

**TEACHER TALK IN THE EFL
CLASSROOM FOR VYL:**

A STUDY CASE IN SCHOOL MARE DE DÉU DE
LA GLEVA

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Abstract

The fact that an increasing number of schools in Catalonia started to include the teaching of English at Pre-school level have placed teacher talk and its role in a relevant position. The purpose of this study is to know more about the type of teacher talk teachers should use to create a rich EFL class for VYL. The research was carried out through recording and analyzing three P4 English lessons at School Mare de Déu de la Gleba in Osona. Interviews were also conducted in order to explore the teachers' beliefs about teacher talk.

Key words: English as a Foreign Language (EFL), Very Young Learners (VYL), Teacher talk, features, roles

Resum

El fet que cada vegada més escoles a Catalunya incloguin l'ensenyament de l'anglès a educació Infantil ha fet que es doni més importància a l'ús que els mestres fan de la llengua dins l'aula. L'objectiu d'aquest estudi és descobrir el tipus de discurs que els mestres haurien d'utilitzar per crear una classe rica d'anglès com a llengua estrangera. L'estudi ha estat dut a terme a través de gravacions i anàlisi de tres sessions d'anglès a l'aula de P4 a l'Escola Mare de Déu de la Gleba a Osona. També s'han dut a terme entrevistes per tal d'aprofundir i saber més sobre el tema i les creences dels mestres.

Paraules clau: Ensenyament d'anglès com a llengua estrangera, Educació Infantil, Discurs del mestre, característiques, rols

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1. Introduction

An increasing number of schools started to include English as a Foreign Language (EFL) teaching for Very Young Learners (VYL). Teacher talk plays a key role in the teaching and learning process as it is the main source of input that VYL are likely to receive. The main purpose of this study is to observe the use of talk of a pre-school teacher to define what a rich and supportive EFL class for VYL should be. This topic was chosen because there is not a lot of research about it on Childhood Education and knowing and understanding how to use talk and the different features could be useful for me as a future English teacher.

The study is divided into three parts. First the theoretical framework will be presented with the aim to contextualize Teacher talk and its roles and features within the framework of existing literature. Next, the paradigm, objectives and instruments and the analysis of the data collected during the study case will be examined. Finally, some conclusions will be drawn together with some reflections, limitations and future lines of research.

The practical part consists of three sessions of half an hour that have been recorded, transcribed and analyzed. Furthermore, three English teachers that teach very young learners at my placement school have been interviewed.

2. Theoretical framework

2.1 Teaching English as a Foreign Language to Very Young Learners

The age factor appears to be controversial in the domain of language acquisition. Some authors as Uysal & Yavuz (2015) defend the idea that “[...] the earlier is the better in language education [...]” (p. 19) while others like Nunan, as found in Shin (2006) suggest that although: “It is widely believed that starting the study of English as a Foreign Language (EFL) before the critical period – 12 or 13 years old – will build more proficient speakers of English. [...] there is no empirical evidence supporting the idea that an early start in English language learning in foreign language contexts produces better English speakers” (p. 2) However, the widespread belief that an early introduction is useful has meant that more and more schools started to include the teaching of English in our country “as a timetabled subject in a non-English environment.” (Pinter, 2017, p. 27)

In terms of cognitive development, Very Young Learners (VYL), considered to be between 2 to 7 years of age, are in the pre-operation stage as defined by Piaget. At this point, the child is egocentric and his/her ability to think logically is extremely limited (Nunan, 2010). Besides, Uysal and Yavuz (2015) state that: “At these ages, they are naturally curious and enthusiastic to explore the world around them. Most children are eager to gain new experiences including learning a new language.” (p.19). These facts might be considered to be a good reason to begin language teaching in early years.

Although some authors attempt to define general characteristics of VYL, there is clear evidence that all children are unique learners. We can find similarities among children within the same age, as the ones mentioned previously, but also huge differences as individuals (Pinter, 2017). In each class teachers will find diversity. This diversity implies that each child has his/her own way of learning, understanding and exploring the world, a unique personality, aptitude, attitude and motivation and also different learning opportunities outside the classroom among others. (Nunan, 2010)

In order to cope with that classroom diversity, and be able to create lessons accessible to all children, teachers have to select content which learners can relate to, scaffold the learning process, and create a positive atmosphere so children can feel secure (Nunan,

2010). They also need to incorporate a variety of activities and experiences to cater for all the preferences in the classroom in order to engage children and get them interested in English (Pinter, 2017 & Uysal & Yavuz, 2015 & Huriyah & Agustiani, 2018). In this sense, Pinter (2017) states that: “teachers play a key role in the success of any teaching English to young learners [...]” (p. 3).

Furthermore, the introduction of a new language to children also implies to awaken their curiosity about languages and it can be seen as an opportunity to expand their horizons (Pinter, 2017). For these reasons, another important factor when teaching English to Very Young Learners is motivation:

At the beginning, the youngest age groups are motivated by positive attitudes to English and the learning context. This means that they want to learn English because they enjoy the activities and the comfortable atmosphere in class. Very young children also say that they like English because they like the teacher. Young children are therefore intrinsically motivated which means that they want to learn because they enjoy the process of learning English for its own sake. (Pinter, 2017, p. 37)

Besides, it is important to create opportunities in the classroom so children can be exposed to natural language; in other words, to create an immersion environment in the new language and try not to, or use as less as possible, the learner’s first language. Likewise, teachers ought to encourage children to use and function in the target language from the beginning (Nunan, 2010).

Usually teacher talk/ teacher’s language is the main source of language input in VYL classroom and for this reason it is very important that the teacher uses the language confidently. According to Pinter:

Children learn new language forms in meaningful contexts so listening to the teacher is essential both for modeling pronunciation and for providing opportunities for understanding new input from context. [...]. Teachers will need to think about how they can best scaffold children’s early language production in their English classes, what questioning techniques they will use to elicit language from their learner, [...] (Pinter, 2017, p. 13)

2.2 Teachers' beliefs

Even if all teachers in Catalonia are to teach the same curriculum, they conduct their teaching in different ways. This is due to their beliefs and background. Teachers' beliefs are defined by Chowdhury & Rashid (2014) as opinions, knowledge and perceptions, which according to Bedir (2010): "[...] have strong implications for the way they practice teaching." (p. 5208) Moreover, Utami (2016) argues that: "In English Language Teaching, the beliefs about how language should be learned and taught are the significant factor that makes them involve different strategies, materials, media and evaluation." (p. 135) What teachers do in the classroom (the way in which they conduct the class, the materials they use, the type of teacher talk) is "[...] governed by what they believe and these beliefs often serve as a filter through which instructional judgments and decisions are made." (Utami, 2016, p.137)

Furthermore, teachers' conceptions about how VYL should learn the Foreign Language are a key factor when deciding the type of teacher talk. For this reason, teachers' beliefs play an important role. According to Chowdhury and Rashid (2014):

Teaching is mainly an outcome of a teacher's perception. Whatever teachers do in their classrooms is an outcome of their educational beliefs, [...]. Teacher's belief about how better a foreign language can be learned plays a significant role in deciding how they will conduct their classes. English teachers have their beliefs and perceptions about various classroom activities and accordingly they execute these beliefs and knowledge in their classroom practices. (Chowdhury & Rashid, 2014, p. 2)

2.3 Teacher talk

Teacher talk seems to be essential to teach English as a Foreign Language to Very Young Learners. Teacher talk can be defined as the language that teacher uses during the class for classroom instruction that takes up majority big chunk of class time. Glover (2018) defines it as "[...] an important part of how a teacher teaches." (p. 497) and as: "[...] classroom action, one of the ways in which teachers perform the functions of teaching or guiding the construction of knowledge in learners." (p. 505)

For a long time, teachers have been criticized for the excessive time they spend talking in class because the focus has been on the quantity of their talk instead of its quality. But, as Cullen (1998) states:

Interest in teacher talk within the profession has since shifted away from quantity towards a concern of quality: while the question of how much teachers talk is still important, more emphasis is given to how effectively they are able to facilitate learning and promote communicative interaction in their classroom [...]. (p. 179)

The fact is that there is no learning without quality teaching, in other words, “The success of teaching depends to a large extent on the way of teacher talk and the interaction occurs between teacher and students.” (Huriyah & Agustiani, 2018, p. 63). For these reasons, teacher talk should focus on its quality and the relationship between the use of language and the pedagogical objectives within the social context of the classroom.

The relationship between teacher talk and learning is clear and is documented in numerous studies (Cullen, 1998 & Inceçay, 2010 & Huriyah & Agustiani, 2018 & Khany & Malmir, 2017). Thus, the teacher must be aware of the objectives, in each moment of the class, and adapt his/her talk to the students to get their participation and learning. Teaching and learning are two processes that involve interaction between the teacher and the students in which both sides influence each other. In the case of teaching a Foreign Language to Very Young Learners this interaction is dominated by the teacher talk. A great amount of teacher talk and interaction in the classroom may help foreign language learners learn more easily and quickly (Glover, 2018 & Rezaee & Farahian, 2012 & Huriyah & Agustiani, 2018).

On the other hand, interaction in the classroom can be described as a teacher-student communication process that implies the use of the word as a tool to help children develop knowledge and understanding. According to Cullen (1998): “[...] define communicative talk in the classroom must be based primarily on what is or is not communicative in the context of the classroom itself, rather than on what may or may not be communicative in other contexts; [...]” (p. 180)

Cullen (1998) suggests that in a communicative classroom the teacher develops a dual role: instructor and interlocutor, as she /he gives input through their teacher talk and use of language to children whom at the same time can generate responses in the Foreign Language. Cullen (1998) defined different communicative and non-communicative features as can be seen in the following table. Communicative features are used by the teacher to support and create a communicative environment in the classroom while non-communicative features can obstruct communication (Cullen, 1998).

Table 1. Communicative and non-communicative teacher talk features

COMMUNICATIVE	Referential questions	Questions to which the teacher does not know the answer and with a communicative purpose.
	Content feedback	The teacher gives feedback to the students about the content of what they are saying; focuses on the message rather than on the form.
	Speech modifications	The teacher uses speech modifications (changes in the speech). For example hesitation or rephrasing.
	Attempts to negotiate meaning	The teacher can ask students for clarification and repetition and students can do the same.
NON-COMMUNICATIVE	Exclusive or excessive use of display questions	Questions to which the teacher has already an answer.
	Form-focused feedback	The teacher gives feedback to the students focusing on the correct formation of what they are saying rather than the content.
	Echoing of students' responses	The teacher repeats children's contributions.
	Sequences of predictable IRF	(Initiation – Response – Feedback) The teacher initiates the communication, a child responds and the teacher gives feedback.

Created from "Teacher talk and the classroom context" ELT journal, 1998, 52(3), 179-187.

Teacher talk is a valuable source of comprehensible input for learners. Nunan (1991) supports this idea when suggesting that it is a fundamental tool that teachers must implement in teaching, as well as an important source of input for students. As Khany & Malmir (2017) highlight: “Whatever the teacher does through his/her talk in the classroom, whether it is explaining, evaluating, giving instructions, showing feedback or building rapport can make a world of difference in contributing to students’ success or failure.” (p. 38)

Additionally, Walsh (2002) emphasizes the importance of the teachers’ choice of language since it may contribute to constructing or obstructing students’ participation and learning potential. Constructive features are used by the teacher to create involvement opportunities through the use of language. Walsh (2002) defines it as when: “the teacher facilitates maximum learner involvement by constructing a context in which learners are maximally involved” (p. 7). On the other hand, obstructive features create situations that restrict and hinder the involvement of learners and may be a hurdle to their learning potential (Walsh, 2002). The following table contains constructive and obstructive teacher talk features:

Table 2. Constructive and obstructive teacher talk features

CONSTRUCTION – Increasing learning potential	Direct error correction.	The teacher corrects children in a direct and minimum way. This kind of correction is less time consuming and does not interrupt the oral fluency.
	Prompting.	The teacher encourages learners to retell the information they have already learned. This way the teacher helps learners to engage in their learning and the revising process.
	Extended wait time.	The teacher allows more time for children to answer a question. This increases the number of answers and the learner’s interaction.
	Repairing (scaffolding).	When there is a communication breakdown because learners do not know some word or do not remember it the role of the teacher is to repair this breakdown and provide the missing language.

OBSTRUCTION – Reducing learning potential	Turn completion.	This situation occurs when the teacher does not allow time and space for children to think and develop a response to his/her questions. Instead, the teacher fills in the gaps and takes over the language that children should produce.
	Teacher echo.	The teacher repeats and amplifies children’s contributions so that the rest of the class can hear them. This immediate feedback can obstruct the flow of discourse and make them lose the thread of what they are saying.
	Extended use of IRF turn talking	Teacher initiation, student response and teacher follow-up. This pattern does not let children decide neither when to speak nor what to say. This situation can minimize the learner involvement.
	Teacher interruptions	Teacher interrupts children and do not give any time for children to understand what they want to say or the opportunity to respond his/her question.

Created from “The role of teacher talk in young learners’ language process”, 2010, p. 277-281. & Teacher Talk and Learning Opportunities (a Case Study of a Pre-service Teacher in Efl Classroom). *Journal of English and Education*, 2015, 3(2), 41-50. & Construction or obstruction: Teacher talk and learner involvement in the EFL classroom. *Language teaching research*, 6(1), 3-23.

Besides, teachers, apart from constructing or obstructing students’ learning potential, can have an **indirect** or **direct influence** through their choice of language. Flanders as seen in some studies (Amatari 2015, Putri 2015, Aisyah 2016 & Khusnaini 2019) designed a technique called Interaction Analysis which “[...] is an observational tool used to classify the verbal behaviour of teachers and pupils as they interact in the classroom.” (Amatari, 2015, p. 44) There are seven categories to describe teacher talk that may be divided into two categories: Direct and Indirect Influence. According to Amatari (2015):

In this system, all teachers’ statements are either indirect or direct. This classification gives central attention to the amount of freedom the teacher grants to the student. [...] He can be direct, that is minimizing the freedom of the student to respond. His choice,

consciously or unconsciously depends upon many factors among which are his perceptions of the situations and the goal of the particular learning situation. (Amatari, 2015, pp. 44-45)

In the following table the different subcategories of Direct and Indirect Influence can be seen:

Table 3. Teacher talk direct and indirect influence features

INDIRECT INFLUENCE (Response)	Accepting feelings	The teacher accepts or clarifies positive and negative students' feelings without making them feel intimidated.
	Praising and encouraging	The teacher praises and encourages children's behaviour and actions.
	Accepting or using students ideas	The teacher clarifies, develops and builds students' ideas.
	Asking questions	The teacher asks questions to the students so that they respond.
DIRECT INFLUENCE (Initiation)	Lecturing	The teacher gives facts or opinions and expresses his/her own ideas about content.
	Giving directions	The teacher gives directions, instructions, commands or orders for students to comply.
	Criticizing and justifying authorities	The teacher uses statements to change children behaviour from non-correct to correct.

Created from An analysis of teachers' talk in an EFL classroom. Journal of English and Education, 2016, 4(2), 63-79 & The instructional process: a review of Flanders' interaction analysis in a classroom setting. Int J Second Educ, 2015, 3(3), 43-49.

2.4 The role of teacher talk in EFL to VYL

As stated before, teacher talk is crucial in the teaching and learning process in an EFL class. As Glover (2018) argues: “Teachers’ contribution to learning is achieved, at least in part, through teacher talk.” (p. 498). In other words, the language used by the teacher is vital to accomplishing the teaching objective that Very Young Learners learn English. Teacher talk develops different roles in an EFL classroom for Very Young Learners. Nunan (2010) insists that: “How the teacher carries out these classroom functions will depend on factors such as:

- The age of the students.
- The teacher’s own style.
- The pedagogical aim of the lesson.” (p. 189)

As it can be seen in the following table, teacher talk can play different roles.

Table 4. Teacher talk roles

Organize and gain the control of the class	As Rezae & Farahian (2012) state: “[...] teachers can gain the control of the class through teacher talk.” (p. 1241) Teachers through their choice of language can organize, gain the control of the class and get the students’ attention. This role of teacher talk lays the foundation for real learning in the classroom. (Rezae & Farahian, 2012 & Inceçay, 2010)
Guide the process of acquisition.	As Nunan (1991) states: “[...] it is through talk that the teacher manages the instructional process.” (p. 189). Through their talk, teachers guide learning and the process of acquisition. To do so, teachers can use different techniques: eliciting students’ knowledge, responding to students’ contributions and share classroom experiences. (Mercer, 1995 as seen in Glover, 2018)
Supportive of learning.	Cullen (1998) suggests that: “[...] the primary function of teacher talk, [...] is to support and enhance learning.” (p. 186) Teacher talk supports and guides VYL in an EFL class by “[...] operating in a ‘zone of proximal development’ to facilitate learning.” (Glover, 2018, p.498)

<p>Facilitator</p>	<p>According to Bedir (2010): “[...] learning is a process and the role of the teacher is to facilitate that process” (p. 5208). Being a facilitator is one of the teachers’ talk major features (Inceçay, 2010). Teachers through their use of language develop a fundamental role in creating a language-rich environment as they provide VYL “[...] with the only substantial live target language input they are likely to receive.” (Nunan, 1991, p. 190) For this reason, “[...] teacher should use English more frequently in order to make students feel the atmosphere of English language and they can get the chance to exposure the target language they are learning.” (Huriyah & Agutiani, 2018, p. 70)</p>
<p>Promote communication</p>	<p>Communication is essential in the teaching and learning process in an EFL class with VYL. In order to promote a class in which the “[...] teacher talk supports a communicative environment in the classroom [...]” (Cullen, 1998, p. 180) teachers use an understandable language creating a comfortable and pleasant learning environment.</p>

Note: Own creation. This table explains different teacher talk roles according to some authors.

3. Methodology

The main objective of this study is to analyze the functions, features or roles of teacher talk in an EFL classroom with Very Young Learners in order to define what a rich EFL class for VYL is. The research question which has served as the core of this final dissertation is: What features and roles of Teacher Talk make an EFL class to be rich and supportive for VYL?

The main objectives of this study are the following:

- 1) To define teacher talk, its features and the role of teacher talk with Very Young Learners in an EFL classroom.
- 2) To discover how a teacher teaches English in Infant Education through analyzing her teacher talk (behavior, strategies, quality of classroom discourse, characteristics of language, use beliefs, ...)
- 3) To elaborate a checklist of suggestions for rich EFL input with very young learners.

In order to meet the objectives this research uses the interpretative or naturalist paradigm the goal of which “[...] is to understand social phenomena in their context.” (Rehman & Alharthi, 2016, p.56) and through which this study aims to know and analyze a concrete reality without modifying it during the field work, together with a study case approach.

Two main instruments have been used in order to collect data: EFL recorded sessions and interviews to the English teachers at the placement. The voice recorder of the mobile phone has been used to record teacher talk during three EFL sessions. Three teachers have been interviewed to know their opinion about EFL teaching with VYL. The interviews have been used to complement the analysis. Both instruments allowed to obtain contextualized and significant information and facts about teacher talk.

The data collected during the three sessions has been analyzed and coded according to Cullen (1998), Flanders (As seen in Amatari, 2015) and Walsh (2002) classifications of teacher talk:

Table 5. Teacher talk features code

TEACHER TALK FEATURES		
COMMUNICATIVE [C]	Referential questions	[C-RQ]
	Content feedback	[C-CF]
	Speech modifications	[C-SM]
	Attempts to negotiate meaning	[C-ANM]
NON-COMMUNICATIVE [NC]	Exclusive or excessive use of display questions	[NC-EEUDQ]
	Form- focused feedback	[NC-FFF]
	Echoing students responses	[NC-ESR]
	Sequences of predictable IRF	[NC-SPIRF]
CONSTRUCTION [C]	Direct error correction	[C-DEC]
	Prompting	[C-P]
	Extended wait time	[C-EWT]
	Repairing	[C-R]
OBSTRUCTION [O]	Turn completion	[O-TC]
	Teacher echo	[O-TE]
	Extended use of IRF turn talking	[O-EUIRFTT]
	Teacher interruptions	[O-TI]
INDIRECT INFLUENCE [II]	Accepting feelings	[II-AF]
	Praising and encouraging	[II-PE]
	Accepting or using students ideas	[II-AUSI]
	Asking questions	[II-AQ]
DIRECT INFLUENCE [DI]	Lecturing	[DI-L]
	Giving direction	[DI-GD]
	Criticizing and justifying authorities	[DI-CJA]

Note: Own creation. Code created to analyze the transcriptions.

Teacher talk has been studied according to communicative and non-communicative, construction and obstruction, indirect and direct influence. In order to do it a code has been created for each category to distinguish them. The code is written in each teacher intervention in between or at the end of her talk.

4. Case study

4.1 The context

In order to carry out this study, the observations of EFL sessions and the data collection took place in School Mare de Déu de la Gleva; it is a Pre-school, Primary and Secondary school located in Masies de Voltegrà in the region of Osona. English is introduced creating an immersive environment two and a half hours per week with three-year-old children. The teacher uses storybooks, songs, games and dramatic play to bring the foreign language closer to children. The sessions are designed to help children acquire and integrate meaningful vocabulary and structures by fostering the imitation and the vocabulary comprehension. The teacher has been teaching English for ten years and has lived abroad for thirteen years which is reflected on her pronunciation and language fluency.

4.2 Data analysis

Each feature of teacher talk has been given a number according to the times it appeared in the transcriptions of the three sessions registered in P4. The following table shows the analysis of data collected during all the sessions (for the whole transcriptions see appendix 1).

Table 6. Results of coded analysis

TEACHER TALK FEATURES			
COMMUNICATIVE [C]	Referential questions	[C-RQ]	92
	Content feedback	[C-CF]	53
	Speech modifications	[C-SM]	8
	Attempts to negotiate meaning	[C-ANM]	0
NON-COMMUNICATIVE [NC]	Exclusive or excessive use of display questions	[NC-EEUDQ]	84
	Form- focused feedback	[NC-FFF]	3
	Echoing students responses	[NC-ESR]	119
	Sequences of predictable IRF	[NC-SPIRF]	27

CONSTRUCTION [C]	Direct error correction	[C-DEC]	4
	Prompting	[C-P]	97
	Extended wait time	[C-EWT]	5
	Repairing	[C-R]	98
OBSTRUCTION [O]	Turn completion	[O-TC]	14
	Teacher echo	[O-TE]	33
	Extended use of IRF turn talking	[O-EUIRFTT]	0
	Teacher interruptions	[O-TI]	0
INDIRECT INFLUENCE [II]	Accepting feelings	[II-AF]	0
	Praising and encouraging	[II-PE]	57
	Accepting or using students ideas	[II-AUSI]	42
	Asking questions	[II-AQ]	189
DIRECT INFLUENCE [DI]	Lecturing	[DI-L]	135
	Giving direction	[DI-GD]	28
	Criticizing and justifying authorities	[DI-CJA]	34

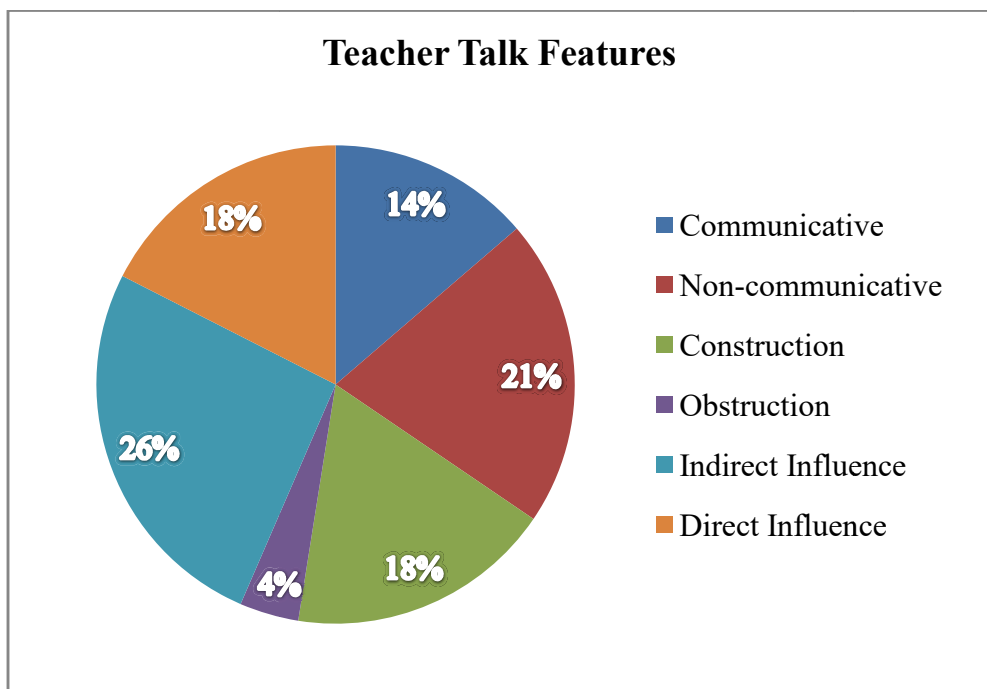


Figure 1. General overview teacher talk features coded results

As it can be seen in the graph above there is a wide variety of features in the three transcriptions. Most of them appear several times while others appear in a few cases. Furthermore, the teacher uses more features of Indirect Influence than Direct Influence, more non-communicative features than communicative ones and more constructive than obstructive items. Anyhow, the prevalence of some features over others does not reflect the teacher talk quality. The feature that appeared most frequently is Asking Questions (II-AQ), which has an indirect influence on children. During the three sessions the teacher asked 189 questions from which 92 were Referential Questions (C-RQ) and 84 Display Questions (NC-EEUDQ).

The data collected with the analysis of the transcriptions is analyzed below through excerpts and concrete examples.

Excerpt 1. Referential Questions with a communicative purpose as the teacher does not know the answer children will display.

And where is the savanna? [II-AQ] + [C-RQ]

Oh! What's going to happen with Handa's surprise? [II-AQ] + [C-RQ]

Pere, what's your favorite fruit? [II-AQ] + [C-RQ]

These kinds of questions are used by the teacher to involve children in a real communicative environment and aim to promote children oral productions. By using Referential questions, the teacher aims to promote communication between him/her and children.

Excerpt 2. Display Questions without a communicative purpose as the teacher already knows the answer children will give.

Can you see the leopard? [II-AQ] + [NC-EEUDQ]

Do you see it? [II-AQ] + [NC-EEUDQ]

Do you want to be happy or sad? Happy? [II-AQ] + [DI-CJA] + [NC-EEUDQ]

This type of questions do not create neither a real communication environment nor foster children's oral production. The teacher uses display questions in order to organize and gain the control of the class.

Praising and Encouraging (II-PE) and Accepting or Using Students Ideas (II-AUSI) are also features that have an indirect influence on children. These features appear in the transcriptions as they are the responses from the teacher to children and do not have any intention to change their behavior, thinking or acting.

Excerpt 3. Quotes that teacher used to Praise and Encourage children behavior and actions.

So, first we plant the seed and now we have to... [C-P] + [II-PE]

Let's count [DI-GD] + [C-P] + [II-PE]

Babies how's the weather today? It's... [II-AQ] + [C-RQ] + [C-P] + [II-PE]

As it can be seen, most of the time the teacher indirectly influences children by prompting and encouraging them. At the same time, she helps them to engage in their learning by encouraging them to retell information that they have already learned (C-P). Both features together attempt to increase children learning potential and thus help them to construct new knowledge. The aim of both features is to support learning and guide the process of acquisition and also can be used to organize and manage the class.

Excerpt 4. Teacher Accepts or Uses Students Ideas to clarify develop and built over them.

Some children: One

Teacher: Yes. Only one. [II-AUSI]

Child: "Amb un barco!"

Teacher: With a ship or with an airplane. [O-TE] + [II-AUSI]

Child: "Amb tren"

Teacher: Not with a train. [O-TE] + [II-AUSI]

Several times in the transcriptions Accepting and using Students Ideas go together with repeating and amplifying children's contributions called as Teacher echo (O-TE) which

may obstruct the flow of discourse and the learning potential. Its main aim is to facilitate a language-rich environment while providing input to children as the teacher is building over their own ideas and adding more words that can be new for children. However, as it is mentioned before, it can obstruct flow of discourse as it is an immediate feedback that does not give times for children to keep constructing their answers or contributions. It can also be seen as a way of organizing and gaining the control of the class as it is the teacher who sets the pace.

Excerpt 5. Teacher's repeating and amplifying children's contributions so the rest of the class can hear.

Child: "Cap!"

Teacher: Zero! No fruits oh! [O-TE] + [II-AUSI]

Teacher: Martí, what's your favourite fruit? [II-AQ] + [C-RQ]

Child: Apple

Teacher: My favorite fruit is an apple. [O-TE]

There are not many obstructive features on the transcriptions; it was just possible to find two; Teacher Echo and Turn Completion (O-TC). Both features do not appear a lot of times which can be seen as a positive aspect as the teacher uses constructive features that help to increase children's learning potential.

Excerpt 6. When teacher does not allow time for children to think and answer a question and he/she fills the gaps.

What animal eats the passion fruit? The parrot! [II-AQ] + [NC-EEUDQ] + [O-TC]

*And then, in the summer what comes out? [II-AQ] + [NC-EEUDQ] The fruits.
[O-TC]*

*And you know what a seed also needs? [II-AQ] + [NC-EEUDQ] A seed needs love.
[O-TC]*

By filling the gaps the teacher takes over the language that children should produce which might obstruct their learning potential. Again, it is a way of organizing the class

and to facilitate input in the foreign language but it tends to obstruct the flow of discourse and does not promote communication.

Similarly to Teacher Echo (O-TE), there is the feature Echoing the Students Responses (NC-ESR) which is a non-communicative feature of teacher talk. Both features are similar but there is an essential difference between them; Teacher Echo describes a situation in which the teacher echoes and amplifies students' responses while Echoing Students Responses takes place when the teacher just repeats children's contributions without amplifying them.

Excerpt 7. Echoing of Students Responses.

Child 1: monkey

Child 2: a giraffe

Teacher: A monkey, a giraffe [NC-ESR]

Teacher: What is this? [II-AQ] + [EEUDQ]

Children: Rabbit

Teacher: A rabbit. [NC-ESR]

The teacher uses more times the second one which is less productive for the class as children just hear the same word or quote twice while with Teacher Echo children can hear a different phrase as the teacher amplifies children's contributions. Echoing Students Responses may not enhance communication. Again, it is another way for teacher to deal with classroom management.

Regarding types of feedback, it was possible to observe two types in the transcriptions: Content Feedback (C-CF) and Form- Focused Feedback (NC-FFF). The first one appears several times while the second one appears just three times.

Excerpt 8. Teacher gives feedback about the correct formation of what children say. This type of feedback does not have a communicative aim. The teacher uses it to facilitate and expose the correct forms of the target language children are learning.

Some children: Rain

Teacher: It is rainy. [NC-FFF] + [O-TE]

Child: “Guepard”.

Teacher: A? How do you say...

Children: leopard!

Teacher: Leopard! [NC-ESR] Very good. [C-CF] With an L. leopard. [CI-L] + [NC-FFF]

Excerpt 9. Teacher gives feedback to the students about the content of what they are saying through Content Feedback. With this feedback the teacher supports children learning and promotes real communication; it does not obstruct the flow of discourse, it encourages children to keep talking.

Children: four!

Teacher: Four! Very good! [NC-ESR] + [C-CF]

Some children: Surprise!

Teacher: Surprise! [NC-ESR] Okay. Well done. Very good. [C-CF] + [NC-SPIRF]

Several times, throughout the transcriptions, Content Feedback appears together with Sequences of Predictable IRF (NC-SPIRF). These sequences consist in: the teacher initiates with a question, children response and the teacher gives them feedback. Although it could be similar to a conversation and a communicative situation it is not as it follows a pattern and real conversations tend not to. The teacher uses it to organize the class and to guide the process of acquisition.

Excerpt 10. Sequences of Predictable IRF.

Teacher: and this? An A... [II-AQ] + [NC-EEUDQ] + [C-P]

Some children: Avocado

Teacher: avocado. [NC-ESR] Very good. [C-CF] + [NC-SPIRF]

Teacher: And this one? [II-AQ] + [C-RQ]

Child: Yellow.

Child: White

Teacher: Yellow and white. [NC-ESR] Very good. [C-CF] + [NC-SPIRF]

Throughout the transcriptions IRF patterns appeared 27 times, which is the reason why we cannot say that the teacher makes use of Extended IRF Turn Taking although at

some points she asks children to answer the same question and gives feedback to them. By using IRF patterns teacher guides the process of acquisition and gains the control of the class at the same time that supports learning because makes sure that all children understand and are able to respond their questions.

Regarding Communicative features, the one that appears fewer times during the transcriptions is Speech Modifications (C-SM), which the teacher uses to get students attention and help them to better understand what he/she is explaining; it is supportive of learning and it also has a communicative purpose.

Excerpt 11. Teacher Speech's Modifications

So, do you remember the name of this book? What is the name of this book?
[II-AQ] + [NC-EEUDQ] + [C-SM]

Now we are in the spring, here. Now, now it's the spring, it's this one. [O-TE] + [II-AUSI] + [DI-L] + [C-SM]

From all the Constructive features found in the transcriptions; Direct Error Correction (C-DEC) and Extended Wait Time (C-EWT) only appear four and five times. Both aim to help children increase their learning potential as promote real communication and are supportive of learning.

Excerpt 12. Direct and minimum error corrections to not consume time nor interrupt the oral fluency.

Child: a lemon

Teacher: it's not a lemon. [C-CF] + [C-DEC]

Child: Zebra!

Teacher: No, no, no. [C-DEC] + [C-CF]

Excerpt 13. Extended Wait Time to allow children more time to answer questions and increase the number of answers and interaction.

What is it? [II-AQ] + [C-RQ] + [C-EWT] (The teacher was allowing them more time than usual to respond)

Teacher: *But look what happens...* [DI-L]

Child: *Naughty, naughty.*

Teacher: *An...* [C-EWT]

Children: *Avocado*

Teacher: *Yes, but what's this animal? Do you remember? An...* [II-AQ] + [C-RQ] + [C-P] + [II-PE] + [C-EWT]

The last Constructive feature founded in the transcriptions is Repairing (C-R), which appears several times in all the sessions. This feature is used by the teacher to facilitate missing language in order to create a language-rich environment.

Excerpt 14. The teacher repairs communication breakdowns and provides the missing language

Teacher: *So...it is a...* [C-P] + [II-PE] + [CEWT]

Child: *Mandarins!*

Teacher: *A tan...* [C-P] + [II-PE] + [CEWT] + [C-R]

Children: *Tangerines*

Teacher: *Pere, what's your favourite fruit?* [II-AQ] + [C-RQ]

Child: *apple*

Teacher: *My favourite fruit...* [C-R]

Regarding Direct Influence, all the three features were found in the transcriptions. These features have a direct influence on children which may minimize their freedom to respond as are used by the teacher to manage the class.

Excerpt 15. The teacher lectures and gives facts and opinions which have a direct influence on children as they learn from it and they can acquire the same thinking

Teacher: *Starts to come out. It starts to blossom. This one is closed. Look, this one is closed. And this one has blossomed.* [DI-L]

Teacher: *Oh but, share is so beautiful. Look, when you share it makes you happy, and if you don't share, it doesn't make you happy.* [DI-L]

Teacher lecturing may also have a Direct Influence on children's teaching and learning process as she gives them explanations, facts and opinions that can shape their minds even if by doing so their freedom to respond may be somehow limited.

Excerpt 16. The teacher gives direction, instructions, commands or orders that students have to follow

Teacher: Put your hands up! [DI-GD]

Teacher: Say (showing fingers) [DI-GD]

Children: One, two, three

Can you go a little bit back Clàudia and Xylyn? Can you go back? [DI-GD] + [DI-CJA]

Similarly to the previous feature, Giving Directions also reduces the opportunity for children to respond as the teacher tells them what to do, when and how to do it. This situation reduces children's freedom as they cannot choose nor respond to the teacher's statements and commands.

Excerpt 17. The teacher criticizes and justifies authorities by using statements to change children behavior from non-correct to correct

Roc sit down correctly please. [DI-CJA]

Arnau and Elsa, you can sit together now, but if you don't listen, Juli is gonna separate you okay? The same for you Laia and Valentina okay? [II-AQ] "Vale". [DI-CJA]

When the teacher Criticizes and Justifies authorities she minimizes the opportunity for children to express themselves and respond. Although this feature is necessary in an EFL classroom with VYL as they need to learn what is and what it is not a correct behavior it use may reduce their freedom to communicate.

The different excerpts help to highlight the most remarkable and relevant information about Teacher Talk extracted from the transcriptions of three different sessions with P4 children. The findings will be discussed in the following section.

Once the excerpts have been presented, the data obtained through the three interviews (see appendix 2) carried out to three teachers who had 3, 12 and 14 years of experience is analyzed below.

Question 1: Defining the role of an EFL teacher working with VYL

B: *A very dynamic role.*

A: *different from the one the same teacher should have with older students. The teacher has to control the situation all the time.*

J: *you need to be an example of pronunciation and repeat all the vocabulary and structures, so that children can internalize it. Being a person who motivates them to like English.*

Question 2: Agreeing or disagreeing with Khany & Malmir (2017) when stating: “Whatever the teacher does through his/her talk in the classroom, [...] can make a world of difference in contributing to students’ success or failure.”

B: *all the actions of the teacher in the classroom have a positive or negative impact on students.*

A: *there are more things that have to be taken into account such as their inner character.*

J: *I think that the teacher has a very important role, if I had to say it as a percentage, maybe I would say 70% and then the remaining 30 % depends on how the child is, what his personal situation is and how he comes from home, as well as how easy it is for a child to learn languages.*

Question 3: The importance of teacher talk in EFL with VYL

B: *vital for good language learning.*

A: *they need to hear the adult giving instructions or speaking in the target language. A lot of talk makes them get bored and lose their attention.*

J: *is super important. The foundation you help them to acquire during Early Childhood Education is very important; as the basis that children can learn is essential to go on to make more complex contents during primary.*

Question 4: Agreeing or disagreeing with Walsh (2002) when suggesting that teachers through their choice of language contribute to construct or obstruct children's participation and learning potential

B: *it is necessary to see the needs of the group and the students and teach from this basis with the most appropriate methodology.*

A: *we have to measure our decisions when it comes to correct our students.*

J: *yes! There are times when you have time to wait and let the boy or girl talk, and others where it is not possible because of the class you have planned.*

Question 5: Characteristics/ features of teacher talk when working with VYL to be effective.

B: *speaking and enjoying with the English language and knowing how to convey it.*

A: *teacher talk should be short though necessary to organize the lessons.*

J: *a bit talking and at the same time acting out. If I were neutral, make no movement, no gestures, no facial expression, surely they wouldn't understand the same sentence no matter how slowly I said it. Things to keep in mind: the tempos are important, the gesture, the facial expressiveness, and apart from that, all the help you can have with real objects, with photos, with videos...*

As for the interviews, it can be seen that although all three teachers teach in the same school they have different beliefs about teacher talk and how to teach EFL in a class with VYL. Based on this idea and, according to Chowdhury and Rashid (2014) it can be stated that all three teachers will conduct their classes in different ways based on their respective ideas about how an EFL class with VYL should be. Furthermore, their talk would be also different; according to their beliefs and opinions each talk will have

different features and different roles as their beliefs, opinions and ideas play a key role to shape their teaching practices (Bedir, 2010).

4.3 Discussion

As the study shows, the features of teacher talk are not found isolated in the discourse, they are related to other teacher talk features and do not have a single role. These findings emphasize that teacher talk is a complex discourse in which several features together can be found and those do not always have the same function or role.

In all three EFL sessions all six categories defined by Walsh (2002), Culen (1998) and Flanders (As seen in Amatari, 2015) appear. From this fact we can state that obstructive and non-communicative features may not always obstruct and reduce the learning potential and communication in the class as they can be found jointly with communicative and constructive features in the same phrase and talk.

Any analysis of teacher talk necessarily needs to take the context into account since it largely determines many teacher talk features. Indeed, teacher talk will present different roles and features depending on the aim of the sessions; it will not be the same in a session in which the teacher is introducing new vocabulary and structures than in a session in which she/ he is checking the knowledge acquired during other sessions. Teacher talk, thus, is produced according to the aims of each session and also according to children's behavior; if children are misbehaving and not listening constantly the teacher may need to use more obstructive features.

There is a predominance of Indirect Influence features over Direct Influence ones and constructive features over obstructive ones. This may stem from the fact that teacher has children to participate a lot and she encourages, praises and accepts children's feelings and asks a lot of questions to them in order to get them engaged and motivated. On the other hand, non-communicative features are predominant over communicative ones. There are several reasons for that. Firstly, because children need to be exposed to real input as they do not have much experience with the foreign language. Secondly, because teacher needs to get their attention and make them repeat vocabulary and structures so they can acquire them. Thus, it can be stated that obstructive features may also play an important role on teacher talk.

It is also important to highlight the features that were not found in any transcription. These characteristics are Extended use of IRF, Teacher Interruptions, Accepting Feelings and Attempts to Negotiate Meaning. Regarding Extended Use of IRF, teacher uses IRF pattern (Initiation-Response-Feedback) but not in an extended way. The other obstructive feature that does not appear on the transcriptions is Teacher Interruptions. This feature is difficult to find in an EFL class with VYL as they do not have a lot of vocabulary to construct phrases in English. Furthermore, in an EFL class with VYL teacher talk role is to promote communication and support learning and both features; Teacher Interruptions and Extended Use of IRF can restrict learners' involvement. The same happens with Accepting Feelings and Negotiate Meaning, the lack of vocabulary in the Foreign Language that VYL have makes difficult for them to express feelings and ask teacher for clarification. At this stage, children do not autonomously produce oral chunks.

Finally, after analyzing the interviews it has been possible to see that the beliefs and opinions of teachers have strong implications for their teacher talk more than the fact of teaching the same curriculum at the same school. A clear example is question 3 when they are asked to define the importance of teacher talk, each of them defines it differently. Based on their definitions it can be suggested that teachers B and J would talk more extensively than the teacher A as they attribute a lot of importance to teacher talk and defined as vital and the main source of input for VYL while teacher A beliefs that a lot of talk may be boring for VYL.

5. Conclusions

More and more schools in Catalonia started to include EFL teaching in childhood education as it is widely believed that an early implementation may allow children to be proficient speakers. Hence, the role of teacher and their talk become essential as the main sources of input for Very Young Learners. It is important that teachers are aware of the roles and implications their talk has through their use of language (features of their talk) in an EFL class with VYL.

As for the study, its aim was to analyze the functions, features and roles of one P4 teacher talk teaching English as a foreign language in order to define what a rich and supportive of learning EFL class with VYL may be.

Regarding the features and the role of teacher talk it is important to bear in mind that teacher talk is influenced by the context and environment in which it is produced as well as by the aim of each teaching session. Depending on the aim of the class and the communicative situation each feature could develop different roles. In addition, most features appear in contact with others, which can change its role. For this reason although some authors provide several classifications of the features it is difficult to define which features make or fail teacher talk as it depends on the context and concrete communicative situation.

According to these aspects a checklist of suggestions for a rich EFL input with VYL is presented:

- ✓ Use of questions to involve children in a real communicative environment to promote communication.
- ✓ Praise and encourage children behavior and actions and allow them time to help them engage in their learning.
- ✓ Accept and use their ideas to motivate them.
- ✓ Be a facilitator and guide the process of acquisition by giving input in different ways and situations (build over their contributions, lecture, echoing, provide missing language, use speech modifications to explain things in different ways and help them to understand...)
- ✓ Give positive and negative feedback (about content and form) to support their learning.

In conclusion, teacher talk and the use of language that the teacher carries out in an EFL class with VYL seems to play a key role in the success of teaching and learning. This study has helped me to be aware of the importance of the role and features of teacher talk with VYL. The analysis of the EFL sessions has shown me that some features can have different roles depending on the communicative situation, aim of the class and context. Additionally, the analysis of interviews has allowed me to explore three different ways of thinking (beliefs and opinions) that together with the rest of information collected will be useful for me as a future English teacher.

The study presents some limitations that should be explained. Firstly, only three out of five recorded sessions were transcribed and analyzed due to the lack of time. Certainly, a larger number of transcriptions may have offered a wider picture of teacher talk. Secondly, my presence in the classroom during the sessions may have influenced on the class natural development and this modification may have led to slightly altered communication.

Finally, as a line of future research I would like to analyze and compare teacher talk to very young and young learners in order to examine the distinctive features that may expedite the children's acquisition processes.

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7. Appendices

7.1 Appendix 1: Transcriptions of the sessions analyzed

English class recorded 1 – Friday 17th January. Time: from 10 to 10:30 am

Teacher: Okay babies c'mon. [C-P]

Teacher and Children: (the teacher starts singing and children join her)

Good morning. Good morning.

Good morning to you.

Good morning, Mr. Rooster.

Cock-a-doodle-doo.

Cock-a-doodle-doo. Cock-a-doodle-doo. Cock-a-doodle-doo!

Good morning to you!

Teacher: Babies, lets going to sing the other one? [II-AQ] + [II-PE] + [NC-EEUDQ]

Some children: yes

Teacher: yes? [NC-ESR] + [NC-EEUDQ]

Children: yes!

Teacher: let's see who remembers from last year. [C-P] One... Roc, Roc, listen, listen to me. Yesterday you couldn't sit with the other ones. How are you going to be today? Quiet? [O-TC] Yes? [II-AQ] Okay. C'mon. [DI-CJA]

Teacher and Children: (the teacher starts singing and children join her)

Hello everyone. Come and play. It's going to be a happy day. Do a high five and buggy all down. Clap your hands and turn around. Turururururururu. Do a high five and buggy all down. Clap your hands and now sit down.

Children (Speaking indistinctively in Catalan)

Teacher: Okay! Listen, listen. No, no. I want you to come forward. Babies eo! What are you doing at the back? [II-AQ] + [NC-EEUDQ] No! Roc, do we sit on the tatami? [DI-CJA]

Child: no.

Teacher: No. How do we sit? [II-AQ] Like an Indian and looking forward. [O-TC] Laia, Valentina, come please. Biel, come forward. Paula! Come. Roc, I want you to sit down here; next to Carla. Sit down next to Carla okay? [II-AQ] Nil come forward please. Biel, come, come. Arnau and Elsa. “vale”. Paula, sit next, sit between, c’mon come forward, between Igancio and Arnau “va”, come, come, come. [DI-GD] “vale”. Arnau and Elsa, you can sit together now, but if you don’t listen, Juli is gonna separate you okay? The same for you Laia and Valentina okay? [II-AQ] “Vale”. [DI-CJA] Look, today Juli has a surprise for you.

Child: “Un conte”

Teacher: You know, you know that.. yes! [II-AUSI] Look, you know that we read...

Some children: “L’he vist, l’he vist!”

Teacher: ... Handa’s surprise? [II-AQ]

Some children: yes...

Teacher: then, today babies. Today, listen, listen. [DI-CJA] We are going on a safari. Ah! Do you know what is a safari? Do you know it? [II-AQ] + [C-RQ]

Children: Yeees!!

Teacher: Yes. [NC-ESR] What is a safari? What is it? [II-AQ] + [C-RQ] + [C-EWT]

Child: a forest.

Teacher: But you go to the forest? [II-AQ] Nooo [O-TC]

Child: a savanna.

Teacher: You go to the savanna. [NC-ESR] Very good. [C-CF] + [II-PE] + [NC-SPIRF] And what animals can you see in the savanna? [II-AQ] + [C-RQ] + [C-EWT] + [C-P]

Child: monkey

Child: a giraffe

Teacher: A monkey, a giraffe [NC-ESR]

Child: elephant.

Teacher: an elephant [NC-ESR]

Child: a zebra

Teacher: a zebra [NC-ESR]

Child: a giraffe

Teacher: we have said giraffe. Look, we have said a giraffe, a monkey, a zebra, an elephant. [NC-ESR] What else? [II-AQ] A “ha” (saying the starting sound of the name of an animal) [NC-EEUDQ]

Some children: Hyena.

Teacher: Hyena. [NC-ESR] Very good. [C-CF] + [II-PE] + [NC-SPIRF]

Child: ostrich

Teacher: an ostrich. [NC-ESR]

Child: a lion

Teacher: a lion. [NC-ESR] Very good. [C-CF] + [II-PE] + [NC-SPIRF] So many animals. [DI-L]

Child: a monkey

Teacher: We have said monkey already. Look, look, look. Ah! And where is the savanna? [II-AQ] + [C-RQ] Is it in Sant Hipòlit? [II-AQ] + [NC-EEUDQ]

Children: noo.

Child: “És” in Africa

Teacher: In Africa, very good. In Africa. In Africa. And Japhther's mommy and daddy, they come from Africa. [O-TE] Right Japhther? [II-AQ] + [NC-EEUDQ]

Child: yes.

Teacher: yes. Look. We all went on a safari. It is a book from Laurie Krebs and Julia Cairns okay? [II-AQ] Let's see, let's see. Look, you have some boys and girls and they are going on a safari. Look, look, woow! [DI-L] Look at the savanna. And it says: we all went on a safari....

Child: "té una llança aquest noi"

Teacher: ... when the day just began. Look, the sun is coming up, the sun is coming up. [DI-L] We spied a lonely leopard. Can you see the leopard? [II-AQ] + [NC-EEUDQ]

Some children: yes.

Teacher: yes. [NC-ESR]

Child: yes! "és allà!"

Child 2: a leopard!

Teacher: Yes! A leopard! [II-AUSI] + [NC-ESR] And Arusha. This is Arusha. [DI-L] Say hello Arusha! [II-PE]

Children: Hello Arusha!

Teacher: Hello! And Arusha counted one. [DI-L]

Some children: one!

Teacher: okay. And you know how you say one in an African language? [II-AQ] + [O-TC] + [C-EEUDQ] You say "moja". [DI-L]

Children: "moja"

Teacher: Yes. One is "moja". Look. We all went on a safari over grasslands damp with dew. Look, look at the grass. Everything is full. [DI-L] Can you see the grass? [II-

AQ] + [NC-EEUDQ] And it is very long! [DI-L] Do you see it? [II-AQ] + [NC-EEUDQ]

Some children: yes!

Teacher: Very long! [DI-L] And we came across some... What are these? [II-AQ] + [NC-EEUDQ]

Child: Ostrich!

Teacher: ostrich! [NC-ESR]

Children: ostrich!

Teacher: Ostriches! Yes! [NC-ESR]

Child: a two ostriches.

Teacher: Two. Two. [NC-FFF] And Mosi. This is Mosi. [DI-L] Counted... [II-PE]

Some children: Two.

Teacher: Two. [NC-ESR] And two, in that African language is “mbili”. [DI-L]

Children: “mbili” (repeated times)

Teacher: we all...

Child: giraffe!

Teacher: went on a safari, past an old acacia tree. [DI-L]

Some children: giraffe!! (repeated times)

Teacher: Look at the tree. [DI-GD] Babies, but look. If you all speak I cannot read the story. [DI-CJA]

Child: three giraffes.

Teacher: I cannot read the story. [DI-CJA] Okay, look. Nearby giraffes were grazing. [DI-L] How many giraffes can you see? [II-AQ] + [NC-EEUDQ]

Some children: three giraffes!

Teacher: three giraffes, very good. [NC-ESR] + [C-CF] + [NC-SPIRF] So, Tumpe. This is Tumpe. Tumpe counted...

Some children: three!

Teacher: three. [NC-ESR] Do you know how you say three in this African language? [II-AQ] + [NC-EEUDQ]

Children: nooo!

Teacher: “tatu”. [DI-L]

Some children: “tatu”.

Teacher: “tatu”. Yes. Three is “tatu” [DI-L]

Child: “com els tattoos”

Teacher: Like the tattoos. Yes, yes, yes. [II-AUSI] Woow! Look, look, look, look. [DI-GD] We all went... [C-P] + [II-PE]

Teacher and some children: on a safari.

Teacher: to the ancient crater floor. [DI-L]

Children: lion! (repeated times)

Teacher: And we heard some lions. Mwambe. Look, this is Mwambe. [DI-L] Mwambe counted f... [C-P] + [II-PE]

Child: “quatre!”

Children: four!

Teacher: Four! Very good! [NC-ESR] + [C-CF] Four lions. Do you know how you say four in this African language? “nne” [II-AQ] + [NC-EEUDQ] + [O-TC]

Children: “nne”

Teacher: yes, yes, yes. Let's see, let's see.

Child: Com neck.

Teacher: Like neck, yes! [II-AUSI] We all went on a safari, where the lake birds, look at the lake birds, can you see the birds? [II-AQ] + [NC-EEUDQ] where the lake birds swim and dive. Up bobbed some hefty hippos. Akeyla. Look, this is Akeyla. [DI-L] + [DI-GD] She counted... how many hippos? [II-AQ] + [NC-EEUDQ] + [C-P]

Some children: five!

Teacher: five. Very good. [NC-ESR] + [C-CF] + [NC-SPIRF] Five hippos. [DI-L] Do you know how you say five in this African language? [II-AQ] + [NC-EEUDQ]

Child: yes!

Teacher: Oh! You know? [II-AQ] + [NC-EEUDQ] Tell me. [II-PE]

Child: noo.

Teacher: “tano” [DI-L]

Children: “tano” (several times)

Teacher: yes, yes, yes. Shhhhhh! [DI-CJA] We all went on a safari, among the herds that intermix. We followed woolly wildebeests. [DI-L] Watende. Look at Watende. [DI-GD] Where is Watende? Let me see, let me see. And Watende, this is Watende, counted... [C-P] + [II-PE]

Some children: Six!

Teacher: Six! Very good. [NC-ESR] + [C-CF] Six. Do you know how you say six in this African language? You say “sità”. [II-AQ] + [NC-EEUDQ] + [O-TC]

Children: “sità”

Teacher: Very good. [C-CF]

Child: like sit down!

Teacher: like sit down. Yes, yes. [NC-ESR] + [II-AUSI] Elsa, can you sit down correctly please? [DI-CJA] Okay. We all went on a safari, with the sun high very high in the sky and we spotted zigzag zebras. [DI-L] And Zalira, look this is Zalira, [DI-GD] counted... how many zebras? How many zebras? Se...[II-AQ] + [NC-EEUDQ] + [C-P]

Some children: seven!

Teacher: Seven! [NC-ESR]

Child: seven zebras!

Teacher: seven zebras! [NC-ESR] And do you know how you say seven in this African language? [II-AQ] + [NC-EEUDQ]

Child: no

Teacher: You say “saba” [DI-L]

Children: “saba”

Child: Com la savanna

Teacher: like savanna, yes. [II-AUSI] + [NC-ESR] We all went on a safari, near the Serengeti gate. [DI-L] We startled... Isaac shhh.... Silence. [DI-CJA] We startled wiry warthogs. [DI-L] Look, these are warthogs. [DI-GD] And we counted... e... eight! [C-P] + [O-TC]

Children: eight!

Teacher: eight! [NC-ESR] And do you know how you say eight in this African language? [II-AQ] + [NC-EEUDQ]

Some children: No.

Teacher: no? [II-AQ] + [NC-EEUDQ] You say “nane” [DI-L]

Children: “nane”

Child: danonino!

Teacher: okay (laughing). We all went on a safari where the treetops intertwine. And we met some naughty naughty monkeys. [DI-L]

Some children: monkeys!

Teacher: So Doto, look, this is Doto counting now. [DI-GD] Do you see Doto counting? [II-AQ] + [NC-EEUDQ] And he counted how many monkeys? [II-AQ] + [NC-EEUDQ] Let's see, let's see. Let's count together. [C-P] + [DI-GD]

Teacher and children: one, two, three, four, five, six, seven, eight, nine.

Teacher: nine monkeys!

Child: Com se diuen?

Teacher: The monkeys? [II-AQ] Oh I don't know Arnau. I don't know the name of the monkeys. I'm sorry. And do you know how you say nine in this African language? [II-AQ] + [NC-EEUDQ]

Children: no.

Teacher: "tisa"

Children: "tisa"

Teacher: "tisa" Very strange. Okay. We all went on a safari through a rocky hillside glen. And we watched enormous elephants. [DI-L] And Bodru, look this is Bodru, counted....counted.... [C-P]

Child: elephants!

Teacher: Let's count together how many elephants? [II-AQ] Let's count them. [C-P] + [DI-GD]

Teacher and children: one, two, three, four, five, six, seven, eight, nine, ten.

Child: Juli! "T'has deixat un elephant"

Teacher: Which one? Which one did I miss? [II-AQ] + [II-AUSI]

Child: ten!

Teacher: Ah! I didn't see the bottom from the elephant. Okay. Ten elephants. Woow!
Very good. [C-CF] Shhhh listen, listen. [DI-CJA] We all went on a safari and in the
sunset's fading light we built ourselves a campfire and bid our friends good night. [DI-
L]

Child: bye bye.

Teacher: Good night! Look at all the animals. [DI-GD] Let's see if we see all the
animals from the story. [C-P] What are this? [II-AQ] + [NC-EEUDQ]

Child: the elephant

Teacher: elephants! [NC-ESR] And these? [II-AQ] + [NC-EEUDQ]

Child: monkeys!

Teacher: The monkeys! [NC-ESR] And this? [II-AQ] + [NC-EEUDQ]

Some children: giraffes

Teacher: The giraffes. [NC-ESR] And look, now they are going to..

Child: sleep

Teacher: sleep. Very good. [II-AUSI] + [C-CF]

Child: "I els" leopards?

Teacher: No. we only can see the giraffes, the monkeys and the elephants. [II-AUSI] +
[DI-L]

Child: "Qui són aquestes persones, què fan?"

Teacher: Now they are going to sleep. They are from Africa. [DI-L] + [II-AUSI]

Child: "I quan es desperten què fan?"

Teacher: They... I don't know, Isaac, what they do. I suppose that they look for food to
eat. [II-AUSI]

Child: “lo mateix que nosaltres”

Teacher: the same. [II-AUSI] + [NC-ESR]

Child: “Però està barrejat quan van a dormir els de Àfrica. Perquè quan, ara, quan sigui la tarda els dels països més llunyans d’aquí, dons ja, quan sigui, ara quan sigui la tarda ja serà de nit. Ho va dir el meu papa.”

Teacher: So I suppose they do the same. They look for food, they wake up, they wash their face, and they have breakfast. [DI-L]

Child: “El mateix que nosaltres!”

Teacher: Babies, babies. Shh shh. Listen, listen. Arnau, Arnau, shh. Listen, listen. Let me get the folders. Let me get the folder and look. Biel and Arnau. Isaac can you sit correctly please? [DI-CJA] Okay. Let’s do it very quickly, very quickly okay? And then we continue, okay? Look. Are you ready? Are you ready? [II-AQ] + [C-P]

Children: yes!

Teacher: can you sit down correctly please? Arnau and Biel, please enough, enough. Okay? [DI-CJA]

Child: yes.

Teacher: okay. You ready? [II-AQ] + [C-P]

Some children: Yes.

Teacher: No. Xylyn and Claudia they are not ready, they are not listening. [DI-CJA] Okay. And let’s...

Children: A giraffe!

Teacher: A giraffe. [NC-ESR] Very good Elsa. Well done, well done. [C-CF] Let’s see this one, this one...

Children: Elephant!

Teacher: An elephant! [NC-ESR] Well done! You’re so good! [C-CF] Okay.

Children: Lion!

Teacher: How do you know? [II-AQ]

Children: Lion!

Teacher: How do you know that is a lion? [II-AQ] Very good. Wow! You're so good now. "mamma mia" you're experts. [C-CF]

Some children: Hyena

Teacher: The hyena. [NC-ESR] Very good. You are so so so good now. [C-CF] Let's see let's see this one. [C-P]

Child: "Guepard".

Teacher: A? How do you say...

Children: leopard!

Teacher: Leopard! [NC-ESR] Very good. [C-CF] With an L. leopard. [CI-L] + [NC-FFF] And this one? [II-AQ] Let's see , let's see, let's see.

Children: A zebra!

Teacher: A zebra! [NC-ESR] Okay. Look. Today I told you. [DI-L]

Child: "Avui anirem a l'Àfrica."

Teacher: Yes. I told you that we were going to Africa yesterday yes? Do you remember? And look, this is Udo. [O-TE] + [II-AQ] + [NC-EEUDQ]

Children: "Udo"

Teacher: Yes, and this is Adana. [CI-L]

Children: Adana.

Teacher: And they come from Africa, from the African savanna. Yes? Look, Sant Hipòlit and Masies is here, in the green one and Africa is the yellow. Can you see? This is Africa and Africa it is very big! [CI-L] + [II-AQ]

Some children: “I Manlleu?”

Teacher: In the green. Everything; Manlleu, SanHipòlit, Masies, Taradell, Vic, l’Esquirol... Everything is in the green one. Babies, Africa is very very very big and it has a lot of countries yes? A lot of countries and look now we know a lot of animals from Africa right? We are animals’ experts. [CI-L] We know... we know the... [C-P]

Children: Elephants

Teacher: We know the elephants. [NC-ESR] We know the... [C-P]

Children: Zebra!

Teacher: We know the zebra. [NC-ESR] Oh!

Children: A crocodile.

Teacher: This is a new one! Oh, oh. A crocodile. [CI-L]

Child: “A mi me gustan”

Teacher: Do you like the crocodiles? [II-AQ] + [NC-EEUDQ] But babies, babies. Japhther and Arnau. I’m a little bit scared of crocodiles. [CI-L]

Child: “A mi me gustan”

Teacher: Yes, yes, you can like them but...

Child: “A vegades els vaig a veure” a crocodile

Teacher: Okay. This is a crocodile, okay. And look, this is not a leopard. This is a cheetah. [DI-L]

Children: A cheetah.

Teacher: A cheetah. [NC-ESR]

Children: A cheetah.

Teacher: And what is this? [II-AQ] + [NC-EEUDQ]

Some children: A gorilla.

Some children: A monkey

Teacher: A gorilla, very good. [NC-ESR] + [C-CF] So, babies. Shhh. [DI-CJA] Now I'm gonna show you the houses in Africa. Yes. The houses because they look, well, a little bit different than here. Are you ready to see the houses? [DI-L] + [II-AQ] + [NC-EEUDQ]

Children: Yes

Teacher: Yes? Look. This is one example of house. You see? Many people in Africa live in very small villages. Yes? And they are apart. Look, this is an example of a house. This is another example. [DI-L]

Child: “Aquests són grans!”

Teacher: Yes, this one is a big city. [II-AUSI] + [O-TE] And this is in Egypt. Okay, this is another city in Africa. Can you see? [DI-L] + [II-AQ] + [NC-EEUDQ]

Child: “Juli, això sembla un gratacel.”

Teacher: I don't think so. I think this is an.. I don't know exactly what it is. [II-AUSI] Look, this is another city. Can you see? [II-AQ] + [NC-EEUDQ] Oh! And look! This is another house in Africa. And this is in Morocco. [DI-L]

Child: “És l'església.”

Teacher: Yes, very good. [II-AUSI] + [C-CF]

Child: “És l'església d'Àfrica.”

Teacher: Yes, yes. Very good. [II-AUSI] + [C-CF] This church is called a Mosque. [DI-L]

Some children: A mosque

Teacher: This is a mosque. Very good. Well done. [NC-ESR] + [C-CF] Okay. And you know what? In Africa you have a lot of beautiful places to visit. Do you want to see the most beautiful places to visit in Africa? [DI-L] + [II-AQ] + [NC-EEUDQ]

Children: Yes!

Teacher: Are you ready? Ah! Look! This is the Serengeti plain. It is a very beautiful place with a lot of animals and a lot of people from all around the world they come to the Serengeti plane to visit all the animals. Is beautiful. Look. And this is the Kilimanjaro. [DI-L]

Some children: Kilimanjaro.

Teacher: Look at this mountain. Look. Is so beautiful! This is Africa's highest mountain, the highest one. [DI-L]

Child: Mountain!

Teacher: The mountain. [NC-ESR] The highest one! And look babies, on the top of the mountain you have some snow. Can you see the snow? Can you see the snow? The snow. This is snow. [DI-L] + [II-AQ] + [NC-EEUDQ]

Child: “Jo veig fum per aquí”

Teacher: Ah you see. It looks like, but no. This are clouds. This is not a volcano. This are clouds. [II-AUSI] + [DI-L]

Child: “Quan anirem a esmorzar?”

Teacher: Now. In one minute. Look. Oh oh. And these are the pyramids. [DI-L]

Child: “Què són” pyramids?

Child: “Una piràmide”

Teacher: Yes. From Egypt. And the Sphinx. Do you know the Sphinx? [II-AQ] + [DI-L] + [C-RQ]

Child: “La lady bug”

Teacher: Lady bug and chat noir live here in the Sphinx? [II-AQ] + [NC-EEUDQ] But I think lady bug and chat noir are from Paris and this is not Paris, this is Africa. Yes? Oh! And the desert. Look at the Sahara desert. Look, look, look. Woow! [DI-L]

Child: “Els reyes!”

Teacher: Ah! The three wise men. [II-AUSI] + [O-TE] Okay. Look. And you know the most important river in Africa is this one. This is a river. Do you remember from last year? (starts singing) We’re going on a bear hunt, we’re gonna catch a big one, what a beautiful day, we’re not scared. Oh oh a river! Do you remember? [DI-L] + [C-P]

Some children: Yes

Teacher: This is a river. Yes? A river. [DI-L]

Child: “I per què no anem a l’Àfrica?”

Teacher: Oh! Do you want to go to Africa? [II-AUSI] + [II-AQ] + [C-CR] + [NC-ESR]

Some children: Yes!

Teacher: Uh but it’s so far away and we have to get on a plane if you want to Africa. It’s not so easy. [DI-L]

Child: “A Àfrica hi podem anar-hi amb cotxe.”

Teacher: No, not with the car. No, because we have to cross the ocean. [NC-ESR] + [DI-L]

Child: “Amb un barco!”

Teacher: With a ship or with an airplane. [O-TE] + [II-AUSI]

Child: “Amb tren”

Teacher: Not with a train. [O-TE] + [II-AUSI] Babies. Listen, listen. On Monday we continue. [DI-L] And now, today, what do you have? Do you have a sandwich or fruit? [II-AQ] + [NC-EEUDQ]

Children: Fruit!

Teacher: Okay. See you tomorrow babies. Bye bye.

English class recorded 2 – Tuesday 21st January. Time: from 10 to 10:30 am

Teacher and Children: (the teacher starts singing and children s’hi join her and keep singing alone)

Good morning. Good morning.

Good morning to you.

Good morning, Mr. Rooster.

Cock-a-doodle-doo.

Cock-a-doodle-doo. Cock-a-doodle-doo. Cock-a-doodle-doo!

Good morning to you!

Teacher: Very good. [C-CF] Babies, look. Elsa... Do we have to be sad or do we have to be happy? Do you want to be happy or sad? Happy? [II-AQ] + [DI-CJA] + [NC-EEUDQ]

Child: Happy

Teacher: Happy, okay. [NC-ESR] “vale”. Now. Babies, listen. We’re going to do a game today. But before we do the game, we’re going to read the story very quickly. [DI-L] Can you help me? [II-AQ] + [II-PE] + [C-P] + [NC-EEUDQ]

Some children: yes

Teacher: Can you help me to read the story? [II-AQ] + [II-PE] + [C-P] + [NC-EEUDQ]

Children: yees!!

Teacher: Thank you! Thank you! [II-PE] Okay. So, do you remember the name of this book? What is the name of this book? [II-AQ] + [NC-EEUDQ] + [C-SM]

Some children: Handa’s surprise

Teacher: Handa’s surprise. [NC-ESR] Very good. [C-CF] And look, the author is Eileen Browne. [DI-L] So, who is this girl? [II-AQ] + [NC-EEUDQ]

Child: Handa

Child: and Akeyo.

Teacher: This is Handa. Handa. And Handa has a friend. [O-TE] Do you remember the friends name? [II-AQ] + [NC-EEUDQ]

Some children: yes

Teacher: What's the friends name? A... [II-AQ] + [NC-EEUDQ] + [II-PE] + [C-P]

Some children: Akeyo

Teacher: So, Akeyo has birthday and Handa wants to surprise Akeyo. Yes? And she takes a basket, a basket and she puts seven delicious fruits in a basket. [CI-L]

Child: a banana!

Teacher: Look, let's count. Let's count the fruits. [C-P] + [II-PE]

Teacher and Children: one, two, three, four, five, six, seven

Teacher: Seven fruits. Seven. Babies, do you remember the names of the seven fruits? Do you remember? Let's see. What is this? [II-AQ] + [C-RQ] + [C-P]

Children: a banana

Teacher: a banana. [NC-ESR] And this? [II-AQ] + [NC-EEUDQ] + [C-P]

Children: orange

Teacher: orange. [NC-ESR] And this? What's this? [II-AQ] + [NC-EEUDQ] + [C-P]

Child: a "pinya"

Some children: a pineapple

Teacher: a pineapple. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] And this? [II-AQ] + [NC-EEUDQ] + [C-P]

Child: a mango!

Teacher: a mango. [NC-ESR] And this? [II-AQ] + [NC-EEUDQ] + [C-P]

Child: a lemon

Teacher: it's not a lemon. [C-CF] + [C-DEC]

Child: guava!

Teacher: Is a Guava. [NC-ESR] Well done! [C-CF] + [NC-SPIRF]

Children: Guava

Teacher: and this? An A... [II-AQ] + [NC-EEUDQ] + [C-P]

Some children: Avocado

Teacher: avocado. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] And what is this?
[II-AQ] + [NC-EEUDQ] + [C-P]

Child: a lemon!

Teacher: no. [C-DEC] + [C-CF] This one, the purple one, The purple one, this one.
[DI-L]

Child: banana

Teacher: the purple one? The purple one! [II-AQ] + [NC-EEUDQ] + [DI-L]

Child: noooo

Teacher: look, look. No, no, but I'm asking you which one is the purple one. Do you
remember? The pa... [II-AQ] + [NC-EEUDQ] + [C-P]

Children: passion fruit!

Teacher: the passion fruit. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] This is a
passion fruit. So Handa, puts the seven fruit on the basket and thinks... mmm what's
Akeyo's favorite fruit? Let's see, let's see. And then she starts walking to Akeyo's
village. [DI-L]

Teacher and children: lalaralara...lalaralara....

Teacher: okay. And she thinks... [DI-L]

Child: monkey

Teacher: mmm she will be surprised. What is Akeyo's favourite fruit? [DI-L]

Some children: bananan

Teacher: and look, look. Oh oh what can't she see? [II-AQ] + [C-RQ] + [C-P]

Children: a monkey!

Teacher: a monkey. [NC-ESR] A very very... [C-P] + [II-PE]

Children: naughty, naughty

Teacher: naughty, naughty monkey. [NC-ESR] And babies do you remember...

Some children: naughty, naughty monkey

Teacher: Xylyn, do you remember what the monkey takes? [II-AQ] + [C-RQ] + [DI-CJA]

Children: banana

Teacher: a banana. [NC-ESR] And Handa thinks will she like the soft yellow banana? Ah.. [DI-L]

Child: Naughty, naughty.

Teacher: But what happens? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Children: naughty, naughty.

Teacher: That the monkey takes the banana and Handa doesn't see. Very good. And she continues walking. [O-TC] + [DI-L]

Teacher and children: lalaralara...lalaralara....

Teacher: And Handa thinks... Do you remember what animal comes next? What animal comes now? [II-AQ] + [C-RQ] + [C-P] + [II-PE] + [C-SM]

Child: Elephant

Teacher: The elephant? [II-AQ] + [NC-ESR]

Child: Zebra

Child: Ostrich

Teacher: The ostrich? Let's see. Look, look.. [II-AQ] + [NC-ESR]

Child: Ostrich

Teacher: Handa thinks, will she like the guava? [DI-L] But what happens? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: naughty, naughty

Teacher: That the naughty, naughty ostrich what? [II-AUSI] + [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: Naughty, naughty

Teacher: Takes the guava. [O-TC]

Some children: Guava

Teacher: okai? Oh... but Handa, doesn't... [C-P] + [II-PE]

Some children: See

Teacher: She doesn't see. [O-TE] So she continues walking. [DI-L]

Teacher and children: lalaralara...lalaralara....

Teacher: oh! And Handa says... [DI-L]

Child: Elephant!

Child: Zebra!

Teacher: No, no, no. [C-DEC] + [C-CF] Handa thinks will she like... [DI-L]

Child: Elephant

Child: Nooo. Zebra

Teacher: The orange? [DI-L] But, what happens? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Some children: Naughty, naughty zebra

Teacher: That the naughty, naughty zebra takes the... [C-P] + [II-PE]

Children: Orange

Teacher: Orange. [NC-ESR] Babies and Handa, she doesn't... [C-P] + [II-PE]

Child: Naughty!

Teacher: She doesn't see. [O-TC]

Child: Naughty, naughty zebra

Teacher: So, she continues walking. [DI-L]

Children: lalaralara...lalaralara....

Teacher: Oh oh! And she thinks... [DI-L]

Child: Elephant!

Teacher: One second. [DI-CJA] She thinks maybe she likes the mango. [DI-L]

Child: Elephant, mango.

Teacher: But look what happens. [DI-L] + [DI-GD]

Child: Elephant!

Teacher: That the elephant takes the [C-P] + [II-PE]

Child: Naughty, naughty elephant.

Teacher: What does the elephant take? The... [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Some children: Mango

Teacher: But what happens.. that Handa doesn't... [C-P] + [II-PE]

Some children: See

Teacher: She doesn't see. She doesn't see. [O-TE]

Child: lalaralala

Teacher: But look Laia. [DI-CJA] How many fruits do we have now left? [II-AQ] + [NC-EEUDQ]

Child: Orange!

Child: Three

Teacher: Three. [NC-ESR] Oh, oh! One, two and three. We only have three fruits left. [O-TE] Oioioi. So, and Handa continues walking. [DI-L]

Teacher and children: lalaralara...lalaralara....

Teacher: And Handa thinks maybe she likes, maybe she likes the pineapple. [DI-L] But you know what happened? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Children: Zebra!

Some children: Giraffe!

Teacher: That a naughty, naughty giraffe takes the pineapple. [O-TE]

Child: Pineapple.

Teacher: Babies, now how many fruits? [II-AQ] + [NC-EEUDQ]

Children: Two!

Teacher: Only two! [NC-ESR] Oh! What's going happen with Handa's surprise? [II-AQ] + [C-RQ] Xylyn, Xylyn, what's going to happen. [DI-CJA]

Child: Naughty, naughty

Teacher: Yes, but what's going to happen with Handa's surprise now? Because look, where is the surprise? [II-AQ] + [C-RQ] Oh! And then Handa continues walking and she thinks or maybe she will love the avocado. Maybe. But look what happens... [DI-L]

Child: Naughty, naughty.

Teacher: An... [C-EWT]

Children: Avocado

Teacher: Yes, but what's this animal? Do you remember? An... [II-AQ] + [C-RQ] + [C-P] + [II-PE] + [C-EWT]

Some children: Avocado

Child: Antelope!

Teacher: An antelope. [NC-ESR] Very good. [C-CF]

Child: "Ara només en queda un"

Teacher: Takes the avocado. [II-AUSI] + [O-TE]

Some children: One

Teacher: Yes. Only one. [II-AUSI] Oh! So the antelope takes the avocado and Handa doesn't... [C-P] + [II-PE]

Teacher and Children: see

Teacher: So now look. Now she only has one fruit left. Yes? And Handa thinks or maybe she liked the... What's this fruit do you remember? The pa... [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: Passion fruit

Teacher and children: The passion fruit [NC-ESR]

Teacher: But there is a naughty, naughty... [C-P] + [II-PE] + [C-EWT]

Child: Naughty, naughty

Teacher: What is this Xylyn? A pa... [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: Parrot

Teacher: A parrot. [NC-ESR] Okay. And the parrot takes the passion fruit. [DI-L] So how many fruits do we have left? [II-AQ] + [NC-EEUDQ]

Child: “Cap!”

Teacher: Zero! No fruits oh! [O-TE] + [II-AUSI] And now what happens with Handa’s surprise? Look! There is no surprise in the basket! But! There is a goat. Look at the goat. Look at the goat. What is the goat doing? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: “Estava lligada i va estirar i va estirar i va xocar amb un arbre.”

Teacher: Oh! Look. And then the goat starts running and running and running and bumped his head on to a tree. [DI-L] + [O-TE] + [II-AUSI] On to a... what is this tree? What is this tree? Is a banana tree? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Children: Nooo

Teacher: Is it a mango tree? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Children: noooo

Teacher: is it an orange tree? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Children: Nooo

Teacher: So...it is a... [C-P] + [II-PE] + [CEWT]

Child: Mandarins!

Teacher: A tan... [C-P] + [II-PE] + [CEWT] + [C-R]

Children: Tangerines

Teacher: A tangerine tree. A tangerine tree. [O-TE] And look. When the goat bumps into the tangerine tree all the tangerines fall into Handa’s... [DI-L] + [C-P] + [II-PE]

Child: Basket!

Teacher: Basket! [NC-ESR] Very good! [C-CF] + [NC-SPIRF] But Handa doesn't...
[C-P] + [II-PE]

Teacher and children: See

Teacher: She doesn't see. [NC-ESR] And she continues walking. And look. She arrives at Akeyo's village. And Handa says hello Akeyo. And Akeyo says hello Handa. And Handa says look Akeyo I have a surprise for you. She takes of the basket from her head and when she puts it down Akeyo says tangerines! My favourite fruit! And Handa says tangerine? That's a surprise! So look. [DI-L] Akeyo's favourite fruit Xylyn is shhhh. [DI-CJA] Akeyos favourite fruit is a tangerine. Yes? Wow, look. Carla, what's your favourite fruit?

Carla: My favourite fruit is the banana

Teacher: A banana. Okay. Pere, what's your favourite fruit? [II-AQ] + [C-RQ]

Child: apple

Teacher: My favourite fruit... [C-R]

Child: My favourite fruit a apple.

Teacher: an apple. [NC-FFF] + [D-DEC] Okay. Arnau. What's your favourite fruit?
[II-AQ] + [C-RQ]

Arnau: Banana

Teacher: My favourite fruit... [C-R]

Arnau: is a banana

Teacher: Isaac, what's your favorite fruit? [II-AQ] + [C-RQ]

Child: "pera"

Teacher: My favourite fruit is a... [C-R]

Child: pera.

Teacher: How do you say that in English? A...pear. [II-AQ] + [NC-EEUDQ] + [O-TE]

Children: Pear

Teacher: Okay. Very good. [C-CF] + [NC-SPIRF] Nil, what's your favourite fruit? [II-AQ] + [C-RQ]

Child: Apple

Teacher: An apple. My favourite fruit is an apple. [O-TE] Okay. Martí, what's your favourite fruit? [II-AQ] + [C-RQ]

Child: Apple

Teacher: My favorite fruit is an apple. [O-TE] Elsa, what's your favourite fruit? [II-AQ] + [C-RQ]

Child: Banana

Teacher: A banana. [NC-ESR] Okay. Valentina, what's your favourite fruit? [II-AQ] + [C-RQ]

Valentina: My favorite is banana.

Teacher: Banana as well. [O-TE] + [DI-L] Okay. Laia, what's your favourite fruit? [II-AQ] + [C-RQ]

Laia: My favorite fruit is banana

Teacher: A banana. [NC-ESR] Roc, what's your favourite fruit? [II-AQ] + [C-RQ]

Roc: My favorite fruit is tangerine

Teacher: A tangerine? [NC-ESR] okay, okay. Japhther, what's your favourite fruit? [II-AQ] + [C-RQ]

Japhther: Banana

Teacher: Is a banana. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] Jordi, what's your favourite fruit? [II-AQ] + [C-RQ]

Jordi: My favorite is a banana

Teacher: A banana. [NC-ESR] And you Clàudia, what's your favourite fruit? [II-AQ] + [C-RQ]

Clàudia: Favorite

Teacher: My favorite fruit is... [C-R]

Clàudia: A banana

Teacher: A banana as well. [O-TE] + [DI-L] Okay. Ferran, what's your favourite fruit? [II-AQ] + [C-RQ] My favorite... [C-R]

Ferran: My favorite is apple

Teacher: an apple. Okay. Martina, what's your favourite fruit? [II-AQ] + [C-RQ]

Martina: My favorite is pera

Teacher: a pear! Okay. Paula, what's your favourite fruit? [II-AQ] + [C-RQ]

Paula: Apple.

Teacher: My favorite fruit is an apple. [O-TE] Cora, what's your favourite fruit? [II-AQ] + [C-RQ]

Cora: apple

Teacher: My favorite fruit is an apple. Biel, what's your favorite fruit? [II-AQ] + [C-RQ]

Biel: Is a banana

Teacher: A banana. [NC-ESR] Ignacio, what's your favourite fruit? [II-AQ] + [C-RQ] My favorite fruit is... (after a few seconds) What is your favorite fruit? An apple, a banana, an orange, a pear, ... what do you like? [C-R]

Ignacio: Pear.

Teacher: A pear. [NC-ESR] Okay. Xylyn, what's your favourite fruit? [II-AQ] + [C-RQ]

Xylyn: Banana

Teacher: My favorite fruit is a banana. [O-TE] And you, Elsa, what's your favourite fruit? [II-AQ] + [C-RQ]

Elsa: A banana

Teacher: Babies! Juli what's your favorite fruit? [DI-GD]

Children: Juli, your favorite?

Teacher: What's your favorite [C-R]

Children: What's your favorite fruit?

Teacher: My favorite fruit is...what do you think? [II-AQ] + [C-RQ]

Pere: Apple?

Teacher: no. is not an apple. [DI-L]

Some children: Banana.

Teacher: Is not an apple and is not a banana. [DI-L]

Child: Orange

Teacher: Is not an orange [DI-L]

Child: Avocado

(Children talking indistinctly)

Teacher: No no no. put your hands up. Laia [DI-GD] +[DI-CJA]

Laia: Pear

Teacher: Is not a pear. Pere [DI-L]

Pere: Orange

Teacher: Is not an orange. Valentina [DI-L]

Valentina: Avocado?

Teacher: no, it's not an avocado [DI-L]

Child: Pear?

Teacher: Is not a pear. [DI-L]

Child: Tangerine

Teacher: Not a tangerine. Elsa? [DI-L]

Elsa: an apple

Teacher: an apple. No,no,no no apple. [DI-L] So listen. It's not an Apple, it's not a pear, is not a banana, is not an orange and not a tangerine. [DI-L] What's my favorite fruit? [II-AQ] + [C-RQ]

Isaac: Mango!

Teacher: A mango! Yes! A mango. [NC-ESR] Now listen, babies. Now we're gonna do an activity yes? An activity. [DI-L] + [DI-GD]

Child: Una activitat

Teacher: Yes, yes. Look. We're gonna put the numbers in order first. So what is the first number? [DI-L] + [DI-GD] + [II-AQ] + [NC-EEUDQ] + [C-P]

Children: One

Teacher: Okay. One. [NC-ESR] And the second one? [II-AQ] + [NC-EEUDQ] + [C-P]

Some children: two

Teacher: Two. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] And the third one? [II-AQ] + [NC-EEUDQ] + [C-P]

Children: three.

Teacher: Three. Number three. [O-TE] Okay. So we have one, two, three.. [DI-L]

Children: Four

Teacher: Four. Okay. [NC-ESR]

Teacher and children: one, two, three, four...

Children: Five

Teacher: Five. Okay. [NC-ESR]

Some children: Six!!

Teacher: Oh! You're so good! [DI-L] + [C-CF] Six [NC-ESR]

Children: Seven!

Teacher: Seven and [NC-ESR] + [C-P] + [II-PE]

Children: Eight!

Teacher: And now you have to help me because I don't remember. [DI-GD] + [DI-L]
Sit down, sit down babies. [DI-CJA] Babies, now look, here I have a lot of different
cards and we have to put them in order okay? We have to put them in order. So, the first
one is... when Handa... what does Handa do? She...she puts the... [DI-GD] + [C-P] +
[II-PE]

Child: Basket

Child: Fruits!

Teacher: The fruits. [NC-ESR] So this is number one. [O-TE] Very good. [C-CF] +
[NC-SPIRF] But then, what happens? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Isaac: A monkey

Teacher: A monkey [NC-ESR]

Child: nyam nyam

Teacher: Eats a ... [C-P] + [DI-PE]

Some children: Banana

Teacher: A banana. [NC-ESR] So this is number two. A monkey. The monkey eats de banana. [O-TE] Okay. And then? Shh shh shhh. Sit down, sit down. And then, Isaac, Jordi, please sit down. Laia, sit down. [DI-CJA] Okay. And then what happens after the monkey? Isaac. So, what happens after the monkey eats the banana? What comes next? After the monkey? [II-AQ] + [C-RQ] + [C-P] + [DI-PE] + [C-SM]

Child: Ostrich!

Teacher: The ostrich eats the... [C-P] + [DI-PE]

Child: Apple

Child: Guava

Teacher: The guava. [NC-ESR] Okay. The ostrich eats the guava. [O-TE] Isaac if you don't sit down they cannot see. [DI-CJA] Okay. After the ostrich. What comes after the ostrich? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Isaac: Zebra!

Teacher: The zebra. [NC-ESR] And the zebra eats the... [C-P] + [DI-PE]

Children: Orange

Teacher: The orange. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] And what comes after the zebra? Do you remember? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Some children: Elephant!

Teacher: And the elephant eats what? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Child: Mango

Teacher: The mango. [NC-ESR] Very good you're so good. [C-CF] + [NC-SPIRF]
Okay. What comes after the elephant? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Some children: Giraffe

Teacher: The giraffe. And what does the... [C-P] + [DI-PE]

Some children: Apple

Teacher: The pine... [C-R]

Children: Pineapple!

Teacher: Okay. Very good. [C-CF] + [NC-SPIRF] And what comes after the giraffe?
What comes after the giraffe? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Child: No ho sabem

Teacher: You don't remember? [II-AUSI] + [II-AQ] + [NC-EEUDQ] A very strange
name An... [DI-L] + [C-R] + [C-P] + [II-PE]

Child: Antelope!

Teacher: Antelope! [NC-ESR] And what does the antelope eat? Do you remember? [II-
AQ] + [C-RQ] + [C-P] + [DI-PE]

Some children: Avocado

Teacher: The antelope takes the avocado okay. [O-TE] And then? What comes? A...
[II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Child: Passion fruit!

Teacher: Okay, and what animal eats the passion fruit? The? [II-AQ] + [C-RQ] + [C-P]
+ [DI-PE]

Child: Passion fruit

Teacher: yes, but listen, Isaac. What animal etas the passion fruit? The parrot! [II-AQ]
+ [NC-EEUDQ] + [C-P] + [DI-PE] + [O-TC]

Some children: Parrot.

Teacher: The parrot. [NC-ESR] Okay. And then. What happens then? A goat. What happens with the goat? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Child: A mango

Child: A tangerine.

Teacher: A tangerine. [NC-ESR] The goat bumps into a tree and the basket is full of tangerines. [DI-L] Very good. [D-DF] + [NC-SPIRF] And what happens then? Sur... [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Some children: Surprise!

Teacher: Surprise! [NC-ESR] Okay. Well done. Very good. [C-CF] + [NC-SPIRF] You have ordered the sequence very good. [C-CF] Now you can have a look but don't touch it, don't touch it. Look. Well done. Well done. Okay. Si this is number... [DI-L] + [DI-DG] + [DI-CJA]

Children: One, two, three, four, five, six, seven, eight, nine, ten

Teacher: well done. Very good. Well done babies. [C-CF] Okay. Babies how's the weather today? It's... [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Some children: Rain

Teacher: It is rainy. [NC-FFF] + [NC-ESR] Cmo'n. let's get your breakfast.

English class recorded 3 – Tuesday 10th January. Time: from 10 to 10:30 am

Teacher: Today I want to read a book. I want to explain a book and if you speak, speak, speak, I cannot explain the book. Are you gonna listen, listen, listen? [DI-CJA]

Children: yes

Teacher: Yes? Very good. [C-CF] Look, this book here is about the nature. A garden. [DI-L] And look, what are these? [II-AQ] + [C-RQ]

Child: “Granja”

Teacher: The four seasons. [O-TC] Look, this is spring, this is summer, this is autumn and this is winter. Look what happens with the.. [DI-L]

Child: “estem a la primavera”

Teacher: Now we are in the spring, here. Now, now it’s the spring, it’s this one. [O-TE] + [II-AUSI] + [DI-L] + [C-SM]

Child: Primavera

Teacher: Now it’s this one , the spring. Look, and in the spring it rains a lot. It rains a lot [DI-L]

Child: “I mira hi han paraigües.”

Teacher: Oh let me see, let me see. In the spring there are a lot of rain showers and look at the flowers! The trees are covered in blossom. Look at the blossom! Look at the flowers! [DI-L]

Arnau: “que aaaai que tinc de passar!”

Teacher: Arnau, can you sit down please? Arnau, Claudia can you sit down correctly please? [DI-CJA] Now, look at the trees. Now when we go outside , can we see flowers on the trees? [II-AQ] + [NC- EEUDQ]

Children: Yes

Teacher: Yes. What flowers, what colors have you seen? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: pink

Teacher: pink [NC-ESR]

Child: red

Child: white

Teacher: white and red. [NC-ESR] Yes, very good. [C-CF] + [NC-SPIRF] So in...

Child: and yellow!

Teacher: yes and yellow! [NC-ESR]

Child: i blue!

Teacher: blue? I haven't seen any blue trees. [DI-L] + [II-AUSI]

Child: hi és a l'arc de sant martí

Teacher: yes, but ...

Child: lila també lila.

Teacher: purple. [NC-ESR] Okay, so in the spring the flowers blossom, they open, they blossom. [DI-L] And then, in the summer what comes out? [II-AQ] + [NC-EEUDQ] The fruits. [O-TC] Do you see? [II-AQ] + [NC-EEUDQ]

Child: Apple

Teacher: in the spring the trees blossom and then in the summer we have the fruits. Yes? Look. [DI-L]

Child: Apples

Teacher: Apples and pears and look, look, look. [O-TE] Vale Jordi, have you finished? Can you sit down correctly please? Thank you. Roc, can you stop it? Because if not I'm

gonna take off the shoes. Okay? [DI-CJA] Look. This is a plant okay? What is this the s... [C-P] + [II-PE]

Child: Seeds

Teacher: Seeds. The seed. [NC-ESR] Very little. [DI-L]

Child: “Hi ha un cuc allà!”

Teacher: Yes, there is a worm in here. [NC-ESR] + [II-AUSI] Look, and we have a seed here, a very little seed. So, first of all, we have to plant the seed and then the seed it roots. Do you see the roots in here? [II-AQ] + [NC-EEUDQ] And it starts to grow up as well. And then from the seed we have a little plant. Do you see? Let’s see, let’s see. Oh! And a stem and the stem grows and grows. And we have a bee. [DI-L] Do you remember the bees? [II-AQ] + [C-RQ]

Children: Yes

Child: “Són abelles.”

Teacher: Yes. A bee. [II-AUSI] And then, look, the flower. [DI-GD]

Child: Flower

Teacher: Starts to come out. It starts to blossom. This one is closed. Look, this one is closed. And this one has blossomed. [DI-L]

Some children: Blossom

Teacher: Yes. Look, wow! Beautiful. And let’s look at this ones. Ah! Now the flower is gone. [DI-L]

Child: “No! son pishallits això!”

Teacher: Yes. [II-AUSI] So, here we have the seed and the roots. The seed and the roots. A stem and two leaves only. Here we have four leaves, a stem and the flower. And here, the flower has blossomed. [DI-L]

Child: “es créixer”

Teacher: Yes, so look. [II-AUSI] Today we're gonna tell a story about how do we plant a seed. [DI-L] How? How do we plant a seed? Let's gonna see it? Let's gonna see? [II-AQ] + [EEUDQ]

Some child: Yes

Teacher: Okay, let's see. What is this? [II-AQ] + [EEUDQ]

Children: Rabbit

Teacher: A rabbit. [NC-ESR] And this? [II-AQ] + [EEUDQ]

Children: Mouse

Teacher: A mouse. [NC-ESR] What color is the rabbit? [II-AQ] + [C-RQ]

Child: Orange

Child: Brown

Teacher: Orange, Brown. A little of orange, a little bit of brown. [O-TE] And the mouse? [II-AQ] + [C-RQ]

Child: Brown "també"

Teacher: Brown. [NC-ESR] And this one? [II-AQ] + [C-RQ]

Child: Yellow.

Child: White

Teacher: Yellow and white. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] And, where are they? [II-AQ] + [C-RQ]

Child: "s'estan menjant les pastanagues!"

Teacher: Are they in the school? [II-AQ] + [NC-EEUDQ]

Children: No

Teacher: No. [NC-ESR] Where are they? [II-AQ] + [C-RQ]

Child: “Al camp”

Teacher: On a field. A field. [NC-ESR] + [II-AUSI] Very good. [C-CF] + [NC-SPIRF] So let’s see, let’s see what happens. Look, Xylyn, Roc, listen. Sit down correctly please. [DI-CJA] If you plant a seed. If you plant a seed. Let’s see what happens when you plant a seed. If you plant a seed and it’s written by Kadir Nelson. So, look, they planted a seed and now a little sprout has come out. Let’s see, let’s see, let’s see. Oh! Wow. If you plant a tomato seed, a carrot seed and a cabbage seed, what’s gonna happen? look, they are planting the seeds. Do you see the seeds? Very little, very little, very little. Do you the seeds? [DI-L] + [II-AQ] + [NC-EEUDQ]

Some children: Yes

Teacher: They plant the seeds and now what do they have to do? [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Child: “Enterrarla I que creixi.”

Child: Wait

Child: Wait

Teacher: Wait. [NC-ESR] Now, look, Arnau says wait. You have to wait. [II-AUSI] + [O-TE] Look, they plant the seed and now they wait. [C-SM] And they wait, and the seed needs what?

Child: Water

Teacher: Water, water from the rain. [O-TE] Very good. [NC-SPIRF] Water from the rain. And you know what a seed also needs? [II-AQ] + [NC-EEUDQ] A seed needs love. [O-TC] Yes? Love. Love and care. So, so, they wait, and wait, oh! Do you see the little sprout? [II-AQ] + [NC-EEUDQ]

Children: Yes!

Teacher: Ooh! Now we have to wait a little bit more. Let’s wait, let’s wait, let’s wait. [DI-L] Are you ready? [II-AQ] + [NC-EEUDQ]

Children: Yes!

Teacher: Let's count [DI-GD] + [C-P] + [II-PE]

Children and teacher: One, two, three

Some children: "Han sortit"

Teacher: Ah! Wow! Look, the tomato plant, the carrot and the cabbage. [DI-L] And how are the mouse and the rabbit? Are they angry? [II-AQ] + [C-RQ]

Some children: Yees

Some children: Noo

Teacher: Are they angry? [II-AQ] + [NC-EEUDQ]

Children: Noo

Teacher: Noo. How are they? [II-AQ] + [C-RQ] They are... [C-P] + [II-PE]

Children: Happy

Teacher: Happy! [NC-ESR] Look, they are jumping! Yuhuu! They are very happy. [O-TE] Tomatoes, carrot and cabbage, the plants will grow. If you plant a seed, if you put a seed, the plants will grow, and grow, and grow. Okay? Oh! Look at the mouse and the rabbit. [DI-L] + [DI-GD] What are they doing? [II-AQ] + [C-RQ] They are... [C-P] + [II-PE]

Child: Eating

Teacher: They are eating. [NC-ESR] Very good Valentina. [C-CF] + [NC-SPIRF] They are eating. The rabbit eats what? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Child: Carrot

Teacher: The carrot. [NC-ESR] And the mouse eats? [II-AQ] + [C-RQ] + [C-P] + [DI-PE]

Child: Tomato.

Teacher: The tomato. [NC-ESR] Very good. Yes. Very good. [C-CF] + [NC-SPIRF]
Oh, oh! Babies, Irina do you remember the other book that the rabbit wanted all the carrots, all the carrots, all the carrots and she didn't want to share? Do you remember?
[II-AQ] + [NC-EEUDQ] + [DI-CJA]

Some children: Yes

Teacher: Oh, oh! We have a problem. Oi, oi, oi. What's gonna happen now? Are they going to share or they are not going to share? What do you think? [DI-L] + [II-AQ] + [C-RQ]

Some children: Noo

Teacher: Noo? [NC-ESR] Oh but, share is so beautiful. Look, when you share it makes you happy, and if you don't share, it doesn't make you happy. [DI-L] What are they going to do? Are they gonna share with the other animals? [II-AQ] + [C-RQ]

Some children: Yes

Some children: No

Teacher: Yes? [NC-ESR] Let's see. Who says yes? Put your hands up. [DI-GD] Okay. And who says no, no they are not going to share. Look at them. They are waiting and looking if mouse and rabbit if they are gonna share or not. Let's gonna see. Do you wanna see? Let's see, let's see. If you plant a seed and you don't share... oh, oh! The rabbit and the mouse they don't want to share. [DI-L] But, you know what happens if you don't share? Do you want to see what happens when you don't share? [II-AQ] + [C-RQ]

Some children: Yes

Teacher: Are you ready? Is it gonna be something good or is it gonna be something bad? What do you think? [II-AQ] + [C-RQ]

Some children: Bad

Teacher: Something bad. [NC-ESR] Let's see, let's see what's gonna happen. Oh, oh!
[DI-L]

Child: “Malament!”

Teacher: Look, when you don't share and you're selfish and selfish and selfish, everything for me, for me oh, oh! Look, look what happen. Oh, oh, selfishness is not good. Selfishness is not good at all. [DI-L] What happen here? [II-AQ] + [C-RQ]

Child: “Que, que se barallen.”

Teacher: Look, at the end when you're selfish, selfish, selfish look what happens. That no one got something to eat. Not the rabbit, nor the mouse or the other animals. Look, now all the fruit and the carrots and everything is on the floor because they were fighting and discussing and disagreeing and now look, no one has any food. Ah! But if you plant a seed of love and kindness and if you want to share, look what happens, look, look. If you plant a seed of kindness and love and share, you want to see what happens? [DI-L] + [II-AQ] + [NC-EEUDQ]

Children: Yes

Teacher: Do you think is gonna be something good or something bad? [II-AQ] + [C-RQ]

Children: Good.

Teacher: Something good. [NC-ESR] Right? Look. The mouse understood that being selfish is not good. That it is better to share with the others. [DI-L]

Child: “Comparteixen”

Teacher: Exactly, exactly. [II-AUSI] + [C-CF] The mouse gave the tomato to the birds. And then when you share, when you plant a seed of kindness and share and love, do you want to see what happens? [II-AQ] + [NC-EEUDQ]

Some children: Yes

Teacher: Look, look, look. Wow! Do you see? Look, because the birds are so happy because they shared... [DI-L]

Child: “Tiren confetti!”

Teacher: No. [C-DEC] + [C-CF] What are these? S... [II-AQ] + [C-RQ]

Some children: Seeds.

Teacher: Seeds. [NC-ESR] If you share, with the other people and the other animals they are kind to you they are nice yes? And they share with you, look. Now the birds are helping mouse and rabbits to plant a lot of seeds. Not only one, two, three, look. [DI-L] + [C-SM]

Child: “Madre mia!”

Child: “Caic de cul eh casibé!”

Teacher: Yes, yes, yes. Babies do you want to see what happens now with all these seeds? [II-AQ] + [NC-EEUDQ]

Children: Yes

Teacher: What’s gonna happen with all these seeds? [II-AQ] + [C-RQ]

(Children speaking indistinctly)

Teacher: Put your hands up! [DI-GD]

Child: “Que no hi cabran”

Teacher: Ah! What do you think Irina? [II-AQ] + [C-RQ]

Child: “Que s’ho menjaran tot I potser tindran mal de panxa.”

Teacher: (smiling) okay. [II-AUSI] Laia, what do you think? [II-AQ] + [C-RQ]

Laia: “Que creixeran moltes plantes. I s’ho menjaran tot.”

Teacher: Oh! And they are gonna share? Elsa [II-AUSI] + [II-AQ] + [C-RQ]

Elsa: “Jugaran”

Teacher: They are gonna be playing, they are gonna be happy, yes. [II-AUSI] + [DI-L]

Child: “Jugaran amb confetti.”

Teacher: oh, let's see, let's see. Nil. [DI-GD]

Nil: “Que potser se les menjaran o potser no.”

Teacher: Look, now they plant the seeds and now. Roc, when you plant the seed what do you have to do? [II-AQ] + [C-P] + [II-PE] + [NC-EEUDQ] + [DICJA] + [DI-J]

Some children: Wait!

Teacher: Wait. [NC-ESR] So, first we plant the seed and now we have to... [C-P] + [II-PE]

Some children: Wait

Teacher: And what do we need when we plant a seed? We need... we need.... What do the plants need? [C-SM] + [II-AQ] + [C+RQ] + [C-P] + [II-PE]

Child: “Te de ploure perquè així créixer.”

Teacher: Very good, so we need... [C-CF] + [C-P] + [II-PE] + [NC-SPIRF]

Some children: Wait

Teacher: We need wa... [C-R]

Children: Water

Teacher: Very good, so we need water. [O-TE] + [C-CF] Look, we need to wait and we need water and we need the sun. We need the sun, we need water and we need to be patients. [C-SM] + [DI-L] So now look, all the friends are waiting and waiting. Oh! Look at the sprouts! The little sprouts! Look at them! Oh! A lot! Do you see? [DI-GD] + [DI-L] + [II-AQ] + [NC-EEUDQ]

Some children: Yes

Teacher: Oh, oh, look at the sprouts, look at the leaves. Here we only have little sprouts, but here look, we have a lot of leaves. Are we gonna have flowers and fruits? What do you think? [DI-GD] + [DI-L] + [II-AQ] + [C-RQ]

Children: Yes

Teacher: Do you want to see the flowers and the fruits? [II-AQ] + [NC-EEUDQ]

Children: Yes!

Teacher: Oh! Let me see, let me see, I'm so happy! Oh! Babies, babies, I want to have a garden like this one. Are you ready? [DI-L] + [II-AQ] + [NC-EEUDQ]

Some children: Yes

Teacher: Umma you have to sit down, otherwise Paula is not gonna see. Okay? Are you ready? [DI-CJA] + [II-AQ] + [NC-EEUDQ]

Children: Yes

Teacher: Say (showing fingers) [DI-GD]

Children: One, two, three

Child: Oh!

Teacher: Oh! Wow! Amazing! Do you see that? [DI-L] + [II-AQ] + [NC-EEUDQ]

Children: Yes

Teacher: Babies, do you want to have a garden like this one? [II-AQ] + [C-RQ]

Children: Yes!

Child: “Jo en tinc un a casa jo.”

Teacher: You have one like this? [II-AUSI] + [O-TE] Wow! So beautiful! You're so lucky! Okay! [DI-L]

(Children talking indistinctively at the same time)

Teacher: But look, babies. Have you finished Arnau and Elsa? Arnau have you finished? So now look, this plants, Irina, this plants are called sunflowers. This plants are called sunflowers. And here we have zucchinis. [DI-CJA] + [DI-L]

Children: Zucchini.

Teacher: Zucchini and tomato, and lettuces, and carrots. [DI-L]

Child: “Juli, Juli, mira que hi ha allà.”

Teacher: What? Ah! An other kind of tomatoes. [II-AUSI] Wow! Look. Can you go a little bit back Clàudia and Xylyn? Can you go back? [DI-GD] + [DI-CJA] Okay. So look, let’s see how many vegetables do we have in the garden. Let’s see. What is this? Do you remember? [DI-L] + [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Children: Corn

Teacher: Corn. [NC-ESR] Very good. [C-CF] + [NC-SPIRF] And this one? Do you remember this one? On... [II-AQ] + [C-RQ] + [C-P] + [II-PE]

Some children: Onions

Teacher: Onions. [NC-ESR] Very good. [C-CF] + [[NC-SPIRF] And this one?

Children: Tomatoes

Teacher: Tomatoes and... [NC-ESR] + [C-P] + [II-PE]

Children: Carrots

Teacher: Carrots. [NC-ESR] Very good, and do we have... [C-CF] + [C-P] + [II-PE]

Child: Zucchini.

Teacher: Zucchini. [NC-ESR] + [II-AUSI] Where do you see the zucchini? [II-AQ] + [C-RQ] Oh! Very good. [C-CF] The zucchini, I didn’t see it. Yes, okay. A lot of vegetables and a lot of fruits. [DI-L] Elsa sit down. [DI-CJA] How are they? [II-AQ] + [C-RQ]

Children: Happy!

Teacher: They are very, very, very happy! Okay. Babies, look, they are very happy. Jordi, sit down correctly. [NC-ESR] Roc sit down correctly please. [DI-CJA] Babies you know why they are happy? [II-AQ] + [C-RQ] Because when you share with their friends, you’re heart is very, very happy. [O-TC] And look if it’s only one or two , you can only plant one, or two or three seeds. But if you share with your friends, look, look

at the big, big garden they have now because they shared and they did it together in a group and when you do the things in a group with a good friend, look what you can accomplish. Wow!. [DI-L] Where's the mouse? Do you see the mouse? [II-AQ] + [NC-EEUDQ]

Child: "Allà."

Teacher: Here. Oh! And what is this? (start singing) [II-AQ] + [NCEEUDQ] + [C-P] + [II-PE]

Teacher and children (singing): Good morning Mr. Rooster. Cacadoodle doo, cacadoodle doo, good morning to you.

Teacher: Okay babies, let's gonna have some breakfast? [DI-GD] + [II-AQ] + [NC-EEUDQ]

7.2 Appendix 2: Interviews

Interview 1

Interviewer: In your opinion, what do you think it is the role of an EFL (English as a Foreign Language) teacher working with VYL (Very Young Learners)?

Blanca: A very dynamic role, with a variety of supports to reach all students, which provides topics that have meaning and interest in students' lives.

Interviewer: Khany & Malmir (2017) state: "Whatever the teacher does through his/her talk in the classroom, [...] can make a world of difference in contributing to students' success or failure." Do you agree with this opinion? Or do you think that there are other factors such as the children personal characteristics that are more decisive to predict success or failure to acquire a Foreign Language?

Blanca: I consider that all the actions of the teacher in the classroom have a positive or negative impact on students.

Interviewer: How important is teacher talk for teaching English to very young learners?

Blanca: It is vital for good language learning.

Interviewer: Another author, Walsh suggests that the ways in which teachers, through their choice of language, contribute to build or obstruct students' participation and learning potential. What do you think about this? Do you agree with this statement?

Blanca: Each student needs their learning time and the dynamics vary by group; it is necessary to see the needs of the group and the students and teach from this basis with the most appropriate methodology.

Interviewer: What characteristics/ features do you think the teacher talk should have when working with VYL to be effective? In what ways has your teacher talk changed over the years?

Blanca: Speaking and enjoying with the English language and knowing how to convey it. Know how to present English as an opportunity to motivate them to learn another language. I think I do not have enough experience to answer the last question.

Interview 2

Interviewer: In your opinion, what do you think it is the role of an EFL (English as a Foreign Language) teacher working with VYL (Very Young Learners)?

Aurèrial: For me the role of an EFL with little kids is different from the one the same teacher should have with older students. Both have different roles, since he/she has to have into account the student's age. The little kids need some special attentions or activities that teachers have to know how to handle. The teacher has to control the situation all the time.

Interviewer: Khany & Malmir (2017) state: "Whatever the teacher does through his/her talk in the classroom, [...] can make a world of difference in contributing to students' success or failure." Do you agree with this opinion? Or do you think that there are other factors such as the children personal characteristics that are more decisive to predict success or failure to acquire a Foreign Language?

Aurèrial: I think whatever the teacher can offer or teach in class sometimes is not enough for a student to acquire all the contents expected. It can have something to do with the attitude the teacher shows, but there are more things that have to be taken into account such as the inner character.

Interviewer: How important is teacher talk for teaching English to very young learners?

Aurèrial: I think that for very young learners the talk is important to the point that they need to hear the adult giving instructions or speaking in the target language. So, the teacher is expected to talk but not much, since the little ones need movement rather than a lot of talk. A lot of talk makes them get bore and lose their attention.

Interviewer: Another author, Walsh suggests that the ways in which teachers, through their choice of language, contribute to build or obstruct students' participation and learning potential. What do you think about this? Do you agree with this statement?

Aurèrial: Obviously depending on how the teacher act before a student's mistake it will contribute to their future active participation or it is just going to make them feel bad and they will not learn or participate as much as if we had behaved differently. We have to measure our decision when it comes to correct our students.

Interviewer: What characteristics/ features do you think the teacher talk should have when working with VYL to be effective? In what ways has your teacher talk changed over the years?

Aurèrial: The teacher talk should be short though necessary to organize the lessons. The teacher has to know the length of his/her talk just knowing the students. Throughout the years the education has suffered a lot of changes and they have also changed the way the teacher face their lessons. Maybe, some years ago the teacher talk was more important but nowadays it has changed too. The students need more activity, not just a teacher in front of them explaining any boring topic. So, as teachers we have to adapt to the new society and students' requirements.

Interview 3

Interviewer: In your opinion, what do you think it is the role of an EFL (English as a Foreign Language) teacher working with VYL (Very Young Learners)?

Julita: I personally think a lot of input has to be given, a lot of vocabulary input. In addition, you need to be an example of pronunciation and repeat all the vocabulary and structures, so that children can internalize it. And basically being a person who motivates them to like English.

Interviewer: Khany & Malmir (2017) state: "Whatever the teacher does through his/her talk in the classroom, [...] can make a world of difference in contributing to students' success or failure." Do you agree with this opinion? Or do you think that there are other

factors such as the children personal characteristics that are more decisive to predict success or failure to acquire a Foreign Language?

Julita: Obviously this does not only depend on the teacher. For me it is the teacher who has to know how to create a motivating atmosphere in the classroom, which encourages children to learn; However, there are days that work better than others; There are days when you get frustrated; there are days of everything. Then, the ideal would be to create a fun environment for children to motivate themselves to learn; but there are many times that this depends not only on the teacher but also on the child atmosphere at home. It also depends on the ease of each person to learn languages. There are children to whom is very difficult to learn languages and others to whom comes naturally. For me, saying that children's success or failure depends only on the teacher it is a little daring. I think that the teacher has a very important role, if I had to say it as a percentage, maybe I would say 70% and then the remaining 30% depends on how the child is, what his personal situation is and how he comes from home, as well as how easy it is for a child to learn languages.

Interviewer: How important is teacher talk for teaching English to very young learners?

Julita: This is super important because many people gives importance to English in primary school. And I think that when we should give more importance to English is during Early Childhood Education because it will be the basis that students will have in Primary School to start with more complex contents. The foundation you help them to acquire during Early Childhood Education is very important; as the basis that children can learn is essential to go on to make more complex contents during Primary.

Interviewer: Another author, Walsh suggests that the ways in which teachers, through their choice of language, contribute to build or obstruct students' participation and learning potential. What do you think about this? Do you agree with this statement?

Julita: Yes! But this is not always the case. I think one thing is the ideal and the other is the reality that you find in the classroom. There are times when you have time to wait and let the boy or girl talk, and others where it is not possible because of the class you have programmed. Then you already schedule days and activities where your goal is for the children to talk and other times when they don't; moments where you simply want to

give them an example of language and structure. Then you also have to be very careful if they are a class of 22 and everyone has to say the same sentence you have to be careful that the others do not get distracted while waiting for the others to respond. Obviously you have to give them space to answer and they can repeat or say their sentence but you also have to be careful because if this goes too long then the class goes away and gets distracted.

Interviewer: What characteristics/ features do you think the teacher talk should have when working with VYL to be effective? In what ways has your teacher talk changed over the years?

Julita: A lot of gestures, a lot of face expressiveness and body, because many times if I said the same thing I say without gesture and without the expressiveness of the face, surely they would not understand it and with a little gesture or image or just your face, how you look at it, the signals you make with your face, with your eyes, your eyebrows... is a bit talking and at the same time doing theatre. If I were neutral, make no movement, no gestures, no facial expression, surely they wouldn't understand the same sentence no matter how slowly I said it. Things to keep in mind: the tempos are important, the gesture, the facial expressiveness, and apart from that, all the help you can have with real objects, with plastic objects, with photos, with videos ... despite that videos may be a bit counterproductive because they are watch them but no speak or generate output.