Posh Talk

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Posh Talk

Language and Identity in Higher Education

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For Cesario

Born in Santas, Galicia in 1882, my grandfather, Cesario Conde, spent his childhood as a cowherd. At the dawn of the twentieth century, he left Spain in search of a better life. At the same age as many of the young people in this book, he worked his passage first to Liverpool, then Newfoundland and finally to Cardiff. On landing in Wales, he found work in Merthyr Tydfil, first as a navvy, building roads, and then stoking the furnaces in the local Iron Works, where he worked before and after the Great Depression of the 1930s. So he came to settle in South Wales, where he married my grandmother, Florence Dean, a baker's daughter, and raised two children, my uncle José and my mother, Gloria. Having received no formal education, or English language lessons, my grandfather was limited to the manual labouring jobs available at the time. During the Depression, along with many thousands of workers in South Wales, he was made redundant and was unemployed for eleven years before resuming work at the Iron Works. During these years, he supported the family with produce from his allotments and by picking coal, a life-threatening activity due to the precarious structure of the tunnels that the coal-pickers dug in the mountainside. His experiences gave him the hope that education could improve the prospects of his children and free them from poverty. This book is dedicated to his sacrifice and efforts to improve the lot of his family, to the millions of migrants around the world who seek a better life for themselves and their families, and to the power of education to realise some of their dreams.

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Finally, words are inadequate to express my thanks to Phoebus for cheering me on and supporting me throughout this endeavour, and my family for their pleasure and pride in this achievement.

Transcription Conventions

A slash / shows the end of a chunk of talk

A hyphen - illustrates an incomplete word or utterance

A question mark ? indicates question intonation

Pauses of less than one second are shown with a full stop inside brackets (.)

Pauses of one second and longer are timed to the nearest second and the number of seconds is put in brackets, (3)

Square brackets [on top of each other indicates the point where
[speakers overlap

An equals sign at the end of one utterance = and the start of the next speaker's utterance shows that there was no audible gap between speakers

Double brackets around a word or phrase shows that there is ((doubt about the transcription))

Double brackets around x's ((xxx)) shows that the speaker's utterance is inaudible or can't be made out

<phrases or words in angled brackets> is an additional comment by myself as the transcriber on what is happening at the time or the way in which something is said

Words or syllables in CAPITAL letters are spoken with extra emphasis

words or phrases enclosed by percentage symbols are spoken very %quietly%, almost like an aside

A dotted line marks the beginning of a stave

Reading the transcription between the dotted lines shows the interplay of the voices at that part of the conversation (like the instruments in a musical score)

Staves are used in places where it is not possible to represent overlap clearly using a format based on turn taking.