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PÓS-GRADUAÇÃO EM LETRAS-INGLÊS

A TEACHER'S DISCOURSE IN EFL CLASSES FOR VERY YOUNG LEARNERS:
INVESTIGATING MOOD CHOICES AND REGISTER

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ABSTRACT

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RAQUEL CRISTINA MENDES DE CARVALHO

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This study reports on an ethnographic investigation about the interaction between a teacher and her very young learners in the foreign language (FL) classroom. I focus specifically on this FL teacher's discourse as a facilitator of interactions through the analysis of her discursive practice. In order to carry out this study, data were collected in a private kindergarten school, by means of video recordings of classes in which both teacher and learners are engaged in interaction, and field notes from the teacher and from an observer. Data were analyzed through the lights of Halliday's Systemic Functional Linguistics – Mood choices – and Bernstein's pedagogic discourse – regulative and instructional registers. Besides analyzing the way the children addressed the FL teacher and her use of the mother tongue, I also tried to evince the Mood structures and modality choices involved in this study, more specifically the choices made by the teacher in order to promote interactions. Moreover, the realization of the frequent use of the regulative register in terms of the teacher's directions, suggesting acceptable behaviours was also investigated. The study is intended to contribute to make teachers of VYL aware of the role teachers' discourse to promote interactions and facilitate pedagogic practices.

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RESUMO

O DISCURSO DO PROFESSOR NAS AULAS DE LÍNGUA INGLESA PARA CRIANÇAS DE 2 E 3 ANOS: AS ESCOLHAS DE MODO E O REGISTRO

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Este estudo relata uma pesquisa etnográfica sobre as interações entre uma professora e seus alunos de 2 e 3 anos nas aulas de inglês como língua estrangeira. O foco dessa investigação está na análise da prática discursiva desta professora como facilitadora de interações durante as aulas de língua inglesa. Para conduzir este estudo, os dados foram coletados numa escola particular de Educação Infantil, através de gravações em vídeo em que a professora interagia com seus alunos, diário da professora e notas de uma observadora. Tais dados foram analisados segundo a Linguística Sistêmico-Funcional de Halliday dentro das escolhas de Modo, e a teoria de Bernstein sobre o discurso pedagógico – os registros regulativo e instrucional. Além de analisar a maneira como as crianças se dirigem à professora e seu uso da língua materna durante as aulas, evidenciam-se também as estruturas de Modo e modalidade envolvidas neste estudo, mais especificamente as escolhas feitas com o objetivo de promover interações entre professora e alunos. Ademais, analisa-se também o freqüente uso do discurso regulativo explícito na fala da professora ao sugerir às crianças noções de “bom” comportamento. O presente estudo visa contribuir para a conscientização do papel do discurso de professores de língua inglesa na Educação Infantil para promover interações e facilitar práticas pedagógicas.

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LIST OF ABBREVIATIONS

DA	Discourse Analysis
EFL	English as a Foreign Language
FL	Foreign Language
SFL	Systemic Functional Linguistics
TPR	Total Physical Response
VYL	Very Young Learners
YL	Young Learners

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CHAPTER 1

INTRODUCTION

1. Context of Investigation

The growing number of worldwide studies about the pedagogical practice in the classroom evidences the importance of classroom research as an alternative for mapping the situations faced by teachers of English. Identifying the situation in a classroom, collecting and analyzing data, reflecting on the results of the investigation, and using the information to reflect about classroom practice may provide a means to develop and improve the teaching process. Furthermore the study of classroom discourse can reveal much about the teaching/learning process.

In fact, Discourse Analysis (DA) is a growing field in research in different areas, and one of the areas of research at the English and Applied Linguistics Program at the Graduate Department of English (Pós-Graduação em Letras/Inglês e Literatura Correspondente, or PPGI), at the Federal University of Santa Catarina (UFSC). Different studies focusing on academic, media, political, and judicial discourse, lyrics and literary/cinematic texts, nursery tales, EFL textbooks, teacher and student-teacher discourse and lately, teacher discourse in the context of EFL have been conducted (Reichmann, 2001). Since discourse analysis may provide rethinking of the pedagogical practice and its results, I decided to investigate an EFL teacher's discourse in the kindergarten classroom, as a means to understand the teacher-student relationship. Their discursive practices may be analyzed through the lights of Halliday's (1994) Systemic Functional Linguistics (SFL) theory. SFL sees language in use as a consequence of the context of situation. It shows how linguistic forms can be systematically related to social and ideological functions (Thompson, 1996). Through SFL it is possible to

analyze the interactions between the teacher of English as a Foreign Language (EFL) and his/her learners.

The starting point in the professional development for teachers of young learners and teens is often a selective pre-service training course administered by universities. However, the dynamic needs of young learners and teens are different from those of adults, and since universities do not usually provide a training course specifically to work with young learners, teachers soon realize that they need to define additional areas for development to guarantee success in learning for their students. It must also be considered that there are different ways of interacting with children in a classroom. Therefore, I found it quite interesting to try to understand more precisely how a teacher, who works with very young learners (VYL) – 2 to 3-year-old children – communicates with them in daily classroom interchange, and how the teacher can help learners to interact in the EFL class.

As I said previously, the investigation of classroom discourse leads to an understanding of the teaching/learning process. Having been a teacher of English for 17 years, and taught 2 to 3-year-old children for two years, I realized that in the beginning of the school year these children feel embarrassed or insecure to communicate with the teacher in the FL class, and seem to feel uncomfortable with the presence of the strange new teacher. On the other hand, after some weeks of contact during a period of twenty-five minutes a week, the same children started to behave more confidently in the FL classroom. Based on the premise that the investigation of classroom discourse leads to an understanding of the teaching/learning process, it occurred to me to search the answer for two questions: (i) does the way the teacher speak make children feel more comfortable to interact with her?; (ii) what possibilities are offered for the children to interact with and respond to the teacher's propositions?

Thus, this study investigates the way the teacher interacts with her students so that she can work as a facilitator for the interactions during the FL class. The role of facilitator of interactions in class may be achieved by means of, for instance, “selection of words and limitations in vocabulary range, syntactic simplification and repetitions” as Consolo (1996, p.21) argues. Moreover, the use of the mother tongue can be observed in the teacher’s talk so as to make input comprehensible, and consequently, facilitate learners’ participation in classroom interactions.

2. Objectives and Research Questions

The above discussion has established the first two focal points of my research: (i) the teacher’s discourse as a facilitator of interactions in the context of EFL classes for very young learners, and (ii) the relevant role of the language used by the teacher to communicate with children in the teaching of an FL. Furthermore, I also consider relevant to take into consideration a third point, namely, the use of the mother tongue in the FL classroom for VYL. The use of the mother tongue may help children understand what the teacher wants to communicate, as VYL must be exposed to comprehensible input in the FL as much as possible in order to learn the new language. The use of the mother tongue may seem necessary, as a way to keep discipline, to make meaning of the foreign language, or as a short cut in explaining tasks (Cook, 2001). However, when to use the mother tongue and when to use the FL may not be an easy choice for the teacher.

Thus, besides investigating the interactive activities between very young learners and the teacher, this study also includes the investigation of the teacher’s use of the mother tongue, in order to promote interactions and make children feel more comfortable to express themselves in the FL classroom, as well as to propose classroom

activities, which will allow the researcher to evaluate the interactive processes in the referred classroom.

Hence, in order to analyze the teacher's discourse and her interactions with the children, I intend to search answers for the following questions:

- ∅ How do children address the teacher? Does this change in a period of eight weeks? In what way does it happen?
- ∅ In what context does the teacher use the mother tongue to interact with her students?
- ∅ What are the Mood and modality choices used by the teacher (declaratives, interrogatives and imperatives), and what do these choices mean in this specific context?
- ∅ What are the evidences of regulative and instructional registers and how do children interact in relation to the register?

3. Significance of the Research

Nowadays, the number of kindergarten schools that offer English classes in their curriculum has been growing steadily. The kindergarten FL teacher has been seen as a professional who should have the knowledge, skills, flexibility and sensitivities to teach children as well as have the knowledge of the FL, and as someone who is able to balance and combine both of them successfully.

In this way, I felt it was relevant to examine the way an FL teacher works in order to facilitate her interactions with very young learners. As Nunan (1999) points out, if we want to understand what goes on in a real situation, we need to research its natural context where it occurs. This is the main characteristic of ethnography: identification and description of situations and settings where people live and work. However, Nunan

(1999, quoting Watson-Gegeo and Ulichny, 1988), states “ethnography involves interpretation, analysis, and explanation – not just description.” (p.57). For this reason, I decided to carry out an ethnographically based research in which I describe, analyze and explain the routine of EFL classes during a period of two months. According to Nunan (1999) researchers such as Wilson (1982), Watson-Gegeo and Ulichny (1988), and Van-Lier (1988) “all agree that ethnography involves the study of the culture / characteristics of a group in real-world rather than laboratory settings” (p.55). For the purpose of this investigation, database consisted of video-recordings and field notes of what was observed in classes. These data were used to construct a descriptive and interpretative picture of the participants’ behaviours. Questions and hypothesis emerged during the course of the investigation, justifying another characteristic of ethnography.

Besides, this study is also an action research, which is a process of identifying a problem in a classroom, collecting and analyzing data on the problem, reflecting on the results of the research, and using the information to solve a teaching problem. Nunan (2001) presents a distinction between action research and other forms of research in which the former is “initiated and carried out by the practitioner” (p. 200); besides, after reflecting on the results of the research the practitioner is able to plan interventions and changes in his/her practice. Through an action research a teacher may notice what he/she and his/her students really do in the classroom, rather than what he/she thinks they do.

The benefits to my professional development are enough justification for the development of this ethnographically based action research in the FL classroom for VYL. Moreover I hope to contribute to the practice of other teachers of English who work with 2 to 3-year-old children by identifying the teacher’s discourse when interacting with the learners.

4. Outline of the Thesis

Following this first introductory chapter, there are four more chapters. In Chapter 2, I present general theoretical perspectives, which supports my investigation, by means of discussing teaching very young learners a foreign language, views of interaction in the foreign language classroom, systemic functional linguistics and pedagogic discourse.

In Chapter 3, I describe the context of the research which includes its participants, and procedures for data collection and data analysis. In Chapter 4, I report the analysis of data and discuss its results, bearing in mind the research questions.

Finally, in the final remarks, in Chapter 5, I discuss the pedagogical implications of the present study and the limitations of the investigation, besides presenting suggestions for further research.

CHAPTER 2

GENERAL THEORETICAL PERSPECTIVES

“Any language use serves simultaneously to construct some aspect of experience, to negotiate relationship and to organize the language successfully so that it realizes a satisfactory message.” (Christie, 2002, p. 11)

2.1. Introduction

In this chapter, firstly, as a researcher of Second Language Teaching (SLT), I found it necessary to describe some of the characteristics of very young learners (VYL), that is 2 to 3-year-old children. Since this research is related to the teaching of English as a foreign language (EFL), I also offer some perspectives on teaching VYL a foreign language, that is – English in this specific study – as well as some views of interactions in the language classroom, such as Sinclair and Coulthard’s (1975), Painter’s (1989) and more recent development, Christie’s (2002).

Secondly I present the essential tools for my analysis: (i) Halliday’s (1985; 1994) systemic-functional linguistics, more specifically through the Mood system, in which language functions interpersonally depending on the register variables field, tenor and mode of the context of situation, and (ii) Bernstein’s (1990) theory about pedagogic discourse, comprehending two registers, namely regulative and instructional. The principles derived from these theoretical perspectives have allowed me to better carry out the investigation in my data.

2.2. Characteristics of VYL

When teaching an FL, an important variable that should be taken into account is the student's age. Different ages require different teaching methods. Spolsky (1989 in Cook 2001) states that children are more open to learning a foreign language in informal situations, which makes it easier to teach through an informal approach. On the contrary, according to Cook (2001) teens may not like techniques which put them in the limelight like role-playing or simulation, and adults may prefer "a conventional formal style of teaching" (p.135). What is more, the language spoken to small children is concerned with the 'here and now' rather than with abstract topics, thus natural FL situations may favor children, that is, learning through concrete visual information like physical objects or pictures. According to Roth (1998) children at the age of 2 to 6 are still in the process of development, thus the necessity of physical exercise.

Moreover, many children who go to school at the age of 2 years old generally are not able to speak their mother tongue properly or clearly, which does not mean they cannot learn a different language. However, according to Roth (1998) it is important to consider some of the "children's main learning characteristics:

- Children are energetic.
- Children are noisy.
- Children are quick – quick to learn and quick to forget!
- Children like to use their sense as well as to speak.
- Children have imagination.
- Children are fun and enthusiastic.
- Children are children." (p.7)

What is more, children are sensitive and fragile. My experience in kindergarten schools has shown me that they are always trying to show they present good behaviour toward their teachers. When 2 to 3-year-old children are familiar with their teacher and

feel comfortable with her¹, they usually want to have physical contact. When they arrive at school, they generally go straight to the teacher, holding onto her leg or just standing close to her waiting for some sign of affection that makes them feel secure. After that, they may go off to play. Their egos are still being shaped and teachers need to help them overcome some barriers in the interaction with other people. According to Yule (1996) “the term affective filter is often used to describe a kind of barrier to acquisition that results from negative feelings or experiences.” (p. 192, bold in original). In other words, if children are uncomfortable, stressed or unmotivated, they may not learn anything.

Last, but not least, very young children have a fairly short attention span. In few minutes, they can get bored and change their attention to different or new things. When children are engaged in interesting activities, for example watching a cartoon show, some of them can spend some more time on this activity. However, if the teacher presents the children something too difficult, useless or boring, due to their short attention span, they may change their focus, get distracted with other stimuli instead of keeping their attention on what is being worked in the classroom (Celce-Murcia, 1991). It is also known that children learn by doing, thus, it is necessary that children listen and speak the language, so that they are able to learn (Moon, 2000).

2.3. Teaching very young learners a foreign language

Teaching very young learners (VYL) is a very pleasant activity for some teachers. Teaching them how to speak an FL seems to be yet more interesting. Researchers, worldwide, carry out research on FL acquisition by YL. However, it seems interesting to hold a study on the way the VYL’s teacher speaks to them in order to favor the FL

¹ Throughout this research the feminine pronoun will be used because teachers of VYLs are generally women.

development². As already mentioned, methods vary according to the student's age. The active needs of very young learners are different from those of young learners, teens and adults, and teachers soon realize the necessity of defining additional areas for development in order to guarantee their students' success in learning. It must also be considered that there are different ways of interacting with children in a classroom, in other words, the way the FL teacher speaks in order to work as a facilitator of interactions in the FL classrooms.

From the first school years the teacher's authority in class is established, and the role of being in charge of what, when and how to teach is the teacher's. Christie (2002) states

the nature of the relationship of teacher and students is quite critical: the teacher is the authoritative figure, and she (it normally is a woman in early childhood education) orchestrates what happens in the classroom, managing both what will be learned, and what constitutes acceptable behavior in its learning. (p.29)

Conversely, teaching English as an FL to very young learners at school is not simply a matter of setting them loose on an excess of authentic language tasks in the classroom. In order to teach children an FL successfully, specific skills and intuitions are required (Brown, 1994). Intonation, gestures, facial expressions and actions all help to tell them what the unknown words and phrases probably mean. These assumptions seem a plausible way to approach the problem of how children start to understand the FL, and feel secure to interact with the teacher. Concerning the fact that very young children are in a process of building their knowledge of the world, the word "real" is an important one to remember, because very young children will learn better if the activities and content have a reality. This does not mean neglecting fantasy: as supported by Roth (1998) children like to use their imagination and enjoy playing with

² "Development is a term used as a substitute for SLA by systemic-functional linguists, which is justified by the fact that 'development', unlike 'acquisition', "... connotes the social nature of language learning"" (Perret, 2000, p. 88, in Praxedes, 2004, p. 247, bold in original).

their images. The teaching/learning process should follow a child's natural development, avoiding using themes or skills that are beyond the reach of the pupil. The themes and activities must be focused on the world and the interests of the child. Besides that, oral and comprehension aspects of language have to be emphasized.

In this thesis, I want to show some ways used by the teacher to make the foreign language understandable by the children in the classroom, since it is an important point for the learning process. In order to make the target language comprehensible, Celce-Murcia (1991) cites Enright (1986), Genesee (1987) and others who summarized the various ways in which teachers adapt their classroom discourse. These ways, namely nonverbal, contextual, paraverbal, discourse adaptations could be explained as follows:

- Nonverbal adaptations are nonverbal resources like gestures, facial expressions, mime and nonverbal illustrations used by the teacher to make her instructional language meaningful;
- Contextual adaptations are visual or auditory aids like pictures, blackboard sketches, real-life objects, 'realia', recorded sounds and speech added by the teacher so that her instructional language becomes comprehensible;
- Paraverbal adaptations are the ways the teacher uses the instructional language by "speaking clearly, slowing down the rate of speech, pausing between major ideas, varying volume and intonation to accentuate meaning" (p. 389), as well as using vocalizations to carry meaning;
- Discourse adaptations are the ways the teacher speaks so that her instructional language may be understood. These adaptations are possible when the teacher *frames* "different topics within specific utterances" (p. 390), or *rephrases*, or *repeats* her utterances. Teachers may adapt their discourse by means of eliciting, questioning, answering or correcting their students.

Such characteristics (or adaptations) of adult speech to young children may be “interpreted as simplifying and clarifying processes which function to facilitate communication” (Painter, 1999a, p. 22). This justifies the FL teachers’ adaptations in their speech in order to make interactions with VYL possible. Also according to Painter (1999a) “the language young children hear is neither fragmented nor impoverished but might actually be well designed to facilitate language learning.” (p.21). “Systematic modifications” in speech, suggested by Snow (1977) and Wells and Robinson (1982, p. 16 in Painter, 1999a) is one of the features of caregiver speech. That is why researchers have been so interested in adult’s (or caregivers’) speech towards children, as well as their interpersonal environment.

Motivation, self-confidence, good self-image and a low level of anxiety are also some of the variables provided by the teacher that may help very young learners to be better prepared for success in a foreign language. “A language-learning situation that encourages success and accomplishment must consequently be more helpful than one that dwells on errors and corrections” (Yule, 1996, p.195). Teachers should be patient and supportive. Moreover, teachers have to motivate students to participate as actively as possible, by means of a positive attitude: having a sense of humor and being cheerful; giving students plenty of opportunities for trying things out; and by promoting the positive interaction among participants. “Selection of words and limitations in vocabulary range, syntactic simplification, repetitions and expressions are typically observed in teachers’ language so as to facilitate learners’ participation in classroom interaction” (Krashen, 1982; Ellis, 1985; Wong-Fillmore, 1985, in Consolo, 1996, p.21). As children will watch the teacher’s facial expressions, they may also react to this, although they have their proper characteristics of language. Painter (1999a) reports that Halliday refers to the exchange of attention between infant and caregiver as being

the

beginning of language. It has no 'content', in the adult sense; but it has meaning. For the child, the meaning is 'we are together, and in communication; there is a "you" – and a "me"'. 'You' and 'me' are, of course, mutually defining; neither can exist without the other. (Halliday, 1991b, p.418-419 in Painter, 1999a, p.38).

Children may use only one word, i.e. *mommy* to mean, "*she's my mommy*" or "*I want mommy*" or "*mommy is coming*". Painter (2000) also points out that

if you maintain a consciousness that the child's language system is not the same as the adult's, you are more likely to be sensitive to both the absences and the presences in the text, a requisite in fact for a functional linguistic analysis of any text. (p. 75).

Painter (2000) refers to absences as the meanings that were not realized by the immature speaker, and that the adult needs to infer based on the situation and through the lights of the possibilities offered to the child in terms of her/his system. Moreover, the presences, which are the lexicogrammatical forms in the text, must be interpreted in terms of "what meaning they appear to instantiate for the child" (p.75).

The differences between the adult and the child's language system can be observed when teaching VYL. Teachers tend to modulate their language by means of language adaptations (already referred to) in order to promote good interaction and thus effective learning. However it is difficult to fine tune a definition of 'effective teaching' due to the limited amount of real evidence we have about how we learn languages and our understanding of which language teaching performance results in successful language learning. Nonetheless, based on my experience in teaching VYL, seeking development in some areas, as follows below, may contribute towards and effective teaching:

- the point of VYL language development and use of appropriate strategies for teaching;
- limits for behavior and creation of realistic aims for VYL;

- the use of time appropriately according to interest, level of development, maturity, and attention span;
- type of encouragement that is meaningful for the VYL.

Yet, the most important issue when teaching children, as it has already been referred to, is that teaching VYL is very different from teaching teens and adults. Teachers have to amend their expectations in terms of their learners' behavior and in terms of what they expect the children to achieve (Delaney, 2000). Teachers must be careful not to expect their children to produce language they are not able to. According to Charrington and Covill (2003) "children demonstrate their understanding and reacting to it, for instance, by pointing at pictures and in various Total Physical Response³ (TPR) activities." (p. vii).

Furthermore, children's social, cognitive and emotional growth and the way they learn language must be taken into consideration. Lo (2000) states that "3-year-old students are still dependent, and they need so much security." At this age they are still developing their mother tongue, so if the teacher speaks only in the FL, it may become uninteresting for the children and frustrating for the teacher, because children will tend to deviate their attention from the teacher to something else that really attracts them. That is why the teacher should switch to the mother tongue. However, it does not mean using the mother tongue most of the time. It is equally important to use English whenever possible, besides teaching useful phrases or sentences, such as: *Come on, Don't shout, Wait a moment, Stay here, Everybody sit down, Speak low, Let's go, Pick up the ball, Close the door*, which may possibly be understood, mainly if they are accompanied by gestures or pictures (Roth, 1998). "When the children can recognize

³ "Total Physical Response (TPR) is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity. (...) Asher claims that speech directed to young children consists primarily of commands, which children respond to physically before they begin to produce verbal responses." (Richards & Rogers, 2000, p.87)

the new language, they progress to production and practice.” (Charrington & Covill, 2001, p.vii). Equally important is the nonverbal language, as children will watch very sensitively the teachers’ facial features, gestures, and touching. This is a natural and easy way to learn, which is achievable due to a systematic progression.

2.4. Views of interactions in the foreign language classrooms

Regarded as an important issue, interaction has been given prominence in the FL classroom, and particularly, in the EFL classroom for VYL. The role played by the teacher who works with these children has an important feature as a facilitator to support the FL learning. “Classrooms, like homes and schools, vary in many factors which collectively have an impact on literacy development.” (Snow et al., 1991, p.35). Moreover, classrooms can be good or not “on the basis of the interaction of the teacher’s style, his or her strengths and weaknesses with the particular children in the class.” (ibid).

Considering that so much of language learning occurs in the classroom, second language acquisition (SLA) researchers have also focused on the role of interaction in the classroom event. One primary concern has been with the role that teacher talk plays in SLA. “Krashen’s (1980, 1989) theoretical work on comprehensible input has perhaps given most attention to this talk. According to Krashen, meaningful teacher talk is central to the process of language learning.” (Hall and Verplaetse, 2000, p.4-5). That is, maybe, a reason for so many works attempting to define or characterize the teacher’s talk, or teacher’s discourse, such as Sinclair and Coulthard (1975), Bernstein (1990), Consolo (1996), Christie (2002) and others.

According to Sinclair and Coulthard (1975 in McCarthy, 1991) there is a model for analyzing spoken language in classroom discourse that involves a description of the

interaction between teacher and pupils. A teacher asking a question is on the level of an act. This particular act is part of the next level, a move. Moves include initiation, response and feedback. Their analysis became a starting point for the description of teacher-pupil talk. “The most common type of classroom interaction is that known as ‘IRF’ – ‘Initiation-Response-Feedback’: the teacher initiates an exchange, usually in the form of a question, one of the students answer, the teacher gives feedback” (Sinclair and Coulthard, 1975, in Ur, 1996, p.227).

It is commonsense among researchers that “studies about interaction, especially interaction in the classroom, can shed some light on the learning process” (Freitas, 2001, p.193 in Fortkamp and Xavier, 2001), thus justifying the importance of carrying out investigations in this context, as well as allowing teachers to have access to them. Research on classroom interaction may contribute to the understanding of the relation between interaction and language learning. Also, Heberle (2001) developed a study with her students of Applied Linguistics, by means of classroom observation, which aimed at “contributing to awareness of the relevance of an educational practice (...), to a discussion of topics which could somehow integrate sociocultural perspectives into EFL teacher education” (Heberle, 2001, p. 93). The study also intended “to make future teachers aware of classroom interaction, how the use of language contributes to the educational process, how the teacher teaches and how students learn”. (Cavalcanti e Moita Lopes, 1991, in Heberle, 2001, p.100).

Lemke (1989, cited in Heberle, 2001) also points out that language, either in the classroom or in social life, may be used for creating situations in which actions take their meanings from the context build. Since schools are important sociocultural contexts, the activities developed in classrooms may be considered fundamental for learning. Teacher/learner interaction is a means through which learning is

accomplished. According to Hall and Walsh (2002) “they [teachers and students] also create mutual understandings of their roles and relationships, and the norms and expectations of their involvement as members in their classrooms.” (p.187). In the classroom teacher and learners negotiate relationships through ways of talking and doing.

Recently, Painter (1999a) developed a study which “is an account of one child’s development and use of language” (p. vi). According to Painter (1989) it was in the 1970s that a great interest in the language spoken to young children started. If there really are special ways to speak to very young children, what are they? In what context do they take place? Painter (1989) points out that in her research conducted about mother tongue learning, language is learned as the child interacts with other people. Researchers found that the language used by mothers to address their infants is by no means clear and well-structured utterances, and that they work very hard at verbal communication with their children. Concerning the foreign language classroom, teachers who work with VYL make use of specific vocabulary to address children, so that they are able to understand what is being talked about, or taught. This goes in accordance to mothers’ example in which this language spoken to them involves adaptations such as “frequent rephrasings and repetitions, clear articulation, arresting intonation patterns, and making the most of any contribution by the child” (Painter, 1989, p.5). Based on my experience working with children, and relating to “the characteristics of caretaker speech” pointed out previously by Painter (1999a, p.21): (i) “frequent rephrasing” and “repetitions” refer to the different adaptations a teacher uses to say the same thing; (ii) “clear articulation” may be related to the pronunciation when the teacher speaks to the child thus facilitating the child’s understanding; (iii) “arresting intonation patterns” concerns the emphasis the teacher gives to the intonation of specific

sentences (interrogatives, exclamations), depending on the context; (iv) and when the teacher counts on “any contribution by the child” she may favor the interaction between the child and her, considering the child’s previous knowledge of the subject. The use of this specific language allows the researcher to explore the communication between the teacher and the children, by describing the function of different elements in order to realize meanings (Butt, et al., 2001).

More recently Christie (2002) analyzes classroom discourse through the lights of the SFL theory. She developed a model of classroom discourse analysis that uses SFL theory seeking to demonstrate both how the pedagogic discourse operates in the years of schooling from kindergarten to secondary school and how the position of the pedagogic subject is constructed in this discourse. Drawing on Bernstein’s work, she states that there are two registers in classroom discourse: one is the regulative register, which is related to the aims of the discourse, and the other is the instructional register, which refers to the particular content that is being taught. Each can be realized in distinctive choices in the grammar. The operation of the regulative register determines the initiation, “pacing, and sequencing of classroom activity, and the instructional register... has to do with the particular ‘content’ being taught and learned.” (Christie, 2002, p.3).

2.5. Systemic-Functional Linguistics

In this thesis, Halliday’s (1985; 1994) systemic-functional linguistics (SFL) will provide the tools for the analysis of the teacher’s discourse in EFL classes for very young learners. This theory was chosen as it sees language in use as functional, and gives sense to the meaning, not to the form alone. Linguists state that the function of language is to make meaning; these meanings are based on the social and cultural context in which the language is inserted; and the use of language is a process in which we make

meanings through choices. Moreover, Butt et al (2001) define SFL as a way to describe “lexical and grammatical choices from the systems of wording” (p. 7) so that meaning can be constructed. Bloor and Bloor (1995) state “many people equate the term *function* with situational use” (p. 8), meaning that each individual utterance has a specific context in which it is used. People have different linguistic options to be used in order to communicate. Commonly we are not aware of these different choices made according to our specific purposes of communication (Thompson, 1996). We do not stop to think what verb tense we are going to use to express meanings. For instance, we use the past because this form is used for completed actions that took place in the past. Another example can be seen when teachers are speaking to naughty children, and when they are talking to the head teacher or the shop assistant; there are different ways to address each of these people, in different circumstances.

Teachers of very young learners need to use some specific vocabulary to address children, so that they are able to understand what is being talked about, or taught. According to Bloor and Bloor (1995) “teachers who fail to adapt their speech to different situations and talk to everyone as though they were naughty children will become, at best, objects of humour, and at worst, targets of serious resentment.” (p. 3). Thus, depending on the situation to which the individual is exposed to, a specific language to express meanings is required. Moreover, the situation will affect the choice of words and grammar. Even so, most of the linguistic choices made are unconscious.

The number of situations to which very young children are exposed to use language is relatively limited; generally, their home and school environment. As they grow older, the range of situations where they may use language expands. “Most of this language use is acquired without conscious attention” (Bloor and Bloor, 1995, p. 3), but

some other situations will demand such complex language, which will be acquired as time passes.

In order to better understand “how language is structured to enable us to make meanings with each other” (Eggins, 2000, p.130), it is important to study and analyze spontaneous interactions in ordinary conversations, “study the relations between language and the context in which it is used” (McCarthy, 1991). For Halliday (1978, 1994) and Fairclough (1992a; 1995) “there has been an understanding of the link between language use and its social context, in the process of creating meaning, of representing and building human experience” (Heberle 2001, p.97).

In addition, systemic-functional linguistics (SFL) helps to explain the concepts of casual or pragmatic conversations. The former concerns conversations which take place in a very informal environment among two or more people who talk for an unlimited time, using informal language, changing subjects whenever they want. On the other hand, pragmatic conversations take place in a specific environment, in this case, the classroom, which has limited time with a beginning, and an end. In the present study, the interactions in the classroom can be seen as pragmatic conversation, since they take place during the 25-minute FL classes, and each class consists of 3 parts, that is, reviewing previous content, introducing new content and oral practice of the new content. It also has a specific topic to be talked about, for instance, the vocabulary and structures to be worked on during the classes. However, there are moments during the mentioned 25 minutes in class when the children interrupt the class to draw the teacher’s attention to the context of their private lives. At this moment, the pragmatic conversation becomes a casual one when the casual interaction occurs.

As mentioned before, the purpose of communication is to interact with other people: that is “to establish and maintain appropriate links with them” (Thompson,

1996, p. 38). From the perspective of discourse analysis, “talking is about managing the turn-taking machinery which drives interaction” (Sacks et al., 1974 *in* Eggins 2000, p.130). In this sense, Halliday (1994, *in* Bloor and Bloor, 1995) states

the relationship between the forms of utterances and the types of meaning they can express is a complex one which is based on the principle that what speakers say makes sense in the context in which they are saying it (p. 9).

Since we take turns in any interaction, we negotiate meanings. These meanings concern the functional components of semantics, which are also called ‘metafunctions’ (in systemic theory). According to Halliday (1994, p. 179) the functional components of meaning, or the metafunctions, are (i) IDEATIONAL, which uses language to represent experience (clause as representation), (ii) INTERPERSONAL, which uses language to put interaction into a code, “to show how defensible we find our propositions, to encode ideas about obligation and inclination and to express our attitudes” (Butt, et al., 2001, p.5) (clauses as exchange) and (iii) TEXTUAL, which uses language to systematize our meanings into a coherent and linear whole (clause as message). When researching everyday talk, Eggins (2000) recognizes “that talking is a semantic activity, a process of making meanings” (p.130). She points out that the metafunctions set by Halliday (1994) equate functions with meanings about our opinion concerning what has been happening in the world, that is the ideational meanings, our feelings and our feelings in relation to the people we interact with, that is interpersonal meanings. Thus, as it has been already mentioned, SFL is useful to describe, interpret and make meanings of the teacher’s discourse in the EFL classes for very young learners.

According to Heberle (1997) Halliday’s systemic functional grammar is so called because it is concerned with “networks of choice” (systemic) and with “what language is doing in the social activity taking place” (functional). Since language in use is functional, speakers and writers use language in a specific context or situation, which is

also called by functional linguistics as “context of situation” (Butt, et al., 2001).

According to Butt, et al. (2001) context of situation is

a useful term to cover the things going on in the world outside the text that make the text what it is. These are the extralinguistic features of a text which are given substance in the words and grammatical patterns that speakers and writers use consciously or subconsciously to construct texts of different varieties, and that their audience uses to classify and interpret. (p.4)

This context of situation consists of three categories called “field”, “tenor” and “mode of discourse”. Generalizing, *field* is what is being talked about; *tenor* refers to the people involved in the communication and the relationship between them; and *mode of discourse* is the kind of language that is functioning in the interaction, the channel of communication, whether written or spoken. It is also important to emphasize that the three components of the context of situation reflect the three metafunctions, that is “the FIELD mainly determines the ideational (experiential) meanings that are expressed; the TENOR mainly determines the interpersonal meanings; and the MODE mainly determines the textual meanings.” (Thompson, 1996, p.36)

In this study, the field consists of the teaching of the foreign language in the beginning of the school year; the tenor consists of the relationship between a teacher and her 2 to 3-year-old learners; and the mode consists mainly of the oral lessons taught during the first eight classes.

Using systemic functional grammar, we can also describe lexical and grammatical choices from the system of wording so that we are aware of the way language is used to express meaning. Butt, et al (2001) refer to “system of meanings as SEMANTICS and system of wordings as LEXICOGRAMMAR, which simply means words and the way they are arranged.” (p.6). Thus, the components of context of situation are related to semantics, which are realized through the corresponding lexicogrammatical systems of Transitivity, Mood and Theme.

In the figure below, it is possible to visualize how this entire chain of the linguistic system works.

CONTEXT OF SITUATION	SEMANTICS	LEXICOGRAMMAR
<p>FEATURE OF THE CONTEXT (Semiotic structures of situation)</p>	<p>LANGUAGE FUNCTION (Functional component of semantics)</p>	<p>CLAUSE (Lexicogrammatical choices)</p>
<p><i>FIELD OF DISCOURSE</i> <i>The ongoing social activity</i></p>	<p><i>IDEATIONAL MEANINGS</i> <i>Ideational content</i></p>	<p><i>TRANSITIVITY STRUCTURES</i> <i>Clause as representation</i></p>
<p><i>TENOR OF DISCOURSE</i> <i>The role relationships involved</i></p>	<p><i>INTERPERSONAL MEANINGS</i> <i>Personal interaction</i></p>	<p><i>MOOD STRUCTURES</i> <i>Clause as exchange</i></p>
<p><i>MODE OF DISCOURSE</i> <i>Symbolic or rhetorical channel</i></p>	<p><i>TEXTUAL MEANINGS</i> <i>Textual structure</i></p>	<p><i>THEME STRUCTURES</i> <i>Clause as message</i></p>

Figure 2.5.: Context of situation, semantics and lexicogrammar (from Halliday & Hassan, 1989; Halliday, 1973; Ventola, 1988; apud Heberle, 1997, p. 12)

According to Bloor and Bloor (1995), in functional grammar the clause in a sentence is the basic unit to express meaning, that is, “at this rank we begin to talk about how things exist, how things happen and how people feel in the world around us.” (p.7). One or more morphemes constitute a word; one or more words constitute a group; with words and group, we have a clause, which finally constitutes a sentence. Thus, each clause may express meaning. Halliday (1994) points out that (i) a clause has meaning as a representation of the world; (ii) has meaning as an exchange, the interaction between the speaker and the listener; (iii) and has meaning as a message, the amount of information in the message.

Clauses as representation may be analyzed through the TRANSITIVITY grammatical system (or structure), which is made up of process, participants and circumstances. The MOOD system is “the grammatical resource for realizing an interactive move in dialogue.” (Martin et. al, 1997, p.57, in Reichmann, 2001, p.59),

and through this system the analysis of clauses as exchange is possible. Finally, clauses as message may be analyzed through the THEME system, which as Halliday (1994) explains, “is the element that serves as the point of departure of the message.” (p.37). The clause concerns the Theme, and the Rheme. The latter is the remainder part where the Theme is developed.

According to Painter (1999a), meaning may be achieved through the MOOD system with options of declarative, interrogative and imperative choices. Painter (1999a) argues that cognitive development is essentially a linguistic process. Based on a case study, presented by Painter (1999a), of one child's use of language in the pre-school years, using the systemic functional theory, it is possible to describe and interpret the linguistic and cognitive developments during this period.

2.5.1. Mood: the clause as exchange

In this study, the communication takes place between the teacher and her 2 to 3-year-old students during the FL classroom. Her discourse in class may facilitate or not the interactions in the context of EFL classes for very young learners. The language used by the teacher has an important role so that she is able to communicate and teach children an FL. Thus the use of the mother tongue may help children understand what the teacher wants to communicate. However, it is also important for children to be exposed to comprehensible input in the FL as they are supposed to learn the new language. Considering that children may learn anything when they relate it to what they already know, this justifies the necessity of using the mother tongue, and teachers have to endeavor to know when to use the mother tongue or the FL language, which is not an easy task.

According to Bloor and Bloor (1995), language teaching is an area where the application of functional linguistics can help the language teacher to understand the

pupils' "developmental needs by seeing how effective communication works in the FL." (p.229). For that reason, the analysis of the teacher's discourse may shed some light on the way the teacher in the present study interacts with her little students. When studying the meaning of clauses, in accordance with Halliday (1994) we have three options: analyzing it as a message, as an exchange and as a representation. For my purpose, since semantically speaking this study concerns the interpersonal meanings, I analyze clauses as exchange. Here the lexicogrammar system is that of MOOD.

As I have previously mentioned, the Mood system is based on the analysis of clause as exchange to explain personal interactions through the use of interpersonal meanings. Martin, Matthiessen and Painter (1997) point that this system of choice is "the grammatical resource for realizing an interactive move in dialogue." (p.57). If we consider that in any interaction, a speaker (or writer) and a listener (or reader) are necessary, thus we conclude that the speaker seeks for information and the listener provides the required information. Halliday (1994) states, "a speaker takes the role of a seeker of information and requires the listener to take the role of supplier of the information demanded." (p.68). In the act of speaking, the role the speaker (in this study, the teacher) takes up, is of (i) giving and/or (ii) demanding something. That is, when speaking, the speaker hopes to receive an answer or response and/or comment about this 'something' from the listener. Hence, Reichmann (2001) quoting Halliday (1994) points out that "the nature of the commodity being exchanged through speech roles" (p.60) may be either (a) information or (b) goods-&-services. Examples of the referred speech roles and commodities exchanged can be seen on the table below:

Commodity exchange Role in exchange	(a) goods-&-services	(b) information
(i) giving	'offer' "would you like this teapot?"	'statement' "he's giving her the teapot"
(ii) demanding	'command' "give me that teapot!"	'question' "what is he giving her?"

Table 2.5.1: *Giving or demanding, goods-&-services or information (Halliday, 1994, p.69)*

As can be seen, we may demand and give information as well as demand and give goods-and-services. Grammatically speaking, these speech roles make use of 4 basic speech functions of: offer, command, statement and question. These functions in turn have to do with a (desired) response, such as: accepting or rejecting an offer; understanding or refusing a command; acknowledging or contradicting a statement; answering or disclaiming a question.

At this point, it is important to highlight what Halliday (1994) states concerning a child's use of language as the means of exchange:

In the life history of an individual child, the exchange of goods-&-services, with language as the means, comes much earlier than the exchange of information: infants typically begin to use linguistic symbols to make commands and offers at about the age of nine months, whereas it may be as much as nine months to a year after that before they really learn to make statements and questions, going through various intermediate steps along the way. (p.70)

Halliday (1994) also says that it is simple to understand why children learn how to mean by offering and requesting before telling and asking. "Exchanging information is more difficult than exchanging goods-&-services." (Halliday, 1994, p.70). Information demands a verbal role, while for goods-&-services a speaker may ask the listener only to listen or do something, not exactly verbally. *Goods-&-services* are obvious: children may use the language as the means of getting exactly what they want, which is not something linguistic, whereas *information* does not exist without the form of language. In statements and questions, what is being exchanged is the language itself. Hence, the

ability children have in learning vocabulary in the FL classroom, because it does not require them to express verbal meanings, but associate words with things, making meanings easier.

2.5.1.1. Structure of the Mood

When analyzing the interpersonal function of a clause, it is necessary to examine the Mood. This component of a clause as exchange consists of two constituents: the Subject and the Finite. In order to be clearer about these two constituents, I would like to refer to Thompson (1996), when he states “the Subject is a familiar term from traditional grammar, although it should be remembered that here it is being reinterpreted in functional terms.” (p.41). The Subject is an element that goes with the main verb in person and number, that is, the part of the nominal group. The Finite constituent is the first functional part of the verbal group. According to Thompson (1996), the Finite is “most easily recognized in yes-no questions, since it is the auxiliary which comes in front of the Subject” (p.41). It also occurs when the verb is used in the perfect or future tenses in declaratives. For the sake of this research, it is important to explain that concerning the Portuguese language, the Finite fused with the lexical verb, so we do not count on an explicit constituent of Finite. As Thompson (1996) states, “despite the absence of an overt marker of the Finite (...) it is useful to see them as consisting of two functional elements, the lexical verb itself and the Finite” (p.42).

2.5.1.2. Modality

Since the Finite constitutes a component of the Mood, it involves a proposition, referring to the primary tense, which means the time of speaking (present, past or future), or to MODALITY, which circumscribes “the speaker’s judgment of the

probabilities, or the obligations, involved in what he is saying.” (Halliday, 1994, p.75).

Through MODALITY speakers may indicate the strength of their opinion.

In order to better understand the function of modality, we need to analyze what is being exchanged: information or goods-&-services. When the speaker is demanding or giving information, modality determines the probability or usuality of the information. If, on the other hand, the speaker is exchanging goods-&-services, modality concerns the obligation and readiness of demanding or offering goods-&-services. Thompson (1996) clarifies the distinction between these two basic types of modality as modalization concerning scales of probability and usuality, and modulation concerning scales of obligation and readiness (inclination / ability). The following table shows the different types and categories:

Kind of modality	Finite: modal	mood Adjunct
(modalization) probability	may, might, can, could; will, would; should; must	probably, possibly, certainly, perhaps, maybe
usuality	may, might, can, could; will, would; should; must	usuality, sometimes, ever, always, never, seldom, rarely
(modulation) obligation	may, might, can, could; should; must	definitely, absolutely, at all costs, possibly, by all means
readiness: inclination / ability	may, might, can, could; will, would; must; shall; can, could	willingly, readily, gladly, certainly, easily

Table 2.5.1.2: Kinds of modality (Martin et al, 1997, p.64)

As it can be seen in the table above, modality can be expressed in a number of ways, that is, modality is included as a function in Mood through modal operators. Modal operators express “the speaker’s attitude at the time of speaking” (Thompson, 1999, p.58). Moreover, mood adjuncts in Mood also represent modality expressing usuality more commonly. Degrees of probability, obligation and readiness are commonly signalled by a combination of modal operator and a mood adjunct.

Moreover, since modality refers to the intermediate degrees of polarity, this implies on the speech function of the clause, that is, propositions or proposals. On the

one hand, if the clause is a proposition, it takes on a form to be used to exchange information; on the other hand, if it is a proposal, it takes on a form to exchange goods-&-services (Halliday, 1994). Propositions are realized as indicative type of clause, and proposals are realized as imperative type of clause. The following figure shows “the relation of modality to polarity and mood” (Haliday, 1994, p.357):

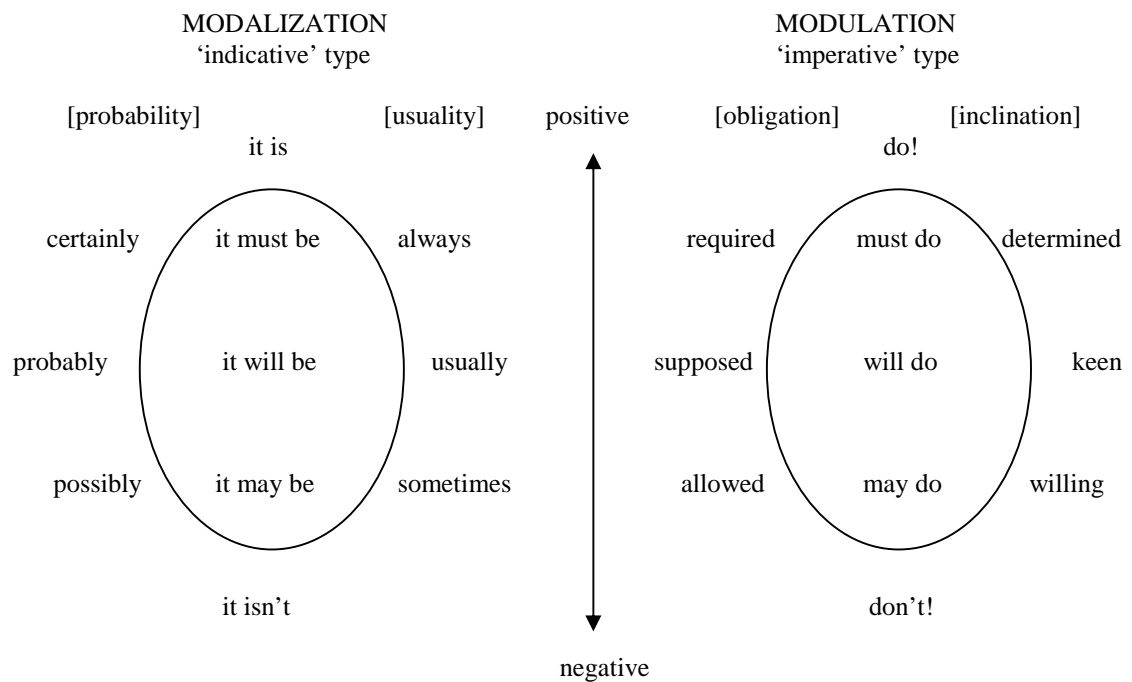


Fig.2.5.1.2: Diagram showing relation of modality to polarity and mood” (Haliday, 1994, p.357)

As can be seen in the figure above Modalization can occur through an indicative clause, thus realizing a proposition; and Modulation can occur through an imperative type clause, hence realizing a proposal. Taking this into consideration, an imperative *sit down!* when modulate, becomes *you must sit down!*; and an indicative *I think I'm sick.*, when modalized, becomes *I may be sick.*

To conclude, Halliday’s systemic functional grammar is crucial for the analysis of classroom discourse. In the Mood system (or structures) in which clauses represent exchanges, interpersonal meanings (or personal interaction) may be realized by means

of analyzing the role relationships involved, that is the tenor of discourse. In order to carry out the referred analysis, mood and modality will be taken into consideration.

2.6. Pedagogic Discourse – Bernstein (1990)

In his last publication, Bernstein (1996a, in Santos 2003) emphasizes the importance of education for the building of a democratic society. As a sociologist, he states that education is responsible for the production and reproduction of social injustice, and thus, the necessity of examining the teaching-learning process in the teaching system. His experience as a teacher in London, in the 50s, led him to a profound concern for the working-class students' school failure. He wanted to explain why middle-class students were more successful in schools than working-class students. As a consequence, these concerns caused him to focus on aspects of language use (Davies, 2003).

For Bernstein there are two kinds of language in use: the 'public' and the 'formal' language. He argued that public language was used by working-class people, while middle-class people tended to use both public and formal language. According to Santos (2003), on the one hand, 'public' language, among other features, presents short clauses, simple grammar, elliptical sentences, the use of conjunctions, limited use of adjectives and adverbs, statements with implicit questions, that is, a language with implicit meaning⁴ (my translation). On the other hand, "'formal' language, involves among other things, uses of language which encouraged individual responses and expression of feelings, as well as elaboration of explanations" (Christie, 1999b, p.3). As Bernstein concluded, since schooling performs formal language, middle-class children tended to have better performance in school than working-class children. (Christie, 1999b).

⁴ "Por um lado, a linguagem pública, dentre outras características, apresenta frases curtas, gramática simples, sentenças inacabada, uso de conjunções, uso limitado de adjetivos e advérbios, afirmações formuladas com questões implícitas, enfim, é uma linguagem de significados implícitos." (Santos, 2003)

Bernstein was pursuing his research on the differences between the working-class and middle-class children's language, and the notions of different uses of language led to the identification of two kinds of codes. "A code was a 'regulative principle which controlled the form of the linguistic realization' of speakers in different socializing contexts" (Bernstein, 1971, p.15 in Christie, 1999b, p. 3). Having formulated the theory of the two codes, which Bernstein called restricted and elaborated codes, based on the notions of different language uses, he provided a "conceptual language which could generate a range of modalities of pedagogic communication" (Christie, 1999b, p.5). From these two codes, Bernstein moved on to the question of cultural transmission, in order to clarify his concerns with educational failure. We may understand that the account of discourse is extended to a cultural aspect with relation between discourses of social order and discourses of educational order, or as Bernstein termed the latter 'educational knowledge' (Painter, 1999b).

Bernstein's concepts of social order, (namely regulative discourse), and discursive order (namely instructional discourse), are important to be pointed out. According to Halliday (1978, in Short et al, 2000), "Bernstein postulates that education is a major conduit of cultural transmission in any society and that pedagogic discourse is the carrier of ideological messages for external power relations" (p. 4). For Bernstein, pedagogic discourse is a principle of appropriating other discourses in order to function according to its necessity. In this process of appropriation, termed by the sociolinguist as *recontextualizing*, the pedagogic discourse embeds and relates two other discourses: (i) the instructional discourse, "which creates skills and their relationships" (Christie, 1999c, p.159) that is, related to what is taught at school, and (ii) the regulative discourse, or "the moral discourse, which creates order, relations and identity" (ibid), that is, related to pedagogic principles.

Also according to Christie (2002) “schooling constitutes one of the most important agencies of symbolic control in the modern world.” (p. 162). Bernstein’s work provides a means of translating principles of power and control into principles of communication and through an account of social positioning within pedagogic discourse theorises the distribution of forms of pedagogic consciousness. Thus, from the perspective of Bernstein’s pedagogic discourse, teacher’s talk (or discourse) may be analyzed taking into account the regulative and the instructional registers.

2.7. Concluding remarks

As referred to in this chapter, the way to teach children is very peculiar, different from teaching teens or adults. This can also be applied to very young learners. Teachers who teach a foreign language to VYL should be aware of childhood education. As Painter (2000) explains, very young children have a particular way of expressing meanings through the language system that is different from the adult’s; consequently, it is the adult’s role to infer the meaning the child wants to give, based on the situation.

Taking into consideration that most of what children learn in terms of FL language occurs in the school context, it is relevant to account for the role a teacher has when promoting a good environment for this learning. In this study I am concerned about the teacher’s role as a facilitator of interactions in the FL classroom. The referred interactions, based on the teacher’s discourse, contribute to the FL learning process. Studies developed by Bernstein (1990), Celce-Murcia (1991), Yule (1996), Consolo (1996), Painter (2000), Christie (2002) and others helped to support this investigation.

Therefore, in order to analyze the verbal and non-verbal interactions between the FL teacher and her very young learners, systemic-functional linguistics (more specifically the system of Mood through the interpersonal component of meanings,

mood and modality), is used as the main tool to identify the answers for the questions proposed in the first chapter, that is: the way children address the teacher; the use of the mother tongue; Mood and modality choices; and pedagogic discourse.

According to SFL, language is used for making meanings and these meanings concern functional components, named by Halliday (1994) as Ideational, Interpersonal and Textual. Through the Interpersonal component, also called metafunction, it is possible to see how language is used to put interaction into a code, bearing in mind the context of situation. Based on the three components of the context of situation: field, tenor and mode, we see the interaction taking place, in which *field* determines the meanings being expressed; *tenor* determines the participants's role in relation to each other; and *mode* determines the channel used by the participants. In order to analyze the Interpersonal metafunction, it is necessary to take into account the Mood choices made by the speaker, which can be imperatives, declaratives or interrogatives. Within these kinds of clauses, the teacher may modalize or modulate her discourse. These categories of modality imply the speaker's judgment in terms of modal operators and probabilities or obligations of what is being said (Halliday, 1994).

Moreover, Bernstein's theory states that in the schooling context, teachers use pedagogic discourse, which consists of two different kinds of registers: the regulative and the instructional one. The regulative discourse is concerned with order, relations and identity, that is the discourse used by the teacher related to pedagogic principles or what is done in the classroom; and the instructional discourse concerns the skills and relationships, related to what is taught in class.

In this chapter I have pointed out the relevant theoretical perspectives to give support to this ethnographically-based research. The next chapter is dedicated to the description of the participants as well as the method used to collect and analyze the data.

CHAPTER 3

RESEARCH METHOD

3.1. Introduction

Among different kinds of classroom research methods, I chose action research to carry out this study. It was chosen due to the fact that action research is designed and conducted by researchers, also practitioners who want to analyze collected data in order to investigate what is going on in their own practice and bring about changes (Souza, 2003). As previously mentioned, it is an ethnographically-based study, since I collected data directly in the classroom where I teach, and from video tapes and field notes provided by both an observer and myself. I feel it is particularly important because the results of this investigation helped me to understand and improve my own practice in class.

Based on the theoretical perspectives referred to in the previous chapter, in this chapter I describe the method used to collect the data for the present study in order to answer the following research questions:

1. How do children address the teacher? Does this change in a period of eight weeks? In what way does it happen?
2. In what context does the teacher use the mother tongue to interact with her students?
3. What are the Mood and modality choices used by the teacher (declaratives, interrogatives and imperatives), and what do these choices mean in this specific context?

4. What are the evidences of regulative and instructional registers and how do children interact in relation to the register?

This chapter is subdivided into five sections. First, I present the context of this investigation. Second, I introduce the participants of the study and the location where this study was carried out. Third, I present the collected data. Finally, I describe the procedure followed to collect and analyze the data.

3.2. Research context

Nowadays, the number of kindergarten schools that offer classes of English in their curriculum has been growing steadily. The kindergarten teacher has been seen as a professional who may have the knowledge, skills, flexibility and sensitivities of a teacher of both children and of language, and one who is able to balance and combine both successfully. In this way, as has been pointed out, I feel it is relevant to do research on the way the FL teacher works in order to facilitate interactions with very young learners.

Data for this study were collected in a private kindergarten school in Paraná. This school was chosen due to the fact that it is the place where this researcher (myself) has been teaching English as an FL to 3-year-old children for two years. This school has been offering classes of English as an FL for 13 years to 4-6 year-old children, and for only 2 years to 2-3 year-old children with the aim of providing opportunities of contact with a different language. The main purpose of this school is, when offering English as an FL, to arouse children's interest so that they may learn some vocabulary in English, from their second year at school onwards. This is a preparation for the subsequent year in which they start learning structures in English. Therefore the teacher introduces the language step by step, that is, in the first schooling semester she speaks more Portuguese (L1) than English (FL), and in the second semester she changes, trying to

speak the FL more frequently than the L1.

In the sequence I present the spatial arrangements of the group class during the English classes:

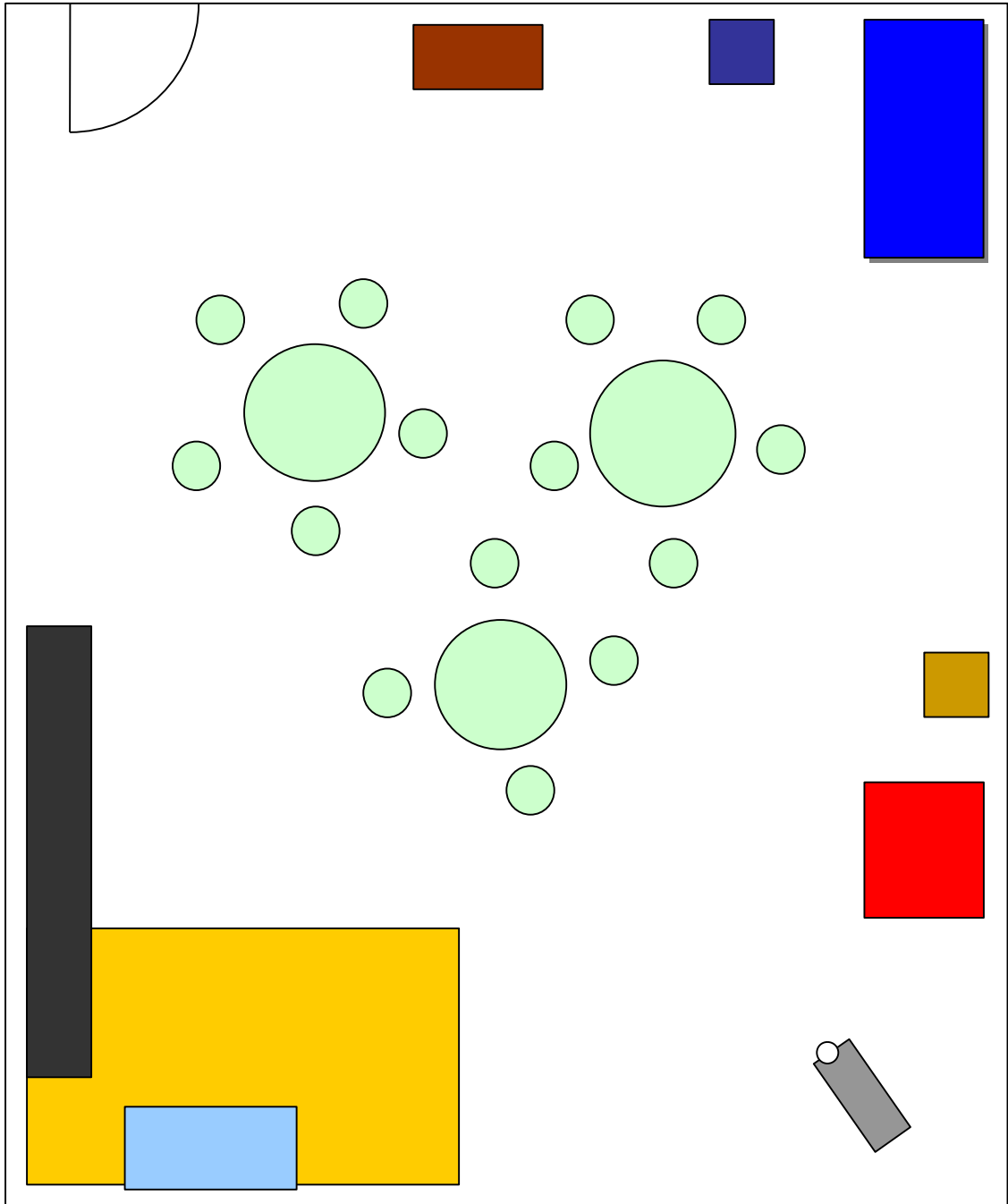












Figure 3.1. Classroom arrangements

	Camera		Tables and chairs		Chair for the observer
	Costumes Box		Bookcase		Bookshelf
	Rug		Desk for the cd player		Chair for the teacher
	Toy Shelf				

I should note this classroom is a large one considering the number of students who spend the afternoon in it. The walls are decorated with wall charts relevant to themes being pursued in lessons. The toy shelf and the costumes box are provided by the school and children may play with them in specific times during the afternoon. Three small round tables and fourteen small chairs where children do their written activities are in the central area of the classroom. In one of the corners of the room there is the rug on which children and the teacher sit when it is time for story telling and for the time the children take a nap (usually 30-40 minutes a day). There is also a shelf on the wall, where the teacher puts some blankets, pillows and the story books. On another corner of the room, there is a bookcase (always closed, not allowing children's access) where the teacher keeps all the material she uses for teaching. The camera was strategically placed on one of the two back corners, so that it could capture the area where the FL lessons occur. The FL teacher uses mainly the central area of the classroom and the area behind the door for moving activities. Since there is only one outlet in the room, and it is beside the door, a desk was placed in front of the chalkboard beside the door, so that the FL teacher could use the CD player for songs, repetitions and listening activities. As I referred to in the beginning of the paragraph, since the classroom is large for this group, it is possible to work different activities in the FL classes, mainly those ones which require TPR. The classroom space favors activities in which children are allowed to run and jump, make noise and play with the puppets in guided activities.

3.3. The participants

The teacher

Cristina (myself), graduated in 'Letras', enrolled at the Master of Arts (M.A.) program in English at the Federal University of Santa Catarina (UFSC). I have taught EFL since 1984, and started teaching at this school in 1999. Two years ago I started teaching EFL to very young learners, hence, the interest in understanding the process of interaction since the first class.

The children

They are a group of fifteen 2 to 3-year-old non-English-speaking children, students attending the second year at this school, at "Maternal 2": a specific level for this age. Out of the fifteen children, two of them are going to school for the first time. The others had already been to school in the 2003 school year. In this group there are seven girls and eight boys, and they can be characterized, as Roth (1998) says, as an energetic group. They move a lot, they like listening to the CD and repeating the structures or vocabularies, watching a video tape in which they may interact with, singing and dancing. Although they behave enthusiastically, when there is an activity in which they must be sat coloring, making a collage or cutting paper, they are able to follow the activity calmly, since it does not take more than 5 to 8 minutes. One of the children, Leonardo, called special attention due to the fact that he did not talk with the FL teacher, but to the puppets. He interacted with both the puppets when the teacher used them to talk to the children, however, if the teacher tried to speak to him, he refused that. At this point, it is relevant to inform that one of the children took part in the second class only, and another one, after four classes, stopped coming to school. Therefore, the remaining group was made up of 12 children. It is also important to point out that in none of the classes was the whole group present. Sometimes, some learners were

missing: as they are quite young, these children are still adapting to the school routine, and some of them wanted to sleep at the time of class, or were crying for their mom, or even did not want to participate in the class. The reason for sleeping during the class is attributed, by their teacher, to the fact that the FL classes are from 2:10 to 2:35. According to their teacher, she was informed in the previous parents' meeting that some children were used to sleeping after lunch, hence their wish to sleep in this period.

The observer

Carolina, an undergraduate student of the fourth year of *Letras* degree at Universidade do Centro Oeste, has been teaching EFL in private courses for five years. She held a PET/CAPES grant for two years (from 2002 to 2003), and she has a particular interest in studies about teaching very young learners. When asked to be the observer of my classes, having discourse analysis (DA) in mind, she kindly accepted it. We had three previous meetings to discuss my research questions and to start her reading about DA, in order to understand the aim of my project and help me answer the research questions. During the period of class observations, she became particularly interested in carrying out a research on teaching young learners for the final monograph she has to present at the conclusion of her degree in Languages – Portuguese and English (the latter one as a foreign language).

Moreover, during the two months of data collection we had four meetings to exchange ideas and impressions and to talk about the development of the observations related to the research questions. It is important to inform that she is not involved in the context of the class. Her role was that of a research assistant to contribute to the analysis of the classes and to the discussions ensuing.

Note that, in order to keep the ethics of this study, I have changed all the

participants' names.

3.4. Data

Since this study is an ethnographically-based research through data collection, eight classes were video-recorded during a two-month period. Each class lasted twenty-five minutes, and they were taught every Monday, from 2:10 p.m. to 2:35 p.m., between March 1 and April 19, 2004. Due to some technical problems, out of the eight, two of the classes – on March 19th and April 12th – were not video-recorded.

3.5. Procedures for collecting and analyzing data

Before carrying out the research itself, I first contacted the principal and the coordinator of the school where I work, so that I could explain my project, and get their permission to carry out the present research. Secondly, I talked to the teacher who is in full charge of the group to whom I teach the FL. My intention was to make her familiar with procedures to be followed in the investigation. Thirdly, I explained the purpose of my study to the children's parents by means of an official letter in which they were asked for permission to video-record their children. Having had positive response from parents, a video camera was installed in one of the corners of the classroom, and the classes started to be video-recorded. Meanwhile, I scheduled a time to meet Carolina, to explain the academic purpose of my investigation, as well as to discuss the theoretical framework of the research that would enable her to observe the classes bearing my research questions in mind.

With the purpose of validating the analyses, Flick (2002) suggests the triangulation of data. "This keyword (triangulation) is used to name the combination of different methods, study groups, local and temporal settings, and different theoretical

perspectives in dealing with a phenomenon” (Flick, 2002, p.226). In this way, the teacher (myself) transcribed the classes from the videotapes and analyzed them through the lights of Halliday’s systemic-functional linguistics. The analysis was possible by means of the MOOD system, which, as has been pointed out, is a grammatical resource to express interpersonal meanings in SFL. Another source of data was the use of field notes, which is, in qualitative research, a very important tool or medium for documentation. As Flick (2002) explains, “the production of reality in texts starts with the taking of field notes” (p.169). Following this, I made use of the notes after each of the eight classes, so as to document as much as possible what I felt, saw and experienced.

According to Denzin (1989b, in Flick, 2002), one of the types of triangulation is the investigator triangulation, which refers to the use of different observers or interviewers to minimize bias, through the comparison of the researcher’s notes for the results. Therefore, having the research questions in mind, Carolina noted down her impressions of what happened during each of the eight classes.

Classes started on 1 March 2004 and the proposed procedure was developed. Having all the classes’ data collected, up to April 19th, the teacher-researcher transcribed the classes into regular orthographic script, following SFL-based studies on spoken language. The transcribed classes were segmented into clauses categorized according to the Mood system proposed by Halliday (1994), within his multi-functional theoretical approach to the clause as exchange. The data were then analyzed quantitatively by means of counting the ranking clauses in the first and in the last classes. Due to time constraints and since the objectives of this research are related to the promotion of interaction between the teacher and kindergartners during a period of eight classes, making up two months, only the first and the last classes were analyzed.

Thus, the analysis was carried out on the interactions between the FL teacher and her students.

In this chapter I have provided descriptions of the participants and of the data collected in this investigation, as well as of the procedures for collecting and analyzing data. In the next chapter I will report on and discuss the results of the analysis carried out in this study to answer the questions established in the beginning of this chapter.

CHAPTER 4

DATA ANALYSIS

The context plays a part in determining what we say; and what we say plays a part in determining the context. (Halliday, 1978, p.3 in Heberle, 1997, p.11)

4. 1. Introduction

As stated in the first chapter, the aim of this research is to investigate a teacher's⁵ (myself) discourse as a facilitator of interactions in EFL classes for very young learners. As a specific objective I analyze the teacher's talk in terms of Mood and modality (Halliday, 1994), and the context in which she uses the mother tongue to interact with the children. Moreover, since it conveys classroom discourse analysis, I also analyze the teacher's discourse in terms of regulative and instructional registers – Bernstein's theory of the two registers. In this chapter I will focus on the research questions presented in previous chapters, answering them through the lights of SFL (Halliday, 1994). For each of the following subtitles I set my research questions with the purpose of answering each of them.

4.2. Addressing the teacher - How do children address the teacher? Does this change in a period of eight weeks? In what way does it happen?

Since the first class, the children were informed they would have English classes. According to their regular teacher, they did not understand exactly what it meant,

⁵ In this chapter I will refer to the FL teacher (myself) in the third person, in order to make the researcher keep distance from the teacher.

although she brought the matter up many times, in order to acquaint the children with the daily routine of the different activities proposed by the school, corroborating Christie's (2002) view that "children learn about ways the school day is broken into activities, lasting for regular periods of time (...)" (p.29) as organization of time and space are established for the purpose of schooling. When Cristina (the EFL teacher) arrived in the classroom for the first class, she asked for permission to enter the classroom and asked if they knew she was coming.

(Class One)

- | | | |
|-----|---------|---|
| 001 | Teacher | <i>Hello!... posso entrar? ... Hello! A tia Elena falou para vocês que eu vinha aqui na sala?</i> |
| 002 | Iris | <i>Ahã.</i> |
| 003 | Teacher | <i>Falou?</i> |
| 004 | Iris | <i>Falou que vinha aqui.</i> |
| 005 | Teacher | <i>Falou que eu vinha aqui? É?...</i> |

As can be seen, only one of the children, Iris, answered, while the others kept on staring at the teacher or just nodded in assent.

Cristina started the class and about five minutes after the beginning, while introducing one of the puppets (Tommy the toucan), Melissa, a very young learner, asked the assistant teacher, Ana, if she could say hello to the puppet. I see this attitude as a kind of non-verbal interaction on the part of the child. In spite of the fact she didn't talk directly to the FL teacher, maybe a little insecure, since it was the first contact, she was trying to interact with the teacher.

(Class One)

- | | | |
|-----|-----|---|
| 098 | Ana | <i>A Melissa quer dizer hello, tia...</i> |
|-----|-----|---|

Later on, when Cristina was taking the ostrich puppet to the tables to greet each child saying hello, Iris, the most communicative child in class, asked the FL teacher to come to her:

(Class One)

- 103 Teacher *(...) Vamos lá... Olha lá a Melissa. Melissa, olha a Suzy falando hello para você. Ah! Quem mais vai falar para a Suzy? Hello! Hello!...*
 104 Iris *(unint) Vamos lá falar hello para o Paulo, Suzy... Hello, Paulo... (...)
 Aqui, tia.*

It was the only and the first time a child addressed Cristina in the first class. None of the other children referred directly to the FL teacher, like Iris, during the whole class, and this is what Carolina, the observer, also realized, according to her field notes:

“Although Cristina named herself as ‘I’m teacher Cristina’ just in the end of the class, the children seemed to be aware of her position in class. They have never addressed her in any terms (‘professora’, ‘tia’ or teacher).”

Nevertheless, in the eighth class, I can see that, since children were more familiar with the FL classes, five of them addressed Cristina to tell her something related to their own lives or to call her attention besides answering the questions she proposed them.

(Class Eight)

- 021 Olavo *Teacher, teacher.*
 022 Teacher *Diga, amor.*
 023 Olavo *A minha mãe deu remédio. Sabia que eu estou com tosse?*
 027 Jussi *Tia, olha o meu dodói.*
 075 Tiago *Tia, tia, na minha casa tem, tem window.*
 233 Melissa *Tia, tia, tia... tia, eu escondi o pencil.*

Except for one of the children, Olavo, who referred to her as ‘teacher’, the other four children were still addressing her as ‘tia’, instead of saying ‘teacher’, as she subtly suggested in the previous classes, by means of referring to herself as ‘teacher Cristina’. Based on these transcriptions of class eight, it is clear that after a period of eight weeks, the children felt more comfortable to address the FL teacher. Besides, it is also possible to note that, although tacitly, Cristina tried to make them call her ‘teacher’, and as can be seen, if she insisted on this practice, there is no doubt that by the end of the school

year almost all the children, not to say the whole group, will be addressing her as ‘teacher’.

4.3. The use of the mother tongue - In what context does the teacher use the mother tongue to interact with her students?

As I referred in Chapter 3 (3.2.), in the first semester the teacher speaks Portuguese (L1) more frequently than English (FL), since the school’s main objective is merely to offer the children opportunities of a first contact with the FL. However, something that was surprising is that the whole class was conducted in L1, except for the vocabulary that was being taught. There were some moments in which Cristina could have spoken English, but she did not. This is revealed in the transcriptions and also pointed out in Cristina’s field notes, as follows:

“The only thing that bothered me is the fact that I spoke too much Portuguese, but it’s ok, because my aims during this first class were just to let them have a good impression of the different class, and introduce them to the 2 “pets” I am going to use in order to speak in a different way with them (English): Suzy, the ostrich, and Tommy Toucan (both puppets). Concerning the language, my purpose was to teach them how to greet the puppet and me, by saying ‘hello’. (...) As being the first contact with these children, I felt it was really good, better than I expected, in spite of the fact that I could have spoken more English.”

The following transcriptions may present, in bold, some moments in which Cristina could have spoken English, instead of Portuguese (L1):

(Class One)

011	Teacher	<i>Esse daqui é o Tommy.</i>
012	Some kids	<i>Tommy</i>
013	Teacher	<i>Vocês sabem falar o nome do Tommy?... Quem sabe falar o nome do Tommy?</i>
014	Tiago	<i>Eu.</i>
015	Teacher	<i>Quero ver.</i>
016	Tiago	Tommy.
017	Teacher	<i>Ah! Você sabe! Yes, Tommy... [talking to the puppet] Ele sabe falar o nome... Esse aqui é o Tommy Toucan...</i>
018	Iris	<i>Eu também sei.</i>
019	Teacher	<i>Você também sabe falar?... quero escutar quem que sabe falar o nome do Tommy.</i>
020	Iris	<i>Tome.</i>

021	Teacher	<i>Tommy.</i>
022	Iris	<i>Tom.</i>
023	Teacher	<i>Ah! Ela também sabe, Tommy... viu só que legal, Tommy? [talking to the puppet] Ah, é... esse meu amiguinho Tommy aqui, ele não sabe falar igual a gente.</i>
031	Teacher	<i>Ah! Tommy, aquele amigo lá sabe falar tudo para você,... ele sabe falar hello, ele sabe falar Tommy, que é o seu nome... [talking to the puppet] que legal, né pessoal? E vocês, sabem falar hello para o Tommy? Você sabe falar hello para o Tommy, amigo?... Ah! Ele sabe? [talking to the puppet] Deixa eu escutar... hello!... Olha lá, Tommy! [talking to the puppet] Deixa eu ver... (unint). Ih! (unint)... como é que é o nome daquele nosso amiguinho ali?</i>
090	Teacher	<i>(unint)... Ah! Não pode bater! (to Iris who was hitting Suzy, the puppet)</i>
091	Some kids	<i>(unint)</i>
092	Teacher	<i>Esse daqui é o Tiago, Suzy. Ele já sabe falar hello [talking to the puppet]. Hello, Tiago! [as being Tommy]</i>
093	Some kids	<i>(unint)</i>
094	Ana	<i>Iris, assim não, Iris.</i>

(Class Eight)

006	Teacher	<i>Turminha... tia, eles podem sentar no chão, né?</i>
007	Ana	<i>Podem.</i>
008	Teacher	<i>Turminha, vamos sentar no chão, hoje, aqui junto com a teacher? Vamos? Vamos tirar a cadeirinha e colocar lá perto da mesinha? Vem cá Glória.</i>
021	Olavo	<i>Teacher, teacher.</i>
022	Teacher	<i>Diga, amor.</i>
023	Olavo	<i>A minha mãe deu remédio. Sabia que eu estou com tosse?</i>
024	Teacher	<i>Você está com tosse?</i>
025	Olavo	<i>(coughs)</i>
026	Teacher	<i>Nossa, tá mesmo!</i>
046	Teacher	<i>Ihh! Você não vão falar hello para a tia Carolina?</i>
047	Olavo	<i>Hello.</i>
048	Carolina	<i>Hello.</i>
049	Teacher	<i>Hello, Olavo, muito bem.</i>
050	Iris	<i>Hello.</i>
152	Teacher	<i>Então vem cá, senta aqui pertinho de mim... porque a teacher quer fazer uma brincadeira assim... vocês são bem espertos?</i>
153	Olavo	<i>(shakes his head)</i>
154	Teacher	<i>São? Então mostra para mim aonde que está a window.</i>
155	Jussi	<i>Tá lá.</i>
156	Some kids	<i>(point to the picture of the window)</i>
157	Teacher	<i>A figura da window está aqui! E cadê a window da nossa sala?</i>
158	Tiago	<i>Tá lá.</i>
186	Teacher	<i>Iris, deixa os pencils em cima da cadeira. Deixa.</i>

As can be seen in the excerpts of Classes One and Eight, there were several opportunities in which the teacher could have used the FL thus providing children with extra input, and favoring Bygate's (1987) view that the language spoken in classroom is also "a medium through which much language is learnt, and which for many is conducive for learning." (in Consolo, 2000, p. 91). The FL teacher should get advantages from contexts in which children could learn the FL indirectly.

I share Ellis's (1997) point when he says that "just as caretakers modify the way they speak to children learning their L1, so do native speakers modify their speech when communicating with learners." (p.45). As far as I am concerned, we may understand that the role a native plays in this quotation can also be the same as a teacher's. This quotation may also explain the use of the mother tongue in the first classes, as a facilitator of understanding in interactions. Carolina also points the use of the mother tongue as a way of promoting interaction, as can be seen in her notes:

"The use of the mother tongue (Portuguese) provided interaction between teacher and students, especially when Cristina wants them to get in contact with the puppet characters ('Tommy' and 'Suzy'), which she will use along the year. The first one is 'Tommy Toucan', he remains always in the teacher's hands. Therefore, Cristina, in order to involve the children, uses expressions of involvement, such as: "Você sabe dizer o nome do 'Tommy'?"; "Vocês sabem dizer 'hello'?"; "Vamos acordar a 'Suzy'?"; "Bye, bye!" (at the end of the class)."

Nonetheless, since it is a FL class, the teacher must provide as much input as possible in the FL, so that the children may indirectly acquire some extra vocabulary. As Cant and Superfine (1997) suggest "over-using L1 can result in English becoming a purely academic exercise, where the relevance and communicative nature of language is lost." (p.6). On the other hand, it is valuable to note there are moments in which using the mother tongue is more effective and quicker, for instance, to explain procedures for an activity.

(Class Eight)

213 Teacher (...) *Agora, a teacher quer ver quem que é bem esperto... todo mundo vai ficar de pé... levanta, todo mundo agora... e a teacher vai contar até three... vamos Olavo, fica de pé... one, two, three... a teacher vai contar até three... vamos ver quem que acha e traz para a teacher um book de verdade... a teacher pôs lá no tapete... tem que trazer um book para mim. Vamos ver quem vai trazer? One, two, three. (...)*

As can be seen in the excerpt above, maybe, if Cristina had explained the procedures for the activity in English, children would not be able to follow the instructions. This exemplifies the importance of choosing the right moments for using the mother tongue avoiding misunderstanding from the part of the learners. The FL may be used effectively in activities that are relevant for language learning.

4.4. Mood choices - What are the Mood (...) choices used by the teacher (declaratives, interrogatives and imperatives), and what do these choices mean in this specific context?

As I explained in Chapter 3 (3.5.), after transcribing the eight classes, the first and the last ones were selected for analysis. Besides analyzing the Mood choices in terms of declaratives, interrogatives, and imperatives, I felt the necessity of tabulating Moodless imperatives and *Let's* clause types. Numbers can be seen in Table 4.4.1.

	Class 1 25min.	%	Class 8 27min.	%
Mood choices				
Turns	68		130	
Clauses	340		513	
Declaratives:				
full	70	20,59	89	17,34
elliptical	20	5,88	49	9,55
y/n Interrogatives:				
full	31	9,12	40	7,80
elliptical	22	6,47	22	4,28
Imperatives:				
Moodless	50	14,70	103	20,08
<i>Let's</i>	15	4,41	20	3,90
wh- Interrogatives:				
full	28	8,24	60	11,69
elliptical	1	0,29	9	1,75
Minor clauses	105	30,88	121	23,59
Unintelligible clauses	5	1,47	0	0
Non-verbal interaction	2	0,59	0	0

Table 4.4.1. Mood choices

The table above shows that, Class Eight had lasted only two minutes more in comparison to Class One, however, the FL teacher's clauses production were over 50% more often, with no exception in mood choices. This figure may be attributed to the fact that as Cristina was reviewing content by means of playing TPR activities, she had to speak more frequently while children had to follow her instructions. Moreover, it is realizable that most of the teacher's choices were full clause, in opposition to elliptical ones. Following there are some examples:

(Class One)

004. Teacher full yes/no (polar) interrogative

<i>A tia Elena</i>	<i>falou</i>		<i>para vocês?</i>
Subject	Finite	Predicator	Adjunct
Mood	Residue		

<i>que</i>	<i>eu</i>	<i>vinha</i>	<i>aqui na sala?</i>
	Subject	Finite	Predicator
	Mood	Residue	

006. Teacher elliptical yes/no interrogative (ellipsis of Subject “she”)

<i>Falou?</i>	
Finite	Predicator
Mood	Residue

039. Teacher full declarative

<i>Ele</i>	<i>não sabe</i>	<i>falar</i>	<i>igual a gente.</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

042. Teacher elliptical declarative (ellipsis of the Complement)

<i>Ele</i>	<i>não sabe</i>	
Subject	Finite	Predicator
Mood		Residue

(Class Eight)

057. Teacher full wh- interrogative

<i>Como que</i>	<i>era</i>	<i>a música do Tommy?</i>
Wh- Adjunct	Finite	Subject
Residue	Mood	

058. Teacher elliptical wh- interrogative (ellipsis of the Complement)

<i>Quem que</i>	<i>lembra?</i>	
wh- Subject	Finite	Predicator
Mood		Residue

117. Teacher full wh- interrogative

<i>Cadê</i>	<i>a table</i>	<i>na nossa sala?</i>
wh- Adjunct	Finite	Subject
Res...	Mood	...idue

118. Alex (he stands up and goes tap the table)

119. Teacher minor clause *Aha!*

120. Teacher elliptical declarative (ellipsis of the Subject)

<i>Está</i>	<i>lá!</i>
Finite	Adjunct
Mood	Residue

121. Teacher elliptical declarative (ellipsis of the Complement)

<i>O Alex</i>	<i>achou!</i>	
Subject	Finite	Predicator
Mood		Residue

As can be seen, whenever Cristina observed the children could infer what she was talking about, her choices were elliptical, that is she could start speaking, without completing her sentences, and children could understand what she wanted to say.

Since in the first class Cristina was still introducing the characters and herself, most of the Mood choices made by her were declaratives, followed by imperatives in which she called the children's attention to meet the puppets. According to Carolina's notes:

“The children were lightly encouraged to repeat the word ‘Tommy’ and also to greet the puppet with a ‘hello’. And they responded very well to the exercise. Cristina carried on taking ‘Suzy’ for a walk around the tables, actually ‘meeting’ Suzy’s new friends. As she talked both to the children and to the puppet at the same time, in Portuguese, she started to build up a link between English and the children’s imagination. This happened because ‘Suzy’ imitates some of the very young children’s behavior.”

As Carolina observed above, Cristina used the puppets to “build up a link between English and the children’s imagination”. These choices may corroborate what Enright (1986), Genesee (1987) and others cited by Celce-Murcia (1991) state about teachers’ discourse adaptations. One of those is the “contextual adaptation”, in which Cristina used the puppets to contextualize the way to greet, having children greet them by saying “hello”.

(Class One)

011. Teacher declarative

<i>Eu</i>	<i>vim mostrar</i>	<i>esse meu amiguinho</i>	<i>aqui.</i>
Subject	Finite	Predicator	Complement
Mood	Residue		

017. Teacher declarative

<i>Esse daqui</i>	<i>é</i>	<i>o Tommy.</i>
Subject	Finite	Complement
Mood	Predicator	

036. Teacher declarative

<i>Ela</i>	<i>também</i>	<i>sabe,</i>	<i>Tommy!</i>
Subject	Adjunct	Finite	Predicator
Mood		Residue	Vocative

043. Teacher declarative

<i>Ele</i>	<i>só</i>	<i>sabe falar</i>	<i>inglês.</i>
Subject		Finite	Predicator
Mood		Residue	Complement

091. Teacher declarative

<i>Mas</i>	<i>o Tommy</i>	<i>tem</i>	<i>uma amiga,</i>
	Subject	Finite	Complement
	Mood		Residue

103. Teacher declarative

<i>E</i>	<i>a Suzy</i>	<i>está</i>	<i>dormindo</i>	<i>nessa caixinha.</i>
	Subject	Finite	Predicator	Adjunct
	Mood		Residue	

113. Teacher imperative

<i>Chamem</i>	<i>a Suzy para ela acordar.</i>
Predicator	Complement
Residue	

123. Teacher imperative

<i>Bom,</i>	<i>ajudem</i>	<i>a teacher a chamar a Suzy</i>
	Predicator	Adjunct
	Residue	

149. Teacher imperative

<i>Olha</i>	<i>lá</i>	<i>Suzy,</i>	<i>o Tiago.</i>
Predicator	Adjunct	Vocative	Complement
Res...			...idue

182. Teacher imperative

<i>Vamos</i>	<i>ver</i>	<i>o outro amiguinho</i>	<i>que tem aqui.</i>
Subject	Predicator	Complement	
Mood	Residue		

200. Teacher imperative

<i>Olha</i>	<i>lá,</i>
Predicator	Adjunct
Residue	

201. Teacher declarative

<i>Ela</i>	<i>quer dizer</i>	<i>hello</i>	<i>para você.</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

When contextualizing the content Cristina involved the children in a situation where they, and also the teacher, talked to the puppets, who wanted to know the children and greet them. In a subtle way, Cristina made the children practice greetings and saying the puppets' names.

In the first class Cristina's aim was to introduce new content: saying the puppets' names and greeting them. After doing so, she tested the children indirectly by challenging them to produce the words in the FL by means of interrogative clauses to see if they were able to say, for instance, "hello".

(Class One)

282. Teacher wh- interrogative

<i>Quem</i>	<i>que</i>	<i>sabe</i>	<i>falar</i>	<i>hello bem alto</i>	<i>para aSuzy?</i>
wh- subject		Finite	Predicator	Complement	Adjunct
Mood			Residue		

283. Tiago minor clause

Hello!

284. Some kids minor clause

Hello!

285. Teacher (as Suzy puppet)

minor clause

Hello, Tiago!

Or,

334. Teacher wh- interrogative

<i>Como</i>	<i>é</i>	<i>o nome dele?</i>
wh- Complement	Finite	Subject
Residue	Mood	

335. Paulo (he says something unintelligible)

336. Some kids minor clause *Tommy!*

337. Teacher yes/no (polar) interrogative

<i>Todo mundo</i>	<i>sabe</i>	<i>falar</i>	<i>o nome do Tommy?</i>
Subject	Finite	Predicator	Complement
Mood		Residue	

In these examples above, Cristina’s choices favor the interaction in which the children could promptly say the words in English, responding to Cristina’s proposition, as she wanted them to say the puppets’ names and greet them.

In class eight, there was no new content. Actually, Cristina reviewed and practiced the vocabulary taught in the two previous lessons. As I explained in Chapter 2, abstract topics do not make sense to small children, thus the necessity of concrete visual information like physical objects or pictures and movement. All of this may favor the children’s learning. For this reason, Cristina suggested some activities involving lots of movement. Children had to stand up, go to another place in the classroom, go back to their places, go pick something up, bring it to the FL teacher, and so on. The eighth class was a noisy class. Carolina refers to this class as “a competitive class”:

“Although class eight had a very calm start it would turn into a competitive class, where teacher Cristina gave to them a series of movement games, when teacher Cristina asked some children individually to put some cards in some places in the classroom, doing the same with some story books and colored pencils.(...) I believe she intended to work with them individually in an attempt to keep them interested in the English classes; to have them physically involved, too.(...) She had divided this exercise into two parts and the second one she had a group movement game. I suppose so because of her mood choices, where she wanted each student to bring one exemplar of the objects at the same time.”

These kinds of activities justify the choices made by Cristina in relation to Mood.

As she had to explain what children were supposed to do, give commands and subtly

test them on their comprehension about the vocabulary worked, a balance in the Mood choices can be seen in table 4.4.1. The Mood choices made by the FL teacher showed that 392 clauses out of 513 were declaratives, imperatives and interrogatives. The main activity Cristina proposed was asking the children to pick up pictures and objects placed in different spots in the classroom and bring them to her. In this activity she chose to use the yes/no or wh- interrogatives:

(Class Eight)

101. Teacher yes/no (polar) interrogative

<i>Você</i>	<i>sabe falar</i>		<i>window?</i>
Subject	Finite	Predicator	Complement
Mood	Residue		

102. Iris declarative

<i>Eu</i>	<i>sei falar</i>		<i>window.</i>
Subject	Finite	Predicator	Complement
Mood	Residue		

325. Teacher wh- interrogative

<i>Onde que</i>	<i>está</i>	<i>a figurinha do book?</i>	
Wh- Adjunct	Finite	Complement	
Res...	Mood	...idue	

485. Teacher wh- interrogative

<i>Quem que</i>	<i>vai</i>	<i>achar</i>	<i>um pencil</i>	<i>para trazer para a teacher?</i>
wh- Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

624. Teacher wh- interrogative

<i>Cadê</i>	<i>a table?</i>	
wh- Adjunct	Finite	Subject
Res...	Mood	

In Class Eight, shown in the examples above, the FL teacher used interrogative mood choices mainly to reinforce vocabulary, she said the word in the FL and tacitly made

children repeat the word and relate it to an object or picture. In order to reinforce this aspect of Mood choices, I refer to Carolina's notes:

“When she noticed they didn't remember where the story books were, she helped them: “Onde a 'teacher' colocou os 'books'?”. Continuing “E quando a teacher falar 'pencil'... Aonde que a 'teacher' pôs o 'pencil'?”. This exercise took a time to be completed, since a girl student was presenting a very “selfish” behavior, trying to get all the pencils for herself. First Cristina had to control her and then go on.”

Checking the transcriptions, it is possible to observe that in this specific day, Iris was very inattentive. As Celce-Murcia (1991) points out, children have a short attention span; depending on the difficulty or attractiveness presented by the activity, the children may feel engaged or not in the exercise, and in case they do not enjoy the activity, the focus of their attention may change, and they get distracted by other stimuli. That is what may have happened in this class, causing Iris to be so difficult, as can be seen in Cristina's field notes:

“As Iris was so agitated, I got anxious because I couldn't find a way to make her interested in the class. The way I found to keep her was to hold her hand and maintain her by my side while the other children were playing. That was not good, since I love when all my children in class can play together. It really disturbed me, but I hope next class it'll change.”

As a result of this attitude, Cristina made use of a significant number of Moodless imperative choices, with the purpose of making Iris participate in the activity, 19.49% of the whole number of clauses, that is, a hundred clauses were Moodless. Herewith I present some instances:

(Class Eight)

152. Teacher imperative

<i>Iris,</i>	<i>vem contra</i>	<i>para mim</i>	<i>se tem table na sua casa.</i>
Vocative	Predicator	Ajunct	Complement
	Residue		

200. Teacher imperative

<i>Iris,</i>	<i>põe</i>	<i>aqui.</i>
Vocative	Predicator	Adjunct
	Residue	

201. Teacher imperative

<i>Dá</i>	<i>para eu guardar.</i>
Predicator	Adjunct
Residue	

202. Teacher elliptical imperative

<i>Dá</i>	<i>aqui...</i>
Predicator	Adjunct
Residue	

203. Teacher minor clause *Isso!*

204. Teacher declarative

<i>A tia Elena</i>	<i>já</i>	<i>disse</i>	<i>que não é para mexer nas coisas,</i>	<i>né?</i>
Subject	mood Adjunct	Finite	Predicator	Complement
Mood			Residue	
				Moodtag

205. Teacher imperative

<i>Então</i>	<i>vem sentar</i>	<i>aqui comigo.</i>
	Predicator	Adjunct
	Residue	

Regarding the choices in Class Eight, the significant percentage of Moodless imperatives produced consisted of the Predicators "*Dá...*" (Give...), "*Põe...*" (Put...) or "*Venha*" (Come on), as Cristina insisted on Iris's behaviour during the class, as well as her participation in the reviewing activities.

Moreover, Mood structures play an important role in construing teacher/learners interaction, as, for example, in softening Cristina's commands, which are implicitly realized as suggestions with the help of a specific modality marker: "*Let's...*" (Vamos).

(Class Eight)

430. Teacher imperative

<i>Vamos</i>	<i>ver</i>	<i>quem que acha e traz para a teacher um book de verdade.</i>
Finite	Predicator	Complement
Mood	Residue	

433. Teacher imperative

<i>Vamos</i>	<i>ver</i>	<i>quem vai trazer?</i>
Subject	Predicator	Complement
Mood	Residue	

488. Teacher imperative

<i>Vamos</i>	<i>achar</i>	<i>um pencil?</i>
Subject	Predicator	Complement
Mood	Residue	

516. Teacher imperative

<i>Vamos</i>	<i>sentar</i>	<i>lá na chair?</i>
Subject	Predicator	Adjunct
Mood	Residue	

537. Teacher imperative

<i>Então,</i>	<i>vamos</i>	<i>guardar</i>	<i>os books</i>	<i>aqui.</i>
	Subject	Predicator	Complement	Adjunct
	Mood	Residue		

“*Vamos*” (*let's*) includes the teacher and her students. Christie (2002) states that when “teachers use *I*, they intend to indicate their authority to direct, while their uses of *we* are intended to build solidarity with the students...” (p. 67). All of the above examples show that Cristina could conduct children to follow her commands in a way that children were tacitly invited to do something. As Cristina herself reported in the field notes:

“... all the children were very participative, and seemed to enjoy every activity proposed.”

Since it was an activity that involved a lot of movement, Cristina used predicators

like “vem” (come), “deixa” (let), “põe” (put), “traz” (bring), “vai” (go) several times. This made children move around the classroom, confirming what Roth’s (1998) statement that children need to move often, and

you (*teachers*) can’t expect a quiet class with young children, especially if you are trying to teach a spoken language! It’s more a matter of controlling the noise level (getting them not to speak too loudly) and teaching them, little by little, to have ‘quiet’ times as well. Allow them to be noisy in a positive way by getting them to play action games, and by letting them speak to each other in class while they are working. (p.7)

Cristina reported in the field notes the growing level of interaction that may be observed during the eight classes, as can be seen through the results of the activity played in this class:

“Today the dynamic of the class was a little bit different, because due to the weather is so rainy, there were only 9 children in class, so I decided to have all of them sitting on the floor. It was really good! Children could be near the pictures and objects, as well as touch the material I brought to class. It was a very interesting class because I could see how much the children could interact with me by showing they could understand what I was asking them. Besides, most of them could remember the school material vocabulary worked in the other classes. In spite of the fact that Iris didn’t want to interact, because she seemed to be inspired to disturb everybody in class, all the children were very participative, and seemed to enjoy every activity proposed.”

Regarding the above field notes, it should be noted that as Cristina was making use of learning time appropriately for relevant tasks for the children according to their interests, level of development and maturity as well as attention span, the results in terms of interaction and production were meaningful for the classroom practice.

In the next section, considering the importance of modality in my research, I address the second point of my third research question. With this in mind, I will provide a map of modality markers in the transcriptions of both classes.

4.5. Modalities - What are the (...) modality choices (modalization or modulation) used by the teacher, and what do these choices mean in this specific context?

In chapter 2, it was explained that modality concerns the intermediate meaning that lies

between the positive and negative poles of polarity (Halliday, 1994). In other words, the kinds of indeterminacy that are similar to ‘sometimes’, ‘usually’, ‘possibly’, ‘maybe’. All clauses with instances of modality were identified, by means of the finite modal operators, modal adjuncts and verbs. The table below shows the occurrences of modalities:

Modality choices		Class 1	%	Class 8	%
Number of clauses		340		513	
Modality clauses		55	16,18	57	11,11
<i>Modalization</i> probability		5	1,47	6	1,17
	usuality	1	0,29	1	0,19
<i>Modulation</i> obligation		7	2,05	17	3,31
	readiness: inclination	7	2,05	23	4,48
	ability	35	10,29	10	1,95

Table 4.5.1. Modality choices

When teaching children teachers do not use the construction “I think we are going to...” or “Do you generally go...” or “We are supposed to...”. Maybe that’s why there are so few instances of modalities. To illustrate, subsequently I present an example of modality occurrence (modality in bold):

(Class One)

092. Teacher declarative

<i>Ela</i>	<i>sempre</i>	<i>vem</i>		<i>na salinha</i>
Subject	mood Adjunct	Finite	Predicator	Adjunct
Mood			Residue	

(Class Eight)

670. Teacher wh- interrogative

<i>E agora,</i>	<i>quem que</i>	<i>lembra</i>		<i>aquela musiquinha que a teacher sempre canta para vocês,</i>	<i>quando está na hora de ir embora?</i>
	wh- Subject	Finite	Predicator	Complement	Adjunct
Mood			Residue		

Cristina did not perform many modality markers like modal verbs, adverbs, verbs

like *think, suppose, guess, deem* when teaching, except, as can be seen in class one, when she was teaching a new content and she tested students by asking who was able to use specific words, or if they could repeat what they listened to on the CD, for instance (modalities in bold):

(Class One)

019. Teacher yes/no interrogative

<i>Vocês</i>	<i>sabem</i>	<i>falar</i>	<i>o nome do Tommy</i>	<i>para mim?</i>
Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

020. Teacher wh-interrogative

<i>Quem</i>	<i>sabe</i>	<i>falar</i>	<i>o nome</i>	<i>do Tommy?</i>
wh-Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue			

021. Tiago minor clause *Eu!*

030. Teacher yes/no (polar) interrogative

<i>Você</i>	<i>também</i>	<i>sabe</i>	<i>falar?</i>
Subject	Adjunct	Finite	Predicator
Mood	Residue		

031. Teacher declarative

<i>Quero escutar</i>		<i>quem</i>	<i>sabe falar</i>		<i>o nome</i>	<i>do Tommy.</i>
Finite	Predicator	wh-Subject	Finite	Predicator	Complement	Adjunct
Mood	Residue	Mood		Residue		

043. Teacher declarative

<i>Ele</i>	<i>só</i>	<i>sabe falar</i>		<i>ingles.</i>
Subject		Finite	Predicator	Complement
Mood			Residue	

104. Teacher wh- interrogative

<i>Quem que</i>		<i>sabe</i>	<i>falar</i>	<i>o nome da Suzy</i>	<i>para mim?</i>
Wh- Complement		Finite	Predicator	Complement	Adjunct
Mood			Residue		

<i>bem alto, para</i>	<i>ela</i>	<i>acordar?</i>
	Subject	Finite Predicator
	Mood	Residue

Or,

(Class Eight)

112. Teacher elliptical declarative (ellipsis of the Complement)

<i>Você</i>	<i>sabe,</i>	<i>né</i>	<i>Tiago?</i>
Subject	Finite	Predicator	
Mood		Residue	Moodtag Vocative

312. Teacher wh- interrogative

<i>Quem</i>	<i>sabe falar</i>	<i>window?</i>
wh- Subject	Finite	Predicator Complement
Mood		Residue

318. Teacher yes/no (polar) interrogative

<i>E</i>	<i>a Glória,</i>	<i>sabe falar</i>	<i>window,</i>	<i>Glória?</i>
	Subject	Finite	Predicator	Complement Vocative
	Mood		Residue	

In the examples above, of Classes One and Eight, Cristina used the modal *can* indicating ability. Indeed she asked children if they could say the vocabulary she was teaching in a way children wanted to answer, showing her they were able to say the specific word. As I have already mentioned in Chapter 2, children are always trying to please their teachers, and they know that when they say the word correctly, it pleases the teacher.

Furthermore in class 8, as Cristina is not teaching anything new, but actually reviewing the previous content, she plays action games in which she frequently uses verbs like “vai” (go), “tem que” (have to) and others as for instance:

(Class Eight)

056. Teacher declarative

<i>a teacher</i>	<i>quer ver</i>		<i>quem que lembra daquela música do Ben... do Tommy</i>
Subject	Finite	Predicator	Complement
Mood	Residue		

424. Teacher declarative

<i>Todo mundo</i>	<i>vai</i>	<i>ficar</i>	<i>de pé...</i>
Subject	Finite	Predicator	Adjunct
Mood	Residue		

432. Teacher elliptical declarative (ellipsis of the Subject “you”)

<i>Têm que trazer</i>		<i>um book</i>	<i>para mim.</i>
Finite	Predicator	Complement	Adjunct
Mood	Residue		

The use of the multiword form ending in *to* [*tem que* (above) = *have to*], which functions semantically much like a true modal, called by Celce-Murcia & Larsen-Freeman (1983, p.82 in Reichmann, 2001, p.63) as “periphrastic” modals, that is, instead of saying “*traga um book para a teacher*” (bring a book to the teacher) or “*fiquem em pé.*” (stand up), Cristina preferred to say “*[vocês] têm que trazer um book para a teacher*” ([you] have to bring a book to the teacher) or “*todo mundo vai ficar de pé*” (Everybody will stand up.). According to Murce Filho (1999) the option for “periphrastic” modals seems to soften the demanding structure. As indicated in Heberle’s (1997) study, modal features function as a facilitator for the friendly interactive involvement, thus, in this way Cristina wishes to maintain the referred involvement with her children, indicating a degree of friendliness, intimacy and politeness.

When saying “*deixa eu escutar*” (Let me see) or “*wake up*”, Cristina means “*eu quero escutar*” (I want to listen to it), or “*you must wake up*”. That is, she chooses the

use of modulation in an imperative type clause for the purposes of making children repeat what she was teaching, without being demanding. Halliday states “modulation refers to the semantic category of proposals; but all modalities are realized as indicative (that is, as if they were propositions).” (Halliday, 1994, p.356, bold in original). Thus the imperative “*Wake up!*”, when modulated, becomes indicative “*you must wake up!*” Similarly, when Cristina says “*Vamos cantar outra?*” (Let’s sing another one?) meaning “*Vocês gostariam de cantar outra?*” (Would you like to sing another one?), she is offering an opportunity to sing again or to sing one of the other songs children are used to.

As I said previously, when tabulating Moodless imperatives and *let’s* clause types, I took into account their speech functions as commands and offers. The table below shows the occurrences of these speech functions:

IMPERATIVE TYPE CLAUSES	SPEECH FUNCTION							
	Commands				Offers			
	class 1	%	class 8	%	class 1	%	class 8	%
Moodless	50	76,92	103	83,74	0	0	0	0
let’s	11	16,92	12	9,76	4	6,15	8	6,50

Table 4.5.2. Imperative clause types

When exchanging goods-&-services, clauses function as proposals. In SFL we can characterize proposals as imperative type clauses due to their modulation, that is, when modulating an imperative clause it becomes indicative. Thus for better analyzing modulation I took into account speech functions such as commands in imperative type clause expressing obligation and inclination. In order to illustrate I provide the following table:

MODULATION							
Inclination				Obligation			
class 1	%	class 8	%	class 1	%	class 8	%
17	26,15	25	20,33	48	73,85	98	79,67

Table 4.5.3. Modulation occurrences

Based on the table above, we may realize that in order to keep the group under control, Cristina opted to modulate her choices so that she could be more emphatic and children could follow her instructions more clearly. Out of 65 imperative type clauses in Class 1, more than 50% were construed as she was demanding children to do something. However, in Class 8, it can be understood that since she was reviewing content by means of playing action games, she made use of imperative clauses that is almost 80% out of 123 clauses, in order to motivate and cheer the children to follow the activity.

Some examples of modulation can be seen as follows:

(Class 1)

113. Teacher imperative

<i>Chamem</i>	<i>a Suzy, para ela acordar!</i>
Predicator	Complement
Residue	

266. Teacher imperative

<i>Melissa,</i>	<i>olha</i>	<i>a Suzy falando hello pra você.</i>
Vocative	Predicator	Complement
Residue		

380. Teacher imperative

<i>... vem</i>	<i>cá,</i>	<i>Íris.</i>
Predicator	Adjunct	Vocative
Residue		

(Class 8)

125. Teacher imperative

<i>Agora</i>	<i>Alex, Melissa, Eduardo</i>	<i>vem</i>	<i>cá,</i>
	Vocative	Predicator	Adjunct
		Residue	

255. Teacher imperative

<i>Agora,</i>	<i>Jussí,</i>	<i>põe</i>	<i>a figurinha da table</i>	<i>lá naquela table, para mim.</i>
Adjunct	Vocative	Predicator	Complement	Adjunct
Res...		...idue		

298. Teacher imperative

<i>Então</i>	<i>mostra</i>	<i>para mim</i>	<i>aonde está a window.</i>
	Predicator	Adjunct	Complement
	Residue		

376. Teacher imperative

<i>Traz</i>	<i>para a teacher</i>	<i>o pencil.</i>
Predicator	Adjunct	Complement
Residue		

421. Teacher elliptical imperative (ellipsis of the Complement)

<i>Vai</i>	<i>lá</i>	<i>buscar</i>	<i>para a teacher.</i>
Pred...	Adjunct	...icator	Adjunct
Residue			

As I have already mentioned when answering the second question above, Iris is a very active child, and especially in the eighth class she was so bent on calling the teacher's and everybody else's attention, that she behaved very stubbornly. I agree with Christie (2002) when she points out that the teacher directs the course of events in class and the children's behaviour, she decides what children should learn and what is considered acceptable behavior in its learning. For this reason Cristina had to use several imperative clauses in order to keep the control and discipline. As examples:

(Class One)

394. Teacher imperative

<i>...vamos</i>	<i>descer</i>	<i>da mesinha,</i>
Subject	Predicator	Adjunct
Mood	Residue	

395. Teacher declarative

<i>senão</i>	<i>cai</i>	
	Finite	Predicator
	Mood	Residue

398. Teacher imperative

<i>vamos</i>	<i>descer?</i>
Subject	Predicator
Mood	Residue

399. Teacher imperative

<i>Desce.</i>
Predicator
Residue

(Class Eight)

200. Teacher elliptical imperative (ellipsis of the Complement)

<i>Íris,</i>	<i>põe</i>	<i>aquí.</i>
Vocative	Predicator	Adjunct
	Residue	

201. Teacher imperative

<i>Dá</i>	<i>para eu guardar.</i>
Predicator	Adjunct
Residue	

202. Teacher elliptical imperative

<i>Dá</i>	<i>aquí...</i>
Predicator	Adjunct
Residue	

In these two moments above, Cristina emphatically, demanded “services” from her learner, in terms of behavior in an attempt to have the child follow her instructions.

In class one (as it was the first contact) Cristina kindly asked the child to get down from the table, explaining the consequence if she stayed on it. She modulates her imperative choice using a *Let's* clause aiming at not being so demanding. However, in Class Eight, since the child was presenting such stubborn behaviour, she had to insist on demanding Iris's "services" by making use of full and elliptical imperatives. The elliptical imperatives were justified because the child knew what Cristina was talking about.

4.6. Regulative and Instructional Discourses – What are the evidences of regulative and instructional registers and how do the children interact in relation to the register?

In Chapter 2, I refer to Bernstein's pedagogic discourse in which he explicates the use of two discourses: the regulative and the instructional registers. The former has to do with the overall directions and aims of classroom activities, while the latter refers to the particular content to be taught. However, it is also important to say that sometimes the instructional discourse may be embedded within the regulative discourse. In this topic I will show some examples of both, following Christie's (2002) model of classroom discourse analysis, through which the regulative and instructional registers can be analyzed under the lights of the Mood system that "makes possible the exchanges/interactions" (Praxedes Filho, 2004, p.225) in which children and teacher get involved in the FL class.

From the second class on, Cristina enters the classroom and greets the children in the same way. This procedure aimed at making the children practice a way of greeting and 'good manners' towards people who come into the classroom.

(Class One)

- 001 Teacher *Hello!... posso entrar? ... Hello! A tia Elena falou para vocês que eu vinha aqui na sala?*
002 Iris *Ahã.*

Or,

(Class Eight)

- 001 Teacher *Hello! Posso entrar?*
002 Some kids *Hello.*
003 Paulo *Hello, hello.*
004 Teacher *Hello Paulo.*

Regulative Register: realized by greeting and asking for permission to come into the classroom.

Interpersonal Function: realized by the interrogative mood choice in which the teacher asks for permission and followed by the children's answer.

In the examples above the pedagogic discourse is realized through the regulative register in which the FL teacher asks for permission to go into the classroom. It is also observable that in Class One children did not reply to the teacher, except for Iris. This attitude from the children in Class One was in opposition to Class Eight, when the learners answered the teacher's question promptly.

Besides, when someone else comes in, Cristina, as the controller of the regulative register, asks children to greet the person. In the following excerpt Cristina's manages what constitutes acceptable behavior tacitly asking the children to greet Carolina (the observer) as she arrives in the classroom.

(Class Eight)

- 044 Teacher *... Olha lá quem chegou! Hello, tia Carolina.*
045 Carolina *Hello!*
046 Teacher *Ihh! Você não vão falar hello para a tia Carolina?*
047 Olavo *Hello.*
048 Carolina *Hello.*
049 Teacher *Hello. Olavo, muito bem.*
050 Iris *Hello.*
051 Carolina *Hello, Iris. Dá licença para mim?*

Regulative Register: realized in the yes/no interrogative mood choice in which

indirectly Cristina asks children to greet Carolina.

Instructional Register: embedded in the regulative register, asking for greeting.

Interpersonal Function: realized through the responses from the children

In Class One, however, when the children were not familiar with this practice, Cristina began by explaining what she was to do there. Again, the regulative register was very marked, since it is “the teacher who exercises particular power in offering information, in eliciting information and in directing the nature of the activity” (Christie, 2002, p. 16).

(Class One)

- | | | |
|-----|-----------|---|
| 005 | Teacher | <i>... Sabe o que eu vim fazer aqui na salinha de vocês?... eu vim mostrar esse meu amiguinho aqui... Vocês conhecem o meu amiguinho?</i> |
| 006 | Some kids | (some children nod their head) |
| 007 | Some kids | (some children shake their head) |

Regulative Register: realized in the interrogative and declarative choices to infer the reason why Cristina is in the classroom.

Interpersonal Function: realized by the children’s non-verbal responses.

Since it was the first class and the VYL were not exactly familiar with the FL teacher, the interpersonal meaning was realized by the children’s non-verbal reaction by means of nodding their head.

In Class Eight, still in reference to the authoritative figure of the teacher, Cristina opted to change seating arrangements because only nine of the children were present. Using the regulative and the instructional register as well, Cristina provided children with a great deal of explicit directions:

(Class Eight)

- | | | |
|-----|---------|---|
| 008 | Teacher | <i>Turminha, vamos sentar no chão, hoje, aqui junto com a teacher? Vamos? Vamos tirar a cadeirinha e colocar lá perto da mesinha? Vem cá Glória. Hoje a teacher quer fazer uma brincadeira diferente. Vamos fazer? Quem vai sentar aqui junto comigo? A tia Ana vai arrumar a cadeirinhas para nós. [referring to the chairs that were in the place where children were supposed to sit] Pronto?... vem Eduardo. Vamos sentar aqui.</i> |
|-----|---------|---|

Regulative Register: realized in the declarative and imperative *Let's (Vamos...)* choices suggesting the activity.

Instructional Register: realized in the interrogative choice asking children to sit down near Cristina, and embedded in the declarative and imperative *Let's* giving directions to the VYL.

Interpersonal Function: realized as all the children sat down on the floor near the teacher, except for Eduardo, who always wanted Ana (the auxiliary teacher) to be with him.

As Cristina wanted to play an action game aiming to review the content worked in previous lessons, Cristina asked the children to sit on the floor so that they could be closer to her, as she herself explained in her field notes:

“Children could be near the pictures and objects, as well as touch the material I brought to class. It was a very interesting class because I could see how much the children could interact with me by showing they could understand what I was asking them.”

It is clear she was not concerned with any specific seating arrangement. Children sat on the floor in a way they could see the FL teacher, so that they could participate in the activity.

Concerning the instructional register, in the sequence of the activity proposed, Cristina reviewed the vocabulary by means of showing children cards while they should say the correspondent word and relate the cards with the realia in the classroom. The following excerpt shows an example:

(Class Eight)

052	Teacher	(...) <i>Agora a teacher quer ver quem que lembra como é que chama essa figurinha aqui. A figurinha da window. Quem que lembra?</i>
053	Tiago	<i>Eu!</i>
054	Teacher	<i>Como é que é?</i>
055	Tiago	<i>Window.</i>
056	Teacher	<i>Window! Muito bem, Tiago!</i>
057	Iris	<i>(unint) window!</i>
058	Teacher	<i>Essa daqui é a window, né? Você sabe falar window?</i>
059	Iris	<i>Eu sei falar window.</i>
060	Some kids	<i>Window.</i>
061	Teacher	<i>É! E tem window na nossa sala?</i>
062	Alex	<i>Não.</i>
063	Teacher	<i>Não tem window na nossa...</i>
064	Olavo	<i>Window (pointing to the window)</i>

065	Some kids	<i>Window (pointing to the window)</i>
066	Teacher	<i>Tá lá a window!</i>
067	Tiago	<i>Eu já sei.</i>
068	Teacher	<i>Você sabe, né, Tiago? Muito bem. Lá tem uma window. E será que tem table na nossa sala?</i>
069	Some kids	<i>(unint)</i>
070	Teacher	<i>Cadê a table da nossa sala?</i>
<i>(Alex stands up and taps the table)</i>		
071	Teacher	<i>Ahh! Está lá! O Alex achou!</i>

Instructional Register: realized in the interrogative choices the FL teacher used to induce children say the vocabulary, and followed by declaratives from children.

Interpersonal Function: realized by the children's participation in responding to the FL teacher's propositions.

Through this practice, interaction is obviously realized, as can be seen when children promptly respond to the teacher's interrogative choices.

Furthermore, also regarding the instructional register, in the first class, Cristina was still introducing the characters and her aim was to practice the puppets' names and greetings. It is possible to verify that in the beginning of the lesson she had to elicit the oral practice from the children (to say the puppets' names). See for example:

(Class One)

009	Teacher	<i>Sabe como que é o nome dele?</i>
010	Iris	<i>Ahã.</i>
011	Teacher	<i>Esse daqui é o Tommy.</i>
012	Some kids	<i>Tommy</i>
013	Teacher	<i>Vocês sabem falar o nome do Tommy?... Quem sabe falar o nome do Tommy?</i>
014	Tiago	<i>Eu.</i>
015	Teacher	<i>Quero ver.</i>
016	Tiago	<i>Tommy.</i>
018	Iris	<i>Eu também sei.</i>
019	Teacher	<i>Você também sabe falar?... quero escutar quem que sabe falar o nome do Tommy.</i>
020	Iris	<i>Tome.</i>
021	Teacher	<i>Tommy.</i>
022	Iris	<i>Tom.</i>
025	Teacher	<i>(...) sabe o que ele fala quando chega na salinha das crianças?... lá nas outras salinhas?... ele fala hello. Vocês sabem falar hello para ele?</i>
026	Tiago	<i>Sabe.</i>

027	Teacher	<i>Sabe falar hello?</i>
028	Tiago	<i>Sabe.</i>
029	Teacher	<i>Quero ver.</i>
030	Tiago	<i>Hello.</i>
041	Teacher	<i>(...) Mas o Tommy tem uma amiga... ela sempre vem na salinha. Vocês querem conhecer a amiga dele?... (...) (unint) a amiguinha do Tommy, se chama Suzy... Vocês sabem falar o nome da amiguinha do Tommy?</i>
042	Iris	<i>Suzy.</i>
043	Teacher	<i>Como é que é o nome?</i>
044	Some kids	<i>Suzy.</i>

Instructional Register: realized by the interrogative choices aiming at eliciting answers from the children, inducing them to say the words in the FL:

Interpersonal Function: realized by the children's prompt responses:

Again concerning the regulative discourse, I share Christie's point: "teacher directions to do with acceptable behaviours are very audibly foregrounded in a great deal of teacher talk, constituting one aspect of the realization of the regulative register" (Christie, 2002, p. 29). This can be seen at some points in classes when Cristina stops the activity to make children reflect about a "bad behaviour" through declarative and interrogative choices, sometimes indirectly. For instance:

(Class One)

071	Teacher	<i>Não, não... Não pode puxar o cabelinho da Suzy. Não puxa o cabelinho da amiga... É... Não pode puxar o cabelo da amiga. Será que pode, turminha?</i>
072	Tiago	<i>Não!</i>
073	Teacher	<i>Não, né?...</i>
083	Teacher	<i>(...) [talking to the puppet] Suzy, Suzy, não pode subir na mesinha...</i>
137	Teacher	<i>(...) ...vamos descer da mesinha senão cai, bate o bumbum no chão, e vai fazer um dodóizão... vamos descer?... desce. Cuidado... (unint) vamos descer Paulo, para você ver a outra foto do Tommy!</i>

Or,

(Class Eight)

127	Teacher	<i>(...) A tia Elena já disse que não é para mexer nas coisas, né? Então, vem sentar aqui comigo...</i>
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- 238 Teacher (...) *Tia Ana, a Iris está brigando com os amiguinhos? Então ela não vai brincar.*
- 244 Teacher (...) *Vem cá! Ah, turminha a Iris não vai brincar hoje não, tá? Só vocês é que vão brincar? Vem Iris.*

Regulative Register: realized by the choices in which Cristina demands “services” as “good behaviour”.

Interpersonal Function: realized by the children’s acceptance and reply to what the teacher asked them to do.

One of the characteristics of very young learners is that they learn about the organization of time and space, “as these are established for the purposes of schooling” (Christie, 2002, p. 29). Cristina shows the children that their class ends when she suggests they sing to say goodbye:

(Class Eight)

- 277 Teacher *E agora, quem que lembra aquela musiquinha que a teacher sempre canta pra vocês, quando está na hora de ir embora?*
- [children sing] *“C’mon, c’mon, kiss me, kiss me,(3times). Bye- bye.”*
- 278 Teacher *Bye-bye.*
- 279 Some kids *Bye-bye!*

Regulative Register: realized by the interrogative choice tacitly asking if they remember the song:

Instructional Register: realized in the lyrics when children say “Bye-bye”

Interpersonal Function: realized by the children’s attitude when they go kiss the FI teacher and wave goodbye.

However, in the first class, as Cristina hadn’t taught the song yet, she explained that class was over by telling the children she was going away.

(Class One)

- 141 Teacher *Então turminha, nós vamos fazer assim, no outro dia, quando a teacher Cristina voltar aqui, eu vou trazer a... Ih! Esqueci o nome da amiguinha... como é que chama aquela amiguinha que dá beijinho?Su...*
- 142 Jussi *sy.*
- 143 Teacher *A Suzy! Eu vou trazer a Suzy e nós vamos falar hello para ela e para o Tommy. Tá bom?! Então agora a teacher vai embora. Bye-bye amigos, bye-bye.*

144	Ana	<i>Bye-bye tia.</i>
145	Teacher	<i>Bye-bye tia Ana.</i>
146	Some kids	<i>Bye-bye.</i>

Regulative Register: realized by the declarative choices telling this is the end of class.
 Instructional Register: embedded in the tacit declarative choice of saying “bye-bye”.
 Interpersonal Function: realized by the children’s attitude imitating the assistant teacher when she says and waves goodbye.

At this point I feel it is relevant to report that in class eight there was a moment in which the Regulative register was marked by one of the children. As Cristina was practicing the word “table”, she was used to asking children to tap it, however, in that specific class, Tiago interrupted her giving reasons for doing so. See excerpt:

(Class Eight)

257	Tiago	<i>Tia, tia... não pode fazer barulho! O outro maternal! O maternal está dormindo! [referring to the group next door who are younger children and might be sleeping]</i>
258	Teacher	<i>Shhh! O maternal está dormindo! Shhh, shhh! Ai, a teacher fez uma bagunça! Não pode, né Tiago, não pode.</i>
259	Tiago	(nods his head)

Regulative Register: realized by the talk of the child calling Cristina’s attention.
 Interpersonal Function: realized by Tiago’s attitude in nodding his head.

Notably, Tiago showed his knowledge of moral value, that he knows the difference between “right” and “wrong”, when he criticized the teacher for making so much noise, he was actually implying she was disrespecting the other group.

4.7. Discussion on the findings

In this chapter I attempted to show evidences of interactions between the teacher and her very young learners in the context of an EFL class. Throughout the period of eight weeks, the children became more and more comfortable about working with a strange teacher who speaks a different language. Analyzing class transcriptions, it is possible to realize the changes in the children’s behaviour. Each class the VYL became more and

more secure to interact with the FL teacher, and tacitly they start saying the vocabulary taught naturally.

Moreover, the use of the mother tongue helped to provide an informal environment in which the children felt free to address the FL teacher. This is suggested by analyzing transcriptions and comparing them with the field notes, confirming the use of triangulation of data. On the other hand, it was possible to realize the over use of the mother tongue, showing that the practice could have been more profitable for the learners if the teacher had provided more input in the FL.

Besides analyzing the way the children addressed the FL teacher and the use of the mother tongue, I also tried to evince the Mood structures involved in this study, more specifically the choices made by the teacher in order to promote interactions in the first and the eighth classes. Moreover, I also analyzed the teacher's discourse in terms of modality. I tried to show that in the first class, when the FL teacher was mostly introducing the puppet characters and the idea of greetings, her choices were realized by propositions (that is indicative clauses realized by declarative clauses). However, in the eighth class, when the children were more familiar with the FL class, the teacher's discourse was characterized by Moodless imperatives. As Halliday (1994) points, when the imperative "unmarked positive has no Mood element, the verb form (e.g. *look*) is Predicator only, with no Finite." (p. 87). This class consisted mainly of content review in which children played action games while the teacher demanded goods-&-services. As goods-&-services is characterized as a proposal, it is realized as imperatives. When an imperative clause type is modulated it becomes indicative type, thus the possibility of identifying modalities.

Concerning the evidences of pedagogic discourse, I tried to show how the regulative and instructional registers operated. It was possible to identify that the

regulative discourse was present for initiating teaching activities, subtly ordering, and providing principles for the children's participation in class. On the other hand, the instructional register could be realized in presenting the new content, practicing and reviewing content by means of TPR activities, repetitions, listening activities, songs and movement games.

Looking more generally at the interpersonal metafunction and its realization, indeed the teacher's discourse is for the most part in the interrogative mood, where her role was mainly to elicit responses from the VYL. These responses were notably expanding in terms of interaction as children felt more comfortable with the FL teacher, seen through the period of eight classes, which means two months. Moreover, Cristina's authority is also most marked in the uses of imperatives, giving directions and reminding the children of their behaviour in class.

Concerning the children's behaviour, Christie (2002) states,

the regulative register is realized rather differently in early childhood years from the latter years of schooling with respect to its role in constructing acceptably 'good' behaviours for the purpose of schooling. (p.170)

This point can be realized through the frequent use of the regulative register in terms of the teacher's directions by means of suggesting acceptable behaviours, thus collaborating with the children's education, which constitutes an intrinsic aspect of the regulative discourse.

In this chapter I reported on and discussed the results of my data analysis, in an attempt to answer my research questions presented in Chapter 3. As the analysis was carried out based on Halliday's (1994) SFL and Bernstein's (1990) pedagogic discourse, it was also possible to show how both theories may help us understand the classroom discourse. In the next chapter I will report on the final remarks.

CHAPTER 5

FINAL REMARKS

“What really matters is what happens when teachers and learners get together in the classroom... The more we look, the more we find, and the more we realize how complex the teacher’s job is.”

(Allright and Bailey, 1991, in Nunan, 2001, p. 205)

5.1. Summary

From the beginning of my career I have been concerned about teachers who work with very young learners. One of my concerns is related to the foreign language teaching to VYL. Special pedagogical and linguistic training is fundamental for teachers who work with children under the age of five, and hence my interest in researching a real context where English is taught as a FL, by a teacher who graduated in English, but has no special pedagogical training. In order to attain my objective of identifying and analyzing the teacher’s discourse in her interactions with 13 VYL, I chose to carry out an ethnographical-based action research since this kind of research is appropriate for dealing with the daily routine of the EFL classes. For Painter (1989) “language learning is something that the child achieves in the course of interacting with other people” (p.5) justifying the importance of interaction in the FL classroom, “enabling the child to learn language swiftly and successfully” (ibid.). Eight classes were, then, video-recorded during a period of eight weeks. In the sequence the data obtained were analyzed using

SFL and principles of pedagogic discourse.

In order to narrow down the focus of this investigation, four research questions were prepared both as a starting point for the investigation and as a means to obtain valid and reliable information. The research questions were answered in Chapter 4, considering the general theoretical perspectives presented in Chapter 2.

According to Snow et al. (1991), “classrooms, like homes and schools, vary in many factors which collectively have an impact in literacy development” (p.34). She also points that not only the material, organization of lessons, the curriculum and so on are important, but also the teacher’s style in interacting with the children in class.

My 20-year experience in teaching ESL professionally, allows me to agree with Herrera and Pinkley (2005) when they say that “learning is a process of constructing meaning through interaction in social contexts” (p. vi). As far as I understand, our mind tries to make sense of its surroundings and the experience they provide. In this way, when teaching VYL, the teacher is challenged to seek coherence through reorganization and adjustment of the learner’s view of the world, and how the world of language works. When teaching VYL, teachers provide children with opportunities for making meanings and this attitude enriches language learning. On the other hand,

for children, these opportunities typically involve actions on the part of the teacher as directing their attention to objects and ideas, participating in meaningful play, role-play, reciting chants, singing songs, ... (Herrera and Pinkley, 2005, p vi).

As already mentioned, the analysis of data was carried out on the basis of SFL: Halliday’s theory of language as both systemic and functional. The SFL theory suggests that the context to use the language has to be considered in terms of *field*, *tenor* and *mode*. *Field* can be viewed as the social action being undertaken by the speakers. In the present study, it can be seen as the EFL class. *Tenor* emphasizes the way in which linguistic choices are affected by the kind of social relationship among the participants.

In this investigation, tenor has been characterized by the relation between the FL teacher and her VYL. *Mode* refers to the channel communication takes place, which will have effects on the language use – written or spoken. Since FL classes for VYL are basically taught in terms of speaking, *mode* in this research has been considered as oral face-to-face interaction.

In SFL theory, the system emphasizes the social interaction aspects of language and the importance of “recognizing that language functions not only to represent the world but to act in it.” (Painter, 1999a, p. 322). Concerning the language function, importance is given to what a person does when expressing him/herself, whether he/she uses language to control the addressee, or to ask/to provide information, or to make promises and so on (Painter, 1989). In this research I analyzed the way the teacher uses language to interact with her VYL in terms of Mood structures, as interrogatives, declaratives or imperatives. It was observed that the occurrences of Moodless imperatives were significant. Imperatives are related to authority, nevertheless “a moderation of the teacher’s authority is also manifested in *the use of politeness strategies*” (Chouliaraki, 1998, p.19, italics in original) in the FL teacher’s interaction with the VYL. Moreover, still taking into account SFL I have also analyzed the teacher’s use of modality. Regarding modality, I have identified how the FL teacher modified her talk, so that she could suit the particular stage of development of the VYL in which the teacher’s main choices focus on verbs indicating ability and inclination, tacitly inducing children to speak the FL.

Besides, in interpreting data, I also took the view of language necessarily implied by Bernstein’s theory of pedagogic discourse. Pedagogic discourse sees the classroom as a specific context. In this context, interactions are “seen as social practices conditioned by the rules and regulations of the educational institution.” (Chouliaraki,

1998, p.7). The discourse produced in any classroom then is an appropriation of other discourses in order to fit it to regulative rules. Thus the regulative rules recontextualize the discourse into pedagogic rules (or instructional discourse). This is a view of two registers: (i) regulative, in which the discourse is related to the order, role and purposes of the school and (ii) instructional, which recontextualize the regulative for the purposes of activities in class.

In this study, specifically in the context of this specific classroom, it was possible to realize that the regulative discourse occurred more often when the FL teacher initiated activities, and providing principles and rules for the children's participation in class, while the instructional discourse was embedded in the regulative one, when the FL teacher gave directions and instructions to the activities. Characteristics of the pedagogic discourse may provide useful insights into pedagogic relations and practices.

5.2. Remarks on findings

Since the findings of my analysis were obtained through ethnographic methods, such as observational field notes, diaries, and transcripts of classroom interaction, I was able to draw a reliable picture of the teacher's practice on the basis of her classroom discourse. I found that in terms of the way she is addressed by the VYL, there was a slight change in the children's way of addressing the teacher, either by showing her an object or by telling her something that had happened with them before class. Concerning the use of words, like "professora", "tia" or teacher, they tended to address her in Portuguese, except for two of the children who used the word "teacher" from the fifth class onwards. The children spoke Portuguese (their mother tongue) during the whole class, using English just for the words taught by the FL teacher. I may attribute this performance to the teacher's overuse of Portuguese in order to avoid a barrier between herself and the

children, since in the beginning of the period her aim was to make the children feel confident to start learning a FL. However as could be seen in Chapter 4, if she had spoken the FL more often in class, she would have provided learners with more input in English.

It was also possible to observe that, in spite of the fact that in the first class, only four out of 11 children participated verbally in the class, the other seven followed every action of the FL teacher. This may represent non-verbal interaction, as children were able to interact with their colleagues and the puppets used by the teacher. As the authoritative figure in the classroom, the teacher commands interaction, as evidenced by her predominant choice of imperative clauses. She controls the group's activities by tacitly inducing them to do what she wants, as well as using the regulative discourse to persuade them to follow her. Modalities are not explicitly seen in her discourse. I understand that when talking to children in class adults do not choose to use modalities. However the teacher tends to modulate her discourse in terms of changing indicatives into imperatives. In this way she conducts the class and has children participate and interact with her.

5.3. Limitations and implications of this thesis

One of the limitations of the present study concerns the spatial arrangements, since the fixed position of the camera restricted the children's working space. Another limitation has to do with the natural lively and noisy children's behavior and the consequent noisy character of the FL classes, which made it difficult to transcribe exchanges at certain points. Besides, the fact that classes were only oral precludes the possibility of describing non-verbal interactions. Since the main objective of the study was to observe the process of interaction between the FL teacher and her VYL during the first two

months of teaching, and for the sake of time feasibility, only eight classes were analyzed. Special comparative analysis was carried out between classes one and eight, which may have restricted somewhat the desired results.

Despite these and other limitations that may be pointed out, I believe this investigation has its strengths. One is that it has contributed a lot to myself as a teacher-researcher specifically in the point that classes must be taught providing more access to the FL, so that children may profit in terms of FL input.

Further research can help us better understand the necessity of a deeper knowledge of teacher-student interaction in the classroom, with the objective of providing subsidies for teachers' practices in helping children to interact in different situations. I hope the present thesis can bring some contribution to researchers interested in examining children's classroom discourse, and add relevant information to the area.

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APPENDIXES

APPENDIX I

PARENTS' AUTHORIZATION

UNIVERSIDADE FEDERAL DE SANTA CATARINA
UNIVERSIDADE DO CENTRO-OESTE
MESTRADO EM INGLÊS E LITERATURA CORRESPONDENTE

Prezados Pais,

eu, Raquel Cristina Mendes de Carvalho, professora de inglês de seus filhos que estão no Maternal 2 (azul), com a professora Eliane M. Marques, como aluna do programa de Pós-graduação – Mestrado em Língua Inglesa e Literatura Correspondente da UFSC, gostaria de informá-los sobre minha pesquisa. Trata-se da análise da fala da professora de inglês como facilitadora da interação entre a professora e as crianças de 3 anos, e será supervisionada pela Prof. Dra. Viviane Heberle. Para que esta pesquisa se efetive, far-se-á necessária a coleta de dados através de: a) gravação de 8 aulas em vídeo; b) relatório diário da professora; c) observação e relatório das aulas feitos por uma professora de inglês não ligada às atividades da escola. Portanto, através desta, quero convidá-los a participar desta pesquisa autorizando a filmagem de seus filhos durante as aulas de inglês – que ocorrerão todas as segundas-feiras das 14h 10m às 14h 35m – pois a participação deles em relação às propostas da professora será de grande importância para a realização desta pesquisa. Se vocês assim o permitirem, por favor leiam este consentimento e, se concordarem com a informação aqui apresentada, assine conforme indicado.

Título do Projeto: *O DISCURSO DO PROFESSOR NAS AULAS DE LÍNGUA INGLESA PARA CRIANÇAS DE 2 E 3 ANOS: AS ESCOLHAS DE MODO E O REGISTRO*

Objetivo do estudo: O objetivo deste estudo é investigar o discurso do professor como facilitador da interação na aula de inglês para crianças de 3 anos.

Riscos e benefícios: Não há riscos em participar deste estudo. As imagens servirão exclusivamente para o estudo da professora, e não serão divulgadas de forma alguma. Ao final da pesquisa, os resultados deste estudo serão tornados públicos, mas a identidade dos participantes será mantida totalmente preservada e não será incluída nenhuma informação que possa identificá-los.

Contato: Caso haja necessidade de maiores esclarecimentos coloque-me a disposição nos períodos da manhã ou tarde – a combinar – nas dependências da Escola Arca de Noé, ou pelo meu e-mail: rcmcarvalho@pop.com.br.

Declaração de consentimento: Declaro que li a informação acima. Quando necessário, fiz perguntas e recebi esclarecimentos. Eu concordo em participar deste estudo.

Nome completo da criança:

Nome completo do pai, mãe ou responsável:

Assinatura do pai, mãe ou responsável:

Assinatura da pesquisadora:

Data:

APPENDIX II

FIELD NOTES

CLASS ONE MARCH 1, 2004

This was the first class with these children. Talking with their teacher, she told me none of them have ever had English classes. When I arrived in the classroom the children were, silently, waiting for me. I said “waiting” because their teacher had told them that I was going there. When I arrived I asked children for permission to get into their classroom and they said that they were waiting for me. I felt very comfortable to work with these children. It was a very joyful class. There were 11 out of 13 children in that class and about three of them responded to almost everything I proposed. Since the beginning of the class there was 1 boy, Tiago, who always tried to answer my questions, and repeat what I ask them to. The only thing that bothered me is the fact that I spoke too much Portuguese, but it’s ok, because my aims during this first class were just let them have a good impression of the different class, and introduce them to the 2 “pets” I am going to use in order to speak in a different way with them (English): Suzy, the ostrich, and Tommy Toucan (both puppets). Concerning the language, my purpose was to teach them how to greet the puppet and me, by saying “hello”. Of course, as it was the first class, only a very few of them repeated the word proposed to greet each other. However I hope they are going to use “hello” to greet me whenever we meet each other.

As being the first contact with these children, I felt it was really good, better than I expected, in spite of the fact that I could have spoken more English.

CLASS EIGHT APRIL 19, 2004

Today the dynamic of the class was a little bit different, because due to the weather is so rainy, there were only 9 children in class, so I decided to have all of them sitting on the floor. It was really good! Children could be near the pictures and objects, as well as touch the material I brought to class. It was a very interesting class because I could see how much the children could interact with me by showing they could understand what I was asking them. Besides, most of them could remember the school material vocabulary worked in the other classes. In spite of the fact that Iris, who seemed to be inspired to disturb everybody in class, didn’t want to interact in class, all the children were very participative, and seemed to enjoy every activity proposed.

As Iris was so agitated, I got anxious because I couldn’t find a way to make her interested in the class. The way I found to keep her was to hold her hand and maintain her by my side while the other children were playing. That was not good, since I love when all my children in class can play together. It really disturbed me, but I hope next class it’ll change.

Something I liked a lot, was when I was reviewing the vocabulary and asked them to beat on the table. I was interrupted by one of the boys, Tiago criticizing me because I was making too much noise and it would disturb the children on the next classroom, who are younger than them (Maternal 1). It really surprised me because I thought my children were enjoying the noisy activity, but on the contrary, they asked me to respect the other group for they could be sleeping and we were disturbing them.

APPENDIX III

OBSERVATIONS OF CLASSES

Class One - March 1st

I could observe in Cristina' introducing class with "Maternal 2" the following: a very interesting use of casual conversations, of pragmatic interactions, of expressions of involvement and of the mother tongue.

When Cristina needed to introduce herself to the children, she applied casual conversations letting the students know she had the consent of their regular teacher to be there. She got their attention as well as their respect. Concerning these aspects, they can be verified by the time Cristina shows the students their book. Although Cristina named herself as "I'm teacher Cristina" just in the end of the class, the children seemed to be very aware of her position in class. They have never addressed to her in any terms ("professora", "tia" or teacher).

The use of the mother tongue (Portuguese) provided interaction among teacher and students, specially when Cristina wants them to get in contact with the puppet characters ("Tommy" and "Suzy"), which she will make use of along the year. The first one is "Tommy Toucan", he remains always in the teacher's hands. Therefore, Cristina, in order to involve the children, she uses expressions of involvement, such as: "Você pode dizer o nome do 'Tommy'?"; "Vocês sabem dizer 'hello'?"; "Vamos acordar a 'Suzy'?"; "Chamem ela, digam 'hello'.", "Bye, bye!" (at the end of the class).

The children were lightly encouraged to repeat the word "Tommy" and also to greet the puppet with a "hello". And they responded very well to the exercise. Cristina carried on taking "Suzy" for a walk around the tables, actually "meeting" Suzy's new friends. As she talked both to the children and to the puppet at the same time, in Portuguese, she started to build up a link between English and the children imagination. This happened because "Suzy" imitates some of the very young children behavior.

Regarding the mood choices used, they always reached the children in the proper way, that is, whatever it was for calling attention, encouragement, motivation or just explanation, Cristina was always very precise. The presence of the assistant teacher also helped to control the time and the children to remain on their chairs.

Carolina

Class Eight – April 19th

Before making my report of class eight I must make an observation: I didn't watch teacher Cristina entering the classroom, because I arrived a little late. The first moment I took part on was when Cristina and the children (there were just a few students today due to the rainy weather) sat on the floor. So I understand it was a tentative of a much more relaxed class. She was showing the paper charts and proposing questions such as "Quem lembra o nome desse aqui?", to what the students replied "window!". Cristina never forgets to pay a compliment to the children's answers, which most of the thinkers advise as an essential part of very young children stimulation: "Isso! window".

Any relaxed moment brings along casual conversation, so teacher Cristina chose to ask them "Quem tem 'window' em casa?"; "Tem 'window' na salinha?" The students talked back: "Claro que tem". The procedure was repeated with the word 'table', and maybe she had already worked with the other words before I came in.

Although class eight had a very calm start it would turn into a competitive class, where teacher Cristina gave to them a series of movement games, when teacher Cristina asked some children individually to put some charts in some places in the classroom, doing the same with some story books and color pencils.

After all settled she gave the commands "Cadê a figurinha do 'book'?"; "Onde está a

'chair' da nossa sala?"; "Onde está a figurinha do 'book? ". I believe she intended to work with them individually in an attempt to keep them interested in the English classes; to have them physically involved, too.

She had divided this exercise into two parts and the second one she had a group movement game. I suppose so because of her mood choices, where she wanted each student to bring one exemplar of the objects at the same time.

When she noted they didn't remember where the story books were put, she helped them: "Onde a 'teacher' colocou os 'books' ". Continuing "E quando a teacher falar 'pencil'. Aonde que a 'teacher' pôs o 'pencil' ". This exercise took a time to be completed, since a girl student was presenting a very "selfish" behavior, trying to get all the pencils for herself. First Cristina had to control her and then go on.

In order to have them sit on their chairs she started: "E cadê a 'chair' ", "Eu vou achar um 'chair' para mim", took a big chair and sat down, saying "Essa é a minha 'chair' ". With all of them sitting she repeated with the table. Chose a table for her and knocked. She told the students to do the same "Vamos bater na mesinha?! ", she said "mesinha" not table.

I don't know if she was serious or just pretending when she stopped the action and reprehended herself for having been making a lot of noise, what may have disturbed the little ones from "Maternal 1" who were sleeping in the classroom beside them.

It was time for listening to a native English speaker's voice. She played "What is it?" song. I saw the children having fun and dancing but most of them only murmured the words. To finish the class, teacher Cristina said "Agora quem lembra a música do 'Come on?' ". She sang and said good-bye. While living the room I listen to a voice singing "What is it?", but I didn't see who he or she was.

I believe these children are enjoying very much to have Cristina working with them. They dance, sing, listen to stories, play with puppets and masks, color drawings, e many other activities. All of these activities and materials have proposed a ludic environment for the students to appreciate the English language. This may imply in good cognition basis for future acquisition of English as foreign language. Cristina has so far maintained a certain scheme, which in an ascendant level is challenging the students and obtaining answers from their part. Therefore, I believe she is correctly conducting her classes.

Carolina

APPENDIX IV

TRANSCRIPTION OF CLASSES

CLASS 1 – TRANSCRIPTION

MARCH 1, 2004

2:10 p.m. to 2:35 p.m.

11 KIDS

- 001 Teacher Hello!... posso entrar? ... Hello! A tia Elena falou para vocês que eu vinha aqui na sala?
- 002 Iris Ahã.
- 003 Teacher Falou?
- 004 Iris Falou que vinha aqui.
- 005 Teacher Falou que eu vinha aqui? É?... Sabe o que eu vim fazer aqui na salinha de vocês?... eu vim mostrar esse meu amiguinho aqui... Vocês conhecem o meu amiguinho?
- 006 Some kids (some children nod their head)
- 007 Some kids (some children shake their head)
- 008 Iris conheço.
- 009 Teacher Sabe como que é o nome dele?
- 010 Iris Ahã.
- 011 Teacher Esse daqui é o Tommy.
- 012 Some kids Tommy
- 013 Teacher Vocês sabem falar o nome do Tommy?... Quem sabe falar o nome do Tommy?
- 014 Tiago Eu.
- 015 Teacher Quero ver.
- 016 Tiago Tommy.
- 017 Teacher Ah! Você sabe! Yes, Tommy... Ele sabe falar o nome... Esse aqui é o Tommy Toucan...
- 018 Iris Eu também sei.
- 019 Teacher Você também sabe falar?... quero escutar quem que sabe falar o nome do Tommy.
- 020 Iris Tome.
- 021 Teacher Tommy.
- 022 Iris Tom.
- 023 Teacher Ah! Ela também sabe, Tommy... viu só que legal, Tommy? Ah, é... esse meu amiguinho Tommy aqui, ele não sabe falar igual a gente.
- 024 Tiago ã?
- 025 Teacher É... ele não sabe ... ele só sabe falar inglês... o que será que é isso?... sabe o que ele fala quando chega na salinha das crianças?... lá nas outras salinhas?... ele fala hello. Vocês sabem falar hello para ele?
- 026 Tiago Sabe.
- 027 Teacher Sabe falar hello?
- 028 Tiago Sabe.
- 029 Teacher Quero ver.
- 030 Tiago Hello.
- 031 Teacher Ah! Tommy, aquele amigo lá sabe falar tudo para você,... ele sabe falar hello, ele sabe falar Tommy, que é o seu nome... que legal, né pessoal? E vocês, sabem falar hello para o Tommy? Você sabe falar hello para o Tommy, amigo?... Ah! Ele sabe? Deixa eu escutar... hello!... Olha lá, Tommy! Deixa eu ver... (unint). Ih! (unint)... como é que é o nome

daquele nosso amiguinho ali?

032 Linda Eduardo.

033 Teacher Ah! O Eduardo está chorando. Ele não vai ver o nosso amiguinho... Hi tia...

034 Ana Senta aqui.

035 Teacher Esse amigo é da nossa sala também, tia?

036 Ana É, esse é nosso amigo também, tia. Senta aqui.

037 Teacher Tudo bem, amigo, com você? Tudo bem?... Sabe quem que é esse meu amigo aqui?... É o Tommy.

038 Ana Tommy?

039 Teacher É, Tommy Toucan... Como é que é o nome deste amigo? Como que é o seu nome?

040 Tiago Tiago.

041 Teacher Tiago? Tommy, parece Tiago... quase igual, né?... Mas o Tommy tem uma amiga... ela sempre vem na salinha. Vocês querem conhecer a amiga dele?... Tommy, fica quietinho aí, olha, paradinho aí, olhando para as crianças... não faça bagunça... (unint) isso... (unint) a amiguinha do Tommy, se chama Suzy... Vocês sabem falar o nome da amiguinha do Tommy?

042 Iris Suzy.

043 Teacher Como é que é o nome?

044 Some kids Suzy.

045 Teacher Suzy! Isso mesmo... E a Suzy está dormindo aqui nessa caixinha... Quem que consegue chamar a Suzy para mim, bem alto para ela acordar?

046 Iris Suse.

047 Teacher Suzy.

048 Some kids Suzy, Suzy.

049 Teacher Wake up, Suzy!

050 Some kids Suzy.

051 Teacher Será que a Suzy vai acordar, turminha? Suzy!

052 Some kids (unint)

053 Teacher Chama a Suzy, para ela acordar! Ela está muito dorminhoca.

054 Tiago É! Suzy!

055 Teacher Suzy. Ah! Ela está querendo acordar. Suzy... Oh! Suzy, acorda, Suzy...

056 Some kids (unint)

057 Teacher Bom, ajudem a teacher a chamar a Suzy... Suzy!

058 Some kids Suzy!

059 Teacher Bem alto, bem alto. Suzy!

060 Some kids Suzy!

061 Teacher Vamos, vamos... Ih! Ela está assustadinha!... Ih! Dormiu de novo... Vamos chamar a Suzy de novo? Bem alto.

062 Some kids Suzy!

063 Teacher Hmm! Acordou! Hello, Suzy!... Hello! Ah, acordou, Suzy? Vamos falar hello para a Suzy? Quem sabe falar hello? Você sabe Tiago?

064 Tiago Sabe.

065 Teacher Sabe Tiago? Então vamos falar.

066 Tiago Hello.

067 Teacher Hello! Olha lá Suzy, o Tiago.

068 Iris Hello.

069 Teacher É! Vamos descer da sua caixinha, Suzy?... e visitar os amigos, lá pertinho deles?... Ah, não Suzy, não pode sentar..., vamos, levanta, menina! Que coisa que vai ficar só sentada!... Que dona Suzy preguiçosa... É!... Olha, Suzy, venha ver quantos amigos que tem nessa salinha!

070 Ana Não Iris, não faça assim.
071 Teacher Não, não... Não pode puxar o cabelinho da Suzy. Não puxa o cabelinho da amiga... É... Não pode puxar o cabelo da amiga. Será que pode, turminha?

072 Tiago Não!
073 Teacher Não, né?... Vamos lá ver os amiguinhos?... Hello amiguinha... Opa... (unint)

074 Ana (unint)
075 Some kids (unint)
076 Ana (unint)
077 Teacher Suzy? ... a Melissa? Hello Melissa.
078 Some kids (unint)
079 Tiago (unint)
080 Teacher (unint)... Vamos ver o outro amiguinho que tem aqui. (singing) Hello, Suzy!... Hello, Suzy!... Quem sabe falar hello para a Suzy?.. (singing) Hello, Suzy... Hello, Suzy!... Olha lá Suzy, tem mais um amiguinho aqui. Hello!

081 Ana (unint)
082 Jussi Ha, ha, ha! A Suzy está fazendo assim (nodding her head). Ha, ha, ha!
083 Teacher Hello , amiguinha. (unint)... olha só, ela quer dizer hello para você... (unint)... Suzy, vem para cá, Suzy, senão a amiguinha leva um susto com você. Vem para cá... o que você vai fazer, Suzy?... Ah! A Suzy vai subir na cadeirinha... Suzy, essa cadeirinha não é sua. É das criancinhas dessa sala, Suzy... onde é que você vai?... Suzy, Suzy, não pode subir na mesinha...

084 Ana Não precisa fugir...
085 Teacher Oh! Olha só... Suzy, sabe quem que é essa menininha aqui? Ela é irmã da Cristiane... Ah! Você já sabe? (unint)

086 Linda É a Jussi, Jussi...
087 Jussi Sou a Jussi... a Jussi... Jussi.
088 Teacher Você é a Jussi, né?
089 Some kids (unint)
090 Teacher (unint)... Ah! Não pode bater!
091 Some kids (unint)
092 Teacher Esse daqui é o Tiago, Suzy. Ele já sabe falar hello. Hello, Tomas!
093 Some kids (unint)
094 Ana Iris, assim não, Iris.
095 Teacher (unint) ...Suzy, vamos descer, e ver os amiguinhos da outra... opa!... Olha Suzy, é muito alto... vem cá, que a teacher ajuda você... Sobee aqui na minha mão ... no meu braço... Olha os amigos aqui, Suzy... Hello, amigos... Olha lá! Olha lá!... A Suzy quer correr atrás de você, olha lá! (unint)... senta na cadeira...

096 Ana Vem, Suzy, vamos conhecer o Paulo... (singing) vamos conhecer o Paulo...
097 Teacher

098 Ana A Melissa quer dizer hello, tia...
099 Teacher A Melissa quer dizer hello? Olha lá Suzy, a Melissa veio dizer hello... (unint).

100 Ana (unint)
101 Teacher Ih! Ela vai sentar.
102 Ana Parece que ela está dormindo... (unint)
103 Teacher Suzy, acorda, Suzy... Não pode dormir agora... está na hora da aula... Vamos lá... Olha lá a Melissa. Melissa, olha a Suzy falando hello para você. Ah! Quem mais vai falar para a Suzy? Hello! Hello!... (unint) Vamos lá falar hello para o Paulo, Suzy... Hello, Paulo... Olha lá, Paulo, a Suzy está fazendo carinho na sua perna... (unint) Você viu só?

104 Iris Aqui, tia.
105 Teacher (unint) Você é o Olavo, né? Quer ver que ela faz coceguinha na perna?... Ai ai, Suzy, você está fazendo coceguinha na perna do Olavo, olha lá...

106 Jussi Ela subiu na mesa.
107 Teacher Quem que sabe falar hello bem alto para a Suzy?
108 Tiago Hello!
109 Some kids Hello!
110 Teacher Hello, Tiago! Olha a mãozinha dela levantando, falando hello para você. Hello!

111 Ana Ah! Eu também quero dizer, tia...
112 Teacher Olha lá, você não falou hello pra tia, Suzy... Hello tia!
113 Ana Hello, Suzy!
114 Teacher Olha lá Suzy, você falou hello para a tia... essa Suzy é bem boazinha... ela falou hello, para todo mundo, né?... Falou? Ou não falou?

115 Some kids Falou!
116 Teacher Quem, quem que não falou hello para a Suzy, ainda?
117 Some kids Hello!
118 Teacher Quem Não falou hello, ainda?... O que Suzy? Você quer ver seu amigo Tommy?... A Suzy... Ih! A Suzy não falou hello para o Tommy. Cadê o Tommy, turminha? Tommy? C'mon Tommy... c'mon... Tommy! Olha lá a Suzy!... Hello Tommy! A Suzy dá beijinho quando eles falam hello!... Então, agora, quando a Suzy vier passear aqui na salinha de vocês, vocês vão falar hello para ela? Quem que vai falar hello para a Suzy?

119 Some kids Eu! Eu!
120 Teacher Eu vou! Todo mundo vai falar!
121 Iris Suzy!
122 Teacher Então, Suzy, vem aqui um pouquinho, senta aqui na sua caixinha, só um pouquinho, que a teacher vai mostrar as fotos do Tommy para a turminha, tá bom, Suzy? Espera aí um pouquinho. Turma, daqui há pouco ela volta, sabe por quê? A teacher quer mostrar uma coisa para vocês... aqui nesse livro tem um monte de fotos. Sabem foto de quem que tem aqui? Vocês querem ver? (unint) Olha só! Quem será que é esse aqui? Como é o nome dele?

123 Paulo (unint)
124 Some kids Tommy.
125 Teacher Todo mundo sabe falar o nome do Tommy? (unint) vem cá, amigo, vem cá para você ver a foto do Tommy. (unint) sem empurrar Iris. Não precisa empurrar, tá bom? Combinado?... O amigo quer ver a foto do Tommy? E sabem quem mais está aqui? Olha. Aqui está o Tommy, a professora...a tia da sala do Tommy. Olha aqui, olha!...Essa aqui é a Melissa? É?... Vocês viram a tia da sala do Tommy? Vocês estão vendo? Quem que não está vendo?

126 Iris Eu!
127 Teacher Você, está vendo Iris? Está? Cadê o Tommy?
128 Iris Aqui!
129 Teacher Aqui ele! E esse daqui é o amigo do Tommy, e essa daqui é a amiga do Tommy. Viu só que legal!? É legal? É? E vocês já sabem falar hello para o Tommy? É?

130 Some kids Ahã.
131 Teacher E quem sabe falar bye-bye para o Tommy?
132 Iris Bye-bye.
133 Teacher Ah! A Iris já sabe! Muito bem! Jussi, assim você bate sua perninha no amigo, e daí o amigo chora, né?

134	Linda	(unint)
135	Teacher	O que? (unint)... então turminha... vem cá Iris que a teacher vai mostrar outra coisa... outra foto...cadê a outra foto do Tommy? Espera aí que estou procurando... sabe como que o Tommy faz quando ele voa? Ele faz assim, olha... (whistle). Ih! Vocês sabem fazer igual o Tommy?
136	Paulo	(whistle)
137	Teacher	Isso! Vamos fazer de novo? (whistle)... Sabe fazer igual o Tommy?...vamos descer da mesinha senão cai, bate o bumbum no chão, e vai fazer um dodóizão... vamos descer?... desce. Cuidado... (unint) vamos descer Paulo, para você ver a outra foto do Tommy! Cadê o Tommy brincando? Olha aqui, ele está brincando junto com a Sarah e o Ben...cadê o Tommy? Quem sabe mostrar para mim?
138	Linda	Aqui.
139	Teacher	Aqui, o Tommy (unint) amiguinhos... vem cá...então turminha... tia, que horas são?
140	Ana	São duas e meia, tia.
141	Teacher	Então turminha, nós vamos fazer assim, no outro dia, quando a teacher Chris voltar aqui, eu vou trazer a... Ih! Esqueci o nome da amiguinha... como é que chama aquela amiguinha que dá beijinho?Su...
142	Jussi	sy.
143	Teacher	A Suzy! Eu vou trazer a Suzy e nós vamos falar hello para ela e para o Tommy. Tá bom?! Então agora a teacher vai embora. Bye-bye amigos, bye-bye.
144	Ana	Bye-bye tia.
145	Teacher	Bye-bye tia Ana.
146	Some kids	Bye-bye.

CLASS 8 – TRANSCRIPTION

APRIL 19, 2004

2:12 p.m. to 2:39 p.m.

9 KIDS

001	Teacher	Hello! Posso entrar?
002	Some kids	Hello.
003	Paulo	Hello, hello.
004	Teacher	Hello Paulo.
005	Some kids	(unint)
006	Teacher	Turminha...tia, eles podem sentar no chão, né?
007	Ana	Podem.
008	Teacher	Turminha, vamos sentar no chão, hoje, aqui junto com a teacher? Vamos? Vamos tirar a cadeirinha e colocar lá perto da mesinha? Vem cá Glória. Hoje a teacher quer fazer uma brincadeira diferente. Vamos fazer? Quem vai sentar aqui junto comigo? A tia Ana vai arrumar a cadeirinhas para nós. Pronto?... vem Eduardo. Vamos sentar aqui. Deixa a teacher ligar o som primeiro.
009	Olavo	(unint) o som.
010	Teacher	É, o som já estava aqui esperando a teacher.
011	Paulo	Tia, tia...
012	Olavo	Eu também estava.
013	Teacher	É? Você também estava me esperando?
014	Alex	Eu também estava.
015	Teacher	Você também? Que legal Olavo!

016 Eduardo Eu também estava.
 017 Teacher É? Estava todo mundo esperando a teacher?
 019 Glória Eu também.
 020 Teacher É?
 021 Olavo Teacher, teacher.
 022 Teacher Diga, amor.
 023 Olavo A minha mãe deu remédio. Sabia que eu estou com tosse?
 024 Teacher Você está com tosse?
 025 Olavo (coughs)
 026 Teacher Nossa, tá mesmo!
 027 Jussi Tia, olha o meu dodói.
 028 Teacher Humm, a teacher vai jogar um pózinho de amor. Pronto, isso!... vamos cantar uma musiquinha primeiro?... (Elena brings some pencils which she gives to the teacher, who tries to put them all in the pocket, but before that...) O que é isso aqui?
 029 Jussi Lápis.
 030 Teacher E como que chama lá na sala do...
 031 Alex Pencil.
 032 Teacher Pencil, né, Alex? Lá na sala do Tommy, é o pencil, né? Nós vamos fazer uma brincadeira hoje, muito, muito legal. Mas antes da gente brincar... antes da gente brincar, a teacher quer ver quem que lembra daquela música do Ben... do Tommy. Como que era a música do Tommy? Quem que lembra?
 033 Olavo Hello, hello, hello
 034 Paulo Peekaboo.
 035 Teacher Ahhh! Peekaboo!
 036 Some kids (unint)
 037 Teacher Então vamos ver quem que lembra. Quem que lembra.
 (song)
 038 Teacher Ah! Acabou. Vamos cantar outra? Como que chama a outra musiquinha? Quem que lembra?
 039 Iris Pencil.
 040 Teacher Pencil? Vamos ouvir?
 (song)
 041 Tiago Acabou.
 042 Teacher Acabou. Depois a gente canta de novo?
 043 Tiago Uhum.
 044 Teacher Vamos cantar de novo depois?... Olha lá quem chegou! Hello tia Carolina.
 045 Carolina Hello!
 046 Teacher Ihh! Você não vão falar hello para a tia Carolina?
 047 Olavo Hello.
 048 Carolina Hello.
 049 Teacher Hello, Olavo, muito bem.
 050 Iris Hello.
 051 Carolina Hello, Iris. Dá licença para mim?
 052 Teacher Vamos deixar a tia Carolina passar, Tiago? Isso! Hoje nós vamos ficar por aqui, tá tia Carolina? Agora a teacher quer ver quem que lembra como é que chama essa figurinha aqui. A figurinha da window. Quem que lembra?
 053 Tiago Eu!
 054 Teacher Como é que é?
 055 Tiago Window.
 056 Teacher Window! Muito bem, Tiago!
 057 Iris (unint) window!

058 Teacher Essa daqui é a window, né? Você sabe falar window?
059 Iris Eu sei falar window.
060 Some kids Window.
061 Teacher É! E tem window na nossa sala?
062 Alex Não.
063 Teacher Não tem window na nossa...
064 Olavo Window (pointing to the window)
065 Some kids Window (pointing to the window)
066 Teacher Tá lá a window!
067 Tiago Eu já sei.
068 Teacher Você sabe, né, Tiago? Muito bem. Lá tem uma window. E será que tem table na nossa sala?
069 Some kids (unint)
070 Teacher Cadê a table da nossa sala?
(Alex stands up and taps the table)
071 Teacher Ahh! Está lá! O Alex achou!
072 Tiago Tia, tia...
073 Some kids (unint)
074 Teacher Isso! Agora Alex, Melissa, Eduardo vem cá, vem cá. Escuta o que o Tiago está contando para a teacher. Conta Tiago.
075 Tiago Tia, tia, na minha casa tem, tem window.
076 Teacher Tem window na sua casa? É?!
077 Iris Na minha tem window.
078 Glória Na minha casa também tem window.
079 Teacher Tem, Glória?
080 Olavo Na minha casa tem window.
081 Teacher Na minha casa também tem window.
082 Some kids Na minha também.
083 Teacher E como que chama esse?
084 Tiago Table.
085 Teacher Table!
086 Some kids (unint)
087 Teacher Tem table na sua casa, Tiago?
088 Tiago Tem.
089 Teacher Tem? E na sua, Olavo?
090 Olavo Na minha também.
091 Teacher Tem? Paulo, tem table na sua casa?
092 Paulo (nods his head)
093 Teacher Não tem table na sua casa? Ah, que peninha!
094 Glória Na minha tem.
095 Teacher Na tua tem, Glória? Iris, vem contar pra mim se tem table na sua casa.
096 Iris É...
097 Melissa Não tem table na minha casa.
098 Teacher Na sua não tem, Melissa? Ah!
099 Melissa (unint)
100 Olavo Na minha tem.
101 Tiago Olha a minha mão, ó!
102 Teacher Ah!
103 Olavo (unint) na minha também tem uma cadeira.
104 Teacher E essa daqui como é que chama? Quem é que lembra?
105 Jussi Cadeira.
106 Teacher É a chair? Como é que fala esse?
107 Some kids Chair!
108 Teacher Chair!
109 Olavo Eu tenho chair na minha casa.

110 Teacher Tem chair na sua casa?
111 Olavo (shakes his head)
112 Teacher Tem bastante chair?
113 Tiago Na minha tem!
114 Teacher Tem chair na sua também?
115 Some kids (unint)
116 Teacher E na sua tem, Eduardo? Tem chair?
117 Eduardo (shakes his head)
118 Glória Na minha não tem.
119 Teacher Não tem chair na sua casa, Glória? Ah, não, então temos... espera aí, Iris... dá isso aqui para a teacher, um pouquinho...
120 Olavo O meu não tem. O meu não tem, tia. O meu não tem tia.
121 Teacher ...dá para mim. Isso, Paulo. Olha só, Iris, desmontou, tia Ana, a nossa peteca. Sabem como que o, o Tommy chama aquele ali? Ele fala shuttlecock.
122 Olavo O meu não tem. O meu não tem, tia.
123 Teacher Complicado, né?
124 Olavo (unint)
125 Teacher Shuttlecock..
126 Olavo (unint) na minha casa?
127 Teacher O que que tem na sua casa, Olavo?... Iris, deixa isto aí. Põe aqui. Iris, põe aqui. Dá para eu guardar. Dá aqui... Isso! A tia Elena já disse que não é para mexer nas coisas, né? Então, vem sentar aqui comigo...
128 Olavo Tia, sabia que tem batata na minha casa?
129 Teacher O que que tem na sua casa?
130 Olavo Tem batata.
131 Teacher Tem batata? Huummm! Bem gostoso?
132 Tiago Eu também tenho batata.
133 Some kids (unint)
134 Teacher Então... Olavo, faz um favor para a teacher?
135 Olavo (shakes his head)
136 Teacher Então, Olavo, põe essa figurinha da chair lá em cima daquela table. Põe lá para mim. Vem cá Iris, vem fazer um favor para a teacher. Põe lá em cima daquela table... isso! Jussi, faz um favor para a teacher?... Vamos amarrar esse tênis primeiro?
137 Olavo Ele cai aqui na mesa. Ele cai aqui na mesa.
138 Teacher Iris, vem cá ajudar a teacher.
139 Olavo Ele cai aqui na mesa.
140 Teacher Pode pôr ali na tua mesinha. Pode pôr na tua, Olavo. Põe, lá... Vai pôr aí? Então tá. Jussi, põe a figurinha do book lá do outro lado do quadro.
141 Tiago Olha, uma tartaruga! A tartaruga!
142 Teacher A tartaruga? Esconde a tartaruga. Ah, a teacher vai esconder a tartaruga!... Jussi, põe o book lá, para a teacher, lá olha.
143 Eduardo Eu quero ver a tartaruga.
144 Teacher Está escondida. Tcharam! Ih, escondi de novo! Isso! Agora, Olavo, a teacher quer que você coloque essa figurinha do pencil lá naquela table. Você põe para mim?
145 Olavo (shakes his head)
146 Teacher Põe lá? Então põe lá, para mim, por favor. Isso! Deixa assim.
147 Olavo Cai.
148 Teacher Não cai. Deixa assim. Deixa ele deitadinho. Assim, assim! Muito bem. Agora, Jussi, põe a figurinha da table lá naquela table, para mim. Você consegue? Isso! Pode pôr deitado. Assim, assim! Muito bem! Agora senta aqui, Jussi. Agora esse daqui a teacher vai colcar aqui... fica paradinha aí window, paradinha aí. Agora a Iris... você vai fazer um

favor para mim... levanta... a teacher quer que você coloque esses books lá no tapete, lá no cantinho. Você consegue? Quero ver. Isso! Tiago, você faz mais um favor para a teacher? Faz? Então você vai colocar esses pencils aqui, lá em cima daquela cadeirinha perto da tia Carolina... não, lá não dá... lá não vai aparecer na câmera. É, tem que pôr aqui, Tiago... põe aqui em cima dessa cadeira.

149 Tiago Essa?

150 Teacher É. Vamos ver se não vai cair. Fala para eles não caírem. Ih! Ta caindo, tá caindo, vamos arrumar lá. Arruma para a teacher. O Tiago sabe! Isso! Agora, todo mundo senta aqui, para a gente brincar. Vem Iris! Olha, cuidado. Colocou?

151 Tiago Ela não vai cair.

152 Teacher Então vem cá, senta aqui pertinho de mim... porque a teacher quer fazer uma brincadeira assim... vocês são bem espertos?

153 Olavo (shakes his head)

154 Teacher São? Então mostra para mim aonde que está a window.

155 Jussi Tá lá.

156 Some kids (point to the picture of the window)

157 Teacher A figura da window está aqui! E cadê a window da nossa sala?

158 Tiago Tá lá.

159 Teacher Aonde?

160 Some kids (point to the window in the classroom)

161 Teacher Tá lá, né Iris? Isso, lá em cima. Aquela lá é a... como é que chama aquela?

162 Paulo "Índow".

163 Teacher Window! Quem sabe falar window?

164 Some kids Window.

165 Teacher Window! Eduardo não falou.

166 Eduardo Window!

167 Teacher Window! Muito bem! E a Glória, sabe falar window, Glória? Sabe?

168 Glória (nods her head)

169 Teacher Não? Então a teacher vai ajudar, tá bom?...

170 Glória (refuses to speak)

171 Teacher E cadê a figurinha do book?

172 Some kids (no response)

173 Teacher Aonde que está a figurinha do book? Vamos procurar? Deixa aí, Iris. Deixa lá.

174 Jussi Esse é meu!

175 Teacher Isso! A Jussi que colocou para mim, né Jussi? Deixa lá, Tiago. Deixa lá.

176 Jussi (shakes her head)

177 Teacher E aonde que está a chair da nossa sala? Cadê as chairs da nossa sala?

178 Alex (points to a chair)

179 Teacher Alex! Só o Alex mostrou para mim! A Iris não mostrou... o Tiago não mostrou para mim... aonde que está a chair da nossa sala? Cadê as nossas chairs?

180 Olavo Tá lá!

181 Some kids (point to the chairs)

182 Teacher Olha lá quantas chairs! E cadê a figurinha da chair da teacher? Cadê a figurinha?

183 Iris Chair, chair!

184 Teacher Iris.

185 Iris O que?

186 Teacher Iris, deixa os pencils em cima da cadeira. Deixa.

187 Glória Aqui, olha. Aqui.

188 Teacher Isso. Olha, está caindo. Deixa aí paradinho.

189 Glória Aqui. (touches the teacher)

190 Teacher Aonde? Essa é a figurinha da chair? Ou será que é da window?

191 Glória Window.

192 Teacher Essa é a window. E cadê a chair? A figurinha da chair?

193 Tiago Tá ali.

194 Some kids (point to the picture of the chair)

195 Teacher Tá ali em cima da mesinha. Turminha, aonde que a teacher pôs a figurinha do pencil? Aonde que está a figura do pencil? Quem vai achar?

196 Iris Eu vou. (takes the picture of the table)

197 Tiago Achei!

198 Teacher Achou, Tiago! Traz para mim, Alex! Traz para a teacher o pencil! Isso! Muito bem! Deixa lá esse, Iris. Esse não é o pencil! Melissa, você sabe onde que está a figurinha da chair? Traz para mim.

199 Melissa (shakes her head)

200 Some kids Ali.

201 Teacher Muito bem Melissa!

202 Alex Eh!

203 Teacher Jussi, você sabe onde que está a figurinha da table? Cadê a figurinha da table?

204 Tiago Achei!

205 Teacher A Jussi. A Jussi. A teacher pediu para a Jussi. Isso Jussi! Paulo, você sabe onde que está a figurinha da window?

206 Paulo (Some kids around trying to find the picture)

207 Teacher Iris, deixa lá, a teacher não pediu esse ainda. Cadê?

208 Glória Tá aqui.

209 Teacher Cadê, Paulo. Ah! Está aqui! A Glória pegou! É essa aqui, Paulo?

210 Paulo (shakes his head)

211 Teacher É? Isso, muito bem! Eduardo, você...

212 Alex Ela quer pegar.

213 Teacher Iris, deixa aí. Vem sentar aqui para você brincar. Senão a teacher não vai pedir para você pegar uma figurinha. Deixa o pencil aí. Senta aqui. Isso. Aí, parou... agora senta... Eduardo, onde será que está a figurinha do book?... Senta aqui Iris... Ah, Iris! A teacher pediu para o Eduardo! Pode pôr lá. Põe lá! Cadê a figurinha do book, Eduardo? Vai lá buscar para a teacher. Muito bem, Eduardo! Agora, a teacher quer ver quem que é bem esperto... todo mundo vai ficar de pé... levanta, todo mundo agora... e a teacher vai contar até three... vamos Olavo, fica de pé... one, two, three... a teacher vai contar até three... vamos ver quem que acha e traz para a teacher um book de verdade... a teacher pôs lá no tapete... tem que trazer um book para mim. Vamos ver quem vai trazer? One, two, three. Vamos lá Paulo, traz um book aqui para a teacher. Só um, só um. Só um Olavo... não pode trazer bastante não... só um. Vai lá Melissa, vai buscar um book para mim. Vai, Jussi, vai Glória, vai buscar um book para a teacher.

214 Iris Eu!

215 Teacher Traz um para mim Olavo, acha outro Olavo, acha. O Paulo trouxe! O Alex trouxe!... Traz mais um book para mim. Isso Iris, muito bem! Todo mundo trouxe?

216 Melissa Esse não é para você!

217 Teacher Por que?

218 Some kids (unint)

219 Melissa Ele é de criança.

220 Teacher É de criança esse book? Deixa eu ver. É mesmo!... é do ursinho!

221	Paulo	Eu não achei.
222	Teacher	Você não achou, Paulo, um book? Não? Ih, Jussi, trouxe... é só um que tem... não pode trazer bastante não.
223	Ana	Teacher, Jussi, vamos dar um para o Eduardo.
224	Teacher	Olha lá... opa, caiu... isso! Vem Tiago, deixa esse aqui, que a teacher vai mandar vocês pegarem outra coisa. Dá, dá, dá, cuidado, Iris, você machuca assim... Todo mundo trouxe? Alex, senta aqui. Senta aqui, Alex. Iris, vem. Cadê o Eduardo? Eduardo, você trouxe o book para a teacher? Cadê? É esse aqui que você trouxe para mim?
225	Glória	Eu.
226	Teacher	Ah, foi a Glória que trouxe para mim?
227	Glória	(shakes her head)
228	Teacher	Então agora, todo mundo em pé... quem que vai achar um pencil para trazer para a teacher? Só um pencil.
229		Só um?
230	Teacher	Vamos achar um pencil? A Iris trouxe um! O Alex também trouxe! Ah, não! Não pode trazer bastante não. Isso Olavo! Paulo, dá um para os outros amigos... a Melissa não tem nenhum. Cadê o pencil? Olha, todo mundo trouxe! Cadê, Paulo? Isso! A Melissa também trouxe? Você está escondendo de mim... quero ver onde que está o pencil... ali, ali, caiu! Caiu, a Iris pegou o pencil. Dá, Melissa, traz o pencil para a teacher Você escondeu de novo! Cadê o pencil? Eu acho que ele está escondido aqui. Está aqui escondido. Cadê o pencil? E quem que trouxe o book para a teacher? Todo mundo trouxe? E agora, cada um vai sentar numa chair? Vamos sentar lá na chair? Quem que vai achar uma chair para sentar?
231	Glória	Tá.
232	Teacher	Glória, você trouxe outro book! Olavo, cadê a sua chair? Ih, o Olavo não tem chair! Cadê a chair do Tiago? Cadê a chair do Paulo? Acharam?
233	Melissa	Tia, tia, tia... tia, eu escondi o pencil.
234	Teacher	Você escondeu o pencil, né Melissa? Agora a teacher vai ter que procurar e achar o pencil... Olha ele está escondido lá! Eu achei! A Melissa escondeu, né Melissa? E aonde que a gente... Turminha, aonde que a tia Elena guarda os booSome kids? Aonde que guarda?
235	Tiago	(points to the shelf)
236	Teacher	Lá? Então vamos guardar os booSome kids aqui. Quem que gosta de correr aqui na sala? Quem que gosta?
237	Alex	Eu, eu (running)
238	Teacher	A teacher vai fazer uma brincadeira de correr. Ta bom? Iris! Tia Ana, a Iris está brigando com os amiguinhos? Então ela não vai brincar.
239	Olavo	Tia, tia...
240	Teacher	Olavo, então senta na chair, senta na chair, que a teacher vai falar a brincadeira. Atenção! Está todo mundo preparado? Como é que chama esse mesmo?
241	Tiago	Book!
242	Teacher	Então a teacher vai pôr o book aqui. Iris!
243	Tiago	(unint)
244	Teacher	Vem cá Iris, você vai brincar junto comigo. Vem cá! Ah, turminha a Iris não vai brincar hoje não, ta? Só vocês é que vão brincar? Vem Iris. Então a brincadeira vai ser assim. A teacher vai explicar para os amigos como é que nós vamos brincar, tá Iris? Então, quando a teacher falar assim: "book", todo mundo vai ter que correr pertinho do book. Aonde que a teacher pôs o book?
245	Some kids	Tá lá.

246 Teacher Então vamos correr lá pertinho do book? Não pode pegar o book, não. Tem correr pertinho do book. Isso, igual a Jussi fez! Isso, vem todo mundo aqui pertinho do book! Isso! Vem Eduardo. Ai, ai, não pode pegar o book, não pode pôr a mão. E quando a teacher falar assim: “window”. Cadê a window da nossa sala? Isso Melissa! A Melissa achou a window da nossa sala! Olavo, Olavo cadê a window da nossa sala? Olavo, a teacher não falou mais book... a teacher falou window. Cadê a window? Jussi, cadê a window?

247 Alex (points to the window) Tá lá.

248 Teacher Vai lá Alex, pertinho da window. Rapidinho, vamos ver quem sabe! Vai lá Paulo! Vai lá Olavo! Isso! E quando a teacher falar pencil...! Cadê o pencil? Cadê o pencil? Aonde que a teacher pôs o pencil?... Iris, vem aqui. Você vai ficar aqui pertinho de mim, para me ajudar, tá bom?... Aqui onde que está o pencil... só a Jussi achou!... Ah! Não, não, não dá aqui Jussi, dá aqui o pencil. Dá para a teacher brincar mais.

249 Jussi (nods her head)

250 Teacher Ah! EntÃO a teacher vai embora!

251 Jussi Escondeu.

252 Teacher Escondeu? Então não dá mais para brincar! Como é que nós vamos brincar? E Cadê a chair? Olavo, Alex e Paulo, cadê a chair? Aonde que está a chair? Aonde que está a chair?

253 Iris Aqui.

254 Teacher Eu vou achar uma chair para mim. Essa é a minha chair! Quem achou a chair? A Iris achou uma chair! Vai Olavo achar uma chair para você! Vai Paulo achar uma chair para você! Isso, Alex! O Tiago achou! A Glória achou! O Eduardo achou! E agora, aonde que está a table? Cadê a table?

255 Glória (beats on the table)

256 Teacher A Glória achou primeiro! Eu vou achar uma table para mim. Essa aqui é a minha table. Vocês acharam uma table para vocês? Vamos bater na table? Vem Olavo, vem bater na table! Vem Eduardo!

257 Tiago Tia, tia... não pode fazer barulho! O outro maternal! O maternal está dormindo!

258 Teacher Shhh! O maternal está dormindo! Shhh, shhh! Ai, a teacher fez uma bagunça! Não pode, né Tiago, não pode.

259 Tiago (nods his head)

260 Iris Eles estão acordados!

261 Teacher As criancinhas do maternal estão dormindo, e a teacher na pode fazer barulho. Eles são pequenininhos... Turminha como é que chama esse, mesmo?

262 Olavo Não, eles estão acordados ainda.

263 Tiago Table.

264 Teacher Table... Jussi, na mesa não! E esse, como é que chama?

265 Some kids (no response)

266 Teacher Ih, esqueceram! Como é que chama esse, Olavo?

267 Olavo Book.

268 Teacher Opa! Está lelé? (whispering) Chair. Como é que chama esse?

269 Some kids Chair.

270 Teacher E como é que chama esse?

271 Melissa Pencil.

272 Teacher E esse?

273 Melissa Book.

274 Teacher E esse?

275 Olavo “Indow”

276 Teacher Window! Muito bem! Então vem to do mundo perto da teacher para a gente cantar mais uma vez. Quero ver todo mundo dançando aqui. Vamos ver? Vem Alex.

(song)

277 Teacher E agora, quem que lembra aquela musiquinha que a teacher sempre canta pra vocês, quando está na hora de ir embora?

(song)

278 Teacher Bye-bye.

279 Some kids Bye-bye!