

“Relief” and “Mountains”: Primary School Teachers Confronted with Discursive and Visual Framing of Salience

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Transcription

S-131015 – Lesson 4 - 33'25 à 48'30

In bold characters: the teacher

In normal characters: the pupils (except where a different instruction is given, a pupil who puts their hand up is allowed to speak)

In italics: pupils' or teacher's actions, comments

1 **M., is going to point to the middle ground... it is not so clear but it was misty on that**
2 **day. You can take the ruler; it'll be easier this way. Yes, just like this. It will be easier.**
3 **Stand aside because when you are showing something and you are standing in front of it**
4 **you are also hiding it.**

5 *The pupil points to the middle ground with the ruler.*

6 **Correct, so, this middle ground, what is it?**

7 *It's the valley.*

8 **What is the valley?**

9 *It's like a mountain but it's a little flatter at the bottom...*

10 **Is a valley flat? It depends...**

11 *No, it's hollow...*

12 *(Aside, to me: you see all the vocabulary they need to revise....)*

13 **Right, a valley, what is it linked with?**

14 *With mountains.*

15 **It is linked with mountains... Oh, we'll revise this, well...**

16 *It is between two mountains. In fact, it's a mountain that is like this (the pupil waves her*
17 *hand in the air in an up and down movement) and towards the end it's like this (the pupil*
18 *draws the profile of a basin with her hand).*

19 **OK, but what I want to do is to define a mountain?**

20 *Eerr...well a mountain is...*

21 **What's a mountain? I have no idea...**

22 *No hands up.*

23 **What mountain is it, first?**

24 *(Aside, to me: because they are confused about mountains, mountain massifs,*
25 *summits, mounts... rather tricky, hey)*

26 **So, here, can you see all the Pyrenees?**

27 *No (everyone)*

28 **So you see a part of the Pyrenees, a part of the mountain massif of the Pyrenees. Now,**
29 **M., please flip the map over** *(the pupils must flip the mural map over to show the side*
30 *representing relief) and you show us the Pyrenees on the map. Turn it over, turn it*
31 *over...careful...Show us where the Pyrenees are? (...)*

32 *Then the teacher asks a number of questions and pupils answer about the localisation of*
33 *the Eastern Pyrenees, of the city of Perpignan.*

34 **So, let's get back to the photo. Here, you're telling me, you see mountains. So in fact,**
35 **you don't see mountains, you see summits. There are many, many, many. What's this**
36 **called? What you call the mountains? What is it a part of? Now, come here, E., and**

37 **you'll show us the foreground. With the ruler. Follow the whole foreground. As if you**
38 **were drawing the contour.**

39 *The teacher takes a large sheet of white paper and then says: "Now, we're going to do*
40 **something".** *She puts the sheet of paper up on the board with the help of the pupils, over the*
41 *photo projected on the board. After a few minutes, the paper is taped on the board.*

42 **So, E., what you did with the ruler, you're now going to do the same with the pen for**
43 **me.**

44 *The pupil goes and takes the pen, he starts drawing.*

45 **So let's go, quick, quick. M., I'd like you to come and draw the same as you did**
46 **earlier. Go on, go on, it doesn't need to be that minute. Yes,... careful, careful... (the pupil**
47 **draws quickly). Good.**

48 **Someone wants to come and draw the background?**

49 *Another pupils comes forward and draws the background.*

50 **Step down from the bench, give me my pen back... right, we could go on but the photo**
51 **is truncated.**

52 **So, what have we drawn here, what is it called?**

53 *Great enthusiasm on the part of the pupils who all raise their hand to give the answer*

54 *A sketch.*

55 *The teacher's face reveals disappointment and surprise. She had not expected such an*
56 *answer.*

57 **No, what did we draw in black?**

58 *The foreground, middle ground and background.*

59 **OK, yes but what do they represent? If we only look at the three parts. Look, I stop, I**
60 **hide the picture, that there. What can you see?**

61 *The sketch*

62 *The contours*

63 **But what in fact are these contours? What are they the contours of? What are they**
64 **called? (pointing to the lines with the ruler).**

65 *The contours of the background.*

66 **Right, (perceptible annoyance in her voice) you told me earlier that they are**
67 **mountains, this is the valley. What is all of this part of?**

68 *Of the mountain landscape.*

69 **I think I am going to give up. Mountains, plains, valleys, what are they all together?**
70 **We have been studying this since the beginning of the term.**

71 *Nature*

72 *The landscape*

73 **That's not all there is in a landscape. Forget about the lines, what do you see? What**
74 **can you say about these lines when you see them? It's a landscape of...**

75 *Mountains*

76 **Yes, so what are the mountains? They are the... the...**

77 *No answer*

78 **It's like the map up there... this map over there, it is a map of... Just read...**

79 *Relief... relief... (several pupils find the expected word).*

80 **So what we see here in black is the... what we see in black are the lines of... ?**

81 *Relief*

82 *Yes, the relief.*

83 **So what words have we seen that are part of relief?**

84 *Mountain*

85 **What other words have we seen that are part of relief?**

86 *Valley*