15.04. 2019. Duration of Session 1 (18:37 min) + (04:01) total: 22:38 min

SA-G2-S1 (School A - Group 2 - Session 1)

(Excerpts 5 and 7)

HLA (girl) asks: “Who will read us the task?”

HLA (girl) and MLA (boy) warn at the same time: “Now we have to talk quietly.”

LLA (boy) takes a piece of paper and reads the task: “Subtract the product of numbers 241 and 3 by 586.”

MLA (girl): “What? Let me see.”

HLA (girl): “Can you do it a bit louder? You can read it once again, just slowly.”

LLA (boy) reads the task again.

HLA (girl): “Now write the title ‘Exercise’.” (addresses pupil LLA (boy))

LLA (boy): “Well, I wrote.”

HLA (girl): “Then wait for us.”

MLA (girl): “We wrote, too.”

MLA (boy): “Let me see the task.” (he stands up, takes the piece of paper and reads for himself)

MLA (girl) also takes the piece of paper to see the task.

HLA (girl) reacts: “So… Slowly... Wait for me.” (looks at pupil LLA (boy)), “Come on. Read it again, but slowly” (at 01:19 min)

LLA (boy) reads the task again and the others look at him (only MLA (boy) pupil touches the Dictaphone on the desk)

After LLA (boy) finishes with reading, MLA (girl) adds: “241 times 3, so that’s a product, it’s multiplication (looks at pupil HLA (girl) demonstrating with her hand)

HLA (girl) confirms: “Multiplication. Yes, multiplication”, then continues looking at pupil LLA (boy) and points her finger at the notebook: “Now we have to write down this what is in the task.”

MLA (girl) adds: “We don’t have to. We don’t rewrite assignments.”

HLA (girl): “Yes, we don’t have to rewrite, but to write these numbers. Okay, how shall we work? Shall we do it with brackets?”

Other pupils confirm individually: “Yes.”

HLA (girl) continues: “Let’s go… We'll rewrite everything first, then wait for the others and then we’ll start. (As she speaks, she looks at each pupil in the group)

Pupil LLA (boy) writes and occasionally looks at the notebook of pupil HLA (girl) (at 2:10)

MLA (boy) turns to pupil MLA (girl), showing to her in the notebook, “Look, should this be underlined here?”

MLA (girl) looks at the notebook of pupil MLA (boy) and shows him using her pen: “Why did you write it so close? Where will you write the result?” (at 02:25 min)

MLA (boy) takes an eraser and erases what he wrote in the notebook.

LLA (boy) asks HLA pupil: “May I sharpen a pencil?” and points to the eraser (at 02:34min)

HLA (girl): “You may.”

HLA (girl): “Well, now we’re going to…”

MLA (girl): “Now we’re going to pull… Now we’re going to put 241 times three at the side to see how much it is.”

HLA (girl): “Yes. So, we are to write 241 times three below. Let’s go.”

*Meanwhile, pupil MLA (boy) turns and takes a black notebook from a bag hanging on a chair.*

*HLA (girl) repeats the instructions and looks directly at pupil MLA (boy) (To warn him to pay attention).*

Pupil MLA (girl) looks at the black notebook in surprise (raises her forehead up and opens her eyes wide) (at 02:52 min)

MLA (boy) starts flipping through the notebook.

LLA (boy) asks: “What is it?”

HLA (girl) continues while looking directly at pupil MLA (boy) and says: “Come on, stop doing it now” showing to him with her hand that he should shut the notebook.

After intervention from HLA (girl), MLA (boy) puts the notebook back in his bag (at 03:03 min)

HLA (girl) continues as she looks at pupil MLA (boy) and says: “So we’ll write 241 times 3 below.”

MLA (boy) writes and nods his head confirming that he has understood (at 03:08 min)

LLA (boy) writes in the notebook and occasionally looks at the notebook of pupil HLA (girl) (03:16)

MLA (girl) speaks aloud: “723.”

HLA (girl) interrupts her signalling to her by putting a finger on her mouth: “Huuush up, keep quiet and wait for everyone to rewrite.”

MLA (girl) reacts with an expression of her face showing she made a mistake and puts her whole palm on her mouth (at 03:19)

LLA (boy) turns to HLA (girl), looks at her, says: “Seven hundred and twenty-two, have I nailed it?”

HLA (girl): “We work together…,” (at 3:37 min) “Okay, let’s go.” (invites the others in the group)

MLA (boy) speaks quietly to pupil HLA (girl): “721.”

HLA (girl) gesticulates: “Huush up… Stop all of you.”

MLA (girl): “Shall I say the result or shall we proceed slowly?”

HLA (girl) turns to LLA (boy): “How much is three times one?”

LLA (boy) looks at HLA (girl) and answers: “Three.”

HLA (girl) looks at LLA (boy): “We’re to write it under what? Where should we write it?”

LLA (boy): “Below the unit.”

MLA (girl): “It’s to be written below the unit.” (addresses pupil HLA (girl))

MLA (boy) leans across the desk towards pupil HLA (girl): It’s to be written below the unit.”

HLA (girl): “Three times six.” (makes a mistake to which she reacts by putting her fist on her forehead) at (4:48 min). Pupil LLA (boy) corrects her: “Three times four.” (following her reaction all the time). LLA boy looks at the HLA’s (girl) notebook all the time as he writes.

MLA (girl) raises two fingers and after HLA (girl) allows her, she answers: “Twelve.” (at 04:51min)

Pupils write in their notebooks.

MLA (girl) holds two fingers and asks: “May I speak once again?”

HLA (girl) answers: “Come on.”

MLA girl: “3 x 2 is 6 and one is seven …. 723.”

HLA (girl): “And what are we to write now?”

MLA (girl) prepares to respond, but HLA (girl) calls out pupil MLA (boy) by his name.

MLA (boy) raises his head from the notebook and answers: “We write 723 minus 586.”

HLA (girl): “Well, that’s okay. And now like this… three minus six – can’t be done…”

MLA (girl) asks impatiently, raising her two fingers: “May I say the exact result?”

HLA (girl) looks in her direction and answers: “Wait a minute?”

MLA (boy) turns to pupil MLA (girl) and says: “Let M (pupil HLA) calculate it.”

HLA (girl): “3-6 can’t be done that way, so we borrow one tenth and it will be 13 minus 6, which is…”

MLA (girl) adds: “… is seven.”

MLA (boy) looks at pupil LLA (boy): “It’s good, don’t confuse her.” (at 5:58 min)

HLA (girl): “1 minus 8 can’t be done, so we borrow one tenth and then eleven minus eight is three.” (HLA (girl) and MLA (girl) jointly say three)

HLA (girl): “It’s no longer seven but six. Six minus five is one,” (they say it together again). “The result is…”

MLA (girl) gets up from the desk: “I’m going for another task.”

MLA (boy): “The teacher should check first.”

LLA (boy) looks at the notebook of pupil HLA (girl) all the time and rewrites what is written there.

MLA (girl) addresses pupil MLA (boy): “The teacher has said that as soon as we finish the task, we can go for another one.” and gets up taking the sheet of paper from the desk.

HLA (girl) addresses MLA (girl): “You go and take another task.”

While they are waiting for the teacher to come to the desk (pupil MLA (boy) raises his hand as a sign that they have finished); a conversation is going on…

HLA (girl) addresses MLA (boy): “It doesn’t matter who we are in order. Something that is important is how we felt and that everything we did is correct.”

MLA (boy) adds: “And that we cooperated, did it correctly and that we are fine.”

LLA (boy) adds: “Well, at least it was a good atmosphere.” (06: 46-6:58)

The teacher approaches and looks at the notebook of pupil LLA (boy): “The result is correct. You can take another task.”

HLA (girl): “Come on D… (pupil MLA (girl)) “…read us the task. N… (calls pupil MLA (boy) by his name) “…don’t disturb her.” (MLA (boy) gets too close to the piece of paper and is warned by HLA (girl) (07:16 min)

MLA (girl) reads while all pupils look at her: “Which number is 23 times bigger than the product of numbers 8 and 4?”

LLA (boy) asks and turns to HLA (girl): “The product is… What is the product of numbers 8 and 4?”

HLA (girl): “Wait a minute, we’ll first do… (LLA (boy) interjects, but is soon warned by HLA (girl) who looks at him boldly)

LLA (boy) laughs and lowers his head into the notebook: “Okay, sorry.” (at 07: 42min)

HLA (girl): “Please, all of you, write down the second task… If it is 23 tiiimes… (emphasises this word while LLA (boy) and MLA (girl) nod their heads), “…it means… What is the arithmetic operation… times…?”

MLA (girl) and MLA (boy) add: “Multiplication.”

HLA girl answers: “Correct, and it means... (makes a pause) …product...” (looks at pupil LLA (boy)

LLA (boy): “…is...”

MLA (girl) adds: “Multiplication.”

LLA (boy) repeats looking at HLA (girl): “…is multiplication.” (at 08: 16min)

HLA (girl): “Bravo (at 08: 18 min) And what are we going to do… So, we’ll first rewrite it, right… Let’s do it… You just rewrite it.”

MLA (girl): “23 times... I’ll just write ‘times’ here...”

HLA (girl): “We’ll put this in parentheses.”

LLA (boy) follows and looks at the notebook of HLA (girl) all the time.

MLA (boy): “23 times 8 is 24.” (speaks quietly to himself)

HLA (girl): “Well, now…” (looking in the direction of pupil MLA (girl) who was looking somewhere in the rest of the class) she says in a changed voice (as if through her teeth while looking at MLA (girl)) “How shall we do the task? Does anyone know?” (at 08: 58 min)

MLA (boy) raises two fingers: “Well... we are to write ‘23 times’ and then multiply 8 times 4 (looks at HLA girl)

HLA (girl): “Which is… we already know the multiplication table… it is…?”

MLA (boy): “Yes, that’s 32.”

MLA (girl) asks: In which way shall we do it?” (does not receive a response)

1 (0:35) HLA (girl): “So, 23 times 32…

2 (turns the notebook towards the pupils and points with her pencil in the notebook) what are we to

write and where… we write 23, we are to write it below…”

3 (Pupils write in their notebook individually).

4 HLA (girl) addresses pupil LLA (boy): “ Let me see how you’re getting on.” (at 9:56 minutes)

5 LLA (boy) looks at HLA girl: “Yes.”

6 HLA (girl): Let me see.”

7 LLA (boy) (shows in his notebook)

8 HLA (girl) “Bravo!” (at 10:13)

9 LLA (boy) comments while looking at HLA (girl) in her face: “Have I got it right now?” (at 10:27 min)

10 HLA (girl): “Three, (…) let me see… put this a bit higher(..) a bit h-i-i-i-i-i-gher.”

11 HLA (girl) continues (changes the colour of her voice while supervising pupil LLA (boy) as he writes and points to him with a pencil in his notebook)

12 The teacher announces: “We work for another ten minutes. Whatever we manage to do, it doesn’t matter at all.”

13 HLA (girl) addresses the whole group: “Well, okay… Now let’s underline…” and addresses pupil LLA (boy) again: “K… (calls him by his name)

14 HLA (girl):…how much is 2 times 3?”

15 LLA (boy) answers: “six.”

16 HLA (girl): “Bravo! (.) And we’re to write it below what?”

17 LLA (boy): “Below 2.”

18 MLA (girl) denies shaking her head: “No!”

19 LLA (boy) corrects himself while looking at HLA (girls) in the face: “Three, three…”

20 MLA girl nods and asks: “But below which number three?”

21 HLA (girl) looks inquisitively at pupil MLA (girl) pupil: “Are we to write it below that number for sure?”

22 MLA (girl) nods affirmatively.

23 HLA (girl): “This cube in which we are to write six next to three in the middle… so, we are to write six…”

24 MLA (girl) raises her notebook and shows: “Here?” (At 11:17 min).

25 HLA (girl) confirms: “Yes…(calls to MLAg): “How much is two times two”

26 MLA (girl) answers, “Four”

27 HLA (girl): “And where are we supposed to write it below?”

28 MLA (girl): “Below four.”

29. HLA (girl): “Bravo!”

30. HLA (girl) (calls to MLA boy): “How much is 3 times 3?” “Well… we’re to write it below what?”

31. MLA (boy): “We write nine below four.”

32. HLA (girl): “Bravo!” (at 11:53)

In the meantime, the teacher calls for the attention of the whole class. All pupils raise their hands as a sign for attention (at 12:02-12:31 min)

“We’ve made a little too much crowd around the class. You may go to take the second task only if I come to your desk and say you may go to take it. Until then, you are to hold your hand patiently and wait. You can replace one task, if you experience problems with it, whichever you experience problems with, but wait patiently until I come to you.

MLA (girl) asks pupil HLA (girl): “Can I do this last bit like this right away?”

HLA (girl): “Wait a minute,” and continues “Three times two is…” (turns to pupil LLA (boy) and calls him by his name) LLA (boy) repeats: “Three times two is… six.”

HLA (girl) asks LLA (boy): And where are we to write it?

LLA (boy) answers and points in the HLA’s (girl) notebook: “Below nine.” (looks her in the face)) (HLA girl opens her eyes wide while looking at the notebook; at that point pupil LLA (boy) concludes the answer is wrong and hits his forehead with his palm) (at 12:48 min)

MLA (girl) adds while raising her hand: “Next to nine.” (LLA (boy) repeats after her)

HLA (girl) asks pupil LLA (boy): “From which side - left or right?”

LLA (boy) shows in the HLA’s (girl) notebook: “Here.”

HLA (girl): “And which side is it?”

LLA (Boy): “Lef... Right, Right.”

HLA (girl): “What are we to write?” Pupil LLA (boy) answers: “Six.”

HLA (girl): “Bravo!” (At 13:05) and now we are to add up… Let D (pupil MLA (girl) tell us…

MLA (girl): “We are to rewrite six” (HLA adds, “because we have nothing to add it with”) “Nine plus 4 is 13, 3, and we keep one in our mind (HLA girl follows, “Yes”) “Six and that one is seven” (HLA (girl) adds, “Bravo”) (at 13:29 min) ”…and it’s 736.”

HLA (girl) and MLA (girl) raise their hands as a sign to the teacher

The teacher confirms that the task is correct and that they can go to take another task.

HLA (girl): “You go N.” (calls pupil MLA (boy) by his name) “You go and take the third task.”

LLA (boy): “Come on, go. And give this back to the teacher.” (speaks in a raised tone, pointing to the MLA boy)

HLA (girl) intervenes: “K, don’t shout.” (calls pupil LLA (boy) by his name) while pupil MLA (girl) keeps a finger on her lips): “Shhhhh. Quiet.”

HLA girl says quietly: “We’ll wait for A.” (calls pupil MLA (boy) by his name).

MLA (girl) comments as she addresses pupil HLA (girl): “We’re doing this well, but we maybe need to be a little faster, just a little… a little…” (pupil LLA (boy) adds, “Yes,” nodding his head) while HLA (girl) comments: “It’s not only that we have to be faster, we want to be faster,” (at 14:23 min) as they wait for HLA (boy) to come back with the task.

MLA (boy) brings the task and reads it showing the piece of paper with the task to the others in the group. HLA (girl) takes the piece of paper while LLA (boy) looks at it together with her.

HLA (girl) looks and thinks about the task for a while (at 14:44-15:09) (she bites her lip and is focused on the task).

MLA (girl): “What do we need to do there? May I have a look M? (calls HLA (girl) by her name) stretching out her hand to take the piece of paper (at 14: 51min), but HLA (girl) doesn’t pay attention.

LLA (boy): “Wait a little.” (addressing MLA (girl))

MLA (boy) looks around and at the moment takes an eraser from pupil HLA (girl) to play with it.

HLA (girl) reacts: “You can’t take it without asking” (looks at the pupil and stretches out her hand to take the eraser) (at 15:11 min)

HLA (girl): “I don’t understand it. We’ll swap the task.”

HLA (girl) after reading the task from the piece of paper: “I don’t understand it. Go and replace it A. (addresses MLA (boy) and he gets up.)

MLA (girl): “Let me see it”, and takes the piece of paper from his hand.

MLA (boy) laughs and does not pay much attention to the task (MLA (girl) warns him): “Stop laughing.”

MLA (girl): “Could it be that it is with some numbers… (HLA (girl) interrupts her) “Wait, wait.”

MLA (boy) starts off to swap the task, but comes back because the rule is that the teacher is to come to the desk upon seeing the signal, that is, risen hands.

LLA (boy) adds: “Well, D… (calls MLA (girl) by her name) …says we are doing very well. Well, we really are… great.”

MLA (girl): “And I M (calls pupil HLA (girl)) say that maybe the task is to be done that way and you don’t experience me at all” (at 15:15 min) (MLA girl has a sad face)

HL A (girl): “And how?”

MLA (girl): “I said that the task should maybe be done this way.”

HLA (girl) holds her hand up to swap the task: “Teacher, can we swap the task?”

MLA (boy) adds: “No, let’s ask her first how the task should be done before we swap it.”

HLA (girl) asks the teacher: “How’s this one to be resolved?”

Teacher: “First try to understand why these two numbers are connected, for what reason.”

HLA (girl): “Maybe because they are the three-digit ones.”

Teacher: No, and that’s the only help. You can swap the task.

MLA (boy): “Let me try to figure out.

MLA (girl):” “Let him try,” (thinking of MLA (boy)), “It’s not correct for sure.”

MLA (girl) continues: “Maybe we should compute it with some number and see. Maybe with a plus, and see if that’s the task.”

LLA (boy): “Swap the task (points with his hand) (18:11 min) (loses his patience and turns to look around the class)

MLA (boy): “Do you have any idea as to how 400 is related to nine hundred…” addressing HLA (girl) “…but is not related to 500 at all?”

LLA (boy): “The fact is that they’re all three-digit numbers.”

MLA (girl): “Talk quietly, don’t shout.”

HLA (girl): “Shall we swap it?” But MLA (girl) does not give up: “Maybe we should try, for example, to put it with some number, for example 454, to put plus and to see if and which number is 908. Maybe we should proceed that way. What do you think? Shall we try?”

HLA (girl): That’s interesting.

MLA (boy): “What did you say? I didn't understand you.” (He didn’t pay attention while she was explaining the possible procedure)

MLA (girl) takes a piece of paper with the task and shows it to pupil MLA (boy) repeating it: “For example, to compute it with some number to see if, for example, two hundred with 454 will give 908; to see with which number we can get it.”

LLA (boy) turns to pupil HLA (girl): “Swap the task.”

MLA (boy): “But, this is also what I’ve said.” (referring to the possible solution of the task)

LLA (boy) addresses pupil MLA (girl): “Swap it…” MLA (girl): “Go and replace it M. (addresses HLA)

HLA (girl) takes the task written on the piece of paper, gets up and swaps the task ... then reads the new task.

----------------------------------------------- The recording continues after changing the battery.

1 HLA (girl): “Weeell…” (laughs) She thinks on her own and quietly reads the task to herself (HLA girl) for a longer period of time while the other participants look around or write something in their notebooks (01: 39-02: 02) “So, it goes like this”… (she is unsure …frowns)

2 The teacher announces: “One more minute.”

3 MLA (boy): “No way.”

4 LLA (boy): “Hats off (claps his hands and looks at HLA) (at 02:08 min)

5 LLA (boy): “So we only did two tasks.”

6 MLA (girl): “What to do, that’s what we have on the desk.”

7 MLA (boy) :“Maybe it’s not too late. Let’s try! Never give up.”

MLA (boy): “Maybe it’s not too late. Let’s try, let’s try… Never give up” (looks at HLA (girl)) and hits the desk lightly (at 3:05).

8 Meanwhile, pupil LLA (boy) looks at pupil MLA (boy) and smiles : “Let’s try” (addresses HLAgirl)

9 HLA (girl) begins: “If we put (…) branch 4… (HLA (girl) starts), pupils start writing…

10 MLA (boy): “We put 4.” (adding cheerfully) (…) “Never give up!” (He turns to MLA (girl) with his clenched fist (03:29 min) to soon turn to HLA (girl) with clenched fist as everyone writes and says: “Work. Work.”

The teacher announces: “Let me review the results of those who have finished, enter them and there is no more swapping. Deal! Can we be so patient and wait until your classmates complete the task!

HLA (girl): “My heartbeat stopped.”

LLA (boy): “Are we the ones who failed? Well, I said we’d fail.”

MLA (boy): “What did you say about us?”

LLA (boy): “Well that… that we didn’t make it.