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ADULT LEARNER RESPONSES TO SEMI-AUTONOMY IN INTENSIVE ELT:
A SYSTEMATIC REPLICATION CASE STUDY

A THESIS IN TWO VOLUMES

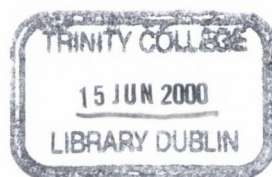
VOLUME II

R. A. HAMILTON-TURLEY

SUBMITTED FOR THE DEGREE OF
DOCTOR IN PHILOSOPHY

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VOLUME II

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APPENDIX D-A I

CHRONOLOGICAL DIARY EXTRACTS: COURSE A STAGE I (8 SEPTEMBER - 10 OCTOBER)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol '//'; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student's attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are all chronologically ordered.

12 Sep A.I

A4/12 Sep/A.I: "I'm used to have a teacher like you and you are one of the best. I like your method to teach the people but I don't like the breaks at 10 and 12 o'clock very much. It's a pity that you very often have to go away during the lessons. The books we used this week were very helpfull to remember what I learnt specially the prepositions. I like the books and every foreign student needs the language laboratory. I really learnt something for example to say 'u' instead of 'w' like the Germans for w, the rhythm of the words and lots more. I think it was a good start."

15 Sep A.I

A5/15 Sep/A.I: "I also had classes in the afternoon, and in the evening I went to the cinema."

A9/15 Sep/A.I: "This has been my first day in [the institution] in a special class which prepares the First Certificate examination of Cambridge. I was in [the institution] before so I know the ropes.... We are only five in class at the moment and my first impression is good. I felt a little lazy because of the holidays and that I had to get up very early.... I've found the class a little slow but I'll wait. I think so maybe because I've been in higher levels before and it's the first day. I've found the teacher very nice and funny and I think that's very important in a class as well.... I've spent my evening typing a letter to reply an advertisement for a job that I'd love to do. I'm trying to find something to occupy my time from 1 p.m. to at least 6 p.m. because I don't know what to do in that time, and also because I wanna get some money as I'm going to stay in Ireland for a year and I want to pay my own things.... I'm organicing this year in Ireland although it's my third summer here, and it gives me more experience in life."

A11/15 Sep/A.I: "I have only been in the class for one day."

16 Sep A.I

CR/16 Sep/A.I: <Lethargic group - no relationships yet.>

A4/16 Sep/A.I: "We started with our books. At the moment they are very easy. But it's not bad to repeat all these things. We also repeated the different tenses in perfect. I know nearly everything about it, but I'm never sure when I use it. It's awful."

A9/16 Sep/A.I: "We've done a lot of grammar and exercise with some conversation in the class. I was a little tired as it is hard to get up early in the morning.... I've killed the time from 1 pm to 6 (dinner time) looking at the shops although I was tired. In every shop I went in I spoke to every shop assistant, so I enjoyed knowing different people by my own. I had dinner at home and because I was so tired I laid on the bed and I fell asleep. I got up 2 hours later to have something to eat and to talk a bit with the family. Then I took a shower and I went to bed.... and I have a cold."

A11/16 Sep/A.I: "This morning I found the class better than yesterday. We began to speak in a group and we had some grammar. After grammar I would like to practise it. Sometimes my teacher speaks too fast quickly and he doesn't pronounce clearly the words.... Then I went jogging for half an hour I spent a hour during my homework (letter) and half an hour to look for new words about describing people in the [coursebook]. At the end I was exostic [= exhausted]."

17 Sep A.I

CR/17 Sep/A.I: <Differences in levels becoming apparent.>

A2/17 Sep/A.I: "This morning we were starting with a lot of grammar, all this was for me, more or less, new. The 'transformations' we have done in groubs [= groups]. I like to work in groups. For me it's a change to work in groups."

A4/17 Sep/A.I: "We did lots of exercises: present perfect and past tenses, using ever, never, for, since and ago; nouns derived from verbs; root words give rise to a number of different words; present simple and present continuous tenses; future and continuous forms. I don't say it's useless, but it was very, very easy. The language laboratory also was easy.... I'll probably read something and watch television. I also have to write a letter in English."

A9/17 Sep/A.I: "I got up at eight and because I felt yesterday tired I was sick with stomachache and headache.... We've done a lot of grammar and the class has been funny. I like the class very much and because we're so few.... I went home and I went to bed because I was a bit tired."

A11/17 Sep/A.I: "I found the exercises (at page 19-57-58-59) were very usefully, but I think that I need to do more, so that I can remember them when I'm talking. I don't think we spend enough time to listen

to the tapes. I would like that my exercises have give back to me so that I could see where I'm making my mistakes. I would prefer to speak in a group and listen to the other people talking and practise my conversation."

18 Sep A.I

A2/18 Sep/A.I: "At nine o'clock we began with the homework correction. It was a good idea to copy the letteres.... A half hour we spent in laboratory. I don't like laboratory, but I think it's necessary."

A4/18 Sep/A.I: "We discussed the letters we wrote a few days ago. It was very interesting to see what problems the other students had. We controlled [= checked] our homework. We also went to the language laboratory. The exercises were very, very easy, sometimes too easy. We read a text ... and for homework we have to write a text about one of three persons I only watch television this evening and knitt at the same time."

A9/18 Sep/A.I: "I've been late today in the class like other times It has been a very hard and concentrated class because [CR] was explaining each verb separately. What I like of the teacher is that he explains in a way that everyone is paying attention so well that no one can be disconcentrated. I mean with is that he gets all our attention in his explanations and I can understand him very well.... At 5.30 I met the Irish boy I'm going out with in Trinity. I was a little depressed today and I don't know why.... and I was alone for some time because my [host] family was out. So I decided to do my homework and watch T.V. I've seen two American serials and then I had a little chat with the eldest girl of the house ... and I came to bed."

A11/18 Sep/A.I: "Afterwards I went to Blackrock to do some shopping [The host-family daughter's] friends arrived and we spent the night laughing and talking. I hadn't time to do my homework."

19 Sep A.I

CR/19 Sep/A.I: <... they all seem to lack imagination or initiative.... Told them so and went round individually Told them I expected same frankness from them towards me. Said the class depressed me.>

A2/19 Sep/A.I: "We should [= had to; tried to] plan the lessons for the next week. It wasn't simple to find a solution then the 'know-how' in our class is too different. Some students they have heard a lot of this grammar bevor in the school at home. For these students it's very boring to hear the same again. But for me is more or less every 'Unit' in this book important. The second was exercises about present perfect. It was good to deepen this lesson. The provecency [= proficiency] level work was too difficult for me at present, but it is not bath [= bad] to do this kind of exercise."

A4/19 Sep/A.I: "First we tried to discuss the lessons for next week. It was very difficult because everybody has his own opinion. I liked the exercises from the proficiency book very much. After lunch we visited the Wax-Museum. Of course you can't compare it with the museum in London. In the evening we went to a singing pub."

A5/19 Sep/A.I: "Today we've tried to plan the programm for the next week, while the teacher wasn't in class, but it was difficult, too many different opinions. At the end we decided – as advised [CR] – to do grammar, grammar and grammar, because it's the most important thing, and later, we would have conversations – as [A11] would like to. So we're going to concentrate on the books. For me it's O.K., because I have enough conversation and vocabulary in the afternoon classes, but the others want more vocabulary. After that we corrected our bussiness letters, and learnt how to write them. We also went to the language laboratory, worked with Present and Past perfect tenses, and learnt frasel verbs. In the evening, I've been watching T.V. for about 1h, and read a little (I bought a book in English this afternoon; the Agatha Christie's autobiography, it's very interesting)."

A9/19 Sep/A.I: "Today in class we had to prepare next lesson's week and I have been elected to be the coordinator.... [CR] said he found the last [= class] a bit depressing and he said to every one what he thought of us at that moment. He said to me I was shy but I answered him that I was not. It's just because these are the first days and new things and people and at the beginning I am a little shy. Saying these things was a very good idea to have confidence in class.... After finished the class I went with [fellow students] We didn't know what to do so we went to another pub until dinner time I arrived at 8.00 with an Irish boy. We were in Mac's and I met a lot of people there. I was

very happy and I don't know why. Then we changed our mind and went [where] a group of music was playing on. I came home very late by taxi"

A11/19 Sep/A.I: "In class we spent the time talking about our course. We discussed how we could change our programme a little to make it a little bit interesting. On Monday we'll probably put our idea to use it. In the afternoon we were shopping in town and I was in a good mood because the week at school was finished and I could planet for the weekend."

22 Sep A.I

CR/22 Sep/A.I: <5 'new' students - majority Swiss. Not very lively.>

A1/22 Sep/A.I: "The teacher and the other students are nice.... After school I met my cousin in Abbey Mall and we were chatting for about 2 hours."

A2/22 Sep/A.I: "It is good to hear the dialogues.... We have to work in pairs I like to work in pairs with different peoples, so it's possible to get know the new students."

A3/22 Sep/A.I: "Today was my first day For improving my English I'll join the Judo Club at Trinity College. I'll meet some Irish students and also learn some more in my favourit sport. I'm looking forward to my stay here in Dublin and I'm sure that I'll learn a lot."

A4/22 Sep/A.I: "This morning we got five (!) new students. Now we are seven (!!!) Swiss people. I was a bit disappointed because everybody I asked in Switzerland told me that we would only have two or three Swiss. Well, I have to accept it. I think ten students are quite enough for our class. I would prefer to have only seven or eight people.... In the afternoon we visited the Guinness brewery and in the evening we went to a pub."

A5/22 Sep/A.I: "... we read many dialogues, and then listened them in a tape, in class (we didn't go to the language laboratory today). We tried to memorize details in the dialogue, to answer the questions of [CR]. It was easy with the dialogues we had already done, but not so much with the news. We must listen many dialogues, swiftly spoken, in order on understand them in the examination."

A6/22 Sep/A.I: "Today was my first day here at school. So at the beginning it was difficult to following the class. I don't find it very good if the half of a class is 'old' while the other is 'new'. I think it would be better if all students of a class could start together. In the afternoon I was in a class In the evening I have read a little bit in the newspaper and watched TV at home. About progress is nothing to say yet, but I hope in some days —?"

A8/22 Sep/A.I: "Today ... is my first complete day in Dublin.... and then I started the classes. I felt wishes (a lot of its!) to cry. I didn't understand anything. All the time I wanted to return at my irish-home because I needed to talk by phone with my father. It was a very special moment and I felt that I hadn't be alone. My irish-family is very good with me but children (except the daughter) don't talk with me.... I hope to be better days because now I'm very sad. I see myself stupid, and a complete unfit because I don't know nor understand english. When I was in Spain I thought that I knew english, but here – I think I don't know english."

A9/22 Sep/A.I: "I got up today in a very laziness way Today more students have come to the class, mostly swiss people. We are now about ten people. This means that the class, like today, will go more slowly and I hope the level will not low [= drop] because of the people.... I was very tired ... so I went to bed and I fell asleep! It was 7.00 pm! I woke up at 11.30 and came down to have a cup of tea."

A10/22 Sep/A.I: "Today was my first day at this course. On the whole I am quite satisfied. I hope that I will understand my teacher in a few days – he speaks very fast."

A11/22 Sep/A.I: "This morning five new people came into our class.... They are very nice. The grammar we did this morning was very useful for me.... After that we listen to the tapes and some dialogue. I found them very difficult, because I couldn't understand the conversations very well. The people spoke too fast. I'd like to practise them more than 5 or 10 minutes."

23 Sep A.I

CR/23 Sep/A.I: <Some evidence of disquiet at numbers and different levels i.e. too slow for some, too much grammar, not enough grammar etc.>

A1/23 Sep/A.I: "First we had to make a quiz. We were allowed to ask people on the road for help. [A5] and I went into a cafe-bar Then we had to plan our holidays.... We had to fill into a text the right pronouns etc."

- A2/23 Sep/A.I: "We started with 'Wotizit Quiz'. We have found out answers about joke sentences. We asked the peoples in a coffee bar, but only one of them could help us. We was choosing our dream holidays for two persons. Sometimes were the dreams very different, but at the end we were agree.... I look forward to go for pint with my friends. Near from here we have a very nice pup [= pub]."
- A3/23 Sep/A.I: "Today was quite funny at school. We had to correct a quiz [CR] ... sent us out of the class and always two students together had to ask people on the street.... The time flew quickly I was looking for an interesting book.... I'll probably start the book tonight."
- A4/23 Sep/A.I: "After that we did some exercises about holiday. I enjoyed it very much.... This afternoon I noticed that I do the homework with music again. I tried it without, but it's too boring.... Tonight I'm going to watch TV and knit in front of the screen. It would also be waste of time only to sit there and do nothing."
- A5/23 Sep/A.I: "We began working with a Quiz, today, in pairs.... we asked people asked the others for the remaining unanswered questions We read a text ... and we also learnt how to use ... and made exercisesBut we made another exercise We read advertisements for holidays, and we made up (still in pairs) our own holiday.... In the afternoon, I went to the afternoon classes, as usual, and in home I did my homework."
- A6/23 Sep/A.I: "Today I felt me better at school than yesterday, because yesterday all was new. But now I know the people a little bit and I'm now a bit acquainted with the methods. I also think that it goes better with my English and I have less pain to express me."
- A8/23 Sep/A.I: "The day was better than yesterday. At the lunch break I was talking a long time with a swiss girl called [A6]. I think she is very funny.... I think now I have more trust with my irish family and also they with me."
- A9/23 Sep/A.I: "In the class the work is very slow cause we're a lot.... I visited a friend of mine ... who is an Au-Pair, and she couldn't go out that night. We had a little chat with the landlady of her house about jobs and Ireland."
- A10/23 Sep/A.I: "My second day in de [institution] wasn't mutch better den my first. I understand the teacher better indeed but I think the level in this class it's a littelbitt tu high for my. I likeit to work with a partner and also conversation. The homework is very difficult for my, but I think I will by better in a few days. My [host] FamyI's talk very often whit my, and I think that is good vor my progress. I will do always my best."
- A11/23 Sep/A.I: "Every morning we had some grammar. We did the personal pronouns ... but I found them not enough. I would like to do more of them. In the afternoon I helped Missis [name] to prepare some food for the party. I spent a lot of time in the kitchen. I cooked vegetables and meat. After dinner [the daughter's] friend came to visit us."

24 Sep A.I

- CR/24 Sep/A.I: <Group as lethargic as ever. Me very sleep tired and in bad mood earlier on.... [A11] said the class were inactive and unresponsive. Didn't like.>
- A1/24 Sep/A.I: "I don't like this daily diary at all. I don't know what to write. In my opinion is the idea of the experiment in 3 Phases [= Stages] quite good."
- A2/24 Sep/A.I: "After this [CR] explained us the plan for the following month. The pair-work about an advertisement was funny because I worked with a group, they are very similar to mine. I don't like this silence in the class. Sometimes it's like in a church. All students (and you) stare at the books, no jokes, nothing. I think you aren't happy also, you are sitting on your chair without energie and interest. It is not enough life in this class, isn't it? Previously I was in a class there we were joking, it was realy funny but nevertheless I learnd much. I know we are in the 'Elite-Class' and I want absolutely the First-Certificate [Examination], but I am sure it could be otherwise."
- A3/24 Sep/A.I: "I really want to get this examen In the evening I went with some friends into a Pub and I've had a real Irish coffee!"
- A4/24 Sep/A.I: "The language laboratory was very boring. I had to do the same exercise for four or five times. I don't remember exactly. I can do the same thing for about twice, that means myself. Then I know the text outward and I don't have to think about what the correct answer is. But we could exercise the intonation."
- A5/24 Sep/A.I: "Today we started [by] correcting our homework and did exercises with comparative forms After that we went to the language laboratory.... Then we read the abbreviations of words you need to do an advertisement for a flat, and done that advertisement in groups. There was a [student-

-]teacher in the classroom with us, to watch how we work. [CR] told us that we are an experimental research group, and we were volunteers [= any student was free to change class].”
- A6/24 Sep/A.I: “The laboratory-work is a good exercise for me to learn speaking, but I find three quarters of an hour is too much time for one exercise. We should have the opportunity to do more than one exercise in the same time.... In the evening I chattered a lot with a French woman who lives since many years in Dublin and I read the today’s newspaper. For going out I’m still to tired —”
- A8/24 Sep/A.I: “All the day I’m waiting for that moment when I talk with my father. I’m happy because I’m learning a lot of vocabulary. My family (irish-family) is very kind with me. I like to talk with the hostess of my house. It’s great! This evening (from 6’30 to 9’30) I was studing very hardly. Now I have more confidence in myself.”
- A9/24 Sep/A.I: “Today the class has been really boring for me. In addition, I’ve found it more slowly than others. For me it’s not the [= a] waste of time but I would like more difficult things because this is not new for me and I don’t like the different levels in the class. These levels are very pronounce and very different. Apart from that, the end of the class has been funny.... I didn’t feel all right, I’ve a cold and have had a headache during the day. I’m very tired as never and I don’t [know] why.”
- A10/24 Sep/A.I: “For me is the bigerst problem, that I don’t be in control of the difficult grammer in english. The second problem is the vocabulary. Today evening I had a very long conversation at hom whit the dougter of my [host] Famili an whit two other students. I think I benefeided a lot of this conversation for my vocabulary. I hope that I well by secced my arrears [= will be able to catch up?].”
- A11/24 Sep/A.I: “Last night some people came to [the host-family’s] hous[e] and then we went to Dun Laoighre until 12 o’clock. We had great fun but this morning I was very tired and I found my new friends in the same situation as myself. I didn’t know what was wrong with them. Most of the people in my class were asleep. I hated that atmosphere: nobody was happy, nobody liked jokes, nobody was interesting at the lesson. I hope to find tomorrow morning my friends happier. The language laboratory was usefully.”

25 Sep A.I

- CR/25 Sep/A.I: <Told them I wanted us all to get to know one another better.>
- A1/25 Sep/A.I: “Today school was really great fun. It was very relaxed and peaceful. We talked about characters. Then everybody had to describe a person’s character.... We wanted to go into a pub to get to know the people of the class, but there wasn’t enough time left and so we did some exercises. We didn’t learn any grammar.”
- A2/25 Sep/A.I: “Today we spent the time to get know the other students. We have to describe another student. It is very difficult to do this about persone which you don’t know. It was funny to hear whitch opinion the peoples have about the others, and this after three days.... This morning was much more fun in our class wasn’t it? I think it was a good idea this conversation and writing day. After lunch we were in St. Stephen’s Green it is a realy nice place there. It was wonderful to relax in the sun. We were there with two Irish people that’s good than we have spoken more correkt english.”
- A3/25 Sep/A.I: “Afterwards I enjoyed it to walk around in Dublin. All is so new and exciting. In every corner is something new to discover.”
- A4/25 Sep/A.I: “This morning we had some very interesting discussions, one about [a topic] and another about [another topic]. I like discussing with people who have their own opinion about something. not only ‘I don’t know’. You can’t discuss anything with such a person.... In the evening we’re going to a pub.”
- A5/25 Sep/A.I: “Today we talked a lot and learn further things about the other ~~persons~~ people in class, and made comment about them. We also had, in groups of three, choose a candidate to be a courier guide, and wrote down two lines about [CR]. We didn’t go to the language lab. It was a ‘relax’ day, we didn’t do any grammar.”
- A6/25 Sep/A.I: “Today I didn’t find it very well at school, because the things we have done weren’t very interesting and I didn’t learn much. One very good exercise we have done was to write our impressions about another person. I would prefer, if we can do more grammatic in the morning class, because I’m not very good in grammatic. For me it wasn’t a good day because I remarked that I can not do the First Certificate [Examination]. In Switzerland they told me that the exam will be on the 16th of December. I didn’t think of the fact that the exam could take more than one day. So I booked a fly back to Switzerland for the 17th. This was a great mistake, because I can’t change the

date of my fly back to home. But I hope that I can notwithstanding remain in this class and then I will try to pass the exam in Switzerland.”

A8/25 Sep/A.I: “Today is a great day for me.... I[t] was a funny morning class ... and the afternoon class was also good.... My morning classes were very satisfactory”

A9/25 Sep/A.I: “When I had to get up this morning I didn’t feel well at all. I had a very bad cold and temperature, so I stayed in bed I phoned Spain and I was very upset hearing my family crying. I went to bed early.”

A10/25 Sep/A.I: “Today I feel very relaxed. I’m quite satisfied on my progress. Today I’m follow the lessens well. I’m missing the feet-back [= feed-back].”

A11/25 Sep/A.I: “This morning I found the class much more interesting and much better than yesterday. Everybody had to describe the personality of one student in the class. At the end we read our masterpiece.... We had a very fanny discussion with [CR] about the ‘stereotypes’. I enjoyed myself.”

26 Sep A.I

CR/26 Sep/A.I: <... got impression yesterday that Swiss are not moved, as Spaniards e.g. would be, by ‘emotional’ themes and ‘provocation’ – far too sober and reflective!... Or is it that I haven’t yet learned to read the signs of an unusually predominant northern European group? On the self-analysis ‘conversation’ they mostly confessed to being reserved and introverted types and this may be all it is. Must think of some way to get them to let their hair down and relax with me and with one another. Perhaps ‘charades’ or video role-plays will help.>

A1/26 Sep/A.I: “But I found the people in a pub. Most of them were Spanish. We went into an other pub, after that in 2 discos.”

A2/26 Sep/A.I: “We spent naturally thirty minutes in the laboratory for phrasal verbs.... we will enjoy the night life in Dublin. It isn’t bath [= bad] in Dublin we have a lot of possibilities to relax.”

A3/26 Sep/A.I: “I would like to do some more grammar and have exactly rules why this is wrong and that right. I suppose at the moment we just make a quick repetition for seeing where we still have problems. I enjoyed it as we were sitting in ‘Macs’ for a drink. This is the best way to know each other.... After supper we found [a good pub] and had a funny time.”

A4/26 Sep/A.I: “The language laboratory wasn’t as boring”

A5/26 Sep/A.I: “... exercises about adverbs ... the difference between ‘as’ and ‘like’, and did exercises with these words, and so on with ‘like’ and ‘such as’. Moreover, we learnt a lot of verbs closed with ‘as’. We also had a look to ‘invitations’, and converted direct speech sentences ... and vice versa (we worked in pairs, as usual).... using ‘may’ We went to the language lab., to listen frasel verbs and make sentences with (them). I wrote down some. This evening I’ve read few pages of the book I bought a week ago, I’m slow (I must look up many words in the dictionary), and saw a little T.V.”

A6/26 Sep/A.I: “I found the method in the laboratory better Half an hour for different exercises is better than three quarters of an hour for one exercise.... I have bought an English book, because I’d like to read a lot.... I can better remember something that I’ve read than something that I’ve heard. So it would be good for me, if I read a lot.”

A8/26 Sep/A.I: “I was talking with my ‘irish-sister’ for a long time.... I’m studing a lot. I can’t spend time in other things.... I was in the mountains and also in a very important park”

A9/26 Sep/A.I: “I found the class more friendly and less hard of working in grammar. At 12 o’clock we went to a pub, Mac’s, which was a very good idea. In the pub, we were very different. I found the people different from the class. I enjoyed very much.... I had a little nap.... though I didn’t feel very well I went out.... to a pub where a band was playing.... I’ve come back in a taxi.”

A10/26 Sep/A.I: “I think it is very good, that the teatcher is try to understand the students very well. It is difficult for me to follow, when the teatcher is speaking a long time or in very long sentence. I don’t like this diary entry, but I understand the sense [= I don’t like writing the diary but I understand why it is important?].”

A11/26 Sep/A.I: “... we had a very light morning. We had some grammar. We listened to the tapes. At 12 o’clock we went everybody to Mac’s bub [= pub] for a drink. I enjoyed myself. In the afternoon I went to the cinema with irish people In the weekend I caught a cold.”

- CR/29 Sep/A.I: <... without some more positive/negative response one cannot tell whether quietness signals harmony or merely lack of interest (in one another, in the lesson).... Be interesting to see how Swiss define 'humour'.>
- A1/29 Sep/A.I: "Then [CR] wanted to go to the language lab, but we couldn't I was glad about that because I think the language lab is very boring.... Later on I'm going to meet some Spanish students at a pub"
- A3/29 Sep/A.I: "... to visit the centre of Ireland, Athlone.... The countryside was beautiful and the weather just perfect. We enjoyed the whole trip."
- A4/29 Sep/A.I: "This morning we got our compositions back. It was so depressing to see what mistakes I made. I often ask myself why I sometimes write such a rubbish. I can't understand it. Some mistakes are so obvious they should jump into my face. We only did exercises in book 3. But today they were interesting for a change. I especially liked the conversation where we had to complete the suitable questions. The best exercise was no. 100 (Put the verbs into the correct form and tense and fill the gaps with one or two words as appropriate). These are the most usefull exercises for me. We spent the whole afternoon in St. [Stephen's] Green lying on the grass. It is such a lovely day. We are going to the cinema tonight."
- A5/29 Sep/A.I: "We went over the 'may' exercise (that's good!), and did some one with 'so' and 'such as'.... Then, we completed textes with words, and so, learnt new words. It's good for us to read dialogues, because of the expressions. We did those exercises in groups, as usual. We didn't go to the language lab. because students were being tested there at that moment. I liked that today we followed [CR]'s plan, a logical order between the text book and the exercises book. It's good to write down – at the begining of a chapter in the red book – the number of the pages that can interest us in the purple book. This evening I watched a little T.V. and studied a little."
- A6/29 Sep/A.I: "This morning we've done a lot of grammar exercises. That's very helpfully for me, because I'm not good in grammar.... I feel that I'm on a deep [= low] level in English and that I have to study hard for the next time, if I want obtain a higher level."
- A8/29 Sep/A.I: "I'm happy I don't know why.... One day I'm depress, hate myself. I'm snuffy – and the next day I'm bursting with happiness, joy Certainly I like to learn English. I think is a beauty but difficult language. Also I think I'm progressing little by little."
- A9/29 Sep/A.I: "I haven't gone to school today because a friend of mine was coming back to Spain and we went to celebrate that it was her last night in Dublin. We went into a nightclub I went to say goodbye to her and went to Dun Laoghaire to receive another Au-Pair who was coming by boat. I arrived home at 9 a.m. and I was very tired to go to school.... It's very hard for me to get up so early."
- A10/29 Sep/A.I: "The speed in the classe is very fast and I have to repiet all exercices again and again. That's the reason that I have everyday a lot of work at home."
- A11/29 Sep/A.I: "I didn't feel very well this morning. I had a bad cough and haevy cold during the week-end.... In the afternoon I went to jog for 20 minutes."

- CR/30 Sep/A.I: <Decided ... to try a role-play. What a difference!... They are happy and enjoying themselves. Can these be the same Swiss students that have caused me so much heart-searching?>
- A1/30 Sep/A.I: "Now I'm sitting in Stephen's Green. Afterwards I'm going to meet my cousin and do some shopping."
- A2/30 Sep/A.I: "It was interesting to learn somethink about the history of this important vegetable [the potato]. We had to play a family I was the husband."
- A3/30 Sep/A.I: "That was a very interesting morning at school. We were in groups of three. A mother, a father, and a daughter.... We also got a situation from a family which really looked hopeless. For homework we have to analyse how to help each person in that family. It is quite difficult to find the right help but it is very interesting.... At night I read a little bit in my book about Ireland and listened to the radio."
- A4/30 Sep/A.I: "Another new student this morning. Ten would be enough. Otherwise you can slowly get claustrophobia. I love to read and we did it for one hour. That was great. Then we had to discuss about the problems of a family written on the blackboard.... We also had to act as spoilt child and strict parents. it was funny.... It's wrong, but I'm not sad that we didn't go to the language laboratory. We spend this afternoon in St. [Stephen's] Green again. It's so lovely at the moment."

- A5/30 Sep/A.I: "Then [CR] gave us a story to read, about the life and miracles of the potato, to read it in pairs. It was really interesting but there were too many words I didn't understand, so I wrote them down to look them up in the dictionary. We spoke about the text (we didn't go to the language lab.) and after that we gathered in groups of three (one was a father, other a mother, and the third was the daughter).... With this conversation we learnt a lot of adjectives.... After that we learnt more vocabulary with a family problem This evening I did my homework and revided [= revised] that we did in the morning"
- A6/30 Sep/A.I: "The days are so short that I can not do all what I would like to do. After the school, dinner and doing homework isn't much time left to enjoy myself. I only read a little bit, write letters or have conversation with my [host] family."
- A8/30 Sep/A.I: "When I was eating at Trinity College somebody stole my wallet. Inside it there were three pounds, my student card, my bus card, my calculator machine, my spanish identity card and some important papers for me (directions, photos —) I want to return to my house in Madrid! I want to stay with my parents.... I need a protecting person with me. I'm a totally subordinate person. I don't know what I must to do"
- A9/30 Sep/A.I: "... there were two more students. The class was mostly conversation in teams (groups) but I found it very boring. I'm very depressed today and I don't know why. I find the class very low for me. I didn't want to speak in English in class.... The weather has been very nice today. Then we went to a pub I came back home for dinner and I was still very depressed though I had a long chat with the lady of the house. I went back again to a pub I came back home very late and had a long chat about Ireland and its people with the eldest girl of the house."
- A10/30 Sep/A.I: "... we are had som very nice visit from a funny priest and we had an interesting discussion the whole evening. The lesson today was quite good."
- A11/30 Sep/A.I: "This morning we had some conversation and we read an interesting article about the potatoes. I found it useful."

1 Oct A.I

- CR/1 Oct/A.I: <Relationships are getting very good. New man [A12] integrated immediately – talkative Spaniard – should be good for the class.>
- A1/1 Oct/A.I: "Today a new student joined us. We're 23 [= 13] now. I hope there's a possibility to divide the class.... So we went over to [a controversial topic] or something like that. We built groups of four and discussed this 'Statement'. Our homework is to write down the result."
- A2/1 Oct/A.I: "In groups we talked.... It was funny to hear the different opinions."
- A3/1 Oct/A.I: "This morning was very interesting at school. The exercises were about future and conditional forms, Present Perfect and past tenses. I have still some problems with this kind of grammar. Later on we had a discussion about [a controversial topic]. I'm going mad when I hear this kind of sentences! I could go up the walls when I hear that! Normally I'm a quiet person but then I can discuss hours and hours about that. In the afternoon ... I went home a bit earlier than usual. I had to write some letters and wanted to watch TV. Watching TV is a very good idea to learn English. You hear a lot of different accents. There is all what you want: from 'perfect' English till to the American slang. If I don't understand it I can ask one of my [host] family. They are really nice and have always time to explain me the words."
- A4/1 Oct/A.I: "We didn't stay in the language laboratory because they had problems with the power. We had a discussion I like discussion, but with three people having the same opinion, of course, you can't discuss. Tonight I stay at home. I don't feel very well. I don't hope to have a cold tomorrow. My head is awful. I can't think clearly."
- A5/1 Oct/A.I: "We worked with tenses put adverbs in the right order in a sentence conditional forms in the three tenses, and did exercises I hope we won't have many more students.... We are 13 now. About 15 is good, but no more.... After that we had a conversation in groups.... We must write an essay of the conclusions of our group [for homework], but we didn't agree."
- A6/1 Oct/A.I: "After doing some grammar exercise we discussed [a topic].... It's not right, but I didn't miss very much the language laboratory, because I prefer to work in class or in groups. Since two days I don't feel me very good, but I hope that it will be better tomorrow."
- A7/1 Oct/A.I: "Today it is my second day at school and my first impression I had from the class is good.... I think the class is not boring and that makes you to be more attentive.... I started an english book. I'm living with a family with whom I always talk a lot, and I think that could be good for me. Nowadays I have a cold."

- A8/1 Oct/A.I: "Some minutes ago I was talking by phone with my father.... I think is really curious as I change my mind from happiness to sadness in few minutes. Today was very strange day. First I was very sad. I wanted to cry every time, at the lunch time, in the spanish embassy, I forgot my sadness but when I was in the school again I was deeply depressed. Really sometimes I can't understand myself. In my afternoon classes there are a silly spanish girl. I hate her!"
- A9/1 Oct/A.I: "The class is getting better. Today we did a lot of conversation about the family and some of their problems. It's good to open each other and become more friends.... I spoke to the teacher about my feelings about the class although I found it better today but still low. I will wait a few more days and I'll see if I change the class or not.... I've had a lot of conversation with the landlady and have watched the T.V. an american serious [= series]."
- A10/1 Oct/A.I: "I like discussions like today, but it is difficult for me to express my own opinions sometimes (my poverty of words). I like it too, writing about themes of general interest. All the students are from different countries and this makes it very interesting. I get good practice in hearing so many different accents. It makes me listen very carefully, and the discussions in class make me think quickly."
- A11/1 Oct/A.I: "This morning we hadn't language laboratory. The electricity didn't work, so we went back to the class and we spent time talking about [a topic]. We looked at the grammar ... and we didn't spent much time on the conditional forms and I found the exercises weren't enough. I would like to practise more than we usually do. In the afternoon I was shopping and at 3 o'clock I met an italian person. We didn't speak in English."
- A12/1 Oct/A.I: "... this was my first day The first people I've meet were my classmates and I had since the beginning a good impression of them. In reference to classes, I think that it are pretty good in a way that are amousing but I consider that people have to participate more.... the important thing is your first impression wich was good to me.... I'm a person that is not affected by the 'Culture shock' and that's a good advantage in order to get progress in english since the first day."

2 Oct A.I

- CR/2 Oct/A.I: <Had to [register at the University] – left students with work (relationship-building task – devise, write dialogue for a sketch for later video production). Seemed to go well. Extracted problems from HWs – must check how effective this really is – for blackboard notes. Interesting to see the national characteristics (linguistic) emerging from Daily Diaries and to note the divergence they reveal from the much more carefully written HWs – bear all this in mind for later 'acquisition/error analysis' research. Urgent to interview [A8] – seems very happy in class, gets on very well, but D. Diaries reveal constant pattern of depression/elation etc. Evidence of deep malaise/personality defects/superficial 'teenage' homesickness, or what? Had chat with [a teacher] (who has four of my students with her in afternoons). She expressed very similar views to my own on the quietness and unresponsiveness of the students – interestingly they include [A5] (French/Spanish) [A8] (Spanish); Swiss [A6] and [A4] are not alone in being unresponsive – how far do they influence [A5] and [A8] in both classes?>
- A1/2 Oct/A.I: "We tried to write a dialogue. [A2], [A4] and me, we thought of a fellow who goes out with two girls and they meet one another by chance and start a big fight. After that we talked about the mistakes and corrections of our homework.... then I went home After [a TV serial] we went to the shops."
- A2/2 Oct/A.I: "... This kind of work [with texts] is important.... The second part was to write the story-line for a sketch. It was a group work. Ours story play in a pub.... In the last hour explained [CR] some mistakes ~~which~~ who we have done in our homeworks. That's very useful."
- A3/2 Oct/A.I: "At school we had to read a text We also had to do two exercises to see if we understood the text. Now we were in groups of three students. We had to write a theatre play. Of course we didn't finish in this short time. Our story is about a couple who's car is broken and had to buy a new one. That means a lot of problems are coming. First I thought: 'Oh, no thanks.' But we had real fun to find an interesting and funny story. In the evening was a lot on. I played with the children from our neighbour and read more in my book 'Children's Hospital'. It is quite difficult because there are a few medicine terms I don't understand. But it helps me very much thinking in English when I read in English."
- A4/2 Oct/A.I: "We had to read a text. Of course I liked it. Then we had to write a play for video. I have never made something like this before. I think it's very interesting but I don't like our theme very much. I didn't know anything else, so we chose the boy with his two girlfriends. After that we studied our

reports which we had to write for homework. I didn't feel well again. It wasn't as bad as yesterday evening but bad enough. I stayed at home, read, knitted and watched TV."

A5/2 Oct/A.I: "Today we read a texte ... it was really interesting.... After that, in groups of three (I was with [A3] and [A12] like yesterday) we musted write a little script ... but it was a little bit boring to do the script.... We didn't go to the language lab. At the end of the class we corrected some homework."

A6/2 Oct/A.I: "It was a great pleasure for me to read a text this morning, because I like to read. But I found the text was a bit to easy for me. I didn't like very much the other task that we had to do. At the moment I have no imagination and no good ideas at all. Therefor it's hard for me to write a play. I'm not very happy about the idea to record our play on a video Today I feel me better again and I have begun my jogging. I hope it will give me a bit more energie!"

A7/2 Oct/A.I: "I think that I will be all right in this class."

A8/2 Oct/A.I: "I want to buy some good books in english! I must spend this week end studing english. Well, really is not an obligation because I want to do it. I think my level of English is horrible. I remember when I was in Madrid and I thought that my knowledge about english was high. I was really ingenuous!"

A9/2 Oct/A.I: "Today the class has improved for me. We've done some conversation, which is a good way to get to know the people of the class and the different ideas of their own countries. I'm a lot happier today and I has spoken to [CR] about my feelings about the class. I'll wait some more time and if I'm not still happy I'll change to a higher class.... It was good for me to talk about different things and actual, real problems in the society I went to bed very late because I was speaking to with the eldest girl of my family about her job and studies in Ireland. I'm very happy because I've practise a lot of English today. I'm going to pretend being Irish!"

A10/2 Oct/A.I: " – every things ok – !" [entire Diary entry]

A11/2 Oct/A.I: "I had a very fanny afternoon with [a friend].... after that we went to Trinity College crowded with people: some of them shouting: 'Join up with the socialistic party, seiling, Karate society'. We had a great time. After a few minutes we chose to join the historical, law and classical societies. Next Monday we'll start with the real Dublin Society. I'm looking forward meeting a lot of people. This morning the class was quite good. We had to work indipendently until the coffee break. We read a lecture and then we discussed in a group for the comprehension. We also wrote a play."

A12/2 Oct/A.I: "I think that each time I'm getting better and better.... This afternoon I've meet some Irish-friends I knew when I stayed here five years ago. It has been very exciting and amousing at the same time we have been talking about those marvellous time we had when we were just fifteen or sixteen years old. And the best thing was that we realice that everyone was as we were before."

3 Oct A.I

CR/3 Oct/A.I: <Spoke with [A8] for about 40 minutes during lunch-break. No real problem. She is an uppy-downy type, emotional, felt depressed that her level of English in Spain was not supported by the evidence in Dublin. Natural enough. Interestingly, although she felt frustrated by the number of corrections on the homeworks, she appreciated and valued them as a most useful aid to progress. Talked about her host-family environment: good, no problems. Her own family: father and mother travel on business together a lot – she seldom sees them; has a brother and sister. Could her 'dependency' feelings, in addition to the normal 'first-time-away-from-home-(age 18)', be a kind of extended childhood, i.e. lack of sufficient (for her) parental contact at the earlier ages has extended her need chronologically?... She's a very very nice girl.... Difficult to maintain objectivity.... 'Rebellion' ([A1] spokeswoman of course! – plus [A11], [A6], [A4], [A3] (?)) on lines of 'not getting value for money' – why so many in class (actually 12) – why such different levels – work and homework not challenging enough etc. Serious 1-hour open-forum discussion. Other half of class very happy with system, pace, materials, workload, etc. Reported all to [the Director of the institution]. (They agreed to wait out the following week of 'all-together' work.)>

A1/3 Oct/A.I: "I think it's a good idea to read texts and try to understand them. I think I don't have to write any thing about the discussion, although it was good to discuss.... I'm going to meet [A11] in town this night."

A2/3 Oct/A.I: "After the break we started with a big discussion. The reason was that our class to big is with too different level. That's true but for me is this level ideal. For people with higher level must be boring. Sure it would be the best to divide the class. Then is everybody happy. It's expensive to have one teacher for perhaps fife students but"

- A3/3 Oct/A.I: "This morning in class we had a discussion about splitting up in two new classes. Now we are twelve students and the difference from the best to lowest one is too big.... An other new teacher would cost money but we paid and we want to learn as much as possible.... Another week and we will see what happens. In the afternoon I've taken the train ... to Killarney to meet my friends and have an exciting weekend."
- A4/3 Oct/A.I: "First we read a text. Then we [had] a discussion about our class. In general I think similar as [A1]. But I don't agree everything. At the moment it's very easy and slow for me. My problem is that I forgot so much. Unfortunately it's usual in three years when you don't have to use any English at all. I'd like to study higher grammar. I read a lot of different magazines and newspapers, watch TV, listen to the radio, talk with my [host] family and so on. But sometimes I think I didn't make any progress at all. Perhaps I want too much in only four weeks. And slowly I'm getting seek of all these spanish people. They always speak spanish together. I have nothing against them, but they are simply too many. We also have too many Swiss people in our class. Of course we can't change I know. I'm looking forward to studying in a week [referring to the proposed new format for classes]. I'm anxious to know if it will be better. I hope so. We are going to a pub tonight."
- A5/3 Oct/A.I: "Today we read another passage from [a reading textbook]. I think that it's a very good exercise to read about something (trying to be quick), remember and then, be able to answer the questions about the paragraph.... We learnt a lot of vocabulary, and [CR] explained us expressions. We didn't go to the language lab, and next week is not likely neither. We talk a lot of time about the class, the teaching-system, the time, and our different levels (between students). After that we read another text"
- A6/3 Oct/A.I: "... we had an interesting discussion which concerned our class. [A1] rose the discussion and I'm happy that she did this, because I also think that we should find another solution. The levels in our class are so different. So it's difficult to find a way to teach the class that all students could profite. The best solution would really be to separate the class. I hope this would be possible."
- A8/3 Oct/A.I: "I went to the wax museum. At lunchtime I was talking with [CR], my teacher of english. Really I think is good that the teachers deal with their pupils as human beings and not as numbers or objects. But also I think the same relation must be among pupils and teachers because all of us have our problems and sometimes are the same. How was my desire, I spent all saturday studing. Really I learnt a lot of new vocabulary.... My life every week end is very peaceful and that is good for me because I like it. Really I don't like the bustle nor the noise."
- A9/3 Oct/A.I: "It was very hard for me to get up this morning so I decided not to go to school and have a rest because when I feel tired I can't work as much as I can work always. I can't concentrate in what I'm doing, so I prefer to be all right and don't disturb the class, so I got up very late for lunch.... I went to ... Stillorgan, at 8.30 and stayed there until late. I had to get a taxi to come back home."
- A10/3 Oct/A.I: "The discussion about the situation in class was very important likewise senseless. In my opinion it would be advantageous to have the class subdivided according to students language proficiency."
- A11/3 Oct/A.I: "This morning we had an interesting discussion with the class about the programm, the level of the students and so on. In the afternoon I went shopping and in the evening I had a party. We enjoyed."
- A12/3 Oct/A.I: "This afternoon we planed to go to the movies and so we did.... And we meet at Macs, where we stayed till late talking and having fun. Oh. I almost forget the interesting discussion about classes. We spend talking and complaining for almost two hours and finally the problem was the same."

6 Oct A.I

- CR/6 Oct/A.I: <Hope I didn't take my frustration [at a professional situation] into class. Very constructive session on writing techniques.... Interesting feedback from last Friday's discussion, which some felt was futile and resolved nothing.>
- A1/6 Oct/A.I: "Today we talked about different ways to tell or write a story. An essay [= an article] was given to us and we had to find out in which order every thing happened. Then we tried it the other way round. A story was written down in only the main events. So we had to write a real story out of the information. That's also our homework. I met my cousin in front of 'Bewley's' afterwards we went window shopping."
- A2/6 Oct/A.I: "After this we dealed in pairs with a text. We made a list of all the actions in the story. The actions have to be in chronological order. After the coffeebreak we made it together on the black board."

- A3/6 Oct/A.I: "This morning at school was very interesting. We spoke about the different kind of writing a story. [CR] gave us a good example and I learnt how I have to write. It is really not easy but I have time to practise.... I joined the Judo Club at Trinity College. The members of the Club were very nice At home my [host] family was very interested how the Judo was. They also think that it is the best idea to meet Irish people and speak English."
- A4/6 Oct/A.I: "We got some important explanation about the essay in the examination. I'd like to see the exam papers of a previous year. It's very important for me to know what I have to know at least for the exam.... In an exercise ... we had to make a list of all the actions in the story in chronological order. It was a bit boring but also useful to construct a narrative. We got a new student again. We're really too many now. She can't work properly with only a chair."
- A5/6 Oct/A.I: "Today we started learning ... how to write a description, discussion, etc. That was really interesting, overmore [= particularly?] if there are these kind of questions in the 1st certificate examination. Anyway, I learnt a lot with that. We also completed passages (in pairs), and as results of that, we finally understood the difference between 'w[h]ich' and 'what', and when to use each. We completed another passage about a story We also read a story and made a chronological list of the events in that story. Then, we did the same but inside out"
- A6/6 Oct/A.I: "This morning I felt me really a bit bored. I didn't find it very interesting to speak all the morning about the different styles of writing. I had learned this already in Switzerland. And I think the theory is in English the same as in German. There is – unless [= apart from?] the languages themselves – not a great difference. The roles [= rules?] are the same."
- A8/6 Oct/A.I: "Today the morning classes were very nice because we told about different sorts of writing.... I'm glad because I'm learning more vocabulary."
- A9/6 Oct/A.I: "Monday morning! That means that I've been exhausted in class. I was really tired and the work was hard to understand. I'd rather prefer to have something not as hard as today's work on Mondays because all the people were asleep.... I was very asleep so I got the bus, came home and had a little nap."
- A10/6 Oct/A.I: "I'm quite satisfied with the lessons and also with my progress. The level for me is quite high but not to high. – things can go on like this!"
- A11/6 Oct/A.I: "This morning we analysed a story It was quite interesting to discover how a story is built.... In the afternoon I learned the lesson n° 5-6 because during the week-end I hadn't time."
- A12/6 Oct/A.I: "... we had the best day if we talk about classes. We learned the main structures for doing a narrative story. We did some practice in the book and at home too. A good and interesting day even though is Monday called by experts as the most sleepy day of the week."

7 Oct A.I

- CR/7 Oct/A.I: <Hardly any sleep – worrying about [a professional situation].... Hard to cope with class today – but interestingly enough yesterday's 'writing analysis' went down well with all bar [A6]. Followed it up today with brief 'sequence of tenses' and longer 'punctuation' analysis.... Some are getting anxious that I haven't yet shown them samples of the exam. Maybe, for next time, they should be given a folder at the start of the course, to include samples of documentation, course programmes, FCE papers, etc. Still very depressed – can't shake it off.>
- A1/7 Oct/A.I: "Most of the time in school we talked about why and when to use a comma. It's very difficult but I'm glad to know a few rules now. After school ... I went to Trinity with [A8].... This night I'm going to go out with my other cousin to a concert. I got a letter this morning from my cousin (again an other one). Because my cousin is Irish, he has written the letter in English."
- A2/7 Oct/A.I: "We read a text, a daily diary. It was mixed with a lot of different tenses. We had to explain all cases. We talked about punctuation.... Sometimes I had to fight against the sleep. We spent the whole morning only with this theme. It's a really confuse work with all this rules, but important."
- A3/7 Oct/A.I: "This morning at school we heard a lot about punctuation. It is very important for our writings. It is really true what [CR] said: 'We read a lot but we never realise w[h]ere the punctuation is'. This week is the last week with grammar and I think we still have a lot to repeat."
- A4/7 Oct/A.I: "Today was one of those days you'd better stay in bed the whole day.... I tried to get a new bus ticket. But the woman in the tourist office told me that they didn't sell the tickets any more. I had to ask why And nobody ... mentioned only a word about that. Now I have to look for a student card ... travelsave stamps ... and a bus ticket I could kill them. I closed my door at home and – crash – my favourite mirror-picture fell down.... I wanted to phone parents – nobody at home.... I had some problems with my homework. This morning we analysed the text ... and got some explanations about punctuation. But I feel worse than before. Really embarrassing."

- A5/7 Oct/A.I: "Today we spend all the morning learning punctuation, reading I learnt many words and expressions, and also where to put commas, and so on. We also had a look at the verb's tenses and on adverbs like 'afterwards'. We went over 'w[h]ich' and the comma, so now everybody must understand it. Beside the grammar, the story ... was very interesting. Sometimes I feel so interested by the story than I forget concentrate on grammar (but I was very concentrate, anyway). Then, we were given a text, to punctuate it."
- A6/7 Oct/A.I: "Today we learned a lot about punctuation, and after the class I thought that I knew now the most rules of punctuation. But it wasn't true. Then, doing the homeworks, I had a lot of problems and questions."
- A8/7 Oct/A.I: "Since I'm here, days pass very fast. I don't know why but I think is a good possibility that I'm all the time very busy Five minutes ago I was talking by phone with my father. he says that, if I want, I can go to [visit] Oxford in January. Since two hours ago I have a strong headache, as usual.... I think the people from my morning class is wonderful. They are very kind with me. For instance [A5] is a very nice person. I like very much to speak with her. She is very delightful talking. Yes, really, she is a good person."
- A9/7 Oct/A.I: "Today I was asleep in class because it's Tuesday! It's getting better. I had to concentrate a lot because the class has been very intensive.... I met a Spanish girl whom I hadn't seen since a long time ago. We went to a pub I'm very happy because I've found a job in a video shop. Tomorrow I won't go to class the first two hours because"
- A11/7 Oct/A.I: "In the afternoon I learned some words and I played pieces on the piano.... In the morning we had some grammar. I found the class extremely boring. I hated the 'commas'. We spent, indeed, all the morning inserting the correct punctuation in some sentences. For all that, it was handy!"
- A12/7 Oct/A.I: "Today the class has been very interesting. We talked about the English punctuation and the relative clauses. This subject seemed to me easy at the first view but as we were going on, it was something more and more difficult. Anyhow, I think that we worked hard on the assignment and so far problems are gone. In the afternoon, I began my Comercial English, wich contrary to the other subject I find so very difficult at the begining but little by little much more easier."

8 Oct A.I

- CR/8 Oct/A.I: <Feeling energetic and nearly on top again.... Relationships [students-students] now very good. Hope that [student-teacher relationships] are improving – not getting any 'personal' negative feedback on this from diaries (naturally enough) but the word 'boring' may reflect antipathy to me rather than to the content of the lesson. In class I don't sense negative vibes from anyone; all seem 'personally' responsive but must [remain alert to the possibility that this is illusory]. Told them that on Friday a) buy practice books for overview of FCE plus work b) taped interviews. ([A11], when invited, said preferred not to, as [she thought she had a] horrible voice, but concurred with research, personal help, etc. purpose). On Monday we start the 'Phase II' [= Stage 2] assignments, God willing, with 12 - 1 every day allocated to 'class-work' (grammar, listening comprehension, interview techniques [for the examination], general difficulties etc.) A good day ... back on some sort of form. First day of [linguistics lectures] I wish to attend. Programme already heavy (4 hours on HW marking yesterday) and hope I will cope —>
- A1/8 Oct/A.I: "We talked about punctuation again. I think I have got it now. (I'm not sure, of course). We also had to write a story out of given information.... A girl from my hostel gave me a few Lovestories. I started to read one of them.... I watched TV."
- A2/8 Oct/A.I: "We have to write a dialogue in pairs. We had some main words, like a daily diary. Some of us read the dialogue and the teacher corrected the mistakes. He explained us on the black board each mistake. That's a good way to learn. We have spoken about commas, fuel stops, and so on. Sorry, I haven't enough time to do my home-work exactly, because my girlfriend arrived yesterday. She will stay here for one week. It's possible that I revise some home-work in this week. I hope you will understand this."
- A3/8 Oct/A.I: "At school we had an other lesson on learning punctuation. I will look on all the punctuation when I read something. Up to now I didn't bother about it. I have to read and write much more.... After supper, I had a discussion with my [host] family about the problem: alcohol, smoke, drug. It was very interesting, because there are quite differences between Ireland and Switzerland. Surprising, I got a phone call from my parents! It was lovely to hear that they are well."
- A4/8 Oct/A.I: "First we had to write a story Then we heard something about punctuation once again. Yesterday I didn't see anything in my homework and this morning everything was so obvious. It was a bit boring, but I didn't feel well again.... Tonight I'm going to stay at home to do homework."

- A5/8 Oct/A.I: "Today we went over [a text], getting on with the punctuation (inverted commas for direct speech, etc). We spend a lot of time on it (but it wasn't a waste of time). I liked the class. We also had back our homework and I wrote down my mistakes. Then, in pairs, from short sentences, we wrote a story, and after that we corrigen [= corrected] it, and then, the punctuation homework. We must study lesson 6 this evening. I think it's a good idea to study lessons for homework, because we save a lot of class-time, and in the class we can concentrate on the most interesting things of that chapter."
- A6/8 Oct/A.I: "I'm happy about the idea that we can study individual the next week, because at the moment I feel me sometimes a little bit bored. I hope I can learn the next week the thing that I really need. The most important things to make progress are at the moment the writing exercises which we have to do at home. It's really helpful for me to see which mistake I do."
- A7/8 Oct/A.I: "This week I think that the lessons are being very slowly and that makes us very tired. You have to be very attention all the time and that is very difficult. I know that this grammar lessons are necessary for us. I'm sure that most of this things I didn't remember and I have to practice, but I think it would be better if part of the morning we do grammar lessons and the other part of the morning we change to another sort of thing. I hope next week is going to be more entertainment."
- A8/8 Oct/A.I: "Today is not a bad day for me.... Someone told me that I was very elegant. In the class, I get a good work.... Really, I think I have two wonderful brothers."
- A9/8 Oct/A.I: "The class was funnier than other days.... I felt nervous because it was the first time I work in a shop."
- A10/8 Oct/A.I: "The lesson was very good for me today. This is exactly the kind of lesson that I like. Pairwork and talk about the work afterwards. I'm very satisfied. I'm also esteem the corrections, they are very important for me – thanks for do that."
- A11/8 Oct/A.I: "Then I started to read the unit 6. I spent nearly an hour finding the words. I hadn't so much time to learn the lesson, because at about 5³⁰ I began to help [the host-family mother] in the kitchen.... I had the first meeting with the 'historical society' in Trinity College. I didn't enjoy myself, because was a debate about politics and I couldn't understand. Hopefully the next meeting will be more interesting than the last one. In the morning we continued the analysis of some texts at page 29 (red book). I didn't find them interesting but they were useful for writing."

9 Oct A.I

- CR/9 Oct/A.I: <Major problem with [A9] (and a few others) not putting enough effort into the class. Spelled it out for [A9] on her HW sheets. She seemed devastated. Not sure whether because of this, or external reasons. Called her for a private chat during the break. Asked her to understand that my criticisms were designed to help her to pass the FCE and that I had high hopes for her IF she put in the required effort. She was still upset and said that she knew I was right because 'everybody said the same thing' – I took this to mean that her teachers had always found it so. Afterwards she continued unresponsive. Have to wait and see. Difficult to know what is better, carrot or stick. With temperamental/emotional Latins the stick can be soul-destroying, with Nordics it acts as a spur. Also told class that HW marking can take me up to 4 hours a night and that if they showed lack of interest or effort they could not expect me to make up the deficiency. Otherwise class seemed OK.>
- A1/9 Oct/A.I: "We talked about punctuation today again. The[n] we had to read an article about ... Northern Ireland. Then we discussed generally these things.... in the evening I'll watch TV. I might continue to read my book (english written)."
- A2/9 Oct/A.I: "Today we read a story from a newspaper about North Ireland [CR] explained us each word, because every second word was difficult to understand. I didn't learn a lot with this kind of work. The last thirty minutes we had a discussion about [the newspaper topic]. It could be interesting to discuss more than thirty minutes."
- A3/9 Oct/A.I: "At school we finished about the punctuation and read an article.... It was about ... Northern Ireland.... It was quite difficult to understand and analyse. I like it in a way to get difficult work. For homework I sit there and look for the right answers till I'm sure. Now I really feel that I'm studying English. The discussion in class ... was quite funny. It was also very interesting because of the different opinions from the students. In the afternoon we studied the map from Ireland and looked, where we could go this weekend. It was difficult because there are a lot of nice places around. It will probably be Galway or this direction anyway."
- A4/9 Oct/A.I: "The morning was quite interesting, but not the homework. I've been studing it for about thirty minutes – without reading it – but I haven't found a suitable solution yet. I have only one side In

an another half an hour I may find the other side.... I'm going to stay at home tonight and try to finish my homework. Really, I don't know what and how to write."

A5/9 Oct/A.I: "Today we started [by] correcting our punctuation homework: commas, inverted commas, colon, etc. That took us a long time. Afterwards we had a complicate text to read (not so complicate in the grammar, but there was such a great list of words that I didn't know, that I concentrated on that words and didn't understand the plot of the story).... but I will read it again. After read and understand the text, we talked a bit about the problem that the writer stated, but finally we finished talking about [a topic area]. Then, and the end of the class, we played the game of 'yes' or 'no'."

A6/9 Oct/A.I: "Today we read an interesting article. Then we had a discussion about [a topic]. I'm sorry that I couldn't do the homework for tomorrow. But after dinner I stayed with my [host] family and we talked and talked and the time passed. So, when I looked on my watch, it was just 12 o'clock and at this time I was too tired to do my homework seriously – I'm very interesting in this topic, but I need a clear head to write my ideas about it – I hope, you forgive me, when I do it for Monday."

A7/9 Oct/A.I: "I like working in group. I think that working in that way you can learn things from the others and it is also more entertaint. You can have more comunication with the people in the class and you also can practice english. I know that grammar classes are very important and I think it's good to repeat things that maybe we have forgotten or we think that we know them, but at the end we do them wrong."

A8/9 Oct/A.I: "Today, the morning class was funny. I liked it.... Also today, I was talking by phone with my father. He told me that I can come again to Dublin after Christmas if I want. 'Of course' I answer. Really, I like this wonderful country. The people are very kind and polite. If I can, I will live here."

A9/9 Oct/A.I: "Today has been the worst day in my life, I think. I went to class and saw my homework corrected. [CR] wasn't there but after a while he came. He asked where I was and whether I read his notes or not. He said to me I was very lazy and was wasting the time. I was, of course, very upset. And after the break I broke into tears. I couldn't participate in class at all and then he said to me he was trying to help me to get an 'A' in the FCE. I don't think this is the best way to help a person because what he has tried is that I'm wreck now. I've been crying all the day trying to forget it but I couldn't. I was in a pub and was still crying so a friend of mine told me to go to her house to sleep and she could help me. So I went there but I was still very bad and I couldn't sleep because I was still weeping. I think tomorrow will be another day but for me the class has changed completely. I think I am not able to be the same as I've been up to now. I will work hard but the class will change. I'm not going to participate. I'm the worst so I can [= can't?] speak to other people. I can't put up with it. It has been very hard for me and at this moment I would like to return to Spain."

A10/9 Oct/A.I: "The review about the Article in the [newspaper] was quite long and I could not understand the sense (of the article). The discussion, subsequently was very intressting. It is a great pity that I'm not be able to explain my own opinions very well. But I think, for me, more important than discussions, is grammer theori."

A11/9 Oct/A.I: "One of my friend died yesterday. I couldn't do the exercises. I'm sorry! I'll bring them on Monday."

A12/9 Oct/A.I: "12.00. Read yesterday's [evening paper] Read article. What we read was wrong. Teacher had changed the order of the story. He is the boss. 13.00. Finished classes. Let's go to McDonalds. Met my girlfriend and other friends."

10 Oct A.I

CR/10 Oct/A.I: <[A11] ... couldn't see how it would be possible to do [one of the First Certificate Examination papers] within the time limits. After analysis of required timings everyone agreed that it was difficult but quite manageable. [Four students] missing.... Now must repeat whole morning's session with the absentees [A8] spoke to me at end: very worried about her standard.... Very despondent but cheered up completely when I told her how we were going to tackle the problem together, lent her [a guided writing textbook] ... went through formula Last 30 minutes of 'Hotel' charades; everyone very much enjoyed and ended week on happy relaxed note.>

A1/10 Oct/A.I: "[CR] gave us an old [examination] paper and we had a look at it. We went trough the whole thing, and I think it is very, very difficult to pass it. But the blue book, we had to buy, will be a great help (I hope). In the afternoon I went on to read my lovestory, and I stoped 5 minutes later, because it's too boring.... In the evening I met [A11], and we went to [a pub]. There we met loads of foreign students. Because we didn't like it we went to Trinity. A band was playing. It was much better than [the pub]."

- A2/10 Oct/A.I: "I couldn't go to school ... because we rented a car. It was a sunny mor[n]ing as we started. We drove in direction Galway.... There are very nice shops and pubs. After we had lunch our aim was Clifden. We didn't drive very quick because the coast roads were so beautiful.... The next morning we drove to Westport."
- A4/10 Oct/A.I: "We have to know how the exam is, because it's not only to know the words (vocabulary, prepositions, etc.). We also have to know how to do the different papers.... Tonight I was reading a English book that means about the first sixty pages. Over the weekend I will try to read a book from Agatha Christie, if I have the time."
- A5/10 Oct/A.I: "The whole morning we talked about the First Certificate Examination, and to know things to do or not in the exam. We examined photocopies of this exam, and did some exercises, to time how many minutes or seconds we spend on each. We realised that we are too slow, we must learn how to save time. I think all of us felt a bit depressed with the results of the experience. For example, it take us too much time to read and understand a passage, and I opine we should train on this kind of exercise.... Then, we had a look on the 'Practice Test' book That didn't cheer us up! After that, during the last half an hour, we had fun playing a game of mime. This evening, I did my homework and studied as usual."
- A6/10 Oct/A.I: "... we spoke about the First Certificate exams. I found it very boring and I think, fifteen minutes or half an hour had been enough time to speak about this and to explain our task. For me it was really a waste of time!"
- A8/10 Oct/A.I: "Well, first I went to a library and then I was in a shopping centre From 8'45 to 1'30 I was studing. I thought go to Galway this week-end with [A4], [A3] and [A6], but Then – more study. I share my clothes with the younger daughter of my house. That is good. It's a steep ahead in the confidence among me and the family."
- A9/10 Oct/A.I: "After crying for a long time at night, I didn't get up for the school.... I was in my friend's house where I have slept and I went home for lunch and told the landlady everything. She at least understood me but I was still crying all the time. I wanted to go back to Spain with my family and with my friends.... I went out to a pub until late.... At the end of the night I was better because my friends told me they would help me with my English. At least I have good Irish friends!"
- A10/10 Oct/A.I: "The class size ... was very pleasant! I'm very cheerful [= glad?] to know the examination now. My work will be more purposeful now."
- A11/10 Oct/A.I: "I was in a bad mood, but in the evening I cheered up because I went out with some people of my class. We spent a little while in Mac's bub [= pub] afterwards we enjoyed ourselves in Trinity College's Buttery. Some people played nice music. During the week-end I didn't do any studies because I was invaited by [a friend's] family in Dalkey. I had great time."
- A12/10 Oct/A.I: "'Friday' is a very important period of time that makes you feel happy. And why not, today we had a good day even though some people (the badies) had better day than the rest of the class. We worked in the 'practice test' of the First Certificate and after that, we played different games to amuse the last half an hour of the day."

APPENDIX D-A II

CATEGORISED DIARY EXTRACTS: COURSE A STAGE II (13 OCTOBER - 31 OCTOBER)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol '//'; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. Text falling appropriately under more than one heading is shown within brace brackets. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student's attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are chronologically ordered within categories of the course components for Other-Directed Learning (ODL), Affective Dimension Factors (ADF), and Self-Directed Learning (SDL):

ODL Components

1. Programme
2. Materials and Equipment
3. Composition of Class
4. DODL Elements

ADF Components

5. Wellbeing
6. Counselling Consultation
7. Outclass Environment

SDL Components

8. Peer Support
9. Laboratory
10. Library
11. Projects
- (Outclass elements)
- 12D. Class Diary
- 12S. Setwork
- 12F. Freework

Other Directed Learning Components

1. *Programme A.II*

1.1/A9/13 Oct/A.II: "We are going to change the programme of the class, so it will be better."

1.2/A6/22 Oct/A.II: "{I have suggestion: Is it impossible to give us our homework for example on Monday for the whole week that everyone could plan his own timetable?}" [Also under heading Setwork]

1.3/A2/24 Oct/A.II: "We discussed about the class and we had heard that we are not working enough hard. We changed the time table, in my opinion not too bad [= not too bad]."

1.4/A3/24 Oct/A.II: "We also made a new timetable for the class. We had [a] few discussions about topics we wanted. That was very interesting and the morning was quickly gone."

1.5/A4/24 Oct/A.II: "Afterwards we had a big discussion about our homework and the teaching methods in general. In fact we had a lot to do the whole week. The main problem was my vocabulary list. I haven't finished it yet. So I have to do it next week. I have nothing against the teaching methods and [CR] at all! I only don't like too many grammar lessons, because I sometimes make so silly mistakes in my homework that I can't believe and understand it afterwards. I have to pay more attention to the details. Next week we have two grammar lessons per day. That may be boring."

1.6/A6/24 Oct/A.II: "{Then we discussed about a new system for our homework and made a new division of the morning in four sections. I'm glad that we try a new homework-system and I hope it will work.}" [Also under heading Setwork]

1.7/A10/28 Oct/A.II: "It was a good idea to divide up the day in fix parts. Refrain [= apart] from the Language Laboratory which didn't work proper, it was a bit annoying, is the new rhythm of the day in every respects quite present."

2. *Materials and Equipment A.II*

[No extracts were taken under this heading]

3. *Composition of Class A.II*

[No extracts were taken under this heading]

4. *DODL Elements A.II*

4.1/CR/13 Oct/A.II: <Very 'harsh' class ... no fun and games etc.>

4.2/A1/13 Oct/A.II: "Today's lesson was a waste of time I think. Of course it helps to repeat grammar and I know I also need it but we had been talking about that nearly the whole last week."

4.3/A3/13 Oct/A.II: "We carried on with our school books and spoke about passive forms, prepositions and relatives. That was quite interesting."

4.4/A4/13 Oct/A.II: "I should be more interested in punctuation but sometimes it's really boring."

4.5/A5/13 Oct/A.II: "Today we started with passive sentences.... [the remainder of the diary entry is a list of all the class-activities that took place].... We left the class at 12.30."

4.6/A8/13 Oct/A.II: "This morning I learnt a lot in the class."

4.7/A9/13 Oct/A.II: "Today the class has been very intensive although the grammar was easy for me."

4.8/A10/13 Oct/A.II: "This kind of lessons are very good for me!... thorough explanations – that's the way to teach me!"

4.9/A11/13 Oct/A.II: "The grammar lesson was quite interesting. I have a clearer idea about the relative pronouns. Unfortunately the class was bored: the usual Monday morning syndrome."

4.10/A12/13 Oct/A.II: "Today in class we did some reviewing of the passive tense and the adjectival and relative clauses."

- 4.11/A4/14 Oct/A.II: "It's very difficult and a waste of time to discuss with people without an own opinion."
[Also under heading Peer Support]
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- 4.12/A5/16 Oct/A.II: "The last half an hour we relaxed looking a film on the T.V. set, 'Love at the first bite'."
-
- 4.13/A4/17 Oct/A.II: "Today we also got our progress report no 1. Embarrassing!!!!... I hope we'll have to study next week more than the previous one. {I'm not satisfait to read newspapers and books, watch TV and talk to the people, I also have to study why you write something this way and why anything else is wrong, for example.}" [Also under heading Freework]
-
- 4.14/A5/20 Oct/A.II: "Then, we had grammar for about half an hour (that was good), studying 'used to' and 'be used to'. I finally realised that you must put a gerundif with 'be used to' and not an infinitive as with 'used to'. Only [A9] and [A1] did not attend this class because they did perfectly their homework."
-
- 4.15/CR/21 Oct/A.II: <Today's class ... came close to what I had envisaged as the norm for the 'fluency' stage: a sound mixture of teaching (test review/listening comp/summary writing) with interactive pair-work element in the summary, a not-too-serious approach to the listening comp, and a strict ... enjoinder in the summary. Plus a constructive 'everyone doing the same thing' grammar ex's HW, with an awareness, by them, of the integrated individualised 'class-library' work requirements for the future. Have yet to see how long marking 13 'indiv' HW's takes & to get D. Diary feedback on what I regarded as a successful day.>
- 4.16/A2/21 Oct/A.II: "The explanation to the 'test-one' was very good. Then we had to write a synopsis of a synopsis. {This was a pair work, I worked with [deleted] though I can't bear her....} listening-comprehension-work. That's a good lesson to learn understanding the voice from a tape. We were very busy all morning, but I think I learned a lot. I didn't waste my time at all." [Also under heading Peer Support]
- 4.17/A3/21 Oct/A.II: "We didn't continue with our video programme. We corrected the first paper from the exam. I prefer mornings like that. In the evening I really felt that we've done something useful."
- 4.18/A4/21 Oct/A.II: "This morning was very interesting. We did some exercises such as a sinopsis of a sinopsis. We also corrected the first test paper. It was very useful for me to get the information why my answers were wrong."
- 4.19/A5/21 Oct/A.II: "This morning we didn't do any video project at all. We had a profitable morning and learnt a lot of things ... we learnt a lot of grammar, vocabulary and frasel [= phrasal] verbs ... a listening comprehension test.... {Then, in teams, we did a summary of another summary. It is very difficult to work in groups, when you are alone you make your own decisions and don't have to discuss three hours for every single sentence in the text. I suppose this way of working is suggested knowingly, to make us speak in English.}" [Also under heading Peer Support]
- 4.20/A6/21 Oct/A.II: "The grammar exercise we did were more helpfully [than the video project] for me. I think the work that we now do helps me really to make progress. I hope it at least"
- 4.21/A8/21 Oct/A.II: "At morning class we are trying a new method to learn. I think it is a good idea."
- 4.22/A9/21 Oct/A.II: "I liked the class very much today. It was very changeable with many different things. We haven't done the video-project but the things we have done are new and interesting."
- 4.23/A10/21 Oct/A.II: "I learnd a lot from todays' review of the test and I would like to repeat this kind of exercise. The lesson with the tape-recorder was quite easy to do, nevertheless I think it is necessary to practise our ears."
- 4.24/A11/21 Oct/A.II: "Sorry if I came late ... I don't know what you did before I came, but this morning we didn't work hard. We just had a look at the red book worked in team for 15 minutes and spent too much time on the explanation of the first certificate (fotocopies) and new library."
- 4.25/A12/21 Oct/A.II: "Today the class lecturer [= lesson?] has been very useful. We have revising the practice test we did last week at home. After that we have done some grammar exercises from the book and a sinopsis ... in groups of two."
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- 4.26/A2/22 Oct/A.II: "The listening comprehension exercises were interesting."
- 4.27/A3/22 Oct/A.II: "In class we did some comprehension exercises. It is a very good change and useful."
- 4.28/A6/22 Oct/A.II: "I was surprised today that I could understand the most of the comprehension test ... it's a good exercise and it helps me to get security in listening and understanding."
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- 4.29/A2/23 Oct/A.II: "It turned out that a lot of us are confusing with passive and active sentences. We had a lesson on this. We tried to solve the problem with the 'root words'. We made a list on the table board. We didn't work on the video-project, because it's more important to solve the grammar exercises."
- 4.30/A4/23 Oct/A.II: "We got a lot of explanation and usefull words to our homework, which is always very interesting. {While most in our class had a lesson about passive, the rest went to the language laboratory.} The listening comprehension was OK." [Also under heading Laboratory]
- 4.31/A5/23 Oct/A.II: "... we divided the class. The 'goodies' went to the language laboratory to hear some tapes, and the remaining people had and interesting and very useful class.... it was one of the very rare classes on which we learnt interesting grammar. We learnt plenty of things"
- 4.32/A11/23 Oct/A.II: "We did some grammar: the passive and the 'root words' ... we corrected the exercises and [CR] explained on the blackboard the 'root words'. I found them useful."
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- 4.33/A11/24 Oct/A.II: "We corrected the homework and we're discussing the new timetable for the classroom. Was a nice relaxing morning and I enjoyed myself."
-
- 4.34/A2/28 Oct/A.II: "This morning was very hard but usefull. We spent nearly all the time with grammar. We got the homework back and we talked about the problems which we had for doing it. Another part was about the conditional forms and how we have to use might, may, must could and so on."
- 4.35/A4/28 Oct/A.II: "We got lots and lots of explanation about the conditional. I had to pay attention only because I didn't read the sentences in the exercise properly. So it was very boring for me."
- 4.36/A5/28 Oct/A.II: "This morning we did plenty of grammar, correcting the homework exercises. We learnt a lot of things."
- 4.37/A10/28 Oct/A.II: "The grammar lesson was successful and intense for me today; I hope we'll carry on in the same way."
- 4.38/A11/28 Oct/A.II: "This morning at last we did a lot of grammar: the conditional sentence and the 'must + have to'. I found the lesson very interesting. [CR] spent all of 3 hours explaining the grammar. It was one of the best lesson."
-
- 4.39/A1/29 Oct/A.II: "School was very boring but useful."
- 4.40/A2/29 Oct/A.II: "We had a look on unit 10 that we can solve these exercises for homework. We did an exercise in which we have to put the verbs in the correct form and tense. This is quiet difficult.... We spent a lot of time with homework problems that's very useful."
- 4.41/A4/29 Oct/A.II: "... and had too much grammar. {If we discuss the exercises before, they are too easy to do for homework.}" [Also under heading Setwork]
- 4.42/A5/29 Oct/A.II: "Today's lesson was like yesterday's. We got on correcting our marked homework and dealing with articles, 'd better' and 'should', and constructions like 'I had my hair cut' or 'they had their house redecorated'. This week is very short but productive."
- 4.43/A8/29 Oct/A.II: "Today was an intrascendent day. Well, not at all because this morning I learnt a lot of grammar."
- 4.44/A9/29 Oct/A.II: "I've gone to class and the programme is the same as a month ago. We've only done grammar and the class has been a bit boring."
- 4.45/A10/29 Oct/A.II: "... I'm very satisfied and grateful about this detailed grammar lessons."
- 4.46/A11/29 Oct/A.II: "As usual we corrected the homework from unit 9 and [CR] explained the following grammar: 'causative have', and different problems."
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- 4.47/A2/30 Oct/A.II: "We had a lesson about the homework exercises. That's very useful because I had not as much trouble with my homework and could finish it at all.... The last thing was about listening comprehension."
- 4.48/A3/30 Oct/A.II: "In class we spoke about the grammar in unit 11. I found it usefull that we write a lot of verbs with their prepositions down."
- 4.49/A4/30 Oct/A.II: "We did grammar the whole morning specially reported speech."
- 4.50/A5/30 Oct/A.II: "This morning we did grammar, like all days of this week."
- 4.51/A8/30 Oct/A.II: "I'm learning a lot of grammar the only thing I need now is to put it in practice."
- 4.52/A10/30 Oct/A.II: "I enjoyed the grammer lesson however but I don't know yet if I understood everything."
-
- 4.53/A1/31 Oct/A.II: "Then we learned how to play cards, it was good fun."
- 4.54/A2/31 Oct/A.II: "We did grammar from Unit 12. It was a quiet normally morning like every day."
- 4.55/A4/31 Oct/A.II: "We played cards. That was very relaxing and of course we enjoyed it."

- 4.56/A6/31 Oct/A.II: "After that we learned how to play card and so we enjoyed us for the last hour with this game."
- 4.57/A9/31 Oct/A.II: "The class has been very funny. We've played cards which has been a great idea because we've learnt more words although I knew most of them because I had played cards before."
- 4.58/A10/31 Oct/A.II: "I enjoyed the last hour. It was great fun and on the top of it all a very useful lesson, something for real life."
- 4.59/A11/31 Oct/A.II: "Afterwards we played cards and in the same time we learnt some words. I enjoyed myself."
- 4.60/A12/31 Oct/A.II: "... the last hour of class, we did something special, we played cards. It was very funny and interesting."

Affective Dimension Factor Components

5. *Wellbeing A.II*

5.1/CR/13 Oct/A.II: <[A9] not participating at all ... she said she was 'sick of the class'.>

5.2/A9/14 Oct/A.II: "Today I've talked to [CR] about my problem and I am a bit better because I told him what I felt and what I thought. We were speaking for about a quarter of an hour while the rest of the class was in the classroom."

5.3/A8/15 Oct/A.II: "I like my class. I think I have very good fellows."

5.4/A8/16 Oct/A.II: "{I like very much Ireland and its people. I think Irish people are very kind.} Resolutely, I want to live here." [Also under heading Out-Class Environment]

5.5/A6/17 Oct/A.II: "Now I'm here since for weeks, but I don't feel me very happy at school, because I don't make any progress.... we waste our time doing a video-project!?!? I'm really disappointed, because [CR] promised us to talk about our individual programme. But nothing happened yet - !" [Other remarks under heading Projects]

5.6/CR/21 Oct/A.II: <[A6] has not been pleasurable since the start.>

5.7/A8/21 Oct/A.II: "Today is a month exactly I'm here. It is a good anniversary."

5.8/A4/23 Oct/A.II: "{... I did homework for nearly four hours again. I didn't know that I would be able to do such a lot, but I'm getting nervous [= upset, agitated?] and that's very bad for me.}" [Also under heading Network]

5.9/A8/23 Oct/A.II: "I'm feel disappointed with all. I think my English now is as bad as when I came here.... I'm see me unable to learn English but I don't know why."

5.10/CR/24 Oct/A.II: <... got the impression that 'the hard life of the teacher' was beginning to strike them as a bit of a theme of mine - they were all laughing away, and the atmosphere was happy & relaxed. - Ended on a very happy 'conversation' basis>

6. *Counselling Consultation A.II*

6.1/CR/14 Oct/A.II: <"Counselling" session with [A9]: she has a phobia about being a poor student... she had come to Ireland to make a fresh start in her favourite subject, languages... encouraged her to accept that criticism was levelled only at the better students who were failing to achieve their potential, and never at the weaker students who were doing their best. She seemed much happier when we left it to start the group video project.>

6.2/CR/24 Oct/A.II: <[A8] approached me after class (I had told everybody to forget English work & have a good break) saying she had to work to try & keep up. Reassured her, got her a Basic English Grammar.... is somewhat out of her depth at this level and needs sympathetic guidance.>

7. *Out-Class Environment A.II*

7.1/A3/14 Oct/A.II: "In the evening [A6] [A4] and I went to the National Concert Hall. It was an evening with different compositions from Gershwin and Bernstein. It was magic!"

7.2/A6/14 Oct/A.II: "This evening [A3] [A4] and I didn't a lot to improve our English, but we did something for our mind: we went to a concert in the National Concert Hall. It was great!!!"

7.3/A6/15 Oct/A.II: "In the evening I went out with a friend to see a movie"

7.4/A9/15 Oct/A.II: "The three of us went to a cinema ... which I liked very much. It was a frightening film and it was very funny because I was the only one who was screaming in the cinema in which there were only a few people."

7.5/A8/16 Oct/A.II: "{I like very much Ireland and its people. I think irish people are very kind.}" [Also under heading Wellbeing]

7.6/A3/21 Oct/A.II: "In the evening [A6] [A4] and I went to the National Concert Hall for a concert about the composers Ravel and Mussorgsky."

7.7/A4/21 Oct/A.II: "Tonight we're going to a classical concert."

7.8/A11/22 Oct/A.II: "{I went to the theater}" [Also under heading Setwork]

7.9/A1/23 Oct/A.II: "... I did a lot of studying and ended up in a pub. I drunk far too much and had a few great conversations."

7.10/A9/23 Oct/A.II: "... afterwards we went to the cinema"

7.11/A1/24 Oct/A.II: "I was absolutely sick ... so I didn't go to school.... At night I ended again in a pub but I didn't drink any alcohol this time."

7.12/A2/24 Oct/A.II: "I spent my weekend in Cork. We had great fun. In every Pub was Jazz on, every Pub was crowded with people. I don't know how many people went down to Cork. We stayed in big hous and on Saturday night was a big party on. I was improving my English all the time, because there were no Germans at all."

7.13/A3/24 Oct/A.II: "[An Irish friend], [A4], [A6] and I ... going up to Sligo."

7.14/A11/24 Oct/A.II: "... we had our debs [= attended a special school-leavers' dance] and we stayed out all night until eleven the following morning."

7.15/A9/29 Oct/A.II: "I've watched a terror film on T.V. and was screaming all the time. I love this sort of films but I'm very frightened."

7.16/A5/30 Oct/A.II: "In the evening I went to the cinema"

7.17/A6/30 Oct/A.II: "In the evening I went to the cinema I was surprised how difficult it was to understand. I had really a lot of pains."

7.18/A9/30 Oct/A.II: "I stayed in town until late so I killed the time going to a film and seeing some friends"

7.19/A1/31 Oct/A.II: "At night we went to our pub."

7.20/A4/31 Oct/A.II: "In the evening I went to a jazz concert."

7.21/A9/31 Oct/A.II: "... we dressed up ... We went with the youngest girl of my house to ask for money and chocolates to the surrounding houses. Then we went to a Fancy Dress in Macs I won the second prize ... I feel very happy."

7.22/A11/31 Oct/A.II: "At night we had the 'Halloween' Party and I dressed up as turkey. We had a great fun!"

8. *Peer Support A.II*

8.1/A4/14 Oct/A.II: “{It’s very difficult and a waste of time to discuss with people without an own opinion.}” [Also under heading DODL Elements]

8.2/A2/21 Oct/A.II: “{This was a pair work, I worked with [deleted] though I can’t bear her....}” [Also under heading DODL Elements]

8.3/A5/21 Oct/A.II: “{Then, in teams, we did a summary of another summary. It is very difficult to work in groups, when you are alone you make your own decisions and don’t have to discuss three hours for every single sentence in the text. I suppose this way of working is suggested knowingly, to make us speak in English.}” [Also under heading DODL Elements]

8.4/CR/23 Oct/A.II: <Asked [A9] and [A6] to act as tutors for [A10] and [a temporary member of the class] (when they come to class – !) on the Passives.>

8.5/CR/28 Oct/A.II: <Wrote a ‘special note’ for [A1] re ‘teaching-assistant’ role with ‘support teams’.>

8.6/CR/29 Oct/A.II: <Spoke to [A1] today about potential role as ‘teaching-assistant’. Know she felt flattered to be asked.... it will be interesting to see if the class will accept her in a teaching role.... Will put the idea of ‘support-teams’ to the class tomorrow, for implementation in week one of Stage III commencing on Monday next. They may vote it down – if so, though negative, it will be a step towards their evolution as autonomous learners.>

8.7/A1/29 Oct/A.II: “I think the idea of this teaching-assistant isn’t bad but very embarrassing. But I think it could help everybody.”

8.8/CR/30 Oct/A.II: <Discussed ‘Support Teams’: nobody enthusiastic but nobody against.>

8.9/A2/30 Oct/A.II: “We divided the class in groups [= groups]. Each group has a kind of ‘teacher’, they are responsible for the questions.”

8.10/A4/30 Oct/A.II: “We also divided our class in four groups. I can’t say anything about the idea we have to try it first.”

8.11/A6/30 Oct/A.II: “We also divided the class in supporter groups. I think this is a good idea to try it.”

8.12/A11/30 Oct/A.II: “[CR] decided to organise us into ‘workgroups’. I was elected as a group leader. I’m afraid [= worried] that I won’t be able to do it.”

8.13/CR/31 Oct/A.II: <... discussed Support Teams again & ‘introduced’ it by getting them together to play cards. Seemed to enjoy it (& learnt vocab). Good way to introduce people in each team to idea of being together in unpressurised context.>

9. *Laboratory A.II*

9.1/A4/23 Oct/A.II: “{While most in our class had a lesson about passive, the rest went to the language laboratory.}” [Also under heading DODL Elements]

9.2/CR/28 Oct/A.II: <Today: introduced students to their first language-lab ‘free-study’ session (with supporting list of materials)>

9.3/A1/28 Oct/A.II: “I choose the tape: Lower Advanced Drills, tape 1 and I did Drill 1 and 2. I’d like you [= to?] use the whole tape.”

9.4/A2/28 Oct/A.II: “We were in the laboratory for 35 minutes, but we didn’t study a lot. It was more how to handle all the stuff.”

9.5/A3/28 Oct/A.II: “We also went to the language laboratory and tried individual tapes. That is a very good idea. I like higher standard in listening otherwise I’m getting bored. These fluency tapes are the right ones for me.”

9.6/A4/28 Oct/A.II: "Between 9 and 10 we had language laboratory. The pauses between the sentences were so short, I had to speak so fast that it was nearly waste of time. I usually don't speak that fast."
9.7/A5/28 Oct/A.II: "We also went to the language laboratory before the coffee break, and this time we did individual work, according to our personal level."

9.8/A1/29 Oct/A.II: "In the Lab I used the tape 'Determiners & Articles'. I tried tape 1 and 4 but I thought they were no good for me. So I wanted to go on with yesterday's tape but it was already gone, so I took Lower Advanced Drills tape 4 (instead of 1)."
9.9/A2/29 Oct/A.II: "I was for ten minutes in the laboritory. I worked with [stimulus-response drills]"
9.10/A4/29 Oct/A.II: "We went to the language laboratory"
9.11/A9/29 Oct/A.II: "It was a long time since I didn't go to the laboratory and I've found this way of doing it very useful. It's better because everyone does what they need. I've done Phrasal Verbs, which I find it very difficult."
9.12/A11/29 Oct/A.II: "In the language laboratory I used the little blu book from lesson 40 to 55."

9.13/A5/30 Oct/A.II: "We also went to the language laboratory. Everyone did his specific work. I learnt expressions (I wrote them down, otherwise I would forget them)."

9.14/A1/31 Oct/A.II: "I chose the tape 'Lower Advanced – Fluency in English' again and did Drill 2/3/4/5. I'd like to continue that tape."
9.15/A2/31 Oct/A.II: "I worked with [stimulus-response drills] for twenti minutes at the labority. I did exercises 33-38."
9.16/A4/31 Oct/A.II: "We went to the language laboratory again."
9.17/A10/31 Oct/A.II: "The Language Laboratory worked proper today so I had a satisfactory period there. The training in the L/L is a good way, for me, to practise the spoken Language unless [= if] the machine work from the beginning."
9.18/A11/31 Oct/A.II: "In the language laboratory I listened to the 'Fluency 1 to 5' and I found it quite good."

10. *Library A.II*

10.1/CR/17 Oct/A.II: <Discussed my proposal for 'class-library' with [the Director of the institution]. Agreed in principle and practice.... Prepared 'class library'.>

10.2/A4/20 Oct/A.II: "... after the break we could choose a book for homework. My book looks nice. I haven't done any exercises yet, but I'd like to do the first lesson."
10.3/A5/20 Oct/A.II: "We also had a look of [= at] many books and each person chose one to do his homework. I think it is a good idea to choose yourself which is good for you."
10.4/A6/20 Oct/A.II: "The idea with the books is not bad and this evening – after I had done my homework – I felt the first time that I had done something to improve my English."
10.5/A9/20 Oct/A.II: "I liked the idea of choosing different books."
10.6/A10/20 Oct/A.II: "The joke with the book's – The book that I picked up ... was not very useful for me but I expected nothing more after such a short time for selecting. I hope we have next enough time to select a right book."
10.7/A12/20 Oct/A.II: "... the new program about the 'Class library' which I think it's being very good in order to practice at home."

10.8/A9/21 Oct/A.II: "We have available tapes to listen at home which is a very good idea."
10.9/A12/21 Oct/A.II: "A very good incursion of one of our classmates, said that could be very interesting the using of tapes at home being something to complement the library class."

10.10/A6/23 Oct/A.II: "The class ... was really good. I like to work on myself and so I found it good that I could go to the laboratory [i.e. for 'library' work] to do some individual exercises."

10.11/A3/24 Oct/A.II: "In class we could do some homework first. Some students were missing and we waited for them while we studied."

10.12/A5/24 Oct/A.II: "Today we started doing individual work. Everyone did his homework or whatever that had to do with English, because there were missing two students, so we couldn't had a grammar class."

11. Projects A.II

11.1/CR/14 Oct/A.II: <Group video: general outline of 'functions' on board – call for volunteers to fill the roles – handed over to [A12] as 'producer'. Later advised him to split into 4 groups of 3 – best idea of the 4 becomes the Project.>

11.2/A2/14 Oct/A.II: "We had to find out or better to decide what kind of film we would like to shoot.... I am responsible for the film-camera. I am happy with this choice.... We will be shooting outside the [institution].... We will interview some people.... I like this kind of school, then we sometimes work outside the class and it's more interesting instead of always sitting in the classroom and listen and listen —"

11.3/A3/14 Oct/A.II: "... started with our video programm. We all decided to produce a film about Dublin. It is very interesting but also very difficult that it doesn't become boring. We carry on with this and I think we'll manage that."

11.4/A4/14 Oct/A.II: "I think it isn't a bad idea to make a video. But we shouldn't use too much time on it."

11.5/A5/14 Oct/A.II: "After that we talk about a class 'video project.... I think everybody's more or less happy with his/her job."

11.6/A6/14 Oct/A.II: "... then we discussed about a video project. Still I'm not so happy about this idea and I hope this task wouldn't take a lot of time."

11.7/A8/14 Oct/A.II: "The morning class was very funny. Really, I think it's a good idea to make a video. It's funny but it's hard. It is another new experience in my life."

11.8/A10/14 Oct/A.II: "I'm very pleased to produce a Video."

11.9/A11/14 Oct/A.II: "In the morning [the CR] had a nice idea about a new programm for a project video. [A12] has been voted as a producer, with him we discussed about the title and the outline. Tomorrow we'll start working on it."

11.10/A12/14 Oct/A.II: "Today at class we have been discussing about doing a Video Report and finally everybody could agree about the primacy of being myself the boss, or what it's the same, the 'productor' of that Video. What a responsibility!!"

11.11/CR/15 Oct/A.II: <Started class off with a 'suggestion' [a detailed plan follows].... Left them alone to get on with it. At 9.30 checked: everybody keen and enthusiastic except [A9]. Reason: 'boring – thought it was going to be more practical, e.g. interviewing people'. Pointed out the involvement, organising ideas, 'fluency' element, supportive, etc. elements of the task. She reluctantly agreed to give it a try. This seems to lie at the root of her 'educational history' problem – she doesn't appear to like the 'routine' or 'tedious' elements of learning, even where they are susceptible to personal adaptation to extract the interest.... The 'active' element of interviews suggests perhaps a need to be obviously 'doing' something rather than 'thinking about' something – a 'non-reflective' temperamental disposition.... she doesn't, at present, give much evidence of being a self-starter who needs total self-direction/autonomy [= ISDL]. This may evolve. // 10.15 am: ... observing group dynamics: very good constant work rapport in three teams, friendly relaxed in [A9]'s group (+ [A5] + [A8]) – are they chatting, working on the task? Will wait until team reports at 10.30. Intervention necessary: [A9] covertly speaking Spanish to [A12].... // Later: had to ease class in right direction – surprising lack of initiative.... Had to direct them to dividing up the 'research' into manageable chunks, for one person to deal with 'x, y, z' in depth, rather than everyone milling around trying to research everything at once. We tried 'stills' and voice-overs.... Observed same 'lethargy' in [A9] & [A7] as in 'grammar' classes>

11.12/A2/15 Oct/A.II: "We tried to find out which parts in Dublin, which buildings just what is interesting to shoot."

11.13/A3/15 Oct/A.II: "... we continued on our video programm. We get separated in four groups and every group has a different subject about Dublin.... It is interesting but also very difficult to find the right things."

11.14/A4/15 Oct/A.II: "We only talked about the video. It's very difficult here to find something out about industry. I thought they should a statistic or whatever. So I have to try it tomorrow once again."

- 11.15/A5/15 Oct/A.II: "Today we spent the whole morning in the video project. [The rest of the diary entry describes everything they did]."
- 11.16/A7/15 Oct/A.II: "I think that the video film could be very interesting. We can learn new things of the country and we can compare them with our own country.... I find my option a bit difficult, but I hope we are going to find a lot of information."
- 11.17/A8/15 Oct/A.II: "I think the idea of the video is a great idea"
- 11.18/A9/15 Oct/A.II: "Today has been a very excited day in one way. At the beginning we had a little argument because I thought that the video project and the way of doing it was very boring but our part was education in Dublin and It was successful. They were very charming and pleased to help us."
- 11.19/A10/15 Oct/A.II: "I'm not completely agree The project today is suddenly very different. This project is not now our choice, it is [CR]'s 'intervention' but – it is acceptable – go ahead!"
- 11.20/A11/15 Oct/A.II: "Today we began to divide the video's work in different groups: business, history, freetime of the Dublin city. I work in the history of Dublin's group."
- 11.21/A12/15 Oct/A.II: "Today we had been working with the Video-report as yesterday and now we are ready for the research. Everybody is working hard and I think it will be a good Video-report."
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- 11.22/CR/16 Oct/A.II: <Despite lack of initial enthusiasm by a few, the Video Project off to a reasonably good start. [A12] seems to be doing a good job as producer.>
- 11.23/A1/16 Oct/A.II: "First I didn't like the idea of the video-project at all but now it seems to be great fun."
- 11.24/A2/16 Oct/A.II: "I am a little bit afraid about the lesson in school, because I should or I must learn grammar then a big part in the examination would be grammar and I am not very good. It doesn't mean I don't like what we are doing now, but I can imagine it's not enough for me to pass the examination."
- 11.25/A4/16 Oct/A.II: "Then we had to look for more information about business and industry in Dublin. In [deleted] they knew nothing, in [deleted] they gave us lots of addresses but no information and they send us to [deleted]. The people there knew nothing once again.... In the afternoon I went to some bookshops but I didn't find anything. In the evening I asked [deleted] and he could give me a very few answers. So I have to try it tomorrow once again. But slowly I have enough of this topic."
- 11.26/A5/16 Oct/A.II: "As we did yesterday, today we spent the whole morning working in the video Project.... [There follows a full description of everything they did.] We saw ourselves on the T.V., it was funny."
- 11.27/A6/16 Oct/A.II: "Today we continued with our work on the video. [A11] and I went to some places to ask for the permission to film."
- 11.28/A9/16 Oct/A.II: "Today we have started doing practical English in the sense that we have filmed with the video in class. It has been very funny because no one wanted to be interviewed I didn't go to Trinity to ask for permission to film next week because I think it's the hardest work to do it on my own."
- 11.29/A10/16 Oct/A.II: "In the morning I went with [A1] in the National museum to ask for the permission to film – it was quite interesting. I think we make an good job."
- 11.30/A11/16 Oct/A.II: "A lot of work!... I walked ... to Christ Church Cathedral. I spoke with the priest, he agreed to our shooting of the video in the Church. After I went to the City Hall and Dublin Castle; no problem ... quite exhausted, I rushed to the Bank of Ireland. There I asked ... and I talked with someone in charge who told me: 'No problem' As a last building I went to [deleted] where I found disorganised people."
- 11.31/A12/16 Oct/A.II: "Today has been a very amusing day because everybody went out looking for their information. After that, we have been using the Video and the VCR to practice for the next week."
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- 11.32/CR/17 Oct/A.II: <The video project seems to be a bit chaotic but hope will settle down on Monday.>
- 11.33/A4/17 Oct/A.II: "Today we had to work on our video again. [A7] and I went to the [deleted], [deleted] and at least [= finally] to [deleted] where we got a lot of lecture for the first time since we had been working on that project. I don't say it's a waste of time. but I'd prefer to study grammar and that disliked language laboratory."
- 11.34/A5/17 Oct/A.II: "We started filming today. We prepared the things we needed in class and then went to the National Museum, where there was a girl waiting for us, an archeologist. We interviewed her and filmed some old Irish jewellery. After that [= that] we went back to class and put the video in the T.V. set in order to see how it was, but we realised that there was no sound!"
- 11.35/A6/17 Oct/A.II: "I know I'm very bad in grammar and tense, but how can I manage to get better, if we do so few exercises and if we waste our time doing a video-project!?!?"

- 11.36/A10/17 Oct/A.II: "Today we worked on our video project again."
- 11.37/A11/17 Oct/A.II: "In the morning nothing it worked. The batteries for the camera were gone, we couldn't shooting. We hadn't enough information about the education and the business part of the Dublin city."
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- 11.38/CR/20 Oct/A.II: <Checked with class – [A6] said video project 'a complete waste of time'. Others seemed (unresponsive) neutral. Except (surprise!) [A9] who said she now felt very positive towards it! Evident that some think they get enough 'survival' practice outside [the institution] & want classes to be more structured.>
- 11.39/A3/20 Oct/A.II: "I think that video is a very good idea but it takes too long now. We probably won't be finished by the end of this week. So I would find it better we don't waste our short time and continue with the 'normal' school programme."
- 11.40/A6/20 Oct/A.II: "Today we did our first interview, but unfortunately there was no sound. This is really a pity because the woman in the National Museum spoke very well and she explained us a lot of interesting things."
- 11.41/A9/20 Oct/A.II: "... we started filming in the National Museum."
- 11.42/A10/20 Oct/A.II: "The morning was just frustrating! Our video-projecte isn't very pleasing – specially not after that annoying mishap this morning. I hope it will be better tomorrow!"
- 11.43/A11/20 Oct/A.II: "I'm beginning to believe that our video masterpiece is starting to flop. I supposed that it was much more interesting until now. I think it is a little bit difficult to organise the work for our team."
- 11.44/A12/20 Oct/A.II: "Today has been the first day in filming.... first interview in the National Museum ... with an arqueologist in the most important section"
-
- 11.45/CR/21 Oct/A.II: <... [A6]'s remark yesterday ... 'I want to be taught how to improve my grammar and so on' and others, despite being given quite specific 'research' tasks – and having been told that only a certain number of students could be actively involved in the mechanics of filming interviews etc. – said they 'didn't know what to do' or 'didn't have anything to do' while the others were out filming.... // {... rethink on the advisability of introducing the video in Stage II rather than, as originally conceived, in Stage III; the affective dimensions of the students; maintaining morale etc.; accomplishing, in addition, the 'language' tasks necessary, in a short three-month course, to ensure that an FCE syllabus has been covered. Decision therefore: put video in abeyance.... review HW tests ... get some interactive 'relating' in pairs/groups do the scheduled 'listening comp'.... photocopy and show them the 'reasons for failure'.... Got a sense of 'we're having to work very hard this morning'....}> [Also under heading Administration Notes]
- 11.46/A6/21 Oct/A.II: "I was glad that we didn't continue with our video project. The grammar exercise we did were more helpfully for me."
-
- 11.47/A5/22 Oct/A.II: "It's better to combine video-project with other things during the morning, otherwise, spending the whole morning with the video-project, we don't learn much."
- 11.48/A10/22 Oct/A.II: "As soon as possible I think we should put an end to our Film. In my opinion the project was faild by to much engineering breakdown's. In my general view the Film was a waste of time because we had to often nothing to do."
- 11.49/A11/22 Oct/A.II: "I'm not happy with the video. I'd prefer to leave it because there is no organisation!"
-

12. Out-Class Study and Work A.II

12D. Out-Class Daily Diary A.II

- 12D.1/A10/30 Oct/A.II: "I know that thise Diaries are important for [CR] and I understand the sense as well as the reason but you should know, that this is the most disagreeable work for me."

12S. Out-Class Setwork A.II

12S.1/A4/14 Oct/A.II: "Sometimes I hate homework – it depends on the work we have to do."

12S.2/A3/20 Oct/A.II: "I enjoyed doing my homework. Never mind, I didn't know what I had to do with my exercises, but I probably find it out next time."

12S.3/A4/20 Oct/A.II: "I've been doing – I hope the tense is right – homework for nearly four hours and I haven't finished yet. When I switch off the light, I can say, today, I really did something!!"

12S.4/CR/21 Oct/A.II: <Feedback on the Class Library individualised HW was: negative – too difficult (but learnt s/t), positive – very good, helped me a lot etc. Hope this can be maintained.>

12S.5/A1/21 Oct/A.II: "Yesterday's homework was very difficult, but it's very good for my English. I think it's a good idea to chose a book for homework."

12S.6/A2/21 Oct/A.II: "It took me more than three hours to do my home-work today. Some days we hadn't homework at all and then suddenly as much as we never had before, and without any explanations [= homework preparation in class]. For instance: This 'passive-active' exercises were terrible difficult, I hope not for me only."

12S.7/A5/21 Oct/A.II: "After that, we commented our homework books. It's a good idea to have the book you've selected, which fits you better. It isn't good that everybody in class had the same homework, because there is always someone whom it is too easy or too difficult."

12S.8/A11/21 Oct/A.II: "For one hour more I trayed to do my homework which were long enough."

12S.9/A2/22 Oct/A.II: "It's stuped to do so much home-work, because I can't remember during the las exercise what I have done in the first one. I am learning not a lot, exept handwriting."

12S.10/A3/22 Oct/A.II: "As homework we get much and I would like to say that it was too much. I like it to learn English but if I have to sit about four hours or more for the homework for one day, that's too much!"

12S.11/A4/22 Oct/A.II: "... I had to do homework, lots and lots and lots – It was too much! I was sitting in front of the radiator with a blanket around me and was still frozen. I couldn't do all my homework because I was so tired and felt ill. So I have to do it tomorrow afternoon."

12S.12/A6/22 Oct/A.II: "{I have suggestion: Is it impossible to give us our homework for example on Monday for the whole week that everyone could plan his own timetable?}" [Also under heading Programme]

12S.13/A8/22 Oct/A.II: "Today I have a lot of homeworks. It's horrible!"

12S.14/A10/22 Oct/A.II: "The homwork was much to much! We have no time left to learn this exercises really and this can not be the sens of homwork."

12S.15/A11/22 Oct/A.II: "Too much homework! I couldn't finish them.... {I went to the theater}" [Also under heading Out-Class Environment]

12S.16/CR/23 Oct/A.II: <... HW assignment ... some enormous protests ... omit any ex. they felt they 'didn't need'.... [A11] wanted pre-teaching, as we had before – !>

12S.17/A3/23 Oct/A.II: "... took the bus home to start my homework. It was a lot and took me nearly four hours!"

12S.18/A4/23 Oct/A.II: "{... I did homework for nearly four hours again. I didn't know that I would be able to do such a lot, but I'm getting nervous [= upset, agitated?] and that's very bad for me.}" [Also under heading Wellbeing]

12S.19/A6/23 Oct/A.II: "I think we have to discuss about the homework. I mean there is no sense to give so much homework; less would be more essential."

12S.20/A12/23 Oct/A.II: "During the last few days the class program has been changing in different ways. Consequently, I'm thinking about that program and I've got some ideas I would like to coment. We have been doing homework everyday for about four hours ... I don't want to say that that is too much because I came here knowing that I would have to work a lot. But there are some points in which I don't agree. I think that doing homework without any previous explanation class it's a little bit ridiculous or at least make no sense for me. Because I know that we have to work a lot but I think that this work has to be more productive. If we would have had a previous class before the exercises (and I think that everybody – without any excepcion – need it) we will be able to do it understanding much better what we are doing and then after the corrections (that I think that for the teacher would be easier as well), we could have a reviewing class to aclare all that problems that for any other reason hasn't been understood well. In this way, we probably will enjoy the class better.... I'm not sure if that explanation will be useful or will be just an student opinion but I'm sure that will not be something without resonance."

12S.21/CR/24 Oct/A.II: <{Finalised by drawing up a new schedule of grammar pre-teaching (told them this was reverting to a Stage I schedule) in prep. for HW. Only [A9] was strongly against this on grounds that it would be exactly as it was: 'boring & unnecessary grammar classes'. [A6] and [A4] not too keen on it either, but [A6] admitted she 'needed the grammar'. She suggested letting the 'not needed' people 'do their own thing' – I agreed, subject to class cohesion being maintained.... Had misjudged the time it would take for HWs (had failed to appreciate that some of the 'instructions/examples' – which I hadn't bothered to read – were very confusing Frankly admitted all this this morning}> [Also under heading Administration Notes]

12S.22/A3/24 Oct/A.II: "... we had a discussion about the homework. That was necessary I think. I understood why I had to do homework for about four hours after [CR]'s explanations."

12S.23/A5/24 Oct/A.II: "I can't understand why we always have so little homework or not homework at all (as last week), and suddenly we have loads of it to do, and then, when the weekend (with an extra holiday day) arrives, we don't have homework at all. After the coffee-break we had a discussion about the homework"

12S.24/A6/24 Oct/A.II: "{Then we discussed about a new system for our homework and made a new division of the morning in four section. I'm glad that we try a new homework-system and I hope it will work.}" [Also under heading Programme]

12S.25/A4/29 Oct/A.II: "{If we discuss the exercises before, they are too easy to do for homework.}" [Also under heading DODL Elements]

12S.26/A6/29 Oct/A.II: "I find the system of our homework is better now."

12S.27/A10/29 Oct/A.II: "I'm very pleased as well about the little homework today so I'm able to do over again the grammar-work from today's class."

12S.28/A4/30 Oct/A.II: "In the afternoon and evening I did homework for about four hours and didn't finish all, unfortunately."

12F. Out-Class Freework A.II

12F.1/A11/13 Oct/A.II: "In the afternoon I learned some words and washed my clothes. After I timed myself doing the first exercise for the practise for the exam. Wasn't an exciting day!"

12F.2/A3/15 Oct/A.II: "In the afternoon [A4] and I went into a library and had a look around. We found some book but we didn't have enough time to write down all what we need."

12F.3/A11/15 Oct/A.II: "In the afternoon [for the video project] I looked up in some books about Trinity College, Dublin Castle, I found a lot of about them, but not too much about Guinness's Brewery."

12F.4/A4/17 Oct/A.II: "{I'm not satisfied to read newspapers and books, watch TV and talk to the people, I also have to study why you write something this way and why anything else is wrong, for example.}" [Also under heading DODL Elements]

12F.5/A3/21 Oct/A.II: "Back at home I listened to [a coursebook tape] but I really get bored."

12F.6/A5/21 Oct/A.II: "After that I will read a little of my book in English (in fact, it's work because I underline every word I don't understand and look it up in the dictionary. When the word appears many times I manage to learn it). It is difficult to learn single words or verbs, but when they're in sentences it's easier to learn them."

12F.7/A11/21 Oct/A.II: "In the afternoon I listened to the tape for about one hour."

12F.8/A9/22 Oct/A.II: "I haven't gone to class and I'm repented because that means that I'll have another 'speech' tomorrow with [CR]. I've been doing different things like studying and doing exercises and reading 'Animal Farm' which I bought last week.... I've been speaking English all the day. I saw a film on T.V."

12F.9/A8/24 Oct/A.II: "Saturday morning I was reading a wonderful book. It is just the kind of book I really need because it's based on basic English grammar."

12F.10/A5/28 Oct/A.II: "This night, like every night, I'll read for about 3/4h [= 45 minutes] in English."

Notae

13. *Unclassified Entries A.II*

13.1/A9/13 Oct/A.II: "I didn't answer any question to demonstrate that people in class is very passive and they don't participate. We are always the same who answer the questions."

13.2/A4/14 Oct/A.II: "In Switzerland the teachers are less considerate for people who are too late... when we missed school they never took any consideration for anybody. So you always knew what to do afterwards."

13.3/A8/20 Oct/A.II: "I hate that there are so many spanish at the [institution]."

13.4/A6/31 Oct/A.II: "I'm lucky that I can do now an exam, because when I have aim I can work better. So I think I will try to do the Advanced of the Pitman's-exams."

14. *Administration Notes A.II*

14.1/CR/16 Oct/A.II: <The marking, recording, etc. is ... impossible to do ... during class-time – the students, despite individual tasks, need constant attention. Every night ... to keep up with the 'admin'.>

14.2/CR/21 Oct/A.II: <... [CR under time pressures to] conduct 4-hour classes, correct all the HW's, plan ahead, keep up with the admin. of materials, cater for machine-failures, counsel the students, maintain meticulous records, write up (as in this diary), follow a course of lectures, with associated reading, exercises etc., background research,... fulfil the functions of [a post of responsibility], etc. etc. // {... rethink on the advisability of introducing the video in Stage II rather than, as originally conceived, in Stage III; the affective dimensions of the students; maintaining morale etc.; accomplishing, in addition, the 'language' tasks necessary, in a short three-month course, to ensure that an FCE syllabus has been covered. Decision therefore: put video in abeyance.... review HW tests ... get some interactive 'relating' in pairs/groups do the scheduled 'listening comp'.... photocopy and show them the 'reasons for failure'.... Got a sense of 'we're having to work very hard this morning'}> [Also under heading Projects]

14.3/CR/22 Oct/A.II: <[re time constraints] ... 7 hours virtually non-stop to mark 13 separate 'individualised' Homeworks. [plus] 4 hours teaching = 11 hours.... When time allows will try to plan a 'marking schedule' which is 100% feedback and realistically achievable, for Phase III.>

14.4/CR/23 Oct/A.II: <Four hours marking>

14.5/CR/24 Oct/A.II: <[Finalised by drawing up a new schedule of grammar pre-teaching (told them this was reverting to a Stage I schedule) in prep. for HW. Only [A9] was strongly against this on grounds that it would be exactly as it was: 'boring & unnecessary grammar classes'. [A6] and [A4] not too keen on it either, but [A6] admitted she 'needed the grammar'. She suggested letting the 'not needed' people 'do their own thing' – I agreed, subject to class cohesion being maintained.... Had misjudged the time it would take for HWs (had failed to appreciate that some of the 'instructions/examples' – which I hadn't bothered to read – were very confusing Frankly admitted all this this morning)> [Also under heading Setwork]

14.6/CR/31 Oct/A.II: <... the shortness of this course, coupled with the experiment, has reduced the
'communicative fun' element ... find a way to introduce it in Stage III.>

APPENDIX D-A III

CATEGORISED DIARY EXTRACTS: COURSE A STAGE III (3 NOVEMBER - 15 DECEMBER)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol ‘//’; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. Text falling appropriately under more than one heading is shown within brace brackets. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student’s attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are chronologically ordered within categories of the course components for Other-Directed Learning (ODL), Affective Dimension Factors (ADF), and Self-Directed Learning (SDL):

<u>ODL Components</u>	<u>ADF Components</u>	<u>SDL Components</u>
1. Programme	5. Wellbeing	8. Peer Support
2. Materials and Equipment	6. Counselling Consultation	9. Laboratory
3. Composition of Class	7. Outclass Environment	10. Library
4. DODL Elements		11. Projects
		(Outclass elements)
		12D. Class Diary
		12S. Setwork
		12F. Freework

I. *Programme A.III*

- 1.1/CR/3 Nov/A.III: <[A6] had asked 'why are we always changing the system'. Had to point out that we were [= had been] forced, because the class wasn't up to anything else, and by popular demand, to revert to a Stage I 'grammar-teaching' mode, but that now it was time – as previously agreed – to go on to Stage III. Going to have the most **** awful time with this. [A12]'s 'cut the dispute & tell them what to do' approach is counter-democratic & ultimately counter-productive where goodwill is an essential feature of the enterprise. I can't actually force people to make a go of 'taughtonomy', and since most of their natural bents (and 'needs' as they see them) are for straight talk-and-chalk, it will depend very much on their coming to see it, for themselves, as a 'partnership' learning experience. Interesting that the same resistance was evident in the Pilot Project, even from those who paid lip-service to the autonomy concept. [Then follows an outline of the programme.]>
- 1.2/A1/3 Nov/A.III: "We started the new phase. What I like about it is: if it's a little problem and individual, the new phase is quite good for not wasting time. And one doesn't have to listen to grammar-classes one has heard already a few times. So one can concentrate on things which are more necessary and useful. What I don't like about it is the fact that I have a big responsibility. I'm really afraid of making a mistake. And the other thing is I feel heavy if I'm not able to explain something clearly. But I think it's rather difficult to find a compromise."
- 1.3/A2/3 Nov/A.III: "We change each week the programmes since I am here and it took us almost every monday for learning the new system. We have still the same problems like in the beginning. That's the differences among the best and the worst students. You cannot find a solution which is for all of us brilliant. There is no need to discuss every week the same problems. Everybody has the same aim – pass the examination. We need a teacher who brings us surely to this aim. It doesn't matter on which way or if it's sometimes boring for some of us. But this way must follow on a scheme. It seems to be sometimes a big disorganisation. I am afraid about this, then in six weeks we will be arrived on the death line."
- 1.4/A4/3 Nov/A.III: "We organised our class in different groups. I think the idea to study independently is good. It's only the feeling of waste of time and money to stay in school, that means I also could stay at home and do my homework. I like to study that way and I can do that but other people hate it. In my opinion it was a mistake not to divide the class at least one month ago. We are too many people in our class with too different personalities."
- 1.5/A5/3 Nov/A.III: "I don't mind to be a guinea pig and try a new education programme, but we are changing things every week and I get confused So that I think we could do for example, is: in the morning (early) you explain to us grammar ... then we do the exercises ... (working individually or in pairs, but not in groups because it is too confusing)"
- 1.6/A6/3 Nov/A.III: "Another thing that seems to me very bad is changing the system every week. This is really awful. Hardly you are familiar with a method you have to practise another. I mean I know that I'm in an experiment class, but what I think is, that you try too many different things. And in my opinion we can't make any progress on this way. I feel me really bad, because after this morning I think that my sojourn here is a waste of money and time. I mean I'd like individual work, but if I work all the morning myself and at the end the most of my work won't be corrected then I have really to ask me why I don't stay in Switzerland and study a grammar book. Really, I don't mind to work alone all the morning but then I wish that you at least correct my work."
- 1.7/A9/3 Nov/A.III: "I'm very disappointed with this class. I feel every time worse. I don't like the changes of the programme at the beginning of every week. I think it would be better if the teacher said that we are going to do what he wants and everybody does what he says otherwise it will happen what is happening now. Truly I feel now indifferent and I think I'm not going to make an opinion. We are thirteen people in the class and it's very difficult to agree everyone. And another thing that I, personally, don't like or hate better is that the teacher is always comparing the different levels of the class and mostly the highest levels which I don't wish to mention it. It's a good idea to ask students their opinions but in this class is completely impossible. We've started many different programmes and haven't finished anyone and I feel very sorry for the teacher and the other students who feel as I do."
- 1.8/A10/3 Nov/A.III: "In my opinion this method would be a good way for me to improve and better my weak points. I'm well accustomed to working independently and therefore I think I wouldn't have

any problems, but I have some hesitations. The problem is that the majority of my schoolmates just left school and therefore they may be not accustomed to working in this way, but now I need the help of some other students for this way of work. If the majority is not able or not willing to handle with independence we have to find another way – quickly! I'm in favour in carrying on, on the one hand because it's a good way for me to improve, (I'm a bit selfish!) and on the other hand because it's very 'unpleasant' to waste the little and expensive time we have with hunting for 'better' methods."

1.9/A11/3 Nov/A.III: "Unfortunately I don't like that every week [CR] changes the organisation of the class. I would prefer to have a logical programme to follow.... I disagree with the new programme. I prefer the [CR]'s explanation for the grammar.... I know that it is difficult to organise the class because there are a lot of levels within it. But I would prefer to continue working as we did last week [i.e. with taught and/or directed classes]." [See also under heading Peer Support]

1.10/A12/3 Nov/A.III: "Sometimes we don't understand very well because the program is changing so much every week and that is probably the reason why we are confused.... The only problem I see is that because I have never experimented with [= experienced?] this kind of ideas, I don't know exactly if it will work because probably the next week will be different as this one. I really don't mind to change the program week per week but the only important thing for me is to do something useful in order to pass the exam. I know the teacher have got a lot of experience in this theme a long the different years of teaching but as I said I really want to learn and do something useful for the exam."

1.11/A3/4 Nov/A.III: "This morning we spent a lot of time to work individual in our support group and discussed about our 3rd stage in the experimental programme. I don't feel happy about our system. I could also stay at home, sleep till ten o'clock and do the same work in less time in a peaceful atmosphere. To do HW in class is really a waste of time and a waste of money. Our time till the FCE is too short to do this. There are not months left, there are just weeks left! I feel terrible when I think at the exam. I came to this [institution] to improve my writing and learn a lot of grammar. Actually I wanted to do a good exam, but forget about that!!! Our English is not good enough to do individual work. We all still need a lot of feedback from a teacher. This experiment might be good for students with a higher level. But we all have lots of problems to have sorted out. I know it is difficult to teach so many students with different levels. But I prefer the ordinary kind of teaching: grammar on the blackboard, reading, discussions and exercises for HW. I don't mind to hear a grammar point several times. Everybody discovers something he didn't know before or he wasn't 100% sure. It is still better than to go home with the feeling to have done nothing in class.... I know [CR] it is not your fault, not at all. You also get told what you have to do in this experimental programme. But say me: can't they see that our level is not high enough for this experiment? Probably after the exam. And we lost three months."

1.12/A1/4 Nov/A.III: "The new programme seemed to be quite reasonable."

1.13/A2/4 Nov/A.III: "We continued with group [= group] works. I am beginning to like this new system."

1.14/A10/4 Nov/A.III: "I feel quite well in this way of class."

1.15/A1/5 Nov/A.III: "The new programme seems to be quite good, the only thing I'm missing is [CR] marking the free style exercises."

1.16/A2/5 Nov/A.III: "We received a new programme for the last 6 weeks. It seems to be very good – well done [CR]."

1.17/A3/5 Nov/A.III: "Later on we got a list about our programme stage III. I feel better now because I know what we will do the next weeks. I hope that we can follow this list"

1.18/A6/5 Nov/A.III: "I feel me happier now, because we have now a system that seems to be quite good. It's a good idea that we have every week a dictation and listening summary for the preparation for the Pitman exams. I [am] also happy that your programme include reading texts. Another good thing is that we have now a timetable for our homework. The only thing that I can hope at last is that this system really works."

1.19/A7/5 Nov/A.III: "I was surprised ... when [CR] said that we were going to change the class method for this week. I was quite happy with last week's method, but I thought I could try the new one." [Continued under heading DODL Elements]

1.20/A8/5 Nov/A.III: "The class was nice today. Now we have a programme to follow so everybody knows what to do every day. I like the learning assignments. This morning I chose twenty activities among forty. It is very interesting."

- 1.21/A12/5 Nov/A.III: "I have to say that I like the program and at the same time gives confidence for all that people that were not sure what would happen the following week. And I'm happy too because we won't probably have as [many] fights as before and the classes will be more relaxing."
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- 1.22/A6/6 Nov/A.III: "... for the moment I'm very satisfied with our work."
- 1.23/A7/6 Nov/A.III: "I'm happy with the programme [CR] made for the class. I think this programme has nearly all the points we have to cover for both exams and it expect not to be boring."
- 1.24/A10/6 Nov/A.III: "The new program is o.k. for me."
-
- 1.25/A4/7 Nov/A.III: "In general I don't feel bad about the previous week."
- 1.26/A12/7 Nov/A.III: "I'm enjoying the new program and I think it's a good idea."
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- 1.27/A3/10 Nov/A.III: "I enjoy this stage III and think I learn a lot."
- 1.28/A7/10 Nov/A.III: "I'm happy with the new method. I think this method gives the opportunity to work to the person who wants to work and it covers most of the individual points in which we have problems. I don't think it is a waste of time. {The only dubt I have is about the language laboratory.}" [Continued under heading Laboratory]
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- 1.29/A2/12 Nov/A.III: "It was exactly the same like the day before."
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- 1.30/A9/17 Nov/A.III: "I'm very happy with the class although there are things that I don't like yet. We've done a lot of work on our own but it was successful."
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- 1.31/A9/18 Nov/A.III: "I'm glad with the class although the programme is the same everyday. I prefered this way" [Continued under heading Library]
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- 1.32/A1/19 Nov/A.III: "I think the new program is actually quite good, especially the 12.00 to 1.00 lesson."
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- 1.33/A7/20 Nov/A.III: "I can't find anything wrong in the class to tell [CR]. I think that the programme we are following now suits us quite well."
- 1.34/A12/20 Nov/A.III: "I'm enjoying the new program very much."
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- 1.35/A6/27 Nov/A.III: "I would be happy if I could do the exercises in the blue book the next week and not in two weeks, because this is a bit useless for me. Then my first exam is on December 8th and I would like to practise the grammar exercises before and not after the exams."
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- 1.36/A12/1 Dec/A.III: "Today we have changed the timetable a bit in order to give a good explanation of the homework we did on (the) weekend. So instead of doing the homework revision at nine o'clock we change it back to twelve o'clock. [CR] decided to do this change because he considered that it would need an special class. In my opinion he was right because I did a very bad homework. I didn't understand it so it was very good for me to have an special class. And even having the class I still have some problems that I hope to ask them again to [CR]."
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- 1.37/A10/2 Dec/A.III: "In general I'm happy with the, in my opinion, well working class system."
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- 1.38/A11/4 Dec/A.III: "I enjoy myself during the class."
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- 1.39/A11/8 Dec/A.III: "... I enjoyed myself during the classtime with all my friends and with [CR] who taught us a lot of useful things sometimes as boring as grammar, sometimes as funny as one of the last lesson with the verb 'to wish'."
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2. *Materials and Equipment A.III*

[No extracts were taken under this heading]

3. *Composition of Class A.III*

[No extracts were taken under this heading]

4. *DODL Elements A.III*

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- 4.1/A5/3 Nov/A.III: "{Today we started ... working alone.... I prefer you teaching grammar on the blackboard, and the days we did that I learnt much more.}" [Also under heading Library]
- 4.2/A11/3 Nov/A.III: "{I disagree with the new programm. I prefer the [CR]'s explanation for the grammar.... I would prefer to continue working as we did last week.}" [Also under heading Programme]
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- 4.3/A2/4 Nov/A.III: "Very interesting was the lesson about 'Pitmans' Most of us will do one of the 'Pitmans' examination that's a good reason to practise dictations."
- 4.4/A3/4 Nov/A.III: "I really like the progress list. It tells me exactly where I have to restudy. It also means a lot of work for the teacher because he has to analyse every single HW from every student.... We also spoke about the different levels in the Pitman exam and studied two [examination] papers."
- 4.5/A4/4 Nov/A.III: "We did the exercises to unit 13 very fast. But I prefer this way to do them. Afterwards we got some papers from the Pitman exam and we did two dictations and one summary. I found the whole exam quite easy This morning was much better than yesterday."
- 4.6/A5/4 Nov/A.III: "After that, we had a look to Pitman's examinations, did some exercises and talked about it."
- 4.7/A6/4 Nov/A.III: "After that [= two hours' individual work] we did two Pitman-exams to find out which grade we should take. I can't say a lot about this morning. I wasn't very happy with the situation, but I don't want say more, because I suppose that we will change this system a bit."
- 4.8/A8/4 Nov/A.III: "Today the work in the class was a bit better than yesterday."
- 4.9/A9/4 Nov/A.III: "Today we've done different things in class like practising for the Pitman examinations and grammar in class. At least we've done something interesting."
- 4.10/A10/4 Nov/A.III: "I would like to do some tests like the 'Pitmans' from time to time – individually or in class."
- 4.11/A11/4 Nov/A.III: "[CR] brought us an example of the Pitman examination. I found the dictation quite easy but the aural part was much more difficult as a it depent on memory work. At about 11⁴⁵ I left the class."
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- 4.12/A3/5 Nov/A.III: "We spoke about the summary writing and tried it in class on an exercise."
- 4.13/A4/5 Nov/A.III: "Afterwards we did the exercises we did for homework.... Before lunch we learnt how to write a summary, which is very important for us."
- 4.14/A5/5 Nov/A.III: "... and summarised a summary of Hamlet, which was a very useful thing to do. I also appreciated [the] exercise (to listen carefully a text and to remember it, then, to write a summary about it)."
- 4.15/A7/5 Nov/A.III: "I know that for some people grammar lesson are very boring and they might know them, but they are in class for being given them, if not we can ask them: 'What do you come to class for?' 'Why do you come to class instead of going for a walk?' I don't think they have a good answer for it."
- 4.16/A11/5 Nov/A.III: "... we had a summary of Hamlet to writing. I found it useful."
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- 4.17/A3/6 Nov/A.III: "We spoke about the exercises for homework ... I really liked the dictations we did in the last hour and I'm looking forward to the next week."
- 4.18/A4/6 Nov/A.III: "We did the homework [reviews].... The dictations weren't very difficult. I was surprised that the dictation to the advanced was so easy. But it was too fast, because I usually don't write so fast, otherwise my handwriting gets so awful that nobody could read it. I've always had big problems with my handwriting."
- 4.19/A5/6 Nov/A.III: "... and dictation."
- 4.20/A8/6 Nov/A.III: "Fine day at class. I didn't have too many mistakes."
- 4.21/A11/6 Nov/A.III: "The dictations we did in the last hour were a very good exercise."
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- 4.22/A2/7 Nov/A.III: "The last hour was reserved for 'Listening Summary'.... All of us had enormous problems to understand the meaning. After forty minutes explaining it was getting better. I don't like to think that we will have to do this without any explanations at all."
- 4.23/A3/7 Nov/A.III: "In class we spoke about our exercises for homework.... The listening summary about an political article in the newspaper was quite difficult."
- 4.24/A4/7 Nov/A.III: "First we did the exercises to the homework ... and after twelve we had a very difficult listening summary with too many names."
- 4.25/A5/7 Nov/A.III: "... correcting our homework ... a listening summary. I know [CR thinks] I didn't do it well at all because it wasn't an interesting subject or like an engrossing novel, but that's not true. I do not need a fairy tale to keep my attention on. I think I confused names, parties and the grades of the people."
- 4.26/A6/7 Nov/A.III: "After the grammar lesson we went to the laboratory In the last hour we tried to do a listening summary. But the article was too difficult. First there were different names which confused me, then a lot of words I couldn't understand and at last I didn't know a lot of this topic. So I find that we should begin to exercise with a less difficult article. Otherwise I don't see a sense in this exercise."
- 4.27/A12/7 Nov/A.III: "The most important thing we did in class was the listening summary which was difficult because of the difficulties in the vocabulary and the theme: political. To read a political outline from a paper, is always very complex even in your own language. Probably because you are not interested in. But as we read two or three times we realised that each time was becoming easier. At the end we could disclose the pharagraph with the help of the teacher and all the members of the class. I think that the only thing we need is more practice in order to get more confidence with this kind of summaries."
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- 4.28/CR/10 Nov/A.III: <The run-through of these [exam timetables, notes, tips, etc.] took up the 'class-library' time, but very important for them. Last session of 'Grammar requests' very fruitful: feedback all positive bar [A6] who said today's was a bit boring, as she knew most of the points, but in general she finds the sessions very useful and interesting.>
- 4.29/A2/10 Nov/A.III: "At twelve o'clock were 'Grammar Requests' on the programme. I can't get enough of these lessons, I always learn a lot."
- 4.30/A3/10 Nov/A.III: "We got a lot of informations about the FCE and the Pitman [examinations]. I found the pages very useful and they are really a big help."
- 4.31/A4/10 Nov/A.III: "... afterwards we got lots of paper about the Pitman and the First Certificate examination. It was very interesting and usefull to see what they want us to know, and how to do it. I think if you know how to handle the papers you have half past [= passed] the examination."
- 4.32/A5/10 Nov/A.III: "Today, as we usually do, started [with] correcting the exercises I liked the useful indications to do the exam and the grammar explanations."
- 4.33/A6/10 Nov/A.III: "After the break we talked about the First Certificate and the Pitman exams. The last hour we spent talking about some grammar problems. This hour I found a bit boring, because the points wasn't new for me. But this doesn't mean that I find the 'grammar-request-hours' a waste of time. It was just this hour that I didn't find very interesting."
- 4.34/A9/10 Nov/A.III: "[CR] has given us information about FCE which I find it very interesting, because I particularly, don't know much about it."
- 4.35/A11/10 Nov/A.III: "We didn't have an interesting morning. We spent our time discussing the exams: the First [= First Certificate Examination] and the Pitman. I came two hours late. I had have to go to my Ambassy again."
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- 4.36/CR/11 Nov/A.III: <For last session tried out MCIs analysis, i.e. what to look for in the question, how to spot 'distractors', what not to assume etc. Not very successful>
- 4.37/A2/11 Nov/A.III: "We have spoken about negativ-sentences.... Then we started with reading a text. We tried to find a good system for answering the questions about the text."
- 4.38/A3/11 Nov/A.III: "We spoke about the homework and had a look at the work from different students."
- 4.39/A4/11 Nov/A.III: "At 9 o'clock we studied our homework – these unpopular speeches. I really don't like listening to speeches nor writing them. I'm already fed up of them before the speaker starts.... and then a text with multiple choice answers. Of course it's useful to do that. Everything we need for the exam is usefull."
- 4.40/A5/11 Nov/A.III: "Today we began [with] correcting the homework.... [then, after the library session, during which/A5/studied a text with multiple-choice questions] we did the same but all together, it was super because we learnt how to avoid the exam's tricks."

- 4.41/A6/11 Nov/A.III: "After talking about our homework we went to the language laboratory In the hour after the break we watched at the homework of the speech to learn from the mistakes of the others. In the last hour we began to analyse how we can work with a text"
- 4.42/A8/11 Nov/A.III: "Grammar classes again this morning."
- 4.43/A11/11 Nov/A.III: "... follow by ½ h. grammar about 'No one, none'.... After the coffeekbreak we had a boring lesson in which we had to find the technique of answering mountiple cuoise questions."
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- 4.44/A3/12 Nov/A.III: "First we spoke about the exercises we did for homework.... We did some listening exercises. I liked the discussion about a photo we probably will get at the exam. I discovered that I think to[o] much about it instead of starting to speak immediately."
- 4.45/A4/12 Nov/A.III: "First we did the exercises to the homework ... and then [after the library session] listening comprehension. It's really awful to hear that perhaps we will get such bad tapes, but I don't hope so. Otherwise I'm lost."
- 4.46/A5/12 Nov/A.III: "Today we corrected our homework ... then [after the library session] listening summary and talked about some pictures."
- 4.47/A6/12 Nov/A.III: "The first three hours we did the same as the days before: grammar [plus support teams plus individual work]. The last hour we did listening comprehension. The first exercise was really dreadful! And I understood nearly nothing!"
- 4.48/A9/12 Nov/A.III: "The class has been great! I've started to work hard because the exam is getting closer."
- 4.49/A11/12 Nov/A.III: "This morning we had some grammar after the exercises."
- 4.50/A12/12 Nov/A.III: "The first hour of class was a revision of the exercises we did the day before. It was an interesting class because I've got different problems that I could solve during the explanation."
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- 4.51/A1/13 Nov/A.III: "... the information about Irish and British history was interesting and helpful to understand the present situation."
- 4.52/A2/13 Nov/A.III: "Today we talked about political problemes, that's very interesting, I think we should often discuss about Irland. Not only about the problemes, it's also possible to talk about the good thinks in Irland.... At 12.15 we started with dictation then [CR] drew a cartoon on the blackboard about Noah, and while the next 10 minutes was jokes-time. Afterwards we wrote two dictation."
- 4.53/A3/13 Nov/A.III: "We spoke about the homework and I discovered too many mistakes with 'root words'.... I enjoyed [CR]'s lesson about Ireland, Scotland and England. That was better than the LAB. It was listening and history at once, and was very interesting."
- 4.54/A4/13 Nov/A.III: "First we did the exercises to the homework. We also got back a letter we had for homework a few days ago. I was so surprised to have only two mistakes, because I found it extremely difficult. Instead of the language laboratory we had a lesson in Irish history, which of course was more interesting.... After the free studies we had dictation. I think that I won't have many problems with that at the Pitman's examination."
- 4.55/A5/13 Nov/A.III: "We corrected the exercises (root words and neither/either) and then we got back yesterday's homework and talked about it. We didn't go to the Language Lab. but had a very interesting class about history/politics.... Then we talked about the 'assignments', and also talked about the bombs.... Later on we did two dictations."
- 4.56/A6/13 Nov/A.III: "The first hour we did grammar. Then we talked about some history points instead to go to the languge laborary. And I must say I prefered this. I found it very interesting and would be glad if we had more 'lessons' like this.... and during the last hour we wrote two dictation which I didn't very bad. So I feel more confident for the exams now."
- 4.57/A8/13 Nov/A.III: "Today I enjoyed a lot with the talk about interesting things (political questions —). I like it because are things that I didn't know before."
- 4.58/A11/13 Nov/A.III: "We talked about Irish problems and that was very interesting.... At about 12⁰⁰ o'clock we started with the dictations. We wrote two."
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- 4.59/A2/14 Nov/A.III: "We solved any problems about 'didn't need to go' or 'needn't have done' ... now I think I understand it. Another exercise was During the last hour we started with the 'assiuments'.... The following 30 minutes we used for listening comprehension."
- 4.60/A4/14 Nov/A.III: "We did the exercises we had for homework and ... [later] ... we had listening comprehension. Unfortunately I missed the last fifteen minutes"
- 4.61/A5/14 Nov/A.III: "Today, as we usually do, we corrected our homework and learnt things about 'didn't need' and 'needn't', and about 'really'.... [later] we had a 'listening comprehension', which I didn't do so well."

- 4.62/A6/14 Nov/A.III: "As usually we did some grammar For the last hour on our programm was written 'assignments'. But just [A11] had to tell us something. She spoke about the thing: 'organize a party'."
- 4.63/A11/14 Nov/A.III: "The LAB didn't work so we went back to the class to listening to a tipe [= tape]."
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- 4.64/A2/17 Nov/A.III: "During the last hour we talked about some grammar questions After all of this we discussed some questions of the homework. The logic in those conversation in witch we had to give the correct questions is quite difficult."
- 4.65/A3/17 Nov/A.III: "We spoke about the homework, like in every first hour. I think that this is a very good idea. If there would have been real problems, they could get sorted out."
- 4.66/A4/17 Nov/A.III: "First we did the exercises in book 3 and ... in the last hour we had a very nice book with lots of useful exercises."
- 4.67/A5/17 Nov/A.III: "This morning we corrected the exercises ... [later] a little of listening comprehension."
- 4.68/A6/17 Nov/A.III: "During the first class we did some grammar.... I can't exactly remember what we did the last hour. I think we did some grammar points and looked at a listening comprehension book."
- 4.69/A11/17 Nov/A.III: "As usual we started with ... the correction of some exercises.... The last hour was dedicated to the grammar. We had a look to a new work book called 'Listening Links'. We decided to use it. The last point was the discussion of some homework. I still have problem with the logic in my homework."
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- 4.70/A2/18 Nov/A.III: "We started with some explanations about the homework. We had to order adjectives.... And finally we read a text and answered the following questions."
- 4.71/A4/18 Nov/A.III: "First we did the exercises to the homework.... Before one [o'clock] we wrote a text and answered the multiple choice questions. I like that kind of questions but it's sometimes so difficult and in some cases two answers could be right."
- 4.72/A5/18 Nov/A.III: "This morning we corrected our homework as usual and learnt about the correct order of adjectives in a sentence, and also root words.... [later] we read a text and answered questions about it."
- 4.73/A6/18 Nov/A.III: "First we spoke about our homework In the last hour we practicised to work with a text and to give the right answers."
- 4.74/A9/18 Nov/A.III: "We did tests and answer the questions. It's called reading and comprehension."
- 4.75/A11/18 Nov/A.III: "We corrected the homework and we spoke about the word order of adjectives. It was quite interesting."
- 4.76/A12/18 Nov/A.III: "The first hour of class was dedicated to review the homework.... The last hour was a reading comprehension. I think it is a very good practice for the exam and we need to do this kind of practice as much as possible."
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- 4.77/A1/19 Nov/A.III: "{I think the new program is actually quite good, especially the 12.00 to 1.00 lesson.}" [Also under heading Programme]
- 4.78/A2/19 Nov/A.III: "We discussed how to use a family tree [a task-type commonly set in the Cambridge FC Examination]. Sometimes the answeres are given and otherones must be find out with a good imagine."
- 4.79/A3/19 Nov/A.III: "As every morning we spoke about the homework.... The listening summary in the last hour was very good."
- 4.80/A4/19 Nov/A.III: "First we did the exercises we had for homework. Afterwards we had a listening summary. It's awful if you can't concentrate on the text, then you are hopelessly lost.... After the free study time we had another listening summary. I hope my summary isn't too bad."
- 4.81/A5/19 Nov/A.III: "Today we corrected our homework about the family tree and then had a listening summary."
- 4.82/A6/19 Nov/A.III: "First [CR] explained the listening comprehension 'Link'. Then we spoke about the 'Family tree exercise['].... During the last hour we practised listening summary."
- 4.83/A9/19 Nov/A.III: "I've gone to class. We've done texts and sumerising. It was very useful and hard work because we have to remember what we listen and write down a summary telling the most important things very quickly."
- 4.84/A11/19 Nov/A.III: "We corrected the exercises 112 page 76 about using a family tree.... During the last hour we listened to [CR]."
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- 4.85/A2/20 Nov/A.III: "We used one hour for writing dictations. That's quite useful. Another object was grammar difficulties."

- 4.86/A3/20 Nov/A.III: "In the first hour we spoke about the homework As usually we got the status record and with that an examination indicator. I liked it and it put me down to work harder for the examination. The list wasn't very nice but it was the reality.... The dictations were good."
- 4.87/A4/20 Nov/A.III: "First we did the exercises we had for homework.... after the free studies we had dictations. I still make so silly mistakes, but it's getting better. It was a very interesting morning."
- 4.88/A5/20 Nov/A.III: "Today we got back our homeworks about the family tree and discussed it.... We also learnt things about the verbs 'have' and 'get' ... and later we did some dictations."
- 4.89/A6/20 Nov/A.III: "... talking about the homework ... and during the last hour we did two dictations. Although I had quite a lot of mistakes I don't think that I will have many problems in the exam in this area."
- 4.90/A9/20 Nov/A.III: "I went to the class and we've done the same as always."
- 4.91/A10/20 Nov/A.III: "{... I really enjoyed myself doing the exercise about the 'Stenlay family'}", far more than the st— exercise about 'myself and yourself' which I'm totally missunderstud." [Also under heading Peer Support]
- 4.92/A11/20 Nov/A.III: "We corrected 'the family tree'.... We talked about the difficulties with the grammar 'get-got' + 'have', following by an hour of dictations, which I found them useful."
- 4.93/A12/20 Nov/A.III: "I'm very confident with the dictation practices because it makes me improve for the Pitman exam."
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- 4.94/A3/21 Nov/A.III: "We spoke about our homework Some of our class did an assignment and we had interesting discussions with each of them."
- 4.95/A4/21 Nov/A.III: "First we did the exercises we had for homework.... Before lunch we had our assignments. I criticised five different TV programmes and [A8] talked about herself. That was very funny."
- 4.96/A5/21 Nov/A.III: "Today we learnt things about descriptions from the homework [later] [A4], [A8] and [A3] talked about their assignments, from which we learnt (it must be the 1000th time I use this word) more words and got out plenty of fun."
- 4.97/A6/21 Nov/A.III: "First we spoke about our homework In the last hour some people spoke about their assignments. I didn't one because I hadn't time."
- 4.98/A11/21 Nov/A.III: "Afterwards [A4] explained the Assignment about TV programm. We had a great fun."
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- 4.99/A2/24 Nov/A.III: "Up to now we receive each day two sheats with important vocabulary. The first two were about animals and travel. It's quite a lot to learn.... We used the last hour for a discussion."
- 4.100/A3/24 Nov/A.III: "We spoke about the homework In the last hour we had an discussion ..."
- 4.101/A4/24 Nov/A.III: "First in the morning we did the exercises we had for homework.... In the last hour we had grammar requests and something like a discussion I'm not really interested in that topic. I don't know enough to discuss about it."
- 4.102/A5/24 Nov/A.III: "What we did today was, first of all, correcting our homework.... [later] we studied a few [of] [A4]'s grammar requests and after that had a chat"
- 4.103/A6/24 Nov/A.III: "First we spoke about our homework The last hour was reserved for grammar request. But we hadn't many questions. Therefor we started a discussion It's a very interesting topic but I wasn't able to say something because I didn't make up my mind yet about this theme. Also the discussion ... after one o'clock was very interesting."
- 4.104/A9/24 Nov/A.III: "Today we've done the same as always the first three hours and from 12 to 1 we've had a discussion Only a few people participated in it. The rest were just indiferent without saying anything and I think it's a great idea to discuss real problems of life and get to know different opinions which in most of the cases reflect each countries' ideas."
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- 4.105/A2/25 Nov/A.III: "We made a game about the names of animals. It's a good way for learning words. Because normally it's very boring to learn words.... Another thing was how to make a balanced discussion. That was for everybody a good lesson, because nobody has a lot of practise in writing a discussion."
- 4.106/A3/25 Nov/A.III: "As usual we looked at the homework exercises and had our quiz about the vocabulary list. That was quite funny. On the list about animals were many I didn't even know in German.... In class we learnt how to write an balanced essay. It is really very difficult to find a balance because everybody has a personal opinion about a topic."
- 4.107/A4/25 Nov/A.III: "First we did the exercises as usual, and then we had a very funny game to find out the names of the animals from [A5]'s list. It was quite interesting and I will probably remember some names, especially those I didn't know. After the language laboratory we had to find five

points for a topic for a discussion. First it was very difficult to find a topic and much more difficult to find five points. So we spent the rest of the day studying how to write a discussion. I like discussions, but I can't stand to write about one."

- 4.108/A5/25 Nov/A.III: "This morning we had an interesting game concerning vocabulary. I think it was more useful than simply get the vocabulary list and have to learn it by heart, because as we discussed some time about each word (in this case: about each animal), we learnt it better and I'm sure that few people in class will forget the names of the animals we've talked about. At the same time the students are relaxed and that facilitates the learning procedure."
- 4.109/A6/25 Nov/A.III: "After repeating our homework, we did a special game in order to learn the vocabulary about animals. In fact there were just a few animals which I could hold in my mind. But I'm satisfied if I just know the most common ones. I mean there is no sense in learning birds and fish which I don't even know in German.... back to the classroom after half an hour to think about pro and contra arguments of a topic. After the break we carried on with this task and we tried to find out arguments for and against something. After finishing that we had to read on our own texts in which different statements had been discussed."
- 4.110/A8/25 Nov/A.III: "It was very funny and instructive the game we play this morning. I learnt a lot of vocabulary (animals' names).... I liked a lot the class of today."
- 4.111/A9/25 Nov/A.III: "I haven't gone to the first class because I went to bed very late last night. We have started [with] conversation in class and discussion. First we had to look for a topic and write down 5 points in favour and 5 against."
- 4.112/A11/25 Nov/A.III: "When I came into class [CR] started with an interesting game. Everybody had to study a list of vocabulary the night before. They began to ask together the meaning of the words. I found the vocabulary game very useful and funny. It is a nice way to learn by heart.... We discussed an essay. We discovered the 'For and against.'"
- 4.113/A12/25 Nov/A.III: "The first hour of class has been very amusing as we played a sort of game with the vocabulary we had to learn the day before. It has been a good way to review and to learn in a different way that it use to be. I think the whole class had fun and ~~learn~~ had learnt a lot of vocabulary.... And after the laboratory we did some practice in discussion topics. It has been very difficult at the beginning to think about the ideas you agree with and the ideas that in the same topic you are not in agreement with."
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- 4.114/A2/26 Nov/A.III: "We did the homework together on the table board [= blackboard].... It was planned 'listening summary' for the last hour. We used a Pitman examination. I had no problem"
- 4.115/A3/26 Nov/A.III: "We spoke about the homework The last hour was very important. We had a listening summary."
- 4.116/A4/26 Nov/A.III: "We did the exercises we had for homework in the last hour we had a listening summary. I think I will manage to do that quite well."
- 4.117/A5/26 Nov/A.III: "Today we corrected the letter ... and [later] got on with the rest of the homework ... and then [later] had a listening summary. That is very useful for the examination."
- 4.118/A6/26 Nov/A.III: "First we spoke about the homework In the last hour we practised a listening summary."
- 4.119/A9/26 Nov/A.III: "[CR] has explained grammar ... we've done listening summary which is one of the things I don't like to do, but today it was very easy."
- 4.120/A11/26 Nov/A.III: "We corrected the exercises we had as a homework.... During the last hour we listened to a summary. I am not going to take the Pitman [examination] but even I found it very good. My big problem is to remember all the events in a story."
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- 4.121/A2/27 Nov/A.III: "It took us several minutes to discuss the homework because nobody had serious difficulties. Then we changed the subject. We played the game with the new words of the lists. I was glad to have prepared some words, which I knew the meaning of otherwise I got again a lot of minus points."
- 4.122/A3/27 Nov/A.III: "First we spoke about our homework In the last hour we had three dictations."
- 4.123/A4/27 Nov/A.III: "First we did the exercises we had for homework and then we had the game for the vocabulary lists again. I'm glad that we didn't get too difficult lists, because I don't have much time to study today.... The first two dictations we had were very easy and quite short, but the third one was nearly a hopeless case."
- 4.124/A6/27 Nov/A.III: "First we spoke about the homework. After that we begun with the game to learn the vocabulary.... During the last hour we did three dictations of different levels. The last one I found quite difficult, because it contained a number of words I have neither heard nor seen before."

4.125/A11/27 Nov/A.III: "We discussed the homework but we didn't spend a lot of time with them because nobody had difficulties.... We played the word-games, unfortunately I had not time to study the vocabulary therefore I've got minus points. During the last hour we practised some dictations. Very good exercise but I still have problems with the spelling."

4.126/A2/28 Nov/A.III: "Three of us had to write one paragraph each onto the blackboard. They were written without basic mistakes. We changed one paragraph in a better style. We tried to get the second paragraph shorter without changing the meaning. Finally it was as half as long than before, more or less with same meaning. Afterwards we received about ten sheets with words. We are supposed to learn those over the weekend. Learning the words in a funny way, that's what we did in the last hour."

4.127/A3/28 Nov/A.III: "First we spoke about the homework We got some more vocabulary lists and had a quiz again about them."

4.128/A4/28 Nov/A.III: "In the first hour two other girls and I had to write a part of our homework on the blackboard.... we had a quiz in the last hour."

4.129/A11/28 Nov/A.III: "This morning I wrote a paragraph of my homework on the black board. [A4] and [A3] wrote one, too. We corrected them and we changed the style, but not the meaning."

4.130/A12/28 Nov/A.III: "And the last hour of the day was a little 'crossword' with the vocabulary we learnt during the week."

4.131/A3/1 Dec/A.III: "In the last hour we discussed our homework."

4.132/A4/1 Dec/A.III: "In the first hour we did some Pitman papers. The grammar is quite easy but the topics for the essay are sometimes so stupid, you can't write anything about them.... In the last hour we did the exercises we had for homework, because it was very important for us that we understand everything exactly."

4.133/A5/1 Dec/A.III: "This morning we did a Pitman exam ... [later on] we had a grammar lesson and corrected our homework, which was about regrets."

4.134/A6/1 Dec/A.III: "During the last hour we spoke about our homework."

4.135/A11/1 Dec/A.III: "We decided to correct the homework in the last hour which is for the grammar reviews. [CR] explained the meaning of the verb 'to wish' which is supposed to be followed by the subjunctif."

4.136/A2/2 Dec/A.III: "We had a look at the progress test 4. There were only few mistakes in my homework. It cheered me up because this type of exercises will be high important at the examination. Then we kept on correcting the new homework which was quite easy."

4.137/A3/2 Dec/A.III: "We spoke about the homework.... I enjoyed the last hour. We did some exercises in the book 'the use of English'. We had to read a short paragraph and pick the right answer out of four choices."

4.138/A4/2 Dec/A.III: "First we finished the exercises from yesterday and after that we did the homework from today.... In the last hour we had multiple choice questions again. At the beginning of the course I had big problems with them, but they're acceptable now."

4.139/A5/2 Dec/A.III: "This morning we corrected our homework ... and had another 'words quiz'.... [later on] we read little paragraphs trying to remember them. I liked it very much and found it useful for the exam."

4.140/A6/2 Dec/A.III: "First we spoke about the homework.... During the last hour we read some short texts and tried to answer the questions."

4.141/A12/2 Dec/A.III: "The first hour of class, we talked about the homework.... The last hour was a very useful class in order to understand and get confidence with short articles. We use [a Proficiency level] book"

4.142/A1/3 Dec/A.III: "I'm fed up with Listening Summaries although they also are useful."

4.143/A3/3 Dec/A.III: "First we spoke about our homework.... In the last hour we had listening summary with texts from Pitman exams."

4.144/A4/3 Dec/A.III: "In the first hour we did the exercises In the last hour we had some listening summaries. One of them was rather difficult, but the rest was acceptable."

4.145/A6/3 Dec/A.III: "During the last [h]our we did some listening summary and although the last one wasn't so easy I think I will be able to do it on my exams."

4.146/A11/3 Dec/A.III: "It was a very [illegible: h(e)avy?] day for me! I was tired but the atmosphere in my class was quite good. [A10] is a very good neighbour! As usual we corrected the homework During the last hour we had 'listening summary' from the Pitman exam."

- 4.147/A2/4 Dec/A.III: "First we spoke about the homework.... [later] ... The most of us were very confused [about 'wish'] and we had to discuss it exactly. [CR] wrote some explanations on the blackboard. I think they were very helpful."
- 4.148/A3/4 Dec/A.III: "First we spoke about the homework.... Yesterday we got papers with ex. about 'wish'. Some were still confused and we had to discuss it exactly. [CR] wrote some explanations on the blackboard. I think that they are very helpful."
- 4.149/A4/4 Dec/A.III: "First we did the exercises In the last hour we corrected the exercises and got a lot of explanations."
- 4.150/A5/4 Dec/A.III: "... we corrected our homework as usual ... [later] we also had exercises with 'I wish – in which I had some difficulties, it's more difficult than I expected (but now I understand it)."
- 4.151/A6/4 Dec/A.III: "First we spoke about the homework In the last hour we spent all the time doing wish-sentences."
- 4.152/A8/4 Dec/A.III: "Normal day at class."
- 4.153/A10/4 Dec/A.III: "The class today was although quite good fun and I even enjoyed the grammar lesson but however I'm not sure if I got the main points – the examen will show us the truth."
- 4.154/A11/4 Dec/A.III: "This morning we decided to correct the homework in the last [= first] hour. We drove the poor teacher mad! 'Wish' still be a good problem. I wish I knew English very well!"
- 4.155/A12/4 Dec/A.III: "The first hour of class has been dedicated specially for yesterday's homework.... And finally, in the last hour of class, we did the last revision of [the verb] wish."
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- 4.156/A2/5 Dec/A.III: "We dealt with the problem word 'wish'. Everybody got a book with exercises which we did together. They were quite useful.... We used the last 45 minutes for doing some dictations."
- 4.157/A3/5 Dec/A.III: "First we spoke about the homework. We made an exercise about wish and didn't go to the LAB.... In the last hour we had three dictations."
- 4.158/A4/5 Dec/A.III: "First we did the two exercises Instead of going to the language laboratory we corrected the 'I wish' exercises.... In the last hour we had some dictations."
- 4.159/A5/5 Dec/A.III: "This morning we corrected our homework about 'when', 'until', 'until after', etc. We also learnt some different ways to express these kind of sentences. I liked that and also the composition about a girl writing to her boyfriend, because it is really more difficult than you first think it is, mostly because of the verbs. Then we insisted on WISH.... About the dictations, everybody seems to think that their biggest problem is the speed, but I find them rather slow (don't tell them). I think the words we don't know it's a bigger problem, because we write them wrongly or leave gaps."
- 4.160/A11/5 Dec/A.III: "We corrected the homework and we spent an hour for the explanation of 'wish' During the last 45 minutes we did the dictations."
-
- 4.161/A2/8 Dec/A.III: "Today was my favoured day: Monday. It took me 15 minutes to make up my mind whether I go to school or sleeping out. Finally I decided to get up. We did the test papers in book 3. I hate doing those exercises in which we have to make all changes and additions necessary to produce a complete letter. They used to be [= are usually?] bloody difficult."
- 4.162/A3/8 Dec/A.III: "First we spoke about the homework. We did Test Paper 1 and 2 and checked Progress Test 5 again. I really liked these test papers. It showed me what I have to repeat again."
- 4.163/A4/8 Dec/A.III: "We had quite quite an interesting morning. We did the exercises we had for homework, and lots of exercises, the testpapers and two progress test."
- 4.164/A5/8 Dec/A.III: "Today we started a new study-system-week and I got the impression that we learnt more things than in any other day, maybe because of the test papers and the progress tests. We missed the L. Lab. but I found it worthwhile."
- 4.165/A6/8 Dec/A.III: "Until breaktime we did Test Paper I and II on our o[w]n and after the break we checked them."
- 4.166/A11/8 Dec/A.III: "... we did the 'Test Papers' 1 & 2 and we had time to correct them."
- 4.167/A12/8 Dec/A.III: "Today we have been working in the Test papers one and two. I think it has been a good practice to work with prepositions and material that we have been working during the semester. It helps you to remember and get more confidence. At the end of the class we had corrected the exercises. I felt more or less happy but I need more work on it. I hope to get a good level during all this week in the class and at home as well."
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- 4.168/A3/9 Dec/A.III: "First we spoke about the homework and did progress test number six and seven in class. We went through them very carefully. Finally we got our blue book with all the exam papers and did some exercises together."

- 4.169/A4/9 Dec/A.III: "We did the homework [reviews] and some tests in blue book. In the last hour we had to fill in a questionnaire about the course. In general I don't like to fill in things like that."
- 4.170/A8/9 Dec/A.III: "I liked a lot the Test of this morning."
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- 4.171/A2/10 Dec/A.III: "We did another testpaper in the blue book. We only had to fill in the correct answer. In fact we did it very quickly. Secondly, we did a part from an old exam. There were four words given and we had to choose the right one which filled the gab [= gap] correctly. I didn't do it very well if not to say bad. Finally we had to write an essay. The topic was: What would be useful to improve the school system? I will be able to see the result tomorrow."
- 4.172/A3/10 Dec/A.III: "In the first hour we spoke about the homework. We did some more exams in the blue book and had a look at real test papers. We had to write a letter as in the real exam. The topic was the course and we had to write our comment to different points like schoolbooks, LAB and so on."
- 4.173/A4/10 Dec/A.III: "We did quite a lot the whole morning, such as an essay in which we had to make suggestions to improve the course. After that we carried on in the blue book with the practice exams."
- 4.174/A8/10 Dec/A.III: "I like these final days of the course but are very exhausted."
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- 4.175/A3/11 Dec/A.III: "First we had to write an essay as a preparation for the exam. Then we went on filling out the test papers in the blue book. It is really a good repetition."
- 4.176/A4/11 Dec/A.III: "This morning we wrote an essay again. It's not very difficult anymore to write one, it's only a question of knowing what to write, which tense I have to take and always a problem – vocabulary. We also did a lot in the blue book."
- 4.177/A5/11 Dec/A.III: "I find this week extremely useful. We're doing a lot of practice for the exam and learning more than in other systems we've tested. Because of the position of the desks, now we're more concentrated on the teacher and don't look so much to the others. When we put the desks like this (at the first moment) I thought that that was going to create an not-so-friendly ambiance but we would work better, but the fact is that the ambiance is the same (and we're working better as well!)"
- 4.178/A8/11 Dec/A.III: "I like a lot the class now. It's very active. We work a lot and, in fact, it's very interesting."
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- 4.179/A3/12 Dec/A.III: "We did paper 3 in a real exam atmosphere and had two hours time to finish it.... As a final preparation we had two complete listening compr. Those tapes were really bad. I had difficulties to understand anything. I hope it won't be so bad on Monday. On Monday morning we go to class and [CR] will show us what the [examination] interview is like."
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Affective Dimension Factor Components

5. *Wellbeing A.III*

- 5.1/A6/3 Nov/A.III: "{I feel me really bad, because after this morning I think that my sojourn here is a waste of money and time.}" [Also under heading Programme]
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- 5.2/A9/5 Nov/A.III: "I haven't gone to class. I'm sick and I've been all the day in bed. I had a terrible stomachache and I haven't been able to do the homework. I'm sorry about not going because after the Daily Diarys of Monday the class will have been interesting. I feel very depressed too and I don't know why. I feel wrecked."
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- 5.3/CR/6 Nov/A.III: <Getting various extra feedbacks outside the daily diaries: [name] told me that [A9] said I am a very good teacher. [A9]?! Well well. And at the end of the morning I asked if – now that the week was over – anyone was unhappy at the new Stage III regime. No-one was and I overheard [A2] say to [A1] 'Brilliant!' This could reflect the need the 'lower-stream' have for teacher-guidance, but clearly also reflects that the [self-directed] elements are not, for him at least, counterproductive. The DDs [= Daily Diaries] seem to reflect, if not overwhelming support, at least a 'wait & see' attitude which – given the previous hostility and rebelliousness must be seen as an encouraging sign.>
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- 5.4/A4/7 Nov/A.III: "I can't say much about today because I'm a bit fed up of everything. But that's over in a few days, it's only that I don't like to speak much."
- 5.5/A8/7 Nov/A.III: "I enjoy if I can write about what I do outside class.... I'm worried because my parents don't call me and I need to talk with them."
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- 5.6/A8/10 Nov/A.III: "I had a quiet and peaceful weekend, too peaceful I think. I'm bored of spend all the time studying. My face is turning like a square, exactly like a book. Today it's not a good day because in fact I think it's frustrated to spend all the time studying and don't learn too much, well, really it is not the reason of my bad humour. My dear daddy called me some minutes ago. It's wonderful can talk with him."
- 5.7/A10/10 Nov/A.III: "... I felt not well in the past few days, not actually physicly, more mentaly, therefore I wasn't able to [illegible: 'shack' = 'shake' ?] me up for working. I don't no [= know] what makes me so 'tired' my be [= maybe] it's only a 'half-time-hang-over', or a bit home-sickness, or something else. Today I felt already better and I hope I'll shortly have overcome it." [Continued under heading Library]
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- 5.8/A4/11 Nov/A.III: "In the evening I watched TV and did my homework but I couldn't do to much because I felt bad the whole day. I hope it will be better tomorrow. Usually it is —"
- 5.9/A8/11 Nov/A.III: "I lost one of my favorite earrings.... My father called me a short time ago."
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- 5.10/A4/12 Nov/A.III: "I still didn't feel well so I didn't do a lot – only my homework, and went to bed at 10 o'clock."
- 5.11/A11/12 Nov/A.III: "I came home in the afternoon and I found a big packet from Switzerland. friends of mine sent a box of chocolate and nice remainder of home. I was truly happy, but my happiness left me when I realised that some work was waiting for me. I studied some words and helped Mrs. H. in the kitchen. I enjoyed myself."
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- 5.12/A9/13 Nov/A.III: "I've gone to an especialist in the morning because my eyes are very sore After all of that I couldn't go to class which it made me angry because I wanted to."
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- 5.13/A4/14 Nov/A.III: "The week was ok for me, because I feel a bit more confident now. Together with the practise tests I will propably be able to pass the examination."
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- 5.14/A8/18 Nov/A.III: "[A10] is in my same class at afternoon. That's good. I love speaking with my father on the phone. Really, I miss my parents a lot. I would like to see them soon (in 35 days!). The only problem is that before I return to Spain I must do two 'horrible' exams. I have broken my cassette and my hair-dryer. It's wonderful! Everything I catch I break it."
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- 5.15/A8/19 Nov/A.III: "At this moment (7:25) I feel quite upset. Since I'm arrived home at 6 o'clock I'm crying. I know I haven't reason to do it but – I feel so alone sometimes. Anyway, I spoke with my father on the phone and he tried to calmy a little bit. He told me that I'm suffering the Pole syndrome because I'm in Ireland for nearly two months and I miss my family."
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- 5.16/A5/20 Nov/A.III: "And that's all for the moment. On the next D.D. I'll talk about my boyfriend – Don't be on suspense until that!"
- 5.17/A8/20 Nov/A.III: "I spoke on the phone with my father. I like it. When I was in Spain my relationship with him were a little bad. Now are very good. I think the reason for that is the distance and the time."
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- 5.18/CR/21 Nov/A.III: <The atmosphere seems to be much better>
- 5.19/A9/21 Nov/A.III: "[In a pub £200 had been stolen from her handbag] I didn't feel like going to class. I was crying every five minutes. It's terrible. I went to the police I haven't gone out. I've been watching TV all the day without really caring. This is another bad experience in Ireland and has affected me a lot. I feel very depressed and I think I'll always have problems."
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- 5.20/A8/24 Nov/A.III: "I'm really happy when I think that the next 24th of December will be Christmas and I will be with my family giving the presents and eating a delicious dinner. But, on the other hand, I

feel a little bit sad when I think that until that date there are 25 days and, the worse of all, two important exams. Anyway, I hope this time pass quickly, like until now.”

5.21/CR/25 Nov/A.III: <Class seems to be going very well. Happy atmosphere and good relationships all round.>

5.22/CR/28 Nov/A.III: <Regrettably [A1] looks permanently disaffected.>

5.23/A2/1 Dec/A.III: “I will stay at home in three weeks. {If I think about my time here in Ireland I can only say: ‘It was very nice’}” [Also under heading Out-Class Environment]

5.24/A8/1 Dec/A.III: “Today is first of December. That’s great. Today starts the real back count. [= countdown?] Since I had the blow on my head I have headaches but them are quite strange because start then disappear, start again – But, in fact, I think all could be product of my mind.”

5.25/A1/2 Dec/A.III: “{I got up and [felt very sick]. So I decided to stay at home. I slept till 12⁰⁰. I felt much better then, and I looked through all my old homeworks. Then I did that day’s homework.}” [Also under heading Freework]

5.26/A4/2 Dec/A.III: “I’ve never had so big problems with my homework than today. I probably have every answer wrong. I couldn’t remember anything about English grammar. Now I’m really worried about the exam. It was like a giant black whole in my brain.”

5.27/A8/2 Dec/A.III: “When I arrived at home I had a parcel from the University of Dublin There was my wallet!!!!... It’s wonderful, isn’t it? I’m really happy about it. In eighteen days I will return to Spain. I like Ireland very much but now I need to be with my family (and I say with my family, I don’t say in Spain, because I think that the only thing that I want is to be with them and the place hasn’t importance).”

5.28/A2/3 Dec/A.III: “I decided to stay at home, because of my cold. I’ve got a headache and a sore throat. Everybody in my [host] family had a cold during the last days. It was only a question of time until I got it as well. I prefer to have the cold now rather than in one week. Now I’m looking out the window and I’m thinking that it’s very nice to stay in.”

5.29/A3/3 Dec/A.III: “My flight home is booked for the 21st Dec and so I have few days left to enjoy myself.”

5.30/A8/3 Dec/A.III: “I’m really nervous about my Pitman Exam. I must pass it, not for anybody but for me. I don’t mind pass or not the First Certificate but the Pitman – is like a duty. Well, anyway, I’m very confident in myself and that is good. I hope my father will ring me today. I would like to speak with him.”

5.31/A4/4 Dec/A.III: “I hope that [the shipping line] won’t be on strike when I go home. I’m glad that the exams are over on 16th December, so I can go home the next day.”

5.32/A8/4 Dec/A.III: “I feel sad when I think that most of the people I know here I’m not going to see them never more.”

5.33/A11/4 Dec/A.III: “This morning I was in a great form when I woke up at about six o’clock. I opened the big window in my rose room and I stared the lights of Dublin city. Yellow is the main colour and in the background the dark sky became little by little bright. Then the first cars and afterwards the radio alarm o’clock give the ‘Hello to everybody’! The rush hour is between 8-9 am. The lazy Irish people they only start working at 9⁰⁰! But – anyway I love the morning!”

5.34/A8/5 Dec/A.III: “Probably, I will cry the last day of class. I must lose weight because I’m very fat. Today I have received a wonderful letter from my mother.”

5.35/A8/8 Dec/A.III: “Today I felt sick so, at 2 pm, I went ‘home’. There I had two letters from friends and one of them get me been more sick. The weather is horrible; I miss my parents; I’m putting on weigh[t] – I want a rest!!! Wel, I only have 12 days more of suffering.”

5.36/A11/8 Dec/A.III: “This is my last week in the [institution]. I’m quite happy to finish the course. I had had enough. When I came in August I couldn’t speak any English. First of all my grammar was very bad (it still today), in the second place I didn’t have enough vocabulary to speak, so I was very worried about it.”

5.37/A8/9 Dec/A.III: "I (have) talked with my father (the last time I did it, it was eight days ago). He will send me money. He told me that he is very happy when he speaks with me (perhaps, no more than me). In twelve days I will return with him. I'm sure that since I'm here I love more than never before to my parents. Even more, I think I'm not going to be angry with them any more. {I think that there is not a better place than your own house where you can do whatever you want to without asking for nothing, you don't be with people who haven't nothing in common with you – and, anyway, you have the protection of your parents and brothers. It's certainly hard to live more than one month with people completely different to you. For instance, in my case. I'm not used to do the things that the family with I live does. I'm not used to eat carrots once a week, go to mass on sundays, watch only contest's programmes on t.v, have to clean my bedroom or otherwise nobody does it – and these little things make me feel uncomfortable and not very confident with them.}"

[Also under heading Out-Class Environment]

5.38/A8/10 Dec/A.III: "I'm sure I will miss a lot the people I knew in Ireland. I will cry the last day. I'm sure of that because I know how I am. I know we can write us among us but it's not the same, anyway. On the other hand, I'm very happy because I will return to home with my family in eleven days.... I feel very tired (my legs, my arms and my head are like stones. They weigh a lot. Probably more than 20 kgr). Probably that's because of I can't sleep very well"

5.39/A8/11 Dec/A.III: "Tomorrow I will do the Pitman Exam. I'm very confident about it. I don't feel worried at all. In ten days I will return to Spain with my family. I'm very happy for that.... a friend ... who came with me from Madrid, will return to Spain. I was in a point to cry. So I didn't study too much (anything!) and now I'm starting to be nervous."

5.40/A3/12 Dec/A.III: "On the one hand I'm sad leaving this class, on the other hand I'm happy for going home next Sunday. [CR], I like to thank you for everything you did for me and for all of us. It may sound stupid or shoddy. It is difficult to say, really. But I'm sure you know what I mean. Keep being as you are. I'll miss your drawings and legs in corrections."

5.41/A8/12 Dec/A.III: "This morning I did the Pitman Exam. I'm not very happy because I couldn't understand some words from the dictation so I left some spaces in white. When I arrived home I was crying but, in fact I don't know why because the other was much better so I think I'm going to pass it.... In nine days I will be with my family. I need it so much – I think this is the reason because I cried (and now I'm starting again). Tomorrow will be one year I went to the concert ... with my best friend those days.... I was so stupid. I lost her as a friend for a question of pride and since last monday I'm thinking how stupid I was. I think I'm not going to come to Ireland in January. I will try London. But first I will be a long time, (at least one month), in Spain with my lovely family (my real family!)."

6. *Counselling Consultation A.III*

6.1/CR/3 Nov/A.III: <Class hassle re Support Teams.... [A12] stayed behind afterwards. Very interesting. He said that last week he had realised, finally, that he wasn't reaching his potential because of lack of effort. His pride was hurt when he wasn't asked to be a Team leader. Determined to succeed – even if it took five hours to complete the HW. Spent a long time with him. Pointed out that a) S. Teams mean that weaker are not isolated b) Stronger are motivated c) Anything new is always psychologically chaotic ... before it gets better The key to success is always, in the end, harder work.>

6.2/A12/3 Nov/A.III: "And knowing EXACTLY why did [CR] give us the idea of 'Support Teams' because of our discussion after the class I think it's a pretty good idea."

6.3/A8/4 Nov/A.III: "For me it is very helpful to speak with [CR]. I think [CR is] the best teacher I have had. It's completely true. Any other teacher I have had has [not?] been worried about me and never has tried to help me, because I was only one among a lot of pupils. [Here expresses thanks] It is really pleasant that someone be worried and try to help to another people in their problems and more if that 'someone' is the teacher."

6.4/CR/5 Nov/A.III: <Spoke to [A12] and [A7] – no uncertain terms the effect their lateness had had Established that [A7] has a metabolic problem: never has, all her life, been able to move or think quickly, tries hard to keep to time, always late for everything, but making real effort – doesn't do any good. Reassured her ... not her fault. Understand how it is as I have exactly the same problem when the 'comatose state' comes on me....Took the lunch-break to see [A5] – at my request – as I was very impressed by the common-sense shown in her Daily Diary, and, more importantly, because she seems to have lost a kind of youthful gaiety she had at the beginning – her face is looking somewhat grey and dough-like. She reassured me she had no problems at all (no longer homesick ... etc. etc.). Explained, in precise detail, the rationale of the class, including the speculative nature of the research etc.... she had been disturbed by my 'lack of organisation' but had come to realise that I was extremely well-organised, which she needs and likes. Told her that it was evident from the daily diaries that several students were confusing 'democracy' with 'disorganisation'. She also remarked that the Spanish secondary school system was very much a me-teacher-you-student authoritarian one and that she was finding it difficult to adjust to ... 'teachers-as-friends' mode, but saw the value of a more third-level approach with adults. Told her that for me the teacher's 'authority' was permitted by the students only because of greater knowledge of the subject, and implied no 'superiority' whatsoever in any other respect at all.>

6.5/A7/10 Nov/A.III: "Thank you for your understanding in why I use to [= usually?] arrive late. I'm still trying (I'm telling the truth)"

6.6/CR/20 Nov/A.III: <Opened the day with great severity ... [A8] in tears Counselling She had been crying all evening ... very very homesick and lonely.... She cheered up.>

7. *Out-Class Environment A.III*

7.1/A1/7 Nov/A.III: "In the afternoon I went to [the cinema]. I went to 'my' pub at night."

7.2/A3/7 Nov/A.III: "In the afternoon I went to the cinema with [A4].... It was a Scottish Film and I enjoyed the Glasgow accent from different actors. In the evening [A6], [A4] and I went to the National Concert Hall and heard the Symphonie Orchestra and as special guest a woman who plaid clarinet as good as I never heard before. I used to play clarinet as well and was really impressed."

7.3/A4/7 Nov/A.III: "In the afternoon we went to the cinema and in the evening to a classical concert."

7.4/A6/7 Nov/A.III: "About the weekend is not much to say.... I saw different films on TV and in the cinema."

7.5/A8/7 Nov/A.III: "This Sunday I shall go to the cinema ... with [A3] and [A4].... Today I was eating with Orla I will be the next week-end in her house. Really I enjoyed a lot at lunch time. Of course we spoke all the time in english"

7.6/A3/10 Nov/A.III: "In the afternoon I went to a bookshop and had a look around there. Bookshops and libraries are my favourites because I love books. In the family I played with the children who always come and go from the neighbourhood."

7.7/A4/10 Nov/A.III: "In the afternoon I went to the cinema and in the evening I watched TV and did my homework."

7.8/A6/10 Nov/A.III: "In the evening I watched TV. A english comedy was going on, but the english humour is a bit strange."

7.9/A3/11 Nov/A.III: "I went to the cinema"

7.10/A3/12 Nov/A.III: "I went home to my family and looked after children from neighbours. They know me now and want to play all the time. I really enjoyed that evening."

7.11/A9/12 Nov/A.III: "I went for lunch with [A11] and I met a lot of people she knew who are studying Pharmacy in Trinity. They invited me to go to a Pub crawl but I've decided not to go out during the week."

7.12/A4/13 Nov/A.III: "... tonight I'm going to the cinema"

- 7.13/A6/13 Nov/A.III: "In the afternoon I went with [A3] to the Tower Design Craft Center. There we went around and had a look by some craftsman. Over the weekend I didn't much. I just studied a bit, but the most time I watched TV."
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- 7.14/A3/14 Nov/A.III: "In the afternoon, [A6] and I went to the Tower Craft Centre.... We enjoyed ourselves and spoke with many of the staff there."
- 7.15/A8/14 Nov/A.III: "... we went to a library ... I went to shopping ... I went to a pub ... I arrived home and saw ... TV Really I enjoyed a lot."
- 7.16/A9/14 Nov/A.III: "I haven't gone to class because all my [host] family and I went to the eldest girl's graduation. We don't have this kind of celebration in Spain, so I thought it would be a new experience among all I'm learning here. It was marvellous. It was in Latin so I could understand a little bit. All the students were dressed with the grow [gowns], caps etc. I thought that was only in the films but it was true! Then we went to a hotel to have lunch ... the waiter put the serviettes on our knees I had never seen such a thing!"
- 7.17/A11/14 Nov/A.III: "In the afternoon I met my best friend for lunch and then we did some shopping until 18⁰⁰. I enjoyed myselfs with the dentists and meds of Trinity College that night. We had a pub crawl. I didn't drink too much."
-
- 7.18/A3/17 Nov/A.III: "All day I was excited because of de [popstar concert] The concert was brilliant!!! We got a lift home and went to bed, tired but lucky. [gluecklich = happy?]I'm looking forward to [the popstar's] concert on Saturday because I'm going again."
- 7.19/A4/17 Nov/A.III: "... tonight I'm going to the first [popstar] concert"
- 7.20/A6/17 Nov/A.III: "In the evening I went to a [popstar] concert. It was really great."
- 7.21/A8/17 Nov/A.III: "I spent the weekend with the family of my irish uncle. It was great.... I went to the National Gallery I went for a walk around Dalkey and then I went to swim in a swimming pool This night is [a popstar] concert. [A3] was really happy"
-
- 7.22/A3/18 Nov/A.III: "In the afternoon we met a nice lady who started to talk with us. She said what we could do in future with our knowledge of English and what she did when she was in our age. It was very interesting and we enjoyed ourselves."
-
- 7.23/A3/19 Nov/A.III: "In the afternoon I went shopping. At home I started to draw a pencil picture for my mother. She loves to get self-made Christmas presents and I like drawing."
-
- 7.24/A1/20 Nov/A.III: "I went to the cinema in the afternoon."
- 7.25/A3/20 Nov/A.III: "In the afternoon [A6], [A4] and I decided ... to go to the musical [name] and I'm looking forward in seeing that."
- 7.26/A5/20 Nov/A.III: "A new – and exciting – event happened today: [A6] and I moved to another [afternoon] class. We wanted something a bit more difficult. Our new teacher is a very nice man called [name] who made us confident since the first moment."
- 7.27/A9/20 Nov/A.III: "After class, a friend of mine and I went to the bank to change money in sterline pounds to go to Belfast this weekend. Then we went to dine and to a pub.... I had my money nearly IR£200 in my handbag I opened my bag and the wallet wasn't there!! Someone stole all my money, with the bank card, international student card, etc. My first reaction was starting to cry. £200!!"
-
- 7.28/A6/21 Nov/A.III: "... [A3], [A4] and I went to a musical. It was very amusing but sometimes really difficult to follow the conversation."
- 7.29/A8/21 Nov/A.III: "... I went to a pub with [A2], [A1] and [A10].... I spent all evening, after dinner, watching TV and reading (well, it was only one hour)."
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- 7.30/A8/24 Nov/A.III: "... I went to the cinema"
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- 7.31/A1/26 Nov/A.III: "After I did my homework and washing we met in our chalet (1-room flat in the hostel) for a little chat and a lot of gossip."
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- 7.32/A1/27 Nov/A.III: "I met a friend and her mother in town and had lunch, what I really enjoyed."
- 7.33/A3/27 Nov/A.III: "In the afternoon we went to the cinema"
-

7.34/A3/28 Nov/A.III: "In the afternoon I went to the Temple fare [?] Market.... I wanted to meet [A6], [A5] and [A8] to go to the cinema."

7.35/A8/28 Nov/A.III: "Today I went to the cinema with [A3], [A5] and [A6].... I bought a Spanish newspaper ... I bought a present for my irish relatives too. I will be this weekend with them."

7.36/A1/1 Dec/A.III: "I went to see [a film] in the afternoon."

7.37/A2/1 Dec/A.III: "{If I think about my time here in Ireland I can only say: 'It was very nice'. Especially the Irish people who I met they were really brilliant. I started to like the the lifestyle during the first month because it was a change to an easier life. Although I had four hours school a day and two to three hours homework. Of course in the beginning it was very hard then I couldn't speak and nobody had understood me. Now I'm speaking to the people without spending minutes to get a sentence in English, and what is happening? I have to go home.... I'm sure that I will miss the nice pubs and the tasty Guinness. Something I won't miss is the bus. That is the worst I've ever seen. But the buses are only a tiny part in my experience here in Ireland.}" [Also under heading Wellbeing]

7.38/A4/1 Dec/A.III: "In the evening I ... watched TV and was sewing the first half of my sweater together."

7.39/A8/1 Dec/A.III: "I spent a wonderful weekend with my irish relations. On Saturday morning I went to Wicklow and Glendalough. We were walking there. At night we went to the cinema On Sunday I was learning how to do some irish recipes. I would like to make some of them in Spain. After lunch we went to a shopping centre to buy some presents. I really enjoyed this weekend."

7.40/A1/2 Dec/A.III: "In the evening I watched [a TV comedy series] and a documentary of underdeveloped countries."

7.41/A4/3 Dec/A.III: "In the evening I did the same as always – I watched TV and did my homework."

7.42/A3/4 Dec/A.III: "The afternoon we spent in our coffee shop, as usual. I went home and watched telly."

7.43/A4/4 Dec/A.III: "In the evening I did the homework and watched TV."

7.44/A8/4 Dec/A.III: "Today I have bought a very nice jacket. I think it is lovely and, moreover, it was very cheap."

7.45/A10/4 Dec/A.III: "Today began very pleasant! I was sirved a cup of coffee in bed at seven o clock this morning by the son of 'my' family.... He was in very good humour.... I instantly took over the good humour and kept it all day."

7.46/A2/5 Dec/A.III: "Today we went very quickly home because we will join at 6⁰⁰ p.m again at the city center. Some of my friends will leave Dublin next weekend and now we are going to have a faire-well-party tonight. We are going for dinner then we will go for a couple of pints and after 11⁰⁰ it will be time for a night Clup [= club] at Leeson Street. In spite of my cold I was not able to decide to stay at home. I know it's not the best way to cure my cold."

7.47/A3/5 Dec/A.III: "In the afternoon we went to Trinity College and had a look around the library and saw the book of Kells. The library was really impressive. [A6], [A4] and I went for a cup of tea and decided what we were going to do over the weekend."

7.48/A4/5 Dec/A.III: "I was also watching a good film on TV"

7.49/A8/8 Dec/A.III: "I had a horrible weekend. The 15's years old daughter of my house ... broke one of my best T-shirts ... she 'thought' it was a rag and she used it for cleaning the car (but before she broke it by the middle).... Perhaps, the worst for me is that she didn't beg my pardon or even she didn't excuse her behaviour. I hate her!"

7.50/A11/8 Dec/A.III: "I remember that it was hard too, to get used to the new Irish culture. For exemple the food always very simple cooked and the well-known vegetables patatoes. In the second place the weather: cold and miserable. But apart from that I must say that Irish people are very very friendly and kind."

7.51/A8/9 Dec/A.III: "{I think that there is not a better place than your own house where you can do whatever you want to without asking for nothing, you don't be with people who haven't nothing in common with you – and, anyway, you have the protection of your parents and brothers. It's certainly hard to live more than one month with people completely different to you. For instance, in my case. I'm not used to do the things that the family with I live does. I'm not used to eat carrots once a week, go to mass on sundays, watch only contest's programmes on t.v, have to clean my

bedroom or otherwise nobody does it – and these little things make me feel uncomfortable and not very confident with them.}” [Also under heading Wellbeing]

7.52/A4/11 Dec/A.III: “In the afternoon I was walking from one shop to another to look for christmas presents. Later I watched TV and did some revision.”

7.53/A8/11 Dec/A.III: “This weekend I’ll have lunch, on Sunday, with my Irish relatives.”

7.54/A3/12 Dec/A.III: “In the evening there was a student party in the [institution] and it was very nice. [A6], [A4] and I decided to go away and have dinner together. We celebrated the end of the course and that we had a funny, crazy time together.”

Self Directed Learning Components

8. *Peer Support A.III*

8.1/CR/3 Nov/A.III: <Class hassle re Support Teams. [A11] ... ‘I can’t do it.’ ... Left them alone to cope (after thorough intro and explanation) while I made out a good copy of the Status Reports [A11] comes ‘Can you come back to class – big problem’.... Reassure, cajole, encourage, explain, motivate, rationalise etc. etc. Still, [A6] wants to revert to grammar – supported by all bar [A4], [A7] and [A10].>

8.2/A6/3 Nov/A.III: “This morning I was rather upset because I’m not agree with you in several things concerning your teaching methodes. I don’t want attack you, but there are several things I must say: I’m very unhappy with this new system. First I thought that these supporter groups are a good idea. But after this morning I don’t think so at all. I don’t think that this method is helpful to anyone. really I don’t know the grammar so good that I can explain it to other persons. And also I’m really afraid of the fact that I could explain something wrong. Another point is that we have too less time. I think this system needs some time until it works, but we have only a few weeks left!” [Continued under heading Programme]

8.3/A8/3 Nov/A.III: “I think the support teams are not the best way to learn english. I think it’s a waste of time. In fact, the idea is good but – it would be good if we would have more time. Probably this is the first time I give my open opinion about something. It is really hard but – I know I haven’t a good english base and for that reason I know I can not pass the First Certificate Exam but at least I hope to learn something (the most possible). It’s more than anything to show to my parents that I learnt english and their waste of money wasn’t useless. The Support Team makes me feel stupid, ignorant and the most important, wasting time. For me, the best way to learn would be to learn grammar. It probably would make me full-filled. I know we must communicate each other but I can not communicate with another person if I haven’t knowledge or bases on english. Anyway, we can spend the flexible hour talking about different theams every day if we want to practice our english.”

8.4/A11/3 Nov/A.III: “Yesterday [CR] decided to start the homework correction in teams. I had to help [A10] and [A7] for the grammar. I tried to but I couldn’t give them help: first because I don’t know very well the grammar, second I’m afraid to be responsible, third we pay this [institution] for the teacher not for the students.... And if this team is one of the reason to impruve our English, I defenitely don’t accept it!” [See also under heading Programme]

8.5/A12/3 Nov/A.III: “... we put in practice the ‘Suport Teams’. We started the class in groups of three people with a ‘leader’ team [= team leader] in each group. But, as usual, some people were not in agreeement with the idea of the ‘Suport Teams’. The main reason for that was that the leaders didn’t want to be responsables for the all group. They didn’t feel well at the time to give an explanation for the problems and the rest of the group didn’t respond very well about the ‘Support Teams’.... Anyway I think that even being a bit confused, the idea of forming the ‘Suport Teams’ can be ok in order to give motivation to the people.” [See also under headings Programme, Counselling and Consultation]

8.6/A3/4 Nov/A.III: “We’ve done individual work with our support teams. I studied and rewrote the exercises I did wrong in the last few weeks.”

8.7/A5/4 Nov/A.III: “This morning we moved into Support Teams and studied our marked homework.”

- 8.8/A11/4 Nov/A.III: "We started working in teams of three. We corrected the exercises together." [Note: this is not an instance of peer-correction; they compared one another's teacher-corrected homework]
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- 8.9/A5/5 Nov/A.III: "Today we have done our individual work in the Support Teams."
 8.10/A11/5 Nov/A.III: "We began with the individual work in team."
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- 8.11/A3/6 Nov/A.III: "... carried on with our work in the support teams."
 8.12/A5/6 Nov/A.III: "Today we worked in our Support Teams, and went over the homework's exercises."
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- 8.13/A8/10 Nov/A.III: "Little by little I'm finding useful the support teams. I think it is no so bad as I thought at the first moment"
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- 8.14/A11/11 Nov/A.III: "At 9³⁰h. we corrected the exercises in a team of three"
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- 8.15/A6/12 Nov/A.III: "... support team"
 8.16/A12/12 Nov/A.III: "{I had had a very important problem for a long time when I wanted to express the spanish subjunctive which is the past plus conditional in English. {[A9] helped me in the problem and we did some exercises. It was really helpful because many times I had to stop speaking because of this problem.}" [Also under heading Library]
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- 8.17/A6/13 Nov/A.III: "... and worked in our supporter team."
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- 8.18/A10/18 Nov/A.III: "After disscussing with [A11] and studying in a grammar book my basic grammar problems became clear to me. – Good idea – thise support-teams!"
 8.19/A11/18 Nov/A.III: "{During the individual time I explaned to [A10] some basic rules of the grammar. At least [= finally?] we read a text and we answered to the questions.}" [Also under heading Library]
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- 8.20/CR/20 Nov/A.III: <Rearranged the Support Teams.... worked superbly together in 'Lab time' allocated to STs [= support teams] instead of lab.>
 8.21/A3/20 Nov/A.III: "... [we] made a change in our support teams.... We carried on in our support team and left the LAB for the next day."
 8.22/A4/20 Nov/A.III: "Then we changed our supporter teams. It's much more interesting now, because [A5] and I never had big problems to solve.... we discussed [A8]'s problems and mistakes."
 8.23/A5/20 Nov/A.III: "We made new support teams; I think it's a good idea and it's good to be with new people (although I can't honestly say that I am with new people! But my team ([A4] and [A8]) is perfect."
 8.24/A6/20 Nov/A.III: "... we formed new supporter groups. I'm not so happy about this. Of course I'd like to help [A2] but I wonder if I'm able to do it. I mean we have more or less the same problems and so I'm not very useful for him."
 8.25/A10/20 Nov/A.III: "{... I really enjoyed myself doing the exercice about the 'Stenlay family'....}" [Also under heading DODL Elements]
 8.26/A12/20 Nov/A.III: "Yesterday [A1] helped me in the compositions we did the day before. I got a good profit with her because she explained some problems that I couldn't solve before."
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- 8.27/A11/21 Nov/A.III: [Continued from Library] "... I had a chat with [A10] about grammar. I enjoyed myself with him."
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- 8.28/A1/24 Nov/A.III: "I also worked with [A10] and [A12] as a support team."
 8.29/A5/24 Nov/A.III: "Then we carried on with our support teams, and [A4] and I tried to explain to [A8] conditional sentences, which she didn't understand."
 8.30/A6/24 Nov/A.III: "... then we worked in our supporter team. I should explain the conditional sentences to [A2] but I wasn't able. So we studied together the Unit about this tenses in my grammar book."
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- 8.31/A11/25 Nov/A.III: "I did the wrong exercises so that I couldn't correct them with [A10]. He was absent."
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- 8.32/A3/1 Dec/A.III: "First we worked in our support team. I did an Pitman exam Paper for practicing."

8.33/A6/1 Dec/A.III: "... then we worked in our support team."

8.34/A11/4 Dec/A.III: "I sometimes have a nice discussion with [A10]: he is dead on! This morning we spoke about horoscope and I discovered funny things about [A10]'s personality but I won't tell you what I found out!"

8.35/A11/8 Dec/A.III: "This morning we worked in group of team"

9. *Laboratory A.III*

9.1/A1/4 Nov/A.III: "In the language lab I continued with my tape and did drill 6,7,8,11."

9.2/A2/4 Nov/A.III: "We went for one hour to the laboritory. I did exercises 33-45 with the book [stimulus-response drills]."

9.3/A3/4 Nov/A.III: "In the language laboratory I did my programme [stimulus-response drills] with drill 21-26."

9.4/A5/4 Nov/A.III: "Then, we went to the Laboratory to do our individual work. I started with another tape."

9.5/A8/4 Nov/A.III: "This morning at the Laboratory, I advanced a lot. I did all the exercises of the 5th cassette (eight exercises!)."

9.6/A9/4 Nov/A.III: "I find the work in the language laboratory very useful because it is what each one needs. I had problems with the gerunds and infinitives so today I worked in the 'lab' with these items.... So I'm really happy with this because perhaps I didn't understand before."

9.7/A11/4 Nov/A.III: "... at about 10⁰⁰, we went to the laboratory."

9.8/A1/6 Nov/A.III: "In the language lab I used 'my' cassette – I did drill 12-13-14-15. I noted a few expressions I have never heard before, like 'If it weren't for – ' etc.'"

9.9/A3/6 Nov/A.III: "In the language laboratory I did drill 27-32 and wrote some expressions down I didn't understand very well."

9.10/A4/6 Nov/A.III: "From 9 to 10 we went to the language laboratory – useful but I still don't like it."

9.11/A5/6 Nov/A.III: "Then we went to the Language Laboratory."

9.12/A8/6 Nov/A.III: "Really, I don't enjoy too much at the Language Laboratory but it's an important part of the training so I must accept it."

9.13/A10/6 Nov/A.III: "I worked mainly on my vocabulary, in the L/L I did P+P drill 19-23. Next week, I would like to go one level higher, in P+P."

9.14/A11/6 Nov/A.III: "The LAB. was quite good, I listened to the proficiency (yellow book from 17 to 23 Unit)."

9.15/A1/7 Nov/A.III: "I went on with my tape"

9.16/A3/7 Nov/A.III: "I did drill F33-37 in the language laboratory. I like these drills and find them very useful for me. Before I never really liked the LAB because I was always bored but the Fluency book is quite OK."

9.17/A4/7 Nov/A.III: "... and afterwards we went to the language laboratory."

9.18/A5/7 Nov/A.III: "After than we went to the Language Lab. and I finished the blue book (I don't remember the name)."

9.19/A6/7 Nov/A.III: "... we went to the laboratory, where I tried to do some dictations. The tape included of some dictation for short-hand writing for Pitman exams and I must say that it was a real waste of time for me. Not because it was too fast – no, the speed was all right – but because of the specific vocabulary. The dictations include a lot of words of commerce and business, which I don't know."

9.20/A1/10 Nov/A.III: "In the language lab I did drill 20/21 in my usual book."

9.21/A2/10 Nov/A.III: "I was for thirty minutes at the laboritory.... I had to produce correct sentences from words an phrases given. It takes me hours to solve this kind of exercises, but perhaps when I am enough practising those, then it's getting better."

9.22/A3/10 Nov/A.III: "... went to the LAB"

9.23/A4/10 Nov/A.III: "... there was language laboratory as usual"

9.24/A5/10 Nov/A.III: "In the Lang. Lab I started out with 'Fluency', it's not so difficult than I thought."

9.25/A6/10 Nov/A.III: "I continued with the exercises of 'Fluency'."

9.26/A7/10 Nov/A.III: "{The only dubt I have is about the language laboratory.} I had started with drills in book D, which ones I already finished, and sometimes I had the impression that it didn't work for me. I didn't notice any progress in my work. Maybe I'm wrong or maybe I don't know how to use the language laboratory. Perhaps, the thing I don't understand or I can't see is how do you improve your english with it and what do you obtain at the end. (If I do something else different of the drills, maybe I would not have that dubt I DON'T KNOW.)" [Also under heading Programme]

9.27/A8/10 Nov/A.III: "... still I don't like the Laboratory. Probably in some days more I could find it more useful."

9.28/A9/10 Nov/A.III: "I like very much the work we do in the lab. It's very useful. I'm very happy."

9.29/A10/10 Nov/A.III: "I started a new series of Drills in today's L/L time, but I can not say yet how usefull they are."

9.30/A1/11 Nov/A.III: "I did drill 23/24 in the language lab."

9.31/A3/11 Nov/A.III: "In the LAP [= lab] I tried a Pitman Dictation. I didn't like it very much ... not really useful for our exam."

9.32/A4/11 Nov/A.III: "Afterwards we went to this 'nice' language laboratory. I think I have to change the tape tomorrow. I can't stand this voices anymore."

9.33/A5/11 Nov/A.III: "We also went to the L. Laboratory."

9.34/A6/11 Nov/A.III: "... we went to the language laboratory where I continued with the 'Fluency'."

9.35/A11/11 Nov/A.III: "As usual we went to the language laboratory where I started with the drill 33-37 from Fluency."

9.36/A3/12 Nov/A.III: "I did some Fluency drill in the LAB but I was thinking to change the book. I was bored and liked something else."

9.37/A4/12 Nov/A.III: "... and afterwards we went to the language laboratory."

9.38/A5/12 Nov/A.III: "... went to the L. Lab"

9.39/A8/12 Nov/A.III: "Sometimes I think it's a little bit stupid the cassettes and exercises I'm doing at the Laboratory. Sometimes are so easy – but when I start something I want to finish it, so – probably next week I could start a new level."

9.40/A9/12 Nov/A.III: "I love the work in the lab. It's very useful."

9.41/A11/12 Nov/A.III: "We spent 40 minutes in the LAB, which is very useful for me. Listening to the tapes I learn the pronunciation."

9.42/A1/13 Nov/A.III: "We didn't do very much at school, at least no language lab."

9.43/A2/13 Nov/A.III: "We didn't go to labortory, it seemed that nobody really wanted to go to."

9.44/A3/13 Nov/A.III: "{I enjoyed [the lesson, which] was better than the LAB.}" [Also under heading DODL Elements]

9.45/A11/13 Nov/A.III: "I went to the LAB but I was the only one to listen to the tape. They didn't come upstairs."

9.46/A1/14 Nov/A.III: "We didn't do any language lab, because of technical problems."

9.47/A8/14 Nov/A.III: "For second day we didn't go to the Laboratory (I'm sorry but I don't like [the lab.] at all."

9.48/A1/17 Nov/A.III: "I did drill 25-32."

9.49/A2/17 Nov/A.III: "Then we went to the labortory, I was working with the [fluency] book and then we received a new book.... I need a lot of practise in listening comprehension therefor it would be very good for me to work with this book in the laboratory."

9.50/A3/17 Nov/A.III: "In the LAB I did [a listening comprehension tape and textbook] and just listened to the conversation because I didn't know what to do exactly."

9.51/A4/17 Nov/A.III: "... afterwards we went to the language laboratory."

9.52/A5/17 Nov/A.III: "We also went to the Laboratory and I got on with 'Fluency'."

9.53/A6/17 Nov/A.III: "Then we went to the language laboratory where I did some Units of [a listening comprehension textbook]. I find this a quite good exercise."

9.54/A8/17 Nov/A.III: "In the language laboratory I advance a lot. Probably next week I could start a new book."

9.55/A11/17 Nov/A.III: "In the LAB I listened to the 'Fluency' from drill 49-55."

9.56/A1/18 Nov/A.III: "I did drill 33-39 in the language lab."

- 9.57/A2/18 Nov/A.III: "Afterwards we went to the labority. There was enough time for doing exercises 25 to 32."
- 9.58/A3/18 Nov/A.III: "In the LAB I found new interesting tapes. I did G11 Gerunds and Infinitives as objects unit A. There is no book and I really have to concentrate about the text to get it right."
- 9.59/A4/18 Nov/A.III: "After that we went to the language laboratory"
- 9.60/A5/18 Nov/A.III: "Then went to the Laboratory and I got on with 'Fluency'."
- 9.61/A6/18 Nov/A.III: "... then we went to the language laboratory. There I continued with [a listening comprehension tape and textbook]."
- 9.62/A11/18 Nov/A.III: "In the LAB I listened to [a listening comprehension tape]. It is good to listen but I found the 'Fluency' much better."
- 9.63/A12/18 Nov/A.III: "After that we went to the lab. I found an interesting tape in conversations."
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- 9.64/A1/19 Nov/A.III: "I used the new tape in the lab"
- 9.65/A2/19 Nov/A.III: "In the labority I used the new tape.... These exercises are quite good, I had enough time for Unit 1 to 10. I worked with the first group."
- 9.66/A3/19 Nov/A.III: "In the LAB I did the second exercise from the same tape G11."
- 9.67/A4/19 Nov/A.III: "The language laboratory was boring like always."
- 9.68/A5/19 Nov/A.III: "Then went to the Language Lab."
- 9.69/A6/19 Nov/A.III: "At ten o'clock we went to the language laboratory and I continued with '[a listening comprehension tape and textbook].'"
- 9.70/A8/19 Nov/A.III: "In few days I will finish the easy level I studying at the Laboratory. That's fantastic, because I'm quite bored of it. It is too easy and sometimes I [= a ?] little bit stupid."
- 9.71/A11/19 Nov/A.III: "In the LAB I finished the Fluency book from drill 56 to 60."
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- 9.72/A3/20 Nov/A.III: "... I did Phrasal Verbs in the LAB. The tape was quite OK."
- 9.73/A6/20 Nov/A.III: "Because of our group work we let out the language laboratory."
- 9.74/A7/20 Nov/A.III: "... I still can't find any [improvement] with the drills of the language laboratory. I think I'm going to try the dictation cassettes, because I think I have some problems with the number of mistakes in the dictation."
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- 9.75/A1/21 Nov/A.III: "I tried '[a listening comprehension tape and textbook] in the lab.'"
- 9.76/A2/21 Nov/A.III: "I've been working with present perfect and for, since, ago."
- 9.77/A4/21 Nov/A.III: "After that we went to the language laboratory – I still can't stand it."
- 9.78/A5/21 Nov/A.III: "... and then went to the L. Lab., where I learn a lot of vocabulary (I write it down and look it up in the dictionary later on)."
- 9.79/A6/21 Nov/A.III: "... then we went to the language laboratory where I continued with the '[a listening comprehension tape and textbook] (Unit 3 & 4).'"
- 9.80/A10/21 Nov/A.III: "In the Lang. Lab. I did some drills as usual"
- 9.81/A11/21 Nov/A.III: "In the LAB I began with a Free-study 'For-since-ago'. I found it good for the conversation."
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- 9.82/A1/24 Nov/A.III: "In the language lab I did [listening comprehension] 7-11. As we haven't got a key I'm not sure whether it's any good or not. But it helps me to figure out some things I didn't understand."
- 9.83/A2/24 Nov/A.III: "In the labority I was working with phrasel verbs."
- 9.84/A3/24 Nov/A.III: "... in the LAB I did some exercises from the book [title]. I liked these exercises. It was sometimes hard to understand the voices."
- 9.85/A4/24 Nov/A.III: "Afterwards we went to the language laboratory"
- 9.86/A5/24 Nov/A.III: "... after the break went to the Laboratory, where I almost finish with 'Fluency'."
- 9.87/A6/24 Nov/A.III: "After that we went to the language laboratory where I did the 5th Unit of [a listening comprehension tape and textbook]."
- 9.88/A8/24 Nov/A.III: "Tomorrow, at last, I will finish the method I'm studying at Laboratory and probably I could start with a new level and new cassettes."
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- 9.89/A1/25 Nov/A.III: "I went on doing [listening comprehension] and finished group two. Then we worked on discussions, which aren't toooooo difficult (in my opinion)."
- 9.90/A2/25 Nov/A.III: "During the labority time I got the book fluency in English. I did exercises 33 to 37. I was working with some other books and tapes, but they were worse."
- 9.91/A3/25 Nov/A.III: "In the LAB I did more drills in the book [listening comprehension]. It is a very useful book. The tape was so bad that I would be well prepared for the tapes at the exam."

- 9.92/A6/25 Nov/A.III: "After this we went as usually to the language laboratory"
- 9.93/A11/25 Nov/A.III: "In the lab I enjoyed myself listening to the Fluency from drill 56-to 60."
- 9.94/A12/25 Nov/A.III: "In the language lab. I practiced with the second of the gerunds and infinitive tape."
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- 9.95/A1/26 Nov/A.III: "I tried 'Phrasal Words' [= phrasal verbs] in the language lab."
- 9.96/A2/26 Nov/A.III: "Afterwards ... in the laboritory."
- 9.97/A3/26 Nov/A.III: "... I did unit 6 in [a language laboratory] book."
- 9.98/A5/26 Nov/A.III: "... went to the Language Lab"
- 9.99/A6/26 Nov/A.III: "... then we went to the language laboratory. I did some exercises of 'Fluency'."
- 9.100/A8/26 Nov/A.III: "At last, I finished the method I was working in and I started a new one."
- 9.101/A9/26 Nov/A.III: "I've finished with the Group One of [a listening comprehension tape] in the lab."
- 9.102/A11/26 Nov/A.III: "In the LAB I began with a new book It is good for the comprehension of the dialogue."
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- 9.103/A1/27 Nov/A.III: "I went on with Phrasal Verbs"
- 9.104/A2/27 Nov/A.III: "During the laboritory time I was working with fluency in English. I only had time for three exercises."
- 9.105/A3/27 Nov/A.III: "... I did [a listening comprehension tape and textbook] unit 7 in the LAB."
- 9.106/A4/27 Nov/A.III: "In the language laboratory I had a tape with gerund and infinitive"
- 9.107/A6/27 Nov/A.III: "In the language laboratory I did some exercises of phrasal verbs."
- 9.108/A11/27 Nov/A.III: "Afterwards we went to the LAB, I listened to [a listening comprehension tape] from unit 6 to 14."
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- 9.109/A1/28 Nov/A.III: "I went on with 'Phrasal Verbs'"
- 9.110/A3/28 Nov/A.III: "... I did unit 8 and 9 from the book [a listening comprehension tape and textbook]."
- 9.111/A8/28 Nov/A.III: "The new level I'm using at the Laboratory is faster than the other one but I prefer it."
- 9.112/A11/28 Nov/A.III: "In the LAB I listened to the 'Free study'." [Only Drills were labelled 'Free Study']
- 9.113/A4/28 Nov/A.III: "In the second hour we went to the language laboratory"
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- 9.114/A1/1 Dec/A.III: "I used again the tape 'phrasal verbs'. I did C2 to D2. I think they are quite usefull."
- 9.115/A2/1 Dec/A.III: "During the laboritory time I was still working with the book called Fluency in English. I will finish it in two or three days. I hope so, than I'm really sick of this book."
- 9.116/A3/1 Dec/A.III: "In the LAB I tried an other tape 'Free study' about 'For, since and ago'."
- 9.117/A4/1 Dec/A.III: "After that we went to the language laboratory, which was boring as always."
- 9.118/A5/1 Dec/A.III: "... went to the Laboratory"
- 9.119/A6/1 Dec/A.III: "After that we went to the language laboratory where I did some exercises about phrasel verbs."
- 9.120/A11/1 Dec/A.III: "During the LAB hour I listened to the phrasal verbs, but now I'm going to change the work I do in the few minutes we have at our disposal every day."
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- 9.121/A3/2 Dec/A.III: "In the LAB I did unit 10 in the book [a listening comprehension tape and textbook]."
- 9.122/A4/2 Dec/A.III: "In the second hour we went to the language laboratory"
- 9.123/A5/2 Dec/A.III: "... went to the Laboratory"
- 9.124/A6/2 Dec/A.III: "Then we went to the language laboratory where I carried on with phrasel verbs."
- 9.125/A12/2 Dec/A.III: "Then we went to the language laboratory where I practiced with gerunds and infinitives."
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- 9.126/A1/3 Dec/A.III: "I went on with 'P[h]rasal Verbs' in Language lab time. I did D3 and D4. Then I tried 'Gerund an[d] Infinitive' A1-A2-A3 which are quite usefull."
- 9.127/A3/3 Dec/A.III: "In the LAB I did 'Fluency' drill 56-60."
- 9.128/A4/3 Dec/A.III: "... after that we went to the language laboratory"
- 9.129/A6/3 Dec/A.III: "At ten o'clock we went to the language laboratory where I carried on with phrasel verbs. I must say that I was very bored in the lab. today. Although the exercises about the phrasel verbs would be very usefully I nearly couldn't manage to keep me awake because of this slowness of the tape."
- 9.130/A8/3 Dec/A.III: "At the language laboratory, I'm finishing the level I'm using now. Probably I will finish it on friday. I like it because is faster than the other."
- 9.131/A11/3 Dec/A.III: "... then we went to the LAB where I listened to the Fluency from drill 25 to 32."
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- 9.132/A2/4 Dec/A.III: "In the LAB I worked with [a listening comprehension tape]."
- 9.133/A3/4 Dec/A.III: "In the LAB I did 'Fluency' drill 49-55."
- 9.134/A4/4 Dec/A.III: "... afterwards we went to the language laboratory"
- 9.135/A5/4 Dec/A.III: "... then went to the Laboratory, where I'm listening to [a listening comprehension tape and textbook]. I like these dialogues and trying to understand them more than the other tapes."
- 9.136/A6/4 Dec/A.III: "At ten o'clock we went to the language laboratory, where I did some exercises of 'Fluency'."
- 9.137/A8/4 Dec/A.III: "I'm finishing the level D at the Laboratory."
- 9.138/A11/4 Dec/A.III: "In the LAB I listened to [a listening comprehension tape and textbook]"
- 9.139/A12/4 Dec/A.III: "Then, we went to the lang.lab. where I finished the four tape in Gerunds and Infinitives."
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9.140/A4/5 Dec/A.III: "Fortunately we don't have to go to the language laboratory again. I can't stand the language laboratory ... but I do it anyway."

9.141/A11/5 Dec/A.III: "This morning no LAB!"

9.142/A11/8 Dec/A.III: "The LAB is going to die. What a shame!"

10. *Library A.III*

10.1/A5/3 Nov/A.III: "Today we started out with the 'Support Teams' programme, working alone. I didn't like that. I know students are supposed to be able to work by themselves, doing individual work and have learnt to cope with things without the teacher, but I can't do that, I feel I'm not really studying or learning. I suppose some of the others feel like me, in part because we aren't mature enough, and in part due of the bad education-system. In Spain, until this year, I was taught like a child, and without any freedom. I felt stupid. Now, I think your ideas are quite different from that, but I'm not prepared, that is, and I'm not the [only?] one. I prefer you teaching grammar on the blackboard, and the days we did that I learnt much more."

10.2/A6/4 Nov/A.III: "The first two hours we continued with the individual work." [Continued under heading DODL Elements]

10.3/A2/5 Nov/A.III: "I continued with my individual work at book 'First Certificate 3'. It's very useful to work with this book. I did exercises 5 to 7."

10.4/A4/5 Nov/A.III: "After coffee break till 12 o'clock we did individual work again."

10.5/A10/5 Nov/A.III: "I'm very glad about the possibility to make up the exercises which I have failed to do in the beginning of the course. I did ex. 1 and 2 in the 'red book'."

10.6/CR/6 Nov/A.III: <Note to self: don't let 'class library' markings ... intrude so much on supportive 'circulating' in the class.>

10.7/A1/6 Nov/A.III: "I started a new book ... but I couldn't really concentrate, so I continued the red book, unit 15."

10.8/A4/6 Nov/A.III: "... afterwards we had free studies.... I studied some units in the red book. They are also very useful and a good complement to the exercises in book 3."

10.9/A5/6 Nov/A.III: "... and after that free studies"

10.10/A7/6 Nov/A.III: "It's difficult for us to find the book in the classlibrary that suits us better, because sometimes you think that you are weak in one thing and what you need is more practice in another point that you didn't realise you are weak. For that reason I have to ask [CR] if what I had chosen, it suits me."

10.11/A11/6 Nov/A.III: "I'm not satisfied with the new programme because I don't find the two free hours (from 9 till 10 and from 11 till 12) a good idea. Unfortunately I can't study during this free time. I need to be in a separate room in my own."

10.12/A2/7 Nov/A.III: "I finished my individual work on a 'Test Paper'. [CR] corrected it for me, the result was not too bad. I like to work on my own. I choose really this work which I need that makes sure that I never waste my time."

- 10.13/A3/7 Nov/A.III: "I carried on with the multiple choice from the class library. First I liked the exercises but as I corrected them and got several right answers from the book, I decided not to do more in that book. It is not difficult to find an other interesting book."
- 10.14/A4/7 Nov/A.III: "After break we had our free studies"
- 10.15/A5/7 Nov/A.III: "... and then began to work individually in our teams. I got on with the red book, reading texts on learning new words.... After the break more individual work."
- 10.16/A6/7 Nov/A.III: "After the break I learnd some words and the conjugation of irregular verbs."
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- 10.17/A1/10 Nov/A.III: "I went on with my library-book work. I think it really helps me to write summaries."
- 10.18/A3/10 Nov/A.III: "In class we did some exercises for ourselves"
- 10.19/A5/10 Nov/A.III: "I spent my free-time doing the test paper"
- 10.20/A6/10 Nov/A.III: "First we could work for one hour for ourself because we hadn't to talk about the homeworks."
- 10.21/A10/10 Nov/A.III: "An other burden for me at the moment is the 'enormous' vocabulary (Politic and History) I have to write and wich I couldn't finish yet. I'll try to manage it till [= by] Wednesday, and will be glad to turn back to individual studies afterwards."
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- 10.22/A1/11 Nov/A.III: "I did my homework in class-library-time, so I could do some work in the chosen book from the class-library."
- 10.23/A4/11 Nov/A.III: "After the break we had free studies"
- 10.24/A5/11 Nov/A.III: "In the free-study time I tried to read a text and answer the questions about it, to practise for the exam, and I found out that it is easier if you read the questions first and then read the text. You save a lot of time because you have to read the text only once (well, it's better if the questions are in order with the events in the text, but I don't know if in the exam is like this)."
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- 10.25/A4/12 Nov/A.III: "After the break we had free studies"
- 10.26/A5/12 Nov/A.III: "... had free study time (which I spent with verbs)"
- 10.27/A6/12 Nov/A.III: "... and individual work."
- 10.28/A8/12 Nov/A.III: "This morning I have continued studying grammar from the book [title]. I think it is really very good and, the most important thing, very clear overall."
- 10.29/A11/12 Nov/A.III: "I still think that the 'class library work' is a waste of time. Instead of working for ourselves (for me impossible because I cannot concentrate with 13 people around me), we could spend the time doing some exercises."
- 10.30/A12/12 Nov/A.III: "On the free library study, I solved a very important problem about the 'subjuntive'. {I had had a very important problem for a long time when I wanted to express the spanish subjuntive which is the past plus conditional in English. [A9] helped me in the problem and we did some exercises. It was really helpful because many times I had to stop speaking because of this problem.} And the worse is that I wanted to ask this verb form many times but I couldn't remember what was it at the time to ask. So the day before I had to use the form and I took a paper and I writed in class." [Also under heading Peer Support]
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- 10.31/A1/13 Nov/A.III: "I started to study unit 18 and also the grammar on page 145ff in the red book."
- 10.32/A2/13 Nov/A.III: "Then was individual work time. I did one exercice in the FCE 3 book."
- 10.33/A3/13 Nov/A.III: "I like the new books from [A6] to study with. I always had big problems to choose the right time [= tense]. These books explain it very well and I'll study them through."
- 10.34/A5/13 Nov/A.III: "After the break we had free-study time, which I spent looking up many words in the dictionary, because I've got a lot of unknown words in my notebook."
- 10.35/A6/13 Nov/A.III: "After the break we did individual work"
- 10.36/A11/13 Nov/A.III: "Afterwards we had the individual work. I worked with [A10], we have had a look to the exercises."
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- 10.37/A1/14 Nov/A.III: "In library-time I studied unit 18 (red book) and grammar"
- 10.38/A2/14 Nov/A.III: "Then was time for induvidual work, about thirty minutes. I had read a part in the red book, book 1."
- 10.39/A3/14 Nov/A.III: "I studied in the Proficiency Grammar Book. I still find it very useful. The second unit was about articles and pronouns."
- 10.40/A4/14 Nov/A.III: "... afterwards we ... had free studies till 12 o'clock."

- 10.41/A5/14 Nov/A.III: "Then we had free time and after that tried to go to the L. Lab but it didn't work, so we came back to class and had more free time. Then we had free-time study. I made good use of all this time by advancing reading chapters in the red book."
- 10.42/A11/14 Nov/A.III: "I worked for about an hour in a small room during the 'Assignments' during the 'class-library-work' hour. It is a good solution for me because I can concentrate better than when I staying with my friends."
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- 10.43/A1/17 Nov/A.III: "In library time I started to work on a newspaper article ... I'm going to summarise each paragraph first, and when I finished that I want to write a summary of the whole thing. It will take me rather long because it's all about the parties and so on."
- 10.44/A2/17 Nov/A.III: "We started with individual work. I repeated some exercises in the purple book."
- 10.45/A3/17 Nov/A.III: "I studied simple present and present continuous in the proficiency grammar book."
- 10.46/A4/17 Nov/A.III: "During our free studies I managed to study quite a lot although I was very tired the whole day."
- 10.47/A5/17 Nov/A.III: "... and did individual work [later] we had free-study time which I spent reading and trying to remember texts"
- 10.48/A6/17 Nov/A.III: "After the break I started with Unit 4 of my exercise book I did some exercises about adjectives and these exercises are not so easy. Some of them I find quite hard, but very useful."
- 10.49/A8/17 Nov/A.III: "In class-work I continue with the red book."
- 10.50/A10/17 Nov/A.III: "By the homework of the weekend I had some problems with the different past tenses in ex. 93 P. 56. I had once more to use my instinct which is not satisfactory any more for me. I hope I can find the right way to remove this problems. I'm not always sure in the class-library-time if I work on roots of the problems." [For his solution to this see Peer Support 8.18/A10/18 Nov/A.III]
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- 10.51/A1/18 Nov/A.III: "In library time I continued with my newspaper."
- 10.52/A2/18 Nov/A.III: "In the individual working time I continued to repeat some exercises in book 3."
- 10.53/A3/18 Nov/A.III: "I carried on with the proficiency grammar book and did the exercise about which, what and that. I was glad because I didn't have any difficulties."
- 10.54/A4/18 Nov/A.III: "... from 11.10 till 12 o'clock we had free studies."
- 10.55/A5/18 Nov/A.III: "Then we had free-study time"
- 10.56/A6/18 Nov/A.III: "After the break we did individual work and I continued with Unit 4 in my book – exercises about Adjectives. I find this very useful and I think the grammar book and the exercise book are very good." [Further remarks under heading Freework]
- 10.57/A9/18 Nov/A.III: "... we do a lot of independent work which at the beginning I didn't like but now I think is useful because we don't make the same effort at the same time and we do what we think we need."
- 10.58/A11/18 Nov/A.III: "{During the individual time I explained to [A10] some basic rules of the grammar. At least [= finally?] we read a text and we answered to the questions.}" [Also under heading Peer support]
- 10.59/A12/18 Nov/A.III: "In the free time, I did more exercises of the FCE [examination] which I think are very interesting for me."
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- 10.60/A1/19 Nov/A.III: "I spent most of my library time on choosing a book."
- 10.61/A2/19 Nov/A.III: "Then we continued with individual work. I did some exercises in book 3."
- 10.62/A3/19 Nov/A.III: "During the class library time I made an exercise about Present Continuous and Simple Present and realised that I have to do more."
- 10.63/A5/19 Nov/A.III: "... and after that free-study (I read some pages in the red book)"
- 10.64/A6/19 Nov/A.III: "After the break we carried on with the individual work and I did some exercises about prepositions."
- 10.65/A11/19 Nov/A.III: "Afterwards, in the class library work, I did some exercises from the book 3. Then some vocabulary of Unit 18.... I read a text about Africa."
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- 10.66/A3/20 Nov/A.III: "We carried on in our support team I started to rewrite all the exercises with root words because I always had problems."
- 10.67/A5/20 Nov/A.III: "During the free study time I read Chapter 18 in the red book – it was mainly about adjectives"
- 10.68/A6/20 Nov/A.III: "After the break I continued with the exercises about prepositions"

- 10.69/A7/20 Nov/A.III: "I've been using [a guided writing book] since now and it was quite easy but I think good for me. I'm going to start using [a different guided writing book] and I hope it is going to work. With the class-library books I can notice some progress"
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- 10.70/A1/21 Nov/A.III: "In library time I went on doing exercises in [a textbook] and gave them to [CR] for marking."
- 10.71/A2/21 Nov/A.III: "In the individual time I was working with book 3. I repeated all the exercises about present perfect and past perfect."
- 10.72/A3/21 Nov/A.III: "I[n] class I finished the exercise about Pres. Cont. and Simple Pres."
- 10.73/A4/21 Nov/A.III: "During our free studies I continued with the red book."
- 10.74/A5/21 Nov/A.III: "After the break we carried on with free-study time, which I spent brushing up my marked homework (though I've already study it, I looked it again not to forget what I learnt from it)."
- 10.75/A6/21 Nov/A.III: "After the break I studied in my grammar book the Unit about Verbs and Tenses."
- 10.76/A11/21 Nov/A.III: "During the class-library work I worked with [a writing book]. I read 'a disaster' and" [Continued under heading Peer Support (13.26)]
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- 10.77/A1/24 Nov/A.III: "In library time I used again [a textbook]."
- 10.78/A2/24 Nov/A.III: "During the individual time I discussed with [A6] the conditional III. Afterwards I did those exercises again to proof if I understand now."
- 10.79/A3/24 Nov/A.III: "In the class library I made an exercise about Passive Voice."
- 10.80/A4/24 Nov/A.III: "... after the break we had our free study time. I learnt some animals and expressions about travel. Probably it take me ages to learn all these animals."
- 10.81/A5/24 Nov/A.III: "Later on, we had free-study time which I spent lookin up words of [A3]'s vocabulary list."
- 10.82/A6/24 Nov/A.III: "After the break we carried on with our individual work. I did some exercises about tenses and sometimes I tried to help [A2]."
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- 10.83/A11/25 Nov/A.III: "During the class library I had a look to the 'For and against' [i.e. she continued with an essay analysis begun in the taught session]."
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- 10.84/A1/26 Nov/A.III: "In library-time I went on working with [a textbook]."
- 10.85/A2/26 Nov/A.III: "Then was time for the class library. I was working with book one. I had to fill in the missing words. We did it before but it's still good practise."
- 10.86/A3/26 Nov/A.III: "During the class library time I studied the checklist of unit 16-20."
- 10.87/A4/26 Nov/A.III: "... I studied the vocabulary list for the parts of a car and bike and scooter."
- 10.88/A5/26 Nov/A.III: "Then we had free study time, which I spent with my dictionary"
- 10.89/A6/26 Nov/A.III: "After the break I studied again irregular verbs."
- 10.90/A9/26 Nov/A.III: "In the class library I've studied and afterwards"
- 10.91/A11/26 Nov/A.III: "After the coffee-break we had our class library work in which I studied some vocabulary and looked the red book."
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- 10.92/A1/27 Nov/A.III: "... [used a textbook]. I also worked with my vocabulary lists."
- 10.93/A2/27 Nov/A.III: "I used the individual time to solve some small problems which I got in my paragraph, [A6] tried to help me. Sometimes we found a solution."
- 10.94/A3/27 Nov/A.III: "In the class librarian time I read a little bit in the book 'Words' and corrected old dictations."
- 10.95/A4/27 Nov/A.III: "... I had ... in the free study time a book with multiple choise questions."
- 10.96/A6/27 Nov/A.III: "After the break I tried to help [A2] and carried on to study irregular verbs."
- 10.97/A11/27 Nov/A.III: "I wrote a free composition during the class library."
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- 10.98/A1/28 Nov/A.III: "In library time I learnt my vocabulary lists."
- 10.99/A4/28 Nov/A.III: "... after the break we studied our vocabulary lists"
- 10.100/A11/28 Nov/A.III: "Afterwards [CR] gave us some vocabulary and during the last hour we learned them."
- 10.101/A12/28 Nov/A.III: "After the break we had an hour of free study and I took that time to do my last review to the lesson."
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- 10.102/A1/1 Dec/A.III: "In Library time I first worked with [a textbook] and re[a]d unit 1-2-5-7-37. They gave the different meanings of some words, which I thought was quite usefull. I started [another textbook] which is very difficult for me."
- 10.103/A2/1 Dec/A.III: "I was working with Pitman Examination sheats."
- 10.104/A3/1 Dec/A.III: "Then in our real class library hour I wrote an essay with about 240 words to see how long it takes me and if the level is enough for the exam."
- 10.105/A4/1 Dec/A.III: "In the free study hour I read a text with multiple choice questions."
- 10.106/A5/1 Dec/A.III: "... I looked up words in the dictionary at the free-study time, and went over those I had looked up other days."
- 10.107/A6/1 Dec/A.III: "Instead of speaking about our homework we could work individual. I did some Pitman exam papers in the time After the break I studied a Unit about phrasel verbs in my grammar book."
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- 10.108/A2/2 Dec/A.III: "During the individual time I've been working with book 3. I repeated some exercises."
- 10.109/A3/2 Dec/A.III: "During the class library time I studied the checklist in our red grammar book. It is a useful quick repetition."
- 10.110/A4/2 Dec/A.III: "... then I read a text with multiple choice questions."
- 10.111/A5/2 Dec/A.III: "During the free study time I worked with my dictionary and also with a book which shows many expressions of a single word I knew that book because we had some photocopies of it in [another teacher's] class. It's interesting for the vocabulary but not so much for the grammar."
- 10.112/A6/2 Dec/A.III: "After the break I started with the practice tests of the book [CR] gave me. I [am] really glad that I can practice a bit and prepare me for the exams."
- 10.113/A12/2 Dec/A.III: "In the free study hour, I practiced with the passive voice. This is, together with Reported Speech and the use of 'wish', one of my hardest we[a]knesses in English. I compared two different books. One was American and the other one pure English. But of course, one hour is very few time to make differents and to understand it. So, today I'll continue with the same problem."
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- 10.114/A1/3 Dec/A.III: "I used [a textbook] which is really difficult but I did a quite good job."
- 10.115/A3/3 Dec/A.III: "At home I started to rewrite my homework exercises which I did badly and continued in the class library time with the ex. 73."
- 10.116/A4/3 Dec/A.III: "... and during the free study time I read another text with multiple choice questions."
- 10.117/A6/3 Dec/A.III: "After speaking about our homework we still had some time to do individual work.... After the break I continued to practise phrasel verbs. I did some exercises of the ... practice book."
- 10.118/A11/3 Dec/A.III: "After a nice coffeebreak again to class for the library work. I did some exercises from different unit (book 3)."
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- 10.119/A2/4 Dec/A.III: "During the class library time I did those two sheats about 'wish'."
- 10.120/A3/4 Dec/A.III: "During the class library time I rewrote the exercises 76 and 102 as a repetition for myself. The status records are perfectly for that. I rewrite all the homework ex. with a minus mark and hope that I know it afterwards."
- 10.121/A4/4 Dec/A.III: "... and in the free study time I did some exercises about 'I wish'. Weeks ago I had fewer problems with that than now."
- 10.122/A6/4 Dec/A.III: "During the hour after the break I went over the correction from the Cambridge exams paper. I think it is very useful."
- 10.123/A11/4 Dec/A.III: "... and during the class library work I did some exercises."
- 10.124/A12/4 Dec/A.III: "In the free time hour, I studied the use of [the verb] wish in my American book. I think that finally I have understood perfectly and without any mistake the question."
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- 10.125/A2/5 Dec/A.III: "During the class library time we weren't very ambitious because [A11] brought some cake which she made by herself. Everybody was involved in some conversation."
- 10.126/A3/5 Dec/A.III: "In the class library time [I] studied more about wish, and lots more —."
- 10.127/A4/5 Dec/A.III: "... and after that I did some exercises with 'I wish' After the break we had a nice time – eating cake and biscuits. I managed to read unit 24 anyway."
- 10.128/A5/5 Dec/A.III: "Ah! We had a little break and ate [A11]'s chocolate cake, which it was very good. That was a lovely thought of her, and also [A9] who bought chocolate biscuits."
- 10.129/A8/5 Dec/A.III: "Today was an unforgettable day at class. The cake was really delightful. [A11] is a good cook. I didn't progress in my studies. But, anyway, I enjoyed the relaxed times with the class, talking and listening (that was a Listening and Comprehension exercise)."

10.130/A11/5 Dec/A.III: "I cooked a chocolate cake to celebrate [A6] who has to take the first exams next week.... After the coffee-break we ate the cake and the biscuits who [A9] bought."

11. *Projects A.III*

[No extracts were taken under this heading]

12. *Out-Class Study and Work A.III*

12D. Out-Class Daily Diary A.III

12D.1/A5/19 Nov/A.III: "I think I'll write this diary when I had something to say because it is a nonsense to write everyday the same (if you don't believe me look my 4 or 5 last daily diaries, they are exactly the same)."

12D.2/A10/25 Nov/A.III: "I found ex.104, the letter, very difficult, and I think I should do more ex. like thise. – babble, – babble, – prattle."

12D.3/A10/2 Dec/A.III: "I have a bit a bad conscience because I did not write my diary for a few days.... I won't use the diary as free composition writing practice because I never get a feedback of what I write in the diary."

12D.4/A10/3 Dec/A.III: "I would have liked to write a long diary yes[t]erday but I was so tired that I just only finished the two exercises and went to bed. I realy planed to write some longer diaries from now on and I hope I will realize it."

12D.5/A10/4 Dec/A.III: "I know that this diary don't bear any interesting facts for you but for me is it a good practise and I think it's better than nothing. I hope you don't mind if I carry on in this way."

12D.6/A2/5 Dec/A.III: "I'm very glad that I have already finished the daily diary because I hate writing that every day. It used to be the same, more or less, during the last month."

12D.7/A4/8 Dec/A.III: "I can't stand ... the daily dairy [= diary], but I do it anyway."

12S. Out-Class Setwork A.III

12S.1/A4/7 Nov/A.III: "It's only a pity that we can't do more homework, but I understand why."

12S.2/A10/17 Nov/A.III: "I hope to have the chance to compaire my homework from Thursday with a marked one of somebody else."

12S.3/A3/18 Nov/A.III: "At home I was in a mood to write and I did a lot of homework in advance"

12S.4/A8/18 Nov/A.III: "I enjoyed a lot doing the exercises for Wednesday. Were very funny. I made up my mind trying to get a good story."

12S.5/A11/19 Nov/A.III: "As a homework we had to write an assay."

12S.6/A2/20 Nov/A.III: "We received our homework.... I have been shocked when I saw my result. I think my biggest mistake is"

12S.7/A12/20 Nov/A.III: "My yesterday's composition was really bad but I know I can do it better the next time. In order to do a good work, I'm a person who needs to be concentrated in his work and I think that when I did that work I didn't pay any attention at all. The most important thing in that moment was the obsession to hand out [= hand in] my homework."

- 12S.8/CR/21 Nov/A.III: <Interesting ... that the very 'negative' feedback I'm giving them on their HWs [= homeworks] is not being taken badly – contrary to some theories!>
-
- 12S.9/A1/24 Nov/A.III: "The vocabulary lists are a good idea but it's impossible to learn two a day. I took me more than two hours just to look up the words in the dictionary."
-
- 12S.10/A3/27 Nov/A.III: "I would prefer if we get more homework from our blue [past exam papers] exam book. I know that is for the last week but some of our class have one or more Pitman exams. if the exams are in the morning we would miss that. Why not write it ones or twice a week?"
-
- 12S.11/A12/4 Dec/A.III: "In the afternoon worked hard for the next exams. I did lots of homework as now I finished my afternoon classes and I am able to take more profit of what I study."
-
- 12S.12/A4/5 Dec/A.III: "In the evening I wanted to do my homework, but then I saw exercise 113 and I wasn't in the mood to do exercises any more. So I did the ones for next Wednesday and studied some lists."
-
- 12S.13/A2/8 Dec/A.III: "We also received some home work [back]. It was progress test 5. I have it well done. [CR] accused me of doing it with help of my [host] family but I can say ... there is no point to do it with any help because next week are the exams. And then I would have to do it by myself. It's a long time since I asked for help. In the beginning I really needed help. It was better doing the homework with someone than don't do it at all."
- 12S.14/A4/8 Dec/A.III: "In the evening I did my homework. It took me ages to finish exercises 113 B. It wasn't too difficult, although I had some problems to find the right things to write."
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- 12F. Out-Class Freework A.III
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- 12F.1/A3/6 Nov/A.III: "I was delighted that I did my homework already two days before because I wanted to finish my interesting [English] book"
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- 12F.2/A8/7 Nov/A.III: "Last night I finished to read the book about Bjorn Borg's life and game. I think it was very interesting and very easy. This night I want to start to read another book. The new one is of Oscar Wilde.... I like to read. Now I need to read. In Spain it is the same feeling. When I finish one book I need to start another one. Really it makes me feel learning."
-
- 12F.3/A2/10 Nov/A.III: "We received some papers with notes for the students, and some recommendations for passing the examinations. In a few minutes I will start reading those and then I know if they are useful or not."
- 12F.4/A9/10 Nov/A.III: "I haven't gone out today as I've been reading 'Animal Farm' and studying another book for the First Certificate."
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- 12F.5/A8/12 Nov/A.III: "Last sunday I started to read 'Animal farm' of George Orwell but I left it because the vocabulary it's a bit difficult and I don't want to spend all my free time – really I can't believe that I have free time ... – looking for the words in the dictionary (because are thousands of words). Tomorrow, without fault, I must buy some books to read."
- 12F.6/A9/12 Nov/A.III: "I haven't gone out. I've been studying and watching TV."
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- 12F.7/A1/17 Nov/A.III: "I went on with the sumery in the afternoon, and watched the children's programme afterwards."
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- 12F.8/A6/18 Nov/A.III: "In the evening I continued to study, because I found the Unit about Adjectives very interesting."
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- 12F.9/A1/19 Nov/A.III: "I'm going to do some homework in 'Practice in the Use of English'."
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- 12F.10/A6/20 Nov/A.III: "In the evening I did the homework and then I read a interesting article about the disaster in Switzerland. It was very interesting, but not so easy because there were many words I have never heard before."
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- 12F.11/A2/21 Nov/A.III: "I was also studying at home about the same difficulties [with present and past perfect]. Now it's getting better, slowly but surely."
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- 12F.12/A8/25 Nov/A.III: "Last night I finished the 3rd book I was reading (it was a mix novel between love and political story). I liked it. Now I'm reading a new one called 'Raise the Titanic!' (with 352 pages)."
- 12F.13/A9/25 Nov/A.III: "I have studied but I haven't done the homework I was looking for all the words of the vocabulary I didn't know."
-
- 12F.14/A3/26 Nov/A.III: "In the afternoon I was really in a mood to study. I went home early, did my homework first, wrote all the dictations again and learnt some grammar."
- 12F.15/A4/26 Nov/A.III: "In the evening I ... had a special kind of listening comprehension. There was an interview with a scottish singer on the radio, and because I'm very interested in their music I tried to understand as much as possible. I like that accent but sometimes I needed a lot of imagination to understand what the words were supposed to mean. I didn't have any problems at all to understand the speaker [= interviewer]. Of course he's Irish and I should understand that accent after more than ten weeks."
- 12F.16/A8/26 Nov/A.III: "I would like to buy more books in english. The last one I was reading I decided to forget it because was very difficult."
- 12F.17/A9/26 Nov/A.III: "... studying before and after dinner. I don't like to study but the exam is coming closer and I want to do my best."
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- 12F.18/A11/27 Nov/A.III: "I would like to have back the 'practice book for the First'. [The exam-practice books were retained for co-ordinated class-work with feedback.] I want to work at home with the book."
-
- 12F.19/A3/1 Dec/A.III: "Back at home I was in a mood to study and I did all my homework for the whole week. So during this week I can continue with studying my friend's book FCE book I think that that book is very useful for me."
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- 12F.20/A1/2 Dec/A.III: "{I got up and [felt very sick]. So I decided to stay at home. I slept till 12⁰⁰. I felt much better then, and I looked through all my old homeworks. Then I did that day's homework.}"
[Also under heading Wellbeing]
- 12F.21/A3/2 Dec/A.III: "I went home early to have enough time to study."
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- 12F.22/A6/3 Dec/A.III: "This evening I began with the practice test 2 in [CR]'s 'Practice-Tests-Book' for First Certificate. I find it quite hard and very useful."
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- 12F.23/A8/4 Dec/A.III: "I'm reading a book and I would like to finish it this weekend. It's not a good book but, anyway, I'm reading in english which is the most important thing. For me it's such a wonderful feeling when I read in english and I can understand what I'm reading."
-
- 12F.24/A3/9 Dec/A.III: "I went home and repeated a little bit for the exam."
- 12F.25/A4/9 Dec/A.III: "In the evening I wrote an English letter and afterwards I felt like studying. I studied all the verbs with prepositions in book three, because that's my big problem – phrasal verbs and prepositions."
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- 12F.26/A4/10 Dec/A.III: "In the afternoon we had our first exam.... In the evening I didn't do too much, that means I only studied the connectors, because I am too tired to do something decent."
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- 12F.27/A3/11 Dec/A.III: "Back at home I repeated in the exam book and read in a magazine."
- 12F.28/A4/11 Dec/A.III: "Now I have to do the exercises once again at home, because I wrote every answer on a separate piece of paper. I have nearly the whole weekend to study, so I should be ready for the exam. But I know exactly, that I will have lots of difficulties there. Everything else would be a big surprise."

13. *Unclassified Entries A.III*

13.1/A1/4 Nov/A.III: "What I want to say about the people being late is that we know when classes start and have made enough experience to know when we have to leave home. You said you can't give 'private' lessons for the people which are on time but on the other hand you pay 'private' attention to the students who are late. You think it's mean to use the argument 'It's their own fault!' but I think it's mean to be late and thus change the programme. I am rather often late as well but I agree with ignoring my absence. It's my own problem to make up what I missed."

13.2/A4/5 Nov/A.III: "We had some individual work first because some people were too late. I wouldn't care at all about these people."

13.3/CR/20 Nov/A.III: <... chatting to [A5] and [A8] after class – they said ... at school their performance in any given subject was directly related to how well they liked the teacher (i.e. not how effective the teacher was as an instructor, nor how well he/she knew the subject). Their performance etc. would therefore fluctuate year by year. Admittedly difficult to disentangle the strands of 'like' but ... it should nonetheless be possible to determine, experimentally, the optimum level of affective & instrumental factors The trick would be to isolate 'need' from 'want' in any given situation, to determine what 'like' MEANS, to apply quantifiable/measurable criteria of character/personality/temperament to the experiment 'pedagogy', and to pre-test experiment 'students' for affective (and other) dispositions.>

13.4/A11/20 Nov/A.III: "Unfortunately the results of the homework told me that I have to be careful because I made a lot of stupid mistakes. With the spelling I have the biggest problem and as [CR] still thinks my logic is not acceptable. It is extremely difficult for me to change it, because for me is the first time I start to write English. Before I've never done anything."

13.5/CR/21 Nov/A.III: <... a long chat with [A11] and [A12].... They're very nice 'off-stage' and it's a great pity that a contracted exam course doesn't allow the time ... for the 'social' element of teaching/learning.>

13.6/A1/21 Nov/A.III: "Nobody seems to be very fond of the Assignments hour. But the Assignments are a good start for discussions."

13.7/A5/27 Nov/A.III: "I didn't do my homework on Thursday because ... [then follows a closely-written page describing how, after a bath, the key had slipped down a crack, and how she had struggled to retrieve it] ... so I went to bed."

13.8/A3/9 Dec/A.III: "In the last hour we had to fill in forms about the [institution]. We had to tick several questions what we think about the course, the [institution], the teacher and our progress in English we made. At the end were positive and negative points about our stay in Ireland and things like that to be filled in. That was a really good list. But on the other hand such lists depend very much on the mood of the person. If I filled in the forms the next day there would probably be an other result come out."

14. *Administration Notes A.III*

14.1/CR/1 Nov/A.III: <Saturday: 7 hours solid on HW corrections (did nothing else all day). No study.>

14.2/CR/2 Nov/A.III: <Sunday: 8 hours solid on recording Status Reports Essential 'lab-reports' for later analysis in relation to everything else.>

14.3/CR/3 Nov/A.III: <Now 11.20 pm – just finished marking.... No time.... [A1] objected seriously/strongly to not being able to get her HW ‘free-study’ materials marked. Big problem here. She ‘doesn’t want to know’ so to speak about the simple practical realities of time-to-mark. Today’s was a typical example of time-problems – 3 exercises each (plus a little backlog) took over 3½ hours ... on top of a full day’s work plus lectures.... No study-time, library time, ‘recreation’ time, no free reading, no television ... nothing except work ... and ... after a full day’s class-work [= marking and administration] on both Saturday and Sunday – again no study etc.>

14.4/CR/4 Nov/A.III: <... the sheer ‘necessities’ of the class dominate: no way that Pitman [voluntary public examination] can be avoided and no other way of advising/testing etc. except ‘en masse’. The Daily Diaries from yesterday ... will be very important data.... No way ... of achieving so many conflicting objectives.... the whole research endeavour is at great risk.... The same problems, exactly, that arose on the Pilot Project – even to ‘I might as well stay warm in bed’ and ‘I might as well not have bothered coming to Ireland’.... Counselling interview with [A8] (managed to see her pm teacher [name] at coffee-break about her pm class) Finished after midnight yesterday very physically/psychologically distressed at end – went on too long without a break – and must nip stress-symptoms in the bud now.>

14.5/CR/5 Nov/A.III: <No way to reconcile the competing ‘needs’ Sleepless ... nights and stress-filled 16 hour days ... no time to think or plan, no precedents Totally alone.... Decision yesterday: prepare class-programme based on analysis of total work-load over time available against variable constraints of ‘exam-dates etc.’ Objective: reassure the [nationality] who like timetables, give directives to the ‘I don’t know what to do [nationality], let the socialites plan their outside activities, let it be seen that ‘the teacher’s role’ is still very much part of the plan, include ‘chalk-talk’ element, reduce HW to manageable proportions whilst accomplishing the ‘grammar’ needs of the course, incorporate a ‘listening’ element which cannot be handled on an ‘all-together’ basis, as well as a listening element which must be so handled, allow for ‘class-admin’ which otherwise interrupts a planned programme, incorporate a class-as-a-whole ‘teacher-as-resource’ element, and somehow centre round the essential ‘autonomy’ [= SDL] core of Stage III whilst ensuring that it improves rather than diminishes the morale of every student, and every student’s chances in the exams – including now the ... Pitman [voluntary public examination], which calls for a different set of skills from the FCE [voluntary public examination]. Up to midnight yesterday drawing up the programme.... Today has been a crucial ‘make-or-break’ day.>

14.6/CR/6 Nov/A.III: <... the ‘admin’ side is shaping up very well.>

14.7/CR/12 Nov/A.III: <Problem: on these very short courses-for-exams there is little time (given the ‘autonomy’ [= SDL] element) for essential T-directed group practice of techniques for the specifics of the exam (e.g. for listening comp., for aural-summary, for MCIs on texts).>

14.8/CR/21 Nov/A.III: <Very interesting to see in the DDs [= Daily Diaries] how responsive the students are (unanimously?) to the programme. Very good feedback on the rearranged Support Teams, for example. This might indicate a mid-term change-round is appropriate in Phase III – once the real difficulties have been fully established and the ‘compatible’ personalities/problems have been assessed in depth.... beginning to feel confident that the programme is worthwhile in all terms.>

14.9/CR/25 Nov/A.III: <The ‘rationing’ of time and allocation of ‘priorities’ seems to be working well. Of course it means the putting-off of intrinsically important things. However ... absolute sine qua non of the whole enterprise is the time and energy devoted to the class.>

14.10/CR/28 Nov/A.III: <Very pleased with the way the class is going, excellent rapport, excellent S/S relationships, marked improvements in spoken English, beginnings of disciplined style etc. in para. writing, indications of ‘fluency’ + ‘accuracy’ match in Daily Diaries, etc.>

APPENDIX D-B I

CATEGORISED DIARY EXTRACTS: COURSE B STAGE I (19 JANUARY - 20 FEBRUARY)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol ‘//’; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. Text falling appropriately under more than one heading is shown within brace brackets. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student’s attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are chronologically ordered within categories of the course components for Other-Directed Learning (ODL), Affective Dimension Factors (ADF), and Self-Directed Learning (SDL):

<u>ODL Components</u>	<u>ADF Components</u>	<u>SDL Components</u>
1. Programme	5. Wellbeing	8. Peer Support
2. Materials and Equipment	6. Counselling Consultation	9. Laboratory
3. Composition of Class	7. Outclass Environment	10. Library
4. DODL Elements		11. Projects
		(Outclass elements)
		12D. Class Diary
		12S. Setwork
		12F. Freework

1. *Programme B.I*

1.1/B6/19 Jan/B.I: "I find in a such project something that I was also looking for in the past months at the begining of my learning: The possibility of building a kind of self-program of study of English language.... What I finally hope for our course is that we may have both SELF-INITIATIVE and CO-OPERATION so that the experience could be rich and the aim reached."

1.2/B9/19 Jan/B.I: "I think it is a very good idea to make the students more responsible for their own progress."

1.3/B11/19 Jan/B.I: "Today was the day that I was really recognized how much I would have to do hard work. So I feel little tired, but also little exciting.... my personality is quite lazy It's sound nice purpose, but for my awful personality, it was too abstract to study hard."

1.4/B3/20 Jan/B.I: "I like the methodology very much and I think it is the best in order to get the biggest personal progress."

1.5/B4/20 Jan/B.I: "It's the first time that we have followed the complete programme during all the morning. It's not as good as I thought but I can't decide anything about it in only one day."

1.6/B8/20 Jan/B.I: "The class is very interesting. I can do different things for learning English.... the morning has be short. That's is ok. I know why. The answer is that I have something to do."

1.7/B4/21 Jan/B.I: "In my opinion we waste some time in the class library and maybe in the language laboratory.... At this moment I prefer the other way of teaching but I have just to wait and look."

1.8/B6/21 Jan/B.I: "I'm feeling more comfortable and suitable the Course. The atmosphere seems to be a serious one"

1.9/B8/21 Jan/B.I: "The class is interesting" [Continued under heading Setwork]

1.10/B11/21 Jan/B.I: "I am not used to this tipe of course yet."

1.11/B3/22 Jan/B.I: "Today, I have liked the class very much."

1.12/B4/22 Jan/B.I: "Today the class has been much more interesting than the other days, maybe because we have been in the Language Laboratory for half an hour and we have made use of the Library Class in a better way [= not for Class Library]."

1.13/B3/23 Jan/B.I: "... the class was very good. Every body was very tired after hard work of the first week I think this methodology is very good and I'm learning very much."

1.14/B4/23 Jan/B.I: "I think that the Course is becoming more interesting each day."

1.15/B6/23 Jan/B.I: "Arriving at the end of the week I felt the tireness because of the work we have done.... However ... I feel happy and cheerful. The morning ... was very rich and plenty of interesting topics."

1.16/B8/23 Jan/B.I: "The class has been so boring" [Continued under heading Wellbeing]

1.17/B11/23 Jan/B.I: "I thought I've had work very hard this week, and I've been very busy too.... Anyway, I think this course is very good for me."

1.18/B6/26 Jan/B.I: "I have found it interesting."

1.19/B11/26 Jan/B.I: "Now, I'm quite happy with our class even my English level is on the bottom."

1.20/B9/28 Jan/B.I: "I think too little time is our biggest problem in the course. We are always in a hurry."

1.21/B6/29 Jan/B.I: "The peace [= pace] of the class is good. I feel that we are building our course by working in different sides (The guide-book [= coursebook], the class lib., the lab., the teacher's explanations)"

1.22/B13/30 Jan/B.I: "The class was very interesting I'm learning quite new things"

1.23/B3/2 Feb/B.I: "For me, the rhythm of the class is very fast: I know that this is the program, but I need more time for learning everything that we see in the class."

- 1.24/B3/3 Feb/B.I: “{Today I have got discouraged a lot. All the first part about Assignments I have felt myself weighed down. I think it is too much work for me, I want to work hard, but, sometimes I feel incapable to follow this course and I don’t know if this effort will be good for learning or maybe I need the other course of level lower than this.... I like the book, the methodology and I work with pleasure, but maybe it is very hard or maybe, I’m very tired and for this today, I see it worse.}” [Also under heading Wellbeing]
- 1.25/B11/3 Feb/B.I: “I think all the students quite happy with the course. Some people are feeling tired but they are satisfied with this course, I think so.”
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- 1.26/CR/4 Feb/B.I: <Good lessons, good atmosphere.... In pedagogical terms the programme is working exceedingly well; no negative feedback at all at the moment; seems even more successful than ‘normal’ classes.>
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- 1.27/B4/5 Feb/B.I: “I’m wondering if I’m not wasting the time in this class. By the moment all the things that we have seen I’ve seen them before – OK! I know that it’s good to settle the bases but it’s becoming bored [= boring]. The new section of composition is going to be very good for me”
-
- 1.28/B3/10 Feb/B.I: “Today, I haven’t liked the change of the class: class library and language-lab the first and then the hours working together. I prefer the other order.”
- 1.29/B13/10 Feb/B.I: “Today, I feel better because [CR] told us about what will be going on in the future about the class.”
-
- 1.30/B13/11 Feb/B.I: “{I think it is a good idea to break, sometimes, a little the program of the course and change it. One of the most interesting activities for me is the laboratory}” [Also under headings DODL Elements, Laboratory]
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- 1.31/CR/12 Feb/B.I: <{Very happy atmosphere in class. Workteams having a great time, enjoying themselves enormously}: a most important part of the course in terms of relationship building, class solidarity and, in general, relaxing with the language, because they do quite a lot of fairly heavy work in grammar, vocabulary, and so on.> [Also under heading Peer Support]
- 1.32/B8/12 Feb/B.I: “{My life is so boring for me to be feeling happy. All days are the same.... The only thing that’s OK is the class. It’s the time that I give up thinking about stupid things.}” [Also under heading Wellbeing]
-
- 1.33/CR/16 Feb/B.I: <Happy, contented, relaxed atmosphere for everyone. the class seems to be going very well ... and they’re a nice lot.>
- 1.34/B6/16 Feb/B.I: “{The feed Back ... with the homework correction [enables the student to] work out the main needs, to which he/she may answer in the Class-lab or in the Class-library.} The Course, thus, is going on more articulated. Personally, I’ve found this ‘feed back’ the teacher gives us as one of the most important works in order to guarantee a progressive improvement.” [Also under headings Setwork, Library, Laboratory, Programme]
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- 1.35/CR/19 Feb/B.I: <[B9] and [B4] away next week. Revert to full SDL mode for next week for four [= five] remaining students: all volunteered. They know they can access library, laboratory, work in pairgroups, use video, leave the building, use the teacher [= co-ordinator] as learning resource. No teaching at all. Coursebooks will not be used so [B9] and [B4] will not miss out at all. Can revert from SDL at any time if they wish.>
- 1.36/B3/19 Feb/B.I: “The plan for the next week is interesting. I think it can be very good; after five weeks with this methodology, to have time for studying personally will be wonderful. I’ve liked very much the proposal of work”
- 1.37/B6/19 Feb/B.I: “I hope to get really benefit of that [= the following SDL] week especially for the language-lab and secondly for going on with my assignment. I also desire to do revision of the program we have done so far otherwise it can not be assimilated properly.”
- 1.38/B8/19 Feb/B.I: “I like the idea of doing in the class independent works because I need study basic grammar, and now I have one whole week to do it. But it’s enough for one week.”
- 1.39/B11/19 Feb/B.I: “I don’t know what’s going on next [i.e. SDL] week. I’ve never done that kind way of study. But, It’s quite interesting I suppose. Any way I will see.”
-
- 1.40/B6/20 Feb/B.I: “I’m looking forward to the next [i.e. SDL] week”
-

2. *Materials and Equipment B.I*

2.1/B3/29 Jan/B.I: "I have liked the activities of the book"

2.2/B11/29 Jan/B.I: "Why, there isn't a library in [the institution]?!!!"

3. *Composition of Class B.I*

3.1/B8/19 Jan/B.I: "The [institution] are full of people spanish. That's is bad, because at the break-time you have always the posibility to speak spanish. that is no way, becuse I have to learn English. I can't lose this year."

4. *DODL Elements B.I*

4.1/B6/20 Jan/B.I: "I think that it is interesting to go deeply in some aspects which the book does not do. This is the most precious contribute of the teacher."

4.2/B3/21 Jan/B.I: "... the work with the text-book has been very good"

4.3/B6/21 Jan/B.I: "The homework's revision and, by the way, the instruction class were the best moments of all the morning."

4.4/B3/22 Jan/B.I: "The correction of the homework every day is excellent"

4.5/B8/22 Jan/B.I: "The class has been interested [= interesting] because we have spoken about the thief, rob, robbers, ect. I didn't know that there are so many words about the robbers."

4.6/B11/23 Jan/B.I: "12.05 - 1.00 [a taught grammar session] perfect!"

4.7/B4/26 Jan/B.I: "Today the class has been better than the other days. I think that we haven't wasted the time. We have taken a lot of vocabulary down our notebooks, it's that I like"

4.8/B6/26 Jan/B.I: "The first thing ... was the homework review. It is very satisfactory for the students to learn, from the corrections made by the teacher, that they are followed personally – and that there is a progressive interaction between 'student-teacher' in which both intend to reach the same goal."

4.9/B9/27 Jan/B.I: "I enjoyed the text we read in the last hour."

4.10/B6/28 Jan/B.I: "... building vocabulary and analysis the distinctions between different words according to their contexts are extremely important. I think we did them a bit quickly this morning The listening comprehension activity was really very difficult for me.... The possibility of getting the types [= tapes] with us will be a great help. The exercise of listening to the radio a while every day can also be very useful. I'll try to do it."

4.11/B13/28 Jan/B.I: "It's been a pretty good day The class was very interesting and the time was gone very quickly."

4.12/B6/29 Jan/B.I: "There's a good interaction teacher-book-student. For instance, I now find more accessible the book for my personal studying.... The methodological aspects of the course are playing an integrant part in the development of it. I've found some of them, for instance, How to analyse and discuss an relevent article which demands a personal point of view, or How to extract information from different sources, very useful for me in other fields of my personal interest."

4.13/B9/29 Jan/B.I: "In the last ten minutes we discussed the text ... again. I think that was very good."

- 4.14/B3/30 Jan/B.I: "The correction of the exercises was very good The activity 'Makin up Slogans' was very good"
-
- 4.15/B6/2 Feb/B.I: "The most important activity ... was learning how to write a composition"
-
- 4.16/B4/3 Feb/B.I: "Today hasn't been a profitable day. The most interesting part has been very short and fast. I mean the explanation of grammar."
- 4.17/B6/3 Feb/B.I: "It was useful to remind us the assignments; perhaps it took too much time."
-
- 4.18/B3/4 Feb/B.I: "... the explanation about the use of the auxiliari verbs with Past and Future has been very good."
-
- 4.19/B3/5 Feb/B.I: "I've liked very much the class: the first activity has been very good for me because I need to read and to listen how the other people read.... I've understood very well conditional clauses [the taught-session topic], because I had worked about them before in the class library."
[Also under heading Library]
- 4.20/B6/5 Feb/B.I: "I appreciate very much the seriousness of a such work of the teacher [i.e. homework correction] ... it is a strong stimulus that commits me to go ahead."
-
- 4.21/B3/6 Feb/B.I: "The class of today has been boring because almost all has been grammar about conditional clauses.... I think for Fridays this kind of class isn't good, because everybody are tired and we need the other activities."
- 4.22/B4/6 Feb/B.I: "... we spent a long time with the conditional sentences.... I think that it's a good idea to spend more time in a thing that must be understood."
- 4.23/B6/6 Feb/B.I: "... we gave time specially to go deeply in very much complicated forms of conditional sentences and of compound conditional sentences.... I better begun to understand how to distinguish indicative sentences from subjunctive sentences by means the examples we did ... the implications of certain verbs such as 'to finish' etc. that allowed the use of the present perfect ... the 2nd type of conditional ... when it refers to 'now' and to the 'future' ... modal verbs ... 'to have', when it is used as auxiliary and when it's a main verb.... question tags, word study and parts of the body.... I feel that would be very useful not to go so fast through the listening-speaking part. Today we did so studying stress and intonation Because we get so different pronunciations outside of the class we need more confrontation with the teacher in order to improve and to be more sure of it."
- 4.24/B9/6 Feb/B.I: "We talked about the construction of the if-clauses. I couldn't understand it at first but after I read everything again it was very logical."
-
- 4.25/B4/9 Feb/B.I: "I think that today we have learnt a lot. How to form the Passive sentences, a clearer view of the use of 'in/out' and a very important thing: a little introduction to the phrasal verbs. Thing that I consider VERY important."
- 4.26/B13/9 Feb/B.I: "In my opinion, today hasn't been a very good day, perhaps because of the weather, I don't know. I think we are getting better with the relationships between each of us. The classes some days are a little boring: It could be because we have to learn or try to learn many vocabulary, grammar and so on in a short time."
-
- 4.27/B3/10 Feb/B.I: "I've liked the work of today. The explanation has been more relaxed: the exercises were easy, but the technique of summary is difficult"
- 4.28/B4/10 Feb/B.I: "... today we have started a very important thing: the summary. I like very much to summarize and I used to do it a lot in the commerce class."
- 4.29/B6/10 Feb/B.I: "A helpful topic not only for the exam but also for other areas is how to build a summary. It was our 'focus' in the class-instruction and homework. I think this training has to be very useful. The methodological approach to it, following step by step with the students, made the class very amusing. I'm also personally interested in the writing and spelling sections of our Guide-text [= coursebook], completed by the explanation of the teacher."
- 4.30/B11/10 Feb/B.I: "Today was – Nothing."
-
- 4.31/B3/11 Feb/B.I: "Today, in the class we have been talking more time than the other days. It's good because only grammar is very boring....{I need to do more listening comprehension, may be I can do it in the language-lab.}"

- 4.32/B13/11 Feb/B.I: "The class was more easy going than other days because we did different activities. {I think it is a good idea to break, sometimes, a little the program of the course and change it....} As well, doing summary, I spend my time very quickly. We learn a lot of vocabulary and expressions in this language." [Also under heading Programme]
-
- 4.33/B3/12 Feb/B.I: "Today I've liked very much the class Too, the explanation about relative clauses has been good and clear."
- 4.34/B13/12 Feb/B.I: "As well, the grammar was good"
-
- 4.35/CR/13 Feb/B.I: <Intensive ... sessions (no lib/lab): student progression from individual work to workteams to plenary on blackboard. Very productive but exhausting.>
- 4.36/B3/13 Feb/B.I: "{Today the class has been exhausting for me....} I think it's better to do more in the other days than do almost all on Friday, because in the end of the week all are more tired." [Also under heading Wellbeing]
- 4.37/B4/13 Feb/B.I: "... we spent most of the time on grammar. I think that it was good, though many people don't think so. In my opinion it's always good to have a break changing the routine of the program. Moreover if the grammar is difficult we should spend more time on it in order to learn it better."
- 4.38/B6/13 Feb/B.I: "Today was rather a heavy day ... interesting and full-committed.... to study the most difficult topics more carefully.... The general impression about this week is that both teacher and students finished it tired and a bit exhausted. In spite of that, I think we feel happy and willing to face the new week. the important thing is to try to find the just balance with other activities that each one of us has in order not to become so tired and to really benefit of the work we are doing."
- 4.39/B11/13 Feb/B.I: "During the class, we learned about 'wish'. That was very good. Because I was always wandered about 'wish'."
-
- 4.40/B9/16 Feb/B.I: "Our theme was the reported speech which I had never understood. But now I have the feeling (I might be wrong) that I started to understand it. I don't know why I couldn't understand it in Germany because it is very easy."
- 4.41/B13/16 Feb/B.I: "I think we are going through the book quicker than in the beginning and I haven't now time enough to ek queck [= check] most of the vocabulary and so on."
-
- 4.42/CR/17 Feb/B.I: <Entirely other-directed tests, including experimental prototypes being researched by a colleague over from Edinburgh University>
- 4.43/B3/17 Feb/B.I: "The class of today has been very pleasant even though we have worked enough."
- 4.44/B6/17 Feb/B.I: "It was very good to have a practice of reading aloud I also liked the activity word study"
-
- 4.45/B3/18 Feb/B.I: "Today, almost all the class has been conversation. I've felt bad because I need to talk more, but it's difficult for me, because in Spanish I don't talk very much, either I didn't know that to say about the topic, but I've liked the class and I think it's necessary for me. I hope to improve on this."
- 4.46/B4/18 Feb/B.I: "We have been talking a short time. In my opinion this talk has been very interesting but we haven't spoken a long time and we could [not] finish it and give our own points of view. The theam of the personality is a very interesting one."
- 4.47/B6/18 Feb/B.I: "With the correction today the previous study became better understood. That's why this way of learning isn't a bad idea at all; of course it demands a previous effort to the students.... The discussion we had ... and personality-character-temperament was very amusing"
- 4.48/B9/18 Feb/B.I: "We had a very interesting discussion"
-
- 4.49/B3/19 Feb/B.I: "The class of today about idioms and extended meanings with the words up and down hasn't been very clear for me. I think I need to review again and to study it carefully."
-
- 4.50/B3/20 Feb/B.I: "Today the class has been very relaxant. I've enjoyed myself and I think I've participated much."
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5. *Wellbeing B.I*

5.1/B8/20 Jan/B.I: "... tomorrow there is a football mach but I can't go because I can't lose class ... I have to be a responsabiliti person I can't think only to enjoy myself.... the sleep is a important thing if I want to go on."

5.2/B4/21 Jan/B.I: "I am so tired that I can't write anything. This Course is much more harder and tired that I thought."

5.3/B8/21 Jan/B.I: "I'm worry because too I need to sleep a lot for the next day.... I hate study.... The my friend ... are going to go down Carlow tomorrow. She are getting up at six o'clock in the morning so I'm geting up too to finish all the homework."

5.4/B11/21 Jan/B.I: "It sounds very silly problem, but quite serious problem for me.... I drunk coffee as much as I could.... Another person said 'wash your face with hot water and cold water by turns'. I tried it. The other person said a handstand (up side down) was very good for it.... Try as I might, I couldn't get over this problem. I've never overslept, but I've never wake up properly in the morning."

5.5/B8/22 Jan/B.I: "This morning I was thinking about I haven't enough nevel [= level] in English. This is truth, but the only way it's to start study serius.... I was doing a plan for the weekend. The first think will be sleep, and the second one will be study. I hope I'll be able to do both."

5.6/B8/23 Jan/B.I: "{The class has been so boring} maybe it was I was tired.... When I left the gym I had too free time ... but I couldn't find anything interesting.... Ireland is boring or I'm boring, because I can find nothing. I feel alone. The only thing that I want now, it's arrive June."

5.7/B9/26 Jan/B.I: "I am always very tierd [= tired] in Ireland"

5.8/B4/29 Jan/B.I: "I'm so sorry to seem asleep in class but I've a big problem: I can't sleep in Ireland."

5.9/B8/29 Jan/B.I: "I have been thinking about my life is so boring. I don't feel any satisfaction.... I'm trying to learn English, but I don't know if this could be use in my life or in my work. In Dublin I'm feeling alone.... I don't want to have friends becouse this is no way to learn, and the most of them are estupic, because they only thing to enjoy themself I'm realise that I'm not improveing on English, and I'm losing one year. At the moment the only thing that I want it's to find myself and this is very difficult for me."

5.10/B11/29 Jan/B.I: "Now, I feel more relax in the class than before."

5.11/B6/30 Jan/B.I: "The general interest and dispositions of all the classmates is positive and that is why the work has been easier and also pleasant. Although the pression [= pressure] of demanding was kept up it was factor of stimulus for us."

5.12/B3/3 Feb/B.I: "{Today I have got discouraged a lot. All the firs part about Asignments I have felt myself weighed down. I think it is too much work for me, I want to work hardly, but, sometimes I feel incapable to follow this cours and I don't know if this effort will be good for learning or maybe I need the other cour of lever lower than this.... I like the book, the methodology and I work with pleasure, but maybe it is very hard or maybe, I'm very tired and for this today, I see it worse.}"
[Also under heading Programme]

5.13/B8/5 Feb/B.I: "I should study hard but I didn't it. I can not lose time. Maybe it's because I don't use often study and when I want to do it, it's very hard for myself. But now I'll try to change it.... Next weekend I'll try to be busy in[s]tead of thinking all time. I lost too time without doing anything. So now it's time to start working hard."

5.14/B8/9 Feb/B.I: "Past weekend was terrible.... I was cold [= had a cold] ... I felt bored and alone. I only went out one or two times. I'm heating [= hating] a lot the weekend. Today [name] and myself decided to rent a TV. That's great, because now I can see watch the TV during the weekend, so I

don't mind to be alone.... it's the second time that I get a cold. Maybe it's the weather. The weather here is a shit (sorry but it's truth).... I haven't written nothing about the past Friday because it didn't happen nothing."

5.15/B9/9 Feb/B.I: "Something to the classmembers: Everybody told me that are very angry because of the weather. Well, I am not angry but I am a bite frustrated and don't know why. It must be the weather."

5.16/B11/9 Feb/B.I: "Today, many people said that they feel angly [= angry] for every thing, and also I have same feeling as them. It's very strenge but it is the fact. Well maybe, because of weat[h]er."

5.17/B13/9 Feb/B.I: "I think we are getting better with the relationships between each of us."

5.18/CR/11 Feb/B.I: <Absolutely exhausted and beginning to get irritable with the students – must watch it.>

5.19/B8/11 Feb/B.I: "I'll never get to learn English. I realise that I'm the worst in the class."

5.20/B8/12 Feb/B.I: "All people look happy. I am not happy. My life is so boring fo[r] be feeling happy. All days are the same. The only exception is the weekend but it is so terrible.... It's to cold again. The only thing that I wished when I was arriving at home was to be at home. I don't like to see people, to speak to them I'm become very shy and boring. I know it. {The only thing that's OK is the class. It's the time that I give up thinking about stupic things.}" [Also under heading Programme]

5.21/B11/12 Feb/B.I: "Today, I was very very tired.... When I sleep only five hours at night, I always have head ache, and especially, my eyes and around my eyes are very painful – maybe, because of contact lens. So Today I feel terrible."

5.22/B13/12 Feb/B.I: "I'm very tired."

5.23/CR/13 Feb/B.I: <No time for [linguistics] ... no time for [preparing a conference paper] >

5.24/B3/13 Feb/B.I: "Today the class has been exhausting for me."

5.25/B8/13 Feb/B.I: "... didn't happen anything.... I felt tired.... At this moment started my boring and alone weekend. I read something, saw some magazines and I fold asleep very early."

5.26/B9/13 Feb/B.I: "I was very tired today"

5.27/B11/13 Feb/B.I: "Today I feel tired."

5.28/B8/16 Feb/B.I: "When I arrived at home [name] told me that we could go to Spanish meating It have been interesting. I have eaten spanish omelette, drank SANGRIA (fantactic) and listened to play the guitar.... This night has been very interesting."

5.29/B13/16 Feb/B.I: "I'm lying on my bed with a lots clothes because it is the only way I can keep me warm."

5.30/CR/18 Feb/B.I: <Crippled with lumbago.>

5.31/B8/18 Feb/B.I: "Today has been fantantic. First because I had a good time at the party"

5.32/B8/19 Feb/B.I: "Now I'm glad and I feel best, maybe it's because I'm use studing.... Step by step my ideas are light, perhaps at the end of the year, or at the begining of the summer I can find what I want to be in my life. I think than I'm more sure. It's a good experience to come to Ireland, especially for myself."

6. *Counselling Consultation B.I*

6.1/B3/28 Jan/B.I: "I've liked very much the interview with the teacher. This is a good method to know how everybody feels in the class and what she/he thinks about it."

6.2/B4/28 Jan/B.I: "{We have been discussing an article very interesting.... I think that it's a good practice for the future exam, and also the interview with [CR].}" [Also under heading Peer Support]

6.3/B4/30 Jan/B.I: "I had the interview [with [CR]]. I think that it was interesting and very positive in order to prepare the exam."

6.4/CR/4 Feb/B.I: <[B3] expressing weariness – counselling.>

6.5/B3/4 Feb/B.I: "After the conversation with the teacher [= counselling] I've felt better.... I like to do all right and when I see that I can't, I find it difficult to accept it, but today I have already done the homework with more peacefulness."

7. *Out-Class Environment B.I*

7.1/B9/5 Feb/B.I: "{After school I read the leaflet again and understood it. I discussed it with [the host-family mother]. Then I wrote the essay about [the topic].}" [Also under heading Setwork]

7.2/B9/6 Feb/B.I: "I caught the bus with the friendly conductor. He told me everything about his garden I think it is very difficult to find Irish people who are interested in a conversation with foreign people."

Self Directed Learning Components

8. *Peer Support B.I*

8.1/B3/26 Jan/B.I: "Today, I have liked the team work. I think it's better to work with others sometimes, because some questions can be discussed between us, before to resuelve [= resolve] them in the class. Too, it's a method to help each other."

8.2/B4/26 Jan/B.I: "... and we have also worked in team, making the class much more entertaining."

8.3/B6/26 Jan/B.I: "The second thing that helped ... was the support teams. There is, on one hand, a certain sort of healty competition between the teams that gives to the people 'motivation' to work together and, on the other hand, it is stablished a kind of solidarity that move people to cooperate and support among themselves."

8.4/B9/26 Jan/B.I: "Today we worked the first time in working teams. I think that we hadn't enough time to discuss some solutions. We filled out the exercises as fast as possible. In my opinion a work team should discuss one subject for example: sport, politiks, holidays etc. So everybody could say his opinion. In the grammar[r] exercises always the same person knew the answer."

8.5/B9/27 Jan/B.I: "Today the team work was nearly impossible in the short time. For example: [B4] and I read the text faster than [B3]. So we started to fill out the exercise because of the little time we had. In my opinion that's no work team. Tomorrow we going to have one hour for the team work. I hope that's enough time."

8.6/B3/28 Jan/B.I: "We almost haven't worked with the book, because we would have to discuss the article.... I have liked it because it's other form to study English, and I think sometimes the changes are good."

8.7/B4/28 Jan/B.I: "{We have been discussing an article very interesting.... I think that it's a good practice for the future exam, and also the interview with [CR].}" [Also under heading Counselling and Consultation]

8.8/B6/28 Jan/B.I: "The discussion class ... was interesting and helpful for learning How to express ourselves Although the very exciting theme and the well done article facilitated the previous study, this one was not enough to have a better exchange of opinions among the teams."

8.9/B8/28 Jan/B.I: "The class was interesting because we was talking about [the article studied for homework]."

8.10/B9/28 Jan/B.I: "Today we discussed a text.... It was the first time that we really worked like a team. We discussed everything and everybody could say his opinion. It's much easier to work together when you have a text which everybody knows. Like every day we haven't had enough time to discuss the text completely in the whole group."

8.11/B13/28 Jan/B.I: "When we were talking about the newspaper article I learnt that my work of the day before it has been useful."

8.12/B6/30 Jan/B.I: "The support-teams gave variety and movement to the classes."

8.13/B13/30 Jan/B.I: "I like working with the other classmates."

8.14/B3/2 Feb/B.I: "The team-work has been very good"

8.15/B13/2 Feb/B.I: "I felt really integrated with all my classmates."

8.16/B6/4 Feb/B.I: "{In the Class-library I worked together with [B13]. On one hand the peace [= pace] of the work seemed to be slower, but on the other hand the comprehension was major because we shared and helped each other....}" [Also under heading Library]

8.17/B13/4 Feb/B.I: "The class was quite good and like to talk with the classmates about different articles from the newspaper."

8.18/B3/5 Feb/B.I: "I've liked the change of the work-teams I think it's good to change from time to time.... I don't like very much, discussions, although I think it's a good practice for learning English."

8.19/B6/5 Feb/B.I: "We are working willingly in the support-teams but also seems that we are not very active on the discussions. May be a reason is that the previous preparation [i.e by the students themselves] is not always well done."

8.20/B9/5 Feb/B.I: "Today we had a discussion in work teams I talked about the text but I hadn't understood the leaflet. I had the feeling that I was not the only one. At the moment we should explain our opinion nobody knew what to say except [B6]." [Also under headings Setwork, Unclassified Entries]

8.21/B4/11 Feb/B.I: "Today we have broken with the routine of all the days. We have had a lovely talk. I have to say that this theme is passionated for me. I'll suggest to do it more frecuently. I think that it could be a good idea to look for an interesting program on the TV, watch it, and then discuss it in class."

8.22/B6/11 Feb/B.I: "{During the Class-Library I worked with [B11] and [B8] building their Summary-resub. They accepted very well the help.... it was very positive experience and I'm grateful to the teacher for the trust given to me.}" [Also under heading Library]

8.23/B9/11 Feb/B.I: "Today we talked about [a topic]. I think it was very interessting because everybody everybody has made experiences with [the topic]."

8.24/CR/12 Feb/B.I: "<{Very happy atmosphere in class. Workteams having a great time, enjoying themselves enormously}> [Also under heading Programme]

8.25/B3/12 Feb/B.I: "Today I've liked very much the class: the activity about [a topic] has been very good for learning vocabulary and for knowing more the other people of the class.... It has been a lovely experience."

8.26/B4/12 Feb/B.I: "Today the class has been more interesting and enjoyable; as interesting as yesterday. I think we learn more if we participate in the class as we did today. Using the vocabulary at the same moment that we check it."

8.27/B6/12 Feb/B.I: "The work teams gave variety to the class today"

8.28/B9/12 Feb/B.I: "{During the class library time [B6] and I discussed our assignmnet. The result of the discussion was that we both didn't know exactly the problem of Northern Ireland. So we decided that we need more time to get more Information.}" [Also under headings Projects, Library]

8.29/B11/12 Feb/B.I: "We took quite long time for [a topic]. It was very good for remember many words, which quite usefull for conversation, I suppose so. And also that was good things to know the character of my classmates. Even if it is true or not that they discrine character of then."

8.30/B13/12 Feb/B.I: "I liked working in teams and I learnt many new vocabulary very useful when you need to describe a person's character."

9. *Laboratory B.I*

9.1/B3/20 Jan/B.I: "I want to work very much in the language-lab."

9.2/B8/20 Jan/B.I: "The most dificult thing is the laboratory because I can't undertand nothing. they speaks bad or it's that I haven't the enough nevel [= level] for understanding them."

9.3/B6/21 Jan/B.I: "I waisted a lot of time [in the laboratory] looking for the drills in the cassette"

9.4/B6/22 Jan/B.I: "I felt more confident in the Lab."

9.5/B11/23 Jan/B.I: "I wonder if it is need to use [the laboratory] every day."

9.6/B6/27 Jan/B.I: "I noticed how much it [the laboratory] helps to correct the pronunciation, to consolidate Grammar-topics already learnt and to make sure on topics of conversation still now not properly learnt."

9.7/B6/4 Feb/B.I: "I'm now more happy with the Class-Lab.... some of [the materials] are related either with the teacher's explanation or with my personal study in the Class-library. In this way, the Class-Lab. helps to better consolidate things before studied."

9.8/B11/5 Feb/B.I: "... we didn't do Language Lab., so I was happy."

9.9/B4/9 Feb/B.I: "I'm very glad with the types [= tapes] that I have chosen in the Language Laboratory because all the days I find something in the types about the things that we are studying just the same day."

9.10/B3/10 Feb/B.I: "In the language-lab I've worked very well."

9.11/B4/10 Feb/B.I: "I continue very happy with the language Lab because is quite similar to the (grammar) class."

9.12/B3/11 Feb/B.I: "{I need to do more listening comprehension, may be I can do it in the language-lab.} In the language-lab I've started with the tapes 'P' I've liked very much because this is practice about reading."

9.13/B9/11 Feb/B.I: "I changed the book for the language laboratory. I work now with [a listening comprehension textbook]. This book is much better than the drills. I think the themes are very interesting and it is very good for vocabularies."

9.14/B13/11 Feb/B.I: "{One of the most interesting activities for me is the laboratory;} we can listen to the correct pronountiation of English and it's very helpful." [Also under heading Programme]

9.15/B3/16 Feb/B.I: "In the language lab ... this time has been very short, I would have liked that it was longer."

9.16/B6/16 Feb/B.I: "{The feed Back ... with the homework correction [enables the student to] work out the main needs, to which he/she may answer in the Class-lab or in the Class-library....} I'm trying ... in the Class-lab ... to follow and understand the questions of the drills without having to look always at the book guide." [Also under other headings]

9.17/B6/20 Feb/B.I: "In the Class-lab I finally changed the program and choose the Phrasal Verbs according to the strong recommendation the teacher gave to us."

10. *Library B.I*

10.1/B9/20 Jan/B.I: "I found it very hard to get myself organized [in class-library time] because I couldn't find the book I wanted."

10.2/B3/21 Jan/B.I: "For the next days [in class-library time] I am going to revise what we study in class"

10.3/B6/22 Jan/B.I: "The Class-Library was used both in order to catch up to the program of [the coursebook] and to prepare the Class-Instruction. I think it was a good idea"

10.4/B11/23 Jan/B.I: "I prefer to study 'Grammar' [during Class Library] time. But there are not enough grammar books. If somebody took the book I have to use another one."

- 10.5/B6/26 Jan/B.I: "In the Class-Library ... I think that is good now to go on exploring some of the available books."
- 10.6/B11/26 Jan/B.I: "The Grammer book which I used today [in Class Library session] was very good."
-
- 10.7/B4/27 Jan/B.I: "I have found a book very interesting in the Class Library 'Basic English Grammar'. I'm looking at it with [B11]."
-
- 10.8/B3/30 Jan/B.I: "In the Class Library I started with other book of Reading an Writing, but ... maybe it is better to study grammar and to do some exercices."
- 10.9/B6/30 Jan/B.I: "A suggestion ... when there is an important grammar topic ... the teacher should suggest to us a wider range of exercises which the student can do for his own The problem is that not always is easy to find out such exercises in the books we have."
-
- 10.10/B6/3 Feb/B.I: "Today I also changed Book for the Class-Library Why have I chosen this new book? Firstly, the written activity demands more care and attention; secondly, I need to make sure basic grammar points; then, the possibility of having exercises together with the grammar book; finally, because of the interest in it of all my classmates."
-
- 10.11/B6/4 Feb/B.I: "In the Class-library I worked together with [B13]. On one hand the peace [= pace] of the work seemed to be slower, but on the other hand the comprehension was major because we shared and helped each other.... I found a book for my assignement I also bought the Advance learners dictionary and other small books for easy reading."
-
- 10.12/B3/5 Feb/B.I: "In the Class library I've continued with the same book of Grammar. I like this book because it has exercices and its correction, and oneself can put them right. I've understood very well conditional clauses [the taught-session topic], because I had worked about them before in the class library."
-
- 10.13/B11/9 Feb/B.I: "Now, my real problem of Gramme[r] is 'The articles' Japanese hasn't such as things.... Then, today, I stadyed about them during the class livrary. But, I'm still not clear."
-
- 10.14/B4/10 Feb/B.I: "Now in the class library I'm a little bit lose. I don't find the appropriate book. I'll have to look for something."
-
- 10.15/CR/11 Feb/B.I: <Grammar and other books which lack a key/answers are not being used in Class Library. Problem must be addressed.>
- 10.16/B3/11 Feb/B.I: "In the Class library I've been doing my work about Assignments"
- 10.17/B6/11 Feb/B.I: "{During the Class-Library I worked with [B11] and [B8] building their Summary-resub. They accepted very well the help.... it was very positive experience and I'm grateful to the teacher for the trust given to me.}" [Also under heading Peer Support]
-
- 10.18/B9/12 Feb/B.I: "{During the class library time [B6] and I discussed our assignment. The result of the discussion was that we both didn't know exactly the problem of Northern Ireland. So we decided that we need more time to get more Information.}" [Also under headings Projects, Peer Support]
-
- 10.19/B6/16 Feb/B.I: "{The feed Back ... with the homework correction [enables the student to] work out the main needs, to which he/she may answer in the Class-lab or in the Class-library.}" [Also under other headings]
-
- 10.20/B6/20 Feb/B.I: "I realise that still now is not easy for the students to start to work straight-way they arrived at [the institution]. Any way it depends a lot if among us takes the initiative and begins to work for his own."
-

11. Projects B.I

- 11.1/B6/3 Feb/B.I: "Today in the class I have committed myself to an interesting assignement with my classmate [B9]. The theme is about the current situation of Ireland's divisions"
- 11.2/B13/3 Feb/B.I: "[Referring to the Assignments] I think it's a good idea to work in teams during the class and study somethings about the events which are going on in this country because, sometimes, we forget we are in a foreign country and expect people were like we are. On the other hand it's necessary to do it if we want to have a full knowledge of this language. Besides, it's impossible to learn every thing just in the class."
-
- 11.3/B13/9 Feb/B.I: "I find very difficult to do works out of the [institution] with my classmates because, sometimes, we are very tired and we want to take a break after the school, so we can't meet again later for working together."
-
- 11.4/B6/10 Feb/B.I: "I have to go on as much quickly as I can in order to succede in answering what is asked in the assignement and have an exchange of opinions with [B9], who is reading the articles given by the teacher."
-
- 11.5/B6/12 Feb/B.I: "About my assignment ... I agreed with [B9] what and how to do it. We asked the teacher a week more so that we can better read and understand the theme we have chosen. We had been reading but it's not still enough, and on the other hand we'd like to get benefit of this work together."
- 11.6/B9/12 Feb/B.I: "{During the class library time [B6] and I discussed our assignment. The result of the discussion was that we both didn't know exactly the problem of Northern Ireland. So we decided that we need more time to get more Information.}" [Also under headings Library, Peer Support]
-
- 11.7/CR/13 Feb/B.I: <Students need more time for assignments; reassured them that they were doing what the assignments were designed for – to get them thinking and working in the language.>
-
- 11.8/B4/16 Feb/B.I: "I'm afraid I can't finish the work with [B13] on time. when I can do it in an afternoon she can't and vice versa."
-

12. Out-Class Study and Work B.I

12D. Out-Class Daily Diary B.I

- 12D.1/B11/19 Jan/B.I: "I hope this kind of homework [= writing a daily Diary] will help my writting."
-
- 12D.2/B9/27 Jan/B.I: "Oh no, again this horrible Dairy. I think after this course I'll never write a dairy again."
-
- 12D.3/B13/28 Jan/B.I: "It's really difficult to write lots of things about the class, teacher, and so on."
-
- 12D.4/B13/10 Feb/B.I: "I would prefer to write [the daily Diary] twice or three times a week, or every day if I had anything to tell you."
-

12S. Out-Class Setwork B.I

- 12S.1/B6/20 Jan/B.I: "On the one hand [homework] was positive because I realised the difficulties but on the other hand it does not leave time for the revision-study or for other free-study activities."
-
- 12S.2/B8/21 Jan/B.I: "{The class is interesting} but the only trouble is that I have too homework. If I arrive at eight o'clock from the gymn., ... the hour that I start to study it's about 9'30 o'clock."
-
- 12S.3/B3/26 Jan/B.I: "The homework has been good."
-

- 12S.4/B3/27 Jan/B.I: "I have liked the homework of today"
- 12S.5/B8/27 Jan/B.I: "I spent 3 hours to do the translation, and I couldn't understand what I have to write. I haven't experience of doing thing like this ... I didn't use to do in the school."
- 12S.6/B13/27 Jan/B.I: "It's 12 o'clock I am still wake up because the homework has made me feel so tired. I can't stand looking for words in the dictionary. I tried to understand the text without knowing every single word [= word] but I should learn the meaning of many words If I want to understand it. Now I'm going to try to sleep and forget this day. I think there's not point in learning a lots of new words because It [= I] won't be able to remember all of them. I would prefer to study every day a little of Grammar, Vocabulary, – and do a homework of all these things together." [The set homework was to preview a text in preparation for discussion the following day.]"
-
- 12S.7/B13/28 Jan/B.I: "I must say that, sometimes, when I'm doing my homework I'm forgetting that its usefulness is over me. It's not over the teacher."
-
- 12S.8/B6/29 Jan/B.I: "Homeworks are reasonable. You can feel more confident with the course when you can give time enough for personal studying, and homework activity. If the homework is not only an exercise that needs to be done, but an occasion to test and push the personal interests, it becomes an important means of measurement."
-
- 12S.9/B13/30 Jan/B.I: "I'm improving my writing in English doing the homework and writing letters to my friends"
-
- 12S.10/B6/2 Feb/B.I: "The homework ... was an essay that had to complete the activities we did this morning. It was a good exercise for me."
-
- 12S.11/B9/5 Feb/B.I: "{Today we had a discussion in work teams I talked about the text but I hadn't understood the leaflet. I had the feeling that I was not the only one. At the moment we should explain our opinion nobody knew what to say except [B6]. After school I read the leaflet again and understood it. I discussed it with [the host-family mother]. Then I wrote the essay about [the topic].}" [Also under headings Peer Support, Out-Class Environment, Unclassified Entries]
- 12S.12/B13/5 Feb/B.I: "I have been doing the homework for several hours.... The most difficult homework for me it's writing composition.... I spend a lots time trying to write my ideas or sentences in English without changing the meaning I want to express with them.... I prefer to study grammar perhaps because I have learnt too much grammar in my country and it means working a little [= working less]. I know that I'm a little bit lazy sometimes, but I don't agree with working and fun, both have to be separated."
-
- 12S.13/B11/6 Feb/B.I: "I was sitting on a chair for about two hours to write a composition Then I gave it up. I don't know what I can write."
-
- 12S.14/B3/9 Feb/B.I: "I think it's very good to resubmit again the compositions, because, so, it's possible to learn more, althought, it's harder, and it need more work."
- 12S.15/B6/9 Feb/B.I: "I did a revision to the corrected homeworks.... I noticed that I did each paragraph separately and without connexion with the others.... the lack of imagination was due may be to tiredness, hurry and unadequate understanding of what I had to do. It was also caused by an improper revision of the previous corrected essay and a wrong following of the instructions"
-
- 12S.16/B11/10 Feb/B.I: "Now, I just finished my homework....First I read three or four times, Then I picked some key-word. That's ok. But I took too many words. So, I though, though, and though Anyway, I took one hour – for only 69 words."
-
- 12S.17/B3/11 Feb/B.I: "I'm very happy with my homeworks because this week they haven't been bad and I'm more encouraged with this."
-
- 12S.18/B4/16 Feb/B.I: "I'm worry about my homeworks because they are getting worst. I will have to pay more attention when I do them."
- 12S.19/B6/16 Feb/B.I: "{The feed Back ... with the homework correction [enables the student to] work out the main needs, to which he/she may answer in the Class-lab or in the Class-library.}" [Also under heading Programme]

- 12S.20/B13/16 Feb/B.I: "It's a good idea that [we are given] everyday the results of our homework because we can know by ourselves how we are going on. I don't like too much doing assignments because we need to know and learn a lot of things in a very short time and really we haven't it."
-
- 12S.21/B3/17 Feb/B.I: "I've spent a lot of time in the homework because all the exercises were about new things that we haven't seen in the class"
- 12S.22/B8/17 Feb/B.I: "... I started to do the homework at [h]alf-past ten."
-
- 12F. Out-Class Freework B.I
-
- 12F.1/B6/20 Jan/B.I: "From the revision I think is possible [for/B6/himself] to make a provisional and flexible program for the follow days."
-
- 12F.2/B9/27 Jan/B.I: "In the evening I read the book 'Footprints under the window'. It's a detective story."
-
- 12F.3/B9/29 Jan/B.I: "After the school I went to the library with [B11]. The library is in the Ilac Center it is a very modern one. You can find everything in it."
- 12F.4/B11/29 Jan/B.I: "Now I am in the library of 'Iracu [= ILAC] Centre'. It is a first time to come here. It's very nice place.... But, here is too quiet to study for me."
-
- 12F.5/B13/30 Jan/B.I: "I have been reading a book in English my chat with my Irish friends ... is a very good complement for my classes"
-
- 12F.6/B3/2 Feb/B.I: "Every evening I watch the news on T.V. and sometimes a film Every day I read the most important headings of the Newspaper I would want to start to read a little book and a TIME magazine, but I don't have almost any time to do it."
- 12F.7/B6/2 Feb/B.I: "... watching the news every day [Selected out-class activities] help me to get more familiar with a lot of vocabulary which belongs to my specific field"
- 12F.8/B11/2 Feb/B.I: "Im always listening to radio"
-
- 12F.9/B6/3 Feb/B.I: "For my own I did a brief revision of today's class and I also tried to do the homework carefully. Before these activities I gave half an hour to listening to the radio and at night to watch at the news."
-
- 12F.10/B11/5 Feb/B.I: "After school, I went to the library in the Irac [= ILAC] centre. That's nice place."
-
- 12F.11/B3/6 Feb/B.I: "In this week I've read two articles of the magazine TIME"
-
- 12F.12/B6/9 Feb/B.I: "In dealing with my personal study, the problem is how to use the time properly for each activity. I'd like to read more, and I need it especially this week in order to do my assignment"
-
- 12F.13/B6/10 Feb/B.I: "What I feel is that I have to dedicate especial moments for revision to study the small rulers and trickies carefully. During the afternoon at home, I finally begun to read the book about Ireland I bought for my assignement."
-
- 12F.14/B3/12 Feb/B.I: "In the afternoon I have been in a library to take notes for Assignments about painting, sculpture, from Ireland"
- 12F.15/B13/12 Feb/B.I: "Now I'm spending many of my times writing about the elections and it's a good practice."
-
- 12F.16/B9/13 Feb/B.I: "I started to read a book about Northern Ireland ... for our assignment."
-
- 12F.17/B3/16 Feb/B.I: "We have studied what I had seen in the weekend, so I've understood it very well.... This afternoon I've been working for two hours in the Assignment."
-

13. *Unclassified Entries B.I*

13.1/B9/22 Jan/B.I: "I got up at 6 o'clock to finish my homeworks. I took the bus at 8 o'clock and arrived at 9 o'clock in Dublin. I finished school at 10 o'clock. I went straight home. I had my lunch at 2.3:0. I went to the German embassy in Booterstown to certify my evidence. I came back at 5 o'clock, than I had to do my homeworks. I had a break to have my dinner. I finished my homework at 11.30 p.m. Than I went to bed." [[CR] asked [B9] if she could write more informatively about the Course]

13.2/B11/28 Jan/B.I: "Do you think is it better to read newspaper than books?... But I really take a long time to read something. So I haven't enough time."

13.3/B9/5 Feb/B.I: "{Today we had a discussion in work teams I talked about the text but I hadn't understood the leaflet. I had the feeling that I was not the only one. At the moment we should explain our opinion nobody knew what to say except [B6]. After school I read the leaflet again and understood it. I discussed it with [the host-family mother]. Then I wrote the essay about [the topic].}" [Also under headings Peer Support, Freework]

13.4/B11/6 Feb/B.I: "I wrote a quite lot of letters since I came here. Not only to Japan. Spain, Italy, etc. – Because I met a lot of people in [the institution]. So, of cause I write letters in English."

13.5/B11/9 Feb/B.I: "[CR] said we have to study more than three hours. Yes, ok, but I take two hours for that people do work one hours."

14. *Administration Notes B.I*

14.1/CR/4 Feb/B.I: <Too many time constraints, linguistics readings taking over, very tired.... One possible risk area: when we begin the official First Certificate course (a new term) and get newcomers, will we be able to integrate the newcomers ... into a group which has already covered so much of the basic grammar ... either we're going to force these people beyond their capacity or we're going to have to backtrack and bore the life out of those we've already got. I want in the 3rd session to be able to go beyond First Certificate materials if possible, into style analysis and heavy readings of all sorts. It may not prove feasible. If we have to go slower for newcomers ... disaffection amongst those who have already experienced the 10-week pre-course?>

14.2/B11/6 Feb/B.I: "... we have done [the coursebook] until P.97 for two weeks, and also I have done this text book until P.97 before."

14.3/B4/9 Feb/B.I: "I'd like to make a point about the new people who are coming on March: I'd prefer that all these people go to another class to prepare the First Certificate [examination] because we will have to start again, diferent levels again, etc."

14.4/B13/9 Feb/B.I: "I would like to say that we should go through every part of the course not thinking about the people who are coming in March. I think that we are here to learn and preper the examination little by little. If we just think about the course will start in March, I wonder what are we doing here now?"

APPENDIX D-B II

CATEGORISED DIARY EXTRACTS: COURSE B STAGE II (23 FEBRUARY - 13 MARCH)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol ‘//’; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. Text falling appropriately under more than one heading is shown within brace brackets. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student’s attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are chronologically ordered within categories of the course components for Other-Directed Learning (ODL), Affective Dimension Factors (ADF), and Self-Directed Learning (SDL):

ODL Components

1. Programme
2. Materials and Equipment
3. Composition of Class
4. DODL Elements

ADF Components

5. Wellbeing
6. Counselling Consultation
7. Outclass Environment

SDL Components

8. Peer Support
9. Laboratory
10. Library
11. Projects

(Outclass elements)

- 12D. Class Diary
- 12S. Setwork
- 12F. Freework

1. *Programme B.II*

1.1/CR/23 Feb/B.II: <Student responses to being asked about the ISDL day were very favourable: smiles and very positive approval from everybody, including those who had felt perhaps that they would give it a go but weren't sure.>

1.2/B6/27 Feb/B.II: "{I can firstly say that the experiment we did was positive Secondly this week also gave to us a kind of breath[er] in order to do revision and to choose what we needed according to our own level and peace [= pace] of work.} Thirdly, although these positive aspects I think that it couldn't be carry on for very long time unless certain instruments for continuous revision and dialogs teacher-students were provided in order to set up in agreement a program according to the student's needs and the teacher's point of view. {Finally, as a personal preference for a complete course, I'd choose the mixed formula, which we have been carrying on since the course began, because there's more interaction among the students themselves and with the teacher.} As an extra point I'd like to add that an other thing that this experiment gave to us was the opportunity to touch with our hands how to use our time without any kind of pressure made by the teacher so that we can really become more responsible for our own learning process." [Also under heading Library]

1.3/B8/27 Feb/B.II: "{Today has been a boring one. I wished that the idepent class were finished. I like more the others ones because they are more interesting. I know that it's a good idea but one week is enough. By the end you always need the teacher's help. I'm sorry about the Language Laboratory but the problem it's I feel very boring with it.... I would like that [CR] should] tell to me what is more necessary to study for myself.}" [Also under headings Library, Laboratory]

1.4/B7/2 Mar/B.II: "Today it was the first day I think the structure of the lesson [= the methodology] is very good. So we begin at nine o'clock with the laboratory till ten o'clock. Then we have an hour to work with the books from the library by ourselves. From ten to eleven till ten past eleven we have a break to drink a cup of coffee if we want. The rest of the time we work with the teacher I hope to make a lot of progress in the next times."

1.5/B3/3 Mar/B.II: "I feel very well the rhythm is slow because the new students need to catch the program and too, it's good for us, because we can revue. I've liked the games and I think they are very good to foment the relationships between us, and it's very important in order to the new students feel well in the class." [Also under heading DODL Elements]

1.6/B4/3 Mar/B.II: "{I don't really like to be as free as we are now, without homeworks. I think that we are going very slowly. It's a good idea to reduce the time of the language laboratory class and I also think that it will be a good idea to reduce the time of the class library. I don't really find any interesting book to work in it.}" [Also under headings Materials and Equipment, DODL Elements, Setwork, Laboratory, Library]

1.7/B5/3 Mar/B.II: "{During the first and second morning lesson I continued with exercises on the Present Perfect Continuous. The third hour we worked in the Language Lab again.... Then we did the exercises ... on gerunds and infinitives together with [CR] we played a sort of 'message' game. After a short break we went on with 'Listening and Speaking'. Then some of the students did a sort of pantomime.... We had a lot of fun.... Now I am reading some more pages in Hugh Hunt's book about Sean O'Casey's life.}" [Also under headings Library, Laboratory, DODL Elements, Freework]

1.8/B3/4 Mar/B.II: "{Now, I feel very happy, I'm seeing my progress, and I think I'm learning more, I understand more and I go talking much more.}" [Also under heading Wellbeing]

1.9/B5/4 Mar/B.II: "{This day, especially in the morning, was a horrible one. During the independent time between 8.00 [= 9.00] and 10.00 o'clock it was nearly impossible to finish anything because there were always interruptions. Besides, for the first time, I felt very uneasy this day. On the contrary, last week and on Monday I felt happy with the lessons etc. During the third lesson we had to prepare a report on last week's independent studies. Most of the students of our group agreed in general, that the independent working-time was good for the individual improvement in grammar

etc, but would prefer fewer interruptions during the independent time. Most of us would also prefer a mixed day, that means independent time and also explanation etc. from the teacher.}" [Also under heading DODL Elements, and others]

1.10/CR/5 Mar/B.II: <From the student reports on the ISDL week: rather boring working on their own without guidance; criticism of interruptions (many from me); some felt they could do this sort of thing at home and that they should have normal classes in the [institution].... {At end of class called together newer students [B1], [B5], [B7]: contented with other students, with methodology, with teacher, no complaints. Encouraging for MIDL methodology that only one FCE failure from first experimental Course – good that initial no-hopers passed but a pity a good candidate failed.}> [Also under heading Administration Notes]

1.11/B3/5 Mar/B.II: "{Today the class has already been normal. I think it's good to continue with the programme}" [Also under heading DODL Elements]

1.12/B5/5 Mar/B.II: "{These morning lessons were much better than yesterday. During the first hour we repeated the exercises we had done for homework. During second lesson we worked independently with the class library.... The third hour was Language Lab time.... it's too much for all of us who do the morning and the afternoon lessons. From 11⁰⁰ [= 12.00] to 1⁰⁰ we worked with [the coursebook].... For homework we had a mixed exercise ... extracting information about advantages and disadvantages of art galleries. No fun today, not at all.}" [Also under headings DODL Elements, Setwork, and others]

1.13/B13/5 Mar/B.II: "I liked the class today, it was quite interesting, but really it's the class that I hoped. I'm thinking of not taking this examination because the most important and my main reason to come to Ireland is to learn speaking English; if I want to find a job in my country later I will have to speak English quite well better than writing and reading.... I think sometimes we spend a long time reading and working by ourselves and it's not worth doing everyday the same activities, isn't it?"

1.14/B6/10 Mar/B.II: "{The proposal [regarding a homework moratorium] is reasonable and necessary if we take into account the current situation of the new students. My perplexity at first impressions was more related to my personal pace of work than to the idea in itself. What I need, in order to profit from the time, is a proper programme to be carried out both at the class and at home.}" [Also under headings DODL Elements, Setwork]

2. *Materials and Equipment B.II*

2.1/B3/26 Feb/B.II: "{I've liked very much [a grammar book] because it explains very well everything and it has exercises with keys, which is very good to correct oneself....}" [Also under heading Library]

2.2/B4/3 Mar/B.II: "{... the class library. I don't really find any interesting book to work in it.}" [Also under heading Library and others]

3. *Composition of Class B.II*

3.1/B11/2 Mar/B.II: "Now, I hope new student won't come any more. 10 students, I think it is good number for one class."

3.2/CR/5 Mar/B.II: <{Worried about [B5]'s integration into the class – older, and her level is a lot higher. New girl [B10] found class too difficult and left after only two days; impression she's not accustomed to hard work.}> [Also under heading Administration Notes]

3.3/B3/9 Mar/B.II: "In the class of today I haven't felt well [= at ease]: I think there are too many changes: new students come to the class, other students leave the class. I hope this situation changes and we follow the programme, because I think it's good certain stability in the class."

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- 4.1/B8/23 Feb/B.II: "{... I prefer to be guided by a teacher in my studies. The teacher know exactly what you need that's why.}" [Also under heading Library]
-
- 4.2/B3/24 Feb/B.II: "[In a mock Pitman Examination] I've done very bad the dictation and my listening comprehension hasn't been very good, either. I need to do more exercises of them."
- 4.3/B5/24 Feb/B.II: "Then we did a test for the Pitman's examination."
- 4.4/B6/24 Feb/B.II: "... we talk about the pitman exams and the right level we have to choose in agreement with the teacher. It was necessary.... during the last hour we worked together with the teacher in a pitman exam.... {it's important to stablish at what time it will be take place, otherwise there is the risk of introduce many things that are different to what the student intends to do in his personal program. Personally I find hard to concentrate my attention when there are continuous interruptions....}" [Also under heading Library]
-
- 4.5/B1/25 Feb/B.II: "In the last hour of the morning course we've had an interesting discussion"
- 4.6/B3/25 Feb/B.II: "I've liked very much the discussion Moreover, there is an atmosphere of freedom between us that makes easy this kind of discussion."
- 4.7/B5/25 Feb/B.II: "... we had an interesting discussion."
- 4.8/B6/25 Feb/B.II: "The discussion was really amusement and colourful."
- 4.9/B8/25 Feb/B.II: "The dialoge in the class has been very interesting"
- 4.10/B13/25 Feb/B.II: "The discussion ... was interesting."
-
- 4.11/B5/26 Feb/B.II: "{[B1] and I have some problems with our English grammar. Sometimes, we doubtfully look at each other when we do a difficult exercise. In the second hour we worked in the language lab....} During the third lesson I did grammar again. {Then [CR] brought those Pitman examination papers}" [Also under headings Peer Support, Laboratory, Library]
- 4.12/B6/26 Feb/B.II: "The Pitman test ... showed clearly to me the most important areas in which I'm lacking."
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- 4.13/B5/27 Feb/B.II: "The last hour [CR] explained to us an example of some useful grammar."
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- 4.14/B5/2 Mar/B.II: "... we read and talked about a story Then we did a listening comprehension from the same text, a wordstudy about American and British English and an exercise with gerund or infinitive."
- 4.15/B6/2 Mar/B.II: "The two best periods of the morning were dedicated to follow the program in [the coursebook]. It was interesting and useful for me"
-
- 4.16/B3/3 Mar/B.II: "I feel very well the rhythm is slow because the new students need to catch the program and too, it's good for us, because we can revue. I've liked the games and I think they are very good to foment the relationships between us, and it's very important in order to the new students feel well in the class." [Also under heading Programme]
- 4.17/B4/3 Mar/B.II: "{I don't really like to be as free as we are now, without homeworks. I think that we are going very slowly.}" [Also under heading Setwork and others]
- 4.18/B5/3 Mar/B.II: "{Then we did the exercises ... on gerunds and infinitives together with [CR] we played a sort of 'message' game. After a short break we went on with 'Listening and Speaking'. Then some of the students did a sort of pantomime.... We had a lot of fun....}" [Also under heading Programme]
- 4.19/B8/3 Mar/B.II: "Today the class has been normal, but the most funny has been at the end, the games are very interesting."
-
- 4.20/B3/4 Mar/B.II: "I have liked the activity about Pronunciation. It's very good to do it more often, though now, we are reading almost every day and it's very neccessary. {Now, I feel very happy, I'm seeing my progress, and I think I'm learning more, I understand more and I go talking much more.}" [Also under headings Programme, Wellbeing]
- 4.21/B4/4 Mar/B.II: "... we're going very slowly, which makes me very lazy."
- 4.22/B5/4 Mar/B.II: "{This day, especially in the morning, was a horrible one.... Besides, for the first time, I felt very uneasy this day. On the contrary, last week and on Monday I felt happy with the lessons

etc.... Most of us would also prefer a mixed day, that means independent time and also explanation etc. from the teacher.}" [Also under heading Programme, and others]

4.23/B6/4 Mar/B.II: "... especially I found helpful ... reading aloud for the corrections the teacher did on pronunciation and entonation."

4.24/B11/4 Mar/B.II: "We learned some pronunciation. It was good because usually we don't have time to study that. But But But – When I talking with somebody with English I completely forget what is colect pronaunciation. Well, I'm very bat student."

4.25/B13/4 Mar/B.II: "... the class was quite boring today. I didn't do any interesting thing and in one way I wasted part of my time."

4.26/B3/5 Mar/B.II: "{Today the class has already been normal. I think it's good to continue with the programme} Last part of the class has been very tiring for me, because it's very difficult I've liked very much the exercise about extracting information." [Also under heading Programme]

4.27/B6/5 Mar/B.II: "The homework revision is, in my opinion, one of the most helpful activities of our class and is one which I more enjoy."

4.28/B4/6 Mar/B.II: "There wasn't anything interesting."

4.29/B5/6 Mar/B.II: "... a repetition of the homework.... read some letters a comprehension test about this text. After that we filled in the blanks of a word study. Then we learned something about kitchen equipmmt and so on. We rushed like an express train through a vocabulary extension and two exercises [CR] showed some hardly visible signs of impatience this day. At the end of this grey Friday morning we saw a video about last year's cooking session for UNICEF."

4.30/B11/6 Mar/B.II: "Today – nothing special."

4.31/B13/6 Mar/B.II: "It was quite interesting everything we have done today. As well I'm happy because I have resolved my problem [by transfer to another class]. The class was more alive than other days. It's a pity that this class hasn't more conversation because I like my classmates and my teacher but first it's to learn English and second to enjoy."

4.32/B3/9 Mar/B.II: "{In the class of today I haven't felt well [= at ease]: I think there are too many changes: new students come to the class, other students leave the class. I hope this situation changes and we follow the programme, because I think it's good certain stability in the class.} On the other hand I think now we are working with the book and with the same rhythm as before. The activities of today have been good and now I find them easier than before, and {I spend less time for doing the homework.}" [Also under headings Composition of Class, Setwork]

4.33/B5/9 Mar/B.II: "... a repetition of our homework Everyone of the students had to read loudly [= aloud] one paragraph of a story {After that we continued with the comprehension test for this story. We worked in groups But all groups had difficulties} So [CR] had to explain it." [Also under heading Peer Support]

4.34/B6/9 Mar/B.II: "{Starting again a new week, the impression I've got today is that our class doesn't still get the pace we were used to have the weeks before the autonomy week. {There's still movement of people: new students coming in, one of us who has preferred to change the class, and another who has missed the wayback. All these factors have their influence. I hope the atmosphere of study and commitment may improve during the following days.} I realise that I've also lowered my personal commitment." [Also under heading Administration Notes]

4.35/B3/10 Mar/B.II: "{Today, when I have seen the marked exercises, I've felt very encouraged. Maybe, now I am seeing the fruit of my work in these two months and I note that I'm learning; therefore ... I haven't liked [the homework moratorium] in the beginning, but I think it's good for everybody and for me, too, because I have to revue all the things and to learn all the vocabulary. Sometimes, when you don't have any obligations to do something you work less and I wouldn't like this to happen, because for me the only way to learn is to study and work every day. I think ... it's good to change a little and it's another manner of working.}" [Also under headings Setwork, Wellbeing]

4.36/B8/10 Mar/B.II: "The class has been right."

4.37/CR/11 Mar/B.II: "<{A completely other-directed day, to catch up with the course programme.}> [Also under heading Administration Notes]

4.38/B1/11 Mar/B.II: "Today was quite intense."

4.39/B2/11 Mar/B.II: "This Wednesday has been really ~~interestantly~~ interesting. First we have a very funny morning class with [CR] He is really a very good teacher and also an excellent 'show-man', well I mean he is really funny and friendly. He knows how to made people work hard without getting bore. The afternoon classes are I [= a] little bit more ~~boring~~ bore but there are all right."

- 4.40/B3/11 Mar/B.II: "I've learnt a lot of vocabulary about jobs and qualities for them. I've like this activity and it has been very profitable.... It's good to do [here = to have done] some practices of pronunciation, because it's another kind of exercises and sometimes they break the monotony. ... when we have finished the class, I am very tired, but I think it's better to work hard"
- 4.41/B5/11 Mar/B.II: "{I don't think I'll remember very well what we did this morning because it was a little bit too fast. So I have to repeat it for myself. And there are many pages in [the coursebook] I have to do because me and some other students joined the course rather late....}" [Also under heading Freework]
- 4.42/B6/11 Mar/B.II: "The atmosphere of the class, in my opinion, was a very positive one and the interaction between teacher-students stimulated our learning. Moreover, as I perceived, the integration of the new students is getting easier, which will be very helpful for the next steps of our course."
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- 4.43/CR/12 Mar/B.II: <Very good lesson; happy atmosphere. Diaries will probably say 'boring', 'nothing happened', etc.>
- 4.44/B1/12 Mar/B.II: "{Today [CR] has explained us, once more, the use of In some case it's difficult to understand which of them we must use. I'll study them better on this weekend.}" [Also under heading Freework]
- 4.45/B2/12 Mar/B.II: "About the rest of the day I have nothing interesting to write it down."
- 4.46/B6/12 Mar/B.II: "It was very helpful for me to realise some problems I have with reading aloud because before never did I consider them carefully The activities on the class explanation sessions were very amusement and colourful."
- 4.47/B7/12 Mar/B.II: "The lessons were really interesting today. I think we have to read loudly more than till now. I know that it will take us a lot of our time in the class but it is very useful and each in our class need it"
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- 4.48/B2/13 Mar/B.II: "This Friday, my first friday in Dublin, has been very interesting. First we had a very interesting class with [CR] ... about Reported Speech and ... how to summer [= summarise]."
- 4.49/B3/13 Mar/B.II: "I've liked very much the class of today, although we have spent two hours with grammar because I think they have been very profitable as we have been able to see with last exercise. I think sometimes the explanation isn't very clear. Maybe, it's better to present more clearly the most common uses and then the least usual, because if you present all the possibilities together, at the end you don't know what are the most important. The activity of doing the summary has been very good. I like very much this activity because it's very logical and I think you can learn a lot with it"
- 4.50/B4/13 Mar/B.II: "[Today] we spent a long time explaining the reported speech of conditional sentences. There is nothing important to write."
- 4.51/B6/13 Mar/B.II: "Today we finished [the coursebook] looking at a complete table of the most important modal verbs which don't change or have very little change when put into reported speech. That study was deepened by two full-class explanations of careful analysis about conditional sentences in direct and reported speech. Although this work was hard ... I found it really well done, interesting and, even, necessary for recognising different structures of the language, which, of course, I'm not able to use properly at this stage, but at least I can understand and catch their meaning."
- 4.52/B7/13 Mar/B.II: "I thought that I would know the rule for the if-sentence in direct and reported speech till today. But now, after this morning I am no longer sure. I was very confused with all these examples. I think that the examples were very specific. they were like exceptions for me and so I have to learn them by heart. But for the 'normal' if-sentences I will continue to use my knowledge as till now, if not, I will confound with everything."
- 4.53/B9/13 Mar/B.II: "Today we could have stayed at home because I didn't understand anything. I got very frustrated in the end. Our teacher said that we could use this tense but it would be secure to use that tense. Now I don't know what tense I should use."
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Affective Dimension Factor Components

5. *Wellbeing B.II*

- 5.1/CR/24 Feb/B.II: <Crucifying back trouble, continuous pain.>

5.2/B1/24 Feb/B.II: "... the afternoon course take a lot of my time"

5.3/CR/25 Feb/B.II: <[B6] was quite upset at being interrupted in his private studies – I note the same strong reaction in myself – a characteristic of independent personalities?>

5.4/B1/26 Feb/B.II: "Another day is flies and I don't think to have done any progress."

5.5/B8/26 Feb/B.II: "{Idepent class is becoming to be boring. I prefer the normal class because the hours pass very quickly....} I don't feel very well. I'm depress again." [Also under heading Library]

5.6/CR/27 Feb/B.II: <Terrible back trouble again; switched off, stupor, loss of equilibrium – sinus?>

5.7/CR/2 Mar/B.II: <Very bad back.>

5.8/B1/2 Mar/B.II: "My back ... is not very well.... Saturday, at the zoo, I've sprained my ankle, so bad as it's never happened to me before.... Today I had my lunch at"

5.9/B3/2 Mar/B.II: "Today, the class has been relaxing for me.... I'm very happy to have finished my Assignment because it was a weight, that I had above."

5.10/B1/4 Mar/B.II: "... I have no much time in the evening, moreover I hate studying after ten o'clock p.m. The afternoon course take much time away my studies."

5.11/B3/4 Mar/B.II: "{Now, I feel very happy, I'm seeing my progress, and I think I'm learning more, I understand more and I go talking much more.}" [Also under heading Programme]

5.12/B5/4 Mar/B.II: "{This day, especially in the morning, was a horrible one.... Besides, for the first time, I felt very uneasy this day. On the contrary, last week and on Monday I felt happy with the lessons etc.}" [Also under heading Programme, and others]

5.13/B6/4 Mar/B.II: "{... I was not in a good form. For instance, I found difficult to cooperate with my group-mates on the report we were supposed to give to the teacher. Since the beginning of the work I was not convinced whether it was useful or not and as a result my contribution to the discussion was a poor one. Moreover, I also found difficult to establish a proper dialogue with some of them whose viewpoint and attitude I disagreed. A thing that I realised in the class this morning was the difficulty of the new students, especially of the last two ones, to get into the pace **NOT 'PEACE'** of the class, and of course the influence of it to the rest of the class. That shows to me that a kind of better introduction should be done by the teacher for them. For i[n]stance, maybe it could be helpful to use the class library hours for studying some of the most difficult topics of [the coursebook] we have already seen. I think that if something is not done they will not be properly integrated in the course and also the work of the others could be affected....}" [Also under headings Peer Support, Library]

5.14/B7/4 Mar/B.II: "I wasn't in a good form. It begun already in the morning. I got up too late and so I was in a hurry, but I don't like it. If I am in a hurry in the morning the whole day is bad for me and I have a terrible humour. So when I arrived in the classe and the teacher asked us what we have done in the last two days I was angered because I haven't make some note of our work in the last time."

5.15/CR/5 Mar/B.II: <No time for linguistics, cannot keep up with semantics readings. Four hours sleep night before, very switched off.>

5.16/B4/5 Mar/B.II: "Since not many time, I'm not getting on well with [B6] and this [= yesterday] morning I was really amazing for the way that he answered me when we ([B6], [B5], and me) were discussing the report of autonomy week.... he answered me back with a colombian expression (in spanish) that I have never heard before but for the tone of the voice I could know what he wanted to say."

5.17/B8/6 Mar/B.II: "My eyes were hurting me again.... at that time started my boring and alone weekend.... I was rude with [a close friend]. Now I sorry very much, because she has her indepent life. Saturday morning ... I felt bad, and I wondered what I'm doing here, in general, in my life. I couldn't eat nothing.... I needed some help so I phoned my fathers [= parents]"

5.18/B11/6 Mar/B.II: "When I came here first, speaking is the most difficult things for me. And I thought grammar was so easy. But now, I want to say completely the opposite things.... Before I came her, somebody had told me that one year was too short to learning English for us. And now I know it is true. OH – I want to stay another one year! But I haven't enough money – !! Life is money – !!"

5.19/B4/9 Mar/B.II: "I'm still wondering if the decision that has been taken by [B13] is the best. Actually I think that I'm not really improving my english and I don't know if I'm doing the right thing. I'm afraid of going to Spain without the english that I must have learnt, which will be dreadful. When my father phones me he asks me about my english 'Are you improving your english?' 'I don't know' I have to answer."

5.20/B7/9 Mar/B.II: "{I saw the director ... about my course in the afternoon But he said that I can't cancel this course I didn't go in the classe, because it is too much for me to stay in the [institution] till 5 o'clock in the afternoon.... The only different is if I don't cancel the afternoon class the [institution] can keep my money. I am not agree with them, because it is my money for which I had to work hard and I would like to do with my money what I want and not what the [institution] want!!!" [Also under heading Administration Notes]

5.21/CR/10 Mar/B.II: <Back trouble, eye-pains, ear-infection. [B4] feels she is not making progress, but cannot make up her mind whether to stay or leave the class.>

5.22/B3/10 Mar/B.II: "{Today, when I have seen the marked exercises, I've felt very encouraged. Maybe now I am seeing the fruit of my work in these two months and I note that I'm learning; therefore ... I haven't liked [the homework moratorium] in the beginning, but I think it's good for everybody and for me, too, because I have to review all the things and to learn all the vocabulary. Sometimes when you don't have any obligations to do something you work less and I wouldn't like this to happen, because for me the only way to learn is to study and work every day. I think ... it's good to change a little and it's another manner of working....}" [Also under headings DODL Elements Setwork, Peer Support]

5.23/B4/10 Mar/B.II: "I don't know how I do it but I always have to be worried about something.... Maybe it will be better to change [to another class] ... but"

5.24/B5/10 Mar/B.II: "{On Monday morning I decided ... not to continue in the same way ... because I felt miserable all the time and was beginning to make mistakes I never had made before, especially in spelling. Sometimes it seemed to me that I heard the lessons from far away. This couldn't go on. So I tried to get the permission of the Director to cancel the afternoon class, together with some other students who had a similar problem. But it didn't work. I must say that I felt very silly after the final interview with the Director. But I have a big box where I put all my bad experiences and there are a lot of them in it. Now there is one more.}" [Also under heading Administration Notes]

5.25/B9/10 Mar/B.II: "Hello here I am again back from Germany. I was really looking forward to meeting with my classmat[e]s again but when I entered the room I know something had changed. It is hard to describe but I think the atmosphere is getting colder among the students. I was very disappointed because everybody seemed to be happy before I left and I do hope it will get better again."

5.26/B1/11 Mar/B.II: "I'm worried, I'm not able to speak an acceptable English. I need to talk more (too [= very] much). I think not to have made so many progress in English."

5.27/B5/11 Mar/B.II: "And I must say [CR] is a very critical teacher. He likes to criticize everything! The other day I spilled some drops of pure, innocent Irish Springwater on my exercises and I didn't write them again because it isn't very amusing to write with the chin on the knees (I have no proper desk for my homework, just a little table for children). And [CR] made such a big fuss of it. Gr —!"

5.28/B8/11 Mar/B.II: "I'm enough old for giving resolution my problem, and if I want to study next year in Madrid, I need more level [= level] in English, indeed, it's very short time until June."

5.29/B9/11 Mar/B.II: "Today the class was all right. I spoke with my new classmates and I think they are all very nice."

5.30/B4/12 Mar/B.II: "{I think that the relations between the class are getting on better and now there is an atmosphere more friendly than before.}" [Also under heading Administration Notes]

5.31/CR/13 Mar/B.II: <Dreadful tiredness all the time; thyroid trouble again?>

5.32/B4/13 Mar/B.II: "I think that I should have talked to [the Director, about transferring to another class] before I did.... I'm still thinking on what to do. I'm waiting for a telephone-call from my father in order to finally decide.... 10.10 My parents have already phoned me. They haven't help me. They have just told me that I have to decide by my own. 'What do you think? Do you think that you went to Ireland only to improve your English? You went also to take/make your own decisions and you have to start now.' (They know very well the huge problem that I have when I have to make a decision). I started to cry and I told them that they help me in nothing. I told them that I [can't] stand this. I think that I'm doing the stupid. I'm still thinking why I'm here."

6.1/B7/6 Mar/B.II: "In the second lesson we had an interview with our teacher ... in an other room and to talk him about your feeling in the class. If you like the class and how you managed the work in the [institution]. If it's to hard for you or what you don't like in the methode of this class."

7. *Out-Class Environment B.II*

7.1/B1/4 Mar/B.II: "... a son of my land-lady is studying Chinese. So we have speaking a lot about the differences between the Arabic and Chinese languages."

7.2/B5/6 Mar/B.II: "This afternoon some of the students and I went to the cinema."

7.3/B2/11 Mar/B.II: "I went to visit the family where I lived the summers I went to Ireland. I haven't seen them since ... ten years ago. It ~~was~~ have been I [= a] lovely experience for me."

7.4/B7/11 Mar/B.II: "I visited the National Gallery of Ireland this afternoon."

7.5/B1/13 Mar/B.II: "Yesterday a friend of mine and I, we would have gone to Belfast, but our host family have advised us not to go (advised us against going) because the present situation in Belfast is very dangerous."

Self Directed Learning Components

8. *Peer Support B.II*

8.1/B5/25 Feb/B.II: "{I did the grammar exercises But I think it would be much better to do the grammar exercises together with another student.}"[Also under heading Library]

8.2/B5/26 Feb/B.II: "{[B1] and I have some problems with our English grammar. Sometimes, we doubtfully look at each other when we do a difficult exercise. In the second hour we worked in the language lab....} During the third lesson I did grammar again. {Then [CR] brought those Pitman examination papers}" [Also under headings Library, Laboratory, DODL Elements]

8.3/B3/4 Mar/B.II: "The work team of today about autonomous work of last week has been very good, because we have talked about everyone has felt with this kind of work. Also, it has been good for the new students, because they have known how we are working and advantages and disadvantages of this. I think new students feel lost, because they have to catch the programme and this is very hard after two months of work."

8.4/B5/4 Mar/B.II: "During the third lesson we had to prepare a report on last week's independent studies."

8.5/B6/4 Mar/B.II: "{I found difficult to cooperate with my group-mates on the report I was not convinced whether it was useful or not I also found difficult to establish a proper dialogue with some of them whose viewpoint and attitude I disagreed.}" [Also under headings Library, Wellbeing]

8.6/B7/4 Mar/B.II: "My humour was a little bit better when we could work together about the 'Autonomy week'. I wasn't yet here but I like doing teamworks."

8.7/B5/9 Mar/B.II: "{After that we continued with the comprehension test for this story. We worked in groups and I worked with [B4]. After that we worked in groups as 'The Baddies', 'The Goodies' and 'The Ugliers'. [B6] and I were 'The Ugliers' and I think we did the vocabulary extension very well. But all groups had difficulties with the use of may, might and can, and also with the use of Past ability, Past speculation and Past permission. So [CR] had to explain it....}" [Also under heading DODL Elements]

8.8/B6/9 Mar/B.II: "The group study was in my opinion a bit less interesting: Maybe the new groups need time for getting on with better."

8.9/B3/10 Mar/B.II: "I think we have lost time in the work-team, because we have finished the work very early and we haven't started to do another things."

8.10/B6/10 Mar/B.II: "In my group, we worked better than we did the day before. However, the time for that activity was too much."

9. *Laboratory B.II*

9.1/B13/23 Feb/B.II: "{I can organice my time better and spend more time in the laboratory: I find very interesting the new cassettes about gerunds, infinitives and phrasal verbs and so on. I'm able to do a lot of practices}" [Also under heading Library]

9.2/B3/24 Feb/B.II: "In the language-lab I've continued with Phrasal verbs"

9.3/B5/24 Feb/B.II: "Then I was told how the language laboratory works.... {Then we did a test for the Pitman's examination.} Comprehension test was too fast for me. I have to practice it at the language laboratory." [Also under heading DODL Elements]

9.4/B8/24 Feb/B.II: "The problem with the Language Laboratory is resolved, because now I listen the taped more slowly.... I have studied some verbs followed of infinitive or gerunds"

9.5/B11/24 Feb/B.II: "{Today was nice day. 9=00 – 10=00 I did same things as yesterday read pasage and wrote down....} Language Lab, Also, I did same things as yesterday. I wrote down almost all sentences of phrasal verbs. It's took quite long time. But OK. {Now I'm still happy with this class.}" [Also under heading Library]

9.6/B3/25 Feb/B.II: "{Today I've continued doing exercises about Phrasal Verbs, and at last I have an idea about them, although I think it is necessary more practice, for learning them well. Afterwards I've started to study Gerunds and Infinites Sometimes, in this individual work I don't know well what is the minimum that there is to know about a theme and which is the best way to study it. In the language lab, I've understood it better than the other days.}" [Also under heading Library]

9.7/B5/25 Feb/B.II: "{I also have problems with comprehension tests and I tried to practise it in the lab but the time was too short. I decided to try it at home with my walkman and the teacher promised to lend me a tape....}" [Also under heading Freework]

9.8/B3/26 Feb/B.II: "In the language-lab I've worked in Gerunds and Infinitives."

9.9/B5/26 Feb/B.II: "{[B1] and I have some problems with our English grammar. Sometimes, we doubtfully look at each other when we do a difficult exercise. In the second hour we worked in the language lab....} During the third lesson I did grammar again. {Then [CR] brought those Pitman examination papers}" [Also under headings Peer Support, Library, DODL Elements]

9.10/B6/26 Feb/B.II: "{In the two hours of Class-library I deepen on gerunds} A good complement to the grammar study is the Class-lab, because of the possibility of listening to the same things already studied." [Also under heading Library]

9.11/B11/26 Feb/B.II: "Also, language lab, I did same things as yesterday."

9.12/CR/27 Feb/B.II: "<By request, made up class set of Phrasal Verbs tapes.>"

9.13/B5/27 Feb/B.II: "I really couldn't say that I am getting better in listening comprehension, {but in the weekend I'll practise.}" [Also under heading Freework]

9.14/B8/27 Feb/B.II: "I'm sorry about the Language Laboratory but the problem it's I feel very boring with it."

9.15/B3/2 Mar/B.II: "In the language-lab I've ... been listening to a tape 'P'. I like this kind of tapes [stimulus-response drills] and I think they are very good for me."

9.16/B5/2 Mar/B.II: "I tried to improve my listening comprehension"

9.17/B6/2 Mar/B.II: "Afterwards I spent the rest of the time in the Class Lab"

9.18/B11/2 Mar/B.II: "Today, in the Language Lab, I used a tape which 'determ[in]ers and articles', it was very good one. But. But. But. there is not text book – so I couldn't catch some words and I couldn't understand some words."

- 9.19/B4/3 Mar/B.II: “{It’s a good idea to reduce the time of the language laboratory class}” [Also under heading Programme and others]
- 9.20/B5/3 Mar/B.II: “{The third hour we worked in the Language Lab again....}” [Also under heading Programme]
- 9.21/B7/3 Mar/B.II: “The second lesson we were in the laboratory. This kind of study is very good for me, because I have to listen and than to repeat the sentences.”
-

9.22/B7/5 Mar/B.II: “The second lesson we spent in the laboratory. I think this kind of work is very useful for me.”

- 9.23/B2/12 Mar/B.II: “Today ... was my first ‘Language-laboratory’ class and I really founded it very interesting and also necessary for me, because you learn how to pronounce well.”
- 9.24/B3/12 Mar/B.II: “I’ve continued with the [stimulus-response] tapes ‘P’. This kind of tapes is very good for me, because you have the book, and you can listen the intonation of each sentence, but there are so many things for doing in the language-lab that with only two days I don’t have enough time.”

10. *Library B.II*

- 10.1/B3/23 Feb/B.II: “I’ve felt very well with this kind of work. Time has gone very fast and only I’ve been able to do few things, I had liked to do more.”
- 10.2/B6/23 Feb/B.II: “Today has been the first day of complete autonomy in our course and my first impressions are quite positive.... Looking at the main positive aspects that I can see now, the first is the opportunity for the student to explore and to discover by his own important topics of the language that he needs, the importance of which he starts to notice when he breaks into them. This experience I have perceived deciding for my own account to study the infinitive and all what is behind it.... {time for revisions Unluckily, because of the so much time dedicated to the homeworks during the last weeks, I left out this important activity of my study....} I wasn’t able to concentrate properly on [the reading for the assignment] ... interruptions we have to be really responsible of ourselves and of the time of the other people” [Also under heading Setwork]
- 10.3/B8/23 Feb/B.II: “I thought that the class could be boring if it were independent. But not at all. It has been interesting because you can do that you want. I thought that my mind could go to the moon because I would have to work for myself. But I have been concentrated in my work. I have just done a mistake. I can leave the work on the Basic Grammar for home. At class, I prefer to study to prepare the Pitman Exam.... Tomorrow I’m going to I am happy with the new experience but it’s enough with one week because {I prefer to be guided by a teacher in my studies. The teacher know exactly what you need that’s why.}” [Also under heading DODL Elements]
- 10.4/B11/23 Feb/B.II: “Since we started our course, I’ve always had to study for the day or next day. And, I hadn’t enough time for review of the text book or other things. So, This week, I want to use time for them.... At the moment I’m quite happy with this kind way of studying. But, I think a week is enough for them.”
- 10.5/B13/23 Feb/B.II: “I liked it. It’s a good idea I could review many things that I wasn’t able to do before. On the other hand, {I can organize my time better and spend more time in the laboratory: I find very interesting the new cassettes about gerunds, infinitives and phrasal verbs and so on. I’m able to do a lot of practices} In conclusion, it’s really very interesting and worth having this experience.... Sometimes you feel that you haven’t enough time to do every you want, but you can study better everything you want to.” [Also under heading Laboratory]
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- 10.6/B1/24 Feb/B.II: “... the first impact with the new classroom has been positive.... the teacher use a particular methodology system”
- 10.7/B3/24 Feb/B.II: “Today I’ve been studying IF-clauses and after this working in phrasal verbs.... {In the language-lab I’ve continued with Phrasal verbs Today I’ve felt better and my work has been more unified.}” [Also under headings Wellbeing, Laboratory]
- 10.8/B5/24 Feb/B.II: “During my first lesson a fellow student explained to me how the class works at the moment and that the students work independent. I was quite pleased to hear that.”
- 10.9/B6/24 Feb/B.II: “I spent the first [h]our in the morning to introduce two new classmates to our course. That task was asked to me by the teacher and although it meant to change my personal program I did it willingly. {Afterwards I went to the laboratory we talk about the pitman exams and the right

level we have to choose in agreement with the teacher. It was necessary.... during the last hour we worked together with the teacher in a pitman exam....} it's important to establish at what time it will be take place, otherwise there is the risk of introduce many things that are different to what the student intends to do in his personal program. Personally I find hard to concentrate my attention when there are continuous interruptions." [Also under headings DODL Elements, Laboratory, Freework]

10.10/B11/24 Feb/B.II: "Today was nice day. 9=00 – 10=00 I did same things as yesterday read pasage and wrote down.... Now I'm still happy with this class."

10.11/B13/24 Feb/B.II: "I've been doing exercises {I've worked in different kind of tapes recording in the laboratory} I like to talk about different subjects as complement to the class but sometimes we haven't time." [Also under heading Laboratory]

10.12/B3/25 Feb/B.II: "{Today I've continued doing exercises about Phrasal Verbs, and at last I have an idea about them, although I think it is necessary more practice, for learning them well. Afterwards I've started to study Gerunds and Infinites Sometimes, in this individual work I don't know well what is the minimum that there is to know about a theme and which is the best way to study it. In the language lab, I've understood it better than the other days.}" [Also under heading Laboratory]

10.13/B5/25 Feb/B.II: "I did the grammar exercises But I think it would be much better to do the grammar exercises together with another student." [Also under heading Peer Support]

10.14/B6/25 Feb/B.II: "Today's personal work was better than yesterday's.... continuity is one of the most important conditions in order to get benefit from the personal study. But to guarantee continuity is necessary to give time enough to each theme {As a conclusion I'm satisfy of the work I did and also of the way things were today.}" [Also under heading Projects]

10.15/B13/25 Feb/B.II: "I've been working in infinitive and -ing form.... {because ... we haven't got homework I have had free time to read the newspaper and finish my reading English book.}" [Also under headings Setwork, Freework]

10.16/B3/26 Feb/B.II: "{I've liked very much [a grammar book] because it explains very well everything and it has exercises with keys, which is very good to correct oneself....}" [Also under heading Materials and Equipment]

10.17/B5/26 Feb/B.II: "{[B1] and I have some problems with our English grammar. Sometimes, we doubtfully look at each other when we do a difficult exercise. In the second hour we worked in the language lab....} During the third lesson I did grammar again. {Then [CR] brought those Pitman examination papers}" [Also under headings Peer Support, Laboratory, DODL Elements]

10.18/B6/26 Feb/B.II: "In the two hours of Class-library I deepen on gerunds {A good complement to the grammar study is the Class-lab, because of the possibility of listening to the same things already studied. The Pitman test ... showed clearly to me the most important areas in which I'm lacking.}" [Also under headings Laboratory, DODL Elements]

10.19/B8/26 Feb/B.II: "Idepent class is becoming to be boring. I prefer the normal class because the hours pass very quickly.... {I don't feel very well. I'm depress again.}" [Also under heading Wellbeing]

10.20/B11/26 Feb/B.II: "9=00 - 10=00 I did same things as yesterday. I thi[n]k it is very good for me and I want to continue this kind of exercise. {Also, language lab, I did same things as yesterday.} Tomorrow is a last day of this tipe of course. Now, I am looking fored to next week (normal course)."[Also under heading Laboratory]

10.21/B3/27 Feb/B.II: "The work of this week has been a good experience for me and I hope it is profitable."

10.22/B5/27 Feb/B.II: "I continued with the grammar exercises {I really couldn't say that I am getting better in listening comprehension, but in the weekend I'll practise.} The next lesson I did wordstudies ... and spelling of doubled consonants.{The last hour [CR] explained to us an example of some useful grammar. In the afternoon I went to [the cinema] Now I am reading 'The Guardian'.}" [Also under headings DODL Elements, Laboratory, Freework]

10.23/B6/27 Feb/B.II: "I can firstly say that the experiment we did was positive Secondly this week also gave to us a kind of breath[er] in order to do revision and to choose what we needed according to our own level and peace [= pace] of work. {Thirdly, although these positive aspects I think that it [= the ISDL week] couldn't be carry on for very long time unless certain instruments for continuous revision and dialogs teacher-students were provided in order to set up in agreement a program according to the student's needs and the teacher's point of view. Finally, as a personal preference for a complete course, I'd choose the mixed formula, which we have been carrying on since the course began, because there's more interaction among the students themselves and with the

teacher.} As an extra point I'd like to add that another thing that this experiment gave to us was the opportunity to touch with our hands how to use our time without any kind of pressure made by the teacher so that we can really become more responsible for our own learning process." [Also under heading Programme]

10.24/B8/27 Feb/B.II: "Today has been a boring one. I wished that the independent class were finished. I like more the others ones because they are more interesting. I know that it's a good idea but one week is enough. By the end you always need the teacher's help. {I'm sorry about the Language Laboratory but the problem it's I feel very boring with it....} I would like that [[CR] should] tell to me what is more necessary to study for myself." [Also under headings Programme, Laboratory] A.P.E.L. LINES?

10.25/B11/27 Feb/B.II: "This week – Monday, I couldn't study well. But Since Tuesday, I have studied very well. I think so. And, I could study something that I have done before. (Text book) {I think the way of this study [= the ISDL week] is very good. But problem is that, we haven't homework – So, to tell the truth, I was little rezy [= lazy] in a evening.} Well, So, I think, every end of month, if we study like this week, I am happy." [Also under heading Setwork]

10.26/B6/2 Mar/B.II: "Since this morning a new classmate arrived at our class I was told to introduce her to the course."

10.27/B4/3 Mar/B.II: "{... and I also think that it will be a good idea to reduce the time of the class library. I don't really find any interesting book to work in it.}" [Also under heading Materials and Equipment and others]

10.28/B5/3 Mar/B.II: "{During the first and second morning lesson I continued with exercises on the Present Perfect Continuous.}" [Also under heading Programme]

10.29/B7/3 Mar/B.II: "In the first lesson we had Class Library. It was a bit strange for me than it was the first time I had to use it I think I had a lot of things to review and to repeat when I will continue in this class, because in the last four years I haven't written or spoken in English"

10.30/B11/3 Mar/B.II: "[CR] said that [my] writing was terrible. Yes, I know. So I started writing one paper to another (copy). I hope it will help me."

10.31/B5/4 Mar/B.II: "{This day, especially in the morning, was a horrible one. During the independent time between 8.00 [= 9.00] and 10.00 o'clock it was nearly impossible to finish anything because there were always interruptions. Besides, for the first time, I felt very uneasy this day. On the contrary, last week and on Monday I felt happy with the lessons etc.}" [Also under heading Programme, and others]

10.32/B6/4 Mar/B.II: "{A thing that I realised in the class this morning was the difficulty of the new students, especially of the last two ones, to get into the pace NOT 'PEACE' of the class, and of course the influence of it to the rest of the class. That shows to me that a kind of better introduction should be done by the teacher for them. For i[n]stance, maybe it could be helpful to use the class library hours for studying some of the most difficult topics of [the coursebook] we have already seen. I think that if something is not done they will not be properly integrated in the course and also the work of the others could be affected.}" [Also under headings Peer Support, Wellbeing]

10.33/B6/5 Mar/B.II: "During the Class-library ... after a long time doing grammar it is useful to go back again on the topics already studied."

10.34/B7/5 Mar/B.II: "In the third lesson we had library.... Library-time is very strange for me, because I don't know what I have to review and what not. This metho[do]logy is so new for me that I'm not sure if I repeat the right things."

10.35/B7/10 Mar/B.II: "I worked [during class library time] in the grammar book ... about the verb 'used to' and 'get used to' In the next class library, I will write some exercises about them."

11. Projects B.II

11.1/B3/23 Feb/B.II: "In the afternoon, I've been doing my Assignment."

11.2/B6/24 Feb/B.II: "Finally, during the afternoon at home I went on with the readings which regard my assignment. I'm not very satisfy of the pace I'm carrying on"

11.3/B6/25 Feb/B.II: "During the time at home I went on reading about my assignment. I did it a bit more quicker and of course I advanced in it and also enjoyed doing it. {As a conclusion I'm satisfy of the work I did and also of the way things were today.}" [Also under heading Library]

11.4/B3/27 Feb/B.II: "In the weekend, I've been finishing my Assignment. I've spent a lot of time, but I think that it has been a good effort. I hope it helps in the learning of English."

11.5/B11/2 Mar/B.II: "Now I am doing my Assignment."

12. Out-Class Study and Work B.II

12D. Out-Class Daily Diary B.II

[No extracts were taken under this heading]

12S. Out-Class Setwork B.II

12S.1/B6/23 Feb/B.II: "... time for revisions Unluckly, because of the so much time dedicated to the homeworks during the last weeks, I left out this important activity of my study."

12S.2/B13/25 Feb/B.II: "I've been working in infinitive and -ing form.... {because ... we haven't got homework I have had free time to read the newspaper and finish my reading English book.}" [Also under headings Library, Freework]

12S.3/B11/27 Feb/B.II: "I think the way of this study [= the ISDL week] is very good. But problem is that, we haven't homework – So, to tell the truth, I was little rezy [= lazy] in a evening." [Also under heading Library]

12S.4/B4/3 Mar/B.II: "{I don't really like to be as free as we are now, without homeworks.}" [Also under heading DODL Elements and others]

12S.5/B1/4 Mar/B.II: "Today too I have many homeworks to do, but probably I shan't anything because {I have no much time in the evening, moreover I hate studying after ten o'clock p.m. The afternoon course take much time away my studies....}" [Also under heading Wellbeing]

12S.6/B6/4 Mar/B.II: "Finally, doing the homework I also felt well.... it showed to me that the things learned before during the personal study can be put into practise."

12S.7/B8/4 Mar/B.II: "I missed the homework, because with them I study more seriously. If I haven't anything for doing, I don't do anything. I'm very lazy"

12S.8/B1/5 Mar/B.II: "This morning [CR] has hardly [= severely] reproached me because I haven't done my homework. Today I haven't gone to the afternoon course, otherwise I couldn't have had the opportunity to do all my homework.... to study all afternoon is very good." .

12S.9/B3/9 Mar/B.II: "{The activities of today have been good and now I find them easier than before, and} I spend less time for doing the homework." [Also under heading DODL Elements]

12S.10/B11/9 Mar/B.II: "I think [written copying work] is very good for Japanise students. I could learn a lot of vocabularys, and many types of sentence."

12S.11/CR/10 Mar/B.II: <New students, and [B9] away for two weeks, a lot of catching-up needed; suggested moratorium on homework for next two weeks: accepted unanimously, with some reservations from [B6].>

12S.12/B2/10 Mar/B.II: "This [homework] 'amnisty' is something very good for me because it gives me a chance to try to catch the level of the class up."

12S.13/B3/10 Mar/B.II: "{Today, when I have seen the marked exercises, I've felt very encouraged. Maybe, now I am seeing the fruit of my work in these two months and I note that I'm learning; therefore ...

I haven't liked [the homework moratorium] in the beginning, but I think it's good for everybody and for me, too, because I have to review all the things and to learn all the vocabulary. Sometimes, when you don't have any obligations to do something you work less and I wouldn't like this to happen, because for me the only way to learn is to study and work every day. I think ... it's good to change a little and it's another manner of working....}" [Also under headings DODL Elements, Peer Support, Wellbeing]

12S.14/B6/10 Mar/B.II: "{The proposal [regarding a homework moratorium] is reasonable and necessary if we take into account the current situation of the new students. My perplexity at first impressions was more related to my personal pace of work than to the idea in itself.} What I need, in order to profit from the time, is a proper programme to be carried out both at the class and at home.}" [Also under heading Programme]

12S.15/B11/11 Mar/B.II: "At the moment we don't have any homework except copy [= her individual set task of copying extracts in English]. I think that it is quite good for me. Because I want to take long time for copy and reading something."

12S.16/B7/12 Mar/B.II: "I enjoy it to have not so much homework. Finally, I have time to write letters to all my friends and my family and I feel (me) better than at the first days."

12F. Out-Class Freework B.II

12F.1/B6/23 Feb/B.II: "{Today has been the first day of complete autonomy} Yesterday night I set up a provisional programme ... class library ... laboratory ... assignement. During the afternoon at home, according to my program, I did revision of the course Then, I begin to study the two pages about infinitives that the teacher gave us.... Watching at the news and at 'Panorama'."

12F.2/B5/25 Feb/B.II: "{I also have problems with comprehension tests and I tried to practise it in the lab but the time was too short. I decided to try it at home with my walkman and the teacher promised to lend me a tape....}" [Also under heading Laboratory]

12F.3/B13/25 Feb/B.II: "{I've been working in infinitive and -ing form.... } because ... we haven't got homework I have had free time to read the newspaper and finish my reading English book.}" [Also under headings Setwork, Class Library]

12F.4/B5/27 Feb/B.II: "{I really couldn't say that I am getting better in listening comprehension,} but in the weekend I'll practise.... In the afternoon I went to [the cinema] Now I am reading 'The Guardian'." [Also under heading Laboratory]

12F.5/B5/2 Mar/B.II: "Now I am reading some more pages in the book about O'Casey's life."

12F.6/B5/3 Mar/B.II: "{Now I am reading some more pages in Hugh Hunt's book about Sean O'Casey's life.}" [Also under heading Programme]

12F.7/B13/4 Mar/B.II: "Tonight I have been watching a programme on the T.V. about AIDS very good. I think it's worth watching such kind of programmes."

12F.8/B1/6 Mar/B.II: "I've begun to read a spy-story in english ... it's quite difficult, but I like this kind of story and so I hope to be tempted to go on my reading."

12F.9/B1/9 Mar/B.II: "... at the T.V. there was a good film."

12F.10/B6/10 Mar/B.II: "During the afternoon at home I did revision ... and I followed a summary suggested by [the coursebook] and I found it very useful for my understanding."

12F.11/B9/10 Mar/B.II: "By the way I enjoyed my holidays in Germany. I had to meet so many friends that I couldn't learn any English. I only read some Scottish ghost stories which were very good."

12F.12/B5/11 Mar/B.II: "{I don't think I'll remember very well what we did this morning because it was a little bit too fast. So I have to repeat it for myself. And there are many pages in [the coursebook] I

have to do because me and some other students joined the course rather late.... Somebody told me that perhaps I could work in the National Library. I'll try it tomorrow. – Now I'll read some pages in my new book about the life of James Joyce.” [Also under heading DODL Elements]

12F.13/B1/12 Mar/B.II: “{Today [CR] has explained us, once more, the use of In some case it's difficult to understand which of them we must use. I'll study them better on this weekend.}”[Also under heading DODL Elements]

12F.14/B5/12 Mar/B.II: “This morning I sat in the car on my way to school and read how precocious young James Joyce was at an early age.”

12F.15/B8/13 Mar/B.II: “When we arrived at Carlow ... [two friends] went out but I preferred [= preferred] to stay at home for studying.”

12F.16/B9/13 Mar/B.II: “I have started to read a book about the Highlanders' tragic moorland battle 'Culloden'”

12F.17/B11/13 Mar/B.II: “Now, we haven't got any home work to do except 'Daily Diary' and [her individual task] 'Copy'. It's quite nice. So, Yesterday, I listened to a tape Are you going to use a tape recorder in the class? I want to do it.”

Notae

13. *Unclassified Entries B.II*

13.1/B4/2 Mar/B.II: “Today has been my first day of class after going to Paris. The class has been quite different, maybe because of the new people. Now we are as in the first time. Nobody knows nobody in the class and it seems that the relation between the people from the class, that we had got, has been broken. The ambient from the class is very cold.”

13.2/B8/2 Mar/B.II: “When I got home, my fathers [= parents] called me. I told them that I broken the radio, and my father said that I allway brake everything. This is truth because I'm very destrucuty person.”

14. *Administration Notes B.II*

14.1/CR/23 Feb/B.II: <Working a 68-hour week.... [Director] advising new students to take afternoon classes. A recommendable practice? (in view of intensity of a.m. course) Can st[udent]s handle it?>

14.2/CR/24 Feb/B.II: <Regrettable that new student [B1] arrived in ISDL week. New student [B5], age 47, German, not looking too happy. Interview with her.>

14.3/B5/24 Feb/B.II: “I tried to think of something that could cheer me up, so I decided to go to Eason's. But they haven't got the first part of O'Casey's memories and James Joyce's Ulysses was too expensive for me at the moment. I have read these books in German and would like to compare the translations with the originals.”

14.4/CR/2 Mar/B.II: <New student [B7]>

14.5/B6/4 Mar/B.II: “{A thing that I realised in the class this morning was the difficulty of the new students, especially of the last two ones, to get into the pace NOT 'PEACE' of the class, and of course the influence of it to the rest of the class. That shows to me that a kind of better introduction should be done by the teacher for them. For i[n]stance, maybe it could be helpful to use the class library hours for studying some of the most difficult topics of [the coursebook] we have already seen. I think that if something is not done they will not be properly integrated in the course and also the work of the others could be affected.} [Also under headings Library, Wellbeing]

14.6/CR/5 Mar/B.II: <{Worried about [B5]'s integration into the class – older, and her level is a lot higher. New girl [B10] found class too difficult and left after only two days; impression she's not

accustomed to hard work.} Behind on intended coursebook programme. Not happy about chances of [B11] in FCE exam. [B3] excellent assignment; might write letter of commendation for her as well as for [B6]. {At end of class called together newer students [B1], [B5], [B7]: contented with other students, with methodology, with teacher, no complaints. Encouraging for MIDL methodology that only one FCE failure from first experimental Course – good that initial no-hopers passed but a pity a good candidate failed.}> [Also under headings Programme, Composition of Class]

14.7/CR/6 Mar/B.II: <Potential problem with [B5]? Time constraints against linguistics, gave up attending. Host-family of [B13] told her that her spoken English was deteriorating, and she not happy that the course had a high written content. Arranged transfer to another class, with popular teacher, and she seems very happy with this.>

14.8/B1/9 Mar/B.II: “Today I’ve spoken with [CR] about the problems that the afternoon course bring me, but not only to me, as regards the remaining time available for the homework. The afternoon course is useful, but unfortunately now I must commit myself in studying the English grammar rules ... to pass ... the examination.”

14.9/B5/9 Mar/B.II: “[B7], [B1] and I want to stop with the afternoon lessons because it’s too exhausting for us to work from 9⁰⁰ in the morning untill midnight But the Director couldn’t tell us any solution of our problem.”

14.10/B6/9 Mar/B.II: “{Starting again a new week, the impression I’ve got today is that our class doesn’t still get the pace we were used to have the weeks before the autonomy week. There’s still movement of people: new students coming in, one of us who has preferred to change the class, and another who has missed the wayback. All these factors have their influence. I hope the atmosphere of study and commitment may improve during the following days.}” [Also under heading DODL Elements]

14.11/B7/9 Mar/B.II: “{I saw the director ... about my course in the afternoon But he said that I can’t cancel this course I didn’t go in the classe, because it is too much for me to stay in the [institution] till 5 o’clock in the afternoon.... The only different is if I don’t cancel the afternoon class the [institution] can keep my money. I am not agree with them, because it is my money for which I had to work hard and I would like to do with my money what I want and not what the [institution] want!!!}” [Also under heading Wellbeing]

14.12/B5/10 Mar/B.II: “{On Monday morning I decided ... not to continue in the same way ... because I felt miserable all the time and was beginning to make mistakes I never had made before, especially in spelling. Sometimes it seemed to me that I heard the lessons from far away. This couldn’t go on. So I tried to get the permission of the Director to cancel the afternoon class, together with some other students who had a similar problem. But it didn’t work. I must say that I felt very silly after the final interview with the Director. But I have a big box where I put all my bad experiences and there are a lot of them in it. Now there is one more.}” [Also under heading Wellbeing]

14.13/CR/11 Mar/B.II: <{A completely other-directed day, to catch up with the course programme.}> [Also under heading DODL Elements]

14.14/B4/12 Mar/B.II: “{I think that the relations between the class are getting on better and now there is an atmosphere more friendly than before.}” [Also under heading DODL Elements]

14.15/B5/12 Mar/B.II: “A young teacher joined our class for the rest of the morning.”

14.16/CR/13 Mar/B.II: <[B4] to Director about transfer to another class – she still cannot make up her mind – I agree with his recommendation that she should stay where she is.>

APPENDIX D-B III

CATEGORISED DIARY EXTRACTS: COURSE B STAGE III (16 MARCH - 15 MAY)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol ‘//’; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. Text falling appropriately under more than one heading is shown within brace brackets. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student’s attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are chronologically ordered within categories of the course components for Other-Directed Learning (ODL), Affective Dimension Factors (ADF), and Self-Directed Learning (SDL):

ODL Components

1. Programme
2. Materials and Equipment
3. Composition of Class
4. DODL Elements

ADF Components

5. Wellbeing
6. Counselling Consultation
7. Outclass Environment

SDL Components

8. Peer Support
9. Laboratory
10. Library
11. Projects
- (Outclass elements)
- 12D. Class Diary
- 12S. Setwork
- 12F. Freework

I. Programme B.III

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- 1.1/B3/16 Mar/B.III: “{Today, we have started with new books. I’ve liked the presentation of the programme, I think it’s very good to know which units we have to do every week. I’ve liked the first part of the work of today because I think now it’s not necessary to correct every exercise, only the exercises which have been more difficult for someone and sometimes the work-team can help us and it’s not necessary to do all together. I prefer to have language-lab more times, although it’s very good the idea that it’s optional, because some people don’t like it or don’t need it very much.}” [Also under other headings]
- 1.2/B4/16 Mar/B.III: “{I hope I’ll learn something. Somethings have changed: the alternative between language laboratory and study, which is pretty good for some students, and the new of the class in order to work in work-teams.}” [Also under other headings]
- 1.3/B6/16 Mar/B.III: “The programme seems to be ambitious, therefore I hope our willingness to be at least at the same level as well. The possibility of having this week for complimentary foundations of Grammar is a very good starting point.”
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- 1.4/B7/18 Mar/B.III: “{We started the lessons to correct our homeworks in the book 3 today. The first two exercises I had done at home but not the followed. But there were other students they haven’t done it neither, so we could work together for about a half an hour. Then we could go to the language laboratory or stay in the class and continue to study in the exercise book. I was in the language lab., because I think for me it’s very useful to hear English all the time, so my hearing will be trained. After the coffee break we had class library. The exercise book which I use normally was already away so I continued to study in book 3. In the last lesson we read in book 1 about different advertisements in newspapers and how you have to answer if you are interestinged in. For me it wasn’t new because I had worked in an office in Switzerland.}” [Also under other headings]
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- 1.5/B3/19 Mar/B.III: “{Certainly we can have studied individually everything because this week there hasn’t been any homework but I think it’s good to see it together for correcting the exercises. The work in last part of the class has been very good In the language-lab today I has been doing some drills about the same grammar that there was in the exercises that we had done before.}” [Also under other headings]
- 1.6/B4/19 Mar/B.III: “I think that we should do more suitable the language laboratory and the class library. It’s not necessary to do the homeworks in the weekend or not follow the grammar program (completely) if we have two hour (LL and CL) where we could do the missing (lost) program. {As you can see, I don’t really like neither lenglue lab nor class library.}” [Also under other headings]
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- 1.7/B3/24 Mar/B.III: “... for me now the class is good.... Now I understand very well the reasons. I think it’s very important to take into account everybody and to correct all the exercises, because some people can have more difficult in some exercises and other people in other different. Maybe, I hadn’t though[t] of this and I though[t] that everybody had the same difficulties. {I’m very happy with the methodology of the class and for me it is very good and I am seeing my improvement after this time.} Before I though[t] it was necessary to understand all, but now I am seeing that the things are repeated and that little by little you go to understand them and use them.” [Also under heading Wellbeing]
- 1.8/B7/24 Mar/B.III: “{After having a little break some of our class went to the language laboratory, the other once [= ones] stayed in the class room and studied for themselves. We had class library in the third lesson.}” [Also under headings Laboratory, Library]
- 1.9/B9/24 Mar/B.III: “During the class libery time I went to the German embassy to ask for gifts for the food fair [= the Food Fair organised by the institution on behalf of UNICEF].”
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- 1.10/CR/30 Mar/B.III: <Discussion prompted by [B3], who wanted to deal with Book 1 in the first session. Said I wanted to see them working at home on the grammar, to internalise it, and this process would require, say, four stages: (a) preview the exercises at home, ready for the next day (b) work together in workteams to consolidate, discuss, exchange ideas (c) plenary session where exercises are corrected, commented on, questions asked, etc. (d) revision, that same evening, of the same work.

Each evening's work would thereby include revision, preview, diary, the set free-style written work (summary, letter, etc.). Most seemed happy with the proposal, and with suggested implementation plan, contingency arrangements, task-based workteam exercises, etc.>

1.11/B3/30 Mar/B.III: "I liked very much that we clarified when we have to do the exercises of grammar, because sometimes I haven't had it clear, but now I think it is very clear and after a week if it's not good, we can change and try another method."

1.12/B7/30 Mar/B.III: "Today ... we solved in groups the exercises from Unit seven at ten o'clock language laboratory or study in the classroom for yourselves. Then, after the coffee break, we worked together with the teacher"

1.13/B9/30 Mar/B.III: "[B3] suggested that we could change the times of the lessons and [CR] discussed it in the class. At first he said we could try a change for a week but than he ... said we should leave it like it is. Generally I don't mind but I don't like the way our teacher handles our ideas. I have the feeling that he only discusses our ideas very generous just to say that his methode is better."

1.14/B4/31 Mar/B.III: "Today we have done something different from the other days. We have tried to discuss but we didn't have many time."

1.15/B3/1 Apr/B.III: "Today we have finished all the exercises of grammar of the whole week and I understand that it is good to guarantee that we have enough time to do them, but maybe we can do them slower and so we would have work of grammar till Friday and we wouldn't be able to work only with the book 1 on Thursday and on Friday."

1.16/B11/3 Apr/B.III: "{We changed the program little bit. That's good. but we hadn't enough time for class library I suppose.}" [Also under heading Library]

1.17/CR/6 Apr/B.III: "<[This entire week [envisaged] in OD mode, to cater for essential Pitman examination preparations.}> [Also under heading DODL Elements]

1.18/CR/7 Apr/B.III: "<Gave students their first Progress Report plus grades. Introduced a different marking system from today: margin indicators, and students resubmit essays until acceptable.>

1.19/B3/7 Apr/B.III: "{The rhythm of this week is very hard I don't know if maybe it would be [better? possible?] to have an hour every day for free study.}" [Also under headings DODL Elements, Library]

1.20/B3/9 Apr/B.III: "{I think the sistem of doing RESUB of our homeworks is very useful to learn what we have done wrong and to be able to do right next time.}" [Also under headings DODL Elements, Setwork]¹

1.21/B6/9 Apr/B.III: "{The new system of correcting our homeworks is a very positive one even though it demands more time and commitment not only for the teacher, but also for us. It pushes us to do a proper revision of our mistakes and communicate with the [Irish] people we live with.... The last activity involving Role-plays was very amusing and interesting because of the spontaneous way we did it. That activity helped a lot ... when I was doing my homework because the situation I had to write about was not any more abstract or strange.}" [Also under heading Setwork]

EASTER HOLIDAYS

1.22/B7/30 Apr/B.III: "{These kind of [Progress] reports are psychological very good because you can finally see the result of all your efforts you have made the last two months and you are more motivated to do your homework for the next two months.} After this report I spent the time as usual in language laboratory, class library and reading in book 1." [Also under heading DODL Elements]

1.23/B3/4 May/B.III: "{... the exercise of reading stopping at the different structures has been useful. In the language-lab I have been working with gerunds and infinitives, and in the class-library I have been doing the exercises of grammar of the unit 14.}" [Also under other headings]

¹Throughout the Diary extracts, 'Resub' refers to students editing and resubmitting annotated freestyle written work until a satisfactory standard is achieved.

- 1.24/B7/4 May/B.III: "{During the language laboratory hour I corrected my composition from Thursday last week and in the third hour [= class library period] I started to do the exercises from Unit 14 in the violet book.} The last hour then we worked again the whole class together." [Also under other headings]
- 1.25/B10/4 May/B.III: "Today's class hasn't been very different to others. It means that I learnt some things and I remembered others; for example."
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- 1.26/B1/5 May/B.III: "{Today we've [illegible = decided?] to change our homework sistem. In my opinion it's good; now we can dedicate more time to read newspapers or books and to socialize with the natives....}" [Also under heading Setwork]
- 1.27/B2/5 May/B.III: "Just starting de [= the] class [CR] told us that he had problems with the correction of our essays; to get them up to date. He left us to discuss about the solution of the problem. After thinking for half an hour, more or less, we concluded deciding to have only 2 essays a week; but two days reading comprehension practice."
- 1.28/B3/5 May/B.III: "{The conversation of today about the written homework has been useful because we have been talking for a long time I have liked the solution very much because I need more practice in reading and speaking and if I have to do a composition every day I don't have time for that. I think the book about reading is very good and it can help us very much}" [Also under heading DODL Elements]
- 1.29/B4/5 May/B.III: "{New changes in the class; the homeworks have been reduced. If you want my opinion I don't like it. It's not the right time for relaxing. We should work harder when there is nearly a month for the exam. I have more time to think and I know it's not good for me. Having only two compositions a week we should do better daily dairies.... At least I'll try to do them better.}" [Also under other headings]
- 1.30/B6/5 May/B.III: "During the first hour of Class we considered the problem of the amount of time for the teacher to correct our homeworks, taking into account as well the many other commitments he has. At the end we agreed to halve the written work so that, on one hand, the teacher can be a bit relieved and, on the other hand, the students may have enough time for improving other skills such as reading and so on. I feel happy with that decision because {the written work has been taking most of my time and energies, leaving no free, enough room for reading and doing revision on the programm, which are very important at this stage of the course. So I agree completely with the new schedule of homework and at the same time I hope I can get advantage from the new possibilities offered....}" [Also under heading Setwork]
- 1.31/B13/5 May/B.III: "[After leaving and returning to the experimental class] I could realise that there have been some change in the methodology such as free choice between personal study or laboratory. I think the idea of reading as homework is quite good as well, because in some way I can relax myself and enjoy.... Anyway I hope ... I'll be able to write in this diary a lot of things which can interest you and I can use as writing exercise. Thank you for everything!"
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- 1.32/B2/11 May/B.III: "At first we had the grammar section; when we correct the exercises. Afterwards, instead of going to the 'Language laboratory' we staid in the class in order to have team work.... It was very interesting The next section was 'Class Library'. At last [= in the final session] we worked on Book 1 practising listening comprehension which is very useful for the exam preparation."
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- 1.33/CR/12 May/B.III: "<{Proposal to reduce the strictly [I]SDL component was accepted unanimously, with some 50% strongly in favour. Very important to build up class rapport, in addition to pedagogical issues.}> [Also under heading Administration Notes]
- 1.34/B2/12 May/B.III: "[Programme changes] were because of the little time for 'communication' between the teacher and his pupils. In my opinion that will give us a better chance to practice our speaking and the relationship between us and [CR]. The pitty is that will mean that [CR] will have less time to correct our essays."
- 1.35/B3/12 May/B.III: "I have liked the proposal about to have an hour less for individual work I think we need more time for work teams and it will be useful to have this kind of work every day."
- 1.36/B4/12 May/B.III: "{I think that it's really a good idea to change the timetable of the class, but I don't agree with the people who think that work teams are the best thing in the class. It's only good if you get on well with the people of/from your same work team.}" [Also under heading DODL Elements]
- 1.37/B6/12 May/B.III: "{I think it's right the proposal for reducing the authonomy periods. In this way we will have the opportunity for more communication and more activities in our work teams. In addition the teacher will feel more integrated with the students as he expressed. What I'd like to

stress more during the period of autonomy we had is the work at the laboratory, because I really need to improve the listening comprehension ability and to devote time to topics such as phrasal verbs For the Grammar, instead I can make up at home. It's true that a lot of activities on book 1 are amusing and helpful for the class to have more communication. The experience of our last hour this morning showed it." [Also under headings DODL Elements, Laboratory, Materials and Equipment]

1.38/B10/12 May/B.III: "At the third hour we have had a discussion about the possibility to change the methodology of class. I think that on the one hand it's better: before we had two hours of autonomous work and now only one, and in spite of it liked me [= I liked it] I think that's a good idea to try to talk a little bit more in class."

1.39/B13/12 May/B.III: "I'm very glad to hear from you that for a teacher to keep in touch with the students is really important, because the students, I think, like to keep [in] touch with their teachers in the [institution], as well. {You learn better when you are closer to your teacher than when you work alone. I think it's very good to have more time working altogether [= all together], because for working by ourselves we have the rest of the day at home.}" [Also under heading DODL Elements]

1.40/B7/14 May/B.III: "{The second hour I was in the language laboratory where I was listening to [stimulus-response drills]. And the hour after the coffee break I spent in studying [a picture dictionary] which I think is a very useful book.}" [Also under headings Laboratory, Library]

1.41/B13/14 May/B.III: "I would like to ask a question about this experimental class, because you've been telling us about it, but you've never said what you'll do with the results. I mean, when you finish researching and making all the tests and interviews. What's the main reason for it? What will be the aim to reach?"

2. *Materials and Equipment B.III*

2.1/B3/18 Mar/B.III: "I like very much these [new] books"

2.2/B3/28 Apr/B.III: "The work with the red book has been good, although I like much more to work with the other book"

2.3/B6/28 Apr/B.III: "{... the explanation of the book was not only incomplete but also confusing." [Also under heading DODL Elements]"

2.4/B3/5 May/B.III: "I think the book about reading is very good and it can help us very much, because the book 1 doesn't have this kind of activities. The activity with the book 1 has been very good in order to remember the vocabulary."

2.5/B6/12 May/B.III: "{It's true that a lot of activities on book 1 are amusing and helpful for the class to have more communication. The experience of our last hour this morning showed it.}" [Also under headings Programme, DODL Elements]

2.6/B11/12 May/B.III: "{Now we are using [a third coursebook]. It is very good to study a grammar for me....}" [Also under heading DODL Elements]

3. *Composition of Class B.III*

3.1/B1/30 Apr/B.III: "Two new students in our class."

3.2/B2/30 Apr/B.III: "... another girl [= BL24], arrived to our class. She is from Switzerland. I knew her before and I think she is very nice and funny."

3.3/B4/4 May/B.III: "In my opinion, too many people in the class; even we are going to have (or get into) troubles to get room for everybody. ([B5] and [B8] have to come [back] and the class is full now)."

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- 4.1/B3/16 Mar/B.III: "{Today, we have started with new books. I've liked the presentation of the programme, I think it's very good to know which units we have to do every week. I've liked the first part of the work of today because I think now it's not necessary to correct every exercise, only the exercises which have been more difficult for someone and sometimes the work-team can help us and it's not necessary to do all together. I prefer to have language-lab more times, although it's very good the idea that it's optional, because some people don't like it or don't need it very much.}" [Also under other headings]
- 4.2/B6/16 Mar/B.III: "The practice that we did in the last hour this morning showed to me that"
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- 4.3/B4/18 Mar/B.III: "Today I have done nothing in class, I mean I have learned nothing new. No grammar, no corrections."
- 4.4/B5/18 Mar/B.III: "In school we went on with our new English grammar. I think the structural conversion is useful for every day English and I realised that I am beginning to use it in conversation. But we are rushing through the exercises very quickly and I somehow have the feeling I am missing something important. [B1], [B7] and I joined the course later than the other students and we already missed a lot of exercises and explanations about the tenses and other important grammar problems. But the more you know the more you get confused."
- 4.5/B6/18 Mar/B.III: "Personally I feel satisfy with the work of integration and deepness of our knowledges that we are doing now. {I've found more relations between our work in class ... and the personal work I'm carrying on: Class-lab-and-Class-library. For instance, the drills of the lab are helping me to do oral revision of what I've already studied and in the class-library Speaking, of course, is one of our most important interests in our learning but, I think it has to be integrated in the whole process of communication Therefore, I agreed with the teacher's opinion that speaking is what we have at hand everywhere if we're really interested in it and that {the work teams would have to be a special opportunity for practising a true communication, in which we could use what we're learning, correct our mistakes and so on, helping each other....}" [Also under headings Laboratory, Library, Peer Support]
- 4.6/B7/18 Mar/B.III: "{We started the lessons to correct our homeworks in the book 3 today. The first two exercises I had done at home but not the followed. But there were other students they haven't done it neither, so we could work together for about a half an hour.... In the last lesson we read in book 1 about different advertisements in newspapers and how you have to answer if you are interestinged in. For me it wasn't new because I had worked in an office in Switzerland.}" [Also under headings Programme, Peer Support]
- 4.7/B11/18 Mar/B.III: "We started to use new books ... very good at to confirm grammer that we learned before."
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- 4.8/B3/19 Mar/B.III: "The work in last part of the class has been very good {In the language-lab today I has been doing some drills about the same grammar that there was in the exercises that we had done before.}" [Also under heading Laboratory]
- 4.9/B6/19 Mar/B.III: "In the plenary of the first [h]our of class we did revision of the exercises ... and new explanation it was very positive to deepen in the reasons for the use of certain verbs in the present perfect or in the present perfect continuous and to understand much better the distinctions between them.... {the contribution and participation of the students made the class very interesting. During the Class-lab I did a lot of practise on It was a surprise to find the drill about 'would often' instead of 'used to' that we had just study in the class before. Thus the Class-lab is a very good compliment to the other activities.}.... Finally, we concluded our morning Classes with the study of Unit 2 ... in which the activity of listening to the Cassette-record was really very useful for me, because until one is not challenged with much difficult exercises one doesn't discover what is still needed to improve" [Also under headings Laboratory, Peer Support]
- 4.10/B11/19 Mar/B.III: "In the class – It was nothing special."
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- 4.11/B2/20 Mar/B.III: "Today ... we have seen a video-film [brought to class by BE17] called 'Svengali'.... In my point of view the idea of seeing video-films is really good, because you learn at the same time you have entertainment."
- 4.12/B3/20 Mar/B.III: "Today, we have been doing the exercises very quick. I don't know if it's good, because for some people who hadn't done them before it was too quick.... Moreover ... before starting to correct ... if we have plenty of time we can correct all, but it's necessary that we

understand very well the exercises which we have more difficult. The video was nice and I enjoyed very much to see it.”

4.13/B6/20 Mar/B.III: “In today’s first lesson we did a fast revision for correcting the whole range of exercises we were supposed to cover during this week.... What I noticed is that it’s truly advantageous having done the exercises previously so that the teacher’s correction may be really useful. During the second lesson we tried to catch up with the programme on book 1.... What I found more useful it was the practise of making questions for building dialogues. [The video film] was very enjoyable and at the same time allowed us to practise our listening comprehension. Finally, the impression of the week we’ve finished is positive. During the class time I worked actively.”

4.14/B7/20 Mar/B.III: “Today I didn’t like the lesson. We spent the whole morning [= half the morning] to correct the exercises in book Nr 3. We corrected about 14 exercises. I think that wasn’t a good idea because you haven’t really time to think about what you have written and why you have made the mistakes. You have to accept that it’s the right sentence and you have to correct it, but you haven’t any explain why it’s like this. I think it’s not so good to do so much exercises in one day because you can’t absorb all the grammar of them.”

4.15/B9/20 Mar/B.III: “Today we did all exercises ... very fast because of a video we wanted to see.”

4.16/B2/23 Mar/B.III: “During the morning lessons I learn a lot....”

4.17/B3/23 Mar/B.III: “The first part of the class has been good ... working in the book 1, but not only the work has been to understand the vocabulary to read or to do some activities, but that we have done listening comprehension and a little dictation too.... I think the rhythm of today has been better than the last week because it has been slower.”

4.18/B4/23 Mar/B.III: “We don’t do any explanation grammar at all. I have to insist on it. I know that in this Course we have to work as distance from the teacher as possible, but I think that you don’t participate in class very much.”

4.19/B7/23 Mar/B.III: “{This morning we heard first the dialogue from Unit 4.1 on the tape. After we had to write down in groups what we could remember of the story. This kind of lesson I like because you have to listen carefully and to understand on the same time. That is a good training for us.} In the second and third lesson we worked together in book three. In the last lesson we corrected the exercises which we have done in the lesson before.” [Also under heading Peer Support]

4.20/B11/23 Mar/B.III: “In the class, it was nothing special.”

4.21/B6/24 Mar/B.III: “Our classes today started with some points of administration made by the teacher [who] explained why correcting the exercises every day is realistically difficult. It’s for saving time that there’s need to do the Corrections together in class quickly. On the other hand, thus, the teacher has enough time for the correction of our free-style compositions, which we truly need more. Afterwards we worked together with the teacher on the correction of some exercises on book 3, such as missing words, infinitives and participles with verbs of the senses and word order of adverbs of manner, place and time.”

4.22/B5/25 Mar/B.III: “{We finished the grammar exercises we had to do for this week. but I think I have to repeat them carefully at home.}” [Also under heading Freework]

4.23/B6/25 Mar/B.III: “In the last hour the check list about the various combinations of tenses for narrative and the way for telling stories were indeed important for doing our compositions. {Afterwards I did revision on them.}” [Also under heading Library]

4.24/B3/26 Mar/B.III: “Today, the class has been a little boring for me.”

4.25/B6/26 Mar/B.III: “It was very useful for me, the activity of changing from the narrative form in the past into dramatical form in the present. So little by little we’re building the most essential elements for writing in English. An other activity very helpful was the study of linking words, which we did in the last hour. Having studied some of them in other occasions, yet I feel that I need to know how to use them properly, and to distinguish their functions.”

4.26/B7/26 Mar/B.III: “Today we studied in book one how we have to write a synopsis.... In the last lesson we read diffrent cinema guides about diffrent films.”

4.27/B6/30 Mar/B.III: “Particularly it was useful to study again defining and non-defining clauses and passive forms. Since I had not preview some of those exercises I missed a lot of when the teacher gave the answers. {But in the afternoon I did a revision on it and so I was able to understand it

better.} The activity of description of places was an interesting exercise” [Also under heading Freework]

4.28/B11/30 Mar/B.III: “In the class – Well, nothing special.”

4.29/CR/31 Mar/B.III: <Re remarks of [B3] about the discussion session ‘it’s better that the teacher speaks less’: when invited to speak she had very little to say; the students were constantly encouraged to speak, but in general found it difficult; the ‘teacher-talk’ was designed to provoke response – but the point is taken.>

4.30/B1/31 Mar/B.III: “... instead of having grammar at the last section we had a nice chat [= informal plenary discussion].... Maybe we didn’t have time enough but it was very interesting.”

4.31/B3/31 Mar/B.III: “{Today in the class I have been working for three hours in exercises of grammar, because I had to do the exercise for today in work-team and in the class library I have preferred to do some exercises of the Unit 9 because in the afternoon with the composition I have enough work.} So that I have liked very much that last hour we have been talking ... but I think it’s better that the teacher speaks less and that he invites student to speak more.” [Also under headings Library, Peer Support]

4.32/B6/31 Mar/B.III: “... the conversation session we were need of a bit of relax and communication on issues of current interest.”

4.33/B7/31 Mar/B.III: “Today, in the last hour we had a discussion about [two current affairs topics]. It was very interesting to hear the different point of view from the students from different country in our class, and I liked it very much, because it was something special and different from our normal lessons.”

4.34/B11/31 Mar/B.III: “In the class, 12=00-1=00, We had discussion. The subject was quite interesting.... I couldn’t see the subject through the European situation. Well, I think, we hadn’t enough time to discuss.”

4.35/B4/1 Apr/B.III: “Today nothing special.”

4.36/B11/1 Apr/B.III: “I’m sorry.... pitman exampaper my problem is listening comprehension as you know.”

4.37/B2/2 Apr/B.III: “{Today, like every day, it has been a little boring. I suppose that any subject even English is boring to study if you want to improve it. In addition I think that I need a little [more?] sleep so I will be able to enjoy more my classes.}” [Also under headings Wellbeing, Out-Class Environment]

4.38/B3/2 Apr/B.III: “Today the class has been interesting, despite we have only worked with the book 1. The explanation about some mistakes in the compositions has been very interesting and I think it has been very profitable for everybody. I like very much the way in that the teacher treats everyone according to his/her needs. I think this is a very good methodology and of course it pushes us to work harder and as result to learn more.”

4.39/B4/2 Apr/B.III: “I wish we did something else about the Pitman examinations. I don’t know what is my exam about.”

4.40/B6/2 Apr/B.III: “In Today’s Classes we got very important explanations such as the different alternatives to ‘if’ ... and their uses; the difference between While and Meanwhile, which was very useful for me because I have been using them without any distinction. Finally, we learnt some very precised vocabulary It was very essential to have all those explanations taken from the real problems that the students have according to their compositions. In this sense the help of the teacher is very important. {At home I spent quite enough time to study and understand Unit 9 on book 1 in order to do properly the letter we were supposed to write about one of the topics picked from the list of those we worked out during the last class this morning.}” [Also under heading Freework]

4.41/B7/2 Apr/B.III: “So we spent the first hour with speaking about black or white bow ties, morning suits, dinner-jackets, cocktail dresses and evening gowns and when you have to wear which one of these clothes. It was very funny but also very useful to know all these expressions Otherwise the lessons were as usual. That’s language laboratory, class library and grammar study in book one.”

4.42/B3/3 Apr/B.III: “Today the class has been about Pitman examination. I think this has been very good, because we needed to do some exercises before the exam. The worst part for me is the dictation and it is very difficult to do practices outside the class. I hope that what we can do in the class during this week is enough for passing the exam.”

- 4.43/B4/3 Apr/B.III: "... we have been doing Pitman practise in order to prepare the exam. I'm looking forward to starting the (normal) usual class soon.... Pitman practise is good although it's bored [= boring]."
- 4.44/B6/3 Apr/B.III: "We worked together on Pitman Exams' preparation from the first hour to the last one.... and the different practises done showed to us our improvement during the last period Personally I feel happy seeing not only my improvement but above all my classmate's.... during the last hour ... under real conditions of an exam and with time very limited. I'm very grateful to the teacher for helping us to break certain fears and get more confidence with ourselves."
- 4.45/B7/3 Apr/B.III: "... preparation for the Pitman Exam which will be the next week.... multi-choice sentences.... some dictations ... from old Pitman Examination papers. It was once a change from our normal lessons and I like such things from time to time. In the last hour we had to write a composition ... so we won't have to do homework during the weekend."
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- 4.46/CR/6 Apr/B.III: <{This entire week [envisaged] in OD mode, to cater for essential Pitman examination preparations.}> [Also under heading Programme]
- 4.47/B2/6 Apr/B.III: "... we did the same thing ... Pitman's Examinations. Maybe there are very useful for us but in order I've been doing them quite well (always about one or two mistakes) I think there are a little bit boring. The most boring thing is the 'Listening Comprehension'. I'm looking forward the day we'll finish this examination training."
- 4.48/B3/6 Apr/B.III: "Today we have continued preparing the Pitman examination.... I don't improve very much: I continue having mistakes With this experience I've noted that I am not used to doing any exams after some years and these can be a good trying for the First Certificate."
- 4.49/B4/6 Apr/B.III: "Today we have spent the whole day doing exercises about Pitman examinations. It's starting to be rather bored [= boring]. In my opinion this is not going to be a good week. I don't like it at all."
- 4.50/B7/6 Apr/B.III: "Today we studied old examination papers for the Pitman Exam. First we did the multi-choice sentences and then we wrote some dictations, which I like to do because it is a good exercise and it is something different from the other lessons."
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- 4.51/B1/7 Apr/B.III: "This morning [CR] showed us how we can write a composition, starting from easy concepts in short sentences. It was very interesting because I'm not able to write in this way.... I'd try writing in this way, I need it."
- 4.52/B2/7 Apr/B.III: "Fortunately we haven't spent all the hours with the Pitman's examination, which is really boring. I expect that tomorrow will start again with the 'boring exams'."
- 4.53/B3/7 Apr/B.III: "Today the class has been very useful. The work of doing together a composition has been very interesting, because someone could see the different mistakes that we usually make and the way for doing properly, although ... because I don't know well some expressions and I translate from Spanish. I hope after many practices I get to do better, because certainly today I am a little discouraged. After the listening comprehension of the Pitman I am more courageous because it was not too bad. {The rhythm of this week is very hard I don't know if maybe it would be [better? possible?]} to have an hour every day for free study.}" [Also under headings Library, Programme]
- 4.54/B4/7 Apr/B.III: "We have practised how to write a composition. In my opinion it has been a perfect practice because it was exactly what we needed. It has been a good explanation because we have learnt not only how to write, but also how not to write. At the same time I've enjoyed a lot and I think that I haven't been the only one."
- 4.55/B6/7 Apr/B.III: "Today ... we had an special explanation class on style for writing in English.... It was very useful to see together and in a funny way our most common mistakes Then we worked together with the teacher building a new paragraph following step by step the way in which we should proceed. The teacher strongly recommended us to start always with a plan for each paragraph, write first in short sentences the different ideas so that the order and the logic may not be missed and only then, use the linking words more convenient. In addition we were told not to use words we don't know [= know the meaning of] or whose spelling is doubtful. I found very useful and interesting the whole explanation and all the recommendations and I hope to get benefit from it. Moreover, I think it should be helpful as well to have an other session on linking words and their function."
- 4.56/B7/7 Apr/B.III: "Today ... in the first two hours our teacher explained us how we have to proceed when we have to write a summary or a composition. It was so clear and logical when he explained it, but in the reality it isn't. I have to work hard to learn it; but it is very good to know some guidelines on which I can base me in the future."

- 4.57/B8/7 Apr/B.III: "I think that this morning class has been very instructive because I neve[r] do a composition like that. I just write but didn't do a scheme before writing. You are right about stile of witting. It's better write with your knowledge works [= about what you know? or, using the words you know?]."
- 4.58/B9/7 Apr/B.III: "Today we wrote together a composition on the blackboard.... I thought it was very useful. But I think I won't have the time to write a composition like this in an examen."
- 4.59/B11/7 Apr/B.III: "Today, in the class we had the practice that how to write a composition. It was very very useful lesson especially for me. Because I am always spending a long time to think that how to write, what can I write. Then After the practice I knew that don't think too much, that's the way of writing a composition. Is it wrong? Anyway, Thank you very much for help the composition."
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- 4.60/CR/8 Apr/B.III: <Students bored with Pitman exam practices, but essential.>
- 4.61/B1/8 Apr/B.III: "Today we practised Pitman examination papers and it was very interesting.... In my class, usually we haven't much conversation during the lesson, our principal task is to check well all the grammatical rules. About these holidays I've decided to attend the easter course; I think it will be usefull as I can try to loosen my English attending a 'speaking class' for two weeks."
- 4.62/B3/8 Apr/B.III: "Today we have continued doing Pitman examination of the Intermediate II. This level is very difficult for me and sometimes I feel a little discouraged when I see that I don't do it well, but I think these practices are very good, and little by little I will go to see the results".
- 4.63/B4/8 Apr/B.III: "This is such a bored week! We've been practised again in order to prepare for the Pitman examination. I know that it's good for us but it's bored, too. {I think that the next week I'll review the basic grammar to settle it.}" [Also under heading Freework]
- 4.64/B6/8 Apr/B.III: "The preparation for Pitman Exam I think that what is more important ... is the fact that students are getting more confidence in themselves based on objective proofs and not on superficial impressions!... Thanks teacher!"
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- 4.65/B1/9 Apr/B.III: "Another day working on the 'Pitman papers' is gone out.... Anyway, all this training is useful for me, but I need more time."
- 4.66/B2/9 Apr/B.III: "... today we started again with the Pitman's examinations: Boring! The whole sections [= sessions?] doing dictations, compositions, Listening comprehension and grammar questions. All the time the same. Well I hope and wish that tomorrow will finish these boring but useful exams."
- 4.67/B3/9 Apr/B.III: "The last part of the class has been very relaxing. I think it was important to break the rhythm ... that we are working during all the week. I liked this activity very much because I think we discussed a lot and we have talked very much. {I think the sistem of doing RESUB of our homeworks is very useful to learn what we have done wrong and to be able to do right next time.}" [Also under headings Setwork, Programme]
- 4.68/B4/9 Apr/B.III: "Today has been an 'ING' day [= boring] and I was very 'ED'. {I enjoyed a lot the last part of the day in which we had to discuss in groups. I think that it was a good practice and very funny.}" [Also under heading Peer Support]
- 4.69/B6/9 Apr/B.III: "I found very useful for me the Grammar practice on Pitman Exams. In this area I also notice improvement."
- 4.70/B8/9 Apr/B.III: "To do Pitman exam is so boring.... I know that it's very good for us but the whole week is a lot time."
- 4.71/B11/9 Apr/B.III: "Today— We did a lot of exercises of pitman examination. I think it is quite useful exercise for remind the grammer."
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- 4.72/B2/27 Apr/B.III: "The best is that we made a quite relaxing programme in order not to get bored. I'm afraid that now we'll have to work very hard."
- 4.73/B3/27 Apr/B.III: "The class of today has been good but I would have liked to do more exercises of grammar"
- 4.74/B9/27 Apr/B.III: "I enjoyed the gentle start at school today. I think I have forgotten nearly everything during my Esterholidays."
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- 4.75/B2/28 Apr/B.III: "{We have been practising dialogues: reading and listening. The noise outside was so loudy that we had to move to the language laboratory, wich is more peaceful.}" [Also under heading Administration Notes]

- 4.76/B3/28 Apr/B.III: "Today ... we have been doing exercises of grammar."
- 4.77/B4/28 Apr/B.III: "The class is getting bored [= boring?]. {I'm very sorry because [= that] I could [not] pay a lot of attention in class. I felt so asleep. I should (well I must) sleep more.}" [Also under heading Wellbeing]
- 4.78/B6/28 Apr/B.III: "It was very important the explanation given by the teacher about the use of 'quite' and 'rather', above all, because {the explanation of the book was not only incomplete but also confusing.} ... the last hour ... I found very useful the exercise of listening to the dialogue on the tape recorder." [Also under heading Materials and Equipment]
- 4.79/B7/28 Apr/B.III: "{The last two hours we spent in reading in book one and class library.}" [Also under heading Library]
- 4.80/B9/28 Apr/B.III: "Today we listened t[h]ree times to the same conversation on a tape. I think it was very boring and I felt stupied to repeat every sentence they said."
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- 4.81/B3/29 Apr/B.III: "Today I am very happy with the class. The correction of the exercises of grammar has been more useful than the days before, because I had done them yesterday [in SDL session?].... Today I have liked the work with the red book. {I think it is important to listen to some dialogues and to make the conversation in teams, although it is difficult for me.}" [Also under heading Peer Support]"
- 4.82/B4/29 Apr/B.III: "I can't say anything interesting about the class because all the days is the same."
- 4.83/B6/29 Apr/B.III: "This morning ... I hadn't done the grammar exercises we were suppose[d] to do. Instead I had done some of the following unit. It was a pity. I realised how much the class miss when there's not the work of all.... The practice we did listening to the tapes in the last hour was very helpful for me.... I need this training."
- 4.84/B7/29 Apr/B.III: "I found it rather difficult to understand and follow the dialogue. I need more practise in it."
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- 4.85/B3/30 Apr/B.III: "{Today, I finished the class very happy after knowing my progress on written work. This is very encouraged for me, because now I am seeing my improvement} I think this kind of report is very good because you can see your level in a relationship with the class and your progress between the beginning and now. I think the rhythm of the exercises of grammar has been better in this week The last activity about reading has been very good and very useful." [Also under heading Wellbeing]
- 4.86/B6/30 Apr/B.III: "This morning we received our progress report on written work I was very pleased with both remarks about my improvement in speaking and my need of attention and work in writing.... I found useful the explanation given about the use of the definite article, especially that on its use with possessive forms. It was very helpful as well the exercise of finding the right pauses for reading"
- 4.87/B7/30 Apr/B.III: "{These kind of [Progress] reports are psychological very good because you can finally see the result of all your efforts you have made the last two months and you are more motivated to do your homework for the next two months.}" [Also under headings Programme, Setwork]
- 4.88/B9/30 Apr/B.III: "Today [CR] talked about our improvement. I was very surprised to hear about my improvement because I thought that I have made no progress."
- 4.89/B12/30 Apr/B.III: "... I changed to [CR]'s class. I suppose I will have to work much more than I did in [Z]'s class."
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- 4.90/B2/1 May/B.III: "We didn't do anything very exciting.{I expect that after school I'll find something interesting to do like go to the cinema or something like that.}" [Also under heading Out-Class Environment]
- 4.91/B6/1 May/B.III: "The progress test 5 was very useful because it had a wide number of sentences to be converted as they ask in the FCE [examination].... On book 1 we worked on Unit 12, identifying plot and theme. {As a practice we wrote, working in teams, the plot of Hamlet in a paragraph of about fifty words.... During the last hour we read and corrected it with the teacher. Apart from that we also read a plot outline}" [Also under heading Peer Support]
- 4.92/B10/1 May/B.III: "In the class had been no novelty, I learned a little bit more but it hasn't been neither more boring or more interesting.... Until tomorrow I won't study."
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- 4.93/B3/4 May/B.III: "... the exercise of reading stopping at the different structures has been useful." [Also under heading Programme]

- 4.94/B9/4 May/B.III: "At first we read a text about 'the fitness' [a]loud. Then we had to close the books and should remember it. I thought it was very difficult because the text included many facts. I think it is much easier to remember a story."
- 4.95/B10/4 May/B.III: "... the exercise about Gerund and Infinitive has been interesting.... the essay [= article] about 'Keeping fit' I think has been interesting"
- 4.96/B11/4 May/B.III: "In the class it was nothing special."
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- 4.97/B3/5 May/B.III: "{The conversation of today about the written homework has been useful because we have been talking for a long time I have liked the solution very much because I need more practice in reading and speaking and if I have to do a composition every day I don't have time for that. I think the book about reading is very good and it can help us very much, because the book I doesn't have this kind of activities. The activity with the book I has been very good in order to remember the vocabulary.}" [Also under other headings]
- 4.98/B6/5 May/B.III: "... we revised the activity of completing the recipe, which we worked yesterday in pairs.... then, at the beginning of the last hour we were given some photocopies of ... the book we are going to follow for our reading practice"
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- 4.99/B3/6 May/B.III: "{The last hour we have started working in a dialogue, constructing it again after we had read it three times. I like this kind of activities,} and ... I think it is very useful and we are doing practices for listening-comprehension [in the examination] and learning some expressions." [Also under heading Peer Support]
- 4.100/B6/6 May/B.III: "The Grammar exercises ... were very important, especially those related to the use of 'what' (which can be easily confused) and 'so - that', 'such - that' and 'too - to'. Another thing that I have found very useful is the continuous corrections of those mistakes we usually make in our written works.... {Now that the written work [= written homework] has been more balanced, I have the opportunity to devote more time to do properly the previous attempt for all the grammar exercises we are asked each day. So, when we do the correction of them with the teacher I can get more benefit from all the explanations the teacher does.}" [Also under heading Setwork]
- 4.101/B9/6 May/B.III: "After a short break we read the same dialogue four times. Then we closed the book and had to rewrite the whole dialogue from memory."
- 4.102/B13/6 May/B.III: "I still have the feeling that in this class really we don't speak enough. I know that it's not a class to speak but it's to do an examination, nevertheless it's a pity not to have all the thing I'd like together. I think I'm starting catch up the rest of the students but I'll have to work harder because I want to do my best. I must say that the new method it's better than the one we had before."
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- 4.103/B2/7 May/B.III: "We have made and correct our grammar exercises"
- 4.104/B3/7 May/B.III: "Today I have enjoyed the class very much. {The activity of the speech has been very interesting.... Moreover, when you see the mistakes of the other teams, you realise that you have the same or similar mistakes and you learn more than when you only know your own mistakes.} For the same reason I like that the teacher tells us the different mistakes that everyone makes in his/her compositions, and explains what is the right expression. I like the way how we are correcting the exercises of grammar this week, we are going slower and paying attention to more things and different expressions." [Also under heading Peer Support]
- 4.105/B4/7 May/B.III: "Today we've changed a little bit the order of the class because of the cut of electricity. We have broken the routine, which is good."
- 4.106/B11/7 May/B.III: "Today - in the class, It was same as usual - I suppose."
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- 4.107/B3/8 May/B.III: "At the end we have discussed [a topic]."
- 4.108/B4/8 May/B.III: "I think it was a good idea to correct the mistakes on the blackboard; I learn them better in this way."
- 4.109/B6/8 May/B.III: "It was extremely useful the precised explanation about the correct use of some quantifiers such as No one, nobody, none of us, all of us and so on."
- 4.110/B7/8 May/B.III: "... and the last hour we spent in listening the dialogues from Unit 14."
- 4.111/B12/8 May/B.III: "The last thirty minutes we were discussing [a topic]. It would be very interesting to have once a discussion about anything just as a 'Friday-game'."
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- 4.112/B3/11 May/B.III: "I've liked the activity with the conversations of the red book as well. I think it is very useful for listening comprehension {I need more practice in the language-lab and in the

class, because when we do these exercises together I realise how the other people do it and this is an incentive to work more in it.” [Also under heading Laboratory]

4.113/B6/11 May/B.III: “... we had the opportunity of discussing an interesting topic.”

4.114/B9/11 May/B.III: “Today we had to write a dialogue in the reported speech. Afterwards we had a discussion”

4.115/B10/11 May/B.III: “In the last hour we followed the discussion with the teacher”

4.116/B11/11 May/B.III: “... we did a discussion today. The subject was quite interesting.”

4.117/B12/11 May/B.III: “{The first lesson we had grammar as usual but after that we were discussing [in workteams] and continued our discussion [in open-forum] even in the third lesson. I liked these lessons very much. I[t] was really very interesting.}” [Also under heading Peer Support]

4.118/B1/12 May/B.III: “Nothing of interesting today.”

4.119/B2/12 May/B.III: “{The last section of the class was really funny but useful. We had to discuss about the ‘zodiac signs’” [Also under heading Peer Support]

4.120/B6/12 May/B.III: “The explanation about the past forms of ‘needn’t’ was clear enough. It completed and deepened the one given in the book. Particullery I was helped above all to distinguish when the past of ‘needn’t’ refers to something unnecessary that was done and when to the disapproval of something done in the past as well. {I think it’s right the proposal for reducing the autonomy periods. In this way we will have the opportunity for more communication and more activities in our work teams. In addition the teacher will feel more integrated with the students as he expressed. What I’d like to stress more during the period of autonomy we had is the work at the laboratory, because I really need to improve the listening comprehension ability and to devote time to topics such as phrasal verbs For the Grammar, instead I can make up at home. It’s true that a lot of activities on book 1 are amusing and helpful for the class to have more communication. The experience of our last hour this morning showed it.}” [Also under headings Programme, Laboratory, Materials and Equipment, Peer Support]

4.121/B11/12 May/B.III: “{Now we are using [a third coursebook]. It is very good to study a grammer for me.}” [Also under heading Materials and Equipment]

4.122/B12/12 May/B.III: “The morning in school was very interesting and the hours seemed to run. I think I’m getting used now to the different style of teaching and realize also the advantage of intensive grammar. Anyway I’m more or less lazy and I need pressure to study.”

4.123/B13/12 May/B.III: “{You learn better when you are closer to your teacher than when you work alone. I think it’s very good to have more time working altogether [= all together], because for working by ourselves we have the rest of the day at home.}” [Also under heading Programme]

4.124/B3/13 May/B.III: “The exercise about the order of the adjectives has been very clear, because certainly the explanation of the red book is a little bit confused The last part of the class has been a little bit boring, because the only activity that we have done has been reading and learning vocabulary. {I prefer when we do more different activities and in different ways: individual, work team, all together, in pairs}” [Also under heading peer Support]

4.125/B4/13 May/B.III: “{I think that the class has been more communicative and pleasant but not at all for me. The lecture [= instruction leaflet?] about first-aid has reminded me a bad time (experience).}” [Also under heading Wellbeing]

4.126/B6/13 May/B.III: “The text on book 1 about ‘first aids’ was a good subject I think that it’s much easier to catch the vocabulary when the subjects are related with useful and practical things.”

4.127/B7/13 May/B.III: “... corrected our homework and the last hour we worked all together in [a coursebook].”

4.128/B12/13 May/B.III: “After one hour grammar {I went to the laboratory....} and the last one we were reading a text about first-aid.” [Also under heading Laboratory]

4.129/B13/13 May/B.III: “It has been an ordinary day.... [not as] exciting as other days. The best hour in the class was the last one because I’ve learned a lot of new medical expressions.”

4.130/B2/14 May/B.III: “First [CR] explained us every confused thing about the word could. It was really useful for me and also for the whole class.”

4.131/B3/14 May/B.III: “Today, we have been working in modal verbs almost the two hours that we work together every day. During the first hour we have studied the different meanings of ‘could’. I think I’ve understood it very well, although it has a lot of nuances that depend on the different contexts.... {During the class library I have been doing an exercise about Conjunctions; only I have done one, because we had made so many mistakes in the daily diary that the teacher has been commenting on for everybody. This kind of comments are very good because we can learn not only with our own

mistakes but with the mistakes of the other people as well.} In the last hour we have been seeing the use of the different modals in a dialogue.” [Also under heading Library]

4.132/B4/14 May/B.III: “The explanation of ‘could’ has been quite satisfactory. I still think that the correction of the mistakes on the blackboard is very good because I learn them better in this way.”

4.133/B6/14 May/B.III: “I liked very much the explanation about the different meanings of ‘could’ and I think that this morning I was really able to understand it properly.... {During the last hour we worked on book 1 The practice about it that we did working in pairs was simple but useful.... In addition I paid a lot of attention to all the corrections made by the teacher on the board. I like that help, because I need it as well!}” [Also under headings Library, Peer Support]

4.134/B10/14 May/B.III: “{The class had been interesting ...} because the difference between some verbs that were confusing. I hope from now on I’ll be able to distinguish between them.” [Also under heading Administration Notes]

4.135/B6/15 May/B.III: “At the end of the morning we succeed to catch up with the programme for this week because the teacher gave us two remaining passages to be read at home.”

4.136/B7/15 May/B.III: “... and the last hour we spent in choosing the right description for the people in the pictures”

4.137/B11/15 May/B.III: “In the class there were nothing special.”

Affective Dimension FactorComponents

5. *Wellbeing B.III*

5.1/B2/16 Mar/B.III: “Today it has been a boring day. Maybe it was because I was only thinking about the night I’m going to spend in a few hours. We might go to a disco {Today I didn’t go to my afternoon because I was really tired and sleepy. In addition, I could say that the afternoon classes are really boring, and in my point of view there aren’t very useful.}” [Also under heading Administration Notes]

5.2/B9/16 Mar/B.III: “I noticed that I am always far away during the lessons.... I might be a bit homesick.”

5.3/B1/18 Mar/B.III: “I don’t know how the Irish can live with such an unsettled weather For me living with such a weather would be problematic, because my mood changes according to it (the weather), so the continual weather changes make me nervous [= upset/unsettled?].”

5.4/B2/18 Mar/B.III: “... my parents ... wish me to telephone them. Of course I’ll do it but I think if I’m here, in a foreign country is better for me to be a little bit alone and incommunicate in order to have to do my own live without helping from my parents or friends in Spain.”

5.5/B2/19 Mar/B.III: “I realise that I’m learning a lot of new things and also consolidating the thing I knew before.”

5.6/B5/19 Mar/B.III: “{I’ve lots of homework to do} My hands are frozen stiff. This room is as cold as a freezer. Grrr —!” [Also under heading Setwork]

5.7/B11/20 Mar/B.III: “This week, I hadn’t time to do [her individual task] ‘copy’. I was not so busy. But, awful weat[h]er have made me dull. And this week, I had time to speak a lot of Japanese, Because, We have to talk about food fear [= the Food Fair organised by the institution on behalf of UNICEF]. After I spoke Japanese, my mind is empty.”

5.8/B2/23 Mar/B.III: “... haven’t been to my afternoon classes. Why? The main reason is because in the two weeks I’ve been going to them I haven’t learned nothing new at all. {During the morning lessons I learn a lot} but not the afternoon ones although the teacher isn’t a bad teacher (maybe [the teacher] is a little bit boring).” [Also under heading DODL Elements]

5.9/B3/24 Mar/B.III: “{I’m very happy with the methodology of the class and for me it is very good and I am seeing my improvement after this time.}” [Also under heading Programme]

5.10/B2/25 Mar/B.III: "[Today] has been like every other day. I got up Like every day I went to the 'Language Laboratory' and I did 'Library class'.... After I arrived to my house I began doing my homework because today I have double one.... I hope I'll finish them on time to go for walk with my Irish friends."

5.11/B3/25 Mar/B.III: "Today, we have finished correcting all the exercises of this week and I am very happy, because I haven't had a lot of mistakes and I have understood them very well."

5.12/CR/27 Mar/B.III: <[B13] pleaded to be taken back into the class, saying she much preferred my style and emotionally forthright manner.>

5.13/B4/27 Mar/B.III: "Although the time is, in this moment 12.26 (at night) I'm writing the daily dairy because I need to talk about the rest of the day. That is: The Food Fair [organised by the institution on behalf of UNICEF]. The Food Fair seems to have been a completely success but for me it has been a completely disastre.... I've got bad experiences such as have fallen out with [B8].... I'm worried about it because it's the second time (that) I have problems with [B8].... I have a pessimistic view of the life. In my life all are problems, or, at least, I think that they are. {Well, you will not believe me but I'm crying although I don't know why, I'm very weak. I shouldn't have written this dairy. It's too personal and it's not the kind of dairy that you asked for. Sorry about that. I hope not to write any dairy like this any more.}" [Also under heading Class Diary]

5.14/B2/30 Mar/B.III: "Today, it has been like every day. I went to school, like every morning, as usual I've learned a few new words and grammar structures.... Now I'm in a friend's house doing my homework. She's all right but there's nothing interesting to say about her."

5.15/B8/30 Mar/B.III: "I don't like to give my opinion about subjects that I don't know very well or, I haven't enoug experience on them. That's why I felt very confused when [the teacher] asked me about my point of view about [the discussion topic].... I prefer to listen people To listen in the classroom is horrible. When I leave the [institution], I always have terribles headache during these days."

5.16/CR/1 Apr/B.III: <In an irritable mood today.>

5.17/B1/1 Apr/B.III: "{I've no enough time because my homework and my Daily Dairy let me exhaust.}" [Also under headings Class Diary, Setwork]

5.18/B3/1 Apr/B.III: "I'm so glad with the correction of the last compositions and with my reading that this afternoon I've been working very much encouraged. It's wonderful to see that you are improving and that your work has a very good compensation."

5.19/B4/1 Apr/B.III: "I'm really tired."

5.20/B1/2 Apr/B.III: "I'm very tired, every evening I finish to study at midnight."

5.21/B2/2 Apr/B.III: "{Today, like every day, it has been a little boring. I suppose that any subject even English is boring to study if you want to improve it. In addition I think that I need a little [more?] sleep so I will be able to enjoy more my classes.} After the classes we went to [a snackbar] to have our lunch and to have great fun.}" [Also under headings DODL Elements, Out-Class Environment]

5.22/B9/2 Apr/B.III: "I really wanted to do my homework but I was to tired, and I think that's because of my cold. In addition, I haven't slept very well for since the last three days. I woke up every hour or I couldn't fall asleep before 5 o'clock in the morning. I hope that I'm in better form next week."

5.23/B1/6 Apr/B.III: "I think I'll not be able to sit the C.F.C.E. [= Cambridge First Certificate Examination] in June. I need more time."

5.24/B8/6 Apr/B.III: "I'm looking forward to going to Spain and seeing to my family. It's was a long time since I left home."

5.25/CR/7 Apr/B.III: <Happy class.>

5.26/B4/7 Apr/B.III: "Tomorrow is [B8]'s birthday.... I've [bought] something for her because nobody did it. I know how important is to get a present and know that someone cares about you on your birthday. Ah! About the marks. How can you say that I've improved if my marks are getting worst. Maybe it's to close my mouth."

5.27/CR/8 Apr/B.III: <Very depressed and unwell – early to bed instead of work.>

5.28/B8/8 Apr/B.III: "[The class birthday-present] has been very nice. I didn't expect such a lovely thing were going to happen."

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5.29/B4/27 Apr/B.III: "Nothing has changed at all, only that the relations between the class are colder.... I have forgotten a lot of English during the holidays."

5.30/B11/27 Apr/B.III: "{By the way the noise of the outside is terrible!! I can't s[t]and any more. I like noise, but it is too much. I feel sick.}" [Also under heading Administration Notes]

5.31/B4/28 Apr/B.III: "I'm very sorry because [= that] I could [not] pay a lot of attention in class. I felt so asleep. I should (well I must) sleep more. {I wished the noise outside stopped soon in order to follow a normal class.}" [Also under heading Administration Notes]

5.32/B9/28 Apr/B.III: "{If the noise [of roadworks] won't stop I go creasy [= crazy]....}" [Also under heading Administration Notes]

5.33/B11/28 Apr/B.III: "Today is very good weather.... I feel so good."

5.34/B4/29 Apr/B.III: "I'm really tired."

5.35/B11/29 Apr/B.III: "{... it was very noisy ... outside. I felt sick!... I can't stand any more!!}" [Also under heading Administration Notes]

5.36/CR/30 Apr/B.III: <Feedback from the Easter introductory TEFL training course I gave in Cork – 'brilliant success', 'fantastic'. {Counselling necessary for [B4], in tears because her Interim Progress Report said she was making progress when she felt she was not. Regret there is no other suitable class to which she can be sent.} I think the class is going very well indeed. Progress Reports are very good. Very happy with the way things are going, experimentally and pedagogically.> [Also under headings Administration Notes, Counselling and Consultation]

5.37/B1/30 Apr/B.III: "I've problems in improving my English because sometimes I find it difficult to motivated myself."

5.38/B3/30 Apr/B.III: "{Today, I finished the class very happy after knowing my progress on written work. This is very encouraged for me, because now I am seeing my improvement}" [Also under heading DODL Elements]

5.39/B4/30 Apr/B.III: "[Continued from heading Class Diary] The Easter holiday was a complete disastre for me because I spoke a lot of Spanish. This fact has been reflected not only in my work in class, but also in my homeworks. I have to say that I'm ashamed. In addition, this change of weather has made me feel asleep and I have problems with my eyes because of allergy. I can observe how my work is getting worst and I feel that I can do nothing for it. What a pity! Instead of going up, I'm going down. I have to wake up! I have to do something to change this situation!... I'm afraid because I don't know I'll pass the exam or not; and believe me, I'm not joking. About the work report I have to say that although it's a good idea, I don't agree with it at all, (at least in my case). Maybe because the remarks on general progress are from the work before the Easter holiday. Moreover, I'm not getting very well on with the rest of the class. I don't know why, but I'm distancing from the rest (of the class) and I don't even talk to some of them. I'm really stunned."

5.40/B11/30 Apr/B.III: "Today, [CR] explained 'Inter[i]m Progress Report on Writting'. I understood how terrible my writing is. Well, but it is better than before. But, I don't like to hear to much that it is very difficult to study English for Japanise. I know that, but —"

5.41/B9/1 May/B.III: "{I wanted to go to Powerscourt, with [B4] to see the waterfalls} but as usual [B4] changed her mind. I really have enough from all my friends in Ireland they aren't reliable." [Also under heading Out-Class Environment]

5.42/B11/1 May/B.III: "Sometimes rain with sunshine and cold wind – I feel sick (as usual – !?)"

5.43/B4/4 May/B.III: "Why do you always ask me the meaning of the words? I'd like to know it.... I don't like to explain them if I'm not 100% sure of them, and you know I'm not the kind of person who is 100% sure of anything. Have you ever wondered what are you doing in this world, why do you think, and so on (and on and on). Metaphorically speaking I'd say that I'm the personified doubt."

5.44/CR/5 May/B.III: <{While the class is conditioned to expect an exceptionally high level of homework setting and marking, the increased student numbers have put a strain on the schedules. I cannot realistically prepare [myself] for an examination, keep up with studies, maintain the research records, and fulfill other administration and lecturing responsibilities, while 'co-ordinating'

(teaching, supervising, counselling, correcting work, etc.) for four hours a day and correcting for another three. Getting into a very bad psychological state: depressed, exhausted, mind foggy, not at all well.}> [Also under headings Administration Notes, Setwork]

5.45/B8/5 May/B.III: "My holidays in Spain have been lovely."

5.46/CR/6 May/B.III: <[B4] not happy – chatted and suggested taking up music in Ireland. Later she broke down in tears. Important she understands she is a valued person, not just a student cypher. My deep depression of yesterday seems to be passing.>

5.47/B4/6 May/B.III: "This is not a very good week for me. Several external causes such as no phone calls from my parents, become distant of my friends in Ireland (and) feel alone; in addition to my results in the class and realise that I'm getting worst, has made me ~~break~~ broken down and feel really insecure. Losing my pass ticket was the limit.... I'm going to sleep now before continuing with my problems because you must be fed up with them."

5.48/B4/7 May/B.III: "I'll have to go to the doctor again because I have still problems with my eyes."

5.49/B12/7 May/B.III: "I was not in a very good mood today and very glad when the lessons were finished."

5.50/B4/8 May/B.III: "I wish you got [= hope you get] better soon."

5.51/B8/8 May/B.III: "I couldnt do anything because the paintooth [= toothache] was very bad."

5.52/CR/11 May/B.III: <{Feeling a lack of 'contact-hours' with the students – the important 'magic' of rapport is somehow missing. Will lose almost a week with them while I'm taking [an examination].... New girl [B10] seems to be integrating well. [B13] not looking as she was – her work standard has declined and she is definitely under some kind of out-class pressure or strain. [B4] showing first signs of rapport with other students in a workteam – must arrange to get her back with that group. Despite the Diary evidence of impatience with the teacher's problems, [B9] is behaving normally in class. Counselling with [B6] – very under-confident, has discipline (mainly Spanglish 'translation') problem in his work. Big improvement in level of [B1].}> [Also under headings Counselling and Consultation, Administration Notes]

5.53/B4/11 May/B.III: "Last Monday I decided that better than crying was laughing (and take it easy) and I tried to kept smiling, but ... in class you broke my intentions ('Lets ask [B4], who is smiling —')"

5.54/CR/12 May/B.III: <{Long counselling session with [B13]: other people bring their personal problems to her and she is finding it hard to cope at the moment. Close eye on [B4]: now smiling, relating well, able to take things easier, much better relationships.... Very bad sinus trouble.}> [Also under headings Counselling and Consultation, Administration Notes]

5.55/B13/12 May/B.III: "This afternoon my friend whom you know has past the first part of her depression, and I hope she will have recovered by the end of the week. I think you would like to know it. I thank you for worr[y]ing about our problems in spite of our little discussions [= arguments?] sometimes."

5.56/B4/13 May/B.III: "I've been thinking about the time I've been here. Nearly eight months have passed and still I have no evidences of improvement neither in my [way] of behaving nor in my english. There is nearly a month for the exam and I'm starting to worry {I think that the class has been more comunicative and pleasant but not at all for me. The lecture [= instruction leaflet?] about first-aid has reminded me a bad time (experience).}" [Also under heading DODL Elements]

5.57/B4/14 May/B.III: "I'm really looking forward to the weekend. I can't stand any more. I'm fed up with everything and the only thing I want to do is go back to my country.... I'm very pessimistic, maybe because of the weather. I hate this disgusting weather! {You must be fed up with me and my dairies, aren't you? If I were you, I would.}" [Also under heading Class Diary]

5.58/B11/14 May/B.III: "... my parents came to Ireland.... I haven't seen them for a year."

5.59/B12/14 May/B.III: "I had headache and felt completely sick. I suppose I also had temperature.... I think in the last few days I got a bit depressed and therefore the first time a little bit homesick, so far I was always happy here."

5.60/B11/15 May/B.III: "It's nice to stay with parents for three or four days. However, no more. I am tired, tired, and tired."

6.1/B8/19 Mar/B.III: "Thanks a lot for encouraging me, but the only thing I did it's study. I have to pass the exam, so this it's the moment to work hard."

6.2/CR/23 Mar/B.III: <Long counselling session with [B4]: (a) she needs to develop less dependence on the teacher so that she can carry on her studies outside class (b) her own exploration of the language – together with the other students – is a very valuable part of the learning process, perhaps the most valuable part (c) her constant seeking after 'novelty' is counter-productive if it leads to a fossilised 'interlanguage' without any solid foundation (d) this experience should help her in her desire to become less psychologically dependent on her parents (e) she should continue to complain so that the teacher is aware of the problems, even if not able to solve them. She wants to stay in the class and pass the FCE examination, but is worried: 'Is there any more grammar in English?'">

6.3/B4/24 Mar/B.III: "I felt really bad when you told me that if I continue as I do the best thing will be change [to another institution]. Today has been a very busy day for me."

6.4/CR/1 Apr/B.III: <Counselling interview with [B2], who arrived for the last forty minutes of class.>

6.5/B2/3 Apr/B.III: "I've been a little bit dissappointed with [CR]. He was angry with me because my compositions and also he said to me I was always late.... After we had an interview and we spoke about the problem. Now I'm happy and I know that my real weakness is the writting, so I need to improve, I must do it."

6.6/CR/30 Apr/B.III: <{Counselling necessary for [B4], in tears because her Interim Progress Report said she was making progress when she felt she was not. Regret there is no other suitable class to which she can be sent.}> [Also under headings Wellbeing, Administration Notes]

6.7/CR/5 May/B.III: <Counselling interviews to be held.>

6.8/CR/11 May/B.III: <{Counselling with [B6] – very under-confident, has discipline (mainly Spanglish 'translation') problem in his work.}> [Also under headings Wellbeing, Administration Notes]

6.9/B6/11 May/B.III: "During the Class-library I talked to the teacher about the corrections of my last composition and I got a good fe[e]d-back from that conversation. First of all, the necessity for me to learn by heart complete English idiomatic expressions Secondly, the need for me to avoid using Spanish words just put into English forms. As means for doing so, the teacher suggested the study of phrasal verbs in the language laboratory and the reading of popular press. I fully agreed with that"

6.10/CR/12 May/B.III: <{Long counselling session with [B13]: other people bring their personal problems to her and she is finding it hard to cope at the moment.}> [Also under headings Administration Notes, Wellbeing]

7. *Out-Class Environment B.III*

7.1/B8/20 Mar/B.III: "On Sathurday evening I went out with some friends from [the institution] and on Sunday I went to the cinema."

7.2/B11/23 Mar/B.III: "Now I'm quite busy because, I have to something for food fear [= the Food Fair organised by the institution on behalf of UNICEF]."

7.3/B5/24 Mar/B.III: "{And perhaps I can read some more pages of Samuel Beckett's 'Waiting for Godot'.} Some students and I are going to see the play in the Atrium tomorrow afternoon." [Also under heading Freework]

7.4/B5/26 Mar/B.III: "In the evening I went to [the theatre]."

7.5/B1/27 Mar/B.III: "I rend [= rented] a bed-sit I'm so happy to live alone"

7.6/B3/27 Mar/B.III: "{Today ... only we have been studying individually [for two hours].} After that we went to prepare the FOOD FAIR [organised by the institution on behalf of UNICEF]. I think this has been a very good experience because we have had to coordinate ourselves and to do many things together and this is very good for the relationship between us and for a good ambient in the [institution]. I have enjoyed very much." [Also under heading Library]

7.7/B2/2 Apr/B.III: "After the classes we went to [a snackbar] to have our lunch and to have great fun.} After I will finish my homework I will meet with the Spanish and Mexican people." [Also under heading Wellbeing]

7.8/B11/2 Apr/B.III: "Today ... my [host] family asked me to clean the bath room After the guest had left, mounts of washing up was waiting me. OH – ! I want to live in a flat alone!! Now, I think it is very difficult to live with a family long time (it is not only because washing up.)"

7.9/B2/6 Apr/B.III: "Later I went with my friends to have lunch to a cheap restaurant. We had a great fun."

7.10/B2/7 Apr/B.III: "In the afternoon I have come to home early because I liked to do my homework and, after, go back to the center to meet some friends and go to any pub to have a drink."

7.11/B11/8 Apr/B.III: "I have a only few chance to talk with Irish people."

EASTER HOLIDAYS

7.12/B2/30 Apr/B.III: "After class I went to the cinema"

7.13/B2/1 May/B.III: "{We didn't do anything very exciting.} I expect that after school I'll find something interesting to do like go to the cinema or something like that." [Also under heading DODL Elements]

7.14/B7/1 May/B.III: "{Before I left the [institution] to go to the Giant's Causeway Coast in Northern Ireland I exercised me in the violet book.}" [Also under headings Library, Peer Support]

7.15/B9/1 May/B.III: "{I wanted to go to Powerscourt, with [B4] to see the waterfalls}" [Also under heading Wellbeing]

7.16/B12/1 May/B.III: "For once we spent the evening in a disco-pub although we normally go to a pub with Irish music."

7.17/B2/4 May/B.III: "I didn't do anything really exciting"

7.18/B12/5 May/B.III: "... we spent our lunchtime in Trinity [= Dublin University]. There we met two Irish students and had the possibility to prove our listening comprehension."

7.19/B12/12 May/B.III: "I did my homework. Later I watched TV with my Irish parents [= host family]."

7.20/B8/14 May/B.III: "When I telf [= left] the gymn it was raining very hard."

7.21/B10/14 May/B.III: "This evening I felt like doing something exciting or diferent but – in Ireland there are very few things to do, even to go for a walk isn't a pleasure because the weather is so bad, {so maybe to watch T.V. is one of best things to do.}" [Also under heading Administration Notes]

7.22/B1/15 May/B.III: "I went to the Trinity Ball.... It was very interesting because I could see the behaviour of the Irish in such a circumstance. It's very difficult for me understand why here the people try to be drunk at all costs. To drink a lot is essential to socialise with them"

7.23/B9/15 May/B.III: "It was very relaxing to speak German."

8. *Peer Support B.III*

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- 8.1/B3/16 Mar/B.III: “{I’ve liked the first part of the work of today because I think now it’s not necessary to correct every exercise, only the exercises which have been more difficult for someone and sometimes the work-team can help us and it’s not necessary to do all together.}” [Also under other headings]
- 8.2/B4/16 Mar/B.III: “{Somethings have changed: ... the new of the class in order to work in work-teams.}” [Also under other headings]
- 8.3/B5/16 Mar/B.III: “Then we worked in teams and prepared some structural conversion exercises.”
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- 8.4/B3/18 Mar/B.III: “In the class of today I think we have had a lot of work: individual or in teams and very little work together.”
- 8.5/B6/18 Mar/B.III: “{Speaking, of course, is one of our most important interests in our learning but, I think it has to be integrated in the whole process of communication Therefore, I agreed with the teacher’s opinion that speaking is what we have at hand everywhere if we’re really interested in it and that the work teams would have to be a special opportunity for practising a true communication, in which we could use what we’re learning, correct our mistakes and so on, helping each other....}” [Also under heading DODL Elements]
- 8.6/B7/18 Mar/B.III: “{We started the lessons to correct our homeworks in the book 3 today. The first two exercises I had done at home but not the followed. But there were other students they haven’t done it neither, so we could work together for about a half an hour.}” [Also under headings Programme, DODL Elements]
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- 8.7/B6/19 Mar/B.III: “{... the contribution and participation of the students made the class very interesting.... Then, the Class-library gave me the opportunity to work together with [B5] It was very helpful for me to make her understand a bit better because I took benefit from the explanation as well.}” [Also under headings DODL Elements, Library]
- 8.8/B9/19 Mar/B.III: “In the first lesson we worked in workteams. At the beginning of the course everybody worked for its own but now we work together.”
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- 8.9/B5/20 Mar/B.III: “We did one exercise with comparative forms in team work. I would like to say that our present arrangement of the group is not very useful for me because [B6] is sitting now opposite Nourish [= BH20?] and they are both Spanish students and they are much longer in the course than I. So the normal human reaction is that they prefer to work with each other and appear a little bit as the ‘model students’ to me.... I would prefer to sit either next to [B6] as the arrangement was before or next to [B4] because she is very patient and her knowledge of grammar is very good. It would be very helpful to me because I am confused about that lot of grammar rules anyway.”
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- 8.10/B3/23 Mar/B.III: “In the other two hours I have been working in team about the exercises of book 3. We have worked very well and for this the correction has been very good for me.... I like that the teams change every week because I think it’s very good to work with everybody for helping each other and for knowing more everybody.”
- 8.11/B4/23 Mar/B.III: “I have to congratulate you for the new change of the work-teams. I think that it’s a good idea because it let’s you know all the class better, I was very happy in my [former] group though.”
- 8.12/B5/23 Mar/B.III: “... everybody seemed to be in good spirits. In class our teamwork worked better than on Friday.”
- 8.13/B7/23 Mar/B.III: “{This morning we heard first the dialogue from Unit 4.1 on the tape. After we had to write down in groups what we could remember of the story. This kind of lesson I like because you have to listen carefully and to understand on the same time. That is a good training for us.}” [Also under heading DODL Elements]
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- 8.14/B5/24 Mar/B.III: “This week I work together with [B8] and [B11]. But I think both of them like to work on their own. I liked the way [B6] used to talk about why there was a grammar rule and so on and when he asked: ‘What do you think? – Perrrfect!’ But let’s wait and see —. I wonder why [CR] always changes the teams.”

8.15/B6/24 Mar/B.III: "{During the Class-library we did support-teams.... The attempt with my new team-mates was positive.}" [Also under heading Library]

8.16/B3/30 Mar/B.III: "Today, in the class I have worked very well. The work in team is very good because you become more lively when you see how the other people work. Besides sometimes we learn more when other student explains us something."

8.17/B4/30 Mar/B.III: "Today the class has been very bored [= boring?]. Someone from the group-team hasn't done any homework and we have had to do all so slowly that I was really annoying [= annoyed]."

8.18/B3/31 Mar/B.III: "{Today in the class I have been working for three hours in exercises of grammar, because I had to do the exercise for today in work-team}" [Also under heading DODL Elements]

8.19/B6/1 Apr/B.III: "In our team we worked well and the communication among us was very positive."

8.20/B4/9 Apr/B.III: "{I enjoyed a lot the last part of the day in which we had to discuss in groups. I think that it was a good practice and very funny.}" [Also under heading DODL Elements]

8.21/B6/9 Apr/B.III: "{The last activity involving Role-plays was very amusing and interesting because of the spontaneous way we did it. That activity helped a lot ... when I was doing my homework because the situation I had to write about was not any more abstract or strange.}" [Also under heading Setwork]

8.22/B7/9 Apr/B.III: "In the last hour we had different discussions in three groups. We had a lot of fun because the opinions were sometimes far away each from the other."

8.23/B11/9 Apr/B.III: "After we did some discussion. It was so funny that we enjoyed it."

EASTER HOLIDAYS

8.24/B3/29 Apr/B.III: "I think it is important to listen to some dialogues and to make the conversation in teams, although it is difficult for me." [Also under heading DODL Elements]

8.25/B7/29 Apr/B.III: "... there was a new student in our class and I had to explain her our work programme."

8.26/B9/29 Apr/B.III: "Today we got a new student. [CR] asked [B7] and me if we could help her during the class library time. I don't really know how to help her because my grammar isn't the best."

8.27/B6/1 May/B.III: "{As a practice we wrote, working in teams, the plot of Hamlet in a paragraph of about fifty words.} It was an useful exercise, particularly for the attention we had to pay to the use of the pronouns. This work was done in the second hour instead of the Class-lab." [Also under heading DODL Elements]

8.28/B7/1 May/B.III: "{During the language laboratory hour [= Class Library hour?] I tried to help [B10] to correct her composition. I hope I didn't dictate her too many mistakes.}" [Also under heading Library]

8.29/B12/1 May/B.III: "This morning we had to write a plot about Shakespear's Hamlet. My schoolmate and I wrote such a funny one that after the first sentence the whole class was laughing."

8.30/B6/4 May/B.III: "In our work team we did a good practice of conversation in how to follow instructions."

8.31/B7/5 May/B.III: "Today our teacher told us that he cannot afford to spend more time in correcting our compositions and resubs.... he asked us to discuss that new situation in groups and to find a solution in favour of teacher and student.... I think we found a good solution for both of us, and finally, I will have more time to read."

8.32/B12/5 May/B.III: "The first lesson we had a discussion about the problem of correcting the immense quantity of homework. In agreement we decided to reduce the written work and to force the reading comprehension. I liked this lesson because we had a real discussion and we had the opportunity to express our opinion."

8.33/B3/6 May/B.III: "{The last hour we have started working in a dialogue, constructing it again after we had read it three times. I like this kind of activities}" [Also under heading DODL Elements]

- 8.34/B6/6 May/B.III: "The reproduction of the dialogue, which we did in the last hour, although useful and very good exercise, made me very tired. So I realise that now I don't have the memory I used to have when I was younger. However, my younger classmates did that activity very well and helped me."
- 8.35/B9/6 May/B.III: "I tried to do exercis[e] Nr 103 with [B7] and [B3] during the class library [= workteams session]. We had to complete a letter and to change the tenses. I thought it was very difficult and so did the others.... {After school I went straight home in order to do my second written homework. Although I read all the articles about [the topic] I couldn't form an opinion about it. So I am going to ask the others about their opinions tomorrow. I hope after that I'll have enough informations to write a composition.}" [Also under heading Setwork]
- 8.36/B3/7 May/B.III: "{The activity of the speech has been very interesting.} It is a very good exercise for speaking and writting, because we have to work together and discuss in order to do something in team not individually. I am working very well in this team and this kind of works are very useful. {Moreover, when you see the mistakes of the other teams, you realise that you have the same or similar mistakes and you learn more than when you only know your own mistakes.}" [Also under heading DODL Elements]
- 8.37/B4/7 May/B.III: "I'm very happy in my workteam, [B11] is so friendly and [B1] is so funny, that they have cheered me up. It's a pity that we'll not be all together again."
- 8.38/B6/7 May/B.III: "Our team worked well."
- 8.39/B7/7 May/B.III: "Today we had to work in groups because the electricity line was cut during the language laboratory hour and so we couldn't use it.... we had to write a speech [of thanks]. I like this kind of teamwork because so you have the possibility to exchange your opinions and to discuss which is the best solution. We had a lot of fun in our group and you can get to know better the students in the class."
- 8.40/B10/7 May/B.III: "We have been working in different teams doing speeches. I think it's interesting because each one can help and give new ideas to each others. the last hour we had a dialogue and happened that my group was the lowest group. maybe the next day will be the best."
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- 8.41/B3/11 May/B.III: "... I've liked the workteam very much. We have been discussing many things. It has been very interesting because we have talked about the different situations of every country in these themes"
- 8.42/B6/11 May/B.III: "It was a good thing to have ... the work teams and have done conversation practice."
- 8.43/B7/11 May/B.III: "I was in a group of two other students who were each from another country. It was rather interesting to discuss with them, because each of us was grown up in another ... system."
- 8.44/B10/11 May/B.III: "... we worked in teams and discussed [a topic], that's an interesting issue and I think it would be interesting for all of us to do it more often."
- 8.45/B12/11 May/B.III: "{The first lesson we had grammar as usual but after that we were discussing [in workteams] and continued our discussion [in open-forum] even in the third lesson. I liked these lessons very much. I[t] was really very interesting.}" [Also under heading DODL Elements]
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- 8.46/B2/12 May/B.III: "{The last section of the class was really funny but useful. We had to discuss about the 'zodiac signs'} and see if we agreed with the things the[y] said about each one sign. Also we filled up an easy test and we had to checked who in the class was more similar to each one; so everybody was walking around the class asking to other people which were their answers." [Also under heading DODL Elements]
- 8.47/B3/12 May/B.III: "The activity with the red book has been very funny and I think it has been very important for a very good relationship among all of us. {I have liked the proposal about to have an hour less for individual work I think we need more time for work teams and it will be useful to have this kind of work every day.}" [Also under heading Programme]
- 8.48/B4/12 May/B.III: "{I think that it's really a good idea to change the timetable of the class, but I don't agree with the people who think that work teams are the best thing in the class. It's only good if you get on well with the people of/from your same work team.}" [Also under heading Programme]
- 8.49/B6/12 May/B.III: "{I think it's right the proposal for reducing the authonomy periods. In this way we will have the opportunity for more communication and more activities in our work teams. In addition the teacher will feel more integrated with the students as he expressed.... It's true that a lot of activities on book 1 are amusing and helpful for the class to have more communication. The experience of our last hour this morning showed it.}" [Also under headings DODL Elements, Programme, Materials and Equipment]

- 8.50/B7/12 May/B.III: "Today we had to complete a questionnaire about our reaction in different circumstances we had to compare our answers with all the students in the class and to make out with whom we go well together in counting the same answers you had with each student."
- 8.51/B9/12 May/B.III: "Today we talked about our astrological sign. Every characteristic of an aquarius applies to me.... My boyfriend is a Leo and my best friend is an aquarius."
- 8.52/B11/12 May/B.III: "End of the class we had little amusement today. Looking at a horoscope, doing quiz of psychological question, and so on. It was good. I enjoyed them." [Also under heading Materials and Equipment]
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- 8.53/B3/13 May/B.III: "{I prefer when we do more different activities and in different ways: individual, work team, all together, in pairs}" [Also under heading DODL Elements]
- 8.54/B6/13 May/B.III: "It was very useful as well the attempt of telling the story of a family, following the indications given on book 3. I realised that it was much easier to work with another person than to work on my own, especially when there is need of more imagination."
- 8.55/B7/13 May/B.III: "... we had to complete a family story in groups of two students each."
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- 8.56/B6/14 May/B.III: "During the last hour we worked on book 1 The practice about it that we did working in pairs was simple but useful." [Also under heading DODL Elements]
- 8.57/B9/14 May/B.III: "{[B7] and I decided to learn all vokabularies of [a picture dictionary] together. I think that is very good because it force you to learn your vokabularies.}" [Also under heading Library]
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- 8.58/B2/15 May/B.III: "It was really interesting. We had to find our caracteristics that were written down in the book."
- 8.59/B3/15 May/B.III: "The first activity has been in pairs. We had to use the modal verbs to explain why some people had changed their attitudes. I have liked it very much and think that it is a very good method in order to remember when they must be used. The second one has been interesting as well, because we have learnt a lot of vocabulary about different qualities of people. I like when in the activities we have to think of ourselves in order to say which of these characteristics are the most appropriate for us, because I think this is the best way to learn the vocabulary."
- 8.60/B4/15 May/B.III: "The time passes so quickly that I don't realise it. I like it.... we spent more time on practice, talking and so on"
- 8.61/B6/15 May/B.III: "The activity ... was a very interesting one. First of all it was very useful for catching a lot of new, important vocabulary; secondly it helped us to recognise ourselves in the different combinations of adjectives given."
- 8.62/B7/15 May/B.III: "... we had to work in pairs.... to suggest reasons why the attitudes of people changed in using the modal verbs may, might, must, can't [= can't have] and couldn't [= couldn't have]"
- 8.63/B9/15 May/B.III: "Today we talked about the modal Verbs[.] We had to explain why people changed their behaviour."
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9. *Laboratory B.III*

- 9.1/B2/16 Mar/B.III: "... we went again to the Language laboratory. {Well not all the people because some of us staid at the class studying or just revising grammar structures.}" [Also under heading Library]
- 9.2/B3/16 Mar/B.III: "{I've liked the presentation of the programme, I think it's very good to know which units we have to do every week....} I prefer to have language-lab more times, although it's very good the idea that it's optional, because some people don't like it or don't need it very much."
- 9.3/B4/16 Mar/B.III: "Somethings have changed: the alternative between language laboratory and study, which is pretty good for some students}" [Also under other headings]
- 9.4/B5/16 Mar/B.III: "After the break I punished myself again with [an advanced level laboratory course]."
- 9.5/B6/16 Mar/B.III: "In regard to my personal programme at school I'd like to intensify the Class-Lab, which I've found very useful for improving my listening comprehension and pronunciation. However, I feel much more comfortable following a 'step by step' study, like those followed by the drills, than jumping on many different things each time. That's why I've again got [stimulus-response drills] taking into account some suggestions given to me by the teacher last week."
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- 9.6/B6/18 Mar/B.III: "{I've found more relations between our work in class ... and the personal work I'm carrying on: Class-lab-and-Class-library. For instance, the drills of the lab are helping me to do oral

revision of what I've already studied and in the class-library}" [Also under headings DODL Elements, Library]

9.7/B7/18 Mar/B.III: "{Then we could go to the language laboratory or stay in the class and continue to study in the exercise book. I was in the language lab., because I think for me it's very useful to hear English all the time, so my hearing will be trained.}" [Also under other headings]

9.8/B3/19 Mar/B.III: "{In the language-lab today I has been doing some drills about the same grammar that there was in the exercises that we had done before.}" [Also under other headings]

9.9/B4/19 Mar/B.III: "{As you can see, I don't really like neither lenglue lab nor class library.}" [Also under other headings]

9.10/B6/19 Mar/B.III: "During the Class-lab I did a lot of practise on It was a surprise to find the drill about 'would often' instead of 'used to' that we had just study in the class before. Thus the Class-lab is a very good compliment to the other activities."

9.11/B5/23 Mar/B.III: "Today we didn't work in the Language Lab"

9.12/B6/24 Mar/B.III: "At the Laboratory I worked with some drills, such as passives, future perfect continuous, reported statements with imperative patterns, past perfect continuous and simple past."

9.13/B7/24 Mar/B.III: "{After having a little break some of our class went to the language laboratory, the other once [= ones] stayed in the class room and studied for themselves. We had class library in the third lesson.}" [Also under headings Programme, Library]

9.14/B3/25 Mar/B.III: "In the language-lab I've continued with [stimulus-response drills] and now that I've learnt more grammar I think this kind of tapes are very good because they are a lot of different examples."

9.15/B6/25 Mar/B.III: "In the Class-lab I paid more attention to a drill about conditional sentences (type III) and to another one about passive form, including the use of personal subjects with verbs followed by a direct and indirect object. This drill was very important for me and I'd like to complete the understanding asking a further explanation to the teacher."

9.16/B6/26 Mar/B.III: "{The two hours of personal work, both in the lab and in the library were positives and I did not find relevant difficulties.}" [Also under heading Library]

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9.17/B6/28 Apr/B.III: "During the Class-lab I was supposed to start again with the drills ... but I had an informal chat with the teacher on [professional] topics which turned out to be very interesting and made me also happy of having used the time in good conversation practice."

9.18/B3/29 Apr/B.III: "In the following hour I have been in the language-lab"

9.19/B6/29 Apr/B.III: "During the Class-lab I started listening again to the phrasal verbs drills"

9.20/B3/4 May/B.III: "{In the language-lab I have been working with gerunds and infinitives}" [Also under heading Programme]

9.21/B6/4 May/B.III: "In the Class-Lab I listened attentively to one of the dialogues with phrasal verbs that presents some problems for me to understand."

9.22/B7/4 May/B.III: "{During the language laboratory hour I corrected my composition from Thursday last week and in the third hour [= class library period] I started to do the exercises from Unit 14 in the violet book.}" [Also under headings Programme, Library]

9.23/B3/6 May/B.III: "In the language-lab I have been listening to a tape of Gerunds and Infinitives and I think now I understand more than before when I was listening to the same group of tapes."

9.24/B11/6 May/B.III: "In the class I used a Language Lab after a long time."

9.25/B12/6 May/B.III: "In school ... I had to realise that I have a quiet big lack in my grammar knowledge specially in relative clauses. After that I spent one hour in the laboratory to build up my phrasal verbs."

9.26/B2/7 May/B.III: "... we went to the language laboratory"

9.27/B3/11 May/B.III: “{I need more practice in the language-lab and in the class, because when we do these exercises together I realise how the other people do it and this is an incentive to work more in it.}” [Also under heading DODL Elements]

9.28/B3/12 May/B.III: “Today [in the language lab] I have started with a tape of listening comprehension.... This kind of tape is more difficult than the ones [= stimulus-response drills] that you only have to repeat reading the book.”

9.29/B6/12 May/B.III: “{What I’d like to stress more during the period of autonomy we had is the work at the laboratory, because I really need to improve the listening comprehension ability and to devote time to topics such as phrasal verbs}” [Also under headings Programme, DODL Elements]

9.30/B6/13 May/B.III: “During my autonomy [= language laboratory] periods, I firstly went on with phrasal verbs. Although this study is going on slowly, I think it’s helping me a great deal, especially because I have to write down sentences and pieces of dialogues”

9.31/B7/13 May/B.III: “The second hour I spent in listening a tape in the language laboratory”

9.32/B12/13 May/B.III: “{After one hour grammar I went to the laboratory.}” [Also under heading DODL Elements]

9.33/B2/14 May/B.III: “Later we had ‘Language lab’ {and ‘Class library’}” [Also under heading Library]

9.34/B3/14 May/B.III: “In the language-lab I have been listening to a tape of dialogues and I have been trying to write them. I think this is a very good exercise for listening comprehension and for learning vocabulary and expressions because when you write you notice more things than when you only listen or read.”

9.35/B7/14 May/B.III: “{The second hour I was in the language laboratory where I was listening to [stimulus-response drills].}” [Also under heading Programme]

9.36/B6/15 May/B.III: “The first two hours of today’s classes were spent on autonomy study, so I went on working ... on Phrasal Verbs during the Class-Lab. Every thing was all right in both sessions.”

9.37/B7/15 May/B.III: “I went to the language laboratory where I listened to [stimulus-response drills]”

9.38/B9/15 May/B.III: “During the language laboratory time I listened to a dialogue and tried to rewrite it.”

10. *Library B.III*

10.1/B2/16 Mar/B.III: “{... we went again to the Language laboratory.} Well not all the people because some of us staid at the class studying or just revising grammar structures.” [Also under heading Laboratory]

10.2/B4/16 Mar/B.III: “{Somethings have changed: the alternative between language laboratory and study, which is pretty good for some students}” [Also under other headings]

10.3/B5/16 Mar/B.III: “During the class library period I worked with the English Grammar by [author] ... which I really found useful.”

10.4/B6/16 Mar/B.III: “For the Class-library I’ve also decided to The practice that we did in the last hour this morning showed to me that”

10.5/B6/18 Mar/B.III: “{I’ve found more relations between our work in class ... and the personal work I’m carrying on: Class-lab-and-Class-library. For instance, the drills of the lab are helping me to do oral revision of what I’ve already studied and in the class-library}” [Also under headings DODL Elements, Laboratory]

10.6/B7/18 Mar/B.III: “{Then we could go to the language laboratory or stay in the class and continue to study in the exercise book. I was in the language lab., because I think for me it’s very useful to hear English all the time, so my hearing will be trained. After the coffee break we had class library. The exercise book which I use normally was already away so I continued to study in book 3.}” [Also under other headings]

10.7/B4/19 Mar/B.III: “{As you can see, I don’t really like neither lenglue lab nor class library.}” [Also under other headings]

10.8/B6/19 Mar/B.III: “{Then, the Class-library gave me the opportunity to work together with [B5] It was very helpful for me to make her understand a bit better because I took benefit from the explanation as well. Afterwards I went on with grammar points about word building.}” [Also under heading Peer Support]

10.9/B9/19 Mar/B.III: “I used a book ... during the classlibrary time. I had to change the activ into the passiv and I thought it was very easy. In the first week I wasn’t able to do this so that I can see a little progress.”

10.10/B5/23 Mar/B.III: “But we worked in the class library. I had a fight with the Past tenses”

10.11/B6/23 Mar/B.III: “In the Class-library I worked on ‘pronouns and quantifiers’”

10.12/B6/24 Mar/B.III: “{During the Class-library we did support-teams.... The attempt with my new team-mates was positive.}” [Also under heading Peer Support]

10.13/B7/24 Mar/B.III: “{After having a little break some of our class went to the language laboratory, the other once [= ones] stayed in the class room and studied for themselves. We had class library in the third lesson.}” [Also under headings Programme, Laboratory]

10.14/B3/25 Mar/B.III: “In the class library I’ve been working on the prepositions.”

10.15/B6/25 Mar/B.III: “During the Class-library I got an explanation about May + Infinitive or perfect Infinitive as substitute of Perhaps. It was helpful to use the teacher for this kind of revisions. Afterwards I worked on quantifiers trying to precise their use. {In the last hour the check list about the various combinations of tenses for narrative and the way for telling stories were indeed important for doing our compositions.} Afterwards I did revision on them.” [Also under heading DODL Elements]

10.16/B6/26 Mar/B.III: “The two hours of personal work, both in the lab and in the library were positives and I did not find relevant difficulties.”

10.17/B3/27 Mar/B.III: “Today ... only we have been studying individually [for two hours]. {After that we went to prepare the FOOD FAIR [organised by the institution on behalf of UNICEF].}” [Also under heading Out-Class Environment]

10.18/B4/27 Mar/B.III: “Today we have spent two hours on free time study in which I have done Pitman examinations and I have read an article.”

10.19/B6/27 Mar/B.III: “During the two hours we worked [in self-directed mode], I did a Pitman exam and I started to study the text about professions that the teacher gave to us. I found it very interesting for the new vocabulary and for the complete view about each one.”

10.20/B3/31 Mar/B.III: “... and in the class library I have prefered to do some exercises of the Unit 9 because in the afternoon with the composition I have enough work.” [Also under heading DODL Elements]

10.21/B6/1 Apr/B.III: “{During the third [h]our of class I was given back my homework and I received a strong warning because I had been ... using a very ornate, padded style.} For the rest of time I tried to resub my composition but I didn’t finish.... {At home, with more calm, I revised all the corrections made on my previous compositions, I saw the reason for them and now I understand and accept the challenge for the following ones.}” [Also under heading Setwork]

10.22/B7/1 Apr/B.III: “During the class library hour I studied the different tenses, because I saw that I have done a lot of mistakes in my summaries or compositions.”

10.23/B11/3 Apr/B.III: “{We changed the program little bit. That’s good. but we hadn’t enough time for class library I suppose.}” [Also under heading Programme]

10.24/B3/7 Apr/B.III: “{The rhythm of this week is very hard I don’t know if maybe it would be [better? possible?] to have an hour every day for free study.}” [Also under headings DODL Elements, Programme]

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- 10.25/B3/28 Apr/B.III: "Then, in the two other [SDL] hours I have been doing the other exercises for tomorrow"
- 10.26/B6/28 Apr/B.III: "In the class library I used my time doing revisions"
- 10.27/B7/28 Apr/B.III: "Than we had language laboratory or self-study. I took this hour for correcting my mistakes in the compositions which we got back in the morning. It isn't so easy to replace the wrong word or tense, but I think it is very helpful if you have to find it out yourself and afterwards you keep it better in your mind. {The last two hours we spent in reading in book one and class library.}" [Also under heading DODL Elements]
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- 10.28/B2/29 Apr/B.III: "... arrived a new student, a girl called [B10]. During the 'class library' [B7] was helping her to get up to date in Grammar, exercises, and anything we have done up to now in the class."
- 10.29/B3/29 Apr/B.III: "... in the therid [= third] one I have been working in the resub of two compositions."
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- 10.30/B3/1 May/B.III: "In the class library I have been correcting my compositions and doing some resubs that I had to do. I think that this work is very good because we have to ask someone in the class or outside the class or check the dictionary or other books in order to correct our mistakes and I think that this exercise is very useful to remember it."
- 10.31/B6/1 May/B.III: "Looking at the whole week I'd like to add that I was not very happy with my personal work in the Class-Library. I did not concentrate myself in a main topic and so I waisted time.... I didn't plane what to do. I think it'd be useful for me to have a talk with the teacher about it."
- 10.32/B7/1 May/B.III: "{During the language laboratory hour [= Class Library hour?] I tried to help [B10] to correct her composition. I hope I didn't dictate her too many mistakes. Before I left the [institution] to go to the Giant's Causeway Coast in Northern Ireland I exercised me in the violet book.}" [Also under headings Out-Class Environment, Peer Support]
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- 10.33/B3/4 May/B.III: "... and in the class-library I have been doing the exercises of grammar of the unit 14."
- 10.34/B6/4 May/B.III: "In the Class-library I resolved the problem I had last week. I have decided to do careful revision of my grammar basis"
- 10.35/B7/4 May/B.III: "{During the language laboratory hour I corrected my composition from Thursday last week and in the third hour [= class library period] I started to do the exercises from Unit 14 in the violet book.}" [Also under headings Programme, Laboratory]
- 10.36/B9/4 May/B.III: "Today I worked in [an FCE examination practice book] during the class library time. I think the exercises are very useful, but unfortunately it has no key. (as usual). I did the exercises but I don't know if they are correct or wrong."
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- 10.37/B6/5 May/B.III: "During the Class-library I went on studying verbs, focusing on the past tenses."
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- 10.38/B2/7 May/B.III: "... and we also had the class library, when, as usual, a [= I] look after new words in [a picture dictionary] ... to increase my vocabulary."
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- 10.39/B3/8 May/B.III: "... in the class library I have continued studying the same as the other day about conjunctions and li[n]king words. I think it is very useful for me because I am seeing the different cases where they are used and which are their functions."
- 10.40/B6/8 May/B.III: "{... in the Class-library I spent the time following carefully the corrections of our diaries made by the teacher on the board. I have found this work very helpful}" [Also under heading Class Diary]
- 10.41/B7/8 May/B.III: "After the coffee break [during class library time] I started to solve the exercises from Unit 16"
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- 10.42/B6/11 May/B.III: "During the Class-library I talked to the teacher" [Continued under heading Counselling and Consultation]
- 10.43/B10/11 May/B.III: "During the class-library I've ... done some exercices of the purpure [= purple] book."
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- 10.44/B6/13 May/B.III: "Then, in the class-librery I decided to do Grammar revisions on the summaries of Grammar offered on [a coursebook]. I have found them very related with the work we are carrying on at the moment and with the needs and problems I have in the written work."

10.45/B12/13 May/B.III: "The following lesson [= class library session] I studied prepositions"

10.46/B2/14 May/B.III: "{Later we had 'Language lab'} and 'Class library'." [Also under heading Laboratory]

10.47/B3/14 May/B.III: "During the class library I have been doing an exercise about Conjunctions; only I have done one, because we had made so many {mistakes in the daily diary that the teacher has been commenting on for everybody. This kind of comments are very good because we can learn not only with our own mistakes but with the mistakes of the other people as well.}" [Also under heading DODL Elements]

10.48/B6/14 May/B.III: "It's necessary for me to study better the use 'needn't' and to distinguish it from 'mustn't'. The autonomy periods went on normally. I think I spent that time properly. During the Class-library I did revision on 'Modals ...' on book 1. {In addition I paid a lot of attention to all the corrections made by the teacher on the board. I like that help, because I need it as well!}" [Also under heading DODL Elements]

10.49/B7/14 May/B.III: "And the hour after the coffee break I spent in studying [a picture dictionary] which I think is a very useful book." [Also under heading Programme]

10.50/B9/14 May/B.III: "{[B7] and I decided to learn all vocabularies of [a picture dictionary] together. I think that is very good because it force you to learn your vocabularies.}" [Also under heading Peer Support]

10.51/B3/15 May/B.III: "In the class library I wanted to study something of grammar, but I was so tired that I decided to do the exercises for Monday because it was easier for me."

10.52/B6/15 May/B.III: "The first two hours of today's classes were spent on autonomy study, so I went on working on modal verbs, during the class library Every thing was all right in both sessions."

10.53/B7/15 May/B.III: "... and [during class library session] I studied the exercises in [a coursebook]."

11. Projects B.III

[No extracts were taken under this heading]

12. Out-Class Study and Work B.III

12D. Out-Class Daily Diary B.III

12D.1/B5/24 Mar/B.III: "To be honest, I'm not every evening in the mood to write a daily diary —."

12D.2/B11/24 Mar/B.III: "... after food fear [= the Food Fair organised by the institution on behalf of UNICEF] I'll have time to write daily diary, and [her personal task] copy. I hope so." [Also under heading Setwork]

12D.3/B4/25 Mar/B.III: "Yesterday I was amazing [= amazed] when I saw a person who was thinking and writing down notes in order to prepare the daily dairy for today. I think that it's not so important."

12D.4/B1/26 Mar/B.III: "It's midnight and I still have to write my D.D. [= daily diary]."

12D.5/B4/27 Mar/B.III: "{Well, you will not believe me but I'm crying although I don't know why, I'm very weak. I shouldn't have written this dairy. It's too personal and it's not the kind of dairy that you asked for. Sorry about that. I hope not to write any dairy like this any more.}" [Also under heading Wellbeing]

12D.6/B1/1 Apr/B.III: "{I've no enough time because my homework and my Daily Dairy let me exsaust.}" [Also under headings Setwork, Wellbeing]

12D.7/B11/1 Apr/B.III: "I don't know what I can write [in the diary].... I don't like writing them, and I'm sure you don't like reading them too."

12D.8/B1/28 Apr/B.III: "What's always boring are you, my dear Daily Diary. I've nothing against you, but you can't know how boring is to try to write something new every evening. Dear D.D., you are our cross!"

12D.9/B4/30 Apr/B.III: "It's time I wrote a proper daily dairy. I have so many things to say that I don't know where to start." [Continued under heading Wellbeing]

12D.10/B4/5 May/B.III: "Having only two compositions a week we should do better daily dairies.... At least I'll try to do them better."

12D.11/B6/8 May/B.III: "{... in the Class-library I spent the time following carefully the corrections of our diaries made by the teacher on the board. I have found this work very helpful}" [Also under heading Library]

12D.12/B4/11 May/B.III: "I would like to know what to write in the dairy."

12D.13/B4/14 May/B.III: "{You must be fed up with me and my dairies, aren't you? If I were you, I would.}" [Also under heading Wellbeing]

12S. Out-Class Setwork B.III

12S.1/B5/19 Mar/B.III: "I've lots of homework to do {My hands are frozen stiff. This room is as cold as a freezer. Grrr —!}" [Also under heading Wellbeing]

12S.2/B9/19 Mar/B.III: "I went to the [public] library after school to do the [homework] exercises of Unit 2."

12S.3/B2/23 Mar/B.III: "Today I expect to finish my homework early so I will be able to go out with my Irish friends for a while. In addition today we've started the written homework so I'm going to have less time to revise the grammar structures, so have started to work a little bit harder."

12S.4/B11/24 Mar/B.III: "... after food fear [= the Food Fair organised by the institution on behalf of UNICEF] I'll have time to write daily diary, and [her personal task] copy. I hope so." [Also under heading Class Diary]

12S.5/B6/26 Mar/B.III: "{The two hours of personal work, both in the lab and in the library were positives and I did not find relevant difficulties.} Instead, doing my homework at home, it was different. It demanded to me too much time" [Also under headings Library, Laboratory]

12S.6/B11/30 Mar/B.III: "After school I went to a library, but there were so many people there, I couldn't find a table. So, I just sat a chair and I tried to do my home work. But, I couldn't finish."

12S.7/CR/1 Apr/B.III: <Students not keeping up with homeworks.>

12S.8/B1/1 Apr/B.III: "{I've no enough time because my homework and my Daily Dairy let me exhaust.}" [Also under headings Class Diary, Wellbeing]

12S.9/B6/1 Apr/B.III: "During the third [h]our of class I was given back my homework and I received a strong warning because I had been ... using a very ornate, padded style. {For the rest of time I tried to resub my composition but I didn't finish....} At home, with more calm, I revised all the corrections made on my previous compositions, I saw the reason for them and now I understand and accept the challenge for the following ones." [Also under heading Library]

12S.10/B9/6 Apr/B.III: "We have to write a summary of the introduction of [the coursebook]. I think the teacher gave us this homework to remind us that we have to study as well after school to pass the examination."

12S.11/B3/9 Apr/B.III: "{I think the sistem of doing RESUB of our homeworks is very useful to learn what we have done wrong and to be able to do right next time.}" [Also under headings DODL Elements, Programme]

12S.12/B6/9 Apr/B.III: “{The new system of correcting our homeworks is a very positive one even though it demands more time and commitment not only for the teacher, but also for us. It pushes us to do a proper revision of our mistakes and communicate with the [Irish] people we live with.... The last activity involving Role-plays was very amusing and interesting because of the spontaneous way we did it. That activity helped a lot ... when I was doing my homework because the situation I had to write about was not any more abstract or strange.}” [Also under headings Peer Support, Programme]

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12S.13/B1/28 Apr/B.III: “This evening I’ve written the first composition after the Easter Holidays. It’s always heavy to write a fixed composition, but at the end I think we will see its usefulness.”

12S.14/B11/28 Apr/B.III: “But, always, ‘Resub’ ‘Resub’ ‘Resub’.”

12S.15/B1/29 Apr/B.III: “The Spring has come and it’s more and more difficult to spend the whole day studying, shut up at home. Unfortunately I need a long time to write a composition. I always check the English dictionary ... trying not to use my ‘Italish’. However it’s difficult because when I’ve to write about something with a complicated construction I try to simplify it adapting the English construction (structure) to the Italian one, as I’m doing now!”

12S.16/B6/29 Apr/B.III: “Today I worked outside class in the resubs I had to give. This work demands time but I find it extremely helpful for improving my weak points in the writing.”

12S.17/B6/30 Apr/B.III: “The homework took me a lot of time, but it was worth my effort on it because that practice of summarising conversations, with the use of reported speech involves many topics and, in especial way, it demens [= demands] great attention to the logic and the order of the events.”

12S.18/B7/30 Apr/B.III: “{These kind of [Progress] reports are psychological very good because you can finally see the result of all your efforts you have made the last two months and you are more motivated to do your homework for the next two months.}” [Also under headings Programme, DODL Elements]

12S.19/B10/30 Apr/B.III: “I think it’s a good thing to have to study [by] myself the unit that next day it will be explained in class. It makes you to do an effort harder than if the first time that you listen that.”

12S.20/B1/1 May/B.III: “{It always takes too much time to write my daily composition. At the end of the week I’m very exhausted. At present I need to read newspaper or books to improve and extend my English vocabulary, but usually in the evening I’m very tired and I’ve no wish to read something else in English.}” [Also under heading Freework]

12S.21/B6/1 May/B.III: “I had to do resub of all the homeworks.... it’s very useful for me. Certainly I accept that I need more discipline as I was told by the teacher. What I realise, doing a bit of composition with my classmates, is that I’m more complicated and that I spent a lot of time on creating problems for me, when it is possible to be simpler”

12S.22/B1/4 May/B.III: “... homework are useful.”

12S.23/B4/4 May/B.III: “I didn’t get my homework from Friday and I would like to (if you don’t mind).”

12S.24/B13/4 May/B.III: “... my first day since I left this class [= back in this class].... It was the first time I didn’t got tired or bored of doing it [= the homework] despite of my little illness.”

12S.25/CR/5 May/B.III: <While the class is conditioned to expect an exceptionally high level of homework setting and marking, the increased student numbers have put a strain on the schedules.... Explained the time-constraints for correcting homeworks, and discussed students’ suggestions: revert to word-by-word essay correcting and drop the resubs, have an assistant teacher, drop the Diaries. I proposed that they be given the homework schedules a week in advance, and the homework should be reduced to two (meticulous) written works and two reading comprehension MCIs [multiple choice items] per week. If they scheduled the work carefully they could have Fridays free of homework. [B6] said he was exhausted by the weekends; the others preferred to spread the homework over Friday evening and the weekend. They seemed happy with the new arrangement.> [Also under headings Wellbeing, Administration Notes]

12S.26/B1/5 May/B.III: “{Today we’ve [illegible = decided?] to change our homework sistem. In my opinion it’s good; now we can dedicate more time to read newspapers or books and to socialize with the natives....} In my opinion a good written English is strictly correlated with a critical reading in

English. Anyway, concerning the new homework system my opinion is positive, but of course we can have a clear idea (right opinion) only after a period of practical [e]valuation.” [Also under heading Programme]

12S.27/B3/5 May/B.III: “{The conversation of today about the written homework has been useful because we have been talking for a long time I have liked the solution very much because I need more practice in reading and speaking and if I have to do a composition every day I don’t have time for that.}” [Also under other headings]

12S.28/B4/5 May/B.III: “{New changes in the class; the homeworks have been reduced. If you want my opinion I don’t like it. It’s not the right time for relaxing. We should work harder when there is nearly a month for the exam. I have more time to think and I know it’s not good for me.}” [Also under heading Programme]

12S.29/B6/5 May/B.III: “... I feel happy with that decision because the written work has been taking most of my time and energies, leaving no free, enough room for reading and doing revision on the programme, which are very important at this stage of the course. So I agree completely with the new schedule of homework and at the same time I hope I can get advantage from the new possibilities offered.” [Also under heading Programme]

12S.30/B9/5 May/B.III: “Today [CR] told us that he wouldn’t be able to correct our homework every day.... After a discussion we decided that we’ll have less written homework I think it’s very good for some students who spend an awful long time at their studies. (I myself would prefer to do more [= more homework? more work?] for my examination).”

12S.31/B10/5 May/B.III: “Today we have discussed about a problem that has appeared. there are too many people to correct all homework So we discussed in different teams about which would be the better solution. At the end, the solution has been given from [CR] I think it’s a good idea because after to do all homework you don’t feel like reading newspaper and so on.”

12S.32/B11/5 May/B.III: “Today, in the class we discussed about our work, and your work. I understood that situation, and I accept the new system of our homework. However my composition is still awful as you know. To tell the truth I still want to write a composition every day.”

12S.33/B6/6 May/B.III: “{Now that the written work [= written homework] has been more balanced, I have the opportunity to devote more time to do properly the previous attempt for all the grammar exercises we are asked each day. So, when we do the correction of them with the teacher I can get more benefit from all the explanations the teacher does.}” [Also under heading DODL Elements]

12S.34/B9/6 May/B.III: “{After school I went straight home in order to do my second written homework. Although I read all the articles about [the topic] I couldn’t form an opinion about it. So I am going to ask the others about their opinions tomorrow. I hope after that I’ll have enough informations to write a composition.}” [Also under heading Peer Support]

12S.35/B4/7 May/B.III: “With the new sort of homeworks I’ll have to plan the distribution of them during the week”

12S.36/B3/8 May/B.III: “At the weekend I have been finishing the Reading work for this week and doing the exercises of grammar.”

12S.37/B4/12 May/B.III: “As you must have realised I have big problems with the resubs. I’m really fed up with them but I can’t get rid of them. Imagine [= would you believe] that I still have resubs from one month ago.”

12S.38/B2/14 May/B.III: “After an hour I came back home and I did my essay.”

12S.39/B4/14 May/B.III: “I have problems with the resubs; I cannot find the solutions.”

12F. Out-Class Freework B.III

12F.1/B5/16 Mar/B.III: “In the afternoon I tried to study in a library in Henry Street but I had to wait half an hour for a box for my bag because it’s not allowed to take the bag with you into the library.”

12F.2/B6/16 Mar/B.III: “{The practice that we did in the last hour this morning showed to me that} During the afternoon and evening at home I carried on with In addition I did some revision I’d

like to intensify the periods of study and to give more variety to the activities I do for my own.”
[Also under heading DODL Elements]

12F.3/B2/18 Mar/B.III: “This evening I’m not going out because I must study and revise all the grammar structures”

12F.4/B6/18 Mar/B.III: “... at home I spent some time in conversation and afterwards I carried on with the exercises on book 3.”

12F.5/B8/18 Mar/B.III: “I went to the Library to study. I prefer to go because if I am at home I don’t do anything.”

12F.6/B5/19 Mar/B.III: “This morning I bought a new magazine ... which I didn’t know until now. It’s about all sorts of things, politics, nightlife, books and of course the arts. There are some interesting reviews in it about two plays I have seen recently”

12F.7/B8/19 Mar/B.III: “Tomorrow [a close friend] and her boyfriend are going to Galway. They’ll be there about 3 or 4 days, for this cause I have enough time to study.”

12F.8/B6/20 Mar/B.III: “However, for the time at home I have to intensify a bit more my commitment.”

12F.9/B6/23 Mar/B.III: “During the afternoon at home I wrote down different exercises on book 3, studying the answers previously given by the teacher. In addition I did revision on How to write a letter so that the homework could be done easierly.”

12F.10/B9/23 Mar/B.III: “I should study every day for three hours but I’m too lazy at the moment.... Then I went home and asked [name] to dictate me a text. I made some mistakes but I hope I’ll do no mistakes after a while.”

12F.11/B5/24 Mar/B.III: “Now I’ll try to do some more grammar exercises. And perhaps I can read some more pages of Samuel Beckett’s ‘Waiting for Godot’. {Some students and I are going to see the play in the Atrium tomorrow afternoon.}” [Also under heading Out-Class Environment]

12F.12/B5/25 Mar/B.III: “{We finished the grammar exercises we had to do for this week. but I think I have to repeat them carefully at home.}” [Also under heading DODL Elements]

12F.13/B6/25 Mar/B.III: “At home, apart from the time dedicated to the homework, which was enough, I gave also time to watch an interesting programme on TV about Philipines.”

12F.14/B6/27 Mar/B.III: “During the afternoon I did some practise of reading aloud and dictation, helped by an Irishman at home. The week we finished was really full and I increased my pace [= pace] of personal work.”

12F.15/B6/30 Mar/B.III: “{Particularly it was useful to study again defining and non-defining clauses and passive forms. Since I had not preview some of those exercises I missed a lot of when the teacher gave the answers.} But in the afternoon I did a revision on it and so I was able to understand it better.... At home I studied I did revision on ... and started previewing” [Also under heading DODL Elements]

12F.16/B6/2 Apr/B.III: “{At home I spent quite enough time to study and understand Unit 9 on book 1 in order to do properly the letter we were supposed to write about one of the topics picked from the list of those we worked out during the last class this morning.}”[Also under heading DODL Elements]

12F.17/B4/8 Apr/B.III: “{I think that the next week I’ll review the basic grammar to settle it.}” [Also under heading DODL Elements]

EASTER HOLIDAYS

12F.18/B1/27 Apr/B.III: “The Easter course was not very interesting as the teacher had not a good method of teaching.... However I had the opportunity to speak and improve, I hope, my listening comprehension. These holidays I spent a long time with my Irish friends and I tried to speak English with my Italian friends too. I had time to read something and also to listen to the radio, usually I’ve no time or I am too tired to spend time in this way. But it is very important to improve English.”

12F.19/B9/29 Apr/B.III: "I started to read 'Lord of the Flies'"

12F.20/B9/30 Apr/B.III: "In the evening I read the second chapter in the book Lord of the Flies."

12F.21/B1/1 May/B.III: "{It always takes too much time to write my daily composition. At the end of the week I'm very exhausted. At present I need to read newspaper or books to improve and extend my English vocabulary, but usually in the evening I'm very tired and I've no wish to read something else in English.}" [Also under heading Setwork]

12F.22/B9/4 May/B.III: "I finished the book 'Lord of the Flies', it was very good."

12F.23/B12/5 May/B.III: "I ... read some fairy tales before I went to bed."

12F.24/B9/6 May/B.III: "I started to read the book 'A Portrait of the Artist as a Young Man' written by James Joyce. [B5] recommended that I should read this book because she thought it was very good."

12F.25/B13/6 May/B.III: "... I have spent most of the time reading the newspaper and pages of the book in order to write tomorrow the essay about [the topic]."

12F.26/B8/8 May/B.III: "I have been reading some new[s]papers."

12F.27/B1/11 May/B.III: "I spent the whole afternoon reading 'News week'; it's very interesting to read newspapers or magazines because there are a lot of very common words and particular frases that you have to know. You can't learn all that at school."

12F.28/B13/11 May/B.III: "Since I would like to pass this examination I'm doing my best: reading, writing, and so on.... I have done my own plan to study at home, dividing the days in a different way according to my necessities of every stage of the skills, because I think everyone has different needs, so I couldn't study with the same method like other people."

12F.29/B1/12 May/B.III: "I spent the whole evening at home, studying."

Notae

13. *Unclassified Entries B.III*

13.1/B9/29 Apr/B.III: "I always have difficulties to read our teachers handwriting and I wish he would write more clearly."

13.2/B10/29 Apr/B.III: "I arrived at my new class at 11.00.... I think that one of the more different things in this class, will be, for me, to work harder."

13.3/B9/5 May/B.III: "Today [CR] told us that he wouldn't be able to correct our homework every day.... The poor man is totally overworked, but I think that's his own fault. Everyone who becomes a teacher knows quite well that when his class finishes he hasn't completed his work. I can't do anything about our teacher having to go to University in the evening and also giving [teacher training] lectures. I wish our teacher would stop moaning about his work."

13.4/B13/11 May/B.III: "I'm trying to catch up the rest of my classmates, but I have the feeling that there is something in the atmosphere in the class, that I haven't found out yet."

13.5/B8/13 May/B.III: "When I felt [= left] the [institution] I went to the gymn. There is something that I can't undertand. Some Irish women who always are using the sun-bed. It's really funny because they think that they are getting brown, but if you see their body, it is the white and white. My friend, [name] is working at Spanish collage. She is given classes of typing and shorthand. She is very luckily because she is getting all that she decided to do. I wish I could do this some day."

13.6/B9/13 May/B.III: "This morning ... [I] couldn't buy the Irish Times.... We talked about first-aid At home I started to write my composition"

13.7/B4/15 May/B.III: "... but please don't make me the first point of attention any more, I hate it. I don't like to say what I am like to the rest of the class, although I don't mind if you know it. In my opinion it's a good idea for a teacher to know about his students in order to know why they act in such a way."

14. Administration Notes B.III

14.1/CR/16 Mar/B.III: <Counselling [B4], still undecided about staying in this class. Asked by [B13] (now in another class) if I could correct her work; told her that it would be more appropriate for her to approach her new teacher. A possibility that she will come back. Not sure about the new organisation of the class. Workteams to sit together.>

14.2/B2/16 Mar/B.III: "{Today I didn't go to my afternoon because I was really tired and sleepy. In addition, I could say that the afternoon classes are really boring, and in my point of view there aren't very useful.}" [Also under heading Wellbeing]

14.3/CR/20 Mar/B.III: <Very busy week. Things appear to be going reasonably well, although not sure about [B7].>

14.4/B9/26 Mar/B.III: "It was very loud in our school today because of the road works. I will go creasy if the noise doesn't stop soon."

14.5/CR/30 Mar/B.III: <[B5] goes to Germany for six weeks.>

14.6/CR/7 Apr/B.III: <Naturally, the best students are not taking the Pitman Exams, while the lowest levels are.>

EASTER HOLIDAYS

14.7/CR/27 Apr/B.III: <The first day after the Easter Holiday.>

14.8/B11/27 Apr/B.III: "{By the way the noise of the outside is terrible!! I can't s[t]and any more. I like noise, but it is too much. I feel sick.}" [Also under heading Wellbeing]

14.9/B2/28 Apr/B.III: "{We have been practising dialogues: reading and listening. The noise outside was so loudy that we had to move to the language laboratory, wich is more peaceful.}" [Also under heading DODL Elements]

14.10/B4/28 Apr/B.III: "{I wished the noise outside stopped soon in order to follow a normal class.}" [Also under headings DODL Elements, Wellbeing]

14.11/B9/28 Apr/B.III: "{If the noise [of roadworks] won't stop I go creasy [= crazy]....}" [Also under heading Wellbeing]

14.12/CR/29 Apr/B.III: <[B10] back again – has very bad reputation, passed through the hands of 5 teachers, none of whom want to see her again, and one of whom ([‘Z’]) refused to take her. Apparently she is constantly bored, makes no effort, and transmits bad vibrations to the other students, destroying the class atmosphere. Necessary to keep careful eye on her progress and on relationships with other students. She is not taking the FCE exam so can stay on a temporary basis.>

14.13/B11/29 Apr/B.III: "{... it was very noisy ... outside. I felt sick!... I can't stand any more!!}" [Also under heading Wellbeing]

14.14/CR/30 Apr/B.III: <{Counselling necessary for [B4], in tears because her Interim Progress Report said she was making progress when she felt she was not. Regret there is no other suitable class to which she can be sent. I think the class is going very well indeed. Progress Reports are very good. Very happy with the way things are going, experimentally and pedagogically.} [B12], another student from [‘Z’], has had to adapt – her ‘minder’ is [B6]. Jackhammer in the street outside all day making teaching/learning extremely difficult.> [Also under headings Wellbeing, Counselling and Consultation]

14.15/CR/5 May/B.III: <Reorganised workteams into three groups of four, with a 'facilitator' moving from team to team. Homework problem. {While the class is conditioned to expect an exceptionally high level of homework setting and marking, the increased student numbers have put a strain on the schedules. I cannot realistically prepare for an examination, keep up with studies, maintain the research records, and fulfill other administration and lecturing responsibilities, while 'co-ordinating' (teaching, supervising, counselling, correcting work, etc.) for four hours a day and correcting for another three. Getting into a very bad psychological state: depressed, exhausted, mind foggy, not at all well.} Explained the time-constraints for correcting homeworks, and discussed students' suggestions: revert to word-by-word essay correcting and drop the resubs, have an assistant teacher, drop the Diaries. I proposed that they be given the homework schedules a week in advance, and the homework should be reduced to two (meticulous) written works and two reading comprehension MCIs [multiple choice items] per week. If they scheduled the work carefully they could have Fridays free of homework. [B6] said he was exhausted by the weekends; the others preferred to spread the homework over Friday evening and the weekend. They seemed happy with the new arrangement. Warned them that once the teacher takes the pressure off the natural tendency is for students to do the same – they could not afford to do this. Relieved that they are all very happy.> [Also under headings Setwork, Wellbeing]

14.16/B7/6 May/B.III: "Today I was listening to the tape from F1, which our teacher gave us about a month ago. It's incredible the different it makes if you hear the dialogues with or without noise on the tape.... I think it would be a good exercise if we used the tape with noise as well during our class hours so we will get used to hear it."

14.17/CR/11 May/B.III: <{Feeling a lack of 'contact-hours' with the students – the important 'magic' of rapport is somehow missing. Will lose almost a week with them while I'm taking [an examination]}. In addition to the vital issue of rapport, the students will need more direct plenary guidance coming up to exams. Will propose for their consideration therefore that we reduce full SDL [= ISDL] component to one hour per day: to increase teacher-student interaction, to enable more variety in the ODL component, to introduce other materials to supplement the coursebooks, to enable more practices in listening comprehension and other things they are in need of, to increase workteam [DSDL] sessions, to give time for mock exam practices. 'End-of-course' questionnaires must be administered and interviews conducted while the half-and-half MIDL programme is still uppermost in their minds. Important: students must approve changes. {New girl [B10] seems to be integrating well. [B13] not looking as she was – her work standard has declined and she is definitely under some kind of out-class pressure or strain. [B4] showing first signs of rapport with other students in a workteam – must arrange to get her back with that group. Despite the Diary evidence of impatience with the teacher's problems, [B9] is behaving normally in class. Counselling with [B6] – very under-confident, has discipline (mainly Spanglish 'translation') problem in his work. Big improvement in level of [B1].}> [Also under headings Counselling and Consultation, Wellbeing]

14.18/CR/12 May/B.III: <{Long counselling session with [B13]: other people bring their personal problems to her and she is finding it hard to cope at the moment. Close eye on [B4]: now smiling, relating well, able to take things easier, much better relationships. Proposal to reduce the strictly [I]SDL component was accepted unanimously, with some 50% strongly in favour. Very important to build up class rapport, in addition to pedagogical issues. Very bad sinus trouble.}> [Also under other headings]

14.19/B10/14 May/B.III: "{The class had been interesting so maybe to watch T.V. is one of best things to do.}"

APPENDIX D-B IV

CATEGORISED DIARY EXTRACTS: COURSE B STAGE IV (18 MAY - 12 JUNE)

NOTES

All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol ‘//’; no other changes have been made to punctuation. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. Text falling appropriately under more than one heading is shown within brace brackets. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets.

Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student’s attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for this stage are chronologically ordered within categories of the course components for Other-Directed Learning (ODL), Affective Dimension Factors (ADF), and Self-Directed Learning (SDL):

<u>ODL Components</u>	<u>ADF Components</u>	<u>SDL Components</u>
1. Programme	5. Wellbeing	8. Peer Support
2. Materials and Equipment	6. Counselling Consultation	9. Laboratory
3. Composition of Class	7. Outclass Environment	10. Library
4. DODL Elements		11. Projects
		(Outclass elements)
		12D. Class Diary
		12S. Setwork
		12F. Freework

I. Programme B.IV

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- 1.1/CR/19 May/B.IV: <{Enough time for only two interviews. [B8] somewhat negative, [B4] very negative: says the course has depressed her and she hasn't learnt anything at all. It isn't necessary for this to be so, merely that she feels it to be so In research terms her data will offer a valuable balance to the students who are easier to please.}> [Also under headings Wellbeing, Administration Notes]
- 1.2/B4/19 May/B.IV: "Today we have started with the new distribution of the hours of the class. The reduction of the free study period has been very good for me, because I think that I was beginning to waste the time."
- 1.3/B6/19 May/B.IV: "Today I had the interview with the teacher and I expressed my satisfaction.... In addition I extended my opinion about the lack of time for reading and personal revision.... one reason for that was the strong priority the course gave to the written work, which at certain stages of the course took all the time available for students to work outside classes. On the other hand, as I see, the written work is the 'key' for the exam, and the teacher had to work on the basis of our reality, which for most of us was the weak and problematic point.... {on the basis of my own progress, I'd like to say that I'm really happy and grateful for the invaluable help I have received by the course and the teacher. The fact that I have been pushed in my weak point, writing, has been very helpful for me to improve my ability of speaking as well.} I know myself, I have not a very logical mind in my language either, so this work has been enormous important thanks to the sometimes 'terrible pressure' of the teacher I feel the desire of expressing myself by writing in a language which I have already started to appreciate and discover." [Also under heading Wellbeing]
- 1.4/B12/19 May/B.IV: "{The lessons in school have changed since Monday and I think that it's more interesting now. We are reading and talking more than before. But I feel well now in that class and I'm no longer comparing all time.}" [Also under heading DODL Elements]
- 1.5/B13/19 May/B.IV: "{The class is getting more interesting}" [Also under heading DODL Elements]
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- 1.6/B6/20 May/B.IV: "{The introduction of new activities during the class hours gives more variety to our course....}" [Also under heading DODL Elements]
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- 1.7/B4/29 May/B.IV: "The other day you said that this Course was going to be the last one for a while and I have to say that I felt a little bit guilty. I didn't think about it, but now I have realised that you have worked a lot for this Experimental Course."
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- 1.8/B4/2 Jun/B.IV: "{We did very unusual exercises such as explaining the meaning of expressions, standard comparisons and so on; which I think it's very good, but maybe this is not the time of the Course to do it. In my opinion we are starting to relax too much and I don't like it. I suppose that you know what you are doing, though.}" [Also under heading DODL Elements]
-
- 1.9/B4/5 Jun/B.IV: "I've been thinking over why we've stopped working harder (doing compositions and so on) and I've come up with the idea of [it] being part of this Experimental Course knowing how the students prepare the exam by themselves when they just know how the exam is going to be. Isn't it?"
- 1.10/B7/5 Jun/B.IV: "{The only thing that I noticed is that the closer we get to the examination the easier we take it in school and that worries me a lot. At the beginning of the course we were under such a pressure in writing a composition or summary and solving exercises every day and now suddenly two weeks before the exam we don't have any homework at all. I think it should rather be the opposite.}" [Also under headings Setwork, Wellbeing]
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- 1.11/B4/12 Jun/B.IV: "I've been thinking it over a long time and it wasn't such a bad idea to follow this Course after all. Actually it was quite good. The reason why I've decided this is because following this Course I have the possibility (maybe a remote possibility) to get the First Certificate.... Although I haven't learnt much more than I knew before, I suppose that at least I have perfected what I already knew.... I have to recognise that my actual point of view is completely different to

my point of view when I did the last interview” [Also under headings Administration Notes, Wellbeing]

2. *Materials and Equipment B.IV*

2.1/B4/19 May/B.IV: “By the way, the book that you have chosen for the new hour is very good.”

2.2/B5/19 May/B.IV: “We worked with a small book ... and I think it’s useful and perhaps I’ll buy it to work with at home.”

2.3/B9/19 May/B.IV: “{Today we used a new book ... at school. I thought the exercises of this book were extremely useful.... I myself prefer it to [another coursebook].}” [Also under heading DODL Elements]

2.4/B11/19 May/B.IV: “And we used a new book. It was quite good book for me.”

2.5/B13/20 May/B.IV: “{I was reading this afternoon some of the pages of the book you gave us and I’ve found them very useful.}” [Also under heading Setwork]

2.6/B7/21 May/B.IV: “{During the class library hour I took occasion to study again in [a picture dictionary] which is very useful in my opinion, because you have the possibility to learn every object you use in a kitchen, in the bathroom and toilet or in an office and so on, and these words you will probably use quite often in a conversation.}” [Also under heading Library]

2.7/B4/22 May/B.IV: “{... the books from ‘The Class Library’ don’t fit me.... because they haven’t got the key, I cannot know if my answers are right or wrong; for that reason I don’t like them....}” [Also under headings Wellbeing, Library]

2.8/B4/27 May/B.IV: “The first thing I have to say is that it’s a pity to have finished the books, because, as you know, I like the grammar book very much. I think it’s very good.”

2.9/B6/27 May/B.IV: “{This morning we ended our grammar book. I’ve found it very interesting and helpful.... Now I’m interested in studying it again for the immediate preparation to the exam. We’ve concluded the work in class on book 1 as well....}” [Also under heading DODL Elements]

2.10/B4/28 May/B.IV: “Today we have started a new book [for examination practice] which I think it’s pretty good. We have been working with it during the whole day. Although it’s only about exercises of the First Certificate Exams, we (at least I) learn vocabulary from the texts, and a lot of phrasal verbs from the questions, which is very good.”

2.11/B9/28 May/B.IV: “Today we bought a new book [for examination practice]. I think it is a very good book because you get used to the First Certificate paper.”

2.12/B4/29 May/B.IV: “... the new book ... is very good.”

2.13/B4/2 Jun/B.IV: “... {the [advanced level book] (which I think it’s very good if you have the key or a teacher who gives you the answers).}” [Also under heading DODL Elements]

2.14/B7/2 Jun/B.IV: “{I think the [advanced level] book ... is very useful and I like to work with it.}” [Also under heading DODL Elements]

2.15/B1/3 Jun/B.IV: “{The new book ... it’s very useful.}” [Also under heading DODL Elements]

3. *Composition of Class B.IV*

3.1/B9/25 May/B.IV: “By the way I was very suprised when we got a new student.”

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- 4.1/B3/18 May/B.IV: "Today we have been doing a grammatical analysis of a text of the book. I like this kind of activities very much because they are similar to mathematical activities and they are very logical, as well I think that it is very useful for our writing works."
- 4.2/B5/18 May/B.IV: "I was back at school.... We did ... the description of events and how to do a composition like this, the use of the tenses and so on. I think it was useful."
- 4.3/B6/18 May/B.IV: "it was extremely important the practice we did this morning. We analysed a passage, the description of an event, and we studied the sequence of the tenses, that is the different forms the verbs take.... The only thing that was not so helpful was the time. We started that study at the first hour of Monday, when the students hardly realise where they are. during the second hour we did grammar revision"
- 4.4/B11/18 May/B.IV: "Today ... first we discribed all the tenses of [a text]. It was very boring exercise. But of course it was very useful exercise, I suppose. It may help writing a composition. Then, we answered questionnaires."
- 4.5/B12/18 May/B.IV: "In school we learnt the use of the right tenses and that's the reason why I'm now a little bit confused in using the tenses. I noticed already at other occasions that I'm not very good in learning grammar rules. First I'm always confused and often it seems that it's getting worse than better. Many times I'm doing something just because of my feeling but I'm not really able to explain why I did it like that."
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- 4.6/B2/19 May/B.IV: "As usual we had our 'grammar' and 'Library' sections."
- 4.7/B3/19 May/B.IV: "Today we have been doing exercises of a new book.... when we have done them together [,] before I though[t] something, somebody had said the answer. For that I think it is better to think about them in pairs and to correct them all together." [Also under heading Peer Support]
- 4.8/B5/19 May/B.IV: "{We worked with a small book ... and I think it's useful and perhaps I'll buy it to work with at home.}" [Also under heading Materials and Equipment]
- 4.9/B7/19 May/B.IV: "The first hour after the coffee break we read in a exercise book for the Profic[i]ency [= an advanced level examination], in which we had to find out the difference between two similar sentences."
- 4.10/B9/19 May/B.IV: "{Today we used a new book ... at school. I thought the exercises of this book were extremely useful.... I myself prefer it to [another coursebook].}" [Also under heading Materials and Equipment]
- 4.11/B12/19 May/B.IV: "{The lessons in school have changed since Monday and I think that it's more interesting now. We are reading and talking more than before. But I feel well now in that class and I'm no longer comparing all time.}" [Also under heading Programme]
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- 4.12/B3/20 May/B.IV: "Today, I have liked the class very much. We have continued doing the exercises of grammar and the activities of the red book. Now, with this book we are doing different analyses of the textes to learn what is the best style that we have to use in the compositions. I like this very much."
- 4.13/B5/20 May/B.IV: "We listened to the tape and tried to identify the speaker. Then we analysed the text and I think it was an interesting lesson.... The last ten minutes some of the students had to talk one minute about a definite topic in front of the class."
- 4.14/B6/20 May/B.IV: "{The introduction of new activities during the class hours gives more variety to our course....} I think that these kinds of activities are very helpful I found useful and interesting as well the practice of transforming a conversation into the suitable forms of a writing essay. Although I can see the importance of using standard idiomatic expressions, linking sentences and so on, I still found difficult to use them in my writing work. They should be learnt by heart." [Also under heading Programme]
- 4.15/B12/20 May/B.IV: "I don't feel very confident now whether I'm using the right tenses or not."
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- 4.16/B2/21 May/B.IV: "{Without this interview the day it would have been very normal and quite boring.}" [Also under heading Counselling and Consultation]
- 4.17/B4/21 May/B.IV: "The other three hours of class weren't very interesting. We spent two of them on the interviews and the other one in doing a listening comprehension like in the exam."
- 4.18/B5/21 May/B.IV: "During the first morning lesson we corrected ... and ... structurial conversion and word building. We did some listening comprehension which was really awful. [CR] hadn't much time today because he did the interviews"

- 4.19/B6/21 May/B.IV: "This morning we started our classes with the analysis of an important grammatical formulae ... which has a different strutture from the other European languages. That explanation is very useful for me."
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- 4.20/B2/22 May/B.IV: "Today we had 1 [= a] discussion about [a topic he had suggested in a previous diary]; it has been really interesting. The funny thing is that we started talking about this theme and finish talking and discussing about [something else]; anyway, it was really interesting."
- 4.21/B3/22 May/B.IV: "Today the class has been fine.... working in the exercises The first hour we have been correcting the exercises we did the last Thursday in the class.... Then we have continued doing the other ones easier all together. The activity of reading and writing has been good In the last hour we have been discussing [a topic]. I have liked it very much, because everybody could say something and at the end we have finished talking about more things that more people could give their opinions about them."
- 4.22/B4/22 May/B.IV: "{ We spent the last hour on a silly conversation if you realise that we are s[h]ort of time. The end was interesting, though.}" [Also under heading Wellbeing]
- 4.23/B6/22 May/B.IV: "It was very helpful to get the corrections inversions were extremely important and rather new for me, especially for the careful analysis that is needed in order to do them properly. The building vocabulary exercise was very good We did another exercise Finally, we ended our morning with an interesting talk about [a topic]. The main topics were given by [B2] and after the other students and the teacher joined the discussion.... I was astounded looking at the way and spontaneity in which students can express feelings and opinions in English now, in comparison with the beginning when things were different."
- 4.24/B7/22 May/B.IV: "In the last hour we discussed [a topic]. First [B2] informed us about the for and against"
- 4.25/B11/22 May/B.IV: "... in the class, It was nothing special."
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- 4.26/B1/25 May/B.IV: "Today [CR] didn't come to school.... we had another teacher [X] and [the] lesson was rather interesting."
- 4.27/B2/25 May/B.IV: "We had t[w]o different teachers.... I had [X] before I can't stand [X] and [X] can't [stand me] either."
- 4.28/B3/25 May/B.IV: "... we have had two different teachers.... [With X] It has been an interesting activity.... [With Y] I have liked it very much."
- 4.29/B4/25 May/B.IV: "Today [CR] hasn't come to class. Instead we have had two different teachers.... I have to say that I didn't like the class with either of them. [Y] was very insecure [X] was more professional but still ... didn't carry the class very well. In spite of all, it has been a good experience. I have realised that your class is pretty good and more interesting than others."
- 4.30/B9/25 May/B.IV: "Today our teacher was absent we were taught by two other teachers.... we had to imagine [a situation]. I don't know if it was useful or not but it was something different.... Finally [with X] we did a reading comprehension I thought it was very interesting."
- 4.31/B11/25 May/B.IV: "The teacher was not in the class.... Today was not so bad."
- 4.32/B12/25 May/B.IV: "I was told our teacher wouldn't come to school that day. Until ten o'clock [Y] was our teacher and the last two hours [X]. But I was very bored this morning and at one o'clock I felt that this morning was a waste of time. I really don't know what I learnt today. I suppose nothing."
- 4.33/B13/25 May/B.IV: "Today the class was really boring. I think that we were wasting our time because we didn't do any useful work or study. The first three hours we did nothing, only during the last [h]our we worked a little bit. Maybe tomorrow you won't go to school either, so I don't know when you're going to read this diary. I realise that it's really difficult to work with a teacher who doesn't know how to carry on with an exam class. I hope you will come back soon and we carry on with our programme."
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- 4.34/B2/26 May/B.IV: "... another class with [CR].... I don't think I would support [= I could put up with] the other teacher more."
- 4.35/B3/26 May/B.IV: "Today, our teacher has come back. I really wanted him to come, because yesterday the class was very different and at this stage we need to work hardly and he knows what we need and certainly the way of teaching is very important in order to learn more.... correcting the exercises of grammar studying the grammar Then we have worked individually in the book 1."
- 4.36/B4/26 May/B.IV: "Fortunately you came at last.... Finally we had a little/small explanation, which was very good (although we had already talked about that theme). But I like explanations and any kind of explanations are good for me."

- 4.37/B5/26 May/B.IV: "The exercise ... wasn't easy and I'd problems to concentrate, but I'll do it again at home."
- 4.38/B6/26 May/B.IV: "We had our teacher again. He was ill yesterday and two teachers came to our class to substitute him. I appreciated the work they did with us, because it's not easy at all to fit in an unknown class and make people work properly. However, I realise that we're really used to our teacher and I think the teacher is used to us as well. Since he knows too [= also? very?] many things about us from the diaries, homeworks, classes and so on, he can speak to us with an authority which has been built day after day. That's why we can trust him. I found very helpful the two explanations given this morning. The first one was about the alternative way of expression sentences with temporal subordinators and the other one was about relative and co-ordinating relative clauses. At this stage of the course this kind of work helps us to do revision and clarify doubts or misunderstandings."
- 4.39/B7/26 May/B.IV: "I think I will never understand the comma rules in English writing I even can't see the different meanings between two similar sentences but one with comma and the other without. For me both sentences have the same meaning."
- 4.40/B9/26 May/B.IV: "We talked about the relative clauses and the non defining relative clauses. At first I couldn't see the differences between them but after [CR] had explained it twice I understood it."
- 4.41/B12/26 May/B.IV: "First we corrected the grammar but unfortunately I didn't do the exercise we should have done for today. Of course, it was exactly me who was picked out to tell my solution. The following lesson we read [in the coursebook] The last lesson we read again in the read [= red] book."
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- 4.42/B3/27 May/B.IV: "Today we have finished all the exercises of the book 3. For me, they have been very useful and I have liked the way of being presented and explained. Then we have studied the grammar of the book 1 and the teacher has left the other things of the last three units to study at home. The following hour we have done Pitman exams: as dictation, listening comprehension, reading comprehension and grammar.... these kind of exercise are useful. At the end of the class we have seen a paper of the First Certificate [Examination]"
- 4.43/B4/27 May/B.IV: "{The first thing I have to say is that it's a pity to have finished the books, because, as you know, I like the grammar book very much. I think it's very good}.... Finally we had a quickly look to First Certificate [examination] papers. My goodness! It was like a book. Although it was the first time that I had seen that kind of papers, I wasn't so amazing [= amazed] as other people were." [Also under heading Materials and Equipment]
- 4.44/B6/27 May/B.IV: "{This morning we ended our grammar book. I've found it very interesting and helpful.... Now I'm interested in studying it again for the immediate preparation to the exam. We've concluded the work in class on book 1 as well....} So we have more time in class to prepare the Pitman and FCE exams.... In particular they were very useful and important the indications given by the teacher about the way to select the basic information needed to summarise a passage which we have listened to previously. I think all these techniques are like 'keys' from which good results in the exam can really be achieved." [Also under heading Materials and Equipment]
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- 4.45/B3/28 May/B.IV: "Today we have started to do practices for the First Certificate [Examination]. We have done only the paper of reading comprehension. I've liked the way we have done it and I think it has been very useful for the exam. I've realised that I need to study more vocabulary and I hope during these two weeks I will be able to do it."
- 4.46/B6/28 May/B.IV: "Because the teacher won't be with us the week before the exam we took advantage of his help by working with him the whole morning. Although I finished a bit tired, the morning was very interesting indeed and all the students worked happily. In particular it was very useful for us to study the vocabulary of the texts so accurately. We had a good chance of doing revision of many thing already studied as well."
- 4.47/B7/28 May/B.IV: "Today I feel much better than yesterday. Probably it is the fact that we started now to solve old examination paper sometimes I would like to have a dictation as well during the next week till the Pitman Examination will begin."
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- 4.48/B3/29 May/B.IV: "I have liked the class of today. The first hour we have done exercises of the [advanced level] book before starting to do practices for the exams. The other three hours we have done [a paper] and two exercises of listening Comprehension. Some of them we have done individually and then we have corrected them all together and the other ones we have done all together. I am happy after these practices"

- 4.49/B4/29 May/B.IV: "By the way, I think that you have forgotten a class lesson in which you were going to explain the differences between 'I wish' and 'I hope'. Later on we did two listening comprehension which were quite easy, and we went on with {the new book}, which {is very good.}" [Also under heading Materials and Equipment]
- 4.50/B5/29 May/B.IV: "At first we worked with the [advanced level] book because a lot of students were late and [CR] didn't want to start with the new book ... until everybody was in class."
- 4.51/B6/29 May/B.IV: "Today's practices were very useful, especially for all the 'important' and at times 'small' recommendations we are given by our teacher. These are really helpful advices"
- 4.52/B7/29 May/B.IV: "With each exercise we have done I got more and more insecure if it was correct what I have written. Now I am never 100% sure of my solution."
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- 4.53/B3/2 Jun/B.IV: "Today the class was quite varied. We continued doing exercises of the [advanced level] book. They were interesting, because we learnt some idiomatic expressions. {In the second hour we worked by ourselves. I reviewed the papers that we did last week.} In the third hour we did some practices for the Pitman [Examination]: dictation, listening comprehension and grammar. I have to say that I'm not very interested in doing Pitman exams, because I am not going to take any Pitman, but I understand that this kind of practices are very good and useful. Finally we did more exercises of the [advanced level] book and a practice of listening comprehension for the First Certificate [Examination]." [Also under heading Library]
- 4.54/B4/2 Jun/B.IV: "Today the class was quite different; we did a lot of different things. During the first hour we worked with {the [advanced level book] (which I think it's very good if you have the key or a teacher who gives you the answers). We did very unusual exercises such as explaining the meaning of expressions, standard comparisons and so on; which I think it's very good, but maybe this is not the time of the Course to do it. In my opinion we are starting to relax too much and I don't like it. I suppose that you know what you are doing, though. In the class Library I had a look to [a paper] in order to know more about photographs and interviews, and just in the last hour we did a photograph!} We did some Pitman's papers and finally we did a listening comprehension from [an examination practice book]. I think we should work more with this book. In any case it has been a complete day, full of different things." [Also under headings Library, Materials and Equipment, Programme]
- 4.55/B6/2 Jun/B.IV: "I really enjoyed our classes this morning. The variety of activities and the good atmosphere of our relationship made our work together very amusing. We did a very good Pitman exam practice. I felt confident enough in the listening and summarising practice; the dictation instead is not my strong point at all and I don't see a lot of to do to improve it."
- 4.56/B7/2 Jun/B.IV: "{I think the [advanced level] book ... is very useful and I like to work with it.} But why don't we have the dictation in preparation of the Pitman Examination during this hour, while we are waiting till all the students arrive? I know that some of the students don't like the dictation and so it would be more useful to have it in the beginning of the school so that the ones which won't write it can arrive a bit later. I wonder if the listen and comprehension part in the First Certificate Examination is always so easy" [Also under heading Materials and Equipment]
- 4.57/B9/2 Jun/B.IV: "We worked nearly the whole day with the [advanced level] book.... After the coffee break we did what I really love 'preparation for the Pitman examination'.... Afterwards we listened to the listening comprehension. I wrote down a lot during the first and second reading. I left away the unimportant things so that I couldn't answer all of [CR] questions. I know that we should write down every little detail we can remember, but I think that is too much, because I have difficulties to shorten it. So I think it's better for me to write down less."
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- 4.58/B1/3 Jun/B.IV: "{The new book ... it's very useful.} Now we have an exact idea about the exam, and the class is very interesting. {But my mind is already at home, at the beach, lied in the sun, that's the problem!}" [Also under headings Materials and Equipment, Wellbeing]
- 4.59/B3/3 Jun/B.IV: "The first activity of today was to write a letter with the text of a telegram. I liked it very much. Then, we continued working in the [advanced level] book all together and did some practices of pronunciation.... After the coffee- break the teacher explained some points of grammar that we didn't have very clear. This explanation was very useful for me. The last hour we did Pitman exams and practices for the first certificate [examination]. At the end the teacher gave us 'the timings for the exam'."
- 4.60/B4/3 Jun/B.IV: "Today the most interesting thing in the class was the explanation about the differences between 'hope/wish' and the different meanings of 'expect', as well. The last day I reminded you this explanation, so I gather you explained it because of me. Now I can't say that you don't pay attention to people's needs (I mean students' needs like mine) as I did before. In any case I think it

was very good for the Spanish speakers because we use the same word for different meanings. In general terms the class was quite useful this morning; preparation for Pitman exam, preparation for the First Certificate and explanation. By the way, I think it's a good idea to have planned the time for the different sections of the exam. I must thank you for that."

- 4.61/B5/3 Jun/B.IV: "Maybe my mind works better when the listening comprehension is about playwrights, theatre or something like that, who knows."
- 4.62/B6/3 Jun/B.IV: "I was very happy with the explanation about 'wish', 'hope' and 'expect', which was given by the teacher in the third class hour.... {It's interesting to see that now it's possible to grasp and understand things that at the beginning weren't easy at all.}"
- 4.63/B7/3 Jun/B.IV: "In school we studied in the [advanced level] book until all the students arrived what took nearly an hour. {Then we had class library time} and after the coffee break we continued doing a dictation, a listen and comprehension text and multi-choice sentences from a Pitman advanced paper.... The last hour then we spent with the First Certificate Exercise Book." [Also under heading Library]
- 4.64/B9/3 Jun/B.IV: "Then we tried to explain some newspaper headlines, that wasn't easy.... We had five minutes to do the first five sentences of section A.... By the way I think [CR] enjoys it to put pressure on us because he told us every minute the time. The result of this is that you can't really concentrate because you listen all the time to the teacher."
- 4.65/B12/3 Jun/B.IV: "In the last two or three weeks the lessons were very interesting and the time run quickly. Probably it's easier now to study because the time of the exam comes nearer and nearer."
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- 4.66/B3/4 Jun/B.IV: "The first activity of today was to read a passage all together and understand it perfectly trying to know what every word meant from the context. The text was very interesting and this activity was very good for us before the exam. Then, I don't know how we started to talk about [a topic] and the different experiences that everyone had had on this field."
- 4.67/B4/4 Jun/B.IV: "I still think that we're wasting some of the time instead of working harder. I think that there was not need to spend such a long time on a discussion in which there were only two or three people talking (including you); the theme was interesting though, very interesting. There was nothing especial in class today"
- 4.68/B5/4 Jun/B.IV: "At school we spent the whole morning doing reading comprehension and other examination skills. At first we read a text aloud, one student after another.... Then we wandered from the subject of the text the dictation was too fast"
- 4.69/B6/4 Jun/B.IV: "We spent nearly two class hours of our morning on an accurate practice of reading comprehension.... We were helped by the teacher to predict what might come next in the text; in addition we were taught how to guess the meaning of unknown words by relating them with the other words in the complete sentence or paragraph.... it gives us a good stimulus to keep on reading"
- 4.70/B7/4 Jun/B.IV: "The first hour, when we had to read aloud, I liked very much. The only thing that I didn't appreciate at all was that we spent too much time on reading through the story. How you said [CR], it isn't important to understand each word, but the meaning of the whole text should be understood. But today we did exactly that; we analysed almost each word of the whole story. I think it would be better if the student, who had to read a passage, finished first reading, and then students could ask questions about the words which they didn't understand in the context. Probably there wouldn't be so many questions and we would be much faster in going through the story than we were this morning. If not, the school was quite interesting today, even the discussion we had before the coffee break was very informative."
- 4.71/B9/4 Jun/B.IV: "Today we practised reading comprehension.... I thought it was a very interesting text.... By the time we started with our preparation for the F.C.E. [Examination] I was nearly asleep because I was so tired."
- 4.72/B11/4 Jun/B.IV: "Today ... we had some practices of pitman [examination], and a reading comprehension practice.... very important for me. So, it was very useful practice for me."
- 4.73/B12/4 Jun/B.IV: "The morning in school was interesting and useful. I wasn't bored at all."
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- 4.74/B1/5 Jun/B.IV: "Today, we started doing exercises of the [advanced level] book. The first one was about proverbs I liked this activity very much.... It was very good for learning vocabulary and different expressions. Then, we did another exercise about the articles."
- 4.75/B6/5 Jun/B.IV: "In today's class we learnt several proverbs and we tried to understand the context in which they are applied. It was a very good activity, which I enjoyed very much. We also did a good practice of listening comprehension in preparation for the FCE [Examination]. {In general it's possible to see a good improvement among all students} In addition there was the practice for

the Pitman Exam, in which we did dictation, listening and summarising practice, and grammar multiple choice.” [Also under heading Administration Notes]

- 4.76/B4/8 Jun/B.IV: “Today [X] was our substitute teacher. Students don’t realise how much they appreciate and get used to their teachers until they have another one. I don’t know how I could complain about the class before. Although I suppose it’s not the same teaching to your own class than teaching to another one only for one week. The class next door has the same problem; its teacher is on holiday and the students have another one whom they can’t stand. It’s funny to see their faces when they go out from the class. Anyway, [X] is not so bad.”
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Affective Dimension Factor Components

5. *Wellbeing B.IV*

- 5.1/B1/18 May/B.IV: “I’m not sure if I’ll pass the F.C.E., because I think I’m not ready. My listening comprehension is very bad.”
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- 5.2/CR/19 May/B.IV: <Strain and sinus trouble, very foggy-minded and under-par. {Enough time for only two interviews. [B8] somewhat negative, [B4] very negative: says the course has depressed her and she hasn’t learnt anything at all. It isn’t necessary for this to be so, merely that she feels it to be so [B5] returned from her ‘holiday’ with some 27 essays and more grammar exercises – very high standard so possible to mark quickly, but instead of essential study for my own exam.} I need a long break, and very close to end of reserves. Too many years of stress and overwork without a normal life for balance.> [Also under headings Programme, Administration Notes]

- 5.3/B1/19 May/B.IV: “Today was a very bad day, I grew a bad cold and I was dazed all the morning long.”

- 5.4/B4/19 May/B.IV: “Just in this moment I have received a phone call from my mother. I have told her that I can’t stand any more and she has said that it’s only one month more ... and that the only thing I have to do is study for my exam. But I cannot study. She also asked me about the weather, because she knows that I don’t like the bad weather.”

- 5.5/B6/19 May/B.IV: “{... on the basis of my own progress, I’d like to say that I’m really happy and grateful for the invaluable help I have received by the course and the teacher. The fact that I have been pushed in my weak point, writing, has been very helpful for me to improve my ability of speaking as well.}” [Also under heading Programme]
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- 5.6/B4/20 May/B.IV: “At the end of the class you asked me to talk about ‘living in a foreign country’ and although it was easy I couldn’t talk about it. The reason: too many people in the class who I don’t want them to listen to me. Anyway I regretted not to have done it.”

- 5.7/B8/20 May/B.IV: “Now I have a problem with [a close friend]. I can’t bear her because all the time she is complaining to me about my behaviour. She seems my mother. I don’t know what she wants to get now, but this isn’t way to live together.... She said that I use to make a big problem of a simple one. Maybe she is right and I’m the person who have to change.”

- 5.8/B11/20 May/B.IV: “Now I’m very tired as usual.”
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- 5.9/CR/21 May/B.IV: <Very bad sinus infection, dopiness, etc.>

- 5.10/B1/21 May/B.IV: “{My cold is getting better but I still feel dazed. The weather is very changeable and cold.}” [Also under heading Class Diary]

- 5.11/B4/21 May/B.IV: “I have realised that the time for the exam is very short and I am really afraid of the exam.... I will be so nervous and so insecure of myself that I will spoil the little English that I know. (‘Oh God! If I don’t pass the exam I will die’)”
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- 5.12/B4/22 May/B.IV: “The first thing I have to say is that I’m sorry because you have had the bad luck of having me as one of your students. Actually I think that it’s a good experience for you. I’m not so bad, am I? (I’m really a strange person, very exigent with myself and very pessimistic). You know the reason why I came here. After being in a foreign country for 8 months it’s supposed that I will come back with an acceptable English. But I don’t think I have got it.... With this Course, maybe I have improved a little, but because I have realised that the improvement of the rest of the class has

been huge, and because I have seen their English growing up while mine it's the same, I don't feel I have improved. The worst thing is that this makes me depress.... As I have already told you, {the books from 'The Class Library' don't fit me.... because they haven't got the key, I cannot know if my answers are right or wrong; for that reason I don't like them....} If I don't feel that I've improved is because I haven't worked enough to improve You said that I would have other opportunities to study English, and of course I would have them if I wanted them, but I don't want to spend more time and the most important thing: my father's money. 9 months should have been enough, Don't you think so?... {We spent the last hour on a silly conversation if you realise that we are s[h]ort of time. The end was interesting, though. I have to say that I'm trying to read more. I've bought a book, I've read newspapers, even I have done the crosswords! Over the weekend I have been studying; there is not much time left.}" [Also under headings DODL Elements, Materials and Equipment, Library, Freework]

5.13/B5/22 May/B.IV: "During the last hour we'd a discussion and afterwards [B9] asked 'Why didn't you say anything?' and I told her that a long time ago I began to stammer because there was a change in my family. I thought it was over but now, it's amazing, sometimes in conversation the stammer comes back. I find it funny myself, but it isn't easy for me to say something in a discussion because the blood rushes into my ears and I can't think. It's really a horrible thing."

5.14/CR/25 May/B.IV: "<{Out sick with bad sinus trouble.}> [Also under heading Administration Notes]"

5.15/B1/26 May/B.IV: "{I'm worried, I'm tired of composition and school in general. And what's worst, I'm not going over the grammar.}" [Also under heading Freework]

5.16/B5/26 May/B.IV: "I felt bad the whole morning and ... went home and to bed pulling the cover over my head."

5.17/B1/27 May/B.IV: "{It's worrying, I can't go to school any longer. I'm fed up with my homework and the daily diary. I'm studying just not to go down.}" [Also under headings Setwork, Class Diary]"

5.18/B3/28 May/B.IV: "Today, we have received the results of the Pitman [Examination] and it has been very encouraging for me."

5.19/B4/28 May/B.IV: "We have received the marks of the Pitman examinations, and although I have past, I'm not very happy with my mark (maybe I am too exigent with myself)."

5.20/B4/29 May/B.IV: "I like student's life and why not say it, I like to work hard."

5.21/B5/29 May/B.IV: "This morning I was back to school again after I'd been ill for two days."

5.22/B13/29 May/B.IV: "I don't know if I've told about my tumours, I think so, anyway the doctor said to me that I must go to hospital next thursday for a checkup because it might be I were operated again, therefore I wouldn't be able to sit the exam. Nevertheless I've been studying as hard as I can.... If during these days you realize I'm a little bit irritable, you'll understand what is the reason, but I wish to be treated as the rest of my classmates, thank you!"

5.23/B1/2 Jun/B.IV: "The exams are more and more near, and I don't still manage to concentrate myself on studying. Also the weather makes me feel excitable and depressed. I often think to my friends in Italy, already lied in the sun at the seasid, while I'm still dressing heavy clothes. However, three weeks more!"

5.24/B7/2 Jun/B.IV: "At the moment I feel a bit more secure than before but my big problem is still the time."

5.25/B12/2 Jun/B.IV: "After a five-day holiday they told me that we don't have to write compositions any more; that we have a new book and that I passed the Pitman examination. Lucky me! I couldn't believe because I haven't been confident at all at the examination day. It was really a surprise. The school was very interesting and [B6] mentioned that it must be my short holiday. Probably he was right."

5.26/B1/3 Jun/B.IV: "{But my mind is already at home, at the beach, lied in the sun, that's the problem!}" [Also under heading DODL Elements]"

5.27/B3/3 Jun/B.IV: "Today ... I didn't feel well. I don't know if this is because of the weather, but in these days I am feeling without any energy and every time that I think of the exam, I think I won't be capable of doing it."

5.28/B6/3 Jun/B.IV: “This tire[d]ness condi[ti]oned my personal work at home as well. I don’t know if it’s the effect of the previous work or it depends on the weather of this week.... {It’s interesting to see that now it’s possible to grasp and understand things that at the beginning weren’t easy at all.}” [Also under heading DODL Elements]

5.29/B12/4 Jun/B.IV: “{I’ve been happy here and I’m still very happy....}” [Also under heading Out-Class Environment]

5.30/B7/5 Jun/B.IV: “For the whole week we had such bad weather that even I began to be depressed and usually I have a optimistic ... nature.... {The only thing that I noticed is that the closer we get to the examination the easier we take it in school and that worries me a lot. At the beginning of the course we were under such a pressure in writing a composition or summary and solving exercises every day and now suddenly two weeks before the exam we don’t have any homework at all. I think it should rather be the opposite.}” [Also under headings Programme, Setwork]

5.31/B3/12 Jun/B.IV: “I think that it is the last ‘daily diary’ {First of all I would like to thank [CR] for his methodology and work.} It has been wonderful for me, because he has understood me very well and this has been helpful for me. I think I have learnt a lot, although sometimes I thought that this wouldn’t be possible. {Secondly, the fact that I have been in the same class and with the same method has been very good and I have been able to study with a certain order and improve more than if I had had different teachers. Finally, I have to say that I have had a very good experience that I will remember always. The atmosphere among us has been very good, as well. I have felt very happy and I will really miss everybody. I don’t know whether I will pass the exam, but certainly I’ve fulfilled my objective and for me it is enough. So that, [CR], thank you very much for everything.}” [Also under heading Administration Notes]

5.32/B4/12 Jun/B.IV: “I remember that the last year I had the usual final exams and just at the same time the exams of the ‘Bachillerato International’ ... and finally ‘Selectividad’. That was really a hell.... I’ve been thinking it over a long time and it wasn’t such a bad idea to follow this Course after all. Actually it was quite good. The reason why I’ve decided this is because following this Course I have the possibility (maybe a remote possibility) to get the First Certificate. Getting a certificate is the most important thing after all, because it’s the only proof that you have to show that you have been studying English (it’s essential if you want to get a job, at least in Spain). Although I haven’t learnt much more than I knew before, I suppose that at least I have perfected what I already knew. But after all I have had to learn something, it’s impossible not to have learnt anything (true or not I have to believe it). Maybe in another class I wouldn’t have learnt much more than in this one. I have to recognise that my actual point of view is completely different to my point of view when I did the last interview (I don’t know how I’ve changed it because normally when I say something I keep it until the end). I think that my statements in the questionnaire were too strong (I suppose that I had my reasons but they were influenced by a depression). {Anyway I’m glad to have been in this class. I think that you have helped me more than I had thought (thank you for it), and the classmates were quite nice (with some exceptions).}” [Also under headings Administration Notes, Programme]

6. *Counselling Consultation B.IV*

6.1/B2/21 May/B.IV: “At last, today I could get my interview. It was really interesting. [CR] asked me about all my ‘negatives’ answers to the questions in the questionnaire we made a few days. I really enjoyed talking with [CR] and discussing with him about me and my improvement or about administration problems. {Without this interview the day it would have been very normal and quite boring.}” [Also under heading DODL Elements]

6.2/B3/21 May/B.IV: “I have been one of the people interviewed today. The conversation has been very nice.”

6.3/B11/21 May/B.IV: “Today – I had an interview. It was not too bad.”

7.1/B8/18 May/B.IV: "At the end of this month ... my friend is coming [= going] back [to] Spain. I'll have to find other girl who wants to live with me, or find a bed-sitter. But I'm goin[g] to ask me ~~fat~~^{hers} parents if they let me go to a Irish house to spend my last month here. I think that this will be good for me."

7.2/B2/19 May/B.IV: "After class I went to the cinema"

7.3/B4/19 May/B.IV: "{My resubs must be very bad because I have done them alone. I don't want to ask to my Irish family [= host-family] for two reason: the former because I don't get on well with them, the latter because they make mistakes.}" [Also under heading Setwork]

7.4/B5/19 May/B.IV: "When I arrived home, my bag was finally bag [= back] but some items were missing. The two bottles of wine and the radio had disappeared, but my [coursebook] was still in the back [= bag] and nobody had finished the exercises."

7.5/B8/19 May/B.IV: "When I were in my home, in Spain, I couldn't drink milk because the taste was very different. There isn't good grass for the cows. Here it's completely different. The milk tastes [like] milk, and it also fresh. I think that is the only thing that Ireland has good."

7.6/B12/22 May/B.IV: "After that everybody was ready for the long trip to the west coast.... Because everybody was nearly starving [B1] and [a student from another class] cooked deligeous spaghetti bolognese. After the beautiful meal we were sitting in the living room and discussed until about two o'clock."

7.7/B12/28 May/B.IV: "Of course I chose one where they played Irish music. My friend enjoyed the evening in the pub very much but she was quite astonished about the number of drunken people. What she could hardly believe was that also a lot of woman were drunk. I don't think that Swiss drink less than Irish but I'm sure that there aren't as many drunken woman as in Ireland."

7.8/B12/2 Jun/B.IV: "I spent the evening doing my homework; watching television and talking with my [host] family."

7.9/B5/3 Jun/B.IV: "... tonight I'm going to the theatre to see the play 'Pygmalion' by G.B. Shaw. I read the preface introducing his play and I found it very amusing to read"

7.10/B11/3 Jun/B.IV: "At the moment, I am alone in my house, because my host family is away.... However resently I often hear that some houses are robbed in [this area]. And I was remembering that a man came to my house in the afternoon yesterday. He asked me if there is the family"

7.11/B12/3 Jun/B.IV: "{I don't know why but I spend too much time talking with my [host] family instead of studying, and if I'm studying I often do it in the kitchen where the whole family is and unfortunately also the TV.}" [Also under heading Freework]

7.12/B5/4 Jun/B.IV: "After lunch we went to the cinema"

7.13/B9/4 Jun/B.IV: "After lunchtime we ([B5], [B7] and me) went to the cinema"

7.14/B11/4 Jun/B.IV: "Then, we had dinner together. It was about 1=30 [in the morning]. We heard noize that somebody was [k]nocking thu window of my room. First jentely, second quite loudly 'bang! bang! ban[g]! Then 'Bang Bang Bang'. We asked him 'Who is that'. Then he went away. It was awful!"

7.15/B12/4 Jun/B.IV: "This morning I ... had to prepare several things for the arrival of my mother. Of course, I was also happier than another day and to be honest also a little bit nervous. Its a strange feeling to meet the own mother after missing her [= being away from her?] five month. Actually I never thought a lot about the people I left in Switzerland because I didn't really miss them {I've been happy here and I'm still very happy.} But since I knew that my mother defenitely would come I thought more about them and I realized that in a certain way I miss them.... At lunchtime I didn't go to Trinity but to the airport and collect my mother there. It was just great to see her again after such a long time." [Also under heading Wellbeing]

7.16/B7/9 Jun/B.IV: "Sad because I have to say goodbye to the students in school and to my host family which was always very kind and friendly with me. But also the country itself I like very much. I have been living now for four month in Dublin and I don't feel as a foreigner in this town any more."

I think even the rain or the buses which passe without stopping, because there are full for Irish norm, I'll miss when I am back in Switzerland."

Self Directed Learning Components

8. *Peer Support B.IV*

8.1/B2/19 May/B.IV: "At the last hour we discussed [a topic]. I think that is a very good practice for our spoken English, but I think we could speak better about other problems [of politics or epidemics]."

8.2/B3/19 May/B.IV: "{Today we have been doing exercises of a new book.... when we have done them together [,] before I though[t] something, somebody had said the answer. For that I think it is better to think about them in pairs and to correct them all together....} At the end we had discussed the problem of [the topic] in work team." [Also under heading DODL Elements]

8.3/B5/19 May/B.IV: "... the last hour we had a discussion in groups about [a topic]."

8.4/B9/19 May/B.IV: "[CR] wanted us to discuss [a topic]. I thought it was very boring because we had done this before.... I thought what our teacher wrote on the blackboard was a bit strong. He compared Anyway we have to discuss it tomorrow. But I'm not keen on it."

8.5/B11/19 May/B.IV: "Then, we had discussion about [a topic]. Well, I like discussion, but we have discussed about this subject before, so, It was not interesting any more."

8.6/B13/19 May/B.IV: "{The class is getting more interesting,} but I wouldn't like to discuss about [a topic] because we always talk about it, It would be the third time I've discussed it, two of them in this class. Don't you remember? Anyway, it doesn't matter." [Also under heading Programme]

8.7/B6/21 May/B.IV: "Because the teacher wanted to keep on with the interview to the students we worked in pairs on a few exercises indicated by the teacher such as conversion of sentences and formation of compound nouns."

8.8/B7/21 May/B.IV: "In school we worked in pairs in the [advanced level] book while our teacher continued with the interviews."

8.9/B3/26 May/B.IV: "... worked in pairs in an exercise of completing paragraphs. This work has been interesting and useful."

8.10/B3/27 May/B.IV: "... the conversation that we have had in groups. I've enjoyed it very much, because in my group we have talked a lot and then we have been telling everybody our decisions."

8.11/B4/27 May/B.IV: "While you were doing interviews, we 'worked' in work teams. What a shame! [B2] and [B8] started to talk in Spanish and the poor [B9] was frustrated. In such a situation I decided to ask the other groups what the situation was like in their balloons."

8.12/B7/27 May/B.IV: "In school we had a balloon debate while our teacher continued with his interviews. In groups of three or four people each we had to imagine that we are in a balloon, which lose constantly air and we can only be saved when one of us jump out the balloon.... Naturally, each person had a good or very funny reason to stay and so it wasn't so easy to persuade the other people in your group why just you were so important for the whole world. We had a lot of fun and I enjoyed it very much."

8.13/B9/27 May/B.IV: "Today we had to discuss who of our workteam had to jump out of a balloon. I was in the workteam with [B4], [B2] and [B8]. While the others were discussing the situation our workteam sat there without saying anything. I felt very stupid to ask all the time and the only reply was a short answer or nothing."

9. *Laboratory B.IV*

9.1/B3/3 Jun/B.IV: "{The second hour we had the opportunity to work in the class library or go to the language-lab. I chose the last one because we weren't able to work there since the teacher started the interviews and I liked this activity very much.}" [Also under heading Administration Notes]

10. Library B.IV

10.1/B3/20 May/B.IV: "In the class-library I have started to revue the exercises of grammar about word-building because I need to study it very much."

10.2/B5/20 May/B.IV: "Then we had class library"

10.3/B5/21 May/B.IV: "The last hour we worked with the class library."

10.4/B7/21 May/B.IV: "{During the class library hour I took occasion to study again in [a picture dictionary] which is very useful in my opinion, because you have the possibility to learn every object you use in a kitchen, in the bathroom and toilet or in an office and so on, and these words you will probably use quite often in a conversation.}" [Also under heading Materials and Equipment]

10.5/B3/22 May/B.IV: "We have had only an hour of individual work because the teacher decided not to do more interviews. I think that this decision has been very good because it's very hard to work individually for a long time on Fridays."

10.6/B4/22 May/B.IV: "{... the books from 'The Class Library' don't fit me.... because they haven't got the key, I cannot know if my answers are right or wrong; for that reason I don't like them....}" [Also under headings Wellbeing, Materials and Equipment]

10.7/B7/22 May/B.IV: "{In school our teacher continued with the interviews which take longer than he actually thought. During these hours we worked in the [advanced level] book and studied by ourselves.}" [Also under heading Administration Notes]

10.8/B2/26 May/B.IV: "Today we haven't had 'Language lab' and only about half an hour of 'Class library'."

10.9/B12/26 May/B.IV: "... and after coffee break we had our free studies."

10.10/B3/2 Jun/B.IV: "{In the second hour we worked by ourselves. I reviewed the papers that we did last week.}" [Also under heading DODL Elements]

10.11/B4/2 Jun/B.IV: "{In the class Library I had a look to [a paper] in order to know more about photographs and interviews, and just in the last hour we did a photograph!}" [Also under heading DODL Elements]

10.12/B7/3 Jun/B.IV: "{Then we had class library time}" [Also under heading DODL Elements]

11. Projects B.IV

[No extracts were taken under this heading]

12. Out-Class Study and Work B.IV

12D. Out-Class Daily Diary B.IV

12D.1/B1/21 May/B.IV: "{My cold is getting better but I still feel dazed. The weather is very changeble and cold.} Sorry, but today it's very difficult to write the D.D. [= Daily Diary], suddenly I felt a sense of repulsion and my mind was astonished and empty of ideas." [Also under heading Wellbeing]

12D.2/B9/21 May/B.IV: "OH how I love to write a daily diary. Anyway I can't change it so I have to write it."

12D.3/B1/27 May/B.IV: "{It's worrying, I can't go to school any longer. I'm fed up with my homework and the daily diary. I'm studying just not to go down.}" [Also under headings Setwork, Wellbeing]

12D.4/B4/29 May/B.IV: "I'm so used to writing daily dairies that now I wouldn't be able to live without them. I have to confess that I like to write them very much."

12D.5/B5/3 Jun/B.IV: "This daily diary is going to be short because I have to study and {tonight I'm going to the theatre}" [Also under heading Out-Class Environment]

12D.6/B4/12 Jun/B.IV: "{I don't know if my daily dairies have been a bit strange, but this was the first time I've written a dairy. I think that I will continue writing them just to brush up my English. I've tried to do them in different way (I like to be different to the other people) and I hope that you have enjoyed them.}" [Also under headings Administration Notes, Wellbeing]

12S. Out-Class Setwork B.IV

12S.1/B4/19 May/B.IV: "{My resubs must be very bad because I have done them alone. I don't want to ask to my Irish family [= host-family] for two reason: the former because I don't get on well with them, the latter because they make mistakes.}" [Also under heading Out-Class Environment]

12S.2/B13/19 May/B.IV: "I've been doing the exercises of book 3 and reading some of the pages you have given to us."

12S.3/B13/20 May/B.IV: "{I was reading this afternoon some of the pages of the book you gave us and I've found them very useful.}" [Also under heading Materials and Equipment]

12S.4/B1/27 May/B.IV: "{It's worrying, I can't go to school any longer. I'm fed up with my homework and the daily diary. I'm studying just not to go down.}" [Also under headings Class Diary, Wellbeing]

12S.5/B9/28 May/B.IV: "I had promised [B5] that I visit her So I am very sorry for not having done my composition. But I'll do it over the weekend."

12S.6/B4/29 May/B.IV: "I got the correction of one of my compositions. I like how it's written because it goes to the exact points.... I wonder why we are not going to do any compositions for the next week. It might be part of the Course, but honestly, I would have liked to continue doing compositions because I like it."

12S.7/B6/29 May/B.IV: "We now have two weeks more ahead before the exam comes. We won't be asked any more essays in order to devote enough time to our personal study. I think it's a very good idea indeed."

12S.8/B3/2 Jun/B.IV: "I am glad that this week we don't have to do written homework, because I need to study and renew all the grammar for the exam."

12S.9/B4/3 Jun/B.IV: "You must be wondering why I have done a resub of my last composition whether there wasn't need to; it's just my punishment for such a bad composition."

12S.10/B7/5 Jun/B.IV: "{At the beginning of the course we were under such a pressure in writing a composition or summary and solving exercises every day and now suddenly two weeks before the exam we don't have any homework at all. I think it should rather be the opposite.}" [Also under headings Wellbeing, Programme]

12F. Out-Class Freework B.IV

12F.1/B13/18 May/B.IV: "I've been reading, but not the papers you've given us. I've read the newspaper and a book about plants."

- 12F.2/B4/22 May/B.IV: “{I have to say that I’m trying to read more. I’ve bought a book, I’ve read newspapers, even I have done the crosswords! Over the weekend I have been studying; there is not much time left.}” [Also under heading Wellbeing]
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- 12F.3/B1/26 May/B.IV: “I spend the whole afternoon reading Newsweek and The Economist, but it’s not good because I didn’t study at all, except for the exercises. {I’m worried, I’m tired of composition and school in general. And what’s worst, I’m not going over the grammar.}” [Also under heading Wellbeing]
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- 12F.4/B6/28 May/B.IV: “At home I devoted enough time to studying [a unit in a coursebook] in order to understand how to do my homework properly.”
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- 12F.5/B3/2 Jun/B.IV: “In the afternoon I studied vocabulary that I learnt when we did the exercises about word-building of [a coursebook].”
- 12F.6/B6/2 Jun/B.IV: “In my personal study at home I’ve already started a progressive and continuous work of revision following [a coursebook] and all the notes of the explanations taken during the class instructions. I’ve found this study very helpful, in particular for learning vocabulary and deepening different grammar explanations.”
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- 12F.7/B6/3 Jun/B.IV: “At home I went on with my personal revision on [a coursebook]. I paid special attention to the use of the future perfect, conditionals, and modals. It was interesting to work on the notes taken from the explanations given by the teacher [some] time ago. Now it’s much easier to understand them.”
- 12F.8/B12/3 Jun/B.IV: “Sometimes I really doubt a little bit if I will pass the exam because I hardly study at home. {I don’t know why but I spend too much time talking with my [host] family instead of studying, and if I’m studying I often do it in the kitchen where the whole family is and unfortunately also the TV.} Not the ideal place for studying I know but I never succeed in studying quietly in my room. It’s nearly impossible for me but I’ve to try it next week so that I’ll be well prepared for the First Certificate [Examination].” [Also under heading Out-Class Environment]
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- 12F.9/B4/4 Jun/B.IV: “All the mornings and afternoons when I’m on the bus, I study vocabulary from [a picture dictionary]. During this week I’ve been doing a little bit of each thing (in the evenings). The first thing has been the phrasal verbs. I’ve been reviewing [a coursebook] with the notes that I had taken down; I’ve been looking at some grammar points, and finally I have had a look to the lay-out of letters. (Of course that writing the daily dairies as well).”
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- 12F.10/B4/5 Jun/B.IV: “During the weekend I didn’t study anything at all; just review. I’m not going to learn anything else, so it’s not worth studying now.”
- 12F.11/B6/5 Jun/B.IV: “In my personal revision at home I worked on [a coursebook]. In particular I studied the use of ‘since’, ‘for’ ‘ago’ and the related tenses of the verbs they refer to.”
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Notae

13. *Unclassified Entries B.IV*

- 13.1/B4/29 May/B.IV: “{I’m so used to writing daily dairies that now I wouldn’t be able to live without them. I have to confess that I like to write them very much.... I got the correction of one of my compositions. I like how it’s written because it goes to the exact points. By the way, I think that you have forgotten a class lesson in which you were going to explain the differences between ‘I wish’ and ‘I hope’. Later on we did two listening comprehension which were quite easy, and we went on with the new book, which is very good. I wonder why we are not going to do any compositions for the next week. It might be part of the Course, but honestly, I would have liked to continue doing compositions because I like it. I like student’s life and why not say it, I like to work hard. The other day you said that this Course was going to be the last one for a while and I have to say that I felt a little bit guilty. I didn’t think about it, but now I have realised that you have worked a lot for this Experimental Course.}” [Also under all other appropriate headings; copied here in full to retain the

tone of the original, which is in marked contrast to most of her other diaries, and provides evidence for a completely favourable turnaround in her attitude between the beginning and the end of the Course]

14. *Administration Notes B.IV*

14.1/B2/18 May/B.IV: "... after we did the 'Grammar' and 'Class Library' sections, [CR] gave to us a questionnaire to fill up. It was about the evaluation of the course and of the teacher."

14.2/B3/18 May/B.IV: "In the third hour we have answered a questionnaire about the course.... I like this feedback between the teacher and the students. I think it is the only way to improve the methodology."

14.3/B4/18 May/B.IV: "The questionnaire is good practice not only for the students but also for the teacher. It's good for the students because they settle their ideas about the Course"

14.4/CR/19 May/B.IV: <{Enough time for only two interviews. [B8] somewhat negative, [B4] very negative: says the course has depressed her and she hasn't learnt anything at all. It isn't necessary for this to be so, merely that she feels it to be so: although I thought at the time that she would settle down, and agreed that she should stay with the class, in retrospect a pity, for her sake, that it wasn't possible to get her a transfer when she requested it at the beginning. In research terms her data will offer a valuable balance to the students who are easier to please. [B5] returned from her 'holiday' with some 27 essays and more grammar exercises – very high standard so possible to mark quickly, but instead of essential study for my own exam. I need a long break, and very close to end of reserves. Too many years of stress and overwork without a normal life for balance.}> [Also under headings Wellbeing, Programme]

14.5/B2/19 May/B.IV: "Another day looking forward to the interviews. [CR] ... will try to continue tomorrow."

14.6/B7/19 May/B.IV: "Then, instead of language laboratory our teacher began to interview ... and the rest of the class ... had to study for their own."

14.7/B4/20 May/B.IV: "... the following hour was the free-study period. In this hour you are also doing the interviews, which are going very slowly."

14.8/CR/21 May/B.IV: <Emerging that some quaire questions not properly understood (particularly in regard to organisation and administration of the Course) and it must be considered whether amended answers from interview clarifications are permissible, given that no such interview clarification occurred for Experiment I. Very slow interviews, taking too much time. Teacher as researcher in extremely difficult situation because all the necessary research tasks have to be done alongside the teaching/co-ordinating, with unknown effects on student morale, perceptions of the Course, etc.>

14.9/B3/21 May/B.IV: "In the last two hours we have been working in pairs and then individually, because the teacher wanted to do the interviews"

14.10/CR/22 May/B.IV: <Explained the importance of giving time before the exams for students to do their own work/revision; all accorded but not sure whether [B4] and [B7] were completely convinced.>

14.11/B7/22 May/B.IV: "{In school our teacher continued with the interviews which take longer than he actually thought. During these hours we worked in the [advanced level] book and studied by ourselves.}" [Also under heading Library]

14.12/CR/25 May/B.IV: <{Out sick with bad sinus trouble.} No diary references to other teachers or their lessons are for inclusion in quantitative data, but will enable a perspective on remarks/comments on me or my classes.> [Also under heading Wellbeing]

14.13/B5/2 Jun/B.IV: "Then I had an interview with [CR] in the language lab."

14.14/B3/3 Jun/B.IV: "{The second hour we had the opportunity to work in the class library or go to the language-lab. I chose the last one because we weren't able to work there since the teacher started the interviews and I liked this activity very much.}" [Also under heading Laboratory]

14.15/B4/4 Jun/B.IV: "Well [CR], I want to finish my dairy wishing you all success in your exam. GOOD LUCK!"

14.16/B6/5 Jun/B.IV: "{In general it's possible to see a good improvement among all students} It's lovely to remember that this morning we greeted our teacher and wished him good luck on his exam."
[Also under heading DODL Elements]

14.17/CR/12 Jun/B.IV: "<[B8] stayed behind to tell me that she would like to change her 'Course Questionnaire' after experiencing another teacher for a few days – she now understands my methodology etc. very much better, and is very impressed by it. Told her how difficult it is for a teacher to take over a well-established group. Had a similar indication from the Diary of [B4].>

14.18/B3/12 Jun/B.IV: "{First of all I would like to thank [CR] for his methodology and work.... Secondly, the fact that I have been in the same class and with the same method has been very good and I have been able to study with a certain order and improve more than if I had had different teachers. Finally, I have to say that I have had a very good experience that I will remember always. The atmosphere among us has been very good, as well. I have felt very happy and I will really miss everybody. I don't know whether I will pass the exam, but certainly I've fulfilled my objective and for me it is enough. So that, [CR], thank you very much for everything.}" [Also under heading Wellbeing]

14.19/B4/12 Jun/B.IV: "I remember that the last year I had the usual final exams and just at the same time the exams of the 'Bachillerato Internacional' ... and finally 'Selectividad'. That was really a hell. Now it's time I did a general review about the Course. I've been thinking it over a long time and it wasn't such a bad idea to follow this Course after all. Actually it was quite good. The reason why I've decided this is because following this Course I have the possibility (maybe a remote possibility) to get the First Certificate. Getting a certificate is the most important thing after all, because it's the only proof that you have to show that you have been studying English (it's essential if you want to get a job, at least in Spain). Although I haven't learnt much more than I knew before, I suppose that at least I have perfected what I already knew. But after all I have had to learn something, it's impossible not to have learnt anything (true or not I have to believe it). Maybe in another class I wouldn't have learnt much more than in this one. I have to recognise that my actual point of view is completely different to my point of view when I did the last interview (I don't know how I've changed it because normally when I say something I keep it until the end). I think that my statements in the questionnaire were too strong (I suppose that I had my reasons but they were influenced by a depression). {Anyway I'm glad to have been in this class. I think that you have helped me more than I had thought (thank you for it), and the classmates were quite nice (with some exceptions). I don't know if my daily dairies have been a bit strange, but this was the first time I've written a dairy. I think that I will continue writing them just to brush up my English. I've tried to do them in different way (I like to be different to the other people) and I hope that you have enjoyed them.}" [Also under headings Class Diary, Wellbeing]

APPENDIX D-C I

CHRONOLOGICAL DIARY EXTRACTS: COURSE C STAGE I (11 JANUARY - 29 JANUARY)

NOTES

In Course C it was suggested that students might use such Diary headings as: 'New things I have learnt today'/'How'; 'What was good'/'What I liked', 'Why'; 'What was so-so', 'Why'; 'What was bad'/'What I didn't like', 'Why'; 'Other good things/bad things in my life'. In the transcription these headings have been abbreviated to, for example, [NEW]: and wherever necessary a wavy dash (~~) joins connected entries where such headings have been omitted altogether. The same convention is adopted where dashes, spaces, bullets, numbers, or other special characters appear in the original. Unnecessary underlining has been omitted and unnecessary block capitalisation has been converted to lower case. Vertically listed items are separated by a backslash. All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol '//'. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets. Original Diaries were corrected and returned to the students, with appropriate language corrections and counselling remarks added, and the transcription of Diaries for Course C is from photocopies (often faint and sometimes illegible), overscored with language corrections and annotations which, in black rather than the original red, are difficult to distinguish from original text. While the accuracy of the transcription of spelling, punctuation, and vocabulary is thereby less assured than for Courses A and B, students' attitudes and opinions are as faithfully conveyed. Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Although analysis of the linguistic corrections and advice of the co-ordinator is beyond the scope of the present study, selected paracounselling notes (written on the Diaries before return to the students) are transcribed as supplementary data in italics within angle-brackets. Indications of approval and encouragement ('Very Good!', 'Well done!', a tick, etc.) are for the most part omitted on the grounds that their frequency would impede the text. Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student's attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for both stages of Course C are chronologically ordered.

11 Jan

C1/11 Jan/C.I: "My working day is, in the afternoon, gone as usual: studying, from 2 to 9 o'clock, writing, reading or checking words in my dictionary."

12 Jan

C1/12 Jan/C.I: "We talked about Future Tenses. I had already studied it yesterday, but I didn't have realised a few ways of using it (e.g. 'will' in a cause-effect sentence); so, that lesson was useful. Then, we looked at a photograph LAB: ... how to use adjectives followed by prepositions (e.g. guilty OF, inferior TO, enthusiastic ABOUT, and so on). AT HOME: a lot of study – \ copying some passages reported in the book (very useful exercise in order to write, comprehend, etc.) \ extending research after some of the given topics (e.g. by the skin of one's teeth, by chance, hit-and-run —). To do that I had already bought, before Christmas, an interesting book [on idioms]. \ checking words \ making the HW and posting this diary up."

13 Jan

C1/13 Jan/C.I: "Instead of going to the lab, we watched a video about a pattern 'Cambridge First Certificate' examination. A Good thing!... [OTHER]: a different arrangement of the classroom (chairs with writing-bars, instead of desks). I didn't like it very much, because these chairs are very uncomfortable <Are the chairs uncomfortable as seats? Or are they inconvenient to use as desks? 'Uncomfortable' is not the same as 'inconvenient'> \ bought [a picture dictionary]. I've already started using it at home, in reference to ... crime vocabulary."

C2/13 Jan/C.I: "[LIKED]: Building vocabulary. ~ I like to know new vocabulary. To make sure the grammar. ~ I want to understand the grammar completely. [NOT LIKED]: No conversation at all the private study at home. ~ (I had a headache) I must [= really] need conversation (speak). My English problem is speaking. I have still been suffering from this since I came here. I don't think it's caused by my shyness. I am very lazy and too nervous. I'm very afraid of talking to the person they are getting impatient when I speak but a big problem is my attitude to studying English.... What kind of lesson will I need? Now I have a lot of problems in my private life. Bad things are getting increase around me. That's all (Thank you reading this). <Would you like to talk to me about your problems?>"

C6/13 Jan/C.I: "I have studied three new phrasal verbs in my 'private study' (I study three phrasal verbs every day), also I have read some from the book that I have from the 'class library' and I did some exercises and I have studied the things that I have done in class this morning. [LIKED]: it has been very interesting watch [= to watch] the video because we can know what things they consider important or not. [SO-SO]: the Free Study today because some of the students were speaking loudly and I found very difficult sometimes understand what I was reading. [OTHER]: I have spent some time in the evening speaking with my Irish friends. I have watched the News at 9 o'clock. I spoke with you about the things that I was worried, yesterday. ~ Number of people in class ~ Different levels in class ~ Speed ~ Time in breaks."

C7/13 Jan/C.I: "After the talking than [C6] and myself had with our teacher yesterday afternoon all things are clearer. With the new desks the class now looks completely different because the communication is much better and the guys don't speak too much in Spanish. <I'm glad things seem better now – thank you for bringing these points to my attention, as it has helped everybody.> Today I have learnt a lot of vocabulary about crime, which is very useful and, at the same time, interesting. But, above all, having watched the video about the First Certificate examination, has been an exciting activity.... Which is referred to the teacher and the classes in particular is going well. I have no problems with it. ~ I think the class was pretty good. The speed of the teacher's explanations goes up and down, but always with the same rhythm. The time we had for private study, just before lunch, was useful for some of the fellows but not so good for others who didn't mind spend their time doing nothing."

C8/13 Jan/C.I: "... it's very difficult don't speak Spanish during the breaks. I think the time for Lab or study is different for me. If I don't go to the laboratory I don't know what to do in the Study. [LIKED]: The way to work in morning class is very interesting. ~ Because is different than other kind of

class.... [NOT LIKED]: I think we need more conversation, for F.C. [Examination]. <During the course we shall have plenty of conversation – remember we are only at the beginning now> The dialogue must be corrected. <This presents both theoretical and practical problems for a teacher> ~ It's perhaps the most important thing. [OTHER]: The weekends are depressing."

C11/13 Jan/C.I: "Today the class was quite difficult for me. I hadn't very clear which was the correct forms of the verbs. <Did you study these again at home or in the Study Period?> [LIKED]: I liked to going to the Lab. because I could study the English pronunciation. I also liked the class in the end when we studied the english entonation. [SO-SO]: I didn't like to read in class, because there are too many people. <A good point – once I have established the problems of each individual we shall have only one or two (different) people reading each day.> [NOT LIKED]: I didn't like the organisation of the chairs. It's very uncomfortable, because the people there are too cramped. <Can you suggest an alternative? Maybe you can think of a better layout.> [OTHER]: Sometimes I think my English grammar has improved, the classes are easy, I can understand my Irish [host] family very well, and the T.V. But sometimes, I don't know why, I feel the level of the class is very high, and the T.V. is difficult, even understand the family it's not easy at times. <This is perfectly natural, and depends on many things (e.g. how tired you are, your state of health, etc.) Don't worry about it.>"

14 Jan

C1/14 Jan/C.I: "IN CLASS: Revised the past tenses, already studied before times \ used to = would (often) \ Using the past simple with 'natural progressive verbs' in the same meaning of the past continuous \ Technique of reading and speaking (Intonation, falling and rising tone). LAB: I started studying the second book. Two new interrogative expressions AT HOME: Nothing new but study! [A friend] is always saying, 'You study too much!' ... I answer, 'I haven't got much time at my disposal, and so I've to profit by the present study as much as possible'. But this morning I didn't hear the alarm.... Perhaps I need a rest – I think that so much study prevents me from having talks with people to practice my speaking. I'm really asking myself about this from long time now; but, after all [= in the end], I'm quite peaceful – This is a time for 'building' the bases of my English; afterwards, I'll have plenty of time for speaking."

C2/14 Jan/C.I: "[NEW]: How to say when I have bank drafts (I want to have/get bank drafts) ~ Teacher and Banker. \ used to be, had been ~ Lesson \ My Irish [host] family helped my composition and pronunciation. [LIKED]: To be helped my English in my home ~ I could learn out side school. [SO-SO]: One book For two persons. ~ I couldn't concentrate and keep up with words. [NOT LIKED]: smoke break ~ I cannot go out [because of the smoke] but don't worry about me. This is very selfish opinion. [OTHER]: I tried asking something Irish people. I think it was quite good for me. For example. In Bank, In the shop and a post office. I recognised if I really want to talk to the person. I will find everywhere. It's up to me. I knew it today."

C3/14 Jan/C.I: "I listened to the 'Phrasal Verbs' cassette ..., wrote down all the phrasal verbs in Language Lab. and made sure their meanings at home. It was good to use 'Phrasal Verbs' ~ I understood their meanings from the context better than I just looked at phrasal verbs in books. I didn't have enough time to study at home because I had to mind a child and eventually he annoyed me so nothing induced me to concentrate on studying. <Will this situation continue? If it does, perhaps we should talk so that a way can be found to use your out-of-class time profitably (i.e. in ways which improve your English).>"

C6/14 Jan/C.I: "... and I have studied the vocabulary that have appeared in class today. I worked about my pronunciation in the Lab for ~ 2 h[ours]. One in the morning (free-study) one in the afternoon. [LIKED]: I found very interesting to read loudly in class (I know that we can do that from time to time) [SO-SO]: I think that it wasn't a good idea to share the last hour in two. (One for Reading Comprehension and another for Listening Comprehension) I liked what we did in both but I think is much better do one one day a hour and another, another day. <Point taken (although sometimes we have to do this if both are needed in preparation for HW or an activity)> [OTHER]: I went to visit a Irish friend and I spent 1 hour with her. (Do you think that it is too much?) <Not at all! This is an excellent way to use your English>"

C7/14 Jan/C.I: "Today I have learnt how important is revising structures that I supposed to have fairly known.... they become a different problem when you mix all them in an exercise as the one we have done this morning. Never is too late to learn again. What could I say about the classes in the lab? I find them as boring as necessary. <IMPORTANT: WHY is the lab boring?> Otherwise, where could I find another lab but in the school? I also find the book I am doing very tedious but necessary

either [= too]. <IMPORTANT: WHY is the book boring?>~ I'd like to do more exercises on listening comprehension than on reading, as we have to get used to listen as much as to read, perhaps even more. We are not doing many exercises of this type and I need more practising in this subject than in other that I can deal with on my own, either at home or in the library. <A useful point. During the course we shall have plenty of listening exercises and practice, but most of them are very very difficult until we have done a lot more 'general listening'> Anyway, the reading section was quite interesting. [OTHER]: Until the date [= now] the new people have fitted in the class very well and I think we all get on quite well. I believe it is worth [= worthwhile] all we are doing in class All is going well, isn't it?"

C8/14 Jan/C.I: "The laboratory was good. I think we are starting to speak a little bit of English during the breaks. [LIKED]: the lesson was good, and I learnt little things for me are important. ~ words that you don't understand and suddenly you can. [SO-SO]: I think, it's too difficult to ask questions in class ~ Because we don't know very well each other. [OTHER]: I said in my last diary the weekends are depressing, Perhaps Because next weekend will be my first weekend here after Christmas, but in weekends you don't have a lot of choices to choose to spend your time."

C9/14 Jan/C.I: "[NEW]: Vocabulary \ pronunciation of short vowels \ the tone in some sentences ~ in class. Vocabulary \ set expressions \ verbs \ pronunciation ~ Private study \ T.V. \ conversation at home. [LIKED]: The pronunciation is very important for me. So, I like learning the pronunciation of each word. ~ I need a good pronunciation in order that the other people can understand what I'm saying. [NOT LIKED]: The class was a little boring (Only before the break) ~ We speak [only] a little. [OTHER]: Today I have been lazy but tomorrow I will do an effort to learn more, because it's better for me."

C10/14 Jan/C.I: "[LIKED]: I learnt grammar, because we did enough exercises. [OTHER]: It was a very good thing when you told me to change place in our class and better for me because you placed me beside [C8]. <Can you say WHY? If I know then I can take it into account when arranging pair and group work.>"

C11/14 Jan/C.I: "Today in the class I learnt more vocabulary. [LIKED]: I liked to use made use of different books, because it was more interesting and agreeable. [SO-SO]: But I didn't like to use three books in the same day. (Like yesterday). <WHY?> [OTHER]: I don't know if it's possible, but for the problem of organisation of the chairs, maybe we can use the next classroom too. <Sorry! Because we have a full class we are better-off using the desk-chairs – and the next-door classroom will be needed by other students soon. [Our room] isn't big enough to accommodate all the students and all the desks without serious problems in teacher-student relationships, etc. etc.>"

C12/14 Jan/C.I: "We have learnt in my class: grammar, that's very important, we could learn with our book. Our grammar consisted on Regular Verbs, Past habitual, Pronunciation.... we did listening to know how the intonation in a conversation. We went to the Language Laboratory and I started to use a new book where I can use the Present Continuous, Past Continuous in a conversation. [LIKED/NOT LIKED]: I think that it's good for us to learn grammar because we need it. I believe that when we read [= reviewed] our homework we spent a lot of time, it wasn't too bad. [OTHER]: I don't know what can I write in this section of the diary<This section can be left blank, but is there if there are any problems (or good things!) which can hinder (or help) your learning (e.g. news from home, health, worries, etc.)>"

15 Jan

C1/15 Jan/C.I: "[NEW]: IN CLASS: Spelling: doubled consonants \ Exercises of pronunciation \ Discussion drill, about a newspaper article LAB: Worked at drills 7-11. Revised the use of the past perfect after 'If only' PRIVATE STUDY: From the class library I've borrowed a book ... to examine closely how to start and finish a letter. Made, during lab hour and at home, several exercises with regard to this. AT HOME: In the afternoon I went for a stroll around the city and visited [an exhibition] ... chatted with some of the attendants, taken away a few leaflets to read later, etc. Wondering before sleeping (pre-sleep thoughts(?)) How can the young understand moral principles if even [the topic of the class discussion] doesn't matter? And how can parents, teachers, priests or adults in general teach them? Which is the best way? (etc.) Boh! – Italian exclamation meaning 'boh!', perhaps 'I don't know' or 'who knows!' – it would be better to sleep now. <I believe the approach we took in class was the correct one in this respect: allowing 'the young' to explore the issue for themselves, and pointing out aspects of it which they may (through inexperience) have overlooked....>"

- C2/15 Jan/C.I: “[NEW]: Conditional sentences ~ lab \ vocabulary ~ lesson \ How to buy a coat in English ~ shopping. [LIKED]: repitation (Lab) \ bilding crime vocabulary \ discussion ~ I need to be used to speaking English. [SO-SO]: to speak English in the shop ~ It is practice! [NOT LIKED]: No conversation at break time. (From next week I will get a person who speaks to me).... [OTHER]: This coat were not cheap ... I’m thinking what I’m going to explain about that, and I will have to say ‘Please send me some money as soon as you can’. I’m very afraid of telephoning to Japan on Monday. They may be angry to me! May God bless me!”
- C4/15 Jan/C.I: “I practised present continous, simple past, the past continuous ~ laboratory. We read an article from de newspaper ... and then we discussed about it. – practised indirect speech ~ talking in English with my friends. I liked the lessons because we made a differents thing. I liked to read an article of the newspaper once a week and spoke about it. Because I think is very interesting.”
- C6/15 Jan/C.I: “I found very interesting to do some practise about pronunciation, because it is very important for the paper five [in the examination].... I was very found of [= was pleased to] do a ‘real reading comprehension’, because I think it is the best way to prepare the exam.... [NOT LIKED]: The thing that we can improve is the speed but only in the way that we ‘lose’ a lot of time in changing the subject. *<Can you explain this point in other words please?>* [OTHER]: This weekend I have studied and I have gone with my Irish friends as well. I wish, if it is possible, do more HW, especially to do more eassy [= essays]. *<This is a problem of teacher-time. I set the HW levels at what can be realistically marked in the time available. You will find that by the end of the course you have done a very great deal of writing and essays become more important once your English improves. At this point in time people need their grammar etc. corrected.>*”
- C7/15 Jan/C.I: “Today we have done a lot of exercises on Intonation, Pronuntiation and Spelling. I thought that I could speak English properly. But since we began the classes I have realised of my lack of training in these subjects, mainly in Pronuntiation. Nevertheless, I hope to improve quickly.... Above all the things we have done this morning I found the discussion we had in the last hour as the more interesting. The stuff was about a real trial The guys got really into the subject and myself too, and at the end we got some useful conclusions. This kind of work is highly valuable, so that we can test our progress at the same time that we learn to express our opinions in English. *<Well-written. Keep it up!>*”
- C8/15 Jan/C.I: “I learnt to pronounce a little bit better \ Spelling double consonants \ Vocabulary ~ Today was an interesting class, in the pronunciation, and this article about [a topic]. I think it was very good. These kinds of things are very interesting.... we spoke English and I realised about my mistakes, speaking. [SO-SO]: I think spelling doble consonants is not for very much [= not very useful?] ~ Because we can forget these rules very easy. *<I agree – remember that I said that the ‘rules’ are of limited value not only because of possible exceptions but because they’re too complicated to remember. The best thing is just to learn by experience.>* [OTHER]: I think this part of the diary is very personal and it’s very difficult to say if I have problems. I don’t know what level [= purpose?] has this part of diary. *<This section may (not must) be used if you would like to say anything about other things which may affect your studies (e.g. health, news from home, etc.) It also gives you writing-practice.>*”
- C10/15 Jan/C.I: “I practised: present continuous; the simple past; the present perfect; articles; the past continuous; Future; the comparisons; the past perfect; the indirect speech ~ Laboratory. \ listening and repeating the same.... I liked the lessons. For me it wasn’t borring, because we made a lot of differents things. I think it was a good idea to read a newspaper’s article, it was very interesting.”
- C11/15 Jan/C.I: “Today in my house I was doing sentences with the new vocabulary. I liked at the end of the class, when we discussioned about of the article. It was very interrsting and agreeable. [OTHER]: I don’t know why, but in Dublin, I feel more tired than in Spain. Sometimes the class are very heavy, because I can hardly keep my eyes open. *<I often feel the same way! The lessons at the moment are quite slow-paced, to give the new students time to adapt; I hope later on you will be too busy to feel sleepy —>*”
- C12/15 Jan/C.I: “We studied ... it was about the pronuntiation ~ We practised this with a tape. \ We went to the lab and I studied the [picture dictionary] \ We met in groups to speak about an article ~ We began to discuss this event, it was interesting [LIKED]: In the afternoon [C10], [C4] and I went to Powerscourt to take a coffee in order to rest and we started to speak English, and really we did.”

18 Jan

- C1/18 Jan/C.I: “IN CLASS: Started ... with particular insistence on the ‘word building’ and through the use of synonyms. A training that I have appreciated very much, because the English use of words (their

meaning and place, phrasal verbs —) is quite difficult. LAB: In studying several drills, I paid attention to the right pronunciation of -ED Finals, which actually are one of the most difficult pronunciation problems for an Italian — together with the ‘H’ sound.”

C2/18 Jan/C.I: “[NEW]: To distinguish between hope, wait for, expect. To get to know. ~ Lesson. \ To read newspapers articles loud voice ~ At Home. \ To pronounce ‘She sells sea shells by the sea shore’ ~ My Irish [host] family’s advice. [LIKED]: More than 5 students joined to speak with me. ~ I’m getting used to speaking. My Irish family advised me to read loud voice! and checked my pronouceation. ~ I must [= really] need these things [SO-SO]: To watch american TV. ~ I’ll have to take TOEFL exam. [NOT LIKED]: We shared one book two or three person. ~ Simply I don’t like it. <SORRY! I wish we had more of these books in the school — > [OTHER]: Today is my 21st Birthday. I feel old.... a friend of mine rang me from Japan.... Anyway I’m very tired today because after dinner I practised reading and pronunciation. It was very good for me to be getting familiar with English. The Bad thing is this awful weather. Thank you.”

C3/18 Jan/C.I: “I began to write 500 words essay as my private study. [NOT LIKED]: Today’s lesson was boring. For me. ~ There was nothing to learn, although I could confirm things I’d already learned, particularly in grammar. <Sorry! But revision is an essential part of learning.> [OTHER]: I suddenly decided to go back to Japan two days ago although I didn’t want to do it and wanted to take exam here in Dublin. Some problems turned up in my Irish life of late; how to get along with a child in my household was a major one and I easily chose to leave Ireland. But this decision made me relaxed (it also made my parents happy!) and we seem to become good friends rather than before. So I don’t regret it so far. <I hope you are making the right decision. Only you can know what is best, but have you considered all the reasons why you want to go back (apart from the obvious one of homesickness)? Would you like to change classes? Perhaps a different teacher and/or level would be better for you?>”

C4/18 Jan/C.I: “[NEW]: Active Passive ~ laboratory \ Differents menings of wait, expect, hope ~ working in groups. \ Synonyms \ words often confused \ Reading and thinking \ comprehension \ New vocabulary \easily confused verbs lie and lay. The lessons for me it wasn’t boring because I learning differents things. <This sentence has so many mistakes in it (which are all BABY-ERRORS and not appropriate at First Certificate level) that I recommend you copy out the corrected version of it at least twenty times: The lessons weren’t boring for me because I learnt different things.> I liked the Reading Comprehension. [OTHER]: The weather is too bad.”

C6/18 Jan/C.I: “I learnt a lot of interesting vocabulary from the text (Reading Comprehension), and at the same we know that to de practise of this is very important for the exam. I found very interesting to gla[n]ce the passive voice because I realised in my private study that I didn’t know it very well. In the ‘free-study’ I did some practise about pronunciation. [SO-SO]: The breaks, because we are losing the aim: to speak English. I can’t find solution for this problem. <The solution lies in the students’ own hands! Someone (why not you?) must start by absolutely refusing to speak Spanish during the short-breaks.> [NOT LIKED]: Nothing. [OTHER]: What do you think to spend 1 hour aprox. in the lab in the afternoon for improve my pronunciation? <I would suggest no more than 30 minutes – with perhaps some listening comprehension or other work for the rest of the time.>”

C7/18 Jan/C.I: “We began the class working with vocabulary and synonyms from [a coursebook], which is very interesting and enjoyable. This book is really good because you can find in it many different parts So, with the help of the teacher’s explanations, I clearly realized of the differences between similar words like, e.g. expect, hope, look forward to, wait for and so on. I must recognize that I didn’t know their real meaning before. After the break we went to the laboratory, as usual.... <But what did you study there, and why. It helps me if I know> I always get confused with the verbs lie and lay but I found in [a coursebook] a good explanation of their meaning. We also learnt some vocabulary in the subject of travel.... I enjoyed all we did and therefore I had no problems with the study. The explanation is very simple; I haven’t got any classes during the evening, so my mind is much more clear in the morning than used to be during the first three months that I spent in Ireland taking classes both morning and evening. <Point noted> [OTHER]: With these two [new students] we are just sixteen. I think we are enough to blow up the class in a fed-up faces morning.”

C8/18 Jan/C.I: “[NEW]: Differences betewen wait for, hope, espect \ The use of might and might have (Past). LAB. \ Use Gerund after without. LAB. \ To get to know, know, meet. \ Differences betwen, to realise, to notice \ Something about Passive, even, never. \ Vocabulary about Boats \ Differences betwen, travel, trip, journey. \ To cater for (Evening class) \ Broke down (afternoon class) \ it depends ON, and some vocabulary. ~ The lesson today was good. I didn’t do too much study this evening, just the homework. [LIKED]: The lesson was good but I think we are too many people in class. ~ I learnt interesting things for me [SO-SO]: To speak English during break. There are too many spaniards and, in other class too. ~ Because if somebody asks you in Spanish, and you

answer in English, you seem like stupid student. <Explain to them that the short-breaks are meant to be English-conversation times (and that using them to practise speaking Spanish is not what you came to [the institution] for)> [OTHER]: The Sunday as I said was depressing. My [host] family has its own things to do, and on Sunday afternoon you can do nothing, but it was better than I hoped. <Suggestion: why not buy an interesting book (a novel perhaps) in English, and read it at the weekends?>

C9/18 Jan/C.I: “[NEW]: Vocabulary \ Position in the sentences of frequency adverbs ~ Lessons \ Private study \ Lab \ Friends. <Can you be more specific? What private study? What did you do in the lab? How did friends help your English?> [LIKED]: Today the class has been more amusing than the last day. ~ I have paid more attention. [NOT LIKED]: I would like that all of us speak more in class, more conversation between us. <As people improve their English so we will have more conversation, but this will be balanced against all the other work we have to do. Speak English in the breaks!> [OTHER]: I note that my English is improving. <I shall comment when I note the same —! You need to devote a lot more effort and energy to your studies if you wish to make really significant progress. What work are you doing OUTSIDE class?>”

C10/18 Jan/C.I: “[NEW]: Synonyms ~ lesson \ conditional / needn’t / have got (/) may, can, could in polite requests, Gerund / the passive / verbs and adjectives followed by prepositions, review of verbs-Form: the gerund / I wish and If Only, the present simple and continuous ~ laboratory. \ Vocabulary (Travel) ~ lesson \ Verbs ‘lie’ and ‘lay’ ~ Exercise (lesson) [LIKED/NOT LIKED]: For me the first part of the class it was quite boring, and a little bit slow. I didn’t like very much the book. <WHY? It’s important for me to know> [OTHER]: The weather for me today it was horrible. <Are you working hard enough OUTSIDE class? As I indicated, I’m very worried about the group of pre-Christmas girls, as I feel that you have not appreciated how much work you must do IN ADDITION TO THE CLASS AND HOMEWORK if you want to pass the exam.>”

C12/18 Jan/C.I: “[NEW]: We learnt some vocabulary \ We went to the lab and I studied some of this. [LIKED]: I wouldn’t go to the library but I studied at home for two hours. [SO-SO]: I went to Dun Laoghaire and for that reason I didn’t go to study because I spent a lot of time. <[Name]: Are you working enough outside class?? You cannot hope to pass the FCE without several hours work/study etc. after 1 o’clock. As I said this morning: I’m worried about all the girls in the pre-Christmas group, as I suspect that none of you are putting in the work required.>”

19 Jan

C1/19 Jan/C.I: “[NEW]: IN CLASS: Exercises of pronunciation and spelling \ Speaking and checking words ... \ Revising Structures: Reported Speech/Present Perfect and Past Simple/Present Perfect Continuous. I liked it.... Learning a language is like learning mathematics; if you forget something you can’t go on. The problem is that we are too many people in class; so, the opportunities of speaking or reading or doing whatever else, are very few for each one of us. <With a full class the teacher’s job is much more that of getting the students themselves to practice, talk, etc. etc. outside class, devoting class-time to what they cannot get elsewhere, i.e. expert tuition.> LAB: A little study, only three drills ... then a useful relax by looking at the ‘Guinness Book of Records’.... AT HOME: Studied the different items of the morning.”

C2/19 Jan/C.I: “[NEW]: To read a book with loud voice and answer the questions. ~ At home (Private Study) \ To watch TV ~ At home. <Is this new for you?> [LIKED]: to make sure of the Present Perfect. To rewrite my essay ~ this is one of my problems. [SO-SO]: Lab [a tape of stimulus-response drills] ~ I could find new words and how to say in English in this occasion. [NOT LIKED]: weather ~ I felt tired because of the dull weather. [OTHER]: After dinner, I had to read a book (start sentences) and answer the questions because my Irish [host] family offered me to help my English. This is very helpful to improve my English. It means I felt I went to school in the morning and evening. I received a birthday card from my parents. They wanted me to go back Japan within Summer. I don’t want my parents to be sad about me. I’m suffering from such a kind of problem. <It’s very kind of your host-family to help you like this! If you tell your parents I’m sure they will understand that you are being well looked-after.>”

C3/19 Jan/C.I: “[LIKED]: I like to watch CNN news programme on TV. ~ I have to used to listen to American English and it’ll be helpful to get a job in Japan.”

C4/19 Jan/C.I: “[NEW]: Reported speech \ Practised the past time \ present perfect simple \ present perfect continuous ~ I studied in the laboratory and at home. I writted two letters in English. [LIKED/NOT LIKED]: I preferred that the private study will be before the coffee break because after I think we are a little bit more tiring. <The private study was after coffee-break on 19th

because I had to accommodate an examination-candidate teacher who was observing the class. I hope this won't happen too often.>”

C6/19 Jan/C.I: “This evening I got mad trying to find the different between the simple past and the present perfect. Before Christmas my teacher told me that when the action is finished but the time is not finished we use the Present Perfect This morning you told us This morning I had breakfast but I think is completely correct to say this morning I've had breakfast --> the time is NOT finished now at 8 o'clock I can say 'This morning I've had my breakfast at 7.30 a.m.' Now I'm completely confused. [LIKED]: I found very interesting the explanation about these two tenses.... [OTHER]: When I have a problem like this (the different between two tenses) I try to find the solution and if I can't I spend a lot of time trying to find it!! That is a big problem. *<VERY GOOD! That's the way to work!>* From seven o'clock until now 8.36 I was trying to find the answer to this problem without success. When I was in class I understood the different, but the problem began when I was doing the HW, especially in the first exercise. *<The Present Perfect in English is one of the most difficult tenses/aspects for European students to handle (partly because it is used differently in the other languages in some ways and similarly in other ways!) and it takes a long time for its complexities to be understood, let alone differentiated in speech or writing. The Perfect Tenses deal with PERIOD OF TIME, within which I don't have the space (or time!) to give the necessary explanations here. In class we shall be looking at this again and again until everyone has got it clear and can use it naturally and easily. Keep studying it but don't worry about it —>”*

C7/19 Jan/C.I: “Today we have learnt a lot of vocabulary This kind of topics, in which we find quite a lot of new words, makes the class more enjoyable. I didn't expect to be in trouble with the Present Perfect and the Past Simple tenses but, in fact, sometimes I misunderstand their right meaning. Fortunately the teacher's explanation was quite good and I caught the ideas clearer than ever before. [LIKED/NOT LIKED]: I didn't like myself speaking Spanish with other students during the breaks, and even in the class. I look forward to giving up this, at least during the morning. I can't criticise the lessons because I learnt things that I didn't know the day before. [OTHER]: I'm afraid that the level of the class isn't too good to face the test for the First Certificate. I hope this is just a personal opinion and not a matter of fact (it includes me). *<I've had lower level classes at the start of an FCE Course. It's always a problem, because people easily over-estimate their capability in language and want to run before they can walk. However, we still have enough time to sort out who is potentially capable of taking the exam (remember we have four more months of preparation). I'm very pleased with the self-discipline and responsibility you are showing in your studies. Keep it up!>”*

C8/19 Jan/C.I: “[NEW]: Reporter speech/imperative changes to infinitive ~ Lesson/it was good but present perfect it is very difficult to understand, and to speak without any problems. \ Private study was goodLab was like other days: it's useful. [LIKED]: I think the class in general was good, perhaps a lot of grammar. Since I'm here after Christmas I can understand English much better. ~ I don't know why I can understand English better but that's true. [SO-SO]: Very complicated, the present perfect; you catch the principal idea but you are not sure I think. ~ Because I think, you can know very well the grammar but it's too difficult to put that in practise, I mean we need exercises and then you remember. *<With complicated grammar (such as the English Present Perfect!) it's very important for students who have only a limited amount of time for study to UNDERSTAND THE LOGIC-SYSTEM as well as to get practice in using it. Fortunately a lot of English needs no explanation.>* [OTHER]: Now I watch a lot of interesting films ... and I like that very much and it helps, I think. In class, I think it's too serious, I mean it must be serious, but not so much; it's too difficult to speak when you ask, and I'm in an embarrass position I get nervios. *<I try to make the atmosphere as light as possible, but an exam-class is a work-class. Can you make any suggestions in this area?>”*

C10/19 Jan/C.I: “[NEW]: The simple past/the present perfect/articles/the past continuous and simple past/the comparison of adjectives/Polite requests with 'will'/the past perfect/indirect speech/conditional sentences. ~ Language laboratory \ Present perfect \ Past simple \ present perfect continuous ~ book lesson and taking notes from [CR]. *<Have you actually LEARNT (not studied!) these things?? I'm interested in knowing what you feel you have achieved for yourself>* [LIKED]: I liked what we did about reported speech I think that language laboratory is a good idea because if you know that nobody is listening [to] you you are relax and you can do your lesson better than when everybody are listening you. [OTHER]: This afternoon I was very happy because I went with [C12] and [C4] to some agencies to ask for information about London, because at Easter we want to go there.... *<Did you speak ENGLISH together? I'm worried about [the effect] your friendship with other Spanish-speakers is having on your progress in English – Did you also do any study or work at English??>”*

- C11/19 Jan/C.I: "This morning I understood a little more the difference between Present Perfect and Present Perfect Continuous. [NOT LIKED]: I don't like to use three or more different books in the same class. I prefer learn one or two things well, than learn a lot but badly. *<Point taken, but consider ~ we are together for four hours every day and other students need variety ~ we have to cover a lot of ground in a short period – we cannot hope to deal with every problem perfectly for every student (that's why we encourage you to work independently both inside and outside class) ~ whatever we do a little of on one day we shall return to another day (the course is cyclic as well as progressive) ~ don't expect to learn everything completely in one go (languages aren't like that!) – be a bit patient with yourself –>*"
- C12/19 Jan/C.I: "[SO-SO]: When I went to lab. I wanted to study but when I arrived I couldn't. I don't know why. *<Self-discipline is needed here!>* Today, it has been a horrible day for me. I couldn't study in the afternoon. I only wished to sleep. I don't know if the weather was [to blame] I don't know what it's the matter. But one thing is true, these days I am dull. *<Try setting yourself small achievable objectives (e.g. 'Today I will study and practice with the past tenses of irregular verbs'; 'Today I will learn to use ten new words'; 'Today I will learn to use three new expressions'; 'Today I will buy an interesting magazine – in English – and read several articles for pleasure' etc.>*"
- 20 Jan
- C1/20 Jan/C.I: "The [examination-candidate teacher's] lesson today wasn't good enough; perhaps not very bad, but I didn't like it.... I was feeling suffering with [him/her] and wanted to help [him/her] in one way or another – but there was the examiner just near my seat. Nothing new this morning apart from a few words. The practice of Listening Comprehension and the Correction of homework, however, is really important; as well as working together with a partner to lay out a dialogue. Well – I read also the results of our Pitman examinations, and I was surprised ... is it true that we/I have made so great strides?... *<When people cannot feel their progress they feel discouraged – but the exams prove the reality!>* AT HOME: Practice of writing – rewrote yesterday's exercises \ copied the [C7]'s homework – good boy! \ planned a letter to a friend \ diary, dictionary, and a few notes."
- C2/20 Jan/C.I: "[NEW]: Vocabulary ~ lesson. \ Pronunciation ~ at Home \ Reading ~ at Home \ Listening ~ lesson. [LIKED]: Listening Comprehension ~ I like and need such a practice. [OTHER]: I enjoy studying English now but I failed Pitman exams. I know why I failed: because I had never studied for these exams at all. I understand what I should have done. I don't want to make a mistake again."
- C4/20 Jan/C.I: "Listening Comprehension \ Present Perfect, Past Simple and Future practice \ Listening and speaking – study at home \ talk in English with my friends. [NOT LIKED]: The lessons were a little boring for me today, because I'm tired and all the morning with it the same."
- C6/20 Jan/C.I: "This afternoon I thought about what was the solution of my mistakes in my composition; I checked essays and I saw that one big problem are the verb + Preposition and I decided to do a list of verbs + Preposition and I'm going to study two or three every day. I'm going to study all the prepositions English by heart and then I won't have any mistake putting the verb in infinitive instead of gerund after the Preposition. I studied how I must do a letter in English. [LIKED]: I found interesting to do some practise in listening comprehension and know how it can be in the exam. [SO-SO]: [The examination-candidate teacher's] class was too easy. I know that it was [his/her] exam. [OTHER]: Few weeks ago I felt confidence when I was speaking English but now I haven't this confidence. I don't know why. *<Because I have criticised your pronunciation, perhaps? Remember that I said that you speak very good English but that IN THE Exam you will lose marks for indistinct t/k/p and for omitting the endings of words.>*"
- C7/20 Jan/C.I: "I 'love' listenings, and that's why I watch so much telly. Honestly, I think that watching television is one of the best ways of training on this subject.... [OTHER]: I would like to explain briefly why I continue studying in the laboratory when I find it tedious. (I would prefer calling it 'a bit boring' instead of tedious, what seems too strong). I try to do my best wherever I am, and, in spite of my opinion, it is worth my while going to the laboratory (I wonder whether it is a case of conscience). In the evening [= afternoon] I went to the laboratory with [C6] (I've never been to the lab in the [afternoon]). The tapes I listened were just fabulous, much more interesting than the boring ones that I listen in the morning. These [stimulus-response drill] tapes contain different subjects, such as Gerund, Infinitive, Phrasal Verbs, etc. and the work they require is bigger. *<Very good diaries. Thanks.>*"
- C8/20 Jan/C.I: "[NEW]: Get a move on (not polite) \ So far; up to now \ To request something \ I've cleared doubts about Present Perfect – [The examination-candidate teacher's] class was very interesting.... I

didn't speak Spanish in breaks today. I think we didn't do very much grammar today; we listened to the First Certificate tape. it was good maybe because I understood. [LIKED]: There wasn't too [much] grammar, and I like that. ~ Because I finish every day fed up of grammar. Because I have class in the afternoons, but it hasn't any grammar but the day is too long. <The First Certificate Exam requires a very good basis in Grammar, but if you take afternoon classes I understand it can become tedious.> Today, I've got a terrible headache, at 4:30; it was terrible, I must have more rest, I must go early to bed. <I got (past) – at 4.30 (past)!! An important Grammar (sorry!) point which we studied in class – You NEED the grammar, don't you?>”

- C10/20 Jan/C.I: “[LIKED/NOT LIKED]: I didn't like very much [the examination-candidate teacher's] class because [he/she] repeat the same things a lot of times and I didn't learn nothing new. I understand that [he/she] was very nervous because [he/she] was doing [= preparing] an exam. I liked the listening comprehension because it's very good listen a lot of English.”
- C11/20 Jan/C.I: “This afternoon I began to read a book in English. I'd like to do it every day at home, but I don't know good and easy books. I want to buy 'My Family and Other Animals, by Gerald Durrell'. I read the translation in Spanish and I liked it very much. If you know it, please tell me where I can buy it, and maybe you could recommend other books. I think it will be very good for to know more vocabulary and understand better the text and articles in the newspaper etc. <You can buy this book (and many many others!) in [names of three bookshops]. Why don't you read the class-copies of 'Readers Digest'? I notice a definite improvement in your free-style writing. Is anyone helping you with it?? – I mean is anyone correcting your English before you hand-in your work to me? If so, I need to know. If not, CONGRATULATIONS!>”
- C12/20 Jan/C.I: “[NEW]: First hour we did the HW [review]. Then [the examination-candidate teacher] was our teacher for 1 hour. We learnt some important vocabulary. ~ We had a class very funny with [name] and [he/she] gave us a paper about [a topic].”
- C16/20 Jan/C.I: “I have learned a lot of new knowledges, also I learned new vocabulary and expressions, and now I'm learning to use them. The class was very interesting and I liked it because wasn't boring as usual. <Why was it more interesting? And why is it usually boring? Important for me to know> ... after class I have studied latin and I played squash.”

21 Jan

- C1/21 Jan/C.I: “IN CLASS: ... practice of re-writing what we'd listened to \ started ... The Future \ Analytic process of choosing correct words among different possibilities – One of the best activities I have ever done in class. The explanation of the meaning of each word was exhaustive and didactically very well-managed. Thank you. LAB: Drills ... Revised Passive Forms and, again, -ED Finals. N.B. A lot of cassettes are damaged! For example, there is noisy background almost into all of them <Background noise is a feature of the FCE listening paper (!) but these tapes were renewed just before Christmas> AT HOME: A very busy day. Studied all the items of this morning – hard but enjoyable on the whole Besides, a quick looking at a new borrowed book [title] which seems to be really interesting (read a few pages).”
- C2/21 Jan/C.I: “[NEW]: Reading and vocabulary ~ Lesson \ How to read a book ~ At home. [LIKED]: To make sure my answer with a partner ~ conversation and communication with others. [NOT LIKED]: Private lesson [= in-class ISDL] ~ It was too noisy to concentrate <Would you prefer to work(!) in the classroom? Please speak to me about this.> I have a cold and I feel very bad and tired. I want to study listening and idioms and phrasal verbs. How can I manage it by myself? <In the language lab.> To put my weight is the biggest problem for me but I cannot help eating much food because ... I need energy for going to school.... I have a lot of problems now. I have a headache, too. <I hope you get over your cold soon....>”
- C3/21 Jan/C.I: “[NEW]: Some expressions ... will be useful for me [in a job] in the future. [SO-SO]: The topic of discussion wasn't so interesting for me but I think it was OK ~ most of the students of this class are European, so it can't be helped. I found a difficulty in listening the tape [title]. I must comprehend such a grade of listening before and I can't help recognising a decline of ability of it. <Do you know why this is?>”
- C6/21 Jan/C.I: “I think that I was so tired that I couldn't do anything properly. I was trying to study the grammar but I found it not very clear how it is explained. I preferred to do the exercises without remembering what I read. <The explanations in [one of the coursebooks] are not good! Hence my follow-up lesson (on which I would welcome your comments).> We are a lot of people in class and I don't understand why are 'teachers' coming to see us. I think there are other classes with similar level with fewer people, and they are not doing exams in June. <Their course ends next week, so we

should find that this is much reduced after that. Why is this a problem for you?> I think there is some distance between 'teacher-student' and I know that the problem is that there are so many people in class. *<It's inevitable that as numbers in the class grow so the teacher-student relationships become less 'personal'. Other students have told me how important it is to have a chance to talk to the teacher. I'm really sorry that I can do nothing about this problem.>*"

C7/21 Jan/C.I: "[NEW]: I went to the laboratory, and took the tape on Gerunds and Infinitives instead of the other one that I had been listening until then. I enjoyed a lot doing these exercises, therefore I won't criticise any more the practises in the laboratory. Every unit of the [coursebook] contains a lot of new vocabulary and most of the subjects in it are very interesting, like the one we did this morning [LIKED]: I liked, above all, the way in which we worked during the Listening Comprehension exercise, because we listened to the tape in precis [= segments], stopping it and going over it again, until it was understood by the last deaf fellow in the class. [OTHER]: Sometimes, like it is happening tonight, I don't find the correct words to express my ideas in their whole sense, because my mind doesn't work properly and I can't deal with it. So, I do apologise whet[h]er some parts of this and other daily diaries go down in quality. *<Don't worry – it's natural.>*"

C8/21 Jan/C.I: "[LIKED]: Today in my private study I found out some doubts I had. [SO-SO]: I was lost today in class. ~ because, I was late, I didn't do my homework yesterday for a headache."

C9/21 Jan/C.I: "[NEW]: How to write a letter. \ The use of the verb to be in finished/not finished actions ~ In class I tried to write in my notebook the meaning of the words I didn't know; now in my private study I learn their meaning. I have prepared the next lesson from the book, and, therefore, tomorrow I'll learn the contents easily. [LIKED]: I liked the dialogue that we could hear in class. I liked to work with a partner. ~ When I spoke with my partner I remembered some constructions which I'd never used but I knew them. [OTHER]: The advices that my teacher says often are being very useful for me. I've not been making any effort to learn English, but now, at this moment, I'm thinking that the contents which I'm dealing with will be very important for me in the future; therefore, my outside-class work has to be bigger. *<Very good! This self-realisation is the important first step towards success. Congratulations! NOW you must keep your resolution —!>*"

22 Jan

CR/22 Jan/C.I <Spoke to [C10]/[C12]/XX [student temporarily in this class]. Strongly advised them about speaking only English when out together – this group of friends (which includes [C8] and [C4]) is making less progress than anyone else in the class – waste of time/money and above all opportunity (which they may never have again).... [C12] said they had tried – on one occasion only – but they lacked enough English for meaningful conversation – we agreed they should relax and enjoy this (final!) weekend in Spanish but would start the reform programme on Monday.>

C1/22 Jan/C.I: "[NEW]: IN CLASS: ... the correct use of 'could'.... \ First test with a Cambridge First certificate paper.... \ Talking about a photograph \ Using come-go, bring-take, get, fetch. PRIVATE STUDY: During laboratory time I re-examined the last two diary pages and relevant corrections. About this: it seems to me that the correction of 'strides' into 'stridies' is wrong. Four English dictionaries report 'strides' – consulted for safety's sake. *<'Stridies' is Nonglish. Did I make such an absurd 'correction' – misread as studies hence error SORRY!>* AT HOME: A lazy weekend. I have taken it easy. Everything has been done, however, as regards all (of) the previous items – plus a lot of reading (newsapapers, National Geographic magazine, readings of [profession], dictionary)."

C2/22 Jan/C.I: "[LIKED]: To make sure of the grammar. Building Vocabulary. ~ I need it. [OTHER]: I wanted to speak English in the break time, but some spoke Spanish (not all time). I had to ask them but I didn't. If I had advised them to speak English, I wouldn't have felt lonely. This was one of my problems. Anyway from next week I'm trying speaking English with them. It was my fault. *<NO IT WASN'T!>* I'm having a cold now. It means that I cannot speak aloud. It's very bad for me. *<I know what it feels like to have to work when you don't feel well —! It's terrible, isn't it! About 'speaking Spanish' – I had a chat with some of the Spanish girls and they have promised to speak only English at break-times and after 1 o'clock. We'll see if they can keep that promise!>*"

C4/22 Jan/C.I: "[NEW]: Listening and speaking ~ going out with english speakers and talk in English with them. [LIKED]: I liked the lessons, because I learned a lot of grammar, but that is a little tired.... I go out at night with english speakers. *<[Name]: try and focus your attention on the small things in English. If you look back at your diaries and written HWs you'll find that most mistakes are in spelling and tenses.>*"

- C5/22 Jan/C.I: “This is my first diary I thought I knew everything about [the verbs ‘can’ and ‘may’] but I learned new things and now I think that I know when I have to use one or the other. [CR] gave to all the students one test of the First certificate, from (the) last year. After this we went to the Language laboratory as usual. I liked the ... class because we learned many things. We worked hard and everybody was quiet and paying attention. But the class is not normally this way. Maybe there are too many people in the class. There are many Spanish students and we are speaking Spanish all the time.... and we are here spending a lot of money and time. Time and money which they – People who are annoying to other people in different ways – could use in other different ways; they don’t really want to learn English, or they don’t like these classes, this country or their way of life, in a word.... people in this class, who are from other different countries, they can not understand Spanish and it is completely impolite to speak it. *<I completely agree! It is very understandable that students feel their English is too limited for ‘real’ communication – but unless they make an effort it will never improve. I have spoken privately to one particular ‘group’ about this.>* I have got one Spanish friend ... an Au-pair. She ... does not like the family, the house and all the things which are around her. But she can not stay here any other way because her family has no money.... people ... don’t understand the Au-pair girls are here to study and they need free time to do it. *<Again – I agree. An ‘au pair’ is meant to be integrated into the family and allowed enough ‘free-time’ both for study and for relaxation. Regrettably some families see an au-pair as ‘cheap-labour’ and can be exploitative; equally some au-pairs are lazy and dishonest. If your friend speaks to [the families’ officer] she might be able to help.>*”
- C6/22 Jan/C.I: “[NEW]: I found it very interesting the first hour because I didn’t realise about this problem until then (can-could). After to do some practise with a real paper, I saw that I should study hard if I want to pass it, because it is a difficult exam. [LIKED]: I found it very interesting to keep in doing practise about ‘Talking about a photography’. [OTHER]: Today this part is very important. Last Friday night my girlfriend splited up (it was very quickly and I was very surprised). Since then I am suffering a big depression and I can’t concentrate on my work; I hope I will overcome this situation. It’s not really easy. *<I’m very sorry to hear this, and I understand how difficult it must be to concentrate on work in such a situation. Do your best but don’t worry too much about English for the moment.>*”
- C7/22 Jan/C.I: “Today we learnt how to use correctly the modal verb can. Although I knew, in fact, most of the cases in which this verb has a different meaning, there is no harm in coming back to revise them. The only case I was confused in was that in which ‘can’ expresses possibility. The teacher’s explanation (Congratulations!) and a later study have clarified my mind. Anyway, I am going over my grammar book to definitively set the holes [= fill the gaps?] I have on this subject.... [NOT LIKED]: I didn’t like the photograph we had to talk about in the book. There was almost nothing to say about it. Pathetic. If I have to speak about a picture like that in the exam, God bless myself!! *<Most FCE pictures are just as boring —!>* By the way, did you forget ‘writing a letter’ [on passed-over pages in the coursebook]. I wouldn’t mind go over that. *<Class [on the following class-day]>*”
- C8/22 Jan/C.I: “[NEW]: How to use may and can \ Can: a modal auxiliary verb \ Can: Past and Conditional ~ Can and May was very important ~ I think you are right, we have to speak English and do the effort to get it. [LIKED]: I think the class was very good. ~ We went to Lab, we did F.C. Exam, we talked, we did grammar, it was a full day. [OTHER]: I’ve been thinking, about the chat you had with the Spanish girls at the end of class. First, I think you’ve a completely right, but I think if you think something of me, such as a problem my writing, or something like this you must tell me, I don’t know which are my wrong things. *<No problem (yet —?!) You can see from the Diary and HW corrections where many errors are. Apart from that, I think it would help you if you tried to speak/answer/respond more in class – and it might help to set a good example for the other ‘quiet ones’. There are too many ‘silent types’ in the class – >*”
- C9/22 Jan/C.I: “[NEW]: Correct uses of ‘can’ to express permission, possibility, ability, and opportunity \ New vocabulary \ Set expressions ~ I learnt some set expression which I found in the dictionary (in my private study at home). [LIKED]: I liked the exercise which we did in class called ‘vocabulary extension’. ~ In that exercise it was possible for me to learnt the prepositions which follow some verbs. I usually have difficulties with them, because one preposition can change completely the meaning of one verb. [OTHER]: I have prepared the next lesson of the book, and I did today’s homework and tomorrow I would like to do it again, but I’m not sure if I’ll do it, because I’m a little lazy. *<Keep working hard and you will reap the benefit!>*”
- C10/22 Jan/C.I: “[NEW]: ... Talking about a photograph ~ Speaking with other student. [LIKED]: I liked the lesson about the different uses of can, may, might, will be able, will be possible – because it’s very difficult to distinguish when can we use each other. [OTHER]: I went to the cinema”

- C11/22 Jan/C.I: "This morning in the class I liked us to make a multiple choice. I'd like to do it more often. *<We will!>* It was not very difficult for me, but I needed more time for to do it. Maybe it would be possible to bring it at home for to study. I think it will be very good to read it carefully for to understand better the classes. I think it will be a good idea, to ask you (in the 'Class Diary'), about the specific problems in the English grammar to have each person. *<A very good idea! I'm not sure if the diary is the best place for it (because of space) but certainly written questions might help some people. Please remind me of this suggestion in class. Thanks!>*"
- C12/22 Jan/C.I: "[NEW]: We spent two hours more or less studying grammar in the book. \ Then we went to Lab and I studied [a picture dictionary] \ The last hour [C1] and I spoke about the photograph in the book and we described the building. ~ It was good because we spoke English all the time."
- C13/22 Jan/C.I: "I learnt how to use Can and Could, and the expressions to express formality, etc. I went to [a secretarial college] in the afternoon, and there, I learnt how to operate a Word Processor. [At home] I learnt expressions from Newspapers & T.V..... Yesterday, at night we looked a film [LIKED]: Listening to tapes. ~ Because, I must understand something difficult and this helps me to develop the understanding. [SO-SO]: Sometimes the grammatic. ~ Because I did the same at school. [OTHER]: I'm learning a lot of new words. I'm reading two books. *<You seem to be working hard outside class! Well done!>*"
- C15/22 Jan/C.I: "[NEW]: CAN – permission \ ability \ possibility \ opportunity [LIKED]: I think the lessons was clear and interesting, I like grammar, I think it's very important for speaking English. In France when you learn English they don't teach you grammar, but a lot of vocabulary. [NOT LIKED]: I don't like the language lab, I think it's very boring, but may by it's good for practising the axent. *<You can do 'private study' during lab-time if you wish – or some lab + some study>* [OTHER]: I'm very happy because my English is improve. My first two months in Ireland was terrible because I didn't some qualifications in English. Now it's not very good but better."

25 Jan

- CR/25 Jan/C.I *<The following remarks were written on the diary of [C1] in response to comments he had made about [CR]'s love of teaching; they were erased from the original diary before its return to [C1] but were retained on the research photocopy of the diary as evidence of [CR]'s state of mind at the time: "My life ... out of balance ... too many years now.... nothing else but work all the time.... killing my spirit. [Unlike the students] a teacher is 'on-stage' (in the spotlight) for the whole class-time day after day, week after week, year after year ... and can never abdicate responsibility.">*
- C1/25 Jan/C.I: "[NEW]: Word Study: An enjoyable and even funny manner of proceeding – a lot of laughter when we went 'circumcizing' (!) the world on – Word association and 'brain storming'; I too used to use it quite often with my pupils in class or in youth meeting.... I've experienced that the best and most useful learning has come to me when I've been teaching. Anyway, about checking words, expressions or related adverbs and adjectives: I've already done this since the first day; till now I've collected an amount of 213 A4-size leaves and about (or more than) 7,000 words. The problem is: how to remember everything?"
- C4/25 Jan/C.I: "[NEW]: Writing a letter \ Reading and thinking \ Synonyms and antonyms \ Vocabulary \ Abstract nouns \ Concrete nouns ~ study at home \ talk in English during the lunch-hour \ Read the newspaper. [LIKED]: I liked the lessons because I learned a lot of vocabulary, and it wasn't boring."
- C6/25 Jan/C.I: "In my private study I was studying the vocabulary that I didn't know because I know that it is the only way to learn it by heart. I wanted to wath the news but I hadn't the chance to do it because there was a strike, so I decided to read some news from the newspaper. [LIKED]: I found it very interesting to explain why we are doing anything in order to prepare the exams because if s/o [= someone] think that some subject is out of interesting he'll realise that it is important (you are doing that since the first day). [OTHER]: I'm trying to forget [the girl who had just broken with him] and that is the only thing that I must do as soon as possible if I want to concentrate a hundrend per cent on my work. *<It's impossible to forget someone you love, but it is possible to love them enough to want them to be happy. If what happens is better for the other person, knowing that it is so can make it easier to accept, and easier to refind one's own happiness>*"

- CR/26 Jan/C.I <Before reading the diary of [C3] I had assessed the need, and we were able to discuss several items, including a possible change of class (to a more difficult/challenging level, with smaller numbers and hence more opportunity for conversation).>
- C1/26 Jan/C.I: "Today I opened another door; I broke another wall down, which was literally tough and frightening for me: I [carried out a prolonged professional activity] in English on my own. <CONGRATULATIONS!> Now I'm here writing of this, but my heart and my hands are still trembling. I HAVE to thank somebody (or rather, many people) From now on another path is to be beaten. <If you approach it in the same way as you've approached your English studies it will be an enormous success.> [NEW]: IN CLASS: We corrected our homework in groups. Each and all of us said it was a good experience. I agree. Then we did a practice test of the 'First Certificate' (Transformation of sentences), and revised reported speech. LAB: Revised: present perfect, articles, past continuous and used to, comparison of adjectives – Use of the present perfect and If-already. AT HOME: Studied together with [a friend]. I spent more than two hours explaining Verb Tenses to him; he needed to be helped, and had asked me if I was able to do that. <V. GOOD!> So, with my first public English [appearance] and that first short teaching, this day'll be marked in red in the 'agenda' of my life."
- C2/26 Jan/C.I: "[NEW]: To change sentences (Grammar) ~ Lesson. \ To speak up about Japan ~ Party. [LIKED]: To be pointed my problems. To find mistakes with groups. ~ I hadn't realised that before you (someone) told me. [OTHER]: I went to the reception for my Irish [host] family's daughter. Although I had a cold. It was quite good for me to listen and speak to nativespeakers. I enjoyed myself very much. I understand why you were very angry about us in this morning. I'm the worst student for you because I made the same mistakes and didn't listen your advice. I won't pass the exam even if I study hard. I've done my best but it has been not true. Anyway I should do my best from tomorrow. I've a lack of written comprehension. I must write an essay every day or I have to study how to write an essay. What should I do? <Ask [C6] to recommend (and lend you) the book he's using on this.> And also I feel very inferior in your class, I don't know why I feel but my English ability is lower than others especially to write an essay. What do you think? I eager to pass the exam but I'm not sure my English will be able to improve until June. I should do a lot of exercises. <Can we speak about this together ON THURSDAY during the 'Lab/Free Study' period?>"
- C3/26 Jan/C.I: "[LIKED]: I really liked the activity that we collected [= corrected] our letters each other. ~ I could get an opportunity to speak English in the class even if we didn't speak a lot. [BAD]: My landlord [name] said that he could teach English to me every day but he only gave me a topic to write an essay on. He's been leaving me since then; however, I'd rather used to speak it more than to write it. I'm impatient because I don't have enough time to learn it here. <We spoke on [the following day] at one o'clock> [OTHER]: I haven't been able to concentrate to study English for this couple of days because I'm worried if I can go back to my country safely and I'm disappointed that I probably have to give up travelling around Spain I'd begun to practise some Spanish phrases, though. <In class break-times, no doubt —!>"
- C5/26 Jan/C.I: "Today, we did a very interesting thing in class. Last Monday the teacher told us we had to write a short letter for Tuesday. It was our homework.... [CR] chose three team-leaders and after he made three groups of people. Each team-leader had to try to correct the letters of the people in his or her group. [C1] and [C7] were two of the team leaders and I was the third. The experience was new and interesting. I think that everybody learned something from this. '[C1] and [C7] did a very good work', [CR] told the class, and we agreed with him because all of us know, they are very good and hard workers. I was very disappointed with myself. I wanted to do a good work but it wasn't this way. <I congratulated all three team leaders – you all did a very good job. Why did you think I didn't include you?>> It's very sad when you really want something and you can't get it. I'm three months here studying English, and I studied one year in Spain before I came Ireland. I know that my English is improving but it's not improving as fast as I would like. Sometimes I'm very glad with myself and I think: 'O.K. [name], there are five months more until June so you have only to work hard and you can get it'. But other times, when I'm speaking and (the) people can't understand me or I'm watching a film on television and I understand nothing, I get mad and say to myself: '[Name], take your cases and go back Spain. This is not for you. Get married and study never more'. We have got one test next Friday. The people who cannot pass it, are not allowed to do the First Certificate in June. I'm afraid. I don't know if I'm ready or if my English is good enough for it. I'm going to try it. I want to pass it. <Don't worry about the test! Your English is up to standard, and your attitude and aptitude are fine.>"

- C6/26 Jan/C.I: "In my private study, I read some chapters from the book that I got from the [class] library (this book is about essay and letter writing). I think that if someone wants to do good and interesting essays should read this book *<Perhaps you could recommend it to others in the class?>* I go on with my three phrasal verbs daily. I recognize that I didn't study them some days but if someone asked me how he should study this subject, I'd advise him my way. I read some articles from the newspaper and I looked up the words that I didn't understand. [LIKED]: As I told you I found it very interesting to correct ourselves the essay because you can remember much better your mistakes but on the other hand we can't lose forty minutes in class to correct it. So we should do that at home after the homework. *<Can you explain this in more detail – it's important>* I'm a little fed up with everything but I don't know why. I don't like this situation because in a few days I'm getting to lose interest about English. *<Can you explain why? I know about your out-of-class problems, but if there is something wrong in class as well, I need to know precisely what it is.>*"
- C7/26 Jan/C.I: "We corrected our own homeworks. It was an interesting experience, as we have to understand that the responsibility of revising our essays (or another kind of work) is entirely of us instead of the teachers. We must be due [= try] to write good compositions (as well as and to) correct them without the help of the teacher, or any other native speaker.... We also did some exercises In this short-test I made some silly mistakes (even at this stage) that I will not make again.... Another thing quite useful was the exercise on verbs followed by prepositions [LIKED]: I liked, above all, we all working together and the aim of improving I observed in the class. Most of the guys are working hard and the level of the class is going up. [OTHER]: Yesterday was the first day that I didn't write the diary. It happened because I didn't find it necessary. There's no point in writing statements with a lack of ideas, just for writing, without the aim of saying something reasonable. *<I completely agree. The diary should be used for self-expression, and not become just another exercise you 'have to do'. (Your diaries continue to be really excellent!!)>*"
- C8/26 Jan/C.I: "The lessons, were very good, I mean to correct our letters. I think it was a brilliant idea, really. *<Thank you!>* I learnt about my mistakes. I have to say, I never look for my mistakes when I do a composition for homework. But now I'm going to read my compositions after to write them. [LIKED]: I liked the new way to work, but I didn't like, the [practice] exam. I was afraid all the week.... [OTHER]: I think, the mistakes in the Diaries are usual because I'm not writing to not make mistakes, I'm writing to express my [things?] and my feelings, and that's very difficult to say without mistakes in a language which is not mine. *<Keep trying – it gets easier!>*"
- C12/26 Jan/C.I: "[NEW]: ... we met in groups to discuss about some letters. My teacher was [C1]. ~ We spoke in English all the time. \ We went to the Lab. and I studied a lot. [LIKED]: I like to sit near [C1], because I can speak English with him and I speak English with my friends although is a little bit difficult for us. [OTHER]: Yesterday when we finished the class, we went to the Library (situated) in Illac [= ILAC] Centre, we was there about 3 hours more or less. We did the HW and studied a part of the lesson. In the afternoon, I went to the [ILAC] Library and I did some exercises as one day we did in the blackboard: one word and we must to know other words connected with it."
- C16/26 Jan/C.I: "The class was very interesting and pleasant as usual and I liked a lot to learn to write letters because is one thing that I'm practicing every weekend. I have learnt a lot of new words, and expressions. After class I started a typing course."

27 Jan

- C1/27 Jan/C.I: "I'm very sorry – but you can work less than usual [= reading and correcting the diary], luckily – late in the evening I haven't finished studying yet, and a splitting headache is keeping me 'good' company. But I can't go on any longer. *<The flesh is willing but the spirit is weak? (I know the feeling well – I'm reading this at 10.30 pm –)>*"
- C2/27 Jan/C.I: "[NEW]: Articles – 'the', 'A' ~ lesson, Private study. \ To read a book – to build up vocabulary about 'Fire'. ~ At home. [LIKED]: To find mistakes. \ To make sure of the grammar ~ It was better for us to find mistakes ourselves. I was able to get what I need to study. [NOT LIKED]: I forgot bringing my text book. \ Too rush to learn *<What do you mean?>* ~ I interrupted [= disturbed] my neighbor in our class I felt it today. [OTHER]: I've done the exam for entering the First Certificate class. I was not able to pass this exam. so [= as] I didn't have any opportunity to study this last year.... I feel that it (the test) is not fair for us. I hope the teachers don't discriminate against the students who don't come from Europe (their languages are based on Latin). I understand I must study three/four/five/six – times as much as other students but after finishing this class, I will get something.... I'm getting used to speaking English now but I need make more efforts. *<About*

'discriminating against non-Europeans': the examination itself discriminates against non-Europeans to the extent that any examination sets its own standards. For example, a mathematics exam 'discriminates' against people who find arithmetic difficult, a music exam, against people who have hearing difficulties – and so on.... The teachers try to advise the students of their realistic chances of passing the exams.>"

C3/27 Jan/C.I: "As it was a bit difficult to understand why 'The blue dress isn't quite as pretty as the red one' I changed 'The red dress is a little prettier than the blue one.' I made sure of meanings of those adverbs and then I made a list of them in my notebook. [OTHER]: It was nice of you to listen to me after class. Although I couldn't explain what is happening to me in orderly sequence, I'm afraid, I feel very much better now. But another trouble came out; it is that I may leave this class in a few days. I like an atmosphere of the class even if most of students are Spanish and they speak Spanish in the class frequently."

C9/27 Jan/C.I: "[NEW]: Correct use of 'spend' \ Differences between 'just as' and 'as soon as' \ Modifications in comparatives and in superlatives \ Some prepositions after some verbs \ Uses of 'Ask' and 'Tell' in different sentences \ Vocabulary and set expressions. ~ [HOW]: Listening to the teacher's explanations about our doubts. \ In my private study I learnt all the notes which I had in my notebook, and I looked in the dictionary for some words or set expressions which I then wrote in my homework. [LIKED]: I liked to correct the other pupils' homework. ~ I remembered some expressions which I seldom use in my homework. It was amusing and I learnt a lot. [OTHER]: I'm learning a lot of English but my private study have to be bigger. *<I notice a definite improvement in both your spoken and written English – keep up the good work!>*"

28 Jan

C1/28 Jan/C.I: "[NEW]: A two-hour discussion (see below). \ Causative Have/Get. I was right three days ago: English logic is completely different from Italian. Understanding those causative forms was a trouble this morning, and I can't say I really understood.... AT HOME: Therefore, in the afternoon I had to study very carefully, and doing homework took me more time than doing the previous ones. Meanwhile, my personal dictionary is three days outstanding; I hoped to bring it up-to-date, but it was impossible. Next weekend, maybe! *<A saying: Never put off till next weekend what can be put off till the weekend after that —>* Today's discussion was quite interesting and worth our while. Perhaps, more in reference to the questioning-answering method (words, sayings, expressions, correction of speaking mistakes –) than to the contents, but never mind. *<The 'topic' is only a teaching-device to provoke people into speaking out – hence the more outrageous or controversial the better. Note that in a full page of writing I have had to correct only one word, and question your intended meaning of only one other. A truly outstanding achievement – to have reached this standard in such a short time is a tribute to your own efforts.>*"

C2/28 Jan/C.I: "[NEW]: New proverbs \ Vocabulary [clothing] alternations [= alterations] \ What other countries men think about women ~ lesson. \ Vocabulary (about eyes and etc.) ~ Private Study. [LIKED]: Discussion ~ It was interesting for me. \ Causative Verbs (get/have) ~ I was not sure how to use these verbs. [NOT LIKED]: The electricity system broke down. I wasn't able to read the book.... I'm afraid of failing the [FCE Eligibility] exam. But I will do my best.... I feel more comfortable in this class than before. *<I'm very glad!>*"

C6/28 Jan/C.I: "Today I thought that I should read any book from time to time because I realised that I had a lot of time when I go and I go back from [the institution]. I decided to begin a book that I'd love to have information from it 'Irish Ghost Stories' but when I read the first pages I realised that the vocabulary it was not really easy. What do you think about that? As every day that I can I have studied three phrasal verbs and I'm very happy in this point. [LIKED]: I'm specially happy how we checked the homework, looking all the possibilities in the blackboard. [OTHER]: Thank you very much for all the comments that you have told me in these Diaries. *<Thank you for sharing your feelings with me.>*"

C7/28 Jan/C.I: "[NEW]: This morning we spent the first two hours just talking, because the light went off (by a power cut) and it was impossible for us to do another thing. Anyway, I think we didn't miss anything; on the contrary, the discussion resulted quite profitable for all the students. I'm very keen on arguments about interesting topics, such as the two we talked about this morning.... It was such an enjoyable class that I wouldn't mind to repeat it again. [LIKED/NOT LIKED]: I didn't learn new grammar points today, as I certainly knew the causative construction from I was in [another] class, so I liked checking that the whole thing had set in my mind. [OTHER]: After revising all the diaries I've done so far, I have got the conclusion that I slip up mainly in two aspects: the order of

the sentence (adverbs, prepositions and conjunctions) and some constructions of Gerunds. Please, tell me if that's right. *<Word-order is not really a problem. Gerunds are difficult (for everyone). A bigger problem might be the occasional expression which has been 'incompletely learnt' (e.g. got, [instead of] reached the conclusion) (according to [instead of] in my father's opinion.>*"

- C10/28 Jan/C.I: "[NEW]: Synonyms and antonyms ~ Lessons and exercises \ Advertising ~ Lesson. \ Comparative and superlative of adjectives ~ book and exercises \ Comparative and superlative of adverbs. \ Book and exercises [coursebook] \ Modifying comparatives and superlatives ~ [coursebook] \ Getting things done, get/have it done ~ [CR] and lesson \ Vocabulary ~ Private study \ The present perfect, Articles, Used to and the past continuous, The comparison of adjectives, The future, The past perfect, (The) indirect speech, Conditional Sentences ~ Laboratory. [LIKED/NOT LIKED]: The lesson about comparatives and superlatives was very clear. I like to go to the laboratory I think that it's a good idea, and a lot of us need it. [OTHER]: I'm going to the gym twice a week."

29 Jan

- C1/29 Jan/C.I: "IN CLASS: Nothing new, but 'Cambridge First Certificate' Test; before that a relaxing correction practice of HW. I said 'relaxing', since many people needed to be calm, and the atmosphere was too much heavy. The Spanish girls were thrilled [= nervous?] and really worried about the result. I don't know if I succeeded in that test, but I was quite peaceful (— but I haven't to take any exam in June!) ... AT HOME: Last Monday I had planned to go ... with two Pakistani [colleagues] who are studying English in [the institution]. They have also to study Italian, and so had asked me for some lessons. Now, you see, teaching Italian in English to Pakistani people is really a trouble —.... It's a pity that such a thing has happened (to me) only in the last month of my staying in Dublin, because besides helping other people practising English in that way is useful indeed."
- C2/29 Jan/C.I: "[NEW]: be used to -ing, used to, usually ~ Lesson \ to build up English vocabulary ~ Private Study. [LIKED]: To have my mistakes pointed out. ~ I knew my mistakes and other's as well. [NOT LIKED]: To do an exam. especially: an essay ~ [WHY]: I wasn't satisfied with my test answers (It was difficult) [OTHER]: I am very dissapointed in the test I took today.... I said that my cold was getting better but I'm suffering from a headache. I think my headach[e] may be from my nerves. I must have a rest in weekends. *<I agree! You must try to keep a balance between work and play – otherwise you can find that your work suffers, and you are susceptible to colds, coughs, depression, etc.>*"
- C8/29 Jan/C.I: "[NEW]: Today ... I've learnt many more things that I expected.... \ When to use gerund after 'to' – That was very important ~ it has been a very [bad? hard?] day. We did the test, and I was really very nervous, I expect to take First Certificate Exam in June, because if I won't I'll be wasting the time."
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APPENDIX D-C II

CHRONOLOGICAL DIARY EXTRACTS: COURSE C STAGE II (1 FEBRUARY - 11 MARCH)

NOTES

In Course C it was suggested that students might use such Diary headings as: 'New things I have learnt today'/'How'; 'What was good'/'What I liked', 'Why'; 'What was so-so', 'Why'; 'What was bad'/'What I didn't like', 'Why'; 'Other good things/bad things in my life'. In the transcription these headings have been abbreviated to, for example, [NEW]: and wherever necessary a wavy dash (~~~~) joins connected entries where such headings have been omitted altogether. The same convention is adopted where dashes, spaces, bullets, numbers, or other special characters appear in the original. Unnecessary underlining has been omitted and unnecessary block capitalisation has been converted to lower case. Vertically listed items are separated by a backslash. All text within double inverted commas, except text within square brackets, is direct transcription from the original sources. Suspension points indicate gaps in the transcription. Double inverted commas in the originals have been replaced by single, and original suspension points have been replaced by line-dashes; paragraphing is not normally observed, but where necessary to the meaning is indicated by indentation or by the symbol '//'. Personal names have been coded within square brackets. Similarly, square brackets enclose research addenda: notes, comments, clarifications, or insertions. CR or [CR] refers to the co-ordinator, whose entries, compiled from diaries, tapes, notes, recollection, etc., are within angle brackets. Original Diaries were corrected and returned to the students, with appropriate language corrections and counselling remarks added, and the transcription of Diaries for Course C is from photocopies (often faint and sometimes illegible), overscored with language corrections and annotations which, in black rather than the original red, are difficult to distinguish from original text. While the accuracy of the transcription of spelling, punctuation, and vocabulary is thereby less assured than for Courses A and B, students' attitudes and opinions are as faithfully conveyed. Comments on the co-ordinator reveal the egalitarian ethos of the classroom environment and the nature of the relationship between researcher and participants, and help to confirm the frankness of other diary entries.

Although analysis of the linguistic corrections and advice of the co-ordinator is beyond the scope of the present study, selected paracounselling notes (written on the Diaries before return to the students) are transcribed as supplementary data in italics within angle-brackets. Indications of approval and encouragement ('Very Good!', 'Well done!', a tick, etc.) are for the most part omitted on the grounds that their frequency would impede the text. Much inconsequential matter has been omitted but much has been transcribed, sometimes to exemplify the level of English of the writer (a factor in the student's attitudes, needs and perceptions in comparison with the others in the class), sometimes to avoid too-frequent suspension points, sometimes to illustrate relationships, but usually to give the precise context of research-relevant extracts.

The extracts for both stages of Course C are chronologically ordered.

- C1/1 Feb/C.II: “[NEW]: Revised Causative Have/Get (future forms) \ Practice of filling a test up \ Planning a composition. ~ We needed revising causative forms – Well done. Planning a composition or writing on the whole had always been one of my cares, (one of my root ideas) when I was teaching at secondary school. I think, in fact, that pupils and students as well are generally incapable of doing it. Moreover, our mass-media society and our schools do not help them at all to improve writing skills.... So, nothing new for me, even if writing in another language is certainly more difficult than doing it in one’s mother-tongue. And I need to improve it. LAB: I had a good practice of intonation, using the first cassette of [a pronunciation practice tape]. I think of repeating it next days. AT HOME: Studied, with the thought that today I’ve started my last four weeks in Dublin.”
- C6/1 Feb/C.II: “[NEW]: As I did before, I read some pages from the book that I am very found of it ‘Irish Ghost stories’. I had some problems with the vocabulary, but as I have done until now I looked up the words that I didn’t know in the dictionary and I added in my own vocabulary. As every day that I can, I learnt three new phrasal verbs. I have learnt 46 phrasal verbs until now. [LIKED/NOT LIKED]: Sometimes I feel that I am not improving as I wish and I see that because when I’m studying I feel that I haven’t a lot of things to do and that is because [= why?] I began to read a book and the phrasal verbs as well. Can you give me more ideas for my private study? <(1) Buy a grammar-book + exercises + key and work on it a little every day (correcting your own answers) (2) Buy ‘Time’ magazine (or any magazine that you would find interesting; you could borrow ‘Readers Digests’ from the class library, as an alternative) and try translating short passages into Spanish – and then back again into English.>”
- C7/1 Feb/C.II: “[NEW]: Did I really learn anything new today? I am afraid not, but it isn’t unusual. I learn new things, that are not in the books, every day. (Maybe this statement sounds too pedantic, even poetic, but it’s true!) I believe in the saying that says: ‘The more you learn, the more you don’t know’, but, in spite of that proverb, I have got the general impression that the environment of the English language is not so unbelievably difficult as many students think.... I find so difficult to start writing a composition ... but when I begin to roll there is nothing able to stop me writing.... [LIKED/NOT LIKED]: I enjoyed very much the Cloze Test exercise [in the coursebook]. I tested my vocabulary and I think that it could be worst. I really like the classes but I miss more chances of speaking because that is the subject I have more problems in. [OTHER]: As I have said above [= before], I find my pronunciation really pathetic. I don’t know if I’m improving enough because, in spite of the laboratory practises, I don’t realise it, because I make the same mistakes every day and it annoys me. <Look at how few mistakes you are making in your diaries. You should be able to get an ‘A’ pass in the FCE. As to ‘improvement’ (in pronunciation etc.) – this is very largely something the learner is not himself/herself aware of at a certain level of competence (the ‘intermediate-level plateau’) but nonetheless it is generally true that, like your hair, improvement ‘grows’ day by day. Pronunciation errors can be very stubbornly resistant because they not only depend on ‘knowing’ what is ‘correct’ but on producing it in a variety of situations, and usually when you are distracted by the desire to communicate. It’s natural, and something to work at – but without worrying too much about instant results.>”
- C8/1 Feb/C.II: “I liked, the lesson, of how to write a composition, I put it in practice. I expect to improve in compositions, because I think it’s a bad point of me. It was very good the article of [a topic]. [LIKED/NOT LIKED]: I think the class is better now that it was in the first weeks. The first weeks it was very difficult to speak, now we have confidence. One thing would be the conversation, maybe we need more conversation but I start to like the [grammar?]. <I’m very pleased that the classes are going better for you.>”
- C10/1 Feb/C.II: “[NEW]: ... I was practising: Needn’t have; might have; The Gerund; Verbs and Adjectives followed by prepositions; might have; had better; The present continuous and simple. ~ Language Laboratory. \ Cloze test ~ Exercise in the book \ Planning a composition ~ [CR] lesson. [LIKED/NOT LIKED]: The class for me today was quite relaxing. Some times I am very nervous, I don’t know why. <Horrible teacher?> [OTHER]: I’m dull in Ireland and I want to come back to [Spain]. <I’m sorry to hear that – but if you work hard at learning English it will be worthwhile. Have you considered taking up a new sport, or joining a club here? As the weather improves I hope you will have a chance to enjoy yourself more.>”
- C16/1 Feb/C.II: “The class, was interesting, and I have learned a lot of new words, like: gutter, pond, or shed, and new expressions like, getting rid of the dead tree.”

C1/2 Feb/C.II: "IN CLASS: Another Composition Practice ... which took us the first two hours, and was interesting because we did it in small groups. Such a way of working is good: we can practise our speaking, share each other known words and expressions, etc. \ Listening Comprehension \ Reading and Intonation \ Names of car appliances [= parts of the car]. AT HOME: Re-wrote the whole essay [of the morning topic] on the ground of the instructions given in class, in our text-book, and in [another classbook]. This was the first very time that I tried doing a composition in a 'technical' way: five different drafts ... etc. Work not too easy and still polishable. In the meantime lots of unanswered letters are still waiting for me on the table. I have to stop here and go back to my Italian —"

C2/2 Feb/C.II: "[NEW]: Vocabulary ~ Lesson. \ Listening Comprehension ~ Lesson \ Words building ~ Private Study. [LIKED]: Building vocabulary \ discussion = a group \ Listening comprehension ~ I need them and I don't have enough vocabulary. [NOT LIKED]: Reading – because all of us didn't read the book[.] I needed to read. <OK! The passage was too short for everyone to read, and too easy to read twice – but you have confirmed ... that ... students like reading aloud!> [OTHER]: I cannot stand such terrible weather. I feel very cold in my room and I felt very cold in the classroom. And also we need a desk and a chair each person in the class room because it was not good for our physical (body). <I agree – but how can we fit 16 desks into the classroom? I will ask the class again if they would like a mixture of desk-types and if they agree I might be able to get a desk for you.>"

C4/2 Feb/C.II: "[NEW]: Study at home <What did you study?> \ Read the newspaper <What did you read?> \ Watching the news. [LIKED]: I liked the class today because I learnt a lot of vocabulary. We had a good conversation about [a topic] and we had the opportunity to speak. I liked the listening comprehension and I think that it's a good idea to do that more frequently. <We shall be doing more and more as the Course progresses.> [OTHER]: I'm very happy because next weekend I'm going to go to Kerry. <I hope you really enjoy it BUT SPEAK ENGLISH> I have received six letters from my best friends. I'm very happy because this week is going to arrive one German boy to my Irish house so that I'm going to have the opportunity to speak ENGLISH. <I just hope he doesn't speak Spanish —!>"

C6/2 Feb/C.II: "[NEW]: I studied the vocabulary that we did in class because I know that is the only way to learn it, by heart. Moreover, I learnt three new phrasal verbs and I checked all the phrasal verbs that I have studied since I began. I read some pages from the book 'Irish Short Stories' and as other days I looked up the words that I didn't know. [LIKED/NOT LIKED]: Yesterday after the class everybody knew how to do an essay, but when s/o really knows it, is when, he/she begins to do some. That is why I found it interesting to do it in class, but on the another hand I think would be silly keep on doing them in class. The way that we are learning vocabulary it's very interesting, but I know mostly of the words that we learnt about cars last day that is a pity!. <But remember that we must also practise USING the words we 'know' in different contexts and situations.> [OTHER]: I was speaking to my ex-girlfriend and unfortunately it's over, but on the another hand I spoke English for one hour and half. That's good! I am not always very certain [?] where I should put 'it' and where I shouldn't put it. Can you give me a simple rule please? <The only rule (which unfortunately isn't 'simple' in application!) is If you join these two sentences together Clearer now? Note your own incorrect sentence 'The way that you use ... it is very interesting'>"

C11/2 Feb/C.II: "This morning in class you asked us if we speak English frequently. You told us it is important. I agree with you, but I don't know how speak more English. I have thought about to do some activity outside school. The problem is I don't know anything I can do here. I think is a pity I don't make better use my spare time while I'm here. The classes are from 9 to 1, and it isn't enough time to learn English <TRUE!> If you have any idea, please tell me. <Can any other students make suggestions? (Have you asked them?) Have you spoken to your host-family about this? They might have some helpful suggestions. Have you joined the local Public Library? (There are sometimes notices in the library inviting people to join clubs and associations) What about taking keep-fit classes? Or evening-classes in something you're interested in? Have you tried going for lunch to [an associated institution]? There are many Irish girls there and you might meet some very nice people and have some interesting conversations.>"

C1/3 Feb/C.II: "IN CLASS: Once in nearly five months can I be angry with somebody in the school? I don't want to speak too long about [an examination-candidate teacher's] lesson; it was absolutely boring and, even worse, childish. that's all. (I know very well the weight of these words and what they mean. I also was sometimes criticized by my pupils and students. Poor teachers! I feel very sorry, but —) <I will advise [him/her] privately that this was the feeling of the whole class; [he/she] has four months to do something about it. Thank you!> Word Building: (A) difficult but not lost labour — and we enjoyed doing it together. LAB: I revised the corrections of the last pages of the diary, and I did a little practice of intonation. AT HOME: A two-hour study about 'word-building'. Close examination of the above-mentioned corrections. All's well with 'problem/trouble', 'I haven't got to/I don't have to', the use of the comma, etc. But — please! — I would like to know once and for all the correct meaning and use of 'calm/peaceful/tranquil/quiet/serene —' and their adverbs. They are becoming a puzzle for my poor mind. <They are all context-sensitive adverbs/adjectives, which means they must be learnt in context — sorry, but that's one of the major problems of a language with 500,000 (+ !) words. Some few examples: I feel calm/peaceful/(tranquil in my soul) (quiet = silent — not here)/(serene — NO!)/(restful — NO!) \ I'm a very calm/(peaceful, restful, tranquil — NO) quiet (not the same)/(serene — NO) person. The water/sea/lake was very calm (peaceful, tranquil, serene — NO)/(restful?). The scene was very (calm — NO)/peaceful/(tranquil, serene — NO) (restful). Mother Teresa of Calcutta has a very (calm — not the same) /peaceful/tranquil/serene /(restful - NO) personality. From this you can deduce that 'tranquil and serene' are closely related to one another AND to temperament; 'calm' is related to personality; 'peaceful' is visual (therefore scenery etc.); tranquil (interior condition); serene (exterior evidence of that condition BUT serene is almost exclusively used for the Buddha and females. Please note that these are brief exemplifications/explanations of the principal environments for these words (but dialect/idiolect/register/poetic etc. uses may play havoc with my few brief cases!)) 'Once and for all?!?' What an optimist! There is no lexicon in the world which is sufficiently precise, detailed, and all-embracing as to cover the subtleties and shades of meaning of six closely-related but not synonymous adjectives, in all their (potentially interacting) semantic and pragmatic dimensions. What hope has a humble teacher? For example:

(OK) I live in a very calm street (no riots, civil disturbances?)

(OK) I live in a very peaceful street (as above? it relaxes me to live there?)

(?) I live in a very tranquil street (calming effect on me? not a lot of movement (of traffic, of people etc.)? 'poetic' synonym of 'peaceful'?)

(OK) I live in a very quiet street (no traffic? no noise? very few people? not much social interaction? etc.)

(?) I live in a very silent street (oppressively/abnormally quiet? it used to be bustling, noisy etc.? the neighbours don't talk to one another?)

(?) (?) I live in a very serene street (the speaker doesn't know how to use 'serene'? poetic licence? the people are almost smugly self-satisfied? —?)

(?) I live in a very restful street (I find living there very relaxing and I am using 'restful' to convey the feeling it creates in me rather than to describe the street.)

Now: as an exercise, you could try applying them to an animal, (try several different species!), a medicine, sleep, the other students — I'm only glad you didn't ask me about placid, passive, relaxed, laid-back, comfortable, easy-going, 'cool', steady, docile, tame, soporific, gentle, soothing, still, unmoving, hushed —>"

C5/3 Feb/C.II: "[CR] told the class this morning it's better if we usually do the 'Class-diary' because this way he can see if our English is improving. I rarely do my class diary but it's because I don't know what I can write and I'm a little bit embarrassed when I think that after [CR] has to read it. People who are around me think I'm a very confident and easy-going person but it is completely the opposite. I'm very shy and I don't like people know many things about me and my life. So I have to tell myself that the 'class-diary' is only another kind of homework which I have to do and must not think that [CR] is going to see it. When I go to the laboratorie, I don't normally listen to cassettes because I think they are a little silly. I can't learn many new things with them. I would prefer to spend the laboratorie-time in other different things, like read books, make discussions in class about interesting and young topics or try to read loud an article in a book or newspaper and after [CR] could tell us what wrong is with our pronunciation and then read it again. <Thank you for making the effort to write the diary. It is an important part of the course for several reasons: — it gives you 'free-style' writing practice, together with corrections as feedback (we cannot otherwise get enough writing practice)

— it enables you to express thoughts about the class (methods, materials, the teacher (!) etc.) which you might find embarrassing to say face-to-face, or which there might be no opportunity to express during class-hours

— it can act as an 'early warning system' if you have problems outside the class which are affecting you (e.g. news from home, relationships, etc.) or if there is something in the class which you are not happy with

— it can give ME important feedback on my teaching etc. (teachers need correction – and encouragement (!) just as much as students; generally we hear complaints, but it's nice when people appreciate what we do, and tell us so)

— it is a very important part of my ongoing research programme into student attitudes, needs, etc. (for example – your telling me that you would prefer 'normal' classes to the Lab/Free Study sessions is extremely important; could you help me by trying to explain exactly, in explicit detail, why you feel this way? I would really value your judgement in this.>”

C10/3 Feb/C.II: “[NEW]: Vocabulary ~ Exercises \ I was practising – Didn’t have to, Have and Get (causative), Could have, The Gerund ~ English laboratory. \ Pronunciation ~ [an examination-candidate teacher’s] class [LIKED/NOT LIKED]: I didn’t like [the examination-candidate teacher’s] class because it was so boring. I know that [he/she] was doing [= preparing] an exam and probably [he/she] was very nervous. [His/her] classes are very slow. <I have spoken privately to [him/her] about this and [he/she] will try to change [his/her] style. Thank you for pointing it out, as this will help [him/her] to change.> I liked the first part of the class when we were looking for new words so that [= because] learn vocabulary is very difficult. [OTHER]: I went to the cinema this afternoon I think that it is a good idea to go quite often to the cinema because you can learn and practising English. <[Name] Your diaries are getting more ‘fluent’ and more informative – which is good for you and good for me. Thanks!>”

C11/3 Feb/C.II: “Yesterday I finished to read Iggy’s House by Judy Blume. This is the first book I read in English. It was for teenagers but it was quite difficult to understand at the begining. Now I try to read every day and I have started another book by the same writer. The topics are not very interesting but I like to do it. As soon as possible I hope I will be able to read all the through. I don’t like learn vocabulary in class, I prefer to do it at home, for example: reading books, or doing sentences with the new words. <In general I suggest vocabulary-learning techniques in class – but a certain amount of time has to be spent on learning-and-using new vocabulary in class. It is one thing to acquire a large ‘receptive’ vocabulary – but you also need a large ‘productive’ vocabulary. If everybody worked like you at home it would be marvellous, but you and I both know that they don’t! In addition, many students feel they are not ‘making progress’ if they don’t ‘learn new words in class’. Vocabulary-building adds variety to the class-programme. (etc.etc.!) [Name] – This is a very [faint and uncopied section follows, possibly on the lines of ‘high standard. If no-one is helping’] you with it then your English is really improving very nicely indeed! WELL DONE!>”

C14/3 Feb/C.II: “I have learnt today ... uses of the verbs Present Continuous, Conditional in the Laboratory and in the [coursebook] in Private study. I think it has been good to work in pa[i]rs with using the vocabulary of we know. The hour which we were with [an examination-candidate teacher], I didn’t learn anything, only the pronunciation of some words but the class was very boring for me....<I understand that everybody in the class thought so too. [He/she] is an examination-candidate teacher preparing for [his/her] exam in June and has about four months to improve. At the moment [he/she] is trying to teach at much too low a level for the class (what [he/she] is doing might be OK for beginners or elementary level). It will help [him/her] very much if I speak to [him/her]. Thank you for telling me about this.> I like to work in groups because I can’t [= can?] learn other things for [= from?] the other persons: expressions or vocabulary that perhaps I don’t know. It was very good to work in group about the letters which we have done.”

4 Feb

CR/4 Feb/C.II <Very unwell today – chest, throat, sinus infections. Spoke to [C13]: happy in the class? Yes, but underconfident of his ability against others who have been here much longer. Spoke to [C15]: happy in the class? Yes, very – no problem at all; much better than previous class. [C1] volunteered: ‘as a teacher you’re the best – people flatter but this is genuine.’ Very pleased to get this feedback – particularly on a day when I would have failed myself in [a professional examination]! [C11] asked to see me: why did I say she should take Pitman Elementary when at the same time she’s in a First Cert class?? Explained rationally: OK. Then: why are the levels in the class so disparate? why so many in the class? why is the entry-test so superficial? why was she

moved from a class which was too difficult to a class which was even more difficult? (Feels she could have made better progress if she had been put into the right level at the beginning). VERY VERY anti the '[institution] administration'. (N.B. [the Accommodation Officer] in January: '[C11] hates her teacher, hates the host-family, hates Ireland, hates the climate etc!') Asked [C11] to put it all in writing to me. Despite spending a long time on all this with her she still said that she didn't trust anything people said – they all had some plausible excuse or reason. At least got her to laugh at the end.>

C1/4 Feb/C.II: "IN CLASS: We worked out an imaginary advertising campaign ... (in groups).... We wasted some of our time, in reality: [CR] was late, the lesson seemed to be a little bit 'at random' and not much planned, but not boring. Before [CR] came I wrote a letter in English to [name], an Indian friend of mine (a good exercise after all!) AT HOME: The corrections of HW and the diary appear more and more usefull (useful – sorry!...) I spent most of the afternoon studying these corrections. Thanks for the clear explanation of the use of To Need + ING Form; sorry for 're-writed' instead of 're-wrote' – a childish mistake.... Oh, human weakness —."

C2/4 Feb/C.II: "[NEW]: Reading comprehension ~ Lesson \ Vocabulary ~ Lesson and private study ~ Grammar ~ Private study \ Listen to the story ~ Private study. [LIKED]: Conversation ~ I'm lack of conversation ability. [NOT LIKED]: I felt a little bit boring today's lesson (Before coffee break) but I cannot explain exactly why I felt it. I think if a person wasn't interested or didn't prepare it he or she would feel boring. (It was a good idea for me to change our ideas eachother). [OTHER]: I felt that I'm lucky in the class because I'm Japanese. When I wanted to communicate with another person I had to speak English. This is only one [= the only] way to talk with classmates. If I had been Spanish I would have spoken other students in Spanish. I think so because I have been a lazy person since I was born (in Japan). Is Pitman (intermediate) difficult for me to study? If it's possible I would like to take 'Intermediate and Higher' because I don't want to do an exam in June. I said to you that Pitman has no value in Japan. But I think if I fail the F.C.E. I won't have anything. It must be very disappointment for me. I'm very selfish and changable person as you know. I would like you to advise me about tests. *<We shall be discussing these issues in class (all together) but I can certainly advise you privately as well.>*"

C5/4 Feb/C.II: "I have learnt many new things in class today, as usual, but I didn't really like it. We worked in groups of three people. I was with [C8] and [C12]. I don't like her at all. She never did or said anything bad against me, but I simply feel that she doesn't like me. Nor do I [= I don't like her either?]. I didn't work very much this morning, because I wasn't comfortable. I guess that I will have to work with [C8] and her tomorrow. Now, I'm going to write some of the things that I think we would like to do: – Every student could read a book per week or each two weeks and then tell the class what about it was, if we liked, if it was interesting, boring, or so on. Later we could make discussions about it. *<Not enough 'class-time' for this at the moment>* – we could do dictations, because they are good for our listening and writing comprehension. *<We'll be doing them for the Pitman [examination preparation]>* – we could write short stories about different topics like horror, love or fiction stories. Then read them out and we would laugh at them. – we could listen to songs and try to pick up the words and then learn them and sing them. *<These are very nice 'communicative' activities which are fine for a general-English class (particularly a 'summer-holiday class') but the majority of students in an exam class where the levels are so disparate need other things more. Sorry.>* Perhaps all these ideas sound stupid but they could do the class funnier and more different one hour a day, for example. *<The ideas don't sound stupid at all – but they are, regrettably, not possible at the moment.>*"

C6/4 Feb/C.II: "[NEW]: I studied the vocabulary that we have seen today, and after that I glanced the conjunctions in English. [LIKED/NOT LIKED]: I think that we spent a lot of time doing the slogan, pictures, and so on and I think that wasn't very interesting because there is other better ways to improve much more our English. We can improve our concentration in class and then we will be able to do much more things in class and I think you are the person who can try to change it and then everybody will follow you. [OTHER]: I'm losing my ilusion in English because I fell that I don't improve (you told me that the first day after Christmas), but at the same time I need someone who is keeping us 'awake'. We are not working as harder as we can in class. *<In what way do you feel this?>*"

C14/4 Feb/C.II: "I liked when we were reading [for] comprehension because in this way I have learnt the pronunciation of some words. I didn't like when we were in groups doing the exercise about [a product], to invent one [product's] name, slogan and draw – because I haven't learnt anything. It was unusual to have done this *<Remember that some things we do (particularly group 'activities') are for free-practice of what we already 'know'>* Today it isn't a good day for me, but I don't know how to explain why."

C15/4 Feb/C.II: "I think the two last days was interesting. I enjoyed the discussion about [a topic] it's a good subject. It's interesting to work with a partenaire. I don't like vocabulary it's very boring, but important. I think we can learn that type of work on our own. because you don't need a teacher for learn vocabulary – you can see in the Dictionary. I'm very happy in my new class, and I enjoy to go every days in school. It's a very good point because I didn't like my another class. *<I'm glad things are better for you now!>*"

8 Feb

C1/8 Feb/C.II: "[NEW]: IN CLASS: Past Perfect and Future Perfect (a lot of exercises in this connection. Good.) I think that compound verb forms are really difficult in every language – they need mastering them by practising them and doing continuous exercises. But I agree with you when you feel angry at people's negligence and laziness – The heart of the matter is not one topic or another. Only a problem: somebody, perhaps, might be unable to support too much severity because of his/her weakness or shyness (perhaps [C13] or [C11]; not certainly [C15] – but it seems to me that [C11]'s attitude is always a problem.) *<Thank you for these remarks (read by me on [10 Feb]). On [9 Feb] I spent well over an hour (on two separate occasions) with [C11] and we cleared the air on all the problems between us. I completely failed her as a teacher (so much for [x] years' experience, etc. etc.!) but I hope that we now understand one another better as human beings. For me the most [important] (perhaps the only) basis for being a teacher is the rapport/relationships with the students as people, as individual human souls, and I really miss this rapport when there is a class of 16, and we're working for an exam, and my time is so limited. I'm very impatient by temperament, and a perfectionist and I'm quite capable of letting tiredness, depression, etc. take me over and drive out the sensitivity I should have to other people's needs and feelings.... She's a very good person and needs goodness in return. She has really helped me to see my faults both as a teacher and as a person >* LAB: Intonation Practice (completed cassette 1) \ Use of so/not with affirmative/negative replies (e.g. I think so, I hope not —) AT HOME: Last week, from Friday to Saturday evening, I had a trip to I would like to say a lot of things about English people's carelessness in writing (or translating into) Italian.... Is it possible to find two big mistakes in five words on a book-cover. Yes, it is. And is it possible to find another two mistakes in four words on a strip of paper explaining Italian currency, inside the Museum? A public and National Museum, I mean; not a pupil's writing. *<I agree! It's unbelievable!>* If I wrote in English like that I would be shot! And so, to round off, I hadn't studied before today – this afternoon I had to recover (the) lost time. This afternoon's study: Word building (the whole page 74 of the book) Plus Quiet, Peaceful, Calm, etc. \ Infinitive (in order to/so as/to \ To forbid; to be sorry for, about, at \ To talk and To speak \ Past Perfect and Future Perfect \ I hope not, I'm afraid not \ Homework and diary. And now, please, DO NOT shoot me for writing so much and for MY mistakes (!!!)"

C2/8 Feb/C.II: "[NEW]: How to use 'Past Perfect' and 'Future Perfe[c]t' ~ lesson \ potentiall, ambiguous 'may, might, could' for (F.P) ~ lesson \ vocaburaly (for travel, house, etc.) ~ Private Study. [LIKED]: To make sure of the grammar \ Conversation (using 'Past Perfect & Future Perfect) ~ I need them. [SO-SO]: To build up vocaburaly (Home) ~ I felt tired *<Keep trying!>* [NOT LIKED]: I didn't enough time to do homework because I was very slow ~ (I'm always slow) *<Keep trying!>* [OTHER]: I'm very afraid of the result of the [F.C.E.] pre-test I feel nervous."

C7/8 Feb/C.II: "... although I have learnt a lot of things for the last four months, isn't less [?] certain that I am revising grammar points that I just knew before. However I don't find boring neither the grammar revising nor any other activities – such as vocabulary studying, reading comprehension and discussions or works in teams – which we usually do in class.... Despite the depressing six hours' journey to Kerry, the excursion [organised by the institution] was an enjoyable experience.... we had great fun."

C12/8 Feb/C.II: "We went to the Lab. and I studied the Past Perfect \ we described the picture \ I spoke or described the picture with [C15]. He was my partner. [GOOD]: I am speaking English now, but it's very difficult for us. [SO-SO]: Today I began [an afternoon class]. I didn't like too much. I think that they are a little boring although we have a good teacher. [OTHER]: This weekend we went to Kerry. I had a good time with all my friends.... we met a lot of people who were very friendly."

- C1/9 Feb/C.II: “[NEW]: IN CLASS: Talking about a photograph \ Spelling: dropping the final E when a suffix is added \ Acting [= role-play]: a ... meeting to decide how to use [a building] \ Word study \ Revising: -IF Clauses. Quite a lot of things! A varied lesson, which rolled by with the greatest ease. – LAB: Intonation practice (cassette 2) Practice in expressing one’s approval or disapproval (e.g. I like it very much, I’m very fond of it, I’m not very keen on, I don’t care very much for —) AT HOME: Another working day.... I certainly won’t miss this kind of weather! Horrible, nasty, foul, wet, cold, windy, rainy, bad, gloomy – what a pleasant ‘word-building’ this would be for a ‘sun-sick’ man! (English neologism!) Today’s study, joking aside, went on as hard as usual.”
- C2/9 Feb/C.II: “[LIKED]: To make sure of the grammar (Conditional) ~ because I sometime forget about type 2. [SO-SO]: Conversation ~ I liked it. [OTHER]: I was nearly killed by the violence winds. I hate Irish weather. If I had had a ticket to Tokyo, I would have gone back to Japan today. Today was my worst day in Dublin. *<Because of the weather? Or for other reasons too?>* I should be careful to write an essay without messing the paper. I think that you annoyed to correct my essay. I’m very sorry. *<Not annoyed – but very worried! In the exam you could lose a lot of marks and/or prejudice the examiner against you, if your presentation is ‘dirty-looking’. Make corrections like this [examples given].>*”
- C6/9 Feb/C.II: “[NEW]: Today I have learnt when I should drop the ‘e’ and when I shouldn’t do that. I found it very interesting because I thought that I knew It perfectly and I was wrong. Moreover, I learnt more vocabulary about the picture that we spoke in class this morning. [LIKED]: I liked too [= very] much to do some practise about the [examination] ‘paper 5’ in the two different ways and I think I did that very good. I’m happy with that. [OTHER]: Today I found that I hadn’t a lot of time to study the lesson, and that is because on Tuesdays and on Thursdays I have class until 5 pm. A few weeks ago, I began a book which is called ‘Irish Ghost Stories’. The vocabulary is rather difficult. Do you think that it is interesting to look up every single word that I don’t know? Is it the kind of vocabulary that I should know for my exam? *<(1) ALL reading will help you with your exam. (2) There are several different ways of approaching reading: (a) reading for an ‘overview’ of the contents (picking out ‘key’ words, expressions, etc. (b) reading for specific information (e.g. names, dates, places etc.) (c) reading for ‘vocabulary-in-context’ (d) reading purely for pleasure. (a) (b) and (c) may require some dictionary work, either during or after reading. [For] (d) I advise making a note of unknown words/phrases etc. (perhaps by underlining them – if the book is your own property!) but NOT stopping to check a dictionary. Very often the ‘unknowns’ are repeated in a slightly different context and you can guess their meanings with some degree of certainty. Later (at any stage – even the next day) you can go back and check your dictionary. You will find that JUST READING FOR PLEASURE is a first-class way to build up your vocabulary without too much effort. I STRONGLY RECOMMEND IT.>*”

- C1/10 Feb/C.II: “I’m afraid I’m becoming a bit lazy ... went to Knock ... teaching Italian ... visiting ... and today I took my ‘afternoon off’. Together with [a friend], I first went to the ‘Pizzeria Italia’ Then, we went to the cinema I actually care for films; I think they’re a kind of modern literature, a ‘key for reading’ the world we live in (is there an English expression for saying that?) *<I don’t know of one. We can say>* So, I was very pleased – even because I didn’t have particular problems in understanding the dialogues. In conclusion: I studied very little, about two hours in the evening.”
- C2/10 Feb/C.II: “[NEW]: Tags ~ Lesson \ Pronunciation ~ lesson \ Phrasal verbs ~ Lab \ To read the poems ~ private study at home. [LIKED]: To make sure of the grammar ~ I need it *<[Name] Thank you! But there is no need to repeat the same remark every day – Please comment, if possible, on how you felt about different activities>* [SO-SO]: Question Tag ~ I confused about that *<After the lesson on [the following day] I hope it’s all a little clearer now. it’s not an easy thing to learn in English.>* [OTHER]: I bought a ‘Readers Digest’ today. It was really good for me and I recognised that it was difficult for me to understand the jokes. I’m suffering from my legs of pain. It is really pain. I suppose that it will snow or rain tomorrow. I hate winter. In Japan, I usually use ‘Kotatsu’ which is a piece of furniture to warm the feet. It looks like a low table. I miss it very much. *<I like this idea very much. We need these in Ireland – Have you considered (a) bringing a shawl or blanket ... (you could keep it in my cupboard in the class); bringing a hot-water bottle have you been to the doctor? Told your host-family? (Note: arranged a special chair + desk for her*

exclusive use in class)> I was very slow when I memorised the dialogue I needs three times as much as other students did. This is my problem.”

C6/10 Feb/C.II: “Today it is difficult to see what I have learnt, because mostly of the class has been about practicing pronunciation and it is very difficult to see any improvement. *<It was actually only a very small part of the lesson-time! And remember also that the intonation-patterns are important to MEANING. Additionally, improvements in pronunciation are cumulative rather than dramatic.>* In my free-time I studied some gerunds and infinitives and I found it especially interesting. I am very keen on studying properly this subject because it is very important and difficult as well. [LIKED]: I think that we are carrying the class quite well. [OTHER]: I think I’m getting self-confidence another again in my work and I am studying much more better than a few weeks ago. I use watch the news at 9 o’clock every day from Monday to Friday. Do you think that I should watch more TV during the week? *<Watching TV is an excellent way to improve your receptive knowledge of spoken English. Whether you should watch more than you do is a matter for your own discretion, but if you watch only the news then you would certainly benefit from films/documentaries etc. as well.>*”

11 Feb

CR/11 Feb/C.II <Very busy week, but gratifyingly successful Very little time, regrettably, for [the research work]. [C11] very traumatic session, with both of us in [a very emotional state], culminated in my seeing how much I had hurt her feelings, but a warm [embrace] healed the breach. Overnight I considered her language needs in relation to her emotional/psychological needs and concluded that it might be in her interests to transfer to an easier level, while maintaining a special, more personal relationship with me (acting in loco parentis) should she need it. At 1 pm she came to me with the request for a transfer, having concluded, herself, that she couldn’t handle the level of difficulty, speed, etc. of my class. Transfer effective Monday. Today established that no need for [C15] or [C16] to move out ([Z]’s three can go to [W]). [C16] really delighted ‘You’re the best teacher – not flattery – really the best’. (Thanks!) Will tell [C15] tomorrow. Both warned that C-Test 2 [F.C.E. eligibility test] on March 3 may mean transfer out. Probably not, but they need the incentive! Work in [the institution] until 10.15 [pm] on Friday, and until 10.30 [pm] last night meant that I got the C-test figures completed and more than half a new C-test (C-Test 2) devised. [A colleague’s] comment ‘That was brilliant – absolutely brilliant’ on my off-the-cuff explanation of the distinction between ‘evidence’ and ‘proof’ to [V] in the staffroom ‘I wish I had recorded it!’ Thought he was pulling my leg, but he was quite serious.... I’ve never heard him say a good word about anyone. In retrospect: ... example of ... best ‘explanatory’ style – smooth, polished, perfectly exemplified from the environment, logical, incontrovertible, and rounded-off with style.... Another accolade from [an examination-candidate teacher] ‘That was brilliant, a really excellent lesson. etc. ‘ Cautioned [him/her] that precisely the same applied to a different group could turn into ruin. [He/she] said [he/she] has learnt so much from observing me, and judging from the non-stop note-taking, I believe [him/her].... This week has been almost ‘perfect’ in terms of work done, successes at all levels, brilliance in class and out, relationships etc. etc. In counselling alone I have been approached by students, staff, in unprecedented numbers.... N.B. Contrast this with the sickness and depression, ill-humour, and wretchedness of the past several weeks feel both inwardly and outwardly calm, reserved, good-humoured etc....>

C1/11 Feb/C.II: “IN CLASS: Question Tags. A very useful practice. We needed it, because the use of Q.T. is unnatural for Italian-, Spanish-, and even Japanese-speaking people. I hurried to take the book [title] from class-library, so that I’ll have been able to re-study that topic more closely by evening.... LAB: One full-hour study (question tags), so as to make up for yesterday’s lost time. AT HOME: Three main thinks (facts): Study: question tags again, need/dare, dictionary. Talked for a long time with a young Irishman who is seeking for his own way of life. Having done it I’m very happy this evening – even if it was only a ‘rough copy’ of what I used to do. In Italian it could have been much better, actually. Never mind – I’ll improve step by step. Planned an outline of tomorrow’s Italian lesson.”

C3/11 Feb/C.II: “[NEW]: I’m used to read the newspapers articles but they are usually too hard for me, particularly in politics and economy. I often asked my sister to translate them but now she just explains in plain language in English. Although there are many practical words, I found it more interesting and I listened to [a topic] yesterday.... [OTHER]: I’ve moved again and stayed in my sister [name’s] Apartement since last Friday. I know it isn’t good for me in point of learning English but I finally found that I couldn’t follw my previous household’s life habit because they

used to live on their own and they don't accept any strangers.... I'm steadily preparing to go back to Japan now."

C7/11 Feb/C.II: "[NEW]: I would like to point out that we spent almost all the morning concerned with the same subject, question tags. I don't know if the other students had problems with it, but even so, I consider that such grammatical point is not so important for taking such a long time, is it? *<Yes, it is!>* I regret it, but it was the first class I couldn't avoy [=avoid] to yawn more than once in. *<They are an extremely common form in spoken English; they have no comparable complexity in other European languages; they are not 'straightforward' in the way that other formulae are. It isn't enough to be aware of them – they need practice as well (and practice takes time). Finally – I judge it preferable to get them behind us all in one go, rather than have them recur as a problem at a later stage. Sorry you were bored, and glad it was the first time you yawned more than once in class —! (Ask [C1], for example, if it was useful).>* The more I go to the laboratory, the more I learn. Do you remember when I said how boring the practises in the laboratory were; that situation is definitively over. The tapes I am listening to give me with a great variety of sentences that I had never studied, and therefore all that new stuff is quite interesting. *<This is very useful information for me. Thanks!>* [OTHER]: It is not like me to do such bad compositions as the ones I have done this week. I am trying to do the best, but this week I am concerned with my own mistakes, which are more frequent than usually. I can't avoy them, despite I am trying. It must be due to certain synthoms of flu that bring a lack of ideas in my mind. I hope I will improve in the future."

12 Feb

C6/12 Feb/C.II: "[NEW]: I studied some vocabulary and I found some problems; I couldn't find the different between complain and object, feature and trait, Expansion and spread. Can you solve me these problems? *<No! Lexical distinctions are a problem in every language, but particularly in English – and I did explain them in class! (i) complain (to s/o about s/t) OR complain about the weather, the food etc. (ii) object to s/t (e.g. 'I object to people smoking in class') = I don't like it. (i) is always spoken/written (ii) need not be expressed (it's a feeling) (a) a feature is visible when referring to objects (e.g your features = your face) a feature of the landscape, etc. = a prominent part of —) (b) a trait = a characteristic of a human being's character/temperament/personality etc. (A) expand three dimensionally (B) spread two dimensionally>* I read an article from the magazine 'Time' about medicine. I read it and I didn't find any problem to understand it, but later on I looked up the words that I didn't understand. [LIKED/NOT LIKED]: I think we spent too much time in doing the aural exercises. We spent all the day working in two different kind of aural exercises. I liked these kind of exercises but I think we spent too much time. *<Which 'exercises' do you mean?>* [OTHER]: The last week I began a course [in the afternoons] and that mean that I have less time to study than before. *<But it mustn't interfere with your FCE studies – you just have to work 'double' —>*"

C14/12 Feb/C.II: "Today, I have learnt the use of the verbs in some especial sentences and I was copying some things which I haven't [got] because I was sick and I was studying in the Laboratory. *<What did you study?>* I liked to work on some activites in groups but the problem is I can work with some members of the class better than others. For exemple: Today, we were working in groups but I am very bad with my work. I feel very bad. *<Do you know why you weren't able to work so well with this particular group?>*"

15 Feb

CR/15 Feb/C.II <[C10] spoke to me (as she indicated on Friday that she would). Both her [grand]father and her brother are very sick (one perhaps terminally) in Spain. She doesn't seem to get along well or comfortably with the other students, and notices a decline in this respect since the advent of new students just before and just after Christmas (the new ones are close friends, or spend all the time with a girlfriend ...) and she feels that cliques have formed. All the newer students are boys! She feels very shy and cannot communicate even though she tries. I explained the 16 [students] – vast difference in levels etc. but had to leave it to start class again. Asked her to speak to me privately whenever she felt like it. [C16] – his Argentinian girl-friend has gone home and he says he will now be less distracted from work.... [C11] went 'unofficially' to [V's class] – to [director] at 3pm for 'officialisation'. Seemed happier this morning and when I saw her in the lab. at 2 pm. Suspect her friends are all in that class, from the sounds of delight when she went in.>

- C2/15 Feb/C.II: “[NEW]: A lot of idioms (about body) ~ Lesson \ New expressions ~ Lesson \ Phrasal Verbs ~ Lab \ Vocabulary + idioms ~ at home. [LIKED]: Reading comprehension ~ I am not good at reading and I need it. And I’ve learnt vocabulary and expressions. [SO-SO]: Discussion ~ The topic was a little bit difficult for me. [NOT LIKED]: My test result ~ It was bad. *<Actually, it wasn’t too bad – but you know yourself that your English composition (and neatness!) need a lot of work.>* I must thank you for giving me a desk. It is very comfortable for me. Thank you very much. I’ve got a test result today. It was very bad. I had thought that pre-test was not so bad before you game [= gave] me a result. I should learn grammar and essay. Reading is my more worse of others. Reading will be improved by my daily exercises.”
- C3/15 Feb/C.II: “[NEW]: I studied a form Negative Adverbials + do/did/have + person + infinitive/Present Perfect ~ as my private study. [GOOD]: There were much time to spend time in English ~ I wrote five letters to my friends and I think it was a good practice. [SO-SO]: I didn’t like an activity which was a table [in the coursebook] and we wrote a paragraph ~ I couldn’t understand what it wanted to show because it didn’t show clear differences between [two dates]. [BAD]: But there were much time to spend time in Japanese, too. ~ I went to have Chinese cuisine and disco with several Japanese friends. [OTHER]: My feeling is moving in these days. It doesn’t cause of my study, however, efficient of it isn’t good. [= my study isn’t efficient?]”
- C6/15 Feb/C.II: “First of all, in my free-study I’m keeping on studying Gerunds and infinitives and I have a lot of notes about that. I studied the parts of the body and the new speciall sentences that we did in class today. After that, when I was studying my own vocabulary I realised that I knew the words: ‘fine’ and ‘forfeit’ that in Spanish they have the same meaning. Could you tell me what it is the difference between them. *<‘A fine’ is an official forfeit of money, levied by a court against someone who has committed an offence in law (e.g. has parked in a ‘no parking’ area). ‘To forfeit’ some privilege (e.g. in a prison, a school) ‘to forfeit your property’ as part of the punishment prescribed by a judge. ‘A forfeit’ is something surrendered to an opponent in a game (e.g. if you can’t answer the question you must ‘pay a forfeit’ – perhaps kiss a girl)>* [LIKED]: I liked the class that we had today because at the end I felt that I had learnt a lot of new things. I knew that I’d study them.”
- C7/15 Feb/C.II: “This morning, we first read a passage from the book. This passage had been taken from a radio programme – so it was a dialogue – and had to do with [a topic]. I consider that reading sections like that is very useful, because of the quantity of new vocabulary we find in them. Therefore, our range of words increases in concrete grounds or stages of knowledge. Then we continued with the practices in the laboratory. I have almost finished the second tape of Gerunds and Infinitives and my interest in them is bigger every day. I am anxious about knowing new structures which are shown to me only by listening. I could study the same structures by means of my English Grammar, but I understand them quicker by listening than by reading. When we went back to class we carried on doing an interesting section called ‘Parts of the body’. The vocabulary range on that subject is not too big, but, honestly, I didn’t know many of the words related to the human body ... I shouldn’t write slang expressions but I really love that sort of stuff; however I will avoy [=avoid] them in next essays. In the end, the class turned amazingly good. I certainly liked it. The teacher built up sentences – most of them well-known sayings and proverbs – featuring words related to the parts of the body. We got a lot of them. So, at the very end of the class we formed groups in order to discuss about [a topic]. I think that this topic could be the title of a terrific composition which I am looking forward to writing it.... in spite of some students find boring specific works we do in class (vocabulary, reading, laboratory —) I consider that all we are doing is necessary. Of course, there are more interesting things than others, but it has nothing to do with the teacher’s explanations, but with the subjects on their own, and I accept all kinds of works suggested by the teacher. (Don’t think I am worshipping you, oh master!!) *<A little worship goes a long way! [Name] Extremely well written!! Excellent work.>*”
- C10/15 Feb/C.II: “[NEW]: Question tags ~ lesson and exercises \ Intonation; pronunciation and expressions ~ exercises \ Vocabulary (parts of the body) ~ Lesson \ Passive ~ [CR] and exercises \ Two-part verbs: in/out ~ Lesson and exercises \ Relative Clauses (use of that) ~ [coursebook] \ wish; if only; I’d rather ~ Lesson \ We have done some oral discussions about a photograph; and also we were discussing about one program in the radio about [a topic] \ We have done reading comprehension. [LIKED]: I liked the classes. I think that we are working a lot. I notice that the class now is more comfortable than some weeks before. Really, I notice that I’m a little bit relaxing than before, because I was very nervous everyday. I think it was very good for me speak with you. [OTHER]: I’m better now than 2 weeks before. I’m trying to participate more in the class. I would like to know your oppinion about that. *<I’ve noticed. Keep it up!>* Weekends I’m going out with Irish people and really I’m speaking a lot of English. I would like to know if you have noticed (some) change in my atitude. *<I’m very pleased about this! You should feel the benefit*

yourself.> This weekend it was very busy for me: I went to the cinema; I went to walk to Dun Laoghaire harbour —”

16 Feb

C1/16 Feb/C.II: “IN CLASS: Talking about [a topic] \ Pitman: dictation and grammar \ Revised The Passive (exercises in groups) \ Discussion about [a topic]. The four hours weren’t so heavy as yesterday. AT HOME: Although I studied nearly as every day, I didn’t do HW and other things either (— poor my pen-pals! They are still waiting for me). This was because I’m really busy these last days, but also because I feel, I don’t know how exactly – a bit strange perhaps. First of all, I’m realising that a lot of things are happening to me when the moment of leaving for good is just at hand. Why? Reaching the consciousness of made progress, meeting people and talking with them, making friends, looking at real opportunities of [professional] work – why only at the end? In reality I know very well the ‘why’ and I needn’t rhetorical questions; but it doesn’t mean I don’t feel anything. On the other hand, I’m now on the final rush and I’m already looking at the other side of the ‘gate’, ahead: my future is already present. Therefore, many other things are crossing over my thoughts and my days – studying is slowly slowly sliding out, even though I feel very sorry about my leaving, because this time would be the very one for building up my English. *<May I suggest that the time has appropriately come for you to relax and enjoy the language you have learnt so well? ‘Studying’ is only one part of the language learning process.>* Perhaps, every present thing is like a ‘dress rehearsal!’”

C2/16 Feb/C.II: “[NEW]: Passive (The paper says --> It is said in papers) ~ Lesson \ Dictation (to stare [= store] files. adaptable) ~ Lesson. [LIKED]: To do exercises with classmates ~ I learned how communication, and grammar. [SO-SO]: Pitman exam paper ~ I’m not going to take an exam *<that was the only paper we shall do together>* [SO-SO]: I spoke English [only] a little in break time ~ I need it, I should have done it but I was lazy. [OTHER]: I felt tired today, I don’t know why but probably the weather caused me to feel tired. I’m getting used to bad weather. When weather is good I may feel upset. *<[Name]: I notice an improvement in your written English! Well done!>*”

C3/16 Feb/C.II: “[NEW]: I looked up idioms which concerned with ‘Body’ as my private study. Then, I studied several phrasal verbs in [the coursebook]. [GOOD]: I didn’t like to talk to friends in English before because I wasn’t confident of my English and was afraid of making mistakes but nowadays, I enjoy to speak with my friends and have become not to mind too much even if I make mistakes. I think the important thing for me is speaking with people a lot rather than always caring about speaking collectly [= correctly]. Do you think it is right? *<BOTH are important! But differently for different people: for shy or inhibited people it’s better just to try and communicate; for outgoing people it’s better to give attention to accuracy, and to speaking correctly.>* [BAD]: I’m very slow to read and comprehend English sentences. I usually have to read a few times to understand what the sentences mean. [OTHER]: I received a letter from my boyfriend who is in Japan.... Now I think that was his love! *<Lucky girl!>*”

C5/16 Feb/C.II: “The first thing that I have to do it’s to apologise because I didn’t do my class diary since 4th February. I told you that I have got a problem to do it, because I don’t know what I can tell. the classes are the same, more or less, everyday, so it’s impossible for me, and I suppose that also for the other students, to tell new things about them, which can help you to change or keep the ‘model-class’. I know that I have to write very often because I can improve my English-writing this way; so if you don’t mind, and I think and hope so, I will do everyday or nearly everyday a paragraph about something. I can tell you things about my friends, my host-family, films which I have seen or anything which, maybe, it’s interesting or better for my feelings to tell it to somebody and why not you? Is it possible that you consider this idea? *<Yes! I would naturally prefer comments on the class/the lessons, as well as what you did in your ‘free-study’ time (at home/in the lab etc.) but the diary has a very important function in giving you free-style writing practice as well. Additionally, if I know ‘personal’ things it helps me to get to know you better as a person, not just as a ‘student’.>*”

C12/16 Feb/C.II: “[LIKED]: I did the Pitman, and I think that it’s good because we can study grammar. [SO-SO]: When we discussed about [a topic] I didn’t know anything about the subject, but if we take in consideration is good. [OTHER]: This weekend we had a good time. Last Friday we went to a Pub”

C6/17 Feb/C.II: “[NEW]: I had a list with a lot of adjectives of personality; I began a new list adding each noun and adverb and I learnt by heart. You advised that a few weeks ago. I studied a few words that I didn’t study the day before yesterday and I revised the passive voice. I hadn’t free-time today because I had [= stayed] in class doing some Pitman exercises with you. [LIKED]: I am very happy with the method that you told us about, How we’d do a summary. [OTHER]: Today when I was doing the list I found one problem; when you have a noun, this noun has to have an article? Example. Loyalty is the best quality \ the loyalty is the best quality } if it is without article is it always or not? <Loyalty (in general/‘all’ loyalty) is the best quality (NO ARTICLE) \ The loyalty of the people I have experienced in my life / of husband and wife / which we find in our friends / to which Shakespeare referred / etc. etc. } ‘The’ with specific cases or examples of ‘loyalty’.>”

C1/18 Feb/C.II: “IN CLASS: Superstition \ Reading, comprehension, vocabulary, and word formation \ Free discussion: [three closely related topics] \ Activity: describing personality. A well-spent time, with a touch of fun here and there. AT HOME: I studied especially ‘word-building’ – followed the pattern of today’s lesson and also expanded it. – Then, I revised HW, diary, and corrections: a) It would be good making no mistakes, but it’s impossible. Don’t worry, you’ll have lots of students. b) I agree with the suggestion of relaxing and enjoying the learnt language – I’d already thought about this. But, you know, I also am a (—)* CENSURE! [= censored?] proud perfectionist. – And now (3.30), my goodness, what have I to write about ‘my’ ideal wife? [i.e. about the homework essay subject].”

C2/18 Feb/C.II: “[NEW]: Compound (well-dressed etc.) ~ Lesson \ Adj. (personality) ~ Lesson \ [Ditto] ~ At home. [LIKED]: To extend our discussion with new vocabulary. ~ We lerned these with speaking to other students. [SO-SO]: To build up vocabulary ~ I need it (these). [OTHER]: I co[u]ld solved the problem why I didn’t feel good today. I normally have a little bit high blood-pressure (my average temperature is higher than other people’s) but in this morning I had a low blood-pressure because I had been tired last day. It caused me a bad-tempered girl. Now I feel well. And I have another pain in my right wrist. My body is the same as an old person’s. <!! I hope you will be feeling better – and young (!) – very soon —>”

C6/18 Feb/C.II: “I continued the list that I began yesterday with the vocabulary that we did in class today. Today, when I was filling the list, it came out a problem. There is adjectives, such as ‘intolerant’ that I didn’t find his adverb. I think that the adverb should be ‘intolerantly’. But if it is the adverb, that I don’t know, is it rarely use? (Do you agree). Another problem that came out was that I found two adjectives from the same noun. ‘Materialist’ and ‘materialistic’. Can I use then indistinctly [= indiscriminately]? <This is quite a problem in English, and not every educated user will accord with every other! We can often (not always) choose an adjectival form which is easily recognisable (eg. materialistic from material) or a NOUN functioning adjectivally (eg. his materialist views = his views, which are those of a materialist (NOUN)) Such alternatives are not always interchangeable, but it would take a book of examples to illustrate the point —>”

C8/18 Feb/C.II: “[NEW]: How to write a bussines letter \ A lot of vocabulary about how to describe a person \ One day of this week we did expresions of which came fron parts of the Human body \ Apart of this vocabulary I’ve learnt more words. ~ I think the class, is very good now, we learn and we enjoy. It is not hard to go to class. Private study is not going very well because last week there were parties, etc. Last weekend, I read a book in English of Agatha Cristie very good. I understood and I couldn’t stop to reading because it was very exciting. <Good! That will really help your English> [LIKED]: I like how is going the class now, it’s funny and you learn a lot. I think we’ve done much vocabulary – today it was really good to have a chat for two hours more or less but I think sometimes the topics are not interesting for people like [topic]. This one does not like to the girls, but it likes to boys, ect. <It’s virtually impossible to find topics of interest to all 15 students>”

C12/18 Feb/C.II: “[LIKED]: I liked our class today, because the topic that we spoke was so funny and interesting. I didn’t know anything about [the topic] or something like that. I liked, and I think that we can repet another day. In the afternoon I went to [an afternoon class]. It was very good.”

C15/18 Feb/C.II: “Today I have learnt a lot of new words of vocabulary I think today that [= that today] was great. The discution was very interesting. Orally it’s also very important, to practise the axent and to speak. I hope we go to do this kind of work often. During this week I have make some efforts to be more present and concentred. But it’s a pity, because very often you tell me some

reproachs '[C15] you must pay attention'. Sometimes that was true, but very often that was false. I know sometimes I'm a little bit in the space, but not completely in the dark – But any way, thanks very much to help me so nicely [= nicely?]. <OK – but you know yourself that you started at a level considerably below the others in the class and your staying in the class depends on being able to keep up. You MUST concentrate ALL THE TIME>"

19 Feb

C6/19 Feb/C.II: "[NEW]: I studied the relative clauses because I realised that was one of my weak points in my grammar. In addition I didn't notice the difference between the defining and non-defining clauses until you explain it in class. In my private study I completed the list that I began a few days ago and I studied as well. Later on I studied a few phrasal verbs because I didn't do that since long time ago. [LIKED]: I liked the explication of relative clauses but in general I found the class quite interesting because I forgot a basic things like 'rather' until you told us the meaning. [OTHER]: This weekend I spoke quite a lot English with my friends."

23 Feb

C2/23 Feb/C.II: "[NEW]: News: headline, feature, review, obituary, typeface, and so on ~ Lesson \ want, would like ~ Lesson \ vocabulary ~ at home \ to go through the lesson ~ at home. [LIKED]: To learn the newspaper with newspaper ~ It was easy for me to understand [NOT LIKED]: The air of the class room was very bad [WHY]: I don't know but it made me to sleep in lesson. [OTHER]: I have not talked to [the newly-arrived group of] Japanese girls yet. I think they don't think I am Japanese because they (I heard) said to me 'She looks like Japanese as/when I was passing them. And I am not able to understand their Japanese and to follow their talking speeds.'"

C3/23 Feb/C.II: "[NEW]: I've learnt new vocabulary which concerned with newspapers; 'editorial', 'obituary', 'miscellaneous' and 'classified advertisement'. It was helpful to use real newspaper and see which was which. [GOOD]: After I bought a watch ... last week, I found ... something wrong with the watch. So I had to bring it to there and speak with a shop assistant for nearly an hour during a mender was checking it and then I was choosing another one instead because it would take a long day to mend it. I liked to face to such a difficult and practical situation and think that I'd managed it well although I have no idea if the shop assistant was fed up with me, and I was actually a bit worn out. <Profiting from adversity. Well done!> [OTHER]: Just now, my mother called me By the way, I have to study English harder, however, I was being lazy for previous weeks, for I recieved an answer which was about 'The First Certificate Exam' in Japan from the British Council and I'll take it in June in Tokyo as well as other classmates will do in Dublin."

C4/23 Feb/C.II: "Reading Comprehension \ Vocabulary (newspaper) \ Word Study fewer less shorter smaller minor \ Grammar expressions 'I'd like you to —' 'I want you to —' ~ Exercises \ [a coursebook] \ [CR]'s class \ Private study at home (Grammar and vocabulary) \ I started to read a book. [LIKED]: I liked the class today because I learnt a lot of things. I think that the exercise we did with the newspaper was good and different we enjoyed the class. [OTHER]: I went to have a cup of coffee with some friends and I was speaking English. I recived three important letters from Mexico."

25 Feb

C1/25 Feb/C.II: "I apologise for my bad handwriting, but today I was completely unable to write, and I still am, because of my sore hand. But I want to write, at least, this last 'confidential' page. I think I couldn't have learnt so much if I had had a different teacher – nobody could have been better than you at teaching English. I consider myself very lucky for having had you as a teacher. <Thank you!> Thanks for your 'good' days; and thanks for your 'bad' ones, when you felt 'irritable, sleepy, tired —' In those very days I was continually able to appreciate your capability at overcoming personal problems, feelings or attitude, to give us your best. And, above all, thanks for the opportunity you gave me of sharing in our humanity. I felt really sorry when, because of different problems, my attitude seemed changed. I apologize for that – the 'volcano' inside my calm and patient appearance was at work! Thanks, finally, for having given me many opportunities to know myself better. We always are 'disciples' of life. I'm leaving for good. I don't know and I'm really unable to say if or when I can come to Ireland again. Maybe never more in my life. So, I'm

bringing with me the remembrance of such an important stage of life as a very dear one – your person is a considerable part of it.”

- C6/25 Feb/C.II: “[NEW]: I settled in my brain different ways to begin a reported speech sentences without using ‘tell’ or ‘say’, such as ‘advise’, ‘call’ [?], ‘reply’ and so on. I learnt some vocabulary about titles of nobility. [LIKED/NOT LIKED]: The most important thing that I found today was the listening comprehension because you can’t practise outside class and it is part of the exam. The part that I didn’t find very useful was ‘Writing and Spelling’ because it is very difficult to learn the rules and in each rule there are so many exceptions, so I think we wouldn’t [= shouldn’t] spend any time at all in that part. From my point of view the only solution is learn it by heart. *<True – but learners need to be sensitised to the existence of the problem. Note that we went through it very quickly, because, as you rightly say, you can’t learn it by learning the ‘rules’. Nonetheless, the book offers a reasonably good guide on this point and I’m sure some students needed to be taken through it.>* [OTHER]: I would like, if it is possible, to do more practise in listening comprehension because it’s one of those things that you can’t do it outside class. *<We shall be doing a lot of this later in the course. Have you found [a listening comprehension tape] in the lab ‘free study’ session?>*”

29 Feb

- C2/29 Feb/C.II: “[NEW]: Articles ~ Lesson and Free study \ Vocabulary (amusement, body) ~ Lesson, at home. [LIKED]: To study article ~ I need it very much. [SO-SO]: Discussion ~ I liked it but topic was not interesting. [BAD]: Test ~ I didn’t do it well. [OTHER]: I telephoned to Japan today. It costed me a lot of money but I need to hear my parents’ voices. I had a cold again. I don’t know why I have cold so often. *<Are you eating properly in Ireland? Is it possible that something in your Japanese diet is missing here? (e.g. iodine, salt, vitamins etc.?) You need a well-balanced diet. It might be worth checking with the chemist about Vitamin and Mineral supplements (be careful! it is very easy to overdose!)>*”
- C12/29 Feb/C.II: “[NEW]: ... we did some exercises about the article ‘the’. We spoke about the photograph The last hour we met in groups and we spoke about a [topic]. We went to the Lab and studied. I did some exercises the use of the article with a book. [LIKED]: I liked the class because we did some exercises about the articles ‘the’. It was good because I was a little bit confused about that. I always have some problems. [OTHER]:

1 Mar

- C6/1 Mar/C.II: “[NEW]: I am very happy with the explanation that you told us today about the different meanings among ‘must’, ‘have to’, ‘should’. Today I haven’t too much time to study but I studied some vocabulary and verbs + Prep[ositions] as well. [LIKED]: I found especially interesting the summary that we did in the class. [OTHER]: So far, I have found quite interesting to spend my Free-time on working with [a listening comprehension tape].
- C10/1 Mar/C.II: “[LIKED]: I think that the class is really better now. All of us are now more friendly. [OTHER]: I’m sorry [CR] because I have some problems at home. My grandfather is worst ... I think that you can understand, so I’m very sad but please understand my situation. I’m always tired because I’m not sleeping well. *<I understand. If you can, try and use the class as a distractor from the worries. The more involved you can become in your work, in relating to the class, in studying after class, etc. the easier it will be. It’s an impossible situation and you can only do your best.>*”

2 Mar

- C3/2 Mar/C.II: “I rewrote the composition ... as first one had a lot of silly mistakes when I got it back. I looked up to make sure the meanings of ‘erosion’ ‘decay’ ‘deteriorate’ etc. and make a few examples each of them. [SO-SO]: I got terribly tired today. ~ I think grammar was enough for a day although I need it. [BAD]: I couldn’t express my opinion and explain what I know in regular order with good words to other people. ~ I think I probably lack of useful vocabulary which we use frequently in conversation or discussion. *<Which should suggest the need to acquire that vocabulary quickly; one of the best ways is constantly to read short stories, novels, etc. in which there is plenty of dialogue. Maybe [a type of popular fiction recommended in class] will have what you need. We’ll see on Tuesday.>*”

4 Mar

C6/4 Mar/C.II: “[NEW]: I liked the explanation that you did about the difference between these groups of words. Today, when I was studying the subject ‘Gerunds and Infinitives’ I found very difficult to find a rule and at the same time very hard to study them by heart. *<There are no rules – only conventions>* [LIKED/NOT LIKED]: I found quite interesting the conversation that we had in the last hour but I think we should do that only from time to time, because we can do that outside class and maybe other things we can’t do them. *<The conversations are only ‘from time to time’ (I wish we could do it much more often). The majority of people in this particular class are much too shy/reticent/quiet/reserved etc. and that MUST be changed before the exam. Consider the ‘never-speak’ people: [C2], [C9], [C13], [C4], [C10], [C15], [C3], [C12] against the ‘willing to speak’ people: [C6], [C7], [C8], [C16], [C5]. We need many more ‘conversations’, ‘activities’, ‘discussions’ etc. than we have time for in class, primarily because the ‘never-speak’ people DON’T speak English outside class.>* [OTHER]: I am reading another book ... and at the beginning I found it quite interesting. In my Free study, I am working in doing summaries and I find [a class library/language laboratory book] very interesting.”

6 Mar

C3/6 Mar/C.II: “I didn’t study English on the desk this weekend but I practised English more than usual weekends. [OTHER]: I went to see a cinema ... and enjoyed it very much.... My last week in Ireland is coming. My friends held parties for me this weekend. I had nice foods, met some Irish people and talked to them a lot, although I usually don’t have any opportunities to meet Irish people and speak English. I wished I had had such a good practice for this one year and my English became much more practical. *<Have you noticed how much your written and spoken English have improved? I have! Well done!>*”

7 Mar

C2/7 Mar/C.II: “[NEW]: Vocabulary – cloze test ~ Lesson, At home \ Phrasal Verbs ~ Lab \ Listening Comprehension ~ Lesson [LIKED]: dictation ~ I didn’t do this until today. *<Really!? Would you like to do more dictation?>* [SO-SO]: discussion about [a topic in a coursebook] ~ I didn’t like this topic. [OTHER]: I cannot recover my cold yet. I would like to blame the weather which is very dull and changeable. I’m really fed up living in Ireland, so I’m going to Paris about ten days at Easter holiday.”

8 Mar

C12/8 Mar/C.II: “[NEW]: We learnt the difference among the some verbs such as ask, say, speak, and so on ~ Doing some exercises. \ We studied the use of must, should, have to, ought to, need. \ We studied verbs, followed by prepositions, or by gerunds ~ With our book and doing some exercises \ Today we did an essay on how to write a good story. [LIKED]: I liked the class where we studied the use of the structures of the: duty, obligation. When we must use that, I think that it’s important because it’s too difficult for me. Another point is that we did a lot of conversation practise in groups or pairs. I like this sort of work, we can work in pairs or groups and decide or discuss about a topic, but we must choose one subject for all of us, because last week we spoke about [a topic] but I didn’t like it all. *<Sorry!>* [OTHER]: ... We had a good time with some of our friends. We had our meal there and we enjoyed ourselves. For [C10] is a different event. Another thing not too good is that I haven’t got money yet, because I haven’t got the transference that my father sent me last week.... Now, these days, I am studying a lot because I want to pass the F.C.E. I know my efforts because I can see it in the homeworks. I think that they are better than weeks ago. That’s all. I think that I had a busy week. *<Good! Well expressed. But watch those wretched commas!>*”

9 Mar

C3/9 Mar/C.II: “[SO-SO]: I think our class goes a bit slow recently and I feel it’s lazy. *<Can you say why? Could it be because we are now beginning to deal with a very serious problem, and a very very difficult thing to do properly: writing in English? It cannot be rushed.>* [OTHER]: I had a party However, I enjoyed tonight very much. *<Well written! I can see a real improvement in your written work. Well done!>*”

APPENDIX E

Courses A, B, C: Weekly Proportions of In-Class Self Directed Learning to Total Contact Hours

Course & Stage	Week	DSDL(i) hours ^a	DSDL(ii) hours ^a	ISDL hours ^b	SDL total	Contact total	SDL proportion	Cum. SDL proportion
A.I	8/9-12/9	1	.5		1.5	20	.08	
	15/9-19/9	1.5	1.5		3	20	.15	
	22/9-26/9	5.5	1		6.5	20	.33	
	29/9-3/10	6		1	7	20	.35	
	6/10-10/10	4			4	20	.20	
	sum	18	3	1	22	100		
	mean	4	1	0	4	20	.22	.22
A.II	13/10-17/10	1	14		15	20	.75	
	20/10-24/10	1	7	1	9	20	.45	
	28/10-31/10	2		3	5	16	.31	
	sum	4	21	4	29	56		
	mean	1	7	1	10	19	.52	.33
A.III	3/11-7/11	7		8	15	20	.75	
	10/11-14/11	4		8	12	20	.60	
	17/11-21/11	3		8	11	20	.55	
	24/11-28/11	3		9	12	20	.60	
	1/12-5/12	4		9	13	20	.65	
	8/12-15/12	1			1	24	.04	
	sum	22		42	64	124		
	mean	4		7	11	21	.52	.41
sum A		44	24	47	115	280		
mean A		15	8	16	38	93	.41	
B.I	19/1-23/1	1.5		7	8.5	20	.43	
	26/1-30/1	4		8	12	20	.60	
	2/2-6/2	4		5	9	20	.45	
	9/2-13/2	3		7	10	20	.50	
	16/2-20/2	5		6	11	20	.55	
	sum	17.5		33	50.5	100		
	mean	4		7	10	20	.51	.51
B.II	23/2-27/2			17	17	20	.85	
	2/3-6/3	2.5		6	8.5	20	.43	
	9/3-13/3	9		1	10	20	.50	
	sum	11.5		24	35.5	60		
	mean	4		8	12	20	.59	.54
B.III	16/3-20/3	4		6	10	16	.63	
	23/3-27/3	3		9	12	18	.67	
	30/3-3/4	2.5		6	8.5	20	.43	
	6/4-10/4	2.5		1	3.5	20	.18	
	27/4-1/5	3		7	10	20	.50	
	4/5-8/5	4		7	11	20	.55	
	11/5-15/5	4.5		8	12.5	20	.63	
	sum	23.5		44	67.5	134		
	mean	3		6	10	19	.50	.52
B.IV	18/5-22/5	3		4	7	20	.35	
	25/5-29/5	3		1	4	20	.20	
	1/6-5/6	1		2	3	16	.19	
	[8/6-]-12/6	.5			.5	4	.13	
	sum	7.5		7	14.5	60		
mean	mean	2		2	4	15	.24	.47
sum B		60		108	168	354		
mean B		15		27	42	89	.47	

Note. 'Hours' are decimal academic periods of 50 minutes. Out-class SDL is not included. Means are rounded.

^aDependent Self-Directed Learning (i): Pairs/groups, Support/Work Teams; (ii): Setwork Laboratory, Video Project.

^bIndependent Self-Directed Learning: Freework Laboratory, Freework Class Library.

(continued ...)

Courses A, B, C: Weekly Proportions of In-Class Self Directed Learning to Total Contact Hours

Course & Stage	Week	DSDL(i) hours ^a	DSDL(ii) hours ^a	ISDL hours ^b	SDL total	Contact total	SDL proportion	Cum. SDL proportion
C.I	11/1-15/1	2		1	3	20	.15	
	18/1-22/1	3.5		4	7.5	20	.38	
	25/1-29/1	4.5		2	6.5	20	.33	
	sum	10		7	17	60		
	mean	3		2	6	20	.28	.28
C.II	1/2-5/2	4.5		2	6.5	20	.33	
	8/2-12/2	5.5		5	10.5	20	.53	
	15/2-19/2	6		4	10	20	.50	
	22/2-26/2	2		2	4	20	.20	
	29/2-4/3	1		2	3	20	.15	
	7/3-11/3	2		3	5	20	.25	
	sum	21		18	39	120		
	mean	4		3	7	20	.33	.31
sum C		31		25	56	180		
mean C		16		13	28	90	.31	

Totals, Courses A, B, C

sum	135	24	180	339	814			
proportion	.17	.03	.22	.42			.42	

Note. 'Hours' are decimal academic periods of 50 minutes. Out-class SDL is not included. Means are rounded.

^aDependent Self-Directed Learning (i): Pairgroups, Support/Work Teams; (ii): Setwork Laboratory, Video Project.

^bIndependent Self-Directed Learning: Freework Laboratory, Freework Class Library.

APPENDIX F

EXPERIMENTAL FCE COURSE LANGUAGE LABORATORY 'FREE STUDY' CASSETTES			
A. DRILLS (Points of grammar, intonation, stress, accent)			
1. 'FIRST THINGS FIRST'	Elementary	<u>Code</u> E	Book + Script
2. 'PRACTICE AND PROGRESS'	Lower Intermediate	P	Script
3. 'DEVELOPING SKILLS'	Intermediate	D	Script
4. 'FLUENCY IN ENGLISH'	Upper Intermediate	F	Script
B. MIXED LISTENING COMPREHENSION and DRILLS			
1. 'FOR, SINCE, AGO'		FSA	No script
2. 'DETERMINERS AND ARTICLES'		DA	No script
3. 'GERUNDS AND INFINITIVES'		GI	No script
4. 'PHRASAL VERBS'		PV	No script
C. LISTENING COMPREHENSION + EXERCISES			
1. 'VIEWPOINTS'	(genuine interviews)		Book, no script
2. 'LISTENING LINKS'	(acted dialogues)		Class Library book
3. 'KERNEL INTERMEDIATE'	(acted dialogues)		No script
4. 'KERNEL PLUS'	(acted dialogues)		No script
D. PRONUNCIATION PRACTICE			
1. 'HOW TO SAY IT'		H	No script
2. 'FIRST THINGS FIRST'	[see under DRILLS above]		Book + script
<u>Please note that the following regulations apply to use of the language laboratory</u> 1. No cassette may be removed from the language laboratory. 2. Scripts/books are not to be taken out of the lab. under any circumstances. 3. Cassettes must be replaced in their individual cases and put back in their correct locations in the storage boxes after use. 4. Faults in either the equipment or the cassettes must be reported immediately. 5. The Console 'POWER', and the room lights, must be switched off when the lab. is vacated.			

APPENDIX G

EXPERIMENTAL COURSE: CLASS LIBRARY MATERIALS

Advanced Comp. Practice in English	Intermediate Comprehension Passages
Advanced Use of English	Make Your Point
Advanced Writing Skills	More Varieties of Spoken English
An Advanced English Practice Course	Multiple Choice Questions in English
Basic English Grammar	My Word
Business News	New FCE 2
Catering on a Budget	New FCE 4
Communicate in Writing	New Intermediate English Grammar
Elementary Grammar Workbook	New Proficiency English 1
English in Situations	Outlook
English Structure Practice	Oxford English Picture Dictionary
Essay and Letter Writing	Pick and Choose
FCE 2 Reading Comprehension	Practice and Progress
FCE 3 Use of English	Practice in the Use of English
FCE 5 Interview	Proficiency English 1
FCE Practices	Proficiency in the Use of English
Fitting In	Read Think and Choose
Follow It Through	Reasons for Reading
For and Against	Situational Practice in English
From Paragraph to Essay	Strategies for Reading
Functional Comprehension	Survival English
Functional English 2	Think and Link
Guided Composition Exercises	Topic English
Guided Course in English Composition	Understanding Ideas
Guided Paragraph Writing	Use of English
Have You Heard	Varieties of English
I think You Think	Viewpoints
In Other Words	What Would You Say?
Inside Meaning	Words

You can buy some of these books secondhand, as well as others currently in print, in the office.

APPENDIX H

CONFIDENTIAL QUESTIONNAIRE																	
Your answers will be used in a research project, and your identity will be protected																	
(X) = please put an 'X' in the appropriate box										EXAMPLE							
										☒							
PLEASE WRITE a personal name/number (nickname, ID card number, telephone, etc.) below																	
UNIQUE PERSONAL IDENTIFICATION NAME/NUMBER (up to 6 digits)																	
(this "name" will be used if it is necessary to leave a message for you)																	
PLEASE WRITE the date you completed this questionnaire																	
										day		month		year			
1. DO NOT WRITE ON THIS LINE					Participant No.									01-04/			
2. Nationality:					[AF 1: AM 2: AS 3: EU 4: IN 5: ME 6: OT 7]								05/				
3. Sex /Gender:		(X)			Female			☐ [1]		Male			☐ [2]		06/		
4. Date of Birth :		(day)				(month)				(year)							
Age Group (X):		16-20		☐ [1]		31-35		☐ [4]		46-50		☐ [7]		07/			
		21-25		☐ [2]		36-40		☐ [5]		51-55		☐ [8]					
		26-30		☐ [3]		41-45		☐ [6]		over 55		☐ [9]					
5. Full-time education (X) (do not include Courses lasting less than one academic year)		First or primary/junior level										☐ [1]		08/			
		Secondary or pre-university level										☐ [2]					
		Further education (commerce/tech./art etc.)										☐ [3]					
		Professional/academic university graduate level										☐ [4]					
		Post-graduate (Higher Dip., Master's, Doctorate)										☐ [5]					
		Other (please specify)										☐ [6]					
[AF 1: AM 2: AS 3: EU 4: IN 5: ME 6: OT 7]																	
6. Native language/mother-tongue:		(only/first)											09/				
		(Multilinguals: ONLY ONE OTHER language here)											10/				
7. Other languages (INCLUDING English): (more (X))																	
(a)		(b)		(c)		(d)						☐ [1- 5]		11/			
(X)		Reading				Writing				Listening				Speaking			
(Language)		(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)	(a)	(b)	(c)	(d)
Bilingual																	
Fluent																	
Good																	
A little																	
8. Where did you learn it/them? (X)		(Language/s)				(a)	(b)	(c)	(d)								
At home										[1-4] 12/							
At school										[1-4] 13/							
At university										[1-4] 14/							
Residence abroad										[1-4] 15/							
Evening classes in your own country										[1-4] 16/							
Private tuition										[1-4] 17/							
Correspondence course										[1-4] 18/							
Self-tuition from books/tapes/etc.										[1-4] 19/							
Classes in the target-language country										[1-4] 20/							
Classes in another country, e.g. Spanish in USA										[1-4] 21/							
Other ways (please specify)										[1-4] 22/							
9. Which ONE language did you most enjoy learning?										[1-4] 23/							
10. Which ONE foreign language is most useful to you?										[1-4] 24/							
11. Which ONE is your favourite foreign language?										[1-4] 25/							
12. How important is it to you: (X)						(Grades)											
1 = not important; 2 = quite important;																	
3 = very important; 4 = extremely important																	
To understand spoken English well?						1	2	3	4	[1-5] 26/							
To express yourself well in spoken English?										[1-5] 27/							
To read English well?										[1-5] 28/							
To write English well?										[1-5] 29/							
To pass examinations in English?										[1-5] 30/							

Note. The sections which begin 'Please write' were intended for use beyond the present enquiry.

APPENDIX I

Preliminary Project: Students' Course Questionnaire.

STUDENTS' FEEDBACK QUESTIONNAIRE	Name: _____ (optional)																																																																																				
Do you feel that the Course has helped you to improve: (please tick <u>only one</u> box against each question. 0= not helped; 5= helped a lot) <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">0</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> </tr> <tr> <td>a) your understanding of spoken English?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>b) your ability to express yourself in spoken English?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>c) your ability to read English?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>d) your writing in English?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>e) your chances of passing exams. in English?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>f) your self-confidence in English?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>			0	1	2	3	4	5	a) your understanding of spoken English?	☐	☐	☐	☐	☐	☐	b) your ability to express yourself in spoken English?	☐	☐	☐	☐	☐	☐	c) your ability to read English?	☐	☐	☐	☐	☐	☐	d) your writing in English?	☐	☐	☐	☐	☐	☐	e) your chances of passing exams. in English?	☐	☐	☐	☐	☐	☐	f) your self-confidence in English?	☐	☐	☐	☐	☐	☐																																			
	0	1	2	3	4	5																																																																															
a) your understanding of spoken English?	☐	☐	☐	☐	☐	☐																																																																															
b) your ability to express yourself in spoken English?	☐	☐	☐	☐	☐	☐																																																																															
c) your ability to read English?	☐	☐	☐	☐	☐	☐																																																																															
d) your writing in English?	☐	☐	☐	☐	☐	☐																																																																															
e) your chances of passing exams. in English?	☐	☐	☐	☐	☐	☐																																																																															
f) your self-confidence in English?	☐	☐	☐	☐	☐	☐																																																																															
How did you enjoy these things: (please tick one box against each question. 0- did not like; 5= liked a lot) <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">0</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> </tr> <tr> <td>a) the weather?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>b) the food?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>c) the school atmosphere?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>d) the home atmosphere?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>e) the shopping facilities?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>f) the recreation facilities?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>g) the language course?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>h) the other students on your course?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>i) your accommodation?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>j) the Irish people you met?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>k) the transport system?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>			0	1	2	3	4	5	a) the weather?	☐	☐	☐	☐	☐	☐	b) the food?	☐	☐	☐	☐	☐	☐	c) the school atmosphere?	☐	☐	☐	☐	☐	☐	d) the home atmosphere?	☐	☐	☐	☐	☐	☐	e) the shopping facilities?	☐	☐	☐	☐	☐	☐	f) the recreation facilities?	☐	☐	☐	☐	☐	☐	g) the language course?	☐	☐	☐	☐	☐	☐	h) the other students on your course?	☐	☐	☐	☐	☐	☐	i) your accommodation?	☐	☐	☐	☐	☐	☐	j) the Irish people you met?	☐	☐	☐	☐	☐	☐	k) the transport system?	☐	☐	☐	☐	☐	☐
	0	1	2	3	4	5																																																																															
a) the weather?	☐	☐	☐	☐	☐	☐																																																																															
b) the food?	☐	☐	☐	☐	☐	☐																																																																															
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g) the language course?	☐	☐	☐	☐	☐	☐																																																																															
h) the other students on your course?	☐	☐	☐	☐	☐	☐																																																																															
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k) the transport system?	☐	☐	☐	☐	☐	☐																																																																															
Did you feel that the Course met your own personal needs? (please tick one box against each question. 0= not satisfactory; 5= excellent) <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 60%;"></th> <th style="width: 5%;">0</th> <th style="width: 5%;">1</th> <th style="width: 5%;">2</th> <th style="width: 5%;">3</th> <th style="width: 5%;">4</th> <th style="width: 5%;">5</th> </tr> <tr> <td>a) the Coursebook?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>b) the class cassettes?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>c) the language laboratory cassettes?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>d) the video tapes?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>e) the teaching?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>f) the general learning method?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>g) the assignments or homework?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>h) the tests?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>i) the personal help and counselling you received?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>j) the supplementary written materials?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> <tr> <td>k) the supplementary listening materials?</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> <td>☐</td> </tr> </table>			0	1	2	3	4	5	a) the Coursebook?	☐	☐	☐	☐	☐	☐	b) the class cassettes?	☐	☐	☐	☐	☐	☐	c) the language laboratory cassettes?	☐	☐	☐	☐	☐	☐	d) the video tapes?	☐	☐	☐	☐	☐	☐	e) the teaching?	☐	☐	☐	☐	☐	☐	f) the general learning method?	☐	☐	☐	☐	☐	☐	g) the assignments or homework?	☐	☐	☐	☐	☐	☐	h) the tests?	☐	☐	☐	☐	☐	☐	i) the personal help and counselling you received?	☐	☐	☐	☐	☐	☐	j) the supplementary written materials?	☐	☐	☐	☐	☐	☐	k) the supplementary listening materials?	☐	☐	☐	☐	☐	☐
	0	1	2	3	4	5																																																																															
a) the Coursebook?	☐	☐	☐	☐	☐	☐																																																																															
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k) the supplementary listening materials?	☐	☐	☐	☐	☐	☐																																																																															
THANK YOU FOR COMPLETING THIS QUESTIONNAIRE DATE: _____																																																																																					

APPENDIX J

Group A, Tally Differences between Scrutineer 1 and Scrutineer 2

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12		plus	minus	Amend total
OD																
1	U			1		1					1	1		U	4	4
1	F											-1		F		1
2	U													U		
2	F													F		
3	U													U		
3	F													F		
4	U	1	2		1	1			1					U	6	6
4	F				1	1	1							F	3	3
Sub	U	1	2	1	1	2			1		1	1		U	10	10
	F				1	1	1					-1		F	3	4
AD																
5	U													U		
5	F													F		
6	U													U		
6	F													F		
7	U													U		
7	F													F		
Sub	U													U		
	F													F		
SD																
8	U													U		
8	F							1						F	1	1
9	U													U		
9	F													F		
10	U													U		
10	F													F		
11	U					1								U	1	1
11	F													F		
12	U					1								U	1	1
12	F			1		2				1				F	4	4
Sub	U					2								U	2	2
	F			1		2		1		1				F	5	5
TOT U 1 2 1 1 4 1 1 1 12 12																
TOT F 1 1 3 1 1 1 -1 8 1 9																
20 1 21																
A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12 less 1 19																
S1 S1 S2 S2 S3 S3																
U F U F U F																
Scrutineer 2 tallies: 111 228 75 143 125 403 = 1085																
Scrutineer 1 tallies: 110 227 71 140 118 400 = 1066																
difference 1 1 4 3 7 3 19																
Agreement = 1066/1087 = 0.9807																

(continued ...)

Group B, Tally Differences between Scrutineer 1 and Scrutineer 2

B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13													Amend			
													plus	minus	total	
OD																
1	U													U		
1	F			1	1		1							F	3	3
2	U													U		
2	F													F		
3	U													U		
3	F													F		
4	U				-1									U		1
4	F		2	1			15							F	18	18
Sub	U				-1									U		1
	F		2	2	1		16							F	21	21
AD																
5	U	1			-1									U	1	2
5	F													F		
6	U		1				1							U	2	2
6	F													F		
7	U													U		
7	F													F		
Sub	U	1	1		-1		1							U	3	4
	F													F		
SD																
8	U				1									U	1	1
8	F				1				1					F	2	2
9	U						-1							U		1
9	F			3		1								F	4	4
10	U						1							U	1	1
10	F			1		1	1							F	3	3
11	U													U		
11	F													F		
12	U									-1				U		1
12	F	2	1	1							1			F	5	5
Sub	U				1		+1-1				-1			U	2	4
	F	2	1	5	1	2	1		1			1		F	14	14
TOT U 1 1 +1-2 +2-1 -1 U 5 4 9																
TOT F 2 3 7 2 2 17 1 1 F 35 35																
													40	4	44	
B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13													less	4		
														36		
													S1 S1 S2 S2 S3 S3 S4 S4			
													U F U F U F U F			
Scrutineer 2 tallies:													113 266 109 219 150 378 67 176	=	1478	
Scrutineer 1 tallies:													113 262 109 212 151 361 67 167	=	1442	
difference													0 4 0 7 -1 17 0 9		36	
Agreement =													1442/1486	=	0.9704	

(continued ...)

Group C, Tally Differences Between Scrutineer 1 and Scrutineer 2

[illegible]

APPENDIX K

Group A: Amendments Resulting from Independent Check of Diaries

A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12												Amend		
												plus	minus	total
OD														
1	U		1		1					1	1	U	4	4
1	F										-1	F	1	1
2	U											U		
2	F											F		
3	U											U		
3	F											F		
4	U	1	2		1	1			1			U	6	6
4	F				1	1	1					F	3	3
Sub	U	1	2	1	1	2			1		1	U	10	10
	F				1	1	1				-1	F	3	4
AD														
5	U											U		
5	F											F		
6	U											U		
6	F											F		
7	U											U		
7	F											F		
Sub	U											U		
	F											F		
SD														
8	U											U		
8	F							1				F	1	1
9	U											U		
9	F											F		
10	U											U		
10	F											F		
11	U				1							U	1	1
11	F											F		
12	U				1							U	1	1
12	F		1		2					1		F	4	4
Sub	U				2							U	2	2
	F		1		2			1		1		F	5	5
TOT	U	1	2	1	1	4			1		1	U	12	12
TOT	F			1	1	3	1		1		-1	F	8	9
												20	1	21
A1 A2 A3 A4 A5 A6 A7 A8 A9 A10 A11 A12												less	1	
													19	
												S1	S1	S2
												S2	S2	S3
												S3	S3	
												U	F	U
												U	F	U
Confirmed tally:												111	228	75
Unconfirmed tally:												110	227	71
difference												1	1	4
												3	3	7
												3	3	19
												Agreement =	1066/1087	= 0.9807

(continued ...)

Course B: Amendments Resulting from Independent Check of Diaries

B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13														Amend									
														plus	minus	total							
OD																							
1	U														U								
1	F			1	1		1								F	3	3						
2	U														U								
2	F														F								
3	U														U								
3	F														F								
4	U				-1										U		1						
4	F		2	1			15								F	18	18						
Sub	U				-1										U		1						
	F		2	2	1		16								F	21	21						
AD																							
5	U	1			-1										U	1	1						
5	F														F								
6	U		1				1								U	2	2						
6	F														F								
7	U														U								
7	F														F								
Sub	U	1	1		-1		1								U	3	1						
	F														F								
SD																							
8	U				1										U	1	1						
8	F				1			1							F	2	2						
9	U						-1								U		1						
9	F			3		1									F	4	4						
10	U						1								U	1	1						
10	F			1		1	1								F	3	3						
11	U														U								
11	F														F								
12	U									-1					U		1						
12	F	2	1	1							1				F	5	5						
Sub	U				1		+1-1				-1				U	2	2						
	F	2	1	5	1	2	1		1			1			F	14	14						
TOT	U	1	1		+1-2		+2-1				-1				U	5	4						
TOT	F	2	3	7	2	2	17		1			1			F	35	35						
														40	4	44							
B1 B2 B3 B4 B5 B6 B7 B8 B9 B10 B11 B12 B13														less	4								
															36								
														S1	S1	S2	S2	S3	S3	S4	S4		
														U	F	U	F	U	F	U	F		
Confirmed tally:														113	266	109	219	150	378	67	176	=	1478
Unconfirmed tally:														113	262	109	212	151	361	67	167	=	1442
difference														0	4	0	7	-1	17	0	9		36
														Agreement =				1442/1486	=	0.9704			

(continued ...)

Course C: Amendments Resulting from Independent Check of Diaries

C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12 C13 C14 C15 C16																Amend			
																plus	minus	total	
OD																			
1	U																U		
1	F																F		
2	U																U		
2	F																F		
3	U																U		
3	F																F		
4	U							1									U	1	
4	F	1	1					1									F	3	
Sub	U							1									U	1	
	F	1	1					1									F	3	
AD																			
5	U		1														U	1	
5	F																F		
6	U																U		
6	F																F		
7	U																U		
7	F																F		
Sub	U		1														U	1	
	F																F		
SD																			
8	U																U		
8	F																F		
9	U																U		
9	F																F		
10	U																U		
10	F					1											F	1	
11	U																U		
11	F																F		
12	U																U		
12	F					1											F	1	
Sub	U																U		
	F					2											F	2	
TOT	U		1					1									U	2	
TOT	F	1	1			2		1									F	5	
																7		7	
C1 C2 C3 C4 C5 C6 C7 C8 C9 C10 C11 C12 C13 C14 C15 C16																			
																less	0		
																	7		
																S1	S1	S2	S2
																U	F	U	F
																94	281	68	177
																=	620		
																93	278	67	175
																=	613		
																1	3	1	2
																	7		
																Confirmed tally:			
																Unconfirmed tally:			
																difference			
																Agreement =	613/620	=	0.9887

APPENDIX L

END-OF-COURSE QUESTIONNAIRE

Group A

The following questions are extremely important and your co-operation in completing the questionnaire fully, accurately, and frankly is very much appreciated.

Please indicate your impressions, feelings, opinions, etc. with a tick in the appropriate box (only one tick per question):

1 = very bad; 2 = bad; 3 = so-so; 4 = good; 5 = very good

The first series of questions asks for your general impressions; try to answer as objectively as possible, as though you were assessing each item from a theoretical standpoint only, perhaps from the point of view of a government inspector, or a teacher wondering whether to recommend each item to the Director or to his/her colleagues.

You can use the right-hand margins for any extra comments, clarifications, etc. you might wish to make.

A: The Course-Books (***** 1&3)	[1][2][3][4][5]
B: The Class-Library Books you used (general impression)	[1][2][3][4][5]
C: The Language Laboratory cassettes you used (general impression)	[1][2][3][4][5]
D: The Course Programme design	
(a) Homework Reviews in class	[1][2][3][4][5]
(b) Language Laboratory	[1][2][3][4][5]
(c) Class-Library	[1][2][3][4][5]
(d) Support Teams	[1][2][3][4][5]
(e) The final Taught Hour daily	[1][2][3][4][5]
E: The Homework Programme (in general)	[1][2][3][4][5]
F: The remarks, notes, comments etc. given on free-style compositions	[1][2][3][4][5]
G: The Homework Status Reports system	[1][2][3][4][5]
H: The Daily Diary system	[1][2][3][4][5]

In the next section you are asked to be very subjective, not to look at each item dispassionately, but to give your own honest opinions and feelings about how useful each item was to you personally during the Course (did it help you to improve your English, or build good relationships, or improve your own study-patterns; did it generally waste your time or was it useful even if you did not always like having to do it!)

For this section:

1 = a waste of time; 2 = not very useful; 3 = so-so; 4 = useful; 5 = very useful

a: The Course-Books (***** 1&3)	[1][2][3][4][5]
b: The Class-Library Books you used (general impression)	[1][2][3][4][5]
c: The Language Laboratory cassettes you used (general impression)	[1][2][3][4][5]
d: The Course Programme design	
(a) Homework Reviews in class	[1][2][3][4][5]
(b) Language Laboratory	[1][2][3][4][5]
(c) Class-Library	[1][2][3][4][5]
(d) Support Teams	[1][2][3][4][5]
(e) The final Taught Hour daily	[1][2][3][4][5]
e: The Homework Programme (in general)	[1][2][3][4][5]
f: The remarks, notes, comments etc. given on free-style compositions	[1][2][3][4][5]
g: The Homework Status Reports system	[1][2][3][4][5]
h: The Daily Diary system	[1][2][3][4][5]

The next section is where you may have the greatest difficulty in being frank, but IT IS EXTREMELY IMPORTANT TO THE RESEARCH THAT YOU ARE ABSOLUTELY HONEST. You can be certain that the questions would not be asked if you were expected to be sensitive to the teacher's feelings. Remember that it is YOUR feelings and opinions that are being asked for, not the impressions of your friends and fellow-students. It is an opportunity that students seldom, if ever, are given — so make good use of it!

For this section the boxes revert to the original formula:

1 = very bad; 2 = bad; 3 = so-so; 4 = good; 5 = very good

THE TEACHER:

T1: Understanding and response to students' learning-difficulties	[1][2][3][4][5]
T2: Understanding of and response to students' 'personal' problems	[1][2][3][4][5]
T3: Explanations of language-points (grammar etc.)	[1][2][3][4][5]
T4: Giving 'feedback' to the students	[1][2][3][4][5]
T5: 'Manner' in general (coldness, warmth friendliness, discipline, etc.)	[1][2][3][4][5]

T6: 'Helpfulness' in general	[1][2][3][4][5]
T7: As an organiser of class programmes and activities (i.e. planning)	[1][2][3][4][5]
T8: Efficiency (in general) in running class programmes and activities	[1][2][3][4][5]
T9: Willingness to listen to and take into account students' opinions	[1][2][3][4][5]
T10: 'Flexibility' in handling necessary changes or unexpected problems	[1][2][3][4][5]
T11: Knowledge of the subject (the grammar, structures, vocabulary, styles, etc. of the English language)	[1][2][3][4][5]
T12: Ability to teach the subject	[1][2][3][4][5]
T13: How would you rate the teacher in comparison with other teachers you have had (in general)	[1][2][3][4][5]
T14: What do you think the teacher's feelings were, about you as a person?	[1][2][3][4][5]
T15: What do you think the teacher's feelings were, about you as a student?	[1][2][3][4][5]
T16: What were your feelings about the teacher as a person? (i.e. did you like him or not?)	[1][2][3][4][5]
T17: What do you think the teacher's feelings were towards the students (in general)?	[1][2][3][4][5]

C1: How would you rate this experimental course in comparison with other language-courses you have attended at any time?	[1][2][3][4][5]
C2: In your opinion, how successful was the course for the students in general?	[1][2][3][4][5]
C3: How successful was the course for you personally?	[1][2][3][4][5]
C4: How did you find the other students as people (in general)?	[1][2][3][4][5]
C5: Including the 'class-library' time, how was the level of the course for you?	[1][2][3][4][5]
C6: How satisfied are you with your over-all progress in English since the beginning of the course?	[1][2][3][4][5]
C7: How satisfied are you with your progress in understanding what you hear?	[1][2][3][4][5]
C8: in understanding what you read?	[1][2][3][4][5]

C9: in writing in English? [1][2][3][4][5]

C10: in speaking English? [1][2][3][4][5]

C11: How would you rate your own contribution to your progress
(effort, hard work, attendance, punctuality, attention to
detail, etc.) [1][2][3][4][5]

C12: How would you rate the Course's contribution to your
progress? [1][2][3][4][5]

During the Course did you attend other English-classes? YES/NO

If so, please indicate: Type/Title of Course

Hours per week

Course Evaluation

(with acknowledgements to Professor D.G. Little. Director, Trinity College, University of Dublin)

In this section you are asked to note one negative aspect of the Course and one positive aspect (note that your responses should be specific to each item as far as possible). It is very important that you put something in EVERY section, as only those responses which include both a negative AND a positive aspect can be used for evaluation purposes. In general you should try to note the worst and the best aspects of each item.

EV1: Your stay in Ireland:

Negative:

Positive:

EV2: The preparation for the Examinations:

Negative:

Positive:

EV3: The Course in general:

Negative:

Positive:

It is essential to the research programme that each participant's responses can be evaluated against all the available data and it would therefore be most helpful if you put your first/Christian name here:

.....

Your contribution to the research programme is very much valued and appreciated. THANK YOU!

APPENDIX M

COURSE QUESTIONNAIRE

Group B

The following questions are extremely important and your co-operation in completing the questionnaire fully, accurately, and frankly is very much appreciated.

Please indicate your impressions, feelings, opinions, etc. by circling the appropriate number (only one circle per question):

1 = very bad; 2 = bad; 3 = so-so; 4 = good; 5 = very good

The first series of questions asks for your general impressions: try to answer as objectively as possible, as though you were assessing each item from a theoretical standpoint only, perhaps from the point of view of a government inspector, or a teacher, wondering whether to recommend each item to the Director or to his/her colleagues.

You can use the right-hand margins for any extra comments, clarifications, etc. you might wish to make.

First Section: Objective Evaluation of Course Components

A: Course-Books	(a) ***** 1 (Practice)	1 2 3 4 5
	(b) ***** (Gram. Exs)	1 2 3 4 5
B: Class-Library Books (general impression)		1 2 3 4 5
C: Lang. Lab. cassettes (general impression)		1 2 3 4 5
D: The Course Programme design/concept		
	(a) Having Grammar Homework Reviews in class	1 2 3 4 5
	(b) Having Language Laboratory periods	1 2 3 4 5
	(c) Having Class-Library periods	1 2 3 4 5
	(d) Having Work Teams	1 2 3 4 5
	(e) Having teacher-guided periods	1 2 3 4 5
E: The Homework Programme (in general)		1 2 3 4 5
F: The remarks, notes, comments etc. given on written work		1 2 3 4 5
G: The Homework Status Reports system		1 2 3 4 5
H: The Daily Diary system		1 2 3 4 5
I: The written work Resub system		1 2 3 4 5

In the next section you are asked to be very subjective, not to look at each item dispassionately, but to give your own honest opinions and feelings about how useful each item was to you personally during the Course (did it help you to improve your English, or build good relationships, or improve your own study-patterns; did it generally waste your time or was it useful even if you did not always like having to do it!)

Second Section: Subjective Evaluation of Course Components

For this section:

1 = a waste of time; 2 = not very useful; 3 = so-so; 4 = useful; 5 = very useful

a: Course-Books (a) ***** 1 (Practice)	1 2 3 4 5
(b) ***** 3 (Gram. Exs)	1 2 3 4 5
b: Class-Library Books (general impression)	1 2 3 4 5
c: Lang. Lab. cassettes (general impression)	1 2 3 4 5
d: The Course Programme design/concept	
(i) Having Grammar Homework Reviews in class	1 2 3 4 5
(ii) Having Language Laboratory periods	1 2 3 4 5
(iii) Having Class-Library periods	1 2 3 4 5
(iv) Having Work Teams	1 2 3 4 5
(v) Having teacher-guided periods	1 2 3 4 5
e: The Homework Programme (in general)	1 2 3 4 5
f: The remarks, notes, comments etc. given on written work	1 2 3 4 5
g: The Homework Status Reports system	1 2 3 4 5
h: The Daily Diary system	1 2 3 4 5
i: The written work Resub system	1 2 3 4 5

The next section is where you may have the greatest difficulty in being frank, but IT IS EXTREMELY IMPORTANT TO THE RESEARCH THAT YOU ARE ABSOLUTELY HONEST. You can be certain that the questions would not be asked if you were expected to be sensitive to the teacher's feelings. Remember that it is YOUR feelings and opinions that are being asked for, not the impressions of your friends and fellow-students. It is an opportunity that students seldom, if ever, are given — so make good use of it!

Third Section: Evaluation of the Teacher.

For this section the numbers revert to the original formula:

1 = very bad; 2 = bad; 3 = so-so; 4 = good; 5 = very good

T1: Understanding and response to students' learning difficulties	1 2 3 4 5
T2: Understanding of and response to students' 'personal' problems	1 2 3 4 5
T3: Explanations of language-points (grammar etc.)	1 2 3 4 5
T4: Giving 'feedback' to the students	1 2 3 4 5
T5: 'Manner' in general (coldness, warmth, friendliness, discipline, etc.)	1 2 3 4 5
T6: 'Helpfulness' in general	1 2 3 4 5
T7: As an organiser of class programmes and activities (i.e. planning)	1 2 3 4 5
T8: Efficiency (in general) in running class programmes and activities	1 2 3 4 5
T9: Willingness to listen to and take into account students' opinions and expressed learning-needs	1 2 3 4 5
T10: 'Flexibility' in handling necessary changes or unexpected problems	1 2 3 4 5
T11: Knowledge of the subject (the grammar, structures, vocabulary, styles, etc. of the English language)	1 2 3 4 5
T12: Ability to teach the subject	1 2 3 4 5
T13: How would you rate the teacher in comparison with other teachers you have had (in general)?	1 2 3 4 5
T14:	1 2 3 4 5
T15:	1 2 3 4 5
T16:	1 2 3 4 5
T17:	1 2 3 4 5

Fourth Section: Evaluation of the Course in General

For this section the numbers mean:

Either 1 = very bad; 2 = bad; 3 = so-so; 4 = good; 5 = very good

Or 1 = a waste of time; 2 = not very useful; 3 = so-so; 4 = useful; 5 = very useful

C1: How would you rate this experimental course in comparison with other language-courses you have attended at any time?	1 2 3 4 5
C2: In your opinion, how successful was the course for the students in general?	1 2 3 4 5
C3: How successful was the course for you personally?	1 2 3 4 5
C4: How did you find the other students as people (in general)?	1 2 3 4 5
C5: Including the ‘class-library’ time, how was the level of the course for you?	1 2 3 4 5
C6: How satisfied are you with your over-all progress in English since the beginning of the course?	1 2 3 4 5
C7: How satisfied are you with your progress in understanding what you hear?	1 2 3 4 5
C8: in understanding what you read?	1 2 3 4 5
C9: in writing in English?	1 2 3 4 5
C10: in speaking English?	1 2 3 4 5
C11: How would you rate your own contribution to your progress (effort, hard work, attendance, punctuality, attention to detail, etc.)	1 2 3 4 5
C12: How would you rate the Course’s contribution to your progress?	1 2 3 4 5

During the Course did you attend other English-classes?	YES/NO
---	--------

If so, please indicate: Type/Title of Course

Hours per week

[Course Evaluation on following page]

Course Evaluation

(with acknowledgements to Professor D.G. Little, Trinity College, University of Dublin)

In this section you are asked to note one negative aspect of the Course and one positive aspect (note that your responses should be specific to each item as far as possible). It is very important that you put something in EVERY section, as only those responses which include both a negative AND a positive aspect can be used for evaluation purposes. In general you should try to note the worst and the best aspects of each item.

EV1: Your stay in Ireland:

Negative:

Positive:

EV2: The preparation for the Examinations:

Negative:

Positive:

EV3: The Course in general:

Negative:

Positive:

It is essential to the research programme that each participant's responses can be evaluated against all the available data and it would therefore be most helpful if you put your first/Christian name here:

Name:

Date:

Your contribution to the research programme is very much valued and appreciated. THANK YOU!

APPENDIX N

Diary Data Course A, Individual Tallies by Category

EXPERIMENT/STAGE	Course A Stages I, II, & III													TOTS	
DAYS	1-70														
DATES	Mon 8 Sep - Mon 15 Dec														
PARTICIPANT ID	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12			
No. of diary submissions	23	27	30	29	25	24	4	30	15	13	25	12	257		
Ave. tally per submission	3	4	5	5	3	4	5	5	6	5	4	4	4		
OTHER-DIRECTED LEARNING COMPONENTS															
1 Programme	(concept; format; organisation; democratic ethos; students' input to programme)														
	U	2	4	5	9	5	10	1	1	4	5	10	4	U	60
	F	4	5	3	2	7	7	4	4	4	9	1	6	F	56
2 Materials/equipment	(course books; class tapes; equipment)														
	U		1	1	1		2				3	1		U	9
	F				3	2	1					1		F	7
3 Composition of class	(class levels; class numbers)														
	U	1		1	6	1	2		1	2	1			U	15
	F									1				F	1
4 DODL elements	(class atmosphere; corrections; feedback; lesson content; teaching; co-ordinator)														
	U	3	6	2	14	1	8	1		8	1	12	1	U	57
	F	13	31	36	32	28	12	2	22	16	17	26	16	F	251
Subtotals	U	6	11	9	30	7	22	2	2	14	10	23	5	U	141
	F	17	36	39	37	37	20	6	26	21	26	28	22	F	315
AFFECTIVE DIMENSION FACTOR COMPONENTS															
5 Wellbeing	(health; relationships; mood; homesickness; morale; progress; workload; energy)														
	U	5	3	4	12		6		28	21	2	4		U	85
	F	1	4	11	10	3	7	1	32	7	6	9	6	F	97
6 Counselling/consultation	(counselling; consultation)														
	U													U	0
	F							1	1	1			1	F	4
7 Out-class environment	(host family; food/drink; people; places; entertainment; weather; transport system)														
	U	1	1	2	2		1		5	2		3		U	17
	F	8	15	26	3		4		22	12		13	5	F	108
Subtotals	U	6	4	6	14	0	7	0	33	23	2	7	0	U	102
	F	9	19	37	13	3	11	2	55	20	6	22	12	F	209
SELF-DIRECTED LEARNING COMPONENTS															
8 In-class peer support	(pairgroups; support/work teams; peer help)														
	U	2			1	3	2		1	1		1		U	11
	F	1	8	6	5	4	3	1	3	2	5	4	4	F	46
9 In-class laboratory	(concept; conditions; materials)														
	U	1	3	1	12		4	2	5					U	28
	F	8	4	8	6	2	7		6	5	2	8	2	F	58
10 In-class library	(concept; conditions; materials)														
	U			2	1							2		U	5
	F	7	7	7	3	7	9	3	4	3	1	5	4	F	60
11 In-class projects	(video projects; other projects)														
	U				2	2	2				2	2		U	10
	F	1	1	3	1	1	1	1	1	2	2	2	1	F	17
12 Out-class study/work	(class diary; setwork; freework)														
	U	3	2	1	1	1			2		4			U	14
	F	6	1	16	6	4	7	1	13	6	4	2	3	F	69
Subtotals including cat. 12	U	6	5	4	17	6	8	2	8	1	6	5	0	U	68
	F	23	21	40	21	18	27	6	27	18	14	21	14	F	250
Subtotals excluding cat. 12	U	3	3	3	16	5	8	2	6	1	2	5	0	U	54
	F	17	20	24	15	14	20	5	14	12	10	19	11	F	181
Totals including category 12	U	18	20	19	61	13	37	4	43	38	18	35	5	U	311
	F	49	76	116	71	58	58	14	108	59	46	71	48	F	774
	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12			

(continued ...)

Diary Data Course B, Individual Tallies by Category

EXPERIMENT/STAGE	Course B Stages I, II, III, & IV													
DAYS	1-88/93													
DATES	Mon 19 Jan - Fri 5/12 Jun													
PARTICIPANT ID	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	TOTS
No. of diary submissions	54	40	88	81	34	84	57	66	67	10	69	24	35	709
Ave. tally per submission	1	2	3	2	2	4	1	2	1	1	2	2	2	2
OTHER-DIRECTED LEARNING COMPONENTS														
1 Programme	(concept; format; organisation; democratic ethos; students' input to programme)													
	U	1	1	16	17	2	8	6	4	2		6		8 U 71
	F	1	2	30	11	1	22	4	2	1	3	8	3	7 F 95
2 Materials/equipment	(course books; class tapes; equipment)													
	U					1								U 1
	F													F 0
3 Composition of class	(class levels; class numbers)													
	U			2	2		2		1			1		U 8
	F						1		1					F 2
4 DODL elements	(class atmosphere; corrections; feedback; lesson content; teaching; co-ordinator)													
	U	2	7	12	17	6	9	3	2	6		3		5 U 72
	F	7	17	98	38	11	126	13	10	19	5	15	7	11 F 377
Subtotals	U	3	8	30	36	8	20	9	7	8	0	10	0	13 U 152
	F	8	19	128	49	12	149	17	13	20	8	23	10	18 F 474
AFFECTIVE DIMENSION FACTOR COMPONENTS														
5 Wellbeing	(health; relationships; mood; homesickness; morale; progress; workload; energy)													
	U	20	6	11	33	10	5	5	31	14	1	16	5	9 U 166
	F	5	5	23	8	6	17	4	12	6		19	4	7 F 116
6 Counselling/consultation	(counselling; consultation)													
	U				1							2		2 U 5
	F		3	4	2		8		1			2		2 F 22
7 Out-class environment	(host family; food/drink; people; places; entertainment; weather; transport system)													
	U	4	3		7	3		2	8	3	1	13		2 U 46
	F	15	13	2	2	20	1	4	17	13		11	15	4 F 117
Subtotals	U	24	9	11	41	13	5	7	39	17	2	31	5	13 U 217
	F	20	21	29	12	26	26	8	30	19	0	32	19	13 F 255
SELF-DIRECTED LEARNING COMPONENTS														
8 In-class peer support	(pairgroups; support/work teams; peer help)													
	U			1	3	1	3			4		1		U 13
	F		1	12	6	3	16	5		5	1			4 F 53
9 In-class laboratory	(concept; conditions; materials)													
	U				3	1	2		5			5		1 U 17
	F		1	19	3	6	21	3	2	2		5	1	3 F 66
10 In-class library	(concept; conditions; materials)													
	U			2	6		1	1	2	2		3		1 U 18
	F			16	3	6	24	6	3	3		7		4 F 72
11 In-class projects	(video projects; other projects)													
	U								1					U 1
	F													F 0
12 Out-class study/work	(class diary; setwork; freework)													
	U	7		2	1	1	1		1	2		3		3 U 21
	F	12	1	23	7	6	32		5	8		11	1	13 F 119
Subtotals including cat. 12	U	7	0	5	13	3	7	1	9	8	0	12	0	5 U 70
	F	12	3	70	19	21	93	14	10	18	1	23	2	24 F 310
Subtotals excluding cat. 12	U	0	0	3	12	2	6	1	8	6	0	9	0	2 U 49
	F	0	2	47	12	15	61	14	5	10	1	12	1	11 F 191
Totals including category 12	U	34	17	46	90	24	32	17	55	33	2	53	5	31 U 439
	F	40	43	227	80	59	268	39	53	57	9	78	31	55 F 1039
		B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13

(continued ...)

Diary Data Course C, Individual Tallies by Category

EXPERIMENT/STAGE Course C Stages I & II																	
DAYS	1-45																
DATES	Mon 11 Jan - Fri 11 Mar																
PARTICIPANT ID	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16	TOTS
No. of diary submission	27	23	13	8	6	24	14	12	5	11	8	13	1	3	3	3	174
Ave. tally/submission	2	5	3	4	2	4	4	4	4	4	2	3	8	3	4	3	4
OTHER-DIRECTED LEARNING COMPONENTS																	
1 Programme	(concept; format; organisation; democratic ethos; students' input to programme)																
	U	3	2	1	1	2	13	3	4	1		5			1		U 36
	F		1				2	3	2			1					F 9
2 Materials/equipment	(course books; class tapes; equipment)																
	U		2														U 2
	F																F 0
3 Composition of class	(class levels; class numbers)																
	U	1				1	3	1	1								U 7
	F						1										F 1
4 DODL elements	(class atmosphere; corrections; feedback; lesson content; teaching; co-ordinator)																
	U		5	4	1		4	2	3	2	2	1	1	1			U 26
	F	18	28	3	9	2	31	26	17	5	11	4	6		1	4	3 F 168
Subtotals	U	4	9	5	2	3	20	6	8	3	2	6	1	1	0	1	0 U 71
	F	18	29	3	9	2	33	30	19	5	11	5	6	0	1	4	3 F 178
AFFECTIVE DIMENSION FACTOR COMPONENTS																	
5 Wellbeing	(health; relationships; mood; homesickness; morale; progress; workload; energy)																
	U	2	23	2	3	1	6	2	4		3	2	2		3		U 53
	F	5	7	5	3		1	5	2	2	8	1	2	1		2	2 F 46
6 Counsel/consultation	(counselling; consultation)																
	U																U 0
	F			1			1	1	1	1	1				1		F 7
7 Out-class environme	(host family; food/drink; people; places; entertainment; weather; transport system)																
	U	2	9	3		1	3		3		2		4	1			U 28
	F	8	5	5	4		1	2	7		12		9	2			3 F 58
Subtotals	U	4	32	5	3	2	9	2	7	0	5	2	6	1	3	0	0 U 81
	F	13	12	11	7	0	3	8	10	3	21	1	11	3	0	3	5 F 111
SELF-DIRECTED LEARNING COMPONENTS																	
8 In-class peer support	(pairgroups; support/work teams; peer help)																
	U				1										2		U 3
	F	3	6	1	1	1		2		1		5		2	1		F 23
9 In-class laboratory	(concept; conditions; materials)																
	U	1			1		2								1		U 5
	F	5	2	1	3		2	5	3		7	1	2	1	1	1	F 34
10 In-class library	(concept; conditions; materials)																
	U		1														U 1
	F	5	1	4			6	2	1	1		2			1		F 23
11 In-class projects	(video projects; other projects)																
	U																U 0
	F																F 0
12 Out-class study/wor	(class diary; setwork; freework)																
	U				1												U 1
	F	14	12	7	6		27	4	2	5		3	6	2			1 F 89
Subtotals including category 12}	U	1	1	0	0	3	0	2	0	0	0	0	0	2	1	0	U 10
	F	27	21	13	10	1	35	13	6	7	7	4	15	3	4	2	1 F 169
Subtotals excluding category 12}	U	1	1	0	0	2	0	2	0	0	0	0	0	2	1	0	U 9
	F	13	9	6	4	1	8	9	4	2	7	1	9	1	4	2	0 F 80
Totals including category 12}	U	9	42	10	5	8	29	10	15	3	7	8	7	2	5	2	0 U 162
	F	58	62	27	26	3	71	51	35	15	39	10	32	6	5	9	9 F 458
		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16

APPENDIX O

Questionnaire Data Course A, Selected Ratings with Individual, Group, and Summary Mean Values

		A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12	means
<u>ODL COMPONENTS</u>														
<u>The course books¹</u>	question													
(objectively)	A	3	4	4	4	5	4	5	4	4	4	3	4	4.0
(personally)	a	3	4	4	4	5	3	5	4	4	4	3	3	3.8
<u>Homework review sessions</u>														
(in principle)	Da	4	5	5	5	5	5	4	5	3	5	5	4	4.6
(personally)	da	4	5	5	5	5	5	5	5	3	5	5	5	4.8
<u>Final taught hour daily</u>														
(in principle)	De	5	4	4	5	4	5	4	5	4	4	3	4	4.3
(personally)	de	5	4	5	5	5	5	5	5	4	4	4	5	4.7
<u>Essay feedback</u>														
(in principle)	F	4	5	5	5	5	4	4	5	4	4	4	5	4.5
(personally)	f	4	5	5	5	5	4	4	5	3	5	5	5	4.6
<u>Homework status reports</u>														
(in principle)	G	4	5	5	5	3	4	4	5	5	4	4	4	4.3
(personally)	g	5	3	5	5	3	1	5	5	5	3	5	4	4.1
ODL component means		4.1	4.4	4.7	4.8	4.5	4.0	4.5	4.8	3.9	4.2	4.1	4.3	4.4
<u>SDL COMPONENTS</u>														
<u>Peer Support (Support Teams)</u>														
program (in principle)	Dd	4	2	3	4	3	4	3	5	3	3	3	3	3.3
(personally)	dd	3	2	4	3	2	2	3	4	2	3	2	3	2.8
means		3.5	2.0	3.5	3.5	2.5	3.0	3.0	4.5	2.5	3.0	2.5	3.0	3.0
<u>In-Class Laboratory</u>														
cassettes used (objectively)	C	3	4	5	5	3	3	4	3	5	4	5	3	3.9
(subjectively)	c	3	3	4	3	3	2	4	3	5	3	4	2	3.3
program (in principle)	Db	4	3	4	5	4	4	4	3	5	3	4	1	3.7
(personally)	db	3	2	3	4	4	2	4	3	5	4	4	1	3.3
means		3.3	3.0	4.0	4.3	3.5	2.8	4.0	3.0	5.0	3.5	4.3	1.8	3.5
<u>In-Class Library</u>														
books used (objectively)	B	4	3	4	5	5	4	5	5	5	3	4	3	4.2
(subjectively)	b	5	5	4	5	5	4	4	4	5	2	2	4	4.1
program (in principle)	Dc	4	3	4	5	4	5	4	5	5	3	4	4	4.2
(personally)	dc	5	4	4	5	4	4	4	4	5	4	1	4	4.0
means		4.5	3.8	4.0	5.0	4.5	4.3	4.3	4.5	5.0	3.0	2.8	3.8	4.1
SDL in-class component means		3.8	3.1	3.9	4.4	3.7	3.4	3.9	3.9	4.5	3.2	3.3	2.8	3.7
<u>Out-Class Setwork (Homework)</u>														
program (objectively)	E	4	1	5	5	4	3	4	5	4	4	5	4	4.0
(personally)	e	4	1	5	4	4	3	4	5	4	4	5	5	4.0
means		4.0	1.0	5.0	4.5	4.0	3.0	4.0	5.0	4.0	4.0	5.0	4.5	4.0
<u>Out-Class Diary</u>														
system (in principle)	H	4	4	4	5	3	3	4	5	3	4	5	3	3.9
(personally)	h	3	2	3	3	1	1	2	5	4	2	4	4	2.8
means		3.5	3.0	3.5	4.0	2.0	2.0	3.0	5.0	3.5	3.0	4.5	3.5	3.4
ODL summary averages		4.1	4.4	4.7	4.8	4.5	4.0	4.5	4.8	3.9	4.2	4.1	4.3	4.4
SDL in-class summary averages		3.8	3.1	3.9	4.4	3.7	3.4	3.9	3.9	4.5	3.2	3.3	2.8	3.7
ODL+SDL in-class averages		4.0	3.8	4.3	4.6	4.1	3.7	4.2	4.4	4.2	3.7	3.7	3.6	4.0

Note. ¹ Course A questionnaire asked for a joint rating; Course B questionnaire asked for separate ratings.

(continued ...)

Questionnaire Data Course B, Selected Ratings with Individual, Group, and Summary Mean Values

		B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	means
ODL COMPONENTS															
<u>The course books¹</u>	question														
practice (objectively)	Aa	4	5	4	4	4	4	4	5	5	4	4	5	4	4.3
practice (personally)	aa	3	5	3	3	4	4	4	5	5	5	4	5	4	4.2
gram. exs. (objectively)	Ab	4	5	4	5	4	5	3	5	3	4	5	5	5	4.4
gram. exs. (personally)	ab	4	4	5	5	4	5	2	5	3	5	5	5	5	4.4
<u>Homework review sessions</u>															
(in principle)	Da	5	5	5	5	4	4	4	5	4	4	5	5	3	4.5
(personally)	da	5	5	5	5	4	4	3	4	4	5	5	5	3	4.4
<u>Teacher guided periods</u>															
(in principle)	De	5	5	5	5	4	5	4	4	4	5	5	4	5	4.6
(personally)	de	5	5	5	5	4	5	4	5	4	5	5	4	5	4.7
<u>Written work feedback</u>															
(in principle)	F	5	5	5	5	4	5	4	5	4	4	5	5	5	4.7
(personally)	f	5	5	5	5	4	5	4	5	4	5	5	5	5	4.8
<u>Homework status reports</u>															
(in principle)	G	5	5	4	5	4	5	5	4	4	4	5	-	4	4.5
(personally)	g	5	5	4	4	4	4	4	4	5	-	5	-	5	4.5
<u>Written work resubmissions</u>															
(in principle)	I	5	5	5	5	4	5	4	5	4	5	5	4	4	4.6
(personally)	i	5	5	5	4	4	5	3	5	3	5	5	3	4	4.3
ODL component means		4.6	4.9	4.6	4.6	4.0	4.6	3.7	4.7	4.0	4.6	4.9	4.6	4.4	4.5
SDL COMPONENTS															
<u>Peer Support (Work Teams)</u>															
program (in principle)	Dd	5	5	5	4	4	5	5	4	4	5	4	5	3	4.5
(personally)	dd	4	5	4	3	4	4	4	5	5	4	3	5	3	4.1
means		4.5	5.0	4.5	3.5	4.0	4.5	4.5	4.5	4.5	4.5	3.5	5.0	3.0	4.3
<u>In-Class Laboratory</u>															
cassettes (objectively)	C	5	5	5	3	3	5	5	4	4	3	5	4	5	4.3
(subjectively)	c	5	4	5	2	3	5	4	4	3	3	4	4	5	3.9
program (in principle)	Db	5	4	5	4	4	5	4	2	3	5	4	5	5	4.2
(personally)	db	5	3	5	3	4	5	5	2	3	3	4	5	5	4.0
means		5.0	4.0	5.0	3.0	3.5	5.0	4.5	3.0	3.3	3.5	4.3	4.5	5.0	4.1
<u>In-Class Library</u>															
books (objectively)	B	4	5	5	3	4	4	4	3	4	4	4	4	4	4.0
(subjectively)	b	3	5	3	2	4	4	3	4	3	4	3	4	4	3.5
program (in principle)	Dc	3	5	4	4	4	4	3	2	5	3	4	4	4	3.8
(personally)	dc	3	5	3	2	4	4	2	2	5	3	4	3	4	3.4
means		3.3	5.0	3.8	2.8	4.0	4.0	3.0	2.8	4.3	3.5	3.8	3.8	4.0	3.7
SDL in-class component means		4.2	4.6	4.4	3.0	3.8	4.5	3.9	3.2	3.9	3.7	3.9	4.3	4.2	4.0
<u>Out-Class Setwork (Homework)</u>															
program (objectively)	E	5	4	5	4	4	5	4	4	5	5	5	4	5	4.5
(personally)	e	5	5	5	5	4	4	5	4	5	5	5	4	5	4.7
means		5.0	4.5	5.0	4.5	4.0	4.5	4.5	4.0	5.0	5.0	5.0	4.0	5.0	4.6
<u>Out-Class Diary</u>															
system (in principle)	H	4	4	5	4	4	4	3	4	5	3	4	4	3	3.9
(personally)	h	4	3	4	4	4	4	2	3	3	4	4	4	2	3.5
means		4.0	3.5	4.5	4.0	4.0	4.0	2.5	3.5	4.0	3.5	4.0	4.0	2.5	3.7
ODL summary means		4.6	4.9	4.6	4.6	4.0	4.6	3.7	4.7	4.0	4.6	4.9	4.6	4.4	4.5
SDL in-class summary means		4.3	4.4	4.5	3.4	3.9	4.4	3.8	3.4	4.1	3.9	4.1	4.2	4.1	4.0
ODL+SDL in-class means		4.5	4.7	4.5	4.0	3.9	4.5	3.8	4.0	4.0	4.2	4.5	4.4	4.2	4.3

Note. ¹ Course A questionnaire asked for a joint rating; Course B questionnaire asked for separate ratings.