

Encounter

Language Education for Third Spaces

**A Guide to Enabling Human Encounters through Teaching
an Additional Language**



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Acknowledgements

Our thanks go to the ten programme participants for their generosity in sharing their experiences, insights and life stories.

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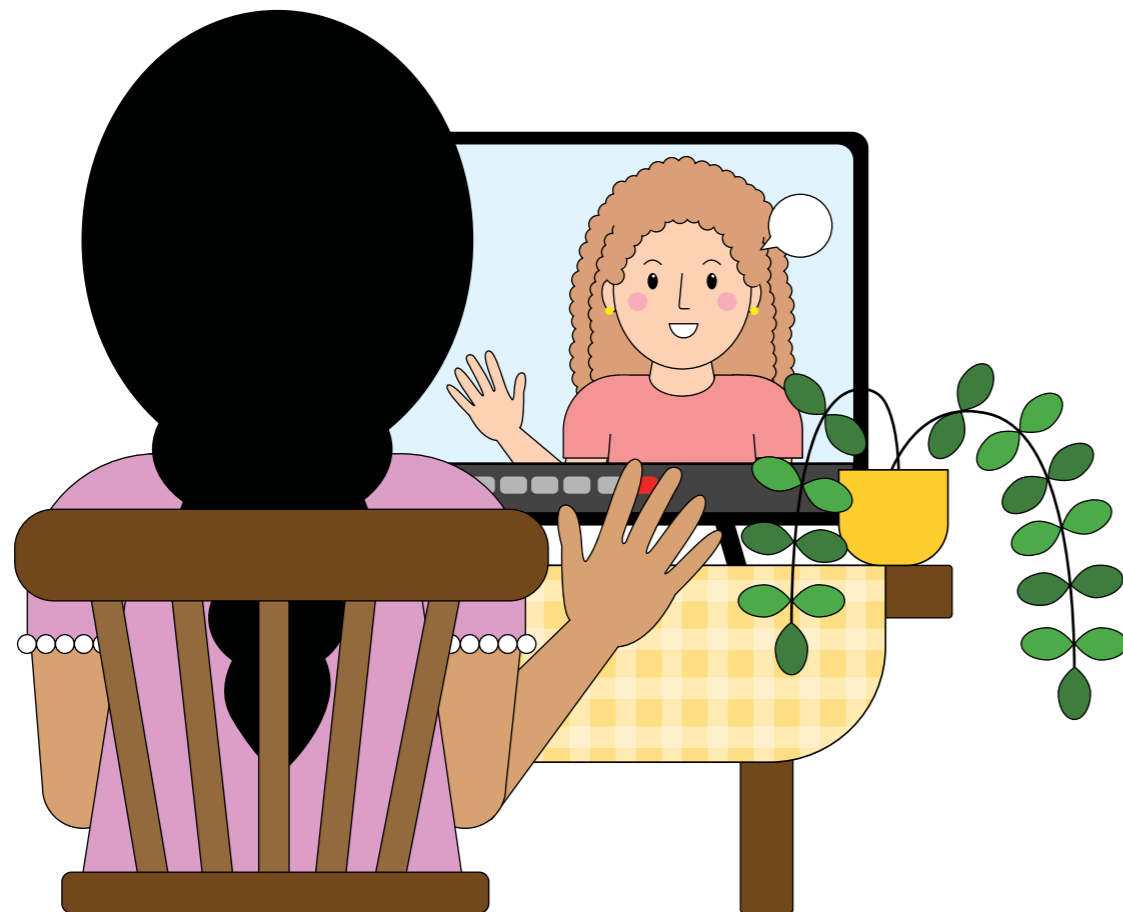
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INTRODUCTION



Encounter

Teaching and learning an additional language often happens in third spaces, that is, outside of formal structures of public or private educational systems. It is done for a variety of purposes, occurs in diverse settings of human encounters and caters to people (often adults) with non-traditional educational histories or limited experience of established bureaucratic structures.

Language education in third spaces typically involves facilitation from volunteers who give up their time to contribute to their communities. They often have no formal qualifications as language educators, and their social or linguistic backgrounds might differ quite significantly from those of the participants.



This brochure offers a guide to those participating in these third spaces as volunteers. It was designed with teaching Slovak as an additional language in mind and with specific geographical, political, ideological and socioeconomic realities at its centre. But its principles can be applied more widely. Crucially, locating this discussion in third spaces also signals the strong value-driven agendas of third sector organisations.

One of them, Cesta von, has hosted the specific language programme on which this guide is based. Because the broader value of language education, in any space, is to **enable its participants to live meaningfully, attentively and with care for one another in the world of diverse others**, we hope that this guide has something useful to offer to (language education) practitioners working in a range of contexts within and beyond third spaces.

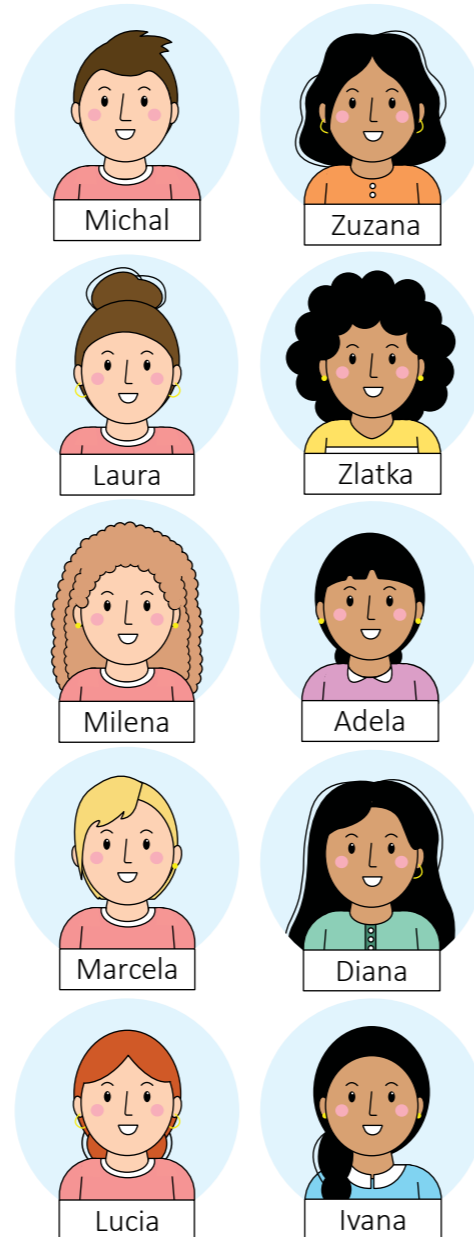
Context

The AMAL language support programme on which this guide is based was initiated by Mária Takáčová (Cesta von). **Its aim is to support language development of women from marginalised Roma communities who work in diverse locations in Slovakia to empower young families in their local neighbourhoods.**

Apart from the emphasis on the development of these workers' Slovak language skills, the programme's objective is to foster inter-ethnic dialogue and to strengthen community relations. The overall design reflected these aims.¹

This guide focuses on a particular aspect of weekly online one-to-one conversation sessions which involved **amals** (i.e., a term given by the programme to the specially recruited and trained teacher-volunteers) **paired up with Roma women/OMAMAs** (a term for the community educators employed by Cesta von on their 'Omama Programme')², i.e., the course participants. For ease of reference, we will refer to these pairings as **'teaching dyads'**.³

The small-scale inquiry, led by Maggie Kubanyiova, which informed the development of this guide comprises insights generated through a variety of methods.



More broadly, this included participant observation of the programme as a whole by its founder (Mária Takáčová), comprising a range of teaching and feedback sessions and face-to-face group meetings with the programme participants throughout 2020–2022. The more specific dataset informing the preparation of this guide was generated by five teaching dyads (i.e., ten research participants), who volunteered to participate in this research inquiry.

This dataset includes:

- ✿ Recordings and transcripts of selected lessons involving the five **teaching dyads**;
- ✿ Recordings and transcripts of five initial **research conversations involving the researcher (R) and each teaching dyad**, lasting for up to one hour each. The themes discussed included participants' relationships and their detailed shared reflections on their weekly lessons.
- ✿ Recordings and transcripts of 10 **research conversations with the individual research participants** at the end of the programme cycle, lasting for up to one hour each. The themes discussed included participants' life stories, reflections on specific moments in their language lessons and their evaluations of the language programme as a whole.

This guide is based on our (i.e., the two authors') collaborative analysis of this qualitative dataset facilitated by regular meetings to discuss the data and the wider context of the programme, including its additional activities (e.g., face-to-face workshops) and participant feedback.

It is informed by a theoretical framework of ethical encounters developed as part of the ETHER project (ether.leeds.ac.uk), which ran concurrently with the AMAL Language Programme (2020–2022).

¹ For more information, see the Cesta von report published in 2023.

² www.cestavon.sk/program-omama/

³ For ease of reference, we will use A to refer to Amals and P to Roma women course Participants. This allows us to avoid 'teacher-student' labelling, which does not sufficiently recognise the richness of identities, experiences and expertise that people bring to this educational setting.

The guide is divided into two parts detailing

- 1 **key considerations,**
- 2 **key pedagogical principles.**

The first uses examples from the data⁴ to **encourage reflection on key aspects of language education in third spaces**: who educates, who is educated, what role additional language plays in people’s lives and what this might mean for thinking about the purposes of language education in third spaces.

The second part **draws on examples from the lesson data to highlight specific pedagogical principles and illustrate them in action**. The guide’s structure represents an overarching framework for helping future facilitators in third spaces to design and participate in meaningful language education.

⁴ Data excerpts have been slightly edited for presentation purposes, and all names have been changed to protect the anonymity of the research participants.



KEY CONSIDERATIONS

What Is Language Education in Third Spaces? Language as a resource, not a deficit

Slovakia is home to settled communities with multiple languages, diverse mother tongues, and heterogenous personal, educational, and socioeconomic histories. It is also host to those seeking temporary refuge in their flight for survival from another home country and a desire for a better life.



Slovak is an additional language to many people across these communities. Knowing it is often seen as a necessity to gain access to a variety of settings (workplace, education, bureaucratic apparatus, justice system, civic participation) and to vital social networks, such as families, affinity groups and friendships. **Additional language education can be a gateway to such symbolic resources.**

Central to this appreciation of language as a resource is a broader notion of the role of language in people's lives. Those who seek opportunities for additional language education do not enter this space as 'empty vessels'. Rather, regardless of their backgrounds, they are already lifelong routine users of (often multiple) languages, skilful jugglers among varieties and genres of the same language, and active participants in a diverse range of communication settings. In other words, people do not enter the additional language education space from the position of deficit. Instead, their **existing complex, sophisticated and creative meaning-making repertoires are a valuable resource** for additional language education. An attitude that recognises and starts from this position is crucial for language education in third spaces. Consider Zlatka's (P) reflection⁵ on her personal experience of a similar attitude towards her in action.

★ Reflect on what such an attitude might look like and require of you as a volunteer when linked to language education.



At the first training session when I was there, I asked so many questions, and I said afterwards that I was ashamed of myself for talking in front of so many people and asking so many questions and so on. But as soon as I saw how they were presenting, something told me that I really am in the right place, that THIS job is for me, that it's really God-given, that these people (.) because I know my community, too, so I know what it's like, that (.) Roma have a hard time trusting OTHERS. That they don't want to give that trust to someone else.

So I realised right away at the first training session that this is REALLY the job for me.

When I saw the character of those people in the leadership, I was so blown away by them, by the HEART that the non-Roma have for the Roma, I was BLOWN AWAY. I was so excited at that time, so completely FULL OF LOVE, that (2) I would even (.) I actually did hug them at the end, that I immediately fell so in love with them (.) that they grew close to my heart because I saw the ATTITUDE that they had towards those Roma (.) towards those POOR Roma (3) that some of our Roma don't have that kind of attitude, that kind of heart, towards those (2) truly sort of (.) poor Roma like they do (.) So that's what caught my attention the most. Because it is possible to work with the Roma, but in organisations in which people are AGAINST the Roma, it's not possible to work.

Excerpt 1: Zlatka's (P) reflections on her initial experience of working in the third sector.



⁵ All transcripts follow the same conventions: (.) denotes a short pause; (5) is a longer pause with the number of seconds in brackets; CAPITAL LETTERS show emphasis in the speaker's speech. Initials are used for research participants' pseudonyms; R is reserved for Researcher (i.e., one of the authors of this guide); square brackets in lesson transcripts denote overlapping speech, and = indicates that the previous turn was interrupted or quickly followed by the next turn. All transcripts used in this guide have been loosely translated from Slovak into English for ease of reference.

Language as a social practice, not an abstract code

Much of **formal language education focuses on abstract features of a standardised** named **language** (e.g. Slovak, Romani, Ukrainian, Hungarian). Its **teaching follows a syllabus** developed for specific stages or ages to enable learners' gradual mastery of this code. Such knowledge may be required for a variety of formal and instrumental purposes, including high stakes assessment, such as school leaving examinations, university entrance tests, and others.

Language understood as a social practice, on the other hand, **is never separate from the people who use it** and from the social relationships, both current and ancestral, in which their lives are embedded. Thanks to our complex meaning-making resources (i.e., a range of standard, non-standard, borrowed or invented language and non-language communication tools, such as gestures, facial expressions or objects), we perform a variety of professional roles (e.g., teacher, NGO worker) and social identities (e.g., mother, neighbour, customer, citizen, community member, food lover). These allow us to maintain our family relationships, navigate bureaucratic systems, pursue our talents, show solidarity with others, seek justice, negotiate difference.

Meaningful language education, therefore, **does not place people in the role of passive beginners** who need to learn to mimic prescriptive language norms. Instead, it is attuned to ways in which people already participate or seek to increase their participation in these social interactions and allows them to take on such roles through its pedagogic activity.

★ **Notice**, for instance, how Lucia (A) begins to appreciate specific language practices that are already part of Ivana's (P) daily life. We will later see that this awareness allowed Lucia to introduce additional meaningful texts to build on Ivana's existing practices and at the same time enable Ivana to expand her identity as an experienced reader.



*What I was noticing about Ivana during those lessons (.) even in those strange moments when we were discussing, for example, BUREAUCRATIC INSTITUTIONS (.) the topic was formally called a little differently, but in principle it was about dealing with bureaucracy and formal interactions,... that Ivana READS. I'm a lawyer, Ivana reads decisions, Ivana reads resolutions, Ivana reads (.) Ivana was coming up with terminology that (.) she didn't necessarily actively understand but she had those words, those terms in her mind, and she was asking what they meant. I don't think the lesson was recorded, but the lesson was very interesting (.) And that's one of those moments, and there were A LOT of them, when I realised that **Ivana reads very carefully everything she receives in her official correspondence.** (.) And so I said to myself, I'm going to PROPOSE (.)... to try it [reading a book together]. Ivana (.) was UP FOR it.*

Excerpt 2: Lucia's (A) reflections on Ivana's (P) language practices.



Similarly, consider how Zuzana's (P) existing language expertise productively shapes the content of the following educational interaction. Although it is part of a set classroom exercise with specific questions that Michal (A) reads out and invites Zuzana to answer, notice how this interaction becomes the space in which **Zuzana actively uses her existing language and non-language resources** to share her expertise with Michal. What may initially have been a standard question and answer exercise becomes a meaningful conversation in which both Michal and Zuzana actively participate. Michal's questions show a genuine interest in **Zuzana's work, and Zuzana's answers allow her to perform her identity as an experienced and creative educator and community worker.**

M: So let's try. What was the training about this week? (3) Did you do something like working with cards?

Z: **((props up her head)) Yes. We did.**

M: Yes, so try to explain what a flash card is and also the card presentation.

Z: **So, a flash card is fast, so you go fast with those cards. ((Points with hands, quickly folds one hand over the other)) and in the presentation, you go slow and you're showing, ((again showing with her hands, but moving them more slowly)) so that the child can touch or bang on that card ((showing as the child's palm is banging on the card)).**

M: And what is the point of the flash card, when you show it quickly?

Z: **(2) Hand-eye.**

M: And that means?

Z: **((smiles)) That he's watching.**

M: ((smiles)) And the reflexes? Reflexes?

Z: **Reflexes, yes, reflexes.**

M: Quick to spot.

Z: **Yes.**

M: ((reads)) Explain to a young mother why we use cards in the lesson and what the baby can learn from the cards? (.) What can she learn from the cards? =

Z: **Concentration. That he really focuses with those little eyes. (3) That he can then concentrate even in school.**

M: ((nods)) (2) So the concentration?

Z: **(.) Yes.**

M: And was there anything else?

Z: **(.) Hand-eye. (2) That he can also show it.**

M: Okay, it was the flash card.

Z: **Yeah.**

M: ((reads)) Explain what was the most interesting CARD activity you did with the child in the lesson?

Z: **I've also had (.) an activity where I had those cards mixed up or I SELECTED (.) let's say, the yellow colour or the blue colour. And let's say there was a big circle or a small circle,**

so we picked those cards and I was showing the blue circle or the blue square. Where is it? Show me. Or a yellow circle or a yellow square. Show me. Where is it? And he already identified where the eyes were, where the mouth was. (.)

M: How long do they take approximately? Until they learn it.

Z: **You know, we have kids for whom it's fast.**

M: Yes, they learn very fast?

Z: **Yeah. Yeah. Really fast.**

M: Cool.

Z: **And then I've got to do the quick flash. (.) Because otherwise they're bored already.**

M: ((laughs)) That's good.

Z: **Yep.**

M: I'm glad to hear you can do these things with them. (.) We would need something like that here when they come to kindergarten. While they're still little they can learn it quickly, just like you say. Kids are great when they're little, aren't they?

Z: **Yep.**

M: It's really cool.

Z: **I've done it on grown-ups as well. At the Centre.**

M: Really?

Z: **Really. To help them concentrate. ((laughs))**

M: ((laughs)) And did they do well?

Z: **Yeah.**

M: Yeah? That's good. (.) You're already expanding your reach.

Z: **Yeah. We have to do our best, so that, so that, so that they listen and concentrate ((laughs))**

Excerpt 3: Lesson interaction between Michal (A) and Zuzana (P) demonstrating language as a social practice.



Finally, take a look at a list of practices that the course participants identified as successful.

★ **Reflect on** how these ideas might **1) help your understanding of language as a social practice** and **2) inform your pedagogical practice** in the conversation sessions (e.g., in terms of language interactions, choice of materials or task design).

A successful lesson is when

- We chat
- There is comfort,
- I'm happy, I thrive,
- I can ask questions,
- We review the material,
- I understand the exercises,
- I don't have to be ashamed,
- My amal explains things well,
- My amal gives me advice, guides me, gives me help,
- She praises me / When she praises herself and us together,
- We can make our own arrangements (including rescheduling the lesson),
- My amal says we'll have a call another time when she sees I'm tired or can't make the lesson.

When I feel successful when

- We laugh together,
- I understand what I read,
- I can talk to someone else,
- I am more confident when speaking,
- I'm braver when I talk, when I don't get anxious,
- I do well on tests or get points on practice exercises,
- I see that I'm making progress in my work, I'm moving forward,
- My husband / someone from my family or work praises me unexpectedly,
- I am able to explain Slovak to my daughter ("I was stunned that I knew it just like that").

Excerpt 4: Course participants' reflections on 'success' as shared in a meeting in December 2022.

Who is educated in third spaces?

A label that we commonly apply to those who are educated, i.e., 'the language learner', suggests an inequality between those who have learned and now understand, can do or are, and those who still need to learn in order to understand, be able to do, or be. Our data in this context show that such a view requires a thorough revision. As mentioned earlier, those who seek language education in third spaces **bring with them many identities, competences, desires, and lived experiences**. Some of these will be obvious from the outset. A more general understanding of the sociopolitical, socioeconomic and linguistic circumstances in which the course participants' lives are embedded is therefore an important starting point for thinking about meaningful language pedagogy.



Yet, it is also worth bearing in mind that **generalised knowledge** of this kind, however well-meaning, **is not necessarily free from misconceptions or societal prejudice and cannot always do justice to the unique circumstances of the specific course participants**.

★ Notice, for example, Laura's (A) reflection on the need to adjust her expectations, which had been shaped by her prior general knowledge.



And it was changing what I expected and what was then the reality. During the training, it was hinted to us that we should get ready for significant social differences.... So, I was getting ready to encounter something different from what I was used to seeing, but I'm not sure if it's because of my omama.

After all, I've only had experience with her so far. But [the warning] didn't apply to my [omama]... and I didn't actually have to hold back or anything. Or I realised only later that in fact I did not have those kinds of complications. That may be why I was more cautious at first, until I admitted to myself that she just wasn't the case [that we discussed as part of training] where there were ten of them in one room, disturbing [the lessons] and what not. So, in that respect it was surprisingly easier; also, we got on quite well I think. Also, there just weren't any such problems at all that I, I guess I was preparing myself for something more complicated. And as far as the, um, the language is concerned, so (3) um, I think I had such mixed feelings for quite a long time, and then after maybe the first third [of the teaching term] or so it just sort of became clearer to me what I should and shouldn't expect, what I must cover and where I need to seek balance...

*I think I struggled a bit in myself because I have taught adults in the past and I always have these rather naive dreams to cover as much as possible and to see progress and at the same time, I didn't want to interrupt her, for example, because I still needed to go through some more grammar ((laughter)) to feel better [about my teaching]. **I think it was more of a challenge to find a balance between what is personal and natural in our conversations and a task I need to fulfil to proceed and make some progress. So, from this perspective, it was an excellent challenge.***

Excerpt 5: Laura's (A) reflections on the need to adjust her expectations in the course of her language support sessions.

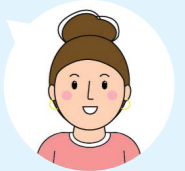
Developing our sensitivity to and appreciation of who the course participants are and how their lived experience can be drawn upon in the educational process is therefore an ongoing task of any language educator.

★ Consider also how the following examples **challenge the traditional idea of 'the language learner'**.

Reflect on how you might draw in your lessons on:

- ✿ Zlatka's (P) **gift of public speaking,**
- ✿ Zuzana's (P) **teaching wisdom,**
- ✿ Ivana's (P) **life experience,**
- ✿ Diana's (P) **care for her community,**
- ✿ or Adela's (P) **understanding of productive and less productive educational relationships.**

Or that she handled very well, probably the most powerful ((laughter)) moment that stayed with me was, that she was excellent at SPEAKING when she had to do some sort of even unexpected things like getting into a role from someone else's perspective - that sort of role-playing and stuff. So she's very good at improvising; she's very good at communicating with people; you can see that she's, um (3), probably she's actually used to it. She even told me so, that she's used to advocating for those around her if they need to get things sorted and stuff like that. She was great at asking questions when she was supposed to be a presenter, winning an argument when she played someone's mother ((laughter)). So, those were like really funny moments, and I kept telling her, you should go into the media! That she could totally learn how to do that kind of stuff, to wow the audience. She's really, um, she's very SKILLED at that [communication]; she just needed to trust in her ability more, [but] even that has improved. I hope so anyway, after the support, so. These are the moments that I think of. How pleased she was when she had to admit that she really did well.



Excerpt 6: Laura's (A) reflections on Zlatka's (P) public speaking skills.

Z: Because, for example, um, my nephew told me, ..., I think he is a second or third grader (2) "You know Zuzi, it would be better for me. I don't know how to learn, when I read a book. I read, I'm immersed in the story, but as soon as I finish, I can't summarise the CONTENTS."



R: uhm

Z: And I say to him, you know what, honey, wouldn't you be better off if I, for example, read that book to you; you'll be able to tell me what it is about. He was like, "YES." And I was like, why didn't you tell your mom? Because you know what? I have an IDEA. You've got your mobile; read the book and always RECORD it. It helps me, for example, when I'm studying, when the teacher sends me (xxx), that I write it down and I also record a voice memo. And you know what? It's so much EASIER for him to learn. He said thank you, he recorded it, and when I have time, I read it to him and he can talk about the content better when he hears it or when he has ANOTHER person reading it to him. So THAT, too, would be good for them, you know, to learn. Because many, many children, people, can't talk about the content [of what they've read]. What it's about, what it was about, they would really like to know; they just can't find the system, you know, how to learn to do it. I, for example, I also was trying to find out for a long time ... how I should learn. And if I'm just stuck in books and notebooks for ages, I won't learn a THING.

R: uhm

Z: I won't learn a thing. If I read it 4-5 times and then I close [the book], I have to put it away, and then I'll know it better. But if I STARE at it for hours, I won't know anything, at all. ((Gesturing enthusiastically)) I will NOT even tell you the basics. It's better if I read it 5-6 times and put it (.) away. Or (.) that I have a voice recording ((points to ears)). I learn better that way (. 2) Then I can master it and even get a B.

R: uhm

Z: But if I keep reading it and beating it into my head (.) I'm not going to learn anything at all. I went to take the exam, I studied for 3 days, 6 big papers, and I knew NOTHING. "Teacher, please give me half an hour and I (xxxx)" She wondered why. (2) I played the recording and I did it and got a B. I was so amazed about it (.) How is that possible? And then the teacher asked me what had happened, so I told her. And she said to herself that AHA, that's it, GOOD. So it was good, like that ((smile)) And for a very long time I was think-

ing about it (.) I couldn't figure it out, and it bothered me a lot when I was 14-15 years old, I COULDN'T LEARN. Mom, how am I supposed to learn this? So I kept searching for the HOW, HOW, and HOW do I do it BETTER? Well, at first I tried reading [the text] 2-3 times and putting it away. It worked. And then later I found that it works even better for me when I listen to it. I might do something else at the same time, but I LISTEN. And THIS is what works best for me. Or I write and read. Yes, (.) this way you learn, when you write, you know, you can read it again and then you also listen to it. (.) So, in this way, you'll simply become more familiar with it. I think, this could HELP a lot of others if they could find a way that works for them, so learning something can become easier for them.

Excerpt 7: Zuzana's (P) account of her suggested strategies for teaching reading.



Um, so for example, I don't get bored, like, I don't get bored of having to join the call. I actually look forward to it. That I can, that I can meet with Lucia. Well, with my amal, since there's some kind of bond that has formed between us, like a friendship, so we'll also give each other advice, she to me

and maybe I to her as well. I mean, **it's very, very interesting for me that we have these lessons** and that we also do the Slovak language there, and there's also something like, we don't even notice and the lesson is over. So it's very pleasant for me.

Excerpt 8: Ivana's (P) reflections on what she brings to the teaching relationship with Lucia (A).

D: uhmm (4) [hopes] for the future? (.) Well, (2) [I want them to] get a qualification (.) My son, (.) my son, who is now going (.) to high school, because (2) I DESIRE for him to get a qualification so that he can get a high school diploma, maybe even college (.) we'll see how he does in his high school exams(2) and I (.) FOR ME? (3) to continue working [as an omama] [It is my hope] that I don't lose my job

R: uhm uhm

D: because I couldn't bear it if I had to lose touch with all the kids and

R: uhm hum

D: I'm enjoying it so much, and it's not only that I'm enjoying it, but I can actually see their PROGRESS

R: uhm, and what would you want for them? For the little kids that you work with?

D: That when they go to kindergarten that I, (2) that the head teacher would tell me that these kids are SUPER, that it's apparent that someone has worked [with them]

R: uhm uhm

D: and they won't be judged, like HE's a ROMA; he knows nothing. [And I want for them] to have some SUPPORT, too, so that they're not always just left to their own devices and [treated like] he's such and such; he knows nothing.

Excerpt 9 : Diana's (P) reflections on what she desires for the future.



So, I remember one teacher. She was so strict; several of us from the osada we went to that class. She was so strict with those kids, with us, in the classroom. Everything had to be to her liking. When we disobeyed, she would grab a stick and bang on the desk with it. Yes, she was that strict. Before there used to be different laws or something than nowadays, I can see that now teachers, they respect children, now they are nice, but before they weren't so nice to us. Not at all.

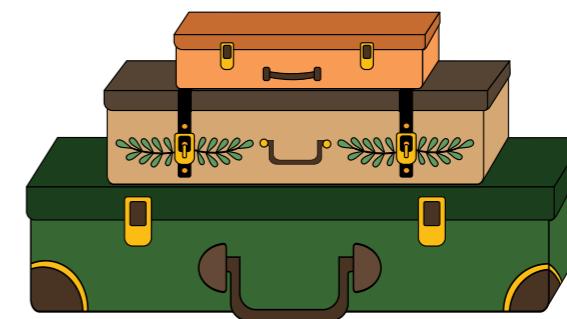
Excerpt 10: Adela's (P) reflections on her experience of school.

Language education in third spaces is an opportunity to **review the notion of 'the language learner'**. It is an opportunity to enable the course participants to see that the content of the language lessons is not incompatible with the knowledge that they bring to the classroom.

In our data, the participants brought:

- ✿ **their multilingual repertoires** (i.e., their capacity to move flexibly between 3–4 languages, varieties or genres),
- ✿ their **professional expertise** of early years education,
- ✿ their **detailed knowledge of their communities**,
- ✿ their **awareness of effective learning and teaching techniques**,
- ✿ their **public speaking skills**,
- ✿ their experience of **negotiating power imbalances in bureaucratic settings**,
- ✿ their **desire to change public perceptions**,
- ✿ their **experience as parents, neighbours and friends**,
- ✿ and much more.

Language education in third spaces draws on a fuller range of participants' identities beyond 'the language learner.' It enables the participants to see that their **existing knowledge is an asset** that is integral to their successful engagement with the language tasks and to their development as effective, confident and compassionate language users.



Who educates in third spaces?

Although some volunteers on the AMAL Language Programme were experienced language teachers (e.g., of Slovak as the mother tongue, English, German or other additional languages), language education in third spaces **enlarges the notion of the 'language teacher'** beyond subject and pedagogical expertise. It recognises and requires a range of skills, practices, identities, and attitudes, again **questioning the learner/teacher dichotomy, which often underlies classroom interactions** in more formal settings. We have already seen an example of Michal's (A) educational interactions with Zuzana (P) and Lucia's (A) reflection on Ivana's (P) communication repertoires.

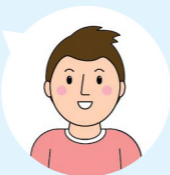
★ Here, **reflect on** the broader experiences, commitments, and attitudes that might have shaped these and other volunteers' pedagogical work on this programme.

M: *It's all a bit, well, new. The fact that I don't really have experience with teaching, I haven't taught anyone at all, and it's a bit of a responsibility to try to, to be able to teach someone something new, but I don't know if I'm any good at it. ((Laughs)) At the moment, it's perhaps better than at the beginning, but it's just such a different experience for me than what I've done before. And also, I just want to help, if I can help somebody; yes, it feels good that I'm not just doing my job, the same routine thing over and over again, but [I'm also doing something] for someone else, that I'm doing something that's going to help someone.*

R: And how did that make you feel maybe afterwards?

M: *Um (.) I don't know. I mean, sometimes it went well, at other times not so much (3) ((laughs)) (4) I don't know. It's hard to evaluate it in any way ... (2) sometimes (.) I don't know. (.) Even the recorded lesson, when I watched it afterwards, [I remembered that] it was like (.) exactly when I again hadn't slept the night before; we had an emergency at work the night before. ((laughs)) The production line wasn't working, and all night we were working on it online to get it back. (2) I was about to cancel the [lesson] in the morning, but I was like, we've missed so much already, I just can't cancel it anymore.*

Excerpt 11: Michal's (A) reflections on his lack of teaching experience.



[My previous job in the shop] was an interesting experience in that ... I, on more than one occasion, ... realised how we treat those who work, for example, in shops or clean, that we take them for granted, but the fact is that without them, we couldn't function. And that's where I quite often felt a sense of injustice on their part, that, for example, through the pandemic we respected them, yes, how important they were to us and then all of a sudden the summer was here, the pandemic was over, well, so we, so we treated them like some kind of rubbish, yes. For example, it was my second day behind the cash register, a lady came in ... [and] I'd accidentally scanned a block of sheep cheese twice instead of just once; she made such a scene there, in front of the whole shop, threatening to get me fired. She filed a complaint against me, and it was like, I guess ... it was the first time I'd experienced something like that, and then I realised that these people who are basically at the bottom of society all their lives, (.) uhm, they experience these things very often, and that it's really unpleasant.

So experiences and situations like these have also shaped me in some way.

Excerpt 12: Marcela's (A) reflections on her past work experiences that have shaped her attitudes.

*I had an intense sense of this kind of injustice (.) I'm a big fan of 'Cesta von' as such; I think, it is extremely meaningful. And in the preparation, even before we had the actual (.) first experience, we were of course being very much sensitised into the issues, ... and (.) then I went to that meeting with Ivana, my heart in my mouth, and I kind of really wanted to (.) also show respect, also to (.) uhm, I didn't know if I could offer anything at all, because I'm NOT a teacher of Slovak, nor a language teacher, even though I have a degree in pedagogy. And (.) and I went and I had a stage FRIGHT. And basically after about 10 minutes of my conversation with Ivana, ehm and then also after the first lesson was over, the thing I remember the most is going into the kitchen and telling my husband: **"If I'd met her at any other time, I guess, at any other stage of my life, she'd just be a FRIEND."***

Excerpt 13: Lucia's (A) concerns prior to her first session.





Um, I have, I think there's a number of suitable, um, people around who I can imagine would go for it. I think they'd be more worried about the language side of it; maybe people generally expect to have to have a degree in Slovak or teaching experience, which I don't think is a prerequisite here...

Um, I immediately thought of three of my closest friends, and I can imagine each being able to get involved and to be an actual asset rather than just complete a task. And one of them happens to be a Slovak language teacher, but the other two are lawyers, um, but then again, they tend to help others, get involved in volunteering, and that aspect I find maybe even more important, that kind of willingness to get involved in projects like that... but I can totally imagine also...people who don't have any experience with volunteering or even teaching. I think [this work] could surprise everyone in a positive way. That they would be able to help...somebody who, for example, hasn't finished their primary school.

There's, in my view, a lot of room for progress, even if it just were conversation classes or even if one abandons the traditional notion of grammar teaching, um, that you don't actually have to go through all of that stuff [to be a good amal]. I happened to get an omama who was finishing her high school diploma, so that had an impact on my teaching a little bit. I always had that in front of me, the idea that I can't quite do away with [the grammar], I guess, because she's actually going to be compelled to, um, learn ... some of the [linguistic] stuff [because] it's definitely part of the high school exam...

Excerpt 14: Laura's (A) reflections on who could be an educator in this setting.



As the excerpts show, people **bring a range of experiences to their role of amal/volunteer educators**. Although knowledge about language and pedagogy can be useful in some circumstances (e.g., when the course participant's objective is to sit a formal language exam), a broader range of experiences and attitudes emerged as relevant in the course of the programme's educational process.

Examples include:

- ✿ social habits of **questioning grand societal narratives,**
- ✿ **care for local communities,**
- ✿ everyday **participation in multilingual practices** and familial relationships,
- ✿ **experience of the world of work** and **bureaucratic systems,**
- ✿ **commitment to encountering** diverse others,
- ✿ **willingness to offer time,** capacity to pay **attention,**
- ✿ **openness to constructive feedback,**
- ✿ **ability to reflect** on broader life experiences.

Similar to the previous discussion of 'the language learner,' language education in third spaces is thus an opportunity to **rethink the notion of 'the language teacher'**. It is an opportunity to approach language lessons as spaces in which pedagogical knowledge is enmeshed with existing personal and community knowledge that volunteers bring to the educational space.

Just like in the case of '**language learners**', language education in third spaces draws on **a fuller range of** volunteers' **identities** beyond 'the language teacher.' It enables them to see that their existing knowledge as parents, siblings, co-workers, students, inventors, artists, activists, or neighbours is an asset that is integral to their pedagogical engagement and to their development as attentive and compassionate language educators in third spaces.

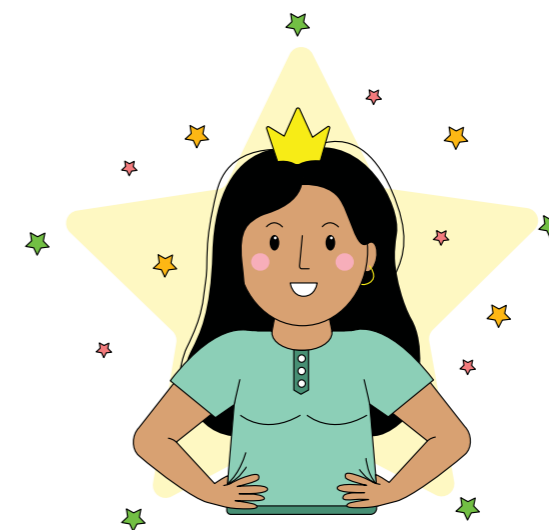
Language education in third spaces as an encounter

Our reflection so far has shown that ideas about the core elements of language education – i.e., language, language learner, language teacher – cannot be seen as pre-determined and fixed. Our general awareness of the broader ideological and sociopolitical setting matters and will alert us to potentials and constraints that might have a future bearing on the language education process: its content, its pedagogical interactions and strategies, its outcomes.

Yet, it is also clear that these ideas about learning, teaching, the social context, or even desirable outcomes, must eventually give way to actual encounters with the people with unique life trajectories at the heart of the educational programme. It is through such encounters that all participants in the programme (those educating and those being educated) experienced their education, or, in other words, moments of being taught by their conversation partners, peers, or even programme leads and mentors.

The lessons included, for instance, an understanding that each person brings their own story to the process. Comparisons across teaching dyads are therefore less productive than reflections that consider small moments of success through the prism of individual course participant's definitions (remember, for example, Excerpt 4: Course participants' reflections on 'success' as shared in a meeting in December 2022). Looking at language education in third spaces through the lens of 'encounters' shifts attention from what I need to achieve (objective, lesson plan, curriculum, social expectations) to what my conversation partner finds meaningful and requires of me. Some partnerships will be joyful, productive and sustained; others might not take off the ground at all or will be short lived. **Where some potential pathways to success close, others, less predictable, open up. In this final set of excerpts below**, consider the kinds and significance of the encounters captured.

★ **Reflect on** what they suggest about the broader purposes of language and language education in third spaces and about meaningful ways of approaching your task as a volunteer.



*And then I only realised it later in Cesta von that I can't just all go hooray, I'm going to help someone without asking them if they even need the help that I think I could give them...
... I was deeply aware over those last few lessons that it was much more about the sharing and the relationship building than it was about the language, even though I was much more focused on the latter at the beginning. Yes, we're learning Slovak now. But the lessons that we've had basically since we last met [for the first research interview] have been kind of completely different, because it's like, like because of what Diana was encouraged to talk about, what you asked her [in that interview], it kind of changed a lot the way I see what we do together. And ... one thing that came to mind was exactly when Diana was talking about how she felt when she was successful in one of the lessons. I hadn't really gone into it with a set GOAL before because I didn't really know what sort of an objective I could aim for. And then I said to myself, from January onwards, **I'm going to make sure that every lesson gives her a space to experience some kind of success and to do that is I think quite important.***

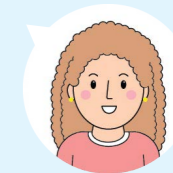
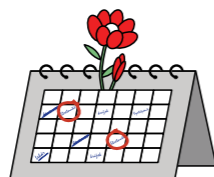


Excerpt 15: Marcela's (A) reflections on her gradual encountering of Diana (P).



On the one hand, uhm, there was a change in time allocation, so this made things a bit, well, maybe it even helped me in the end, but at first the change in lesson timings complicated things for me when we went from sixty-minute lessons to forty-five-minute lessons, and that's when I really understood that it was not going to be possible to get everything done that I had planned. But at the same time, it also then reassured me that it wasn't actually about just chasing an exercise after exercise, and so I began to first assess, um, whether I could pay attention to Zlatka's, um, whether she was, uhm, we'd actually always had a different day, each of us, and also together, and I needed to adjust things based on, um, how tired she was, what her day had been like, or even what time of day we were seeing each other. So, then I perhaps began to rely more on my instinct, knowing **that we were already in sync with one another and I could just tell when to push a bit more and when to take it easy**, when she was keen to tell me something that was important to her at that moment. And all the while I was already crossing out things in my head, telling myself, okay, well, we might not be able to do what I was originally planning, or sometimes when, uhm, I think even the [recorded] lesson that I've now sent you. That was after like ((laughter)) it happened after a truly awful evening, MINE, on my part - I had just lost my glasses, I couldn't even see properly, um, I was tired, in the evening, I was on my own. I can't even remember where my husband was at the time, probably on a business trip, and I could only do [the lesson] after both kids were in bed. And we didn't go quite the way I wanted, but actually in the end I had a good feeling about the lesson afterwards, because I guess I relied on that good instinct ((laughs)). What now gave me the good feeling had changed. It was no longer just the duties. And the list of what I would have ideally liked to accomplish was gone. It just stopped stressing me out - all the things that we didn't manage to go through. So that's what happened.

Excerpt 16: Laura's (A) reflections on navigating everyday demands to meet her conversation partner as a person.



Also thanks to this programme and all the training sessions, I said to myself that I would like to be a better teacher. More perceptive... who will... I would really like to sit in on her lessons [a primary school teacher who was a speaker at one of the training sessions] or something, to learn how to deal with kids the way she does or **to be more perceptive like she is and to be able to notice more what they need...** (pause)... and that's why I've also started reading more stuff about inclusion and all that stuff, that maybe what I'd really like is when I go back to school in September to teach again, I want to be more perceptive towards the kids, to be able to make time for them. And it's not just about teaching but it's also about having fun and also talking together about things that are bothering them or making them happy... and spending time together maybe even outside of the classroom...

Excerpt 17: Milena's (A) reflections on what her encounters on the programme taught her more generally.



For example, we got quite close with Marcela (A)... Marcela, she's such a... such a lovely young woman, whom I quite admire... that regardless of how young she is, she has incredibly cool ideas and views and she's very perceptive... and when I think of where I was when I was her age, I'm so embarrassed... (laughs)... that really, she's such a darling... and so sometimes we text each other... So... **so she's actually the kind of person that I've become very close to quite unexpectedly, actually, thanks to this programme... and I've stayed in touch with her.**

Excerpt 18: Milena's (A) reflections on building relationships with fellow volunteers.



So, for ME, my sort of PERSONAL evaluation of this programme when I talk about myself and about me and Ivana, it's simply very (.) relational for me. **I like Ivana very much. (.) It's so strange to have this kind of relationship with someone by distance when you haven't physically met them.**

Excerpt 19: Lucia's (A) reflections on the depth of the relationship.

Summary of the first section

A crucial **starting position** for any educator-volunteer in third spaces is **that of resource, not deficit**. People who seek language education in third spaces often have unique life trajectories and language needs. They, however, bring with them existing complex communication (often multilingual) resources, multifarious identities, and diverse experiences. Educating in these spaces means helping people see that their existing knowledge is not a problem that needs to be eradicated. On the contrary, it is deeply connected to the content they are learning and is central to expanding and transforming their language practices in ways that reflect their unique voices, life experiences, and desires.

As an educator in third spaces, **you are likely to have commitment to give back to society and make a difference to your community. This matters.** You are most likely to have no teaching qualification. This seems to matter much less than is generally assumed. You are also likely to have in-depth background knowledge about specific social groups, settings, or issues that are thought to affect the people you will be educating. While much of this knowledge will be useful, appreciating what the course participant – i.e., a unique person in front of you – is bringing to the lesson (in terms of who she is, what she desires, what she considers a success, and the kinds of language practices that are already part of her everyday repertoire) will only be possible through sustained listening as your relationship grows.

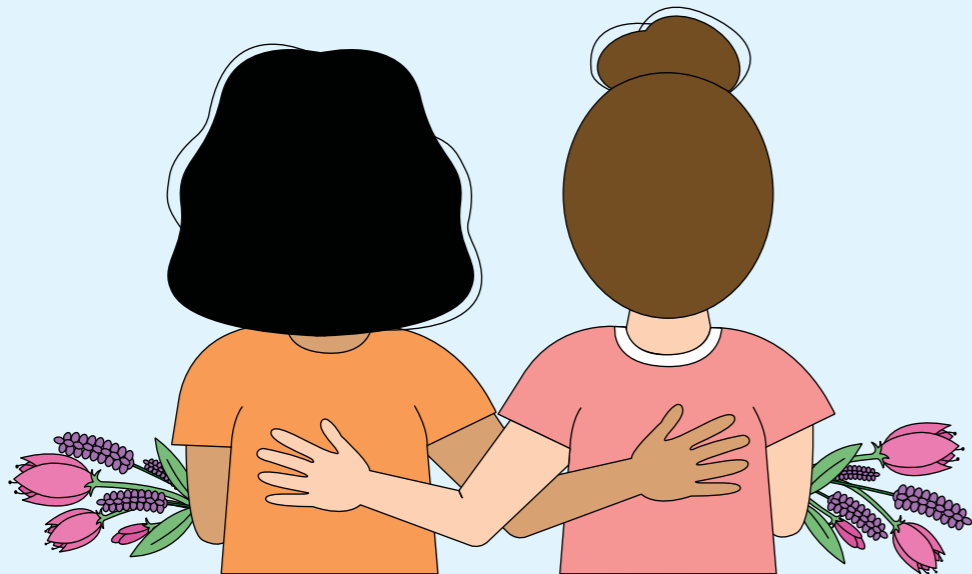
Not knowing what to expect might sound frightening. Yet, the **process of discovering, negotiating, and shaping your lessons together is likely to be the most rewarding part of your teaching encounters.** In the end, however, language education in third spaces is a way of attuning to what your conversation partner needs and desires. With this comes a possibility that these needs and desires will differ from your agendas. One of the tenets of ethical encounters is that you respect the choice of those who opt for a different path the same dignity of choice. Ethical encounter is one where you do not impose your idea on your conversation partner. It is one where you allow another person freedom to make connections that are meaningful to her.

2

KEY PEDAGOGICAL PRINCIPLES

AMAL

means friend in the Romani language



Doing Language Education in Third Spaces

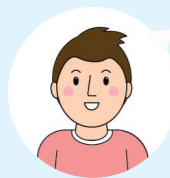
Part 1 outlined several important considerations of language education in third spaces. Here, the guide illustrates a few practical examples from action. We have assembled these under several thematic sub-headings that are intended to focus your attention on selected phenomena, with a particular emphasis on enabling human encounters through teaching an additional language. However, each excerpt is likely to demonstrate multiple features.

★ **Please feel free to share** additional thoughts about any of the examples with your peer group. You are also encouraged to reflect on your own experience and, if relevant, introduce additional principles for practice.

Accompanying, not authorising

You have now reflected on the range of identities that people bring to language education in third spaces. This inevitably leads to questioning the ‘knower/learner’ interactional framework that typically characterises teacher-student interaction in formal settings. A productive way of thinking about your part in your pedagogical interactions is that of accompanying, not authorising. After all, the term referring to volunteers on this language programme gives a significant clue: amal means ‘friend’ in Romani, a companion. Amals do not necessarily have the answers, but with their presence (and their experience, interests and knowledge) they create a space for the participants to make connections to their own experience, interests, and knowledge.

★ **Notice**, for example, the shift in the traditional knower/learner relationship in Michal’s and Zuzana’s sessions. The first excerpt shows how Michal initiates what often becomes a collaborative processing of task instructions (where Zuzana often contributed her own understanding even if the chosen excerpt does not contain an example of this), starting from the position of not knowing. The second illustrates how Michal brings his experience into an explanation of a difficult word which, gradually, allows Zuzana to bring her knowledge into the interaction and make her own connections.



So that's what it looks like. ((Michal shares the screen with an exercise from the Internet)). Aah, I've already looked at it, and I honestly don't know. ((Both laugh)) What verbs are we supposed to fill in here? Because yes, (.) just down there they wrote "swim", "would you like", "you will help" and (5) the question is what verbs we're supposed to use there. They don't say which ones. Whether we're supposed to make them up or use those three that are mentioned at the bottom, and we should put them in different forms.

Excerpt 20: An example in which Michal (A) approaches task instructions from the position of not knowing.

M: We've run out of time, so let's just try-y-y-y-y. So, for example ((reads)) How would you explain the word "prokrastinácia"? Have you come across it?=-

Z: =Phew, I don't know what it is.

M: Well, it's originally an English word, it's a kind of a business word, but we have added our Slovak ending to it, prokrastinÁCIA. ((Zuzana nods)). But it's from English. And actually it means something like, in Slovakia I don't know if we have an equivalent at all, but it's basically when we do - we know that we have to do something. That we either have an obligation or we want to do something of our own free will. ((Zuzana nods)) And we just somehow don't want to do it, or we just keep putting it off, yes. That we know we're supposed to do something, we know in our head that we're supposed to do it, but we either don't feel like it, or we find some other reason for not doing it and we just keep putting it off.

Z: uhm.

M: That's what procrastination is. And instead of doing that, we'll find any other activity to do, just so we don't have to do it, yes. Let's say I know I'm supposed to do something today, but I don't feel like doing it at all, so instead I read my emails. I suddenly decide I need to do the dishes, I need to do this thing but instead I do everything [but the thing that I have to do].

Z: [and not even get back to it] ((laughs))

M: So, that I don't have to. I'm just putting off something that I know I'm supposed to do, that I should do, that I'm compelled to do, ((shows outstretched palms as if being pressed on both sides)) I should do it, it's in my head, ((Zuzana takes a sip of coffee)) but I just don't

want to do it and I'm putting it off; yes, I'm just trying to sort of squeeze it out, I just don't want to do it.

Z: uhm. ((nods))

M: Something along those lines. That's procrastination. It can go on for different lengths of time. Yes, it can even go on for a month, it can drag on, I know I have something and I don't want to do it, and I just keep doing something else instead.

Z: Yeah. Or it's NOT that important. ((Waves hand)) [So one just leaves it at that.]

M: [Well, it usually is somehow important.] ((laughs))

Z: ((laughs)) It depends, what. Well

M: Yeah, usually the hardest thing to do is to get going, yeah. Once I start doing it, it tends to take off, and it's alright after that

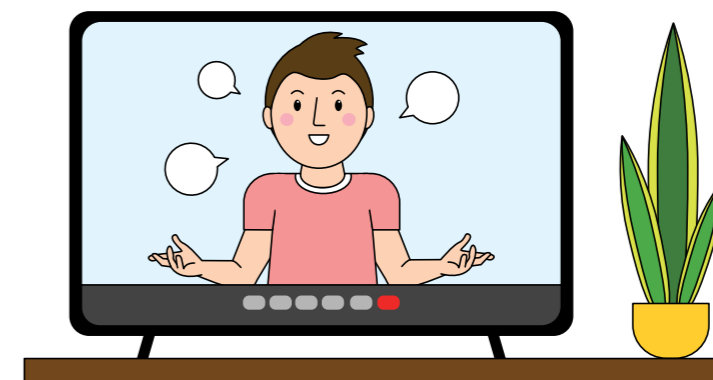
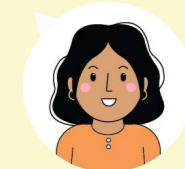
Z: Right. For example, I put it off because I'm scared of that English homework.

((Laughs)) [And I have an].

M: [ENGLISH], yeah.

Z: I'm supposed to have an exam, so I hope I'll pass it somehow, at least some of it.

Excerpt 21: Michal's (A) accompanying Zuzana (P) in making her own connections.



You will also recall (Excerpt 2) how Lucia's recognition of Ivana's identity as an experienced reader led to their regular practice of reading a meaningful long text (a novel).

★ **Notice**, however, how 'accompanying, not authorising' remains an important element of how they work together and the benefits this has for Ivana's noticing of specific language features in context.



Um, and I'm very much, like, I am very much enjoying the story, and I noticed that, like, with the commas you have to wait, the full stops are like that. I read aloud, and she reads aloud too, like she reads one part then I read on, and then I noticed that when I'm reading, because I'd heard the way she was reading, I realised that for the commas, you have to wait, the question marks for example, the exclamation marks, well that's what we were learning about as well, where to put the exclamation mark, where to put the full stop, so that helped a lot. Especially for the reading.

Excerpt 22: Ivana's (P) reflections on reading together.



With the shifting of typical teacher-learner roles in this educational setting comes a broader question of language use in navigating the relationship itself. The Slovak language makes use of the formal/informal 'you' as a signifier of the degree of formality.

Yet as the examples above have shown, the notion of 'accompanying' does not imply a specific language choice as the 'right' one. What feels natural in one teaching dyad may for many social, historical, or personal reasons feel either unnatural or ambiguous in another.

★ **Read** Adela's reflections below and consider implications for your own practice.



R: And at the end, when you look back now maybe at those last lessons, what was it like? Your relationship.

A: Well, very good, because [first] we addressed each other with a formal YOU. ((laughs))

R: uhm.

A: And then she said, can I ask a question, and I said yeah, sure, of course you (informal) can. YOU (formal) can. She was like, I was hoping you'd (formal) propose using YOU (informal) and not the formal you. And I was like, I was hoping for the same thing. ((Laughter)) And I didn't have the guts, but then neither did she. But, in the end, I guess it was in the last two lessons after this, we started to address each other with the informal you ((Laughter))

R: ((smile)) And did you feel any change there, in that you started to address each other informally, for example?

A: Yes, a big one.

R: Did you? And in what ways did you perceive that?

A: It was so much easier talking together, that it was not YOU, YOU (formal) to me and I to her, but YOU and YOU (informal), it was better that way.

R: uhm.

A: But [we just didn't know] how to get started. ((Laughter)) Each of us was waiting for the other to initiate it.

Excerpt 23: Adela's (P) reflections on the formal/informal you.

Bringing the ‘outside’ in

This booklet has guided you through principles and examples that emphasise one of the key aims of language education: encountering one another through language. Such encounters happen when people are allowed, enabled, and trust each other enough to bring a part of themselves and their lived experiences to these spaces – in other words when the ‘outside’ of the language lesson is brought into it.

The examples shared in this guide are but a tiny fraction of different ways in which the teaching dyads **incorporated their unique ‘outside’ experiences into the lessons.**

This included:

- ✿ **reading a book and getting to know one another’s worlds** through a discussion of the characters’ lives,
- ✿ **using the volunteers’ own creativity,**
- ✿ **storytelling and digital skills** to enliven a grammar exercise,
- ✿ or **a vocabular practice**, the course participants’ role-playing that utilised some of their existing skills (e.g., public speaking) or experiences (e.g., a parent-activist, passionate about their children’s education).

★ **Take a look** at the following example and consider how you might bring your own and your conversation partner’s ‘outside’ experience into the lesson.



In the first excerpt, Lucia (A) reflects on how her love of reading shaped her reflections on her teaching and on Ivana’s (P) lived experience.

L: ... I really wanted to get her something under the Christmas tree. And I’m a massive bookworm, and I was thinking very hard about WHAT we were going to read, well, if she agreed, that is, and hmm (.) I was also a bit hesitant whether it was going to be something, maybe something like a fairytale, or if it was going to be something written by Slovak Roma authors or (.) and so I was floundering about, and then basically it just occurred to me that My Brilliant Friend seemed like a very good choice.



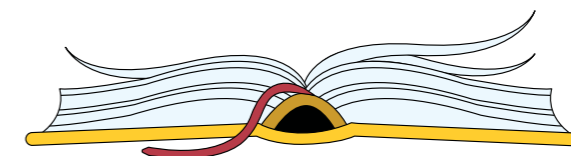
R: uhm, uhm=

L:=cause it’s basically about poverty, but they’re not Roma, they’re white, gadže (.) It’s about uhm (.) a situation where one of the two friends leaves school precisely because of poverty and exclusion, (.) and it has a lot of moments like that where I thought it would resonate with Ivana and where at the same time she would be surprised at the fact that basically white people(2) can experience the same problems.

...

L: in the beginning I was ...showing her, because it’s also a TV series, so I was showing her these girls and what they look like (.) uhm, we first read or rather worked with the physical book, we sort of felt our way through the book in that first class... We looked at the cover; we looked at the publisher, the imprint, and (2) I think it really drew her in. She was most taken aback when she saw those two main girlfriends visually, and one of them looked like a Roma.

Excerpt 24: Lucia (A) brings her love of reading and connects it to Iveta’s (P) lived experience.



★ Staying with the same teaching dyad, **note** how ‘bringing the outside in’ does not necessarily mean a significant change in the type of material or activity, but can be reflected in the way a regular exercise is handled. Ivana’s (P) ‘outside’ experience is seamlessly brought into the interaction to create a context for explaining vocabulary.

I: ((reads)) We were led to appreciate fine cuisine by our parents from a young age. (.)

There's probably no mistake there. Is there?

L: uhm. Fine, you know what kind [of food] it is.

I: Like good food.

L: Tasty

I: Tasty, uhm (.) There's no mistake, or is there?

L: No.=

I: =No.=

L: =There isn't.

I: ((reads)) We're a gourmet family. Wait, what's a gourmet? I've heard it somewhere before. Is it that you don't like to eat meat, or do you like to eat meat? ((laughs))

L: That's vegetarian.

I: Really?

L: uhm, those who don't eat meat are vegetarians or vegans. Vegetarians eat animal products, they don't eat meat, but they eat eggs, milk, cheese, and vegans don't even eat those. Vegans don't eat anything that comes from an animal. They don't even eat honey.

I: (3) Really? ((shakes head))

L: But gourmets. Gourmets are those who eat absolutely everything. Who like good food.

I: Oh.

L: Who are really fond of good food. That's a gourmet.

I: Then I AM a gourmet, too. ((Laughter))

L: Well, you see. (.) So we have gourmet, vegetarian, and vegan as new words. Vegetarian. A gourmet likes good food and likes to enjoy it at every opportunity. A vegetarian doesn't eat meat. (.)

I: I KNOW that; vegetarian I know. I only know this one.

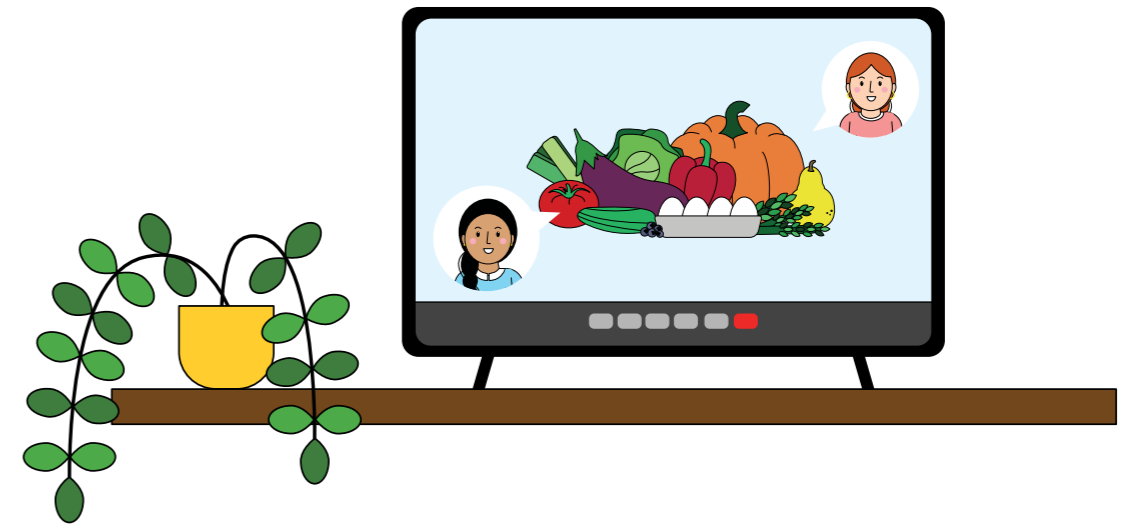
L: [Yes. A vegan.]

I: [That he doesn't eat meat.]

L: And a vegan, he doesn't eat meat or anything animal. (5) Cool. And Ivana is also a gourmet.

I: ((laughing))

Excerpt 25: Lucia (A) & Ivana (P)



The AMAL Language Programme started during the COVID-19 pandemic and was therefore from the outset envisaged as an online programme. While this initially created a number of challenges, the examples here demonstrate that even these 'outside' interruptions can serve as important moments for encountering each other's vulnerabilities, understanding, generosity, humour, or simply each other's diverse life situations. The following two examples show both aspects:

★ first, **notice how 'the outside' is brought into each lesson.** The first excerpt shows that what might otherwise be a standard interactive task becomes a genuine conversation in which Laura shares her experience, while Zlatka introduces hers. Similarly, Milena's integration of Adela's current situation creates a meaningful context for a grammar exercise.

★ **But notice also** that bringing the outside in means, in both examples, accepting and sometimes even welcoming with humour the many technical and general life's interruptions as part of online encounters.

Z: Well you can talk; I can hear you! All good.

L: [Okay, okay.] I'm just thinking, when it actually became common to have the Internet at home, when I as (.), I guess I was at high school, ... we used to go, um, ((thinking)) to this computer room that [was for] whoever wanted to use the Internet after school. It wasn't that common to have the Internet at home; it wasn't until maybe when I was finishing high school that it was becoming more common, and by college we already took it for granted. But it's genuinely true that it didn't even occur to me but in elementary school, the way we did our homework or classroom tasks, it had its magic too, I'm such a traditionalist ((laughs)), so I kind of miss it too...

Z: xxx must have learned a lot, too! And they have it easier, whereas we had to work hard until we found everything we needed...

L: uhm. But on the other hand, it's also a challenge of sorts nowadays to find quality sources. Maybe the kids have it harder in that they can also easily find rubbish on the Internet, and it's also maybe easier to hang out there, you know, we, when I did my homework, there was my notebook and my book, and somehow I wasn't distracted by so many things. But [now] it's hard not to chat with your mates online or ((laughter)) play games and stuff while you're doing [your homework]. So, that's where they have it harder, too, to FIND the time for school and separate it from fun, so I don't really envy them. ((Laughter)) And do both of your kids have mobile phones already?

Z: Yes. ((Laughter))

L: uhm, that's common now that they can call you, yeah? I can't imagine that either, when I first started going, how old is she? Tatianka's seven?

Z: Six!

L: Six only, well. It's still quite early basically, isn't it?

Z: She's had one since kindergarten.

L: Seriously? ((laughs)) See, well, we have yet to do that [with our kids], then you'll be the one giving me advice.

Z: I don't give them mobiles to school. I don't do that. Only when they come from school xxx. Yes.

L: So those are the challenges of today's world. ((Laughs)) ... And when you think of your teachers, uhm, do you have any that you still remember today? Those that influenced you in any way?

Z: I definitely do. So, I remember (3) here when I was still going to school in xx (name of town). So, uh, now like she's the principal, but when she started she was like, uh, my first-ever class teacher in the first grade and she was so supportive of me; she guided me from the first grade, encouraging me, like, not to stay here, but to, like, to move on, like, to go to (a different name of town) to get better education...like that. So, she was pushing me and supporting me even when I was already going [to another school], because from the fifth grade I went to [a different school in another town], a sort of a language school, and she would always call me and take an interest in me. She was such a role model for me xxx

L: So you have such a good relationship, yes, you like to, you like to think of her.

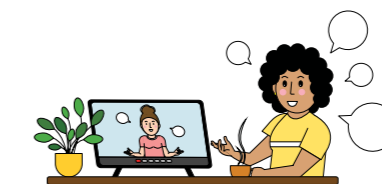
Z: To this day. To this day.

L: uhm. That's nice to have such a (teacher). I also have one from elementary school. The older I get, the more I realise how important it is to have a lovely person around you. I even used to look forward to going to school just so I could see her, and I wasn't scared of going ..., so, it's great when kids are so lucky. Well! And now let's take a look at that presentation as well. Let's find out what you guys managed to get done. See, I've already forgotten that I'm supposed to share this...((sings to herself))...well, now you see the presentation, which is probably the same one you did...? With the pictures? You probably finished that, right? Hang on, hang on. I can't hear. So this is what you were describing, I guess, is this what you were talking about?

Z: Yes, yes! I'm sorry, my mike was muted! ((Laughter))

L: Aaaaah, I see. You were so mysterious. ((Laughter)) I didn't even notice because I was stressing about how to share it. So that's good. Um, well, and let's now do the grammar as well to get it over with. So, when we were looking at those verbs, every time we say a verb, we think of an activity, an activity, we're describing something that we can do.

Excerpt 26: Laura (A) & Zlatka (P)



M: ((waiting for the wheel to spin and pick a word))

A: For friends. (3) Who? What? With whom? With what? ((sneezes))

M: Bless you. Always try to put it into the basic form. Like it's one friend and the friend is he, she or it?

A: Friends. For friends, so that's more than one, in the plural.

M: The plural it is, and is it masculine, feminine or neutral?

A: Masculine.

M: Very good. Super.

A: ((talking to someone in the room))

M: ((waits for the wheel to spin and pick a word))

A: Pharmacy.

M: Doctor.

A: ((laughing)) Doctor.

M: ((laughing)) You're already sick, so you're already thinking of the pharmacy.

A: ((laughing))

M: What would you get there. Yes.

A: Well, I've been planning to go for two days, but I can't go. ((Laughter)) I don't have time for that. So, a doctor. Who? A doctor. So it's, uh, singular.=

M: =Excellent.=

A: =And it is.

M: And is it masculine, feminine or neutral?

**A: Masculine. No?=
M: =Good. You're good at this, Adela, let's try a couple more and we'll move on, okay? Because you're good at it.**

A: I'm going to do something with Janka ((daughter in the background)) because she. (xxx)

M: ((laughing))

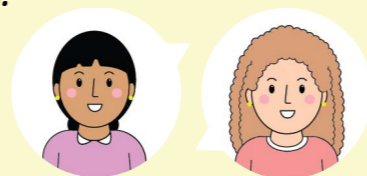
A: ((speaks in Romani)) She doesn't listen; she keeps shouting.

M: ((laughing))

A: And I can't concentrate.

M: Yes. ((smile))

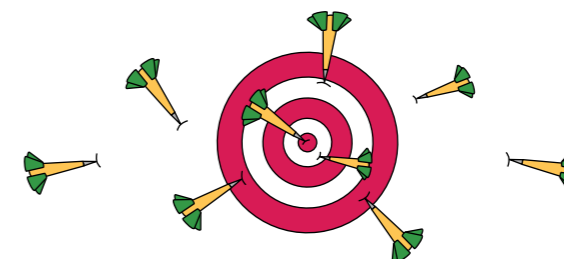
Excerpt 27: Adela (P) and Milena (A)



Creating opportunities for experiencing a taste of success

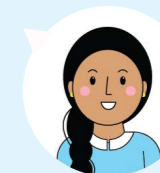
Marcela's conclusion in Excerpt 15 signals a critical moment in language education – the moment when the 'language learner' recognises herself or becomes recognised by others as a legitimate language user. Creating opportunities for tasting this kind of success is therefore an important part of a pedagogical approach in these settings.

★ **Notice** how the events and interactions portrayed in the following excerpts (as well as elsewhere in this guide) manage to identify such opportunities by positioning the course participants as knowers, authors, conversation partners, evaluators, high scorers, goal setters, creative producers of language, gamers and competitors, interviewers, those who make others laugh, readers, negotiators. **Think about** your lessons and how you might maximise opportunities for course participants to taste in their own 'skin' what it means to do things in, with, and through language: in other words, **what it means to be a successful language user.**



Aah, and in the future, what would I, a kind of GOAL. That I have. ((Lucia nods)) So I'd say, for now, just to, you know, the lesson always needs a little bit, like, I'm not yet managing it at a hundred percent. One always learns. I'd say, well, [my goal is to do] just enough to get better at those lessons. I mean. ((with raised finger)) Next time [I'll get] seventy-five [points on a test]. ((laughing))

Excerpt 28: Ivana's (P) reflections on her goals.





L: your score is 100%. Thank you. Joy. You have become the champion of grammar exercises!

...

L: the online exercise, we both completed it; we saw right away that it worked... 100%... quick and efficient [way].

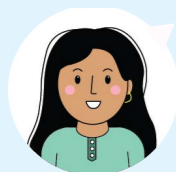
Excerpt 29: Laura's (A) assessment of Zlatka's (P) work in class and her subsequent reflection in an interview.



There was more there, but for example, I've already... I've already come across and, for example, even the other day I was reading an advert where there was this word that I'd never understood what it meant and **then it struck me that we'd already talked about it, and then I knew exactly what it meant.**



Excerpt 30: Ivana (P) recalls her successful recognition of new vocabulary in her everyday life.



What I loved most of all was when Marcela would give me these, well there were words and exactly where they were supposed to go, and [I had to] make one giant SENTENCE out of them. And I had to line them all up ACCURATELY, for example, my mom was going to the store, and the words were all mixed up and I had to put everything in the correct order; that was SUPER, and when I did that I was like: **"Well, I might as well go to some kind of a competition."** ((laughs))

Excerpt 31: Diana (P) recollects her moment of tasting success.

A: So the game that we've had recently, last week? We had a lesson and we had two pictures (2) and it was about (.) on the beach or something like that, and (2) we had one about winter, for instance, (.) ... High Tatras or something. (.) We were supposed to go [there]. And I had to choose one picture and so did Milena. (.) ((laughter)) And that was very nice because we had a laugh and a little play, too. ((laughter))

R: uhm,uhm

M: [Yaay]

A: [and we were persuading] each other

R: (2) persuading? What was the principle of the game?

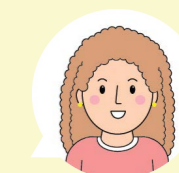
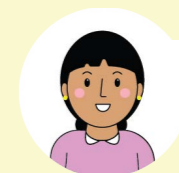
A: that I, for example, had to convince Milena to join me on the beach, that there was water and stuff (2) stalls, food (.) that we could buy

R: [uhm,uhm]

A: [and she was asking me] to join her, on those MOUNTAINS and stuff like that

R: uhm,uhm

A: And then it was ME who convinced her, so she joined me! ((laughs))



Excerpt 32: Adela (P) and Milena (A) discuss memorable activities.

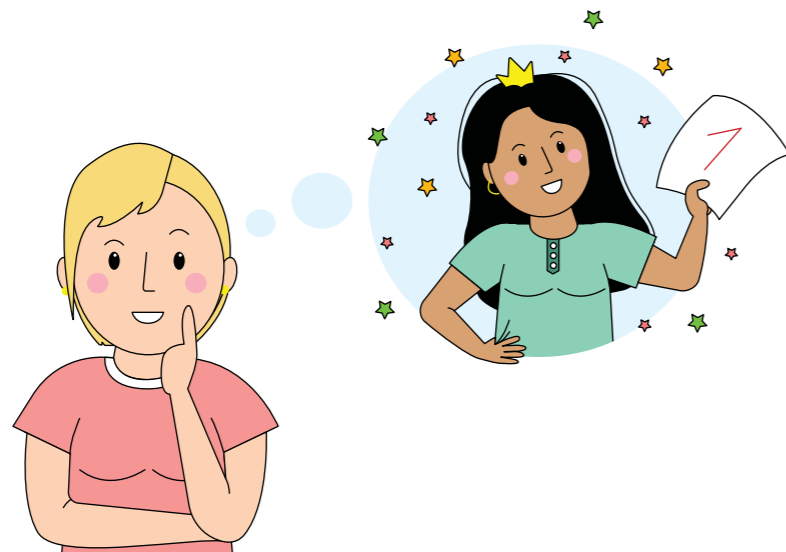


Overcoming ideal versions through ongoing reflection

The volunteers and the course participants both bring a range of ideas and expectations about **'who I should be'** in this relationship and what should happen in lessons in terms of the structure, content, types of interactions, number of activities, level of difficulty, etc.

This, as mentioned in Part 1, is only natural and comes with diverse past experiences. While it is not desirable to abandon all these ideas and experiences (many of them may be very useful), it is important to pay attention to moments when the teacher-volunteer's 'ideal version' of what 'should' happen obscures what is actually happening and **what is meaningful to the course participant herself**. Marcela's (A) reflection in the next example demonstrates a couple of such moments of realisation.

The first was prompted when she witnessed Diana (P) speaking about memorable activities in the first interview (see Excerpt 28), which Marcela had originally dismissed as non-sensical; the second came about through Marcela's post-lesson reflection, when she confronted her prior expectations with what actually transpired in that lesson.



I used to imagine that success was if she could, for example, write a dictation without mistakes; yeah, I had these grand expectations, and then during that conversation [joint research interview] Diana mentioned an exercise where she actually had to line up the correct words in a sentence. And the other thing was when we were talking about technology, and, um, how we perceive it, how it's changed our lives or whatever, affected our lives, and this was also such a topic that I [thought] she wasn't going to have very much to say about, but the fact that she was able to talk about it for thirty minutes straight... I saw this as one of those [success] activities as well.

...

*And that's probably really what I was trying to build on. **To try to empathise with what she needed instead of focusing on what I wanted her to know.***

Excerpt 33: Marcela's (A) coming to terms with what tasting success means in her encounters with Diana (P).

The past two years of ongoing discussion, reflection, and feedback have shown us that there is no such thing as ideal teacher-volunteer behaviours or indeed an ideal lesson in these spaces. A meaningful language learning experience seems to occur when the course participant is encountered; that is, when she is given sufficient space and time to engage with, understand, shape, and provide feedback on the content, process and/or outcomes.

Successful lessons are not simply one-off events, but **form part of an ongoing 'conversation' that connects the lesson material to the broader context of the course participants' life trajectories, goals and identities**. As the final excerpt in this section illustrates, the dilemmas that arise when ideals clash with realities won't necessarily go away as a result of ongoing deep reflection. Here, the useful concept to bring to mind is that of a 'good enough teacher' – one that does not have a perfect lesson but one that creates a 'good enough' space in which the course participant can grow.



And I had to, like, ... find that healthy boundary, the extent to which I should almost like bother Zlatka with what I had as my ideal and everything that I wanted to get done and explain and achieve, ... I feel that this is my teacher self ((laughs)), ... and at the same time not to make Zlatka's life miserable by doing that.... What dreams I had, in my head, unrealistic, and either my children had a melt down or the timing was out of the window, or we changed something, something didn't work out...and I remember I was really looking forward to the topic of books and, um, and I didn't actually ... I didn't really ... get to teach it in the way I wanted, I didn't really get much out of it, ... and it ended up more of a mix of mildly stressful, agonising stuff, like, look, this is such a lovely topic and how come it isn't really going the way I want it to go. So, that was my feeling. I could have presented it better, but I just couldn't let go of my ideal version of it.

...
And so the most beautiful moments were those when I saw that Zlatka was proud of herself or that she started to believe that, that she really comprehended something and could do it herself or often she figured something out even before I did.

Excerpt 34: Laura's (A) coming to terms with her ideal versions and beginning to see Zlatka's (P) engagement as central to her evaluation.

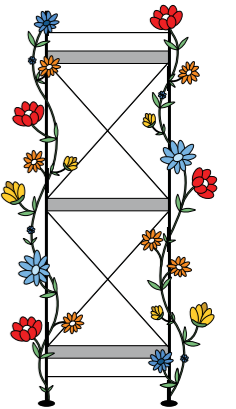


Building a scaffold when the going gets tough

Any kind of learning and development includes moments when the material is beyond the reach of those attempting to engage with it.

Here, the guide provides examples where the volunteers, through their choice of language or by adjusting the activity's parameters, built a scaffold that enabled the course participants to overcome the difficulties.

★ **First, consider** what Diana believes is an important starting point for successful 'scaffolding'.



*Marcela is a SUPER GIRL because (.) Marcela already knows me very well, what I am good at, what I am not good at and **what she needs to do to make things easier for me**. And then when she found out that something was already easy for me, [she added] also things there that were a little bit harder. (2) And Marcela is a girl who **can explain everything very well**.*

Excerpt 35: Diana's reflections on the support she appreciates.



The next excerpt illustrates a number of features (e.g., accompanying, not authorising; seeking opportunities for tasting success; bringing the outside in; welcoming humour as part of meaningful interaction). Feel free to consider all these features as part of your reflection.

★ Here, however, focus specifically on how Laura, through her choice of language and attention to silence, gradually builds an emotional and intellectual context that enables Zlatka to fully understand and successfully engage with the task requirements.

L: Good. Well now: You're a master storyteller, so it's going to be a piece of cake for you, and here's a picture asking you to do an interview that's going to make everybody's jaws drop. ((Laughter)). So what more can anyone wish for tonight at a quarter past nine ((laughter)) than for Zlatka to do an interview. And I'm so tired I can only manage to answer, so you ask the questions and I'm just your (.) guest.



Z: And how do I do this, go from the top, one by one or how?

L: I think you just have to make up the questions based on whichever suits you. Feel free to pick just one, one verb out of that pair. Just make sure it makes sense and it's correct. You don't have to artificially use all, both of them in each line.

Z: Ehm (4)

L: So you're supposed to ask about some of my school experiences or memories.

Z: Experiences, um, I can't think of any ((laughs))

L: So imagine me as a young pupil and all those verbs that I encountered at school, to learn, to study, to leave, to go.

Z: How did you learn at school?

L: How? How did I learn?

Z: Yeah, what was it like for you to learn?

L: I'm thinking... In primary school I found it quite good and easy to learn because I only found out afterwards that I had good teachers, erm, and I actually learnt quite a lot at school when I was paying attention, and then at home I just pretended to study, but actually it took me about half an hour and I could go outside and play. And in secondary school I found it hard to learn. I remember that it suddenly wasn't so easy ((laughs)), and suddenly it wasn't enough to spend half an hour on it. So, in high school it was much worse, and I also had this almost sad feeling that I was missing out on life when I had to spend so many hours over schoolbooks at home. And I'm not even talking about the university.

Z: So you also went on to study at a university and what, what was your major?

L: That's a good question! ((Laughs)) Um, so I graduated in teaching the subjects Slovak language and literature - German language and literature.

Z: So you went to several schools?

L: Um, basically (2) well, yes, if you think of it as primary, secondary, university, yes, but within that Slovak - German language I only attended one school, but it was (4) what's it called actually? It wasn't a single subject, it was interdisciplinary studies. So it was based in one faculty, but it was like two programmes in one.

Z: I see. And did you ever want to leave school? Leave everything and go?

L: Not as often as my classmates, but I know that they wanted to leave in our first year, and I was very sorry ((laughs)), because we got along and they were good friends and... but we were all quite disgusted with how it wasn't working and the [teachers] weren't very nice to us at the university, so I just had this feeling that I wanted to graduate, ... that I didn't want to just leave, but I didn't want those friends of mine to leave either ((laughs)). So, I persuaded them to stay there and fight it out, but it was a struggle really. We fought for five years simply to not get kicked out of that school, and (.) a couple of times it got really scary; it looked as though it wouldn't be us leaving, but we would get kicked out. ((Laughter))

Z: I believe you.

L: So...sometimes it was getting so (2) demotivating ((laughs)), but somehow we got through it, but it really was a close call.

Z: And I'm sure you wrote a lot of different, um, papers as well, like projects, maybe some essays and all sorts of things. And I was wondering how you wrote your, um, thesis.

L: Zlatka, you can be a presenter on television. ((Laughter)) I already feel like we're being broadcast. Such a pity that only we can see it. ((Laughter))... Come on Zlatka, please, do apply for the next audition for a TV presenter. ((Laughter)) Because this, I don't see this only as [your gift] for teaching, but you could also be a TV presenter. You've got your fan right here. ((Laughter)) Okay, you did great.



Excerpt 36: Zlatka (P) interviews Laura (A) as part of the classroom task.



Staying with the same teaching dyad, notice an example when the interaction is used to scaffold Zlatka's understanding of a grammatical phenomenon.

L: ... So, when we were talking about verbs, every time we say a verb, we think of an activity, a task, some kind of an activity that we're describing, something we can do.

Z: Yeah.

L: And it refers to some events. And here we also have all the grammatical categories that can be identified in relation to verbs. When you look at it, we have person, number, etc., um, so you would be able to list all possible properties of verbs, right? (4) Do you remember, then, that all these are properties of verbs?

Z: Well, the person, uh, that's, uh, person. Well wait a minute xxx. I just don't get this, the first to third person.

L: uhm, you know what, let's give an example right away...when we say, for example, um, (5) if, even that, when I said "let's give" right? That's a verb and now: a person, so out of those first to third person, that means that it can be first person - I or we, second person you, possibly you (plural), and then third person he, [she, it, or they.]

Z: [I see now.]

L: Yeah, when I say let's give, so in this case, what person is it? Let's give - which person do I mean? Let's give

Z: The second.

L: But who is that somebody?

Z: Me and you.

L. Yes, and in one word?

Z: Two persons.

L: Yes. ((Laughter)) and that's two of us; that's us. Yeah, that when I say let's give! So I mean two of us; that's WE. And that's first person, BUT plural.

Excerpt 37: Scaffolding through interaction.



And finally, take a look at the moment when Marcela realises that what was intended as a fun game is simply too difficult to master.

★ **Notice** how she considers adjusting the speed (it wasn't possible), then allows Diana to practise the words prior to playing, and finally adjusts the number of words to make the game more manageable. Although, in Marcela's words, they still 'lost the game,' the scaffold that was created through these strategies allowed them to overcome the game's difficulty, resulting in Diana's conclusion of satisfaction and a sense of success: 'We did well anyway!'

M: Okay, we lost again. We'll give it two more goes and then we'll... Or hang on, I don't know if I can change the speed.

D: Well.

M: Because it's, uh. Well, I can't. Aah, okay. (.) Hang on, let's go over the words that are related to institutions. Read these in the left-hand column.

D: Well. ((reads)) application, birth certificate, ID card, insurance card, recorded delivery letter, credit card, mortgage, post office, court, unemployment office, social security, bank.

M: Okay, I'll shorten it. Here I'll just put ID, and here I'll just put insurance. So we can only hit these, right, which are over here.

D: uhm.

M: Not the others. Only the ones to do with institutions. Or some kind of documents. Well, okay, we'll have a go. The court, the painting. ((Diana is playing a game, she doesn't get to do everything))

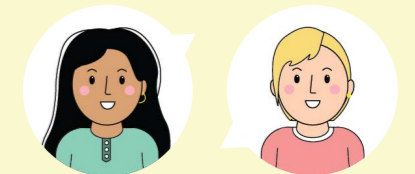
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M: Okay. The credit card, the garden. The time's up. Never mind, well, we've already lost that one. I guess we'll leave it at that.

D: ((smile)) But we did well anyway.

M: Yeah, pretty well, we've made it to level five, great.

Excerpt 38: Diana and Marcela manage the task with difficulty.



Welcoming humour as an active ingredient of memorable encounters

As mentioned in the introduction, this brochure has been informed by a broader value-oriented view of language education which seeks to enable its participants to live meaningfully, attentively, and with care for one another in the world of diverse others. Language creates opportunities for moments of togetherness, laughter, spontaneity, playfulness, surprise, and release. **Welcoming humour into language education interactions with care and sensitivity was what made them meaningful and memorable for the programme participants.** Humour helped to create a positive environment, build trust, overcome challenges, build surprising connections, dig out forgotten memories, release tension in difficult exercises, and activate new language. Just like any other aspect of language, humour, too requires sensitive handling, especially when people with diverse language resources meet. The two chosen examples below demonstrate some of the ways in which humour led to memorable encounters.

★ **Notice**, however, how welcoming humour gently and sensitively is an active ingredient of meaning making in many of the interactions presented in the earlier sections.

L: That's from English. And it actually means hot dog.

I: **((surprised expression)) WARM DOG?**

L: Yeah. **((smile))**

I: **((laughter))**

L: So, that's what it's called, you know. We just took, we took the English word, but actually in English it means a warm dog or a hot dog.

I: **uhm.**

L: So, if you like hot dogs, you like "hot dogs". **((laughs))**

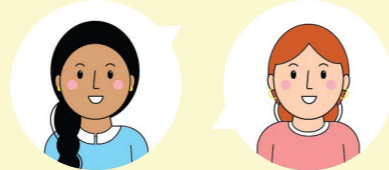
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(a few weeks later)

I: **Yeah? Well, and always like that, those words and always aaah, what was it? ((thinking))**

Lodge? Well, there's very little [that] stays in my head, like there's gourmet and that's vegetarian, erm, what's vegetarian, and there's one more, aaah! This one stayed with me, a hotdog is from English and in Slovak it means a warm dog.

Excerpt 39: Ivana (P) and Lucia (A) discuss a humorous meaning of a new word.



M: Um. Like, the one that stuck with me was probably a bit of a pointless task, but we had NURSERY RHYMES. **((laughs))**

R: **((smile))**

M: And we... [to Diana] Do you remember? **((laughing))**

D: **((laughter))**

M: Well, and there was, like, it was done in such a way that there was a rhyme, for example, the shepherd roasts a ram. You know the ones that are alphabetical and you needed to pick a correct word for the ending, but we probably shouldn't do it again because we just laughed for 15 minutes. **((Laughter))**

...

D: But at the same time those competitions are the kind that you learn something from it as well, but (.) we had some really funny ones, too. Well, we probably laughed for like five or ten minutes.

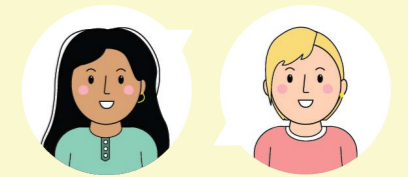
R: **((laughing))**

D: I was like, Marcela, we should probably finish for today because we're laughing really hard and now I'm (.) not going to learn anything.

R: **((smile)) uhm uhm**

D: So that's what (.) she picked things like, I don't know what was there, a TEDDY BEAR, some animals were there, and some text to go with it. Well, but it was so funny, we couldn't stop laughing; so this was an experience that I'll never forget.

Excerpt 40: Diana (P) and Marcela (A) talk about fun activities.



SUMMARY



Thank you

for reading this Encounter Handbook. This page might look like an ending, but this is really where the real encounters begin for you. We invite you to keep on exploring these and additional principles for creating meaningful encounters and continue learning about yourselves, those you teach and the world in which your work takes place.

We hope that the Encounter can accompany you on this journey and that the AMAL programme, as well as other (not only educational) initiatives, will work towards enabling a deeper appreciation of language as a means to deeper understanding, self-development, emancipation and as a tool for connecting people who might otherwise never meet. Language as an invitation...

...to understand each other better.

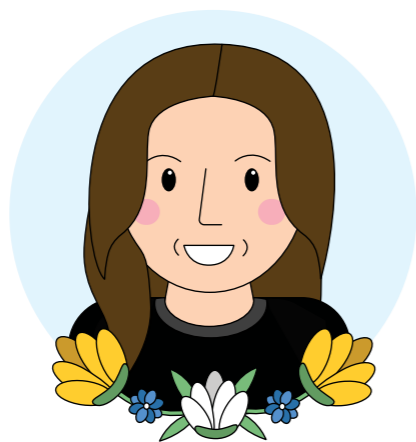
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is professor of language education in the School of Education at the University of Leeds, where she is Director of the Centre for Language Education Research. Her research interests cut across sociolinguistics, education, philosophy, and arts. She has brought this interdisciplinary perspective to inform her research on language teachers' development in multilingual settings, language learning opportunities in classroom talk, ethical dimension of multilingual interaction, moral and political dimensions of language teacher identity, and research ethics.

Her current work is concerned with creating spaces for interdisciplinary collaboration across sectors to theorise, enable, and enact ethical encounters across difference in education, everyday interactions, and in research.

She was a Principal Investigator of an Arts and Humanities Research Council project, Ethics and Aesthetics of Encountering the Other (ETHER), which examined ways in which people of diverse worldviews, backgrounds, and future visions engage with their differences. She continues to work with educators, students, arts organisations, language activists, creatives, and third sector organisations to pursue the practical consequences of these questions for individuals and communities.



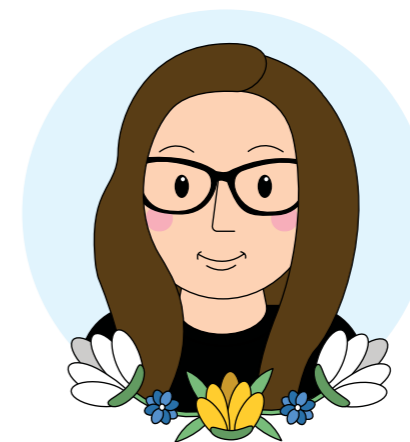
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Mgr. Mária Takáčová

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is an educational practitioner interested in questions of education, social inclusion, and language. Her professional experience concerns education of young people and adults from marginalised Roma communities in Slovakia. She has collaborated with several NGOs (People in Need, Divé Maky, Teach, Slovak Catholic Charity, Cesta Von/Way Out). She has developed a first-of-its-kind language programme "AMAL" as a platform for enhancing participants' communication skills and fostering mutual understanding. She has collaborated with the Research Institute of Child Psychology and Pathopsychology to co-author professional guidance for counselling centres and schools to support children with Romani as their mother tongue.

She has contributed to the design of "Roma: Myths and Facts", a collection of experiential activities to strengthen students' reflection, empathy, and critical thinking, and designed a game "Penežl" that develops players' financial literacy skills. Her academic background is in languages and EU institutions, while her professional path has thus far been mostly shaped by her experience of teaching disadvantaged young people at Luník IX, Rwanda-Kibeho, and the Primary school in Rokycany.



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Briefly about the AMAL programme

✿ Motto: To understand each other better. ✿

Amal – means 'friend' in Romani, 'hope' in Arabic, and 'hard work' in Hebrew.

The AMAL language support programme was created in 2021 in response to needs from the field. Omamas conduct lessons with children and parents in Slovak, which is not the mother tongue for many of them. Through group Slovak lessons with a tutor and individual lessons with a volunteer amal, they strengthen their communication skills and build confidence to share their expertise, concerns and opinions in a wide range of personal and professional settings.

The volunteers, i.e. 'amals', are mostly middle-class women. Each undergoes an initial interview, training on generational poverty, soft skills development, or teaching methods. An amal and an omama form a fixed pair for at least one language cycle, during which they meet once a week for an online class. There are two five-month language learning cycles during the calendar year.

The AMAL programme is unique in Slovakia because:

- ✿ the materials and methodologies have been **tested and adapted to the needs of the omamas**,
- ✿ it is implemented almost exclusively through online classes and thus overcomes the physical and material challenges that face-to-face meetings would otherwise pose to its participants,
- ✿ it is **based on CLIL (Content and Language Integrated Learning)** and reflects some aspects of formal education,
- ✿ **connects people from the majority with those from the Roma minority** through individual Slovak language lessons, where the omama meets her amal.

From 2024 onwards, the AMAL programme forms a separate programme in Cesta von and provides language support and education to other interested participants – families involved in the FILIP programme or leaders in the ZEBRA programme. It also oversees the selection, preparation, training and subsequent support of volunteers tutoring children involved in the ZEBRA programme.

Summary of Key Definitions

Cesta von/Way out

A non-profit organisation whose mission is to help people stuck in generational poverty get back on their feet, get jobs, and live with dignity. It accomplishes this mission through programmes focused on early childhood, youth and adults (OMAMA, ZEBRA, FILIP Amal). Learn more at www.cestavon.sk

OMAMA Programme

A programme of Cesta von that operates in excluded communities and focuses on strengthening parenting skills of parents of children aged 0–4 years. Omamas are Roma women directly from these communities who work with parents and their children during “lessons” conducted once a week. To learn more about the OMAMA programme, visit www.cestavon.sk/program-omama

AMAL Programme

A language support programme for the staff of Cesta von. The participants involved are mainly (but not exclusively) Omamas whose first language is Romani or Hungarian. The language training is supported by both a tutor and a volunteer – an amal. To learn more about the AMAL programme, please see page 6 of this handbook and visit www.cestavon.sk/program-amal

FILIP Programme

Family mentoring for those living in exclusion and social hardship on their path out of poverty. Through family mentoring, both non-financial and financial resources are developed to help improve their situation. Learn more at www.cestavon.sk/program-filip

ZEBRA Programme

A programme for children and youth aged 11–19 from excluded communities. Zebra clubs operate in community centres, each led by a pair of young adults (female and male leaders) from the community. Learn more at www.cestavon.sk/program-zebra

ETHER

The handbook was developed as part of the ETHER research – Ethics and Aesthetics of Encountering the Other. Find out more at ether.leeds.ac.uk

ORIGINAL EXCERPTS

(Slovak language)

Na tom prvom školení, keď som tam bola, tak strašne veľa som sa pýtala, ja som potom povedala aj že ja sa už sama hanbím, že pred toľkými ľuďmi a veľa rozprávam a veľa sa pýtam a tak. Ale hneď vtedy, ako som videla, ako prezentovali, niečo sa vo mne akoby ozvalo, že naozaj som na tom správnom mieste, že TÁTO práca je pre mňa, že to je naozaj daná od Boha, že tí ľudia (.) lebo poznám aj svoju komunitu, tak viem aká je, že (.) Rómovia ťažko dôverujú INÝM. Že tú dôveru nechcú dať niekomu inému. Tak ja som si hneď na prvom školení uvedomila, že to je NAOZAJ tá práca pre mňa. Keď som videla ten charakter tých ľudí z vedenia, ja som bola z nich hotová, že aké SRDCE Nerómovia majú pre Rómov, tak ja som bola z toho HOTOVÁ. Ja som vtedy bola taká nadšená, taká že úplne PLNÁ LÁSKY, že (2) ja by som ich vtedy aj (.) aj som ich na konci TAK vyobjímala, že hneď som si ich tak zaľúbila (.) že prirástli mi k srdcu, lebo som videla ten POSTOJ, aký oni majú k tým Rómom (.) k tým CHUDOBNÝM Rómom (3) že naši niektorí z Rómov nemajú taký postoj, také srdce, že k tým (2) úplne, že (.) chudobným Rómom ako oni (.) Tak to ma najviac zaujalo. Lebo dá sa pracovať s Rómami, ale pri takých organizáciách, keď niekto je PROTI Rómom, tak nedá sa pracovať.

Ukážka 1: Úvaha Zlatky (Ú) o jej prvých skúsenostiach s prácou v treťom sektore

Ja som si na Ivane všimla počas tých hodín (.) aj na tých úplne zvláštnych momentoch, keď sme napríklad preberali ÚRADY (.) tá téma sa volala formálne trošku inak, ale v princípe to bolo vybavovanie na úradoch a formálna konverzácia,... že Ivana ČÍTA. Ja som právnička, Ivana číta rozhodnutia, Ivana číta uznesenia, Ivana si číta (.) Ivana na mňa vyťahovala terminológiu, ktorú (.) ktorej niežeby nevyhnutne aktívne rozumela, ale tie slová, tie pojmy mala v pamäti a pýtala sa, že čo to je. Myslím, že tá hodina nebola nahratá, ale tá hodina je veľmi zaujímavá (.) Aaa to je jeden z tých momentov, bolo ich VEĽA, keď som si uvedomila, že Ivana si veľmi starostlivo číta všetko, čo dostáva v oficiálnej korešpondencii.(.) A tak som si povedala, že jej to NAVRHNEM (.)... že či to skúsime [čítať knihu na pokračovanie]. Ivana (.) bola ZA.

Ukážka 2: Luciina (A) reflexia Ivaniných (Ú) jazykových postupov

M: Tak skúsme, o čom boli tento týždeň školenia? (3) Mali ste niečo také ako práca s kartami?
Z: ((podopiera si hlavu)) Áno. Mali sme. M: Hej, tak skúste vysvetliť, že čo je to flash karta a prezentácia kariet. Z: Tak flash karta je rýchle, čiže idete s tými kartami rýchlo. ((ukazuje rukami, rýchlo prekladá jednu ruku cez druhú)) a prezentácia, že idete pomaličky a ukazujete. ((opäť ukazuje rukami, ale už ich prekladá pomalšie)), aby to dieťa nahmatalo alebo búchalo na tú kartu ((ukazuje, ako dieťa dlaňou búcha na kartu)). M: A aký zmysel je tej flash karty, keď ju rýchlo ukážete? Z: (2) Ruka-oko. M: A to znamená? Z: ((úsmev)) Že sleduje. M: ((úsmev)) A reflexy? Reflexy? Z: Reflexy, áno, reflexy. M: Rýchle si uvedomiť. Z: Áno. M: ((číta)) Vysvetlite mamičke, načo používame karty

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na lekcii a čo sa dieťaťko môže z kariet naučiť? (.) Čo sa môže naučiť z kariet? Z: Sústredenosť. Že naozaj tými očkami vníma. (3) Že sa vie potom sústrediť aj v tej škole. M: ((prikyvuje)) (2) Takže to sústredenie? Z: (.) Áno. M: A ešte niečo tam bolo? Z: (.) Ruka-oko. (2) že vie to aj ukázať. M: Dobre, to bola tá flash karta. Z: Áno. M: ((číta)) Vysvetlite, akú najzaujímavejšiu aktivitu S KARTAMI ste robili s dieťaťkom na lekcii? Z: Už som mala aj takú (.) aktivitu, že som tie karty mala pomiešané alebo som VYBRALA. (.) Dajme tomu žltá farba a modrá farba. A dajme tomu, že bol veľký kruh alebo malý kruh, tak tie karty sme vybrali a ukazovala som modrý kruh alebo modrý štvorec. Kde je, ukáž. Alebo žltý kruh, alebo žltý štvorec. Ukáž. Kde je? A už pomenoval, kde sú oči, kde sú ústa. (.) 14 15 M: Ako dlho im to trvá asi? Kým sa to naučí. Z: Viete čo, máme také deti, že je to rýchle u nich. M: Hej, že strašne rýchlo sa učia? Z: Áno. Áno. Strašne rýchlo. M: Paráda. Z: A ja už potom musím ísť ten rýchly flash. (.) Lebo už ich potom nudí. M: ((smiech)) To je dobré. Z: No. M: To som rád, že také veci viete robiť tam s nimi. (.) My by sme potrebovali tu dačo také, keď prídu do škôlky. Kým sú ešte malí sa to dokáže rýchlo naučiť, presne tak, ako hovoríte. Deti sú fajn, keď sú malé, nie? Z: No. M: Je to parádne. Z: Som to robila už aj na dospelých ľudí. V centre. M: Hej? Z: Hej. Aby sa vedeli sústrediť. ((smiech)) M: ((smiech)) A išlo im to? Z: Hej. M: Hej? To je dobre. (.) Už rozširujete svoje pôsobenie teraz. Z: Hej. Tak musíme nejako, aby, aby, aby počúvali, aby sa sústredili. ((smiech))

Ukážka 3: Interakcia na hodine medzi Michalom (A) a Zuzanou (Ú), ktorá ilustruje jazyk ako spoločenskú aktivitu

Úspešná hodina je, keď: - je pohoda, - pokecáme, - si opakujeme, - sa môžem opýtať, - sa nemusím hanbiť, - rozumiem cvičeniam, - amalka dobre vysvetlí, - som spokojná, darí sa mi, - sa vieme dohodnúť (aj presunutie hodiny), - mi amalka poradí, naviguje ma, dá mi pomôcku, - ma amalka pochváli/pochváli seba aj nás spoločne, - amalka povie, že si zavoláme inokedy, keď vidí, že som unavená alebo sa mi nedá mať hodinu. Cítim sa úspešne, keď: - sa spolu nasmejeme, - som sebaistejšia pri rozprávaní, - sa dokážem niekomu prihovoriť, - porozumiem tomu, čo prečítam, - dobre napíšem testy alebo cvičenie na body, - som pri rozprávaní odvážnejšia, nemám úzkosť, - v robote vidím, že robím pokroky, idem dopredu, - ma muž/nieko z rodiny alebo z práce nečakane pochváli, - som vedela vysvetliť dcére slovenčinu („ostala som odstavená, že som to ja takto vedela“).

Ukážka 4: Úvahy účastníkov kurzu o úspechu, ako sa o ne podelili na stretnutí v decembri 2022

A sa to tak menilo, že čo od toho očakávam, a čo bola potom tá realita, počas prípravy nám bolo viac naznačované, že máme sa pripraviť na výraznejšie sociálne rozdiely... Čiže som sa chystala, že to bude iné, ako som bola zvyknutá doteraz, ale neviem, či to je tou mojou omamou, tak mám

zatiaľ iba s ňou skúsenosť. Všimnite si napríklad Laurinu (A) úvahu o potrebe upraviť svoje očakávania, ktoré boli formované jej predchádzajúcimi všeobecnými vedomosťami. Ale moja [omama]... nebola taký prípad, ktorý by sedel vlastne [s tými upozorneniami] a nemusela som sa vlastne nejako brzdiť alebo som si časom až uvedomila, že ja tam vlastne nemám takéto komplikácie. Možno som preto bola zo začiatku opatrnejšia, ale kým som si to pripustila, že ona nie je taký ten prípad, kedy desiati v jednej miestnosti a rušia a neviem čo všetko. Čiže po tejto stránke to bolo prekvapivo jednoduchšie, aj sme si podľa mňa celkom dobre sadli, aj proste nebol tam vôbec žiadny taký problém, na aký som sa. Asi som sa chystala na niečo komplikovanejšie. A čo sa týka tej, ehm, jazykovej stránky, tak (3) ehm, myslím, že som mala dosť dlho také zmiešané pocity, až potom sa mi to tak možno po prvej tretine tak ujasnilo, že čo mám čakať a nemám, musím a kde je nejaká miera, že či tam... vo mne možno trochu bojovalo to, že som učila už dospelých ľudí a mám také akože naivné sny vždy čo najviac stihnúť a vidieť progres a nechcela som zároveň, aby cítila, že vlastne ju preruším napríklad, lebo ja chcem prebrať nejakú gramatiku ešte ((smiech)), aby som mala ešte lepší pocit. Že skôr to bola taká výzva pre mňa nájsť nejakú rovnováhu medzi tým osobným, prirodzeným a rozhovormi a nejakou úlohou, ktorú mám splniť, aby sme pokračovali a aj robili nejaký progres. Akože z tejto stránky to hodnotím ako výbornú výzvu.

Ukážka 5: Úvaha Laury (A) o potrebe upraviť svoje očakávania v priebehu stretnutí jazykovej podpory

Alebo ona veľmi dobre zvládala, asi čo najsilnejšie ((smiech)) také vo mne ostalo, že ona bola výborná v REČI, keď mala robiť také aj nečakané, že dostať sa do nejakej úlohy niekoho z perspektívy – také rolové hry a tak. Tak ona veľmi dobre vie improvizovať, vie výborne komunikovať s ľuďmi, vidno, že aj ona má takú, ehm (3), proste asi má to aj vo zvyku, aj mi to hovorila, že aj tak zachraňovať okolie, keď nevedia si niečo vybaviť a tak. Že ona výborne vedela dávať otázky, keď mala byť moderátor, vyhádzať si niečo, keď bola matka niekoho ((smiech)). Premýšľajte, ako by ste mohli na svojich hodinách čerpať zo: Zlatkinho (Ú) talentu na verejné vystupovanie, Zuzaninej (Ú) učiteľskej múdrosti, Ivaninej (Ú) životnej skúsenosti, Dianinej (Ú) starostlivosti o svoju komunitu či Adelkinho (Ú) chápania prínosných a menej prínosných vzdelávacích vzťahov. Takže to boli úplne také aj zábavné momenty, že som jej stále hovorila, že, no do médií s tebou! Že ona úplne by vedela, hej, akože sa naučiť ešte, ehm, ešte kadečo také ešte na ohúrenie publika, že naozaj, ehm, je veľmi ZDATNÁ v tej, ehm, komunikácii, len proste si viac veriť a tak, ale akože ona, myslím, že aj má také zdravé sebavedomie, aj sa to zlepšilo ešte, dúfam teda, po tej podpore, takže... Skôr také momenty mi vždy napadnú, že aká bola spokojná potom, keď musela uznať, že sa jej to fakt darí.

Ukážka 6: Laurina (A) úvaha o Zlatkiných (Ú) rečníckych zručnostiach

Z: Lebo napríklad, uhm, mne hovoril synovec, ..., on je myslím, druháčik alebo tretiačik (2) „Vieš Zuzi, pre mňa by bolo lepšie, neviem, ako sa mám naučiť, keď čítam knihu, čítam, ja som ponorený do toho príbehu, ale ja ako náhle skončím, ja neviem povedať OBSAH.“ V: uhm... Z: A ja mu hovorím, vieš čo, mojko, nebude ti lepšie, keď ti JA napríklad budem čítať tú knihu, budeš mi vedieť povedať obsah. Že „ÁNO.“ A hovorím, prečo si to nepovedal mame? Lebo vieš čo, mám jeden NÁPAD. Máš mobil, čítaj si a stále si to NAHRAJ. Mne pomáha napríklad pri učení, keď mi učiteľka pošle (xxx), že to napíšem a aj hlasovku. A vieš čo? Oveľa LEPŠIE sa mu učí. On povedal, že ďakuje, on si to nahral, keď mám čas tak mu prečítam a vie lepšie povedať ten obsah, keď to počuje alebo mu číta INÝ. Takže aj TOTO, by bolo dobré, vieš, že aby sa naučili. Lebo veľa, veľa detí, ľudí, nevie povedať obsah. O čom to je, o čom to bolo, oni by aj chceli vedieť, len nevedia nájsť ten systém, že ako sa to naučiť. Ja som napríklad tiež dlho hľadala ..., že ako sa ja mám učiť. A keď som dlho v knihách alebo v zošitoch, ja sa ti nenaučím NIČ. V: uhm... Z: Nenaučím sa nič. Keď si prečítam 4-5-krát a zavrem, musím to dať preč, tak lepšie budem vedieť. Ale keď do toho ZÍZAŤ niekoľko hodín, nebudem nič vedieť, absolútne. ((oduševnene gestikuluje)) Ani A ti NEPOVIEM. Je to lepšie, keď si prečítam 5-6-krát a odložím to (.) preč. Alebo (.) že mám hlasovú ((ukazuje na uši)), lepšie sa tak naučím (2), vtedy sa viem naučiť na dvojky. V: uhm... Z: Ale keď to budem čítať a tllíct si do hlavy (.) nenaučím sa nič, úplne. Ja som išla na skúšku, učila som sa 3 dni, 6 veľké papiere, ja som nevedela NIČ. „Pani učiteľka, prosím vás, dáte mi pol hodinu, že sa ja (xxxx). Ona sa divila, že prečo. (2) Som si pustila a urobila som na dvojku, že ja som bola nadšená z toho (.) že jak je to možné. A potom sa ma pýtala učiteľka, že čo sa stalo, tak som jej povedala toto. A povedala sama, že AHA, toto, DOBRE. Tak dobre to, tak potom takto ((úsmev)) Aaa veľmi dlho som nad tým (.) ja som nevedela na to prísť a mňa to veľmi trápilo, keď som bola 14 – 15 ročná, ja som sa NEVEDELA naučiť. Mami, tak ja ako sa to mám naučiť? Tak hľadala som stále, že AKO, AKO a AKO by mi to bolo LEPŠIE? Dobre, tak som to najskôr skúšala tak, že som to prečítala 2x, 3x a dala som to preč. Fungovalo to. A už potom ešte viac som potom prišla, že u mňa funguje lepšie, keď to počúvam. Ja môžem niečo robiť, ale POČÚVAM. A TOTO mi robí najlepšie, keď počúvam. Alebo píšem a čítam. Hej (.) že touto formou sa človek už naučí pri tom, že píše, vieš, ešte si to prečítaš a ešte počuješ, že počúvaš. (.) Takže toto je dobre, už ti potom proste, vieš, o čom to je. Aj ten obsah, napríklad ako v tej knihe, že toto by POMOHLO, hej, veľa ľuďom. Že by prišli aj na to, že aká vec u nich platí, že ako sa ľahšie naučiť niečo.

Ukážka 7: Zuzanin (Ú) opis jej navrhovaných stratégií na vyučovanie čítania

Ehm, tak napríklad nenudí ma tie, že akože nenudí ma, že musím sa pripájať. Akurát, že sa teším. Že už môžem, že sa môžem vidieť s Luciou. No, s amalkou, keďže aj nejaké také puto medzi nami ako sa vytvorilo ako, ako kamarátske, čiže aj, aj že poradíme, ona mne aj možno aj ja jej. Čiže, také veľmi, veľmi zaujímavé pre mňa tie hodiny sú a že venujeme sa aj tu tej slovenčine, aj máme také niečo, čo, ako keby ani nevšimneme si a ubehne tá hodina. Čiže je to pre mňa veľmi príjemné.

Ukážka 8: Ivana (Ú) uvažuje o tom, čo prináša do vzťahu s Luciou (A)

D: uhhh, (4) do budúcnosti? (.) no (2) nech sa vyučia (.) syna (.) syn môj, čo teraz ide (.) na strednú, lebo (2) ja TÚŽIM po tom, aby sa vyučil, aby mal maturitu, možno aj na výšku (,) uvidíme, jak skončí maturitu (2) a ja (.) ZA MŇA? (3) aby som ďalej pracovala [ako omama], aby som nestratila zamestnanie. V: uhm... D: Lebo ja by som to asi nevedela prežiť, keby som nechala všetky detičky a ... V: uhm, hum... D: ... mňa to strašne baví, a to nielenže baví, ale vidím aj ten POKROK u nich. V: uhm, a čo by ste si želali pre nich? Pre tie detičky, s ktorými robíte? D: ... aby keď pôjdu do škôlky, aby som (2) aby mi povedala riaditeľka, že to sú SUPER deti, to je vidieť, že pracoval [s nimi] dakto V: uhm... D: ... aby neboli odsudzovaní, takí, že ta TO je RÓM, to nevie. A aby aj oni mali nejakú PODPORU, aby neboli len furt len takí, že odkázaní, ta on nevie, ta toto.

Ukážka 9: Dianina (Ú) úvaha o tom, čo si želá do budúcnosti

Tak ja sa pamätám na jednu učiteľku, ona bola taká prísna, to sme chodili viaceré z osady do tej triedy. Ona bola taká prísna na tie deti, na nás, v triede. To všetko podľa nej muselo byť. Keď sme neposlúchali, že zobrala palicu a búchala po stole. No, bola taká prísna. Predtým tu boli nejaké iné zákony jak teraz, že vidím, že tie učiteľky, tie deti si vážia, teraz sú milé, ale predtým k nám neboli také milé. Vôbec. Ukážka

Ukážka 10: Adelkina (Ú) reflexia o jej skúsenostiach zo školy

M: Je to také no, niečo nové. To, že doteraz vlastne s tým učením ja nemám skúsenosti, vôbec som nikoho neučil a je to taká trošku zodpovednosť, že snažiť sa proste niečo proste dokázať, že proste naučiť niečo nové niekoho, ale neviem, či mi to nejako ide. ((smiech)) Zatiaľ je to lepšie ako na začiatku možno, ale je to pre mňa proste iná skúsenosť, než čo som doteraz robil. A takisto chcem proste pomôcť, keď môžem niekomu, hej, že je to dobrý pocit, že nerobím len prácu, stále tú istú dookola, ale že proste pre niekoho iného, že robím aj niečo, čo niekomu pomôže. V: A ako si sa v tom cítil možno potom? ... M: Hm (.) neviem, myslím, niekedy to bolo lepšie, niekedy horšie (3)

((smiech)) (4) Nevie, ťažko tak zhodnotiť, ... (2) niekedy proste, že (.) neviem (.) aj tú natočenú lekciu, čo mám, som si potom pozrel, tak to bolo ako (.) bolo presne vtedy, keď som nespal zase noc predtým, sme mali v noci záťah ((smiech)) Tam proste nešla linka a celú noc sme ju dávali dokopy cez počítač online (2) Už som to chcel aj ráno zrušiť, ale som si povedal, proste, že už sme toľko vynechali, že už nemôžem to rušiť.

Ukážka 11: Michalova (A) úvaha o nedostatku pedagogických skúseností

[Moja predchádzajúca práca v obchode] bola zaujímavá skúsenosť v tom, že ... som si viackrát, ... uvedomila, že ako sa správame k tým, čo robia, napríklad v obchode alebo upratujú, že považujeme za samozrejmosť, ale že fakt, že bez nich, ako by sme fungovali. A tam som dosť často cítila krivdu z ich strany, že napríklad cez pandémiu sme si ich vážili, hej, že akí dôležití sú pre nás, a potom zrazu už prišlo leto, pandémia nebola, no tak sa, tak sme sa k nim správali ako k nejakému odpadu, hej. Som napríklad sedela druhý deň v pokladni, prišla pani..., že som jej omylom nablokovala dve bryndze namiesto jednej, ona tam takú scénu spravila, na celú predajňu, že sa postará o to, aby ma vyhodili, podala na mňa sťažnosť a to úplne také, že asi ... som prvýkrát zažila niečo takéto a potom som si uvedomila, že tí ľudia, ktorí sú v podstate celý život na spodku spoločnosti, (.) ehm, takže toto zažívajú veľmi často, že je to fakt nepríjemné. Akože tiež takéto skúsenosti a rôzne situácie ma nejakým spôsobom ovplyvnili.

Ukážka 12: Marcelina (A) úvaha o jej predchádzajúcich pracovných skúsenostiach, ktoré formovali jej postoje

Tak akože som tak veľmi vnútorne vnímala takú tú nespravodlivosť (.) fandím veľmi Ceste von ako takej, myslím si, že má obrovský zmysel. A na prípravách, ešte predtým než sme začali mať tú reálnu (.) prvú skúsenosť tak nás, samozrejme, veľmi tak SCITLIVOVALI a vovádzali do tematiky, ... a (.) potom som na to stretnutie s Ivanou šla s veľmi takou hrozne malou dušičkou, a tak akože som veľmi chcela (.) aj prejavovať úctu, aj aby (.) eeeehm, nevedela som, či vôbec viem niečo ponúknuť, lebo NIE SOM učiteľka slovenčiny ani učiteľka jazyka, aj keď pedagogiku mám vyštudovanú. A (.) a išla som a mala som obrovskú TRÉMU. A v podstate asi po 10 minútach toho rozhovoru s Ivanou, eehmm a potom aj keď skončila tá hodina, tak si z toho najviac pamätám, ako som došla do kuchyne a hovorila som svojmu mužovi: „Ja keby som ju spoznala hocikedy, asi, v nejakej inej fáze môjho života, tak by bola proste KAMOŠKA.“

Ukážka 13: Luciine (A) obavy pred prvou hodinou

Ehm, mám v okolí, si myslím, že viacero vhodných, ehm, ľudí, ktorých, ktorých si viem predstaviť, že by do toho šli, skôr si myslím, že by sa obávali tej jazykovej stránky, že možno aj od toho ľudia všeobecne očakávajú, že musia mať na to vyštudovanú slovenčinu alebo skúsenosti s učením, čo si nemyslím, že tu je podmienka... Ehm, hneď mi napadli tri moje také asi najbližšie kamarátky, že každú z nich si viem predstaviť, že by sa do toho vedela zapojiť, a že by ako aj bola prínosom, a že by nielen to akože splnila. A jedna je slovenčínarka náhodou, ale zvyšné dve sú právničky, ehm, ale zase majú také tendencie pomáhať iným, robiť nejaké dobrovoľnícke veci, že po tejto stránke mi to príde možno ešte aj dôležitejšie, že taký vzťah k tomu zapojiť sa do nejakých takýchto projektov... ale úplne si viem predstaviť aj... takých, ktorí ešte nemajú skúsenosť s takým dobrovoľníctvom alebo ani možno s učením a myslím, že by to každého vedelo pozitívne prekvapiť. A že by vedel pomôcť... niekomu, kto napríklad nemá dokončenú základnú školu. Že je tam podľa mňa veľký priestor stále, kde sa ešte môže posúvať, už iba keby to boli vlastne konverzačné hodiny alebo by sa obišla taká tá klasická predstava, čo je gramatika, ehm, tým vlastne nie je nutné všetkým prejsť. Ja som náhodou dostala omamu, ktorá si dorába maturitu, čiže potom ma trošku ovplyvnilo, že som si vždy predstavila, ... že ja to nemôžem celkom asi obísť, lebo ona bude vlastne nútená, ehm, sa to doučiť alebo je to proste súčasťou určite niektoré veci, tej maturitnej skúšky...

Ukážka 14: Laurina (A) úvaha o tom, kto by mohol byť pedagógom v tomto prostredí

A potom som si to až neskôr v Ceste von uvedomila, že ja nemôžem byť hurá-burá, idem dakomu pomáhať bez toho, aby som sa ho opýtala, že či vôbec tú pomoc potrebuje, ktorú si ja myslím, že by som mu vedela dať... som si teraz tie posledné hodiny veľmi uvedomovala, že to bolo oveľa viacej o tom, o tom zdieľaní a nejakom budovaní vzťahu než o tom jazyku, aj keď som sa na to na začiatku na to oveľa viacej zameriavala, hej, že teraz sa učíme slovenčinu a potom tie hodiny, ktoré sme mali v podstate od nášho posledného stretnutia, už boli ako keby úplne iné, lebo dosť mi to akože, vďaka tomu, čo Diana mohla rozprávať, čo ste sa jej pýtali, tak mi to dosť zmenilo pohľad na to naše fungovanie. A, ... jedna vec mi napadla presne pri tom, že Diana hovorila, ako sa cítila, keď sa jej niečo podarilo na hodine a ja som predtým teda nevstupovala do toho s nejakým CIEĽOM, lebo som vôbec nevedela, aký by som si mohla dať, a potom som si už povedala, od toho januára, že to bude, aby na každej hodine mala priestor zažiť nejaký úspech a toto si myslím, že je dosť dôležité.

Ukážka 15: Marcelina (A) úvaha o postupnom budovaní vzťahu s Dianou

Jednak, ehm, tam sa aj menili ešte tie časové podmienky, čiže toto mi ešte trošku, aj mi to možno pomohlo nakoniec, ale najprv sa to skomplikovalo, že sme prešli zo šesťdesiatminútových hodín na štyridsaťpäťminútové a vtedy už som naozaj pochopila, že sa nedá všetko stihnúť, čo ja si naplánujem. Ale zároveň ma to potom upokojilo, že vlastne nejde o to iba naháňať nejak si čo najviac cvičení, a tak že som si vždy najprv vyhodnotila, ehm, že či stíham vnímať, že či Zlatka, ehm, je, či vlastne vždy sme mali iný deň každá, aj navzájom a bolo treba to prispôbiť tomu, ehm, ako je unavená, aký má deň, v akej časti dňa sa vôbec vidíme, čiže som potom možno viac času dávala iba na dobrý pocit z toho, že už sme nejak zladené a viem odhadnúť, kedy ju trošku naháňať a kedy radšej nie, kedy chce mi niečo vyrozprávať, čo je pre ňu aktuálne dôležité, a že už som si v hlave škrtla, že dobre, tak toto už nemusíme stihnúť, čo som si pôvodne myslela alebo niekedy keď, ehm, myslím, že dokonca tá hodina, ktorú som vám teraz akoby poslala ešte... Tá bola po akože ((smiech)) sa odohralo po úplne že otrasný večer, MÔJ, z mojej strany – stratila som dioptrické okuliare, proste nevidela som ani dobre, ehm, bola som unavená večer sama, neviem ani kde bol manžel, asi na služobke a mohla som to odučiť, až keď zaspia obe deti. A nešli sme úplne tak, ako som chcela, ale vlastne v konečnom dôsledku som mala dobrý pocit z tej hodiny, aj asi že som dala na ten dobrý pocit potom ((smiech)). Že už to predtým čo charakterizovalo môj dobrý pocit, sa zmenilo a odišli možno tie iba povinnosti a zoznam, čo by som v ideálnom prípade chcela stihnúť, ale, ehm, že ma to prestalo stresovať, že čo všetko sme neprešli. Asi tak.

Ukážka 16: Laurina (A) úvaha o zvládaní každodenných povinností, aby sa stretla s partnerom v rozhovore ako s osobou

Aj pod vplyvom tohto programu a všetkých tých školení som si povedala, že by som chcela byť lepším učiteľom. Vnímavejším... ktorý bude... ja by som tak strašne rada chcela chodiť na hodiny k tej (meno učiteľky) alebo tak, že naučiť sa proste jednať s deťmi tak ako ona alebo vedieť tak viac vnímať a vedieť si viac všímať, čo potrebujú... (pauza)... a preto som si začala aj viac čítať veci o inklúzii a o všetkých týchto veciach, že možno, čo by som chcela je naozaj, že keď sa vrátim do školy v septembri znova učiť, tak aby som bola vnímavejšia pre tie deti, aby som si pre ne vedela nájsť čas a nebolo to len o učení, ale aj o takom zábavnejšom a aj o tom, že si spolu porozprávame aj o veciach, ktoré ich trápia alebo ich tešia... a tráviť čas možno aj mimo...

Ukážka 17: Milenina (A) úvaha o tom, čo ju vo všeobecnosti naučili stretnutia v programe

Napríklad, my sme sa celkom zblížili s Marcelou (A)... Marcela, to je také... také milé žieňa, ktoré ja celkom obdivujem... že napriek tomu, koľko má rokov, tak má neskutočne super nápady a názory a je veľmi vnímavá... a keď si predstavím, kde som ja bola v jej rokoch, tak sa až hanbím... (smiech)...

že naozaj, zlaté stvorenie... a tak niekedy si spolu píšeme... Tak... tak to je vlastne taký človek, s ktorým som sa tak zblížila, tak vlastne nečakane aj vďaka tomuto programu... aj som s ňou často v kontakte...

Ukážka 18: Milenina (A) úvaha o budovaní vzťahov s ostatnými dobrovoľníkmi

Napriek tomu, že si myslím, že si už veľa uvedomujem. Takže PRE MŇA ako keby zhodnotenie toho programu SÚKROMNE, keď hovorím o sebe a o nás dvoch s Ivanou, tak pre mňa je proste veľmi (.) vzťahové. Ja mám Ivanu strašne rada (.) je to také zvláštne mať k niekomu vzťah takto na diaľku, keď ste ho fyzicky nestretli.

Ukážka 19: Luciina (A) úvaha o hĺbke vzťahu

Takže tak nejak to vyzerá. ((Michal zdieľa cvičenie z internetu na obrazovke)). Aaa, ja som na to už pozeral a pravdupovediac neviem. ((obaja smiech)) Že aké slovesá tu máme vyplňať, lebo hej, (.) proste dole napísali, že plávajte, chceli by ste, pomôžete a (5) otázka je, že čo, ktoré slovesá tam máme používať. Nepíšu tu, že ktoré. Či si máme nejaké vymyslieť alebo tie tri, čo sú na spodku napísané, že máme dať do každého tvaru.

Ukážka 20: Príklad, v ktorom Michal (A) pristupuje k inštrukciám k úlohe z pozície „neznalosti“

M: Nemáme už čas, tak skúsime len-n-n-n-n. Tak napríklad ((číta)) Ako by ste vysvetlili slovo prokrastinácia? Už ste sa s tým stretli? Z: Phuj, neviem, čo to je. M: No, to je pôvodne anglické slovo, to je také poslovenčené, lenže sme dali tú našu slovenskú koncovku že prokrastinácia. ((Zuzana prikyvuje)) Ale je to z angličtiny. A vlastne to znamená niečo také, na Slovensku neviem, či máme na to vôbec nejaký výraz, ale je to v podstate, keď máme. Vieme, že máme urobiť niečo. Že máme buď nejakú povinnosť alebo chceme my niečo urobiť z vlastnej vôle. ((Zuzana prikyvuje)) A proste nejak sa nám do toho nechce alebo proste to odkladáme neustále, hej. Že vieme, že niečo máme urobiť, že v hlave vieme, že to máme urobiť, ale buď sa nám do toho nechce alebo máme na to nejaký iný dôvod a stále to proste odkladáme. Z: uhm. M: To je to prokrastinácia. A miesto toho, aby sme to robili, tak si nájdeme hocijakú inú činnosť, len aby sme to robiť nemuseli, hej. Povedzme, že ja viem, že dnes mám urobiť do roboty niečo, ale nechce sa mi do toho vôbec, tak miesto toho si čítam maily, vymyslím, že potrebujem umyť riad, potrebujem toto hej a miesto toho všetko robím len preto, aby som [nemusel robiť to, čo treba]. Z: [... a ani sa k tomu] nevracal... ((smiech)) M: Aby som nemusel. Proste odkladám niečo, čo viem, že urobiť mám, že by som to mal urobiť, že ma to núti, ((ukazuje rozprestreté dlane, akoby naňho z oboch strán tlačili)), že mal by

som to urobiť, mám to v hlave, ((Zuzana pije kávu)) ale nechce sa mi do toho proste a odkladám to, hej že proste sa to snažím nejak vytesniť, že nechce sa mi do toho. Z: uhm. ((prikyvuje)) M: Niečo v tom zmysle. To znamená prokrastinácia. Ono to môže trvať rôzne dlho. Hej, môže to byť aj mesiac, že sa to môže ťahať, že viem, že mám niečo a nechce sa mi a proste stále, keď urobím niečo iné miesto toho. Z: Hej. Alebo NIE JE to až také dôležité. ((mávn rukou)) [Tak to človek nechá tak.] M: [No, to zvykne byť nejak dôležité.] ((smiech)) Z: ((smiech)) Podľa toho čo, NO. M: Ono, zvykne to byť tak, že najťažšie je začať, hej. Keď už to začnem robiť, tak už sa to zvykne rozbehnúť, že už je to v pohode. Z: Tak. Napríklad je odkladám, lebo sa bojím tej angličtiny kus. ((smiech)) [A mám z toho] M: [ANGLIČTINU], hej. Z: Mám z toho mať skúšku, tak dúfam, že to nejak dám, aspoň niečo.

Ukážka 21: Michalovo (A) sprevádzanie Zuzany (Ú) pri vytváraní vlastných prepojení

38 Ehm, a veľmi ako, akože veľmi ma baví ten príbeh a som si všimla, že, že tie čiarky, kde treba počkať, tie bodky sú také, akože. Čítam aj ja, číta aj ona, akože jednu časť číta ona potom čítam ja a som si všimla, že keď čítam už ja, lebo som počula, ako ona to číta, tak som si uvedomila, že čiarky, treba počkať, otázky napríklad, výkričníky, no o tom sme sa tiež učili, kde treba dávať výkričník, kde treba bodku, tak veľmi to pomohlo. Hlavne aj pri tom čítaní.

Ukážka 22: Ivanina (Ú) úvaha o spoločnom čítaní

39 V: A na konci, keď sa tak teraz pozrieš možno na tie posledné hodiny, že aké to bolo tam? Už ten váš vzťah. A: Tak veľmi dobre, lebo sme si VYKALI. ((smiech)) V: uhm. A: A potom ona mi povedala jednu otázku, môžem sa spýtať a ja, že áno, nech sa páči, že v pohode môžeš. Môžete. Ona, že ja som čakala, že vy mi poviete, že si môžeme TYKAŤ a nie vykať. A ja že JA som čakala tiež to isté. ((smiech)) A ja som nemala odvalu a potom ani ona. Ale, že nakoniec. Das dva hodiny potom naposledy, sme si začali tykať. ((smiech)) V: ((úsmev)) A cítila si tam už nejakú zmenu aj v tom, že ste napríklad si začali tykať? A: Áno, veľkú. V: Hej? A v čom si to vnímala? A: Tak lepšie sa nám rozprávalo, že ne VY, VY ona mne a ja jej, ale TY a TY, že to už je lepšie. V: uhm. A: Len, že ako začať. ((smiech)) Jedna od druhej sme čakali, že kým ja to poviem alebo ona mne.

Ukážka 23: Adelkina (Ú) úvaha o vykaní/tykaní

41 L: Aaa, uhm, (2) v podstate, (2) ehm, súčasne som jej veľmi chcela dať niečo pod stromček. A ja som veľký knihomol aaa veľmi som rozmýšľala, že ČO budeme čítať, keby teda bola za a hmm (.) bola som aj v takých rozpakoch, že či to bude niečo, možno niečo rozprávkové alebo či to bude niečo zo slovenských rómskych autorov alebo (.) a tak som tápala a potom mi v podstate napadlo, že tá Geniálna priateľka mne prišla ako veľmi dobrá voľba, V: uhm, uhm, L: Lebo je v podstate

o chudobnom prostredí, ale nie sú to Rómovia, sú to bieli, gadžovia (.) je o uhm (.) situácii, kde jedna z tých dvoch priateľiek nepokračuje ďalej v štúdiu práve kvôli chudobe a vylúčeniu (.) a má veľa takých momentov, kde som si myslela, že to bude v Ivane rezonovať a kde súčasne bude prekvapená z toho, že v podstate bieli (2) môžu mať rovnaké problémy. L: Na začiatku som... jej ukazovala, lebo je to aj seriál, takže som ukazovala tie dievčatá, ako vyzerajú (.) uhm, prečítali sme si ako keby skôr sme s tou knihou ako keby pracovali tak fyzicky, že sme ju na tej prvej hodine ako keby tak premakali... pozreli sme si obal, pozreli sme si vydavateľstvo, tiráž a (2) myslím, že to ju veľmi vtiahlo. Ju najviac zaskočilo, keď uvidela, tie dve hlavné priateľky tak vizuálne a jedna z nich vyzerá tak rómsky.

Ukážka 24: Lucia (A) približuje svoju lásku k čítaniu a spája ju s Ivaninou (Ú) životnou skúsenosťou

I: ((číta)) K láske k lahodnému jedlu nás viedol, viedli rodičia odmalička. (.) Asi nie je chyba. Či? L: uhm. Lahodné vieš, aké je. I: Že dobré jedlá. L: Fajné. I: Fajné, uhm. (.) Nie je tu chyba či je? L: Nie. I: Ne. L: Neni. I: ((číta)) Sme gurmánska rodina. Počkaj, čo je to gurmánska, niekde som to už počula, že nerád jete mäso, či rád jete mäso? ((smiech)) L: To je vegetariánska. I: TO FAKT? L: uhm, tí, čo nevidia mäso, sú vegetariáni alebo vegáni. Vegetariáni jedia živočíšne produkty, nevidia mäso, ale jedia vajcia, mlieko, syry a vegáni nevidia ani to. Vegáni nevidia nič, čo pochádza od akéhokoľvek zvieratka. Nevidia ani med. I: (3) To fakt? ((krúti hlavou)) L: Ale gurmáni. Gurmáni sú tí, čo jedia úplne všetko. Čo majú radi dobré jedlo. I: Aha. L: Čo si strašne radi vychutnávajú dobré jedlo. To je gurmán. I: Tak potom aj JA SOM gurmánka. ((smiech)) L: No vidíš to. (.) Takže máme gurmán, vegetarián aj vegán ako nové slovíčka. Vegetarián. Gurmán má rád dobré jedlo a rád si ho užíva pri každej príležitosti. Vegetarián neje mäso. (.) I: To VIEM, vegetarián viem. Len to viem. L: [No. A vegán.] I: [Že neje mäso.] L: A vegán, ten neje mäso ani nič živočíšne. (5) Super. A Ivana je tiež gurmán. I: ((smiech))

Ukážka 25: Lucia (A) a Ivana (Ú)

Z: No môžeš hovoriť, ja ťa počujem! V pohode. L: [Dobre, dobre.] Ja práve rozmýšľam, že kedy vlastne už bolo také normálne už mať doma internet, keď ja som (.), ja som asi tiež keď som až bola na strednej, tak bolo, ešte viem, že sme cez strednú chodili, ehm, ((zamýšľa sa)) do takej počítačovej miestnosti, že kto chcel byť na internete, tak po škole, že ešte vôbec nebolo také že bežné mať doma internet, až keď ja som možno končila strednú školu, to už bolo bežné a už na vysokej škole to bolo až také samozrejmé. Ale fakt je pravda, že ani mi to nenapadlo, že na základnej škole, že ako sme robili úlohy a zadania sme museli a tak, malo to aj čaro, ja som taký klasik ((smiech)), takže mne to trochu aj chýba... Z: xxx sa museli toho aj veľa učiť! A oni to majú ľahšie, že aj sme sa potrápili, kým sme si to všetko našli a... L: uhm. Ale na druhej strane je to aj taká výzva teraz, že najst si také

kvalitné zdroje, možno tie deti to majú ťažšie v tom, že vedia aj somariny nájsť na internete, aj je možno ľahšie sa tam zdržať, vieš že, my sme, keď som išla robiť úlohy, tak zošit a kniha a nejak ma nerozptyľovalo toľko vecí. Ale je ťažké nejsť písať kamošom a (smiech)) nehrať pri tom hry a tak. Tak v tom majú zase ťažšie, že NÁJSŤ si iba ten čas na školu a rozdeliť to od tej zábavy, tak to im nezávidím. ((smiech)) A majú už obidve tvoje deti mobil? Z: Áno. ((smiech)) L: uhm, že už to je bežné, že vedia ti zavolať, hej? To si tiež neviem predstaviť, že keď som začínala chodiť, koľko má? Tatianka má sedem? Z: Šesť! L: Šesť iba no. Ako to je skoro v podstate, nie? Z: Ona už od škôlky mala. L: Vážne? ((smiech)) Vidiš, no tak to ešte nás iba čaká, to potom mi budeš ty dávať rady. Z: Do školy im nedávam mobily. Toto nie. Iba keď prídu zo školy xxx. Áno. L: Čiže to sú tie výzvy súčasného sveta. ((zasmeje sa)) Že aby ani toho nebolo veľa toho technického. A keď si spomenieš na svoje učiteľky a učiteľov, ehm, tak máš také, na ktoré do dnes spomínaš? Že ťa nejak ovplyvnili? Z: Určite áno, tak spomínam si na (3) tu, keď som ešte v xx (názov obce) chodila, tak, ehm, teraz ako to už je pani riaditeľka, ale keď začala, tak bola ako, ehm, moja prvá 44 45 triedna učiteľka v prvom ročníku a ona ešte tak ma podporovala, viedla k tomu, už od prvého ročníka, že aby som tu neostala, ale nech, aby som sa posunula ďalej, že ísť do (názov mesta) na lepšej úrovni ako školstva a... tak. Tak ma posúvala aj keď som už chodila, lebo od piateho ročníka som už začala chodiť do (názov mesta) na takej jazykovej škole a, a vždy mi volala, podporovala a ako, zaujímala sa vždy o mňa. Taký vzor bola pre mňa xxx. L: Že máš taký dobrý vzťah, hej, že na ňu, na ňu rada spomínaš. Z: Až doteraz, až doteraz. L: uhm. To je pekné mať takú, aj ja mám takú jednu zo základnej školy, čo čím som staršia, tým viac si uvedomujem, že aké to je dôležité mať nejakú príjemnú osobu. Že som sa aj tešila za ňou do školy a nebála som sa chodiť a tak, tak je to super, keď majú deti také šťastie. No! A poďme my teraz aj do tej prezentácie sa mrknúť. Nájdeme si, že, ehm, čo ste vy všetko stihli. Že pozri, ja už som si odvykla, že to mala by som dať zdieľať...((spieva si))... no, teraz vidíš prezentáciu, čo ste asi aj vy robili? Také obrázky? To ste stihli asi, nie? Počkaj, počkaj. Nepočujem. Takže toto ste asi opisovali, o tom si hovorila? Z: Áno, áno! Prepáč, ja som mala vypnutý mikrofón! ((smiech)) L: Jaj, dobre. Si bola taká tajomná. ((smiech)) Ja som si to ani nevšimla, lebo som tu stresovala, že ako sa to zdieľa. Takže dobre. Ehm, no a tuná ideme aj ku gramatike, aby sme to vybavili. Tak keď sme boli pri tých slovesách, tak vždy keď sa povie sloveso, tak si predstavíme nejakú činnosť, aktivity, nejaké že popisujeme niečo, čo vieme robiť.

Ukážka 26: Laura (A) a Zlatka (Ú)

M:((čaká, kým sa koleso roztočí a vyberie slovo)) A: Pre kamarátov. (3) Kto? Čo? S kým? S čím? ((kýchne si)) M: Na zdravie. Vždy si skúste dať do toho základného tvaru. Že je to jeden kamarát

a kamarát je ten, tá alebo to? A: Kamarátov. Pre kamarátov, takže sú to viaceré v množnom čísle. M: Množné číslo je to a je to mužský, ženský alebo stredný rod? A: Mužské. M: Výborne. Super. A: ((hovori na niekoho v miestnosti)) M: ((čaká, kým sa koleso roztočí a vyberie slovo)) A: Lekáreň. M: Lekár. A: ((smiech)) Lekár. M: ((smiech)) Vy už ste chorá, tak už myslíte na lekáreň. A: ((smiech)) M: Čo by ste si tam zaobstarali. No. A: No, už sa chystám dva dni, ale nemôžem ísť. ((smiech)) Nemám čas na to. Takže lekár. Kto? Lekár. Takže je to, ehm, v jednotnom čísle. M: Výborne. A: A to je. M: A je to mužský, ženský alebo stredný? A: Mužský. Ne? M: Výborne. Toto vám ide Adela, ešte skúsime nejaké zo dve a pôjdeme ďalej dobre? Lebo vám to ide. A: Ešte spravím s Jankou ((dcéra v pozadí)) niečo, lebo ona. (xxx) M: ((smiech)) A: ((hovori po rómsky)) Nepočúva nič, stále kričí. M: ((smiech)) A: A nemôžem sa sústrediť. M: No. ((úsmev))

Ukážka 27: Adela (Ú) a Milena (A)

Jáj, a že do budúca, čo by som, taký CIEL. Čo mám. ((Lucia prikyvuje)) Tak hovorím, zatiaľ len to, aby som to, vieš, vždy treba tú lekciu trošku, ako keby nerobím ešte stopercentnú lekciu ani ja. Človek sa vždy učí. Hovorím, tak šak len toľko, aby som sa zlepšila v tých lekciách, no. ((so zdvihnutým prstom)) Že nabudúce sedemdesiatpäť. (bodové hodnotenie lekcie) ((smiech))

Ukážka 28: Ivana (Ú) uvažuje o svojich cieľoch

L: Tvoje skóre je 100%. Ďakujem. Radosť. Si sa stala majsterkou gramatických cvičení! ... L: Online cvičenie, obe sme to vyplnili, hneď sme videli, že funguje to... 100%... efektívny rýchly [spôsob]

Ukážka 29: Laurino (A) hodnotenie Zlatkinej (Ú) práce v triede a jej následná reflexia v rozhovore

Tam bolo tam viac, ale napríklad už, už som sa stretnem a napríklad aj minule som čítala jeden inzerát, kde bolo to slovíčko, čo som nikdy nepochopila, že čo znamená a potom mi to napadlo, že už sme sa to učili a už som to vedela, že čo presne znamená.

Ukážka 30: Ivana (Ú) spomína na úspešné využívanie novej slovnjej zásoby v každodennom živote

Mne sa strašne páčilo zo všetkého, keď mi Marcela dávala také, že no tam boli slovíčka a presne podľa toho, kde majú ísť a spraviť z toho takú jednu veľikánsku VETU. A ja som musela všetky zoradiť PRESNE, že mama ide do obchodu a tam bolo, že rozhodené a ja som musela všetko správne podávať, to bolo SUPER, a keď som to spravila, tak som si povedala: „Ta ja môžem aj na dajakú súťaž.“ (smiech)

Ukážka 31: Diana (Ú) si spomína na okamih, keď zakúsila úspech

A: Tak tú hru, čo sme mali teraz, minulý týždeň? Sme mali hodinu a mali sme tam dva obrázky (2) a to bolo že (.) na pláži alebo také dačo a (2) jednu sme mali o zime, že (.) ... Vysoké Tatry alebo tak (.) mali sme ísť. A mala som si vybrať ja jeden obrázok aj Milena (.) ((smiech)) A to bolo veľmi príjemné, lebo sme sa aj zasmiali, aj sme sa pohrali. ((smiech)) V: uhm, uhm... M: [Heej] A: [a presvedčovali] sme sa... V: (2) Presvedčovali? V čom spočíval princíp hry? A: Že ja napríklad som mala presvedčiť Milenu, aby sa pridala ku mne na pláži, že tam je voda a taak (2) stánky, bufety (.) že môžeme si kúpiť V: [uhm, uhm] A: [a ona ma presvedčovala] že môžem sa pridať k nej, na tie HORY a tak. V: uhm, uhm... A: A potom som ju JA presvedčila, takže pridala sa ku mne! ((smeje sa))

Ukážka 32: Adela (Ú) a Milena (A) diskutujú o pamätných aktivitách

Ja som si predtým predstavovala, že úspech je to, keď napríklad dokáže napísať diktát bez chýb, hej, že ja som si také oveľa väčšie veci a očakávania som mala a vtedy pri tom rozhovore Diana spomenula jedno cvičenie, v ktorom mala vlastne zoradiť správne slová vo vete. A ďalšia vec ešte bola, keď sme sa rozprávali na tému technológie, že, ehm, ako ich vnímame, ako zmenili náš život alebo tak, ovplyvnili a že toto bola tiež taká téma, že som si [myslela], že veľmi nebude mať k tomu čo povedať, ale že fakt, že dokázala o tom dokázala tridsať minút v kuse rozprávať, porovnávať a toto som vnímala tiež ako jednu z takých aktivít. ... A toto je fakt asi to, na čom som sa to snažila stavať. Že viacej sa vcítiť do toho, čo potrebuje než to, čo ja chcem, aby, aby vedela.

Ukážka 33: Marcelino (A) vyrovnávanie sa s tým, čo znamená zakúsiť úspech pri stretnutí s Dianou (Ú)

A som skôr mala akože, ... nájsť takú zdravú hranicu, že do akej miery otravovať až Zlatku s tým, čo ja mám ako ideál a všetko, čo chcem stihnúť a vysvetliť a splniť, ale že mám také, že cítim, že to je moje učiteľské ja ((smiech)), ... a že zároveň neznechutíť Zlatke život s tým... Aké ja som mala sny, v hlave, nereálne a buď vybuchli moje deti tu, alebo čas alebo sme niečo menili, nešlo dačo... a viem, že som sa veľmi tešila na tému knihy aaa, ehm, a vlastne vôbec som to vlastne ... nestihla tak odučiť ako som chcela alebo z toho vyťažiť veľa, ... čiže to bolo skôr také, že mix takých jemne stresových, stresujúcich vecí a to, že veď to je krásna téma a nejde ako ja som si želala. Takže skôr taký môj pocit. Mohla som to odprezentovať lepšie, len ja som sa nevedela zbaviť mojej ideálnej verzie. ... Tak vždy boli také najkrajšie momenty, keď som videla, že tá Zlatka je na seba hrdá alebo že uverila, že, že ona to naozaj už chápe a vie to robiť sama, alebo často prišla na niečo ešte skôr ako ja.

Ukážka 34: Laura (A) sa vyrovnáva so svojimi ideálnymi verziami a začína vnímať angažovanosť Zlatky (Ú) ako základ svojho hodnotenia

Marcela je SUPER BABA, lebo (.) Marcela už má veľmi dobre pozná, že čo mi išlo, čo mi neišlo a že čo potrebuje pre mňa, aby bolo ľahšie. A potom, keď ona zistila, že už to mi ide, tak už bolo aj dačo ťažšie tam (2) a Marcela je taká baba, že ona vie veľmi dobre vysvetliť všetko.

Ukážka 35: Dianina (Ú) úvaha o type podpory, ktorý oceňuje

L: Dobre. No a teraz: Ty si majsterka v rozprávaní, čiže pre teba to bude brnkačka a tu máte ešte taký obrázok, že urobte rozhovor, z ktorého každému padne sánka. ((smiech)). Tak čo si lepšie želať večer o štvrt na desať ((smiech)), ako že Zlatka má robiť rozhovor. A ja už som taká unavená, že zvládnem iba odpovedať, takže ty kladieš otázky a ja som tvoj (.) hosť iba. Z: A ako z tohto mám všetko postupne ísť či ako? L: Podľa mňa stačí, keď budeš tvoriť otázky a podľa toho, čo sa ti bude hodiť, tak pokojne si vyber len jednu, jedno sloveso z tej dvojice, len aby to dávalo zmysel a bolo to správne. Nemusíš nasilu vše, obidve použiť v riadku. Z: Ehm (4) L: Máš sa pýtať teda na nejaké moje zážitky zo školy alebo spomienky. Z: Zážitky, ehm, nenapadá mi vôbec nič. ((smiech)) L: Tak si predstav mňa ako nejakú malú žiačku a tie všetky slovesá, čo ma stretávali v škole, učiť sa, naučiť sa, odísť, ísť. Z: Ako sa ti učilo v škole? L: Ako? Ako sa mi učilo? Z: Že ako sa ti učilo? L: Rozmýšľam... na základnej škole sa mi učilo dosť dobre a ľahko, lebo som až potom zistila, že som mala dobrých učiteľov, ehm, a dosť veľa som sa vlastne naučila v škole, keď som dávala pozor a už iba tak doma som symbolicky niečo sa tvárila, že sa učím, ale vlastne mi to trvalo asi tak polhodinu a mohla som sa ísť vonku sa hrať a na strednej škole sa mi učilo ťažko, to si pamätám, že už to zrazu nebolo také jednoduché ((smiech)) a zrazu nestačilo sa polhodinu tomu venovať, takže na strednej už to bolo oveľa horšie a mala som z toho aj taký smutný pocit, že mi uniká život, keď toľko hodín mám doma ešte stráviť nad knihami. A o výške ani nehovorím. Z: Takže išla si ďalej aj študovať a čo, aký odbor si vyštudovala? L: Dobre sa pýtaš! ((smiech)) Ehm, tak ja som vyštudovala učiteľstvo predmetov slovenský jazyk a literatúra – nemecký jazyk a literatúra. Z: Takže si navštevovala viacero škôl? L: Ehm, v podstate (2) no áno, keď si to povieme tak, že základná, stredná, vysoká, tak áno, ale v rámci toho odboru slovenčina – nemčina som navštevovala len jednu školu, ale bol to (4) ako sa to volá vlastne, nebolo to jednodoborové, ale medziodborové štúdium. Čiže patrilo to pod jednu fakultu, ale boli to ako keby dva odbory v jednom. Z: Chápem. A chcela si niekedy aj odísť zo školy? Nechať všetko a odísť? L: Nie až tak často ako moje spolužiačky, ale viem, že ony chceli odísť hneď v prvom ročníku, a že mi to veľmi bolo ľúto ((smiech)), lebo sme si rozumeli a boli to dobré kamarátky a... ale boli sme všetky dosť také znechutené z toho, ako to tam nefunguje a neboli k nám veľmi príjemní na vysokej škole, takže ja som iba mala taký pocit, že ja to chcem vyštudovať, a načo som tam šla, že ja nechcem práveže odísť, ale ani som nechcela, aby odišli tie moje kamošky ((smiech)), takže ja som ich tam presvedčala, že musíme to skúsiť a vybojovať si to, ale bol to boj naozaj, päť rokov sme bojovali iba, aby sme nevyleteli z tej školy a (.) niekoľkokrát nám naozaj lepilo,

že my nemusíme odísť, ale nás vyhodí. ((smiech)) Z: To ti verím. L: Také... miestami to bolo už také (2) demotivujúce ((smiech)), ale nejakto sme to prešli, ale naozaj to bolo, že o chl. Z: Že určite si písala aj veľa rôznych, ehm, prác, ako projekty, možno nejaké slohové práce a všeličo možné. A zaujímalo by ma, že ako si napísala, ehm, diplomovku. L: Zlatka, ty môžeš moderovať v nejakej televízii. ((smiech)) Už sa cítim, ako keby nás vysielali. Taká škoda, len my to vidíme. ((smiech))... No tak, Zlatka, prosím ťa, ty sa prihlás na najbližší konkurz, keď bude niekde na moderátora. ((smiech)) Lebo toto, to nevidím iba na učiteľstvo, ale ty by si mohla aj niečo moderovať. Máš tu hneď fanynku. ((smiech)) Dobre, to si výborne zvládla.

Ukážka 36: Zlatka (Ú) vedie rozhovor s Laurou (A) ako súčasť cvičenia z prezentácie

L: ... Tak keď sme boli pri tých slovesách, tak vždy keď sa povie sloveso, tak si predstavíme nejakú činnosť, aktivity, nejaké že popisujeme niečo, čo vieme robiť. Z: Áno. L: A nejaké deje to pomenúvajú. A tu máme aj všetky gramatické kategórie, ktoré sa dajú určiť pri slovesách. To keď sa na to pozrieš, že tu máme osoba, číslo atď., ehm, tak aj ty sama by si to vedela vymenovať, že to všetko sa dá pri slovesách? (4) Pamätáš si na to teda, že toto sa dá všetko určiť pri slovesách? Z: No, že osoba, ehm, to je, ehm, osoba. No počkaj xxx. Len toto nechápem, že prvá až tretia osoba. L: uhm, že aj dajme ten vieš čo, rovno nejaký príklad, že keď si povieme... napríklad, ehm, (5) keď aj to, že som povedala „dajme si“ hej? To je nejaké sloveso a teraz: osoba, čiže z tých prvá až tretia je preto, lebo môže byť prvá osoba – ja alebo my, druhá ty, poprípade vy, a potom tretia on, ona, ono alebo oni. Z: [Už chápem.] L: Hej, keď poviem dajme si, tak v tomto prípade je to aká osoba? Dajme si – kto je tá osoba, koho myslím? Dajme si. Z: Druhá. L: Ale kto je to niekto? Z: Ja a ty. L: Áno a jedným slovom? Z: Dve osoby. L: Áno. ((smiech)) a to sme my dve, čiže my. Hej, že keď ja poviem, že dajme si! Tak myslím nás dve, čiže my. A to je prvá osoba, ALE množného čísla.

Ukážka 37: Budovanie „lešenia“ prostredníctvom interakcie

M: Dobre, zasa sme prehrali. Dáme to ešte dvakrát a potom už... alebo počkaj, neviem, či sa nedá zmeniť, zmeniť rýchlosť. D: Noo. M: Lebo je to, ehm. No, nedá sa. Jáj, dobre. (.) Počkaj, prejdime si tie slová, ktoré súvisia s úradmi. Prečítaj si tieto v ľavom stĺpci. D: No. ((číta)) Žiadosť, rodný list, občiansky preukaz, kartička poisťovňa, doporučený list, platobná karta, hypotéka, pošta, súd, úrad práce, sociálna poisťovňa, banka. M: Dobre, skrátim, tu dám iba občiansky a tu dám iba poisťovňa. Takže iba tieto môžeme triafať, hej, čo sú tu. D: uhm. M: Ostatné nie. Také, čo súvisí s úradmi. Alebo nejaké dokumenty. No, dobre, skúsime. Súd, obraz. ((Diana hrá hru, nestihne všetko)) M: Dobre. Platobná karta, záhrada. Times up. Nevadí, dobre, to sme už prehrali, už to asi nechajme tak. D: ((úsmev)) Ale aj dobre sme dopadli, no. M: Hej, celkom, do piateho levelu sme sa až dostali, super.

Ukážka 38: Diana a Marcela sa vysporiadali s náročnosťou úlohy

L: To je z angličtiny. A to vlastne znamená teplý pes. I: ((prekvapený výraz)) TEPLÝ PES? L: Tak. ((úsmev)) I: ((smiech)) L: Tak, tak sa to volá, vieš, my sme to len prebrali, my sme prebrali anglické slovíčko, ale v podstate v angličtine to znamená teplý pes alebo horúci pes. I: uhm. L: Takže, keď máš rada hot dogy, tak máš rada horúcich psov. ((smiech)) (o niekoľko týždňov neskôr) I: Hej? No a vždy mi takto, že tie slovíčka a vždy aha, čo to bolo? ((zamyslenie)) Lodžia? No, je veľmi málo [čo] ostane v mojom hlave, aj tu gurmán a to je vegetarián, ehm, čo je vegetarián, a je tam ešte aha! A toto mi ostalo, že hotdog je po anglicky a po slovensky teplý pes.

Ukážka 39: Ivana (Ú) a Lucia (A) diskutujú o vtipnom význame nového slova

M: Ehm. Akože také, čo mi utkvelo, to asi bola trochu nezmyselná úloha, ale mali sme RIEKANKY. ((smiech)) V: ((úsmev)) M: A sme si... pamätáš si? ((smiech)) D: ((smiech)) M: No a tam bolo akože, to bolo tak urobené, že bola napríklad riekanka, Bača pečie barana. Viete tie, čo sú podľa abecedy a stále vybrať na konci jedno správne slovo, ale to už asi sa k tomu nebudeme vracieť, lebo to sme sa 15 minút iba smiali na tom. ((smiech)) ... D: Ale tie súťaže sú zároveň také, že aj z toho dačo naučíš, ale (.) bolo tam také, že aj srandovné, no tak my sme sa asi takých päť alebo desať minút vkuse sme sa smiali. V: ((smiech)) D: hovorím, Marcela, my asi ukončíme dneska, lebo my sa fakt veľmi smežeme a teraz sa (.) nenaučím nič. V: ((úsmev)) uhm. D: Tak no (.) také ona vybrala tam, neviem, že čo bolo tam, že MACKO, dajaké zvieratká tak boli a dajaký text bolo z toho, no ale to také smiešne nám bolo, my sme sa vkuse smiali, takže ten zážitok nezabudnem nikdy.

Ukážka 40: Diana (Ú) a Marcela (A) sa rozprávajú o zábavných aktivitách

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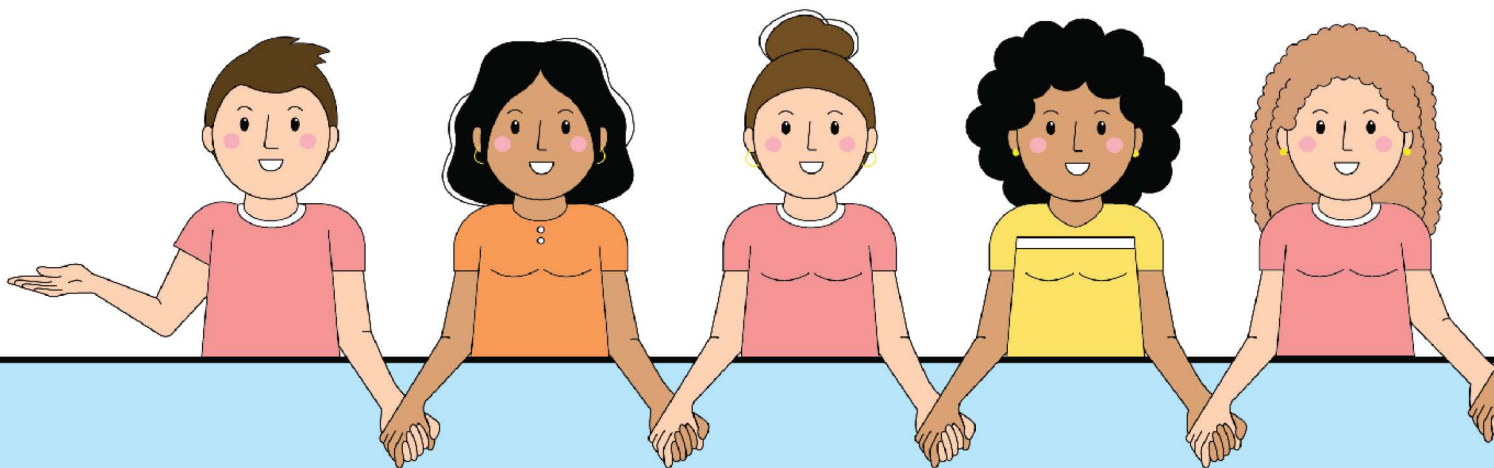
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