How to Identify Negative Attitudes Towards Inclusive Education: Critical Discourse Analysis of Russian Transcripts Using Role and Reference Grammar

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This paper is devoted to analysing the possibilities of Role and Reference Grammar (RRG) to promote the interdisciplinary research development within Critical Discourse Analysis (CDA). We use an example of the conflict over the opening of the inclusive education program at one of St. Petersburg's secondary schools. Using Role and Reference Grammar, we show that the use of different verb types and macroroles has led to the different descriptions of the situation. In result we draw the conclusion that RRG could promote the increase of objectivity of the analysis of transcripts in qualitative social research. RRG provides new information which in combination with other methods can help us to understand the positioning of participants in a conflict situation

Keywords: role and reference grammar, inclusive education, qualitative social research in sociology of management

Introduction

In the USSR parents of children with special needs were encouraged to entrust their children with institutional care. There were strict legal regulations that exclude many children with special needs from general (regular) schools. Only medical recommendations were used for care decisions (Rubtcova et al, 2015). The first disability rights organisations were considered as dissidents (Raymond, 1989).

After the collapse of the Soviet Union, this extremely medical system estimated mostly negatively (Pavenkov et al, 2015). Start of studies of inclusive education in Russia was due to the criticism of social exclusion and stigmatization with an emphasis on civil rights. Elena Iarskia-Smirnova uses personal narratives of Russian mothers of children with disabilities in Saratov (Russia) between 1995 and 1997 to provide a critique of the disability framework in Russia. Families who choose to raise children with disabilities at home face social exclusion due to cultural stigma. Diagnosis of children as defective can lead to feelings of guilt on the part of the mother (Iarskia-Smirnova, 1999). Many children with disabilities in former Soviet states are placed in special institutions. The rights of parents are violated by doctors and other state officials (Johnson, 2007). Methods of self-empowerment people with disabilities in the Soviet and Russian society have also been studied (Iarskia-Smirnova, 2001)

Part of Western authors began to capture incremental improvements in this area. Civil society among citizens

with disabilities grew under «glasnost'» and have been advocating for adults (particularly disabled veterans) and children with disabilities. Associational activity and cooperation with local officials have led to some local successes and have been important in involving people with disabilities in determining their own lives (Smith-Davis, 2000; Roza, 2005; Thomson, 2006).

In the late 2000s, comprehensive works on inclusive education emerged in Russia. They showed that inclusive education is gradually accepted by society, teachers and parents as a meaningful idea (Alehina, 2012 a,b; Godovnikova, 2009). It was published a lot of works more and more optimistic, claiming that being serious preparation for the adoption of inclusive education (e.g. Butenko & Chistokhina, 2015).

September 1, 2013 came into force the Federal Law «On Education in the Russian Federation», proclaiming education of persons with the limited possibilities of health and disability as one of the priorities of the education system of Russian Federation. The concept «inclusive education» was entered into the law. However the problem of Russian society preparation to the implementation of inclusive education continues to remain one of the most debatable in system of education.

A key feature of the Russian situation is the existence of its own system of work with «special children» - the system of correctional pedagogy. The correctional pedagogy system was established in the Soviet era (Korkunov et al., 1998). Correctional pedagogy based on the creation of separate schools for special children with special needs and it still has a large number of supporters (Rubtcova & Martianova, 2013).

In 2014 attempts of transition to inclusive education led to mass protests of parents and teachers. In Moscow, October 11, 2014 parents held a demonstration against the merger of correctional and general schools (RSD, 2015). October 26, 2014 the demonstrations were held already in many large cities in Russia (MK, 2015). 14 thousand people have signed a petition to Vice Prime Minister Olga Golodets in defence of Correcting Education in Moscow (MK, 2015). Parents require to establish a moratorium on the reform of correctional schools education. Actually, inclusive education is almost removed from the agenda. In the current study, we show how the negation of inclusive education is formed in our daily practices. For this purpose we refer to the Role and Reference Grammar.

Role and Reference Grammar (RRG) «posits a direct mapping between the semantic representation of a sentence and its syntactic representation» (Van Valin, 2007: 32). Van Valin focuses on the study of grammar and does not believe that grammar can be reduced to any other phenomena (such as discursive processes). Unlike Chomsky, Van Valin would like not only to describe but also to explain the grammar and he recognizes that language cannot be reduced to grammar. So «RRG may be labelled as a «structural-functionalist theory of grammar»; this is intended to situate it on a continuum of perspectives ranging from extreme formalist at one end to radical functionalist at the other» (Van Valin, 1993: 1).

In conflict situations, it is very important to understand how participants determine the situation and which grammatical structures they use. RRG may become an instrument of conflict analysis. Representatives of many socio-humanitarian disciplines (for example, sociologists) in their researches seek to apply Critical Discourse Analysis (CDA) as defined by Van Dijk (Van Dijk, 2009, 2013). However, sociologists can try to reduce many linguistic aspects of CDA.

RRG is based on data of different languages. «Russian is often cited as an example of a language with «free word order», where this term is normally understood to mean that variation in the order of arguments and the predicate does not affect the interpretation of the syntactic functions and semantic roles of the arguments» (Van Valin, 1993: 89). Padusheva done the detailed analysis of the Russian language differences and some prospects of the RRG analysis in Russian (1996, 2009a, 2009b). At the same time, it is possible that these differences are not so considerable because Padusheva is concentrated on distinctions for the purpose of the development of the other conception on the RRG basis. We will attempt to investigate it in this paper.

The objective of the study is to carry out an analysis of transcripts within the framework of RRG, in order to establish whether RRG can promote the deeper understanding of the conflict through the analysis of discourse.

Research question is the following:

Can RRG analysis be useful as an additional interpretation of discourse features in the conflict situation fixed in a transcript?

Theoretical framework

Critical Discourse Analysis (CDA) represents a version of the discourse research procedure directed on studying how we can (obviously or latently) abuse of our social power and domination that are realized in the form of a discourse in social contexts. Representing a dissident approach, CDA is focused on the understanding, explanation and, in the final result, resistance to social inequality (Van Dijk, 2013: 111). Ideological roots of CDA lie in Marxism and the Critical theory of society (the Frankfurt School and Jürgen Habermas theory). So the notions of ideology, power, hierarchy and gender together with sociological variables are considered as relevant for an interpretation or explanation of text (Wodak & Meyer, 2001).

In addition to CDA, RRG has serious interest in the creation of the common conception describing different

languages and it tries to make cross-linguistic studies. For this purpose, a special analytical tool has been created. It is Aktionsart based on Vendler's classification of verbs (Vendler, 1967) with Dowty's addition (Filip, 2009: 1197).

RRG supporters offered a series of tests allowing to define Aktionsart types (see Appendix 1). If we take all tests, we can define a verb class objectively. Furthermore, we can define semantic macroroles. Van Valin proves that there are semantic macroroles: actor and undergoer (Van Valin, 2007: 37); his version of macroroles association is presented in Appendix 2. Thus, we can give the semantic representation of a sentence.

In RRG opinion, all languages can be described according to this scheme. However, the implementation of RRG in the Russian language has proven to be a rather difficult case. Despite the obvious presence of the Russian language as an object of the analysis (e.g. Van Valin, 1993), it is difficult to find full work about the RRG application for Russian. This conception practically is not presented in Russian. Despite our thorough research, we managed to find only works of Padusheva who did not create a complete description of RRG for Russian. Padusheva often uses RRG as an example or as elements of own conception (Padusheva, 1996, 2009a, 2009b). Padusheva's RRG version for Russian is presented in Appendix 3.

Thus, we can see such main problems in the RRG application in interdisciplinary researches in Russian:

- We have not a detailed description of RRG for Russian for a wide range of representatives of social sciences;
- RRG is not an interdisciplinary approach yet that has extremely limited possibilities of its use.

There is the general methodological dissatisfaction of the social science representatives with an accuracy of CDA in which there is a lot of the subjectivity. In this regard, RRG with its rigidity and tests that are independent of the researcher looks as an interesting prospect.

In this work, we carry out the analysis of the excerpt from the transcript (see Appendix 7). The analysis of the transcript has been chosen because many social sciences develop qualitative methods of research. However, the qualitative methodology contains some elements of subjective interpretations. We hope that RRG will allow to reduce this subjectivity.

Data and method of analysis

We analyzed an excerpt from the transcript of the Pedagogical council meeting at one of St. Petersburg`s secondary education schools. This particular transcript from the Pedagogical council meeting has been chosen because it exhibits many of essential features of the educational process and real conflicts discussed in the paper.

Teaching at a secondary school in Russia have a tendency to the conservatism. Inclusive education can be perceived as an inadequate pedagogical innovation. In this paper, we describe a real discussion that took place between the alleged teacher of inclusive education and the vice director of a school. The reason for the discussion was a parental conflict. Two groups of parents – the parents of children with special needs and the parents of healthy children – expressed different opinions about the way the inclusive programme was introduced in this school. The alleged teacher of inclusive education and the vice director of the school tried to give support to the different groups of parents. We can see how participants determine the situation in their discourse.

The transcript was presented in Russian. The average length of the sentences from the alleged teacher of inclusive education consisted of 5.33 words and from the vice director of the school consisted of 6.25 words.

Firstly, the predicates were identified; these proved to be verbs in all cases. Secondly, the Aktionsart of each predicate was determined using the tests. Thirdly, the macroroles were established.

Role and Reference Grammar (RRG-based) Analysis

In this section we compared two small speeches from the transcript of the Pedagogical council`s meeting. The excerpts from the transcript are presented with underlined predicates, Aktionsart, Logical Structure and Macroroles. List of data is presented in Appendix 4. The carried-out tests by definition of the Logical Structure of each predicate are presented in Appendix 5.

The alleged teacher of inclusive education

Мы (учителя) будем учить особых детей в нашей школе / We (teachers) will teach children with special needs in our school

Учить / Uchit' / Teach: causative accomplishment [do′ (we, Ø)] CAUSE [BECOME znat′/know′ (children with special needs)]

Macroroles: 2; we (teachers) = actor, children with special needs = undergoer

Responsibility for an educational process is conferred on teachers who are actors and will teach. Children with special needs are an object of teaching. The action is directed on them.

A little change of this sentence would lead to change of provision of arguments and respectively to other macroroles:

1.1) We (teachers) will teach the subjects to children with special needs

Macroroles: 2; we (teachers) = actor, subjects = undergoer

In that case, no specific macrorole applied to children with special needs.

The analysis of semantic macroroles offers us the additional measurement for the analysis of points of views on the teaching process which can be presented implicitly in discourse practices. However as the comparison (1) and (1.1.) shows we should avoid the direct sociological interpretations which are based on the non-linguistic concept of the (social) roles.

Родители *(особых детей)* ждут наших активных действий /The parents (of children with special needs) wait for our drastic actions

Ждать/Zdat`/Wait: state
Zdat`/Wait' (parents, actions)
Macroroles: 2; parents = actor, actions = undergoer.

In this sentence parents (of children with special needs) play an actor macrorole however they only wait for teachers` actions. The second macrorole in English is marked by a prepositional phrase as predicate. However in Russian there is not a preposition in this sentence. In Russian it is a direct argument and therefore encodes a macrorole

Они (родители особых детей) заполнили анкету / They (the parents of children with special needs) had filled out a questionnaire

Заполнить / had filled out: causative accomplishment

[do′ (*they* (the parents of children with special needs), Ø)] CAUSE [BECOME zapolnena'/filled' (questionnaire)]

Macroroles: 2; they (the parents of children with special needs) = actor, questionnaire = undergoer

Parents of children with special needs have an actor`s macrorole. However, in this sentence the parents` actor`s macrorole is expressed only in the filling of a questionnaire. In spite of this, it is the real activity because it shows the parents` ability to support the inclusive program. Thus, in this sentence the alleged teacher of inclusive education indirectly reports about the children with special needs parents` desire and activity during the introduction of the inclusive programme.

The vice director of the school

Родители *(здоровых детей)* пришли ко мне / The parents (of healthy children) had come to me

Приходить / prihodit' / come: active accomplishment

do' (*parents*, [prihodit'/come * *parents*, me (vice director)]) & INGR prishli'/had come' (*me* /vice director)

Macroroles: 2; parents = actor, me (vice director) = undergoer

In this sentence the vice director positions herself as undergoer, and parents as the actors. The vice director uses the verb «come». In Russian it means not only that parents moved and came to the vice director, but also that they made claims. They had come to the vice director to report about some problems which were the source of dissatisfaction. Thus, the vice director emphasizes active actions of healthy children`s parents, according to their dissatisfaction.

Также они *(родители здоровых детей)* говорили директору / Also they (parents of healthy children) talked to the director

говорить/govorit'/to tell: activity.

do' (*they* (parents of healthy children), [govorit'/ tell' (*they* (parents of healthy children), *director*)])

Macroroles: 2; they (parents) = actor, director = undergoer

This example shows a similar situation as in (4). The vice director positions the director as undergoer, and the parents as the actors, but this grammatical structure does not allow us to say whether the parents had results. The second macrorole in English is marked by a prepositional phrase as predicate. However, in Russian there is not a preposition in this sentence. Therefore it is a direct argument and encodes a macrorole. From a political point of view, a direct conversation between the parents of healthy children and the director informs us of a serious conflict situation (according to the Russian traditions).

At the same time, neither in the first sentence (4) nor in the second one (5) the vice director does not say anything about what kind of conflict takes place. The two sentences of her speech underline only sharpness in the conflict and the extremely active role of parents in it.

Они бомбардируют РОНО, чтобы иметь нормальное образование в нормальном классе / They «bombard» (verbal attack) the local government education office to have the normal education in the normal class

Бомбардировать/bombardirovat'/to bombard (main verb): activity.

do' (*they* (parents of healthy children), [bombardirovat'/ bombard' (*they* (parents of healthy children), *the local government education office*)])

Macroroles: main clause, 2; they (parents of healthy children) = actor, the local government education office = undergoer

The vice director continues to discuss a problem of the conflict and uses a verb «bombard». After the description of the conflict situation using the verbs «come», «tell» and «bombard», she (at last) reports

about the cause of conflict: parents of healthy children think that introduction of inclusive education will not allow their children to get a normal education. The vice director continues to position the local government education office as undergoer, and the parents as the actor. By means of these grammatical constructions, she tries to decline all her responsibility for parents` opinion. All these problems are an initiative of healthy children parents only. However, the grammatical structure used by her does not allow us to tell again, whether the parents had a result.

7) В этой ситуации я никого не убеждаю... / In this situation, I don't try to persuade anyone...

Убеждать /ubezhdat' (imperfect verbs) /try (main verb) to persuade: activity.

In Russian:

do' (I (vice director), [ubezhdat' (I, anyone)])

Macroroles: 2; *I* (vice director) = actor, *anyone* = undergoer

In English:

do' (I, [try' (I, anyone)]).

Macroroles: 2; *I* (vice director) = actor, *anyone* = undergoer

In this sentence the vice director, at last, expresses her opinion. It is negative for the inclusive program. She will not try to persuade the parents of healthy children. However, the vice director does not speak about the parents of healthy children directly, preferring to call them as «anyone». Speaking about own opinion, the vice director puts herself in a position of the actor`s macrorole, and the parents as «anyone» in a position of the undergoer`s macrorole.

Discussion and conclusion

Thus, RRG allows us to reveal some latent elements of this conflict situation. The participants in the conflict present their own role and the role of two groups of parents differently. The alleged teacher of inclusive education demonstrates her concern about the inclusive education development in her school. In her little speech, the focus is placed on the teachers who have to take an active position and the parents of children with special needs, but they have a rather passive attitude. Characterizing the position of teachers, the supporter of inclusive education uses a causative accomplishment verb type, showing teachers as the cause of introduction of the program of inclusive education and new knowledge of children with special needs. Thus, she expresses a certain confidence in introduction of the inclusive education program, showing it as already solved business.

However, the role of children with special needs and their parents is essentially diminished. Children with special needs have no active position, being only the object of actions of others. Thus, they (children with special needs) are mentioned in the conversation by two speakers only. Parents of children with special needs have a rather (passive) role. In the second sentence, a STATE type verb is used: parents simply wait, and this state has no signs of fulfillment or end. In the third sentence concerning parents of children with special needs CAUSATIVE ACCOMPLISHMENT verb type is used in which parents appear as the cause of actions performance, however this action is implied only on the questionnaire. Actually, it emphasizes their passivity even more.

The speech of the vice director essentially differs. The vice director wants to decline all her responsibility for disagreements and places the parents of healthy children in a position of the actor` macrorole more often. She often uses verbs of ACTIVITY and ACTIVE ACCOMPLISHMENT types.

We can also notice that the vice director does not see opportunity to report directly about the unwillingness to inclusive education introduction therefore she asks for the opinion of healthy children parents. She describes the parents` conflict situation using the verbs «come», «tell» and «bombard» and reports about the cause of conflict: healthy children`s parents think that introduction of inclusive education will not allow their children to get *a normal education*. The word "*normal*" is used so that it is possible to think that *inclusive educations is abnormal*.

One of the interesting features of our analysis is that we have the opportunity to compare this vice director`s opinion in different situations. Before this Pedagogical meeting we had a semi-structured deep interview with the vice-director (see Appendix 7). On our question: «*What do you think about the introduction of inclusive education at your school?*» she answered:

I have a very positive relation to the introduction of inclusive education. In our city the «Available Environment» program is realized. I completely support this program and I consider it as an urgent need for our district. At our school there are 12 children who have children with special needs category.. I think that the introduction of inclusive education will raise their opportunities for development. Also we will be able to accept more children with special needs ..

As we can see in our RRG-based analysis, the last sentence "*In this situation, I don't try to persuade anyone*" does not testify her support of the inclusive programme. Moreover, after this phrase, the vice director closes the meeting, without giving additional explanations and without pledging the word to the supporters of inclusive education. Her speech shows that she decided to support parents of healthy children and agrees with their fears *that the school can become «abnormal» after the introduction of inclusive education.*

In general, both sides present their opinions as only true, and a serious issue as non-existent. Only the teachers familiar with the conflict can know that it is two different groups of parents. Considering the fact that the vice director has serious administrative rights, it is possible to assume that the school refuses introduction of inclusive education because there were serious objections of healthy children`s parents.

This paper intended to show, whether RRG improves the issue of objectivity in the transcripts` analysis for the social research of conflict situations. Our research supported our hypothesis and showed that RRG can be used as an instrument for the identification of the latent elements of self-presentation and the presentation of the situation by the participants in the conflict. It allowed us to conclude that RRG can be applied in an interdisciplinary context also.

Of course, RRG cannot be used as the only method of for the research of conflicts in inclusive education. The analysis of conflicts using multimodal methods offers a lot of perspectives also. In our case, RRG helped to reveal the true opinion and intentions of the vice director. However, it was possible in combination with another methodological tool - a semi-structured deep interview. So, in our opinion, RRG could promote the increase of objectivity of the analysis of transcripts in qualitative social research. RRG provides new information which in combination with other methods can help us to understand the positioning of participants in a conflict situation in inclusive education.

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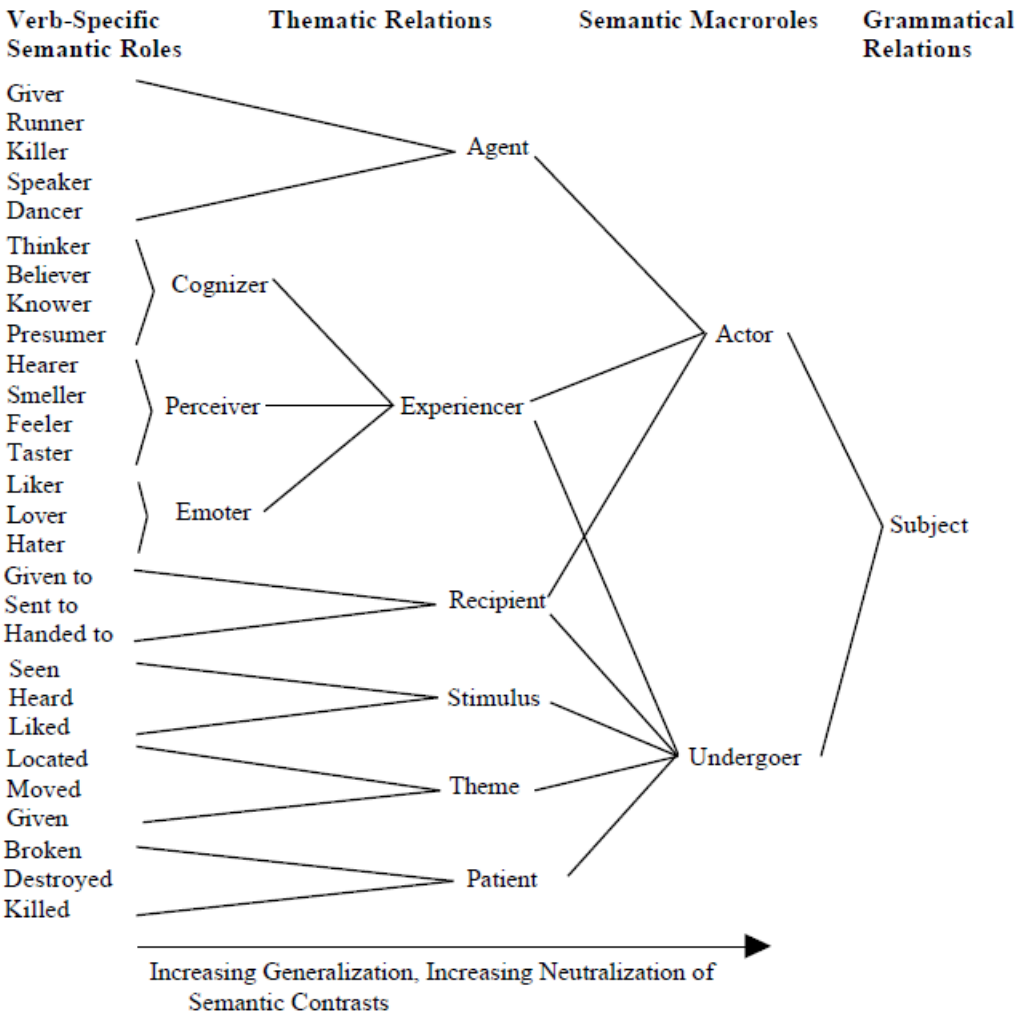
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Appendix 1. Tests for the determining of verb classes (Adapted from Van Valin, 2005: 39 by Dr.R. Jiménez Briones, UAM)
(* = with some exceptions)

	TEST 1	TEST 2	TEST 3	TEST 4	TEST 5	TEST 6	TEST 7	TEST 8
Class	**What happened?**	**Progressive**	**Dynamic adv**	**Pace adv**	***For an hour***	***In an hour***	**Stative Mod**	**cause**
State	No	No*	No	No	Yes*	No	Yes	No
Activity	Yes	Yes	Yes	Yes	Yes	No	No	No
Accomplishment	Yes	Yes	No	Yes	Irrelev*	Yes	Yes	No
Achievement	Yes	No*	No	No*	No*	No*	Yes	No
Semelfactive	Yes	No*	No*	No*	Yes*	No*	No	No
Active Accomplishment	Yes	Yes	Yes	Yes	Irrelev*	Yes	Yes	No
Causative state	No*	Yes*	Yes*	No	Yes	No	Yes	Yes
Causative activity	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes
Causative accomplishment	Yes	Yes	Yes*	Yes	Irrelev.*	Yes	Yes	Yes
Causative achievement	Yes	No	Yes*	No*	No	No*	Yes	Yes
Causative semelfactive	Yes	No*	Yes*	No*	No*	No*	No	Yes
Causative active accomplishment	Yes	Yes	Yes	Yes	Irrelev.*	Yes	Yes	Yes

Appendix 2. Semantic macroroles in Role and Reference Grammar (Van Valin, 2004: 62).



Appendix 3. Vendler's classification of verbs in the Russian language. Padusheva's adaptation of some elements of the RRG conception to Russian (Padučeva, 2009b:3; Padučeva, 1996: 91-92)

Vendler's classification of verbs	Padusheva's classification of verbs in the Russian language	Progressive	PP-for	PP-in
STATES	States		+	
ACTIVITIES	Activities and non-limiting processes	+	+	–
ACCOMPLISHMENTS	Actions and limiting processes	+ (imperfective verb)	+ (imperfective verb)	+ (perfective verbs)
ACHIEVEMENTS	Jump (abrupt change) and immediate transitions	–	–	(+) (perfective verbs)

Appendix 4. List of data. The fragment of transcript of the Pedagogical meeting

St. Petersburg, 26.05.2015, duration 42 min
Fragment, 41-42th min, before end

Alleged teacher of inclusive education		**The vice director of the school**	
Мы *(учителя)* будем учить особых детей в нашей школе / We (teachers) will teach children with special needs in our school	8 words / 34 sign	Родители *(здоровых детей)* пришли ко мне (The parents (Healthy children) had come to me)	4 words / 19 sign
Родители *(особых детей)* ждут наших активных действий (The parents (of children with special needs) wait for our active actions)	5 words / 33 sign	Также они говорили директору (Also they talked to the director)	4 words / 25 sign
Они *(родители особых детей)* заполнили анкету *(*They (The parents of children with special needs) had filled out a questionnaire)	3 words / 18 sign	Они бомбардируют РОНО, чтобы иметь нормальное образование в нормальном классе (They bombard the local government education office to have the normal education in the normal class)	10 words / 68 sign
		В этой ситуации я никого не убеждаю *(*In this situation, I don't try to persuade anyone)	7 words / 29 sign
Total	16 words / 85 sign		25 words / 141 sign
The average length	5.33 words / 28.33 sign		6.25 words / 35.25 sign

Appendix 5. Definition of the verb classes in the studied examples
Преподавать/ teach

Преподавать / to teach		
TEST 8. Cause	Мы будем причиной знаний студентов / We will be the cause of students` knowledge	+
TEST 1. What happened? What's going on?	Мы будем учить / We (teachers) will teach	+
TEST 2. Progressive	Мы учим / We are teaching	+

TEST 3. Dynamic adv	Мы будем учить энергично / We will teach vigorously	+
TEST 4. Pace adv	Мы будем учить постепенно/ We will teach gradually	+
TEST 5. For an hour	Мы будем учить в течение часа / *We will teach for an hour	+ in Russian ? in English
TEST 6. In an hour	Мы будем учить за час / We will teach in an hour	+
TEST 7. Stative Mod	Учащие учителя / The teaching teachers	+
Class	**causative accomplishment**	

Ждут/wait

Ждать /to wait		
TEST 8. Cause	Мы являемся причиной ожидания наших активных действий / We are the cause of waiting of our active actions	-
TEST 1. What happened? What's going on?	*Родители ждут / *The parents wait	-
TEST 2. Progressive	*Родители ждут / *The parents wait	-
TEST 3. Dynamic adv	*Родители ждут энергично / *The parents wait vigorously	-
TEST 4. Pace adv	*Родители ждут постепенно/ *The parents wait gradually	-
TEST 5. For an hour	Родители ждут в течение часа / The parents have been waiting for an hour	+
TEST 6. In an hour	*Родители ждут за час / *Parents wait in an hour	-
TEST 7. Stative Mod	Ждущие родители / The waiting parents	+
Class	**State**	

заполнили */had filled out*

Заполнять / To fill		
TEST 8. Cause	Родители были причиной заполнения анкеты / parents were the cause of filling of the questionnaire	+
TEST 1. What happened? What's going on?	Родители заполнили / The parents had filled out the questionnaire	+
TEST 2. Progressive	Родители заполняют анкету/ parents are filling out the questionnaire	+
TEST 3. Dynamic adv	Родители заполнили анкету энергично / parents had filled out a questionnaire vigorously	+
TEST 4. Pace adv	Родители заполнили анкету постепенно/ parents had filled out a questionnaire gradually	+
TEST 5. For an hour	Родители заполнили анкету в течение часа / * parents had filled out a questionnaire for an hour	+ in Russian ? in English
TEST 6. In an hour	Родители заполнили анкету за час / parents had filled out a questionnaire in an hour	+
TEST 7. Stative Mod	Заполнившие анкету родители / The filled parents	+ in Russian - in English
Class	causative accomplishment	

пришли/ had come

пришли / To come		
TEST 8. Cause	Родители были причиной прихода ко мне / Parents were the cause of the coming to me	-
TEST 1. What happened? What's going on?	Родители пришли / The parents had come	+
TEST 2. Progressive	Родители приходят/ The parents are coming	+
TEST 3. Dynamic adv	Родители пришли энергично / The parents had come vigorously	+
TEST 4. Pace adv	Родители пришли постепенно/ The parents had come gradually	+
TEST 5. For an hour	Родители пришли в течение часа / * The parents had come for an hour	+ in Russian ? in English

TEST 6. In an hour	Родители пришли за час / The parents had come in an hour	+
TEST 7. Stative Mod	Пришедшие родители / came parents	+ in Russian - in English
Class	Active accomplishment	

говорили/ talked

говорить / To talk		
TEST 8. Cause	*Они были причиной разговора с директором/*They were the cause of conversation with the director	-
TEST 1. What happened? What's going on?	Они (по)говорили / They talked	+
TEST 2. Progressive	Они говорят (в данный момент)/ They are talking	+
TEST 3. Dynamic adv	Они говорили с директором энергично / They talked with the director vigorously	+
TEST 4. Pace adv	Они (по)говорили с директором быстро/ They talked with the director quickly	+
TEST 5. For an hour	Они говорили с директором в течение часа / They talked with the director for an hour	+
TEST 6. In an hour	* Они говорили с директором за час / *They talked with the director in an hour	-
TEST 7. Stative Mod	Говорившие родители / *the talked parents	+ in Russian - in English
Class	Activity	

бомбардируют / bombard

бомбардировать / To bombard		
TEST 8. Cause	*Они были причиной бомбардировки РОНО /* They were the cause of the bombing of the local government education office	-
TEST 1. What happened? What's going on?	Они бомбардировали РОНО / They bombard the local government education office	+
TEST 2. Progressive	Они бомбардируют (в данный момент) / They are bombarding	+
TEST 3. Dynamic adv	Они бомбардировали РОНО энергично / They bombard the local government education office vigorously	+
TEST 4. Pace adv	Они бомбардировали РОНО быстро/ They bombard the local government education office quickly	+
TEST 5. For an hour	Они бомбардировали РОНО в течение часа / They bombard the local government education office for an hour	+

TEST 6. In an hour	* Они бомбардировали РОНО за час / * They bombard the local government education office in an hour	-
TEST 7. Stative Mod	Бомбардирующие родители / *the bombarded parents	+ in Russian ?- in English
Class	Activity	

В этой ситуации я никого не убеждаю *(*In this situation, I don't try to persuade anyone)

Убеждать / try to persuade		
TEST 8. Cause	*Я не являюсь причиной убеждания /* I am not the cause of trying to persuade	-
TEST 1. What happened? What's going on?	Я не убеждаю / I do not try to persuade	+
TEST 2. Progressive	Я не убеждаю (в данный момент) / I'm not trying to persuade	+
TEST 3. Dynamic adv	Я не убеждаю энергично / I do not try to persuade (vigorously)	+
TEST 4. Pace adv	Я не убеждаю постепенно (медленно)/ I do not try to persuade (slowly)	+
TEST 5. For an hour	Я не убеждаю в течение часа / I do not try to persuade for an hour	+
TEST 6. In an hour	* Я не убеждаю за час / * I do not try to persuade in an hour	- in Russian it is possible as informal lexis
TEST 7. Stative Mod	Убеждающий замдиректора / * Tried to persuade vice director	+ in Russian ?- in English
Class	Activity	

Appendix 7. The excerpt of transcript of the in-deep interview with the vice director

St. Petersburg, 15.04.2015, duration 14 min
– interviewer
V. – the vice director
Fragment, 5th min

Как Вы относитесь к введению инклюзивного образования в Вашей школе?

V. Я очень положительно отношусь к введению инклюзивного образования. В нашем городе реализуется программа «Доступная среда». Я полностью поддерживаю эту программу и считаю это насущной необходимостью в нашем районе. В нашей школе обучается 12 детей, которые относятся к категории особых детей... (пауза) Я думаю, что внедрение инклюзивного образования повысит их возможности для развития. Также мы сможем принимать и других особых детей на обучение... (пауза)

Translating:

I. What do you think about the introduction of inclusive education at your school?

V. *I have a very positive relation to the introduction of inclusive education. In our city the «Available Environment» program is realized. I completely support this program and I consider it as an urgent need for our district. At our school there are 12 children who have children with special needs category...* (pause) *I think that the introduction of inclusive education will raise their opportunities for development. Also we will be able to accept more children with special needs...* (pause)