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assistant; V.2.2.: Transcripts SP2 and SP3: student groups (partly joined by the teacher or teaching assistant); V.3. Austrian transcripts compared; V.4. Spanish transcripts compared; V.5. Austrian and Spanish interaction compared; VI. Concluding remarks
List of References Appendix I: Transcription conventions; Appendix II: Transcripts; Author's Profile

Sommario/riassunto

Hauptbeschreibung This study analyses examples of classroom discourse, one of the most important influences on students' experience in schools, in EFL classes. The central idea of the author's enquiry is to compare classroom discourse in two secondary schools in two European countries, namely Austria on the one hand, and Spain on the other hand. The focus of the study is on EFL classes taught by a team of a non-native speaker teacher and a native speaker assistant. The purposes of this study are to gain insights into classroom communication, to compare classroom discourse in two
