

English language teaching in Hungarian primary schools
with special reference to the teacher's mother tongue use

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Abstract

This thesis is a study of language use in English language classrooms in primary schools in Hungary. The focus of the study is on the use of the target language (English) and the mother tongue (Hungarian) by the teachers and the learners. The teachers are all Hungarian native speakers, with varying levels of competence and previous experience in communicative language teaching, and this presents a challenge to the adoption of a communicative approach to the teaching of English. The National Core Curriculum endorses the communicative approach, with the expectation that the target language will be used as much as possible. However, in practice, the mother tongue is widely used in these classrooms, both by the teachers and by the students. There is therefore a conflict between policy and practice: the policy is that the target language should be used wherever possible, whereas the practice is that the use of the target language is limited to predictable and routine contexts. It is this conflict which constitutes the central question which is addressed in this thesis: how do teachers resolve the conflict between what they are expected to do, and what they feel capable of doing.

Data from classrooms and interviews were collected and analysed, using both quantitative and qualitative techniques. The focus of the analysis was on the amount and function of the use of the mother tongue by the teachers. Comparisons were drawn between teachers of Grade 4 pupils who started to learn English in Grade 1 and those who started in Grade 4. This analysis is complemented by evidence concerning the teachers' beliefs and understandings about the pressures and constraints which affect their teaching of English to young learners. The results suggest that the possibility of communicative language teaching in these classrooms is constrained by various factors, including the limitations in the children's cognitive capabilities and the proficiency level of the children, and the teachers' preference for using their previous methods which included grammar, translation and memorisation; also by curriculum requirements such as the use of the textbook, and the necessity to prepare the children for examinations. The implications of these findings for curriculum development in foreign language teaching in other comparable contexts are discussed.

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Table of Contents

Abstract:	i
Acknowledgements:	iii
Table of Contents:	v
List of Figures.....	viii
List of Tables	ix
Chapter One: Introduction	1
1.1 The situation in Hungary	2
1.2 Modern Foreign Language teaching in primary schools	5
1.3 Course books	7
1.4 Assessment	8
1.5 Summary.....	9
1.6 Overview of the dissertation.....	9
Chapter Two: Literature review	11
2.1 Introduction	11
2.2 How children learn	12
2.2.1 Introduction	12
2.2.2 Learning through stages	12
2.2.3 The social environment	15
2.2.4 Conclusion.....	18
2.3 How children learn foreign languages.....	19
2.3.1 Introduction	19
2.3.2 The learning context.....	19
2.3.3 Starting time	22
2.3.4 Factors affecting language teaching/learning in primary FL classes	28
2.3.5 Conclusion.....	32
2.4 Communicative Language Teaching.....	33
2.4.1 Communicative competence	33
2.4.2 The communicative syllabus	35
2.4.3 Level of proficiency	37
2.4.4 Course books	38
2.4.5 Conclusion.....	42
2.5 Mother tongue use in the foreign language classrooms	43
2.5.1 Introduction	43
2.5.2 The Debate.....	45
2.5.3 Empirical studies on L1 use in FL Classrooms	48
2.5.4 Teachers' L1 use in Primary FL Classrooms	59
2.5.5 Conclusion.....	63
2.6 Good practice.....	63
2.7 Summary.....	65
Chapter Three: Methodology	67
3.1 Introduction	67
3.2 The study	67
3.2.1 The planning.....	67
3.2.2 Description of the study.....	70
3.2.3 Timetable.....	71
3.3 Pilot study.....	71
3.3.1 Data collection.....	72
3.3.2 Data analysis.....	74

3.3.3 Results of the Pilot study	83
3.4 Main study	84
3.4.1 The context (sampling)	84
3.4.2 Lesson observation (audio recording).....	89
3.4.3 Observation notes.....	93
3.4.4 Interviews.....	95
3.4.5 Triangulation.....	98
3.5 Data analysis	99
3.5.1 Units of analysis.....	99
3.5.2 Frequency of L1 and L2 words	100
3.5.3 Functional analysis of utterances	106
3.5.4 Qualitative analysis	123
3.5.5 Validity and reliability	124
3.5.6 Ethical considerations	127
3.6 Limitations	129
3.7 Summary	130
Chapter Four: Quantitative Analysis	131
4.1 Introduction.....	131
4.2 Frequency of L2 and L1 use	132
4.2.1 How much L1 is present?	132
4.2.2 The relationship between the different variables	136
4.2.3 Conclusion	143
4.3 Functions of the teachers' L1 use	145
4.3.1 Introduction.....	145
4.3.2 Results.....	145
4.3.3 Conclusion	148
4.4 Analysing the less often used functions	148
4.4.1 Introduction.....	148
4.4.2 Translation	148
4.4.3 Metalinguistic Use	150
4.4.4 Affective Responses.....	150
4.4.5 Teachers' reaction to students' L1 use.....	152
4.4.6 Metacomments	153
4.4.7 Markers	155
4.4.8 Outside lesson frame.....	158
4.4.9 Cannot be coded.....	158
4.5 Analysing the most often used functions	159
4.5.1 Introduction.....	159
4.5.2 Information-Giving	161
4.5.3 Instruction-Giving	172
4.5.4 Question	176
4.6 Summary	183
Chapter Five: Qualitative analysis	185
5.1 Introduction.....	185
5.2 Pressures	186
5.2.1 Teachers' training	187
5.2.2 National Core Curriculum and syllabus design	194
5.2.3 Textbooks.....	196
5.2.4 Marks	203
5.2.5 Exams.....	209

5.2.6 Parents	214
5.2.7 School authorities	216
5.2.8 Student expectations	217
5.3 Constraints	219
5.3.1 Learning space	220
5.3.2 Lack of resources	222
5.3.3 Lack of time	223
5.3.4 The monolingual class	225
5.3.5 The teacher's ability	226
5.3.6 Difference between L1 and L2	230
5.3.7 Textbooks	235
5.3.8 Cognitive and affective characteristics of learners	238
5.3.9 Behaviour	239
5.3.10 Levels of motivation	240
5.4 Three short case studies	241
5.4.1 Aiming too low: Teacher Gizi	242
5.4.2 Aiming too high: Teacher Hajni	243
5.4.3 Some good shots: Teacher Piroška	245
5.4.4 On target	248
5.5 Summary	249
Chapter Six: Discussion and conclusion	251
6.1 Introduction	251
6.2 Discussion	252
6.2.1 Factors affecting language teaching/learning in the observed classes ..	252
6.2.2 Teachers' beliefs	255
6.2.3 Opportunities for the students to learn	258
6.3 Conclusion	260
6.4 Limitations	263
6.5 Recommendations for further research	263
6.6 Final Comment	264
Reference List	265
Appendices	279

List of Figures

Figure 4.1: Relationship between Teacher L2 and Teacher L1 use.....	142
Figure 4.2: Distribution of percentages of all L1 utterances	147
Figure 4.3: Distribution of percentages of Information-Giving utterances	162
Figure 4.4 Distribution of percentages of Instruction-Giving utterances	172
Figure 4.5: Distribution of percentages of Question utterances	177

List of Tables

Table 2.1: External and internal factors influencing language teaching	29
Table 2.2: Studies of L1 use of the teacher/students from different countries	48
Table 2.3: Teachers' views on appropriate use of L2 and L1	52
Table 3.1: Timetable of data collection	71
Table 3.2: Pilot study recordings, April-May 2004.....	73
Table 3.3: Number and percentage of L1 and L2 words in four 45-minute lessons	74
Table 3.4: The structure of a typical foreign language lesson in Hungary.....	75
Table 3.5: Total number of words in L2 and L1 in two lessons,.....	77
Table 3.6: Total number of words in the L1 and the L2, used by the teacher.....	78
Table 3.7: The four schools participating in the main study	86
Table 3.8: The seven teachers	89
Table 3.9: Main study recordings, May 2005.....	92
Table 3.10: Ways of estimating the amount of L1 and L2 use.....	100
Table 3.11: Colours & formats used for coding the scripts for word count.....	102
Table 3.12: The different participants during the recorded lessons	103
Table 3.13: Functional categories and frames	112
Table 4.1: Percentage of words by Teacher and Others in each lesson	134
Table 4.2: Number of words by Teacher and by Others in L2 and L1.....	135
Table 4.3: Percentage of words by Teacher, Others & All	137
Table 4.4: Number of words by Teacher and Others in L2 and L1 in each lesson	139
Table 4.5: Percentage of words by Teacher and Others in L2 and L1	140
Table 4.6: Number of L1 utterances for different functions (1).....	145
Table 4.7: Number of L1 utterances for different functions (2).....	146
Table 4.8: Percentage and number of all L1 utterances and their functions,	147
Table 4.9: Number and percentage of L1 utterances of 3 functions	160
Table 4.10: Number of L1 utterances of 3 functions.....	160

Chapter One

Introduction

This thesis investigates the results of the major changes that took place in Hungary in the 1990s. The previous foreign language teaching used the grammar translation method along with learning by heart and rote learning activities. This method was questioned, and in the new curriculum (Nemzeti Alaptanterv, 1995) communicative oriented language teaching was recommended by the government. The question that this thesis is attempting to answer is how the teachers of the old method adjusted to the new method. Do they manage to teach their primary students with the communicative approach? Or do they still try to teach the language itself as they would teach other subjects, and as they themselves were taught?

I had a great advantage as a researcher, because I am both a primary teacher and an English language teacher and I have worked in Hungarian primary schools. I knew that I could visit schools and see actual lessons. I would be able to understand the challenges the language teachers possibly face in their changing world, not only from the outsider's (researcher) point of view, but also from the insider's (the fellow teacher) point of view.

I decided to concentrate on the teachers' language use and choice, although many other factors were taken into consideration, for example the discourse of the whole lesson, including the students' discourse, the context, and interviews with the teachers, and the official recommendations. The reason for primarily looking into the teachers' language use and choice was my belief that finding out how much English and Hungarian they were using and why would give an indication of how communicative the language teaching was. The assumption was that if English (L2)

was used all the time then it would be very communicative, while with much Hungarian (L1) use it would probably be more the old grammar-translation method.

It turned out that the answers were much more complex than had been first anticipated. Many different factors were at play, and interacting, and there is not an easy answer to any of the questions that have been raised. Some other interesting points were also raised, all of this adding to our knowledge of the complexity of the situation in changing from the one method to another.

1.1 The situation in Hungary

Hungary is situated in Central Europe, surrounded by other countries, namely Austria, Slovakia, Ukraine, Romania, Serbia and Croatia. The Hungarian language belongs to the Finno-Ugric branch of the Uralic languages, while the languages spoken in the surrounding countries are Indo-European in origin. Nearly 99% of the population of c10.1 million people speak Hungarian as their first language (Statistical Yearbook of Hungary, 2001), with only small minorities speaking in German, Croatian, Romanian, Slovakian and Roma.

Hungary has a long history of foreign language teaching, and teaching it from primary school age. For historical and political reasons German was the foreign language which was learned up until, in 1949, Russian became compulsory in state primary schools from the age of ten through to the end of the second post-secondary year of education (Medgyes and Miklósy, 2000).

During the communist era until 1989, the educational system was centralised and monolithic. Most children attended a kindergarten from the age of three to six, and then all were in primary school for eight years. From there they chose from going to a secondary for four years to do a general course, four years doing a technical course, or three years training for skilled work, followed by employment. At the end of the two

four-year options, students sat a secondary school leaving exam which enabled them to enter a college for three to four years, gaining a diploma, or go to university for four to six years to gain a degree, the equivalent of a Master's Degree in the UK.

The political changes in 1989 quickly resulted in a thorough educational reform.

The main changes were:

- 1) The old monolithic education system gave way to a new decentralised structure: elements of the 'old' and the 'new' coexist in such a way that they are difficult to disentangle.
- 2) Following the 1990 Self-Government Act, the right and obligation to maintain schools were transferred from state to local authorities. Today, schools may also be maintained by churches and the private sector.
- 3) The duration of compulsory education was lengthened from eight to ten years. (Medgyes and Miklósy, 2000:168)

There were many changes over a few years and so the Hungarian educational pendulum has gone from one extreme to the other over the last few decades. Until the late 1980s the whole system was completely centralised: all students followed exactly the same curricula and syllabuses and had to learn exactly the same units from the same textbooks at the same time of the school year. In 1989 the old curriculum was outdated, but there was no new one in place, so teachers were given the freedom to teach what they wanted while the new curriculum was developed (Nikolov, 2000d: 5).

In the early 1990s several versions of new curricula followed one another, Version 1 in 1990, Version 2 in 1992, and Version 3 in 1995. Version 3, the current National Core Curriculum (NCC) was implemented gradually and only reached all levels of education in the 2003-2004 school year (Medgyes and Miklósy, 2000).

The NCC was considered innovative in several ways, for example instead of the traditional subject areas, ten cultural domains were introduced to try to loosen up the boundaries between the different subjects. This approach came under heavy criticism

for different reasons. It was a very different approach from the traditional educational approach; there were not enough teachers who could teach integrated content areas and the examination that followed was still being structured around traditional school subjects (Medgyes and Nikolov, 2002: 202).

At the same time schools were encouraged to develop their local curricula, based on the NCC. This was intended to give schools the opportunity to meet local needs and to involve the practising teachers in the planning, not just the teaching. Many schools across the country did so.

One important change was that instead of compulsory Russian classes, English alongside German became the foreign language most widely taught (Medgyes and Miklósy, 2000). As a result, after 1990, Russian teachers re-trained to teach mostly either German or English, and now over sixty percent of foreign language teachers are retrained Russian teachers (Nikolov, 2000b). As globalisation spreads, the trend in Hungary, as in all Europe, is towards English being preferred, and in Europe the study of a second FL is added to language policy recommendations (Council for Cultural Cooperation, 2001).

The new guidelines are still putting a lot of emphasis on an early start: the NCC (Nemzeti Alaptanterv, 2003) promotes early start, saying that “every educational establishment has to start teaching a modern foreign language not later than at the age of nine”, or even before if it is possible (page 31). This is in accord with the trend in Europe where FL teaching is tending to start at an earlier age and also last longer (Edelenbos, Johnstone and Kubanek, 2006; EACEA, 2008)

In this study I am comparing two different types of schools; in some, foreign language teaching starts in Grade 1, and in the others it starts in Grade 4. Those who

have the resources and manage to teach from the earliest grade are indeed perceived by both parents and teachers as giving their students an advantage in language learning.

The following section looks at the aims and objectives of foreign language teaching in primary schools with emphasis on Grade 4, the official starting age.

1.2 Modern Foreign Language teaching in primary schools

The National Core Curriculum of Hungary (Nemzeti Alaptanterv, 1995) was not a finished document, but it has developed since its first introduction. In this thesis I am going to refer to the latest version that was available during the data collection. The teachers of the study used this version when planning their lessons, and so the guidelines of the National Core Curriculum (NCC) (Nemzeti Alaptanterv, 2003) will be discussed and referred to here.

Out of the ten cultural domains in the NCC (Nemzeti Alaptanterv, 2003) one is called Modern Foreign Languages (MFL), which applies to English, German and other foreign languages taught in Hungarian schools. The NCC (Nemzeti Alaptanterv, 2003) explicitly makes a comparison between first and MFL learning, when it states:

In childhood (modern foreign) language learning is built on the process of the acquisition of the mother tongue. Children should engage in activities that are interesting, meaningful, motivating in themselves, and matching their cognitive development. During participation in the activities they hear the target language and as they understand the situation, the context, they are acquiring the language. This is a slow process, and we cannot expect a quick impressive result as we can when teaching older students. One of the typical phenomena of learning a language is the silent period; during this time some pupils may not speak for months, but they are nevertheless happy to join in the playful activities.

During the MFL lessons children make sense of the information they hear in an unknown language by comparing it with their existing knowledge about the world, so it is very important to build the syllabus on their experience. It is possible to achieve this, on the one hand by using concrete experiences and on the other hand by integrating into the lessons topics from their other lessons. This way the children will be able to understand the teacher's L2 use. (page 27) (This is translated from the original Hungarian text; see Appendix 1 for the original text.)

The definition suggests that in childhood learning an additional language or languages in the classroom is very similar to the way children learn their mother tongue. While taking part in activities children hear the L2 and from the context they understand what is being said in the L2. According to the NCC (Nemzeti Alaptanterv, 2003), just as children acquire their mother tongue, in the classroom, at a young age, if the right environment is provided, they can also acquire the MFL, without explicit teaching, by going through stages similar to those they go through when learning their mother tongue.

It is also suggested in the NCC documentation that just as very young children first listen to their carers' talk and only much later they start to speak, this may be the case for some school age children too, introducing the silent period into classroom context.

The main aim of MFL learning during primary school is 'communicative competence', i.e. usable language knowledge. (page 32)

At the same time as promoting communication as the main aim, and expecting acquisition as the main mode, the NCC (Nemzeti Alaptanterv, 2003) also sets objectives, for example at the end of Grade 4 the following requirements are to be met:

Understanding spoken language

The student should understand short instructions, requests (with known language) and can act on them. The student should understand short questions (with known language).

Speaking

The student should be able to answer with a word or with an incomplete sentence if asked a question (with known language). The student should be able to name known objects. The student should be able to sing some known songs, recite some known poems or rhymes.

Reading

The student should recognize the written forms of the learned words. The student recognizes short sentences with a few words (with known language). The student should be able to find important information in a single sentence (with known language).

Writing

The student should be able to copy known words. (page 28)

These aims and objectives seem to require the new language not only to be acquired but also to be taught and learned. The document also states that

Hungarian questions and answers are part of the students' talk during the lessons, which they use for feedback and reinforcement while their teachers will use the target language at the same time. (page 27)

There is an obvious tension between the traditional academic emphasis (to read and write, to understand text and work with it) and the notion of acquisition, communication and understanding ('communicative competence') in the objectives of MFL teaching (See the same problem in Judge, 1974).

1.3 Course books

One important feature of the Hungarian education system is the use of the course books which traditional Hungarian education has always preferred.

Textbooks published after the World War II were ideologically biased and were planned centrally. From 1980 new course books began to be used also, supplementing the official textbooks. At the beginning of the 1990s, foreign language teachers were not only confronted with the option of learning a new language (English or German) or losing their jobs, but they also needed to select course books to teach the new language. As soon as the ban on using imported materials in state education was lifted in the late 1980s, and a free choice of teaching materials was allowed by the Public Education Act

of 1993 (Medgyes and Miklósy, 2000), the market was flooded from other countries with language books to teach English, nearly all of them based on communicative language teaching principles (Medgyes, 1999). Although there were some teachers who continued to use the locally produced textbooks, most English language teachers opted for course books from abroad, usually from Britain. Many schools then based their local curricula on these textbooks, following the structure of the book. This strongly influenced the assessment of the students.

1.4 Assessment

One of the leading features of the Hungarian educational system is the assessment of student attainment. Learners are given marks for their performance throughout their formal education. They can be asked any time, without any previous warning, to take a test, to write an essay or to answer the teacher's questions in front of the class (this is called *felelés* in Hungarian) (see also in Duff, 1996). For these written and oral performances they are given marks between 1 and 5, 5 being the highest mark.

These marks determine the final mark for the whole school year, for each of the subjects they learn. In addition, each student gets a mark for behaviour (*magatartás*) and for diligence, or how hard they work (*szorgalom*). At the end of primary education the final marks from the higher primary years (Grades 5-8) may determine the secondary school each student can go to. The most prestigious secondary schools take only students who either have high final marks or pass the school's entry test, first those from their catchment area, and then others from farther afield. At the end of formal education there is also a school leaving exam (*Érettségi*) where a mark for a MFL is given, along with those for other subjects; this influences the eligibility for university entrance (Nemzeti Alaptanterv, 2003).

No university degree is given without a valid exam pass in a MFL at a level equivalent to the Cambridge First Certificate Exam. This shows why those who chose to learn English as a MFL in primary schools often want to learn it as well as possible, to be able to take the exams needed at the different stages of their education.

Marks and assessment are part of the whole school system, and during the data collection for this study marks were given for language performances in Grade 4. Although this changed in the last year, the data in my study shows how important marks were for both the teachers and their students in the MFL classes.

1.5 Summary

The changes in the MFL teaching in Hungarian schools, including in primary schools, have been rapid, and in only a few years MFL teachers have had to cope with not only changing the language they taught, but also the methodology. How have the teachers coped with the changes? How do they teach English as a MFL now, at the very beginning of the 21 century, in primary schools in Hungary?

This thesis attempts to answer these questions, by showing what happened in some language classrooms, and by offering some explanation. The general research question that was guiding this following research was: Do English language teachers in primary schools teach with the communicative method? If not, as previous research and anecdotal evidence suggests, what are they doing instead, and why?

1.6 Overview of the dissertation

In Chapter 2 a literature review is presented, concerning recent research on how children learn languages, and the teachers' mother tongue use in foreign language classrooms, including some research findings from primary classrooms. Chapter 3 describes the methods of data collection and analysis with discussion on validity,

reliability and ethical considerations. The two following chapters cover the data analyses, with the quantitative analysis in Chapter 4, and then the qualitative analysis in Chapter 5. This leads on, in Chapter 6, to a discussion of the results of the findings, looking particularly at the teachers' mother tongue use, their beliefs and the possibility of teaching communicatively in these classrooms, and the conclusions.

Chapter Two

Literature Review

2.1 Introduction

Modern foreign language acquisition research and practices have progressed significantly in the last two or three decades. At the same time, general educational research and practices (for example research and practices not specifically related to foreign language teaching, but to content areas in general) have also continued to progress.

The field of teaching young learners, especially teaching English as a foreign language to them, has also expanded in the last 10-15 years, but is only just beginning to be researched (Cameron, 2003). For this reason theory and research evidence are needed from beyond the FL classrooms to be able to understand how and what we know about children as learners, and as language learners.

The first part of the chapter starts with an overview of some influential theories about how children learn from two major theorists in developmental psychology, Piaget and Vygotsky. Their theories can be applied to classroom learning, including language classrooms.

This is followed by a section on how children learn foreign languages in primary schools. First the context of language learning is investigated briefly, comparing the natural settings with bilingual and formal classroom education settings. This is about where to teach. Then the critical period hypothesis is discussed, with some evidence from studies with children of different ages. This is about when to teach. It is followed by the presentation and discussion of different factors that are thought to influence the efficiency of language teaching at a young age. Both theory and results

from empirical studies are used to help to shed light on this complex situation where young learners are taught another language in schools. This is about how to teach.

The third part of this chapter deals in detail with communicative language teaching in English language classrooms, and how this approach influences the materials and the methods that are used in these classrooms. Research evidence is presented on different issues that were found to be influencing how the primary language teachers approached or managed to use communicative language teaching in their classrooms.

The last part of the chapter discusses a specific question, the mother tongue use. This will be related to the theory of communicative language teaching, and to the particular context of foreign language classes, where the teacher and the students share the L1. Evidence is presented on the L1 use of the teacher in settings both from classes with older students and from classes with young learners.

2.2 How children learn

2.2.1 Introduction

Before discussing how children learn foreign languages it is necessary to talk briefly about some basic theories concerning child development in general. This will help to establish the theory behind what is known about a more specific field, the child as a second/foreign language learner.

The two major developmental psychologists to be discussed here, and whose ideas have influenced our knowledge of children, are Piaget and Vygotsky.

2.2.2 Learning through stages

One of the most influential theories in the 20th century about children's development was proposed by Piaget. Jean Piaget (1896-1980), a child psychologist, used experimental studies to find out more about children's mental development.

The results of his studies showed that children are active learners. When a child is faced with a problem, for example how to eat from a bowl, she or he would try to solve the problem by trying out different ways, using her/his hand, or a fork or spoon for example, and on doing this action repetitively, finally she or he would gain muscle control and master the action. The same happens later on, when instead of a concrete object the child is faced with an abstract problem. Piaget claimed that thinking develops by the actions carried out internally. He assumed that these actions, rather than the development of the first language itself, were fundamental to their cognitive development (Piaget, 1953).

This theory has very important implications, as it sees the child as an active learner and thinker, who constructs his or her own knowledge from working with the surrounding objects or ideas. This is a key to understanding how children respond to tasks and activities in the language classrooms too. Different activities offer different challenges and opportunities for learning (Cameron, 2003). (Although the terms ‘tasks’, ‘activity’ and ‘exercise’ have specific meanings in language teaching, throughout this thesis they are used interchangeably in a more general way to refer to what the children are asked to do in the classrooms.)

Piaget also believed that there are stages of development, and at each stage the child is capable of doing some types of thinking, but not capable of others (Gruber and Voneche, 1977). The four development stages identified by Piaget are as follows: Sensorimotor stage, Preoperational stage, Concrete operational stage and Formal operational stage (Lin, 2002).

Piaget proposed that there could not be real abstract thinking before the age of eleven. He also suggested that children’s logical thinking gradually develops as they acquire more and more knowledge and intellectual skills.

Piaget's theory in classrooms

These findings could have important implications in classrooms, including foreign language classrooms. If there are stages in the children's cognitive development, then at different ages their cognitive capabilities could place limits on what can be expected from them, to do and to learn, not just in natural settings, but also in classrooms, including the foreign language classrooms.

During the 1970s and 1980s, Piaget's works inspired the transformation of European and American education, including both theory and practice. Hungarian education (including language teaching) during the Communist area (from the 60s to the 90s) was characterised by teaching children facts, carefully graded to their levels. They had to memorise these facts, and the activities usually consisted of repetitive practising of exercises which needed to use the (newly) learned rules (Medgyes and Miklósy, 2000).

Creative thinking and communication with each other through pair or group-work was not part of the usual teaching methods up until only a few years ago in the state schools.

Piaget's theories have been criticised for some time now, especially since more recent research showed that if tasks are appropriate to young children, they may be able to have the formal, logical thoughts which Piaget thought impossible (Donaldson, 1978). Another criticism of Piaget's ideas is that as he was mainly focusing on individual children, learning alone, he did not take into consideration the social factor, that children seldom learn anything alone, but are usually surrounded by other children and adults. The social constructivists (Vygotsky and Bruner) started to lay more emphasis on how people interact and how this interaction and language use enables children to learn about the world around them. These will be discussed next.

2.2.3 The social environment

Vygotsky's theory adds some very important knowledge to the theory about how children learn, including learning languages. Two ideas will be discussed in more detail here, one being the language as a tool for learning, and the other, the idea of learning happening in a social context. First I will summarise the two theories, then I will relate them to the classroom context, where young students learn subjects, and most importantly for this thesis, where they learn a foreign language.

The social context

Vygotsky (1896-1934), a developmental psychologist, believed that the development of the child's first language around the second year of his/her life causes a fundamental shift in cognitive development. He argued that language provides children with a new tool; they can organise information through the use of words and symbols. Children develop two types of speech: an outward talk and an inner speech. The inner speech helps children to organise, regulate, and control behaviour, while the outward speech allows them to communicate with the people around them (Wertsch, 1985:127). From birth onward there are people around the child, interacting with him/her, helping him/her to learn by showing objects, talking about them, talking while playing, reading stories or asking questions. This is a very important element of Vygotsky's theory. The child does not learn alone, but from her or his environment and the people (parents, older siblings, other adults) who are around him or her and help in the learning process (Cole, John-Steiner, Scribner, and Souberman, 1978).

Learning through mediation

With the help of adults or older children, the young child is able to do more and understand more than if she or he was alone. Vygotsky called the location within which a child is capable of achieving things only with the help of an adult the Zone of

Proximal Development (ZPD). He believed that adults mediate between the children and the world. Different children would make different uses of the help offered, according to their own ZPD (Vygotsky, 1987). Parents and other adults who know the child find different ways to help the child solve problems. They know what their child can and cannot do and when the task is just a bit too difficult for the child to do alone, the adults can offer physical help. They can help in the process, for example turn on the tap for the child to wash hands, or they can show how to do the task and then ask the child to repeat it.

There is another important way to help, when the adult does not give physical help, but uses verbal help only. This is labelled scaffolding (Wood, Bruner and Ross, 1976). The following ways of scaffolding were found in experiments with American parents and their children: The parents made the children interested in the tasks. They also simplified the tasks, often by suggesting doing it in smaller steps. They kept reminding the child of the aim; they showed what was important to do and what was not; they calmed down the child if she or he got frustrated (Wood, Bruner and Ross, 1976).

Routines and rituals can be very useful when young children learn their mother tongue. The way in which parents read bedtime stories to their children can be a type of scaffolding. The story is read again and again, with pictures and the parents' explanations, questions, miming, or body language, until the child wants another story, a 'new' one. The routine of the reading is then mixed with new elements as the new story is read, again and again, until it becomes familiar too. The use of the language during these activities is the key to the learning process (Bruner, 1983, 1990).

Vygotsky's theories in classrooms

When children go to school, their teachers also need to and can help them to learn. They can be helped physically (for example showing them how to hold a pencil) or verbally. Teachers can scaffold children, for example, by suggesting how to do things, praising, focusing the activities, rehearsing, organising the activities, reminding the children of the task, modelling, or providing part-whole activities (Wood, 1998). Language plays a very important role in every classroom (Hickey and Williams, 1996; Tollefson, 2002). When children enter school they have already acquired a great deal of procedural knowledge of the grammar and lexicon of their native language, but very young learners may not have all forms of higher-order mental processing, for example attending, planning and reasoning (Cole, 1996; Lantolf and Appel, 1994, Wertsch, 1998). Children have learned their native language spontaneously as they participated in everyday social activities but they are usually quite unaware of this, and find it difficult to make the rules or forms of the L1 explicit. The goal was not to learn the language, per se, but to participate in the community (Lantolf, James and Thorne, 2006). In the foreign language classrooms the role of the new language is different. Unlike the mother tongue, foreign languages may be taught consciously and intentionally, often through the use of written texts. This means that alongside the spontaneous language learning processes, often more complex, conscious, and intentional forms and uses of the foreign language may also be taught, especially to older students (Lantolf and Thorne, 2006). This also helps them develop a conscious awareness of the meanings of their mother tongue, which would feed back to the knowledge of the additional languages. Vygotsky suggests that the process of learning a foreign language is mediated by the native language. As Holme (2004) points out: "Language provides us with the means to think about the language" (page 209).

This raises the question about the use of mother tongue in foreign language classrooms. From this theoretical point of view, the mother tongue is already present in any foreign language classes in the possibility of using it to communicate, and also to think. At the beginning of the learning all inner speech is in the L1. Some argue that a person can only have a single inner speech, the one that was developed in the mother tongue (Ushakova, 1994). Anecdotal evidence and empirical studies show that this may not be totally true, as some reports suggest that people can think and even dream in a second or foreign language. This may be possible only for more advanced learners, who may be able to apply L2 forms, to regulate themselves in tasks, but this depends on the concrete tasks and the interaction between the individuals (Lantolf and Thorne, 2006; Swain and Lapkin, 2000). These learners may also be surrounded by native speakers and L2 environment more than young learners learning English as a foreign language in countries like Hungary. It is highly unlikely that in Hungarian elementary classes, beginner or even intermediate pupils use L2 inner speech for any/extended amount of time. The available research evidence is not conclusive on this point, but if these pupils think in their mother tongue, then forbidding them to use it may not help them to learn the additional language more easily or quickly. Swain and Lapkin (2000) argue that language derives its mediating cognitive functions from its use in social activities. They point out that this may be a different approach from the usual view on the role that L1 plays in L2 learning language as transfer “only” (Kellerman, 1995; Odlin, 1989). Swain and Lapkin (2000) suggest that it may be possible that the L1 use during L2 activities could also be part of the learning process.

2.2.4 Conclusion

Research with young children shows that they learn in a different way from adults. There are developmental stages that need to be taken into consideration while they are

being taught, as well as the knowledge that language itself becomes a tool for them to learn about the world around them. As learning takes place in a social context, this needs to be remembered and acted upon, too. Carers as well as teachers can assist the child's development by helping at the right time, with the right amount of help, scaffolding the learning in their ZPD. The next part is discussing theory and research about children as language learners.

2.3 How children learn foreign languages

2.3.1 Introduction

At the beginning of this section a short introduction is given about how young learners learn a foreign language/s in naturalistic settings and in bilingual or immersion programmes, followed by the discussion on the optimal starting age, followed by the factors that are reported to be influencing the success of the early modern foreign language programmes.

It has to be mentioned here that in the whole thesis I only considered those settings where the L2 language is taught at a later stage than the mother tongue, under conditions of formal instruction, as opposed to the naturalistic acquisition of a second language in bilingual settings, where the mother tongue and another language are taught/learned at the same time, for example where the parents speak different languages and these languages are acquired at the same time, simultaneously.

2.3.2 The learning context

A belief commonly held is that young children learn any language almost effortlessly if they find themselves in a new setting, for example if their parents move to a country where a different language is spoken.

Research in naturalistic settings (in a country where another language is spoken from the child's mother tongue) shows that those children who are learning a second

language still go through stages, similar to when they were learning the L1, but the time they need to learn the new language is less, especially if the L2 is similar to the L1. The reason for this is probably because if there are similarities, the child can draw on the previous knowledge, compare words, expression and grammatical structures (Ervin-Tripp, 1974). When a child is learning a new language in a naturalistic setting, s/he also goes through the silent period, listening but not speaking, just as when learning the mother tongue (Gibbons, 1985).

In these settings there is also the question of age. Some conclude that older children learn faster since they can build on their mother tongue and because their cognitive development is also more advanced (Ervin-Tripp, 1974). This may be the case, but it is difficult to compare different ages, as a four-year-old would know less about the world than an eight-year-old for example, and so would use the language differently, even in their mother tongue.

The naturalistic setting is considered the best for language learning, as the child is surrounded by the language and has a big amount of L2 input. When the language is taught in an institution, a school for example, and outside the institution there is little or no opportunity to hear and use the new language, different methods are used to try to achieve the best possible results.

There are different immersion and bilingual programmes in different settings, which often offer more lessons in the target language and inclusive use of it, to try to maximise the amount of input and time for the students. These bilingual education and immersion programmes are often thought to be superior to MFL teaching in formal types of classrooms (Comblain and Rondal, 1993), although there does not seem to be clear empirical evidence on the effectiveness of each of the methods (immersion, traditional instruction, 'meet the language' conception) (Brusch, 1993).

Because of lack of space this thesis cannot evaluate the difference or usefulness of the different teaching methods in these contexts. It can only point out that in Hungary a majority of the language teachers and parents seem to believe that elementary children would learn the L2 better in bilingual settings or in total immersion programmes, than they can in formal classroom settings. Many parents want their children of primary age to progress to bilingual secondary schools, in the hope that they would have a greater chance to pass the final school leaving language examination at the age of eighteen (Nemzeti Alaptanterv, 2003), or some other certificate in English language proficiency set by either the Hungarian Centre for Language Learning (Idegennyelvi Továbbképző Központ), or an outside body, for example Cambridge Exams or the IELTS (International English Language Testing System) Exam (see British Council, Hungary, 2009).

The research reported in this thesis was conducted in formal classroom settings and so the review of the literature concentrates on the classroom context. However, some evidence from bilingual and naturalistic settings is also reported, comparing these with each other and with the special case of the classrooms.

The formal classroom setting

Although in contexts like Hungary, English is not used outside the classroom much, since globalisation children still encounter English as a foreign language, especially in the use of the internet, news, music and films. These opportunities to hear the L2 can be used to add to the opportunities for natural language learning (see Bebermeier, 1989 about an encounter method in Germany). The focus of the present study is the classroom setting itself, and the learning process there, assuming that most primary pupils have little or no opportunity to use or practise the L2 outside the classroom.

To be able to start to understand what is taking place in the observed classrooms, it is important to realize that young children are different and need to be taught differently from adults. When entering their classrooms, the observer will quickly become aware of the characteristics of the young learners' classrooms:

Some differences are immediately obvious: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Children do not find it easy to use language to talk about language; in other words, they do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discourse. Children often seem less embarrassed than adults at talking in a new language, and their lack of inhibition seems to help them get a more native like accent. But these are generalisations, which hide the detail of different children, and of the skills involved in teaching them. We will find that important differences do arise from the linguistic, psychological and social development of the learners, and that, as a result, we need to adjust the way we think about the language we teach and the classroom activities we use. (Cameron, 2003:1)

What is best to be taught and how depends on the linguistic, the psychological and social development of the learners. This is closely related to their age. A six-year-old would learn very differently from a ten-year-old. The question arises then: When should foreign language teaching start in (primary) schools? Is there an optimal age?

2.3.3 Starting time

At what stage should foreign language teaching begin in schools? The common assumption is that the earlier the better. As English has become the lingua franca of global communication, many countries including Hungary are offering earlier and earlier language teaching, sometimes even starting in kindergartens. There is a huge demand for the early start, and even very recent research indicates that there is a straightforward connection between the starting age and the outcomes. For example

Larson-Hall (2008) suggests that with even minimal exposure to an instructed foreign language (4 hours per week) those students who started to learn earlier (before school) performed better in linguistic tasks than those starting it later (at the age of 12). Opposed to this view, other research findings have suggested that there are other factors that are also responsible for success, not only the starting age itself.

The following section shows that the issue of the starting age is a complex one. As Johnstone (2002) indicates, it is impossible to provide a single answer to the question of the “age factor”. I can only provide discussion of the key issues, and show some research evidence relating to the starting age debate.

The Critical Period Hypothesis

Although the Critical Period Hypothesis (CPH) was proposed about the L1 learning abilities, until recently it was widely assumed that there is a critical time to learn additional languages too. Because of this common belief, it is important to discuss the evidence from research with the mother tongue here first.

The Critical Period Hypothesis was first proposed by Penfield and Roberts (1959) and was popularised by Lenneberg (1967). It states that lateralisation in the brain at around puberty closes down the brain’s ability to acquire the first language. It is believed that the crucial period of the first language acquisition ends around the age of 4-5 years and if no language is learned before then, it can never be learned in a normal and fully functional sense.

Modern techniques of magnetic imaging of the working brain do indeed show that when language is being processed young children differ from adults in that different parts of the brain appear to be activated (Small and Burton, 2002). The assumption is that young children are born with a special innate capacity for language

which enables them to learn their mother tongue/s (for bilingual children, both languages), but after the age of puberty this ability disappears.

Critical Period Hypothesis challenged

Recent research has failed to find an exact point when ability of learning languages declines. Hakuta, Bialystok and Wiley (2003) and Chiswick, Lee and Miller (2004) argued that instead of a specific time, there is a gradual decline in the ability to learn languages, over the whole life time. There are also exceptions to this assumption though, for example Lomb Kató, a Hungarian interpreter, translator and language genius, who mastered 17 languages, all during her adulthood. She was the advocate of language learning at any time, as the following story shows:

... I met a woman in Hungary named Lomb Kató... At the time we met she was 86. Her last words to me changed my life: 'Stephen, you are so young. So many years left, so many languages to acquire!' (I was 54 at the time.) What an inspiration! (Krashen, 2002)

It seems that some individuals are able to continue learning languages easily, even at a much later stage of their lives. They may use different techniques from younger learners, building on their existing and increasing knowledge of the world and the other languages they speak.

The CPH also claims that children can acquire the language/s 'naturally', while this is limited in older adolescents and adults, who, instead, need to 'learn' it with conscious effort. Applied linguists still have not come to an agreement on the relationship (if it exists) between the age factor and the CPH. (See Nikolov and Djigunovic, 2006 for the overview of the arguments.)

The main argument behind the early start was often the belief that only young learners can achieve a more native-like accent. Contradicting these beliefs, some recent

research findings, (for example Marinova-Todd, 2003 cited in Nikolov and Djigunovic, 2006: 237; Moyer, 2004; Nikolov 2000c; Urponen 2004 cited in Nikolov and Djigunovic, 2006: 237) provide some evidence that some learners after puberty are also capable of achieving native-like competence and native-like accent. The learners in these studies had different opportunities to learn and use the language (in classrooms and in naturalistic settings). It seems that some individuals are able to learn a native-like accent, although this was not true for all participants of the studies. This suggests that other factors may also contribute to how closely any individual can attain a native-like accent.

This assumption is also supported by some research findings that showed that even some children find learning accents difficult. According to Harada (2006), early immersion children, with English as their first language, could learn the phonetics of a new language namely Japanese, but their L1 system still influenced the phonetics of the new language and their accent was noticeably non-native. Other studies also found that children, after 4 years of enrolment in English medium schools still had a strong accent (Flege, Birdsong, Bialystok, Mack, Sung and Tsukada, 2005).

These research findings point to the complexity of the question, and as Birdsong (2006) concluded, although there is an understandable tendency to seek to isolate one single mechanism that is responsible for success in language learning (for example the age factor); this approach can only be a simplification of a very complex issue.

Factors beyond the ‘age factor’

Nikolov and Djigunovic (2006) suggested factors that may also be responsible for the successful acquisition of a native-like accent. Here are five possibilities: what the first language is, what opportunities were afforded to the learners, what type of test they were tested with, if they indeed wished to sound like a native speaker at all, and how

motivated they were to work on their accent. DeKeyser (2000) believes that the role of language ‘aptitude’, as opposed to the critical period, plays a very important role in language learning. Bellingham (2000) also concluded that there are other contextual and developmental factors, not just age, which may make it more difficult for older learners to learn a second or foreign language. One very important factor is where the language is learned. This thesis concentrates on classroom contexts, but at present even the classroom context for early language learning varies so much from one part of Europe to another that it is very difficult to provide any generalisation that would apply equally across the full and diverse range of states from where there is research evidence on the effectiveness of an early or later start (Johnstone, 2002).

The present study cannot evaluate and compare the different research evidence from classroom settings across many countries and different age groups, because of lack of space. For the purposes of my thesis, I conclude that there is evidence suggesting that the starting age is only one important factor amongst many which influences the outcomes.

Different ages, different ways

How easy it is to teach young learners may depend on many factors. Different age-groups even within elementary schools have different social and cognitive capabilities. They may also have different attitudes towards learning a foreign language. Younger learners at six-year-old often enjoy games, but by the time they are nine, they may perceive the activities as ‘learning’ (Djigunovich, 1995). Their anxiety level also differs; young learners, for example five – seven-year-olds, may not be as anxious to use the language or guess the meaning of an unknown word. On the other hand, older students, for example eleven-year-olds, may be more self-conscious or anxious, but

may also have some explicit strategies to handle anxiety, for example asking the teacher if they do not know something (Low, Brown, Johnstone and Pirrie, 1995).

Younger learners are likely to be able to learn the sound system and the language system more easily (Zdorenko and Paradis, 2008), have more time overall for learning, be able to establish productive links between the two languages, and learn the new language mainly intuitively; and the new language could have a positive influence on their overall development (Johnstone, 2002).

On the other hand, older learners may have a clearer understanding of why they are learning a new language (Johnstone, 2002). They could also build on their existing knowledge about the world, while facing a new concept, or learning new vocabulary (Ausubel, 1964). They are also likely to have acquired a wider range of strategies for learning. This, alongside the established literacy in their mother tongue could help them to become more efficient in learning a foreign language (Johnstone, 2002).

Conclusion

Research evidence does not give a clear result yet on what the optimal age is to start learning a foreign language. The age of the pupils and the stage their development are not the only variables that may influence the successful outcome of early foreign language teaching or learning. Other variables can also include, for example the length and the frequency of the programme, the content, the methodology used, motivation, a positive attitude to the language, and teachers who are both proficient in the language and trained to teach young learners (Nikolov and Djigunovic, 2006: 250-251). While the debate still goes on about the best time to start to learn a MFL, many European countries, including Hungary, start teaching it early. The teachers do not decide when it is best to teach, but (hopefully) teach their students, whatever age they are, with the method for that particular age group (Agullo, 2006). To teach with the right approach

for different ages, the characteristics of the learners and other factors, for example the social setting and educational provision, need to be taken into consideration for the programme to be successful. The next section shows some factors that are thought to be influencing the process and the outcome of teaching young learners a foreign language in primary schools.

2.3.4 Factors affecting language teaching/learning in primary FL classes

Introduction

There is a renewed interest in early language learning in many countries. How successful it is to start teaching in elementary schools may not be easy to assess. The reason for this is complex. What would be considered success? To be able to pass an exam? Or to be able to manage to converse with a native speaker? Or something different?

The present thesis cannot undertake the task of comparing the different outcomes with the processes of foreign language teaching to young learners. It can only summarise some research evidence and show some variables that are believed to be influencing the outcome of the language teaching. The reason for looking into these factors is because later, in the qualitative analysis, I will suggest that some of these factors also influence the way the Hungarian teachers were teaching, including the use of their mother tongue, which will be the focus of the analysis.

External and internal factors

The following table shows research evidence about factors and favourable circumstances that could influence successful language teaching in primary schools. These factors or circumstances are divided into two main categories, external and internal, although they are also interrelated:

Table 2.1: External and internal factors influencing language teaching

External factors

The socioeconomic status of the institute	Burstall, 1975 Burstall, 1977
Appropriate funding for the programme	Davenport, 1978
Appropriate aims, guidelines and approaches	Johnstone, 2002
Trained teachers, in-service continuous training, professional development	Girard, 1996 Johnstone, 2002
Suitable, comprehensible materials according to age	Burstall, 1975 Burstall, 1977 Davenport, 1978 Girard, 1996 Johnstone, 2002
Adequate scheduling of the programme	Girard, 1996
Sufficient time in the curriculum for -time overall -time distributed -time engaged	Johnstone, 2002
Long term policy, early to life long learning, continuity	Johnstone, 2002
Level of parental support	Burstall, 1975 Burstall, 1977 Hennel-Brzozowska and Pamula, 1999 Quisenberry-Alvarado, 1989
Connection and cooperation between primary and secondary schools about the foreign language teaching	Bahls, 1991b Davenport, 1978 Girard, 1996
Course books that help with the transition from primary to secondary schools	Piepho, 1997
Adequate system for monitoring	Johnstone, 2002
Integrated assessment and quality control	Girard, 1996
Incorporation of insights from practitioners and other research	Johnstone, 2002

Internal factors

1) Teacher related factors

The level of training and expertise of the teacher	Burstall, 1975 Burstall, 1977 Davenport, 1978 Girard, 1996
The enthusiasm of teachers	Grittner, 1991
Teachers' proficiency level	Girard, 1996 Grittner, 1991
Collaborative teaching (NS teacher with NNS teacher in a classroom)	Carless, 2006

2) Learner related factors

Sex of the students	Burstall, 1975 Burstall, 1977
Maturational factors	Burstall, 1975 Burstall, 1977
Attitudes of students, motivation, individual differences, cognitive abilities, aptitude complexes	Burstall, 1975 Burstall, 1977 Dörnyei, 1994 Dörnyei, Nyilasi and Clement, 1996 Nikolov and Djigunovic, 2006 Robinson, 2001
The teachers' tolerance level of the silent period	Gibbons, 1985

The students' need to play	Bahls, 1991a DeMartino, 1986 Piepho, 1997 Rück, 1991a Wallace, 1977 Williamson, 1991
Toys being used to teach the language (hand puppets, stuffed animals)	Rück, 1991 Williamson, 1991
Use of songs	Williamson, 1991

3) Context related factors

Mode of presentation (visuals, personalised content)	Burstall, 1975 Burstall, 1977 Grittner, 1991
Type of instruction (metacognitive)	Goh and Taib, 2006
Instead of teaching language/s, developing children's interests in them ("awakening")	Fidler, 2006
Type of tasks, task demand, age and tasks	Cameron, 2003 Pintér, 2006 Redmond, 1994
Using computers (Adaptive Hypermedia System)	Espada, Garzia, Fuentes and Gomes
How much planning time is given for activities	Philp, Oliver and MacKey, 2006
Active student participation	Burstall, 1975 Burstall, 1977 Cumming-Potvin, Renshaw, and van Kraayenoord, 2003 Grittner, 1991
Supplementary activities	Davenport, 1978

4) Language related factors

Type and amount of oral and written language, textbooks	Grittner, 1991 Consolo, 1992
Teaching multiword sequences (formulaic language)	Wray, 2008
Scaffolding (asking questions, making suggestions, simplification of language input with linguistic and interactional adjustments, repetition, comprehension checks, gestures)	Cabrera and Martinez, 2001 Cumming-Potvin, Renshaw, and van Kraayenoord, 2003
Experimenting with the language	Cumming-Potvin, Renshaw, and van Kraayenoord, 2003
Type of feedback (recast, prompts, corrections)	Lyster and Mori, 2006
Explicit and implicit information about the language	Bialystok, Fröhlich and Howerd, 1978

The external factors are related to the location and the status of the school, the design of the programme and the availability of teachers, materials and time. Parents also play a special role in choosing, and supporting a programme. Institutions in good areas, with money to spend on training teachers and getting useful materials to teach the language

are in a better position than those who are in poorer settings, without the support of the community.

The internal factors can be divided into teacher, learner, context and language related factors. Teachers who teach young learners need to know not only the language, but also how to teach this age group. If they themselves are interested and keen on learning, this can also help to motivate their pupils. Different students learn differently. The age and the sex of the students may influence their preferred way of learning, young learners needing more toys, games, stories, songs and plays. Their motivation can also be one of the key elements in the success.

Research evidence also suggests that the methods used in the classrooms can hugely influence the progress and the learning outcomes. Visual, personalised context, the use of computer programmes with active student participation, can help both increase motivation and maintain attention. The type of textbook the class uses also seems to be an influencing factor. How much preparation time is given for activities and the kind of activities used are also shown to have some affect on the possible success. Some suggest that instead of teaching a foreign language to young learners, developing the students' interests in languages would be more beneficial. This is referred to as 'awakening'.

The use of the language can also help the learning process. Young children usually prefer speaking activities to text-based activities, where they can experiment with the new language, and can get positive and useful scaffolding and feedback from their teachers. It is also suggested that the type of instruction (for example metacognitive instruction, where the learners are taught strategies to manage tasks that may be otherwise difficult for them, for example listening activities) in some cases may help their performance and reduce their anxiety level.

How much explicit and implicit information is given about the language can also be another variable. Instead of teaching single L2 words, it is suggested that teaching multiword sequences (formulaic language) could also help with the acquisition.

These factors are not separate, but interrelated, as for example a school that has finances to support teacher training can employ teachers who know the latest research evidences and methods and who can teach with the materials provided, in the most useful way. Those institutions that struggle to keep up with the different demands may have teachers come and go, who, without the proper materials and knowledge may not be as successful as they could be. Sometimes one factor alone may determine a change in the success, for example a really enthusiastic teacher may change the whole ethos of the language teaching by her/his appropriate methods and self made materials.

2.3.5 Conclusion

There are many factors, both external and internal, that can influence and affect the success of the early language programmes. All over the world the context and content of MFL teaching to young learners may vary hugely, making it very difficult to generalise about the most effective ways to teach. Different places, at different times emphasise some factors, while maybe neglecting some others. Recently much emphasis has been put on the way of presentation and the choice of activities, suggesting that communicative language teaching can be the most successful strategy (Cameron, 2003; Hedge, 2000; Littlewood, 1981). The next section looks into what communicative language teaching means. It also discusses the notion of communicative competence and threshold level. At the end of the section some communicative course books will be mentioned that are especially targeted for young learners.

2.4 Communicative Language Teaching

From the early days second and foreign language research has been a wide, varied field, involving a variety of disciplinary perspectives. The dominant theoretical influences seem to have been linguistic and psycholinguistic, with the recently more widespread acceptance of the sociolinguistic construct of communicative competence as the goal of second (and foreign) language teaching and learning (Mitchell and Myles, 2004: 3). To be able to see if the teachers in the present research were teaching communicatively, first the definition, the theory and practical issues around the idea of communicative language teaching need to be discussed.

2.4.1 Communicative competence

Communicative competence is the aim of the communicative approach, as Canale and Swain (1980) defined it:

... The communicative approach ... is ... an integrative one in which emphasis is on preparing second language learners to exploit — initially through aspects of sociolinguistic competence and strategic competence acquired through experience in communicative use of the first or dominant language — those grammatical features of the second language that are selected on the basis of, among other criteria, their grammatical and cognitive complexity, transparency with respect to communicative function, probability of use by native speakers, generalizability to different communicative functions and contexts, and relevance to the learners' communicative needs in the second language. (page 29)

The central goal of the communicative approach is to help the learners to communicate effectively and appropriately in the second/foreign language. This means that the learners are able to express their needs and interpret what the other people said in the contexts they find themselves. The learners in this study were from a homogeneous group, whose needs of the foreign language were fairly similar, but some other learners' needs can be very different. An adult immigrant worker in a foreign country

will have very different objectives from a child who may not meet a foreigner for a few years yet, except maybe on holidays with his/her parents.

For this reason it is not possible to give a single approach with prescribed teaching method(s) to achieve communicative competence (Richards and Rogers, 2001); it is only possible to give a framework of the major components to achieve “native likeness” (Canale, 1983).

There are still some common principles that most people who promote a communicative view to language teaching share:

- The goals of CLT teaching are not simply to acquire ‘linguistic competence’ but also to acquire ‘communicative competence’.
- The need to analyse the learners’ needs and to specify the language learning objectives that help to fulfil their real or presumed needs.
- The aim is to provide the curriculum in functional-notional terms rather than structural principles (at least partly)
- The aim is to develop a syllabus that takes the individual learners into account and allows learner autonomy (at least partly)
- A commitment to open ended, message oriented use of the L2 in the classroom (through the use of instructional activities such as games, problem solving, and role play, *as well as through the use of the L2 for classroom communication*) (Mitchell, 1986: 8).

As opposed to the grammar-translation approach, where a language was learned by reading and translating the foreign language texts, and during these activities the teacher’s role was to provide the explanation of the grammar items and the translation

of the words, when the language is taught communicatively the teacher's role is to represent the native speaker, as well as managing learning, setting up activities, organising resources, guiding students in group work, encouraging contributions, monitoring activities and diagnosing the further needs of the students, as well as providing and presenting the new language (Hedge, 2000: 63).

Although some studies suggested that communicative classrooms may not be totally successful in achieving high levels of linguistic competence, there is increasingly convincing empirical evidence that learners can learn "naturally" in a communicative classroom settings (see Ellis, 1994: 602), although the evidence is mostly from classrooms with older learners. Following the research findings, to be able to enable the teacher to use activities that promote learning, very different syllabuses and course books were designed, following the methodological considerations of the communicative language teaching theory.

The following sections discuss some important aspects of the communicative syllabuses and the different course books for young learners.

2.4.2 The communicative syllabus

The recommended approaches to teaching (foreign) languages have always been linked to the perceived purposes (Richardson, 1981: 3). Until the early 1970s the main purpose of most syllabuses was seen as listing and grading the language content of the courses, textbooks or examinations. These syllabuses (often called structural or lexical structural syllabuses) listed formal items to be mastered by the students and contained restricted vocabulary and sequencing of grammatical structures, for example first present then past tenses to be learned (Howatt, 1984). From the mid-1970s changes in methodologies that promoted communicative language teaching (CLT) led to the need for new approaches in syllabus design. The language was seen not as isolated words

and grammar structures but as ‘acts of communication’ (Byram, 2000: 592). The new approach broadened the categories beyond the narrow linguistic units with use-based contextual and behavioural components, i.e. units of communication.

Both the terms notional-functional syllabus and communicative syllabus have been used. The term ‘notions’ refers to general existential concepts, for example time or space; and the term ‘language functions’ refers to the purpose that language is used for, for example asking for directions or apologising (Littlewood, 1981). One of the main differences between the previous syllabuses and the communicative syllabus is the way of categorisation. The previous ones used a *synthetic approach* or a bottom-up way, while the communicative syllabus uses an *analytic approach*, or a top-down view (Wilkins, 1976). The difference is that while the previous methods expected the students to gradually build up the language from language items introduced separately and sequentially, the communicative syllabus design is based on broader units, for example using situations or texts which allow the students to meet the language and to be able to see the patterns and rules in the wider context.

Many European communicative syllabuses have been strongly influenced by the Council of Europe publication, the “Threshold Level” (van Ek, 1975; van Ek and Trim 1991) which has been the basis for the design of many European national syllabuses for different languages. The new National Core Curriculum for Hungary (Nemzeti Alaptanterv, 2003: 32) states that the aims and the contents of its Modern Foreign Language Curriculum have followed the recommendations of the Council of Europe. The Council of Europe identified the so-called Threshold Level as an objective for language learning.

The following section shows the components and related objectives of the Threshold Level, followed by a description of the course books which most primary English language teachers use in Hungary.

2.4.3 Level of proficiency

The overall aim of the Council of Europe recommendations for language learning and teaching was to “promote mutual understanding and collaboration among the inhabitants of [Europe’s] member states” (Byram, 2000: 628). Originally the Threshold Level was first developed in the 1970s for adults who were learning languages and who needed to communicate in different contexts, and mostly in English.

The Threshold Level described the different situations (the settings, the transactions and the roles) and the topics that are likely to be discussed and the communicative intentions. It then analysed the language and the skills people would need to be able to communicate in these situations, to fulfil the different language functions and handle different notions. Language functions included what people need to do with the language (asking for information, apologising, describing something), while the different notions are the concepts that can be used to be able to fulfil these language functions (for example time, place, quality, quantity). A difference is made between general notions (that can be used in most situations) and specific notions (that are usually expressed in particular situations only, for example applying for a job) (van Ek, 1975).

Towards the end of the 1970s the Council of Europe also developed a version of the Threshold Level for schools. The adaptation of this version had to take into account not just the different setting, but also the different age groups. The latest version of the Threshold Level (van Ek and Trim, 1991) did not distinguish between different

versions for schools and for adults any more. This was possible by allowing an even greater flexibility in its specification of its elements.

The theory behind the Threshold Level has been influential from the 1970s. The Common European Framework of Reference for Languages (Council of Europe, 2001), which has replaced the Threshold level Syllabus, provides common reference levels, based on what the learners can do at different stages of their learning, categorising them from basic users to proficient users of the language. This document greatly affects the design of syllabuses, the development of curricula, and different examinations, as well as the design of courses and course books.

The books are written with the aim of helping the students to learn to communicate in the L2 by providing interesting, age-related topics, pictures and cartoons. The theory behind the design of these course books and their content, which are being used world wide to teach children, also needs to be discussed here, as it will later be argued that these books themselves have a very significant effect on the language learning process in the context of this study, and possibly in many other primary classrooms.

2.4.4 Course books

New course books have been published at an increasing rate in the last decade or so to meet the great need for English language teaching material all over the world, as English has been rapidly becoming the world language. In Hungary the best known publishers are Oxford, Cambridge and Longman. There are also many smaller companies that offer a wide variety of course books and other teaching materials, answering the ever growing demands for English teaching materials. There are some English teaching books from Hungarian publishers in Hungary, but the foreign ones

strongly outnumber them (Nikolov, 2000d). Most teachers teaching young learners use books from abroad, believing their authenticity to be an advantage.

English course books for young learners started to be published in large numbers about fifteen-twenty years ago in Britain, and they tended to reflect the most common situation in European countries, with the starting age of language learning at around the age of eight years. The structure of the books often follows the British educational system (primary school finishing at the age of about 12). This meant that the books tended to have three or four levels, and by the end of completing them the pupils would usually finish primary education and would move on to secondary school and to a new course at the age of 12 (Scott, Thoghdha, Smowton, Bergner and Williams, 2004).

Those countries (like Hungary for example) that have a different educational system, and start to teach English as a foreign language at a different age, need to adapt if they are using books from Britain. The course book that is designed to be used for eight-year old beginners, for example, cannot be used with a six year old beginner, as the cognitive stage of the learners, as well as their abilities, interests and concerns are quite different. They need different material, even if both the six and the eight year olds are classed as beginners (Scott, Thoghdha, et al. 2004). There are course books offering material for pre-school children, without any written text, as well as carefully graded book families, accommodating the needs of the different age groups.

Young learners (five-twelve years) have similar needs also, and some activities appear to all young learners, regardless to their ages. Children usually like singing and rhymes, they like playing and stories, being active and learning about the world around them. Books that are specially designed for young learners take into consideration the young learners' needs, development, motivation and interests and they are usually built

around topics, with pictures, songs, narratives and rhymes. The written texts tend to be limited in length and complexity, and they encourage activities relevant to their interests, and cognitive development (Cameron, 2003).

The Chatterbox book family (published by Oxford University Press) provides activities specially designed to teach young learners, and they are widely used in Hungarian primary classrooms, especially with the younger age group, up to ten years. They were published at the beginning of the 1990s, and are intended for learners from seven years upwards. They have 4 levels (4 books) with extra activity books, tapes, teacher handbooks. The books each have a graded syllabus. The key features of a typical syllabus are as follows:

It follows a carefully graded syllabus which allows for recycling of language.

A complete comic-strip adventure story runs through each book, featuring ace detective Captain Shadow. This provides a memorable context for new language and maintains motivation.

It involves children in a variety of other fun activities, such as songs, rhymes, games, and puzzles, which are all used to practise language in an enjoyable way.

It gives children a thorough grounding in listening, speaking, reading and writing. (Strange, 1993: 3)

Each unit has selected language items to work with, and different functions and topics to be introduced. Here is an example, level one and unit one:

<u>Language items</u>	<u>Functions and topics</u>
Hello. Goodbye. What's your name? I'm ... My name's Woody. Who's this? This is ... Possessives: my/your	Greeting and saying farewell. Asking someone's name. Introducing yourself. Introducing others. Talking about possession
The alphabet.	(Strange, 1989)

The teacher's handbook (Strange, 1993) available in Hungarian, suggests ways to use the books. It gives advice on how to start the lesson, how to present the new material, and how to use the cassette and the exercises. It promotes the communicative exercises, and suggests the use of the L2 by the teacher while teaching new words (see also on page 192):

Only use the equivalent word in the mother tongue to explain the meaning of a word if you do not find any other ways. (Strange, 1993: 5)

It also suggests that the teachers use the L1 while presenting the cartoon story in the book:

Before you show the new episode, with the students summarise the previous happenings in Hungarian. The students should talk about what all they remember from the previous episodes. (page 5)

There are also examples of how to teach songs, how to play games, solve puzzles, how to teach reading and writing and how to use the tests. At the same time as promoting communicative oriented teaching, the students' work book also contains all the vocabulary, with its Hungarian translation, that is used in the book. After every 5 units, there are written tests. These tests check the reading comprehension and vocabulary and grammar questions (Strange, 1989).

These are the textbooks that are used in many Hungarian elementary classes, and they are a very important part of the learning. In the classrooms the school text is always the object of teacher mediation, and teachers develop a "metalanguage for talking about the text" (Wells and Chang-Wells, 1992: 76). In the FL classrooms, where the text is in the L2 and the teacher could use both L2 and L1, this instructional

conversation may weave together not only the oral and written languages and the discourse of the teacher and the students, but also the two languages.

2.4.5 Conclusion

Section 4 discussed the ideas behind communicative language teaching. This approach has influenced the syllabus in many countries, as well as the course books currently being used. The present study cannot evaluate the usefulness of the different methods, as this would need a longitudinal study from many different settings. It was still important to summarise the theories behind communicative oriented language teaching, especially because the researched schools in Hungary all promote CLT and use syllabuses and course books that are supposed to be used in this way.

For the non-native teachers (NNS or bilingual teacher), who share the students' mother tongue, communicative oriented language teaching poses a question that is usually not present in the second language classrooms where the teacher is a native speaker (NS or monolingual teacher) who does not share the mother tongue with her or his students. As Mitchell (1988) has pointed out, several obstacles lie in the path of communicative language teaching in foreign language classrooms. The ratio of fluent speakers to learners is one to many, the teacher and the pupils usually share the L1, and so unlike the situation in many second language classrooms, where the L2 is often the only available means of communication between teachers and pupils, in the FL classroom the L2 is 'only' an optional means of communication, being in constant competition with the shared native language. The next section discusses the challenges that MFL teachers face when they are implementing the theories of CLT in their practice.

2.5 Mother tongue use in the foreign language classrooms

2.5.1 Introduction

Teacher talk in language classrooms has always been a focus of interest in the language classroom, and it has been extensively researched. One of the main reasons for the interest is because it has a potential effect on learners' comprehension, and this is hypothesised to be important for L2 acquisition (Ellis, 1994). The bilingual language teacher's discourse may include an extra element, not present in the monolingual language teacher's talk, namely the L1 of the teacher and the class.

In this thesis the teachers' L1 use has been examined in detail. This has been one aspect of the foreign language teachers' discourse that has been causing debate for a long time, as Medgyes (1996) explains:

To use or not to use the mother tongue? - this has been one of the greatest dilemmas in the foreign language classroom for nearly a century. Prior to that, the Grammar - Translation method did not only allow the use of L1, but made it an integral part of the teaching/learning process. On the one hand, it was one of its main goals to teach the subtle uses of mother tongue, inasmuch as the learner was expected to translate literary texts from and into the mother tongue. On the other hand, L1 was an indispensable teaching device for explaining structures and vocabulary, giving instructions, doing various kinds of exercises and so on. (p 65)

The recent communicative oriented language teaching assumes and expects L2 use in the classrooms. If the aim is to provide as much L2 input as possible in the L2 classrooms and to try to teach communicatively, then why is the L1 use still such a big question? To be able to understand the reason for this, first of all I need to talk briefly about second language classrooms and compare them to the foreign language classrooms.

There has been continuous debate on the relative merits of native speakers and non-native speakers as teachers. It has often been suggested that native speaking

teachers were superior to non-native speaking teachers, although some researchers question this assumption (Medgyes, 1996; Moussu and Lurda, 2008). One of the arguments for assuming that the native speaker can teach the L2 better is because they usually cannot use the L1 with their classes, and this is thought to promote more communication between the teacher and the class. The students need to learn to express themselves in the L2, and also the teachers need to make themselves understood in the L2. The non-native speaker would use different techniques, just as a native speaker would, to communicate. There can be non-verbal clues (for example body language, facial expressions) and also linguistic modifications, for example slowing down, paraphrasing (see Ellis, 1994: 582 about the main features of teacher talk)

The non-native speaker teacher also can and needs to modify her or his L2 speech, but at the same time could understand and use the students' L1 any time. This could help, because if the students do not understand something, instead of the linguistic modification, it would usually be easier to say the L1 equivalent of the word or the sentence. She or he can also explain everything more easily in the L1, including difficult grammar and background information. Because of the possibility of using the mother tongue with the students, which would be the natural thing to do, it is much more difficult for the non-native speaker teacher to sustain the use of the L2 in the classroom than it is for the native speaker, who is often unable to use the mother tongue of the students, and so needs to persevere with the L2.

In many contexts where English as a foreign language is taught in schools, the official policy is that the L1 use in the classrooms should be minimised. Despite this, evidence shows that in many classrooms the L1 is still widely used. The question then remain: Why is it that the L1 is still being used? And a more theoretical question: Is

there a place for the L1 in the foreign language classrooms? The following section discusses the arguments, showing that there is no easy answer to this question.

2.5.2 The Debate

From the 1970s onwards Hymes' (1972) sociolinguistic theory of communicative competence and later Krashen's (1982) psycholinguistic theory of natural second language acquisition have widely influenced second and foreign language theory and practice. The results were a widespread belief in the necessity of learners' exposure to 'authentic' or 'natural' language in the process of language acquisition. This resulted in an approach of focus on meaning and purpose, which is viewed as the essence of authenticity and naturalness, rather than focus on form (Cook, 1997: 224). The underlying assumption behind natural second language acquisition is the belief that people (especially children) can learn additional languages as they have learned their L1, by 'simply' being exposed to the language itself. This assumption would exclude or severely restrict the use of the L1 in the classrooms. But is it true that L2 learning is like learning the L1?

'Natural' L2 learning

Macaro (2000: 172-174) provides theoretical arguments and counter arguments about how much L2 learning theory can rely on theory from learning the mother tongue. He argues that:

- 1) Although Universal Grammar (Chomsky, 1980) may exist for both L1 and L2 learners, L2 learners, especially older ones, can rely on their cognitive skills and contextual knowledge and use different learning strategies.
- 2) Although there might be Natural Sequences or Natural Order (Krashen, 1981, 1987) in learning both L1 and L2, the sequences can be affected by the learning context.

3) Although learners of L1 and L2 can both explore the new language by the process of hypothesis testing, L2 learners also have another resource, their mother tongue. For example they can compare syntactic patterns of the L2 with their L1.

4) Although L1 learning is believed to be linked to psychological development, we cannot compare the psychological development of a baby with a twelve year old for example.

5) Although teacher talk may resemble some features of child-directed speech in the L1, the teachers cannot provide the same amount of L2 input as they received in their L1 (thousands of hours of L1 input by the age of two, compared to the best of 400 hours of input in 5 years in the L2 classrooms).

6) although it is possible to create a ‘natural‘ learning environment in the L2 classrooms, it will always be different from the home environment, and also the need to communicate in the L2 classrooms is much less powerful than at home.”

Macaro (2000) then concludes that it is not proven that L2 learners can learn the L2 ‘naturally‘, like babies acquire their L1. Lugossy (2003: 300) also points out the inherent paradox in regarding FL classroom discourse as natural communication.

... as soon as the conversation is imposed, it invokes the institutional purpose (that is: teaching English to foreigners), and it (the L2) ceases to be authentic as such. ... thus the reliance on students’ mother tongue comes to be validated by the definition of teaching as an activity primarily meant to promote learning ...and from this perspective, using the L1 cannot be regarded as good or bad itself, but it is defined by the aim towards which it is used in the classroom. (page 300)

The following summary shows the arguments for and against the exclusive use of the L2, but recognises that the present thesis can not deal with the issue in more detail, because of lack of space.

To use or not to use the L1?

There are some studies that have found a direct correlation between L2 achievement and the teacher’s L2 use (Burstall, 1968, 1970; Carroll, 1975; Wolf, 1977 cited in Turnbull, 2001: 534). Some regard this as the most persuasive theoretical rationale for

maximising the teacher's use of the L2 in FL classrooms. Those who are convinced that in ideal FL classrooms only the L2 is used (for example Chambers, 1991; Frey, 1988, Halliwell and Jones, 1991; Krashen and Terrell, 1988; MacDonald 1993) often base their arguments on these findings, and argue that using the L2 exclusively is the ideal way to achieve real communication and learning in FL classrooms. Others believe that the mere exposure to the L2 input does not guarantee that it will be internalised as intake (for example Chaudron, 1985; Cohen, 1998; Dickson, 1996; Ellis, 1994; Hagen 1992; Hopkins, 1989; Macaro, 1997, 2005; Pattison, 1987; Phillipson, 1992; Turnbull, 2001), and argue that there could be a possible value of the use of the L1.

In settings where outside the classroom there is little opportunity to practise the new language and even the amount of language teaching is minimal, for example less than 4 hours per week (Larson-Hall, 2008), it seems really important to provide as much L2 input as possible in the classroom, and many who would allow the use of some L1 during the lessons see this clearly and are aware of the possible pitfalls of 'too much' L1 use. But is it possible and also is it desirable not to use the L1 at all?

There is no strong and comprehensive evidence yet on how much (if any) L1 use is best. Also, there is no conclusive evidence that banning the use of the L1 in second language classrooms alone would promote the best language learning environment. The crucial question to be asked in evaluating the role of the mother tongue in the FL classrooms is therefore whether it brings about learning (Lugossy, 2003). In order to answer the question whether the use of the mother tongue brings about learning we need empirical evidence.

The following section shows what happens in classrooms, concerning the use of the L1. Different studies have investigated both the amount of L1 use by teachers and students, the reasons for using it, and teachers' opinions about the use of the L1.

2.5.3 Empirical studies on L1 use in FL Classrooms

Different countries, different languages

In recent research papers, relating to the use of the L1 by teachers in classrooms, many different language combinations in many settings have been studied:

Table 2.2: Studies of L1 use of the teacher/students from different countries

Country	L1	L2	Study
America	English	Spanish	Brooks and Donato, 1994 Anton and DiCamilla, 1998
		13 different languages	Duff and Polio, 1990 Polio and Duff, 1994
Australia	English	French	Rolin-Ianziti and Brownlie, 2002
Brazil	Portuguese	English	Greggio, 2007
China	Chinese	English	Hird, 1996
Canada	English	French	Blanko-Iglesias, Broner and Tarone, 1995 Behan, Turnbull and Spek, 1997 Calman and Daniel, 1998 Cohen, 1994 Turnbull, 2000 Shapson, Kaufman and Durwald, 1978 Swain and Lapkin, 2000
		Spanish	Blanko-Iglesias, Broner and Tarone, 1995 Cohen, 1994
		German	Dailey-O'Cain and Liebscher, 2006
Denmark	American	Danish	Arnfast and Jorgensen 2003
England	English	French	Giauque and Ely 1990 Hawkins 1987 Macaro 2001 Rhodes, Christian and Barfield, 1997
		Spanish	Anton and DiCamilla 1998
		Welsh	Dodson, 1985
	Many different languages	English	Pennington, 1999
Finland	Finnish	Swedish	Vesterbacka, 1991
France	French	English	Hawkins, 1987
		Italian	Causa, 1996
Germany	German	French	Legenhausen, 1991
Holland	Dutch	English	Poullisse and Bongaerts, 1994
Hungary	Hungarian	English	Lugossy, 2003 Nikolov, 2000a
Hong Kong	Chinese	English	Carless, 2004 Lin, 1996 Pennington, 1995 Swain, 1986
Italy	Italian	English	Macaro, 1995
Japan	Japanese	English	Mori, 2002
Poland	Polish	Danish	Arnfast and Jorgensen, 2003
Spain	Spanish	English	Hancock, 1997 Jacobson, 1990 Rhodes, Christian and Barfield, 1997 Villamil and De Guerrero, 1996
Turkey	Turkish	English	Celik, 2003 Eldridge, 1996

These studies investigated the language choices made by the teachers or the students or both. I will concentrate on the L1 use of the teachers in FL classrooms in the following part. The following section gives an overview of how much teacher L1 use has been found by different studies.

Amount of L1 use

How much L1 the teacher uses in any of the researched settings depends on many variables, one of them being the language itself. Duff and Polio (1990) interviewed teachers, teaching 13 different foreign languages. Some believed that particular language combinations were more likely to cause the need to use the L1 than some other combinations, because those languages that had the furthest distance between their linguistic systems, (for example Hungarian and English) were more difficult to teach than those that were more closely related (for example English and German).

There was a big variation on the amount of the L1 use of the teachers, from almost no use to very extensive L1 use. For example teachers used L1 between 0%-90% (Duff and Polio, 1990), or only 26% of teachers used the L2 for at least 75% of the lesson time (Shapson, Kaufman and Durward, 1978), or they used it between 24% and 72% (Turnbull, 2000). Different ways of calculating the L1 use may be one of the reasons why the findings vary so much. Chaudron (1988) in his review of earlier studies estimated that the L1 was used by the teachers, on average, 30% of the time, but as Macaro (1998) points out, studies are not always clear about whether the percentage of teacher L1 is the proportion of the total lesson time or the proportion of teacher talk. This was taken into consideration in the quantitative analysis (see Chapter 4).

Researchers (for example Lugossy, 2003; Macaro, 1998; Rolin-Ianziti and Brownlie, 2002) themselves also realised that the early studies that only concentrated

on a qualitative analysis of the data could not differentiate between different uses of the L1. Studies, using both quantitative and qualitative analysis illuminated some of the reasons why the L1 is used, by first looking at the amount and frequency of L1 use, then giving the numbers an interpretation by looking at the contexts, and using qualitative approaches.

There are different kinds of data that are collected, including interviews and observation of lessons, to find out how much L1 is used and also to be able to understand why it is used. The interviews alone may be problematic; as how much the teachers think they use the L1 and why may be very different from how much they actually do use. For example in Gearon's (1997) study the teachers in the retrospective interviews reported that they were not aware of the extent of their L1 use.

External and internal factors

Duff and Polio (1990) used both interviews and classroom observation at the University of California, where thirty-one languages were offered. The qualitative results used data from a selection of the 13 languages that were taught. The result suggested that there are classroom-external and classroom-internal variables that may have some influence on the language of the classrooms and teachers. The classroom-external variables are defined as those that 'do not vary with the minute-by-minute activities of the classrooms'. The classroom-internal factors, on the other hand, are 'related to what is actually taking place in the classroom at a given time' (page 155).

The reasons for using the L1, identified by Duff and Polio in their study, were to teach grammar, for classroom management, or because the two languages were very different (classroom-internal factors). The classroom-external variables included departmental policies, and it seemed that these played a crucial role in determining the teachers' L1 use. The teacher who was given strict guidelines not to use the L1 at all

did indeed manage 100% L2 use during the lessons, while those who were not banned from using it used the L1, in different amount (99%-10%).

Those who used the L2 almost all or most of the time favoured the use of the L2 for different reasons. Some were trained to do so and believed in its effectiveness, while others enjoyed the challenge and the fun for their students. Those, on the other hand, who used the L1 more often were usually concerned about not using the L2 enough, but felt that either the expectation of using the L2 put too much pressure on them, or it was difficult for them to maintain the use of the L2 in their classrooms. Some believed that the students would not be able to follow the lesson if they used more L2. Also, when teaching facts about culture, history and language some preferred to use the L1 to do so.

Another external factor was the teacher's formal training, Teachers trained in the Direct Method believed strongly that the L1 should not be used and so tried not to use it themselves. This raised an interesting question for my study, as many of the teachers had been trained to use one method (grammar-translation and drills) to teach Russian, with the use of the L1, but then were re-trained to teach English, using the communicative method, without the use of the L1 (see previously, page 4).

There were studies where teachers could share their opinion and concerns with researchers. Mitchell's (1986) PhD thesis and the published work of it in Mitchell (1988) investigated, alongside other topics, when the teachers thought it was appropriate to use the L1. The study was carried out in Scotland, at the University of Stirling, with early years of secondary students, which would be still primary school age in Hungary. The importance of this study from my study's point of view is because in Scotland in the early 1980s communicative syllabuses were introduced and the foreign language teachers were coming to terms with the new ideas of communicative

language teaching. The teachers' use of the L1 in this context was not only a practical, but also a theoretical question, in the middle of the acquisition-learning debate. This is the situation now, 20 years on, in Hungary.

The following table shows the views of the Scottish French foreign language teachers on the L1 use during the lessons for different teaching purposes:

Table 2.3: Teachers' views on appropriate use of L2 and L1

Proposed activity	No of teachers advocating	No of teachers advocating
	L2	L1
Informal talk with pupils	7	6
Organising instructions	30	4
Activity instructions	5	16
Explaining meaning		13
Explaining grammar		30
Teaching background		16
Discussion of objectives		8
Correction of written work	1	1
Running tests		4
Disciplining	1	20

adapted from Mitchell (1988) in Macaro (1998: 96)

The interviews also showed that the majority of the 52 teachers were stressed by teaching in the L2. These teachers thought that apart from giving instructions to organise the class, the rest of the activities (teaching grammar, teaching background to new activities and disciplining) was best done in L1. As the data were collected over an extended period of time, it was not possible to know whether the perception and practice of these teachers had changed over the time, but the conclusion was that changing teaching methods, promoting communicative teaching in the classrooms seemed to be difficult and challenging.

Another possible factor which may affect the teacher's use of the L2 is how confident they are in using the L2. Franklin (1990) questioned over 200 French teachers in Scotland about their beliefs and practices, and 83% of the teachers rated "confidence

in speaking L2” as an important factor of why they might use the L1 during their lessons. Their confidence related to their previous training and experience with the L2.

Another variable that affected the ease of maintaining the L2 was the type of activity. Certain activities pose more of a challenge, making different demands and thus needing different support from the teachers (Cameron, 2003). The following section shows how the materials, the type of the activity, whether it is oral or written, the amount of grammar teaching and the use of the textbook, all could influence the discourse of the lesson

The activity type

Duff and Polio (1990) found (with 13 language teachers, teaching different languages in California, Los Angeles) that the lesson content and the material that was used during the lessons was one factor which influenced how much L1 the different teachers use. Although they themselves warned that generalisation may be limited from their study, because of the limited context (one university only) and the method they used (few hours of classroom observation and interview), other researchers also found that the activity type could influence the teaching method and the amount of L1 use by the teachers.

Rolin-Ianziti and Brownlie (2002) found that it was more difficult for the teachers to use the L2 with some activities than others during a single lesson. In Australia, at the University of Queensland, they audio-taped, transcribed and analysed five French foreign language lessons. The teachers in each lesson were teaching the same lesson from the same course book, using the same materials and notes. The researchers found that all the teachers used a similarly low amount of L1 during most of the activities, but used more L1 when they had to deal with a grammar activity during the lesson.

Grammar teaching was also one of the main reasons for using the L1 for some teachers. (Arnett, 2001 cited in Turnbull and Arnett, 2002: 209; Cambra and Nussbaum, 1997; Castellotti and Moore, 1997; Franklin, 1990; Polio and Duff, 1994). The reasons that were given for using the L1 when talking about grammar was because either the students do not understand the explanation in the L2, or do not even have the equivalent form in their L1. This second reason may also be the case when Hungarians learn English too; many grammatical forms are different, for example there is no present perfect verb tense in the Hungarian language.

It is not only grammar teaching that may cause difficulties. Franklin (1990) interviewed over 200 teachers and found that they believed that giving instructions for the activities was often easier in the L1. The teachers reported that beginner students struggled to understand even basic instructions, but depending on the type of activity, especially when the classes needed to learn grammar, discuss language objectives or background information, even the more advanced students struggled with the complex explanation in the L2.

During the different activities the teachers often need to provide feedback about how well the students managed to do the activities. The available evidence suggests that giving feedback in the L2 may also be difficult and teachers often use the L1 for giving feedback. Macaro (1997) in his study used surveys, semi-structured interviews, and classroom observation to explore the L2 and L1 use amongst experienced, beginning and student teachers of foreign languages in secondary schools in England and Wales. The classroom observation revealed that some of the main reasons why the teachers resorted to the L1 were to give and clarify instructions for classroom activities and to give feedback to students.

Different activities can pose many different difficulties. One factor that inevitably influences the activity is if it is an oral activity or if it also uses L2 text. Either to read or to write in the L2 can be often more challenging for the students than 'simply' talk in the L2. The following part investigates how L2 texts may also influence the teachers' methods and language choice and use.

L2 text

When there is a L2 text being used as the input the task demands during the task are often higher than when only oral activities are used. The teachers need to help their students to understand the unfamiliar words and structures in the text and help their students to be able to write in the L2. One way of helping in the L1 is to translate the unknown vocabulary.

Translating vocabulary or instructions is another reason often given for why the teachers think they use the L1. Arnett (2001), Castellotti and Moore (1997), Macaro (1997) and Rolin-Ianziti and Brownlie (2002) all reported that teachers use translation to make the input comprehensible. These studies did not investigate whether this method is more or less successful than explaining the unknown words in the L2.

Recently Macaro and Meng's (2006) study asked this question, and investigated how successful translation was, and compared this method with other teachers giving either L2 definitions of the unknown words or both L1 translation and definitions. Three Chinese high school classes and their teachers participated in this quasi-experimental study, that involved pre, post and delayed test design and un-matched testing procedures. The results are somewhat surprising, because at first the students who heard both the definitions in the L2 and the L1 translation of them significantly outperformed the other groups in the follow-up vocabulary test, but in the delayed test

there was no significant difference between the groups. It seems that translation may work just as well as L2 definition, in the long run.

As the sample was small and only from one school, more research would be needed to be able to generalise about the usefulness of translation. But it seems that if teachers have been using this particular method some of the time it may indeed work and would actually save time, as translating a L2 word into a L1 word could take less time than trying to explain it in the L2. But instead of translation they could also use different strategies to help with comprehension while staying in the L2, maximising the L2 use and resembling a native-like situation. This would give a good chance for their students to hear the foreign language and learn to work out the meanings of the words.

Some researchers have argued that instead of only using the L2, it would be even more beneficial to incorporate both the L1 and L2 vocabulary when teaching stories with unknown words. Celik (2003) based his findings on data from his study of an English class in Turkey. He presented a story to the students with carefully chosen vocabulary items from their L1 (for example ... “the laws are very *gevsek*... Yes... the laws are really lax” (page 364). Celik reported that the learners quickly learned these words (in this case the word ‘lax’. They were also able to use them (although sometimes misspelled them), and did not themselves use mixed sentences.

Although the research was based on a very limited sample of his own class, Celik (2003) was clearly experimenting with the possible use of the L1 during his own teaching. How useful this method may be, and the possible drawbacks and constraints are also acknowledged by Celik himself, making any generalisation from the study almost impossible.

How well students understand the L2 text (oral or written) is an important question in language teaching. Checking comprehension is found to be one reason for using the L1

in some studies, see for example Castellotti (1997) and Macaro (1997). Castellotti (1997) analysed recordings from four secondary foreign language classes, with native French speakers learning Spanish or English. She found that teachers often used the L1 to check their students' comprehension or to help the students understand the target language text. The examples from the actual classroom data show that the teachers often highlighted important points which they wished to remind the students of, or gave extra information to help with comprehension.

Polio and Duff (1994) also found that the teachers were using the L1 during comprehension tasks. In their study 100 minutes of recordings were analysed, from six different foreign language teachers. The teachers used the L1 to help their students when they did not understand something written in the L2, although the researchers remarked on the "... surprisingly uncommon use of English (L1) in our data for these six teachers... for occasions when the students appear not to understand the L2..." (page 319). They suggested that the reason for this may be because the teachers already anticipated beforehand that some concepts could be too difficult in the L2, and they had already introduced them in the L1.

How and why the teachers and students use their mother tongue while dealing with L2 texts may vary, depending on the difficulty of the text, the ability of the students and the type of the tasks. But using the textbooks definitely has an effect on the learning and teaching process, and Macaro (1995) rightly draws attention to a very important question after observing a lesson that was using a L2 textbook:

... there was considerable doubt as to whether real communicative exchanges were taking place and this may well have been a result of extensive use of the pre-written dialogues in the course books, which produce someone else's language practice, rather than use. (page 53)

The last factor to be considered before investigating studies from primary classrooms is how the students themselves are inevitably one variable influencing what goes on in the classrooms.

The students

The teachers' discourse cannot be meaningfully discussed without acknowledging the other participants in the classrooms, the students themselves. Many factors related to the students could influence the outcomes, including the age of the learners, their behaviour, their aptitude and motivation. Because of lack of space, only a short summary is given here about the first two factors, behaviour and age. The other two factors, although inevitably influencing classroom discourse, are not discussed here.

Different classrooms can pose very different challenges to teachers. Disciplining remains an issue in many classrooms, and may be one of the main reasons for the teachers' L1 use (Franklin 1990; Macaro 1995). Macaro's (1995) earlier study investigated what the teachers thought about different issues, including their L1 use. 21 Italian English teachers were asked this in a questionnaire and in a semi-structured interview. Some stated that misbehaviour may make them use the L1 more. Others suggested that with classes that were likely to have behaviour problems, if the teacher did not use the L1, but stayed in the L2, this itself often prevented misbehaviour. It seems that if the teachers insist on the exclusive use of the L2, the students could be disciplined even for using their mother tongue.

Another variable that is known to affect the teaching style and methods is the age of the students. It seems that the age of the students may also influence how much L1 the teachers use. Interestingly some believe that it is easier to use the L2 exclusively with younger students (Macaro, 1997), while others think that with older ones it is easier to use the L2 (Blanko-Iglesias, 1995; Broner and Tarone, 1995). Some research

findings seem to indicate that the proficiency of the students and their age are not as important as their learning styles and abilities in determining how much L1 teachers may need to use. Eldridge (1996) in his small-scale study recorded one hundred instances of L1 use by students in a Turkish secondary school, who were learning English. The data analysis suggests that there is no apparent relationship between the level of the students and the amount of L1 they used. Eldridge concludes that there is a strong relationship between the learner's style and the L1 use. Some learners can be forced to use the L2, even at an early stage of their development, while others cannot.

Research evidence relating to classes with older students is much more substantial than the evidence relating to the primary level. It is important to remember that language classes with older students, especially with adults, are different from primary language classrooms and so it is not possible to draw straight forward conclusions from them, when dealing with primary classroom data (Atkinson, 1993: 3). The reasons for this are complex, the cognitive abilities of young learners differ from adults, and their knowledge about the world is also very different from that of adult learners; all these result in the need to teach them differently from the older students. It is still possible to see the directions that researchers took and the results they came to and to apply some of the findings to the present study.

The last part of this literature review shows research findings from primary classrooms and from lower secondary classrooms, with students up to fourteen years. The reason for including these research findings is because in Hungary, primary education is most often up to the age of fourteen.

2.5.4 Teachers' L1 use in Primary FL Classrooms

The few research papers that have investigated the language choices made by teachers in primary school settings give a varied picture. An early study carried out in French

language classes in primary schools in Canada focused on the quantity of the L2 which was used (Shapson, Kaufman and Durward, 1978). Only 26% of the teachers used the L2 at least 75% of the time, and this was in spite of a recommendation from the curriculum authorities that the L2 should be used at least 75% of the time.

The study did not look in detail at the functions associated with the use of the L1 so it fails to provide an explanation of why the teachers used the L1. A study by Lai in primary and secondary schools in Hong Kong showed that the four teachers in the study used the mother tongue more than 30% of the time (Lai, 1996). A functional analysis of the mother tongue utterances and interviews with the teachers suggests that the main reasons for the use of the L1 were pressure from learners, discipline problems and the need to save time.

There is some evidence that it is possible to sustain the use of the L2 with young children. A study in a Swedish-immersion kindergarten in Finland with six-year-olds found that the teachers used the L2 almost all of the time (Vesterbacka, 1991). This was achieved largely through the frequent use of formulaic utterances in particular situations. The children first understood the 'meaningful' routines (for example "Put your clothes on!") from the context (they go to where their coats are) and then they were able to use the expressions without fully understanding every linguistic element (for example "Onko 'Vi-ska-ga-ut'?" = "Is it 'Let's go outdoors'?") and after some time, they began to use some patterns with variations before finally using the language spontaneously and creatively.

In a study in Hong Kong, Carless (2004) examined the interaction of one teacher (a particularly gifted one, who was very keen on using the L2) with a class of six year-old Year 1 learners. Extracts from the transcripts show that the teacher succeeded in sustaining the use of the L2 almost all of the time. This was achieved

through the use of short simple sentences, visual support, here-and-now contexts, avoidance of difficult vocabulary items, a mixture of teacher input and activities which were more motivating than traditional textbook teaching, pupil involvement through choral and individual repetition, whole class and individual questioning and activities with movement. In both of the studies mentioned above the learners seemed to be able to connect the language to the situation, through real activities, movement and pictures.

There is no information on the use of the textbook in either of the above studies, although Carless (2004) states that teaching in Hong Kong is mainly traditional and textbook bound. The question is: would it be possible to achieve the results reported by Carless if written texts were used? As soon as text written in the target language is introduced into the classroom, it may become the object of learning and the teacher may ask the students to read and translate the text, instead of letting them listen to it and comprehend it first. Whatever method the teacher uses, she or he has to find some way of making the text accessible to the learners.

Although not about language learning, Barton (1994) has a notion of routines and 'talk around texts' which is relevant to this study. He states "Taking out and putting away textbooks is one of the 'rhythms of school life' and 'much of ... schooling can be characterized as 'talk around texts'" (Barton, 1994: 181). In the classrooms the teachers and students weave together spoken and written language with previous understanding through so-called 'instructional conversation' (Tharp and Gallimore, 1988: 111).

This is the point to introduce a study with children from a bilingual setting. Martin (1999) looked into classrooms where the textbook also played a major role in the classrooms. The language in these classes was based around monolingual texts, and the study found much chorusing, repeating words or sentences from the new text.

Martin suggests that the usual questions from the teachers did not require or allow exploratory talk, but answers that could be “read out” from the text itself (Martin, 1999: 50).

There is another important similarity between the Hungarian data and the data from Martin’s study. As mentioned before, in both classrooms the children were allowed to use the L1 while answering the teacher’s L2 questions. It is suggested that it prevents errors (Martin, 1999: 55), or, as others labelled it, it is a self facilitating resource (Nussbaum, 1991). It is evident that young students who have only just started to learn a second language in the classroom cannot express their needs or opinions in the L2.

Even older students find this difficult, and as Pennington (1999) suggests there might be a potentially irresolvable paradox of trying to teach a second language communicatively in classrooms. Her research was based on secondary aged students, some being around the same age as the Hungarian older students in primary (twelve - fourteen years) with a more natural, more participatory method, but without the presence of the students’ mother tongue. Pennington’s (1995) research suggests that in a traditional classroom, there are different frames, depending on the different forms of discourse in which students and teacher enact. The four main frames are the lesson frame, the lesson-support frame, the institutional support frame (talking about other than the lesson, for example announcements from school head) and the commentary frame (talking about other things, people, and events). The lesson frame is mainly the core activity (Cameron, 2003), and here, at least in the communicative classrooms, is where exclusive or almost exclusive L2 use is found, if there is L2 use at all.

The reason for the use of the L2 being confined to the lesson frame is because the main activity was talking in the L2. In classrooms where there is less or no

communicative language teaching, this may not be always the case, for example if translating the text into the L1 is the core activity, then the translation itself would be in the L1. The lesson support frame is seen where there are “regulative moves aimed at clarifying talk, repairing miscommunication, maintaining discipline, and generally supporting on-task behaviour in the lesson frame” (Pennington, 1999: 61). The support may come before the activity, or scaffolding it during, and also at the end of it evaluating it. Different amount of L1 use was found during the lesson support frame during different lessons.

2.5.5 Conclusion

The use of the mother tongue in FL classrooms is still being debated. Opinions vary from totally banning it to using it sometimes, or even incorporating it into the L2 text itself.

From the empirical studies which have been reviewed in this chapter it seems that most teachers do use the L1, at least some of the time, but often quite extensively. Many teachers express their belief that it is difficult to stay in the L2 all the time. The main reasons for using the L1 are: classroom management purposes, explaining grammar, background information, giving instructions, feedback, disciplining and to save time. The teachers’ beliefs and confidence in using the L2 are also relevant factors. The activity type influences the L1 use, when L2 texts are used translation in the L1 is often given. The age of the students also seems to influence how much L1 the teachers use, although some teachers use more with older ones, while others with younger ones. Official guidelines and policies also influence the way the teachers teach.

2.6 Good practice

In this chapter some aspects of child development and foreign language learning in childhood have been discussed. From the research evidence it seems that although

children rely on naturalistic processes when learning additional languages, instruction and social processes also contribute to their language learning. These findings provide support for Wong-Fillmore's (1991) model of child second (and foreign) language learning in which the social, linguistic and cognitive processes interact with each other (Nikolov, 2005). A recent publication of the European Commission (Edelenbos, Johnstone and Kubanek, 2006) provides a useful summary of what is currently regarded as good practice in the teaching of foreign languages to young learners. These include factors of provision, pedagogical principles and objectives for teachers.

To be able to teach young children effectively, language teachers need to be aware of and responsive to the children's cognitive, affective, communicative and linguistic developments and their ZPD, and need to plan the teaching materials and adjust the teaching techniques accordingly (Bors, 2002). Furthermore, they need to be aware of the theory behind communicative language teaching and have techniques and methods that support the aims of it.

Good practice in the young learners' classroom involves varied, short, motivating activities, which the children understand and enjoy. The activities need to be designed to interest and challenge the children. Children enjoy activities in which they can actively participate and where they can work together. It is also important that the teacher ensures a good atmosphere and good working relationships in the classroom, keeps a positive approach and gives constant feedback (Nikolov, 2008). It is also desirable to involve the children in their learning, to discuss with them what they like doing, to allow them to make choices and to encourage active learning.

As the communicative methods of language teaching use the analytic (top-down) approach, it is also essential for the children in the foreign language classrooms to be exposed to the foreign language frequently, to be able to hear and see the patterns

of the language in the wider context (see page 36). This is why the teacher's extended L2 use is so important. Hearing the new language in contexts, with appropriate demonstration, with a visual and multisensory approach helps with comprehension and allows practice. Frequent use of the L2 in contexts where it can be seen to be meaningful, useful and usable is one of the key elements of successful language teaching and learning. It is also essential to build a positive attitude towards language learning and take into consideration the individual child's personality, motivation and learning styles (Edelenbos, Johnstone and Kubanek, 2006).

2.7 Summary

In this chapter I have looked at how children learn and in particular how they learn an additional language. I have discussed the difference between learning the mother tongue and any additional languages and hypothesised that children learn their mother tongue differently from how they learn foreign languages in classrooms. I have argued that there are many interrelating factors that may influence the success of any early foreign language programmes. The starting age of the students is only one of them, others include external and internal, teacher, learner, context and language related factors. I have also pointed out that in formal classroom settings where there is only minimal exposure to the L2, teaching young learners communicatively is often difficult for bilingual teachers. I showed that teachers in different contexts use the L1 with varying levels of frequency and also reviewed some research about the reasons why they use the L1, both in primary classrooms and classrooms with older students.

In Hungarian primary schools the teaching of modern foreign languages, especially English, is going through a period of transition, from the grammar translation method to the more communicative language teaching method. There is strong pressure from the curriculum authorities, parents and society at large, to teach English, and to

teach it communicatively. The question is: Is this happening? And the related question is: To what extent and how is it possible to teach English for communication to young learners in the Hungarian context?

From the theoretical evidence we know that children learn differently from adults. We also know that communicative language teaching requires a different method of teaching from the grammar translation method. One important feature of the communicative method is that the teacher uses the L2 exclusively or as much as possible. For this reason, the extent of the L1 use in a classroom is a significant indicator of the extent to which communicative teaching is actually going on. But we still do not know everything about what is going on in primary language classrooms, from all over the world. There is also very little empirical evidence about how teachers teach in Hungarian primary language classes. The present study is trying to reduce the gaps in our knowledge, and provide empirical evidence to answer the question: What is happening in Hungarian primary foreign language classes? How much of the ‘Good Practice’ is present in the researched classrooms? My research questions are:

1. How much L1 do the teachers use at primary Grade 4 elementary and intermediate English classes?
2. Why do the teachers use the L1?
3. What are the teachers’ beliefs and attitudes regarding the teaching of English to young learners?
4. To what extent and how is it possible to teach English for communication to young learners in the Hungarian context?

The next chapter describes the methodology and methods used in my research.

Chapter Three

Methodology

3.1 Introduction

The initial questions when the investigation started were:

1. How do the teachers in Hungarian primary schools teach English as a foreign language?
2. How do the teachers follow the advice in the new curriculum and teach in a communicative way, instead of the previous grammar translation method?
3. Do the teachers use the mother tongue (L1), and if they do, how much and why?

In this chapter I first describe the theory which underpins the methodology of the small-scale, observational study that is the base of the thesis. Then I describe the pilot study and state what lessons were learned from the pilot study. The third part shows how the main data was collected, followed by a detailed explanation of the data analysis, including the development of the coding scheme for the analysis of the use of the L1 by the teachers. Finally the questions of validity, reliability and the ethical considerations and limitations are discussed at the end.

3.2 The study

3.2.1 The planning

The central question which this dissertation addresses is an empirical question about what happens in classrooms. For this reason classroom observation was the main method of data collection.

To be able to start to answer the research questions I had to go to the real classrooms, and find out what was happening there. I wanted to capture the picture of the particular social practice, at the beginning of the 21st century, during the significant changes, to focus on the classrooms, and on the provision and process, but not on pupils' learning outcomes. Maybe the scene will change in a few years, but understanding this time, the time between worlds, will demonstrate something of how the transition from the old to the new has been happening.

The aim of the study was not confirmatory but rather exploratory. The theoretical ideas were expected to emerge from the data collection and analysis. This pointed to the need to apply qualitative research methods (Bryman, 2008).

Qualitative research today (compared to 10 years ago) involves closer attention to the interpretative nature of inquiry, and situating the study within the political, social and cultural context of the researcher/s, the participants, and the readers of the story. (Cresswell, 2007: 37)

The present research timetable and resources of 3 years, and the researcher working alone meant that a large-scale study was not feasible. I decided to use personal connections and to visit only a few schools, but for an extended period of time. I also assumed the teachers probably would be relaxed and more willing to be observed with a known person, a fellow teacher. Being based in Britain meant that the observations and sessions had to be fitted into a limited numbers of visits to Hungary.

The main part of the study was planned to be a qualitative study, with the researcher as a key instrument, and the data coming from *multiple sources* (for example observations, interviews, documents and recorded materials). The data analysis was inductive. This involved my finding patterns, categories, and themes, and organising these into increasingly more abstract units, while at the same time keeping in mind the views held by the participants about the issues. The focus of the data analysis emerged

from the data itself. During the analysis of the data I was trying to develop a holistic understanding of a very complex picture (Cresswell, 2007).

I decided to concentrate on the language choices made by the teachers and the functions associated with these choices. I wanted to see how they were teaching and if they were teaching communicatively at all. The COLT system (Spada and Fröhlich, 1995) would have given indications of this, but I decided not to use it. The reason for not using pre-determined categories was because it would have imposed a particular framework on the analysis of the data; in this research it seemed desirable to allow the categories to emerge from the data (Mehan, 1979).

I first wanted to video record the lessons, but during the pilot study it became clear that some teachers were very reluctant to let me video record their lessons. So I used audio recordings with the notes taken during the lessons as the base of the analysis. (See transcription of lessons in Appendix 7 and an example of the notes on page 93). I also audio recorded, transcribed and translated the interviews with the teachers (see Appendix 8.)

Some of the research questions required quantitative analysis. To be able to answer the question “How much L1 is used in the different classes?” some kind of counting and comparing was expected and needed. The second question “Why was the L1 used?” needed both counting of the different functions, and looking into the classroom data in detail. The data from the interviews, and observations and the notes added extra information, and the interview data also showed the concerns of the teachers and the ways they were thinking about language teaching. The interview data needed a qualitative data analysis.

The mixed approach, using both quantitative and qualitative analyses, was especially helpful because the quantitative results gave a very different picture in the pilot study from the main study results, seemingly contradicting each other.

3.2.2 Description of the study

I visited 4 schools, on 3 separate occasions, in January, May and October 2005 (see page 71). During each of these contacts the schools were visited more than once, and I often stayed there between lessons, during lunch breaks or at the end of the school time. I also kept contact with the teachers between the visits, by phone calls, emails and text messages.

The many visits allowed me to familiarise myself with the settings and it also helped the teachers and the pupils to know me. Being in a school for extended periods gave invaluable insight into the whole culture. It was a privilege not only to be able to visit and record lessons, but to be able to visit the teachers' staff rooms during the break times, talk to other teachers, and to the heads. Also, the pupils were very interested and friendly, recognising me after a few times, asking questions about Britain and Scotland, sharing their thoughts and feelings about many different aspects of school life and life outside the school.

The study was mainly an observational study. To be able to explain the teachers' attitudes, beliefs, expectations and practices, a holistic approach to the research was taken (Erickson, 1996). Alongside the data from the classroom discourse, other aspects of the situation were also thought to be relevant. I took notes during the lessons, also after talking to the language teachers and other teachers, heads and pupils, in the corridors or in the teacher rooms, at break times. I looked at syllabuses, course books, exercise books, notebooks, word books, tests, marks, marking systems, saw the equipment for language teaching, looked into preparation notes, and school year books.

The information gathered from all these sources helped me to see the wider picture of the school life, not just the English language classrooms, where the teaching of English played only one part, although admittedly a big part. Micro-ethnography, according to Erickson and Mohatt (1982: 133), investigates “particular cultural scenes within key institutional settings” and the analysis focuses on “the processes of face-to-face interaction in the events”. This approach combines “participant observation with detailed analysis of audiovisual records of naturally occurring interaction in key scenes in people’s lives”. At the end of the observation period semi-structured interviews were also conducted with the participating teachers.

Recently it has been suggested that the qualitative researcher could also be interested in the testing of the theories that emerged from the initial data collection sessions. This can be seen as the “tighter specification of the research questions”. This could lead to the changing of ways to collect and/or analyse more data (Silverman, 2006).

3.2.3 Timetable

Below is the time-table that was followed during the study. The data collection required me to travel to Hungary four times during the course of two years, to make contacts and to collect the data. The visits lasted between a week and three weeks.

Table 3.1: Timetable of data collection

April - May 2004	Pilot study , 4 schools, 4 teachers, 3 lesson each
June-December 2004	Transcribing and analysing data from pilot, preparing the main study
December 2004	Letters to all primary schools in Csepel district
January-February 2005	First visit of the 4 schools, 7 teachers, 1 lesson each, talking to the teachers (6 lesson from Teacher Kati)
May-June 2005	Data collection for main study , 22 lessons audio recorded, notes during the lessons taken
October 2005	“Free” interview with teachers after seeing one lesson,

3.3 Pilot study

A pilot study was carried out in April-May 2004 to find out more about the possibility of conducting the main study.

3.3.1 Data collection

The teachers for the pilot study were selected from personal contacts. All four schools that participated were in the south of Budapest. (The names of the schools and the teachers in both the pilot and the main study are pseudonyms.) One of the schools (Kékes) was where I used to teach extra English lessons to pupils in the afternoons years ago. The three other schools were chosen because some of my previous pupils were attending them (Ezüst, Sárga and Indigó). I did not know any of the English language teachers in these four schools, as the ones I had been working with had left the schools previously.

Procedures

First I phoned and talked to 4 teachers (teachers Alíz, Bea, Csilla and Dóri), explaining the reasons for wanting to see their lessons. They were all willing to participate in my research. They were happy for me to go into their classes, but 3 of them were not willing to let me video record the lessons. They were worried about the camera, about the effect it would have on the pupils and the lessons. They all agreed to the use of a small portable cassette recorder (SONY TCM-20DV) to record the teacher talk.

In May 2004, I observed 3 English lessons in each school, making a total of 12 recordings. I found out that in Ezüst and Sárga schools (where teachers Alíz and Bea were working) the pupils start to learn English as a foreign language in Grade 4 (age 9), while Kékes and Indigó schools (where teachers Csilla and Dóri were working) had an early language learning programme, and started to teach English in Grade 1 (age 6). The focus of the study was on the L1 use of the teachers, but I did not know at that point if I wanted to concentrate on a specific grade, or wanted to see a variety of age-groups, so I let the teachers choose which classes they let me see. At the end I had recordings from Grade 3 to Grade 6. I also found out during my visits that most of the

teachers were happy to let me see younger classes, but some of them, especially teacher Alíz would not let me see the Grade 7 or Grade 8 pupils. She was concerned that they would not behave and that they would speak hardly any English.

The following table shows the four teachers and the different classes that I visited and recorded:

Table 3.2: Pilot study recordings, April-May 2004

	School	Teacher & Lesson	Class
English is taught from Grade 4	Ezüst	Alíz 1	Grade 6
		Alíz 2	Grade 4
		Alíz 3	Grade 4
	Sárga	Bea 1	Grade 5
		Bea 2	Grade 6
		Bea 3	Grade 4
English is taught from Grade 1	Kékes	Csilla 1	Grade 4
		Csilla 2	Grade 6
		Csilla 3	Grade 6
	Indigó	Dóri 1	Grade 6
		Dóri 2	Grade 3
		Dóri 3	Grade 4

There happened to be recordings from Grade 4 classes in each school. I then decided to concentrate in the analysis on lessons from Grade 4 only, and make this a central part of the main study also. The reasons for this were mainly because this is the official starting age, so every school who agreed to participate in the main study would have Grade 4 English classes, but maybe not earlier grades. The other reason to choose this grade was to avoid the possible problems with teachers being reluctant to let me see classrooms with older pupils. By concentrating on only one grade, but possibly on two levels, pupils who were just starting, the *elementary* ones, and pupils who have been learning from earlier on, the *intermediate* ones, it would also be possible to see if the level of the pupils could be one of the variables influencing the language choices made by the teachers.

3.3.2 Data analysis

Four lessons from Grade 4 (Alíz 2, Bea 3, Csilla 1 and Dóri 3) were transcribed and analysed. Then, all the L2 and the L1 words of the 4 teachers were counted by hand, from the transcripts. The following table shows the word count in the form of raw totals and also expressed as percentages of the total number of words spoken by the teacher:

Table 3.3: Number and percentage of L1 and L2 words in four 45-minute lessons

	Elementary				Intermediate			
	Teacher Alíz		Teacher Bea		Teacher Csilla		Teacher Dóri	
	L2	L1	L2	L1	L2	L1	L2	L1
Words	2,364	245	1,980	759	1,532	1,386	1,533	1,059
per cent	90.61	9.39	72.29	27.71	52.50	47.50	59.15	40.85

As we can see from the table, Teacher Alíz used the L1 9 % of the time, and Teacher Bea used the L1 28 % of the time; in comparison, Teacher Csilla used the L1 47 % of the time and Teacher Dóri used it 41 % of the time. It's clear then, that the two teachers who were teaching elementary pupils (Alíz and Bea) used less L1 during their lessons than the two who were teaching intermediate pupils (Csilla and Dóri).

A further analysis was carried out, to see what kinds of activities were used during the different lessons, as it was hypothesised that the activity type could be another variable that could also influence the results. The two lesson scripts were analysed, looking into the discourse of the lessons. The Transactions in the discourse were identified and analysed. A Transaction is marked by boundaries and comprises one or more Sequences or individual Exchanges (Sinclair and Brazil, 1982: 53). The Transactions usually corresponded with the activities in the classrooms. The transition from one activity to another was usually marked by a Marker like 'well', or 'now', signalling a new episode in the lesson. Sometimes there was no discourse Marker between the Transactions, but the change in the topic, or an obvious change in the

activity, for example from working in the textbooks to playing a game, signalled the change. The activities had a beginning and end, a meaning and purpose for the learners, language learning goals, and involved the learners actively (Cameron, 2001: 31) (see a more detailed analysis of classroom discourse on page 106).

Activities

Modern foreign language lessons in Hungarian primary lessons usually follow a similar pattern. This was apparent from the lessons that were observed and I also knew it from my previous teacher training experience. The following table shows the usual structure of the Hungarian foreign language classes:

Table 3.4: The structure of a typical foreign language lesson in Hungary

1.	Greeting	The students stand up and greet the teacher.
2.	Reporting	A student, chosen beforehand for this purpose, gives a report on the date and attendance. The report may include information about the time and the weather.
3.	Homework check	A student reports on who has/has not done the homework. Alternatively, the teacher may ask about this.
4.	Warm-up	A transition from the routine activities at the start of the lesson to the main content of the lesson. This stage is used for revision, to relax the students (by playing a game or singing a song, for example) and to establish the mind-set of 'speaking English'.
5.	New lesson content	The activities in this stage of the lesson are the most varied and unpredictable. A wide range of different types of activity is used, usually involving the introduction and/or practice of new material.
6.	New homework	The homework for the next lesson is set.
7.	Evaluation	The teacher gives praise (or blame, if appropriate) to the students for their performance and/or behaviour during the lesson.
8.	Closure	Students stand up and take leave of the teacher.

This pattern could change of course, but the main elements are often observable. Every lesson in primary classes usually starts with the pupils standing up when the teacher

enters the classroom. Most teachers also request somebody reporting on the class, on the missing pupils, sometimes on the time and the weather too. There is usually homework for most lessons; this is often checked at the beginning. It is considered good practice to “warm up” the pupils, who are coming from another lesson where they usually use only the L1. This “warming up”, helping the students with the transition to the use of the L2, can be achieved by singing songs, playing games, answering questions in the L2. Some teachers use songs and games between the main activities or towards the end of the lesson too, to move the pupils around if they were sitting for too long. The main part of the lesson is usually either learning new material or practising what has been previously learned, or a mixture of these two. During these activities it is most likely that pupils will use their course book, or other material to provide or help with the (new) L2 input. The teachers often go over the homework set at a previous lesson at one point of the lesson, usually at the beginning. They also give new written and/or oral homework for the next lesson towards the end of the lesson. There is also some sort of evaluation of the lesson and/or the behaviour of the class at the end. Finally the closure is when the bell rings, the class stands up and after saying farewell they are allowed to leave the classroom.

Activities compared

For the second quantitative analysis two lessons were selected, Teacher Alíz’s lesson, who used the least of the L1 (9.39%), and Teacher Csilla’s, who used most L1 (47.50%). The lessons were segmented according to the different activities, and the teachers’ L1 and L2 words were counted in each activity. Table 3.5 shows the total number of the two teachers’ words in both languages, and the total number of L1 and L2 words used in each activity.

Table 3.5: Total number of words in L2 and L1 in two lessons, according to type of activity

	Teacher Alíz (elementary)		Teacher Csilla (intermediate)	
	number of words (L2 and L1)	%	number of words (L2 and L1)	%
Use of textbook	454	17.40	2,015	69.05
Work in notebooks	978	37.49	-	-
Homework check	342	13.11	-	-
Warm up	328	12.57	91	3.12
Game	229	8.78	187	6.41
New homework	114	4.37	360	12.34
Pictures	103	3.95	-	-
Collecting notebooks	24	0.92	-	-
Farewells	24	0.92	9	0.31
Greetings	13	0.50	23	0.79
Pronunciation	-	-	129	4.42
Evaluation	-	-	73	2.50
Real communication	-	-	31	1.06
Total	2,609	100.0	2,918	100.0

The results show that Teacher Alíz spoke most words during the activity labelled: “Work in notebooks” (37% of her total words during the whole lesson) while Teacher Csilla spoke most words during the time while they were “Use of textbook” (69% of her total words).

Table 3.6 shows the differences between the amount of L2 and L1 use during each activity. At the top of the table there are the activities with the most words from the teachers.

Table 3.6: Total number of words in the L1 and the L2, used by the teacher in each activity, expressed as raw totals and as percentages of the raw totals

		Teacher Alíz (elementary)			Teacher Csilla (intermediate)		
		L2	L1	Total	L2	L1	Total
Use of textbook	frequency	439	15	454	1,189	826	2,015
	%	96.7	3.3		59.0	41.0	
Work in notebooks	frequency	840	138	978			
	%	85.9	14.1				
Homework check	frequency	341	1	342			
	%	99.7	0.3				
Warm-up	frequency	324	4	328	83	8	91
	%	98.8	1.2		91.2	8.8	
Game	frequency	166	63	229	31	156	187
	%	72.5	27.5		16.6	83.4	
New homework	frequency	113	1	114	151	209	360
	%	99.1	0.9		41.9	58.1	
Pictures	frequency	80	23	103			
	%	77.7	22.3				
Collecting notebooks	frequency	24		24			
	%	100.0					
Farewells	frequency	24		24	6	3	9
	%	100.0			66.7	33.3	
Greetings	frequency	13		13	23		23
	%	100.0			100.0		
Pronunciation	frequency				49	80	129
	%				38.0	60.0	
Evaluation	frequency					73	73
	%					100.0	
Real discourse	frequency					31	31
	%					100.0	
Total	frequency	2,364	245	2,609	1,532	1,386	2,918
	%	90.6	9.4		52.5	47.5	

In the following discussion I provide an explanation of some of the results from the table above. I will argue that there were two main types of activities during these lessons: activities that were all or mainly routines, and where the use of the L2 was usually predictable; and activities that were built around the learning of new words

(forms, pronunciation or even new activities). It is assumed that the less predictable an activity in a foreign language is, or the more unknown L2 words used during it, the more help the pupils may need with the activity. They may need help to understand what to do, how to do it, as well as the meaning of the new L2 words. This could influence the use of the L1 by the teacher (Driscoll, 2000).

Routines, ritualized language

All four lessons had some similar routines, like greetings, warming up exercises, checking homework and saying goodbyes. During these activities mostly English was used by the teachers and students. The next four examples show typical exchanges during the routine activities. Example 3.1 shows the beginning of the lesson. After the greetings, the lesson starts with a song.

Example 3.1: Lesson Teacher Dóri (Pilot)

1	T	:	good morning children
2	Ss	:	good morning teacher
3	T	:	yes sit down please I'd like you to try a little bit with a little song do you remember the song about London Bridge? Yes
4	Ss	:	Yes
5	T	:	one two three
6	Ss	:	London Bridge is falling down falling down falling down London Bridge is falling down my fair lady

In Example 3.2, after the greetings, one student reports on the date, and on who is absent.

Example 3.2: Lesson Teacher Csilla (Pilot)

1	T	:	(Good morning students good morning teacher) so what's the date today?
2	S	:	today is Monday for twenty-eight
3	T	:	the twenty-eight
4	S	:	the twenty-eighth of April 2004 no
5	T	:	nobody^
6	S	:	nobody is
7	T	:	is^
8	S	:	Is
9	T	:	is absent
10	S	:	is absent
11	T	:	okay thank you sit down

Example 3.3 shows a homework check. Teacher Alíz used an extended period for warming up, so the homework check came at a later point of the lesson.

Example 3.3: Lesson Teacher Alíz (Pilot)

172	T	:	...my next question to you all what was the homework for today? The homework
173	S	:	the homework
174	T	:	what was the homework yes
175	S	:	mm workbook
176	T	:	what page is it on or what page was it on?
177	S	:	mmm
178	T	:	page^
179	S	:	forty-six...
186	T	:	so some bubbles so you can see mm letters letters are mixed into bubble what is the first word first first yes it's
187	S	:	it's bathroom
188	T	:	yes really? really?
189	S	:	yes yes
190	T	:	second seconds bubble?

In Example 3.4 Teacher Bea used a clock to practise the time with her students.

Example 3.4: Lesson Teacher Bea (Pilot)

77	T	:	okay you can close your exercise book okay listen to me please what's that Peti? ((she is showing a big toy clock))
78	S	:	time
79	T	:	not time, it's a ((tapping the clock)) it's a clock yes it's a clock mmm this is a clock okay mmm ((the teacher is moving the hands of the clock and showing new time)) Peti what's the time? What's the time, please? What's the time?
80	S	:	it's
81	T	:	it's
82	S	:	it it's twelve o'clock

The examples above demonstrate that all the pupils were probably well used to these activities, they knew all or most of the words they needed to use in their responses, so the teachers did not need to explain a lot or translate the words. It seems that when using routines and rituals in both the elementary and the intermediate classes, the teachers can stay in the L2 all or most of the time.

The following examples will show the main activity or activities during the lessons taught by Teacher Alíz and teacher Csilla, pointing out the differences in them, which could explain the difference in their language choice and use.

“New” language

The scripts and the notes taken during Teacher Alíz and teacher Csilla’s lessons tell that the main activities, taking up most of the time in these two lessons, coincide with the activity where the teachers spoke most. In lesson A this activity is marked “Working in notebooks” and “Use of textbook”, while in teacher Csilla’s lesson the activity was marked as “Use of textbook”. The reason for this coincidence is because both lessons were very teacher fronted, and both teachers constantly instructed, informed, questioned the pupils during all activities, so the longer each activity lasted, the more they needed to talk. Example 3.5 shows Teacher Alíz with her elementary pupils during the main activities:

Example 3.5: Lesson Teacher Alíz (Pilot)

276	T	:	Yes, thank you very much. I would like you to open your books at page, on page, mmm, hundred and thirty-four, hundred and thirty-four. What you can find in the house? Where is the shower? Where is the shower? Yes?
277	S	:	In the bathroom
278	T	:	It is^ ((writing on board))
279	S	:	It is in the bathroom
280	T	:	It is in the bathroom ((writing on board)) Thank you very much. Where is the fridge? Yes^
281	S	:	It is in the kitchen.
282	T	:	((writing on board))...
603	T	:	((the teacher is dictating sentences)) ... and the next “Laci has got a rabbit”. Rabbit, okay, so now look at me, look at me, look at me please. No, no, look at me. So I’ve got a picture, so that means Gergő has got a bone, a bone. Is it true?
604	S	:	Yes
605	T	:	Yes it’s true. But listen if I say Gergő has got a ball is it true?
606	Ss	:	No
607	T	:	No it’s^
608	Ss	:	False
609	T	:	It’s false. What is the true? Gergő hasn’t got a ball he has got a^
610	Ss	:	Bone.
611	T	:	Bone. The sentence is Gergő^
612	Ss	:	((some of the learners are starting to write))...
615	T	:	No. Gergő hasn’t got a ball, he has got a bone. Yes so it is the correction. Yes I would like you to look at the sentences in your notebooks and read the sentences again and try to decide true or false.

Teacher Alíz’s class used a course book published in Hungary (Szódy, 2000), with very little L2 text, but full of pictures. She used very little L1 while they talked about the rooms in the house and while they were writing L2 sentences about pictures into their

notebooks. The teacher provided the language in the L2, and she did not need to use a lot of L1; instead of translating or explaining the words, sentences, she could refer to the pictures for the meanings. She used lots of gestures and body language, and she also made considerable use of the board to draw pictures, and to write new words and expressions.

Teacher Alíz told me after the lesson that it would not be possible to use this same course book the following year, as it was out of print. She was concerned that she would need to use another book, probably with more English text with her beginner class, and she told me that she thought this would negatively influence her lessons and the teaching.

As a next step, I will analyse some observations from the other class, the intermediate ones. The main activity during teacher Csilla’s lesson was built around a dialogue in English, written in the form of a picture story with speech bubbles, from the textbook (Holderness, 1991). The next example shows extracts of how the intermediate pupils with teacher Csilla worked on the text.

Example 3.6: Lesson Teacher Csilla (Pilot)

		Original script	Translated script
23	T :	((after reading the new text)) ...okay then jó akkor nézzük hogy az első részben milyen in the first speech bubble what new words have you found? Okay? Anna?	((after reading the new text)) ...okay then <good let's see if in the first part what kind of> in the first speech bubble what new words have you found? Okay? Anna?
24	S :	nincs új szó	<no new words>
25	T :	no new words? What is 'remember'? Zsolt?	no new words? What is 'remember'? Zsolt?
26	S :	emlékezni	<remember>
27	T :	emlékezni , yes, very good.	<remember>, yes, very good.
169	T :	...okay. (0.2) Akkor mindenki ért mindent mindenki tud mindent a szöveggel kapcsolatban Okay, good. Now have a look at the bottom of the page and there is another task, a listening task. Listen who is it? (0.3) A Zoko féle mondatokat olvassa nekünk Kata és a Lucy féle mondatot olvassa nekünk Mari	...okay. (0.2) <so everybody understands everything knows everything about the text> Okay, good. Now have a look at the bottom of the page and there is another task, a listening task. Listen who is it? (0.3) <The Zoko type sentences Kata read for us and the Lucy type sentences Mari read for us>
170	S :	<u>He is eleven. He has got a dog.</u>	<u>He is eleven. He has got a dog.</u>
171	S :	<u>It's Ken.</u>	<u>It's Ken.</u>

172	T	:	okay. Tehát fog állításokat mondani az itt szereplő emberekről esetleg állatokról és neked majd akit szólítok mondani kell hogy kiről van szó Okay, do you understand?	okay. <So the tape will say statements about the people or maybe animals from the story and you, who I will nominate, will have to tell us who this is> Okay, do you understand?
173	S	:	igen	<yes>
174	T	:	yes, you are so clever. Listen. ((the teacher is playing the tape with the sentences))	yes, you are so clever. Listen. ((the teacher is playing the tape with the sentences))

These examples show how the pupils were working with the new text, reading it, translating the sentences, doing the exercises from the books. These activities needed a lot of support from the teacher, who used the L2 a lot (1189 words), mostly to read the sentences and provide the correct pronunciation. She also used the L1 a lot too, to give instructions, feedback, to elicit the meaning of the words or to translate some of the words. (There were 826 L1 words in this activity.)

3.3.3 Results of the Pilot study

From the 12 visited lessons, and from talking to the four teachers in the pilot study it appeared that the teachers used a mixture of different methods, including grammar translation, memorisation, repetition, and some communicative type activities while they were teaching English. The main reason for the difference in the amount of the L1 use seemed to be the different activities that the class was doing. It also seemed that some teachers (especially Teacher Alíz) wanted to use the L2 more, and she chose a textbook without much L2 text to try to achieve her aim. Others may have wanted to use the L2 also (without conducting in-depth interviews I would not know this), but by choosing textbooks with a considerable amount of L2 texts, whenever they were working in the course book with new words or with the activities, their pupils seemed to need lots of support to be able to participate. One of the supports from the teacher is the use of the L1.

The results from the pilot study show that there is a difference in the amount of the L1 use between the elementary teachers and the intermediate teachers. One possible

explanation may be the type of activity during the lessons; the other was the preference and/or the expertise of the teacher. The pilot study did not attempt to answer the two other research questions in detail (“Why do the teachers use the L1?” and “What are their beliefs, attitudes about the L1 use?”). These questions would be addressed in the main study.

After the pilot study the main study design changed slightly, focusing on Grade 4 classes only. The final research questions for the main study were the following:

- 1) How much L1 do the teachers use at primary Grade 4 elementary and intermediate English classes?
- 2) Why do the teachers use the L1?
- 3) What are the teachers’ beliefs, attitudes towards teaching English to young learners?
- 4) To what extent and how is it possible to teach English for communication to young learners in the Hungarian context?

To be able to carry out the main study, the next step was to find schools willing to participate and let me visit their Grade 4 classes.

3.4 Main study

The main data was collected between January and October, 2005.

3.4.1 The context (sampling)

In December 2004 letters in Hungarian were sent out to 18 school heads, describing the research project and asking for permission to visit the schools in January/February 2005 (see Appendix 3a, translation Appendix 3b). There was also a request for some basic information about how modern foreign languages, especially English were taught in the school (see Appendix 4). The letter also explained the reason for the study as:

I am interested in how teachers teach English, what books they use, what activities they like, what the students think about learning another language and what they like doing. (Appendix 4)

Self addressed envelopes were included, for the answers. Four schools replied and sent back the permission and also answers from their seven English language teachers. The following part contains information about the four schools, including the teachers' answers to the questions about MFL teaching in their schools.

The schools

The four schools, although in the same district, represent very different types of primary schools, according to what kind of area they are in, how well they are equipped and also, how they are perceived by the parents, and the teachers who were working there.

During the Communist regime (until 1989), all primary schools had catchment areas, and only schools specialising in subjects (for example music, sport, languages) were allowed to take pupils from outside their catchment area, after accepting all their local children. After the political changes in 1989, the educational system changed too. Parents are now freer to take their children wherever they like, and as there are fewer pupils to educate, some schools struggle to get enough, while others have waiting lists. The best way of attracting pupils is good English language teaching and computer skills. Two schools in the district had to close recently for lack of pupils. Schools that used to be prestigious during the communist regime, (teaching extra music using the Kodály method, or extra German language, alongside with the compulsory Russian language) have been losing their popularity. Another factor determining the success of a school is the area where it is situated. Older schools built between 1910 and 1950, those surrounded by expensive bungalows, far from the factories are popular, while

those near factories, the newer schools, those amongst big blocks of flats built around 1960-1970, struggle most to fill up their places.

The four schools which volunteered to take part in the study were: Gólya, Lovas, Kakas and Íglice primary schools. In the table below there is information about the 4 schools.

Table 3.7: The four schools participating in the main study

School	Gólya	Lovas	Kakas	Íglice
Built	Old building	Newer building	Newer building	Old building
Location	Amongst bungalows and 4 storey houses	Amongst ten storey houses, near the factory	Amongst bungalows	Amongst bungalows
Specialist	Used to be German language	Used to be music (Kodály)	none	English language
No of students	About 400	About 400	About 400	About 500
No of classes	20	16	16	16
Av. student number per class	20	23	25	30
Av. student number per English classes in Grade 4	20 (whole class)	20 (as many as want to learn, the rest German)	about 15 (half English half German)	about 15 (both half learn English)
No of other MFL teachers	3	2	2	4
No of English teachers	2	2	3-5	4
English teachers teach other subjects	yes	yes	yes	no
MFL teaching starts	(P3) P4	(P2) P4	P1	P1
No of English lessons in Grade 4 per week	3	3	3	3-5
Text book in Grade 4	Chatterbox 1	Chatterbox 1	Chatterbox 3	Chatterbox 3
Exam(s)	Local at half term in G8	no	no	Pitman, CFC in G8
English teachers participating in the study	Hajni	Franciska Gizi	Marika Piroska	Ica Kati
No of lessons/day for MFL teacher/s	6-7	6-7	5-6	4-5
Special classroom for MFL	no	1	2	3

Two of the schools were in old buildings (Gólya and Íglice), whereas the others were in much newer buildings. The two older schools were well kept, with children's work on the walls, with bright corridors, big classrooms. One of the newer schools (Kakas) also had a good atmosphere inside, bright, clean, well decorated corridors, friendly classrooms, (but smaller ones than in the old schools). All of these three schools had

new furniture in their classrooms, making it possible for the teachers to re-organise where the pupils sit, making group-work possible. The other school in a newer building (school Lovas) was the odd one out. It was not well kept. The corridors were cluttered, with lockers for the pupils with broken doors, walls that needed to be re-painted, classrooms with ancient desks, still secured together, in rows.

In Gólyá school there were about 20 pupils in the Grade 4 classes, all learning English. The other three schools divided the classes into two groups. At Lovas school they let their pupils decide if they wanted to learn English or German (most pupils usually chose English, so in the German classes there were usually only a few students per grade). Kakas and Íglice schools, on the other hand, grouped their pupils into two equal numbered groups, resulting in enormous competition from the parents to get their children into the “better” group, either into the English group and not the German group (Kakas school) or into the English group that had 5 lessons per week, not the one that had only 3 lessons (Íglice school). These schools struggled with providing more space for the MFL classes, making little store rooms and other places that were not classrooms before into language rooms.

Íglice was the only school where the MFL teachers only taught the MFL, in the three other schools the language teachers also taught other subjects too (as they were all trained primary teachers, except Teacher Kati). Íglice school was the most sought after in the district, as it is an English specialist school. The school had to accept all the pupils from the catchment area first, but these hardly made up one class, so the rest of the pupils were selected by entrance tests. At the end of schooling there, the pupils take language exams, with a high success rate. This allows them to get to the much-sought-after bilingual secondary schools.

Kakas school, the other popular school, also had a very good reputation. It likewise, was able to choose students since the ones in the catchment area did not fill up the places. It offered different extra activities, a swimming pool and sport facilities. Gólya school used to be a popular school teaching German language, taking pupils from all over the district. Following the political changes and the demand to teach English, both the Russian teachers and some others had been re-trained to teach English, but many of them left the school after their training completed over the last few years, usually to work for foreign companies, for more money. Lovas school used to be a special music school, using the Kodály method; again, it used to take pupils from outside the catchment area. Unfortunately, here also, English had been demanded, and the school struggled to train and keep the English teachers. In the last few years the school had been losing students constantly, this might result in its closure in a few years.

In the four schools there were three English teachers who taught elementary grade 4 pupils (teachers Hajni, Franciska and Gizi) and three who taught intermediate grade 4 pupils (teachers Marika, Piroska and Ica). Teacher Kati was teaching both levels, so I recorded six lessons (three elementary and three intermediate ones) from her. All the teachers were female, so in the following analysis I use the word 'she' when talking about them. The following table shows information about the seven teachers:

Table 3.8: The seven teachers

	Franciska	Gizi	Hajni	Ica	Kati	Marika	Piroska
Started to learn foreign language (age)	10	8	10	10	10	10	10
First foreign language	Russian	English (USA)	Russian	English French Greek (in Cyprus)	French	Russian	Russian
Foreign languages	Russian English	English German Russian	Russian English	English Greek French Italian Russian	French Roma English Italian Russian	German Russian English	Russian English
Training to teach English (1:University, 2:Teacher Training for four or three years, 3: Re-training, two years part time)	2, 3	2	2, 3	2	1	2,3	2
Year of diploma for teaching	1981	2006	1981	1984	1972	1988	1998
Year of diploma for English teaching	1995	2006	2006	1984	1972	2000	1998
Used to be Russian teacher	yes	no	yes	no	no	yes	no
Started working in the present school	1996	2002	1977	1997	1988	2000	2002
Last in-service training	2005	none	2006	2005	2005	2005	2002

I visited the 7 teachers in January-February 2005, observed and recorded one lesson from each of them, talked to the teachers and pupils and it was decided that the main classroom data collection would be done in May-June 2005.

3.4.2 Lesson observation (audio recording)

All the lessons observed were audio-recorded and later transcribed.

Rationale for using audio recordings

Video recording was first considered, at the beginning of the study, as this could have added extra information over and above the discourse of the classes, as non-verbal

communication, gestures are all part of the discourse. The negative reaction from the teachers in the pilot study made it necessary to change the equipment into a small Sony type walkman, with an external microphone, clipped onto the teacher's collar. The length of the tape was 45 minutes each side, ideal for the recording of the 45 minutes lessons, without needing to change tapes during the recordings.

Audio recording of the lessons turned out to be a very good solution, as in some of the classrooms it would have been practically impossible to do a video recording, because of the size of the room. These rooms were converted from store rooms into language classrooms, and there was hardly any space for the pupils to get to the board.

The following picture shows part of one of these classrooms. The whole room was taken up with the desks. There were two lines of desks, eight of them all together, with 16 possible seats. There was only enough space on one side for a person to pass. It did not have enough space even to take a bigger photo.

Picture 3.1: A very small language classroom, converted from a store room



Procedures

All 7 teachers had been shown the walkman before the first recording; they could try it on and manipulate it. The machine was small enough to put into their pocket, and the microphone was clipped onto their clothes, near the neck. During the pilot study some recordings were difficult to hear, as the microphone had been touched by the teacher's clothes or head; so extra care was taken to secure it on a place away from any possible interference. When the bell rang and the lessons started, the teachers were asked to switch the machine on. At the end of the lesson, again signalled by the bell, most teachers switched the machine off at once. Some teachers were a bit anxious about the recorder, especially during the first recording, and a few even asked if they could switch it off while the pupils were working in their workbooks for example. I had to reassure them that it was ok for the machine to be on during the whole lesson, even if there were long pauses.

Limitations

Although a tape recorder felt less intrusive than video recording to some teachers, it is likely that the tape recorder still influenced the way the teachers were teaching, especially at the beginning. Although there was a previous recording practice in February, and all the teachers were familiar with the process, still, two of the teachers referred to the machine during the first recorded lesson in the main study. During the second and third recordings the teachers seemed to be getting used to the machine. For this reason I decided to analyse only the second and third recorded lessons, numbering them lesson 1 and lesson 2, treating the first recording as a (repeated) practice, numbering it as lesson 0. There were two exceptions, Teacher Gizi became ill after the second lesson, so it was not possible to record a third lesson. Also, although there were three lessons recorded from Teacher Hajni, the quality of two of the recordings were

very poor, so instead, the very first recorded lesson was used, alongside with the good quality one.

The following table shows the dates, the schools, the teachers, and the level of the class that were visited during the main study:

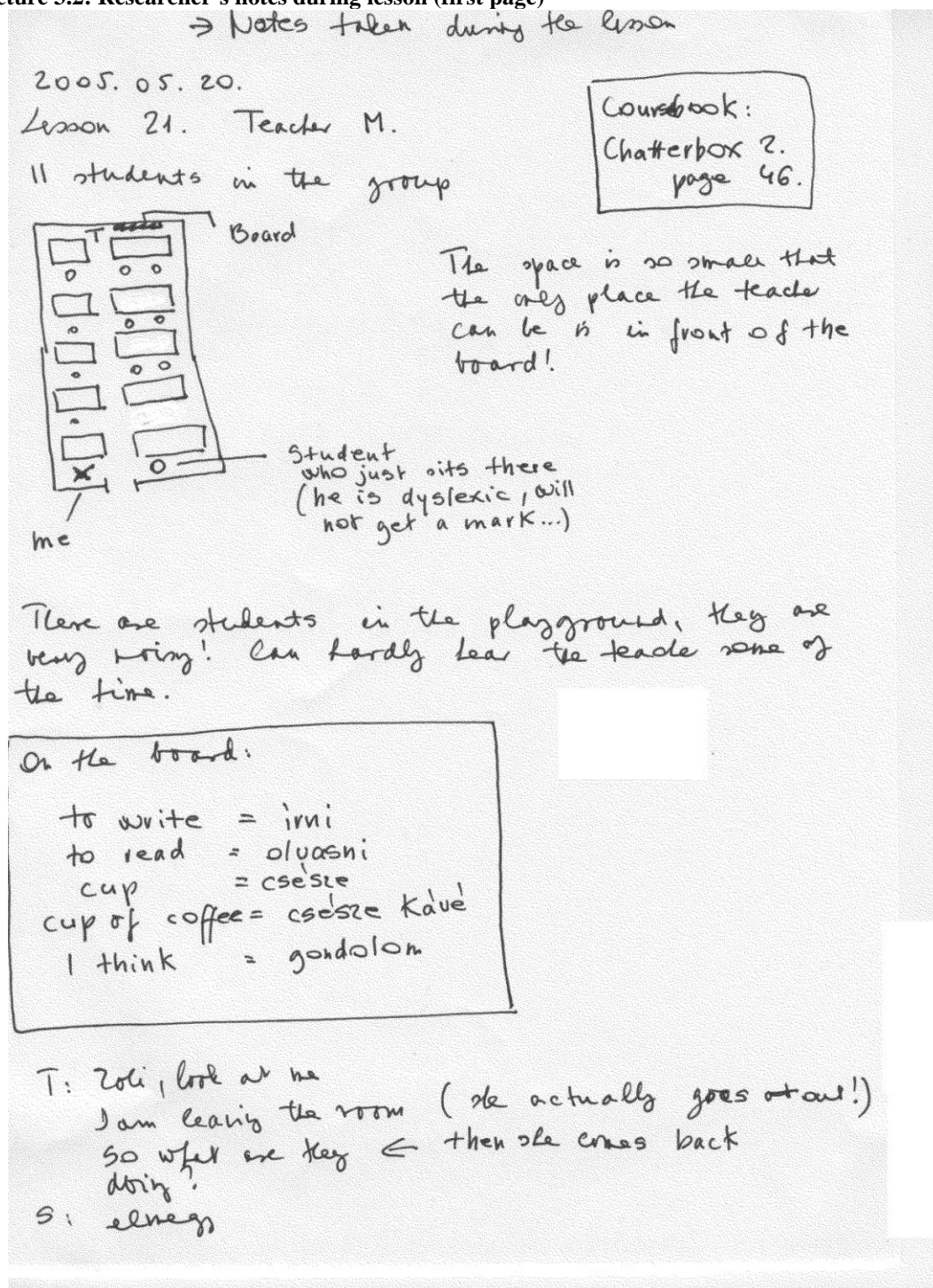
Table 3.9: Main study recordings, May 2005

No	Date	School	Teacher	Level	Lesson
1.	02.05.2005	Gólya	Hajni	elementary	0
2.	02.05.2005	Lovas	Gizi	elementary	1
3.	03.05.2005	Lovas	Franciska	elementary	0
4.	04.05.2005	Gólya	Hajni	elementary	1
5.	05.05.2005	Lovas	Gizi	elementary	2
6.	06.05.2005	Lovas	Franciska	elementary	1
7.	06.05.2005	Gólya	Hajni	elementary	2
8.	09.05.2005	Íglice	Kati	intermediate	0
9.	09.05.2005	Íglice	Ica	intermediate	0
10.	10.05.2005	Kakas	Piroska	intermediate	0
11.	10.05.2005	Kakas	Marika	intermediate	0
12.	10.05.2005	Lovas	Franciska	elementary	2
13.	12.05.2005	Íglice	Kati	intermediate	1
14.	12.05.2005	Kakas	Piroska	intermediate	1
15.	12.05.2005	Kakas	Marika	intermediate	1
16.	12.05.2005	Íglice	Kati	intermediate	2
17.	12.05.2005	Íglice	Kati	elementary	1
18.	18.05.2005	Íglice	Ica	intermediate	1
19.	19.05.2005	Kakas	Piroska	intermediate	2
20.	19.05.2005	Íglice	Kati	elementary	2
21.	20.05.2005	Kakas	Marika	intermediate	2
22.	20.05.2005	Íglice	Ica	intermediate	2

3.4.3 Observation notes

During each recorded lesson extended notes were also taken. Here is an example of the first page of one of the notes:

Picture 3.2: Researcher's notes during lesson (first page)



Rationale for taking notes

Without the video recordings, these notes became very important, giving extra information about the participants, the settings, the activities and other information that I thought to be valuable. Different things were noted down during the different lessons, as I always tried to write down as much extra information as possible for further reference. The notes provided information about my perspectives, as an observer, as the events were happening, in real time. The notes also allowed me to record my subjective impressions and interpretations of the events which I was observing. For example, in the note above I wrote down that a dyslexic student was sitting at the back of the class not needing to do anything (see comment on this practice in Chapter Six, page 255). Without having taken extensive notes I might not have remembered this incident when analysing the data.

Procedures

I usually sat at the back of the classroom, trying to be as unobtrusive as possible. There I took detailed notes, including the date and the time of the lessons, the number of pupils, the classroom setting, including the seating, the place of the board, the decoration. The behaviour of the pupils was also noted if there was anything special, for example when somebody texted during the lesson, or cheated.

Anything that was written on the board was also written down, alongside who wrote it; if there were any spelling mistakes in it, for example, this was also recorded in writing. These extra pieces of information turned out to be very useful during the transcribing and analysing of the audio recordings, helping me to recall the incidents more easily and also to be able to put some of the incidents into their wider contexts.

Limitations

It was important that my presence in the classroom should not be seen by the teachers as comparable to the occasional inspection visits they receive from the head teacher or supervisors. Note-takings could have reminded them of these visits, so I explained before the first recording why and how I would be taking notes. I explained that I needed them later on, as extra information, to help me remember what was actually going on. I also tried not to appear any more knowledgeable about teaching or anything related to research finding while talking to the teachers before and after the lessons. All the teachers knew that I am myself a FL teacher too and this seemed to help them to see me as an equal colleague rather than an authority figure.

3.4.4 Interviews

The question as to why teachers do what they do in classrooms cannot be answered simply by observing the lessons. I needed to ask them about language teaching, what their aims were, what was keeping them back and helping them. I wanted to find a way to be able to interview them with as little influence from me as possible. I decided to use a particular semi-structured way to interview them. The interviewing was conducted on a separate occasion, some months after the lesson observation sessions.

Rationale for conducting interviews

After the main classroom data collection an open-ended, almost unstructured interview style was used to try to avoid any significant input of ideas from the researcher (Bryman, 2008). I used a special interview style, first developed to interview pre-school teachers by Brown and McIntyre (1993). The idea behind using an observation of a lesson (activity) and then talk about that particular lesson is to help the teachers remember what was involved in doing the things they did well and why they did certain things. The method involved seeing a lesson and as soon as it was possible after the

lesson conducting an interview, emphasizing the positive things during the lesson, while trying to avoid the imposition of the researcher's preconceptions.

Seeking the teachers' own accounts of the events and finding out what really concerns them is thought to be able to show topics that a structured interview may not be able to uncover (as the researcher would not know what to ask). Instead of prepared questions, I had a few opening sentences, for example "Thank you for letting me see your lesson. What was it you were most satisfied with during the lessons? What went really well?" The idea was to try to help the teachers to concentrate on the actual lesson and the actual practice, and try to find out their "craft knowledge". If the teacher started to talk about 'what they usually do', I attempted to turn the conversation back to the actual lesson, for example by mentioning an incident from the observed lesson and asking for a description or explanation of it.

Procedures

In January 2006 the teachers were contacted again, and permission was asked to talk to them during an interview. All of the teachers were willing to give some more of their time. In March 2006 I visited the four schools for a final time, and asked the teachers to choose one lesson for me to see. I explained that there would be no recordings made during the lesson, no notes taken; the aim would be for me to be able to see a new lesson and then to talk about that specific lesson.

The lessons the teachers chose for me to see before the interview were from Grade 4 to 7. Nobody chose to show a lesson in the last grade (Grade 8). In most cases the interview was conducted right after the lesson (teachers Hajni, Marika, Piroška, Franciska and Gizi) or one hour later (teacher Ica). Unfortunately Teacher Kati had just had a stroke and was off sick, so she could not be seen teaching. I visited her at home and had a long talk with her. During the previous visits Teacher Kati was very talkative

and offered her opinion, so it was felt that although the final interview would have been very useful, even without seeing her teaching another lesson, her views were represented. The other 6 interviews were conducted in empty classrooms. The tape recorder that had been used to record the lessons was put on the table, between me and the teacher. The interviews were conducted in Hungarian, to allow the teachers to use their mother tongue to be able to express their views. Later on all the interviews were transcribed and translated into English.

At the beginning of the interview the following question was asked: “What were you happy (satisfied) with during the lesson?” The interview was based on what the teacher said, how she felt about the lesson. With being able to discuss a concrete lesson and have the teacher lead the conversation, it was hoped that she would talk about what really motivates her, what her aims, concerns and thoughts were. The aim was to try to encourage the teacher to talk about the one particular lesson, what she did and why, instead of talking in general terms. When the teacher started to talk about things “they usually do” I tried to bring the conversation back to the here and now, with questions like: “Today, when you were doing this, what was your thinking behind it?”, or “When the little boy did that, how did you feel?” During the interviews I felt that the teachers were honest and open about their practices, and willing to think through how they are teaching, what they are doing during a lesson and why.

Limitations

Some teachers would have liked to talk longer than the available time they had, before their next lesson. Also, some teachers at first found it difficult to “praise” themselves, and were struggling a bit at the beginning to say anything positive about their teaching. This may be because in Hungary self-assessment is usually not part of the daily practice and for pupils to say something positive about themselves might be viewed as boasting.

They all relaxed quickly though and gave lots of very useful and interesting information.

Maybe if the teachers had been teaching another lesson they might have said different things, emphasising some issues and leaving out others. Overall they talked about similar issues, and this probably means that these are really the issues, problems they face in their everyday teaching.

3.4.5 Triangulation

When a holistic view of the research is sought, it is important not to rely on only one method of data collection and data analysis. Triangulation is the use of two or more methods of data collection and analysis in studies of people.

...triangular techniques in the social sciences attempt to map out, or explain more fully, the richness and complexity of human behaviour by studying it from more than one standpoint, and in so doing, by making use of both quantitative and qualitative data (Cohen, Manion and Morrison, 2000: 233).

In the present study, both quantitative and qualitative data collection methods were used. The quantitative analysis was based on frequency counts of the use of the L1 and the L2, using the evidence of the lesson transcripts, while the qualitative analysis used not only the recordings, but also the interview data, the notes, the observations and the researcher's previous knowledge and experience (Cresswell, 2007). No researcher can record everything (Hammersley and Atkinson, 1995), but by the extended period of involvement, over the months, it was possible to get a fairly balanced, well documented overall view of the schools, the classes, as well as the teachers and their ways of teaching.

The sample was relatively small, with only four schools participating, so generalization to other contexts was not possible, but not necessary either. The main

question in this case was what theory the researcher could generate out of the findings (Yin, 2003). It was possible to give a “rich, thick description” of the regular as well as the irregular, strange, inexplicit events or happenings in the lessons, and by this process, we were constantly moving closer to the understanding of them (Geertz, 1993).

The schools were different, each representing complex structures, in their overall culture, as well as their approaches to the teaching of modern foreign languages. Some started to teach it early, while others only at the officially recommended age. This gave me the opportunity to compare classes where pupils have been learning English for years, with pupils of the same age who have just begun to learn it. This allowed the possibility of a comparative study design. A comparative study embodies the logic of comparison as it implies that it may be easier to understand social phenomena better when they are compared in relation to two (or more) meaningfully contrasting cases or situations (Bryman, 2008).

3.5 Data analysis

3.5.1 Units of analysis

The data analysis was carried out in the tradition of micro-ethnography (Erickson, 1996). After collecting the classroom data, 2 separate quantitative analyses were carried out before the qualitative analysis.

Firstly a word count method was used to determine the amount of spoken language in the classroom, and the distribution of the 2 different languages (L1 and L2) both in the speech of the teachers and the pupils. This analysis made it possible to make systematic comparisons amongst the different lessons and teachers. This analysis was carried out in order to be able to answer the first research question: “*How much L1 was used in the lessons?*”

Secondly a functional analysis was done, concentrating on the use of the L1 by the teacher. The instances of L1 use by the teacher were identified and segmented into utterances (see page 113). Each utterance was coded according to its function. This analysis was carried out in order to be able answer the second research question: “*Why did the teachers use the L1?*”

A qualitative analysis followed, using the lessons transcripts, the information from the notes taken during the lessons and the interviews with the teachers, to be able to give a holistic answer to the second research question (“*Why did the teachers use the L1?*”), and also to answer the third research question: “*What are the teachers’ beliefs, attitudes towards the L1 use during teaching?*”

3.5.2 Frequency of L1 and L2 words

Rationale for the word count

There are several ways of estimating the amount of L1 and L2 use in the classroom.

Table 3.10: Ways of estimating the amount of L1 and L2 use

Study	Method of estimating the L1 use
Calman and Daniel, 1998	Timing how much L1 is used
Macaro, 1998	5 seconds sampling
Macaro and Mutton, 2002	5 seconds sampling
Duff and Polio, 1990	15 second sampling
Polio and Duff, 1994	Utterance counting (the previous data)
Rolin-Ianziti and Brownlie, 2002	Word count
Rubagumya, 1994	Counting the incidents (equivalent with utterances) of L1 occurrence
Swain and Lapkin, 2000	Counting and analysing turns as units (students L1 use)

As Polio and Duff (1994: 325) points out, sampling, counting the utterances or the words of the two languages used by the teacher and comparing them can give different results. With the time-based coding, if one type of utterance is usually shorter than the other, there is more chance to land on the longer utterance. With the method of counting the utterances in the two different languages and then comparing them, the

problem may be that this method does not take into account the length or the quality of the utterances.

Counting the words may have problems too, if the two languages have different orthographic, morphological and syntactic systems, for example when a word in an agglutinative language (like Hungarian in the present study) and a word of another type of language (like English for example), are compared. “With my dog” has three words in English but it is just one word in Hungarian: “kutyámmal”.

The present study decided to use the word count method for estimating the amount of L1 and L2 use. Hungarian may use fewer words than English for the same amount of information in certain cases, usually in more complex forms, for example in the past tense (‘*elmehettetek*’ = ‘*you might have gone away*’), or using the causative (‘*kidekoráltatjuk a házunkat*’ = ‘*we will be having our house decorated*’). The transcripts from the 4 lessons in the pilot study showed that the L1 was usually used in a simple present or past tense with short instructions, and simple sentence structures. This usually gave around the same number of L1 words as there would be in the translation of the L2.

(1) Teacher Alíz, turn 476

a Zolinak a rajza? Persze itt van igen

‘Zoli’s picture? Of course it is here yes’

(2) Teacher Dóri, turn 105

gyere

‘come’

(3) Teacher Csilla, turn 15

kivéve ugye azokat akiknek nincs itt a piros könyve

‘except those who have not got their red book’

(4) Teacher Bea, turn 404

Kinek volt teljesen hibátlan?

‘Whose homework was totally correct?’

It is also true that the longer utterances often had fewer L1 words than the same message would have had in the L2. This does not affect the word count, but this has to be kept in mind when making comparisons of L1 and L2 word counts.

The word count method can give different results, depending on if the L1 use is given out of the whole teacher talk, or out of the whole lesson talk (Macaro, 1998). Because of this, I decided to calculate the amount of the teachers’ L1 use firstly out of the whole number of words used during the lesson, and secondly, from the teachers’ talk only, to see if this gives a different result.

Procedures

To be able to count the L1 and L2 words used by the different participants, in the transcripts, the different features were highlighted in Microsoft Word with different colours.

Example 3.7: Lesson Teacher Etelka (Pilot)

- 15 T : Who hasn’t got homework? One. Okay I **te sok versenyen voltál most** <you have been to lots of competitions recently> okay so **Berni**
- 16 S : (xxxx)
- 17 T : Just a moment please (2.0) I am going to ((she is trying to find the names of the students in her notebook)) (2.0) okay

The following table shows all the different features, with the styles that were associated with them. The third column gives real examples from the scripts.

Table 3.11: Colours & formats used for coding the scripts for word count

Feature	Style	Example
Participant ID	PINK	T: S: Ss: T&Ss: C: R:
English	Default	Winnie can see him
Hungarian	RED	jó mindenki felírta a nevét a papírra?
Comment	SEA GREEN	((teacher writes on board from sec 2 to 5))
Unclear	BRIGHT GREEN	(xxxx xxxx xxxx xxxx?)

Names of students	BROWN	Balázkám
Pause	PLUM	(2.0)
“non-verbal vocalisation”	BLUE	mm, aha, ö
Truncated word, probably in English	Default, underlined	<u>Miste</u>
Truncated word, probably in Hungarian	RED UNDERLINED	<u>Ei</u>
English word used as Hungarian, with or without suffixes	BLACK BOLD	snowboardozunk?
The letter is pronounced in English	BLACK BOLD	H
The letter is pronounced in Hungarian	RED BOLD	U
Code-mixing at a word level	GRAY	train-nel <with train>
English translation	LIGHT ORANGE	<Congratulation Martin?>

After the colour coding, the paragraphs were sorted by the first letter (teacher: T, student: S, students: Ss, Cassette: C). This separated the different participants. Because in the scripts the colours were associated with particular styles, it was possible to highlight all examples of a particular style from each participant, and carry out a word count on the highlighted text. This way of analysis is possible because Microsoft Word can search for example for all the red words in a document and count them. This method gives the amount of L1 and L2 use of the following participants:

Table 3.12: The different participants during the recorded lessons

T	Teacher
S	Student, when one student spoke alone
Ss	Students, when some or all students spoke together
T&S	Teacher and student, when one student and teacher spoke
T&Ss	Teacher and students, when some or all students and teacher spoke together
Ss&C/V	Students and cassette/video, when the students spoke with the cassette/video
C/V	Cassette/video, when the cassette or video was used (see Appendix 6 for transcription conventions).

Only when the teacher spoke alone was the transcript coded as Teacher talk. If the teacher spoke with a student or students, this was coded as Opportunity for students (when they used the L2). Opportunity for students also included when the students talked together (SS), with a cassette or video (Ss&C/V), all in the L2 (Macaro, 1998).

The features of the present coding system

1. Non-verbal vocalisations (for example ‘mmm’, ‘aha’, ‘om’) and truncated words, either in L1 or L2 (for example ‘mar’, ‘quan’), were not added to the word count. Neither were individual letters of the alphabet and the unclear words, even if it was possible to guess how many words were used, and in which language.
2. ‘Okay’ can be used in both the L1 or in L2. It was coded as part of the L1 if it was used in the L1 utterance, and part of the L2 utterance if it was embedded into the L2: (In the following examples, next to the word “Example” the capital letter gives the initial of the teacher and the number is the lesson number.) (See the 16 lesson scripts in Appendix 7.)

Example 3.8: Lesson Ica 1

	Original script	Translated script
09 T :	<p>yes please give me back give it to me please thank you (5.0) Wednesday morning latest okay thank you (4.0) yes aki nem írta alá az igen tudom aki nem iratta alá azt szerdán reggel utoljára kérem szépen jó? okay és akkor osztogatnám úgyhogy ellenőrzőt elő lehet venni mer akkor osztogatnám a következő adagot</p>	<p>yes please give me back give it to me please thank you (5.0) Wednesday morning latest okay thank you (4.0) yes <for those who did not sign it yes I know those who did not get it signed that last is Wednesday morning right?> <okay> <and now I am about to distribute it so you can take out your report books and I am distributing the next lot></p>

If it was at the boundary of the L1 and L2, like in Example 3.9, it was coded as L2, assuming that the default language is the L2. This assumption may be

questioned in certain cases. This will be discussed in the final chapter, in the discussion. I will show and explain why some teachers gave up teaching in the L2 almost completely (see page 242).

Example 3.9: Lesson Franciska 1

	Original script	Translated script
93	S : nem tanultuk	<we have not learned it>
94	T : okay train (2.0) train vonat mit írtam?	Okay train (2.0) train <train what have I written?>
95	S : van	<is>

3. ‘Schwa’ was often used in the teachers’ speech; this was omitted from the word count.
4. The names of the students were often used both in L1 and L2 utterances (between 34 and 88 times during a lesson) (see Appendix 2). Often there was no contextual clue to which language was the default language, with many single nominations, and often names were used between the boundaries of the two languages. It was decided not to include the names in the word count, but treat them as a separate category. This way the Hungarian names themselves did not raise the amount of L1 use.
5. There were only a very few occasions when the code switching happened at the word level. This can happen because Hungarian is an agglutinative language. If the teacher used an English word in a Hungarian sentence, it often needed a Hungarian suffix added, for example: Irj egy mondatot a ‘dog’-gal. <Write a sentence with the (word) ‘dog’>. Here a Hungarian suffix, ‘-gal’ is added to the word, which is the equivalent of ‘with’. These words always appeared in the context of a L1 utterance, so they were coded as L1 words.

3.5.3 Functional analysis of utterances

To be able to start to answer the second research question: “Why were the teachers using the L1?” it is necessary to go beyond the words, and look at the classroom discourse, including the speech of the other participants. So, first a brief summary is needed into the research of classroom discourse.

Classroom discourse

The discourse of the classroom has been researched from different perspectives. Perhaps one of the most important findings was the discovery that the functional analysis of language can be carried out at different levels, giving rise to a hierarchy of categories, mostly controlled by the teacher (Sinclair and Coulthard, 1975; Coulthard, 1977; Sinclair and Brazil, 1982). The units in Sinclair and Coulthard’s scheme are as follows: Lesson, Transaction, Sequence, Exchange, Move, Act (Sinclair and Coulthard, 1975: 24).

Although the scheme was based on the analysis of the use of English in mainstream content classes, with some modification it can be applied to the use of language in language classrooms. The biggest unit is the Lesson, but it is difficult to provide a structure for a Lesson (Coulthard 1977: 101). For this reason Transaction will be the biggest unit in the analysis of this thesis. In the present data the Transaction usually corresponds to what we can think of as an activity. Transactions, according to Sinclair and Brazil (1982: 53) are marked by Frame boundaries. They have one or more Sequences and some Exchanges. A Sequence is a number of Exchanges planned together, An Exchange in a typical L1 classroom is Teacher-Pupil-Teacher, usually the teacher initiates, the pupil responds and the teacher then provides feedback (IRF). A Move is a component of the Exchange, roughly equivalent to the turn, although not identical, as in some cases a turn may have more than one Move. The smallest unit, the

Act relates to the language function, depending on the discourse. The following example shows part of a sequence from Teacher Alíz's lesson:

Example 3.10: Lesson Teacher Alíz (Pilot)

53.	T	:	... Gergő er when were you born?	Exchange 1	Move 1 <i>Initiation</i>	Act 1
54.	S	:	I was born in March		Move 2 <i>Response</i>	Act 3
55.	T	:	in March		Move 3 <i>Feedback</i>	Act 4
			when were you born? Peti	Exchange 2	Move 4	Act 5
56.	S	:	I in		Move 5	Act 7
57.	T	:	I was born		Move 6	Act 8
58.	S	:	I was born in July		Move 7	Act 9
59.	T	:	in July		Move 8	Act 10

Macaro (1998: 66) points out some of the possible differences between the L1 and L2 classroom discourse. He argues that in the L2 classrooms the new information (the new language content) is presented in a much more transparent way to the learners. His data was from communicative oriented L2 classrooms, with student teachers teaching adult learners. In it there seemed to be little new information (in the sense of world knowledge) being passed on from teacher to students. Instead, the main aim was to keep the interaction going. So, teachers in his study rarely used Focusing Moves, for example: "Today we are going to learn about common illnesses".

I would argue that in the young learners' L2 classrooms sometimes teachers give new information, even in the L1. Young children are still learning their L1 and more complex concepts about the world. I would also argue that in the observed classrooms the teachers often used Focusing Moves and made the learning intentions explicit. The following example shows one of the occasions when the teacher explicitly tells the pupils what it is they would be learning:

Example 3.11 : Lesson Franciska 2

		Original script	Translated script	
15	T	:	na utoljára vesszük elő a plakátot ... no miről szólt miről egyáltalán? ... miért vettük elő ezt a verset? Miről tanulunk mostanába még egy-	<i><well, this is the last time we take out the poster....well what was it about?... why have we taken out the poem? What is it we have been learning about recently, during</i>

		két órán keresztül nem a szörnyekről hanem a...	<i>the last few lessons? not about monsters but...></i>
16	S	: a város	<i><the town></i>
17	T	: hogyan mondják azt a nyelvtani szerkezetet?	<i><what is the name of that grammatical structure?></i>
18	S	: there is there are	there is there are
18	T	: there is there are jól van ...	there is there are <i><well done></i> ...

Another difference between the L1 and L2 classrooms can be seen at the level of the Exchange.

The Exchange usually contains an Initiation (I), usually by the teacher, Response (R) by the students and Feedback (F) by the teacher. In the L1 classroom the Response is often forward-looking, and whatever choices the learners make usually influence the following discourse, and so would have an effect on the following Moves and Exchanges. For example, if the teacher asks a question: “Is it correct to use ‘some’ in this sentence?” the students can choose from a minimal response (“no”), or can construct a wide range of responses, that are not constrained at all (Sinclair and Brazil, 1982: 40). In the L2 classroom, on the other hand, the Exchange is usually strictly controlled (closed). The aim of the teacher is to expose the learners to the language and make them answer correctly, read and translate, repeat, ask or say it by heart. Macaro (1998) suggests that in the language classrooms the students’ responses rarely have an effect on the future Exchanges, except if learners made a mistake and the teacher makes them correct it. The following section shows why the utterance was chosen as a unit of analysis.

Utterance

All 7 teachers use both L2 and L1 while teaching. Sometimes the whole turn had only L1 words, other times only L2 words, but often in one turn there were both L1 and L2 words. A further segmentation was needed to be able to identify the different functions for the L1 use. At the same time this analysis could not be done without seeing the

'bigger picture', the discourse in the whole turn, and even using information from the exchange itself.

It has to be mentioned here that it could be difficult, if not impossible, to find a single unit of analysis that would serve all purposes. Depending on the different characteristics of the discourse it is necessary to choose different units, knowing that some ambiguities would probably arise within any system. Written language is usually analysed by its sentence structure. Spoken language (and the transcribed version of it), on the other hand, is not so easy to analyse, as there are no obvious starting and finishing points to a unit. Linguists have used different units of analysis for the spoken language, for example the T-unit, c-unit, Idea-unit, tone unit/tone group, utterance or turn (see for summary of these units Crookes, 1990, Foster, Tonkyn and Wigglesworth, 2000).

When the focus is on the L1 use itself in FL classrooms, different studies use different units for the functional analysis Macaro (1998) suggests that it is possible to code every instance of L1 use into one clear category. For example, whenever L1 use occurred within the L2 boundary (L2////L1////L2) it was possible to code it as, for example, "Message oriented, Information-giving, Reprimand" (Macaro, 1998: 180). This worked well with his data; he had researched where the teachers tried to follow the advice to "maximise the L2 use" and only resorted to the L1 when absolutely necessary and even then only for a short period. Some teachers in the present study, on the other hand, used the L1 extensively, and often switched between languages in a single turn, or used only the L1 in some of the turns. This meant that it was not possible to code every instance of L1 use into one category.

Others also needed a more open way to categorise the L1 use, probably because more L1 was used, and also because its use was often more complex. Rolin-Ianziti and

Brownlie (2002) found that some turns displayed a combination of several different reasons for code switching. In their data they not only found longer stretches of L1 (English) use, but also intra-sentential switches, L2 (French) embedded in the L1 (English).

The following example shows a turn from their data:

Example 3.12: Coding a turn	
T:	<p>Il s'ont cinq petits-enfants./ Grandchildren./ O.K. ?/ French is a little more logical with grands-parents and petits-enfants instead of grandchildren./ I don't know what's grand about grandchildren? ((laughing))</p>
	<p>TRANSLATION</p> <p>CONTRAST</p> <p>STATE OF MIND</p>

(Coding a turn, Rolin-Ianziti and Brownlie, 2002: 410)

In the above example L1 use was included under three categories: Translation, Contrast and Teacher expressing state of mind (joking). The three categories are closely related to three separate utterances, where the utterance is identified as a stream of speech, with at least one of the 3 characteristics:

- It is under one intonation
- It has pauses as boundaries

It constitutes a single semantic unit (Crookes and Rulon, 1985: 9).

In the whole turn there are 5 utterances, marked by the “/” sign. The first utterance is all in the L2. The second is the translation of the last word into the L1. The third utterance is treated as if it were in the L2, a question or a discourse marker. The fourth utterance is an explanation, contrasting the two languages, with both L2 and L1 words in it. The fifth utterance is a joke in L1 about the English word “grandchildren”.

This method of segmenting the discourse of the teachers into utterances and then identifying the functions of each utterance was adopted and used. From the discourse of the teachers all the turns that had any L1 words in them were selected and segmented into utterances.

Procedure

Segmenting

The data from the 16 main lessons were segmented in Microsoft Word. Each utterance that contained L1 words was put in a separate line. Then the segmented transcript was transferred into an Excel document, and here each utterance was coded, according to its functions. This made it possible to count the different functions, and also to compare the results between the different levels and teachers.

Designing the coding scheme

It was not possible to use any existing coding scheme, partly because of the uniqueness of the context of this study. It has been mentioned in the literature review that very little research on the use of the L1 by teachers has been conducted in primary classrooms. The other reason why a new coding scheme was needed is the way the teachers spoke during the lessons. Each teacher used a different amount of L1 while conducting the lessons, but all of them negotiated the meaning of material in the textbooks to the students. Most of them used some communicative techniques but at the same time were also teaching vocabulary and grammar. This resulted in their using the L1 for many different functions.

The table below shows studies from both foreign language and bilingual classrooms, and studies with students from different age groups, summarising the

functional categories and lesson frames that were used for the analysis of the language use of the teachers:

Table 3.13: Functional categories and frames

	Functional categories			
<i>Bors (2003)</i>	Pedagogic functions of teachers' F-moves (I-R-F)			
<i>Macaro (1998)</i>	message-oriented		medium-oriented	
<i>Rolin-Ianziti and Brownlie (2002)</i>	translation	metalinguistic uses		communicative uses
<i>Pennington (1995)</i>	compensatory		strategic	
<i>Pennington (1999)</i>	lesson frame	lesson support frame	institutional frame	commentary frame
<i>Flyman-Mattson and Burenhult (1999)</i>	socialising functions	topic switches (grammar teaching)	affective functions (emotions)	repetitive functions

In the data for the present study there were three main functional categories:

1. translating L2 items into L1 items
2. explaining “the language” (the form, the pronunciation or the spelling)
3. functions that are related to communication.

These main categories were used in Rolin-Ianziti and Brownlie’s (2002: 409-410) study too. They also used sub-categories for each main function, but because some of the L1 utterances of the Hungarian teachers did not fit into their scheme, it was necessary to use some categories from Macaro (1998), Flyman-Mattsson and Burenhult (1999) and also to develop new categories. The coding scheme is firmly built on Sinclair and Coulthard’s (1975, 1992) model of analysing discourse. At the head of every initiating move there are three discourse categories, informative, elicitation and directive. These are all realised in the coding, with the help of the recognition of the

IRF sequence and the use of markers. The present system uses the term elicitation as a discourse category, rather than a syntactic category (Tsui, 1992).

The following section shows the final coding scheme of this research. There is an explanation of the definitions of the different main and sub-functions immediately after it.

Coding scheme for L1 functions of the teachers:

The coding scheme used Rolin-Ianziti and Brownlie's (2002: 409, 410) one as a basis. It has three main categories, 'Translation', 'Metalinguistic Uses', and 'Communicative Uses'. Some of the sub-categories of the 'Communicative Uses' have been omitted, and others adapted, for example, the concept of 'Checking Comprehension' is incorporated into the category of 'Question'. 'Teacher's reaction to student request' has been expanded to include everything the students asked in the L1, and 'Teacher expressing state of mind', as 'Metacomment' was adapted to include sub-categories: 'Apology', 'Discipline', 'Praise' and 'Encourage'. The scheme also included two categories from Macaro's (1998: 187, 188), namely 'Inside plane shift' and 'Outside plane shift'. Three other categories, not present in either of the above mentioned schemes, called 'Marker', 'Outside lesson frame', and 'Cannot be coded', were also used.

1. **Translation** (switching from the L2 to the L1 to make input comprehensible)
 - a. translation of written L2 items into L1
 - b. translation of spoken L2 items into L1
2. **Meta-linguistic use** (switching from talking in L2 to talking about L2 in the L1)
 - a. explaining L2 forms (grammar) or comparing it with the L1 forms
 - b. explaining L2 pronunciation or comparing it with the L1 pronunciation
 - c. explaining L2 spelling or comparing it with the L1 spelling

3. **Question** (expecting verbal [possibly non-verbal] response from the students)
 - a. information question (the teacher does not know the answer)
 - b. eliciting or display question (the teacher knows the answer)
4. **Instruction** (expecting action from the students)
 - a. the action follows right after the instruction
 - b. the action is expected later on
5. **Information** (expecting acknowledgement from the students)
 - a. feedback (teacher initiated, student/s responded, and now the teacher reacts to the response by echoing the answer, evaluating it or both)
 - b. inside plane shift (teacher talks about the happenings, usually to help the process – scaffolding)
 - c. outside plane shift (teacher talks about past or future, not related to the here and now)
6. **Affective response** (teacher expressing state of mind, shaping behaviour)
 - a. apology
 - b. discipline
 - c. praise
 - d. encouragement
 - e. joke
7. **Teacher's reaction to student request in the L1** (can be translation, meta-linguistic use, question, instruction, information, affective response or marker)
8. **Metacomment or aside** (teacher talking to her/himself)
9. **Marker** (changing the discourse direction for example "good", "now", "well", "right")

10. **Outside the lesson frame** (teacher talking to researcher, other students, nurse entering lesson)
11. **Cannot be coded** (segment, not clear what was before or after)

Explanation of the coding scheme

1. Translation:

Only word for word translation of the previous L2 utterance/s or written text was classified as translation. The teacher makes the input comprehensible by translating either her L2 speech or part of it, or written text from the book, exercise book, the board, or from extra material. S/he can also translate what the student or students just said or wrote.

There are two sub-categories, translating from spoken language and translating from written language.

2. Meta-linguistic use

The teacher explicitly explains grammatical forms, spelling rules or pronunciation to the students in the L1.

3. Question

The teacher is asking something, expecting a verbal answer from the student or students. Sometimes the answer may be non-verbal, for example nodding. The questions are sometimes not answered, or the teacher herself answers them. In these cases rising intonation, pauses, repetition of the question or self answering are the clues that show it was intended to be a question.

The question can be a “real” question, when the teacher does not know the answer, for example “Who is missing today?” or an elicitation (display question), when the teacher knows the answer, but wants to know if the students

know it. These elicitation include comprehension questions, asking for the meaning/pronunciation/spelling of a word.

This coding scheme codes only L1 utterances or utterances with L1 in them. L2 questions are not analysed here. L2 questions can also be used to ask “a real question, or to practice the language, for example “How are you?” could be either a real question, if the teacher sees a student looking unwell, but it could also be a display question, for practising the answer in the L2. In some cases, for an observer, it would be difficult or even impossible to decide how real a L2 question is. On the other hand, when a L1 utterance is used as a question, this is not the case. Here is a comparison of two imaginary examples:

Example 3.13: Real and display questions

	Original script	Translated script
a	T : Nem érzed jól magad?	<Are you not well?>
	S : Köszönöm semmi bajom	<Thanks, I don't have a problem.>
	T : Rendben van.	<All right.>
b	T : Nem érzed jól magad?	<Are you not well?>
	S : Are you not well?	Are you not well?
	T : Good.	Good.

In example “(a)” the teacher is genuinely concerned about a student, while in example “(b)” the question is a request for translation. (In the coding scheme of the present study this second example would be coded as an instruction, not a question.) If the student does not pay attention to the previous discourse, or if s/he does not understand the exercise, it is possible to give a wrong answer, for example to make a mistake in the translation. From the response of the student/s and the teacher’s feedback (accepting or correcting the answer) it is always clear what the intention of the L1 question was in the FL lessons.

4. Instruction

The teacher says something and the student(s) need to react. There are two sub-categories under instruction giving:

a) Instruction for now

The reaction can be physical (stand up), or paying attention (listen) or saying something. The reaction is immediately after the instruction (this would relate to the activity most of the time).

b) Instruction for later on

The teacher tells the students to do something later on. Usually this is an instruction about homework or test during the following lesson. It often involves taking out or opening homework jotters, writing down the homework, or what needs to be learned for the test. Then, at home, the students need to do something. (See the difference between instruction and information below.)

5. Information giving

The students usually do not need to do anything after the piece of information is given. This separates it from the instruction; for example, if the teacher is talking about the following lesson, and telling them that they will be learning about chocolate, this would be information. If she tells them to look up words about chocolate for the next lesson, this would be instruction, even if the “action” from the students would be non-physical (they need to remember what to do), or they need to write the homework down. There are three sub-categories under information giving:

a) Feedback

This sub-category is closely related to Sinclair and Coulthard’s 1975 three part IRF structure. The teacher initiates, the student(s) answers and the teacher

provides feedback. When the teacher uses the L1 to give feedback, s/he may be echoing the student/s' L1 answer (if they had been asked to translate something from the L2), or s/he repeats the answer, with correction, or with extra information, or s/he gives evaluation. Feedback can also be given after the completed activity, or at the end of the lesson.

Sometimes the feedback is given as not to close the IRF structure, but to help towards the closure. See the following example:

Example 3.14: Lesson Ica 2

	Original script	Translated script
90	T : ... <u>the dog walked onto the bridge</u> <u>and looked into the water</u> na ez mi történt a kutyával? felsétált a^	... <u>the dog walked onto the bridge</u> <u>and looked into the water</u> <so what happened to the dog?> <walked onto the^
91.	S : hídra és	<bridge and>
92	T : hídra és^	<bridge and^>
93.	S : benézett a vízbe	<looked into the water>
94.	T : vízbe így van belenézett a vízbe	<water> <that's right> <looked into the water>

In turn 90 the teacher first reads a sentence, then she asks for translation. In turn 91 a student translates part of the sentence. In turn 92 the teacher gives feedback by repeating the student's answer (in the L1), this signals to the student that the translation was correct, and so s/he continues and finishes it. In this case the feedback was used both to signal the correctness of the answer *and* help with the rest of the verbal response.

b) Inside plane shift

This sub-category (Macaro, 1998 : 188) refers to the use of the L1 by the teacher that is related to the procedures and the pedagogy of the immediate topic and/or discourse. It does not shift the attention of the learner away from the present activity, but provides further help by giving contextual information or repair.

c) Outside plane shift

This sub-category (Macaro, 1998: 187) refers to those utterances that are related to a subject or an event not closely connected to the present activity (discourse about the previous lesson, or information about a forthcoming event). It indicates a “shift in the area of attention” (Sinclair and Brazil, 1982: 32).

6. Affective response

This category refers to the teacher expressing her/his state of mind. Five subcategories were found in the data.

a) Apology

When the teacher thought s/he had done something wrong or forgot something, she apologised.

b) Discipline

When, on the other hand s/he thought that the students did something wrong she verbally disciplined them, in the form of warning, or telling them off, for example: “if you do not behave you will get a black mark” or “you were really bad today”.

c) Praise

If the students did something really good, the teacher praised them, told them how well they performed, for example “well done” or “you are very clever”.

d) Encouragement

If the students seemed to be shy, or needed a bit of help, sometimes the teacher tried to encourage them, telling them that they could do the exercise or remember the word. In both praising and encouraging the teacher could say things like “you are clever”, but praising ended like this, without a further

request to continue trying. In encouragement saying something positive was only the opening for a request to do something.

e) *Joke*

There were some remarks that were obviously playful, some funny, some a bit sarcastic. These were coded under the sub-category: joking.

7. Teacher reaction to student request in the L1

This was coded as a separate category. This was one of the categories, where the coding would have been impossible without the knowledge of the context. The teacher's L1 utterance could have any function, but the most important feature of this category is that the initiating move came from the student. In teacher-dominated classrooms it was thought to be an important aspect of how often the students tried to start a conversation in the L1.

Example 3.15: Lesson Franciska 1

		Original script	Translated script
113	T	: így szól az első versszak már a szemmeddel egyszer átolvastad (4.0) (laughter) <u>the waiter in the café is a big blue monster</u>	<this is what the first paragraph says you have read it once with your eyes> (4.0) (laughter) <u>the waiter in the café is a big blue monster</u>
114.	S	: nem itt kezdődik Fanni néni	<it does not start here Aunt Fanni>
115.	S	: itt kezdődik Fanni néni	<it starts here Aunt Fanni>
116.	T	: igen	<yes>

8. Metacomment (or asides)

According to Sinclair and Coulthard's (1992) classification metacomment could be a statement, question or command. It is usually marked by lowering the tone of voice, and it is not addressed to the class, but the teacher is talking to herself:

Example 3.16: Lesson Ica 1

		Original script	Translated script
35	T	: ... Patrícia come on (3.0) ssss valahova odasvasztjuk mer már nem fér be. Regina	... Patrícia come on (3.0) ssss <we will squeeze it somewhere because there is no more place left> Regina

Here the teacher is writing the marks into the teacher diary, and there is hardly any space left for the mark. As she is writing she is talking to herself about it.

9. Marker

The marker is realised by certain short words, with falling intonation. Its function is to mark the boundaries of the Transaction or the Exchange (Sinclair and Coulthard, 1992). To be able to decide if certain words (for example “okay”, “now”, “well”) were markers, it was often not enough to read the script. It was also necessary to listen to the tape recording, the intonation, the pauses, as well as analysing the discourse after them. There are certain Hungarian words that are often used as markers, for example: “jó” (good), “tehát” (well).

10. Outside the lesson frame

This feature of the discourse always happened in the L1. These instances were not part of the lesson frame, but were distractions, for example when students from other classes, or a teacher or once even a nurse walked in during the lesson, asked something, or said something to the teacher or the class. The teacher also sometimes talked to the researcher, explaining things or asking things. Before the lesson the researcher explained that she did not want to be part of the lesson, and during the lesson usually tried to be invisible, sitting at the back of the classroom, but some teachers still tried to involve her.

11. Cannot be coded

Sometimes it was not possible to decide the function of the teacher’s L1 use, usually because although the utterance was clear, the previous one was not, and so it was not possible to know if something was, for example, echo or an answer to a student’s question. In some cases the function of the utterance could not be identified because there were gaps in the transcript:

Example 3.17: Lesson Ica 1

	Original script	Translated script
12	S : volt (xxxx xxxx xxxx xxxx xxxx)	<was> (xxxx xxxx xxxx xxxx xxxx)
13	T : jó majd meglátjuk de az mér? mért csak az egyikre van kérdés és a többi?	<all right we will see> <but why that?> <why is there a question to only one of them and the rest?>
14	S : (xxxx xxxx)	(xxxx xxxx)

In turn 13 the teacher says “all right, we will see”. Because the previous utterance is not audible, it is not possible to know why the teacher said it. Fortunately most of time the speech before or after the teacher’s utterances was also audible.

Limitations

This coding scheme, as any others has its limitations. One of the problems was that some of the utterances could be coded into different categories, depending on the interpretation of the coder. For example, asking a question with a bit of joking or giving feedback with some encouragement. Because the coding required some interpretation and judgement from the person who was doing it, it was a fairly high-inference scheme and so was less reliable than a lower inference scheme would have been (Miles and Huberman, 1994).

To compensate this, a detailed description of the coding scheme, with examples, was written out. Two randomly selected lesson scripts were analysed. First all the L1 was translated into L2 by the researcher. These were then coded, by two independent native speakers, as well as by the researcher. The results were then compared. They showed over 90% of agreement. Then any disagreements in them were discussed. The problem was that a few times the transcript alone did not provide enough information. Extra information from the notes, lesson observations, course books, exercise books was needed to make sense of the classroom discourse and the speech of the teacher. Fortunately these were available. It was felt that a rate of 90% inter-rate reliability (calculated on utterances) was acceptable for a high-inference scheme.

3.5.4 Qualitative analysis

Rationale

The aim of the present study was to give a rich, thick description of the classrooms and to offer some explanations how some Hungarian English language teachers were teaching and what their aims were and if they had any concerns, problems or issues, related to their English language teaching to young pupils. The semi-structured interviews allowed them to express their thoughts, ideas and beliefs. I also collected data from other sources, from the classroom observations, from talking to other teachers, students and heads. I saw official documents, lesson plans, tests, exam papers, all of this adding to the complex issue of teaching.

The qualitative analysis is based on the interview scripts with the teachers, but uses information from the many other sources that were also investigated.

Procedure

The interviews with the teachers were transcribed and translated. The transcripts were analysed by firstly reading through them many times, taking notes, highlighting important points or recurring themes. These ideas were constantly compared with the other available data. The themes identified in the transcripts were then grouped into wider themes. It appeared that there were two main themes running through what the teachers were talking about, things that they felt they were supposed to do, and things that they felt were preventing them from achieving the aims they wanted to achieve.

Two categories, 'pressures' and 'constraints', seemed to be expressing the ideas behind these themes best, and so they were adopted as the framework for the analysis.

Once the two main themes were identified, I went through the interviews again, highlighting every instance where the teachers mentioned any pressures or any

constraints. I also added to this my observation, knowledge and the information from the rest of the documents.

Limitations

The teachers sometimes also talked about things that were neither pressures nor constraints, so deciding to concentrate on those inevitably caused that some information was missed out. For example some teachers talked about their colleagues, about individual students, the relationship with the students, about having fun and laughter in the lessons, teaching expressions not single words, dictionaries and whether to use them with young learners. Overall there were not many themes that seemed to be left out, and with the help of the extra available information it is felt that the two themes represent fairly well what the teachers were most concerned about during the interviews.

3.5.5 Validity and reliability

The aim of the study was to visit classrooms and observe what happened there, and then generate theory or theories that explained the data. Two different settings were chosen, one with elementary learners and the other with intermediate ones, to be able to see whether certain variables influence the findings, by constant comparison, a methodological principle that is often invoked in qualitative research (Goetz and LeCompte, 1981). Triangulation was also used, in the form of lesson observation, note taking, and talking to other teachers, heads and students, to maximise the amount of available information. Because I am also a fellow teacher, this helped both to gain permission to see lessons and to be able to interpret the findings.

The *validity* of a piece of research is concerned with the accuracy of the findings. *Internal validity* refers to the extent to which scientific observations and measurements are accurate representations of some reality, while *external validity*

addresses the degree to which such representations may be compared legitimately across groups (LeCompte and Goetz, 1982).

With regard to internal validity, the audio recordings of the classrooms captured the lessons and especially the speech of the teachers and the students well, although without the visual help of a video recording some details were inevitably lost. The fact that I was present during all the recorded lessons and also took extended notes about the lessons compensated for the possible lack of visual clues from the audio recordings. The interviews with the teachers gave a valid representation of their views about their lessons and the problems they faced, and showed their beliefs and attitudes to teaching English in the primary classrooms. Overall, with the data collection methods of this study, the measurements that are suggested in this thesis are fair representations of what was happening during the lessons. I also believe that the interviews showed what the teachers thought, especially because they were virtually non-directive, allowing them to talk about what really concerned them.

As for external validity, the fact that my main data was collected from only 4 schools in one district of Budapest, and at only one grade, Primary Grade 4, and only during the last session of the school year, means that any generalisations from the findings of the present study are very limited. Generalisation was not the aim of the study. The aims were to present the findings as comparable, to serve as the basis for comparison with other groups, and to make them translatable, to identify the research methods, analytic categories and characteristics explicitly (Wolcott, 1973). Describing these few classrooms and their practices in detail allowed me to make some assumptions, and could help some future research to compare the findings with other settings, especially with those language classrooms where major changes have been implemented.

The *reliability* of research is concerned with the replicability of the research findings. *External reliability* addresses the question of whether independent researchers would discover the same phenomena or generate the same constructs in the same or similar settings, while *internal reliability* refers to the degree to which other researchers, given a set of previously generated constructs, would match them with data in the same way as did the original researcher (LeCompte and Goetz, 1982).

The nature of ethnographic research poses problems regarding its reliability. While controlled laboratory research is designed to be possible to replicate, this is impossible for those who study naturalistic behaviour or real life events. Unique events, like language lessons cannot be replicated because, even with the same teacher and same students, the next lesson will inevitably be different. Also, while other researchers may visit lessons from the same class, the results will be different because the ethnographic process is personal; no ethnographer works just like another (LeCompte and Goetz, 1982: 36).

So instead of aiming for a reliable result, the ethnographer establishes the credibility of the study by attempting to describe systematically the characteristics of variables and phenomena, generating and refining conceptual categories, discovering and validating associations among phenomena (Scriven, 1974). In the present study I attempt to make meaningful comparisons between the many variables, firstly describing them, and then generating more and more abstract categories. The pilot study results helped to focus the investigation, but the findings of the main study made it necessary to go back to the theory again and refine the concepts. Using both quantitative and qualitative analyses also helped to compare the results and discover relationships between the different variables.

During my analysis I have attempted to give a balanced description of the whole situation, with the realisation that the complexity and the richness of the data inevitably meant that some aspects were left out. In these cases recommendations for further research were suggested.

3.5.6 Ethical considerations

When a researcher enters a social setting, at the initial stage it is not always known what course the research will take (Hammersley and Atkinson, 1995). Being in actual classrooms, in the teachers' room, in the corridors, meeting children, other teachers and possibly parents could give a lot of extra information, but a situation may arise when the researcher gets sensitive information, or finds him/herself not knowing where his/her loyalties should lie (Benjamin, 2002). In the following part some relevant ethical considerations are listed, following the ethics of "Recommendations on Good Practice in Applied Linguistics" (BAAL, 1994), alongside the issues that were raised while doing the actual research and the actions that were taken.

1. Obtaining informed consent

Only the schools and teachers who volunteered to participate were visited. The heads and the teachers were informed by a letter, and written permission was given by the heads and the teachers to visit, record and use the data (see Appendices 3a, 3b and 4).

2. General responsibility to informants (from whom the information is collected)

The rights, interests, sensitivities, and privacy of the informants were respected. As little as possible disruption to the informants' environment was caused, by trying to be as invisible as possible during the lessons, fitting in with the timetable and the duties with the teachers as much as possible, for example not trying to ask questions during

break-times when the teacher was looking after pupils, or just before the start of the lesson, when she was preparing on the board. It appeared to be very helpful that the researcher was “one of the researched”, herself a primary teacher from the same area.

3. Confidentiality and anonymity

All the data was kept secure, pseudonyms were given to both the schools and the teachers, helping them to stay anonymous. There was one difficult situation with Teacher Franciska. During the recording of the first lesson the headmistress unexpectedly visited the class. The head asked the English teacher to go out of the room, and after enquiring about the visible microphone, she went on and talked about some personal problems, relating to another teacher. The machine was not switched off, so all of the conversation was recorded. The teacher then came back to the classroom and continued the lesson. Later on, when I listened to the tape and I realised what had happened, with agreement from the teacher, I deleted the part of the recording containing the private conversation.

4. Deception and covert research

This was a difficult point, as researching the teachers’ language use and choice was an area where there were compelling methodological reasons for the informants not being fully informed about the precise objectives of the research. If the teachers knew that their L1 use was observed, this might have influenced the way they spoke. The solution was not to deceive, but to withhold the specific objective(s). The schools and the teachers were informed that the researcher was interested in how the teachers were teaching, what methods they were using. At the very end, during the final interview I showed my interest in the L1 use and after collecting all the data explained the concrete

reason for my research. None of the teachers expressed a wish to withdraw from the research in which they had already agreed to participate.

5. Research involving children

The research was designed only to capture the talk of the teachers. Because the classrooms were small, and the teaching was very teacher-fronted, analysis of the data showed that the pupils' discourse was also audible. The pupils could not be identified from their voices so it was decided that the information could be still used.

6. Research involving people from another country

The country where the research was undertaken was my native country. It was decided to conduct all the interviews in the teachers' L1, in order to minimise the possibility of misunderstandings occurring. This meant that afterwards I needed to translate the interview data. I also needed to translate the L1 use of the teachers, to be able to present the data and discussion to non Hungarian speakers. It was essential to avoid any fabrication, falsification or misrepresentation, so great care was taken to try to represent the meaning of the participants in English. Sometimes it may not have been possible to express every nuance of the Hungarian speech. The ambiguous words, intonations, expressions were treated with care.

3.6 Limitations

The research was conducted in only one district in Budapest and only 4 schools were visited. The results cannot be generalised, more research would be needed in other schools in other districts in Budapest, and also in other towns, and villages to see how the foreign language teaching is. It may be also possible that choosing May, towards the end of term, as the time for the main data collection influenced the results; other

times, like the beginning of the year or during the term could have shown a different teaching style. For example, tests and marks may be more or less important depending on whether it is the beginning or the end of the school year. Also, towards the end of the term, teachers may be more relaxed and willing to use materials from other sources if they have completed the course book. Visiting only Grade 4 classes has shown a certain result. It is possible that, depending on the age of the pupils, the results would be different. The evidence for this may be that some teachers did not want me to visit classes with older students, this probably implying that they were teaching them differently from the younger ones.

The present study for these reasons did not try to generalise, but tried to explain some of the features of the teachers' talk, L1 use and the possible reasons. More research is needed to see what happens in other settings, with different age-groups, levels, to be able to compare the findings with this study, and to build up a bigger, more general picture.

3.7 Summary

In the methodology chapter first I described the study; then, I presented the findings from the pilot study and showed how it influenced the design of the main study. I explained the context of the main study, the methods that were used to collect and to analyse the data, both quantitatively and qualitatively. Finally the ethical considerations and the possible limitations of the present study were also highlighted. The next chapter analyses the collected data quantitatively, and answers the first research question: How much L1 did the teachers use?

Chapter Four

Quantitative Analysis

4.1 Introduction

In this chapter the main data collected for this study will be examined and analysed quantitatively. Two different analyses were carried out. Firstly all the L2 and L1 words from the 16 recorded lessons were counted, to answer the first research question of how much L1 was used during the lessons. The results of the word count also allowed the comparison of the amount of L1 and L2 use between the different levels and the different participants.

This chapter will also start to answer the second research question of why the teachers used the L1. To be able to do this, the second analysis, namely the functional analysis of the teachers' L1 utterances, will be carried out. First the different functions will be identified, their percentage usage compared, and then the difference between the usages at the two levels of classes will be compared.

Before starting the quantitative analysis it must be pointed out that the sample is rather small, and any kind of generalization has to be treated with caution. There may be some other factors influencing classroom discourse and the language choices made by the teachers. The data from this chapter will not be used to generalize but to provide some patterns of the observed lessons, and teachers' practice. These patterns will help me to concentrate on some issues later on. One of the purposes of this chapter is heuristic: to raise questions. These questions will be addressed in Chapter 5. I am starting with the quantitative analysis.

4.2 Frequency of L2 and L1 use

A preliminary analysis was conducted using the transcripts of the 16 lessons as the raw data. All lessons were coded for L1 and L2 words, then using Microsoft Word the participants were separated and then all the L1 and L2 words of the different participants counted (see the complete data in Appendix 2). To be able to explain some of the results I shall also give some examples from the transcripts.

4.2.1 How much L1 is present?

The first research question is: *How much L1 (and L2) do the teachers use?* In this chapter I concentrate on the language choices made by the teachers. For this reason first I show how much the different participants contributed to the amount of L1 and L2 use, then I group together all the rest of the discourse during the lessons that was not spoken by the teacher, under a label: Others (O). The result of Others gives every word not spoken by the teacher alone. The participants under this label can be a single student, the students together, the students speaking together with the cassette, with the teacher or the cassette speaking alone.

A single student most often spoke after being nominated, answering a question from the teacher, or performing something like reading or translating. There were occasions when the student her/himself initiated a conversation with another student and asked or said something. There were also opportunities for the students to speak together. These opportunities were given when either the whole class were asked to answer or sing together, or when the teacher and a student or more students talked together. A few times the students had to sing or talk alongside the cassette. In the analysis they are labelled as Opportunities for Students (Opp Ss) (Macaro, 1998). When the teacher played the cassette and the students listened to it, this is referred to as Cassette (C).

There was no group or pair-work in these lessons in the L2; even when the students were asked to read a conversation from the textbook in pairs, or act out a short story, this was done in front of the teacher and the class. All the opportunities for the students to use the L2 were closely monitored by the teacher, constantly corrected, with instant feedback given all the time, in front of the whole class.

During the first trial recording (the first of the three recordings, that were not transcribed and analysed) a few teachers asked questions or talked straight to the researcher in the L1. This was discouraged, and so in the subsequent lessons, which were recorded most teachers tried to ignore the researcher as much as possible, but occasionally they drew attention to her presence, for example asking if they use “good day” in Scotland (Kati 3 turn 151). I was trying to avoid any verbal exchange and either nodded or quietly said something. These words were usually not audible and I decided not to include them in the word count of Others.

This first example shows that input may come from other sources, not just from the teacher.

Example 4.1: Lesson Gizi 1

		Original script	Translated script
172	C	: <u>haha you've got her telephone number here</u>	<u>haha you've got her telephone number here</u>
173	T	: Ákos	Ákos
174	S	: <u>haha you you've</u> ((incorrect pronunciation)) <u>got a telephone number here</u>	<u>haha you you've</u> ((incorrect pronunciation)) <u>got a telephone number here</u>
175	T	: biztos hogy jól olvastad? még egyszer próbáld meg	<i><are you sure you have read it correctly? try it again!></i>

Here the sentence is played from a tape (turn 172), and individual pupils need to repeat it and later translate it. The teacher nominates the students, one at a time. Here the participants are the cassette, the teacher and a student. The next example shows the opportunities for the students to use the L2.

Example 4.2: Lesson Piroska 1

		Original script
214	T	: okay and now don't look at your book

look at me look at me
 yeah please repeat after me
 215 T : South America
 216 Ss : South America
 217 T : Africa and South America
 218 Ss : Africa and South America
 219 T : hot wet countries in Africa and South America
 220 Ss : hot wet countries in
 221 T&Ss : Africa and South America

In this example the teacher instructed the whole class to repeat the words after her. Sometimes the students alone repeated the words, sometimes the teacher joined in with them. The students talking together, or talking with the teacher meant that they had opportunities to speak. The participants in this example were the teacher, the students together and the teacher and the students together.

Next a look at the results from the word count analysis. The following table shows the frequency of all the words of the different participants (teacher, student, opportunity for students and the cassette) during the 16 lessons:

Table 4.1: Percentage of words by Teacher and Others in each lesson

	Teacher	Student	Opportunity for students	Cassette	Row Total
F 1	82.1	13.6	4.3	0	100.0
F 2	78.1	15.2	6.6	0	100.0
G 1	82.3	17.5	0.3	0	100.0
G 2	85.7	13.0	1.3	0	100.0
H 1	68.5	10.6	20.9	0	100.0
H 2	68.0	18.0	10.4	3.6	100.0
K 1	77.6	18.0	4.5	0	100.0
K 2	75.7	11.0	8.2	5.2	100.0
Mean Elementary	77.3	14.6	7.1	1.1	
K 3	47.0	26.7	21.7	4.6	100.0
K 4	70.4	29.4	0.3	0	100.0
M 1	82.1	10.9	4.9	2.2	100.0
M 2	77.1	17.8	0.6	4.5	100.0
P 1	74.8	18.8	6.3	0	100.0
P 2	74.8	18.5	2.8	5.9	100.0
I1	75.2	23.9	0.9	0	100.0
I 2	83.1	16.4	0.4	0	100.0
Mean Intermediate	73.1	20.3	4.7	1.9	
Mean all	75.2	17.5	5.9	1.5	

It is noticeable that the teachers talked much more (average 75%) than any other participants together, except during Kati 3 lesson, where the amount of words the single students and students together used (27% and 22%) was just a bit higher than the amount of words the teacher used (47%). Later it will be shown how this lesson was different from the rest of the lessons (see page 142). Here the focus is on the frequency of English and Hungarian words that were used during the lessons.

Table 4.2 shows all the L1 and L2 words spoken by each teacher and by "Others" during the 16 lessons. It also shows the number of the words (both L1 and L2) spoken by all (Teacher and Others) during the lessons. The table includes the sub-totals of both L1 and L2 words, the marginal totals for both the elementary and the intermediate levels and for the two levels combined. It also gives the number of all words spoken during the lessons.

Table 4.2: Number of words by Teacher and by Others in L2 and L1 in each lesson

	Teacher			Others			All		
	L2	L1	Sub total	L2	L1	Sub total	L2	L1	Total
F 1	684	2482	3166	344	346	690	1028	2828	3856
F 2	1587	2138	3725	477	565	1042	2064	2703	4767
G 1	139	2097	2236	196	286	482	335	2383	2718
G 2	180	1508	1688	176	105	281	356	1613	1969
H 1	1426	268	1694	512	267	779	1938	535	2473
H 2	1304	475	1779	744	94	838	2048	569	2617
K 1	1525	964	2489	585	134	719	2110	1098	3208
K 2	907	1557	2464	673	118	791	1580	1675	3255
Total Elementary	7,752	11,489	19,241	3,707	1,915	5,622	11,459	13,404	24,863
K 3	886	721	1607	1589	226	1815	2475	947	3422
K 4	1609	460	2069	818	53	871	2427	513	2940
M 1	2093	449	2542	498	58	556	2591	507	3098
M 2	1316	535	1851	462	88	550	1778	623	2401
P 1	1863	460	2323	608	173	781	2471	633	3104
P 2	1958	334	2292	686	87	773	2644	421	3065
I 1	1472	1338	2810	611	314	925	2083	1652	3735
I 2	2298	1383	3681	481	265	746	2779	1648	4427
Total Intermediate	13,495	5,680	19,175	5,753	1,264	7,017	19,248	6,944	26,192
Total	21,247	17,169	38,416	9,460	3,179	12,639	30,707	20,348	51,055

The frequency of the L1 use by the teacher can be calculated in two ways, either as a proportion of total teacher talk, or a proportion of total lesson talk. If the amount of the L1 use by the teachers is calculated out of the whole teacher talk, the quantity of the L1 use by the teachers will always be inversely proportional to the quantity of their L2 use. In other words the more L1 they use the less L2 they use in their overall speech. It is also possible to calculate the frequency of the L1 use by the teachers out of the whole lesson talk. In this case the quantity of the L1 use by the teachers will not necessarily be inversely proportional to the quantity of their L2 use, but it may depend on other variables too, for example on how much the Others spoke (Macaro, 1998: 149).

4.2.2 The relationship between the different variables

In this study both calculations have been done, to find out the amount of L1 use by the teachers, out of the whole teacher talk and also out of the whole lesson talk. Firstly I had a closer look at the proportion of L1 use out of the total words spoken by the teachers (and Others). Table 14 gives the percentages of all L1 and L2 words used in each lesson by the teachers and Others and compares them between the two different levels.

**Table 4.3: Percentage of words by Teacher, Others & All
in L2 and L1 in each lesson**

	Teacher			Others			All		
	% L2	% L1	%Sub total	% L2	% L1	% Sub total	% L2	% L1	%Total
F 1	21.6	78.4	100.0	49.9	50.1	100.0	26.7	73.3	100.0
F 2	42.6	57.4	100.0	45.8	54.2	100.0	43.3	56.7	100.0
G 1	6.2	93.8	100.0	40.7	59.3	100.0	12.3	87.7	100.0
G 2	10.7	89.3	100.0	62.6	37.4	100.0	18.1	81.9	100.0
H 1	84.2	15.8	100.0	65.7	34.3	100.0	78.4	21.6	100.0
H 2	73.3	26.7	100.0	88.8	11.2	100.0	78.3	21.7	100.0
K 1	61.3	38.7	100.0	81.4	18.6	100.0	65.8	34.2	100.0
K 2	36.8	63.2	100.0	85.1	14.9	100.0	48.5	51.5	100.0
Mean Elementary	42.1	57.9	100.0	65.0	35.0	100.0	46.4	53.6	100.0
K 3	55.1	44.9	100.0	87.5	12.5	100.0	72.3	27.7	100.0
K 4	77.8	22.2	100.0	93.9	6.1	100.0	82.6	17.4	100.0
M 1	82.3	17.7	100.0	89.6	10.4	100.0	83.6	16.4	100.0
M 2	71.1	28.9	100.0	84.0	16.0	100.0	74.1	25.9	100.0
P 1	80.2	19.8	100.0	77.8	22.2	100.0	79.6	20.4	100.0
P 2	85.4	14.6	100.0	88.7	11.3	100.0	86.3	13.7	100.0
I1	52.4	47.6	100.0	66.1	33.9	100.0	55.8	44.2	100.0
I 2	62.4	37.6	100.0	64.5	35.5	100.0	62.8	37.2	100.0
Mean Intermediate	70.8	29.2	100.0	81.5	18.5	100.0	74.6	25.4	100.0
Mean All	56.5	43.5	100.0	73.3	26.7	100.0	60.5	39.5	100.0

The following analysis refers to the data from both Table 4.2 and Table 4.3.

Total words of L2 compared to total words of L1

During the 16 lessons 51055 words were spoken. Similar numbers of words were spoken during the 8 Elementary and the 8 Intermediate lessons, (24863 words compared to 26192 words), but the distribution of the amount of the mother tongue was different: 54% L1 were used all together (teacher and "Others") in the elementary classes, while 25% L1 in the intermediate classes.

Total words by teacher compared to total words by others

As I have indicated previously, the seven teachers together spoke much more during the 16 lessons (38,416 words) than anybody else all together during all these lessons

(12,639 words spoken by "Others"). This result was expected, as all the lessons were very teacher-fronted.

This was true at both levels. The Elementary teachers said 19,241 words (58% of them in the L1), compared to 5,622 words by Others (35% of them in the L1). The Intermediate teachers used 19,175 words (29% L1) compared to 7,017 words by Others (19% L1)

Total words by teacher in L1 out of all teacher talk, at each level separately

These results were somehow unexpected after the pilot study. The elementary teachers used much more L1 (58% average) than the intermediate teachers (29% average). In the Pilot study the results were exactly the opposite, the elementary teachers using less L1 than the intermediate teachers. After the word count analysis, just before moving on to the functional analysis, in the conclusion, I will come back to this point and try to find out the reasons for these seemingly contradictory results. The average L1 use of the seven teachers in the main study was 44% during the 16 lessons, but there was a big difference between the teachers. Teacher Gizi, with elementary pupils in her first recorded lesson used almost 94% of L1 (the highest amount), while Teacher Piroška, with intermediate pupils, in her second lesson only used 15% of L1 (the smallest amount).

These results have given a good starting point for the quantitative analysis, but it was also important to estimate the L1 use out of the whole lesson talk to give a different picture about how much L1 and L2 was used during these lessons.

L1 and L2 use out of the whole lesson time

Table 4.4 shows the number of L1 and L2 words by the teachers and by Others, and also the total of the words:

Table 4.4: Number of words by Teacher and Others in L2 and L1 in each lesson

	Teacher		Others		Total
	L2	L1	L2	L1	
F 1	684	2482	344	346	3,856
F 2	1587	2138	477	565	4,767
G 1	139	2097	196	286	2,718
G 2	180	1508	176	105	1,969
H 1	1426	268	512	267	2,473
H 2	1304	475	744	94	2,617
K 1	1525	964	585	134	3,208
K 2	907	1557	673	118	3,255
Total Elementary	7,752	11,489	3,707	1,915	24,863
K 3	886	721	1589	226	3,422
K 4	1609	460	818	53	2,940
M 1	2093	449	498	58	3,098
M 2	1316	535	462	88	2,401
P 1	1863	460	608	173	3,104
P 2	1958	334	686	87	3,065
I 1	1472	1338	611	314	3,735
I 2	2298	1383	481	265	4,427
Total Intermediate	13,495	5,680	5,753	1,264	26,192
Total	21,247	17,169	9,460	3,179	51,055

Table 4.5 gives the percentages of these words, spoken by the teachers and the Others, out of the total number of words spoken by all speakers in each lesson:

Table 4.5: Percentage of words by Teacher and Others in L2 and L1 in each lesson

	Teacher			Others			Total
	L2 %	L1 %	Sub total %	L2 %	L1 %	Sub total %	
F 1	17.7	64.4	82.1	8.9	9.0	17.9	100.0
F 2	33.3	44.9	78.1	10.0	11.9	21.9	100.0
G 1	5.1	77.2	82.3	7.2	10.5	17.7	100.0
G 2	9.1	76.6	85.7	8.9	5.3	14.2	100.0
H 1	57.7	10.8	68.5	20.7	10.8	31.5	100.0
H 2	49.8	18.2	68.0	28.4	3.6	32.0	100.0
K 1	47.5	30.0	77.6	18.2	4.2	22.4	100.0
K 2	27.9	47.8	75.7	20.7	3.6	24.3	100.0
Mean Elementary	31.0	46.2	77.3	15.4	7.4	22.8	100.0
K 3	25.9	21.1	47.0	46.4	6.6	53.0	100.0
K 4	54.7	15.6	70.4	27.8	1.8	29.6	100.0
M 1	67.6	14.5	82.1	16.1	1.9	18.0	100.0
M 2	54.8	22.3	77.1	19.2	3.7	22.9	100.0
P 1	60.0	14.8	74.8	19.6	5.6	25.2	100.0
P 2	63.9	10.9	74.8	22.4	2.8	25.2	100.0
I 1	39.4	35.8	75.2	16.4	8.4	24.8	100.0
I 2	51.9	31.2	83.1	10.9	6.0	16.9	100.0
Av I	52.3	20.8	73.1	22.3	4.6	26.9	100.0
Av all	41.6	33.5	75.2	18.9	6.0	24.9	100.0

The results show that an average of 42% TL2 and an average of 34% TL1 were used during the 16 lessons. The use of the L1 by the teachers contributed to most of the L1 use during the lessons, as Others only used an average of 6% L1 (7% in the elementary classes and 5% in the intermediate classes).

The elementary teachers, on average, used more L1 (46%), than the intermediate teachers (21%) out of the whole lesson talk. The elementary teachers also used more L1 (46%) than L2 (31%), while the intermediate teachers used less L1 (34%) than L2 (41%) during their lessons.

A possibly important observation can be made here: the same teacher (Teacher Kati) used less L1 with the intermediate classes (21% and 16%) compared to the

elementary classes (30% and 48%). This result follows the general pattern of the main study results.

There was one teacher at each level who did not follow the general pattern throughout. Teacher Hajni with her elementary classes used only a very small amount of Hungarian during both of her lessons (11% and 18%), while Teacher Ica, with her intermediate classes used more Hungarian (36% and 31%) than her colleagues. Teacher Hajni was in her final year of training to become an English language teacher, and was encouraged and very keen to use the L2 as much as possible, while Teacher Ica, a very experienced teacher was teaching verb tenses through translating L2 sentences and through drill types exercises, requiring and using constant translation.

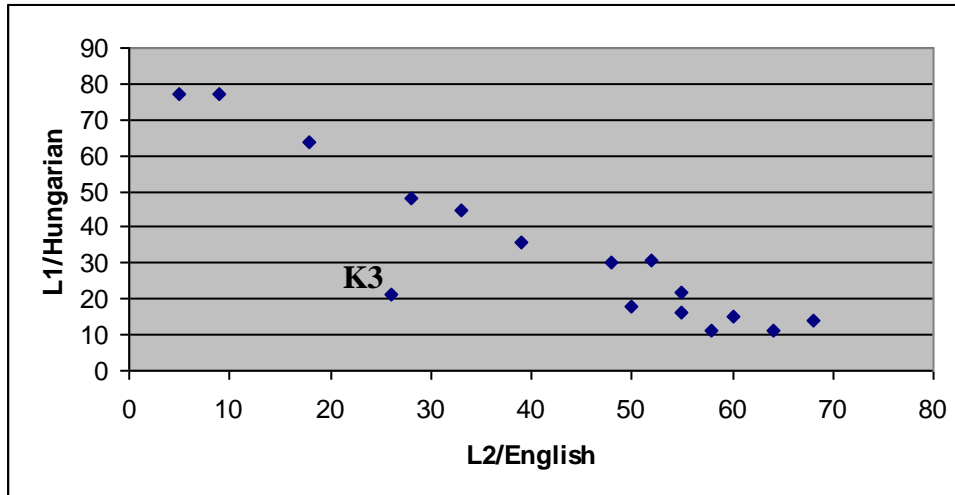
Another important observation can be made here. Those teachers who used lots of L1 in the first lesson seemed to continue using lots in the second lesson, while those who used little seemed to follow the same practice. It is not possible to generalise from two lessons only, as there may have been other variables that might have also influenced the results, but I suggest that the teacher herself may be one variable influencing the amount of L1 use in these classrooms. The teacher's proficiency level, fluency, and beliefs concerning language teaching may all influence their practice in the classroom (see Chapter Six, page 255, for further discussion).

The next stage is to examine the teacher's L1 and L2 use, out of all the words during the lessons, and see if there is some relationship between them.

Investigating the relationship between the teachers' L1 and L2 use out of all words

From Table 4.4 and Table 4.5 (see page 138) it can be seen that the teachers used different amounts of L1 and L2 during their lessons. The results of the L1 and L2 use by the teachers are shown on a Scattergram, Figure 4.1.

Figure 4.1: Relationship between Teacher L2 and Teacher L1 use out of all words



Adding the percentages of the L1 and L2 use of the teachers shows it is around the same amount for most teachers (between 68% and 86%, average 75%), except for the third lesson from teacher Kati. This teacher only talked 47% of the whole lesson time (26% in the L2 and 21% in the L1). She also used a cassette and a video to give some L2 input (4,6%). The individual students had 27% to talk, while for the students the opportunity to talk together or with her or with the cassette was 22%. This is far more opportunity than the amount the other teachers gave their students. Teacher Kati is the teacher who is most popular in the district, and many parents would like her to teach their children. Those graduating from her classes usually get to the most highly valued special bilingual (English) selective schools, many of them even manage to pass the state exam at level B2, independent user (Council of Europe, 2001), at the end of their primary years, or just shortly after it.

The above analysis has shown that the quantity of the L1 use of the teachers (as a proportion of lesson time) is not always inversely proportional to the quantity of the Teachers' L2 use (as a proportion of lesson time). There are other variables that can influence the amount of L1 and L2 use by the teachers, out of the whole lesson time. It

can also be seen that different teachers used very different amounts of L1 during these lessons.

4.2.3 Conclusion

Before moving on to the second, the functional analysis, an explanation is needed for the seemingly contradicting results between the pilot and the main study. The Pilot study found that the two Elementary teachers used less L1 than the two Intermediate teachers. The main study has the opposite results; here the elementary teachers, on average, used more L1 than their colleagues in the intermediate classes.

It seems that the recordings for the pilot study had an influence on the activities the classes were doing. Although I visited 3 lessons of each teacher and recorded them, they were not with the same classes (the range was from Grade 3 to 6). Two Grade 4 elementary lessons and two Grade 4 intermediate lessons were selected and compared after the recordings. The teachers who were teaching those lessons had me in those classes only once, during the recording, and so the elementary teachers chose activities that mainly did not require working with unknown written texts. The activities they used during their lessons were well practised, mostly oral, and they did not need much help from the teachers, so little L1 was used. It is also worth mentioning here that Teacher Alíz, whose lesson was analysed in detail in the methodology chapter, probably used little L1 during her ‘usual’ lessons either, because she used a different book, without much L2 text in it. Also, her English was fluent and she appeared self-confident. The teachers in the intermediate classes during the pilot study, on the other hand, used much more written L2 texts, probably to show how much the students could understand, and how well they could read and translate, using the same kind of activities as they usually did.

The difference between the pilot and the main study was that the main study followed the classes during three consecutive lessons. It is possible that by visiting one

and then recording three consecutive lessons the teachers were not free to choose what activities they did, but they were forced to follow the planned syllabus, and this meant using the course book with L2 texts, as they usually do. I was told during the visits that all classes at both levels use textbooks with L2 texts. When there are activities built around the texts the teachers need to mediate between the text and the students to make the text comprehensible. It seems that for the Elementary pupils, understanding L2 written texts seems to be more difficult than for the Intermediate students, so on average they needed more help; this might include the teacher using L1, while the Intermediate students were more able to do the activities and the tasks after 4 years of learning the foreign language, so their teachers, on average, did not need to use as much L1 to help them.

I suggest here that it may certainly be possible to use the L2 exclusively with young learners, but in practice teachers vary in the extent to which they achieve this aim. The frequency of use of the L2 seems to depend on a number of factors, including the activities being used and the level of the learners. It seems that using written texts makes a big demand on the pupils, and they need scaffolding. Those teachers who are not confident or trained in using the target language for this may frequently revert to using the mother tongue for scaffolding. The less advanced the students are, the more help they may need to decode the text or to do activities based on written texts. Not all L2 texts pose the same level of demand though, as there can be many factors that determine the difficulty of working with the written text.

Before discussing the different factors that may influence the language use in the classroom, I need to do the second quantitative analysis, concerning the functions of the teachers' L1 utterances.

4.3 Functions of the teachers' L1 use

4.3.1 Introduction

For the functional analysis only the use of the language by the teachers was analysed. Most of the utterances that had L1 words were all in the L1, but there were a few utterances where the L1 and L2 words were mixed. This usually happened in eliciting, when the teacher asked for the meaning of the word, for example: Mit jelent a dog magyarul? ('What does the word "dog" mean in Hungarian?') In the following analysis I shall use the expression "utterances in the L1" or "L1 utterances". This means the utterances with all or any L1 use in them. I will specifically deal with the mixed L1 and L2 utterances under the analysis of Eliciting (see page 178).

For the functional analysis all the utterances that contained all or some L1 words were first identified, then categorised into 11 main categories: Translation, Metalinguistic use, Question, Instruction, Information, Affective response, Teacher reaction to Student/s L1 use, Metacomment, Marker, Outside the lesson frame and Cannot be coded (see page 113).

4.3.2 Results

The following tables show the number of utterances at the elementary and in the intermediate levels, according to the eleven different functions into which they were categorized.

**Table 4.6: Number of L1 utterances for different functions (1)
by the elementary teachers**

	Franciska 1	Franciska 2	Gizi 1	Gizi 2	Hajni 1	Hajni 2	Kati 1	Kati 2	All
Translation	21	22	6	1	8	20	11	23	112
Metalinguistic use	1	13	0	0	0	0	0	33	47
Question	68	83	86	40	19	8	61	88	453
Instruction	90	98	102	100	21	1	55	74	541
Information	174	157	156	116	32	44	59	85	823
Affective response	35	27	14	8	6	4	12	14	120

T's reaction to S's L1	52	34	25	11	6	2	12	11	153
Metacomment	14	8	15	14	0	3	0	0	54
Marker	47	28	24	15	3	1	10	25	153
Outside lesson frame	3	1	28	0	0	0	3	14	49
Cannot be coded	17	17	8	6	5	2	11	14	80
All	522	527	478	318	113	107	418	256	2,585

Table 4.7: Number of L1 utterances for different functions (2) by the intermediate teachers

	Kati 3	Kati 4	Marika 1	Marika 2	Piroska 1	Piroska 2	Ica 1	Ica 2	All
Translation	7	7	2	10	12	14	2	8	62
Metalinguistic use	1	6	3	2	1	0	0	14	27
Question	32	13	11	23	10	14	32	46	181
Instruction	29	19	20	30	27	16	48	22	211
Information	62	44	32	32	42	25	97	105	439
Affective response	15	3	2	10	4	7	25	16	82
T's reaction to S's L1	12	2	6	2	0	6	17	1	46
Metacomment	3	1	0	1	0	0	10	2	17
Marker	6	4	7	7	1	2	9	9	45
Outside lesson frame	4	1	0	0	5	0	10	0	20
Cannot be coded	18	3	2	2	5	4	19	5	58
All	189	103	85	119	107	88	269	228	1,188

There were 2,585 separate utterances where the L1 was used by the teacher during the 8 elementary lessons, and 1,188 utterances during the 8 intermediate lessons. Comparing the number of different functions of L1 utterances between the two levels would give a false result, because there was more than double the number of L1 utterances in the elementary classes. For this reason the comparison is between the calculations, as a proportion of all L1 utterances at each level.

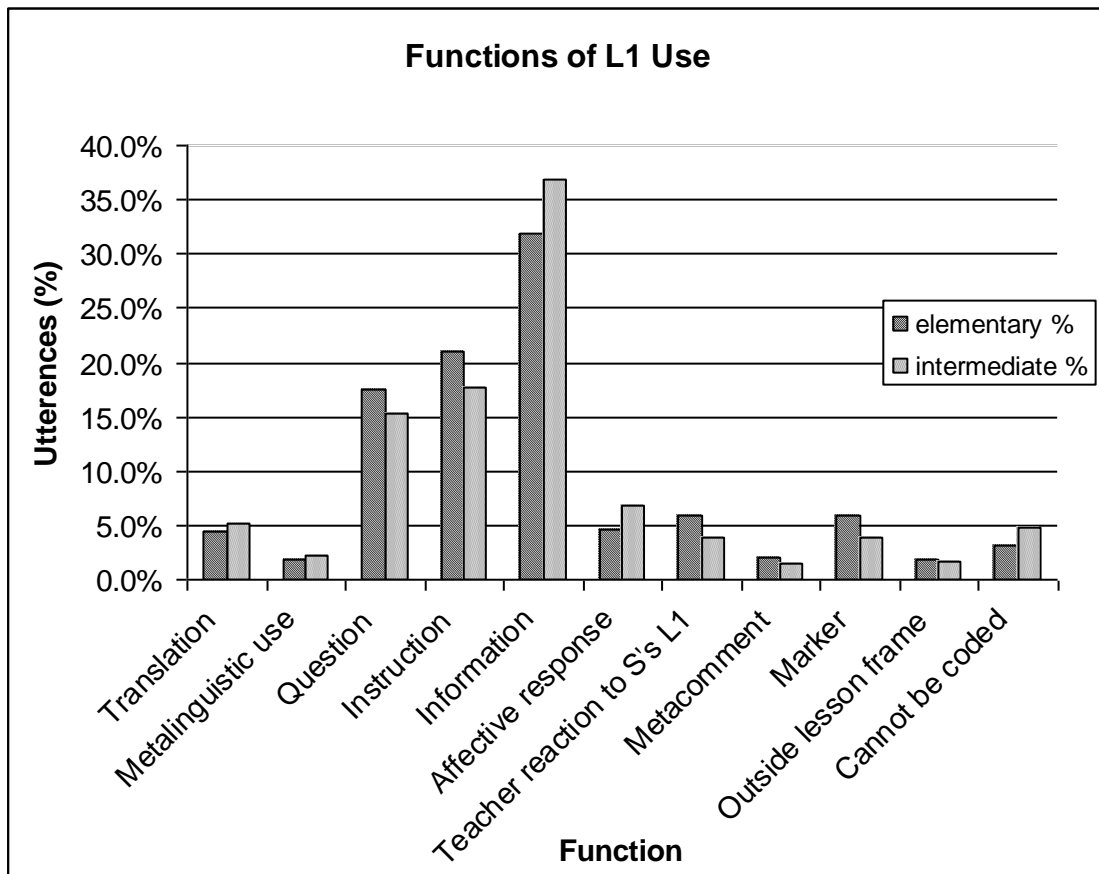
The following table shows the percentages of the number of utterances that were used for different functions, both for the elementary and the intermediate teachers for comparison.

Table 4.8: Percentage and number of all L1 utterances and their functions, comparing two levels

	elementary		intermediate	
	%	utterances	%	utterances
Translation	4.3	112	5.2	62
Metalinguistic use	1.8	47	2.3	27
Question	17.5	453	15.2	181
Instruction	20.9	541	17.8	211
Information	31.8	823	37.0	439
Affective response	4.6	120	6.9	82
Teacher reaction to S's L1	5.9	153	3.9	46
Metacomment	2.1	54	1.4	17
Marker	5.9	153	3.8	45
Outside lesson frame	1.9	49	1.7	20
Cannot be coded	3.1	80	4.9	58
All	100.0	2,585	100.0	1,188

The following chart shows the same results as table 4.8, in a more visual way.

Figure 4.2: Distribution of percentages of all L1 utterances comparing the two levels



It has already been noted that the teachers with the elementary classes used more than double the amount of L1 utterances than those with the intermediate classes. Now it is noticeable that at both levels, all eleven functions were utilised. The percentage of utterances using a particular function was higher in the elementary classes than in the intermediate classes in six out of the eleven functions.

From the chart it can be seen clearly that the main reason for using L1 (at both levels) was to give information. The second most important reason was to give instructions, and the third was to ask questions. All of these were communicative functions.

4.3.3 Conclusion

The functional analysis showed that there were three functions of the teachers' L1 utterances that were most often used: for giving information, instruction and for asking a question. These three categories will be analysed in detail, looking into their different subcategories, after the following, shorter description and explanation of the least often used functions of the teachers' L1 utterances.

4.4 Analysing the less often used functions

4.4.1 Introduction

I start the analysis with the less often used functions, namely Translation, Metalinguistic use, Affective responses, Teachers reaction to students L1 use, Metacomments, Markers, Outside Lesson Frame and Cannot be coded.

4.4.2 Translation

From table 4.6 and 4.7 (and also from the previous chart) it can be seen that the teachers did not use many L1 utterances to translate from L2 to L1. The elementary teachers used 4.3% of the L1 utterances for translation (112 occasions), while the

intermediate teachers used 5.2% (62 times). Most often the teachers translated words or sentences from texts. They also often said a sentence in the L2 and then repeated it in the L1.

Example 4.3: Lesson Marika 1

	Original script	Translated script
200. T :	<u>(come) and see me one day</u> gyere és látogass meg nézz nézz meg ez nem magyaros gyere és látogass meg oké	<u>(come) and see me one day</u> <i><come and visit me see see me this</i> <i>does not sound good in Hungarian</i> <i>come and see me okay></i>

Sometimes it is not possible to identify whether it was written or oral discourse which was translated. The reason is because it was not always possible to know if the teacher was reading a word (or a sentence) from somewhere in the text, or was saying it without actually looking at the text.

Interestingly there was still quite a lot of translation in some of the classes, although this does not show up here. There is a widely used technique, where the teacher stays in the L2, but asks the students to translate it into the L1.

Example 4.4: Lesson Marika 1

	Original script	Translated script
213. T :	... read out the sentence	... read out the sentence
214. S :	<u>dogs are af afraid of horse</u>	<u>dogs are af afraid of horse</u>
215. T :	of horses is it true? Is it true? Translate it Ági translate it	of horses is it true? Is it true? Translate it Ági translate it
216. S :	dogs	Dogs
217. T :	o translate it into Hungarian	o translate it into Hungarian
218. S :	kutya a kutyák félnek	<i><dog dogs are afraid></i>
219. T :	félnek	<i><afraid of></i>
220. S :	a lótól	<i><the horse></i>
221. T :	is it true?	is it true?

The teacher stays in the L2 (in this example except one word, in turn 219). The students, on the other hand, are not only allowed but expected to use their L1 and translate. This can be used very effectively if it gives opportunities for the children to hear the target language.

4.4.3 Metalinguistic Use

I consider now the category of Metalinguistic Use. This category accounted for 1.8 per cent (47 instances) of the L1 utterances in the Elementary classes, compared to 2.3 per cent (27 instances) in the Intermediate classes.

Five elementary and two intermediate lessons did not have any teacher L1 talk about the language itself, and only 3 lessons had more than 10 utterances each, dealing with the language (Franciska 2:13, Kati 2:33 and Ica 2:14). As Teacher Kati did not use any L1 utterances about the language in her other elementary lesson, it seems that the activities of the lessons may be one factor determining how much is talked about grammar, pronunciation or spelling in the L1.

Later on, in the qualitative analysis, the interviews with the teachers suggest that one of the main priorities for them is to teach the words and the grammar. From the classroom data it seems that the teachers developed a way of coping with this in the L2, in a way that they stay in the L2, and allow the students to translate the words into L1 and also to explain the grammar to each other in the L1 (for a detailed discussion see page 191).

4.4.4 Affective Responses

Both Praising and Disciplining are under the category “Affective response”, as well as the teacher Joking or Apologising (4.6% from the elementary teachers and 6.9% from the intermediate teachers). Disciplining in the L1 was not very common in most of these classrooms, except during a few lessons. The highest instances were during Lesson Franciska 1 (22 instances), and Ica 1 and 2 lessons (16 instances in both lessons). The rest of the teachers all had fewer than 10 instances; some of them did not even have one single instance of discipline in the L1 during their lesson (Hajni one, Kati four, Piroska two). One possible explanation why there was not much disciplining

can be that the students in these classrooms are expected to sit at their desks during most, or all, of the lesson (45 minutes), and either pay attention to the teacher speaking, or they are expected to perform, either verbally, or, very often, they are asked to do written exercises alone. Interaction amongst the students is minimal, as well as any movement, or their initiating anything. If a pupil misbehaves, the teacher may give a look, use a gesture, a verbal warning or written one in the student's progress book, which would have to be taken home that day and a parent would need to sign it for the next day. The students also get a mark for their behaviour every month, and at the end of the term the marks are recorded in their report book which they take to secondary school.

Some teachers praised and encouraged the pupils in the L1, but this was not done frequently either, ranging between 0 and 8 occasions maximum. During Franciska's second lesson the teacher used 8 L1 utterances for Praise, 8 for Encouragement, while at the same time she needed to Discipline 10 times. It was obvious to me sitting there during the lesson that she was struggling to maintain order in her class. Interestingly she was also the teacher who had the highest number of L1 utterances for the Teacher's reaction to student request in the L1 (see the discussion about this function below).

The conclusion from the above analysis is that the affective responses of the teachers constituted only a small proportion of their L1 use. In a typical Hungarian primary classroom, with the teacher being the central figure of the lessons, and in most classes the students sitting in rows and working alone, the need to reprimand and/or praise is not as pre-eminent as it may be in classes where there are good management routines, more movement, more organising and more pair and group work.

4.4.5 Teachers' reaction to students' L1 use

As has just been explained, in these classes the teacher was in charge of the communication most of the time. The Exchanges (typically made up as a sequence of Initiation – Response – Feedback Moves) were teacher-led. Most of the time the teacher initiated, the student(s) responded and the teacher gave feedback. This could have happened in the L1 or the L2, or in a mixed form. Sometimes though, there were opportunities for the students to initiate in the L1, by asking something, or saying something to the teacher or to the others. There were 153 occasions (5.9% of all L1 utterances) in total in the elementary classes and only 46 occasions (3.9% of all L1 utterances) in the intermediate classes when the teacher responded to student L1 initiation, showing how few opportunities there were for the students to start any conversation. As their level of English probably inhibited their ability to initiate a conversation in English, this may have resulted in their being less actively involved than they might have been.

The teachers in this study had several different reactions to the L1 utterances of pupils. They answered questions, gave information, or instruction, or repeated what they had just said. The following example shows two typical student initiations in the L1, in turn 120 and 122, followed by the teacher's response in the next turn.

Example 4.5: Lesson Franciska 1

	Original script	Translated script
119. T :	igen mert most így össze-vissza van ez nekünk ... egy kicsit azt találtam ki hogy ide teszem (a posztert) így akkor közelebb lesz hozzátok	<yes> <because it is a bit mixed up now...> <a bit, what I worked out is to put it (a poster) here and then it would be closer to you>
120. S :	de így mi nem látjuk	<but we cannot see it like this>
121. T :	hát ti meg úgy nem látjátok, mm Piri csak addig üljetek ide oda a Piri oda meg a Mátyás jó	<well the other way you cannot see it, hm> <Piri sit down until then> <Piri there Mátyás there> <good>
122. S :	és akkor ide üljön a Mátyás	<and then Mátyás should sit here>
123. T :	inkább oda üljön a Mátyás jó?	<I would prefer Mátyás sitting there, okay?>

The student told the teacher that she or he could not see the poster. A student also requested a student to sit somewhere else. These all happened during the planning and organising phase of the activity. The teacher used the L1 exclusively, and this seemed to allow the students to initiate, and to do this in their mother tongue. In both of her lessons Teacher Franciska and in her first lesson Teacher Gizi had the highest number of teacher L1 utterances responding to the students' L1 initiations (52, 34, and 26 instances). They also used the highest amount of L1 during these lessons. The rest of the lessons had fewer than 20 instances each; some of them had not even one instance (Piroska 1).

There may be several different reasons why during some lessons the students seemed to be freer to use the L1 than in others. During those lessons where the teachers use the L2 extensively, any L1 use from the students without the teacher initiating could be labelled as misbehaving and could have consequences. As the students can not easily initiate conversations in the L2, they probably chose to be silent so they do not get into trouble, for interrupting, and at the same time doing it in the L1. On the other hand, where the L2 use is not so strictly expected, or not expected at all, the students may feel freer to interrupt and initiate more conversations in the L1. This may not be always the case though; a very strict teacher could request total silence, with or without any L1 use. Another important factor can be the level of the students, as the elementary students might have needed more help; maybe they were more often confused and so they were allowed to use the L1 more.

4.4.6 Metacomments

The results show that the elementary teachers used more metacomments (54) than the intermediate ones (17). By looking at the individual use it can be seen that although the 2 elementary teachers (Franciska and Gizi) used most L1 utterances for talking to

themselves aloud (between 15 and 8 utterances in their 4 lessons, and most intermediate teachers used hardly any at all (between 0 and 3), there were some exceptions. Intermediate Teacher Ica in her first lesson used 10, while Hajni in her first lesson and Kati in both her elementary lessons did not use any at all.

How much a teacher talks to herself aloud during the lessons may depend on many factors. It can be simply a personal style, and so maybe teachers Franciska and Gizi would talk to themselves frequently during other lessons too (they teach other subjects in their mother tongue). There could be other factors also, influencing how many metacomments the teachers use. For example Teacher Franciska, in the first lesson, in turn 17, the teacher was organising the next activity. She was talking about the topic they would work with, which was the ‘there is, there are’ grammar structure. As she was trying to find the poster to show to the students she said: *nem is tom hova raktam azt a plakátot* (‘I am not sure where I have put that poster’). She was talking to herself about a problem she was trying to solve, namely to find the poster.

Maybe if there are unexpected events, for example something goes wrong, or something needs to be thought through, other teachers who do not usually think aloud during their lessons, would use metacomments then. This may be the reason why Teacher Ica in her first lesson used lots of metacomments (10 utterances). Other times though, when the activities are more routine, where not a lot of organising is needed or nothing goes wrong, there is no or hardly any L1 metacomment (like Teacher Ica’s second lesson, using only 2 utterances).

It is possible to hypothesize that using L1 metacomments frequently may be an indication that those teachers did not mind that their pupils could hear them ‘thinking aloud’ in the L1. If this assumption is true, this has certain implications. It could be that those teachers who use L1 metacomments a lot may not be as determined to use the L2

as much as possible as those teachers who do not comment on their teaching in their mother tongue. Other possible explanations include the proficiency of the teacher, as they may not be thinking in the L2, the style of their teaching, and the amount they talk. Maybe it depends on what the teacher believes about whether hearing more English provides more opportunities to learn the language. This point will be considered further in Chapter Six, page 255.

4.4.7 Markers

To signal the boundaries between episodes or activities in FL classrooms the teachers can use different discourse strategies. The teacher can switch from one language to the other. If the teacher for example first explains in the L1 that the aim of the activity is to read the L2 sentence after her, and then switches to a L2 word, this in itself signals that the explanation is over, and the activity is starting:

Example 4.6: Lesson Kati 1

	Original script	Translated script
274 T :	<u>...olvassuk el közösen őket</u> <u>The book is on the table.</u>	<...let us read them together> <u>The book is on the table.</u>
275 Ss :	<u>The book is on the table.</u>	<u>The book is on the table.</u>

This example shows that without a specific discourse marker the two activities are clearly separated by the two different languages. The boundaries of the discourse can also be signalled by L2 words, for example ‘well’, ‘now’, ‘good’, or the teachers can use the equivalent of L1 (‘nos’, ‘most’, ‘jó’). In Chapter 3 (see page 104) I mentioned the problem with the word ‘okay’. Because of the widespread use of ‘okay’ in the Hungarian language, markers of ‘okay’ could be either in the L1 or the L2. The intonation can be a clue in some cases, but other clues are also needed in many cases to determine which language is being used.

Teachers Franciska, Gizi and Kati used L1 markers most often, with Teacher Franciska using an exceptionally high number of L1 markers (47 in her first recorded lesson and 28 in her second). Teacher Gizi had 24 and 15, while Teacher Kati used 10 and 25 markers in her two Elementary lessons. None of the Intermediate teachers, plus the Elementary Teacher Hajni, used more than 10 markers

Example 4.7 shows how Teacher Franciska used the markers. (The \ sign signals falling intonation and a short pause after the word/s).

Example 4.7: Lesson Franciska 1

Original script	Translated script
164. T : igen	<yes>
<u>egy furcsa furcsa erdőben egy egy furcsa furcsa i igen sötét sötét nem furcsa sötét sötét erdőben</u>	<In a strange strange forest a a strange strange yes strange dark dark not strange dark dark forest>
igen \ (1.0) jó \	<yes \ (1.0) good \>
na nézzük a következő versszakot	<Well let's see the next verse>
fusd át a szemeddel melyik szót szeretnéd meg ő ő	<scan it with your eyes which word you want er er >
Józsikám menjél innen ki légszives	<my Józsi go out of here please>
üljél ott kint le	<sit down outside there>
jó \	<good \>
sajnos nem tudunk tőled tanítani	<unfortunately we cannot teach because of you>
ne haragudjál (3.0)	<I am sorry> (3.0)
elnevezzük őt az osztályszörnyének	<we call him the monster of the class>
((laughter))	((laughter))
mert nem lehet tőle tanítani	<because one cannot teach because of him>
((laughter))	((laughter))

The first word ‘yes’ is feedback; the student remembered a poem she or he had learned before, and the teacher acknowledges it. She then tries to remember the words of the poem. The next ‘yes, good’ is a marker, with falling intonation and a pause between the two words, signalling that she is not continuing to talk about the old poem, but she is getting back to the present activity. The instruction cannot be completed, as a misbehaving student needs the teacher’s attention. He is promptly sent outside, and when the class is supposedly all in order again, another marker, ‘good’ signals the end

of disciplining and the start of an explanation of what has just happened (see Chapter Six, page 255, for further discussion on this bad practice).

It seems that when there is a long interchange, all or mainly in the L1, where the teacher is dealing with more than one different topic, L1 discourse markers can be used to mark off one episode from another. These are usually L1 markers, as the teacher would not normally change back to the L2 to borrow the marker. Those elementary teachers who talked extensively, and used only, or mostly the L1 in their extended turns, are the ones who used L1 markers most often. The intermediate teachers, on the other hand, used far fewer L1 markers on average, between 1 and 9 words per lesson. One possible explanation may be that the intermediate teachers usually used fewer long turns with only L1 in them. When they did use a long turn they used both L1 and L2 utterances. It may be that the signal of the change of the discourse is the change of the language itself.

Elementary Teacher Hajni, who hardly used any L1 markers (1 and 3) during her lessons, was an exception. Among the Elementary teachers, she used the L1 least. She tried to use the L2 as much as possible, with added body language, or pictures or writings on the board. When she did use the L1, mostly to give information or instruction or ask a question, she tried to keep the length of the L1 utterance to a minimum. This may explain why she did not often need a L1 marker.

The use of markers and the frequency of their use may also depend on the personal style of the teachers. It is clear from the data that different teachers preferred different L1 words as markers, some using 'okay', others 'yes' or 'right'. The variables that are identified in my data are the personal style of the teachers, the amount of L1 use in the turn, and the level of the learners.

4.4.8 Outside lesson frame

Sometimes the teachers were either interrupted or were talking to me. This did not happen very often, (between 0 and 3 times), except in three lessons: Gizi 1 (28 times), Kati 1 (14 times), Ica 1 (10 times). One of the reasons for these high numbers are that those teachers sometimes tried to include me, or made comments on the happenings in the classrooms to me. Teacher Gizi particularly found it difficult not to comment on things, while the students were working on an exercise quietly and she went around checking, passing me sitting at the back of the classroom. Teacher Ica was struggling with the tape recorder a bit, and asked me several times if she could switch it off while the students were working. Teacher Kati, in her first recorded lesson also asked a few times for my opinion about life in Britain, or about the school system, while she was discussing the topic with her pupils. My reaction to these instances was always to try to signal again and again, that I was just "not there". But these instances showed me clearly that the moment somebody is observing the class, it has an effect. It is possible to try to minimise the effect by talking about the most likely problems before, and then, if the teacher still forgets, the only way is to try to say as little as possible.

There were some other instances, when other students, or a teacher, came in and talked to the teacher or the class. These instances would happen in real, unobserved classes too, and added to the picture of the real life in these classrooms. The fact that all the foreign language teachers switched to the L1 at once to talk to anybody else, showed that the L2 was used only and exclusively during the language lessons with the pupils.

4.4.9 Cannot be coded

There were some L1 utterances that were not possible to code. There were not many of these, less than 20 instances, between 2-17 times during the lessons. These utterances

were usually surrounded by utterances that were unintelligible, or some of them were lacking other clues, not available without actually seeing what was happening at the given points. Given the vast amount of data (hundreds of utterances) this did not seem to affect the result much.

4.5 Analysing the most often used functions

4.5.1 Introduction

After dealing with the less frequent functions, I am now going to look in detail at the three most frequently used functions of the teachers' L1 use: Giving-Information, Instruction and Question. The different teachers used different amounts of these functions during their lessons, but all the teachers were using the three categories Information, Instruction and Questioning very frequently (see page 145).

The following two tables show the number of L1 utterances the teachers used for giving information, giving instruction and asking questions. The sub-categories of these functions are also shown (see the explanation of the categories and sub-categories in Chapter 3, page 113).

Table 4.9: Number and percentage of L1 utterances of 3 functions and sub-categories in Elementary lessons 1 and 2

	Franciska 1+2		Gizi 1+2		Hajni 1+2		Kati 1+2	
	utterance	%	utterance	%	utterance	%	utterance	%
Information								
Feedback	188	56.8	160	58.8	50	65.8	78	54.2
Inside plane shift	91	27.5	84	30.9	25	32.9	45	31.3
Outside plane shift	52	15.7	28	10.3	1	1.3	21	14.6
All	331	100.0	272	100.0	76	100.0	144	100.0

Instruction								
Now	180	95.7	192	95.0	22	100	125	96.9
Later	8	4.3	10	5.0	0	0.0	4	3.1
All	188	100.0	202	100.0	22	100.0	129	100.0

Question								
Information question	57	37.7	43	34.1	6	22.2	43	28.9
Eliciting	94	62.3	83	65.9	21	77.8	106	71.1
All	151	100.0	126	100.0	27	100.0	129	100.0

Table 4.10: Number of L1 utterances of 3 functions and sub-categories in Intermediate lessons 1 and 2

	Kati 3+4		Marika 1+2		Piroska 1+2		Ica 1+2	
	utterance	%	utterance	%	utterance	%	utterance	%
Information								
Feedback	50	47.2	26	40.6	31	46.3	112	55.4
Inside plane shift	29	27.4	15	23.4	23	34.3	68	33.7
Outside plane shift	27	25.5	23	35.9	13	19.4	12	5.9
All	106	100.0	64	100.0	67	100.0	202	100.0

Instruction								
Now	44	91.7	38	76.0	39	90.7	61	87.1
Later	4	8.3	12	24.0	4	9.3	9	12.9
All	48	100.0	50	100.0	43	100.0	70	100.0

Question								
Information question	12	26.7	28	65.1	11	45.8	26	33.3
Eliciting	33	73.3	6	17.6	17	70.8	52	66.7
All	45	100.0	34	100.0	24	100.0	78	100.0

The data from these two tables will be used throughout the rest of the chapter. To make comparisons easier, some of the results will be shown in a graph form, but all discussions will be based on these results. It can be seen from the two tables above that

the elementary teachers together used more utterances for each of the three most used functions than the intermediate teachers. The comparisons will be made between the percentage of the different functions and sub-functions. Now I will look closely at the three most often used different functions and their sub-functions.

4.5.2 Information-Giving

The elementary teachers had 823 utterances that were in the L1, or contained L1 words, to give information, while the intermediate teachers used 439 L1 utterances for the same function.

The category of Information-Giving consists of 3 sub-categories: Feedback, Inside Plane Shift and Outside Plane Shift. The distinction between the 3 sub-categories is as follows:

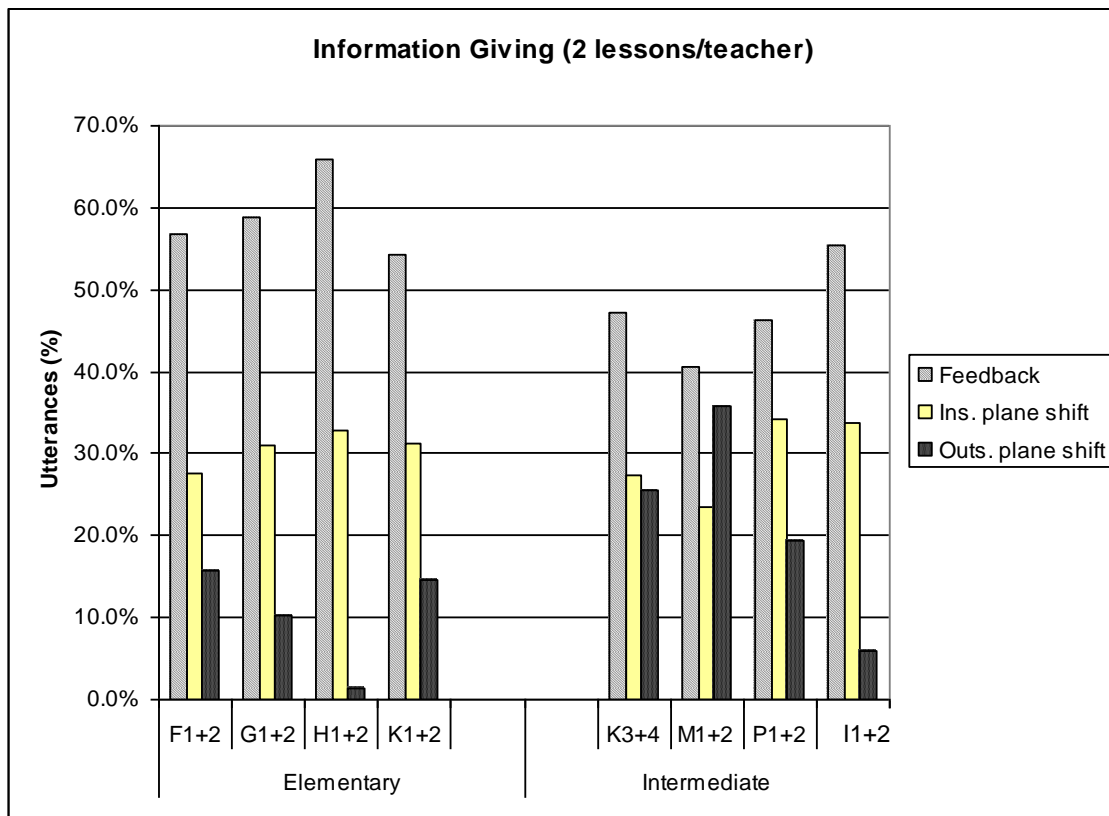
- **Feedback** is the third part of the IRF sequence, when the teacher informs the student/s on how correct their verbal or written responses were. The feedback can be a short word ('good', 'well done'), or longer stretches of discourse, explaining why the answer was correct or incorrect.
- **Inside Plane Shift** refers to those utterances where the teacher is providing further contextual information to help the students with the task they are doing (Macaro, 1998: 188).
- **Outside Plane Shift**, on the other hand, refers to those utterances that are not immediately related to the here and now activity. They indicate a shift in the focus of attention to a topic outside the immediate context of the lesson (see Sinclair and Brazil, 1982: 32; Macaro, 1998: 187).

Those teachers who were very keen to use the L2, namely Teacher Hajni from the elementary and P from the intermediate classes, used very few L1 utterances during their lessons, compared to the rest of their colleagues, but what they did use L1 for, was

for Information-Giving, 32 and 44 times and 42 and 25 times. This may signal that in these classes it was necessary to give some information in the L1.

The following graph shows the distributions of the percentages of the Information-Giving L1 utterances and their sub-categories for each teacher.

Figure 4.3: Distribution of percentages of different Information-Giving utterances comparing the two levels



The graph shows that the most frequent sub-category of Information-Giving was Feedback. The second highest was Inside Plane Shift, except in Teacher Marika's two lessons, where she had a few more Outside Plane Shifts utterances. The smallest amount out of the three sub-categories was Outside Plane Shift. I now have a closer look at each of the three categories separately.

Feedback

The elementary teachers used considerably more L1 utterances for Feedback than the intermediate ones. The following 2 examples show typical ways for teachers to give feedback in the L1.

In Example 4.8 the task was to describe a pupil. Ákos is the student who said the first sentence about Pisti. The sentence is in the L2 (“He has got a brown head”) and the teacher repeats the answer in turn 108, before giving feedback (by repeating the L2 sentence correctly) and then acknowledging in the L1 that it was correct (turn 108). The same happens in turn 112; after repeating the answer, the L1 feedback is “That’s right”.

Example 4.8: Lesson Gizi 2

		Original script	Translated script
104.	T	: ... Pisti kijön ide középre (1.0) és Pistiről mindenki mond egy mondatot angolul (1.0)... Ákos kezdjed	...<Pisti comes to the middle> (1.0) <and everybody tells a sentence about Pisti in English> (1.0)... < Ákos you start it>
105.	S	: mm	mm
106.	T	: he has ugye így kezdjük he has	he has <this is how we start, right?> he has
107.	S	: he has got a (4.0) brown head	he has got a (4.0) brown head
108.	T	: brown head he has got brown head végül is jó igen Brigi	brown head he has got brown head <well, yes it is good> Brigi
109.	S	: he has got he has got a black hair	he has got he has got a black hair
110.	T	: hair he has got black hair mm Szandra	hair he has got black hair mm Szandra
111.	S	: he has got big (1.0) eyes	he has got big (1.0) eyes
112.	T	: eyes he has got big eyes így van	eyes he has got big eyes <that's right>

Here is another typical example; this time the task is to translate a text.

Example 4.9: Lesson Ica 2

		Original script	Translated script
113	T	: ... <u>the greedy dog jumped into the water with a big splash</u>	... <u>the greedy dog jumped into the water with a big splash</u>
114.	S	: beugrott a	<jumped into the>
115.	T	: vízbe^	<water^>
116.	S	: vízbe és egy nagyot csobbant	< the water and with a big splash>
117.	T	: csobbant így van	<splashed> <that's right>

In turn 117 the teacher first repeats the student's translation in the L1, then she says "That's right". When the task was to translate from the L2 into the L1, teachers often echoed the pupil's L1 translation, adding considerably to their total of L1 utterances.

The third example shows when the feedback is a correction of the answer. In this case the student gave an answer in the L2. The teacher first repeats the answer correctly without the word 'so', and then explains in the L1 what the mistake was.

Example 4.10: Lesson Ica 2

	Original script	Translated script
179. S :	<u>because he ran away so fast</u> ((reading the answer))	<u>because he ran away so fast</u> ((reading the answer))
180. T :	because he ran away fast a 'so' az nem kell csak 'he ran away fast' okay	because he ran away fast <the> 'so' < is not needed only > 'ran away fast' okay

Of the elementary teachers, teachers Franciska and Gizi used Feedback more frequently in their L1 utterances than the other teachers in their L1 utterances. These teachers did not make much use of written L2 text during the lessons. They asked the students to perform oral tasks, and the feedback and correction was often used after the pupils' verbal attempts. The intermediate teachers used less L1 feedback than their elementary colleagues, except Teacher Ica. During her two lessons the pupils mainly worked with texts, translating and analysing them, focusing on the grammar form of the past tense and the irregular verbs. Teacher Ica constantly corrected and explained the students' L1 answers, using Feedback in her L1 utterances very frequently (62 and 55 utterances).

It is clear from the previous examples that the different activities require different ways of giving feedback. If the task is to read and translate a text, the teacher may repeat the L1 translation. If the task is more complex, like making up a sentence in the L2, the teacher may need to explain some of the mistakes and the grammar in the

L1. If the L2 sentence or sentences are correct, the teacher may only say “yes, good” or “that’s right” in the L1 to encourage the student, or even add a bit of extra information.

Inside Plane Shift

The second most often used sub category under Information-Giving is the Inside Plane Shift. This category is closely related to the tasks, and its function is mainly to help the pupils to perform them. It is help from the teacher, namely ‘scaffolding’ (see page 16), that is needed. On average, each teacher used half the amount of Inside Plane Shift than they used for Feedback. Those elementary teachers who often used the L1 used lots of scaffolding in the L1 to help their students through the activities. Teacher Ica with her intermediate class also used L1 utterances to help with the difficulty of formatting past tenses and irregular verbs. The more demanding and complex the activity was, the more help the students needed during the activity. Although helping in the L2 is possible, the teacher needs to know how to use methods of helping comprehension, for example, paraphrasing, repetition, body language, visual clues, pictures, and so on. The following example shows an activity where the teacher who usually managed to stay in the L2 used L1 to help during the activity.

Example 4.11: Lesson Hajni 1

	Original script	Translated script
81. T :	cs, nahát válasszál valamelyiket tessék green car	<sh, well chose one> <here you are> green car
82. S :	have you got a green car?	have you gat a green car?
83. S :	green car? Yes I yes I have yes I have	green car? Yes I yes I have yes I have
84. T :	hm	Hm
85. S :	mm	Mm
86. T :	most megnézed ugye a ‘green car’ kettő van melyikből választod vagy ezt mondod tovább vagy ezt	<now look at right the> ‘green car’ <there are two> <from which do you choose it> <either go on with this or that>
87. S :	have you got a black (xxxx?)	have you got a black (xxxx?)
88. S :	no I no I haven’t	no I no I haven’t
89. T :	mhm	Mhm
90. S :	have you got a blue (xxxx?)	have you got a blue (xxxx?)
91. S :	no I haven’t	no I haven’t

92. T :	ha itt már ez nem volt akkor ugye nem ebbe nem (xxxx) tovább akkor keressük a másik sort	<i>< if here there was not one then not here not > (xxxx) < go on > < then let's find the other line ></i>
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Two pupils, in front of the class, had to look at two different pictures and try to find out which objects appeared in both pictures, without looking at each other's picture.

At first the pupils did not seem to know how to solve the problem. The whole class was watching them, so the teacher probably felt the need to explain, for everybody's benefit. The task was a rather difficult one; even in their mother tongue pupils at this age might have struggled to get the idea of how to do it. Because they could not use their mother tongue, there was not a chance to try different techniques and see if it worked. The language difficulty added to the overall difficulty, so the teacher was helping out, in the L1, using a mixture of questions, information and instructions.

The following example is from the intermediate teacher Piroska. Here the pupils are looking at a crossword puzzle, trying to find the months in the L2.

Example 4.12: Lesson Piroska 2

Original script	Translated script
250 T : ... take a pencil please and try to find the months try to find the month circle them circle them okay haladjunk együtt jó? s ha valaki talált egy hónapot azt akkor mondja hogy hol?	... take a pencil please and try to find the months try to find the month circle them circle them okay <i>< let's proceed together, okay? > < and if somebody finds a month that person should say where it is? ></i>
251 S : <u>January</u> alulról a hatodik	<u>January</u> <i>< sixth from the bottom ></i>
252 T : where is it? (3.0) közép alulról hat középen vízszintesen így mondjuk jó vízszintes vagy függőleges	where is it? (3.0) <i>< middle from bottom six in the middle horizontal > < this is how we say it horizontal or vertical ></i>
253 S : <u>December</u> vízszintes második sorban	<i>< December horizontal second line ></i>
254 T : December very good, Ilike Vízszintes Sáríka	December very good, Ilike <i>< horizontal ></i> Sáríka
255 S : függőlegesen az első sor <u>September</u>	<i>< vertical first line ></i> <u>September</u>
256 T : <u>September</u> very good, Laura	<u>September</u> very good, Laura

Here again, it can be seen that the pupils need help. They can find the names of the months in the word search, especially because the words are similar to the Hungarian ones, only pronounced differently. The problem here is how to identify the place of the word. This is not a L1 problem, but even in their mother tongue these pupils may not know the two words ‘horizontal’ and ‘vertical’ or may not have used them a lot. So the teacher (in turn 252) is helping them to express themselves in their mother tongue.

One of the big differences between this study and most other studies on teachers’ L1 use is the age of the students. Because these pupils are very young, they are still learning their mother tongue at the same time as they are learning the foreign language. Their English teacher is often their Hungarian teacher too, who knows their vocabulary, and their grasp of grammar. It is possible in these classes that the same teacher through teaching one language may be simultaneously teaching the other language.

The first instruction about what to do, in turn 250, is completely in the L1. Then the teacher switches languages to explain that they would do it together. The following exchanges use both the L2 and the L1. This is one of the characteristics of those classrooms, where the teachers attempt to use the L2; they still often allow the pupils to use the L1, here in this example resulting in an almost continuous code switching. In turn 253 the pupil tells where s/he found the month: “December horizontal second line”, in Hungarian. The teacher responds in turn 254 with an English sentence, “December very good”, pronouncing the month in the English way. Then she repeats the difficult word “horizontal” in Hungarian, before nominating a new pupil. The pupils need to pay very close attention to what the teacher says to judge correctly which language they need to use at every moment.

Often the teachers had to tell the students explicitly which language to use. The following three examples show how the teachers had to specify which language is to be used. These examples are not Inside Plane Shifts, but Instructions, which would be discussed later on in detail (see page 172).

Example 4.13: Lesson Gizi 1

		Original script	Translated script
381	T	: írjátok fel negyvenkettedik oldal hármás feladat fordítani a füzetbe és mielőtt megkérdeznétek magyarra kell fordítani mer el szokott hangzani az a következő kérdés és ...	<i><write down page forty-two exercise three translate the sentences> <and before you ask me translate into Hungarian> <because this tends to be the next question and> ...</i>

Other times the student even needed to ask which language was required, before being able to complete the required exercise:

Example 4.14: Lesson Franciska 1

		Original script	Translated script
21	T	: ...most jó na mindenki összeszedi minden okos gyerek összeszedi a gondolatait jól megnézi a képet és megpróbálunk mondani mondatokat a képről jó na mondjad	<i>... <now good everybody concentrates all clever children concentrate and look at the picture and we try to say sentences about the picture> <good now you start></i>
22.	S	: there is	there is
23.	T	: mutatom	<i><I am showing it></i>
24.	S	: magyarul is lehet?	<i><Can I say it in Hungarian?></i>
25.	T	: magyarul nem	<i><not in Hungarian></i>

Example 4.15: Lesson Franciska 2

		Original script	Translated script
22	T	: csak úgy ismétlésképen miről szólt az első második versszak? csak magyarul nagyjából	<i><just to practise what was the first the second verse about?> <only in Hungarian, roughly></i>
23.	S	: magyarul mondjam?	<i><shall I say it in Hungarian?></i>
24.	T	: csak magyarul igen	<i><yes, only in Hungarian></i>
25.	S	: a különös különös város nem a 'land' az a	<i><the strange strange town not the> 'land' <that is a></i>

Example 4.16: Lesson Marika 1

		Original script	Translated script
97.	T	: okay no let's start Piri	okay no let's start Piri
98.	S	: magyarul is el kell olvasni?	<i><shall I read it in Hungarian too?></i>
99.	T	: nem kell magyarul elismételni olvasd a mondatokat	<i><no need to repeat it in Hungarian read the sentences></i>

During the lessons there were also instances when the students got confused. The teacher then told them to say it in the other language, and so order is established again:

Example 4.17: Lesson Hajni 1

	Original script	Translated script
307. T :	jó az jó (12.0) jó ezt kérem kérem jó ...long arms three small feet one two it isn't good because it's too feet mhm er what's wrong? in this picture?	<good that's right> (12.0) <good that please please good> ...long arms three small feet one two it isn't good because it's too feet mhm er what's wrong? in this picture?
308. S :	két fej	<two heads>
309. T :	yes it's er English please	yes it's er English please
310. S :	two two heads	two two heads

These previous examples demonstrate that communication in these foreign language classes can be a very complex and difficult task, both for the teacher and the students. Using only the L2 during these lessons can be very difficult and challenging for teachers who are not familiar with the methods of communicative language teaching. But using the mixture of the L1 and L2 can be just as challenging in some cases. Now I investigate the third sub-category of Information-Giving: the Outside Plane Shift.

Outside Plane Shift

In this category are all the teachers' L1 utterances which give information about something from the past or about the future, not connected to the here and now tasks the pupils are facing. During the 16 lessons there were between 0 and 30 occasions (average 11 occasions) when the teacher talked about things not closely related to the present activities. These included instances when the teachers reminded their students of the previous lessons, what they did and learned, a word or a poem, about the teacher's diary, report books, previous activities, behaviour or performance during the previous lesson or lessons.

About the future, there were just a few things mentioned; for example, when the teacher's diary was not there the teacher said that once they had it she would write the

marks into it. Another time the same teacher promised to talk about a problem later on. She also wanted to talk to the class teacher about the bad behaviour of the class, and about possible bad marks, and warnings. Some teachers also mentioned a test, or a written exercise for the following lesson, or that they did not have time to do something, so they might do it later on.

Some of the teachers also told the pupils some stories about themselves, or gave information about the world, not concretely related to the lesson, but adding extra information, or just something interesting, usually triggered by something in the lesson. The following two examples give insight into this category. The first example shows Teacher Marika talking about her pets:

Example 4.18: Lesson Marika 1

			Original script	Translated script
235	T	:	yes yes is er is it true? (that mice are afraid of hamsters?) egyszer volt egy ő terrárium há nem is egy üvegbe tartottam hörcsögöket meg egereket és ő valahogy összekerültek és képzeljétek el a hörcsög az leharapta az egérnek a farkát úgyhogy olyan túl nagy barátságba nincsenek meg annyira nem nagyon szeretik egymást hát most hogy ki kitől fél szerintem miután az egér az kisebb mint egy hörcsög valószínűleg ő fél a hörcsögtől úgyhogy maradjunk ebben okay?	yes yes is er is it true? (that mice are afraid of hamsters?) <once I had a terrarium well not but a glass and I had hamsters in it and mice too and er somehow they got together and imagine the hamster bit off the tail of the mouse so they are not really friendly they do not like each other very much and do not love each other that much so to tell who likes who well as the mouse is smaller than the hamster I think it is the one to be afraid of the other so let us agree on this> okay?
236	T&S	:	mice^	mice^
237	S	:	are afraid of	are afraid of
238	T	:	of^	of^
239	S	:	hamsters	hamsters
240	T	:	hamsters okay write it down write it down hamsters hörcsög okay write it down	hamsters okay write it down write it down hamsters <hamster> okay write it down

The teacher in this example is explaining her experience about how hamsters and mice do not get on well with each other. Although it would be possible to explain this story in the L2, it might have taken much longer. The activity was to say sentences about

which animal is afraid of which, practising the form ‘afraid of’. The immediate aim is for the students to be able to say and write down the sentence “Mice are afraid of hamsters”. This little story personalises the sentence and may help the students to remember more easily later on. The following example shows the teacher giving general information about one of the countries they are studying.

Example 4.19: Lesson Kati 1

		Original script	Translated script
98.	T	: ... hogy hívják?	... <what is it called?>
99.	Ss	: Canberra	Canberra
100.	T	: nem az a legnagyobb városa Sydney és ott volt az olimpia és híres és minden de a Canberra a capital city yes it's Canberra that's fine open your books please	<that is not the biggest town> <Sydney and the Olympic Games were there and it is famous and all> <but Canberra is the> capital city yes it's Canberra that's fine open your books please

The young children in these classrooms are still learning about the world around them, and their teachers may give extra information if they think it is necessary. Talking about the Olympic Games may arouse the interest of the students and this again may be a useful aid for them to remember the capital and the biggest city of Australia. Using the L1 to explain the difference makes it easier and the teacher can also be sure that the students correctly understand the facts.

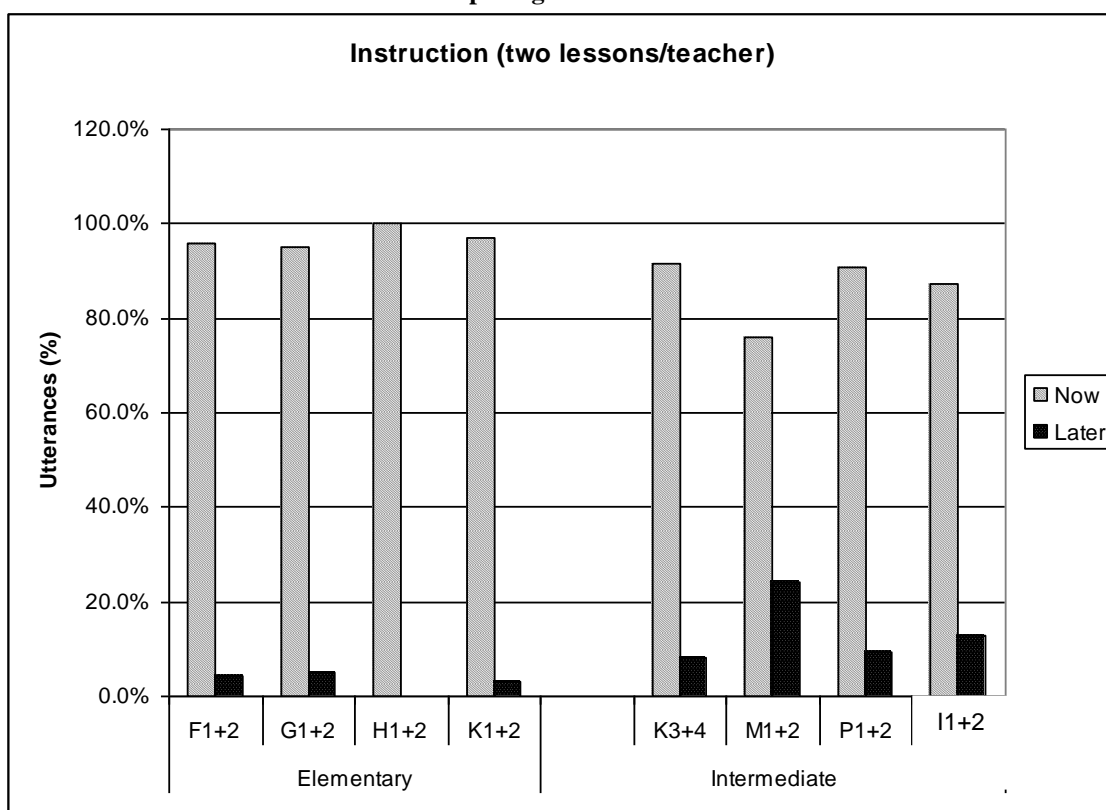
I have discussed different kinds of information that the teachers gave during their lessons. The information may provide instant feedback or help about the task, or give more general information. The feature they had in common was that they did not require any action from the students other than listening.

Now I consider the second most often used function: Instruction-Giving. In contrast to giving information, in this category we have those L1 utterances that require action, either at once, or later on, from the pupils.

4.5.3 Instruction-Giving

The elementary teachers had 541 L1 utterances to give instruction, while the intermediate teachers used 211 L1 utterances for the same function. The category of Instruction-Giving consists of 2 sub-categories: Instructions to perform an action now and Instructions to perform an action later. The following graph shows the distribution of the percentages of these sub-categories for each teacher's Instruction-Giving.

Figure 4.4 Distribution of percentages of different Instruction-Giving utterances comparing the two levels



It can be seen from the graph that every teacher used more instruction for now than about doing something later on.

Instructions for later

Teacher Hajni was the only one who did not give any instructions for later; the rest of the teachers used rather similar amounts of utterances, between 0 and 12 utterances, an average of 6 utterances per two lessons. In the typical Hungarian primary classroom,

written or oral homework is often given at the end of the lesson, and the pupils are required to write down the homework in their homework jotter. The teachers can be brief, making sure that all know what the homework is:

Example 4.20: Lesson Piroska 1

	Original script	Translated script
414. T :	<p>....ezt kérem szépen otthon betanulni</p> <p>tehát please learn the content of the text</p> <p>tehát az olvasmány tartalma aki nem tudja az tanulja be szó szerint</p> <p>thank you okay</p>	<p>... <please memorise this nicely by heart at home></p> <p><so></p> <p>please learn the context of the text</p> <p><well the content of the text</p> <p>if you cannot do it then learn it word by word></p> <p>thank you okay</p>

The teacher may need to repeat the page number of the exercise to make sure that everybody writes it down correctly, but otherwise there is no need to talk a lot.

Example 4.21: Lesson Kati 3

	Original script	Translated script
225 T :	<p>... a a házi feladatokat lesz kettő feladatot nem csináltunk meg arról a lapról amit fénymásoltam nektek aa ő hatost és a nyolcast</p> <p>az lesz a házi feladatokat szintén ilyen összefoglaló dolog (2.0) hatos és nyolcas mindenki hozza a lapot természetesen és az egész fejezetet kérdezem...</p>	<p>... <the the homework will be two exercisess: we have not done two exercises from the paper I had photocopied for you, exercise six and eight></p> <p><that will be your homework></p> <p><it is a kind of summary thing> (2.0)</p> <p><exercise six and eight and everybody bring the paper of course></p> <p><and I also will ask for the whole chapter (to be learned)...</p>

The homework was always given either exclusively in the L1, or repeated in the L1. Even those teachers who used least L1 did not risk using only the L2 for this function. One of the reasons can be that the pupils are supposed to write the homework down in Hungarian, so even if they manage the numbers of the pages and the exercises, this would need to be translated into the L1. Another reason may be the additional information about the homework which often seemed to consist of ‘difficult’ words. Some of the teachers in this study believed that there were words that needed to be

learned at each level and there were words that were too difficult for the students at a certain level (see Chapter Six, page 255, for further discussion).

Instructions for now

Having looked at the instructions for the future, I now consider what kind of instructions the teachers gave for “here and now”.

The elementary teachers gave instructions for now in the L1 much more often than the intermediate teachers (519 utterances compared to 182). The exception is teacher Hajni, who used very little L1. Her position (being just trained to teach the L2 using no or hardly any L1) was already discussed in the first qualitative analysis. The next example shows a few exchanges between the pupils and the teacher and a fairly typical way of giving instructions:

Example 4.22: Lesson Kati 2

	Original script	Translated script
88. T :	windows how many windows are there? hány ablakunk van? how many? egy nagy ablak két nagy ablak hármas ablak de kettő van two windows mondjad	windows how many windows are there? <how many windows have we got?> how many? <one big window two big windows three glasses but two windows> two windows <say it>
89. S :	two windows	two windows
90. T :	igen	<yes>
91. S :	a door	a door
92. T :	a door	a door

The instruction is the last utterance in turn 88, “Say it!” The class is elementary. The pupils often get L1 help to repeat L2 words, read sentences, listen to the tape, or do an oral or written exercise in their exercise book. For the beginners the exercises were often difficult; they had to concentrate hard on the pronunciation and on the words. The teachers made their tasks easier partly by using the L1 for instructions, and also for feedback or for asking questions.

It is important to notice here that often when the teacher uses the L1, the students are still expected to use the L2 in response (in turns 89 and 91). This brings up again the question about which language is to be used when (previously discussed on page 168). This incident shows that young children are still learning their L1, and they may do activities similar to this one, naming objects, in their L1 in other lessons.

Sometimes instructions were given to physically do something. When the teachers organised some of the activities they often used their L1 to do so. The next example shows Teacher Kati organising an activity to demonstrate the words “next” and “near” and “far” by asking a pupil to stand at different places:

Example 4.23: Lesson Kati 1

		Original script	Translated script
355	T	: szóval? javítod ugye Luca gyere ide ha itt állunk fordulj meg és akkor az itt van mellettünk vagy távolabb van?	<well?> <you are correcting it, right?> <Luca come here> <if we stand here turn round> <and then is it next to us or is it further?>
356	Ss	: távolabb	<further>

The teacher instructs Tamara first to get in front of the class, to turn round, and then she asks the class, all in the L1. This happened during her lesson with her elementary pupils. With the intermediate ones she used the L1 less often, and gave extended instructions, often without using the L1 at all. The next example shows one of the incidences:

Example 4.24: Lesson Kati 4

		Original script
264.	T	: ... okay that's right thank you very much now do you remember that we had some a a things here in our book about objects what is this?
265.	Ss	: (xxxx xxxx xxxx)
266.	T	: this is the (xxxx) and what is that? Margaret? That is (xxxx)?
267.	T	: that is a^ a^ Robi that is a^
268.	S	: picture
269.	T	: that is a picture what are these? Peti?
270.	S	: This
271.	T	: these (4.0)
272.	S	: these are

273. T : yes repeat please
 274. S : these are a
 275. T : a^ once again these are^
 276. S : these are pens
 277. T : pens\ once again Peti repeat please
 278. S : these are pens

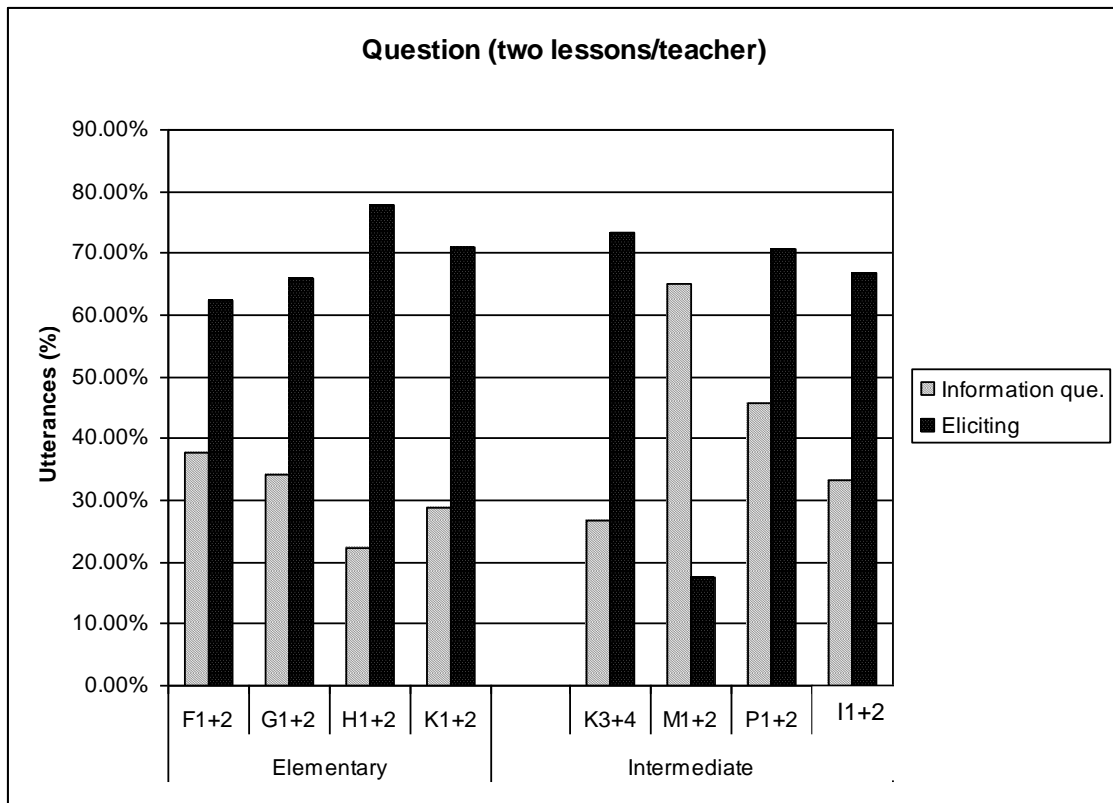
Teacher Kati used different amounts of L1 utterances for giving instructions and asking questions at the two different levels. In the elementary classes she had 73 and 52 L1 instructions for now, compared to the intermediate classes, where she only used 25 and 19 L1 utterances for the same function. Obviously just from two lessons each, it is difficult to generalise and draw firm conclusions, but it seems that with the more advanced pupils for the same teacher (and so maybe for other teachers too) it is easier to use the L2 to give instructions. The reason might be that the more often they do similar activities, the easier it gets to know what to do. Routine activities required less instruction and probably less L1 use also (see also page 195).

The above has been about the teachers giving instructions. The students needed to respond, either physically or verbally. The next category will deal with the last of the three major functions: when the teacher is requiring a verbal response (most of the time) from her students by asking questions.

4.5.4 Question

The elementary teachers had 453 utterances that had L1 words in them to ask questions, while the intermediate teachers used 181 L1 utterances for the same function. The category of Question consists of 2 sub-categories: Information Question and Eliciting. The following graph shows the distributions of the percentages of these sub-categories for each teacher's Questions.

Figure 4.5: Distribution of percentages of different Question utterances comparing the two levels



With the exception of Teacher Marika, the teachers used, on average, about twice as many eliciting questions (questions that they knew the answer to already at the time of asking) as information questions ('real' questions) in the L1. Teacher Marika used very few eliciting questions in the L1 because, although she was dealing with written texts, her teaching method was different from that of the others. She read the story, showed pictures, did activities with them moving around the students in the classroom. Throughout the lessons she would ask many information questions in L1, like "Did you understand?" "Which picture do you want?" She rarely required the students to translate texts, but made sure they understood the meaning of words and texts by using other methods in the L2. I look into the information questions first. When the teacher genuinely does not know something, she asks a 'real' (information) question.

Information Questions

What kind of 'real' questions the teachers asked in the L1 depended on many things. Some of these questions are about the class, for example: "Who is missing?", "Where is pupil X?", "Where is the teacher's diary?" Some questions were about the pupils, for example: "Have you been fighting?" or "Are you not well?" There are many questions during these lessons concerning the tasks and the activities which the pupils are involved in, for example: "What did you say?" or "Can you see it?"

The different teachers used different amounts of information questions in the L1. The 3 elementary teachers (teachers Franciska, Gizi and Kati) used more L1 utterances for this function than the intermediate teachers Kati, Marika Piroska and Ica. Teacher Hajni used hardly any L1 utterances (4 and 2) for this function. One indication that the level of the students may be a significant factor influencing the frequency of the use of real questions in the L1, may be noticeable if we compare Teacher Kati's lessons. She used many more information questions with her elementary class (43 utterances) than with her intermediate class (12 utterances). This may be just a coincidence; maybe there were more things unknown to her during the two elementary lessons. It is possible, however, that with the more advanced classes the teacher is able to ask some of these questions in the L2, or another explanation may be that working with the students for four years (as the intermediate teachers did) meant that the teachers had fewer unknown things during the lessons.

Eliciting

Now I turn to the last sub-category: eliciting. This time the teacher asks a question, but she already knows the answer to it. She "only" wants to know if the students know the answer too. The result shows that the elementary teachers used many more eliciting questions (304 utterances) in the L1 than their intermediate colleagues (108 utterances).

Teacher Hajni again used this function much less than the other elementary teachers (only 21 times during her 2 lessons). What is interesting is that Teacher Kati used the high amount of L1 utterances for eliciting, 106 (61 and 45 times during her 2 elementary lessons). This is very important, if one compares this to her teaching the intermediate students, using only 33 utterances for the same function (23 and 10 during the two lessons). The first example shows a typical exchange during Teacher Kati's elementary lessons:

Example 4.25: Lesson Kati 2

		Original script	Translated script
80.	T	: ... mi az amit mi látunk itt az osztályban ? what are the things in the classroom the objects the things , Móni	... <i><what is it we can see here in the classroom?></i> what are the things in the classroom the objects the things , Móni
81.	S	: blackboard	Blackboard
82.	T	: blackboard	blackboard
83.	S	lights	Lights
84.	T	lights	lights
85.	S	TV	TV
86.	T	TV	TV
87.	S.	windows	windows
88.	T	windows how many windows are there?	windows how many windows are there?

This shows that after the initial L1 elicitation (in turn 80) the teacher repeats the question in the L2 too, and then the pupils can start answering in the L2. The teacher also asked them to collect words, make up sentences, describe each other, and play games, during the lessons. All of these activities were done without written texts and so the need to translate was not so immediate. The teacher used the L1 elicitation to start the activity in the L2, but because she also translated it into the L2, next time the students may know the elicitation in the L2 too. The last utterance in our example seems to confirm this, "How many windows are there?" is only asked in the L2.

This may explain why the same teacher had far fewer L1 elicitation utterances with her intermediate class. After 4 years of working together, the questions have become familiar, and there was hardly any need to use the L1 to ask them.

Other times the teacher asked eliciting questions in the L1 to correct the student's answer:

		Example 4.26: Lesson Ica 1	
		Original script	Translated script
404.	S	: draw drew ((incorrect pronunciation)) drawn	draw drew ((incorrect pronunciation)) drawn
405.	T	: azt hogy ejtjük ki a középsőt?	<how do we pronounce the middle one?>
406.	S	: draw	draw

This is explicit grammar teaching. The teacher was also drawing attention to the pronunciation of the word 'drawn', without any context. This point will be considered further in Chapter Six, page 255. The next example shows how the teacher was teaching vocabulary about body parts.

		Example 4.27: Lesson Gizi 2	
		Original script	Translated script
53.	T	: ... és mi a különbség a 'hand' és az 'arm' között? ki tudja megmondani (2.0) mit jelent az egyik és mit jelent a másik? Pisti	...<and what is the difference between the 'hand' and the 'arm'?> <who can tell me?> (2.0) <what does one mean and what does the other mean?> Pisti
54.	S	: az 'arm' az a kar	<the 'arm' is the arm>
55.	T	: kar Mhm	<arm> mhm
56.	S	: a 'hand' az a kéz	<the 'hand' is the hand>
57.	T	: kéz így van	<hand> <that's right>

This is an example of when the pupils are asked to translate the words to explain the difference. The same vocabulary could have been taught in many different ways, following the recommendations of 'good practice' (page 64). The teacher, for example, could have asked in English, "Show me your hand" or "Show me your arm". This way she would have been able to check if the students knew the difference. The weekly vocabulary test (see discussion about this in Chapter 5, Qualitative Analysis, Pressures) is probably the one of the most significant factors, influencing the use of the L1 by the teachers. If the students are asked in them to translate the words, the teachers need to ensure that all the words are translated. During the test the teacher would typically say

the Hungarian and the students would write down the English equivalent, for example, the body parts. The connection is needed: arm equals “kar”. So here, although no written text was used during the activity, it probably derived from a covert written text.

When there are written L2 texts to work with, the interpretation of the sentences and words is even more important. The following example is a typical one; all teachers used translation while dealing with texts:

Example 4.28: Lesson Ica 2

81	T	:	... <u>the dog came to a stream a stream</u> ott van hogy egy micsoda a stream?	... <u>the dog came to a stream a stream</u> <there it is what a> stream is?
82	S	:	er patak	er <stream>
83	T	:	patak így van tehát érkezett hová? egy	<stream that's right> <so he arrived where? a>
84	S	:	patakhoz?	<at a stream?>
85	T	:	patakhoz <u>there was a narrow bridge across it</u>	<at a stream> <u>there was a narrow bridge across it</u>

After reading the text in the L2 the teacher helps with the translation by asking the meaning of some words, ‘stream’, ‘bridge’. She also translates some parts of the sentence, ‘he arrived at’, and so together they construct the meaning of the sentences in Hungarian this way. In turn 81, after reading the sentence in the L2, the teacher asks for the meaning of the word ‘stream’ with a sentence where she used both languages: ‘What is a ‘stream?’.

The next two examples also show how the need to translate L2 words may encourage the teachers to use code-mixing, while initiating the meaning:

Example 4.29: Lesson Hajni 2

	Original script	Translated script
60.	T : ... what does it mean ‘ éhes ’?	... what does it mean <‘ <i>hungry</i> ’>?
61.	Ss : éhes hungry	< <i>hungry</i> > hungry
62.	T : hungry but not angry, angry angry mérges	hungry but not angry, angry angry < <i>angry</i> >

Example 4.30: Lesson Franciska 1

Original script	Translated script
170. T : shop (2.0) üzlet mi a ‘station’?	shop (2.0) <shop> <what is the ‘station’?>
171. S : állomás	<station>
172. T : állomás így van	<station> <that’s right>

In both examples the teachers are asking for the meaning of a word. In the first example in turn 60 the L1 word “hungry” is required to be translated into L2; in the second example, in turn 170, the L2 word “station” is required to be translated into L1.

To be able to say correct sentences in the L2 the students need to know some grammatical rules. This may be particularly challenging for young learners, as they are just learning the rules of their mother tongue. The same teacher may be teaching them L1 grammar rules in one lesson (Hungarian grammar and literature), and then L2 grammar rules during the next one (English as a foreign language) so she would be aware of what they know of their mother tongue, and so be able to help them with the English grammar..

The last eliciting example comes from a lesson where the teacher is explicitly teaching grammar:

Example 4.31: Lesson Franciska 1

Original script	Translated script
278. T : children az már többes szám ezt húzd le (2.0) children (2.0) gyerekek, mi a a ‘children-nek’ az egyek száma?	children <that is plural already> <cross this over> (2.0) children (2.0) <children, what is the singular form of ‘children’?>
279. S : child	child

Here the teacher is asking the class what the singular form of the word ‘children’ is, after spotting somebody writing ‘childrens’ into his or her exercise book. Irregular words are challenging for the students. Children who learn English as their mother tongue may also make similar mistakes. They recognise a particular rule, for example to put an ‘s’ after the noun to make it plural, and then try to apply to all nouns. All

learners need to learn if there are exceptions to the rules. Here in the foreign language classroom the teacher's L1 question leads to an answer, which gives information. This time the information comes not from the teacher, but from another pupil. When the teacher asks a question, she is asking the whole class. A pupil answers and the pupil, who made a mistake, and also the rest of the class, can hear the rule again: "Child-children".

This is the pattern of how the eliciting usually works in these classrooms. The teacher elicits, a student or students answer together, and the whole class can hear the answer. If the answer is incorrect, the teacher makes sure that the correct answer is given by asking again, or helping out or giving the answer.

4.6 Summary

In Chapter 4 I have analysed the classroom data quantitatively. In the first part of the quantitative analysis I counted and compared the frequency of the L1 and L2 words of the participants. In these 16 classrooms the teachers talked much more than the students (average 75%). The results also show a relationship between the level of the children and the amount of L1 use by their teachers. On average, the elementary teachers used more L1 (46%) than the intermediate teachers (21%). These findings show that there is a relationship between the level of the students and their teachers' language choice. Two teachers, one from each level, did not fit into the overall pattern, as one elementary teacher used much less L1 than her colleagues, and one intermediate teacher used more than the other intermediate ones. This suggests that the teachers' beliefs about the students' proficiency level could be one of the variables influencing the amount of L1 use in these classrooms.

In the second part I analysed the teachers' L1 utterances. L1 was used for different reasons, most often for giving information, asking questions and giving instructions.

The analysis suggests that certain variables, especially the activity type and how the teachers used the L2 textbooks influenced these results. The teachers mediated between the textbook and the students, and because their aim was to teach the words and the grammar explicitly from the texts, they often gave extra information and asked comprehension questions in the L1. They also used classroom instructions in the L1 to conduct the lessons.

This second analysis provided a breakdown of the L1 use by the teacher according to the function of the utterance. This is the first step in answering the question “Why are the teachers using the L1?” To be able to give a more complex answer to the same question, I will now move from the quantitative analysis to the qualitative analysis, and in Chapter 5 I shall look into the lessons and into the interviews with the teachers.

The two questions to be answered are: “Why are the teachers using the L1 during their lessons?” and “What do they think about the use of the L1 in the MFL classes?”

Chapter Five

Qualitative Analysis

5.1 Introduction

In Chapter Four I offered an analysis of the frequency of use of the L1 by the teachers. How much L1 is used during each lesson and why the teachers used it showed a varied picture and offered some possible generalisations and an explanation about what is happening during the English lessons in these primary classes. The analysis had two purposes: first, to determine how often the L1 was used and second, to determine the functions associated with the use of the L1. Chapter Four was primarily descriptive in its aims. The purpose of this chapter is explanatory, in the sense that the main purpose is to determine *why* the L1 is used, and, more generally, why teachers do what they do in classrooms. The approach is primarily qualitative, and the analysis makes use of both the lesson transcripts and the transcripts of interviews with the teachers. This chapter offers a more in-depth analysis, using examples from both the interviews with the teachers and from the classroom data.

In the following analysis I have adopted these categories, namely ‘pressures’ and ‘constraints’. Pressures referred to here, are pressures to teach the language for communication while constraints means those factors that inhibit or prevent communicative language teaching in the young learners’ classrooms.

There are certain pressures on these teachers to apply certain methods in the classrooms. These pressures arise from the National Core Curriculum, the teachers’ formal training, past experiences and expectations, the parents, the exams, the textbooks, the schools’ expectations and the expectations of the students themselves

and visitors (the researcher being one of them). Some of these pressures tend to push the teachers in the direction of teaching the language for communication, but some others conflict with this objective. The problem for each of the teachers (elementary or intermediate) is to find a way of reconciling the different conflicting pressures.

Against the pressures there is a set of constraints, in other words those factors which set limits on what is possible. The teacher's ability to speak the target language, their beliefs about learning, the fact that it is a monolingual class in a setting where outside the classroom there is little use of the target language, the difference between the L1 and the L2, the cognitive and affective characteristics of children at this age, the textbook, the perceived lack of time, the lack of space, the behaviour of some of the children and the different levels of motivation. It is in the interaction between these two sets of contextual factors (pressures and constraints) that we can begin to understand why the teachers do what they do in these classrooms.

The final section in Chapter 5 selects three different teachers, and shows how they dealt with the pressures and constraints they were facing. Firstly I will show a teacher who gave up teaching in the L2 almost completely. Next I will introduce a teacher, who was trying to use the L2 as much as possible, but her long L2 turns were not supported by other clues and the students found it difficult to understand her. The third teacher was more successful in her communication in the L2, although she also used grammar translation and memorization. I also suggest a fourth category, for teachers who manage to use the L2 and teach communicatively.

5.2 Pressures

The pressures that are influencing the behaviour of the teachers in these classrooms come from different places. The first very important place to start to look into is the training itself.

5.2.1 Teachers' training

All of the teachers who participated in the study had been trained to teach English as a foreign language. Two teachers had University Degrees (Ica and Kati). The five other teachers had a diploma from a Teacher Training College, and out of these five teachers four (Hajni, Franciska, Marika, Piroška) attended part time training at the Teacher Training College to learn to teach English as a foreign language. The fifth teacher (Gizi) studied at a Teacher Training College to be a primary school teacher, while at the same time she specialised in teaching English.

The Teacher Training Colleges recently put a lot of emphasis on using the L2 during the lessons. Teacher Hajni, who was just finishing her training at the time of her interview, told me this. The number in the bracket refers to the turn in the interview.

Example 5.1: Interview with Teacher Hajni (turn 159)

T: well, to tell the truth, at the teacher training college, that is what we have learned, we learned, er we were talking about it, to use the target language as much as possible, so in reality to use the target language during the whole lesson.

This is a substantial change for those teachers who used to teach Russian before the 1990s, for Teacher Hajni herself, and the others too, except Teacher Kati. As Russian language teachers, they used to teach by translating and by explaining in the L1. Exclusive L2 use by the teachers with young pupils in classroom settings can be challenging. None of the teachers I visited used the L2 all the time. It seems that in everyday practice the L1 use was widespread.

This poses a problem for the teachers when somebody visits the class. If the teacher thinks that somebody who visits the class expects L2 use only, they assume a different way of teaching is required. One way of satisfying the visitor or visitors is to practise the lesson beforehand. I witnessed this twice during my visits. Once I could not

record one of Teacher Piroška's lessons, because the class was practising for a visit from a tutor from the teacher training college. The other occasion was when I did the non-directive interviews, at the end of the classroom data collection. Before each interview I visited a lesson, without recording it or taking notes. Teacher Gizi, who was also just about to finish a 2-year part-time English teaching course at the Teacher Training College, chose her Grade 7 students for me to see. There was no group or pair work during the lesson; Teacher Gizi was always in charge of the communication. After the lesson she told me that her final practical teaching exam would be in a few weeks time, with the same class:

Example 5.2: Interview with Teacher Gizi (turns 44-49)

- R: and you are going to do the teaching practice with them, is it right?*
T: yes, yes, yes ((laughter))
R: when will it be?
T: in about three weeks, I do not know the exact date
R: and you will be given a mark for that teaching and that will be the mark for the college?
T: yes, yes yes yes yes, and I have chosen them because I really would like to do a 'practice' lesson, the kind you have just seen, so the lesson, during the lesson it matters you can show what they have learned up till then, as we can only practise what we have learned, and then (at the teaching practice) I also would like to show the verb tenses, that we know this one, we can use this one, we know that one, we can use that one too. In my opinion practice matters a lot in language learning, practising, practising, again and again, using it all the time, because this is how we can go on, to learn more...

The language of the lesson I saw was mainly English, and I do believe that three weeks later Teacher Gizi managed to use the L2 exclusively at her final teaching. She was able to achieve this by practising everything beforehand, until it was familiar for the students. It seems that the expectation of using the L2 exclusively resulted in careful planning beforehand. The activities that were chosen were not for practising communication, they were for showing that the students could understand the teacher's English speech and answer appropriately. Questions about the students, about different topics, grammar, almost anything can be learned by practising it. The teacher would

know very well what is ‘safe’ to ask and do during her exam teaching, and at the end of the lesson would probably be rewarded with a good mark from the examiners. The practice lesson would show how much the students already know. It of course would not show how they had been learning all of these things. As the teacher believed that the examiners would want to hear her use the L2 as much as possible, this governed her plan for the lesson in question.

What is very important here is to see that the pressure of using the L2 as the language of the lesson can indeed influence not just the lesson that is visited, but the lessons beforehand. One of the important contributions of this thesis is, I believe, that it shows real life in real classrooms. For a researcher who is a complete stranger, or who may be seen as an authoritarian figure, it would be much more difficult to see this deep into the ‘black box’ and to see the preparation lesson for the lesson that is to be visited. Because I am a teacher and I knew about these preparation lessons, the teachers freely referred to them, and Teacher Gizi even allowed me to see one.

How teachers teach depends on many factors, a visitor being only one of them. Some teachers may try to use the L2 as much as they can, even if nobody is around, while others may not worry about using L1, even when somebody visits them. The teaching methods also depend on the class and the teacher’s beliefs about the students’ cognitive abilities. The same teacher (Teacher Gizi) who was planning to use the L2 exclusively for her teaching exam with a Grade 6 class, with her other class in Grade 4, hardly used the L2. After the first recorded lesson she told me that in her opinion her “Grade 4 students were not able to learn a foreign language”. Further observation would be needed to compare different age groups and different abilities, and to ascertain whether teachers teach different ability classes differently, and if the answer is yes, why?

The Teacher Training Colleges not only expect certain methods, for example exclusive L2 use, but also teach different methods to achieve those given aims. If the aim is to use the L2, the way to do this is also taught. Teacher Piroška, who was very keen to use the L2 during her lessons, explained how she had been trained to deal with unknown words:

Example 5.3: Interview with Teacher Piroška (turns 70, 80)

T: *with the new texts, ... we definitely write out the new words, ... how I do it, not just kind of in an automatic way, English and Hungarian, English Hungarian, but either I draw it on the board and then I ask them to connect them, what do you think, have you heard this word before? when I write out the words, then it is so kind of final, it is final. I have given the new words, there are not any new words, then they just have to put them together. That it not an easy task either, I sometimes do it like that too, of course, I sometimes do it too, either drawing the word or explaining it in English or mime it, **the ways I have learned in the methodology, you know**, and if it does not work, ... but there are always a few children at least who work out what I am talking about, or what this teacher is miming...*

Teacher Piroška used many different techniques to introduce new words during the lessons I observed, including mime, drawing, connecting pictures with words. When one of the learners in the class understood the meaning of a word, s/he was encouraged to say the Hungarian translation, in front of the whole class. To understand a word meant on these occasions to know the Hungarian equivalent of it. Then everybody wrote the word down, alongside the translation.

For Teacher Piroška and for the other teachers too, the final aim is still to teach each word, in English, with the correct spelling and the Hungarian translation of it. They believe that all the words from the texts need to be learned both in oral and written form. During the lessons I observed all ‘new’ words from the course book were written down with their L1 translation.

Using Teacher Piroska’s method to teach the new words takes much longer than simply giving the translation right after each new word. Here is an example of how an unknown word (“pod”) was taught by using a drawing of it:

Example 5.4: Lesson Piroska 1

	Original script	Translated script
107	T : ...What is pods? Look at the picture and try to find out Kati	...What is pods? Look at the picture and try to find out Kati
108.	S : hagyma ((guessing from the picture))	< <i>onion</i> > ((guessing from the picture))
109.	T : almost ((smiling))	almost ((smiling))
110.	JS : mandula	< <i>almond</i> >
111.	T : no	No
112.	S : termés	< <i>fruit</i> >((with special connotation))
113.	T : termés yes very close	< <i>fruit</i> >((with special connotation)) yes very close
114.	S : (xxxx xxxx) amikor a virágon nem jön ki a bimbó (2.0) no (2.0) ((pupils are trying to guess the meaning))	(xxxx xxxx) < <i>when the flower has no bud</i> > (2.0) no (2.0) ((pupils are trying to guess the meaning))
115	T : termés az jó gubó hüvely gubó hüvely please write gubó hüvely pods	< <i>fruit is good pod legume pod legume</i> > please write < <i>pod legume</i> > pods

The first question: “What is pods?” in turn 107 may be seen as an open-ended question, promoting communication and guessing of the meaning of the word. In reality, it was simply a way of achieving a translation from the student(s) The students were more likely to know the word ‘fruit’, than the less used word ‘pod’.. The teacher tried to stay in the L2 and managed to use only L2 in turns 107, 109, 111. A feature, unique to classes where the teacher and the students share the same L1, can be observed here, used appropriately: the teacher uses L2 questions or feedback, while the students use L1 (see turn 107, 108 and 109 for example).

The other teachers I observed also used this particular method extensively, staying in the L2, and allowing the students to use the L1, but only so that they could translate the L2 words or sentences into L1. This did not give real opportunities for language learning. It is possible that the teachers’ belief about their students’ linguistic capabilities, that they either do not know the word in the L2, or could not express

themselves in the L2 when giving more complex answers, has also an effect on the interaction in the classroom, allowing such communication to take place.

This mixed communication, with one participant using L1 while the other L2, resembles the communication between a child and its caretaker at the early years of first language learning. In the foreign language classroom allowing the child to use the L1 while the teacher stays in the L2 provides opportunities for the learner to hear the new language and at the same time be able to communicate with the teacher. Later on, with the learner's proficiency level increased, it will be possible for him or her to start using the L2 for communication more and more.

The problem of dealing with unknown vocabulary is also recognised in the Teacher's Handbook. The handbook is part of the course book, and was published in Britain. Teacher Hajni, after explaining the requirements of the training, talks about it:

Example 5.5: Interview with Teacher Hajni (turn 159)

T: and there in the teacher's handbook, it explicitly says that the language I mean the grammar or a situation or a word that er is not like TV that is obvious, as TV is TV, but let's say ... "kitchen" ... because they may not know it at once, so these we can, without any problems, say in Hungarian

When Teacher Hajni let me see her lessons, it was clear that she was keen to try to use the L2, to explain unknown words, but sometimes she could not scaffold their comprehension successfully. On these occasions she abandoned the attempt to use the L2 and translated the word or a sentence.

For those teachers who would like to follow the guidelines of their training, but sometimes find it too difficult, the Teacher's Handbook of the Chatterbox book, which all teachers used, gives a reassuring message that the L1 use is allowed. This is what it says:

“Only use the equivalent word in the mother tongue to explain the meaning of a word if you do not find any other ways” (Strange, 1993: 5).

The message here is that the L1 can be used. This may come to some of the teachers as a relief. There is another point of interest here: because the course books and the handbooks they use were written in Britain, they may feel justified, questionably, thinking: ‘Where else would they know how to teach English best if not in Britain?’ They say it is okay to use the L1, so it must be okay. Some teachers talked about textbooks, but unfortunately I did not ask explicitly their opinion about the coursebooks; in the future it would be interesting to find out more about their beliefs about what is a good textbook and why.

As shown above, the teachers have been given conflicting advice. This may cause them confusion. There is a big question for some of them about how to teach, as Teacher Hajni summarised:

Example 5.6: Interview with Teacher Hajni (turn 165)

T: *...language teaching now is, let me see, to translate, not to translate, only the grammar, only to speak, well, somehow all should be integrated, because we need a bit from all to be able to say a sentence.*

It is very important what the teachers think the aims are. Their beliefs and the various factors that affect their beliefs are not pressures, but rather influencing factors. I would still like to point it out here that Teacher Hajni believes that the ‘final aim’ is for the students to ‘say a sentence’ with the right words, correct grammar, correct pronunciation. She would use any of the methods she can think of that, in her opinion, would help to reach this aim. Other teachers would believe in other ‘final aims’, for example Teacher Piroska was most concerned that her students would enjoy the lessons and love the new language. This would make her use methods that would achieve her aim, for example games and stories. But she was alone in this view, as most teachers emphasised vocabulary learning and grammar teaching as the most important things.

Students of different age groups and levels are expected to be able to know and do different things. As this thesis investigates Grade 4, I am now turning to the official recommendations for this age group, and will discuss how the curriculum influences what is happening in these classrooms.

5.2.2 National Core Curriculum and syllabus design

The Hungarian National Core Curriculum (Nemzeti Alaptanterv, 2003) prescribes both what this age group should be taught, and how they should be taught. The main aim is to promote ‘communicative competence’, which means ‘to be able to use the language in real situations’ (page 32). The NCC suggests that songs and rhymes are important tools when teaching languages to young learners, and expects the students to learn a few songs by heart by the end of Grade 4 (see page 6). During the first year of official start (Grade 4) students are also expected to learn how to answer some basic questions about themselves and their surroundings.

The teachers often incorporate a ‘question – answer’ time into the lesson, to constantly practise brief conversational exchanges in the L2. This is most often done at the very beginning of the lesson, during the so called ‘warm-up’ activity. The following two extracts from the interviews show what happens during these activities: first, Teacher Marika explains why the students need to be warmed up:

Example 5.7: Interview with Teacher Marika (turns 4-6)

- T: ... this was the leading to er on one hand er to start to warm them up to get used to speaking that they are in a language lesson er these warm up exercises are very important er in a language lesson (2.0) imagine they come out of a Hungarian speaking environment and they have to start to speak a foreign language*
- R: yeah*
- T: so this does not happen by waving a magic wand, so in the first five minutes we always er we start with some warming up (2.0)*

Teacher Hajni then talks about some of the activities that she uses during the warming up:

Example 5.8: Interview with Teacher Hajni (turns 35-37)

T: ... and so at the beginning of the lesson we always have a bit of a chat a kind of a questioning.

R: yeah

T: then the singing too, we just learned the 'Head and shoulders' last time...

During the warming up activities no new material is being taught. Singing songs, answering well known and practised questions can become routine activities. In some cases these activities became such rituals that there was not even the need for instruction to start them. The following example shows Teacher Franciska starting her lesson:

Example 5.9: Lesson Franciska 1

Original script

1	T	:	Good morning children
2	S	:	good morning teacher ((students start singing songs at once, even without the prompting from the teacher)) good morning good morning good morning to you good morning good morning and how do you do
3	T	:	a b c
4	Ss	:	((singing)) a b c d e f g h i j k l n o p q r s t u v w x y z abc ...

I saw other lessons by teacher Franciska with the same students, and the pattern was often the same: the teacher first greeted the class, they answered, and then started to sing at once. At the end of each song either the teacher prompted the next song, for example in the above example in turn 3 by saying 'A, B, C', which gave the clue that this was the next song. Or, if nothing was said, the whole class knew the order of the songs and just continued with the next one. They probably learned them in the order they sing them. An interesting feature of this extract is in turn 3. Here the teacher did not need to use a whole sentence to give instruction. Instead of saying 'The next song is abc, start now', she only needed the title of the song. This is an example which shows that routine activities often need less explanation, less scaffolding and less language use (either L1 or L2) than new activities.

The warm up activities (either talking in the L2, or singing) were a regular part of most of the lessons. They did not last for a long time, and after a few minutes a marker ('well', 'now') signalled a change. If there was homework given previously, this was the usual time to check it together. If there was no homework, the main part of the lesson started.

The main part is most often built around the textbook. Previous research has shown that in Hungary course books in the language classrooms have very often been used as the syllabus itself (Medgyes and Nikolov, 2002). With the course book 'Chatterbox' a Hungarian version of the syllabus is also published, in Hungarian, in which it is stated: "Chatterbox covers all the topics, functions and communicative needs that the NCC suggests and expects. The Chatterbox Series allows the students to learn all that the NCC expects in the areas of listening, and reading, talking and writing" (Benkő and Jobbágy, 1993: 5).

The syllabus contained in the Hungarian edition of Chatterbox also suggests a weekly plan for the teachers to follow, giving a detailed plan for each week, including set time for practice lessons and tests. If the teachers accept that following the course book fulfils the expectation of the NCC, they do not need to plan more, just simply follow the book. This has very important implications. In the classes I observed the course books had indeed become the syllabus itself, with some extra material, and the tests in the course book were used as the basis for assessment. This is the time to have a closer look at the course books themselves.

5.2.3 Textbooks

All the teachers who participated in this study used course books with L2 texts, and aimed at the children knowing all the words and grammatical structures which were in the book. Teacher Ica told me how they usually deal with the texts:

Example 5.10: Interview with Teacher Ica (turns 11-13)

T: this lesson, lesson 10 we have read it only yesterday the first time, so today it was the second time they read it, as the homework was only to read it through and translate it to be able to translate it well, because in my classes after when we wrote the vocabulary test and when we read and translated it many times, then I sometimes, just to check without warning, I ask the children orally too, then we do not do anything else, just read it and translate it. So when we start working with a new text, a dialogue, I always tell them to learn it by heart. They usually have a week to do this, 6 or 7 days for this, and after this they have to tell me by heart.

R: so today was the second time

*T: this was the second time for us to work with this text. We did practise it again; they did not tell it to me by heart yet, as we had just read it yesterday, so that is right. The first time we worked with it we put the new words into the vocabularies and so on. So this was the second time, to be honest, **so in theory tomorrow from tomorrow they may get marks for it, because we have dealt with it twice already, so they have to (learn it)...***

Other teachers also expressed that the main aim when they teach from a coursebook is:

Example 5.11: Interview with Teacher Marika (turn 60)

T: (they will have to) tell the text, alone, by heart, that is ... in the end they have to learn it.'

To be able to understand what is expected of the students when they have to learn the text by heart after 'dealing with the text twice', first I will show two of the texts, from Chatterbox Book 4. Then I will explain what kind of challenges these texts pose and how the teachers need to mediate between the text and the students, to help them to learn the words, and learn the text by heart.

In the Chatterbox series (the course books that all the classes in this research used) the different units are built around topics, for example stamps, space shuttle, robots, planets, jobs, Hollywood, Australia, money, Japan, Ancient Egypt (examples from Book 4). The texts are mostly descriptive, with information that is thought to be interesting for young learners. The following extract is an example from the Level 4 book, Chatterbox 4 (Holderness 1991):

Example 5.12: 'Inside the space shuttle' Text in the course book

A space shuttle is an aeroplane with two rockets and a fuel tank. It can go up into space and come down again. It can carry about seven people, satellites and a space laboratory called Spacelab. On a space shuttle journey the astronauts send out satellites and look at life in space. They work and eat and sleep in the space shuttle. The astronauts float around the space shuttle because there isn't any gravity. They need special shoes inside the space shuttle, but they only put on space suits and helmets to go out of the shuttle. It is very difficult to eat and drink. Food is usually made of powder. The astronauts add water to it. Then they drink it. (Holderness 1991: 8)

Alongside similar topics like the above one, there is also a continuous story in each unit, through the four books, with the same characters, presented as a strip cartoon narrative. The language in the cartoon story is mostly conversation between the different characters. The following example is from Book 4, Unit 1, under the first picture of the story, in which the characters are in a space ship and floating around:

Example 5.13: 'Forwards to the future' cartoon conversation in the course book

- Kate laughed. "Look at Barker!" she said.
- "He is upside down and he's chasing his bone."
- Uncle John said: "We are flying through space and we are going to Mars." (page 2)

The students are expected to learn both the texts and the conversations by heart. The text needs to be recited on request, in front of the whole class, while the conversations are either acted out with others, or recited. Both of these types of performance are practised weekly and marks are given for them.

Each unit in the course book, as well as the student workbook, also has some oral and written exercises that practise the new words (for example 'helmet', grammatical structures, for example 'careful', 'more careful' and functions, for example 'expressing difference').

During the main part of the lessons in this study (an average 30 minutes out of the 45 minutes of whole lesson time) the teachers usually taught from the course book, going through the text and exercises in the order of presentation in the book. Different teachers worked with the texts differently, some asking the children to underline the

unknown words while listening to the text from the cassette, some first playing the cassette and then together with the students going through the text, sentence by sentence, reading it, and translating it. Whatever method they chose, the end result was the same: the students had all the unknown words written out in their vocabulary notebooks, with the Hungarian translation next to it.

The students need varying amounts of help from the teacher to be able to understand the new words. When the students meet a new text, for example 'space shuttle', these may not only be unknown words that need to be translated, but depending on the age of the learners, there may be many difficult or unknown concepts in the texts. In Example 5.12, for example, words like 'rocket', 'fuel tank', 'space', 'satellites', 'space laboratory', 'astronauts', 'gravity' and 'space suits' are all words that may not be enough to translate word for word, but need to be discussed further, making sure that all the children know what these words really mean. 'Gravity' is translated as 'gravitáció', but a 9-10 year old child may need help to understand the concept.

Their teachers know the students and their abilities, and during language teaching they constantly give information, about the text, the words, the ideas, as well as keep checking their students' understanding by asking elicitation questions and giving feedback on their translation. To make sure that the students understand the text, the explanation or the question, the teachers I observed often used the mother tongue.

In the previous chapter, in the quantitative analysis, the results of the teachers' L1 use showed the most frequent functions of L1 utterances were to (a) give information, (b) ask questions and (c) give instruction.

Here the first two functions (a and b) will be discussed in more detail. For the teachers (and the pupils) it is important that the pupils not only understand every word, but they also achieve a global understanding of the meaning of the text. If, for example,

they are learning about space shuttles, then it is motivating and important that they can connect the L2 text with their previous knowledge, making the translation and the final memorisation easier. So while the teachers may use the L2 when dealing with unknown words, and let the students guess the meaning, often they use the L1 to give feedback on the students' translation, and information about the different words, culture, and customs that are useful for the students to know.

Learning these texts by heart poses a considerable challenge for the students; this is made even more difficult because English orthography, unlike Hungarian, is not phonetic. Some teachers let the students write the phonetic pronunciation, with the Hungarian letters, above the difficult words or next to them into the vocabulary book for quick reference. The students are expected to do two very different things: one is to learn each word, with its spelling and its Hungarian translation, and the other is to be able to recite the text with the correct pronunciation.

Oral recitation is indeed frequent practice in Hungarian classrooms. Teachers of subjects other than English would also give oral homework, like memorising poems, songs, stories, or simply facts; then on request, often without any warning, the student has to stand up in front of the whole class and recite the requested part, and is then given a mark. This is called 'felelés', and although some research has shown that without 'felelés' the students are more active and spontaneous during the lessons, and may learn more freely (Duff, 1996), this oral questioning for a mark is still widely practised during language lesson.

There is a very interesting feature associated with these classrooms which rely so heavily on the text in the course book. There are some episodes during the recorded lessons when the teachers explicitly state that there are words to be learned, the new

words in the course book, while other, ‘more difficult ones’ are to be learned later on.

Here is an example from Teacher Gizi’s second lesson:

Example 5.14: Lesson Gizi 2

		Original script	Translated script	
139	S	:	Szilvi’s got er black (orange hair)	Szilvi’s got er black (orange hair)
140	T	:	hair nem orange (2.0) ((laughter and chatting, the students seem to be asking how to say ‘fair hair’ in English)) gyerekek ez az amit többször is elmondok hogy új szavakkal szeretnének dolgozni nem tehát az amit most tudunk inkább az rögződjön én szívesen megmondanám neked meg is mondom majd de most próbáljunk meg abból a szókészletből építkezni amit tudunk jó/	hair <not> orange (2.0) ((laughter and chatting, the students seem to be asking how to say ‘fair hair’ in English)) <children this is what I keep telling you we need to work with the new words with the ones we are learning we need to make those stick in. I would love to tell you and will tell you (the word fair) but but just now let us try to build on the vocabulary that we have learned> <good/>
141	S	:	Szilvi has got small nose	Szilvi has got small nose

Teacher Gizi was not willing to tell the students the word ‘fair’ in English, perhaps because she knew it was not part of the vocabulary syllabus or maybe she could not remember it. This made it impossible for the student to describe the other classmate who did have fair hair. The students in this class had only been learning English for 10 months, and in the course book only the following colours appear: black, blue, brown, green, grey, orange, pink, red, white and yellow. The teacher’s belief about what is to be learned and when divided the foreign language into two very distinctive parts, those things that are to be learned and those that are not yet. When there are words to be learned and words not to be learned during a language lesson, this shows very clearly that the language itself is being treated as another subject, and not as the tool for ‘real’ communication.

In these classes there were not just words to be learned at different stages, but grammatical structures too. In the interviews the teachers talked a lot about grammar teaching, and how difficult they often find this. Because of the difficulty they often put

a lot of emphasis on the grammar, and even start teaching it before going through the text itself, as Teacher Franciska explained:

Example 5.15: Interview with Teacher Franciska (turns 6-8)

- T: ...how I do it is not to start with the text first but start with the grammar so we go through it again*
R: yeah
T: to er tidy it up in everybody's head so they will know the grammar and then, ... they translate it...

This is clearly grammar-translation and deductive method (see Chapter 6, page 255, for further discussion).

The assessment of the students' progress is relatively easy when this method is being used, as 'everything that is needed to be known' is in the book. I now turn to a consideration of the assessment and how the constant need to give marks, points, to correct tests, and mark vocabulary tests puts an extra pressure on the teachers and also influences their way of teaching.

The following two factors, Marks (5.2.4) and Exams (5.2.5) are discussed under the heading 'Pressures', although in some cases they can be inhibitory factors or constraints, and could limit the possibility of teaching the language for communication. For example, if the assessment is concerned with how well the students can communicate, this would put pressure on the teacher to teach communicatively, but if the test or the exam asks for grammatical rules or sentence translation, this would have a washback effect and influence the teacher to teach the language explicitly, and abandon communicative language teaching to achieve the results. As the curriculum expects communicative language teaching, the assessment is expected to follow this aim. Unfortunately this was often not the case, for different reasons, explained in the following discussion:

5.2.4 Marks

In the Hungarian educational system, assessment has played a very important role for decades. It is necessary to discuss the system of marking in primary schools here before showing how the marks themselves are another pressure for both the teachers and the students during the lessons, including the English language lessons.

Since the year 2004 the first years of primary education students have not been given marks, but rather receive a written evaluation from the teacher twice a year. However, at the time of the data collection, marks were still being given to all students in Grade 4 for their English language performance. In what follows I shall describe the situation at the time of the research. The school year is divided into two semesters, from September to January and from February till June. At the end of the first term and the end of the school year each student is given marks for each subject they have learned. They are also given marks for behaviour and for attitude. The marks can be between 1 (failed) and 5 (excellent). If a student gets a mark 1 for any subject at the end of the school year (for behaviour and attitude the lowest mark is 2), then that student needs to take an extra exam at the end of the summer. The exam would cover the whole year from the subject in question, and depending on the result of the exam the student may be required to repeat the whole grade. This means he or she will not continue with the class, but would be in a new class, or if the exam was successful, he or she would be able to continue to next grade.

The mark for the end of year, as well as for the end of first term, is calculated on the basis of the average of the marks given during the whole of that term. During term time, marks are given every month for performance during the lessons, as well as for tests, essays, and for 'felelés' (oral report on facts or oral reciting of learned texts, and poems). Each student has a little booklet ('tájékoztató füzet') into which all the marks

are written and this booklet is taken home daily and expected to be signed by the parent or guardian.

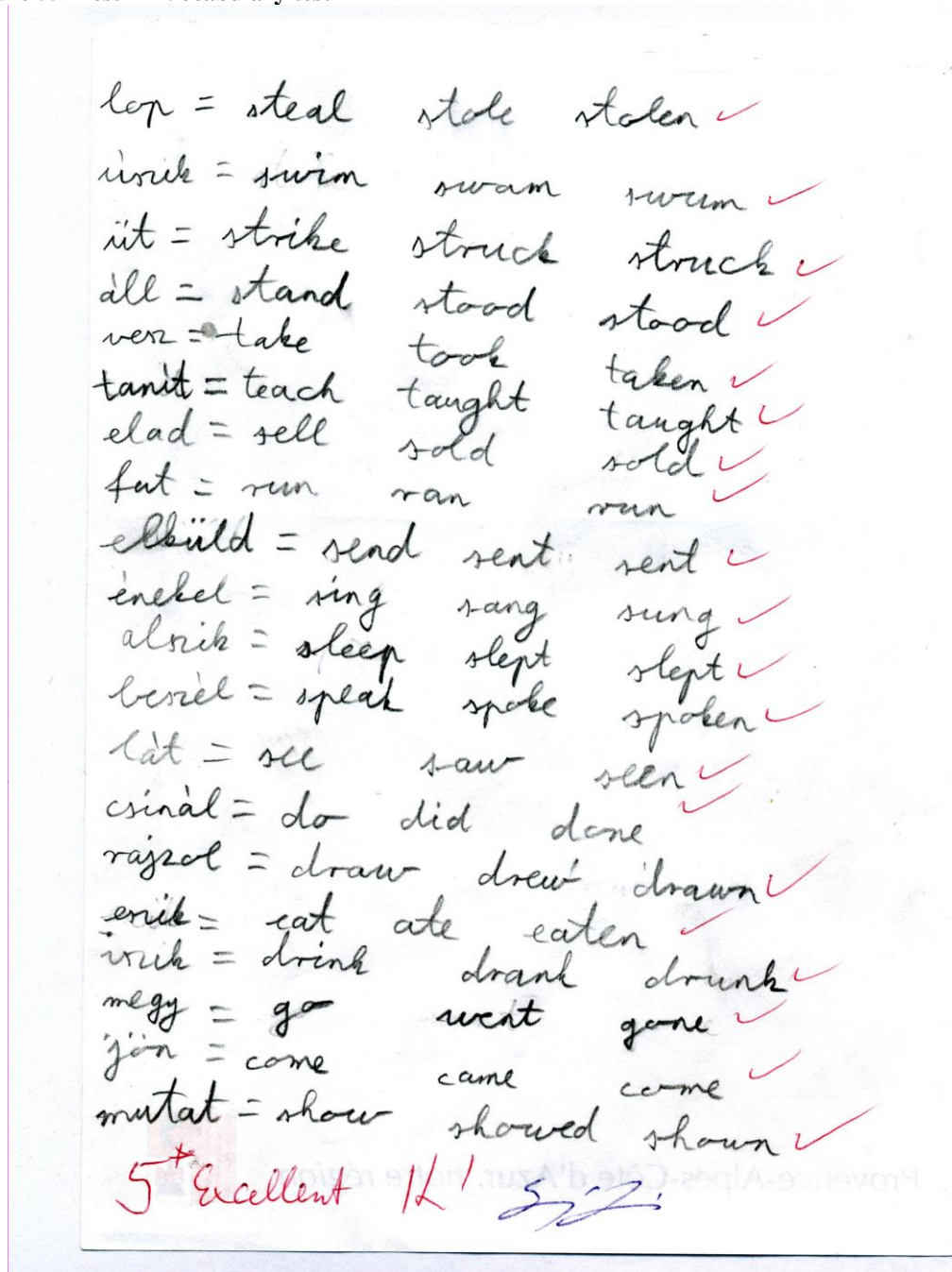
Being given a bad mark is a constant threat. Teachers often remind their pupils about the tests, the marks and the possible consequences of not learning something or not paying attention. Here is an example of the teacher using the threat of a bad mark for disciplinary purposes:

		Example 5.16: Lesson Ica 2	
		Original script	Translated script
105	T	: ...Dalma ... pont az Áronnal meg kell valamit tárgyalni?	<Dalma... do you need to discuss something with Áron right now?>
106	S	: nem	<no>
107	T	: hát akkor meg? Na majd kíváncsi vagyok hogyha ezt elmondom vagy lefordítom és utána visszakérdezem fogod-e tudni hogy miről volt szó...	<so what then? Well, I wonder if I say this or translate this and ask it back, will you know what it was all about?...>

The students need to pay attention all the time, as in theory they can be expected to give answers for a mark, any time, and they often do not know what will be included in a test later on. The following two pictures show some real tests. They were given to me by Teacher Kati during one of my visits.

The first example is a vocabulary test. The students were given 20 verbs in Hungarian. They had to write these verbs down, and then add their English translation, with the past form and the past participle, for example ‘go’, ‘went’, ‘gone’:

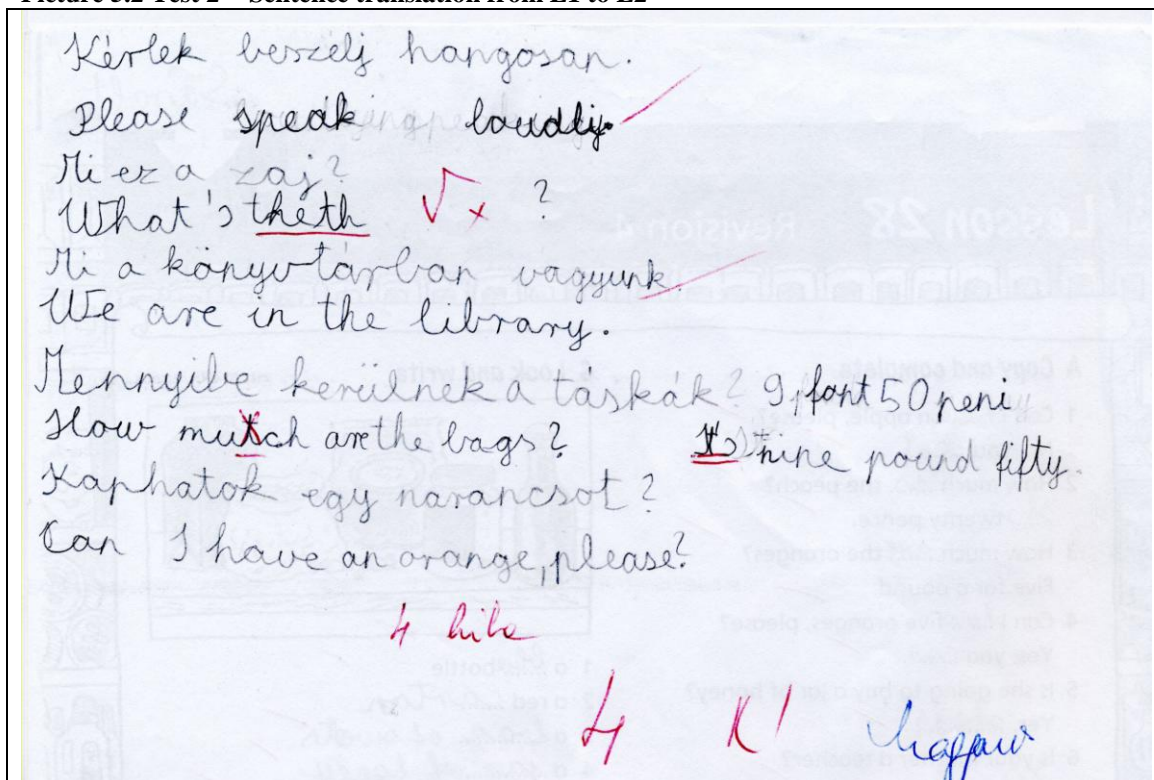
Picture 5.1 Test 1 - Vocabulary test



The teacher corrected the test (in red), gave it a mark of 5. This is the best mark, and with an extra star it means that it was perfect. The teacher also signed it in red. The blue signature is the parent's.

The second example shows another type of test; here the teacher had dictated six L1 sentences, and the students had to translate them into L2 sentences:

Picture 5.2 Test 2 - Sentence translation from L1 to L2



The red correction is from the teacher, with the remark '4 mistakes' and the mark 4 with her signature. The blue signature is the parent's one, to acknowledge that s/he saw it.

To be able to do these tests successfully, the students need to learn not only English words, but irregular verbs (for example words like 'go', 'went', 'gone'), grammar structures (for example 'can' 'I', 'how much', 'loudly') and grammatical rules (for example 'much', 'many') as well as the spelling of each individual word. This seems to be quite a difficult task for young children to achieve, so most of the students would regularly spend a lot of time practising these words and expressions at home, often with the help of an adult.

Marks are important, both for the teacher and the students. The parents know how well the students have performed when they take home a test with a good or a bad mark. Every month the monthly assessment also gives an idea of the student's performance. And the final marks at the end of the student's primary career determine

which secondary school the student can apply for. Marks are a big part of the life in most Hungarian schools, and they exert a powerful pressure on both what happens in classroom and how and why the students learn.

The following extract is from the interview with Teacher Piroska. She was telling me how important marks and points are. (Sometimes teachers give red and black points also, and 5 or 10 of them would make up a mark, for example five red points is a mark 5).

Example 5.17: Interview with Teacher Piroska (turns 140-144)

T: well, how much they worked for the points, mm yes, this motivates them very much or these children are very much centred around the points, around the marks and plusses. Here it does not matter at all that they know it or they learn it, only that I get mark 5 or 4 for it or mmm so unfortunately that is the case, not the knowledge but the result, what is what is written in the progress book ('tájékoztató füzet')

R: I think at home that is what shows

T: of course of course

R: so it is understandable

T: yes, at home their mother would ask: what mark did you get? Not how well do you know the English but what is the mark.... They are not interested in the grammar that they could not do the grammar part of the test, or they had a lot of mistakes, and the test would not be better even if there was one more point added to it, what I mean the mistakes are still in the test, okay, they would get a better mark, but the er really it is very much like hunting for points, hunting for marks...

When the school culture is built around marks, it is understandable that the students should try very hard to get good marks. Teacher Piroska is concerned that her pupils are not really interested in learning for its own sake, but they are only learning so they would get good marks (mastery motive instead of intrinsic motive). The prospect of good marks can of course motivate the students, and this can be beneficial. The students may be more active, volunteer to work during the lessons, or at home they may take more care over their homework.

There is another consideration when marks are given to young learners for both written and oral performances, namely the mistakes and errors the learners make.

There is a difference between error and mistake, but the present thesis does not have space to discuss this in detail, only to point out that errors are systematic and are a reflection of the state of interlanguage grammar and vocabulary, while mistakes are not systematic and are the result of carelessness or lack of attention (Ellis, 1994). This distinction is used in second or foreign learning contexts.

Mistakes are a natural part of children learning their first language (Bloom, 1970) cited in (Ellis, 1994: 47). Children learn their mother tongue by constantly trying out what works and what does not work, while they are engaged in any meaningful communication. But in foreign language classrooms, where perfect performance is rewarded by a mark 5, as long as mistakes are thought to be bad and may be punished with a bad mark, learners tend to be wary of being spontaneous or adventurous. This is even more so if they are corrected.

The teachers in this study constantly corrected their students, expected them to answer in full sentences, repeat the corrections and only 'correct' sentences were accepted during the lessons. This desire of the teachers to only allow correct sentences inevitably influences communication between teacher and students. A question from the teacher can never be only acknowledged by a nod from a student, but requires a well formed answer, without any 'mistakes'.

When I visited Teacher Ica's Intermediate class the final time, at the end of the lesson their teacher asked them to talk to me in English. The students, a short time before, during the lesson, were able to answer their teacher's every question in perfect sentences and could ask each other questions about their days, using the example sentences in the textbook. When they were faced with me, the only questions they could ask were sentences like: 'What's your name? How old are you? Where are you from? What's your favourite food?' Some of these questions had been already

answered previously, for example, they knew my name and where I was from, some were uncomfortable, for example, about my age, some were not very relevant, for example about my favourite food. But they were all correctly asked, without any mistakes. The students did not dare to make up their own questions. Also, when I asked them unpredictable questions, they froze and did not say anything, and so any real communication was very difficult to initiate and maintain.

5.2.5 Exams

Although most primary pupils in Hungary may not take foreign language exams during the eight years of their studies, both national and international exams are very much in the minds of their teachers. Many of them talked about exams in the interviews. The exams can be divided into two main categories, monolingual and bilingual exams. In the bilingual exam one requirement is to translate from the L2 to the L1, or from the L1 to the L2 or both, while in the monolingual exam only the L2 is used. The first one is organised by the Hungarian Language Centre (Rigó utca), while the second one is usually an international exam. The teachers will not know which type of exam their students are going to take, so they may feel the pressure to try to prepare them for both types. Teacher Marika shared with me her thoughts about it:

Example 5.18: Interview with Teacher Marika (turns 54-58)

T: ...well, in the Hungarian language exams [the official modern foreign language exams]...they really force this this translation to translate English into Hungarian, but the style should be Hungarian style too, and so how how and well, how unnecessary this is, is it not? Well, the important thing for the child is to understand ... they may not need to translate it to understand it, and but this is still a kind of a question of life or death, in Rigó Street [the centre in Hungary for the foreign language exams] I am not, I do not pay attention to this at all. Sometimes I give kind of give something to translate, okay, work at home, somebody could help them, and I will give a mark for it, they get good marks for this you see ((laughs)) but no (2.0) no I do not usually do this (3.0)...

Teacher Marika knows that it is possible to understand L2 sentences without translating them, and with L2 comprehension questions she can check how well the students understand the text. But it is also clear that the state examination still puts a lot of emphasis on translation. If her students later on want to take the exam they need to be prepared for it. Teacher Marika gives some opportunity for practising translation, even though she does not believe that it is necessary or useful.

This shows clearly that sometimes the teachers do things against their beliefs, to try to fulfil outside expectations. Real or imagined pressures from the exams or tests can act as very powerful forces, as the teachers would be judged on how well their students performed in the exams. And it is not just the translation from one language to the other that may make it difficult for the teachers to decide how to teach. Many exams contain questions about the grammar of the L2, either explicitly or implicitly, by exercises where the correct use of the grammatical structures is also tested.

All teachers in this study talked extensively about teaching grammar. They often struggle with it, and the reasons behind this will be discussed in the second part of this chapter, under the heading Constraints (see page 234).

Here I would like to show what the teachers believe they need to teach, if the pupils are to pass written exams and tests, and how this has a washback effect on what they actually do during the lessons. One of the differences between the Hungarian and the English language is the use of verb tenses. As Hungarian has only 3 tenses, past, present and future while English has many more verb forms, teaching them often becomes a central question for the teachers. The following interview shows how Teacher Kati thinks about knowing the grammar of the new language:

Example 5.19: Interview with Teacher Kati (turn 111)

T: *Our students in Primary 8 do know the grammar and we also give them a huge vocabulary ... and so they can use the language, the ones who attended the specialised programme ((five lessons per week)). I do not say that all of them*

know the present perfect tense perfectly, not even the specialised groups, but even in primary 7 they can distinguish between the the 6 or 7 verb tenses I am sure about that. 2 present tenses, 2 past tenses, 2 future tenses, the 'going to' and 'to be to' and the present continuous tense as a future tense for example the (xxxx xxxx), and the present perfect, present perfect continuous and past perfect tense, they all know these in primary 7.

Because of the big difference between the two language systems, teaching and learning the above mentioned verb-forms takes a lot of hard work. Teacher Piroška explained to me that they have to be practised a lot, even if this is a difficult and boring exercise for both the teacher and the pupils:

Example 5.20: Interview with Teacher Piroška (turns 46-50)

- T: well, there are there are some lessons, that are really boring, when we have to practise it. For example the present continuous tense, how I will make them to practise it, I will bring exercises and so let us do it, exercise 1, first sentence, here you are, read it, do it and explain why. Second exercise, well these are a bit boring lessons but that is needed too*
- R: is it for practising grammar?*
- T: yes, that is correct, for grammar*
- R: and do you make up these exercises?*
- T: no, there are different we have different exercise books, and books, the 'Murphy English Grammar' from this one we get very good ones, and also there are so many books there, I always choose...*

It is easy to imagine how boring it can be to practise the present continuous tense for example. First of all, Hungarian does not have a similar structure, so it needs to be explained. (The Hungarian language can also express the idea of something is happening right now, but it does not do it with a verb tense, but with other words, referring to the action happening right now. For example 'I am reading' would translate: 'Right now I read'. ('Olvások'.)

After the explicit explanation, the practising starts, usually with the teacher giving the L1 sentences, one after another, and the pupils translate them into the L2,

either orally or in writing. Mistakes, for example: ‘I going home now’, ‘I am go home’, ‘I don’t going home’ are constantly corrected and the sentences are drilled into the students. This demonstrates the teachers’ belief in the behaviourist approach. This point will be considered further in Chapter Six, page 255.

Different grammatical structures or rules were practised during the lessons I observed. The emphasis was on giving the correct answers to the questions. The grammar the intermediate students were asked to learn was for this reason much more complex, including irregular verbs, questions and negatives in the past sentences. The elementary students were learning only the present simple and the present continuous tense. Still, during the interviews all of the teachers talked a lot about the difficulties, showing that any kind of grammar teaching at this age can be very challenging. Even those grammatical structures that are considered easy, for example the present continuous tense could be very difficult for children to learn consciously and to be able to use correctly.

Teacher Kati, who was teaching both elementary and intermediate students in Grade 4 (the elementary students being the slow ones, with only 3 lessons per week) told me after one of the lessons that she cannot teach grammar to the weak students, because they would not understand, so she only teaches useful, everyday things, like finding their way around a town, or shopping or talking about themselves. Teacher Kati believed this to be a less important and less useful thing than learning all the grammar. The ones who could only learn to make conversation were thought to be the losers (see also Chapter Six, page 255).

It is understandable why this may be a belief. Nobody can get a university degree in Hungary without passing a language proficiency exam (the state intermediate-level exam or an equivalent one). Many of these exams contain written grammar

questions. Also, although many job descriptions ask for usable English knowledge, others still insist on the piece of paper from the examination board to prove the language knowledge.

There is another pressure at the present time which affects mainly the teachers of the intermediate level students. Many parents want their children to go to a bilingual secondary school. These schools are usually so much sought after that, according to teacher Kati, there could be up to 20 times more applicants than the number of places available. These schools often use entry tests to determine who to admit and some may have written and oral English tests. Each school designs its own test or use a centrally developed one, and as these are usually available from previous years, if the teacher knows which school her/his students are interested in, it is possible to practise similar questions in the hope of some preparation. I have been shown some previous years' exam papers from the secondary schools by Teacher Kati, and was told that she used them to practise for the exam with the children.

To sum up the findings about the washback effect of the exam: it seems that having the written exams as the final assessment influences the way teachers teach, even if this is not going to happen for another eight-ten years. If they believe that certain skills are going to be tested, for example translation, communication, knowledge of words, they are most likely to try to train their students in these skills. If there are conflicting aims, the teachers can chose to ignore some or try to incorporate them into their teaching. It seems that the teachers I interviewed found teaching grammar explicitly one of the most demanding things, and developed different strategies to cope with it.

5.2.6 Parents

Parents often play an important role in the life of the schools. Schools try to show how well they teach, and one of the prestigious subjects is English. Parents can come in to see their children about once a semester, and this can influence their children's behaviour and performance, as Teacher Ica told me:

Example 5.21: Interview with Teacher Ica (turn 79)

T: ... all the others they did behave the same way they usually behave, I am a bit surprised about this a bit as I just had a similar lesson where somebody was visiting, it was for the parents to see that the children are not stupid, because some parents think they think that their child is totally stupid because at home if they do not speak or do not know something or do not remember at once then it is that the child knows nothing, that is how the parents think ... some who are not usually active and they were active then, and there were some who are usually active and they were not, they were frightened, because they had their mums there...

A question has to be asked here: Why do the teachers need to prove that 'the children are not stupid' to the parents? The same children already get marks at least once a month, but usually much more frequently (sometimes as often as once a week). There are also parents' evenings, when the concerned parents could come and talk to the teachers about their children. So why do they need to see the class and the teaching itself? One of the reasons is that often parents are involved at home with the homework the children get day by day. The parents often practise with their children the texts and songs that need to be memorised, the words that need to be learned. So the parents know that the children are learning words and sentences, but as the teacher said "*at home if they do not speak or do not know something or do not remember at once*" they are thought to be stupid. During the lesson the parents can see that their children not only know words and sentences, but they can interact. Talking to the teacher and each other, understanding questions, instructions, being able to read and write, all signal that they have learned the language.

This is very important, because parents, especially those whose children attend an early language program, want their children to achieve, knowing that later in life, English will become very useful, for different reasons. One is to be able to communicate, to get a job abroad, or with a foreign company. The other more pressing aim is to get to a good secondary school. Many parents want their children to get to a bilingual secondary school, to be able to learn English as much as possible. To achieve this aim, as I have explained previously, an exam needs to be passed. Many parents also pay money for a private tutor to teach the child outside school, to give as much opportunity for learning the language as possible.

Getting to a good secondary school is very important, and so primary education is considered a step to achieve this aim. And because entry to the good schools is very competitive, a good teacher and teaching method is essential. The parent can take their children to another school any time, even during the school year, if they feel the need for this. This in itself is a great threat, especially because the number of primary age pupils is falling, and schools are closing down. A good English teacher can in some cases save a whole school by attracting students into the classes. Of course these teachers would do almost anything to be considered 'good teachers'.

This again influences the classroom practice, how much homework is given, what kind of tests are required, what marks are achieved. If the students cannot speak fluently after a few months (or even years) of study, the parents need to see for themselves that there is some kind of progress. Letting them visit the classes adds a further pressure on the teachers, who are already trying to conform to so many different requirements.

5.2.7 School authorities

The performance of the students is recorded in the marks which they are given. The teacher tends to label a group or class as 'good' ones with good marks, and difficult ones with bad marks. The school authorities' judgement is coloured by how well the teachers teach and how well individual students and groups and classes perform mostly from the marks they receive and from the final marks at the end of the year.

I had a brief conversation with one of the head teachers (where Marika and Piroška teach). She was interested in my research and asked me to go into her office and tell her about it. After the more detailed explanation, when she had already had a brief one when I had asked to let me visit her school, she explained to me that English had become a very important subject for schools. The situation in her school was that some of her Russian teachers trained to teach English, while others chose German around 1990. She explained that this was all right to begin with, but recently all the parents wanted their children to learn English, not German. This caused a lot of problems, and her solution is to offer an extra subject (computer skills, swimming, sports) so students would continue to want to start Grade 1 in her school. Then she had had to divide the first grade students into two groups, almost by chance, one to learn German and the other to learn English. Many parents were trying to pull strings to get their children to the English classes.

To cater for the needs of the classes who cannot learn English during the official school hours, the English teachers provide afternoon classes, or clubs. This adds to the already very high numbers of hours they have to teach (usually 6 or 7 lessons per day, lasting 45 minutes each in different classes.) The pressure is high, competition with other schools is strong, and what is at stake may be the closure of the school if there are not enough students.

In a context like this what is happening during the English lessons can have much wider consequences. The proof that the teaching is good, again, is passing exams, getting into good secondary schools after Grade 8. I have suggested that the results achieved in English by the children are very important. This is apparent from the year books published by the schools. Many schools publish an annual booklet, introducing their school, their program, with the successes. School Kékes in year 2004-2005 (Nagy, 2005) has all the results of all the competitions from every subject. The first to be mentioned is the foreign language results, starting with a student who was selected to get to the competition from the district to the town competition. All the other competitions, including Hungarian ‘Speaking Beautifully’ competition, with a student achieving results that would let her get to the country competition comes after the success in the English language results (Nagy, 2004). These results are available for any interested parents. It shows that the English language results are one of the main concerns of the school, and this seems to be the best insurance to get students enrolling into Grade 1 for the next school year.

After discussing the teachers, parents and the authorities, finally I would like to show that there are pressures from the students themselves.

5.2.8 Student expectations

The students themselves have little real need to learn English at that point in their lives. Apart from the pop songs and some computer games they usually do not use English outside the lessons. Their greatest interest in the language is to get good marks. They know that they will be praised for this at home. Most of the students are willing to work hard for marks, learning by heart, doing tests, being active during the lesson. Students in Hungarian primary classrooms are usually trained to sit quietly, listen to the teacher and not to talk unless permission is given. One extra difficulty during the English

lessons is that even if the student is allowed to speak, they usually required to do this in the L2, making communication difficult, especially for the beginners.

Teacher Piroska explained that good topics are motivating and the students would like to express themselves, but in the L2 they find this still very difficult:

Example 5.22: Interview with Teacher Piroska (turns 254-256)

T: ... it often happens during my lessons, that I kind of go off the topic, wow, into a false line, they know it so well, they at once start to participate, and you know they go on and on, their own pleasure, and all the information, about everything, and they love talking about something else, I can hardly turn them back.... If I am a bit less strict, they do it, ...They are so keen, and if they can speak Hungarian, if they do not have to speak English, in Hungarian they are more secure, they can speak about anything

R: and in English?

T: no, no, no, it is more difficult, it is difficult for them to express themselves, their thoughts, and they find it difficult to say what they want to say

The teacher is in a very difficult situation, on the one hand she would like to make the lesson interesting, but on the other hand she wants the students to use the L2. Teacher Piroska says that she has to be strict, and she does not allow her students to chat in the L1. Every teacher would like her/his students to enjoy the lessons, but of course restrictions are needed during any lesson. Here the extra difficulty is not to allow students to use their L1, but to help them to communicate their ideas is indeed a big pressure.

In the lessons I observed I found a few different methods that the teachers use to try to deal with this difficulty. Some were strict and used the L2 most of the time, not allowing any L1 chat, while other teachers who also used the L2 a lot took a few minutes to allow the students to let off steam, and talk in the L1. Some others, who did not use the L2 much either let the students chat or not. As the language of the lesson was in the L1, this did not affect the students so much.

The first part of this chapter sketched out the pressures that may influence the language teachers in the Hungarian primary classrooms. The following section focuses on the constraints, showing how some factors may prevent the teachers from teaching in the way that is expected of them, or in the way they would want to teach.

5.3 Constraints

In Chapter Two a summary was given about second language acquisition theories and empirical studies, including young learners learning in the foreign language classroom. These young learners are in a monolingual class and outside the classroom they have little or no L2 input. They need space and time during the week and over the weeks to learn the language. The class also needs resources and a teacher who is confident and proficient in the L2. Also, what they learn and how they learn it affects their motivation.

In order to evaluate the effectiveness of the lessons I observed, it is helpful to have an understanding of what is assumed to be an ideal setting for early foreign language learning. A systematic analysis of the basic factors showed that although many factors are fulfilling the needs, there are some constraints that either make it more difficult or indeed prevent the students from learning as much as they could and/or make the teachers' work more difficult. First of all, those factors that promote language learning in these classrooms need to be mentioned here, as I believe that both the schools and the teachers tried to do their best to make the language learning a success.

All the schools I visited had full-time trained language teachers. They start to teach their students at the recommended age (9 or even earlier), and usually have only about half of the whole class for English language lessons. This is to make it possible to have smaller groups, with usually about 15 children in a group. All the schools have libraries with extra books like grammar books, and at least a tape recorder; some have

video players. The teachers have access to photocopiers and can use their own material and tests if they wish to. All students have their own course book, exercise books and vocabulary books. The rules for the marks and assessment are clearly established: words and grammar rules have to be learned, homework has to be done, and texts have to be memorised by heart.

This second part of the analysis in this chapter shows examples from the classroom data and uses explanations from the interviews with the teachers to investigate what the constraining factors are and how they influence classroom teaching, communication, and the use of the L1. The first three factors that appear to have some negative effect on some of the researched classrooms are related to the context, the provision of the school for language teaching: space, resources and time.

5.3.1 Learning space

Young children find it difficult to sit in one place for 45 minutes. This may be even truer in language classrooms, where often there is much less writing and exercises than in some other lessons. The conventional wisdom among second language methodologists is that learning should be active, with a focus on physical movement, games, and other activities which promote active learning.

Although both the teachers' training and the teachers' handbooks suggest as much movement as possible, in some of the classrooms I visited, there was scarcely room to stand up, let alone move around. Some of the places where English lessons were taught were so small that it was difficult for the students to even get to the board one at a time. The reason for this is because the schools are trying to provide small group language teaching, based on the idea that it is more difficult to teach communicatively in larger classes. This causes problems with classroom provision, making it necessary to teach in every available space, for example store rooms that are

changed into classrooms, other classrooms empty while the students are at the gym. These classrooms are often not designed with movable chairs, or with enough space to get up, move around, and play games.

Picture 5.3 Classroom with fixed desks and little space to move around



Teacher Marika told me that teaching in a small classroom means she cannot do some of the activities she otherwise would do, for example getting the students to stand up and act out something:

Example 5.23: Interview with Teacher Marika (turns 90-94)

T: there is no space to move, one student stands up and comes to the board and the other student is in the way, I really do not like this, I do not like to be in a narrow place anyway ... for example to act out a situation it is not not really possible here, unfortunately I am more than once in this classroom with this class (1.0) so I do not I do not really like this ... and unfortunately in our school there are fewer classrooms than there are classes, we are lucky that we have a swimming pool so we can organise this a bit

One other problem may be that if students are moving around in the classroom, talking and jumping up and down, this may be considered undisciplined by many other teachers and heads. So even if there was enough space (as for Teacher Hajni's lessons) the students who are used to sitting quietly during other L1 lessons, need to be trained to play or act in an acceptable manner.

Some of the teachers who had the smallest classroom, full of students (teachers Marika and Piroška), still managed to make them move around, while some of those who had a big classroom only half full of students did not move the students at all. This will be referred to later on, in the third part of the qualitative analysis, when successful teaching strategies will be discussed. Still, the smaller the classroom is, the more difficult it is for the teachers to get the students to stand up and move. This is indeed a constraint, but only in cases where the teacher would want to move them around. The next constraint discussed is the lack of resources in some of the classes.

5.3.2 Lack of resources

Some of the intermediate classrooms, especially those used by teachers Kati and Ica, had really good resources, for example a VCR, a DVD player, a library with L2 books, tapes and posters. The other classes had much less, with some teachers having only a portable audio cassette player, usually an old one, and the cassettes for the course books. In the classrooms there were no toys or other materials that could be used for practising some skills, like play money or plastic food. Some teachers borrowed books from the British Council library. Teacher Hajni for example was teaching Winnie the Witch from a book, which she had borrowed from the British Council. The classes I visited did not do activities with any objects, except the ones that were supplied together with the course books. Nor did they play games with other supplementary materials. It is difficult to generalise from seeing only a few lessons, but it seems that what kind of activities the classes use may depend on the resources (or the lack of them). It may also depend on the teacher's preferred way of teaching, and the time available to deal with the course book and to introduce new activities. The next constraint I investigate is the time that is available for different activities.

5.3.3 Lack of time

The amount of time devoted to learning a language does indeed influence the results. It is suggested that frequent short lessons (for example 15 minutes every day) are better than fewer long ones (two hours but only twice a week) (Johnstone, 2002).

The elementary classes had three lessons per week, while the intermediate ones had five. This is a substantial difference, especially as each lesson lasts 45 minutes, so the intermediate students had 90 minutes extra language learning per week. One might expect that with this extra time there would be more opportunity for the students to use the language and communicate. Unfortunately the more time there is the more material the teachers try to teach. Teacher Ica, an intermediate teacher, talked about the time constraint and how this affected her teaching:

Example 5.24: Interview with Teacher Ica (turn 116)

T: *Well, (1.0) the problem is we do not have time to wait for somebody to ask a silly real question [in the L2]. It takes a lot of time, it is useless, we have to wait...*

The time constraint may be real or only perceived, a few seconds waiting may not be a disaster, but what this teacher says also reveals how she feels about ‘real’ (‘valódi’) questions. These ‘real’ questions would be the questions the students would want to ask, not the questions they are practising. Teacher Ica labels them as ‘useless’ (‘haszontalan’). If they are useless, they are discouraged; these questions are not part of the aim, so it is not necessary for the students to ask anything ‘real’ in the L2, but only to practise the questions they are supposed to use, or answer these questions correctly. On the other hand, none of the teacher’s questions can be labelled ‘useless’, even if the answers are obvious. For example, a teacher can simply ask any student as many times as she wishes: “What’s your name?” during these language lessons, knowing exactly

what the student's name is from the beginning. The 'usefulness' of this question is clear to all participants: practising answering.

The teacher's aim with the verbal exercises is to teach the pupils to be able to answer as quickly as possible, with the correct form and pronunciation. The following example shows a typical exchange between the teacher and a student, where the teacher provides very little thinking time for the student before help or correction is given. In the data usually between 1-3 seconds was waited for any answer (see also Ellis, 1994 : 589 on waiting time).

Example 5.25 Lesson Kati 4 Teacher waits only 3 seconds before helping

104. T : ... What's your town?
105. S : mm my (3.0) my (1.0)
106. T : Town
107. S : my town
108. T : Is
109. S : Budapest
110. T : is Budapest that's right ...

"What's your town?" in turn 104 was an obvious eliciting question. The teacher already knew the answer to the question, as all the students live in Budapest. The teacher was expecting a well formulated answer, the student saying "My town is Budapest." The example shows that the student started to answer at once, but was not able to continue after the first word. After three seconds the teacher provides the next word "town" (turn 106). The student repeated not only this word, but also the beginning of the sentence. The teacher did not even wait for the attempt of the student to produce the correct next word of the required sentence (turn 108), but provided the word "is", knowing that this might be a difficult word to remember, as Hungarian does not use the same structure. The Hungarian sentence for example: 'Budapest a városom' is made up: 'Budapest' 'the' 'town + suffix my' (see more about the difference of L1 and L2 on page 230).

The notion of what is a ‘useful’ or a ‘useless’ question is of course a judgement which will vary from one teacher to another. But the teachers know what kinds of questions may be asked at the entry exam for the secondary schools as well as at the exams later on. At the same time the curriculum itself gives guidelines about the kind of conversations that are expected to go on in these classrooms. Time is needed to learn and practise these questions and answers, making other communication (even in the L2) at the best, accepted, or at the worst, regarded as a waste of time.

The aims of the teachers determine what happens and how it happens. How much time is given for learning is perceived from the possible outcome. If what happens in an activity is perceived as useful, with regard to the overall aim, then the teachers probably reckon that the time was used well. But if an incident during an activity does not seem to add to the overall learning objective, then it would be regarded as a waste of time. Any attempt to get the students to use the L2 for real communication is made very difficult, if certain topics, or questions, grammar, vocabulary are thought to be a waste of time, or not yet to be learned, by their teachers. The situation is made even more difficult, because naturally the students would want to communicate in their L1. The next constraint I am going to investigate is the fact that the class is a monolingual class.

5.3.4 The monolingual class

As I have established previously, in Hungary there is not a lot of opportunity outside the English language lessons to practise the language. Those teachers who teach the intermediate classes know that their students have probably learned a lot of vocabulary and grammar and memorised many texts, but the opportunities for them to take part in real communication in English are minimal. Teacher Piroska thought that a native speaking extra teacher could help with this problem best:

Example 5.26: Interview with Teacher Pirooska (turns 258, 265-268)

- T: *...it would be so good for the communication; it would be so good to have a native speaker, wow.... ... yes, one lesson (per week) with a native speaker, I would not mind what they do, just speak, they would not need to learn anything, forget the books, just try to make themselves understood with a foreigner.*
- R: *have you tried this? To make them understand you? Or they know that*
- T: *yeah, they know if they say a word or two in Hungarian I would know what they want, and so on, but with a stranger this would not work, they would just look at them and until their face light up until they understand it, what they wanted*
- R: *yeah, like being abroad*
- T: *sure, it would be really good, wow, how good this would be, but I do not think*

This is one of the basic constraints in any modern foreign language classroom; when the teacher and the students share a common mother tongue it is always an effort to try to communicate using the target language that is being learned. Although it would be useful for the pupils to talk to native speakers, most state primary schools in Hungary would not have the resources to employ one. But their teacher could provide opportunities for using the L2 communicatively. This will also be discussed further in Chapter Six, page 255.

Another factor which acts as a constraint on the teacher's behaviour is the confidence which the teacher has in using the target language.

5.3.5 The teacher's ability

All of the teachers I visited were very competent speakers of English. They had received at least two years training in the language and how to teach it, or were about to finish the training during the year of the final data collection. Some had extensive knowledge of the English language. For example Teacher Kati was trained at a university and Teacher Gizi had lived in Britain for several years previously.

Perceived lack of proficiency

Some teachers, especially Teacher Marika, worried about their performance in the L2. The main reason seemed to be insecurity over their pronunciation of the language.

Teacher Marika explained to me that she uses the cassette of the course book to teach good pronunciation:

Example 5.27: Interview with Teacher Marika (turn 10)

T ... we started at the beginning you know as we listened to the text and mm sentence by sentence, consciously, mmm sentence by sentence we repeated them mm I made them repeat the text because on the one hand it is a very long text (2.0) on the other hand (2.0) we started yesterday to practise this, that we had marked where the stress is, what they say differently, so well, I try to make them practise the pronunciation, the good pronunciation, because my pronunciation is not really good, as I am not British, so only mm just the cassette I can only trust the cassette

One common technique which is used to overcome insecurities about pronunciation is to teach the texts sentence by sentence while listening to the tape of native speakers who read it or act it out. As the final aim is that the children should learn the text by heart, this method seems to help in different ways. The students can identify with the characters and their voices, they can hear native speakers, and there are also sound effects that make the text more interesting. The students can also buy their own copy of the cassette with the course books, and listen to them at home as often as they wish. There are also exercises on the tapes, along with songs and rhymes, and if the children enjoy listening to them this could help their learning.

The danger of using the tapes can be that the teacher sees the tape as the only way to present the new language and the exercises. If, for example, a teacher thinks that her pronunciation is not good enough, she may prefer the safe native utterances from the tape to her talking to her students, reading a story to them or singing a song that is not on the tape. This could influence the conduct of the whole lesson, where the text becomes the focus of the lesson, and any other L2 use is only secondary.

This was not the case with Teacher Marika, who read a story in the L2, used games and talked in the L2 during her lessons. But if even she was worried about her

good pronunciation, maybe those teachers who hardly used the L2 for classroom communication were even more worried.

Lack of proficiency

Some teachers used the L2 with some mistakes. The following part is going to show some errors and discuss the possible implications.

It has to be emphasised here again that all the teachers in this study were competent L2 users. To look into some of the mistakes they made is not to show them in a bad light, but indeed, the opposite. The data from the lesson transcripts showed that the teachers made very few mistakes. The mistakes that were present were usually minor pronunciation mistakes, or leaving out some short words, for example ‘and’, ‘is’, where Hungarian language would not have these. One of the mistakes that was most noticeable, partly because this sentence was very often used by the different teachers, was when they were asking for the meaning of a word or a sentence. The following example shows Teacher Hajni asking for the meaning of the word ‘whiskers’.

Example 5.28: Lesson Hajni 2

Original script

-
- | | | | |
|----|---|---|--|
| 32 | T | : | ...toes legs body eyes nose head and whiskers.
What does it mean whiskers? Who knows? |
| 33 | S | : | kutyakaja <dog food> |
| 34 | T | : | No |

Many teachers used the structure as Teacher Hajni used it in turn 32 in the above example: “What does it mean whiskers?” They would ask the sentence “What does it mean?” and then add to this either an English or sometimes a Hungarian word, like here ‘whiskers’. There can be different reasons why the teachers kept making this particular mistake. One is because of the difference between the two languages (see page 230).

In Hungarian, asking for the meaning of the word is by asking the question first, then putting the word in question at the end: for example: “Hogy mondod angolul azt, hogy kutya?” (‘How do you say it in English, dog?’). It is possible that the mother tongue is influencing the use of the L2 by the use, but there may be another explanation too. These teachers have acquired a wide range of vocabulary and learned many expressions in the L2. They used English correctly most of the time. The reason for using this particular expression seems to be something different. All language teachers modify their speech in the classroom. They use different strategies, from simplification to gestures. The example of asking for the meaning of a new word in this particular way resembles the L1 way, and also putting the word in question at the end of the sentence helps the students to focus on the word itself. “What does ‘dog’ mean?” This would be a question that in English would need an explanation, such as ‘a mammal’, ‘with four legs which barks’. The students at their stage of learning may find it very difficult to define a word in the L2 if they were not shown how to do this and did not practise it. What they can do is translate the word, make sense of the sentence and learn the words and sentences. The teachers try to do everything to help them, including the modification of sentence structure.

Finally, here is an example which shows that if the teacher is willing to communicate in the L2, even complex instructions and information can be understood, with some extra help, including the use of the L1:

Example 5.29: Lesson Piroska 2

	Original script	Translated script
328 T :	... now please look at the board! You don't have to write. most nem kell írni look at the board! Zsanett please look at the board! There are eight cards on the board and on the other side of the cards there are one word there is only one word. You have to say correct English sentence containing this word. If the	... now please look at the board! You don't have to write < <i>no need to write now</i> > look at the board! Zsanett please look at the board! There are eight cards on the board and on the other side of the cards there are one word there is only one word. You have to say correct English sentence containing this word.

		sentence is correct you get one point. Okay. What is your task János? What is your task? Aha	If the sentence is correct you get one point. Okay. What is your task János? What is your task? aha
329	S	: megnézni a kártyát és egy mondatot mondani	<to look at the card and say a sentence>
330	T	: egy helyes mondatot, az a lényeg. Jó. Correct sentence. Okay	<a correct sentence, that is important. Good.> Correct sentence. Okay

Teacher Piroška is willing to use the L2 for giving information, instruction and asking questions. She has been teaching her class for 4 years and the students are used to her speaking in English. Simple instructions that are familiar to the students were given only in the L2 during her lessons.

The teacher made one grammatical mistake; in turn 328 she said “*You have to say correct English sentence containing this word*”, instead of “*a correct English sentence*”. This did not influence the successful communication, although the aim was to explain a form-focused task, not to communicate. The next difficulty to be discussed is one which faces both the teacher and the pupils, namely the difference between the Hungarian and the English language.

5.3.6 Difference between L1 and L2

One important constraint is the difference between the two languages. Hungarian belongs to the Finno-Ugric Indo-European language family, which is not related to the Germanic language family, where the English language belongs. Hungarian is an agglutinative language, with many differences from English, for example, no gender-marking in the pronoun system.

Language awareness

Children are naturally curious and at this age still interested to find out the rules and the meanings for themselves. Usually, during the lessons that I observed, the children followed the rules of the classroom, and only spoke when they were given permission to do so; they asked very few ‘real’ questions and overall behaved in a passive,

learning, recipient way. There were only a few examples during the lessons when the students showed their creativity and tried to use their L1 knowledge to make sense of the L2, rather than only rely on the given rules. The following example shows a great moment of real thinking, from a little boy, during lesson Ica 2.

The picture below shows the text the class was working on during the lesson. The teacher chose this particular story because the class was practising the past tense and the story has lots of verbs in the past tense.

The book that the text is from has a Hungarian author (Nagy, 1999) and the unusual thing about the text is that it has a few words, marked with * in the body of the text that has the Hungarian translation, at the bottom of the page. This is unlike the usual textbook, Chatterbox, which has L2 text exclusively. The words that are given a translation are: 'greedy', 'butcher', 'stole', 'bone', 'stream', 'shadow', 'stone', 'dropped', 'lost' and 'hungry'.

THE GREEDY* DOG

A greedy dog went into a butcher's* shop and stole* a big juicy bone.* He ran away so fast that the butcher could not catch him. He ran out into the fields with his bone. He was going to eat it all by himself.

The dog came to a stream.* There was a narrow bridge across it. The dog walked on to the bridge, and looked into the water. He could see his own shadow* 5 in the water. He thought* it was another dog with a big bone in his mouth.

The greedy dog thought the bone in the water looked much bigger than the one he had stolen from the butcher.

The greedy dog dropped* the bone from his mouth. It fell into the water and was lost.* He jumped into the water to snatch the bigger bone from the other dog. 10

The greedy dog jumped into the water with a big splash. He looked everywhere but he could not see the other dog. His shadow had gone.

The silly dog went home hungry.*

He lost his bone and got nothing because he had been too greedy. 15



greedy - mohó
butcher - hentes
stole - ellopott
bone - csont

stream - patak
shadow - tükörkép, árnyék
thought - gondolta
dropped - elejtette

lost - elveszett
hungry - éhes

The class was reading and translating the text, sentence by sentence, and got to the sentence: 'He could see his own shadow in the water' when the incident that is being discussed happened. The following example shows the conversation between the teacher and the students:

Example 5.30: Lesson Ica 2

		Original text	Translated text
94	T	: <u>...yes he could see his own shadow in the water</u> a 'shadow' az meg van adva	... yes <u>he could see his own shadow in the water</u> <the> 'shadow' <is given>
95.	S	: árnyékot	<shadow>
96.	T	: Igy van. Árnyékot is jelent de itt most nem azt jelenti hanem a tükörkép. Igy van tehát hogy látta a saját tükörképét a hol?	<That's right. It means shadow too, but here it does not mean shadow but reflection. That's right. So, he saw his own reflection where?>
97.	Ss	: vízben	<in the water>
98.	T	: vízben így van	<in the water, that's right>
99.	S	: csak egy kérdés hogy az 'ék' az mit jelent?	<only one question: what does 'wedge' mean?>
100.	T	: nem érdekes nyuszikám ezzel nem foglalkoz okay ezzel foglalkozok, jó? He thought it was another dog with a big bone in his mouth tehát mit gondolt hogy mi volt az?	it is not interesting, my little rabbit, you are not dealing with this, you are dealing with this (text) right?> <u>He thought it was another dog with a big bone in his mouth</u> <so what did he think it was?>

In turn 99 a student asks a very creative question. We can see from the transcript that the student came up with a seemingly unrelated question, in the middle of the translation of the sentence about the dog. To be able to understand why he suddenly wanted to know the meaning of the word 'ék' <wedge>, a bit of explanation is needed.

At the bottom of the text two meanings are provided for the word 'shadow'. It is said that shadow means either 'tükörkép' <reflection> or 'árnyék' <shadow>. Both Hungarian words seems to be compound words: 'reflection' ('tükörkép') is made up of two words: 'glass' and 'picture', and 'shadow' (árnyék) seems to be made up of the words 'shade' (árny) and a suffix meaning also 'wedge' (ék).

The student in turn 99 asks about the word: 'wedge', as he realizes that it also has some separate meaning 'wedge' (ék) and wonders how this is related to 'shade' (árny). He must be asking the question because he is reflecting on the two languages. When this incident happened I was in the classroom as a researcher, with plenty of time, sitting at the back of the class, letting the tape-recorder work for me. When the boy asked the question about a word seemingly so unconnected to the lesson, I was very interested at once, and looking at the page with the translation, finally figured out

the (most likely) reason for the question. The teacher, on the other hand, dismissed the whole question, without a second thought.

It is understandable that in the middle of an activity, a seemingly silly question disturbs the flow of the moment, and so not responding to every strange question is probably the only way to conduct a lesson and achieve the aims. But this particular question was a very good, very observant one. Had the teacher recognised what was happening, she could have had a few minutes comparing L1 and L2 words. This might have had to be done in the L1, at least partly, but the class was already using the L1 for translation and explanation.

Explicit grammar teaching

To be able to explain every word and structure to young learners is indeed a difficult task. As the Hungarian and English languages are very different, teachers find it difficult to teach such young learners, especially those items that are so different, like telling the time, the prepositions or the verb tenses. Here are two extracts from interviews with two other teachers. In the first example Teacher Gizi talks about the difficulty in teaching the clock and the time using the analogue clock, not the digital clock which would have been easier.

Example 5.31: Interview with Teacher Gizi (turns 27-29)

T: and when we finished with the past tense, that was when we moved onto the future tense, the exercise I asked them to do, by the way it was homework, that was that they had to do at home, and so we just checked it. What is not that easy for them, but it is problematic for every class, is the time. They always have problems with 'half past' and 'half to', and 'quarter past' and it needs that much to be that time, that ones are a bit not very very easy.

R: mmm

T: but this is not just about them, but for everybody, as the way Hungarians say the time is totally different, not totally but that that mixes up their little brain, they do not know it so well that where they are at. To be honest, the problem here was not the future tense...

Teacher Hajni, in the next example, points out that there are other differences between the languages that also make it difficult for the learners to remember:

Example 5.32: Interview with Teacher Hajni (turns 107-109)

T: for example, if the task is very easy, for example this was new material. So this one mmm mmm well, she managed it only, because that 'in the door' and 'at the door' that is that is difficult too,

R: yes, I noticed (xxxx xxxx)

T: this is difficult too, because this is different for the Hungarian too, or for example 'at the school' or 'in the school' this is so difficult, well we teach this for the older ones, or play with this, so this is difficult because I say in the school (3.0) and there if I say one of them it is about the institute, and the other is the building itself, well, this is difficult the Hungarian in the Hungarian it is not the same

As can be seen from the above interviews, in the teachers' view the language difference does pose a considerable difficulty. As this factor is a given by nature, all teachers face the same problems when trying to teach English to Hungarians, but some do find a way. An extra difficulty is present when the learners are young children, as they most likely find explicit grammatical rules very difficult to grasp and even more difficult to apply. This is one of the reasons why it is not advisable to teach them this way.

5.3.7 Textbooks

The next constraint to be investigated is how using course books influences the discourse in the classrooms. In the previous section, under the heading 'Pressures' I have already discussed the course books (see page 196). Here, I would like to mention them again, showing how they may also hinder real communication, depending on how the teacher uses them and mediates between the L2 texts and the students.

In the classes I visited the written text was often translated sentence by sentence. Usually the cassette was played sentence by sentence, then the teacher nominated students to read a sentence each and translate it. The following example shows a typical exchange. The text read from the book is underlined

Example 5.33 Lesson Marika 2

	Original script	Translated script
	... <u>can you help please ?</u>	... <u>can you help please ?</u>
129	T : kérem segítsen okay go on <u>Yes, I can help you</u>	<please help> okay go on <u>Yes, I can help you</u>
130.	S : igen segítünk segítek neked	<yes we help I help you>
131.	T : segíthetek neked <u>come with me</u>	<I can help you> <u>come with me</u>
132.	S : gyere velem	<come with me>

In turn 129 the teacher reads the sentence from the text book, and then she translates it. Next she instructs a student to continue and reads the following sentence. The student in turn 130 gives the L1 translation. The teacher gives feedback with a slight correction, in turn 131, before reading the next sentence in the L2. The sentence then to be translated is ‘Come with me!’ and this is a very good starting point for the argument about how using written texts influences the interaction. First of all, the students always have to be aware of what is expected of them. Sometimes it is straightforward, when, for example, a teacher reads a sentence and instructs somebody to translate it. But some other times it may not be easy to follow the interaction. In real life outside the classroom, if someone instructs you: ‘Come with me!’ this would either require immediate action, or if not, then at least a question about the reason for it. Here in the classroom, the students seem to know the meaning of the sentence. But here the students also know that what is required of them is not to act, but to translate. The teacher would probably be very surprised if the students stood up and tried to follow her, or even if they asked her after the sentence ‘Come with me!’, ‘Where?’.

With younger students the demands of the task are very considerable in a situation like this. They need to read sentences in the L2, or listen to them, and at the same time they need to work out what the activity is about, and act accordingly. It is a difficult task for their teachers too, to mediate between the target language text and

their students, and it seems that the method most often used is translation. This probably hinders not only the possibility of communication in the L2 at that time, but also later. If the students learn to translate every word, they may continue doing this even in situations when this would not help them, such as when they meet a foreigner who may use unknown words in the sentences. Not having strategies to guess the meaning of unknown words could hinder real communication.

The next feature that is going to be discussed is another very demanding thing for the students, when the language changes back and forth, from L2 to L1. When the text is part of the input, and especially when constant translation is required, young pupils are stretched considerably. This may affect the amount of scaffolding which they need, and some teachers tend to use the L1 more during these activities. Others, as has been pointed out, devised a technique to make the students say the translation (see page 149). Either way, real communication in the L2 may be limited when the text is the main source of meaning. It is also possible to misunderstand a real question, and believe that it was part of the text, as happened during the pilot study:

Example 5.34 Teacher Dóri (Pilot)

-
- 44 S : House spiders make webs in the corners of rooms, in cupboards and behind pictures.
 45 T : Thank you. Csilla
 46 S : How many spiders' webs can you find in your classroom?
 47 T : Yes.
 Can you find any?
 48 S : ((hesitating then repeating)) Can you find...? mmm Some spiders don't make webs
 the wolf spider doesn't make webs but it can move very quickly
 49 T : yes. Gergő

In turn 46 the student is reading a sentence from the text book. In turn 47 the teacher accepts the reading with a word 'yes', and then asks a 'real' question. The student is obviously confused, and even repeats part of the sentence after the teacher, before deciding that it is not part of the text. Then she proceeds to continue reading the following sentence. The teacher does not try to explain that it was a real question, but

accepts the next sentence and nominates a new student to read. This in itself is a very interesting incident, as the text was probably designed to encourage a dialogue about spiders in the students' own classrooms. Even with this 'help', the reading of the text was distracting enough for the teacher not to engage in any conversation and so miss a possible chance to communicate or to learn to communicate. It seems that the written text may constitute an obstacle to communication, most likely because of the way the teachers deal with it, through the technique of sentence-by-sentence translation.

The next major category of constraint is the pupils themselves. Their age, their cognitive development, their motivation, and behaviour may all have an effect on what happens in the classrooms, and on what is possible and desirable.

5.3.8 Cognitive and affective characteristics of learners

The pupils in the classrooms I visited were between 9 and 10 years old. Their teachers did not agree on how easy or difficult it is to teach a foreign language to this age group. Some thought that the younger the pupils are the easier is to teach them (Teacher Piroska) while others believed the opposite (teachers Franciska and Gizi).

The interviews show that the expectations of the teachers can affect, at least partly, the difficulty they face when teaching their pupils. Teacher Gizi believes that the difficulty may not depend on the age, but on the level of the students:

Example 5.35: Interview with Teacher Gizi (turns 41-43)

T: ... I did not start teaching them in English, because they were not at that level, what I think the child has to reach a certain level to be able to teach them [in the L2], well, when I am explaining the terms 'noun', or 'verb', well now I can tell them 'noun' or 'verb', but this is not possible at younger years than six, for example a Grade 4 student may not understand it, so in year four or five, although it also depends on the class itself, and the level ... As I mentioned to you before, my year seven class is still not [ready for me to use the L2]

R: mmm

T: so there there it would be a wasted time for me to speak English, they would only look at me and wonder what I want, because their thinking is not ready,

grammatically they cannot follow it, so it does not depend on the class (the year) , but depends on the level...

There are some important things to take into consideration here. One is that the usual method of teaching in these classes is surely more difficult to use with the younger pupils. Explaining the present perfect tense to a 9-year-old, who does not think in conscious grammatical categories, can be almost impossible. The other important factor is the belief of the teachers. If they think that the students are not able to do something because of their cognitive development, they will teach what they believe the students can do. This point will be considered further in Chapter Six, page 255.

5.3.9 Behaviour

The next factor that could influence what happens in the classroom is the behaviour of the pupils. Young children are curious and usually interested in learning new things. But their need to move around, talk and interact was often restricted in the observed language classrooms, for different reasons. The lack of space and the difficulty this presents has previously been discussed. Many teachers talked about the possible behaviour problems that can happen in the language classes. They told me that there were often behaviour problems when the students were tired, for example, during the fifth or sixth lesson of the day, just before lunch. They may also be affected by what kind of lesson they had before the English lesson. If they had been with a strict teacher, I was told that it was easier to teach them than if they came from a lesson where there was more freedom. One common technique to maintain discipline is to use lots of exercises, preferably written ones, as Teacher Marika explains:

Example 5.36: Interview with Teacher Marika (turns 104-106)

T: *... right now it is a bit difficult with them, as they are becoming teenagers, so there is so much time spent, unnecessary, to talk to the others, to make a remark, chat the chatting is taking a lot of time, attention, to stop them, lots of time goes away with this so well, it is a bit difficult to teach them just now, ...*

what I can tell you, if a child has a task to do, s/he has something in front of her/him to do, then there is little time to misbehave

R: *yes, I just wanted to ask if you have any techniques. ((laughter))*

T: *yes, if I give them plenty of tasks they will not misbehave a lot, so that's why I have to push them lots*

The pupils are used to doing written tasks, in the other lessons, and this seems to keep them under control (engaged time). If they can talk freely, or if they can move around, the order of the class may be disrupted much more easily. The teachers who are less able to manage a class are in a difficult position, because if they let the children move around, talk and play, other teachers and the head may think that they cannot keep order in their classrooms. The expectation of an orderly classroom with no noise also puts a substantial constraint on what is and what is not possible or desirable. Unfortunately this may hinder real, free communication and natural language learning through activities and interaction.

5.3.10 Levels of motivation

Those who attend the special program and so start early are considered lucky. There is competition to get these places; they can also be removed from the group, so they usually behave and learn what is expected of them. It may not be possible to tell how motivated they are, as they may learn everything out of fear of getting a bad mark. Those schools which struggle to survive often have more problems with the behaviour and motivation of their students to learn. Teacher Franciska, from one of these schools explains:

Example 5.37: Interview with Teacher Franciska (talking after Lesson 2)

T: *... the problem is... that the... children are not...that keen on learning a language ..., when English became the compulsory language ...(before that) they were much more keen to learn it,...children do not really, they do not like learning, not just English, they do not really learn. You can ask anybody, they do not really learn. They do not do their homework, do not have their books, exercise books, have not done it...*

If language learning is similar to learning other subjects, with homework, practice and marks, then those children who are generally not motivated will not be motivated to learn English either.

The second part of Chapter 5 has highlighted some of the possible constraints the teachers face in language classrooms. The final section in this chapter shows how some teachers dealt with the pressures and the constraints they were facing in their classrooms.

5.4 Three short case studies

Classrooms present different pressures and constraints. Although no two classes or lessons are identical, there are common features that could influence how efficiently the teacher can teach. There are factors that could also make it easier or more difficult to teach communicatively.

Some schools have better provision for language teaching than others. Well-trained language teachers, adequate classrooms with good materials and technology and fewer students, well motivated ones, can make teaching easier. On the other hand, lack of training and resources may make it very difficult or even impossible to implement communicative language teaching. Also, in the same school, with similar resources and training, teachers may find that certain classes respond better to their methods than others.

Individual teachers may also respond to similar situations differently. Some teachers manage to teach communicatively in many contexts, while others are less successful. In each of the observed lessons a variety of responses was demonstrated.

I selected three teachers, representing three ways of responding to the pressures and constraints they were facing. The aim of this section is not to generalize, but to

show some typical ways of dealing with the challenging situations in which these teachers found themselves. The focus of the analysis here is on the teacher's language use. Both the L1 and the L2 use are investigated. The questions in this section are: Does the teacher use the L2 as much as possible? Does she teach communicatively?

5.4.1 Aiming too low: Teacher Gizi

Elementary Teacher Gizi, although she has a very good command of English, used hardly any L2 in her Grade 4 lessons (6% and 11%). After the lessons she told me that she was not confident that her students could meet the cognitive challenge of using the L2. The only time she used any L2 was when she either read from the L2 texts, or was teaching vocabulary. The first example shows how the class dealt with the text from the course book:

Example 5.38: Lesson Gizi 1

	Original script	Translated script
206 C	: Listen. Can you hear an aeroplane?	Listen. Can you hear an aeroplane?
207 T	: Sanyi	Sanyi
208 S	: Listen. Can you hear an aeroplane?	Listen. Can you hear an aeroplane?
209 T	: na mit jelent? Can you hear an aeroplane?	<well, what does it mean?> Can you hear an aeroplane?
210 S	: hallod te hallod a	<can you hear can you hear the>
211 T	: hallasz egy	<can you hear an>
212 S	: hallasz egy repülőgépet?	<can you hear an aeroplane?>
213 T	: így van és mit válaszol? ott van olvasd fel	<that's right and what does she answer? It is there, read it>
214 S	: <u>I don't know</u> (('k' is pronounced in know))	<u>I don't know</u> (('k' is pronounced in know))
215 T	: nem ejtjük a kát	<do not pronounce the 'k'>

In this example Teacher Gizi used the L2 only to read from the text. The rest of her speech was in the L1, asking questions, "What does it mean?", "What is the answer?", giving an instruction "Read it" and giving information "It is there, read it". The next example shows another usual type of interaction. The teacher says a L2 word and the class repeats it:

Example 5.39: Lesson Gizi 2

- 27. T : hand
- 28. Ss : hand
- 29. T : arm
- 30. Ss : arm
- 10. T : neck
- 32. Ss : neck

It was obvious from the lessons I observed that the aim for Teacher Gizi was to teach the words and sentences from the course book. Teacher Gizi did not use any L2 for communication. She did not provide enough L2 input for the students and it is possible that not allowing the students to hear extended L2 talk may be partly the reason why they struggle to make sense of the new language. Repeating only words without the context is very difficult for anybody, including children.

5.4.2 Aiming too high: Teacher Hajni

The next example is from Elementary Teacher Hajni, whose total L2 use was high in comparison to the other Elementary teachers. First I will show what kind of interaction took place in her classes. Then I will argue, using the transcribed and analysed classroom discourse data and my observation during the recorded lessons, that the extensive use of the L2 by this teacher did not constitute communicative language teaching, and may even have limited the opportunities for learning

Teacher Hajni used the L2 extensively, and managed some communication by giving instructions and asking questions in the L2. During her lessons she faced two particular difficulties. First, because of her use of extended stretches of L2 talk, the students did not always understand what was expected of them, so she had problems with discipline. Second, she read from a text extensively, asking the students to translate the text, thus adding to her L2 use considerably but not to communicative language teaching.

During both lessons there were many turns where she exclusively used the L2 for instructions and explanation, and so from the word count, and even from a closer inspection of the transcribed classroom data, it looked as if she was teaching communicatively. The following example shows one of these turns, with many utterances in the L2.

Example 5.40: Lesson Hajni 1

163.	T	:	this is a colour Marcsi come here it's a colour and Marti no please open your a exercise and take your a black pencil and write a these words please who knows? a yes it's okay sit down please sit down yes it's okay sh shhh (4.0) ((children are sitting down)) it's okay er yeah it's yellow everybody repeat
164.	T&Ss	:	yellow blue green red
165.	T	:	a please say word with a this colour yellow
166.	S	:	sárga <yellow>

Teacher Hajni used the L2 extensively, but it is clear from the transcript that much of what she said was not reaching the children because of the lack of interaction. From the transcripts alone it is not easy to see everything that was going on in the classroom. I was sitting at the back of the class during the recordings, and the students, especially those at the back of the class, were often doing other things while the teacher was talking in the L2 to some students at the front. The teacher's continuous L2 use, without other clues or help, was obviously too difficult for most of them.

She also used a story in one of her lessons. The following example shows the method she used:

Example 5.41: Lesson Hajni 2

		Original script	Translated script
177.	T	: mhm <u>the chairs are black</u> Kriszti	mhm <u>the chairs are black</u> Katy
178.	S	: a székek feketék	<the chairs are black>
179.	T	: <u>the doors are black</u>	<u>the doors are black</u>
180.	S	: az ajtók feketék	<the doors are black>
181.	T	: Mhm <u>the floor is black</u>	Mhm <u>the floor is black</u>
182.	S	: a padló fekete	<the floor is black>

The teacher spent the second half of her first lesson reading the story of Winnie the Witch, sentence by sentence, and the students translated it. This was simply translation,

but as the teacher read the story in the L2 this also added to the amount of L2 use, without any real communication.

5.4.3 Some good shots: Teacher Piroška

Intermediate Teacher Piroška was very keen to use the L2 as much as possible. She told me after her second lesson that she often wondered how to teach a certain unit, or how to explain a word in the L2. She used 80 % and 85% of L2 during her two lessons, and she also used different techniques to teach the words and grammar from the textbook. She used the board, drew pictures, gave exercises she had designed, and also used games and activities to help the students to stay motivated and focused.

One of the important features of her lessons was that there was continuous interaction between her and the students. Teacher Piroška used short instructions, questions and information in the L2. She modified her speech, used body language and visual clues and made sure that her students understood what she was saying. The following example shows the teacher giving instructions:

Example 5.42: Lesson Piroška 1

- 119 T : ...very good ok and now open your books on page forty-eight (6.0) ((pupils are finding the right page in the pause)) forty-eight chocolate yes yummy yummy (9.0)
I am going to read the text because it is a new one and you will translate it right?
120 S : **igen** <yes>

In turn 119 the teacher gives two instructions, one is to ‘open the book on page forty-five’ and the other is to ‘listen to her and translate the text’. After giving the first instruction, she walked around the class, checking that everybody knew which page they were on. She even used the word “yummy” and licked her lips when some of the pupils found the correct page number. This clue about chocolate, and the word itself being similar to the Hungarian, helped the students to find the page.

The second instruction was to listen and translate. She again checked comprehension by asking the word “right?” at the end of the instruction. A student answered her in the L1, and as the others also seemed to know what was required, she proceeded and read the first sentence.

Where there was an unknown word, Teacher Piroska often used different techniques. One of them was when she showed a picture and asked the students to guess the meaning of it, was discussed earlier (see page 191). There were other, more successful ways of communicating the meaning of a word, as shown in the next example.

Example 5.43: Lesson Piroska 1

	Original script	Translated script
138 T :	... <u>after five years pink flowers grow on the trees the flowers slowly become pods the pods are red or orange</u> Zsófi please	... <u>after five years pink flowers grow on the trees the flowers slowly become pods the pods are red or orange</u> Zsófi please
139 S :	öt évenként rózsaszín virágok nőnek	<every five years pink flowers grow>
140 T :	A	<the>
141 S :	A	<the>
142 T&S :	fán ((almost together))	<on the tree> ((almost together))
143 S :	a virágok	<the flowers>
144 T :	slowly ((saying it slowly to demonstrate meaning)) quickly ((saying it quickly to demonstrate meaning)) slow	slowly ((saying it slowly to demonstrate meaning)) quickly ((saying it quickly to demonstrate meaning)) slow
145 S :	lassan	<slowly>
146 T :	yes...	yes...

In this example saying the word “slowly” slowly and the word “quickly” quickly (in turn 144) helped the student to remember the meaning at once.

When Teacher Piroska was giving instructions in the L2, the students often understood it. This showed that they were used to some basic, short instructions, for example ‘Open your book’ or ‘Read and translate the text’. When there was a new activity and the instructions were either longer or less familiar, Teacher Piroska often stayed in the L2 and helped in the L2, until the students understood her. The following example shows one of the incidents:

Example 5.44; Lesson Piroska 1

Original script	Translated script
61 T : ... today we are going to learn about chocolate... I have got some pictures here please look at the board look at these pictures and I will write some words here please match the words and the pictures right? Okay? Laura what is your task? (3.0) Laura what is	... today we are going to learn about chocolate ... I have got some pictures here please look at the board look at these pictures and I will write some words here please match the words and the pictures right? Okay? Laura what is your task? (3.0) Laura what is
62 S : két szót kell	<two words are to be>
63 T : No. Here are some pictures I will write some words	No. Here are some pictures I will write some words
64 S : le kell írni	<have to be written>
65 T : nononono I I'm going to write one two three four five words here and you have to match	nononono I I'm going to write one two three four five words here and you have to match
66 S : (xxxx xxxx xxxx xxxx) a képeket	(xxxx xxxx xxxx xxxx) <the pictures>
67 T : very good	very good

In turn 61 the teacher uses many L2 utterances to give information and instructions about the next task. When she asks a student to explain what the task is, at first the student does not understand her. Teacher Piroska then uses shorter turns, with fewer utterances to help. She also uses the visual clues, the pictures; she counts them, and uses body language, as she imitates how she is going to write and how the students are required to match the pictures with the words. The scaffolding is successful, the students understand the task, and the activity can start.

Another successful way of helping is to let the students help each other. Teacher Piroska often used this method:

Example 5.45 Lesson Piroska 2

188 T :	thank you very much
	: and now listen to me
	: February what are they doing? February what are they doing? Zsuzsi
189 S :	make a cake
190 T :	they are
191 S :	make a cake
192 T :	they are
193 S :	they are make a cake
194 T :	Rozi help her please (3.0)
	: they are
195 S :	they are making a cake
196 T :	very good Zsuzsi please repeat

Instead of making the student repeat the correct sentence after the teacher, another student, Rozi, formed the correct sentence and helped Zsuzsi. This provided real interaction in the L2 for the two students, and also could possibly have reduced the struggling student's anxiety (see Chapter Six, page 255, for further discussion).

One factor that kept the class from real communication in the L2 was that the students used the L1 extensively, alongside the teacher's L2 use. In these classes the students did not need to try to make themselves understood in the L2, and this inevitably influenced their ability to communicate with speakers of English. They may understand what a native speaker says, but it may be difficult for them to respond verbally.

Teacher Piroska was not teaching in the L2 all the time either, and often the lessons were more like a grammar translation lesson, with some L2 instructions or questions from the teacher. Still, she used some of the techniques that would also help the comprehension in a more communicatively-oriented setting. By providing extensive L2 input, this teacher allowed the students to hear the L2, to respond to it physically or verbally, and it is likely that this helps the students' comprehension.

5.4.4 On target

There is a fourth category, labelled "On target". No teachers from this study fitted into this category, as none of the observed teachers used the L2 exclusively, and none of them was teaching their students to be able to use the language in practice much, apart from some isolated incidences where some real communication happened during some of the lessons.

It is still important to mention this category here. Some teachers, in other contexts (for example see Bors, 2003; Nikolov, 2008 in Hungarian schools) were able to teach young learners communicatively using the L2 exclusively or as much as

possible. More research into classroom practices in primary language classes is needed to show how other teachers teach foreign languages to young learners, both in Hungary, and in other countries, to see if real communicative language teaching is done, and if so how.

5.5 Summary

In Chapter 5 I have analysed the data qualitatively. The two questions to be answered were: “Why do the teachers use the L1 during their lessons?” and “What do they think about the use of the L1 in their English classes?”

In the first part I considered the pressures on the teachers to teach communicatively. From the interviews it was clear that the teachers felt that although their recent training was preparing them to teach communicatively, many found it difficult to carry this out in their everyday practice. Their previous experience of both language learning and teaching was biased towards the grammar translation method. The new course books could have made it possible to teach more communicatively, but they still contained extended texts which were used for teaching vocabulary and grammar. The self-made tests also showed focus on form language teaching.

In the second part the constraints became clear from the interviews and the classroom data and my observations. The learning space was often limited, and the time allocated shorter for the beginners or those considered less able. Some of the teachers were not confident enough to use the L2 and the communicative method. The motivation and behaviour of the students varied; getting good marks was most important for them all, but particularly the intermediate ones.

In the third part of the chapter I looked at three different responses to the situation, very little use of L2, often too difficult use of L2, and some successful

attempts at communicative teaching. The fourth, had it happened, would have been ‘on target’. The final chapter provides the discussion and conclusion of my research.

Chapter Six

Discussions and Conclusion

6.1 Introduction

This study has concentrated mainly on the language use and choice of the teachers.

In the quantitative analysis, I showed the amount of L1 and L2 the different participants used during the lessons and the relationship between some of them. I offered an explanation to why the pilot study gave different results from the main study, and highlighted some of the variables that might influence interaction in the classroom. I also analysed the instances of use of the L1 according to their function.

In the qualitative analysis I looked at the interaction between the pressures on the teachers to use a communicative approach and the constraints which limit their ability to do so. I also presented three case studies and argued that teachers choose different ways to manage the pressures and constraints that they were facing in their classrooms. . I also investigated how the teachers' target language use and mother tongue use both can facilitate language learning (Lugossy, 2003), when used appropriately.

In the last chapter I discuss the wider implications of my study as I look into the beliefs of the observed teachers about teaching a foreign language to young learners, and the opportunities their students were given for learning, before drawing the conclusions. Also, the limitations of this study are recognised and suggestions for further research are given.

6.2 Discussion

6.2.1 Factors affecting language teaching/learning in the observed classes

Many factors, both external and internal, influence what happens in any given classroom (see also Table 2.1). From studying my data it appears that the following factors were present and influenced classroom practice including the teachers' language choice and use.

External factors	The curriculum, examinations, expectations in the school, the attitudes of the head-teacher, colleagues, parents and the political context, the context of the school, learning space, available time, materials, course books, monolingual class, difference between the L1 and L2.
Internal (teacher-related)	The professional experience, training, proficiency in the L2, self-confidence, beliefs about how children learn and attitudes towards the L2.
Internal (learner-related)	The age, cognitive and affective characteristics, proficiency level, motivation, attitude towards the L2, expectations, behaviour.
Internal (context-related)	The stage in the lesson and the nature of the task or activity.
Internal (use of language)	The extent to which language use is formulaic or predictable in the context.

The external factors should be seen as always potentially relevant in any of the classrooms in this study, but their effect is not uniformly in the same direction. The

pressure of impending exams and the perceived need to complete the syllabus may make the teacher more inclined to use the L1 in order to save time in giving explanations of unfamiliar classroom procedures. Pulling in the opposite direction is the Hungarian National Curriculum, and often the expectations of the head teachers and the teachers from the teacher training colleges, who promote the use of the L2 in the classroom wherever this is possible.

Regarding the internal factors, I consider first the teacher-related factors. The evidence of my study suggests that the teachers' previous experience in language learning, with their previous training and using the grammar translation method has the greatest influence on their present methods of teaching. Also, the personal beliefs and preferences of the teachers had an influence on how they were teaching.

With regard to the learner-related factors, the evidence of this study suggests that the learners in the observed classes were not inhibited in their use of the L1 where this was necessary. They were not, in any case, given much opportunity to exercise choice in whether to use the L2 or the L1, since their contributions were usually constrained by having to respond to an Initiating move from the teacher, and the nature of the activity usually made it clear whether the L1 was permissible or not. The level of the learners was another influencing factor, with the Elementary students usually needing more scaffolding and so more L1 help than the Intermediate ones. Cameron (2001: 27) has pointed out that young learners in foreign language classrooms are faced with a range of demands, both cognitive and linguistic, which require different levels of support from the teacher. I suggest that the use of the L1 by the teachers in my data was also influenced by the teachers' assessment of the cognitive and linguistic processing demands made on the learners by the tasks they were expected to complete.

In relation to the internal, context-related factors, it seems that these are mostly related to the stage of the lesson and the nature of the task or activity. Typically, activities where the use of language is repetitive, formulaic and predictable will allow the use of the L2, whereas any communication which is not routine will usually be carried out by the student in the L1. Routine, formulaic use of language was often used at the beginnings and endings of lessons and at familiar transition points between different activities. Some teachers, especially the Intermediate ones, have built up a good repertoire of instructions and questions with their students in the L2. This made it possible for them to use the L2 extensively in their speech, for giving instructions or asking questions.

In relation to the type of activity, it was shown that short question-and-answer conversational routines required, and allowed, the use of the L2. In activities requiring the processing of extended text from the textbook, the teachers acted as a mediator between the L2 text and the students, and often felt compelled to use the L1 in order to facilitate this process of mediation. The belief of the teachers, namely that they needed to teach every single word with its L1 translation meant that either they resorted to the L1 to do so, or devised their own methods to achieve their aim. Explicit grammar teaching was also evident in the observed classes, highlighting the fact that the shift from this older method to the newer one has not happened yet.

I do not have specific information about all the factors that influence each teacher during a lesson. I can only hypothesise that with the right factors in place a teacher would most probably use the L2 extensively. Favourable factors would include external factors, all 'expecting' and helping towards the L2 use, and internal factors able to make this possible, such as a confident and well trained teacher in

communicative language teaching, with a good command of L2 and able, motivated children wanting to learn the language.

Sometimes even one strong factor could be decisive in determining the language choice made by the teacher. For example if the head or an examiner was sitting in, expecting exclusive L2 use, most teachers would do everything to fulfil the expectations. On the other hand, if a teacher thought that the class was not able to learn the language in the L2, this would be enough alone for him/her not to use the L2. When the teachers are left alone to do what they want to do, they teach according to their beliefs and underlying theories about how young learners learn. The following section looks into the observed teachers' beliefs.

6.2.2 Teachers' beliefs

From the lesson observations alongside the interviews with the teachers, it is possible to find out the beliefs the teachers hold about teaching young students a foreign language which underlie their teaching practice. It is also possible to compare their practices with those accepted as good practice.

From the data it is apparent that the teachers observed in this study think they know exactly what is to be taught and learned and when (Examples 5.10 and 5.14). They constantly check the progress of the students with frequent vocabulary tests (Picture 5.1), and tests where the students need to translate sentences (Picture 5.2), and also recite sections from the text in the textbook which the students have been asked to memorise (Examples 4.20, 4.21, 5.10, 5.11). The students get marks for these (Example 5.17).

The teachers mostly provided the words and grammar to be learned (synthetic approach, Wilkins, 1976). Some even taught irregular verbs to their nine year old students (Example 4.26), and some explicitly stated that there were words not to be

learnt yet (Example 5.14). The result of this practice was that none of the teachers provided extended English language in context for the students to be able to see and hear the language and learn in a more naturalistic way, with the help of instruction and social processes in these classrooms (Wong-Fillmore, 1991). The teachers' belief that students need to know the meaning of all the words they hear or see, and understand the grammatical rules in each sentence they encounter meant that they used the L2 in a very narrow way, and usually not for real communication with their students.

There were some exceptions, as when the teachers gave instructions in the L2 (for example Example 4.24), or where teacher Piroska invited a student to help another student (Example 5.45), or where teacher Kati gave real information in the L2 about the Olympics (Example 4.19). Unfortunately even these examples did not always show real communicative exchanges. For example, in Example 4.19, when real information was being provided, there was no need or opportunity for the students to respond in any meaningful way before the teacher returned to the pre-planned activity. However, apart from a few exceptions when the teachers tried to provide some real exchange in the L2, the rest of the observed lessons consisted only of the material the teachers wanted the students to learn, mainly found in the textbook.

Most of the practices followed the belief that teaching should be done in a behaviouristic way, with the help of the audio-lingual method. The lessons regularly employed the techniques of repetition (Examples 4.2, 4.24, 5.27), the correction of all mistakes (Examples 4.10, 4.24, 4.26), explicit grammar teaching (Example 5.15) translation of words and sentences (Examples 4.29 and 4.30), teaching the pronunciation of individual words (Examples 4.1 and 4.26) and the writing down of all the vocabulary items along with the translation (Example 5.3), none of them with the offer of any opportunity for real communication in the L2.

In the interviews none of the teachers mentioned that the aim of the lesson was to teach the students to communicate, to acquire not only linguistic but communicative competence (Canale and Swain, 1980), which is the main aim of foreign language teaching in the NCC (Nemzeti Alaptanterv, 2003). Instead, they all talked about grammar teaching and they all expressed their opinion that it was very difficult to teach grammar explicitly to young learners. Only one teacher referred to not teaching grammar, but this was in a negative way. Teacher Kati told me after one of her lessons that those students who do not manage to learn the grammatical rules are the less linguistically talented ones, grouped into a separate group, and she can teach them only simple things, like how to find their way or how to buy something in a shop.

Unfortunately, I was not present at any of the lessons which demonstrated this type of teaching. However, this understanding that ‘being able to speak only’ is not considered as valid learning (Example 5.26). Although it can lead to genuine communication, this examples shows that the teachers did not believe in the importance of communicative language teaching. Because of their strong emphasis on grammar (Example 5.19), vocabulary and teaching written texts, they usually failed to conform to the suggestions of ‘good practice’ (Edelenbos, Johnstone and Kubanek, 2006), which involves interesting, meaningful, challenging and motivating activities for the students.

In the observed lessons there was no differentiation within the group, and there was even an occasion where a dyslexic child was made to sit at the back of the class, and was not given anything to do with the language, but was told to read a book or do his homework (see Picture 3.2). The belief behind this practice is that dyslexics may find learning a foreign language very difficult, so they can be exempted, but they have to be somewhere during those lessons. Although it may be true that dyslexic children find it hard to learn to read and write in a language that is not phonetic, they may well

be able to participate in the oral activities and could learn to communicate. Not differentiating and simply giving up on them is a missed learning opportunity that may never be compensated for. Three such lessons every week for five years is liable to give a possibly irreversible message to the child: You are not able, do not even try! This may cause damage to their self-esteem and influence their lives for a long time.

The activities that were present in these classrooms usually followed the textbook or some other text chosen by the teacher, page by page, sometimes with some additional activities. The children often had to sit for the entire 45 minutes, listening to the teacher talking and following the instructions that were given. Pair or group work was not used, and when some of the children got restless and bored some teachers had problems with discipline. The worst example was when teacher Franciska labelled one of her students a ‘monster’ and sent him outside the class (Example 4.7). This is totally unacceptable practice and could have a long lasting effect not only on the student’s language learning, but also on his self-confidence.

It was not only the students in some of the classes, but also the teachers themselves who admittedly found the constant practising boring, but inevitable (Example 5.20). But even being bored did not make the teachers change their plan, as they followed their own syllabuses and implemented their lesson plans, without trying to find out how they could make the lessons more interesting and useful. It appeared that the children were not actively involved in their learning, but had to follow the plan their teachers had. What exactly were they learning then and how? The final part of the discussion deals with this question.

6.2.3 Opportunities for the students to learn

First of all I am going to show an example from teacher Kati’s lesson:

Example 6.1; Lesson Kati 1

439	T	: ... tehát az első feladatod az a b olvasd fel Zsolt hogy mit kell tenni vele (2.0)	: ...<well your first exercise is b Zsolt read out what you have to do with it> (2.0)
440	S	: (xxxx xxxx) használd a there is there are	: (xxxx xxxx) <use the> there is there are
441	T	: szerkezetet. Az első a példamondat em there is a book on the table there are three windows ((stressing the sound s)) tagadva	: <structure>. <i>The first the example sentence</i> > em there is a book on the table there are three windows ((stressing the sound s)) <in negative>
442	S	: there aren't	: there aren't
443	T	: aren't	: aren't
444	S	: aren't three windows	: aren't three windows
445	T	: mond a kettő a kettést	: <say the two the second one>
446	S	: there aren't	: there aren't
447	T	: two	: two
448	S	: two beds	: two beds
449	T	: there aren't two beds írjátok there aren't two beds Vivien hármás	: there aren't two beds <write it down> there aren't two beds Vivien <number three>
450	S	: there aren't (xxxx) chairs	: there aren't (xxxx) chairs
451	T	: igen	: <yes>

The students in this example are working from a photocopied sheet. They have to make sentences using 'there isn't' or 'there aren't'. They need to know many things to be able to complete the exercise. They need to be able to read the sentences (There are three windows). They need to know the names of the objects (table, windows, beds and chairs), they need to know numbers (one, two and three). Then they also need to be able to understand the difference between 'there is' and 'there isn't' and 'there are' and 'there aren't'. If they know all of these, they need to look at the picture that goes with the exercise, and for example, if in the picture there are only two windows while the sentence underneath says 'three windows', they have to say that 'There aren't three windows'. At the end they have to write down the correct sentence into their workbooks.

The aim of the teacher here is to make the students say correct sentences and write them down correctly. What is interesting here, and was a very usual feature of most of the observed classroom practice, is that the teacher's strong desire to achieve these aims almost blinds her from realising that even an exercise like this could provide

opportunities to hear the language and to learn much more than just the words and sentences.

It would have been possible to give all the instructions in the L2 (turns 439, 441, 445, 449) with the positive feedback in turn 451. ‘Read’, ‘do’, ‘say’ and ‘write’ were the basics of the instructions, and with appropriate scaffolding even beginners could have completed the exercise while the teacher used the L2 exclusively. But there was no scaffolding here in the L2, there were no gestures, no presentation, no trial or error. As quickly as possible the exercise was done, the sentences written down, and the class moved to the next exercise.

Although during the 16 lessons there were different kinds of exercises, the underlying principles were the same. Also, the teachers often did not seem to be aware of their students’ ZPD (Vygotsky, 1987) and so hardly ever provided real learning opportunities. They also often failed to develop the students’ abstract thinking and reasoning by not using exercises that would have helped these aims (Cameron, 2003). From the observations it was also clear that the teachers were in charge of these lessons, and did not allow their students any real freedom to be responsible for their learning. The very few, infrequent and short incidences where some of the teachers were teaching according to the suggestions of ‘good practice’ were in reality exceptions, rather than the rule.

6.3 Conclusion

Research evidence from different contexts has shown that if the right conditions are met it is possible to teach children communicatively in primary school settings. The directive of the Hungarian government is to teach the students communicatively, as is suggested in the National Core Curriculum (Nemzeti Alaptanterv 2003).

Unfortunately the recommendations themselves alone are not enough. As Nikolov (2000b) points out:

On the whole, the success of early language teaching in Hungary depends on how appropriately qualified, enthusiastic teachers can be attracted to teach in the lower primary section. ... (unfortunately) many (practising teachers are) lacking the proficiency, self confidence and methodological background that is necessary in the communicative classroom of young learners (page 34).

What became clear from the present research is that communicative language teaching was not a priority for these teachers. They followed their own syllabuses and relied heavily on one selected textbook and the methods they previously used, with little or no desire to really communicate with their pupils in the L2.

There is not one simple answer to how to teach in any class, including a class with young learners. Different circumstances require different approaches and no one method would work everywhere. But there are certain methods that often work better than others. Children are active, imaginative and curious learners, who enjoy investigating the world around them. They love stories, games, puzzles, challenges and they can focus and spend a long time on what really interests them.

When they are learning a foreign language, they do need to hear and see the language. But this is not enough. They also need to be surrounded with interesting activities that match their cognitive development and interest. No single course book, no matter how colourful or well designed, would satisfy the curiosity of a nine-year-old for a whole year. In Hungary the teachers can choose which course books they use and how. So even if their school recommends a book, they do not need to follow it page by page, but they can design their own material, supplementing the course book with it.

There are so many extra sources through which the foreign language can be met in Hungary. There are pop songs, cartoons and films on TV, magazines, radio

programmes, libraries, and there is the internet. If a teacher finds out what really interests the pupils, she or he could make language learning so much fun by providing exciting new materials. One class may want to read and re-read a fairy tale and act it out, rather than learn the sentences. This would allow them to use the language, each time adding a little more of the vocabulary from the story, thus helping the students to say what they really want to say. When they are ready, they can act it out to the others, or to the parents. Another class may want to design a board game, and write all the instructions and the questions in the L2 on it, then play the game with other students. Others again may want to check the internet and collect interesting facts and then make up a quiz. They might find pen pals from other primary schools, or write their own blog. The resource books for teachers offer lots of good ideas and practical advice.

The problem is that designing materials, teaching something else rather than following the course book closely, needs extra preparation and may be time-consuming. Most of the English language teachers in Hungarian primary schools have little time to do such things, as they often have a full timetable every day, and after school they take private pupils for tuition to supplement their income.

However, there are some glimpses of hope. In the last few years there has been a change in the assessment structure; no marks need to be given to very young learners, but instead written evaluation of their progress is provided. This may slowly reduce the teachers' real or perceived pressures of the constant tests, and let the teachers focus on what really matters in these classrooms, namely, to teach communicatively, to provide a supportive environment, and continuity from one year to another to consolidate the advantage of the early start of the foreign language learning. The language-related outcomes are strongly related not only to how the teachers teach, but to the particular curriculum that is being used (Edelenbos, Johnstone and Kubanek, 2006: 39) and what

the final aims are. Once the aim of the teachers really is to teach the students to be able to communicate in the new language, the planning, the exercises during the lessons and the evaluations after them should all reflect this. Then it will be not just a suggestion, but a necessity, to use the L2 as much as possible, for all the participants.

6.4 Limitations

The data for this study was collected from one district in Budapest only and the classes had students of similar age, but at different levels. Although multiple sources were used for the data analysis, the findings may be representative for the observed classes, but may not show a general picture of other classrooms, in other districts or towns or villages.

Yet I am confident that the in-depth analysis of these classrooms has given a realistic picture of these particular settings, and that the factors I have identified can be present in other contexts. The suggestions about what was happening and why, in these classrooms could have wider implications for other classrooms wherever changes from the one language teaching method to the other, take place.

6.5 Recommendations for further research

It would be useful to carry out research on how teachers teach the same grade in other districts in Budapest, and also in other towns outside Budapest. It would be very interesting to compare the findings from schools in cities or towns with schools in villages. Further research on the teaching of foreign languages to different age groups would also be very useful for comparison.

There could also be research done looking at what happens when the same teachers work with different classes, to ascertain the effect of a particular class or age-group or level, on the teaching method used. It would be interesting to do a longitudinal

study, following certain teachers over a length of time, to see if their teaching methods change as the students get older.

Yet another area which could be investigated concerns how English is taught to young learners in other countries. It would also be good to study how other modern foreign languages are taught, and to compare the results.

6.6 Final Comment

During my research I was challenged not only as a researcher but also as a teacher. Thinking through the issues that have arisen from the very real questions of how to teach foreign languages to young students I realised that we are still far from knowing everything in this field. I know one thing for sure though: Whenever I am going to do research or teach again, I will never stop being a student, who is willing to learn not only from books, but from my colleagues and students, too.

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Appendix 1

The National Core Curriculum in Hungarian (extracts)

IDEGEN NYELV

...Az élő idegen nyelv tanításának és tanulásának alapvető célja a kommunikatív nyelvi kompetenciák kialakítása. A kommunikatív nyelvi kompetencia fogalma azonos a használható nyelvtudással....

4. évfolyam

Célok és feladatok

A negyedik évfolyamon kezdődő kisgyermekkorai idegennyelv-oktatás alapvető célja lélektani és nyelvi: egyrészt kedvet ébreszteni a nyelvek tanulása iránt, sikerélményhez juttatni a diákokat, másrészt megalapozni a későbbi nyelvtanulást, főként a receptív készségek fejlesztésével. Ezekhez járul még a nyelvtanulási stratégiák kialakításának megalapozása.

Gyermekkorban a nyelvtanulás a természetes nyelvelsajátítás folyamataira épül. A gyerekek számukra érdekes, értelmes, önmagukban motiváló és kognitív szintjüknek megfelelő kihívást jelentő tevékenységekben vesznek részt. Ezek során a célnyelvet hallva, a szituációt, kontextust értve haladnak előre a nyelv elsajátításában. Ez a folyamat lassú, az idősebb korosztályra jellemző látványos nyelvi eredményt nem várhatunk. Egyik tipikus jellemzője a csendes szakasz, melynek során egyes diákok akár hónapokig nemigen szólalnak meg, de a játékos tevékenységekbe szívesen bekapcsolódnak.

Az idegen nyelvi órákon a gyerekek az ismeretlen nyelven hallottakat a világról kialakult ismereteik alapján értelmezik, ezért elengedhetetlen, hogy a tananyag általuk ismert tartalmakra épüljön. Ez egyrészt a konkrét helyzet kihasználásával, szemléltetéssel, másrészt már ismert tantárgyak anyagának integrálásával érhető el. Így válik az ismeretlen célnyelvi tanári beszéd érthetővé a diákok számára.

A kerettanterv az 1–4. évfolyamok anyanyelven megismert témaköreire, beszédszándékaira, fogalomköreire és tevékenységeire épül. A készségek közül a hallott szöveg értésének fejlesztése a legfontosabb, melynek fejlődését az órai utasítások és a cselekvésre épülő játékos feladatok teljesítéséből követhetjük nyomon. A beszéd az egyszavas válaszoktól (igen, nem, név, szín, szám stb.), a memorizált, elemezetlen nagyobb egységek használatáig terjed (köszönés, mondóka, körjáték, dal). Természetes része a gyerekek órai beszédének a magyar nyelvű kérdés és válasz, melyet visszajelzésként, megerősítésként használnak a tanár célnyelvhasználatával párhuzamosan.

A követelmények a természetes nyelvelsajátítás folyamatát tükrözve a szó és az egyszerű mondat szintjén mozognak. Az olvasás és írás bevezetésével célszerű várni, míg a gyerekekben felmerül erre az igény.

Fejlesztési követelmények

Tudatosodjon a tanulóban, hogy anyanyelvén kívül idegen nyelven is kifejezheti magát. Alakuljon ki a tanulóban pozitív hozzáállás a nyelvtanulás iránt. Fejlődjön

együttműködési készsége, tudjon részt venni pár- és csoportmunkában. Ismerkedjen meg néhány alapvető nyelvtanulási stratégiával.

Témalista (ajánlás)

- Én és a családom: bemutatkozás, a család bemutatása.
- Az otthon: a szűkebb környezet: a lakás bemutatása; a lakószoba bemutatása; kedvenc állatok; kedvenc játékok.
- Étkezés: kedvelt és kevésbé kedvelt ételek, italok.
- Öltözködés: ruhadarabok télen és nyáron; testrészek.
- Iskola: az osztályterem tárgyai, az iskola helyiségei.
- Tágabb környezetünk: állatok a világ különböző tájain.
- Szabadidő, szórakozás: kedvenc időtöltés.

Témakörök, tartalmak

A kommunikációs szándékokra és a fogalomkörökre vonatkozó nyelvenként kidolgozott kimeneti követelményeket a kerettanterv hat nyelvre, kétéves bontásban tartalmazza.

Kommunikációs szándékok

Társadalmi érintkezéshez szükséges kommunikációs szándékok:

- köszönés, elköszönés,
- bemutatkozás,
- köszönet és arra reagálás.

Személyes beállítódás és vélemény kifejezésére szolgáló kommunikációs szándékok:

- tetszés, nem tetszés.

Információcseréhez kapcsolódó kommunikációs szándékok:

- dolgok, személyek megnevezése,
- információkérés, információadás,
- igenlő vagy nemleges válasz

Fogalomkörök

- Cselekvés, történés, létezés kifejezése
- Birtoklás kifejezése
- Térbeli viszonyok
- Időbeli viszonyok
- Mennyiségi viszonyok
- Minőségi viszonyok

A továbbhaladás feltételei

Hallott szöveg értése

A tanuló megért

- ismert nyelvi eszközökkel megfogalmazott, rövid kérést, utasítást megért, arra cselekvéssel válaszol;

- ismert nyelvi eszközökkel megfogalmazott rövid kérdést.

Beszédkésztség

A tanuló

- egy szóval, vagy hiányos, egyszerű mondatban válaszol az ismert nyelvi eszközökkel megfogalmazott kérdésre,
- ismert dolgokat megnevez,
- néhány mondókát, verset, dalt reprodukál.

Olvasott szöveg értése

A tanuló

- felismeri tanult szavak írott alakját,
- ismert nyelvi eszközökkel megfogalmazott, néhány szóból álló mondatot megért;
- ismert nyelvi elemekből álló egymondatos szövegben fontos információt megtalál.

Íráskésztség

A tanuló lemásol ismert szavakat

Appendix 2

Word count of 16 lessons

Level	Teacher	Lesson	No. of Students	Teacher			Student			Students			Students & Teacher			Ss&C	Cassette	Ss' names by teacher
				L2	L1	Total	L2	L1	Total	L2	L1	Total	L2	L1	Total	L2	L2	L1
Elementary	F	1	17	684	2482	3166	191	335	526	81	11	92	72	0	72	0	0	62
	F	2	20	1587	2138	3725	171	555	726	86	6	92	220	4	224	0	0	34
	G	1	14	139	2097	2236	193	282	475	3	4	7	0	0	0	0	0	62
	G	2	13	180	1508	1688	157	98	255	19	7	26	0	0	0	0	0	76
	H	1	18	1426	268	1694	49	212	261	263	55	318	200	0	200	0	0	58
	H	2	20	1304	475	1779	378	94	472	48	0	48	156	0	156	68	94	56
	K	1	9	1525	964	2489	510	66	576	67	68	135	8	0	8	0	0	60
	K	2	9	907	1557	2464	292	65	357	71	18	89	128	35	163	14	168	58
Intermediate	K	3	16	886	721	1607	700	214	914	373	12	385	263	0	263	95	158	47
	K	4	16	1609	460	2069	813	50	863	5	3	8	0	0	0	0	0	88
	M	1	10	2093	449	2542	280	57	337	14	1	15	9	0	9	128	67	59
	M	2	11	1316	535	1851	343	84	427	10	4	14	0	0	0	0	109	71
	P	1	16	1863	460	2323	417	168	585	110	0	110	81	5	86	0	0	86
	P	2	16	1958	334	2292	492	76	568	60	11	71	15	0	15	0	119	64
	I	1	13	1472	1338	2810	588	303	891	1	10	11	22	1	23	0	0	71
	I	2	12	2298	1383	3681	469	259	728	11	4	15	1	2	3	0	0	51

Ss&C = students and cassette

Appendix 3a

Letter to headteachers

Az iskola igazgatójának

2004. December 6.

Tisztelt Igazgató

Skóciából, a Stirling-i egyetemről írok, ahol jelenleg a doktorátusomat írom. Témám: angol tanítás állami általános iskolákban Magyarországon.

XX lakom és tanítottam is néhány iskolában (napközis nevelő, tanító, angol tanár).

2004 májusában már meglátogattam 4 iskolát a doktorátusommal kapcsolatban (2 XX, 1 XX 1 XX), beszéltem a tanárokkal és láttam néhány angolórát is. Ez nagyon hasznos és érdekes volt és úgy tervezem, hogy írok egy cikket jövőre.

2005 januárjában néhány hétre hazamegyek Magyarországra azért, hogy információt gyűjtssek és hogy megtervezzem a további kutatásaimat. Azután 2005 májusában vagy októberében úgy tervezem, hogy megint hazamegyek és meglátogatok kb. 6 iskolát (XX, ha lehetséges) és beszélek a tanárokkal és tanulókkal, meglátogatok néhány angolórát, főleg negyedik osztályokat, ahol csak éppen elkezdtek a második idegen nyelv tanulását. Érdekel, hogy hogyan tanítanak angolt a tanárok, melyik könyvet használják, milyen feladatokat szeretnek adni, mit gondolnak a tanulók arról, mennyire fontos egy idegen nyelv, és ők mit szeretnek csinálni az órákon. Ezek fontos és érdekes kérdések, főleg, mert még mindig vita folyik arról, hogy mennyire hasznos a korai idegen nyelv oktatás. (Skóciában például az általános iskola 6-dik vagy 7-dik osztályában kezdenek idegen nyelvet tanítani.)

Azzan a kéréssel fordulok Önhöz, hogy kérem engedje meg, hogy a mellékelt kérdőívet kitöltse/ék az iskola angoltanára/i. Szeretnék többet megtudni a XX angoloktatás helyzetéről. Ezen kívül azt is meg szeretném tudni, hogy szívesen rész vennének e a kutatásomban.

Persze cserébe én is szeretnék ajánlani valami hasznosat. Attól függően, hogy mire van igény, mi érdekli a tanárokat, diákokat, szívesen tartanék előadást vagy továbbképzést. Például a jelenlegi kutatási eredményekről, vagy a skót és magyar általános iskolai oktatás hasonlóságairól és különbségeiről, vagy akár egy előre kiválasztott egyéb témáról, vagy diákat tudnék mutatni Skóciáról. Azoknak az osztályoknak-tanároknak akik részt vesznek a kutatásomban, megpróbálhatnék levelezőtársakat találni abban az iskolában, ahol jelenleg dolgozom.

Ha meglátogatok egy iskolát vagy osztályt, természetesen megmutatom a részt vevő tanárnak amit szándékozom írni és engedélyt kérek, mielőtt bármit is publikálnék.

Arra kérném, hogy legyen szíves a mellékelt kérdőívet odaadni a tagozat vezető angoltanárnak.

A válaszokat a barátom magyar címére kérném (a mellékelt borítékban), mivel így karácsony táján a nemzetközi posta kicsit lelassul. A barátom tudatja majd velem az eredményt és így jobban meg tudom tervezni a januári magyarországi látogatásomat. .

Cím: XX

Címem: XX

Az egyetem címe: University of Stirling, SIRLING FK9 4LA Scotland

Ha bármi kérdés, probléma felmerülne, szívesen válaszolok. Legegyszerűbb email-t vagy sms-t küldeni Email címem: XX Mobilom: XX

Kellemes karácsonyi ünnepeket és nagyon boldog új évet kívánok Nagy Krisztina

Appendix 3b

Translation of letter to headteacher

To the Head Teacher

Dear Sir/Madam,

I am writing from Scotland, where I am a PhD student at Stirling University. My topic is: teaching English as a second language in state primary schools in Hungary.

I live in XX and I used to teach in some of the schools there (afternoon teacher, primary school teacher, English teacher).

I have already visited 4 schools in connection with my dissertation in May 2004 (2 in XX, 1 in XX and 1 in XX); I also talked to the teachers and saw a few lessons. This was really very useful and interesting and I am planning to write an article about it next year.

In January 2005 I am planning to go back to Hungary for a few weeks to get more information and to plan my further research. Then in May or September/October 2005 I am planning to go back again and I would like to visit about 6 schools (preferably in XX) and talk to the teachers and students and see some lessons, especially in primary 4 where they just start learning. I am interested in how teachers teach English, what books they use, what activities they like, what the students think about learning another language and what they like doing. These are interesting and important questions, especially because there is still a debate on how effective language learning is when the students start young in schools. (In Scotland for example, second language teaching starts in primary 6 or 7.)

I am writing for your permission to ask the English teachers the questions in the enclosed questionnaire so that I may find out more about language teaching in primary schools in XX. I am also asking about their willingness to participate in my research.

In return I have something to offer. Depending on your wishes/needs I could do a workshop on questions like recent research evidence about language learning in early years, or on the difference between Scottish and Hungarian primary education, or I could show slides about Scotland and give a talk on some agreed topic. I could also try to organise penpals for the participating classes. If a school/class agrees to be visited, before publishing any materials I will let the participating teachers read the script and ask their permission to use it.

Could you please give the enclosed questionnaire to the English teacher/s.

It would be most helpful if you would send the questionnaires to my friend in Hungary, avoiding the Christmas international post problems. He will make sure to send me the results so that I can plan my visit in January.

His address is: XX

My address is: XX

The university's address is: University of Stirling, SIRLING FK9 4LA Scotland

Could you please also let me know if you have any questions/problems. The best way is to send an Email or a text message:

My email address is: XX

My mobile number is: XX

May I wish you Merry Xmas and very happy New Year!

Best wishes Krisztina Nagy

Appendix 4

Questionnaire for English Teachers

Dear English teacher

I am a PhD student at Stirling University (Scotland) on “Teaching English as a second language in Hungarian state primary schools” and as I am from XX. I have decided to concentrate on the schools there. Could you please answer the following questions (and if there are more than 1 English teacher in the school could you please also ask them to answer the questions on page 2.) I am enclosing a self-addressed envelope (with a Hungarian address to avoid the Christmas post problems) to make it easier for you to send it.

Thank you, and I may see you in January. Have a good end of term and Merry Xmas and a happy New Year!

The name of the school

.....

The number of children

How many classes are in

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

The number of English teachers

Do they teach other subjects too? Yes No

The number of other language teachers (if any)

How many of the English teachers used to be Russian teachers before the political changes?

.....

Does the class teacher or the specialised English teacher teach the English language in Grade 4?

.....

How many English lessons are in

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

How many children are in 1 English lesson in Grade 4? (*please circle*)

All class

Half of the class

Less than half of the class

Grade 4 classes learn English from

Book (name)

From different resources (photocopied papers etc)

From other (please specify)

I am planning to visit some schools in January 2005 and would like to talk to the **English teachers** about their teaching methods, experience etc. If there are more than one English teacher could you also please ask them if they are willing to talk to me?

Would you be willing to take part in a short interview with me in January 2005?

Teacher 1		Teacher 2		Teacher 3		Teacher 4	
Yes	No	Yes	No	Yes	No	Yes	No

If yes please answer the following questions

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
Your name				
In which class/es do you teach English?	G1 G2 G3 G4 G5 G6 G7 G8	G1 G2 G3 G4 G5 G6 G7 G8	G1 G2 G3 G4 G5 G6 G7 G8	G1 G2 G3 G4 G5 G6 G7 G8
When would be the best time to talk to you?	Morning Afternoon Evening	Morning Afternoon Evening	Morning Afternoon Evening	Morning Afternoon Evening
Where would be better to talk to you?	In the school Outside school	In the school Outside school	In the school Outside school	In the school Outside school
In January would you let me visit one of your classes?	Yes No	Yes No	Yes No	Yes No
If so, could I audio record your lesson? (with a small walkman which should not disturb the lesson much)	Yes No	Yes No	Yes No	Yes No
Could I talk to the students after the lesson?	Yes No	Yes No	Yes No	Yes No
Are you interested in any workshops/talks, slide show I can do for the class or for the teachers? If yes, what?	Yes No	Yes No	Yes No	Yes No

Thank you for your co-operation.
Krisztina Nagy

Appendix 5

Definitions

The **mother tongue (L1)** is a person's first language. If a child is surrounded by two different languages at home (e.g. parents having different mother tongues and speaking both with the child, then both languages may be considered as "the mother tongue"). The **target language (L2)** is the "new" additional language which is learnt in the language classroom, and/or sometimes outside the classroom.

Second language learning is where the target language plays an institutional and social role in the community (English learnt by foreigners in America, Britain), or English learnt by the local people whose mother tongue is not English (e.g. Zambia). **Modern foreign language (MFL) learning** is where the target language plays no major role in the community and it is mostly learnt in the classrooms (Ellis, 1994 : 12). This is the case in Hungary where the research has taken place.

A natural setting is where the L2 serves as the native language for the majority (e.g. learners of L2 English in Britain), or where the L2 serves as an official language when the majority speak some other language (e.g. L2 English in India). The students learn the L2 outside the classroom. An **educational setting** is the place where the L2 is taught, as in a school or in an institute, and the students learn the L2 mostly in the classroom. **Immersion** is the method where the child is taught through the medium of the L2. In these classrooms the pupils usually speak the same L1 and the teacher/s usually speak both the L1 and L2.

A native speaker teacher is one whose mother tongue is the language s/he is teaching as a second or foreign language. A **non-native speaker teacher** is one whose mother tongue is not the language s/he is teaching as a second or foreign language. A **monolingual teacher** is one who teaches the language of his/her mother tongue as the modern foreign language, and does not speak the students' mother tongue. This may be the case in Britain, with a native English speaking teacher teaching English to foreign students, e.g. Italians, or the same teacher teaching English in Italy to Italian students. A **bilingual teacher** is the one who is competent in both the language s/he is teaching and the students' mother tongue, either by being the native speaker or by having a near native competence (Macaro 2005 : 63). These language teachers are either in their own country (in Hong Kong for example) and have learnt the language they teach as a MFL, or they are in the students' native country, teaching their mother tongue, but they also mastered the students' mother tongue. Only the bilingual teacher is able to use both the language they teach and the students' mother tongue. All the teachers who participated in the present study can be considered as bilingual teachers. They all have passed the "Középfokú Nyelvvizsga" (a Hungarian Middle Exam, equivalent with the Cambridge First Certificate Exam) or a similar exam, and they all had at least 2 years of training (either full time or part time) to learn how to teach English. The training is in English, and the teachers are required to teach lessons in front of their tutors. These lessons are usually required to be conducted entirely in English.

L1 use or mother tongue use is referred to in our study when a speaker is switching between two languages, one being the mother tongue. In the context of

this study, L1 is the Hungarian language, and the target language (L2) is English. Some studies refer to the L1 use as code switching, code-mixing, or language switching, but this can be misleading, as it is usually used in the bilingual or multilingual context, suggesting a rapid alteration between the two languages, either orally or in written form (Coste, 1997). In the language classrooms L1 use is usually viewed differently from the bilingual/multilingual context, and methodology books often suggest that it is a problem if it is used, and/or give advice how to avoid using it (Scrivener, 1994, Willis, 1996). Some other terms when used in the MFL context (especially the expression: recourse to L1) may also imply that code switching in the classroom is undesirable or to be regretted (Macaro, 2005).

Young learners in the literature are usually defined as between the age of 5-12, this being equivalent with the British primary education. In Hungary lower primary age is between 6-10 years, and upper primary is from 10-14. Our study only deals with lower primary classes, so the age we refer to here as young learners is between 6-10 years old. We sometimes also use the words children, pupils or students as equivalent to young learners.

Appendix 6

Transcription conventions

R	researcher
T	teacher
S	student
Ss	students
T&S	teacher & student
T&Ss	teacher & students
Ss&C/V	students and cassette/video
C/V	cassette/video
<u>Good morning.</u>	Reading from text
(orange hair)	most likely word/s
(xxx xxx)	word/s not audible
igen	utterance in Hungarian
<yes>	English gloss of Hungarian original
<“the town+ suffix my”>	exact English translation of Hungarian word
(1.0)	pause in seconds
^	rising intonation, cue
/	falling intonation
‘car’	the person is referring to the word ‘car’
((writing on the board))	researcher’s comment

Appendix 7

Lesson Transcripts

Lesson Franciska 1

- 1 T : good morning children ((blowing nose sound))
- 2 S : good morning teacher ((students start singing songs at once, even without prompting from the teacher)) good morning good morning good morning to you good morning good morning and how do you do
- 3 T : abc
- 4 Ss : ((singing)) a b c d e f g h i j k l n n o p q r s t u v w x y z abc ((during the singing the teacher talks to individual students))
- 5 T : **és hol van amit adtam a múlt órán?**
- 6 S : **nem adták oda**
- 7 T : **nem voltál itt a múlt órán de hát neked adta gyerekek ne szórakozzatok**
- 8 Ss : a b c d e f g h i j k l m n o p q r s t u v w q r s t u v w x y z o talk to me a b c d e f g
- 9 T : **te is itt voltál hol van és hol van? (2.0) tessék** ((during this time the students are telling a rhyme))
- 10 Ss : (xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx) ((singing))
- 11 T : **kérdeztem is hogy osszam ki behozzatok jó azt már nem kérem na egy utolsót válasszunk**
- 12 Ss : head and shoulders
- 13 T : head and shoulders **jó de csak egyszer végig jó rajta**
- 14 T&Ss : head and shoulders knees and toes knees and toes head and shoulders knees and toes knees and toes and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes arms and legs and feet and hands feet and hands arms and legs and feet and hands feet and hands and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes
- 15 T : **jó na kérem szépen m ugye ott fejeztük be a múlt órán hogy (2.0) mondtunk képeket arról a nagy plakátról milyen szerkezettel milyen igen milyen szerkezetet tanulunk mostanság mi annak a?**
- 16 S : there is there are
- 17 T : **neve there is there are szerkezet** ((lots of noise)) **nem is tudom hova raktam azt a plakátot múlt órán olyan rendetlenek voltatok ugye na most ezt hagyjuk**
- 18 S : **az van lemásolva mert**
- 19 T : **nem baj hát színessel nem tudom lemásolni jó akkor most csak ezt nézzük jó**
- 20 S : **Franciska néni az nem az**
- 21 T : **de az köszönöm tessék jó múltkor nem nagyon ment ez a e ez ez a mondatalkotás (3.0) ssss tessék igen de ezt így egyszerűbb most jó na mindenki összeszedi minden okos gyerek összeszedi a gondolatait jól megnézi a képet és megpróbálunk mondani mondatokat a képről jó na mondjad**
- 22 S : there is
- 23 T : **mutatom** ((teacher is taking the picture closer to the student to see better))
- 24 S : **magyarul is lehet?**
- 25 T : **magyarul nem**
- 26 S : there is one school
- 27 T : **mutass rá**
- 28 S : there are
- 29 T : there is one school in the picture or there is a school in the picture ok Norbi
- 30 S : there is one policeman
- 31 T : police station there is one police station? policeman yes there is one policeman in the picture ok **no próbálok úgy állni ha ide rakom látja mindenki hogy ne kelljen itt látjátok ha ide teszem így látni na jó**

- 32 S : **fogjam?**
33 T : **gyere fogjad**
34 S : **foghatom?**
35 T : **meg a Piri jó (2.0) így na köszi ti is azért mondhattok na gyorsan Józsi van-e ötlet? (2.0) who can who can say a sentence in connection with the picture (2.0) ((laughter)) start your sentence with there is or there are (3.0) ok now any more sentences in connection with the picture there are a lot of things there are a lot of things in the picture Gábor Gábor**
36 S : there are green
37 S : four
38 S : four green monsters
39 T : there are four green monsters very good (4.0) one two three four ((counting them in the picture)) yes in the supermarket Mátyás
40 S : there is a supermarket
41 T : yes there is a supermarket in the street ok
42 S : there are a lot of monsters in the city
43 T : yes in the city ok Sanyi
44 S : there is police
45 T : a policeman yes
46 S : there is (xxxx xxxx)
47 T : **ez már volt ez a mondat** Viki
48 S : a there is blue monster there is one blue monster
49 T : monster^
50 S : monster in the bike
51 T : in the^
52 S : bike bike
53 T : on the bicycle here is no ah yes I can see here here it is yes ok now any more sentences (3.0) there are lots of other things in the picture (2.0) Moncsi
54 S : here is here are
55 T : there are^
56 S : there are
57 T : there are^
58 S : one ? by the car
59 T : the^
60 S : ö
61 T : monster^
62 S : monster in
63 T : in the garage
64 S : in the car
65 T : in the garage yes one one of them is in the car and the other is (2.0) near the car or by the car next to the car yes they are in the garage there are two violet^
66 S : two violet
67 T : can you finish the sentence there there are two violet monsters in the^
68 S : garage ((incorrect pronunciation))
69 T : garage **garázsban vannak** ok Mátyás
70 S : there are
71 S : there are m monster bicycle
72 T : ö yes there is a blue monster on a bike yes he is riding a bike ok wha what's this here on the bridge what is it
73 S : express
74 T : how do you say **vonat** in English
75 S : express
76 S : express
77 S : monster express
78 T : how do you say **vonat** in English? **vonat tanultuk a vonatot**
79 Ss : **nem nem**
80 T : it begins it begins with t
81 S : **nem tanultuk**
82 T : the second letter is r train **nem tanultuk a vonatot? dehogyan**
83 S : no

- 84 Ss : **nem**
85 T : train
86 Ss : **nem**
87 T : **nem tanultuk?**
88 S : no
89 Ss : no no
90 T : ok
91 Ss : no no
92 T : **én szerintem igen**
93 S : **nem tanultuk**
94 T : ok train (2.0) train **vonat** ö **mit írtam?**
95 S : **van**
96 S : **van**
97 S : öhő **azt már tanultuk**
98 T : **igen** (2.0) sorry train **vonat** ok now Mátyás
99 S : there is two
100 T : there are^
101 S : there are
102 T : two^
103 S : the there are two (5.0) **ez**
104 T : ö this there are two burglars or I don't know
105 S : **erre gondoltam**
106 T : who they are ö he they are monsters they are mon all of them are monsters ok
now thank you very much? **egy versike is ő van a plakáton amit ti**
megkaptatok nem olyan szép színes de a két oldalán rajta van ez a versike
pontosan erről az utcáról szól erről a városról ahol ezek a szörnyek laknak
illetve élnek meg cselekednek az a címe hogy^
107 S : monster
108 T : the monster street **mit jelent az** the monster street?
109 S : **szörnyváros**
110 S : **szörnyváros**
111 T : **a szörnyvá a szörnyutca a szörnyutca mi a város angolul a város city ugye ez**
meg street jó sajnós ugye nincs meg az egész plakát csak a vers de utána le
fogjuk ellenőrizni hogy valóban minden igaz-e amit a versben írnak
olvassuk csak el az első versszakot csak magadban olvasd neked hol van
kicsim ez amit múlt órán megkaptál jó reggelt kívánok most vesszük el?
(2.0) ö Olivér **mit csinálsz mostmár figyeljél jó hol van ez?** Gábor?
112 S : **nekem nincs meg**
113 T : **jó hol van azt mondtam ugye hogy mindenki hozza el a következő órára add**
oda neki és most már többet nem adok mert nincs nem is lesz elfogy (3.0) no
így szól az első versszak már a szemeddel egyszer átolvastad (4.0) ((laughter))
the waiter in the café is a big blue monster
114 S : **nem itt kezdődik** Franciska néni
115 S : **itt kezdődik** Franciska néni
116 S : **igen**
117 T : ó sorry yes
118 S : strange ((reading from the first line))
119 T : **igen mert most így össze-vissza van ez nekünk egy kicsit azt találtam ki hogy**
ide teszem így akkor közelebb lesz hozzátok így csak eldől így a táblát most
már tulajdonképpen csak a képet kell látni ((teacher is trying to show the
the poster to the whole class but as the classroom is long and there are 2 rows of
desks in it it is difficult to hold it in a way that everybody can see it))
120 S : **de így mi nem látjuk**
121 T : **hát ti meg úgy nem látjátok mm ő Piri csak addig üljetek ide oda a Piri oda**
meg a Mátyás jó és akkor
122 S : **ide üljön a Mátyás ((distraction as the class is enjoying a bit of movement))**
123 S : **inkább oda üljön a Mátyás jó?**
124 S : **igen oda üljön a Mátyás**
125 S : **inkább a Norbi mellé üljön a Mátyás**
126 S : **igen inkább a Norbi mellé üljön a Mátyás**

- 127 S : Franciska néni **mi se látjuk** (2.0) huhuhuhu
- 128 T : **hova tegyem?**
- 129 S : **ide jöjjön valaki**
- 130 T : **jó nem merem megkockáztatni hogy jöjjön ide mindenki mert múltkor olyan olyan rosszul vise olyan csúnyán viselkedtetek hogy** (4.0) **hát cellux van de az meg messze van akkor a tá a táblától** (8.0) ((chatting)) **jó akkor visszajöhet a Piri akkor nem baj hogyha csendbe vagytok igen**
- 131 S : Piri **gyere ide**
- 132 T : **jó** (4.0) **na akkor fogjátok hát csak látjátok ti is fölkapcsoljuk a lámpát** (4.0) **közelebb is nem kell a táblához akkor gyertek közelebb így így jó na így jó így jó jó na figyelj** (4.0) **ez olyan mint egy mese próbáljuk a kép alapján kitalálni hogy hogy ő miről is miről is ő van szó az az Erik pedig ide jön jó mert ott nincs ő addig csak addig**
- 133 S : Franciska néni
- 134 S : **pont az én helyemre**
- 135 T : **igen igen így így tudtam lefénymásoltatni na de most már olyan sok idő elment ezzel hogy most már haladjunk gyere gyorsan jó na figyelj** sss (3.0) ((teacher reading the story)) in a strange strange land there is a strange strange town and in a strange strange town there is a strange strange street ((laughter)) it's a tongue twister and the strange strange street is full of hairy monsters (2.0) ((laughter)) **ez a strange szó nagyon nagyon sokszor előfordul a versben ez azt jelenti hogy furcsa na milyen ez a mi miről szólt az első versszak ez a kulcsszó** (2.0) **igen** (2.0) **furcsa** ((chatting)) **majd a végén leírjuk jó?** (3.0) **most csak nézd a szöveget** (2.0) **no** (2.0) **van-e ötleted hogy miről szólt az első versszak?** (3.0) **jó** (3.0) ((chatting)) **nincs ötlet** (12.0) ((lots of chat)) **nem nem jó a Kovacs Mátyás fekete pont**
- 136 S : **de miért?**
- 137 T : **nem indoklom mert nem nem tudok tőletek megint tanítani gyerekek mert mert beszélgettek jó a Józsi fekete** (2.0) **jó ő Olivér végig rajzolgatott nem figyel egyáltalán fekete és most pirosat szeretnék innentől kezdve osztogatni** (2.0) **jó az kap pirosat aki aki körülbelül el tudná mondani miről mi mi volt aze na ugye most már tessék** (4.0) ((chatting and laughter)) **igen az első versszak Szilvia milyen ez a mi volt a strange jelentése?**
- 138 S : **furcsa**
- 139 T : **furcsa egy ilyen furcsa na Gábor** (5.0) **nem kell szó szerint ez ez ez miről szólt ez az első versszak** (3.0) **nem** (2.0) **egy furcsa arról szól hogy van egy furcsa város ahol mik vannak?**
- 140 S : **szörnyek**
- 141 T : **szörnyek ő it's full of hairy monsters milyen egy szörny? láttál már szörnyet?**
- 142 S : **én igen**
- 143 T : **milyen volt?**
- 144 S : **tök király**
- 145 T : **a bőre** (3.0) ((chatting)) **szőrös szőrös szőrös kicsit állj arrébb** ((student who is holding the poster is covering it from the view))
- 146 S : Franciska néni **megmutatom az egyik szörnyet itt van** (10.0) ((chatting))
- 147 T : **tessék ez leesett a székről** (5.0) **jó** (2.0) **jó? Olivér hogy sikerült leesned a székről angolórán mikor nyugton ülsz? jó ok na kérem szépen**
- 148 S : Franciska néni **én már láttam szörnyet tök szép volt és?**
- 149 T : **akkor az nem volt szörny** (3.0)
- 150 S : **úgy nézett ki mint egy kenguru**
- 151 T : **jó köszönjük tehát jó hogy hogyan fordítanánk le az első mondatot most már mondatonként soronként Gábor tessék csak magyarul mondd légy szíves** (5.0) **mi a town? azt tudjuk Józsi** (3.0)
- 152 S : **város**
- 153 S : **város**
- 154 T : **és a furcsa furcsa** (4.0) **rengeteg tele van mivel szőrös szörnyekkel mire emlékeztet benneteket ez a vers? (2.0) nem tanultunk egy nem tanultunk egy hasonlót nem ugrik be?**
- 155 S : **de a mama az**

- 156 T : **nem**
- 157 S : **ahol van**
- 158 T : **igen ugyanez a**
- 159 S : **sötét**
- 160 T : **ugyanez a**
- 161 S : Franciska Franciska néni ((shouting))
- 162 T : **menete ugye**
- 163 S : Franciska néni **az a családos már az is**
- 164 T : **igen egy furcsa furcsa erdőben egy egy furcsa furcsa i igen sötét sötét nem furcsa sötét sötét erdőben igen jó na nézzük a következő versszakot fusd át a szemekkel melyik szót szeretnéd meg ő ő Józsikám menjél innen ki légy szíves üljél ott kint le jó sajnos nem tudunk tőled tanítani ne haragudjál (3.0) elnevezzük őt az osztály szörnyének ((laughter)) mert nem lehet tőle tanítani ((laughter))**
- 165 S : Franciska néni **kiszínezhetem?**
- 166 T : **hát most ne színezzesd majd utána jó minden szót ismerünk akkor ezek szerint ha nincs kéz a levegőben? school?**
- 167 S : **iskola**
- 168 T : **iskola shop?**
- 169 S : **iskola**
- 170 T : shop (2.0) **üzlet mi a station?**
- 171 S : **állomás**
- 172 T : **állomás így van az sem új street?**
- 173 S : **utca**
- 174 T : cinema?
- 175 S : **mozi**
- 176 T : park? ((English pronunciation))
- 177 S : **park** ((Hungarian pronunciation))
- 178 S : **park** ((Hungarian pronunciation))
- 179 T : **jó ezt mind tudjuk két szó van amit nem tudunk daylight és a dark jó**
- 180 S : daylight
- 181 S : **azt tudjuk**
- 182 T : **azt tudjuk az^ ?**
- 183 S : **napvilág** ((translating it phonetically))
- 184 T : **Napvilág így van nappal amikor süt a nap**
- 185 S : Franciska néni a cinema
- 186 T : **azt is írjam? mozi (3.0) ((teacher is writing on the blackboard)) mozi jó (5.0) aki ő meg van bízva ugye az csöndbe van és nem jó amit kérdezel mit kérdeztél? után sötétedés után (3.0) no így szól a második versszak ugye az összes szót tudjuk most már ő figyelj a szemekkel még van ám sok úgyhogy (2.0) ((teacher reading)) there are monsters in the school and monsters in the shop there are monsters in the station and monsters in the street there are monsters in the cinema and monsters in the park monsters in the daylight and monsters after dark (2.0) mikor (3.0) találhatók ezek a szörnyek miről szólt a második versszak? (3.0) állomás?**
- 187 S : **az iskolában (2.0)**
- 188 T : **na mondja egy akkor őő (3.0) ((teacher is turning the pages in the class diary I think)) ki szeretné fordítani Balázskám te olyan ügyes szoktál lenni nem próbálsz meg? ((group laughter)) ne nem gá há csak Gábor úgy látszik**
- 189 S : **a Balázs**
- 190 T : **ő kap majd piros pontot már meg is kapja**
- 191 S : **kicsoda?**
- 192 T : **a Balá a Gábor**
- 193 S : **miért?**
- 194 T : **őő mert nagyon ügyes tessék**
- 195 S : **vannak szörnyek**
- 196 T : **a Gábor**
- 197 S : **az iskolában**
- 198 S : **vannak szörnyek az iskolában**

- 199 T : **igen tapasztaltuk ugye ki is küldtük az egyiket (3.0) megvan az ötösöd Gábor beírjuk majd jó vannak szörnyek az iskolában tovább**
- 200 S : **szörnyek az üzletben**
- 201 T : **az üzletekben**
- 202 S : **vannak szörnyek a ((laughter))**
- 203 T : sss
- 204 S : **állomáson (5.0) vannak szörnyek a moziban (4.0) és szörnyek a parkban szörnyek**
- 205 T : **daylight nappal és (2.0) jó nem baj majd mindjárt visszaülünk**
- 206 S : **szörnyek nappal és szörnyek a sötétben**
- 207 T : **sötétedés után jó ő majd fogok kérni ellenőrzőket a tiedet mindenképpen ő majd az Piri nénit? meg az övét akit kiküldtem ((Józsi)) jó na jó azt arról még nem volt szó na kérem szépen (2.0) maradt még három versszakunk (3.0) inkább négyet ő ezt most már nem vesszük a mai órán hanem a házi feladat hogy otthon próbáld meg lefordítani tessék odaírni hogy mit is látunk még ezen a a a képen miről szól még a versike amit jól megnéztünk ugye ezt a szörny utcát ezt már megbeszéltük otthon böngészd át hogy miről szól még a vers jó tessék (2.0) amit nem vettünk az összeset ugye ő vettük a két versszakot maradt még négy azt odahaza nézzétek meg**
- 208 S : Franciska néni oda mi van írva?
- 209 T : ő
- 210 S : **napvilág**
- 211 T : daylight
- 212 S : **napvilág**
- 213 T : **daylight és leír jó köszönöm szépen helyre mehetsz átirom jó lehet hogy itt nem tudtam a plakáttól írni egy picit lehet hogy csúnya ezt nem tudtad elolvasni**
- 214 S : **igen**
- 215 T : **mi ezt úgy fordítottuk a versben hogy nappal és a cinema az pedig a mozi (2.0) van-e még kérés amit írjunk le az első két versszakból amit vettünk (2.0) a dark-ot azt mondtátok hogy tanultuk az így van after dark sötétedés után station
állomás ő most már menjél vissza a helyedre de rendesen jó köszönöm (2.0) station (3.0) állomás ((writing on the board)) (2.0) jó na kérem szépen ha leírtad és elraktad ezt odahaza ugye ezt folytatod ((pupil asking meanwhile))**
- 216 S : **mikor kapjuk meg a dolgozatokat?**
- 217 T : (3.0) ((teacher writing on the board during pause)) ő **a tiedet mindjárt kiadom fiam ((cynical way)) jó (4.0) előveszed a füzetedet** take your exercise book open your exercise book
- 218 S : **és akinek nincs itt?**
- 219 T : **na tessék az megkapja a feketéjét jó (2.0) Kovács Mátyás kinek nincs még füzete? (3.0)**
- 220 S : Gyurinak miért nem?
- 221 T : **nyugodtan adhattam volna feketét mindenkinek aki mára ezt sem hozta el ugye**
- 222 S : **de én azért nem hoztam el mert nem találtam**
- 223 T : **nem érdekel tessék ((writing black point into her diary))**
- 224 S : **nincsen füzetem**
- 225 T : **fekete ((writing black point into her diary))**
- 226 S : **de én nem voltam itt a múlt órán azért (3.0) Franciska néni nem voltam itt a múlt órán**
- 227 T : **de akkor itt voltál amikor kiosztottam**
- 228 S : **nem voltam itt**
- 229 T : **de igen**
- 230 Ss : **nem nem volt itt mert beteg volt**
- 231 T : **beteg voltál?**
- 232 S : **nem agybeteg ((laughter follows this remark))**
- 233 S : **ő mindig az**
- 234 S : **agybeteg**
- 235 T : **jaj milyen Alekszandra mondd gyorsan ((trying to find the name of the student**

- in her diary and in Hungarian the surname comes first))
- 236 S : Xxxx
- 237 T : Xxxx **jó megvan (2.0) na kérem szépen ő leírjuk hogy lesson nem érkezett meg a napló nem tudom hányadik óra van**
- 238 S : **én tudom**
- 239 T : **most nem majd nem fontos írd egyet egyet többet mint a múltkor írtunk jó leírjuk címnek there is there are (3.0) ((teacher writing on the board in this pause and after)) there are ezt is aláhúzzuk (3.0) és most már olyan sokat foglalkoztunk ő ezzel ugye hogy ő most már önállóan a vers alapján a ő a ő a az elmondott példák alapján amit itt ő közösen ugye mondtunk önállóan megpróbálunk mondatokat alkotni tessék**
- 240 S : **óraszámot nem kell írni?**
- 241 T : mm tessék elmondtam hogy nem tudom fejből hányadik óra nem érkezett meg a napló ne foglalkozzál vele vagy egyet többet írsz mint múlt órán vagy pedig nem írsz majd pótoljuk nem ez a legfontosabb kérdés hogy hányadik óra most (2.0) hairy az a szőrös hairy aki még ott tart ugye a hair a haj (2.0) de szőr is és a hair-ből képzett melléknév a szőrös jó de mostmár ezen túl vagyunk a szótárba már rég le kellett írni
- 242 S : **de én tartottam ((the student was holding the picture that is why s/he could not write it down))**
- 243 T : **ja te tartottad az rendbe van jó na kérem szépen akkor most mindenki ezt ő tedd el légy szíves (4.0) mindenki megpróbál a there is szerkezettel írni körülnézel az osztályban mit látsz három mondatot ugye ott ő amikor there is-zel kezdődik a mondat mindig hány dologról írsz a mondatban? (3.0) egyes egy dolgot egyes számban van a főnév ugye amikor there are-ral kezded a mondatot akkor igen több több dologról írsz és ő hogyan szerepel a főnév a mondatban ismétljük csak át a főnév ilyenkor hogyan szerepel a mondatban? (2.0) többes számban ugye miután egynél többről többes számban írsz így van jó most már akkor csöndet kérek tessék gondolkodni körülnézni az osztály tárgyaival vagy személyeivel bármivel kapcsolatban három három három dolgot három három mondatot most már nem beszélünk azt hiszem hogy mindent elmondtam Kim Balázsé lesz a következő intő**
- 244 S : Franciska néni a tábla az egynek számít? ((there are three parts of the board))
- 245 T : **hát ő szerintem vegyük egynek jó most az össze van rakva ez egy tábla jó a tábla egy abból egy van (11.0) ((teacher walking round for the first seven seconds)) most nem a szörny ő városról vagy szörnyutcaról írunk hanem az osztályteremről**
- 246 S : (xxxx xxxx?)
- 247 T : **hát igen (4.0) kicsim ha nincsen füzeted akkor egy lapra írsz nem gondold hogy te most lógatod ha lapod sincsen? (3.0) mid van mid van?**
- 248 S : **hát**
- 249 T : **mit hoztál angolórára?**
- 250 S : **hát az angolkönyveket (9.0) ((teacher is walking around))**
- 251 S : Franciska néni szörnygyereket be lehet írni?
- 252 T : **szörny neveket?**
- 253 S : **nem gyereket?**
- 254 T : **ja szörnygyereket ((laughter)) ne ((laughter again)) (4.0) ceruzája sincs (7.0) ((a sigh of sadness in second 3 and walking to Balázs))**
- 255 S : Franciska néni **azt jól írtam hogy** there is one bar on the board?
- 256 T : **az nagyon jó az nagyon szép mondat így van a Balázsnak már van egy nagyon jó mondata Szilvi egyedül dolgozunk jó nem mondja meg mert akkor (2.0) mindenki lemásolná ugye nem ezt most titkos (5.0) ((teacher walking from second 3 in this pause)) megyek körbe és aki ügyes már van egykét jó mondata az kaphat piros pontot de ahol beszéd van oda nem megyek (2.0) ((walking)) Piri ((going up to her))**
- 257 S : Franciska néni
- 258 T : **ezt lehet írni hát írjad írjad írjad írjad írjad majd**
- 259 S : (xxxx xxxx xxxx?)
- 260 T : **persze (8.0) ((teacher walking around)) te mire vársz kisfiam? ja**

- 261 S : **folyóírással kell betűvel (2.0)**
- 262 T : **na (4.0) mi baj van?**
- 263 S : **nyomtatott betűvel ír**
- 264 T : **mi közöd hozzá hadd írjon úgy ahogy akar én már tudom hogy a Norbi nyomtatottal ír elfogadtam kész az nem a te dolgod (9.0) most egy vagy hat mert akkor a mondat nem stimmel és akkor nem a van hanem**
- 265 S : **(xxxx xxxx)**
- 266 T : **tudom igen (4.0)**
- 267 S : **(xxxx xxxx xxxx)**
- 268 T : **bizony igen igen igen (8.0)**
- 269 S : **hogy írják?**
- 270 T : **leírom a táblára így írják tizenkettőt na (4.0) ((writing)) twelve (4.0) de ha számmal írod elfogadom mert most nem a számok írása végülis a számok gyakorlása a feladat hanem hogy jól használd ezt a szerkezetet poster poster (18.0)**
- 271 S : **hogy írjam az utolsó mondatot mire írjam?**
- 272 T : **in the classroom (3.0) ugye az osztályban az osztályteremben van (5.0) na hadd nézzem ((teacher reading the sentences)) there is one on the board there is one rubber on the a falon van a radír ((smile)) on the table there there is there is one red pencil akkor is egy egy piros és egy na ha there is one akkor nem lehet are előtte azt javítsd ki jó hadd nézzem there is one board on the wall? there are six lamps mm em a falon vannak a lámpák there are six lamps in the classroom inkább azt írd jó**
- 273 S : **de van**
- 274 T : **twelve tables egyet**
- 275 S : **nem sok**
- 276 T : **there are twelve tables in the class ne válaszsd el jó ezt ő radírozd ki és írd ide hogy classroom jó a Balázs egészen ügyes ő kap egy piros pontot eddig ő (4.0) jó Sanyi az az egy mondatod van?**
- 277 S : **(xxxx)**
- 278 T : **children az már többes szám ezt húzd le (2.0) children (2.0) gyerekek mi a ő a children-nek az egyes száma?**
- 279 S : **child ((bad pronunciation))**
- 280 T : **child ugye az az egyes szám rendhagyó többes szám children az nem childrens ((wrong pronunciation)) mert olyan nincsen (4.0) on the wall gondolom az jó volt there is one most vagy ez vagy ez vagy ez vagy ez vagy határozott ő határozatlan névelő vagy ugye ő beg vagy one bag te válaszsd ki melyiket érted Szilvi**
- 281 S : **igen mert ez itt szám**
- 282 T : **vagy azt mondod hogy egy mint szám vagy egy mint határozatlan névelő pencil box az pencil case c a s e a case hogy van az ő Ákos c a s e (2.0) le tudod írni?**
- 283 S : **(xxxx xxxx)**
- 284 T : **jó az is (3.0) jó kötőjel (4.0) itt jártam (6.0) there is one board on the wall mondjuk azt oda lehetne írni ugye hogy a falon (6.0) vagy ez vagy ez a kettő együtt nem jó vagy azt írod hogy there is a table vagy there is one table (2.0) in the classroom most egy osztályteremben vagyunk ugye ott van látod az ajtón English classroom a classroom az osztályterem azzal fejezheted be a mondatot (2.0) there are five ha öt van belőle akkor a főnév (2.0) akkor nem kell radírozni akkor (2.0) többes szám mit kell utána írni mit? ((pupil writing the s on the board)) egy s-t így van there are six és ugyanaz windows ((teacher stressing the s)) így van (4.0) neked hol a füzeted miért nem hoztad? tudom hogy jelentetted csak miért nincsen tessék?**
- 285 S : **otthon hagytam**
- 286 S : **hagytad vagy felejtetted? (2.0) nem ugyanaz (2.0) there's a blackboard in the ő classroom ott van leírva**
- 287 S : **de ugye hogy a parkot nem is tanultuk**
- 288 T : **de tanultuk**
- 289 T : **de tanultuk ha ten lamp akkor többes szám**
- 290 S : **ten lamp**

- 291 T : lamps (10.0) ((checking sentences)) **igen csak piros van nálam adsz egy kéket?**
there is one board in the classroom there are a lot of (2.0) poster **ha sok van belőle az is többes szám** in the classroom **jó ez lehet piros miért beszélgetsz**
Lakatos Gabi **jó és a naplót ha lehozod szaladj föl a naplóért jó és akkor be is írom**
- 292 S : **én nem mehetek föl a naplóért**
- 293 T : **nem?** (4.0)
- 294 S : **kiesett valami**
- 295 T : **jó egy pillanat**
- 296 S : **had nézzem meg**
- 297 T : **miért néznéd már meg nem rád tartozik** there are sixteen children in the classroom
- 298 S : **tehát az osztályban van**
- 299 T : there is one lamp on the wall **jó és ennyit írtál összesen nulla mondatot**
- 300 S : **én írtam**
- 301 T : **nem tudtál egyetlen egy mondatot leírni?**
- 302 S : **én írtam**
- 303 S : **én írtam**
- 304 T : (7.0) in the classroom **ha egy picit errébb tetted volna akkor kifér** there is one lamp on the wall **jó ez jó** (3.0) **jó na kérem szépen ő hát nagyon vegyes**
- 305 S : Franciska néni
- 306 T : **igen** (5.0) **mit mit kell úgy írni hatot hát azt azt azt nem a számot kell többes számba tenni hanem a tárgyat a hat az hat az fix azt nem kell**
- 307 S : (xxxx xxxx windows?)
- 308 T : **az három ablak jó egy kettő három** (3.0) there is one board on the wall there is one rubber on the o ö on the on the table **nem a a táblán van a radír hanem az asztalon** there is one blue pencil **benne van** in in the pencil box five posters on the wall there are sixteen children on ö on the chair **jó kaphatsz te is egy piros pontot** (4.0) **na kérem szépen azért jó lett volna ha mindenki legalább kettő darab mondatot tudott volna írni nem tudom elfogadni Kis Viktor hogy egyet sem írtál na tegyék csak fel a kezüket akik piros pontot kaptak jó te nem kaptál jó na halljuk akkor a példamondatokat mondjuk ő mindjárt megnézem akkor jó mert utána már elmentem ő nem tudtam a tiedet megnézni Németh Ákos utána írtad le őket (3.0) **figyelj figyelj aki nem tudott írni az most figyeljen****
- 309 S : there is one board on the wall there are five posters on the wall ((reading))
- 310 S : **a szekrény az mi angolul?**
- 311 T : **most figyeltél hogy mit mondott vagy belekiabálsz?**
- 312 S : **igen valami**
- 313 T : **jó még egyszer olvasd el css**
- 314 S : there are five poster on the wall
- 315 T : posters on the wall
- 316 S : there are sixteen children on the chair
- 317 T : sitting on the chair ok **köszönöm**
- 318 S : there is one lamp on the wall
- 319 T : yes
- 320 S : there is one red pencil
- 321 T : one red pencil and
- 322 S : a blue pencil in
- 323 T : and one blue pencil in the
- 324 S : box (4.0)
- 325 T : Lakatos Gabi **kapott ötöst ugye jó** (3.0) **jó na még egy példára egy egy gyerekekre van idő hogy felolvassa a jó mondatait Gábor (8.0) majd megbeszéljük**
- 326 S : there are sixteen children in the classroom (8.0)
- 327 T : **jó igen** (2.0) **jó Magyar Erik ő ellenő jó küld be légy szíves őt**
- 328 S : Józsit
- 329 T : **a Józsit (3.0) gyerekek van még az órából körülbelül nulla perc ő megint értékelem a az órát szeretném értékelni (2.0) én mondtam a Kriszti néninek hogy szerintem ma is rém rosszak lesztek mert hogy az első órát ugye kint**

- töltöttétek az udvaron nem volt veletek senki tehát én mindig kifogom amikor ilyen zűrös nap van a következő gyerekek megint nem bírtak magukkal és most már sajnos az ellenőrzőjüket el fogom kérni ő Józsi Magyar Erik Kovacs Mátyás (3.0) Kim Balázs **figyeltél eddig négy** Alekszandra (4.0) a többiek többiek sem voltak nagyon jók de ők kimagaslóan rosszul viselkedtek ő azért voltak akik szépen dolgoztak akik ki édesem én még mondom hova ez a nagy igyekezet hova ez a nagy igyekezet szerintem belefér ez még nem hogy ezt így végigmondjam jó ő mikor kapom meg az öt em Szilvia légy szíves ettől az öt embertől bevasalod és a a következő szünetben kérem őket jó vagy most is le lehet hozni
- 330 S : **nekem nincs itt**
- 331 T : **és mért nincs?**
- 332 S : **nekem sincs**
- 333 T : **jó akkor helyetted mondjuk a Németh Ákos lesz a felelős írd le légy szíves a neveket gyorsan még egyszer ő Józsi Balázs Kim Balázs**
- 334 S : **nekem sincs**
- 335 T : **ez az hogy semmi Magyar Erik csak rendetlen voltál Magyar Erik ő (3.0) a Hajóst is nyugodtan írd föl az lesz a hatodik (4.0) Kovács Mátyás**
- 336 S : **igen**
- 337 T : **ő is Alekszandra (4.0) az Olivért még hozzávesszük az előbb valahogy kimaradt azzal együtt hat tehát egy kettő három négy öt hat**
- 338 S : **megvan**
- 339 T : **megvan az ő ellenőrzőjüket kérem**
- 340 S : (xxxx)
- 341 T : **akkor az üzenőjüket kérjem el hogyha nincsen nem ő a leckét tudod ugye megbeszéltük és és akkor mindenkinek szép napot good bye have a nice day (4.0) ja ezt még megnézem**

Lesson Franciska 2

- 1 T : sit down please sit down silence (3.0) **amíg Kriszti néni itt van addig nem majd utána nem nem óra van** (3.0) **hát irgum burgum vaslapát de ez az óra ez mindig van ez nem rendkívüli óra most ugye? ez órarendbe van jó na kérem szépen** si sit down silence please **múltkor nem kaptam hat ellenőzőt ki volt a felelős? a Szilvi**
- 2 S : **nem a** (xxxx)
- 3 T : **hat ellenőrzőt kellett volna kapjak, ugye?**
- 4 S : (xxxx) nekem (xxxx)
- 5 T : **jó én már az Piri néniel beszéltem a mai órán lehet javítani** (2.0) **aki mint egy kisangyal úgy fog viselkedni és még szárnyakat is növeszt annak esetleg nem írom be az intőt jó anélkül is menni fog jó? na jó** silence please
- 6 S : **megmutathatom Franciska néninek?**
- 7 T : **nem tessék lerakni most kivételesen teleszájjal nem tudunk se énekelni se beszélni egyetlen egy nótát fogunk csak énekelni majd jó?** good a good afternoon children
- 8 Ss : good afternoon
- 9 T : **na melyik dal legyen?** (2.0) ((pupils are laughing)) head and shoulders **jó? közkívánatra és**
- 10 S : (xxxx?)
- 11 T : **nem egyszer végig rajta**
- 12 T&Ss : head and shoulders knees and toes knees and toes head and shoulders knees and toes knees and toes and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes arms and legs and feet and
- 13 Ss : hands feet and hands arms and legs and feet and hands feet and hands and arms and ears and mouth
- 14 T&Ss : and nose head and shoulders knees and toes knees and toes
- 15 T : **na utoljára vesszük elő a plakátot ugye az volt a házi feladat csak szóbeli volt hogy nézd meg a verset próbáld meg kitalálni hogy még miről szólt és aki leírta az meg majd külön ugye jutalmat fog kapni no miről szólt miről egyáltalán mondjuk csak el** (2.0) Takács Balázs **mondjuk el hogy ő miért vettük elő ezt a verset? Miről tanulunk mostanába még egy-két órán ker nem a szörnyekről hanem a**
- 16 S : **a város**
- 17 T : **hogy mondják azt nyelvtani szerkezetet**
- 18 Ss : there is there are
- 19 T : there is there are **jól van látod ha figyelsz milyen ügyes vagy** there is there are **szerkezetéről tanulunk és arról szól a vers hogy ebben a városban**
- 20 S : **milyen szörnyek vannak**
- 21 S : **mik vannak**
- 22 T : **mi van vagy mik vannak na jó nézzük akkor ugye? Az első első versszakot meg a másodikat itt lefordítottuk csak úgy ismétlésképen miről szólt az első második versszak? csak magyarul nagyjából**
- 23 S : **magyarul mondjam?**
- 24 T : **csak magyarul igen**
- 25 S : **a különös különös város nem a land az a**
- 26 T : **hát a kü egy különös különös földön vagy**
- 27 S : **földön**
- 28 T : **vá**
- 29 S : **van a egy különös különös város a különös különös városban ? vagy egy van egy különös utca a különös különös utcában? m**
- 30 T : **felszerelés**
- 31 S : **tele van ő szörnyekkel**
- 32 T : **igen tovább még azt az egyet**
- 33 S : **ja vannak**
- 34 T : **és és ezek a szörnyek hol találhatók? vannak**
- 35 S : **vannak olyan szörnyek akik az iskolába**
- 36 T : **igen**
- 37 S : **vannak szörnyek akik a boltban**

- 38 T : **boltokban**
- 39 S : **vannak szörnyek akik az állomáson vannak szörnyek akik az utcában vannak szörnyek akik a moziban**
- 40 T : **vannak**
- 41 S : **van? van szörny aki a parkban van**
- 42 T : **igen**
- 43 S : **és? van a világosba szörny meg a sötétbe**
- 44 T : **igen és innentől kezdődött a lecke na ki az aki meg tudott bírkózni a második versszakkal? mondjad Balázs**
- 45 S : **a pincér**
- 46 T : **mi? igen**
- 47 S : **a nagy (xxxx) szörny e a tanár az iskola nagy szürke szörny e a rendőr a (xxxx) nagy barna szörny e a nővér a kórház piros és kék**
- 48 T : **szörny e igen na meg tudod mutatni őket? A pincért aki milyen színű? keresd csak meg mert te ilyen ügyesen lefordítottad (2.0) aha aztán? (2.0) a tanárt keresd csak meg where is the teacher? Aha aki aki ugye szürke aztán a rendőrt keressük meg**
- 49 S : **ott van**
- 50 T : **barna és aztán a nővérke**
- 51 S : **az ott van**
- 52 T : **aha aki piros és kék így van**
- 53 S : **és zöld**
- 54 S : **akkor sötétbe lévő szörny**
- 55 T : **igen igen**
- 56 S : **meg a világosba is**
- 57 T : **igen igen na következő versszakkal ki az aki (2.0) te most voltál na Flóra**
- 58 S : **(xxxx)**
- 59 T : **felszerelés? felszerelés? (2.0) na hogy**
- 60 S : **őő négy ő zöld ő mm szörny van ő dolgozik a szupermarket^**
- 61 T : **igen**
- 62 S : **^ben ?**
- 63 T : **meg is tudod mutatni?**
- 64 S : **a szupermarket az itt van**
- 65 T : **igen**
- 66 S : **egy kettő három négy**
- 67 T : **igen jó aztán?**
- 68 S : **akkor ő mm van ő három m kék szörny aki aa bankban dolgozik**
- 69 T : **Igen hol a bank? gyorsan keressük meg where is the bank?**
- 70 S : **igen**
- 71 T : **in the picture? yes here it is and ő can you count the monsters? One two how many how many monsters are there in the bank?**
- 72 S : **Franciska néni**
- 73 S : **hát three**
- 74 S : **nekem az angolkönyvem nincsen itt**
- 75 T : **jó akkor csak nagyon figyelj jó?**
- 76 S : **three blue monsters**
- 77 T : **three yes one two three ok**
- 78 S : **ő van két nagy ő mm lila szörny aki aa a gará garázsban dolgozik**
- 79 T : **where is the garage? yes two big**
- 80 S : **és ő**
- 81 T : **purple monsters**
- 82 S : **van egy ő rózsaszín**
- 83 T : **ok**
- 84 S : **szörny aki a faluban dolgozik**
- 85 S : **egy**
- 86 T : **yes**

- 87 S : **kicsi szörny**
- 88 T : yes
- 89 S : **egy**
- 90 T : yes
- 91 S : **kicsi szörny akkor itt van**
- 92 T : aha yes
- 93 S : **igen a varázsfű**
- 94 T : very nice ok
- 95 S : **harmadik versszak?**
- 96 T : **következőt na más is dolgozzon szeretném Gábor ide is jöhetsz a füzetteddel és mutathatod (4.0) leírtad vagy csak tudod? na gyere akkor gyere gyere**
- 97 S : (xxxx xxxx)
- 98 T : **szaladj gyorsan egyébként nagyon ügyesek vagytok nem is gondoltam hogy ilyen ügyesen lefordítjátok jó ez jön ugye? there are monsters in the cars and vans mm mi mi hol hol vannak a szörnyek?**
- 99 S : **van**
- 100 T : **vannak**
- 101 S : **vannak szörnyek az autóban**
- 102 T : **mi az a van? megnézted otthon a szótárban?**
- 103 S : **teherautó**
- 104 T : aha olyan kisteherautó ugye?
- 105 S : **a teherautókban**
- 106 T : **mutat mutatnád? Mert nem látom segítenél? aha aha és hol van az a kisteherautócska?**
- 107 S : **hát a az?**
- 108 T : **ig meee igen**
- 109 S : **szerintem az a izé**
- 110 T : **igen**
- 111 S : **az a kocsí és ez a teherautó**
- 112 T : **nem ez inkább a van ez jó aztán? (2.0) ő monsters from the train szörnyek a^**
- 113 S : **a vonaton**
- 114 T : **mi a train?**
- 115 S : **vonat**
- 116 T : **azt múltkor le is írtam a táblára ugye azt mondtátok hogy nem tanultátok how many monsters are there in the train? can you count the monsters? One one two mi az hogy mi az hogy count? melyik igénk az? (2.0)**
- 117 S : count az aa
- 118 T : **számolni** can you can count?
- 119 S : count one
- 120 T : one
- 121 S : two
- 122 T : yes ok
- 123 S : **vannak szörnyek**
- 124 T : **kik mit csinálnak?**
mi az hogy ride a bike?
- 125 S : **bicikliznek**
- 126 T : where are they? where are they? who are riding a bike?
- 127 S : ő
- 128 T : yes for example here here it is a monster who is riding a bike yes? (3.0) ok? **na már nem sok van**
- 129 S : **szörnyek repülnek a repülővel**
- 130 T : ő e monsters flying planes **mi az hogy** to fly a plane to fly a plane?
- 131 S : **repülnek a repülővel**
- 132 T : **ő repülőt vezetnek** to fly a plane **jó? azt azt leírom nektek mindjárt a táblára (xxxx)**
- 133 S : (xxxx)
- 134 T : **a fly-t igen de repülőt azt is leírtuk hogy repülőt vezetni ok akkor ezt tudni kell jó na mondjad köszönöm (2.0)**
- 135 S : left and right are monsters ő van a ő **van jobbra balra is van**
- 136 T : **mindenhol szörnyek vannak**

- 137 S : **mindenhol szörnyek vannak**
- 138 T : **jobbra balra így van**
- 139 S : **esznek ő esznek a esznek ő a**
- 140 T : **mit esznek?**
- 141 S : **hamburgert édességet meg ő (xxxx) fagyit**
- 142 T : **igen**
- 143 S : **és ő amikor**
- 144 S : **mi az hogy human?**
- 145 S : **az az ember**
- 146 T : **az az ember de amikor**
- 147 S : **amikor amikor őket**
- 148 T : **mindenki figyel ugye? aki otthon nem annyira nézte meg az főleg de mikor embert látnak akkor**
- 149 S : **amikor embert látnak akkor ő si hallgatják a sikításukat?**
- 150 T : **akkor sikítanak és úgy sikítanak ahogy a végén jól van no majd ő lehet hogy annak ellenére hogy azt mondtam hogy nem mégegyszer elővesszük és angolul is egy picit gyakoroljuk de most ő szorít az idő?**
- 151 S : **miért?**
- 152 T : **mennénk tovább viszont szeretném jutalmazni azokat akik nagyon ügyesek voltak és ezt szépen lefordították kérek egy piros tollat én nem találok can I have a red pen please? can can you give me a red pencil or pen pen? (2.0) thank you jó akkor nagyon ügyes volt a Donga Flóra it's a red point? Lakatos Gabi it is a red point? Balázs (2.0) és a (xxxx) ügyes volt meg a Szilvi**
- 153 S : **ő hát ők nem szóltak egy szót se ők (xxxx xxxx)**
- 154 S : **(xxxx xxxx)**
- 155 T : **majd megbeszéljük na megyünk**
- 156 S : **Flóra**
- 157 S : **jaj nem (xxxx)**
- 158 T : **jó, amiért ilyen ügyesek voltatok akkor most nagyon jó kis feladatokat hoztam? ((teacher is giving students photocopied pages to give out))**
- 159 S : **Franciska néni én még nem osztottam feladatot (xxxx)**
- 160 T : **egy fiú egy lány úgy igazságos a maradékot kérem vissza (12.0) ok (4.0)**
- 161 S : **Franciska néni lehet színezni a (xxxx?)**
- 162 T : **nem még nem lehet színezni ceruzád sincs? (5.0)**
- 163 S : **Franciska néni ezt még nem kaptam mert Szilvi nem adott (2.0)**
- 164 T : **ki nem kapott még? írd rá a neved jó na először ugye a tizedik oldalon vagyunk**
- 165 S : **(xxxx xxxx)**
- 166 T : **ja sorry (3.0) jaj gyerekeim (2.0) tessék na jó tizedik oldalon vagyunk ezen az oldalon először (3.0) egy nagyon könnyű feladattal fogjuk kezdeni hogy ezt gyakoroljuk még azt ezt a ezt a nyelv új nyelvtani szerkezetet amiről mi tanulunk semmi más nem kell csinálnod csak jól meg kell nézned a ő képet és elolvasni a mondatokat természetesen nemcsak elolvasod hanem lefordítod és bekarikázod hogy melyik a ő jel illik rá az igaz vagy a hamis jel jó? csak karikázd be jó? csak ennyi (4.0) egy kérdésem van mi az a skateboard?**
- 167 S : **mi?**
- 168 T : **egyetlen új szó van benne a talán skateboard**
- 169 S : **gördeszka**
- 170 T : **gördeszka gördeszka ezt majd írjuk a írjuk a szótárba de szerintem ezt a legtöbb gyerek ismeri (10.0)**
- 171 S : **scate?**
- 172 T : **igen e ott van itt is el tudod i harmadik harmadik mondatban van skateboard (2.0)**
- 173 S : **ez a táska Franciska néni?**
- 174 S : **az ott alul a gördeszka mellett**
- 175 S : **igen akkor az az?**
- 176 T : **hát ő igen az a táska (2.0)**
- 177 S : **mi a between? ((incorrect pronunciation))**
- 178 S : **mi az a floor?**
- 179 T : **a floor a padló azt tanultuk a between az pedig a között azt is tanultuk amikor a vonat a a majmok voltak a vonatban nem e min on under between de de de de**

- de? hogy van hogy van az hogy valamiben? milyen ő előjárószt használunk? valamiben**
- 180 S : on
- 181 Ss : in
- 182 S : in
- 183 T : **valamin?**
- 184 S : on
- 185 S : on
- 186 S : in
- 187 T : **ugye? hogyha ez egy négyzet mondjuk akkor benne van az on nem négyzet hanem mondjuk ez egy doboz ugye? a labda benne van az on hova rajzoljam a labdát?**
- 188 S : **á**
- 189 S : **rá**
- 190 S : **dobozra**
- 191 S : **rá**
- 192 T : **Jó ő (2.0) between (3.0) ? két doboz között ugye? mindig a kislabdát kell nézni más nincsen ugye ilyen probléma?**
- 193 S : **között akkor a between?**
- 194 T : **igen között persze (2.0) mi vészett el? (2.0)**
- 195 S : (xxxx xxxx xxxx)
- 196 T : **lehoztad? (3.0) strange**
- 197 S : **a between az mit jelent?**
- 198 S : **között**
- 199 T : **között nézzél rá a táblára jó? (2.0)**
- 200 S : **ő alatta?**
- 201 T : **itt nincs de egyébként van ezt majd le lehet a szótárba under**
- 202 S : **ja tényleg underground**
- 203 T : **ja tényleg igen (2.0) alatt (2.0) na azt hiszem hogy kész? Have have you finished?**
- 204 S : **még nem én még nem**
- 205 T : your task? Your exercise? (2.0)
- 206 S : **mi az a no? ((maybe s/he wanted to ask on?))**
- 207 T : **nem**
- 208 S : **nem (4.0)**
- 209 T : between (2.0) **mondd csak in egy pillanatra nézz ide ((teacher helping by showing on the board the directions)) in**
- 210 Ss : in
- 211 T : on
- 212 Ss : on
- 213 T : between
- 214 Ss : between
- 215 T : between under
- 216 Ss : under
- 217 S : **ja**
- 218 S : **ja tényleg (xxxx xxxx xxxx xxxx)**
- 219 T : **hát a játékokból a számítógépes játékokból ismeritek ezeket mondjad Zoli**
- 220 S : (xxxx xxxx xxxx xxxx xxxx)? ((student probably asking if the underground is under))
- 221 T : **hát a földalatti igen metró igen (2.0) na igen (3.0) na? (xxxx) e egy megállá ezek megállapítások és nézz rá a képre hogy igaz igazak-e ezek vagy nem nem mondom meg gondolkodj (3.0) vonat vonat vonat olyan sokszor leírtuk**
- 222 S : train
- 223 T : **nem baj leírom mégegyszer train vonat (12.0) Mátyáska (16.0) mit jelent a skateboard?**
- 224 S : **mit jelent a skateboard?**
- 225 T : skateboard ő **itt van gördeszka írhattam volna vonatot is ide mindegy**
- 226 S : **floor**
- 227 S : floor **az mi?**
- 228 S : **az a padló**
- 229 T : **a floor az a padló (2.0) amin járunk (7.0)**
- 230 S : train **az mi?**

- 231 S : **vonat**
- 232 T : **vonat**
- 233 S : **a vonat az nem shelf?**
- 234 T : **az a polc in a dark dark wood emlékeztek rá? abba tanultuk a shelf-et (11.0) nem azt az oldalt kell csinálni kész vagy? (6.0) na ennyi idő volt rá gyerekek**
- 235 S : **még ne még ne még ne**
- 236 S : **shelf az micsoda?**
- 237 T : **polc polc**
- 238 S : **Franciska néni ez akkor ez a vonat?**
- 239 T : **igen**
- 240 S : **ez és akkor (2.0) akkor ez igaz**
- 241 T : **egy egy ő kis mozdony inkább ugye egy kis vonat itt az elefántnál az a vonat (4.0) Dávid? sikerül valami?**
- 242 S : **mi az a picture?**
- 243 T : **picture az a kép van egy kép a a buszban**
- 244 S : **kép**
- 245 T : **kép picture kép kép kép azt tanultuk azt a szót**
- 246 S : **van egy kép meg van egy busz?**
- 247 T : **there is no ugye ez tagadja nincs**
- 248 S : **de nem a képet akkor a (3.0)**
- 249 T : **gondolkodjál (8.0) nem az egészet hát minek na jó gyerekek picit picit ő gyorsabban kellene kezdjük el ellenőrizni jó nem tudtátok befejezni akkor (2.0) akkor most a a végét azt majd közösen jó? na tessék Józsi az első mondatot megkérem hogy olvassa el read the first sentence please loudly**
- 250 S : **is a telephone on the table**
- 251 T : **jó mit jelent ez a mondat? hogy kezdődik? there is akkor úgy kezdem magyarra fordítani hogy**
- 252 S : **an telefon a**
- 253 T : **nem kérdezi megállapítja mondja**
- 254 T&S : **van**
- 255 T : **egy**
- 256 S : **telefon aa zasztalon**
- 257 T : **ez igaz?**
- 258 S : **igen**
- 259 T : **persze mutassuk meg ugye? here it is akkor bekarikáztuk a mit? a pipát jó következőt ő**
- 260 S : **én (xxxx xxxx xxxx)**
- 261 T : **na mondjad Norbikat here are**
- 262 S : **there are not pencils in the bag**
- 263 T : **ugye benne van a szó a mondatban a not tehát ki az aki**
- 264 S : **nincs**
- 265 T : **nincs (2.0) m mert ho mert hogy szól a mondat?**
- 266 S : **nem**
- 267 S : **nincs**
- 268 S : **nincsenek ceruzák a**
- 269 T : **a táskában tényleg nincsenek**
- 270 S : **nincsenek**
- 271 T : **akkor ez igaz hogy nincsenek ugye? az hogy nincsenek az az igaz az helyes megállapítás jó következőt ő Balázs**
- 272 S : **there is a skateboard on the floor ((skateboard pronounced incorrectly)) az jó**
- 273 T : **az jó mert a mondat úgy szól hogy**
- 274 S : **nincsen**
- 275 T : **de van itt nincs ott a not**
- 276 S : **van egy gördeszka a padlón**
- 277 T : **és ez igaz?**
- 278 S : **igen**
- 279 T : **igaz bekarikáztuk következőt Gabi**
- 280 S : **there is a train between the elephant**
- 281 T : **and the car igen**
- 282 S : **van van egy vonat a az elefánt és a kocsi között**

- 283 T : **és ez igaz?**
284 S : **igen**
285 T : **és ez igaz bizony ám pipa Olivér jaj de örülök hogy jelentkezik**
286 S : **mi az umbrella?**
287 S : there are
288 T : **esernyő**
289 S : **esernyő**
290 S : newspapers on
291 S : the bed
292 S : the
293 T : cs cs cs cs cs
294 S : shelf
295 T : there are newspapers on the shelf **mit jelent ez a mondat?**
296 S : **van a újság papír**
297 T : **vannak újságok a polc polcon ez igaz ott lóg le jó ő Zoli?**
298 S : there is there is? **pi^**
299 T : picture
300 S : picture in the bus ((bus pronounced in the Hungarian way))
301 T : in the bus
302 S : **ő ez nem igaz mer ő van egy**
303 S : **kép a a buszban**
304 T : **van egy kép a^**
305 S : **buszban**
306 T : **buszban nem lát nem látunk ilyet ugye? (2.0) akkor ez akkor ez hamis így van jó következőt Gabi**
307 S : there is an umbrella in the bag
308 T : **igen**
309 S : **van egy esernyő a táskában**
310 T : **van egy esernyő a táskában ez igaz it is true így van jó Vivi**
311 S : there is not a newspaper on the shelf **va ő nincs nincs ő újság a polcon**
312 T : **nincs újság a polcon**
313 S : **ez igaz**
314 T : **ez nem igaz mert hogy van újság ez nem igaz mert hogy van újság ez a megállapítás hogy nincs újság de tudjuk hogy ez nem igaz jó ez az mert hogy van ugye? jó ő (2.0) Vivi figyeljen**
315 S : there are not books in the bag ? **ő ni nincs**
316 T&S : **nincsenek**
317 S : **könyvek az asztalon**
318 T : **a táskában**
319 S : **táskában ő**
320 T : **igen**
321 S : **(xxxx) mert vannak**
322 T : **mert hogy vannak így van és az utolsót Olivér jaj de örülök hogy**
323 S : there is a picture ((wrong pronunciation))
324 T : picture
325 S : picture between the camera and newspaper
326 T : and a newspaper **hogy szól a mondat?**
327 S : **van a kamera**
328 T : **van egy micsoda?**
329 S : **van egy kamera**
330 T : **van egy kép van egy kép a nézd meg a between mit jelent van egy kép a (3.0)**
331 S : **kamera**
332 T : **fényképezőgép és a az újságok között ez igaz?**
333 S : **igen**
334 T : **ez igaz jó na kérem szépen ő azt mondtuk ugye hogy a there is az azt jelenti hogy**
335 Ss : **van**
336 T : **hogy van ugye ő ő a there are**
337 Ss : **vannak**
338 T : **az azt jelenti hogy**
339 S : **vannak**

- 340 T : **Vannak** ő emlékszel rá a szövegből **hogyan mondjuk azt hogy nincsenek nagyon egyszerűen kell igen**
- 341 S : there are not
- 342 T : **hogyan nincs** there is not **így van (2.0)** there is not **nincs bocsánat a kkor előbb a egyes számban akartam illetve azt úgy is mondják ha összevonom hogy there isn't there isn't (4.0)** ((teacher writing contracted form on the board)) **there isn't ezt most itt ő elszúrtam mer nem fog kiférni mindegy neked valahogy kifér az azt jelenti hogy nincs**
- 343 S : **azt jelenti hogy** there is
- 344 T : **azt jelenti hogy nincs jó ő ugyanez többes számban szintén csak utána kell tenni**
- 345 S : there are no
- 346 T : there are
- 347 S : there are not
- 348 T : there are not **persze nincsenek mit gondolsz hogy vonom össze? hogy lesz az? ki az az okos aki rájön?**
- 349 S : there are
- 350 T : there aren't (4.0) **na nem annyira rossz hogy ez a tábla így ket szét van vágva nem tok írni rá (2.0)** there aren't (3.0) **és az a nincsenek jó na nézz egy kicsit ide nézz egy kicsit ide a táblára (2.0) mindenkinek a szemét látom még egyszer mit jelent az hogy** there is?
- 351 Ss : **van van**
- 352 T : **hogyan tagadom ezt? utána teszem csak a not olvassa el a Zoli aztán** there is
- 353 S : there is
- 354 T&S : not
- 355 T : **vagy ha összevont alakban röviden mondom** there isn't **ennek a magyar jelentése a van-nak az ellenkezője**
- 356 Ss : **nincs**
- 357 T : **nincs tehát ez a not szócska az ellenkezőjévé tette ugye ő a mondatot ugyanez többes számban a there are-ből mi lesz hogy ha tagadom?**
- 358 S : there are
- 359 Ss : there are not
- 360 T : there are-ből there are not **vagy there aren't röviden és ez a nincsenek jó ő nagyon szorít minket az idő (2.0) de ezt leírjuk a füzetbe gyorsan nyisd ki a füzetet fölírod hány óra hányadik óra volt múltkor?**
- 361 S : **nem írtuk**
- 362 T : **akkor csak lesson és címnek fölírod (8.0)** ((teacher writing title on the board))
- 363 S : **Franciska néni várjon egy picit**
- 364 T : **csak ezt másoljátok le ezt letörölöm mer ez már itt zavar a füzetbe igen (2.0) ezt a füzetbe**
- 365 S : **Franciska néni adjak lapot?**
- 366 T : **nem ja persze (2.0)**
- 367 S : **hetvenötödik óra**
- 368 T : **hetvenöt? köszönöm lesson seventy-five csak ezt írd le és ezeket a magyar szavakat húzzuk csak alá van (4.0)** ((teacher writing on board)) **nincs vannak és mostmár itt végigírom mer letöröltem a másik felét de itt folytatódik jó there aren't nincsenek milyen mondatok azok amiben ő a nincs és a nincsenek szó szavak szerepelnek? nem állító hanem**
- 369 S : **tagadó**
- 370 T : **tagadó mondatok így van tagadó mo ma megtanultuk a** there is there are **szerkezet**
- 371 S : **tagadás**
- 372 T : **tagadó alakját így van nincs nincsenek jó és akkor ehhez ka igen (11.0) mondtam ugye hogy a füzetbe (3.0) és aki ezt lemásolta az máris gondolkodik az osztállyal kapcsolattal a teremmel kapcsolatban hogy mi az ami itt nincs végtelen sok dolog nincs az osztályban ugye?**
- 373 S : **autó**
- 374 T : **azt azt föl lehet sorolni mi van de hogy mi nincs az (xxxx) az (xxxx) na ki az akinek van ötlete hogy mi nincs?**
- 375 S : **autó**
- 376 T : **igen autó na ezt próbáld meg angolul mondani nincs autó az osztályteremben**

- 377 S : there is not
378 T : there is not **vagy** there isn't **ugye úgy rövidebb**
379 S : there isn't car a car
380 T : a car
381 S : ő the classroom
382 T : in the classroom **jó Olivér lehet többes számban is mondani bármit**
383 S : **nincsen**
384 T : **mondj mondj angolul mindjárt és akkor mi megpróbáljuk**
385 S : **nem tudom**
386 T : **angolul angolul**
387 S : there are not
388 S : there is not
389 T : there are not cs cs cs cs cs cs cs cs cs
390 S : cars
391 T : there are not cars in the classroom **vagy ha ezt összevontan mondod**
392 S : there is not
393 T : there
394 S : there there aren't
395 T : **ezt hadd várjuk meg már jó?** there aren't cars in the classroom **jó egyéb ötlet?** (2.0)
396 S : **nincs itt a felszerelésem**
397 T : **ezt hagyjuk** equipment a felszerelés **de ez egy nehéz szó mondjunk olyan szavakat ami**
398 S : **szemüveg**
399 S : **á én**
400 T : **szemüveg például de az van mert az nekem**
401 S : **én hadd mondjam**
402 T : **na mondjad Flóra**
403 S : there aren't? balloons
404 T : there aren't balloons in the classroom **az jó mondjad Erik?**
405 S : there is not? (xxxx xxxx xxxx)
406 T : **ez meg hülyeség ilyenről nem beszélünk** yes
407 S : there are?
408 T : there are not (6.0) elephants in the classroom **jó ugye hogyha egyes számban van the ő there is akkor ugyanúgy tagadóban is a főnév milyen alakban van? Kezd kezd a figyelem egy kicsit pedig majdnem megdicsértelek már benneteket óra végére tartogattam csak most szólok hogy milyen alakban van a főnév hogy ha there is there isn't van a mondatban?**
409 S : **van**
410 T : **egykes szám**
411 S : **egykes szám**
412 T : **és a there are-nál többes szám jó na kérem szépen sajnos ő mennünk kell tovább a másik felét ő fogod otthon megcsinálni jelöld be a hatos a hatos hetes feladatot igen és most összehajtod a papírt tehát megjelölöd hogy ez a lecke összehajtod beteszted a füzetbe és most jön az hogy kinyitod a könyvedet és miután ilyen jók vagytok miután ilyen jók vagytok a mai napon**
413 S : játszunk?
414 T : **hát nem játszunk hanem tanulunk egy dalt még hozzá a negyvenhetedik ez is játék negyvenhetedik oldalon nagyon aranyos egy varázslóról látod a képeket jó? És a feladat az hogy ki kell találni nem kitalálni hanem lefordítjuk a dalt és megtudjuk hogy mi van ennek a varázslónak a kalapjában na figyelem (2.0) figyelj**
415 C : there's a pink and yellow rabbit in my uncle's hat
416 T : Gábor
417 C : there's a fat and happy elephant in there too there's a brown and orange monkey in my uncle's hat
418 T : **na ugye milyen jó kis dal?**
419 C : and my uncle's hat is blue blue blue and my uncle's hat is blue there are nine white lions in my uncle's hat
420 T : **majd lehet hogy még kell**
421 C : there are seven green snakes in there too there are six tall giraffes in my uncle's hat

- and my uncles hat is blue blue blue and my uncles hat is blue
- 422 T : **na gyorsan mondjuk**
- 423 Ss : hú hú
- 424 T : ((claps once)) **ha ránézel a két versszakra rögtön szembetűnik mi a különbség a két versszak között az egy**
- 425 S : there is **meg** there are
- 426 T : **így van** there is **az első versszak** there **az egyes szám többes szám gyorsan mondjuk soronként csak magyarul az első versszak mi van a kalapban? Vivi van egy** cs cs cs cs cs
- 427 S : **rózsaszín és sárga nyuszi**
- 428 T : **a nagybátyám kalapjában következő sort gyorsan gyorsan gyorsan (2.0)** Flóra
- 429 S : **van egy ő**
- 430 S : **dagadt**
- 431 T : **dagadt egy duci**
- 432 S : **boldog**
- 433 S : **boldog**
- 434 T&S : **boldog elefánt**
- 435 T : **is ott következő versszak** Vivi cs cs cs cs cs cs Erik
- 436 S : **van egy ba van egy barna és narancssárga narancssárga narancs**
- 437 T : **a narancssárga**
- 438 S : **majom**
- 439 S : **majom**
- 440 S : **narancssárga ő majom**
- 441 T : **a nagybátyám kalapjában ugye az uncle a családtagoknál tanultuk hogy az nagybácsi következő sort** Józsi
- 442 S : there is
- 443 T : **és milyen ez a kalap?**
- 444 S : **kék**
- 445 T : **és a nagybátyám kalapja (2.0) kék jó na nézzük a másik versszakot aztán még el is akarjuk énekelni mondjad**
- 446 S : **van van kilenc fehér oroszlán**
- 447 T : **igen most**
- 448 S : **nagybátyám kalapjában**
- 449 T : **így van**
- 450 S : **van**
- 451 T : **gyorsan** Vivi
- 452 S : **vannak ?**
- 453 T : **van a magyar a magyartalan ha többes szám a magyar egyes számba mondja ugye? van**
- 454 S : **hét zöld kígyó ő**
- 455 T : **is ott itt megállunk egy picit nőtt az alapzaj picit vegyél vissza jó? következő versszak** Takács Balázs **miért csinálod ezt fiam? következő versszak**
- 456 S : there are nine
- 457 T : **igen ha figyeltél volna csak magyarul kérdeztem van^**
- 458 S : **van van barna**
- 459 S : **zsiráf**
- 460 T : **hány darab?**
- 461 Ss : **hat**
- 462 T : **hát milyen ez a zsiráf? magas zsiráf igen és a refrén ugyanaz jó sajnós az éneklés re nem maradt időnk házifeladatot tudod ezt odahaza olvasd el mégegyszer ez a szóbeli jövő órán énekeljük (2.0) jövő órán megbeszéljük (2.0) a végére lazítottatok ott mehetsz (3.0) sziasztok (6.0)**
- 463 S : **és Franciska néni lehet javítani a dolgozatokat?**
- 464 T : **majd igen**

Lesson Gizi 1

- 1 T : jó mindenki felírta a nevét a papírra (4.0) akkor létigét és a birtokos esetet rövidítve ha könnyebb úgy neked akkor először leírod hogy I am és utána rövidítéd hogy I'm így
- 2 S : ja
- 3 T : megcsinálod és a have-vel is I have de most azt nem neked mer azt is kell hogy tudd rövidíteni úgyhogy írd fel légyszíves két oszlopot mondom ha úgy könnyebb akkor először írhatod hosszban és utána rövidítéd aposztróffal
- 4 S : úgy kell írni hogy I have?
- 5 T : **Krisztike azért figyelsz ugye?** ((remark to the researcher to show how stupid the students are and what stupid questions they ask!!!)) (2.0) **kérdésekre hogy**
- 6 R : (xxxx xxxx) **hát úgyis az lesz** (2.0)
- 7 T : **aposztróf tudod mi az az aposztróf?**
- 8 S : úgy kell írni hogy I have got?
- 9 T : **akkor tehát megegyesz igen nagyon jó lesz tehát akkor megegyesz jó egy példát felírok a táblára hogy érthető legyen ha lenne kréta tehát amit kérek ugye mit létige ebből a rövidítés hogy lesz? ezt végig ragozod I am you are he she it is satöbbi majd**
- 10 S : **lerövidítjük?**
- 11 T : (6.0) ((teacher writes on board from sec 2 to 5)) **jó? érthető? a példa alapján? na akkor kérem szépen hogy akkor írjátok le ha kész vagytok akkor mondom még pár szót**
- 12 S : (xxxx xxxx xxxx xxxx?)
- 13 T : **igen írd (8.0) Robika te még lapot se téptél ki fiam? (2.0) Balázkám nem fordulsz hátra Balázs nem érted mit kell csinálni?**
- 14 S : **nem**
- 15 T : **úgy nagyjából egészéből rémlik? (6.0) s azért ugye azt el kell mondani hogy ezt már másfél hete megbeszéltük hogy lesz ilyen dolgozat tehát nem egy hú de váratlanul (24.0) Lacikám ebből így semmi sem lesz hogyha a ceruzádat összevissza ra rágcsikálsz (3.0) Balázs (29.0) ((teacher starts walking from sec 7)) **nem csak ráültem (6.0) Balázs már kész vagy? nem te a másik Balázs Nagy (20.0) mondjad****
- 16 S : **ebből kell szót csinálni?**
- 17 T : **nem kell belőle szót csinálni ahogy felírtam a táblára leírod először a létigéket például utána rövidítve tehát én arra vagyok kíváncsi hogy hogy kell leírni rövidítve mert mikor ugye vettük az olvasmányt akkor nem ismerték föl igaz hogy tanultuk de nem ismeritek fel szövegben ezért szeretném hogyha abszolút megle mm benne lenne mostmár a fejetekben rutinszerűen hogy azok a rövidítések vajon mit jelentenek itt az a gond hogy (xxx xxx xxxx) nem értik tehát hiába írok példát hogy ha nem értik ebből csináljak szót? (10.0) (xxxx) **kész vagy? jó és akkor írnék tíz szót a táblára és azt is kérem szépen (7.0) nézzünk az öltözködésből (3.0) egy párat meg nézzünk meg nézzünk a helyhatározókból jó amiket vettünk alatta fölötte satöbbi ami volt jó? na akkor az öltözködésből azt mondja hogy ide írom (11.0) ((writes on board)) **figyelsz a többes számra ugye mert vannak olyan ruhadarabok amelyeket többes számba kell tenni tanultuk figyelsz rá igen******
- 18 S : (xxxx xxxx xxxx xxxx xxxx)
- 19 T : **ja nem baj (17.0) nem beszél jó és akkor helyhatározókból azt mondja kettő négy hat akkor még négy (22.0) ((writes on board)) jó (22.0) ((writing the rest on board)) jó (12.0) ((teacher walking until sec 10)) **adjak egy könyvet hogy hol tartunk? ((teacher asking the researcher)****
- 20 R : **mhm**
- 21 T : ((talking to the researcher)) **á (13.0) ((teacher opens book)) **azért íratok ezekből mert ezt vettük és vettük még a testrészeket is tehát ezen (xxxx) tartunk (4.0) a rövidítésekből meg azért mert hiába vettük egyszerűen nem ismerik fel szövegben tehát hogyha normál szöveg van akkor nem tudják megkülönböztetni a rövidítéseket gyakorlatilag a munkafüzetben is ugyanaz van ugye színeknél ugye****

- itt az hogy ő milyen benne fölötté alatta tehát e ez is azért van számon kérve mert ezt már vettük**
- 22 R : mhm
- 23 T : **azért van hogy itt tartunk**
- 24 R : (xxxx xxxx xxxx xxxx)
- 25 T : **á nem hát ezér annyira nem vagyunk lassúak csak inkább ismételni kell (xxxx xxxx xxxx) vissza kell térni tehát dolgozatot én úgy íratok hogy az egész éveleji anyagoktól tehát minden egyes szódolgozat az arról szól Robika ha azt lenyeled akkor a Heim Pálba kell hogy vigyelek vedd ki azt a ceruzából és tedd el nem volt a szájában ((boy is trying to eat a needle!!!)) úgyhogy ő folyamatosan ismételni kell velük mert nem megy nem lehet velük mit kezdeni**
- 26 R : (xxxx xxxx xxxx xxxx xxxx)
- 27 T : **Krisztina tehát itt még a tehát (xxxx xxxx) tehát nem tehetem meg azt hogy csak olyanokat adok hogy te önmagához képest azt tudja jól de egyébként más szinten**
- 28 R : (xxxx xxxx xxxx xxxx)
- 29 T : **igen igen igen a németes igen hát az meg még úgyhogy én nem is panaszkodom (xxxx xxxx xxxx xxxx xxxx xxxx xxxx) nem tehetek róla de ez van (2.0) jó akkor még három percet adok jó többet nem gyerekek mert tényleg ez nagyon nagyon egyszerű tanultuk többször átrágtuk magunkat nem lehet az egész órát azzal tölteni hogy most ezzel jó? szavakat is többször megbeszéltük (8.0) ((teacher walking)) neveteket ne felejtsetek el ráírni (27.0) jó aki kész az nyugodtan kiteheti ide az asztalra (30.0) jó kérem szépen mostmár mindenkitől**
- 30 S : **még ne (xxxx)**
- 31 T : **Hajnika nagyon nagyon karcsú az a perc jó még egy perc de az nagyon karcsú kérem szépen szerintem egy perc alatt mostmár úgy sem váltod meg a világot srácok (3.0) na mindenkitől kérem Hajnika nem**
- 32 S : **nem tudtam (xxxx)**
- 33 T : **nem csodálkozom (6.0) jó Szilvi Ákos (4.0) jó kérem szépen ki kinek van Pisti kérem a dolgozatodat**
- 34 S : **Ákos (2.0)**
- 35 T : **Ákos? mindenki beadta? jó az elsőt nem fogom megbeszélni mert igazából azt a táblára kellene írni nézzük a szavakat jó? zokni**
- 36 S : socks
- 37 T : **így van farmer?**
- 38 Ss : jeans
- 39 T : **jeans nadrág?**
- 40 Ss : trou trousers
- 41 T : **és ezt ugye többes számba raktad szoknya?**
- 42 Ss : skirt
- 43 T : **skirt felső?**
- 44 S : shirt
- 45 T : **így van shirt t-shirt kabát?**
- 46 S : coat
- 47 S : coat
- 48 T : **így van fölött**
- 49 S : above
- 50 S : above
- 51 T : **így van alatt**
- 52 S : under
- 53 T : **under mellett?**
- 54 S : next
- 55 T : **ban-ben?**
- 56 S : on
- 57 S : on
- 58 T : **in az on az a valamin rajta jó rendben van akkor ő negyvenkettedik oldalon ugye megnéztük szerintem én jól emlékszem az olvasmányt de mondjátok hogy ha nem mert itt alá is vannak húzogatva szavak és akkor hoztam a kazettát meghallgatjuk a kazettán megbeszéljük újra (10.0)**
- 59 S : (xxxx xxxx) én nem voltam
- 60 T : **nem baj újra meg fogjuk beszélni azért mondom hogy semmi gond vele igen igen**

- 61 S : **hol van ez?**
- 62 T : **ő máris mondom negyvenkettedik oldal s remélem hogy oda van beállítva a kazetta majd mindjárt megnézzük (19.0) ez klassz mer hogy most akkor a aha**
- 63 C : I think
- 64 T : moment
- 65 C : unit 15 the (xxxx) section forty-five (9.0)
- 66 T : **jó addig nézgesd egy kicsit amíg megkeresem pontosan hogy merre van lehet átolvasgatni tessék Sanyi**
- 67 S : **nekem nincs nem találok a**
- 68 T : **nincsen könyved? nem nem a tiedet vettem el?**
- 69 S : **lehet**
- 70 T : **gyere nézd meg hogy nem az van-e az asztalomon (8.0) gyerekek van egy nagy kupac ő füzet ott az asztal alatt nem tom kié jó most ne kezd el szedni Melinda hol van különben?**
- 71 S : **hazament**
- 72 T : **mert**
- 73 S : **jobban mondva jöttek érte (6.0)**
- 74 T : **jó akkor addig azt szeretném kérdezni hogy amikor volt a házfeladatok ez a papagáj színezés amit a munkafüzetben néztünk**
- 75 S : **kész**
- 76 T : **jó akkor Robika kezd el légszíves nekem felolvasni hogy milyen színre színezted a papagájnak az egyes részeit (6.0)**
- 77 S : **hányadik oldal?**
- 78 T : **máris mondom munkafüzetben (3.0)**
- 79 S : my parrot has got a yellow
- 80 T : **igen negyvenkettedik oldal mondjad my parrot has got blue head ez az első mondat**
- 81 S : blue head ((incorrect pronunciation))
- 82 T : blue head (3.0)
- 83 T : (xxxx)
- 84 S : szia
- 85 T : **ők az angolosok**
- 86 S : (xxxx xxxx)
- 87 T : (xxxx) **az udvarra?**
- 88 T : **semmi gond igen mondjad Robika figyeljetek légszíves rá**
- 89 S : yellow nose
- 90 S : **sárgára színezte be az orrát**
- 91 T : **igen és mit jelent ez a mondat? fordítsd le légszíves (2.0)**
- 92 S : **a csőre?**
- 93 T : **várjál my parrot has got**
- 94 S : **a papagájnak**
- 95 T : **az én**
- 96 S : **az én papagájomnak**
- 97 T : **így van**
- 98 S : **sárga a csőre**
- 99 T : **így van ugye ez az orr itt esetben a csőrét jelenti jó Csilla második mondat**
- 100 S : he has got a yellow shoulder
- 101 T : **mit jelent a mondat?**
- 102 S : **ő az én papagá tehát a papagájnak**
- 103 T : **neki igen mert he has got így van**
- 104 S : **sárga a válla**
- 105 T : **így van ő Balázs Horn Balázs következő**
- 106 S : he's got a yellow shoulder
- 107 T : **na mégegyszer olvassuk el az már volt az a mondat tovább**
- 108 S : he's got leg
- 109 T : **de milyen leg? egy színt kellett írni és milyen színűre színezted a lábát a papagájnak?**
- 110 S : **mert én az én annak nem csináltam színt**
- 111 T : **akkor mit mondasz ha nincs kiszínezve mondjuk azt hogy fehér he's got white legs akkor hogy fordítod?**
- 112 S : he's got ő **ja fehér?** (xxxx xxxx xxxx)

- 113 T : **de most mondtam cicamica csak fordítsd le a mondatot** he's got white legs
114 S : he's got
115 T : white legs
116 S : white legs
117 T : **akkor legyen gray csak fordítsd le**
118 S : he's got ő gray legs
119 T : **így van mit jelent?**
120 S : **a papagáj az én**
121 T : **nincsen ott semmi sem az hogy az enyém sem az hogy a papagájnak**
122 S : **a papagáj**
123 S : **a papagáj**
124 T : **nem nincs ott cica hogy a papagájnak mer a papagáj az a par^**
125 S : **a lába**
126 T : **az ő lába^**
127 S : **az ő lába**
128 T : **szürke Hajni utolsó**
129 S : (xxxx xxxx) she's got
130 T : he has got **nem** she **hanem** he has got
131 S : red
132 T : toes **mit jelent ez a mondat?**
133 S : **a papagájnak**
134 T : **de nincs ott hogy a papagájnak gyerekek ha nincs benne a mondatban hogy parrot akkor nem tudod mi tudjuk hogy a papagájról van szó de egyébként nincs benne a mondatban tehát neki (4.0) mondjad Hajnika**
135 T : **ő neki**
136 T : **igen**
137 S : **piros**
138 T : **a^**
139 S : **lábfeje**
140 T : **így van jó és akkor most nézzük meg a könyvet (12.0) ki tudja nekem addig összefoglalni miről szólt ez a rész? (3.0) Virág össze tudod foglalni hogy az előző rész amit vettünk miről szól?**
141 S : (xxxx xxxx xxxx?)
142 T : **igen igen (6.0) ki az aki össze tudná nekem foglalni hogy ez miről szól? (2.0) gyerekek negyvenkettedik oldalon tartunk a könyvben mondjad Pisti miről szólt**
143 S : **arról szólt hogy a (xxxx xxxx xxxx xxxx xxxx xxxx xxxx)**
144 T : **így van**
145 S : **ez a ez a (xxxx xxxx xxxx xxxx xxxx xxxx)**
146 T : **igen**
147 S : (xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
148 T : **igen**
149 S : **és (xxxx) megtalálták**
150 T : **így van így van itt tartunk helyes (2.0) jó (10.0) hányadik oldal?**
151 S : **hat negyvenhat**
152 S : **negyvenhatodik oldal**
153 T : **jó azt még azért nem nézem veletek akkor csak a múltkorit (19.0) reméljük mostmár meglesz nemsokára (14.0) aha ez a lufi megvan végre (5.0)**
154 C : unit eleven the (xxxx) section thirty-four
155 T : **figyelj mondom hogy ki az aki ismételni fogja jó? tedd le a kezed Hajnika**
156 C : (xxxx) in the balloon (4.0)
157 T : **figyelj**
158 C : is Captin Shadow your friend boy?
159 T : Virág
160 S : is Captain shadow your friend boy?
161 T : mhm **mit jelent? igen**
162 S : **Shadow kapitány a barátod (xxxx xxxx?)**
163 T : **így van**
164 C : Captain Shadow? who is Captain Shadow?
165 T : Pisti
166 S : Captain Shadow? who is Captain Shadow?

- 167 T : **mit jelent?**
- 168 S : **tehát** őm **Shadow kapitány?**
- 169 T : **így van**
- 170 S : **Ki az a Shadow kapitány?**
- 171 T : **Ki az a Shadow kapitány? figyelj**
- 172 C : hahaa you've got her telephone number here
- 173 T : **Ákos**
- 174 S : hahaa you you've ((incorrect pronunciation)) got a telephone number here
- 175 T : **biztos hogy jól olvastad? mégegyszer próbáld meg**
- 176 S : you've got ((incorrect pronunciation))
- 177 T : you've
- 178 S : you you
- 179 T : you've got
- 180 S : you've got her
- 181 T : her
- 182 S : her **te** telephone number here
- 183 T : here aha **azért mondom hogy figyelj a kiejtésre mer az segít neked mit jelent Ákos?**
- 184 S : **ő tudod a telefonszámát?**
- 185 T : **nem** you have got her telephone number **ki tudja** Virág?
- 186 S : **ő neked van meg**
- 187 T : **megvan**
- 188 S : **megvan a telefon száma**
- 189 T : **megvan az ő telefon száma**
- 190 C : give me the balloon now Lister
- 191 T : Judit
- 192 S : give me the balloon now Mister
- 193 T : **mit jelent?**
- 194 S : **játszani**
- 195 T : **nem nem volt benne játszani ige mondjad**
- 196 S : **add ide a lufit** Lister
- 197 T : **így van add nekem ide a lufikát** Lister
- 198 C : ahm ok boss here you are
- 199 T : aha Balázs **mert látom hogy nem figyel azt se tudja hol tartunk** Szilvi
- 200 S : **én tudom hogy hol tartunk**
- 201 T : **nem rád mondtam a másik** Balázsra ok boss
- 202 S : ok boss
- 203 T : here mm **na ez mit jelent nagyjából-egészéből?** (3.0) **css ki segít neki?** Pisti?
- 204 S : **de ott de főnök de főnök ő főnök itt van**
- 205 T : here **itt van így van itt van** Szilvike **írjad jó ami most nem ő amit nem tudsz mert múlt órán vettük de majd megnézzük a szavakat**
- 206 C : listen can you hear an aeroplane?
- 207 T : Sanyi
- 208 S : listen can you hear an aeroplane?
- 209 T : **na mit jelent?** can you hear an aeroplane?
- 210 S : **hallod te hallod a**
- 211 T : **hallasz egy**
- 212 S : **hallasz egy repülőgépet?**
- 213 T : **így van és mit válaszol? ott van olvasd fel**
- 214 S : I don't know ((k is pronounced in know))
- 215 T : **nem ejtjük a kát**
- 216 S : know perhaps it
- 217 T : **de nem azt** Zolikám **hanem amit elmond**
- 218 S : (xxxx xxxx) who is who is it boss **tudja a** (xxxx)
- 219 T : **hát ő** Csilla
- 220 S : **tudja a főnök** ő (xxxx)
- 221 C : who is the boss?
- 222 T : Nagy Balázs **(4.0) ezt az egy mondatot amit most itt a magnó mondott ott van a könyvben is**
- 223 S : I don't ((student is reading the next sentence instead of translating this one))

- 224 T : **nem** Ákos?
 225 S : **ki ez ki ki ez főnök?**
 226 T : **igen csak angolul is olvasd fel** who is
 227 S : who is
 228 T : It
 229 S : who is it
 230 T : **így van ki ez ki ez főnök** aha **figyelj de figyeljed a magnót és kövesd a szemekkel figyelj**
 231 C : I don't know
 232 T : Hajni (3.0)
 233 S : I don't
 234 T : know I don't know **mit jelent** I don't know
 235 S : (xxxx)
 236 T : **nem** I don't know Pisti?
 237 S : **nem tudom**
 238 T : **nem tudom**
 239 C : perhaps it's Captain Shadow
 240 T : aha Judit
 241 S : **talán**
 242 T : **igen**
 243 S : **talán Shadow kapitány**
 244 T : **talán így van Shadow kapitány**
 245 C : has she got an aeroplane boy?
 246 T : Laci
 247 S : has she got an aeroplane ((incorrect pronunciation)) boy? (2.0) ?
 248 T : **na mit jelent? van-e**
 249 S : **van-e**
 250 T : **neki mije van?**
 251 S : **va van neki egy re repülőgépe?**
 252 T : **így van van neki repülőgépe?**
 253 C : yes she has
 254 T : **ha ez egy nagyon kis rövidke mondat** Szandra
 255 S : yes she has
 256 T : yes she has **ez a válasz tehát? igen van neki**
 257 C : (xxxx) Lister
 258 T : aha Reni
 259 S : (xxxx) Lister
 260 T : **mit jelent?**
 261 S : (xxxx xxxx)
 262 T : **aha következő is a tied mert rövid volt**
 263 C : let's look
 264 S : let's look
 265 T : **aha vagyis? nézzük nézzük meg nézzük meg** let's look **ahhoz képest hogy ezt már egyszer vettük és le is fordítottuk ahhoz képest azért elég gyengécskén figyelj megy tovább**
 266 S : **Marika néni itt (xxxx) a (xxxx) (6.0)**
 267 T : **figyelj Attila tartsátok tiszteletben azt hogy itt óra folyik kisfiam és ezt mondd meg a többieknek is tudom de majd átadja az üzenetemet a többieknek is köszönöm ilyenek na figyelj megyünk tovább** ((students from the corridor interrupt the lesson))
 268 C : yes I can see Mister X's boat
 269 T : mhm Hajni
 270 S : yes I can see Mister X's
 271 T : x's boat
 272 S : **igen én látom miszter X hajó^**
 273 T : **hajó^**
 274 S : **^ját**
 275 T : **^ját így van**
 276 C : and (xxxx) can you see the balloons?
 277 T : Virág

- 278 S : ő and (xxxx) can you see the balloons?
 279 T : **mit jelent?**
 280 S : **é látod a lufit?**
 281 T : aha **látod a lufikat? ugye** balloons ((emphasis on s for plural)) **több lufit**
 282 C : this is the balloon from your birthday party
 283 T : Pisti
 284 S : this is the balloon (xxxx) your birthday party
 285 T : from your birthday party **mit jelent?**
 286 S : **ez az a lufi a a szülinap szülinapi buliról**
 287 T : **szülinapi partidról így van na és akkor nézzük az utolsót**
 288 C : well done Bean now we can find Bean and Mister X
 289 T : **Csilla**
 290 S : well well ((the second is incorrect pronunciation)) done
 291 T : well done Bean
 292 S : well done Bean now we can
 293 T : **várjál ezt előbb fordítsd le mit jelent?**
 294 S : **jól csináltad**
 295 T : **jól csináltad ügyes voltál igen**
 296 S : now we can find Bean and the (xxxx)
 297 T : **igen (3.0) na mit jelent? (4.0) múlt órán tanultuk mi az a find?**
 298 S : **keres**
 299 S : **talál**
 300 T : **keres talál akkor** now we can find Miste Mister X and Been and Mister X **mit jelenthet? (4.0) naa tehát mostmár meg tudjuk (3.0) találni**
 301 S : **Mister X-et és Bean-t**
 302 T : **így van így van ez olyan nehéz volt? hát vettük srácok hm? nagyon nehéz? pedig még a Pisti össze is foglalta óra ele óra elején hogy miről szól igaz Pisti? Ez az olvasmány jó nézzünk egy kis gyakorlást akkor maradunk a munkafüzetben a negyvenkettedik oldalon**
 303 S : (xxxx xxxx xxxx?)
 304 T : **de én a hármast szeretném feladni nem a papagájosat hanem a hármast**
 305 S : (xxxx xxxx xxxx xxxx?)
 306 T : **jó de nagyon soknak úgy látom hogy nincsen úgymint egy kis időt adnék nektek jó? bal oldalon találtok egy négyzetet és abban szavakat jobb oldalon öt mondatot amit ki kell egészíteni**
 307 S : **a hármast vagy a négyest?**
 308 S : (xxxx xxxx xxxx xxxx?)
 309 T : **a há így van ez a feladat tehát mindegyik mondatba egyetlen egy szó illik**
 310 S : **a négyes?**
 311 T : **szeretném a hármas feladat negyvenkettedik oldalon a hármas feladat kiegészítenétek a mondatokat és kérném szépen ezt az öt mondatot kiegészítve lefordítani a füzetbe jó? önálló munka nem nehéz minden szó ismert nincs benne új szó egyáltalán mondjad Robika**
 312 S : **és akinek már kész van?**
 313 T : **akinek kész az előveszi a füzetét és lefordítja**
 314 S : **már lefordítva**
 315 T : **jó akkor mindjárt ellenőrizzük jó? mert se Zolinak se Szendrának kettő ennek a padosornak például nin nincs kész az már négy gyerek Virág is most írja úgymint hát remélem hogy jó és le is van fordítva a füzetbe Robika?**
 316 S : **nincs**
 317 T : **de azt mondtam cicamica hogy aki kész van és megvan itt a munkafüzetben az fordítsa le a füzetbe Hajnika mi a gond? mért nem dolgozol?**
 318 S : **én már megcsináltam**
 319 T : **füzetedben benne van?**
 320 S : **igen**
 321 T : **jó akkor vedd elő a füzetedet (2.0)nincs itt a füzeted akkor most egy papírra lefordítod jó? tehát azért azt nem szeretném hogy lógatjuk a lábunkat és nem dolgozunk tessék elővenni**
 322 S : **mit jelent a colour? ((colour pronounced with Hungarian spelling style))**
 323 S : colour

- 324 T : **gyerekek mi az a colour?**
- 325 Ss : **szín**
- 326 T : **szín (4.0) igen ezt le kell fordítani a füzetbe (2.0) nem (xxxx) (2.0) jó de nem hangos kiabálásra megy füzetbe lefordítottad?**
- 327 S : **nem**
- 328 T : **ja tényleg nem baj előveszel egy papírt és a papírra írod ezért szokta mondani a Gabi néni hogy egy csomag írólap minden órán illetve behozzatok év elején és akkor utána lehet (4.0) gyerekek ránéztem az órára úgyhogy most csak azt kérném hogy egészítsétek ki a mondatokat és akkor a házifeladat lesz otthon lefordítani jó? tehát akkor azt kérem hogy akkor aki megcsinálta a feladatot az dőljön hátra és akkor abból látom hogy kész vagytok a munkafüzetben a feladatokkal és akkor a házifeladat lesz lefordítani rendben?**
- 329 S : (xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
- 330 T : **tudom én csináltam a munkalapokat tudok róla**
- 331 S : (xxxx xxxx xxxx xxxx xxxx)
- 332 T : **majd utána fogok nézni mert begyűjtöttem**
- 333 S : **én nem voltam itt**
- 334 S : **nekem jó lett?**
- 335 T : **gyerekek ezzel foglalkozza**
- 336 S : (xxxx) el lehet pakolni?
- 337 T : **Sanyi meg kéne csinálni a munkafüzetben a feladatot ha ezzel kész vagy akkor hátradólsz rám nézel szeretném leellenőrizni én elpakolásról még nem beszéltem jó nézzük meg mert mostmár nagyon helyezkedtek jobbra-balra első mondatot olvassa és fordítja a Nagy Balázs újra kinyitja a munkafüzetét mert nem mondtam hogy becsukja és akkor olvassa és mondja hogy mivel egészítette ki (4.0) negyvenkettedik oldal hármas feladat (6.0) mondjad Balázs Horn Balázs előrefordul**
- 338 S : (xxx xxxx xxxx xxxx) (5.0)
- 339 T : **hát nem egészen ki írt mást Hajni**
- 340 S : **az első mondatot**
- 341 T : **első mondatról beszélünk**
- 342 S : what ö colour are your
- 343 T : your eyes what colour are your eyes? **Na kkor beszéljük meg hogy mit jelent milyen**
- 344 S : **milyen színűek**
- 345 T : **ss a Hajni mondja jó? Hajnika**
- 346 S : **milyen színű a szemed?**
- 347 T : **igen milyen színű szemed van tehát az első szó a colour második Ákos**
- 348 S : she's she's got long brown hair
- 349 T : **igen a got volt a jó szó fordítsd le**
- 350 S : **ö neki neki rövid**
- 351 T : **nem rövid**
- 352 S : **neki hosszú barna haja van**
- 353 T : **így van Reni harmadikat**
- 354 S : what colour is her skirt? ((skirt pronounced incorrectly))
- 355 T : skirt skirt
- 356 S : **milyen színű a szoknyája?**
- 357 T : **így van tehát what volt a megfelelő szó ? Sanyi**
- 358 S : I've ((pronounced incorrectly)) got a pair of yellow trousers
- 359 T : trousers mhm **tehát a trousers volt és mit jelent Sanyi? nekem mim van?**
- 360 S : **nekem egy pár sárga (3.0)**
- 361 T : yellow **az sárga**
- 362 S : **nekem sárga**
- 363 T : trousers **mi az a trousers?**
- 364 S : **testem**
- 365 T : **testem? nem nem nem sárga testem van van Robika? mi az a trousers?**
- 366 S : **nadrág**
- 367 S : **hármas**
- 368 S : **nadrág**
- 369 T : **mi volt a hármas? what volt a hármas tehát mi az a trousers?**
- 370 Ss : **nadrág**

- 371 T : **nadrág tehát nekem sárga (3.0) nekem sárga**
 372 Ss : **nadrágom van**
 373 T : **nadrágom van így van következő Virág**
 374 S : Lister Lister's got a red hat
 375 T : **igen mit jelent?**
 376 S : **ő Listernek van piros sapkája**
 377 T : **hát szépen magyarul Listernek piros sapkája**
 378 S : **van**
 379 T : **van így van mivel már megbeszéltük itt egyszer hogy mit jelentenek a mondatok remélem nem lesz gond ezt lefordítani otthon jó rendben van tessék?**
 380 S : **kettő rossz és három jó**
 381 T : **kettő rossz és három jó nem baj azért beszéltük meg hogy ki tudjad javítani szeretném hogyha akkor ezt megcsinálnátok írjátok fel negyvenkettedik oldal hármask feladat fordítani a füzetbe és mielőtt megkérdeznétek magyarra kell fordítani mer el szokott hangzani az a kö kérdés és most mondom azt hogy néma csendben lehet elpakolni mondjad Hajnika mondjad mit szeretnél?**
 382 S : (xxxx xxxx)
 383 T : **jó akkor annak viszont örüljél ha kész van**

Lesson Gizi 2

- 1 T : emlékszik-e valaki most nem hoztam a magnót az igaz de emlékszik-e valaki a dallamára ennek a dalnak? tessék
- 2 S : head and shoulders knees and toes
- 3 T : **azaz na próbáljuk meg elénekelni nézheted a könyvedet jó gyerekek negyvenegyedik oldalon kinyitod (2.0) ((students are chatting while opening books)) tankönyv negyvenegyedik oldal Csilla csücs le most nem érdekes csücsülj le (2.0) és akkor próbáljuk meg**
- 4 S : **hányadik oldal?**
- 5 T : **negyvenegyedik oldal mehet mehet de itt volt a könyved az előbb nem akkor ülj át Ákos mellé na nézzük csak meg akkor próbáljuk meg elénekelni negyvenkettedik oldal rajta head and**
- 6 Ss : shoulders knees and toes ((students start singing it slowly with a verty different tune))
- 7 T : **mindegy más dallam de azér mehet jó akkor hagyjuk ezt jó ne énekeljük el arra kérlek benneteket hogy ceruzával a könyvben húzzátok alá a testrészeket negyvenegyedik oldal elmondom tízedszer is de felírom a táblára és akkor úgy könnyebb tankönyv negyvenegyedik oldal és szeretném ha ceruzával a testrészeket aláhúznátok**
- 8 Ss : (11.0) ((they are working))
- 9 T : **Balázs nem látnám hogy dolgozol fiam nem értem (12.0) nem végig jó (8.0) jó és akkor azt kérem hogy aa ((thinking)) Csilla álljon ki ide középre (2.0) és akkor azt mondom hogy knees és a Virág megmutatja a Csillán hogy melyik a knees**
- 10 S : (4.0) ((thinking and showing it))
- 11 T : **így van Pisti head mutasd meg a Csillán hol van a head**
- 12 S : (3.0) ((thinking and showing it))
- 13 T : **így van csücs le Hajni shoulders**
- 14 S : (6.0) ((thinking and showing it))
- 15 T : **rendben Robika toes**
- 16 S : (5.0) ((thinking and showing it))
- 17 T : **jól van Balázs Nagy Balázs eyes ehhez nem kell a könyv gyere ki és mutasd meg a Csillán eyes**
- 18 S : (4.0) ((trying to show it))
- 19 T : **hát ez nem az eyes**
- 20 S : (2.0) ((finally showing it))
- 21 T : **igen így van Táncos Ákos gyere nose (2.0) ((talking)) ssss**
- 22 T : **helyes új Judit gyere ki mouth**
- 23 S : (4.0)
- 24 T : **jó köszönöm szépen Csilla te úgyis most csendbe kellett hogy maradjál viszont te légszíves válaszolj arra a kérdésre hogy (3.0) vannak olyan testrészek amelyek végén az sz hangot hallod az miért van**
- 25 S : **többes szám**
- 26 T : **így van többes szám csücsülj le ügyesek voltatok jó gyakorlásképpen még mindig maradunk a testrészeknél a munkafüzeteket vegyétek elő és máris mondom az oldalszámot negyvenharmadik oldalon a négyes feladat de ebből is csak az egyik része mindjárt mondom munkafüzet negyvenharmadik oldal négyes feladat mégpedig az a része ahol látod a kis téglalapot a robot kezében következő először elismételjük a szavakat és utána mondom hogy mit kell vele csinálni**
- 27 T : hand
- 28 Ss : hand
- 29 T : arm
- 30 Ss : arm
- 31 T : neck
- 32 Ss : neck
- 33 T : happy
- 34 Ss : happy
- 35 T : father
- 36 Ss : father

- 37 T : man
 38 Ss : man
 39 T : family
 40 Ss : family
 41 T : party
 42 Ss : party
 43 T : bank
 44 Ss : bank
 45 T : are
 46 Ss : are
 47 T : black
 48 Ss : black
 49 T : clan
 50 Ss : clan
 51 T : **jó annyit kérek (4.0) hogy azt húzd alá nem lesz ő nehéz mert kettő darab olyan szavunk van csak így van kettő darab testrészünk van azt keressétek meg (5.0) összesen kettő nem lesz több Ákos melyik volt az a kettő?**
 52 S : **a hand és az arm**
 53 T : **aha és mi a különbség a hand és az arm között ki tudja megmondani (2.0) mit jelent az egyik és mit jelent a másik Pisti**
 54 S : **az arm az a kar**
 55 T : **kar mhm**
 56 S : **a hand az a kéz**
 57 T : **kéz így van (2.0) na nézzük tovább a testrészeket negyvennegyedik oldalon van egy klassz kis keresztretjvény (3.0) s ezt ki kellene tölteni de most szeretném hogy ha nem használnátok segítséget jó tehát könyvedet becsukod munkafüzetedet nem nézed és kútfőből akinek esetleg nem megy az gondolkodjon el emlékezzen vissza a dalra mondtam múltkor szódolgozat előtt is hogy ha a dalt el tudod énekelni az biztos hogy segít jó ki kellene tölteni a keresztretjvényt negyvennegyedik oldalon jó munkafüzet negyvennégy (2.0) ((writing on the board)) és önállóan nem nézel se a szomszédodra se a könyvedbe szeretném hogyha önállóan kitöltened ugye itt azért már a helyesírást is gyakorolni kell mert ő ha nem írod le jól akkor egyszerűen nem jön ki a keresztretjvény**
 58 S : **tanárnéni**
 59 T : **igen**
 60 S : **itt ennek végig ki kell jönnie**
 61 T : **ki kell jönnie látod mostmár segít neked a keresztretjvény ha maradt egy négyzeted az mit jelenthet nem mit jelent hogyha a végén marad egy négyzet**
 62 S : **többszám**
 63 T : **pontosan (2.0) így van (2.0) így van (16.0) mhm Robika légszivés próbáld meg az üveget kivenni a szádból és a munkafüzetet tölteni cicamica nem lesz jó az ear az első helyre először is azt többszámaban általában úgy használjuk de h-betű semmiképpen sincs a szó végén olyan nincs hogy earh (6.0) ó ez a helyesírás ez a helyesírás ez nagyon nem hogyha nem nézzük a könyvet vagy nem puskázunk akkor nagyon nem megy Krisztinél ez a helyesírás . . mondjuk nehéz (5.0) Robika drága mi a gond nem tudod vagy leírni nem tudod leírni na úgyis mindjárt leellenőrizzük (1.0) mi a baj nálad (2.0) csak húzd át (4.0) húzd hogy itt te rontottad el sajnálom cicamica most nem tudok mit csinálni most nincs nálam radír (3.0) mhm Reni kész is van és szerintem jó is (3.0) mhm így van (2.0) picit még várunk jó míg a többiek befejezitek és akkor utána úgyis leellenőrizzük gyerekek a hetest megkérem hogy vizezze be a szivacsot jó te vagy jól van köszönöm (8.0) ki vagy Balázs Nagy Balázs drágám van három egyesed és egy kettesed (3.0) ha szeretnél jobb jegyet márpedig jó lenne ha szeretnél akkor egy kicsit aktivizálni kellene magadat jó mert ez nagyon nem Mónika meg Melinda (3.0) hátazér csodálkozom rajta mert (1.0) mert szoktam látni és angolon meg nem szoktam látni**
 64 S : **(xxxx xxxx xxxx)**
 65 T : **de most hol van? (3.0) ((students are chatting)) ssss (6.0) csak úgy az osztály összetétele miatt mondom (2.0) jó rendben van akkor légszivés Reni maradj is ott a táblánál nézzük vízszintesen gyerekek a keresztretjvényt az első mi volt (2.0)**

- Virág
- 66 S : ears
- 67 T : ears **írd le légyszíves a táblára hogy ears (3.0) mhm (1.0) rendben van őő csüccs le második Balázs mi volt**
- 68 S : head head
- 69 T : head head **menj légyszíves írd le gyerekek nagyon sokan nem írták le jól úgyhogy legyenek szívesek és javítani várjál Hajnika írd le azt hogy head (5.0) ((student writing it up on the board)) így van következő Hajni mi volt?**
- 70 S : nose
- 71 T : **tessék**
- 72 S : nose
- 73 T : Nose **hogy írjuk menjél írd le a táblára (7.0) így van következő Judit**
- S : mouth
- 74 T : mouth **így van (6.0) mmmmmmm ott van egy kis gikszer mert Csilla mi a rossz?**
- 75 S : o
- 76 T : **így van o o-val írjuk Judit légyszíves javítsd ki (2.0) táblán tökéletesen legyen mert nem szeretném ha rosszul írnátok le következő Jolika**
- 77 S : nose
- 78 T : **az nem az már volt meg volt a mouth is az ötödiket mondd**
- 79 S : **az ötödiket**
- 80 T : **igen (3.0) nem írtál semmit Zoli (3.0) őőő Laci**
- 81 S : toes
- 82 T : **hát ő (1.0) az nem toes Szilvi neked mi lett?**
- 83 S : legs
- 84 T : legs **írd fel légyszíves a táblára gyerekek ez legs (6.0) Táncos Ákos a hatodik mi lett?**
- 85 S : hands
- 86 T : **írd fel (10.0) Virág következő**
- 87 S : **mmm knees**
- 88 T : knees **tudjátok ká és a kát nem ejtjük knee úgyhogy ezt egy kicsit nehéz is leírni pont ezért (6.0) jó mi a következő Reni**
- 89 S : arms
- 90 T : arms (5.0) **és az utolsó Csilla**
- 91 S : **azt nem tudtam**
- 92 T : **Balázs (2.0) mondjad mondjad**
- 93 S : toes
- 94 T : toes **írd le igen (2.0) mehetsz táblához persze csak szeretném hallani hogy mit szeretnél leírni mert ha nem jó akkor nem küldelek ki**
- 95 S : toes **leírni nem tudom**
- 96 T : **leírni nem tudod ki tudja leírni? Csilla (1.0) szaladj akkor figyelj Balázs légyszíves javíts a tábláról jó mert ide most úgy vannak leírva hogy ez alapján nyugodtan le lehet írni (1.0) aaaha (1.0) ez nem jött volna ki a keresztrejtvényben Virág menjél légyszíves javítsd ki (6.0) így van azt kérdezném hogy függőlegesen mi jött ki? Szilvi**
- 97 S : shoulders
- 98 T : shoulders **így van shoulders (1.0) jó ((pronouncing it jjjo)) nézzük meg az utána lévő feladatot a hetest (1.0) ugye a have vagy a has használata mikor melyiket használjuk ki az aki el tudná nekem mondani? (2.0) Robika**
- 99 S : **amikor egyes szám harmadik személyt használunk**
- 100 T : **a**
- 101 S : **nem értettem mit mondott Robika**
- 102 T : **kicsikém a have-t vagy a has-t használjuk egyes szám harmadik**
- 103 S : has
- 104 T : has **így van (2.0) rendben van akkor egy kicsit gyakoroluk ezt aa testrészekkel kombináljuk jó? Pisti kijön ide középre (1.0) és Pistiről mindenki mond egy mondatot angolul (1.0) hogy neki mije van valamelyik testrészét nagy szemé kis szája (1.0) pici füle rövid haja satöbbi satöbbi mindenkinek kell egy mondatot mondania (1.0) Ákos kezdjed**
- 105 S : ?
- 106 T : he has **ugye így kezdjük he has**

- 107 S : he has got a (4.0) brown head
 108 T : brown head he has got brown head **végül is jó igen Szilvi**
 109 S : he has got he has got a black hair
 110 T : hair he has got black hair? **Szandra**
 111 S : he has got big (1.0) eyes
 112 T : eyes he has got big eyes **így van de még mekkorák a szemei Csilla**
 113 S : he has got big mouth
 114 T : he has got big mouth **rendben Reni**
 115 S : he has got long arm
 116 T : arms arms **de a karokról még mást is lehet mondani szerintetek a Pistinek (1.0)**
 short or long he has got long arms **így van őm Hajni**
 117 S : he has got a (1.0) big mouth
 118 S : he has got big mouth **ez már asszem volt igaz Virág**
 119 S : he has got long legs
 120 T : he has got long legs **így van ő Judit**
 121 S : he has got big ears
 122 T : he has got big ears mhm Balázs
 123 S : he has got small hair
 124 T : small hair **inkább** short hair **jó másik Balázs**
 125 S : he has got black arms
 126 T : **milyen (1.0) milyen arms?**
 127 S : black arms
 128 T : black arms **jó az nem érdekes inkább más tulajdonságra lennék kíváncsi Sanyi**
 129 S : he has got long toes
 130 T : **jó** ((pronounced jjo)) **rendben ha azt mondtuk figyeljetek rám mindjárt ha azt mondtuk hogy Pisti has got? (1.0) long arms he has got long legs (2.0) akkor mit mondhatunk összefoglalóan hogyha valakinek hosszúak a lábai vagy hosszúak a kezei?**
 131 S : tall
 132 T : **így van** he is^
 133 Ss : tall
 134 T : he is tall **aztán még mit mondhatunk el róla** is he fat or is he thin he is^
 135 S : thin
 136 T : thin **így van tehát a Pisti egy magas vékony fiú igaz rendben van csücsülj a helyedre Szilvit kérném szépen ki (2.0) Szilvi és akkor most a Robika kezdheti a Szilvivel jó**
 137 S : Szilvi's ő
 138 T : Szilvi has
 139 S : big (1.0) big head
 140 T : big head (1.0) **hát azért nem annyira big head-je van neki szerintem pont jó ő Hajni**
 141 S : Szilvi's got ő black
 142 T : hair **nem** orange (2.0) ((laughter and chatting it seems the student is asking for the word fair hair)) **gyerekek ez az amit többször is elmondok hogy új szavakkal szeretnének dolgozni nem tehát az amit most tudunk inkább az rögződjön én szívesen megmondanám neked meg is mondom majd de most próbáljunk meg abból a szókészletből építkezni amit tudunk jó Virág**
 143 S : Szilvi has got small nose
 144 T : Szilvi has got small nose **Pisti**
 145 S : Szilvi has got blue eyes
 146 T : Szilvi has got blue eyes **jó kék a szemed Szilvi?**
 147 S : **hát kékeszöld**
 148 T : **hát** green or blue mhm ő **Balázs (4.0)** ((blowing nose sound)) hm **szája orra**
 149 S : ő Szilvi has got (2.0) big mouth
 150 T : big mouth **főleg amikor beszél akkor van big mouth igaz Sanyi**
 151 S : Szilvi has got ő big shoulders
 152 T : big shoulders mhm **lehet mondani végül is de nem nevensz a másikon mert ez nem arra megy ki hanem arra hogy tudjuk jellemezni (1.0) jó aztán Balázs**
 153 S : Szilvi has got small toes ((wrong pronunciation))
 154 T : small toes mm **olyan kis aranyosak a lábai igen jó rendben van köszönöm szépen Szilvi egyet értettél a az előtted szólókkal jó rendben van nem most már nem**

- megyünk ki többet hanem hanem szeretném hogyha a munkafüzetben ezt a hetes feladatot akkor megcsinálnánk jó tehát megbeszéltük a have vagy a has használatát hogy mikor melyiket kell használni most jellemeztünk két osztálytársatokat is úgyhogy legyetek szívesek és kitölteni kettőt nem ki volt kint ja hármat a Csillával együtt így van egyestől az ötösig jó hogy szerintetek have vagy has (39.0) ((teacher walking around checking))
- 155 S : ott ott nevet kell írni?
- 156 T : **nem** nevet kell írni hát **hog** y kérdezőnk I have got **abból** **hog** lesz kérdés?
- 157 S : have
- 158 T : **így van** (1.0) **te**hát a have **jön előre** ugye (3.0) **Lacikám** **tedd** már le azt az **üveget** **kisfiam**
- 159 S : (xxxx xxxx xxxx)
- 160 T : **mert** kérdés kicsim **kérdőjel** van a végén és akkor
- 161 S : **jaj igen**
- 162 T : **rájöttél jól** van (5.0) **jó ő** nincs túl sok időnk úgyhogy én azt látom hogy már szerintem mindenki kész inkább ellenőrizzük gyorsan le jó Csilla szeretném ha az **első mondatot** olvasnád és le is fordítanád
- 163 S : (2.0) Tracy has got black hair ((wrong pronunciation))
- 164 T : hair mhm **mit jelent** a mon
- 165 S : **Tracynak** fekete a haja
- 166 T : **így van** második **Pisti**
- 167 S : Ken have got
- 168 T : has ((pronouncing it haas)) got Ken
- 169 S : Ken has got a hat on his head
- 170 T : **mit jelent?**
- 171 S : **a Kennek** van (1.0) ? (1.0) **sapkája** a fején
- 172 T : **így van** **Kennek** sapka van a fején ő **Reni** harmadik
- 173 S : Ken and Kate has got a
- 174 T : ó **ha** azt mondom hogy **Ken** és **Kati** az milyen szám **hányadik** személy? **Ken** és **Kate**^
- 175 Ss : **ők** **ők** többes szám **harmadik** három
- 176 T : **több** tehát **nem** has **hanem**
- 177 Ss : have have
- 178 T : aha Ken and Kate have got (1.0) happy faces **mit jelent?** **Reni**
- 179 S : **Kennek** és **Katenek**
- 180 T : **milyen** az arca?
- 181 Ss : **mosolygós**
- 182 T : happy **mosolygós** **boldog** **vidám** **így van** ő **Csilla**
- 183 S : have they got big nose
- 184 T : noses ((correcting pronunciation)) **ez** egy kérdés **mit** kérdezőnk itt?
- 185 S : ne^
- 186 T : **nekik**^
- 187 S : **nekik** nagy az orruk?
- 188 T : **így van** **nekik** nagy az orruk? ő **Ákos** utolsó
- 189 S : has Kate got her
- 190 T : her
- 191 S : a parrot on her sholder
- 192 T : a parrot on her sholder mhm **fordítsd** le **légyszíves** **Ákos**
- 193 S : **Katinak** ő (1.0) **Katinak** (2.0) **Katinak** a
- 194 T : **na**
- 195 S : **Katinak** **Katinak** a (xxxx xxxx xxxx)
- 196 T : **jaaj** **nem** **nem** **nem** **nem** (2.0) **semmi** baj **semmi** baj **fi** segíts neki
- 197 S : **Katinak** van **papagáj** a vállán?
- 198 T : **így van** **így van** vállán **Katinak** egy **papagáj?** mhm jó **rendben** van akkor **nem** **mardt** más **hátra** mint (2.0) **mint** a **házi** feladat **negyven** **ötödik** oldalon
- 199 S : **egy**es
- 200 T : **így van** az **egy**es feladat **ő** aki kész van **vele** otthon az **nyugodtan** **kiszínezh**eti a képeket **jó** ez **ugye** már **amit** vettünk **eddig** ez a **benne** fölötté **alatta** **mellette** ez **igazából** már **csak** egy **kis** **ismétlés** és **szeretném** **hogyha** az lenne az **első** **hog**y könyv **nélkül** **töltsd** ki **figyelj** **rám** **kicsim** **könyv** **nélkül** **töltsd** ki és **utána**

- leellenőrizheted magad de ezt már annyira kell tudnod hogy ezt kútfőből meg kellene tudni csinálni jó
- 201 S : de muszáj kiszínezni?
- 202 T : nem muszáj kiszínezni aki szeretné az kiszínezheti jó és akkor szeretném hogyha elpakolnátok néma csendben mert ebédszünet jön úgyhogy ő az ellenőrzőket pedig el lehet rakni jó

Lesson Hajni 1

- 1 T : good morning
 2 Ss : good morning
 3 T : ő who is absent today? Kriszti?
 4 S : Bence is absent
 5 T : today yes thank you sit down please (5.0) ((children sitting down)) now we sing good morning the song yes
 6 T& : good morning good morning how are you how are you I'm fine thank you good
 s : afternoon good afternoon how are you how are you I'm fine thank you good morning
 good morning how are you how are you I'm fine good bye good bye good bye good
 bye good bye good bye good bye good bye good bye good bye good bye good bye
 good bye
 7 T : it's ok and
 8 T& : one's a number two's a number three's a number four number five is under six and
 Ss : number seven's more eight's a number nine's a number now we come to ten and we're
 back at ones again
 9 T& : ((whispering)) one's a number two's a number three's a number four number five is
 Ss : under six number seven's more eight's a number nine's a number now we come to ten
 and we're back at ones again
 10 T : ((whispering)) so thank you?
 11 T : the next? work is long and
 12 S : short
 13 T : long and
 14 Ss : short
 15 T : short
 16 T& : big and small old and young fat and thin
 Ss
 17 T : it's ok **feladatunk a következő lesz kérek szépen majd tíz embert mindenki fog
 dolgozni a mai órán cs figyelj mindenki fog dolgozni a mai órán viszont ő
 türelmesen várjuk ki tíz embert kérek a feladat lesz ő kapsz egy ő tulajdonságot
 és megkeresed annak az ellentétét** yes opposite word hm? Kriszti ő sorry sorry ő
 come here Kriszti come here and Fruzi Fruzi? Dávid Viktor cs sssss (4.0) yeah mhm
 (6.0) no (6.0) sss o **nem kaptál? akkor az a tied gyorsan no tehát akkor a fiú ki?**
 18 S : Viktor
 19 T : Viktor s **akkor** sorry **akkor Viktor jó leülsz a helyedre o bocsánat a feladatunk az
 lesz hogy ugye megkérdezzük a másiktól hogy ki milyen vagyis nézzük kezdjük a
 Krisztit** who are you?
 20 S : how are you old?
 21 T : no no no
 22 S : who are you old?
 23 T : no
 24 S : are you
 25 S : are you old?
 26 T : what's the question?
 27 S : yes it is
 28 T : no no no it's not answer are you
 29 S : are you old?
 30 T : are you old?
 31 S : yes it
 32 T : no who knows?
 33 S : yes I am
 34 T : yes I am o it's ok yes I am no please ő Narmin start m **hát** (4.0) question are you^
 35 S : are you (5.0)
 36 T : tall what's the opposite tall? (3.0) hm? who knows? what's the opposite tall? what's
 the opposite tall? (4.0) tall and^
 37 Ss : short
 38 T : short **na** please

- 39 S : are you short?
40 S : no I te I not
41 T : mhm
42 S : are you short?
43 S : no not I am
44 T : no I'm not
45 S : no I'm not
46 S : are you short?
47 S : no I'm not
48 S : are you short?
49 S : no I'm not
50 S : are you short?
51 S : no I am
52 T : no I'm not
53 S : no I'm not
54 T : mhm
55 S : are you short?
56 S : yes yes you
57 T : I am yes I am it's ok Fruzi please
58 S : are you tall?
59 T : no
60 S : are you thin?
61 T : mhm
62 S : yes I am
63 T : mhm no it's ok
64 S : are you a (xxxx?)
65 S : yes I am
66 T : mhm
67 S : are you small?
68 S : yes I am
69 T : yes it's ok please sit down and give me your paper (4.0) it's ok (4.0) and ? other group please open your ? book on page forty please open your book on page ? forty and (3.0) I like three three persons Sanyi Sanyi ö ö Narmin and Szebasztián come here with book come here with book mhm and Betti Betti Betti Barbara and Dávid (6.0) ssssssss mhm yes
70 S : **ja ez az**
71 T : **gyere mondok neked valamit ((wispering from now on)) te az egyes sort fogod választani az a tiéd**
72 S : ((wispering)) **melyik?**
73 T : ((wispering)) **az egyes sort fogod választani jó? ő majd megkérdezi van neked valamid te te te az egyes sort kell hogy kitalálja hogy te az vagy jó?((wispering to another)) te a második sort kell hogy válasszad jó? (xxxx) (3.0) jó? Te a harmadik sort kell hogy válasszad (xxxx xxxx)**
74 T : hm no no please ?m Dávid start have you got **most meg kell találnod hogy melyik sor az övé jó?**
75 S : have you got a red bicycle?
76 S : no no I haven't
77 T : mhm
78 S : mm ou
79 T : **akkor nézel egy másikat mert valószínű abba nincs**
80 S : **ő**
81 T : **cs nahát válasszál valamelyiket tessék green car**
82 S : have you got a green car?
83 S : green car? Yes
84 T : I yes I have yes I have
85 S : mhm
86 T : **most megnézed ugye a green car kettő van melyikből választod vagy ezt mondod tovább vagy ezt**
87 S : have you got a black (xxxx?)
88 S : no I no I haven't

- 89 T : mhm
90 S : have you got a blue (xxxx?)
91 S : no I haven't
92 T : **ha itt már ez nem volt akkor ugye nem ebbe nem (xxxx) tovább akkor keressük a másik sort Dávid ha ez már azt mondta hogy nincs akkor már csak az a másik sor lehet próbáld meg hogy az igaz-e**
93 S : have you got a blue (xxxx?)
94 S : yes I have
95 T : mhm és akkor ö melyik számod lesz az övé?
96 S : ?
97 T : **na** which number is? Which number is?
98 S : one
99 T : one yes you got number one it's ok now sit down please sit down please ? Sanyi Narmin please ask ask **Sanyi hát amelyiket mondtam vagy ő Narminnak mondtam a számot? hát melyiket mondtam neked?**
100 S : have you got a red bicycle?
101 T : no no no no no ? Narmin ? Narmin will ask cs keep silence please Márti have you got
102 S : (xxxx xxxx?)
103 T : mhm
104 S : have you got a **először**
105 T : **hát először bármelyiket**
106 S : have you got a a blue jeans?
107 T : mhm
108 S : no I haven't
109 T : mhm (5.0)
110 S : have you got a white blouse?
111 S : no I haven't
112 T : mhm (2.0) a white blouse mhm
113 S : have you got a black (xxxx?)
114 S : no I haven't
115 S : have you got a violin coat?
116 T : what? yellow coat
117 S : yellow coat?
118 S : no I haven't
119 T : mhm
120 S : have you got a red bicycle?
121 S : yes I have
122 T : mhm (4.0)
123 S : have you got a green car?
124 S : no I haven't
125 T : **azért hogyha ugye akkor mert azt mondta hogy igen van akkor ugye kizárásos alapon tehát akkor már abból a sorból kell keresni ebből?**
126 S : **ebből?**
127 T : **hát vagy ebből vagy ebből amelyikbe volt igen egyszer végre találtunk hm (3.0)**
128 S : have you got a red scarf?
129 S : yes I have
130 S : have you got a blue balloon?
131 S : yes I have
132 S : have you got a violin
133 T : nono yellow
134 S : have you got a yellow (xxxx?)
135 S : yes I have
136 T : no after (3.0)
137 S : you have got a number two
138 T : it's ok?
139 S : yes
140 T : yes it's all right sit down please no Betti and Barbara
141 S : have you got a green socks?
142 S : yes it isn't
143 T : no no no yes I have

- 144 S : yes I have (4.0) na (2.0)
145 S : have you got a yellow coat?
146 S : yes I have
147 T : mhm
148 S : have you got a blue jeans?
149 S : yes I have
150 S : have you got a white blouse? ((blouse pronounced incorrectly in the Hungarian way))
151 T : blouse?
152 S : blouse?
153 S : yes I have (3.0)
154 T : no which number is?
155 S : which number is?
156 T : no no no it's a question you've got
157 S : you've got
158 T : number
159 S : number one ? three? (4.0)
160 S : yes I have
161 T : mhm yes it's all right sit down please (2.0) it's ok and (5.0) ? Imi Imi Marcsi Márti and
and Dávid come here ss cs and don't talk please ((writing on board)) cs **tiéd lesz ez a
szó** ((writing on board)) cs cs no there is a chalk please and write a word this is a
colour
162 S : colour
163 T : this is a colour Marcsi come here it's a colour and Márti no please open your ? exercise
and take your ? black pencil and write ? these words please who knows? ? yes it's ok
sit down please sit down yes it's ok cs sssss (4.0) ((children sitting down)) it's ok mhm
yeah it's yellow everybody repeat
164 T& : yellow blue green red ö please say word with ö this colour yellow
Ss
165 S : sárga
166 T : no ö please say a other word yellow coat yellow
167 S : jeans
168 S : yellow
169 T : yellow jeans maybe yellow
170 S : shirt
171 T : shirt it's ok blue please say another verb? **ve?** word
172 S : blue balloon ((balloon pronounced incorrectly))
173 T : blue
174 S : ballon ((incorrect again)))
175 T : balloon
176 Ss : balloon
177 T : blue balloon mhm ö Márti
178 S : shirt
179 T : yes it's ok and other word?
180 S : green socks
181 T : green socks mhm green^
182 S : (xxxx)
183 T : (xxxx) it's all right and red red^
184 S : bicycle
185 T : bicycle everybody knows
186 S : red skirt
187 T : red skirt mhm **na akkor most én mondok nektek szavakat** cs **fekete cipő** who
knows? Szebasztián
188 S : black shoes
189 T : black shoes ö **fehér ing**
190 S : white blouse ((blouse not pronounced correctly))
191 T : white blouse ((emphasis to show right pronunciation)) mhm **piros szoknya**
192 S : red
193 S : red skirt
194 T : it's ok ö **zöld póló** Sanyi
195 S : green shirt

- 196 T : mhm t-shirt green t-shirt ö **kék farmer** mmm Dávid
- 197 S : blue jeans
- 198 T : blue jeans yes it's all right (14.0) ö please show me red pencil red **p** show me red pencil what does yes it's ok red pencil please show me blue book
- 199 S : blue
- 200 T : ö it's exercise book yes there is book there is a book and there is an exercise book mhm it's all right? show me white rubber
- 201 S : rubber
- 202 T : white white rubber yes it's all right ö show me cs show me blue pen (5.0) blue pen mhm it's all right ö show me white ruler
- 203 S : white ruler?
- 204 T : white ruler
- 205 S : **fehér vonalzó**
- 206 T : cs yes it's it's all right it's a white ruler yes it's ok thank you very much and Gábor? show me a green board in ? the classroom show me the green board
- 207 S : **zöld**
- 208 S : **zöld hajó**
- 209 T : board not boat hmm green board (4.0) no (2.0)
- 210 S : á
- 211 T : mhm what does it mean board? board?
- 212 S : **tő tábla**
- 213 S : **tábla**
- 214 T : **tábla tábla és ugye azt szoktuk mondani hogy** blackboard **ugye általában ugye az szokott lenni a termekben itt** green board yes it's ok ö what's this? What's this?
- 215 S : head
- 216 S : head
- 217 S : head
- 218 T : it's a head yes and what's this?
- 219 S : it's eyes
- 220 T : it's eyes what's this?
- 221 S : ear
- 222 T : ear what's this?
- 223 Ss : nose
- 224 T : nose what's this?
- 225 Ss : mouth
- 226 T : mouth and what's this?
- 227 Ss : shoulder
- 228 T : shoulder yes and what's this?
- 229 Ss : arm
- 230 T : arm arms yes what's this?
- 231 S : le leg
- 232 T : no no
- 233 S : hand
- 234 T : hand everybody
- 235 Ss : hand
- 236 T : hand what's this?
- 237 Ss : hand
- 238 T& : hand
Ss
- 239 T : it's ok and what's this? what's this?
- 240 S : ö feet
- 241 S : leg
- 242 T : leg and legs leg legs it's all right everybody repeat please Piri legs legs everybody repeat
- 243 Ss : legs
- 244 T : legs what's this? no
- 245 S : foot
- 246 T : foot and two
- 247 S : feet
- 248 T : feet **csak most ugye nem nagyon nehéz** foot yes and what's this?

- 249 S : ö
 250 Ss : toe
 251 T : toe yes toe it's all right no (4.0) touch your cs touch **azaz érintsd meg érintsd meg** no touch your eyes
 252 S : eyes
 253 T : touch your eyes touch your eyes
 254 S : **érintsd meg a szemed**
 255 T : yes yes thank you touch your shoulders
 256 S : **tudod**
 257 T : mhm touch your hand cscs touch your ears
 258 S : ears?
 259 T : ears
 260 S : **ja az**
 261 T : everybody Piri and Márta touch your ears mhm touch your nose cs sss ö keep silence please touch your nose yes touch your mouth mhm ? touch your toes no (4.0) ((children laughing while touching toes)) touch your toes yes it's all right (7.0) no stand up please (3.0) cs (4.0) cs ssssss ((clapping to keep order)) children Sanyi Sanyi and Imi please no we will listen the tape and we will sing with the cassette cs and show the parts of the body ((claps once)) please Marcsi
 262 C : Chatter Box book one side two
 263 T : cs sss
 264 C : unit eleven section thirty-three listen and sing
 265 T : hm and and touch show
 266 C : head and shoulders knees and toes knees and toes head and shoulders knees and toes knees and toes and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes
 267 T : csss Betti Betti Betti
 268 C : arms and legs and feet and hands feet and hands arms and legs and feet and hands feet and hands and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes
 269 T : no (6.0) no once more and you **ha** you have to sing yes
 270 C : side two unit eleven section thirty-three
 271 T : Szebasztián
 272 C : listen and sing
 273 T : sing and show
 274 C&Ss : head and shoulders knees and toes
 275 T : Piri **próbáld meg**
 276 C&Ss : head and shoulders knees and toes knees and toes and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes
 277 T : **próbáld is utánozni a többiekét** Viktor
 278 C&Ss : arms and legs feet and hands feet and hands arms and legs and feet and hands feet and hands and arms and ears and mouth and nose head and shoulders knees and toes knees and toes
 279 T : thank you sit down please (7.0) no please close the book and close the exercise book and I gave you a paper and you have to draw watch the monster watch the monster yes
 280 S : **szörnyeteg?**
 281 T : you have to draw the monster but cs (2.0) ((undisciplined children)) I will say cs sssss Sanyi Sanyi Sanyi Dávid and I will say what kind of monster yes
 282 S : **szörnyet kell lerajzolni?**
 283 T : mhm no close the book please (4.0) ((still undisciplined)) Betti close your book (8.0) ((constant chatting)) no no no css sssss no please (6.0) ((less talking)) ((teacher claps once)) no keep silence ((claps twice)) keep silence I'm a small monster I'm a small monster you have to draw I'm a small monster csss
 284 S : (xxxx xxxx xxxx?)
 285 T : no no no I'm a small monster (3.0) csssss don't talk please Sanyi (8.0) cs ssssss (6.0) the next sentence I've got a big head I've got a big head ((writing sentence on board in 9 seconds)) don't ? please don't talk Imi I've got four eyes (3.0) ((teacher writing sentence on board after pause)) cs ssssssssssss (3.0) Márta I've got a big mouth (7.0) ((writes sentence on board)) csssss (4.0) I've got six long arms (10.0) ((writes sentence

- on board)) (3.0) Sanyi I've got three small feet (9.0) ((teacher writes sentence on board until second 8))
- 286 S : **három lába lesz?** ((in second 3))
- 287 S : **három lába?** ((in second 6))
- 288 T : and I've got six big hands (8.0) ((writes sentence on board and puts down choak)) (5.0)
csssss csssssssss
- 289 S : **de ott van odairva**
- 290 T : mhm (4.0) no don't talk please draw (6.0)
- 291 S : **nem lehet hogy nem rajzolunk szörnyet én nem bírok rajzolni**
- 292 T : I've got a big head
- 293 S : **miért nem jó a szörnyem?**
- 294 T : four eyes (5.0) big mouth six long arms three small feet and six big hands hm
- 295 S : **az enyém jó lesz?** (4.0) ((a pupil is constantly laughing))
- 296 T : how many eyes?
- 297 S : (xxxx xxxx)
- 298 T : I've got
- 299 S : **ja azt is** (xxxx)
- 300 T : mhm (4.0) I've got a big head I've got a big head (2.0) and four eyes (6.0) mhm (3.0)
no big mouth only one mouth (4.0) no children Sanyi Sanyi (4.0) no what's the
hand? who knows? hands ö Szabaszián hands what does it mean in Hungarian?
Szabaszián what does it mean in Hungarian hands? hm? na (3.0) hands **kézfejek**
- 301 S : hands
- 302 T : **kézfejek** mhm
- 303 S : (xxxx xxxx xxxx xxxx?)
- 304 T : no Sanyi (12.0) mhm (30.0) no? (6.0) four eyes please draw mhm (4.0) **ja az jó**
5.0) quickly quickly mhm (5.0) cscscscscsssssss (2.0)
- 306 S : **kicsi ez a szörny?**
- 307 T : **jó az jó** (12.0) **jó ezt kérem kérem jó** I think you are ready I think you are ready?
Dávid please Szabaszián csss (7.0) no it's ok no please (4.0) ö this is a monster na
please don't smile yes ö this is a monster ö I'm a small monster it's ok ö I've got big
head I think it's good I've got four eyes it's ok I've got big mouth the six long arms six
long arm it's how many arms? there are hm? two two arms it's not good and hm cs sss
six? long arms three small feet one two it isn't good because it's too feet mhm ö what's
wrong? in this picture?
- 308 S : két fej
- 309 T : yes it's ö English please
- 310 S : two two heads
- 311 T : two heads yes two heads only one head mhm yes small csssss Szabaszián small
monster for ö eyes a big mouth six? long arms three? small feet is six big hands I think
it's ok it's Kriszti? draws **piros pontot beírhat sz magadnak** (6.0) ö **ott volt hogy** six
six big hands I think it's a small hands big big hands six big hands mhm no please?
((claps once)) put your put your paper into the book put yo put your paper into the
book yes ss (2.0) and (4.0) cs please repeat these sentences (3.0) repeat I'm a small
monster everybody
- 312 T& : I'm a small monster
Ss
- 313 T : I've got a big head
- 314 Ss : I've got a big head
- 315 T : I've got four eyes
- 316 Ss : I've got four eyes
- 317 T : I've got a big mouth
- 318 Ss : I've got a big mouth
- 319 T : I've got six long arms
- 320 Ss : I've got six long arms
- 321 T : I've got three small feet
- 322 Ss : I've got three small feet
- 323 T : I've got six big hands
- 324 Ss : I've got six big hands
- 325 T : I said put your paper into the book please (12.0) cs sssss no children what's the
weather like today? what's the weather like today? what does it mean weather? the

- weather the weather is (2.0) cold and it's snowing it's snowing yes it's snowing what does it mean it's snowing?
- 326 S : **ma esik a hó**
- 327 T : **esik a hó** it's snowing yes ((claps once)) s it's ok yes css (11.0) ((writes on board from sec 4)) cs css don't talk please (2.0) keep silence (2.0) Viktor and Zsolti Zsolti please hm ö today it's snowing **esik a hó éppen most esik a hó** it's snowing snow **hó**
- 328 S : **hull a hó**
- 329 T : no
- 330 S : **szakad a hó**
- 331 T : no no no no no
- 332 S : board **az ő deszka**
- 333 T : snowboard it's ok (3.0)
- 334 S : snowboardozunk?
- 335 T : csssss snowboard **hódeszka** mhm (4.0) no please? what does it mean in English snow snow
- 336 S : ball
- 337 T : snow
- 338 S : ball
- 339 Ss : ball
- 340 T : snowball yes it's ok snowball (4.0) ((draws on board)) yes it's ok snowball
- 341 S : **hógolyó**
- 342 T : mhm
- 343 S : **hógolyó**
- 344 T : and what does it mean in English ö **szánkó? ha emlékeztek vissza tanultuk a egy dalt karácsony közelé és abban szerepelt egy ilyen szavacska szánkózni** sledge mhm sledge (2.0) sledge mhm and ssss what kind of season now? what kind of season now? season
- 345 S : season
- 346 T : in Hungarian season what does it mean who knows? season **szezon** season
- 347 S : **ja szezon**
- 348 T : sze
- 349 S : **szezon**
- 350 S : **téli szezon**
- 351 T : **hogy mondjuk ezt másképpen? szezon és helyette**
- 352 S : snow season
- 353 S : snow season
- 354 T : **valakitől hallottam**
- 355 S : snow season
- 356 S : snow season
- 357 S : snow season
- 358 T : **mondjuk ezt magyar szóval próbáljuk meg**
- 359 S : **hószezon**
- 360 T : **a season szót**
- 361 S : season **szezon**
- 362 S : **szezon**
- 363 T : **de ez ugye ez egy már átvett szó igazánda hogyan mondjuk ezt magyarul milyen**
- 364 S : **turistaszezon**
- 365 S : **idő**
- 366 S : **idő**
- 367 T : **na idő már ez közelít** cs ssss
- 368 S : **hó**
- 369 S : **havas idő**
- 370 T : no
- 371 S : **havas szezon**
- 372 T : winter
- 373 S : **tél**
- 374 T : spring
- 375 S : **tavas**
- 376 T : summer and autumn hm?
- 377 S : **tél**

- 378 S : winter
 379 T : in Hungarian
 380 S : **lesíelés lesiklás**
 381 T : **gyerekek évszak**
 382 S : **évszak**
 383 T : **évszak tehát** season **évszak** mhm winter ((writes on board)) yes winter
 384 S : **az mit jelent?**
 385 T : **tehát tél tél tél tél** mhm (4.0) **ki az aki el tudná nekem mondani hogy például azt mondjuk hogy hócipő**
 386 S : **hócipő?**
 387 S : snow ő
 388 T : **hócipő próbálja az előbb nagyon ügyesen ő találtatok meg a hógolyót hólabdát hócipő**
 389 S : snowboot
 390 S : snow
 391 T : snow boot snowboot a boot **az egyébként csizmát is ő jelent ugye onnan a snowboot hócipő** mhm it's ok **no nézzük akkor milyen szavakat ő tudunk ehhez a ő mai időjáráshoz mondani?** Snow repeat
 392 T& : snow
 Ss
 393 T : it's snowing
 394 Ss : it's snowing
 395 S : snowball
 396 T : snowboard
 397 Ss : snowboard
 398 T : snowboard
 399 Ss : snowboard
 400 T : no sorry snowball
 401 Ss snowball
 402 T : sledge
 403 Ss : sledge
 404 T : winter
 405 Ss : winter
 406 T : mhm (2.0) **hogymondjuk azt hogy ma esik a hó?**
 407 S : ő today
 408 S : today
 409 S : today snow
 410 T : it's snowing today it's snowing yes thank you stand up please

Lesson Hajni 2

- 1 T : what's the weather like (6.0) mhm (2.0) weather today?
 2 S : sunny
 3 T : yes today is sunny (8.0) ((students are chatting)) how are you Kriszti?
 4 S : I'm fine thank you
 5 T : yes it's all right and ő Barbara how are you?
 6 S : ő I'm fine thank you
 7 T : yes Gábor how are you?
 8 S : (xxxx xxxx xxxx)
 9 T : thanks it's all right I'm very happy (2.0) ő Szilvi what colour is your book what colour is your book this what colour is your book?
 10 S : ő your book
 11 T : ő no my book is^
 12 S : my book is blue
 13 T : yet it's ok Dávid what colour is your pencil? my pencil^
 14 S : my pencil is red
 15 T : yes it's ok? Sanyi ő what colour is your rubber?
 16 S : ő ő white
 17 T : my rubber is^
 18 S : white
 19 T : yes it's all right ő Gábor what colour is your pen?
 20 S : ő black black
 21 S : my pen is (2.0)
 22 T : my pen^
 23 S : my pen is^ (1.0) black (2.0) black (2.0) ő black
 24 T : black yes what colour is^
 25 Ss : black black
 26 T : black yes the pen is black ő (4.0) what colour is your pencil? Zsolt
 27 S : ő my pencil is orange
 28 T : is orange yes it's ok (5.0) no please (25.0) ((teacher is writing on the board)) you stand up please ((the students stand up)) and we will sing and ő my head and shoulders song yeah no start ((the teacher is singing loudly, the students are much quieter))
 29 T& : head and shoulders knees and toes knees and toes head and shoulders knees and toes
 Ss : knees and toes and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes arms and legs and feet and hands arms and legs and feet and hands feet and hands and eyes and ears and mouth and nose head and shoulders knees and toes knees and toes
 30 T : yes sit down please (5.0) ((the students sit down)) ő stand stand up and you have to come here yes and I will give you the papers and please put the ő right ő (3.0) please (2.0) please please please come (3.0) s s s no ő how is vocabulary and ő parts of the body and colours and ((teacher is tearing paper)) it's ok please Marcsi everybody come here (2.0) ((sound of more tearing of paper)) and please work quickly quickly everybody come here (1.0) ((sound of more tearing paper)) (2.0) ssss (5.0) ((sound of more tearing paper)) (1.0) yes it's all right Sanyi Viktor and the others stand here and please put the paper on the blackboard (4.0) ((sound of more tearing paper and chatting)) (4.0) ((sound of more tearing paper)) Zsolti and the other boys and girls come here quickly (4.0) yes (3.0) ((sound of more tearing paper)) (4.0) yes it's ok it ? ((one student is asking for something from the teacher and gets it)) (4.0) if you (10.0) **hoppáré** (25.0) ((chatting and preparing for the exercise)) no please (4.0) Betti Peti (4.0) no (3.0) are you ready Gábor are you ready? **Nahát** (2.0) put somewhere no colours black brown green pink red blue orange purple white yellow
 31 S : cupboard
 32 T : are good but cupboard (2.0) Zsuzsi (2.0) Nikolett please (2.0) ő Sanyi come here and please ő (2.0) correct the paper (3.0) yes its ok and ő parts of the body toes legs body eyes nose head and whiskers what does it mean whiskers who knows?
 33 Ss : **kutyakaja**
 34 T : no

- 35 Ss : **macskakaja**
 36 T : yes it's ok but what does it mean whiskers? it's a^
 37 Ss : **bajusz**
 38 T : **macskabajusz** whiskers **macska** ö house vocabulary bath house carpet chair door
 cupboard stairs bed room floor a forest ((reading the words from the board)) a (4.0) the
 house is in the forest yeah it's ok (2.0) m (2.0) ő what does it mean ő in Hungarian
 happy?
 39 Ss : **boldog**
 40 T : I'm very happy because today the weather is sunny Dávid **boldog** yes and what does it
 mean ő if I am angry?
 41 S : **Mérges**
 42 T : angry Sanyi
 43 S : **mérges**
 44 T : **mérges** yes and what does it mean ő if ő you are furious furious furious it's a very
 angry very angry
 45 S : **nagyon mérges**
 46 T : **nagyon mérges még egy fokkal ugye tehát nagyon dühös nagyon nagyon mérges**
 furious and what does it mean laugh? (3.0)
 47 S : **nevet**
 48 T : laugh laugh hm ő **valamit ott mondott a Dávid kedves és utána valamit mondtál**
még hm **nevet nevet nevet nevet** mhm yes and ő ridiculous (2.0) it's a new word it's a
 new word (8.0) ridiculous **nevetséges nevetséges** and miserable ö **szánalmas**
 miserable (18.0) no please repeat these wordsMarti Bogi sorry Bogi please repeat
 ridiculous
 49 S : ridiculous
 50 T : miserable
 51 S : miserable
 52 T : furious
 53 S : furious
 54 T : happy
 55 Ss : happy
 56 T : angry
 57 Ss : angry
 58 T : what does it mean angry? Piri (4.0) **viccelsz** Attila?
 59 S : **Éhes**
 60 T : not not not ö no what does it mean **éhes**?
 61 Ss : **éhes** hungry
 62 T : hungry but not angry angry **mérges** and what does it mean happy? Barbara sorry
 furious **nagyon mérges haragos** and miserable (3.0) **hogy is mondtam szánalmas**
ugye szánal and ridiculous
 63 S : **nevetséges**
 64 T : **nevetséges nevetséges** yes ö please close your eyes ((teacher claps once)) everybody
 close your eyes and don't stay close your eyes open your eyes mm yes it's all right and
 ö (2.0) you go to sleep you go to sleep **az készülsz elaludni ugye** go to sleep go to
 sleep and we are sleeping (2.0) ő Dávid we are sleeping Márti tehát sleep **alszik alszik**
 and ö (2.0) there is magic and magic wand
 65 Ss : **varázspálca**
 66 T : **varázspálca**
 67 T : and I wave I wave with magic wand three times three times
 68 Ss : **háromszor**
 69 T : one two three and I will say **abrakadabra abrakadabra** yes it's ok what's this?
 70 S : **varázspálca**
 71 T : it's magic wand magic wand yes (6.0) ő please say in Hungarian laugh laugh (4.0)
 72 S : **nevet**
 73 T : **nevet** yes close your eyes
 74 Ss : **nyisd ki a szemed csukd be a szemed**
 75 T : yes open your eyes
 76 S : **nyisd ki a szemed**
 77 T : go to sleep
 78 S : **aludjál**

- 79 T : **aludni készül ugye aludni készül** sleep (3.0) wave wave wave
- 80 Ss : **varázsolni**
- 81 T : **nonono kőrozni ugye tehát ezzel a varázspálcával** yes it's ok and trip over trip over ((the teacher shows it))
- 82 Ss : **elesik**
- 83 T : yes it's ok **elbotlik elbotlik elesik** and the cat the cat climbs
- 84 Ss : **macska mászik**
- 85 T : **mászik** climb **mászni** climb **mászni** m it's all right ö Zsolt what's the problem no please (18.0) no we will say ő an English alphabet
- 86 T& : a b c d e f g h i j k l m n o p q r s t u v w x y z (9.0) sss (3.0) no please
Ss
- 87 T& : ((singing together)) a b c d e f g h i j k l m n o p q r s t u v w x y z sss (8.0) ssss (6.0)
Ss : no you have to say the next letter (3.0) which letter is ((she points at a letter))
- 88 S : w ((they pronounce it in Hungarian))
- 89 T : w ((THE TEACHER IS PRONUNCING IT IN ENGLISH)) (6.0) ((she points at a letter)) this?
- 90 S : i
- 91 T : i ((she points at a letter))
- 92 S : i
- 93 T : i ((she points at a letter))
- 94 Ss : t
- 95 T : t ((she points at a letter)) (6.0)
- 96 S : h
- 97 T : h it's ok ((she points at a letter)) (3.0)
- 98 S : k
- 99 T : k ((she points at a letter)) (3.0)
- 100 Ss : a
- 101 T : a ((she points at a letter)) (3.0)
- 102 Ss : g
- 103 T : not not not ((as the letter is not the g but the q))
- 104 S : q ((she pronuces it in Hungarian))
- 105 T : It's a q q ((in English)) ((she points at a letter)) (2.0)
- 106 Ss : r
- 107 T : r ((she points at a letter)) (3.0)
- 108 Ss : m
- 109 T : M ((she points at a letter)) (3.0)
- 110 Ss : w
- 111 T : W ((she points at a letter)) (2.0)
- 112 Ss : u (2.0) u (2.0)
- 113 S : z
- 114 T : z z and f ssss (13.0) ((teacher is writing on the board the students are chatting)) sss no you have to ő come to the blackboard Sanyi no Sanyi Dávid Fruzsi please ő Kriszti and you have to you have to circ no please you have to circle eight words eight words (2.0) yes you have to circle eight words (8.0) **bocs bocs bocs bocs** (4.0)
- 115 S : **vizszintesen? V**
- 116 T : no vertically or horizontally maybe circle sss (10.0) yes yes I will help you I will help you yes please ssssss (2.0) no (3.0) yes Sanyi sit down please and Kriszti sit down and ő go to the blackboard Barbara and other David (6.0) yes it's ok (5.0) no (2.0) one two three four and no sss (19.0)
- 117 S : **de ez már megvan csak kéne még egy**
- 118 T : no sit down please
- 119 S : **jaj de jó**
- 120 T : yeah it's ok sit down (xxxx xxxx) (4.0) no it's ok it's ok ő read m everybody read bed it's all right door hair (xxxx) and who will find (2.0) Piri come here (8.0) yes it's all right eyes and chair
- 121 Ss : (xxxx xxxx xxxx xxxx) chair
- 122 T : chair what does it mean bed?
- 123 Ss : **ágy**
- 124 T : **ágy** and hair?
- 125 S : **szék**

- 126 T : and hair?
 127 S : **a haj**
 128 T : **haj** mhm door? (2.0)
 129 S : **ajtó**
 130 T : mhm cat?
 131 Ss : **macska**
 132 T : yes and eyes?
 133 S : **szem**
 134 T : **szem szemek** mhm and ö it's ok who will find ss who will find ö I mi ö don't so please ö who will find bath bath who will find bath
 135 S : **busz**
 136 T : not bus bath who will find (3.0)
 137 S : **megvan megvan megvan**
 138 T : Sanyi (4.0) ö no **a feladat az volt hogy ugye bekarikázzuk** circle **és ezt viszont én nem láttam sajnos szemüveg nélkül viszont akkor ezt elfogadom** bath yes it's ok and who will find ö witch witch (2.0) witch (2.0)
 139 S : **meg megvan megvan**
 140 T : ö Dávid
 141 S : **megvan**
 142 T : Dávid ss Dávid and who will find house house (3.0) house (3.0) **de arról volt szó hogy**
 143 S : **én tudom**
 144 T : **azért jelentkeztél mert tudod én azt hittem** Imi
 145 S : mmmm
 146 T : house **másik szó** house (3.0) yes it's all right
 147 S : **megvan megvan**
 148 T : house Gábor (2.0) yes (2.0) it's all right (2.0) yeah no nononono yes house no ö Gábor please spell this word h
 149 S : h o u ((u with Hungarian spelling))
 150 T : u
 151 S : u
 152 S : v
 153 S : v
 154 T : no don't disturb (2.0) s
 155 S : s e
 156 T : e it's ok it's ö house yes it's all right (5.0)
 156 T : no ö Kriszti please ö
 157 S : **video**
 158 T : video ((students laugh)) (3.0) ssssss (5.0)
 159 S : **ez ö mire másznak föl?**
 160 T : **ide föl tudsz állni nyugodtan fölállhatsz oda nyugodtan állj fel** (3.0) ssssss (9.0) **a kazettát beraktuk az benn van** ssssss (2.0) no
 161 C : Wilbur is a black cat again. He is very happy (4.0) Winnie waves her magic wand three times
 162 T : three times
 163 C : **abrakadabra** (4.0) now Winnie has got a yellow house (3.0) and a grey door the chairs are white the carpet is green the (xxxx) is blue and the bath is white and now Winnie can always see Wilbur (7.0)
 164 T : m song e we will hear and after ö we will hear ö cassette player mhm
 165 C : Winnie and Wilbur song Winnie the witch Winnie the witch Winnie the wonderful witch Wilbur the cat Wilbur the cat Wilbur the very black cat together they live they live they live they live in a beautiful house Wilbur and Winnie Winnie and Wilbur Wilbur and Winnie the witch
 166 T : yes it's ok yes it was csss it was the first part and (2.0) I will ö I will read the story and you have to translate yes and please hands up where is Wilbur (2.0) what does it mean where is Wilbur?
 167 S : ö **hol van** Wilbur
 168 T : mhm Winnie the witch lives in a big house in the forest Sanyi
 169 S : **erdőben van a ház**
 170 S : **a ház erdőben van**
 171 T : **és Winnie^**

- 172 S : Winnie
173 T : **Winnie a boszorkány az ott lakik** mhm the house is black with a black roof (2.0) Kriszti
174 S : **a ház fekete fekete a teteje**
175 T : it's all right the cupboards are black (2.0) na everybody work please Viktor (2.0) the cupboards are black (2.0) **szekrények**
176 S : **feketék**
177 T : mhm the chairs are black Kriszti
178 S : **a székek feketék**
179 T : the doors are black
180 S : **az ajtók feketék**
181 T : mhm the floor is black
182 S : **a padló fekete**
183 T : and the bed is black
184 S : **az ágy fekete**
185 T : even the bath is black even the bath is black black **még a fürdőkád is fekete** mhm Winnie lives in her black house with her cat Wilbur He's black too Bogi
186 S : (xxxx xxxx xxxx)
187 T : **a macska is fekete de előtte?**
188 S : (xxxx)
189 T : **fekete a macska is tehát Winnie a fekete házban lakik az ő macskájával** mhm Wilbur has got green eyes
190 S : **Wilburnek zöld a szeme**
191 T : yes it's all right when he sits on a chair with his eyes open
192 S : **a fotelben**
193 T : **amikor**
194 S : **kinyitja a szemét**
195 T : **kinyitja a szemét ugye nyitva van a szeme** Winnie can see him
196 S : **látja**
197 T : **látja^**
198 S : **Wilburt**
199 T : **őt vagy Wilburt** yes well she can see his eyes
200 S : **ha becsukja ha becsukja**
201 T : no well she can see his eyes
202 S : **meglátja**
203 T : **vagyis látja az ő^**
204 S : **szemeit**
205 T : **szemét szemét** but when Wilbur closed his eyes (2.0)
206 S : (xxxx xxxx)
207 T : mhm and goes to sleep
208 S : **és alszik**
209 T : **és elalszik ugye készül elaludni** mhm Winnie can't see him
210 S : **nem látja**
211 T : and she sits on him (2.0) and^ and^
212 S : **ráül**
213 T : sits on him **és** ő him **és ő ráül** ő when Wilbur sits on the floor when Wilbur sits on the floor mhm with his eyes open (2.0) yes Winnie can see him
214 S : **Winnie meg látja**
215 T : **látja őt** well she can see his eyes (2.0)
216 S : **ő látja a szemeit**
217 T : **az ő szemét** ő Zsolt try work please yes and don't talk but when Wilbur closes his eyes
218 S : **de hogyha becsukja a szemeit**
219 T : and goes to sleep
220 S : **és elalszik**
221 S : **és ő alszik**
222 T : Winnie can't see him
223 S : **el akar aludni**
224 T : Winnie can't see him
225 S : **nem látja**
226 T : mhm and she trips over him

- 227 S : **lesik**
228 T : **megbotlik benne** yeah it's oek mhm (6.0) ((teacher is turning the pages)) the next part Winnie is angry ö Bogi what does it mean angry? (7.0)non ö Bogi what does it mean? (2.0) mhm Viktor
- 229 S : **mérges**
230 T : m Winnie is angry
231 S : **Winnie mérges**
232 T : one day Winnie trips over Wilbur and falls own the stairs falls down the stairs (2.0) what does it mean stairs (2.0) stairs nonono **lépcső** falls down the stairs yes she is angry (3.0) she is angry yes mhm she waves her magic wand three times ((showing it))
- 233 Ss : **háromszor lengeti a varázspálcáját**
234 T : **abrakadabra** mhm now Wilbur is green now Wilbur is green
235 S : **Wilbur zöld**
236 T : yes (2.0) Imi Imi please ö Winnie can see Wilbur (5.0) Winnie can see Wilbur
237 S : **Winnie mérges Wilbur-re**
238 T : nonono **látja**
239 S : **Winnie látja Wilbur-t**
240 T : mhm when she sleep sleeps on a chair sleeps on a chair when^ (4.0)
241 S : **leül a székre**
242 T : no sleeps **alszik**
243 S : **alszik**
244 T : **amikor a széken alszik** Winnie can see Wilbur
245 S : **nem látja Wilbur-t**
246 T : can not can't can see Wilbur
247 S : **látja**
248 T : mhm when he sleeps ont he floor (2.0)
249 S : **leül a padlóra**
250 T : **amikor a fekszik alszik a**
251 S : **padlón**
252 T : **padlón vagyis lenn a földön ugye** she can see Wilbur when he sleeps on the bed on the bed
253 Ss : **látja**
254 T : **és ezt ő látja** mhm Winnie says (2.0) says says
255 S : **Winnie mondja**
256 T : **mondja mondja** mhm Wilbur (1.0) hm get off the bed get off the bed **menj le az ágyról menj ki az ágyra** mhm Winnie is angry Dávid
- 257 S : **Winnie ö**
258 S : **Winnie éhes**
259 S : **éhes**
260 T : no Attila please (3.0) **ezt az előbb te rontottad el és most csúnya voltál mert a** Dávidnak **rosszat mondtál** (3.0) **ezért haragszom** what does it mean Dávid Winnie is angry?
- 261 S : **Winnie mérges**
262 T : yes it's ok and I'm angry (2.0) Winnie is ö ö Winnie puts the Wilbur ö in the garden
263 S : **kirakja Wilbur-t a kertbe**
264 T : yes the garden is green the garden is green Sanyi
265 S : **zöld a kert**
266 T : the garden is green
267 S : **zöld a kert**
268 T : yes it's ok mhm and Winnie trips over the Wilbur
269 S : **át elesik**
270 T : yes
271 Ss : **Wilbur-ön elesik Wilbur-ön**
272 T : ö does three somersaults fla saults somersaults **bukfencet háromszor ugye bukfencezik** falls into a bush bush
- 273 Ss : **elesik bokorba**
274 T : yeah **beleesik a bokorba** mhm Winnie is furious
275 Ss : **mérges nagyon dühös**
276 T : she takes out her magic wand
277 S : **kiveszi**

- 278 T : takes out her magic wand
 279 Ss : **megfogja a varázspálcát**
 280 T : waves it four times
 281 S : **háromszor**
 282 S : **négyszer**
 283 T : one two three four times and and **abrakadabra** Wilbur has got red head
 284 Ss : **Wilburnek red piros a feje**
 285 S : **piros a feje**
 286 T : yes yellow body
 287 S : **teste**
 288 S : **sárga a teste**
 289 T : mhm a pink tail
 290 Ss : **rózsaszín a farka**
 291 T : Viktor
 292 S : **rózsaszín**
 293 T : mhm blue whiskers
 294 Ss : **kék a bajsza**
 295 T : **bajsza** and four purple legs
 296 S : **lila kék lába**
 297 T : **hát az a sötétbordó színű**
 298 S : **bordó**
 299 T : **a mi?**
 300 Ss : lába
 301 T : **lába a négy lába** yes but his eyes still green
 302 S : **de a (xxxx)**
 303 T : no but his eyes still green Imi
 304 S : **szeme zöld**
 305 S : **szeme zöld**
 306 T : **de a szeme az még mindig zöld** mhm now Winnie can see Wilbur
 307 S : **Winnie látja Wilburt**
 308 S : mhm when he sits on a chair
 309 S : **leül a székre**
 310 T : mhm when he sits on the floor
 311 Ss : **leül a padlóra**
 312 T : when he sits in the garden
 313 S : **odaül**
 314 S : **kert**
 315 T : yes it's ok and even when he climbs to the top of the tree
 316 S : **fölmege a fára**
 317 T : yes **amikor felmege** when he climbs ö ő to the top of the ö tree mhm (3.0) yes (10.0) ((chatting)) no we will ö listen the song and (5.0) ((chatting)) after we will sing ö with the cassette
 318 T& : Winnie the witch Winnie the witch Winnie the wonderful witch Wilbut the cat Wilbut
 Ss : the cat Wilbut the very black cat together they live they live they live they live in a wonderful house Winnie and Wilbur Wilbut and Winnie Winnie the wonderful witch ((teacher sings loudest students quietly))
 319 T : once more
 Betty Betty
 320 T& : Winnie the witch Winnie the witch Winnie the wonderful witch Wilbut the cat Wilbut
 Ss : the cat Wilbut the very black cat together they live they live they live they live in a wonderful house Winnie and Wilbur Wilbut and Winnie Winnie the wonderful witch ((teacher sings loudest students quietly))
 321 T : no we will listen once more ss ssssss (5.0) ss we will listen once more ö without ö text (4.0) ssss
 322 T& : Winnie the witch Winnie the witch Winnie the wonderful witch Wilbut the cat Wilbut
 Ss : the cat Wilbut the very black cat together they live they live they live they live in a wonderful house Winnie and Wilbur Wilbut and Winnie Winnie the wonderful witch ((teacher sings loudest students quietly))
 323 T : **sajnálom hogy Imi nem énekelt pedig biztos nem láttalak** (22.0) no sssss (11.0) no we will sing this song (2.0) yes thank you no we will sing this song

- 324 T& : Winnie the witch Winnie the witch Winnie the wonderful witch Wilbut the cat Wilbut
Ss the cat Wilbut the very black cat together they live they live they live they live in a
wonderful house Winnie and Wilbur Wilbut and Winnie Winnie the wonderful witch
((without music it is not great))
- 325 T : yes it's ok once more
- 326 T& : Winnie the witch Winnie the witch Winnie the wonderful witch ((teacher claps once))
Ss Wilbut the cat Wilbut the cat Wilbut the very black cat together they live they live they
live they live in a wonderful house Winnie and Wilbur Wilbut and Winnie Winnie the
wonderful witch ((without music it is not great))
- 327 T : no I will Barbara and Piri I will give you the mask Winnie or Wilbur you have to come
and colour yes ((chatting))
- 328 S : **hú ez egy démon** (4.0)
- 329 S : **ki kell színezn**
- 330 T : yes you have to cut cut **kivágni** yes and colour
- 331 S : **Macsek**
- 332 S : **Macskát**
- 333 Ss : **megkaphatom én én macskát akarok**
- 334 T : **egyet kap mindenki** ssss (20.0)

Lesson Kati 1

- 1 T : ok good **m**
- 2 S : **csoport vigyázz**
- 3 T : János János ok good morning everybody
- 4 S : good morning teacher
- 5 T : yes please
- 6 S : Kati **néninek tisztelettel jelentem hogy az osztály létszáma kilenc nem hiányzik semmi senki** ((laughter from pupils))
- 7 T : **neked semmi nem hiányzik nekem hiányzik egy kis napfény** that's right good come please to your place? **mi van?**
- 8 S : (xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
- 9 T : **abban volt a házi feladat?**
- 10 S : **nem a tankönyvben**
- 11 T : **és azt megcsináltad?**
- 12 S : **igen**
- 13 T : ok that's right **na** let's see it yes Dóra please
- 14 S : **a munkafüzetben volt a**
- 15 S : **ajjaj** (xxxx)
- 16 S : **a tizenharmadik oldalon**
- 17 T : **tizen^**
- 18 S : **^harmadik**
- 19 T : that's right good now let's start it Evelin please
- 20 S : North North East
- 21 T : North ((correcting pronunciation)) North East
- 22 S : North East
- 23 T : yes East
- 24 T : yes?
- 25 S : South East
- 26 T : South
- 27 S : South
- 28 T : East
- 29 S : South South West West North West
- 30 T : North West **még egyszer** Evelin please look at me yes North
- 31 S : North
- 32 T : South
- 33 S : South
- 34 T : East
- 35 S : East
- 36 T : West
- 37 S : West
- 38 T : w w ((showing this sound)) West once again North
- 39 T&S : South East
- 40 T : West
- 41 S : West
- 42 T : yes once again North
- 43 S : North
- 44 T : South
- 45 S : South
- 46 T&S : East
- 47 S : West
- 48 T : West that's right Móni go on please no
- 49 S : North
- 50 T : no read it further
- 51 S : north ö **ezt?**
- 52 T : yes
- 53 S : Where is Sidney?
- 54 T : Where is Sidney?

- 55 S : it's in the South East of Australia
56 T : Australia South East of Australia yes
57 S : where is Darwin?
58 T : Darwin? ((correcting pronunciation))
59 S : it's in the North of Australia
60 T : Australia yes Enik?
61 S : Where is Townhill? In the North East of Australia
62 T : Australia yes next one
63 S : where is Adelaide?
64 T : **igen**
65 S : It's in the South of Australia
66 T : South of Australia Tamás South East yes
67 S : where is Perth?
68 T : yes
69 S : it's in South
70 S : Perth
71 T : Perth
72 S : it's in South West of Australia ((wrong pronunciation))
73 T : Australia that's right Perth
74 S : Where is Canberra?
75 T : yes Canberra
76 S : Canberra
77 T : it's
78 S : it's in the North of Scotland
79 T : in the North of Scotland Scotland?
80 S : Scotland
81 T : Canberra is it in the North of Scotland? Zsoltikám North of **milyen ország van ide nagybetűkkel írva?**
82 S : Australia
83 T : Australia North of Australia **javítsd ki légy szíves az utolsót** Laci the last one please
84 S : where is Melbourne?
85 T : yes where is
86 S : it's in the South East of Australia
87 T : South East of Australia
88 S : **csak** East
89 T : jó rendben East of Australia **a következőt szeretném kérdezni tudja-e valaki melyik a fővárosa** what is the capital city of
90 S : (xxxx xxxx)
91 T : no no
92 S : (xxxx)
93 T : no
94 : Darwin
95 T : no
96 S : Perth
97 S : Camamber
98 T : Camamber Camberra a Camamber that's right Camberra that's it Camberra is the capital city of Australia Camberra **hogy hívják?**
99 Ss : Camberra
100 T : **nem az a legnagyobb városa Sidney és ott volt az olimpia és híres és minden** de a Camberra a capital city yes it's Camberra that's fine open your books please and let's see the (3.0) Geography lesson let's listen to it first yes listen carefully to the Geography lesson and then complete the information yes Evelin
101 C : ok ok quiet quiet sit down and open your book now your Geography tests from yesterday oooo ok ok Peter yes question one oh question one is how many countries are there in Great Britain yeah yes but what's the answer? Oh a four is that right? Karen no it isn't the answer is three very good Karen right oh Peter what are the three countries a England Scotland and Wales yes Wales England Scotland and Wales are the three countries very good Karen ok ok listen now question two how many countries are there in the United Kingdom? aa Jenny a three? no Jenny not three the answer's four now what are the four countries? Aa England yes Scotland aha mm Wales good

- ((good joke says the teacher)) and the fourth country is Karen Ireland a no no not quite all right quiet quiet ok ok listen the the fourth country int he United Kingdom is Northern Ireland very good ((Northern Ireland says the teacher)) ok so the four countries int he United Kingdom are England Scotland Wales and Northern Ireland good now question three how many coun
- 102 T : do you know how many countries are there in Africa? Africa you don't know of course you don't know I don't know either that's right so which are the four countries in the United kingdom can you tell me Evelin?
- 103 S : England Scotland Wales
- 104 T : and
- 105 S : and North Ireland
- 106 T : Northern
- 107 S : North reland
- 108 T : Norhern
- 109 S : Northern
- 110 T&S : Ireland
- 111 T : that's right what are the three countries in Great Britain? Móni
- 112 S : England Scotland and Wales
- 113 T : England Scotland and Wales that's right look at the map and please tell me where is London? it's in yes in he the
- 114 S : in the South East
- 115 T : of
- 116 S : ? England
- 117 S : it's in the South East of England where is aa Brighton? Brighton yes Zsolt where is Brighton? show itt to me please where is it in your map on your map yes
- 118 S : is it
- 119 T : in your map or on your map?
- 120 S : in the South
- 121 T : the South of of in the South of England that's right Tamás where is Camberra? ? Cardiff?
- 122 S : it is in
- 123 T : the
- 124 S : the South West of England
- 125 T : England that's right where is Swanzie? Swanzie
- 126 S : it's in the Swanzie is
- 127 T : is
- 128 S : int he West of
- 129 S : Wales
- 130 T : in the West (xxxx xxxx) **magyar**
- 131 S : of Wales
- 132 T : Wales yes in the South of Wales yes Evelin where is Belfast? Belfast
- 133 S : Belfast is in
- 134 T : the^
- 135 S : the
- 136 T : in the^
- 137 S : East
- 138 S : North
- 139 S : on the Northern Ireland
- 140 T : yes in the East of Northern Ireland
- 141 S : (xxxx xxxx)
- 142 T : **nem csak egyezetttek azért nézd meg mennyi van rajta ott még ott sincs minden** yes on the big map that's right where is let me see Aberdeen?
- 143 S : ?
- 144 T : it's^
- 145 S : it's in the Aberdeen
- 146 T : is^
- 147 S : in the North of
- 148 T : of^
- 149 S : of the East
- 150 T : of

- 151 S : of Scotland
152 T : Scotland that's right where is Glasgow? Luca
153 S : it's in the Glas Glasgow
154 T : Glasgow is^
155 S : Glasgow is Scotland
156 T : in Scotland Scotland here is the border is in the North of Scotland or in the South of Scotland?
157 S : Souh
158 T : in the South
159 S : of Scotland
160 T : South
161 S : of Wale
162 T : South^
163 S : South West
164 T : of^
165 S : Scotland
166 T : South Wet of Scotland that's right please tell me where is New Castle?
167 S : New Castle is
168 T : in the^
169 S : in the England
170 T : in England^
171 S : in England North
172 T : North this is North and North North^
173 S : East
174 T : East of England János where is (2.0) Cambridge?
175 S : it's in the Cambridge
176 T : Cambridge is^
177 S : Cambridge is South of England
178 T : it is South or a little bit South^
179 S : East
180 T : of South East of^
181 S : England
182 T : of England it's in the South East of England László where is Liverpool?
183 S : amm Liverpool
184 T : is
185 S : is ? North West és London
186 T : of
187 S : of London
188 T : of
189 S : England
190 T : London is a town England is the country North West of Liverpool **hát észak-nyugat nyugat itt van tehát ha egyenesen veszed akkor az**
191 S : **hát de én a**
192 T : it's North West a little bit yes ok of England yes that's right can you imagine I do not have the map of Hungary where is Budapest?
193 S : it's in the ? North of Hungary
194 T : in the North of Hungary where is Szeged or Pécs?
195 S : South
196 T : yes it's^
197 S : South
198 T : South of^
199 S : of Hungary
200 ST : in the South of Hungary that's right where is Sopron?
201 S : in the in the North West of
202 T : of
203 S : of Hungary
204 T : North West West of Hungary yes and where is Makó? Makó or Békéscsaba?
205 S : it' in the
206 T : the^
207 S : in South West

- 208 T : South^
 209 S : West of
 210 T : **nem** East East
 211 S : South
 212 T : South Est of of
 213 S : Hungary
 214 T : Hungary that's right good aa **úgy válaszolj nekem hogy melyik országban van** where is London?
 215 S : England
 216 T : It' in England
 217 S : England
 218 T : come to the blackboard and write please open your exercise book and write yes write please ? London is in England write it on the blackboard London is is in England **mi volt ez ja** London is in England that's right London is in England where is Edinburgh? (2.0) Edinburgh
 219 S : is in Scotland
 220 T : Edinburgh is in Scotland go and write please **fűzetbe írd szótárba** Edinburgh is in Scotland (4.0) is in Scotland (5.0) Edinburgh ((teacher trying to show spelling in Hungarian)) Edinburgh is in Scotland (8.0) yes **csak egy ember megy jó?** (3.0) that's right lesson?
 221 S : **kilencvenhat**
 222 T : ninety-six Edinburgh is in Scotland where is Brighton? Is it in the South or is it in the North? Enik? in the South or in the North?
 223 S : the South
 224 T : in the South Brighton is in the South of England come please in the South Brighton is in the South Brighton is (2.0) **i-vel írod** Brighton is gh is in the South (xxxx xxxx) is in the South (7.0) ((pupil writing the sentence on the board)) yes in the South **jól van** thank you very much where is the ? your book? is it on the table or under the table? the book is^
 225 S : the book
 226 T : is^
 227 S : is on the table
 228 T : on the table come Vivien and write the book is on the table here please the book is on the table (10.0) ((writing on board)) the book is on the table where is your pencil-box? it's^ (2.0) where is it? it's on the^
 229 S : table
 230 T : table vagy on the **hogy mondod ezt** desk the pencil-box is on the desk go János and write the pencil-box is on the desk (4.0) the pencil-box **kötőjellel írod** the pencil-box pencil-box (5.0) de box is on the desk desk that's right ok **egészen jól írtok egészen megdicsérlek benneteket hogy alig van benne hiba mondjuk a persze hogy a Brighton-t megnéztem meg az Edinburgh-ot nehéz leírni Edinburgh a földrajzi neveket ezért is gyakoroljuk őket de ügyesek vagytok** where are you now? are you at home or at school? are you at home or at school? are you at home or at school?
 231 S : em I at
 232 T : are you
 233 S : am
 234 T : you
 235 S : you are at school
 236 T : I'm at
 237 S : I'm at
 238 T : at school
 239 S : (xxxx xxxx xxxx)
 240 T : yes my question was László are you at school?
 241 S : I
 242 T : I
 243 S : am
 244 T : am
 245 S : at school
 246 T : at school come please **hát közösen sikerült** it's ö I am at school vagy ö we are at school I am

- 247 S : (xxxx?)
 248 T : **nem írd ki** I am (4.0) at (2.0) school (5.0) yes ö **hagyd őt majd boldogul** I am at school that's right and who is at home now? Is anybody at home Evelin? ö in your family from your family at home your mo is your mother at home?
- 249 S : no
 250 T : **otthon van anyukád?**
 251 S : yes no
 252 T : is your mother at home?
 253 S : no
 254 T : no she isn't at home my mother isn't at home is your mother at home?
 255 S : no she isn't
 256 T : is your mother at home?
 257 S : no she isn't
 258 T : is your mother at home?
 259 S : no she isn't
 260 T : is your mother at home?
 261 S : no she isn't
 262 T : and your
 263 S : no she isn't
 264 T : and your
 265 S : no she isn't
 266 T : my mother isn't at home Luca come and write my mother isn't at **mi az a Móni?**
 267 S : (xxxx xxxx)
 268 T : **anyukádnak a neve? Mónika? és mondtad hogy Móni?** ((laughter)) yes my mother **odafent kezdheted jó mindegy ahol van helyed** my mother (2.0) mother isn't isn't (2.0) at (1.0) home (2.0) mother **döntsük el hogy az ő vagy á?**
- 269 S : mm **ez ő akar lenni**
 270 T : **akkor jó** yes my mother isn't at home and go to your place thank you you know in English there are some prepositions on the table pencil-box is on the desk is in England in the South in Scotland yes **ban ben nem mindig egyezik meg a magyar magyarul vannak előljárók? nincsenek hova tesszük mi azt hogy Skóciá^**
- 271 Ss : ^**ban**
 272 T : ^**ban a végére ragnak tesszük azért nem mindig egyeznek meg ezek erre negyon kell vigyázni** at home at school yes **és magyarul hogy mondd I am at school? Hogy fordítod ezt le?**
- 273 S : **iskolában vagyok**
 274 T : ^**ban vagyok tehát vigyázatok mert nem in-t tehát** I am at school yes **nagyon vigyázatok ezekre meg hát kell tanulni olvassuk el közösen őket** the book is on the table
- 275 Ss : the book is on the table
 276 T : in Hungarian **magyarul**
 277 Ss : **a a**
 278 T : **a^**
 279 Ss : **a könyv az asztalon van**
 280 T : **megegyezik az on és az asztalon?**
 281 Ss : **igen igen**
 282 T : **igen kivételesen megegyezik tehát** the pencil-box is on the desk that's everybody
 283 Ss : (xxxx)
 284 T : the pencil-box^
 285 Ss : the pencil-box
 286 T& : is on the desk
 Ss
- 287 Ss : (xxxx)
 288 T : **yes**
 289 Ss : **a padon van**
 290 T : **a padon van ugye on rajta megegyezik ö mm mindenki az angol mondatot Laci nem beszél sz** London is in England everybody
- 291 Ss : London is in England
 292 T : in England London
 293 Ss : **angol ország**

- 294 T : **angol ország** ((smile))
- 295 Ss : **(xxxx) Anglia**
- 296 T : **Angliában van megegyezik?**
- 297 Ss : **nem**
- 298 T : **^ban in ^ban**
- 299 Ss : **((xxxx xxxx))**
- 300 T : **megegyezik ugyan az in az ^ban ^ben azt jelenti** Edinburgh is in Scotland mindenki
- 301 Ss : Edinburgh is in Scotland
- 302 T : **mit jelent?**
- 303 Ss : **Edinburgh Skóciában van**
- 304 T : **yes egyezik?**
- 305 Ss. : **igen igen**
- 306 T : that's right Brighton is in the South
- 307 Ss : Brighton is in the South
- 308 T : Brighton (1.0) **hol van?**
- 309 Ss : (xxxx) délen (xxxx)
- 310 T : **délen van ö legyetek**
- 311 Ss : (xxxx)
- 312 T : **igen délen van tehát nem egyezik meg ö London az I am at akkor ezt már mondtuk
hogy mondtad Laci magyarra? én iskolában vagyok angolul is mondjad**
- 313 S : I am
- 314 T : I am at school
- 315 S : at school
- 317 T : **tehát csengjen ez a füledbe mindenki I am I am at school mégegyszer**
- 318 Ss : I am at school
- 319 T : that's right my mother isn't at home
- 320 Ss : **ezt különválasztjuk ugye**
- 321 T : **ide leírom mégegyszer** ((writing it on the board)) (xxxx) isn't
- 322 S : **az én anyukám otthon**
- 323 T : **nincs otthon**
- 324 S : **nincs otthon**
- 325 T : at home
- 326 S : **otthon**
- 327 T : **hogy mondod? at home otthon**
- 328 Ss : yes my mother isn't at home **mindenki**
- 329 T : my mother isn't at home **édesanyám nincs otthon**
- 330 Ss : yes
- 331 T : **tehát az előjárókra nagyon kell vigyázni az angolban nagyon fontos szerepük van
olyan mint a ragok a magyar nyelvben de nem mindig egyezik meg például azt
mondom hogy the bus is in the street bár hallottam on the street-et is nagyon
sokszor in the street a helyes (xxxx) és hogy mondod a busz az**
- 332 S : (xxxx xxxx)
- 333 T : **az az hol van?**
- 334 Ss : in the street
- 335 T : **mi az a út út street út utca**
- 336 Ss : **utcán utcán van**
- 337 T : yes in the street in the sky in the picture what can you see in the picture?
- 338 Ss : (xxxx)
- 339 T : ((teacher pointing at the picture on the wall)) **Mit látsz a falon** in the picture ott
- 340 Ss : in the picture
- 341 T : **a képen mit látsz a képen a képen**
- 342 Ss : in the sky the plane is in the sky
- 343 T : **a repülőgép a az égen van** yes ((writing on the board)) **tehát az in ő kifejezés nem
mindig egyezik a magyar nyelvvel nagyon kell erre vigyázni jó hogy mondod azt
hogy ö illetve what is this? it is a pen what are these? these are pens**
- 344 Ss : these are pens
- 345 T : **írd fel nekem hogy** these are pens
- 346 Ss : Tamás come these are pens (1.0) yes this is a pen
- 347 T : **az pedig hogy van? Hogy írod? Gyere gyere Reni oda a kis táblára légy szíves**
Tamás (2.0) this is a pen yes these are pens these are pens **jól van ügyes vagy** this is a

- pen ((dictating)) (1.0) this is a pen **és akkor kérdezem hogy** what is that? ((pointing at)) Zsolt what is that what is that **mi az Enikőnél az a tarka meg zöld?** What is that? (1.0) **tolltartó a zöld** that is a (2.0) **tolltartó** Zsolt **veled beszélek mindenki beszél csak** Zsolt **nem** that is a that is a pencil case Yes **ide írod az egé**
- 348 S : (xxxx)
T : **az eszed és a kezed is mozogjon**
that is a pencil-box és what are those Lia?
Those are^ those are^
- 349 posters
- 350 S : posters
- 351 T : gyere **Luca** Those are pictures posters **mindegy** (2.0) pencil-box **ügyesen írtad úgy egy** ((smile)) Zsolt Zsolt **olvasd el** pencil
- 352 S : pencil
- 353 T : (xxxx xxxx xxxx)
- 354 Ss : Tamás ő
- 355 T : **próbáld leállítani magad jó? szóval? javítod ugye? ő Luca gyere ide ha itt állunk fordulj meg és akkor az itt van mellettünk vagy távolabb van? távolabb és akkor** these-t kell írni?
- 356 S : **és akkor** these-t kell írni?
- 357 T : **nem**
- 358 S : **de** ((another student))
- 359 S : **de**
- 360 S : **nem?**
- 361 T : **de ez egyes számban van hogy van többes számban a** these? these
- 362 S : **nem** those
- 363 T : **ó-val írod úgy** those are pictures **jó és akkor gyere vissza még egyszer** Luca **ezt hogy írjuk?** there
- 364 S : there there ő
- 365 T : **ez milyen betű benne ő** (xxxx)
- 366 S : **igen**
- 367 T : **és hogy kell írni?** that that
- 368 S : **de azt hogy kell írni?**
- 369 T : (xxxx)
- 370 S : **a betűvel**
- 371 S : **javítsd ki légy szíves** there is a pencil-box **és itt hiányzik egy n betű még a** yes pencil-box that's right **tehát tehát figyeljete** a that-**nek a többes száma a** those **figyelj ó-val írod? Luca és a these-**nek a this-**nek a többes száma a** these** ((writing on the board)) yes these **belehúztam a vonalat** these yes (2.0) no **akkor ezeket a szavakat kell nekem kiegészítenetek ide** (xxxx)**
- 372 T : **tessék beleírni**
- 373 S : this that those or these ((teacher is giving out photocopied exercises)) (3.0) Laci **neked nem jutott?** (xxxx)
- 374 T : **várjál várjál**
- 375 S : **mert ennyi van ahányan vagytok úgyhogy valahova elkavartam** (2.0) **nem lehet** (xxxx xxxx?)
- 376 T : **de lehet**
- 377 S : (4.0) **de nem lehet** ((teacher is trying to find one missing paper)) (9.0) **Kati néni ez a kettő** (xxxx xxxx xxxx xxxx xxxx xxxx xxxx) (10.0)
- 378 T : ((giving the book to the student to work from))
- 379 T : Laci **ceruzával dolgozol direkt a könyvben mert nem találom a kilencediket pedig biztosan megvolt** (xxxx) **nézd meg hányadik oldal? nálad van?**
- 380 S : (xxxx)
- 381 T : **nálad van?**
- 382 S : (xxxx)
- 383 T : **odaadtam neked?**
- 384 S : (xxxx)
- 385 T : **nem az**
- 386 S : **ötvenharmadik oldal**
- 387 T : nem nem
- 388 Ss : (xxxx xxxx xxxx)
- 389 T : **tessék biztos hogy kilencet majd előkerül? ide ceruzával írdjál bele mert ki akarom**

- radírozni csak halványan csak hogy neked is legyen Laci**
- 390 S : (xxxx xxxx?)
- 391 T : **jó ha vékonyan ír akkor igen** yes please (14.0)
- 392 S : (xxxx)
- 393 T : **kész vagy? nem még még Laci hátrányos helyzetben van mert később kapta meg a lapját (3.0) igen (6.0) csak ezt a négy szót kell behelyettesíteni nem kell írni hogy is meg** isn't Vivien (6.0) ready? **kész vagy?** (8.0) Charles **Károly** (4.0) yes are you ready? ((teacher going round checking))
- 394 S : (xxxx)
- 395 T : **igen?**
- 396 S : (xxxx xxxx?)
- 397 T : **oda van írva shoes neked csak egy van neki kettő van (5.0) igen** ((whispering)) **mondjuk miért nem (2.0) a kezükben van egy csomó minden**
- 398 S : (xxxx)
- 399 T : (xxxx) **hogy kérdezted meg?**
- 400 S : (xxxx xxxx xxxx)
- 401 T : **hát meglátjuk (34.0) yes the question? yes?**
- 402 S : (xxxx xxxx)
- 403 T : this is Charles yes this is Charles
- 404 S : this is Do Dorin
- 405 T : this is Dorin?
- 406 S : Dorin
- 407 T : Dorin this is **nem** this **hanem**
- 408 S : that
- 409 T : that is **az ott** that is Doris Evelin **nézd csak mikor m távolra mutatsz messzebb van tőled akkor ezt a szót használod** that that is Doris (2.0) yes **következőt**
- 410 S : who are those people?
- 411 T : who are those people? **kik azok az emberek?** those people yes those who are those people Enik?
- 412 S : this sandwich (xxxx xxxx)
- 413 T : this sandwich **egy van?**
- 414 S : **kettő**
- 415 T : **és akkor this? nem ezt használjuk?** ((pointing at the right word on the board))
- 416 S : **azt írtam**
- 417 T : **ja de nem azt mondtad** these these sandwiches are delicious János
- 418 S : what is that? ((students are reading the completed sentences. This is an excellent example how much extra knowledge the students need to follow the discourse. What is that? is the completed sentence the teacher translates it and then nominates Tamás. He is not supposed to answer the question what is that? an aquarium with fish in it, but to read the next completed sentence))
- 419 T : what is that? mi az? Tamás
- 420 Ss : **(most ez melyik?)**
- 421 T : **várjatok mert meg megnézem** what is that?
- 422 S : (xxxx)
- 423 T : that **persze mert ott van mi az ami ott van a akváriumban? Egy cápa mi van mi az ott?** what is that? **következőt tehát**
- 424 S : are you shoes new?
- 425 T : are **ezek** these **nem** you're and **nem** you **semmiképpen javítsd ki** are these shoes new? Yes **következőt** Zsolt
- 426 S : are those your coats?
- 427 T : are those (2.0) are (4.0) are these ez is these **ezek a te kabátaid?** are these **mutatom neked** your coat **jó** are these your coat **és az utolsó**
- 428 S : (xxxx xxxx xxxx xxxx)
- 429 T : that isn't^
- 430 S : my
- 431 T : **az ott nem az enyém** that isn't my coat **kijavította mindenki?**
- 432 S : (xxxx)
- 433 T : **igen? jó akkor kaptok még egy lapot amiben a házi feladatokat is benne lesz**
- 434 S : **sok**
- 435 T : the second one **ez a Londonos de ma ebből is volt abból is volt úgyhogy azért**

- hoztam** (2.0) yes (2.0) **tessék** ((teacher is giving out photocopies exercised))
mindenkinek jutott?
- 436 S : (xxxx) ((student is giving back the book))
- 437 T : **jó köszönöm szépen majd ezt kiradírozzuk megkeresem én a lapodat mert megvan biztosan fénymásoltam kilenc darabot belőle no ő és hogyha ő megnézitek** (9.0)
- 438 S : (xxxx)
- 439 T : yes ő **mindjárt a képekkel is boldogulunk** (2.0) **tehát az első feladatod az a b olvasd fel Zsolt hogy mit kell tenni vele** (2.0)
- 440 S : (xxxx xxxx) **használd a** there is there are
- 441 T : **szerkezetet az első a példamondat** em there is a book on the table there are three windows ((stressing the sound s)) **tagadva**
- 442 S : there aren't
- 443 T : aren't
- 444 S : aren't three windows
- 445 T : **mondj a kettő a kettést**
- 446 S : there aren't
- 447 T : two
- 448 S : two beds
- 449 T : there aren't two beds **írjátok** there aren't two beds Vivien **hármás**
- 450 S : there aren't (xxxx) chairs
- 451 T : **igen**
- 452 S : em
- 453 T : there no **ennek mintájára**
- 454 S : (xxxx)
- 455 T : **mondjad** Vivien
- 456 S : there isn't an
- 457 T : a dog
- 458 S : there isn't a dog on the chair
- 459 T : **semmit ne változtass csak tagadjad az igét** there isn't a dog on the chair yes
- 460 S : there is a can on the bed there is ő there isn't a cat on the bed
- 461 T : there isn't a cat on the black on the bed (4.0) yes Móni
- 462 S : (xxxx xxxx xxxx) there are aren't two magazines
- 463 T : there aren't two magazines **mi az a** magazine? what is a **maga**^
- 464 S : (xxxx)?
- 465 T : **képesűtség igaz** (5.0) **Laci**
- 466 S : there (2.0) are ő pencil-cases ő there aren't pencil-cases
- 467 T : there aren't pencil-cases (4.0) there aren't pencil-cases János
- 468 S : there is one TV ((Hungarian pronunciation))
- 469 T : TV there isn't ő one
- 470 S : there isn't ő one TV
- 471 T : there isn't one TV (3.0) yes
- 472 S : there is a computer on the desk there isn't a computer on the desk
- 473 T : there isn't a computer on the desk (10.0) yes Enik?
- 474 S : there are five pictures there aren't five pictures
- 475 T : **mégegyszer**
- 476 S : there aren't five pictures
- 477 T : that's right once again
- 478 S : there aren't five pictures
- 479 T : there aren't five pictures (3.0) yes
- 480 S : there aren't two chairs
- 481 T : yes there aren't two chairs (4.0) **a c lesz a házi feladatokat** ((reading the task))
egészítsd ki az alábbi Londonnal kapcsolatos kérdéseket használd a there is there are **szerkezet megfelelő alak kérdőalakját** is there a big park **kérdezzed** Vivien Evelint? **az osztályban hogy mit talál** is there a (2.0) **rám nézel az osztályban** is there a^
- 482 S : is there a ő ő (xxxx)
- 483 T : **egy tárgyat** is there a^
- 484 S : TV
- 485 T : TV in the classroom? yes or no?

- 486 S : yes
487 T : there is ö Luca **kérdezz valakit** ask somebody is there are there is there
488 S : is there ö (xxxx)
489 T : **akkor** are there pictures
490 S : are there pictures
491 T : in the classroom
492 S : yes ?
493 T : are **vagy** is **vagy** isn't **vagy** aren't? that is the question
494 S : ö
495 T : yes there (1.0) pictures
496 S : are
497 T : yes there are yes Móni ask ((wrong word)) somebody **kérdezz valakit**
498 S : is are there ö pictures in the class?
499 T : (xxxx)
500 S : yes there are
501 T : yes there are ask somebody else **aki nem volt még kérdezzed**
502 Ss : **engem engem**
503 S : Ő ő there
504 T : **így nem** are-**ral vagy** is-**zel kezd**ed ugye
505 S : are there (2.0) na
506 T : are there ö is there a map?
507 S : (xxxx)
508 T : is there a map in the classroom or are there maps in the classroom? **Válassz melyiket kérdezed**
509 S : maps
510 T : are
511 S : are there maps?
512 T : in the classroom
513 S : no there aren't
514 T : no there aren't? one two yes there are two maps **kérdezz tovább akkor de olyat aki nem volt még** Evelin
515 S : there are
516 T : are there
517 S : are there? desks
518 T : desks
519 S : desks
520 S : yes there are
521 T : there are ten desks **kérdezz tovább** Zsoltot **vagy** Jánost **mert ők még nem voltak**
522 S : there are
523 S : (xxxx)
524 T : **nem ők akik még soha nem voltak**
525 S : (xxxx xxxx xxxx)
526 T : yes there are **kérdezz tovább**
527 S : are there? black bird
528 T : board black bird ((smile)) black board yes there
529 S : there
530 T : yes there (1.0) are **mondjad yes yes**
531 S : yes
532 T : there are one? two
533 S : yes there are
534 T : yes there are that's right **inned folytatjuk következő órán** bye bye
535 Ss : good bye bye bye teacher (xxxx xxxx xxxx)
536 T : **ja jó hétvégét tényleg jó hétvégét**
537 Ss : (xxxx xxxx xxxx)
538 T : **hát nem találkozunk**
539 S : (xxxx)
540 T : **jól van semmi baj**

Lesson Kati 2

- 1 T : (xxxx xxxx)
 2 S : ((whispering something))
 3 T : **igen jó kint hallgatja Skóciában a Kriszta néni** (2.0) yes good what was your lesson Enikő for today
 4 S : ö
 5 T : István
 6 S : **a xxxx-re kérdéseket kellett írni és válaszolni**
 7 T : **jó** what is your first question
 8 S : is she a good girl yes she is
 9 T : is she a good girl? **ez volt a kérdés?**
 10 S : is there a good girl
 11 T : yes
 12 S : yes she is
 13 T : **jól van** Móni (xxxx) one
 14 S : is she from? no
 15 T : is she from (2.0) **hová való** is she from (3.0) **mit tennék a kérdés végére?** is she from
 16 S : (xxxx)
 17 T : Budapest Greece Peti **egészítsd ki zölddel légy szíves javítsd ki nagyon csúnyán írtad Móni kérlek szebben írd** is she from Greece (2.0) **mi a válaszd Móni?** what is your answer
 18 S : no it
 19 T : **nem it hanem**
 20 S : no it not
 21 T : **mivel kérdeztünk? figyeljete csak egy picit** is
 22 S : she
 23 T : she ((emphasizes she)) is from Greece
 24 S : no she isn't
 25 T : she ((emphasizes she)) isn't **ez a helyes** yes Luca
 26 S : is she at home ((corrects the pronunciation)) home? no she isn't
 27 T : is she at home? no she isn't Vivien
 28 S : are father and mother at home?
 29 T : are father and mother at home?
 30 S : yes they are
 31 T : yes they are **ügyes vagy**
 32 S : (xxxx xxxxx)
 33 T : **melyik a mondat?**
 34 S : I am her (xxxx)
 35 T : I am here
 36 S : you are (xxxx)
 37 T : I am her friend and **hogyan mondd?** I am her **mi az a her?**
 38 S : ?
 39 T : **övé** friend
 40 S : (xxxx)
 41 T : **mi a friend szó? tessék** Tamás friend my friend is your friend and your friend is my friend ((singing the words)) **hogyan van ez?**
 42 S : **barát**
 43 T : **barát én az ő barátja vagyok hogyan kérdezel erre a mondatra ő lássuk hogyan kérdezel rá tehát** I am her friend **én az ő barátja vagyok hogyan mondd? magyarul hogyan kérdezel rá? hogyan kérdezel rá?**
 44 S : her friend?
 45 T : **hát igen**
 46 S : am I?
 47 T : am I? **jó kinek a (1.0) kinek a barátja** am I
 48 S : her friend
 49 T : **jó** am I her **ügyes vagy Laci az óraszám nincs fent és ez zavarja** am I

- 50 S : (xxxx)
- 51 T : her friend (2.0) **tehát hogy van** Evelin?
- 52 S : am I her friend?
- 53 T : **így van am** I her friend **a barátja vagy** (2.0) Evelin (3.0) am I her yes I am János
- 54 S : is she at school now?
- 55 T : is she at school now?
- 56 S : yes she is
- 57 T : yes she is Tamás
- 58 S : is my English book is on the table?
- 59 T : **még egyszer helyesen hogy is van ez?** is my
- 60 S : my English book is on the
- 61 T : **még egyszer nem kell két is miért kell két is?** is my English book on ((emphasises on)) the table? no
- 62 S : no it isn't
- 63 T : no it isn't **tessék**
- 64 S : (xxxx xxxx)
- 65 T : **és nem csináltál megint házi feladatot Zsolti hát ez szörnyű (3.0) beírom az üzenődbe, hogy megint nincs házi feladatod itt az üzenőd? itt az ellenőrződ ő (3.0) van valami itt nálad? (3.0) nincs semmi**
- 66 S : (xxxx xxxxx xxxxx)
- 67 T : **hát nagyon örülök akkor legalább az üzenőjét hozta volna (2.0) és a napló ő(3.0) az sincs itt abba fogom beírni jó no ő m (2.0) áthozhatod a naplót menjél Tamás yes következőt László ennyi volt ez volt az még van egy nem?**
- 68 S : (xxxx xxxx)
- 69 T : now **ez most volt volt** is she at school now?
- 70 Ss : (xxxx xxxx) **nem azt én mondtam**
- 71 T : **az már volt** (2.0) she isn't at home isn't is she at home vagy isn't she at home **rendben van** open your books please
- 72 Ss : ((sounds of opening books children are coughing)) (10.0)
- 73 C : ((without any instruction the cassette starts))I am from Natio in Greece. I am sixteen years old
- 74 T : **bocsánat** (4.0) **elbeszéltek itt és nem állítottam be a kazettát** ((the teacher is searching on the cassette)) (12.0) **hát sajnálom elnézést kérek** ((searching)) (7.0) no
- 75 C : door
- 76 T : **ez az csak az elejéről** ((searching)) (6.0)
- 77 C : music
- 78 T : **tehát** in the classroom **mit is jelent** Enikő? in the classroom
- 79 S : **az osztályban**
- 80 T : **az osztályban** lássuk itt vannak tárgyak a képen mi az amit mi látunk itt az **osztályban?** what are the things in the classroom the objects the things Móni
- 81 S : blackboard
- 82 T : blackboard
- 83 S : lights
- 84 T : lights
- 85 S : Tv
- 86 T : Tv
- 87 S : windows
- 88 T : windows how many windows are there? **hány ablakunk van?** how many? **Egy nagy ablak két nagy ablak hármás ablak de kettő van** two windows **mondjad**
- 89 S : two windows
- 90 T : **igen**
- 91 S : a door
- 92 T : a door
- 93 S : (xxxx xxxx)
- 94 T : okay **tessék**
- 95 S : chair
- 96 T : chair László
- 97 S : desk
- 98 T : desk **mit jelent?**
- 99 S : **pad**

- 100 T : **mi az igen pad** Enikő
 101 S : radio
 102 T : radio (xxxx)
 103 S : pen
 104 T : pen **mi az a pen?**
 105 S : **toll**
 106 T : igen Evelin
 107 S : ruler
 108 T : ruler
 109 S : map on the wall
 110 T : map on the wall
 111 S : door
 112 T : door **azt már mondtuk** László
 113 S : wall
 114 T : wall yes that's right **hallgassuk meg hogy mi mindent mondanak ismételd a kiejtés nagyon fontos** pronounced the word (xxxx) the word the words
 115 C : (xxxx) 2 item 7 listen and repeat chair
 116 T& : chair
 Ss
 117 C : table
 118 T& : table
 Ss
 119 C : black
 120 T& : black
 Ss
 121 C : book
 122 T& : book
 Ss
 123 C : pen
 124 T& : pen
 Ss
 125 C : ruler
 126 T& : ruler
 Ss
 127 C : blackboard
 128 T& : blackboard
 Ss
 129 C : door
 130 T& : door
 Ss
 131 C : wall
 132 T& : wall
 Ss
 133 C : map
 134 T& : map
 Ss
 135 C : window
 136 T& : window
 Ss
 137 C : light
 138 T& : light
 Ss
 139 C : (music)
 140 T : **no nézzétek meg ezeket a képeket és alattuk lévő mondatokat** there is a blackboard in the classroom **mit is jelent ez a there is? azt jelenti hogy van igen van**
 141 S : **van egy fekete tábla**
 142 T : **van létezik található egy tábla a**
 143 S : **teremben**
 144 T : **a teremben igen a teremben van létezik található többes számban úgy mondjuk ezt hogy** there

- 145 T& : are ((the teacher emphasises: are))
Ss
- 146 T : there are **az is és** are **igéket** there are chairs there are four chairs in the classroom **na olvassátok velem együtt ezt a kettős feladatot** there is a blackboard in the classroom **mondjad**
- 147 Ss : there is a blackboard in the classroom
- 148 T : there isn't ((emphasises isn't)) a computer on the table
- 149 Ss : there isn't a computer on the table
- 150 T : there are four chairs
- 151 Ss : there are four chairs
- 152 T : there aren't three doors ((emphasises aren't)))
- 153 Ss : there aren't three doors
- 154 T : **meghallgatjuk ismételd a magnóval is**
- 155 C : (xxxx) item 8 listen: there is a blackboard in the classroom
- 156 Ss : there is a blackboard in the classroom
- 157 C : there is a computer on the table
- 158 Ss : there is a computer on the table
- 159 C : there are four chairs
- 160 Ss : there are four chairs
- 161 C : there aren't three doors
- 162 Ss : there aren't three doors
- 163 C : now listen and repeat
- 164 T : **ismételd még egyszer**
- 165 C : there is a blackboard in the classroom
- 166 Ss : there is a blackboard in the classroom
- 167 C : there is a computer on the table
- 168 Ss : there is a computer on the table
- 169 C : there are four chairs
- 170 Ss : there are four chairs
- 171 C : there aren't three doors
- 172 Ss. : there aren't three doors
- 173 C : music
- 174 T : **következő feladatokat hogy megállapítsátok hogy** true or false **mi az a true?** what is true
- 175 S : **igaz**
- 176 T : **igaz és a false**
- 177 S : **hamis**
- 178 T : **hamisak-e a következő mondatok olvasd fel Vivien a példamondatot és a választ rá** example please and the answer
- 179 S : there is lamp there is a lamp in the classroom (5.0) true
- 180 T : true **tehát melyik képet nézzük az alsó kettő közül a felső képet igen ó jó ó Móni**
- 181 S : there is a girl in the classroom it's ő false
- 182 T : false **egy f betűt írsz mellé Luca**
- 183 S : there is a window (4.0) true
- 184 T : **hááát egy ablak van ó nézd csak meg azt a képet**
- 185 S : false
- 186 T : false **pontosan** (3.0) Enikő
- 187 S : there're two doors (2.0) false
- 188 T : false (2.0) Laci
- 189 S : there isn't a women (2.0)
- 190 T : **igaz vagy hamis ó**
- 191 S : true
- 192 T : true? **nincs mi az a women?**
- 193 S : **nő**
- 194 T : **nő nincs egy nincs nő az osztályteremben van?** (2.0) **hamis?**
- 195 S : **nem ez igaz**
- 196 T : **ez igaz egy férfi van a teremben nézd meg a képet** look at the picture **nézd meg a képet** look at the picture there isn't a women in the classroom there isn't a women in the classroom ((emphasises isn't)) yes **következőt** Evelin
- 197 S : there aren't two tables (6.0) őő false

- 198 T : there aren't two tables **nincsen két asztal** Evelin **szerinted ez hamis vagy igaz?** true or false?
- 199 S : false
- 200 T : false **jó** János
- 201 S : there aren't four chairs
- 202 T : there aren't four chairs
- 203 S : true
- 204 T : true **nincsen négy szék** yes
- 205 S : **de van ott szék**
- 206 T : **azon a képen amit nézünk nincsen**
- 207 S : **felső képen**
- 208 T : **felső képet nézzük és azon csak kettő szék van és kettő asztal (4.0) látod kettő közül a** look at one picture ask and answer **nézünk egyet a képek közül most nézzétek a fordított képet** is there? no Zsolt **próbálj meg kérdezni** is there?
- 209 S : is there a map? (3.0)
- 210 T : a map a map in the classroom
- 211 S : classroom
- 212 T : **na ki válaszoljon neked hogy van-e térkép az osztályban** yes there is or no there isn't **ki válaszoljon** Zsolt?
- 213 S : Laci
- 214 T : Laci
- 215 S : yes there is
- 216 T : yes there is **látod a fordított képet nézzük a harmadikat ezen a lapon mindenki azt nézi?**
- 217 S : **igen**
- 218 T : look at the third picture picture number three yes Móni
- 219 S : are there light
- 220 T : are there **akkor nem a light-ra kérdezzük hanem?**
- 221 S : lights
- 222 T : **úgy van ügyes vagy** are there lights in your picture? **vannak-e lámpák a képeden?** Evelin yes **nézd csak meg a választ mert oda van írva (2.0) a második kérdés válasza közül válaszd a helyeset** yes they are vagy no they aren't **melyik a**
- 223 S : yes they are
- 224 T : yes they are **mást kérdezz** Luca
- 225 S : is there floor (xxxx)
- 226 T : a floor **padló vagy virágra gondolsz?**
- 227 S : floor
- 228 T : floor **padlóra tessék** flower **azt hittem hogy a virágot**
- 229 S : (xxxx)
- 230 T : no it isn't **hát van padló vagy padlószőnyeg vagy mi az a rózsaszín** yes it is **jó Vivien kérdez és János válaszol**
- 231 S : (xxxx)
- 232 T : **vagy az** is there-**rel kezdted vagy az** are there-**rel de ha**
- 233 S : are there door
- 234 T : are there?
- 235 S : are there? (2.0)
- 236 T : are there? **egy tárgyat tárgyakat mondjál mert többes számban kérdez** are there
- 237 S : are there
- 238 T : **válassz ki valamit** Vivien
- 239 S : table
- 240 T : **de nem lehet** table **mert are-ral kérdeztél vannak-e**
- 241 S : are there (2.0) tables?
- 242 T : **igen Tamás csak nem szólsz közbe** tables **helyesen mondta csak rendetlen volt** are there tables
- 243 S : tables
- 244 T : in the
- 245 S : in the
- 246 T : picture **na szólíts valakit hogy válaszoljon neked (2.0) Móni (3.0) are there tables in the picture?**
- 247 S : yes there are

- 248 T : yes there are **szerintetek miért rossz ez a kérdés**
- 249 S : (xxxx)
- 250 T : **ja nem asztalokat kérdeztél ugye asztalokat kér jó volt a kérdésed igen igen Evelin kérdezzél**
- 251 S : is there a blackboard in your picture?
- 252 T : is there a blackboard in your picture? **kit szólítasz?**
- 253 S : Luca
- 254 T : ask Luca
- 255 S : there
- 256 T : there (3.0) is–**zel** **kérdezett**
- 257 S : yes there is
- 258 T : yes there is **tessék**
- 259 S : (xxxx xxxx) **ki lehet jelenteni?**
- 260 T : **hát ki lehet jelenteni de ha kérdeznek akkor nem azt mondod hogy true hanem kérdezik hogy van egy szék az asz**
- 261 S : (xxxx xxxx xxxx)
- 262 T : **persze**
- 263 S : is there a blackboard blackboard on the floor
- 264 T : oh ye Tamás is there a blackboard on the floor? yes there is **nem azt kell válaszolni yes there is tehát nem ő nem Enikőnek mondtam mikor válaszolunk hogy megkérdezik hogy van-e szék az osztályban hamis hát ez nem válasz akkor erre válaszo írjuk ezt le először a szótárba a there is there are utána a füzetet nyitjátok ki open your vocabulary first tehát a there is ((she writes on the blackboard)) van (3.0) létezik (4.0) található (5.0) a there are pedig mit is mondtunk ki tudja?**
- 265 S : **vannak**
- 266 T : **igen vannak ((plane sounds from outside)) hu de alacsonyan jött ez a repülő léteznek (3.0) és találhatóak ((she writes on the blackboard)) (7.0) hogy is tagadjuk ezeket?**
- 267 S : no there aren't
- 268 T : there isn't és there aren't **tehát a tagadást aláírom there isn't ((writes on the blackboard)) (3.0) és there aren't? hogyan kérdeztem ezekkel úgy hogy mindig az ígét eléteszem are there? is there? yes? (4.0) ezt a szótárba a kis tábla tudjátok mindig a szótárá there is there are (5.0) leírtátok? are you ready? no akkor a füzetbe tehát fölírod címnek azt hogy there is there are ez ilyen nagyon angolos mondatkezdés e nélkül is el tudnám képzelni a mondatot de ez a there is there are így sokkal angolosabb például mondjatok egy példát there is a mi van a mi osztálytermünkben?**
- 269 S. : there
- 270 T : there is a
- 271 S : blackboard
- 272 T : blackboard **jól van Evelin there is a blackboard in our classroom in the classroom hogy ne komplikáljuk még az our-ral there is írja mindenki velem együtt there is a (2.0) blackboard ((she is writing on the blackboard)) (5.0) in the classroom (6.0) jó hogyan tagadod? nincs is táblánk tagadjuk le**
- 273 S : (xxxx)
- 274 T : **tessék?**
- 275 S : there isn't blackboard in
- 276 T : there isn't a blackboard in the classroom there isn't is not **vagy röviden isn't a blackboard (6.0) in the classroom ((she is writing on the blackboard)) (4.0) Zsolt te hova írod?**
- 277 S : **füzetbe**
- 278 T : **füzetbe? És akkor hogy nincs házi feladatod vagy hogy van ez?**
- 279 S : (xxxx xxxx xxxx)
- 280 T : **dehogyan ide van leírva neki a múlt órai mondatok csak nincs kész fekete pontot írd be neki (2.0) ki írja ki jegyzi a házit? Móni**
- 281 S : (xxxx xxxx)
- 282 T : **jó majd ha leírtuk ezt jó? tehát there isn't a blackboard hogyan is kérdeziünk erre? nézzétek meg tehát azt mondom hogy a kifejezés there is vagy there is not ugye röviden ez az isn't (2.0) nagyon fontos hogy ezt tudjuk hogy kérdeziünk rá? van-e tábla ebben az osztályban? csak Móni**

- 283 S : (xxxx)
- 284 T : **mindig jár a szád kérdezetlenül na mondd akkor (1.0) még egyszer**
- 285 S : is there
- 286 T : is there a **fejezd is be**
- 287 S : is there a blackboard in the classroom?
- 288 T : **úgy hogy volt Móni?**
- 289 S : is there a blackboard in the classroom?
- 290 T : okay **írjuk tehát az is–zel kezdjük (2.0) there a blackboard ((she is writing on the blackboard)) (5.0) in the classroom? (5.0) és kérdőjel van a végén szinessel írjátok hogy tudjuk hogy a kérdésnél megfordítjuk ugye? is there a blackboard in the classroom na ki válaszol erre? (2.0) röviden**
- 291 S : yes there is
- 292 T : yes there is ((writes on the blackboard)) (4.0) **jó a többes számú kifejezés hogy van? (3.0) there**
- 293 Ss : are
- 294 T : are **valami mi van az osztályunkban?**
- 295 S : (xxxx)
- 296 T : **ha are akkor több tárgy**
- 297 S : lights
- 298 T : lights there are lights in the classroom ((writes on the blackboard)) yes **után mindig vessző van there are lights (4.0) in the classroom már unom ezt a classroom in the room a szobában is vannak lámpák tehát there are figyelj rám egy picit there are utána mindig többes számú főnevet használok nézd meg kiemeltem az s–t tehát there are lights hogyan mondd? there are**
- 299 T& : lights
Ss
- 300 T : there aren't lights **tagadás** ((writes on the blackboard)) there aren't (2.0) lights **vagy** are not (3.0) lights (3.0) in the room (4.0) in the room there aren't **vagy** are not lights in the room **hogyan kérdezek rá?** mondjad
- 301 S : are there lights in the classroom?
- 302 T : are there lights in the classroom? **ide fölülre írom hogy egybe meglegyen az egész tehát** ((writes on the blackboard and saying what she writes)) **tehát** there aren't (2.0) **vagy** are (3.0) are there (2.0) lights (3.0) in the room? (4.0) are there lights in the room? **ki válaszol rá? nem** Tamás János
- 303 S : no there aren't lights
- 304 T : in the room no there aren't **legyen** no what there aren't (2.0) **rövid válasz** no there aren't **tehát nagyon vigyáztok ha are van akkor** lights chairs desks pens ((emphasise)) **és így tovább** yes? (21.0) **ő a házi feladatokat is ezzel kapcsolatos lesz a vocabulary a munkafüzetnek a tizenkettedik oldalán ahol ezt fogjátok gyakorolni there are there is are there is there tizenkettedik oldal (4.0) tehát a munkafüzet workbook page ((writes on the blackboard)) ez a házi feladat (8.0) no még amivel adótotok vagyok az előző oldalon ugye vettük a nagybetűs szavakat ismétljük át mit is írunk nagy betűvel az angol nyelvben ő Eszter**
- 305 S : **név**
- 306 T : **név** yes
- 307 S : (xxxx) I
- 308 T : **neveket ja hogy I én mondat közepén is nagy betűvel írjuk**
- 309 S : months of the year
- 310 T : **hogy** months of the year **hónapokat**
- 311 S : (xxxx)
- 312 T : (xxxx) **még mit írunk nagy betűvel ő**
- 313 S : days of the week
- 314 T : days of the week
- 315 S : countries
- 316 T : **hát igen földrajzi neveket** countries and geographical names
- 317 S : days of the week
- 318 T : days of the week that's right **mondtuk már**
- 319 S : personal pronoun
- 320 T : personal pronoun **de csak melyiket? melyiket? (2.0) melyiket?** personal pronoun **hogyan megtanulta angolul melyiket?**

- 321 S : I
322 T : **I csak azt hogy én az angolok magukat tisztelik meg miért?**
323 S : I don't know
324 T : I don't know ((she is laughing)) **de az ént azt nagy betűvel írják az I mondat közepén is nagy betűvel van jó ő a következő kérem szépen egy néhány képet találtok itt ahol this that és these those szavakat kell behelyettesíteni mit is jelent ez a this?** Vivien
- 325 S : (xxxx)
326 T : this this this
327 S : **ez**
328 T : **és a** that?
329 S : **az**
330 T : so **hát mondom hogy** this is a
331 S : **ez a**
332 T : pen és that is a poster **vagy picture ugye?** this és that **hogy van ennek a többes száma? ha emlékeztek rá ?** this is **többes számban** (2.0) these
- 333 S : are
334 T : are **hosszan ejted** these are és those are ((emphasises the pronunciation)) **ezt leírod** these are és those are **tehát this ez** these **ezek** ((she is writing on the blackboard)) **that az és those azok** (3.0) yes? (7.0) **egy-egy példamondatot írunk vele** one sentence with each of them **egy-egy példamondatot** one sentence with each of them yes? this is a (2.0) ((she is writing on the blackboard)) **a villanyt már annyit használtuk**
- 335 S : map
336 T : **a map az rövid** these are ((writes on the board)) maps yes? **Tehát a** these (2.0) **után** are **van és a** this **után is van aztán** that is a poster és those are posters **ugyanaz a dolog van vele sajnálom hogy most egymás után ezt a két közel álló kifejezést használjuk de** (4.0) **tehát** this is **ez egy térkép** these are **hogy is fordítjuk?** these are maps
- 337 S : **az azok**
338 T : **nem** (2.0) **itt van közel hozzám** these are maps **nem egy van hanem kettő mondjuk**
339 S : **ezek az asztalok**
340 T : **ezek a nem** map **az térkép**
341 S : **ezek térképek**
342 T : **ezek térképek**
és akkor that is a poster
- 343 S : **azok** (xxxx)
344 T : **és** those are **ott szemben velem messze azok** posterek **látjuk a képek alapján az első a** this is an apple **a hatos feladatnál és a második?**
- 345 S : those are
346 T : those are buses **jó az egyes képet mondjad** Tamás (2.0)
347 S : this is an apple?
348 T : **nem** (2.0) **alatta**
349 S : (xxxx xxxx)
350 T : **nézd meg hány van ott ő** (3.0) **több van tehát hogy mondjuk ő** (2.0)
351 S : these are
352 T : these are **gyere Tamás és írd fel a táblára** these are hamburgers come to the blackboard and write these are hamburgers these **a füzetbe írad** Vivien these are hamburgers (13.0) these are hamburgers (10.0) ((the student is writing on the blackboard)) hamburger **úgy van írva?** hamburg **az egy város és nem lumburg hanem há betű na jó próbáld csak meg** hamburger these are **külön írva hamburgers jól van következőt kérem a kettes képet**
- 353 Ss : (xxxx xxxx)
354 T : **nem** this mert messze mutatja a szoba másik része **hogy van?**
355 Ss : these
356 T : **nem** (2.0) **az**
357 Ss : those that
358 T : that that is a that is a
359 Ss : (xxxx)
360 T : **gyere** Luca come to the blackboard and write
361 V : ((someone is entering in the classroom)) **bocsánat**

- 362 T : **semmi baj, nem jöttünk érte csak be akartam írni hogy megint nincs házi feladata és nincs ellenőrzője és nincs üzenője mert az ellenőrző a tanító néninél van** ((she is laughing))
- 363 V : (xxxx)
- 364 T : **ugye? szia**
- 365 V : **csókolom** ((the visitor leaves)) (4.0)
- 366 S : **mi volt a mondat?**
- 367 T : **hát ez az mi volt a mondat? a tanító nénitek sem zavar?**
- 368 S : that is a computer
- 369 T : that is a computer (6.0) **jó mondjad a következőt**
- 370 S : (xxxx xxxx xxxx)
- 371 T : that is a (6.0)
- 372 S : (xxxx)
- 373 T : **várjál nézzük meg**
- 374 Ss : friends (4.0)
- 375 T : **na most messze állnak akkor hogy mondod?**
- 376 S : those
- 377 T : those are friends **gyere írd föl**
- 378 S : ((the student is writing on the blackboard)) (18.0)
- 379 T : **hányadika van ma? tizenkettő** ((students are laughing)) (12.0) **várjál** ő friend **barát**
- 380 S : **francia**
- 381 T : **francia barát de azt is e-vel írod friend tehát** (3.0) **tehát** those are friends **mondhatod a következőt** Vivien
- 382 S : ő this is a **pizz** pizza
- 383 T : this is a pizza (6.0) this is a pizza ((the student is writing on the blackboard)) (10.0) this is a pizza **jól van hát ezt még gyakoroljuk amit most szeretnék hogy** (4.0) **hogy lássam hogy jól van-e beállítva** (4.0) ((she is searching on the cassette)) **bocsánat nálunk ilyen a TV hogy** (4.0) **emlékeztek-e erre?**
- 384 C : one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more
- 385 C&T : one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more
- 386 C : one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more
- 387 T : **mondjad**
- 388 C&T&Ss : one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more
- 389 T : that's why **no ezt úgy játszuk hogy gyere ide** Laci **kérem a** (xxxx)-t **és az én egyik kezemmel az elsőt nagyon jó egy két há**
- 390 T&Ss : one potato two potato three potatoes four five potatoes six potatoes seven potatoes more **kiesett** ((the teacher speeds up)) one potato two potato three potato four five potatoes six potatoes seven potatoes more **kiesett** one potato two potato three potato four five potato six potatoes seven potatoes more **kiesett** one potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more **lássuk hogy ki lesz a győztes** one potato **ez következik ugye?** One potato two potatoes three potatoes four five potatoes six potatoes seven potatoes more **nagyszerű az egyik kezedet tedd ki csak ugye mondjátok mert az a lényeg én jövök ugye?**
- 391 Ss : **igen**
- 392 T&Ss : one potato two potatoes three potatoes four four five potatoes six potatoes seven potatoes more one potato two potatoes three potatoes four four five potatoes six potatoes seven potatoes more ((more and more kids are getting involved and they can say it better)) (xxxx) **nyert néztek ő volt az ügyesebb igen**
- 393 S : **úgy játszották hogy el kell menni előle**
- 394 T : **el kell menni előle?**
- 395 Ss : **aki bent marad utoljára az a fogó**
- 396 T : **az a fogó mit jelent a potato az a kérdés**

- 397 Ss : **burgonya**
- 398 T : **burgonya és a more még több burgonya szervusztok házi feladatotok meg van tanuljátok ezt a két oldalt bye bye mutasd jaj de szép mi ez?**
- 399 S. : **ö hát ez**
- 400 T : **tégla?**
- 401 Ss : (xxxx xxxx xxxx) **nem téglá ilyen (xxxx)**
- 402 T : (xxxx) **igen** bye bye **ügyesek voltatok ma (2.0) ugye milyen ügyesek?**
- 403 R : **nagyon jók voltak**
- 404 T : **igen** Tamást **kell visszafogni időnként de hát ez van jó volt**
- 405 R : **van ilyen**
- 406 T : good bye bye bye **nektek is jaj de még találkozunk még pihenjete is közben szervusztok Enikő csukd be légy szíves az ajtót mert huzat van tudod**
- 407 R : **nagyon jó volt**
- 408 T : **hát mit mondjak szóval**

Lesson Kati 3

- 1 T : aa that's right good so aa this this ö
- 2 S : **Kati néni becsukhatom az ablakot?**
- 3 T : yes are you cold? **becsukhatod csukjad** be close it (2.0) yes that's right ö (xxxx xxxx) with your progress diary which is ö a revision (5.0) yes so write please in your book I am I'm the second one Margit is ö the first yes first exercise you are ((students are using an extra grammar exercise book))
- 4 S : you are
- 5 T : you're yes you're number three Bernadett (2.0) ö (4.0) ö (3.0) yes
- 6 S : she is she's
- 7 T : Ági
- 8 S : you are you're
- 9 T : yes Erna (4.0)
- 10 S : you
- 11 T : e **igen** she is **megvan következő**
- 12 S : he
- 13 T& : is ((teacher puts emphasis on the sound s))
S
- 14 T : he's that's right Bettina (3.0) she he^
- 15 S : it is
- 16 T : it is^
- 17 S : it's
- 18 T : it is it is it is (xxxx) Zoltán she is he is it is you are^
- 19 S : we are
- 20 T : we are^ **és a**
- 21 S : they are
- 22 T : **és az utolsó?**
- 23 S : they are
- 24 T : they are **és** they are that's right they are **és** they are (7.0) that's it Franciska this is^
- 25 S : this is
- 26 T : a^
- 27 T& : this is a^
S
- 28 S : book
- 29 T : this is a book (8.0) ((teacher writing sentence on board)) this is a book (4.0) yes this one ö Bernadett
- 30 S : that is that a radio
- 31 T : that is a radio (9.0) yes
- 32 S : these are pencils
- 33 T : these are pencils ((emphasis on last s)) yes these are pencils
- 34 S : **Kati néni nekem idáig van és** (xxxx xxxx)
- 35 T : **ne azt az egy lapot már írjad a füzetbe akkor** (2.0) **ez nagyon rossz hogy csak ilyen keveset fénymásoltok egyszerre szerintem jobban jártál volna ha megveszed ezt a könyvet de megy el a a (xxxx)-be Krisztina és nem vette meg a könyvet hát mondjuk elég drága is volt de hát nem tud dolgozni mindig csak egy-egy oldalt fénymásolnak neki** yes **tessék**
- 36 S : those are pictures
- 37 T : those are pictures (9.0) those are pictures (7.0) yes? Robi
- 38 S : there is a book
- 39 T : there is a book on the^
- 40 S : table
- 41 T : desk (3.0) **jaj megint a vizet engedik** ((loud sound from the wall)) (8.0)
- 42 S : **Kati néni**

- 43 T : **mi?**
- 44 S : **mibe engedik a vizet?**
- 45 T : **hát vederbe engedik a másik csapból a vizet és a megremeg az egész rendszer egyszer ki fog pukkadni a cső**
- 46 Ss : úúúúúúúú
- 47 T : yes yes yes that's ok aa there is there are Margit
- 48 S : there are three^
- 49 S : pens
- 50 T : there are^
- 51 S : three pens
- 52 T : three pens ((emphasis on last s)) (6.0) Levente (6.0)
- 53 S : is there is there a pencil-box?
- 54 T : is there a pencil-box?
- 55 S : **nem volt**
- 56 T : **nem baj majd mindjárt pótoljuk az isn't és aren't-et is és Levente ne lapozd megint a könyvedet** yes (xxxx)
- 57 S : there isn't a dog under the desk
- 58 T : isn't a dog under the desk yes there isn't a dog under the desk (3.0) Dia
- 59 S : there aren't? pencils under the table
- 60 T : aren't pencils under the table **vagy** on the table under **is jó mindegy** (9.0) ((teacher writing on the board)) yes? **nagyon aktív vagy Bernadett mi történt veled? nagyon örülök neki mondjad**
- 61 S : are there a book?
- 62 T : are there **ez nem jó miért nem jó** Bernadett?
- 63 S : are there books?
- 64 T : are there books
- 65 S : are there books
- 66 T : under the desk in the on the shelf are there books under the **x-szel az megbuksz** under the shelf? **nem a tárgyhoz tartozik** Robi please **majd a végén tudom hogy elmeséljük az órát jó** ő name five things in the classroom one Robi in English please
- 67 S : aa door
- 68 T : door
- 69 S : blackboard
- 70 T : blackboard
- 71 S : (xxxx)
- 72 T : (xxxx)
- 73 S : ö chair
- 74 T : chair
- 75 S : pencil-box
- 76 T : pencil-box
- 77 S : table
- 78 T : table
- 79 S : television
- 80 T : television
- 81 S : ö cupboard
- 82 T : cupboard
- 83 S : blackboard
- 84 T : blackboard ((teacher tapping board))
- 85 S : wall
- 86 T : wall
- 87 S : map
- 88 T : map
- 89 S : children
- 90 T : children **hát a lényeg** yes **és hogy mondod másképpen ezeket az emberkéket akik**
- 91 S : people

92	T	:	people vagy
93	Ss	:	students
94	T	:	students that's right children másikat tessék another way (3.0) yes
95	S	:	teacher
96	T	:	teacher mondtuk Levente
97	S	:	mmm picture
98	T	:	picture
99	S	:	video ((pronounced almost in Hungarian))
100	T	:	window
101	Ss	:	video ((pronounced in Hungarian))
102	T	:	ja video video
103	S	:	lamp
104	T	:	lamp
105	S	:	map
106	T	:	ma az már volt
107	S	:	cassettes
108	T	:	cassettes yes please
109	S	:	book
110	T	:	book
111	S	:	poszterek
112	T	:	posters (2.0) Ági
113	S	:	nem nem tudom mondani radiottor
114	T	:	radiator erre gondolsz yes
115	S	:	cassette recorder
116	T	:	cassette recorder
117	S	:	ra radio
118	T	:	ezt már mondtuk többször is yes
119	S	:	light
120	T	:	light no more?
121	S	:	ruler
122	T	:	ruler
123	S	:	dictionary
124	T	:	dictionary yes please
125	S	:	notebook
126	T	:	notebook
127	S	:	pencil
128	T	:	pencil
129	S	:	connector
130	T	:	yes plug- nak mondjuk
131	S	:	rubber
132	T	:	rubber ok that's right hát ez több mint öt ö volt ez már hat is yes
133	S	:	ruler
134	T	:	ruler yes egyedül Levente nem mondott
135	S	:	de mondott cassette recorder
136	T	:	cassette recorder bocsánat te is mondtál jól van rendben van tehát these are things in the classroom so aa she is from England what is your question for this?
137	S	:	where is she from?
138	T	:	where is she from? (6.0) where is she from? (4.0) yes Bernadett
139	S	:	he is from Spain
140	T	:	he isn't from Spain he vagy she? he isn't from Spain he is from Greece (2.0) no he isn't from Spain he is from Greece what is your question Bernadett? (2.0) yes
141	S	:	he is he from Spain?
142	T	:	is he from Spain? no he isn't from Spain he is from Greece he isn't from Spain he is from Greece (6.0) Bálint good morning what is the next one? another greeting
143	S	:	good m (3.0)

- 144 S : good day
 145 T : good day (2.0) aa **használják ezt is amerikai**
 146 S : good (3.0)
 147 S : good af
 148 S : afternoon
 149 T : afternoon Bálint (xxxx) good
 150 S : afternoon
 151 T : that's right do you use the good day in Scotland Krisztina?
 152 R : no
 153 T : only afternoon yes how do you say **jó estét?**
 154 S : good
 155 S : good night
 156 T : **vagy**
 157 Ss : good evening
 158 T : good evening and good night **mit is jelent?** what does
 159 Ss : **jó éjszakát**
 160 T : **jó éjszakát** good night (2.0) good night (2.0)
 161 S : **Kati néni akkor a** (xxxx xxxx)
 162 T : **nem nem nem hogy mondod vizontlátásra** Anna?
 163 S : bye good bye
 164 T : good bye **vagy** bye see you **és üdv üdv üdv szia**
 165 S : bye bye
 166 T : **üdv vagy szia nem?** (3.0)
 167 S : hello hi
 168 T : hello **vagy** hi that's right (14.0) ((teacher setting cassette)) yes let's
 169 C : the first game my family name is
 170 T : sorry **mer** aa **visszavíttem az előbb a kazettát és megint nem állítottam le**
 171 C : twenty years old
 172 T : who is he?
 173 C : school in Europe
 174 S : (xxxx)
 175 T : **dehogyan is**
 176 C : I'm at class nine there are twenty-two students in my class this is a photo of me and my family there are three children in my family two boys and one girl I'm the boy with a CD my favourite pop group is U2 best wishes Bannos
 177 T : ok (3.0) ((teacher changing track)) yes and we are the champions let's listen to it and for the second time please complete the words
 178 C : listen and complete the words of the song we are the champions we are the champions two four six eight our team is great we are the champions North South East and West our team is the best we are the champions we are the champions
 179 S : **mégegyszer**
 180 S : **mégegyszer**
 181 S : **és és lehet énekelni?**
 182 T : **lehet énekelni de egyszer elmondjuk a szöveget tehát ismételd** we are the champions
 183 Ss : champions ((pronouncing it in the French and Hungarian way))
 184 T : **nem nem nem** champions **hogyan?**
 185 Ss : champions
 186 T : **mégegyszer**
 187 T&Ss : we are the champions **mi az a cham**
 188 S : **bajnok**
 189 T : **bajnokok persze** we are the champions
 190 S : two
 191 T : two

- 192 S : four
 193 T : four
 194 Ss : six eight
 195 T : two four
 196 T& : six eight our team is great
 Ss
 197 T : **mégegyszer**
 198 T& : our team is great
 Ss
 199 T : we are the
 200 T& : champions
 Ss
 201 T : again
 202 T& : we are the champions North
 Ss
 203 Ss : South East West
 204 S : and West
 205 T : and West our team is the best what is the best?
 206 S : **a leg**
 207 S : **a legjobb**
 208 T : **a legjobb** it's the best our team is great **a mi csapatunk nagyszerű** our team is the best **mi csapatunk a legjobb** yes **tehát** we are the champions **lehet énekelni de nem üvöltünk**
 209 C : and complete the words of the song
 210 T : **figyelj figyelj**
 211 C : we are the champions
 212 C& : we are the champions two four six eight our team is great
 Ss
 213 T : (xxxx xxxx) **szavakat halljam**
 214 C& : we are the champions North South East and West our team is the best We are the champions
 Ss
 215 T : (xxxx) **te is**
 216 C& : we are the champions
 Ss
 217 T : (4.0) yes that's right so champion **azt jelenti** Levente **hogy**
 218 S : **ba bajnok**
 219 T : **yes** team **azt jelenti** Margit **hogy**
 220 S : **csapat**
 221 T : and best **azt jelenti** Zita **hogy**
 222 S : **legjobb**
 223 T : and great **azt jelenti** Dia **hogy**
 224 S : **jó** (2.0) **nagyszerű**
 225 T : **na nagyszerű** that's right good aam ő **ezzel ezt a fejezetet befejeztük aa kedden lesz óránk akkor fölkészülünk a szódolgozatra aa házfeladatokat lesz kettő feladatot nem csináltunk meg arról a lapról amit fénymásoltam nektek aa ő hatost és a nyolcast az lesz a házfeladatokat szintén ilyen összefoglaló dolog (2.0) hatos és nyolcas mindenki hozza a lapot természetesen és az egész fejezetet kérdezem aa egyszer szeretném még a where are you from aa **leckét hallani ő Zoltán olvassa föl** please read it out (3.0)
 226 S : there are two students in the (xxxx) hi my name is (xxxx) hello I'm (xxxx xxxx xxxx xxxx) where are you from (xxxx?) I'm from Spain are you from Spain? no I'm not I'm from Greece are you students here in (xxxx?) Yes we are
 227 T : that's right mm Ági
 228 S : good evening hi they (xxxx) Peter's (xxxx xxxx) they are (xxxx) no they aren't look there's a special man (xxxx)
 229 T : yes ő Levente
 230 S : oo this (xxxx) is horrible
 231 T : ah yes**

- 232 S : what has he got a drink
 233 T : yes Bálint
 234 S : write it up this is my home number oh thank you (xxxx) bye (xxxx) good bye (xxxx)
 235 T : how do you say **Japán?** (3.0)
 236 S : **a**
 237 T : Japan? **Nagy-Britannia?**
 238 S : Great Britain
 239 T : **Portugália?**
 240 S : Portugal
 241 T : **Görögország?**
 242 S : Greece
 243 T : **Spanyolország?**
 244 S : Spain
 245 T : how do you say **Brazília?**
 246 S : Brazil ((wrong pronunciation))
 247 T : Brazil **Skócia** Zita?
 248 S : Scotland
 249 T : **Írország** Bálint?
 250 S : ő Ireland
 251 T : **Magyarország** Anna?
 252 S : Hungary
 253 T : Hungary **mi baj van?**
 254 S : **semmi**
 255 T : **összevesztél?**
 256 S : nem
 257 T : Fannival?
 258 T : Hungary aa **hogy mondod?** (2.0) **Anglia?**
 259 S : England
 260 T : **igen mit tanultunk még melyik orsz**
 261 S : **Welsz**
 262 T : Wales
 263 S : **Egyiptom**
 264 T : Egypt **azt az előző órán hallottuk**
 265 S : **meg** aa **Észak-Írország**
 266 S : **North^**
 267 Ss : Northern Ireland
 268 T : Northern Northern Ireland yes that's right **no akkor következik az hogy egy dalt hallgatunk meg ami után pedig játszunk**
 269 Ss : **jaj de jó**
 270 S : **bingó** (4.0)
 271 T : **figyelj mert ő visszaénekeljük tehát** (14.0) ten green bottles
 272 S : **ez jó**
 273 C& : ten green
 Ss
 274 T : **énekel**
 275 C& : bottles
 Ss
 276 C& : standing on the wall ten
 Ss
 277 C& : green bottles standing on the wall and if one
 Ss
 278 C& : green bottle should accidently fall there will be nine green bottles standing on the wall nine
 Ss green bottles standing on the wall nine green bottles standing on the wall and if one green bottle should accidently fall
 279 C : there will be eight

- 280 C& : green bottles standing on the wall
Ss
- 281 C& : eight
Ss
- 282 C& : green bottles standing on the wall eight green bottles standing on the wall
Ss
- 283 C& : and
Ss
- 284 C& : if one green bottle
Ss
- 285 T : should accidently fall
- 286 Cs : there will be seven
- 287 C& : green bottles standing on the wall seven green bottles standing on the wall seven green
Ss bottles
- 288 T : seven
- 289 C& : standing on the wall and
Ss
- 290 C& : if one green bottle should accidentally fall there will be six green bottles standing on the
Ss
- 291 C& : wall
Ss
- 292 T : sing
- 293 C& : six green bottles standing on the wall six green bottles standing on the wall and
Ss
- 294 C& : if one green bottle should accidentally fall
Ss
- 295 C : there will be
- 296 C& : five green bottles standing on the wall
Ss
- 297 C& : five green
Ss
- 298 C& : bottles standing on the wall five green bottles standing on the wall and if one green bottle
Ss should accidently fall there will be
- 299 C& : four green bottles standing on the wall
Ss
- 300 C& : four
Ss
- 301 C& : green bottles standing on the wall four green bottles standing on the wall and if one green
Ss bottle should accidentally fall
- 302 C : there will be
- 303 C& : three green bottles standing on the wall three green bottles standing on the wall three green
Ss bottles standing on the wall and if one green bottle should accidentally fall
- 304 C : there will be
- 305 C& : two green bottles standing on the wall two green bottles standing on the wall two green
Ss bottles standing on the wall and if
- 306 C& : one green bottle
Ss
- 307 C& : should accidentally fall
Ss
- 308 C : there will be
- 309 C& : one
Ss
- 310 C& : green bottle standing on the wall one green bottle sta^
Ss
- 311 C& : ^nding on the wall
Ss
- 312 C& : one green bottle standing on the wall and if one green bottle should accidentally fall
Ss

- 313 C : there will be no green bottles
314 T : no green bottles
315 C : standing on the wall
316 T : standing on the wall (4.0) **nem csodálom** (4.0) three four
317 T& : five
Ss
318 Ss : six seven eight nine ten (4.0)
319 T : **tátva maradt a szája**
320 S : happy birthday-t
321 T : **na na**
322 S : **az nagyon jó**
323 T : ok
324 C& : happy birthday to you happy birthday to you happy birthday dear (xxxx) happy birthday to
Ss you
325 S : (xxxx xxxx)
326 S : **vége**
327 T : that's right
328 C : happy birthday to you happy birthday to you happy birthday dear (xxxx) happy birthday

329 T : (xxxx)
330 C : to you
331 T : thank you (2.0) so **mit mit is jelent az hogy** should accidental^ ^tally fall? **no véletlenül véletlenül egy hosszú szó** hould accidentally fall accidentally fall **véletlenül leesik egy marad kilenc marad nyolc és így tovább és mi az a** green bottle?
332 Ss : **zöld üveg**
333 T : that's right **igen hát vettük ezt már tavaly azt hiszem ugye?**
334 Ss : **igen**
335 Ss : **igen**
336 T : ok aa **no** I am thinking of a word now I think of a aa thing in the classroom yes (2.0) aa you can ask me (2.0)
337 S : aa
338 T : yes
339 S : subject?
340 T : is it ö a school subject? no it isn't **úgy kérdezi** is it big is it small is it brown?
341 S : is it big?
342 T : aa no it isn't
343 S : is it green?
344 T : aa could be
345 S : **a nagy is lehet?**
346 S : is it small?
347 T : yes that was the first question
348 S : is it is it country?
349 T : not a country
350 S : is it
351 S : **az lehet zöld?**
352 T : **lehet smaragdsziget Írország**
353 S : brown?
354 T : yes it could be brown it could be green it could be **milyen színt kérdeztetek még?** yes
355 S : it's a
356 T : is it a^ is it a^
357 S : is it a
358 T : **várjál**
359 S : is it a
360 T : wait a little bit is it a^
361 S : is it a

- 362 T : is it a^
- 363 S : is it a map?
- 364 T : is it no it's not big it's big
- 365 S : **kicsi**
- 366 T : yes is it a^
- 367 S : a fruit?
- 368 T : fruit no it isn't
- 369 S : is it a board?
- 370 T : no it isn't it's small
- 371 S : ö
- 372 T : is it^ Patrik
- 373 S : **á én másra gondoltam**
- 374 T : **azt hittem hogy megkérdezed hogy** does it have four legs? yes
- 375 S : is it a
- 376 S : is it
- 377 T : is it a
- 378 S : is it a vipera
- 379 S : is it a animal?
- 380 T : no it isn't
- 381 S : is it a calendar?
- 382 T : calendar no it isn't
- 383 S : is it a book?
- 384 T : no it isn't
- 385 S : is it a pencil-box?
- 386 T : yes (2.0) is it it is a pencil-box small and green yes come here come here (2.0) it's your turn now think of a thing **de én arra gondoltam hogy az osztályból egy tárgy mondtam és a** thing of the classroom **de úgy elsikkadt itt a zajban mi milyen tárgyra gondolsz?** what is your object? Ömm **úgy értem hogy ő osztályból vagy iskolán kívül vagy állat vagy mire gondolsz**
- 387 S : **osztályban**
- 388 T : **osztályban** in the classroom **gon úgy gondolkozzatok** yes please **kérdéseket várok** yes please
- 389 S : (xxxx xxxx)
- 390 T : **ig igen persze**
- 391 S : is it (xxxx?)
- 392 S : no
- 393 T : it isn't
- 394 S : no it isn't
- 395 S : is it brown?
- 396 S : no it isn't (3.0)
- 397 S : is it black? (3.0)
- 398 S : no it isn't
- 399 S : is it white?
- 400 S : no it isn't
- 401 S : is it green?
- 402 S : yes (4.0)
- 403 S : is it a map?
- 404 S : no it isn't (4.0)
- 405 S : is it a
- 406 T : is it a
- 407 S : green?
- 408 T : is it green?
- 409 S : no
- 410 S : is it a (xxxx) little book?
- 411 S : no no

- 412 T : markbook
413 S : **a szótár**
414 T : aa dictionary
415 S : is it a dictionary?
416 S : no it isn't
417 S : is is it a pen?
418 S : no it isn't
419 S : is it a pullover?
420 S : no it isn't
421 S : is it a picture?
422 S : no it isn't
423 S : is it a (xxxx?)
424 S : **hát az nem ilyen** (xxxx)
425 S : is it open doors?
426 T : **leesik a tolltartód**
427 S : (xxxx xxxx?)
428 T : **tied** (4.0)
429 S : is it a is it a jeans?
430 S : no it isn't
431 T : aa is it a jeans are they jeans **úgy kellene majd**
432 S : is it a cassette?
433 T : cassette?
434 S : yes it is
435 T : haha it's a blue cassette open doors that's right Bernadett come please aa **kérdezzetek ne csak a színére meg hogy nagy kicsi hogy mondod kerek?**
436 S : **kör** ?
437 S : round
438 T : round is it round? **vagy** is it square? **tanultuk az** (xxxx) is it a triangle? (4.0)
439 S : in the class?
440 T : in the class
441 S : is it a green?
442 T : is it a
443 S : is it a big?
444 T : is it big?
445 S : yes
446 S : is it a brown?
447 T : is it brown?
448 S : e is it brown?
449 S : no it isn't
450 S : is it green?
451 S : no it isn't
452 S : is it a triangle?
453 S : no
454 T : **háromszög alakú én jól megmondtam nektek hogy mit**
455 S : is it blue?
456 T : is it blue?
457 S : no it isn't
458 S : is it a small?
459 T : is it small?
460 S : yes it is
461 S : **de hogyha már nem nagy akkor**
462 T : **jól van** Bálint
463 S : is it yellow?
464 T : **kommentálsz sokat**

- 465 S : no it isn't
466 S : is it a blue?
467 T : **nem** a is it blue?
468 S : **az már volt**
469 S : is it white?
470 S : is it green?
471 S : is it black?
472 S : yes it is (4.0)
473 S : **én én én tudom**
474 T : **de ne megint te zajongj**
475 S : is it red?
476 T : **mondta hogy fekete**
477 S : is it square? (9.0)
478 S : **azt hogy tetszik mondani hogy csak fekete?**
479 T : only only black?
480 S : only black? (2.0)
481 T : it's not only black
482 S : (xxxx xxxx)
483 T : yes ö **nem mindegy milyen nagy hát**
484 S : is it television?
485 S : no it isn't
486 S : is it a is it a dictionary?
487 S : **jaj én már tudom**
488 S : **hát nem tudom hogy mondják de aa fogas?**
489 T : peg
490 S : **vagy** peg?
491 S : is it a pencil-box?
492 T : **az már volt**
493 S : (7.0) is it a is it a chair?
494 S : is it a is it a notebook?
495 S : is it (xxxx?) (3.0) ((children laughing))
496 T : is it (xxxx?)
497 S : is it a book?
498 T : no **már mondta hogy nem**
499 S : **hát nem biztos és azt hogy mondják a szemüveget?**
500 T : **de azt tanultuk**
501 S : **tényleg?**
502 T : glasses
503 S : **ja** glass **tényleg**
504 T : glasses yes **hát** ö **nem az előbb kérdezte nem is it mert többes számban van** are they jeans
505 S : is it a trousers?
506 T : trousers are they trousers? **vagy** a pair of trousers
507 S : is it a radio?
508 T : cassette recorder
509 S : (xxxxx xxx?)
510 T : haha **fekete** yes
511 S : **pedig kicsi**
512 T : yes (3.0)
513 S : **ilyen hasonlatot hogy akkora mint egy (xxxx) azt hogy mondjuk?**
514 T : as big as as small as
515 S : is it (xxxx?) (2.0) ((children laughing))
516 T : ö **nem**
517 S : **sárga**
518 T : **ha olyan nagyon pici és fekete akkor hangya aa nem**

- 519 S : is it a poster?
520 S : no it isn't (3.0)
521 S : is it a **kapcsoló?**
522 T : are they (xxxx?) Zoltán Zoltán yes **na hát szabad a gazda** it's a^
523 S : it's a key
524 T : key **fekete kulcs?**
525 S : **na és mi honnan látjuk?**
526 S : **hát és hol van itt fekete**
527 T : **ja ez hát ez nem is kulcs**
ez ez az angolteremnek a
528 S : **ö feketés**
529 T : **ja! hogy feketés** it's a (xxxx) aa **azt emlékeztek tanultuk hogy miből készül hogy**
mondod? is it made of metal made of wood made of paper made of **valamiből mert akkor**
könnyebb hogy made of metal yes
530 S : **Kati néni jöhetnek?**
531 T : **gyere**
532 S : **és a műanyagot hogy mondják angolul?**
533 T : plastic
534 S : **micsoda?**
535 S : plastic?
536 S : **műanyagot?**
537 T : yes plastic good
538 S : is it (xxxx?)
539 T : **jó**
540 S : **megvan** (4.0) ((children laughing))
541 T : **jó tessék**
542 S : (xxxx xxxx?) ((children laughing))
543 T : **Bálint azt tudja**
544 S : (xxxx xxxx xxxx xxxx?)
545 T : is it small?
546 S : is it small?
547 S : ö yes
548 T : it's quite small Zoltán **állítsd le magad kérlek**
549 S : is it (xxxx?)
550 S : no it isn't (4.0)
551 S : aha (xxxx)
552 S : oooo
553 S : **mi volt ez?**
554 T : Bálint haaa **szívbját hozod rám** yes please
555 S : made make of **pi**
556 T : is it made of paper?
557 S : is it made made of paper?
558 T : made yes
559 S : **ja de hát én már kiestem**
560 S : Levi **nem estél ki** Levi
561 S : is it purple?
562 S : no no it isn't Fanni
563 S : is it a poster?
564 S : no it isn't Erna
565 S : is it a a a little (2.0)
566 T : little book? no
567 S : **micsoda?** white? no it ö yes it is
568 T : yes it is Margit **nem hallom hogy kérdezel**
569 S : is it made of paper? ((wrong pronunciation))
570 T : paper

- 571 S : yes it is Patrik
572 S : is it a book?
573 T : **ez már a tizedik**
574 S : no it isn't
575 T : no book **mindenkinek mert nem hallatszik**
576 S : no it isn't Fanni
577 S : is it a map?
578 S : no it isn't
579 T : **ez már harmadjára hangzott el nem hallod amit mondanak**
580 S : is it a paper?
581 T : a sheet of paper?
582 S : no it isn't
583 T : picture?
584 S : black cat
585 S : no (2.0) ((children laughing))
586 S : is it a door?
587 S : no it isn't **papír?**
588 S : ja ja
589 T : na
590 S : is it a calendar?
591 S : no it isn't
592 S : is it a notebook?
593 S : no it isn't
594 S : is it a lamp?
595 S : no it isn't
596 T : **papírból**
597 S : is it a timetable?
598 S : no it isn't
599 S : is it a (xxxx?)
600 S : no it isn't
601 S : is it a (xxxx?)
602 S : no it isn't
603 S : **mi az hogy kréta?** (3.0)
604 S : **papírból de papírból?**
605 T : aa Dia piece of chalk **a kréta**
606 S : is it a ball?
607 S : no it **az papír?** (2.0) ((laughter)) **igen papír**
608 S : is it a (xxxx?)
609 T : haha **az is papír**
610 S : ö no it isn't
611 T : na
612 S : **tehát a belseje fehér tehát a külseje az más**
613 S : is it a dictionary?
614 S : no it isn't
615 T : **már te vagy a harmadik aki kérdez**
616 S : is it a (xxxx?)
617 S : no it isn't
618 S : is it a project?
619 S : no it isn't (4.0)
620 S : is it a **szótár?**
621 T : aa dictionary
622 S : **már negyedjére**
623 T : **negyedjére kérdik a dictionary-t**
624 S : **szabad a gazda**

- 625 T : yes please
 626 S : is it diary
 627 T : the **di**^
 628 S : **napló**
 629 S : **napló**
 630 S : **napló**
 631 S : **hát az itt van ezt ugye te is láthattad**
 632 S : **ja azt akartam kérdezni**
 633 T : **de az nem nem** diary **de azt tudjuk nem baj** sajnos csemetnek **de nem baj hát** aa please
 put the chairs on the desk (3.0) and have a nice weekend
 634 S : thank you
 635 T : **sorakozol** Zsani
 636 S : (xxxx xxxx)
 637 T : Fanni **akkor is sorakozol** (13.0) yes please
 638 S : **Kati néni hol a napló? elvit**^
 639 T : **elvitték már mondtam hogy ne is hozzátok jó hát nagyon zajosak voltatok de ügyesek**
jó hétvégét mindenkinek és pihenjete is ne csak tanuljatek Zita neked is mondom
tehát pihenjete is ne csak tanuljatek és jó hétvégét (2.0) good bye

Lesson Kati 4

- 1 T : ok that's right Erna
2 S : **tanárnéninek tisztelettel jelentem a csoport létszáma 16 hiányzó nincs ma 2005 május 12-e van az idő napos meleg**
3 T : in English please today is
4 S : today is 12 today is Thursday the 12th of May it's sunny and it's hot
5 T : thank you go to your place and sit down (19.0) ((pupils are sitting down)) ok how are you today? Rea
6 S : mm fine thank you
7 T : yes what about the weather today Anna? (6.0)
8 S : mm
9 T : yes but Anna what about the weather today it's^
10 S : today is sunny
11 T : is anybody absent today is anybody missing classes today? Nobody yes? Everybody's here
12 S : yes
13 S : yes
14 T : ok thank you take that back yes I wrote a note? what's her name your teacher yes please what's the weather like?
15 S : the weather like is
16 T : the weather is
17 S : the weather is (4.0) mmm
18 S : sunny
19 S : sunny
20 T : yes sunny
21 S : and cold
22 S : cold
23 T : not cold but it's cool a little bit yes
24 S : not cold?
25 T : not cold it's hot it's not hot but it's (xxxx)
26 S : cool
27 T : yes it's (xxxx)
28 S : not rainy
29 T : it's not rainy yes who can tell one more sentence? Is it windy outside? No^
30 Ss : no
31 T : I don't think it's a little bit yes
32 S : the sky is blue
33 T : the sky is blue and what can you see in the sky? you can see clo^
34 S : cloudy
35 T : clouds that's right it's cloudy a little bit you're right some clouds what about your homework Margit? have you got anything to do for today?
36 S : **a könyvben**
37 T : yes
38 S : **és** (xxxx xxxx xxxx xxxx xxxx)
39 T : ok let's read the letter first will you?
40 S : **ezt a** dear Juan-**t**?
41 T : yes
42 S : ö 22 New Port Road Cardif CF6 4PU well 16 October
43 T : 16th
44 S : 16 of
45 T : 16th of
46 T : of
47 T&S : October
48 S : dear Juan I'm your new penfriend my name is Helen that's my first name my second name is Jon
49 T : thank you Diána
50 S : I'm from Cardiff in Wales I'm 15 years old the name of my school is Temple

- Cardiff Comprehen
- 51 T : Comprehensive
- 52 S : I am in year 10 there are 27 students in my class my favourite singer is Prince who is your favourite? Best wishes Helen this is photo of me mine
- 53 T : this is a^
- 54 S : this is a photo of mine
- 55 T : a^
- 56 Ss : me
- 57 Ss : me
- 58 T : me that's right good na let's see what is ? her first name? Zita
- 59 S : her first name
- 60 T&S : is^
- 61 S : Helen
- 62 T : is Helen ö yes what is her family name? (6.0) á yes ö **jól van** Robi thank you **hozd vissza légy szíves jó mert huszan lettünk** yes ö á once again what's her first name Zita?
- 63 S : her first name is Helen
- 64 T : what's her family name Margit?
- 65 S : her family name is John
- 66 T : what is the town? Where does she live?
- 67 S : she live
- 68 T : lives
- 69 S : she lives Cardiff in Wales
- 70 T : in Cardiff in Wales Wales is the country I wanted to ask about the country as well what is her age? How old is she? Zoltán
- 71 S : ö she is ö (2.0) she is 15 years old
- 72 T : 15 years old that's right what's the name of the school who can tell me the name of the school Bernadett
- 73 S : her her name school
- 74 T : the school's name
- 75 S : the school's name is Temple Cardiff Comprehensive
- 76 T : comprehensive what do you mean by comprehensive? What ? (2.0) ((knock on door)) do you know about comprehensive schools central comprehensive **mit mondtam a múlt órán mi az a**
- 77 S : **az ilyen gyakorlóiskola**
- 78 T : **nem**
- 79 Ss : **átfogó**
- 80 T : **igen tehát egy általános iskola** Margit néni ((that is me the researcher)) what is a comprehensive school is it a primary school?
- 81 R : I have no idea I think (xxxx xxxx xxxx xxxx xxxx)
- 82 T : yes **átfogóiskola** comprehensive where they learn everything **mindent tanulnak tehát nincs kiemelt tantárgy** but it's if the girl is fifteen this is a primary school because they go up to fifteen or sixteen
- 83 R : twelve
- 84 T : twelve is the primary and from^
- 85 R : (xxxx xxxx xxxx)
- 86 T : yes but from twelve to sixteen there is upper primary no is it secondary?
- 87 R : (xxxx xxxx)
- 88 T : aha (xxxx xxxx xxxx xxxx xxxx) it's different a little bit that's right good because I know that comprehensive schools (xxxx) like ö lower and upper primary something similar it's not the same but similar ok aa so year what year is she in? Patrik
- 89 S : she in ten year
- 90 T : in year^
- 91 S : in year ten
- 92 T : ten she is in year ten I am in year ten she is in year ten a that's right what is the student's number in the class (xxxx) ((pupil's name))
- 93 S : (xxxx)
- 94 T : what what's the number of the students (2.0) how many students are there in the class?
- 95 S : twenty-seven

- 96 T : twenty-seven altogether yes what's? her favourite singer Fanni?
 97 S : her favourite singer is Prince
 98 T : is **Spri** Prince that's right a let me see what's your first name Bálint? (2.0)
 99 S : ö ö
 100 T : what's your first name?
 101 S : ö my first name is Bálint
 102 T : what's your family name?
 103 S : my family name is Xxx
 104 T : (xxxx) what's your? town?
 105 S : öö my (3.0) my
 106 T : town
 107 S : my town
 108 T : is
 109 S : Budapest
 110 T : is Budapest that's right what's ah yes of course thank you a what's your ((pupils and teacher laughing)))a ((door opening)) what's a your country? (4.0) ((pupils laughing))
 111 S : ö my country is Hungary
 112 S : not Wales ((indicating bad pronunciation))
 113 S : no
 114 T : no it's not Wales ((bad pronunciation)) Wales ((attempt for the right pronunciation)) yes how interestingly they pronounce that word Wales ((slowing down)) that's right how old are you Bálint?
 115 S : I am 11
 116 T : what year are you in at school?
 117 S : I am in year four
 118 T : I am in year four
 119 T : a who is your favourite singer?
 120 S : my favourite singer is (4.0) Mike Oldfield
 121 T : yes
 122 S : Prince
 123 T : Prince ((laughter)) Prince that's right what's your favourite subject?
 124 S : my favourite subject is
 125 T : Geography?
 126 S : **igen**
 127 S : yes is it Geography? That's right Rea would you like to aa make an interview to somebody with the class? yes ask you please who would like to ask? ö na
 128 S : Anna
 129 S : **és ugyanazt mint a Bálint**
 130 T : yes
 131 S : ö
 132 T : about Anna a report
 133 S : what's your first name?
 134 S : my first name is Anna
 135 S : what's your family name?
 136 S : my family name is Xxx
 137 T : Xxx
 138 S : ö what's your town?
 139 S : my town
 140 T : is^
 141 S : is Budapest
 142 S : what's your country?
 143 S : my country is Hungary
 144 S : ö how old are you?
 145 S : I'm eleven years old
 146 S : ö what's the name of of? of
 147 T : what's the name of the^
 148 S : of your school?
 149 T : mhm
 150 S : the name of my school is Kölcsey mm Kölcsey Ferenc

- 151 T : I Kölcsey Ferenc primary primary school vagy elementary school yes
152 S : what year are you in?
153 S : I am in year
154 S : sz
155 S : I am in year four
156 S : how many are there in your class?
157 S : there are twenty-five students in your in my class
158 S : who is your favourite singer?
159 S : my favourite singer is Tina Turner
160 T : Tina Turner? And what^
161 S : what's your favourite subject?
162 S : my favourite subject is Art
163 T : art very good (xxxx) you are the reporter and you want to make report with^
164 S : Zoli
165 T : Zoli ok come here Robi and Zoltán come here (4.0) yes and take (4.0) just a minute here is your microphone ((giving a piece of stick))
166 S : (xxxx)
167 T : yes please
168 S : what's your name?
169 S : my name is Zoltán
170 T : what's your^
171 S : what's your family name?
172 S : my family name is (xxxx?)
173 T : yes that's right good
174 S : what's the name of your school?
175 S : my name of school is Kölcsey Ferenc
176 T : yes the name of my school is^
177 S : Kölcsey Ferenc
178 T : ok ok go on
179 S : ö what's your favourite subject?
180 S : my favourite subject is (2.0) is
181 S : what's your favourite subject?
182 S : my favourite subject is Science
183 T : Science
184 S : why?
185 T : why? ((laughter)) (2.0)
186 S : because because
187 S : ö
188 T : because
189 S : because (xxxx) vagy not?
190 Ss : **nem tanuljuk**
191 T : you do not learn it ok that is why you do not learn it that's right ok next one **hányadik osztály** ((teacher is whispering))
192 S : what' your? what year are you in?
193 S : I'm in year? four
194 T : yes
195 S : how old are you?
196 S : I'm ten
197 T : I'm ten
198 T : who is your favourite singer?
199 S : who is your favourite singer?
200 S : my favourite singer is (xxxx)
201 T : **ki?** (xxxx) thank you thank you thank you
202 S : thank you Mister
203 S : (xxxx xxxx xxxx)
204 T : that's right thank you who Bernadett come please and who do you want to ask?
205 S : **én már voltam**
206 T : yes who wasn't? yes Erna come please
207 S : hi
208 T : hi

- 209 S : my name is (xxxx)
 210 T : what's^ ((laughter from pupils)) what's your^
 211 S : what's your first name?
 T : that's it
 212 S : my first name is Erna
 213 S : what's your family name?
 214 T : Bernadett
 215 T : my family name is Xxx
 216 S : (3.0) ö how old are you?
 217 T : yes
 218 S : I'm eleven
 219 S : **miért?** (2.0) ((and laughter))
 220 T : **Bálint türtőztesd magad**
 221 S : öm
 222 T : yes please
 223 S : öm
 224 T : **hányadikos vagy?** (3.0) **hogy kérdezzük?** how do you ask? yes
 225 S : what year are you in?
 226 T : what year^
 227 S : what year are you in?
 228 S : I am in year four
 229 T : ok
 230 S : what is your favourite singer?
 231 T : who is your favourite singer?
 232 S : my favourite singer is (4.0)
 233 T : **na ne gondolkodj sokat**
 234 S : Prince
 235 T : Prince **ez nyilvánvaló** ok
 236 S : what is your favourite subject?
 237 S : my favourite subject is (3.0)
 238 T : Maths
 239 S : Geography ((laughter))
 240 T : is Maths
 241 S : thank you bye
 242 T : oh thank you bye yeah what is ö Bernadett you didn't ask her about her town country age and so on Levente come please do come please here and ask and ask somebody
 243 S : e come on Patrik
 244 T : come on Patrik that's right this is the last one ((laughter)) ok ((laughter)) yes ok **Robi jól van**
 245 S : **kevertem** ((pretending to use a tape recorder))))what's your first name?
 246 S : my first name is Patrik
 247 S : what's your family name?
 248 S : my family name is Xxx ((laughter))
 249 T : yes it's not so please
 250 S : ö what's your favourite subject?
 251 S : my favourite subject is Art
 252 S : ö and what's your fav who's your favourite singer?
 253 T : is^
 254 S : Kylie Minogue
 255 T : Kylie Minogue yes
 256 S : what town and country are you from?
 257 S : my town is Budapest and my country is Hungary
 258 S : how old are you?
 259 S : how old are you?
 260 S : I'm ten
 261 S : ö what year are you in?
 262 T : I am^
 263 S : I am in year four
 264 T : I am in year four that's right thank you good bye ok that's right thank you very

- much now do you remember that we had some aa things here in our book about objects what is this?
- 265 Ss : (xxxx xxxx xxxx)
- 266 T : this is the (xxxx) and what is that? Margit? That is? (xxxx)
- 267 T : that is a^ a^ Robi that is a^
- 268 S : picture
- 269 T : that is a picture what are these? Peti?
- 270 S : this
- 271 T : these (4.0)
- 272 S : these are
- 273 T : yes repeat please
- 274 S : these are a
- 275 T : a^ once again these are
- 276 S : these are pens
- 277 T : pens once again Peti repeat please
- 278 S : these are pens
- 279 T : and those? what are those? who can tell me? Fanni what are those there? one two three four
- 280 S : those
- 281 T : are^
- 282 S : are pictures
- 283 T : pictures posters pictures and so on yes I ask you to find these four words here and write them on this sheet of paper yes this that these or those (3.0) ((turning pages in book)) this that these or those yes (4.0) please write your name on the paper and then you have only a five minutes for it five minutes Erna (4.0) start doing this alone yes here Peti so add this that thee or those write your name on the paper please this is Charles the next one (xxxx xxxx xxxx) yes (7.0) there are altogether eight pictures (52.0) are you ready? Zita are you ready? yes Rea isn't you?
- 284 S : yes
- 285 T : ok give it to me is your name there? thank you very much ready?
- 286 S : yes
- 287 T : thank you (8.0) who is still working? (7.0) ok Bernadett yes Levente (12.0) Zoltán Levente Bernadett (xxxx) Robi are you ready? yes **hát gyorsan** yes thank you ok thank you (xxxx) (10.0) yes **kész vagy?** are you ready? Margit are you ready? (xxxx) Fanni thank you Dianna if you are ready please take pick that litter up and put it into the litter bin thank you (3.0) Thank you Robi aa please write your name (4.0) ok Bettina are you ready? Kin Margit Bettina (6.0) thank you (7.0) so is your name there? Betti yes look at them if you want now (xxxx) open your exercise book please your exercise book what is the lesson number can you tell me lesson number I gave the one hundred and twenty-three (2.0) ((writing lesson number on the board))))we are going to write some sentences where you have to put the verbs is ((writing on board)) isn't ((writing on board)) are ((writing on board))))aren't ((writing on board)) yes (3.0) yes I (55.0) ((teacher writing incomplete sentences on the board)) yes complete these sentences quickly (((6.0))) so the first one I ... at school now you ... at school too you ... at home now we ... students Tom ... a boy he ... a girl (46.0) ready? (1.0)
- 288 S : (xxxx) **lehet csinálni** Kati néni?
- 289 T : **igen de mindjárt mondom** fill in **ugyanezt kell csak egyszer szeretném ellenőrizni** I'd like to check these answers who is still writing? hands up Dia **Csak ő te** yes now let me let us see what is the first one Robi
- 290 S : ő I'm I am
- 291 T : I am at school now the second one you^
- 292 S : you are
- 293 T : are at school too **te is iskolában vagy** Bernadett
- 294 S : ö you are at school now
- 295 T : yes that was you are at school now the third one
- 296 S : you aren't
- 297 T : you aren't at school now aren't ((writing aren't into the gap)) at school now at home now we^ Margit
- 298 S : we are students

- 299 T : we are students that's right öm Dia
300 S : Tom is a boy
301 T : Tom is a boy **és ugyancsak Tom-ra vonatkoztattam** Peti
302 S : he isn't a girl
303 T : he isn't ((writing isn't into the gap)) a girl that's right yes now start your sheet of paper there is the the the first aa fill in am is are am not is not vagy aren't **csak az ötöst csináljátok gyorsan (13.0) Levente kész vagy? I am yes I am ready ki nincsen még kész? who isn't ready yet? kettő három négy igyekezzetek**
304 S : (xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
305 T : **nem az következő óra lesz számban is százhuszonnégy**
306 S : (xxxx xxxx xxxx xxxx xxxx xxxx)
307 T : Zita **elvitték a naplót nem tudom neked most megmondani hirtelen de jövő órán ellenőrizzük jó? igen csak az ötöst kellett** yes good now I'd like to read you to read out the first one you Zoltán **jó**
308 S : ö
309 T : **vagy** we **az első mondat**
310 S : we (xxxx xxxx)
311 T : **igen** we^
312 S : **vagy** aren't
313 T : my^ Zoltán
314 S : my favourite sport sport isn't golf
315 T : golf that's right isn't golf **mi ahogy akarod tessék következő**
316 S : (xxxx xxxx)
317 T : **zölddel kell javítani rend szerint** Bálint yes Margit
318 S : ö (6.0)
319 T : pyramids
320 S : pyramids aren't isn't Paris they are in Kairo
321 T : Kairo pyramids what is a pyramid?
322 S : **piramis**
323 T : **piramis hogy mondod?** pyramid
324 S : pyramid
325 T : yes **a szótárba mert ezzel nem találkoztunk még** pyramid (6.0) ((writing on the board and in the dictionary)) pyramid yes **piramis** pyramids aren't in Paris they are in Kairo Robi where's this Kairo?
326 S : öm
327 T : can you tell me? yes yes
328 S : Egyipt ((stress on wrong syllable))
329 S : Egyipt ((wrong stress again))
330 T : Egypt
331 S : Egypt it's in Egypt and Paris is in
332 S : France ((American way))
333 T : France Paris is in France (xxxx) and the pyramids are in Egypt in Kairo yes number four Erna
334 S : I'm not from Spain I'm from Mexico
335 T : that's right Bettina
336 S : it isn't Saturday morning ((perhaps))
337 T : yes Zita
338 S : I'm not (xxxx) I'm (xxxx)
339 T : Margit (xxxx) Margit
340 S : the Taj Mahal
341 T : **megint neked jutott hogy olvasod ki? Igen Taj Mahal Kingának jutott a második földrajzi mondat Taj Mahalnak mondod Margit hogy?**
342 S : Taj Mahal
343 T : **igen** Taj Mahal isn't in Ottawa
344 S : isn't in Ottawa it is in Aggra
T : it is in Aggra **Indiában van Aggra nevű városban a Taj Mahal egy gyönyörű szép emlékmű az egyik emlékmű sír egy maharadzsa építtette a feleségének csodálatosan szép keleti művészeti Aggra városában Aggra mellett van tulajdonképpen egy hatalmas nagy várrom Indiában** yes Bálint
345 S : they aren't from Poland Poland they're from

- 346 T : Sweden
347 S : Sweden
348 T : that's right Bernadett
349 S : (xxxx xxxx xxxx xxxx)
350 S : I'm not twenty-four years old I'm twenty-seven
351 T : I am twenty-seven that's right **igen**
352 S : **a Taj Mahal** (xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
353 T : **nagyon ügyes vagy hogy tudod a Taj Mahal nem egy hotel a hotelt erről az emlékműről neveztek el mint ahogy van The Four Seasons meg Hilton meg mindenféle neve van a hoteleknek úgy Taj Mahal nevű hotel is van biztos indiai érdekeltég? de eredetileg tehát ez egy micsoda? Egy emlékmű egy síremléke az egyik maharadza feleségének akit nagyon szeretett a maharadza és miután meghalt az emlékére építettett egy ilyen templomszerű hatalmas emlékművet nagyon szép ilyen csipkézett majd hozok egy képet róla** yes that's right **a következő lesz a hetedik feladat ahol kérdéseket kell alkotnotok** write questions and answers as in the example are they policeman? no they aren't they are doctors **ők nem rendőrök hanem orvosok a kittens ugye kismacskát jelent hogyan lesz Rea a kérdés? Are they^**
354 S : are they kittens? yes
355 T : yes
356 S : there are they are they are kittens
357 T : yes they re they are kittens **írdjad** Margit
358 S : (xxxx xxxx)
359 T : **igen azért akarom hogy itt csináljuk ezt meg mert hogy rossz a fénymásolat** yes the second one lemon **mi az a lemon? What is lemon?**
360 S : **ő citrom**
361 T : **citrom**
362 S : **hogy írják azt hogy kitten? ((perhaps))**
363 T : **oda kitten sz-szel a végén csak az s betű hiányzik a fénymá mondjad a hármast Anna**
364 S : **ő**
365 T : **mit kell egy kérdés? kell saját kútfő** yes please
366 S : **ő**
367 T : is it^
368 S : is it a lemon? no no it isn't
369 T : it's an^
370 S : it's it's it's an apple
371 T : yes is it a lemon? pay attention **ugye ez az örök hiba hogy** it is a lemon ((writing this sentence ont he board)) **és akkor hogy is alakítunk ebből kérdést jól mondta Anna** is it **mindig nagyon fontos hogy** is it ((writing ont he board)) a lemon yes **tehát is-zel kezdem mindig ha kérdés van mert ez egy általános hiba hogy mindig** it is-t **mondunk** is it a lemon? No it isn't it's an apple the next one who wants to ask the question number four yes **mondjad** Bernadett
372 S : **ő**
373 T : lawyer-**nek mondjuk és ügyvédet jelent** law **nézd csak** law Bernadett **törvényt jelent angolul lawyer ügyvéd (4.0) hogy kérdezitek hogy ő ügyvéd-e?**
374 S : is it
375 T : **nem** is it
376 S : is is he
377 T : **he pontosan** is he a lawyer? **ugyanígy** he is **ugye** he is **és** is he a lawyer? is he a lawyer?
378 S : no he isn't
379 T : he is a barman barman **láttad a sok üveget tehát egy bárban aki kiszolgálja a az italokat üdítőket koktélokot** yes tessék Erna
380 S : is she girl?
381 T : girls **többes számban van és akkor nem jó az is hanem**
382 S : are are she
383 T : are are
384 S : are
385 S : are there

- 386 T : no
387 Ss : are they
388 T : they **nagyon fontos**
389 S : are they
390 T : are they
391 S : are they a girl?
392 T : **nem hány van ott?** Girls are they girls? **ők lányok?** Are they girls?
393 S : yes they are
394 T : **igen teljes mondattal**
395 S : yes they are a girl
396 T : a girl?
397 S : they are girls
398 T : **úgy van** they are girls (5.0) they are girls yes **következő** Geni
399 S : is it a television? no it isn't it is an umbrella
400 T : is it a television? no it isn't it's an umbrella **nagyon jól mondtad** (8.0) ok **innen folytatjuk a következő órán** put your pencil down and pay attention **figyelj rám a nagyon gyorsan mondom** I am Klára who are you?
401 S : I am Rea
402 T : are you Rea?
403 S : no I'm not I'm I'm Anna
404 T : is she Rea?
405 S : no no she isn't is she
406 T : she is^
407 S : she is Fanni
408 T : Fanni we are students are you students?
409 S : yes I am
410 T : yes I am
411 T : are you a teacher?
412 S : no I'm not
413 T : is she a teacher? Zita is she a teacher?
414 S : no she no she isn't
415 T : **jól nézd meg** no she no she^
416 S : yes she is
417 T : no she isn't **jól mondtad** no she isn't is he a teacher? Patrik
418 S : no he isn't
419 T : no he isn't is he a teacher? ((asking about the researcher))
420 S : no
421 T : I don't know ask her **kérdezd csak meg** are you a^
422 S : are you a teacher?
423 R : yes I am
424 T : yes I am that's right you are great a Geni I am a teacher who are you? or what are you?
425 S : I am a student
426 T : I am a student is Zoli student? **Fejezd be**
427 S : yes yes he is
428 T : yes he is is Kriszta Krisztina a student?
429 S : no she isn't
430 T : no she isn't are we in the classroom?
431 S : yes
432 T : yes^
433 S : yes we are
434 T : are we at home?
435 S : no we aren't
436 T : no we aren't are your parents at home?
437 S : no no
438 T : parents what are who are the parents?
439 S : **piramis**
440 S : **piramis**
441 T : no parents
442 S : **ő szülők**

- 443 T : **szülők** no they^
444 S : aren't
445 T : no they aren't are your parents at home?
446 S : no they aren't
447 T : no they aren't is your mom at home?
448 S : no she is
449 T : is no^ ((laughter))
450 S : no she isn't
451 T : no she isn't is your dad at home?
452 S : no he isn't
453 T : are your grandparents at home?
454 S : no
455 T : they^
456 S : no they no they aren't
457 T : no they^
458 S : aren't
459 T : aren't thank you bye bye see you at one ((as they are having another English lesson at one o'clock))

Lesson Marika 1

- 1 T : na how are you today?
 2 S : I'm fine thank you
 3 T : fine thank you how are you today?
 4 S : I'm fine thank you
 5 T : ok Móni what is your favourite animal?
 6 S : ö ö parrot
 7 S : parrot have you got a parrot at home?
 8 S : yes
 9 T : what colour is it? Have you got one or two parrots?
 10 S : two
 11 T : two a boy and a girl?
 12 S : yes
 13 T : and what colour are they?
 14 S : one green and yellow
 15 T : mhm
 16 S : and one blue and (xxxx)
 17 T : and how big are they?
 18 S : ö ((showing the size with her hands)) (())
 19 T : aha and ö do you keep them in a cage?
 20 S : yes
 21 T : mhm ok Miki have you got any animals at home? Have you got a pet?
 22 S : dog
 23 T : at home? A dog one or two?
 24 S : one
 25 T : one how big is it?
 26 S : mm
 27 T : show it with your hands aha and what colour is it? (3.0) what colour is it?
 28 S : ö white and mm brown
 29 T : and brown Piri have you got an animal at home?
 30 S : yes ö one bird
 31 T : one bird what kind of bird? A parrot?
 32 S : a parrot
 33 T : mhm what colour is it?
 34 S : ö brown ö blue yellow ö orange ö white black
 35 T : oh ((laughter from teacher))
 36 S : red
 37 T : mhm it can be very nice very beautiful ok Angi do you like cats?
 38 S : yes
 39 T : and how many cats have you got?
 40 S : five
 41 T : five cats oh my God ((smile again)) and what colour are they?
 42 S : white and black (xxxx xxxx)
 43 T : and what do they eat? What do they like?
 44 S : they eat whiskers
 45 T : whiskers ((smile)) ok na last lesson we learned a tale do you remember? It was Martha and Mary in this tale what kind of animals were there in this tale do you remember?
 46 S : dog
 47 T : mhm how many?
 48 S : one
 49 T : one dog good
 50 S : one cat
 51 T : good
 52 S : and two mouse
 53 T : mice two mice and what are the names of the mice?
 54 S : Mary and Martha

- 55 T : Mary and Martha yes ok I give you the pictures I tell the tale again and you have to stick the pictures in the chronological order to the board ok? Choose one or two pictures because there are I think 17 or 18 pictures **kettőt is húzhatsz**
- 56 S : **lehet akkor kettőt is?**
- 57 T : **lehet** ((whispering)) (11.0) choose two pictures not only one choose because there are more pictures there you are (5.0) two (4.0) ok who is missing? Who is missing? mhm ok there are two more
- 58 S : **én még nem vettem**
- 59 T : ok one (4.0) ((tale is coming)) she is a mouse her name is Martha she lives in the country she has a lovely little house the house is by a little river near a field who has got this picture? ok come here and stick (10.0) ((pupil coming and sticking the picture))
- 60 T : (xxxx) she is a mouse too her name is Mary she doesn't live in the country she lives in the city she lives in a nice big house her house is in a busy street (3.0) Mary is driving her car she is going to the country she is going to see Martha (2.0) ok (5.0) Martha is very busy she is working in the kitchen she is making tea good ((pupil found and stuck the picture)) (2.0) hello Martha dear it is nice to see you hello Mary how are you fine thank you (8.0) ((another picture is stuck)) I don't like nuts says Mary in the city I eat cheese and salami every day oh really says Martha come and see me one day Martha ok Martha is riding her bicycle she is going to the city she is going to see Mary ok Martha is in the street in the city the streets are very busy Martha doesn't like cars taxis buses and big lorries (6.0) ((another picture stuck)) ok welcome to the city says Mary come in (4.0) ((the next picture is stuck)) good Mary and Martha are running a big dog is running after them wow wow says the dog (5.0) ((next picture)) ok
- 61 S : cat
- 62 T : cat yes they are running and the cat is running after them (6.0) oh mummy I don't like cats I hate cats I am very much afraid of cats says Martha never mind she always runs after me (4.0) ((picture found)) here here you are (2.0) ok I am sorry I'm going home good bye Mary bye bye Martha (3.0) ok who has got this picture? (4.0) ((picture is brought to the teacher)) ok Martha is riding her bicycle and she is going home she is going to the country good (2.0) Vigyázz Pirikém (4.0) ok and the last one Martha is at home she is drinking tea she is happy and she is in her kitchen (4.0) ok na what's this? Piri this is a^
- 63 S : camera
- 64 T : camera we are going to take photos I tell you at first only words and you have to take some photos yes ok city city Piri here you are (4.0) good ok take a photo ok (3.0) ((photo is taken)) ok river river Móni here you are (5.0) mhm lorry lorry Ági (7.0) ok thank you nuts nuts ok Máté (17.0) ok Móni no no no it's it's not nuts (2.0) yes you are right what does it mean in Hungarian? nut what does it mean in Hungarian? (3.0) hm? what's this? it's brown and small and it's very hard what's this? it's not sweet **mogyoró** open your dictionary and write down (13.0) ((pupils writing in the dictionary and the teacher on the board from)) Angi do you like nuts?
- 65 S : yes
- 66 T : just like Nutella yes nut the third first word (4.0) ok Miki salami (6.0) good ok sad sad Angi (6.0) yes you are right ok kitchen kitchen kitchen Piri kitchen (xxxx) **dobd el légy szíves** (6.0) yes you are right ok thank you na I tell you sentences and you have to run to the right place you can see here the cat you can see there Mary the dog and Martha **ezt pakoljuk el** ok ok stand up please and I tell you sentences ok **mehet? Hogy ne találjátok ki hogy miről is van szó mindegyik előtt he-t fogok mondani azért hogy nehogy segítsek nektek véletlenül se jó? tehát** he he likes mice he likes mice (3.0) ((pupils are running)) he likes mice (2.0) ((pupil at the right place)) yes you are right ok he he is driving her car (6.0) ((pupils running)) ok which is which? what's her name and what's her name? Mhm she is
- 67 S : Martha
- 68 T : Martha and she is^
- 69 S : Mary
- 70 T : Mary so he is driving her car what's the correct name? (2.0) ok (3.0) he is running after the mice and^
- 71 S : and (xxxx) ((and running the same time))

- 72 T : yes you are right the dog and the cat ok he lives in the country he lives in the country (4.0) ((pupils running)) ok it's not good who lives in the country?
- 73 S : Martha
- 74 T : Martha ok he lives in the city (6.0) ((pupils running)) very good ok Mary the dog and the cat yes you are right ok he likes nuts (2.0) ((pupils running)) he likes nuts (4.0) na ok he likes cheese ((pupils start running instantly)) he likes cheese (4.0) the cat no a cat the dog?
- 75 T : no ok he is riding her bicycle ((instant running and laughter)) he is riding her bicycle (2.0) ok who? who?
- 76 S : Martha
- 77 T : come here around here ok sit down please and last lesson we used some words do you remember? never^
- 78 Ss : sometimes
- 79 T : sometimes^
- 80 Ss : often
- 81 T : often^
- 82 S : usually
- 83 Ss : usually
- 84 T : usually and^
- 85 S : always
- 86 T : always ok stand up please and tell with me these words and show it **csak maradj a helyeden nem kell idejönni** ok ((showing it by hand))
- 87 S : never
- 88 T& : never
Ss
- 89 T& : sometimes
Ss
- 90 Ss : often
- 91 T& : usually always
s
- 92 T : ok let's start from the top
- 93 T& : always usually often sometimes never
Ss
- 94 T : ok sit down and let's see your homework you had to complete the sentences with the names ok let's take your red pencil open your exercise book and (2.0) open your exercise book and let's check your homework where is your exercise book? Where is your homework?
- 95 S : **fűzetbe van**
- 96 S : **fűzetbe van és otthon hagytam**
- 97 T : ok no let's start Piri
- 98 S : **magyarul is el kell olvasni?**
- 99 T : **nem kell magyarul elismételni olvasd a mondatokat**
- 100 S : (xxxx) is ő (5.0)
- 101 T : **olvasd**
- 102 S : **én?**
- 103 T : na na Móni
- 104 S : Martha is small house Mary is big house Mary goes to the Martha house in car
- 105 T : Peti **ti mit olvastok?** (4.0) **jó ezt nézzük jó amit még órán csináltuk és ne akkor elnézést azt hittem hogy ő az is házi feladat volt de órán csináltátok emlékezzetek vissza ő ezeket a mondatokat írtuk és ő személyt vagy állatot kellett elérni úgyhogy ezt nézzük meg erre vagyok kíváncsi jó Zoli**
- 106 S : always stays in warm house
- 107 T : ok who?
- 108 S : (xxxx)
- 109 T : yes you are right ok the second one
- 110 S : usually (xxxx xxxx xxxx xxxx xxxx)
- 111 T : who?
- 112 S : Martha
- 113 T : Martha good ok the next one
- 114 S : usually eats salami

- 115 T : who?
 116 S : Mary
 117 T : Mary good
 118 S : never eats nuts Mary
 119 T : Mary ok go on ö Soma
 120 S : sometimes goes to the city Martha
 121 T : Martha good
 122 S : always runs
 123 T& : after Mary
 Ss
 124 T : the cat or^
 125 S : dog
 126 T : the dog
 127 S : often drives her car Mary
 128 T : Mary (4.0) ok **ennyi volt ugye? jó mi volt mára a házi feladat?** Angi?
 129 S : **hát mondatot kellett írni**
 130 T : **erről a történetről na** ok let's see your sentences
 131 S : Martha is small house
 132 T : is is not correct Martha **neki van** Martha
 133 S : has
 134 T : has
 135 S : has got a small
 136 T : a small
 137 S : house
 138 T : house ok ö Piri yes ok Piri (4.0) Máté
 139 S : Mary driving a car to Martha
 140 T : ok ö Mary is
 141 S : driving a car
 142 T : her car to Martha ok Zoli
 143 S : Martha vagy Mary lives in a big house
 144 T : in a big house good Zoli
 145 S : (xxxx)
 146 T : ok Soma
 147 S : ö (xxxx xxxx xxxx xxxx xxxx)
 148 T : Móni
 149 S : ö Martha doesn't like big lorry but is (xxxx)
 150 T : very good ok Piri
 151 S : (xxxx xxxx xxxx xxxx xxxx)
 152 T : ok go on Angi
 153 S : Martha (xxxx xxxx xxxx xxxx xxxx)
 154 T : ok na close your exercise book and I write down some sentences and ö you have to stick them to the right picture who says and when ok Zoli read out please
 155 S : I am sorry I am going home
 156 T : I am sorry I am going home who says and when? Piri who says this sentence? (3.0) who says? (2.0)((student pointing at the board)) **a tábla** who says?
 157 S : ö
 158 T : Mary Martha the dog or the cat cssss who says? Soma hm
 159 S : Martha
 160 T : Martha yes ok the next one Piri read it out please
 161 S : what is that it is not cheese or salami
 162 T : ok what is that it is not cheese or salami who says this sentence?
 163 S : Martha
 164 T : ok stick it on the right picture ok the next one Miki (2.0) Miki
 165 S : ö I (xxxx xxxx xxxx)
 166 T : ok it's not correct ok correct it? Angi correct it please (3.0) ok Piri read it out
 167 S : I am afraid of dogs
 168 T : I am afraid of dogs
 169 S : ö Ma
 170 T : ok
 171 S : Martha

- 172 T : Martha yes you are right ok stick it on the right place ok the next one Máté
- 173 S : wow wow
- 174 T : who says this one? (3.0) hm?
- 175 S : dog
- 176 T : the dog (4.0) ok the next one Zoli
- 177 S : welcome to the city
- 178 T : who says this one? (9.0) ok who says this one? **Vedd már légy szíves föl** mhm who says this one? welcome to the city (2.0) Martha or Mary? Martha? no who says this one? Miki
- 179 S : Mary
- 180 T : Mary ok Zoli come here and stick it on the right place (3.0) ok the next one Ági read it out
- 181 S : I don't like nuts
- 182 T : who says?
- 183 S : m Mary
- 184 T : Mary yes right Mary? yes you are right Mary Mary yes ok I don't like nuts yes you are right ok stick it on the right place (2.0) ok (2.0) Móni read it out
- 185 S : it is nice to see you
- 186 T : it is nice to see you ok who says this one?
- 187 S : (xxxx xxxx)
- 188 T : **mindjárt megnézzük** Ágika ok who says this one? (2.0) it is nice to see you (4.0) mhm na who has got an idea it's nice to see you nobody (4.0)
- 189 S : Martha
- 190 T : Martha ok? Martha can say it and and Mary can say it when? when? Móni (4.0) yes you are right ok the next one Zoli
- 191 S : come and meet me
- 192 T : see me come and see me
- 193 S : one day
- 194 T : one day come and see me one day ok who says and when Piri (19.0) ok now let's see the sentence and there are some mistakes let's find the mistakes it is nice to see you is it correct what do you think Piri is it correct? Yes ok there are two one I don't like nuts is it correct Máté? yes welcome to the city
- 195 S : correct
- 196 T : are they in the city? Are they in the city? no ok Piri (4.0) yes you are right welcome what does it mean? Welcome to the city
- 197 S : **üdvözöllek a városban**
- 198 T : **üdvözöllek így van isten hozott üdvözöllek a városba** ok I am afraid of dogs is it correct? yes wow wow is it correct? Yes what is that it is not cheese or salami Ági is it good? ok come and see me one day they are running in front of the ö cat can they talk to each other no (3.0) come and see me one day **fordítsuk le ezt a mondatot** Soma
- 199 S : **ő gyere és ő** (4.0)
- 200 T : and see me one day **gyere és látogass meg nézz nézz meg ez nem magyaros gyere és látogass meg** ok come here and put ö to the right place I'm sorry I'm going home is it correct Piri?
- 201 S : correct
- 202 T : correct ok (13.0) yes you are right ok open your exercise book and open your dictionary we are learning a new word **félni valamitől** I am afraid of dogs (4.0) ((writing on board)) to be afraid of **félni valamitől vagy valakitől** and open your exercise book today is lesson ninety-one **nincs idő most naplót írkalni** Pirikém lesson **neked sincs időd** ninety-one (18.0) ok **mindentől félhet az ember de most próbáljunk csak állatokra gondolni én félek valamitől akkor ő írjuk le a példamondatokat** I am afraid of ((writing it on the board)) (6.0) **magyarul is úgy mondjuk hogy félek mondjuk a kígyóktól nem egy kígyótól félek hanem általában a kígyóktól félek úgyhogy többes számot használunk** I am afraid of snakes ((writing snakes on the board)) (3.0) I am afraid of snakes so this is a positive sentence and it's in negative **nem félek hogy fogjuk tagadni?** Máté
- 203 S : I am I am
- 204 S : I am not^
- 205 T : I am not good

- 206 S : afraid of snakes
 207 T : I am not afraid of snakes(((writing the sentence on the board)))it is a negative one (4.0) **az állatok viszont egymástól is félhetnek (2.0) így van hiszen nagyon sok ragadozó állat van ekkor viszont többes számba használjuk mondjuk az egerek félnek a macskáktól jó?** First let's see the positive mice ((writing on the board)) **egerek miután többen vannak ezért a létigét is többes számba kell tennünk** mice are afraid of cats ((writing sentence on the board)) this is a positive one **mondjuk írjuk egy olyat hogy az oroszlánok nem félnek a tigrisektől nem is élnek ugye egy helyen úgyhogy nem is tudnának félni egymástól** so lions aren't afraid of tigers ((writing sentence on the board)) (8.0) of tigers no there are some animals in these cards ok and let' choose two animals and let's try to find the correct sentence positive or negative Ági choose two animals please ok what are these animals? Read it out
- 208 S : horse
 209 T : horses and
 210 S : dogs
 211 T : and dogs ok come here come here (5.0) na let's see them where can you put these animals? here there or here there (4.0) ok put put there here?
- 212 S : no
 213 T : no no here here here? (3.0) **na ok és a másikat? (3.0) másikat hova tesszük? Ide** ok read out the sentence
- 214 S : dogs are afraid of horse
 215 T : of horses is it true? Is it true? Translate it Ági translate it
 216 S : dogs
 217 T : o translate it into Hungarian
 218 S : **kutya a kutyák félnek**
 219 T : **félnek**
 220 S : **a lótol**
 221 T : is it true?
 222 Ss : no
 223 T : no no ok **javítsd légy szíves hova kell tennünk?(2.0)** ok read out this sentence
 224 S : dogs aren't afraid of horses
 225 T : ok write it down dogs aren't afraid of horses
írjuk le gyorsan dogs aren't afraid of horses no I'm shuffling my cards (5.0) ((shuffling taking place)) Piri choose two animals **hol a füzeted?**
nincsen füzetem
és miért a könyvedbe írsz? könyvbe írni
- 226 S :
 227 T :
 228 S : hamsters ö
 229 T : hamsters and^
 230 S : mice
 231 T : mice hamsters and mice ok go there (5.0)
 232 S : mice (3.0)
 233 T : is it true?
 234 S : **jaj nem**
 235 T : yes yes is ö is it true? **Egyszer volt egy ő terrárium há nem is egy üvegbe tartottam hörcsögöket meg egereket és ő valahogy összekerültek és képzeljétek el a hörcsög az leharapta az egérnek a farkát úgyhogy olyan túl nagy barátságba nincsenek meg annyira nem nagyon ö szeretik egymást hát most hogy ki kitől fél szerintem miután az egér az kisebb mint egy hörcsög valószínűleg ő fél a hörcsögtől úgyhogy maradjunk ebben ok?**
- 236 T& : mice^
 S
 237 S : are afraid of
 238 T : of^
 239 S : hamsters
 240 T : hamsters ok write it down write it down hamsters hörcsög ok write it down
 241 S : **az egér**
 242 T : **egerek**
 243 S : **az egerek félnek a hörcsögöktől**
 244 T : **hörcsögöktől írjuk le tehát** mice are afraid of hamsters na (5.0) Máté choose two

- animals (4.0) **aha** what are these animals?
- 245 S : lion and horse
- 246 T : lions and horses (10.0) **gyorsan** ((whispering to the pupil/s)) **aha** ok I help you ok read it out
- 247 S : horse are
- 248 T : horses
- 249 S : horses are afr
- 250 T : afraid
- 251 S : afraid of lions
- 252 T : ok translate it
- 253 S : **a lovak félnek az oroszlántól**
- 254 T : **az oroszlánoktól írjuk le** horses are afraid of lions (9.0) the last one Zoli (5.0)
- 255 S : spiders
- 256 T : spiders and^
- 257 S : rabbits
- 258 T : rabbits ((collective smile)) (8.0) spiders and rabbits ok read it out
- 259 S : rabbits aren't afraid of spiders
- 260 T : ok translate it
- 261 S : **a nyulak nem félnek a pók**
- 262 T : **pókoktól** write it down ok go ok ready? Rabbits aren't afraid of spiders (3.0) your homework you have to write down this kind of sentences use are afraid of aren't afraid of I am afraid of and I am not afraid of **egy-egy dolgot írnál amitől félsz amitől te nem félsz és ilyenre állatokat válogass össze és mind a két típusú ó mondatra keress hármat- hármat tehát összesen nyolc mondatot kell leírnod** (4.0) na we are going to we are going to learn a song ok so cose everything and let's li ö listen it at first
- 263 C : ((song from tape)) who is afraid of big black spiders?
- 264 T : ok have you heard it?
- 265 S : big black
- 266 T : big black spiders who is afraid of a big black spider?
- 267 C : who's afraid of big black spiders big black spiders big black spiders who's afraid of big black spiders me me me me me I'm not afraid of big black spiders big black spiders big black spiders I'm not afraid of big black spiders no no no not me
- 268 T : na it's very simple (8.0) ((teacher rewinding tape to the song while a pupils trying to sing it for a while))
- 269 C : who's afraid of bid black spiders?
- 270 T : ok try to sing the cassette
- 271 C& : who's afraid of big black spiders big black spiders big black spiders big black
Ss spiders who's afraid of big black spiders m eme m eme me
- 272 T : **jó még egyszer énekeljétek figyelj**
- 273 C& : who's afraid of big black spiders big black spiders big black spiders big black
Ss spiders who's afraid of big black spiders m eme m eme me I'm not afraid of big black spiders big black spiders big black spiders I'm not afraid of big black spiders no no no not me
- 274 T : **elénekeljük még egyszer?**
- 275 Ss : **igen**
- 276 T : **jó** (4.0)
- 277 C : who's afraid of big black spiders
- 278 C& : who's afraid of big black spiders big black spiders big black spiders big black
Ss spiders who's afraid of big black spiders m eme m eme me I'm not afraid of big black spiders big black spiders big black spiders I'm not afraid of big black spiders no no no not me
- 279 T : **jó gyerekek jövő héten ugye kedden nincs tanítás nem lesz angolóra csütörtökön viszont meg kell írunk egy központi dolgot**
- 280 S : **az mi?**
- 281 T : **az egy szövegértő dolgot lesz és ő meg kell csinálnunk csütörtökön jó? úgyhogy úgy készüljétek hogy ne is hozzatok semmi felszerelést csütörtökre lapot kaptok és akkor**
- 282 S : **ebből a szövegből?**
- 283 T : **igen**

- 284 S : **és** (xxxx xxxx)
285 T : **igen**
286 S : (xxxx xxxx xxxx xxxx) ((students are getting anxious about getting a mark for the test, they are not sure if they will have to revise something before the following lesson?
287 S : (xxxx xxxx xxxx?)
288 T : **nem nem nem fogom leosztályozni nem fogom leosztályozni csak**

Lesson Marika 2

- 1 R : ((she is talking about kilt and students are listening))
 2 T : **na akkor most valamit mutassunk is** how are you today Máté?
 3 S : I'm fine thank you
 4 T : fine thank you today we are going to read a new story a new episode from our story open your book and (2.0)
 5 S : ((students are chatting))
 6 T : what's the matter? (3.0) xxxx **üljél le** (2.0) who are the main character in this story?
 7 S : Blue Bird (xxxx)
 8 T : Blue Bird (xxxx) and who are they?
 9 S : Professor Brain
 10 T : good
 11 S : Captain Shadow
 12 T : (xxxx) Shadow Piri Piri
 13 S : ööö
 14 T : **figyelj légy szíves** Móni
 15 S : Dr Brain (xxxx xxxx) and Buby
 16 T : how many children are there in this story Piri? how many children are this story not in this episode in the whole story
 17 S : (xxxx)
 18 T : **nem ez volt a kérdés** how many children are in this story? (3.0) what are their names?
 19 S : Poppy Woody and Bean
 20 T : Poppy Woody and Bean good who are the positive positive characters? and who are the negative the bad men who are the good men?
 21 S : Poppy Woody (xxxx)
 22 T : **harmadjára szólok rád két percen belül**
 23 S : Poppy Woody Captain Shadow the bad man is Professor Brain
 24 T : okay who are not very good man? Soma
 25 S : Professor Brain and (xxxx)
 26 T : okay why is Professor Brain bad? why isn't he good? (2.0) hm? Móni nono why? **miért?** why is Professor Brain is bad? hm? (2.0) what has he got? in his little black book? what kind of plan?
 27 S : (xxxx xxxx)
 28 T : ühüm who?
 29 S : Bluebird Sisters
 30 T : Bluebird and?
 31 S : single (xxxx)
 32 T : single (xxxx)
 33 S : (xxxx)
 34 T : (xxxx) good and what ööö the **pro** what does Professor Brain want to get? (3.0)
 35 S : money
 36 T : money what is the money in the USA? in the story what is the money? what kind of money? hm (5.0) american american Soma
 37 S : dollar
 38 T : what colour is the american dollar?
 39 S : green
 40 T : green okey let's see this story let's see first the places where are they in this picture and where are they in those picture? Angi where are they in this picture? (2.0) where are they? which place? (2.0) Zoli
 41 S : (xxxx)
 42 T : no no no no where where the name of the building the name of the street the name of the hotel where are they?
 43 S : Wall Street Hotel
 44 T : where is this hotel? Katica in which city?
 45 S : New York
 46 T : New York and what we know about New York? is it a big city or a small city? Zoli
 47 S : big city

Appendix 7

- 48 T : why? what are the buildings like in New York? (5.0) ühüm how it is in English? they are very high high
- 49 S : tall
- 50 T : and very tall yes you are right now (2.0) let's see the first picture who is it man Máté who is it man at the table? (4.0) professor
- 51 S : Brain
- 52 T : what is he doing? Móni what is he doing in the picture?
- 53 S : ööö (4.0)
- 54 T : Zoli what is he doing in this picture?
- 55 S : (xxxx) (3.0)
- 56 T : yes what is he doing? he is writing okay open (()) your dictionary and write down because it's a new (()) word (11.0) ((students)) ((are opening their dictionary))) to write (3.0) Angi what does it mean in Hungarian? to write
- 57 S : **írni**
- 58 T : **írni** (5.0) what is the opposite of it? **olvasni hogyan van Soma?** (3.0)
- 59 S : read
- 60 T : Read **fölrjuk** to (2.0) read **olvasni** so Professor Brain is writing something into his little black book what is in this little black book it's an important thing what is in it
- 61 S : name
- 62 T : name and there are some other name do you remember Athen London there are some information in this ühüm okay and two women in picture number three who are they? Katica do you remember their name? they are same
- 63 S : twin girls
- 64 T : and what are their name? do you remember?
- 65 S : Bluebird sisters
- 66 T : Bluebird sisters okay now let's see picture number four who is it women? who is it women? Móni
- 67 S : (xxxx)
- 68 T : who is it women?
- 69 S : Professor Brain friend
- 70 T : Brain's friend okay and (3.0) what is in his in her hand? Móni
- 71 S : K thirteen
- 72 T : K thirteen what colour is K thirteen? Piri what colour is K thirteen?
- 73 S : öö (5.0)
- 74 T : what colour is K thirteen?
- 75 S : blue
- 76 T : blue okay and what is in this cup? what they do you think?
- 77 S : coffee
- 78 T : coffee yes okay and if you look at the picture number five there are two waitresses what colour are their clothes? (2.0) Ági (3.0) what colour are the waitresses' clothes?
- 79 S : red and white
- 80 T : yes it's a uniform it's a uniform in this hotel in this cafe okay is there an animal in this story? Is there an animal in this story? Zoli
- 81 S : Pluto
- 82 T : and what kind of animal is Pluto?
- 83 S : dog
- 84 T : it's a dog good can you see any cars (2.0) in this pictures? can you see any cars in the pictures? Máté
- 85 S : (xxxx)
- 86 T : can you see any cars? yes or no?
- 87 S : yes
- 88 T : yes I (3.0)
- 89 S : yes I can
- 90 T : good what colour is this car?
- 91 S : black
- 92 T : it's black okay and what is it? what kind of vehicle?
- 93 S : motorbike
- 94 T : it's a motorbike and who is sitting on this motorbike? Soma
- 95 S : Captain Shadow
- 96 T : Captain Shadow now so we are listening the story and could you underline the new

- words in the story? okay?
- 97 C : cassette section forty-one ((music)) The Bluebird sisters at the Wall Street Hotel yes sir? a cup of coffee please the sisters are coming now professor good have you got the K thirteen? some cake with honey please and some coffee please some coffee and some K thirteen ha ha oh I don't like this coffee hey look at your hands I think we can help you Sir can you help please? oh yes I can help you come with me they are leaving now can you follow them Bean? yes Captain I think they are going to the professor's apartment Captain and Poppy is watching the apartment okay let's go
- 98 T : now we are going to read and translate it Soma could you start reading please?
- 99 S : (xxxx xxxx xxxx)
- 100 T : okay go on
- 101 S : yes sir (3.0)
- 102 T : sir what does it mean sir? **uram** okay **igen uram**
- 103 S : A cup of coffee please
- 104 T : okay cup means (2.0) **csésze** write it down (5.0) the cup of coffee **csésze kávé** (5.0) okay picture number two Piri
- 105 S : the sisters
- 106 T : sisters ((corrects the pronunciation))
- 107 S : the sisters are coming now professor good have you got the K thirteen? **a testvérek megjöttek most professzor**
- 108 T : **most jönnek most jönnek** okay
- 109 S : **jó öö itt van a Ká tizenhárom?**
- 110 T : **így van nálad van?** great Ági number three
- 111 S : some cake with honey please and some coffee please
- 112 T : okay (10.0)
- 113 S : **mézes tortát**
- 114 T : **ühüm jó a cake az sütemény is lehet ilyen apró sütemény is**
- 115 S : **kérek szépen és egy kávé**
- 116 T : yes you are right Angi
- 117 S : some coffee and some K thirteen haha (3.0) **kávé**
- 118 T : **egy kis kávé**
- 119 S : **és egy kis Ká tizenhárom**
- 120 T : okay Móni
- 121 S : oh I do not like this coffee look at your hand **oh nem szeretem ezt a kávé** nézd a a (3.0) **kezedet**
- 122 T : okay picture number six Zoli
- 123 S : I think we can help you sir can you help please? oh yes I can help you come with me
- 124 S : **segíthetek uram?**
- 125 T : **segíthetek?** okay I think okay write it down (8.0) **ja rosszat írok hülyeséget szerintem úgy gondolom** (15.0)
- 126 S : **szerintem segítek**
- 127 T : **segíthetünk**
- 128 S : **segíthetünk uram?**
- 129 T : **Ühüm** (7.0) can you help please? **kérem segítsen** okay go on
- 130 S : oh **igen segítünk segíték neked**
- 131 T : **segíthetek neked** come with me
- 132 S : **gyere velem**
- 133 T : **gyere velem** Zoli picture number seven
- 134 S : they are leaving now can you follow them Bean? yes captain (10.0)
- 135 T : okay Zoli look at me I am leaving I am leaving the room I'm leaving the room ((she is acting the)) ((expression)) na so what are they doing? **ők elmennek most** okay go on (7.0) follow what does it mean? follow him? (3.0) **követni**
- 136 S : **kövessük őket**
- 137 T : aha **tudod követni őket** Bean? okay Soma go on
- 138 S : I think they are going to the professor's apartment and Poppy is watching the apartment okay let's go és **úgy gondolom a professzor lakásába mennek és Poppy figyel a lakást**
- 139 T : **ühüm kereső olvasás lesz figyelj** coming coming (4.0) okay where is that? (4.0) no are you sleeping? Good morning really Móni
- 140 S : the sisters are coming now professor

- 141 T : coffee Angi
 142 S : some cake and coffee please
 143 T : okay Máté
 144 S : a cup of coffee please
 145 T : Zoli
 146 S : some coffee and some cake
 147 T : Piri
 148 S : oh I don't like this coffee
 149 T : okay leaving leaving Piri
 150 S : they are leaving now
 151 T : ühüm help Katica
 152 S : I think you can help me
 153 T : okay sir Ági
 154 S : can you help me?
 155 T : okay Piri
 156 S : oh yes I can help you come with me
 157 T : watching watching Piri (4.0) Ági
 158 S : Poppy is watching the apartment apartment
 159 T : okay now so read again the new words write
 160 Ss : write
 161 T : read
 162 Ss : read
 163 T : cup
 164 Ss : cup
 165 T : a cup of coffee
 166 Ss : a cup of coffee
 167 T : I think
 168 Ss : I think
 169 T : **és amire nem emlékeztetek**
 170 Ss : leave
 171 T : **mit is jelent?** Katica
 172 S : **elhagy**
 173 T : okay follow
 174 Ss : follow
 175 T : **mit jelent** Angi?
 176 S : **követni**
 177 T : **követni** okay now we are making a coffee in the room at first you are going to work in group and (4.0) ((students are chatting)) **nem tudtam hogy oviban vagyunk** (4.0) and you are going to make a menu what can you drink or what can you eat in a cafe?
 178 S : coffee
 179 T : what else?
 180 S : coke
 181 T : ühüm
 182 S : lemonade
 183 T : lemonade lemonade
 184 S : juice orange juice
 185 T : orange juice and tea for example can you drink tea in a cafe? yes of course what can you eat in a coffee? Ági
 186 S : ice-cream chocolate ice-cream
 187 T : okay many different ice-cream and what else?
 188 S : cake
 189 T : cake and I think you can eat sandwiches sandwiches so write you don't have to draw you write a name of these drink and food okay ? and you write down drinks food and write down the name and you write here menu okay there are one two three (2.0) four sheets you are going to work in four groups okay one two three four Zoli you are one two three four one two three okay who heard one come here you are group number one who heard two number two you are group number two come here and you are going to work together and who heard number three come here and you work here together so group number one two three and four you are there okay who is number one? Who heard number one? okay come here you are working here (4.0) ((students are chatting))

- gyerekek piacon vagyunk?** number two you are working here (2.0) number three you are working here (3.0) and four you are working here **jó visszaülünk még egyszer elmondom a számokat** one two three four one two three four one two three ((the students are chatting about who belongs where)) **oda leteszem a lapokat** (4.0) **gyerekek háromig számolok és mindenki a csoportjához megy egy kettő három négy nem neked adtam azt mondtam hogy aki a négyest hallotta odamegy Zolikám te hányasba vagy?**
- 190 S : **kettesbe**
- 191 T : **hát akkor itt a helyed a Zoli mellett hol itt a gond? tessék na lehet dolgozni** okay you have got (3.0) four or five minutes and work together (3.0) ühüm ((students are still chatting loudly)) ühüm menu write your menu ((students start to work in groups)) (21.0) now you have to write the name (xxxx) you don't have to draw (22.0) not foot food ((she corrects the spelling)) (16.0) okay ühüm for example you can drink tea for example (17.0) ((students are asking questions while they are working)) **most nem nézzük a helyesírást a food-nál? hmm végül is miért ne?** (32.0) now you have got two minutes so hurry up please (64.0) ((the teacher corrects some spelling)) **s-sel van és a-val** (19.0) **er a dupla vé bé a er er** ((the teacher is spelling in Hungarian)))now so time is up because the time is running the time is always running so go back to your place give me the menu please okay sit down sit down back to your place okay (5.0) **jó mindenki gyorsan visszaül a helyére és máris játszunk** now the cofe is here and(7.0) **iderakjuk eléd hogy jól halljad jó?** Now ööö there will be two costumers and one waiter or one waitress okay let's see the first (xxxx) (4.0) now **ki szeretné elkezdni?**
- 192 Ss : **én én**
- 193 T : **Ági** what would you like to be? customer or waiter waitress
- 194 S : waitress
- 195 T : okay waitress **Ági** you are the waitress and the costumers are ööö **kicsit vegyesen leszünk jó mert hogy kevés fiú van** okay Máté you are one costumer and Móni choose one menu okay now do you remember do you remember the sentences? (xxxx) **na megnézzük mire emlékeztek?** okay go there
- 196 S : ((the sudents start to play)) (xxxx) what you want? (xxxx) (19: 0) I want
- 197 T : chocolate cake
- 198 S : chocolate cake and one coffee
- 199 T : a cup of
- 200 S : a cup of coffee I want chocolate cake and (xxxx) cake and ööö cup of coffee and coke
- 201 T : Angi **miért dícsérned meg őket?**
- 202 S : (xxxx xxxx)
- 203 T : **igen jó hogyan használták a mondatokat? Zoli kérdések hogy mentek? válaszok hogy mentek? rendelés hogy ment?**
- 204 S : **jól**
- 205 T : **jól öö egy azért kimaradt** (4.0) Piri
- 206 S : (xxxx xxxx)
- 207 T : **így van illetve mikor adtad a menüt akkor here you are akkor is ügyesek jó azt nem hallottam elnézést jó csücs vissza jön a következő kör jó** Piri what would you like to be what would you like to be customer or waitress
- 208 S : waitress
- 209 T : waitress okay Piri you are the waitress Zoli come here you are customer and choose somebody choose somebody to be your partner
- 210 S : Far Piri
- 211 T : Far Piri okay (8.0)
- 212 S : öö good morning
- 213 S : good morning
- 214 T : **Ági**
- 215 S : can I halp you?
- 216 S : yes please can I have the menu?
- 217 S : what do you want?
- 218 S : I want (10.0) a cup of coffee and (7.0) chocolate cake
- 219 S : I want cake and strawberry cake (4.0)
- 220 S : here you are
- 221 T : Máté **hogy volt? hogy ment? mit gondolsz róla? hogy ment? ügyesek voltak? megdícséred őket?**

- 222 S : **igen**
- 223 T : **nagyon ügyesek voltatok mehettek a helyetekre következő kör jön** Katica what would you like to be? customer or a waitress?**gyerekek olyan ovis módon viselkedtek** what would you like to be a waitress or a customer? shh **majd ő eldönti elég nagy hozzá** okay Soma you are a customer choose a partner choose somebody
- 224 S : Zoli
- 225 T : Zoli okay **tessék? hát azt mondtad nem azt mondtad? nahát akkor** okay choose one menu (7.0)
- 226 S : good morning (5.0) (xxxx xxxx) I want coffee and (7.0) banana cake and lemonade (3.0)
- 227 S : here you are
- 228 S : thanks
- 229 T : okay Piri
- 230 S : öö **jó volt**
- 231 T : **jó volt ügyesek voltatok na utolsó körben ki nem volt még? akkor Piri** what would you like to be the waitress or the customer?
- 232 S : customer
- 233 T : okay sit down choose somebody to be your partner (3.0) Angi **játszottál már?**
- 234 S : **nem**
- 235 T : **akkor légy szíves menjél ki nem játszott még? egyáltalán nem (3.0) jó akkor jó akkor egy valakire egy valakire mégegyszer rákerül a sor Zoli légy szíves** okay choose one menu
- 236 S : can I help you? (xxxx xxxx) (15.0)
- 237 T : **és akkor nem rendelhetsz először?**
- 238 S : I want a (xxxx) and can I have a (xxxx) (4.0) cake and cup of coffee and banana cake ((the break)) ((signal starts)) (4.0)
- 239 S : here you are
- 240 T : very good very good thank you **házi feladat a következő lesz (3.0) a kövekből rendelést illetve ezt a párbeszédet tessék? de ebből a szövegből szépen kiírátok azokat a buborékokat ami rendelés jó? jövő hétre lesz majd egy kis rajzbeli munkád Pirikém befejeznéd? ez az hogy ötödik óra és péntek ugye hogy látszik a különbség Kriszti?**
- 241 R : **mindenki elfáradt**
- 242 T : **mindenki jó legyetek szívesek ezt már jövő hétre előre elkészíthetitek jövő héten a tantárgyakat fogjuk tanulni meg a napokat hogy egy kicsit haladjunk és hogy most ha most sok időtök lesz de máris mondom hogy csütörtökön fogunk ezzel foglalkozni csütörtökre legyetek csinálhatsz egy szívesek ilyen kis kártyákra a tantárgyaknak egy-egy rajzát megcsinálni például ha tesi óra akkor csinálhatsz egy labdát vagy csinálhatsz egy bordásfalat hozzá jó? ha matek óra akkor csinálhatsz egy valami nem kellenek bonyolult nehogy valami bonyolult dolgot csináljatok legyetek szívesek ezeket a kis kártyákat betenni egy borítékba jó? és csütörtökre fogom kérni azért szólok jó előre hogy ő legyen e időtök elkészíteni tessék?**
- 243 S : **Mary néni én nem leszek itt szerdán csütörtök pénteken**
- 244 T : **mert**
- 245 S : **három napos (xxxx)**
- 246 T : **más megy?**
- 247 S : **igen én nem jövök pénteken**
- 248 T : **de ez csütörtökre kell (xxxx)-kém jó? tehát akkor két házi feladatot kaptok az egyik kiírni a szövegből azt a részt ami rendelés a másik pedig legyetek szívesek kis kártyára megcsinálni jó Kriszti még lehet hogy kérdezni akar tőletek még ne pakoljatok legyetek szívesek**
- 249 R : **inkább kérdezzetek ti**
- 250 Ss : **jó jó**

Lesson Piroska 1

- 1 T : good morning
2 S : good morning
3 T : Rena please
4 S : today is Thursday nobody is absent
5 T : thank you sit down (8.0) ((children sitting down in the first four seconds))
6 S : (xxxx xxxx xxxx xxxx xxxx) ((she had no homework))
7 T : Katika **mínusz** ok what was the homework Klau
8 S : **nem volt**
9 S : **nem volt**
10 Ss : **nem**
11 S : **mert Judit néivel vettük**
12 T : really? and the lesson before **és az előtte lévő órán?**
13 Ss : (xxxx xxxx xxxx xxxx)
14 T : aha
15 S : (xxxx xxxx xxxx xxxx)
16 T : aha (5.0) so you have to write six questions and six answers about the timetable who hasn't got the homework **kinek nincs meg a házija attól hogy ezt két nappal ezelőtt adtam attól még kész kell legyen** (2.0) ok ok very good **örülök hogy kész jó** eee let's check your homework quickly please read a question Ili please
17 S : which lessons do you have on Monday?
18 T : answer
19 S : on Monday I have Maths English Geography ((bad pronunciation))
20 T : Geography
21 S : Geography Computer (xxxx)
22 T : ő (2.0) **így is jó de óránként is hallgassunk meg egy óránkéntit** János
23 S : which lessons do you have on Monday at 12:00?
24 T : yes ok
25 S : English
26 T : yes very good Laura please
27 S : which lesson do you have on Wednesday at 9:00 on Wednesday is History (2.0)
28 T : **nem kell a Wednesday History történelem** History yes
29 S : which lesson do you have on Tuesday at 11: 00? I have Arts on Tuesday at
30 T : 11:00 very good and the last question please Lillus
31 S : which do you have
32 T : which which which what which
33 S : lesson ((whispering the right word to help))
34 T : cscscscscs ((restoring order))
35 S : which lesson do you have on Monday at 9: 00? English
36 T : very good thank you and now close your exercise book please and look at the board (3.0)
37 T : please tell me letters and these are the girls and these are the boys Klau please tell me a letter
38 S : a (3.0) ((teacher writing the letter on the board)) there is no a in this word János
39 S : b
40 T : no b Szintike
41 S : c
42 T : yes at the end ő Domi
43 S : d
44 T : no d girls (2.0) Barbika please
45 S : e
46 T : yes (4.0) Sanyi please
47 S : f
48 T : f (2.0) girls Sárrika please
49 S : t
50 T : t very good a boy Robi please
51 S : n

- 52 T : yes (3.0) Katika
53 S : h
54 T : h very good a a boy please (2.0) Jakab please cscscscscscs
55 Ss : **van benne a**
56 T : o I'm sorry there is an a yes (2.0)
57 S : l
58 T : I've made a mistake I'm sorry ok so what is the last letter
59 T& : l
Ss
60 T : let's read this word
61 T : chocolate ((slow rhythm)) once more chocolate ((slow again)) ok (2.0) ((mild laughter in pause)) today we are going to learn about chocolate **tehát ma a csokiról fogunk tanulni** ok very good I have got some pictures here please look at the board look at these pictures and I will write some words here please match the words and the pictures right? Ok? Laura what is your task? (3.0) Laura what is
62 S : **két szót kell**
63 T : no here are some pictures I will write some words
64 S : **ő le kell írni**
65 T : nononono I I'm going to write one two three four five words here and you have to match
66 S : (xxxx xxxx xxxx xxxx) **a képeket**
67 T : very good ok (21.0) ((writing the words on the board during pause)) and how many words are there on the board how many words one two three four five one two three four five one more word what is this one two three four five ok five five
68 S : ((assisting the teacher))
69 T : **ja** o ((smile)) thank you very much ok so match the words with the pictures Szintike please go to the board and
70 S : **kezdhetem?**
71 T : yes (5.0) ((pupil showing first match)) say it please **mond ki**
72 S : factory
73 T : yes (4.0) ((second match))
74 S : beans
75 T : very good (2.0) ((third match))
76 S : flowers
77 T : yes (4.0) ((fourth match))
78 S : tree
79 T : tree cocoa tree yes no cocoa tree is together this **így**
80 S : **ja így**
81 T : this is one only
82 S : **köszönöm**
83 T : and what yes pods pods pods look at the board please and repeat after me
84 T : factory
85 Ss : factory ((not all of them))
86 T& : factory
Ss
87 T : beans
88 Ss : beans
89 T : pods
90 Ss : pods
91 T : cocoa tree
92 Ss : cocoa tree
93 T : flowers
94 Ss : flowers
95 T : yes flowers ((emphasis on last s)) because there are some flowers very good
96 T : and open your vocabulary please (2.0) what is the new the brand new word from here the brand new **a legújabb**
97 S : pods
98 T : yes please write this word into your dictio vocabulary (12.0) ((pupils turning the pages of their dictionary))
99 T : pods pods ok pods (9.0) factory what is a factory Ákos what is a factory? (2.0)

- (xxxx xxxx)
- 100 S : **gyár**
- 101 T : very good cocoa tree what is it?
- 102 S : **kakaópálma**
- 103 T : very good? flowers
- 104 S : **Virágok**
- 105 T : yes beans
- 106 S : **bab**
- 107 T : **bab** ok very good and what is it pods look at the picture and try to find out Kati
- 108 S : **hagyma**
- 109 T : almost ((smile))
- 110 S : **mandula**
- 111 T : no
- 112 S : **termés**
- 113 T : **termés** yes very close
- 114 S : (xxxx xxxx) **amikor a virágon nem jön ki a bimbó** (2.0)
- 115 T : no (2.0) ((pupils trying to find the meaning)) **termés az jó gubó hüvely gubó hüvely** please write **gubó hüvely** pods **gubó hüvely** (8.0) ((pupils writing)) ok ok two more words **két új szó még** to grow to become to grow to become write it please write them into your dictionary to grow to become (2.0) to grow means that to become taller and taller to become taller and taller yes Zsuzsika
- 116 S : **nő**
- 117 T : this is a verb **ez egy ige nőni ugye** to become ő to grow **nőni** to grow yes (4.0) to become it means that to change
- 118 S : (xxxx xxxx xxxx)
- 119 T : yes **válni való valamivé jó** to become (4.0) very good ok and now open your books on page forty-eight (6.0) ((pupils are finding the right page in the pause)) forty-eight chocolate yes yammy yammy (9.0) I am going to read the text because it is a new one and you will translate it right?
- 120 S : **igen**
- 121 T : ok very good chocolate comes from the cocoa tree cocoa trees grow in hot wet countries in Afrika and South America
- 122 S : **a csokoládé a a ő kakaófán terem**
- 123 T : mhm
- 124 S : **a kakaófák nőnek a melegben**
- 125 T : **hol a meleg és** wet wet
- 126 S : **nedves**
- 127 S : **meleg és ő nedves**
- 128 T : countries country Hungary England Scotland yes **tehát a meleg és nedves országokban hol?**
- 129 S : **Afrikában és ő** (3.0) ((another is whispering the solution)) **Dél-Amerikában**
- 130 T : yes ok once more please the translation Laura **a csoki**[^]
- 131 S : **a csoki a kakaófán terem a kakaófa nedves**
- 132 T : **kezdjük a végén Dél-Amerika**
- 133 S : **Dél-Amerika és Afrika**
- 134 T : **Afrika**
- 135 T&S : **meleg és nedves**
- 136 T : **országában nő meleg és nedves orszá tehát a végén kezdél Dél-Amerika és Afrika**
- 137 S : **Dél-Amerika és Afrika meleg és nedves országában nő a kakaófa**
- 138 T : very good two picture two after five years pink flowers grow on the trees the flowers slowly become pods the pods are red or orange Zsuzsi please
- 139 S : **öt évenként rózsaszín virágok nőnek**
- 140 T : **a**
- 141 S : **a**
- 142 T&S : **fán** ((almost together))
- 143 S : **a virágok**
- 144 T : slowly ((saying it slowly to demonstrate meaning)) quickly ((saying it quickly to demonstrate meaning)) slow
- 145 S : **lassan**

- 146 T : yes **a virágok lassan**
- 147 S : **megnőnek**
- 148 T : not not grow become
- 149 S : **válnak**
- 150 T : pods (2.0) **mivé válnak?**
- 151 S : (xxxx xxxx) ((trying to find the solution))
- 152 T : **gubóvá válnak ilyen kis gubó** look at this picture you can see three pods here in this picture okay inside the pods there are small beans János please
- 153 S : **a termés**
- 154 T : inside the pods inside
- 155 S : **a termésben benn benne vannak a**
- 156 T : **babok kakaóbab kakaóbab** ok people in factories make chocolate from the beans Vivike
- 157 S : **az emberek a gyárban készítik a csokit a babból** <people in factories make chocolate from the beans >
- 158 T : **a babból** yes people in Europe the USA and Canada eat the chocolate Ákos
- 159 S : **az emberek ő Európában Amerikában**
- 160 T : János **ne csattogj**
- 161 S : **és Kanadában eszik a csokoládét**
- 162 T : yes very good very good ok ő m let's read the text ok? **olvassuk el a szöveget egy ember egy mondat** one student one sentence only one sentence Rozi please
- 163 S : chocolate grows on cocoa trees
- 164 T : cocoa trees
- 165 S : cocoa trees
- 166 T : Lili
- 167 S : cocoa trees grow in hot wet countries in Afrika and South America
- 168 T : Linda please
- 169 S : after five years pink flowers grow on the trees
- 170 T : thank you Szintike
- 171 S : the flowers slowly ((bad pronunciation))
- 172 T : slowly slow
- 173 S : become pods
- 174 T : pods
- 175 S : pods
- 176 T : pods yes Ákos
- 177 S : the pods are red or orange
- 178 T : thank you Katika
- 179 S : inside the pods there are small beans
- 180 T : thank you very much Zsuzsi
- 181 S : people in factories make chocolate from the beans
- 182 T : ok and Sárika
- 183 S : people in
- 184 T&S : Europe
- 185 S : the USA and Canada eat the chocolate
- 186 T : yes thank you once more please Jakab start it please
- 187 S : chocolate comes chocolate comes from the cocoa cocoa trees Cocoa trees
- 188 T : trees
- 189 S : cocoa trees grow in hot wet coun
- 190 T : countries
- 191 S : countries in a
- 192 T : Africa
- 193 S : Africa and South South America
- 194 T : yes Ilike please
- 195 S : after five years pink flowers grow on the trees
- 196 T : yes (3.0) Robi please (4.0)
- 197 S : the flowers slowly ((bad pronunciation))
- 198 T : slowly
- 199 S : slowly become pads pods
- 200 T : pods Barbika
- 201 S : the pods are red or orange

- 202 T : thank you Sanyi
 203 S : inside the pods there are small beans
 204 T : thank you Rozi
 205 S : people in factories make chocolate from the beans
 206 T : yes Ákos
 207 S : people in factories make chocolate from the beans
 208 T : **itt volt ez már volt**
 209 S : people in Europe ((bad pronunciation))
 210 T : Europe
 211 S : Europe the
 212 T : USA
 213 S : USA and Canada eat the chocolate
 214 T : ok and now don't look at your book look at me look at me yeah please repeat after me
 215 T : South America
 216 Ss : South America
 217 T : Africa and South America
 218 Ss : Africa and South America
 219 T : hot wet countries in Africa and South America
 220 Ss : hot wet countries in
 221 T& : Africa and South America
 Ss
 222 T : cocoa trees grow in hot wet countries in Africa and South America
 223 Ss : cocoa trees
 224 T& : grow in hot wet countries in
 Ss
 225 Ss : Africa and South America
 226 T : **aha** trees
 227 Ss : trees
 228 T : trees
 229 Ss : trees
 230 T : on the trees
 231 Ss : on the trees
 232 T : pink flowers
 233 Ss : pink flowers
 234 T : pink flowers grow on the trees
 235 S : pink flowers grow on the trees
 236 T& : pink flowers grow on the trees
 Ss
 237 T : after five years pink flowers grow on the trees
 238 T& : a^
 Ss
 239 Ss : fter five
 240 T& : years pink flowers grow on the^
 Ss
 241 Ss : trees
 242 T : very good pod
 243 Ss : pod
 244 T : pods
 245 Ss : pods
 246 T : ó become pods
 247 Ss : become pods
 248 T : slowly become pods
 249 Ss : slowly become pods
 250 T : the flowers slowly become pods
 251 Ss : the flowers slowly become pods
 252 T : very good orange
 253 Ss : orange
 254 T : red or orange
 255 Ss : red or orange

- 256 T : the pods are red or orange
 257 Ss : the pods are red or orange
 258 T : beans
 259 Ss : beans
 260 T : small beans
 261 Ss : small beans
 262 T : there are small beans
 263 Ss : there are small beans
 264 T : inside the pods there are small beans
 265 Ss : inside the pods there are small beans
 266 T : very good ő factories
 267 Ss : factories
 268 T : people in factories
 269 Ss : people in factories
 270 T : people in factories make chocolate
 271 Ss : people in factories make chocolate
 272 T : Europe
 273 Ss : Europe
 274 T : the USA
 275 Ss : the USA
 276 T : Canada
 277 Ss : Canada
 278 T : people in Europe the United States and Canada eat the chocolate
 279 T&Ss : people in Europe the United States and Canada eat the chocolate
 280 T : ok can you tell me please what does between red and orange what does this or mean between red or orange or who knows? who knows? one two three four five only five stu students know it six seven very good or red or orange Zsuzsi
 281 S : **piros és sárga**
 282 T : and? not and or Jakab (2.0) ((a few others want to say the meaning))
 283 S : **piros vagy sárga**
 284 T : **vagy vagy** Zsuzsi not and red and orange piros és red or orange **piros vagy narancssárga jó?** Ok very good can you tell me the opposite of these words for example hot what is the opposite what is opposite?
 285 S : **Ellentét**
 286 T : yes hot
 287 S : cold
 288 T : wet
 289 S : (xxxx)
 290 T : no **száraz** mhm **száraz na akkor mondjad ha tudod** (3.0) beginning with d d dr (2.0) dr dry wet dry wet dry ok the next one is slowly (3.0) slow quick slowly quickly quickly
 291 S : quickly
 292 T : ok what is slowly? what does it mean slowly?
 293 S : **lassan**
 294 T : quickly?
 295 Ss : **gyorsan**
 296 T : ok very good inside?
 297 S : **benn**
 298 T : what is the opposite cscscscscs Klau
 299 S : outside
 300 T : yes very good small beans small Rozi
 301 S : big
 302 T : very good can you tell me some more examples? **több példát erre hogy**
 303 S : clever stupid
 304 T : yes
 305 S : tall short
 306 T : tall short very good Ili Rena
 307 S : fat thin
 308 T : fat thin

- 309 S : happy sad
310 T : yes
311 S : (xxxx xxxx)
312 T : very good (3.0)
313 Ss : lazy
314 T : lazy ok (4.0) ok thank you very much and now please look at the questions answer the questions at the bottom of this page **tehát az alján** the questions read the question first and then try to answer them ok? Laura
315 S : what tree does chocolate come from? African and (xxxx)
316 T : what tree does chocolate come from?
317 S : cocoa tree
318 T : cocoa tree thank you open your exercise book please and write lesson (5.0) ninety lesson ninety and the title is chocolate chocolate lesson ninety chocolate yes (6.0) aha what's the date today today's the 12th of (May) **May 12-e van** the 12th of May (4.0) and please write chocolate number one what was the answer?
319 S : cocoa
320 T : cocoa
321 S : tree
322 T : tree ok cocoa tree (3.0) number two read the question please Zsuzsika
323 S : where do cocoa trees grow?
324 T : where? Where? (3.0) Kati
325 S : (xxxx)
326 T : yes yes
327 S : America and (xxxx) Africa and South America
328 T : Yes **egy kicsit hosszabban** in^
329 S : in hot
330 T : yes in hot wet **ország**
331 Ss : country
332 T : countries in
333 T&S : Africa ((teacher whispering the word))
334 S : and South America
335 T : once more please
336 T&S : in
337 S : hot hot wet
338 T&S : countries
339 T : in
340 T&S : in
341 S : Africa and South America
342 T : very good ((writing on the board)) in hot wet countries (3.0) in (2.0) Africa and South America yeah (5.0) what is the opposite of wet what is the opposite of wet (2.0) don't you remember what is the opposite of wet Zsuzsi
343 S : (xxxx xxxx)
344 T : no what is the opposite of wet (4.0) what is the opposite of wet
345 S : dry
346 T : yes wet dry wet dry wet dry ok János please
347 S : what colour are the pods? The pods are red or orange
348 T : ok ((writing on the board)) red or orange (2.0) what does or mean? **Mit jelent az** or?
349 S : **vagy**
350 T : **vagy vagy** what is the opposite of wet
351 S : dry
352 T : dry very good ok four Szintike please
353 S : what is inside the pods? small beans
354 T : very good ((writing on the board)) small beans (5.0) five Ági
355 S : who makes chocolate from the beans? I n the factories
356 T : not where who who (2.0)
357 S : people
358 T : cscscscscs Lili
359 S : people on the factories
360 T : people on the factories they are sitting on the factory and they make chocolate from

- the beans they are sitting on the top of the fac on the factory Robi? on? ((joking))
- 361 Ss : (2.0) in
- 362 T : ok ((writing on the board)) people in factories and the last question please (5.0) ok Ili
- 363 S : do you like chocolate? yes I do
- 364 T : very good (4.0) who doesn't like chocolate? Ok everybody likes cho nobody ((dislikes chocolate?)) very good everybody likes chocolate it's very important thing but you will see at the end of the lesson ok and now I would like you to put these pictures into the correct order ok? So which is the first what picture is the first (3.0) aha Szinti
- 365 S : (xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
- 366 T : Ok I will tell you again there are the pictures on the table on the board ok? and please put them into the correct order Szandi
- 367 S : **tegyük sorba**
- 368 T : yes what which is the first
- 369 S : cocoa tree
- 370 T : very good put it here yes ok put it here (2.0) what is the next one Klau?
- 371 S : flowers
- 372 T : yes very good and the next one **olyat szólítok most csak azért hogy könnyebben ki tudjunk jönni Vir vagy Szinti**
- 373 S : pods
- 374 T : yes the next one (2.0) ((chatting)) beans and factory ok and now I would like you to draw **azt szeretném ha rajzolnátok méghozzá (2.0) ki fogjuk egészíteni ezt ami a táblán van ok elolvasom újra lassan a szöveget** I will read the text and we are going to draw together **együtt rajzolunk jó? ezt majd úgy tanuld meg otthon hogy a rajzot nézed és ujjaddal mutatod és megpróbálad angolul mondani hogy melyiken mi történik jó?** cocoa chocolate comes from the cocoa tree please draw a tree (2.0)
- 375 S : **kicsiben?**
- 376 T : mhm
- 377 S : **tök jó**
- 378 T : chocolate comes from the cocoa tree (7.0) ok after five years **én ezt így rajzolnám jó légy szí nyíl ötös** after five years pink flowers grow on the tree **rajzolj virágokat nem muszáj illet amelyet én olyan tudod olyan putty putty putty körbe** ((smile)) **azt a körbe virágot azt könnyebb** (12.0) ok the flowers slowly become pods **nyilacska és rajzolj gubót termést hüvelyt ahogy neked tetszik** (11.0) ready? Are you ready?
- 379 S : yes
- 380 T : yes ok inside the pods there are small beans **nyilacska nem is kell olyan sok kiegészítés ugye?** inside the pods there are small beans **babokat kérek úgy van Robi jó ha nem fér ki akkor húzod lefele** very good (5.0) people in factories make chocolate **nyilacska** factory **gyárkémény hát nálunk még ilyenek a gyarak sajnos** ((smile trying to remain positive despite disappointment)) ok (4.0) and the last picture is a mouth here ok? eat people eat the chocolate all over the world **ugye mindenhol eszik a világon** (15.0) Rozi are you ready?
- 381 S : yes
- 382 T : can you tell me a sentence about the first picture? **Csak egy mondatot az első képről** (3.0)
- 383 S : chocolate a
- 384 T : comes from
- 385 S : chocolate comes from Ame America Africa and South America
- 386 T : very good ok good (2.0)
- 387 S : (xxxx xxxx)
- 388 T : after
- 389 S : after five years the flowers (xxxx)
- 390 T : grow
- 391 S : grow
- 392 T : on the
- 393 S : on the cocoa trees
- 394 T : very good and then? (6.0)

- 395 S : flowers slowly
 396 T : become
 397 S : become pods?
 398 T : pods very good very good and then? (4.0)
 399 T&S : inside the
 400 S : pods
 401 T : there are
 402 S : there are small beans
 403 T : very good and? (6.0) Katika
 404 T : people
 405 S : people in the factories
 406 T : make
 407 S : make
 408 T : make
 409 S : make chocolate jó ok people in factories make chocolate (7.0)
 410 S : and people is
 411 T : **nem kell** is
 412 T : people
 413 S : people eat the chocolate
 414 T : people eat the chocolate yes very good **ezt kérem szépen otthon betanulni tehát** please learn the content of the text **tehát az olvasmány tartalma aki nem tudja az tanulja be szó szerint** thank you ok and now close your book close your exercise book and I'm going to give you a piece of paper (4.0) **felét ide** (5.0) ok (4.0) ((teacher walking and giving papers)) mhm (8.0) please have a look at this side of the paper where the pictures are this side (7.0) Jánoska yeah I like yes what can you see here? (2.0) **mit látsz itt?**
 415 S : aa **ki vannak hagyva szavak**
 416 T : mhm so what is your task? **tehát akkor mi a feladat?**
 417 S : (xxxx xxxx xxxx)
 418 T : ok please do it (3.0) **nem Szandikám ott** (10.0) ((pupil sneezing after pause)) bless you (44.0) nobody knows number one number one is difficult (3.0) number one is difficult (2.0) nobody knows number one let me give you a little help ok number one look at number one (2.0) what is the question when you want to ask somebody where are you? where are you? mhm (29.0) is it difficult? **nehéz?** yes yes it is (2.0) but if you had a good memory ((cheery smile)) you can do it easily (5.0) five (13.0) Szandi is ready János is ready (18.0) ((teacher walking and checking solutions)) people Barbika people is the next one people is (4.0) yes ok (12.0) the flowers (3.0) beginning with f (5.0) ((pupil whispering in teacher's ear during pause)) mhm (20.0) ok finish your work please and take a red pencil or pen (9.0) how many words (3.0) are there nine words ok so one two three four five six seven eight nine ok so you can get nine points **tehát mindenki kilenc pontot szerezhethet** if your answer is correct please put a tick next to the word it means that one point for you but if there is a little mistake ok only one letter for example you can yes please me give half a point and if the word is not correct no point ok what is the first
 419 S : from
 420 T : second Lili
 421 S : mm (xxxx)
 422 T : third
 423 S : **nem**
 424 Ss : (xxx xxxx xxxx)
 425 T : János please
 426 S : grow
 427 T : Ili please three
 428 S : (xxxx)
 429 T : Katika four
 430 S : years
 431 T : very good years why is this s here? why? because five years five years ? Klau five
 432 S : **nem tudtam**
 433 T : Zsuzsi
 434 S : grow (3.0)

- 435 T : Rozi (2.0) Jakab five?
436 S : slow
437 T : slowly slowly lassan slowly Sanyi six?
438 S : or
439 T : or seven Ákos?
440 S : (xxxx)
441 T : eight Zsanett?
442 S : ő pods
443 T : and nine
444 Ss : **nem**
445 T : **nem?** no?
446 S : **emberek a pods-ban?**
447 T : it's funny people in pods
448 S : **de azt mondtad hogy a hét mert a hét az**
449 S : **az sem az**
450 T : so eight Barbika eight
451 S : factory
452 T : Yes **hát**
453 S : factories
454 T : **igen így lenne jó** factories **mert nem csak egy gyárba gyártanak** chocolate
hanem sok Sárka nine **fél pont** eat count your points **számold a pointjaidat** (5.0)
455 S : eat?
456 T : eat eat yeah eat ((spelling in the Hungarian way)) eat (6.0) nine (2.0) ((Szandi
raising her hand/s)) well done Szandi two plusses for you eight and a half (4.0)
457 T&S : no
458 T : eight (2.0) ((János raising his hand/s)) a plus for János seven and a half? **Hét és fél?**
Ok seven? Yes ok six? (2.0) five? Less than five? **Kevesebb mint** oh my god how
many?
459 S : four (xxxx xxxx xxxx xxxx)
460 T : ok **jó** two plusses plus for János your homework will be turn the page please turn
the paper and on the other side there are seven sentences but the sentences are not
correct **nem helyesek** please find the mistakes underline and correct them **Mondd**
el a feladatot János mi otthon?
461 S : **ő van egy hibás mondat**
462 T : **nem csak egy**
463 S : **ellentéttel kell írni**
464 T : **nem biztos tehát**
465 S : **hibás a mondat és ki kell javítani**
466 T : **aláhúzni és kijavítani föléírni a helyeset** how many mistakes are there?
467 S : **tíz**
468 T : ten there are ten mistakes altogether **összesen**
469 Ss : (xxxx xxxx xxxx xxxx xxxx)
470 T : **gyerekek**
471 T&S : **tíz szót keress**
472 T : **ami nem olyan a szövegbe mint amilyennek lennie kell nem most** this is your
homework ok? good ok this is your homework your written homework **ez az**
írásbeli szóbeli mi?
473 Ss : **tanulni**
474 T : yes és szépen elmondani jövő órán még jelentkezés alapján ki szeretné pluszra
elmondani? (2.0) jövő órán és azután a jövő órai után pedig mindenkit aki nem
volt még aki nem jelentkezett magától le fogok feleltetni tehát mindenkit
számon fogok kérni a csokiból do you like chocolate?
475 Ss : yes
476 T : I got yes I got some chocolate here in my bag mmm very delicious ok yes thank
you for your work thank you for your work and good bye (5.0) ((teacher
unwrapping the packet)) **hű de nehéz ezt kibontani jó aki kifele megy az egy-egy**
csokikát elvesz jó? remélem hogy húszdarabos mert annyit számoltam mert
akkor kellene hogy jusson egy-egy csokikát elvesz a jó munka jutalma ként

Lesson Piroska 2

- 1 T : good morning
 2 Ss : good morning
 3 T : who is on duty this week?
 4 S : today is Thursday nobody Julia is absent
 5 T : thank you sit down ((students are sitting down)) (4.0) Klau please homework
 6 S : (xxxx xxxxx) ((students are chatting)) (3.0)
 7 T : Laura why? (4.0) what was the homework Klau?
 8 S : **a szavakat ki kellett javítani**
 9 T : yes okay please take your place (2.0) please take coming coming quickly please sit down good morning ((new students are coming, chatting)) (4.0) okay ready (10.0) ((students are taking their places)) **majd óra végén ezzel most nem foglalkozok drága tedd oda jó?** correct the mistakes please read the sentence and tell me what was the mistake or what word a mistake Lili please
 10 S : cocoa trees grow in hot vet countries
 11 T : okay hot the mistake was cold is the correct words is hot yes two Tambi
 12 S : after five years pink flowers grow on the trees
 13 T : yes very good there are two mistakes five and
 14 T&S : pink very good Rozika please
 15 S : the flowers slowly beco bec
 16 T : become ((helps to pronounce the word))
 17 S : pods
 18 T : yes slowly not quickly slowly okay János please
 19 S : the pods are red and orange
 20 T : very good red or orange Laura
 21 S : inside the flowers there are small beans
 22 T : yes okay go on Ákos
 23 S : people in factories maka the cholate from the beans
 24 T : very good and the last sentence Jakab please
 25 S : people in Europa the USA and Canada eat the chocolate
 26 T : yes okay (4.0) **tizenny** there were eleven okay very good and now (2.0) who wants to tell the the text the story about the chocolate? **ki akar felelni ez a kérdés itt** nobody ((she is laughing)) (5.0) **legalább valaki próbálja már meg** okay? yes Szindi you can open your excercise book and you can see the drawings (4.0) yes okay (2.0) yes here is
 27 S : cocoa trees from hot vet country
 28 T : come come ja no no no cocoa trees come ((loud signal from outside)) (13.0) start it again please ja no no no cocoa trees come ((loud signal from outside)) (13.0) start it again please
 29 S : cocoa trees come from hot vet countries in Africa and South America after five years pink flowers grow on the trees the flowres become slowly become pods inside the pods there are small beans people in factories make the chocolate from the beans people in Europa the USA and Canada eat the chocolate
 30 T : thank you very much **ötös erre egy ötöst adok bizony mert ez megérdemel hú nem hoztam a füzetemet na a kutyafáját gondatlan tanár néni ki tudja hol ülök a tanáriban? kit szoktam küldeni? Tombika legszélül kis füzetemet hozd el a kis füzetemet bocsánat elnézést** okay (2.0) it was very good Szindi okay very good anyone else? (4.0) **ma még önként lehet jelentkezni a következő órán már szólítok akkor mindenki megvárja a következő órát? nem tesz senki próbát ma?** (3.0) okay öööö Monday Tuesday Wendesday Thursday what are these? (3.0)
 31 S : ((guessing))
 32 T : nooo nooo (2.0) days okay they are days and seven days what is it? seven days
 33 S : one week
 34 T : yes one week very good (4.0) and summer spring autumn
 35 S : weathers
 36 T : not weathers noo **évszak** in English
 37 S : season
 38 T : yees (3.0) and the four seasons together is a

- 39 S : year
 40 T : year year (2.0) one thing is between this do you know what is this word? between week and season ?
 41 Ss : (xxxx)
 42 T : yes **hónapok**
 43 S : months
 44 T : months very good (2.0) now we are going to learn about months today ö how many months are there in a year?
 45 S : twelve
 46 T : yes how many seasons are there in a year?
 47 S : four
 48 T : four how many weeks? do you know how many weeks? yes in English please fifty two and how many days? (3.0) yes **hogy mondjuk ezt hu száz fölé még nem mentünk de próbáljuk meg három**
 49 S : three
 50 T : **száz** hundred and
 51 S : and
 52 S : sixty
 53 T : yes **háromszázötvenhat?**
 54 Ss : ((they are talking in Hungarian about the numbers))
 55 T : okay so three hundred and sixty-five is it correct? yes okay very good so there are twelve months in a year what are these? please listen to the tape and repeat after it okay?
 56 C : section forty-five listen and repeat January February March April May June July August September October November December (3.0)
 57 C : January
 58 T& : January
 Ss
 59 C : February
 60 T& : February
 Ss
 61 C : March
 62 T& : March
 Ss
 63 C : April
 64 T& : April
 Ss
 65 C : May
 66 T& : May
 Ss
 67 C : June
 68 T& : June
 Ss
 69 C : July
 70 T& : July
 Ss
 71 C : August
 72 T& : August
 Ss
 73 C : September
 74 T& : September
 Ss
 75 C : October
 76 T& : October
 Ss
 77 C : November
 78 T& : November
 Ss
 79 C : December
 80 T : December very good okay Lili what's your favorite months? (4.0)

- 81 S : June
82 T : June Eszter what's your favorite months?
83 S : April
84 T : April what's your favorite months?
85 S : April and May
86 T : what's your favorite day?
87 S : day?
88 T : ühüm
89 S : Friday
90 T : okay what's your favorite lesson? (6.0) Rena (2.0) Barbi what's your favorite lesson? subject
91 S : (xxxx)
92 T : yes okay what's your favorite colour? (2.0)
93 S : pink
94 T : okay what's your favorite animal?
95 S : dog
96 T : what's your favorite number?
97 S : seven
98 T : what's your favorite food? Zsanett please (3.0) food shhh Ákos
99 S : spaghetti
100 T : okay spaghetti spaghetti bolognese okay what's your favorite fruit? Ákos
101 S : apple
102 T : what's your favorite ice-cream?
103 S : (xxxx)
104 T : yes okay (4.0) ((she is thinking)) what's your favorite (2.0) channel? channel **csatorna még nem tanultuk**
105 S : I don't know
106 T : I don't know okay what's your favorite month?
107 S : October
108 T : yes and you? what about you?
109 S : July
110 T : July yes summer time okay very good and now open your books on page (3.0) forty-nine (7.0) ((the students are opening their books)) unit thirteen January February March the months yes okay and now listen the tape again and point to the right picture please
111 C : ((music)) unit thirteen cassette section forty-four listen and point to the right picture Lucy and Shep are playing in the snow what month is it? ((signal)) January
112 T : okay please point to the right picture point what is point Robi?
113 S : (xxxx) (2.0) **mutass**
114 T : **mutass** okay so Lucy and Shep are playing in the snow what month is it? please point to the right picture yes okay go on
115 C : Lucy and Shep are climbing in trees what month is it? ((signal))
116 T : yes okay (3.0)
117 C : Lucy and Shep are making a cake in the kitchen what month is it? ((signal)) (4.0)
118 T : what month is it?
119 C : Lucy and Shep are watching TV what month is it? ((signal))
120 T : Ákos what month is it?
121 S : (xxxx)
122 T : yes
123 C : Lucy and Shepa are eating ice-cream on the beach what month is it? ((signal))
124 S : August
125 T : August yes
126 C : Lucy and Shep are playing with a ball in the garden what month is it? ((signal))
127 S : May
128 T : yes
129 C : music
130 T : Lucy and Shep are riding a bicycle what month is it? Lillus
131 S : March
132 T : okay Lucy and Shep are swimming in the see what month is it? Robi
133 S : July

- 134 T : July Robi July ((corrects the pronunciation)) everybody please
 135 T& : July
 Ss
 136 T : okay Lucy and Shep are reading in the living-room Zsuzsi
 137 S : December
 138 T : very good Lucy and Shep are writing a letter Klau
 139 S : February
 140 T : very good Lucy and Shep are playing with marbles Lili
 141 S : May
 142 T : May ((corrects the pronunciation)) May okay everybody please
 143 T& : May
 Ss
 144 T : very good and now I would like you to tell me sentences that Lucy and Shepard
 pont pont pont yes what month is it? Szindi
 145 S : Lucy and Shep are playing in the (xxxx)
 146 T : what month okay call somebody
 147 S : what month is it?
 148 T : very good Kati make a question please
 149 S : Lucy and Shep (3.0)
 150 T : are
 151 S : are reading a book
 152 T : what
 153 S : what month is it?
 154 T : very good
 155 S : December
 156 T : question please
 157 S : Lucy and Shep are playing (4.0)
 158 T : are playing in
 159 S : are playing in kite
 160 T : with with
 161 S : with kite what month is it?
 162 S : April ((incorrect pronunciation))
 163 T : April ((corrects the pronunciation)) April very good go on
 164 S : Lucy and Shep are climbing in the trees
 165 T : climbing the tree
 166 S : what month is it? (xxxx)
 167 S : June
 168 T : yes
 169 S : Lucy and Shep watching TV
 170 T : are Lucy and Shepard
 171 S : are watching TV what month is it? Robi
 172 S : November
 173 T : very good
 174 S : Lucy and Csap
 175 T : Shep ((corrects the pronunciation))
 176 S : Csap
 177 T : Shep
 178 Ss : ((they are laughing))
 179 S : Lucy and Shep in the river
 180 T : are Lucy and Shep are
 181 S : are in the river
 182 T : in the river in the river ((she is laughing)) is it a river? a very big river
 183 S : July
 184 T : yes question please
 185 S : Lucy and Shep make
 186 T : are ma
 187 S : are making cake.
 188 T : thank you very much and now listen to me February what are they doing? February
 what are they doing? Zsuzsi
 189 S : make a cake

- 190 T : they are
 191 S : make a cake
 192 T : they are
 193 S : they are make a cake
 194 T : Rozi help her please (3.0) they are
 195 S : they are making a cake
 196 T : very good Zsuzsi please repeat
 197 S : they are making a cake
 198 T : very good April what are they doing? Jakab
 199 S : they are playing with kite in the park
 200 T : they are playing with kite in the park very good ö August what are they doing?
 János
 201 S : they are eating the ice-cream
 202 T : yes very good December what are they doing? Ákos
 203 S : they are reading books
 204 T : very good September Ilike please
 205 S : they are playing football
 206 T : very good continue it Ili **folytasd amit én elkezdtem** a month please **hónap**
 207 S : May
 208 T : May question please what are
 209 S : what are
 210 T&S : they
 211 S : doing
 212 T : okay May what are they doing?
 213 S : they they are playing with marbles
 214 T : okay a month please
 215 S : March
 216 T : March March question please what
 217 S : what are
 218 T : they
 219 S : doing
 220 T : yes okay
 221 S : they are (4.0)
 222 T : they are riding riding on a bike riding on a bike or cycling you can say cycling yes
 okay last question please Rozika
 223 S : October
 224 T : what are
 225 S : what are they doing?
 226 T : yes
 227 S : (xxxx)
 228 T : they
 229 S : they are writing a letter
 230 T : yes thank you very much and now again the month please tell me the months
 231 Ss : January February March April May June July August September October
 November December ((each month is said by a different student, probably the
 teacher is pointing at them))
 232 T : again please
 233 Ss : January February March (3.0)
 234 T : January February March December ((each month is said by a different student,
 probably the teacher is pointing at them))
 235 Ss : April May June July August September October November December
 236 T : okay the boy start it please the boys aha only the boys (4.0) boys come on together
 237 Ss : ((only the boys)) January February March April May June July August September
 October November December
 238 T : thank you and now the girls start it please
 239 Ss : ((only the girls)) January February March April May June July August September
 October November December
 240 T : okay Zsuzsi when is your birthday? in?
 241 S : July
 242 T : in July okay in **benne a hónapban** when is your birthday Klau?

- 243 S : in (xxxx)
- 244 T : yes when is your birthday?
- 245 S : in December
- 246 T : in December yes when is your birthday?
- 247 S : in November
- 248 T : and your birthday?
- 249 S : in May
- 250 T : thank you okay very good and now (2.0) we are going to practice okay I will give you a piece of paper sheet of paper okay practice what is practice? **gyakorlás gyakorlás** okay (5.0) ((students are chatting)) please look at this side of the paper look at this side what months is it? **milyen hónap ez?** and take take a pencil please (4.0) **van egyel több akkor egyet én is** take a pencil please and try to find the months try to find the month circle them circle them okay **haladjunk együtt jó? s ha valaki talált egy hónapot azt akkor mondja hogy hol**
- 251 S : **January alulról a hatodik**
- 252 T : where is it? (3.0) **közép alulról hat középen vízszintesen így mondjuk jó vízszintes vagy függőleges**
- 253 S : **December vízszintes második sorban**
- 254 T : December very good Ilike **vízszintes Sárka**
- 255 S : **függőlegesen az első sor September**
- 256 T : September very good Laura
- 257 S : **November a másik oldalon függőlegesen**
- 258 T : thank you November (3.0) Jakab
- 259 S : **July a november alatt**
- 260 T : July? **November alatt** yes **vízszintes** yes (2.0) where is the October
- 261 S : **vízszintesen a felső sorban a harmadik**
- 262 T : **inkább átlósan nem?** October **felső sor o betűnél átlósan** October
- 263 Ss : (xxxx xxxx)
- 264 T : yes okay Sárka
- 265 S : **vízszintesen a legelső sorban**
- 266 T : February yes (5.0)
- 267 S : May
- 268 T : where is May?
- 269 S : **alulról a negyedik sorban kezdődik és így átlósan le**
- 270 T : yes May (3.0) yes okay Lillus
- 271 S : **August függőlegesen az utolsó előtti sorban**
- 272 T : August (2.0) August yes August August
- 273 S : March
- 274 T : March where is march?
- 275 S : **felülről a harmadik sorban és függőlegesen lefelé**
- 276 T : **átlósan** March March look at look at my paper March March yes (5.0) Rena
- 277 S : June (xxxx xxxx)
- 278 T : June June very good Laura
- 279 S : mellette az April
- 280 T : next to it April a June **mellett** April next to June April how many words are there? how many months?
- 281 Ss : ((they are chatting)) (5.0)
- 282 T : thirteen **az nem lehet**
- 283 S : June **az megvan**
- 284 T : **megvan a twelve?**
- 285 Ss : **igen**
- 286 T : okay thank you please turn the paper (3.0) and complete the months **egészítsd ki a hiányzó hónapokat** yes okay (8.0) **lefelé haladj** January hm March hm May hm (20.0) yes the capital letter yes okay (6.0) if you are ready please open your book and check your work okay? (2.0) the spelling **a helyesírást jó?** ((the students are working the teacher is walking around)) are you ready János? okay are you ready? and what about the others? are you ready? yes okay no mistake yes one mistake two mistakes more than two **több mint kettő** okay a plus for you who has not got any mistakes (7.0) **ezt eltévesztettem** yes? **most nem** János not now when is your birthday? exercise two have a look at exercise two my birthday is in (2.0) tell me

- the sentence
- 287 S : my birthday is in October
- 288 T : Kati what about ?
- 289 S : my birthday is in January
- 290 T : thank you Zsanett
- 291 S : my birthday is December
- 292 T : yes
- 293 S : my birthday is in November
- 294 T : yes Sanyi what about
- 295 S : my birthday is in August
- 296 T : thank you and the last exercise exercise three do a puzzle **keresztrejtvény** the months **gyorsan** quickly do it please (77.0) ((the students are working)) okay very good János please tell me the words down down **függőleges** down yes
- 297 S : May
- 298 T : yes
- 299 S : April June October September
- 300 T : thank you August yes Jakab please tell me the words across **függő vízszintes** yes across
- 301 S : December March January July
- 302 T : yes
- 303 S : November February
- 304 T : February February okay February very good thank you Lilike **most mondták el miért nem írtad be gyorsan gyorsan jó azért hajtom ennyire a társaságot hogy maradjon idő óra végén játéokra mert készültem egy kicsit** Robika aha in groups okay (2.0) your homework will be listen to me please (2.0) yes your homework will be to write about these picture in book on page forty-nine forty nine (4.0) so homework book on page thirty-nine write sentences about the pictures what month is it here is an example **itt a példa és tizenkét mondatot tizenkét választ kérek szépen írni jó így van így van jó itt a minta** there is the example the example is here please write about the picture Lucy and Shepard are playing in the snow what month is it? January Lucy and shepard are making cake in the kitchen what February okay and go and now I will make four groups you four together you you and you Szandi's group will be the the square ö Zsuzsi's group will be the triangle circle Szindi's group and the star will be Jakab and his group okay?
- 305 Ss : ((students are chatting)) (15.0)
- 306 T : **kell lenni egy írónak legyen egy írónok jó?** okay who will write here Laura who will write here in this group? Zsuzsi okay your exercise book you can write in your exercise book who will write here in this group? Sanyi please close your book and join to the others please okay Zsanett please open your exercise book who will write here? Szindi okay please turn back yes okay ssh (11.0) ladies and gentlemen I would like to start the game are you ready?
- 307 S : **igen**
- 308 T : okay then look at me please (3.0) öö last lesson ö we read a text about what? about this was the text about? what about? no a text
- 309 Ss : (xxxx)
- 310 T : don't you remember the text? text **szöveg** yes
- 311 S : chocolate
- 312 T : about a chocolate okay chocolate please write as many words as you know beginning with (2.0) c beginning with c one minute please
- 313 S : **lehet a chocolate is**
- 314 T : no chocolate **kilőve**
- 315 S : lehet (xxxx)?
- 316 T : no no names no towns no countries (38.0) your time is up please put down your pencil or pen count your words okay how many?
- 317 S : eight
- 318 T : eight
- 319 S : ten
- 320 T : ten very good
- 321 S : five
- 322 T : five and

- 323 S : eleven
324 T : eleven the winner is the group of circle group yes please read the words
325 S : cat cold country coat calm cocoa cola (xxxx) cornflakes chair és cinema
326 T : cornflakes yes okay very good four points for you who is the second? okay
327 S : eight
328 T : eight thank thank you and one yes and now please look at the board you don't have to write **most nem kell írni** look at the board Zsanett please look at the board there are eight cards on the board and on the other side of the cards there are one word there is only one word you have to say correct English sentence containing this word if the sentence is correct you get one point okay what is your task János? what is your task? aha
329 S : **megnézni a kártyát és egy mondatot mondani**
330 T : **egy helyes mondatot az a lényeg jó** correct sentence okay ö square **csoport gyorsan**
331 Ss : ((they are chatting))
332 T : sho to the others
333 S : **én is mondhatom a mondatot?**
334 T : **te is** likes
335 S : I likes cocoa
336 T : I likes cocoa? Is it correct?
337 Ss : no
338 T : no thank you sit down triangle tell me a number tell me a number
339 S : five
340 T : okay five likes
341 S : he likes cocoa
342 T : he likes cocoa yes okay one point one point öö your group tell me a number
343 S : five
344 T : five no more five
345 S : three
346 T : the children
347 S : the children are going to the apartmen
348 T : there was a small mistake in this sentence okay I won't tell I won't tell you what was it yes
349 S : eight
350 T : English
351 S : I like English
352 T : yes ((she is happily laughing)) okay very good and again is your turn
353 S : one
354 Ss : **az a miénk aza miénk**
355 T : sorry are
356 S : they are
357 T : yes okay it's correct
358 Ss : seven
359 T : seven red
360 S : (xxxx)
361 T : no no no it isn't correct you
362 S : four
363 T : four is
364 S : there is a letter
365 T : there is a letter where there is a letter continue it **folytasd**
366 S : on the table
367 T : yes okay it is correct
368 S : seven
369 T : seven red
370 S : there are three red ball
371 T : small mistake again there are three red ball
372 S : balls
373 T : yes **ezt a mondatot nem mondhatod újra jó? tessék**
374 S : three
375 T : okay number three the children

- 376 S : the childrens are playing table tennis in the park
 377 T : very good the children are playing table tennis in the park your mistake was childrens ((emphasises the s)) **azt mondtad hogy** childrens **az már többes szám és János ügyes volt hogy** are children are okay six oh red again
- 378 Ss : (xxxx xxxx)
 379 T : **jó mindegy**
 380 S : red ball
 381 T : no it isn't correct the sentence is not correct
 382 S : two
 383 T : two in
 384 S : the professor's in New York
 385 T : very good the professor's in New York
 386 Ss : (xxxx xxxx)
 387 T : hol? **Jó akkor egyet leveszek elnézést két red-et csináltam akkor a red-ért folyik még a harc tessék** red
- 388 Ss : the (xxxx) colour red or orange
 389 T : no it was not correct
 390 S : look at eye red flower
 391 T : look at my red flower my okay
 392 S : October isn't red
 393 T : it's red October is red
 394 S : I like red teacher
 395 T : I like red ((she is laughing)) teacher is it correct? no no yes **mert nemcsak egyet hanem** aha it's your turn again
- 396 S : the professor car is red
 397 T : once more please
 398 S : the professor car is red
 399 T : the professor's car okay
 400 S : my favorite colour is red ((break signal from outside))
 401 T : yes okay my favorite colour is red okay three points for you oon e point one point and two point it's okay this is not the end of the game please listen to me öö and (4.0) Robi (3.0) and what was the today's topic what was the mmm what (2.0) have we learnt about? **miről tanultunk? Megmondom magyarul** okay
- 402 S : months
 403 T : months okay how many letter is it? months
 404 S : five
 405 T : okay one two three four five please write as many words as you know containing five letters
- 406 Ss : **öt betűs? öt betűs szavakat?**
 407 T : **öt betűs szavakat lehet öt betűből álljon a szó** one minute one minute (30.0) half a minute **fél perc még** your time is up **az idő lejárt sajnos** count your words please how many?
- 408 S : nine
 409 T : nine
 410 S : four
 411 T : four
 412 S : six
 413 T : six and
 414 S : seven
 415 T : okay read your words
 416 S : apple boat
 417 T : apple what was the second?
 418 S : apple
 419 T : the second
 420 S : boats
 421 T : boats yes
 422 S : books
 423 T : yes
 424 S : cocoa
 425 T : cho yes

- 426 S : (xxxx)
- 427 T : yes
- 428 S : three
- 429 T : ye
- 430 S : rooms chair seven
- 431 T : okay seven the plurals
- 432 S : basket yes okay akkor eight
- 433 T : who has got eight? **kinek van még nyolc? okay ki a második? gyorsan**
- 434 Ss : (xxxx)
- 435 T : **jó** three points here two and? two and one okay? is it good? yes okay nine five eight and five the winner is the square group one point for you on eplus for you the second is the circle group okay and the third are yes the star and the triangle thank you very much for you stand up please
- 436 Ss : ((students are talking loudly)) (4.0)
- 437 T : thank you for your work see you next week good bye
- 438 Ss : good bye
- 439 T : okay

Lesson Ica 1

- 1 T : tell me what's the weather like (xxxx)
 2 S : it's cloudy
 3 T : yes
 4 S : not raining
 5 T : yes
 6 S : cool
 7 T : it's cool today that's right and ö what's the temperature? temperature (xxxx) fifteen (xxxx xxxx xxxx) between twelve and fifteen ok thank you sit down please (10.0)
 8 S : **a dolgozatot be lehet adni?**
 9 T : yes please give me back give it to me please thank you (5.0) Wednesday morning latest ok thank you (4.0) yes **aki nem írta alá az igen tudom aki nem írta alá azt szerdán reggel utoljára kérem szépen jó? ok és akkor osztogatnám úgyhogy ellenőrzőt elő lehet venni mert akkor osztogatnám a következő adagot (8.0) ö hurry up please (3.0) yes**
 10 S : (xxxx xxxx xxxx)
 11 T : yes yes I know thank you good (5.0)
 12 S : **volt** (xxxx xxxx xxxx xxxx xxxx)
 13 T : **jó majd meglátjuk de az miért? miért csak az egyikre van kérdés és a többi?**
 14 S : (xxx xxxx)
 15 T : **de miért nem? hát ez szép dolog vannak ilyenek látod Krisztina akik nem csinálják meg a házi feladatot itt van az egyik ilyen nagy sakál ok hát ez a szerencséje viszont hogy van egy csillagos ötös dolgozata a Reginának tessék Regina (2.0) igen Lilinek Zsuzsikának Patricia where are you Kristóf János Zsolt merre van? ((teacher is giving out the corrected and marked tests from the previous lesson))**
 16 S : **köszönöm**
 17 S : **itt van**
 18 T : **jaj gyere tedd oda légy szíves Lili Fruzsikáé is Ároné is egy fél hibája volt legközelebb uram ne felejtse el az r betűt kiradíroztatni**
 19 S : **jó**
 20 T : **jó egy hibája volt Viviennek nyuszika o betű vagy a betű ezeket ne keverd össze és ne cseréld fel jó? egy hibája volt Ilikének a breaken-t véletlenül azt rosszul nem breaken hanem broken Saroltnak is egy hibája volt illetve két félhibája Mikike két hibája volt úgyhogy végre most már ötös de figyeljél jobban oda jó? gyorsan írjuk be a naplóba és aztán utána a házi feladatot szeretném ellenőrizni és szeretném megmutatni Krisztina néninek hogy hogy tudjátok a kérdésfeltevést jó? úgyhogy azzal fogjuk kezdeni úgyhogy azt már ki is lehet nyitni meg az ellenőrzőket is úgyhogy gyorsan quickly please**
 21 S : **be lehet írni?**
 22 T : **persze gyorsan és akkor hogy legyünk túl na most nézd meg mennyi jegyük van na de ez pont azért van mert ennyi dolgozatot írtunk majdnem három vagy kétnaponta írunk ilyen szódolgozatokat Áron ellenőrzője nincsen jegye? **Hogyhogy****
 23 S : **igen**
 24 T : Ili five yes
 25 S : **mindenkinek ötös**
 26 S : **ötös**
 27 T : yes good alá kellene íratni a do a jegyeket
 28 S : (xxxx)
 29 T : háhá **tudom**
 30 S : **hányadika van? öt^**
 31 T : no **kilencedike**
 it's the ninth (4.0) **Zsuzsika ellenőrző most nézd meg ahhoz képest hogy mennyi volt ugye félévkor és most mennyi jegye van ez pont azért van csillag?**
 32 S : **igen**
 33 T : **rádásul (2.0) Sarolt ellenőrző nincsen?**

- 34 S : **nincs**
- 35 T : **Nincs Zsoltinak Dalma** come on (3.0) ssss **valahova odasuvasztjuk mert már nem fér be** Regina
- 36 S : **ötös csillag**
- 37 S : (xxxx xxxx xxxx xxxx)
- 38 T : **ellenőrződ jó** Vivien
- 39 S : **ötös**
- 40 T : **nem írtad be nyuszika? megy az időnk vele** Ákoska
- 41 S : **ötös**
- 42 T : **de írjátok be gyerekek hát most most ezzel megy el az időnk holott nem ezt kéne bemutatni szerintem Krisztina néinek Lilié ötös ugye?**
- 43 S : **csillagos**
- 44 T : **ez rád is vonatkozik drágám eddig mi a túrót csináltál? A többik miért nem tudták beírni? nem is kapsz csillagot most azért**
- 45 S : ó
- 46 T : **nem írom be** Kristóf **már itt van**
- 47 S : **csillagos ötös**
- 48 T : **Mikike is már itt van**
- 49 S : **ötös**
- 50 T : na Kristóf **bezzeg be tudta írni ugye?**
- 51 S : **volt képem**
- 52 T : yes good
- 53 S : **volt képed beírni a jegyet?**
- 54 S : **Gabi néni beírhatok egy csillagot?**
- 55 T : **nem mert rossz voltál** ok so let's check your homework please ok? yes let's start it very quickly the first sentence Áron please
- 56 S : ö
- 57 T : (xxxx) the whole sentence please but not the question the whole sentence and then the questions ok?
- 58 S : yesterday I wrote a letter to my granny
- 59 T : ((writing sentence on the board while saying)) yesterday I wrote a letter to my granny ok yes question first question please
- 60 S : did I write a letter to my granny yesterday?
- 61 T : yes did I write **nem** wrote **ugye mert visszamegy első alakba a többi meg tök ugyanaz** ok next Dalma
- 62 S : who who I wrote
- 63 T : who who **után mi fog jönni?** who **hát arra kérdezőnk (5.0) utána pedig mi lesz?**
- 64 S : who wrote
- 65 T : **és a többi**
- 66 S : a letter
- 67 T : **így van a többi pedig tök ugyanaz hát az I-ra kérdezőnk rá Patikám az kiesik tudod** Ákoska
- 68 S : when I write
- 69 S : when did I
- 70 T : when **ez a mumusod neked Ákoskám mindig hogy a did-et te állandóan kihagyod tehát** when^
- 71 S : did I write a letter
- 72 T : ((saying and writing the sentence on board)) when did I write a letter to my granny? Yes ok Sarolt next please
- 73 S : what did I write to my granny yesterday?
- 74 T : yes what did I write to my granny yesterday? ok Lili next please
- 75 S : what did I write yesterday?
- 76 T : yesterday ok next anything else? Who did I write a letter to yesterday? **kinek** who did I write a letter to yesterday ((writing on board)) no more yes that's enough thank you good the next sentence please ok? **jaj ez megint vizes lesz jaaj és nem fogunk látni belőle semmit** ((as the teacher wiped the board it got wet)) ok **Ákoska következő mondat jó?**
- 77 S : we woke up at ten o'clock in this weekend
- 78 T : at this weekend **vagy** at the weekend (6.0) yes ok Zsoltika
- 79 S : ö did we woke wake up

- 80 T : aha
81 S : at ten o'clock
82 T : yes did we wake up at ten o'clock
83 S : at the weekend
84 T : at the weekend very good (26.0) ((writing on board)) **jaj értem hogy a hétvégére kérdez** ok ((writing on board)) (23.0) **mert a** we did we wake up
85 S : **ja**
86 T : **ja hát lényeges és akkor van még kérdésed?** good
87 S : **már mondtam**
88 T : oh sorry yes I forgot it ?? who is sitting next to you Zsuzsi
89 S : Áron won the chess competition last year
90 T : Krisztian won the chess competition yes chess competition when?
91 S : last year
92 T : last year yes ok so the first question please
93 S : did Áron win the chess competition last year? ((teacher writing simultaneously on board))
94 T : did Áron win ((emphasizing win)) the chess competition last year? good next Dalma
95 S : who won the chess competition last year?
96 T : yes who won ((emphasizing won)) the chess competition last year Zsuzsika next please
97 S : when did Áron win the chess competition?
98 T : when did Áron win the chess competition? ((writing it on the board while speaking)) chess competition **és csak idáig** a last year **ugye kiesik**
99 S : **még van egy**
100 T : yes I know ok Ili
101 S : what did Áron do last year?
102 T : yes what did Áron do last year? ((writing sentence on the board)) Sarolt
103 S : what did Áron win last year?
104 T : yes what did Áron win last year? last year ((writing on board)) anything else?
105 S : (xxxx xxxx)
106 T : **na hát akkor most nyuszika akkor tedd fel a kezedet amikor éppen arra kérdezlek** so no more questions yes that's all ok thank you next please (4.0) ok so what was the sentence Zsoltika
107 S : Vivian wore gray trousers last week
108 T : yes Vivian wore gray trousers last week ok
109 S : did Vivien wore gray trousers last week?
110 T : yes did Vivien wore gray trousers last week?
111 T : when did Vivien
112 S : wore
113 T : **miért** wore?
114 S : wear
115 T : **az a második alak és visszamegyünk az** (22.0) yes that's all **ennyi ugye** (17.0) did Vivien wear last week ok **és akkor ő még visszatérünk egy picikét ezekhez úgy hogy most én diktálok nektek mondatokat méghozzá ebből a könyvből** (4.0) **a mondatokat (6.0) finom kis mondatocskák de azt hiszem én fogok kitalálni inkább** ok? ((starts dictation)) they played football last week they ok write it down please put it down they played football last week they played football last week ok next sentence she gave her pen to the teacher yesterday **legyen benne időhatározó is** she gave her pen to the teacher to the teacher she gave her pen to the teacher yesterday and the last sentence let's say mm my mother my mother my mother made ö my mother made a fruitcake a fruitcake a fruit fruit like apple orange fruit ((writing fruit on board)) fruit fruit so my mother made a fruitcake cake you know what is a cake
116 S : (xxxx xxxx)
117 T : yes of course so my mother made a fruitcake ö on Sunday on Sunday my mother made a fruitcake on Sunday ok now please the first how many questions one two three four five write five questions (240.0) ((teacher talking at the desk to herself and to me about the next exercise)) **egy kettő három négy öt hat (7.0) egy kettő ezeket kivesszem mert ezek túl könnyűek** (xxxx) **kapják meg három négy öt hat**

- hét és nyolc (xxxx) (7.0) akkor még rakok hozzá (3.0) egy kettő (12.0) kilenc tíz (13.0) tíz ez most tizenegy? egy kettő három négy öt hat hét nyolc kilenc tíz (22.0) ((teacher going round the class checking)) did**
- 118 S : **ja (4.0)**
- 119 T : did
- 120 S : played
- 121 T : **ha a did-et beírjuk akkor akkor played lesz a kérdőmondatban? vagy pedig csak**
- 122 S : play
- 123 S : play
- 124 T : play yes **volt egy ilyen hogy kinek írtuk valahogy who to**
- 125 S : who did
- 126 T : mhm **persze who did hát nem mert nem az alanyra kérdezel rá tudod (3.0) ok ok one more minute the last minute is coming ok so hurry up please never mind we are going to collect it together (22.0) yes I'm coming (4.0) the pen to (26.0) kimaradt az a ez kimaradt megint kihagytad ott is**
- 127 S : **a milyenre hogy kérdeziünk rá?**
- 128 T : mm **hogy milyen az most nem érdekes jó azt majd még meg kell tanulni azt is hogy what kind of de hát azt most hagyjuk ki jó? az meg egy új kérdőszó lesz azt majd megtanuljuk később csak az alapvető dolgokat tudjuk azt viszont jól (2.0) who did she give a pen to? hogy kinek adta oda nem hogy ki az is lényeges de az hogy kinek ok ok hurry up please never mind you will finish it later**
- 129 S : **nekem is kettő van**
- 130 S : **az utolsóból is kettő**
- 131 T : hurry up don't talk write write my dear don't talk (4.0) **az ami neked is van ugyanaz (xxxx) (12.0) ((teacher going around checking and talking to the students privately))) are you tired Ákoska? are you tired? are you tired? yes why are you tired? why are you tired? why are you tired? hm? Mi az hogy are you tired? tired mi az a tired azt (xxxx)**
- 132 S : **fáradt**
- 133 T : yes **fáradt azt kérdeztem hogy are you tired és akkor bólogattál hogy yes ezért kérdeztem hogy why are you tired? miért vagy fáradt? (2.0) in English please I don't know yes ok good now the first first please read the sentence and then the first question Zsoltika ok? so**
- 134 S : they played ((wrong pronunciation)) football last
- 135 T : they pronunciation **kiejtésre tessék vigyázni they**
- 136 S : played
- 137 T : yes
- 138 S : played football last week
- 139 T : yes
- 140 S : did they play football last week?
- 141 T : yes did they ((writing on board while speaking)) **és ez ki ne maradjon mer ugyanis nem played itt nagyon sokan ezt írták föl ezt fölírhatod magadnak Krisztina hogy ezt írták tehát ez it leesik ugye mivel hogy a did miatt ugye did they play football last week? last week?**
- 142 S : **igen**
- 143 S : **igen**
- 144 T : last week yes **na ezeket már csak rövidítem ezeket már úgyis ugyanazok maradnak az nem érdekes yes next please Lili**
- 145 S : who played football last week?
- 146 T : yes who played football last week? ((writing on the board while speaking)) **itt viszont kiírjuk mert ugye nincsen benne a did ezért kell az ed**
- 147 S : (xxxx xxxx xxxx xxxx xxxx?)
- 148 T : **így van Ákoska**
- 149 S : when did ? they play football?
- 150 T : yes when did they ((writing on board simultaneously)) **és megint csak play és nem played ugye football ok next ö Zsuzsika**
- 151 S : what did they play last week?
- 152 T : yes what did they play last week? ((writing on board)) what did they play last week? ok next Ili

- 153 S : what did they do last week?
 154 T : yes what did they do last week? ((writing on board)) and these are five questions
 yes so no more? or is there any more? no more no more ok let's see the next
 sentence please öm Áron yes first read the sentence please ok?
 155 S : did she
 156 T : first read the sentence please first the sentence and then the questions ok?
 157 S : she gave her pen to the teacher yesterday
 158 T : yes
 159 S : did she gave ö
 160 T : did she
 161 S : give her pen
 162 T : yes ok
 163 S : did she give her pen to the teacher yesterday?
 164 T : yes did she give **ugye visszamegyünk az első alakba** yes ok ö Regina next please
 165 S : who gave her pen to the teacher yesterday?
 166 T : yes very good that's right Kristóf next please
 167 S : what did she do yesterday?
 168 T : yes what did she do yesterday ok Ákoska
 169 S : ö what did she gave to the teacher?
 170 T : what did she **miért** gave? **idáig**
 171 Ss : give
 172 T : Ákoska **mindig elfelejtesz visszamenni az első alakba meg a did-et elfelejtéd ez
 a leglényege az egésznek** Miki next please **legsúlyosabb hibák bizony**
 173 S : what did she do yesterday?
 174 T : yes what did she
 175 S : **már volt**
 176 T : **az már volt szerintem is** yes another question? have you got another question?
 177 S : what gave (xxxx)
 178 T : what did
 179 S : she
 180 T : she **és** give
 181 S : **ez is volt már**
 182 T : **ez is volt már így van na akkor** Zsoltika **egy újat mondjál**
 183 S : who she gave her pen
 184 T : **hú** who did she give who did she give
 185 T&S : her pen to yesterday
 186 T : **így van** who did she give her pen to yesterday **mondjuk ez nem olyan nagy
 tragédia mert ez ez nehezebb kérdés már Ili van még itt? Ja nem itt van még?**
 187 S : **még van van egy**
 188 T : yes (5.0)
 189 S : when did she give her pen
 190 T&S : to the teacher?
 191 T : yes when did she gave her pen to the teacher good that's all **minden ki van löve
 most már mindegyiket már kilőttük** next please
 192 S : my mother made fruit
 193 T : a fruitcake a fruitcake
 194 S : a fruitcake on Sunday
 195 T : mhm
 196 S : did my mother make a fruitcake on Sunday?
 197 T : yes did my mother make a fruitcake on Sunday yes ok Miki next please
 198 S : ö (xxxx xxxx xxxx)
 199 T : ok **ja odáig jutottál csak el** ok Zsuzsika
 200 S : when did make
 201 T : when did
 202 S : ö what did make
 203 T : nono what did
 204 S : my
 205 T&S : mother
 206 S : make
 207 T : yesterday **vagy** on Sunday sorry on Sunday **hát ez időhatározó az a lényeg jó**

- tehát what did my mother make on Sunday yes ö Regi ö Sarolt
 208 S : when did my mother make a fruit cake?
 209 T : yes when did my mother make a fruitcake? ok Zsoltika
 210 S : what did mother do
 211 T : my
 212 S : my
 213 T : **ne felejtst ki** what did my mother do on Sunday? yes ö Lili
 214 S : what did my mother make?
 215 T : yes what did my mother make Kristóf **van még?**
 216 S : on Sunday
 217 T : on Sunday yes **még valaki?**
 218 S : **még volt egy**
 219 T : **igen**
 220 S : who made the fruit cake?
 221 T : yes who made the fruitcake on Sunday? who made the fruitcake on **Sun**
 222 S : **nekem hibátlan**
 223 S : **nekem is hibátlan**
 224 S : **nekem is**
 225 S : **az jó hogy** who made my cake? make
 226 T : **ne ne oda nem nem hiszem a who most itt nem lehet mert mert nem az hogy kinek csinálta most az nincsen jó az olyan most nem jön ez melyik? who mi az a take made mi az a (xxxx) ott? hogy került oda? De az a who az hogy jött oda? hát a mother-re kérdezzük rá who made made itt van Hölgyem itt van nézze meg itt van made a fruitcake on Sunday tehát nincsen mother mert erre kérdezzük rá ok? na nézzük az elosztást ülj le Ilikém gyorsan azt mondja hogy igen négy akkor Lilike átmegy oda most átmegy abba a csapatba gyorsan nagyon gyorsan itt maradnak öten itt is négyen és ott is négyen vannak oké? Yes make some spaces on the table (4.0) **nagyon nem kell pakolni csak egy picikét hogy legyen hely jó?** So these are yours ok shuffle the cards please these are yours shuffle the cards please ok? shuffle the cards please ok? shuffle it please (7.0) yes shuffle the cards Dalma quickly please we don't have enough time much time for it are you ready?
 227 S : **nem**
 228 T : ő come on Ákoska yes like that good that's ok quickly please because you are the last so ready steady go ((the students got verbs on bits of paper in groups and they have to put them together present tense past tense present perfect and the Hungarian meaning)) (28.0) ((teacher writing on board from sec 14 for a few seconds))
 229 Ss : **kész**
 230 T : ok ready good now you're not ready yet **megvan mindegyik csak keresgéljétek**
 231 S : **itt van egy**
 232 T : ready?
 233 S : **kész**
 234 Ss : **kész kész kész kész**
 235 T : ready to it so group one so let's see so this will be group one let's say ok? Ey don't cheat ok quiet please listen to them please first ok? don't change it please don't change it ok? don't touch it even ok? so yes start it please
 236 S : choose, chose, chosen ((wrong pronunciation))
 237 T : chosen chosen
 238 S : chosen
 239 T : yes what does it mean?
 240 S : **választ**
 241 T : yes good
 242 S : **mondhatom?**
 243 T : yes is it correct? is it correct like that?
 244 S : **szerintem nem**
 245 T : no
 246 S : (xxxx xxxx)
 247 T : yes yes one mistake
 248 S : Zsuzsi **tiedé**
 249 T : yes never mind ok so Regina (2.0) read it please Zsuzsika can you read it? (3.0)**

			valaki próbálja már elolvasni hát nehogy már ne tudja
250	S	:	throw
251	T	:	throw
252	T&S	:	threw thrown
253	T	:	nem tudom mi volt ebben olyan nehéz Regina yes hey Ákoska don't cheat put it away please put it away you don't need it now ok
254	S	:	dob
255	T	:	dob így van mehetünk tovább gyorsan
256	S	:	speak spoke spoken mond ő beszél
257	T	:	yes ok
258	S	:	ride rode ro ridden lovagol
259	T	:	yes
260	S	:	break broke broken ez az eltör
261	T	:	meglovagol ez a lovagol
262	S	:	ez pedig az
263	T&S	:	eltör
264	T	:	így van
265	S	:	drink drank drunk iszik
266	T	:	yes
267	S	:	pay paid paid
268	T	:	css quiet please
269	S	:	fizet
270	T	:	mhm
271	S	:	feel felt felt érez
272	T	:	mhm
273	S	:	hova tettem a másik felét?
274	S	:	nem tudom
275	S	:	ott van az asztal alatt
276	T	:	hát ez az leesett ok jó gyorsan menjünk tovább Lili
277	S	:	win won
278	T	:	know
279	S	:	know
280	T	:	igen ott is már
281	S	:	igen
282	T	:	kettő hiba
283	S	:	know knew known ((wrong pronunciation))
284	T	:	known
285	S	:	ez a ő tud ismer
286	S	:	win won won nyerni
287	T	:	nyer ok ss szedjétek össze jó de keverjétek össze jó? yes ő who was the second? You were the second
288	S	:	mi voltunk
289	S	:	sleep slept slept alszik
290	T	:	bocsánat bocsánat így van ti voltatok bocsánat sorry I am sorry
291	S	:	sit sat sat ül
292	T	:	yes css quiet please girls yes sit down please ok sit down
293	S	:	be was were been az ő létige
294	T	:	yes
295	S	:	come came come jön
296	T	:	yes good
297	S	:	give gave given ad
298	S	:	go went gone megy
299	T	:	gone gone ((correcting pronunciation))
300	S	:	gone megy
301	S	:	take took taken kézbevesz fog
302	S	:	think thought thought
303	T	:	mm Kristóf
304	S	:	mondhatom?
305	T	:	yes
306	S	:	gondol

- 307 T : yes
308 S : lose lost lost **elhagy elhagy**
309 T : mhm
310 S : ring rang rung **csörög**
311 T : **csönget így van csörög így van** ok shuffle the cards please
312 S : sleep slept slept **alszik**
313 T : mhm
314 S : tell told told **elmond**
315 T : mhm
316 S : fly flew flown
317 T : fly **ejtsd ki még egyszer** ss quiet please girls sit down and be quiet shut your mouth please ok?
318 S : fly flew ((wrong pronunciation))
319 T : fly
320 S : flew ((correct))
321 T : flew that's right flew **úgy ejtsd körülbelül** yes ok flown yes ok
322 S : get got got **kap**
323 T : Miki next choose one
324 S : cut cut cut **vág**
325 T : ok yes
326 S : draw drew drawn **rajzol**
327 T : yes ok next
328 S : build
329 S : build built built ő build built built ő **épít**
330 T : yes ok Ákoska
331 S : forget forgot forgotten ő **elfelejt**
332 T : mhm
333 S : become became become
334 T : become became become **valamivé**
335 S : **válik**
336 T : **válik így van nincs ott rajta a izén? nincs rajta? Jó semmi baj akkor majd kiveszem legközelebb de úgymint meg kell tanulni mert renthagyó ige és**
337 S : fall fell fallen **ez a leesik**
338 T : yes ok **gyorsan össze lehet kapcsolni na és akkor azt mondja hogy ott két hiba volt itt hibátlan volt itt is hibátlan és ki volt a második? önök ugye Uraim Hölgyeim? jó tehát azt mondja hogy itt kapnak Önök lesznek az egyes csapat kap három pontot azt mondja Önök amelyik a második csapat és akkor kettő és oda csak egy pont jár** ((writing it on board)) **mert ott volt két hiba** ok so **ne nee** put her down please ok and give your card to this group please and give your card to that group and you give it to this group ok? ok shuffle the cards please
339 S : **itt ültem mert itt lesz**
340 T : no ő Miki now you come to this group please ok? thank you ok shuffle the cards please shuffle it well please ok shuffle the cards quite well yes ready steady go (26.0) ((teacher laughing in second 7))
341 S : **készen vagyunk**
342 T : **még itt van a kezében**
343 S : **készen vagyunk**
344 T : ok yes good ready second ok third so **jó** yes **jó átrakni lehet csak nem variálni a sorrendet** yes ok
345 S : be was were been **van**
346 T : létige
347 S : sit sat sat **ül**
348 T : mhm
349 S : give gave given
350 T : yes
351 S : ad
352 T : mhm ok next
353 S : go went gone megy ment **megy**
354 T : yes yes ok next Zoltán
355 S : lose lost lost ő **ez a elhagy**

356	T	:	yes ok
357	S	:	take took taken ((second and third form not pronounced correctly))
358	T	:	take took
359	S	:	took
360	T	:	taken
361	S	:	taken ez a
362	T	:	css quiet please sit down please ok sit down
363	S	:	elhagy
364	T	:	girls sit down yes no no no take took taken no (2.0)
365	T	:	ö fölvesz
366	T	:	elvesz mhm ok yes
367	S	:	come came come az a jön
368	T	:	don't cheat
369	S	:	jön
370	T	:	yes ok they are not cheating
371	S	:	think thought thought aaaa gondol
372	T	:	yes ok do (2.0) here
373	S	:	do
374	S	:	ja do did done csinál
375	T	:	yes
376	S	:	ring rang rung
377	T	:	nem
378	T&S	:	ring rang
379	S	:	rung
380	T&S	:	rung
381	T	:	kiejtés
382	S	:	az a csörög
383	T	:	yes good ok very good ok no mistakes good next please yes
384	S	:	tell told told elmond
385	T	:	css yes
386	S	:	become became become válik
387	T	:	valamivé vál így van mhm
388	S	:	build built built ez az épít
389	T	:	mhm
390	S	:	sleep slept slept ez az alszik
391	S	:	forget forgot forgotten ez az elfelejt
392	T	:	mhm
393	S	:	fall fell fallen leesik
394	T	:	mhm
395	T	:	cut cut cut elvág
396	T	:	very difficult yes ((joking))
397	S	:	fly flew flown ((2nd and 3rd form pronounced incorrectly))
398	T	:	fly
399	S	:	flew
400	T&S	:	fle flown
401	S	:	ez a repül
402	T	:	ok
403	S	:	get got got ez a kap
404	S	:	draw drew ((incorrect pronunciation)) drawn
405	T	:	azt hogy ejtjük ki a középsót?
406	S	:	draw
407	T&S	:	drew drawn
408	S	:	rajzol
409	T	:	yes ok you and shuffle the cards very good yes please start it please
410	S	:	choose chose chosen választ
411	T	:	yes
412	S	:	pay paid paid fizet
413	T	:	yes
414	S	:	win won won nyer
415	T	:	yes

- 416 S : (xxxx xxxx xxxx xxxx)
417 T : yes
418 S : ride rode ridden **lovagol**
419 T : yes
420 S : speak spoke spoken ő **beszél**
421 S : know knew known **ez a tud ismer**
422 T : yes ok good
423 S : throw threw ((incorrect pronunciation))
424 T : hé throw throw
425 S : throw threw thrown **dob**
426 T : yes
427 S : drink drank drunk **iszik**
428 S : feel felt felt **érez**
429 T : yes ok you can shuffle the cards so three two one points and please go around again ok? so you are you are group two now yes so here is here is hm that is yes and here is one point ok and now change the cards again go around please ok? Miki now you are going to that group now **ott voltál már?** ((one student has to go to different groups because of the numbers)) yes yes ok shuff **kinek adtátok tovább gyorsan adjátok már tovább ne hát ne keverjétek már össze gyerekek ne keverd már össze légy szíves add már oda neki hát az övéké de hát akkor add Áron ne aludjál mert mindjárt kicsöngetnek** ok Áron hurry up please shuffle the cards (7.0)
430 S : **nálam még ez nem volt**
431 T : **ezért kéne figyelni egymásra és akkor tudnád hogy mi az** ok ready steady go (24.0)
432 Ss : **kész**
433 S : **hiányzik egy**
434 S : **hiányzik egy kártya**
435 T : **ott van pedig mindegyik gyerekek**
436 S : **nincs** a go went
437 S : **a gone ide hiányzik**
438 S : **a gone az hiányzik**
439 T : **gyerekek nincs ott valakinél a gone? olyan olyan ő**
440 S : **de amúgy kész**
441 T : **ott van még gyerekek ott hagytatok egy ott hagytatok egy hogy is hívják azt hát azért a másik csapat szegény meg szenved tőle**
442 Ss : **de mi készen vagyunk**
443 T : **jó jó ti vagytok az elsők másodikok és harmadikok jó na akkor gyorsan mondják el kezdheti Uram**
444 S : ő go went gone **megy**
445 T : **innen kezdjük talán Uram**
446 S : take took token
447 T : taken **hol van ott o betű?**
448 S : taken
449 T : yes
450 S : ő (2.0)
451 T : help him please
452 S : ő **beszél**
453 T : no no no take
454 S : **megf megfog elvesz**
455 T : yes that's right good ok
456 S : lose lost lost **elhagy**
457 T : yes good
458 S : go went gone **megy**
459 T : yes ok don't touch it
460 S : be was were been **létige**
461 T : yes good
462 S : do did don
463 T : done
464 S : done **ez a csinál**

465	T	: yes ok next
466	S	: most már nem (xxxx)
467	T	: nem cserélgeti csak igazítja hát Gizike ne mással foglalkozzál jó? hát ez az a karattyolás helyett
468	S	: think thought thought ez a (4.0)
469	T	: mit csinálsz most?
470	S	: gondolkodik
471	T	: na
472	S	: give gave given ad
473	T	: mhm
474	S	: sit sat sat ül
475	T	: yes
476	S	: come came come come
477	T	: come yes
478	S	: ez a jön
479	T	: mhm
480	S	: ring rang rung ((last two pronounced incorrectly))
481	T&S	: ring rang rung
482	T	: kiejtés
483	S	: ez a csörög
484	T	: yes ok lehet összepakolni jó? Yes who was next?
485	S	: mi
486	S	: mi voltunk a kettes
487	T	: yes ok yes good
488	S	: drink drank drunk iszik
489	T	: mhm
490	S	: ride rode ridden lovagol
491	T	: yes css quiet please there
492	S	: nem nem (xxxx)
493	T	: menjél ki és szóljál nem ordibálni kell hármias bocsánat yes gyorsabban
494	S	: pay paid paid az ő ez a
495	T	: segítsenek valaki segítsen azért gyerekek hogy gyors
496	S	: bring brought brought az hoz
497	S	: throw threw
498	T	: throw
499	S	: throw
500	T&S	: threw thrown
501	S	: dob
502	T	: yes and the last one last ok
503	S	: lehet mondani az egészet?
504	S	: egy embernek?
505	T	: nem az egy embernek nem egy ember mondta el gyorsan
506	S	: become became become azt nem tudom
507	T	: valamivé válni
508	S	: válni
509	S	: fly flew flown
510	S	: repül
511	S	: repked repül
512	T	: mhm css quiet please Miki
513	S	: forget forgot forgotten elfelejt
514	T	: mhm
515	S	: build built built épít
516	T	: yes
517	S	: sleep slept slept alszik
518	S	: get got got ad
519	S	: az ad?
520	S	: kap
521	S	: kap
522	T	: na így van
523	S	: fall fell fallen elesik

- 524 T : yes and the last one
 525 S : tell told told ő **elmond?**
 526 T : **elmond** yes and let's see the results ok so **zsupsz** five points
 527 S : **hét**
 528 T : seven and there is six so first is group two group a three is second and group first is the five is the third ok **én kérem szépen vissza ezeket a lapokat vagyis ezeket a kártyákat jó?**
 529 S : (xxx xxxx xxxx xxxx?)
 530 T : **no azért nem jár ötös azért hogy ő azért ez egy kicsit durva lenne hogy házi feladat most kivételesen az hogy öt mö mondatot kérek szépen mindenki írjon a rendhagyó igékkal emlékeztek mint egyszer már csináltuk jó?**
 531 S : (xxxx xxxx xxxx)
 532 T : **igen igen jó t ehát az a házi feladat**
 533 S : **írni kell magyart?**
 534 T : **tessék?**
 535 S : **magyart kell írni?**
 536 T : **nem angolul kell írni csak öt mondatot**

Lesson Ica 2

- 1 T : ((Greetings and reporting are not on the cassette)) ready steady go ok so let's read it ok and let's translate it for Krisztina so start the first sentence please
- 2 S : the lion and the mouse **az oroslán és az egér** the lion fell asleep in his den one afternoon **az oroslán aludt a barlangjában egy délután** (xxxx xxxx xxxx xxxx xxxx xxxx xxxx xxxx)
- 3 T : yes ok thank Ina ok Regina continue please
- 4 S : (xxxx) the mouse broke into the lion's den **a kisegér betört az oroslán barlangjába**
- 5 T : yes ok one more please one more sentence
- 6 S : he jumped on the lion
- 7 T : onto
- 8 S : onto the lion's arm and then up to the top of his head **föl fölugrott az oroslán karjára és** (xxxx xxxx xxxx)
- 9 T : yes very good ok Liliana please
- 10 S : the lion woke up **az oroslán** (xxxx)
- 11 T : **felébredt** yes yes yes
- 12 S : he was very angry **nagyon mérges volt**
- 13 T : yes ok and one more sentence please
- 14 S : the lion roared loudly and caught the mouse with his paw **ordít hangosan ordított és elkapta a mancsával az egeret**
- 15 T : yes very good Zsuzsika next please
- 16 S : how dared you to wake me up the lion asked **hogy merészeltél felébreszteni kérdezte az oroslán** I shall kill kill you for that **ezért még meg foglak ölni**
- 17 T : yes ok
- 18 S : the mouse got very frightened **az egér nagyon megijedt** (4.0) please please let me go **kérlek kérlek engedj el** he (xxxx)
- 19 T : cried
- 20 S : cried (xxxx)
- 21 T : ok m Vivi next please (4.0)
- 22 S : I did not mean to wake you up **én nem akartalak felébreszteni** do not kill me **ne ölj meg**
- 23 T : mhm one more
- 24 S : perhaps ((wrong pronunciation))
- 25 T : perhaps
- 26 S : perhaps one day I shall be
- 27 T : able
- 28 S : able to help you **én majd** (xxxx)
- 29 T : mhm who can help?
- 30 S : (xxxx)
- 31 T : yes
- 32 S : (xxxx xxxx xxxx)
- 33 T : mm **neked**
- 34 Ss : **neked**
- 35 T : **segít** perhaps **így van talán majd lehetséges az ugyanaz** yes good? Ákoska next please
- 36 S : what says the lion **mi kérdezi az oroslán** how could ((wrong pronunciation))
- 37 T : could
- 38 S : could a tiny ((wrong pronunciation))
- 39 T : tiny animal
- 40 S : tiny animal like you help the king of all animals
- 41 T : (xxxx)
- 42 S : **egy ilyen állatka hogy tudna segíteni az állatok királyának**
- 43 T : yes ok good Piri next please
- 44 S : the lion thought this was very funny **az oroslán nagyon vidám volt**
- 45 T : nononono thought think thought thought mhm
- 46 S : **az oroslán ezt nagyon vidámnak gondolta**

- 47 T : yes that's right ok go on
 48 S : he laughed ((close to the American pronunciation))
 49 T : laughed he laughed **ugye ezért kellett volna gyakorolni az olvasást ugye azt mondtam hogy tessék gyakorolni mert van egy pár nehéz szó benne** he laughed and **ugye ezért kellett volna gyakorolni az olvasást**
- 50 S : he laughed and let the mouse go no
 51 T : yes he laughed ((imitating laughter))
 52 S : **nevetett**
 53 T : mhm
 54 S : **az oroslán az egéren**
 55 T : and let the mouse go free ((illustrating action))
 56 S : **elengedte az egeret**
 57 T : yes that's right good ok Fruzsina next please
 58 S : all right mouse ő **menj innen**
 59 T : nono all right mouse
 60 S : **menjél egér**
 61 T : all right
 62 S : **jól van egér**
 63 T : mhm
 64 S : **jól van egér mondta run away fuss el**
 65 T : mhm
 66 S : the mouse slid away from the lion's paws and and (xxxx) away
 67 T : mhm
 68 S : **az egérke túljutott az oroslán (xxxx) és elfutott**
 69 T : yes that's right ok m **nem folytatjuk már tovább elvileg még folytathatnánk de van egy másik mese amit hoztam és akkor elmegy az időnk azzal úgyhogy most csak egy másik mesét veszünk inkább jó? úgyhogy ez ennyi elég volt szerintem bemutatónak hogy ezt vettük múltkor ok? Kikapcsolhatom addig?** ((teacher asking the researcher who is sitting at the table and shaking her head)) no ok no I take it with me ((the problem was that the teacher did not have a pocket and did not want to have the tape recorder fixed on her, she had it in her hand all the time making it difficult to go around when she was at the desk it was ok as she put it down and kind of forgot about it)) so here is another tale not a fairy tale but it's a tale of course (xxxx xxxx xxxx) the other please fairy tale **az mi az a fairy tale egyébként?**
- 70 S : **tündérmese?**
 71 T : **tündérmese** yes not a fairy tale but tale yes of course I know you know it ok so the greedy dog the greedy dog yes this is yours ok this can be this is mine ok now listen I'm going to read it first and then you are going to practise it with me together ok? **tehát the greedy dog ott legalul ott látjátok tudjátok itt vannak a jegyzetek ugye látja mindenki alul hogy a greedy az a mohó a mohó kutyuska** the greedy dog went to the into the butcher's shop and stole a big juicy bone **tehát ez egy mohó kutya hová ment? a butcher**
- 72 S : **hentes**
 73 S : **hentes**
 74 T : **tudjuk a henteshez ment így van és ellopott egy jó kis finom kis csontocskát így van a bone az a csont** he ran away so fast that the butcher couldn't catch him **olyan gyorsan elfutott hogy a hentes**
- 75 T&S : **nem tudta**
 76 S : **elkapni**
 77 T : **utolérni elkapni őt így van** he ran out into the fields with his bone **hová rohant?**
- 78 S : (xxxx)
 79 T : fields **mezőre inkább a mezőre jó tehát a mezőre kirohant a mivel? a bone**
 80 S : **a csonttal**
 81 T : **a csontjával így van** he was going to eat by himself a himself-et **azért jó volna hogyha odaírnátok alulra mert azt nem hiszem hogy tudni fogjátok vagy a szótárba pontosabban himself tehát ő saját maga egyedül akarta megenni ugye nem akart vele senkivel se osztozkodni himself tehát igen saját maga**

- saját maga a himself az saját maga majd ezeket a visszaható névmásokat majd tanulni fogjuk de nem mostanában ő himself the dog came to a stream a stream ott van hogy egy micsoda a stream?**
- 82 S : **ö patak**
- 83 T : **patak így van tehát érkezett hová? egy**
- 84 S : **patakhoz?**
- 85 T : **patakhoz there was a narrow bridge across it mi az a bridge?**
- 86 S : **híd**
- 87 S : **híd**
- 88 T : **nahát remélem mindenki emlékszik hogy London Bridge is falling down ((teacher singing)) ugye azon szerepeltek egyesek ugye? ok tehát volt egy narrow a narrow az viszont mit jelent a narrow? yes szótárfüzet dictionary please**
- 89 S : **(xxxx)**
- 90 T : **hát akkor miért ezért kéne tudni hölgyem nem reklamálni kéne hanem elő kéne venni a szótárt és akkor vagy megnézni ott ha annyira tudod ha meg nem akkor még egyszer inkább kiírni narrow az pedig keskeny keskeny tehát érkezett egy keskeny hídra vagy ott volt egy keskeny híd a pataknál ugye? the dog walked onto the bridge and looked into the water na ez mi történt a kutyával? Felsétált a**
- 91 S : **hídra és**
- 92 T : **hídra és**
- 93 S : **benézett a vízbe**
- 94 T : **vízbe így van belenézett a vízbe yes he could see his own shadow in the water a shadow az meg van adva**
- 95 S : **árnyékot**
- 96 T : **így van árnyékot is jelent de itt most nem azt jelenti hanem a tükörkép így van tehát hogy látta a saját tükörképét a hol?**
- 97 Ss : **vízben**
- 98 T : **vízben így van**
- 99 S : **csak egy kérdés hogy az „ék” az mit jelent? ((from the „árnyék” which is written at the bottom of the paper as the Hungarian translation for shadow. „Shadow” = tükörkép árnyék. „ék” would be a different word in Hungarian))**
- 100 T : **nem érdekes nyuszikám ezzel nem foglalkozok ezzel foglalkozok jó? he thought it was another dog with a big bone in his mouth tehát mit gondolt hogy mi volt az?**
- 101 S : **mm egy másik kutya egy nagyobb**
- 102 S : **egy nagy csonttal**
- 103 T : **csonttal a**
- 104 S : **szájában**
- 105 T : **a szájában tehát amikor belenézett a tükörbe akkor ezt látta the greedy dog thought the bone in the water looked much bigger than the one he had stolen from the butcher tehát ez a mohó kiskutya mit gondolt a csonttal a szájában azt gondolta ugye Dalma hogy (2.0) hogy mi a gond drága szívem és igen azt hiszem egy székkal arrébb fogsz ülni állandóan karattyoltok ott a Áronnal most nem hiszem hogy valamit kellene neked éppenséggel most megtárgyalni pont a Áronnal meg kell valamit tárgyalni?**
- 106 S : **nem**
- 107 T : **hát akkor meg? Na majd kíváncsi vagyok hogyha ezt elmondom vagy lefordítom és utána visszakérdezem fogod-e tudni hogy miről volt szó (2.0) tehát ott tartottunk hogy a mohó kutya ő mikor látta a tükörképét ugye azt látta hogy ott van egy másik kutya amelyiknek a csontja viszont sokkal nagyobb mint ő amit ellopott a hentesből the greedy dog dropped the bone from his mouth mit csinált ez a mohó kutya?**
- 108 S : **elejtette**
- 109 T : **elejtette a csontját a száj kiejtette a szájából it fell into the water and was lost hát mi történt a csonttal?**
- 110 S : **beleesett a vízbe és**
- 111 T : **és**

- 112 S : **elveszett**
- 113 T : **elveszett így van** he jumped into the water to snatch the bigger bone from the other dog **beugrott a vízbe hogy mit csináljon? elvegye a másik kutyától azt a nagyobb csontot** the greedy dog jumped into the water with a big splash
- 114 S : **beugrott a**
- 115 T : **vízbe**
- 116 S : **vízbe és egy nagyot csobbant**
- 117 T : **csobbant így van** splash he looked everywhere but he couldn't see the other dog **mindenfelé nézelődött de**
- 118 S : **nem látta**
- 119 T : **nem látta sehol a másik kutyát** his shadow had gone **és nemcsak a kutyát nem látta hanem a árnyék nem árnyék hanem mi a tükörképe is teljesen eltűnt** the silly dog went home hungry **a buta kutya hogy ment haza?**
- 120 Ss : **éhesen**
- 121 T : **éhesen így van** he's lost his bone and got nothing because he had been too greedy **elveszítette a saját csontját és nem kapott semmit mert hogy ő mi volt?**
- 122 Ss : **mohó**
- 123 T : **nagyon mohó túl mohó volt így van ok**
na akkor nagyjából most már mindenki tudja hogy miről szól a történet úgyhogy itt vannak kérdések a másik oldalon so there are some questions on the other side and answer the questions what did the dog do in the butcher's shop? **Ákoska** what did the dog do in the butcher's shop?
- 124 S : **ő**
- 125 T : **aki okos az gyorsan elkezd pizkosul keresni mert itt van benne a szövegbe nem kell fejből**
- 126 S : the greedy ő greedy dog went
- 127 T : mm what did he do?
- 128 S : the greedy dog ő stole ő
- 129 T : a big bone yes that's right **és akkor így kell rá válaszolni jó? tehát kikeresitek a válaszokat jó úgyhogy** please answer the questions now ok? (24.0) **kikapcsolhatom?** ok ((teacher asking in second 6 whether she could have the mike turned off)) **ugye nem felejtitek el gyerekek hogy múltidőbe kell válaszolni ugye? látjátok mindegyik did-del kezdődik úgyhogy tessék nagyon figyelni a válaszokkal** (22.0)
- 130 S : (xxxx xxxx xxxx xxxx)
- 131 T : snatch ő it's in the in the in the text **próbáld kitalálni a szövegből nyuszikám de ott van benne igen**
- 132 S : (xxxx)
- 133 T : mm **az melyik kérdés? hányadik kérdés?**
- 134 S : why did the dog jump into the water?
- 135 T : aa why did the jump mhm mhm because he yes because he wanted to snatch the bigger bone from the other dog (5.0)
- 136 S : (xxxx xxxx xxxx) ((It seems that the student asked the teacher who was walking around if she had to do the second exercise too and she asked her to ask in English. The researcher asked about this incident in the interview))
- 137 T : Móni in English please (3.0) only exercise one please ok? exercise one only answer the questions why did the dog jump into the water? why?
- 138 S : (xxxx)
- 139 T : mhm (54.0) ((teacher turning page in diary in sec 20)) Kristóf is absent today yes Kristóf is absent today yes ok good not good but what can we do? (24.0) hurry up please hurry up please ok? **Aki még csak a második kérdésnél tartana az egy kicsit húzzon bele jó mert most már legalább a negyediknél kéne már lenni meg az ötödiknél**
- 140 S : **én a negyediket csinálom**
- 141 T : yes good that's good
- 142 S : (xxxx xxxx xxxx?)
- 143 T : one two three four five six seven questions yes (19.0) so yes what's the problem? (2.0) ((pupil showing question to teacher)) why did the dog eat nothing? because what did he do? ((teacher reading pupil's answer)) because dropped the bone

- from his mouth and couldn't get the bigger one (19.0) hurry up please hurry up (23.0) yes why couldn't the butcher catch the dog? **Miért nem tudta elfogni a hentes a kutyát?**
- 144 S : **mert gyorsan futott**
- 145 T : **hát ezt kell beírni ott van benne a szövegbe** (4.0) Vivi hurry up please very you are very slow (19.0) ok two more minutes and then you have to finish it ok? so two more minutes no more two more minutes (16.0) yes but the whole sentence please not two words a whole sentence please ok? so the dog mm tadaa yes? **teljes mondattal kérek szépen válaszolni mer itt pont az a lényeg hogy az ígének a második alakját kell használni majd a válaszban ugye? úgyhogy erre kérem szépen odafigyelni és mindenki a teljes mondattal válaszol nem nem pedig csak fél mondattal jó?** (18.0) mm mm ((not the good solution)) (9.0) did you correct it? yes good and what about the first one? there's not a whole sentence ok correct it please (6.0) not not a greedy dog not a but the greedy dog (10.0) ok let's check it out together ok because it's not very easy for you of course so what did the dog do in the butcher's shop? ő Zsuzsika
- 146 S : the dog
- 147 T : the dog or the big dog what did he do?
- 148 S : stole a bone
- 149 T : a bone **tehát** not he **nem** he **lesz ott ugye mert nem tudjuk még a nemét hogy most fiú vagy lánykutya** the dog vagy the greedy dog stole a bone a big juicy bone yes
- 150 S : the dog stole the big bone
- 151 T : yes the big a a big bone not the a big boneyes next question where didi it run with the bone? Vivien
- 152 S : the dog ran to the stream
- 153 T : to a stream it's ok but actually where is it? ran out
- 154 S : out
- 155 T : into the fields yes the greedy dog ran out into the fields correct it please the greedy dog ran out into the no into the fields no
- 156 S : (xxxx)
- 157 T : I'm repeating it my dear I'm repeating it something else the greedy dog ran out into the fields (xxxx xxxx) **nézz csak ide itt van benne** he ran out into the fields with his bone **csak onnan kellett volna kiírni**
- 158 S : he
- 159 T : **akkor** he **mindegy nem érdekes most nem az a lényeg hogy** he **vagy tők mindegy** she **teljesen mindegy** yes next question why did the dog jump into the water? why did the dog jump into the water?
- 160 S : he thought he dropped the bone (xxxx xxxx xxxx)
- 161 T : ő from his mouth then because ő mm **azért mert hogy kiejtette a szájából a csontot azért?**
- 162 S : **nem**
- 163 T : no yes because Ákoska
- 164 S : he looked into the water
- 165 T : he ? in the water so yes ok
- 166 S : he saw
- 167 T : another
- 168 S : dog
- 169 T : dog in his mouth **olvasás nagyon gyengén megy** ok **hát lehet azt is írni hogy** he saw a ő he saw another dog with a big bone in his mouth in the water **tehát** he saw another dog he saw another dog with a big bone or with a bigger bone in his mouth (3.0) with a bigger bone in his mouth with a bigger he saw another dog with a bigger bone with a bigger bone in his mouth yes good next (4.0) where did it go at the end of the tale? Áron where did it go at the end of the tale?
- 170 S : he went home
- 171 T : home yes he went home yes he went home he went home why did the dog eat nothing? why did the dog eat nothing? Fruzsina
- 172 S : he dropped the bone the stream
- 173 T : into the stream into the stream yes only to the water yes he dropped the bone into the water or the stream

- 174 Ss : he dropped the bone from his
175 S : mouth
176 S : yes from his mouth it's all right good
177 S : (xxxx xxxx xxxx xxxx xxxx)
178 T : mm was lost **akkor viszont** was lost mhm **vagy pedig** because the bone fell into the water and was lost **itt van leírva az egész mondatot kell kiírni ám nemcsak a felét** ok yes next why couldn't the butcher catch the dog? Zsoltika
179 S : because he ran away so fast
180 T : because he ran away fast **a so az nem kell csak** he ran away fast ok because he ran away fast because he ran away fast yes good what did the dog see int he water? ő who can answer it? **Regina hát azért nézd már meg nyuszikám** what did the dog see int he water? **meg kéne fordítani a lapot nyuszika talán és akkor talán úgy könnyebb lesz egy kicsit ne bénázzál nyuszifül** yes
181 S : his shadow
182 T : his ő shadow that's right he he saw but a whole sentence please ok a whole sentence **tehát** he
183 S : he
184 T : saw (4.0) **tehát** he saw his shadow in the water **rakjuk össze a mondatot Ákoskám jó? tehát** he saw his shadow in the water yes
185 S : **én mondhatom?**
186 T : yes yes yes please
187 S : the dog saw his shadow int he water
188 T : yes the dog saw his shadow in the water very good ok ok now this was exercise one now let's have a look at exercise two **ez sokkal könnyebb lesz mint az előző ugye mer itt már mit kell csak csinálni hogy ezek hamis ő mondatok és ő nektek át kell alakítani úgy hogy egy igaz mondat legyen belőle ott van a példa ő illetve nincs példa** the butcher stole some meat **hát a hentes lopta el a husikát vagy a csontot? Hát nem is husít így van hanem**
189 S : **csontot**
190 T : **a csontot és ki lopott mit el a kutya így van tehát akkor át kéne alakítani**
191 S : **az egész mondatot?**
192 T : yes the whole sentence please yes write the whole sentence please (4.0) yes Ili
193 S : the dog stole some bone ((wrong pronunciation))
194 T : Bone **a nem** some bone
195 S : a bone
196 T : **nem** some a some **az nem kell ott így van hanem a** big bone ő **tehát** the dog stole a big bone yes next one ő translate it please the butcher
197 S : the butcher jumped into the stream
198 T : mhm so it wasn't the butcher but who was it? it was
199 S : dog
200 T : the dog who jumped into the stream yes (6.0) so it wasn't the butcher but it was the dog who jumped into the stream (4.0) next mm **Ákoska** read it please
201 S : the dog fell into the water
202 T : mhm (8.0)
203 S : **nem a** (4.0)
204 T : mm yes yes
205 S : **nem a kutya esett bele a vízbe**
206 T : yes that's right it wasn't the dog actually but it was the
207 S : bone
208 T&Ss : bone
209 T : yes the bone fell into the water (14.0) ok Vivien next please the greedy
210 S : the greedy dog couldn't ((wrong pronunciation))
211 T : couldn't couldn't
212 S : couldn't
213 T : mhm
214 S : couldn't eat the bone because another
215 T : another another **még egyszer** another
216 S : another dog
217 T : ate it yes (6.0) couldn't eat the bone **tehát nem tudta megenni a csontot miért nem tudta megenni a csontot mert egy másik kutya ő ette meg azt hát az van**

- ide leírva de mi lesz viszont a jó válasz? (2.0)**
- 218 S : the greedy dog
- 219 T : couldn't
- 220 S : couldn't ((struggling with the pronunciation))
- 221 T : **jaj Istenem hát ez nem igaz hogy olyan nehéz szó nyuszikám ez tök egyszerű szó** couldn't eat
- 222 S : the bone because
- 223 T : **és akkor gyorsan fordítsál lapozzál egyet és nézd meg hogy miér nem**
- 224 S : (xxxx xxxx xxxx xxxx)
- 225 T : because he
- 226 S : because he had been greedy
- 227 T : oo **greedy hát nem hiszem hogy ezért nem tudta megenni mmmm nono mit írtál Áron erre?** because
- 228 S : **semmit sem mert csak azért**
- 229 T : **hát miért nem tudta megenni a csontot?**
- 230 S : **mert elejtette**
- 231 T : **hát mert valószínűleg kieshetett a igen elejtette valószínűleg hát persze** Ákoska
- 232 S : (xxxx xxxx xxxx)
- 233 T : ő he dropped the bone from his mouth he dropped the bone from his mouth ott van **benne a szövegbe gyerekek csak ki kéne keresni a szövegből nem kell újat kitalálni csak a szövegből kell kikeresni csak azt kell átírni jóformán a másik felét** so the greedy dog couldn't eat the bone because he dropped the bone from his mouth and it fell into the water (8.0) Lili hurry up please don't be lazy (7.0) ok the next one the dog didn't go home Áron
- 234 S : ő **nem** (xxxx xxxx xxxx xxxx)
- 235 T : no no just in correct it please ok?
- 236 S : the dog ő didn't eat the bone
- 237 T : mm **nem** the sentence is like that the dog didn't go home **mi ebben a hiba?**
- 238 S : the dog ő
- 239 S : the dog
- 240 T : **hát ezt pedig nem kéne megnézni**
- 241 S : the dog the dog went ? went out
- 242 T : **igen és a go-t nem tudjuk áttenni múltidőbe hogy went? nem tudjuk a második alakját uram ((teacher saying it in French)) hát akkor nem hiszem hogy azt meg kéne nézni mondjuk a papírról már tehát the dog went home ennyi a különbség nem ő tagadó mondat kell hanem állító mondat és csak át kell se semmi turpisság nincs benne csak egy nagyon picike amit észre kell venni hogy nem tagadó hanem egy állító mondat kell és persze akkor ugye kiesik a didn't és a go-ból lesz a^**
- 243 S : went
- 244 T : went **így van** ok the dog wanted to hide the bone at the bridge (2.0) mhm Lili translate it please (6.0) **hát mi az a hide ott kezdődik ez is rendhagyó ige és már tanultuk**
- 245 S : ő hide hide it away ő **elrejtteni**
- 246 T : **elrejtteni így van és akkor ez mit jelent ez a mondat hogy a kutya mit akart csinálni?**
- 247 S : **el akarta rejtteni a csontot a**
- 248 T : **a hídnál a hídnál és tényleg el akarta rejtteni vagy pedig mást akart vele csinálni?**
- 249 S : ő he didn't
- 250 T : **hát lehet áttenni tagadóba** he didn't want to hide the bone **hanem viszont itt inkább mást kéne kicserélni**
- 251 S : the dog wanted to eat the
- 252 T : yes
- 253 S : ate the bone
- 254 T : eat eat wanted to eat
- 255 S : eat the bone at the bridge
- 256 T : yes the dog wanted to eat the bone **hát nem elrejtteni akarta ugye ott a hídnál a a csontot hanem mit akart vele csinálni? megenni csak annyit kellett**

- kicserélni hogy nem hide hanem eat**
- 257 S : **miért jelenidőben van?**
- 258 T : **hát mert nézd meg előtte mi van ott van az hogy wan^**
- 259 T&S : ^ted
- 260 T : **és utána ott van az hogy to hát és akkor utána már csak jelenidő jöhet nem? nem jöhet a múltidő még egyszer két múltidő egymás után az kizárva és egy utolsó feladat van össze kell párosítani a főneveket a melléknevekkel na nézzük akkor yes narrow az mivel párosul? narrow**
- 261 S : bridge
- 262 S : bridge
- 263 T : bridge yes narrow bridge just a moment ok just a moment don't hurry up so narrow bridge juicy
- 264 S : bone
- 265 S : bone
- 266 T : bone yes greedy
- 267 Ss : dog
- 268 T : dog **ugye ezért mondtam** slow
- 269 Ss : butcher ((trying to pronounce it))
- 270 T : butcher butcher butcher yes slow butcher ok and we are ready with this ok now I'm going to ask you some questions **a házi feladat egyébként az lesz** what will be your homework? **hogy** you have to read it very well the tale **tehát hogy jól kell olvasni micsodát? a mesét és én ezeket a kérdéseket amikre most válaszoltunk fel fogom holnap tenni és aztán mindenkinek tudnia kell vála megválaszolni és fejből mondanom se kell nem pedig a ízéből onnan a lapról** ok now m I'm going to ask you some questions in the past tense so be careful ok what time did you get up this morning?
- 271 S : I get up
- 272 T : aaaa what time did you get up this morning?
- 273 S : ő did I
- 274 T : no no no no no no did at all Zsuzsika
- 275 S : I got up at seven o'clock
- 276 T : Ákoska wake up my dear yes I got up at seven o'clock what time did you go to bed last night?
- 277 S : I went to ő bed at nine o'clock
- 278 T : at nine o'clock yes ok where were you at the weekend? where were you at the weekend?
- 279 S : I was at the weekend
- 280 T : no at the weekend it's the end yes I was
- 281 S : I was at home
- 282 T : at the weekend yes good ok Lili ő let's see pf ő where did you go on holiday? where did you go on holiday last year or last summer?
- 283 S : I went
- 284 T : yes I went very good I went to
- 285 S : to
- 286 T : where did you go?
- 287 S : the country
- 288 T : to the country I went to the country yes I went to the country that's right good ő Zsoltika ő where were you yesterday morning? where were you yesterday morning? where were you yesterday morning?
- 289 S : I was
- 290 T : cs
- 291 S : at home
- 292 T : you were yes you were at home
- 293 Ss : at school
- 294 T : at school that's right in the morning you were at school yes maybe in the evening you were at home but not in the morning ok ő Regina am let's see pf ő mmm yes what time did you come to school today? what time did you come to school?
- 295 S : I came
- 296 T : mhm
- 297 S : to school

- 298 T : at
 299 S : at (3.0) half past ö seven
 300 T : seven half past seven that's all **nincsen** o'clock **ugye mert hogy nem egész óra**
 yes that's right ok at half past seven good ö what time did you go home yesterday
 from school? what time did you go home from school
 301 S : I (xxxx)
 302 T : mm what time did you go home from school go
 303 S : from the school?
 304 T : **nem** csak from school
 305 S : went
 306 T : I went yes I went
 307 S : (xxxx)
 308 T : home
 309 S : home from school at on
 310 T : at one o'clock yes very good at one o'clock yes ö Áron did you like the tale? did
 you like the greedy dog the tale did you like it? (2.0) yes I did you like tha tale?
 311 S : I did
 312 T : mm wake up ok ok ö Vivien aa the next question is öm questions are always
 difficult to ask aa let me see this one yes e yes what did you do yesterday
 afternoon? what did you do yesterday afternoon? (4.0)
 313 S : I did
 314 T : **hát attól függ hogy mit csináltál az nem biztos hogy fog kelleni hát mit**
csináltál tegnap délután? hát akkor azt kell mondani akkor viszont semmi
did nincsen
az nem biztos hogy fog kelleni
 315 S : I
 316 T : mhm I (3.0) yes
 317 S : I was at home
 318 T : I was at home I was at home yes ok ö yes Patricia when did you buy this t-shirt?
 when did you buy this t-shirt? (xxxx)
 319 S : buy
 320 T : I
 321 S : I
 322 T : be careful
 323 S : I bought
 324 T : yes I bought it mm **mondjuk múlt hónapban**
 325 S : last
 326 T : last
 327 S : **mondhatom?**
 328 T : ok just a moment cool down cool down a little bit ok help her
 329 S : last month
 330 T : last month month ok last month ok yes öö zs zs aha yes Ili did you read the other
 tale did you read the other tale yesterday? the which one the lion and the mouse
 did you read it yesterday?
 331 S : I read ö
 332 T : I read it yes I read it ok very good I read it very good ok aa Zsuzsika did you
 bring your your English book with you today?
 333 S : mm yes I brought
 334 T : yes I brought **vagy** I bro **akkor** brought it **vagy** yes I **csak röviden**
 335 S : yes I did
 336 T : did did did you **múltidőbe vagyunk végig jó?** yes I did ok what else I think
 that's all yes Ákoska o Ákoska how did you sleep last night? did you sleep well
 or not so well? how did you sleep last night?
 337 S : ö I slept (xxxx)
 338 T : nonono how how how did you sleep? did you sleep well or not so well? well
hogy jól aludtál vagy nem annyira jól aludtál
 339 S : I slept ö
 340 T : I slept
 341 S : I slept well
 342 T : well let's say that you slept well good now look at this poster please I've got a

- poster here for you look at the blackboard please ok I hope you will see it ((teacher placing poster)) we've got two more minutes last two minutes ok so this is a typical house yes a normal house ok so how many rooms are there in the house tell me please o stay there don't get off ? Áron how many rooms are there altogether? tell me please you can you can come closer if you want if you can't see it you can come closer you can closer **lehet közelebb jönni hogyha valaki nem látja**
- 343 S : one one two three
- 344 T : but go back a little bit because ? Fruzsina can't see it ok so how many rooms are there altogether?
- 345 S : eight eight rooms
- 346 T : there are
- 347 S : there are eight rooms in the house
- 348 T : in the house yes what is she doing here? what is she doing here in the bedroom? what is she doing?
- 349 S : (xxxx?)
- 350 T : no no anybody who can answer the question?
- 351 S : she
- 352 T : she is what is she doing?
- 353 S : **hajtogatja a ruhákat**
- 354 T : ő no no no no she is tidying her bedroom she is **nem hajtogatja a szobáját hanem csak elrakja a ruhát** she is tidying the bedroom **vagy rendet rak a a hol? a hálósobában** yes ok what is she doing what is she doing in the livingroom? Áron can't you see it go back you should see it even from there not so close no no stand next to Dalma not in front of Dalma but next to Dalma next to yes that's right good ok so what is she doing?
- 355 S : she
- 356 T : Piri what is she doing? (4.0)
- 357 S : (xxxx)
- 358 T : what is she doing? (3.0) yes Fruzsina
- 359 S : she sat on the
- 360 T : she is si^ si^
- 361 S : si^
- 362 T : ^ting she is sitting yes she is sitting on the sofa yes and
- 363 S : **sok minden van**
- 364 T : yes and she is drinking what?
- 365 S : drinking ?
- 366 T : champagne she is drinking champagne that's right ok ő what is the what is the dog doing here? Yes
- 367 S : the dog is sleeping
- 368 T : is sleeping where? on^
- 369 S : on the pillow
- 370 T : on a pillow yes on a pillow very good ő what is he doing here? what is he doing Sarolt what is he doing? (4.0) yes ő Zsolti
- 371 S : she makes
- 372 T : she? she?
- 373 S : he makes
- 374 T : he is
- 375 S : make
- 376 T : king tea **figyelj csak az igeidőragokat amiket most kérdezek folyamatos jelenben vagyunk semmi időben nem vagyunk már múltidőben a cake** he is making a cake yes and what is he doing here in the garage or in front of the garage? Fruzsina
- 377 S : she is
- 378 T : she?
- 379 S : he (xxxx)
- 380 T : he what is he doing? What is he doing?
- 381 S : he is cleaning (xxxx)
- 382 T : the car or he is washing the car ok thank you very much sit down ok good this is the end of the lesson

Appendix 8

Interview with Teachers

Teacher Franciska

Date of lesson 09.03.2006
 Class P6
 Date of interview 09.03.2006

- 1 R : well if you want to talk about it please tell me just now and to the machine, as you know this little machine already ((the teacher started to tell me things at once when the lesson finished, so I switched on the tape-recorder.))
- 2 T : you can switch it on
- 3 R : it was a really good lesson
- 4 T : well, this was about when I spoke Hungarian almost all the time, as I had to explain the theory, I had to explain
- 5 R : yeah, yeah
- 6 T : from the end of the lesson what is missing is it is because of the tests well as I had given them out at the beginning because they had been pestering me for days to give them out so I could not do it not to give them out (3.0) well what we could not put into the lesson was to translate the text up till the end, they do understand what the difference is, how I do it is not to start with the text first but start with the grammar so we go through it again
- 7 R : yeah
- 8 T : to mmm tidy it up in everybody's head so they will know the grammar and then, do it would have been that that after they translate it well because they could do it fast, they could translate it, then we would have acted it out
- 9 R : yeah, and so
- 10 T : we would have practised it more
- 11 R : and the grammar what is in it, well the grammar was in the text and so
- 12 T : yes the text is built on the grammar, so
- 13 R : and so (xxxx xxxx)
- 14 T : the grammar?
- 15 R : yes
- 16 T : well, well (2.0)
- 17 R : so how did you do it? I have not recorded the lesson you know this time
- 18 T : last lesson we started with
- 19 R : not that but today's one
- 20 T : this lesson?
- 21 R : yes, yes
- 22 T : well (3.0) this was (3.0) they had a similar homework, as we had already started this during the last lesson,
- 23 R : yeah
- 24 T : we started to go through it again, as we had learnt this before, but this time to compare the two the Simple Present and the Present Continuous tenses, so this was the homework, so we checked if everybody had managed to put the (correct form of) verbs into the sentences
- 25 R : yes
- 26 T : Simple Present or Present Continuous were the sentences, and so was it successful? Well, there were mistakes, but all together it was successful, (4.0) er I had photocopied for them er a little poem, in one of them it was only Present Simple Tense in the sentences, in the other the and the rules were written underneath the poems, in Hungarian, which we do not have in this book ((the course book)) a bit wait please a bit ((students are trying to get into the classroom for the next lesson)) (5.0) so this is not in the book, so they will know it from this (poem) those who until now the ones who did not understand it up till now, because we had written it down in Hungarian, underlined in red, they can take it home and see it, they will

- have to translate it, so it will be the same type of homework as before to translate the sentence, and then well (2.0) we started with the text, which had some sound effects, ((laughter)) it had some sound effects
- 27 R : yes ((laughter))
- 28 T : from the tape and so they heard that this activity is happening now, they are playing table tennis now, he is lifting the weights now, he is making a noise, they like they liked this very much
- 29 R : yes ((laughter))
- 30 T : they could hear it and see it, I was looking at you thinking wondering what you were thinking, because they do not usually think that he is lifting the weights, but ((laughter)) well, so from this (1.0) they could see that they saw the sentence written down, and hear that it is now, it is happening now, so everywhere I tried I tried to the the to show the difference, that it is often er the activity is done often or it is right now, and I think I think that at the end of the lesson well (4.0) they kind of got the idea
- 31 R : maybe it is a silly question, but how did you see that they got the idea?
- 32 T : how did I see it? For example from the text well they translated it very well, as you have heard it, I think they did it very well, they did understand it and translate it. What was missing was the end of the lesson, unfortunately this was missing, that we could not translate it till the end, so this will happen in the next lesson, and to act it out. I would have also given sentences (2.0) to translate and also some situations to act out (1.0) I would have asked them that is what we did not do, but one lesson is only 45 minutes, I would have asked them about their everyday habits, for example do you go, to have some hobbies, how often do you go, or never, you never go, so this we did not have
- 33 R : yes. And at the very beginning when you gave out the tests, is it how you do it, to go through it together?
- 34 T : yes, we usually go through it together, we even correct it and write it down,
- 35 R : yeah
- 36 T : but I did not want to waste time with this, because you would have only seen us correcting the test so we just did it orally
- 37 R : so you do it in writing?
- 38 T : yes, we write it down, this we did not do this time, we just talked it through quickly, but other times we do it writing, and also (2.0) I have not put the marks into the teacher's diary, but this is just a small detail, as the teacher's diary did not come ((when the class is divided into two the ones who go to another classroom usually take the diary with them, then after the teacher of that group writes on the absent people and the marks, if there are any, then one student takes it back to the other teacher)) but they were not that great
- 39 R : how do you mean not that great?
- 40 T : there was nobody who got mark 5 (best), there were mark 4s, there was a mark 1 too ((fail)), so in my opinion the results are not that good
- 41 R : and what do you think about this? Or how do you feel?
- 42 T : what do I think? (4.0) well, at the end I do not understand, because because we have practised it a lot and when we summarised it, it seemed that they could do it, in my opinion er er er it was not difficult and er they just did it too quickly, it was not difficult, so they they probably thought that they would do it easily and they could not, they should have paid attention more closely. There were small mistakes like er like er like (1.0) there was an exercise to put together so there were kind of er there were letters mixed up and so put them together to make a word, and s/he put it together wrongly, and so I cannot accept that because the task was there to write down the word correctly, the letters of colours are mixed the yellow s/he cannot put together then then it is 0 point. So like this
- 43 R : yeah, it is if they lose they lose 4 points then it is mark 4 already? ((the marking was still on the board and the researcher is working out the points))
- 44 T : yes, yes, or for example the one ones, we have already learned this in primary 4, the words instead of the nouns, so you see, they are not paying enough attention, the 'ones' instead the word 'ones' s/he only writes 'one', instead of the word teachers, but then it is not correct as the task was there exactly the distinguish between 'one' or 'ones', well, again here a bit if not paying enough attention, small

- mistakes, they do not think, like this (2.0)
- 45 R : and do they correct it themselves (written)?
- 46 T : yes, we correct them
- 47 R : on the paper in the test itself, above or?
- 48 T : no, they are not allowed to correct the test itself, what happens, we write in the exercise book number of the lesson, 'correction', correction and we write down the mistakes exercise by exercise and they they just have to write in the exercise book the ones they had a mistake that was not correct, every time this is how we correct it
- 49 R : so today you did not do it because of me?
- 50 T : yes, that is why we did not do it ((laughter)), but (2.0) there are two (2.0) two lessons before when we had written the test, and I and I could not correct them, because because of the personal problems, as I am moving house as well I did not even have time to die, let alone to correct tests, and during the last lesson I did promise that they would get them this time. But if I give the tests into their hands then we must talk through the mistakes
- 51 R : yes
- 52 T : that's why it happened like this, as you came, but because I had promised to give them out, but it was different how we corrected them, we just ran through them, but I will give them out again ((she collected them at the end of the lesson)) I think because of the marks I collected the tests back, so we will look through them again and then we will write the marks into the teacher's diary too.
- 53 R : so you really gave them out to calm them down
- 54 T : to calm them down, yes, unfortunately they came to me every day and very strongly they asked me ((laughter)) tests tests!
- 55 R : they were anxious
- 56 T : yes, they were look they are funny ((the students are trying to come into the classroom again))
- 57 R : do they want to come in?
- 58 T : ((laughter)) that's all I can say
- 59 R : thank you
- 60 T : next time we will continue this, the same topic, and the ones we missed this time
- 61 R : yeah
- 62 T : and what will happen the the sport is the topic, so the title is the sport centre, this is the title of the chapter, ((the bell is ringing)) the different sports are coming, the names of the different sports, body parts, ((the students have come in and the noise is too great))

Teacher Gizi

Date of lesson 06.03.2006

Class P6

Date of interview 06.03.2006

- 1 T : here is the mike, sit down, (2.0) what I wanted to say that it is a bit slower because we are working on the two verb tenses at the same time. We have learnt the Simple Past and the Simple Future, and as you can see it, I am mixing them in the lesson now
- 2 R : mmm
- 3 T : what I would like is for them to know it even when wakened from their dreams what the 'future tense' is or the 'past' and that they do not mix it. Well, the first part of the lesson was mainly about the 'past', the second part was mostly about the 'future', but now they are at that level that they can be mixed a bit, and ask them
- 4 R : mmm
- 5 T : that is what I wanted to say to you
- 6 R : of course
- 7 T : for you to understand. Please a bit quieter ((to the rest of the class who is just leaving the classroom))
- 8 R : I would like to ask what were you happy with? About the lesson?
- 9 T : well, to tell the truth, to tell the truth, with this class, with this class I am usually happy,
- 10 R : yeah
- 11 T : because I think that they are much further on than the others who are the same age
- 12 R : which year are they at? I have forgotten
- 13 T : year six, six
- 14 R : yeah
- 15 T : so I think I think I goes very well, once or twice I have to remind them as you have seen I put up on the board or rather wrote it up that 'regular verbs' and 'irregular verbs', sometimes we have to bring this up, but when they realise, that oh my god, I know what this is all about, from then on it goes well.
- 16 R : are they not going, Go go. ((to the students still hanging around)) Well, I would like to talk about to talk about the lesson, well, that what kind what kind
- 17 T : this was a practice lesson totally a practising one, that's right, because from now on what I really want is? Bye bye ((to the students leaving)) that in practice, even if I wake them up from their sleep they could use it ((laughter)) the Simple Past and the Future tenses, and also, of course, they have to learn the basics to be able to move on. For example to learn the Present Perfect Tense, I would only be able to teach them if they totally know the Simple Present is drilled into them, for example, so well, this was the aim of the lesson, and from now on we are going to have many lessons to practise like this. I think something is good, they can learn it totally if we practise it all the time
- 18 R : so what were you doing, what was helping this aim
- 19 T : you mean teaching materials?
- 20 R : not really, whatever you were doing today, as you know we have not recorded the lesson
- 21 T : okay, so first I gave out, as I had been promising for a long time, the 'irregular verbs' and I asked them to underline the ones we had already learnt, and I also taught a few new ones. But they have heard those ones too before, so I did not ask any absolutely new verbs. I made them underline the basic ones (verbs) and then of course, I also had asked them to learn the Past Simple tense, but I have to stress that we had learnt all of these before.
- 22 R : yeah
- 23 T : well, then I never ask new things, I always explain everything, so the reason I did not this time was because they should have known it. I just wanted them to have a printed paper in their hands so they would see, yes, I have given them out, they

- have to learn it, to make it clear. And then there was a text, I mean I am sorry, this was just a little reminder, (the irregular verbs), ok, put them away, you will have to learn them later, and we had learnt the directions before, so it was not totally new, as you could see that there were some directions they know at once, so there was a short exercise with the directions in the exercise book, a fill-in exercise, I have given you a copy, so they had to complete it, mmm (3.0) we did not do a lot with that, but next lesson we will work on the directions, but then I am going to give them sentences, I will make up sentences like I get on the bus, or get off the bus and so on, so on so on, for them to be able to use it, and so the part in the lesson where we practised was, we had an older text, I did tell them that I know we have worked with this before, they had to fill the gaps in this letter with verbs in the Present Tense, and so I asked them that as this is done now in the present tense, those verbs that are there, they needed to put them into Past Tense
- 24 R : yeah
- 25 T : so in practice they had a structure, that we had worked with about two or three lessons before, that was a text in the Present Tense, and so I just simply built the lesson on this, to ask them to put it into Past Tense. I think it is a good exercise, because it is a known text, so that is the first thing, it is a known text. There were one or two hiccups, that is when I told them to take out the little list when there were verbs, we did not did not learn them, as I just said there are a few verbs we did not, maybe I mentioned once or twice the past tense of them, but to make sure what we did we checked their past tenses. I think next time, as I have given it out for them to learn, next time I am sure they will know those too
- 26 R : yeah, yeah
- 27 T : and when we finished with the Past Tense, that was when we moved onto the Future Tense, the exercise I asked them to do, by the way it was homework, that was that they had to do at home, and so we just checked it. What is not that easy for them, but it is problematic for every class, is the time. They always have problems with half past and half to, and quarter past and it needs that much to be that time, that ones are a bit not very very easy.
- 28 R : mmm
- 29 T : but this is not just about them, but for everybody, as the way Hungarians say the time is totally different, not totally but that that mixes up their little brains, they do not know it so well that where they are at. To be honest, the problem here was not the Future Tense, or the problem, as you could see it they did it no problem
- 30 R : yes yes
- 31 T : they had problems with the time, the Future Tense I think is easy for them now, but the time, it is quarter past or half to, children, Tony, I am still here ((teacher trying to send out the students who are coming for the next lesson)) go out a bit, I am happy
- 32 R : what I also wanted to ask, you asked them to read and translate and so would you like to tell me a bit more about this? How was it?
- 33 T : it was not successful all the time, there are students who find this difficult too, ((bell is ringing)) but I always try mmm try not to tell but ask another child to help their classmates because I think it is better for me not to say it, that mmm my son, you did not know it, did it all wrong, but the other child maybe helps, maybe then they would know it it is like this. Actually I ask them to translate a lot. Whatever we say or I ask them to read it out loud, I ask them to (translate) if ten times ten times, the important thing is for them to understand it. Once they have understood it that is when I can tell them to put it into past or future or anything else. It is very important, most important to understand the text. To understand it in Hungarian what it is, afterwards think about it, how to say it in the future, you saw it, I asked many times how they would say it, in the past, in Hungarian, and when they say it how they would put it into the past that is when it is much easier in English too. So my main aim is, at least that is what I think, maybe it is not right, maybe the methodology is not good that I am following, but to understand it always, the child should always understand what s/he is doing
- 34 R : yeah
- 35 T : I think it is very important. Because what can you build on afterwards? You cannot build on it after

- 36 R : yes, if they do not understand it ((it was difficult not to disagree, but managed it))
And so what do you do if they do not understand?
- 37 T : if they do not understand, then I try to explain it, usually it is not very successful, then I have to say it in Hungarian. I have to. That's what I think, when we cannot move on, and nobody knows it in the class, actually, here, with the word 'visit' I swear to you that I did teach it, probably they forgot it, but I had to say it in Hungarian, there's no point for them to guess, of course you have to let them guess, but when they are absolutely somewhere else, then I really have to help in Hungarian. Otherwise how would they learn the word? I have no idea. I can explain it in English, but if they do not understand it even then, in my opinion I have to say some words in Hungarian, or one or two sentences,
- 38 R : sure
- 39 T : but we do not need to tell a whole sentence, only the words, to understand the words, but I think it is not too bad, as you saw it, they were rather good
- 40 R : sure, it was good, very good
- 41 T : they are learning well, improving, and anyway I love them very much and I am very proud of them because they are good they are good ((laughter)). To tell the truth that I got them from year four I am teaching them from year four, but I did not start teaching them in English, because they were not at that level, what I think the child has to reach a certain level to be able them (in the TL), well, when I am explaining the terms noun, or verb, well now I can tell them 'noun' or 'verb', but this is not possible at younger years than six, for example a year four student may not understand it, so in year four or five, although it also depends on the class itself, and the level, but I did not dare to try it (to teach in the TL). I did not even dare to teach them in the TL last year, now, in year six I think they are they are ready for it, so they need to be ready to be able to think in that way, because when I talk in English, I believe that changes the way of thinking a bit too. When we start to translate, they know it, I often tell them, that if you were to start this sentence from the back (to translate) it would sound much better, so it is a way of thinking too, to use English, I do not just speak it, so it needs a certain way of thinking, and I thought thought that they became ready for this now, that it is possible. As I mentioned to you before, my year seven class is still not (ready for me to use the TL)
- 42 R : mmm
- 43 T : so there there it would be a waste of time for me to speak English, they would only look at me and wonder what I wanted, because their thinking is not ready, grammatically they cannot follow it, so it does not depend on the class (the year) , but depends on the level. A year six student can be, let us say, at a higher level than a year seven student, it does not matter that they are smaller, or younger, well, so it is very difficult, for example in year seven maybe they would be expecting it too, the parents, but no, I think no, they are not ready for me to teach them in English. It is a question who thinks what, but this is what I think, and here I can teach a lesson like this (using the TL most of the time), and in year four or five not
- 44 R : and you are going to do the teaching practice with them, is it right?
- 45 T : yes, yes, yes ((laughter))
- 46 R : when will it be?
- 47 T : in about three weeks, I do not know the exact date,
- 48 R : and you will be given a mark for that teaching and that will be the mark for the university?
- 49 T : yes, yes yes yes yes, and I have chosen them because I really would like to do a 'practice' lesson, the kind you have just seen, so the lesson, during the lesson it matters you can show what they have learnt up till then, as we can only practise what we have learnt, and then (at the final practical teaching exam) I also would like to show the verb tenses, that we know this one, we can use this one, we know that one, we can use that one too. In my opinion practice matters a lot in language learning, practising, practising, again and again, using it all the time, because this is how we can go on, to learn more
- 50 R : of course. I would like to ask another question: how do you check and evaluate them? Because at the beginning of the lesson you had a vocabulary test, and that is when you said that that would have another one again at the end

- 51 T : ((laughter)) yes, that is, well the assessment, it is a bit
52 R : I mean just right now, during today's lesson
53 T : well, during this lesson what happened I talked it over with them that there will be a vocabulary test,
54 R : and so how was that?
55 T : well, yes, because they are not always keen to learn the words, not always, not just them, but usually students, and so this was at least I can check it, and as much what I noticed the more vocabulary tests they have to write, they are forced to learn the words every day, because if I did not make them write tests, well, nobody will check and assess, we do not need to learn it, not like this, like that, so that is the only way I can check it, to make them write it, and also this helps them in the future with the big tests too, because I put words into those tests that I asked many times in the vocabulary tests, so they cannot be surprised, I do not like when a child puts up her/his hand and kind of Aunty Susan, what does this mean? Then I can say: listen to me my son, you have written a vocabulary test with it five times, full stop
56 R : I see
57 T : so from then on, this is kind of the teacher taking responsibility, we have talked about it five times, I told you five times, asked you five times, so how is it you do not know it? From then on, well, of course I am also responsible for what I teach, but there is a point, a limit, from then on I say, the child has to do something too, to learn too
58 R : of course
59 T : I cannot do anything with, if I really explain it, talk about it, ask it back eight times, make them write tests five times and then they put up their hands and they even say that we have not learnt them. Then I take out the test, put out five tests and show them, it is in this and in that and in that, this is kind of covering the teacher somehow too, we must do it, because the children are very crafty, and cunning, when they reach an age, then they say not not this, so what I usually do is to get a dictionary out ((children's own vocabulary book where they write out the new words in English and in Hungarian)) I have done this during the lesson too
60 R : yes
61 T : I have asked for a vocabulary book from a child, that is what I always do, because they cannot say then that I am making up words that they have not learnt, I protect myself, so I ask the vocabulary book from a child, that was here during the lesson, they have written into it
62 R : was that the reason?
63 T : yes, I always do the vocabulary tests like this, always, I ask a child to give me her/his vocabulary book, it is sure that they have written it during the lesson, the others had to write it down too, so from then on, they do not say a word ((laughter))
64 R : and so you tell them in Hungarian and they
65 T : that's right,
66 R : I have also seen them sitting alone, at different desks
67 T : yes, that's right
68 R : because this does not show if I record a lesson ((but I did not even record this one)) Was it on purpose that you left them sitting alone during the whole lesson?
69 T : no, no, no no, it was not on purpose, it was really because of the test, I usually make them sit separately for the tests, somehow they did not ask me to let them sit back to their usual place, maybe it was because of you,
70 R : yeah
71 T : usually what they do, they ask me, "Aunty Susan, can we sit back?" Of course they can sit back then, it is only for the tests I make them sit separately, there is not such a strict regime, one desk one person, no, just for some reason, maybe because you were here so they did not ask, ((laughter))
72 R : so did it have an influence that I was here?
73 T : yes, yes, yes, yes of course
74 R : did it influence the atmosphere too?
75 T : well, a little bit, they were a bit more less relaxed, but I think it is natural, well, when years ago, it was actually a school inspector ((somebody from outside the

- school to check on the standards and give a report on the teacher, during the communist regime)) I also behaved differently ((laughter)) of course, but today it was not that different, just a bit I could feel it, yes
- 76 R : but were you still happy with them, their work?
- 77 T : yes, yes, you could come more often, because they were very disciplined ((laughter))
- 78 R : why, how is other times?
- 79 T : well, it is it is more relaxed, the lesson is more relaxed, they often interrupt and say some interesting things, and then we laugh together, and joke and so on that is what I saw yesterday, that happened
- 80 R : so today they did not interrupt?
- 81 T : no no, they behaved very well, but usually the atmosphere is good during the lessons, it is not stressful, we often laugh together. I tell you, they are really very mature, at year six, if you have seen, because of the acceleration, if you look at any of them, they are in year six, they are big
- 82 R : yes, very tall, I was surprised
- 83 T : and they are very mature, that is why I am saying mm but actually I really love them ((laughter)) not not just because mmm I do not know, somehow they just got close to my heart, well, maybe that matters too, who knows it, how it is, because in my opinion, not like this, but they also accept me, they often come and tell me how horrible the other lessons were, then I try to stand up for the colleague, not to tell me in front of me, do not say it, do not record this please ((and she tells me some stories about some of the teachers)) I think you have to find a way to talk to the children, the way that it is good for both of you, to be partners and then the lesson goes much much better, much better. What happens in year seven, in year seven they are teenagers and so on, they are not that accepting then, and even if I had the same style with them like I did here, I did try it but it did not work.
- 84 R : what kind of style was it during this lesson? What is an accepting style? What are you thinking?
- 85 T : well, to tell the truth, there is no problem like no, I do not want to open the book, I do not want to do it, it happens in year seven, when they are young teenagers, oh, I am not interested, whoever I am asking, not like here in this lesson, the little boy, David, he did not say it because he did not know it for example, but in year seven I ask and they do not want to
- 86 R : so here if they did not say it they did not know it, not because not wanting it
- 87 T : yes, in this class we do not have this at all, but but we have a partner relationship, if there is a problem they tell me, here here if they do not say it is because they do not know it. In year seven it is really like that, whatever I do during the lesson, really, whatever, what happens, there is a boy, he does it all the time, all the time he says like we have not learnt it yet, that is when I say here you have this is your vocabulary test, have a look at it. They are really rebelling, maybe not against me personally, because I did talk to other colleagues, they are like this with all the others too, it is much more difficult to teach them like this. If you do not find the way to talk to the class, and if you are not partners, and I think even there it did not depend on me, because I do start it everywhere like this, and then either they accept me or they do not. That is how the relationship is there (in year seven), to be honest there is not a real problem with them either, they do whatever I tell them, but I can see, like tell me the next sentence, I have not written it, why? Because I was not interested in it. This is the typical teenager way, when
- 88 R : mmm
- 89 T : they are not interested, at all (4.0) not at all. That is why I am saying these ones (year six) are very nice children
- 90 R : yes, very nice ((laughter)) thank you for letting me in and I could come some other time too ((referring to the teacher requesting me to be there for disciplining))
- 91 T : you're very welcome

Teacher Hajni

Date of lesson 08.03.2006
 Class P4
 Date of interview 08.03.2006

- 1 T : are you going to switch on the machine now?
 2 R : yes, I have just switched it on, wait a minute, I will put it here on the other side, ok, so you can tell me now ((as she was really keen to start telling me about the lesson once it was over))
 3 T : so are you going to record it right now ((laughter))
 4 R : yes, I will, so as you just said
 5 T : so, how it happened, Andy is a very bright child,
 6 R : yeah
 7 T : but very much 'good bye' ((telling the students who are just leaving)) but finds it very difficult find it very difficult to manage the constraints, that is one of the things, and if there is a behaviour problem, it is only Andy, he finds it difficult to sit, you can see that he is it is difficult
 8 R : can we have a bit of quiet ((as the students are shouting))
 9 T : I think we go upstairs then, because there may be an afternoon lesson here ((switched off tape recorder and on the way tried not to speak about the class))
 10 R : yeah, let us sit down,
 11 T : I think you can sit there, that chair has a cushion, ((laughter)) if it is like this, sit there then, Ok, no shall I tell you, is it switched on?
 12 R : yes
 13 T : well, then I tell you about the class, well, it is all that Andy is the one who has behaviour problems, here and during other lessons too, he is a very clever child but finds it difficult to cope with failure, he is more easily tired too, often he does not understand why they need to collect red points, or about the black, so so he is a kind of difficult case. So he always needs to be talked to kindly, to calm him down, but on the other hand his achievement is is good. Well, just now I think I think the children were frightened. I did not even tell them that you were coming but they probably saw that at the back at the back there was somebody, and they were a bit more cautious, or cautious, mm they are very active, they are the most active ones, and keen to work and really nice ones, one girl was missing today who is a very good student, and also a boy who is an average about mark four ((five is best)). So they are kind of average
 14 R : they were good
 15 T : but I think they were a bit tired too, and also that there was somebody from outside, maybe they did not get used to this until now, that people come in sometimes, but it is a good thing, mmmmm we have just done
 16 R : what were you happiest with?
 17 T : well mmm
 18 R : what was is that you were pleased with in this lesson?
 19 T : well, well, I was not pleased at all,
 20 R : anything?
 21 T : well, there was somebody who remembered a word from long time ago, that we learnt long ago and did not use for half a year, and so s/he remembered it, let us say that is a good thing, mmmm (8.0) any other things, not really.
 22 R : really?
 23 T : not with other things, no, not really, well, maybe they did understand the 'I you he she it we you they', and this is usually a problem, that is why I asked, if they had learnt it in Hungarian, because this is always difficult, that's why I say it, that it is a problem even in year seven or eight (Hungarian does not distinguish between he she and it!) For example if I say Tony, which personal pronoun do you use instead? Or Tony and Mary, what do you use instead of them? This is a difficult grammar

- 24 R : when did you teach them?
- 25 T : today really
- 26 R : and how did you help them to work out that instead of Tony it is it, that is what they have to say?
- 27 T : mmm well, they did they did have some times ago in some of the exercises, that for example we looked at a picture and there was a boy and a girl there, and then 'he, she'
- 28 R : so they say
- 29 T : so they know it a bit but still, this is even in the older classes, I know it is a big problem. Well, compared to that and also that it was the first time, it did kind of become clearer.
- 30 R : it was good, let us then see the lesson
- 31 T : yes, there was a bit of revision, well, these kind of questions, these mm well, you could see that they were frightened
- 32 R : yeah
- 33 T : there were a few of them, who were kind of a bit anxious, but these questions, well in my opinion, if not really together, but half of the questions, those ones, are asked in every lesson. Every lesson. There were some, how I did it this time, kind of all the things we have learnt, so every child could say a sentence each. That's why it was
- 34 R : is it at the beginning of the lesson?
- 35 T : yes, at the beginning of the lessons we always do this, what is the date, the time, what is the weather like, today it was like is it raining or snowing, well, they kind of know it a bit. That it is 'sunny'. Well, mmm that (5.0) they are trying and so at the beginning of the lesson we always have a bit of a chat a kind of a questioning.
- 36 R : yeah
- 37 T : then the singing too, we just learnt the Head and shoulders ((the title of the song)) last time, but this time it was a different song mm a different tune, with a different tune from last year when we had learnt it, so that is why we did not even sing it with the tape recorder this time as this would have been confusing for them. Last time we had written a test
- 38 R : can we talk about today?
- 39 T : ok, but the last time we had written a test which was from the first unit of this book,
- 40 R : today, today please
- 41 T : yes, but that is why it is a new lesson
- 42 R : oh, I see
- 43 T : and in this one the grammar there is a difficult grammar in this, this is the 'to be' conjugation
- 44 R : (xxxx)
- 45 T : well, we have just started this, so the so-called teaching of this it was the first time today during this lesson.
- 46 R : yeah
- 47 T : so this this text will be about this (grammar) and that is what we are going to do
- 48 R : so what is it that you were doing? ((desperate to talk about the lesson)) what did you do to teach them? Because you said it was not that great but somehow they did manage it, so there must be something successful in it
- 49 T : well, we wrote it on the board, well, I wrote it up, the table of it ((I am you are he is she is it is etc)) maybe this is not the way how it should be taught, but this way they can see together,
- 50 R : why did you say that it may not be how it should be taught?
- 51 T : because mmm (4.0) there are some, for example in this book, it just highlights for example it is just about third person singular, and not with the others, then it practises that, but I think it would be better to see it all together, I you he/she/it (in Hungarian just it) we you they, the forms of these, and then it is easier to say only 'you' or 'it' or 'we', well, some of the children actually sensed it that, how shall I say it, this 'you', why is it twice? What is it? ((in Hungarian you in singular and you in plural are different)) and in lots of books, in a table like this or in a mmm kind of exercise, sometimes it is just written 'you are' and the so-called plural it is not written.

- 52 R : (xxxx)
- 53 T : but there are some other places, where there are both forms, and then the child, you know, why is it there and why is it not there? But I think they did understand it and so I have just written down plural,
- 54 R : yeah
- 55 T : in plural, if it is there then it means you. By the end of the lesson it was working more or less, well, it was the first lesson, we are going to practise it. During the previous lessons, to be able to connect here, for example it was: in the box, on the table, under the chair, that was what we had been practising, because that was the topic then, well, I thought that the 'in the garden' and the 'in the kitchen' would be a bit better, but because it was a new word, partly a new word, long time ago we had learnt it, but we did not really use it recently, the words kitchen and garden, so maybe that made it a bit more difficult
- 56 R : so that was
- 57 T : yes, yes
- 58 R : in the garden and
- 59 T : yes, they had it in front of themselves, because it was first it was in the book, this exercise, to match them, the subject with the mmm place mmm with the predicate, with the is, it was 'is' everywhere, and with the with the place, using the pictures of the book or rather the text. Well. Kind of they got the idea, we did have less time for, because there are some, how shall I put it, some matches, where there are more than one solution, well, well, according to the picture we can only say one, let us say: Toni is in the garden. But on the other hand, it was also possible that Toni is in the garden, Toni is phoning. The reason for this is not only using the text from the text, but also, how shall I say it, the grammatical structure, to use the it in a different sentence too.
- 60 R : so so first you used the structure from the board and then then you put it into a sentence?
- 61 T : the the text, yes, and later on, well, it would have been a written exercise, but I noticed that there was only a short time left, I had written five sentences, the ones, these were Hungarian sentences, and they should have translated them, at the end of the lesson we could do three orally. That was this.
- 62 R : and when you were working with the book, how did you do it?
- 63 T : well, about the book. We listened to the tape of course, bit by bit, to see if there are any unknown words, I did not start with, but that was the plan, in the paper what I had planned was to see the words, the ones I had thought that they were unknown, the ones I wanted to ask them, but at the end (3.0) usually how we do it as we did it just now, when we read it, in a short text, are there any unknown words? Yes, if there is, we talk it over, today it was only the last word: 'fetch' that one that one they have never heard, that was the unknown word, (2.0) that one we wrote it up on the board and into the vocabulary books,
- 64 R : so the difference is that you may ask about the whole text, if there are any unknown words before you listen to the tape, or bit by bit, as you listen to the tape you ask?
- 65 T : well, sometimes like this, this one, the reason why I wanted this one bit by bit is because it is, well, it is not a cartoon, but there are, you know, there are some stages, it was divided into different parts, so this was, two or three sentences it is (2.0) kind of it is easier for them to understand, or they can, how shall I say it, they realise if there are unknown words in it or not. If for example there is a fairy tale, then I may I may help them with extra pictures and also the order of it, or, how shall I say it, some basic things, and then and then, maybe at the end, I can ask if there were unknown words, if yes, let's underline it. But then, how shall I say it, if the text is more difficult, then they underline them, then we go through them one by one, all the words, and then we start kind of translating it, when they all know, but as I said it, it depends on, the one today is a kind of easier text, as you had seen it, or you could see it
- 66 R : I know it by heart, as I have taught this text from the old Project book ((laughter))
- 67 T : I see ((laughter))
- 68 R : and this text is the same
- 69 T : that's why I say it, that picture by picture, it is not that long, even after listening it

- on the tape, for them to understand.
- 70 R : yeah
- 71 T : so
- 72 R : so they had written out the words and
- 73 T : yes, we have written out the words, and then, during the next lesson, at the beginning of the next lesson we will say a few sentences with these so called new words, and then then we will try to act out the dialogue
- 74 R : yes, you have started it
- 75 T : yes, at the end of the lesson, but (2.0) there was not more time to do it
- 76 R : yeah. And when they did not know where they were, how was that? How did you feel about it?
- 77 T : yes, that was the first, yes, there Andy started to read it, it was him again, and you could see it that he was kind of he was mixed up a few times, What is it now? How? Well, he is a strange person, but it does not matter. And he did not start with the first sentence, but with the answer to the question. And the girls noticed this at once, wow, here there should be a greeting first, well, it does not matter, but if was a wrong order, and he did not want to accept this again, but at the end he did understand it. Well, this is not easy either, from a dialogue to find out at once that this is my part and this is yours.
- 78 R : that's right.
- 79 T : because if it was like it was a whole text and there was a – mark there, then I would probably know who is who, who comes next. It was not mm easy, (3.0) we could have dealt with it quicker, that is how I would say it rather. (2.0) so now they will practise it at home once or twice and (4.0) tomorrow I think it will go well. They actually like performing, (2.0) well it is mostly the girls who help the things,
- 80 R : yes, there were only three boys
- 81 T : there were three boys, the fourth was absent, but the boys the boys are kind of quieter. Let me see, Andy has mark five (best) he is good, we have just written a test, the last week one, and it had rather good results, ((turning the pages)) but not as good as good as it is usually, (3.0) the first one well you may know that we have just finished, at the beginning of February the book Chatterbox.
- 82 R : yes?
- 83 T : because they, last year they learnt it as an extra lesson, once a week, they are the ones
- 84 R : yes yes ((I remembered her telling me about this last time))
- 85 T : once a week, we did the lesson Winnie the witch ((I recorded the lesson last year)) so that is why I say that a few things they remembered, but we have not even opened it since
- 86 R : yeah
- 87 T : they forgot a lot of things. And we have just finished the the so-called original book, and this is the first chapter from the book Project, this is originally for year five students. They are in year four, and that is why I say it, that considering that it is for year five, that we started it in year five, the class you had seen last year, these students can, how shall I say it, can join in quicker (5.0) we are at chapter two with them, the year five students are at chapter four. That is why I say it that it is better with them, and the results are better too, the tests in the autumn they got mark 5 for, everybody got mark 5, ((laughter)) then the last mmm the last test in the Chatterbox was 4.6% ((average)) there were a few mark 4 there, and from this (chapter 4.3% (2.0) but this is good too, there were two students who got mark 3, the rest were marks 4 and 5.
- 88 R : and what kind of questions are there?
- 89 T : well, from the lesson, there are exercises with vocabulary, and and and grammar, complete the sentences, or descriptions, adjectives, well, as I say it, some of it is vocabulary, the other part is grammar. But (3.0)
- 90 R : this is a very good result
- 91 T : but this is kind of good, I hope it is not getting worse, but considering that it is for grade 5, and in grade 4, because, well, you know, even in Hungarian, if they do not know it in Hungarian, the grammar tense, then it is even more difficult,
- 92 R : of course

- 93 T : and even, let us say, this lesson was a kind of (1.0) towards grammar, (3.0) because they had to learn this, the other lessons, mmm but right now this is what we learn, we could not do something different and so this was mm
- 94 R : you said that you were not that satisfied, how would you have wanted it better?
- 95 T : well, on one hand, more bravely they speak when I ask them, then, here Amy is the one who once or twice says something wrong during the lesson, the one who was sitting next to the window, the tall girl, mmmm the rest were, as I said it very timid, they were timid, and usually they are more active, especially the middle group (column)
- 96 R : they were not active enough?
- 97 T : yes, not active enough, or they were not how shall I say it mmm brave to try. Because maybe s/he said something incorrectly, or might have said it, but ((whispering)) what would happen if? Well, here there is so much, right now it was not a kind of lesson with red points, only one task from the exercise book was where they got red points, right now, some other times they get two or three point even, right now it was like this. Next time there will be red points, they will get them for reading at the beginning of the lesson, they will be surely very active
- 98 R : did they know that it was was not a lesson with red points or just during the lesson?
- 99 T : during the lesson, yes, it depends on the task. It depends on the task what kind what kind it is
- 100 R : I see, so they will realise when mm it is happening
- 101 T : yes, yes,
- 102 R : it is not the case that some lessons are with red points and the others
- 103 T : oh, no no no no, you know it depends on the task, sometimes there is a reading and they get a red point for it, sometimes they learn a short text, for example two or three sentences, and then that is, or a rhyme
- 104 R : that little girl. Why did you give her? Because (xxxx)
- 105 T : she was without mistakes
- 106 R : yeah
- 107 T : for example, if the task is very easy, for example this was new material. So this one mmm mmm well, she managed it only, because that 'in the door' and 'at the door' that is that is difficult too,
- 108 R : yes, I noticed (xxxx xxxx)
- 109 T : this is difficult too, because this is different for the Hungarian too, or for example 'at the school' or 'in the school' this is so difficult, well we teach this for the older ones, or play with this, so this is difficult because I say in the school (3.0) and there if I say one of them it is about the institute, and the other is the building itself, well, this is difficult the Hungarian in the Hungarian it is not the same
- 110 R : sure
- 111 T : so that's why I say that the 'at the door' is a bit it was not too easy, this is why it was not easy, but we did talk about it during the previous lessons, there were situations too that: at the door I am standing and so in theory everybody should have known it, this one, to do it, but (3.0) but not. But if we get a very easy task in the exercise book or during the lesson or board work there they may not get a red point
- 112 R : sure
- 113 T : so this is like this
- 114 R : yes, and what I noticed during your lesson that at the beginning you were practising and then you kind of spoke English and when you started the new material then and the grammar then it was kind of in Hungarian
- 115 T : yes, yes, well, you have seen it correctly, this is what I did not do because of nervousness, how I should have done it ((laughter)) no no, as you know there is a level of anxiety whoever is coming to visit you, but somehow mmm and for example with this class this group we usually use English during most of the lesson.
- 116 R : yeah
- 117 T : it is true though that it was a difficult a difficult grammar so I want them to know this,
- 118 R : did you teach (xxxx xxxx)

- 119 T : we maybe I should have used it (English) more here, here
 120 R : why?
 121 T : well, mmm because because not just here but usually that is how I feel, if you start, let us say, start chatting in Hungarian, then they are more likely to listen to that and not to the English, this is about instructions, you see. But during the last lesson we did the plural as grammar with them, we did say it there that is plural, it is singular
 122 R : in Hungarian?
 123 T : no, in English, that is how we wrote it up into the exercise book, and we also used this, this is why I say it that 'plural' is as I said it before you know it, mmm but
 124 R : so during today's lesson, in the first part it was in in English (xxxx xxxx)
 125 T : well, yes, because that was not that new, it was a kind of practice and it was surely, I was sure that they would understand everything ((laughter))
 126 R : it is important for them to understand
 127 T : it is mmm important, and as I say it, with the grammar well I might have been speaking more Hungarian mm but
 128 R : whose opinion, yours or mine?
 129 T : ((laughter)) well, I do not know what you think, but what I say, it is, I also think that it should be more
 130 R : (xxxx)
 131 T : I am not sure, but probably more, but as I say it, mmm maybe the reason is mmmm so they would surely understand it, if I say 'I am', and we had something like this, just you did not hear it, but I did not want to get into it too much, there were so of them who said 'I'm' because there are situations where in speech we do not say 'I am' because 'I am' like this we use very rarely,
 132 R : sure
 133 T : so they said 'I'm', but we did not start to fuss about it, later on, that will be when we deal with these shorter forms, and then well then this is it. (3.0) so this is, but at the end well I do not really regret that here I kind of used Hungarian a bit more, here, because I want them to be sure that: I am, 'I am, you are' and so on, for them to know it, because this is not easy.
 134 R : that's right
 135 T : I think I think it is not easy
 136 R : and they are in grade 4
 137 T : yes, especially that they are in grade 4, so they need a bit of, I am sure, especially because I know that in higher grades in grade 7 or 8 it is still a problem, for example using the pronouns, because there are exercises, for example there is a sentence, it has a person's name and the exercise is to change the sentence to put in the personal pronouns in it. This is really difficult (3.0) and maybe because they did not understand it at the beginning or even in Hungarian they do not know it. Here I did see that they mmm
 138 R : they were good
 139 T : there was no problem with this (4.0) well, during the next lessons there will be less mm kind of
 140 R : I liked it very much, they were good, they did well
 141 T : well, this was not as spectacular or showy the whole lesson, because this was completely new material, so both the topic, as this was the first lesson of the second chapter, and also the grammar was like that. Well, maybe in two or three hours when they have practised it then they may be braver to do a dialogue
 142 R : what would be a more showy lesson?
 143 T : well, maybe a game in it, let's say it, to have more games or a game I was not prepared for this, what I mean I did not want to have a game for this mm this task, that is that. There will be time mmm mmm when we are going to practise this topic this grammar and partly the vocabulary, and so for example I will write up the words on the board, mixed mm the mixed words from a sentence, make a correct sentence or kind of a dialogue mmm I cut up a dialogue sentence by sentence and they have to put it into the order of happening, and then even Andy may realise which was the first sentence
 144 R : so why did you not want to play today?
 145 T : because because together the two the grammar part and and the text to get used to

- it too,
- 146 R : yeah
- 147 T : maybe I could have put it in
- 148 R : I do not think just asking mm
- 149 T : but originally well because there was not enough time for it, and there is not enough time for it, time time, not because I do not plan it, this is why I did not even plan it
- 150 R : (xxxx xxxx xxxx)
- 151 T : well, we could have done it, we could have done more grammar and then the grammar part we could mmm how shall I say it, we could have strengthened it a bit, to deepen it, or I could have just done the dialogues, but really I have done both in one lesson, so this way
- 152 R : yeah
- 153 T : there was not enough time, but we could have just worked with the text or just with the grammar but together the two mm
- 154 R : I liked it very much
- 155 T : so today that is the reason why we did not have a game thing, that is it. mmm (5.0)
- 156 R : shall I switch it off or?
- 157 T : I do not know. Do you want to ask more?
- 158 R : ((switched the machine off, but switched it on after a minute again))
- 159 T : well, to tell the truth, at the teacher training college, that is what we have learnt, we learnt, er we were talking about it, to use the target language as much as possible, so in reality to use the target language during the whole lesson. Well, with the older ones, the ones, grade 7 or 8, where where you can, although mine are kind of weak groups, my own class, the ones in grade 6, we can do this, but as I say, the grammar in grade 6 is different, in the English grammar, there we can do lots of things, so-called explaining it in English, to help it out, I would not say just exclusively, but to help it out, in English, because they can understand quite a lot, so it is easier like this, but, I teach in grade 1 too, as from this February we started to teach English too, one lesson per week, and there in the teacher's handbook, it explicitly says that the language I mean the grammar or a situation or a word that er is not like TV that is obvious, as TV is TV, but let's say, suddenly I cannot tell an example, anything, 'kitchen' kitchen, because they may not know it at once, so these we can, without any problems, say in Hungarian. So this is it, whatever you say, so the grammar should be taught (in L1) but the older the students the craftier they are, and then they can say, if the grammar I hear the grammar in Hungarian, okay I understand it, whatever, but then they would also want her to say this in Hungarian too, this too, so mmm the craftiness of the students this is that mm this is not easy to say: from here you have to listen to me speaking only English.
- 160 R : (xxxx xxxx)
- 161 T : do you understand?
- 162 R : sure, (xxxx xxxx)
- 163 T : so really, yes, that's it
- 164 R : (xxxx xxxx)
- 165 T : yes, but that one, well with them it will be easier because they from grade 4, how shall I put it, they got used to it. I do not say everything in English, but the words for presenting the lesson and these ones are of course, mmm and mmm in grade 7 and 8 there are students who did not learn English in grade 4, there are some who did learn it, some only started in grade 5, so there mm as I say it, but they are a weak group, so it is more difficult with them, so this is why I am trying it, that they would know something, of course to speak, but they cannot speak without knowing the words, and with some grammar, so they need a base for this, it is not like this, to speak just freely, but they need to know some bits of grammar. Because this is how, the language teaching now is, let me see, to translate, not to translate, only the grammar, only to speak, well, somehow all should be integrated, because we need a bit from all to be able to say a sentence.
- 166 R : sure
- 167 T : don't you think so?

- 168 R : and what is the aim? What would you like to achieve?
 169 T : with this class or with others?
 170 R : this class
 171 T : well, for them to be able to speak bravely, but as I say it, this did not show it totally, I know this, this is how it is, you could come to another lesson, ((laughter)) to see them, as they are really very very nice and willing to work, and good students, they love working,
 172 R : you think today they did not work well?
 173 T : as I said it, they were a bit reserved, a bit a bit like like this, so, I could see it on their faces, I could see it, they are not usually like this, but mmm today they were like this. Today they were like this. Well, what I would like is that the students try to speak English as much as possible, but it is really not not very easy, to make them do it. When they are young they kind of try it, but when the words are coming and more and more unknown words and also more grammar, then they get to a stage to, wow, I may not dare to do it.
 174 R : and so (xxxx xxxx)
 175 T : I am not sure, for example, if we make a dialogue in Hungarian, let's say, in that topic or from the vocabulary, or what I mean if I put this together, then they could put it together and act it out
 176 R : so they can act things out
 177 T : yes, that's right. Yes, oh I am hungry not ((her tummy rumbled)) but this is, how shall I say it, it takes time, ((laughter))
 178 R : of course
 179 T : for each of them to do it with the others
 180 R : sure, (xxxx xxxx)
 181 T : well, this is practice
 182 R : so how do you practise it?
 183 T : well, just do it, so to say we kind of work on with each of them,
 184 R : so everybody has to say it
 185 T : that's right, so for example what I always do is to start with the better ones, so the rest can kind of learn it a bit. So they would hear it again and again maybe, and then they have to say it too. But we always wait for each other, the reason is so they would not say that you do not know it or you are thinking, so no, we wait for everybody mmm so yes, (3.09) and so they should not be afraid of saying something wrong, because this is like this, sure, you know
 186 R : yes, I noticed that they did make mistakes and nothing happened
 187 T : no, no, we do not do, well this is not what we do, because it could happen, it does happen, a few children may be able to be more self confident, but this is not usually the case. So we do not let them laugh at each other, because they did not say anything, or said something wrong. I always say that you should say the wrong, in inverted commas, the wrong, then I can help you. (3.0)
 188 R : yeah
 189 T : because if you say that you would not want to say it because it may not be correct, maybe it will be correct anyway, and if it is incorrect then I could correct it, so for next time, what I mean
 190 R : sure
 191 T : mmm this is what I tell the older ones too, to speak, so then I can help
 192 R : (xxxx xxxx)
 193 T : and the other thing is that it is while speaking when it shows if it is correct or incorrect, if I know the topic or if I do not know it, because if I just read it with my eyes, oh, I know this back to front, but when I have to say the same thing, then it is not that easy. It is the same in Hungarian too, is it not? If you read it, sure, I know it, but then I realise that there are 2 words that I do not know from it, no, this is not mm easy
 194 R : not

Teacher Kati

After lesson 1

- 1 R : so please tell me again about the dictionary in primary 5
- 2 T : yes, then it is, the task is that we read a text from primary 5, and then it is the homework to look up the unknown words in the dictionary so I do not write out everything I mean the key words and the more difficult ones I still write up on the board
- 3 R : yeah
- 4 T : but, if you do not understand then try to find it. It should not be the case that I always tell you
- 5 R : sure
- 6 T : and give you the roasted pigeon ((from the Hungarian saying: S/he just had to open her/his mouth and the roasted pigeon flew into it. It means without effort you get it)), but if you get a text and do not understand a word then you can open it (dictionary) and use it. This is very difficult for them
- 7 R : yeah, sure
- 8 T : very difficult for them. And especially as they usually have quite big dictionaries. But I also have a dictionary from Oxford ((as she is talking she is going to get it)) it is a monolingual dictionary ((trying to find it))
- 9 R : yeah
- 10 T : from the Oxford Child Dictionary, I think I have just given it to one of the children because it is usually here. Then then s/he has taken it as I always give it when there is a competition, so then we even try the monolingual ones. But not in primary 4 of course it would not be possible. But at the end of primary 5 or in primary 6 they can do it. So for the child to know, not only when I am here when they know what a word means or how to say it
- 11 R : (xxxx)
- 12 T : how to say it, yes. So that's it, to recognise it
- 13 R : yeah
- 14 T : and then it is very long slow progress
- 15 R : yeah
- 16 T : it takes a year to learn it
- 17 R : yes, it is very difficult. It is a lot of energy and work you have to put into, even eight words, like East West South and so on you have to work really hard to teach
- 18 T : yes, the book is still too difficult for them
- 19 R : is that right?
- 20 T : I think so. We usually start it in primary 5. But you know we just finished the book you have seen us using before ((for the pilot study five months before this lesson))
- 21 R : yes
- 22 T : the book Bravo 3, and it was not worth getting it for 3000 Forints it is we must not burden the parents again with Bravo 4 so we did a drama and other things
- 23 R : can you really do something different? Is it not a problem that in the syllabus there is something different. As I have seen in it that it is only Bravo that is mentioned, so can you just write in the teacher diary what you are doing?
- 24 T : no no, I have to change it then ((but she has not, and it is written in English, so maybe the head would not notice it anyway?)) and I have to write in it that I have started this book the second chapter mmm we mmm started about two weeks ago. We have finished earlier, with this group it was easy to finish earlier, but I must write in
- 25 R : yes
- 26 T : so by hand I have written that we had finished the book earlier and we did this and that and at the end of the school year we change it when we have to write up the official documentation
- 27 R : so you write into the teacher's diary what you actually do not what
- 28 T : yes, what we write, just I am a bit lazy and should have changed it at once in the

- syllabus too. But when there is a two week time at the end of the school year when we have to come in that's when we have to tidy up these things. For example what we give to the head it is more complex with extra bits, what else you used and so on, this is ((the syllabus she has shown me and I was referring to)) my own copy just for me to know where I am and what I am doing
- 29 R : sure. You cannot predict at the beginning of the school year
- 30 T : no you cannot you know the syllabus is a needed thing but it is a needed unnecessary thing. You need something because you need to plan something what you you mmm you do, well last lesson ((the lesson I have seen)) from 1-2 o'clock they are very tired that is the time when we usually watch a video for example there is a mm a title is York it is about mmm I do not know if I have it here ((trying to find it while talking)) mmm (3.0) I think Susan took it ((the other teacher)) sorry
- 31 R : no problem
- 32 T : I wanted to play it to you mmm I can ask it back for the next lesson
- 33 R : okay
- 34 T : to show it to you, we also have a recording from our English trip and also the mm little play we have done with this class so you can see it what it was like
- 35 R : mmm
- 36 T : for you to see
- 37 R : I cannot watch it right now but I will come back in October
- 38 T : will you come again in October?
- 39 R : I think I would bring a questionnaire if I manage to make one for that time or I am also planning to talk to the teachers and also mmm talk with the heads or even with one I should talk to
- 40 T : well, to go back, about our tests, this is for example the test primary 5 have written and we corrected it today. ((she is showing me the tests written on papers and marked)) It is about the future tense, 'must' we learnt and also this is very difficult for them these and mmm these and for example to make sentences they always have to do this
- 41 R : and what about the primary 4 students. Do you have the tests ready for them as you have said that every week they have to write a vocabulary test. Do you make these up?
- 42 T : yes, of course, it is me who always makes these. The mmm vocabulary tests and mm I also have a teacher's book which gives me ideas this is for example this is from the teacher's book, see, what to do,
- 43 R : yeah
- 44 T : sometimes I do not do this mm as you can see this is at the back this is for example Portugal this book is very versatile
- 45 R : mmmm
- 46 T : we learnt the (xxxx) Monday with a capital letter then there is always a bit of reading comprehension we always do those and I could read from other places or we listen to something
- 47 R : yeah yeah
- 48 T : we listen to a very short something then the family, the 'would you like?' then what else, the present tense, very difficult for them the 'do' and the (xxxx) this is the tragedy in primary 3 and 4. Well then we talk about the (xxxx) and the family, who is who, for example 'Uncle Tom' is whose who and else mm
- 49 R : so do you practise these before (the test)
- 50 T : yes, we practise it of course and then they have to write it. These are the ones ((showing the tests))
- 51 R : was this for the primary 4 students?
- 52 T : yes
- 53 R : could I take it away till tomorrow to photocopy one of them? Just the test
- 54 T : you can take all of them
- 55 R : you see when I am abroad these are all missing because if I was here I could just pop in and ask you but as I am far away
- 56 T : yes, sure. Look these are the tests and these the the suggestions for the teachers. How the students improve this is very important to for us mmm these belong to the book mm book

- 57 R : so these were the tests for the intermediate level. What about the elementary ones?
- 58 T : we started this one, but will progress more slowly, even the 'is' and 'are' cause problems. Look, here you are. I am sorry ((another teacher is coming to the room wanting something)) (xxxx xxxx) so what I was saying is that we get there that in primary 7 the students have to be able to put essays together by themselves from the learnt material, although I do give them words and help. You can see ((showing one example)) I have given a mark for this but what shall I say shall I I show you a good one and a weak one so so. And this is continuous how well we know the present perfect (tense) and the present perfect continuous (tense) ((end of side one so I had to turn the tape)) ... I did not get it from the book but I made it up, whatever we practise so how, and it is a feedback for me to know how well they know it
- 59 R : of course
- 60 T : the verb tenses, you know. And there is always vocabulary check also with it, whatever we have learnt, why does s/he not know the word for example I do not know: impossible 'impossible' I even said that the 'Mission Impossible'
- 61 R : yeah
- 62 T : from the film. Now they are a bit more interested, some know 'is' properly and some 'who', this is one part of it, the other is the ones they have to do it by themselves, for example my favourite film, see ((showing me one essay)) and I have corrected it, we will check it today, this one is very weak, very weak, I did not even mark it, because this is not acceptable, mmm, but there are some really good essays so so, for example my favourite film ((trying to find one good one, and I can see one computer processed))
- 63 R : can they even write it on the computer?
- 64 T : yes, of course. 'It's too short' ((reading the notes on it)) it is not enough, as short as the rabbit's tail, not enough.
- 65 R : how much, is one page not enough?
- 66 T : well
- 67 R : yes, I see the first part is not part of the essay ((the student drew something I think))
- 68 T : you understand that the other writes that much ((showing another essay much longer)) and by hand, look, there are some really talented students for example this one, (name of the student), (another name of a student) has too many mistakes so I will make her re-write it
- 69 R : mmm
- 70 T : to practise it, the favourite, or look at this, what a high level some of them did reach, so see, this one will not get a mark, they need to write seven hundred words
- 71 R : so in primary 7 they have to write seven hundred words essays, so in primary 8 do they have to write a thousand words for the exam or?
- 72 T : no no, it depends on the difficulty, for example about the nature, what is the green house effect, like this they have to write less, or know less
- 73 R : I see
- 74 T : but I usually think ((end of recording))

After lesson 2:

- 75 T : ((teacher says good bye to the students, they go out and she collapses in her chair, this was her sixth lesson in a row, and it is half past 1, she started at 8 am, and had six lessons all fortyfive minutes each.)) That's it, are you finished too?
- 76 R : sure, totally ((laughter))
- 77 T : no, you know, this time they are no good for anything, practically, in the last lesson
- 78 R : I am finished too ((as I have visited three teachers and recorded five lessons and notes too that morning))
- 79 T : I was thinking about showing them a film, I had this idea, 'My world', you

- know, it is a film about schools too, so the vocabulary is related
- 80 R : mmm
- 81 T : but as we work on it and I check them and so, no. We usually play Hangman ((the name of a game))
- 82 R : yes, they were very good
- 83 T : and also the words, like 'window' and then the next says a new word with the last sound, and it goes in a chain ((one student after another in order)), then they are a bit quieter. Well, they will have three days of holiday so they are a bit troubled now, they were a bit
- 84 R : did not seem to be noisy or badly behaved to me
- 85 T : during the last lesson we are a bit noisy, but not that much usually
- 86 R : yes, but they had been sitting for six hours. I had seen five lessons and I am finished too
- 87 T : you had enough too. And did you have a free hour ((as there were six lessons between 8 am and 1.30 pm))
- 88 R : yes, and I had to run home for a cassette, as I had brought a wrong one for recording
- 89 T : I see, what was wrong with it?
- 90 R : I brought with me one which already had recording on it, so I had to cycle home to get an empty one
- 91 T : where do you live, with your parents?
- 92 R : no, I have a flat (xxxx xxxx xxxx)
- 93 T : and what happens to it while you are away?...
: ((chat about it))
- 94 T : we could talk more with the students, for example where there are five lessons per week we do talk more with the students, even in primary 4 there are weeks where there is not so much pressure like this week, they had to write a central Hungarian literature and grammar test ((from the Ministry of Education all schools get these)) and also English test and everything was during this week and tomorrow they go for a day trip together so this was a very easy week, you see. But it is good to talk (during the lessons) and in the lower primary classes it is important but they do need vocabulary teaching before they can say things, and they also need my help, you saw I even tried to talk and help but they did not pay attention very much, but I was helping with the questions and the game like 'Twenty Questions', it is important because of the communication, but we could talk even more
- 95 R : yes and (xxxx xxxx)
- 96 T : yes it is a game, 'Twenty Questions', but we cannot play it properly, only with the older ones, as they (xxxx xxxx) but words like 'would' and so on, difficult, but they are good for them to remember later and also it is probably more interesting than just reading and translating
- 97 R : of course
- 98 T : the other thing is that usually I mm speak more English with them, during this lesson you did not see it as we had the Channel ((they chatted about the Channel between England and France)) the Channel tunnel, and all of other things we talked about, but usually I speak more English with them, even in primary 4 or 3, in primary 4. maybe in primary 4 in the a group ((the weaker group)) no, not really, but I still explain everything in English
- 99 R : so do you say it first in Hungarian or English or?
- 100 T : yes, either Hungarian first or the other way for them to get used to it mmm so maybe they will learn something from it mm with the young ones, the better ones I speak more English than Hungarian, I of course explain the grammar in Hungarian because we do learn grammar now in primary 4, up till recently we did not do a lot, but now it is is, are they going, 'is he, is she', and we repeat these things until our nose bleeds
- 101 R : yeah yeah
- 102 T : like 'it is it isn't he isn't she isn't' but we do not say what the names are of these forms (xxxx xxxx) like this. In primary 4 we do this a lot, you can see this now it is the 'to be' form and the pronouns too they are always problematic they will get at by the end of primary 5

- 103 R : mm
- 104 T : and the two present tenses, when they are ten years old they would get it, about the second term or the end of primary 5, that's why I said it that's when they would know 'does' and 'is', it takes more than a year for Hungarian children to learn, average
- 105 R : may I ask something?
- 106 T : of course
- 107 R : the followers of the natural approach say that children learn a second language as they learnt their first language
- 108 T : yeah, like (xxxx)
- 109 R : mmm but they do not learn grammar but learn from using the language, they try to speak in the target language to the child but not teach them grammar. There are other opinions, the followers of those say that grammar has to be taught too. What do you think, could these young children learn another language without learning grammar, or not. I know that they only have 4 lessons per week though
- 110 T : nine-to-ten year old students learn the language consciously, up till then unconsciously. You could teach a three year old simultaneously three languages, I am an example of this, as my mother and father died and my aunt talked to me in French, I can speak French like mmm so I can speak French and Hungarian ((also Romanian, as she lived in Romania)) I only started to learn Romanian when I got to school, and I learnt it consciously
- 111 R : mm yeah
- 112 T : so at this age ((nine-to-ten)) it is not possible to learn it unconsciously. But you could build on that that if the students cannot speak properly but if they go abroad ((probably to an English speaking country)) and there there they could improve and learn to be accurate in their use of language, that is possible. But to acquire, mm I do not know. Our students in primary 8 do know the grammar and we also give them a huge vocabulary (xxxx xxxx xxxx) and so they can use the language, the ones who attended the specialised programme ((five lessons per week compared to three lessons for the non-specialised groups)). I do not say that all of them know the 'present perfect tense' perfectly, not even the specialised groups, but even in primary 7 they can distinguish the the six or seven verb tenses I am sure about that. two present tenses, two past tenses, two future tenses, the 'going to' and 'to be to' and the present continuous tense as a future tense for example the (xxxx xxxx), and the present perfect, present perfect continuous and past perfect tense they all know these in primary 7.
- 113 R : when you say that they cannot learn another language in a natural way after the age of ten, is it your personal experience or is it from the research finding you have read?
- 114 T : from the research finding, but it seems to be true. It is true. If they are not in a situation where surrounded by the language, and here (in Hungary) there isn't, they cannot learn it
- 115 R : and if they were in a bilingual (an immersion) programme? I am only asking, I do not know the answer
- 116 T : the bilingual (immersion) is a very good idea. I do praise the Ministry of Education for their immersion programme, it improves the students a lot. At the age of fourteen these well prepared students who attended our school and our special training programme, if they go to the other school where they have twenty English lessons per week for a year, these students will learn the language for life, you know?
- 117 R : yes
- 118 T : because there is a native speaker teacher and two other ones, the student is not just sitting in warm water ((doing nothing)) and sitting there for four years and passing their final school leaving exam from the knowledge they had acquired in our school in primary 8, because either from X or Y ((the other English language teachers)), mmm Anna is another teacher but she has just started teaching and so we do not know the results of her classes as none has left school yet, but from us, the students who leave school at the end of primary 8

- with mark 5 ((best mark)) those students could almost take the Hungarian Middle Exam ((equivalent to Cambridge First Certificate exam)), in every aspect, they speak the language, and also mm also, we do promise that we prepare students for the secondary school, and that's how we teach, you saw they are in small groups, all our students are in small groups, even the ones who are not in the special programme, we try even with them, that's where the results of the lots of learning by heart shows, if they learn it, and they can learn that, they learn it word by word, and hopefully something is retained from that, as (xxxx xxxx), but the dialogues are very important there, so that is what I think, what I think, if they are not surrounded by the language they cannot learn the language properly, so we have to help them
- 119 R : yes, I understand, I do not really know what is best, I asked for your opinion only
- 120 T : yes, yes, I know this from the literature that age three is, but I also know it from my experience, I can tell you, even up till now if I am amongst French speakers for three days I speak French better than English, because I had been brought up in that, that was what I learnt first alongside the Hungarian, because my aunt was keen on doing this, she had been in France before the war, she was not a teacher, but a nun, but at home after my grandma and mum mmm she took their place, that's how I have learnt so many languages as as it it was easy for me when I got to school, you know I had to learn Russian ((Romania was a communist country like Hungary, where Russian was compulsory))
- 121 R : me too ((laughter))
- 122 T : of course, all of us had to. In my opinion in the primary school we have a huge responsibility, because the language mmm can be learnt up till the age fourteen. What happens afterwards, in the afternoons ((she has adult language learners, the local council support a programme where people living in the district can learn English free of charge)) it is like cutting a tree ((monotonous, hard job)). It is with lots of effort, except those who have some previous knowledge, because it is always possible to build on the knowledge, but you know, those who start in adulthood, the the first language, they have a huge disadvantage, and they ((the authority)) do not understand that these teachers should be well paid ((She told me another time that she has to give extra private lessons outside school hours for extra money)) so here (in the primary) we need really good teachers, you know, from the age of ten or nine or ten till fourteen it must be the best teaching to start the students so the language would come natural to them. We had an interesting experience, two classes from primary 7 were preparing for a some kind of Hungarian competition, a kind of competition of how well you know your country, and and they had to had to go with the Hungarian teacher to the Parliament. Can you imagine, as they arrived there I do not know what time, and they found out that the guided tour is only in English language, the Hungarian was at 3.30 pm only. They did not want to wait so long so they went with the English guide. And these students listened to this my students were amongst them and the other class, they listened to the guide in English and at the end they did not understand some things, so they went to the guide and asked: "What is in the small room?" And the woman almost fainted: "Are you Hungarian?" And they asked back and the Hungarian teacher was just wandering amongst them, XY, you can ask them ((end of recording as it was the end of the tape))

Teacher Marika

Date of lesson 03.03.2006
 Class P7
 Date of interview 03.03.2006

- 1 R : you have already met this little machine. So thank you for letting me share the lesson. It was very interesting
- 2 T : really? ((laughter))
- 3 R : really. And so I would like to ask what you were satisfied with? (2.0)
- 4 T : during the first part of the lesson we have done a revision on London, this er (2.0) the students were very good at it I think I had managed to teach lots of things about London (2.0) this er in my opinion was successful, with this I tried er to get to (2.0) this was the leading to er on one hand er to start to warm them up to get used to speaking that they are in a language lesson er these warm up exercises are very important er in a language lesson (2.0) imagine they come out of a Hungarian speaking environment and they have to start to speak a foreign language
- 5 R : yeah
- 6 T : so this does not happen by waving a magic wand, so in the first five minutes we always er we start with some warming up (2.0) so this is er what I think it was successful. The aim of this lesson was was (2.0) to know the text as well as we can and to learn the new words as much as possible (4:0) so this was er I tried to build my lesson following this. Shall I speak about this?
- 7 R : anything you would like to talk about, I am listening
- 8 T : so all the exercises, to teach the word connections
- 9 R : yeah
- 10 T : the true or false questions er we started at the beginning you know as we listened to the text and mm sentence by sentence, consciously, mmm sentence by sentence we repeated them mm I made them repeat the text because on the one hand it is a very long text (2.0) on the other hand (2.0) we started yesterday to practise this, that we had marked where the stress is, what they say differently, so well, I try to make them practise the pronunciation, the good pronunciation, because my pronunciation is not really good, as I am not British, so only mm just the cassette I can only trust the cassette
- 11 R : yes
- 12 T : I speak English in a Hungarian way sometimes I use the Hungarian stress, often, so those who started to learn English when they were adults it is not possible, so you have to be abroad, you have to live abroad to get rid of this
- 13 R : so you use the cassette?
- 14 T : yes, the cassette use I use it and so we marked it sentence by sentence how they stress it, how they say it, with what kind of intonation, that's what I try to repeat with them (3.0) so we tried to work with the words, the text to understand more, (3.0) and er er I think I went quite well. Although when we we when we added their points well the points they managed to get well (2.0) nobody well nobody was in the range of 10% or less mistakes, but well, but this is this will be better I think I we work on it for another few hours to work with this topic this this er will surely be better.
- 15 R : so well well the first step was for the students to hear the text in English and not from you but
- 16 T : yes
- 17 R : not from you but from native speakers
- 18 T : yes, that's right. Well they have lots of new lots of unknown words in this text. So the first was to look the unknown words up in the dictionary.
- 19 R : yeah
- 20 T : this is inevitable. (3.0)
- 21 R : did you do this during this lesson? ((unnecessary question; I knew they did not))
- 22 T : no, this was yesterday, and yesterday we listened to the text once, and started the

- sentences like ((cough)) like (2.0) to repeat the the sentences back
- 23 R : yeah
- 24 T : so this was so unknown this text almost unknown, so they have managed is very well, well, today the practice went very well
- 25 R : yeah
- 26 T : considering that it was the very first time yesterday what they had seen the text
- 27 R : and and what were the other things you have practised?
- 28 T : well, there was an exercise when they had to read back read after hearing the text
- 29 R : yes
- 30 T : then they translated the text
- 31 R : (2.0) yesterday? no, today
- 32 T : today? We did not translate it today, nothing in Hungarian, they did not translate anything, they just practised they repeated the sentences, and so I tried the names, the names of the places, er the dates, the numbers to work on these, as here we do not just need to speak English, but they need to know a story
- 33 R : yes
- 34 T : they need to know it, well, the places, what happened, to practise the verbs, well, so, well, in the English teaching in in my opinion, this this is the most difficult thing, to teach the verbs, because if this does not happen from a text, it flies away in a second. So the kid they must connect them to a text to keep it to remember that verb. For example there was the expression 'grab, grab their children' well, we had learnt this expression in a previous text. It was about a hurricane, and er (2.0) very much they well they knew it at once that they had learnt it before in another text at once, as I say it the verbs are always the most difficult ones, I think
- 35 R : so then well, how do you teach them? What helps? Because I had seen that you put them up on the blackboard,
- 36 T : yes, yes
- 37 R : and they paired them
- 38 T : yes, they were in different colours, yes, this actually helped them already, that there were two colours, red and green we had, so this helped to find out which place they should put it ((the students had to pair expressions)) so they could connect them
- 39 R : yeah (4.0) and you also said that you look the words up in the dictionaries, that was before, and then then you had questions about the text
- 40 T : yes, questions about the text, and what else, mmm describing words, we had an exercise when I described the words and they had to guess which one it was, (2.0) this was more difficult, well, because because the text is very long (3.0) it is always more difficult to understand a longer text than let's say a mmm a a text with eight-to-ten sentences. And so (2.0) er (1.0) we will turn this round, so later on it will be the other way round, I will write the word up, or they take one ((from some others from written out on pieces of paper)), or we play 'Activity' ((show or draw the word game)) and so there there it will be the other way round, they will have to (1.0) explain the the word.
- 41 R : so for for another few lessons you are going to practise this text?
- 42 T : yes, we are going to
- 43 R : or even longer?
- 44 T : well, maybe two or three more lessons, this is for sure
- 45 R : and so
- 46 T : well, I think it is worth an effort, in my opinion, there are so many things here, if you paid attention, there were adjectives, and comparisons, there was past tense in it, irregular past tenses, (2.0) er then practising numbers, dates, years, to practise, and they are in primary 7, so, well, there are lots of things here that are (2.0) lot lots of things this text makes them practise. Maybe when you see it the first time you would not even notice it, but (3.0) I think there are a lot of
- 47 R : yes, there were lots of things and they did understand them really well
- 48 T : yes, yes
- 49 R : I could see that even that there were unknown words in it, they understood the text very well
- 50 T : yes, yes
- 51 R : and if they do not understand something is there any help for them?
- 52 T : well, I mostly try to explain it in English, first step, and then they try to work it out.

- Well, I get really grumpy if one of them shouts the answer. ((laughter)) before I managed to explain it, because there are it is possible that somebody may know it from somewhere, heard it somewhere, so that's how it usually happens. To tell the truth I do not make them look up the words alone, maybe this is a mistake, maybe I should teach them
- 53 R : why do you think this?
- 54 T : (2.0) well, I do not know, in secondary schools, maybe (1.0) maybe they will ask them to do it, to be able to look up words alone, but I think they would manage that. Maybe one day I will try this. Maybe this spring. But for example, this business to translate the text word by word I have anxieties about this too. Well, in the Hungarian language exams then mmm they really force this this translation to translate English into Hungarian, but the style should be Hungarian style too, and so how how and well, how unnecessary this is, is it not? Well, the important thing for the child is to understand
- 55 R : yes, it is possible that they do not have to translate it to be able to understand it
- 56 T : yes, they may not need to translate it to understand it, and but this is still a kind of a question of life or death, in Rigó Street ((the centre in Hungary for the foreign language exams))
- 57 R : yeah
- 58 T : I am not I do not pay attention to this at all. Sometimes I give kind of give something to translate, ok, work at home, somebody could help them, and I will give a mark for it, they get good marks for this you see ((laughter)) but no (2.0) no I do not usually do this (3.0) or here for example it is possible to ask them to put these in an order according to what they happened, or like so a thousand a thousand there are lots of different things here to do to complete a sentence with a missing word, we could make a quiz or here there are lots of opportunities in this text lots more
- 59 R : and at the end, the evaluation?
- 60 T : well, the evaluation at the end they have to be able to tell the text alone by heart that is this is the end they (1.0) have to memorise it
- 61 R : and so word by word?
- 62 T : I like it what I like no no not word by word
- 63 R : yes all of them?
- 64 T : yes, sometimes I ask I ask everybody and give them marks I like asking them verbally and giving them marks (4.0)
- 65 R : so do you ask questions or do they have to tell
- 66 T : no no, they have to tell the story (3.0) well it depends on too, because there are some who are not that talented, those have to learn it word by word, but I think it always keeps them back a bit, because because they always think they think oh my god what is the next word so I think it is much better if they try to tell the story in their words because they speak much more fluently then (6.0)
- 67 R : so how good are they in this?
- 68 T : good they are good good
- 69 R : so they can learn it?
- 70 T : yes they can, yes, well (2.0) we really struggled in primary 5 with this, because that was where it all started, you know the daily routines, that is the first one, I get up at eight and go to bed at ten, and so on they have to tell about all of their day, that's how it starts, but there are more and more difficult texts are coming, and I think it is a not just to get mmm an extra mark, but I can see mm (2.0) I can see lots of advantages of this, they could feel if they speak fluently, or they can perform something (2.0) well how I ask them orally for a mark is like this: I ask one of them to sit next to me and the others are working on something else, so it is not like for two hours we are doing this while the others are just sitting and looking ((as it is in most other classes)), but this is how we do it, so for the two hours they should also do something ((this still means two hours of evaluation after each text))
- 71 R : so everybody sits there and
- 72 T : yes, everybody sits there and mmm (3.0) and tells it (5.0)
- 73 R : and the written tests?
- 74 T : well, about written tests, they make me do it
- 75 R : yes?

- 76 T : yes, because ((laughter)) because that's how they learn the words well ((laughter)) if Damocles's sword is above their heads then they learn them ((laughter)) the words, otherwise they do not (3.0)
- 77 R : I like your lesson, at the beginning how you warmed up, I could see that they have all learnt those words
- 78 T : well, that was the same kind of learning, that we have written them down
- 79 R : yes
- 80 T : yes, we have written down all of those places, so they all had to learn them by heart and you could see how well it came back
- 81 R : yes, they knew it very well
- 82 T : and it did not show at all that they had to learn it word by word, like a poem ((the teacher asked questions about London and the famous places in London and the students went to the map, showed them and talked about them))
- 83 R : no no
- 84 T : they really told the meaning of the text
- 85 R : they answered the questions
- 86 T : that's right and they knew the things very well I think
- 87 R : yes, and so when they get to London they will know all these places
- 88 T : they will know where to try to find everything, what it is a good time to go and so on
- 89 R : one more thing, what I would like to ask is that mmmm you said right after the lesson that the classroom really bothers you, even mentioned this at the beginning of the lesson, that it is a small room, could you say more about this?
- 90 T : yes, there is no space to move, one student stands up and comes to the board and the other student is on the way, I really do not like this, I do not like to be in a narrow place anyway,
- 91 R : so you had to change the lesson as you got into this small room, as I know you had wanted to do a project with them today?
- 92 T : yes, yes, for example to act out a situation it is not really possible here, unfortunately I am more than once in this classroom with this class (1.0) so I do not really like this
- 93 R : is it organised who comes to the small room when?
- 94 T : yes and unfortunately in our school there are fewer classrooms than there are classes, we are lucky that we have a swimming pool so we can organise this a bit
- 95 R : you have lessons in the swimming pool too ((laughter))
- 96 T : yes, not English lesson, but swimming and so that is an extra room well, they have swimming lessons up till primary 6, so that is it so we could have a classroom each
- 97 R : yes, and I was rather surprised that even in this very small classroom you asked them to get up and move around
- 98 T : I like moving them around a bit ((she is also a gym teacher))
- 99 R : yeah (3.0) and what kind of abilities are these students do you think?
- 100 T : there are some weak ones amongst them (3.0) if you think about marks, there is only one who has mark 5 ((best mark)), one little girl who has it, only one has mark 5 amongst them, the others are mark 4 or 3.
- 101 R : yeah
- 102 T : so in my opinion they are average students, there is nobody amongst them who is really good, so I think they speak quite well, considering everything and we are doing well
- 103 R : yes, I think so too. Is there anything else you were also happy with? Or it happened well?
- 104 T : well, usually this is how we do it, but (2.0) right not it is a bit difficult with them, as they are becoming teenagers, so there is so much time, unnecessary, to talk to the others, to make a remark, that the chatting is taking a lot of time, attention, to stop them, lots of time goes away with this so well, it is a bit difficult to teach them just now, but they were ok during this lesson, there was nothing special, so well, (1.0) then (2.0) what well what I can tell you, I a child has a task to do, s/he has something in front of her/him to do, then there is little time to misbehave
- 105 R : yes, I just wanted to ask if you have any techniques. ((laughter))
- 106 T : yes, if I give them plenty tasks they will not misbehave a lot, so that's why I have to push them lots

- 107 R : what kind of tasks?
- 108 T : they like oral tasks, although they are a bit too relaxed then (3.0) but for example in this classroom we had a task, well, that was chaotic, they worked in four groups and they had to plan a crime story, just imagine, with a plan, with a plan for a flat, who was where, what did they do, who stole what, where did they go in, and so on, there is a story like this in the course book, so they had to make up another one. Well, there was noise there! ((laughter)) but they made up very good stories...
- 109 R : so they were in four groups and then
- 110 T : maybe just three actually, yes, three groups, and
- 111 R : so they had to tell at the end?
- 112 T : that's right, they had to tell, they put the things up on the board, explained what the story was and then what happened, yes
- 113 R : one student, or more?
- 114 T : there were three in a group and then well one said it, yes, one said it, but this was in this small room too, yes.
- 115 R : yes, it must be difficult if there is not enough room or not big enough,
- 116 T : the problem is when there are topics they do not really like
- 117 R : for example?
- 118 T : the ones they think are boring, well this topic, to give directions, that's what we just learnt, and London, to give directions, about the great fire in London, they liked these, but there are a few others, for example, really forced topics, school rules are coming, 'must, mustn't' well, that will not be a great topic, this does not move them lots
- 119 R : so what can you do?
- 120 T : I will make them learn it somehow, I make pictures, traffic signs, and others to try to make it a bit playful, when giving directions we have huge maps, I drew them, with symbols

Teacher Pirooska

Date of lesson 03.03.2006

Class P4

Date of interview 03.03.2006

- 1 R : so thank you for letting me be part of your lesson. What was it that you were satisfied with?
- 2 T : well (2.0)
- 3 R : I put this here as it is very noisy here
- 4 T : good. Well first of all, what I had planned to do for this lesson I did manage to do. Well, so the timing was very good, as we just finished the last exercise when mm and then there was a bit of a summary too, so it was just right, this was successful. In my opinion, also the children also worked well too. (4.0)
- 5 R : are there any other things you liked about the lesson?
- 6 T : about my own lesson what I liked, ((laughter)) well, let's see
- 7 R : what was successful?
- 8 T : (4.0) mmm (6.0)
- 9 R : I know you were a bit anxious for me to come and see them, as you mentioned some behaviour problems?
- 10 T : yes, the lesson started with this at the very beginning, I had to put them into their right place ((to calm them down)) but this happens every day in this class, I have to start every lesson with telling them to calm down and not to shout with each other. This gives me a basic attitude they kind of upset me a bit and so I always start the lesson in this anxious state, and as we get on with the lesson then I calm down and they just concentrate on the English and me too, and that is when we kind of warm into it. But the beginning is always somehow this chaotic.
- 11 R : with this class this class only?
- 12 T : yes, with this one, usually with this one mmm they are the weakest from the year 7 students, well, I have the weakest group, and also it also depends on what was the previous lesson. If they come from physical education, god forbid, or from an art class, where the chaos is complete, then it is almost impossible to calm them down.
- 13 R : yeah
- 14 T : yes. If they come from a calm lesson, from a strict teacher, then they are ok. This is interesting, I have noticed this. Well then (2.0)
- 15 R : so how did you manage to calm them down? Because they did calm down quite quickly, so what did you do to calm them down?
- 16 T : well, if I raise my voice they usually it is usually enough, then they kind of step back, and if I start working with them if I start pushing them to do things from then on they do not have time to misbehave (2.0) so it is the work
- 17 R : yeah, and what kind of work?
- 18 T : well
- 19 R : written, oral, or it does not matter?
- 20 T : it does not matter what kind, just we need to start working, together, nicely, that is, and then we we started to check the homework, it was a bit jerky, even that nothing else was needed just to put the things in order, what kind of sentences follow each other, and the other task, what was it? (2.0) the in the homework? (xxxx) 'expressions' well they had to select what kind of expressions they would use in the dialogue below, this is what we were doing during the previous lesson, I do not know it was like, my opinion is that no, they just quickly do the homework, they open it, give it only one minute and that is this, the end, and they are not interested if they could not do it, or they did not understand it or they did not know it, well, that was the English homework, tick, it is ready
- 21 R : the important thing is that is ready
- 22 T : that's right, that they have it, the quality does not matter, just the quantity, that it is done (2.0) so that was jerky, so you could see that they did not really
- 23 R : yeah
- 24 T : some of the children did not know it, they even said it that they did not know it, I have

- not written anything here, mine is not correct, well, when it is like this I can't do anything else, read it then you have to correct it, that's it. That was the homework you should have been thinking about it at home, my little son, for this for this I cannot I cannot give more time for this really (2.0) except if I see that the whole group if the whole group if they could not do it, they do not really understand it, well then we have to pay attention to it, to do that bit again
- 25 R : if there are there are a few children who do not understand then then
- 26 T : yes, yes,
- 27 R : the better ones?
- 28 T : yes, if even they do not understand then it means that really, but like this I do not I do not remember that it has ever happened. Well, next we mm we said we summarised the Present Continuous Tense, because that is what I had been teaching in the previous lessons, the Present Continuous Tense, they did know it really well at the beginning, well, in theory it works really well, they can put it together, but we have to use it, this this we will have to practise a lot. Right now that is where we are, how do we make it (the Present Continuous Tense) and when do we use it and now comes the lots and lots of practice (4.0) and then the listening to the tape, I like this I like working this way, dealing with the texts, if there is a longer text then I cut it up into different parts so it will not be a whole big bite, but parts, and then I will do something with each part. For example to complete it, because it is an exciting task to listen to the tape only and they can see the text but things are missing
- 29 R : yeah
- 30 T : then I also do 'true or false', we did that today too, we always have to go through it before ((the bell signals the next lesson)) what the the statements are, so everybody would know what they are. And then before too, they listen to it, and then afterwards they look through it too and see true or false, I sometimes do things for example after listening, to listen to the pronunciation, 'here' or 'there'? so which word can you hear
- 31 R : yeah, yeah
- 32 T : they like this very much! And so they just have to tick it. Mmm I usually do things like mmm answer the questions, well, these are usually in year eight only, because there they have to understand the meaning the information from it and then I can ask a few short questions, but not too many, just a few. What also do I usually do with a new text? I make a table and ask them: children, this is the topic, have a guess, what kind of words will you hear? So then they give the words and then let us see how many points have you got? Like the Bingo game. And so what they heard they have to tick
- 33 R : so you are trying to do things in a playful kind of way?
- 34 T : yes yes, because, you know, well there is a text and really to start and listen to it from the tape and afterwards maybe translate it sentence by sentence, the old method, that for me for me it is not okay. It is boring for me so for the child it is boring a thousand times more I think (2.0) and then (3.0) that is how I do these texts. To tell you this needs a lot of preparation for me, written one for me and then photocopy it so this is not well I do not go into a lesson that well, because because you know the old method with the old method how it happened, open your book, let us listen to that thing or not even listen to it but the teacher read it out loud in the Russian lesson, and then let us translate it sentence by sentence. That's it. That was it. Well it is possible to come to a lesson with a closed book, that is it, to the lesson, but here I have to plan that I would like to do this and that, this is hard job, but at the same time it is such an enjoyment (2.0) because I can see that they are too, and there is motivation there too, because if this exercise is correct then I will get a plus point for it, if this is not correct the other part may still be correct and then a plus point
- 35 R : yes, I did see it that they were very keen on correcting the tasks
- 36 T : that is what I thought (2.0) the great value of this lesson was that the child here is not there is no negative here. Here they only get positive things ((this is the only teacher whose students in the interview only choose happy faces to describe how they feel during the English lessons)) with the things, well, what is wrong it is not emphasised but only the good, well do you understand what I want to say?
- 37 R : yes I do
- 38 T : well, there are lots of lots of opportunities to get a plus mark, so only the good things are in the lime light. There are no marks here ((but the pluses lead to marks)) if it is successful it is successful, they get a plus point, if it is not successful, nothing happens.

- So there is not a problem, there is no no no consequence from it if they do not know it
- 39 R : is it when you first work with the text?
- 40 T : yes, yes
- 41 R : (xxxx)
- 42 T : yes, it is important for this that they do not know the text, they close their books, and even the title I try to keep as a secret, to make them guess it, with a word game, Hangman
- 43 R : I remember last year when you were teaching the year four students the Chocolate story that is how you did it
- 44 T : yes the same was
- 45 R : there was a 'Hangman' there too
- 46 T : yes that is right yes yes. So they have to find out. Even this is a bit of an excitement I think, because if I say children, today's lesson is about the tornadoes, that sentence just flies away. Some of them would hear it, some would not. This way how I do it, if I write it up, or even more if I draw it, that surely all of them would get the idea, what that text would be about (3.0) well, this is to get their attention, to make them pay attention, because it is difficult, for example when we are sitting at a meeting, you know how it is, the attention wanders, we think of something else, it is difficult to pay attention, I do believe that in the fourth or fifth lesson, or sixth lesson, it is tiring for them, difficult for them. That is why I am trying to get their attention somehow. Well, there are there are some lessons, that are really boring, when we have to practise it. For example the present continuous tense, how I will make them practise it, I will bring exercises and so let us do it, exercise one, first sentence, here you are, read it, do it and explain why. Second exercise, well there are a bit boring lessons but that is needed too
- 47 R : is it for practising grammar?
- 48 T : yes, that is correct, for grammar
- 49 R : and are you making these exercises up?
- 50 T : no, there are different we have different exercise books, and books, the 'Murphy English Grammar' from this one we get very good ones, and also there are so many books there, I always chose (4.0) that is it is
- 51 R : well, it is very interesting, I am learning a lot ((true!)) well, can we can we talk a little more about the lesson? The lesson just now. Were there any other good or interesting bits you would like to tell me about?
- 52 T : what I thought was, well, that there would be more students who could manage these exercises and I could give out more pluses ((they got a plus for each of the exercises if it was correct)), well, that more students would be more successful with this exercise ((the bell is ringing)) when you are going to listen to this ((laughter))
- 53 R : in Scotland, yes ((laughter)) Is it ringing in? Just to know
- 54 T : yes. The ringing out is a long one. The warning one is short
- 55 R : ok, so you thought that
- 56 T : yes, that there would be more, well, the ones I was expecting those did manage it, surely. But I did not think that it would be that difficult something like this: complete the text, well, have a look ((showing the exercise)) see, one two three four five six, six words, they only need write in six words. That was this difficult?
- 57 R : and why why do you think it was? Could they not spell it or did they not know the word or what?
- 58 T : spelling yes, well, it was an unknown text. That is where it all started. The tape was a bit fast, it was not my voice they had to listen to, so, it was a different voice, well, (2.0) we had not read it before, this one, so the meaning itself also, the ones who did not know it they just had no idea about what it was. Well, I do not know. (3.0) I on purpose put this as a first exercise because here they could see the text. There were just some parts missing from the text, so they were not left alone completely, that well, listen to it and decide. As this was in the second part, there they really had to decide after hearing it only, if it was true or false, they had to understand it there. Here they did not even need to understand it just the word, to understand the word. This is how I usually start, because it is a help for them, with translating it I did start them that it would be about this, and then let us see the second part. I am trying to make build them up the exercises
- 59 R : yeah yeah
- 60 T : I do not know what could be the reason for it, did the tape-recorder get quieter? You were sitting at the back

- 61 R : I did hear it well, it was ok
 62 T : was it audible?
 63 R : yeah
 64 T : (4.0) well, this is a weak group, that's it, I cannot explain it with anything else then. What I beat I beat into them I drill into then they learn it but nothing more, that's it. Their little brains stop here, well, there is a level they cannot reach
 65 R : yeah, if it does not work
 66 T : that's right
 67 R : when you are dealing with a new text do you always go through the words and expressions first and then deal with the text?
 68 T : yes, yes
 69 R : and is there some assessment later on?
 70 T : with the new texts if I am not working with it like this, we definitely write out the new words, and even that one, how I do it, not just kind of in an automatic way, English and Hungarian, English Hungarian, but either I draw it on the board and then I ask them to connect them, what do you think, have you heard this word before?
 71 R : but during this lesson you did not write out the new words
 72 T : not today
 73 R : why was that?
 74 T : well (3.0)
 75 R : I am just asking because I am very interested in today's lesson you know
 76 T : well, this is a good question, why was this? Well, I wanted this in a complex way, I did not want to go into details, first words, because because if I had done that then I would have cut up the whole text into bits, and they would have known, or they could have guessed what would happen. I did not want them to know what would happen, as we were working on it I wanted them to learn about the story, what happens. Even if there were a few words that they did not know
 77 R : to keep them interested till the end?
 78 T : yes yes,
 79 R : because if you write them out
 80 T : yes, that would have been, when I write out the words, then it is so kind of final, it is final. I have given the new words, there are not any new words, then they just have to put them together. That is not an easy task either, I sometimes do it like that too, of course, I sometimes do it too, either drawing the word or explaining it in English or mime it, the ways I have learnt in the methodology you know, and if it does not work, at the end of course ... but there are always a few children at least who work out what I am talking about, or what this teacher is miming. But if they cannot work it out at all, at the end I would tell them in Hungarian, so then we are not wasting any more time there. Then we listen to in from the tape, I stop it sentence by sentence, they translate it, and when they work out the whole story, then they read it, then they read it according to the characters, I sometimes do things for example, it was such a good lesson when we learnt about the 'vampire bat' with the year six students. There was a bit of a text about it, it was about the bat sleeping in its cave at night, well during the day it sleeps in its cave, at night it wakes up, it is hungry and it goes away and it is not eating, it drinks, it drinks blood! It tries to find an animal and flies onto its leg and cuts a hole and drinks the blood and flies back to its cave for the day. What I did I did I did ask somebody to read it nicely and so a child read it aloud and I asked another one to come out in front of the class and so what you have to do is pretend that we cannot hear and so mime it, and the child mimed it beautifully, whatever s/he heard in English well the bit like like 'the bat wakes up in its dark cave' and so s/he did like this ((showing it)) that s/he was asleep and then opened his/her eyes and so they mimed it beautifully
 81 R : yeah
 82 T : 'flies, leaves the cave' ((laughter)) and what else was I do not know right now and he is trying to find that is how they showed it, it was really great and you know they hear the text but not from me, not from the tape but from each other and they see what the other is miming so probably they do understand it too, and at the same time we laugh because it is funny
 83 R : ((laughter)) yes
 84 T : it was really good, very good
 85 R : you seem to have lots of ideas what to do with texts

- 86 T : yes, millions
- 87 R : but you said that how you did it this time, well, you were not really happy about it, that they did not know it. How did you feel about this?
- 88 T : well, at the same time it did not keep me back, what I really wanted is to be able to give pluses to as many people as possible, because the fact that they did not really know it, I feel that they were not bothered about it
- 89 R : yeah
- 90 T : because they were working happily, that is how I saw it, they were waiting for the next exercise it was exciting for them all of this lesson, so here they did not mind if they got a plus or did not, well, when the amount was not enough ((for a plus)) then they were bit disappointed but well this does not for me this is not, I did not feel as it was kind of negative
- 91 R : yeah yeah
- 92 T : it would have been better if more of them were successful, but it was good like this too
- 93 R : for them if they get a plus they are happier then? Does it count towards the mark 5? ((written into the register))
- 94 T : yes, yes, well that I was clever, during this lesson I got that many pluses, well, this is a kind of motivation, it would have been, but yes yes, but it was okay how it was because at the end all of them got one or two, there was nobody who has not got any, well, there was not, I do not know, we have written it at the end ((into a separate notebook the teacher keeps))
- 95 R : the the exercises, every exercise has got one?
- 96 T : yes, if it was correct then it was one plus, so they could get 4 because there were four there were four exercises
- 97 R : how many pluses is a mark 5?
- 98 T : ten, ten
- 99 R : so then it (the plus) has a value, because
- 100 T : of course, they have to collect them, lots of them. But they take it very seriously, very much, they keep track of them, it is important for them
- 101 R : and where, do you write them or they write them? ((the pluses, not the marks))
- 102 T : I do ((laughter)) they, I do not trust them to do it ((laughter)) I write it ((laughter)) this one I do, ((laughter)) this one I do, so every name has the pluses next to them, I put little dots next to them
- 103 R : at the end of the lessons
- 104 T : yes, yes
- 105 R : are there any minuses?
- 106 T : yes, we do use minuses, three of them is a mark one ((worst mark, meaning failed))
- 107 R : ((laughter)) why why three minuses is a mark one but ten a mark five?
- 108 T : ((laughter)) what do you think? Well?
- 109 R : I am just asking ((laughter))
- 110 T : ((laughter)) well, not to do, well, if they do not have their homework prepared or they do not have the things they need for the lesson ((book, exercise book, workbook, vocabulary)) if they do not work or do not do them completely, well, it should be not allowed for them not to do it ten times! Once is kind of okay, good, everybody has bad days, or they do not, twice, well that one is well, but the third time if it is not ready or they did not bring it, that means they do not care, that's it, that should show in a mark too
- 111 R : I've got the idea ((laughter))
- 112 T : ((laughter))
- 113 R : is there anything else, about today's lesson? Or something you want to tell me
- 114 T : well, not really
- 115 R : there was an interesting incident, or rather two, I noticed them, there was a boy sitting there who was exempted ((would not get any marks))
- 116 T : he is exempted from the language, he is in the lessons, he is there but he does not work
- 117 R : yeah
- 118 T : a psychologist checked him and because of this he is exempted. He has to sit here because he cannot be alone in the corridor, he sits here but he does not work and will not get marks, in the student's mark book
- 119 R : he was sitting there nicely and quietly ((I actually thought it was rather silly!))
- 120 T : yes, yes, there is no problem here, he kind of tried it out some time ago, but I told him:

- Tony, be happy to be here and you sit here quietly
- 121 R : could he do something, for example read a book?
- 122 T : yes, I told him, bring anything, whatever you do, do your homework, just sit there nicely
- 123 R : yeah yeah
- 124 T : well, he is like this, weak he is weak his nerves poor boy and he is a weak student too so the language well it is mmm let us forget it
- 125 R : the other thing is there was a boy here who
- 126 T : Stuart
- 127 R : we was making problems with the others
- 128 T : Stuart, he is an interesting an interesting boy mmm (3.0) so much mm it is so irritating mm his personality how he relates to the teacher not just with me so he should go to a psychologist too or to the Centre for Advice on Behaviour ((there is one in every district)) because he has behaviour problems, the teacher who is responsible for the class could tell you more, but what what I have heard is that the parents what is true what counts most is what Stuart says. So Stuart is not at fault in anything, and this comes out, he says Me? Me? When he does like this: Me? Me? I have not done anything ((imitating him)) so you know at the beginning we had a quarrel like: but my Stuart, you have just said it. And then Oh no, I did not, no. and if he did say it even then he could blame somebody else, like Not just me but they said it too. You know as we tried to deal with this I had enough and it also a lot of time from the lesson. Now I only say: Stuart, I am not interested. Shut up. Bring your student's mark book.
- 129 R : yeah
- 130 T : and if I have the student's mark book ((with the possibility of writing a warning into it)) then it is interesting that he is quiet well he is grumpy but quiet during the lesson
- 131 R : yeah, because if he does not behave then there is a written warning coming?
- 132 T : that's right, he gets one from me, he has other warnings, from me and from other teachers too, his student's mark book is full of them. But it is every lesson, and it comes from his personality that that he always causes problems, never obeys, and you could see not just with me but with his classmates too
- 133 R : yes
- 134 T : with Kelly, he did not, yes, of course ((imitating the boy)) why? ((I asked)) could she have not done it too? Only you are the one who can do it? (2.0) I do not know what he would think if one day well, he would be so so hurt, just imagine if one day he would put up his hand alone ((signalling that he had the correct answer)) and then I would say: Of course ((imitating him again)) this child would be deeply hurt. But this is what he does, he cannot see what he does, he cannot see himself from the other's point of view. Sometimes even the children laugh, when I do this ((maybe making a face?)) they they laugh too, saying Stuart... shut up, can you not see how silly you are? Not just the teacher sees it but we can see it too and we can hear it too, and you are still at it, denying it? So he is a very difficult mmm
- 135 R : yes, I understand, there are students like this. (3.0) We have also mentioned the red points, black points, the student's mark book, and these. Well, in your opinion how much this influence how much does this motivate these students not to get a written warning or a written praise or not to get a bad mark
- 136 T : very much so. In my opinion very much, very much
- 137 R : so in this lesson how much were they working for a good mark and how interested they were or just mmm because they were anxious or?
- 138 T : yes, yes, it is one hundred percent that he (Stuart) was quiet because his student's mark book was out, I know this, that is why I had asked it out to keep him quiet
- 139 R : I see ((laughter))
- 140 T : well, how much they worked for the points, mm yes, this motivates them very much or these children are very much centred around the points, around the marks and plusses. Here it does not matter at all that they know it or they learn it, only that they get mark 5 or 4 for it or mmm so unfortunately that is the case, not the knowledge but the result, what is what is written in the student's mark book
- 141 R : I think at home that is what shows
- 142 T : of course of course
- 143 R : so it is understandable
- 144 T : yes, at home their mother would ask: what mark did you get? Not how well do you know the English but what is the mark. Yes, it is very deep, of course, this shows how

- well they know it, only (5.0) well I find it difficult to explain, it is so central, this is the central question, what mark they should get. You should see what a big fight there is at the tests, for example there are borders with the marks (e.g. from 44-50 it is mark 5) then they ask: "Can I not get an extra mark for this?" they are searching for more points to get the better mark. They are not interested in about the grammar that they could not do the grammar part of the test, or they had a lot of mistakes, and the test would not be better even if there was one more point added to it, what I mean the mistakes are still in the test, okay, they would get a better mark, but the mmm really it is very much like hunting for points, hunting for marks, (3.0)
- 145 R : yeah. I was interested, well, it was nice to see, but I did not find that they were cheating.
- 146 T : yeah
- 147 R : what I mean, as I was sitting at the back with them, they took out the red pencil at once, they were not into changing it with the black or anything like this
- 148 T : yes, yes, in my classes, almost at the very beginning it is it is that they have to correct their own work. Always the same: Take the red pencil or the green and correct it yourself. At the beginning it is always, I always ask: be honest, you see here I do not have to say it (after four years) it is natural, or should be. There are still students who are trying to cheat though.
- 149 R : so what happens then?
- 150 T : well, somehow I well you know somehow those you know like like (2.0) when they are correcting the they put it down and well, you can see that they are nervous and so they try it they try to do it with the black ((showing the method))
- 151 R : ((smiling))
- 152 T : when you are not looking they try to write in the correct answer so they would have it correct. And so what I usually do is, it is correct, they put up their hands, okay, you get a plus or a point, that is better, okay, without mistake, okay, okay, then I would like to have the exercise books here. That is when some of them say oh oh, and they put down their hands and say sorry, I did not see this, and they would not bring out the exercise book, as they can see that there is a mistake there, if I do look do not look at it they can easily say no mistake, this does happen
- 153 R : yeah
- 154 T : what I can learn from this that I should always check the work they check themselves, but sometimes it is well it is too much
- 155 R : not a lot of them said that they had no mistakes or that it was correct
- 156 T : yes
- 157 R : so I did not think they were cheating, they put down the pencil they were writing at once
- 158 T : yes, I think they get used to this method over the years, be honest, correct it. What I described happened with the year five class, that oh, well it is not correct, there is a mistake in it. I said: it is interesting, when I asked who has no mistake, you put up your hand, when you have to bring it out to show than it is not correct. Well, a few times to tell them off, to say something, you know, and hopefully they will not do it again
- 159 R : and do you also give marks for oral performance, during this lesson you did not though? Do you give points or marks for it if there is?
- 160 T : yes, yes, you mean when how they work during the lesson?
- 161 R : yeah
- 162 T : I usually give points, yes, how they work, that is right. But during the lesson like today, when they get points for parts of the lesson, then my feeling is that the ones who worked well get the points. Separately, extra points, well, today it was written work, who worked well did get what they deserved.
- 163 R : yeah
- 164 T : orally, well, for example the one who could tell the rule correctly, yes, I could have given a point, to say that's right, well done. I sometimes forget it too, but
- 165 R : I did not mean I did not ask because
- 166 T : at the end of the lesson at the end of it, yes, I sometimes look through the names in the register and remember back who did what who put their hands up a lot or said clever things and then I give plus points.
- 167 R : were you happy with their involvement today?
- 168 T : yes, yes, they did work kind of well
- 169 R : so at the beginning of the interview you mentioned that they started a bit with a bit of a difficulty, you had some techniques, or what did you do to help them to start working

- well?
- 170 T : I do not know. (2.0) as we started to work, then everything worked, as it should be. If they are really tired or passive. The truth is that when it happens, the sixth lesson that is when we have a double lesson with them, on Wednesday, fifth and sixth lessons. The children are finished. The fifth lesson is kind of okay, but the sixth, you know, they are finished. Especially that it is in the middle of the week, sixth lesson, double lesson, they are totally finished. And when I see how much they cannot do it, or or they are really finished, then I say: Okay children then then let us finish it this this is the amount we worked today, that is, and for the following lesson (the sixth) I bring in a game and we play.
- 171 R : of course
- 172 T : we either play in groups, we have a game called Smart cards, or board game, they love it, word games, or anything like this we play. We played, you know and they loved it, a silly thing like they had to stand in a queue and we wrote on their backs, absolute baby game, but they loved it, they can be a bit free, can be a baby a bit, or I do not know why
- 173 R : ((smiling))
- 174 T : you know, they had to write letters on each others' backs and the first on the queue has to run to the board and write a word with the letter starting with the letter. They loved it! Wow, so much,
- 175 R : good game
- 176 T : it seems then do need these things
- 177 R : of course, of course
- 178 T : they do need games very much.
- 179 R : I have another question in mind, about language learning
- 180 T : yes
- 181 R : you asked them in English, asked them in English to tell the English grammar rules and they said it in Hungarian at once. Well, how what did you mm what did you think about it?
- 182 T : nothing because this is how we do this. I teach them like this. I ask them in English, so they have to understand what I ask, but they can answer in Hungarian. I think it is unnecessary for them to tell the grammar in English. The point is not to
- 183 R : you ask them in English for them to be able to understand it at least? For them to understand the question?
- 184 T : yes, yes, and also so language of the lesson, language to be more or less in English. Yes, this is how we do it, in Hungarian. The grammar they can say it in Hungarian. I cannot see do not see a lot of point for a child to tell a grammar rule in English or a grammatical structure.
- 185 R : it would be too difficult
- 186 T : yes, and also this way they may remember it better, in Hungarian, subject, at least they know what it is. But if I say 'subject' (in English), that it is a new word at once
- 187 R : of course
- 188 T : what does 'subject' mean? Subject. Then we have to translate it, 'subject' subject, what is a subject? The one who does the action in the sentence, so that this is a few steps already. I think they can do the rules in Hungarian, no problem
- 189 R : yes, of course, I was not surprised that they used
- 190 T : they spoke Hungarian
- 191 R : yes, they spoke Hungarian, I was just surprised that you asked it in English and they answered in Hungarian. Do you understand what I am saying,
- 192 T : yeah ((not sure)) so they were expected to
- 193 R : no no, not expected, as you you know how much they know, but I was surprised that you asked them in English not that they answered in Hungarian. That you started stared to do grammar in English. Understand?
- 194 T : yes ((still not understanding))
- 195 R : that is it
- 196 T : yes, I think it is mmm
- 197 R : what I mean, if somebody asks in English then they know to answer in Hungarian. So the question is why did you ask in English not why they answered in Hungarian.
- 198 T : they got used to this, they are used to this, I ask something and mmm
- 199 R : and so how do they know when they are allowed to answer in Hungarian and when not?
- 200 T : it is just about grammar

- 201 R : I see ((not really, but pretending))
 202 T : all the rest if I ask anything it is in English, that is how I expect it, always
 203 R : and how do they know what is a grammar question? Maybe this sounds silly but
 204 T : when we repeat it, we kind of, it is about verb tenses, when we learn them then then the children speak Hungarian
 205 R : they did not even think which language to use
 206 T : no
 207 R : he said it at once like this
 208 T : because I did not even teach them this in English
 209 R : yeah, sure
 210 T : because it needs an extra vocabulary 'subject, verb',
 211 R : yes, yes
 212 T : they did not even know the word for the question, he said 'wh'
 213 R : yes
 214 T : that is why I ask is it 'wh'? what is a 'wh question'? that is the questioning word, they knew it in Hungarian then, well, the grammar is always in Hungarian. And I am happy if they understand it even like this, if they get it
 215 R : sure, sure, just for an outsider it is a bit strange, an exchange that one only speaks English and the other only Hungarian. And they know that it is correct. That was what I wanted to know, from where do they know that it is correct this way, and later on only just English (6.0) only the grammar, I understand it now, good
 216 T : mmm this would be interesting to ask from the children, that when the teacher asked you in English, why did you answer in Hungarian? Or how did you know this?
 217 R : exactly. This is it
 218 T : I see now, it would be good to ask them, from where do they know, that when I ask something I expect them to answer in English, this is good a very good
 219 R : yes, we could ask them
 220 T : we should
 221 R : I am really interested in this
 222 T : ok, Krisztina, let us ask them. Surely they would tell us, they can tell these things really cleverly, and simply, everything is so simple for them, what we make really complicated they would just tell us, let us ask them
 223 R : if you ask them, do not ask how they know when it is grammar, but that you sometimes answered in Hungarian, sometimes in English when the teacher asked you in English. How do you know when it is okay to speak Hungarian. And let us see if they say when we talk about grammar, or if the teacher asks this way, or what will they answer? It would be interesting, do you think?
 224 T : very much, very much, I never for me it is so natural, and you noticed
 225 R : yes, somebody from outside, from another school comes here, they may not know that it is allowed to use Hungarian right now. So there is something in the classroom and so here mmm they did not even say: can I say it in Hungarian?
 226 T : I will ask them ((teacher taking notes to ask the year seven students the following day)) for me the natural answer will be, when it is about grammar, that is when we can use Hungarian
 227 R : surely that would be the answer then, as you are you taught them
 228 T : yeah
 229 R : that's all, if you have anything else about the lesson?
 230 T : not really
 231 R : okay, thank you for the interview
 232 T : you're welcome

SWITCHING OFF THE TAPERECORDER, THEN SHE STARTS SPEAKING AGAIN, SO AFTER A FEW MINUTES SWITCHING IT BACK AGAIN

- 233 R : so what you were saying is that about the Hungarian speech
 234 T : yes, since we started to learn this grammatical structure, every during every lesson, at the beginning of the lesson this summary is said and almost the exact way
 235 R : almost word by word?
 236 T : word by word, the child has to know how we form them (the present continuous tense)

- and when we use it. So this is how I ask the questions, every lesson they get the same ones, and every lesson they answer in Hungarian, so this is a this a stage play we play. But this is good for those who did not understand it yet to hear it again and again, and then they may remember it, you see
- 237 R : sure
- 238 T : because if I explain it once I explain it, not all of them will understand it, they may be thinking about something else, but like this, if during another lesson I ask and their classmate says it and they even correct it, it is not like this but that, that there are two actions at the same time, you remember we had somebody saying it today
- 239 R : yeah
- 240 T : they correct each other, and they probably learn from that too, and then I ask during the next lesson again, well, what is it, again and again I bring it up and again and again we play it out this whole stage play.
- 241 R : you see, I could not have known this, so I am happy that I asked, because I I just see one lesson, then it is surprising for me how they knew it
- 242 T : lots of times, with every verb tense we do the same, I do it like this, and we repeat it nicely
- 243 R : so how long do you work with one verb tense?
- 244 T : I cannot really tell you, it depends on how many chapters in the book,
- 245 R : and so every lesson when you are learning that
- 246 T : yes yes, also how many extra exercises I find and photocopy for them to practise, it depends a lot really,
- 247 R : it's a lot of work
- 248 T : oh yes, it is it is. And also what you said before, that can they interrupt or not ((we did talk about some research before)) do you remember? I do not like asking questions like this, do you remember: I am sure you have learnt this during Geography lessons, and so all of them started to say, say, but I did not tell a name or what they learnt, but if I ask a question like this, What did you learn? Not a concrete question to a concrete person, the information comes at once, and all of them wanted to speak at the same time. The tornado, hot and cold air and all together. I said no no, stop, and you see I have to discipline them because one question like this is enough, you made me think though, that it depends on how I ask the question, that's what starts it. So the questioning the question is wrong, the intonation is such that they think they can say it now, to answer all of them together, you saw, I had to stop them, to say, no. Only one person. It happens often.
- 249 R : well, it was a different topic
- 250 T : yes, different
- 251 R : yes, maybe that was freer, it was not about English but another lesson, What did you learn during Geography? They wanted to say
- 252 T : yes, all of them wanted to say it
- 253 R : I think it was good that they were so keen
- 254 T : yes, yes it was, it often happens during my lessons, that I kind of go off the topic, wow, into a false line, they know it so well, they at once start to participate, and you know they go on and on, their own experience, and all the information, about everything, and they love talking about something else, I can hardly turn them back to the turn them back. If I am a bit less strict, they do it, for example, year eight we learnt about the dreams, there is a text about it the dream and the world, and the dream-world, that researchers what they think, if it is connected to our experiences mmm can we predict the future, like this. We read the text, and there were thousands of questions for example I have dreamt this, can you imagine I have felt like this, in my dream I did this. They are so keen, and if they can speak Hungarian, if they do not have to speak English, Hungarian they are more secure, they can speak about anything
- 255 R : and in English?
- 256 T : no, no, no, it is more difficult, it is difficult for them to express themselves, their thoughts, and they find it difficult to say what they want to say,
- 257 R : were you the one who wrote that the school would need a native English language teacher (in the questionnaire)
- 258 T : yes, it would be so good for the communication; it would be so good to have a native speaker, wow
- 259 R : is there a chance?

- 260 T : not really no
261 R : maybe the schools could share one, one day maybe enough?
262 T : yeah
263 R : for year six or seven, not for year one
264 T : yes, one lesson with a native speaker, I would not mind what they do, just speak, they would not need to learn anything, forget the books, just try to make themselves understood with a foreigner.
265 R : have you tried this? To make them understand you? Or they know that
266 T : yeah, they know if they say a word or two in Hungarian I would know what they want, and so, but with a stranger this would not work, they would just look at them and until their face would not lit up until they understood it, what they wanted
267 R : yeah, like being abroad
268 T : sure, it would be really good, wow, how good this would be, but I do not think
269 R : who knows what the future holds, when your daughter learns here (she is three) well, that's it I think

Teacher Ica

Date of lesson 09.03.2006

Class P5

Date of interview 09.03.2006

((chat before))

- 1 T : so what shall I talk about now?
- 2 R : well. Just about today's lesson
- 3 T : okay, does it work? ((the tape)) it does not. Yes, it does. Good
- 4 R : so just about today's lesson, so not what you usually do but what you did
- 5 T : no no no, I did not even have a lot of time to prepare for it,
- 6 R : so what was it that was successful?
- 7 T : sure, you have to know that usually I could prepare for the lessons better, but this week and last week was a bit problematic here, last week we had a party on Saturday, this week, almost every day I have been preparing with two classes, grade 6b and 7b for the English Literature Competition, where I am going to go from here, so for today, for this lesson, how shall I say it, I did not really have time to prepare because these were the things I was most concerned about, but this is not that important, but where we are, they are in grade 5, but even then they are very good, and progress very well, mm I think they are very good, so mm or I am satisfied
- 8 R : yes, that little boy
- 9 T : yes, he is by far the best one, he is the leader, he is very good too, Tony, I can also tell you another boy who is very good, just he was missing today mm Steve he is very good too, the girls are very timid, those two, and she is very timid too ((pointing at the seats where the students had set during the lesson)) Kenneth is very brave, but not as brave as those two, and Fiona, maybe she is best from the girls, Ruth, again, she is talkative but she talks when she should not, and when she should speak she says silly things, well it does not matter. What matters is that how I had planned this lesson to mmm first to practise the musical instruments, well, I wanted to do this last time, but we did not have a tape recorder, and a cassette, and today we had them both so I thought we would do it now, so we practise the musical instruments, and also I kind of relaxed them a bit, as I know if anybody is watching the lesson they are very frightened, they are afraid, and so, well, what I wanted to tell you but I did not tell you on Tuesday, I knew we would talk and I would tell you
- 10 R : sure
- 11 T : this lesson, lesson ten we have read it only yesterday the first time, so today it was the second time they read it, as the homework was only to read it through and translate it to be able to translate it well, because in my classes after when we wrote the vocabulary test and when we read and translated it many times, then I sometimes, just to check without warning, I ask the children orally too, then we do not do anything else, just read it and translate it. So when we start working with a new text, a dialogue, I always tell them to learn it by heart. They usually have a week to do this, six or seven days for this, and after they have to tell me by heart
- 12 R : so today was the second time
- 13 T : this was the second time for us to work with this text. We did practise it again, they did not tell me by heart it yet, as we had just read it yesterday, so that is right. The first time we worked with it we put the new words into the vocabulary books ((of the students)) and so on. So this was the second time to be honest, so in theory tomorrow from tomorrow they may get marks for it, because we have dealt with it twice already, so they have to (xxxx xxxx), it always depends on how difficult it is and how well they know it.
- 14 R : was this a difficult one?
- 15 T : well, just a few parts of it, as you know the 'have to' they sometimes miss it out, but all together this is not too difficult, only the conditional tense, that one last lesson, yesterday I did explain it to them what the 'zero conditional' is, and what the 'first conditional' is and what is the difference between the two of them, and when we use one

- and when the other and also we did practise yesterday a bit, from the Project book, we did not have time to do it today,
- 16 R : and so today you started with the homework check
- 17 T : that's right, that's right, we actually always start with this, so usually the main part, the lesson starts with homework check, they always have homework, maybe only if they write a test, then they may not get homework for the following lesson
- 18 R : so how was how was it, I did see them correcting it with a green pencil
- 19 T : yes, that
- 20 R : so do you also check it?
- 21 T : no, I do not usually look at it, how shall I tell, they do it with green because they correct it for themselves, if it is not correct, because we discuss it orally, if somebody does not know something, they can ask it in Hungarian too, so we do not have it here that they have to speak only English, it is not about this, we of course speak as much English as possible, but there are some (teachers) who do not ask them to translate, they only translate it once, and then they do not practise it, they only read it again and again in English and that's all. I do not believe in this. I would like to hear that they really know it, that, that expression there, what on earth does that mean? So that is what I believe, if they keep only reading it, they can, of course memorise it, but never in their lives will they know what it means
- 22 R : so for example when they were reading it in English then they also translated it so they would know what exactly it means
- 23 T : yes, I was interested to know if they knew it, if they remembered what what it means, that is correct
- 24 R : sure
- 25 T : because this was not organised before so I could have told anybody to read any of the dialogues, nobody knew who will be, and usually they never know who I will ask ((orally and then give a mark)) when I am giving marks for it to be honest, you know
- 26 R : so how did you (xxxx xxxx xxxx)
- 27 T : well, how we do it it is for getting mark it is not that I ask all of them, I just do a surprise oral test, two people or maximum three are telling it by heart, this is about how it happens, I tell them, you are this, you are that and then they can tell the text, or maybe I tell them, you translate this much, you that much you that much that much translation, so they do not know beforehand who will translate which bit, so everybody needs to know everything. It is another question, that after the week, everybody is sitting there, with closed books and that's it, they just have to tell the whole thing. And they get a mark for that.
- 28 R : and today, today, as you were working with it, they could choose who wanted to be with whom, is it right?
- 29 T : well, sometimes they choose it, the first two times they can choose it, but afterwards no, I tell them you do this, you do that you do that, so it would not be fair that somebody would just say a very short bit all the time, that would not be good, everybody needs to tell the longer ones too, to mmm what it is, to practise
- 30 R : and so from this the grammar or mm
- 31 T : there is nothing, no grammar here really, it was the conditionals, you see here that it is about this ((showing the book)) this is what we did, mm yesterday, these the zero condition, the first condition, we did these, this we did we did yesterday filled it in, so we played played around with this, this what I mean, now with this, this this lesson this is the main point of this lesson the conditional tenses, because we did not learn the conditional tenses at all up till now, so this is the first time they meet with it. This is why yesterday I explained to them in Hungarian what the difference is, that is what I mean, that I always explain the grammar parts in Hungarian, I do not let them I do not say it in English, even then they look at me like sheep, so if I explain the grammar even the grammar in English they would not understand a words of it, they are too small for this. In secondary schools and at universities it is possible to explain the grammar maybe in English, if somebody is at that level, but I think it is better to work with the person's mother tongue with the grammar, especially if there are differences, because we (Hungarians) do not have a zero condition as like this, for example
- 32 R : what I would like to ask, that during this lesson, when you ask something from somebody and they did not understand the English, then how was that?
- 33 T : there are two ways, either I ask somebody else who does understand it, and then the

- person's penny drops, that yes, this is about this, or if s/he still does not understand, as I can see it in her/his eyes, as it is possible to see, then, well, we talk it over. So we either translate it or talk it over what it was about
- 34 R : so today when somebody did not understand it, then then?
- 35 T : when?
- 36 R : what did you do?
- 37 T : when was it? I was not paying attention
- 38 R : no problem, I am just asking, not a problem
- 39 T : well, not, oh, yes, I tried to explain to him/her the expression 'over eighteen'
- 40 R : yeah, how was that? ((glad that she remembered the incident...))
- 41 T : nothing, just wrote it up on the board, I wore up 'eighteen' and 'over eighteen' ((showing it on the left of it)) that is how I explained, showed it, 'over eighteen' because as I say it, we did translate this text, we talked it over the same way, translated it what means what, and here there was the same 'be over eighteen' 'because you have to be over eighteen' and then I said to them, as they did say something about it, I do not remember, but they did say something, and I said it is almost correct, but children, the way you should translate is that you have to be over eighteen, that is kind of of mm
- 42 R : so that was what you were referring to
- 43 T : yes yes that is right, over eighteen, that is right, yes yes yes yes
- 44 R : (xxxx xxxx xxxx xxxx)
- 45 T : yes, but they knew what it was about, as I did show it, not this way, I did not show eighteen and over I was not actually showing it with my hands like this before, we just translated it and said that this is not incorrect
- 46 R : yeah yeah
- 47 T : but you should rather say that somebody has to be over eighteen
- 48 R : so what you had talked about that was what you were reminding them about
- 49 T : mmm yes well actually the text itself, as I knew that we had talked it over yesterday, I did could see that there was no special problem with it, these expression like (xxxx) and what else 'jealous' these expressions and like 'mention' and so on, so there were a few words that we we wrote out into their vocabulary books, the ones that had not been at the back of the books already, mmm and we talked it over how what how they should translate them, but, at the end , mm I think this book is very good, the problem is that it has the next book, 'Open Doors 3' mm that is not that successful, there is hardly any dialogue in it, only texts, you know the type like here ((showing me the book))
- 50 R : you would like to have more dialogues?
- 51 T : I prefer dialogues, because they are more like real life, for example 'never mind, or that's right, or I've got an idea' or like this, how shall I say it, these are much more, these ones, to be honest mm better. From the book 'Open Doors 3' there are texts like this for example, about Walt Disney, a text about it, it is okay, it is very good, I ask questions, good, but they will forget these, like the one today, we read it and that is that. They do not remember it that much and also why on Earth should they learn that by heart? Mm why should they learn all those facts and details? We are giving them so many facts already, there is not a lot of sense in this. But from these (dialogues), even if it is just 10% or 20% or 30% they remember, that is a good thing, as they may be able to use it later on, when by chance they are in a similar situation or this kind of situation they find themselves and then maybe they would remember
- 52 R : if they are in a video shop ((as they were having a text about that during the lesson))
- 53 T : that's right, a video shop, even if not all of it, because they will not remember it all, they will forget half of it, but even if one or two things, like 'I've got an idea' or anything it does not matter, but any nice expressions like this, like 'never mind' or 'let's wait' any of these easy ones, as what they need is the easy ones, so if they remember these then we did achieve something, at least that is what I think. But if there is only a boring text, we read it, okay, I ask questions about it, okay, they answer the questions, and then what? That is it. It is not a kind not a kind, you know, that we can act it out, because these ones (the dialogues) the children love them very much, he is Mark, she is the shop assistant, and he I do not know who, the narrator, these ones these ones, they are happy to read them really, the other ones, well, they kind of read them and we translate them and talk it over but that is that (3.0) so it is not a big deal to be honest, not not they are not that mm keen on it not very interested. They and I are the same, because anybody who reads a book, at least me, I do not like it when for thirty or fifty pages or a

- hundred pages about we are in a park and we are standing under a tree and then what a beautiful weather it is and so on
- 54 R : sure
- 55 T : and this goes on and on, who cares, what I mean is that it is beautiful but we do not have time for this today, we turn the page and when the dialogue starts that is what we read. This is the same, they are interested in this, they like it, especially if there are photos with it that it is I think it is perfect. The other book I actually hate it, but there isn't another one, as in theory we have to continue the same series of books, I do it but I suffer, really suffer with it because I do not like it, I do not like it at all, and not just me, the children do not like it either (2.0) maybe because I do not like it I do not know, mmm (3.0) but what an earth can you like about that? To read it, And also there are things in it like fighting sports. Well okay, if it is full of boys they are surely interested in it, but for the girls a fighting sport like karate or judo or whatever
- 56 R : (xxxx xxxx)
- 57 T : it is not an interesting mm
- 58 R : at the beginning of your lesson
- 59 T : yes
- 60 R : you were asking them questions kind of mm questions mm about themselves, do you remember?
- 61 T : my God, I do not remember
- 62 R : about (xxxx xxxx or xxxx)
- 63 T : yes, I remember! It was connected to this to this, it was with it was about 'have to' it was 'Do you have to do your' whatever it is 'your own breakfast' and then 'What do you have?' and then that is it
- 64 R : (xxxx)
- 65 T : well, that is it, it was connected to this, now I remember, because at the very beginning it was the song
- 66 R : yes, yes
- 67 T : and that was we listened to that. I only did this so it would not be that they only read the dialogues and that is that, like 'yes I do' or 'no I don't' like I have to make my breakfast or make my bed, but I wanted to know if they did understand the question and if they could answer it, so if I mix it a bit with mm from example (1.0) there was 'do you' whatever 'go to do you have to go to bed at a certain time?'
- 68 R : yeah
- 69 T : 'certain time' if they know what it means is a certain time, so like before 9.30 they have to go to bed
- 70 R : yeah
- 71 T : and then so who goes to bed when for example (2.0) we had this before the daily routines but we were just practising it a bit, I just put it in so to have wider chat not just to read the homework it is not so important
- 72 R : I see, this was the homework
- 73 T : no, the homework, this was the first part of the homework, not for today, for yesterday, just we did not have time to deal with it so I told them that today today we would correct it (2.0) so that is how it worked: 'Do you have to do any housework? Yes I do, I have to clean my room every day'
- 74 R : yeah
- 75 T : so only these ones, one question and one answer, well well if somebody keeps telling me 'No I don't, no I don't' well, what is interesting in that? Nothing. That is why I thought that I would ask questions about when they have to go to bed, when they have to get up, and so on, in connection with the pictures they had to write short dialogues, there were texts given to help ((she is showing me the book))
- 76 R : okay, and and what else, what else were you happy with and why? In the whole lesson (xxxx)
- 77 T : which child or which part of the lesson I was most happy with?
- 78 R : mm both
- 79 T : well, about the children, Kenneth he is always showing off, we do not need to talk about him, Kenneth is always like this, he is always like this. But all the others they did behave the same way they usually behave, I am a bit surprised about this a bit as I just had a similar lesson where somebody was visiting, it was for the parents to see that the children are not stupid, because some parents think they think that their child is totally

- stupid because at home if they do not speak or do not know something or do not remember at once then it is that the child knows nothing, that is how the parents think. Well, it does not matter, but we did I mean I did a lesson to (3.0) mmm to the parents and mm (2.0) what was interesting that there are thirteen or fourteen of them and the ones who are usually active they were active, but there were some who are not usually active and they were active then, and there were some who are usually active and they were not, they were frightened, because s/he had her/his mum there for example
- 80 R : I see
- 81 T : so what I wanted to say is that it was a different situation as you are not a parent, and also they kind of know you a bit and they know not to be frightened of you because you do any harm to them ((compared to the parents)) so maybe the situation was different, I do not know, but here everybody was performing as much as they usually do, I have to kind of shut him up to be quiet, and the others as I told you, some of them are less active, some more, as this is the case in every class in every group, some of them are more shy, not that open, not that talkative, but (2.0) they performed as they usually do, not like the other group. I was interested very interested how the translation would go, as I told you, we had just worked on it once, yesterday we read it and that is that, only once, so considering this I think they did it really well, because this is really a totally unknown text for them
- 82 R : and long too
- 83 T : that is true, not a long thing, well, there are things in it like 'okay', and 'watch it' and so on, they do not need sentences like this, it is not the most important thing for them to have a long sentence, they would not be able to remember it anyway, would not be able to learn it and would not be interested in it either, so I was happy with that, (2.0) the conditional tenses, they are getting there, but we will still have to practise it, I did not want to do it today, but what I will do next is to practise translating, for example, If I were rich I would buy a new house, and these, these will come now, so from tomorrow we will continue this with a bit of translation, so I will dictate sentences in Hungarian and they will have to translate them into English. But it is interesting, you could see that they were frightened to speak English. Why? I have no idea. I think they would be able to do it if they were to think a bit, but they mm oh my God ((frightened)) but I think it is like this with almost everybody ((the teacher asked them at the end of the lesson to ask me questions in English and they were frightened, only asked very basic questions, like What's your name?))
- 84 T : in the past it was the same for me too, oh my God, they asked me in English, oh my God, what shall I answer? So the person is a bit frightened
- 85 R : I would like to comfort you, all the students I have met were a bit shy ((this was just after the interviews with the students and they did not want to say anything. They were happy to write though))
- 86 T : really, everywhere?
- 87 R : yes, in all schools
- 88 T : yes, it was all the same
- 89 R : but here I thought they were brave as they are still very young
- 90 T : yes, they are young
- 91 R : and they did ask me some questions
- 92 T : that is right
- 93 R : (xxxx)
- 94 T : of course, because I I I think they know more than that, but they are they are always frightened, if they have to speak English, oh, they rather say nothing then. I asked them well Aunty Kriszta, I think you want to ask something from them, or say something, but they say no well, no no ((in a childish voice)) we have to say anything. Why, are you frightened? You know when I asked them to say something to tell something
- 95 R : and what did they say?
- 96 T : wow, in English? We do not know the English that well yet. But little rabbits, it does not matter if you say something incorrectly, you are at school learning English, you were not born with it, in England, and know two languages at once, everybody knows that you are only learning it you are only learning the English, if you make mistakes, no problem, but they were kind of frightened and were shy that they have to say something in English, they did not dare
- 97 R : (xxxx)

- 98 T : yes, they said no no they do not know English at all, do not be stupid (I say) (xxxx xxxx)
- 99 R : (xxxx)
- 100 T : it would be very different
- 101 R : is it okay to ask more questions or are you in a hurry? Or will the students come to this room?
- 102 T : no, they are going somewhere else, it is okay
- 103 R : may I ask that when you during the lesson whenever they said something wrong you corrected them at once, but when they were supposed to talk to me than they we agreed not to correct
- 104 T : ((laughter))
- 105 R : not that (xxxx xxxx) but what do you think about this?
- 106 T : about what?
- 107 R : the correction
- 108 T : the correction? Well, about correction. In my opinion up to a certain point of course correction is needed, I think we do need to correct the children, especially when they read, especially, because of the pronunciation, there, well (1.0) if there is a problem with the pronunciation then I think it is best to fix what I mean to correct it at once, because at once, if I know, well, in the past for example, I have no idea where I got this from, but I did not say 'have' but 'hav' ((wrong pronunciation, sounds like the second syllable of the English word behave)), imagine this, this happened in Cyprus ((where she used to live)). This was fixed in me so much I do not know why, that it took at least a month and they always said 'have' and 'have' and every day the English teacher told me this and I always said 'hav' ((laughter)) and it was always 'hav' and I do not know, after some time I decided that maybe I have to change this, to change this, and then it went back. But really, there are for example mm Freddy is the one (2.0) and somebody else, I do not know right now if it is in this group, no it is in the other one, in group B, group 6B, who (2.0) always says instead of 'put' 'pat', but always, yes, there is a little boy doing this, it is Sam (2.0) who always, I think for a month now when this this 'put' comes he always says 'pat' and says 'pat' and I always correct 'put' and even though I have been correcting this for a month, and he still has the same mistake. So to tell the truth, we have to, because if once it is fixed wrongly, wow, it is very difficult to correct it. For the person to change into the correct one and not to say the silly one.
- 109 R : so what you mean is when the read, if they read something wrongly then
- 110 T : that is right, so they should not remember it incorrectly, but at once to remember it correctly, so it would not stay in their ears 'pat pat pat' when they should say 'put'
- 111 R : and so when they were talking to me, how did you want it, if
- 112 T : to ask more ((laughter))
- 113 R : sure, and correctly?
- 114 T : no, that was not, although okay, I correct it at once, as I remember at once, stupid English teacher
- 115 R : ((laughter))
- 116 T : I tried not to (correct them) but still, it is difficult. What I like I would have liked, they asked kind of 'What's your favourite film?' 'What's your favourite food?' These ones they know, in the past I did ask these a lot, but they know other things too, for example 'What time do you really get up?' ((so the problem was that the students did not ask me the latest questions with the most difficult structure, to show off? Maybe they were interested in the film but not when I get up)) they know these words, 'do' and 'does' and so on, they know them, so they could have asked other things too, this I was missing, but mm (3.0) not just them, none of them are the types who like asking questions. Well, (1.0) the problem is we do not have time to wait for somebody to ask a silly real question. It takes a lot of time, it is useless, we have to wait
- 117 R : yeah ((do not agree but cannot tell.))
- 118 T : maybe what would happen is that it would be Kenneth who would perform all the time, and the rest would just wait for him to work out with difficulties, a question.
- 119 R : so what kind of questions did you want?
- 120 T : well, it does not matter, kind of questions I usually ask them, for example what time they get up, when they go to bed, what they eat for lunch, there are so many questions
- 121 R : maybe they did not want to ask me these questions
- 122 T : maybe, but I think they did not even think about these, I think they did not think, it is not a problem, because next year, in grade 6 what we do is, at the end of the year there are

- set topics, we are preparing for the oral exam with this, and mm for the Middle State Exam, ((similar level to Cambridge First Certificate)) and there are (topics about the family, the mm sport, mm weather, and what else, (2.0) 'travelling', I think they do not have it there, the 'daily routines' and so on, so it is like 'I usually get up at seven o'clock in the morning, I get dressed' and so they tell what they do during the day, you see. And they have to talk without stopping, and if they miss out something or they stop then I come with the questions. But, what we do, in grade 6 this is what we do, we practised it this way, they told me by heart, they had to tell me, and got a mark for it and so on, (3.0) but afterwards, when the parents the parents came, I did this on purpose that I did ask questions, so it was not that somebody came out in front of the others and told the text, we did this when they introduced America, but this was a different question, I also asked questions about that, so but here it was 'What time do you usually get up? mm When do you have lunch?' So I tried to play with the question words, as many as possible, How often do you go to cinema, and so on, (1.0) to see if they understand the questions and mm if they (1.0) can answer it. It was good, it was okay, this is what they like, if I ask a question and they answer, if they really have to, they will tell these set oral topics, but they are not that fond of them. They do not like it, but this is the only way to make them learn it, you see. Afterwards they like it when I ask questions and they can answer with one sentence only so they do not have to tell the whole story
- 123 R : sure ((I was rather shocked how much these students have to learn by heart, although I knew it, during one of the first lessons with the other very successful teacher, K, a student talked, or recited, about environmental problems for five minutes))
- 124 T : so so that is that, I cannot tell you anything else
- 125 R : I really liked your lesson
- 126 T : sure, sure, but as I said it before I had had not time to prepare, last night I was trying to find some material, red clothes ... ((and she talks for a long time about how she organised the play, how she found a tail for the fox and so on....))
- 127 R : is this all for the performance?
- 128 T : yes, do you want to come and see it? it is from 1 pm , there will be two groups, grades 5 and 6 and 7 and 8. Those know a bit of English, and also, there is prose, and a poem, mini drama, no song, they have not got singing. These three.
- 129 R : and who will be there? The district?
- 130 T : yes, all the schools from the district, or those only who applied.
- 131 R : it would be great, I have to go home but I will see. Where will this be?
- 132 T : here, in the Radnóti Centre ((for education, with library, internet, a theatre and restaurant, near the school)) you know, just walk along and it is there
- 133 R : I know
- 134 T : the centre and it is there
- 135 R : I will try to see it
- 136 T : it will last till the evening and we will be amongst the last ones, so we will not start before 3pm I am sure
- 137 R : okay
- 138 T : Drakula will be one, one group will act out Drakula, that one is the more interesting,
- 139 R : are there any mm any prizes?
- 140 T : well, not really, books, certificate and chocolate and these kind of things
- 141 R : who is the judge?
- 142 T : The PSZK, the leader of the English language teaching group, and s/he usually invites others and the teachers who do not send the the group, they are invited and they are the ones they are the members of the judge
- 143 R : great
- 144 T : good, it is good, that is where I am going right now