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**Insights into improving English medium instruction programs**

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## ABSTRACT

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In non-anglophone countries around the world a fast-growing trend of switching from English being taught as a foreign language, to English being the medium of instruction (EMI) can be observed for various academic subjects taught in all grades (from kindergarten to grade 12) of school, without substantial research support on whether EMI education can deliver quality education and the attainment of skills required in the 21<sup>st</sup> century. In this thesis a qualitative approach was employed for exploring the challenges teachers face in EMI education and how they believe the quality of education could be improved within the EMI model. Information was collected through semi-structured interviews with educators who currently work in either EMI or bilingual schools, to get insight into their perceptions and opinions.

The findings indicate that the difficulties teachers experience and even the suggestions they have provided for improving EMI education appear to be universal, and not linked to specific location (country or continent). The main issue appears to be the language barrier, more precisely, the difficulty of trying to teach students in a language they are not fully proficient in. As for what teachers thought would improve the quality of EMI education was a unanimous call for allowing mother tongue conversation and the use of mother tongue instructions in these immersion programs by the employment of bi-lingual educators.

This study contributes to the literature critical of EMI education by demonstrating that schooling is not solely the transmission of content, but that it is a complex ecosystem where students also acquire social-emotional skills and learn how to interact with peers and live in a democratic way, among others. This concept is important in understanding the dynamics of EMI education, especially in the K-12 system.

The present study could serve as the basis of future research with a focus on EMI education and on what promotes or hinders true quality education to materialize. Future studies could include a wider representation of countries and examine how policymakers are influenced by research. The sample size could be expanded to include a broad selection of interview participants, such as school headmasters, teachers, parents, and students, for the exploration of a wide range of perspectives on the best ways of learning a language and the best ways of accomplishing quality education.

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Keywords: English medium instruction, English immersion, English language teaching

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# 1 INTRODUCTION

Recently, it has become clear that the future of education will be about adapting and changing current education systems to be able to provide children with the skills to create a more inclusive, cohesive, and productive world (World Economic Forum, 2019). Currently, around the world, there is a fast-growing trend which is from English being taught as a foreign language (EFL) to English being the medium of instruction (EMI) for academic subjects such as math, science, and geography in non-anglophone countries (Dearden, 2014). This trend has been studied and noted in various papers. The wide literature available about English Medium of Instruction education, or, as it will be detailed in this thesis, also called English 'immersion', mainly focuses on language acquisition and measurable academic performances of students. Likewise, studies on bilingual programs have had similar focuses. However, research on whether EMI education supports quality education and the attainment of 'future skills' has been scarce. Listening to what the teachers in EMI education experience and what they suggest to improve EMI education, have been mainly limited to specific regions of Africa and Asia. Nevertheless, the topic is becoming more relevant, and as Dearden has already called for in 2014, there is an "urgent need for a research-driven approach which consults key stakeholders at a national and international level, and which measures the complex processes involved in EMI and the effects of EMI" (p. 2). Moreover, this thesis intends to give voice to teachers in the EMI systems as they can be considered the real experts in the field of EMI education.

This study explores the challenges teachers face in EMI education and how these teachers believe the quality of education could be improved in the EMI model. In the research, a qualitative approach was used, as it allows for opinions and experiences to be highlighted and examined in detail (Braun & Clarke, 2012). The information was collected through semi-structured interviews with teachers who currently work in either EMI or bilingual schools, to get insight into their perceptions and opinions. To determine the results, the interviews were transcribed and analyzed through a codification process, using thematic analysis (Braun & Clarke, 2012).

This master's thesis intends to explore insights from EMI teachers and investigates whether challenges mentioned have commonalities and whether suggestions for improvement can be applied universally. Additionally, it aims to explore whether EMI education contributes to or hinders the acquisition of 21st century skills and quality education. It will aim to provide answers to the

questions of what EMI teachers find as the biggest challenge and what they believe would improve EMI education.

“Although there is a wealth of research on the use of the first language (L1) in English as a foreign language (EFL) classrooms, there is as yet very little research of this kind in classrooms where the prime pedagogical objective is to teach academic content through English as a second language (English medium instruction; EMI). It is important to begin filling this gap because a purported aim of content based programs is to expose students to large quantities of the target language.”

Macaro et al. (2020) <sup>1</sup>

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<sup>1</sup> Ernesto Macaro is Emeritus Professor of Applied Linguistics in the Department of Education at the University of Oxford, UK. He was the founding director of the EMI Oxford Research Group (formerly the Centre for Research and Development in English Medium Instruction) in the Department of Education. His research focuses on second language learning strategies and on the interaction between teachers and learners in second language classrooms and in classrooms where English is the medium of instruction (Sahan, 2021).

## 2 THEORETICAL BACKGROUND

### Terminology:

Throughout this thesis, a wide variety of abbreviations will be presented and used, all in connection with 'English immersion' and 'English teaching' education. In order to fully understand the arguments, it is therefore necessary to present these abbreviations and for the reader to familiarize themselves with them. As Macaro et al. (2020) explain in more detail, the terminology varies by geographical area and/or educational phase: 'content and language integrated learning' (CLIL) in Europe; 'content-based language teaching' or 'Immersion' in North America; 'English medium instruction' elsewhere (e.g., Jiang et al., 2016, as cited in Macaro et al., 2020). For further clarification on EMI, Dearden (2015, cited in Sah & Li, 2018) defines EMI as the use of the English for teaching academic subjects [other than English itself] where the first language (L1) is not English.

### Abbreviations:

- EMI (Medium of instruction is English)
- Mol (Medium of instruction: the language used to teach in a school)
- EFL (English taught as a foreign language)
- Lol (Language of instruction)
- MT (Mother Tongue)
- IL (Immersion Language)
- TWI (Two-way/Bilingual immersion programs)
- CLIL (A second language is used to teach certain subject, excluding language lessons)
- L1 (First language: someone learns to speak first in life)
- MTM education (Mother Tongue Medium education)
- ELT (English Language Teaching)

### 2.1 EMI: a global trend - immersion in born

If we study the original aims of immersion programs that were born in Canada in the 60's, it can be noted that the main goal, becoming fluent in a foreign language, persists through all the trends,

despite receiving new labels throughout the following decades, for example EMI (English Medium of Instruction).

“Originating in Canada in 1965 and now found worldwide, one-way (foreign language) immersion programs enroll linguistically homogeneous students who are typically dominant in the majority language and have no or minimal immersion language (IL) proficiency on program entry” (Tedick et al., 2011, p. 2). “One-way programs aim to (1) develop additive bi/multilingualism and bi/multiliteracy; (2) ensure that learners achieve academically, and; (3) foster the development of intercultural understanding” (Tedick et al., 2011, p. 2). Immersion language programs have grown in popularity and numbers around the world since their origins 50 years ago (Walker & Tedick, 2000). In fact, since the year 2000, there has been an even greater increase in these school systems, developing alternative systems and methods of teaching the target language (as seen in the terminology section). Tedick et al. (2011, p. 5) noted that immersion programs (or more commonly known as EMI) are proliferating all over the world. This spreading of English being the Mol (Medium of Instruction) has also been noted by Dearden (2014) in her research publication, seeing that more and more countries are following the path of creating EMI schools. In non-anglophone countries Dearden (2014, p. 4) reports a worldwide trend of English becoming the medium of instruction (EMI) for various academic subjects. Macaro (2017, as cited in Sah, 2022) metaphorically describes the EMI phenomenon as being “an unstoppable train which has already left the station” (p. 742).

A volume edited by Johnson and Swain in 1997, provides detailed descriptions of immersion programs to show how immersion education has expanded into different forms depending upon the purpose of the program and the larger context in which it occurs (Walker & Tedick, 2000, p. 5). Immersion programs are used to teach students in a foreign language, but can be employed for other purposes, such as teaching majority language students in a minority language (e.g., Anglophone children learning French in Canada), teaching students a language of power (e.g., in South Africa), supporting heritage languages (such as Basque language immersion programs in Spain), and even reviving extinct languages (e.g., in Hawaii) (Walker & Tedick, 2000, p. 6).

These distinct purposes affect the program models and guarantee each program to be unique (Walker & Tedick, 2000, p. 6). And while that may be true, research available from different countries seems to echo similar challenges teachers face in EMI schools globally. As it will be introduced below, there are many contributing factors within EMI education which seem to span

across continents, especially the difficulties teachers face day-to-day within EMI classrooms and the general notion of parents and policymakers positioning knowledge of English language essential in a globalized world.

Dearden (2014, p. 6) also highlights how EMI is increasingly used from elementary schools to universities with serious implications for education yet without a significant research effort into how EMI is indeed delivered and what the consequences are of using English in place of the first language (L1) on learning and teaching.

## **2.2 EMI: 'linguistic capital'**

Since the origins of EMI education, many changes have happened in the world, especially with the perception of the English language. The arrival of the Internet and globalization have given English a new position, and new perspectives/terms are introduced in relation to English language learning such as 'linguistic capital' (Sah & Li, 2018). Used by Sah (2022), he explains that linguistic capital, more specifically English language knowledge, provides access to the global economy and by doing so it becomes a liberating tool for socioeconomically minoritized people.

Promoted through language policies, English is often considered as one of the most important tools for personal/national development (Seargeant & Erling, 2013, as cited in Sah, 2022, p. 743) with a belief as being the vehicle of upward socioeconomic mobility (Vaish, 2008, Heller & Duchene, 2012, Arcand & Grin, 2013, Erling, 2014, Sah & Li, 2018, as cited in Sah, 2022, p. 743).

Globalization has a great impact on language policies around the globe. Wu (2018, in Chua, 2018, p. 267) succinctly explains how English has become the dominant language in the world of economic trade and technology. Sharing a common language became vital in global communication in the age of the Internet (Tsou & Kao, 2017, as cited in Sah & Li, 2018). As a consequence, a strong trend has emerged over the past decades to adopt English as a medium of instruction (EMI) in non-English-speaking countries.

Focusing attention thus on schooling, Sah (2022, p. 743) explains that the demand for EMI has created a large number of elite and also low-fee private schools all over the world, making English education an open competitive 'linguistic marketplace'. English is receiving a growing share in Mol

policies in the developing world for preparing the citizens to a globalized world (Tollefson & Tsui, 2004; Erling & Seargeant, 2013, as cited in Sah & Li, 2018, p. 109; Sayer, 2015, as cited in Sah, 2022, p. 743). EMI also helps achieving a higher social status (Bourdieu, 1993, as cited in Sah & Li, 2018, p. 109).

This trend in EMI is fueled by the conviction that teaching subjects in English will drastically improve English proficiency of the participants and that way allow them enhanced socioeconomic mobility (Hamid et al., 2013; Manan et al., 2015, Tollefson, 2015, Evans & Morrison, 2016, Haider, 2017, as cited in Sah & Li, 2018, p. 109).

English is often seen also as a liberating tool for the poor in the economy (Brutt-Griffler, 2002, Upadhaya & Sah, 2019, as cited in Sah, 2022, p. 743). While it cannot be argued that knowledge of English language can (and does) bring many benefits, there is a need for careful examination of how it is best to reach English language fluency.

### **2.3 EMI and its consequences**

Research in education has proved that Mol policies have considerable impact on social and economic equality (Tollefson & Tsui., 2004, p. vii). As it will be presented in this section, the consequences of globalization and the perceived (and also, factual) advantages that English language knowledge brings has impacted and influenced key stakeholders and policymakers around the world. EMI education has been implemented in various regions with contradictory results.

To show this with a concrete example: in the Arab Gulf region, Gaffey (2005, as cited in Hussein & Gitsaki, 2018, p. 103) argues that unequal access to English-language teaching programs helps maintain social inequalities. English thus became a symbol of status/class in the region (Gaffey, 2005, as cited in Hussein & Gitsaki, 2018, p. 103). For this reason, many parents in the United Arab Emirates are sending their children to private English schools (KHDA, 2011, Kenaid, 2011, Nazzal, 2014, Pennington, 2015, as cited in Hussein & Gitsaki, 2018, p. 103).

Hamid et al. (2013, as cited in Sah, 2022, p. 745) synthesized similar goals of EMI policy in Asian countries: achieve access to the global economy and improve quality of education.

In Africa the powerful ideology of the advantages of English, such as a tool of empowerment and wealth creation, has spread continuously, being the driving force in many countries there for the rapid growth in enrollment in private schools (where English is the Mol) and a shift away from government schools (Sibomana, 2020, p. 2).

In Argentina, teaching English as a foreign language is now mandatory in all schools reflecting its perceived importance (Tocalli-Beller, in Cummins & Davison, 2007, p. 108).

Tedick et al. (2004, p. 8) notes that this global spreading of immersion programs takes place without adhering to “critical design and implementation features”. Policy makers in different countries must aim to find an answer to the dilemma posed by Tollefson and Tsui (2004, p. vii) about the right mix of native and second language instruction that ensures effective subject knowledge as well as second-language skills vital for higher education and/or employment.

## **2.4 EMI education and its impact on academic achievement: what research says**

Research on the effects of EMI education in the primary school sector in Europe or South America unfortunately have not been abundant, most research has been conducted in the Sub-Saharan region of Africa, Asia and in the United States. These studies can inform policymakers and school leaders in other regions and should ideally motivate researchers to conduct more studies in Europe and South America.

Looking into the results of studies on how EMI affects academic performance in Asia and Sub-Saharan Africa should raise alarms for researchers in other areas and guide research in the primary school sector.

### **2.4.1 Academic achievements**

As this thesis aims to explore the challenges teachers face in EMI education, it is important to present what research has found so far. First, here research on how EMI education affects academic achievement is highlighted.

In the Sub-Saharan region of Africa, Sibomana (2020) has done extensive research. It focused on schools implementing a language [i.e., English] as Mol different from the students' first language. Mol transition was found demanding for both students and teachers due to their typically narrow English. Because student engagement is very limited this way, teachers use impromptu content simplification, language pairing, and code-switching (Sibomana, 2020, p. 1). All these then lead to only repetition drills which prohibits a deep understanding and thus hinders achieving quality education (Sibomana, 2020, p. 1). The study concludes that educational researchers and policy makers all agree that Mol has a strong influence on the quality of education (Ogechi, 2009, Coleman, 2011, Williams 2011, Brock-Utne, 2012, as cited in Sibomana, 2020, p. 1). In fact, several educational researchers (e.g., Djité, 2008, Ssentanda, 2014, Tolon, 2014, Babaci-Wilhite, 2013, as cited in Sibomana, 2020, p. 2) consider the use of foreign languages as Mol in elementary school education as an important contributor to poor-quality education in the region.

Trudell (2013, as cited in Sibomana, 2020, p. 2) further details how evidence from targeted interventions in some SSA [Sub-Saharan Africa] countries indicates that scores in Reading and Math and other subjects improve when the L1 is used as Mol in the early grades.

Emphasizing the importance of L1, Babaci-Wilhite and Geo-JaJa (2014) have also found similar results: students who mastered reading in their mother tongue learn to read in L2 more quickly than do those students who are first taught reading in L2 (Kosonen, 2010, Benson, 2010, as cited in Babaci-Wilhite & Geo-JaJa, 2014, p. 7). The same was found for academic learning skills (Brock-Utne, 2006, Benson, 2010, as cited in Babaci-Wilhite & Geo-JaJa, 2014, p. 8). Studies such as Prah (2003, as cited in Babaci-Wilhite & Geo-JaJa, 2014) and Qorro (2009, as cited in Babaci-Wilhite & Geo-JaJa, 2014, p. 8) have also shown that children taught in a language similar to their mother tongue outperform those taught in (structurally more distant) English in learning comprehension. Forcing students to think in a foreign language as was advocated by Dikshit (1974, as cited in Babaci-Wilhite & Geo-JaJa, 2014) may seem unproductive (Babaci-Wilhite & Geo-JaJa, 2014, p. 8).

In other words, as Olarenwaju (2008, as cited in Babaci-Wilhite & Geo-JaJa, 2014, p. 8) explains, what Dikshit advocates will not help elementary school students to be creative thinkers He furthermore notes that mere memorization of facts, principles, and generalizations will not yield acquired knowledge without internalization (Olarenwaju, 2008, as cited in Babaci-Wilhite & Geo-JaJa, 2014, p. 8).

Babaci-Wilhite (2016) further highlights in another study the importance of using the mother tongue of students in science education. She argues that science literacy involves comprehension, inquiry and strategic reading, to all of which a local language is critical (Cervetti et al., as cited in Babaci-Wilhite, 2016, p. 4). She emphasizes that only the use of a language that students understand best leads to full comprehension (Spren & Vally, 2006, Babaci-Wilhite, 2012, as cited in Babaci-Wilhite, 2016, p. 4).

These findings, focusing on learning and quality at schools, mainly in the Sub-Saharan region of Africa should caution policymakers in other regions and should indicate the need to further investigate the issue raised by implementing EMI in primary schools.

#### **2.4.2 Teachers**

Research on teachers and not just students' academic performance has also been quite extensive in certain regions globally. These studies suggest how EMI education and its success or failure probably depends on several factors, such as teacher professional development and the level of L2 both teachers and students have.

Writing in the report for the British Council, *English as a Medium of Instruction – a growing Global Phenomenon*, Dearden (2014, p. 2) mentions a focus on the teachers in EMI education. Dearden's study was conducted through connections with the British Council and reached 55 countries across all continents. She states that the educational infrastructure does not support quality EMI provision in many countries due to the lack of linguistically qualified teachers and guidelines on what constitutes English language proficiency and how to reach effective EMI teaching/learning.

Often times suboptimal levels of immersion language proficiency are found among students because immersion teachers lack adequate approaches and/or low language proficiency of both teachers and students makes it difficult for teachers to make content understandable (Hoare, 2011 in Tedick et al., 2011, p. 7, p. 218).

Most EMI studies reported that teachers of content-area subjects (e.g., math, science, social studies) and students as well lack the required English skills (Sah, 2022, p. 749; Tedick et al., 2011, p. 8).

Sah (2022, p. 749) details data from a 2013 survey of the British Council in Pakistan: about 60% of school teachers lacked the basic knowledge of English, not to mention the competence to deliver English-medium lessons effectively. Sah (2022, p. 749) also states that similar findings were found by Sah and Li (2018).

Therefore, as one would clearly ask at this point, how can governments impose such language policies with the existing data at hand? And if it is not the governments imposing these language policies, then how can private institutions continue with such policies? Babaci-Wilhite and Geo-JaJa (2014, p. 10) stresses the importance teacher competence in using English as the primary L2 for attaining quality education.

Turning to South America, Genesse (1994, as cited by Tocalli-Beller in Cummins & Davison, 2007, pp. 111-112) explains that Spanish language teachers are not required to know English in the bilingual schools of Argentina, as well as teachers coming from anglophone countries are not required to speak Spanish, their students' L1.

In an in-depth qualitative study on teachers' views about immersion education, Walker and Tedick (2000, p. 14) have found some re-emerging themes from teachers across different schools yet when asking teachers to reflect on their own experiences in EMI education, they rarely (if ever) reflect on their own English language levels.

## **2.5 Reflecting on research in the higher education sector**

Most academic research in Europe and Asia within the EMI field is aimed at higher institutions, but a close examination at the results of such studies could possibly guide policymakers and headteachers aiming to improve the quality of education within the K-12 EMI education field. Sahan et al. (2021, p. 2) highlight the fact that some EMI teachers' (at university level) pedagogical approaches change in EMI settings, characterized by less interaction and impoverished discourse. They continue by saying that it has been suggested that universities need to address these

challenges through professional development (PD) opportunities to improve EMI delivery (Macaro et al., 2020) and that this PD needs to go much further than mere improvement in English language proficiency.

Sahan et al. (2021, p. 2) have further stated that not all teachers' professional development needs are the same, so an important first step is to explore ways in which teacher pedagogies might be categorized based on language use, since understanding the patterns of language use that characterize EMI pedagogical practices may help to inform the types of professional development from which teachers would benefit. This information can then be used to target more appropriately teachers' EMI needs through professional development programs.

Macaro (2018, cited in Sahan et al., 2021) has proposed four models of language support in EMI programs (at university level):

- *Multilingual model*: students are offered access to L1 MoI alongside their EMI courses;
- *Concurrent support model*: students receive supplementary English courses;
- *Preparatory year model (PYP)*: students enroll in an intensive English program before beginning their EMI courses;
- *Selection model*: students must pass an English proficiency test before enrolling to their EMI course but receive no additional language support.

It would be paramount that stakeholders in K-12 education reflect on studies in the higher-education sector and use that information as a form of guidance towards either funding research or conducting their own research to ensure quality education.

Ultimately, when it comes to EMI education globally, despite contradictory findings and differences in programs and results, Dearden (2014, p. 33) states that the majority of countries will not reverse the tide of pushing forward with even more courses taught in English. If so, then researchers and teachers alike must attempt to make this experience as enabling/rewarding as possible for the participating students.

## 2.6 Future skills and the future of education

As the EMI education sector covers K-12 education in all continents, there can be no possibility of separating the goals of EMI education from education in general. Even if a school functions in an EMI system, the ultimate goal of quality education persists. In addition, the schools of today have to prepare students for the future since many of today's school children will work in new job types that not yet exist (World Economic Forum, 2019).

According to the World Economic Forum (2019) as much as US\$11.5 trillion could be added to global GDP by 2028 if countries succeed eliminating outdated educational systems and implementing novel ways of teaching.

In the following section, the reason for highlighting in detail the characteristics and specifications of the definition of 'high-quality learning' is to illustrate the difficulties teachers and learners globally may encounter when trying to master these skills in a language they are not fluent in. In other words, how can EMI education meet the expectations the future brings?

The following are some highlights of the characteristics in learning content and experiences which have been identified by the World Economic Forum (2019) to define high-quality learning:

- *Global citizenship skills*: include awareness of sustainability;
- *Innovation and creativity skills*: include innovation, complex problem-solving, analytical thinking, and creativity;
- *Interpersonal skills*: include interpersonal emotional intelligence, empathy, cooperation, social awareness;
- *Problem-based and collaborative learning*: includes project- and problem-based content delivery through peer collaboration.

Reflecting on the research presented in this thesis, it is difficult to envision teaching for example 'interpersonal emotional intelligence', 'empathy', 'cooperation', and 'social awareness', among other skills to elementary school students who have a limited language fluency and may not be able to comprehend the vocabulary used in these contexts, not to mention the small nuances of language and intonation which play a crucial role in understanding more complex content. Interestingly, English language knowledge is not mentioned explicitly in either of these critical

characteristics, although many skills may and do implicitly leave a desire for language proficiency. More precisely, if what the OECD describes in *Building the Future of Education* (2021, p. 6) is understood, it will be noticed how such goals as “people will need a deep understanding of how others think, ... live in different cultures and traditions” will not manifest without a common language people can speak.

## 2.7 Quality education and human rights

The *Global Education Monitoring (GEM) Report* (UNESCO, 2016, p. 368) demonstrates the importance of education for achieving its *Sustainable Development Goals*. The GEM Report also highlights that finding effective systems and policies relies heavily on the evidence collected and analyzed. When it comes to the specific topic of this thesis, the reader will see the need for a global commitment in the collection of good practices and systems within the English immersion phenomenon through collecting solid evidence.

If education is seen as a human right as well as a tool for reaching all *Sustainable Development Goals*, it is also important to link education with the United Nations (UN) *Sustainable Development Goals* and understand how the UN defines quality education.

The UN *Sustainable Development Goal 4* has set quality education for all as a goal to achieve by 2030 (UN, 2022). Slade (2017, <https://palnetwork.org/what-do-we-mean-by-a-quality-education/>) gives a clear and straightforward definition for what is meant by quality:

“... quality education is one that focuses on the whole child—the social, emotional, mental, physical, and cognitive development of each student regardless of gender, race, ethnicity, socioeconomic status, or geographic location. It prepares the child for life, not just for testing... and is challenged academically”.

It is curious to envision how a student is challenged academically when (using the words of Olarenwaju, 2008, cited in Babaci-Wilhite & Geo-JaJa, 2014) students are reported to be seen as ‘robots’ in some EMI education systems.

An interesting and somewhat contrasting point is made by UNESCO (2016, p. 267) on the other hand when stating it supports mother tongue instruction as a means of improving educational quality. The right to mother tongue instruction is a basic human right and is found in the *Universal Declaration of Linguistic Rights* (1996).

In fact, to add to the brief mention of mother tongue instruction here, some researchers argue that having access to quality mother tongue instruction is vital for later academic success in life. Skutnabb-Kangas (2004, p. 3) states that the length of MTM education is more important than any other factor in predicting the educational success of bilingual students. Babaci-Wilhite and Geo-JaJa (2014, p. 4) conclude in their study *Localization of Instruction as a Right in Education* that any curriculum that ignores local languages loses on learning quality and also violates children's rights in education.

Aiming for quality education within the K-12 sector, the EMI phenomenon will have to undergo detailed studies and research in order to find best practices that can improve instruction and academic outcomes, and in fact, these institutions will have to evaluate whether it is important to integrate students' mother tongue in the K-12 sector. One argument is clear and indisputable, and that is that learning English is an essential goal for students globally. But policymakers, educators and directors have to work together to find the best possible way to do so and in doing so, not sidelining any 'future skills' students will also need to master. Critical thinking, interpersonal emotional intelligence, cooperation and creativity are also fundamental skills and no student should fall behind at school just because they lack English-language knowledge or because their teacher lacks English proficiency. Education is a human right and access to quality education where students are not merely learning a foreign language but learning all important skills for the future and for the improvement of their own lives should be a given.

### 3 AIMS AND OBJECTIVES

The general objective of this thesis is to explore EMI education, its challenges, and how it contributes towards or hinders achieving quality education. The research aims to do so by listening to practitioners in the field of EMI and bilingual education.

Helped by the literature review above, support for the present study and the research question emerges in the form of:

- Dearden (2014) after concluding her study English as a medium of instruction – a growing global phenomenon with a focus on 55 countries further recommends the urgent need for additional research in the field of the EMI global phenomenon.
- Aiming for quality education by 2030 as a goal from the United Nations, it is crucial to study the challenges of EMI education and give voice to the professionals in the field to ensure that the EMI educational system can be improved.
- The EMI phenomenon is growing and therefore clear guidelines for good practice would be essential for schools to have access to and there is a need for reflection.

The following research questions have been formulated for the study:

- What do K-12 teachers feel is the biggest challenge in EMI education?
- How do practitioners in English language immersion in K-12 think the quality of education could be improved to reach the SDG Goal 4?

The research was narrowed down to focus specifically on EMI education in two contrasting countries through the eyes (and voices) of teachers and practitioners, where English is not the native language and to discover what teachers and practitioners in EMI education think about the quality of education they provide to their students and how it could be improved to reach the SDG Goal 4.

Hungary and Peru were the chosen countries for this research. The initial hypothesis for the first question was that challenges would be more global, which would mean solutions may be more easily provided globally. On the other hand, for improving EMI education to ensure quality education, the initial hypothesis was that these suggestions would be more localized and context

specific, therefore this field would need an easily-localized and flexible approach for possible future solutions and policies.

The reason for choosing to interview teachers in Peru and in Hungary was:

- The scarcity of already existing research in this specific area in both countries  
As noted in the Background section, most existing research in the field of EMI education comes from Asia and/or the sub-Saharan Africa region, while research conducted in Europe mainly focuses on the tertiary education sector.
- Contrast in location  
As explained above, there is a need for more research in the K-12 EMI education field, especially in Europe and South-America, where the EMI phenomenon is gaining more and more popularity.
- Contrast of education systems  
Peru: All public schools in Peru are free of charge, managed by the Ministry of Education (MU), while private schools are managed independently but under directives from MU (International Trade Administration, U.S. Department of Commerce, 2022). The International Trade Administration from the U.S. Department of Commerce (2022) further explains that the private sector has played a crucial role in the revitalization of education in Peru.  
Hungary: The proportion of private schools is relatively low in Hungary. Only a few percent of students and teachers can be found in this sector, primarily in secondary schools and higher educational institutions (<https://ofi.oh.gov.hu/4-hungarian-education-system>).
- Contrast of how English language is perceived  
Peru: As explained by Niño-Murcia (2003) in rural as well as in urban Peru, English knowledge is seen as a door to better employment and higher social status for younger generations, as a way to gain prestige and as a sign of distinction. Niño-Murcia (2003) further explains that “English has become a valued linguistic currency, a form of cultural capital” (Bourdieu, 1991). But most of all, the elevated status of English is seen as a byproduct of globalization (Niño-Murcia, 2003). Global is one of the most powerful terms in Peru (Niño-Murcia, 2003).  
Hungary - from a European perspective: The European Commission (1995), in a so-called White Paper, opted for trilingualism as a policy goal of the European Union (EU). Each citizen is expected to master at least two languages of the EU beyond one’s mother tongue (Extra in McCarty & May, 2008). Extra (in McCarty & May, 2008) further details that the

*Common European Framework of Reference for Languages* (Council of Europe, 2001)  
“was designed to promote plurilingual education. The CEFR offers a common basis for developing and comparing second/foreign language curricula, textbooks, courses, and examinations... and... it also provides a basis for the mutual recognition of language qualifications, thus facilitating educational and occupational mobility.”

## 4 METHODOLOGY

As described in section 3, this study investigates the challenges of EMI education and attempts to find ways to how EMI education can ensure quality education.

This section will detail the research process. First, a broader aspect is put forward, such as the research approach. Next, the instrument and data collection procedure are described followed by the characteristics of the participants and by ethical considerations during data collection and analysis. Finally, the data analysis method is described, and the limitations of the methodology are discussed.

### 4.1 Research approach

For this study, a qualitative method has been chosen, as it allows for investigation in open questions, such as perceptions, opinions, and preferences of practitioners. The aim was to get general ideas, opinions, experiences, and personal insights that are relevant to the challenges EMI education poses and to hear how participants see the system could be improved.

### 4.2 Instrument

As the nature of this intended research is qualitative, a semi-structured/unstructured interview guide was written. These interviews generally involve few open-ended questions and intended to elicit views and opinions from the participants (Creswell, 2009). The interviewee profile was defined as teachers who have had previous or current experience teaching in either a full English immersion school or in a bilingual school in the K-12 system.

The semi-structured interview was planned by crafting an interview guide, included in Appendix 1. The questions first gather general information about the participants' thoughts on quality education. Then, the focus has been divided into the four categories below.

- **Attitudes towards and opinions about EMI education**

This category intended to allow teachers to freely express what came to their mind, whether being specific anecdotes of experience or their general impression about EMI education. They were free to express whatever they felt they wanted the interviewer know.

- **Thoughts/attitudes towards the use of mother tongue in the classroom**

This category aimed to discover what teachers thought about using students' mother tongue in the classroom, whether it has a benefit for their students, or would help them in any way. It also intended to explore any positive or negative experiences and any unforeseen responses as well.

- **Exploring the most difficult experiences as teachers in EMI schools**

This category aimed to gather insights into the specific challenges teachers see in EMI education. It intentionally focused their attention towards the drawbacks and challenges they have faced (if they have felt that way). The aim was to give the participants an opportunity to explain these experiences or express their concerns.

- **What practitioners in EMI education feel would help improve the quality of education**

In this section, the objective was to listen to any suggestions teachers have or explore any previous solutions they have experienced and helped them in their work.

#### **4.3 Time and data collection procedure**

The instrument was tested in a trial interview with a teacher, conducted by Zoom on March 6th, 2022. The goal of this conversation was to evaluate which questions or sections needed to be modified. Based on the responses, some questions were altered to obtain more accurate impressions, and structure the interview more efficiently. One of the changes made after this experience was leaving out certain questions which did not fully allow the participant to elaborate as they were too close-ended.

The estimated length of the interviews was approximately 30 minutes. They were conducted by Zoom due to differences in geographical location among the participants. The language of the interview was always in the mother tongue of the interviewee: English, Hungarian, or Spanish.

Between November 6th of 2021 and April 11th of 2022, seven interviews were conducted by Zoom, using the final interview guide in Appendix 1. These individual interviews were carried out with six primary school English-language immersion teachers (three from Lima, Peru and four from Budapest, Hungary) who served as informants. The schools included one partial immersion in Budapest, Hungary, and one full immersion in Lima, Peru. In addition to classroom teachers, one educational expert in the field of language teaching was interviewed in Hungary and one parent whose child is studying in an immersion school, in Lima, Peru but also works as a K-12 teacher in the school herself.

Given the nature of a semi/structured interview, some follow-up questions differed for interviewees and were guided depending on responses.

#### 4.4 Participants

Creswell (2009) explains that the “idea behind qualitative research is to purposefully select participants or sites (or documents or visual material) that will best help the researcher understand the problem and the research question.” Following Creswell’s (2009) guidelines, six of the interviewees selected were personal acquaintances of the author, while one was a connection of one of the interviewees.

Table 1: Characteristics of participants and their location

Participant	Gender	Location	Type of School
V	female	Lima, Peru	Full English immersion K-12
L	male	Lima, Peru	Full English immersion K-12
P	female	Lima, Peru	Full English immersion K-12
J	female	Budapest, Hungary	Full English immersion K-12/ Bilingual (Hungarian-English)
A	female	Budapest, Hungary	Full English immersion K-12/

			Bilingual (Hungarian-English)
D	male	Budapest, Hungary	Full English immersion K-12/ Bilingual (Hungarian-English)
Zoltán Fodor (Educational expert)	male	Budapest, Hungary	Full English immersion K-12/ Bilingual (Hungarian-English)

#### 4.5 Ethical considerations

The guidelines laid down by the Finnish National Board on Research Integrity (2019) were followed during the interviewing process:

- Before starting the interview recording, a text was read aloud by the interviewer in which consent was obtained from the participants to record their answers and integrate them in the study. The text also detailed that the interview was completely anonymous and voluntary, and that their data would not be given to any third parties.
- Before starting the recording, each participant understood that the researcher will ensure changes to any names or institutions mentioned to ensure anonymity, with the exception of Zoltán Fodor, educational expert, who explicitly agreed to have his name written in full and used in the thesis.
- For the transcriptions and the report, a letter was assigned to refer to each participant.

#### 4.6 Data analysis

The interviews were transcribed using the edited transcription method, which means excluding irrelevant phrases. This method was chosen in order to exclude e.g., pleasantries and phrases about the quality of the connection.

To transcribe the interviews properly, a commercial software was employed. Then, the transcriptions provided were edited manually, as no software is completely fluent in any language. The interview transcripts can be observed in the Appendices.

After the transcription, the interviews were codified using thematic analysis (TA) which refers to the process of identifying themes in the data which capture meaning relevant to the research question, and perhaps also to making links between such themes (Willig, 2014). This way TA helps the researcher with identifying patterns in the data (Willig, 2014). Another definition of TA is given by Braun and Clarke (2012): it “is a method for systematically identifying, organizing, and offering insight into patterns of meaning (themes) across a data set. Through focusing on meaning across a data set, TA allows the researcher to see and make sense of collective or shared meanings and experiences.”

With TA one can focus on meaning, examine a phenomenon in depth, report the obvious or semantic meanings in the data, investigate the implications, assumptions and ideas that are behind the words (Braun & Clarke, 2012).

The data analysis process was done in the following stages, as suggested by Braun and Clarke (2012):

- **Initial observations**

As proposed by Braun and Clarke (2012) this phase involved “immersing in the data by reading and rereading textual data (e.g., transcripts of interviews, responses to qualitative surveys) and listening to audio recordings or watching video data”. Notes were made on the data while reading and listening to the interviews, items of potential interest were highlighted.

- **Generating initial codes**

TA is not prescriptive about how one segments the data during coding. One can code in large or small pieces allowing for that some parts will not be coded at all. Coding requires another thorough read of every data item, and one should code each data item in its entirety before coding a new one. Every time one identifies something that can be potentially relevant to the research question, one should code it (Braun & Clarke, 2012).

This phase was done using Word, and highlighting data items within each individual interview, writing the description of the code at the bottom of each segment.

- **Searching for themes**

By rereading the transcripts, patterns were noticed and color coded, general themes were noticeable and recurring themes were detected (Braun & Clarke, 2012). At this stage, in

Word a table was created with themes in one column and direct quotes in the adjacent column.

- **Reviewing potential themes**

At this point in the data analysis, the theme table was reviewed again, as described by Braun and Clarke (2012) and compared to transcripts again. There were some themes that had to be broken into smaller parts and some quotations fit into a new or different theme better after the reviewing. Other themes were discarded as they did not link to the research questions. Essentially, quality checking was done as well as it was made sure that the themes work in relation to the data collected and quoted (Braun & Clarke, 2012). Some themes merged together during the writing of the report, dropping from an initial twelve to six in the end.

- **Defining and naming themes**

Defining the final themes happened quite easily as some themes build on previous ones, but the majority are unique and specific, as Braun and Clarke (2012) suggest they ideally should be. In total, six themes emerged from the interviews, in connection to the research questions. As Braun and Clarke (2012) suggest, themes should connect logically and meaningfully and, if relevant, should build on previous themes to tell a coherent story about the data. Themes were then interpreted and organized to present as results and conclusions.

## 5 RESULTS

As the interviews started with asking teachers to define quality education, the first theme focuses on findings and implications of this theme.

Following the first theme, at first glance, it may have seemed logical to place 'language barrier' as one single theme, nevertheless, the following four themes were subdivided within 'language barrier' as they take on the language barrier from different perspectives:

- Lowering expectations
- Future skills
- Expressing oneself
- Classroom management and conflict resolution

Finally, as the last theme, the collection of what teachers feel would best help them reach quality education emerged.

### 1. Definition of quality education

The assumption of practitioners in the field of education to know what quality education means may be taken for granted, but in the interviews conducted for this study it is evident that this assumption is wrong. The first interview question caught interviewee's by surprise and it was curious to observe how the definition of quality education is not a single, straightforward, internationally agreed term which all schools and teachers understand.

Defining what quality education is, can be a difficult task when for example, even the definition of a quality teacher has its challenges. According to Zuercher et al. (2014) while it is an indisputable fact that teacher quality is important in all facets of education, the characteristics of what make up a quality teacher are much less well defined.

When asked what they think quality education is, participants in the interviews gave contrasting answers:

*“The first thing that comes to mind is just a team effort: school parents, children, all on the same page.” (J)*

*“Quality education is education which prepares children for life and that when in the future they have a job they will be successful. This is what quality is and what the aim of education is.” (A)*

*“I would definitely say somewhere where the children are in a safe environment, where they feel comfortable and free, and then somewhere where the children are able to develop not only, you know, academically, but also socially. So, I think that pretty much sums it up, but definitely somewhere where they can, they can show a lot of progress, but also in a natural way. So where they're comfortable, they feel safe. That's very important.” (D)*

In Singapore for example, the government said their “aim is to give every child a top-rate education” (Lee, 2007, cited in Lim-Ratnam, 2013). But as Lim-Ratnam (2013) rightfully notes, to achieve this aim, it is imperative that the government consider what would constitute a ‘top-rate education’. The same idea is true when it comes to offering quality education. If there is no consensus about the definition of quality education, how can governments, schools, and teachers apply it?

In other words, if practitioners have no clear idea of what education should be aiming for, how is it possible to achieve quality education?

## **2. Limitations of studying in a foreign language: Lowering expectations**

This theme came up most frequently among interviewees and it shows how teachers have explained that they need to make adjustments, i.e., lowering the content, curriculum and general academic expectations of students because of the language barrier. It also shows frustrations from both teachers and students when learning is hindered because of the aforementioned language barrier. A clear mention of “the student would have understood if it was in their mother tongue” has also been highlighted by participants.

*“So I have experience with that where there's really little you can do. They have no English skills, and I don't speak their language either. So there's always a massive problem essentially, I think personally and generally as well.” (D)*

Zoltan Fodor reflects on what the limitations of learning a foreign language are by highlighting:

*“The level of quality education that can be reached with quality teachers, within a quality environment and in a student’s native language can never happen in a foreign language. Never. To start with [by teaching everything in a foreign language], we are already setting a ‘limit’ to the levels of knowledge that can be acquired. What we normally see is that there is no limit when it comes to knowledge acquisition. But in the end [in full immersion schools] there is a limit because of different obstacles which we can’t overcome, such as the language barrier. In different ways, we either can’t express something, can’t investigate deeply, or the simplifications aren’t as clear as they should be. But these are very important in knowledge acquisition.”*

One of the teachers at the full immersion school expressed their concern in the topic:

*“Since it is not [the student’s] mother tongue, it becomes more complex and frustrating to internalize basic ideas or to understand them. The text talks about cells, but it has so much scientific vocabulary. This also makes it even more difficult to understand, just like in math. So it’s difficult. Academic progress is challenging. I am not satisfied, I need to give [the students] extra help in their mother tongue so they can comprehend things better.” (P)*

An explanation to the difficulty of comprehending new content is explained by Roussel et al. (2021) as they acknowledge how attempting to learn content in a second language, which has not been mastered, creates an excessive cognitive load as the focus is on translating the text, rather than understanding and learning the new content. With respect to learning content, presentation in a second language constitutes extraneous cognitive load because if the content was in the first language, the cognitive load associated with translation is eliminated. Because of limited working memory capacity, having to translate will lead to reduced learning. Similarly, having to learn the content will interfere with L2 acquisition.

*“In a way we are putting down the level. And it’s also because of the English.” (V)*

*“He couldn’t understand because of the language” (P)*

Linking to this theme, Roussel et al. (2021) explain that researchers agree on the fact that pedagogical adjustments are needed in such contexts [EMI classrooms] (Jimenez-Munoz, 2016).

Macaro et al. (2020) explore for example that “we need to understand what kind of ‘accommodation’ needs to be made” (p. 38) when students have to learn academic content in a second language to ensure their successful following of the course content.

Listening to the accounts of teachers, it seems evident that these ‘pedagogical adjustments’ and certain ‘accommodation’ suggest lowering the academic and language expectations of the students.

*“I present to these students a problem and the problem is in English. But maybe the student doesn't know all the vocabulary, he doesn't understand, he doesn't comprehend the sentence. But if it's in Spanish, he knows how to solve this”*

*“I think the main problem, this problem I'm dealing with, is there's a lot of expectation on the curriculum about what you need to teach in English, and sometimes the children just aren't at that level. So the difficulty is, especially in younger primary schools, is the children are on such a different English level that it's difficult to teach the same material. So essentially you can't (...)”*  
(D)

### **3. Limitations of studying in a foreign language: Future skills**

This theme highlights the difficulty of developing 21st century skills, such as creativity, empathy, higher-order thinking, problem-solving and analysis, in a language, students are not fluent in. In the interviews, conversation about activities which involve dialogue, class discussions, working in a team, investigating, etc. are hindered because of the language level of the student.

*“Students can't communicate the same way in English as they can in their mother tongue (Hungarian). So if they would have to do a task which involves creativity, team-work, pair-work, investigate by themselves or think by themselves, they can't do it because it's not their mother tongue. Even just understanding the problem (or task) is difficult, and then doing it is also difficult. Essentially, the skills they would need to learn and develop when aiming for quality education, they don't learn those. What they do learn is the content, but not everything else that they need to develop, like future skills.”* (A)

Another situation has been explained in the interviews:

*“Until students aren’t able to speak fluently in English, they can’t learn to think either. So even understanding the task is difficult, once they understand it, they start thinking in Hungarian but then can’t express themselves because they don’t have the language fluency in English. So during the first years while they can’t express themselves in English they are not developing any of these skills (critical thinking, higher-order thinking, interpersonal etc.). And they fall behind.”*  
(A)

One teacher, working in a ‘project-based learning environment’ as well as EMI reported that:

*“It’s easier for them to use their mother tongue, because they have a vocabulary, they have experienced this and they are going to say ‘ay I lived this and that’. It’s a new topic. Especially if you’re working with a project because it comes a lot from the students, like: what do you plan, how do you solve it? So these ideas come up quickly in your mother tongue, but then if they have to translate no, not translate but you know, switch that into English. It’s difficult.”* (V)

Auerbach’s (2016, p. 938) article describes the situation of not being able to develop social [and future] skills and conversations with the following description of teachers Auerbach had interviewed:

“The most apparent [benefits to having only English spoken in your ESL classroom] ... is the level of noise and chatter drops dramatically. All of a sudden, when students are required to use English, that hot topic they wanted to talk about doesn’t seem so important. ... Other teachers chime in, both agreeing and disagreeing with this stance.”

*“I think they can’t get to that level of critical thinking that they need to be at. And I suppose in a way I think it definitely stunts the progress in a sense that they’re not able to think at the high level...”* (D)

The development of future skills has a strong connection to dialogue and expression. All teachers interviewed agreed that it is extremely difficult, if not impossible, to develop any kind of skills in EMI education apart from having students ‘memorize’ content and passively learn a foreign

language. The following situation described by one teacher also accentuates the class dynamics of an EMI classroom:

*"I think it's very old fashioned schooling at the moment. It's very, you know, sit down, listen to what I have to say. Write this, do that. But the children are not actually understanding the reason why they're doing this. So they do the work and it becomes repetitive and they're studying like parrots at home so that they can recite things that aren't actually necessary but they're not understanding why they're doing it. So that's definitely I would say I don't know if we're going backwards, but we just definitely are not making any progress as teachers or educators or it's not really the teachers and educators. It's more the system, if anything. But we're stuck and we can't really change much, you know, that's the way it is. But yeah, another big problem."* (D)

Bran (2015) explains this situation as not an isolated feeling of the teacher interviewed for this study: "we cannot prevent learners from thinking in their own language no matter what we do. Their mind is not divided into two parts, English and their L1, they combine, and therefore a teacher cannot actually separate L1 from English. When the learners reach a B2 or above level, they also gain flexibility when using their language and so it seems they are using it as close as possible to native speakers. Nevertheless, L1 interference will not disappear completely."

Even when students do reach a certain language fluency, one interviewee describes a lesson in secondary school the school board ultimately decided to allow to happen in the students' mother tongue:

*"In secondary school, they have a new course that is 'ciudadanía'. I think the translation would be 'citizenship'. But this course is in Spanish because they realized that students needed time to talk about these social problems on their own, in their mother tongue. This class they are going to talk about all the topics of social studies because if it's in English, they can't, so that's the idea of citizenship."*

So, in order to let students 'freely' express themselves, this school has decided to let them speak in their mother tongue in certain classes. The question about rethinking when and where to let students speak their own language is one that has been discussed throughout all interviews.

*“What I see in EMI classrooms is that you have all these students working by themselves. Whenever I saw any native English teacher in a classroom, there wasn’t any interaction and group work. Instead, everyone is sitting alone at their desks with their own worksheets working on different levels and that’s how they advance. So, there is a lot less communication and interaction when compared to a non-EMI classroom. How could they discuss a task/problem or discuss how to solve a problem if they can’t speak English? And they are not allowed to speak in Hungarian. Well then what you have is all these students working alone by themselves and they can’t discuss anything in class. And until they reach a certain level of English, which takes years, when they finally can communicate in English, they are falling behind all those years and have a disadvantage.”*

After reflecting on these accounts, policy makers and stakeholders in the field of EMI education ideally should be wondering about the kind of classroom dynamics they wish to see happen in order for quality education to work.

#### **4. Limitations of studying in a foreign language: Students expressing themselves/ expressing emotions**

This theme has a strong connection to the limitations of EMI education, but it was imperative to separate for the sake of being able to focus on emotions, a word that came up in all interviews.

In the interview with the educational expert in the field of bilingual education, Zoltan Fodor expressed his concerns about full immersion schools:

*“The reason why having full English immersion schools can be dangerous is because in schools like these, everything is fine until using a foreign language constitutes on building on ‘technical terms’. But the moment when ‘emotional approaches’ and ‘psychological backgrounds’ come into focus, from there on it is about so much more [than technical terms], it is so much more about deeper thoughts and deeper language constructions, which are very different in different languages and people experience them differently. And students in these schools are very young who are still emotionally developing as well, who then assimilate with the given foreign language’s linguistic emotional apparatus and other cognitive levels. Then depending on what level they acquired and assimilated with stays with them for the remainder of their lives. It stays with them.”*

When talking about EMI education, the fact that these young students are not just learning 'content', but also learning how to deal with their emotions, how to express themselves properly and many other social-emotional skills, this aspect seems to lose focus and importance.

*"Our school also talks about the social connection you know the 'teach from your heart': the language, it's a barrier sometimes." (V)*

Maslow says that all individuals, and especially children, must have their safety needs met -for security, belonging, and affection- before they can progress in cognitive and emotional learning (Gartrell, 2013).

*"Something that can happen and now even for us [teachers], is that the students are punished if they express themselves. But how can you say no if you're talking about emotions?" (V)*

*"If they [the students] were super upset, then they preferred to express themselves in Hungarian naturally, because they were upset." (J)*

## **5. Limitations of studying in a foreign language: Classroom management and conflict resolution**

*"In my case, I only speak English to them, sometimes I speak in Spanish, but that's when I have to [solve behavior issues], right?" (L)*

All the participants expressed difficulties they experienced in i) navigating conflicts between students (all due to the inability to use the first language and not being able to meaningfully communicate and resolve conflicts between students), and/or; ii) referring to classroom management. As it may seem evident by now, expressing oneself and having dialogue is a theme running through almost all separated themes so far: limitations of EMI, expressing oneself/feelings, and it is empirical in this theme as well.

*"In the EMI classrooms this (behavior) was the biggest struggle and issue. We all prayed that we never wanted to go substitute in any of those classes because they could never solve any conflicts*

*there. They couldn't solve them because the students weren't able to tell the teacher what happened, what the problem was, who started it, etc. While in a bilingual classroom everything could be solved in Hungarian and everyone could speak about the problems. There has always been a huge difference both socially and behavior-wise between the EMI and bilingual classrooms and it was so evident that it was because in the EMI classrooms you couldn't speak Hungarian." (A)*

The impression one may have is that policy makers and other important stakeholders in the field of EMI education forget about all the social-emotional developments students go through during their years of schooling. Students, especially the younger ones, have to learn how to navigate themselves in a classroom with other students, they have to learn how to meaningfully solve conflicts and they have to understand why certain rules are set in school. Friendships are made, groups are formed, and bullying happens. Who expects such young children to learn to manage these situations in a language they cannot fully understand, and they cannot fluently speak?

*"[At that school], even P.E. had to be taught in English. And I said I was not willing to do so because that's where most conflicts arise between students such as who threw who in the head with a ball, who cheated, who pushed someone from behind. You can't talk about these issues in English, if the student doesn't understand you and all they do is nod politely and that's it. It's a false way of solving the problems because you actually didn't solve anything, and the students will continue arguing and pointing fingers at each other in Hungarian after class." (A)*

Indeed, the question still stands: how can one solve a major conflict, like the one for example in the P.E class described above, where students are accusing each other of cheating? How can a teacher, meaningfully manage a situation like this in a foreign language?

The teacher describing the P.E. situation further, gives her thoughts on the topic:

*"So students need their mother tongue to express their emotions and to be able to tell you about conflicts and problems, otherwise you just can't understand each other. If a problem is solved in a foreign language, it's more like just sweeping the problems under the rug, but they are still there, and they are growing bigger and bigger, like a balloon." (A)*

From a different vantage point, another teacher reflected on behavioral issues during class:

*"I think the behavior side of things: some children are naughty and some are not. You know, I'm sure you understand that, but the barriers definitely amplify the behavior. So, it's pretty simple and logical to think that if your child's sitting in a classroom and they don't understand what's going on, they're going to be naughty. You can't expect them to do anything else. I think even as adults, we would do the same if we were sitting in a room and someone was speaking Latin or something. And yeah, you'd start doodling on a book or start talking to someone else or you could get a bit edgy. So, it's completely normal. But yeah, it definitely amplifies that behavior. Lots of talking, children can't sit down for very long, always scribbling on walls or tables or something."*

(D)

Taking into account the age of children, their attention span and classroom management problems and issues in general, has to have a bearing on decisions made in EMI classrooms.

## **6. Two teachers: two languages**

Several teachers throughout the interviews have mentioned the positive aspect of being able to use both languages in the classroom (L1 and L2). Moreover, they have mentioned the effectiveness of having two teachers present in the classroom as well, one who would teach and speak to students in their first language and one who speaks and teaches in the second language.

Bran (2015, p. 175) articulates this phenomenon very logically: "using L1 in the classroom is still a controversial theme in the field of teaching foreign languages. There have been many arguments in favor or against using your native language when teaching English, or any other foreign/second language, but none has proved strong enough to convince the teacher to adopt one single perspective. Why is that?"

One description of a positive experience came from a primary teacher in a bilingual school:

*"And so one of the advantages of that [using both languages in the classroom] is that particularly when I worked for the foundation, the way my co-teacher and I managed it, is that because the first language was Hungarian, let's say in math, she would explain the concept in Hungarian. The*

*children were able to follow it, and do so more quickly, possibly more easily as well. And then the English was brought in as, okay, now you've got the concept, let's do it together. And now this is what it looks like in English. And then they learned the terminology and everything that went with it. But the concept was laid down by the Hungarian teacher."*

When asked about what would help an EMI teacher she stated the following:

*"My solution would be to have two teachers in the classroom, one Hungarian and one native English speaker. So, the Hungarian teacher explains the concepts first in Hungarian, the students have the opportunity to think and work together with the whole class. Then the English teacher steps in and links the teaching to the same topic but focuses on different things. Then it's easier for the student to understand the English part as well. So that's the solution I think, to learn in both languages."*

One solution implemented at a full English immersion for the struggling students was described as:

*"So, for example, you were going to teach, I don't know, World War One, for example. Okay. So that an hour before, the teacher, the special needs teacher will teach this but in Spanish. And then they will have the class 30 minutes later. The same class. But in English, the same content. They were the same thing, but in English, and that worked marvelously for the younger kids. So that strategy maybe can work somewhere else. Right? Speaking it, giving it to them in their native tongue, and then having that fresh in their mind and then teaching them in English." (L)*

When articulating the wishes one EMI teacher had, the following is explained:

*"It's extremely difficult because there's nothing, there's only so much you can do, you know, in a sense, where I can't pick up a person's language, that they can't pick up English quick enough. So, the best thing to do I would suggest is to have teaching assistants or someone in the classroom that can speak, that is bilingual, and they can help out with [problems]. But I think at the end of the day, the school needs to cater for this type of thing. And a lot of the time it doesn't at all. So, it's a lot of pressure on the teacher and there's only really so much you just can't Google*

*translate as much as you can and all that. But yeah, dealing with children of such different levels, it's very different." (D)*

## 6 DISCUSSION

The findings of the study were surprisingly congruent and they suggest that difficulties within EMI classrooms are not localized. Teachers in classrooms in Lima, Peru, have echoed the same frustrations as the teachers in Budapest, Hungary. The findings also point to the urgent need of examining more in depth the connection that language has with 21<sup>st</sup> century skills and classroom management. Linguists, psychologists, educators and policymakers need to study results such as these in order to inform further decision-making processes.

### 6.1 Quality education

Gerring (2012, cited in Podsakoff et al., 2016, p. 112) discusses why clear definitions are needed for scientific progress and provides guidance on how to improve them. His discussion can be translated into the field of education too. He stresses the importance of concepts as the crucial part of every argument.

Therefore, a clear statement emerges: it is impossible to conduct work aiming for quality education without using concepts. Concepts are integral for every argument in EMI education (and education in general) for they address the most basic question: what are we talking about? And this is also true for teachers: teachers cannot aim for quality education without having a common understanding of what that means.

By extension, Verma et al. (2021) announce that sustainable quality education is a fundamental requirement of every country. Even the strongest economies (i.e., US, China) are facing challenges in this arena.

These findings are alarming and prove that national and global agreements must be made in order to strive towards quality education on all levels. A specific region where leaders have decided to strive for true quality education has been Hong Kong. In Hong Kong, the government has taken a perhaps surprising approach in the present global climate to ensure quality education, with a change from EMI not to bilingual, but mother tongue education. What Tse et al. (2021) have found in their research was that most teachers who participated in their survey agreed that mother-tongue

education encourages students to engage in higher order of thinking, and in addition, more than half of the teachers stated that switching to mother tongue as the MoI helped them complete the syllabus more efficiently. Mother tongue medium of instruction has facilitated the use of a range of more creative teaching strategies, students participated more actively, it enabled the transmission of a broader and deeper range of subject matter, and it facilitated the use of a wider variety of assessment methods, such as projects, reports, presentations and so on. Tse et al. (2021) accentuate the link between quality education and mother tongue instruction.

While the current thesis does not argue for mother-tongue only education, it does wish to highlight different alternatives in achieving quality education and to also illustrate that one commonality in successful educational programs is the presence of mother tongue instruction (varying in different degrees depending on different programs).

To further illustrate the issue of quality education, Freeman (2020) states that to reach the United Nation's *Sustainability Development Goal 4: Education for All*, changes must be systematic, with one vision, sharable and easily described to initiate missions that can be conducted on a global scale. Although ensuring that the definition of quality education is understood by all may seem trivial, it is also a crucial issue in today's climate of the globalization of language policies in education.

## **6.2 The language barrier**

In the search for an answer to the first research question 'What do K-12 teachers feel is the biggest challenge in EMI education?', the interviews quite straightforwardly led to the answer.

The findings have clearly revealed how the language barrier (students not being fluent in the L2) limits not just the students' academic development, but it affects behavior, self-expression, and the acquisition of future skills as well.

*"In different ways, we either can't express something, can't investigate deeply, or the simplifications aren't as clear as they should be. But these are very important in knowledge acquisition."* Zoltán Fodor

*"Until students aren't able to speak fluently in English, they can't learn to think either."* (A)

*“...how can you say no [to using L1] if you're talking about emotions?” (V)*

*“In the EMI classrooms this (behavior) was the biggest struggle and issue.” (A)*

Why have the teachers interviewed shown these common frustrations about the language barrier? When investigating the connection between language and general skills, studies show that language affects all areas of a child's development. To start, the stages of language acquisition are well established. For example, infant studies found that language learning already happens in children younger than a year in the “domains of phonology, prosody and word segmentation” (Dehaene-Lambertz et al., 2006). Frausel et al. (2020) highlight the fact that “early language is known to vary by socioeconomic status and predicts differences in children's long-term school and career success”. Therefore, not even including a foreign language in the argument, just the range of knowledge in one's own mother tongue has implications for mastering the basics and therefore for academic success.

Another example, when learning how to read, Qian (2002) states that both vocabulary size and depth are important for reading comprehension. In other words, it is quite obvious that reading comprehension depends on vocabulary knowledge. Young students are still learning new vocabulary words in their mother tongue. Adding an additional layer of a foreign language it then becomes even more challenging. As Qian (2002) also elaborates on the different types of reading tasks that students do at school, he highlights that the most complex reading task is reading to learn and explains that this task involves processing complex information such as intentions for example, which can be a very demanding task if the reader is not fluent in a language. Pearson (2009, cited in Babaci-Wilhite, 2016, p. 9) states that language matters and reading comprehension cannot be achieved in a language which is not mastered by the teacher and the students.

To further expand on the specifics of academic success Bruner (1973, cited in Frausel et al., 2020) and Resnick (1987, cited in Frausel et al., 2020) stress that as children master a language, they also develop higher-order thinking which is often perceived as the main goal of contemporary education (Koenig, 2011). The reason for highlighting the link between language and higher skills is also explained by Frausel and colleagues (2020). They found that “the origins of higher-order thinking lie in children's spontaneous talk across the pre-school years” (p. 1). They also state that “language may serve as a ‘bottleneck,’ preventing children who lack adequate linguistic skills from

engaging in and communicating their higher-order thoughts” (p. 3). In addition, Frausel and colleagues (2020) found that relevant literature indicates that language is connected to reasoning.

Clear arguments can be made thus far, namely that students need a fluency in the language they are learning in, in order to make meaning and form an understanding of contents. Language fluency and participating in conversations as young as preschool age influence reasoning skills, higher order thinking and other skills that are specifically mentioned as desired outcomes of quality education. Indeed, as Lyster (2007, cited by Genesee [Chapter 14] in Tedick et al., 2011) highlights, an emerging point is “how best to achieve a pedagogical balance between focus on meaning (i.e. academic content) and focus on form (i.e. language skills) in order to maximize students’ L2 proficiency while also ensuring high levels of academic achievement”.

While it is not just understandable but also reasonable that governments see English language proficiency as a mean to personal and national development, the way how to achieve that students have a high-level English language knowledge upon finishing school needs to be re-examined.

When talking about the expanse of immersion schools around the globe, Tedick et al. (2011) examine and report about immersion programs that “research on one-way immersion has established that language majority students do not acquire native-like levels of IL (immersion language) proficiency in the productive skills” (p. 6) and “underdeveloped productive skills persist even after students have been schooled in immersion throughout the entire K-12 sequence” (p.6). To add, they also emphasize that “students’ language lacks grammatical accuracy and lexical specificity, is less complex and is sociolinguistically less appropriate when compared with the language of native speakers” (p. 6). It is not surprising that the interviewed teachers discussed EMI education as a barrier to quality education in itself. Tedick et al. (2011) illustrate this phenomenon quite clearly when they report that “students tend to code mix somewhat frequently in upper elementary grades, and they struggle to produce extended discourse, often producing only sentence-level utterances even after six years in immersion” (p. 6).

To reiterate, the findings have shown “sentence-level utterances even after six years of immersion” and “underdeveloped productive skills persist even after students have been schooled in immersion throughout the entire K-12 sequence”. How can stakeholders in education expect teachers to teach at a high level when realities such as these exist in the classrooms? How do teachers cope with situations like this?

Cummins and Yee-Fun (in Cummins & Davison [eds], 2007) assert that many ELL students who converse fluently in English still lack behind in grade-level performance in, e.g., reading comprehension. Chamot (2007, in Cummins & Davison, 2007, p. 317) explains why this happens: achieving academic competence requires far more than just becoming proficient in English, as students also need knowledge about the subject matter taught in school, skilled literacy, and the ability to learn successfully. Abundant research has documented that students require a considerable amount of time, as much as seven or more years, to become academically competent in English (Chamot, 2007 in Cummins & Davison, 2007, p. 317). To be more concise, academic competence in a foreign language is separate from general competence in a foreign language. These claims have important implications for the broader domain of EMI education.

Language is strongly connected to all aspects of life and schools do not just teach children academic content. Santamaría-Villar et al. (2021) detail that “the main objective of primary education is to train people with knowledge, skills, attitudes, and key competencies for life and personal development” (p. 2) so that “students are able to find happiness and achieve top academic development” (p. 2).

Thompson and Thompson (2019) explain different ways of teaching young students about regulating emotions and behaviors. All strategies involve talking; talking about what happened and what can be done (i.e., making a hypothesis). As it is obvious, high-level language skills are needed for learning about social-emotional skills. Children need to be able to use specific words, sort events into sequences, think about hypothetical situations and talk about these in order to develop emotionally and socially. They also need to be able to understand what is said to them in order to internalize situations, outcomes and consequences. Cooperative and constructive conflict resolution ability has been recognised as an important social/emotional skill (Jones, 2004, Durlak et al., 2011, cited in Freeman et al., 2014).

Learning how to cope in difficult social situations, as seen above, involves using words and understanding what is said. Expressing feelings and emotions is a difficult task for a young student to learn at school, even when it happens in their mother tongue. When having to learn to do this in a foreign language, perhaps Naiditch (2011) explains it best: “expressing feelings in a second language (L2) is perhaps one of the most difficult tasks a language learner needs to perform. When interacting in the target language and culture, learners need to organize and express subjective

thoughts, put these thoughts into words, sentences, and utterances, and ensure that what they say actually corresponds to their communicative intent. Feelings are so embedded in personal and sociocultural experience that being able to express them effectively in the L2 may require substantial adjustment to the second language environment. Even learners with high levels of communicative competence (Hymes, 1972, cited in Naiditch, 2011) can struggle when expressing their feelings in the L2” (p. 71).

So far, the implications of EMI education in academic aspects, 21st century skills and social-emotional development have been discussed. One cannot disregard that schooling is much more than learning academic content. Together with social/emotional skills comes how children become part of a group at school. Literature proves that children learn important social skills in school and that their peers are vital in the development of social competence of the student (Santamaría-Villar et al., 2021).

The reason for underlining the complexity of schooling is to point out how language is present in all areas. Bohn-Gettler and Pellegrini (2014) explain how interacting with peers requires utilizing language leading to classroom achievement. In fact, Bran (2015) clearly states the obvious in her study about using L1 in classes by noting that students of a monolingual group would always use their native language among each other even during foreign language class when they do the same during recesses.

Despite the undeniable importance of language and all of its effects on students’ social, emotional and academic development, the trend of EMI schools continues to flourish. Reasons why schools may continue with full immersion programs are explained by Roussel et al., (2021): “while learning content in a second language (L2) is likely to reduce content acquisition, it is hoped that second language improvement will compensate for the reduction in content acquisition” (p. 627).

That is, just for the sake of learning a language, it is accepted by educational experts that students will not achieve the level of content knowledge they would be expected to. But Roussel et al., (2021) also state that in fact, there are few theoretical grounds for this assumption and limited empirical evidence. Indeed, according to Sweller et al., (2011, cited in Roussel et al., 2021), it can be hypothesized that learning content in a second language may not only hinder content acquisition, but also be an inefficient way of mastering a second language.

It is the responsibility of all stakeholders in education to not let students finish school lacking essential skills. Governments around the world need to make sure we have a future generation which can navigate complex problems which can only be ensured through quality education, and dialogue is an essential part of quality education. This dialogue should most probably start by listening to what the teachers in EMI classrooms have to say.

### **6.3 Two languages**

All participants in the interviews agreed on the issue of how allowing the use of mother tongue in the classrooms and/or implementing a bilingual system would benefit students. While research in the area of full immersion has contrasting results, bilingual education research on the other hand is abundant and consistent, starting from the early 60's and on. Using the students' mother tongue and also teaching them a foreign language is not an incomprehensible and impossible task. Even researchers who have in the past advocated for full immersion programs have now understood that using two languages may actually benefit students and not harm them in any way.

To illustrate, Auerbach's (2016) goal in her article *Reexamining English Only in the ESL Classroom* was to scrutinize the then widely accepted notion that English ought to be the only way of communication in ESL classes. Auerbach (2016) argued that this claim on English was not supported by evidence. This phenomenon was extensively described in the literature background in part 2 of the present study as well. Nowadays as Auerbach (2016) reflects, there is widespread recognition, particularly among language researchers and educators, that there are many productive ways of integrating primary languages into the classroom.

Wright (2009, cited in Auerbach, 2016, p. 937) explains:

“Not only does PLS [primary language support] make English more comprehensible, and thus helps students acquire the language better and faster, but it also sends students a strong message that even in an English-language classroom, their primary language is valued and that it is a viable resource for learning.”

Bran (2015) perhaps explains even more clearly that teachers should ask themselves how frequently and when to use L1 in their classrooms, rather than if at all. The conclusion of the paper is that L1 might be useful in maintaining discipline, giving instructions, or increasing confidence in public speeches (Bran, 2015). Bran's suggestions seem to be very reasonable and logical. It resonates with common sense as this phenomenon was also explained in the interviews by the teachers: using mother tongue to solve conflicts, to explain complex content, to talk about emotions, to facilitate group work, etc.

Not surprisingly, Baker et al. (2016, cited in OECD, 2019) found that bilingual language instruction helped students with reading skills in both languages. In fact, as another argument towards ensuring mother tongue instruction is instituted in all levels of K-12 education and in all school systems, the UNESCO (2003) *Education Position Paper* is visited. In it the guidelines on language and education (p. 28, Part III, Principle I.) state:

“Mother tongue instruction is essential for initial instruction and literacy and should ‘be extended to as late a stage in education as possible”

“Every pupil should begin his [or her] formal education in his [or her] mother tongue”

The same work continues with the following. Communication should be encouraged first in the mother tongue, then in the official language of the country, then in one or more foreign languages. The introduction of the second language as a Mol should be gradual and should not become the medium of instruction full-time until the pupils are sufficiently familiar with it.

In essence, findings from the interviews for this thesis align with UNESCO’s guidelines on language and education. Communication should be encouraged in the mother tongue, and that a foreign language should not become the medium of instruction until the students reach sufficient proficiency in it.

## 7 CONCLUSION

This thesis aimed to gain insight into difficulties teachers face in the K-12 EMI education systems as well as finding what the teachers believe could be improved in order to reach true quality education. This thesis aimed to do so by listening to practitioners in the field of EMI and bilingual education.

As educational institutions globally are thriving for quality education and are implementing new ways of teaching to ensure that future generations have adequate 'future skills', it is incumbent that EMI education is met with scrutiny. Guidelines and frameworks by UNESCO, UNICEF, and the World Economic Forum have called for quality education and the teaching of 21st century skills, yet research on EMI education and whether it can achieve these goals has not been abundant. And while English is becoming a common language of the globe, given its role in globalization and the global economy (Tsou & Kao, 2017, cited in Sah & Li, 2018), there has been an increasing (and uncritical) trend among non-anglophone countries over the past decades to adopt it as a medium of instruction (EMI) in schools. There have been calls for the "urgent need for further research in the field of the EMI global phenomenon" (Dearden, 2014).

This background was used to underpin the analysis and interpretation of the semi-structured interviews for this master's thesis. This thesis aimed to gain insight into the everyday experiences of EMI practitioners and examine whether there were any commonalities mentioned as challenges and as suggestions for improvement. Eight semi-structured interviews with teachers were completed, transcribed, thematically analyzed and interpreted.

The findings in this study show that the difficulties teachers experience and even the suggestions they have given as solutions for improving EMI education appear to be universal, and not linked to location. The main issue appears to be the language barrier, more precisely the difficulty of trying to teach students in a language they are not proficient in. As for what teachers thought would improve the quality of EMI education was a call for allowing the use of mother tongue instruction and conversation.

This study contributes to the literature critical of EMI education by demonstrating that schooling is not solely the transmission of content, but that it is a complex ecosystem where students learn social-emotional skills, how to interact with peers, how to live in a democratic way, among others.

This concept is important in understanding the dynamics of EMI education, especially in the K-12 systems.

The present study could serve as the basis of future research that is focused on EMI education and how it allows or hinders true quality education to happen. Future studies could include a representation of various countries and examine how policymakers are influenced by research. The sample size could be expanded to include a broad selection of interview participants, such as school headmasters, teachers, parents, and students, to explore a wide range of perspectives on the best ways of learning a language and the best ways of reaching quality education.

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## Interview guide

1. What is the difference in your opinion between education and quality education?
2. How would you define quality education?
3. What are the challenges you face as a teacher when teaching in a class where students do not understand the language of instruction fluently?
4. How do you think EMI affects your students' development of interpersonal skills?
5. How do you think EMI affects your students' development of higher-order thinking?
6. How do you think EMI affects your students' ability to express their feelings?
7. What solutions would you suggest for these challenges?
8. How do you resolve conflicts between students through EMI?
9. In your opinion, what is the best way to teach students a foreign language?
10. What additional solutions would you suggest to improve EMI education/help teachers in EMI education?

## APPENDIX 2

## Transcript of interview with Zoltán Fodor

00:00:00

Interviewer: Igen tehát szerettem volna egy pár kérdést feltenni mert anyukám mondta hogy nagyon sok tapasztalatod van az angol nyelvű oktatás meg a kéttannyelvű oktatásban. És hogy nagyon jó rálátásaid vannak és ezért mindenképpen szerettem volna beszélni veled. Van egy pár kérdésem akkor amit így feltennék sorban. Először is, akkor hogy tisztázom, nem tudom hogy Magyarországon hogy hívják magyarul az 'immersion school'-t? English immersion school? Mert erre magyarul nincsen szerintem kifejezetten egy-

00:00:47

Zoltán F: Angol munkanyelvű iskola talán? Tehát ahol teljesen beleivódott az életbe-

00:00:48

Interviewer: Angol munkanyelvű iskola.

00:00:50

Zoltán F: Angol munkanyelvű, ami nemcsak kéttannyelvű hanem minden angolul van. (igen)

00:00:56

Interviewer: Igen akkor így fogom őket hívni a kérdéseimben az angol munkanyelvű iskolák. Saját tapasztalataidból a karriered során mit tudnál nekem mondani az angol munkanyelvű iskolákról, mint hogy mi a véleményed róla? Tapasztalataid?

00:01:15

Zoltán F: Hát ugye alapvetően attól függ hogy hol van és milyen klientúrával dolgozik. Minthogy ahogy minden iskolának a specialitása attól függ hogy kik vannak benne és milyen megrendelésre működik az iskola. Tehát láttam már borzalmast is, illetve már láttam nagyon jó is. Nagyon jól láttam például Amerikában egy alkalommal amikor 'fullbrightos'- több alkalommal voltam fullbrightos de az egyik- (tanuló közbeszól) (Nem baj Felix, hogyha rájössz vagy eszedbe jut majd lejössz és elmondod. Jo? Köszönöm hogy bejöttetek, szervusztok. Sziasztok. Mert ugye ide be lehet jönni gyerekeknek (nagyszerű) a kis gondjaikkal.) Tehát ugye az a helyzet hogy az egyik ilyen nagyszerű Amerikában volt a Gold Academy, ez a neve az iskolának. Mai napig sokat járok oda vissza. Ez az egyik leg- 'most prestigious' private institution on the East coast. És hát általában a west coast-rol küldik oda a gyerekeket hogy ne zavarják otthon a biznisszt. Rettentően, rettentően drága, 190 ezer dollár az éves tuition fee. Ebbe nincs benne a dorm- dormitory, meg az accommodation, meg a food, meg a insurance, meg a nem tudom mi, ami legalább még kétszer ennyi de csak maga a tuition fee az majdnem 200 dollár 10 hónapra. És hát azt tudom mondani hogy ez egy drága hely de nem a drágasága a mérvadó hanem az hogy ide nem is amerikaiak járnak túlnyomórészt, hanem bevándorlók, meg olyan üzletemberek gyerekei akik nagyon megtehetik ezt hogy a gyerekeket ilyen iskolába küldik. Na most itt ugye a gyerekek nagy részének (telefon csorog)

00:03:28

Interviewer:: Semmi gond.

00:03:29

Zoltán F: Nem ezt nem veszem fel- a gyerekek nagy részének az anyanyelve az nem angol hanem más és ebből adódóan nekik az angol tulajdonképpen munkanyelv. Hiszen úgy értetik meg a bajukat, úgy tanulnak, úgy kommunikálnak mindenkivel de nem ez az anyanyelvük. Na most ebből adódóan a gyerekeknek lesz egy nagyon érdekes nyelvi készletük. Ha ezt nem jól csinálják és nem biztosítják valamilyen módon az anyanyelvűséget akkor a gyerekeknek a munkanyelven alapuló szókészlete ebből adódóan az érzelmi szintjük kifejezése sivár marad. Tehát nem lesz annyira cizellált mint ahogy mondjuk egy anyanyelven kifejezett bánat vagy egy öröm és és hát a leghétköznapibb dolgokban is, a leghétköznapibb dolgokban is tulajdonképpen azt szoktam mondani hogy limitált a szókészletük a gyerekeknek (telefon csorog) Muszáj vagyok felvenni.

00:04:45

Interviewer:: Semmi gond, semmi gond.

00:04:47

Zoltán F: ( kolléga közbeszól.)

Tehát a lényeg az hogy volt olyan gyerek aki nagyon jól tudott például franciául, spanyolul, angolul, őt például Brüsszelbe tanítottam, ott 14 évig tanítottam, és Brüsszelben ahol a European Schoolban tanítottam, ott tanítottam az angol-magyar-francia szekcióban, és ez a gyerek magyar szekciós volt lévén hogy magyar apukája volt az anyukája meg francia volt. Aki egyébként Pesten tanított az állatorvosi egyetemen és a gyerek mindig odajött hozzám Brüsszelben és mondta hogy 'Zoli bácsi, olyan kár hogy én ezt nem tudom kifejezni. Én minden nyelven beszélek és nem tudom kifejezni magam.' És el szeretett volna nekem valamit mondani de nem tudta és egyébként ötóse volt meg felsőfokú nyelvvizsgája volt mindenből meg minden volt. Meg 'top' 'top'. Csúcs csúcs. Csak éppen nem tudta elmondani a beszédét. Nekem a kicsi lányom, édes pici lányom, az Oxfordban járt és ő genetikus orvos és hát ő világéletében Magyarországra akart jönni de az ő középiskolai diplomáját nem fogadták el az itteni orvosin, kénytelen volt Angliába menni mert ott ugye elfogadták és aztán utána- de haza akart mindenképpen jönni, mai napig is itthon van és hat ugye nagyon sokat élt odakint vagy húsz évet az akkori 22-ből. És akkor haza akart jönni és hazajött tanítani az orvosi egyetemre és tanított az orvosi egyetemen mittudom én két évet. Én nagyon büszke apa voltam és aztán ő mondta hogy nem bír tanítani az egyetemen, nem tudja kifejezni magát. Nahát erre a professzorok ugye rájöttek hogy ő Oxfordban tanult úgyhogy áttették a külföldieket tanító fakultásra, tehát ő angolul tanította aztán utána a tudományt. Mert ugye ki tudta magát fejezni. Magyarul nem tudta magát pedig én tanítottam magyarra miközben ő pici volt. Feleségem tanítónéni, kiválóan tudja a magyart tanítani de nem megy, tehát, ez a, ez a maga a kétnyelvűség is egy nagyon nagyon érdekes dolog és a legjobb kétnyelvűséget például a legeslegjobbát nagyon érdekes módon Kazahstan-ban éltem meg ahol ugye amellet hogy tanulták az orosz mint második nyelvet a Kazah mellett ami nem nagy kunszt mert majdnem egy és ugyanaz csak ugye más írást használnak. Meg ha jól tudom most nem- most vezetik be talán a latin írást a cirill helyett. De a cirill írásban is vannak eltérések, de nem is ez a lényeg. Tehát ők ugye Kazah-ul beszélnek, írnak. A kétnyelvű, úgymond kétnyelvű iskolában kötelező a magas szintu orosz, emellett a magas szintű angol, emellett a magas szintű latin és mivel a latint jól megtanulják ezért tulajdonképpen pillanatok alatt rámegegy az olasz, francia, spanyol annyira rokon nyelvek hogy tulajdonképpen elég egyet tudni és már az ember tudja a másik kettőt is. Úgyhogy ott láttam erre a legjobb példát de óhatatlanul hogyha nincs meg az anyanyelv jól, erős fundamentumokra építve akkor nem lesz meg az idegen nyelv sem. Lehet jópofájú meg, meg

elájulunk tőle meg mit tudom én hogy mennyi nyelvet beszél, meg milyen poliglot meg nem tudom mi, de nem tudja kifejezni, nem fogja tudni kifejezni magát olyan mértékben és olyan szinten. (egy pillanat türelmet, csak egy másodperc)

00:09:03

Interviewer: Persze semmi gond.

00:09:04

Zoltán F: Meg közben itt mindenki jön-megy tehát Ági tudja megmondani hogy itt egy perc nyugalom nincsen reggel 7-től este 7-ig. Tehát nem tudom mennyire érthető amit én elmondtam ezzel kapcsolatban. Ez a, ez a, ahol mindenhol angolul beszélnek ez egy iskolában azért nagyon veszélyes mert az iskolában addig nagyon jó minden fajta idegen nyelv használata amíg a 'technical terms'-ekre épül. De abban a pillanatban amikor ott van hogy 'emotional approaches' meg mit tudom én micsoda, meg 'psychological background' meg akármilyen, akkor onnantól kezdve ugye sokkal többről van szó és sokkal mélyebb-szántóbb gondolatokról amik nyelvenként különböző mélységekben élhet meg az ember teljes tisztaságában, és ezek még ugye még fejlődő kisgyerekek akik aztán utána beállnak ezügyben egy a nyelvi apparátusnak megfelelő érzelmi és egyéb kognitív szintre is, és attól függően ugye hogy milyen szintre állnak be a kis babakorukban meg a tinédzserkorukban, az megmarad. Tehát az megmarad. Ez majdnem olyan mint minden más: hogy ha hisszük ha nem, szinte a négy-öt éves saját magunkat visszük tovább, görgetjük magunk előtt az utolsó lehetőségünkig. Csak hát vagy nagyobb hassal vagy aszalódottabban vagy nem tudom hogy tehát külsőségekben nagy a változás, alapvonás vagy alapbeállítás, mint egy számítógépnél az ugyanaz marad. Ez így van.

00:10:47

Interviewer: Tehát akkor véleményed szerint, tehát ilyen angol munkanyelvű iskolákban amik tehát például nem Amerikában vagy nem Angliában hanem már olyan országokban ahol mondjuk pl. Magyarországon ahol magyarul beszélnek és mégis beraknak egy diákot egy angol munkanyelvű iskolába, szerinted elérhető minőségi oktatás egy ilyen iskolában?

00:11:08

Zoltán F: Nem, semmiképpen sem. Tehát az a fajta minőségi oktatás amit el lehetne érni egy minőségi tanárral minőségi körülmények között az anyanyelven, azt soha nem lehet elérni egy idegennyelvvél. Azt soha, azt soha. Eleve, hogy mondjam egy ilyen üveg- üvegtetőt teszünk a tudományok szintjeihez, amit tehát azt látjuk lentről hogy a tudomány az ugye akármeddig növekedhet. És végülis mégis van egy üvegtető mert vannak olyan akadályok amiket ilyen 'language barrier' módon nem tudunk leküzdeni. Akárhogy; nem tudjuk kifejezni, vagy nem tudjuk úgy megközelíteni, vagy nem olyan evidens az egyértelműsítése az adott dolgoknak. Ez például a

tudományban nagyon fontos. Ugyanolyan fontos mint az érzelmeknek. Mert az érzelmeknek ugye ez a cizelláltabb, ilyen 'fetisizmus', a tudományoknál meg éppen az egyértelműség és a tömörség és hogy ha ezt nem tudjuk elkapni, márpedig idegen nyelven nagyon nehéz akkor akkor megette a fene. Tehát akkor az már nem olyan. Úgyhogy ebből a szempontból ez nehéz kérdés. És még (telefon csörög) Bocsánat, muszáj vagyok..

00:12:33

Interviewer: Semmi gond.

00:12:33

Zoltán F: Nem tudom mi fog még bekövetkezni.

00:12:38

Interviewer: Semmi gond. Akkor még felteszek egy pár kérdést és nem tudom hogy mindenképpen szeretném hogy ez időből még ki fusson hogy akkor esetleg ilyen rövidebb válaszokat és akkor hátha hátha végig tudok futni.

00:12:51

Zoltán F: Bocsánat hogy ilyen hosszasan válaszolok.

00:12:52

Interviewer: Semmi gond. Ez egy 'in-depth' interview úgy hogy semmi gond.

00:12:58

Zoltán F: És mivel fogja, mivel fogja Zsofi kiértékelni?

00:13:05

Interviewer: Ez még nekem ilyen 'preliminary interview' Tehát én még, most még így próbálok valamilyen hálót szőni ezek között és még abból akkor egy egy konkrét interjú kérdést.

00:13:19

Zoltán F: Mert ha javasolhatom akkor a Max Qda-val kellene. Ismeri? (nem) Nekem a doktori disszertációmba csináltam azzal az elemzéssel es nagyon jó, mondjuk időigényes mert ugye fel kell vinni a hanganyagból vagy a leírt dolgokból de eszméletlenül jól csinál kvantitatív elemzést a kvalitatív dolgokból. Max Qda. Max Qda.

00:13:55

Interviewer: Rendben.

00:13:56

Zoltán F: És van azt hiszem egy 60 napos vagy harminc napos ingyenes verziója mert amúgy tök drága de én például ezzel a doktori disszertációhoz a 30 napos micsodát föl tudtam használni és elég is volt, többször nem nagyon nem tervezem annyira használni de nagyon jó tehát hogyha

valaki komolyan akar elemezni és ő mindent kielemez, anélkül hogy mi csinálnánk valamit. Csak a rekordot kell jól elkészíteni.

00:14:25

Interviewer: Igen. Köszönöm. Igen mert ez az első 'qualitative research' projektem úgyhogy még sosem csináltam.

00:14:34

Zoltán F: Igen és ezzel az a baj hogy itt nagy a szubjektitásnak a veszélye.

00:14:38

Interviewer: Igen meg én is egy kicsit már alaptól ez ellen az angol rendszer ellen vagyok úgyhogy próbálok valamennyi-

00:14:45

Zoltán F: Az meg külön nem jó hogy az ember projektálja a saját 'prejudice-t' le kell venni.

00:14:54

Interviewer: Igen próbálkozom. Rendnem a következő kérdésem az hogy saját tapasztalataid szerint a diákok élvezik az angol munkanyelvű iskolákat kicsi korban? Én konkrétan a 'primary school-ra' fókuszálok.

00:15:15

Zoltán F: Én szerintem ez pont annyira- tehát ez nem függ a language tehát nem függ a nyelvtől. Én így ítélem meg. Én láttam nagyon boldogan tanuló kicsi gyerekeket is és nagyokat is angolul akik a szünetben is angolul állandóan angolul egymás között is angolul, sőt, még olyat is aki, aki- tehát például volt olyan hogy tudom persze Kínában nagyon sok a nyelvjárás de kínaiakról beszélek és ők lehet hogy tudtak volna valami közös nyelvjárást is használni a szünetben de ehelyett is angolul beszéltek. Tehát én szerintem ez nem nyelv függő hanem személy- személyiség függő meg úgy egyáltalán a légkör. Ugye ennek az angolszász létezésnek van egy légköre mint ahogy mondjuk a germánnak is, valószínűleg ahogy a szlávoknak is, a magyarnak is. Ennek is megvan a sajátos légköre amit csak abban a nyelvi környezetben tud megélni úgy az ember. És én ezt az angolnál mindig éreztem és érdekes volt nekem ugye ott ahol Brüsszelben 4000 gyerek tanult, és ott volt nyolc nyelvi szekció: Dán, Lengyel, Német, Spanyol, Magyar, Angol, Francia, nem tudom hogy hagytam-e ki valakit, tehát nyolc nyelvi szekció volt és olyan érdekes volt hogy mindegyik szekciónak pedig angolt és franciát mindenki használt azt mindenki használt, többé kevésbé még a spanyolt is de az a helyzet hogy mindegyiknek sajátos aurája volt. Tehát, és nagyon érdekes volt látni hogy a jól működő angol oktatási intézményben mint ez az európai iskola is ahol az angol- hát tulajdonképpen mindenki tudott angolul, olyan nem volt aki ne tudott volna angolul. Még ott is azt tudom mondani hogy igazából nem attól függött hogy milyen nyelvet használnak meg

mennyire használják hanem az hogy hogy tanítják őket milyen módszerekkel tanítják őket. Tehát, boldogan tanították őket jó módszerekkel. Nem poroszosan. Akkor a gyerekek is boldogabban használták az angol nyelvet. Hogyha pedig nagy szigorral meg nagy poroszsággal akkor kevésbé vagy egyáltalán nem úgy használták. Tehát én azt gondolom hogy ez nem nyelv kérdése.

00:17:53

Interviewer: És esetleg azokkal a diákok, tehát azokra a diákokra gondolva akiknek mondjuk tanulási nehézségeik voltak, ez rájuk is igaz hogy ők is élvezték attól függetlenül hogy mondjuk nekik nagyon nehezen ment?

00:18:11

Zoltán F: Azt gondolom ha igen. Azt gondolom hogy az ilyen gyerekeknek is ugyanúgy a tanároktól, a tanári munkától függően változott kedve az angol nyelvhasználathoz meg egyáltalán a vernacular language-nek a használatához. Igen, tehát voltak SNI-s gyerekek, ilyen olyan bice-bócák, nem teljesen komplettek de ők is használták az angolt. És ha olyan volt az iskolai környezetük ott a nyelvi szekcióban ami inspiráló volt akkor ők ezt boldogan tették. Ha nem, hát akkor nem.

00:18:51

Interviewer: Véleményed szerint mi határozza meg hogy egy angol munkanyelvű iskola jól működik vagy rosszul működik? Tudom hogy elég nagy kategória lehet. Mik mondjuk a legfontosabb pillérek?

00:19:11

Zoltán F: A legfontosabb pillére. Hát ugye ez a, lehet hogy nagyon érdekeset mondok. És lehet hogy erre nem számítanál. Vagyis erre a kérdésre de én azt gondolom hogy semmi köze a nyelvészethez a nyelvi kultúrához semmi semmi köze. Sokkal inkább egy ilyen társadalmiasodásnak van hozzá köze. Az hogy mindenkit jó megérteni mindenki jó ha el tudja mondani a gondolatait. Ebből adódóan például számtalanszor éltem meg, főleg Brüsszelben ahol tényleg egy ilyen New York-i olvasztótégelyben voltak a különböző nemzetek tömegei hogy, hogy mindenki olyan boldog volt hogy egyáltalán elmondhatta a véleményét valahogy és mindenki olyan boldog volt hogy meghallgathatta másnak a véleményét valahogy. Valljuk meg őszintén erre az egyik leg- legegyszerűbb legegyszerűbben tanulható nyelv talán éppen az angol. Ha jobban belegondol bárki akkor rájön könnyedén hogy az angolt nem lehet hasonlítani tulajdonképpen egyik nyelvhez és nyelvtanuláshoz se. Bármelyik nehezebb. Bármelyik: német, francia bármelyik rendszer, mint az angol. Tehát az angol ha valaki tényleg meg akar tanulni egy idegen nyelvet az a legkönnyebben megtanulható szerintem.

00:20:48

Interviewer: És véleményed szerint azok az iskolák, mert az én személyes tapasztalataim szerint, azok az iskoláknál nem működik jól ahol, például Peruban ugye ahol spanyol a nyelv és az iskolában is a tanárok maguk 'local teachers' ugye mindegyiküknek az anyanyelve spanyol és megkérjük őket hogy mindig angolul beszéljenek. Én azt láttam hogy ez valahogy nem működik de viszont hogy ha angol anyanyelvi tanárokat rakunk akkor ez meg működik.

00:21:19

Zoltán F: Természetes. Hát ez teljesen természetes.

00:21:22

Interviewer: Tehát én ezt én láttam csak nem tudom hogy ennek milyen, hogy ez tényleg ez csak az én véleményem vagy hogy ez tényleg így van-e és ha így van akkor miért?

00:21:32

Zoltán F: Ez teljesen így van. Ez teljesen így van. Csak ugye nagyon nagyon nagyon nagyon jó tanárnak kell lennie egy English native speaker-nek egy idegen környezetben egy idegen kultúrában ahhoz hogy hatékonyan tudja a nyelvet is elsajátítani, elsajátíttatni meg az ahhoz kapcsolódó minden más fajta kulturális függelék megfelelően tudjon kialakítani a gyerekekben. Engem valamikor a kilencvenes években arra használtak, ugye Magyarországon akkor még nem nagyon volt kétnyelvű oktatás, én akkor a 80-as évektől tehát az első két nyelvű, az első újraindult magyar kétnyelvűnek voltam a három tanára közül az egyik. És akkor mi teljesen unikumnak számítottunk. Nem volt az országban még akkor sehol nem volt kétnyelvű oktatás. Én gimnáziumi tanárként gimnáziumban tanítottam és jó volt. Szép volt. És akkor vittük a gyerekeket a Kent School of English-be minden nyáron hogy ott is hallják az anyanyelvűeket meg minden és két hétre mentünk és amikor vittem oda a gyerekeket akkor ott megkért engem a Kent School of English-nek az igazgatója, hogy legyek már kedves tanárképzősöket tanítsak két hétig amíg én oda viszem a gyerekeket addig én a tanárképzősöket tanítsam egy másik épületben egy másik kurzuson. De nem is akárhogy. Úgy kellett tanítanom őket, ezek angol angol tanárok voltak, English as a Second Language teacher, olyan angol tanárok akik Afrikában, Ázsiában ide oda mentek és ugye a Unta-Kinteket megtanították ugye az angol nyelvre. Nekem az volt a feladatom hogy tanítsam meg őket, nem, nem az hogy tanítsam meg őket, tanítsam őket magyarra mégpedig közvetítő nyelv nélkül. Hogy átéljék azt amit majd a 'Kunte-Kinte' is átél miközben nincsen közös nyelv. És mégis úgy hogy azt az oldalt is meg kell élnie egy angolul angolt tanító angolnak hogy a világ másik felén ahol még senki nem beszél mondjuk angolul, mit él át valaki. Na most én voltam ugye az angolt angolul tanító magyart tanítottam magyarul az volt a szerződésemben és éveken keresztül ment a 80 as évektől mondjuk 2002-ig talán. Minden évben ugye én nagyon szívesen csináltam mert miközben vittem a gyerekeket Angliába közben két hétig jól voltam tartva meg rengeteg fizetést kaptam tehát

ez jó volt minden szempontból és (egy pillanat- mondjad, mondjad, igen? Itt lesz igen köszönöm köszönöm. Jó még esetleg az ablakot is behúzzák. Köszö.) Ez tehát az hogy ez egy nagyon jó módszer és ott átérték a tanárképzősök akiknek már csak ez a kurzus hiányzott két hétig hogy én ott karattyolok nekik magyarul, meg kell nekik tanulni egy két szót magyarul baromira kell figyelniük amikor magyarázom nekik a mondat felépítését meg a mondatokban lévő szavak jelentését meg mindent tehát módszertanilag és meg emócionálisan is végig kellett gondolnunk hogy a kicsi gyerek vajon mit fog, ott egy fűszoknyában, ebből az egészből az ő angolságukból fogni. És hogy ez milyen nehéz dolog, tehát a hallgatónak is nehéz dolog. És hogy mennyire kell a saját figyelmét orientálni. Mert bizony nagyon nagyon sok esetben nem alkalmas mondjuk a gyermek az idegen nyelv tanulására. És ezt nem biztos hogy kiszűrjük megfelelően. És ebből adódóan még akár ma is kétnyelvűs oktatásban részt vehet olyan gyerek akinek nem való.

00:25:43

Interviewer: Igen, hogy igen. Én is azt látom hogy vannak olyan tanulók akiknél ez nagyon jól működik és vannak akiknek egyszerűen nincs tehetségük a nyelvhez. És én ezt próbálom valahogy a jövőben orvosolni. Ezt szeretném, hogy mit, mit csinálunk az olyan diákokkal akik ilyen iskolákba vannak beírva. A szülők egy vagyont fizetnek ki és nem értenek semmit az évek alatt. Hogy mi történik az hogy 'science class' 'make a hypothesis' Ugye ez mind ez a 'higher order thinking'. Ezek a diákok nekem a nagy szívfájdalmam hogy mit lehetne kezdeni ezekben a szituációkban. Márpedig rengeteg gyerek szenved ettől. Hogyha az anyanyelvükön tanítanak őket akkor sikeresek lennének. De valahogy mégis nyomjuk az angolt és akkor szegények semmit nem tudnak elérni, hogy mit lehetne egy ilyen helyzettel kezdeni. Mit lehetne az ilyen szülőknek mondani. Mit lehetne az ilyen iskolaigazgatóknak mondani valahogy meggyőzni őket arról hogy esetleg egy olyan osztályt is indítani ahol az olyan gyerekek vesznek részt akik nem sikeresek az angollal.

00:26:59

Zoltán F: Hát mondjuk erre is láttam jó példát Svédországban, Vaxjoben, úgy van leírva hogy Vaxjo, ez egy svéd iskola. Carl Lille tanított ott alapvetően természettudományokat tanítanak, elemi iskola és középiskola egyben azt hiszem óvoda is van és a sok bevándorló miatt ugye mondhatjuk azt hogy ez egy 'multicultural environment'. És még azt is hozzátehetjük hogy ugye szinte angolul tanulnak mert hogy a svéd nyelv sem fukarokodik az angolszász kifejezésekben meg egyebekben. És nem is ez a lényeg. Az a lényeg hogy ott láttam erre nagyon jó példát hogy működött egy angol nyelven tanító tagozat. De átjárható volt a svéd nyelven munkanyelven tanító tagozat felé. Oda-vissza különböző pillanatokban értek el különböző szintű kompetenciákat a gyerekek, különböző kompetenciaszinteket céloztak meg a különböző tantervi elemek, tehát tulajdonképpen itt egymásra kellett találtatni a gyereket meg a tananyagot. Aki nem talált rá az ment rögtön, abban

a minuntában vissza a saját anyanyelvi környezetébe. Tehát akkor az tanult csak svédül tanult csak ezt tanult csak azt, mindent svédül. Aki már képes volt rá hogy már megjelent egy két alkalommal a- ebben a tanulási folyamatban olyan módon hogy, hogy, tehát megértette megtanulta, felfogta, alkalmazta a tanultakat, abban az esetben tulajdonképpen sima út volt a valódi kétnyelvűvé válás irányába.

00:28:58

Interviewer: És véleményed szerint azok a diákok akik angolul tanulnak minden tantárgyat az év végére elérik ugyan azt a szintet kompetenciákban amit mondjuk anyanyelven tanuló gyerekek érnek el?

00:29:11

Zoltán F: Soha. Soha. Soha. Soha. Negyven év, amiből durván 30 év volt kéttannyelvű oktatásban eltöltött vagy külföldön eltöltött főleg angolul tanítok, néha franciául tanítok kurzusokat, azt mondatja velem hogy nem. Nem lehet olyan sikeresnek lenni mint anyanyelven. Tehát még egyszer mondom ez különben nagyon nehéz, én annak idején Spanyol- Valenciában szokott lenni egy nagyon jó konferencia az Inted - INTED ez a neve, Valenciában. És majdnem minden évben elmentem oda, és hát most nem megyek most amióta pandémia volt nem mentem, de lehet megint fogok menni, egy nagyon jó konferencia. Ott legutóbb még a pandémia előtt 2018 ban éppen arról beszéltem meg írtam, hogy hogyan lehetne újra kivirágoztatni az angol nyelv használatát hogy mindenki érezze annak a hasznát mert az angol nyelvnek ez az egyedüli előnye, hogy óriási haszna van óriási semmi más nyelv jelen pillanatban nem tud ezzel vetélkedni. Az angol nyelvnek óriási a felvevő piaca tulajdonképpen az életünk minden szegmensében jelen van. Jelen van, van egy önegyszerűsödő képessége ennek a nyelvnek, ami mindig az aktuális trendnek megfelelően próbálja a nyelvet is alakítani meg a hozzá kapcsolható történelmet. Szerencsére mondjuk toriból is jók a tanárok, tehát azt mondanám hogy toriból jók a tanárok. És hát ilyen módon nagyon sokat megtanulnak a gyerekek. Tehat amig, eddig, mittudom én a harminc gyerekből fölvettek elsőre egyetemre 28-at, 29-et addig ma ugyanebben az iskolában harmincból felvesznek az első helyen megjelölt intézménybe mondjuk maximum 10-et. (Egy pillanat. Igen csak tessék. Tessék csak... Tanári beszélgetés.....)

00:32:39

Interviewer: Nem tudom hogy még mennyi időd van de hogy esetleg.

00:32:42

Zoltán F: Négykor kezdődik az értekezlet.

00:32:43

Interviewer: Még két kérdést esetleg feltehetek? Rendben. Szerinted a szülők miért választanak angol munkanyelvű iskolát gyerekeiknek?

00:32:52

Zoltán F: Mert az olyan 'fancy' meg úgy vannak vele hogy angolul tudni kell. Ami igaz is mert én nagyon szégyelltem magam ugye Belgiumban élve hogy nekem a kollégáim kapásból beszéltek 3-4 nyelvet. Na jó hogy fiatalabbak voltak nálam, és azért a fiatal emberek azért ma már beszélnek nyelveket szerencsére, de akkor is, tehát nekem például voltam olyan pozícióban éppen Brüsszelben is hogy én vettem fel a munkavállalókat és akkor egy egyszerű példát mondok: recepció. Jelentkezett körülbelül nem tudom mennyi, 120-, nem 125 fő. Két hétig interjúvoltattam naponta mit tudom én 10-et vagy 8-at, nem tudom, sokat. És úgy szégyelltem magam, soha ki nem mondtam hangosan de úgy szégyelltem magam mert mindenki 3-4 nyelvet beszélt folyékonyan. És ezek jöttek Marokkóból, Kolumbiából, Pakisztánból, mittudom én honnan, tulajdonképpen ilyen 'no-name country-kból' és én, aki tele voltam diplomával, meg doktori meg nem tudom mi, ott, nem mertem nekik bevallani de ugye én nekem csak az angol volt meg a francia. Slussz-passz. És akkor kérdezik tőlem, egyszer mentem, egyszer mentem állásinterjúra. És akkor kérdezi tőlem a főnök aki föl akart venni, aztán végül is nem vett fel, fel akart venni, kérdezi hogy milyen idegen nyelvet beszélek? Hát mondom angolt. Jó, de milyen idegen nyelvet beszélek? Hát jó, hát angolt meg franciát, hát mondom a francia az nem mit tudom én 'upper C', csak ilyen 'tourist' és akkor ő mondta hogy oké rendben van de most már utoljára kérdezi hogy milyen idegen nyelvet beszélek? Es egyszerűen nem értettem hogy mit akar ezzel kifejezni. Aztán ugye kiderült hogy arról van szó, arról van szó- (jöhetünk, jöhetünk, jöhetünk. Gyertek) hogy arról van szó hogy ugye angolt mindenki beszél. Tehát neki tenyleg az kellett hogy esetleg tud-e valaki csehül, románul, vagy svédül vagy nem tudom (gyertek be, persze) Tehát-

00:35:20

Interviewer: Rendben.

00:35:21

Zoltán F: Tehát azért van ez mert olyan 'fancy', azért van ez.

00:35:25

Interviewer: Rendben látom hogy most már nagyon feltartalak. Ha esetleg másfél hét múlva-

00:35:35

Zoltán F: Ahogy itt a Zsófi látta itt minden van.

00:35:35

Interviewer: Ha esetleg másfél hét múlva ráérsz egy megint egy 30 perce akkor már egy strukturált kérdéses interjút-

00:35:44

Zoltán F: Azok érdekesek a strukturáltak.

00:35:49

Interviewer: Rendben. Igen. Mindenképpen megnézem. Köszönöm. Köszönöm szépen.

00:35:53

Zoltán F: Nagyon szívesen. Bocsánat hogy ennyi minden közbeszólt.

00:35:55

Interviewer: Semmi gond.

### APPENDIX 3

#### Transcript of J

00:00:00

Interviewer: And so I would first then like to ask you is how do you define quality education?

00:00:14

J: Oh, okay. From the perspective of teaching English?

00:00:20

Interviewer: Or in general, when you think of quality education, what comes to your mind?

00:00:26

J: Well, really, the first thing that comes to mind is just a team effort: school parents, children, all on the same page.

00:00:40

Interviewer: And how can you describe the difference? What have you seen in the difference in public education in Hungary compared to private education?

00:00:54

J: My experience in public education, everything, I was not teaching in Canada. So this is something that I've done over the past 22 years here. But I have had experience in a public school. I'm sorry, but my glasses have something on them, and it's really bothersome.

00:01:16

Interviewer: It's fine.

00:01:20

J: I taught at a public school in the third district, where the program, the bilingual program, in fact, was started up with me. It just so happened I happened to be there at the right moment. And so it

was a wonderful experience in that we built up the program. The base of the program was conceived by a young woman who obviously thought that this would work. And it did. I don't know. I can't remember Zsófi, did you work at [name of school]?

00:02:07

Interviewer: No. No.

00:02:08

J: No, you didn't. Okay. Okay. But that's where it was. So you may know a little bit about the program that they have there. When we began that program, the children came from a kindergarten, from a regular kindergarten, not a private kindergarten. And the parents and the children were super excited about it. It was a brand new something here in Hungary. And the school principal was involved. And there were certain teachers who had had some with great trepidation, but were eager to jump in and see where it went to. And so we began the program, and I think one of the most positive things about it was that everybody was on board. Everybody was very pleased that something new was happening. The parents, because their children were going to be learning English, the school, because it had something to offer which was good for the school. The teachers, I mean, I was thrilled to pieces because I thought, oh, this is going to be wonderful, such fun, which it was. And the Hungarian teacher, my pair, my counterpart was also quite excited about it as well. So everyone was ready and willing and able and everything was in place. And so in that sense, it being a public school provided a lot of, at that time, now I'm not so sure it would work in the same way because I'm not I don't even know what's going on in the public schools these days in Hungary, but I suspect it's not as open and welcoming as it was then. It was just an opportunity to just start something up that was very effective, worked really well. And I stayed there. Seven, seven, eight years. And the children that we started with are now 23 years old. And, you know, it's quite, quite fun to keep up with them as well. And so after that, I ended up at ISB. This would, if I had continued teaching, this would be my 10th year. So I was there for eight years and I guess there really wasn't much difference in the sense that, you know, the environment was different because it wasn't a public school, but it really didn't have that great difference as far as the parents were concerned. (Hey, that's my cat trying to grab my, my. What do you do?) I really don't think that there was any significant difference in that side of things where the parents and the children and the teachers were all really open and eager and enthusiastic and so on. We had at the beginning, your mom probably told you we had a lot of freedom to decide what we wanted and how we wanted, and our creativity was really asked for and eagerly given. Now, I think that there's probably the same as there's probably quite a big difference in the public schools. There's probably quite a big difference in the private schools as well. Anyone who can would like now to leave the public school system

and go to some kind of an alternative, be it private, be it a foundation, whatever, you know. I don't think that it- I don't know if I'm answering your question well enough. I think that the way times have changed, the schools have changed, the expectations have changed, both in the public and in the private sector of the schools. It's become, I believe, a lot more less organic maybe, and just more mechanical somehow. 'This is what we have to do. This is the way we need to do it. These are the books we have to do, this is what the children', you know, where let's say even ten years ago it was a lot friendlier, I think.

00:07:16

Interviewer: No, it's a very interesting response. I wasn't expecting anything specific. But very interesting.

00:07:35

J: Okay. Well, we're warmed up, I guess now.

00:07:39

Interviewer: Yeah, it's very interesting. So you've had experience with English immersion schools and bilingual schools. Why do you think parents choose English immersion schools for their children?

00:07:55

J: I think that the parent certainly from having asked this question and having had it discussed, the parents who prefer the immersion have plans for their children to go to universities outside of whichever country they're in, in this case, Hungary. They see their child's future as needing the English to be able to move forward. I think that that probably happened in the foundation, in the public school as well. But because the material that we taught in the public school was actually the curriculum that the Ministry of Education set out, it was an option. Whereas here, at [school name] as you probably know, it's very much the English: Oxford, Cambridge, you know, that sort of thing. And they do the Cambridge testing and, you know. So in that sense, I think that the parents on one hand, want to give the opportunity for the children to learn English, to be able to just decide for themselves in public schools, perhaps. I mean, it's also a question of money I assume. In the public schools you have the children who are selected because it does cost a certain amount every month. But I mean, those parents would not be able to pay the fees that, let's say a private school parent could. And so, you know, the opportunities. What's the word that I want to use here? The anticipation of opportunities is probably the same as if you want to go somewhere for higher education outside of the country, you've got your English. You've got your skills. But whereas in certainly in [school name], many parents have said, oh, you know, my kids are going outside of the

country for sure. And they do. They do. And quite often I think that might be from a parent's perspective.

00:10:22

Interviewer: And from a general educational perspective, what difficulties can you mention about English immersion schools?

00:10:37

J: From an educational perspective. The difficulties in an immersion school. Well. If it was strictly immersion where it was a unilingual, for example, a school where the children are learning only in English. Would that be? Yes. You would call the immersion.

00:11:05

Interviewer: Yes, yes. Because in [school name] as well, there was the program-

00:11:10

J: Well, not really, because the [school name] is more like a bilingual school. They have the two programs running concurrently and the children are essentially doing two programs.

00:11:21

Interviewer: But because there was the international classrooms right where they had the-

00:11:26

J: Not anymore.

00:11:27

Interviewer: Ok, Ok.

00:11:30

J: Not anymore. I mean, there may be there are a few kids, but I think that- mind you this once again, maybe in transition as well. But there were always a few kids, maybe two or three kids who ended up in a little group by themselves because they didn't speak Hungarian and they weren't going to stay around long enough to bother. But I hope I'm not jiggling my phone.

00:11:56

Interviewer: It's fine. It's fine.

00:12:02

J: But overall, I would say that it's a bilingual school. And so, you know, but for example, the British school or the American school has I would probably estimate at least 80 to 90% of the kids who are Hungarian. And, you know, that's the way they learn, in one language, essentially. And I think the disadvantage to that is simply a cultural thing, is simply a, you know, when, when my granddaughter Ellis, I don't think you met Ella. I think she was too small when you were here. But your mom knows her when she started in prep and then was ready to go into grade one. [name],

the principal, came up to me and says 'Where are you going to put Ella?' Because she wanted her son, who was also the same age, starting, grade one, she thought it would be really a good idea for Ella to be there because Ella's bilingual and then the whole English might, you know, that might have an effect on the whole dynamic. But I said to her, essentially, I said, well, you know, it's the parents, obviously, who decide. But if they were to ask me, then I would say go into the bilingual program because she's a Hungarian child and she just happens to be lucky because she has English people in her family who speak English to her, you know. So I think that that is not necessarily a good thing to pull someone out of their culture, so to speak.

00:13:43

Interviewer: Yeah. I get that. Yes, I understand.

00:13:46

J: And educationally, I don't think there's any real difficulty. I mean, you know, the child learns whatever, whatever environment they're in. And I don't really think that there is any negative effect other than culturally they're being pulled out of their world for 8 hours a day or however long they're there. You know, once again it is a decision.

00:14:14

Interviewer: Yes. And then personally, from your teacher perspective, what kind of difficulties did you have or when the students didn't understand you? For example, what can you highlight?

00:14:36

J: Well, I actually that was kind of the fun part of it, really, because whereas I was not put in a situation that you found yourself in in Peru, where you were faced with a task that you weren't prepared for and didn't even know about. You know, the kids I mean, it was just that was ridiculous. But, for me, I knew where all the children were English-wise and I could adapt my lesson to that if I had to. If one child was further ahead than was another, then that worked as well because I was aware of it. So, you know, I think the difficulty would obviously come in, which I was never faced with that if you were handed a task that essentially was not going to be possible for many, many weeks. Then how to manage that would be difficult.

00:15:44

Interviewer: And how did you solve conflicts in the classroom in English when maybe some of your students didn't understand everything or they couldn't express themselves?

00:15:56

J: Uh. Well. Conflicts with the children.

00:16:08

Interviewer: Between them.

00:16:11

J: The children were not necessarily, something that was really an issue. I believe that if a teacher is able to manage their class, then these things may happen, of course, but it just doesn't become a thing. I think that depends on the individual teacher's ability to manage conflict as it arises. I don't think the language really is significant in that, because certainly with little kids, it's possible because I've never taught high school students. Now, you know, that's a totally different question. How does the teacher manage high school students or let's say... I don't know. You know what I'm saying? So much older children, but with the little ones, it's really not a question of language so much. It's a.. it's and if ever I needed something, then there was always another child there to kind of, you know, try and explain or try and help out or and if that didn't work, then we went further and we found a teacher around the corner who spoke Hungarian. But it really wasn't something that needed to be addressed in any regular way, you know. So there were no difficulties in that sense that I encountered.

00:17:50

Interviewer: How do you think English education affects students' interpersonal skills, specifically thinking about emotions, expressing themselves, negotiating, etc.?

00:18:06

J: Yeah. Um, the last year that I was there, I had a little class of grade two's. No, actually, the year before my last year, I had a class of grade two kids who were pretty much beginners, and there were only four of them. And one of the little boys was just super quick and all was ready to go, go, go. Another little boy was quick, but very quiet about it. And the other two little guys were pretty shy. They weren't too prepared to contribute. You know, they did what they needed to do. And then they kind of sat there, waited for the lesson to be over. And I think they were relieved. Ask me the question again.

00:19:02

Interviewer: So how do you think teaching in English and having everything in English in the classroom, how do you think it affects the students' development of their interpersonal skills?

00:19:14

J: So if you take that in this instance, these four children all have different ways of managing a beginner English situation. I think that overall it built their confidence over time. They felt really good about their success. I think that they were super eager to be able to join the other children who are not in the beginner class. So it motivated them enormously to get back into it with everyone else. I think it was a really positive thing for them. You know, they felt very, very unsure. Particularly one little boy that I'm thinking of. Very at a disadvantage, although he wasn't any more disadvantage

than the others. But he experienced it differently. But in time, it was a very positive thing for him. He kind of proved to himself.

00:20:22

Interviewer: Teaching in English and learning in English, how do you think that affects the students' higher order thinking skills like the ability for critical thinking or questioning things, the complex skills?

00:20:49

J: I think it becomes very natural to them, regardless of which language it's, you know. My experience has been in a bilingual environment in both the schools. And so one of the advantages of that is that particularly when I worked for the foundation, the way my co-teacher and I managed it, is that because the first language was Hungarian, let's say in math, she would explain the concept. In Hungarian, which the children obviously were, were able to follow and more quickly, possibly more easily as well. And then the English was brought in as, okay, now you've got the concept, now let's do it together. And now this is what it looks like in English. And then they learned the terminology and everything that went with it. But the concept was laid down by the Hungarian teacher.

00:21:55

Interviewer: And how can you imagine, for example, that same class with only you there and not having anyone explain in Hungarian? Do you think it would have been more difficult?

00:22:11

J: Depends. Depends at what stage of the game we're talking about. If it came to the if we started, let's say, at the grade one level, then I don't think it would have been- I think it would have been slower, but I think we would have gotten there all the same. From my perspective, it's very possible that the children would have found it frustrating because the concept in itself is new, and now we've got a language that I don't understand. Well. You know, I could imagine that there would have been a number of children who would have found it quite overwhelming.

00:22:54

Interviewer: And also, in your experience, throughout, 20 years- How many times did you actually listen to children speaking about any of their problems or something that they didn't understand in English versus in Hungarian?

00:23:16

J: It became very, very natural for the kids. And this is really a wonderful thing that happens. It didn't make a difference. After a while, it made no difference. Obviously, if they were super upset, then they would have preferred to express themselves in Hungarian naturally, because they were upset.

But if it came to just general. 'I've got a problem. Help me with it.' Then. Then it really didn't make a difference. You know, as a matter of fact, there was one one instance where at the public school at [name] one of the little girls, we were having a science lesson, and my teacher and I were, we're doing something or just milling around, facilitating. And one of the little girls came up to me and, uh, or came up to her and asked her a question. And I think they were like in grade three at that point. And Judith said you realized you spoke English to me. She was the Hungarian teacher. And [student] said no I didn't. So at some stage, it just becomes so natural that that, you know. It really doesn't make a difference. Their comfort level becomes, becomes just just not not a problem, not not something that they have to think about and translate in their head and prepare for it. It just becomes a flow.

00:24:58

Interviewer: Have you had to teach any other subjects at [name of school], apart from English? You were teaching science, for example, in English?

00:25:10

J: Well, I mean, at [name of school], I was teaching everything. Everything from music to gym to art to science to math, to, you know, really everything.

00:25:21

Interviewer: But the reason I was focusing on [name of school] is because there you had some native students as well. Native English speakers. Did you see any difference in skills between the students who were native English speakers and those who weren't? In their academic skills.

00:25:41

J: Such just such an interesting thing. That's an interesting thought. There was a young girl who spent some time in grade four, she actually went to a private English school. I'm not quite sure if it was the American school or something like that. I suspect it was. I don't know if it was in Madrid or Barcelona or somewhere, but in Spain. And they were, I think they were in Budapest for, I think her mom's work for two or three months, something like that. And she ended up in my class. And by virtue of her having gone to a totally immersion unilingual English school, I mean her skills were by far superior to our children's at the time. Remembering, of course, that the kids at [name of school] are 50% English, 50 percent Hungarian, and probably less English and more Hungarian. So that's one thing that was really quite different. And her skills overall. I don't know if it was just that she was such a great student and she just was, you know, a great student. But her... everything was better. Everything was better. Her writing. Her, reading. Her conceptual understanding of things or, you know, just everything was better.

00:27:32

Interviewer: Do you remember any difference in general in students, all the students at [name of school], in the difference in behavior between the students who were native English speakers and Hungarians?

00:27:56

J: Yeah. There's a difference.

00:27:59

Interviewer: So what kind of difference and why do you think there was a difference?

00:28:06

J: This it's an interesting phenomena that I have noticed. And I don't know why it is, I'd be curious to know what your mom thinks. It has, being quite clear that the native speakers are better behaved. In the sense that they have more self-discipline, perhaps. I don't know whether it's because they're not the majority. And they feel that everyone's eyes are on them. And therefore, I mean, it could be, you know, but I really don't know. But certainly the the kids who come in from other countries are better behaved. You know, their attitude towards work is better. I wouldn't say better, but certainly good. I wouldn't say better. That's not the right word. But their behavior is better. But their attitude towards work is good as a rule. And why that is, I've got all sorts of theories and, I've got all sorts of theories about that. Are you interested?

00:29:55

Interviewer: Yes. I am.

00:29:58

J: I believe. I believe that, um. The parents of today were raised by my generation. They were talking Hungary. And my generation grew up in a very restricted, very homogenous world. So, in other words, everybody, it was socialist. It was well, some people call it communist, but whatever you want to call it. So there were no extremes. Some people had more, but not a great deal more. Some people have less, but not a great deal less. It was a very clear, guidelines as to how people needed to live, essentially the children. I went to to a school where all the teachers said the same thing. And it was really quite funny because my husband grew up here. And when we were out in Canada, there were a lot of young people who had left Hungary illegally, and so they were no longer in touch. And so they recreated their own little world there. And a lot of them were very intellectual, you would say that's the right word, use intellectual. And one of the things that I and this was all very new to me, so I was just sitting there going, oh, really? Oh, really? That's interesting because I've never experienced that. And what came out of that is that. Almost without fail. Everyone in the entire country was on page ten of their science book on October the third. I mean, how crazy is that? And so all that said, my generation parented from that paradigm. These parents whose

children are now in school, were raised by those kinds of parents, but not in that paradigm. And so I think that there's still a need for these younger parents to find their feet. You know, how do we do this? How is this supposed to work? How, what? Where? Because they don't have as much to draw on. As you know, the previous generation did, because the guidelines are all over the place.

00:32:57

Interviewer: Yeah, I see.

00:32:58

J: That. And then that, of course, comes down to the children who, you know, when you are raised in a rather restricted environment because of whatever, then you may not want to do that with your children because you feel that that no longer serves your needs. But you haven't quite found out what you need to do because you can't quite figure it out yet. But freedom is better than restrictions. So there you go. Here is your freedom. And it's got advantages, but it has a lot of things that may not really work well for the kids. And I think that this is part of why the kids who come from outside of the country, you can tell that this is not where they were raised.

00:33:52

Interviewer: It's a very interesting perspective. But yes, I can totally see it.

00:33:59

J: Yeah, to me it makes sense and it gives an explanation whether it's true or not, I don't know. But anyway.

00:34:09

Interviewer: What do you think is the best way to teach children languages?

00:34:20

J: The best way to teach a children's language is probably not to speak their language in class. The kids for years and years and years, certainly in my first school, had no idea I spoke Hungarian. I really didn't. And then when they got a little older, they kind of, you know, really? You don't speak Hungarian, but they really didn't know because I just didn't. And but that was the requirement. You know, it wasn't my idea. That was what was required. But it is, I think, a good way to go. And I think. I think just, I know, I'm just kind of relaxed. So if you can't do it today, that's okay sort of attitude, you know? Um, just make sure you do your homework, right? So, yeah, I don't think that there's any formula to it necessarily. I think that if and I think this is what teachers find so difficult these days is that and I know your mom would agree with me totally because we've more or less talked about it is that there doesn't seem to be the option so much of oh, what's the word? Teaching to the kids as opposed to teaching to the curriculum.

00:36:03

Interviewer: Yes.

00:36:05

J: You know, I think that that would be really, really important to be able to adapt. Not the material, but you're just everything, the timing and the, you know, everything to the class as opposed to the other way around. Well, what.

00:36:26

Interviewer: For you as a teacher, not just thinking about English, but just as a teacher for 20 years, what has been something that consistently has been maybe a difficulty for you or something that you always thought like 'I wish I could change that' or something? It could be anything. I'm just asking in general now.

00:36:53

J: Possibly this. Probably the difficulty is I found in the last years you know, in the last few years, is that what I enjoyed the most was the creativity of it. And then not having that same level of creativity available. That was a difficulty for me personally. You know, I mean, you do what you need to do, but it's something I always missed. That's a lot.

00:37:23

Interviewer: Yeah, and that's very interesting because one of the first things I've learned in my masters, we had to dive into the Finnish education system and they are convinced that the reason why the Finnish education works is because teachers have absolute freedom. They make all the decisions they're completely free to do as they see best. And they say it works.

00:38:04

J: That's why [name] the foundation program worked so well while I was there is because there was total trust on the part of the parents. You know. And it wasn't unfounded. I mean, obviously, if they had noticed that the kids were behind or something wasn't happening then, then they would have spoken up. But they did trust totally and I know at [name of school] in the early years and in, I don't want to say any names, but there was a turning point. There was a turning point. And when the turning point happened, then the teachers did not feel trusted anymore.

00:38:51

Interviewer: Yeah. Well, thank you very much. Actually, yes, we've gone through my questions and very, very interesting because you have a very positive perspective and that's actually very nice to hear.

APPENDIX 4

Transcript of V

00:00:27

Interviewer: How was the first week of school back?

00:00:31

V: Great. Great, actually were two days. Thursday and Friday, but [inaudible] it's totally different, no, they are older, so they wanted to do other things. We have to do totally different things because I'm used to teach children from six to nine, eight years old. (Hmm) They are a bit smaller, they like to play. Or you can make some jokes that, you know, that are proper to that age by now and all, yeah, yeah, they are young [inaudible]

00:01:07

Interviewer: And who are you co-teaching with?

00:01:10

V: It's a new teacher. His name is [name] and he said, well, he worked before in these schools, Trener, La Molina, San Pedro, Villa Cáritas, you know, lots of experience because he was a homeroom teacher for many years, he studied and (inaudible)

00:01:30

Interviewer: Wow. Wow.

00:01:32

V: When a male teacher (inaudible) they really listen. But then when he speaks it's like- So I think, yeah, we're a good couple, together.

00:01:48

Interviewer: That's great and who left, though from our class? I don't even know you said that-

00:01:54

V: A lot, a lot of students. The problem is that with the pandemic some kids they didn't want to continue with the virtual education, so they changed, they they hired teachers that could go to their houses, (really?) home-schooling. Yeah, for example, [name] is not anymore. [name] not anymore at school [name] left to change ..... (inaudible)and [name] also it's not there. His sister is in the school, but he changed. Hmm. It was last year, yeah, in fourth grade it was not fine for him especially with English. Courses like science, social studies that they could get you know more information that he couldn't understand because of the language so-

00:02:55

Interviewer: Do you still have all the problems that that, like we had when I was there? Is that still an issue?

00:03:03

V: Actually, [name] it's not in the school anymore.

00:03:05

Interviewer: Yeah. How come he left? I saw on Facebook that like, what happened?

00:03:10

V: (inaudible) pandemic there 2021. But 2020 sorry 2021 he moved to, he changed to [school's name].

00:03:22

Interviewer: And how come?

00:03:25

V: All in all, he was looking for a job. And of course, because that first year, everybody the salary get down like 20 percent. So I think that that's why.

00:04:00

Interviewer: Yeah.

00:04:01

V: (interrupted)

00:04:40

Interviewer: And did your salaries get back, though, like this year?

00:04:47

V: But they (inaudible) you know, 'aumento' they're not going to pay us more until the end of this year. Many families left the school they travelled because also the government this new candidate. So if it's going to be like Venezuela, a socialist country, a lot of people like ten people left the school because of that, but they would not agree, I mean, they have fear and then other people because 20 more families, because they didn't believe in this virtual education which was like a change. (Wow). Actually many students with problems you know like learning problems and virtual education was not for them.

00:05:35

Interviewer: Well, I mean, this is the first time actually, that I hear that people hired teachers to be like in their homes, like I have, like in Europe, nobody did that.

00:05:48

V: No, I mean, like, they have this home schooling. Because there are schools that give you like the pack of all the books, all the materials, so the parents hire a teacher to go to their houses and work with the students where we were and they were in. Parents are like, I don't care if my family get the Covid, but I want them to teach my kids. (Wow) And the first 6 months, the kids couldn't go

even to the park, the cultural club. So it really was horrible. Nobody, nobody I'm talking about, you know, A and middle class, people that can pay, but the poor people, the public school, they just we had a program for all the levels primary and kinder and secondary in the TV. So they have a schedule every day and the students could connect and watch their classes through the TV through the national television.

00:06:52

Interviewer: Wow, I yeah, I just haven't been keeping up with the news in Peru, but I should have because I haven't heard about that either.

00:07:03

V: Well, that happened these two years. And of course we need the teachers and the government was paying the teachers, but the teachers, sometimes in the public schools, they didn't have a computer or a laptop or tablet. Yeah. so they were giving classes by whatsapp, and in Peru, you know, these regions which are far away, the jungle, the towns in the Highlands they were receiving classes by radio, sometimes the teacher couldn't travel there because, you know, it's the Covid never appeared. Once in a week or twice in the weeks so it was really hard we lost three years. I don't know. How are going to work with that. In the region, we are like the worst because Argentina, Bo- even Bolivia, imagine Bolivia, Columbia the students, the students are going the last year they started with presential classes, full classes, but now the government is like: no. Like half of the class goes one day day and then the other. Then in the public schools there are like more than 30 students, so they divided the groups in three, so actually the students are going once or twice in the week. My kids, for example, they go to a private school, but then it's administered by the nuns. (Mm hmm.) So they're just going twice. Yeah, it's like they're just going to go there 30, 30 students class. So two days they have virtual classes and then the others they go the school.

00:08:43

Interviewer: How did you survive? How with your work and your kids and your family?

00:08:51

V: Horrible, horrible. And I saw that in the family because we're a little bit older, [child's name] is 13, [child's name], is nine. So at the beginning two months they got used to it, they could autonomously have the class. But [child's name] was pre-K, and kindergarten in the pandemic, is quite an issue. Now she has therapies, language therapies because of all not serious problems, but she's a little bit behind in the language. (Mm-Hmm.) She just sat there and he was like, Oh yeah, no, no maids, because like everybody was in their homes. Yeah terrible time. Terrible. And also, before, the politics, we think we have I don't know how many presidents we have-

00:09:36

Interviewer: That, that I did follow, that I did follow. And that was insane. Absolutely insane.

00:09:44

V: Now we have this man, last year was like a cold shower because the two in the second round, it was Keiko and this candidate. And it's like what happened? And the main problem wasn't in the first round. We always have many candidates. No, they were like so many people. And many people they didn't go. They (inaudible). So that's why the poor people that didn't want to pay like 80 soles, no, because of the 'multa' went in the second round (inaudible). Cold shower but well, well still surviving, we have to keep on going.

00:10:31

Interviewer: Well, I think the worst is over. I'm actually right now, I'm in London visiting a friend.

00:10:41

V: Yes I saw your picture!

00:10:43

Interviewer: Yeah, yeah, and here, [name]. Life is already back to normal. Like, there's no mask. You don't have to wear a mask anywhere. Everything is- Sorry?

00:10:59

V: You get vaccinated?

00:11:01

Interviewer: Yeah, yeah. But a lot of people here in England didn't. And now everything's there's like no restrictions, so life is absolutely back to normal. And in Hungary, too. So I think slowly but surely, everything is going to-

00:11:19

V: Yeah, it happens in Europe and then like three or four months later, then we are going to have the same.

00:11:28

Interviewer: So you still only have like you're still rotating with the class. That's so weird.

00:11:37

V: Yeah, and I think because last year, our parents had complained a lot because of maths. And yeah, they say, OK, they're complaining, so let's put the coordinator there and they yeah, I was their solution. They're trying just to maintain the teachers, especially in early years (inaudible) I'm the only one and [name], I don't know if you remember, if you know [name]. Yeah, they moved, she's in now fifth grade. [name]'s there still in fifth and sixth, and then [name] the same third and fourth, [name] came back because last year he didn't work with us, but he came back this year. You know, it's still like the people there and there's something that comes from the teachers. Also,

we ask for it. So it's very clear in the title, no? Mm-Hmm. You can rotate first and second with the same content, but, you can work better if you know, how is the methodology in each grade, you know?

00:12:38

Interviewer: So how is this English aspect going on? Like, how do you feel as a teacher having to teach everything in English?

00:13:00

V: Uhm, I feel a little more motivated. You know at the beginning I didn't believe, but I see the progress of the students. So I think we can. But of course, we have to group our strategies. We said that we are a school that we work in project based learning, on project based learning. But sometimes because of the time and on the work of the teachers, we don't have this time to sit all together and real plan a project. Because I think that we really plan a project if we can have the same topic in all the areas, you know, for example, we're going to talk about animals, no? And then I repeat the topic in English, and in Spanish, no, different, different areas: science, for example, they can talk about the classification of animals, in math, I can use the vocabulary that they are going to they are going to use to create the word problem. No, or I can create a class that I want to work data, you know registering information in math, but I want to use the topic. Yes. So we need to work on that and sit down and establish some strategies and steps on that. This is something, and I think that the school, this inclusive program and all these students that have learning problems, they still are recruiting these students, it improved a little bit. But I think it's still that English, it's a problem for some students, not all of them. It's something that I've learned and, I remember I remember that [name] used to say, Yeah, but every student it's, you know, different from the other and [name] (inaudible) Yeah. But again, there are some students that very, that it's difficult for them. Another thing that the school is not so honest about all, it's not honest 100 percent. You know, this is going to be the life of your kid if you place them in a school having English and Spanish, plus, solving these learning problems. Yeah, it's a, you know, and we offer this, 'bla bla bla'. But then they don't say no, what kind of life this kid is going to have?

00:15:19

Interviewer: Do you feel that learning in class during the day it would be a lot better if it was in Spanish? Do you think the kids would be learning more?

00:15:33

V: I think that it would be special courses, no, for example, or maybe topics, if you are expecting that students are going to or you want to listen their first you know background knowledge, no, what do you know about this? Of course they are, it's easier for them to use their mother tongue,

no, because they have a vocabulary, they have experiences this and they are going to say 'ay I lived this and that. But it's a new topic. Especially if you're working with a project because it comes a lot from the students, no, like: what do you plan, how do you solve it? So these ideas come up quickly in your mother tongue, but then if they have to translate no, not translate but you know, switch that into English. It's difficult. I know that there are studies that say that, yeah, it's better for the students, but it depends of the stage, that what you want? What are your objectives for each class? What? What do you want in the first class? I want to see how they express what they know the security, bla bla bla. Then academic content. And at the end, I think that learning a new language is just academic, no?

00:16:46

Interviewer: Yeah, because that's that's what I'm doing my thesis in actually, I've I've gone through like hundreds of studies by now through the year that prove over and over again that this English immersion, it doesn't work the way that people imagine that it works. And why do we have to enforce English immersion when we could just have a good education, have good classes and have good English classes apart from that? Like why there's no reason to force everything into English because it takes away quality education. It takes away quality time in the classrooms. And after my experience at the school, I was so frustrated with the situation that I started looking into it and I realized I'm not the only one who feels like this, or you or other teachers at the school, like this is a global phenomenon.

00:17:47

V: And yeah, like it happened in Spain now I think that they started to switch to that, yeah, they had a problem with the vocabulary level, no, for example in secondary science they have to learn many specific vocabulary, no, the cell.. Chemistry and then what happened in between? They didn't know the vocabulary.

00:18:10

Interviewer: But yeah, I mean, why? I don't I just don't see, you know, like. If a student doesn't speak fluent English, then yeah, we're just taking away their time at school because they're not really learning or not advancing, or they could be doing useful things, but they're not in the end.

00:18:30

V: Especially because for example we, we're working with the national curriculum, no, and we have like twenty-three competencies that the students at the end have to perform, no, they have a profile. But for example, science have competences that is: looking for information, making hypotheses, observation and we have a rubric, an outcome: a student follows after the observation (etc.) Yeah, but those are an opinion, those are skills in science that the students need to perform and develop

in science or in math for example, solve quantity problems, solve problems that talks about geometry, bla bla bla, and what are the capacities that are in each outcome and argues, so that if a student solves a problem they have to say the procedure and why they choose that strategy to solve it, but if they don't have a vocabulary or they, they are not confident in, no, in the language it's going to be a problem. So these assessments are not going to be totally honest, no, another capacity is, for example, translate. They read a problem and then they translate this into an operation. And if the student has a problem with vocabulary? So-

00:19:58

Interviewer: What do you mean by the assessment not being honest? What do you mean by that?

00:20:04

V: Because, for example, if this student and this is a problem that we have in the school, we receive many students from other schools. I have a math class I present to these students a problem and the problem is in English. But maybe the student doesn't know all the vocabulary, he doesn't understand, he doesn't comprehend the sentence. But if it's in Spanish, he knows how to solve these: ah, I have to solve this adding the data or I'm going to multiply and then divide something because it's in Spanish and they understand. And because also the math problems are from the daily life: Pepito goes to the market and he buys something. But if it's in English and the student doesn't know the vocabulary it's going to be hard. And in math, it's easier. I like to teach math because just in English, it's just punctual, every sentence the vocabulary is going to be easier because they are like four sentences in a paragraph problem. But I can't imagine how the science teacher or social studies teacher is going to complete the class.

00:21:19

Interviewer: So how, can you describe some situations like this where the students didn't understand the vocabulary and like, how did you solve that issue in the classroom?

00:21:29

V: That is easier, and that's what I would say if it's in project and we're talking about animals. The students are going to listen to the vocabulary of all the animals in Spanish, in English, in social, and then I present them in math. So I can I can prepare a problem involving, 'zoo' for example, no, or now that the curriculum is asking math and all the areas to have a connection with citizenship. So I can present, for example, our problem about animals that are in danger of extinction for example, no? So I'm repeating the same vocabulary, no? And then math is easier because they are going to find always that the same structure. Key words, for example: I add, I put all together and all the basic things, but then they have to understand a little bit better the content, the context of the problem. So I think math it's is easier also because in math, for example, we use a lot of concrete

material? Yeah. So for example, a fraction because they are living, they are touching, no? Where there are things a or science there, all sorts of procedures I can teach them in English because they are living the experience. But social studies, and that's something that we were always talking about. It's difficult because it's all about the previous experience, no? I know the background that they have the books, it's an opinion. So how can you do that?

00:23:02

Interviewer: What books are your students reading in sixth grade? Can they read fluently in English, do you think?

00:23:11

V: Uhm, I think that some of them because really, I was teaching these last two years math, math and 'comunicación' but I was observing behind the scenes in English and it didn't change. This year it's [name] the coordinator. You can imagine that there isn't even a structure. I mean, I think that when the school presents so many problems, if you don't have a real structured program created at school, then you have to buy one. And I don't know why they're (inaudible) so much for buying a program. (Wait, I going to get my husband) So it's hard, and especially for that because I think that we can improve that a little bit if we work all together. If we're doing projects, okay, the project is going to be animals. What words are the key words? What new words are they going to learn? Bones, backbone, I don't know. Maybe some names of the animals that are tricky. Classification, vertebrates, invertebrates, no? I'm just giving an example. So this is going to be repeating in all the areas. And then in the Spanish 'comunicación' they can read news about the danger of extinction, in social studies for example you can study that. But I think that we can improve it a little bit if we work together. But sometimes the beginning of the year was for planning together. But then it changed because in the year, you know how crazy they were getting their own thing. So we lose that part of work of working together. Something that changed, and it was hard, I know, it's in secondary, they have a new course that is 'ciudadanía' I think the translation would be 'citizenship'. But this course is in Spanish because they realized that students needed time to talk about these social problems, no, on their own, in their mother tongue.

00:25:22

Interviewer: Yeah, exactly.

00:25:27

V: This hour they are going to talk about all the topics that social studies because if it's in English, they can't, so that's the idea of citizenship.

00:25:36

Interviewer: And what do you hear from other teachers? Like what's some of the struggles that you hear?

00:25:45

V: At this point that we have lots of battles at the beginning, especially when I entered it was four years ago. I feel like yeah, we accept it because they say: 'You know what? The school is not going to change the approach that they have it's going to be immersion, like if you don't like it, the door is open.' (Yeah). Well, then, well, what we're doing is just working with the students as we can, and then we have students that have so many problems, we talk with the coordinators, we plan. But then at the end of the day, for example I'm doing all these things that I can, it's up to you, what you're going to do.

00:26:21

Interviewer: And do you feel like the students are receiving the grade level education that they should be?

00:26:30

V: Now in our school, I am not sure because sometimes, what happened is that we were having so many students that have some of these learning problems, and in a way we are putting down the level. And also because of the English. You know what, sometimes it appear that they are not going to solve it and then are going to have the evidence that they are not learning. So then also it's that we are we putting into different levels the students and that's often what put us behind. So now coming to presenciality, it's going to be a huge problem this week that we're going to start having the classes we are going to assess the students and we're going to see the levels. Well, then I don't know what we're going to do. Maybe we're going to find how to help them and maybe they have to do extra work at home.

00:27:22

Interviewer: And why do you think the parents want this English immersion program so much? What do you think?

00:27:35

V: Well, I think that there are groups of parents. Maybe a group are the people that have money, they want students to study abroad, no, so then they have this. Or another group maybe because they had this education when they were kids. It's studying in schools in English with very strong but normal immersion because the only immersion school in Peru is in Roosevelt. And Roosevelt accepted the students that come from other countries. And they were speaking native speakers and also the teacher. In Roosevelt like 70 percent of the teachers are native speakers. And few, of course it's Spanish, it's like any other course approach. But English is the main course and

everything is in English. So maybe the parents have that experience and they believe that that's immersion, but it's not. And another group that they choose our school and talking about our school because of the offer, and all of this Asiri thing, the traids, the project based learning education, which is nice and all that the building, the area of the school. And they say, I'm going to learn English also. So this is so cool. I want this for my kid. But then, it's different. And another group of parents that have kids with learning disabilities. And it's the only school that it can be inclusive classroom. I think that that's why.

00:29:14

Interviewer: In, in your opinion. I mean, you have years of experience teaching. And of course, learning English is important. I mean, everybody knows that. And so I, when I tell people what my thesis is, everyone's like, oh, are you against English? And I'm like, No, I'm not against English. Like, I really do think English is vital and essential. But but I'm trying to think of, like, you know, a solution to this. Like, what do you think? What is what in your experience? How can we have quality education, good teaching and also making sure that kids learn English as well? Like, do you have any system in your head imagined?

00:29:55

V: For example, I studied in a public school all my life. I studied English starting third year in secondary. So it was nice (inaudible) I studied three years I went into my classes every Sunday and then it changed every day. And it's because of English. I don't know that. I'm not saying that I have an accent of a native speaker, but I think I'm fluent and people can understand me.

00:30:27

Interviewer: Near native level. Very close. Exactly.

00:30:31

V: I was watching a series on Netflix and the accent is so close, but I think that people it depends on the skills of the people, not all, not everybody's going to have this like for the language or you know master it, no? But and then, for example, a doctor, and you are studying at university, you should practice your English if you wanted to do your masters abroad. I know many of my friends that have studied with me at school and now they have a good English because they have to travel and study abroad, and that's your choice, no, I think it's OK if you teach the kids another language because it's fine, now with this global life that we have, they need to know English because English is everywhere, right? But not at the level the we have in an immersion, like giving them a vocabulary and they want more English, you have these institutes. But this in the school it's different because the parents they don't understand all the competencies that are specific for every area. Competencies and capacities for Spanish, for English, for math, science all the subjects and

English is another language they are going to they are going to teach. I would say that maybe we can have a program then in primary we can have five hours of English so then in school they are going to learn the basic structures by the end of primary you're going to have the students speak great. So that they are kind of fluent, they can express themselves and give for example examinations. Cambridge or TOEFL, they help us really to establish a goal. (Yeah) And secondary, it could be a little bit more because they have experience in their own language and the only thing that they are going to need is the vocabulary, no? (yeah) Maybe another solution could be like introductive classes of a topic in their mother tongue and then you just teach the vocabulary and the presentations in English but they're going to have time and they can prepare for something, to review and memorize, no? (yeah) I think that not all the students want English or like the language, that's experience. Bilingual schools for example are different and I like the programs that they have. I worked many years in a bilingual school and students finished with an excellent level. I have students that have travelled abroad and do the masters or are living there in an English context. (Yeah) You know, but we have this background.

00:33:11

Interviewer: Well, yeah, sorry. So I'm just today like, it's not like it's a very structured interview right now because I'm still diving in like and exploring. I'm actually going to speak to [name] tomorrow. But do you think I can sit down with you again on Sunday just for half an hour? Oh yeah, because I think like during the week, I'm going to be finally able to speak to more people as well and I can put it together. Then gathered on on that information, like more questions of maybe going deeper into one or two things.

00:33:49

V: You know to help, another teacher I don't know if you remember [name], but for example, she also was a teacher for many years, and her husband is British, and she has students from all over, all the schools in Lima, I think she could have really quality information. And if I have any more ideas I can write you down.

00:35:23

Interviewer: Yeah. Yeah, because it's just like, I'm really trying to somehow change this because I think it's not good for the kids. It's not fair for the students.

00:35:36

V: And I think it doesn't work for all the students. I mean, it depends, you have a family, you know, that for example travells a lot, yeah, but not not. Not for all the students. Maybe not in specific grades. I think when are talking to, really wanting to- also at school we also talk about the social connection you know the 'teach from your heart' the language it's a barrier sometimes.

00:36:35

Interviewer: Yeah. So hopefully, soon there will be some changes in the world like these trends because yeah, ultimately the most important thing and like I'm this, this masters is that it's a Finnish masters and they talk so much about in Finland, about future skills. And it's all like emotional skills, empathy, teamwork. It's all of these skills where you have to communicate a lot. So how are we going to teach students these skills when they can't express themselves?

00:37:17

V: So, for example, something that can happen and now even for us, students are punished if they express themselves. So how can you say no if you're talking about emotions?

00:37:32

Interviewer: OK, now I won't keep you up. Thank you.

## APPENDIX 5

### Transcript of A

00:00:01

Interviewer: Na akkor véleményed szerint mi a különbség oktatás és minőségi oktatás között?

00:00:10

A: Hát jó kérdés. A minőségi oktatás szerintem az ami gyakorlatilag az életre neveli a gyerekeket és arra hogy a jövőben amikor majd dolgoznak munkát vállalnak akkor sikeresek legyenek. Ez a minőségi mert ugye ez leginkább a célja az oktatásnak.

00:00:40

Interviewer: Tehát akkor hogyha definiálnod kéne hogy minőségi oktatás akkor hogy definiálnád?

00:00:49

A: Hát úgy definiálnám hogy ami egy olyan oktatás ami a módszereivel, a tananyagával, eszköztárával arra készíti fel a tanulókat hogy utána vagy a továbbtanulásnál vagy a munkavállalásnál minél sikeresebbek legyenek.

00:01:08

Interviewer: És szerinted ez az általános oktatás Magyarországon?

00:01:16

A: Nem, nem ez az általános oktatás mert nálunk az általános oktatás az az lesz hogy tananyagokat tömködjünk a gyerekek fejébe és kevésbé arról szól az oktatás készségeket vagy képességeket fejlesszünk és ezeket a dolgokat próbáljuk kialakítani a gyerekekben. Tehát nálunk

ilyen tananyag centrikus az oktatás nem pedig készségcentrikus. Mert ugye a tananyag amit most megtanítunk az 10-20 év múlva már nem is lesz aktuális mert megváltoznak a dolgok. Viszont azok a készségek meg képességek amiket most megtanítanánk azokat tudnák használni a jövőben. Nagyon kevés az olyan iskola leginkább az alternatív iskolák amik erre fektetik a hangsúlyt. Tehát az állami oktatás az biztos hogy nem. Tehát az összes mérés, az összes felmérés arról szól hogy hogy ezt a tudást mennyire nyomtuk bele a gyerekek fejébe, mintha egy tölcsérel beletöltenénk. Tehát nem azt nézik hogy mennyire kreatívak vagy mennyire tanultak meg bárni készséget a suliban úgyhogy sajnos nem.

00:02:35

Interviewer: Tehát igen akkor én mikor most itt az oktatásról beszélek akkor én a minőségi oktatásra gondolok hogy ideális ideális helyzetben. Például milyen nehézségeket tudnál említeni ami az angol munkanyelvű oktatással jár?

00:02:54

A: Mármost úgy, hogy elérjük az ideális oktatást azzal? Hát eleve az hogy a gyerekek nem tudnak azon a nyelven kommunikálni olyan szinten mint a saját anyanyelvükön. Tehát ha mondjuk bármi olyan feladatot azt nekik ami kreativitás kell hozzá vagy dolgozniuk kell másokkal együtt közösen egy csoportban vagy párban vagy önállóan kell kutatni vagy önállóan kell gondolkodni, nem képesek rá mert nem a saját anyanyelvük. Egyáltalán nehezen értik meg egyáltalán hogy milyen feladat de ha meg is értik a feladatot akkor nehezen tudják megcsinálni. Úgyhogy tehát pont azokat a dolgokat nem tudják elsajátítani amit el kéne sajátítani egy ilyen oktatásban. Tehát gyakorlatilag a tananyagot tanulják meg de nem azokat a dolgokat amiket a tananyag mellett kellene tanítani nekik.

00:04:01

Interviewer: Tehát jó akkor még konkrétan akkor a tapasztalataid alapján az angol munkanyelvű tanítás hogyan befolyásolja a diákjaid interperszonális készségeit? Hát igen ez a kooperáció.

00:04:23

A: Hát igen pont az amit én látok az angol oktatásban, az az, hogy önállóan dolgoznak a gyerekek. Tehát én akármikor láttam azt hogy anyanyelvi tanár tanít ott nem interakció van meg nem közös munka hanem mindenki a saját kis feladatlapján a saját munkáján dolgozik különböző szinteken és úgy haladnak előre. Tehát sokkal kevesebb az interakció a kommunikáció a gyerekek között mint mondjuk a saját anyanyelvükön mikor tanulnak. Hogy tudnának megbeszélni bármi problémát vagy hogy tudnának megbeszélni egy problémamegoldást hogyha nem tudnak azon a nyelven kommunikálni. És mondjuk nem szabad megszólalni ezen az órán az anyanyelvükön. Akkor

mindenki csak saját magába fordulva oldja meg a feladatokat és nem tudja ezeket megcsinálni. Úgyhogy egészen addig amíg, hát nem tudom, ez változó 1 2 3 év alatt amíg eljutnak arra a szintre hogy tudjanak kommunikálni azon a nyelven addig ezzel hátrányba kerülnek.

00:05:28

Interviewer: És akkor szerinted az angol angol munkanyelvű tanítás hogyan befolyásolja a diákjaid komplex gondolkodásmódját? Például a problémamegoldás, elemzés, kritikus gondolkodás?

00:05:44

A: Hát új befolyásolja, amíg nem tudnak azon a nyelven kommunikálni addig egyszerűen nem is tudnak gondolkodni sem. Tehát nagyon nehéz nekik át- egyrészt megérteni ugye hogy mi a feladat, ha megértette milyen feladat, akkor a saját anyanyelvén gondolkodik de nem tudja kifejezni magát mert nem tudja azon a nyelven elmondani hogy mit akar, tulajdonképpen. Tehát abban a pár évben ami nem tudja ezt a nyelvet normálisan beszélni addig ezek a készségei nem fejlődnek. Lemarad.

00:06:24

Interviewer: Minderre te milyen megoldást tudnál javasolni?

00:06:31

A: Hát én aztán megoldást amit már mondtam neked ezt az iskolát ahol a Julia is tanított és biztos majd elmeséli neked ha beszélsz vele hogy két tanár van bent. Az egyik az anyanyelvi tanár, a másik meg a saját nyelvi tanár ugye. Mármint hogy az angol nyelvi tanár, és ugyanezt az órát ketten tartják meg. Az egyik elmondja magyarul mondjuk a gyerekeknek a másik elmondja angolul nyilván nem ugyanazt csinálják más más feladatokat de de akkor legalább amikor a saját anyanyelvén hallja akkor ezt a gondolkodást, ezt az együttműködést meg tudják csinálni. Utána angolul könnyebben megy neki ugyanennek az elsajátítása. Tehát szerintem ez a, ez a megoldás hogy mindkét nyelven kell ezeket a dolgokat meg tanulni. Nyilván nem egy angol anyanyelvi óráról beszélünk mondjuk amikor irodalmat tanulnak vagy nyelvtant de mondjuk egy science óra vagy egy rajz vagy egy technika vagy bármi ahol ilyenek vannak ott fontos lenne hogy mondjuk felsőben mondjuk még történelem vagy földrajz. Tehát nem tudják úgy megtanulni hogy ha nem, például mondjuk a becsöppen egy gyerek ötödik osztályba egy ilyen iskolába akkor ott mindenképpen kéne mellette egy anyanyelvi segítő.

00:07:57

Interviewer: De szerinted ez most nem a kérdéseim lesz de szerinted ez működik? Mert nem fölösleges kétszer ugyanazt az órát megtartani?

00:08:11

A: Tehát nem az a, majd a [név] ezt elmeséli neked. Nem arról van szó hogy mondjuk én elmondom a tyúk részeit magyarul megcsinálunk egy feladatot aztán ugyanezt megcsinálják angolul. Hanem

más-más feladat-típusokat csinálnak meg tehát mondjuk magyarul megtanulja a tyúk részeit, esetleg ugyanez a magyar tanár elmondja angolul is és angolul már mondjuk lehet hogy komplexebb feladatot kapnak amivel már együtt kell dolgozni vagy egy kooperatív feladatot kell megcsinálni. Tehát nem arról van szó hogy ugyanezt megcsinálják akkor mindenki halálra unná magát hanem hogy az lesz ennek a segítségével hogy az alapszókincseket megtanulják meg azt hogy mondjuk hogyan kell különböző kérdésekre tudod ilyen sablon kérdésekre sablon választ adni akkor ugyanúgy meg tudják ezt csinálni.

00:09:02

Interviewer: Hogyan segítesz megoldani a diákjait közötti konfliktusokat egy angol munkanyelvű iskolában?

00:09:13

A: Hát ez a szívás. Tehát ez pontosan ez egy baromi nagy probléma. Tehát amikor például voltál az [iskola neve]-ben két párhuzamos osztály volt, volt a két tannyelvű osztály és voltak nemzetközi, a nemzetközi osztályok elég rossz osztályok voltak. Hihetetlen hogy mindig azt mondtuk hogy úristen csak hogy oda ne kelljen bemenni helyettesíteni mert ott soha nem oldottak meg semmilyen konfliktust. Mert nem tudták megoldani a gyerekekkel mert a gyerek nem tudta elmondani hogy mi baja volt, ki kezdte, mit csináltak, míg egy két tannyelvű osztályban a saját anyanyelvén mindent meg lehetett oldani és meg lehetett beszélni. Nagyon nagy különbség volt szociálisan is és magatartásilag is a két osztály között és egyértelműen azért volt mert nem lehetett például az [iskola neve] ott a tesit is például angolul kellett tanítani. És mondtam hogy én nem vagyok hajlandó a tesit folyamatosan angolul tanítani mert a tesiben van a legtöbb konfliktus és amikor az van hogy most kidobta őt fejbe labdával, meg ki lökte meg hátulról, nem tudod megbeszélni vele angolul úgyhogy ha nem érti a gyerek hogy miről beszélsz hozzá, hogy csak ott állnak néznek rád bólogatnak aztán kész. Olyan mintha megoldottál volna valamit de nem oldottál meg és ugyanúgy megy tovább a saját anyanyelvükön az anyázás az óra után.

00:10:41

Interviewer: Hát igen nekem is ugyanez volt. Ugyanez volt Peruban.

00:10:45

A: Mikor egyszerűen totál ki voltál akadva és itt sírva hívtál mikor a kiselőkészítősekkel voltál. Hogy most már egyszerűen nem tudsz velük mit csinálni mert mert nem tudsz kommunikálni és nem szólalhattál meg ott sem spanyolul és már az agyadra mentek a gyerekek teljesen hát ez. Ez pontosan ez van. Úgyhogy a saját anyanyelve kell a gyerekeknek ahhoz hogy az érzelmeit ki tudja fejezni meg a problémákat el tudja mesélni különben egyszerűen nem tudsz vele szót érteni. Olyan

mintha meg lenne oldva de közben minden így a szőnyeg alá van söpörve és egyre jobban így dagad a lufi. Mondjuk egy bully-ingben.

00:11:27

Interviewer: Hát igen ilyen. Hát igen mert én most tudod itt az összes... Már itt hetek óta nézem ezeket a tanulmányokat es arra a következtetésre jutok hogy-

00:11:46

A: Várjál egy pillanat.

00:12:02

Interviewer: Hát igen hogy én arra jutottam hogy egész egyszerűen csak jó minőségű oktatás kellene a gyerekeknek az anyanyelvén és mellette minden nap egy pár óra angol hogy megtanuljanak angolul.

00:12:18

A: Hát ez a két tannyelvű oktatás tehát ami most itt van az [iskola neve]ban, szerintem ez jó. Ráadásul úgy hogy magyarok tanítják az angolt. Tehát az angolórán is el tudom magyarázni hogy ha valamit nem ért a gyerek nem tilos megszólalni angolul és ugyanúgy van science óra, de mellette van egy magyar környezet óra tehát az, és azt mondja a [név] én most nem tanítok angolt ebbe az osztályba. De hogy ezek a harmadikosok már nagyon nagyon ügyesen beszélnek angolul.

00:12:47

Interviewer: Szerinted jobban beszélnek angolul mint például az [iskola neve]-ben vagy vagy máshol az [iskola neve]?

00:12:56

A: Jó kérdés. Az a baj hogy az [iskola neve]-be mi sosem tudtuk hogy az angol órán hogy beszélnek a gyerekek mert hogy mi csak mindig magyart tanítottunk tehát csak az [iskola neve] meg itt láttunk bele abba hogy hogy beszélnek a gyerekek. Az lehet egyébként hogy hogy maga az hogy hogyan beszélnek, tehát maga a kommunikációjuk gyorsabban fejlődött az [iskola neve]-ben az angol anyanyelvű tanárokkal de az hogy hogy mondjuk a nyelvtanjuk, tehát az biztos hogy az [iskola neve]-ben is ahol angoltanárok tanították csak az angolt és bekerültek mondjuk 8 után a gyerekek egy két-tannyelvű gimnáziumba Magyarországon, nyelvtanból baromira le voltak maradva tehát ott egyszerűen le kellett ülni a szülőkkel meg korrepetáló tanárokat kellett keresni aki megtanította nekik az angol nyelvtant mert kommunikációban nagyon jók voltak meg beszéltek ők mindenről akármennyit, viszont se a fogalmazás, se a helyes helyesírás, se a nyelvtanjuk, nem volt jó. Tehát itt mondjuk az [iskola neve]ban az a jó hogy itt az angol tankönyvekből kell haladnak tovább a gyerekek és igenis itt fontos a spelling, a nyelvtan. Tehát itt úgy mennek ki 8 után hogy van egy B2-es nyelvvizsgájuk, vagy B1-es tehát tudnak továbbtanulni. Tehát lehet hogy annyira nem jó

kommunikációban meg esetleg annyira nem jó a kiejtésük mert hogy sokat ugye magyar tanároktól tanultak, viszont más készségekben meg jobbak. De egyébként itt az [iskola neve]ban is úgy van hogy minden osztályban hetente kétszer van egy anyanyelvi tanár. Tehát akinek csak az a feladata hogy beszélgessen velük velük játszanak olvassanak és ez azért sokat számít, hogy hetente kétszer hallanak anyanyelvi tanárt egészen elsős koruktól kezdve nyolcadikig úgyhogy a felsősök itt is már nagyon szépen beszélnek. Úgyhogy nincsen vele gond. És szerintem ez hogy párhuzamosan megy az angol meg a magyar ez szerintem sokkal jobb mint ha csak angol nyelvű, mi ez, angol munkanyelvű iskolában lennének a gyerekek. Pedig látod azt hiszik a szülők hogy az mennyire jó.

00:15:26

Interviewer: Hát igen hogy ezt ezt hogy szerinted ezen hogy lehetne változtatni ezen a trenden?

00:15:32

A: Hát nem tudom, egyébként szerintem azért is, nem is csak a nyelv miatt, nyelvek miatt teszik ezt külön mondjuk a british vagy amerikai iskolába a gyereket. Hanem azért mert hogy a magyar rendszer azaz a tananyagközpontú rendszer és hiába esetleg a gyerek a kéttannyelvűbe jár de ugyanazt a NAT-ot kell követni, ugyanezt a tananyagot kell követni mint bármelyik más magyar iskolában. Viszont ha elviszi a britbe vagy az amerikaiba hát te is tudod hogy az amerikai iskolába azért más volt a tananyag és más volt a rendszer tehát magáért az oktatási módszereknél is viszik oda nem csak a nyelv kedvéért hanem azért mert hogy akkor ott más rendszerben lassabban tanulnak. Nem ez a kicsit porosz rendszerrel haladnak tovább a gyerekek tehát nem kimondottan csak a nyelv miatt szerintem. Akinek van pénze az azért is odaviszi hogy ne ne ezt a rendszert vigye a gyerek.

00:16:39

Interviewer: És ez szerinted jó? Mert mondjuk van Magyarországon, de hát ugye szerintem több olyan iskola kellene ami anyanyelven tanít mellette. Tanítanak jól angolul és pont hogy az ilyen jövőbeli készségekre tanítják a gyerekeket akkor szerintem több több szülő választaná azokat az iskolákat.

00:17:02

A: Mármint ahol kéttannyelvű.

00:17:05

Interviewer: Hát nem feltétlenül két tannyelvű. Hanem mint ez a Budapest School nem, hogy hogy magyarul van minden csak hogy tök jó oktatás van. Tényleg a készségfejlesztés a lényeg. Szerinted akkor van miért vannak szülők akik választják mondjuk ezt a Budapest School-t meg mert ott magyarul van minden nem? Vagy akkor miért a brit magyart választják?

00:17:33

A: Hát a Budapest School az olcsóbb. Tehát azok a szülők akik itt fent laknak a hegyen és kétszázmillió házában laknak azok nem fogják a Budapest-Schoolba vinni a gyerekeiket.

00:17:52

Interviewer: Hiába teljesen tök jó készség-

00:17:55

A: Azért választják az amerikai iskolát meg a brit iskolát akkor már két legyet ütök egy csapásra: megtanul a gyerek angolul és ráadásul még egy olyan iskolába is jár ahol az oktatás az, az jó. Tehát hogy nem, tehát nem biztos hogy jó hanem hogy más mint a magyar oktatási rend. A budapest school-ba azok viszik akiknek van pénzük, de mást akarnak a gyerekeknek, de nem annyi. Tehát ott nem kell azért havonta több százezer forintot kifizetni. Például hozzánk az [iskola neve]ba hát itt is azért havonta 200 ezer a tandíj, azért az egy fizetés. Tehát ide is azért már inkább a jómódúak hozzák a gyereket. És hát igazából tulajdonképpen azt várják a mi iskolánktól is hogy más módszereket használunk és máshogy tanítjuk a gyereket. De hát nekünk tulajdonképpen a magyar tananyagot kell velük elvégezni tehát túl sok szabadságunk nincsen az iskolában. Dehát nagyon sok alternatív iskola van nem csak a Budapest School van, van pl. az AKG-nak van most egy általános iskolája.

00:19:19

Interviewer: De az AKG két-tannyelvű.

00:19:22

A: Nem az is magyar. Te tanítanak angolt. Tehát nagyon sok van és elég népszerűek ezek az iskolák amik alternatívak. De de nem az angolra mennek rá tehát az angolt. Tehát például ezt a brit magyart is ahol egyre inkább emelik a tandíjat meg az ISB-t is ahol ugye inkább nemzetközi iskolának hívjuk már őket ott ott azért a gazdagabbak viszik a gyerekeiket. Ez ilyen szerintem egy kicsit sznobizmus meg státuszszimbólum hogy az én gyerekem oda jár.

00:19:59

Interviewer: Hát igen igen nyilván de és akkor szerinted, szerinted hány éves korban lehet megállapítani hogy egy gyereknek való-e egyáltalán egy angol munkanyelvű iskola?

00:20:14

A: Hát az, hogy szerintem az, hogy csak egy nyelven tanul- ja hogy ezt vagy más másik anyanyelvén.

00:20:23

Interviewer: Tehát egy magyar gyereket beraknak egy csak angol iskolába és mondjuk semmi tehetsége nincsen a nyelvekhez de ha magyarul tanulna sikeresebb lenne. De mivel nyomatják ebben az iskolában csak szenved. Szerinted ezt hány éves korban lehet megállapítani?

00:20:43

A: Az óvoda végén biztos hogy meg lehet állapítani. Tehát minden iskola csinál felvételit ahol próbálják kiszűrni azokat a gyerekeket akik nem odavalóak.

00:20:52

Interviewer: Hát nem jó de ha egy szülő fizet milliókat akkor nekik tök mindegy hogy való-e a gyerekeknek vagy nem.

00:20:57

A: Ez így van, a szülő benyomja akkor is ha nem való oda. Szerintem az egynyelvű iskola ha csak angolba jár az kevésbé gázos mint a két-tannyelvű iskola. Tehát hogy ha egy szülő berakja mondjuk az amerikaiba de a gyerek nem túl jó képességű de csak angolul tanul az még mindig sokkal könnyebb neki mintha berakni egy két-tannyelvű be ahol két nyelven kell ugyanazt tehát megtanulnia írni olvasni kommunikálni stb.

00:21:27

Interviewer: De miért hát pont hogy én azt gondoltam hogy én meg azt beszéltük eddig is hogy ez az angol a nehéz.

00:21:35

A: Nem tehát azt hogy mondjuk gondolkodásmód, tehát az hogy lemarad a gyerek gondolkodásmódban ez egészen más hogy hogy mennyire könnyű neki az iskola. Tehát amikor például hozzánk jönnek gyerekek a kéttannyelvűbe, például tavaly volt nálam nem tudom emlékszel-e a brit-magyarba egy dél afrikai kislány aki úgy jött Dél-Afrikából hogy csak angolul tudott és berakták hozzánk a kéttannyelvűbe első osztályba. Úgy hogy se az anyuka senki nem tudott neki segíteni a magyarral ráadásul az angollal is igyekeznie kellett, kiderült hogy tanulási problémái vannak a kislánynak és egyértelműen azt mondtuk hogy egy egynyelvű iskolába kell hogy vigye. Tehát itt mindig az a megoldás hogy válasszon a szülő: válassza az angolt vagy válassza a magyart, de két nyelven ezek a gyerekeknek ugye az is a problémája akinek tanulási zavara van hogy nem tud napi 6 7 órát figyelni. Ezeknek a gyerekeknek az kell hogy délben véget érjen az iskola és délután menjen haza és játsszon. De ha két nyelvet kell neki napi 6 7 órában elsajátítani attól teljesen kipurcannak. Ugye a tanulási zavar arról is szól hogy nem tud annyi ideig figyelni.

00:22:55

Interviewer: Jó de de például akkor én én akkor is azt mondanám hogy az angol. Hát jó mondjuk egy már külön eset de mondjuk ha ez egy magyar családdal történik akkor nyilván azt mondanám hogy menjen egy magyar iskolába a gyerek ahol nem kell semmilyen idegen nyelvet tanulnia.

00:23:13

A: Persze főleg hogyha mondjuk a családja nem tud angolul tehát otthon mondjuk mert mondjuk más ez eset ha az egyik szülő angolul beszél otthon.

00:23:23

Interviewer: Hát nem. De ugye én én azokra az iskolákra fókuszálok ahol a 98 százalék ugye mit tudom én magyar, de angolul van minden. Tehát én olyan de nem a nemzetközi családokra gondolok mert azok mindig külön esetek. De ha ha van egy magyar család egy magyar gyerekkel és berakják a brit iskolába és szenved a gyerek akkor ki mondja meg nekik? Vagy hogy jó e az a gyereknek ha inkább csak átrakják magyar iskolába.

00:23:57

A: Tehát attól függ hogy mikor mert ha harmadikba átrakják egy magyar iskolába azzel nem tesznek neki jót mert nem tanult 3-ig magyarul tehát berakják úgy egy harmadikba hogy nem tud írni olvasni magyarul akkor ez a gyerek KO lesz. Tehát igazából vagy első évben lépnek ilyenkor a szülők. Vagy akkor már csak azért hagyják ott abban az iskolában mert tudják hogy nem fog tudni teljesíteni a másokban.

00:24:25

Interviewer: De hát akkor ez fantasztikus mert ez meg úgyse történik meg.

00:24:31

A: Nem azért sem történik meg mert a szülők mindenképpen ha eldöntötték hogy ők a britbe akarják vagy az amerikaiba és felveszik őket, nem lehet megszabadulni tőlük.

00:24:44

Interviewer: Jó akkor az iskolának. Szerintem egy ilyen iskolának hogyan kéne megoldást találni hogy ezek a diákok is sikeresek legyenek legalább az ő szintjükhöz képest.

00:24:59

A: Ezt ugyanúgy tudják megcsinálni mint egy magyar iskolába hogyha bekerül egy gyerek akiről kiderül hogy le van maradva és nem olyan ügyes mint a többi. Kellene fejlesztő tanárok. De ezek vannak is tehát szerintem a britben is meg az amerikaiban is ugyanúgy mint egy magyar iskolában ott vannak a fejlesztő tanárok akik ki tudják venni a gyerekeket és külön tudnak velük foglalkozni. Egy magyar iskolában is ezt csinálod a magyar gyerekekkel hogy korrepetáld külön foglalkozol vele lassabban halad differenciáltan adsz neki feladatokat. Ezt főleg egyébként a brit meg az amerikai iskolában meg lehet tenni mert ott nem az van hogy ugyanazzal a tananyaggal kell

haladnod és ugyanazt kell elvégezned minden év végére hanem az egyik gyerek kettős szinten olvas a másik gyerek 6-os szinten olvas. Az egyik gyerek ezt a feladatot kapja a másik azt a feladatot kapja. Tehát azért is szeretik a szülők ezeket az iskolákat mert nem az van mint Magyarországon hogy te ötös vagy te hármás. Mert te nem érted ezt, hanem ott ugyanúgy a kettős szinten is lehet ötös a gyerek. 6 os szinten is lehet ötös gyerek mert a saját szintjéhez képest jól teljesít.

00:26:12

Interviewer: Hát jó mindegyik.

00:26:14

A: Gyereknek hogy lassabban haladjon mint a mellette ülő ülő osztálytársa.

00:26:20

Interviewer: De és akkor ez ideális akkor a minőségi oktatáshoz. Hogy érhető el egy ilyen osztályban ahol ilyen nagy különbségek vannak?

00:26:29

A: Hát ez számomra is kérdés. Én ezt sosem érttem. Tehát akárhányszor én bementem például egy nemzetközi osztályba ott mindig csak önállóan dolgoztak a gyerekek. Én alig láttam frontális órát egyrészt. Másrészt alig láttam csoport tevékenységet tehát én mindig azt láttam hogy például olvasáson is ki osztogatják a könyveket. Ki kapja a négyest. Ki a hatost ki a nyolcast és mindenki a saját feladatlapján dolgozott. A tanár egyenként ment oda. Vagy esetleg úgy hogy a négyes csoportban ülő szintű gyerekekkel külön foglalkozott amíg a mások dolgoztak egyedül. De olyat például nagyon ritkán láttam hogy egy egész osztály ugyanazon problémán együtt gondolkodott volna vagy együtt csináltak volna meg feladatokat. Úgyhogy, ezt egyébként tényleg érdemes lenne beszélned ezekkel a csajokkal ott a brit magyarba. Mert ezekre a kérdésekre ok tudnak neked jobban válaszolni.

00:27:35

Interviewer: Hát igen jó mert nekem most van egy listám, volt egy külön órám is az egyetemen a - 21st century skills-, ugye ez a jövőbeli készségek amik kellenek és minden az érzelmekről szól az érzélem kifejezésről az empátiáról, kooperációról, itt van egy hosszú lista. Akkor a, igen ez a kritikus gondolkodás, megkérdőjelezni a dolgokat problémamegoldás, kreativitás. A mi ez a 'negotiation', hogy hívják. Hát igen meg mikor meggyőzitek egymást meggyőzés. Tehát annyi minden van amit én nem értem. Nem azt nem értem hogy hogy lehet ezeket tanítani egy olyan nyelven amit nem tudnak a gyerekek?

00:28:37

A: Ezeket biztos hogy nem tudják csinálni jó pár évig. Tehát az biztos hogy ez az alsó tagozatban kimarad. Aztán pl. az ISB-ben is negyedik osztály volt az amikor már a gyerekek ki tudták magukat fejezni angolul és tudtak normálisan kommunikálni.

00:28:59

Interviewer: Jó de a F is pl. azt mondja hogy idegen nyelven egy gyerek soha nem fogja tudni magát úgy kifejezni főleg az érzelmeit meg az ilyen dolgokról mint az anyanyelvén.

00:29:13

A: Az valószínű. Ja, tehát ebből a szempontból biztos hogy lemaradnak és hátrányaik lesznek. Tehát én mondom tehát meg tudad mondani ránézésre egy gyerekről hogy ő a nemzetközi osztályba jár vagy a magyarba. Ezek a nemzetközi osztályba járó gyerekek tehát egyébként baromi cukik voltak mert tudod sok magyar gyereket is be raktak ezekbe az osztályokba. Olyan önállóak voltak már elsőben is mindent egyedül csináltak mert tudták hogy nem tudják megkérdezni senkitől. Egyedül mentek a nagykönyveikkel ilyen kis pici gyerekek mindig egyik óráról a másikra. Mit kell csinálni vették elő a dolgokat. Ezerszer önállóbbak voltak mint a magyar gyerekek akik állandóan kérdezgettek nem értették magyarul meg nekik. Úgyhogy nagyon önállóak voltak. Viszont nagyon magányosak is voltak. Tehát ilyen ilyen olyanok voltak tudod akik tudják hogy úgysem tudok semmit megkérdezni. Azért mindig magam, saját magam kell megoldani a dolgokat. Nagyon cukik voltak. Volt egy kisfiú itt az [iskola neve]-be is akit nem is emlékszem a nevére akit én még itthon is korrepetáltam nagyon cuki volt. Berakták a nemzetközi osztályba és hozzám járt magyarra mellette délutánonként. És akkor ott voltam az osztályban és akkor néha bekukkantott. És akkor valamit kérdezett magyarul és aztán kiment de de nagyon cuki. Nagyon önállóak voltak tehát nagyon kis magukba fordulók tényleg. Teljesen mások voltak mint a kéttannyelvű gyerekek úgyhogy ez nagyon fura egyébként ez így elmagányosította ezeket a kicsiket. Tehát az hogy volt egy osztályfőnökük akikkel nem tudtak kommunikálni. Tehát te is tudod. Ugyanez, ebben a cipőben jártál a kicsikkel hogy te is beszélnél velük, elmondnád nekik de nem nem nem tudod magad megértetni. És akkor szegények egyedül próbálják megoldani a dolgokat anélkül hogy segítséget kérnének. Ugye ez nagyon fura helyzet. Tényleg.

00:31:37

Interviewer: Jó akkor ha meg úgy nézzük hogy ezek az. Ezek az iskolák ezek az angol munkanyelvűek ezek nem fognak változni változni mert egyébként a trendek ugye azt mutatják hogy sőt egyre több lesz. Tehát te milyen javaslatokat tudnál adni egy ilyen iskolának akkor hogy javítsanak az oktatási szinten? Merthogy ezek nem fognak megváltozni. Tehát hogy akkor mégis milyen javaslatokat lehetne adni?

00:32:07

A: Hát azt lehetne csinálni amit nem csinálnak mert nem fér bele az a keretükbe. Mert ugye ők is nyilván egy egy brit tantervvel vagy egy amerikai tantervvel dolgoznak, ezekben az iskolákban is van mondjuk heti négy magyar óra. Tehát mondjuk azok a gyerekek akik szeretnék, járhatnak hetente négy magyar órára ami gyakorlatilag abból áll hogy megpróbálják ebben a 4 órában megtenni megtanítani őket írni olvasni ugye magyarul. Mert a szülők szeretnék hogy azért hát ha magyar gyerek azért tanuljon meg. De, hát én csak azt tudom mondani hogy több anyanyelvi foglalkozás kellene ezeknek a gyerekeknek és nem csak olyan óra ami írás olvasás hanem olyan órák is mondjuk szakkörök ahol beszélgetés van. Tehát mondjuk egy környezet szakkör vagy bármi ahol a saját anyanyelvükön ki tudják magukat fejezni. Vagy lehetne ilyen etikaóra. Tudod ahol az érzelmekről beszélsz meg a társas kapcsolatokról. Tehát hogy ne csak arra fókuszáljanak hogy megtanuljon írni olvasni az anyanyelvén hanem arra fókuszáljanak hogy heti néhány órában ki tudja magát fejezni a saját anyanyelvén. És ez nehéz. Mert ugye te is tudod hogy ezek az iskolák 8 tól 4 ig működnek. Megvan ugye már az a rendjük hogy a 8 tól 4 ig milyen foglalkozások vannak. Tehát lehetne azt hogy kötelezően beletenni délutánonként legalább egy olyan magyar órát ami beszélgetős óra. Ahol csak ilyen dolgokról van szó.

00:33:49

Interviewer: Meg probléma megoldás.

00:33:52

A: Így van, meg projekteket csinálnának tehát hogy a saját nyelvükön tudjanak dolgozni. Nyilván persze mellette meg kell akkor tanulniuk írni olvasni mert egy idő után nem tudsz úgy dolgozni velük hogy nem tudnak olvasni meg írni. És akkor már ugye majdnem ott vagyunk akkor hogy két-tannyelvű. Mert akkor az a kérdés hogy hány ilyen óra kell ahhoz hogy a gyerek megtanuljon írni olvasni. És akkor még legyen problémamegoldó óra is úgyhogy ez nagyon nehéz.

00:34:27

Interviewer: Hát igen mert én meg most olvastam egy nagyon hosszú tanulmányt a hétvégén arról hogy ez a kritikus gondolkodásmód hogy ez nagyon kicsi kortól kétéves kortól kezdődik s azok lesznek a jó kritikus gondolkodók később az életben akik kicsikként sokat beszélnek, sokat kérdeznek és sok sok kommunikációban van részük. Tehát pont hogyha kiskorban elveszik tőlük ezt akkor nem lesz olyan- egyszerűen később ezt már nem lehet megtanulni.

00:35:06

A: Hát igen ez így van. Tehát egyébként pont ugye a magyar oktatás is a hagyományos oktatás az ugye pont nem erre a kritikai gondolkodásra nevel hanem csak arra hogy mondok neked valamit te mondd vissza. Dehát most már azért fejlődik az oktatás is tehát mindenki tudja hogy az a lényeg hogy beszéltesd a gyereket, kérdezz, oldjatok meg problémákat...

00:35:32

Interviewer: Igen ezt kell csinálni kicsi korban de ezt hogy csináljuk kicsi korban ha angolul van minden. Ezt nem értem.

00:35:41

A: Ez biztos hogy kimarad. De esetleg nincsenek olyan tanulmányok ami összehasonlítja mondjuk felső tagozatos meg gimnazista gyerekeknek ezt a gondolkodásmódját úgy hogy ki az aki a saját anyanyelvén tanult és ki az aki angolul vagy más nyelven. Mert érdemes lenne valami ilyen tanulmányokat megnézni. (de nincsenek) Tehát hogy ne csak tananyagot mérjék fel hanem a gondolkodást is mérjék fel és hasonlítsák össze.

00:36:14

Interviewer: Én ezt akarom majd megcsinálni később mert nincs. Egyszerűen nincs mert ez senkit nem érdekel. Pedig ez a legfontosabb.

00:36:23

A: Hát igen. Ezt lehetne például hogy ha egy olyan helyen helyre mész dolgozni. Vagy egy olyan munkát kezdesz el hogy egy ilyen felmérésbe belekezdeni erre kérni pénzt az EU tól vagy bárkitől és megcsinálniegy ilyen dolgot.

00:36:40

Interviewer: Igen mert azt kell már megtanulni egy gyerekeknek hogy ha látsz valamit a mobilodon az most honnan tudod hogy ez igaz e vagy nem. Ezt kell megtanítani hogy attól hogy te olvasol valamit az nem biztos hogy úgy van így. Sőt hogyha nem biztos hogy úgy van akkor hogy tudod megnézni hogy ez úgy van e. Hogy tudsz utána járni hogy tudod még azt is megkérdőjelezni mert már mindent meg kell kérdőjelezni az interneten hogy milyen milyen diák milyen milyen felnőttek lesznek itt 20 év múlva. Én nem tudom.

00:37:13

A: Igen ezért kéne egy ilyen nyomon követés. Tehát szerintem ez fontos lenne hogy ezt vizsgálják. Ne csak azt hogy most milyen jók matekból vagy szövegértésből vagy akármiből hanem ezt is kéne nézni. Mert egyébként meg az amerikai meg az angol rendszerben tanulók mindig azzal dicsekednek hogy ott a gyerekeknek jó a gondolkodásuk jó az együttműködési készségük stb. De azt nem tudom hogy nézik e hogy egy nem angol anyanyelvű gyerekek is ezek a készségei mennyire tudnak fejlődni egy ilyen iskolába. Mert biztos az aki angol vagy amerikai annak nyilván ez könnyen megy és úgy fejlődik de akinek más az anyanyelve az pl. nem tudom hogy az iskolán belül is érdemes lenne összehasonlítani hogy milyen az a gyerek aki a saját anyanyelvén tanul ott vagy az aki nem a saját anyanyelvén. (Igen) Ez érdekes lenne mondjuk elsőtől végigvezetni

egészen mondjuk egy olyan iskolában ami gimnázium, ami érettségiig megy. Ez egy érdekes kutatás lenne például.

00:38:24

Interviewer: Mert ez lesz. Ez lesz a legértékesebb készség. Ez az hogy hogy ami van előtted hogy neked azt meg kell kérdőjelezni. Ez a jövő.

00:38:41

A: Így van, igen. Nem tudom, erre nem tud senki válaszolni. Viszont tényleg ha akarod megkérdezem. Három fiatal nő van ott a brit magyarban írok nekik hogy lenne-e kedvük esetleg egy egy interjúra veled és akkor őket, mert ők ezzel szenvednek, tudom. Nekik az a legnagyobb bajuk hogy nem tudnak a gyerekekkel normálisan kommunikálni.

00:39:09

Interviewer: Jó akkor.

## APPENDIX 6

### Transcript of D

00:00:01

Interviewer: So let me have my questions lined up. So my first question would be, how do you define quality education?

00:00:15

D: Oh, good question. I would definitely say somewhere where the children are in a safe environment, where they feel comfortable and free, and then somewhere where the children are able to develop not only, you know, academically, but also socially. So I think that pretty much sums it up, but definitely somewhere where they can, they can show a lot of progress, but also in a natural way. So where they're comfortable, they feel safe. That's very important.

00:00:46

Interviewer: And why do you think parents choose English immersion schools for their children?

00:00:53

D: I think the reason is because English is spoken all over the world. So the parents I've spoken to, at least their main, you know, their main goal for their children is to speak English fluently so that one day maybe they can work in a different country. It seems like not necessarily because the country they live in has problems or anything. But I think people are just realizing that with English

you can travel around the world, you can do business around the world, you can work around the world. So I think that's the main motivator. Mm hmm.

00:01:26

Interviewer: And so the next is going to be like from two perspectives. So from a general educational school perspective, what difficulties can you personally mention about an English immersion school?

00:01:40

D: So I think the main problem, this problem I'm dealing with, is there's a lot of expectation on the curriculum about what you need to teach in English, and sometimes the children just aren't at that level. So the difficulty is, especially in younger primary schools, is the children are on such a different English level that it's difficult to teach the same material. So essentially you can't, you need to have either high ability or low ability. But that's the main difficulty is either I would say well, I'd say the main difficulty is having children with such different levels of English in the same class would be the biggest.

00:02:23

Interviewer: And would you say that that is your personal difficulty as well as a teacher then?

00:02:33

D: I mean, you know, I can't speak- I speak two languages, but I've always taught in countries where they spoke a lang- their first language was something I never spoke. So I have experience with that where there's really little you can do. They have no English skills, and I don't speak their language either. So there's always a massive problem essentially, I think personally and generally as well. It seems to be an issue.

00:03:05

Interviewer: So in your experience, how does English immersion education affect your students' interpersonal skills? Like, you know, expressing their emotions and, you know, friendships and dealing with difficulties.

00:03:23

D: Yeah, in a lot of ways actually. I think for the children themselves, they feel very embarrassed if they don't speak English as well as their friends or people in their class. For them, it's a lot of anxiety and a lot of pressure on them because some children are seeing their friends interacting, talking to the teacher, you know, getting along in lessons where they feel that maybe they understand a little bit, but they don't have the confidence to do it, or maybe they don't necessarily have the language skills to participate. So it's a massive deterrent for the children. There's a lot of children that, you know, they really struggle because of this. They don't actually want to go to school. They're children

that don't want to come to school. And it's purely because they get embarrassed and there's a lot of pressure. It's a lot of pressure. They feel that they want to, you know, impress their parents and do well at school. But it's just a massive hindrance for them. And so, yeah, it's a lot of pressure.

00:04:25

Interviewer: And how do you think this English education affects your students' higher order thinking skills, you know, like critical thinking and all of these complex thinking skills?

00:04:41

D: I think they can't get to that level of critical thinking that they need to be at. And I suppose in a way I think it definitely stunts the progress in a sense they're not able to think at the high level because they really feel like they can't. So they basically talk themselves out of it before they've tried. And I see that quite a lot. Sure.

00:05:07

Interviewer: How do you solve a situation like that as a teacher?

00:05:11

D: Well, this is what we've been dealing with. It's extremely difficult because there's nothing, there's only so much you can do, you know, in a sense, where I can't pick up a person's language, that they can't pick up English quick enough. So the best thing to do I would suggest is to have teaching assistants or someone in the classroom that can speak, that is bilingual, and they can help out with that. But I think at the end of the day. The school needs to cater for this type of thing. And a lot of the time it doesn't at all. So it's a lot of pressure on the teacher and there's only really so much you just can't Google translate as much as you can and all that. But yeah, dealing with children of such different levels, it's very different. So to be honest, I don't have an answer. Maybe I should have started with that, but I don't think there is one solution. There might be a few solutions, but I don't think there's anything that really solves the problem.

00:06:18

Interviewer: And for example, how do parents who don't speak English help their children at home with school, work or homework or anything?

00:06:29

D: Sure. I think what I see a lot is they pay a lot of money for tutors and people to do that for them, in a sense, for just sending their children to bilingual schools in the first place, I guess. But I mean, for them, it's just as difficult if they don't speak English. For example, I know a lot of parents that do that. Luckily with messaging and things like that, you can translate it, which is easy enough, but with the actual work side of it, they unfortunately have to pay for tutors or something.

00:07:03

Interviewer: And how do you in your classroom, how do you solve conflicts between students?

00:07:09

D: Well, luckily for me, I work very closely with the native speaking teacher. So whenever there is anything like that, we work together to try to sort it out. But if I was by myself, there are luckily a few students that can step in and translate it. We can work it out. But yeah, once again, very difficult.

00:07:32

Interviewer: Very difficult because a lot of schools, especially very expensive schools as well, always tell teachers 'do not speak in the children's language'. Like you always have to use English, but do you think that's viable when it comes to problems, emotions?

00:07:52

D: It's a very good question. Not at all. I don't think personally. I don't think so. Because it depends once again on the level of the language and if a child's not understanding you at all you can't just carry on speaking. You know, it's ridiculous to have to understand something. So they need that extra translation. So from my personal point of view, I think it's quite ridiculous, to be honest then, to expect children to just get on with it when they just can't do it. And it's one of those things we, you know, there's just some things you can't do. You can't, you can't breathe under water. So I don't think we should expect children to just get on with it as well.

00:08:38

Interviewer: Do you have any students in your classroom or like what is the ratio between just Hungarian kids? And do you have any native speaker kids whose families are American or English?

00:08:51

D: So the majority would be native speaking children and then there would be a few families from Australia or the United Kingdom whose children are, you know, English first language, English speaking children. So the gap is quite massive where there's children that have actually even been in schools in the UK or in Britain and experienced that type of education. And now they are in a classroom with children that can't speak any English. So yeah, that's my experience at the moment. That's what I'm dealing with at the moment. And it's very difficult.

00:09:29

Interviewer: Because the yeah, that's, that's precisely my question. Like what difference do you see in academic skills between these two groups of students?

00:09:39

D: Unfortunately, the English speaking children, I feel, don't get the quality education that their parents are paying for or they deserve or whatever the case may be, purely because you can't work at their level. You have to kind of try to work in the middle, but you're forced to work at a very low

ability range or low ability level academically, so. So they definitely lose out a lot. So I think there's definitely a lot of progress from the non-English speaking children or the native English or the native speaking children. They definitely progress at a decent rate, but the children that are already at that level definitely lose out. So at the moment I'm teaching in multiple grades, but. my Grade five class, for example, is a girl that's from the UK. She was born there, went to school. There is a boy from Austria who also speaks English. There's an Australian boy. So these children actually are losing out quite a lot. It feels like their grade five years, they didn't really progress much at all. So that's the sad part, whereas you know, the other children, the non-English speaking children are definitely showing a lot of progress, but they still can't work at that level. Yeah. From both sides. Yeah, it's a strange situation.

00:11:11

Interviewer: And do you see any difference between these two groups of kids when it comes to their behavior?

00:11:18

D: Yes, definitely. I mean, it's a difficult one. I think the behavior side of things, some children are naughty and some are not. You know, I'm sure you understand that, but the barriers definitely amplify the behavior. So it's pretty simple and logical to think that if your child's sitting in a classroom and they don't understand what's going on, they're going to be naughty. You can't expect them to do anything else. I think even as adults, we would be the same if we were sitting in a room and someone was speaking Latin or something. And yeah, you'd start drawing on a book or start talking to someone else or you could get a bit edgy. So it's completely normal. But yeah, it definitely amplifies that behavior. Lots of talking, children can't sit down for very long, always drawing on walls or tables or something. But that's to be expected as far as I'm concerned.

00:12:15

Interviewer: And how much group work can you actually get done in such a diverse classroom? Like, can you actually leave them alone to work on a project by themselves in English?

00:12:27

D: Yeah, sure. I mean, not necessarily completely in English, but if they're working in groups, you try and group them so that they are able to work together. So, for example, in some English lessons like science and art, they work together a lot. And even though the instructions and, you know, the project is in English and I'm presenting it in English, I do allow them to talk amongst themselves in Hungarian. It's a bit risky, of course, because I don't understand Hungarian and you're talking about who knows what, but you have to kind of put a bit of trust in them and they generally do work very

well. So they talked about it in Hungarian and figured it out, solving it and then completing the task in English. So yeah, that's the way I do it. And I think it works pretty well. Mm hmm.

00:13:16

Interviewer: What do you think would help you most in a classroom like this? You've already mentioned having maybe an assistant.

00:13:23

D: Yeah, I think that is actually the main source of help you can get. It makes a massive difference. Unfortunately, I haven't had much help in that sense in the past few years, but every now and again when I do, I can see massive improvement, you know? So I would say that is the best, best way to do it. But also, if you could and it's very difficult, try to integrate the work into both languages as well. I mean, it's possible in some schools to do it. It's a lot of work on the teachers, unfortunately, but. That is a good way to do it. Simple things like even a spelling test. If I give out a spelling list in the week, I make sure that I put in the translation as well. So the children need to learn the words in English, but at least they know what the words mean. That's something. So yeah, I think it's possible to do it. It's just a lot of work and the teachers. I think we do have to get paid a lot more to do that. But yeah, it is possible. But the main thing would be teaching assistants, I would say. Mm hmm. And we work together very closely. So that's the best way.

00:14:35

Interviewer: Because I've also been doing research in the future skills and the future skills that are expected by 2030. Most of them are emotional competences, like empathy, cooperation. How do you think English immersion schools can cater to that?

00:14:53

D: Yeah. It's very difficult. Yes. I don't actually. I don't even know, to be honest. I mean, we teach lessons like, for example, I teach ethics and cultural civilization. So I try to bring that into things like empathy and even mindfulness and things like that. But. If I'm getting it across to the children, I'm not too sure. A few seem stuck again, all their understanding of what you're talking about, things like empathy and and, you know, like morals and values and things very difficult to explain to some, somebody that doesn't speak the language fluently. I'm sure you can understand that. But it's very difficult to. Once again, I don't actually have an answer to that. I'd actually like to read more like that, but yeah, I get stuck with it. I'm not too sure.

00:15:42

Interviewer: Do you ever have the feeling that English immersion schools in some aspects is going back in time? Because, like, maybe it's more rote learning and just repetition of facts.

00:15:54

D: Yeah, definitely, I think. I think it's very old fashioned schooling at the moment. It's very, you know, sit down, listen to what I have to say. Write this, do that. But the children are not actually understanding the reason why they're doing this. So they do the work and it becomes repetitive and they're studying like parrots at home so that they can recite things that aren't actually necessary and but they're not understanding why they're doing it. So that it's definitely I would say I don't know if we're going backwards, but we just definitely not making any progress as teachers or educators or it's not really the teachers and educators. It's it's more the system, if anything. But we, we, we're stuck and we can't really change much, you know, that's the way it is. But yeah, another big problem.

00:16:48

Interviewer: Well, this is why I'm investigating for my thesis. Precisely. Do you see a difference in your students who are native speakers? I mean, English native speakers and the Hungarian native speakers in the amount of questions that they ask during a lesson.

00:17:04

D: Yeah, definitely, I think. Like the native speaking children will constantly ask, Is this good enough? Which to me is a ridiculous question. I don't know what good enough means, but that's a constant question. Is this good enough? And I think it's a case of them knowing that they're struggling. So they're just trying to make sure they do enough to make the teacher happy or to make their parents happy, that type of mindset. So definitely. Absolutely yeah, sure. Whereas, I mean, the English speaking children really have a lot more confidence, you know, so that they don't mind making mistakes where for native speaking children the mistake is the worst thing they can make in their minds. So it's a bit sad to see, but it is the truth. That's the reality of it. So it's a lot of pressure that I think it's the pressure that comes through in everything. That's just another example of the pressure coming out.

00:18:02

Interviewer: What kind of I mean, do you ever speak to your colleagues about any of these difficulties? Or what are some of the comments that you hear from your colleagues? Do you have any insights?

00:18:15

D: I'm lucky enough to work with people from all over the world. There's people from America and then the Native people where I teach at the moment, and I think we are definitely able to speak about it and we agree on a lot of things. But we also have to understand that our education systems are so different from where we come from. I come from South Africa, these people from America and Canada and the United Kingdom and then people in Hungary and the education system in

each of these places is very different. Even though it's very similar, it's very different. So when you're trying to deal with these type of things, sometimes that comes into play. And I, for example, won't understand why people in Hungary or Canada do things the way they do it, and they don't understand why I do it. So you almost have to come to a bit of a compromise, but for the most part 90% of the time we definitely agree on most of the things we speak about for sure. Just every now and again there's a bit of a difference here.

00:19:19

Interviewer: What has been like one of the most difficult moments for you as a teacher? I don't know if you maybe have one that like, you know, an outstanding one. Or can you think of any difficult.

00:19:33

D: I think it's. It's happened to me more than once, actually, where I've had children in my class that maybe special needs in a way, or they have extreme academic or learning problems or social problems, things like that. And I think the most difficult thing for me is I take it very personally because of course I'm here to help children. And if and if there are children that I can't help, I take it personally as if almost I could have done more. Why didn't I do more than something? So I think the most difficult thing that's happened to me as a teacher is not specifically one thing because it's happened more than once, but kind of getting to the end of an academic year and looking at certain child's progress and yeah, just feeling like maybe I could have done, maybe I should have said something or help them in a different way better or something like that.

00:20:29

Interviewer: Yeah, it is difficult. And talking about special education or kids who need extra support, do you think it's more difficult to identify these needs in an English immersion school like compared to maybe imagining everything being in their native language?

00:20:48

D: Yeah. So in a way, yes, I do think so. But at the end of the day, it all comes down to the school I think should be the school's responsibility. If they, you know, allowing kids into the school or admitting children into a school, they they need to have these these measures put in place. So there have to be teachers or staff members that have experience with this or, you know, understand what what they're looking for. Because unfortunately for me and it's it's most I would say every school expert I've ever taught it has the same problem where they admit children into the school but then don't have the resources that the children need. Right. And unfortunately, just like any business school is a business, especially private schools and especially bilingual schools in most parts of the world. So these type of things get overlooked completely. And then you're sitting with

a child very unnecessarily. You don't have the resources to help them, but it's too late because they enrolled in the school. Their parents believe that they've done the you know, they've made the right decision, sending their child to the school. And no one ever really tells them that maybe it's not this best place, the paying thing, school fees, it everything's good on paper but in reality, yeah.

00:22:06

Interviewer: Has it has it ever happened throughout your career that you had a student who wasn't achieving a academically as they should have and then and then maybe staff and and maybe, you know, people in the school or but like, oh, it's just because he doesn't speak English yet or oh, it's just because she doesn't speak English yet. But then how do, how do you know if it's because the student doesn't speak English? Or maybe it is that they actually have learning problems?

00:22:34

D: Sure. So the majority of the time, you know, if I speak to a colleague that's a native speaker or, you know, the the issues that we pick up in English seem to be issues they pick up in the native language as well. And the majority of the time they have been a few times, if I think back now, where I've picked up a few issues in English and maybe not necessarily in Hungarian or whatever it was, and that does happen. But for the most part, the same issues seem to come up.

00:23:09

Interviewer: In both languages. So. So yeah. So you're lucky in that sense that they also have classes in Hungarian then. Because if they wouldn't then like detecting.

00:23:20

D: Your question and I've never been in that situation, but I could imagine. Yes, definitely the miscommunication there, you know, it's easily missed, but.

00:23:30

Interviewer: So if you could speak to the director of the school right now and ask for anything, do you have something in your mind that you would be like, please?

00:23:41

D: Yeah, reading books, actually. Yeah. I download all the materials online, like PDFs and, you know, buying stuff online. But I think, you know, I spoke about schools being all old school and all technology, but I think it's still important that we have books. So if I have to speak to my books, I'm sure. Mm hmm. Mm hmm.

00:24:04

Interviewer: Anything else in materials that you feel is missing for. For you as a teacher?

00:24:11

D: So yeah, definitely. I mean, at the moment for me it's difficult because the school that I teach at is very new to me, a couple of years old. So we're flipping the curriculum ourselves, putting everything into place. And so I would say structure, but we're there to build the structure. So it doesn't make any sense. But I think, for example. We at the moment, everything we're using is digital. So the kids don't have textbooks, which is fine. And I can appreciate that we're moving into a world where we don't need textbooks. But it makes it very difficult for the parents to keep up with what we're doing so they don't have access to what we have, you know, online resource. Everything is digital. So when they're asking, what is it that you're doing at school, you can't actually show them. So it's one of those subscription based things and you can't do anything with it. Only the teachers have access to it. The kids can't even look at it themselves at home. So that's a massive drawback. I'd turn that around. Maybe getting textbooks is not the best solution, but it would be better for the parents and the children to be able to take the work home and have a look at what we're doing.

00:25:21

Interviewer: Yeah, of course. Yeah. OC Two of my last questions. What do you think? What do you think is the best way to teach children, particularly primary age children, a language?

00:25:38

D: So I mean, there's there's multiple ways and strategies to do it. But the best thing I can add to this is to start to start them at at a young age. So from grade one, I would say they should really be even if they're not in school, they their parents want them to speak the language. They need to start working towards it. When they get to grade six or grade seven and they don't speak any English, it's it's difficult for them to integrate. I think it's important that parents understand that sometimes they send their children to school. They think we're magicians or something. I don't know. We'll wave a wand all of a sudden they'll speak English. But yeah, I think the most important thing is if you're sending your children to a bilingual school, you have to do it from an early age and otherwise it doesn't benefit them in any way. They might be very good schools in the world that can cater for children like that, but I haven't seen any. Yeah, I think that's the most. Does that answer your question at all?

00:26:43

Interviewer: Yes, yes, yes. I kind of got diverted from the original ones. Those are just to guide me here. Let me see if I've missed any important one that I wanted to. No, I think I have most of them. Do you have anything additional to say about, like, you know, these students who are made to learn in English and perform in English, but maybe they're not very good. Oh, yes. That's one that's what I wanted to ask the assessment. How honest do you think assessments are?

00:27:23

D: I don't think they're very honest at all, to be honest. To be honest, they're not honest. So it's it's unfair. I've actually trialled something very new this last couple of weeks where I gave out a just a normal spelling and grammar test. And so it wasn't spelling, but it was a grammar, grammar test and it was a bit of a comprehension. And I actually gave the children an iPad to use. They weren't they wouldn't be able to find the answers. But if we're talking about direct speech or modal verbs or, you know, whatever it was, they could actually use the iPad to find out what what it is, because they don't understand the question. They don't I don't expect them to know what all these things are. Some of some of us teachers don't think, what's the point? So I trialled that and the marks were actually really good and understandably they were very good. But at the same time I realised how difficult it was for the children to figure out what these things were. And I said I really thought it would be almost like cheating, but it's not really because of the examples of different, you know, the definition itself is very difficult to understand. But even with those challenges, they did a lot better. So I forget what the point of my story was. Oh, sorry, with the assessment. So there's different ways to assess the children, but like the standard assessment I think is horrendous. I remember at the beginning of this academic year, we gave out the standard grade five assessment from Cambridge, and I think there were about five children that just burst into tears. You know, maybe they look at the paper and they were in tears. And that just made me realise, what's the point of all this? What's the test? And, you know, normal schools would do the test in the beginning of the year and then one maybe in the middle and then one at the end and see. But it's actually pointless because once again, the the child's social, you know, their anxiety, the pressure on them. Once again, that's that's the focus where it shouldn't be. So if it were up to me, I would get rid of assessment completely. There's different ways to assess children. And it's not it shouldn't be based on what's not at all. There's pressure for them to get fives and fours. It's it's it's unnecessary, especially in primary schools. Maybe high schools is a different story. But as far as primary school children go, they shouldn't have this pressure. They're different. There's a lot of ways to assess. And I think effort is more important than actual marks of that age.

00:29:58

Interviewer: Yeah, yes, yes. I completely agree. I mean, one thing that has happened to me is that in Peru, we were assessing just like the skills. So not even like we weren't even giving grades. But like, for example, one of the skills in math was, you know, they're able to solve a word problem like they can from the word problem. They can make the the. What's it called? The number is out, right. And solve. Solve. And then if I read the word problem to them in English. They didn't know. But once I read it, I read it out to them in Spanish and they were like, Oh yeah, I get it, this and this and

this is what I have to do. And they could tell me why they're doing what they're doing in Spanish. So then when I'm assessing, you know, like, of course I know that they can explain it to me in their mother tongue. So I am going to give them a good mark, like in my own notes that they know and they understand it, but they cannot say it in English and they cannot do any in English. So if I'm a teacher who doesn't speak Spanish, I was lucky enough that I did. How would I assess that? That's also what I'm thinking. Like, what if, you know, they're just not saying anything because they literally don't get it in English, but in their native language they do.

00:31:16

D: Yeah. And I'm seeing that at the moment, too. You know, I rely a lot on project based work and group work and things like that because it's obvious that they can do it. They of course they can do it, and I don't think I shouldn't expect them to do it. English It's almost like army style. You know, you have to do this. You have to give them time and let them, you know, make their way. Then need to make the progress first. I think I think one of the last things I add is to ask if there's anything on that. That is the biggest problem I'm finding these days with schooling is actually the parents, parents of the children. It's it's such a problem because we live in a world where people are obsessed with money and success and, you know, these type of things that they almost they they don't want to see their children not be successful, of course, but the pressure that they put on them is unrealistic. You know, I've had children I taught in the Middle East for a few years now, for three years. And I've had parents of children that were nine, ten years old told me that the child will be adopted, the child will be an account and things like that. A child is nine years old. What do you how can you how can you? You know, and unfortunately, the reason why we were having these conversations was because maybe the child didn't do well in the maths test or, you know, and then all of a sudden the parents want to know how did they not get full marks? Because they're going to be a doctor one day and they need to do well in maths. So it's it's very sad actually. It's a sad situation. But I think at the end of the day it's not, it's not, it's just the way, the way the world works. Everyone is obsessed with success and fame and money. And I mean, money is important. Don't get me wrong, we all need money. But yeah, it's sad to think that there's parents dictating children's lives. I mean, some of these kids can't even look at blood yet. They're going to be a doctor.

00:33:11

Interviewer: Yeah.

00:33:13

D: Swimming or tennis or chess or even art, you know, give them a chance.

00:33:19

Interviewer: Exactly. And parents, I feel like parents are dictating the way private schools work anyway.

00:33:25

D: So I get most of the week telling me how to do my job.

00:33:33

Interviewer: Exactly. Yes. Yes. Okay. I'm going to pause this.

## APPENDIX 7

### Transcript of P

00:00:00

Interviewer: Entonces ahora sí estoy grabando, entonces te voy a hacer mis preguntas ok, en orden, sí, ok. Entonces ahora tienes que ponerte en zapatos de padre, madre. Perdón, madre. Ok. Y bueno, hay dos preguntas aquí al inicio que es uno es ¿cuál fue el motivo? ¿Por qué elegiste un colegio de inglés para para tu hijo? Pero aquí lo sabemos porque tú estás enseñando ahí o ¿fue a alguna otra cosa o a algún otro motivo?

00:00:38

P: No, escogí el colegio por la metodología, más que por la inmersión al inglés, pero sin embargo sí me parece importante que él aprenda inglés. No sé si la inmersión es lo más adecuado o que el colegio sea bilingüe. Yo creo que iría mejor en bilingüe, pero el colegio, el colegio es inmersión, pero lo escogí por la metodología, porque respetaba su propio ritmo, su individualidad. Por eso, más que por el inglés y por la inmersión.

00:01:09

Interviewer: Y ¿qué opinas sobre el desarrollo o el nivel de inglés de [nombre del hijo]?

00:01:17

P: Ha evolucionado, pero poco. No como yo esperaría en un colegio de inmersión.

00:01:25

Interviewer: Y. ¿Qué actitud puedes observar en [nombre del hijo] hacia la lengua inglesa?

00:01:33

P: Al comienzo, bastante frustrado. Bastante. Al comienzo, bastante frustrado. Pero como el colegio le pudo dar un apoyo, se sintió un poco más confiado. Pero el avance no ha sido fuerte. Tiene apoyo externo. Quiere decir que nosotros estamos pagando una academia de inglés, a parte, para que él pueda aprender.

00:01:57

Interviewer: Entonces, ¿estás contenta con el nivel de inglés de [nombre del hijo]?

00:02:03

P: Estoy contenta por cómo está avanzando, pero por el apoyo externo, no tanto por el colegio.

00:02:12

Interviewer: Y ¿qué puedes contarme del nivel académico en Matemáticas y ciencias de [nombre del hijo]?

00:02:20

P: Al ser en un. Al no ser en su lengua materna, es bastante más complejo y frustrante llegar al digamos a las ideas principales o comprender en su totalidad ¿no? los contenidos o los temas propuestos, por ejemplo, hablan de las células, pero tienen tantos mmm tanto vocabulario específico, ¿no? o científico propio del área que les resulta más difícil comprender, igual la matemática ¿no? entonces. Es difícil. Es bastante difícil de su uso progreso académico, no, no, es que no estoy 100 por ciento satisfecha, tengo que darle apoyo en su lengua para que él pueda interiorizar más.

00:03:04

Interviewer: Y ¿qué opinas sobre su nivel de lectura y comprensión lectora?

00:03:10

P: ¿En inglés o en su lengua materna? (ambos) Ya su lengua materna bastante ha mejorado bastante. Han leído durante [la ] pandemia, han tenido un plan lector con una profesora que los ha motivado bastante a leer y, de la selección de libros que tuvieron, él le gustó mucho Tom Sawyer, le pareció muy divertido y lo leyó muy a gusto. Luego cambiaron a otro libro, al siguiente para el lector, que no era un tema que él escogió, no le, no le gustó mucho y no estuvo tan involucrado, pero, en su lengua materna su comprensión está buena y en inglés está más o menos porque precisamente bueno, no está más o menos en relación comparándolo con el español ¿no? pero si va en buen camino porque les están dando lecturas adaptadas, es decir, un nivel un poco más bajo para que poco a poco pueda ir yendo hacia lo complejo.

00:04:11

Interviewer: Y ¿qué piensas de las habilidades de escritura de [nombre del hijo] en ambos idiomas?

00:04:18

P: Ambos idiomas: en inglés está cero. La escritura muy pobre, muy pobre, y en en español está bastante mejor. Muy bien. El español sí, está bien. Yo creo que sí. Incluso van mejorando su ortografía.

00:04:36

Interviewer: Y ¿alguna vez has tenido que llevar a [nombre del hijo] a clases de recuperación en alguna asignatura, como ya has mencionado, al inglés?

00:04:45

P: Si no, pero si no, no ha llevado a como remediales algo así pero ha llevado refuerzo quiere decir que al ver que su rendimiento no ha sido de repente el que esperábamos o queríamos apuntar algo más, le han dejado unos folders de trabajo para vacaciones que tiene que entregarlos a fines de febrero.

00:05:09

Interviewer: Y ¿estás contenta con los logros académicos de [nombre del hijo]?

00:05:15

P: Si veo que se esfuerza bastante, él está contento en su colegio. Básicamente es lo que yo por eso ha venido, no por sus logros y porque él disfruta de su colegio. Le gusta bastante.

00:05:27

Interviewer: Y ¿en qué idioma ayudas a [nombre del hijo] cuando necesita ayuda en los deberes?

00:05:34

P: En español, lengua materna.

00:05:37

Interviewer: ¿Incluso así, si es el deber de inglés?

00:05:41

P: Sí, incluso si es de inglés, tengo que ayudarlo, traducir algunas cosas, explicarle en español.

00:05:49

Interviewer: ¿Qué dirías a otros padres interesados en inscribir a su hijo en este colegio?

00:05:58

P: Que se tienen que primero que a los padres les tiene que gustar el idioma inglés. Tienen que tener el dominio para que puedan apoyarlos y que también prueben los primeros años de su hijo, si es que les gusta o disfruta la inmersión al inglés. Pero si no engancha o no le gusta mucho, van a tener que buscar apoyo, ¿no? O si están dispuestos a buscar apoyo externo, bien, pero si esperan todo el colegio creo que no, que siempre va a tener que ser apoyado.

00:06:29

Interviewer: ¿Que qué dificultades podrías decirme que has experimentado tú al tener a [nombre del hijo] en un colegio de inglés?

00:06:41

P: Básicamente, comprensión de algunos temas, como por ejemplo Matemáticas, Ciencias y Social Studies, que son temas que de historia, que sí pienso yo que en su lengua materna hubiera podido de repente aprovechar mejor.

00:07:01

Interviewer: Y ¿qué experiencias positivas podrías decirme?

00:07:06

P: Que definitivamente lo encuentro más expuesto al idioma común, digamos que tiene más oído comparándolo con otros amigos que tiene, que no tienen colegio de inmersión. Cuando ellos escuchan inglés automáticamente dicen ¿qué? ¿Qué me estás hablando? En cambio, el ya está acostumbrado a escucharlo. Entonces cuando alguien le habla en inglés, ya él simplemente trata de entenderlo. Es como si ya no, no pasara por un filtro, ya su su cabecita ya no lo registra como un idioma más, a pesar de que no lo llegue a entender en su totalidad o que no lo hable y escriba a la perfección. No está como familiarizado con el idioma bastante.

00:07:47

Interviewer: Y ¿sí podrías cambiar cualquier cosa con el programa de inglés del colegio que sería?

00:07:56

P: Sería tener los contenidos y los temas bien adaptados hacia cada nivel, es decir, no complejizar mucho los temas de ciencia e historia de mates, sino tratar de hacerlo más simple para que lo aunque sea lo poco que llegue, llegue bien, llegue seguro y el aprendizaje sea seguro y significativo. Porque a veces se llenan mucho de contenidos o o mucha teoría como se dice y al final no nos quedamos con nada. Los chicos no se quedan con nada, ¿no?

00:08:31

Interviewer: Y, esta es la última. O sea ¿hay algo en particular que te gustaría añadir?

00:08:38

P: No, básicamente que se concentran bastante en también la expresión y modelar la expresión del niño porque es básicamente como lo está llevando al colegio, es que los chicos escuchan, escuchan, tratan de entender, pero no hay mucha promoción a que hablen. Entonces eso también es importante, que ellos se sientan un poco libres de expresarse, pero no solamente libres, sino motivarlos a, porque si no están todos callados y les preguntan, entendieron y les dicen que sí, pero nada más.

00:09:14

Interviewer: Ya, pues estas fueron las preguntas de mi entrevista oficial, pero sí me interesan más comentarios también lo que lo que me has mencionado también al inicio, no ahora como profesora

en el colegio, ahora un poco de otro perfil. O sea, has mencionado que habéis tenido una reunión sobre la estructura del colegio. O sea ¿que en tu opinión, que deberían hacer en el colegio?

00:09:47

P: ¿Qué es lo que van a hacer? Van a estructurar desde desde pequeños que es lo que tienen que aprender, hasta dónde vamos a llegar para que el siguiente nivel también lo tenga. Eso en cuanto a lo que es gramática, expresión oral, que queremos que hable, que queremos que ¿no? mire en cuanto a lo que van a recibir, es definitivamente todo en inmersión igual ¿no?

00:10:09

Interviewer: Y ¿qué comentarios escuchas de las otras mamás o los otros padres?

00:10:16

P: ¿Del salón de [nombre del hijo]? He escuchado muchísimo. Necesitan apoyo. Los únicos que no necesitan apoyo son los papás, no el niño que tiene sus papás que son nativos en inglés y el otro que es como tipo el mejor amigo de él, entonces también como se siente más confianza con eso, no con el idioma. Pero hay bastantes chicos súper hábiles también, que no, que no pueden. O sea que están teniendo dificultades, ¿no? Y las mamás se preocupan, quieren traducir. Y cuando todo este tema ha salido a raíz de que hemos hecho en casa y que los papás han estado escuchando las clases.

00:10:53

Interviewer: Ah, sí, bueno, ahora con él, con la pandemia, o sea, y cuando hablan de ayuda a que refieren? O sea, ayuda con el-

00:11:04

P: El departamento psicopedagógico que les ha facilitado a por grupos una profesora inglés que ya les hable directamente a tres o cuatro chicos, les haga una adaptación como en español sobre el tema que están llevando ¿no? Entonces pueden profundizar un poco más sobre el proyecto porque ya tienen ese bagaje de información.

00:11:25

Interviewer: Bueno, pues ahora está bien, no te voy a robar más tu tiempo. Gracias.

APPENDIX 8

Transcript of L

00:00:00

Interviewer: Then my first question is what can you tell me about your school's English immersion methodology?

00:00:11

L: Well, want me to tell you the truth, right?

00:00:14

Interviewer: Please do. Please.

00:00:19

L: It's difficult. Um, just because there is a lot of, how can I say this, I mean, living in a country that's Spanish speaking. Something that makes it difficult to take that home, right? To basic commands at home. I mean, I always ask the parents to help out, but most of the time you're not getting that support. So one of those is one of the issues. And then also the teachers, right? Following the directions that the English coordinator gives, like always speak in English, and also the English levels of the teacher. Sometimes the pronunciation isn't right. Or. Or maybe they're using the verb tense wrong. So the immersion program is good, but you have to be well trained, to have, like, good staff, follow the rules, right? Now the good things about it, it's well, we have the schedule of English time, no? Which is everything except for 'comunicación', spiritual history, and 'tutoría'. Okay. So you have to have that clear with the students. Right. Like, for example, today that I had a class, I said that we gave a, it was an introduction to projects in general, but there were the rules. And what are the rules that it says right there? Speak in English in all of these classes except for, um, Spanish, social studies. So if you have that clear and you ask them and they understand, then they're going to work it, right? Mm hmm. And also the same thing with the teachers: always speak in English from day one. Right. Um, and they all believe they speak English all the time. Like in my case, I only speak English to them, sometimes I speak in Spanish, but that's when I have to scream, right? And then they're like, 'are you [name]?' And I. And I guess that's a good thing because he only speaks English. So basically following the rules and trying to avoid speaking another language, right?

00:02:42

Interviewer: Yeah. And. What do you think are the difficulties or the drawbacks of English immersion?

00:02:53

L: Well, the difficulties is well, going home, right? That's the difficulty because they're going home to a Spanish speaking house, right? For the most cases.

00:03:03

Interviewer: Mm hmm.

00:03:04

L: That's one of the most difficult parts. And also when you receive students from other schools that are at different levels. A lot of the new students are coming in maybe to secondary or high primary, maybe have a lower English level. So. You're. You're flowing with the class. And then that difficulty comes up because you have other students that are at different levels. So I would say it's yeah, just the different levels of English and the students that you have in your own classroom.

00:03:43

Interviewer: Okay. Do you think your students enjoy English immersion?

00:03:49

L: Yeah. I mean, from day two now, they enjoy it. But you have to have everything clear and have the rules set up strictly, especially like even during recess, I'm speaking in English to them. Playing sports, you speak in English to them, and then when they speak in Spanish and you say 'what? Say it in English' and then like in your- in the grade that I had last year, right? Um, we have [name] speaking in English. Okay. And just keep on giving it for and then also be direct to the parents.

00:04:22

Interviewer: Mm hmm.

00:04:23

L: Don't take the third trimester to tell them your student, your son needs to step it up. Tell them in the beginning. Mm hmm. Like having a parent teacher conference before the first report card.

00:04:38

Interviewer: Mm hmm.

00:04:38

L: Or even a parent night. Right?

00:04:41

Interviewer: Yeah. What level do your students in your class have in English? What do you have?

00:04:54

L: Well we have basic, and intermediate and upper intermediate, maybe one or two. But the most important thing is that they try.

00:05:04

Interviewer: Okay.

00:05:05

L: I have actually three inclusions. So, um. So we have to adapt. Well, the. The. The inclusion teachers or the, uh, 'apoyo' that they have have to adapt worksheets. Mhm. Because it gets difficult if I'm teaching one class and then the students aren't really understanding. And what I did actually

last year was reinforcement, for example, for social studies since it was in English. So basically, um. What we did was. How was it? Okay. So, for example, you were going to teach, I don't know, World War One, for example. Okay. So that an hour before, the teacher, the special needs teacher will teach this but in Spanish.

00:06:01

Interviewer: Mm hmm.

00:06:03

L: Okay. And then they will have the class 30 minutes later. The same class. But in English, the same content.

00:06:11

Interviewer: Do you think that helps?

00:06:13

L: They were the same thing, but in English and that worked marvelous for the lower kids, for example. [name], or [name], or who was it, [name], [name].

00:06:26

Interviewer: Mhm.

00:06:27

L: Mhm. Although the lower kids will get special help. Mhm. And it was mostly for social studies because social studies gets really deep. Right. Starting from secondary, high primary. And the topics are just not like the solar system, we're talking about theories and law. Right. So that strategy maybe can work somewhere else. Right? Speaking it, giving it to them in their native tongue, and then having that fresh in their mind and then teaching them in English and then finishing the PowerPoint with the presentation, doing keywords. Mm hmm. I have a list of keywords, and that is what I believe helped us the most in the most difficult topics was social studies, math and science, too.

00:07:18

Interviewer: Mm hmm. And do you think your students are achieving high enough academically for their grade level?

00:07:30

L: In English, right?

00:07:31

Interviewer: Well, for their grade level, in math and science. I mean, just speaking about the English immersion program, do you think that your students are reaching the targets of their grade level?

00:07:45

L: Are talking about last years I can reflect on that. Mm hmm. Now, the thing is here is that in our, in this country in Peru the requirements are so low, right? Mm hmm. So when we're talking about social studies, math, um, they get there, to their grade level. But since the curriculum is not too high, I wouldn't, I wouldn't know what to tell you, because they're getting they're required to the curriculum of Peru. But like in general, no. Mm hmm. Especially in English it's more difficult, now in communication, you know, in social studies, it's easier, but there's some difficulties. For example, in Latin America, they do math differently, right? Multiplications they go to the right. I get confused, I ask them, how do you guys multiply? Because we did like multiplication with these kids because they're, you know, it's the second day, so I don't know where to put the x when we multiply. The same thing with subtracting, right? The subtraction sign goes to the right I think. And division. It's all complicated out of in-touch division. They do it like that. The thing here. The thing there. So that is what makes it difficult, because they're coming from different schools, the students and they learn different ways of doing it. I mean, it's not bad because in different ways, but it's important for our school, like, for all the math teachers to use the same division, symbol or sign or.

00:09:26

Interviewer: Yeah, exactly right. Mm hmm.

00:09:28

L: Communication with that because you teach them like this this year and then next year is different, especially in math, because, I mean, you can do it so many different ways, right? And every teacher since it's like an open style of teaching has a different way of teaching.

00:09:48

Interviewer: Yeah. Yeah. And do you think your students would learn more, or do you think they would achieve more if they were learning in Spanish? Everything.

00:10:01

L: I mean. They would learn more, yeah, because, the ones that find it difficult to understand. Right. But in this case. Well, for example. This grade that I'm teaching now? Well, it's just a first class. They understood everything. And the best way I did it was just giving them, like, a mini metacognition, right? Like, okay, for example, we thought about the project, and then I was asking, I would tell them there are nine projects throughout the year and each week is a different week. Create, reflect, engage. So I will stop after that and just do many drills. Right. Okay. [name], how many projects are there in the year? Nine. And then I will say another name. Okay [name], um, what is week two of the project? Create. No. What is week two of the project? [name]? Reflect. Okay. And just do it to everybody to have a clear mind that they understood. And also the tools that

we have from Google Classroom works in our in our favor because that presentation, I don't have to make copies of it. I just send it to them as material and they can review.

00:11:16

Interviewer: Yeah. And. Okay, we're halfway through. What do you think in general? What do you think are the most important skills students need to learn nowadays in primary level?

00:11:37

L: Um. I think the most important skill in primary would be math.

00:11:44

Interviewer: Why?

00:11:46

L: Um, just because it's something that we use every day, right? That you use that when you go to the supermarket, you use that when you make transactions online.

00:12:00

Interviewer: Mm hmm.

00:12:01

L: Um, so I believe math for me would be the most important.

00:12:06

Interviewer: Mm hmm. And what would come after math? What do you think? Oh.

00:12:10

L: Language skills would be like language arts or communication. Mm hmm. I mean, their native tongue, their communication in their native tongue, in Spanish language, right?

00:12:21

Interviewer: Mm hmm. And. Then it is. What do you think would help you most as a teacher to teach in an English immersion school?

00:12:36

L: Well, in my school there's no books. So we've been always battling this. Every year this year, we told them we had a conversation and still nothing. I mean, it's fine. We don't use books, but, like, we need something for everybody to be on the same page because I make my PowerPoints that I'm recycling and then Edurne looks at it and she fixes some things. But we all should speak the same language. For example, if I'm teaching the present sample, I should be able to open the book and just copy that definition onto the PowerPoint. Okay? And maybe use that book and use the workbook for them to just work at it at home. Right. So then like, for example, sixth and seventh grade, they know what book they're using. (Gimme, gimme a second. They're calling me. They're calling me.)

00:13:28

Interviewer: Me. Okay, okay.

00:13:30

L: Let me call you in one minute I have to go downstairs.

00:13:32

Interviewer: Okay, that's fine.

00:00:00

L: Uhm it was in, uhm, just a seller. Okay.

00:00:05

Interviewer: Okay. And. Okay, so the question. Hmm. Okay. (I got out. Okay. So it was. Yeah. So you were talking about the books helping you?

00:00:18

L: Exactly. A guide. I wouldn't use it as, like, something, but I, I, I would use it for the workbook, right? Take it home, working at it at home, and I could check it during class, but just some type of text, right? And everybody would have the same book. For example, I have the fourth grade, and then the next teacher has fifth grade, and then the secondary has the latest version and like that, right?

00:00:44

Interviewer: Yeah.

00:00:45

L: And it's not to use, they're not to give to the kids, but at least to give it to us, right?

00:00:49

Interviewer: Mm hmm. Okay. Have you. Have you been trained to teach English as a foreign language?

00:00:58

L: Yes. Like 20 years ago. That's how old I am.

00:01:03

Interviewer: Yeah. Yeah.

00:01:07

L: Yeah, I was like 20, 25.

00:01:11

Interviewer: Okay, so you do. You do have training in it. Okay. And why do you think parents, uh no, sorry. Three more questions. So question number ten, what complaints do you hear in general from other teachers at school?

00:01:32

L: Um. Well, here the complaints are basically, well, a lot of the complaints are like the structure, right? Um, there's not a balanced structure, even though we're always working on it every year. Just have something balanced. Right. And, also, some teachers don't like to be moved. Like, for example, I'm teaching fourth. I'm comfortable there. Don't put me in seventh grade next year, right? If they, come on, then I have to do everything all over? This year I'm happy because all I'm doing is, well, don't don't record this part, all I'm just doing is getting my Google docs and just editing them and fixing them and that's it.

00:02:16

Interviewer: Yeah.

00:02:17

L: That's, that's a complaint that I feel like, I mean, I know it's good that, you know, you have to do it some other years. But like, for example, Stephanie, that was my partner, she was in my grade and they put her in kindergarten. That's a big step, right?

00:02:33

Interviewer: Yeah. Yeah. And what complaint do you hear? Any complaints specific about the English usage still or has that like, yeah, calmed down.

00:02:45

Speaker 1: [name], you know, he gets there, he wants to hear everything in English, so, but it's calmed down a lot just because it's been virtual, right? But now that it's back to 'presencial', we're going to see what can happen. Basically the complaint is that the students are not using English all the time and stuff like that. And, and yeah, textbooks.

00:03:14

Interviewer: Okay. And why do you think parents want to have their child in an English immersion school?

00:03:24

Speaker 1: Well because what they've probably noticed now that they're like adults and a lot of them need English, right? And they're taking English classes at ICPNA and other institutes and they probably notice that maybe they have to put their children in an immersion school just because like, maybe they're not going to be like native speakers, but they're going to be up there, maybe an intermediate and they continuing to study and and especially because of the working opportunities. Right. You have a better chance to obtain a higher paying job or if you go abroad the global language is English.

00:04:10

Interviewer: Okay. Last question. Think about it carefully. What would you change, if you could, about this English methodology, this English immersion?

00:04:24

Speaker 1: What would I change? Well for me, something that is important. It's trying to have more native teachers. I know it's difficult. And now that we're living in a pandemic, there's not a lot of foreigners that are applying. But it's important. For example, Alfred, um, Lisa, they don't speak Spanish because they don't know Spanish. So it makes it, it makes it easier for them, right. Um. And I think for example your kids, you didn't speak Spanish. So, um, and the kids understand that the teacher doesn't understand so we have to speak in English. So maybe, like, trying to have at least like, maybe, I mean, if it's if it's two teachers, maybe try to have one foreigner or an American that's going to help. And the other person can be like, I mean, speaking English, but both have to be like like native speaker, right? That would work, that would help a lot, especially in this country that they're like, that's what they asked for, the parents. We have teachers that are native speakers. That's one of the first questions that, [name], she's from marketing, she gets all the time. That's what, that's what the parents want, something, somebody that does not, I mean, 'wow' they finish the University of Lima, but they need to have a native speaker so they can feel more comfortable leaving their kid there.

00:06:00

Interviewer: Yeah. Well, thanks. These were my official questions here.