Classroom code-switching in a Vanuatu secondary school: Conflict between policy and practice

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Abstract

This study investigates the way both English and Bislama, a dialect of Melanesian Pidgin, are used in an English-medium secondary school geography class in Vanuatu. Recordings are made of one group’s task discussion during two lessons and one homework session, and the transcripts are subsequently used as the basis for interviews with the participants and their teacher. In addition, attitudes towards the two different languages are ascertained using both a questionnaire and a matched guise test. The recorded discussions indicate that code-switching is carried out not only to overcome difficulties in using the official classroom language, but to achieve a wide range of discourse functions. However, interviews and questionnaires reveal that negative feelings are engendered by the alternation between languages, since students’ use of Bislama is regarded as a failure to use English, rather than as a natural bilingual strategy.

Although code-switching is shown to contribute to meaningful and productive academic discussion, a strict school policy bans the use of Bislama. Effective discussions therefore tend to take place away from the teacher, necessitating a distinction between language of instruction and language of learning. While English is undoubtedly the main language heard publicly in the classroom, it is not the language in which the majority of learning takes place. Concerns are therefore raised about the school policy, since they may replace an environment in which genuine learning occurs with a theatrical routine of chorus responses or, worse still, silence.
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1. Introduction

School policies in Vanuatu often ban the use of any languages other than the official medium of instruction, English or French. However, code-switching between the official language and other languages is common and, in academic discussions, is particularly prominent during student-student interactions. In classes of mixed language background, the dominant unofficial language tends to be Bislama, the national dialect of Melanesian Pidgin. There is therefore a conflict between policy and practice, which not only engenders negative feelings towards students’ language practices, but may also affect the way learning takes place. This study investigates this phenomenon of student code-switching between English and Bislama in one secondary school geography class, examining the way the school language policy is negotiated through students’ academic practices.

Education policy and planning is of great importance in Vanuatu and the Pacific region at this time (see, for example, Sanga, Niroa, Matai & Crowl 2004; Puamau & Teasdale 2005), with language-in-education issues central to many debates. English is deemed to be an essential skill for students progressing through to further studies and beyond, and yet education must still remain relevant to the local needs of the population. It is essential that change and development are informed by systematic research and investigation, including the detailed analysis of what actually happens within the region’s classrooms. This case study aims to contribute to such a body of research, drawing on findings from studies in a range of classroom contexts worldwide, in order to relate the practices observed in Vanuatu to those elsewhere.

Some theoretical background is first given, detailing language-in-education issues faced in post-colonial contexts, together with a review of classroom code-switching research. Contextual information is then provided about the linguistic and educational background of Vanuatu, before the details of this particular school study are set out. The data section combines analysis of recorded academic task discussions and interviews with questionnaires and a matched guise test designed to elicit attitudes towards language use. In this way, the study examines classroom practices within the ideological context in which they occur.

Based on this multi-layered analysis, it is shown that language choice is a more complex issue than is sometimes assumed. The recorded data provides evidence that code-switching is carried out not only to fill gaps when English levels are weak, as reported by participants, but to accomplish a diverse range of discourse functions. An alternative analysis is presented, suggesting that students are making use of the resources of bilingualism, taking advantage of the ability to switch between languages, rather than being unable to cope with the demands of the classroom. Crucially, these productive patterns of interaction are only able to take place away from the teacher, in order to avoid punishment, and thus learning is restricted by the policy. It is concluded that, although the language of instruction in Vanuatu’s classrooms is English, this is not the language in which the majority of genuine learning takes place, and policymakers must therefore be careful when dealing with issues of language choice.
2. Theoretical background

2.1 Language-in-education issues in postcolonial nations

Postcolonial nations have often retained the use of their former rulers’ languages in official domains such as government, the media and education. Monolingual systems were set up by the colonial powers out of the beliefs that each nation could only be run in one language, that monolingualism was the norm, and that there were no realistic alternatives in the multitude of languages often spoken by the indigenous people. Having had geographical borders drawn by these colonial powers, newly independent nations that are often multilingual, multicultural and multiethnic may face insurmountable tasks if they want to change the systems they have inherited. Economic, political and practical constraints have made it easier to maintain these policies, post-independence, than to make changes (Ferguson 2006; Williams & Cooke 2002).

Even if it were feasible to change the way languages are used in official domains, the inherited policies are bound within complex ideologies about language. Such ideologies are embedded in the social and political contexts in which they operate, and are constantly reproduced through institutional and everyday practices, resulting in normalization, “a hegemonic pattern in which the ideological claims are perceived as ‘normal’ ways of thinking and acting” (Blommaert 1999:10-11). The increase of globalisation has “buttressed the status of English” in Anglophone former colonies (Williams et al 2002:301) and the advantages associated with English have often led to the pro-English ideologies of the former powers being maintained by rulers of the new nations, albeit for different reasons. In the current global climate, a good command of English is essential for both individuals and nations with any hope of gaining access to development and progress. However, the concept of English as a gateway to progress has led to the hierarchical positioning of English above all other languages, and the tendency to place local and global practices at opposite ends of a scale in mutually exclusive positions.

Students in post-colonial nations therefore tend to face the daunting experience of education conducted through the medium of a language they do not speak at home. The use of an L2 medium places an extra burden on comprehension and communication skills, and leads to divisions between those that can cope with the linguistic demands and those that cannot. Barriers are also created between home and school, and parents and communities become excluded from the educational process. As teaching tends to be heavily influenced by European curricula and imported textbooks, children have no opportunity to build on prior knowledge gained from home life, so ‘successful’ students become more and more acculturated towards the Western ways of doing things, rather than developing the skills needed to participate in communities (Lotherington 1996).

All such classrooms are essentially bilingual or multilingual, in the sense that the students and teachers have to contend with the classroom language and at least one other language already in their linguistic repertoires. While bilingual education programmes sometimes aim to build new linguistic experiences on top of existing ones, thus promoting additive bilingualism, the complexities of postcolonial contexts tend to lead to subtractive bilingualism within the school environment, the replacement of the home language(s) by the school language (Cummins 1979). This occurs either through a transitional programme that makes use of the L1 only until the L2 can take over, or a submersion programme in which students are simply expected to survive in the L2 from the outset (Baker 2001; Mangubhai
Since the school language is often not the primary language outside class, students lead a bilingual, bicultural existence, having to move between the norms of home and school in order to survive in both domains. Success rests, to a certain extent, on the ability of the education system to help students ‘shift cognitively as well as culturally from one world view to another’ ( Cleghorn & Rollnick 2002:354).

However, Leung draws attention to the need to know exactly how languages are used inside classrooms, before commenting on the success or failure of bilingual programmes. He states,

A key point to bear in mind is that, irrespective of the concerns of the moment, be it social integration, nation building, language and curriculum learning or language revival, the claims for or against bilingual education of any form ring hollow when there is not a clear sense of what happens inside the classroom (2005:239).

While it is easy to discover which languages are used for different subjects or sections of the timetable, it is not so easy to determine exactly how these languages are used, or what bilingual practices take place within the general framework. Macro description of broad patterns of language use must be complemented by micro analyses of classroom interaction.

2.2 Classroom code-switching literature review

The practice of code-switching, defined as the “alternate use of two or more languages, varieties of a language, or even speech styles” (Hymes 1977:103), is a widely-observable phenomenon that occurs in L2 medium classrooms. As noted by Heller and Pfaff, code-switching may have initially drawn attention from sociolinguists because “it violated notions of internally coherent, homogeneous linguistic systems” (1996:594), and the same observation can be applied to classroom communication. The different languages within a bilingual student’s repertoire cannot be assigned discrete functions during classroom discourse, and complex patterns of interaction are evident.

Code-switching research has often concentrated on motivations for such linguistic alternation, ascertaining, for example, whether switches are caused by factors such as a change in topic or participants, or by factors such as a speaker’s intentions or reactions to an interlocutor. Auer (1984) differentiates between discourse-related switching, relating to a shift in meaning internal to the discourse, and participant-related switching, relating to the competencies or preferences of participants. Following Gumperz (1982), Auer (1995) focuses on the notion of code-switching as a contextualisation cue, such that there is no referential meaning associated with switching, per se, but an inferential, context-dependent meaning of each particular instance of switching. Determining this meaning relies, according to Auer (1995), on the sequential analysis of turns of speaking, taking into account previous and subsequent utterances.

As noted by Martin (1996), many early classroom studies focused primarily on the way teachers switch into the students’ dominant language to facilitate learning, thereby suggesting that classroom code-switching is mainly participant-related. Episodes recorded show teachers alternating between the classroom and home languages in order to enhance understanding or relate topics to experiences outside class, thus accommodating the needs of their students. However, with a more recent focus on code-switching as carried out by both students and teachers, it is now acknowledged that discourse-related and participant-related switching are
both evident in classrooms and that it is hard to separate the two entirely (Liebscher & Dailey-O’Cain 2005; Unamuno 2008).

Code-switching has been examined in a variety of contexts as a tool for such activities as negotiating lesson content, encouraging participation, giving praise and enforcing discipline (such as Arthur 1996, Botswana; Camilleri 1996, Malta; Martin 2005, Malaysia; Tsiplakou & Georgi in press, Cyprus), but it is clear that there are more subtle uses of language alternation. Code-switching has also been referred to by Lin as a “response to the symbolic domination of English in Hong Kong” (1996:49), by Canagarajah as a way for teachers and students to “negotiate dominant ideologies, while at the same time affirming their own desired identities and values” (2001:195), and by Camilleri “as a means of constructing specific professional identities: using enough English to appear ‘educated’ but, at the same time, espousing a Maltese identity” (1996:85). Such insights reflect a move towards critical approaches that combine analysis of micro-level classroom data with examination of macro-level policies, drawing links between local discourse practices and wider linguistic ideologies (Kumaravadivelu 1999; Martin-Jones 2007).

Some studies have focused on classrooms in which code-switching is considered a positive tool. Butzkamm, for example, describes the mother tongue as a natural resource that aids communication and fluency of expression, a “necessary conversational lubricant” in L2 medium content lessons (1998:95). Similarly, Liebscher et al consider code-switching as a “resource for effective bilingual communication” (2005:235), in which additive bilingualism is valued. When code-switching is allowed, students are able to make use of their bilingual competencies in class as they would outside, conceptualising the classroom as a “bilingual space” (ibid:235). Further support for this approach is given by Reyes (2004), investigating the English/Spanish code-switching practices of pairs of native Spanish-speaking children, in and outside academic classes. They conclude that greater bilingual competency leads to an increase, rather than a decrease, in code-switching, suggesting that children meet their communicative needs effectively by drawing on the resources of their different languages. Rather than treating code-switching as a sign of deficiency in the L2, this study suggests that teachers should acknowledge children’s dual language competencies and the strategies they can employ.

In the South Pacific region, many studies have been published on language-in-education policy and planning (such as Baldauf & Luke 1990; Lotherington 1996; Mangubhai 2002), which raise many problematic issues arising from the use of English (or French) as the medium of instruction, but which suggest few realistic alternatives beyond the first few years of primary school. Tamata (1996) has carried out one of the few studies into classroom code-switching in the region, summarising its use in Fiji’s secondary schools, but not reporting on interpretive analysis of specific episodes of classroom data. Siegel (1996, 1997) has conducted the most in-depth research into the use of Melanesian Pidgin in education but, again, has not specifically examined the interaction between English and Melanesian Pidgin in the classroom. Classroom code-switching is therefore a relatively unexplored phenomenon in the South Pacific.
Vanuatu is a linguistically diverse nation in which approximately 106 different indigenous languages are spoken. According to the 1989 national census, over ninety percent of the population speak Bislama, a dialect of English-based Melanesian Pidgin, usually in addition to one or more of the indigenous languages. From 1906 to 1980, the country was ruled jointly by Britain and France as the New Hebrides, with the result that both English and French are also still widely used. In Article 3.1 of the Vanuatu constitution, Bislama is recognised as the national language, English, French and Bislama share equal status as official languages, and English and French are the principal languages of education (Lynch 1996).

Since independence, a dual education system has been retained, with the effect that approximately two thirds of students attend Anglophone schools, and the remaining third attend Francophone schools (Obed 2004). Within these two systems, official policy states that English or French is the sole medium of instruction, while the other European language is taught as a foreign language in later years. Guidelines for school principals state that “local languages should be used only at the week-ends or out of school hours” and “although Bislama is an official national language, it is not a language of instruction [and] where possible it should not be used when either English or French is appropriate” (Vanuatu Ministry of Education 1998:43). Bislama takes on the function of a lingua franca among the diverse mix of students at secondary schools, and yet it is often banned from school campuses. Government policy to use only English or French as the medium of instruction has been applied to the exclusion of all other languages, and many schools punish students for the use of Bislama (Lynch 1996).

Bislama is particularly controversial in the language-in-education debate due to the apparent conflict between its high constitutional status and its nature as a pidgin. Pidgins and creoles are often subject to negative attitudes, particularly where spoken alongside the standard languages with which they share a lexical base. Lynch (1996) and Siegel (1996, 1997) discuss and refute the typical arguments that are put forward against the use of Melanesian Pidgin in schools, but it seems that attitudes towards the language pose the biggest obstacles to any change in policy. Crowley (1996) notes that secondary school teachers seem to recognise the value of Bislama as a national symbol, but do not support its use in formal education.

Currently, plans are underway to overhaul the nation’s education system in recognition of the fact that maintaining two separate programmes in different languages is inefficient, and due to the realisation that schools rarely achieve the goal set out in the ministry documents: “If students leave school without competency in English and French then we have wasted our time” (Vanuatu Ministry of Education 1998:43 – my emphasis). Debates about how to achieve bilingualism in English and French ignore the fact that the majority of Vanuatu’s citizens are already bilingual, if not multilingual, with English and French learnt in addition to other languages. The drive for ‘bilingualism’ in two foreign languages pushes Bislama and vernaculars further out of the minds of policymakers and educationalists, masking the pedagogical issues being tackled by other multilingual postcolonial states, such as how to provide effective education through the medium of a language that is not spoken at home. It therefore seems that it is convenient to try and keep Bislama and vernaculars out of the classroom, and treat code-switching as a failure to comply with policy.

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1 Personal communication with language advisers at the Ministry of Education.
There is thus a clash between competing ideologies in Vanuatu’s education system. Those who now hold positions of power in the country are the products of a successful education in British and French institutions, and they tend to reproduce and sustain the colonial ideologies that European languages are best for education. In addition, it is clear that school-leavers who speak English or French have the best opportunities in the increasingly-competitive job market, while Western media and entertainment serve to reinforce the benefits of access to the international world. At the same time, however, lingering Anglo-French tensions have led to Bislama taking on a prominent role as a national unifier, providing a politically neutral lingua franca for the educated elite as much as for the rest of the population. Finally, this struggle between European languages and Bislama is set within a country that is experiencing an increasing recognition of indigenous culture and rights (see, for example, Vanuatu Indigenous Peoples Bureau 2007; Vanuatu National Language Council 2005; Vanuatu Cultural Centre, Ministry of Education, Environment Unit & UNESCO/LINKS 2004), in which Ni-Vanuatu have been encouraged to maintain traditional values, rather than adopting all influences from Western lifestyle. Multilingual speakers are thus torn between their affiliations to the different cultures tied to each of the languages in their repertoires.

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2 ‘Ni-Vanuatu’ refers to the people of Vanuatu (used adjectivally and nominally).
4. The study

4.1 School context

The study was carried out at an Anglophone secondary school in Vanuatu. It is a rural boarding school for approximately 350 boys and girls, aged between twelve and nineteen. I had previously taught at this school, and therefore had extensive knowledge of the teaching context and knew many of the staff and students. I was aware of factors such as resources, policies, and teacher-student dynamics, and the study was motivated by issues of language policy and practice that had seemed important to me whilst teaching at the school between 2004 and 2006. For several years, a policy has been in place to enforce the use of English at all times around the school campus, except in French classes. From this point onwards, this policy is referred to as the language policy.

The class chosen for the study were the Year 11 geography class. I selected geography since it is a subject in which students are often required to relate key academic concepts to their own lives and experiences, and therefore seems particularly relevant to the debate on bilingualism and biculturalism. I also knew that the geography teacher would be comfortable with my research taking place, and I could be confident that her teaching style would not be greatly affected by my presence. The Year 11 class was chosen as it was felt by the teacher that this class’s syllabus would be least disrupted by the study.

4.2 Participants

There were twenty-three students in the class, seven male and sixteen female, all aged between fifteen and sixteen. They had studied social science during the four years of junior secondary level, but had only studied geography for four months during this first year of senior secondary level. Many aspects of the course were therefore relatively new to the students – the topics, the tasks expected of them, and the academic discourse required at that level. The teacher in the study was already known to me, and nine members of the class were my former students. The remaining students were new to the school in 2008.

For the main part of the study, one group of three students was selected from the class. Based on short samples of group discussion recorded in a pre-task, the participant group was chosen according to the clarity of their recording and the ease with which individual voices from the group could be identified. The group was made up of three girls, known in this study as Rosina, Jessica and Nellie. They were asked if they would be willing to take part, and were assured of their anonymity in the final report. From this point onwards, only these three students were recorded during academic discussions.

4.3 Aims and research questions

The primary aim was to analyse the nature of student-student academic discussions, with reference both to the language policy that framed them and to any pedagogical issues arising from them. Attitudes towards language use were also considered of great importance, with the secondary aim of the research being to discover how participants’ views on how they should use language compared with how they actually did use language, according to their reported and observed language practices.
The specific research questions posed were:

1. How does the language policy expect languages to be used during student-student academic interactions?
2. How are languages actually used during such interactions, both inside and outside the classroom?
3. How far do student language practices conform to how they feel they should use languages?
4. Are there any obvious pedagogical issues resulting from the language policy?

4.4 Methodology

4.4.1 Geography discussion

During the first phase of the study, the participant group was recorded three times. On each occasion, the group was asked to complete a task set by their teacher, which was also carried out by all non-participant groups. Each discussion was then transcribed fully, and parts spoken in Bislama translated into English. Unclear parts of the recording were verified at a later stage by the participants themselves. See Appendices A to F for copies of materials used and the participant group’s answers for each task, Appendix G for transcription and translation notes, and Appendices H to J for discussion transcripts.

The first task was carried out during a geography lesson, in which groups had to use area and grid references to find and give the locations of places on a map. All groups had a copy of a handout summarising the techniques required, along with a map, a question sheet and a blank piece of paper for answers. The second task was carried out that evening, during the hour set aside for unsupervised homework. The task was to complete the questions that had been started during the day’s lesson, and the participants were asked to complete their homework at an agreed time in a room where they would not be disturbed. The complete discussion was, again, recorded, and the written output from Tasks 1 and 2 was handed in to the teacher.

The third task took place the following week, during another geography lesson. On this occasion, each group was asked to make notes in answer to seven questions, based on their knowledge of tropical cyclones. This was a new topic for the students and no information had yet been given on the subject, but the same questions had previously been used during their study of volcanoes. The questions were therefore familiar, and students were expected to apply their own knowledge and experiences of cyclones to the task. As before, the participant group discussion was recorded and the written output collected from all groups was submitted to the teacher.

4.4.2 Interviews

Following the recorded academic discussions, separate interviews were carried out with two of the three students in the participant group. The third group member was unable to be interviewed, due to a period of absence from school. These interviews began by focusing on the transcripts of the lesson and homework discussions, using specific examples from the data to elicit retrospective intuitions about language choices made during the discussions. See Appendix K for the examples used. The second part of both interviews involved more general questions about patterns of language use and the students’ feelings about the language policy.
Specific questions were not pre-written, in an attempt to allow the interviewees more control over the direction of the discussion. See Appendices L and M for the interview transcripts.

The geography teacher was then interviewed. In this interview, we began by discussing the teacher’s implementation of the language policy within her own classes, and her justifications for this approach. With reference to four examples from the discussion transcripts identified prior to the interview (see Appendix O), the teacher was then asked to comment on specific language issues that had arisen in the recorded discussions. The interview concluded with a discussion about whether the language policy was effective at present and whether any changes should be made. See Appendix P for the interview transcript.

A final interview was carried out with the former principal, who had held the principal’s position for the previous five years and who still taught at the school. This interview dealt with policies at both the school and national levels, and with what he believed to be current practice in the school. See Appendix R for the interview transcript. The current principal provided additional information, particularly related to 2008, and further opinions of other staff were sought through informal discussions.

4.4.3 Measurement of language attitudes

The final phase focused on attitudes towards language use in the school. All twenty-five teachers (thirteen male, twelve female) and twenty-five Year 11 students (twelve male, thirteen female) were asked to complete two tasks, using first an indirect approach and then a direct approach to elicitation of attitudes. Both parts were piloted with the help of students at the University of the South Pacific, and a few changes were made before arriving at the school. Tasks were completed and returned anonymously.

The first was an evaluation task based on the matched guise technique (Lambert, Hodgson, Gardner & Fillenbaum 1960). Participants listened to eight recordings of students defining the same key concept, having been told that they were going to hear eight different students. In reality, only four students were heard, but each gave the same explanation twice, once in Bislama and once in English. Participants were told that the purpose of the task was to compare the way students and teachers rated the same group of students, and were told that the speakers had been free to choose which language to use. The recordings were played in an order that alternated the two languages, and with maximum possible time between the two guises of each speaker. Participants were asked to rate each speaker according to six bipolar traits, using a seven-point scale.

While many similar studies have examined participants’ attitudes towards different languages or dialects according to personality traits or physical characteristics (Lambert et al 1960; Tang 1974; Gentry El-Dash & Busnardo 2001), here I chose bipolar traits that would compare participants’ attitudes towards the different languages used for academic purposes. In addition, the speakers were, themselves, senior secondary school students, in order to make the task as realistic as possible for the judges. As a result, attitudes were elicited towards the two languages as they are used specifically in secondary school academic discussions. Speakers were also screened for comparable fluency in both languages so that levels of English would not affect the judgements. The answer sheet used for this task is included in Appendix S.
The same teachers and Year 11 students were then asked to complete a questionnaire designed to elicit both behavioural and attitudinal responses. The items were slightly different for the two groups, but addressed the same two key issues of language practices and opinions about language use in school. Participants were asked to respond to statements using a five-point Likert Scale, according to the extent to which they agreed with each statement. Only one open question was included, to enable respondents to elaborate on reasons for use of any other languages inside the classroom. The questionnaires are included in Appendices T and U.

Certain statements were deliberately provocative, such as ‘Bislama is a form of Broken English’. While it can be said that such statements are too loaded, they were included on the grounds that they are commonly made during discussions about language in schools, by students, teachers and others alike, so it was expected that most participants would already hold an opinion about these specific issues, whether positive or negative. While open questions would have enabled participants to explain exactly why Bislama was or was not suitable for education, reactions to these particular statements were also considered to be relevant. Some such items were included twice, phrased from opposite viewpoints, in order to reduce the “load” placed on any single item (Skehan 1989 in Dornyei 2007: 104).

Four staff participants were discounted from the matched guise test, two who had not understood Bislama well enough to judge the Bislama guises at all, and two who had only evaluated some of the speakers. However, the questionnaire responses from these participants were still counted.

4.5 Analysis

The research relied upon an integration of microanalysis of academic discussions, participants’ post-hoc reactions to key episodes from these discussions, and broader attitudes towards the language policy. In addition to positioning the observed patterns of discourse in their wider context, this integration provided triangulation to the study, as different perspectives were utilised. Data presented in Section 5 therefore combines episodes of discussion data, excerpts from interviews, and relevant data from both the matched guise test and the questionnaires. This data is organised according to key themes that emerged and developed as the analysis progressed.

The approach followed the sequential procedure of recordings and interviews used by Borg, “with each successive stage of data collection being influenced by the analysis of the data already collected” (1998:12). Key episodes were first drawn from the three discussion transcripts that seemed relevant to the central issues under investigation. During the interviews, participants were then asked to try and account for these episodes, which, in turn, prompted further lines of interest. Although each participant was interviewed separately, responses given by one participant were sometimes discussed in subsequent interviews, enabling different viewpoints to be evaluated together. Thus, although all analysis was guided by the discussion data, the actual path of analysis was dependent on the emerging interpretations of this data. This qualitative approach meant that a detailed picture could be drawn of what was happening in the academic discussions.

While some studies have made use of coding schemes of discourse acts (such as Sinclair & Coulthard 1975), it was felt that this approach would place limitations on this particular investigation. Firstly, pre-determined criteria of discourse acts would have imposed too rigid
a framework on the data, detracting from the wider implications of language use. Secondly, the lexical similarities between Bislama and English often led to ambiguities as to which language was being used, so that coding choices could vastly skew the analysis. For example, since numerals are the same in both languages, and the first two discussions involved several episodes of counting, a quantitative account of language distribution would depend on whether the participants were perceived to be counting in Bislama or English (see Section 4.6 and Appendix G for spelling notes on this issue). Thirdly, it was felt that the participants’ own interpretations of their interaction patterns were vital to the description of the way they used the languages, which would not have been reflected by the use of a taxonomy of discourse acts.

Martin notes that, although it is theoretically possible to assign causes for all instances of language alternation, it is sometimes more appropriate to “show how the teacher and the student cope with the linguistic pressures of the classroom, in the wider context of language in society” (1996:134). Taking too micro an approach to the analysis of code-switching can lead to the important issues being lost in the minutia of motivations for individual switches. In this study, it was the intention to demonstrate the wide range of functions that code-switching accomplishes in the classroom, rather than providing an in-depth analysis of every switch. Determining how far these practices correlate with participants’ perceptions of what code choices should be made provides insights into the conflict between ideology and practice.

The only quantitative element in the study was the analysis of the matched guise test, in which the evaluations of the different guises were compared. For every trait, the total score for each guise was calculated by combining each judge’s score for all speakers. The total score for the English version was then subtracted from the total score for the Bislama version, following the approach of Lambert et al (1960). A positive answer shows that attitudes towards the ‘Bislama-speaking students’ were higher than those towards the ‘English-speaking students’, while a negative answer shows that the reverse was true. A t-test was performed to determine the significance of mean differences between the evaluations of different guises, and also to determine the significance of differences between the student and teacher judges.

4.6 Problems and limitations

Minor technical issues were faced with recording clarity. The classroom was small, so there was unavoidable background noise from other groups, and the open-sided structure resulted in further noise from outside. However, one anticipated problem that proved to be unfounded was that the participant group would react to the presence of the microphone and behave unnaturally. In fact, the students seemed unaffected by the equipment, laughing and joking with each other, and often moving off-topic and discussing things irrelevant to the task.

The main difficulty faced was in the transcription phase. The lexical similarities between English and Bislama made it difficult to know whether to transcribe some phrases as English or Bislama. Sometimes, a word was used with English pronunciation in a Bislama sentence or vice versa, while, at other times, a whole utterance could be interpreted as either language. In order to minimise this problem, the participant group were asked to decide which language was being used in certain parts of the recording.
I was also concerned that my previous role as an English teacher might affect the way former students and colleagues expressed their views on language policy. Care was taken to address this issue during formal elements of the study, such as when conducting interviews and administering the matched guise test and questionnaires, but it was hard to elicit more general opinions from staff and students in informal conversations, as my own participation in discussions seem to make others hesitant about giving their opinions.

Finally, follow-up interviews would ideally have been carried out, in order to further explore points raised by the participants. However, since the school was preparing for its examination week, it was felt that both staff and students would have been inconvenienced by having to attend a second interview.
5. Data

5.1 Implementation of the language policy

All staff and students seemed to be clear that the language policy was that they should speak English at all times around the school campus. As the principal noted, while this theoretically meant during waking hours, from 5.30am to 9.30pm, seven days a week, the policy was generally interpreted to be in place from Monday to Friday up until the end of classes at 3.00pm. No changes had been made to the language policy for several years, but it had been enforced to a greater or lesser extent at different times.

Both the former principal and the geography teacher referred to the importance of monitoring, making sure that the policy was implemented. The former principal placed a strong emphasis on the way that information about the policy was given out to the students, explaining about a newsletter, announcements in assembly, and reiteration of the rules by class teachers and staff in charge of dormitories. He believed that students followed the language policy when it was clearly set out at the beginning of the year, but that it was very hard to implement later in the year. Both staff interviewees also drew attention to the fact that few staff actually followed the policy themselves, so that students heard the teachers speaking in Bislama or vernaculars. The geography teacher noted that the students generally tried their best to speak English when the staff were strict about the policy, but that such periods tended to last only a few months at a time.

During the four weeks I was carrying out the research at the school, I saw no record of any detentions or punishments given for the use of other languages. However, students mentioned that they used English around teachers to avoid punishment, and between 2004 and 2006, I recall detentions being given for the use of Bislama in particular. When interviewed, the former principal noted that it was sometimes necessary to punish students for disobeying the school language policy, although he mentioned that new awareness of students’ rights “contradict[s] what the teachers and the principals are trying to do in secondary schools” (R162-171)\(^3\), since it makes it harder to punish students. He stated that punishments such as extra hours of reading or writing were originally given, in order to help students improve their English, but that it was now more common for unrelated punishments to be given, such as cutting grass with bush knives or other physical work (R76-97). It became clear that enforcement of the language policy was inconsistent and unsystematic. Only one incentive to speak English was mentioned by any interviewee, the organisation of public speaking competitions to encourage students to practise their English (R146-153), although this practice must have ended some time before 2004.

5.2 Justification for the language policy

Although the geography teacher often tolerated the use of Bislama in her classes, she never made this explicit to the students, as she did not want to encourage the use of languages other than English. She encouraged English to be used by Year 12 students, sitting external examinations at the end of the year, so that they would get used to using English. She noted that, when the policy had been enforced in the past, students had been much more comfortable speaking English in public, particularly to teachers, than they are now (P502-509). According to questionnaire results, 100% of teachers and 96% of students agreed that it

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\(^3\) References in parentheses give the appendix and line numbers of the example.
was important for students to have good levels of English, and it seems that the language policy was seen as a way of reaching this goal. 64% of students and 72% of teachers believed that Bislama was used in class as a result of poor levels of English. Tables showing more detailed data from the questionnaires are included in Appendix V.

When asked to be more exact about the academic benefits of an English-only policy, the recurring issue was of writing in English. Both staff interviewees noted that Bislama influenced the students’ written English, and both students also commented on the difficulties of writing in English when they did not speak it much. Only the geography teacher gave an actual example of this, that students might write ‘all places’ instead of ‘some places’ since the Bislama plural marker *ol* is derived from English ‘all’ (P117-121).

## 5.3 Code-switching in learning activities

Initial analysis of the discussion data suggested that Bislama was the predominant language used in academic discussion, in both formal and informal settings. In particular, the majority of on-task discussion, that is discussion directly related to the completion of the task, was carried out in Bislama, with English being used mainly for interacting with the teacher and reading from written texts. However, there were also several instances of code-switching between the two languages that did not necessarily coincide with changes between these activities. With these preliminary observations in mind, relevant examples were drawn from the three transcripts and used as focus points in the interviews with the two students and the geography teacher. See Appendices K and O for examples used in interviews with the students and the teacher, respectively.

Following the interviews, the episodes were reanalysed with reference to Auer’s (1984) distinction between participant-related and discourse-related functions of code-switching. In subsections 5.3.1 and 5.3.2 the results of this reanalysis are set out, with reference to interview and questionnaire data as well as microanalysis of the discussion data. Key sections of examples are marked in bold type.

### 5.3.1 Participant-related switches

#### 5.3.1.1 Repair

Analysis of example 1 suggests that the code-switch had a repair function, intended to solve a breakdown in communication.

**Example 1 (J45-50)**

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>45</td>
<td>N:</td>
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<td>46</td>
<td></td>
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<tr>
<td>47</td>
<td>R:</td>
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</tr>
<tr>
<td>49</td>
<td>N:</td>
</tr>
<tr>
<td>50</td>
<td></td>
</tr>
</tbody>
</table>

In line 49, Nellie switched to Bislama to reformulate her original suggestion in response to Rosina’s reaction of “What?”. Nellie explained in the interview that this was because Rosina
had seemed not to understand, so she had rephrased the suggestion in Bislama to make it clearer (M81-83). It is possible that a discourse-related function may also have been involved here, if Rosina’s turn is seen as an expression of surprise at Nellie’s suggestion, rather than a misunderstanding of her language. When Nellie reformulated her idea, she may have switched to Bislama to signal that she was not sure of herself, as is suggested by the addition of a tag question.

5.3.1.2 Checking the meaning of unfamiliar words

Example 2 (J84-88)

84 J: ((reading from board)) ‘Tropical cyclones occur in
85 ((reading from board)) ‘Tropical cyclones occur in
86 hot places with high temp-’ (.)
87 hot places with high temp-’ (.)
88 hot places with high temp-’ (.)

Example 3 (J621-622)

621 N: What are the three main hazards? Hazards hem i minim denjeres uh?
622 What are the three main hazards? Hazards means dangerous doesn't it?

In both examples 2 and 3, the speakers switched to Bislama when they asked or clarified the meaning of an unfamiliar word. Each turn began in English, since the words were read directly from, or repeated from an earlier reading of, a text written in English. Both girls explained that they hadn’t been sure about a key word they had read, so they had wanted to check with the others. When Nellie discussed this aspect, she said that she found it easier to use Bislama when checking meanings of words (M128). Jessica also said that, if she couldn’t understand something in a homework task, she would ask her friends to explain and that they would use Bislama to do this (L445-449). It therefore seems likely that these are examples of participant-related switching, since it was the speakers’ preference for Bislama that initiated the switches.

5.3.1.3 Explaining unfamiliar words

Example 4 (H1327-1334)

1327 N: Eh ((laughs)) what is meant by cultural features
1328
1329 R: Feathers
1330 ((All laugh))
1331
1332
1333 J: Cultural (.)
1334 Cultural (.)

Example 4 also involved clarification of meaning, but the switch was oriented toward the hearer’s, rather than the speaker’s, preference. In line 1333, Jessica replied with a definition in Bislama when Nellie had asked in English about the meaning of ‘cultural features’. Jessica suggested in the interview that she was most likely to use Bislama when explaining
something to another member of the group to make it clearer (L268-269). The intuition that this was done for Nellie’s benefit, rather than as a result of Jessica’s competence in English, is supported by the fact that Jessica gave a well-formed definition of ‘cultural features’ in English during the interview, so was obviously linguistically capable of expressing this concept in either language.

In the questionnaires, an open question asked teachers and students to explain why they used any languages other than English in classes. Nine out of the fourteen students who opted to answer this question, and fourteen out of seventeen teachers, referred to the use of Bislama to aid understanding, explanation or clarity. The following were some of the answers given to this question by students:

(i) “I use other languages when I am discussing the answers with a partner or when working in groups to find the answers more easy to understand.”

(ii) “Inside the classroom, I use Bislama mostly instead of English because I understand clearly and better with Bislama.”

(iii) “Bislama must also be used inside the classroom because it will help other students to improve a lot in their studies. When he or she is clear about the topic, now use English.”

The following answers were given by teachers to the same question:

(i) “When students find it really hard to understand the concept I am teaching, I use another language to explain. That is, if after several explanations still they are confused I use another language.”

(ii) “I use Bislama to clarify important points, for repetition if students do not understand what I am saying.”

(iii) “I use other languages such as Bislama to explain problems or solve problems, because I think when solving problems, using Bislama will help students understand more easily.”

Responses to this question show that the majority of those willing to discuss their use of languages other than English made reference to the function of facilitating understanding. Some teachers reported switching to Bislama after having tried unsuccessfully in English, while others reported using Bislama in anticipation of comprehension problems. However, subtle discourse-related functions were also conveyed, alongside primary participant-related motivations:

(iv) I only speak other languages to students if there is something I really need to get them to understand properly.

Although the teacher’s intention here is to facilitate understanding, a code-switch conveys the additional indication that a particularly important piece of information is coming. This shows that participant-related and discourse-related functions cannot be separated entirely.
5.3.1.4 The presence of the teacher

Example 5 (H737-757)

737 J:  Traem luk (.) kaontem Nellie
738 Look (.) Nellie count it
739
740 R:  Tu ia
741 It's two
742
743 ((Teacher approaches group))
744
745 T:  Okay have you finished the first part?
746
747 J:  Yes we’ve finished.
748
749 T:  Okay good keep going
750
751 ((Teacher leaves))
752
753 N:  Siro poen
754 Zero point
755
756 J:  Grid refrens i had we from yu stap kaontem ol (.) tens blong hem o
757 A grid reference is really hard because you have to count (.) its tenths or

In example 5, the students had been discussing the answer to a question in Bislama, but the teacher approached and asked a question, so they immediately switched to English. As soon as she left, the conversation reverted to Bislama. This was clearly an example of participant-related switching, since the new participant entering the conversation was the teacher, who expected students to use English. The teacher asked the question in English, and the students replied in the appropriate code but, as soon as they were able to, switched back to their preferred language.

Example 6 (H584-593)

584 N:  Well (.) yu no faenem?
585 Well (.) haven’t you found it?
586
587 R:  Z leta Z
588 Z letter Z
589
590 J:  m-m
591
592 N:  We ask Mrs Garae? ((pause)) wem leta Z ia? (.) we ask Mrs Garae uh?
593 We ask Mrs Garae? ((pause)) where’s letter Z? (.) we ask Mrs Garae uh?

In example 6, Nellie switched to English when suggesting asking the teacher for help. When asked about this later, she immediately said that she had used English because they always have to use English when talking to teachers. When it was pointed out that she wasn’t
actually addressing the teacher here, but only talking about her, she still said that she had to use English (M34-39). Although the trigger of the switch was the same as in example 5, the teacher, Mrs Garae was not actually a participant in this episode. It therefore seems a better analysis to suggest that this switch actually had a discourse-related function, as Nellie was acknowledging the norms of teacher-student interaction before such an interaction began.

When questioned about general patterns of language use in and outside class, both Nellie and Jessica stated that they used more English in class due to the presence of the teacher. They both said that it was easier for them to use Bislama but that they felt freer to do so when there were no staff nearby. Nellie referred several times to the possibility of being told off or put on detention for speaking Bislama, and reported switching to English when teachers were nearby, even outside class (M177-180; 191-193; 394; 404-405). The geography teacher also mentioned this situation in which students switched language when a teacher approached, both in and outside class.

In the questionnaires, three students also made it clear that the presence of, or interaction with, the teacher affected language choice:

(i) “When I’m speaking to the teacher, I use English only. This is just because I am afraid he/she might put me on detention. But when I’m speaking to other students, I only use our common language which is Bislama. This is because they talk to me in Bislama and I just also talk or speak Bislama to them. In group work, I only sometimes use English. That’s when the teacher is just near me that he can hear every single thing I say.”

(ii) “I speak English to teachers because I think it’s best. Teachers do not speak or use other languages except English and this language will be used for excusing yourself. I think it’s best to use other languages to speak to students because these languages would make them feel comfortable to speak to you and in discussing it is better to use other languages because it can be more understandable to your friend.”

(iii) “I use Bislama when speaking with my friends. I use English when speaking with my teacher for help. I also use Bislama when group discussion and English when doing my homework.”

The switch from Bislama to English in the presence of a teacher, as seen in example 5, is therefore considered by students to be normal practice. The unmarked language for interactions with teachers is English, but that for student-student interactions is Bislama.

5.3.2 Discourse-related switches

There were many episodes highlighted during the interviews that the students found difficult to explain. These episodes involved no obvious confusion or need for repair, and no change in situation, so it seemed harder to suggest a motivation for the alternation of codes. Both Nellie and Jessica were clear that they did not usually notice when they switched between Bislama and English during discussions, Nellie stating, “I’m just talking” (M158), and Jessica saying, “It seems normal every time” (L218). When asked about specific examples, Nellie often said she had no idea why she switched, while Jessica referred to many such switches as “crazy” (L114). It was unlikely that so many code-switches were indeed random
or crazy, but it became clear that the more salient participant-related functions could not account for many of the switches in the data. The only explanation Jessica offered on one occasion was that they are aware that they should be speaking English, so they “translate into English” sometimes (L119), suggesting an orientation towards the rules of the classroom even when the teacher is not present.

Six examples are examined in this subsection, and suggestions are made as to discourse-related functions that might account for the code-switches. However, since interviewees were not pressured to provide their own explanation if they did not seem able to suggest one, the analysis of this section is based on my own subjective interpretation. There are many possible ways in which to understand and interpret the same episodes, but suggestions given here are based on a combination of sequential analysis of the turns within the episodes, repeated playbacks of the recordings to check intonation features, and other contextual information available.

5.3.2.1 Emphasis

Example 7 (H1027-1032)

1027  N: ((reading)) ‘Prison in Selly Bay’ (.) \textit{wem Selly Bay ia}?  
1028  ((reading)) ‘Prison in Selly Bay’ (.) where’s Selly Bay?  
1029  
1030  J: Shelly Bay  
1031  
1032  N: Where is Selly Bay \textbf{guys}?  

In example 7, Nellie switched from Bislama to English when repeating her own question. In this situation, it is hard to attribute the switch to participant-related factors, since both languages would have been easily understood by all. It seems that the switch was discourse-related, since Nellie may have felt that the other members of the group had not responded appropriately to her first question, thus motivating a reformulation. By switching into the official language of the classroom, as well as by directly addressing her co-participants with the term “guys”, Nellie was able to emphasise her question in an attempt to provoke an appropriate response.

In examples 8 and 9, switches occur intra-sententially, with the same information being conveyed in both languages, either side of the switchpoint.

Example 8 (H595-598)

595  R: Okay ask ((pause)) Z  
596  
597  N: No like (.) \textbf{just} ask her \textit{nomo}  
598  No like (.) just ask her \textit{only}  

The adverbs ‘just’ and ‘\textit{nomo}’ are identical in meaning, but occur in different syntactic slots. Their co-occurrence in example 8 is therefore syntactically possible, since the rules of neither language are violated (according to Poplack 2000’s \textit{equivalence constraint}) but, semantically, it is tautological. The use of the Bislama adverb, in addition to the English adverb, adds emphasis to Nellie’s suggestion, perhaps having a more persuasive effect than English alone.
Example 9 (H356-365)

356  J:  Be hemia? Mi save se siro poen samting be mi no kaontem siro
357                                 But this one? I know it's zero point something but I didn't count the zero
358
359  N:  Be tu long wanem tu sentimita (. ) tu long wan
360                                 But two for what's that two centimetre (. ) two for one
361
362  R:  ((laughs))
363
364  J:  Ah be that’s it hemia nao
365                                 Ah but that’s it that’s it

The switch in line 364 of example 9 is similar, in that the same meaning is conveyed twice, once in each language. The preceding turns had been entirely in Bislama and Jessica began her turn in the same language, but then switched to English and back to Bislama again, repeating “that’s it” in each language. Jessica’s response indicates that Nellie’s answer to her clarification request was satisfactory, and the switch can, again, only have had a discourse-related function, that of emphasis and assurance to the others that she now understood.

5.3.2.2 Orientation towards the rules of the classroom

Example 10 (H1043-1053)

1043  R:  Shelly Bay (. ) Shelly
1044
1045  J:  Hem i gerup i se Selly Bay
1046  She said Selly Bay
1047
1048  N:  Shelly
1049
1050  R:  Shelly (. ) Shell (. ) Shelly (. ) Shelly Bay (. ) Prison
1051
1052  N:  Um sikisti tu hem i easting blong hem (. ) and uh eighty eight is northing
1053  Um sixty two is its easting (. ) and uh eighty eight is northing

In example 10, Nellie switched from Bislama to English while giving a six-figure grid reference that she read off the map. Here it is hard to suggest any motivation for this switch, since both parts of line 1052 contain exactly the same kind of information and perform the same function of conveying the answer. Nellie’s turn initiated a new discourse move, and reference to preceding utterances does not explain the intra-sentential switch. The only conceivable discourse-related explanation is that Nellie’s use of English in the second half of her turn oriented towards the learning environment in which English was the official language.
Example 11 (H52-58)

52 N: **Easting hem i sikisti**
53 The easting is **[sixty](.) no sikis hundred**
55 R: **[sixty (.) no six hundred**
58 J: **Eastings is fifty nine**

Example 11 appears to be similar, as Jessica seems to have translated Nellie’s phrasing into English when giving her answer to part of the grid reference. When looking at the sequence of turns, Rosina had just disputed Nellie’s initial answer, but Jessica’s turn provided a third answer, rather than agreement with one of the others. A possible interpretation of the switch here is that Jessica used the official code of the classroom to add emphasis or authority to her own suggestion. However, this emphasis could have been added more convincingly by use of word stress, as in Rosina’s previous turn. Having listened to the recording several times, and making use of the contextual knowledge that all three group members had been looking at the map at the same time, it actually seems that Jessica was not entering the dispute between Nellie and Rosina, and was simply giving her own answer when she had counted the grid lines. She chose to use English rather than Bislama to do this, possibly orienting towards the classroom situation, but this was not obviously motivated by what had occurred in the previous turns.

5.3.2.3 Orientation towards a less formal situation

Example 12 (H84-89)

84 J: **I’ll just write only the answers**
86 R: Yes
88 N: **Yes ansa nomo**
89 Yes just the answers

In example 12, Nellie repeated Jessica’s turn in Bislama. The function of Nellie’s turn was to provide a response to Jessica’s question, confirming that she only needed to write the answers. Since Jessica had asked in English, there can have been no participant-related motivation for Nellie switching to Bislama here, as there would have been no breakdown in meaning if Nellie had simply repeated the words “yes only the answers”. By switching out of the official code here, Nellie was perhaps conveying a reassurance, albeit unconsciously, that the written output did not need to be very formal, almost dismissing Jessica’s attempts to be too formal. This interpretation suggests that the switch can only have had a discourse-related function.
5.3.2.4 Role assignment

During the interviews, language choices were made that reflected the assignment of roles and identities. In each case, brief preliminaries about the interviews, prior to turning on the recording equipment, were carried out in whichever language I normally used with that participant. For the two students, this was English, since they had only interacted with me in formal classroom situations during which we had spoken English. For the two staff participants, Bislama was used for the preliminaries, since this was the language most commonly used between us as colleagues.

The first interview, with Jessica, was carried out entirely in English. When the recording equipment was turned on, we simply continued talking as we had been before. Nellie’s interview began in the same way, but she then asked explicitly if she could answer my first question in Bislama or whether she had to use English (M4). I said that it did not matter and the remainder of this interview was conducted in Bislama. Jessica accepted my language choice and we retained our roles as student and staff or visitor. Nellie’s deliberate change to the interaction pattern demonstrated her desire to reduce the gap between us and make the interview less formal. As a former student of mine, Nellie felt she knew me well enough to initiate this change, while Jessica did not.

As a result of this negotiation with Nellie, I asked the geography teacher which language she would prefer to use for her interview. Although willing to use either language, she opted for Bislama. Before the final interview, the former principal himself asked which language we would be using, and he then chose to use English. It seemed that he was affirming his status as a senior member of staff, a figure of authority, and ultimately a symbol of the policies we were discussing. The interview was formal throughout and we retained our roles as interviewer and interviewee. The geography teacher considered the interview to be less formal, and her decision to use Bislama enabled us to maintain our established relationship as equals.

5.4 Pedagogical issues arising as a result of the language policy

It has been shown that code-switching is a common occurrence in lessons, and that Bislama is made use of by students. However, since this practice goes against the official policy of the classroom, and can incur punishment, students are unable to express themselves publicly and freely in Bislama. At the same time, students also struggle to express themselves in English, and there are thus serious implications for classroom interaction.

5.4.1 Effect on self-expression

One of the main pedagogical issues raised during this study was that students do not feel able to express themselves in English. Jessica and Nellie both agreed that they were happy to volunteer answers in class when they only needed to supply single-word answers such as the name of a country. However, they were reluctant to respond to questions that required longer answers. Jessica explained that this was “because of the sentences” (L513) and because she was afraid that the teacher would not understand what she was trying to say if her English was unclear (L494-496). Nellie agreed that explaining in full sentences caused a problem. When asked explicitly whether they were more afraid of the answer being wrong or having to explain themselves in English, Jessica replied, “It bothers me speaking English” (L489) and Nellie also replied that English was the problem (M315).
During observation of a geography lesson in which the answers were given to the map reading task, an episode of whole-class interaction was noted down that exemplifies this problem. T refers to the geography teacher, Ss to several students speaking together, and S1 to an individual student.

Example 13

1 T: What do we mean by dominate? ((pause)) Which feature do you think?
2 ((pause)) Is it physical or cultural?
3
4 Ss: Physical
5
6 T: So you need to look for a physical feature
7
8 S1: Road
9
10 T: No that’s cultural (.). Remember you have to look for something natural (.).
11 What makes up most of that box you are looking at? ((pause)) What does the green colour mean?
12
13 Ss: Forest

In this episode, the teacher made several unsuccessful attempts to elicit an open answer from the class. Following a pause, a request for a definition was rephrased until only a binary choice was presented to the students – physical or cultural. This was a reminder from the teacher to read the task again, prompting them that they were looking for a physical feature. Eventually, the teacher repeated that physical features were natural, and directed students both to the size of the feature and its colour, before the students supplied the answer ‘forest’. By that time, the students had been given so many clues that they were confident that they could give the correct answer.

The geography teacher said she was aware of the problem of self-expression, including in group and pair activities. She explained that she had tried to enforce an English-only rule in her Year 11 classes at the beginning of the year but that most students had never spoken so she had relaxed the rule. She preferred discussions to be carried out in English but realised that students never fully expressed themselves and were reluctant to participate (P48-63). Code-switching was, unofficially at least, an available option in student-student interaction. It was thus acknowledged that relaxing the language policy actually enabled more effective participation, and therefore learning.

The most interesting insight into this issue came from the former principal when I asked him about language use within staff meetings, since these had been conducted entirely in Bislama from 2004 to 2006. He reported that, since the arrival of some expatriate teachers who do not speak Bislama, they now “have to have the staff meeting in English”, but drew attention to the problem that the same few people tended to participate during meetings as some teachers did not feel free to express themselves in English. He said that meetings had been more productive in Bislama and made explicit reference to the problem of some staff wanting to contribute but feeling unable to do so in English (R285-304). When I mentioned that this mirrored classroom interaction, he immediately agreed. However, it seems that double
standards apply since he believed that students had to learn to express themselves in English, while staff would ideally be free to choose.

5.4.2 Lack of confidence

A further problem is that students in this study did not feel able to speak up for themselves to the teacher, even when in a very small group. This is shown in example 14, in which the students knew that the teacher had misunderstood what they wanted to ask, but were unable to solve the problem.

Example 14 (H790-860)

790 N: Scuse Mrs Garae (. ) are we going to measure (. ) if we measure the
791 northing we measure it up here or only in the middle?
792
793 T: Which one is the northing?
794
795 J: This one
796
797 T: Okay so:: what’s your question?
798
799 N: Are we going to measure it like (. ) end of the box or only in the middle
800
801 T: No just start off because it starts off at ninety one so you start off your
802 zero should be over the [ninety one
803
804 R: [ninety one
805
806 T: Cause it’s two centimetres up to ninety two so your zero should be
807 here and then you can mark off every two millimetres
808
809 N: Two millimetres
810
811 T: To zero point nine
812
813 R: Yes
814
815 T: Within that box
816
817 N: Thanks
818
819 ((Teacher leaves))
820
821 R: Zero point one
822
823 J: Yu askem wanem long hem?
824 What did you ask her?
825
826 R: We haven’t
In line 801, the teacher began to re-explain how to find a grid reference. The students already knew this information, but wanted to know whether to measure the centre of a large symbol on the map, or the whole box in which it was situated. When they realised that she was explaining something different they did not tell her, but they acted as if she was answering their question by repeating her words and thanking her (lines 804-817). As soon as she left, they switched back to Bislama and discussed what the teacher had said, before deciding to solve the problem in their own way. Since the group had not known which point to measure, their eventual grid reference was close to the correct answer, but not exactly right.

When questioned about this exchange, the girls admitted that they had known at the time that the teacher was explaining something different but they had just kept quiet. Nellie said that she had not known how to rephrase the question in English (M230-232) showing that, again, the enforcement of an English-only policy prevented real communication from taking place, and an opportunity for learning was missed.
5.5 Beliefs about the language policy

There seemed to be a general feeling that an English-only policy was an ideal goal but that it was hard to implement. The former principal stated clearly that the school had to “tighten up” the language policy “whether we like it or not”, with “strong discipline” against those who disobey it (R349-354). He believed that the policy should be extended to cover Monday to Sunday so that “it will not allow them to use these other languages” (R359), suggesting that it was desirable to eradicate other languages. The geography teacher appeared more lenient, saying that other languages should not be banned altogether, but that English should be enforced during school hours. However, she qualified this by explaining that a total ban on other languages would never work (P496-497), with the implication that she might be in favour of this option if it were feasible.

The two student interviewees struggled to form opinions about whether the policy was a good thing or not. When asked whether it was a problem that two different languages were being used in class, one by the teacher and the other by themselves, they seemed to think it was a strange situation and it was wrong, but they also felt it was the only effective way of achieving classroom tasks. Both students were asked what policies they would put in place, if given the power to do so, but neither seemed inclined to change the status quo. They believed that teachers should use English only, although Nellie added that they should switch to Bislama when students didn’t understand (M374-377). They said that students should use English as much as possible, as this would improve their writing and as English was important for students. Outside class, they were not sure whether English should be compulsory or not.

5.6 Beliefs about Bislama in the classroom

Notwithstanding the widespread support for an English-only policy, there were mixed views regarding whether Bislama also had a part to play. Questionnaire data revealed that teachers thought the use of Bislama helped understanding, and generally thought that there was no problem making use of this strategy where necessary. Students agreed that Bislama made understanding easier and learning quicker than the exclusive use of English but, surprisingly, only 44% actually thought that Bislama should be allowed in class when helpful, compared to 64% of the teachers.

In both informal conversations and questionnaires, many staff said that they used Bislama at some point during their teaching, but generally as a measure to repair lack of understanding or because students could not cope with learning entirely through English. It seemed that it would be desirable to use English only but, again, this was impossible to carry out. The two student interviewees suggested that legitimate use of Bislama in class would help them, both with understanding and expressing ideas, but they also gave the impression that the use of Bislama was a weakness. The former principal added that the Ministry of Education tolerated the use of Bislama where it was really necessary, although he referred to this as unwritten, “hidden” information understood by principals, as explicit sanctioning of Bislama would lead to the exclusive use of the language (R244-246).

Attitudes towards Bislama as a language were very negative. Questionnaire data shows that 76% of teachers and 68% of students considered it a form of broken English. When asked specifically whether they agreed that Bislama was a proper language like English or French, only 36% of teachers and 28% of students thought that it was. The implication from these
answers is that Bislama is not suitable for academic studies, hence the feeling that it is a weakness to use it in the classroom.

However, the matched guise test revealed that Bislama speakers were actually rated more favourably than English speakers, when explaining a set of academic concepts. Table 1 shows that students judged Bislama guises, on average, to be more than 20 points higher than English guises, while teachers showed a 15-point difference. Both these mean differences are significant to 0.01 level. For each judgement criteria, Bislama guises were evaluated more favourably than English guises by both groups of judges and, with the exception of student judgements of intelligence, these scores were all significant to at least 0.05 level. Table 2 shows that there was no significant difference between the two groups of judges, with the exception of their evaluations of strength of explanation. See Appendix W for more detailed results.

Table 1: Mean differences between judgements of English and Bislama guises

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Student judgement</th>
<th>Teacher judgement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>1.48</td>
<td>2.14*</td>
</tr>
<tr>
<td>Knowledge of topic</td>
<td>3.08*</td>
<td>2.48*</td>
</tr>
<tr>
<td>Confidence</td>
<td>3.24**</td>
<td>3.48**</td>
</tr>
<tr>
<td>Success as student</td>
<td>2.96**</td>
<td>2.19*</td>
</tr>
<tr>
<td>Strength of explanation</td>
<td>5.68***</td>
<td>2.81*</td>
</tr>
<tr>
<td>Interest</td>
<td>4.4**</td>
<td>2.24*</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>20.84</strong></td>
<td><strong>15.33</strong></td>
</tr>
</tbody>
</table>

Positive values = Bislama guise was rated more favourably
Negative values = English guise was rated more favourably

*Significant to 0.05 level; ** Significant to 0.01 level; ***Significant to 0.001 level

Table 2: Comparison of student and teacher judges, in terms of their mean differences between different guises

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mean difference between judges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence</td>
<td>0.66</td>
</tr>
<tr>
<td>Knowledge of topic</td>
<td>-0.60</td>
</tr>
<tr>
<td>Confidence</td>
<td>0.24</td>
</tr>
<tr>
<td>Success as student</td>
<td>-0.77</td>
</tr>
<tr>
<td>Strength of explanation</td>
<td>-2.87**</td>
</tr>
<tr>
<td>Interest</td>
<td>-2.16</td>
</tr>
<tr>
<td><strong>Overall</strong></td>
<td><strong>-5.51</strong></td>
</tr>
</tbody>
</table>

Positive values = teachers’ responses indicated higher mean differences between guises than students’ responses
Negative values = students’ responses indicated higher mean differences between guises than teachers’ responses

*Significant to 0.05 level; ** Significant to 0.01 level; ***Significant to 0.001 level
The matched guise test shows that speakers were considered to have been better able to deal confidently with an academic explanation when speaking Bislama than when speaking English. Speakers had made relatively few language errors during the English guises, and fluency was comparable across both guises, so these results are not thought to be due to poor levels of English. Contrary to the negative feelings about Bislama as a language worthy of academic study, as elicited by direct methods, the matched guise test shows that participants did not harbour such negative attitudes towards the language as it was actually used for academic purposes.

5.7 Conflict between ideology and practice

Throughout the data, there is evidence that students and staff felt that they were using languages in a way that helped them negotiate the process of learning, and yet that they were acting incorrectly in some way. They showed that Bislama was useful for understanding and in no way hindered students’ abilities to express themselves, but felt that it was not a proper language. They accepted that Bislama played a part in learning, but believed that it would have been preferable to use English only. There therefore appeared to be a conflict between what people felt they should be doing and what they reported that they actually were doing. Evidence of such a conflict is supported by the data obtained from the questionnaires. Figures 1 and 2 show what students and teachers believed about the roles of English and Bislama in school, based on the answers to the eight belief-related questions, while figures 3 and 4 show how the same participants believed they actually used these languages, based on the answers to the eight practice-related questions.
Figures 1 and 2 show the proportion of students and teachers that believed English should be used in different situations. Although participants did not agree with all statements, both groups generally agreed with the use of English in school, and there seemed to be overall support for the policy.

Figures 3 and 4 show the proportion of students and teachers that agreed that they followed the policy as intended in different situations. The student group did not agree that they used English at all times, unless speaking to the teacher. The teachers reported a dominance of English when interacting with students, but not when with other teachers.
It is clear from the above figures that there is a discrepancy between the way respondents said they used language and the way they felt that they should use language. For each participant, a score was calculated for their beliefs about language use, as a total of their responses to each question included in figure 1 or 2. A second score was calculated for their reported language use, as a total of their responses to each question included in figure 3 or 4. Table 3 shows the mean values of these two scores, expressed as percentages, thus directly comparing the participants’ beliefs and reported practices.

Table 3: Comparison of mean beliefs about language use and reported language use for students and teachers

<table>
<thead>
<tr>
<th></th>
<th>Beliefs about language use (%)</th>
<th>Reported language use (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>82.2</td>
<td>58.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>81.6</td>
<td>71.4</td>
</tr>
</tbody>
</table>

Table 3 shows that both students and teachers had very high scores for language use beliefs, meaning that they were generally in favour of the school language policy. Both groups had lower scores for reported language use, with a particular difference between the two scores for the students. These different scores confirm that students and teachers felt they were using language inappropriately.
6. Discussion

This study began by focusing on code-switching between students during group tasks. Initial observations indicated that greater use of Bislama was made during informal homework discussion than in the formal classroom setting. When further analysis was carried out, it seemed that the presence of the teacher was an important factor in determining patterns of interaction. While the complete absence of the teacher from the homework situation enabled Bislama to be used almost exclusively, a similar dominance of Bislama was seen in the formal classroom activities when the teacher was some distance from the group. It may therefore be more accurate to state that patterns of language use were more greatly affected by the presence or absence of the teacher than the formality of the academic situation.

It became apparent that there were two codes being used. Interactions in which the teacher was involved were carried out almost entirely in English, while those in which only students participated were carried out in Bislama or in a mixed code of Bislama and English. The unmarked code during the former interactions was undoubtedly English, with Bislama only used by the teacher where a breakdown in comprehension occurred. It is unlikely that a student would ever use the marked code, Bislama, in interactions involving the teacher. In contrast, in situations in which the teacher was not present, Bislama or a mixed code could be said to be the unmarked code.

However, within student-student interactions, discourse patterns were complex. Recorded discussions showed evidence of both participant-related and discourse-related switching. Some participant-related functions were easy to identify, such as repair of breakdowns in communication, clarification of terms, and compliance with the English-only rule when a teacher approached. It is clear that other instances of code-switching accomplished subtler functions internal to the discourse itself, but such discourse-related functions were harder to analyse. It is suggested that such code-switching added emphasis to participants’ turns, showed speakers’ orientation to either more or less formal situations, and enabled roles to be assigned. Some episodes seemed to contain elements of both participant- and discourse-related switching. Thus, although code-switching was sometimes used as a fallback strategy where the language of the classroom failed, its function was far more diverse.

However, teachers and students tended to explain code-switching as occurring purely for participant-related reasons, generally to help understanding. Functions that have been analysed here as being discourse-related were not mentioned by interviewees, and students said they could not explain why they had used both languages in many episodes. There was therefore the impression that Bislama was only used in class because students’ levels of English were not good enough to manage monolingually in the official classroom code. The practice of code-switching was deemed to be unavoidable but undesirable.

An alternative analysis presented here is that students were not resorting to Bislama out of an inability to use English, but were drawing on the resources afforded by both languages in their repertoires. They were acting as bilinguals do away from the classroom, following the discourse patterns that frame social interactions in much of Ni-Vanuatu life. Long before they arrive at secondary school, most students are adept...
at switching between two or more languages, and the classroom is just another context to contend with.

This analysis is supported by observations made by Liebscher et al (2005), who comment on the conceptualisation of classrooms as bilingual spaces, in which participants mirror interactional patterns found in situations away from the classroom. The classroom is seen as a “community of practice”, with shared norms and understandings, so that participants make use of the languages available to them to achieve a common goal (2005:245). In Vanuatu’s classrooms, students make use of both English and Bislama, showing an awareness of how the two languages can work together.

Crucially, this creation of a bilingual space only happens when the teacher is not there. Entirely different interactional patterns are seen when observing the class as a whole unit, in which English prevails and the teacher dominates the interaction. Chick (1996), Arthur (1996) and Martin (2005) all refer to safe language practices, in which teachers and students seem to conspire to create the impression that learning is going on, and to cover up evidence of misunderstanding. Thus, a reliance is placed on chorus responses of answers that are likely to be given correctly, and code-switching is controlled by the teacher in such a way that overt evidence of misunderstanding will be kept to a minimum. Although whole-class interactions were not formally studied here, it is likely that similar situations occur in Vanuatu’s classrooms. Some evidence was seen of open questions remaining unanswered and being replaced by closed questions that could be dealt with by chorus responses, thus saving the face of both teachers and students.

The bilingual space created by the students’ use of code-switching occurs away from the teacher, in what Canagarajah has termed the “classroom underlife” (2001:205). Within the same physical classroom, the students seem to differentiate between the public space controlled by the teacher, and the self-constructed, private space in which different norms exist. Liebscher et al (2005) note that it is the sanctioning of code-switching that enables productive bilingual spaces to be created but, in Vanuatu, this sanctioning is achieved by teachers turning a blind eye to the practices that they feel they cannot prevent. When teachers enforce the language policy in classroom discussion, the bilingual space that engenders effective learning is shut down, and replaced by the safe, teacher-controlled interaction patterns in which little genuine learning takes place.

It has often been observed that code-switching is used to create and assert roles and identities (such as Canagarajah 2001; Camilleri 1996), where switching between the official language of the classroom and the home language enables teachers and students to change between their official and unofficial roles. In Vanuatu, it could be argued that teachers control language use in such a way that they assert their authority as the dominant participants in the classroom. Inside class, code-switching is considered a weakness, and teachers report that it is only used where comprehension breaks down. By switching to Bislama, teachers are acknowledging the failings of their students, and thus reinforcing their own roles as the omniscient participants in the classroom, on whom the students rely for knowledge. With code-switching viewed as a weakness in the academic domain, its use furthers the power that teachers have, and reaffirms the students’ lower status in the asymmetric assignment of roles.
There is a clear discrepancy between school policy and practice, which can be traced to a conflict between competing ideologies. By looking at the way teachers and students use Bislama and English in academic settings, we can begin to understand the way in which they negotiate their own interpretation of these differing ideologies. Teachers assert their authority in the classroom by only straying from the official classroom language when communication breaks down, and thus being fully in control of language use in the public space of the classroom. Students accept this authority and follow the rules of the classroom, enabling the co-construction of the public space in which learning is felt to be going on. In their own self-constructed spaces, students make use of a mixed code of English and Bislama, following non-academic patterns of interaction and accomplishing genuine communication.
7. Conclusions

The clear finding from this research is that the language policy stipulated by both the Ministry of Education and by the school administration is not being fully implemented. There are, in fact, two different languages being used simultaneously in academic classes, where English and Bislama both play roles. The result is a de facto dual-language situation, rather than a deliberate bilingual programme. One language is used in the public space of the classroom and another in the private spaces; the former limits participation to safe practices of interaction and the latter engenders genuine communication and learning.

While public policy documents stipulate what is to be the language of instruction, it seems that, in reality, there needs to be a distinction drawn between *language of instruction* and *language of learning*. In this classroom, instruction and almost all forms of input are certainly delivered through the medium of English, but very little engagement with this input, and therefore learning, takes place in English. When students explain concepts to each other, develop ideas, and complete tasks, they revert to the mixed code of Bislama and English. The irony is that the school policy is attempting to eradicate the very language in which learning is taking place, in order to replace it with a language in which only very superficial classroom routines are being carried out.

When viewed in this way, the conflict between policy and practice is extremely serious. If students are only genuinely learning when they are free to control their language use, a policy that bans their dominant language from the classroom effectively stifles their opportunities to learn. It is clear from interviews with both staff and students that an English-only policy is considered desirable, and problematical only in terms of its enforcement, so that more effective management might actually achieve a ban on Bislama, and therefore learning. However, before tampering with and condemning the strategies that learners are using in the classroom, a realistic alternative needs to be provided.

The alternative might seem to be the transferral of the strategies currently employed by students, from the private space to the public space. Since learning seems to take place in Bislama more effectively than it does in English, then it seems logical to make greater use of Bislama. For example, if teachers modelled effective patterns of code-switching, drawing on the linguistic resources available to all participants, such language practices would be legitimatised and adopted. Importantly, the whole process of learning could be conducted publicly, rather than being carried out covertly and shamefully, with the sense that Bislama is resorted to out of failure.

However, the adoption of Bislama as the medium of instruction, or the fostering of systematic code-switching, is also problematic. English is a language that must be acquired by Anglophone students if they are to continue their studies beyond junior secondary level (Year 10), since senior secondary and tertiary levels of education are administered by regional, rather than national, institutions. Examinations at these levels must be conducted in English and students must, therefore, be able to complete all the requirements of assessment in this language. In particular, it is important that students are able to express themselves effectively and appropriately in written English, in order to demonstrate the knowledge they have acquired and understood. It
is understandable that those involved in educational institutions, as well as the general public, feel that English is the only realistic medium of education throughout all levels of school (perhaps after the first few years of primary school), in preparation for the demands of higher education.

The dilemma is, then, how to provide the high levels of English that are needed without doing so at the expense of achievement and understanding in all areas of the curriculum. An effective language-in-education policy must be one that, firstly, allows and encourages the use of whichever language, or languages, will best facilitate understanding and engagement with learning and, secondly, promotes the effective teaching of English in a way that will enable students to pursue further education and participate in the ever-globalising world. These two goals are not incompatible, but they cannot be tackled as if they are identical.

It is beyond the scope of the present study to suggest ways in which these two goals might be accomplished, but an understanding that Bislama is used not only to compensate for poor English may help in separating them. Further research must determine how effective language use can contribute to genuine learning, and how English can best be taught for the purposes for which it is required. Separate and systematic approaches must be taken to these two challenges, to avoid attempting to satisfy competing sets of ideals and achieving neither goal. Any policy changes must provide an effective and viable alternative to the current language practices rather than simply banning them.
8. References


Appendix A: Grid references task questions

Group work

Year 11. In your group discuss the following questions

Refer to map extract of Wellington to answer the following questions.

1. Write the area reference for
   a. Container terminal
   b. Overseas terminal
   c. Greta point wharf
   d. Wahine Memorial
   e. Ward island

2. Write the grid reference for
   a. Point Halswell
   b. Z
   c. Reservoir close to Z
   d. Prison in Shelly Bay

3. What are the main features found in?
   Cultural features
   a. 593874
   b. 616834
   c. 609895
   
   Physical features
   d. 604885
   e. Most dominating feature in 5891
Appendix B: Topographical map for grid references task
Appendix C: Grid and area references handout

GRID AND AREA REFERENCES

The location of features on a topographic map can be found using Grid and Area references. Grid lines are a series of numbered vertical and horizontal lines drawn on a map. The horizontal lines are called NORTHTINGS and the vertical lines are called EASTINGS. Northing numbers are from south to North (bottom to top). Eastings are numbered from west to east (left to right).

Grid reference

To locate relatively small features on a topographic map, a Six-Figure grid reference (GR) is used. The first three digits refer to the eastings and the last three digits refer to the northings. Each set of three figures is referred to as a coordinate. The first two digits of each coordinate refer to the eastings and northings that surround the map. The third digit required each coordinate is obtained by dividing eastings and northings into tenths.

Examples. Refer to map provided

1. Find the GR of point A
   Point A is located exactly on the intersection of easting 24 and northing 39. The easting is therefore 240 (24 and no tenths towards 25). The Northing is 390 (39 and no tenths towards 40). The GR of point A is 240390

2. Find GR of point B
   Point B is located four-tenths of the way between easting 23 and 24. The easting is therefore 234 (23 and 4 tenths) towards 24. The northings is approximately eight-tenths of the way between northing 37 and 38, therefore it is 378.
   GR of point B is expressed as 234378

Area reference

Some features on maps (for example, a lake, small town, or forest) can cover a relatively large area within a grid square. These features are usually located by means of an area reference (AR). An AR has four digits.

To find the AR of a feature we first identify the easting line immediately to the left of it and then the northing below it. This means that we refer to the eastings and northings of the lower left hand corner of the grid square.

When a feature extends beyond one grid square your AR should be based on the lower left hand corner of the square that contains the main part of the feature.

Examples:

1. The AR for the lake is 2139
2. The AR of the road bridge is 2238
Appendix D: Participant group answers to grid references task

1. a) 6999 AK → Container terminal  
b) 6999 AK → Overseas terminal  
c) 8137 AE → Greta point wharf  
d) 8288 AF → Wahihe memorial  
e) 6688 AR → Ward Island

2. a) Point Halswell → 630898 GR 629899  
b) Z → 584918 GR 582913  
c) Reservoir close to Z → 586919  
a) Prison in Shelly bay → 627887 626886

3. a) GOVT HOUSE  
b) SEWER OUTLET  
c) MOUNT PETERSON No. 12 Sch  

   Physical features

d) Mount Victoria No. 2  

b) Z Forest

10/14
Appendix E: Tropical cyclones task questions

1. What is Tropical cyclone?
2. Where do Tropical cyclones occur?
3. Why do Tropical cyclones occur?
4. When do Tropical cyclones occur in the
   a) Northern Hemisphere
   b) Southern Hemisphere
5. What are the three main Hazards of a Tropical cyclone?
6. Describe some negative effects resulting from the three hazards
7. Identify strategies that can be used to reduce the negative effects of a cyclone
Appendix F: Participant group answers to tropical cyclones task

1. Tropical cyclone is a strong wind
   - with rain
   - it is caused by itself

2. Tropical cyclones occur anytime and anywhere during cyclone season.
3. Because of the increasing temperature

4. a) May – Nov
   b) April – Nov

5. Wind
   - Rain
   - Thunder & lightning

6. Wind destroys houses, forest, gardens
   - Rain causes floods on flat lands and cause soil erosion
   - Thunder & lightning cause no water sanitation and no power electricity.

7. Evacuation
   - Awareness through radio
   - Cyclone tracking map must be known how to use
Appendix G: Transcription and translation notes

Key to fonts

Times New Roman font is used for turns spoken in English.

Italic Times New Roman font is used for turns spoken in Bislama.

Arial font is used for turns spoken in French.

Arial Narrow font is used for English translation.

Key to symbols

Orthographic transcription conventions used are based on Wray, Trott & Bloomer (1998:202-211). The following symbols have been used in transcription of all discussions and interviews:

N: Nellie
R: Rosina
J: Jessica
T: Teacher
(T): Teacher speaking to whole class rather than directly to the participant group
FP: Former Principal
I: Interviewer
?
To mark rising intonation (sometimes, but not necessarily, at the end of questions)

___
To mark a stressed section

‘ ’
To mark a section read from a handout or the board

“ ”
To mark a section of quoted text from an earlier conversation or from a hypothetical conversation referred to by the speaker

::
lengthened sound

-
Unfinished word

(.)
To mark a pause of less than 1.0 seconds

((pause)))
To mark a pause of more than 1.0 seconds
To give information about other actions, such as reading or laughter

To mark latching – the beginning of a turn immediately as the previous turn ends, or to show that a single turn continues on the next line when another speaker has interrupted briefly

To mark the beginning or end of a section where one speaker begins or ends while another is speaking

To mark turns in which two or more speakers begin speaking at the same time

Unusual pronunciation

General notes about the transcription

1. Interviews have been transcribed in full. Geography discussions have been transcribed in full, with the exception of brief episodes that were completely off-topic. Since this study deals only with academic discourse, it was felt that these episodes were best omitted. Omissions have been marked in the transcripts.
2. Interviews conducted in Bislama have been transcribed fully in Bislama, and then immediately followed with a full translation into English. Corresponding line numbers are used in the two versions of these interviews.
3. All names referred to in interviews and transcripts have been changed.

Spelling notes

1. Some sections were ambiguous as to whether they were in Bislama or English, since there are so many lexical similarities between the two languages. Discussion 1 (Transcript H) contained long episodes of counting and, since numbers are the same in both languages, the participants were asked in which language they believed they were counting. Following their answer that it was Bislama, all numbers have been spelt as Bislama, unless used in a phrase that was otherwise entirely English.
2. Bislama orthography is based on the most recent Bislama dictionary (Crowley 2003). Words that are not found in the dictionary but that are felt to be widely used by fluent speakers of the language have been transcribed according to the same orthographic conventions. Such words are often English-derived verb stems that are used with a Bislama transitive suffix, such as kosem (cause).

Translation notes

1. The Bislama third person singular pronoun hem is not marked for gender. It has been translated as ‘he’ or ‘she’ where the referent is clear. However, for simplicity, where hem is used by a speaker in a more general way, it has been translated only as ‘he’.
Appendix H: Geography Discussion 1

(Map reading task carried out in class)

1 J: Area reference for
2
3 R: Container terminal
4
5 N: *Wanem?*
6 What?
7
8 R: Container terminal
9
10 N: Write the area reference for the ((pause)) container terminal ((pause))
11 Container terminal?
12
13 ((Moving chairs so that they can all see the map))
14
15 N: *Kas bae mi neva luk samting ia (. ) Afta yu?*
16 Wow I'll never be able to find that (. ) What about you?
17
18 R: No me too
19
20 N: ((pause)) Yes
21
22 R: Yes
23
24 N: Container
25
26 R: Okay I will read
27
28 N: Write the area
29
30 R: ((reading)) ‘Refer to the map extract of Wellington to answer the following questions (. ) write the area reference for container terminal’ (. ) okay
31
32 N: Container terminal ((pause)) *yumi lukaotem insaed ia container terminal*
33 Container terminal ((pause)) we have to look for container terminal on here
34
35 J: Container terminal ((pause)) write the area reference
36
37 N: *Hemia*
38 Here it is
39
40 R: Yes
41
42 J: Container terminal
43
44 R: Area
Okay ((reading from handout)) ‘area has area reference has four digits (.)
eastings and northings’
Yes
Easting hem i [sikisti]
The easting is [sixty]
[sikisti (.) no sikis hundred]
[sixty (.) no six hundred]
Eastings is fifty nine
Yes uh eastings fifti naen
Yes uh eastings fifty nine
Yes fifti naen
Yes fifty nine
Afta ((pause))[northing naenti]
And then ((pause)) [northing ninety]
[northings ((pause))] northings naenti
[northings ((pause))] northings ninety
Fo dijit fo dijit
Four digits four digits
That’s what? Area reference?
Area reference
Area reference uh
Container terminal (.) kwestin wan (.) wan
Container terminal (.) question one (.) one
I’ll just write only the answers
Yes
Yes ansa nomo
Yes just the answers
Fifti naen
Fifty nine
Fifti naen
Fifty nine
96  R:  Sikis
97  Six
98
99
100  N:  Sikisti naenti naenti
101  Sixty ninety ninety
102
103  J:  Fifti naen naenti
104  Fifty nine ninety
105
106  R:  No naenti wan (.) because
107  No ninety one (.) because
108
109  N:  No naenti
110  No ninety
111
112  R:  Naenti
113  Ninety
114
115  N:  Hem i talem se naenti wan (.) hemia naenti wan (.) naenti tu hemia (.)
116  She said that it's ninety one (.) this one is ninety one (.) this one is ninety two (.)
117
118  naenti tri hemia (.) yu tekem be hemia andanit (.) be hemia (.)
119  this one is ninety three (.) You take the one underneath (.) but this one ()
120
121  fifti eit hemia
122  this is fifty eight
123
124  R:  Uh
125
126  N:  Afta fifti naen hemia (.) sikisti hemia
127  And then this one's fifty nine (.) this one's sixty
128
129  R:  Naenti fo naenti tri naenti tu (.) naenti wan ia (.) no
130  Ninety four ninety three ninety two (.) it's ninety one (.) no
131
132  N:  No:: hem i se namba andanit ia be hem hemia antap
133  No:: she said the number underneath but that one is above it
134
135  R:  Oke
136  Okay
137
138  N:  Waet box antap be namba andanit (.) be hemia long bokis
139  The white box above but the number underneath (.) but this one for the box
140
141  antap namba antap ia
142  above it's the number above
143
144  R:  Antap
145  Above
N: Antap long hem bakegen
Above it again

R: Oke yu win
Okay you win

N: Yes

((All laugh))

R: Overseas terminal

N: Overseas terminal

R: Uh for area reference?

N: Area reference?

J: Overseas terminal

R: Sikisti
Sixty

N: Fifti naen
Fifty nine

R: Fifti naen (.) fifti naen
Fifty nine (.) fifty nine

N: Eiti naen
Eighty nine

R: Eiti naen
Eighty nine

N: Fifti naen eiti naen
Fifty nine eighty nine

J: Eiti naen (.) nekis
Eighty nine (.) next

R: Greta point wharf

N: Greta point wharf

R: Greta point (.) sikisti wan
Greta point (.) sixty one

N: Sikisti wan yes
Sixty one yes

R: Eiti seven
Eighty seven

N: Sikisti (. ) sikisti wan
Sixty (. ) sixty one

R: Sikisti wan eiti seven
Sixty one eighty seven

N: Sikisti wan eiti seven
Sixty one eighty seven

((writing)) Sixty one eighty seven

Fo dijit
Four digits

((reading)) ‘Wahine’ Wahine? ‘memorial’

Wahina

Wahine ((pause)) waine waine (. ) memorial um

[[Sikisti tu
[[Sixty two

[[Sikisti tu
[[Sixty two

Eiti tri
Eighty three

Sikisti tu eiti tri
Sixty two eighty three

Sikisti tu eiti tri
Eighty three

Ward Island

Ward Island
eight

Ward Island easting

Eiti wan
Eighty one

Sikisti wan sikisti sikis
Sixty one sixty six

Sikisti sikis wan
Sixty six one

Sikisti sikis [eiti eit]
Sixty six [eighty eight]

[Eiti eit]
[Eighty eight]

I stap long sikisti sikis eiti eit (.) yes
It's at sixty six eighty eight (.) yes

((writing)) Sixty six eighty eight

Namba tu nao
Number two now

Namba tu
Number two

Bae mi no raetem se:: hem i no rikodem (.) hem i save luk kwestin tu?
I don't need to write that (.) she's not recording (.) can she see the questions too?

Yes

Si
Yes

Number two write the grid reference for

Container

Grid reference

Raetem container tu
Write container too

Grid refrens ia hemia sikis
The grid reference is six

Yes sikis dijit
Yes six digits

Tu tens
Two tenths

Hu i tekem rula blong mi?
Who's taken my ruler?
R: Oh my gosh
J: E i stap antap ia nomo
N: Thanks ((pause)) Eh thank you
R: Eh sorry
J: Mi no save sikis dijit
N: Write the grid reference for (..) Point Halswell?
R: Locate
N: Point Halswell?
R: I stap long sikisti tri?
N: I don't know how to do six digits
R: It's at sixty three?
N: Sikisti tri ia nao?
R: Its at sixty three?
N: Is that sixty three?
J: What's that?
R: Locate
N: Point Halswell
R: ((Reading from handout)) ‘features on a topographic map (..) grid lines are series of numbers (..) called Eastings’
J: Afta yu luk se i stap long tu sentimita
N: Zero (..) eighty nine point
J: What's that?
R: Zero (..) eighty one zero point
J: [tu siro poen tri
R: [wan tu tri fo faev sikis
J: [one two three four five six
Be yumi kaontem tu o wan?
But do we count two or one?

Tu fo sikis uh?
Two four six uh?

Siro poen wan
Zero point one

Be hemia? Mi save se siro poen samting be mi no kaontem siro
But this one? I know it's zero point something but I didn't count the zero

Be tu long wanem tu sentimita (.) tu long wan
But two for what's that two centimetres (.) two for one

((laughs))

Ah be that’s it hemia nao
Ah but that’s it that's it

Wan
One

Siro poen wan siro poen tu siro poen tri siro poen fo siro poen faev
Zero point one zero point two zero point three zero point four zero point five

Greta Point

Sikisti tri siro
Sixty three zero

What’s your answer

Siro poen fo siro poen faev siro [poen sikis
Zero point four zero point five zero [point six

[Grid reference

Siro poen seven siro poen eit siro poen naen siro poen (.) ten (.)what?
zero point seven zero point eight zero point nine zero point (.) ten (.) what?

Me I don’t know

Trae kaontem (.) tu sentimita
Try and count it (.) two centimetres

Wan (.) tu (.) wan (.)
One (.) two (.) one (.)
Mi (.) samting ia i spolem ae blong mi mi no save ridim
Me (.) this thing’s hurting my eyes I can’t read it

Kari speks longwe
Get some glasses from over there
((All laugh))

Sikis seven (.) eit (.) eit
Six seven (.) eight (.) eight

Eit wanem?
Eight what?

Siro poen eit?
Zero point eight?

Siro poen eit?
Zero point eight?

I stap long siro poen eit?
It’s at zero point eight?

M-m

So eit (.) yu raetem eit
So eight (.) write eight

A::h

Be::
Bu::t

Kam bae mi raetem
Give it here I’ll write it

Wan tu tri fo faev
One two three four five

Sore sore
Sorry sorry

Wanem?
What?

Grid reference

Yu rid laod
Read loud

J: Which one?

N: Siro poen faev
Zero point five

J: No mi no andastanem
No I don't understand

N: Stret ia siro poen eit
It's right zero point eight

R: Mi hanggri
I'm hungry

N: Putum eit i go daon ((pause)) Sikisti wan
Put down eight ((pause)) Sixty one

R: Uh?

N: Ia
Here

J: Sikisti wan
Sixty one

R: Sikisti
Sixty

N: Sikisti wan ia
It's sixty one

R: Fifti tri
Fifty three

N: No sikisti tri ((pause)) Sikisti tri eit (.) No lego wan spes i stap afta yu raetem
No sixty three ((pause)) Sixty three eight (.) No leave a space and then write

hemia fastaem we i blong eiti eiti
that one first for eighty eighty

R: Uh eiti eit
Uh eighty eight

N: Misis Garae i se sikisti tri finis afta eiti eit
Mrs Garae said sixty three first and then eighty eight

J: Trae luk poen ia (.) poen ia i stap long
Look at this point (.) this point's at
N: Hem i stap stret long namba tu
   It's right at number two

J: Sikisti tu o sikisti tri? o i stap long ples ia?
   Sixty two or sixty three? or is it here?

R: Sikisti tri
   Sixty three

N: Sikisti tri (.). kona i stap long sikisti tri be
   Sixty three (.). the corner is at sixty three but

R: Be hu i putum pen long hem ia?
   But who's put pen on it?

N: Mi luk se sikisti tri
   I think it's sixty three

R: Sikisti tri
   Sixty three

N: Uh-uh

J: Fifti tri siro from se wan
   Fifty three zero because one

R: I no iven putum yes (.). siro yes (.). tens
   It's not even put yes (.). zero yes (.). tenths

J: Siro (.). eiti eiti
   Zero (.). eighty eighty

R: Eiti naen?
   Eighty nine?

N: Eiti eit (.). eiti naen
   Eighty eight (.). eighty nine

R: Naenti (.). eiti naen
   Ninety (.). eighty nine

N: No eiti naen
   No eighty nine

R: Eiti nae::n
   Eighty ni::ne

J: Eit
   Eight
Hemia nao
That's it

Finis nao
Finished

Grid reference

Letas B?
Letter B?

Z

Wanem?
What?

Z

Z

Z no mo? I mean (.) letter Z?
Just Z? I mean (.) letter Z?

Yes

Who will find it first?

Kompiuta
Computer

Kompiuta i slo iet
My computer’s still slow

Z?

A::h

Well (;) yu no faenem?
Well (;) haven’t you found it?

Z leta Z
Z letter Z

M-m

We ask Mrs Garae? ((pause)) we ask Mrs Garae uh?

Okay ask ((pause)) Z
No like (.) just ask her *nomo*

No like (.) just ask her only

This one

((All laugh))

Okay

Z is in *fifty eight (.) ninety one*

Z is in fifty eight (.) ninety one

Fifty eight

*Ninety one*

*Ninety two::*

*Ninety one underneath*

Yes

*Underneath*

*Oke mi save rid*

Okay I can read

*I don't know what it is?*

*The whole square*

*Wan*
J: *Eyu kaontem stap long Z ia?*  
Eh did you count it up to the Z?  

R: M-m  

J: *Bae mi kaontem stap long ples ia (. ) long ples ia o long medel?*  
Do I count it up to here (. ) here or in the middle?  

R: *Mi no save nao (. ) yu kaontem hemia longwe*  
I don't know (. ) count that one there  

N: *No yumi kaontem stret long medel*  
No we count it right in the middle  

J: *Stret long medel blong Z ia (. ) medel blong Z*  
Right in the middle of the Z? (. ) the middle of the Z  

R: *Ale medel medel (. ) [wan tu ] eh tu tri fo faev*  
Okay middle middle (. ) [one two] eh two three four five  

N:  
[That's two]  

R: *Faev long bigwan ia (. ) eh*  
Five at the big one (. ) eh  

N: *No tri*  
No three  

J: *Yu kaontem tu laen*  
You count two lines  

N: *Be yu kaontem tu laen hem i wan (. ) tu laen hem i siro poen wan ia nao*  
But count two lines as one (. ) two lines is zero point one  

R: *Ah oke ((pause)) Wan tu*  
Ah okay ((pause)) One two  

N: *Tri*  
Three  

J: *Tri (. ) eh?*  
Three (. ) eh?  

N: *Siro poen tri?*  
Zero point three?  

R: *Siro poen*  

66
Zero point

J: *Fifti eit*

Fifty eight

R: *Fifti eit tri (.) faev hundred an eiti tri*

Fifty eight three (.) five hundred and eighty three

N: *Be yu kaontem sot nomo o fulwan?*

But did you just count it short or the whole thing?

J: Uh?

N: I mean we’ll count it we’ll count reach here or up there?

J: *No kaontem stret nomo long Z*

No just count it right at the Z

N: *Ale Z (.) nao yu mekem (.) yu meserem northings blong hem nao*

Okay Z (.) now you do it (.) measure it its northings now

J: Northings

R: *Stat wea? (.) Siro bae i stap wea?*

Starting where? (.) Where does the zero go?

N: *Siro*

Zero

J: *Siro i stap long laen ia (.) afty bae i en long laen ia*

The zero goes on this line (.) then it ends at this line

N: *Tu sentimita*

Two centimetres

R: *Tu ia (.) tu sentimita (.) tu sentimita*

It’s two (.) two centimetres (.) two centimetres

N: *So bae i eit bakegen?*

So is it eight again?

J: *Traem luk (.) kaontem Nellie*

Look (.) Nellie count it

R: *Tu ia*

It’s two

((Teacher approaches group))

T: Okay have you finished the first part?
J: Yes we’ve finished.
T: Okay good keep going
((Teacher leaves))
N: Siro poen
Zero point
J: Grid refrens i had we from yu stap kaontem ol (. ) tens blong hem o
tens blong hem
A grid reference is really hard because you have to count (. ) its tenths or
its whatever
R: Sapos sentimita yes
Centimetres would be okay
J: Sentimita
Centimetres
R: ((reading)) ‘To locate relatively small features on a topographic map a six
figure grid reference is used the first three digits refer to the eastings and the
last three digits refer to the northings each set of three’
N: Tu (. ) tri (. ) fo
two (. ) three (. ) four
R: Ah yes
N: Faev sikis (. ) bae yumi kaontem long medel blong Z ia o olwe i go antap?
Five six (. ) do we count it in the middle of the Z or all the way up?
R: ((pause)) I mean (. ) yes ((pause)) better ask Mrs Garae
R: ((pause)) I mean (. ) yes ((pause)) better ask Mrs Garae
J: Kasem en blong hem
To the end
R: You ask
((Teacher approaches group))
N: Scuse Mrs Garae (. ) are we going to measure (. ) if we measure the northings
we measure it up here or only in the middle?
T: Which one is the northings?
J: This one
T: Okay so: what’s your question?

N: Are we going to measure it like (.) end of the box or only in the middle

T: No just start off because it starts off at ninety one so you start off your zero should be over the [ninety one

R: [ninety one

T: Cause it’s two centimetres up to ninety two so your zero should be here and then you can mark off every two millimetres

N: Two millimetres

T: To zero point nine

R: Yes

T: Within that box

N: Thanks

((Teacher leaves))

R: Zero point one

J: Yu askem wanem long hem?

R: What did you ask her?

J: We haven’t

J: Yu ask se yumi meserem Z o meserem bokis

R: You asked if we should measure the Z or the box

N: Meserem Z

R: We measure the Z

J: Mi ting se::

R: I thought that

N: Mi mi ting se bae yumi meserem Z

R: I thought we should measure the Z

J: Hem i gerup i ansarem se bae yumi mesurem bokis

R: She said that we should measure the box

J: Yes

J: Hem i gerup
She said

Yumi meserem bokis
We measure the box

Yu meserem kasem en
Measure it to the end

((All laugh))

Bokis
Box

No X ia (.) stop long X nomo
No X (.) just stop at the X

Oke mi meserem mi finis nomo long X afta mi meserem finis nomo
Okay I'll measure only as far as the X and then I'll just measure it

long ples ia
up to here

X long ples ia
X here

Yes (.) Long stret anda long hem ia
Yes (.) Straight underneath it

Afta bae yumi meserem castings blong hem tu go kasem en
Then do we measure its castings to the end too

Yes bae yu rabem aot bakegen
Yes rub it out again

Mi no raetem iet
I haven't written it yet

Thank you

((off-topic discussion omitted))

Hem i siro (.) afta faev poen wan (.) afta bae yumi talem olsem wanem?
It's zero (.) then five point one (.) then what do we say?

Mesa blong mi (.) siro poen faev (.) hem i siro poen faev uh? Be taem mi
My measurement (.) zero point five (.) it's zero point five uh? But when I

kaontem faev poen wan
count it's five point one
J: Olsem
like that

N: I oraet nomo mi talem siro poen faev nomo (.) siro poen faev ia from se mi
It's fine I'll just say zero point five (.) it's zero point five because I
kaontem go kasem siro laswan i stap from mi talem Z ia wan milimita strett
counted up to the last zero because I said Z was exactly one millimetre

J: Sapos we
If

N: I mean wan sentimita strett (.) lego
I mean exactly one centimetre (.) leave it

J: Wan tu tri fo faev ale putum faev (.) ale bakegen mi meserem blo::ng
One two three four five okay put five (.) okay now I'll measure fo::r

R: Wanem ia? Fas dijit ia?
What's that? The first digit?

N: Blong northing ia (.) be yu wet
For the northing (.) but wait

R: Ah oke (.) faswan no iet?
Ah okay (.) we haven't done the first one yet?

J: Eastings

N: Wan tu tri
One two three

J: Eastings

N: Fo (.) fo (.) eastings fo (.) northing hem i faev fo fifti::
Four (.) four (.) eastings is four (.) the northing is five four fifty::

R: Fifti eit fo
Fifty eight four

J: Fifti eit fo
Fifty eight four

R: Fifti eit fo naenti wan
Fifty eight four ninety one

N: Faev
Five

J: Faev (.) grid referens
Five (.) grid reference

N: What’s the next one?

R: Next

N: ((reading)) ‘Resev-’

R: ((reading)) ‘Resevia’

N: Wanem
What

R: ((reading)) ‘Reservoir close to’

J: ‘Reservoir’

N: Wanem eria (.) eria blong hem i semak nomo
What’s the area (.) its area’s just the same

J: Naenti wan fifti eit
Ninety one fifty eight

N: !Fifti eit ale faenem tens blong hem nomo ((pause)) wan tu tri fo
Fifty eight okay just find its tenths ((pause)) one two three four

J: Mi mi ((pause)) namba tri
I ((pause)) number three

N: Uh faev hem i easting blong hem
Uh five is its easting

J: Wanem?
What?

N: Faev
Five

R: ((yawns))

J: Fifti eit faev
Fifty eight five

R: Inaf nao?
Is that enough yet?

J: Eastings nomo northings no iet
That's just the eastings we haven't done the northings yet

Afta (.) northings nao (.) wait don't be in a hurry

Then (.) northings now (.) wait don't be in a hurry

Wan

What

N:  Wan

A

((reading)) ‘Reservoir close to’

Reservoir ((pause)) wan franis wod uh?

Reservoir ((pause)) is that a French word?

Tri fo faev sikis seven eit naen (.) naen ((pause)) eiti wan

Three four five six seven eight nine (.) nine ((pause)) eighty one

Naenti

Ninety

Naenti wan (.) naen ((pause)) naen wan naen

Ninety one (.) nine ((pause)) nine one nine

Naen

Nine

Hemia nao (.) Ale nekis wan wanem?

That's it (.) Okay what's next?

((reading)) ‘Prison in Selly Bay’ (.) wem Selley Bay ia?

((reading)) ‘Prison in Selly Bay’ (.) where's Selly Bay?

Shelly Bay

Where is Selly Bay guys?

What what?

Shelly Bay

Shelly Bay?

Shelly Bay (.) Shelly

Hem i gerup i se Selly Bay
She said Selly Bay

Shelly

Shelly (. Shell (. Shelly (. Shelly Bay (. Prison

Um sikisti tu hem i easting blong hem (. and uh eighty eight is northing
Um sixty two is its easting (. and uh eighty eight is northing

Afta
And then

Tens
Tenths

Prison in Shelly Bay

((reading)) ‘What are the main features found’ (. prison

Wan (. tu (. tri (. wan tu tri ((pause)) wan (. tu (. wan
One (. two (. three (. one two three ((pause)) one (. two (. one

From wanem?
Why?

Mi no save
I don’t know

We’re not talking about it right now (. come on ((pause)) get back to it

I dunno (. which one?

Prison (. it’s there (. you find the tens
Prison (. it’s there (. you find the tenths

Which wan ia? Hemia blong faswan ia?
Which one? Is that for the first one?

Yu kaontem tu (. tu er tu hem i
Count two (. two er two is

Tu milimita
Two millimetres

Tu milimita hem i
Two millimetres is

Siro poen wan
Zero point one
Siro poen wan ((pause)) faswan ia hem i siro poen wan
Zero point one ((pause)) the first one is zero point one

Siro poen wan siro poen tu siro poen tri siro poen fo (.) eit naen ten
Zero point one zero point two zero point three zero point four (.) eight nine ten

Samting ia i nogud antap ia (.) yu mekem i go antap (.) klosap long hem
This thing is no good up there (.) put it higher (.) near that
mekem se yu save fœnem ((pause)) afa bae yumi save kaontem
so that you can find it ((pause)) then we can count it

Hemia
Here

Shelly Bay (.) hem i talem prison
Shelly Bay (.) it says the prison
Prison in Shelly Bay

Ah oke ((pause)) prison
Ah okay ((pause)) prison

Be bae mi stat long P from
But do I start at the P because

Be hemia nao (.) yu go stap long ples ia (.) mekem i go mo bae i oke
But that's it (.) you go here (.) go a bit further it's okay

Kaon long siro o wan?
Count from zero or one?

Siro
Zero

Siro wetem tufala faswan ia siro afa narawan ia hemia siro
Zero with the two first ones here zero and then the other one is zero

Wan tu tri fo faev
One two three four five

Man yu hariap uh?
Man you're quick aren't you?

Sikis seven eit naen ten eleven twlef tetin fotin
Six seven eight nine ten eleven twelve thirteen fourteen

What?
Siro poen fotin
Zero point fourteen
((All laugh))
Siro poen fotin ia hem i
Zero point fourteen that's
Be ((pause)) mi kasem
But ((pause)) I reached
Hemia siro poen wan siro poen tu siro poen tri siro poen fo
It's zero point one zero point two zero point three zero point four
siro poen faev siro poen sikis siro poen seven(.) siro poen seven
zero point five zero point six zero point seven(.) zero point seven
Kam bae mi jekjek
Give it here I'll check it
Fotin i tumas ia
Fourteen is too much
Hemia castings blong hem
That's its castings
Eastings blong hem ia(.) maybe it's
Its castings(.) maybe it's
Wan tu
One two
Sikisti tu
Sixty two
Seven(.) seven wea?
Seven(.) where's seven?
Yes sikisti tu castings sikisti tu
Yes sixty two castings sixty two
Mi kaontem
I counted
Hemia ((pause)) streng long ples ia ((pause)) afta yu kaontem
Here ((pause)) right here ((pause)) then you count
Stret
Right
N: Hemia nao
That's it

J: Wan tu
One two

N: Ah yu no livim wan ia be yu no kaontem wan hem i tu uh?
Ah you didn't leave one so you didn't count one as two did you?

J: Oke
Okay

N: Fo faev sikis seven
Four five six seven

J: Yes seven
Yes seven

N: Seven

J: Yes seven

N: Seven

R: Wanem (.) easting?
What's that (.) easting?

J: Easting

N: Hem i sikisti tu
It's sixty two

J: Sikisti tu seven
Sixty two seven

N: Ale
Okay

R: Northings

J: Northings blong
Northings for

N: Wan tu ((pause)) faev sikis
One two ((pause)) five six

R: Inaf
Enough

N: Okay better do it

R: Wanem wanem
What

Northings blong hem
Its northing

Mi talem se sikis ((pause)) eiti eit
I said it's six ((pause)) eighty eight

Oke (.) finis
Okay (.) finished

Ale go antap
Okay let's go

Wet (.) bae yu jekem (.) yu traem jekem
Wait (.) you check it (.) Try and check

Faev sikis seven (.) seven ((pause)) sore
Five six seven (.) seven ((pause)) sorry

No no no ((pause)) oke finis
No no no ((pause)) okay that's it

Namba tri
Number three

Oke namba tri
Okay number three

((reading)) ‘Cultural features’

Nao bae yumi fesim ol grid (.) Fesim grid ia lukaotem eria
Now we have to look at the grids (.) look at the grid and find the area

Which grid?

Hemia
This one

Ah oke ((pause)) fifti naen tri
Ah okay ((pause)) fifty nine three

((Teacher approaches))

Check this (.) eastings sixty two or sixty three (.) you check these points

Sixty two

Sixty two eastings sixty two (.) or sixty three?
1296 R: Sixty three box so sixty three
1297
1298 J: Sixty two
1299
1300 T: Okay so this needs to be sixty two
1301
1302 N: Yes
1303
1304 J: Sixty two
1305
1306 T: Sixty three ((pause)) Letter Z (.) Z er that’s fifty eight four and ninety one five
1307 (.) right (.) reservoir fifty eight (.) yes ((pause)) Shelly Bay six two seven and
1308 eight eight seven
1309
1310 J: Sixty two
1311
1312 N: Okay
1313
1314 ((Teacher leaves))
1315
1316 R: Oh be i tuf (.) wan nomo i rong
1317 Oh but that's cool (.) only one was wrong
1318
1319 J: Oke
1320 Okay
1321
1322 N: Eh ((reading)) ‘What are the main feathers found in (.) cultural feathers’ (.)
1323 wow (.) what is meant by cultural feathers?
1324
1325 R: Features
1326
1327 N: Eh ((laughs)) what is meant by cultural features
1328
1329 R: Features
1330
1331 ((All laugh))
1332
1333 J: Cultural (.) olsem ol man oli mekem ating (.) physical olsem volkeno
1334 Cultural (.) like manmade I think (.) physical is like a volcano
1335
1336 R: Features
1337
1338 N: Fifti naen hemia
1339 This is fifty nine
1340
1341 R: Is found in
1342
1343 N: Fifti naen (.) wanem nara
1344 Fifty nine (.) what's the other
1345
1346 R:  *Tri*
1347 Three
1348
1349 N:  *Eiti seven*
1350 Eighty seven
1351
1352 J:  *Fifit naen*
1353 Fifty nine
1354
1355 R:  *Fifit naen eiti seven*
1356 Fifty nine eighty seven
1357
1358 N:  *Eiti seven hemia long ples ia*
1359 This is eighty seven here
1360
1361 R:  *Trae meserem fifit naen afta tri (. ) afta yu putum poen ia wetem pen*
1362 Measure the fifty nine and the three (. ) then mark it with your pen
1363
1364 J:  *No hemia physical*
1365 No that's physical
1366
1367 N:  *I oraet nomo*
1368 That's alright
1369
1370 R:  *Taem nao*
1371 Time's up
1372
1373 N:  *Wan*
1374 One
1375
1376 R:  *Oh bel bae i ring*
1377 Oh the bell's about to ring
1378
1379 N:  *Tu*
1380 Two
1381
1382 ((Off-topic episode omitted))
1383
1384 N:  *Narawan hem i wanem? Fo?*
1385 What's the other one? Four?
1386
1387 J:  *Siro*
1388 Zero
1389
1390 R:  *Ale*
1391 Okay
1392
1393 N:  Okay don’t worry
1394
1395 J:  No you do it
N: Not good (. ) not very good

(All laugh))

J: Uh?

N: Doing the wrong thing

J: Eastings first

N: Wan (. ) Easting hem i tri? (. ) wan tu tri
One (. ) Is the casting three? (. ) one two three

J: Hem i samting tri (. ) afta yu makem tri ia
It’s something three (. ) then mark the three

N: Afta narawan ia fo?
And then the other one’s four?

((Bell rings))

J: Uh?

N: Wan (. ) wan tu tri fo ((pause)) Mount Cook
One (. ) one two three four ((pause)) Mount Cook

J: Wanem?
What's that?

N: Mount Cook

R: Ale Mount Cook
Okay Mount Cook

N: Yes

J: Mount Cook

N: No wet wet wet
No wait hold on

((Teacher addresses whole class))

(T): Okay can you hold on to your maps and complete the handout (. ) the questions (. ) the one that you are working on (. ) last (. ) questions (. ) and we’ll go through that tomorrow ((pause)) please you must return back my map tomorrow ((pause)) so don’t lose them

N: Fifti naen etti seven
Fifty nine eighty seven

J: Fifti naen tri afa
Fifty nine three and then

R: Eiti seven
Eighty seven

J: Fifti naen eiti seven
Fifty nine eighty seven

R: Eiti seven
Eighty seven

N: Eiti seven fo
Eighty seven four

R: Wan tu tri fo
One two three four

J: ((reading)) ‘Govt house’ ((/goft/))

N: Yes sapos govt house be hemia nao
Yes if it's govt house then that's it

J: Govt house

R: Wanem wanem?
What what?

J: Govt house ((pause)) Govt (.\) gavman o:.?
Govt house ((pause)) Govt (.\) government o:.?

J: Enough uh?
1496
1497  N:    Enough
1498
1499  R:    Sikisti wan
1500  Sixty one
1501
1502  N:    Yes (.) we will finish at prep
Appendix I: Geography Discussion 2

(Map reading task completed as homework)

1 R:  Nekis kwestin
2     Next question
3
4 J:  Kwestin wanem?
5     Which question?
6
7 R:  Kwestin tri (.) kwestin tri B
8     Question three (.) question three B
9
10 J:  Tri B?
11     Three B?
12
13 R:  Yes
14     Yes
15
16 N:  Kwestin tri B? ((pause)) Faenem wanem leta
17     Question three B? ((pause)) Find which letter
18
19 J:  Namba
20     Number
21
22 R:  Sikisti wan (.) eiti tri
23     Sixty one (.) eighty three
24
25 J:  Sikisti wan
26     Sixty one
27
28 N:  Sikisti wan
29     Sixty one
30
31 R:  Eiti tri
32     Eighty three
33
34 N:  Afta eiti tri
35     Then eighty three
36
37 R:  Be (.) be yu jes stap faenemaot sikis mo fo
38     But (.) you just have to find the six and the four
39
40 N:  Wanem uh
41     What uh
42
43 J:  Sikis (.) ol poen ia sikisti wan (.) afa [wanem? fo?]
44     Six (.) the points are sixty one (.) then  [what? four?]
45
46 N:  [Sikisti wan wanem?]
[Sixty one what?

47  
48  
49  J:  Sikisti wan sikis  
50       Sixty one six  
51  
52  R:  Sikisti wan mo eiti tri  
53       Sixty one and eighty three  
54  
55  J:  Be [sikisti wan]  
56       But [sixty one]  
57  
58  N:       [Yes be tens] blong sikisti wan wanem?  
59       [Yes but what's the tenths] for sixty one?  
60  
61  J:  Sikis sikis (.) yeh ((pause)) holem antap  
62       Six six (.) yeh ((pause)) hold it up  
63  
64  N:  Uh?  
65       Uh?  
66  
67  J:  Mi se holem antap  
68       I said hold it up  
69  
70  N:  Yes sikisti wan eiti tri  
71       Yes sixty one eighty three  
72  
73  J:  M-m  
74       M-m  
75  
76  N:  Sikisti wan  
77       Sixty one  
78  
79  R:  Sikisti wan sikis  
80       Sixty one six  
81  
82  J:  Sikisti wan  
83       Sixty one  
84  
85  N:  Afta? Narawan blong eiti tri ia wanem?  
86       Then? What's the other one for eighty three?  
87  
88  R:  Fo  
89       Four  
90  
91  J:  Eiti tri fo  
92       Eighty three four  
93  
94  R:  Hemia wanem? Tens blong hem?  
95       What's that? Its tenths?  
96  

85
Uh-uh

Northings

Northings

B

Yu luk i klia

See it's clear

Hem i ((reading)) ‘S-S-Sewer outlet’ o wanem ia? (.) Hemia

It's ((reading) ‘S-S-Sewer outlet’ or what? (.) There

((reading)) ‘Sewer outlet’

Outlet

M-m

Ale raetem

Okay write it

I strett?

Is that right?

Yes

Yes

Yes

Wan tu ((pause)) eh yu talem namba sikisti wan ia hem i tri?

One two ((pause)) eh you said number sixty one was three?

Sikis

Six

Sikis?

Six?

Sikisti wan sikis te- sikisti [sikisti wan (.) tens blong hem sikis]

Sixty one six te- sixty [sixty one (.) its tenths is six ]

[One two three ((pause)) ] yes that's it

Sewer outlet
147 N: Yes
149 J: *Wanem? Sower?*
150 What? Sower?
151
152 R: *Wetem E*
153 With an E
154
155 J: Sewer (. ) out (. ) let ((writing))
156
157 R: Outlet (. ) *[Nekis wan]*
158 [Next one]
159
160 N: [Nekis wan]
161 [Next one]
162
163 R: *Nekis wan hem i [sikisti]*
164 The next one is [sixty]
165
166 J: [M-m (. )] *sikisti poen naen*
167 [M-m (. )] sixty point nine
168
169 N: *Sikisti afta*
170 Sixty and then
172 R: *Tens naen*
173 Tenths nine
174
175 J: *Tens naen*
176 Tenths nine
177
178 N: *Be (. ) wanem nortings blong hem wanem?*
179 But (. ) what what’s its nortings?
180
181 R: *Nortings eiti tri*
182 Nortings eighty three
184 J: *Eiti tri=*
185 Eighty three=
186
187 R: =*Eiti naen sore*
188 =Eighty nine sorry
189
190 J: *Eiti naen*
191 Eighty nine
192
193 R: Oh
194
195 N: *Eiti naen afta*
196 Eighty nine and then
J: *Eiti naen wanem*
E: Eighty nine what

R: *Faev*
E: Five

J: *Eiti naen faev*
E: Eighty nine five

N: *Be*
E: But

J: *Sikisti*
E: Sixty

N: *Eastings blong hem hem i sikisti uh?*
E: Its eastings is sixty uh?

R: Yes

J: *Sikisti naen*
E: Sixty nine

R: *Afta tens naen*
E: Then the tenths is nine

N: *Sikis siro naen?*
E: Six zero nine?

R: *Yo*
E: Yes

N: *Mining easting ia sikis zero naen?*
E: Meaning the easting is six zero nine?

R: M-m

N: *Kala kasem en wan taem*
E: Wow right up to the end

R: *Wan (.) tu (.) tri (.) fo*
E: One (.) two (.) three (.) four

J: Eastings [sikisti]
E: Eastings [sixty]

R: [Tens naen]
E: [Tenths nine]
Afta sikis seven eit naen afta hamas blong
Then six seven eight nine then how much for

Faev
Five

Eiti naen faev
Eighty nine five

Wan tu tri fo faev M Victoria M Victoria mountain
One two three four five M Victoria M Victoria mountain

Mou::nt Victoria (writing) toria

Tu
Two

Yes

No gat D?
There's no D?

No finis nao nekis wan (reading) ‘physical features’?
No that's it next one (reading) ‘physical features’?

Yes

Physical features

Las wan
Last one

Ale
Okay

Sikisti
Sixty

Easting ia sikisti
The casting is sixty

[[Uh-uh

[[Sikis siro fo sikis siro fo
[[Six zero four six zero four

Easting sikisti
Easting sixty

Be hemia wanem nao [northings blong hem?]
But what's that its northings?

R: [Northings poen ((pause))] eiti eit faev

N: [Northings point ((pause))] eighty eight five

J: Eighty eight

N: Eiti

R: Northings eiti eit

N: Eighty

J: Northings eighty eight

R: Northing eiti eit

N: Eighty

J: Northing eiti eighty eight

R: Eighty eight

N: Eh ((pause)) yu wet faswan ia hem i raet ia? Hemia

J: Eh ((pause)) hang on is that first one right? This one

N: Eiti naen ia? Eighty nine?

R: Eiti naen faev

J: Eighty nine five

N: Eiti naen ia? Eighty nine?

R: Eighty nine

J: Yu gerup yu se (.) no i rong

N: You said (.) no it's wrong

J: Mi mekem rong

N: I did it wrong

J: Mekem bakegen

N: Do it again

J: Sore

N: Sorry

J: No no no i stret

N: No no no it's fine

R: Hem ia i rong uh? Mount uh Victoria?

J: That one's wrong uh? Mount uh Victoria?

N: Mount uh Victoria?

J: M-m

N: M-m

J: Se (.) likwid?

N: Er (.) correction fluid?
R: No likwid
No correction fluid

N: Hem i wanem bakegen uh? ((pause)) Mi minim uh
What was it again? ((pause)) I mean uh

J: Sikisti naen eiti naen
Sixty nine eighty nine

N: Sikisti (.) eiti naen uh?
Sixty (.) eighty nine uh?

R: Faev
Five

N: Wan (.) tu (.) tri (.) fo
One (.) two (.) three (.) four

R: Sikisti naen eiti eit (.) eiti naen sore
Sixty nine eighty eight (.) eighty nine sorry

J: Sikis (.) seven (.) eit (.) naen
Six (.) seven (.) eight (.) nine

N: M-m ((pause)) Wan tu tri fo ((pause)) S-C-H ia?
M-m ((pause)) One two three four ((pause)) is that S-C-H?

R: Shhh ((laughs))
((All laugh))

N: S-O-N o S no S-C-H
S-O-N or S no S-C-H

J: S-C-H?

N: Uh-uh

R: Mi mekem shh
I said shh

J: So mi spelem mi no save se yu spelem olsem wanem
So I'll spell it I don't know how you spell that

N: No yes hem
No yes like that

J: S-C-H
Wan aelan ating? O wan

Maybe an island? Or a

Wan ples

A place

Ale narawan ia hem i (. ) sikisti?

Okay the other one is (. ) sixty?

Physical feature

Physical feature wanem ((pause)) we::t

What's a physical feature ((pause)) ha::ng on

Sikisti fo eiti eit faev

Sixty four eighty eight five

Sikisti

Sixty

Sikisti afta eiti

Sixty and then eighty

Tens fo (. ) eiti eit faev

Tenths four (. ) eighty eight five

Afta

Then

Sikisti (. ) eiti eit

Sixty (. ) eighty eight

Fo hem i tens uh wanem uh blong easting

Four is the tenths uh what for the casting

Tens blong sikisti ((pause)) sikisti yo

Tenths for sixty ((pause)) sixty yes

Wan tu tri fo

One two three four

Physical

Afta wanem blong hem bak- (. ) northings blong hem

Then its what's that ag- (. ) its northings

Eiti eit northings eiti eit

Eighty eight northings eighty eight

Faev uh?
((laughs)) Five uh?

R: Yo ((pause)) Wanem mo?

Yes ((pause)) What else?

J: Wan ples ia?

A place?

N: Wan tu tri fo faev ((pause)) hemia (. ) Mount Victoria ia

One two three four five ((pause)) there (. ) it's Mount Victoria

R: Uh?

J: Mou::nt Victoria ((writing))

N: Beckham

J: Ooh Beckham

N: ((laughs)) Mount Victoria number two

J: Number two ((writing))

R: Leta E ((pause)) eh yes

Letter E ((pause)) eh yes

J: Eh kas ((pause)) hemia joenem i kam daon

Oops ((pause)) this one should come down here

N: Las wan ia nao afta finis?

Is this the last one now and then we're finished?

R: Yes las wan

Yes the last one

J: Las wan

Last one

N: Ale

Okay

R: ((reading)) 'Most dominating feature in'

J: Hemia eria referens ia

That's area reference

N: Kam mi trae luk (. ) kam kam

Give it here let me see (. ) give it here

J: Fifti eit naenti wan
Fifty eight ninety one

R: Yes fo
Yes four

J: Fifti eit naenti wan ol poen nomo ((pause)) fifti eit (. ) fifti eit naenti wan
Fifty eight ninety one just points ((pause)) fifty eight (. ) fifty eight ninety one

N: Afta wanem? Bae yumi faenem tens blong hem?
Then what? Do we find its tenths?

J: No hemia ((pause)) wet mi traem lukluk pepa
No here ((pause)) wait let me see the paper

N: Givim i kam mi trae luk kwestin
Give it here let me see the question

R: Most dominat- eh domin-

N: Most dominating

R: Dominating ((pause)) feature (. ) feathers

N: Feathers

((all laugh))

R: ((laughs))

J: No be wanem ples insaed long skwea (. ) no::
No but which place inside this square (. ) no::

R: Fifti eit
Fifty eight

N: Wanem nao hem i most dominating (. ) fitti eit naenti wan hemia ((pointing to
Which one is most dominating (. ) this is fifty eight ninety one ((pointing to

map)) Afta hem i most dominating uh feathers ia? (. ) Feathers ((laughs))
Then its the most dominating uh feathers? (. ) Feathers ((laughs))

J: ((reading)) ‘Most dominating feature in’ fitti eit naenti wan ((pause))
((reading)) ‘Most dominating feature in’ fifty eight ninety one ((pause))

ating wan (. ) wan ples we i mos
maybe a (. ) a place that is most

N: Yes (. ) reservoir
547 R:  
548  
549  
550  
551 N:  Rod ((pause)) trifala samting ia nomo i stap long hemia  
552  
553  
554 J:  Most dominating  
555  
556 R:  Dominate most  
557  
558 N:  Oli givim  
559  
560  
561 J:  Uh?  
562  
563 R:  Donate  
564  
565 J:  Yes  
566  
567 N:  I oraet nomo  
568  
569  
570 R:  Donate uh?  
571  
572 J:  Kas ((pause)) be Z hem i wanem? No physical  
573  
574  
575 N:  Physical be yes hemia nao ating town belt ia  
576  
577  
578 R:  Wet  
579  
580  
581 N:  From se  
582  
583  
584 J:  Wet physical hem i olsem invaeremen nomo i no inkludum ol  
585  
586  
587  
588  
589 N:  Be hemia nao (.) yu traem luk ((pause)) yes town belt  
590  
591  
592  
593 J:  Town belt ((pause)) yu mas talesm  
594  
595  
596 N:  Ale reservoir i minim wanem? Rod? Uh?
Okay what does reservoir mean? Road? Uh?

J: Be no ol man oli mekem
But no that's manmade

N: Be rese-
But rese-

J: Reservoir

N: Sapos no leta Z ia
If not letter Z

R: ((laughs))

J: Ale raetem Z
Okay write Z

R: Hah

N: Yes (.) raetem leta Z nomo
Yes (.) just put letter Z

R: Z Z leta Z
Z Z letter Z

J: Misis Garae bae i tikim rong ale jas stap lulkuk
Mrs Garae will mark it wrong but we'll just see

R: Oke
Okay

N: Finis
Finished

R: Finis
Finished
Appendix J: Geography discussion 3

(Tropical cyclones task completed in class)

1 R: ((reading)) ‘What is tropical cyclone’?
2
3 J: ((pause)) Tropical cyclone i::s
4
5 R: ((pause)) Tropical cyclone?
6
7 J: Tropical cyclone is caused by
8
9 R: ((pause)) What is tropical cyclone?
10
11 J: Tropical cyclone is ((pause)) um
12
13 R: Is a:: ((pause)) strong wind (.). yes enikaen poen
14 Is a:: ((pause)) strong wind (.). yes any old point
15
16 J: Yes
17
18 R: Tropikol saeklon ((pause)) putum men poen blong hem
19 Tropical cyclone ((pause)) put down some general points
20
21 J: So strong wind
22
23 R: Tropical cyclone i::s
24
25 J: ((writing)) Tropical (.). cyclone (.). is a (.). strong (.). wind (.). and
26
27 R: Comes with rain (.). eh (.). no
28
29 J: Tropical cyclone is (.). a weather which comes from
30
31 R: Which is caused by itself
32
33 J: ((writing)) It (.). is
34
35 R: Caused by itself
36
37 J: ((writing)) caused (.). by (.). it (.). self ((pause)) Hao? Sapos yu askem se hao?
38 ((writing)) caused (.). by (.). it (.). self ((pause)) How? If you ask how?
39
40 So hao (.). afta?
41 So how (.). then what?
42
43 R: How what? ((pause)) Tropical cyclone occur (.). where (.). ah ok
44
45 N: It occurs up in the sky?
R: What?

N: *Hem i occurs antap long skae no?*

It occurs up in the sky doesn't it?

J: A tropical cyclone occurs at the northern hemisphere (.) eh?

R: Yes (.) northern hemisphere

J: No like (.) *yu se antap long skae?* (.). Occurs

R: No like (.). you said up in the sky? (.). Occurs

N: *No (.) mi tamey nomo*

No (.) I’m just saying

R: Where do tropical cyclones occur? (.). Yes (.). occur mainly in the northern part

N: (reading) ‘Why do tropical cyclones occur’

J: *Yumi jamjam olbaot*

We’re jumping all over the place

N: *Be yu no mekem namba tu iet?*

But have you done number two yet?

J: No namba tu

N: Where do tropical cyclones occurs?

R: *Si namba tu (.) no namba wan ia*

Yes number two (.) no that's number one

J: Tropical cyclones occur in hot places (.) in wait (.) hot places ((reading))

R: Tropical cyclones occur in hot places (.) in wait (.) hot places ((reading))

J: ‘Where do tropical cyclones occur’? (reading from board) ‘Tropical cyclones

R: ‘Where do tropical cyclones occur’? (reading from board) ‘Tropical cyclones

J: occur in hot places with high temp-’ (.). *hot hem i minim hae o lo tempereja?*

R: occur in hot places with high temp-’ (.). hot means high or low temperature?

N: *Hae*

R: *Hae yes*

J: High yes

R: Hae
High temperature

With high temperatures

Number three

((reading)) ‘Why do tropical cyclones occur’?

((reading)) ‘Why do tropical cyclones occur’?

((reading)) ‘Why do tropical cyclones [occur’?]

[Tropical] cyclones occur because of the hot climate

Yes sometimes it’s really hot so

Why do tropical cyclones occur mainly long

Why do tropical cyclones no number two asks where does it mainly occur?

wea? Olsem long wanem pat blong ((pause)) uh hemia mi

Like in which part of ((pause)) uh that one I

Yes that's number two ((pause)) that it occurs mainly in the Pacific urgh

Where or the place?

It

Why do tropical cyclones (

No ((pause)) this one is asking where but this one is asking why

why do tropical cyclones we have to try and explain why but this one

is asking where do tropical cyclones where does it occur

Wea

Where

Where or the place?

It
148 J:  *Hem i form uh? Wea? Eh no*
149       It forms uh? Where? Eh no
150
151 N:  *No (.) olsem se wea hem i*
152       No (.) like where it
153
154 R:  Tropical cyclones
155
156 N:  *Yes hem i askem ples (.) hem i semak (.) hem i occur*
157       Yes it's asking for the place (.) It's the same (.) It occurs
158
159 R:  Where do tropical cyclones
160
161 N:  *Hem i occur long wea? Antap o daon longwe (.) something like this?*
162       Where does it occur? Up there or down there (.) something like this?
163
164 J:  Huh?
165
166 N:  *Taedel wev hem i solwota (.) afta tropikol saeklon yumi talem wanem?*
167       A tidal wave is in the sea (.) but what do we say for tropical cyclone?
168
169          *Antap? O:::
170       Up there? O:::r
171
172 J:  *No be i stret (.) hem i long lan*
173       No that's right (.) it's on land
174
175 R:  Where do tropical cyclones
176
177 J:  Where do tropical cyclones occur (.) why do tropical cyclones occur
178
179 R:  Why do tropical cyclones
180
181 J:  *Hemia namba tri ating hot ia nao*
182       For this one number three I think it's hot
183
184 R:  M-m
185
186 J:  *Be namba tu ia hem i*
187       But for number two it's
188
189 R:  ((reading)) ‘Where do tropical cyclones occur’?
190
191 N:  It occurs up in the sky ((laughs))
192
193 R:  It occurs
194
195 N:  Somewhere up in the sky ((laughs))
R: Why do tropical cyclones occur?

J: Where do tropical cyclones occur? Where?

R: Where do tropical cyclone occurs? Why do tropical cyclones occur? U:mm ((pause)) tropical cyclones occur (. ) why

J: Okay in hot places (. ) why? Because of hot temp-

R: Yes (. ) for number three? (. ) Why do tropical cyclones occur? Tropical cyclones occur because of the hot (. ) climate

J: Increasing temperature

R: Increasing wanem (. ) hemia nao (. ) namba tri ia nao

J: Is that different from number two?

R: Where do tropical cyclones occur? Where?

N: Where? ((pause)) ((reading from board)) ‘Most tropical cyclones occur in the atmosphere’ (. ) Hemia ansa blong hem antap (. ) ansa blong hem atmosphere’ (. ) That’s the answer up there (. ) the answer

J: Is that true? Those are the right answers up here?

R: Ansa blong tropikal saeklon?

J: M-m (. ) yu luk

R: Be twelve arts? Hem i mekem twelve arts long rum ia?

N: Uh-uh ((pause)) Be:: antap hem i ansa blong hem hemia (. ) namba fo ia Uh-uh ((pause)) Bu::t up there it’s the answer to this one (. ) number four

J: Tropical cyclones occur

N: ((reading from board)) ‘When the tropical cyclones occurs in the’

J: M-m (. ) look

R: When do tropical cyclones oc-
Where do tropical cyclones occur? Tropical cyclones occur in places that

Be: be what about lines of equator?
Bu: but What about lines of equator?
Yes

Ol nara kantri stil ol kolkol wan
Like in other countries the cold ones

Okay where do tropical cyclones occur? In the northern hemisphere and the southern hemisphere do they all occur in the same time? At the same time? Or do they occur at different times? You should know where’s Vanuatu? In the southern hemisphere or the northern hemisphere? In the southern hemisphere so everyone should at least know the cyclone season for Vanuatu. Vanuatu’s in the southern hemisphere so what months do we face or do we have cyclones? Think about that

Yu luk uh ansa blong hem hemia
Look uh there’s the answer

Trae talem
What is it

((reading from board)) ‘Tropical cyclones occurs in the southern hemisphere’
((reading from board)) ‘Tropical cyclones occurs in the southern hemisphere’

(.) Hem i talem se san i stap antap overhead long saoten hemisfia
(.) It says that the sun is above overhead in the southern hemisphere

Long wanem manis ia?
In which months?

Stat long Jun no
Starting in June no

April (pause) April to:

April to November

Hem i jenis i jenis
It changes changes

Hem i talem las taem Septemba? O Octoba?
Last time did she say September? Or October?

N: November to April

J: ((pause)) Hem i talem blong wanem kwestin? Where do tropical cyclones occur?

J: ((pause)) Which question was she talking about? Where do tropical cyclones occur?

N: Hemia nao mi talem (. hem i semak long hemia we yu luk ansa antap ia. That's what was I was saying (. it's the same as that one you can see up there.

J: hem i se ((reading from board)) ‘same process occurs in the southern hemisphere when sun (. sun is overhead in southern hemisphere’ (. sem process ia nao.

N: Hemia kwestin fo be yumi stap mekem tri iet.

R: Afta?

N: Hemia kwestin wanem ia?

J: Hemia kwestin fo be yumi stap mekem tri iet? Which question's that?

N: Hemia kwestin fo be yumi stap mekem tri iet.

R: Ale.

R: Okay.

J: Hemia kwestin wanem ia?

N: Hemia kwestin fo be yumi stap mekem tri iet.

R: Ale jam.

R: Okay jump.

N: ((laughs)) Yumi no finisim kwestin tu iet.

R: ((laughs)) We haven't finished question two yet.

R: Oke.

R: Okay.

J: Kwestin tu mi luk se ansa blong hem i simpol nomo be mi no save se.
Question two seems like it's really easy but I don't know

N: Yumi talem wanem?
What shall we say?

J: Yumi se long skae
Let's say in the sky

R: Where do tropical cyclones occur?

N: Wanem? Hem i occur daon long solwota afta hem i raes antap long skae?
What? It occurs down in the sea and then it rises up to the sky?

J: Makres
Man

((All laugh))

J: ((reading)) ‘Where do tropical cyclones occur’?

R: U::m
N: U::m tropical cyclones(.) where do tropical cyclones

R: Tropical cyclones occur(.) anytime

N: Eni taem wetem eni ples where the temperature is(.) er
Any time and any place where the temperature is(.) er

R: Eni taem we:: ((pause)) yes hemia nao(.) ating ansa nao
Any time that((pause)) yes that’s it(.) I think that’s the answer

J: Occur((pause)) where do(.) where do tropical cyclones(.) enitaem afa?
Occur((pause)) where do(.) where do tropical cyclones(.) anytime then?

N: No be yumi no save talem(.) i no enitaem
No but we can’t say(.) it’s not anytime

J: Anytime at the season of cyclone

N: Hot sea- no anytime yes

R: Anytime

N: Enitaem laek olsem(.) be yumi talem se i gat sisin blong saeklon ia we oli
Anytime like that(.) but we say that there are cyclone seasons which they

R: talem ia(.) for the manis(.) the month of March(.) mi save nomo mi talem
say(.) for the month(.) er month of March(.) I just know about the
397  manis
398  months
399
400  R:  Sapos no yumi jam i go long kwestin fo nao
401  If not let’s jump down to question four now
402
403  J:  Hem i stap talemansa blong kwestin fo?
404  Was she saying the answer to question four?
405
406  N:  Kas be mi mi stap talemansa blong kwestin (.) trae blong talem ansa blong
407  Man but I was saying the answer to question (.) what’s the answer for
408
409  kwestin tu
410  question two
411
412  J:  ((reading)) ‘Tropical cyclones occur’? (.) Hei las taem ia yumi bin talem
413  ((reading)) ‘Tropical cyclones occur’? (.) Hey last time what did we
414
415  wanem? Atmosphere?
416  say? Atmosphere?
417
418  R:  Blong wanem?
419  For what?
420
421  J:  Hemia (.) taem yumi stap stadi long volkeno ia
422  For this (.) when we were studying volcanoes
423
424  N:  Atmosphere blong wanem?
425  Atmosphere for what?
426
427  J:  Tropical cyclone (.) what is tropical cyclone? (.) Tropical cyclone (.) is a form
428  of
429
430  R:  Form of what?
431
432  J:  Something like strong wind (.) with rain
433
434  R:  Jam i go long namba fo
435  Jump down to number four
436
437  N:  Tropical cyclone occurs any time (.) Taem yumi talem enitaem i minim se
438  Tropical cyclone occurs any time (.) When we say anytime it means
439
440  enitaem nomo nao yu
441  anytime at all you
442
443  ((Teacher addresses whole class))
If there’s any question that you’re just stuck (.) you don’t even know the
answer (. ) just move on to the next one ( . ) this is just to see what you know of
tropical cyclones

Yes next one ( (reading) ) ‘When do tropical cyclones occur in’ ( . ) when?
‘Northern hemisphere ( . ) A ( . ) northern hemisphere’?

((reading)) ‘When do tropical cyclones occur in the northern hemisphere’?

R: A

J: Northern hemisphere?

N: Noten hemisfia hem i kol uh? ( . ) No
The northern hemisphere’s cold isn’t it? ( . ) No

J: Olgeta oli November to April ( . ) afta yumi April to November?
R: They are November to April ( . ) and we are April to November?

N: Be hemia nao ((laughs))
That’s it ((laughs))

J: No mi tame gud
No I’m telling you

N: Je ne sais pas ((laughs))
I don’t know ((laughs))

J: Northern is April to ((pause)) be yumi stap long sisin blong wanem ia ( . )
N: Northern is April to ((pause)) but what season are we in ( . )

saeklon?
cyclone?

N: No yumi no go long sisin blong saeklon iet ia ((pause)) olsem sapos olsem
No we’re not in the cyclone season yet ((pause)) like if it was like

J: Fastaem yes bae hem i sisin blong saeklon finis ia ( . ) taem win i blo
before then yes it would be the cyclone season already ( . ) when there are

strong olsem hemia
strong winds like this

R: ((reading)) ‘What are the three main hazards of a tropical cyclone’? ( . ) What
are hazards?

J: Hazards [are like ( . ) dangerous things]

N: [Hazards? ((pause)) dangerous to people’s lives and act-
Activities

[What are the main hazards of trop-

[People’s lives and activities

Destroy life () destroy peop- destroy people’s life () destroy people’s

property and um () no mi giaman

property and um () no I’m lying

((reading)) ‘Describe some negative effects resulting from the three hazards’

E::h look we're () when we read like she just reads the next one

ale yumi jam blong stat diskrae- diskasem ale () when do um tropical

and then we jump down and start descri- discussing it () when do um tropical

cyclone occurs in the northern hemisphere () be bae i semak nomo long hemia

cyclone occurs in the northern hemisphere () but it's just the same as that one

longwe be san i stap long not () the north?

there but the sun is in the north () the north?

((reading from board)) ‘Warm air masses () rises () leading to the formation
do cyclones’

M-m

Be yumi stap long is? San i raes long is fastaem?

Are we in the east? Does the sun rise in the east?

Yes

Yes () san i raes long is mo i set long wes

Yes () the sun rises in the east and sets in the west

((reading from board)) ‘Southern hemisphere when sun is overhead’

What? Question four

M-m

No mi: ((pause)) mi laekem sikis () describe some negative effects

No l: ((pause)) I like six () describe some negative effects

107
N: ((laughs)) *Joenem namba sikis wantaem* ((pause)) *oke* ((pause)) *ansa*

((laughs)) She goes straight to number six ((pause)) okay ((pause)) the answer

er *ansa blong kwestin er tri?*

er the answer to question er three?

J: *Luk er* ((pause)) *hemia longwe?* ((pause)) *kwestin tu*

Look er ((pause)) that one over there? ((pause)) question two

R: *Enihao kwestin sikis* ((reading)) ‘Describe some negative effects resulting

Anyhow question six ((reading)) ‘Describe some negative effects resulting

from the three hazards’ (.) three hazards? What are three hazards?

from the three hazards’ (.) three hazards? What are three hazards?

N: Three hazards *hemia mi stap talem faswan ia*

Three hazards that's what I was saying before

R: Dangerous? Hazards dangerous?

J: Three hazards (.) three hazards

R: What are they?

J: ((reading)) ‘Describe some negative effects resulting from the (.) from the

three hazards’

R: *Kai*

J: Three hazards?

R: *Hu i save?*

Who knows?

J: *Wanem* three hazards?

What three hazards?

N: *Antap longwe hem i talem se*

Up there it says

J: *Yumi no lanem saeklon iet*

We haven't learnt about cyclones yet

N: *Be mi bifo (.) yes antap longwe hem i talem se* ((reading from board)) ‘earth er

But before I (.) yes up there it says that ((reading from board)) ‘earth er

the earth’s revolution (.) the sun plays an important part (.) to the (.) formation

the earth’s revolution (.) the sun plays an important part (.) to the (.) formation
of cyclones’. Hem i se (. ) where do tropical cyclones occur? Be:: i talem se of cyclones’. It says (. ) where do tropical cyclones occur? Bu::t it says that
((reading from board)) ‘It is not really clear as to what causes tropical cyclones
((reading from board)) ‘It is not really clear as to what causes tropical cyclones
to occur’.
to occur’.

J: Eh yumi diskas nomo (. ) yumi no raetem

But it says that

Eh let’s just discuss it (. ) let’s not write anything

N: Hemia nao yumi raetem nomo the only thinking (. ) wanem we yumi save

That’s it we just write down the only thinking (. ) what we know

R: Yes from yumi no lanem iet (. ) bae yumi jes go tru long hem

Yes because we haven’t learnt it yet (. ) we’ll just go through it

N: Ale

Okay

R: What we know of anything as long as it’s

J: ((reading)) ‘Describe some negative effects (. ) some negative effects resulting
from the three hazards’

N: What are the three main hazards? Hazards hem i minim denjeres uh?

What are the three main hazards? Hazards means dangerous doesn’t it?

[R: [What are the three main] hazards ((pause)) Uh kil er

[What are the three main] hazards ((pause)) Uh destruction er

N: Hemia nao mi talem finis (. ) se i kilim (. ) i destroy laef blong pipol i

That’s what I said before (. ) That it destroys (. ) it destroys people’s lives it

destroy properties blong ol pipol

destroys people’s property

R: Kill people (. ) Kill property (. ) people’s properties

N: Distroem wanem

It destroys what

J: Yes

N: Works or whatever from activities
Time to go to number six

Five

It's number six

Number five 'describe' some negative effects'

But that's number six that's it

'Three main hazards of tropical cyclones'

When I saw hazards down there I thought it was

Occur

Kill people. destroy people’s property and

Other one is

House?

Um ((pause)) oh my gosh no idea. destroy ((pause)) ((reading))

‘What are the three main hazards of a tropical cyclone’? hazards

Tropical one two. what’s the next one?

Of a tropical cyclone. kill
Afta long las wan hem i tri uh? Give three main hazards of a tropical cyclone. And for the last one it's three, isn't it? Give three main hazards of a tropical cyclone.

Three main hazards. Activities. What are all the things we've said?

Evacuating of people. Evacuating have to move people. But that's or maybe some negative effects? No from se. But that's or maybe some negative effects? Because.

Kill people destroy properties.

Ah yes yes yes.

Okay question number five. question number five it's similar to: if you can think in line with what we've done with volcanoes. volcano is just a name given to this mountain or this cone-like shaped landform. er so it's just a name. but it's what comes out of the volcano that causes all of this destruction to people and properties so it's in the same think along that line for tropical cyclones. Tropical cyclone is just a name.

Three main hazards. olsem hem i talem se oli kamaot be. hemia win ren. Three main hazards like she said they come out of it but that's wind rain.

Ating?

Yeah?
746 J: *Ating yes (.). win (.). ren* 
747 I think so (.). wind (.). rain 

749 R: Hazards yes (.). activity uh? 

751 J: *From hem i se olsen volkeno we (.). olsen ol samting oli kamaot long hem* 
752 Because she said it's like volcano (.). like things that come out of it 

754 N: *volkeno?* 
755 volcano? 

757 R: *Hem i talem? Hem i eksplenem?* 
758 She said that? Did she explain it? 

760 J: *Hem i olsen wanem ia? Volkeno (.). yes yes hemia (.). hem i talem olsem* 
761 She was like what's that? Volcano (.). yes yes like that (.). she said so 

763 R: *[[Win (.). ren* 
764 *[[Wind (.). rain* 

766 J: *[[Win (.). ren* 
767 *[[Wind (.). rain* 

769 ((Teacher addresses whole class)) 

771 (T): Okay for the last question (.). I forgot to put this (.). if you can identify the strategies that are going to be used to reduce effects in two different areas (.). one is scientists (.). I'm just going to use this word okay? One by scientists (.). two by people (.). if you can identify some ways in which scientists use in order to reduce effects of tropical cyclones and some ways that people 

777 R: *Oke sikis (.). so the wind blows (.). the wind destroys* 
778 Okay six (.). so the wind blows (.). the wind destroys 

780 (T): Okay remember it's before (.). during and after (.). any strategies during those three times (.). before (.). during and after (.). can you think of some strategies that can be done? Used by scientists (.). used by people 

784 J: The wind blows strongly and 

786 R: Describe some negative effects 

788 N: *((reading)) 'Describe some negative effects resulting from the three hazards'* 
789 *((reading)) 'Describe some negative effects resulting from the three hazards'* 

791 *((pause)) wind destroys wanem (.). gardens?* 
792 *((pause)) wind destroys what (.). gardens?* 

794 R: Wind destroys
795 N: And houses
797 R: Destroys forest (. ) buildings
799 
800 N: Ren hem i olsem wanem (. ) mi talem flood (/fluːd/) o wanem?
801 What's rain do (. ) can I say flood (/fluːd/) or what?
802 
803 R: Flood (/flʌd/)
804 
805 N: Flood (/flʌd/)
807 ((All laugh))
808 
809 N: No be
810 No but
811 R: ((laughs)) flood (/fluːd/)
813 
814 N: Afi a tanda wetem laetning (. ) damage to (. ) er electricity
816 Then thunder and lightning (. ) damage to (. ) er electricity
817 J: ((writing)) Forest
818 
819 R: Awe
820 Wow
821 J: Gardens (. ) I mean aedia nomo ((pause)) win (. ) ren wanem?
823 Gardens (. ) I mean just an idea ((pause)) wind (. ) rain and what?
824 R: Rain (. ) flood (. ) overflood eh what? (. ) Rivers overflood eh?
825 
826 J: Overflood
828 
829 R: Flood
830 
831 J: ((writing)) Floods on land (. ) and (. ) cause
832 N: Tanda wanem? Destroy electricity?
834 What does thunder do? Destroy electricity?
835 R: What?
837 N: Tanda wetem laetning (. ) yes
839 Thunder and lightning (. ) yes
840 R: Causes what (. ) sanitation and
842 N: ((laughs))
J: Huh? Sanitation?
R: Sanitation?
J: Trae talem (.) saeklon hem i stap long wota tu?
Tell me (.) does a cyclone happen in water too?
N: M-m
J: Water sanitation
N: Be i save kilim ol man tu
But it can kill people too
R: Paoa
Power
N: Olsem bae i jokem man (.) yes yu luk laetning
Like it can shock someone (.) yes look lightning
J: ((writing)) Sanitation
N: Wan man i jokem hem afta ((pause)) afta hem i seksek
There was this man who got a shock ((pause)) then he was shaking
i go oli mekem hem i dring sofmad afta i kam gud
and shaking and then they made him drink mud and then he got better
R: Kas
No
N: Yes mi talem tru
Yes it's true
R: Sofmad?
Mud?
N: Sofmad
Mud
R: Be from wanem?
Why?
N: Oli givim samting ia long hem from hem i seksek tumas
They gave it to him because he was shaking so much
J: Huia?
Who?
I could never in my life drink mud.

Why? There was no water?

No (.) what? Thunder and lightning (.) it shocked this man (.) so then he drank (.) mud (.) and then he got better

The bell’s about to ring (.) finish

Number seven? ((reading)) ‘Identify starat-’

‘Strategies that can be used to reduce the negative effects of tropical cyclones’ ((pause)) Evacuating all people (.) to safe (.) to safety (.) evacuated (.) yes

Evacuation?

Yes

((writing)) Evacuation

Mmm

I've got a headache

Awareness

Awareness

Radio

Radio awareness to villages

But up there it says scientists and people ((pause)) what shall we say scientists do? 
R: Hum? Alice
J: Stadi (.) oli talem sisin when tropical cyclones (.) awareness
Research (.) they tell us the season when tropical cyclones (.) awareness
R: Cyclone tracking map (.) like
N: Okay
J: Uh?
R: Cyclone
N: Eh (.) methods used to
R: All people must
N: Methods used to reduce
R: Know how to use a cyclone tracking map
N: Yeah yeah
R: That it?
((Off-topic discussion omitted))
((Teacher approaches))
t: Are you okay?
N: Yes
T: Okay (.) what about number (.) question four?
((All laugh))
T: At least you should be (.) you should know about the southern hemisphere in
Vanuatu (.) in Vanuatu during what months do we have the cyclone season? (.)
Our cyclone season is in what month?
R: April
T: Okay that would be for the whole of the southern hemisphere
R: ((laughs)) April
J: April to November?
Look at this. Does it always come with tropical cyclone? Do you always have thunder and lightning?

No

Just think

((Teacher leaves))

Ah be yu wet ansa not- long noten hemisfia hem i long
But wait the answer north in the northern hemisphere it's from Mei kasem November
May to November
Mm?

Ah be yu wet ansa noten hemisfia hem i long
Yes hem i stap antap long hed blong yu
Yes it's up above your head

((laughs)) Okay

Okay check it and I'll write it

May to No- occurs May to November and south

Then what is it for south?

April to November

April to November (.) but who said it changed?

April to November (.) be hu i talem jenis?

April to November (.) no i jenis?

April to November (.) no it's changed

Huh?

Bad girl

No (.) no i jenis

No (.) no it's changed

Bad girl

((All laugh))

No
((All laugh))

R: Yes it change

J: Kai be olsem ia (. saeklon i kam wetem laetning mo tanda i kam
Man but like (.) a cyclone comes with lightning and thunder then it comes

wetem wanem?
with what else?

N: Saeklon? (.) Win (.) ren
Cyclone? (.) Wind (.) rain

R: Win (.) ren
Wind (.) rain

J: Mi stap luk antap nogat uh?
I'm looking but it's not up there is it?

N: Flood? Eh?

J: Hei i kam wetem flood
Hey it comes with floods

R: Win (.) ren
Wind (.) rain

J: Win (.) ren (.) mi mi neva stap luk wan ((pause)) win ren be (.) tanda mo
Wind (.) rain (.) I've never seen a ((pause)) wind rain but (.) thunder and

laetning (.) wanem bakegen?
lightning (.) what else?

R: Snow

J: Afta san
And sun

((All laugh))
Afta wanem ifek blong ren?

But what’s the effect of rain?

[[Dark clouds]]

[[Hem i kosem] wanem long human being? Tudak?

[[What does that cause] to human beings? Darkness?

Ren (. ) tudak (. ) darkness

Rain (. ) darkness (. ) darkness

(All laugh)

Mi no save (. ) saeblon (. ) mi save nomo se win (. ) ren (. ) tanda (. )

I don’t know (. ) cyclone (. ) I just know that there’s wind (. ) rain (. ) thunder (. )

lightning

Yes (. ) win (. ) ren (. ) tanda (. ) laetning (. ) be hem i se bae yumi ting (. )

Yes (. ) wind (. ) rain (. ) thunder (. ) lightning (. ) but she said we had to think (. )

ing blong wanem?

think about what?

Think back (. ) in the past

Think back to the (. ) olden days (. ) 2005

((Off-topic discussion omitted))

Tropical cyclone occurs anytime anywhere

Hemia (. ) mi no save se mi stap ansarem raet o:: (. ) wea? (. ) wae?

This one (. ) I don’t know if I’ve answered them right o::r (. ) where? (. ) why?

No mi

No I

Hazards

((Teacher addresses whole class))

Okay the bell should be going at any time now so what you do (. ) complete

this (. ) tomorrow when we come first thing we’ll go through this just to see

what you’ve done (. ) when you come you sit in those groups and you tell us

what you have

Eh kas

Oh no
N: Yumi go ask for help
R: Finis nao
N: Let's go ask for help
R: We've finished
N: Ask for help
R: Bae yumi go askem olbaot nomo
N: We'll just go and ask anywhere
R: Yumi go askem eni man nomo what is cyclone?
N: Let's just ask anybody what is cyclone?
R: Especially
N: Enough
Appendix K: Examples for student interviews

These examples were shown to Nellie and Jessica and used as question prompts during their interviews. Diagrams were used to contextualise the examples. References to these examples are marked in the transcripts as <<Example>>

Example S1 (I22-61)

3b) What are the main features found in 616834?

R: 61. 83
J: 61
N: 61
R: 83
N: Afta 83
R: Be (. ) be yu jes stap faenemaot 6 mo 4
N: Wanem uh
J: 6 (. ) ol poen ia 61 (. ) afta [wanem? 4?]
N: 61 wanem?
J: 61-6
R: 61 mo 83
J: Be [61
N: [Yes be tens blong 61 wanem?
J: 6-6 (. ) yeh

Example S2 (H52-58)
N: Easting hem i sikisti
R: [Sikisti (. ) no sikis handred
J: Eastings is fifty nine

Example S3 (H364)
J: Ah be that’s it hemia nao

Example S4 (H1327-1333)
N: What is meant by cultural features
R: Feathers
((All laugh))
J: Cultural. Olsem ol man oli mekem ating

Example S5 (J84-87)
J: Tropical cyclones occur in hot places with high temp- (. ) hot hem i minim hae o lo tempereja?
Example S6 (J130-161)

N: No ((pause)) Hem i askem se wea nao (.) olsem hemia hem i askem se wae (.) wae nao tropikol saeklons (.) bae yumi traem talem se from wanem be hemia hem i askem se wea nao tropikol saeklon (.) hem i occur se wea

R: Wea

J: Wea o ples?

N: Hem i

J: Hem i form uh? Wea? Eh no

N: No (.) Olsem se wea hem i

R: Tropical cyclones

N: Yes hem i askem ples (.) hem i semak (.) hem i occur

R: Where do tropical cyclones

N: Hem i occur long wea? Antap o daon longwe (.) Something like this?

Example S7 (H790-859)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Z</th>
</tr>
</thead>
<tbody>
<tr>
<td>92</td>
<td></td>
<td></td>
</tr>
<tr>
<td>91</td>
<td>58</td>
<td>59</td>
</tr>
</tbody>
</table>

N: Scuse Mrs Garae (.) are we going to measure (.) if we measure the northings we measure it up here or only in the middle?

T: Which one is the northings?

J: This one

T: Ok so:: what’s your question?

N: Are we going to measure it like (.) end of the box or only in the middle

T: No just start off because it starts off at ninety one so you start off your zero should be over the [ninety one

R: [ninety one

T: Cause it’s two centimetres up to ninety two so your zero should be here and then you can mark off every two millimetres

N: Two millimetres

T: To zero point nine

R: Yes

T: Within that box

N: Thanks

((Teacher leaves))

R: Zero point one

J: Yu askem wanem long hem?

R: We haven’t

J: Yu ask se yumi meserem Z o meserem bokis

N: Meserem Z

J: Mi ting se::

N: Mi mi ting se bae yumi meserem Z

J: Hem i gerup i ansarem se bae yumi mesurem bokis.

R: Yes

J: Hem i gerup
N: Yumi meserem bokis
J: Yu meserem kasem en
((All laugh))
N: Bokis
J: No X ia (. stop long X nomo

Example S8 (H84-88)
J: I’ll just write only the answers
R: Yes
N: Yes ansa nomo

Example S9 (H567)
N: Z nomo? I mean (. letter Z?

Example S10 (H592)
N: Wem leta Z ia? (. we ask Mrs Garae uh?

Example S11 (H597)
N: No like (. just ask her nomo

Example S12 (H1027-1040)
N: Prison in Selly Bay (. wem Selly Bay ia?
J: Shelly Bay
N: Where is Selly Bay guys?
R: What what?
J: Shelly Bay
R: Shelly Bay?
N: Hemia ia

Example S13 (H1052)
N: Um sikisti tu hem i easting blong hem (. and uh eighty eight is northing

Example S14 (J45-49)
N: It occurs up in the sky?
R: What?
N: Hem i occurs antap long skae no

Example S15 (J113-116)
R: Tropical cyclones occur (. because of the hot climate
N: Yes samtaem ples i hot tumas afta

Example S16 (J622)
N: What are the three main hazards? Hazards hem i minim denjeres uh?
Appendix I: Interview with Jessica

Prior to the interview, I had asked Jessica to listen to some of the recording to verify the transcription I had done. Two words that I had asked her to confirm were poen (point) and tens (tenths) (<<Example S1>>, and these terms were the focus of my first questions in the interview.

1 I: Right my first question is <<Example S1>> these two words (. ) where do you get them from (. ) why do you (. ) this is the grid yes?
2
3 J: Yes
4
5 I: Which one’s the poen?
6
7 J: The:: this one ((pointing to <<Example S1>>) )
8
9 I: M-m which what do you mean on there?
10
11 J: We mean ((pause)) like finding out
12
13 I: So this is sixty one this is sixty two and eighty three eighty four and then you’ve got these bits
14
15 J: Yeah
16
17 I: Okay
18
19 J: Yeah we’re meaning this (. ) these points er sixty one and sixty two ((pause)) the points er ((pause))
20
21 I: [ [Okay so the actual gridline] ]
22
23 J: [ [Like the (. ) we use them to] (. ) yeah
24
25 I: Okay where do you get this word from? Who told you this is called poen?
26
27 J: ((laughs)) ((pause)) U::m maybe (. ) us only we made it up I don’t know
28
29 I: No it’s interesting because all the way through your prep and the class you keep talking about “poen blong hem da da da tens blong hem” and I want to know where did these words come from (. ) have you ever heard Mrs Garae say poen for this?
30
31 J: Um ((pause)) no (. ) um (. ) I don’t know
32
33 I: Or do you hear other students (. ) like if you do prep with other people do you ever use poen?
34
35 J: Um ((pause))
I: No it just came up during your group?
J: Yeah.
I: And the same for *tens*?
J: No we use *tens* for the ((pause)) for er gridlines (. ) grid reference
I: So when you do area reference it’s just *poen*
J: Yeah where (. ) because for area reference we have four digits
I: M-m
J: And for grid reference use (. ) we have um six digits to work out where the
feature is [on the map].
I: [M-m ] So (. ) if this is one tenth of the square (. ) two tenths
((pointing to <<Example S1>>))
J: M-m
I: So we say *poen* sixty one (. ) *tens* six
J: Yeah
I: Okay (. ) so this word you’re saying because it’s one tenth is that right?
((pause)) ten parts
J: Yeah
I: Okay so the same question (. ) where does this word come from (. ) do you
know why you call it *tens*? ((pause)) Did anybody teach you that? Or did you
just=
J: =Um ((pause)) Mrs Garae gave us an (. ) um an information about grid
reference and it has tenths in it when it talks about tenths when we’re finding
about grid reference on a map
I: Okay so you just use it from that
J: Yeah
I: But *poen*? Was that on the handout?
J: I think maybe it’s also given by Mrs Garae but I’m not sure (. ) I’m not sure I
forgot
I: Okay (. ) right that’s with these two words (. ) okay you know we just listened
to that last part? Where we heard sixty one eighty three sixty one eighty three

125
(. ) all these numbers? ((pause)) Do you think (. ) this seems a strange question
(. ) when you’re counting (. ) the grid (. ) do you think you’re counting in
English or Bislama?

J: We’re counting in Bislama

I: Every time? All the grid references (. ) You feel it’s in Bislama

J: Yeah we do it in Bislama

I: Okay right these next questions again may seem very strange (. ) and there’s no
right answer to these and I’m not saying it’s wrong or right to do what you’re
doing (. ) but what I’ve found lots of times throughout your conversation is that
some bits are in English and some are in Bislama (. ) now part of my project is
to try and understand which bits you use English for and which you use
Bislama for (. ) is it just all over the place or is there a pattern? So for example
this first one <<Example S2>> you’re J every time (. ) so Nellie said first of all
in Bislama “Easting hem i sikisti” and then Rosina said something and then
you came back and said in English “Easting is sixty”

J: It’s crazy

I: It’s not crazy maybe but can you think of any reason that you say exactly the
same thing but for some reason you repeat in English

J: Maybe because we’re using too much Bislama so we translate into English

I: So you have a feeling that you should be using English?

J: Yeah

I: Is that just a guess? Or do you have that feeling inside your head of “I
shouldn’t be using Bislama”?

J: Feeling like (. ) I don’t know

I: Okay how about this one <<Example S3>> this one you do the opposite (. )
you say “Ah be that’s it hemia nao” where “that’s it” and “hemia nao” mean
almost exactly the same thing

J: Yes ((laughs))

I: But now you do English and then Bislama

J: Yeah it’s sort of crazy

I: It doesn’t (. ) does it make any difference to you which one you use?

J: That’s it (. ) I think that’s it
I: You just repeat it okay ((pause)) okay now this one <<Example S4>> Nellie says “what is meant by cultural features” and then you say “cultural” you reply to this and then you explain in Bislama what it means (. . .) she asks the question in English and then you answer in Bislama “hem i olsem ol man oli mekem” (. . .) can you think of any reason why you explain in Bislama?

J: Because um (. . .) like we learnt in Geography that natural is only (. . .) like refers to things only that happen by nature not human influence but cultural is er refers to things made by human beings (. . .) cultural features means things made by human beings and physical nature

I: Okay so you just explained to me in perfect English what cultural means and I think Nellie would understand if you said it in English

J: ((laughs))

((Recording equipment stopped without us noticing. It was restarted shortly after))

I: So let’s look at this one <<Example S5>> (. . .) again you’ve done the same thing (. . .) you start off talking in English “tropical cyclones occur in hot places with high temp-” and then halfway through “high temp-” you suddenly ask that question

J: This part?

I: Uh-uh

J: I was I reading from the blackboard

I: Okay

J: Blackboard ((pause)) and then I don’t know really what high temperature and low temperature so I asked Nellie and Rosina if hot temperature is it low or high temperature (. . .) I was not really ((pause))

I: You didn’t understand what was on the board?

J: Yes

I: Okay (. . .) right now this one I wanted to ask everybody together but we’ll see what you think of this <<Example S6>> this one you seem to be asking about ((pause)) remember question three said “where do cyclones form” and then question four was “why do cyclones form” and you spent a long time talking about “where?” “why?” “where?” (. . .) so Nellie’s trying to explain the difference and then Rosina says “where” and then you seem to say “where or place” and then you talk about the form (. . .) can you remember what you were talking about here (. . .) what’s the problem you have
J: Um ((pause)) the problem here was I was confused whether it’s meaning like tropical cyclones occur in the sea or in the atmosphere it’s maybe on the land. I can’t remember

I: There was something to do with northern hemisphere and southern hemisphere ((pause)) that seemed to be your answer afterwards (. . .) you were talking about beginning Nellie kept saying “it occurs up in the sky”? and then you were talking about northern hemisphere southern hemisphere (. . .) and then you come down to “why” “because of the hot climate” and then “mainly in the Pacific” so you seem confused about the sky the atmosphere and then northern hemisphere and southern hemisphere

J: Yeah

I: Something like that (. . .) okay those are all the examples that involve you ((pause)) okay so do you think it makes any difference when you keep changing languages? Sometimes you’ve given me some reasons like “to make it more clear” or “I feel I should speak in English more” (. . .) do you feel at the time it makes any difference to your understanding or the way you work together?

J: ((pause)) Um

I: ((pause)) Or does it all just seem normal?

J: It seems normal every time (. . .) usually we speak English and Bislama at the same time when we’re discussing

I: And it doesn’t make any difference (. . .) do you even notice you’re changing?

J: ((shakes head))

I: No (. . .) is it surprising now to see your words?

J: ((laughs)) yes

I: And there are so many Bislama and English bits together

J: Yes

I: M-m that’s what other people say too (. . .) okay in prep time remember I recorded eleven minutes of prep ((pause)) and this was about thirty minutes this class ((pause)) in prep there was almost no English at all ((pause)) the only time I found English was when you were reading the question from the piece of paper (. . .) but otherwise you did the whole thing in Bislama ((pause)) do you know why that is that in class you keep using some English but in prep you don’t?
J: Maybe because the teachers ((pause)) sometimes we use English ((pause))
when we are by ourselves we speak Bislama

I: So in class you think it makes a difference that the teacher’s there?

J: Yes

I: But actually I noticed (. ) like I expected that (. ) I thought you would speak
English a lot in class but even when the teacher comes right over to your group
actually you don’t even change into English you keep talking Bislama (. ) the
only time you seem to change is when she actually talks to you and then
suddenly you change (. ) but if she came near you just carried on in Bislama

J: ((laughs))

I: Okay (. ) now another difficult question where there is no real answer but let’s
see if we can think ((pause)) like here you told me “the reason is I’m reading
from the board” okay so maybe when you read something written in English
it’s easy to just speak in English (. ) can you think of any other things that you
do in English or things that you do in Bislama? Which bits are in English and
which bits are in Bislama?

J: ((laughs))

I: M-m for example when you’re explaining something to Nellie which language
do you think you use?

J: ((pause)) Bislama the most ((pause)) to make it more sense for her to
understand

I: Okay so if you don’t understand something do you use Bislama when you ask
them for help?

J: ((pause)) yes

I: And then there are lots of things like “oh gosh” or “I don’t know” “I can’t
think” that come in English ((pause)) I don’t know if you can think of any
reason why you say little phrases like that in English quite a lot

J: ((laughs)) ((laughs))

I: No reason

J: No

I: Okay there’s one more conversation from class one <<Example S7>> this was
from the first class when you were doing grid references and area references
and remember that bit when you are trying to decide do you measure straight
at the Z? Or do you measure the whole box (. ) you remember that?
Then you asked Mrs Garae Nellie said “Scuse Mrs Garae are we going to measure (. ) if we measure the northings we measure it up here or only in the middle” (. ) now first of all the teacher didn’t understand the question but then Nellie repeated it again and she answered you she said ((reading)) “no just start off because it starts off at ninety one so you start off your zero should be over the ninety one” and one of you said okay “ninety one” and then Mrs Garae continued “cause it’s two centimetres up to ninety two so your zero should be here and then you can mark off every two millimetres” again Nellie “two millimetres” Mrs Garae “to zero point nine” and then Rosina says “yes” and Nellie says “thanks” (. ) okay now as soon as Mrs Garae moved away now you asked Nellie in Bislama about what she’d said ((pause)) and now you check this one you say “you asked if we should measure the Z or the box” (. ) this goes on in Bislama now (. ) maybe you didn’t understand her answer or the question was not the right one?

J: ((pause)) Um

I: ((pause)) What’s happening he re was it the wrong question?

J: No we asked the right question but she answered it the wrong way (. ) she was ((pause)) no ((pause)) I can’t think ((pause)) I can’t remember

I: You said just now that you asked the right question but she answered it wrongly (. ) so you mean she didn’t understand what you were asking?

J: Yes because we were trying to ask her ((pause)) or maybe Nellie asked the wrong question (. ) I’m not sure

I: I think Nellie was pointing to the Z and she was saying ((pointing to example)) “do we measure it up here” or I’m not sure she asked the box or only in the middle

J: Maybe the end of the box ((laughs))

I: But then you asked her (. ) you were trying to find out ((pointing to example)) this or the whole box

J: Yes maybe Nellie asked if to measure until the end of the box but I was trying to tell her to measure the Z (. ) ((pointing to example)) from here to the Z (. ) maybe she asked the wrong question to Mrs Garae so she tried to explain it again how to measure

I: M-m (. ) but when Mrs Garae was there you didn’t ask again=

J: =No

I: When you realised that it wasn’t the right answer you just stayed quiet?
341 J: Yes
342
343 I: But did you know at the time that the answer was not what you were looking for?
344
345 J: ((laughs))
346
348 I: ((laughs)) And this is partly what I’m interested in (. ) there are many conversations when Mrs Garae is talking and talking and every answer is “yes” “thanks” and you’re pretending that you understand
350
351 J: Yes ((laughs))
352
354 I: And then when she leaves the conversation goes on for quite a long time in Bislama “what did she say?” and you seem to be repeating everything again and now you’re really understanding when maybe you should have asked her at the time ((pause)) do you think that’s quite common?
357
358 J: Yes ((laughs))
360
361 I: The teacher comes over and it’s easier just to say [yes]
362
363 J: [yes] ((pause)) yes ((laughs))
364
365 I: Look remember I’m not saying that this is wrong it’s something that happens in my classes too
366
367 J: Yes it’s common
368
370 I: Okay let’s finish with these examples (. ) just the last few questions (. ) what do you think about (. ) you know the school rule says English English English (. ) especially in classes and you told me yourself that you feel you should speak more English but you keep using Bislama ((pause)) is that your real feeling or just because of the school rule? Do you actually think it’s wrong to be discussing grid lines and things in Bislama? Or is it just because the school rule tells you it’s wrong?
373
374 J: ((pause)) Um I think it’s wrong speaking Bislama when discussing but because um we’re used to talking Bislama and not used to too much English so we speak more and discuss in Bislama
377
380 I: Okay why do you say it’s wrong to speak in Bislama?
382
384 J: Because the school rule says “speak in English” but er
386 I: ((pause)) So the school rule says it’s wrong so you think it’s wrong
387
388 J: Yes it’s wrong
I: Okay but do you think it’s possible to do the whole class in Bislama? Like in prep time you manage to achieve the same task as you did here you understood everything you managed to explain everything to each other in Bislama.

J: Yes

I: So is it wrong?

J: It’s right ((laughs))

I: Do you understand what I’m saying? You manage to talk to each other fine in Bislama and you do the geography fine and get mostly the right answers so Bislama is not stopping you talk to each other about geography.

J: No it’s not stopping

I: But still you say it’s wrong

J: ((laughs))

I: Do you ever find in class that it would be easier to do everything in Bislama? I mean today was an experiment lesson where Mrs Garae was explaining in Bislama but do you ever think if you were allowed to use Bislama in your classes it would make any difference or not?

J: Yes it would make a difference

I: What kind of difference?

J: Mm sometimes when we speak Bislama I don’t really understand Bislama (.) I mean English (.) sometimes we explain and it’s not clear like today.

I: Was today clearer?

J: No ((pause)) not clear English and Bislama ((laughs)) I only got a few words she said like the ITCZ

I: Uh uh

J: Where they form but the tropical cyclones form er along the lines but the rest I don’t know (.) I don’t understand what she was saying.

I: And it didn’t make any difference English or Bislama?

J: ((laughs)) Yes it made a difference

I: Which was clearer? The first time in English or the second time in Bislama?

J: ((pause)) The second time.
I: The second time (.) okay but still you didn’t really understand (.) so what are
you going to do for that homework that she’s just given you? How are you
going to do that?

J: Ask friends to explain more

I: And which language are they going to explain more in?

J: Bislama ((laughs))

I: Bislama (.) okay but in class you all sit there and smile and say “yes” (.) do
you ever ask questions when you don’t understand something do you ever
think okay I’m going to put up my hand and ask her to explain again?

J: No

I: Do you want to ask again but you can’t ask or

J: Yes I can ((pause)) like I want to ask but I’m scared

I: Does anybody in your class ever ask “can you repeat that”

J: Um yes (.) especially boys like Steve

I: But any of the girls? Like Nellie’s not scared to talk

J: Yes sometimes but I don’t know

I: What about giving an answer? If Mrs Garae asks the whole class

J: Everybody shouts at the same time

I: Everybody shouts at the same time

J: Yes

I: Okay but if nobody else is giving the answer but you know the answer (.) will
you give the answer?

J: Yes

I: What if you think you know the answer but you’re not sure?

J: I’ll tell a friend to tell the answer ((laughs))

I: Okay what do you think is stopping you? Does it bother you that you have to
speak in English or it’s just the answer that you’re scared is wrong

J: It bothers me speaking English
I: Really? So even if you know the answer’s right you don’t really want to say it in English.

J: Yes because we don’t know how to put it in a sentence to say it to the teacher and if the teacher listens and she’s not clear with my English because it doesn’t make sense.

I: Okay so we come back to Bislama again. Do you think that really would make a difference if the whole lesson was in Bislama like she explained and you were allowed to give the answers in Bislama do you think you would contribute more?

J: ((nods head))

I: Yes?

J: Yes

I: Okay? Sometimes I’ve noticed that if she asks a question where you have to give one word like “Fiji” you’re happy to give the answer but if she says “explain how the ITCZ” whatever it is then you don’t want to speak.

J: Yes because of the sentences.

I: Okay. The only other thing I want to ask is it seems to me in your classes that the teacher has one language English and the students have another language Bislama and it doesn’t seem to make any difference if the teacher comes over you speak in her language English and then she goes away and you speak in Bislama.

J: Yes.

I: Does that seem strange?

J: Yes it seems strange.

I: Okay imagine that you are now remember the deputy prime minister came yesterday? And he said you are the future leaders of the country?

J: ((laughs))

I: Okay just imagine for a moment that you are working in the ministry of education and you can decide what the answer is are you going to say to everyone that they must speak English only? Or would you say Bislama’s okay to use sometimes? Or

J: I think English should be the most

I: Why?
J: Because er we’re dealing with students (.) especially education and textbooks
so:: we discuss more in English and we’re writing and talking to other
organisations so we need English

I: Okay so because they use English then we need to use English as well?

J: Yes English is important for us

I: Okay I think we can stop here (.) thank you for giving up your time for this
Appendix M: Interview with Nellie

The recording equipment failed a few minutes into the interview, when I was explaining that I was interested in why both Bislama and English were used at different times in the same conversation. I had just asked Nellie if she could explain why she switched to Bislama when she repeated Jessica’s suggestion to write the answers only (<<Example S8>>). This transcript begins when the tape was restarted, and I repeated the end of this question.

1 I: Okay (.) can you think of any reason why you say the same thing again but you say it in Bislama not in English even though she spoke in English?
2 N: Um ((pause)) I have to speak in Bislama or English?
3 I: Up to you (.) whatever
4 N: Um ((pause)) mi talem long Bislama from se ((pause)) olsem ((pause)) hem i always mifala i yusum Bislama insaed be taem se wan i toktok ale i i had blong mi go talem Inglis mi talem nomo long Bislama bakegen
5 I: Be ((pause)) even though Jessica nao hem i jas askem long Inglis?
6 N: Yes
7 I: Olsem se yu save se yu save talem hemia long Inglis be no yu talem long
8 N: [Bislama nomo]
9 I: Oke (.) afta ((pause)) hemia defren <<Example S9>> fastaem yu askem long Bislama (.) yu se “Z nomo? I mean Letter Z” (.) afta nao yu switch i go bak long Inglis
10 N: ((pause)) ((laughs))
11 I: ((pause)) Eni risin? ((pause)) no (.) oke bae mi jas go through evriwan be sapos evritaem nogat nogat i oraet (.) oke hemia yu ating yu stap lukaotem ((pause)) um wem map ia? ((taking map from pile of papers)) hemia
12 <<Example S10>> yu talem se “oke wem leta Z ia?” yu luk long map ia (.) afta nao yu tingbaot Misis Garae yu askem se “We ask Mrs Garae uh?” be hemia yujenis i go long Inglis
13 N: Yes laek (.) mi jenis i go long Inglis from sapos mifala i toktok long Misis Garae i mas toktok nomo long Inglis
14 I: Oke so even though hem i no kam iet be [yu tingbaot Misis] Garae ale oke=
15 N: [mas toktok Inglis]
Okay now this one <<Example S11>> hem i really interesting from hemia i
olsem se tufala tugeta semtaem “No like just ask her nomo” ((pause)) be “just”
“nomo” tufala i semak nomo

I: =Okay now this one <<Example S11>> hem i really interesting from hemia i
olsem se tufala tugeta semtaem “No like just ask her nomo” ((pause)) be “just”
“nomo” tufala i semak nomo

N: Uh ((pause)) olsem mi mi minim se olsem “bae yumi askem” be olsem () se
tufala i singaot blong mifala i askem be:: tufala i fraet blong askem long hem
from se mifala i askem nomo from “yumi traem nomo askem long hem”

I: Be from wanem yu talem “just” long Inglis be “nomo” long Bislama? We
tufala tugeta i semak

N: ((laughs)) No idea

I: Oke ((pause)) <<Example S12>> Oke hemia yu tingbaot yufala i stap
lukaotem Shelly Bay () yu askem Shelly Bay ia haomas taem ia () oke
fstaem yu talem long Inglis “Prison in Selly Bay” “Wem Selly Bay ia?” Afta
hemia yu askem long Bislama be taem yu askem nambatu taem yu jenis long
Inglis “Where is Selly Bay guys”

N: ((laughs))

I: Afta nekis taem yu toktok “hemia” ((pause)) be from wanem yu askem
kwestin ia tu taems be hemia faswan long Bislama be nambatu taem long
Inglis?

N: ((pause)) ((laughs and shakes head))

I: ((laughs)) No idea () oke ((pause)) <<Example S13>> hemia sem samting
“Um sikisti tu hem i easting blong hem and eighty eight is northing” () Hemia
sem sentens nomo i no gat pause long hem hem i jas sem sentens nomo be

N: ((laughs and shakes head))

I: No no idea?

N: ((shakes head))

I: Oke sem samting long hemia <<Example S14>> “It occurs up in the sky”
“What?” “Hem i occurs antap long skae no?”

N: Olsem () from se taem mi talem long Inglis Rosina i “what?” afta mi mebi
hem i no andastan o wanem so mi talem long Bislama from hem i no klia long
hem

I: Oke ((pause)) <<Example S15>> Oke naoia Rosina hem i gerup hem i se
“tropical cyclones occur because of the hot climate” () afta yu nao yu adem
tingting blong yu yu se “Yes samtaem ples i hot tumas afa:”

N: No idea
I: No idea (.) oke naoia <<Example S6>> ah hemia hol konfesesen nao we
yufala i stap tokbaot “where” wetem “why” ((pause)) yu traem tingbaot
konfesesen ia we yu gat kwestin tu hem i askem se wea nao olsem hemia i
askem se weae “Wae nao tropikol saeklons” (.) afta hol konfesesen ia hem i
“wea” “wea o ples?” Yu traem tingbaot konfesesen ia?

N: Yes

I: Yufala i fas long wanem ia

N: ((pause)) Hmm (.0 no idea

I: No? Oke (.0 un ((pause)) ating bae yumi go long laswan nomo <<Example
S16>> yu askem long Inglis fastaem “What are the three main hazards?” afta
yu jenisi nao “Hazards hem i minim denjeres uh?”

N: Yes mi no save (.0 mebi mi ans- mi ansarem bak on kwestin blong mi (.0 mi
ansa bak long Ing- long Bislama

I: Oke so hemia ating yu ridim long pepa nomo =

N: =Yes hemia mi ridim =

I: =Be taem yu wantem tingbaot se wanem nao mining blong hem nao yu go long
Bislama =

N: =Mi go long Bislama nao mi talem

I: Oke so hemia olsem sam eksampol nomo be i min se taem yu stap long klas
nao eni samting we i kamaot long Inglis long Misis Garae o long blakbod o
long kwestin pepa taem yu wantem se yu jekim mining blong hem o yu
eksplenem samting long narawan naoia [Bislama

N: [Bislama

I: Oke

N: Mifala i faenem i mo isi long Bislama

I: Be i gat sam samting we mi luk fulap taem i gat ol kaen ((pause)) phrases long
Inglis we hem i olsem “oh this is difficult” “oh come on guys hurry up”
“where’s my pen” ol kaen kwestin be yu no save from wanem yu stap yusum
sam Inglis be ol narawan Bislama nomo ((pause)) yu tingbaot hemia ol kaen
phrases we (.0 enitaem we yu tokbaot geography nomo (.0 no Bislama ia nao be
ol ekstra samting olsem ples i hot yu no talem “ples i hot” be “it’s really hot in
here” o “I’m freezing”

N: Bislama nomo

I: No hemia i kamaot long Inglis
N: Oke

I: Hemia olsem mi sapraes long hem from se ((pause)) mi no save se bae mi save faenem ol eksampol be laek “okay I will read” afta i go bak long Bislama (.)

“I’ll just write only the answers” um (.) be taem geography hem i Bislama nomo (.). um ((looking through transcript)) “What’s your answer” “me I don’t know” um ((looking through transcript)) “Who will find it first” (.) ol kaen komen ia we oli no rili pat blong calculation o olsem ansa blong hem be samhao oli kamaot long Inglis ((pause)) yu no save from wanem yu sakem sam samting i kam long Inglis be

N: Mi no save nao

I: Yu no save (.). um oke taem yu stap switch ia olsem Inglis Bislama long sem sentens yu save long taem ia se yu stap switch o

N: No mi jes toktok nomo

I: Eni lanwis i no mata se Inglis o Bislama bae yu no ivin notis (.). oke (.). um oke afla yu tingbaot yu kam long haos long prep taem mi rikodem bakegen?

N: Yes

I: Long taem ia i no gat wan wod i kamaot long Inglis (.). hemia Bislama nomo

N: Yes

I: Be insaed long klasrum i gat sam Inglis i kam insaed be mostly Bislama

N: Yes

I: Yu save talem from wanem nao i gat Inglis insaed long klas be long prep taem i nogat?

N: From mostly long prep mifala i yusum Bislama nomo from laek i no gat staf raon blong oli tok long mifala from Bislama laek mifala i faenem i no isi blong mifala i andastanem sam samting taem mifala toktok diskasem samting be long Bislama

I: Be mi luk insaed long klas blong yufala Misis Garae tu hem i no tok long yufala hem i lego Bislama i gohed nomo

N: Ating hem i save se Bislama i mo isi blong mifala i andastan ol kwestin blong mifala

I: Be even though hem i no infosem Inglis insaed long klas stil yu stap yusum Inglis samtaem
Yes (. ) mifala i yusum Inglis taem hem i kam klosap (. ) olsem mifala i luk hem
i kam klosap mifala i toktok Inglis from mifala i fraet lukaot samtaem bae hem
i save tok long mifala from Bislama

Oke (. ) um oke wan bakegen long klas wan <<Example S7>> oke yu tingbaot i
gat wan taem we yufala i stap lukaotem Z (. ) yu faenem Z afa yu wantem
faenem grid referens blong hem (. ) be afa yu no save nao se bae yu meserem
long ples ia o long ples ia ((pointing to map)) samting olsem

Yes

Afta yu singaotem Misis Garae (. ) yu nao yu askem long hem se “Are we
going to measure um at the end of the box or only in the middle” (. ) oke yu
tingbaot kwestin ia?

Mm

Afta Misis Garae ating hem i no really andastanem kwestin blong yu mekem
se hem i talem totally defrenansa nomo

((laughs)) Yes

Oke be yu nao yu gerup yu ripitim (. ) mi no save wan blong yufala i ripitim
“ninety one” afa taem hem i talem “two millimetres” yu nao yu ripit bakegen
“two millimetres” hem i talem bakegen Rosina i “yes” afa hem i aot nao yu
talem “thanks” (. ) olsem evritaem ol ansa blong yufala oli olsem se yufala i
save wanem we hem i stap talem (. ) yufala i gohed nomo “yes yes thanks”

((laughs))

Naoia hem i aot long yufala naoia conversation i gobak long Bislama (. ) naoia
Jessica hem i gerup “yu askem wanem long hem? Yu ask se yumi meserem Z
or meserem bokis?” be naoia yufala i rilaesem se kwestin hem i totally defren

Yes

Be from wanem nao yu no save askem long Misis Garae long taem ia from
surely yufala i save finis se hem i stap anserem defren kwestin ia

No from mebi i had blong mifala i eksplenem long Inglis so that’s why mi
talem olsem be hem i anserem i go i had bakegen blong (. ) mi no save se hao
nao bae mi talem long Inglis mekem se mifala i stap kwaet nomo

So hemia hem i samting we hem i komen nomo

Yes

Enitaem we Misis Garae i kam be hem i gerup i talem totally defren samting
be yu yu “yes yes yes” nomo (. ) sapos yu bin stap kwaet nomo yu no talem
“yes” (. ) sapos yu “uh?” ating bae hem i eksplen bakegen o bae hem i askem
kwestin bakegen se “be tu traem talem kwestin blong yu bakegen” () be taem yu olsem “yes yes tankiu” nomo hem i harem se yufala i save nao () aafia mi luk se naioa yufala i gobak long () olsem “hem i gerup i ansa se bae yumi meserem bokis” be aafia ating yufala i jenis nao yu lego ansa blong hem yu se “no bae yumi meserem long X nomo” () so olsem even though Misis Garae hem i talem ansa blong hem yufala i jenisen i gobak long tingting blong yufala nomo

N: ((laughs))

I: So hemia yu ting se hem i wan komen occurrence ia?

N: Yes () from from se hem i bin eksplenem be mifala i no andastan be i difikol blong mifala i gobak blong tingting mo long hem () blong mekem i isi blong mifala

I: So enitaem we tija i talem wan samting be yu no save yu no save askem bakegen?

N: Yes from samtaem hem i save tok long mifala

I: Uh? From wanem? From se yufala i no andastan?

N: No laek () yes bae hem i se wae nao () samtaem taem hem i eksplenem be mifala i no lesen hem i toktok mifala i no lesen long hem () aafia mifala i askem bakegen hem i se mifala i stap mek wanem taem hem i eksplenem

I: Oke be sem samting long klas olsem se sapos Misis Garae i stanap long fored blong klas hem i eksplenem wan samting baot saeklon be yu no andastanem bae yu eva save putum han blong yu i se “Mrs Garae can you explain again”? 

N: ((laughs)) Mi ting se mi nogat () be mi no save samfala yes be

I: Yu nogat

N: No

I: Be mi luk se yu yu wan we yu no fraet blong toktok be:: () o what about ol boe?

N: Yes i gat sam boe we oli save askem yes mostly like Steve

I: Yes nem blong hem i stap kamaot evri taem () be what about taem Misis Garae hem i askem ol kwestin () sapos yu sua se ansa i raet bae yu givim ansa ia? ((pause)) Sapos yu save se ansa blong yu hem i raet () bae yu fil fri blong toktok?

N: Yes
I: Yes (.) oke what about sapos yu no rili sua yu ting se ansa blong yu i raet be
maybe not (.) bae yu ges nomo?

291 N: No

I: No (.) from wanem? From yu fraet se ansa blong yu hem i rong?

295 N: Yes

I: Oke sapos (.) yu tingbaot i gat tu kaen kwestin ia (.) samtaems Misis Garae
hem i askem ol kwestin olsem “in which country does something happen” (.)
mining ansa blong hem hem i wan wod nomo Fiji o Vanuatu (.) be samtaems
hem i askem bao nao samting hem i hapen we hem i mekem se yu mas givim
wan ful sentens blong yu eksplenem (.) hemia i minim se i had blong yu givim
ol ansa ia?

305 N: Yes blong eksplenem long wan ful sentens ia nao

308 I: So even though yu save olsem ansa yu save be hemia insaied long hed blong yu
be blong givim ansa nao

311 N: Nogat

313 I: Be hemia wanem problem nao? Blong givim ansa nomo o Inglis

315 N: Inglis

317 I: Oke so even though Inglis olsem (.) Inglis blong yu i gud nomo (.) mi mi save
Inglis blong yu mi tijim yu long taem finis mi save se Inglis blong yu i gud be
insaed long klas nao yu harem se yu no save eksplen long Inglis

321 N: Yes

323 I: ((pause)) Oke las samting nao mi luk se olsem long risej blong mi yumi gat
tufala lanwis nao i stap gohed tugeta insaed long klas (.) yufala nao i yusum
Bislama (.) tijig hem i yusum Inglis (.) i no Misis Garae nomo be long evri klas
(.) be taem hem i toktok wetem yufala oke Inglis yufala i yusum olsem lanwis
blong hem nao (.) be yu luk se hem i wan problem o:: hem i oraet nomo? Taem
i gat tufala lanwis ia we oli no iven go together ((pause)) wan blong yufala
wan blong Misis Garae yu luk se hem i strret o:: hem i wan problem

331 N: Hem i wan problem be mifala i luk se i strret from hem i mo isi blong mifala i
andastan taem mifala i eksplenem bak (.) olsem hem i talem finis be mifala (.)
olsem mifala i no kasem ale wan bae i ripitim bae mifala eksplenem bak long
Bislama mifala i luk se hem i mo isi blong mifala

336 I: Be hem i olsem yu luk se hem i tek taem (.) sapos yufala i andastanem fastaem
i no nid blong ripitim bakegen ((pause)) be:: wanem sapos Misis Garae
evritaem hem i eksplen long Bislama ((pause)) afa bae yufala i save
andastanem?
N: ((pause)) Yes (. ) mi ting se sapos hem i eksplen long Bislama bae::

I: Afta bae yufala i gohed nomo (. ) yu no nid blong eksplen nambatu taem nambatri taem

N: Be samtaem nogat

I: M-m (. ) oke be taem yu kam blong raetem nao yu mas raet long [Inglis]

N: [Inglis]

I: Be yu faenem se hem i had sapos yu diskasem evri samting long Bislama naoia hem i had blong raet long Inglis?

N: Yes

I: Oke ((pause)) oke yu tingbaot deputi praeminista hem i bin kam long wiken ia? Yu bin stap long japel long taem ia o no gat?

N: Yes

I: Oke hem i talem se wan dei (. ) sam blong yufala ia nao bae yufala i stap long ministri o wanem (. ) yu tingbaot?

N: Yes

I: Sapos yu nao yu wan blong olgeta we yu stap long ministri blong edukesen (. ) Olsem just imagine nomo (. ) olsem yu nao yu gat paoa blong jenisem sam samting ia (. ) bae yu talem wanem? Bae yu talem se evri studen i mas toktok Inglis nomo o bae yu talem se situesen ia we i stap gohed finis hem i oraei nomo o bae yu jenisem se ol tija oli toktok Bislama ((pause)) wanem nao ansa blong problem ia?

N: Mi ting se hem i (. ) hem i oraei olsem ol staf oli toktok ol tija oli tok long Bislama long Inglis be:: (. ) sapos sapos ol studen oli no andastanem bae oli mas traem blong eksplenem long Bislama blong oli save mo blong oli save mekem gud long ol wok blong olgeta

I: Afta (. ) ol studen oli gohed long Bislama nomo o=

N: =No from taem oli gohed long Bislama bae oli no save (. ) i had from oli mas raetem long Inglis olsem mifala i toktok mo long Bislama bae i had blong yumi (. ) olsem blong mekem i gobak bakegen blong raetem i godaon long Inglis

I: Oke so hem i olsem sem situesen olsem naioa be:: inkarajem Inglis bakegen

N: Yes
Be aotsaed klas nao yu ting se bae yufala i sud toktok Inglis ((pause)) o::

Naoia mi no save from (.) mifala mostly mifala i yusum Bislama nomo aotsaed
long klas (.) laek mifala i sud speak English be:: sapos (.) aotsaed ol studen (.)
ol staf oli no save tok from mi mi stap aotsaed (.) mi go long klas mi mekem
wok mi tok long Inglis (.) taem yu kam aotsaed yu save toktok plei Bislama
nomo (.) laek mostly mifala i yusum Bislama aotsaed long klasrum

Oke so hem i depen long ol tija nomo

Yes

Sapos yu luk se wan tija bae i tok long yu bae yu yusum Inglis nao

Yes samtaems taem mifala i pas klosap long ol tija bae mifala i mas jenis i go
long Inglis from (.) lukaot bae oli putum mifala long detensen from Bislama

So detensen mo ol tija nomo oli jenisem attitude blong yu be:: sapos yu yu fri
bae yu yusum Bislama evritaem

Yes

Be i gat enitaem we yufala nomo i stap long dom be yufala i toktok Inglis?

No (.) olsem samtaems mifala i toktok Bislama go go:: (.) olsem toktok pleiplei
o wanem bae mifala i go long Inglis be mostly mifala i no yusum Inglis insaed
long dom

Oke ating hemia nomo bae yumi finis long ples ia nao (.) tankiu tumas blong
evri help blong yu
Appendix N: Interview with Nellie (English translation)

Translations of quotations from the original discussion that were originally in Bislama are given here in Italic font, when they are referred to in the interview. Instances of code-switching can therefore still be seen.

The recording equipment failed a few minutes into the interview, when I was explaining that I was interested in why both Bislama and English were used at different times in the same conversation. I had just asked Nellie if she could explain why she switched to Bislama when she repeated Jessica’s suggestion to write the answers only (<<Example S8>>). This transcript begins when the tape was restarted, and I repeated the end of this question.

1 I: Okay (.) can you think of any reason why you say the same thing again but you say it in Bislama not in English even though she spoke in English?

2 N: Um ((pause)) I have to speak in Bislama or English?

3 I: Up to you (.) whatever

4 N: Um ((pause)) I have to speak in Bislama or English?

5 I: Up to you (.) whatever

6 N: Um ((pause)) ((switch to Bislama)) I said it in Bislama because ((pause)) like ((pause)) we always use Bislama in class but when somebody speaks then it's hard for me to say it in English so I just speak in Bislama again

7 I: But ((pause)) even though Jessica has just asked in English?

8 N: Yes.

9 I: So you know that you can say this in English but no you just [say it in Bislama

10 N: [just in Bislama

11 I: Okay (.) then ((pause)) this one is different <<Example S9>> first you ask in Bislama (.) you say "just Z? I mean letter Z" (.) so then you switch back to English

12 N: ((pause)) ((laughs))

13 I: ((pause)) Any reason? No (.) okay I'll just go through all of them but if every time you have no answer that's okay (.) okay this one I think you were looking for ((pause)) um where's the map? ((taking map from pile of papers)) here <<Example S10>> you said "Okay where's letter Z?" you looked on the map (.) then you thought of Mrs Garae and said “We ask Mrs Garae uh?” but there you changed to English

14 N: Yes like (.) I changed to English because if we talk to Mrs Garae we must speak English

15 I: Okay so even though she's not there yet but [you think about Mrs] Garae and=
Okay now this one <<Example S11>> this is really interesting because this one has both together at the same time (.) “No like just ask her only” ((pause)) but “just” and “only” mean the same thing

Uh ((pause)) like I mean “let’s ask” but like for the others to call her for us to ask but they were scared to ask her for us to just ask so “let’s try and ask her”

But why did you say “just” in English but “only” in Bislama?

When they’re both the same

((laughs)) No idea

Okay ((pause)) <<Example S12>> okay this one you remember you were looking for Shelly Bay () you asked where Shelly Bay was so many times (.) okay first you said in English “Prison in Selly Bay” “Where’s Selly Bay?” then you asked that in Bislama but when you asked the second time you changed to English “Where is Selly Bay guys”

((laughs))

Then next time you spoke “this one” ((pause)) but why did you ask the question twice the first time in Bislama but the second time in English?

((laughs and shakes head))

((laughs)) No idea (.) okay ((pause)) <<Example S13>> this one is the same “Um sixty two is the easting and eighty eight is the northing” it’s the same sentence there is no pause it’s just the same sentence but

((laughs and shakes head))

No no idea?

((shakes head))

Okay the same thing here <<Example S14>> “It occurs up in the sky” “What” “It occurs up in the sky no?”

Like (.) because when I said it in English Rosina went “what?” so then maybe she didn’t understand or something so I said it in Bislama to make it clearer for her

Okay ((pause)) <<Example S15>> okay now Rosina said “tropical cyclones occur because of the hot climate” (.) then you joined in and said “Yes sometimes it’s hot and the::n”
N: No idea

I: No idea (.) okay now <<Example S6>> ah this was the whole conversation where you were talking about "where" and "why" (pause) remember that conversation about question two that asked where but this one asked why (.) "Why do tropical cyclones" (.) then the whole conversation is "where" "where or place?" Do you remember that conversation?

N: Yes

I: What was the problem?

N: ((pause)) Hmm (.) no idea

I: No? Okay (.) um (pause) let's just go down to the last one now <<Example S16>> You asked in English first "What are the three main hazards?" Then you changed "Hazards means dangerous uh?"

N: Yes I don't know (.) Maybe I ans- I answered my own question (.) I answered myself in Eng- in Bislama

I: Okay so I think you re- read this part from the paper=

N: =Yes I was reading that bit=

I: =But when you wanted to focus on what it meant then you changed to Bislama=

N: =I changed to Bislama to say it

I: Okay so those are like just some examples but it means that when you are in class anything that is in English from Mrs Garae or on the blackboard or the question paper when you want to check the meaning or you explain something to someone else you use [Bislama

N: [Bislama

I: Okay

N: We find it easier in Bislama

I: But there are some things I see a lot where there are some kinds of ((pause)) phrases in English that are like "oh this is difficult" "oh come on guys hurry up" "where's my pen" that kind of question but do you know why you use some English but all the rest in Bislama? ((pause)) You know these phrases that whenever you're discussing geography no you use Bislama but all the other things like it's hot you don't say "it's hot" but "it's really hot in here" or "I'm freezing"
I: No these things are English
N: Okay
I: I was surprised about this because ((pause)) I don't know if I can find some examples but like "okay I will read" (.) then you went back to Bislama "I'll just write only the answers" (.) um (.) but when it's geography it's just Bislama (.) um ((looking through transcript)) "What's your answer" "me I don't know" um ((looking through transcript)) "Who will find it first" (.) these type of comments that are not really to do with the calculation or the answer but for some reason they are in English ((pause)) do you know why you stick some parts in English but
N: I don't really know
I: You don't know (.) that's okay (.) um (.) okay when you switch like English and Bislama in the same sentence do you know at the time that you are switching or
N: No I'm just talking
I: Any language it doesn't matter if it's English or Bislama you don't even notice (.) okay (.) um okay then remember when you came to the house at prep time and I recorded you again?
N: Yes
I: During that time there was no English at all (.) it was just Bislama
N: Yes
I: But in the classroom there is some English but mostly Bislama
N: Yes
I: Can you explain why there is some English in class but not in prep time?
N: Because at prep we mostly just use Bislama like there are no staff around to tell us off for using Bislama like we find it easier to understand things when we discuss something but we do it in Bislama
I: But I've seen in your classes that Mrs Garae doesn't tell you off she let's you carry on in Bislama
N: I think she knows that Bislama is easier for us to understand the questions in
But even though she doesn’t enforce English in class you still sometimes use English

Yes we use English when she comes near us when we see her coming over we speak English because we’re afraid that she’ll tell us off for using Bislama

Okay (.) um okay there is another one from the first class <<Example S7>> okay remember when you were looking for Z (.) you found Z and then you wanted to find its grid reference (.) but then you didn’t know whether to measure it here or here ((pointing to map)) something like that

Then you called Mrs Garae (.) you then asked her “Are we going to measure um at the end of the box or only in the middle” (.) okay do you remember that question?

Yes

Then I don’t think Mrs Garae really understood your question so she gave a completely different answer

((laughs)) Yes

Okay (.) but then you just repeated I don’t know one of you repeated “ninety one” and then when she said “two millimetres” you repeated “two millimetres” again then she spoke again Rosina said “yes” then when she left you said “thanks” (.) so every time your answers were as if you understood what she was saying (.) you all just kept saying “yes yes thanks”

((laughs))

Then when she left you now the conversation went back to Bislama (.) now Jessica asked “What did you ask her? Did you ask if we should measure the Z or the box?” but now you realised that the question was totally different

Yes

So why couldn’t you have asked Mrs Garae at the time since surely you knew already that she was answering a different question

No because (.) maybe it was hard for us to explain in English so that’s why I said it like that but she answered and it was hard again to (.) I didn’t know how I could say it in English so we just kept quiet

So that’s something quite common

Yes
I: Whenever Mrs Garae comes but she is talking about something completely different but you just say "yes yes yes" if you had kept quiet and not said "yes" if you had said "uh?" she probably would have explained again or she would have asked you again told you to repeat your questions but when you just say "yes yes thank you" she thinks that you understand. Then I noticed that you went back to like "she told us that we should measure the box" but then I think you changed your minds and ignored her answer and said "no let's just measure the X" so even though Mrs Garae had told you the answer you still just went back to your original decision.

N: ((laughs))

I: So you think that this is a common occurrence?

N: Yes. because she had already explained but we hadn't understood so it was difficult for us to go back and think about it again to make it easy for ourselves.

I: So whenever the teacher says something that you don't understand you can't ask again?

N: Yes because sometimes she will tell us off.

I: Uh? Why? Because you don't understand?

N: No like yes she will say why if she has explained but we weren't listening to her she was talking but we weren't listening and then we ask again she will say what were we doing when she was explaining.

I: Okay but what about in class if Mrs Garae is at the front of the class and she explains something about cyclones but you don't understand could you ever put your hand up and say "Mrs Garae can you explain again"?

N: ((laughs)) Me I don't think so. but I don't know some people yes but.

I: You couldn't.

N: No.

I: But you don't seem to be afraid to speak what about the boys?

N: Yes there are some boys who don't mind asking yes mostly like Steve.

I: Yes his name keeps coming up but what about when Mrs Garae asks questions if you are sure that the answer is right will you answer? If you know that your answer is right will you feel able to speak?
I: Yes, okay what about if you're not really sure but you think your answer is right but maybe not will you just guess?
N: No
I: No, why? Because you're afraid that your answer is wrong?
N: Yes
I: Okay if you know there are two types of question. Sometimes Mrs Garae asks questions like "in which country does something happen" meaning that the answer is just one word like Fiji or Vanuatu but sometimes she asks how something happens so that you have to use a full sentence to explain does that make it hard to answer?
N: Yes to explain in a full sentence.
I: So even though you know like you know the answer but inside your head giving the answer?
N: I can't
I: But what is the problem? Giving the answer or English?
N: English
I: Okay so even though your English is fine I know what your English is like I've taught you for a long time and I know that your English is good but in class you feel that you can't explain in English?
N: Yes
I: Okay the last thing now I've seen in my research that we have two languages which are being used at the same time in class you students use Bislama the teacher uses English not just Mrs Garae but in every class but when she speaks to you okay you use English as if you are using her language now but do you think that this is a problem is it okay? That there are two languages which aren't even being used together one for you guys one for Mrs Garae is that okay is it a problem?
N: It's a problem but we feel that it's okay because it's hard for us to understand when we re-explain like she has told us already but we like if we didn't get it then one of us will repeat it and we will explain in Bislama and it's easier for us.
I: But it's like it seems as if it takes time if you understood the first time there would be no need to repeat everything but what if Mrs
Garae always explained in Bislama ((pause)) would you
understand?

N: ((pause)) Yes (.) I think we would if she explained in Bislama but
I: Then you could just carry on (.) you wouldn't need to explain a second or
third time
N: But not always
I: M-M (.) okay but when you have to write something you have to write in English
N: But not always
I: So do you find it hard when you discuss everything in Bislama it's then hard
to then write in English?
N: Yes
I: Okay ((pause)) okay you know the deputy prime minister came last weekend? Were
you in chapel when he came or not?
N: Yes
I: Okay he said that one day (.) some of you will be working in
government or something (.) remember?
N: Yes
I: If you are one of those working in the ministry of education (.)
like just imagine (.) so you now have power to change things (.)
What will you decide? Will you say that all students must speak English only or will you
say that the situation we have at the moment is fine or will you change
things and say that the teachers should speak Bislama ((pause)) what is the answer
to this problem?
N: I think that it's ((.)) it's okay that staff that teachers speak in Bisl-
uh in English but (.) if the students don't understand then they must
explain in Bislama so that they know more and so they can
do their work successfully
I: Then (.) the students continue in Bislama or=
N: =No because when they speak Bislama it's ( .) they can't ( .) it's hard because they have
to write in English so we speak Bislama but it's hard
for us ( .) like to switch back and write it down in
English
I: Okay so it's like the situation we have now but ( .) encourage English
I: But outside class do you think you should speak English (pause) or
N: That I don’t know because we mainly use Bislama outside class
like we should speak English but if outside the students
the staff can’t tell me off because I’m out of class I go to class and do my work I
speak in English when you go outside you can joke and just use Bislama
so we mostly use Bislama outside class
I: Okay so it just depends on the teachers
N: Yes
I: If you think that a teacher is going to tell you off you’ll use English
N: Yes sometimes when we go near some teachers we have to change to English in
case they put us on detention for Bislama
I: So it’s just detention and the teachers that affect your attitude but if you are free to
choose you just use Bislama all the time
N: Yes
I: Are there any times when it’s just you guys in the dorm but you use English?
N: No like sometimes we speak Bislama for a while then we joke
or something we might switch to English but we hardly ever use English
in the dorm
I: Okay I think that’s it let’s stop here thank you very much for
all your help
Appendix O: Examples for geography teacher interview

These examples were shown to the geography teacher and used as question prompts during her interview. Diagrams were used to contextualise the examples. References to these examples are marked in the transcripts as <<Example>>

Example T1 (I488-626)

R: **Most dominating feature in** ((reading))
J: Hemia eria referens ia
N: Kam mi trae luk (.) kam kam

(lines omitted from example)

N: **Most dominating**
R: ((laughs))
J: No be wanem ples insaed long skwea (.) no::
R: Fifti eit
N: **Wanem nao hem i most dominating** (.) fifiti eit naenti wan hemia ((pointing to map)) Afta hem i most dominating uh feathers ia? (.) Feathers ((laughs))
J: ((reading)) ‘**Most dominating feature in**’ fifiti eit naenti wan ((pause)) ating wan (.) wan ples we i mos
N: Yes (.) reservoir
R: Kaontem
N: Rod ((pause)) trifala samting ia nomo i stap long hemia
J: Most dominating
R: Dominate most
N: **Oli givim**
J: Uh?
R: **Donate**
J: Yes
N: I oraet nomo
R: **Donate uh?**
J: Kas ((pause)) be Z hem i wanem? No physical
N: **Physical be yes hemia nao ating town belt ia**
R: Wet
N: From se
J: Wet physical hem i olsem invaeremen nomo i no inkludum ol aktiviti blong ol human beings
N: Be hemia nao (.) yu traem luk ((pause)) yes town belt
J: Town belt ((pause)) yu mas talem
N: **Ale reservoir i minim wanem? Rod? Uh?**
J: Be no ol man oli mekem
N: Be rese-
J: Resevoir
N: Sapos no leta Z ia
R: ((laughs))
J: **Ale raetem Z**
R: Hah
N: Yes (.) raetem leta Z nomo
Example T2 (H103-150)

J: Fifiti naen naenti
R: No naenti wan (.) because
N: Naenti
R: Naenti
N: Hem i talem se naenti wan (.) hemia naenti wan (.) naenti tu hemia (.)
Naenti tri hemia (.) yu tekem be hemi andanit (.) be hemia (.)
fifiti eit hemia
R: Uh
N: Afta fifiti naen hemia (.) sikisti hemia
R: Naenti fo naenti tri naenti tu (.) naenti wan ia (.) no
N: No:: hem i se namba andanit ia be hem hemia antap
R: Oke
N: Waet box antap be namba andanit (.) be hemia long bokis antap namba antap ia
R: Antap
N: Antap long hem bakegen
R: Oke yu win

Example T3 (H790-859)

N: Scuse Mrs Garae (.) are we going to measure (.) if we measure the northings we measure it up here or only in the middle?
T: Which one is the northings?
J: This one
T: Ok so:: what’s your question?
N: Are we going to measure it like (.) end of the box or only in the middle
T: No just start off because it starts off at ninety one so you start off your zero should be over the [ninety one
R: [ninety one
T: Cause it’s two centimetres up to ninety two so your zero should be here and then you can mark off every two millimetres
N: Two millimetres
T: To zero point nine
R: Yes
T: Within that box
N: Thanks
((Teacher leaves))
3b) What are the main features found in 616834?

R: 61 (. ) 83
J: 61
N: 61
R: 83
N: Afta 83
R: Be (. ) be yu jes stap faenemaot 6 mo 4
N: Wanem uh
J: 6 (. ) ol poen ia 61 (. ) afta [wanem? 4?
N: [61 wanem?
J: 61-6
R: 61 mo 83
J: Be [61
N: [Yes be tens blong 61 wanem?
J: 6-6 (. ) yeh
Appendix P: Interview with Geography teacher

1: Oke (.) so fasli bae yumi start off wetem ol klas we mi bin obsevem

2

3 T: Oke

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5 I: Yu:: ting se oli osemp ((pause)) oli representativ blong ol klas blong yu (.) yu luk wei we oli sidaon oli wok osemp hem i normal behaviour blong osemp o (.) yu luk eni wei we oli jenis from microphone blong osemp o

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9 T: Ol trifala studen we oli stap ia?

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11 I: M-m

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13 T: Um ((pause)) mi luk osemp ((pause)) osemp long fas dei

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15 I: M-m

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17 T: Hem i ((pause)) oli osemp oli lelebet hesitate mo osemp uh? Afta mi go mi luk long sekon dei oli kam normal nao (.) oli (.) oli osemp oli kam oli get yus osemp oli normal nao o um (.) taem oli mekem osemp se oli nomo tingbaot wanem we i stap long fored blong osemp

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22 I: Oke so ol klas we i gat grup wok insaed ((pause)) yu stap yusum long evri lesen i gat smol pat blong grup wok o hem i wanwan taem nomo?

23

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25 T: Oli wanwan taem nomo (.) mi luk se (.) osemp mi luk se bae mi mekem grup wok but mi luk osemp sapos mi mekem grup wok bae i osemp ol topik mo ol wok we oli mekem ((pause)) mi sud mekem grup wok oltarm be mi luk se sapos mi mekem grup wok ia bae yu save hao slo oli wok (.) bae hem i jes tekem hol klas mo osemp bae mifala jes biaen nomo wetem ol wok blong mifala so ((pause)) sam topik o sam erias we oli rili nid blong grup wok hemia oli mas wok nomo long grup

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33 I: Be pe wok hem i semak? o::

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35 T: Yes osemp grup wok mi minim fulap wantaem be ol pe hem i often (.) oli yusum oli mos long wok blong osemp mi mekem (.) mi mekem se oli traem diskasem from i gat wan pikinini hem i no rili andastan (.) so mi wantem se hem i (.) osemp wan we hem i andastan (.) Samtaems mi no mekem oli sidaon long (.) o osemp oli jusum patnas blong osemp be usually hem i tu pikinini we osemp tufala tugeta oli no andastan bae mi jenisem osemp mi luk wan we hem i a bit better than (.) osemp hem i andastan (.) hem i sidaon wetem wan blong hem i helpem hem

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44 I: Oke so taem oli dishas long either grup wok o ol pe osemp we yu talem (.) evri taem oli gohed long Bislama nomo? Yu no mekem eni rul insaed long klas baot Inglis o
Mi:: long bigining long tem wan mi mekem rul mi se Inglis nomo bae hem i spoken in class be mi luk se taem we Inglis yu lesen yu
hardly harem wan blong olgeta nao (.) oli sidaon nomo wan hem i raet an oli
sakem wan toktok i go oli sidaon (.) olsem oli ((pause)) i had
blong olgeta oli ekspresem olgeta (.) mi slakem nomo se olsem mi nomo
mekem se hem i Inglis (.) hem i jes diskasen (.) olsem ol Yia eleven mi lego
olsem be long Yia twelef mi wantem se ol diskasens blong olgeta (.) Inglis
nomo (.) long Yia eleven mi a bit ((pause)) eh mi lego nomo oli diskas
((pause)) especially long Bislama

So wanem we yu minim se yu rili wantem se oli yusum Inglis be yu luk se i had
((pause)) mekem se Bislama nomo

Yes olsem oli jes had blong komuniket nomo oli sidaon nomo oli (.) oli toktok
be i no (.) olsem oli ekspresem fullu ekspresem (.) wan we i save ansa i talem be
otherwise samfala oli sidaon nomo

M-m ((pause)) be yu yu neva talem se oke Bislama hem i oraet yu neva=
=No mi neva talem [mi jes lego nomo

[yu jes lego nomo

((pause)) Mi no talem Bislama from mi no inkarajem olgeta from bae oli
toktok Bislama from mi luk oli fri blong toktok Bislama (.) be ol nara klas
tufala narawan olsem se diskasen bae mi emfasaesem olsem oli mas toktok
Inglis be ((pause)) bae oli stil go long Bislama bae yu harem i go long kona
olsem (.) taem mi emfasaesem oli toktok Bislama long ol grups blong olgeta (.)
.taem mi aprojem olgeta nao oli jenis (.) oli go kwik long Inglis finis taem mi
aot long olgeta yu harem Bislama bakegen olsem

Be hemia ((pause)) mi mi ekspektem se bae oli mekem olsem (.) be:: mi
sapraes long tep ia se taem yu go kolsap long olgeta (.) no Bislama i gohed iet
(.) be onli taem we oli swij i go long Inglis hem i taem we yu toktok streng long
olgeta o wan i wantem askem wan kwestin (.) be yu yu stanap (.) no oli
Bislama nomo

Bislama nomo

Mi mi sapraes long hem

Mi no bin emfasaesem se Inglis (.) olsem ol diskasens i kam (.) hemia nao
blong tem wan mi emfasaesem be mi luk se olsem (.) i gat fulap insaied ia we
oli no toktok nomo ol gel olsem nogat nomo nao

Be from wanem nao yu talem se yu rili wantem se Inglis nomo? ((pause))
Olsem yu inkarajem

No olsem long Yia twelef mo olsem yes (.) mi luk olsem from taem oli diskas
mo olsem oli diskas long Bislama mo olsem andastaning blong olgeta i gud
long topik ia (. ) be taem yu go long raeting (. ) samtaems oli ekspresem olgeta hem i more like expressing in ((pause)) olsem toktok long Bislama uh? Laek olsem mi talem mebi oli (. ) putum (. ) olsem (. ) hem i not in proper (. ) yes mi no save se mi talem olsem wanem (. ) so mi luk hao oli raetem ia nao (. ) oli toktok Bislama be oli putum long raeting hem i similar to hao oli diskasem

I: M-m

T: Ah so mi luk se Yia twelef ia olsem se i gud blong oli no toktok Bislama nomo blong mekem se oli get yus blong raetem wanem we oli gat blong taem oli raetem daon especially for exams and all this ((pause)) oli toktok oli raetem (. ) at least write what oli diskasem insted blong

I: ((pause)) Oke so Bislama i no rili afektem olsem tingting blong olgeta o diskasens blong olgeta be long taem blong raeting nomo

T: Yes olsem mi (. ) oli andastan mo taem oli diskas long Bislama be taem i go long raet nao olsem se oli jes tanem everything around nomo laek from olsem mi luk olsem long Inglis tu be Geography tu olsem sapos oli yusum ((pause)) er wan wod for example sapos oli se (. ) oli yusum ((pause)) oli oli tokbaot wan (. ) wan ples be oli talem se “all” instead of “some” then already bae ansa hem i rong nna from ((pause)) oli (. ) oli minim se every place o olsem (. ) so hem i raeting hem i rong nao bae oli mas (. ) be from long Bislama hemia bae yumi talem nomo se

I: M-m from se Inglis hem i more specific than Bislama

T: Bislama

I: Oke (. ) so hemia nao wan eksampol we yu givim finis be yu luk se i gat sam mo problem tu long saed blong ((pause)) olsem andastaning blong olgeta (. ) taem yu toktok Inglis yu luk se lanwis nao i stopem andastaning o geography nao i stopem?

T: No olsem mos long ol staf hem i jes samting we oli ekspiriensem evri dei be i go long seten topiks nao olsem taem mi mi traem blong talem wan samting we oli neva lukim o eniting laek hem i difikol be mos long ol samting oli ekspiriensem evri dei (. ) be mi ting se ating lanwis nomo from taem (. ) er mi luk sapos we:: (. ) mi eksplenem fas taem (. ) bae mi askem oli no andastan bae mi start all over bakegen bae mi eksplen sekon taem so taem mi sek-sekon taem nao oli andastan distaem nao (. ) olsem oli jes kasem wanem we mi talem be mi luk se i had blong folem wanem we mi stap talem (. ) m-m

I: Oke be long olsem eksam kwestin o eni (. ) for example yestede yu givim ol kwestin long olgeta (. ) yu luk se bae i gat sam problem long saed blong lanwis tu taem oli ridim ol kwestin (. ) bae i gat wan wod o::

T: Yes bae i gat
I: Oke (.) so taem ol studen oli olsem (.) oli fesim problem oli (.) mebi wan wod
oli no save o eksplenesen blong yu especially long taem we oli wok long ol pe
o grups (.) yu ting se oli stap yusum sam (.) stratefi o wanem blong solvem
problem blong olgeta o oli lego nomo (.) jes ges nomo?

T: Oli (.) fulap taem oli ges nomo (.) afa samtaems (.) olsem sapos especially
olsem long grup work ia hemia from se oli sidaon i nogat wan enting sapos
hem (.) the only way is oli putum han nomo oli askem mi (.) be ol other ways
oli no mekem nomo o sapos mi givim as prep (.) oli no andastanem wan wod o
enting oli go long diksonari (.) oli lukaot long diksonari be then olsem oli no
save mekem wan defren (.) olsem sapos we (.) definisen long diksonari hem i
stap be oli mas tekem definisen oli aplaem i go long situesen blong mifala
long geography be (.) no gat (.) olsem fulap taem hemia hem i mising (.) olsem
oli jes tekem strei definisen oli kam (.) m-m (.) oli tekem (.) olse bae mi givim
wan eksampol long (.) long (.) urbanisation (.) ol Yia twelef (.) olsem hemia mi
go long Yia twelef be olsem oli no save hem i sem situesen nomo (.) oli no s-
(.) oli (.) definition of urbanisation (.) then (.) oli luk long diksonari (.) hem i
tokbaor (.) olsem se wan definisen long ples ia but then oltaem oli kam wetem
definisen oli raetem definisen se no (.) definisen ia hem i no tru hem i no (.).
I mean yu mas tanem raon olsem long situesen blong yumi from hem i jes
jenerol definisen nomo be you need to lukluk problem blong yumi mo wanem
ol daegrams ol pikjas enting o samting we i stap yu tekem yu traem olsem
aplaem i go long ol daegram be hemia hem i wan hem i a bit difficult blong
olgeta blong oli:

I: M-m oli wantem se oli ripitim ansa nomo we yu givim o diksonari i
givim

T: M-m

I: Oke

T: Oli jes raet word by word nomo oli no save traem andastan raetem long on
wod blong olgeta o olsem (.) hao nao they andastanem tem olsem (.) olsem
hem i a bit difficult (.) sapos yu givim wan tem oli go faenem definisen oli kopi
stret long buk

I: Be sapos yu askem bakegen se yu aplaem long defren samting be

T: Hemia bae fulap (.) a few bae oli save mekem but fulap bae i had nao (.) olsem
naoia oli stak nao

I: M-m

T: Olsem oli save mekem go go go finis naoia blong yu tekem wanem oli lanem
aplaem i go long hemia be aplikesen hem i a bit difficult

I: M-m (.) oke i gat wan eksampol long ples ia blong ((pause)) <<Example T1>>
oke hemia yu tingbaot dominating feature nao i bin askem se oli faenem most
dominating feature insaen long skwea [o wanem] so hemia olsem bae yumi=
T: [Uh-uh]

I: = luk se hem i tipikol o (.) bae yu luk se R hem i Rosina (.) Jessica (.) Nellie (.)
so wan hem i ridim hem i talem se “most dominating feature in” (.) oli ripitim
“most dominating” bakegen (.) afta Jessica nao hem i rilaesem se samting
baot wan ples insaed long skwea be afta hem i daotem hem bakegen “no ating
defren samting” (.) afta “wanem nao hem i most dominating” (.) “most
dominating” bakegen (.) oli stap rid go go (.) yu luk se wan strateji hem i jes
go bak long pepa bakegen oli jekim bakegen be afta ((pause)) wanem we oli
mekem (.) Nellie hem i luk se i gat tri samting ia nomo i stap long skwea so oli
save nao se i mas be either road reservoir o

T: Vegetation

I: Yes samting ia ansa blong olgeta ia nao be olsem oli save nao se yu wantem
wan blong olgeta be naiia oli kam long dominating nao olsem ating yu talem
finis long Yia twelof oli go long donate nao “Oli givim?” “Uh?” “Donate”
“Donate?” Be afta hem i no helpem tu from mi no save se oli tekem donate
blong wanem (.) naiia Nellie i se “physical oke ating town belt” (.) afta
Jessica nao i gerup “no physical hem i olsem invaeren men nomo” so hem nao i
save se i no save town belt (.) afta Nellie nao i talem se “hemia nao town belt”
be Nellie (.) nao hem i fas long reservoir tu hem i se “hem i minim wanem
rod?” Afta stil Jessica hem i save se man nao hem i mekem so hem i no save
physical so Jessica yu luk se hem i save

T: Hem i rili save

I: Be naiia yu luk solusen blong olgeta (.) Nellie i se “Sapos no leta Z ia”. Oli
laf nomo be Jessica i se “Ale raetem Z” (.) so even though Jessica hem i save
se no i no save (.) olsem hem i save stret [andastaning] (.) ansa nao hem i no=

T: [ansa]

I: =gat iet be olsem hem i talem se physical physical physical be stil hem i se
“Yes raetem leta Z nomo” (.) afta yu luk las pat blong hem (.) hemia Jessica
bakegen hem i se “Mrs Garae bae i tikim rong bae yu jes stap lulkuk” (.) so oli
save se ansa ia i no gud be

T: Oli givap nomo

I: Oli go tru oli traem donate dominate be oli talem olsem “lego nomo yumi
jusum wan blong olgeta nomo yumi raetem Z nomo”

T: Oli givap

I: So hemia nao mi luk se wan strateji blong olgeta we yu luk se even though
wan hem i rili save be samhao oli jes ges o
T: Uh-uh (.) oli tantanem olbaot go go oli go wetem wan ansa we hem i raet o
hem i rong

I: Even though (.) olsem mi sapraes long hemia from hem nao i rili save
ansa be hem nao i stap se “Ale yu raetem leta Z nomo i oraet bae i
rong be”

T: M-m hem i save se i rong be

I: So mi no save kao se hao nao yumi save jen- mi no save se hao nao yumi save
solvem from problem nao yu no save se ((pause)) yu olsem wan tija yu no save
tijim evri wod we bae i kamaot long eksam pepa (.) be samhao oli mas faenem
ol strateji blong taem i gat wan wod we oli no save then (.) bae oli no save ges
nomo (.) oli mas mek yus long save blong olgeta be

T: ((pause)) Mi no save yes hemia i tru

I: ((pause)) Yu luk se hem i wan komen samting ia?

T: Yes hemia ating olmos evri grup oli akros wan olsem ol kwestin ia nao
bae evriwan oli kwestininim dominating what is dominating

I: Be even though oli no save dominating olsem Nellie i talem finis
i gat trifala samting nomo be oli sud save (.) mebi reservoir
oli no save tu (.) be town belt oli luk se wan rod hem i talem
finis i wan rod oli sud save nao se rod i no physical I mean
cultural

T: cultural

I: Afta reservoir sapos yu no rilaesem at least oli jusum reservoir

T: Reservoir o wan bakegen

I: M-m (.) be no (.) oli jes

T: Oli bin adentifaem town belt reservoir wetem rod hemia nomo

I: Oke

T: Oli no bin rilaesem blong kala from se vegetation hem i shown by kala be oli
sud luk ol feature we oli insaed ia

I: M-m oli jes luk ol wod ia

T: Yes so oli lukum tri samting nomo oli no bin luk namba fo blong hem (.) oli no
bin rilaesem until taem yumi go tru long hem nao oli jes stap rilaesem se (.)
"Oke ((pause)) Oke mi luk se wan mo we () <<Example T2>> oke hemia eksampol tu hem i wan eksampol we mi luk se Rosina nao hem i () oli traem adentifaem grid referens? o grid referens or eria referens?

"Eria referens

"Eria referens nomo ating () no hemia blong grid be hemia ating eria nomo () afta () Rosina wetem Nellie nao tufala i stap agu from from wan i talem "naenti" be Rosina "naenti wan" Nellie "no naenti" () afta naoia yu luk se Nellie i stap eksplen long Rosina se “hem i talem se naenti wan hemia naenti tu hemia naenti tri hemia” olsem se hem i stap soem long grid nao hem i stap talem se hemia naenti wan () hem i se “yu tekem be hemia andanit () be hemia fifti eit hemia” afta Rosina i gerup stil hem i se “No naenti wan” () afta Nellie bakegen [hem i se ] no hem i se namba andanit ia be hem hemia antap”=

[stil agu]

"=so Rosina nao hem i talem “naenti wan i” from hem i luk antap be Nellie i fos bakegen i se “naenti” from hem i namba andanit () afta naoia Rosina i se “oke” () Nellie i talem bakegen se “waet bokis antap be namba andanit be hemia long bokis antap namba antap ia” () afta hem i ripit “antap” Nellie “Antap long hem bakegen” () finally Rosina hem i “Oke yu win”

"Olsem hem i givap nomo

"Mi mi no save nao se Rosina hem i rili tekem o olsem se Nellie hem i agu strong mekem se hem i agri nomo () be mi luk se konvesesen hem i saksesfel from () Rosina i no bin save () Nellie nao i save so hem i talem long Rosina be mi no save nao se nekis taem Rosina bae i save mekem o nogat

"Oke so hem i jes talem “oke yu win” nomo be yumi no sua se hem i save o

"Hemia nao mi no save () from mi luk se mos long ol taem Nellie nomo hem i stap kalkaletem ol ansa blong olgeta ((pause)) be mi harem se hem i interesting from i no gat wan Inglis wod insaed be mi luk se hem i save eksplen () hem i saksesfel

"Oke yes tufala i mekem long Bislama nomo

"Oke eksampol tri hem i wan we yu nao yu bin stap insaed ia <<Example T3>>

"Oke oli konfjus nao long leta Z long map

"M-m

"From oli () yu yu askem se wanem nao grid referens blong Z () be oli konfjus samhao oli no save se bae oli meserem stret long Z o bae oli meserem bokis nomo

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344 T: Oke
345
346 I: From ating oli luk se Z hem i bigwan ia
347
348 T: M-m
349
350 I: So nao oli wantem askem long yu so Nellie hem i singaot hem i askem se “Are
351 we going to measure () if we measure the northings we measure it up here or
352 only in the middle” so mi no save se hem i talem hemia o mi no save ((pointing
353 to <<Example T3>>) hem i poen long map ia () afta yu nao yu askem
354 “Which one is the northings” () “This one” afta oli ripitim kwestin bakegen ()
355 hem i talem “Are we going to measure it like () end of the box or only in the
356 middle” () oke be afta yu gerup yu ansarem defren samting
357
358 T: ((laughs))
359
360 I: Be oli gohed iet from yu no rilaesem se oli konfjus long Z so yu yu gohed
361 olsem yu eksplenem bakegen
362
363 T: M-m
364
365 I: Be mi luk ol ansa blong olgeta olsem () yu yu toktok yu gohed be oli ripitim
366 “ninety one” “two millimetres” oli jes ripit nomo wanem we yu talem olsem
367 las wods blong yu oli ripitim
368
369 T: Oke
370
371 I: Afta “Yes” “Thanks” () afta yu aot long olgeta () so long taem ia yu yu luk se
372 oli kasem from oli talem “Yes” “Okay” “Thank you”
373
374 T: Be naoia oli agu bakegen
375
376 I: Jessica fas kwestin blong hem hem i askem () yu yu stap wokbaot iet be hem i
377 se “Be yu talem wanem long hem?”
378
379 T: ((laughs))
380
381 I: Hem i bin sidaon long taem ia be naioa hem i se “Be yu ask se yumi meserem
382 Z o meserem bokis” () naoia hem i se “Meserem Z” “Be mi ting se” “Mi mi
383 ting se bae yumi meserem Z” “Hem i gerup i ansarem se bae yumi mesurem
384 bokis” afta oli stap agu nao long wanem we yu bin talem () be oli kamdaon
385 oli folem wanem we yu bin talem be naoia “No X ia () stap long X nomo”
386 mekem se naioa oli jes kontradiktim wanem we yu bin talem
387
388 T: Yes
389
390 I: Be yestede mi bin askem Jessica se “Be wanem nao problem long taem ia?
391 Yufala i askem rong kwestin? O yufala i askem wanem we yufala i wantem be

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hem i no rilaesem?” Afta hem i se “Yes ating Misis Garae i no rilaesem
wanem we mifala i wantem”

T: Oke

I: Be mi se “Afta? Yu yu rilaesem long taem ia?” be hem i se “Yes mi bin
rilaesem” (.) be mi gerup mi askem “Be yu no bin gat tingting long taem ia
blong talem se “no hem i no kwestin blong mifala (.) defren samting” (.) hem i
se “no” hem i jes laf nomo (.) hem i talem se taem yu lego grup blong olgeta
naoia oli jes tokbaot bakegen be oli no save askem bakegen

T: Oke

I: So hem i sem samting nomo oli no fil fri blong askem (.) oli jes “yes” nomo

T: But just for the sake of saying “yes”

I: Mi tu mi sek long hem from ating sem samting i stap hapen long ol klas blong
mi tu=

T: No be hem i interesting (.) interesting blong luk (.) olsem oli mekem olsem oli
andastan be mi givim ansa we not answering the question be oli no save
askem mi bakegen (.) yes hem i wan problem ia (.) yu luk se oli tekem be
nogat

I: Afta Jessica i talem se fulap taem hem i no kasem wanem we tija i talem long
fored blong klas (.) mi askem smol nomo long Jessica be mi askem se “from
wanem yu no save askem” be hem i se “no mi fraet blong askem” (.) hem i se
wan or tu boe nomo baie oli save askem=

T: =M-m Steve nomo

I: M-m (.) yumi stap gohed nomo be yumi no save se

T: Yes hem i wan problem ia

I: M-m (.) yumi no save faenem wan simpol ansa blong hem ia be yes hem i wan
samting we hem i stap kam antap long risej ia

T: M-m

I: Oke las eksampol ia <<Example T4>> hem i wan kwestin we yu askem se
“What are the main features found in six one six eight three four” (.) oli
faenem se sikisti wan eiti tri oli go long bokis ia (.) afts Rosina i gerup i se
“Yu jes stap faenemaot sikis mo fo” ol las namba blong hem (.) wanem we mi
wantem askem se “poen” (.) Jessica hem i se “ol poen ia sikisti wan” from oli
talem se “poen” ia hem i minim stret long laen be mi no save nao se wod ia yu
nao yu yusum wetem olgeta o oli tekem long wea?
T: No mi (.) yes mi yusum long sens long sikisti wan (.) afty bae yumi divaedem into tenths olsem bae yu luk se sikisti wan poen wan sikisti wan poen tu poen tri up to poen naen (.) be taem yu raetem olsem grid referens yu no putum poen be yu jes putum olsem wan hol namba nomo (.) from yu meserem long rula long milimita poen wan poen tu up to (.) be taem yu putum hem hem i jes ful namba nomo (.) sapos hem i sikisti wan poen tri hem i jes sikis wan tri nomo

I: Oke from mi luk se samhao poen hem i bikam wan tem nao (.) teknikol tem blong minim namba ia nao (.) olsem oli talem “poen blong hem sikisti wan tens blong hem tri” o “poen blong hem sikisti afta tens blong hem wanem”

T: No no hemia hem i shouldn’t be poen ia (.) hemia mi yusum blong poen wan poen tu be hemia hem i wan ful namba nomo (.) hem i jes sikis wan nomo oli shouldn’t putum poen

I: Be hem i olsem wan strateji nomo from oli wantem diskasem long Bislama be pepa we yu givim hem i long Inglis be naoia oli developem wan=

T: =wan wod ia blong minim hemia

I: M-m (.) oke ating hemia nomo blong ol deta (.) las kwestin nomo baot skul polisi (.) yu yu bin notisim eni jenis taem yu ((pause)) yu yu kam long wanem yia?

T: Naenti naen

I: So sins long taem ia yu notisim se olsem Inglis level long skul hem i jenis ((pause)) insaed o aotsaed klas o long saed blong ol tija?

T: No luk se i no wan big jenis nating (.) olsem i gat ol polisisi oli stap (.) since then i kam stap be olsem oli no tekmapi nomblo meng siem i kam very strik long hem long ol student (.) olsem oli strik long hem long wan taem nomblo strik long hem finis i go go hem i jes ((pause)) olsem ol studen oli tekmapi oli folem gud oli toktok Inglis oli traem bes blong olgeta olsem (.) be hem i go olsem bae hem i neva en long wan hol yia (.) bae hem i jes go olsem fiu manis nomo then hem i jes godaon bakegen

I: So wanem nao problem blong hem (.) hem i stap long ol staf o long ol studen?

T: No mi luk se ol studen (.) olsem polisi i stap (.) be olsem ol staf oli toktok long Bislama nomo long ol studen o lanwis mekem se (.) i stap godaon nao (.) be taem yu talem se ol studen oli toktok Inglis oli traem bes olsem not everyone but mos studen oli traem bes blong olgeta (.) yu goraon long ol ples bae yu harem se oli toktok Inglis (.) samtaems oli stap olgeta nomo oli toktok Bislama o lanwis be oli luk wan tija i kam oli swij kwiktaem i go long Inglis go go go be fulap taem hem i no wokaot nomo be mi ting se hem i no wetem ol studen be hem i mebi wetem ol staf nomo
I: Be olsem long tingting blong yu yu luk se hem i should be (.) yu yu wis se
Inglis evri taem aotsaed long klas tu o

T: Yes mi wis se (.) mi luk se sapos we hemia nao (.) sapos we yumi no nid blong
yumi no se oli no toktok lanwis o eniting be during klas taem so mebi haf pas
seven to haf pas fo Inglis nomo afts bae oli save swij ((pause)) from sapos
yumi strik se evriwan Inglis mebi bae hem i no wokaot nomo be yumi givim
santaem blong Inglis and then mebi bae hem i help bigwan long ples ia

I: So hem bae i save help insaed long klas tu?

T: M-m from mi luk se fulap studen olsem mi luk wantaem (.) mebi yu
stap long ples ia olsem taem oli talem Inglis ol studen oli toktok Inglis olsem i
mekem se oli toktok gud laek (.) approaching teachers and all this and oli
ekspresem gud olgeta be i go taem oli no toktok gud oli kam blong toktok
wetem yumi ol staf i had blong oli ekspresem olgeta oli fil
mo kamfotabol wetem Bislama o lanwis than ekspresem olgeta long
Inglis (.) so mebi yes hemia nao sapos oli toktok Inglis oltarem bae oli fil fri
blong tokaot long pablik

I: M-m (.) oke ating hemia las kwestin blong mi ia nao (.) bae yumi finis long
ples ia (.) tankiu
Appendix Q: Interview with Geography teacher (English translation)

Translations of quotations from the original discussion that were originally in Bislama are given here in Italic font, when they are referred to in the interview. Instances of code-switching can therefore still be seen.

I: Okay (.) So firstly let's start off with the classes that I've observed

T: Okay

I: Do you think that they like ((pause)) they are representative of your classes (.) did they seem to be sitting and getting on with their work in a normal way or (.) did you see any way in which they were affected by the microphone or

T: The three students?

I: M-m

T: Um ((pause)) It seemed ((pause)) like on the first day

I: M-m

T: It was ((pause)) like they were a bit hesitant uh? But then by the second day they seemed normal now (.) they (.) like they got used to everything and it was just normal um (.) when they were working they no longer worried about what was in front of them

I: Okay so the classes with group work in them ((pause)) do you use some group work in every lesson or is it just now and again?

T: Just now and again (.) I feel (.) like I want to use group work but I feel that if I use group work then the topics and tasks that they do ((pause)) I should do group work all the time but I feel that if I use group work then you know how slow they work (.) it will just take up the whole class and we will end up behind with our work so ((pause)) there are some topics or some areas where they really need group work then they must work in groups

I: But pair work is that the same? Or

T: Yes when I say group work I mean lots of them together but I often use pairs (.) they do that for most of the work I do (.) I do it so that they have a chance to discuss if there is one student who doesn't really understand (.) so I want him (.) like one who does understand (.) sometimes I don't tell them to sit in (.) like they choose their own partners but usually there are two students together neither of whom understand so I'll change them so that one who is a bit better (.) like he understands (.) he sits with someone else so that he can help him

I: Okay so when they discuss either in group or in pairs like you said (.) do
they always just use Bislama? You don’t make any rules in class about English or

T: I:: at the beginning of term one I made a rule that only English should be spoken in class but I realised that then it was English only you listened but you hardly heard a single student (. ) they just sat there one would write and they would suggest a few ideas and just sit there (. ) like they ((pause)) it was hard for them to express themselves (. ) I relaxed it so I no longer said it must be English (. ) it’s just discussion (. ) like in Year eleven I leave it like that but in Year twelve I want all their discussions (. ) to be English only (. ) in Year eleven I’m a bit ((pause)) eh I leave it and they just discuss ((pause)) especially in Bislama

I: So what you mean is that you really want them to use English but you feel it’s hard ((pause)) so just Bislama

T: Yes like they just find it hard to communicate they just sit there (. ) they talk but they don’t (. ) they don’t express fully express (. ) one who knows the answer will say it but otherwise of them just sit there

I: M-m ((pause)) but you never say okay Bislama is okay you never=

T: =No I never say that [I just leave it

I: [You just leave it

T: ((pause)) I don’t say Bislama because I don’t want to encourage them because they will speak Bislama if they feel free to speak Bislama (. ) but in my other two classes during discussions I will emphasise that they must speak English ((pause)) but still they will speak Bislama you will hear it going on in the corners (. ) when I emphasise it they speak Bislama in their groups (. ) when I approach them then they change (. ) they switch quickly to English and then when I leave them you hear Bislama again

I: But that’s ((pause)) I expected that they would do that (. ) bu::t I was surprised to hear on the tape that when you went near them (. ) no they carried on in Bislama (. ) the only time that they switched to English was when you spoke directly to them or one of them wanted to ask a question (. ) but when you were standing there (. ) no they just used Bislama

T: Just used Bislama

I: I was surprised about that

T: I didn’t emphasise English (. ) like in those discussions there (. ) in term one I emphasised that but I saw that like (. ) there were lots there who just didn’t speak like the girls just didn’t speak

I: But why do you say that you really want them to use English only? ((pause)) like you encourage it
T: No like in Year twelve and like those yes (.) I feel that when they discuss
and like they discuss in Bislama then their understanding of the
topic is good (.) but when you come to write (.) sometimes they express themselves it's
more like expressing in ((pause)) like speaking in Bislama uh? Like I would say
maybe they (.) put (;) like (;) it's not in proper (;) yes I don't know
how to explain (;) so I see how they write (;) they speak
Bislama but they write it down in the same way that they write

I: M-m

T: Ah so I feel that for Year twelve it's better that they just don't speak Bislama
to make them get used to writing what they know when it's time to
write it down especially for exams and all this ((pause)) they speak and they write
(;) at least write what they are discussing instead of

I: ((pause)) Okay so Bislama doesn't really affecting their thinking or their discussions
but it's just when they come to write

T: Yes like I (.) they understand when they discuss in Bislama but when they come to
write then they just turn everything around like
I've seen it in English too but in Geography like if they use ((pause))
er one word for example if they say (.) they use ((pause)) they talk about a
(;) a place but they say “all” instead of “some” then already the answer will be
wrong because ((pause)) the (;) they mean every place or something like that
(;) so what they've written is wrong and they must (;) because in Bislama
we would just say

I: M-m because English is more specific than Bislama

T: Bislama

I: Okay so that's one example that you've just given me but do you think there are some
more problems to do with ((pause)) like their understanding (.) when you speak
English do you see that language is preventing understanding or
it's geography that's preventing it?

T: No like most of the things are just something that they experience every day but when
we come to certain topics like I try to explain something that
they have never seen or anything like it's difficult but most things they
experience every day (.) but I think that it's maybe just language because when (.) er I
feel if (;) I explain the first time (;) I'll ask and they don't understand then I'll
start all over again and I'll explain a second time so when I do it the second time
then just understand now (;) like they just get what I'm saying but I
feel that it's hard for them to follow what I'm saying (;) m-m

I: Okay but like in the exam questions or any (;) for example yesterday you gave them
some questions (;) do you think that there will be some problems to do with language
too when they read the questions (;) will there be a word or
T: Yes there will be

I: Okay so when the students like they face a problem perhaps there's a word they don't know or your explanation especially when they work in pairs or groups do you think they use some strategies or something to solve their problems or do they just leave it they just guess?

T: They a lot of the time they just guess then sometimes especially if they are doing group work because they are sitting there there is nothing if the only way is for them to put their hands up and ask me but other things they just don't do it or if I give something as prep if they don't understand a word or something they go to the dictionary they find it in the dictionary but then it's like they can't change like if the definition in the dictionary is there but they must take this definition and apply it to our situation in geography but they can't like many times this part is missing they just take the exact definition m-m they take it like I'll give you an example of urbanisation in Year twelve like here I'm talking about Year twelve but they can't it's just the same situation they don't they definition of urbanisation then they look in the dictionary it explains like there is a definition there but then they'll always come with this definition and write it down but no this definition is not right it's not I mean you have to turn it round to our situation because that's just a general definition but you need to look at the problem and the diagrams and pictures and everything that you have and then you take this definition and apply it to the diagrams but that's something that is a bit difficult for them to:

I: M-m they just want to repeat the answer you've given them or that is in the dictionary

T: M-m

I: Okay

T: They just write it word by word they can't interpret it and write it in their own words or like their understanding of the term like that's a bit difficult if you give a term they will find its definition and copy it straight into their book

I: But if you then ask them to apply it to something different

T: Then lots of them a few can do it but it's hard for a lot of them like now they get stuck

I: M-m

T: Like they can do it up to a point but then you take what they have learnt and apply it to the same thing then the application is a bit difficult

I: M-m okay there is one example here of ((pause)) <<Example T1>>
okay this one you remember dominating feature that the question had asked them to find the most dominating feature in the square [or something] so let’s=

[Uh-uh]

=look and see if this is a typical (.) you’ll see that R is Rosina (.) Jessica (.) Nellie (.) so one reads and says “Most dominating feature in” (.) they repeat “most dominating” again (.) then Jessica realises that it is something about one of the places inside the square but then she doubts herself again “no maybe it’s something else” (.) then “What is most dominating” “most dominating” again (.) they keep reading (.) it looks like one of their strategies is to just go back to the paper and they check it again ((pause)) what they do is (.) Nellie realises that there are only three things in the square so they know that it must be either the road the reservoir or

T: Vegetation

I: Yes that one the actual answer but it’s like they know now that you want one of those things but then they come to dominating and I think you said this already with Year twelve they think it’s donate “They give?” “Uh?” “Donate” “Donate?” But that doesn’t help either because I don’t know what they think donate is (.) then Nellie says “physical okay maybe town belt” (.) then Jessica says “no physical means just environment” so she knows that it can’t be town belt (.) then Nellie says “that’s it town belt” but Nellie (.) then gets stuck on reservoir too she says “does that mean road?” Then still Jessica knows that it’s man made so it can’t be physical so it looks like Jessica knows

T: She really knows

I: But now look at their solution (.) Nellie says “if not letter Z” (.) they just laugh but Jessica says “okay put Z” (.) so even though Jessica knows that it can’t be (.) like she knows the exact [meaning] (.) she doesn’t know=

[answer]

T: the answer yet but it’s like she’s been saying physical physical physical but still she says “Yes just write letter Z” (.) then if you look at the last bit (.) this is Jessica again who says “Mrs Garae will mark it wrong but we’ll just see”. So they know that the answer isn’t right but

T: They just give up

I: They go through they try donate dominate but they are just like “leave it let’s just choose any one just write Z”

T: They give up

I: So that’s like one of their strategies I’ve noticed that even though one of them really knows something for some reason they just guess
T: Uh-uh (.) they turn it round and round for ages but then they go with any answer
whether it's right or wrong

I: Even though (.) like I was surprised about that because she really knew
the answer but she was the one saying “okay write letter Z it doesn't matter if it's
wrong”

T: M-m she knows it's wrong but

I: So I don't know how we can chan- I don't know how we can solve this because the
problem is that you can't ((pause)) as a teacher you can't teach every word that might
come up on the exam paper (.) but somehow they have to find some strategies so that
when they find a word they don't know then (.) they don't just guess (.)
they must make use of their knowledge.

T: ((pause)) I don't know yes it's true

I: ((pause)) Do you think this is common?

T: Yes I think almost every group came across one like these and all of them questioned
dominating what is dominating

I: But even though they don't know dominating like Nellie already said there are only
three possible things so they should know (.) maybe they wouldn't know reservoir
either (.) but town belt they can see it's a road and she has said
already that it's a road they should know that a road is not physical I mean
cultural

T: cultural

I: And reservoir even if you don't realise what it is then at least choose reservoir

T: Reservoir or something else

I: M-m (.) but no (.) they just

T: They identified town belt reservoir and road but that's all

I: Okay

T: They didn't realise from the colour because vegetation is shown by colour but they
should have looked at all the features in there

I: M-m they just looked at the words

T: Yes so they only saw three things they didn't see the fourth one (.) they didn't
realise until we went through it and then they just realised

I: Okay ((pause)) Okay there is another one that (.) <<=Example T2>> okay this
example two is another example in which Rosina (.) they were trying to
work out the grid reference? Grid reference or area reference?

T: Area reference

I: Yes just area reference (.) no this one is grid but this one I think is just area (.) and
(.) Rosina and Nellie are arguing because one says “ninety”
but Rosina “ninety one” Nellie “no ninety” (.) then see Nellie
explains to Rosina she says “she said that this is ninety one this is ninety two and
this is ninety three” like she was showing her on the grid and saying that
this one is ninety one (.) she said “you take the number underneath (.) but this one is
fifty eight” (.) then Rosina keeps saying “no ninety one” (.) then Nellie again
[says] “no she said the number underneath but this one is above”=

T: [they’re still arguing]

I: So Rosina then says “it’s ninety one” because she’s looking above but Nellie
insists again saying “ninety” because it’s the number underneath (.) so now
Rosina says “okay” (.) Nellie says again “the white box is above but
it’s the number underneath but this one the box is up there and the number is above it”
(.) then she repeats “above” Nellie “above it again” (.) finally Rosina says
“Okay you win”

T: Like she just gives up

I: I don’t really know if Rosina really gets it or it’s just because Nellie
insisted that she agrees (.) but it seems that this conversation is
successful because (.) Rosina didn’t understand (.) Nellie understood so she
explained to Rosina but I don’t know now whether next time Rosina would
be able to do it or not

T: Okay so she just said “okay you win” but we don’t know whether she
understood or

I: That’s what I don’t know (.) because it seems that most of the time it’s just Nellie
calculating all the answers ((pause)) but I find this
interesting because there wasn’t a single English word there but she seemed to be
able to explain (.) it was successful

T: Okay yes they did it all in Bislama

I: Okay example three is one that you were involved in <<Example T3>> okay they were confused about letter Z on the map

T: M-m

I: Because they (.) you had asked for the grid reference of letter Z (.) but for some
reason they were confused about whether they should measure right at the Z or
measure the whole box
Okay

I think because they saw Z was quite big

M-m

So then they wanted to ask you so Nellie called you and asked “Are we going to measure if we measure the northings we measure it up here or only in the middle” so I don’t know if she said this or I don’t know ((pointing to <<Example T3>>) she pointed to the map) then you asked “Which one is the northings” “This one” and then they repeated the question she said “Are we going to measure it like end of the box or only in the middle” okay but then you answered a different thing

((laughs))

But they carried on you didn’t realise that they were confused about Z so you kept explaining again

M-m

But I’ve looked at their answers like you’re carrying on talking but they’re repeating “ninety one” “two millimetres” they’re just repeating what you’re saying like they repeat your last words

Okay

Then “Yes” “Thanks” and then you go away so at the time you think that they have understood because they say “Yes” “Okay” “Thank you”

But now they argue again

Jessica’s first question she asks you’re still walking away but she says “What did you say to her?”

((laughs))

She’d been sitting there at the time but now she says “but you asked if we should measure the Z or the box” then she says “measure the box” “but I thought” “I thought we should measure the Z” “She said that we should measure the box” and then they start arguing about what you’d said but coming down here they follow what you’d said but then “No X. Just stop at the X” so that now they just contradict what you’d said

Yes

But yesterday I asked Jessica “But what was the problem there? Did you ask the wrong question? Or you asked what you wanted to but she didn’t understand?” Then she said “Yes maybe Mrs Garae didn’t realise what we wanted”
Okay

So I said “But what happened? Did you realise at the time?” and she said “yes I realised” so I asked “But you didn’t think at the time about saying “no that wasn’t our question (.) it’s something different” (.) she said “no” she just laughed (.) she said that when you left the group then they just discussed it again but they couldn’t ask again

Okay

So it’s the same thing when they don’t feel free to ask (.) They just say “yes”

But just for the sake of saying “yes”

I was also surprised about this because I think the same thing happens in my classes too=

No but it’s interesting (.) interesting to see (.) like they pretend that they understand but I give an answer that doesn’t answer the question but they can’t ask me again (.) yes that’s a problem (.) it looks like they’ve got it but they haven’t

And then Jessica said that a lot of the time she doesn’t understand what the teacher at the front of the class is saying (.) I just asked Jessica a little bit but I asked “why can’t you ask” but she said “I’m scared to ask” (.) she said one or two boys might ask=

=M-m just Steve

M-m (.) we keep going but we don’t realise that

Yes that’s a problem

M-m (.) we can’t find a simple answer to this but yes it’s something which has come up in this project

M-m

Okay this last example <<Example T4>> this is the question in which you asked “What are the main features found in six one six eight three four” (.) they found sixty one eighty three and they went to that box (.) then Rosina said “Just find the six and the four” the last numbers (.) what I want to ask is “point” (.) Jessica said “the points are sixty one” because they say this “point” means right at this line but I don’t know whether you have used this word with them or where they got it from?

No I (.) yes I used it in the sense that sixty one (.) then we divide it into tenths like you see it’s sixty one point one sixty one point two point three up to point nine (.) but when you write it like a grid reference you don’t
put the point you just put it as a whole number (.) because you measure it with a ruler
in millimetres point one point two up to (.) but when you write it it's
just a full number (.) if it's sixty one point three it's just six one
three

I: Okay because it seems that somehow that point has become a term now (.) a technical
term to mean this number (.) like they say "its point is sixty one it's tenth
is three" or "the point is sixty and then what's its tenth"

T: No no that shouldn’t be point (.) I use it for point one
point two but that's just a full number (.) it's just sixty one they
shouldn’t put point

I: But it's like a strategy because they want to discuss it in Bislama but the
paper you've given them is in English so now they develop a=

T: =a word to mean this

I: M-m (.) okay I think that's all from the data (.) my last question is about school
policy (.) have you noticed any change since you ((pause)) what year did you
come?

T: Ninety nine

I: So since then have you noticed that English levels in the school have changed
((pause)) inside or outside class or concerning the teachers?

T: No I haven't seen it's changed much at all (.) like there are policies there (.) from
then until now they've been there but they don't follow them up to make it
strict for the students (.) like they are strict about it at a few different times but then
they're strict for a while but then ((pause)) like the students follow it
and really obey it they talk English and they try their best (.) but it's
like it never lasts for a whole year (.) it just lasts for a few months
and then it goes down again

I: So what then is the problem (.) is it to do with the staff or the students?

T: No I think the students (.) like the policy is there (.) but it's like the staff just speak
Bislama to the students or Language⁴ so that (.) it just goes down (.) but when you tell
the students to speak English they try their best like not everyone but most students
try their best (.) you go round the school and you hear them speaking English (.)
sometimes when they're by themselves they speak Bislama or Language but when
they see a teacher coming they quickly switch to English and it goes on but many
times it doesn't work but I think that it's not to do with the students but
maybe just with the staff

I: But in your opinion do you think it should be (.) Do you wish that English was spoken
all the time outside class too or

⁴ 'Language' is the term commonly used to refer to any vernacular language.
T: Yes I wish that (.). I think that if it was (.). maybe we don't need to say they can't speak Language or anything at all but during class time so maybe half past seven to half past four it's English only and after that they can change ((pause)) because if we are completely strict on English then it just won't work but if we give some time to English and then maybe it will help a lot.

I: So will that help inside class too?

T: M-m because I see that lots of students like there was a time (.). maybe you were here then like when they said English then the students spoke English and they spoke it well like (.). approaching teachers and all this and they expressed themselves well but when they don't speak it well like this then they come to speak with us and it's hard for them to express themselves they feel more comfortable with Bislama or Language than expressing themselves in English (.). so maybe yes if they spoke English all the time they would feel free to speak publicly.

I: M-m (.). okay I think that's my last question (.). we'll finish there (.).

thank you.
Appendix R: Interview with former school principal

I: Okay, this is just a short interview to find out what policies are in the school at the moment about language. And I’m doing this interview because the current principal has only been in the school as principal for one year so I think it’s good to get some background from the former principal yourself. And you were principal from 2003?

FP: Three 2003

I: Until the end of last year 2007. Okay so firstly you put out to the students about which languages they should use at different times inside the school?

FP: Okay, thank you concerning the language policy in the school there’s maybe some emphasis from the Ministry of Education that whichever medium of instructions that we are using in the school like in English medium in English schools they’re using English as medium of instructions or that is emphasised that English must be compulsorily used in the school and there is also another language that is encouraged in the English schools which is the French language so in other words what we are saying is the policy the internal policy or the school policy of the language is it is important and it is very it is compulsory for all the students and staff in the school to use the language which or the language of instruction which is English right but in fact there is also another language that come across which is very similar to English which is Bislama. I would say that is one of the influence of the language to the students and teachers and as a result of that they speak only part of the English a little of English especially inside the classroom and maybe around during the different activities but otherwise most of the time they come back to speak Bislama um the school policy in the school policy it says that students who come into the school and teachers who live in the school during the school days from Monday to Friday it is compulsory to speak English inside the school also around the school compound but as I have said earlier on it is a must and sometimes it comes to an extent that we try to emphasise as much as possible so that the more students use English then the more they get to understand and maybe above all encourage them to write better English so it comes to one extent that sometimes students have been penalised because they fail to comply with the policy but it’s really hard because er almost all the schools in Vanuatu that is the rule that the teachers should apply to the students inside the school but unfortunately it’s really hard it’s really hard maybe because it’s not their their mother tongue so they find it very very difficult to communicate properly with the teachers so sometimes if you listen to the students you will realise that they speak in English but to some extent they have to stop and come back to Bislama then when they feel comfortable they switch on to English again.

I: Okay can I pick up two points there? Firstly you say Monday to Friday so that’s from 5.30 in the morning until lights off at half past nine?
FP: That’s right

I: That should be English?

FP: That is what is in the policy

I: Okay

FP: But in real (.) what happens is they tend to say (.) when we are in the classroom from half past seven to half past eleven (.) that’s where we speak English (.) during lunch hour students come back to pick up Bislama and from half past one to three o’clock that’s where they come back to pick up English (.) as the medium of instruction (.) and further to that when they (.) the students and the teachers take part in other activities (.) like working parties sports (.) that’s where Bislama comes in again (.) whereas it is emphasised that it’s better to use English in those areas because the context or the context of the (.) we come across we have different vocabularies used in those areas (.) but it’s really hard (.) it’s really hard as I’ve said earlier on (.) er maybe because it’s not their mother tongue so they find it very very difficult (.) they pick up Bislama much more easier so they tend to come back to Bislama as much as possible

I: Okay the second point (.) you said sometimes students are penalised for not complying with the school rule (.) can you explain about that? What kind of punishment or

FP: Thank you (.) um usually (.) in the past what happens is the ((pause)) whenever a teacher comes across students using Bislama or Language (.) or their mother tongue then they tend to say “Okay because you disobey the rule (.) the policy of the language (.) then I will ask you to do something” (.) first of all what happened is (.) I tried to encourage the teachers that do not penalise them by giving them work outside because that won’t help their English (.) I said “You either give them the form of punishment that (.) during an extra hour whilst everybody is free that student can come back and sit in the classroom and by (.) through your monitoring (.) make sure that he reads or she reads” so that that is a form of discipline but at the end (.) the feedback of that will try to help him improve the language speaking (.) um sometimes (.) not reading but they are to write something (.) they have to write something in English (.) exercise that again will try to come back and help them er better understand the English language (.) but up until er very recently (.) we found out that the punishments that helped them to improve their English doesn’t continue (.) but the punishment goes outside (.) for example “Oh I heard you speaking Bislama or Language (.) tomorrow come and see me at my house” (.) so what the teachers and the staff do is they give them outside work in the form of saying “Because you disobey this is the penalty of what you (.) of your disobedience” (.) right so it’s no longer something that helps or should happen inside the classroom to improve their language (.) but it is a physical discipline that maybe sometimes you pick up a bush knife (.) whatever (.) cut
the grass clean up. this is in the form of saying a discipline because you
failed to comply with the language policy

I: Okay thank you. and also about ((pause)) how is the information about
language policy given to the students?

FP: Alright um. during my time I always emphasised. usually at the end of the
year. before any student comes into the school. especially the new
students. there is always a newsletter that we used to call it the News Drum
sent out to the people who are coming in. and one of. one of the
emphasis that is on the News Drum is when you come to school you must
always try to use the language of instruction in the school. so that is a pre-
information given out to the students before they actually come in. and
when they arrive in the school it’s. it’s better. or it’s er very important that
at the very first place that information has to be announced to the students.
so it will either be inside the chapel when we have assembly together and that
same information is delegated to the class teachers. and is also delegated to
the dorm parents to encourage the students that. “All along while you are in
the school you have to try your best to speak English” so. usually when
the information is given out in good time. right at the beginning of the year
then the students tend to see. also the monitoring the use of language in the school is tight then the students tend to comply. but if we
keep that until the second term like now and we try to emphasise the school.
I mean the language policy it will never work out as we expected them to. so
it is a matter of when the information goes out to the students and when it’s
delegated to the teachers who re-delegate it to the students. the timing is
very important. if we delegate the informations in the wrong time then it
will never work out as we requested

I: So do you find that you keep repeating in assembly or to staff meetings. you
keep repeating the same policy?

FP: Um. for. yes I mean in the past few years I found out that the more
I work with the students the more I experience what is going on. the more
we repeat that it is like. like singing. singing the same information all the
time so we can say that it’s “He is telling us that but we can only do that
whenever we can do that or maybe we can’t” but I think the best way is I
could announce that once or twice and delegate the responsibility down to the
English head of department. the English head of department delegates that
to his teachers in his department and then we will advise. advise all the staff
that if this is what is going to happen then teachers will be the first people to
try using that or speak to the students in English then they will copy us. but
if as has been emphasised that you speak English but on the other hand staff
are speaking Bislama then they will always come back because. as I always
repeat. while being the teachers in this school we should be the role model
of everything. language is the most important thing. and in the past I. I continue to emphasise and I leave that to the head of department. English
head of department to try and come up with other activities which will help
them so what happen is well before you left. Mr Graham came in as the
head of English department and he organises er public talking. public speech
(...) inside the chapel (.) this is to try and encourage them so that every time
they try to speak that because they know that something is coming afterwards
(.) and the public speech is er organised in different classes and also prizes are
given (.) prizes are given to motivate them so that next time (.) they try their
best to try and do something so that maybe they have a chance to get a prize or
something like that

I: Okay (.) let’s talk about the national policies (.) what comes out from the
government (.) because I’ve seen the Education Master Plan the Language
Policy and some documents that stay inside the Ministry (.) but I’m interested
to know what does the Ministry of Education actually transmit? What
information comes to the schools (.) via principals’ meetings or letters or any
documents that are sent to schools?

FP: Okay for the national language policy I would say (.) um at the moment the
Ministry of Education is not doing enough to delegate that responsibility to
different schools especially the principals and teachers in the different schools
to re-emphasise the use of language in the schools (.) what came up at the
moment (.) very recently is everybody know about the rights (.) the rights of
the students (.) so this is another thing that contradict (.) contradict what the
teachers and the principals are trying to do inside the schools (.) especially for
the language (.) when we talk about “You have to speak English (.) if you
don’t then you will be disciplined” then they’re going to come back and say
“Well but we have the right to express ourselves in any languages” (.) so that’s
talking about English French and Bislama (.) English and French is er is from
the national policy those are the main languages that should be taught in
Vanuatu’s schools (.) those are the main languages that they should be taught
in Vanuatu’s schools so it would either be French school (.) French would be
taught in there (.) English school (.) English would be taught in there (.) and
um apart from that if it is an English school French is always one of the
compulsory subject taught inside the school and vice versa (.) so we did our
best but through my experience (.) when we discuss that in the principals’
meeting it’s not that easy for the English schools (.) but it’s quite more easier
for the French schools (.) if you happen to go to a French school you will
realise that throughout the day the teachers will communicate in French almost
hundred percent of the time in the school (.) and the same as the students (.)
but for the English (.) I don’t know why but my reason behind that is Bislama
is an extract from English (.) so it’s quite easier to use Bislama than to use
English so they tend to choose Bislama rather than using English (.) maybe
English is (.) I have to write that in my assignment (.) I have to write English
(.) but it’s quite hard and most of the time the English teachers will find out
that part of the sentences they write is in Bislama because they use that most
more time than using English (.) but er as I have said (.) there is not a very
compulsory policy from the Ministry of Education that says what teachers will
have to do but all that is delegated down to the different secondary schools is
“This is the language that you’re supposed to be using English for English
schools and French is an option inside that school (.) French for the French
schools and English as an option in that school”
I: So they don’t really tell you what you should be doing outside class? Or whether Bislama’s okay inside the classes? They just say the main language should be English for English schools?

FP: Yes for the students especially the Vanuatu students the two languages I would say they found that the two languages French and English as complicated languages but the simplest one which they can understand and communicate better in is Bislama so what happen is they tend to come back and say ((pause)) communicate with the students in English in an English school but if it comes to an extent that the students do not understand you can always come back and explain that in Bislama it is the same as in the French schools you continue with that is the compulsory one you should be using inside the school but if it comes to an extent that the students can’t understand what you’re trying to explain to them then you always come to Bislama and explain to them after the explanation it’s okay so it’s like it’s like er we are not emphasising we are not really emphasising the two languages but what they’re trying to say is how best can they understand? Which language can they understand better so that the information is passed on you use that

I: But that information you just said ((pause)) is that written down in some letter or are you told that explicitly?

FP: Um maybe it was in the policy earlier on that has been sent to the different schools but er right now as I’ve been in the school for about six years now I’ve never come across one that’s in the form of a policy in some cases it come down in the form of a circular from the Ministry of Education almost every beginning of year to say “Okay this is what we want you to do” so based on those circulars means there has to be a policy somewhere right back because they keep referring back to it and emphasise what we are going to do now

I: So in the circulars every year they make some mention?

FP: Yes almost every year from the Director of Education the Director of Secondary Director of Primary emphasising these are the languages of instruction you will do your best the teachers and every staff do your best to use the language because er maybe through the analyses from the exams office they really found out that students found it very very difficult to write English so for that case they have to encourage us somewhere so that at the end of that when writing the exam the outcome of the use of language in the school will project that inside the exam

I: Okay so the circular says try your best to use English and in that circular too do they say you can use Bislama if there are problems? Or is that just your interpretation

FP: In fact what is said that is a hidden information about Bislama because if they say that in a circular then we are not going to teach English we are going to teach Bislama
I: Okay

FP: So at the back of their mind when issuing this circular they talk about French and English (.) they never talk about Bislama (.) but when you fall to use Bislama then it’s like an optional one which they do not encourage (.) because if they encourage that means we’ll stop completely from English and French and we’ll go ahead with Bislama

I: Okay I think that’s all on policy probably (.) um just very quickly about practice (.) we know that (.) we’ve talked already about you know (.) during school hours it’s not English all the time (.) do you think teachers mainly are using English inside the classes?

FP: Okay we have er for this question to answer that yes they do (.) they do use English inside the classes with (.) in front of the students (.) but when another teacher meeting another staff (.) like I’ve said earlier on (.) the French there’s no problem with the French teachers speaking to the students (.) switch over to the teachers (.) they communicate in French without any problem at all (.) but for English teachers they communicate with students in English and few other teachers will meet them and stay in English (.) if they know she or he is communicating in English they will talk to them in English but the very closest friends or well known person they will use Bislama (.) so like I talk about the policy earlier on (.) it doesn’t work out well because the main people who started off speaking in different languages are the teachers before the students (.) they keep listening (.) the students keep listening (.) “Oh he said we must speak English but he is speaking Bislama” so at the end of the day he’s going to speak to you in Bislama (.) so always the teachers try (.) sometimes the students come over to speak Bislama to them they will turn and come back to English so that’s why you will hear the students will alternatively switch from Bislama and try out picking up English

I: But staff meetings? Always Bislama?

FP: Alright (.) up until the time when you left (.) two thousand and Six

I: Six

FP: 2006 (.) Mr Simon came in in 2007 and Mr David came in as well in 2007 so it’s very difficult in this school (.) up until this time because of those people who come in and do not understand Bislama we have to have the staff meeting in English (.) but for your information it’s very very difficult for some of the teachers to express themselves in English (.) so it’s like in the staff meeting that lasts for about one hour or two hours (.) the same people will be talking in that meeting whereas everybody just sitting and listening throughout the time (.) it’s not because they don’t have anything to contribute but maybe (.) how to express themselves in that language (.) it’s quite complicated or maybe they would think that ((pause)) I would say that it doesn’t really mean that way but I was trying to express something like that (.) so in 2007 and further on 2008 the staff meetings are all held in English (.) and as I’ve said the outcome is not
(.) is not quite good (.) is not really good compared to having the meetings in Bislama because everybody could “Oh I want to contribute” so they can contribute at any time (.) when having that (.) the meetings in English is like saying “Oh you don’t speak (.) only these people will speak during the meeting” (.) those are the people who feel comfortable to speak in English especially the language teachers (.) there’s no problem with them (.) but (.) other subject teachers (.) we will find out that throughout the one hour meeting some of them will never speak until the end of the meeting ((laughs))

I: Okay well that’s interesting (.) because that’s almost the same as in some classes (.) almost everything you said there you could apply to students too=

FP: =That’s right

I: So you say it’s better to speak in Bislama in staff meetings because people feel free to express themselves but with the students now (.) if we force them to speak English at all times in classes (.) is that not the same thing? That only some people feel free to express themselves

FP: =That’s right

I: So is that not a problem? That the policy making English only ((pause)) some students (.) maybe they know the answer but they’re not communicating the=

FP: =That’s right (.) because of the difficulty of the language (.) of communicating in the language (.) sometimes we see them and think that it is because they do not know the answer (.) in fact they knew the answer but how to express this in a language to you is a problem (.) so it is a language problem that whole practice for some of the students (.) some of them are pretty good (.) when you ask them they can communicate (.) even they can come across making a lot of mistakes but they don’t worry about that (.) that is what we try to encourage them (.) or when teaching I always say “It’s not our mother tongue (.) the more you speak that language the more you’ll get fluent to speak it (.) if you don’t ever speak it at all you will never know how to speak that language” (.) so that is how I encourage them (.) I always give an example to them (.) to the students by illustrating a baby (.) when a baby’s just born (.) the first month of starting to speak the words will be completely different but slowly when you keep repeating repeating (.) and at the end of the day she or he (.) or he or she will master that word (.) that vocabulary and then pick up another one (.) so it’s like learning English (.) continue (.) make a mistake make a mistake (.) over the time then we will find out that you are improving

I: Okay so what do you think ((pause)) well it’s difficult to find an answer but (.) if we say the problem is the students are not able to express themselves in English (.) so they’re not really communicating or showing that they know the answer (.) so what is the answer? The English has to improve? Or we find a different way for them to express themselves? Or (.) teachers need to change? Or ((pause)) how can we solve the problem that students are not really communicating what they know (.) they’re not learning?
FP: I think on the whole if we look at all the schools in Vanuatu that is the problem that is affecting almost every schools in Vanuatu so for me how I see that I would say first thing is we have to tighten the language policy in the school whether we like it or not we have to tighten up if we say from Monday to Friday everybody has to speak English inside the classroom inside the dormitory inside the school compound and if anybody come across to say er they’ve made a mistake to speak another language then maybe we’ll have a strong discipline against them then over the years to come they will improve that’s one area that I see we should try to encourage and if the Ministry could say not any other languages except English and French in the school from the period of Monday to Friday or else in the context like school let’s not say from Monday to Friday let’s say Monday to Sunday then it will not allow them to use these other languages which will encourage them to come back and speak that language all the time but inside the classroom what happen is most of the time I’m teaching those language classes I try to involve them in more reading the more they read then they sort of their interest in speaking the language comes out on its own but if they never read they never know the vocabularies then they will never try to speak so my belief is that we must have these facilities like reading books when the students are in the class there must be a reading book somewhere when he finishes what he’s doing she’s doing the next thing to cover up the time pick up a reading book and start reading that’s the only way that we can help um you will find out that there are some students who tend to be er ((pause)) they found that speaking English is easy for them every now and then they speak Bislama but they like to speak English now these are the sort of people that you will find out they may be these students must be very good readers be very good readers ((pause)) maybe he has come from a place where maybe at home they speak English most English language some of the time so he is used to that if he comes to school or she comes to school she or he feels that “I want to continue speaking English” or he will continue with that um the only problem is that for students in Vanuatu er they tend at the moment er the only problem is that Bislama to be the most useful language most useful language so when they grow up the first language if a couple brought up a child in a family the first language he is going to learn is Bislama before any other mother tongue languages or even English and French unless they are brought up in a place let’s say a place like er New Caledonia where there is not much of these languages but let’s say French if their both mother and father are French-speaking then this child will grow up using but otherwise for in Vanuatu you will find out that maybe right now the first language for almost all the I mean the majority of the students is Bislama before coming back to learn the father’s language or mother’s language or English and French but the first language is Bislama that’s the whole problem

I: Okay I think one more question in the last six years five years you’ve been here have you noticed any difference in the amount of English and Bislama being used in the school or any change in the policy?

FP: Um yes I’ve realised that when I just came in in 2003 it was one of the main thing that I addressed almost every beginning of the year I addressed them
but slowly as students tend to say we find out that the policy is being addressed but there is no follow-up to make sure that what is addressed is carried out then slowly it er it turns down like in the past in the past three years I think the amount of English used in the school is much much better than what is happening today as I’ve said there are maybe many contributing factors to that but one of them is the follow-up the follow-up the monitoring process of the teachers to the students monitoring them speaking English is not as effective as what we did in the past as like three years ago so for that reason they feel “I speak Bislama without any discipline or whatever then I can speak Bislama” and even from this time as I notice at the beginning of this year there is no such thing as talking about language in the beginning of the year so students come in speak Bislama in the classroom and even they try their best at other times they try to speak Bislama with the staff inside the classroom which is very very I mean it’s not what we are expecting them to do it makes the er the standard of English drop as a whole when we look at the projects or assignments that they produce that students complete we realise that standard is very very low and maybe because some of the teachers have been here for quite too long so they feel that they will associate with that “We are okay with that so there’s no need to” so new people coming into a place like this they always try to put something new so that we try to attract the students and one of them is the language policy maybe some people will be new to this place will try to encourage but at the moment the question is how do I see that? Right now the level of English used inside the school has dropped a lot compared with the past three years ago

Okay those comments have been very helpful Thank you very much

Thank you very much
Appendix S: Matched guise test answer sheet

You will hear eight recordings of students talking about the same topic. Each student will explain what they understand about the topic. As you listen to each recording, please judge the speaker according to the following adjectives. Circle the number which you think is a suitable score.

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
<th>Speaker 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td>7 6 5 4 3 2 1</td>
<td>Unintelligent</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Knowledgeable about topic</td>
<td>7 6 5 4 3 2 1</td>
<td>Unknowledgeable about topic</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Confident</td>
<td>7 6 5 4 3 2 1</td>
<td>Unconfident</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Successful student</td>
<td>7 6 5 4 3 2 1</td>
<td>Unsuccessful student</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Good at explaining</td>
<td>7 6 5 4 3 2 1</td>
<td>Poor at explaining</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Interesting to listen to</td>
<td>7 6 5 4 3 2 1</td>
<td>Boring to listen to</td>
<td>7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speaker 5</th>
<th>Speaker 6</th>
<th>Speaker 7</th>
<th>Speaker 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligent</td>
<td>7 6 5 4 3 2 1</td>
<td>Unintelligent</td>
<td>7 6 5 4 3 2 1</td>
</tr>
<tr>
<td>Knowledgeable about topic</td>
<td>7 6 5 4 3 2 1</td>
<td>Unknowledgeable about topic</td>
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<td>Boring to listen to</td>
<td>7 6 5 4 3 2 1</td>
</tr>
</tbody>
</table>
Appendix T: Questionnaire for students

My research is about the way different languages are used in school. I am not looking at what the school rules say, but what really happens. I would be very grateful if you could complete this questionnaire about what you do and think.

Please do not write your name on this questionnaire. You are free to be completely honest with your answers, because I won’t know who each paper belongs to.

For each of the following statements, please circle one number, according to how closely you agree or disagree. Please feel free to leave any answers blank if you prefer not to give an opinion.

5 = completely agree
4 = agree
3 = not sure / no opinion
2 = disagree
1 = completely disagree.

In class …

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. When I’m speaking to the teacher, I use English only.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>4. When I’m speaking to other students, I use English only.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>6. In group work, I always use English to discuss ideas.</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

If you use any other languages inside the classroom, can you explain what you use these languages for?
## Outside class …

<table>
<thead>
<tr>
<th></th>
<th>I speak English all the time outside class.</th>
<th>agree ↔ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I speak English all the time outside class.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10</td>
<td>When I am doing homework with my friends, I speak English only.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>11</td>
<td>When I am doing work parties or playing sport, I speak English only.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12</td>
<td>When I ask a teacher for help with school work outside class, I speak English to him/her.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13</td>
<td>When I ask a teacher for help with a non-academic problem, I speak English to him/her.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

## I think …

<table>
<thead>
<tr>
<th></th>
<th>I think …</th>
<th>agree ↔ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>English should be used at all times around the campus.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15</td>
<td>English should be used at all times inside English classes.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>16</td>
<td>English should be used at all times inside all academic classes.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>17</td>
<td>English should be used in all classes, including practical classes such as Technology and practical Agriculture.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>18</td>
<td>English should be used in all activities, including sport and work parties.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>19</td>
<td>It is important for all students in the school to have good levels of English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>20</td>
<td>Speaking Bislama in class is a waste of time when we need to learn English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>21</td>
<td>Bislama is a form of Broken English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22</td>
<td>Bislama has a negative effect on the learning of English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23</td>
<td>I use Bislama/‘Language’ inside classes because I’m not good enough at English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24</td>
<td>The use of Bislama/‘Language’ prevents successful learning of subjects.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25</td>
<td>A problem with using Bislama and English is that we mix the two languages together.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>26</td>
<td>Bislama should be allowed in class when we find it helpful.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>27</td>
<td>Speaking Bislama during parts of classes helps me understand more easily.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>28</td>
<td>Speaking Bislama during parts of classes helps me learn faster.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>29</td>
<td>Bislama is a proper language, just as good as English or French.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30</td>
<td>It doesn’t matter if we use English and Bislama at the same time in class, as long as we understand.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

Thank you very much for taking the time to complete this questionnaire. Your participation is greatly appreciated.
Appendix U: Questionnaire for teachers

My research is about the way different languages are used in school. I am not looking at what the school rules say, but what really happens. I would be very grateful if you could complete this questionnaire about what you do and think.

Please do not write your name on this questionnaire. You are free to be completely honest with your answers, because I won’t know who each paper belongs to.

About you

<table>
<thead>
<tr>
<th>How many years have you been teaching at secondary school?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which subject(s) do you teach at the moment?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

For each of the following statements, please circle one number, according to how closely you agree or disagree. Please feel free to leave any answers blank if you prefer not to give an opinion.

5 = completely agree
4 = agree
3 = not sure / no opinion
2 = disagree
1 = completely disagree.

In class …

<table>
<thead>
<tr>
<th>Number</th>
<th>Description</th>
<th>agree</th>
<th>disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When I’m speaking to the whole class, I use English only.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2</td>
<td>When I’m speaking to small groups or individual students, I use English only.</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>When I ask students to work in groups, I make sure they speak English only.</td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

If you use any other languages inside the classroom, can you explain what you use these languages for?
### Outside class …

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>agree ↔ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>I speak English all the time outside class.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8</td>
<td>When I make announcements to students, I use English only.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9</td>
<td>When I am with other colleagues around the campus and in staff meetings, I speak English only.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>12</td>
<td>When a student asks me for help with school work outside class, I speak English to him/her.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>13</td>
<td>When a student asks me for help with a non-academic problem, I speak English to him/her.</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>

### I think …

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>agree ↔ disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>English should be used at all times around the campus.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>15</td>
<td>English should be used at all times inside English classes.</td>
<td>5 4 3 2 1</td>
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<tr>
<td>16</td>
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<td>17</td>
<td>English should be used in all classes, including practical classes such as Technology and practical Agriculture.</td>
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</tr>
<tr>
<td>18</td>
<td>English should be used in all activities, including sport and work parties.</td>
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</tr>
<tr>
<td>19</td>
<td>It is important for all students in the school to have good levels of English.</td>
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</tr>
<tr>
<td>20</td>
<td>Speaking Bislama in class is a waste of time when students need to learn English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>21</td>
<td>Bislama is a form of Broken English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>22</td>
<td>Bislama has a negative effect on the learning of English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>23</td>
<td>Students use Bislama/’Language’ inside classes because they’re not good enough at English.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>24</td>
<td>The use of Bislama/’Language’ prevents successful learning of subjects.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>25</td>
<td>A problem with using Bislama and English is that students mix the two languages together.</td>
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<tr>
<td>26</td>
<td>Bislama should be allowed in class when students find it helpful.</td>
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<td>Speaking Bislama during parts of classes helps students learn faster.</td>
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<td>Bislama is a proper language, just as good as English or French.</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>30</td>
<td>It doesn’t matter if we use English and Bislama at the same time in class, as long as students understand.</td>
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</tr>
</tbody>
</table>

Thank you very much for taking the time to complete this questionnaire. Your participation is greatly appreciated.
Appendix V: Questionnaire responses

The following tables summarise the responses given to the questionnaires. The 5-point scale has been reduced to a 3-point scale, so that ‘strongly agree’ and ‘agree’ have been combined here to ‘agree’, while ‘strongly disagree’ and ‘disagree’ have been combined here to ‘disagree’. Figures are expressed as percentages of the total number of respondents.

Table 4: Teachers’ reported language practices

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  When I’m speaking to the whole class, I use English only.</td>
<td>80</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>2  When I’m speaking to small groups or individual students, I use English only.</td>
<td>68</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>5  When I ask students to work in groups, I make sure they speak English only.</td>
<td>60</td>
<td>16</td>
<td>24</td>
</tr>
<tr>
<td>7  I speak English all the time outside class.</td>
<td>20</td>
<td>32</td>
<td>48</td>
</tr>
<tr>
<td>8  When I make announcements to students, I use English only.</td>
<td>80</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>9  When I am with other colleagues around the campus and in staff meetings, I speak English only.</td>
<td>32</td>
<td>28</td>
<td>40</td>
</tr>
<tr>
<td>12 When a student asks me for help with school work outside class, I speak English to him/her.</td>
<td>68</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>13 When a student asks me for help with a non-academic problem, I speak English to him/her.</td>
<td>36</td>
<td>20</td>
<td>44</td>
</tr>
</tbody>
</table>

Table 5: Students’ reported language practices

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>3  When I’m speaking to the teacher, I use English only.</td>
<td>80</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>4  When I’m speaking to other students, I use English only.</td>
<td>12</td>
<td>32</td>
<td>56</td>
</tr>
<tr>
<td>6  In group work, I always use English to discuss ideas.</td>
<td>36</td>
<td>24</td>
<td>40</td>
</tr>
<tr>
<td>7  I speak English all the time outside class.</td>
<td>20</td>
<td>16</td>
<td>64</td>
</tr>
<tr>
<td>10 When I am doing homework with my friends, I speak English only.</td>
<td>16</td>
<td>24</td>
<td>60</td>
</tr>
<tr>
<td>11 When I am doing work parties or playing sport, I speak English only.</td>
<td>8</td>
<td>20</td>
<td>72</td>
</tr>
<tr>
<td>12 When I ask a teacher for help with school work outside class, I speak English to him/her.</td>
<td>84</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>13 When I ask a teacher for help with a non-academic problem, I speak English to him/her.</td>
<td>36</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>
Table 6: Students’ and teachers’ reported beliefs about language use

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>14  English should be used at all times around the campus.</td>
<td>S 88</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>T  84</td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>15  English should be used at all times inside English classes.</td>
<td>S 92</td>
<td>8</td>
<td>0</td>
</tr>
<tr>
<td>T  92</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>16  English should be used at all times inside all academic classes.</td>
<td>S 80</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>T  92</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>17  English should be used in all classes, including practical classes</td>
<td>S 64</td>
<td>32</td>
<td>4</td>
</tr>
<tr>
<td>such as Technology and practical Agriculture.</td>
<td>T  80</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>18  English should be used in all activities, including sport and work</td>
<td>S 44</td>
<td>24</td>
<td>32</td>
</tr>
<tr>
<td>parties.</td>
<td>T  64</td>
<td>16</td>
<td>20</td>
</tr>
<tr>
<td>19  It is important for all students in the school to have good</td>
<td>S 96</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>levels of English.</td>
<td>T  100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>20  Speaking Bislama in class is a waste of time when [we/students] need</td>
<td>S 88</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>to learn English.</td>
<td>T  48</td>
<td>32</td>
<td>20</td>
</tr>
<tr>
<td>21  Bislama is a form of Broken English.</td>
<td>S 68</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>T  76</td>
<td>16</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>22  Bislama has a negative effect on the learning of English.</td>
<td>S 80</td>
<td>16</td>
<td>4</td>
</tr>
<tr>
<td>T  76</td>
<td>12</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>23  [I/Students] use Bislama/’Language’ inside classes because [I’m/they’</td>
<td>S 64</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>re] not good enough at English.</td>
<td>T  72</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>24  The use of Bislama/’Language’ prevents successful learning of</td>
<td>S 40</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>subjects.</td>
<td>T  60</td>
<td>12</td>
<td>28</td>
</tr>
<tr>
<td>25  A problem with using Bislama and English is that [we/students] mix</td>
<td>S 68</td>
<td>24</td>
<td>8</td>
</tr>
<tr>
<td>the two languages together.</td>
<td>T  72</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>26  Bislama should be allowed in class when [we/students] find it</td>
<td>S 44</td>
<td>36</td>
<td>20</td>
</tr>
<tr>
<td>helpful.</td>
<td>T  64</td>
<td>20</td>
<td>16</td>
</tr>
<tr>
<td>27  Speaking Bislama during parts of classes helps [me/students]</td>
<td>S 72</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>understand more easily.</td>
<td>T  56</td>
<td>36</td>
<td>8</td>
</tr>
<tr>
<td>28  Speaking Bislama during parts of classes helps [me/students] learn</td>
<td>S 52</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>faster.</td>
<td>T  40</td>
<td>48</td>
<td>12</td>
</tr>
<tr>
<td>29  Bislama is a proper language, just as good as English or French.</td>
<td>S 28</td>
<td>16</td>
<td>56</td>
</tr>
<tr>
<td>T  36</td>
<td>24</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>30  It doesn’t matter if we use English and Bislama at the same time in</td>
<td>S 56</td>
<td>36</td>
<td>8</td>
</tr>
<tr>
<td>class, as long as [we/students] understand.</td>
<td>T  52</td>
<td>8</td>
<td>40</td>
</tr>
</tbody>
</table>

S = Students
T = Teachers
Appendix W: Matched guise test judgements

Table 7: Differences in judgements of Bislama and English guises – Student responses

<table>
<thead>
<tr>
<th>Participant</th>
<th>Intelligence</th>
<th>Knowledge</th>
<th>Confidence</th>
<th>Success</th>
<th>Explanation</th>
<th>Interest</th>
<th>Overall</th>
</tr>
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<tr>
<td>1</td>
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<td>2</td>
<td>3</td>
<td>-2</td>
<td>-2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>3</td>
<td>6</td>
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<td>3</td>
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<td>10</td>
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<td>3</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>8</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>7</td>
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<td>1</td>
<td>2</td>
<td>2</td>
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<td>1</td>
</tr>
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<td>8</td>
<td>3</td>
<td>1</td>
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<td>7</td>
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<td>9</td>
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<td>-2</td>
<td>4</td>
<td>0</td>
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<td>4</td>
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<td>5</td>
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<tr>
<td>17</td>
<td>6</td>
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<td>3</td>
<td>3</td>
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<tr>
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<td>7</td>
<td>1</td>
<td>3</td>
<td>11</td>
<td>13</td>
<td>35</td>
</tr>
<tr>
<td>23</td>
<td>-3</td>
<td>9</td>
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Mean: 1.48  3.08  3.24  2.96  5.68  4.4  20.84

Positive values = Bislama guise is rated more favourably
Negative values = English guise is rated more favourably
### Table 8: Differences in judgements of Bislama and English guises – Teacher responses

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Mean: 2.14 2.48 3.48 2.19 2.81 2.24 15.33

Positive values = Bislama guise is rated more favourably
Negative values = English guise is rated more favourably