an issue. This highlights the importance of explaining in the mother tongue in a CLIL lesson but at the same time making the shift overt to participants.

6.5 Code Management

One of the most interesting and intriguing findings of this study is the code management mechanisms used and the different degrees of tolerance the two teachers showed towards codeswitching. To start with, codeswitching was observed in both classes but Nicky appeared to be more concerned with controlling it a priori. She had established the convention of a '*codeswitch request*' to be used by students whenever they wanted to shift from one language to the other whereas in the HE class that was not the case as the students codeswitched most of the time without prior warning (except for one occasion). This is a feature that has not been accounted for by other research projects. In the HE lesson, the students did not request the right to switch languages but the teacher gave permission ('*teacher codeswitch permission*') when she saw that they could not respond in English. Both teachers emphasised that they want their students to participate in the lessons even if that is in Greek and this is why codeswitching is allowed. There were also instances when both teachers reminded their students of the code to be used ('*code reminder*') either because they felt that the student was able to carry on in the other language (as in the case of HE, see extract 2.3 Chapter 4) or because they wanted the student to express in a specific language as part of the '*Greek only explanation*' (as in the case of GEO, see extract 7).

Having discussed the four main categories of events identified in the HE and GEO lessons it becomes clear that there are events encountered in these lessons that have not been discussed in the past. The fact that my analysis remained open as to what practices are employed in the CLIL lessons allowed me to conduct a broader and a more detailed investigation, without being influenced by presuppositions or any other expectations. Martin's (1996) argument, that by using the mother tongue "artificiality is reduced,

concepts are clarified, the meanings of the words are clarified and students' responses are elicited" (p.136) is reinforced by the results of this study.

Concluding this section on the categorisation of the bilingual events observed, I shall just note that while the regulative register is L1 dominated, it cannot be claimed that L2 dominates the instructional register but that it is divided between the two languages since it was clearly shown above that several events occurred within it. This comes as a contradiction to what Dalton- Puffer (2007) concluded that "the more strongly an exchange is tied to the instructional register, [...], the more likely it is to be carried out exclusively in English L2" (p. 124).

The functions attributed to L1 are similar to those Guthrie (1984) identified in the Chinese – English context: translation, clarification, to give instructions, explain procedures, check understanding and in order to make connections with more personal aspects.

I shall now turn to a discussion of other aspects included in the analytic framework, such as the lesson stages, speaker and IRF pattern and finally discuss the role of multimodality.

6.6 Lesson stages – Speaker/ IRF pattern

Despite the fact that in-depth analysis of the lesson stages in which the above mentioned events were encountered is not one of the main focuses of this study, it should be noted that most bilingual events occurred within the main teaching stage. The lessons observed did not contain multiple stages like those identified by Lemke (1989) as constituent stages of a basic lesson script. There were no pre-lesson activities other than asking the students to sit (part of the classroom management). The 'getting started'

stage and the 'preliminary activities' were not present as no homework was given in HE and the only time it was given in GEO it was not checked before commencing the main teaching. The 'main lesson' stage was the most distinct one and most of the work was carried out within this stage. 'Dissolution' or 'post-lesson activities were not present either.

Revisiting Hatch's (1992) main activity types we can see that the central one was 'whole classroom interaction' during which the teachers initiated responses and assigned turns to students to which they then provided feedback. There were no occasions similar to Arthur and Martin's discussion about chorus completion of exercises or repetition of phrases. Students often worked in groups in both classes to complete activities assigned by the teacher. During activity completion and group work the dominant language was L1. Student talk during these activities was not included in the transcription as it was impossible to hear what everybody said. However, I was present in the class and I could hear the students and noted that Greek took over whenever such an activity was organised. Here, my findings agree with those of Dalton-Puffer (2007) and Deller and Price (2007) in that, during pair or group work L1 was used. This is likely to be because it is much easier for the student to revert to his/her mother tongue to complete a task than when using the L2. By using the L1 the student can carry out the activity without fear of mistakes. Hence the argument that "there is no reason to abandon the use of the mother tongue where it can be used as a support and learning tool" (Deller and Price 2007: 9) is also confirmed here. Nevertheless it is important to note here that the activity was not to be completed in Greek, but in English therefore students worked using Greek to carry out an English task indicating that they recognised the focus given to L2. During group work or individual seat work assistance

was provided by the teacher whenever needed and that was carried out in Greek when the teacher realised that students could not continue due to lack of understanding or due to any other kind of difficulty (language barriers).

The remaining three activity types (student monologue, teacher monologue and teacher-led group work) were not identified in the video recorded lessons. Especially in the case of 'teacher monologue', Dalton- Puffer's (2007) argument is reinforced since that is something teachers clearly feel they need to avoid especially when there is a researcher present in class.

Finally, it is evident from data analysis that the predominant speaker/ IRF pattern was of Teacher: I/E, Student: R, Teacher: F though not all three parts were present in every event. Nevertheless, the basic pattern was present during "information-seeking and information-giving moves", thus resembling Dalton-Puffer's finding (2007: 170).

The only occasions where the students initiated a response was during procedural questions and comprehension checks. Concluding, as to research question 1 and the use of the mother tongue, a general conclusion would be to say that there is a widespread use of Greek in these classrooms with a significant differentiation across the bilingual events and the purposes that it is used for. It may be possible to account for variation in terms of students' need and students' performance on the day of the lesson. The two teachers were observed adjusting the uses of the two languages according to students' needs. This was also documented in their interviews where they emphasised the fact that the students' performance plays a significant role in their language choices. They both plan to use the L2 as much as possible, but once lessons start all plans can change.

6.7 The role of multimodality

Another focus of this study is to examine multimodality in the CLIL classes in Cyprus as the pilot study identified the need for such an investigation. It can be claimed without any doubt that the use of other modes during the CLIL lessons observed, was more than just a supportive tool in the hands of teachers. Equal importance was given from both teachers to these other resources that complemented their lessons. The HE classroom was a constant reinforcement of the content. Walls were full of pictures and word banks accessible to the teacher as well as the students at all times. All of Pat's lessons (except one which was carried out in a different classroom) relied on the use of pictures and cards in order to achieve content learning. Additionally she also made use of real life objects or plastic replicas of such objects, a feature that made the lessons more bound to real life and less abstract and distant. Using pictures and cards not only reinforces understanding but at the same time assists content learning in L2. The lesson becomes more interesting and thus more appealing to students, intriguing them with the new knowledge and this is in agreement with van Lier's (1996) argument that learners "enjoy activities that capture their attention" (p.99) as well as Jewitt's (2006) claim that multimodality engages students in a "complex process of sense making" (p.258).

Had Pat not used pictures it would be much more difficult to teach students all the names of fish for example or the kinds of meat. This is in accordance with Buchholz's (2007) findings regarding the role of word banks and visual stimuli and her claim that they are a way to reduce codeswitching could be a valid one, though we have no evidence as to how the lesson would be if she had not used these practices.

In the GEO lessons, pictures also had a central role in the teaching process. Types of vegetation and animals for example were presented through pictures, thereby

reinforcing learning and understanding. Additionally Nicky used gestures and miming to explain content vocabulary (see pictures 4.18 – 4.21 chapter 3) or even to explain instructions given (see pictures 4.15- 4.17 chapter 4). These practices refer to the idea of scaffolding new knowledge and it can be done in a variety of ways other than orally just like in the video recorded lessons here. These practices also reinforce the argument about the teacher being an actor in the classroom. Zwiers (2006) came to the same conclusion (about scaffolding learning) in his action research where he scaffolded History taught in a language other than L1 through the use of posters, songs, drama and hand gestures with great results. It also agrees with de Graaff et al. (2007:620) in saying that an indicator of effective language learning is “for the teachers to assist exposure by selecting attractive authentic materials, adapting tests up to the level of the learners and scaffolding on the content and language level by active use of body language and visual aids”. My findings also concur with Jewitt (2006) in that “all modes of communication contribute to learning”.

Moreover, the teachers in this study acknowledged that there are different types of learners for example audiovisual learners, kinaesthetic learners etc, therefore these different needs must be accommodated in a lesson. CLIL, due to its particular nature (use of a foreign language in the teaching of a content subject) is a place where all these different modes co exist and complement one another. Besides this, Nicky noted that if she was to teach this lesson in L1, though she might have used pictures, it would certainly not have been to the extent that she did for CLIL. The same applies for Pat, who though she liked her classrooms to be nicely decorated, did not need to have so many word banks or pictures. It thus becomes clear that multimodality is an aspect of the CLIL classroom that can support learning by assisting L2 language use.

6.8 My contribution to knowledge

Though the use of the mother tongue in the EFL/ESL context has been widely researched, there is less research on this topic in the CLIL classroom. There is definitely a substantial amount of research around CLIL but there are aspects that still require thorough investigation. CLIL is gaining ground in L2 teaching, so more research will be conducted and thus more findings will be available to both participants (stakeholders and teachers) as well as researchers in this area. This section is a discussion of the contribution to knowledge this study has achieved. No other research has been conducted on CLIL in Cyprus thus originality is to be granted to this study. The same applies for the investigation of the role of the mother tongue in this context. It is important to build a body of comparative research on the use of mother tongue in CLIL contexts, so that we can develop a keen understanding of the bilingual practices that recur across contexts. This study contributes to that knowledge-building process.

One of the main contributions of this study relates to the notion of label quests. I have shown that, to account for data such as that in this study, it is necessary to extend this notion, going beyond the original application of the notion by Martin-Jones and Saxena (1996) and Arthur and Martin (2006). It was made evident from the data presented here that label quests were not only realised through switches in just one direction as suggested in earlier research. They can occur in both directions and, in addition, the teacher's choice to confirm a student's response is another very important factor to take into account when looking at language use in similar contexts.

Another contribution to knowledge made in this study relates to the the finding regarding code management. I showed how the teachers managed the use of the two codes present in the classroom. No other research has dealt with this kind of

metacommunicative control over classroom language use in CLIL contexts. As explained above code management can be teacher initiated (code reminder, codeswitch permission) or student initiated (codeswitch request). This pattern of metacommunication about code use was one of the key ways in which teachers and students negotiated their way through their classroom-based interactions. This was a salient feature of communication in these CLIL classrooms and it merits attention in research in other contexts.

In the light of the analysis presented in this study, it could be claimed that codeswitching in CLIL classrooms can be considered a valuable communicative resource. It addresses both the need to achieve content learning as well as exposure to L2. It makes content comprehensible to all students in the class whatever their language skills are. This study has shown some of the specific ways in which the use of L1 can be a constructive element in the teaching, learning and meaning-making that goes on in CLIL classrooms.

6.9 Limitations of this study and suggestions for further research

This study has looked at CLIL classroom interaction in order to investigate the use of the mother tongue as well as multimodality in CLIL Geography and Home Economics lessons in primary schools in Cyprus. It has employed an ethnographically-informed approach, using microethnographic tools (e.g. video recordings) in collecting and then analysing data in order to form categories and assign functions to languages. Nevertheless, the analysis could have been further enriched had this been a longitudinal ethnographic study, where data is collected throughout the year and where successive teacher interviews are carried out.

This study is not an evaluation of the bilingual events occurring in the lessons, rather it is a first attempt to identify and analyse occasions when two languages are interchangeably used in CLIL classrooms. It is, as yet, difficult to identify clear pedagogic implications on the basis of the analysis presented here. This could be achieved through further analysis, based on a larger corpus of bilingual classroom talk gathered in this context. Such an analysis should include a consideration of multimodality and its role, along with the ways in which multimodal communication interacts with bilingual practices. Transcribing 640 minutes of lessons was indeed a very time consuming process and though some multimodal elements are included (i.e. the use of gestures), multimodality was not fully explored in the analysis presented here. Ideally a more detailed multimodal transcription of the video recorded lessons would indicate links between multimodality, wait time and codeswitching and thus enable a fuller interpretation of the events. The findings do however provide a stable basis to carry out a deeper and more extended analysis and, in Chapters 4, 5 and the previous sections of this chapter, I attempted to ascertain how and why the bilingual events arose – at different points in the classroom interaction. To do this I used the transcripts of the classroom talk, supplementing my analysis with insights from other data sets (e.g. fieldnotes, interviews and informal exchanges with the teachers, the student questionnaires). I should also emphasise that the criteria employed to examine the bilingual and multimodal events in these classrooms and the analytical framework that I have developed form a tool for future researchers who wish to address the same issues, in the Cypriot context or in other CLIL contexts.

The CLIL classroom is such a rich space that we can definitely benefit from further research in this context. A larger scale research project involving data collection over a

longer time period extend the analytic approach to bilingual events presented here, thus providing the CLIL community with significant insights across classrooms and contexts.

6.10 Concluding comments

In this chapter I have discussed the research findings as these emerged from the analysis carried out in the previous chapters. A considerable number (28) of communicative events were identified and analysed with reference to the analytical framework discussed in Chapter 3, on the research design. Label quests, codeswitching practices and metacommunicative strategies for code management formed fundamental findings of this study. CLIL is a dual focus approach and neither of the two languages involved should be favoured to the detriment of the other. It is essential to achieve learning of the content in both languages without losing the focus on the foreign language. CLIL environments are still relatively new in Cyprus, and in this study, I have provided insights into the subtle, nuanced, bilingual and multimodal ways in which teacher and learners in this context are responding to the challenges of CLIL educational policy and practice. My aim has been not to prescribe but to understand how teachers and learners are managing the challenges in the daily cycles of classroom life.

In conducting this research I have also derived considerable personal benefit as a researcher in that I have developed a deeper understanding of the role of the first language in contemporary CLIL contexts. This new knowledge will inform my own teaching and research in the future.

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Appendix 1: Geography lesson transcriptions (Lessons A-G)

Geography Lesson A (Canada)

(Some students give out folders to class)

1. T: Quickly please. **Rosie! Gina, δώσε το στη Gina. Cathy, κάθισε με το Louis. Λοιπόν παιδιά, μισό λεπτό! Θέλω να κλείσετε το στόμα και να με βλέπετε τώρα, όλοι! Το λοιπόν, υπάρχουν πέντε άτομα τα οποία δε θα βιντεογραφηθούν, Greg, Savi, η Lina, η Alexia, ελάτε πάνω, ελάτε πάνω και η Rosie; 1,2,3,4,5 άτομα. Λοιπόν, Alexia εδώ, γρήγορα. Joe εδώ ή έλα να σου πω, να καθίσουν εδώ. Rosie, Joe, Lina, Alexia, γρήγορα καθίστε εδώ (τους αλλάζει θέσεις). Το λοιπόν... ακούτε με προσεχτικότητα. Η κυρία, ήρθε από τη Λευκωσία, για να βιντεογραφήσει κάποια μαθήματα σήμερα, ήδη της χάσαμε 20 λεπτά από την ώρα της, επομένως τα επόμενα 20 λεπτά δε θα κάνουμε τίποτε άλλο εκτός από μάθημα. Εντάξει; < Rosie! Gina, give it to Gina. Cathy sit with Louis. So, children, just a minute! I want you to close your mouths and look at me now, all of you! So, there are five persons who won't be video-recorded, Greg, Savi, Lina, Alexia come up, come up and Rosie? 1,2,3,4,5 people. So, Alexia here, quickly. Joe here or here. Rosie, Greg, Lina, Alexia quickly sit (they change seats) so... listen carefully. Mrs has come from Nicosia to video record some lessons...we've already spent 20 minutes so for the next 20 minutes we won't do anything else than lesson. OK?>**
2. S1: **Γίνεται να αλλάξω με το Mike;** < May I change seats with Mike?>
3. T: **Δεν απαντώ καν... Η Άρτεμις θέλει να σας πει κάτι.** <I won't even answer.... Mrs Artemis wants to tell you something>
4. A: **Απλώς ήθελα να σας πω ότι δεν είμαι εδώ για να δω πόσο καλοί είστε στη γεωγραφία, αλλά ούτε πόσο καλά αγγλικά ξέρετε, απλώς είμαι εδώ για να δω πόσο διαφορετικά κάνετε το μάθημα της γεωγραφίας, γι' αυτό θέλω να συνεχίσετε το μάθημά σας κανονικά όπως το κάνετε κάθε φορά... σαν να μην υπάρχω εγώ. Εντάξει; Απλά ούτε να ντρεπόμαστε υπάρχει λόγος, ούτε βλέπω ποιος είναι ο καλός, ο κακός, ποιος ξέρει πολλά, ποιος ξέρει λίγα.**

Είμαστε κανονικά, εντάξει; Θέλω να δω πόσο διαφορετικό είναι, αυτό που κάνετε, που δεν το κάνουν σε άλλα σχολεία, να δούμε πώς δουλεύει. Εντάξει; < I just wanted to tell you that I'm not here to see how good you are in Geography nor to see how good your English is, I'm just here today to see how different your geography lesson is, so I want you to continue with your lesson as you regularly do...as if I'm not here. OK? I don't want you to be ashamed, there's no reason; I'm not examining who is good who is bad who knows more or who knows less. We act normally, OK? I want to see how different is what you do that none of the other schools does, to see how it works. OK?>

5. T: **Και κυρίως κυρία Άρτεμις, δεν είναι τα παιδιά που ενδιαφέρεστε να δείτε αλλά πιο πολύ πώς λειτουργεί το μάθημα και πώς το κάνει ο δάσκαλος, εγώ. Άρα εσείς ούτε θα αγχώνεστε, ούτε θα ντρέπεστε, Eric! Και ούτε εγώ θα αγχώνομαι και ούτε θα ντρέπομαι... Ξέρετε γιατί δε θα ντρέπομαι...;** < and mainly Mrs Artemis, it's not the students that you are interested about but on how the lesson works and how the teacher carries it out. So you won't be stressed nor ashamed, Eric! But I won't be stressed or ashamed either... Do you know why I won't be ashamed...?>
6. S2: **Επειδή θα είμαστε φρόνιμοι.** < Because we will be prudent>.
7. T: Ok. Now... everyone... Hello!
8. Class: Hello!
9. T: Now, today we are going to talk about a new country, ok? I am going to tell you a few things about this country and you have to guess what country it is (*on the projected slide on the board appear some sentences "What country is it?", "It is the second largest country in the world after Russia).* Can you read the first sentence Eric?
10. Eric: **IT IS THE SECOND LARGEST COUNTRY IN THE WORLD AFTER RUSSIA.**
11. T: It's ok. The biggest, the largest in the whole world, is Russia (*she makes a movement with her hand for the "whole world"*). The second biggest, the second largest is this country (*she shows her two fingers for the second*). Shoush Eric. The second sentence...who wants to read it? Iris.
12. Iris: **A MAN FROM THIS COUNTRY INVENTED BASKETBALL.**

13. T: Very good! (*on the slide the sentence appears like this “A man from this country invented (εφεύρε) basketball”*). A man from this country invented basketball. It’s the country...is the mother of basketball
Another sentence appears
14. S3: Other?
15. T: And Louis. Can you read the... next one?
16. Louis: NIA...NIAGARA FALLS ARE IN THIS COUNTRY.
17. T: Niagara falls. **Οι καταρράκτες του...**; < the falls of...?>
18. Class: **Νιαγάρα**. <Niagara>
19. T: Niagara falls are in this country. What country is it?
20. S4: Canada.
21. T: Very good! Is, this is, these are Niagara Falls and we are talking about Canada today (*a picture of Niagara Falls appears on the slide and the map of Canada too*). Can you tell me a few things that you know, you already know about Canada? What do you know about Canada?
22. Angie: It’s very cold.
23. S5: It’s a very cold climate. Bravo Angie! Yes! Most of Canada is really cold.
Yes.
24. S5: It’s in the polar zone.
25. T: It’s in the polar zone! Is all of Canada in the polar zone?
26. S5: The north
27. T: Very good! A part of Canada... the north part (*she shows the part on the map*). Very good! Eric.
28. Eric: It is the second largest country in the world.
29. T: Haha very good! Yes. Where is it? Where is Canada? Greg;
30. Greg: It’s in North American
31. T: Very good! It’s in North American. What else?
32. Eric: It borders with United States... North east...west and south.
33. T: Bravo! It borders. It borders... what does it mean in Greek?
34. S6: **Συνορεύει** < it borders>.
35. T: Very good! It borders the United States to the South (*she shows on the map*) and the... North West. Alaska is a part of the United States (*she shows on the*

map). Ok. Now! So, this is what, these are some of the things that we are going to see today (on the slide appears “*Today, at the end of our lesson, we will know...*”) How... we are going to know HOW TO SAY WHERE CANADA IS. So we are going to know about the...? Lo...? The location, remember... the world, we are going to talk about the location of Canada (*she writes the word “location” on the board*). Where it is? Who is going to read this? Stella?

36. Stella: THE CLIMATIC ZONES OF CANADA.

37. T: Bravo! The climatic zones of Canada. Some of the plants and the animals that we can find in Canada. SOME PRODUCTS OF CANADA (*on the slide appears “Some of the plants and animals of each climatic zone”, “Some products (προϊόντα) of Canada”*). THE LAKES OF CANADA (*on the slide appears “The lakes of Canada and why they are important”*). Canada is very famous for its lakes, the great lakes of Canada. ABOUT THE FLAG AND THE NATIONAL SYMBOL and ABOUT THE GEOGRAPHICAL COORDINATES of some cities. Ok. Have a look at this...box. There are some words that will help you talk about where Canada is. Where is it? (*she shows on the slide the box with the words “ocean, north, west, east, hemisphere, N. American, Pacific ...”*). Can you use these words and make some sentences? You have one minute in your group... to talk about it and then you tell me. Ok? Come on! Ok! (*she goes around the groups*) Did you talk about it? (*she asks the students of a group*) Bravo, very good! How are you going to say it? (*she talks to another group*).

38. S7: It borders to the Pacific Ocean, USA

39. T: Yes, it borders the Pacific Ocean to the North, to the South, to the East?

40. S7: To the North.

41. T: To the...?

42. S7: East

43. T: Look at the map. **Παιδάκια μου, ξεχάσαμε να δείξουμε πάνω στο χάρτη που είναι ο Καναδάς** < Children, we forgot to show on the map where Canada is> (*says that with a very low voice*)... Yes! Have a look at this map, have a look at the word map (*she shows the maps*), have a look at the globe (*she shows the globe*). Louis, Rene go to the globe and find Canada please. Angie go to this

map and show us Canada and Greg go to this map and show us Canada. Bravo Angie! Sit down. Bravo Greg and bravo! (*referring to the two boys near the globe*). This is where Canada is (*she shows on the globe*), this pink part on the globe, here, ok? Now, I'm listening. I want to hear the sentences (*students raise hands*). Louis.

44. Louis: It borders with Pacific Ocean in the west.
45. T: Very good! It borders the Pacific Ocean to the... west (*she shows on the map*). Bravo! The next one Stella.
46. Stella: It's in the northern hemisphere.
47. T: Very good! It's in the Northern hemisphere.
48. S9: It's in North America.
49. T: It's in North America. Excellent!
50. S10: It's in the western hemisphere.
51. T: In the western hemisphere, Bravo! The countries it borders ...we said that? Rene?
52. Rene: It borders the Atlantic Ocean in the east.
53. T: It borders the Atlantic Ocean in the east (*she shows on the map*). Bravo! It borders the United States to the south and the North West. Very good! Now,... lets read them all together..*(some students are talking)*. **Είπαμε το Iris!** <We said it Iris> Ok! Let's all read it.
54. Class & T: IT IS IN THE WESTERN HEMISPHERE. IT IS IN THE NORTH HEMISPHERE.
55. T: Yes!
56. Class: IT'S IN NORTH AMERICA.
57. T: Bravo!
58. Class: IT IS BORDERED BY THE USA TO THE SOUTH.
59. T: **Παιδάκια μου αυτός είναι ακόμα ένας άλλος τρόπος για να πούμε ότι συνορεύει, εντάξει;** <My children, this is another way to say that it borders, OK?> “It is bordered by the USA”, **ή μπορούμε να πούμε** <or we can say> “It borders the USA to the south” (*she changes the sentence by crossing the letters*). Ok? Let's go!

60. Class & T: IT BORDERES ALASKA TO THE NORTHWEST. IT IS BORDERED BY ATLANTIC OCEAN TO THE EAST. IT IS BORDERED BY THE PACIFIC OCEAN TO THE WEST. IT IS BORDERED BY THE ARCTIC OCEAN TO THE NORTH.
61. T: We didn't say this. This is the Arctic Ocean and it's here (*she shows it on the map*) ok? On the north. Ok. I want you to open your world atlases...on page fifty three (*she shows the page, map of Canada appears on the slide*). Fifty two and fifty three please. Ok? Quiet please! Now, again in your groups, I want you to look at the map of North America and the part where Canada is...and tell me which parallel crosses Canada (*she shows on the page the part and she moves her hand for the word "crosses"*). Look at me, look at me please! Come on Greg. Eyes on me! Which parallel crosses Canada (*she moves her hand again for the word "crosses"*). What is a parallel? In Greek? Parallel?
62. S11: **Παράλληλος** <parallel>
63. T: **Παράλληλος** <parallel>. Do you remember the five parallels? (*She shows her five fingers*). Here they are (*she shows them on the map*). All together!
64. Class: ARCTIC CIRCLE, TROPIC OF CANCER, EQUATOR, TROPIC OF CAPRICORN, ANTARCTIC CIRCLE.
65. T: The parallel that crosses Canada. Quickly, it is very easy. A famous one! (*she goes to the groups*). Did you find it? (*students say something to her*). Yes! Are you ready?
66. Class: Yes! (*they raise hands*)
67. T: Lina
68. Lina: The Arctic circle
69. T: Bravo! The Arctic Circle. Look at the Arctic Circle. It goes to Canada (*she shows it on the map*). Look at the Arctic Circle here, you see? This is the Arctic Circle. And on this map, this is the Arctic Circle (*she shows it on the map*). Now, can you tell me the climatic zones of Canada? We know the parallel that crosses Canada, so... which are the climatic zones? Arctic Circle, North pole (*she shows the Arctic Circle and she writes "North pole" on the board*). North Pole. So which climatic zone is this? (*she shows it on the map*) Waiting!!!...

- Climatic zones. Let's remember the climatic zones. Three climatic zones. Number one (*she shows her finger*).
70. S12: Polar zone.
71. T: Polar zone. Number two (*she shows her two fingers*)... Polar zone.
72. S14: Tropical zone
73. T: Tropical zone. **Μπορείτε να το πείτε στα Ελληνικά, αν το θυμάστε** <you may say them in Greek if you remember them>
74. S15: Temperate zone.
75. T: And the temperate zone. Polar zone, temperate zone, tropical zone (*she says one by one and she shows a finger at each zone*). In Greek...
76. Class & T: **Πολική** <polar>
77. Class: **Τροπική, Εύκρατη**.<tropical, temperate>
78. T: **Πολική**.< polar>
79. Class & T: **Εύκρατη, Τροπική** <temperate, tropical>. So, which climatic zone is this? (*she shows it on the map*). Steve?
80. Steve: Polar zone.
81. T: Bravo! It is the Polar...zone. And the next one? (*she shows it on the map*). And this climatic zone is? Greg?
82. Greg: Temperate
83. T: Bravo! We have the polar zone and the temperate zone (*the "polar zone" and the "temperate zone" appear on the map*). ok, now! What is the climate of Cyprus? Yes, the climate in Cyprus. Is it tropical? Is it Arctic? Is it Sub-Arctic?
84. S16: Temperate zone
85. T: Yes, in the temperate zone. Bravo!
86. S17: Mediterranean climate.
87. Bravo! Mediterranean. **Μεσογειακό κλίμα** < Mediterranean climate>. We have only one type of climate (*she shows her finger for the word "one"*). In Cyprus we have only one type of climate, the Mediterranean climate (*she shows her finger for the word "one"*). But Cyprus is this big and Canada is this big (*she makes a small circle with her fingers for Cyprus and one much bigger for Canada*). So, Canada has many different climates (*she shows the Canada on the map*) ok? Not just one. I want you to... go to page fifty one. Fifty one (*she*

- shows the page*) and I want you to look at this map (*she shows the map*). Ok? And look at this table here to. What are the climates of Canada? What do you think? **Τι νομίζετε εσείς;** <What do you think?> You have a minute or so...What types of climates are there?...**Έχουμε ακόμα πέντε λεπτά. Άντε παιδάκια μου.** <We've got another five minutes. Come on my children> Are you ready?
88. Eric: **Ξέχασα την ερώτηση.** <I forgot the question>
89. T: **Ξέχασες την ερώτηση.** < You forgot the question> What, is your opinion... what are the climates of Canada?
90. Eric: (***)
91. T: **Ξέρεις την απάντηση και δεν ξέρεις την ερώτηση;** < You know the answer and you don't know the question?>
92. Eric: **Δε θυμόμουν την ερώτηση αλλά ξέρω την απάντηση.** < I didn't remember the question but I know the answer>
93. T: **Άντε Eric μου, πες μας!** < Come on Eric, tell us>
94. Eric: ... Polar, Arctic. **Μπορώ να πω Ελληνικά;** < May I say it in Greek?>
95. T: Yes!
96. Eric: **Πολικό...ναι. Ψυχρό ηπειρωτικό και τροπικό.** < Polar... yes. Cold continental and tropical>
97. T: **Ηπειρωτικό, μπράβο! Είπες μετά πολικό;** < continental. Bravo! Then you said polar?>
98. Eric: **Ναι.**< yes>
99. T: **Πολικό. Να σας πω κάτι; Stop μισό λεπτό. Παρένθεση στα Ελληνικά, να θυμηθούμε τα είδη κλίματος στα ελληνικά, εντάξει; Τι είδη κλίματος ξέρετε στα ελληνικά;** <Polar. Shall I tell you something? Stop for a minute. Parenthesis in Greek, let's remember the kinds of climates in Greek, OK? What kinds of climates do you know in Greek?>
- 100.S19: **Μεσογειακό.** <Mediterranean>
- 101.T: **Μεσογειακό κλίμα.** <Mediterranean climate>
- 102.S20: **Ωκεάνειο** <Oceanic>
- 103.T: **Ωκεάνειο.** <Oceanic>
- 104.S21: **Τροπικό** <tropical>

- 105.T: **Τροπικό**. <tropical>
- 106.S22: **Ηπειρωτικό** <continental>
- 107.T: **Ηπειρωτικό** <continental>
- 108.S23: **Αρκτικό** <arctic>
- 109.T: **Αρκτικό. Το λοιπόν, τώρα να τα γράψουμε. Λοιπόν! Αρκτικό. Τι είπατε μετά; ...Τροπικό. Μεσογειακό, Ωκεάνειο** <arctic. So, let's write them. So! Arctic. What did you say then?...Tropical. Mediterranean, Oceanic>
- 110.S24: **Ηπειρωτικό** <continental>.
- 111.T: **Ηπειρωτικό** <continental> Anything else? Greg?
- 112.Greg: **Ερημικό** <arid>
- 113.T: **Ερημικό...** <arid> , Lina
- 114.Lina: **Εύκρατο** <temperate>.
- 115.T: **Το εύκρατο είναι το εντάξει να το βάλουμε αλλά μοιάζει στο ηπειρωτικό (ερημικό, εύκρατο (κάνει τοξάκια μεταξύ του ερημικού και του ηπειρωτικού).** <The temperate is the... ok let's put it but it looks like the continental, *(she writes 'arid' and 'temperate' and links them with an arrow)*. Let's continue in English, what are these climates in English *(she shows the climates, which are written in Greek)*.
- 116.S25: Arctic.
- 117.T: The Arctic climate. Very good!
- 118.S26: Tropical.
- 119.T: The tropical climate. Stella?
- 120.Stella: Mediterranean.
- 121.T: Mediterranean. Angie?
- 122.Angie: tropical
- 123.T: *(she shows the word tropical that is written)*
- 124.Angie: **τροπικό** <tropical>
- 125.T: We said Tropical, arctic, Mediterranean *(she crosses the Greek words that they said in English)*. Continental *(she writes it)*. Continental. Oceanic *(she shows the climate 'arid)*.
- 126.S27: Desert climate

127.T: *(she makes a movement with her eyebrows to show him that it isn't correct).*

Remember! Starts with an "a" *(she writes the letter "a" on the board).* Do you remember it?

128.S28: Arid

129.T: Bravo, Arid climate. **Ρε παιδάκια μου, σας έκανε κακό το Πάσχα, φάγατε πολλή φλαούνα νομίζω. Λοιπόν γλυκά μου, πάρετε τα πράγματα σας μαζί σας, ακούτε με, ακούτε με. Θα συνεχίσουμε από εδώ που μείναμε την επόμενη φορά. Θα πάρετε μαζί σας τους χάρτες σας και τα πορτφόλιο σας, για να μη χάνουμε ώρα μετά, να τα δίνουμε ξανά. Βάλτε τον άτλαντα μέσα στο πορτφόλιο.** < Oh my children, I think Easter holidays didn't do you good. I think you ate too much. So, take your things with you, listen to me, listen to me. We'll continue from here next time. You'll take with you your maps and portfolios so we won't lose time later>.

Geography Lesson B (Canada)

1. T: What did we talk about last time? In our geography lesson?... Remember (*she moves her hands to her head*). **Γιατί κάθεται εδώ; Τώρα τώρα τώρα, έχουμε κι επισκέψεις. Ήρεμα!** < Why are you sitting here? Now, we have visitors. Quiet!> Ok, so, what did we talk about last time?
2. S29: About Canada.
3. T: Ok, we talked about Canada. What did we talk about? Canada? What did we learn about Canada? **Τρία, δύο, ένα ξεκινούμε μάθημα.**< three, two, one, the lesson starts> We talked about Canada, we talk about what? Else?
4. S30: About location.
5. T: Bravo! The location of Canada. Where Canada is. About the location of Canada, bravo! Where is Canada?
6. Rene: We talked about the climatic zones.
7. T: Bravo Rene! We talked about the climatic zones.
8. Lina: Where is Canada.
9. T: Where Canada is. Yes, the location.
10. S31: Can I speak in Greek?
11. T: Yes, you can.
12. S31: **Με ποιες χώρες άλλες συνορεύει.** < Which countries it borders>
13. T: **Μπράβο. Με ποιες χώρες άλλες συνορεύει,** <bravo. Which countries it borders> so we talk about? Where it is. The location. Bravo. So, and we stopped, yes Lina?
14. Lina: climatic zones.
15. T: Yes, we stopped at the climates! The climates of Canada. Open your atlases please! Page... page fifty one. These are the climates we talked about. Which climates do you think we will find in Canada? Will we find all of these climates in Canada? (*she shows the climates which are written on the board*). Louis, **μισό λεπτό Louis μου, μισό λεπτό Louis μου. Ήσυχα!** < just a minute Louis, just a minute. Quiet!> Yes?
16. Louis: We find the Arctic climate...
17. T: Bravo! Anyone else?
18. S32: The continental.

19. T: The continental climate, bravo! (*she ticks the climates that students said*).
Παιδάκια μου γλυκά; Μόνο αυτοί που είναι μπροστά ψηλώνουν χεράκι, θέλω να ακούσω το Joe, θέλω να ακούσω τη Gina, τη Stella, το Steve τον άκουσα, τα παιδάκια απ' εδώ. Απλά επειδή καθίσατε λίγο απ' εδώ δε σημαίνει ότι δε θα μιλάτε! Εντάξει; Rosie. < My sweet children? Only the ones sitting at the front are raising their hands, I want to hear Joe, I want to hear Gina, Stella, I heard Steve, the children on this side. Just because you're sitting at this site it doesn't mean you won't talk! OK? Rosie>
20. Rosie: Oceanic.
21. T: Ok. **Λογικά θα περιμέναμε να δούμε το ωκεάνιο κλίμα πάνω στον Καναδά, αλλά επειδή έχει όρη, βουνά οροσειρές, απ' εδώ και κατά μήκος εδώ παιδιά...** < Normally we would expect to see oceanic climate but because there are mountains, mountain ranges here children...>
22. Eric: (***) (*asks something in Greek*)
23. **Ναι, σταματούν την μεγάλη επίδραση που έχουν τα ρεύματα από τον ωκεανό, που κάνουν το ωκεάνιο κλίμα και γι' αυτό έχουμε κυρίως ηπειρωτικό** (*δείχνει τη λέξη "continental" στον πίνακα*). < Yes, they stop the influence of the currents from the ocean that cause the oceanic climate and so we have continental (*she shows the word 'continental' on the board*) > We have continental climate, we don't have an oceanic climate.
24. S33: **Έχει και λίγο μεσογειακό;** < Is there a bit of Mediterranean as well?>
25. T: Yes, but is there an arid climate or a...? (*she shows the word on the board*)
26. S34: Semi- arid.
27. T: Bravo! Yes, say it Eric!
28. Eric: Semi- arid.
29. T: Very good! We have a semi—arid climate. We have a semi—arid climate (*she writes it*), we have a continental climate. We have a Mediterranean climate?
30. S35: No.
31. T: No!
32. T: Eric is right, the Mediterranean climate is further to the south (*she shows on the map*). Ok? It's not in Canada. What about tropical climate?

33. S36: No.
34. T: Not a tropical climate (*she leaves on the board only the climates that Canada has*) ok. Arctic, arid, semi-arid, continental ... sorry not arid, semi-arid climate and we also have sub-arctic climate, ok? Arctic climate, **αρκτικό κλίμα** <arctic climate>, sub-arctic climate... **ημιαρκτικό κλίμα** <sub-arctic climate>. Semi-arid? **Ημι?** **Ημιορημικό** <semi? Semi-arid> and continental? **Ηπειρωτικό** <continental>. Now, I will tell you a sentence and you will tell me the climate, ok? There isn't a lot of rain there. There is little rain there. Greg.
35. Greg: Semi-arid.
36. T: Bravo! Semi-arid climate. It's very cold but not as cold as in the North Pole. As in the polar zone. Louis.
37. Louis: Sub-arctic climate.
38. T: Sub-arctic climate very good. There are no summers there, is very cold, there are no trees there, only small bushes (*she makes a movement with her hands for the word "bushes"*). Gina.
39. Gina: Arctic
40. T: Arctic climate. Very good! And there are forests there with trees like the oak tree. The oak tree?
41. S37: **Θάμνοι;** <bushes?>
42. T: **Βελα...;** <oa...?>
43. Class: **Βελανιδιά** <oak tree>.
44. T: Where can we find trees? There is a mild summer and there is a cold winter there. Lina?
45. Lina: continental climate.
46. T: The continental climate. Very good! Now I will give you...**που το έβαλα;**<Where have I put it?> Here they are. Here are the four climates in Canada (*she holds cards with the climates on them*). You will take one, you will take one, you will take one and you will take one (*she gives them to four students*) and in your groups you have to decide where can we find, I' am talking.... where can we find this climate? (*she shows the card "arctic climate"*) Stella where can we find this climate and that and that and that in Canada? Ok? I want you to study this map (*she shows the map*) and decide in your groups (*makes a movement for*

the word “groups”), you have thirty seconds (*she writes on the air “30 s”*) wait I will tell you when.

47. S38: Κυρία;... (***) (*inaudible Greek question*)
48. T: I don't know you will tell me. (*she is in one group and they are discussing*)
είμαστε προς ερημικό. Ποιο είναι το ερημικό εκεί πάνω; < we are towards arid. Which is the arid up there?> To arid, sub-arid, **ημιορημικό. Άρα τι κάνει εκεί το ηπειρωτικό με το ημιορημικό; Πού είναι το ηπειρωτικό;** <sub- arid. How does the continental combine with the sub-arid? Where is the continental?> Continental? This colour here. Yes, ok? Ok! The first group, can you show us what you decided?
49. S39: **Απ' εδώ ή απ' εδώς;** < here or there?> (*the teacher shows to him the left map*)
50. T: **Έλα να σου το βάλω** blue tack. <come, I'll give you some blue tack to stick it> (*the student shows the area where he wants to stick the card*). **Βάλε το** <put it>. (*the student sticks it on the map*). Ok. The next one. Yes! (*a girl comes to stick the next one*). The next one. And the last one. **Μα πού βρήκατε το** blue tack? <but where did you guys find the blue tack?>
51. Class: **Είχε.** < It already had some>
52. T: Bravo!!! (*children clap*). Quiet please! So. **Savi μου είναι ώρα τώρα να κάνεις αναδιοργάνωση της κασετίνας σου;** < Savi, is it now appropriate to rearrange your pencil case?> We have the arctic climate in the polar zone. We have the sub-arctic climate right after the polar zone (*she shows on the map the cards with climates*). Right after the Arctic Circle we have this area here which is very cold, but is not that cold as in the arctic climate so we have the sub-arctic climate, then as we go here we have the semi-arid climate, ok? There isn't a lot of rain here and we move on here to the continental climate. Now I want you to have a look here, at these areas and I want you to decide...decide, what does it mean? Lina?
53. Lina: **Να χωρίσουμε.** < to divide>
54. T: Lina says “**να χωρίσουμε**” <to divide> . Anyone else? Decide. **Σιωπή!** <quiet> Soula?
55. Soula: **Να αποφασίσουμε** < to decide>.

56. T: **Να αποφασίσουμε** < to decide>. I want you to decide in your groups where do we find these types of plants, of vegetation. Ok? And then
57. S40: **να τα κολλήσουμε στο...** < shall we stick it on....>
58. T: yes, you will come out here and stick it on the map. Ok? **Θα σας τα δώσω εντελώς ανακατεμένα. Επειδή είναι πολλά, έχει και κάποια που έχει τα ίδια, απλά θέλω να έχετε τα ίδια πράγματα για να δουλέψετε. Παιδάκια μου, ειδικά εσείς, πάρτε αυτά και όταν αποφασίσετε θα πάω να τα κολλήσω εγώ πάνω. Εντάξει? Α, δε σας έδωσα;** < I'll give them to you mixed up. Because they are a lot, some are the same, I just want you to have the same things to work with. My children, especially you (*referring to the ones not wanting to be video recorded*) take these and when you decide I'll come up and stick them for you. OK? Oh, I didn't give you some?>
59. Ok. Costas' group, Costas' group has this picture (*she shows it to the class*). Have a look at this picture please. **Κόρη Alice μιλώ από πάνω σου.** < Hey Alice, I'm talking just next to you>. This group has this picture; they want to talk about this picture. What's this? Is it a plain? Do you remember what a plain is? A plain? Are there trees in the picture? (*she moves her finger and makes lines for the word "trees"*). So where can we find this plain? **Αυτή την πεδιάδα;** <this plain?> Are there flowers in the plain? There are lots of flowers in the plain. So can we find this in the arctic climate?
60. Class: No.
61. T: No! It's too cold. It's too cold for the flowers to live there, to grow there. **Louis μου, η τελευταία φορά, εντάξει;** <Louis, this is the last time OK?> So you have to decide, Costas found the answer, you have to find the answer for the other one as well ok? Ok! You have one, one and a half minutes. Mel, come around. (*the teacher goes round the groups*) Ok, did you find the answer to this?
62. S41: (***) (*inaudible English term*), intercontinental, (***) (*inaudible English term*)
63. T: Intercontinental, ok. No, it says that it's the maple tree. **Τι, λέει σου ότι είναι το maple tree αλλά δε σου λέει που να το βρεις.** < It tells you that it's the maple tree but it doesn't tell you where you find it>

64. S42: (***) (*inaudible English term*)
65. T: No it's not, try again. Yes! Where can you find it? You can find it somewhere that is not so cold, but you can't see plants grow. Where can you see this? Think again! Yes? Say, say it again! **Πες το ξανά.** < say it again>
66. S42: **ποιο πράγμα;** < what?>
67. T: **Εκείνο που μας είπες. Ποιο κλίμα;** < what you said before. Which climate?>
68. S42: semi-arctic **όχι** <no>, sub-arctic.
69. T: Sub-arctic, **μπράβο στον Costas! Ναι,** <a bravo to Costas> this one? (*she talks to another student now*). Ok, stop! Let's go. Stop! Stop! Now I will say the climate and if you have a picture that you think is related to this climate (*she shows the climate on the map that is on the board*) you will raise your hand (*she raises her hand*). Ok. Arctic climate, who has a picture about the arctic climate? Let's see this (*she takes a picture from a student*). Lina and Effie think that these pictures are about the arctic climate (*she shows the pictures to the class*). Do you agree?
70. Some students: No!
71. T: No. Effie, Lina, why do you think these are in the arctic climate?
72. Effie: Because is Tundra.
73. T: Very good! Bravo to Effie and Lina and her whole group, this is Tundra, **η Τούνδρα** <tundra> , we can find this in the arctic climate. Remember we talked about Tundra! Yes? Yes (*she sticks the two pictures on the board*).
74. S43: **Κυρία δεν το έχει** sub-arctic? < Mrs, isn't it in the>
75. T: No, it's in the arctic climate. Who has Tundra? There are more pictures for Tundra. Yes, bravo! Here is one, is there another one?
76. S44: No.
77. T: No? Ok. Sub-arctic climate.
78. Some students: Sub-arctic?
79. T: Yes, sub-arctic climate. Raise your hands please! (*she raises her hand*) Bravo! Costas and his group have this picture of (*she stops for few seconds because some students are talking*) of plants that we can find in the sub—arctic climate (*she shows the picture*). **Παρένθεση εδώ να σας πω κάτι Rene! Να**

σας θυμίσω, στο πολικό κλίμα είναι τόσο κρύο που... υπάρχουν μόνο βρύα όπως αυτά εδώ και λειχήνες που μεγαλώνουν πολύ λίγο (*she sticks the picture and shows and the previews one*) και κάποια φυτά νανώδη και θάμνοι, επειδή είπαμε δεν μπορούν να αναπτυχθούν λόγω του παγωμένου εδάφους. Δεν είναι έτσι; Προχωρώντας προς τα κάτω στο semi-arid climate (*she shows it on the map*) υπάρχει αρκετό κρύο, όμως όχι τόσο κρύο όπως το πολικό, όπως το αρκτικό. Θυμάστε που σας είπα ότι the sub-arctic climate is like the ...climate in the...? Alps. In the Alps, remember? The alpine climate. Το αλπικό κλίμα, δε θυμάστε καθόλου αυτό το πράγμα; Θα περάσουμε πολύ ωραία! <A parenthesis here to tell you something, Rene! Let me remind you that the polar climate is so cold that.. there are only mosses like the ones here and lichens that grow only very little (*she sticks the picture and shows and the previews one*) and some nano plants and bushes because they cannot grow because of the frozen ground. Isn't it? Moving towards semi-arid climate (*she shows it on the map*) it's cold but not as cold as in polar, as in arctic. Do you remember when I told you that (*uses English*) the Alpine climate, don't you remember that at all? We'll have a lovely time! (*the teacher seems a bit annoyed*)> . This is the coniferous forest. Coniferous forest?

80. S45: **Κωνοφόρα.** <coniferous>

81. T: **Επιτέλους, θυμάται κι ένας. Κωνοφόρα, κωνοφόρα δέντρα.** <At last, there is somebody who remembers. Coniferous, coniferous trees> Coniferous trees, can you tell me? Some coniferous trees?

82. Lina: **πεύκος.** <pine tree>

83. T: **πεύκος,** <pine tree> yes a pine tree. A pine tree, what else?

84. S46: **Κυπαρίσσι.** <cypress tree>

85. T: **Κυπαρίσσι!** < cypress tree> Do you remember the name of **Κυπαρίσσι;** < cypress tree> cyp...cypress tree.

86. S46: Cypresss

87. T: And? Pine tree, cypress tree and?

88. S47: **Α το έλατο.** < fir tree>

89. T: **Το ξέχασα κι εγώ.** <I forgot it myself> Pine tree, cypress tree...ok, so in the sub- arctic climate we have the coniferous forest. Up in mountain, up in the

mountain where Troodos is we have coniferous forests because it's colder than in the cities, ok? Ok! So, semi-arid climate. Semi-arid climate, not a lot of rain, some rain to have grass (*some students give her pictures*). Bravo Alice, bravo Louis, bravo Eric. Can I have this please? We have, we have the steppes, the steppes are plains, they are plains full of grass and in Canada Louis, we have many plains full of wheat. What is wheat? (*she holds the pictures*).

90. S48: **Σιτάρι.** <wheat>

91. T: **Σιτάρι.** <wheat> We have many prairies...prairies of wheat. Do you remember this word? (*she shows the word "prairies"*). We talked about it when we talked about the US!

92. Eric: (***) (*inaudible Greek term*)

93. T: No! A prairie... **που σας είπα για το μικρό σπίτι στο λιβάδι!** <I told you about the film Little house on the prairie!>

94. S50: **Τη Χάιντ;** <Heidi?>

95. T: **Όχι, η Χάιντ, η Χάιντ είναι στις Άλπεις** <Not Heidi, Heidi was in the Alps> Ok! Prairies of wheat, **πεδιάδες από σιτάρι. Στα ελληνικά λέγονται σιτοβολώνες.** <prairies of wheat. In greek they are called "Prairies of wheat"> (*she gives the single word Greek term*). In English we talked about...we talk about prairies of wheat. And there are many many prairies of wheat in Canada. And the last one, in the continental climate, we have the maple tree bravo Stella, the maple tree is the national tree of Canada. **Θέλεις Άρτεμις να βγεις έξω μισό λεπτό να κάνουμε μια και μετά να συνεχίσουμε;** (*the teacher is angry so she turns to me.*) <Artemis, do you want to go out for a minute so I can argue with the students and then we continue?> (*the students then seem to stop talking and be prudent again*). Stand up Stella, **ο σφέρδαμος, στα ελληνικά αυτό το δέντρο λέγεται σφέδναμος.** <Maple tree, in Greek this tree is called 'Maple tree'>. This is the national tree of Canada (*she holds a picture of it*) and we have a deciduous forest, Greg! What is deciduous forest? Deciduous means the leaves are fallen in winter (*she makes the movement for the sentence*).

96. S51: **Φυλλοβόλο.** <deciduous>

97. T: **Φυλλοβόλα!** <deciduous>Very good, yes! Deciduous forest, **φυλλοβόλα δέντρα**, <deciduous trees> in the continental climate (*she holds a picture and she puts it under the continental climate*). Please open your notebooks, leave the pictures in the middle please! **Παιδάκια ... τετράδιο γεωγραφίας φυσικά. Οτιδήποτε δε προλάβετε να κάνετε στο σπίτι από την εργασία που θα βάλουμε...που δε προλάβετε να κάνετε στην τάξη, θα την έχετε για το σπίτι. Εντάξει; Παιδιά μου αν συνεχίσετε να μιλάτε θα μείνουμε το διάλειμμα μέσα να τα κάνουμε μαζί. Δε θέλω να ακούω τίποτε!** < Children... geography notebooks of course. Anything you don't manage to do now you'll do it at home... what you won't manage to finish now, will be your homework. OK? Children, if you continue talking we'll spend the break in the classroom doing the exercises. I don't want to hear anything!> (*she writes on the board the exercise: Canada: Answer the following: A) Write three sentences about the location of Canada B) Which are the two climatic zones of Canada?*). **Έχουμε κι άλλα, αλλά δε θα προλάβετε καν να την γράψετε, άρα γράψετε αυτές τις δύο, απαντήστε αυτές, πολύ εύκολες.** < There are more but you won't even have the time to write them so just write these two, answer them, they're very easy>

98. Toni: **Τι είναι το 'location'?** <What's 'location'?'>

99. T: Location? Το location ρε **Toni μου έχει από την πρώτη μέρα που το λέμε.** Location, ...**Η θέση, τοποθεσία του Καναδά. Όταν χτυπήσει το κουδούνι παίρνουμε τα πράγματα μας και φεύγουμε σιγά σιγά.** <Toni we've been using this word since the start of the year. The location, where Canada is. When the bell rings we take our stuff and leave the room quietly>. (*Just then the bell rings and the students leave the class*).

Geography Lesson C (Canada)

1. T: Joe, Andy, I will count to five. One, two, three, four, five the lesson starts (*she shows her fingers while she counts and she makes the movement for shhh*). Please be quiet... Now, do you remember what we talked about last time?
2. S1: Canada.
3. T: Bravo we talked about Canada. And what did we say about Canada? (*she writes on the board*).
4. Lina: Where it is.
5. T: Where it is, Very good! Where is it? ...Come on! Yes Angie!
6. Angie: the location.
7. T: Yes, we talked about the location. Bravo! So where is Canada? Can you tell me a few sentences? Alexia, Andy, Gina close your atlas, please and look at me! Where is Canada? (*she goes and opens the map*). **Παιδιά μου δεν είχα ώρα να το βάλω πάνω πριν! Ήμασταν στο...** < My children, I didn't have time to put that up before! We were at....> Have a look at the world map, where is Canada? Tsa!!! (*she holds the world map, and she is behind it*). Stan! Steve!
8. Steve: In the U.S.A.
9. T: It's in the U.S.A. come on Steve. Where is the U.S.A.?
10. Steve: Here (*he shows on the map*)
11. T: This is a country. This is one country. The United States of American. Where is Canada?
12. Steve: **Πάνω**. <Up>
13. T: Show me, show me! (*Steve shows on the map*). Ok, this is Canada. This is another country. The United States of American is one country (*she shows her finger*), Canada is another country. Mexico is another country. Cyprus is another country. Greece is...?
14. Steve: Another country.
15. T: Another country. So, where is Canada?
16. Steve: (***)
17. T: What continent is this? What continent?

18. Steve: America!
19. T: Bravo! So, this is America (*she shows it on the map*). So where is Canada?
20. Steve: In America.
21. T: In America! Bravo! Which part of America? North America or South America? So, Canada...!
22. Steve: is in the north
23. T: In...?
24. Steve: In the north.
25. T: North?
26. Steve: Hemisphere.
27. T: it is in the north hemisphere, yes. It's in north a...? me...? Ri...?
28. Steve: America.
29. T: Bravo! Sit down. So, Steve says Canada is in North America, bravo! Another sentence.
30. S2: Canada is in the temperate zone and in the polar zone.
31. T: Bravo! So, Canada is in the temperate zone and in the...? Polar zone (*she shows it on the map*). Bravo! So, we talked about the climatic?
32. Class & T: Zone!
33. T: Very good, we talked about the climatic zone! Two climatic zones in Canada, polar, temperate zone. Yes?
34. Helen: it's in the northern and western hemisphere.
35. T: it's in the northern and western hemisphere. Bravo!
36. S3: it borders the U.S.A. to the south.
37. T: Bravo! It borders the U.S.A. to the...? South. Very good!
38. S4: And north.
39. T: And northwest. Bravo! And Alaska to the northwest. What about the oceans? It borders which ocean? Louis? It borders the U.S.A., Alaska, the Pacific ocean, the Atlantic ocean, the...?(*she writes on the board what she says and she makes a table on the board*)
40. Lina: Arctic.

41. T: Bravo! The Arctic Ocean. To the...north, west, east, south. I'm listening, yes? I need to see more hands please! Raise your hand and make sentences. Gina!
42. Gina: It borders Alaska in the north.
43. T: To the north. Bravo! It borders Alaska to the north or northwest, ok. What else? (*she ticks "the U.S.A." and "Alaska"*). Yes? Angie! **Ευχαριστώ Angie μου.**< Thanks Angie> Yes! Angie. Can you make a sentence about where Canada is?
44. Angie: It borders the Atlantic Ocean.
45. T: Yes.
46. Angie: to the...
47. T: North, south, west, east (*she moves her hand down, up, left and write*). So?
48. Angie: to the north
49. T: Can you say it again? Louder please?
50. Angie: It borders the Atlantic Ocean to the north.
51. T: It borders the Atlantic Ocean. Can you come out and show the Atlantic Ocean? (*Angie goes near the map and she shows a wrong ocean*). Atlantic Ocean. (*Angie shows wrong point again*). Look at the map and show me the Atlantic Ocean (*she shows Angie Canada on the map*). **Μισό λεπτό, κάθισε κάτω** < Just a minute, sit down>... (*Angie comes out again and she shows the Atlantic Ocean*). The Atlantic Ocean, all of this is the Atlantic Ocean. So, is it north of Canada? Is it south of Canada? Is it east of Canada or west of Canada? (*She shows the south, the north, the east and the west of Canada on the map*). So? East. So, can you say the sentence?
52. Angie: It borders the Atlantic Ocean to the north east.
53. T: Bravo! It borders the Atlantic Ocean to the east. These are sentences that you said last time! **Αυτές είναι οι προτάσεις που είπαμε την προηγούμενη φορά! Τώρα είναι επανάληψη που κάνουμε έπρεπε να είμαστε τελειωμένοι από αυτό το πράγμα τώρα... Alice!** <These are sentences that we said the previous time! We are revising now and we should have already finished... Alice!>
54. Alice: IT BORDERS THE PACIFIC OCEAN TO THE WEST.

55. T: Bravo! It the pacific ocean to the west. Yes! And the arctic? What about the arctic, Soula!
56. Soula: IT BORDERS THE ARCTIC OCEAN TO THE NORTH.
57. T: It borders the Arctic Ocean to the north. Bravo! Ok, now let's remember the climates of Canada... Very, very quickly! Four climates in Canada (*she makes four circles on the board*). Do you remember them? Gina!
58. Gina: Polar zone
59. T: In the polar zone, yes, we have the...?
60. Gina: ...
61. T: A...?
62. Gina: Arctic.
63. T: Bravo! The arctic climate, what else? (*she writes the "arctic" on the first circle*). Costas?
64. Costas: The subarctic.
65. T: Bravo! The subarctic climate! **Έλα!** <Come!>
66. S5: Mediterranean.
67. T: Is there a Mediterranean climate in Canada? Mmm? No there isn't a Mediterranean climate, in Canada. We can't find the Mediterranean climate in Canada. Somewhere we can find the steppes (*she makes a movement for the "steppes"*). Please! Lots of grass.
68. Lina: **το ηπειρωτικό** <Continental>.
69. T: Yes, another one. It is the **Ηπειρωτικό** <Continental>, in English do you remember it? Continental climate (*she writes it on the fourth circle*). The continental climate, **Ηπειρωτικό** <Continental>. Bravo! And...? There is very little rain there (*she makes a movement with her fingers for the word "little"*). Enough to grow grass (*she makes a movement with her fingers for the word "grow"*). Mmm?
70. S5: Semi-arid.
71. T: Bravo, the semi-arid climate (*she writes it on the third circle*). The semi-arid climate. Now I will show you four pictures. Ok? One, two, three, yes and four (*she looks for the picture*). Come out Steve, Gina, Louis and Soula. (*she gives them a picture*) Ok, look at me please! Look at me! Look at your picture. Look

- at the picture, ok? Look at the four climates. Look at the four climates at the board. Ok? Ok.... Do you need...? Look at me please! Do you need help deciding where you put it? (*she makes a movement for the word "put"*).
72. Louis: No.
73. T: No? Ok, Louis goes first. Where is yours? (*Louis sticks his picture*). Ok thank you, sit down! And who is the second? **Αντε Steve!** <Come on Steve!> Ok! Soula? Ok! Who can tell me, are they correct? Are they right? What do you think? Let's start with this. Is this right? Yes or no?
74. Class: Yes.
75. T: Yes?
76. Class: Yes.
77. T: Ok! What's the name of this type of vegetation? Vegetation, in Greek? ... Vegetation?
78. S6: **Κλίμα** <Climate>.
79. T: Not climate. Yes?
80. S7: Tundra.
81. T: Very good, it is Tundra, but vegetation means...? (*she makes a movement with her hand*) **Βλάστηση** <vegetation>. Vegetation, so, this is Tundra (*she shows the picture*). **Τούνδρα** <Tundra> (*she writes the word "Tundra" at the side of the picture*). Tundra, and you can find it, in the...? Arctic climate. Sub-arctic climate, same as the alpine-climate (*she shows the picture for the sub-arctic climate*) very cold (*she moves her hand to show the word "cold"*). Not as cold as the arctic but is still very cold.... Is Louis right?
82. Class: Steve.
83. T: Steve? Is Steve right?
84. Class: Yes.
85. T: Yes! Can you tell me what this forest is called? What is this forest called? Yes, yes? it starts with a "c" (*she writes the letter "c" on the board*). You are whispering. **Ακούω ψιθύρους!** <I can hear whispers>!
86. S8: Con
87. T: Co... yes...
88. S9: Can I speak in Greek?

89. T: Can I speak?
90. S9: in Greek.
91. T: in Greek. Yes.
92. S9: **Κωνοφόρα**. <coniferous>
93. T: **Κωνοφόρα, μπράβο! Κωνοφόρα δάση** < coniferous Bravo! Coniferous forests> and in English?
94. S10: ‘Conofofor’ (*says a word that does not exist but sounds similar to the Greek term and everybody laughs*)
95. T: Co-ni-fe...
96. Class: Coniferous
97. T: Coniferous forest (*she writes it on the board side the picture*). Coniferous forest. Yes! What about this? I already have this here This is a prairie (*she shows the picture*). A prairie in Greek means? **Λιβιάδι!** < Prairie> Prairie of wheat? What is wheat?
98. S10: **Σιτάρι** <wheat>
99. T: **Σιτηρά, σιτάρι**. <wheat, wheat> A prairie of wheat in Greek, is? **Σιτοβολώνες. Οι διάσημοι σιτοβολώνες του Καναδά.**<Prairies of wheat. The famous prairies of wheat of Canada>. The prairies of wheat in Canada. Is Louis correct? Yes? Yes! And the continental climate? What is this forest called? The leaves fall in winter! (*she makes the movement for the word “fall”*).
100. S11: Can I speak in Greek?
101. T: Yes!
102. S11: **Φυλλοβόλο**.<Deciduous>
103. T: **Μπράβο! Φυλλοβόλο**<Bravo! Deciduous>. And in English? In English de-ci Deciduous forest (*she writes it on the board near the picture*). A deciduous forest in the continental climate. A sub-arctic climate... a coniferous forest in the sub-arctic, tundra and prairies (*she takes off the pictures*). I will show pictures, the pictures and you will tell me the name of the vegetation. (*She shows the picture one by one*). All of you!
104. Class: Tundra.
105. T: Tundra.
106. Class: Prairie of wheat

107. T: Prairie of wheat. Bravo!
108. Soula: Deciduous.
109. T: Bravo Soula! Can you say it?
110. Soula: Deciduous.
111. T: Deciduous forest. Can you all say it?
112. Class: Deciduous forest.
113. T: And this?
114. Class: Coniferous.
115. T: Bravo! Coniferous forest. Very good! Now, come on. Let's do the same for some animals and oop, before going to the animals. I showed it last time (*she shows a picture of a tree*).
116. S12: National tree of Canada.
117. T: Bravo! It's the national tree of Canada and it's called the...? Maple tree. **Σφένδαμος**. And, (*some students say the word "Σφένδαμος" <Maple>*) yes, there are many maple trees in Canada and we can find them, Greg, in which type of climate? What do you think? Louis!
118. Louis: Continental.
119. T: In the continental climate. Bravo! We can find the maple tree in the continental...climate! Now..., Greg!
120. S12: **Ποιος Greg;** <Which Greg>?
121. T: **Greg Brown;** <Greg Brown>?
122. S12: **Black.** <Black>
123. T: **Black.** <Black> Come out please! (*The student changes his mind*) Ok, come out Andy. Quickly! What's this? Can you show it to the class? What's this, Andy...? It's a ...? Rabbit (*some students said it too*). It's a hare. Yes. Come out here Costas. Come out... Tina. Effie. Look! I want you to look at the climates and stick your picture... where you think we find these animals. What's this? Cow, yes. (*she gives the picture of cow to a student*) Take this Angie.
124. Andy: **Να τα κάνουμε κυρία;** <shall we do it now Mrs>?
125. T: Yes, start please! (*she watches the student sticking the pictures*) What does a sheep eat? (*She says to a student who is trying to stick her picture in a wrong*

circle of climate). You have to decide, quickly! (*the student finishes*) Ok! So, arctic climate, a hare, a polar hare. Correct?

126. Class: Yes.

127. T: Yes, bravo (*she puts a tick on the board, at the side of the circle*). A sub-arctic climate, a bear and a moose (*she writes the word on the board*). Yes?

128. Class: Yes.

129. T: What do you think? Bravo! Yes (*she puts a tick on the board, side the circle*). In the coniferous forest of Canada Andy, we can find many bears, and the most famous is the grizzly bear in Canada, example bear and the moose, ok? The semi-arid climate in the prairies of Canada, we find lots of sheep and cows, yes?

130. Class: Yes.

131. T: Very good! And in the continental climate? We find, what's this? What animal is this?

132. S13: **Κάστορας**. <beaver>

133. T: **Μπράβο! Κάστορας** <Bravo! Beaver>. In English?

134. Some students: beaver

135. T: A beaver. We find lots and lots of beavers yes, lots and lots of beavers in Canada. And the beaver is the national...?

136. Some students: Animal

137. T: Animal of...?

138. S14: Canada.

139. T: Canada. Do you know what the national animal of Cyprus is?

140. Some students: **Αγρινό** <Mufflon>

141. T: Ok. So, I want you to... **Λοιπόν δε θα κάνουμε τώρα το workbook, το workbook λέω... δε θα κάνουμε τώρα τον έλεγχο του homework, μιας και είμαστε εδώ θα μιλήσουμε για κάτι άλλο και πηγαίνουμε μετά στο τετράδιο** <We won't check the workbook now, oh I said workbook... we won't check the homework now, since we're here we're going to talk about something else and then we'll go back to the notebook>. Let's talk about the products of Canada. The products of Canada, I want you to... at the semi-arid climate. And tell me

what are the products of Canada, what do you think about the products of Canada? Mm? One product (*she sticks a few pictures more*). Yes?

142. S15: Wheat.

143. T: Wheat, very good! Canada produces a lot of wheat (*she shows the picture which is on the board*) so, (*she writes on the board “Canada produces wheat”, she underlines the word “produces”*). I want you to ... **Andy μου!** < my Andy>! I want you to look at these sentences. Canada has got many...? Many what? (*she writes the sentence “Canada has got many _____” on the board with a blank which must be completed by the students*). So, it produces a lot of wheat (*she shows the second sentence “Canada produces wheat”*). Canada has got a lot of ...?

144. S16: Wheat.

145. T: A lot of...?

146. S17: Can I speak in Greek?

147. T: Yes.

148. S17: **Λιβάδια με σιτάρι** <Prairies of wheat>.

149. T: **Μπράβο με σιτάρι** <Bravo with wheat>. In English?

150. S18: A lot of prairies.

151. T: Bravo! Canada has got many prairies. So, it produces wheat. **Andy! Να δούμε Andy πόσες φορές θα πω σήμερα το όνομά σου και το όνομα του Louis** <Andy! Let’s see Andy how many times am I going to say your name and that of Louis today>! (*she changes the sentence “Canada produces wheat” to “So, it produces wheat”*) Ok! Very good, another sentence. Look at this!

152. S19: Canada has got many animals, so it produces meat.

153. T: So it produces milk! Bravo! What kind of animal? Can you say Canada has got many beavers or bears, so it produces a lot of milk?

154. Some students: Meat!

155. T: Meat? Still, Canada produces many beavers, so it produces a lot of meat?

156. Some students: **Όχι** <No>.

157. T: No! What kind of animal are you talking about?

158. S19: About cows and bears.

159. T: About cows and...?

160. S19: Bears.
161. T: Bears? Do you eat bears? Cows and...? (*she shows the picture of a sheep.*)
162. Some students: Sheep.
163. T: And sheep, bravo! So, Canada has got many cows and sheep, so it produces...?
164. Some students: Meat, milk.
165. T: Meat, Gina says. Meat? Meat. **Κρέας** <meat>. Bravo! So, it produces meat. Steve, tell us about the milk.
166. Steve: Canada has got many....sheep...eee...!
167. T: Yes, sheep and...?
168. Steve: **Ξέχασα** <I forgot>. Cows?
169. T: Cows, yes! So? Yes?
170. Steve: So it produces... a lot of milk.
171. T: A lot of milk, bravo! So it produces a lot of milk and cheese.
172. S20: **Αναρή** cheese (*referring to a soft cheese produced in Cyprus*)
173. T: And **αναρή** <kind of soft Cypriot cheese>. What are, what are these products called?
174. S21: **Γαλακτοκομικά** <Dairy >.
175. T: **Γαλακτομικά, γαλακτοκομικά** <dairy, dairy> In English, remember the word? A lot of? Dairy products. So it produces a lot of dairy products. Bravo! Yes.
176. S22: Canada has got many prairies so it produces a lot of...
177. T: **Α, εντάξει** <Oh, OK>? So it produces a lot of, a lot of wheat **πάλι, εντάξει** <again, ok>? ok. What about the maple tree? There are many maple trees in Canada, so it produces a lot of...?
178. S22: Tree.
179. T: A lot of maple products, like maple syrup, **σιρόπι Σφένδαμου** <maple tree syrup>. But Costas says something very interesting, that Canada produces a lot of...?
180. Costas: **Ξύλο** <wood>.
181. T: A lot of **ξύλο** <wood>. Yes! In English **ξύλο** <wood>?
182. Class: Wood.

183. T: Wood, bravo! So let's start with this, it produces a lot of wood (*she writes "woods" on the board and she erases the "s"*), a lot of wood because...? Because there are? There are many trees, and what kind of trees? Coniferous trees. Ok? Open your notebooks please!
184. T: **Δεν το έφερες; Δεν το έφερες στο σχολείο ή δεν το έφερες στην...; ρε παιδάκια μου αφού θα κάνουμε εργασία. Ακούτε με όλοι! Έχουμε και άλλη ώρα μάθημα** <You didn't bring it? You didn't bring it at school or you didn't bring it? Oh my children, we're going to do an exercise. Everybody listen to me! We'll continue later, in the other lesson>.
185. Some students: **Θα κάνουμε πρόβα** <we'll be rehearsing> (*for a school play*)
186. T: **Μπορεί να παίρνει λίγους λίγους όμως το μάθημά μας θα το κάνουμε. Θέλω όλοι να έχετε μαζί σας τα τετράδια, αφού δεν τα έχετε όλοι τώρα, θα σας** <We'll do our lesson, perhaps only a few will be away. I want all of you to have your notebooks with you since you don't have them now I will give you> a handout... **Αχ, αχ!** <oh! Oh>! I don't know! (*she gives them a handout*). This is a handout about Canada. There is some information about Canada here. **Eric μου!** <My Eric> Please, don't read the text until I say so. Ok, please go to exercise one. **Άκυρο, παιδάκια μου πρέπει να τα μαζέψουμε να φύγουμε. Λοιπόν, στο προτφόλιο, βάλτε μαζί σας στο πορτφόλιο και τον άτλαντα** <Forget it my children, we have to collect our things and go. So, in your portfolios, take it with you and your atlas too>.

Geography Lesson D (Canada)

1. T: **Πριν αρχίσετε να φεύγετε όλοι σιγά σιγά** <Before you all start leaving in a minute>. Let's talk about a very very important part of Canada. I want you to look...please take out your books and your portfolio and your world atlas. Quickly please, page fifty something, fifty- two? ...two. Fifty three. ... fifty three here and have a look at this part (*she turns the atlas and she shows the part*).
2. S1: Which part? Which part?
3. T: **Πού ήσασταν;** <Where have you been>? Have a look at the southeast part of Canada (*she shows it*) here. The border between Canada and U.S. **Andy, πήγαινε κάθισε σ' εκείνη την ομάδα εκεί** <Andy, go sit in that group over there>. Ok? We will talk about the lakes of Canada; they are called the great lakes. Ok! Eric, leave out these handouts please (*the next information "What country is it? It is the second largest country in the world after Russia. A man from this country invented (εφεύρε) basketball" appears on the slide*). So, have a look at this part, look (*she shows it on the board*). The lakes of Canada. Now, you will listen to me and you will fill in your...your... handout, ok? We have five, five lakes. The first lake, is Lake Superior, Lake Superior is the furthest to the left. Lake Superior is the furthest to the left. Lake Michigan is between superior and...Huron and Lake Huron and Lake Erie is on the left of Lake Ontario. **Παιδάκια μου τρία πουλάκια κάθονταν, δεν βλέπω ούτε ένα παιδάκι, εντάξει λοιπόν...** < My children you're absent minded, not even one child, ok>. Listen to me, Lake Superior is the furthest to the left. Rene... what have to, what we have to do now? You are listening to me and you are...filling out the handout (*she makes a movement or the word "fill in"*). Rene, take your pencil... bravo, and write the name of the lake, Lake Superior is the furthest to the left. No, no, no! Bravo Rosie. No, no! (*she walks through the students*). Bravo, so Lake Superior is the furthest to the left. Lake Michigan is between Lake Superior and Lake Huron... Lake Michigan is between Lake Superior... and Lake Huron. Bravo, bravo Andy. Bravo!

- 4.S2: **Κυρία** το Huron? <Mrs, the..>
- 5.Huron, you will find this, written here (*she shows him the word on the handout*).
Lake Michigan is between Lake Superior and Lake Huron (*she says to a girl*).
So? Bravo Rene, bravo, yes!
- 6.S2: **Κυρία εγώ;** < Mrs, me?>
- 7.T: Yes, bravo! Bravo. Ok. Lake Superior is the furthest to the left. Lake Michigan is between Lake Superior and Huron, bravo (*she says to a boy*). Lake Erie is on the left of Lake Ontario. Erie is on the left of Lake Ontario.
- 8.S3: **Α, το βρήκα!** < oh! I found it>
- 9.T: Ok?
10. Some students: **Ναι**, <yes> yes.
11. T: OK. The first one. This one here, which is it? Yes! (*on the slide is the part of Canada with the Great Lakes*).
12. S4: Huron
13. S5: Superior.
14. T: Huron No. Bravo, Superior. So, this is Lake Superior (*the word “Superior” appears under the first arrow*). Rene?
15. Rene: Michigan.
16. T: Michigan, bravo! The next one Gina?
17. Gina: Huron.
18. T: Huron, bravo! The next one Angie?
19. Angie: Ontario.
20. T: Ontario.
21. S26: Ontario?
22. T: **Όχι** <no>, Huron, sorry. Is it Huron?
23. S7: Yes.
24. T: Huron, yes. The next one?
25. S8: Erie. Yees! (*the word “Erie” appears on the fourth narrow*).
26. T: Erie, Lake Erie! Listen, Angie, Lake Erie is on the left of Lake Ontario. So, the last one is...? (*the word “Ontario” appears on the last narrow*).
27. S9: Ontario.

28. T: The last one is the Ontario, very good! Ok, now! **Θα μιλήσουμε λίγο τώρα στα ελληνικά, για τα επόμενα λίγα λεπτά να συζητήσουμε κάτι. Λοιπόν βλέπετε εδώ, Andy; Αυτές εδώ παιδιά, είναι πολύ διάσημες σε όλο τον κόσμο, και λέγονται οι μεγάλες λίμνες. Όταν πεις «μεγάλες λίμνες», αμέσως πάει στο μυαλό σου μεγάλες λίμνες του Καναδά** <Now we're going to talk in Greek for the next few minutes, to discuss something. So you see here, Andy? These here my children are very famous in the entire world and they are called the great lakes. When you say great lakes, immediately your mind goes to the great lakes of Canada>. **Ομως, είναι αυτές οι λίμνες, είναι πάρα πολύ σημαντικές για τον Καναδά. Μπορείτε να σκεφτείτε για ποιο λόγο είναι σημαντικές αυτές οι λίμνες για τη χώρα;** <but these lakes are very important for Canada. Can you think a reason why these lakes are so important for the country?>
29. S10: ... they are...
30. T: **Louis μου πες το στα ελληνικά. Μιλούμε, τώρα θα μιλήσουμε λίγο στα ελληνικά είπαμε για τις λίμνες** <Louis, you may say it in Greek. We're talking, now we'll talk a bit in Greek about the lakes>.
31. Louis: **Ποτίζουν στην άρδευση και στην ύδρευση** <they water, in irrigation and water supply>
32. T: **Πολύ ωραία, άρα χρησιμοποιούν το νερό των λιμνών για να ποτίζουν τα χωράφια τους και τα ζώα τους και για πόσιμο νερό, και για την ύδρευσή τους** <Very good, so they use the water of the lakes to water their fields and animals water supply>
33. S11: **Για υδροηλεκτρική ενέργεια.** < for hydropower>.
34. T: **Μπράβο! Χρησιμοποιούν το νερό και για υδροηλεκτρική ενέργεια κυριότερα!** <Bravo! They use the water for hydropower mainly>.
35. S12: **Αν δεν έχουν πλυντήριο, να τα πλένουν;** <if they don't have a washing machine to wash?>
36. T: **Τι είναι;** < what is it?>
37. S13: **Αν δεν έχουν πλυντήρια, να πλένουν τα ρούχα τους** < if they don't have washing machines, to wash their clothes>.

38. T: **Ναι Andy, άλλος;... Θέλω να ανοίξετε τώρα τον άτλαντά σας, κι εδώ παιδιά στη σελίδα 52, στην αρχή εδώ του... στην αρχή εδώ των λιμνών, (*she shows them the point on the map*) στην όχθη της λίμνης Superior, έχει ένα πλοιαράκι, τι σημαίνει αυτό το πλοιαράκι; Κοιτάξετε στο υπόμνημα. Costas;** <Yes, Andy, anybody else? ... I want you to open your atlas on page 52, in the beginning.... Of the lakes... there's a small boat by the Lake Superior. What does that little ship mean? Look at the note underneath, Costas?>
39. Costas: **Λιμάνι** <port>.
40. T: **Λιμάνι. Τι γυρεύει το λιμάνι μέσα στη μέση του τίποτε; Μέσα στη μέση της χώρας; Μμμ; Ναι;** <port. Why is there a port in the middle of nowhere? In the middle of the country? Mmmm? Yes?>
41. Gina: **Επειδή είναι ένα μικρό πέρασμα και για... μικρό πέρασμα που σε** (*a student interrupts*) <Because it is a narrow passing... for a narrow passing that>
42. T: **Μιλά η Gina!** <Gina is talking!>
43. Gina: **Μικρό πέρασμα που περνά, που κάνει πιο μεγάλες ...** <Narrow passing that crosses, that does bigger...>
44. T: **Εκείνο το πλοιαράκι που θα ξεκινήσει από εκεί...** <that small boat that will start from there...>
45. S14: **Ο Καναδάς είναι τα σύνορά τους και από εδώ πηγαίνουν στις Ηνωμένες Πολιτείες Αμερικής** <Canada is the borders and from there they go to the USA>.
46. T: **Ναι, Rene;** < yes Rene >
47. Rene: **...μπορεί να κάνουν εμπόριο μεταξύ τους** <they may do trading between them>.
48. T: **Πολύ ωραία. Θέλω να κοιτάξετε εδώ καλύτερα** (*a map appears on the slide*). **Εδώ, το πλοιαράκι που βλέπετε στον άτλαντά σας είναι εδώ. Εντάξει; Ξεκινά, από αυτή την κόκκινη γραμμή βλέπετε, προχωρά** (*she shows them the way with the mouse*), **όλες οι... πως τις λένε, οι λίμνες μεταξύ τους επικοινωνούν, προχωρά, προχωρά αυτός ο υδάτινος δρόμος, σταματούν εδώ οι λίμνες, αλλά συνεχίζονται σε ποτάμι, the Saint Lawrence river, του Αγίου Λαυρέντιου το ποτάμι και καταλήγει στη θάλασσα. Άρα από σχεδόν μέσα στη μέση του Καναδά, μπορούν να φορτώσουν εμπορεύματα πάνω σε πλοία,**

που είναι η πιο φτηνή, ο πιο φτηνός τρόπος μεταφοράς εμπορευμάτων και να φτάσουν έξω στη θάλασσα με τον πιο φτηνό και εύκολο τρόπο. Άρα αυτές οι λίμνες βοηθούν πολύ...; <Very good. I want you to have a better look (a map appears on the slide). Here, the ship you see in you atlas is here. OK? It starts from this red line that you see and it moves (she shows them the way with the mouse) all of the... lakes communicate between them, this water road moves, moves and moves the lakes stop here but they continue as a river, the Saint Lawrence river and it ends into the sea. So from almost the middle of Canada, they can load goods on the ship which is the cheapest, the cheapest mean of transport of goods and reach the sea with the easiest and cheapest way. So these lakes help a lot in...?>

49. S15: **Στο εμπόριο** <in the trade>.

50. T: **Στο εμπόριο του Καναδά, άρα και στην οικονομία του Καναδά. Πολύ ωραία, άρα στη μεταφορά εμπορευμάτων είπαμε, υδροηλεκτρική ενέργεια, ύδρευση, άρδευση. Βρήκαμε τρία, άλλο; Τι έχουν μέσα τα, τι έχουν μέσα οι λίμνες;** <In the trade in Canada and thus the economy of Canada. Very nice, so we said transfer of goods, hydropower, water supply, irrigation. We found three, others? What are there in the lakes?>

51. S16: **A, ψάρια** <oh, fish>.

52. T: **Και για τα ψάρια, πολύ ωραία. Και για την αλιεία, πολύ ωραία. Λοιπόν... Τελειώνουμε αυτό** <Fish, very good! For fishing too, very good? So... we're done with this>. Now please open, take this handout, the second handout that I gave you about Canada. Take this handout please (she shows it to the students). **Να φέρνουμε κάθε φορά camera, να φέρνουμε κάθε φορά camera, είσαστε πολύ φρόνιμοι** <We should always have a camera in class because you're very quiet now>. Ok, please go to exercise one (she shows it on the handout), exercise one...WRITE T FOR TRUE AND F FOR FALSE. Ok?

53. S17: **Κύρια εκείνο μέσα στο πορτφόλιο;** <Mrs the one in the portfolio?>

54. T: Yes. What do you think, please read the first sentence, Angie!

55. Angie: CANADA IS ABOUT...

56. T: one thousand...

57. Angie: ONE THOUSAND TIMES BIGGER THAN CYPRUS.

58. T: True or False? What do you think?
59. Angie: True.
60. T: True. You will write what you think in this column, ok?
61. S18: **Κυρία είναι για μας αυτό;** <Mrs is this for us?>
62. T: No. Yes (*she says to another student that asked something*). Whatever you think. **Ότι νομίζετε εσείς στην πρώτη στήλη** <Your opinion is in the first column>. Number two Costas.
63. Costas: CANADA HASN'T GOT A QUEEN.
64. T: What do you think, true or false?
65. Costas: True
66. T: Ok, Costas will write T, for true. Don't look at the text, don't read the text. You will read the text later. I think is false. CANADA HASN'T GOT A QUEEN. Oh no, sorry sorry, is true. What do you think? Rene what do you think?
67. Rene: ...the queen?
68. T: Yes, is there a queen in Canada?
69. Rene: False.
70. T: Rene thinks is false. Ok, c. CANADIANS USE THE MAPLE TREE TO MAKE SWEETS. True or false?
71. Louis: False.
72. T: Louis thinks is false.
73. S19: False.
74. T: I think is true.
75. T: FIRE IS THE BIGGEST DANGER FOR CANADIAN FORESTS. True or false?
76. Some students: True.
77. T: I think is false.
78. T: Ok! Please read the text silently and do exercise one.
79. S20: **Να αρχίσουμε;** <Shall we start?>
80. T: Yes (*students are reading the text*).
81. S21: **Κυρία να γράψουμε** true or false ..; <Mrs shall we write >

82. T: Angie wants to know this sentence means, FIRE IS THE BIGGEST DANGER FOR CANADIAN FORESTS. What do you think?
83. S22: **Ότι η φωτιά είναι από τα μεγαλύτερα πράγματα που κινδυνεύει το...τα δάση του Καναδά** <that forest is one of the biggest dangers of ... of the forests in Canada>
84. T: Yes.
85. Costas: **Κυρία που γράφει (***)** < where is it written Mrs?>
86. T: Read the whole text. Shall we read it together? Yes? Gina!
87. Gina: CANADA IS A VERY BIG COUNTRY; IT IS ABOUT THOUSAND TIMES BIGGER THAN CYPRUS. CANADA IS A...
88. T: Bilingual.
89. Gina: BILINGUAL.
90. T: Society.
91. Gina: SOCIETY. IN SOME PARTS OF CANADA PEOPLE SPEAK ENGLISH AND IN SOME OTHER PARTS OF CANADA PEOPLE SPEAK FRENCH.
92. T: QUEBEC.
93. Gina: QUEBEC IS PART OF CANADA WHERE PEOPLE SPEAK FRENCH.
94. S23: **Τι σημαίνει** <what does it mean?> QUEBEC
95. T: QUEBEC IS PART OF CANADA WHERE PEOPLE SPEAK FRENCH. Ok? So CANADA IS ABOUT A THOUSAND TIMES BIGGER THAN CYPRUS. True or false?
96. Angie: True.
97. T: True, very good! Rene, maple trees!
98. Rene: **Να το διαβάσω;** <shall I read it?>
99. T: Yes.
100. Rene: CANADA HAS MANY MAPLE TREES. CANADIANS SAY THAT THE MAPLE TREES IS THE QUEEN OF THE FOREST. THERE ARE ABOUT TEN TYPES OF MAPLE TREES IN CANADA. PEOPLE USE THE TREE FOR WOOD AND TO MAKE SWEETS, SYRUP, BUTTER AND MARMALADE.

101. T: Very good! So, b, c. Yes! The third sentence, is it true or false?
CANADIANS USE THE MAPLE TREE TO MAKE SWEETS.
102. Lina: True.
103. T: True. Louis, capital and national symbol.
104. Louis: THE CAPITAL OF CANADA IS ABOUT FORTY DEGREES NORTH.
105. T: FORTY FIVE DEGREES NORTH.
106. Louis: SEVENTY FIVE DEGREES WEST AND STARTS WITH AN "O".
THE MAPLE LEAF IS THE NATIONAL SYMBOL OF CANADA. IT IS USED TO DECORATE THEIR QUEEN'S CROWN. THEY ALSO HAVE IT...ON THEIR FLAG. THEIR FLAG IS RED AND WHITE. THE LEFT AND RIGHT PART OF THE FLAG IS RED. THE PART BETWEEN THEM IS WHITE, WITH A RED MAPLE LEAF IN THE CENTRE.
107. T: Ok, so CANADA HASN'T GOT A QUEEN. True or false? True or false?
CANADA HASN'T GOT A QUEEN.
108. Some students: False.
109. T: False. Angie? THE MAPLE LEAF IS THE NATIONAL SYMBOL OF CANADA. IT IS USED TO DECORATE THEIR QUEEN'S CROWN.
110. Angie: Yes
111. T: Yes. Now, and the last one. Louis? And the last one Costas, can you read it?
112. Costas: **Και αυτό πάνω;** <and the one on top?>
113. T: Yes.
114. Costas: VERY HUNGRY BEETLES. DID YOU THINK THAT FIRE IS THE BIGGEST DANGER FOR CANADIAN FORESTS? IF YOU DID YOU ARE WRONG. A VERY SMALL INSECT, THE PINE BEETLE, CAN KILL THOUSANDS OF TREES IN A SHORT TIME. ABOUT 11 MILLION TREES HAVE DIED UNTIL NOW. IN THE YEAR 2013 80 % OF CANADIAN PINES WILL BE DEAD. THE CLIMATE ON EARTH IS GETTING WARMER. THIS HELPS BEETLES LIVE LONGER AND KILL MORE TREES.
115. T: Ok, so?
116. Tina: False.

117. T: False. Bravo, Gina! Eee Tina. FIRE IS THE BIGGEST DANGER FOR CANADIAN FORESTS. False. Which is the bigger danger for Canadian forests? Rene!
118. Rene: ...the pine beetle
119. T: Very good, the pine beetle So, ... exercise two. Let's find the capital of Canada. Forty five degrees, forty five degrees north (*she writes it in the board*), seventy five degrees west (*she writes it in the board*). Please open your world atlas. Go to page fifty three and find the equator. Did you find the equator?
120. Class: Yes!
121. T: Ok. What are we going to do now? Move? Move? (*she makes a movement with her hand, she moves it up*).
122. S24: North.
123. T: Yes, bravo! Move north (*she makes a movement with her hand, she moves it up*). How many degrees north?
124. S25: Forty five.
125. T: How many degrees north? (*she shows the number on the board*).
126. S26: Forty five.
127. T: Forty five degrees north. Ok? Now, ... and seventy five degrees west. So, what are we going to do now? Seventy five... seventy five degree north (*she shows a point in the atlas*). Everyone look at me, Steve, Andy, Gina, Rosie, Rene. Seventy five degrees north, eee west, sorry. Seventy five degrees west and forty five degrees north, so it's...? It starts with an "o", it says.
128. S27: Ottawa!
129. T: Look, it starts with an "o" (*she talks to a student*). So, it's? Yes?
130. S28: Ottawa.
131. T: Yes (*she writes it on the board*). Now, yes, exercise three. Can you find, Costas find the Canadian flag? Which is the Canadian flag?
132. S29: Two.
133. T: Number two? What do you think? Number one, number two, number three? (*she shows the numbers with her fingers*). Which is the Canadian flag?
134. S30: Number two.

135. T: Number two. Bravo! Now, ... read the third paragraph and colour it please (*she moves her hand for the phrase "colour it"*). Yes, bravo Rene, bravo Gina. (*some students show her the paragraph*). (*she looks at her watch*) **Παναγία μου, άντε παιδάκια μου γρήγορα. Αυτό Lina!** <Oh my Goodness my children quickly. This one Lina> (*She shows to a girl the word "Ottawa" on the board*). **Άντε και ακόμα έχουμε να ελέγξουμε το... το homework μας από την προηγούμενη φορά** <Come on, we still have to check the homework from last time>.
136. S31: **Είναι ανάγκη;** <Is it necessary?>
137. T: **Είναι ανάγκη, ναι!** <Yes, it is necessary!>
138. S32: **Τι είχαμε;** <What did we have?>
139. T: Ok, when you finish exercise three, go to exercise four, Louis.
140. S33: **Κυρία;** <Mrs>
141. T: Yes?
142. S33: **Να κλείσω το computer αυτό;** <shall I turn off this computer?>
143. T: **Όχι δεν ξέρω ποιος το άνοιξε, μπορεί να το χρειάζονται.** (*some students are talking*) **Άντε, άντε, άντε! Λοιπόν, οι υπόλοιποι...** < No I don't know who turned it on, they might need it. Come one, come on, come on! So the rest...>king of the forest, **ποιος είναι** <who is> o king of the forest? Hello!
144. S34: Maple tree.
145. T: Yes! CANADIANS SAY THAT THE MAPLE TREE IS THE KING OF THEIR FORESTS. You will find out about the maple tree, in the second paragraph (*she shows with the finger the number two*). Ok? So, ... exercise four. King of the forests? Steve?
146. Steve: Maple tree.
147. T: The maple tree. Products? Products? Gina? **Γρήγορα** (*some students come back from the theatre*). **Να το πω απλά για να το καταλάβετε. Εάν δεν ολοκληρώσουμε το φυλλάδιο κι αν δεν δούμε το homework που έμεινε στο τετράδιο, δε φεύγετε από μέσα σ' αυτή την τάξη. Εντάξει;** <Quickly. To say it simple. If we don't finish the handout and if we don't check the homework that's in the notebook you won't leave the classroom>. So, products! Gina?
148. Gina: Sweets.

149. T: Sweets.
150. S35: Butter.
151. T: Butter. Yes?
152. S36: Marmalade.
153. T: Marmalade. Yes!
154. S37: Syrup.
155. T: Syrup. **Σιρόπι** <Syrup>, syrup. Very good! Ok. Canadians speak two languages, two languages (*she shows her two fingers*).
156. S38: English, French.
157. T: Bravo! English and French. WHERE DO THEY SPEAK FRENCH? WHERE DO THEY SPEAK FRENCH? It starts with a “Q”?
158. S39: Quebec.
159. T: Quebec, yes! In Quebec. So, **τα παιδάκια που έλειπαν και δε συμπλήρωσαν αυτό το φυλλάδιο, θα το κάνουν στο...; σπιτάκι τους!** <So the children that weren't here and did not complete the handout they should do it at... at home!>. Now, open your notebooks please! Open your notebooks please! Ok, open your notebooks. Bravo, bravo! At home please (*she says to a student that starts to do the handout*), open your notebooks. Bravo Costas. **Παίρνω το μπράβο πίσω** (*she takes his notebook and she sees that he didn't do his homework*) <I'm taking back my bravo>.
160. S40: **Κυρία εγώ δεν πρόλαβα καν να τα γράψω** <Mrs, I didn't even copy them>.
161. S41: **Ούτε εγώ** <me neither>.
162. S42: **Ούτε εγώ πρόλαβα να τα γράψω** <I didn't manage to write them either>.
163. T: **Εντάξει, έρευνα. Ποιος έκανε σπίτι του τις εργασίες του;** (*one girls raises her hand*) <Ok, a research. Who did his/ her homework?>
164. S43: **Κυρία αφού δεν προλάβαμε να τα γράψουμε** <Mrs we didn't have the time to write them>.
165. T: **Το λοιπόν, εντάξει. Τινα δώσε μου. Μάλλον έχω εδώ τις ασκήσεις. Γράφω ξανά τις ασκήσεις... και... τις αντιγράφετε και ξεκινάτε να τις**

- κάνετε τώρα <So, OK. Tina give me your notebook. I have the questions here. I'll write them again...and.... You copy them and start doing them now>.
166. S44: **Που θα τις βρούμε;** <Where shall we find them?>
167. T: **Τις έγραψα πάνω στον πίνακα και τις αντιγράψατε μέσα στο τετράδιο. Παιδιά κατανοώ ότι έχει μια βδομάδα να κάνουμε γεωγραφία και ξεχάσατε κάποια πράγματα. Θα κάνουμε άλλη μια βδομάδα να κάνουμε τώρα, τη Τρίτη εγώ θα λείπω. Την άλλη Πέμπτη ελπίζω να θυμάστε και να τα έχετε όλα έτοιμα** <I wrote them on the board and you copied them into the notebook. Children I understand that it's been a week since our geography lesson and you forgot some things. We won't have geography next week, on Tuesday I'll be away. Next Thursday I hope you remember and have everything ready>.
168. S45: **Κυρία γίνεται να πάρω ένα άτλαντα για... για να τα κάνω σπίτι;** <Mrs may I take an atlas with me so I can do them at home>
169. T: **Για να σας βοηθήσει; Ναι. Εεε, το πορτφόλιο θα μείνει όμως εδώ. Να πάρετε μόνο τετράδιο και άτλαντα. Λοιπόν, Lina, Effie αλλάξετε θέσεις, επειδή εδώ θα γράψω.** <To help you? Yes. Eee, the portfolio should stay here though. You only take your notebook and atlas. So, Lina, Effie change your seats because I'll write something here (*they won't be able to see what's on the board.*)>
170. S46: **Κυρία θα παίζει κουδούνι τώρα** <The bell will ring now>.
171. T: **Θα τις γράψετε κι οποίος τις γράψει, bye- bye! Εντάξει;** <You'll copy them and when somebody is finished bye- bye! Ok?> (*she writes on the board the exercises: A) Write 3 sentences about the location of Canada. B) Which are the two climatic zones of Canada?*) **Τις έγραψες εσύ Greg; περίμενα, ότι σήμερα θα διορθώναμε αυτές τις δύο... και θα σας έβαζα την τρίτη που κανονικά έπρεπε να τις βάλουμε όλες μαζί.** <Did you write them Greg? I thought we would correct the first two today and I would give you a third one which I should have given you together with the other two> (*the bell rings and everybody starts leaving*).

Geography Lesson E (Canada)

1. T: **Γιατί κάθισες εδώ, Rene έλα κάθισε εδώ. Steve έλα κάθισε εδώ, Rene κάθισε εκεί σε παρακαλώ. Λοιπόν,**<Why did you sit here, Rene come sit here. Steve come and sit here, Rene sit there please. So> ok! How are you?
2. Class: Fine, thanks, you?
3. T: I' am very well thank you! Can you please tell me what we talked about last time? Last time we had geography lesson. Can you remember?
4. Some students: **Λείπαμε κυρία, πήγαμε υπολογιστές** <We were not here Mrs we had a computer lesson>.
5. T: **Όχι παιδάκια μου, εκείνη τη μέρα δεν κάναμε, την τελευταία φορά που κάναμε γεωγραφία ήμασταν όλοι μαζί! Και ήταν με την κυρία Άρτεμης.** <No my children, that day we didn't have a lesson, the last time we had geography lesson we were all together! And Mrs Artemis was here too> Can you remember? What country did we talk about?
6. S1: Country of Canada?
7. T: We talked about Canada, yes! Do you remember something that you learnt about Canada?
8. Lina: Where is.
9. T: Very good! Where Canada is! Bravo!
10. S2: ...the...the... **κυρία μπορώ να το πω στα ελληνικά;** <Can I say it in Greek?>
11. T: **Ναι** <yes>.
12. S2: **Το εθνικό δέντρο του Καναδά** the national tree of Canada>.
13. T: Bravo! The national tree of... Canada! Do you remember the national tree of Canada?
14. S2: Maple.
15. T: The maple tree! Bravo! What else?
16. Lina: The location.
17. T: The location, yes! Where is it?
18. Stella: **Κυρία έκανα εργασία για τον Καναδά** <Mrs, I did a project on Canada>.

19. T: **Έκανες εργασία για τον Καναδά; Αν έχουμε ώρα να τη δούμε μετά, εντάξει;** <You did a project about Canada? If we have time we'll see it later> Ok. Effie?
20. Effie: Animals and the plants in Canada.
21. T: Bravo! The animals and the plants in Canada. Can you? Let me show you something.
22. S3: **Το έχεις πολύ απ' εκεί κυρία** <ou need to move it Mrs, it's too far away> (*referring to the projected slide which was not quite in the middle*)
23. T: **Να το μετακινήσουμε λίγο** <let's move it a little> (*she shows to class pictures on the slide of trees and plants in Canada*). Ok? Can you make sentences about what you can find in Canada? Using "there is, there are" (*she writes them on the board*). Mmm? What is there in Canada? Angie?
24. Angie: There are many trees.
25. T: Bravo! There are many trees in Canada. Do you know what kind of trees? What kind of trees are there in Canada?
26. Lina: Coniferous trees.
27. T: Bravo Lina, can you say it again please? Louder?
28. Lina: The coniferous trees.
29. T: Bravo! There are many coniferous trees! Excellent! What else? Soula?
30. Soula: Prairies of wheat.
31. T: Bravo! There are many prairies of wheat in Canada (*she shows the picture on the slide*) and please speak up, speak louder please! Ellis!
32. Ellis: There is a lot of wood.
33. T: Bravo! There is a lot of wood! Wood, **ξύλο**. «**Ξυλεία**» <wood, gives the Greek term> do you know it in English? It starts with the "T". Timber! Timber. Yes. What else? Prairies of wheat, coniferous trees, coniferous forests (*she shows each picture in the slide*). What's this here? (*she shows pictures on the slide*). What is this? Can you make it out? And this one?
34. S4: **Έχει φυλλοβόλα δέντρα** <there are deciduous trees>.
35. T: **Μπράβο, έχει φυλλοβόλα δέντρα** <Bravo, there are deciduous trees>. In English? De...? Deciduous, there are deciduous trees too. Yes? And? Canada is very famous for its...? What? (*She shows a picture*).
36. Some students: Lakes!

37. T: There are very big, yes, lakes! For its lakes. How many lakes are there in Canada? Can you remember?
38. S5: **Δυο;** <two?>
39. S6: **Είναι πιο πολλές** <there are more>.
40. T: There are?
41. S5: Five!
42. T: Five lakes. Lake? Lake Superior. Lake Ontario. Lake Erie.
43. S5: Michigan.
44. T: Lake Michigan. Please? Who's got the atlases? Atlases. Do you have them? Ok. Open them please! In Canada. Fifty two- fifty three please.
45. S7: **Κυρία εμείς δεν έχουμε άτλαντα** <Mrs we haven't got an atlas>.
46. T: **Δώστε ένα άτλαντα** <give an atlas>. Who wants an atlas?
47. S5: **Εγώ, εγώ** <Me, me>.
48. T: **Ήρεμα, ήρεμα!** <quiet, quiet>. Anyone else?
49. S8: **Εγώ, εγώ** <me, me>.
50. T: Page, page fifty one, fifty two- fifty three please. We are talking about the lakes. We said Superior, Erie, Michigan, Ontario and another one? **Το λοιπόν πρόσεξε σε παρακαλώ** <Please! Be careful please!> And the fifth lake is? **Rene μου θέλεις να πας στην κυρία Μαρία να της πεις τι κάνεις πάνω στον άτλαντα;** <Rene, do you want to go to Mrs Maria (*the head teacher*) and tell her what you do on the atlas?> And the fifth lake is lake? Did you find the lakes? Show me with your finger the lakes on the map (*she shows her finger for the word "finger"*). The area where the great lakes are. Page fifty two- fifty three (*She said to a student*). Where are the lakes? (*she goes to groups of students*) Where are the lakes? The lakes.... where are they? Here! Here are the lakes. The lakes of Canada. **Τώρα ανακάλυψα το πρόβλημα, δε ξέρετε που είναι οι λίμνες** <Now I discovered the problem, you don't know here the lakes are>. Show me the lakes. Bravo! Bravo! Bravo! Yes, so!
51. S9: **Κυρία, εμάς είναι λάθος;** <Mrs, are ours wrong?>
52. T: No, here! Now, come on listen to me! Find Lake Hu... Lake Superior...Ok, you found it. Lake Erie. Bravo! Come on! Lake Ontario? Michigan? What's missing? Another one is?
53. S10: Huron!

54. T: Bravo! Lake Huron. Ok! Now, close your atlas and open your notebooks please! We are going to check your homework. Canada, WRITE...WRITE THREE SENTENCES ABOUT, **Ρene μου; Όποιους το τετράδιο είναι πάνω, να πάνε να το φέρουν τώρα. Τελειώνει ο χρόνος κι ακόμα ξεχνάτε πράγματα πάνω.** <Rene? Those, whose notebooks are upstairs, go get them. The year is almost over and you still forget things upstairs>. I' am listening three sentences about where Canada is; number one (*she shows her finger*). Angie?
55. Angie: IT'S ON THE NORTHERN HEMISPHERE.
56. T: Bravo. It's in the northern hemisphere (*she stresses "in"*). Bravo! Gina.
57. Gina: Canada is bordered United States of American
58. T: It borders the United States of American to the...?
59. Gina: South.
60. T: To the South....Another sentence?
61. S12: IT BORDERS ALASKA TO THE NORTH WEST.
62. T: Bravo!
63. S13: IT IS IN THE TEMPERATE AND POLAR ZONE.
64. T: Bravo! It is in the temperate and polar zone. Do you have another sentence?
65. S14: It is North American.
66. T: It is North American. Yes!
67. S15: IT BORDERS ALASKA.
68. T: It borders Alaska to the northwest. Stella said, it is on the northern hemisphere.
69. T: Sorry Angie. In the northern and?
70. Some students: Western
71. T: Bravo and western. And the next exercise was...WHICH ARE THE TWO CLIMATIC ZONES IN CANADA? Rene told us the two climatic zones. Louis.
72. Louis: THE TWO CLIMATIC ZONES ARE THE POLAR ZONE AND TEMPERATE ZONE.
73. T: Bravo! The polar and the temperate zone...of Canada. Now, please close...your...notebook and open your atlas again. Page fifty two-fifty three again. Fifty two and fifty three (*she opens her atlas at these pages and turns it to the students*). Listen to me! Look at me, look at me! Look at my face, bravo! (*she shows her face*). You will look ok? At the map of Canada (*she shows the map*) on page fifty two and

fifty three and you will decide in your group (*she makes a circle with her finger for the word “group”*) where most of the people in Canada live? Where do Canadians live? Do they live in the north of Canada? In the south of Canada? West? East? South east? South west? What do you think? (*she shows the points on the map*) and why? You have to think (*she makes a movement for the word “think”*). Look at the map, ok? Please discuss in your group.

74. S16: **Κυρία μένουν εδώ που είναι τα βουνά. Στα βουνά μένουν** <Mrs, they live here where the mountains are. They live on the mountains>.

75. T: Quiet please!

76. S16: **Μένουν εδώ στα βουνά, το γιατί δεν το ξέρουμε** <They live here at the mountains but we don't know why>.

77. T: **Εσύ γιατί δεν πηγαίνεις να μείνεις στα βουνά;** <why don't you go and live close to the mountains?>

78. S16: **Επειδή εκεί έχει συννεφιά, μπορεί να πέσεις κάτω από τον γκρεμό** <because it's cloudy and you might fall off the mountains> (*The students discuss in Greek*).

79. T: **Σοβαρέψου!** <Be serious>. (*she moves to another group*). Bravo! This group here is correct but you have to tell me, why! This group is also correct and they have said something very clever! Bravo! Can you try (***) (*she talks to a group*). Stop! Stop. Close your mouth, your eyes on me... eyes on me Leo (*she shows herself*) ok! What did you find out? Where do most of the people in Canada live? Can you show me on the map? ...Lina what did you find out?

80. Lina: Here! (*she shows the point that her group found*).

81. T: This group says they live here and here(*she shows the two points on the map to the class*). Why?

82. Lina: **Έχει λιμάνια και βιομηχανίες** < there are ports and industries there>.

83. T: **Παρένθεση στα ελληνικά. Ακούτε με, σας ρωτώ πού ζουν οι πιο πολλοί άνθρωποι; Και μου λέτε κάποιες περιοχές. Και σας λέω για ποιο λόγο ζουν εκεί; Και μου λέτε επειδή έχει πολλά λιμάνια και βιομηχανικά εργοστάσια. Όμως παιδιά τα λιμάνια Louis και τα βιομηχανικά κέντρα είναι εκεί επειδή πήγαν οι άνθρωποι εκεί. Εγώ σας ρωτώ γιατί πήγαν εκεί και έκαναν λιμάνια και βιομηχανικά κέντρα;** <a parenthesis in Greek. Listen to me, I ask you where do most people live? And you

tell me some areas. And then I ask you why do they live there? And you tell me because there are a lot of ports and industries. But children, the ports, Louis, and the industrial centres are there because there are people there. I ask you why did people go there and made ports and industrial centres?>

84. Angie: Can I speak in Greek?

85. T: Yes, you can.

86. Angie: **Γιατί... θα βρήκαν καλύτερο το κλίμα...για να..., διότι όπου έχει καλό κλίμα θα παν να κατοικήσουν, διότι υπάρχουν και πολλά...** <Because... they found a better climate... to... because wherever the climate is good they'll go and live because there are many....>

87. T: Ok, Angie, listen to me. So, where do they live?

88. Angie: Near the United States.

89. T: Bravo. They live near the United States of American. Very good! So they live...use this (*she shows the shape with north, south west and east on the board*).

90. Angie: South. South of Canada.

91. T: Bravo. They live south of Canada. Ok? In the south part of Canada. Ok? Very good! Now, I want you to look at this and up, **τώρα να δω, τι ώρα είναι;** <what time is it?> (*she shows them the question that they have to discuss, with some choices –north, south, east, west, south east- because-1. there is water there 2. there is ice there 3. there are Eskimos there 4. it isn't very cold*)

92. Some students: **Δέκα και είκοσι** <twenty past ten>.

93. T: I want you to look at this language frame and tell me...can you make a correct sentence about where people in Canada live? For example: MOST OF THE PEOPLE LIVE IN THE NORTH OF CANADA BECAUSE...THERE ARE! What do you think? **ξέχασα το 'e'** <I forgot an 'e' here> (*referring to the word 'east' where there was no 'e'*). Stella!

94. Stella: They live in the south of Canada because ...there, it isn't very cold (*she makes a sentence with words from the board*).

95. T: Bravo! Because IT ISN'T VERY COLD (*she ticks the phrase*). Another one? Another sentence?

96. S17: **Πάνω κυρία το 'e'**. <Mrs put the 'e' above>.

97. T: **Μα πού ρε παιδάκια μου; Αααα αυτό είναι** <but where my children? Ohhhhhh that's it>. east, west, southeast, southeast. Ok! Another sentence! Stella says most of the people live in the south of Canada, because it isn't very cold. So this is the correct one (*she circles the word "east"*). Can you tell me, can you make another sentence? Did you see?
98. S18: **Κυρία** <Mrs> in the south.
99. T: Most of the people live in the south of Canada because...? Louis!
- 100.Louis: IT ISN'T VERY COLD.
- 101.T: It isn't very cold, we said it. Another reason?
- 102.S19: The climate is good
- 103.T: The climate is good. Yes!
- 104.Louis: There is water.
- 105.T: Bravo! THERE IS WATER THERE. (*she ticks the phrase*) Very good! And another reason! Because? There is another country nearby. Ok.
- 106.S21: **Κυρία;** <Mrs?>
- 107.T: **Ναι παιδάκια μου;** <Yes,my children?>
- 108.Louis: **Να πάω να σκουπίσω τη μύτη μου** <Mrs, may I go out and blow my nose?>
- 109.T: **Ναι** <Yes>. Now I want you... This is where most of the people live in Canada, ok? (*she shows them a map on the slide*). South and south east part. Now, have a look at this picture, what can you see? (*she shows them a picture with many children*).
- 110.S22: Children.
- 111.T: Children.
- 112.Steve: different
- 113.T: Bravo! Many different people. Why are they different? What's different? Steve says these people are different. Why are they different?
- 114.S23: ... their cor.
- 115.T: Their colour! Bravo.
- 116.S24: They haven't got the same nationality.
- 117.T: Bravo! They haven't got the same nationality you said? Ok, we'll find out. Take one Lina. Give it to the other group. Please take a piece of paper.
- 118.S25: **Κυρία ο καθένας ένα;** <Mrs, one each?>

119.T: Yes (*she hands them a small piece of paper*). Rene, **θα σου το πάρω σε λίγο. Ποιού είναι αυτό;** <Rene, I'll take it from you in a bit. Whose this?> Ok, listen to me.

120.S26: **Κυρία εμάς δε μας έδωσες** <Mrs, you didn't give us one>.

121.T: Ok. Are you ready? Are you ready? Please listen to me. **Angie μου!** <My Angie>. In the balloon we will find a sentence, a mixed-up sentence and this is what each child says, ok? Put the words in the right order and find out what each child says. You're B... Discuss please! (*the children are discussing in their groups*). **Σου είπα αυτήν την λέξη, όχι μέσα στην τάξη** <I told you not to use this word in the classroom> (*a student said an inappropriate word in Greek*). These three sentences will help you (*she says to a group. She gives a piece of paper to each child of the group*). These three sentences will help you (*she says to another group*). These three sentences will help you, ok? (*she says to another group*).

122.S27: **Κυρία πώς θα το κάνουμε;** < Mrs, how will we do it?>

123.T: **Το λοιπόν, στοπ πάλι και βλέπετε! Επειδή μέσα σ' αυτό το μπαλονάκι, έχει τρεις προτάσεις και μετά που το έκανα λέω κι εγώ μπορεί να δυσκολευτείτε λίγο να βρείτε τρεις ξεχωριστές προτάσεις, σας δίνω αυτό το χαρτάκι που είναι οι τρεις προτάσεις χωρισμένες και όταν τις βρείτε ξεχωριστά θα τις γράψετε εδώ στο κουτάκι σας. Καταλάβαμε; Άντε, ξεκινάτε! Μπράβο!** (*she goes to the groups and watches what they do*) **Μπράβο! Μπράβο!** <So, stop again and look here! Because in this balloon there are three sentences and after I did it I thought you might have difficulties finding three different sentences I'm giving you this piece of paper where the three sentences are written and when you find them put them in the correct order , write them and put them in the box. Understood? Come on start! Bravo! bravo!bravo!> Ok, stop!

124.S27: One minute!

125.T: Ok! Who has A?... Hubo? Who has Hubo? Yes!.... Angie! **Μισό λεπτό Angie!** <Just a minute Angie>... Yes!

126.Angie: I COME FROM INUIT PEOPLE

127.T: I AM TIKI I COME FROM INUIT PEOPLE. **Είναι συγχυσμένα τα γράμματα,**<things are confusing> sorry! I AM TIKI I COME FROM INUIT PEOPLE. Yes?

128.S28: I AM...I AM A CANADIAN... CANADIAN CITIZEN.

129.T: Citizen. Bravo! I' AM A CANADIAN CITIZEN. Inuit people **παιδιά είναι η φυλή των εσκιμών. Και η φυλή των εσκιμών... είναι οι ιθαγενείς άνθρωποι που ζούσαν στον Καναδά πριν έρθουν οι ευρωπαίοι για να ζήσουν εκεί** <children it's the tribe of Eskimos. The tribe of Eskimos is the indigenous people who lived in Canada before Europeans went to live there>. I AM A CANADIAN CITIZEN, what's a citizen?

130.S29: **Πολίτης** <citizen>.

131.T: **Πολίτης** <citizen> .Very good! The next one! This girl here, Hobu.

132.S27: I COME FROM CHINA.

133.T: I COME FROM CHINA, yes!

134.S27: I AM HOBU.

135.T: I AM HOBU, I COME FROM CHINA. I AM A...?

136.S27: CITIZEN.

137.T: CANADIAN CITIZEN. Ok, this is...? Who has Finland? (*after each child says the three sentences, the sentences appear on the board near each child of the picture*).

138.S30: **Φινλανδία; Δεν έχουμε** <Finland? We haven't got any>

139.Alexia: I AM MIKA. I COME FROM FINLAND

140.T: I AM?

141.Alexia: (***) (*there's too much noise in the class, students are talking to each other*)

142.T: **Μισό λεπτό Alexia μου. Μισό λεπτό. Η κυρία Άρτεμις τώρα, έχει όλα τα είδη φωνών και τσιριλιών που μπορώ να βάλω. Να δούμε σήμερα αν θα βρω... αν θα δημιουργήσω άλλα** <Just a minute Alexia. Just a minute. Mrs Artemis now has all the kinds of voices and shouts I can do. Let's see if today I'm gonna find... I'm gonna invent more>. Ok, **Alexia. Joe; Alexia μου τώρα μιλάς;** <Alexia, Joe? Alexia are you talking now?> (*the girl talks really quietly and nobody can hear*).

143.Alexia: I AM MIKE. I COME FROM FINLAND. I AM A CANADIAN CITIZEN.

144.T: Bravo! I AM A CANADIAN CITIZEN. Nicholas France. Effie!

145.Effie: I AM NICHOLAS. I AM A CANADIAN CITIZEN. I COME FROM FRANCE.

146.T: Bravo and Jamal? **Joe να μας πεις για τον Jamal!** <Joe tell us about Jamal>

147. Stella: **Κυρία να πω;** <Mrs shall I say it?>

148.T: Stella!

149.Stella: I AM JAMAL, I COME FROM NIGERIA. I AM A CITIZEN CANADIAN.

150.T: I am a Canadian citizen. So, listen to me please (*she claps her hands*). These children come from different countries but they are all Canadian citizens. They live in a multicultural society.

151.S31: **Τι είναι αυτό;** <What's that?>

152.T: **Πολυπολιτισμική** <multicultural>. They have different cultures. **Έχουν διαφορετικές κουλτούρες** <they have different cultures> but they have the same citizenship ok?

153.S32: **Τέλειωσε η ώρα** <time is up>.

154.T: **Τι ώρα είναι; Και 33; Γρήγορα, φυλάξτε τα, κρατήστε τους άτλαντες για την άλλη φορά, γραμμές γυμναστική... Δικά σας .** <What time is it? Half past? Quickly, tidy your things keep your atlases for next time; make lines as in gymnastics... It's yours, keep it> (*she answers to a girl who shows her the piece of paper*).

Geography Lesson F (Canada)

1. T: Ok! (*The students are settling down, trying to take out their books and the teacher is preparing the projector*). Bravo Angie, bravo Rosie, bravo Greg, bravo Tina, bravo Soula, bravo Effie, bravo Lina, bravo Stella, bravo Gina, bravo Rene. Please be quiet! **Το λοιπόν, θέλω να με βλέπετε. Λοιπόν παιδάκια μου θέλω να με βλέπετε εδώ. Βλέπετε με στα μάτια. Για το επόμενο ένα λεπτό, δε θα μιλήσετε καθόλου, να ηρεμίσετε στις καρέκλες σας, αν θέλετε μπορείτε να κάνετε αέρα με το τετράδιο σας, δε θα μιλήσετε καθόλου είπα, χαλαρώστε!** <so, I want you to look at me. So my children I want you to look at me now. Look at me in the eyes. For the next one minute or so, you won't talk at all, calm down if you want you may use your notebook to make air but you won't talk at all, calm down!>
2. S1: **Κυρία για πόση λεπτά;** <for how long Mrs?>
3. T: **Ένα λεπτό** <one minute> (*she shows her finger for the word «one»*). **Συνειδητοποιήστε ότι τελείωσε το διάλειμμα, τώρα είναι μάθημα** <Please understand that the break is over, it's time for the lesson now>. Aaand stop! Put your notebooks down please (*she makes a movement with her hand, she moves it down*). Put them down, come on, ok. Today, Stella, we will continue about Canada and we are going to talk about the economy of Canada (*she writes the word "Economy" on the board*). What words come to your mind when we talk about the economy of a country?
4. S2: Money.
5. T: Money! Money, very good! (*She makes a diagram on the board Economy money*).
6. S3: Products.
7. T: Products! Very good! (*She writes the word on the diagram*).
8. S4: Agriculture.
9. T: Agriculture. Very good! (*she writes the word on the diagram*) Yes? EF?
10. Effie: The exports and the imports.
11. T: Shhh
12. Effie: The exports and the imports.

13. T: Bravo! Very good! The exports and the imports (*at the same time she writes the words on the diagram*).
14. Stella: **Κυρία τι είναι το “agriculture”;** <Mrs, what’s ‘agriculture’?>
15. T: Ok! ST wants to know what agriculture is. We talked about it, when we... when we were learning about South African!
16. S5: **γεωργία** <agriculture>.
17. T: **Μπράβο, η γεωργία!** <Bravo, agriculture>. Now, the products? What does it mean products?
18. S6: **Προϊόντα** <products>.
19. T: **Προϊόντα!** <products>. Money?
20. S7: **Λεφτά** < money>.
21. T: Ex... exports, imports? Exports, imports (*she makes a movement with her hand that showing in and out*).
22. S8: **εξαγωγες, εισαγωγές** <exports, imports>.
23. T: Bravo! What do you think? Can you... can you make a guess? Is Canada a rich country or is it a poor country? What do you think?
24. S9: is a rich country.
25. T: Just a minute, just a minute. Savi **μου σε παρακαλώ.** < Savi please> Yes Soula?
26. Soula: Canada is a rich country.
27. T: A rich country, why?
28. Soula: (***) (*she uses English but her exact words are not heard.*)
29. T: Ok. Soula says is a rich country because is big (*she makes a movement for the word “big”*). India is big; India is big but is not rich. It’s a poor country. Soula also says that there are many lakes, where ships can travel and this brings money to Canada. What do you think?
30. Lina: (***) (*she also talks very and though she uses English it isn’t audible*).
31. T: Good!
32. Lina: They have industry.
33. T: Very good! They have a good industry. Ok! You think, **νομίζεις, μαντεύεις ή ξέρεις το;** < you think, you guess or you know it?>
34. Lina: **Νομίζω** <I think>.

35. T: **Νομίζεις** <You think>. Ok, Lina....thinks that Canada is rich because it has a very strong industry, maybe! Anyone else? Ok, let's say...
36. S10: Mineral riches.
37. T: Ok. And mineral riches. Mineral riches what does it mean?
38. S11: **Ορυκτός πλούτος** <mineral riches>.
39. T: **ορυκτός πλούτος** <mineral riches>. OK, Now...**τι ήταν να πω** <what was I going to say?> Ooh yes, yes, yes I know! Have a look at this. CANADA HAS GOT MANY LAKES SO IT PRODUCES (*the slide does not appear and she starts reading again*). CANADA HAS GOT MANY LAKES SO IT PRODUCES A LOT OF FISH (*there's the Greek equivalent under the word "produces"*). Another sentence? (*There are two tables with a main phrase in each and some words to choose from to make a sentence about Canada*).
40. S12: **Δεν τα παράγει κυρία, τα ψαρεύει** <they don't produce it they fish it>.
41. T: Another sentence, Soula!
42. Soula: CANADA HAS GOT MANY PRAIRIES. SO, IT PRODUCES A LOT OF WHEAT.
43. T: A lot of wheat.
44. S12: CANADA HAS GOT MANY MAPLE TREES. SO, IT PRODUCTS A LOT OF MAPLE PRODUCTS.
45. T: Bravo! Yes, Angie!
46. Angie: CANADA HAS GOT MANY COWS AND SHEEP. SO, IT PRODUCES DAIRY PRODUCTS.
47. T: Cows and sheep. So, it produces a lot of dairy products (*she make an arrow on the slide to show it*) and meat. What else? Rene! Talk about the forest.
48. Rene: CANADA HAS GOT MANY FORESTS. SO, IT PRODUCES A LOT OF WOOD.
49. T: Bravo! It produces a lot of wood. Do you remember...? What's another word for wood? **Ξυλεία**; <wood?>
50. S13: Timber.
51. T: Timber, yes! (*she writes on the side the word "wood"*). Timber. Yes? Bravo. So, Canada has got a many, many, many products. Ok? What do you think? Does Canada

export a lot of things? Or does it import a lot of things? (*She moves her hands out and in for the words “export” and “import”*).

52. S14: Exports.

53. T: It exports, bravo, a lot of things. So, it takes...? (*she makes a movement with her finger for the word “money”, which is the answer*)

54. S15: Money

55. T: It takes money. So...? It has to be a rich...country. Yes!

56. S16: It has a good economy

57. T: And it has good economy yes! So, apart from these products, (*she shows the products on the slide*). Canada has got a very strong industry (*she writes “strong industry” on the board*). Industry what does it mean?

58. S17: **Βιομηχανία** <industry>.

59. T: **Βιομηχανία** <industry>, very good! I will give you a handout...! Ένα, δύο, τρία, τέσσερα <one, two three four> (*she counts the handouts*).... So, CANADA'S INDUSTRIAL DEVELOPMENT, development? Development (*she makes a movement with her hand. She opens them, miming the word*).

60. S18: **Ανάπτυξη** <development>.

61. T: **Ανάπτυξη**, <development>, very good! CANADA HAS A HIGH INDUSTRIAL DEVELOPMENT (*she raises her hand for the word “high”*). It has many r....., m....., m....., r.... and s.... of a..... We will fill, we will do the...we will read the handout and fill in the blank. Exercise one. Read the instruction EV!

62. Effie: MATCH THE TERM WITH ITS MEANING.

63. T: Match the term, match the term with its meaning (*she shows the columns on the handout*). Match the term, with its meaning (*she shows the word “match” and the shape that appears the meaning of the word “match” on a card, which is above the board*). Ok? Please read it silently and match whatever you think is correct.

64. S19: **Κυρία να το κάνουμε όλο;** < Mrs, shall we do it all>?

65. T: No, exercise one. Please do exercise one, only. Ok, stop! Stop! Who wants to go first? RAW MATERIALS, what does it mean? RAW MATERIALS. ANG can you say.... ANG thinks that it's...

66. ANG: NATURAL PRODUCTS THAT CAN BE USED TO MAKE OTHER PRODUCTS.

67. T: Bravo! Natural. Natural?
68. S20: **Φυσικά** <natural>.
69. T: Natural products. Products of nature, MA! That can be used, that we use to make other products, for example, what?... What's a raw product?A product that we take from nature to make another product.
70. S21: wood
71. T: Bravo! Wood! Wood or timber is a raw material. Ok? In Greek? **Πρώτη; Οι πρώτες ύλες παιδιά μιας χώρας;** <Raw? The raw materials children, of a country?> The raw material. The next one, mineral riches. CH?
72. Tina: THEY ARE USUALLY FOUND IN THE GROUND AND THEY ARE INORGANICS.
73. T: Very good! Mineral riches, they are usually found in the ground (*she makes a movement for the word "ground"*) ok? And they are inorganic. **Σημαίνει είναι ανόργανη, είναι ανόργανες ουσίες** <It means that they are inorganic substances>. And the last one, Lina?
74. Lina: SOME SOURCES OF ENERGY. ANYTHING THAT CAN BE USED TO GENERATE, PRODUCE ENERGY.
75. T: Generate, produce energy. Sources of energy ANR...can you say it in Greek? Sources of energy, sources of energy. Anything that can produce energy. So?
76. Lina: **ενέργεια** <energy>.
77. T: Yes, like what? A source of energy is?
78. Louis: **Πετρέλαιο** (*using English pronunciation and laughing*).
79. T: **Πετρέλαιο**, yes in English?
80. S22: Oil.
81. T: Oil, yes!
82. S23: Gas
83. T: Gas! Bravo! Please do exercise two. Put these words in the correct circle. WHAT ARE MINERAL RICHES? WHAT ARE SOURCES OF ENERGY? And WHAT ARE RAW MATERIALS? Ok? Start please! **Παιδάκια γλυκά, μια μικρή συμβουλή** < my little children, a little tip> a tip. There are words that you can put in two circles. **Παιδιά για το** <children for the> raw materials, **τις πρώτες ύλες, πρέπει να σκεφτείτε, με ρωτά ας πούμε η Soula το "gas" το αέριο είναι πρώτη ύλη;**

Δηλαδή μπορώ να πιάσω το αέριο και να φτιάξω κάτι άλλο, ένα άλλο προϊόν και να το πουλήσω; Από το αέριο; Joe; Από όλο τον κόσμο, μόνο εσύ γελάς, έχει κάποιο λόγο; <the raw materials you need to think, for example Soula asks me if ‘gas’ is a raw material? Can I take gas and make something else, another product and sell it? From gas? Joe? From everybody here you’re the only one laughing, is there a reason?>

84. Joe: **Γιατί για το αέριο; Το αέριο.** <Why for gas? Gas.>

85. T: Ok, let’s start! Mineral riches. Eric!!! Eric will read...**δεν μπορώ. E!** <I can’t. Hey!> (*the students are making noise and talking to each other*>.

86. Eric: **Να πω;** <shall I say?>

87. T: **Όχι, να μην πεις. Δώσε της το σε παρακαλώ για να μπορέσει να διορθώσει. Stella μου, πάρε το σε παρακαλώ, τελειώνει.** <No, don’t say. Give it (correction liquid) to her so she can make correction. Stella please take it and finish up> Eric.

88. Eric: ...Mineral riches are amianthus.

89. T: Yes?

90. Eric: Aluminium, coal, zinc.

91. T: Coal and zinc.

92. S24: **Κυρία το πρώτο ποιο ήταν; Το πρώτο που είπε;** <Mrs, what was the first one? The first one he said?>

93. T: Amianthus.

94. S25: **Τι είναι το ‘Amianthus’?** <What’s ‘amianthus’?>

95. T: So! Coal, coal is not...it’s not inorganic but it’s a...yes, it’s a mineral. It’s a mineral.... Raw materials?

96. S26: **Κυρία το προηγούμενο τι είναι;** <Mrs what was the previous one?>

97. T: ...Mineral riches.

98. S26: **Ναι, τι σημαίνει;** <Yes, what does it mean?>

99. T: **Αμίαντος!** <amianthus>

100.S27: **A!** <Oh>

101.S27: **Κυρία μπορείς να τα γραφείς στο πίνακα γιατί συγχύστηκα;** <Mrs can you write them on the board because I am confused?>

102.T: Ok, quiet please! Mineral riches (*she writes the answer on the board, amianthus, nickel, aluminium, zinc under the column “Mineral riches”*). **Παιδιά ακούστε με, ξέρω σίγουρα, ακούστε με, ξέρω, ακούστε με. Ξέρω σίγουρα ότι αυτά είναι ορυκτά** (*she*

shows the words on the board), εντάξει; Τώρα ο Eric έβαλε και το coal, το κάρβουνο στο ορυκτό. Μπαίνει στα ορυκτά, αλλά παιδιά αυστηρά μιλώντας, οι , αν το ψάξετε στο επιστημονικά μιλώντας, αν το ψάξετε στο internet, το, ο άνθρακας, το... < Children listen to me, I know for sure.... Listen to me. I know for sure that these are mineral riches ok? Now, Eric also added coal in these. It can be out in this category but strictly speaking children if you search for it scientifically and if you look for it on the internet coal...>

103.S28: **Κάρβουνο** <coal>.

104.T: **Το κάρβουνο, ναι, δεν είναι ανόργανη ένωση, άρα επίσημα δεν μπορεί να μπει εδώ, αλλά μπορείτε να το βάλετε αφού το βρίσκουμε κάτω από τη γη** <Coal, yes it not an inorganic compound so officially it can't be in this category but you can put it here since it is extracted from earth>. Raw materials! (*she writes the correct words under the column raw materials....* Raw materials! Angie! Savi! **Ρε παιδιά, απλά επειδή δε σας βιντεογραφούν, δε σημαίνει ότι δε θα μιλάτε στο μάθημα.** <Children, just because you're not video recorded it doesn't mean you won't take part in the lesson>.

105.S29: Timber.

106.T: Timber (*she writes it under the column*). Timber but you can also put oil. You can make a lot of products out of oil. Ok? And sour, sources of energy?

107.S29: aluminium? (*for the previous column "raw materials"*)

108.T: And the aluminium, yes. Aluminium and nickel, and amianthus and zinc... Sources of energy?

109.S30: gas?

110.T: Sorry?

111.S30: Natural gas

112.T: Natural gas (*she writes it under the column "Sources of energy"*).

113.S31: **Εδώ έβαλα ένα, αλλά δεν ξέρω πώς θα το πω** <I've put one but I don't know how to say it> Hypro, hydropower?

114.T: Shh! Hydropower. **Υδροηλεκτρική ενέργεια** <hydroelectric power> (*she writes it on the board*). Aaand, and?

115.S32: coal.

116.T: Oil and coal. Canada uses a lot...a lot of hydropower to produce energy. Why? Why? Effie?

117.Effie: Because Canada has a lot of water

118.T: A lot of water and a lot of rain. Bravo! Ok, when you finish with this (*the handout*), open your note books. **Παιδάκια μου, θα τα βάλετε μέσα στο φυλλάδιό σας, μέσα στο βιβλίο σας, μιλώ Angie. Η Effie μέχρι και την άλλη φορά να με θυμίσεις να σας δώσω το, τα πορτφόλιά σας να βάλετε μέσα το, τα φυλλάδια** <My children, you'll put your handouts in your books, I'm talking Angie. Effie remind me next time to give you your portfolios to put your handouts in>. Ok, we are going to do an exercise in your note books, but, we have to remember and gather together many words, many words about Canada. So Canada is the country of...? What's the country of....., you have to put the letters in the right order... (*on the slide appear some words with the title "Canada is the country of..."*, the words are "fstores, pairesir, oodw, wehta, kesla, udnrta, plmae rees, gtaai").

119.Class: Aaa!

120.S33: Forests.

121.T: Forests! Very good! Of?

122.S34: Prairies.

123.T: Of prairies (*for each correct answer, slide the correct spelling of the word appears on the*)

124.S35: **Τι είναι το prairies;** <What's 'prairies'?>

125.Some students: wood

126.T: Wood.

127.S36: Water.

128.T: what?

129.S36: wheat.

130.T: No, it's not (*the correct word appears*). Wheat!

131.S36: **Το είπα κυρία!** <I said it Mrs.>.

132.T: Sorry!

133.S37: **Κυρία τι είναι το 'prairies'; Κυρία τι είναι το prairies;** <Mrs what's 'prairies'? What's a 'prairie'?>

134.S38: **Τι σημαίνει prairies;** <What does 'prairies' mean?>

135.T: **Ποιος θα, μας πει τι σημαίνει prairies;** <Who will tell us what does ‘prairies’ mean?>

136.Some students: **πεδιάδες** <prairies>.

137.T: **Θα φέρω μια μέρα... ένα επεισόδιο του «Μικρό σπίτι στο λιβάδι», να το δείτε να μη ξεχνάτε.** <One day I’ll bring the ‘the little house on the prairie’ to watch it so you won’t forget? Is the county of...? What’s this?>

138.Some students: Lakes.

139.S39: Tundra (*for the next one*).

140.T: Tundra.

141.Some students: Maple tree.

142.T: Maple tree. Aand?... You will not.... you will not find this.

143.S40: Tida.

144.T: Taiga. Do you remember what taiga is?

145.Eric: Yes!

146.T: **Eric πες μου** <Tell us Eric>.

147.Eric: **Είναι η βλάστηση κάτω από την Tundra** <It’s the vegetation under tundra>.

148.T: **Μπράβο ρε Eric!** <Bravo Eric>. Ok! (*The phrase “maple sweet» appears on the slide, with narrows*). Hear what we’ ll do! We will write these two words and you will find as many words about Canada as possible. Words starting with an “M”, “a”, “p”, “l”, “e”.

149.Class: “s”, “w”, “e”, “e”, “t”.

150.T: You can use these words to (*she shows the words that they wrote for the previous exercise of the handout*) ok?

151.S41: **Κυρία θα το γράψουμε έτσι στο τετράδιο?** <Mrs shall we write in the same way in our notebook?>

152.T: **Έτσι θα το γράψετε** <You’ll write it in this way> (*she shows in the notebook to students how to write the words horizontal*). A stop! **Το θέλω όμορφο, ωραία γράμματα, αν θέλετε να το κάνετε με το χρωματιστό . Όπως θέλετε** <I want it nice, nice letters if you want you may use colours. Any way you want>. Look what Steve did! Don’t do this. Costas is ok! (*she shows the notebooks of these students*). **Vicky και της Vicky’s είναι πολύ ωραίο. Άντε, παιδάκια μου, ηρεμήστε, ηρεμήστε!** <Vicky’s is also very nice. Come on my children calm down, calm down>.

- 153.S42: **Κυρία πρέπει να γράψουμε λέξεις για τον Καναδά;** <Mrs, we have to write words about Canada?>
- 154.T: f? **γιατί να γράψεις το f; Από το; Δες εκεί** (*she shows the words on the board*). < Why do you need an ‘f’? It’s from? Have a look at the board>
- 155.S43: **Κυρία είναι καλό;** <Is it good Mrs?>
- 156.T: Bravo!
- 157.Joe: **Κυρία μπορούμε να βάλουμε και στα ανάποδα, ανάποδα;** <Mrs can we also do it reverse?>
- 158.T: **Δηλαδή;** <what do you mean?>
- 159.Joe: **Να αρχίζει ανάποδα** <starting by reversing the word>.
- 160.T: **Αααα, ναι! Ο Joe παιδιά σκέφτηκε μια ιδέα...μπορείτε να γράψετε αντίστροφα μια λέξη και να καταλήξετε σ’ εκείνο το γράμμα, παραδείγματος χάρη για το L αντί να γράψουμε το lakes έβαλε mineral και καταλήγει στο L. Έλα!** <Oh yes! Joe had an idea... you may write the word so as to end in that letter so for example instead of the word ‘ lakes’ she wrote ‘mineral’ which is ending in ‘l’. Come> (*somebody comes in the room and asks for a student*) **το Joe!** <Joe?>
- 161.S44: **Ένα κυρία, όχι τρεις μαθητές, ένα θέλει** <she wants one student Mrs, not three>
- 162.T: Rene! I want to check what you did!
- 163.Rene: **Δεν τελείωσα!** <I haven’t finished>
- 164.T: **Δε με πειράζει!** <I don’t mind>
- 165.S45: **Κυρία το prairies πώς γράφεται;** <How do you spell ‘prairies’?>
- 166.T: prairies; **Πώς γράφεται; Μπορείτε να το βάλετε αντίστροφα.. Louis έλα σε παρακαλώ! Μα ο Andy που είναι;** <How do you spell it? You may write that reverse. Louis please! Where is Andy?>
- 167.S86: **Έσπασε τα πλευρά του, χτες έσπασε τα πλευρά του. Του τα έσπασε ο Joe.** <He has broken his ribs, yesterday he broke his ribs! Joe did that.>
- 168.T: **Πήγαινε βγάλε το σύρμα. Άντε σας παρακαλώ** <Go and plug it out please, come on please> (*students start collecting and tidying their things until the bell rings*).

Geography Lesson G (Australia)

(There is a projected slide on the board with the phrase “Which country is it?” and some words on the side “semi-arid climate”, “sub-tropical climate”, “temperate climate”, “arid climate”, “Mediterranean climate” and “tropical climate”. There are some pictures and words on the black board “desert”, “tropical rainforest”, “Australian Alps”, “prairie” and “savanna”)

1. T: Today we are going to talk about ...? A new country.
2. S1: New country
3. T: ... Lets see if you know which country it is. Can you look at the first sentence *(another sentence appears on the projected slide “It is called ‘Land Down Under’)* *(some students raise hands)*. Can you read the first sentence Louis?
4. Louis: IT IS CALLED ‘LAND DOWN UNDER’.
5. T: It is called ‘Land Down Under’ *(the teacher repeats the phrase)*. What else? *(Another phrase appears on the slide “It is the driest (ξηρότερη) country in the world”)*. Yes? Greg.
6. Greg: IT IS THE DRIEST COUNTRY IN THE WORLD.
7. T: Bravo! It is the driest country in the world. The driest means?
8. Class: Ξηρότερη <driest>.
9. T: Yes. “Dry” means «ξηρό» <dry>. Can you tell me another word that means “dry”? *(she shows the word “driest”)* Dry?
10. Louis: Sannava.
11. T: *(the teachers laughs)* It’s savanna.
12. Louis: Eee
13. T: No, no. But you are close, bravo Louis you are close. Eric?
14. Eric: ... eeeee?
15. T: Another word that means “dry”. Look at the climates there. *(showing the side of the board, where the different climates are written)*. Which climate means dry climate?
16. Louis: Aaaa
17. T: ... Louis.

18. Louis: Arid climate.
19. T: Bravo! Arid. Arid means dry (*she shows the word “arid” and the word “driest”*). It is the driest country in the world (*she shows the phrase with her finger*).
(*Some students talk at the same time with teacher*)
20. S2: **Κυρία νομίζω ξέρω ποιο είναι** <Mrs, I think I know which it is>
21. S3: **Εγώ ξέρω** <I know>.
22. T: Yes. Can you read this? (*Another sentence appears on the projected slide “30% of this country is desert”*). Can you read this as well? Right Lina?
23. Lina: **Κυρία πώς λέμε το τις εκατό;** <Mrs, how do we say % in English>
24. T: Thirty per cent.
25. Lina: 30% OF THIS COUNTRY IS ...
26. T: is desert. Very good. 30% OF THIS COUNTRY IS DESERT (*she shows the phrase with her finger*). What’s a desert? (*Helen raises her hand and the teacher nods her head to answer*).
27. Lina: **Έρημος** <desert>.
28. T: **Έρημος** <desert>. Yes. (*Another sentence appears on the projected slide “The clown fish is one of its national animals”*). And can you read this Gina?
29. Gina: THE CLOWN FISH IS ONE OF ITS NATIONAL ANIMALS.
30. T: The clown fish. What’s the clown fish? (*a picture of a clown fish appears on the slide*). Nemo was a clown fish.
31. T: Yes. The clown fish is one of its national animals.
32. S4: **Να πο ποια χώρα είναι;** <Shall I say which country it is?>
33. T: Yes.
34. S4: It is Australia.
35. T: Bravo. It’s Australia (*the word AUSTRALIA appears on the slide with two animations of kangaroos*). This is it. Ok? Now... (*a student shouts the word “Nemo”*) I will give you some words (*she shows the words for a few seconds on the slide but she turns back to the first slide*), but before I give you some words, I want you to open your world atlas, page fifty something, fifty eight (*She looks in the book for the correct page*). **Όχι, όχι, όχι, παιδάκια μου όχι** <no, no my kids, no>. Page eight, eight (*she turns the book to students with the correct page*) and I want you to point with your finger where Australia is (*she makes a movement with her finger to*

show what does the word “point” mean then looking around the classroom). Bravo Soula. *(A student is being naughty, talking to another student. The teacher interrupts the lesson and asks and admonishes him in Greek but words are not audible. She then continues).* Bravo Greg. Tina where is Australia? Bravo. Bravo!! Now... I want you to think of one sentence about where Australia is *(she makes the movement for the word “think” and for the word “one” she shows her finger. After the question some students raise hands).* On your own, alone. Where is it in the world? *(she makes the shape of the world, when she says” where is it” and she takes the map).* On the world map, where is it? *(She shows the map and for the word “where” she moves her hand to show the meaning of the word).* Effie?

36. Effie: ... It is in the southern hemisphere

37. T: Southern hemisphere, bravo! Louis.

38. Louis: ...

39. T: Dan.

40. Dan: It is in the southern and eastern hemisphere.

41. T: Southern and?

42. Dan: Eastern

43. T: And Eastern hemisphere. Yes?

44. Lina: It's in the Indian Ocean.

45. T: It's in the Indian Ocean. Yes? *(she moves her hand indicating that it's a so and so answer, not very true)*

46. Effie: It's in the temperate zone and tropical zone.

47. T: Bravo Effie! It's both in the tropical and in the temperate zone.

48. Louis: It's in the Pacific Ocean.

49. T: Yes. Ok. It borders the Pacific Ocean as well. I want you to add New Guinea and New Zealand *(she shows the countries on the map).* Australia is.... north, south, west, east of these countries *(she shows the north, etc. with her hands)?*

50. Lina: ...

51. T: Australia is?

52. Lina: North

53. T: Of?

54. Lina: ...

55. T: North of? **Βόρεια της Ποιας χώρας;** <north of? Of which country?>
56. Lina: New Zealand.
57. T: Bravo. Australia is north of New Zealand (*she makes the movements with her hand and she shows the two countries*). Yes? (*Some students raise their hands*). How about Papua New Guinea...**Νέα Γουινέα** <New Guinea>. Eric?
58. Eric: ... it's ... Australia is in the south of ...
59. T: Bravo. It's south of New Guinea. And which continent is it in?
60. Eric: It's in the Oceania.
61. T: Bravo! It's in Oceania. **Στην Ωκεανία** <oceania> (*she shows it with her finger on the map*). Australia is in Oceania, is an island in the continent of Oceania. Ok. These are the words and we've used all of them. Bravo! These are the sentences (*the sentences appear on the slide one by one. The title is "Where is Australia?"*) Can we all read them? Very quickly!
62. All students: IT IS IN THE EASTERN HEMISPHERE, IT IS IN THE SOUTHERN HEMISPHERE, IT IS IN OCEANIA, IT IS SOUTH OF NEW GUINEA, IT IS NORTH OF NEW ZEALAND, IT BORDERS THE PACIFIC OCEAN, IT BORDERS THE INDIAN OCEAN.
63. T: Very good! And... this is what Effie told us but I want you to look at it as well (*on the slide there is a map with the tropic of Capricorn*). I want you to find the tropic of Capricorn that crosses Australia (*she makes the movement to show the word "crosses", she moves her finger and she crosses Australia*).
64. S7: (***) (*probably a question asked by a student*)
65. T: I'm telling you the tropic of Capricorn passes through Australia (*she makes a movement with her hand*). Which line is it, show me please! (*She shows with a movement the word "line"*). Find it and show it to me (*she walks around the class and she stops to see the students*). **Δείξε μου καλά. Μην μου κάνεις έτσι** <show it to me well. Don't do that> (*rapid move of finger*). This is the tropic of Capricorn, ok? Bravo! Yes! Yes! **Ωραία! Παιδιά πάνω στον άτλαντα δείχνει δυο γραμμές που περνούν** (*δείχνει με το χέρι*), **εντάξει; Μια ενιαία γραμμή και μια διακεκομμένη. Ποιος είναι ο τροπικός του αγόκερου;** <Nice! Children on the atlas there are two lines crossing (*showing the move with her hand*) ok? A straight line and a dotted one. Which is the tropic of Capricorn?

66. Ss: **Η διακεκομμένη** <the dotted>.
67. T: Yes. Bravo! Ok. So the tropic of Capricorn cuts... divides Australia in two parts (*she shows on the map which is on the slide that Australia is divided by the tropic of Capricorn*). This part... (*she shows the part on the slide*), which climatic zone is this part?
68. Lina: tropical zone.
69. T: The tropical zone. Bravo! And the ...
70. S8: temperate zone
71. T: And the temperate zone... The tropical and the temperate zone (*another map of Australia appears on the slide*) Ok. Now. Before going here, I want you to have a look at these pictures (*the pictures were on the board since the beginning of the lesson*). **Δεν μπορώ να κάνω μάθημα, να μιλώ και να έχει παιδάκια που δε με βλέπουν** <I cannot do the lesson, I cannot talk and have some kids not looking at me>. We can find all of these in Australia. Now ...we are going to do a matching activity, ok? We are going to match the words with the pictures! (*She makes the movement, she shows the words and pictures*). Can you come and match the word with its picture? (*some students raise hand*). Soula? (*the girl goes to the board and matches the “tropical rainforest” with its picture*)
72. T: Bravo! This is a tropical rainforest. Another one. Angie. Another one Louis (*these students come to the board and match words with pictures*). Bravo! This is the savanna and this is desert. And two more. Lina and (***) (*names another male student*)
73. S9: **Δεν είμαι σίγουρος** <I'm not sure>.
74. T: **Έλα και θα το δούμε μαζί** <Come and we'll find it together>. Ok. Bravo! This is a prairie, in Greek?
75. Few students: **Πεδιάδες** <prairies>.
76. T: Bravo! And the Alps. These are the famous Australian Alps (*she shows the picture*). I want you to go to page ... (*a student talks alone and he says “εκεί που είναι το Έβερεστ”*<It's where Everest is>) fifty eight. (*Some students talk in the class, someone shouts “eight”*). Find the Australian Alps and raise your hands please. Where are the Australian Alps?
77. S10: **Κυρία τι σελίδα;** <Mrs, what page?>

78. T: Fifty eight... five, eight (*she writes the numbers with a movement of her finger*).
Fifty eight. Did you find the Alps?
79. Few students: **Ναι** <Yes>.
80. T: Effie come on here please. Take the Alps and stick them on the map of Australia (*she makes the movement to show the word “stick”*). (*The girl takes only the word*)
Aaaaa the picture too. (*The girl sticks them*). Bravo! Here we can find the Australian Alps (*she points the place on the map*).
81. Eric: **Α Κυρία! είδα ένα ντοκιμαντέρ μια φορά που έλεγε ότι αν δεν ήταν εκείνες οι Άλπεις... έκοβαν τις βροχές που έρχονταν από τον Ειρηνικό, δε θα ήταν γεμάτος ο Ειρηνικός σήμερα** <Hey Mrs...! I watched a documentary once which said that if there weren't those Alps...blocking the rain coming from the Pacific Ocean, the Pacific wouldn't be full today>.
82. T: **Μπράβο ρε Eric!! Εγλύτωσες μου δέκα λεπτά μάθημα** <Mpravo Eric! You've just saved me 10 minutes of teaching>. Ok. Now. ...
83. S10: **Γιατί το είπες;** A; <Why did you say it? ah? (*this student refers to the other student*)>.
84. Ok, yes I want you to look at this map, on page fifty seven. Fifty seven, these two maps here (*she shows them*). This is the climatic map, the map of climates (*she shows it*) and this is the map of ...vegetation (*a student shouts “vegetation” at the same time*) yes, the vegetation map. I want you to have a look at this map... that is about the climates of Australia. These are most of the climates of Australia (*she shows on the map which is on the slide*) and I want you to decide where each climate is. Which Where in Australia they are, ok? Is it point A? (*she shows the point A*) where is the arid climate? Where do you think it is? Ok? Look at your map, you can work in pairs (*she shows with her fingers the word “pairs”*).
85. S11: **Δυάδες** <in pairs>?
86. T: Yes. In pairs, groups of two (*she shows with her fingers*). Effie and Costas, Stella and Rosie. Find the climates and raise your hands when you are ready. **‘Ατε παιδάκια μου γλυκά** <Come on my sweet children>.
(the students are working and the teacher walks through them. They are using Greek but what is said is not audible).

87. T: **Δεν είναι εύκολο να κινούμε μέσα στην τάξη σας** <It isn't easy to move in your classroom>.... Look at me! Look at me! Please look at me! These are types of vegetation, **βλάστηση** <vegetation> (*she shows the types on the board*). These are types of climates (*she shows them*) each climate has a type of vegetation. I want you to tell me which climate goes where (*she shows them again on the board*). Not which type of vegetation (*shows the board with types of vegetation*) which climate (*shows the board with types of climate*). Ok? ... Are you ready?
88. S13: Yes!!
89. T: Rene. What do you think? Choose a climate and come out and stick ...and stick it where you think we can find it (*the student comes to the board*). Aaa, aa (*indicating that what the student is doing is not right. Then he goes on picking another climate but he's not sure*)
90. Rene: **Να το δω μες το;** <shall I see it in the...> (*referring to the book*).
91. T: Yes.....
92. S14: **Κυρία γίνεται να πάω τουαλέττα;** <Mrs, May I go to the toilette?>
93. Ok... Thank you! Rene is correct, yes. You can find the Mediterranean climate here and where else?
94. S15: **Έχει και κάπου αλλού** <there's also somewhere else too>.
95. T: And yes, and here (*she shows on the map which in on the slide*). We can find, we can find the Mediterranean climate along this line (*she writes Mediterranean climate on the board and she shows it*). Ok, bravo! Louis (*he comes to the board*)... **Έχει 5-6 παιδάκια, ψηλώνουν χέρι μιλούν, οι άλλοι όλοι ούτε πως είναι μέσα στην τάξη. Costas, Gina, Steve, Greg, Tina, αυτή η γραμμή εδώ** <there are 5- 6 children raising their hands and take part in the lesson, the rest are like they're not even in the room. Costas, Gina, Steve, Greg, Tina, this line here>... Bravo! (*referring to Louis who has correctly put the climate where it should be*) Arid climate, this is a huge, and very very big? (*she shows with her hand the area*).
96. S16: Desert.
97. T: Desert. Yes. Another climate. Greg. **Άντε, άντε**< come on, come on>.
98. Ss: Hurry up!
99. Greg: **Κυρία δεν ξέρω ποιο να πιάσω** <Mrs, I don't know which one to take> (*referring to the climates*)

100. T: **Δεν πειράζει, σε βοηθώ. Κάνε τι νομίζεις και θα δούμε** <Never mind, I'll help you. Do what you think and we'll see>. (*The student picks a climate and sticks it where he thinks he should*)... Semi-arid climate, stop, **μείνε** <stay> **Βήμα βήμα** <step by step>. Can you please show me the tropical zone of Australia? (*George shows it*) Yes. The tropical zone of Australia (*she shows it on the map*). Do we have a lot of rain in the tropical climate or no rain?
- 101.Greg: A lot of rain.
- 102.T: A lot of rain. Yes, so, is it a semi-arid climate there? No. What climate we have here? Savanna or ...?
- 103.Greg: Tropical.
- 104.T: ... What zone is this? (*she shows the zone*)
- 105.Greg: Tropical zone.
- 106.T: Tropical zone. So it's the tropical climate.
- 107.S17: **Ήταν να το κάνω εγώ** <I was gonna do it>.
- 108.T: **Κάνεις άλλο** <you can do another one>. You know the tropical climate Andy. Where is the sub-tropical climate? ... (*students raise hands*). **Παιδάκια μου στοπ μισό λεπτό. Εάν δεν ήταν εδώ... δεν ξέρω αν πρέπει να το....** (*she wants to ask them if my presence is stopping them from taking part in the lesson so but asks me to turn the camera off when she asks them that. Most of them answered no as I noted in my notes. Then the lesson resumes*). Sub-tropical, (*Andy to stick the sub tropical card on the map, and someone shouts "Αίγο πιο πάνω"* <A bit further up>) Andy this is the tropical, bravo, so this is the....(*he sticks the card on the right place*) bravo, that's it.
- 109.Andy: Yes!!!!
- 110.T: So this is the sub-tropical climate, ok? (*she shows it on the map*), right under the tropical climate. Semi –arid temperate, what do you think? **Δεν μπορώ να ακούω μουρμούρα** <I can't stand hearing murmurs>... Alice.
- 111.Alice: **αλήθεια;** <really>
- 112.T: and Steve
- 113.Eric: **Κυρία δε με έβαλες ούτε μια φορά** <Mrs, you didn't even once called me on the board>

- 114.T: Quickly! The semi-arid, bravo Alice, and the temperate?...*(the student sticks the label in the wrong point)* **Σκέψου! Σκέψου!** <think! think!> *(the student tries to put the temperate climate on the board and some others are shouting «Ρεε, όχι εκεί, στο F» <Hey, not there! At F>).* This is the Mediterranean *(she shows it)*. Bravo. This is the temperate climate *(a student shouts «Είναι ωκεάνιο» <It's oceanic>)* When we say temperate climate, we mean ...
- 115.Eric: **εντάξει κατάλαβα** <Ok! I got it!.
- 116.T:...a number of climates *(she shows her four fingers)*. **Όταν λέμε εύκρατο κλίμα,** temperate climate, **εννοούμε** ?... <when we say temperate climate, we mean?...>
- 117.S19: **Κυρία εκείνους που δε θέλουν να τους πιάνει η κάμερα, δε θα τους πιάνει τώρα;** <Mrs, those who don't want to be recorded they won't be now?>
- 118.T: Εννοούμε ότι ... *(a student is speaking with another student and she stops for few seconds)*. **Εννοούμε μερικά, έναν αριθμό κλιμάτων. Το εύκρατο κλίμα έχει και το ηπειρωτικό, έχει και το ωκεάνιο κλίμα, άρα** <we mean a number of climates. The temperate climate has continental and oceanic climate, so> here we have the temperate climate which is the continental climate *(she shows on the map, which is on the slide)*, but here, look, along the Australian Alp*(she shows on the map, which is on the slide)*, we have the... Oceanic climate *(she writes the word "oceanic" on the board)*. The oceanic climate. Now, please look at me, Angie look at me ... Which?... I want you to answer step by step. Which ocean is this here? *(she shows it on the board)*. The name of the ocean. Which ocean is this?
- 119.Louis: Pacific Ocean
- 120.T: The Pacific Ocean. Ok? Winds, blow from the Pacific Ocean *(she makes arrows with the word wind)* towards Australia. Winds, means "FFFffffff" *(she makes a movement with her hand and a sound)*
- 121.S21: **Άνεμος** <wind>.
- 122.T: Yes! Wind blows from ...? The Pacific Ocean. And the winds carry rain *(she writes the word "rain" on the board)*. Rain?
- 123.S22: **Βροχή** <rain>. *(teacher starts to make a cloud on the board)*
- 124.T: Yes! *(She makes the cloud with rain)*. They carry rain with them. They come here! Look at the winds, they 're coming, eeeeeeee ntoushhhh *(she makes a*

movement with her hands, to show the winds). What's here? (*she shows the point with her hand*).

125.S23: The Australian Alps.

126.T: Bravo! The winds are coming with rain (*she shows the words on the board*) and... they find, what?

127.S24: Alps.

128.T: The Alps. The Australian Alps and they stop...here (*she shows the point on the map*). So there is a lot of rain here and there is not rain here (*she shows the points*)

129.S25: **Κυρία, είναι “Alps” που το λέμε;** <Mrs, it's called “Alps”?>

130.T: (*she nods “Yes”*)

131.S25 & S26: **Κυρία γράφει “Apls”** < Mrs there, it is written “Apls”.

132.T: Oh sorry, sorry. Alps Australian Alps. **Όχι Apls** <Not>. Alps. **Λοιπόν παιδάκια μου, αυτό το πράγμα το ξαναείπαμε, όπου υπάρχει μεγάλη οροσειρά... λειτουργεί ως εμπόδιο που σταματά τους υγρούς ανέμους που φέρνουν βροχή (κάνει κίνηση με τα χέρια) κι έτσι η περιοχή μετά τα βουνά, Rene... είναι συνήθως ξηρή** <My children, we said this before... where there is a big mountain range it acts as a barrier stopping the wet winds that bring rain (*showing the move*) and so the area beyond the mountains... Rene (*a student is talking*) is usually dry>. Ok? Now. We don't have to lose more time. Where do you find the tropical rainforest? Where do you find it? Quickly! (*she shows a student*) Stay there, tell me.

133.S27: Tropical zone.

134.T: Tropical climate (*she sticks the picture on the map*). Bravo! Savanna? Quickly, the savanna where do you find it? Costas?

135.Costas: ...

136.T: **Πάνω, κάτω, δεξιά, αριστερά;** <Up, down, right, left?> which climate?

137.Costas: arid...tropical...

138.T: Savanna?

139.Class: Semi-arid.

140.T: Semi-arid, but in the sub-tropical climate (*she sticks the picture and she shows the sub-tropical climate*). The desert?

141.S28: Arid climate.

142.T: Arid- climate! And the prairie?... And the prairie?

143.S29: Temperate

144.T: Mediterranean climate. Who? The prairie?

145.Class: Temperate

(the teacher makes a movement with her head that means “No”).

146.Class: Sub-tropical.

147.S30: Mediterranean.

148.T: Semi arid *(she sticks the picture on the correct point)*. There is some rain to grow grass, but not much rain to grow trees *(she moves her finger for the word “no” and she moves her hand up and down for the word “trees”)*. Ok? **Παιδάκια μου μικρά;** <My little children>.... I will give you ... Take this. Pass to go ... *(she gives handouts while students are chatting among them in Greek)*... Ok. You have... Louis! You have ten minutes to do this. **Είναι πολλά** <it is a lot> ten minutes. You have five minutes to read this *(she shows the text)*, ok? And then we'll have a look at it together.

149.Eric: **Κυρία το ‘you’ και το ‘text’ στην άσκηση ένα τι είναι;** <Mrs, the “you” and the “text” in exercise one what is it?>

150.T: **Το you και το text είναι αυτό που κάναμε και την προηγούμενη φορά** <The “you” and the “text” is what we did the previous time>.

151.Eric: **Θα μαντέψω;** <I will guess>?

152.T: What do you think?... Yes. I want you to guess the answer and then... and then read the text and find the answer

153.Eric: **Το wattle τι είναι;** <What is ‘wattle’>?

154.T: I will show you...*(she hands the last handouts and then she turns to the computer to find a picture of the tree)*... This is the Golden wattle or Acacia, it's a type of acacia *(She shows to students a type of the tree on the slide)*. **Ακακία** <acacia> and it's called wattle, it is the national tree of Australia. *(The students continue working on the handout and the teacher starts collecting pictures from the board and sticking others)*

155.S32: **Κυρία η πρωτεύουσα είναι η Καμπέρα;** <Mrs, is Canberra the capital?>

156.T: (***) **ναι.** <yes>

(The teacher prepares the board to continue when the students finish the handout, she sticks pictures with words like, “cotton plant”, “citrus trees”, “sugar canes,

“vineyard”, “wheat” , “merinos sheep” in the meantime the students are heard using Greek while working with the handout).

157.S33: **Κυρία πώς γράφεται το (***)** < Mrs, how do you spell (***)>

158.T: **Γράψε το όπως ξέρεις και θα το κάνουμε μαζί** <write it the way you think and we’ll do it together> ... (she writes on the board, “Australians live {north, south, east, west, southeast, southwest}because 1. the climate is better, 2. there aren’t any crocodiles there 3. there aren’t any deserts there, 4. it isn’t very hot). Stop, stop, stop! We are going to ...look at the handout together. Exercise one... what do you think?... About the first sentence? Helen.

159. Lina: AUSTRALIA IS ABOUT A 100 TIMES BIGGER THAN CYPRUS. False

160.T: AUSTRALIA IS ABOUT A 100 TIMES BIGGER THAN CYPRUS. Helen says false. THERE ARE 760 TYPES OF WATTLE. True or false?

161.S34: True.

162.T: True. AUSTRALIANS ARE CALLED AUSSIES. True or false?

163.S35: False.

164.T: AND DROUGHT IS THE BIGGEST DANGER.

165.Class: True...false.

166.T: **Παιδάκια μου, λέμε τι νομίζετε** <My children, we say what you think>. DROUGHT IS THE BIGGEST DANGER FOR AUSTRALIA.

167.S36: False

168.T: False, ok. I will start reading and you will continue (she shows with her hand herself for the word “I” and the class for the word “you”). AUSTRALIA IS THE BIGGEST ISLAND IN THE WORLD. IT IS ABOUT 800 BIGGER THAN CYPRUS. AUSTRALIA WAS DISCOVERED ABOUT 300 YEARS AGO, BY THE EUROPEANS, BUT OTHER PEOPLE, ABORIGINES, LIVED THERE FOR 45000 YEARS... WATTLE TREES: AUSTRALIA HAS MANY WATTLES, ACACIAS. Euripides.

169.Eric: **Ναι** <yes>

170. S37: **Κυρία εγώ** < Me Mrs>

171. S38: **Συνέχισε** < continue>

172.Eric: ... YOU CAN FIND WATTLES ALL OVER AUSTRALIA, THERE ARE ABOUT 760 TYPES OF WATTLES IN AUSTRALIA. ABORIGINES USE THIS

TREE TO MAKE SWEETS, FLOUR AND MEDICINE. THEY ALSO USE THE WOOD TO MAKE BOOMERANGS. AUSSIES, PEOPLE OF AUSTRALIA TODAY, USE THE WATTLE SEED IN THEIR COOKING TOO (*in three occasions in this text where there were Greek words which the student reading ignored*).

173.T: Bravo! Go on Effie.

174.Effie: THE CAPITAL OF AUSTRALIA IS ABOUT 35 DEGREES...

175.T: South, 35 DEGREES SOUTH.

176.Effie: ONE HUNDRED FORTY NINE DEGREES EAST. (*not pronounced well*)

177.T: East.

178.Effie: IT STARTS WITH A 'C'.

179.T: Ok. Stop there. Thirty five degrees south, south of what? (*she makes the movement with her hand, for the "south" and "south of what"*)

180.S39: South of ...

181.T: South of the? We found, we find the equator (*she makes a line with a movement of her hand*) and we go 35 degrees south (*she moves her hand down*). So find the equator. ... page 8... find the equator please. Page 8 (*she holds the atlas*), find the equator and go 35 degrees south (*she moves again her hand down*). Then 149 degrees, east (*she moves her hand to the right*). We find the? What? (*she moves her hand and makes a vertical line*). **Παιδιά;**<children?> (*They are not paying attention*) we find the equator. **Παιδιά!** <Children!> (*they continue not paying attention and she has to raise her voice*). We find the equator and we go 35 degrees south, then we found, we find... what Meridian?...

182.S40: The prime meridian.

183.T: The prime meridian. Find the prime meridian and go 149 degrees east (*she makes the same movement to the right*). Longitude and latitude... (*turns and talks to a student, Lina*) **Ναι, ο ισημερινός, πόσο κάτω πρέπει να πας τώρα; Πήγαινε. Κόρη; 35 μοίρες, βλέπεις εδώ, πού είναι οι 35 μοίρες; Πού σταματούν οι 35 μοίρες; Εδώ. Και στον πρώτο ισημερινό πόσο πρέπει να πας; Πόσο πρέπει να πας ανατολικά; Δες και σκέψου, 149, άρα** < Yes, the equator, how far down do you have to go now? Hey? 35 degrees, do you see here? Where are the 35 degrees? Where do the 35 degrees stop? Here. And on the Prime Meridian how far do you

have to go? How far to the east? See and think, 149, so> and it's ... Canberra. (*She then turns to another student*) **Δείξε μου πώς το έκανες, ωραία!** < Show me how you did it, good> (*then she goes to another student*)! **Δείξε μου πως το βρήκες** <show me how did you find it>. Thirty five degrees south, yes, bravo! Bravo! **Έλα κάτω. Έλα κάτω έτσι** <Move down. Move further down>.

184.Louis: **Είναι η Καμπέρα;** < Is it Canberra?>

185.T: Bravo!

186.Louis: **Δεν είναι το Σίτνεϋ;** < Isn't it Sydney?>

187.T: Have you found it?

188.Class: No!

189.T: **Λοιπόν παιδάκια μου γλυκά, εγώ φταίω που δεν έφερα ... τον μεγάλο το χάρτη τον παγκόσμιο, είναι κάτω** <Well, my sweet children, it's my fault because I didn't bring.... the big world atlas, it's downstairs>.

190.S42: **Να πάω να τον φέρω;** <shall I go and get it?>

191.T: **Όχι. Βλέπετε με όλοι να θυμίσω κάτι. Γεωγραφικό πλάτος , γεωγραφικό μήκος. Γεωγραφικό πλάτος...**<No. Look at me to remind you of something. Longitude, latitude>.... (*The teacher notices a student not looking at her and she gets annoyed*) **Rene πως θα καταλάβεις γιε μου, όταν δε με βλέπεις;.....** <Rene, how will you understand when you don't look?> **Γεωγραφικό πλάτος, βρίσκουμε,** <Longitude, we find> we find the king of parallels (*she shows on the middle of the atlas*). Which is the king of parallels?

192.Lina: The equator.

193.T: The equator! We find the equator and then we go north or south (*she moves her hand up and down*). Do you remember the song? (*she starts singing the song and the class follows*) "Latitude is the angular distance measured in degrees, it tells how far from the equator any place happens to be. North or south from the equator". So we go north or south of the equator. How many degrees south? For Canberra? How many degrees?...

194.Lina: thirty five

195.T: Bravo, thirty five degrees south of the equator, again the song? For longitude(*moving her finger right and left*).

196. Class with teacher: “Longitude is the angular distance measured in degrees. It tells how far from Greenwich England any place happens to be. East or West...”

197. T: OK? so we go east, how many degrees?... For Canberra, how many degrees?

198. S43: 149.

199. T: 149 degrees east (*she shows on the atlas*) and the capital is?

200. Class with teacher: Canberra.

201. T: It’s Canberra. Where is my handout? Ok.... (*She finds her handout and resumes reading but notices that her students are a bit nervous*) THE GOLDEN WATTLE...

Λοιπόν, στοπ, στοπ, στοπ. Βλέπετε με. Σας κάνω switch off (*makes a move with her hand*), **ξαπλώστε στο θρανίο σας μέχρι να πω πάνω. Πέστε, χαλαρώστε.**

Φανταστείτε που θα κλείσουν τα σχολεία θα πάτε στην παραλία, να αγοράσετε παγωτό, ice-skating στο my mall. Όταν, αυτό γίνεται με τη συμφωνία ότι, όταν πω ξεκινούμε, εννοώ ξεκινούμε, διαφορετικά χάνετε το διάλειμμά σας. Χαλαρώστε.... Πάνω και συνεχίζουμε σας παρακαλώ, με απόλυτη σοβαρότητα

<So, stop, stop, stop. Look at me! I’ll switch you off, lie on your desk until I say up.

Lie, relax. Imagine that when the schools close you’ll go to the beach, buy an ice-cream, ice-skating at the mall. Only if you agree that when I say we start, I mean we start otherwise you lose your break. Relax... Up and we continue please being absolutely serious>...Bravo Costas, Bravo Effie. Bravo Greg. Bravo Rene, Bravo Steve. Bravo Alice, Bravo Gina, Bravo... Angie, Bravo Cathy, Bravo Alexia, Savi, Andy, Lina, Louis, Tina, Joe. Let’s continue. (*She continues reading from the handout*)

THE GOLDEN WATTLE IS THE NATIONAL SYMBOL OF AUSTRALIA. THE FIRST DAY OF SPRING IN AUSTRALIA IS NATIONAL WATTLE DAY. ON THIS DAY AUSSIES PLANT WATTLES AND OTHER TREES, THEY ALSO WEAR A WATTLE BLOSSOM AND HAVE PICNICS UNDER THE WATTLES TREES. Australians take tree days very seriously, ok?

202. S44: **Τι, τι;** <What, what?>

203. T: They take tree days.... **Μέρες που είναι αφιερωμένες στα δέντρα, τις παίρνουν πολύ σοβαρά παιδιά, επειδή για να επιβιώσει η χώρα τους χρειάζεται πολλά δέντρα** <Days which are dedicated to trees are taken very seriously children, because for their country to survive they need a lot of trees>

- 204.S45: **Κυρια δηλαδή έχουν εβδομάδα του δέντρου;** <Mrs, so they have a week for the trees>?
- 205.T: **Ναι** <Yes>. Ok. THE AUSTRALIAN FLAG HAS A SMALL ENGLISH FLAG ON ITS TOP LEFT CORNER THE REST OF THE FLAG IS BLUE WITH SIX SMALL WHITE STARS ON IT. FIRES ARE A VERY BIG DANGER TO AUSTRALIA, MANY HOUSES ARE DESTROYED AND MANY PEOPLE DIE IN THESE FIRES... Do you remember the big fires in Australia last summer?
- 206.S45: Yes.
- 207.T: FIRES IN AUSTRALIA GET VERY BIG, VERY QUICKLY BECAUSE OF THE DROUGHT AND THE DRY GRASSES IN AUSTRALIA BUT ALSO BECAUSE OF THE MANY EUCALIPTUS TREES. **Υπάρχουν πολλοί ευκάλυπτοι στην Αυστραλία** <There are many eucalyptus in Australia>. **Πριν διαβάσω το τελευταίο, για ποιο λόγο οι ευκάλυπτοι βοηθούν πολύ στην πυρκαγιά;** <Before I continue, why do the eucalyptus help fires a lot?>
- 208.S46: **Επειδή έχουν λάδι μέσα ...και καίγονται εύκολα** <Because there is oil in them...so they get burnt easily>
- 209.T: Bravo! THE FIRE BURNS THE EUCALYPTUS OIL AND THIS MAKES BIGGER FIRES. Ok, let's see... Please give us the answer Eric for exercise one.
- 210.Eric: ...false, true, true, false.
- 211.T: False, true, true, false. Number two? It's ...?
- 212.S47: Canberra.
- 213.T: Canberra. Very good! The Australian flag... one, two or three?
- 214.S48: two
- 215.S49: **Πώς γράφεται το 'Canberra'?** **Με 'n', 'b';** <How do you spell 'Canberra'? With 'n', 'b'>?
- 216.T: Canberra (*she writes Canberra on the board*). Number two... yes, is Australian flag. Number four! AUSTRALIA'S NATIONAL TREE? You know the ...? Rene!
- 217.Rene: Wattle tree
- 218.T: Bravo! The wattle tree.
- 219.Eric: **Κυρία έβαλα 'golden wattle'** <Mrs, I wrote 'golden wattle'>
- 220.T: Ok!

- 221.Eric: **Κυρία στην άσκηση τρία, ποιας χώρας είναι η πρώτη σημαία;** <Mrs, in exercise three, whose flag is that>?
- 222.T: ...**Της Αλγερίας νομίζω που έβαλα...**<I think I put Algeria's>. Products...some products of wattles?
- 223.S51: Medicine.
- 224.T: Medicine. Bravo!
- 225.S52: Sweets
- 226.T: Sweets? (*she looks in the handout*) Yes!
- 227.S53: Wood.
- 228.T: Wood! Very good. Ok. And the last one. NATIONAL WATTLE DAY IS ON THE ..?
- 229.Stella: The first of March ...
- 230.T: ouaha ha! No. Lot... National... Eyes on me, laser eyes on me, laser eyes come on! It says here (*she looks and shows with her finger on the handout*) that the national day of wattle is the... first day of spring. Stella said the first of March, and I said no...have a look at this.
- 231.Louis: **Διότι είναι ανάποδα...**<Because they are reverse>.
- 232.T: Yes!... I want you to have a look at this please! (*she shows a picture on the slide*) So, have a look at this picture please! Which pole faces the sun? (*She makes a movement with her hand for the "faces"*)... looks at the sun. Which pole, the North Pole or the South Pole?
- 233.Lina: The North Pole.
- 234.T: Bravo! The North Pole faces the sun (*she shows the picture that is on the slide*). So where do we have summer? In the northern hemisphere or in the southern hemisphere?
- 235.Eric: In the northern hemisphere.
- 236.T: Bravo! So, here we have summer (*she writes on the picture the word "summer"*). And what months are here? The months of the summer?
- 237.Eric: June, July, August.
- 238.T: June, July, August (*she writes the months on the board*). Which pole faces away from the sun? (*she make a movement with her hand for the "away"*) It's away from sun, which pole?

- 239.S58: The South Pole.
- 240.T: The South Pole. So we have... what's season is here? Here is summer and here is?... *(she shows the poles)*.
- 241.S59: Winter.
- 242.T: Can you tell me...can you tell me what months we have winter here?
- 243.S60: December, January, February.
- 244.T: Look! We have June, July, August and is summer in the northern hemisphere, ok? It's June, let's say is June here *(she circles the word "June")*. Is it June here? *(she makes a small point on the earth-picture on the slide)*
- 245.Ss: No
- 246.T: Is it June here? *(she makes another point on the earth-picture on the slide)*.
- 247.S61: **Όχι** <no>.
- 248.T: **Όχι** <no> June here? *(she makes another point on the earth-picture on the slide)*.
- 249.S62: No
- 250.T: No. **Άρα εσείς πιστεύετε ότι, τώρα που εμάς είναι Ιούνης στην Κύπρο, σε μια χώρα στο νότιο ημισφαίριο, στην Αυστραλία ας πούμε, εκείνους είναι Δεκέμβρης;** <So you think that now, that is June in Cyprus, in another country in the southern hemisphere, in Australia let's say, it's December>?
- 251.Class: **Είναι Ιούνης αλλά χειμώνας** <it's June but it's winter>.
- 252.T: Yes! We have the same month, but different season. It's June in Cyprus, it's June in Australia. *(she shows on the picture)*. It's hot in Cyprus, it's cold in Australia, but we have the same month. It's June here, it's June in Australia. It's hot here, it's cold in Australia. Look *(she changes the slides)*...ok. Look at these please. Have a look... **Θα θυμώσω!**... <I'll get angry> ... My cousin lives in Australia. I am going to visit her in July. What am I taking with me? *(there are pictures of different clothes and things on the slide)*. I'm going to Australia in July. What am I taking with me?
- 253.S63: Everything!
- 254.T: Yes! I' taking shoes...What kinds of shoes? Number three or number six? *(number three is sandals and number 6 is boots)*.
- 255.S63: Number six
- 256.T: Number six! Yes! *(she circles it)* What else?

257.S64: Number two

258.T: Number two. Bravo! I'm going to take a scarf (*she circles it*). What else?

259.S65: Umbrella

260. T: An umbrella, (*she circles it*) very good! I'm going in July.

261.T: **Η κυρία Λίντα πήγε στην Αυστραλία το προηγούμενο καλοκαίρι.** <Mrs Linda went to Australia last summer>

262.S65: **Ποιος;** <who?>

263.T: **Η κυρία Λίντα της ειδικής. Έφυγε Ιούνη και ήρθε Σεπτέμβρη ήρθε πίσω και είπε «Παναγία μου, φέτος δεν απόλαυσα καλοκαίρι, επειδή δεν έζησα καλοκαίρι». Όλους τους καλοκαιρινούς μήνες της Κύπρου, ήταν στην Αυστραλία που ήταν;...** <Mrs Linda , the teacher of special education. She left in June and came back in September and said "Oh my God! I didn't enjoy summer this year because I didn't have summer". All summer months of Cyprus she was in Australia where it was?...>

264.Class: **Χειμώνας** < winter>

265.T: **Χειμώνας και ερχόμενη πίσω στην Κύπρο ξεκίνησε το φθινόπωρο, άρα δεν έζησε καλοκαίρι. ..Χτυπά το κουδούνι γι' αυτό...Τι μας έμεινε;... Δεν προλαβαίνουμε τίποτε.... Για την επόμενη φορά... για να μη χάνουμε χρόνο την επόμενη φορά, θα σας δώσω αυτό το φυλλάδιο (*showing it*) και θέλω να πάρετε τους άτλαντες μαζί σας, θα χρησιμοποιήσετε, θα χρησιμοποιήσετε τον άτλαντα και θα συμπληρώσετε τις πόλεις τις Αυστραλίας** <Winter, and coming to Cyprus the autumn had started so she didn't enjoy summer. The bell is about to ring so... What is left?... We don't have time for anything more... For next time... so we don't lose time next time, I'll give you this handout (*showing the handout*) and I want you to take your atlases with you, you'll use the atlas and you'll fill in the cities in Australia>.

(The bell rings and students leave)

Appendix 2: Home Economics Lesson transcriptions (Lessons A-D)

Home Economics Lesson A (Fish Group A)

(The boys are washing their hands)

1. T: Boys first!
2. Some students: Boys, boys!
3. T: Shhh!! ...Boys first I said. You are not listening!
4. S1: **Όχι κυρία μια χαρά άκουσε** <No, Mrs he heard it>.
5. T: Paper, you got? **Έλα, κλείστε το** <come on close it>. *(She gives paper to the students for their hands)*... Take your seats! So, ... we are going to use the food pyramid today, so what I want from you... I would like to ... We're going to make a small revision... We are going to talk about what we talked about last time or... what food... the food, food groups ... this year. *(A student takes out some plastic food, from a box)*. Ok? Now, do you want to... remind us what we talked about? Come on! Do you remember any food groups we talked about this year? Come on!... Yes!
6. S2: About eggs.
7. T: Sorry?
8. S2: About eggs.
9. T: We talked about eggs. Ok, do you remember anything about eggs? What we said about eggs?
10. S2: ...the egg white.
11. T: We talked about the egg white, yes!
12. S2: The air cell.
13. T: These are what? These? *(she makes a shape with her hands)*
14. S2: ... *(the girl does the same movement)*
15. T: What are these?
16. S3: The parts of the egg.
17. T: The parts of the egg! Very good! *(she shows a picture on the board)*. We talked about the parts of the egg. So, Soula tried to remind us the parts of the egg... So, we talked about all these. Do you remember which part of the egg has, is more,... is healthier to eat? Which part do you prefer?

18. S4: I think the yolk?
19. T: The yolk why? You are right, but why?
20. S5: It has got proteins.
21. T: It has got proteins, very good! What about the egg white? Has it got any proteins? Just a few we said, but the egg yolk has got forty kinds of proteins. That's why we should prefer to eat the egg yolk. Doros! Now... what did we say about the egg? Do you remember how we separate a fresh from an older? Greg!
22. Greg: We fill a bowl with water.
23. T: Very Good!
24. Greg: If it ...
25. T: sinks
26. Greg: It's...
27. T: it's a new one; it's a fresh one, very good! But if ...
28. Greg: It floats
29. T: if it floats
30. Greg: It's an older.
31. T: It's an older, very good! Why an older floats? Do you remember which part of the egg? Foula?
32. Foula: The air cell is bigger.
33. T: it's bigger. It's full of what? It's full of?
34. Foula: air.
35. T: Air, very good! So, this is what we said about the egg. Do you remember or do you know any ways of cooking eggs?
36. S6: Fried.
37. T: Fried egg.
38. S7: Omelet.
39. T: Omelet.
40. S8: Boiled.
41. T: Boiled!
42. Greg: Scrabble.
43. T: Scrabble. Very good! So, this is the egg. What did we do? What did we cook for eggs?

44. S9: Bread with eggs.
45. T: Bread, we made a... French bread, very good! French toast. Ok? So that is what that we made. Now, who would like to remind us in which food group we got the eggs? Where are the eggs placed? This level, this level, this level and why? (*she has in front of her the pyramid and she shows the levels*). Which food group? Remember... Claire? Yes, come and show us.
46. Claire: This group! (*she shows the third level*).
47. T: This group. Ok! You are right, but are eggs alone?
48. Claire: No.
49. T: no, with what are they?
50. Claire: With nuts.
51. T: Very good! And?
52. Claire: And...
53. S10: Fish.
54. T: And fish and what else?
55. S11: Meat.
56. T: And meat. Ok? And what else?
57. S12: The fast food.
58. T: The fast food? And...ok. That's meat. What else, it's another. A last one we talked about? Do you know the last one we, we made something? We made a salad as well? What did we cook the last lesson? A...? Lentils. Ok? So we've got beans, the pulses. Ok, so find anything that looks like an egg Claire and place it in our group quickly! (*There are many kinds of plastic food on the table. The girl chooses a box with eggs*). That's good, placed them there. Ok what else did we talk about this year? We talked about eggs only? A... before we go on, what do we get from eggs? **Έχει ακόμα ένα** <there's another one> (*the teacher refers to the student*), there is another one and go (*she says to Claire*). Very good, put it and sit down! So what else did we talk about this year? Come on guys! We talked about?
59. S13: We talked about nuts.
60. T: No, wasn't this year. It was last year... we talked about nuts. Last year we talked about nuts. What else did we talk about?... Nuts, no guys it was last year!

61. S14: We talked about vegetables.
62. T: Very good! We talked about vegetables. Now, do you remember any vegetables? Names?
63. S15: Lettuce.
64. T: Lettuce.
65. S16: Carrot.
66. T: Carrot.
67. Greg: Cucumber.
68. T: Cucumber.
69. S17: Tomato.
70. T: Tomato.
71. S18: ... salad.
72. T: Salad is not a vegetable. We can make a salad with them
73. S19: Cucumber.
74. T: Cucumber, we said it.
75. S20: Peppers.
76. T: peppers, zucchinis pumpkins. All these, avocados, ok? All these are vegetables. Now... sorry (*a student said something the teacher did not hear*)?
77. S21: Mushrooms.
78. T: Mushrooms, very good! So, ... quickly Doros come and pick up a few vegetables place them to the right food group. Now, would you like to remind me what do we get from vegetables? And why do we have to eat vegetables? What do we get? ... Do we get proteins?
79. Class: Vitamins.
80. T: Vitamins! Very good! So we get vitamins. So, ... very good (*she says that to Doros who puts vegetables in the pyramid*). We get vitamins, why do we need vitamins, for what reason? What, what? Ok, sit down Doros, Soula continue. Why do we need vitamins? just for fun? Why do we need them?
81. S22: Because they are give us a protection.
82. T: They protect us, from what?
83. S22: ...
84. T: From? From?

85. S23: Sick.
86. T: So from getting sick. From sicknesses, very good! So, these are vegetables, thank you, it's enough. Ok, it's fine. It's fine... So, we talked about eggs this year, we talked about vegetables, not about nuts, that's an area we did last year, if you remember! So, this time we've got left for these one and a half months, we have to talk about meat and fish (*she shows the pictures on the board*). Ok? This is the last two units we are going to talk about. Now what I want from you, I'm going to give you these pictures and I would like you to tell me what do you think about and why am I giving this to you, ok? Have a look at this. Who do you think this is? and what is he doing? It's a?
87. Greg: It's a man?
88. T: Sorry?
89. Greg: It's a man?
90. T: It's a man. What kind of man is this?
91. Some students: Eskimo.
92. T: It's an Eskimo! Very good! So, this is an Eskimo, these are Eskimos. Where do Eskimos live? Do you know?
93. S24: In Alaska.
94. T: In Alaska, where else?
95. S25: Igloo.
96. T: In an igloo. Igloo is their house. That's how it calls it. Where do they live?
97. S26: Antarctica.
98. T: They live where?
99. S26: In the Antarctica?
100. T: Antarctica. Ok! They live in Finland, they live in Russia, they live in ... Canada? And Alaska! I think this where ... It is called ... Greenland. Now, what's the weather like up there?
101. S27: Very cold.
102. T: Very cold. So most of the time what do they have? To live in?
103. S28: Snow.
104. T: Snow, very good! Live in snow. Now, do you think is so easy to get food in these areas?

105. Class: No.
106. T: How do they get their food? They go to the super market like us? And they get what they like? They pick up whatever?. A? Do you think so? we mean very... isolated areas. Isolated, **τι σημαίνει;** <What does it mean?>
107. S29: **Απομονωμένη** <isolated>.
108. T: Very good! **Απομονωμένη. Έτσι isolated είναι κάποιος που είναι απομονωμένος** <Isolated. So ‘isolated’ is someone who lives isolated>. Ok? So they live in very isolated areas. Now, ok. What do you think they do? How do they get their food? Tell us Soula?
109. Soula: They are fisher.
110. T: So, they are fishermen. They like to fish. That’s a way of getting their food. Another way? (*she makes movements for the word “hunting”*).
111. S30: Hunting.
112. T: Hunting. Very good! So they could be hunters or fishermen. So they could be hunters or fishermen. Ok? So, ... hunting or fishing. Now, they don’t have many animals in their areas, so they can not go a lot of hunting. They do a lot of fishing. Do you have anything in mind that they could be fishing? Any kind of fish?
113. S31: (***)
114. T: Ok! Yes! What else do you think could be fishing up there?
115. S32: Whales.
116. T: Whales! Very good! They do.
117. Savvas: rainbow trouts
118. T: Rainbow trouts. I haven’t known about this. But if you say so....
119. S34: Shrimps.
120. T: Shrimps. I don’t think so... shrimps up there.
121. Savvas: I think snappers
122. T: Ok! (*the teacher is amazed with Savvas’ knowledge*)
123. Savvas: Sea bass.
124. T: Sea bass, sea bass... up there? I’m not so sure. But anyway you, you got the names of fish. And that’s very good! Now, what do they, they...what we know for sure. They get any kind of fish that lives in an ocean, **Γιατί είναι περιοχές**

που έχουν ωκεανό, εντάξει; <because these are areas with an ocean, ok?> So, and they eat a lot of a... they get seals as well.

125. Savvas: They've got lots of fat

126. T: What's a seal?

127. S37: **Φώκια** <seal>.

128. T: **Φώκια** <seal>.Ok? It's not a good thing hunting seals. But it gives them a lot of, the fat is very good and the, the skin is very good, they can make coats, whatever they need, they've got a good skin, but anyway, I think it's prohibited. **Όχι** <No> I think, I'm sure. **Απαγορεύεται!** <It is prohibited!> Just for these people that they live in those areas. Ok, research. Do you know what research is?

129. Savvas: **Η έρευνα.** <research>

130. T: **Η έρευνα** <research>. We will make a research. I am gonna give you a handout and go round and ask in the other classrooms, how many times a week they eat fish. Research has showed to scientists that eating fish is very good, why do you think? Why do you think Soula is good to eat fish?

131. Soula: My mum says it is good at eyes.

132. T: For the eyes. Very good! For what other reasons do you think fish is good? Do you think about it Sandra? Why is it good to eat fish?

133. Sandra: For the brain (*she shows her head*).

134. T: For?

135. Sandra: For the brain

136. T: For the...? (*she shows her head*). Brain! Very good! For what other reasons it is good to eat fish?

137. S39: Because they have proteins.

138. T: Proteins, very good! Why do we need proteins, do you remember? To?

139. S40: grow up

140. T: To. Yes, very good! **Παρένθεση, ελληνικά είπαμε ότι βοηθούν να σχηματιστούν οι μυϊκοί ιστοί στο σώμα μας, έτσι?** <A parenthesis in Greek, we said they help us to build muscles in our body, right?> Now, why do you think is better to eat fish instead of meat? Can you make a guess? So we've got proteins, this is what we are interested for. We are talking about fish today (*she writes on*

- the board the word “proteins” and for title the word “Fish”)...* Ok, why do you think is so good to eat fish?
141. Savvas: Because it is healthier.
142. T: Healthier. Why is it healthier? Why do you think is healthier? What do you prefer, fish or meat?
143. S42: Fish.
144. T: Fish. Now let’s make a research amongst ourselves. Those who prefer to eat meat, raise your hands. Meat first... (*students raise hands*) One, two, three, four, five, six. Now those who prefer to eat... . So, we said six for fish?
145. Some students: Meat.
146. T: Sorry meat. We’ve got six (*she writes the number six under the word “meat”*). How about fish? One, two, three, four. Ok, so, four? Yeap! (*she writes the number four under the word “fish”*). So, you can see that in Cyprus, in Cyprus actually people prefer to eat mostly meat. Especially what?
147. Some students: **Σούβλα** <barbecue>.
148. T: **Σούβλες αα, σουβλάκια** <barbecue food>. Ok tonight I’m having a souvlaki (*a kind of traditional barbecue meat*) party for example. So, I can do this every day or every two or three days, I can do souvlaki party. I do like souvlakia. But meat can cause a lot of problems if you eat it a lot. What kinds of problems can it cause?
149. S43: Fat.
150. T: Fat, yes!
151. Savvas: It creates the cholesterol.
152. T: **Δημιουργεί τα τριγλυκερύδια** <It creates the triglycerides>. Ok it’s saturated fat **Δημιουργούν το το το, το ζωντανό το** <they create the, the, the live fat> fat, meat fat cause this kind fat, ok? **Δεν έχει μέσα... διατροφική αξία το λίπος του κρέατος** <It doesn’t have... there isn’t nutritional value in the fat of meat>. But fish fat has got this thing (*she shows a card on the board with the word “omega-3”*). What is this?
153. Some students: **Ωμέγα τρία** <omega 3>.

154. T: **Ωμέγα τρία** <omega 3>. Omega three oils are very important to our, our health, so researchers have found that these Eskimos live longer and they don't die for heart attack. What's a heart attack? Heart attack, Nicky.
155. Nicky: When the heart stops.
156. T: Very good, when the heart stops, **καρδιακή προσβολή** <heart attack> ok? So they realise that they don't have these things because fish and especially the omega-three oils help them...survive, ok? Makes... That's why **δεν ξέρω** < I don't know>, I don't know if you know about it. People, like your parents, adults, they should be taking omega three capsules every day. **Εντάξει;** <OK?> They should or if you eat fish, you don't need the capsule. Now, who would like to come and pick up the fish from here and place it to the right food group... Let's start with Colin? (*Colin goes and takes a big fish*). Yes, you know where it is?
157. Colin: Here (*he shows the third group*).
158. T: Take them out (*she says to him to take out the eggs from the third group*). Take the eggs out, and place all the fish, ok! That's the other one. So fish go there with everything else. Ok? So, we said we place it there, for what reason we said Fani? Why do we place the fish there? Because they give us what?
159. Fani: Proteins.
160. T: Proteins, ok? This is the common thing they've got with the rests or the other foods. Ok, now if I want to get fish, where can I get it from? Where can I go Claire?
161. Claire: Fish market.
162. T: So, I go to a fish market and I get my fish or to a ...?
163. S45: Supermarket.
164. T: Supermarket. Very good, so that is where I can get the fish. Now, if I want fish, if I don't want to go and buy, I just want catch fish. What can I do?
165. S46: You can go for fishing.
166. T: Ok, I can go for fishing. I am going to give you some other pictures, so you can have a look at them and tell me what you see. What you think is people, how this people manage to get their fish, ok? So, come on! Can you give us any ideas?... (*students are now working in groups*) Now, are you ready to tell us? What this people do to get their fish? ... I think Soula's group has got the picture

of a man holding a fish, right? Do you know what fish is that? Can you guess Soula, do you know what fish is that?

167. Soula: Tuna.

168. T: Say it!

169. Soula: Tuna.

170. T: Tuna, ok? Very good! You are right. Colin is right. Colin does your father go for fishing?

171. Colin: Yes.

172. T: So,... it's a tuna. What do we use to get a tuna? **Μπορείτε να το πείτε και στα ελληνικά τη λέξη, είναι δύσκολο.** < You may say the word in Greek, it's difficult>

173. S47: **Κονσέρβα.** <tin>

174. T: **Δεν είναι με κονσέρβα** < **It's not in a tin**>. He went fishing for that tuna! So, what do you think? A?

175. S48: **Με δίχτυ;** < with a net?>

176. T: **Όχι, δεν είναι με δίχτυ** < no it's not with a net> It's not with a net. A?

177. Some students: **Ααα, με το...** < a... with...>

178. S49: **Ψαροτούφεκο.** <speargun>

179. T: **Ψαροτούφεκο.** <speargun> Ok? So, they use this kind of guns (*she moves her hand like she holds a gun*). Fishing guns. **Δεν ξέρω το ψαροτούφεκο** <I don't know if there's another word>. So they use that to get the fish. Ok? So this is how they got this tuna. **Νομίζω και η ομάδα του Greg** <I think Greg's group as well> they've got the same thing, the tuna. Ok, so now let see about the other pictures. Greg's group has got another picture there, do you know anything about that Greg?

180. Greg: **ιχθυο...** <fish...>

181. T: **Πες το στα ελληνικά δυνατά** <say it Greek loud>.

182. Greg & T: **Ένα ιχθυοτροφείο** < fish farm>.

183. T: Ok? Now, do you know the animal farms?

184. Class: Yes.

185. T: This is like **αν φύγω τη λέξη** <if I remove the word> animal, what can I say?

186. Class: Fish.
187. T: Fish farm. Ok? It's a fish farm. It's a man made area, people made it they build this kind of lakes and they' re having fish, they feed fish and get them in the eggs,
188. Savvas: they breed them
189. T: Breed them yes, ok? So, this is a fish farm. It's a man made area, **εντάξει;** <OK?> This is another way. Now, these guys... it's called a fish farm but it's not. Where do you think a fish farm is?
190. S50: In the sea?
191. T: No, it's not in the sea this one.
192. S51: Lake.
193. T: A lake most probably. Again, they made a platform, a platform? do you know what a platform is? They build it in the lake, again they fill it with fish they breed fish, so we can eat them. They take them to the market and we eat them. In Cyprus because we don't have lakes, where do you think we got fish farms or have you ever seen any fish farms in Cyprus?
194. Some students: Yes.
195. T: Where?
196. S52: In Larnaca.
197. T: In Larnaca, where?
198. S53: (***)
199. T: **Ναι αλλά** <yes, but> where, outside or in, where? **Είναι κανονικό ιχθυοτροφείο ή είναι μέσα στη θάλασσα;** <is it a normal fish farm or is it in the sea?>
200. S53: **Όχι, κανονικό** < No, normal>.
201. T: So it's a man made again fish farm.
202. Savvas: It's not good.
203. T: Why it's no good?
204. Savvas: Because they feed the fish not their natural food and if it's in the sea, like this one (*he shows a picture to of a fish farm in a lake*) they eat their natural food and it's better

205. T: It's not always like that, you are right in a percentage but even if is in the sea or a man made area they've got the salty water and they can get them some of the nutritional values you said but in the sea they are being given the food.
206. Savvas: yes, but if they are in the sea they're in their natural place
207. T: **Και κάτι άλλο, ας πούμε σαν το** <and something else, let's say the> sea bream, **που είναι η τσιπούρα και θα μιλήσουμε μετά** <which is the sea bream and we'll talk about it later> you are going to see that when you go and eat the ones from the fish farms, you see that they are full of fat, that's not so good. The fat is been created because they don't go around all the time. **Δεν έχουν μέσα space για να κινηθούν. Σκεφτείτε να κάθεστε σ' ένα χώρο και να σας ταΐζουν συνεχώς** <they have no space to move. Imagine sitting in a place and being fed all the time>. What is going to happen? Ok, so we talked about...a is another picture you've got there. This is fishing with what?
208. S: **Ψαροτούφεκκο** <spear gun>
209. T: **Δεν είναι ψαροτούφεκο, είναι με...** <It's not with a spear gun, it's with a ...>
210. S55: **Καλάμι** <fishing rod>.
211. T: **Καλάμι** <fishing rod>. So, they've got another picture here. What is he doing? Is it fishing with a net? Where is he? He is in...?
212. S56: In a lake.
213. T: It's not a lake.
214. S57: River.
215. T: In a river
216. T: ok, very good! Somewhere there. Somewhere tropical. It's a big river, ok? And they've got another one there (*she refers to another group's picture*), they are fishing in a lake or in a big river again, what are they using? They are using a boat, yes but...
217. S58: a rod
218. T: Fishing rods or...? nets
219. S59: Nets.
- 220.T: Nets. Ok? So for some people fishing is a way of living, right? You think you can go on to live with fish?

221. Some students: Yes.

222. T: With fishing?

223. Class: No.

224. T: Just go for fishing. Would you like to go for fishing?

225. Class: Yes!

226.T: Ok, let's see. (*she holds a toy rod*). Not so good. So, I'm going to tell you some of the fish that I do like eating, ok? So, get ready and... now, who would like to come and fish first. **Έλα Claire** <come on Claire>. Take the fishing rod. Good! And let's go. Come on, go on! (*Claire is trying to fish a fish from a box, using a plastic, toy fishing rod and toy fish*) get it up. She managed to get her first fish, she is a good fisher woman. So, go and find now the name of your fish, go there find what you think (*there are some cards with names of fish on the board*). Next, I would like, **έλα Soula** <come Soula>. <*The teacher then goes to the board where Claire is trying to stick the picture of the fish under the right name*> Now, sea bream, ok? Sea bream. It's what they call it. Very good! **Τσιπούρα** <sea bream>, very good! **Τσιπούρα. Τώρα να δω** <sea bream, let me see> . Go on!

227. S60: **Κυρία;** <Mrs>

228. T: **Να βγάλουμε το ψάρι ... Ναι πες μου!** <Let's get the fish out... yes tell me>

229. S60: (***) (*the student is complaining in Greek but it's inaudible*)

230. T: **Δoros πού είναι το δικό σου;** <Doros where's yours?> (*Soula goes to the board and sticks the fish she caught on the card with the name "shrimp"*) No, that's not a shrimp.

231. Some students: Lobster.

232. T: Lobster, very good! That's a lobster. Did you know that it was lobster week? In a restaurant down town?

233. Class: Yes!

234. T: Lobster month, I don't know. Did anyone, has anyone been there? No? Ok! I haven't been there either, but I am sure that it must have been very good, delicious! So, who's next? Greg!... Ok! So, Greg is going fishing, let's see if he is a good fisherman. No, no try for the green one, the green one. **Γιατί είναι το ένα πάνω στο άλλο** <because the one is on top of the other> (*Greg tries to get the*

- fish, teacher helps him*). That's my fault. There you go! Go, get it up, yeah, yeah!
Oh my God! ...
235. S61: **Δείξε μας το** <Show it to us>.
236. T: Show them. Yea! (*Greg shows it and sticks it on the board, on the card "red mullet"*). That's a red...? Mullet.
237. S62: **Το μπαρμπούνι** <red mullet>.
238. T: **Μπαρμπούνι, βλέπετε επειδή είναι κόκκινο το χρώμα του, red..., ok? So, just κάνετε μερικά connections μέσα στο μυαλό σας για να θυμάστε μερικά ψάρια. Απλά εγώ σας δίνω τα πιο βασικά, που μπορείτε να χρησιμοποιήσετε αν πάτε σε ένα εστιατόριο. Εντάξει;** <Red mullet, you see because it has a red colour, make some connections in your head to remember some fish. I'm just giving you the basic ones that you can use if you go to a restaurant. OK?>
Lobster, sea bream, red mullet, it's what we eat! A? Most of the time. So, Sandra! (*Sandra comes for fishing*) There you are (*she tries to catch a fish*). Very good!
She so good this one! Yeah! Go put it there. So, what is that? It's an ...?
239. Class: Octopus.
240. T: Octopus, very good! Someone else..., hasn't been there? (*a girls come for fishing*) Very good! So, what's that?
241. Some students: Squid. (*the girl goes and sticks it on the board*)
242. T: Squid, very good! **Τι είναι το** <what's a> squid;
243. Some students: **Καλαμάρι** <squid>.
244. T: Very good!
245. Savvas: **Κυρία και οι Αμερικάνοι λένε το καλαμάρι** calamari <Mrs the Americans call the squid calamari>
246. T: So, I've got a last one!... Two... (*a girl comes for fishing*). Very good! So, yeah! Go place it to the right place. I've got the last, last one. Anyone who hasn't been there? Doros! It's going to be so easy for you! (*Doros come for fishing*) Very good! (*he catches the fish*). Very good! (*he goes and sticks it*) That's a shrimp. Do you like shrimps?
247. Class: Yees, No!

248. T: Can you give me?... any ways of cooking fish? I can assure you, I like fish... I like fish... I like the soup, the fish soup. Can you give me ideas, how am I going to cook the fish, for a fish soup? It's going to be a...?
249. S64: fried.
250. T: fried? Not fried.
251. S65: Boiled.
252. T: Boiled. **Τι είναι το** <what's> boiled?
253. Class: **Βρασιμός** <boil>.
254. T: Very good! It's going to be boiled fish. What other ways are there to cook a fish?
255. S66: fried.
256. T: fried. Very good!
257. S67: Grilled.
258. T: Grilled!
259. Savvas: Roasted.
260. T: Roasted. And how can I make the roast?
261. Savvas: You put it in the oven.
262. T: So, it's oven baked. Right? So we've got oven baked fish, grilled on the charcoal, barbecue **που λέμε** <as we say it>. So, you've got many ways of cooking fish. Now, which is your favourite one? Peter?
263. Peter: Grilled.
264. T: Grilled.
265. S69: fried.
266. T: fried.
267. S70: Grilled.
268. T: Grilled.
269. S71: fried.
270. T: fried.
271. S72: Grilled.
272. T: Grilled.
273. S73: Oven roasted.
274. T: Oven.

275. Greg: fried.
276. T: fried.
277. S74: fried.
278. T: fried.
279. S75: fried.
280. T: fried. Ok! I like them all! So, now what are we going to talk about. In our books, our Greek books, we should be placing the fish in two categories (*she shows the fish on the board*), because they are not all fish, ok? In, in, in Greek we say, **έχουμε τα ψάρια και τα θαλασσινά** <we have the fish and the shellfish>, ok? In English we say, we've got fish and shellfish, ok? (*she sticks two cards with this categories "fish" and "shellfish"*). Now, can someone get up there, up here and make this division? (*she moves her hand to show the word "division"*). Can you put right the fish and the shellfish? Greg! (*Greg comes and puts a word under shellfish*) Very good! That's a shellfish. Aham! Very good! So, fish and shellfish you can see, what's the difference. If you have, if you have to give me two characteristics, how can you...how do you know...this a fish and this is not a fish? **Πώς θα κάνετε αυτή τη διαφοροποίηση;** <how will you differentiate?>
281. S76: **Τα shellfish δεν έχουν σπονδυλική στήλη** <shellfish haven't got a spinal cord>.
282. T: Ok, so **αντί να πω σπονδυλική στήλη τι μπορώ να πω; Πιο έτσι απλά;** <instead of saying a spinal cord what can I say? Simpler?>
283. Some students: **κόκαλα** <bones>.
284. S77: They have the shell.
285. T: Sorry?
286. S77: They have the shell.
287. T: No, the fish what they have?
288. Class: Bones.
289. T: They have bones, right? They have bones and what else? They have flakes, **α; τα, τα λέπια;** <the flakes> Ok? How about this? (*she shows the shellfish*) Do they have bones and flakes? No, they do not. So they have a shell, most of them, not all of them. This got a shell (*she shows the lobster*), right? The shrimp has got

a shell, not the octopus, not the squid but they are...soft (*she moves her fingers for the word soft*)

290. Greg: But squid has got... a bone.

291. T: Bone inside, but it's not like the one we are talking about. ... spine.

292. T: I'm going to place other pictures because we have to go on and we have to find the words. Ok, before we go to that... I am going to the recipe, ok? So, we are going to make, we are going to make something today. Let's see now the way we cook them and then we are going to think about how we are going to have our fish today. Now, when I go to the supermarket Doros... in what forms can I find the fish?

293. Doros: **κονσέρβα** <can>.

294. T: In a... **Πώς είπαμε την κονσέρβα;** <how did we call the can?>

295. Doros: Can

296. T: Very good, can. Very good! So, the fish could be...

297. Class: Canned.

298. T: Canned, fresh, frozen, what else...could it be?

299. S78: Smoked.

300. T: Sorry?

301. S78: Smoked, very good! It could be smoked, it could be frozen. Now, these are the ways for cooking fish (*she puts some picture on the board*). So, I want someone to go and to match, match the picture with the right word...come on! **Έλα Soula** <Come on Soula>, you go for the first one, this is for the grilled. **Colin, έλα!** <Come Colin> Right, Peter. That's grilled, very good! (*Soula sticks the word "grilled" to the correct picture*). Aham. No, no that's not right one (*the student sticks the word "fried" at a wrong picture*). Yes, that's the right one (*the student looks at the picture with fried fish*). That's right, doesn't look so? It's red, brownish like...and boiled excellent, then we've got the oven-baked. Now, we said when we go to the supermarket we find fresh fish, we find frozen, we find smoke fish, we find...

302. S79: Canned.

303. T: Canned fish. Today we will be using the canned fish; I am going to use tuna. I am going to give you the ingredients. All of you are going to cook, so what I

want from you, **θα χρησιμοποιήσουμε** <we'll use> is just going to be one bowl. We are going all to work together, ok? And we are going to... you have to make the recipe, you have to think about it, in your groups so take your exercise books, even the big ones or the small ones, and let's write down.

304. S80: **Κυρία να βάλουμε τίτλο** <Mrs shall we put title>“Fish”?

305. T: Yeah. Ok? Are you ready? Soula can you bring two or three papers on that side? On the other side please. So, your title is “FISH” (*she writes it on the board*). And we are going to write the fish recipe, ok? (*she writes on the board “Fish Recipe”*). And what I want from you is... I am going to give you the ingredients... and you have to write method. Is that understood?

306. Class: Yes!

307. T: Ok. So, in your groups write method and I'm going to tell you what we are going to use. So what are we going to use? Sit down...Colin! You have to go round. So we are going to use, what?

308. S81: Tuna.

309. T: So we are going to use one can of tuna (*she writes under the title “ingredients” the first ingredient “1 can of tuna”*). What else are we going to use? What is this? (*she shows to the a canned ingredient*).

310. Some students: corn, **σιταροπούλα** <corn>

311. T: Sweet corn. We are going to use some sweet corn. **Soula κάθισε κάτω** <Soula sit down>.

312. Soula: **θα τους ρωτησω αν θέλουν** <I'll ask them if they need >

313. T: Ok, **θα τους ρωτήσουμε μετά** <we'll ask them later>, sit down. Some sweet corn (*she writes it on the board*). Those, who don't have their exercise books, please write the recipe at home, ok? ...What else do you think we are going to use?

314. S82: parsley

315. Class: Bread.

316. T: Sliced bread. And some...?

317. Savvas: Parsley.

318. T: So

319. Savvas: is it flat leaf or curly?

320. T: Sorry?
321. Savvas: is it flat leaf or curly?
322. T: What?
323. Savvas: is it flat leaf or curly?
324. T: What do you mean?
325. Savvas: The type of the parsley.
326. T: A the type of the parsley. I think is flat. Does it, does it mean anything to you? Is that type or the other type?
327. Savvas: No they are just different
328. T: In what?
329. Savvas: In taste, they're a bit bitter I think.
330. T: For the taste. Ok. I always use the normal parsley. So some parsley (*she writes it on the board*) and we are going to use, a few drops of lemon and...sliced bread (*she writes "a few drops of lemon juice, sliced of bread"*). Ok? So, you've got five to ten minutes to think with your group what we are going to cook. What do you think we can do, but you don't have to tell me not until the end.
331. S83: What's parsley?
332. T: Parsley. **Τι είναι το** <what's> parsley?
333. S84: **Ο μαϊντανός** <parsley>.
334. T: **Μαϊντανός. Εντάξει; Να σας το δείξω. Είναι το flat δεν είναι το curly. Εντάξει; Κατάλαβα για ποιο μιλάς, νομίζω,** <Parsley. OK? I'll show it to you, it's the flat not curly. Ok? I understood what you're talking about, I think> curly has got a bitter taste.
335. Savvas: **Να το γράψουμε στο μέσο ή απλώς να το συζητήσουμε;** <Shall we write it or just talk about it?>
336. T: You have to write it as well. Talk about it, what do you think we can do with this, what is your idea and then write it down and then, we all come and do almost the same thing, ok? Each group will tell us the recipe, so you have to write down something, ok? (*students are talking in their groups, some groups are talking in Greek and some others in English*). There are another five minutes. Write down what are you talking about. Don't forget it, write down English. Be careful, it has to be healthy. Be careful! Your recipes have to be healthy, ok? And

we are going to follow; we are going to make the best one recipe, ok? Another two-three minutes, and that's it! So, please let know if you are ready.

337. S85: **Κυρία να βάλουμε** “take two slice bread” ή “slices”? <Mrs shall we write “take two slice bread” or “slices”>

338. T: Slices.

339. S85: Take two slices... and put inside (*the girl tells her group what to write down*).

340. T: Another minute! **Εντάξει**; <OK?> So, now you have to make, you have to present your... recipe.

341. S86: **Να πούμε**; <Shall we say?>

342. T: Yes, and next group. We are going to follow...and then we're going to decide.

343. S87: WE OPEN THE CAN OF TUNA AND WE PUT IT IN TO THE BOWL FIRST AND SECOND PUT SOME LEMON JUICE, THIRD CUT THE PARSLEY AND PUT IT IN TO THE BOWL. FOURTH PUT AGAIN SOME LEMON JUICE AND THEN MIX IT TOGETHER. FIVE AFTER THIS PUT SOME SWEET CORN AND SOME SALT. SIX, MIX IT ALL TOGETHER. FIVE, eee SEVEN, TAKE TWO SLICES AND PUT INSIDE THE TUNA... EIGHT, THEN YOU CAN EAT!

344. T: Very good! Ok, it's a good one, we are going to listen to the rest and then we are going to vote. Ok?... Savvas! Who's going to read yours?

345. Savvas: ...Nicky.

346. T: Ok Nicky.

347. Nicky: TAKE YOUR CAN OF TUNA AND THE CAN OF CORN, DRAIN IT. TINY CHOP THE PARSLEY, PUT THEM IN THE BOWL, MIX WELL WITH THE LEMON JUICE. TAKE THE BREAD AND PUT IT IN THE OVEN.

348. T: Take the bread?

349. Nicky: and put it in the oven.

350. Savvas: After you cut it.

351. T: Cut it, the slice? What do you mean cut it?

352. Savvas: Cut it.

353. S88: Cut it the slices.
354. T: A in small pieces, yes!
355. Savvas: And cook it in the oven.
356. T: A so, you are going to add bread as well in your mixture?
357. Savvas: yes
358. T: And then you are going to make a sandwich?
359. Savvas: No, no. We want to put the bread in the oven to get crispy and then add it in the salad.
360. T: So you are going to have tuna salad in a way?
361. The students of group: Yes.
362. T: Ok, so it's a tuna salad, and you are going to make a tuna sandwich (*she talks to the first group*), right? So, how about yours Greg?
363. Greg: CUT THE PARSLEY. PUT THE TUNA, THE SWEET CORN AND THE PARSLEY IN A BOWL AND ADD SOME LEMON JUICE, SOME DROPS OF LEMON JUICE. TOAST THE BREAD. PUT THE MIXTURE OF TUNA IN TOAST, ENJOY YOUR MEAL.
364. T: So, you suggested a tuna sandwich, you suggested a tuna salad and these suggest a toast with tuna (*she shows the last group*). That's great! We've got three different recipes! We all, we are all going to use the same ingredients, so what I want from you, is to decide... which is the easiest to make and eat? So we can have... if we make a tuna salad, we don't have plates right now, so we are going to make a snack, so is going to be something on the go. That's not use many plates. Even though it's very good one! A? No. I just go back. You vote, tuna sandwich, tuna toast or tuna salad?
365. S89: **Ο καθένας θα ψηφίσει το δικό του** <each will vote for his/her own>
366. T: No. you think about it. What do you really want eat right now?
367. S90: Tuna sandwich.
368. T: Nothing?
369. S90: Tuna sandwich.
370. T: Tuna sandwich. Toast? I think... I am going to make a suggestion! Ok? We are going to use the mixing the ingredients together, right? So, I am going to write something here by taking something from all of you, m? So, we are going to mix

everything together (*she writes it on the board*) we don't need to put the bread inside.

371. S91: **Κυρία να το γράφουμε όλοι;** <Mrs shall we all write it>

372. T: No, no you all have your recipes. We are going to mix everything together, that you all suggested, ok? And then... we are going to take the toast style. Ok what we can do, we can make some toasts and some sandwiches and it's going to be your salad, tuna salad at the same time. A? So, MIX EVERYTHING TOGETHER (*she writes it on the board*).

373. S92: **Κυρία μπορούμε να έχουμε τρία μπολ και η κάθε ομάδα να κάνει το δικό της;** < Mrs can't we have three bowls and each team makes its own?>

374. T: You could be doing it, yes, you could be doing that as well, but it's going to take longer and we don't have time today. Ok? But it's the same thing. So, LIKE A TUNA salad (*she wrote it in the board*) like a tuna salad. Two, SPREAD THE MIXTURE ON THE BREAD AND MAKE TUNA SANDWICH OR TUNA TOAST (*she writes them on the board at the same time*). What do you think? A? So I added everything from all of you, right? Now, we don't have a time, I know...

375. S93: **Κυρία επειδή το toast και sandwich είναι παρόμοια γιατί να μην κάνουμε δύο ομάδες, η μια με sandwich και η άλλη με τη σαλάτα;** <Mrs because the toast and the sandwich are similar why not make two teams, one with sandwich and the other one with the salad?>

376. S94: **Κυρία να αποφασίσουμε όλοι τι θέλουμε** <Mrs we should decide what to do>.

377. T: **Να σας πω τι θα κάνουμε; Θα σας πάρω ομάδα** <I'll tell you what we're going to do, I'll take you group by group>. Because we don't have , I don't want to go over... **Δεν έχω πάρα πολύ χρόνο γι' αυτό σας λέω, έχουμε μόνο δέκα λεπτά** <we haven't got a lot of time, we just have ten minutes>. So, what we are going to do, because you have to make the thing and you have to make the rec...hurry up the recipe, then you have to eat it as well, so what we are going to do, a group is going to prepare the ingredients, ok? So, Greg's group is going to prepare the ingredients, drain the tuna, drain the sweet corn and cut the parsley

please. So, the three of you. So, one of you is going to cut the parsley, ok Sandra you cut the parsley.

378. Greg: **Να φέρουμε και τον άλλο τόνο;** <Shall we bring the other tuna as well?>

379. T: **Ναι, ναι** <yes, yes>. So, what you are going to do, you are going to open these (*the cans*). **Έλα.** You open this. You open this (*She talks to another student, to the third student of the group*). Be careful, be careful, no, no, no, no. (*they open the cans*) Take it there. No, no, no here, up there.. **Αφήστε τα εκεί στο νεροχύτη** <leave them there in the sink>. No, no just like this. Wash your hands and sit down. So the first group has already prepared the ingredients for us. Be careful your fingers, very good! What, what, what is she using? The paw or bridge?

380. S95: The paw

381. T: The paw, very good! Do you remember what the paw is? Would you like to explain to our guest what a bridge and what a paw is? Thank you, it's perfect! (*she says to the girl that cuts the parsley*). Who would like to come up here and explain to Miss Artemis what is paw and what we cut? **Έλα Nicky!** <Come one Nicky>.

382. Nicky: The paw is like a paw of the animals

383. T: Like a... **παλάμη** <palm> (*she shows her palm*).

384. Nicky: you do it like this

385. T: Yeah.

386. Nicky: You do it like this (*she shows her palm with her fingers closed*) you put it here and you cut.

387. T: Very good! The fingers have been close to each other Doros! (*she shows how the fingers must be*). Go on!

388. Nicky: And the bridge, you do your hand like a bridge (*she shows her hand*).

389. T: Take something which could be cut with bridge cut. Very good! (*there are many things in front of her and another student gives her something to cut*). So, yes!

390. Nicky: You hold this way (*she shows her hand how she holds it and she shows how the knife moves*).

391. T: No, where does the knife go? Is a bridge, so? Sit down and that's only up! I will remind you how the bridge cut is.
392. S96: Like that (*a girl comes out and shows how the bridge cut is*)
393. T: Is like when the knife is under. Very good, excellent! Thank you very much, sit down. So, now we reminded ourselves how we cut. So we don't cut our fingers, right? (*she moves her hand like she cuts her fingers*). So this parsley is ready and all our ingredients are ready, so I want Savva's group to come up here, just three? Four, yeah and what I want from you is... you are going to add the two tuna cans in there and one of you is going to fork, with a fork to smash the tuna. So, one of you or two is going to do this...decide! No, no, you are not going to use that, all of it (*she says to Savvas who takes the can of sweet corn*). No, the tuna I said first. You are going to use the tuna first. Place the tuna, no we are not going to use this spoon (*she says to girl that took the spoon*), with your fork put it all in there, **έλα** <come on>. So, very good! Someone else to do the other one? Don't throw it in the dustbin because there's no bag. Ok? Put the other one, open it first, all. Try to take everything out (*she tries to get all the tuna out from the can*). You don't throw them...anything. We've got a financial crisis. That's it? There is more take it out. So, Fani is going to fork the tuna. So what I want from you, Doros put two table, add two table spoons of corn, two table spoons, table spoons, very good! Of corn, just two, not a lot. Fani mix them well, add the parsley **Savvas μου** <My Savvas>. All of it! So what are we using? What are we using? We are using, what? From which food groups taking ingredients? A?
394. S97: From fish, vegetables.
395. Savvas: **Κυρία να βάλουμε το λεμόνι;** <Mrs shall we add the lemon?>
396. T: Yeah, few drops of lemon, yeah. Go on (*she says to a student that adds lemon juice*).
397. Savvas: **Πίεσε το λίγο. Είναι κλειστό;** <Push it a little, is it closed?>
398. T: A, it's a new one. Add a few drops inside. Ok. Mix it well; sit down, thank you for the second group. The third group comes up and you are going to make, how many are we? Eleven? So... **δεν θέλουν να φάν;** <They don't want to eat?> Who? What you are going to do now (*she tries to open the sliced bread*), you are going to make the sandwiches for the rest of them, those who want to eat, who are

hungry! So, you are going to place your napkin like this (*she shows to two girls how to put the paper*). Shhh, no, no don't go like this, sit down! (*she says to another student*). Ένα λεπτό να δω πόσο έχω δηλαδή < Just a minute to see how much we've got>. Two ... (*she is counting the slices of bread*). Who is not going to eat? You are not going to eat the two of you? Θα φας; <are you going to eat?> (*she asks a student*) Θα φας <are you going to eat>. So, δε θα φας; <you are not going to eat?> (*she asks a girl which is in the group that is going to make the sandwiches*)

399. S98: Δεν ξέρω <I don't know>

400. T: Ok, so what we are going to do, we can make, ok? You are going to use two slices, just put a spoonful (*she shows to them the process*). What a spoonful?

401. S99: Ένα γεμάτο κουτάλι < a spoonful>.

402. T: So, a spoonful of this (*she means the mixture*) και να τα μοιράσετε <and you share it>. Ok? You are going to divide, so for you two, you two, two, two. And one you are going to take them to each person. And you don't eat when you take your sandwich, you wait for the whole group, on your table to get their sandwich and you all eat it together. Put it there (*she says to the girl that she prepares the sandwich*). Μόνο σε ένα <only on the one> slice, ok?. Και έλα εσύ να τα παίρνεις. Εσύ να τα κάνεις έτσι <you come and take them. You do it like that> (*she shows to another girl how to wrap the sandwich with paper*), Soula, να τυλίγει ο ένας, έλα Colin <Soula, one should wrap, come Colin>. Ok, just. Πού είναι το ψωμί; <where's the bread?> (*She says to the girl which make the sandwiches, because she forgot the slices*). No, she is going to do it on her own. She wants everything ready! Come on!

403. S100: Κυρία δε θα κάνουμε και <Mrs shall we also make> toast;

404. T: Συγνώμη; <Sorry?>

405. S100: Toast δε θα κάνουμε; <Aren't we making?>

406. T: ...θέλουμε μια πρίζα <we need a plug> but I don't have that plug. Ok, it's good (*she tastes the mixture*) it's very good!

407. S101: Άντε! <Hurry up!> (*the girl that makes the sandwiches to hurry up*). Βάλε μου το <Put it> (*she says to the other girl to put the paper on the plate*).

408. T: **Έκανες πόσα;** <How many did you make?> No, no, how many did you make?
409. S101: **Ένα, δύο, τρία** <one, two, three>.
410. T: Sit down, sit down, someone else is going to do that. So you can make your sandwich. So, what do we, what do we say when we eat together? What do we say to each other?
411. S102: **Καλή όρεξη** <Bon appetite>.
412. T: **Καλή όρεξη** <Bon appetite> in Greek, what can we say?
413. S103: Bon appetite.
414. T: Bon appetite. Very good! Doros is going to eat, give it to Doros.
415. Doros: Thank you!
416. T: Sit down Doros, wait for Fani to take the sandwich. Ok? Very good Soula! Soula sit down and let the others come. You are going to take it to Fani. (*she gives a sandwich to a boy, to give it to Fani*) **περίμενε να βάλω χαρτί** <wait, I'll put some paper there> (*the teacher says to a boy.*)
417. Savvas: **Fani θα φάς εσύ ή όχι;** <Fani are you going to eat or not?>
418. T: yes, they are going to eat.
419. Savvas: **Όχι, όχι η Fani.** <No, not Fani>
420. T: Fani eat please. Don't hear what Savvas is saying. Please eat! No, I think you should all try, a? **Ναι** <yes>, you can eat. You are all going to take your piece. **Έλα, έλα** <come on, come on>...no they are all going to take, sit down and eat.
421. S107: **Είναι ωραίο.** <It's nice>
422. T: One for each of them. Ok? (*she makes a sandwich with Savvas*)
423. Savvas: **Και τώρα το βάζεις από πάνω;** <and now you put it on top?>
424. T: No, no just give me the one. No, with the paper (*Odyssey takes the slice without paper*). **Δώσε της Fani** <give it to Fani>. No, no (*Savvas close the slice which has tuna on top with the paper*). **Το βάζεις έτσι και το παίρνεις** <you put it like this and you take it> (*she shows to him how to put it*).
425. S108: **Κυρία δε θέλω** <Mrs I don't want>
426. T: You are going to try!
427. S109: **Είναι πολύ ωραίο!** <It's very nice>

428. T: Come on.

429. S110: **Είναι ωραίο.** <It's nice>

430. T: **Έλα Savvas** <come on Savvas>, you will make for the rest, for the classmates. Make for... Nicky....Very good!... Savvas is an excellent chef!

431. Savvas: **Θα μιλήσουμε έξω** <we'll talk outside>

432. T: He is very good! You should go to the junior master chef.

433. Savvas: **αφού είναι εννιάχρονα** <it's for nine -year olds.

434. T: **Α μάλιστα** <oh, I see> The paper first.

435. Savvas: **Greg έχει αρκετό μην φοβάσαι** <Greg there's enough don't worry>.

436. S111: **Μου το έδωσε εμένα** <He gave it to me>.

437. T: **Και η Claire θα φάει** <Claire will also eat>.

438. Claire: **Κυρία εγώ δε θέλω** <Mrs I don't want>.

The bell rang and the class was still trying to hand out the sandwiches using Greek to communicate. Some students are helping the teacher tidy up the room.

Home economics Lesson B (FishGroupB)

(A student takes out plastic food from a box)

1. T: So, today what we are going to do, we are going to talk about something else...ok, would you like to tell me what we have been doing this year? Do you remember? What have we done this year? We talked about what? Until today? September, now it's May, what have we talked about, Rene? We talked about...? The food groups, do you remember the food groups we talked? We talked about...?
2. S1: Fruit
3. T: From we talked about fruits last year, **δεν είναι θέμα της δικής σας ενότητας**<It's not part of your curriculum>. So? We talked about what? **Κάναμε δύο** ,we did two>, two units. Which once? I'm listening! Sunil, **ο Sunil έτσι για να ξέρεις είναι εκτός ομάδας, τώρα ήρθε μαζί μας. Ήταν πέμπτη τάξη, έγινε μια αλλαγή τελευταίας στιγμής, ok? Ακούω. Μm? Έστω κι ελληνικά. Ελάτε να το παίξουμε όπως θέλετε εσείς** <just for you to know,(referring to me) Sunil it's not in this group, he now came with us. He was in the fifth grade but there was a last minute change, OK? I'm listening. Mmm? Even in Greek. Let's do it the way you want>
4. S2: About eggs.
5. T: We talked about eggs. Ok, do you remember anything about eggs? Rona? Gabi? What do you remember about eggs? What did we say about eggs? Ari? Do you remember where, in which group they are? Stand up and show us on the food pyramid. Thank you David sit down! It's fine; I don't want anything else (*she says to the student, who takes out the plastics foods*). Ralf stand up! Ok, show me please on this food pyramid (*she touches the food pyramid*) what is this?
6. Ralf: Food pyramid.
7. T: A food pyramid. Ok, show me in which food group we found eggs, come on (*she opens the food pyramid*). **Έλα!** <Come on>There you are! Which food group? In which food group? (*the student is looking at the plastic foods*). No, no don't find anything. Which food group? **Τι είναι το** <what is the> food group? **Ποιος να μου**

- πει; Μετάφραση, ακούω! Το...;** <who will tell me? Translation, I'm listening! The...?>
8. S3: **Το σε ποιο...** <In which...>
 9. Ralf: **Αυτό εδώ** <this one here> (*he shows the food group on the pyramid*)
 10. T: **Ωραία, τι σημαίνει** <right, what does it mean?> food group?
 11. S3: **Σε ποιο** <in which> group.
 12. T: **Ναι, τι είναι το** < yes, what is> food group? What's a food group? **Είναι...;** <It's...>
 13. S4: **Ομάδα.** <group>
 14. T: **Ομάδα;** <group?>
 15. S5: **Φαγητών.** <of food>
 16. T: **Τροφών** <food>. Very good! So, he was right (*she means Ralf was right and she shows the group that Ralf showed*) is in this, eggs belong in this group. Do you remember what else we had in this food group? It was only eggs?
 17. S6: Fish.
 18. T: Fish. Louder! Because I cannot hear you. What else? What does... do we have in that group? Fish, **ε παιδιά** <hey kids> you've got so many posters around you; have a look at the posters, what else is in that group? Tim what else? Is it just fish?
 19. Tim: Meat.
 20. T: Meat and what else? Mm? What else? Stand up Tim! Show me on that food pyramid where are the eggs (*a food pyramid on the wall*). Now!
 21. Tim: **Εκεί** <there>.
 22. T: Very good! What can you see in that food group?
 23. Tim: Fish.
 24. T: Fish.
 25. Tim: Beans.
 26. T: Beans, very good!
 27. Tim: Meat.
 28. T: Meat.
 29. Tim: **Έχει κάτι εδώ, κάτι πραγματάκια** <there are some things here, some little things>.
 30. T: **Πώς τους λέμε τους ξηρούς καρπούς;** <how do we say 'nuts'?>

31. S7: **Κούνες;** <nuts>
32. T: We talked about them last year. **Πώς τους λέμε;** <how do we call them?> (*she shows a poster*) **Διάβασε το Ralf** <read it Ralf>
33. Ralf: Nut?
34. T: **Πες το** <say it>.
35. Ralf: Nuts.
36. T: Nuts. So we talked about nuts and that's where nuts are. So, why do you think all these things belong in the same food group? What do they give us? They give us what? Mm? Look around you, what do they give us? What do eggs give us? Look at the eggs (*she shows them the egg on the board*). What do they give us?
37. S8: Proteins.
38. T: They give us proteins. Very good! Why do we need proteins? They help us for what? They help us for what? They help us for what fish... sorry eggs? **Όχι** <no>, proteins? **Τι τις θέλουμε τις πρωτεΐνες...; Είναι πολύ καλή αυτή η φάση. Γιατί φαίνεται... που ήταν το μυαλό μας κύριε Tim τόσο καιρό. Αυτό είναι καλό και για μένα...και κύριε Ralf. Γιατί οι περισσότεροι είμαστε εδώ και περιμένουμε την ώρα που θα φάμε.** (*the teacher is upset because there is no significant participation on behalf of the student*) <What do we need proteins for...? This is very good. Because I can see... where your mind was all this time Mr Tim. This is good for me too.... Mr Ralf. Because most of us are here just waiting for the time to eat>. So, why do we need proteins? What do they do? **Τι κάνουν οι πρωτεΐνες σε μας Gabi; Γιατί τις θέλουμε; Έτσι για να σπάζουμε πλάκα; Ποιος να μου θυμίσει γιατί, τι γραφεί, τι διαβάζετε; Τα έχουμε παντού αυτά τα πράγματα** <What do proteins do to us Gabi? Why do we want them? Just for fun? Who can remind me why, what does it say, what do you read?> What do they help us? They help us for what?
39. S9: They help us to grow?
40. T: They help us to grow, **τι σημαίνει** <what does they help us to grow mean?> Ralf? Mm?
41. Ralf: **Να μεγαλώσουμε** <to grow>.
42. T: **Να μεγαλώσουμε, πολύ σωστά** <to grow, very good>. So, they help us grow. So, what I want from you is someone to stand up and show me things that belong to

- the food group that we talk about. We said about this food group here (*she shows the third group on pyramid*). Now, quickly, someone would like it to find things from here. Έλα Tim <come Tim>. Pick up whatever you want. Very good! That's egg is what? What kind of egg? What kind of egg? (*she shows the pictures on the board*).
43. S10: Fried (*he said with wrong accent*).
44. T: Fri...?
45. T & Class: Fried egg. Very good that's a fried egg. Quickly! That is what?
46. S11: Nut.
47. T: That's a nut. Πώς το λένε στα ελληνικά, τι είναι αυτό το πράγμα; <what do we call it in Greek? What's this thing?>
48. S12: Ξηροί καρποί <nuts>.
49. T: Ναι ξέρω, τι ακριβώς είναι; Τι είναι; <Yes, I know, but what exactly is it? What is it?>
50. Tim: (***) (*in Greek*)
51. T: Όχι δεν είναι (***) <No, it's not (***)>. Είναι ένα αμύγδαλο <it's an almond>. So it's an almond. Ok. (*Tim puts a fish in the pyramid*). Very good! What else do you think should go in there? Ok. And something else και ακόμα ένα πράγμα <and one more thing> and that's it. Find something else! Go to something you have not added... (*Tim takes a piece of cheese*). That goes there? What is that?
52. Tim: Cheese.
53. T: Cheese, do we have cheese in that food group? People?
54. Some students: No.
55. T: No. Where do we place cheese? Περιμένε Tim <wait Tim>. Stand this way. That side. So where do we have cheese? Do you remember which food group got cheese?
56. S13: Δίπλα <next to>
57. T: Ok, take the cheese and place it. Sit down thank you Tim, come up...Ralf and place the cheese where it should be.
58. Ralf: Here.
59. T: Yes, on this side. Πώς τα λέμε αυτά εδώ; <what do we call these things here?>
60. S14: Γαλακτοκομικά <dairy products>.
61. T: Ok, do you remember the English word? Di...?
62. S15: Dairy products.

63. T: Dairy products. Very good! So, we've got dairy products on this side. What do we get from dairy products, do you remember? **Τι μας δίνουν τα** dairy products; <What do the .. give us> Vitamins, ok! They do, they give us D. Vitamin D.
64. S16: Proteins.
65. T: Proteins again. **Τι είπαμε; Ίδιο επίπεδο, ίδια...; θρεπτικά συστατικά** <what did we say? Same level, same...? Nutrients. Ok, so today we are going to work with this food group (*she shows the third food group*) no is going to be... (*she shows all the food on the table*) I'm not going to be... talking to you about something else. We are going to talk about this food group (*she shows it again*), but we are going to talk about something in particular. Ok? So, I'm going to start with something. I would like you to have a look at this picture and tell me what do you see (*she gives a picture to each group*). What is this and what do these people eat? Where do they live? Do you know anything about these people? Come on! Tell me (*she goes to a group*). Ok, I'm listening. **Ο Tony γιατί δε είναι μαζί μας;** <why isn't Tony with us?>
66. S17: (***) (*he explains where he is in Greek*)
67. T: So, what, what is this? Do you know...?
68. S18: **Εσκιμώος;** <Eskimos?>
69. T: Very good. So, that is an Eskimo. Ok, do you know where do these people live?
70. S19: North Pole.
71. T: North Pole. Very good! Where else do you think we can find Eskimos? Where?
72. S20: **Στη Ρωσία;** <In Russia?>
73. T: Very good! In Russia. Yes? We can find Eskimos. Where else? Russia, Finland... Canada...Greenland, Alaska! **Εντάξει;** <OK?>We can find these people. Now, why, what's so important about these people? Why do you think I'm showing you these people? Can you guess?
74. David: Because...
75. T: Because why?
76. David: Because...
77. T: Yes!
78. David: **Να μιλήσω Ελληνικά;** <shall I speak in Greek?>
79. T: **Χμ, μίλα όπως θέλεις.** <Hm, speak as you like>

80. David: Δεν έχουν πολλά, διάφορα πράγματα για να τρώνε και τρώνε περισσότερο ψάρι <they haven't got many different things to eat and they mainly eat fish>.
81. T: Ok, that's interesting! Ok. So, I'm going to keep what David said. Do you remember what he said? What did he say? Sit down. **Βιβλία υπάρχουν μέσα, φυλάξτε τα αυτά και είναι εντάξει** <there are books inside, put them away and it's ok>.
82. S21: **Κυρία μου έδωσε το δικό μου** <Mrs she gave me mine>.
83. T: **Εντάξει** <OK>. Do you, do you know what did, what did David say? He said, what did he say about these people? **Τον άκουσε κανένας;... Πολύ ωραία! Ακούμε ο ένας τον άλλο άψογα εδώ μέσα** <did anybody hear him? Very good! We hear each other perfectly in here?>
84. S21: **Ότι τρώνε μόνο ψάρι** <that they only eat fish>.
85. T: Very good. This is what I want you to keep. Where do these people live? What's, what's...what's characteristics, characteristic in the places they live? A? Where do they live? In sunny places?
86. S22: No.
87. T: No. So what's in their places? There is?....
88. S23: Snow.
89. T: Snow, very good! There is snow. Ok, so these people, they live in cold places. **Και ο David** <and David> said, he said that... they don't have many thing to eat, so they...what do they eat?
90. S24: Fish.
91. T: Fish. Ok? They live on fishing, they eat fish. And why am I showing you these people? Because there's been research...**παρένθεση, έγινε μια έρευνα που έδειξε ότι αυτοί οι άνθρωποι δεν πεθαίνουν από καρδιακές προσβολές, εντάξει; Δεν έχουν τέτοια περιστατικά, αλλά από άλλες αιτίες. Οπότε οι επιστήμονες είπαν, γιατί είναι τόσο σημαντικό, τι συμβαίνει και αυτοί οι άνθρωποι δεν πεθαίνουν από καρδιαγγειακά νοσήματα και παθαίνουν κάτι άλλο; Και ανακάλυψαν ότι οι...ο λόγος ήταν ότι τρώνε ψάρι** <parenthesis, there was a research which showed that these people do not die from heart attacks, ok? They haven't got any of these cases but from other cause. So the scientists said, why is it so important, what

happened and these people don't die because of heart problems and have something else? And they discovered that... the reason is because they eat fish>. **Εντάξει; Οπότε...** <OK? So...> I started with this because is very important. **Τι ανακάλυψαν; Ότι αυτά τα ψάρια έχουν αυτή την ουσία** <what did they discover? That fish have this substance>. You see this? (*she shows them a card on the board with the word "omega-3"*). What, what does it say here? Can you read this? Linos!

92. Linos: Omega-three.

93. T: Omega-three. This is a kind of fish oil. **Μέσα στο λίπος του ψαριού, OK; Το οποίο το βρίσκουμε σε κάψουλες και το πίνει ο κόσμος μετά από κάποια ηλικία, γιατί πράγματι έχει αποδειχτεί ότι μέσα στο αίμα μειώνει τα επίπεδα κακής χοληστερόλης, έτσι δεν έχουμε...καρδιακές προσβολές** <in the fat of the fish, OK? That we find in capsules and people drink it after a certain age, because it has indeed been proven that in the blood, it reduces the levels of bad cholesterol, so we don't have ... heart attacks.> OK, do you know, **ξέρετε καθόλου ψάρια; Ξέρετε καθόλου ψάρια; Τρώτε ψάρι πρώτα απ' όλα;** <Do you know any fish? Do you know any fish.... First of all do you eat fish?>

94. Some students: Yes, no!

95. T: No, you don't eat fish. Who doesn't eat fish? Who eats fish? Raise your hand for eat fish. **Τρώτε ή δεν τρώτε ψάρι; Ωραία είπα αν δεν τρώτε, αν τρώτε σηκώστε το χέρι σας** <do you or do you not eat fish? Fine, I said if you don't eat fish, if you eat raise your hand>. Ok, so most of you eat fish, ok? So, now what I want from you...mmmm. **Δώστε μου μερικά ονόματα ψαριών στα ελληνικά, πριν προχωρήσω παρακάτω** <give me some names of fish in Greek before I go on>.

96. S26: **Τσιπούρα** <sea bream>.

97. T: **Τσιπούρα. Για την οποία θα μιλήσουμε** <sea bream for which we'll talk>.

98. S27: **Ρέγκα** <herring>.

99. T: **Η ρέγκα. Ωραία!** <herring. Very good!>

100. S28: **Ξιφίας** <swordfish>.

101. T: **Ξιφίας** <swordfish>.

102. S29: **Καρχαρίας** <shark>.

103. T: **Ναι! Τρώς καρχαρία;** <Yes! Do you eat shark?>

104. S29: **Όχι** <No>.

105. T: **Όχι** <No>.
106. S30: **Σολομός** <salmon>.
107. T: **Σολομός** <salmon>. Very good! **Τόσο ψάρι κάνει η μάμα σου δε ξέρεις ένα ψάρι;** <your mum cooks so much fish and you don't know one? (*she refers to a student about his mum's restaurant*)> Open your books. At page fifty eight. **Ανοίξετε το βιβλίο σας** <Open your books>.
108. S31: **Το έχουμε;** <do we have it?>
109. T: **Θα δεις λίγο ελληνικό μάθημα κυρία... Ανοίξετε τα βιβλία σας και θέλω με την ομάδα σας, νομίζω σελίδα πενήντα οχτώ πρέπει να είναι...εδώ, πενήντα εφτά, θέλω να κοιτάξετε, υπάρχουν κάποια ψάρια, και λέει ΣΥΖΗΤΗΣΕ ΣΤΗΝ ΟΜΑΔΑ ΣΟΥ ΚΑΙ ΓΡΑΨΕ ΨΑΡΙΑ ΚΑΙ ΘΑΛΑΣΣΙΝΑ ΠΟΥ ΞΕΡΕΙΣ, οπότε θέλω να μου γράψετε μερικά ψάρια και μερικά θαλασσινά αν μπορείτε να τα διαχωρίσετε, συζητήστε το με τους διπλανούς σας, σας δίνε πέντε λεπτά και θα κάνουμε μαζί ένα.** < You'll see a bit of a Greek lesson Mrs. ... Open your books and I would like you and your team, I think page fifty-eight, should be here ..., fifty seven, I want you to look, there are some fish, and it DISCUSS IN YOUR GROUP AND WRITE YOUR FISH AND SHELLFISH YOU KNOW, so I want you to write some fish and some shellfish if you can separate them, talk with the person sitting next to you, I give you five minutes and we'll do one together>.
110. S32: **Τα ψάρια** <The fish>.
111. T: **Χμ τι, ναι μην μου πεις ονόματα ψαριών. Θέλω να μου πεις πώς τα ξεχωρίζεις; Αυτά είναι ψάρια, αυτά είναι θαλασσινά. Τι έβαλες σαν βασικό χαρακτηριστικό;** < Hm... so do not tell me the names of fish. I want you to tell me how you distinguish them? These are fish, these are shellfish? What did you put as a basic feature?>
112. S32: **Ότι τα ψάρια...** <that the fish>...
113. T: **Ναι!** <Yes>
114. S32: **Είναι ψάρια** <they are fish>.
115. T: **Ευχαριστώ. Κι εγώ είμαι κοπέλα. Κι εσύ είσαι αγόρι, άρα; Πώς θα το καθορίσεις αυτό το πράγμα; Πως θα ξεχωρίζει κάποιος ότι εγώ είμαι κορίτσι κι εσύ... Πώς Rea;** <Thank you. And I'm a girl. And you're a boy, so? How will you

differentiate this? How would someone distinguish that I'm a girl and you... how Rea?>

116. Rea: **...από τα μαλλιά** <from the hair>.
117. T: **Από τα μαλλιά; Άρα αν τα κόψω κι εγώ πρώτο νούμερο θα είμαι όπως το αγόρι; Έλα Rea.** <from the hair? So if I cut my hair I will be a boy?>
118. Rea: **Τα ψάρια έχουν λέπια πολλά** <fish have got lots of flakes>.
119. S32: **Έχουν πτερύγια** <they have fins>.
120. T: **Πτερύγια, λέπια, ουρά, έχουν μέσα σπονδυλική στήλη. Τα θαλασσινά έχουν; Τι έχουν; Δεν έχουν μέσα σπονδυλική στήλη και είναι...;** <Fins, flakes, tail, they have a spine. Do the shellfish have one? What do they have? They haven't got a spine inside and they are....?>
121. S33: **Αστακός** <lobster>.
122. T: **Μαλακά. Εντάξει;** <soft. OK?> **Ή έχουν** <or they have> shell **τι είναι το** <what is> shell; **Όστρακο. Εντάξει; Λοιπόν πέστε μου να δούμε τι βρήκατε σαν ψάρι και τι βρήκατε σαν θαλασσινό. Rea.** <Shell. OK? So let's see what you found as fish and what as shellfish. Rea>
123. Rea: **Σολομός** <salmon>
124. T: **Ναι!** <Yes!>
125. Rea: **Ξιφίας, σαρδέλα** <swordfish, sardine>.
126. T: **Νομίζω όμως ότι δεν είναι σολομός, εκείνο που έχετε μπροστά σας, έτσι να...είναι... πέστροφα, το ψάρι το μεγάλο μέσα στη μέση είναι πέστροφα και τα άλλα διάφορα είδη ψαριών της Κύπρου** <but I think it isn't a salmon the one in front of you, so... it's a... trout, the big fish in the middle is a trout and other various kinds of fish of Cyprus>.
127. S34: **Κυρία μόνο από πάνω πρέπει να βλέπουμε;** <Mrs shall we use only the ones on top?>
128. T: **Ναι τα πάνω που θέλω να δείτε** <yes, I want you to have a look at the ones above>.
129. S35: **Έβαλα και ξιφία** <I've added the swordfish>.
130. T: **Δεν έχει ξιφία εδώ** <there's no swordfish here>.
131. S34: **Εγώ έβαλα ότι μου ερχόταν το ψάρι** <I've put any fish that came to my mind>.

132. S35: Έχει μαρίδα <There's a fry>.
133. T: Μαρίδα, κυπριακό ψάρι <fry, Cypriot fish>.
134. Tony: Να έρθω μέσα (a student comes at the door and asks the teacher to get in) <shall I come in?>
135. T: Ναι, είσαι εδώ μαζί μας, Tony έλα <yes, you are here with us, come Tony>.
136. T: Οπότεν έχουμε, έχουμε εδώ, υπάρχει η τσιπούρα, υπάρχει η πέστροφα, το μπαρμπούνι. Ένα λεπτό να τα βάλω στο πίνακα <so we have, we have here, there's the sea bream, there's the trout, the red mullet. Just a minute to put everything up on the board>.
137. Class: Το μύδι, στρείδι <the mussel, the oyster>.
138. T: Άρα..., είναι πέστροφα, τσιπούρα... <So, it's a trout, a sea bream...>
139. S37: Σολομός <salmon>.
140. T: Όχι δεν έχω σολομό εδώ <No, there's no salmon here>.
141. S38: Δεν έχει <there isn't>.
142. T: Και ο σολομός δεν είναι κυπριακό ψάρι, μιλούμε για, μιλούμε <and salmon isn't a Cypriot fish, we're talking about, we're talking about> we are talking about Cyprus fish. We don't have salmon in Cyprus. Σαρδέλες <sardines>.
143. S39: Ξιφίας <swordfish>.
144. T: Μπαρμπούνι, εκείνο το ροζέ <red mullet, that pinkish one>.
145. S40: Κυρία η φάλαινα τρώγεται; <Mrs is the whale edible?>
146. T: Ναι, τρώγεται αλλά όχι στην Κύπρο, στους Ιάπωνες. Θαλασσινά! Πέστε μου! <Yes, it is edible but not in Cyprus, in Japan. Shellfish! Tell me!>
147. S41: Καλαμάρι <squid>.
148. T: Καλαμάρι...άλλο; <squid.... Others?>
149. S42: Οχταπόδι <octopus>.
150. T: Οχταπόδι <octopus>.
151. Some students: Αστακός <lobster>.
152. T: Αστακός <lobster>.
153. S43: Μύδι <mussel>.
154. T: Έχει αστακό εδώ; < is there a lobster here?>
155. Class: Ναι <yes>.
156. S44: Και μύδι <and mussel>.

157. T: **Μύδι...μύδια. Εντάξει, φτάνει** <mussels...mussels. Ok, enough>
158. S45: **Έχει ακόμα ένα** <there's another one>.
159. T: It's fine.
160. S46: **Μαρίδα** <fry>.
161. T: Now, how do we get fish? How can we catch fish? Do you know any methods of catching fish?
162. S47: **Πώς το λένε το ψάρεμα;** <how do we say fishing?>
163. T: **Ψάρεμα** <fishing>. Fishing. How do we, how can we catch fish? Do you know?
164. S48: Fish.
165. T: Fish catching? **Πέστε μου να δούμε** <tell me>.
166. S49: **Με τα καλάμια. Με τα δίχτυα** <with the rods. With the nets>.
167. T: So, **με τα δίχτυα, τα δίχτυα στα αγγλικά ονομάζονται** <with the nets, the nets in English are called> nets, so we've got fishing nets.
168. S50: **Κυρία έσπασε η πένα σου** <Mrs your pen is broken>.
169. T: **Δεν έσπασε, κάναμε κάτι στο Λυθροδόντα** <it isn't broken, we did something in the other school>. So we use fishing nets. What else? What else?
170. S51: **Δίχτυα** <nets>.
171. T: **Ναι με τα** <yes, with the> nets. What else?
172. S52: **Με τα ψαροτούφεκα** <with the spear guns>
173. T: Very good, **με το ψαροτούφεκο** <.with the spear gun> Fishing gun. **Εδώ οι τούνες. Αυτοί εδώ έχουν πάρει, έκαναν** (*she refers to a picture in the book*) <here the tunas. These people here they did> tuna fishing. **Στην Αμερική το έχουν σαν** <in America they have it as a> hobby. **Εντάξει; Χρησιμοποιούν ψαροτούφεκο, είναι μεγάλο ψάρι η τούνα** <Ok? They use a spear gun, tuna is a big fish>. They don't catch it with a net. A? Or with fishing rod. **Δεν μπορούν να πάρουν καλάμι** <they can't use a rod>... ok; so they're using a fishing gun. Now...you've got in front of you... this...Sunil give me that. This is a boat and they are going fishing with... by using their what? What is this David?
174. David: (***) (*inaudible answer in Greek*)
175. T: **Ναι αλλά τι έχουν μέσα; Τι χρησιμοποιούν;** <yes, but what is there inside? What are they using?>

176. S53: Nets.
177. T: Nets, very good. They are using their fishing nets, ok? ...**Χρησιμοποιούν όμως και** <they also use> fishing rods...**καλάμια** <fishing rods>. Now, the guy, the boys here and this group they've got, no, you've got this picture. What do you think this is? What is this? **Τι είναι αυτό;** <what is this?> What is this? (*she shows a picture*).
178. S53: nets
179. T: No, they are not nets. What is this? A?
180. S54: **Κυρία φέρε να δω την άλλη εικόνα** <Mrs let me see the other picture>.
181. T: **Τι είναι αυτό; Μ;** <what's this?m?>
182. S55: **Σπίτι** <house>.
183. T: **Πέστε μου στα ελληνικά, τι είναι αυτό που βλέπετε;** <tell me in Greek, what is this that you see?>
184. S56: **Λιμάνι** <port>.
185. T: **Δεν είναι λιμάνι. Πώς ονομάζεται ο χώρος όπου εκτρέφουν ψάρια;** <It isn't a port. How do they call a place where fish is bred?>
186. S57: **Ψαραγορά** <fish market>.
187. T: **Δεν είναι ψαραγορά. Πώς το λέμε το χώρο όπου εκτρέφουν ψάρια; Όπως έχουμε φάρμες για ζώα, έχουμε φάρμες και για ψάρια. Πώς το λέμε;** <no, it isn't a fish market. How do we call the place where fish is bred? Just like we have animal farms, we've also got farms for fish. How do we call them?>
188. S58: **Φάρμα** <farm>.
189. T: **Ιχ...θυ...** <fi..sh...>
190. T & Class: **Ιχθυοτροφείο** <fish farm>.
191. T: **Μπράβο τα μωράκια μου. Ιχθυοτροφείο** <Bravo to my little kids. Fish farm>. So, in English it's a farm, so what we're going to say? It's a...?
192. S59: Fish farm.
193. T: Fish farm. Very good! It's a fish farm, very good! So we've got fish farm, so where, how do we get fish? **Να κάνουμε έτσι ένα** <let's do a > revise. **Tim;** <Tim?> How do we get fish?
194. Tim: ...
195. T: In a...?
196. Tim: In a...

197. S60: Fish farm.
198. T: Fish farm, very good. Where, how, what are the ways? With the...
199. S61: Fishing rod.
200. T: Fishing rod. Very good! **Το δίχτυ;** <the net?>
201. S62: Nets.
202. T: With nets. And? **Εκείνο το άλλο που είπαμε;** <that other thing we said?>
203. S63: **Ψαροτούφεκο** <spear gun>.
204. T: **Με ψαροτούφεκο** <spear gun>. Very good! So this is how we can catch fish.
Do you go fishing?
205. Class: No.
206. S64: **Πήγα μια φορά** <I went once>.
207. T: No we don't. So where are we going to buy our fish from? From a...?
208. Some students: A...
209. T: Where are we going to buy our fish, from ...?
210. S65: Farm!
211. T: Not from a farm. **Το είπες πριν λίγο** <you said it before>. Where?
212. S66: **Από τη ψαραγορά** <fish market>.
213. T: So, how can we say it in English? Can you try?
214. S66: Fish...
215. T: Fish? Fish what?
216. S67: Fish shop.
217. T: Say that!
218. S67: Fish shop.
219. T: Fish market. Ok? **Λοιπόν!** <So!> You are going fishing. Yes you do! So, I do
have my fishing rod. (*she prepares the box with fish*)
220. S68: **Θα ψαρέψουμε;** <are we going to fish?>
221. T: Yes! Do you want to go fishing?
222. Some students: Yes.
223. T: Ok. So, David come first. Let's see if you can be a good fisherman.
224. S69: It's my favourite thing.
225. T: It's your favourite thing, what?
226. S69: Fishing.

227. T: Fishing? Let's see if you can go fishing. Now, **έλα David** <come David>, take the fishing rod. Now be quite please! **Άκου Tony; Άκου να σου πω, ήρθες τελευταίος, μπήκες, είναι εδώ η κάμερα σε παρακολουθεί** <Listen Tony? Listen, you came last, you entered, the camera is here watching you>. Please be quite or you are going up stairs with Mrs. Andri.... So, try do the fishing (*she refers to David who is trying to fish using a plastic rod and toy fish*). Oh, yes, he did it. He got the fish. So what is this David?
228. David: **οκταπόδι** <octopus>
229. T: Ok, so find it's name, there you are, take it, find its name and go and place it on the board (*he must find the card with its name, which are on the table*). **Έλα** <come> take this.
230. S70: **Να έρθω εγώ τώρα;** <shall I come now?>
231. T: Yes, someone else! Linos!
232. S71: **Κυρία θα κάνουμε όλοι;** <are we all going to do it?>
233. T: Yes!
234. S72: No.
235. T: **Όποιος θέλει** <whoever wants>. Go on!
236. S73: **Εγώ φοβάμαι** <I'm afraid>.
237. T: **Γιατί θα είναι βαρετό το ψάρι και θα σε τραβήξει κάτω;** <why is the fish going to be very heavy and it will pull you down?>
238. S74: **Όχι φοβάμαι** <No, I'm scared>.
239. T: take it there (*she tells Tim to put the fish and its name on the board*). Take the fish there. Very good, what did you catch? So you've got this. It's a **αστακός** <lobster>. Do you know how do we call this in English? Sh!
240. S75: Astacos (*saying that with an English pronunciation*).
241. T: No, it's not astacos. Can you guess? Look on the, on the... board behind me.
242. S76: the wall?
243. T: Yes, find it. It's a...? It's a what?
244. S77: Loooo!
245. S78: Lobster.
246. T: Lobster. Find the word lobster (*she says to Linos*). **Όχι, όχι εκεί** <no, not there> (*she says to Tim who goes to stick the fish on the board*). Ok, **βάλε μου το**

- στην άλλη πλευρά στον άλλο πίνακα. Έλα, λίγο γρήγορα <put in on the other side on the other board. Come on a bit fast>.
247. S79: **εγώ;** <me?>
248. T: Yes. **Το βρήκες βάλε το στον πίνακα** <you found it, put it on the board> (*She says to Linos*). David take them on the other side. Look David, picture and word. **Έλα** <come on>, go for that.
249. S80: **Δε με βολεύει** <It doesn't suit me>(*he refers to the fishing rod*).
250. T: **Εε, δεν ήξερα ότι έχει και για αριστερόχειρες** <Oh, I didn't know there are left handed students> .
251. S81: **Θα σε τραβήξει μέσα, πρόσεχε** <it will pull you down be careful> (*students are making jokes in between them*).
252. T: **Έτσι** <this way> (*she helps the boy who tries to get the fish*). Take it out! Take it out.
253. S82: **Το έπιασα** <I got it>.
254. T: Very good. But what did you get? He caught the name! (*he caught the name of fish "tuna"*) **έκανα λάθος** <I made a mistake>. Take the... **όχι, όχι** <no, no>. You got this one (*she shows the picture of tuna*). He caught this one. It's fine. Sit down. So, what is this? What is this?
255. S83: **πέστροφα** <trout>.
256. T: No, is not a **πέστροφα** <trout>.
257. S84: **τόνος** <tuna>.
258. T: No, is not a **τόνος** <tuna>.
259. S84: **Αυτό εδώ** <this one here>.
260. T: Yes that a, no. That's not the one.
261. S84: **Εκείνο εκεί** <that one there> (*showing another picture on the board*).
262. T: That's the one. **Τι είναι αυτό που τρώτε συχνά όταν πηγαίνετε στα εστιατόρια;** <what's that we usually eat when we go to a restaurant?>
263. S86: Sea bream
264. T: **Το πιο...έτσι...τσι;** < the most... sea br...?>
265. S87: **τσιπούρα** < Sea bream>.
266. T: Bravo. So what is the name of **τσιπούρα** <sea bream> in English?
267. S88: Sea bream.

268. T: That's a sea bream. Find the word "sea bream", go and place it there. So, **έλα Rona. Gabi** <come Rona, Gabi>, sorry. **Έλα** <come>. Yes, the word under the picture (*she says to the boy who goes to stick the cards on the board*). Very good (*she says to Gabi who is fishing*). So, Gabi, she got, she caught a very big fish. Do you know what is this? What is this?
269. S89: **Καρχαρίας;** <shark?>
270. T: Sorry?
271. Some students: **Πέστροφα** <trout>.
272. T: No, it's not **πέστροφα** <trout>.
273. S91: **Σολομός** <salmon>.
274. T: It's the one that you eat. Tu...?
275. Class: Tuna.
276. T: Tuna. Very good! Go on please (*she gives the two cards to Gabi to stick them on the board*). Next, who would like to come? **Έλα Rea!** <come Rea> (*she comes and catches a fish*)... Very good! So, what is this?
277. S92: Shrimp.
278. T: **Τι είναι αυτό; Ελληνικά;** <what's this in Greek?>
279. Rea: **Γαρίδα** <shrimp>.
280. T: **Γαρίδα** <shrimp>. So what is in English?
281. Rea: Shrimp.
282. T: Is a shrimp, find the word. ... someone else? Tony! Take it up, take it! (*she moves her hand up*) Very good! What is this?
283. Tony: **χρυσόψαρο;** <goldfish?>
284. **T: Πες μου το στα ελληνικά, δεν είναι χρυσόψαρο** <say it in Greek, it isn't a goldfish>.
285. **S93: Είναι σολομός** <It's salmon>.
286. **T: Όχι** <no>
287. Some students: Red, red.
288. T: It's red mullet. **Ξέρετε όμως τι είναι;** <but do you know what is it?>
289. Some students: **Όχι** <no>.
290. T: **Μπαρμπούνι** <red mullet>. Find the red mullet. **Έλα Ralf** <come Ralf>. And is the last one. It's the last one, come on, finish.

291. Ralf: **Έπιασα το! Κυρία τι είναι αυτό;** <I caught it! What's this Mrs?>
292. S94: **Έλα να δω, έλα να δω! Είναι χέλι.** <Let me see, let me see! It's an eel>
293. Ralf: Squid.
294. T: Sorry?
295. Ralf: Squid.
296. T: You caught it, yes! What is this? **Ελληνικά** <Greek>.
297. Ralf: Squid.
298. T: It's a squid, but in Greek?
299. S95: **Χέλι** <eel>.
300. T: **Δεν είναι χέλι** <It isn't an eel>.
301. S95: **Εκείνο το...** <It's that...>
302. T: **Είναι καλαμάρι** <It's a squid>.
303. S96: **Είναι καλαμάρι; Δε θα φάω ξανά** <Is it a squid? I'll never eat again>.
304. T: **Λοιπόν, γρήγορα** <So, quickly>. Now, I want someone, to separate the fish from the rest of the...things.
305. S97: **Εγώ** <me>.
306. T: Can you do it for us David? Thank you! So, place here the fish...and the other ones take them there. Very good, that's a fish.
307. S98: **Το άλλο τι είναι;** <What's that other thing?>
308. T: And their names please. Their names, the words as well. Rene!
309. S99: **Τι κάνεις;** <what are you doing?>
310. T: He is doing well!
311. S100: **Κυρία το 'tuna' είναι πολύ μεγάλο ψάρι** <Mrs 'tuna' is a very big fish>.
312. T: Ha, ha, it is. Now, all these they are left behind. **Πώς είπαμε ότι λέγονται στα ελληνικά;** <how did we say they are called in Greek?>
313. S101: **Θαλασσινά** <shellfish>
314. T: **Θαλασσινά** <shellfish>. In English, they are called...
315. Some students: Seaa...
316. T: Shellfish. Shell. **Τι σημαίνει** <What does 'shell' mean?>
317. S102: **Τα...βρωμερά** <the smelly ones>.

318. T: **Όχι δε μυρίζει. Πες το, ξαναμιλήσαμε για το** <No, they don't smell. Say it, we've talked before about> shell. **Τι ήταν το** <what was the> egg shell; **Το** <the> egg shell **ποιο ήταν; Το;** <what was it? The?>
319. Some students: **Τοο.....** <thee>
320. S103: **Πώς το λένε εκείνο το άσπρο;** <what is that white thing called?>
321. T: **Το τσόφλι** <the egg shell>.
322. S103: **Ναι** <yes>.
323. T: Ok, so **γιατί ονομάζονται** <Why are they called>shellfish **αυτά;** <these?>
324. S104: **Είναι χωριστές;** <are they separate?>
325. T: **Ακούω γιατί** shellfish <I'm listening why?>
326. S106: **Γιατί είναι μαλακά;** <because they are soft?>
327. T: **Επειδή έχουν; Τα περισσότερα έχουν; Τι έχουν πάνω τους;** <because they have? Most of them have? What do they have on them?>
328. S107: **Πτερύγια** <fins>.
329. S108: **Ουρά** <tail>.
330. T: **Παιδιά δείτε τι έχουν αυτά πάνω τους;** <Children have a look what do these have on them?>
331. S109: **Ε πώς το λέμε;** <ee how do we say that?>
332. T: **Τι; Όστρακα. Έχουν όπως το όστρακο, έχουν ένα** <What? Shells. They have a shell, they have a> shell. **Κάτι να τα καλύπτει, είναι μαλακά** <something that covers them>. **Είναι μέσα σε** <they are in> shells **τα περισσότερα** <most of them>. **Εντάξει;** <OK?> So, these are called shellfish. **Οπότε, στα γρήγορα για να τελειώσουμε να κάνουμε και το κατασκεύασμα και να δούμε αν θυμάστε και τίποτε** <So, quickly to finish and cook something to see if you remember anything>.
333. S110: **Θα φάμε τίποτε;** <are we going to eat something?>
334. T: **Θα φάμε. Αν σας αξίζει δηλαδή** <We will eat. If you deserve it>. So, what I'm going to do now. I'm going to...sh. Do you remember... **θα το πω ελληνικά! Όταν πάω στον μπακάλη και θέλω να αγοράσω ψάρι, σε τι μορφές θα βρω το ψάρι; Θυμάστε;** <I'll say it in Greek! When I go to the supermarket and I want to buy fish, in what forms can I find fish? Do you remember?>
335. Some students: **Κονσερβοποιημένο, κονσέρβες** <canned, in cans>.

336. T: **Ωραία** <good>.
337. S112: **Κατεψυγμένο** <frozen>.
338. T: Ok.
339. S113: **Φρέσκο** <fresh>.
340. T: **Φρέσκο, φυσικά** < fresh, of course>. In what other forms? **Έχετε φάει ποτέ καπνιστό σολομό;** <have you ever eaten smoked salmon?>
341. S115: **Στα κάρβουνα** <on the barbecue>.
342. T: **Καπνιστό σολομό** <smoked salmon>.
343. Some students: **Όχι, όχι** <no, no>.
344. T: **Καπνιστά... η ρέγκα ξέρετε σε τι μορφή είναι;** <smoked... in what form is the herring?>
345. T: **οπότεν όταν πάμε στον μπακάλη, τα βρίσκουμε σε συγκεκριμένες μορφές** <so, when we go to the supermarket, we can find fish in certain forms>. Ok, if we have to say that in English? **Πώς θα λέγαμε;** <how would we say it?> In what forms can we find fish?
346. S117: Fresh.
347. T: Very good! Fresh.
348. S118: *Conservopoiimeno (he uses English pronunciation to read the Greek word and everybody laughs).*
349. T: **Ποιος να μου θυμίσει την κονσέρβα στα αγγλικά Ralf; Την είπαμε πολλές φορές** <Who can remind me the can in English, Ralf? We said it a lot of times>
350. Ralf: **Ναι το θυμάμαι** < yes, I remember>.
351. T: **Είναι μια λέξη που σημαίνει και κάτι άλλο** <it's a word that has another meaning>
352. S119: **Κυρία να πω εγώ;** <Mrs shall I say it?>
353. S119: Nut.
354. T: **Τι;** <What?>
355. S120: **Κυρία έχει πάνω στους τοίχους;** <Mrs is it on the walls?>
356. T: Fresh, **όχι δεν είναι στους τοίχους. Κονσέρβα ποια είναι η κονσέρβα;** <no, it's not on the walls. Can, what is can?> **Η λέξη 'μπορώ' στα αγγλικά τι είναι;** < which is the word 'can' in English?>
357. S121: Can.

358. T: **Άρα;** <so?>
359. Some students: Can, can.
360. T: ‘Can’ είναι η κονσέρβα. Εκτός από το ‘μπορώ’ είναι το ‘can’ <‘can’ is the can. Besides the verb I can it’s can>. **Κονσερβοποιημένα, το ξαναείπαμε. Πέστε μου ένα άλλο είδος** <Canned, we said it before. Tell me another form>
361. S122: **Κατεψυγμένο** <frozen>.
362. T: **Το κατεψυγμένο, πώς θα το πω;** <the ‘frozen’, how will I say it>
363. Some students: (***) (*inaudible in Greek*)
364. T: **Τι;** <what?>
365. S123: Cold
366. S124: Frozen.
367. T: **Δεν είναι ‘cold’.** **Πες το!** <It’s not ‘cold. Say it!>
368. S125: Frozen.
369. T: Frozen, very good!
370. S126: **Α ναι** <Oh, yes>
371. S127: **Εγώ της το είπα** <I told her>
372. T: Frozen!
373. S128: **Το καπνιστό;** <the smoked?>
374. T: **Το καπνιστό είπε εδώ κάτι ο φίλος μου ο Tony** <the smoked, my friend Tony here said something>. Smoke, **είναι ο καπνός, αλλά αν θα πω καπνιστό δε θα πω** <It is the smoke, but if I say smoked I won’t say> smoking.
375. S129: Smoken?
376. T: Smoked.
377. Some students: Smoked, smoked.
378. S130: Smoked, **δε σημαίνει κάπνισα;** <doesn’t it mean I’ve smoked?>
379. T: So, it is fresh, can, frozen. **Και ανοίξετε το βιβλίο σας στα γρήγορα!** <open your books quickly!>
380. S131: **Δεν είναι δικό μου, είναι της Gabi** <It’s not mine, it’s Gabi>
381. T: **Δεν πειράζει** <It doesn’t matter>. Open your books.
382. S132: **Τι σελίδα;** <What page?>
383. T: Page fifty...
384. S133: Eight.

385. T: Fifty eight. Please try and write all these under the pictures.
386. S134: Which page?
387. T: You've got five pictures. Page fifty eight! Fifty eight!
388. S135: I find it.
389. T: Page fifty eight. And please you've got some pictures. **Έχετε μία δύο**, <you have one, two> five pictures, please write the right word under the right picture and, **κάτω από την κάθε εικόνα να γράψετε τη σωστή λέξη στα αγγλικά...** <under each of the pictures write the right word in English> and in salt, you've got the salted, in salt. **Αυτό που είναι στην αλάρη, που λέμε** <the one that is in salt>. **Λοιπόν, πάρε ένα μολύβι και γράφε και κλείσε το στόμα σου και θα πας στη δασκάλα σου. Δώσε του ένα μολύβι σε παρακαλώ. Rea ή Greg** <so, take a pencil and write and close your mouth otherwise you're going to your teacher. Give him a pencil please. Rea or Greg>
390. S136: **Κυρία εκείνα που είναι μέσα στο...** <Mrs the ones that are in the...>
391. T: It has to be in English please. **Το ίδιο να κάνει και ο** <Do the same> Sunil. Try Sunil!
392. S137: **Κυρία αυτό εδώ είναι φρέσκα;** (*he asks her about a picture in his book*) <Mrs this one here is the fresh one?>
393. T: Which one? No, that's. **Τι είναι αυτό;** <what is this?> Think about it.
394. S138: **Τώρα να δω** <let me see>. In salt.
395. T: **Κάνε αυτό που σου είπα και μην παίζεις** (*she talks to student that doesn't write*) <do what I said and don't play around>
396. S139: **Κυρία το έκανα** <Mrs I did it>
397. T: **Το είπα πολλές φορές. Έχετε εκείνες τις λέξεις είπα, να τις γράψετε εκεί στην εικόνα που ταιριάζουν** <I said it many times. I said, you have those words, write them on the picture where they belong>.
398. S140: **Το μεγάλο είναι καπνιστό κυρία;** <the big one is smoked Mrs?>
399. T: **Όχι, δεν είναι καπνιστά εκείνα** <no, those are not smoked>.
400. S141: **Άρα είναι το άλλο καπνιστό** <so the other one is the smoked>
401. S140: **Είναι** <Is it?> in salt?
402. S142: **Κυρία όποιος το κάνει;** <Mrs if I'm done?>

403. T: Ok, let's see if you remember anything. If you are listening. If you are concentrated. Ralf. Very good! So the first picture is showing us, what? We've got?
404. S143: Can.
405. T: Canned, **κονσερβοποιημένα** <canned>
406. S144: Right.
407. T: The second picture is showing, what?
408. S145: Frozen.
409. T: Frozen. They used to be in the freezer. Frozen, frozen. Ok? The second!
Οπότεν εγώ θα σας τα αριθμήσω <so I will number them. Canned, frozen let's go to the third one>
410. S146: Fresh.
411. T: Very good! Last two! Tim?
412. Tim: In salt.
413. T: Very good! In salt. **Είναι τα...στην αλάρμη, αυτό που είναι...πώς τις λέμε; Σαρδέλες. Σε αλάρμη. Και;** < they are the ones... in salt, the one that it...how do we say it? Sardines. In salt. And?> The last one? Smoked, **η ρέγκα!** <the herring>
414. S147: **Είναι αλάτι εκείνο όλο;** <is it salt all that?>
415. T: **Η...εντάξει; Είναι 'herring' η ρέγκα** <the... ok? It's 'herring'>. Herring, trout **η πέστροφα** <the trout>. Ok? So, that's it. Now, I'm... **πώς μπορούμε να αναγνωρίσουμε ένα ψάρι αν είναι φρέσκο ή όχι; Ξέρετε; Κοιτάξτε την εικόνα δίπλα! Να διαβάσεις στα γρήγορα γιατί θα πάμε στο φαγητό μας. Να μου διαβάσει στα γρήγορα ο David τι λέει κάτω από τις εικόνες** <How can we distinguish a fish if it is fresh or not? Do you know? Look at the next page! Read it quickly because we're going to cook. Please read quickly David, what does it say under the picture> **Δυνατά. Διάβασε από την αρχή τι λέει** <Loud. Read it from the beginning>.
416. David: **ΟΤΑΝ ΑΓΟΡΑΖΕΙΣ ΦΡΕΣΚΑ ΨΑΡΙΑ ΠΡΟΣΕΧΕ Η ΣΑΡΚΑ ΤΟΥΣ ΝΑ ΕΙΝΑΙ ΣΦΙΚΤΗ. ΤΑ ΜΑΤΙΑ ΤΟΥΣ ΝΑ ΕΙΝΑΙ ΛΑΜΠΕΡΑ. ΝΑ ΕΧΟΥΝ ΡΟΔΟΚΟΚΚΙΝΑ ΒΡΑΓΧΙΑ. ΝΑ ΜΥΡΙΖΟΥΝ ΘΑΛΑΣΣΑ ΚΑΙ Η ΟΥΡΑ ΝΑ ΕΙΝΑΙ ΑΝΑΣΗΚΩΜΕΝΗ ΠΡΟΣ ΤΑ ΠΑΝΩ ΟΤΑΝ ΤΑ ΚΡΑΤΑΣ ΣΤΗΝ ΠΑΛΑΜΗ ΣΟΥ** <WHEN YOU BUY FRESH FISH BE CAREFUL TO SEE THAT THEIR FLESH IS FIRM. THEIR EYES ARE SHINNY. THAT THEY

HAVE REDISH GILLS. THAT THEY SMELL LIKE SEA AND THAT THEIR TAIL IS RAISED UPWARDS WHEN YOU HOLD IT IN YOUR PALM>

417. S148: **Και πρέπει να τα ξέρουμε αυτά όλα για να πιάσουμε ένα ψάρι;** <and do we need to know all these things when we want to buy fish?>
418. T: **Εντάξει; Αυτά είναι τα χαρακτηριστικά που πρέπει να ...να βλέπετε όταν θα πάτε να αγοράσετε ένα ψάρι. Έτσι απλά, είναι η αγωγή του καταναλωτή. Λοιπόν!** <Ok? These are the characteristics that you have to... observe when you'll buy fish. Simply, it's consumer's education>. What are we going to do today? Open your exercise book, close the books.
419. S149: **Αυτό;** <this one?>
420. T: Yes. Or the big ones, or the small ones. If you've got the big ones, the small ones I prefer you open the small ones. If you don't have the small ones, you can take the big ones. Come on one new page and write. So, write 'fish'. **Δεν έχεις ούτε μικρό ούτε μεγάλο εσύ;** <you haven't got neither the small nor the big one?> *(looking at a student without a notebook)*
421. S150: **Κυρία το ξαναγράψαμε** <Mrs we wrote it before> .
422. T: **Πήγαινε πάρε κόλλα από μέσα** <go get a paper from inside>. So, let's write "fish", title and we are going to have the ingredients. **Τι σημαίνει** <what does it mean?>"ingredients";
423. S151: **Οδηγίες** <instructions>.
424. T: **Δεν είναι οι οδηγίες** <no it's not instructions>.
425. S152: **Η συνταγή** <the recipe>.
426. T: **Δεν είναι η συνταγή. Τα είπες όλα!** <It's not the recipe. You said it all!>
427. S152: **Οι βιταμίνες** <the vitamins>.
428. S153: **Τα υλικά** <the ingredients>.
429. T: **Τα υλικά, μπράβο!** <The ingredients, bravo!> So, the ingredients. What ingredients are we going to use? What ingredients do you need, if you going, **σταμάτα Τονυ!** <Tony stop!> So, what do you think we are going to use? Stop it! A? What do you think we are going to use today? The ingredients. What do you think we are going to use? What do you think? **Γύρισε και σιώπα** <turn and be quiet>. What do you think **και πήγαινε κάνε κανένα κούρεμα** <and go get a

- haircut>.... So what do you think we are going to use? What do you think we are going to use? I'm listening.
430. S155: Tuna.
431. T: Tuna. What kind of tuna is this? (*she shows the can*). Is it fresh tuna?
432. Some students: No.
433. S156: Canned.
434. T: Canned, very good! So, we are going to use...we are going to use canned fish, canned tuna. **Ναι** <yes>, what else do you think we are going to use? What do you think? **Δεν έχεις τετράδιο;** <you haven't got a notebook?>
435. S158: **Όχι** <no>.
436. T: **Το πρόχειρό σου πού είναι; Πήγαινε φέρε μια κόλλα. Ακούω,** <where's your daily notebook? Go get a piece of paper> what else we are going to use? Canned tuna, what else?... Linos, what else? **Καλά ρε παιδιά, θα σας ανοίξω και το μυαλό σας να σας τα βάλω μέσα τώρα;** <well children, am I going to open your head and put it all in now?> What is this? What are we going to use? What is this? (*she shows the ingredients on the table*).
437. S160: **Ψωμί** <bread>.
438. T: you don't know it in English?
439. S161: Bread.
440. T: Bread (*the teacher is not happy with her students not participating*). So, we are going to use two slices of bread.
441. S162: **Θα το κάνουμε;** <are we going to do it?>
442. T: And?
443. S163: Lemon juice.
444. T: Lemon juice, very good! And some sweet corn.
445. S164: **Κυρία, θα φάμε;** <Mrs are we going to eat?>
446. T: **Τώρα θα ξυπνήσουν** <now they'll wake up> (*she prepares the tuna*). So, what I want from you, **δε θα σας πω πώς θα λειτουργήσουμε. Θα καθίσετε τώρα, έστω και στα ελληνικά και με τους διπλανούς σας να βρείτε, πώς θα κάνουμε αυτή τη συνταγή, γράψετε τρεις ή τέσσερις προτάσεις κάτω, σαν ομάδα και θα μου τις παρουσιάσετε** <I won't tell you what exactly we'll do. You sit down, even if it is in Greek, together with the person sitting next to you, find how we will do

this recipe, write three or four sentences, as a team and you'll present them to me>.
If you can do this in English, I prefer you do it in English, if not, do it in Greek and then we are going to talk about. Έχετε τρία με τέσσερα λεπτά <you've got three to four minutes>.

447. S165: Πώς να το κάνουμε; Με τη σειρά; <how shall we do it? In an order?>
448. T: Όπως θέλετε <as you like>.
449. S166: First.
450. T: Μη φωνάζεις όμως, έχει κι άλλους <don't shout though, there are more people> (*students are discussing in Greek*).
451. S167: Κυρία τι πρέπει να γράψουμε πρώτα; <Mrs what do we have to write first?>
452. T: The ingredients θα γράψεις <you'll write>. Περιμένω να δω πώς θα τη δουλέψετε <I'm waiting to see how you'll work with it>.
453. S168: Κυρία το 'slice' είναι το κόβω; <Mrs 'slice' means cut?>
454. T: Γράψε το στα ελληνικά <write it in Greek>.
455. S169: Όχι, θέλουμε αγγλικά <no, we want in English>.
456. T: Cut.
457. S170: Cut. Το πώς; <the how?>
458. S171: κυρία ξέρω το.
459. T: Μην ξαναμπείς, δώσε μου το (*she talks to a naughty student*) <don't go again, give it to me>.
460. S171: Ξέρω το κυρία, ξέρω το. Δυο λεπτά κυρία <I know it Mrs, I know it. Two minutes Mrs>.
461. T: Method, procedure. Πέρσι μάθαμε το ... όχι, όχι, Tony δε θα πας. Tony <last year we learnt.. no, no Tony you won't go> (*she is talking with a very naughty student*). So method, procedure, ονομάζεται <it's called> directions, οι οδηγίες, έχει πολλές αλλά βάζουμε την πιο εύκολη <directions, there are many but we use the easiest one>, method, ok? So, what you, what did you write?... you wrote the method. Who is ready to read it out to us? Are you ready?
462. S172: Ναι <yes>.
463. T: Έλα Tim <come one Tim>, go on!
464. Tim: FIRST OF ALL OPEN THE CANNED TUNA.

465. T: Ok, open the cans.
466. Tim: THEN CUT TWO SLICES OF BREAD. ALSO PUT SOME LEMON JUICE AND FINALLY THROW TWO TABLE SPOONS OF SWEET CORN.
467. T: Ok, I did what you said, but is it ready for me to eat it?
468. S173: Yes.
469. T: You think so! If you go there and I give you the directions, do you think it's going to work out? Any other group is ready to do this?
470. S174: No.
471. T: No, ok! **διότι δεν έχουμε ώρα** <because we haven't got time>. We are going to go on with Tim and his group, group's directions. So Tim go up there with the three of you, wash your hands. **Έλα** <come on> quickly. Wash your hands. ...I'm going to give the directions, you wrote. **Έλα, έλα πλύνε τα** <come on, wash your hands>. Ok, let's see. Wash your hands and go there. You are going to prepare this, for all of us. Ok? So you're going to be the cooks for today. Ok. Dry your hands. Bravo Rona. So, go Linos to the other side. So, you're asking us, I'm reading: FIRST OF ALL OPEN THE CAN OF TUNA. Very good! I've already done that for you. Ok? Wait. So, then you say here CUT THE SLICES OF BREAD. Ok! Take them out. Let's see if this is going to work out. It's already cut.
472. Tim: **Να πάρουμε δύο ή να πάρουμε πολλές;** <shall we take two or more?>
473. T: Yes, take two. Take two slices of bread. Ok! It's cut. So, what are you going to do with that?
474. Tim: **Τις έκοψα** <I've cut them>
475. T: Ok, place them in the plate. So, then you say ALSO PUT SOME LEMON JUICE. Where? On the bread or in the ball?
476. Tim: **Να βάλουμε τη tuna πάνω σ'αυτό** < we put the tuna on it>
477. T: **Έτσι;** <like that?> Don't do that. Don't do that (*students are thinking of pouring lemon juice on the bread*)... Ok, let me continue.
478. Tim: **Ναι, ξέρω** <yes I know>
479. T: Stop it and let me continue with your recipe. FINALLY, THROW THE TWO TABLE SPOONS OF SWEET CORN. Where? Throw them where?
480. Tim: In the bowl!

481. T: Ok, so what are we going to do now? Let's help them do this thing. What do you think they should do first David?
482. David: I don't know.
483. T: You don't know. What to do Rea?
484. Rea: Take the tuna.
485. T: Linos listen. Take the tuna?
486. Rea: In the bowl.
487. T: And?
488. Rea: And.
489. T: Put?
490. Tim: Put some lemon.
491. T: No, **σου είπε** <she told you> take the tuna and?
492. Rea: Put the tuna.
493. T: And put it in...? The bowl. Put the tuna in the bowl. Take the fork. There is a fork there. Where is the fork? Show me the fork.
494. Tim: **Πού είναι το** <where is the> fork;
495. T: Look in the plate. Is there fork? (*he takes the spoon*). It's not a fork, what's that?
496. Tim: Aaaa! (*he finds a fork and shows it*)
497. T: Yes, that's a fork. Take the tuna and put it in the bowl. It's ok, very good!
498. Tim: **Να βάλω και την άλλη;** <Shall I put the other one too?>
499. T: The other one Linos is going to do it. Linos take the rest of the tuna and put it in the bowl. Very good! Ok!
500. Tim: **Νόμισα θα κάνουμε σάντουιτς** <I thought we were making a sandwich>
501. S175: **Κυρία πόσους τόνους θα βάλουμε;** <Mrs how many tunas shall we put?>
502. T: We are going to make a sandwich, yes, but listen, you have to do some things first. Tim sit down. **Όχι** <no>, stay there we don't have a time. Tim stay there. Stay there. Quickly Linos, **άντε!** <come on> Take it all out. They are going to eat it! Ok, **η Rona. Είναι εκεί μέσα το ψωμί** <the bread is all there>. Take it all out, **έλα Rona μου** <come one my Rona> take it, **βγάλε το όλο μέσα στην...Μπράβο!** <Put it all in the...bravo!> Very good! So, Rona with your fork **θέλω να μου πατήσεις** <I want you to fork it> ok? Fork... the tuna. **Μπράβο, άνοιξε τον** <bravo, open it>.

that's it! Tim now. Take two table spoons of sweet corn (*he shows to the teacher the spoon*). Yes! And add them, Irene continue Rona, continue with this.

503. Tim: **Να το φουλώσω;** <shall I full it up?>
504. T: Yes, take two table spoons and add them in the corn, **εεε εντάξει, ακόμα ένα** <hey, ok, one more> ...and now, **τώρα**, not so much! A normal one. Thank you, yes. Very good! Stop it. Now what, Linos what else do you think we need?
505. Linos: Pure some lemon...juice.
506. T: Very good! Some lemon juice. Some drops of lemon juice in the mixture. Yes. Put it in there. And mix it. Stop is fine! Irene mix it well. Very good! Now, now listen Tim, this is the mixture you need...a? To make a tuna sandwich, because we are going to make tuna sandwiches. So what I want from you now, is to take two slices of bread, ok? Each one of you is going to make a sandwich and offer the rest of the people.
507. S176: **Και να βάλεις απ' εκείνο το πράγμα που κάνατε** <and put inside the thing you prepared>
508. T: **Κοίταξε μέσα στο ερμάρι έχει χαρτοπετσέτες και βγάλε τις έξω** <look into the drawer, there are towels and get them out>
509. Linos: **Στο ερμάρι;** <in the drawer?>
510. Tim: **Στο ερμάρι, κατάλαβα** <in the drawer I understood>
511. T: So, this is how you make the mixture of tuna. **Μπορείτε να βάλετε μέσα και λίγο μαϊντανό, μπορείτε να βάλετε μέσα και μια κουταλιά μαγιονέζα. Όμως εμείς δε βάζουμε μαγιονέζα γιατί δε θεωρείται υγιεινή** <you may add some parsley, you may add a spoon of mayonnaise. But we don't use mayonnaise because it isn't healthy>.
512. S177: **Όχι μαϊντανό κυρία** <no parsley Mrs>.
513. T: **Αλλά του δίνει μια έτσι διαφορετική γεύση. Έλα πέτα το στον κάλαθο** (*she gives him the empty can*). **Έλα** <But it gives it a different taste. Here, throw it in the bin, come on> I'm going to show you how you are going to do them and you are going to make them, ok?
514. Tim: I know, I know!
515. T: So, you take a piece of paper (*she shows them the paper*), place your bread there. Take the mixture (*she takes the spoon*). Take a spoon, put there, ok? Place it

on the bread. Like this and give it to the people. (*she shows him how to wrap the sandwich with paper*). Give it around. Έλα Rona <come on Rona>, help Tim. First of all you put, place your napkin. Έλα Rona <come Rona>, this way. Έλα, μη βάζεις το χέρι σου <don't put your hand>... Rea μου μάζεψε τα βιβλία, να τα βάλουμε μέσα <Rea, collect the books to put them all in> (*the students who make the sandwiches are talking Greek*).

516. T: You're not going to eat it now, you'll eat it afterwards
517. Rea: Κυρία να μαζέψω και τα τετράδια; <shall I collect the notebooks too?>
518. T: It is too much, (*she says to students who prepares the sandwiches*).
519. Linos: Είναι πολύ <It's a lot>
520. T: Δεν πειράζει <never mind> it's ok! Έλα <come on>, close it, wrap it, έλα Linos <come on Linos>. It's your job. Wrap it and give it.
521. Tim: Ακόμη λίγη <a little bit more>. All right!
522. T: Μπορείτε να ξεκινήσετε να φάτε. Έλα, συνέχισε εσύ Linos. Πρόσεχε, έχεις ακόμα ένα, τέσσερα σάντουιτς <you may start eating. Come on go on Linos. Be careful, you have one, four more sandwiches (*she says to Tim*) >
523. Tim: Τέσσερα; <four?>
524. T: Θέλεις; <do you want?>
525. Tim: Άρα τρία; <so it's three?>
526. T: Ναι. Μπορείτε να το φάτε, ναι <Yes. You may eat, yes>
527. S178: Κυρία μα τα κάναμε τώρα; <Mrs, have we finished them now?>
528. T: Συγγνώμη; Έλα. <Excuse me? Come on.>
529. Tim: Δεν είναι ανάγκη, να το φας έτσι. Μόνο το σπέσιαλ εμάς ρε <It's not necessary, eat it like this. Ours is special>
530. Linos: Πιάσε το κόρη, γιατί μου το δίνεις; (*Irene is giving him a sandwich*) <take it, why are you giving it to me?>
531. T: Πιάσε το Gabi και κάθισε. Rona πιάσε το και κάθισε. Πήγαινε να το φας και κάθισε <take it Gabi and sit down. Rona take it and sit down. Go eat it and sit down>. Sit down. It's fine. So... did you learn something new today?
532. S179: fish and shellfish
533. T: do you remember a fish name?
534. S180: tuna

535. T: Bravo! Do you remember two names of shellfish?
536. S181: Shrimp
537. S182: octopus
538. T: what kinds of fish can you remember?
539. S183: fresh, smoked.....
540. S184: frozen
541. T: good! If I go fishing what can I use?
542. S185: net... gun
543. T: Bravo! Very good! We're finished, you may go.

Home Economics Lesson C (Meat Group A)

1. T: Come on, let's start! Ok. I would like you to stand up and take a step. Did you do that? Stand up (*the students stand up*), ok stand up and take this step (*they all make a step*). What's take a step? What does it mean "take a step"?
2. S1: **Να κάνουμε ένα βήμα** <make a step>.
3. T: Very good! Take a step back (*she moves her hand for the word "back"*). Backwards (*they all make a step back*). Sit down. Now, do you know how many muscles you use to do this? To stand up and take a step? Hm? How many muscles? What is muscles? What does it mean muscles? Muscles?
4. S2: **Μυς** <muscles>
5. T: **Μύες** <muscles> , yes!
6. S2: **Διακόσιους τέσσερις** <two hundred four>.
7. T: Yes. **Διακόσιους τέσσερις** <two hundred four> two hundred four. Do you think is that so many?
8. S3: No.
9. T: So, the first think I asked you to do...you had to use (*she writes the number on the air and she says it silent "fifty four" and then she writes it under the word "muscles"*). Can you read this number in English please? Raise your hand if you know the number (*many students raise their hands*). Fani?
10. Fani: Fifty four.
11. T: Fifty four, what? (*she shows the word "muscles"*).
12. Fani: Muscles (*she pronounces it wrong*).
13. S4: Muscles.
14. Fani: Muscles.
15. T: Muscles. Ok? So you use fifty four muscles to do this. Now,...if...show me your muscles, where do you have muscles? Which part? Ok! Yes! (*they show some muscles*). Someone who would like to stand up and show us. Who would like to come here and show us his or her muscles? **Έλα** <come>. Ok, show us where do you have muscles? On your tongue, yes!
16. S5: **Στα χέρια** <on the hands>.
17. T: English please (*she shows the parts of the body with the girl*).

18. S5: Their hands.
19. T: Your hands, your arms, legs
20. S5: **Παντού** <everywhere>.
21. T: Ev...?
22. Some students: Everywhere.
23. T: Everywhere, very good! So, we've got muscles everywhere, you are right. So, are you thinking why am I talking about muscles? You will see. So, can you smile? Smile, very good! Can you frown? Frown (*the teacher and the students frown*). Very good. Now, do you know how many muscles you use to do this? To smile?
24. S6: Fourteen?
25. T: Right, you are around there, it's seventeen actually. You use seventeen to do this (*she smiles*). Seventeen muscles. And how about to do that? (*she frowns*)
26. S7: More.
27. T: More, very good! Why do you think you use more to do that?
28. Savvas: I don't know.
29. T: You don't know. You just suppose them. Very good!
30. Savvas: Common sense
31. T: Common sense... So for a smile you need seventeen (*she writes on the board*). How about a frown? I do like this (*she draws a face for smile and for frown, ☺ ☹*). How many? Do you know? (*the students tell some numbers in English*). It's around forty three. Ok? Is it not common sense again?
32. Savvas: I don't know.
33. T: You don't know. Very good guess. So, you use all these. Ok? Now, what do you think is so important that helps us, to build muscles? What is the first ingredient we need?
34. S9: Proteins.
35. T: Very good! Very good! How, how do you...how did that thing come up to your mind?
36. S9: We said it before.
37. T: We've already said it. Very good! So, we need proteins, and she is right. So, we, we need proteins. So... we will talk about this new food group. Ok? Which is

going to give us the idea, why is so important to have proteins. Now, first of all, do you know what are we going to talk about? (*she writes the word "proteins" on the board*). Which food group do you think we are going to talk about? M? For which one?

38. S10: Meat.

39. T: Yes, we are going to talk about meat. Do you remember or can you guess, if you don't remember in which food group we've got meat? First of all let's take this keyword "proteins". Which level in the food pyramid gives us proteins? Which food level, which level? The first one, the second one, the third one, or the fourth one? (*she shows the levels*) Doros?

40. Doros: The third one.

41. T: Very good, the third one (*she shows it*). Which part?... the...it's on this side. The right, or the left?

42. Class: The right, the left.

43. T: This is the left and this is the right. (*she shows them the two parts*).

44. S11: The right.

45. T: The right, very good! Now, in this food group we've got what? What do we have in that food group?

46. S12: Meat.

47. T: Meat, and?

48. S13: Eggs.

49. T: And eggs, and?

50. S14: Nuts.

51. T: Nuts, very good! And?

52. S15: Fish.

53. T: Fish, and what else? And?

54. S16: Beans.

55. T: Beans very good! So, all these things, and chicken. Ok?

56. Savvas: Pulses.

57. T: Yes, and pulses, very good! So, we've got all these foods in this particular food group. And they give us proteins and you are right, we are going to talk about meat today. Ok? So,... meat gives us?

58. S17: Proteins.
59. T: Proteins. It gives us something else as well. It gives us...do you know?
60. S18: Carbohydrates.
61. T: Carbohydrates, carbohydrates, **είναι** <are> completely for the first level **είναι** <are> for the grains. So, what else do you think they could be giving us? Meat could be giving us, what else? M? So, we get this (*she writes "iron" and "Vitamin B" on the board*) ok? So we get these three things. Iron, vitamin B. **Εντάξει;** <OK?> All the complex, **όλοι οι συνδυασμοί της Β παίρνουμε από το κρέας** <we get all the combinations of Vitamin B from meat>. Ok? So it is very important. It is very important. These three things are very important because they help to built muscles and they do very, a very good job as well, besides that. What I'm going to do now. **Πρώτα απ' όλα πείτε μου ελληνικά, ξέρετε τι είναι το "iron";** <first of all tell me in Greek do you know what 'iron' is?>
62. S19: **Σίδηρο** <iron>
63. T: **Σίδηρο** <iron>. Very good! **Και οι βιταμίνες Β** <and vitamins B>, ok? So I am going do for you now... I'm going to give you this small handout and I would like you to make some guesses. **Είναι κάτι σαν** <it's something like> multiple choice. Now, you have to circle (*she makes a circle with her finger*) the right answers for each...ingredients, like proteins, why are so important? Iron, why is so important? Vitamin. What do they do in our body, for our body, ok? What you have to do, you can work with your groups. Now, I would like Doros to come to this group please Doros...
64. Two students: **Ήταν ο Savvas κανονικά εδώ** <Savvas normally sits here>
65. T: Now, please take your seats. Go back to your seats now, all of you.
66. Some students: **Μόνο ο Savvas;** <Only Savvas?>
67. T: Ok, so Savvas stay there then and Doros come to this group. Ok? ... I want Fani to come on this group and Savvas to the back. So, work with your partners and decide which is the right answer. **Δεν ξέρω γιατί τα έβγαλε έτσι όμως** <I don't know why it is like this> (*she refers to the printed handout*)
68. S20: M, g, h, o?
69. T: **Εντάξει, έκανα λάθος γιατί τα έκανα σε δύο columns** <OK, I made a mistake, because I did them in two columns> (*she moves her hands to show the word*)

“columns”). So, **σβήστε τα, γράψετε** <erase them and write> a, b, c, d, e, f, **εντάξει; Αν γράφει λάθος κάθε, κάθε ερώτηση πρέπει να έχει,** <if there is a mistake in each sentence, you need to have> a, b, c, d, e, I got them wrong, so sorry. **Σε αυτές τις δύο είναι σωστά** <in these two they are right>. These are right, yours are wrong, so correct them, write a, b, c, d, e. Ok? So, what you have to do, what I want you to do is to read...the question and find the possible answers. There’s not only one answer for each question. There are two or more answers for each one. Ok? Just make a guess and then...we are going to find it together. **Costas μου** <My Costas> sit next to them please. Be close to each other, Rona sit next to Savvas, Rona change your sit, sit here next to Savvas please. Come and sit here, yes and Savvas talk with her about your possible answers. Ok? And explain to Rona please... So why do you think...we want proteins? What’s, what’s the reason we need proteins? So, proteins.

70. S21: HELP US GROW.

71. T: So they help us grow and what else? (*she writes the word “grow” on an arrow that comes from the word “proteins”*). There is another one. **Σας είπα ότι** <I told you that> there is not only one answer, we’ve got more than two answers in each one.

72. S22: ...HELP THE BODY REPAIR ITSELF.

73. T: **Τι σημαίνει** <what does ..mean> “help the body repair itself”;

74. Savvas::**να** <to>

75. S23 : **Να διορθώσει** <repair>

76. Savvas: **Να διορθώσει κάποια πράγματα** <to repair some things>.

77. T: Very good! Very good! So, repair (*she writes it” on an arrow that comes from the word “proteins” on the board*). Ok? They help the body to repair itself. That’s about proteins. Now, let’s go to vitamin B. What do you think about vitamin B? It says VITAMINS B HELP OUR BODY GROW, VITAMINS B HELP OUR EYES BECOME STRONGER, VITAMINS B GIVE US HEALTHY SKIN, VITAMINS B GIVE US ENERGY and finally THEY MAKE STRONG BONES. Which one do you think is the correct one?

78. S24: Give us energy?

79. T: Very good! A, no, it’s wrong.

80. S25: It makes strong bones.
81. T: That's wrong too. They don't make strong bones. **Τι κάνει, τι κάνει** <what makes, what makes> strong bones;
82. S26: **To** <the> calcium.
83. T: **To** <the> calcium. Very good! So, it couldn't be iron. Costas.
84. Costas: **THEY HELP OUR BODY TO GROW.**
85. T: Very good! They help our body to grow. So, again grow. What else?
86. S27: **HELP OUR EYES.**
87. T: Say.
88. S27: Help our eyes.
89. T: Very good. Good for our eyes... eyes (*she writes them on the board*) and what else? Last one? Linos what do you think?
90. Linos: **ποιο;** <which one?>
91. T: Which one? For the vitamins B?
92. Linos: **GIVE US HEALTHY SKIN.**
93. T: Very good, skin. And let's go to the final with iron. We've got more answers here? So, again we've got three answers. **IT'S IMPORTANT BECAUSE IT MAKES US GROW TALL, GIVES US HEALTHY SKIN, CARRIES OXYGEN, IT HELPS PREVENT INFECTIONS, IT HELPS BODY MAKE ENERGY.** So which one do you think is the correct one? Savvas?
94. Savvas: C
95. T: C, oxygen, yes. It helps oxygen to go to all parts of your body. The other one? Soula?
96. Soula: gives energy for difficult days
97. T: Yes, energy energy for difficult days. Yes? And the final one? What do you, which one do you think is the correct one? Yeap. ... **Doros**
98. Doros: **IT GIVES US HEALTHY SKIN?**
99. T: No, it doesn't give us healthy skin. **Είπαμε ότι** <we said that> Vitamins are for your skin. Anyone else? Veronica what do you think?
100. Nicky: **HELPS PREVENT INFECTIONS**
101. T: Very good! And anemia. So ... **Να σας πω κάποια πράγματα στα ελληνικά. Η κυρία Πετρούλα πάσχει από αναιμία. Ξέρετε τι σημαίνει αναιμία; Δεν**

παρατηρείτε ότι πολύ συχνά είμαι χλωμή; Τι σημαίνει; Σημαίνει ότι έχω χαμηλή αιμοσφαιρίνη και χαμηλό σίδηρο, εντάξει; Το έχω στο αίμα μου, επίμονιμου βάσεως έχω χαμηλό σίδηρο. Τι σημαίνει; Σημαίνει, ότι επί μονίμου βάσεως τα επίπεδα ενέργειάς μου είναι χαμηλά. Απλά σας το είπα στα ελληνικά για να καταλάβετε για τι πράγμα μιλάμε <Let me tell you some things in Greek. Mrs Pat suffers from anemia. Do you know what does that mean? Don't you observe that I am usually very pale? What does it mean? It means that I have very low levels of hemoglobin and low iron, OK? It's in my blood, I always have low iron. What does it mean? It means that my energy levels are always low. I just told you that in Greek so you can understand what we are talking about>.Iron, iron is always connected with oxygen, βοηθά, ο σίδηρος βοηθά να πάει το οξυγόνο στους πνεύμονες αλλά και στη καρδιά, εντάξει μέσα στο αίμα. Να λειτουργεί σωστά. Το οξυγόνο βοηθά να έχεις ενέργεια. Υπάρχουν αποθήκες, εντάξει; Σιδήρου. Οι αποθήκες αυτές βοηθούν στο να έχεις επίπεδα ενέργειας, έτσι ώστε σε περίπτωση δυσκολιών ή κούρασης του σώματος, να μπορείς να αναπληρώνεσαι. Η κυρία Πετρούλα όμως, επειδή έχει αναιμία, επειδή της λείπει αυτό το συστατικό, επί μονίμου βάσεως νιώθει μια κούραση. Γι' αυτό πολλές φορές μπορεί να με βλέπετε λίγο κουρασμένη ή να σπρώχνω τον εαυτό μου, αυτό οφείλεται σ'αυτή την έλλειψη που έχει ο οργανισμός μου. Εντάξει; Τι κάνω; <iron helps to take oxygen to the lungs and to the heart in the blood. To function well. Oxygen helps you have energy. There are some 'storage rooms', OK? Of iron. These storage rooms help you have levels of energy so that in case of difficulties or body exhaustion to be able to refuel. But Mrs Pat, because she has anemia, because she has lack of this element she always feels tired. This is why sometimes you may see me tired or pushing myself, this is due to this lack in my body. OK? What do I do? I have to eat meat. Not, all, all, always but good amounts of meat. Εντάξει; <OK?> Besides everything else I have to take I have to take, πρέπει να παίρνω ταμπλέτες σιδήρου κάθε μια με δύο φορές το χρόνο, γιατί ο πολύς σίδηρος, όταν έχεις πολύ σίδηρο στον οργανισμό σου μπορεί να σου προκαλέσει άλλα προβλήματα, <I have to take iron tablets once or twice a year, because too much iron, when you have too much iron in your body it may cause you other problems> ok?... So, stop it, Fani please. So, what I do is that, I

don't have enough iron in my warehouses, **να το πω έτσι. Οι αποθήκες δεν έχουν αρκετό σίδηρο** <let me say it in that way. My storage places haven't got enough iron>, ok? And that causes anemia and that causes low oxygen to my lungs and to my... to the rest of my body, ok? And so I do have low energy. That's why I need iron, we get iron from meat. **Εντάξει; Καταλάβετε; Καταλάβετε;** <Ok? Did you understand? Did you understand?>

102. S28: We get iron only from meats?

103. T: No, we can get iron from many things; from green vegetables we can get iron.

104. Savvas: Pulses.

105. T: And pulses and from eggs, you don't remember what we talked about?

Είπαμε οτιδήποτε τα έβαλαν, οι επιστήμονες τα έβαλαν με τέτοιο τρόπο έτσι ώστε <we said that the scientist put them in that way so that> we get the same ingredients, **ότι παίρνουμε από ένα πράγμα σε εκείνη την ομάδα, το παίρνουμε από όλα τα φαγητά** <what we get from one food in that group, we get it from all the food> , from nuts you can get iron. **Εντάξει; Costas** <OK? Costas>.

106. Costas: (***) (*inaudible in Greek*)

107. T: **Συγνώμη, δεν έχεις** <Excuse me, you don't have>

108. Costas: **Έχω κι εγώ χαμηλό σίδηρο** <I also have low iron>.

109. T: Yes.

110. Costas: **Αλλά δεν έχω αναιμία** <but I haven't got anemia>.

111. T: **Αλλά δεν έχεις αναιμία** <but you haven't got anemia>. Ok, you are lucky.

So, and then we go to vitamin B, which is good because it helps grow again. They almost do the same things; it is for our eyes, for our skins, vitamins **εξηγώ και κάτι άλλο. Βιταμίνη Β, γενικά το** <let me explain something else. Vitamin B in general the> complex, **όλη η σειρά των βιταμινών Β, βοηθούν πάρα πολύ σε νευρολογικά θέματα. Σαν την κυρία Πετρούλα που πάσχει, έχω πρόβλημα εδώ με το νεύρο που περνά από τον αυχένα μου, παίρνω βιταμίνες Β οι οποίες βοηθούν,** <the whole vitamin B series help a lot in neurological issues. Like Mrs Pat that suffers from a neurological problem here at my neck, I take vitamin B that help> they built up my nerves, **εντάξει; βοηθούν στο να...βοηθούν, εκείνο που είπαμε προηγουμένως** <OK? They help at... they help what we said before> they built muscles, **εντάξει; Βοηθούν στο να γίνεται, να είναι καλό το νεύρο μου σ'**

αυτό το σημείο εδώ που επηρεάζεται <OK? They help, they help the nerve in that spot that is affected> Ok? M? **Κατανοητό;** <understood> (*some students move their head to show her that they understood*) Thank you! And the proteins you know what goes on, you know about proteins. Right? So, all these things we find in meat, so...do you think we should eat meat or not? What do you think? Is it good or bad? Because the true thing is that we do have advantages and disadvantages of eating meat. It is a fact. What do you think Soula?

112. Soula: I think is good to eat meat, but it's not good to eat every day meat.

113. T: Ok! So you think that it's good to eat but not every day. Ok! What do you think Doros?

114. Doros: I think that meat is good, but...we don't the children shouldn't eat too much meat.

115. T: Ok, that's a good advice as well. Someone else? Savvas?

116. Savvas: I agree with Doros and Soula if you eat too much meat you'll get very high cholesterol levels and that's not very good for our health.

117. T: Ok! What else? There is anyone else who thinks something different? Because you are all right actually. What else Savvas?

118. Savvas: Eat fish meat is better than eat pork.

119. T: Say that again. Repeat.

120. Savvas: Fish is better than pork.

121. T: Ok, we are going to argue about that later. So, you mention something else earlier. He talked, he said that...what happens if we eat a lot of meat?

122. Savvas: High cholesterol.

123. T: High cholesterol. What happens? What do you think might happen with high cholesterol? **Τι είναι η 'cholesterol';** <What's 'cholesterol'?> Linos cholesterol; **Έχεις ξανακούσει για τη χοληστερόλη; Τι είναι; Τι είναι η χοληστερόλη; τι νομίζεις; Τι είναι η χοληστερόλη;** <Have you ever heard about cholesterol? What is it? What's cholesterol? What do you think? What's cholesterol?> Can someone explain to us what's cholesterol?

124. Soula: **Κάτι μέσα στον οργανισμό μας** <something in our body>.

125. T: **Συγγνώμη;** <excuse me?>

126. Soula: **Κάτι μέσα στον οργανισμό μας** <something in our body>.

127. T: Something it happens in the blood. **Κάτι που συμβαίνει στο αίμα. Ok?**
Είναι ψηλά επίπεδα τριγλυκεριδίων. Που έχουν να κάνουν με το λίπος, με τη ζάχαρη, με όλα αυτά <It is something that happens in our blood. OK? It's high levels of triglycerides. That have to do with fat, sugar and all these>.What happens? What do you think happens...if we might have less cholesterol in our blood? If we don't eat meat? A? Ok. Now, this is a piece of meat. Ok? It's lountza? Yes (*she shows them a piece of lountza on a paper. It's a Cypriot meat used in sandwiches*). Ok, I brought it from upstairs, ok? Now, look what happens on this piece of paper, do you know what this is?
128. S29: Oil.
129. T: Sorry?
130. S29: Oil.
131. T: Say that again!
132. S29: Oil.
133. T: Oil. It is oil. Do you know what this oil could be? Did I take... did we put any oil on this?
134. Some students: No.
135. T: Did we put any oil? (*she talks to Costas*) Costas brought it from upstairs (*the cantine*). Did she put any oil before? No, she didn't. So, what do you think could be this?
136. Savvas: Natural oil and fat
137. T: Is natural. Say that?
138. Savvas: Natural oil and fat.
139. T: Very good. It is natural oil. It comes from where? It comes from?
140. S30: From the meat.
141. T: Very good, so it comes from the meat. Ok? So, what could it be that this oil comes from the meat? What's in the meat? That bring.
142. S31: Fat.
143. T: Very good. So, meat has got fat. Ok? It has got a lot of fat actually, depends of what kind of meat you eat. And then I am going to tell you about. So, the truth is that meat...it's got fat. It hasn't got proteins and iron and vitamin B only, it gives us fat as well (*she writes the word "fat" on the board*). So, we do have

benefits from eating fish? Meat **συγγνώμη** <sorry>. And we have disadvantages as well. Ok? Good things and bad things. So what, your classmates said it's good because, I think it's good. So that's only a sentence of good and bad. Ok? It's your decision. It is for you to choose. Let's start with Doros. I think that meat, meat is good because it has got... or it's bad because it has got... Ok? Come on!

144. Doros: I think meat is good because there are vitamins.
145. T: It has got...
146. Doros: Vitamins, proteins.
147. T: No, only one thing I want you to tell me.
148. Doros: It has got proteins.
149. T: Proteins, very good! Someone else. I think...
150. S32: I think meat is good because it gives us iron.
151. T: Excellent! Someone else! Costas.
152. Costas: I think...is good because it has iron
153. T: Because?
154. Costas: It has iron.
155. T: Because it has, it has iron (*she shows the girl that said it few minutes ago*). So it has? Something else? You said iron?
156. S32: Yes.
157. T: So it has?
158. Costas: Vitamins.
159. T: Vit. The last one.
160. Costas: Vitamin B.
161. T: Vitamin B. And someone else? About bad things? I think eating meat...
162. S33: I think that meat is...
163. T: Is, yes.
164. S33: Is fat and...
165. T: Is that good or bad?
166. S33: bad
167. T: It's bad.
168. S33: For someone.
169. T: So, I think eating meat can sometimes be bad.

170. S33: And sometimes.
171. T: Because...
172. S34: It has fat.
173. T: It has fat. Ok? So, what can happen if we eat a lot of meat? We can have? We can get?
174. S35: Cholesterol.
175. T: Chole... **Πες το** <say it>
176. S35: Cholesterol.
177. T: Cholesterol. Ok? So, it becomes, **γίνεται** <becomes> saturated fat, cholesterol (*she writes on the board "fat=cholesterol"*). Ok? Not always, the most times this one happens. Ok? If you eat a lot of meat, so what's the conclusion? **Τι σημαίνει** <what does it mean?> "conclusion"; Conclusion? When you write an essay the conclusion is what?
178. S36: **Στο τέλος** <at the end>
179. T: Very good **στο τέλος** <at the end>. So, conclusion is what? Is it good or bad you think?
180. S37: Both.
181. T: Both, so how many times a week should we eat meat?
182. Soula: Two or three.
183. T: Which one do you think is the right one? Two or three?
184. Soula: One.
185. T: Three, two, one?
186. S38: One or two.
187. T: One or two times. Once or?
188. Class: Twice.
189. T: twice. Once or twice a week (*she writes it on the board*). Ok? So, this is the best solution for us, all of us, ok? So, it's one, once or twice. Ok. Now,...how can we decide, wait a minute if I eat, no, let's say. Do you know what a pork chop is? What's a pork chop?
190. S39: **Μπριζόλα.**
191. T: **Μπριζόλα.** Ok? Let's say I'm going to have a pork chop. I do like pork chops, I do like them fried. Do you know what fried means?

192. Class: **Τηγανιτό** <fried>.
193. T: Very good! So, let's say "I have fried pork chops twice a week" is this good or bad?
194. S40: Bad.
195. T: Bad. What do you think Doros?
196. S41: is good because it's not too much.
197. T: Ok, it's good. Ok, I can ensure you, I can assure you. **Τι σημαίνει** <what does it mean> assure?
198. Costas: **Επιβεβαιώσω** <assure>.
199. T: **Να σε επιβεβαιώσω** <assure you> that if I have fried pork chops twice a week I am sure that if I have a blood test in the end of the month, I will have cholesterol, I'm sure for that. So, is that good or bad?
200. S41: Bad.
201. T: It's bad. So, what do we have to think about? Why do we eat meat? We have to think of what?
202. S42: way of cook.
203. T: The way of?
204. S42: Cooking.
205. T: Cooking, very good! So, we have to think the way of cooking our meat. So, do you know any, any possible ways of cooking our meat?
206. S43: In the oven.
207. T: In the oven, very good!
208. S44: Grill.
209. T: Grilled.
210. Savvas: Steamed.
211. T: Steamed! Ok, it will take a lot of time but ok. ...what else? What other methods for cooking? We talked about cooking. **Οτιδήποτε άλλο, εκτός από κρέας** <anything else except meat>. What do you think? M? So, can you decide which is which? A? (*she puts pictures on the board with ways of cooking*)
212. Savvas: (***) (*inaudible in English*)
213. T: Sorry?
214. Savvas: (***) (*inaudible in English*)

215. Soula: **Βραστό; Δεν έχει βραστό** <Boiled? There's no boiled>.
216. T: **Δεν έχει βραστό; Τα μακαρόνια. Τα μακαρόνια δεν τα τρώς με βραστό κοτόπουλο;** <There's no boiled? Spaghetti? Don't you eat spaghetti with boiled chicken?>
217. S 45: **Ναι** <yes>.
218. T: So how do we say **«βραστό»;** < Boiled?>
219. Class: Boiled.
220. T: Boiled. Yes, of course we've got. We've got meat in soup, we've got meat soup.
221. Savvas: We can also (***) (*inaudible in English*).
222. T: Ok. You are right. So, we do have many ways of eating meat. I am just trying to find a boiled one. I don't have a boiled, anyway... ok, so, so which one is which, do you know? We talked about, ways of cooking. What do you think, this is what? (*she shows them a picture*)
223. S46: In the oven.
224. T: In the oven. This is a roast chicken, roast? Ok? So this is in the oven. How about this one? (*she shows them another picture*). Would you like to come and write? Who would like to write "on the oven"? (*she shows the picture with roasted chicken*). **Έλα** <come>. Here you are (*a student writes on the board*). Very good! Let's say the other one, this one. What do you think is this? (*showing another picture*) It's ...?
225. S47: Grilled.
226. T: Grilled. And let's go to this one.
227. S48: Fried.
228. T: I had this picture as well. Aaa here they are! (*she finds other pictures*). So we've got the grilled. Here it is. It's much better this one (*she changes the picture for grilled*). Yeap! Isn't it a much better this one? So, we've got the grilled, no that's not fried (*she says to a student that tries to stick the word "fried" under a picture*). Wait, give me a minute. I am going to place another one. So what is this? (*she shows them a new picture of meat*).
229. Class: The fried.

230. T: Fried one. Can you write it for us Costas? Fried, ok! Write “fried”. Excellent! Bravo Costas. Very good. We just write under the other one that is a roast chicken. Ok?
231. Savvas: actually it is not fried
232. T: Which one? This one? (*showing the picture with the fried meat*).
233. Savvas: Yes, it’s not actually fried.
234. T: It’s in the process. Ok? It’s fine? I know what did you mean, I just try to show the procedures, there is a frying pan so this is a fried, ok? So, let’s go to the last one, and, and this is the?
235. S49: The boiled.
236. T: So, who would like to write this, Linos would you like to try and write “boiled”? No, you don’t. Έλα..., έλα Savvas <come...come Savvas>. Write the last one. So these are different kinds of cooking. Ok? There are others as well. Do you know any other methods of cooking meat? Very good, thank you! (*referring to Savvas who had just wrote the word ‘boiled’ on the board*) Do you know any other methods of cooking meat? M? So, ...can you give me any examples, sorry, can you tell me any examples of...so if I say boiled, what can be boiled? A food, give the name of the food. Which is boiled?
237. Costas: A soup.
238. T: A soup, very good, meat soup.
239. S50: (***) (*inaudible in English*)
240. T: No, no just go to meat food. Something that has got meat. So, could be meat soup, let’s go to fried, what can be fried? A?
241. S51: Chicken
242. T: Sorry?
243. S51: Chicken wings.
244. T: Chicken wings. Very good. They could be fried! Something else that English breakfast has got?
245. S52: Bacon (*the teacher shows the girl to say it again*).
246. S52: Bacon.
247. T: Bacon, very good! We’ve got fried bacon. Ok, let’s go to grilled. What could be grilled? M? What can we grill?

248. Savvas: Baby back ribs.
249. T: Baby back ribs, very good! What else can we grill?
250. S53: (***) (*inaudible in English*)
251. T: Sorry?
252. (***) (*inaudible in English*)
253. T: Souvla, ok! Could be, it's barbecue. And, ok and the **ψητό** <roast chicken>. The roast chicken, ok? That's it. Now what I want from you is...if I ask you to make a mood, if we have happy faces and sad faces and if I ask, if I show you roasted, as a way of cooking, would you show me a happy face or a sad face?...and why?
254. S54: A happy.
255. T: A happy face? Ok, why?
256. S54: Because I like roast.
257. T: Because you like roast. Now let me just give you something else. Health, health issues, **εντάξει;** <OK?> If something is good, so let's say it's healthy, you have to smile, if it's unhealthy, you have to frown. Ok? Let me show you this (*picture of a meat in the oven*), so what would you say? (*the students are smiling*). Is it healthy or unhealthy? Is it or not?
258. S55: It is.
259. T: So, show your happy faces! (*they show it*). Very good! Let me just go to this (*she shows the picture with the fried one*), what we would say? However I love it! I know it's got lots of fat...Let me see faces, is very good, very good (*she sees the students frowning*). So, how about boiled? Is it healthy or unhealthy? No, what we like, what we should be eating, so healthy. The grilled?
260. S56: Healthy.
261. T: Healthy. We have to be careful, not to have them black, a? **Να μην τα μαυρίσουμε** <not to burn them, make them black>. Not make them
262. Savvas: charcoal
263. T: Yes... Yes, not too much. **Γιατί μετά** <because then> it's connected with cancer issues again. Ok? **Εντάξει; Δεν πρέπει να τρώμε πολλά πράγματα στα κάρβουνα** <Ok? We shouldn't eat a lot of grilled food>. There is another..... researchers say that it's not so good. Ok. So, I'm going to do this, I'm going to

make a column with the unhealthy and healthy ways of cooking. I'm going to give you one of this and you have to place it to the right column, ok? Take this, this, this, this and this (*she gives to the groups cards with ways of cooking*). So, let's see. Healthy ways of cooking and...unhealthy ways of cooking (*she sticks the two cards with the two ways "Healthy, unhealthy" on the board*). So, come on, here you are (*she gives blue tack to a girl to stick the card*). Please show us your happy or unhappy face.

264. S57: Fried (*she sticks it under the card "unhealthy"*).
265. T: Very good! Doros go!
266. Doros: Here (*he sticks 'grilled' under healthy*).
267. S58: In the oven.
268. T: Very good! (*she says to another girl that sticks the card "in the oven"*). You didn't show us your face! (*the student then smiles*) She so happy, she is excited!
269. S59: Boiled (*the girl smiles and sticks the card "boiled"*).
270. T: Very good! Go.
271. Savvas: Fresh cream (*he sticks the card "with fresh cream" and he frowns*).
272. T: So, so why, why ... did you show, did you show a sad face for that?
273. Savvas: Because cream is not very healthy to use it in too big portions.
274. T: Very good! It gives us what?
275. Savvas: It gives us fat (***) (*he continues in English but it's inaudible*).
276. T: Ok...very good! So, we have separated now the ways of cooking, right? To healthy and unhealthy ways of cooking. Now, do you know if there is any other way so that we can understand whether eating meat is good or bad? How can we know that, know just from the way of cooking meat or do you think there is something as well that we should take in mind?
277. Savvas: The way of cooking and the preparation before you cook.
278. T: Ok. Yes but... what else? Do you think?
279. S59: The kind of meat.
280. T: Very good! The kinds of meat that we have. So, do you think all meat is so good? Do you think they all have the same amount of fat?
281. S60: No.

282. T: Ok, let me...just inform you now. Where do we get meat from? Which animals give us meat? Do we eat cats? Do we eat dogs? We eat mice? They have meat. So.
283. Savvas: of course, but we don't eat them.
284. T: We don't eat them. Very good!
285. Savvas: at least not in Cyprus.
286. T: Yes, you are right. So, ok do you know any animals?
287. S61: Cows.
288. T: Cows.
289. S62: Pig.
290. T: Pigs.
291. S63: Chicken.
292. T: Chicken.
293. S63: ...
294. T: **Έστω και στα ελληνικά** <even in Greek>. What? Give the names of animals we eat. Fani?
295. Fani: **Το είπαν** <they said it>.
296. T: **Δεν ξέρεις άλλα;** <you don't know other?>
297. Fani: Fish.
298. T: That's, that's not meat, be careful. Linos?
299. Linos: (***) (*inaudible in English*)
300. T: Wait, we need the animals first.
301. S65: Birds.
302. T: Birds, very good! Ok? So
303. S66: The chicken is a bird too.
304. T: **Ναι** <yes>, I know it's a bird **αλλά έχουμε κι άλλα** <but we have other> birds.
305. Savvas: **Και το** <and the> turkey **είναι** <is> bird.
306. T: Do you know other birds we've got?
307. Savvas: Turkey.
308. T: Turkey with its meat. Chicken.
309. S66: Duck.

310. T: A duck. Very good.
311. Savvas: quail
312. T: a quail
313. Costas: (***) (*inaudible in English*)
314. T: Ok, so we do have a lot. I am going to show you some pictures.
315. S67: **Παλαζούθκια** <pigeons>.
316. T: Sorry?
317. Some students: **Παλαζούθκια** <pigeons>.
318. T: **Α μπράβο, τα περιστέρια** <oh! Bravo, pigeons>. Yes, next Savvas.
319. Savvas: squab.
320. T: Squab. What's a squab?
321. Savvas: It's a kind of pigeon.
322. T: It's a kind of pigeon. Ok, and where did you find about this? (*while talking she sticks a picture of a pig on the board*).
323. Savvas: I don't remember.
324. T: Sorry?
325. Savvas: I don't remember.
326. T: OK, So let's see what these animals, I don't have them all, just a few pictures. Now, do you remember, do you know which is which? Do you know, I think you can. Come on! So...ok Nicky. **Ναι** <yes>, come. Write one of this. (*the girls is going to write under the picture of a pig*). So what is this?
327. Nicky: Pig
328. T: Very good! Pig. ... **Έλα Fani** <come on Fani>.
329. Nicky: Cow
330. T: Very good, cow. The next one Soula! (*Soula writes the word "chicken"*). Good! Ok and last one?
331. S68: Goat.
332. T: That's not a goat, no.
333. S69: Sheep.
334. T: Sorry, what?
335. S70: Sheep.

336. T: Very good! Who would like to write it? **Ποιος ξέρει να το γράψει αυτό;**
<who knows how to write this?> (*she shows the picture with sheep*)
337. T: Very good! (*Costas comes and writes the word “sheep”*)
338. Savvas: **Κυρία βάλανε δύο φορές το** <Mrs you put twice> goat.
339. T: A sorry. Ok, **τι είναι το** <what is> goat Savvas? **Το** <the> goat **τι είναι το**
<what is> goat;
340. S72: **Κατσικά** <goat>.
341. T: Very good! So, let’s go and see these **το** <the> turkey, **που είναι η...;** <which
is...?> (*she sticks two cards, the one with the word “animals” for one column and
the other with the word “name of meat” for the other column. Under the first
column there are many names of animals*).
342. Class: **Γαλοπούλα** <turkey>.
343. T: **Γαλοπούλα** <turkey>, goat?
344. Some students: **Κατσικά** <goat>.
345. T: **Κατσικά** <goat>. Chicken?
346. Class: **Κοτόπουλο** <chicken>.
347. T: Pig?
348. Class: **Γουρούνι** <pig>.
349. T: And cow?
350. Class: **Αγελάδα** <cow>.
351. T: This is what we call the animals. And we use this as well (*she sticks the card
with the word “lamb”*). Instead of saying sheep, we say lamb. Ok? ...now, I want
you to tell me now, if I go to a ...a butchery, a? To go to a shop and buy meat, so
what am I going to say? I want some, some pig? I want some cow? What am I
going to tell the man? I want some what? Chicken, goat? How do you think we
give the names of meat? Ok, let me just do this for you. I’m just going to mix the
words and you have to place them in the right order (*she sticks the names of meat
on the board*). Ok, which one..who wants to do the first one? **Έλα... να το βάλεις,
κάνε** <come...to put it, do> matching. Do the matching (*Costas matches the
“bacon” with “pig”*). Very good, goes to pig! This is part of the pig. Someone
else. Come on! Nicky! (*Nicky matches the “lamb” with “lamb”*) **ακόμα λίγο** <a
little bit>...closer ...Soula! (*Soula matches the “ham” with “turkey”*)

352. S73: Ham?
353. Soula: **Ναι** <yes>
354. T: Turkey's got a ham?
355. Soula: **Ναι** <yes>.
356. T: No, it hasn't.
357. Soula: **Αφού λέμε χαμ γαλοπούλας** <but we say turkey ham>.
358. T: **Ναι λέμε χαμ γαλοπούλας** <yes we say turkey ham>. When we are going to say "ham" it means only one thing. So take it away. **Έχεις απόλυτο δίκαιο αλλά δε σημαίνει αυτό το πράγμα** <you are absolutely right but here it doesn't mean that> (*Doros matches the "chicken" with "chicken"*). Very good! David. (*David matches the "turkey" with "turkey"*). Very good turkey goes to turkey. Yes, someone else!
359. S74: (***) (*inaudible in English*)
360. T: No. Linos! Excellent! (*he takes the card "goat" and matches it with the card "goat"*). Savvas have you been there? (*he takes the card "beef" to match it with the card "cow"*). Very good! Doros
361. Doros: I'm not sure
362. T: You're not sure, ok. (*Doros takes the card "pork" and he matches it with "cow"*).
363. Doros: Here?
364. T: No, pork is not beef (*he matches it with the card "pig"*). Yes. And last one, go. **Έλα Costas** <come on Costas> (*he takes the card "ham" and matches it with "beef"*).
365. Costas: **Εδώ;** <here?>
366. T: No (*he puts it with "goat"*).
367. Costas: **Εδώ;** <here?>
368. T: No.
369. S76: **Θα τα βάλεις όλα ρε** <are you going to put it next to all of them?> (*he puts it with chicken*).
370. T: Yes, that's two ok! So, let me just explain to you what happens (*she takes the card and puts it with pork*). Now, turkey, you go to the supermarket and you say I want to buy some turkey. You buy some goat. That's the same. Cow, I cannot say I

am going to buy some cow. I am going to buy some beef, ok? And lamb is going to stay the same, lamb. How about the pig, bacon, pork, ham. These are parts of the animal. Ένα παράδειγμα να σας δείξω εδώ <I'll show you an example here>. This one is a picture of a cow (*she shows them a picture*), but it gives the names of the parts of the animal. For example, έχετε ακούσει ποτέ για το <have you ever heard about> sirloin, sirloin?

371. Savvas: **Ναι, το χρησιμοποιώ** <yes I use it>.
372. T: **Εντάξει; Είναι μέρος του...** <Ok? It's part of....>
373. Savvas: **Κυρία, η συνταγή είναι με εκείνο το κρέας** <Mrs the recipe is with that meat>.
374. T: Yes, ok. Chuk, **εντάξει; Είναι τα κομμάτια** <ok? These are the parts>. The same, **ένα λεπτό Savvas** <just a minute Savvas> advice for pigs, ok? You don't say can I have the...I don't know half part of the pig, just can I have some bacon. **Όταν πείτε** <when you say> bacon, they know which part of the animal you refer to. For pork or the ham, ok? They do know. What you need. Ok? That's why we say these things.
375. S77: **Είναι χοιρινό;** <is it pork?>
376. T: **Ναι, είναι χοιρινό πάντα, το μπέικον είναι πάντα χοιρινό** <yes, it's always pork, bacon is always pork>
377. S77: **Αν πεις** <if you say> pork?
378. T: **Αν πεις** <if you say> pork, **πάλι είναι χοιρινό. Είναι χοιρινό** <it is pork again. It's pork>.
379. S77: **Αν πεις** <if you say> ham?
380. T: **Αν πεις** <if you say> ham; **Πάλι** <again>, it's again, it's a part of the...
381. S78: **είναι μέσα το γουρούνι, γι αυτό είναι ροζ;** <is it in the pig so it is pink?>
382. T: I don't know. You should go and look for this.
383. S79: **Έχει γουρούνια που είναι καφέ βούλες** <there are pigs with brown dots>.
384. T: **Είναι τα μέρη του σώματος, όπως σου έδειξα εκεί, σου είπα** <these are the parts of its body, like I showed you there, I told you> this is the cow and this part is called beef, ok? I've got a picture of the pig as well, but I got it at the other school, I'm going to find the picture, eee (*she says to some students*) and I'm going to solve it ok? Your questions about that. Ok? It's part of the animal. .. Now, ...ok

we, we talked about the animals that give us, give us meat. We said, how to go to butchery shop, what we are going to say that we need, but which animals do you think are healthier to eat than others? You've got the healthier and the not so healthy, ... meats that you can eat. So, what do you think? Healthy and not so healthy (*she makes two columns on the board, for healthier and not so healthy*). What do you think?

385. Costas: **Να πάω**; <shall I go?>
386. T: Yeap, yeap, go, go and do the first one.
387. Savvas: (***) (*inaudible in English*)
388. T: I don't know. Let's see what we do know, ok? (*Costas sticks the card "pig" under the column with the title "Not so healthy"*). ...Fani? (*she takes from the column "name of meat" instead of the column "meat. She sticks the card chicken under the column "healthier"*).
389. Class: **Το άλλο** <the other one>.
390. T: ...Savvas! (*he sticks the turkey under the column "healthier"*). **Ο, η ... Nicky!** <Nicky> (*she sticks the card "lamb" under the column with the title "Not so healthy"*). Soula (*she sticks the card "cow" under the column with the title "healthier"*). Ok, Fani!
391. S80: **Ξανά**; <again?>
392. T: Ok, **ο Doros** <Doros> (*he sticks the card "goat" under the column with the title "Not so healthy"*). Come on, next!
393. S81: **Δεν έχει άλλο** <there is no other>.
394. T: Aa, we finished, ok! So, you said "chicken", "turkey", let me just do a check for you, you are right for the chicken and the turkey, they are healthier to eat, because they've got less fat...**αν σας έδειχνα μια λίστα, μέσα στο βιβλίο μας έχει, μια λίστα που δείχνει τα** <if I showed you a list, in our book there is a list showing the> calories **σε** <in> fat, so how about the cow, it's wrong, cow has got, the beef has got a lot of fat, so it goes on this side (*she moves the card "cow" to the column "not so healthy"*). This is right and the lamb is right because they have got too much fat, and the goat as well and the cow (*she sticks the pig, lamb, goat and cow*). Ok? So, what we have...is a...you have any more, yes what... What

else? So, anything it has to do with chicken and turkey is healthier to eat, the rabbit (*she writes it under the column "healthier"*). **Τι είναι το** <what is the> rabbit;

395. S82: **Κουνέλι** <rabbit>.

396. T: **Εντάξει;** <OK?> The rabbit **είναι πολύ καλό, το καλύτερο κρέας απ' όλα, έτσι για να σας ενημερώσω;** <it is very good, the best meat of all, just to let you know> So, rabbit, chicken and turkey, they are the best meat to eat, but when it comes to pig, bacon, pork and ham, too much fat, too many calories and the worst it can give you cholesterol, lamb, goat and cow they are all full of fat. **Εντάξει;** <OK?> Now, do you know how do we separate these meats? Have you ever heard?

397. Savvas: (***) (*inaudible in English*)

398. T: **Ναι, όχι** <yes, no> no no. We've got the colour. These are, this is the white meat (*she writes "white" above column with the title "Healthier"*).... And the red (*she writes "red" above the column with the title "not so healthy"*). ... so, we've got the white meat and the red meat. Ok? White meat is good for your heart; red meat is very bad for your heart.

399. Savvas: even without the fat?

400. T: Yes, it is still red, Ok? They separate **σε** <in> white and red. Ok? So, we've got the white, because they are white, **όταν κοιτάξετε το χρώμα τους, δεν είναι πιο άσπρα; Δεν είναι τόσο, είναι προς ροζέ, αυτά είναι πιο κόκκινα,** <when you look at their colour, aren't they more white? They are more pinkish, these are more red> ok, they are redish So that's why we separate them to white and red meat. Now, I'm going to show you something on the internet, red meat is really bad for you, I found to...to...it's from CNN, it's a sky news whatever and they are talking about if it's good or bad to eat red meat.... Let's see what is she saying ... (*she tries to prepare the video for students*). **Ένα λεπτό, ελάτε όλοι εδώ. Δεν ακούγεται καλά** <just a minute, everybody come here. It's not heard very well>. Are you ready? (*all students gather around the computer to watch the video*)>Ok. (*when the video is over they all go back to their places*) The two reports say two different things. One was saying what? What does one say? Eating meat is...?

401. S83: Good.

402. T: Good, and the other one what was she saying?

403. Costas: It is bad.
404. T: It is bad. So, let's start with the bad issue. They, they found out that eating meat, can cause what?
405. S84: Cancer.
406. T: Cancer. Ok, she says that they have proved, they have had a lot of research and they found out that they can cause cancer. Do you remember which meat they refer to? Which meats, they said, they said some meat. The names of meat. Which meat? Do you remember?
407. S84: McDonalds.
408. T: No, they didn't talk about McDonalds, they said about, **τι είναι αυτά εδώ;** <what are these ones here> which one, they said is processed? **Τι σημαίνει** processed; <what does it mean?> *(she writes the word on the board)*. Do you know? **Το επεξεργασμένο** <processed>. Sausages, ham, bacon... **αυτά που είναι επεξεργασμένα** <those which are processed>, they are very bad, ok? So, they talked about meat that can cause cancer, red meat. Actually she was talking about red meat *(she shows them with an arrow she makes on the board)*. Now, the other one what is she saying? Shall we eat meat or not?
409. Costas: yes.
410. T: We should? So, do you remember why she said that we should? Why do we have to eat Fani? Why do we have to eat meat?
411. Fani: Because they give to us proteins.
412. T: They give us proteins and when we grow up what do we need?
413. S85: More proteins.
414. T: More proteins, why?
415. S85: Because they grow up.
416. T: Yes and we lose. **Τι σας είπα;** <what did I tell you?>
417. S86: Our eyes
418. T: No, no, muscle, we are going to lose muscles. **Εντάξει;** <OK?> While you grow up, you lose muscles. So, you need proteins. **Τώρα** <now>, it says that, if you should eat meat, what is the magic word? She mentioned?
419. Savvas: Moderation

420. T: Moderation, **τι σημαίνει** <what does it mean?> moderation; (*she writes it on the board*). **Θυμάστε που σας λέω κάθε φορά;** <do you remember I tell you every time?> **Τι σημαίνει** <What does it mean?> moderation; A; **Τι σημαίνει** <What does it mean?>moderation; **Μ; Ξέρει κανένας;** <Does anybody know?> **Κάθε φορά που σας δείχνω την αμερικάνικη πινακίδα τι σας λέω;** <Every time I show you the American food pyramid what do I tell you?> (*she shows the pyramid*) **Τι σημαίνει εκείνο το** <what does that mean?> food pyramid; **Τι σας λέω, τι λέει; Ποιος να μας εξηγήσει τι λέει απ' εκεί. Δείξε μας Savvas την Αμερικάνικη πυραμίδα** <What do I tell you? Who would like to explain what does it say there? Show us the American food pyramid Savvas> .The U.S.A. food pyramid please. Which the new?... Which is the new food, very good, that's the U.S.A. (*Savvas shows the pyramid*). The new one that they showed us. What are they saying about that food pyramid? They are saying to us that you should?
421. Class: Eat meat.
422. T: Eat, but?
423. Savvas: Moderation.
424. T: With?
425. Savvas: Moderation, **με όριο** <with limits>.
426. T: Moderation. **Με όριο, με;** <with limits, with?>
427. S87: **Μέτρο** <moderation>
428. T: **Μέτρο** <moderation>. Very good! Balance (*she moves her hand to show this word*). She has a balance style, what else did she say that we should do, besides eating with moderation? You should? (*she moves her hand like she goes for running*).
429. Some students: Exercise.
430. T: Exercise, a? And what else? Ok, so this is what the show commented, right? Now what would you go for? Would you go for eating meat or not eating meat?
431. Some students: Eating meat.
432. T: Ok. So, what I want from you...Savvas is the door open or did you close it? (*she refers to the door of the small storage room which is in the classroom*). Open the door and bring some A3 papers. **Το λοιπόν τι θέλω από σας, θα κάνετε posters, θα ξεκινήσουμε τώρα πριν φύγετε και στο σπίτι θα το τελειώσετε και**

θα το φέρετε το άλλο μάθημα <so what I want from you is to make posters, we'll start now before you go and at home you need to finish it and bring it next time>. Your posters can be an A3 page like this (*she makes a shape on the board*) or you can use your exercise book at home. What I want from you is to give us an idea, a? Of showing what we talked about, red and white meat (*she writes on the board "Red, white"*) which is good and which is bad. **Είναι** <it's> poster, you should show me with your posters what we talked about.

433. S88: Can we use the computer?

434. T: Yes, you can do that; of course you can use the computer as well. You should show us what we talked about today, what we get from meat, what did we say we get from meat? **Φανί στο βάθος** <Fani at the very bottom> (*she indicates where she can find some A3 papers*).

435. S89: Proteins, iron.

436. T: Proteins, iron and?

437. S90: Vitamin B.

438. T: Vitamin B. Now what else did we talk about today?

439. S91: How we cook.

440. T: How we cook and we (*she moves her hand to show the word "separate"*).

441. S92: Separate.

442. T: Separate the healthy way of cooking and the...? (*she shows the card on the board*).

443. S93: Unhealthy.

444. T: Unhealthy way of cooking, so you could be showing this in your posters as well. Ok?

445. Savvas: **Κυρία είστε σίγουρη ότι έχετε Α3;** <Mrs are you sure there are A3 papers?>

446. T: **Αν δεν έχω εντάξει άφησε το γιατί θα χτυπήσει το κουδούνι, να το κάνετε στο τετράδιο ιχνογραφίας σας, το θέλω το άλλο μάθημα. Να δω κάτι που είναι ωραίο. Ξέρετε υπάρχουν κάποιοι...υπάρχουν κάποιοι οι οποίοι λένε** <if there aren't any leave it because the bell will ring in a bit, you do it in your sketch book, and I want it next time. To see something which is nice. You know there are some people who say that> we shouldn't eat meat because is bad for our environment,

do you know why? A? Do you know why we shouldn't be eating too much meat? They say is too bad. Many people have, if you don't eat meat, what are you? What are they called?

447. S94: Vegetarian.

448. T: The vegetarians. Very good, so they have turned to be vegetarian, for their own reasons. Now environmentalists say that we shouldn't be eating meat, it does hurt our environment, can you think of why? A?

449. S95: We kill animals.

450. T: Because we kill animals, ok.

451. S96: (***) (*inaudible in English*)

452. T: Yes. Ok, stand up, take few steps, come close to me (*she makes the movements for "stand up, take few steps, come close" with her hands to show them something on the computer*) and let's watch this, this is really interesting and funny. This is why we shouldn't be eating meat, ok? The animals say something really interesting you should go on to YouTube and watch it at home...Greenhouse gases. Ok? Now the more cows we have they produce more greenhouse gases. Do you know about greenhouse gases? (*students remain standing around the teacher and the computer*).

453. Class: Yes.

454. T: **Εντάξει;** And that's the reason, because we need more meat, we have more cows, ok? More animals, so the cows produce these greenhouse gases and they are bad for environment. Ok? (*students are smiling*). Ok, we shouldn't be eating too much meat. You want to watch it again?

455. Class: Yes.

456. T: Let me show you something else with these animals, it's funny again. This is interesting. Don't forget your posters, ok? (*they watch another video on the computer*). So, thank you, sit down, take your stuff. So what I want from you, can someone repeat your homework, what is your homework, not going (*the bell rings*)... come on, I would like to....

457. S97: Posters for the...meat.

458. T: For meat, ok? Thank you very much.

Home Economics Lesson D (Meat Group B)

(On the board there is a projected slide for the films the teacher is going to show to the students)

1. T: Open your exercise book please. An exercise book, **ένα πρόχειρο, γρήγορα ή το τετράδιο των οικοκυρικών σας** <open a notebook quickly or your Home economics notebook>. So, today I'm going to show you two, Colin, I'm going to show you two small films, about meat.
2. S1: **Έλα κάθισε εδώ** <come and sit here>.
3. T: **Όχι δε θα πάει, ένα λεπτό** <no, he won't go, just a minute> Today we are going to talk about meat, so I'm going to show you two small films. What I want from you is take down notes, write down what do you think is good or bad about it from what you are going to hear. Now, what I'm going to show you, they are two... reporters. **Ξέρετε το** <do you know> reporter;
4. S2: **Δημοσιογράφος** <reporter>.
5. T: Journalist, ok?
6. Some students: **Δημοσιογράφος** <journalist>.
7. T: Very good! **Οπότεν θα σας δείξω κάτι** <I'll show you something> ...from CBS and from CNN. So, the first one...is about eating meat, is from CNN this (*she shows them on the slide the video. There is a family that talks about eating meat and reporters talks about red meat, cancer and some advice*). So, what does it say? Is it good to eat red meat or not?
8. S3: Not.
9. T: Raise your hands please and make your suggestions. I'm listening, Tim?
10. Tim: No
11. T: No. Can you give me some examples of what she said? So,, we've got dangers, right? Of eating red meat (*she writes the word "dangers of eating red meat" on the board*). So, what are the dangerous of eating red meat? What did she say? What did the journalist say?
12. S5: We get fat.
13. T: So, we can get fat. We are going to say why. What other reason, Greg?

14. Greg: Cancer.
15. T: Cancer (*she writes the reasons on the board*). Ok. What else did she say about red meat? What else did she say? She said a few things. How many...she said about fat, being obese, cancer. Do you remember kinds of meat she mentioned? She said and the doctor said a few things. **Θυμάστε ποια είδη κρέατος είπε; Τα κατονόμασε** <do you remember which kinds of meat she said? She named them> She said some meats.
16. S6: Bacon.
17. T: Very good, bacon and what else? And ham and sausages and salami, these are thought to be not good to eat (*she writes on the board the kinds of meat*). So, I'm going to put in brackets what the doctor said. The guy who talked. **Εκείνος ο κύριος που μίλησε, είναι ένας επιστήμονας. Το θυμάστε; Θυμάστε τι είπε;** <that man who talked, is a scientist. Do you remember? Do you remember what he said?> what did he say? That?... processed (*she writes at the same time on the board*). Processed, **σημαίνει επεξεργασμένα** <it means processed>. **Αυτά όλα που τα βλέπετε, ας πούμε όπως το λουκάνικο, το σαλάμι, είναι** <all these that you see, like the sausage, salami are> processed. **Εντάξει; Περνούν μια διαδικασία** <OK? They undergo a process>. Process, **είναι η διαδικασία** <it is the process>. **Θα το ξαναπαιξώ έτσι λίγο, σε κάποιο σημείο** <I will replay it a little bit at that point> (*she plays again the video for few minutes*). What did he say? (*the doctor in the video talks about processed food*). The best amount of these to eat is? The best amount, **η καλύτερη ποσότητα λέει** <the best amount he says> is to eat?
18. S7: Seven hundred.
19. T: No, seven hundred **είναι** <is> uncooked, five hundred grams cooked, per week. **Η ποσότητα του κρέατος που θα έπρεπε να τρώμε** <the amount of meat we should eat>. Right? What did he say? What the doctor said? **Ο γιατρός δεν έδωσε ποσότητα** <the doctor did not give an amount>. What did he say? Do you remember? (*she writes on the board "500g cooked meat..."*). **Το λοιπόν** <so>, the less, the less the chances you've got to get cancer, **είπε** <he said>, means that you are eating less meat, **λοιπόν ή καλύτερα να μη τρως και τίποτα** <or even better not eat at all>. **Να δω αν θα καταφέρει κανένας από μας να πει** <I doubt it if any

one of us can say> none at all (*she writes on the board “none at all” and she match it with “bacon/ham”*). **Μπορείτε να μη φάτε** <can you not eat> ham?

20. Class: **Όχι** <no>.

21. T: **Κι όμως** <nevertheless>. **Πάμε να δούμε ένα άλλο τώρα φιλμάκι** <lets watch another short film> and please wake up. This is another one from CBS. (*They watch the video*). Moderation.... So guys, what did this lady say? What did she say? Did she say that we should eat red meat or not eat red meat? A?

22. S8: No

23. T: This is what she said?

24. S9: yes

25. T: this lady she mentioned the benefits of eating meat in general and of eating red meat as well (*she writes the title “benefits” on the board*). So benefits, **τι είναι τα** <what is> benefits; A? **Τα θετικά** <the positives>, the good things of eating meat. So, why do you think is good to eat meat, according to this lady? What did she say? **Πείτε μου το ελληνικά αν θέλετε. Αν καταλάβατε** <say it in Greek if you want. If you understood?> what did she say? **Κάτι έλεγε συνεχώς, επαναλάμβανε μια λέξη συνεχώς, τι λέξη ήταν που επαναλάμβανε; Άντε ρε παιδιά!** <she kept saying something all the time, she repeated a word all the time, which word was that? Come on kids!>

26. S10: Meat.

27. T: Yes, she said meat. **Τι μας δίνει το κρέας;** <what does meat give us?>

28. S12: Proteins.

29. T: Proteins. Very good. So, she talked about proteins many times (*she writes under the title “Benefits” the word “proteins”*). She mentioned, she repeated this word many times. She talked about proteins. Do you know why?

30. S13: Yes.

31. T: Why?

32. S13: meat gives us proteins

33. T: Thank you, meat gives us proteins. What do proteins do to our bodies? They help us? (*she moves her hand to show the word “grow”*).

34. Class: Grow.

35. T: Grow. **Είπαμε ότι οι πρωτεΐνες βοηθούν στη λειτουργία των μυϊκών μαζών. Εντάξει; Της μυϊκής μάζας** <we said that proteins help in the function of our muscles. Ok? Our muscles>. **Άρα** <so>, proteins help in many ways, a? They can help in...repairing the body...**και τι είπε αυτή η κυρία, ότι** <what did that lady said, that> while we grow up, the body, the muscles go away (*she moves her hand up for the word “grow”*), **φεύγουν, χάνονται οι μυϊκοί ιστοί** <we lose our muscles>. **Η μάζα, η μυϊκή μάζα. Οπότεν πρέπει λείει να τρώμε κρέας ακόμα και όταν μεγαλώσουμε, έτσι ώστε να αναπληρώνει τους μύες που χάνουμε,ok? Πες μου!** <the muscles, our muscles. So, she said, we need to eat meat even when we grow up so that we can replace the muscles we lose, ok? Tell me>
36. S14: **Κυρία αν κάποιος δεν τρώει κρέας;** <Mrs if somebody does not eat meat?>
37. S15: **Ο παπάς μου δεν τρώει** <my dad does not eat meat>.
38. S16: **Ούτε εμένα** <neither mine>.
39. T: **Τι νομίζετε ότι πρέπει να γίνει; Πρέπει από κάπου να βρουν τις πρωτεΐνες** <what do you think it should be done? They need to get proteins from somewhere>. What do they have to do?
40. S17: **Τρώει μόνον όσπρια** <he only eats pulses>.
41. T: So they will eat pulses and what else they can eat? So, vegetarians they find substitutes (*she write “Vegetarian” on the board*).
42. S18: Fruits.
43. T: No, we get proteins from fruit?
44. S19: Nuts.
45. T: So, they can have nuts and pulses (*she writes the words under the word “Vegetarian”*). Ok these two they can substitute the meat. They can give us the proteins that we don't get. **Φυσικά είναι διαφορετικής μορφής, φυτικές πρωτεΐνες και οι ζωικές πρωτεΐνες. Εντάξει; Έχουν κάποιες επιστημονικές διαφορές. Δε θα μπω σ'αυτή τη διαδικασία** <of course they are of a different kind, vegetable proteins and animal proteins. Ok? They have some differences. But I won't get into that>.So, meat gives us proteins, so that's what the lady said. We need to eat meat because it's **Ανοίξετε τα παράθυρα** <open the windows>. It'sit's very healthy. So, what do you think? Should we eat meat or not eat meat? Greg?

46. Greg: Eat meat.
47. T: Ok, I'm going to start from this. Let's see which animals, no let's go to benefits. So we get proteins, one thing, so we said the proteins, what else do you think we get from meat? Besides proteins. Can you guess? Ok, we get vitamin B and iron (*she writes them under the benefits*). **Τι είναι το** <what is> iron;
48. S20: **Σίδηρος** <iron>
49. T: **Σίδηρος** <iron>. Ok? So we get these three things. **Colin! Αν το ξανακάνεις, έφυγες** <Colin! If you do it again you're out>. So, proteins help us?
50. S21: Grow.
51. T: Help us grow, ok? They, they, help the body to repair itself. Iron! **Τι κάνει ο σίδηρος στο αίμα μας; Ξέρετε;** <what does iron do in our blood? Do you know?>
52. Class: (***) (*some students are saying something*).
53. T: **Λοιπόν, βοηθά να πηγαίνει το οξυγόνο σε όλα τα σημεία του σώματος**, it helps oxygen to go to all body parts> easily **και το οξυγόνο μέσα στο αίμα** <and the oxygen in the blood> has energy. So, it helps with oxygen and energy. So, and then we've got proteins, proteins, grow and vitamin B is good for our skin, hair (*she writes where they help*), **εντάξει; Και για το νευρολογικό σύστημα είναι πολύ καλή η βιταμίνη Β. Ναι!** <Ok? And for the neurological system vitamin B is very good. Yes!>
54. S22: **Κυρία η αδερφή μου σταμάτησε να τρώει κρέατα εκτός από κοτόπουλο και έπεσε ο σίδηρος της και συνέχεια ζαλίζεται** <Mrs, my sister stopped eating meat except chicken and her iron is very low and she is constantly feeling dizzy>.
55. T: **Ακριβώς. Αυτό όμως δε συμβαίνει σε όλους, αλλά αρκετές φορές μπορεί να συμβεί,** <Exactly, this does not happen to everybody but it can occur several times>ok? So, it can cause anemia. **Αναμία** <anemia>. Ok let's do something else...I'm going to show you now...now where do we get meat from? Which animals give us meat? Which animals? (*she asks a student*). **A Tony;** <Tony?> What animals do we eat? **Δεν ξέρεις; Τρώτε σκύλους, γάτους;** <You don't know? Do you eat dogs, cats?> What do you eat?
56. Tony: Meat
57. T: Sorry?
58. Tony: Meat

59. T: What kind of meat? Rea?
60. Rea: Chicken.
61. T: Chicken. So, animals can give us. Έλα να σας πω, γράφετε τα για να ξυπνήσετε, αρχίστε να τα γράφετε <Listen, write them down to wake up, start writing>.
62. S23: Κυρία δεν έχω τετράδιο <Mrs I haven't got a notebook>.
63. T: Να πάρεις ένα πρόχειρο <use any other notebook>.
64. Colin: Δεν έχω <I haven't got>.
65. T: Να βρεις Colin <find one Colin>. So, chicken (*she writes it under the title "animals"*).
66. S24: Κυρία όλα; <Mrs all of them?>
67. T: Ναι. Πάμε άλλο, αλλο; <yes. Let's go, anything else?>
68. S25: Frogs.
69. T: Frogs? In Cyprus we don't eat frogs. I, I, έφαγα <I ate> frog αλλά <but> it's in France so it is something that we don't do in Cyprus Sandra?
70. Sandra: Pig.
71. T: Sorry?
72. Sandra: Pig.
73. T: Pig, εννοείς το γουρούνι <you mean the pig>. Yes, we eat pigs.
74. S26: Τρώμε γουρούνια; <do we eat pigs?>
75. T: What else do we eat? Yes.
76. S27: Βοδινό <beef>.
77. S28: Lamb.
78. T: Lamb, cow (*she writes them on the board*). I need the animal names first and then we are going to talk about the meat names. So we eat chickens, pigs, lamb, cow what else do we eat?
79. Class: cow, cows.
80. S29: Κυρία 'cows' λέμε τις αγελάδες; <Mrs 'cows' we call the cows?>
81. S30: Ναι <yes>
82. S31: Goats.
83. T: Goat, τι είναι η <what is> goat; Πες τους Greg <tell them Greg>.
84. Greg: Κατσίκα <goat>.

85. T: **Κατσίκα** <goat>.
86. S31: turkey
87. T: Turkey. **Τι είναι το turkey**;
88. S32: **Γαλοπούλα** <turkey>.
89. T: **Γαλοπούλα** <turkey>.
90. T: Let's go to meat names (*she writes "meat names" as a title*). Ok, let's see meat names. A chicken, if I go to butchery, to supermarket what am going to say? I want some?
91. Some students: Chicken.
92. T: **Αν έχω συγκεκριμένο πράγμα μέσα στο μυαλό μου** <if I have a specific part in my mind> if I say "I want a chicken" they are going to give you a whole chicken. **Εντάξει;**<OK?> If you are going to say, I want...chicken legs or chicken wings or chicken thighs or chicken breast, **καθορίζεις το μέρος του σώματος του κοτόπουλου που θέλεις** <you declare the part of the chicken that you want>. It's not funny (*she refers to a student laughing*).
93. S34: **Κυρία γράφουμε;** <Mrs shall we write?>
94. T: Yes! So, chicken, wings. Please be quiet! Thighs, breast (*she writes on the board "chicken (wings/thighs/breast)"*). Ok. Let's go to the pig. I am going to say, if I go to the supermarket, to the butchery shop and say I want some pig, they cannot give you some pig. **Το** <the> pig **και το** <and the> cow, **την αγελάδα και το γουρούνι** <the cow and the pig>, they do have names of the parts you want to buy, **εντάξει; Το κάθε μέρος που θέλεις να αγοράσεις έχει το όνομά του** <ok? Each part you want to buy has its name>. **Παραδείγματος χάριν** <for example>, first of all I go to the butchery and say that I want some pig?
95. Some students: Some, some.
96. T: Po...
97. S35: Pork.
98. T: Pork. So, **όταν τους πω 'pork' αμέσως θα τα καταλάβουν ότι θέλω χοιρινό** <when I say 'pork' immediately they understand that I want pork> (*she writes "pork" on the board under the column "meat names"*). However, it is something general, **χοιρινό** <pork> could be anything. **Οπότε θα σε ρωτήσει** <so he will ask you>, what kind do you want? Now, if you are going to say that you want some

ham, they will give some...? Ham. (*she writes it in a bracket next to pork*). So if you are going to say I want some bacon, they will give you bacon (*she writes it in the bracket*).

99. S36: **Κιμάς**; <mince meat?>

100. T: Mince meat, pork mince meat. **Ο κιμάς** <mince meat> mince meat. So bacon or whatever. Now, lamb? What do you think?

101. S37: **Ο Λαμπ παίζει στην...** <lamb is a player in...>

102. T: it's the same (*she writes lamb*). Let's go to the cow.

103. S38: Beef.

104. T: Very good. If you are going to tell that you want some cow. **Θα σου δώσουν ολόκληρο το** <they will give you the whole> cow. So, what can you say?... Some beef. **Και πάλι το 'beef', τα μέρη του σώματος διαχωρίζονται σε μέρη** <and then again the 'beef', the body is divided into parts>. Let's go to the goat. What do you think it's going to be?

105. S39: Goat

106. T: Goat. And the turkey?

107. Some students: Turkey.

108. T: Turkey.

109. S40: **Είναι η Τουρκία το** <Is it turkey the country?>turkey;

110. T: It's the same.

111. S41: **Κυρία μένει το ίδιο**; <does it remain the same Mrs?>

112. T: **Τα πουλιά τα ονόματά τους μένουν τα ίδια. Εντάξει**; <the poultry keep their names. OK?> so, these are the animals and these are the animal names. So we talked about the benefits of eating meat in general, but we said we have to make a choice. We can eat red meat but the lady said with moderation. What is moderation? We can eat meat but with moderation.

113. S42: **Με μέτρο** <with moderation>.

114. T: Very good! Balanced diet. **Μέχρι να σκεφτείτε εκείνη τη φράση που λένε όλα με μέτρο** <think of that phrase in Greek saying that all need moderation>.

115. T & class: **Παν μέτρο άριστο** <all in good measure> (*a Greek proverb*)

116. S43: **Σου το είπα πριν κυρία** <I said that before Mrs>.

- moderation. But how do we choose to eat right? A? We have to be careful. We can not eat every day red meat. Can we have...hamburgers every day Tony? Can we eat every day hamburgers? Can we eat steaks every day?
118. S44: Yes.
119. T: Yes? Do you think so?
120. Greg: No.
121. T: Why not Greg?
122. S45: It is not healthy.
123. T: Sorry?
124. S45: It is not healthy.
125. T: It is not healthy, can you guess why? (*she writes "in moderation" on the board*) M? Can you think about it? Why? Tim?
126. Tim: Because you get fat.
127. T: Ok. Now, red meats have a characteristic. They have got a lot of fat. The fat is inside the meat, a? **Είναι μέσα στο κρέας το λίπος. Δηλαδή δεν μπορείς, όπως το ανοίγεις το κρέας, το βοδινό το κρέας, το χοιρινό το κρέας** <the fat is within the meat. That is, you can't while opening the meat, beef meat, pork meat> on the contrary, **τα πουλερικά** <the poultry>, any chicken meat doesn't have this kind of fat, **εντάξει; Και από μια έρευνα που έγινε, φάνηκε ότι το λίπος που έχουν τα πουλερικά παραδείγματος χάριν, επειδή είναι εξωτερικό μπορούμε να το αφαιρέσουμε, η πέτσα που λέμε** <And from a research that was done, it was evident that the fat that poultry have for example, because it is external it can be removed, the skin as we call it> Ok?,the skin, we take it off.
128. S46: **Ναι κυρία, η γιαγιά μου το βγάζει** <yes, Mrs my grandma takes it off>.
129. T: Very good! So what we have to do. We have to be careful how we eat. So, let's see now, scientists have separated meat in two groups, ok? The red meat and the white meat. So, ... **πού να το γράψω, απ' εδώ;** <where shall I write it, this side?> Let's see, can you guess which are the red meats and which are the white ones? (*she makes two columns "Red meat" and "white meat"*). A? Can you guess? So, Peter
130. Peter: Chicken, is white.
131. T: Very good! So, chicken is a white meat.

132. S47: **Κυρία το σουβλάκι είναι κόκκινο;** <Mrs souvlaki is red?>
133. T: So pork is ?
134. S48: Red.
135. T: It's a red meat. Red is fat, ok? **Οπότε** <so> think about it..... So pork is (*she shows 'red' on the board*). Let's go to lamb.
136. S48: Red.
137. S49: White.
138. T: Why white?
139. S50: Red, red.
140. S51: Red.
141. T: **Εκείνο το άσπρο που βλέπεις είναι όλο λίπος** <the white thing that you see it's all fat>. So it's a...?
142. Class: Red.
143. T: It's a red meat (*she writes each meat under the correct column*). Let's go to the cow. To the beef.
144. Class: Red, red.
145. T: Very good! Goat?
146. S53: Red.
147. T: Turkey?
148. Class: White.
149. T: **Έχει ακόμα ένα** <there's another one>. What is this? (*she writes "rabbit" on the board*).
150. S54: Rabbit?
151. T: Yes, what do you think about it?
152. Some students: Red (*the teacher is smiling*). White!
153. T: White. **Και μάλιστα να σας πω ότι** <and let me tell you that it is> the healthiest of all.
154. S55: **Να τρώμε μόνο κουνέλι** <let's eat only rabbit then>.
155. T: So, the rabbit is very healthy, because it doesn't have, it doesn't, it doesn't have fat. **Τώρα, τι σημαίνει το** <now what does 'fat' mean?> Fat? Besides making you fat, what can first of all do to you?... **Τι κάνει το λίπος στον οργανισμό;** <what does fat do to your body?>

156. S56: Get fat.
157. T: **Αυξάνει τα τρι...** <It increases the tri...>
158. S 57: **Τα τρίγωνα** <triangles>.
159. T: **Τριγλυ...** <trigly...>
160. T: **Τριγλυκερίδια. Να σας το πώ διαφορετικά χολ...?** < Triglycerides. Let me say it differently chol...>
161. Some students: **Χοληστερόλη** <cholesterol>.
162. T: **Χοληστερόλη** <cholesterol>. So, what can fat do, rises level of cholesterol. Cholesterol can lead to heart attacks (*she makes a diagram on the board: Fat → Cholesterol → heart attack*). What's a heart attack?
163. Class: **Καρδιακό, καρδιακή προσβολή** <heart attack, heart attack>.
164. T: So, cholesterol, heart attacks. Just write all these down.
165. S59: **Κυρία τα έγραψα εγώ** <Mrs I wrote them>.
166. S60: **Κυρία είναι πάρα πολλά** <Mrs they are too many>.
167. T: So, all these
168. S61: **Κυρία μόνο εκείνο μου έμεινε** <Mrs I only have to write the diagram>.
169. T: **Εντάξει, να τα γράψεις σπίτι σου** <Ok, you write it at home>. So, this is why we should avoid eating a lot of red meat. But however, red meat has got a lot of iron.
170. S62: **Επειδή** <because> is red?
171. T: Yes, “bloodish”, blood. Ok? So, it has got fat, but it has got iron to. **Γι’ αυτό όταν κάποιος έχει σίδηρο του λέει ο γιατρός να φάει κόκκινο κρέας και μάλιστα δίνουν πολλή έμφαση στο βοδινό συκώτι** <this is why when somebody has low levels of iron the doctor tells them to eat red meat and especially beef liver>, ok? They ask you to eat the beef's liver. So, eee!!
172. S63: **Κυρία να ρωτήσω κάτι;** <Mrs shall I ask something?>
173. T: Yes.
174. S63: **Τα αμπελοπούλια** <the vine birds> (*referring to birds very famous in Cyprus*).
175. T: **Τα αμπελοπούλια είναι ο τρόπος ψησίματός τους που τα κάνει λάθος, κατά τα άλλα μια χαρά είναι τα πουλιά** <it's the way we cook vine birds that makes them not good, other than that they are just fine>.

176. S64: **Αν τα κάνουν στο φούρνο κυρία;** <if we cook them in the oven?>
177. T: So, **δεν τρώγονται** <you can't eat them>.
178. S64: **Αν τα κάνεις τηγανιτά;** <if you fry them?>
179. T: **Ναι τηγανιτά** <yes, fried>. So, we have to be careful about the quantity. **Τι είναι το** <what is> quantity; Quantity (*she writes it on the board*). **Είναι η ποσότητα. Εντάξει;** <it is the quantity. OK?> It's about the quantity we eat. **Να το γράψω εδώ να το βλέπετε** <I'll write it here so you can see it> **Θυμάστε πόσες φορές πρέπει να τρώμε κρέας με βάση την πυραμίδα της μεσογειακής διατροφής; Θυμάστε πού ήταν το κρέας γενικώς;** <do you remember how many times we should eat meat according to the Mediterranean food pyramid? Do you remember where meat was?>
180. S65: **Ναι, στο δεύτερο από πάνω** <on the second level on the top>.
181. S66: **Προτελευταίο** <penultimate>.
182. S 67: **Πιο αριστερά** <more on the left side>.
183. T: **Λοιπόν, η κανονική που είχαμε, δεν τις έχετε εδώ, η κανονική της υγιεινής διατροφής ήταν στον τρίτο,** <well, the usual one we had, I haven't got them here, the usual healthy eating one had it on the third> the third level, **κι από πάνω ήταν τα γλυκά, θυμάστε;** <and above them there were the sweets, remember?> (*she makes a movement with her hand to show the level*). **Λοιπόν, η μεσογειακή διατροφή** <well the Mediterranean diet> Mediterranean food pyramid, places meat on top of everything, **το** <the> red meat **μπαίνει εδώ** <goes here> (*She puts the red meat on the top of the pyramid she drew*).Ok? This is where red meat goes, and somewhere here we've got the white meat (*she puts the white meat on the pyramid she drew*). So, what happens now is that, ok let me see, let me hear from you, come on guys, who can translate this to me. **Ποιος να μου το μεταφράσει;** <who can translate it for me?> Just explain to me what does it mean white meat on this level and red meat on top of the food pyramid.
184. S68: Because is, is...
185. T: Is what? Tim? because?
186. S69: Healthier the white meat than the red.
187. T: Excuse me, repeat that again.
188. S70: White meat is like (***) (*inaudible in English*).

189. S71: Is healthier than the...
190. T: I want you to explain to me how many times a week or a month we should eat each meat.
191. S72: A, white meat.
192. T: **Πάμε στο** <lets go to> red meat. When we say the red meat on top of food pyramid, what do we mean, Alexandra? What do you think, how many times?
193. S73: Some times a month.
194. T: Very good. So we can eat red meat twice or three times a month. Ok? It goes twice or three times per month (*she writes next to pyramid "2-3 times /month"*). Ok? **Όπως τα** <like> sweets. **Δεν είναι έτσι που λέμε;** <isn't that what we say?> So, let's go now to white meat. White meat on the contrary, we can eat it how many times?
195. S74 Twice a week.
196. S75: Twice a week.
197. T: Very good! **Πάλι κάτι το ίδιο** <it's again something similar> two, twice or three times a week (*writes next to pyramid "2-3 times/ week"*). So, instead of having it in a month, we've got it a week. But again we have to be careful for the amount, how much can we eat, ok, we know that we can eat if it's red twice or three times a month and if it's white meat, we can eat two, twice or three times a week, but how much? Can I eat as much as possible?
198. S76: No.
199. T: If today is the day I can eat anything can I eat as much as I like Claire?
200. S77: No.
201. T: No, so how much do you think we can eat? Ok... Nutritionists, **διατροφολόγοι** <nutritionists> say that it should be the...two thirds of your hand, the palm.
202. S78: **Μα μόνο;** <but only?>
203. T:Yes. It should be this amount (*she shows to them the 2/3 of her palm*).
204. S79: **Κυρία αν μια παλάμη ενός μωρού είναι τόση;** <Mrs if it is a baby's palm, is it that small?>
205. S80: **Αφού το μωρό δεν τρώει** <the baby doesn't eat>.
206. S81: **Δηλαδή αν η παλάμη του είναι τόση, δηλαδή τόσο κυρία;** <if its palm is that small, only that little? Mrs?>

207. T: **Όχι, συνήθως (***)** <no, usually>.
208. S82: **Εντάξει** <OK>.
209. T: We have to be careful about what we eat, how many times a week we eat it, what else do you think you have in mind? Can I eat every day pork chops? **Τι είναι τα** <what are the> pork chops?
210. S83: Chopsticks.
211. T: **Όπως το** <like> Chopping board. **Οπότε τι σημαίνει** <so what does it mean> pork chops? **Είναι εδώ που σας θέλω** <let's see> , lamb chops (*she writes it on the board, next to lamb*). **Τι είπαμε ότι σημαίνει;** <What did we say it means?> pork chops. **Τι σημαίνει; Τι σημαίνει** <what does it mean? What does it mean?> chop; (*she makes the movement for the word "chop"*).
212. Some students: **Κομματάκια, κόβω** < little pieces, I cut>.
213. T: **Κόβω** <I cut>. Ok, so what's a pork chop or a lamb chop?
214. S84: **Κομματάκια** <little pieces>.
215. S85: **Ένα κομμάτι** <one piece>.
216. T: Ok, **είναι οι μπριζόλες** <they are the chops>.
217. Class: Ouou.
218. T: **Μπριζόλες. Χοιρινές μπριζόλες, αρνίσιες μπριζόλες** <chops. Pork chops, lamb chops>. So, let's see this one. So let's say that I am going to eat some pork chops, ok. Now, in what ways can I cook my pork chop? Guys? How Rene can I cook my pork chop? A? How can I cook it?
219. S86: In the oven.
220. T: In the oven, so, ways of cooking (*she writes "ways of cooking" on the board*). So one way is in the oven (*she writes "in the oven"*). What other way?
221. S87: Fried.
222. T: Fried (*she writes it*).
223. S88: Frozen.
224. T: That's a kind of meat we find... So what other way, what other way can I cook it? So it's in the oven, fried, what else?
225. S90: Barbecue.
226. T: Very good, grilled (*she writes it*) and?
227. S91: **Κυρία βράζοντας;** <Mrs boiled?>

228. T: Yes, boiled (*she writes it in the ways of cooking*). So, do think all ways of cooking are healthy? Guys? Do you think all these ways are healthy to cook our food?
229. S92: Yes.
230. T: Yes, you think so. So if I have my bacon fried every day that's going to be perfect.
231. Some students: Yes, no.
232. T: No, a? What can happen? Peter?
233. Peter: You have cholesterol.
234. T: Thank you very much. So I can have cholesterol. Now if I have my pork chops fried every day Tim, what can happen to me? I will get fat definitely and a lot of...?
235. S93: Death.
236. T: Chol? And most probably I will die from a heard attack from the too many pork chops I had. So, we have to...we have to be careful of...of the way we cook our meat, ok? So it's not just how much we eat, we have to keep in mind the ways of cooking (*she shows the ways that she wrote on the board*). **Κανονικά σταματώ εδώ και κάνω αφίσα, απλά να πούμε στα γρήγορα** <I was supposed to stop here and make a poster but let's say quickly> the forms of meat, **είπε σε κάποια φάση ο Tim κάτι για τον τρόπο που είναι ένα κρέας** <Tim at some point said something about a form we can find meat in> so if I go to a supermarket in what, in what forms can I find meat?
237. S94: Frozen
238. T: So I can find frozen meat (*she writes it*).
239. S95: Canned.
240. T: Very good. So it's frozen, **τι σημαίνει** <what does it mean?> frozen?
241. S96: **Κατεψυγμένο** <frozen>.
242. T: Very good! And what other form.
243. S97: Canned.
244. T: Canned. **Τι είναι το** <what does it mean?> canned?
245. S98: **Κονσερβοποιημένο** <canned>.
246. T: **Το κονσερβοποιημένο, ξέρετε τίποτα σε** <canned, do you know anything in> canned **μορφή;** <form?>

247. S99: **Για τους σκύλους** <for the dogs>.
248. S100: Sweet corn.
249. T: No, no, **μιλάμε για κρέας. Ένα πράγμα που...** <we're talking about meat. One thing that...>
250. S100: Tuna. **A, ναι είναι ψάρι εκείνο** <oh yes, that's fish>.
251. T: **Ξέρετε το** <do you know> chopped ham **το πολυμπιφ που τρώτε** <the luncheon meat you eat>
252. Class: **Ναι.... Όχι** <yes...no>.
253. T: Ok? The sausages, **τα λουκάνικα τα μικρά** <the sausages, the small ones>. Stop ok guys. Fresh (*she writes it on the board*). What else?
254. S101: **Καπνιστά** <smoked>.
255. S102: **Καπνιστά** <smoked>.
256. T: Very good smoked (*she writes it on the board*). Ok, that's it. So we can find frozen, smoked, this or that, ok? So, what I want from you, **να σας δώσω** <to give you>, I am going to give you a piece of paper, what I want you to do is to make a small poster. So, what's the message today? What's the message? I want to hear it from you.
257. S104: The red meat is unhealthy.
258. S105: We shouldn't eat meat a lot.
259. T: So we shouldn't eat a lot of meat. Very good! What else have we learnt today? What else Claire?
260. Claire: ...we should eat meat a quant....
261. T: Taking in mind quantity. So we have to be careful how much. Do you remember how many times a week or a month we should eat meat? Twice or... three times a month for which kind of meat?
262. S106: Red.
263. T: Red and?
264. S106: Twice a week.
265. T: Twice or three times a week for?
266. S106: White meat.

267. T: White meat, very good! What else have we learnt today? Shh, **θα σας πω τι θα κάνουμε** <I'll tell you what we'll do>. What else have we learnt today? A? **Παιδιά!** <children>.
268. S106: **Άντε ρε πείτε τίποτε, μόνο εγώ συμμετέχω** <come on you guys say something, I'm the only one participating>.
269. T: **Ναι** <yes>, come on guys! Maria, we talked about the quantity, we said that we should eat meat. What do we get from meat?
270. S107: Proteins.
271. T: Proteins and?
272. S108: Vitamin B.
273. T: Vitamin B and?
274. Class: Iron.
275. T: Iron. Very good! What, what kinds of meat we've got? We've got....?
276. Class: Red and white.
277. T: Red and white. Which one do we prefer to eat?
278. Class: White.
279. T: White, for what reason Peter?
280. Peter: ...because is not...
281. T: It doesn't have?
282. Some students & Peter: Cholesterol
283. S109: A lot of fat.
284. Peter: A lot of fat.
285. T: A lot of fat. Ok? Now can you give me the names of some white meat?
286. S110: Chicken.
287. T: Chicken.
288. Some students: ...Turkey.
289. T: Turkey, and?
290. Some students: Rabbit.
291. T: And rabbit. Ok! Give me; give me the names of some red meat.
292. Some students: Pork, lamb, beef, goat.
293. T: Very good! Ok, now. What I want from you now is to make a poster...you can do something, do a slogan **δηλαδή με ένα** <that is with a> message, or you can

divide (*she makes a movement to show the word “divide”*) your page and write the benefits and the dangers of eating meat (*she shows the board, where are the information*) and you write down the benefits and the dangers in your own way.

294. S111: **Κυρία εγώ θα κάνω με το Colin** <Mrs I'll do it with Colin>
295. S112: **Τι να κάνουμε κυρία;** <what should we do Mrs?>
296. T: **Είπα να δώσετε δύο τρόπους** <I told you to give two ways>.
297. S111: **Κυρία γίνεται να κάνω με το Colin;** <Mrs can I do it with Colin?>
298. T: **Σαν ας πούμε ο...** <Like for example ...>
299. S111: **Greg** <Greg>
300. T: **Ο Greg, ξεκίνησε να κάνει ξέρω εγώ τι θα κάνει και θα το βάλει να λέει μια ωραία κουβέντα** <Greg started doing what he's doing and then he's going to make it say something>. Like a slogan.
301. S111: **Κυρία εγώ θα κάνω με το Colin** <Mrs I'll do one with Colin>.
302. T: **Εντάξει; Το άλλο που μπορείτε να κάνετε** <OK? The other thing you can do>, you can divide your paper in two parts, **θα πείτε** <you'll say>“dangers of eating meat” **και** <and>“benefits”, **τα καλά και να γράψετε από κάτω και να χρωματίσετε** (*she draws it on the board*) <the benefits and write under it and colour it>.
303. S112: **Κυρία μπορούμε να κάνουμε με τις κοπέλες;** <Mrs can we do one with the girls?>
304. T: **Ναι** <yes>, you can sit around the... (*the students are working in groups to make the posters and they speak in Greek*).
305. S113: **Κυρία μπορούμε να κάνουμε ένα οι τρεις μας;** <Mrs can we do one the three of us?>
306. T: **Πες μου;** <tell me?>
307. S113: **Μπορούμε να ένα και οι τρεις;** <Mrs can we do one the three of us?>
308. T: No, it's going to be one for you, one for you and one for her but you have to do it. So, make it now I am going to see it. You can talk about it.
309. S114: **Κυρία δε θα κάνουμε μαζί;** <Mrs we won't do one together?>
310. T: No **είπα** <I said>So, what you are going to write Greg?
311. Greg: (***)

312. T: And what kinds of meat. You have to be careful about the kind of meat (*She talks with a student about what he is going to do*). Oh, that's nice, what are you going to write Rea? (*she goes to a group of girls*).
313. Rea: ...chicken , white meat....pig....red meat
314. T: pig red meat, very good! What about you, Colin?
315. Colin: **θα κάνω** <I'll do>...
316. T: Can you please say that in English? Because you are correct.
317. Claire: I'll make a person.
318. T: Ok. A person who's saying?
319. Claire: To... give an advice.
320. T: Ok, that's good, so you give an advice.
321. S115: **Θα κάνω μια αγελάδα** <I'll make a cow>
322. T: Cow, you are going to make a cow and a? And a?
323. S116: Chicken.
324. T: Very good, and what does the chicken say?
325. S115: I am very healthy
326. T: **Δε θα κάνετε μαζί. Ο καθένας το δικό του. Τέλος! Σήκω από εδώ και πήγαινε στη θέση σου να μη σε πετάξω έξω** <you're not going to do it together. Each one on its own. End! Stand up and go to your seat before I send you out>. I'm not going to say it again. Now, ok. Just write something (*she says to other student*). Write in Greek. Very good! **Να κάνουμε δώρο της κυρίας Άρτεμις, κάνετε τα καλά, γράψετε τα καλά** <we'll make a present to Mrs Artemis, do it well and write well>, Mrs. Artemis is going to pick them up. That's not, we cannot see that (*talking with a student*).
327. S117: **Το τέλειωσα** <I finished it>.
328. T: **Χρωμάτισε το** <colour it>. ... A day, a week? what do you mean?>. **Ναι αλλά το ένα είναι μικρό. Γράψε μεγάλα γράμματα** <Yes but the one is small. Write big letters>. I am going to show you a recipe. Let me show you a recipe.
329. S118: **Κυρία τι θα κάνουμε τώρα;** <what are we going to do it now Mrs?>
330. T: **Θα δείξω μια συνταγή** (*she shows to them a recipe on You tube*) <I'll show you a recipe>.
331. S119: **Το κάναμε κυρία** <we did it Mrs>.

332. T: **Το είδατε εκείνη τη μέρα, έτσι;** <you saw it the other day?> Shh. So, what I am going to make? I am going to make what?
333. S120: Chicken.
334. T: Chicken?
335. S121: Chicken fillet.
336. T: Souvlaki. Very good! So, what am I going to use to make our chicken souvlaki Claire? What are our ingredients?
337. Claire: Chicken.
338. T: Chicken, what else?
339. S122: Cucumber.
340. T: It wasn't cucumber. What did she use?
341. S123: zucchini
342. T: Very good! What else did she do?
343. S124: **Κυρία το έκανα!** <I'm done Mrs>.
344. T: Very good. What else did she use? I'm asking you. What else did she use?
345. S125: Lemon juice.
346. T: Lemon juice.
347. S126: Olive oil.
348. T: Olive oil and?
349. S127: Oregano.
350. T: Oregano and some garlic. So... she made a marinade. **Θυμάστε τι είναι το** <do you remember what is> marinade;
351. S128: **Μαρινάδα** <marinate>
352. T: Very good! For how long do we have to leave our chicken in the fridge?
353. S129: Thirty minutes.
354. T: Thirty minutes, listen Nicolas. So what else did she make to accompany chicken souvlaki? She made a?
355. S130: Tzatziki.
356. T: Tzatziki sauce, very good! What did she use to make the tzatziki sauce?
357. S131: **Γιαούρτι, σκόρδο** <yoghurt, garlic>.
358. T: Yogurt, gar?
359. S132: Garlic.

360. T: Garlic
361. S131: Cucumber.
362. T: Cucumber, very good!
363. S133: **Το σκόρδο;** <the garlic?>
364. T: Garlic. And what else?
365. S134: **Μαϊντανό** <parsley>.
366. T: And some parsley? No there was no parsley there. What else? Ok, so do you remember...how she...where did she, where did she make the chicken souvlaki?
367. S135: Fried.
368. S136: **Τηγανιτό** <fried>.
369. S137: No, smoked.
370. T: How did she make it? **Είπαμε το έκανε μαρινάδα. Μετά;** <we said she marinated it. Then?>
371. S138: Grilled.
372. T: So, she grilled it in a way! So,...do you remember what did she use for the souvlaki? Where did she put the souvlaki? On?
373. S139: On a stick.
374. T: On a stick, how does she call that stick? Ske... **Είναι ξυλάκια** <they are skewers>. So, she put the chicken on skewers. **Πέρασε τα σουβλάκια πάνω στο...Τony έλα σβήσε τον πίνακα** <she had put them on...Tony come and erase the board please>. So she... and she cooked it. How long did it take to cook the chicken?
375. S140: ...twenty.
376. T: No, it didn't take twenty minutes. How long did it take to?
377. S140: Ten minutes.
378. T: No, she said eight minutes and before she said as long as it takes. Now, tell me what else...did she...let's go to the yoghurt, so what did she do with all the ingredients she picked up for the tzatziki sauce? She? She? Claire! What did she do with the ingredients of the tzatziki sauce?
379. Claire: A dip.
380. T: **Ναι** <yes>, she made a dip, but what, how did she make that dip? She... added them all, where? In a?... **Παιδιά τι έκανε τα υλικά; Πώς τα έκανε τα υλικά για**

να κάνει το τζατζίκι; <Children what did she do with the ingredients? How did she do them to make tzatziki?>

381. S141: **Τα έβαλε μέσα στο** <she put them in the> mixer

382. T: And she took the cucumber and what else?

383. S141: The yoghurt.

384. T: The yoghurt and the....

385. S142: Garlic.

386. T: The garlic and the lemon and she mixed them all together very good. So was the tzatziki sauce ready?

387. S143: Yes.

388. T: Yes it was.

389. S144: What time is it?

390. T: What time is it? It's time for a break

391. Some students: Yes, yes! (*the lesson is over and students leave the class*).

Appendix 3: Fieldnotes sample

Nicoletta (2)

12/05/11

Geography

The teacher wondered why the 5 were so naughty the previous time. She cannot understand. Perhaps because they're video-recorded. She said that the student asked her whether video-recording would occur today. When ~~she~~ she said yes, they said "again???" So perhaps today they'll be better. We'll see. It's also a matter of timing. ~~It's~~ The lesson starts at 10.55 and the next one at around 12.00.

When they get in, another teacher come + wipe windows for 15 min in the lesson:

στη διάρκεια 5' που είναι να καθαρίζουν τα παράθυρα με το κάμερα. ερωτάει δείχνουν να μην γέμουν απίστευτα να ερωτάει να γέμουν από την φωνή του δάσκαλου

①

Appendix 4: Student Questionnaire (English translation)

I am interested to listen to your opinions regarding the lesson you do using the CLIL approach. Therefore it would be very important if you answered the following questions.

Thank you!

School

Age

Gender

1) Are you taught a subject using a different language? Which subject?

2) Do you like Geography / Home Economics?

3) Do you like Geography / Home Economics through CLIL? Why?

4) What do you like the most (Choose as many as you like):

- 1) That I use English and not Greek
- 2) That we don't use the book a lot
- 3) That we use a lot of pictures
- 4) That the lesson is different than the rest of our lessons
- 5) That I learn new words in English
- 6) Other.....

5) During these lessons does your teacher use Greek? Yes/ No

6) During these lessons your teacher (choose one of the following)

- 1) Uses English more than Greek
- 2) Uses Greek more than English
- 3) Does not use Greek
- 4) Does not use English
- 5) Uses both of the languages the same

7) Do you have any difficulties when your teacher uses English? Yes/ No Why?

8) Does she do anything to explain a new word or a new idea? Yes/ No

If yes what does she do? (Choose as many as you like):

- 1) She explains it using more words in English
- 2) She shows a picture
- 3) She makes gestures and body movements to describe it
- 4) She says it in Greek
- 5) Other.....

9) From the practices that your teacher uses to explain an English word, what do you find more helpful?

10) Do you use English during the lesson? Yes / No

11) When do you use English?

12) Is it difficult for you to use English? Yes / No

13) When do you use English (choose as many as you like):

- 1) When I want to answer to a teacher's question
- 2) When I want to answer a book's question
- 3) When I want to ask the teacher something
- 4) When I want to ask something from the teacher
- 5) When I am group working
- 6) Other.....

14) Do you have any difficulties using English? Yes/ No Why?

15) What would help you use English more during these lessons?

16) When you cannot say something in English what do you do? (Choose as many as you like)

- 1) I try to describe it in more words in English
- 2) I say something else
- 3) I try to explain it using gestures and body movements
- 4) I show a picture describing it
- 5) I say it in Greek
- 6) I ask a classmate
- 7) I don't say anything
- 8) Other.....

Appendix 5: Teacher interview script

1. Education background
2. Command of English
3. Teaching experience (how many years, what subjects, schools (city, rural etc)
4. CLIL teaching experience (what subjects)
5. CLIL training
6. Lesson preparation procedure (how do you decide on the material that will be used, what will be taught).
7. How do you decide on what will be taught in English and what in Greek?
Explain the choice
8. What is your emphasis while teaching the subject? (to learn the content in Greek? to use the language, to learn the content in English?)
9. Do you have any difficulties using English to teach?
10. Do you use Greek while teaching? Where and why?
11. Do your students have difficulties when using English?
12. Do your students use Greek during the lesson? Where and why?
13. What is your opinion on the use of the mother tongue in the CLIL classroom?
14. Do you use any other practices to achieve learning? (pictures, songs, gestures)
15. Do you think your teaching aims are achieved?

Appendix 6: Geography lesson plan

Πορεία Μαθήματος

1. Αφόρμηση

Τα παιδιά προσπαθούν να μαντέψουν για ποια χώρα θα μιλήσουμε, αφού ακούσουν/διαβάσουν τρεις προτάσεις-κλειδιά για τη χώρα αυτή.

2. Σύντομη χρήση του K-W-L πίνακα (Know →τι ξέρουν οι μαθητές για τον Καναδά, Want →τι θέλουν να μάθουν για τον Καναδά, Learnt → τι έχουν μάθει για τον Καναδά-αυτό γίνεται στο τέλος της ενότητας) υπό τύπο ιδεοθύελλας, για ανάκληση προηγούμενης γνώσης για το θέμα και προσανατολισμό των μαθητών στο τι θέλουν να μάθουν (εμπλοκή των μαθητών στη στοχοθεσία της ενότητας).

3. Παρουσίαση στόχων του μαθήματος.

4. Θέση του Καναδά

Οι μαθητές τοποθετούν τον Καναδά στον παγκόσμιο χάρτη και στην υδρόγειο σφαίρα. Ακολουθώντας, με τη βοήθεια του παγκόσμιου χάρτη και άτλαντα, της υδρόγειου σφαίρας, λέξεων και ενός language frame που τους δίνεται, εργάζονται ομαδικά για να φτιάξουν προτάσεις για το πού βρίσκεται ο Καναδάς.

5. Κλιματικές ζώνες

Δυο ερωτήσεις προς όλη την τάξη: α) Which parallel crosses Canada? β) Can you find the climatic zones of Canada?

6. Κλίματα του Καναδά

Παρουσιάζονται καρτέλες με τα ονόματα των κλιμάτων του Καναδά. Οι μαθητές βλέπουν τη θέση και τους παράλληλους που περνούν από τον Καναδά, το χάρτη κλιμάτων της Β. Αμερικής στον άτλαντα τους και αποφασίζουν τι κλίμα έχει κάθε περιοχή. Οι μαθητές συγκρίνουν τα κλίματα (με τη βοήθεια του language frame "The _____ climate is _____er than

warm

cold

the _____ climate" για να αξιολογηθεί κατά πόσον κατανοούν πως είναι το κάθε κλίμα.

Κύριο Θέμα	ΚΑΝΑΔΑΣ
Επιμέρους Θέμα	ΓΕΩΜΟΡΦΟΛΟΓΙΑ ΤΟΥ ΚΑΝΑΔΑ
Θεματικοί στόχοι	Οι μαθητές να είναι ικανοί: α) να προσδιορίζουν τη θέση του Καναδά σε σχέση με τον υπόλοιπο κόσμο και την Κύπρο, β) να γνωρίζουν γενικά στοιχεία για τον Καναδά (σημαία, εθνικό σύμβολο, πρωτεύουσα, έκταση, φυσικοί κίνδυνοι), γ) να γνωρίζουν τα κλίματα του Καναδά, δ) να χωρίζουν κάποια φυτά, ζώα και τοπία του Καναδά σύμφωνα με τις κλιματικές ζώνες, ε) να αναφέρουν τα σημαντικότερα προϊόντα του Καναδά στ) να εξηγούν τι μας δείχνουν οι γεωγραφικές συντεταγμένες ενός τόπου και να βρίσκουν πόλεις του Καναδά σύμφωνα με αυτές.
Γλωσσικοί στόχοι	Οι μαθητές να είναι ικανοί: α) να κατανοούν και να χρησιμοποιούν λειτουργικά λεξιλόγιο που έχει σχέση με τον Καναδά (wheat, maple, tundra, taiga, prairies, dairy, great lakes,), παράγοντας μικρές προτάσεις, β) να μιλούν για διάφορες τοποθεσίες, γ) να χρησιμοποιούν το has got για να πουν τι έχει ο Καναδάς (προϊόντα και τοπία), δ) να συγκρίνουν τα κλίματα του Καναδά χρησιμοποιώντας το συγκριτικό βαθμό (-er than).
Σύνδεση με άλλα μαθήματα του αναλυτικού	Σύνδεση με το μάθημα της Μουσικής (μέσα από τη διδασκαλία ενός τραγουδιού για τις γεωγραφικές συντεταγμένες) και το μάθημα της Οικιακής Οικονομίας (εκτέλεση συνταγής με maple syrup).
Προϋπάρχουσα Γνώση	Οι μαθητές γνωρίζουν βασικά ζώα και βλάστηση της Νοτίου Αμερικής, τραγούδι για τις γεωγραφικές συντεταγμένες, πώς να βρίσκουν ένα τόπο με βάση τις γεωγραφικές συντεταγμένες του.
Μέσα-Υλικά	Παρουσίαση στο Power Point, εικόνες φυτών και ζώων του Καναδά, καρτέλες με το καινούριο λεξιλόγιο, τραγούδι για τις γεωγραφικές συντεταγμένες, φυλλάδιο με κείμενο και εργασίες, άτλαντες, χάρτης Νοτίου Αμερικής και Παγκόσμιος Χάρτης.
Διάρκεια	40 λεπτά
Αξιολόγηση	Quiz στο Power Point, άσκηση αντιστοίχισης, συμπλήρωση προτάσεων, ερωτήσεις.

Appendix 7: Home Economics lesson plan

Class: 6th		Subject: HOME ECONOMICS <i>FISH</i>
Subject Goals:	Children should: <ul style="list-style-type: none"> • Be able to recognize some fish and shellfish – understand how the distinction between the two groups is made. • Be able to make tuna salad 	
Linguistic Goals:	Children should be able to: <ul style="list-style-type: none"> • Be able to name some fish and shellfish. • Be able to name at least one method of cooking (boiled, fried and oven-baked). • Follow the instructions of the recipe. • Follow the language of the classroom 	
Recycling Goals:	Children should: <ul style="list-style-type: none"> • Remember the names of the food groups (food pyramid) taught until now (language and subject goal) • Recognize products and be able to place them to the right food group (subject goal) • Revise the vocabulary used for vegetables. • Remember utensils vocabulary (recognize and name utensils) 	
Materials and Equipment:	Food pyramid, pictures of food, world map, pictures of Eskimos during their daily life, laminated pictures of fish, kids' fishing rod, plastic bowl, cards with names, utensils and ingredients used for the recipe, handout for recipe, handout for survey, cd-player or video projector and laptop, handout for song	
Procedures:	<ol style="list-style-type: none"> 1. Pictures of Eskimos: what can you see? Do you know anything about these people? (they live in the Arctic zone – Alaska, Canada, Russia, Finland - they feed themselves with fish and seal and whale meat).Emphasise the importance of fish in their lives. 2. Explain how fish is important in people's lives and that's why it is evident in culture, e.g. songs. Do they know songs about fish and fishing? (greek songs) Introduce them to an Irish song (Cockles and mussels) 3. Where do we get fish from? (river, sea, fish farms). (Cyprus is an island and also has fish farms). I give to each group pictures of places for fishing and they have to decide which is which (fishing in a river/ sea/ fish farm) and they write it down. 4. <i>Would you like to go for fishing?</i> I present them with a bowl with laminated fish pictures. With a 	<p>L1&L2</p> <p>L2</p> <p>L1&L2</p> <p>L1&L2</p>

	<p>fishing rod they try to get the fish and then they have to guess its name in Greek and in English. Target fish vocab: tuna, red mullet (barbouni), sea bream (tsipoura), picarel (marida), Target shellfish vocab: shrimp, lobster, octopus, squid.</p>	
5.	<p>I mention the word and show it on the board (only the word). When they finish fishing I ask them to match the words on the board with the right pictures. We play a game so that they can learn the words; they say the words according to the face I show to them (smiling, whispering, shouting, angrily).</p>	L2
6.	<p>I explain to them that not all of these are called fish. They are divided into two groups: <i>fish and shellfish</i>. They arrange the pictures into the two groups and discuss how the distinction is made (i.e. how we distinguish the two categories). They complete the exercise in their books (p.57).</p>	L1&L2
7.	<p>They are asked to separate the pictures into the several food groups we have been studying (nuts, dairy products, vegetables, fruit, eggs, meat, grains). Pictures are placed to the right food group on the wall food pyramid.</p>	L2 &L1
8.	<p>They notice that meat, poultry, nuts, eggs and fish belong to the same group. Why? What do they give us? PROTEINS <i>What are proteins for?</i> We revise/emphasize the importance of proteins:</p> <p>Πρωτεΐνες – λέξη που προέρχεται από τα ελληνικά και σημαίνει «πρωτίστης σημασίας». Είναι απαραίτητες στον οργανισμό μας διότι εάν αφαιρέσουμε από τον οργανισμό μας το νερό, τα ¾ αυτού που θα μείνει είναι πρωτεΐνη. Όταν τρώμε αυγά, ξηρούς καρπούς, κρέας, ψάρι, κοτόπουλο τότε οι πρωτεΐνες που υπάρχουν σ'αυτά βοηθούν στη δημιουργία μυών και των διαφόρων οργάνων.</p>	L2
9.	<p>Kids will be asked to say if fish provides us with anything else apart from proteins. <i>Fish give us:</i></p> <ul style="list-style-type: none"> - PROTEINS: <i>which help us grow.</i> - VITAMINS A,B,D & SALTS: <i>for protection (better skin, stronger bones, stronger eyes)</i> - FATS: <i>Omega-3 Fatty Acids (emphasise)</i> 	L1&L2

	(κάνουν το αίμα να κυλά ευκολότερα κι έτσι μειώνουν τις πιθανότητες για καρδιοπάθειες).	
	10. <i>We can cook fish in different ways. Do you know how? The children are encouraged to remember the vocabulary which was learnt in a previous unit (eggs) Fried, boiled, oven-baked</i> <i>The teacher can show utensils or pictures to help students remember. E.g the oven for oven baked, the frying pan for fried and a pan with water for boiled. They find out the words through a game: they guess the letters of the word until they find it.</i>	L2
	11. We can also buy things in different forms. I present them with some real items to see in what forms the fish can be found: <i>fresh, canned, frozen, smoked</i> . They have to place the right word in front of the right item.	L1/L2
	12. <i>Today we are going to use some canned tuna and some vegetables. What do you think we are going to cook? They try to guess. Show them a picture.</i>	L2
	13. <i>What vegetables do you think we are going to use? They try to find out the words and various vegetables mentioned are accepted so as the children can use the vocabulary they know.</i>	L2
	14. Different ingredients are placed on the table and kids have to name them and choose the right ones for the tuna salad. They place in front of them the right name card.	L2
	15. <i>Utensils:</i> they have to choose and go to their places.	L2
	16. <i>How are we going to work?</i> A handout with the procedure is given to them. However some words are missing and kids have to find out and write the right one.	L2
	17. The little chefs in action...	
Evaluation / Review	Summary discussion: What have we learnt today?	L1
Concluding Activity	The pupils clean up the kitchen and they listen to “cockles and mussels” song and sing along...	L2
Homework	Find some information for Omega-3 Fatty Acids and talk	

	to us next time we meet. It’s going to be a survey homework.	
Contingency Plan	Make a survey of how many children include fish in their weekly nutrition in each class. Based on the results the students will be asked to make a graph and come to some conclusions... (a handout will be provided for the survey and the children are invited to carry it out during break times)	

Appendix 8: Great lakes of Canada

Listen to the text and complete using the following words:

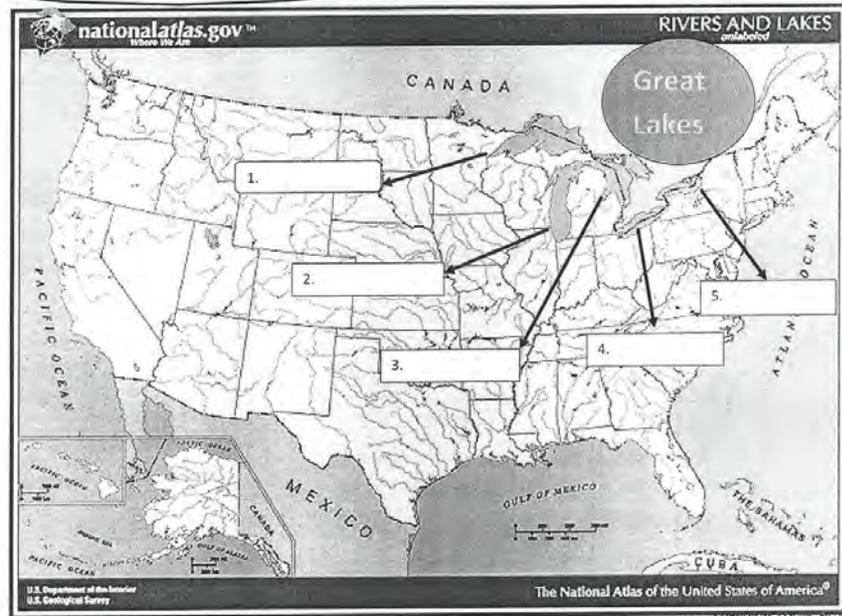
Ontario, Huron, Superior, Erie, Michigan

Name: _____

Surname: _____

Class: _____

Date: _____



Appendix 9: Canada handout

Learning about Canada

Canada

Canada is a very big country. It is about 1000 times bigger than Cyprus. Canada is a bilingual (two languages) society. In some parts of Canada, people speak English, but in some other parts of Canada people speak French. Quebec is a part of Canada where people speak French.

Maple trees

Canada has many maple trees (πλατάνια). Canadians say that the maple tree is the king of their forests. There are about 10 types of maple trees in Canada. People use this tree for its wood and to make sweets, syrup, butter and marmalade.

Capital and national symbol

The capital of Canada is about 45 degrees N, 75 degrees W. It starts with an O.

The maple leaf is the national symbol of Canada. It is used to decorate their queen's crown. They also have it on their flag. Their flag is red and white. The left and right part of the flag is red. The part between them is white, with a red maple leaf in the centre.

Very hungry beetles (σκαθάρια)

Did you think that fire is the biggest problem for Canadian forests? If you did, you are wrong. A very small insect, the pine beetle, can kill thousands of trees in a short time. About 11 million trees have died until now. In the year 2013, 80% of Canadian pines will be dead. The climate on Earth is getting warmer. This helps beetles live longer and kill more trees.



Activities

1. Write T for true and F for false.

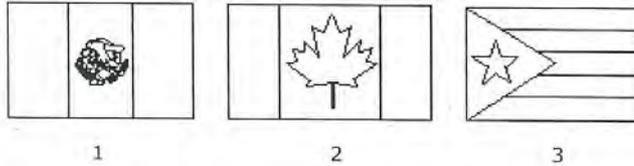
- a. Canada is about 1000 times bigger than Cyprus.
- b. Canada hasn't got a queen.
- c. Canadians use the maple tree to make sweets.
- d. Fire is the biggest danger for Canadian forests.

You	Text
_____	_____
_____	_____
_____	_____
_____	_____

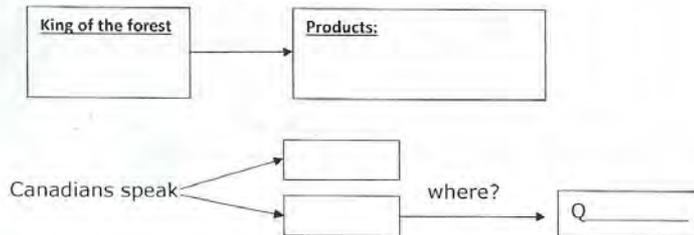
2. Which is the capital of Canada? Can you find it on the map?

The capital of Canada is _____.

3. Can you find the Canadian flag and colour it?



4. Complete the diagram



Appendix 10: Multicultural Canadian society handout

Put the words in the balloon in the right order to make sentences.

C



Appendix 11: Industrial development of Canada

Canada- Industrial Development

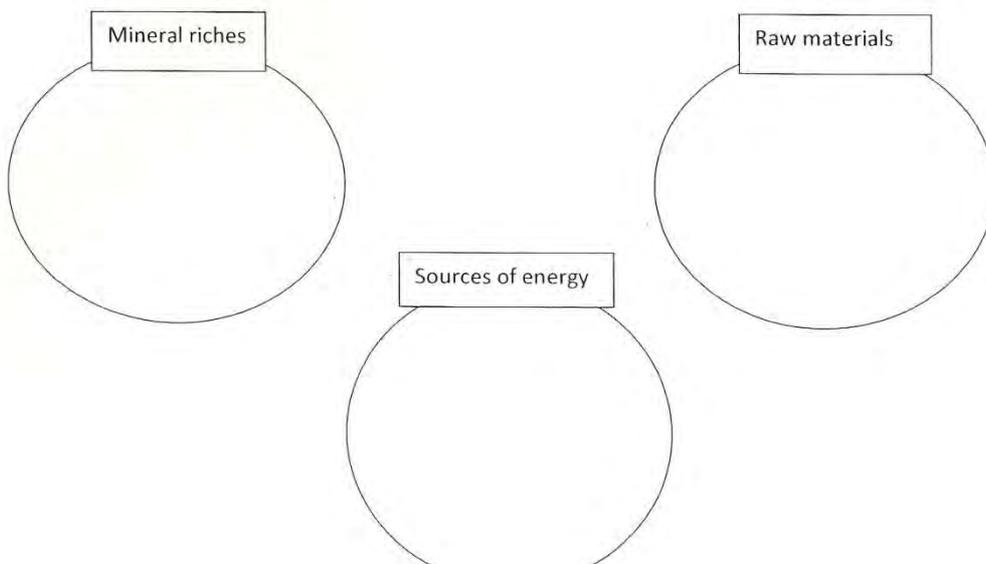
Canada has a high industrial development. It has many r_____ m_____, m_____ r_____ and s_____ of e_____.

1. Match the term with its meaning.

Raw materials	Anything that can be used to generate (produce) energy
Mineral riches	Natural products that can be used to make other more complex products
Sources of energy	They are usually found in the ground and they are inorganic.

2. Now put the following words in the correct circle.

Hydropower, amianthus, oil, timber (ξύλεια), natural gas, nickel, aluminium, coal, zinc (ψευδάργυρος)



Appendix 12: Australia handout

Learning about Australia

Australia

Australia is the biggest island in the world. It is about 800 times bigger than Cyprus. Australia was discovered (ανακαλύφτηκε) about 300 years ago by the Europeans, but other people (Aborigines) lived there for 45 000 years.



Wattle trees

Australia has many wattles (acacia). You can find wattles all over Australia. There are about 760 types of wattles in Australia. Aborigines used this tree to make sweets, flour (αλεύρι), and medicine. They also used the wood to make boomerangs. Aussies (people of Australia today) use the wattle seed (σπόρος) in their cooking too.

Capital and national symbols

The capital of Australia is about 35 degrees S, 149 degrees E. It starts with a C.

The golden wattle is the national symbol of Australia. The first day of spring in Australia is National Wattle Day. On this day, Aussies plant (φυτεύουν) wattles and other trees. They also wear the wattle blossom (άνθος) and have picnics under the wattle trees.



The Australian flag has a small English flag on its top left corner. The rest of the flag is blue with 6 small white stars on it.

Australia's biggest danger

Fires are a very big danger to Australia. Many houses are destroyed and many people die in these fires. Fires in Australia get big very quickly because of the drought (ανομβρία) and the dry grasses in Australia, but also because of the many eucalyptus trees. The fire burns the eucalyptus oil and this makes bigger fires.

Activities

1. Write T for true and F for false.

- a. Australia is about 100 times bigger than Cyprus.
- b. There are 760 types of wattle in Australia.
- c. Australian people are called Aussies.
- d. Drought (ανομβρία) is the biggest danger for Australia.

You	Text

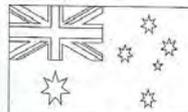
2. Which is the capital of Australia? Can you find it on the map?

The capital of Australia is _____.

3. Can you find the Australian flag and colour it?



1

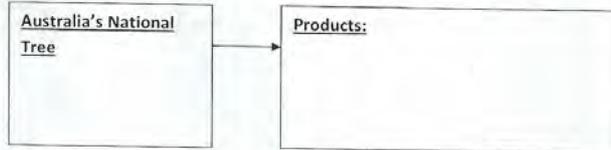


2



3

4. Complete the diagram



5. Choose the right answer

National Wattle Day is on the

1st of March

1st of September

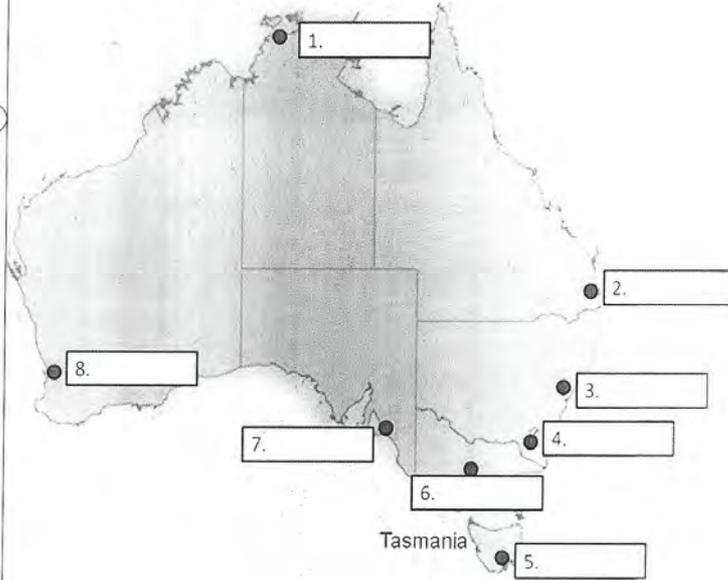
Appendix 13: Australia homework

Listen and complete with the names of the following Australian cities:

Brisbane	Melbourne
Adelaide	Sydney
Canberra	Darwin
Perth	Hobart

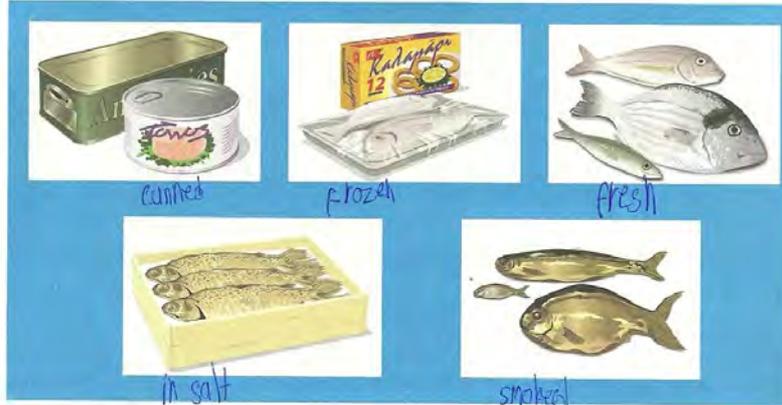
Name: _____
Surname: _____
Date: _____
Class: _____

Major cities in Australia



Appendix 14: Home Economics book activity

1. Στην αγορά μπορείς να βρεις τα ψάρια σε διάφορες μορφές. Μελέτησε τις εικόνες με την ομάδα σου και σημείωσε τις μορφές με τις οποίες βρίσκουμε τα ψάρια στην αγορά. (κονσερβοποιημένα, κατεψυγμένα, φρέσκα, παστά-αλατισμένα, καπνιστά)



2. Σε ποια ομάδα τροφών βρίσκονται τα ψάρια; Τι κοινό έχουν αυτές οι τροφές;

Appendix 15: Parents’ consent forms (English translation)

Dear parents / guardians,

My name is Artemis Kkouti and I am a EdD candidate at the University of Birmingham, UK. I am communicating with you today to inform you of a research project that will take place in your child’s classroom regarding the CLIL approach in which your child is already participating and ask for your permission. The CLIL (Content and language Integrated Learning) is an approach that aims to teach a foreign language (English) together with the teaching of another content subject such as Geography, Home Economics etc.

The project concerns the use of two languages (Greek and English) within the framework of these lessons and the educational objectives each one of them fulfills. For this reason I will be filming 8 forty-minute Geogrpahy lessons and 4 eighty-minute Home Economics lessons during which English is used.

Once video recordings are finished, students will be asked to answer an anonymous questionnaire on their views on the issues under examination. Please note that there will be no assessment of students’ performance in those lessons.

I assure you that the data collected will not be used for any purpose other than research while complete anonymity and confidentiality as regards the views expressed are ensured. Your consent for your child's participation in this research project is very important.

For any queries please contact me on [REDACTED]

Thank you in advance

Artemis Kouti

.....

I **accept / do not accept** my child to participate in the above research project.
I **accept/ do not accept** the use of data for academic purposes (i.e. conferences, journal articles)

Name of student:.....

Signature of parent / guardian:

Appendix 16: Teachers’ consent forms (English translation)

To teachers,

I would like to ask for your written consent to conduct research in the lessons you teach using the CLIL approach. As you have already been informed there will be videorecordings of such lessons (8 forty-minute Geography lessons and 4 eighty-minute Home Economics lessons).

The aim of this research is to examine the use of English and Greek during these lessons and not to assess the performance of students or teachers. I would also like to ask for your consent to conduct an interview lasting about thirty minutes at a time you will indicate.

I assure you that any data collected will be used solely for research purposes while anonymity and confidentiality regarding the names or other personal information and views expressed are also ensured.

The research results will be available upon completion of data analysis.

For any queries please contact me on [REDACTED]

Thank you in advance for your cooperation

Artemis Kouti

I accept / do not accept to participate in the above research project.

I accept/ do not accept the use of data for academic purposes (i.e. conferences, journal articles)

Name :.....

Signature:

Appendix 17: Permission to conduct research by Ministry of Education and Culture, Cyprus



ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ
ΥΠΟΥΡΓΕΙΟ
ΠΑΙΔΕΙΑΣ ΚΑΙ ΠΟΛΙΤΙΣΜΟΥ

Αρ. Φακ.: 7.19.46.6/29
Αρ. Τηλ.: 22800661
Αρ. Φαξ: 22428277
E-mail: dde@moe.gov.cy

ΔΙΕΥΘΥΝΣΗ
ΔΗΜΟΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

30 Μαρτίου, 2011

Κυρία
Αρτέμιδα Κκουτή
Νίκου Ευαγόρου 10, Διαμ. 301
2221 Λατσιά

Θέμα: Άδεια για διεξαγωγή έρευνας με εκπαιδευτικούς και μαθητές δύο δημοτικών σχολείων των επαρχιών Λευκωσίας και Λεμεσού

Αγαπητή κυρία Κκουτή,

Έχω οδηγίες να αναφερθώ στη σχετική με το πιο πάνω θέμα αίτησή σας προς το Κέντρο Εκπαιδευτικής Έρευνας και Αξιολόγησης, που υποβλήθηκε στις 11 Μαρτίου 2011, και να σας πληροφορήσω ότι εγκρίνεται το αίτημά σας για διεξαγωγή έρευνας με εκπαιδευτικούς και μαθητές των δύο δημοτικών σχολείων των επαρχιών Λευκωσίας και Λεμεσού που αναφέρονται στην αίτησή σας, με θέμα «*Διγλωσσία και πολύτροποι μέθοδοι διδασκαλίας στα μαθήματα Γεωγραφίας και Οικοκυρικών στο πλαίσιο της προσέγγισης CLIL σε δύο δημοτικά σχολεία στην Κύπρο*», την παρούσα σχολική χρονιά 2010-2011. Η απάντηση του Κέντρου Εκπαιδευτικής Έρευνας και Αξιολόγησης σας αποστέλλεται συνημμένα για δική σας ενημέρωση.

2. Νοείται, βέβαια, ότι πρέπει να εξασφαλιστεί η άδεια των διευθυντών/διευθυντριών των σχολείων, εκ των προτέρων, ώστε να ληφθούν όλα τα απαραίτητα μέτρα για να μην επηρεαστεί η ομαλή λειτουργία τους. Η έρευνα θα πρέπει να διεξαχθεί με ιδιαίτερα προσεγμένο τρόπο, ώστε να μη θίγεται το έργο των εκπαιδευτικών, το σχολικό περιβάλλον ή οι οικογένειες των μαθητών και όλες οι δραστηριότητες που θα αναπτυχθούν πρέπει να εμπíπτουν μέσα στο πλαίσιο που καθορίζεται από το Αναλυτικό Πρόγραμμα. Οι εκπαιδευτικοί πρέπει να λάβουν μέρος στην έρευνα στο μη διδακτικό τους χρόνο. Η έρευνα θα διεξαχθεί νοουμένου ότι η απώλεια του διδακτικού χρόνου των μαθητών θα περιοριστεί στον ελάχιστο δυνατό βαθμό, ενώ για τη βιντεογράφιση και τη συμμετοχή τους χρειάζεται η **γραπτή** συγκατάθεση των γονιών τους. Οι γονείς πρέπει να γνωρίζουν όλες τις σχετικές λεπτομέρειες για τη διεξαγωγή της έρευνας, καθώς και τα στάδια μέσα από τα οποία θα εξελιχθεί. Σημειώνεται, επίσης, ότι τα πορίσματά σας κρίνεται απαραίτητο να είναι ανώνυμα και οι πληροφορίες που θα συλλέξετε να τηρηθούν απόλυτα εμπιστευτικές και αποκλειστικά και μόνο για το σκοπό της έρευνας.

3. Η παρούσα έγκριση παραχωρείται με την προϋπόθεση ότι τα πορίσματα της εργασίας, θα κοινοποιηθούν μόλις αυτή ολοκληρωθεί, στη Διεύθυνση Δημοτικής Εκπαίδευσης για σχετική μελέτη και κατάλληλη αξιοποίηση.

Με εκτίμηση,


(Ελπιδοφόρος Νεοκλέους)
για Γενική Διευθύντρια

Appendix 18: Transcription conventions

T	Teacher
S1, S2 etc	Unknown Students
35	numbered turns
<i>(Italics)</i>	stage information, background actions
<landscape>	translation from Greek
Bold	Greek words
...	pause
. , ? !	suggesting intonation
CAPS	reading aloud
(***)	inaudible
[...]	transcription omitted

Appendix 19: Example of analysed transcript

61. T: We didn't say this. This is the Arctic Ocean and it's here (*she shows it on the map*) ok? On the north. Ok. I want you to open your world atlases...on page fifty three (*she shows the page, map of Canada appears on the slide*). Fifty two and fifty three please. Ok? Quiet please! Now, again in your groups, I want you to look at the map of North American and the part where Canada is...and tell me which parallel crosses Canada (*she shows on the page the part and she moves her hand for the word "crosses"*). Look at me, look at me please! Come on George. Eyes on me! Which parallel crosses Canada (*she moves her hand again for the word "crosses"*)? What is a parallel? In Greek? Parallel?

62. S11: Παράλληλος <parallel>

English to Greek + Greek term confirming

63. T: Παράλληλος <parallel>. Do you remember the five parallels? (*she shows her five fingers*). Here they are (*she shows them on the map*). All together!

64. Class: ARCTIC CIRCLE, TROPIC OF CANCER, EQUATOR, TROPIC OF CAPRICORN, ANTARCTIC CIRCLE.

65. T: The parallel that crosses Canada. Quickly, is very easy. A famous one! (*she goes to the groups*). Did you find it? (*students say something to her*). Yes! Are you ready?

66. Class: Yes! (*they raise hands*)

67. T: Helen

68. Helen: The Arctic circle

69. T: Bravo! The Arctic Circle. Look at the Arctic Circle. It goes to Canada (*she shows it on the map*). Look at the Arctic Circle here, you see? This is the Arctic Circle. And on this map, this is the Arctic Circle (*she shows it on the map*). Now, can you tell me the climatic zones of Canada? We know the parallel that crosses Canada, so... which are the climatic zones? Arctic Circle, North pole (*she shows the Arctic Circle and she writes "North pole" on the board*). North Pole. So which climatic zone is this? (*she shows it on the map*) Waiting!!!... Climatic zones. Let's remember the climatic zones. Three climatic zones. Number one (*she shows her finger*).

70. S12: Polar zone.

71. T: Polar zone. Number two (*she shows her two fingers*)... Polar zone.

72. S14: Tropical zone

73. T: Tropical zone. Μπορείτε να το πείτε στα Ελληνικά, αν το θυμάστε <you may say them in Greek if you remember them>

could pronunciation of remember

74. S15: Temperate zone.

75. T: And the temperate zone. Polar zone, temperate zone, tropical zone (*she says one by one and she shows a finger at each zone*). In Greek?

76. Class & T: Πολική <polar>

77. Class: Τροπική, Εόκρατη <tropical, temperate>

78. T: Πολική <polar>

confirm