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Collaborative Ethnographic Mentoring of EFL Teachers in Central Mexico

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Abstract

This qualitative research project reports the process and experiences of two English as a Foreign Language (EFL) teachers who were mentored and trained to become future teacher trainers or teachers-in-training. They participated in a 120-hour teacher-training course given to other EFL teachers at a technical university of central Mexico. In this course the two teachers-in-training shadowed two experienced teacher trainers who engaged in a collaborative ethnographic dialogue and were given several negotiated scaffolding tasks to carry out during the course. Data was collected from a series of shared journals and a focus group of the participants to understand the process and their experiences. The results explore their challenges and the benefits they encountered during the training course, as well as their projection to the future as professionals. This is of interest for those who train teachers and those who would like to become teacher trainers in the future.

Keywords: collaborative ethnography, EFL teachers, mentoring, scaffolding, shadowing.

1. Introduction

When becoming a teacher, we often have someone we look up to and someone that we can ask for advice. This person is often thought of and named as a mentor. Malderez (2001: 57) defines mentoring “to describe the support given by one (usually more experienced) person for the growth and learning of another, and for their integration into and acceptance by a specific community”. Richards and Farrell (2005: 151-152) describe mentoring as “a process whereby an experienced teacher works with a novice teacher, giving guidance and feedback”. Fletcher (2000) mentions that mentoring “reflects the potential of one-to-one professional relationship that can simultaneously empower and enhance practice” (cited in Diaz-Maggiloi, 2004: 48). In short, mentoring provides support to someone who needs it for professional growth. Yet at the same time, the mentoring process often incorporates the possibility of a dialogue between mentee and mentor. This process of a dialogue can become a territory for permanent negotiation of meaning (Hall, Hellermann & Doehler, 2011).

In this research we examined how mentoring was carried out with two Master’s in Applied Linguistics of English Language Teaching (ELT) students who were also practicing EFL teachers. They were in the process of becoming future teacher trainers or teacher educators. These two participants will be referred to as teachers-in-training and their task was to shadow their two professors from the Master’s program who were in charge of designing and giving a semester long professional development course to a group of 20 EFL teachers at a local technical university. The

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two professors were the mentors to the two Master's students and teacher trainers to the 20 EFL teachers. It should be mentioned that these two Master's students had also been our students in the BA in English Language Teaching. Another person was the Master's Coordinator. In essence, the more expert teacher trainers were training both the graduate students and the course participants/EFL teachers. Randall (2001: 13) describes two types of roles that a mentor may take on: (1) "technical/assessment" roles, and (2) "personal development" roles. The first set of roles is concerned with helping the mentee understand how to put to use skills in the classroom, broader aspects of the curriculum, how to structure objectives, and how to assess actions within the classroom. The second set of roles deals with the affective domain such as resolving issues, attentive listening, and giving advice.

The training course followed what we could call standard norms for Mexico. The Department Head introduced everyone and outlined the general purpose of the course. Then he explained how it would fit in with the local institution's permanent training program. Once the actual teaching of the course began, there was a critical incident that is at the core of the reason for this article on the first day. As the professors and teachers-in-training were presented simultaneously to the training group, the teachers-in-training were given the same status as their professors. This status quickly disappeared in the first session. However, it produced a continuous conversation that we had with them during and after the course (see "side play dialogue", Kamberelis, 2001). Our two teachers-in-training began an on-going conversation with us on how they felt their loss of status at the beginning of the course and were concerned about how to recover it. This in turn produced what seems to be a type of duoethnographic or collaborative dialogue (Rhinehart & Earl, 2016) that emerged outside, yet inside the training course. In the next section, background information will be provided concerning the context of the use of mentorship within the teacher-training course.

The two experienced teacher trainers were asked to give a 120-hour training course to twenty practicing EFL teachers in a large technical university in central Mexico. The purpose was for their continuing educational development as a requirement for their university. The two teachers-in-training were not part of the technical university but were invited to be trained as future teacher trainers. They were in their mid-twenties in their second year of a Master's in Applied Linguistics in English Language Teaching. They had experience as EFL teachers and are non-native speakers. It should be mentioned that the two university professors had more than 30 years in teacher training and doctoral degrees, as well as being native speakers of English. From the beginning of the course, the teachers-in-training shadowed the two experienced teacher trainers to gain insight as to what the process of teacher training entailed. They were instructed to help the experienced teacher trainers with a variety of tasks, such as reading and providing feedback to the assigned journal entries, taking a leadership role in small groups, collecting homework, handing out documents, and answering doubts from the practicing teachers. The more complex tasks included leading discussion groups, eliciting information from the 20 EFL teachers, and providing feedback on their work and resolving doubts. These tasks were scaffolded in complexity and given a few at a time. The tasks were increased once the two teachers-in-training felt more comfortable. In essence, the tasks were graded, from the beginning with first shadowing of the two teacher trainers and progressing towards more complex tasks. This was carried out in order to provide the building of confidence and understanding the complexities of teacher education. The result was the slow development of a permanent collaborative conversation of training that started in the car driving back to our own institution and continued inside and outside the classroom in the MA courses of the teachers-in-training.

2. Methodology from a Non-traditional Position in EFL Teacher Training

As previously mentioned from the onset of the course we were confronted with this critical incident which promoted a type of collaborative conversation. This dialogue seemed to emerge from a position of a loss of face by the graduate student participants. They were in their final year of study and all had more educational preparation, and experience than the group of 20 teachers at the technological university. Rather than try to suppress this unexpected turn or 'critical incident', we assumed the position of (Barrett & Brown, 2014):

In the absence of a more formal mentorship arrangement, we thus turned to more egalitarian examples of faculty mentorship, namely, informal arrangements. Informal mentoring partnerships develop on the basis of perceived competence and interpersonal comfort (Allen, Poteet & Burroughs, 1997). Members select partners whose beliefs and values are in alignment, which in turn may serve to underpin an enjoyable working relationship. Our partnership followed this pattern. In addition, our form of dialogue and collaboration were comfortably borne out of professional interplay that at times closely resembled reciprocal mentoring (Henry, Stockdale, Hall, & Deniston, 1994). Thus, our partnership evolved organically out of our mutual pursuit of the skills we needed to successfully navigate our resocialization as second-career academics within education. (p. 3)

This is an interesting methodological paradigm shift, in the sense that we initially did not intend to do it. As this conversation emerged with intensity. The two participants were quite concerned and felt as if they were not being taken fully into account. On the outset we had conversations in the 40-minute car ride back to the university; however, as it continued and began to affect decisions in the course execution, we realized that this discussion of professional status had a deep importance for the graduate student participants. At the same time, we had to consider the administrative aspects of course because we did not only train our MA students, but we worked under the frame of an institutional agreement. As a result, we decided to include the Master's program coordinator in the discussion. This created an additional dialogue of the process. After each session, we had short debriefing sessions of an informal nature with our program supervisor.

In the course of developing our mentoring partnership with our students, and as part of our preparation for our informal meetings, we modified the course process based on our own practices and early experiences in the EFL profession. Specifically, we examined (a) collaborative ethnography through our conversations to examine our co-constructed experiences in the second language teaching, (b) mentoring with our graduate students, and (c) the re-socialization of academics. In doing so, we tried to provide a contextual understanding of how we, were able to aid our graduate students make the transition to teacher trainers. Finally, during the course we have constructed an overriding multi-voice narrative that was founded in the concept of collaboration both in and outside the formal research boundaries. Collaborative regarding this idea of Rinehart and Earl (2016):

In some senses, all ethnographies are collaborative. From anthropological studies "in the golden age" of ethnography, we know that the participants and/or subjects of study are necessary to the ethnographic project – often not receiving the acknowledgment of their co-participation, their co-production of the disseminated work. What we mean by the term "collaborative ethnography" can refer to a version of "classical" or "traditional" ethnography, which has itself become increasingly collaborative or group oriented; or it can refer to collaborative ethnographies that draw from the insights and impulses of both auto- and duoethnography. (p. 216)

These authors also point out that: "many collaborative ethnographies have shifted from studying to studying with and researching self and others in a group. As well, collaborative ethnographies have been "operationally defined quite differently in the academic literature" (Rinehart & Earl, 2016: 217). In EFL there is a tendency towards autoethnographic, or self-study,

hiding under the guise of narrative research (e.g., Barkhuizen, 2011). At the same time there is research on the presence of the researcher, which implies that there is possibly a body of EFL research that is co-produced with the research participants. We decided given to what occurred naturally in the research process to simply move forward away from our 'traditional' EFL professional research zone of mentoring and embrace the idea of collaborative ethnography to provide opportunities for greater engagement with both text, project, and the clearly defined three groups that were participating in the project (Lassiter, 2005).

Here, 'collaborative' implies reciprocal trust and respect for different opinions and views on learning, but also taking into account different levels of status within three clearly defined groups. This type of definition of collaborative seems to offer a sharper image of what occurred during the project, versus a duoethnography which would have led us back as researchers to a more 'traditional' stance in the EFL field (cf. Denzin, 2014).

In order to achieve this collaboration and to explore the participants' views and learning experiences, we used two formal techniques to gather data. As part of their training course tasks, participants were asked to keep a journal during the course and at the end a focus group was conducted. They were advised to write about any thoughts or ideas they would have as part of being part of this training course, their role as co-trainers and the interaction with the trainers. In research, "journal writing can help language teachers (both beginning and experienced) think about their work" (Farrell, 2007: 108). In the case of these two teachers-in-training, they were being mentored by two experienced trainers. Brock, Yu and Wong (1992) suggest that journal writers can benefit more from having others read their journals, so they can get another's perspective and insight that may be difficult to achieve when reflecting alone. This could be considered a sounding board of ideas and feelings.

Moreover, in order to obtain rich and in-depth information, the MA coordinator carried out a focus group discussion with the two teachers-in-training after the training course was finished. The term focus group can be considered confusing, as there are many different names that have been used to define this technique in qualitative research (Ruyter, 1996). However, for the purposes of this research, we use the term focus group discussion which "is defined as a group of people brought together to participate in the discussion of an area of interest. The focus group discussion aims to provide an environment in which all members of the group can discuss the area of investigation with each other" (Boddy, 2005: 251). The role of the moderator in this type of discussion was to keep the topic of discussion on the area of interest. For this reason, a set of questions were designed before the focus group discussion in order to serve as a guide. Participants were given a letter of informed consent to grant permission of the data collected and protect their identity. This is basically a valid point as the participants evolved into co-authors through the course of the research process.

Even though there was this level of formality and care in the data collection, it cannot be lost that the catalyst of the data generation was the car ride home discussions. This type of informal professional talk could be seen as "side-play" in relation to the formalities of research, yet here, this side-play was central to creating this text. Here, we try to emphasize the "co-production" of the research. Linked to this 'co-production' we have need to bring in the MA program coordinator. The car conversations spilled over into the workplace and we extended in brief conversation with our supervisor, who was responsible for the agreement that created the training course we were using to train our MA students. Rather than suppress these situations we decide to exploit them to their full potential with the idea of enriching our data analysis.

3. Analysis of data

We center on the experiences of two MA students with EFL practicing teachers who were taking a training course given by two experienced teacher trainers (mentors). We worked with the EFL teachers, but at the same time guided our MA students in order to train them to become future teacher trainers. From the data collected in the journals and the focus group with the participants, several issues arose regarding challenging experiences they encountered, as well as situations that resulted in growth and benefit for their own professional development. The position of the participants within the teacher training course was multi-faceted, since they developed several tasks and roles. Their roles within the training course included being a tutor to other English teachers, learning to become a teacher trainer, with the support and guidance of their mentors, while at the same time being English teachers and MA students. In this regard, it seems natural that these future teacher trainers would encounter themselves facing demanding situations involving their mentors, tutees and themselves as tutors and teacher trainers-in-training. However, they took advantage of challenging situations throughout the course which allowed them to become more aware of their own professional growth. As a result of the data analysis, the emergence of main aspects related to their teacher training course illustrate how such experiences resulted in a positive impact for their professional development. The data analysis was carried out by the authors and the two teachers-in-training.

4. Feeling insecure and lacking confidence

One major outcome from the data is the presence of insecurity and lack of confidence in the two participants, in the initial stages of the course. The reflective journals show that participants began their participation in the training course with these feelings. The participants reported that they experienced such feelings for several reasons. The perceived expectations held by the EFL teachers were a major determiner to their lack of confidence. The two teachers-in-training noticed particular behaviors and attitudes from the EFL teachers that might have impacted their self-confidence. One participant expressed his concern about these expectations: "I was feeling nervous because one somehow perceives certain expectations that teachers may have" (PP2).

The previous extract illustrates how he felt insecure due to the expectations the EFL teachers had towards them, or his perceptions. The data also suggests that participant gave importance to the image he projected to the EFL teachers in the course. Often the participants would voice their opinions that the EFL teachers held prejudices regarding their level of preparation. The same participant shared the following thought during the focus group: "When they saw that we were going to be their tutors, I felt like they expected something like a native speaker, a doctor or something like that" (PP2). These are perceived ideas of both. It should be mentioned that the two were non-native speakers, just as the EFL teachers, but the participants had a higher level of education in ELT.

From this idea the two participants were overly alert regarding the EFL teachers' attitudes, expectations and behaviors. Their idealizations of what a good teacher trainer entails affected the way the participants felt concerning their own role and professional performance as future teacher trainers. The participants were affected by the opposing image they projected regarding their mentors, who were the main figures in the training course. Having this separation, the position that the two experienced teachers held as doctors and native speakers and the position of participants as young MA students, may have influenced their self-perception and image in the training course. The following extract shows how the participants were aware of this division, and how the EFL teachers were also able to notice it:

They [EFL teachers] did make the division. Here we have the professors who have many years of experience and they know what they are doing. They have all these publications, all of these things they've done, and we are the MA students. (PPJ)

The two began the course being aware of this separation, which may have resulted in a preconception of the course dynamic. The role of the experienced teacher trainers in the course was made clear from the beginning, and the importance of their participation was clarified. They wanted to provide a learning experiences of becoming a teacher trainer for the two participants. The reason for the two participants having insecurity is perhaps a result of their own perception of a non-equal status with the two experienced teacher trainers. This situation of the two participants and the EFL teachers trying to achieve a collaborative relationship among each other turned out to be something that had to be worked on and eventually beneficial in the final stages of the training course.

The participants reported feelings of being underestimated and judged by EFL teachers, especially through their non-verbal messages. This situation was present during the beginning of the course; however, they reported a decrease in such issues, although not a complete decrease of it. As they became more familiarized with the teacher-training course and the tasks they oversaw, they became less insecure, gained confidence and showed a better command of the interactions in their groups of tutees. An important factor that contributed to the acquisition of confidence and command in the training course was the role of the experienced teacher trainers. One of the participants expressed how the two experienced teacher trainers were central elements in their development of confidence and overall professional growth:

I progressed in acquiring more confidence and learning what Troy and Martha told us... they helped us to notice all of these expectations, all of what they communicated without speaking, we used all of that to grow from it. (PPJ)

The role of experienced teacher trainers was a major influence in the two participants' process of becoming trainers and their professional development. Having more experienced and skillful role models represented an opportunity for the participants to have more quality learning moments to take advantage from. They found support and encouragement from the examples of the experienced teacher trainers, which they highlighted throughout the data. Given the fact that they were also their MA teachers, the participants were able to overcome their insecurities by building a closer relationship of professionalism and respect.

Since the two participants were insecure at the beginning stages, they highlighted the importance of finding support in the two teacher trainers. The fact that both groups were working together during the training course made it less difficult to handle their tasks on their own. The two had to engage in a variety of tasks, such as handling group activities with the practicing teachers, answering questions, clarifying doubts and providing feedback. They valued the two experienced teachers being there to support them and openly acknowledged that they helped them in particular situations when they felt tasks got complicated. At the same time, the participants held an image of themselves as the MA students, which may have also influenced the way they perceived their own roles and their own significance in the training course. One of the participant's comments on this situation by asserting that they knew their place in the course and that the two experienced trainers certainly helped them learn and handle particular situations. The following extract highlights this point:

Thank God we have our teachers [mentors] because they know how to cope with some attitudes from the teachers and they know how to give them an answer that satisfies them ... maybe we could do it as well but not in the same way so maybe it wouldn't be so satisfying for them, because we're students, MA students but, we at least have background knowledge and experience. (PP1)

From the data the two perceived their two experienced teacher trainers as their mentors. The participants stated that they were aware of the perceptions that the EFL teachers had towards the two experienced teacher trainers and themselves. The EFL teachers could separate the roles of each, and therefore, they showed different attitudes towards the MA students and the experienced teacher trainers.

Another thing that I learn from the teacher was her ability to find a solution to a situation. It's like she smoothed it out ...so I liked that strategy because she said: "Before you criticize or judge a teacher you have to listen to their justification, because it is very important to understand their reasons." (PP2)

Observation plays an important part in the training process. From this experience the participants mentioned they had acquired several training skills by observing how things were done in the course, such as practical techniques of how to handle situations. These learned lessons gave the participants confidence and the know-how as to how to handle different teaching scenarios.

5. Role achievement

This section presents a narration that describes chronologically the different episodes lived throughout the course. We approach such events from two different perspectives: the experienced teachers and the teachers-in-training's roles. The teachers-in-training had the position of a *tutor* which meant that this person had to assist the two professors in the MA, who were the *mentors*. During this course, the mentors prepared the two teachers-in-training to become future teacher trainers. Throughout the sessions several experiences, tasks and emotional episodes took place. This description comes from the reflective journals that the two teachers-in-training wrote and the focus group interview that was carried out by the MA coordinator.

The course offered to English teachers encompassed two themes: professional development and material design. Their function within this course was to assist and support any necessity that the EFL teachers and the course in general may require. The role we performed was that of a teacher-in-training. As teachers-in-training, they saw the professional work that was part of this course. This space represented an opportunity for them to put into practice what they had learned throughout their training. When the course began, they had their own perceptions and expectations towards the EFL teachers. The following data extract from one of the participants exemplifies this point:

My first impression was the way in which EFL teachers from the school reacted when they saw that we would be their tutors. I perceived that it was an uncomfortable situation for the teachers as well as for us. I perceived that they probably thought how was it possible that these young teachers would teach experienced teachers...On the other hand, as a novice teacher, I could not believe that I would help these teachers with their learning. I did not feel confident when working with them. But then I remembered what a coordinator from the English program at the Language Department) who told me one day in my classroom observations: "Don't doubt about what you know!" Then, I decided to get rid of these negative emotions at that moment. For example, that uncomfortable situation increased a little bit more because one of the EFL teachers was my coordinator at UTL. So he could surely have expectations about me as the tutor. This made me understand why some teachers found it difficult to be guided by too young tutors. (J1-C).

The noticed perceptions from the EFL teachers were felt by both participants. In the following extract the other participant supports the previous idea about how they were seen:

Before actually participating in this course, I had some expectations and presumptions about how the course in general was going to work out. First, I believed that our role as tutors and trainers in this course was going to be difficult. At this point of the course I still consider that this experience has been challenging. It is very different to execute the role of a tutor for teachers-in-training, because all of them have their own ideas, beliefs and attitudes towards teaching, learning and development. When working with the teachers, I perceive that some of them feel dubious about my capacities as a teacher. (J1-A)

As observed in the previous extract, the participants also held their own expectations about the course, and they felt nervous before even getting to know the EFL teachers. Their introduction to the overall course was a key aspect that might have marked the ongoing course dynamic. They went through several critical situations and incidents that were not completely severe, but that began to determine the general atmosphere in the course.

One of the critical situations they faced was the introduction to the EFL teachers. The doctors, who were the mentors and trainers, explained their professional education, the research field they were studying and the role they would play in the course. It was an uncomfortable situation because from the beginning the participants felt the EFL teachers held certain opinions about them. Such perceived opinions made the participants position themselves in an inferior position in comparison to the EFL teachers. They perceived the following because of teachers' behavior:

When the teachers saw that we were going to be the tutors, I felt that they expected something like a native speaker, or a doctor or something like that because of the way they looked at us. So, they were looking at us, they looked at our physical appearance and we looked younger. Then it was like: How are we going to take advice from you? So, at the beginning there was a certain social distance so to speak. I really felt that when they were saying something, their voice and their look was towards someone else and not me, but instead it was between themselves. This kind of situation made me very nervous and I thought to myself "I know this" because I already have a BA and now, we are in a MA. Despite of all this, I felt that their expectations were very high. Although they never mentioned anything, I could tell because somehow, I felt excluded. (INT-C)

It is really interesting to listen to what they have to say, either positive or not really that positive. I have learned that teachers may hold impressions of me as a trainer, which may be negative, such as believing I am unskilled, inexperienced or not capable. I have learned that this is an important opportunity to demonstrate that the hard work I have been doing since the BA and now in the MA has been valuable and worth it. (A1-J)

Through these extracts the participants reflected upon the ways in which they felt the teachers perceived them and in turn, those attitudes and behaviors influenced their performance. At the beginning the two expressed their thoughts with the mentors, telling them that they felt nervous and that they perceived certain resistance and disregard from the EFL teachers. However, throughout the course they developed several mechanisms as trainees in order to handle the situation in the best way possible.

They were assigned different teachers to tutor. They were also involved in every task with groups to guide them in order to achieve the learning objectives of that session. However, they were assistants of the doctors/mentors and for the sessions. In other words, they were ignored, or they were, most of time, the immediate resource of help. The EFL teachers perhaps thought that they were there to help to solve their own doubts and difficulties. Therefore, at that moment, the two were considered by the EFL teachers:

They were expecting us to solve everything for them. Then they began to take things very seriously. They sent me emails and wanted appointments. And I said, are we

forced to do that? They told me: "We're going to see each other on a Friday and you have to go so you can tell us. That tells me that they wanted me to give them the answer, explain everything to them, and so they could say: "Oh yeah you helped us because you are the tutor." (INT-C)

Some of them were questioning exactly everything I told them, since they wanted me to tell them what to do, or the "answer" so that they could move on. My intention was to guide them, but instead, they thought I was incapable of directing the whole activity. (A1-C)

In both extracts we show that the EFL teachers quickly built an image of their roles, which could change depending on the needs in the course. For instance, the second extract shows how the teachers expected the participants to have all the answers. This situation caused some complications since the teachers might have believed that the two did not possess the required qualifications in order to play such a role in the course. They experienced different situations during the sessions that made them reflect and even lead them to perceive the EFL teachers' resistance. There were three sessions that caught their attention when the EFL teachers disagreed with the content and the objectives of the lessons. One lesson was about textbook analysis, the other one was about the audio-recording of task instructions in the classroom and the last one was about classroom observation. Throughout these tasks the two teachers-in-training expressed their thoughts and arguments to defend their viewpoints or to question the reason to do these activities as part of the course.

We have never taken it as something personal, rather as knowing how to be professional. I think that is very good and regarding the way in which criticism is addressed, there was a lot of resistance. I remember that on one occasion, Troy was with a teacher discussing something... and the other teacher did not give in... no, no, not so much give in but to change, right? That she could see from another perspective what was happening in his class about what was it? "Advertisements," it was something like that and Troy (he said), No, look it's just that it happens because of that... what you are doing is you're only projecting your philosophy ... your ideology and she said no, and everyone said they are doing it, and that is the profession of many years right? Then, there where you see the learning happen, that you are already used to that type of situation; it's like on whole other level. (INT-C)

From this extract we can observe how the two participants noticed that in most cases the EFL teachers did not want to receive any type of feedback that could appear harsh or attacking their personal beliefs, since they took the comments as personal criticism rather than an opportunity to challenge themselves, in their opinion.

The following extract shows another episode in which they perceived the EFL teachers' resistance to complete certain tasks:

When Troy asked for the instructions to be audio recorded, at least in my group it was total nervousness. They asked how, and this and that: "How are we going to record ourselves?" And I said "yes" ...but it caused them a lot of work. I still remember that Troy had asked them a session later and they had not done it and Troy gave them another week but in reality, it was not really what Troy expected. I mean it was that they were to audio-record the instructions... (INT-C)

In this data we can see that their perception as teachers-in-training was that the EFL teachers were not accustomed to share their teaching with other coworkers and teachers. The participants detected the teachers' struggle to carry out such activities that perhaps they may see themselves to be exposed. The previous shows us that these teachers may not have not cultivated the habit of sharing and analyzing their work with other teachers.

And I remember that Martha also asked for a video recording and they did not do it (A1-INT). They never did it. They said: "How do we do it? ... There was evidence of the resistance they had... But I was like... why that resistance? They had very strong beliefs, and I mentioned that to them... (INT-C)

We can see that there is a noticed position from the EFL teachers, in which they showed resistance to complete certain tasks, and to acknowledge and review other ideas, opinions and even teaching practices. In other words, they did not accept the comments easily that they were receiving from the participants, and in occasions even from the professors. The following extract from the interview supports this thought:

Something that I noticed was that the teachers usually showed a lot of resistance, especially against criticism. We were very used to saying that if we say something in class, and we are criticized, we should not take it personally. In fact, we even appreciated it. So, what I noticed is that, I do not know, if they take it personally or if they do not want to see themselves as exposed or... but you give them a comment: "Well this is not like this because here are the reasons, and this is what I believe, and even saying it through my perspective, they answer defensively and they do not even say thank you. (A1-INT)

In this extract we can notice two aspects. The first one is the picture that the two teachers-in-training began to build about the EFL teachers: their resistance and skeptical behavior caused them to build their own perceptions. The second aspect is the influence that their previous studies had in relation to the way EFL teachers handled constructive criticism. Their own previous experiences as BA and MA students shaped their overall view regarding the way they handled criticism, commentaries and suggestions from the mentors. The perceived resistance caused them to become slightly attentive when the two professors gave them opinions, because another factor was their age and teaching experience. The EFL teachers seemed to perceive them as younger teachers who lacked experience, therefore their resistance might have been caused by those ideas. In certain occasions, the EFL teachers even tried to evade some tasks that required them to expose their teaching in front of the group. This resistance showed us that the teachers were perhaps not accustomed to display their work, and therefore they preferred to avoid showing their teaching. This represents negotiation of power structures.

In the last week-sessions, we had a lesson about classroom observation which consisted of video-recordings of teachers' classes to watch them and provide feedback. The EFL teachers seemed to want to criticize the teacher's performance in the videos. However, one of the mentors clarified and established the purpose of the observation and more importantly, how to observe professionally and objectively.

Martha told them: "Think about yourselves." I think that she made things easier when she said "yourselves" especially at the time to work. So, I liked the strategy because even the videos were fine...because Martha showed us some videos of our class observations and we already knew (laughter)... it seemed that everybody was ready for the criticism...but with the questions it did not seem so. What I liked about the strategy was what she said: "Before you criticize or judge the teacher's work, you must listen to his/her justification, because it is very important to know the reasons why. (INT-C)

Even though the situations they faced with the EFL teachers, the two participants had an important factor of the mentor supervision which helped them for their learning as trainees for teachers training. The two mentors instructed them for every single task; however, they exposed the two to certain situations that they had to solve based on their own professional education, the mentor's instruction, suggestions and feedback and their own critical reflection.

Besides, they (the mentors) were, as you said evaluating us, and yes, we could feel the pressure. I think it was more like something we knew, we knew that they were

observing us and that we were going to get feedback, but not in a negative way. By this I mean that we were not doing it just because of the pressure of not getting scolded. Instead I would think: "OK, I'm glad to have these two people who are obviously important people!" I also think that it was a great opportunity to let them see how I could solve things, how I deal with a specific situation, how I present or how I talked. They said, "Ok you are going to be in charge of this aspect in your group" and I liked that. I liked that in some way we received feedback and it was obviously very valuable; communication between us was great because they are our same teachers from here. Now, we feel more confident to let our doubts out. (INT-G)

Rather the new thing was, at least for me, the way in which she (Martha) trained the teachers because it is not that she came to impose. So, I liked it. It was something that I acquired from her, maybe we were already exposed to her, but to be on the other side, you can observe how they speak, how they approach things. Because they have to survive criticism, sometimes even destructive. But rather this was like enriching ...the tone of voice, the words they used, even body language and all those factors...stronger, more direct. What made me nervous was that he (Troy), as he monitored, walked between the chairs, and that made me nervous, because I knew he was listening. He did tell us in a certain way in what aspects we had to be more careful... I feel that in one way or another we were taking on the role well. It was not so strong. For example, Troy did demand a lot regarding the way we dressed. (INT-C)

Based on the participants' experiences, and mentors' instruction and supervision, the two participants learned different aspects that contributed unconsciously to their professional development. When the session ended, they talked to their mentors about the experience of that day. The mentors acted as a sounding board. They asked the participants how the participants felt, what they did, how they solved problems, and what their opinion was about the session itself. As a result, every time they had a session with the teachers, they improved certain aspects, such as what to wear, how to talk and work with the EFL teachers, how to present a theme, and how to make suggestions, among other aspects.

As the sessions went by, I felt more confident and learned from what Troy and Martha would tell us. They would have expectations and we learned to grow from those expectations. I feel that that I considered the attitudes, sometimes negative, from certain EFL teachers, so that they would see that I would work on certain aspects. Obviously, there were some limitations. I was not going to do everything they were expecting. I feel that they expected me to be there more, and to participate more in their groups and ask more questions. I believe that that helped ease the tension that there was in the group. (INT-G)

During the course the two teachers-in-training noticed the resistance and even incredulity of the teachers from the beginning. At the moment of the interview and through the writing of the journals, they had the opportunity to reflect and analyze the overall process of training. The previous extract shows that the participant was conscious about certain aspects of the relationship among the EFL teachers and herself. However, through deeper reflection she was able to realize that she should work on some aspects in order to improve those small limitations. The following extract shows a reflection on the same line:

Regarding professional development, it helped us polish the way we present ourselves as teachers. It is different being in front of a group of students and being in front of a group of English teachers. There was tension and it was difficult to switch roles at first. I feel that I learned how to present myself in front of them and to show them that I had something to offer. Many times, they viewed us as Martha's and Troy's helpers, and I think that we achieved that they viewed us as having something of value to offer as well. (INT-G)

This extract demonstrates that there was a process of growth and development in the two teachers-in-training regarding various aspects. The most significant one is the acquisition of more confidence as they present themselves to the group of teachers. The course was an opportunity to put themselves in a rather new environment that was proven to help them grow as professionals, as trainees and as teachers in general.

The next extract weighs in the same topic of professional development:

In my case, there were many things regarding professional development. For example, something that caught my attention from Troy was the way... the confidence that he had to contradict or to say that you are incorrect, but without saying: "You are wrong". He would explain why... with confidence which is something that I need to work on because it is difficult to say that someone else's point of view is wrong. That caught my attention because in a certain way he had the power, so to speak, to say this. That is the lesson that I take because my conclusion is that you have to prepare yourself. You have to read, and not just on one topic, but about many and from many authors. Another was when we had journals in the last session and we had to turn them in. We had to give feedback. It was really interesting that we read so many journals in one sitting. This made me think about how university teachers must read many papers and analyze them. I recall that Troy told me: "What characteristic does all the feedback you have given in the journals have in common?" He told me: "You have given feedback in the same way that we gave it to you, the same type of comments, and questions..." (INT-C)

This extract shows that they had a demanding but fulfilling progression in which they were able to analyze and reflect on the different aspects that needed work. For instance, they were able to notice the areas which required more improvement, such as the confidence and strong image they wanted to project.

Put your beliefs to one side, but later you realize that you acquire all the professional language that they give you and you apply them here... "Please put your beliefs to one side", "Why?" there it is. You apply all the teachers' repertoire..." (INT-C)

This piece of data shows a learning opportunity taken from the discourse they were hearing and acquiring from their mentors. It is evident that the role of the mentors in the course was essential and they valued and took advantage of the efforts to train them. Having mentors there to guide them and provide them with advice helped them overcome the resistance they perceived from the teachers they tutored, by picking up aspects of their teaching and learning from their example.

Taking into consideration the teachers' resistance towards the change and self-reflection and being guided by them as their tutors, their perceptions and attitude towards the two teachers-in-training, certain strategies would help to reinforce and formalize the role of tutor. Even though they were master's students, who played the role of tutor, they had the knowledge instructed in the sessions and were enrolled into the tasks and dynamics. For example, apart from working in the tasks with the teachers in the sessions, they were at backstage reading and giving feedback teachers' journals, checking their homework, organizing certain dynamics, but at the same time paying attention to the sessions for any requirement of the mentors to participate in the lesson.

In a certain way, they helped us to have an image of formality so that when we were working with them, they took us seriously, but that did not mean that the tutor took over the entire class all the time. Martha and Troy were there are in front of the group, but once or twice it was nice to alternate, at least at the beginning of the course. They alternated to help formalize the image and you learned a lot from this. For example, Martha would mention to Annie that we had to check all the

homework, and journals. So, it was cool because I, at least, reflected on what happens behind the scenes, all the checking and everything. (INT-C)

I would perhaps change to include specific projects and work that the teachers had to complete with our help, perhaps sessions in which they could send us questions, perhaps more communication, because there were seven teachers. (INT-G)

When the course ended, the two teachers-in-training were interviewed by the coordinator of the MA in order to know their experience and insights. They concluded that their professional education and knowledge gained from the MA in Applied Linguistics in English Language Teaching and the mentoring program contributed to their professional growth.

To be more critical. We are obviously still in the process, but now considering all the knowledge we have gained from the master's... I feel that it gives you a wider perspective. I feel that I have learned to be open to criticism. We question ourselves, and if you do not know, you have to find out. Troy would tell us that we will always have our personal philosophy/ideology but something I have learned here is that you have to be open because if you shelter yourself in your own position, you are always going to return to a certain level, the BA for example. I have learned to be more open to new information and your ideology modifies itself. It has to change because if it does not, it gets left behind. Another aspect is... you start noticing the gaps that are not mentioned everywhere, even in your own work, your own teaching practice, and in other teachers. So, the master's gives you a whole new perspective and that experience... and if you notice those gaps you have to identify them because it is part of research. Another thing is how you project yourself to your audience. Something that I have noticed also in Annie and in several of my classmates is that to this point we have progressed a lot when expressing ourselves. (INT-C)

In this long excerpt we can see that their perceptions and reflections had gone through some evolution. For instance, they gained more awareness about their own conceptions and practices, noticing gaps and areas of opportunity that were needed to work on as trainees. They also became more aware of the relevance and great impact that our previous formation at the BA and MA had in their development as trainees. They recognize several details that they have been able to improve on, such as discourse, body language, image projection and more effective ways to handle situations inside the course.

6. Conclusions

This small-scale research is of interest to those who want to become teacher trainers or those who train teachers. The results show that understanding how the two teachers-in-training perceived this process sheds light on what was successful and what could have been done differently according to them. Having finished the course and taking on different tasks given to these two participants helped them to see the complexities of teacher training. Because they had to overcome different obstacles as younger non-native teachers, they became stronger and more confident as teacher trainers.

Mentors understand the difficult task of finding the teachers-in-training a “place” in the ELT profession. Chances are that it took them a good amount of time, along with the directed guidance of a mentor, to find the niche they were able to thrive in and develop their personal style of teaching. This is exactly the experience and knowledge a mentor can transfer to a mentee. Their service extends beyond simple career advice to helping mentees grow as individuals with the confidence and direction they need to find a role they can excel in. Here we found that through observation of training, there is space for growth and provides them an opportunity for professional development.

The theme of collaboration emerged in the developmental aspect of mentoring. Collaboration in a teacher professional context would envision the mentor and mentee planning together and teaching together; however, this would be dependent on the level of the teacher-in-training and the type of circumstances of the training program. The type of collaboration that the mentors identified in this research was that mentoring needs to be a shared journey, which is comfortable but meets the needs of the future teacher trainers. In this case, we were able to give the mentees the opportunity to discover how to deal with real professional issues in practice, as well as, inspire some confidence for their future.

The knowledge, advice, and resources that a mentor shares depend on the format and goals of a specific mentoring relationship. A mentor may share with a mentee information about his or her own career path, as well as provide guidance, motivation, emotional support, and role modeling. A mentor may help with exploring careers decisions, setting goals, developing contacts, and identifying resources. The mentor's role may change as the needs of the mentee change. Some mentoring relationships are part of structured programs that have specific expectations and guidelines; others are more informal, as in this case where the mentees were in the role of participant observers and the role of observing was the most challenging in that it effected their relationship with the training group. Having finished this course, it was observed that the teacher trainers could have been more explicit with the entire training group from the outset.

As a conclusion, it must be noted that there is not one recipe for success in mentoring. Mentoring is multifaceted and is dependent upon the individuals in the relationship and the context in which it occurs. The major methodological issue that was constant throughout the process was a permanent interactional process that involves social skills and knowledge of context-specific communicative events, their typical goals and actions by which they are realized and the conventional behaviors by which role relationships are accomplished (Hall & Doehler, 2011). This process of negotiating inside the classroom seems to be relevant in the sense of a need to consider renegotiating how we tend to approach ethnography in the EFL profession (Madison, 2012; Richardson, 2000). It seems to suggest that a more collaborative approach to ethnography would be appropriate based on the form in which the dialogue outside of the space of the training course took on a life of its own. It suggests that a collaborative ethnographic approach, in a fashion, took over or controlled the development of the course with actually having planned it.

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Languages' Interaction in Algeria: Dialectical Text and French Graphic

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Abstract

Algeria is one of those countries where multilingualism underwent developmental states from simple contact of languages to an integrative code where two components from different languages combine linguistically in a significant linguistic system. This linguistic integration, though not so complete as in natural languages, is seen where two codes come into an intensive contact and their users show the inability to use them independently. However, such integration is partial and occurs at only some levels. Thus, multilingualism developed into multiculturalism and later into a monolingual code referred to here as “the integrative code”. The written form of texts expressed in the French language recognizes the influence of the spoken form of the Arabic language and altogether expressed only at the written level mainly for two reasons: (1) In the written texts, there is more space to reveal this unconscious integration because in the spoken form speakers' social conventions may not accept this integration to occur, and (2) the semantic form results from French lexis combined with Arabic meaning and together express an Algerian Arabic meaning. The present paper aims at exploring the notion of integrating independent elements from independent languages in one code addressed to users of only one language of the two. Written French is integrated with spoken Algerian Arabic resulting in an integrative code yet meaningful to Algerian readers and not the French ones due to the semantic restrictions of the integrated meaning.

Keywords: integrated code, multilingualism, multiculturalism, dialectical meaning.

1. Introduction

Algeria is one of those countries where multilingualism underwent developmental states due to different reactions to the phenomenon of language contact. Most interesting and worth studying is “the monolingual start” and “the monolingual end”: the country started to be monolingual before the entrance of the French colonizer but with intensive sociolinguistic contact with the French language, it becomes multicultural and multilingual using a code which combines the two languages in what is termed in the present research as “The return to monolingualism”. The French colonialism left remarkable effects both at the linguistic and cultural levels leading all to a combinatory aspect of both languages not only as a spoken code-switching but also at the written level where a code penetrates another and reshapes it. The present paper interrogates upon the developmental state of multilingualism in Algeria in terms of two main questions: (1) how languages developed from a general contact to a monolingual or unified code? and (2) How one linguistic system integrates into another and together form one code.

2. A historical overview

The history of Algeria noticed innumerable invaders who left their languages behind them, but the languages that survived through the winds of time are Berber, Arabic and French. The following sections present three main periods defining the linguistic situation in Algeria.

2.1 *Monolingual Algeria*

For a long time Algeria was monolingual using the Arabic language. The latter was over spread due to the maintenance of Islam in the great Maghreb. This process was associated with the Arabization of the country, bringing about 'a desired social change and cognitive emotional reorganization represented in the distribution of new skills and statuses related to literacy' (Fishman, 1971: 358-359). The Arabization and Islamization of the Maghreb unified the Algerian nation in the adoption of Arabism. This radical change led Algerians to adopt the Arabic language because of its richness and unique characteristics. Ferguson (1968) in his article "Myths about Arabic" says:

Another feature of the superiority of Arabic which is felt by its native speakers, and often by those whose native language is not Arabic (e.g. Persian speakers), is its grammatical symmetry and logical structure. A real pride is felt in the root-and-patterns system and especially in the derived forms of the verb with the semantic ramification of their formal differences, and in the ability of Arabic to provide just the right word for any concept, abstract or concrete (Ferguson, 1968: 376-377).

The Arabic used by Algerians differs a great deal from the one of the Arabic peninsula. Algerians had been exposed to different linguistic interactions with other languages resulting in the use of a dialectal language lacking the structural stability of Classical Arabic. In that, three varieties are identified: (1) Classical Arabic, (2) Modern Standard Arabic, and (3) Algerian dialectal Arabic. The coming of Islam was associated with the emergence of Classical Arabic. The latter is highly structured, and its use is restricted to religious activities. Modern Standard Arabic is one of the most used varieties of Arabic in Algeria. Cowan defines it as "*that form of Arabic used in practically all writing (forms) of Arabic and the form used in formal spoken discourse such as news broadcasts speeches, sermons and the like.*" (as cited in Ibrahimi, 1997: 30). This variety is frequently used in less formal situations, if compared with Classical Arabic. It has the privilege of being understood by the majority of Algerians.

Algerian Arabic is a spoken variety used almost continuously in Algeria. It includes regional, urban, and rural varieties, as means of communication among speakers of different speech communities. Algerian Arabic covers many terminologies such as "e Maghrebi", "Darija", and Dialectal Arabic.

2.2 *Arabic-French bilingual Algeria*

The long stay of France changed the linguistic geography of the whole country. Such a shift dated back to early times of colonization where the strategy was the domination of the Algerian nation through the domination of its language. Therefore, Algerians found themselves obliged to speak the French language, one time to compel obedience to the French authorities, and another time to join schools. In the 1940's, Algerians adopted the French language, and they reacted either by 'acculturation' or 'enculturation'.

In earlier times of colonization (1900), the linguistic situation of languages in Algeria was a contact of separate codes with the independent proficiency and use of each language. Arabic and French came together in simple code switching whether in simple words or in long items. But

this mixing was not frequent especially in formal usages because it was a time of early contact and social interaction between the two codes was very low.

2.3 Bicultural Algeria

A category of Algerians who were attached to the Arabic language acculturated, i.e. got away from the French language by adopting social distance. However, those who wanted to assimilate and integrate into this language learnt it and enculturated. Fitoury (1983) says in this respect:

We can say that the actual situation in Tunisia, as in the two other countries of the Maghreb, sets off acculturation rather than contact of cultures (...) this is to mark the difference that exists between the contacts implying a real exchange and the imposed contacts, which look for assimilation (Fitoury, 1983: 33).

Algerians' reaction to the French language was not due to the contact with French people but it was rather a contact of cultures. This situation led to a social interaction between the two languages though the colonizer left in early 60s. The 80 and 90's generations were less proficient in the French language but with a high tendency for its use.

Though the cultural factor was imposed, it could maintain the linguistic presence of the colonizer. Therefore, the presence of the French language in Algeria emerged with the appearance of the French colonizer and should normally disappear with its disappearance (Ibrahimi, 1997). But this fact was denied by Algerians' attachment to the French language. A century of the co-existence of Arabic and French led to the development and maintenance of the French language inside the linguistic community as a whole. More than one hundred and fifty years of the co-existence of these languages led inevitably to bilingualism.

3. Integration of the two languages

After the independence in 1962, the French language continued to dominate the Algerian linguistic atmosphere though the country's policy was rather for maintaining the Arabic language in education and formal uses. The result of this multiculturalism is the integration of the two languages at two levels: spoken code switching and bilingual writings. At the spoken level bilinguals use frequently a code switching for social mobility and in accordance with their Arabic dialects. Examples are:

Table 01. Illustrations of code-switching in Algeria

Code-switching	Interpretation into French
Ma trakroǧǧ.	Ne raccroches pas.
Propozit el wasmah.	J'ai proposé le truc.
Konvokinek beh ndiru l'anniverser anta3 bentek.	Nous t'avons convoqué pour faire l'anniversaire de ta fille.

(Ibrahimi, 1997: 117)

These sentences indicate the interdependence of the Arabic and French languages. Code switchers have a facility to switch between sentences and words. As Haugen (1979) says, individual speakers who use two languages can produce a "clean switching" that requires a clear code marking of each rule and each lexeme that is stored in the speakers' memory (78). Table 2 shows that the grammatical categories of Arabic go hand in hand with those of French. In this respect, Ibrahimi (1997) comments:

We see how the elements of the French language are mixed with the elements of the Arabic language: we can even say that they are integrated into the system of the language. The French verbs are conjugated in the same way as the Arabic verbs (1997: 117).

This interdependence remains at the spoken level because in writing the two languages kept independent as the written language was either Arabic or French. In fact, this situation lacked formality because all documents were authorized in the Arabic language and if French is used it is a pure French. However, the lack of mobility in the written word was not general since Algerian literature had a space to bring the two languages together in integrative form.

3.1 *The integrative code*

The written form of texts expressed in the French language recognizes the influence of the spoken form of the Arabic language for two main reasons:

- (1) In the written texts, there is more space to reveal this unconscious integration because in the spoken form speakers' social conventions may not accept this integration to occur.
- (2) The semantic form results from French lexis combined with Arabic meaning and together express an Algerian Arabic meaning.

Besides, writers who are proficient bilinguals have more capacity to combine the two languages:

Monolingual and monodialectal speakers who do not have a clear sense of different codes in the community repertoire are currently said to shift between styles. Bilingual (or multilingual) speakers, speakers from diglossic communities, and bidialectal speakers on the other hand have access to community repertoire which are perceived (and usually named) as different languages or as different dialects of the same language, and such speakers are said to switch between codes (Milroy, Matthew & Matthew, 2003: 198).

The history of multilingual novels is short and it is almost rare that literary writings appear with multiple codes. If these exist, it is with slight code switching that does not affect the text's standard form. Multidialectal codes are rather frequent as the switch to another code of the same linguistic nature does not affect the main text. The resulting monolingual code refers to a Standard language, a French text, influenced by an Algerian Dialectical Arabic, which is linguistically different from it. Both codes exist in an intensive interactional repertoire. It is more than bringing elements from the dialectical speech but rather rendering the whole text semantically dialectal while its external form is realised with a speechless lexis (French). In other words, a grammatical system penetrates another and the whole becomes an integration of elements from both codes. But the integrated code is not arbitrary because it results from a high proficiency in the French language (Kateb, 1966) enabling the writer to insert meaning from Arabic and take off the French one.

The two languages come together in a one linguistic item which ranges from a single word to an utterance with two levels; the surface is French the underlying form is Arabic. It is, thus, a code combining the semantic component from the Algerian dialect and the lexicographic form from the French language. With such a form the French text becomes an instrument for the writer to insert a language and its meaning. This type of texts is written the most by those writers who write in the French language but proclaim the Algerian culture through their writings. When the writer is fully enculturated to the Arabic culture, he/she makes use of the dialectal items from his Arabic language. By contrast, French Algerian writers with partial enculturation write about cultural images but do not alloy the text's purity. The following texts illustrate more:

*Dépliant leurs roues émeraude, affichant premiers et bracelets d'époque, effaces ou cancanières, les Mauresques occupent la totalité de mon salon. Je ne croyons pas ma famille si nombreuse, nièces, tantes, cousins, grand-tantes, plus petites tantes, mères, belles-mères, grand-mères, belles-mères, grand-mères, habilleuses, maquilleuse, musiciennes, mangeuses, voyageuses, pleureuses, toute la palette féminine de l'est, de l'ouest, du nord et du sud d'Alger est réunie en mon honneur. Quel honneur! lèvres timides et bouches gourmandes, ventres gras et côtelés, un orchestre désaccordé joue la symphonie bien connue de la basse-cour en folie! les mâchoires claquent dans l'air trop parfumé tandis que les plus vieilles Sarrasines, accrochées aux murs comme des anciennes tentures ressorties pour la fête, tapent dans leurs mains pleines de corne et de souvenir». (**Bouraoui**, *Voyeuse interdite*: 25)*

*Je n'ai pas, cependant, les réduire longtemps au silence, ni changer le fond de l'affaire. Pour eux, je m'étais conduit comme un égoïste et un sot. Je ne pouvais même pas les condamner entièrement. Lorsque, pour la première fois, ma mère me demanda avec une moue d'enfant gâtée, de lui payer une paire de chaussures, il me fut pénible de refuser. (**Memmi**, *Agar*: 72)*

*Ah! Pauv'petite, je t'en dirai que j'ai entendu : il paraît que oui. Ça s'appelle l'Algérie, c'est au nord de l'Afrique, qu'ils disent! Moi, tu sais, je suis pas assez instruite pour t'en dire beaucoup. (**Raspail**, *La Chaouia d'Auvergne*: 4)*

*(...) Il restera sans bouger? Devant la mer, personne ne lui fêtera ce jour, on n'a jamais fêté les « jours de naissances » chez lui, sa grand-mère lui expliquait autrefois : « pas parce que les Français seuls font de l'anniversaire une fête, non, - alors, pourquoi ? demandait l'enfant. –Que le prophète nous protège, ajoutait la voix des autres femmes, parce que cela porte malheur! » (**Djebar**, *Disparition de la langue Française*: 15)*

*Il faut dire qu'il n'y a pas de bouchers chez nous. Lorsque le fellah se mêle de débiter les quartiers de bœuf, il se livre à un carnage sans pareil, à croire qu'il retrouve, au tréfonds de lui-même, l'instinct sanguinaire des premiers hommes. (**Feraoun**, *Jours de Kabylie*: 50)*

*Je n'aime pas l'école coranique, et surtout je hais la rue où elle se situe; elle sent le linge bouilli et les saucisses grillées au feu de charbon, celles que l'on fait, selon les tantes, avec les boyaux de chats (gamin, j'en mangeais exprès, pour avoir l'âme d'un chat et ne pas mourir, puisque ma mère répétait tout le temps que les chats ont sept âmes). (**Boudjedra**, *La Répudiation*: 94)*

It is usually the case that writers bring cultural images in the text. But they keep the two codes separate in the direction of a French style. The first, second and third texts depict cultural images in a pure French language because the writer writes about them as commentators not implied in this culture. This is not the case of the fourth, fifth and sixth texts which are written within the local culture and aim at bringing this culture within the French text to the extent that Arabic words substitute French words (e.g. Fellah), and put on purpose to communicate the Arabic meaning. Other interesting examples taken Boudejraa's texts (*La Répudiation*) with similar purposes are:

- (1) *Le taleb est un vieil homme;*
- (2) *Gros commerçants;*
- (3) *Est-ce que tu veux me tuer avec de l'eau froide?*

The word “taleb” has the equivalent “magician”. The writer could use the French word “magicien” but the meaning may not be the same as it would refer just to a simple magician. The writer wants rather to communicate a dialectical meaning carrying cultural differences with the French meaning. The same thing for “gros commerçants” which is not used to mean “fat merchant” but rather “dishonest merchant”. The last example has meaning taken from a common local

meaning very much used to refer to behaving indifferently to somebody's action and not killing with cold water.

3.2 Motivation behind the integrative code

Algerian literature expressed in the French language proclaims its identity by several effective means to become significant and distinct (Eamon, 2005). The integrative code, one of these means, reveals writers' bicultural state which comes out of a deliberate choice of merging the two languages together. The reasons for that are purely cultural because the integrative code appears the most in enculturated writings. Writers write for a specific reader who is Algerian using dialectical Arabic because they want to raise the truth that Algeria is a country using dialectical Arabic which is an advantageous code providing its speakers with the facility of usage; and, also, the fact that Algerian literature should make a transition from writing in the French language to dialectical Arabic. This is summarized in the Boudjedra's words:

... This literature of French graphic has no future. It is temporary and doomed historically to disappear in favor of a literature written in the more flexible and modern Arabic. I am even more aware that I intend to publish shortly, a novel written in Arabic. This is where the future lies and not elsewhere. We must be lucid. So why continue to write in French? Because the writer is maghrebin and makes part of his society which is full of contradictions at all levels especially at the level of language (Interview by Salim Jay, 1976).

Hence, the interest in such writings lies in two main reasons, the writer's command of language and his play-with. Algerian writers like Mouloude Feraoun, Kateb Yacine, Assia Djebar, Rachid Boudjedra and others produced texts not to distinguish from their counterparts in the French language due to a peculiarity created from the linguistic dominance on the French language and the sociocultural depicted values. The values added to these texts, and which make the difference with other native texts, are a set of aspects accompanying the text.

4. Conclusion

In unstable multilingual settings, the use of languages, whether spoken or written, undergoes developmental stages and makes it difficult to predict future usages and set its dimensions. In that, multilingualism becomes an instrument for setting objects despite the independence between languages as very different languages can come together in an integrated code because this has already been instantiated in the social use and its written form is no more than recognition of the social integration. The integrative code is concretely formed of one language or one form, a fact that indicates the full integration in a monolingual code which is intelligible to the Algerian Arabic reader and not the French one because after all this code is constructed for the Algerian reader to whom the French graphic is readable more than the Arabic one.

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Pre-Vocational Readiness with Emphasis on Oral Language Skills in People with Intellectual Developmental Disabilities

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Abstract

The aim of this study is to investigate the levels of spoken language teaching in adults with intellectual developmental disabilities (IDD) in terms of functional adaptive behavior in the community. In addition, learning and prevocational readiness with emphasis on relation to the rationalization of their needs at community bases. The methodology utilized the observation adapting in the persons with mental disabilities with records. The Informal Pedagogical Assessment (IPA) with basic control checklists (BCCL) has record in spoken language and prevocational readiness, according to the philosophy of the Greek Curriculum and the Framework Curriculum for Special Education (FCSE, 1995). Also, it used the study of bibliographic texts and the teaching data from six cases studies with mental and intellectual developmental disabilities, five women aged 26-30 and one 45-year-old man. The survey was conducted at the Physical and Medical Rehabilitation Center, in Kalamata, Peloponnese, Greece, which it is shortly called (KEFIAP) in the Greek language. The results recorded the positive responsiveness from their every week participation in the programs of KEFIAP. So, we underline two key themes which emerged regarding the teaching data: (a) the difficulties to the adaptive behavior was apparent due to the inability to understand linguistic concepts; and (b) the difficulties to understand rules formulated in linguistic terms for the social communication and integration. The implications of the observation methodology of special education and training (SET) to oral teaching intervention were useful for the teaching of learning and pre-vocational readiness skills and applied in accordance with the intellectual developmental disabilities.

Keywords: learning readiness, pre-vocational readiness, teaching speech/oral skills, intellectual developmental disabilities (IDD).

1. Introduction

The 2006 United Nations Convention on the Rights of Persons with Disabilities identified the need for people with disabilities to live and participate actively in the community (Aceves, 2016). This convention was the first international agreement on addressing disability rights worldwide and internationally.

This study investigates the levels of verbal discourse and pre-vocational readiness of young people, graduates of the Special Vocational Education (SVE), through the teaching of prevocational readiness of language skills, at the Physical and Medical Rehabilitation Center, in the

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Greek language is shortly called (KEFLAP) of Kalamata. The survey is carried out by using the participatory observation method of people who are by the side and educating people with disabilities. Observations were recorded in excel tables as hetero-observation with basic control checklists (BCCL) in spoken language and pre-vocational readiness.

2. Clarification of terms

According to the latest publication of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) of the American Psychiatric Association (2013) and the International Organization for the Study of Intellectual Development (IASSIDD) as indicated in the (IASSIDD, 2018) intellectual developmental disability (IDD) is defined as a lifelong disability occurring during or after development and is characterized by deficits in the general mental and adaptive behavior of the individual. The term Intellectual developmental disabilities refers to cases that are part of neurodevelopmental disorders such as mental disability, autism, motor disabilities, provocative behavior and mental health, as well as Down syndrome and other genetic syndromes. Furthermore, neurodevelopmental disorder is a diagnostic group in the new version of the International Classification of Diseases (ICD-11) that includes the “ behavioral and cognitive disorders that arise during the developmental period that involve significant difficulties in the acquisition and execution of specific intellectual, motor, or social functional” such described on World Health Organization (Zhou, Du, Salvador-Carulla & Glasgow, 2019). The symptomatology of these disorders is the dysfunction of cognitive, communicative and social functions. Students of formal and compulsory education with severe mental disabilities, as reported in the Lawson and Jones (2018) survey, have serious learning difficulties in acquiring knowledge. Often, they have additional aesthetic or physical disabilities and have difficulty communicating. This symptom is not limited to infancy, childhood and adolescence, but throughout adulthood. Thus, similar symptoms are noted in brain damage in the course of life, such as in cases of dementia, strokes and injuries. In addition, the life expectancy of people with intellectual and developmental disabilities (Hassiotis, 2018) has changed and been recorded.

A feature of people with Intellectual developmental disabilities (IDD) is the lack of adaptive functioning that results in the failure to respect development and socio-cultural standards for personal independence and social responsibility. Without their continued support, their functional adaptability will be limited to one or more day-to-day activities such as communication, social participation and independent living in multiple environments such as home, school, work and the community (American Psychiatric Association, 2013). Adults with IDD are a heterogeneous group of patients and have health conditions and factors affecting their health that can vary in kind, manifestation, severity or complexity from those of others in the community. They require approaches to care and interventions that are adapted to their needs (Canadian Family Physician, 2018)

The teaching of linguistic skills to improve this adaptive skills is fundamental for the communication and socialization of the individual with others (Christakis, 2006). Any form of communication results in a person's smooth psychological development and social adaptation to the environment. Through speech, the person develops interpersonal relations, expresses feelings, cooperates with others by observing rules, finally joins his peers, family, school and the wider society smoothly (Ministry of Education-Pedagogical Institute, 2009).

Pre-vocational readiness as a key axis of the Greek Curriculum and the Framework Curriculum for Special Education (FCSE) supports People with Special Educational Needs to the Special Vocational Education and Training Laboratories in the Greek language can be found with the acronym EEEEEK. These Special Vocational schools have focused the interventions to organize their personality, to recover their potential and weaknesses, to develop pre-vocational skills and to orientate themselves professionally (Drossinou-Korea, 2009). Teaching professional skills

(Low 3699, 2008) according the Special Education and Training (SET) begins at the age of 10-12 to 15 and is completed at the age of 22 to 23 years, depending on the potential and the difficulties of adolescents and young persons with Special educational needs (SEN) and disabilities (SEN/Ds). At lower levels, professional skills are limited to elementary knowledge and skills that a young person with SET to obliged to have in order to be able to acquire professional skills and work. Such knowledge and skills are, for example, fine motor skills, the use of handicraft tools and the skill of working with others. These skills are cultivated in the context of general craftsmanship or other courses. As age and education progress, the teaching requirements increasing gradually and the career guidance process gradually beginnings to take place (Christakis, 2013).

3. Historical report of learning relationship with professional activity

The first to attempt to combine a traditional method of education through work was Pestalozzi on a farm in Neuuhof. According to Soetard (2000), he attempted to educate poor beggars by working in fields with simultaneous training. The results, of course, were not encouraging. He dreamed, in accordance with the spirit of the Social Contract, a beautiful self-governing community, where the common interest would be totally identified, politically and Christian, with the individual interest. He understands that the desire (self-) in conflict with social law makes man capable of becoming, through and despite social mutilation, autonomous, with the sole purpose of educating.

Pestalozzi (Soetard, 2000), in spite of the adverse circumstances of the time, continued his efforts in developing his method by formulating a set of principles to which the pedagogue returned and which can produce techniques, but which mainly direct an action. These are the principle of supervision, the principle of elementary simplification, the principle of integration, the principle of activity, the principle of self-action. As a last principle, teacher training is formulated. Because, as he says, the educational process does not like a competition, thus, a solidarity agreement must be formed between children while participating in knowledge. A child who knows a few things, in fact knows only half of them, when he is faced with the task to help a classmate who is in need. Establishing this, a true "support" of a peer-to-peer form based on guidance from sub-masters, coming from more advanced classes, who assume the younger one.

In 2006, Christakis said that after appropriate training, adults with IDD can adapt to their environment, develop interpersonal relationships, form friendships, and engage in routine professions as unskilled or semi-skilled workers. In most cases, partial or full supervision and guidance will be required, depending on the degree of mental retardation they display (Christakis, 2006).

Some thematic units teach young people with disabilities, but also those with complex learning difficulties how to learn. They also learn to organize their personality, to realize their abilities and weaknesses and develop pre-vocational skills with content and teaching scenarios from the local labor market interests with which they are professionally linked and oriented. In particular, through the appropriate teaching activities, we try to get them to learn the tools and materials and how they are used. They learn how to protect themselves against the dangers and how to do the right work based on their subject matter. According to the Special Education proposals for children and young people with complex learning disabilities and disabilities and the pedagogical practices in the school, in the academic community and family is paid efforts' to learning the right behavior. So the efforts' are focusing the support of the good interpersonal relationships, good working habits but also appreciating the work they are doing, as well as their value (Drossinou-Korea, 2017: 809-875).

Reforms in SET (Burgess, 2017) give the opportunity to change culture of the local society. In order to build a strong economy, we must use the talents, skills and creativity of all,

including those with intellectual developmental disabilities. This also includes choosing the place where they live, having friends and participating in their local community and enjoying the challenges and benefits of paid protected.

The main means of expressing needs interacting with others is oral speech, which is the most important form of communication. Its development greatly influences human evolution as well as the results of the learning process. An IDD adult can be supported in the spoken area with targeted learning readiness activities that cultivate the ability to perceive and distinguish sounds. The distinction of acoustic stimuli is exercised by listening to oral narratives of everyday life and social stories. He gradually acquires oral skills in decoding audio information, successfully participating in the dialogue, waiting for his turn to express himself with clarity and precision. These activities can help many adults with IDD who have difficulties in phonological perception and distinction of sounds, in processing the phonological level of the language, in processing information, and understanding the meaning of a conversation or text.

Besides, the development of speech and language is closely related to cognitive function. Mental disabilities are characterized by difficulties not only in speech by language as well, so “adult” students with IDD face barriers in their academic duties, develop their vocabulary slower than their peers and their vocabulary is limited. However, the development of functional vocabulary is vital for the independent functioning of people with intellectual disabilities (Gargiulo & Bouck, 2017).

Vocabulary as part of the spoken or expressive language together with speech is one of the basic cognitive functions of human mind, because it allows the individual to manage communication roles and to communicate in everyday life. The vocabulary includes simple and complex elements of production, creation, enrichment and social dynamics, which are imprinted through the words and facilitate the social transaction in living and employment (Stasinou, 2015).

Functional vocabulary is identified with adaptive behavior in individual with IDD because they have significant difficulties in adapting to the social and physical environment and because they have not developed self-service skills, linguistic, sensory, social and professional skills satisfactorily. Functional vocabulary refers to the communicative skills of man conquered progressively unfolded in a dynamic communication field in the community. In other words, functional vocabulary and communication complement each other and are part or aspects of the communication spectrum of a man with IDD. The vocabulary is offered with thematic modules that exploit the experiences that affect adaptive skills. These are defined by self-help, self-care, family life, community, self-control, health and safety, use of community services, academic functions, free time and professional employment (Christakis, 2006).

4. Purpose of the survey

The purpose of this study is to identify language proficiency skills for people with intellectual and developmental disabilities (IDD). Basic skills testing focuses on learning readiness and speaking with language skills in some subject areas. The sample was taken by the local community of Messinia where people with IDD have attended formal schooling programs and are supported by creative linguistic activities at KEFIAP.

Research questions attempt to examine whether the teaching of language skills depends on the levels of spoken language. That is, what oral skills support the accessibility of people with IDD and communication in their day-to-day transactions with community bases?

Still, whether pre-vocational readiness levels are related to the vocalization of their needs within them has been investigated. More specifically, it has been studied with which

community bases they interact and what their levels of autonomous movement are. With the ultimate goal, community bases becoming future areas of employment.

5. Methodology

The methodology evolves into the interdisciplinary field of special education and training (SET) (Avramidis & Kalyva, 2006). It is based on the bibliographic study of the pedagogical principles without emphasizing their ages and disease classification as described in the philosophy of the Framework for the Curriculum for Special Education (FCSE) (Ministry of National Education and Religious Affairs – Pedagogical Institute, 2009). According to the “Differentiated pedagogical methodologies and applications” data was collected in accordance with the observation methodology of people with intellectual disabilities and the protocols mentioned in the Targeted Individual Structured and Integration Program for students with Special Education Needs (TISPIfSEN) (Drossinou-Korea, 2017: 299-301).

In the SET, individuals often have a multitude of intra-individual and differences with others. Even when they have the same form of disability, it is very difficult to have a homogeneous sample so that conclusions can easily be generalized without the risk of a superficial approach to over-simplify the cases. For this reason, according to “The conceptual delimitation of Targeted Individual Structured and Integrated Program for students with Special Educational needs” the first phase of the TISPIfSEN is defined as part of a continuing pedagogical research and refers to some case studies that surround the KEFIAP teams. Alongside the learning process, information, data and knowledge are gathered through pedagogic hetero-observation and ethics (Drossinou-Korea, 2017: 320-330). Where, compared with Avramidis and Kalyva (2006) in their book *Methods of Research in Special Needs Education. Theory and Applications*, they state that “a case study involves the detailed and intensive examination of a person or group as an entity, without being limited to how it is conducted” (p. 299).

The case study, with the systematic empirical observation according to the first phase of TISPIfSEN and the informal pedagogical evaluation with the heterogeneous assessments according to the second phase of TISPIfSEN, follows the thorough recording of data with the combined use of qualitative and quantitative data. This type of study is more often chosen in recent years as an appropriate model of research in the field of special education and lifelong learning (Avramidis & Kalyva, 2006).

The tools used in this study were systematic empirical observations focusing on the individual, family, and school history of each member of the group, utilizing the first phase of TISPIfSEN. Then, the Informal Pedagogical Assessment (IPA) research tool was used with the basic skills checklists (BSC) learning literacy levels (1), and Pre-Vocational Readiness (2), according to the second phase of TISPIfSEN.

The IPA of learning literacy levels (1) controls the attainment of linguistic skills by teaching vocabulary through listening. It tests the skills that are shown in the ability of an adult learner with IDD to listen, recognize, mimic and produce sounds or execute commands. In addition, linguistic skills are tested by engaging in dialogue that manifest themselves in their ability to name persons and objects, understand simple commands, recognize syllables, narrate the news of the day, and speak to their classmates. Finally, the skills to acquire language abilities are clearly expressed in the student's ability to say words and form sentences, to ask questions, to ask for information, to use verbs and adjectives correctly, to narrate, to describe and to express himself in front of others.

The IPA of pre-vocational readiness levels (2) controls the attainment of language skills by teaching vocabulary for the adult learner to know and use the tools and materials as well as protected himself against the dangers. Furthermore, skills of linguistic skills are tested through

practical skills such as gardening, cooking, crafts and sewing. In addition, the skills to attain language skills through behavior at work are reflected in the student's ability to know and recognize the value of work, to have good interpersonal relationships, to have appropriate working conditions and to appreciate the work he does. In addition, language skills are taught by teaching vocabulary for his vocational guidance. It controls skills in accessing the labor market, such as the ability of the adult learner to know the professions and his salary, and the ability to choose his occupation. Finally, skills in acquiring language abilities are monitored by observing working rules, such as the ability of adult learners to adhere to working conditions, to keep his job, to know social security and its importance, and to plan his leave of absence.

Finally, the research tools utilized group discussions with members of the group, based on the weekly thematic modules for studying the levels of spoken language in the teaching of pre-vocational language skills to people with IDD. The structure of the discussions was in the field of the non-structured interview in the focus group, according to Avramidis & Kalyva (2006). Because such interviews offer a great deal and in-depth information to groups of fewer than 10 people, matched by age, gender and nationality.

6. The focus group members of the study

According to the systematic empirical observation of the members of the group, in the first phase of the TISPIfSEN (Table 1) it is noted that of the 6 members of the group, there are 5 female aged 25-30 and one 45-year-old male. Based on their family history, all members live in a privately-owned home, half in an urban center, and the other half in a provincial area in the Peloponnese region. All members live with their parents and siblings. Table 1 shows the ages of their parents as well as the number of their siblings. It is then noticed that in two out of the six families, at least one member has a health problem, as shown in Table 1. The parents of all members work by showing their active working relationship.

Table 1. The 1st part of TISIPfSEN: Background

s/n adults students	Individual history			Family background						Diagnosis
	Sex	Age	Education	Father's age	Mother's age	Brother/sisters	House	Health	Parents work	
1 (Katerina)	F	30	Primary School	50	45	1	OWNED/TOWN	GOOD	Active (A)	Down
3 (Loukia)	F	27	SVE	60	52	4	OWNED/COUNTRY	Mother-Mental Disorders	(A)	I.D.
4 (Rena)	F	26	SVE	58	53	1	OWNED/TOWN	GOOD	(A)	Paraplegia
8 (Aiki)	F	20	High School	45	42	1	OWNED/TOWN	GOOD	(A)	I.D.

10 (Giota)	F	30	SVE	65	63	2	OWNED/COUNTRY	Intellectual Disabilities	(A)	I.D.
18 (Giannis)	M	46	Illiterate	75	60	1	OWNED/COUNTRY	GOOD	(A)	I.D.

According to school history, three females have attended the Special Primary School and then the Special Vocational Education (SVE) while the male is illiterate and has not attended any training structure. A woman completed her studies in compulsory formal education (3rd grade) and then attended homework until she reached the age of observing the teams at KEFIAP. Finally, a girl did not continue in any other education structure after attending the special primary school.

All members are diagnosed by official bodies, which are supervised by the Greek Ministry of Health and the Ministry of Education. A woman has a Down syndrome diagnosis, another multi-aging, and finally, the other mental retardation (Table 1).

Table 2. The calendar of micro-group meetings

Calendar of Micro-Group Meetings														
A/A	DATE	Unite	oral language skills						pre - employment readiness					
			Aliki	Giannis	Katerina	Rena	Loukia	Giota	Aliki	Giannis	Katerina	Rena	Loukia	Giota
1	2/10/2018	Contact	1	1	1	1	1	1	1	-1	1	1	1	1
2	9/10/2018	Family	1	1	(-)	1	1	(-)	1	-1	(-)	1	1	(-)
3	23/10/2018	The treepedigree	1	-1	1	1	1	1	1	-1	1	1	1	1
4	30/12/2018	The Epic of '40	1	1	1	1	1	1	1	0	1	1	1	1
5	6/11/2018	Means of transport	1	-1	1	(-)	1	1	1	-1	0	(-)	1	1
6	13-Noe	Means of transport	1	0	(-)	1	(-)	1	1	-1	(-)	1	(-)	1
7	20/11/2018	Means of transport	(-)	0	(-)	1	1	1	(-)	-1	(-)	1	1	1
8	27/11/2018	Community Station	1	-1	1	1	1	1	1	-1	1	1	1	1
9	4/12/2018	Community Station	1	0	1	1	1	1	1	-1	1	1	1	1
10	11/12/2018	Community Station	1	1	1	1	1	1	1	-1	1	1	1	1
11	18/12/2018	Visit to a Community Station	1	0	1	1	1	1	1	0	1	1	1	1

In order to measure the proficiency of the language skills in the spoken word of the group members, a double-entry table was created according to the micro-group meetings calendar. On the horizontal axis the thematic sections were placed and the names of the group members in the vertical axis. The number (1) was positive for participation in linguistic activities by (-1) non-participation, with a dash (-) absence of the member from the group (Table 2).

Correspondingly, the proficiency preparedness was recorded (Table 2).

7. Course and research constraints

The course of the survey lasted from 2/10/18 to 18/12/18. During this time, group discussions took place in some thematic units, such as “my family”, “my daily schedule”, “my home” and “my city”.

The limitations of the survey were that meetings with the members of the KEFIAP were held on a weekly basis for one hour. The data gathered resulted from the interaction of the members with the researcher-educator, the volunteers and the employees of KEFIAP.

For reasons of confidentiality, the actual names of the members of KEFIAP have been replaced with fictional.

8. Presentation of the results of the survey

In the results of the survey, following the collection of qualitative and quantitative data, it was found that spoken levels significantly affect the quality of community transactions as reflected in language skills pre-employment readiness. The vocabulary of people with intellectual and developmental disabilities (IDD) does not correspond to the expected levels of language skills expected on the basis of formal and compulsory education.

8.1 Levels of speaking in teaching language skills to adults in terms of functional adaptive behavior in the community

We used the observation method through language processing activities to produce the appropriate information regarding the cognitive level of the group and to record their difficulties. The observed behavior with the Informal Pedagogical Assessment was coded with the BSCs of learning readiness and functional language skills of spoken language.

Observations are recorded in excel tables, where language skills are marked on a horizontal axis, while the vertical axis distinguishes the levels of study in semesters from early intervention (1st semester of the nursery – 2nd semester of pre-school), formal compulsory education (1st semester to 2nd semester), formal secondary education (first semester of the second semester of the second semester of a senior high school) and non-graduate post-secondary education as well as lifelong informal special education and training.

Where speech is concerned, Katerina (Case Study (CS): 1) gathers the highest semester in participation in dialogue while in the activities of expression she clearly and accurately reaches the 18 semesters of study. Lucia (CS: 3) has a steady image deviating from her base line by 9 semesters in all areas except the area of expression with clarity and accuracy where it has a deviation of 15 semesters of study. Following, Rena (CS: 4) also notes a relative homogeneity with deviation from the baseline in 19 semesters of study at the level of listening and participating in dialogue while 18 semesters in the area of expression with clarity and accuracy. Alice (CS: 8) expresses a deviation less than her age by 9-semester in listening and recognizing sounds and naming objects. She marks 19 semesters of deviation in listening skills such as listening to and understanding words and phrases, announcing the news of the day and expressing it with precision and clarity in front of others. Yiota (CS: 10) in this particular IPA presents a parallel line from the baseline with a deviation of 8 semesters of study. Yannis (CS: 18) marks the lowest 15-semester deviation below the baseline in listening skills, while the highest in the field of expression is accurate and clear.

8.2 Levels of pre-employment readiness in relation to the verbalization of their needs at community base

The basic tool of the observation was also the recording of the IPA of pre-vocational readiness, with modules of pre-vocational skills and professional orientation. The module of pre-vocational skills examines the unity of practical skills tools and behavior at work. The labor market approach and labor standards are examined in the vocational guidance module.

In the IPA of pre-vocational Katerina (CS: 1) shows a high deviation in practical skills for the pre-occupational field, where it is noticed that being taught how to be kept safe from danger is a priority s. Lucia (CS: 3) has a steady image in all areas, defining her in the 20th semester of formal and compulsory education with a 9-month deviation. With the exception of practical skills where she is ranked in the 16th semester of study with a deviation of 13 semesters.

Consequently, Rena (CS: 4) has a steady variation in the IPA of pre-occupational readiness, with a higher deviation of 15 semesters and a lower of 17 semesters from the base line.

Alice (CS: 8) marks a 13-month deviation from the baseline and a lower 15-semester deviation in the areas of practical skills and access to the labor market. Yiota (CS: 10) in this particular IPA also presents a parallel line to the base line with a deviation of 9 semesters of study and setting as a teaching priority to be protected against dangerous. Finally, Giannis (CS: 18) shows the highest deviation in 15-semester tools below the baseline and the lowest deviation in practical skills and work behavior with 24 semesters below.

Finally, by measuring the proficiency of language skills (Table 2), the assumptions of our study confirm that the levels of oral speaking and pre-vocational readiness do not correspond to the expected levels based on their formal and compulsory general and special education and training. However, they are able to respond positively to their communication with community base in their area with pedagogical guidance and targeted support, mainly using transportation or even going somewhere on foot.

More specifically, all the members on the days they were present had a positive response to all the activities at KEFIAP, except for Giannis, who in every change of thematic unit was wrong in the activities and sometimes refused to participate. While in activities aimed at pre-vocational preparedness he was unable to give a positive answer.

9. Conclusions

Through the findings of our research we come to the conclusion that people with IDD interact with individuals with the local community and community bases. However, adults with IDD are found to have little to do with community bases in their area. The reasons may be due to the lack of knowledge and skills, to the existence or lack of personal support and service managers, to the geographical location of their home, and to community factors such as lack of amenities and attitudes (Abbott & Mcconkey, 2006).

It is noted that despite the completion of formal compulsory education by some pupils, their levels of language skills do not correspond to their age bracket. Therefore, it becomes necessary to develop language skills of pre-vocational readiness in post-secondary and lifelong structures of special education and training. In recent years, with changes in policy and parental advocacy, it has become more feasible to select IDD adults to attend a post-secondary education structure, including informal and lifelong SEN/D. By studying the students with IDD in such a structure that promotes pre-vocational readiness and professional orientation they become prepared for a certain form of employment. Post-secondary education with support services takes care of adult students with IDD in order to achieve academic progress, expand their social skills, and become active and notable members of their community (Petcu, Petcu, Chezan & Lee van Horn, 2015).

In the case of the Southern Peloponnese, attendance of adults with IDD at KEFIAP is the only way towards linguistic and creative employment. A typical example is that of Alice, who completes her general high school in her area, stayed at home until she was of the appropriate age to watch the KEFIAP small groups.

Finally, the application of the thematic units that promote the autonomous and functional behavior of adults with IDD using the pedagogical tool TISIPfSEN supports the level of pre-vocational language skills of adults with IDD.

In conclusion, it is advisable to further investigate IDD adults with regard to their levels of language skills. In order to promote autonomous or semi-autonomous functional behavioral skills in their local community as well as to the level of language skills for their pre-vocational readiness.

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