Early Literacy in all-Irish Immersion Primary Schools: A micro-ethnographic case study of storybook reading events in Irish and English

Appendices

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Appendix 1.1: The Sociolinguistic Context of the Study

1.1 Introduction

The following review outlining the sociolinguistic context of the study begins with a brief history of the Irish language documenting some of the major changes that occurred as the language evolved and endured in the face of much adversity in the last two thousand years. This is followed by an assessment of the use of Irish among the general population, including ability and attitudes towards the language. State policy in relation to the Irish language since 1922 is examined and some of the main factors instrumental in shaping the Gaeltacht as a district and as a linguistic entity during the same period are discussed. Finally, I trace the development of Irish-medium education.

1.2 A Brief History of the Irish Language

Irish has been spoken in Ireland for over two millennia (Romaine, 2008). It is one of the Celtic languages which in turn can be traced back to the Indo-European family of languages (Katzner, 2002; Ó hUiginn, 2008). Specifically Irish belongs to the Q-Celtic (Goidelic) branch of Celtic languages as do Scottish Gaelic and Manx. But Irish is also related to Welsh and Breton both of which belong to the P-Celtic (Brythonic) branch of Celtic languages (Katzner, 2002; Ó hUiginn, 2008). In fact the word for the Irish language, *Góidelg* (modern word *Gaeilge*) was borrowed from Welsh (Greene, 1969; Ó hUiginn, 2008). Irish is thought to have been brought to Ireland by the invading Gaels around 300 BC and the term 'Irish' is used to distinguish it from Scots Gaelic (Hickey, 2007). Irish contains many loanwords from Latin, Welsh, Old Norse, French, and English introduced by missionaries and invaders down through the centuries (Ó hUiginn, 2008).

According to the Irish Government's *Statement on the Irish Language* (2006: 10) Irish is the 'oldest spoken literary language in Europe' and Watkins, cited in Greene (1969: 11), suggests that 'Irish has the oldest vernacular literature of Europe'. The earliest extant records of the Gaelic language were written in a script called *ogham* and date from the 4th to the 7th centuries (Murtagh, 2003; Ó Cuív, 1969). Based on the Latin script, the form of Irish used in the *ogham* inscriptions was very archaic and was no longer being spoken (Greene, 1969; Murtagh, 2003; Ó hUiginn, 2008). Inscriptions using the *ogham* alphabet consisted of strokes and notches on the edges of stone monuments (Murtagh, 2003; Ó Cuív, 1969; Ó hUiginn, 2008). These inscriptions were usually the names of important people and the monuments marked their burial places (Ó Cuív, 1969; Ó hUiginn, 2008).

The Irish literary tradition is divided into four historical periods. The Old Irish period from 600-900AD followed the arrival of Christianity, Latin and literacy in Ireland in the fifth century when the Latin alphabet was adapted for writing in Irish (Murtagh, 2003; Ó hUiginn, 2008). The Middle Irish period dated from 900-1200 AD, the early Modern (or Classical Modern) Irish period from 1200-1650, and the Modern (postclassical) Irish period from 1650 to the present day. This latter period can be further subdivided into postclassical Irish (1650-1880) and the Irish of the revival period from about 1880 onward (Ó hUiginn, 2008). The language underwent many changes down through the centuries and many attempts were made to standardize the literary language.

The only written forms of Old Irish are in the form of glosses written by Irish clergymen in the margins of Latin manuscripts that are preserved in a number of libraries in mainland Europe (Ó hUiginn, 2008). Many of the Irish words recorded in these manuscripts derive from Latin. The manuscripts were taken abroad by Irish missionaries who founded numerous monasteries across Europe and by Irish scholars fleeing from the Viking raids of the Irish monasteries during the 8th century (Murtagh, 2003; Ó hUiginn, 2008). At the beginning of the seventh century the intellectual élite of clergy and poets who were responsible for maintaining the literary language, abandoned the archaic form of writing in favour of a written form based on the vernacular (Greene, 1969). Greene (1969) also cites evidence of the standardization process at work at that time.

During the Middle Irish period (900-1200 AD) many aspects of the language, including verb inflections, were simplified and lexical borrowings from Norse, related chiefly to seafaring, fishing and trade were introduced (Murtagh, 2003; Ó hUiginn, 2008). Surviving records from this period include a variety of literature in verse and prose such as legends, historical poems, satires and adaptations of classical epics (European Bureau for Lesser Used Languages, 1999, cited in Murtagh, 2003). The oldest extant Irish manuscripts in Ireland date from the twelfth century and contain copies of earlier manuscripts now lost (Ó hUiginn, 2008). The literary language which emerged at the end of the twelfth century was firmly based on the vernacular but was just as standardized as Old Irish ever had been (Greene, 1969).

The Early Modern Irish period (1200-1650 AD) was marked by the development of a standardized literary language used by professional poets and taught in the bardic schools (Ó Cuív, 1969; Ó hUiginn, 2008) and known as Classical Irish (Mac Mathúna, 2008). This fossilised language was used for certain literary purposes (Ó hUiginn, 2008). During this period also writing became more diverse reflecting the evolving regional spoken dialects (Murtagh, 2003; Ó hUiginn, 2008). But the sound system of the spoken language changed considerably resulting in a lack of congruence between the spoken language and the orthography (Ó Cuív, 1969).

At the beginning of the Modern Irish period (1650 onwards) the political upheavals of the Tudor conquest and the subsequent plantation of large parts of Ireland by English settlers brought down the native aristocracy and its associated literary class. English became the language of administration (Murtagh, 2003; Ó hUiginn, 2008). Between the seventeenth and nineteenth centuries the percentage of the population speaking Irish was in decline. Nevertheless we have a large corpus of literature in Irish from this postclassical period. Most of these paper manuscripts were written in Munster under the patronage of clerics or of more affluent members of the middle classes (Ó hUiginn, 2008).

The Latin semi-uncial script was used for writing in Old Irish and endured in modified form until quite recently (Ó Cuív, 1969). This script was the basis of the Gaelic printing type (*an cló Gaelach*). With the advent of printing the Roman type was favoured for English and other languages but Gaelic type, based on the manuscript form of writing, was used for printing in Irish (Ó Cuív, 1969). The Gaelic type lasted for almost four centuries with minor variations of founts and was 'clearly distinguishable from Roman type by the forms of the letters and by the use of a dot or stylised *h* over consonants to mark 'aspiration'' (Ó Cuív, 1969: 25) (italics and emphasis in the original). This meant that up until the 1960s schoolchildren in Ireland had to learn to read and write both Roman and Gaelic scripts (Ó Cuív, 1969).

Mac Mathúna (2008: 76) notes that all languages are 'dynamic social constructs' and the tendency towards regional dialects 'is offset by a contrary impetus towards standardization for general or sectional purposes'. Irish is no exception and I have noted above evidence of standardization of the literary language during the Old Irish, Middle Irish and Classical Irish periods. The trend continued in the twentieth century. The increase in the use of Irish in literature and education from the end of the nineteenth century onward meant that many concerns relating to standardization including font, orthography, grammar and pronunciation needed to be addressed. Pressure mounted to present readers and learners 'with a unified form of language' (Mac Mathúna, 2008: 78). The main challenge to standardizing the language stemmed from 'the social and community nature' of the language (Mac Mathúna, 2008: 77). However, much progress was made during the twentieth century.

The switch from the aforementioned Gaelic script to the Roman font was slow and met with much resistance but eventually the Roman script prevailed (Mac Mathúna, 2008). The 300-year-old spelling standard was challenged by those favouring a new norm based on *caint na ndaoine* (the language of the people) and eventually a standard spelling entitled *Litriú na Gaeilge: Lámhleabhar an Chaighdeáin Oifigiúil* (The Spelling of Irish: The Handbook of the Official Standard) was issued in 1947 (Mac Mathúna, 2008; Ó Cuív, 1969). And in 1958 a volume combining regulations on grammar and spelling, *Gramadach na Gaeilge agus Litriú na Gaeilge: An Caighdeán Oifigiúil* (The Grammar and Spelling of Irish: The Official Standard) was issued (Mac Mathúna, 2008). The standardizing of the grammar related only to morphology and little or no direction was offered as regards syntax. This lacuna was later addressed in the very comprehensive *Graiméar Gaeilge na mBráithre Críostaí* (The Christian Brothers' Irish Grammar) (Mac Mathúna, 2008).

The standardization of the spoken language has proven much more elusive (Mac Mathúna, 2008; Ó Baoill, 1999). While a number of varieties of spoken Irish are in use today, there are three main dialects used in the three largest Gaeltacht areas. The Munster dialect is spoken in communities in small pockets located in the south and south-west of Ireland. The Connacht dialect is spoken in the Gaeltacht regions in counties Galway and Mayo in the west of Ireland. And the Ulster dialect is spoken by communities in the Gaeltacht regions of Co. Donegal in the north-west of Ireland. The promotion of a standard form of the spoken language *An Lárchanúint* (The Central Dialect) for use in education and broadcasting has been advocated since the 1980s but this suggestion has not yet garnered widespread support (Mac Mathúna, 2008).

Mac Mathúna (2008) offers some interesting insights into how spoken Irish in the Gaeltacht is evolving, in particular as a result of increasing lexical pressure from English. He also notes the varieties of Irish spoken outside the Gaeltacht including the reasonably fluent but grammatically incorrect variety spoken by pupils in gaelscoileanna (all-Irish schools). This variety of Irish is heavily influenced by English syntax and has disapprovingly been labelled *Gaelscoilis* (Mac Mathúna, 2008; Nic Pháidín, 2003). Nic Pháidín (2003) provides some examples this speech variety which she describes as a creole because of speakers' ubiquitous use of incorrect syntax and their lack of mastery of conjugated prepositional pronouns due to the influence of the English system. Such examples include *Cén fáth nach?* (Why not?) *A deireann cén duine?* (Says who?) *Féach cad a chaithim cur suas le!* (Look at what I have to put up with!) However, Mac Mathúna (2008) suggests that there is more to this speech variety than failure to achieve a common goal. Because most second language learners of Irish residing outside the Gaeltacht speak almost exclusively with other second

language learners, he questions what the ideal language form should be. Ó Baoill (1999) suggests that the growth of all-Irish schools and the evolution of the language variety spoken in these schools may pose difficulties for the long-term integrity of the language itself.

So despite the political, social, economic and demographic upheavals of the past two millennia, Irish has endured into the twenty-first century both as a community first language and as a second language among speakers with varying degrees of competence. But as Ó Giollagáin and Mac Donnacha (2008) explain, the language as used by young native speakers in the Gaeltacht is declining rapidly due to social and demographic pressures resulting in 'incomplete acquisition'. This has serious implications for the Gaeltacht communities' ability to foster the linguistic development of native speakers. While gains have been made in the development of competent second language learners, the Irish they speak differs greatly from the idiomatic natural Irish of competent native speakers. The school Irish which learners speak tends to be 'stilted, and at best hyper-correct' but usually it is halting and inaccurate due mainly to the lack of opportunities for practice (Hindley, 1990: 197).

To summarise then, the Irish language is a very old language with a rich literary tradition. It has undergone many changes down through the centuries. Some of these changes were introduced to simplify the language and to make the literary language more accessible but did not always meet with unanimous support. In the twentieth century these changes were usually initiated by non-native speakers and were often resisted by native speakers who cherish their own dialects and by non-native speakers who opposed what they saw as the Anglicisation of the language. These tensions and competing ideologies have contributed to the evolution of the language.

Today a number of varieties of the language are used on a daily basis. These include the various dialects spoken by older native speakers, more diluted versions of these dialects as spoken by young native speakers, 'school Irish' as spoken by secondary bilinguals, and the reasonably fluent but grammatically incorrect Irish spoken by children attending all-Irish schools. And, as in the past, there is a lack of alignment between the standardised written language and the spoken language of native speakers. The children in the present study experience these language varieties at school as they have daily contact with native speakers and secondary bilinguals as well as constructing their own variety with their peers in the schoolyard. So the language they experience at school is characterised by tensions between competing language varieties that are being socially constructed and that have cultural, historical and ideological foundations.

1.3 Use of Irish Among the General Population in Ireland

1.3.1 Historical Context

Irish has been spoken in Ireland for over two millennia (Romaine, 2008). Prior to 1600 the vast majority of the population spoke Irish and English was dominant only in a small area around Dublin (Romaine, 2008). The Tudor conquest and plantation of the seventeenth century introduced English-speaking settlers and their language became the language of administration (Ó hUiginn, 2008). Hindley (1990) suggests that Irish was probably being used in native homes up to 1750 except in a very small number of towns and Irish was still the spoken language of almost all of the native population around 1800. In fact there were more Irish-speakers in Ireland during the final quarter of the eighteenth century

than at any other time (Romaine, 2008). However, by 1800 English was the language of preference of the gentry throughout Ireland (Hindley, 1990).

From 1800 onwards the use of Irish declined dramatically (Hindley, 1990). Following the Williamite settlement English was being used at all levels of authority resulting in the promotion of English (Hindley, 1990). By 1801 when Ireland was incorporated into the English state, the 'direction and dynamic of Ireland's 'language shift' were well established' (Ó Tuathaigh, 2008: 26) (emphasis in the original). Hindley (1990) suggests that the main reason for the switch to English was utilitarian as people came to the realisation that they needed English for commercial purposes and social advancement. By 1800 even children attending the illegal but popular 'hedge-schools' were being instructed in the basics of English (Hindley, 1990). For Hindley (1990: 12) this 'was not a cause but a consequence of mass attitudes'.

While Ó Tuathaigh (2008) also acknowledges the contribution of attitudinal factors to the rapid decline in the use of Irish among the general population during the nineteenth century, he also outlines institutional factors, in particular the national school system. Similarly, Ó Buachalla (1988) argues strongly that the national education system contributed significantly to the language shift from Irish to English. Hindley (1990) attaches less importance to the impact of the elementary school system on the language shift. The national education system established in 1831 provided exclusively English-medium education to children whose parents could afford it. Free, compulsory, universal education was not introduced until the end of the century. For this reason Hindley (1990) cautions against overstating the contribution of the national education system in promoting the decline of the language, suggesting that education is 'usually a means which facilitates changes which are wanted for other important reasons' (Hindley, 1990: 39).

All commentators agree that the Great Famine (1845-49) was a major catalyst in precipitating the decline of the language during the nineteenth century. In 1841 the population was almost eight million, a sizeable minority of whom (2.5 million) spoke Irish (Romaine, 2008). During the famine 1 million people died from starvation and disease. Another 1.5 million emigrated. Mass emigration continued during the ensuing decades. By 1900 the population had been more than halved. The poor, rural Irish-speaking communities were worst affected (Ó Tuathaigh, 2008; Romaine, 2008). 'The exclusion of Irish from public life and the shift of vernacular to English, which gained momentum from the mid-eighteenth century on meant that Irish had become marginalized by the end of the nineteenth century' (Mac Mathúna, 2008: 76). A very poor command of English further exacerbated the plight of Irish emigrants. Irish was fast becoming the language of a social underclass (Ó hUiginn, 2008) and consequently, the association of Irish with poverty, illiteracy and low social status became embedded in the psyche of the Irish people.

1.3.2 Census Data

The most comprehensive source of data on Irish language use and ability is the Census of Population. Available census figures provide data extending from the middle of the nineteenth century right up to the present (Punch, 2008). However, it must be noted that changes to the layout and wording of the Irish-language question over the years will, no doubt, have affected comparisons over time (Punch, 2008). In particular the wording changes most recently introduced in 1996 and 2006 have resulted in a complete break in data series (Punch, 2008). Prior to the 1996 census respondents were asked to indicate if they spoke

Irish. This would have involved indicating whether they spoke Irish only or both Irish and English, although the format of questioning changed over the years (Punch, 2008).

The changes to the Irish language question of most interest to the present study occurred from 1996 onwards. In 1996 respondents (excluding children under 3 years of age) were asked not only to indicate whether or not they spoke Irish but they were also asked to indicate frequency of usage under four categories daily, weekly, less often or never. This question format was repeated in 2002. However, in 2006 an important change was made to the frequency of usage categories. The categories were revised to include daily, within the education system, daily, outside the education system, weekly, less often (Punch, 2008). This was an important distinction because, as we see from the statistics below a very large percentage of daily users of Irish are of school-going age and are unlikely to use the language outside of school.

It must be noted that data relating to ability to speak Irish lack objective precision because replies to questions on ability to speak Irish depend on the judgment of the respondent (Punch, 2008). Also changes in the surrounding social, cultural, and political contexts can result in respondents overstating or understating language ability and usage (Fishman, 1991). And ability to speak the language doesn't necessarily correlate positively with frequency of usage or vice versa. For example, in the 2002 census, of the almost 1.6 million people who said they could speak Irish almost half a million reported they never spoke the language and another half a million said they spoke it less than once a week (Romaine, 2008). While a number of sources are quoted here most data were taken from the Central Statistics Office website www.cso.ie accessed on Friday 26th June 2009. I have calculated the percentages in the tables myself.

1851 was the first year in which census data relating to the use of Irish were gathered (Punch, 2008). The 1851 census figures put the total population at 6,552,365. Irish speakers numbered 1,524,286 while Irish only speakers numbered 319,602, representing 4.9 per cent of the total population. By 1901 the number of monolingual Irish speakers had fallen dramatically to 20,953, a mere 0.5 per cent of the population (Romaine, 2008). Between 1890 and 1926 the total number of Irish-speakers fell by 18 per cent (Ó Tuathaigh, 2008). In the 1926 Census of Population 18 per cent of the population of the Irish state was returned as Irish-speakers (Ó Riagáin, 2008). While the proportion of people reporting themselves as Irish speakers declined almost continuously from 23.6 per cent in 1861 to 17.6 per cent in 1911, there has been a continuing rise in recent censuses of the proportion of the population returning themselves as Irish speakers (Murtagh, 2003; Ó Riagáin, 2008; Romaine, 2008).

The latest figures we have regarding current use of Irish are from the 2006 census. In 2006 a total of 1,656,790 people reported that they could speak Irish. But over 1 million of the 2006 cohort never speak Irish or speak it less than once a week. This leaves a total of 525,355 who reported that they speak Irish on a daily basis. However, only 72,148 respondents reported that they spoke Irish daily outside the education system, 49,633 of whom reside outside the Gaeltacht. The rate of Irish speakers within the Gaeltacht is 70.8 per cent of a population of 91,862 aged 3 and over (Romaine, 2008) but only 36,497 (39.7 per cent) of the cohort claim to speak Irish on a daily basis (Punch, 2008).

The 2006 numbers indicate a fall from the 2002 figures of 42.8 per cent for the country as a whole, and 72.6 per cent for the Gaeltacht (Romaine, 2008). In 2002 a total of 1,570,894 people returned themselves as Irish speakers. Of this cohort 339,541 speakers

claimed to use Irish on a daily basis. Of the 62,157 Irish-speakers in the Gaeltacht, 33,789 (54.3 per cent) reported using Irish daily (Census 2002: 69, Table 34A). However, a large proportion of these self-assessed daily speakers of Irish are of school-going age, many of whom are unlikely to use the language outside of the school context. As noted earlier, the 2002 figures do not distinguish frequency of use within and without the education system and therefore are not directly comparable to the 2006 figures (Romaine, 2008). The following table shows the number of Irish-speakers and daily Irish-speakers as recorded in the 2002 and 2006 Censuses of Population.

Irish speakers and daily Irish speakers recorded in the 2002 and 2006 Censuses of population

	2002			2006		
	National total	Gaeltacht	Elsewhere	National total	Gaeltacht	Elsewhere
Total population	**3,917,203**	**86,517**	**3,830,686**	**4,239,848**	**91,862**	**4,147,986**
Irish speakers						
5-19	527,751	17,580	510,171	550,474	17,373	533,101
3-4 and 20+	1,043,143	44,577	998,566	1,106,316	46,892	1,059,424
Total	1,570,894	62,157	1,508,737	1,656,790	64,265	1,592,525
Percentage of total population	**40.1%**	**71.8%**	**39.4%**	**39.1%**	**70%**	**38.4%**
Daily speakers						
5-19	260,716	12,163	248,553	416,090	14,026	402,064
3-4 and 20+	78,825	21,626	57,199	109,265	22,471	86,794
Total	339,541	33,789	305,752	525,355	36,497	488,858
Daily speakers as percentage of Irish speakers	**21.6%**	**54.4%**	**20.3%**	**31.7%**	**56.8%**	**30.7%**
Daily speakers as Percentage of total population	**8.7%**	**39.1%**	**8%**	**12.4%**	**39.7%**	**11.8%**

Sources: www.cso.ie (accessed Friday 26th June, 2009) and Punch 2008: 52

While the ratio of Irish-speakers recorded in 2006 (39.7 per cent) is considerably higher than the ratio of Irish-speakers recorded in 1851 (24.5 per cent), it should be noted that in the censuses conducted in the nineteenth century the vast majority of Irish-speakers had acquired Irish in family settings. In contrast the majority of their 2006 counterparts learned Irish as a second language in school (Mac Mathúna, 2008; Ó Riagáin, 2008).

A change in the question regarding use of Irish in 2006 revealed that 72,148 people (1.7 per cent of the total population) were using Irish on a daily basis outside the education system. In the Gaeltacht there were 22,515 daily speakers outside of education, representing 24.5 per cent of the Gaeltacht population. The following table represents a reasonably accurate index of current use of Irish among the population based on the 2006 census figures.

Daily Irish speakers outside the education system recorded in the 2006 Census of population.

	National total	Gaeltacht	Elsewhere
Total population	**4,239,848**	**91,862**	**4,147,986**
Daily Irish speakers			
5-19 years	17,542	4,460	13,082
3-4 and 20+ years	54,606	18,055	36,551
Total	**72,148**	**22,515**	**49,633**
Daily speakers as percentage of total population	**1.7%**	**24.5%**	**1.2%**

Sources: www.cso.ie (accessed Friday 26th June, 2009) and Punch 2008: 52

According to the government's *Statement on the Irish Language* (2006: 10) 'Irish is the main community and household language of 3% of the country's population'. Based on her analysis of the census figures for 2002 and 2006 Romaine (2008) contends that intergenerational transmission of Irish continues to decline both within and outside the Gaeltacht. In particular, use of Irish declines among 15-19 year olds and continues during the child-bearing years of adulthood. And the rate of decline in the number of speakers in the Gaeltacht (1.8 per cent) is double the national rate of decline (0.9 per cent). Any increase in the number of people claiming to be Irish speakers is mainly due to school-based usage (Romaine, 2008).

So the statistics would imply that the loss continues in the Gaeltacht while elsewhere there is a degree of renewal through the school system (Romaine, 2008). Based on current trends it is unlikely that the language will continue to be transmitted in the home beyond the next generation. In fact Hindley (1990) wonders if the children currently attending a small number of Gaeltacht schools in Donegal, Galway and Kerry will be the last generation of native first-language Irish speakers. Based on his analysis of the 1981 census and other relevant data, Hindley (1990) estimated that there were less than 10,000 habitual speakers of Irish in a position to facilitate intergenerational transmission of the language. I will return to this discussion later when discussing the Gaeltacht as a linguistic entity.

1.3.3 Ability to speak Irish based on survey data

Based on national language survey data collected from the adult population (18 years and over) at ten year intervals (C.I.L.A.R., 1975; Ó Riagáin and Ó Gliasáin, 1984, 1994) Ó Riagáin (1997: 148) reports that for each survey 'about half of the sample said they had little or no Irish, about 40 per cent felt that they could manage a few simple sentences or parts of conversations, and just over 10 per cent said they could handle most or all conversational situations'. About three per cent of adults use Irish as their first language. However, significant numbers of speakers with limited proficiency appear comfortable with Irish in a listening or understanding capacity. For example, about 18 per cent of the population listen to Irish-language programmes on radio once a week or more (Ó Riagáin, 2008). Based on the same surveys Murtagh (2003) notes that just 1-2 per cent of respondents said they read an Irish language book or newspaper 'daily or a few times weekly'. Ninety-three per cent never read in Irish. About five per cent read an Irish column in daily newspapers a 'few times weekly'.

Two other points in relation to ability are worthy of note. First, research studies have consistently shown that ability to speak Irish is closely related to the amount of time spent learning the language in school. For example, in 1993 almost seventy-five per cent of those who spoke Irish had attended secondary school and almost fifty per cent had studied higher level Irish for the Leaving Certificate (final year of second-level schooling) (Ó Riagáin, 2008). And there was a strong relationship between the grade received in the Leaving Certificate Irish Examination and ability to speak the language (Murtagh, 2003).

Second, ability is also closely related to the type of Irish-language programme followed. Respondents to the 1993 survey who had completed primary schooling only had retained very little Irish. Most of them had just the odd word. Respondents with post-primary education fared better. Still sixty per cent claimed to have only 'a few simple sentences' but eleven per cent felt they could handle 'most conversations'. In contrast respondents who had received some Irish-medium instruction were much more competent. About thirty-three per cent of adults who had received some Irish-medium instruction reported they could speak Irish to the level of 'most conversations' or higher. Over sixty per cent of adults who had attended immersion programmes rated themselves at this level (Murtagh, 2003). Taking these two points together would indicate that ability to speak Irish is related to both time spent learning the language *and* the intensity plus cognitive challenge of learning higher-order subject content through the medium of Irish in immersion settings. But caution must be exercised in analysing self-report studies as responses are usually influenced by prevailing social, cultural, and political pressures as well as by respondents' attitudes and opinions (Fishman, 1991).

Ó Riagáin (1997: 196) concludes that partial or full immersion programmes 'appear to have been far more successful in imparting enduring speaking skills' than the much more common Irish-as-a-subject programme. So, having spent thirteen years studying Irish the majority of people attain a moderate speaking ability at best while the speaking ability of an increasing minority is negligible (Ó Riagáin, 2008). Of course this raises questions about what outcomes we can realistically expect to achieve in these different language-learning contexts. I don't think this has ever been clearly explicated by successive Irish governments or by the general population. For example, Harris *et al.* (2006) note that the results of national surveys of Irish Speaking and Irish Listening conducted in the late 1970s and early 1980s indicated that the course objectives were beyond the attainment of many pupils and courses with less ambitious expectations might achieve improved outcomes.

So, it may very well be that given the circumstances which obtain in the various school settings, the outcomes are as good as we could hope for. Therefore, to improve results might necessitate changing the learning conditions in schools. This idea is supported by Harris *et al.* (2006) who suggest that primary schools might seek to garner parental support for extended core Irish programmes or intermediate Irish immersion programmes. This could be a viable proposition as Ó Riagáin's (2001) analysis of survey data indicates that about twenty-five per cent of the public would be in favour of more intensive Irish language programmes, including immersion programmes.

1.3.4 Attitudes towards Irish, towards state policy and towards the teaching of Irish

Ó Riagáin (2008: 61) characterizes the history of the Irish language over the last 150 years

> *'as a struggle between two conflicting socio-cultural processes ... The relationship between the Irish language and ethnic identity on the one hand, and perceptions of its limited value as cultural capital on the other, form two opposing attitudinal predispositions which determine attitudes towards policy. Support for the Irish language is higher in many respects than would appear to be justified by the objective position of the language in society. Yet support is not high enough in regard to those policy options which could significantly alter the linguistic picture'.*

Based on the language surveys mentioned above, Ó Riagáin (2008) reports that for ethnic and cultural reasons, a majority of the Irish public will accept a considerable investment of state resources to maintain Irish in the Gaeltacht, to provide public services and notices in Irish and to support Irish-language organizations. However, they are not prepared to support policies that would discriminate in favour of Irish which would affect their own material opportunities. These surveys indicated that people placed a high value on Irish as a symbol of national identity and want to see it transmitted to the next generation. But people were very pessimistic about the future of the language feeling it was not relevant to their lives (Ó Buachalla, 1988).

State policy towards the teaching of Irish is supported by a large majority of the population. However, as Ó Riagáin (2008) notes, state policy merely ensures that Irish continues to be a compulsory subject in all state-funded schools. The proportion of pupils who either fail Irish in state examinations or do not present for the Irish examination continues to increase steadily (Ó Riagáin, 2008). Ironically, while a large majority of adults feel that children don't learn enough Irish to be able to use it outside of school, they are in favour of maintaining current policy towards the teaching of Irish. About twenty-five per cent of the public would support more intensive language programmes, including immersion programmes but only a small percentage of this minority is being catered for at present (Ó Riagáin, 2008).

Harris and Murtagh (1999) carried out an in-depth study of the teaching and learning of Irish in twenty senior grade primary school classes. Two-thirds of parents surveyed were favourably disposed towards Irish and three quarters of parents were in favour of Irish being taught to their children. But importantly such positive attitudes were not matched by high levels of commitment or involvement in the process of their children learning the language (Murtagh, 2003) as was the case with English and mathematics. Interestingly, where parents did encourage, praise, support and help their children with Irish homework, this was associated with higher pupil achievement and more positive pupil attitudes and motivation towards learning Irish (Murtagh, 2003). Even moderate levels of home use of Irish are associated with higher pupil achievement (Harris and Murtagh, 1988b, 1999), cited in Murtagh (2003).

So the evidence would indicate that the public supports state language maintenance policy where such policy does not require any active commitment on their behalf and does not directly affect their own material opportunities (Ó Riagáin, 2008). This could be summed up as passive but not active support for the language.

1.3.5 The Future

So what is the future for the Irish language? Ó Riagáin (1997) argues that the survival of the language will require revival. Despite all the shortcomings of state revivalist policy

since 1922, it must be acknowledged that new domains of use and a significant number of secondary bilinguals have emerged from the privileged position of Irish in the education system (Ó Tuathaigh, 2008; Romaine, 2008). Since 1891 Dublin is the area showing the largest increase in Irish speakers (Romaine, 2008). In fact the metamorphosis of Irish from the oral dialects of the illiterate, rural underclasses into the modern literary second language of a privileged urban elite has been a major achievement (Hindley, 1990).

But the future of the language depends on use and, in particular, on intergenerational transmission in the home (Hindley, 1990). Learning a language for the purpose of communicating is not merely a general principle. Maintaining a language implies that it is needed for communicating with someone who cannot communicate in any other language. This is clearly not the case in Ireland as all Irish speakers are bilingual. The loss of a natural incentive to learn the language 'is regarded by many as a fatal step towards language death' (Hindley, 1990). Universal bilingualism among native speakers of a minority language is 'merely a transitional stage towards abandonment of that language, for it has thereby lost its communicative *raison d'être*' (Hindley, 1990: 197) (italics in the original). No example exists of a language prevailing as a 'normal daily social medium once full bilingualism has been attained by all its native speakers' (Hindley, 1990: 253).

This is why the decline in the number of Irish speakers in the Gaeltacht is particularly deserving of attention. All attempts to stop the decline of the Gaeltacht since 1893 and since the foundation of the state in 1922 have failed (Hindley, 1990) and this failure is a clear indictment of the state's declared language policy (Ó Tuathaigh, 2008). Indeed the fact that Irish is still used today as a community language, albeit in small remote areas, is an undoubted achievement considering the rapid rate of decline that existed during the late nineteenth century (Hindley, 1990).

As with other minority languages the main value for Irish in the future may be cultural and symbolic, a conduit for assertion of identity, rather than having any practical value (Hindley 1990; Romaine 2008). Romaine (2008) argues that Irish would be far worse off without all the language maintenance effort. Hindley (1990: 39) contests that 'the revival of Irish based on abstract ideas such as national identity, culture, tradition, and heritage, divorced as they are from the forces of everyday reality for ordinary people has finally failed'. In contrast Romaine (2008) is more sanguine suggesting that 'the world in Irish will not be lost and the world can indeed be lived in Irish by those who choose to learn and use it'. My own feeling is that Irish will not endure as a community language in the Gaeltacht beyond one, or at most two, more generations. But Irish will continue to be taught in our schools and will be used regularly by a very small percentage of non-native speakers (secondary bilinguals) for a very long time to come. As the Irish proverb says: *Is maith an scéalaí an aimsir* (Time will tell).

1.3.6 Summary

To summarise then, the decline in the use of Irish came about initially as a result of conquest and plantation by English settlers. The exclusively English-medium national school system established in 1831 as well as the Great Famine of 1845-1849 contributed to the decline of a language that became associated with poverty, low social status and illiteracy. People opted to speak English for utilitarian reasons. Today the use of Irish as a first language continues to decline while the number of secondary bilinguals is growing slowly, particularly in the Dublin area. This is probably due to the growth and effectiveness of Irish-

medium education as pupils who study Irish as a subject tend to achieve minimal competence in the language. Overall, a very small percentage of the population uses Irish on a regular basis outside the school system, and an even smaller ratio reads in Irish regularly.

In general Irish people's attitudes to the language tend to be ambivalent. They value the language as part of their cultural heritage but feel it doesn't have any relevance for them in modern Ireland. They want Irish to be taught in schools and to be used by native speakers as a community language in the Gaeltacht but they are disinclined to make any personal investment or commitment to the language revival effort. Large numbers of the population claim to be able to speak the language but rarely or never use it. 'This national cultural irony best underpins the complexity of identity in relation to language in Ireland' (Kelly, 2002: 13).

1.4 State Policy and the Irish Language

Following the War of Independence and the signing of the Treaty with the British government in 1921, the Irish Free State consisting of 26 counties (which composed approximately three quarters of the island of Ireland) was established in 1922. The other 6 counties remained under British rule. The Irish language revivalist policy pursued by the Irish Free State was based on cultural nationalism, historical significance and nationhood (Kelly, 2002). Irish was declared the national language of the state with official recognition also for English, in Article 4 of the Constitution of the Irish Free State in 1922. The privileged position afforded Irish was strengthened in the 1937 Constitution when Irish was declared the first official language and English was to be recognised as a second official language. However, it must be acknowledged that the language articles in both constitutions were declarations rather than actual rights (Ó Laighin, 2008).

To put this in a global context less than 4 per cent of the world's languages have official status in the countries where they are spoken. 'A small minority of dominant languages prevail as languages of government and education' (Romaine, 2008: 21). English is the dominant official language in over seventy countries (Romaine, 2008). The global dominance of English has secured its status as the de facto language in political, commercial, technical, academic, religious and social domains in Ireland. Irish is a minority language despite its official status as enshrined in the constitution. As discussed earlier, a relatively small number of native and non-native speakers use Irish in their daily lives outside the education system. Irish does not prevail as the normal community language in any town in Ireland. The almost universal use of English by Irish people means that English is needed by everyone for full participation in economic and social life (Hindley, 1990).

Ó Riagáin (2008) notes that despite the fact that most Irish-speakers resided in the west of Ireland at the time, the Irish state's language policy was not organized along territorial lines as was the case in other countries including Belgium, Switzerland and Spain. Two language regions, one English-speaking and one Irish-speaking, in which each language would be defined as the official standard, were not designated. Granted, an Irish-speaking district (*Gaeltacht*) was defined and given special status, but Irish-language policy applied to the state as a whole. Because of the paucity of Irish-speakers outside the Gaeltacht, the bilingual policy in this region was not 'designed to meet the needs of an already existing bilingual community, but rather *it sought to create one*' (Ó Riagáin, 2008: 56) (italics in the original). In this respect the language policy of the Irish state was unique (Ó Riagáin, 2008).

Ó Riagáin (2008) refutes the notion that Ireland's language policy had as its objective the displacement of English by Irish among the general population. He contends that 'the constitutional and legislative provisions made for Irish since the 1920s and 1930s do not suggest that anything other than the establishment of a bilingual state was ever envisaged' (Ó Riagáin, 2008: 55).

The bilingual policy pursued by the state has been characterized as one of maintenance and revival (Kelly, 2002; Ó Riagáin, 2008). The maintenance of Irish as a community language in the Gaeltacht was pursued through a regional economic development programme (Ó Riagáin, 2008). The main instruments of the revival of Irish outside the Gaeltacht would be the civil service and the education system (Ó Riagáin, 2008; Ó Tuathaigh, 2008). Ó Riagáin (2008: 56) sums up the history of Irish-language policy since 1922 as 'a continuing struggle to find the most efficient, fair and appropriate balance between these two objectives of maintenance and revival'. This policy is reiterated in the Irish Government's *Statement on the Irish Language 2006*, which aims 'to increase on an incremental basis the use and knowledge of Irish as a community language' (Government of Ireland, 2006: 55) and to develop a bilingual society 'where as many people as possible can use both Irish and English with equal ease and facility' (Government of Ireland, 2006: 8).

In the first half of the twentieth century the State language policy was influenced greatly by the Irish language revival movement which had as its objectives the preservation of Irish as the national language, extended use of Irish as the vernacular, the publication of existing Irish literature as well as creating a modern Irish literature (Ó Tuathaigh, 2008). Many of the political leaders of the newly formed Irish Free State had been active in the language revival movement and were determined to 'assert the distinctiveness of Irish cultural identity' from the outset (Ó Tuathaigh, 2008: 28). While there were objections to this policy within political circles, in particular within the Department of Finance because of the expenditure involved, government policy was implemented in an unyielding fashion (Ó Buachalla, 1988).

While the state's revivalist commitment was strongest in the education system it was also apparent in other areas of state support (O Tuathaigh, 2008), although such support was mostly tokenistic (Fishman, 1991). In 1925 Irish was made compulsory for recruitment to the civil service, a policy that lasted until the early 1970s (Ó Tuathaigh, 2008). During the first half of the twentieth century the state's revivalist policy enjoyed a modicum of symbolic success. As outlined earlier, the modernization and standardization of the language were supported by the state. Irish was used for some state occasions and in the nomenclature of many state services and public companies. And Irish was also used in a limited measure by prominent state figures (Ó Tuathaigh, 2008). By the 1950s, despite the failings of the state revivalist policy, 'Irish had achieved a degree of penetration and a presence in public domains in Ireland from which it had been excluded from [*sic*] centuries' (Ó Tuathaigh, 2005: 50, cited in Ó Tuathaigh, 2008: 30).

Ó Tuathaigh (2008) cites a number of reasons why the revivalist policy was failing at this stage. The state did not make any legislative provision for the rights of Irish-speakers. There were very few opportunities for the purposeful use of Irish and few job opportunities outside of education for competent speakers. Insisting on competence in Irish for entry to the public service did not guarantee the provision of these services through Irish. In fact from the 1920s onwards most state agencies, even those operating in the Gaeltacht, conducted their business through the medium of English. English was dominant 'in virtually all fields of state

activity except education' (Hindley, 1990: 36-37). So the intended 'bilingualization' of the state apparatus did not materialise. In time public goodwill was eroded leading to cynicism and charges of tokenism and hypocrisy. Similarly Hindley (1990: 36) notes that revival efforts were focused on 'political, legal, and educational action designed to make Irish generally known and respected but falling short of more drastic action which might have made it *used* outside the limited fields of state employment' (italics in the original).

Fishman (1991) notes the limited success of some community-based projects. These projects can be viewed as part of the state's revivalist efforts as they would have been in receipt of state funding through *Bord na Gaeilge*. *Éigse-Carlow*, begun in 1979, has been a particularly successful community-based effort to promote Irish in Carlow town via sporting events and arts entertainment through the medium of Irish. The town's voluntary all-Irish primary school was founded in 1982 as a result of the enthusiasm engendered by *Éigse*. *Glór na nGael* is an annual competition, established in 1962, with awards presented by the President of Ireland to residential localities that have been most successful every year in promoting community use of Irish. The competition has helped keep the revival effort in the public domain 'converting that struggle into something in which the public itself is directly and actively involved, rather than having the language generally remain the passive beneficiary of the efforts of governmental agencies or of the atypical citizens who are members of voluntary organizations' (Fishman. 1991: 132).

Other community-based projects include *Tiobraid Árann ag Labhairt* and *Gaillimh le Gaeilge*. The former involves teachers, pupils, parents and other community representatives in North Tipperary assisting other community members to use what little Irish they have or to learn Irish. The latter initiative is aimed at promoting the use of Irish among businesses in Galway City, which is the gateway to Conamara, the largest and perhaps the most vibrant Gaeltacht area in Ireland. While it was hoped that these local efforts would gain enough momentum to develop into a new, self-sustaining sociolinguistic reality of Irish-speaking communities (Fishman 1991), this has not materialised. Nevertheless they are important in terms of supporting the school-based efforts at teaching the language as they provide opportunities for pupils to use the language outside the classroom. They are also important in terms of community members' identity construction.

Other noteworthy events in receipt of state funding include the national annual celebration of Irish, *Seachtain na Gaeilge*, which takes place every year around St. Patrick's Day (March 17th) and *Oireachtas na Gaeilge*, an annual week-long festival where L1 Irish speakers from the various Gaeltacht communities and L2 Irish speakers celebrate and compete in competitions in Irish music, songs, dance and literature. Many children attend state funded Irish language colleges both within and without the Gaeltacht during the summer vacation period. These colleges are important to the economy of the Gaeltacht as well as affording children opportunities for more intensive language study. They also afford children and adults from within and without the Gaeltacht opportunities to establish contacts that revolve around the language thus reducing the 'social distance' (Norton, 2000: 3) between the learners and the target language community. Such initiatives are important not just in terms of promoting the language and awareness of the language, but also in terms of supporting the education sector and in terms of affording people opportunities to construct and express their identities.

Ó Tuathaigh (2008: 33) comments that the failure to maintain a viable Irish-speaking community in the Gaeltacht was 'the most obvious and gravest indictment' of the state's

stated language policy. As well as the failure to foster social and economic regeneration in the Gaeltacht, state intervention did not stem the tide of emigration, which was particularly acute in rural Ireland during the 1950s, or reverse the language shift to English. Ó Buachalla (1988: 355) describes the educational neglect of the Gaeltacht as 'a major social injustice'. Ó Tuathaigh (2008: 31) sums up the state's language policy during the first half of the twentieth century laconically: 'the 'maintenance' objective of state policy on Irish was failing spectacularly in the language's primary habitats, without Irish becoming embedded elsewhere in newly-formed communities of Irish-speakers' (emphasis in the original).

From the late 1950s state policy towards the language was characterized by much activity and innovation but lacked clarity and coherence (Ó Tuathaigh, 2008). *An Coimisiún um Athbheochan na Gaeilge* (The Commission for the Revival of Irish) was established to examine state policy and reported in 1963. It reaffirmed the ideological basis of the revival policy on the basis of cultural identity and also restated the twin objectives of maintenance and revival (Ó Tuathaigh, 2008). In response to the Commission the government highlighted the importance of public opinion in determining the future of Irish as a living language. 'The emphasis on public attitudes clearly reflected the government view that the major constraint on policy development was the absence of sustained public support and not state action *per se*' (Ó Riagáin, 1997: 23) (italics in the original).

The use of the education system as the main means of reviving the language is discussed in a later section. Here I will focus on some key non-educational initiatives although a crossover between the two is unavoidable. For example, *Institiúid Teangeolaíochta Éireann* (The Linguistics Institute of Ireland) was established in 1967. This was followed by *Comhairle na Gaeilge* in 1969 and The Committee on Irish Language Attitudes Research (CILAR) in 1970. These agencies were intended to provide better advice on language planning and teaching by conducting research as well as drawing on international research and expertise in sociolinguistics and applied linguistics (Ó Tuathaigh, 2008).

Attempts to raise the profile and status of Irish among the general population included the establishment of *Bord na Gaeilge* in 1975 to promote Irish and its use as a living language among the general public. This development 'effectively relieved the state of direct responsibility for language policy' (Ó Buachalla, 1988: 353). *Bord na Gaeilge* was superseded by *Foras na Gaeilge*, an all-Ireland statutory agency responsible for language planning and development, including supporting the teaching of Irish and Irish-medium education, which was established under the terms of the 1998 *Belfast Agreement*. In 1972 an Irish-language radio station (*Radio na Gaeltachta*) was set up and an Irish-language television station was established in 1995. The language is supported by the government Department of Community, Rural, and Gaeltacht Affairs and the Gaeltacht has its own regional development authority *Údarás na Gaeltachta*, established in 1979 to improve economic, social, and cultural development in the Gaeltacht, with special emphasis on preserving Irish as the primary medium of communication (Ó Laighin, 2008).

More recent developments include *The Official Languages Act 2003* and the appointment of a Language Commissioner (*An Coimisinéir Teanga*) to oversee the implementation of the Act and to advise the public as regards their rights under the Act. The Act is being phased in and is intended, among other things, to improve and extend the provision of public services through the medium of Irish (Ó Laighin, 2008; Romaine, 2008; Watson, 2008). And in January 2007 Irish was declared an official language of the EU.

It is, perhaps, too early to assess the impact of these recent developments on the realisation of state policy. It is likely that they will lead to enhanced but limited job opportunities as well as providing new domains for the use of Irish (Ó Laighin, 2008). This in turn could motivate language learners to develop advanced language skills (Ó Tuathaigh, 2008). Such advanced language skills have been labelled 'cognitive/academic language proficiency' (CALP) by Cummins (1980/2001: 112). While the education system might be enabling a small minority of people to develop CALP, thus fostering elitism, perhaps it would be more productive if the system focused more on developing learners' 'basic interpersonal communicative skills' (BICS) (Cummins 1980/2001: 112). These skills are more useful in everyday informal conversation, so developing learners' competence in BICS would be more likely to promote greater usage among secondary bilinguals. Eventually it is likely that economic considerations will be paramount in the provision of these services, so a lot will depend on the demand for these services, both within and without the Gaeltacht (Ó Tuathaigh, 2008).

Ó Tuathaigh (2008) identifies a marked change in state policy towards Irish from the 1960s onwards. Increasingly there has been less focus on Irish as an essential symbol of cultural identity and an accompanying shift towards responding to the rights, needs and demands of the Irish-language community as a sectional interest. For example, in 1973 the requirement of competence in Irish for entry to the public service was abolished as was the requirement to pass Irish in state examinations to achieve an overall pass in the examinations (Hindley, 1990). Ó Tuathaigh (2008: 37) suggests that the state was retreating from its hereto proactive role in promoting the language and characterizes the state's position on the language during the 1970s, 1980s and 1990s as 'essentially responsive rather than directive'.

Ó Riagáin (2008) argues that in recent decades the state has focused more on the maintenance dimension of the language policy and less on the revival aspect. 'The underlying principle is tending towards one of servicing the bilingual population primarily at those locations where the most obvious concentrations of Irish-speakers occurs [*sic*], i.e. where a community of speakers is presumed to already exist' (Ó Riagáin, 2008: 63). To support his argument he cites the establishment of *Radió na Gaeltachta*, an Irish-language radio station aimed primarily at the Gaeltacht community, and the setting up of an Irish-language television station (TG4), but the attenuation of Irish-language material on mainstream radio and television services. He also argues that state policy towards Irish in the education system has evidenced a similar trend.

However, despite the considerable economic and social development in the Gaeltacht in the last thirty years the language shift to English continues unimpeded (Ó Tuathaigh, 2008). Ó Giollagáin and Mac Donnacha (2008) and Ó Tuathaigh (2008) provide insightful analysis of the social, economic and demographic reasons for this trend. Ó Tuathaigh (2008) criticises *Údarás na Gaeltachta* (The Gaeltacht Authority), established in 1979, for inadequate attention to language-maintenance as part of their economic regeneration strategy for the Gaeltacht. The same author speculates whether the political will now exists to implement the radical measures necessary to arrest the language decline or to help create a sustainable Irish-speaking community in the country.

Ó Tuathaigh (2008) concludes that the 'maintenance mission' of state policy has all but failed. In contrast the revival element of the policy has achieved some penetration in many domains of Irish society. But competent Irish-speakers outside the Gaeltacht (dispersed

native-speakers and secondary bilinguals) constitute a negligible proportion of the national population. These fragile dispersed urban networks lack the critical mass to develop viable, self-propagating networks of competent speakers. Moreover, they are sustained to a certain degree through contact with particular Gaeltacht communities and these communities are struggling for survival (Ó Tuathaigh, 2008).

In appraising the effectiveness of the state's language policy to expand bilingualism Ó Riagáin (2008) notes that the ratio of home use of Irish in the country as a whole has remained stable at under 5 per cent since the 1920s. While this falls short of the expansion envisaged in successive policy declarations 'it is nonetheless a sociolinguistic achievement that would have been inconceivable prior to the establishment of an independent state' (Ó Riagáin, 2008: 59). He attributes this to 'the capacity of the schools to produce competent bilinguals rather than the capacity of the bilingual community to reproduce itself' (Ó Riagáin, 2008: 59).

Ó Tuathaigh (2008) cites a number of examples from the 1970s, 1980s and 1990s where the state has responded positively, albeit slowly, to the lobbying of the Irish-language community. The growth of Irish-medium education is one such example. This suggests to me that the Irish-language community will have to be proactive to ensure that state policy continues to evolve and be implemented if Irish is to retain its limited but important role and usage in Irish society. As pointed out by the DES/Council of Europe Language Policy Profile for Ireland 2005 – 2007 (n.d.), 'dynamic forces at work in everyday activities of language communities are often more powerful than conscious ideologically motivated policies'.

According to the Government of Ireland *Statement on the Irish Language* (2006) Irish is supported through the Department of Community, Rural and Gaeltacht Affairs and the bodies coming under its aegis including *Foras na Gaeilge*, *Údarás na Gaeltachta*, and *Bord na Leabhar Gaeilge*; the education system; the legislative framework; the media and state funded voluntary Irish language organisations. For example, there are more than fifty pieces of legislation providing support for Irish and its status as a language and the *Statement on the Irish Language* (2006) lists fourteen voluntary Irish language organisations in receipt of state funding. This represents a substantial investment of state resources in the language.

And while I have focused primarily on status planning efforts, it should be acknowledged that the state has also supported corpus planning, so important to reversing language shift (Fishman, 1991) through, for example, *An Gúm* and *An Coiste Téarmaíochta* (The Terminology Committee). The former is a state-sponsored publisher of Irish language books for children and older readers, school textbooks, and dictionaries, while the latter is a state-sponsored committee charged with developing and providing authoritative, standardised Irish-language terminology so as to enhance the status of Irish as a modern medium.

So prior to 1960 the state's policy towards the Irish language was based on cultural nationalism. While the maintenance mission was failing the revival mission achieved a modicum of success due to the privileged role of Irish in the education system. Since the 1960s we have witnessed the democratization of state language policy development and implementation through the establishment of various agencies to monitor public attitudes and demands. This has been a feature of state policy in general and not just language policy. While it has been a positive development there is also a negative aspect to it. Because the state is no longer operating a hands-on approach to language policy development but operating at a position once removed, official responsiveness to emerging difficulties,

particularly in the education sector, have been far too slow. And in the education sector official responsiveness has not only been too slow but its scope has also been too narrowly defined (Harris *et al.*, 2006).

Despite the more responsive than directive policy approach that has privileged maintenance over revival since the 1960s the maintenance mission has continued to fail. The revival mission enjoys very limited success mainly due to the development of Irish-medium education. So, given the lack of usage of Irish among the general public, as well as the lack of opportunities for usage, one wonders why successive governments persevere with a policy that is so ineffective. Some commentators (Hindley, 1990; Ó Tuathaigh, 2008) have been critical of governments for failing to implement more radical policy measures that might achieve greater success. However, they do not elaborate on what these more radical measures might entail.

Policy statements such as the *Statement on the Irish Language* (2006) tend to be vague (Ó Riagáin, 2008). In the statement the government has committed to developing a twenty-year strategy based on the objectives outlined in the document. While policy statements are strong on rhetoric what matters most is how well informed by research these statements are as well as how exactly these policies will be realised. Because the realisation of state policy is dispersed among a number of different government departments (including the Department of Education and Science) and state agencies, state policy lacks clarity and coherence. The only success appears to be within the Irish-medium education sector. This could place a disproportionate amount of the burden for the realisation of state policy on teachers, pupils and the wider school community in this sector.

The foregoing analysis would suggest that successful realisation of state policy may depend not just on broad statements which are strong on rhetoric and lack any real impact but also on how school communities and the wider community share the burden in a mutually supportive manner (as in the aforementioned *Éigse-Carlow)* because, as Fishman (1991: 142) notes, 'local voluntary efforts are often in a better position to achieve breakthroughs than are ponderous, costly, centrally controlled, nationwide efforts'. Both approaches may contribute to language maintenance so the issue is when to pursue which approach. This will depend on how threatened the language is. Focusing on lower-level initiatives may be more productive for more threatened languages (Fishman, 1991).

1.5 The Gaeltacht as a Linguistic Entity

1.5.1 Geographical limits of the Gaeltacht

The first official attempt to define the geographical limits of the Gaeltacht was made in 1926 by *Coimisiún na Gaeltachta* (Gaeltacht Commission). The Commission recommended the designation of two Gaeltacht categories. The *Fíor-Ghaeltacht* (Irish-speaking District) would be those districts where 80 per cent or more of the community were Irish-speaking. The *Breac-Ghaeltacht* (Partly Irish-speaking District) consisted of districts where between 25 and 79 per cent of the population could speak Irish (Ó Giollagáin and Mac Donnacha, 2008). Based on his analysis of the 1926 census data in the Kerry and Galway Gaeltacht regions Ó Riagáin (1997) estimated that approximately 3 per cent of the national population lived in the *Fíor-Ghaeltacht* and at most another 3 per cent lived in the *Breac-Ghaeltacht*.

A major revision of the Gaeltacht boundaries was undertaken in 1956 to correct earlier inaccuracies. Some minor revisions were made in the years, 1967, 1974, and 1982, all resulting in small extensions to the Gaeltacht boundaries, but no revisions have been made since 1982 (Mac Donnacha *et al.*, 2005). Commins (1988), cited in Ó Giollagáin and Mac Donnacha (2008), has estimated that the official Gaeltacht constitutes 7 per cent of the state's landmass. Some language shift occurred between 1926 and 1956, particularly in the *Breac-Ghaeltacht*, and the population in all Gaeltacht areas fell significantly in line with trends in rural Ireland. However, notwithstanding these linguistic and demographic shifts, 'the majority of the *Fíor-Ghaeltacht* areas remained stable, in linguistic terms, until the 1960s' (Ó Riagáin, 2008: 57).

During the first half of the twentieth century social networks in the Gaeltacht were very localized and stable due to the small farm holdings and remote, localized fishing enterprises that were the economic mainstay of the people. The stability of these networks was central to the maintenance of the Irish-speaking communities. Economic development in the 1960s resulted in many rural communities not being able to support traditional activities. Changes in employment, education and recreation patterns increased interactions between Irish and English-speakers and social-network patterns in the Gaeltacht were transformed. The net effect was to diminish the possibility of maintaining Irish as the community language (Ó Riagáin, 2008).

It is generally accepted that the 1956 revision overestimated the true extent of the Gaeltacht (Ó Giollagáin and Mac Donnacha, 2008). Based on research he conducted in the 1970s Ó Riagáin (1997) estimated that only thirty per cent of the Gaeltacht districts were predominantly Irish-speaking and stable while about twenty-five per cent were almost exclusively English-speaking. He also concluded that bilingual core areas of substantial size could only be found in the two largest Gaeltacht areas of Galway and Donegal.

1.5.2 Gaeltacht schools as agents of language maintenance and transmission

While a comprehensive analysis of the sociolinguistic complexity of the Gaeltacht is beyond the scope of the current study, suffice it to say that the language shift to English is being propelled by social dynamics and demographic movements. The economic restructuring of the Gaeltacht that brought about a growth in non-agricultural employment was accompanied by high levels of in-migration and return migration and more commuting to nearby towns. Consequently the number of English-speakers increased and the proportion of Irish-speakers, especially in the younger age-groups, declined (Ó Riagáin, 2008). It is now estimated that about half of the children in the strongest Gaeltacht districts are acquiring their ability in Irish primarily in the home (Ó Giollagáin and Mac Donnacha, 2008; Ó Riagáin, 2008).

Ó Giollagáin and Mac Donnacha (2008) provide a fascinating account of how the spoken Irish of young Gaeltacht native speakers is changing rapidly due to changing patterns of language use as the majority language is increasingly becoming the language of social interaction among these young L1 Irish speakers. 'The language-use patterns for the younger speakers of Irish, even in the strongest Irish-speaking districts, are exhibiting the indicators of a minority language community that is succumbing to the pressures of language shift as a result of contact with a majority language community' (Ó Giollagáin and Mac Donnacha, 2008: 113).

Traditionally Gaeltacht schools were relied on to support parents' endeavours to transmit Irish to their children in the home. Some parents opted to speak English to their children and were happy to leave the transmission of Irish in the hands of the local Gaeltacht school. But, as Ó Giollagáin and Mac Donnacha (2008) point out, the irony is that the schools now provide the locus where English-dominated peer-group networks can flourish thus undermining the language transmission efforts of Irish-speaking parents and of the schools themselves. The Irish and Maori examples are testimony to the ineffectiveness of over-reliance on the school for mother tongue socialisation (Fishman, 1991).

Language maintenance in the Gaeltacht faces challenges from the circumstances obtaining in Gaeltacht schools as native Irish-speakers, native English-speakers and children raised bilingually all attend school together, with native Irish-speakers in the minority (Mac Donnacha *et al.*, 2005). Mac Donnacha *et al.* (2005) found that in fifty-four per cent of primary schools and in seventy-four per cent of secondary schools pupils used more English than Irish in their daily social interactions within the school environs as a result of the varied linguistic intake. And the language interaction patterns among pupils were directly related to the number of daily Irish speakers in the school's catchment area (Mac Donnacha *et al.*, 2005). The authors conclude that the educational system in the Gaeltacht, as it is currently constituted at both primary and post-primary levels, appears to be more successful at promoting English usage among L1 Irish speakers than it is at promoting Irish usage among L1 English speakers (Mac Donnacha *et al.*, 2005).

Promoting leisure reading in Irish seems to be problematic in Gaeltacht schools. For example, when presented with a choice, pupils opt to read for leisure in English rather than in Irish as they perceive the available English reading material to be more interesting (Muintearas, 2000). Available reading material in Irish has been criticised for not being sufficiently challenging for children in the Gaeltacht and for not providing them with the necessary language enrichment (*Tuarascáil Choimisiún na Gaeltachta* 2002, cited in Mac Donnacha *et al.*, 2005), and for not reflecting Gaeltacht children's current lifeworlds (Mac Donnacha *et al.*, 2005). Questions have been raised also about the lack of availability of Irish-language textbooks and other supplementary reading material as well as the linguistic suitability of those that are available. It is not uncommon for teachers to use English language textbooks in Gaeltacht schools. This impacts negatively on the ability of schools to deliver the full primary school curriculum effectively as well as restricting the amount of the curriculum that can be delivered through Irish (Mac Donnacha *et al.*, 2005). The same authors also note the lack of suitable initial teacher education programmes, and continuing professional development for teachers who work in the sociolinguistically complex Gaeltacht schools (Mac Donnacha *et al.*, 2005).

Young Irish-speaking children in the Gaeltacht 'are not evidencing the full range of linguistic competencies expected of native speakers' (Ó Giollagáin and Mac Donnacha, 2008: 112). In a minority context the language acquisition process which begins in the home is developed and completed through peer-group reinforcement of language use in both social and institutional contexts. Their ability to complete this process is being increasingly compromised because of the social pressure to conform to the norms of the English-dominated peer groups. This evidence is consistent with the research of Tina Hickey (Hickey, 2001, 2007; Hickey and Ó Cainín, 2001) cited below. The result is 'incomplete acquisition' (Ó Giollagáin and Mac Donnacha, 2008). Young native Irish speakers are now showing higher levels of ability in English than in Irish (Ó Giollagáin and Mc Donnacha, 2008). Harris *et al.* (2006) found that primary school pupils in all-Irish schools outside the Gaeltacht

outperformed their peers in Gaeltacht schools in some language ability tests of listening, speaking and reading, including 'mastery of general comprehension of speech', 'speaking vocabulary' and 'communication'.

The challenge of developing the use of Irish as a community language has been addressed by Hickey (2001, 2007), and Hickey and Ó Cainín (2001) in their comprehensive research of children's language networks in all-Irish preschools. These informal settings are particularly informative as children are free to move around and choose whom they will interact with. Hickey (2007) gives an authoritative overview of research in two-way or dual language immersion. In doing so she points to the significant challenge for two-way immersion in relation to promoting the status of the minority language and in supporting minority language native speakers by maintaining minority language networks, given the overwhelming impact of the majority language. This is due in part to the high levels of language contact between majority languages and endangered minority languages as the low-density distribution of minority L1 speakers, particularly in rural Ireland, as well as the limited availability of resources, increases the likelihood of mixed classes of minority L2 speakers and minority L1 speakers. The evidence suggests that dual immersion and two-way bilingual programmes tend to advantage language majority speakers more than minority language children (Wiley, 2005).

Hickey (2001) examined language contact among children in all-Irish preschools and found that group composition influenced the language output of minority L1 Irish speakers more than majority L1 English speakers. Her study was set in the Gaeltacht communities in the west of Ireland. The participants were 60 children aged between 3 and 5 years attending *naíonraí* (all-Irish preschools), including both L1 Irish speaking children and L2 Irish speaking children. In groups where L2 Irish learners dominated, minority L1 Irish speakers spoke less and produced much less of their own L1 (the target language) than when mixing in groups dominated by bilinguals or Irish L1 children. The English L1 children were not influenced by the group mix. Because of their low levels of competence in the lower-status L2 they maintained a low level of output in the Irish L2 target language regardless of whether they were in groups where L1 Irish speakers or L2 Irish learners dominated.

Overall the level of Irish usage in this context, even by L1 Irish children, was relatively low. Because of the high prestige of the majority language speakers tend to use it to gain peer approval even when the minority language has official and active support in the setting. These L1 Irish speakers were in need of L1 enrichment in syntax and vocabulary. However, some of the preschool leaders favoured postponing language enrichment activities such as drama, story-telling or reading aloud to children until L2 Irish speakers attained an unspecified threshold level of competence. Hickey (2001: 466) points to the urgency of addressing specifically the differing needs of the children in these mixed-language settings so as 'to promote the mother tongue enrichment of the L1 children, as well as to encourage L2 acquisition by language learners'.

Reporting on the same study Hickey (2007: 49) argues that grouping L1 minority language speakers with L2 learners without the support of specific language plans, syllabi and methodologies to cater for their different needs 'compromises the value of native speaker competence in the minority language and essentially accords it the status of supporting L2 learning'. Her findings are consistent with the conditions obtaining in Gaeltacht primary schools as reported in *Tuarascáil Choimisiún na Gaeltachta* (2002), cited in Mac Donnacha *et al.* (2005). The first case Hickey (2007) cites is of a child from a home where Irish only

was spoken grouped with a majority of children from English-only homes learning Irish as L2. This child was entirely dependent on the two adults in the room for Irish interaction and input, not interacting at all in Irish with his peers. His L1 interactions were not linguistically stimulating for him as they consisted mainly of short snippets of conversation and instructional language with busy adults, despite his obvious need for L1 enrichment as evidenced by his errors. He appeared to be a more animated speaker in L2 English with his peers.

The second case reported in Hickey (2007) is a child from an Irish-only home attending a *naíonra* with a few other children from Irish-only homes but the majority from Irish-English homes and one child from an English-only home. Thus all but one child in the group had some competence in Irish. The target child almost always spoke English with his peers but spoke mainly Irish to the adult preschool leader (*Stiúrthóir*). He even addressed the other children from Irish-only homes in English. Again this child's L1 errors indicated his need for L1 enrichment. The third case involved a child from an Irish-only home in a *naíonra* with a majority of children also from Irish-only homes, three from Irish-English homes and one child from an English-only home. Again all but one of the children had some fluency in Irish. The target child, whose Irish was limited and inaccurate, interacted with her peers mainly in English and spoke both Irish and English to the *Stiúrthóir*.

Hickey (2007) also examined the L1 input of the preschool leaders (*Stiúrthóirí*) and found that they consistently simplified the Irish input to make it comprehensible for L2 learners. This input sometimes involved modelling inaccurate language. She suggests that *Stiúrthóirí* 'are not supporting the children's L1 if they do not offer them normal levels of accuracy, present opportunities for more stimulating linguistic interactions, or supply them with the Irish term for English mixes' (Hickey, 2007: 61). Hickey and Ó Cainín (2001), cited in Hickey (2007), found that *Stiúrthóirí* rarely if ever grouped Irish L1 children together or gave them tasks that were more demanding linguistically, due to large group sizes, insufficient personnel, and their perceived need to prioritise the linguistic needs of L2 learners.

In her discussion Hickey (2007) expresses concern for the future of Irish as L1 in Gaeltacht communities. If English is the language of choice for preschool Irish L1 children when interacting with peers in *naíonraí* then it is unlikely they will speak Irish with each other in other settings. Her research indicates that attendance at a *naíonra* established to promote minority language acquisition is not sufficient to stem the influence of English. 'The long-term aim of increasing *use* of Irish by these children in school and community appears to be subordinated to the short-term aim of promoting L2 acquisition among learners' (Hickey, 2007: 61) (italics in the original).

Hickey (2007) discusses some possibilities for promoting more use of Irish among young L1 Irish speakers including the provision of separate all-Irish preschools for L1 Irish and L2 Irish speakers, as well as grouping Irish L1 children for some activities in mixed-language *naíonraí*. This would allow for more interaction through the medium of Irish among the L1 Irish children as well as for more challenging L1 input from the *Stiúrthóirí*. This might require the resourcing of extra staff, or parents could be enlisted to lead some language-enrichment activities, such as story reading, language games, music, art, and drama, with small groups of L1 Irish children. While such interventions could be potentially divisive in terms of community development, and are not promoted officially (Hickey, 2001), they might be necessary to ensure that the goal of increasing the number of L2 Irish learners does not

compromise the language-enrichment needs of young L1 speakers of Irish (Hickey, 2007). 'Dispersing the speakers of a minority language among majority language speakers without due regard for their mother-tongue development achieves neither the short term goal of helping L2 learners nor the long-term goal of creating a community of speakers of the language' (Hickey, 2007: 63).

A clear implication of all of the foregoing discussion is that 'the Gaeltacht as a linguistic entity is in crisis and struggling with the pressures of an advanced stage of language shift' (Ó Giollagáin and Mac Donnacha, 2008: 118). Ó Tuathaigh (2008) shares this point of view. In fact, the Advisory Planning Committee (1988), cited in Ó Riagáin (2008), suggests that the linguistic distinctions between the Gaeltacht and the rest of the country are becoming less evident as Irish ceases to be a community language, becoming instead the language of choice of particular social networks.

1.6 Irish in the Education System

1.6.1 Introduction

The final section begins with a brief overview of some key developments in the teaching of Irish at primary, secondary and tertiary levels prior to the foundation of the state in 1922. A more detailed review of the teaching of Irish at primary level since 1922 follows. While the focus of the thesis is on Irish-medium education, it will become clear that the teaching of Irish and Irish-medium education have been closely linked since the foundation of the state. And, of course, the teaching of Irish and Irish-medium education formed the corner-stone of the language revival policy of successive governments since 1922 (Hyland and Milne, 1992; Kelly, 2002).

1.6.2 Irish in the Education System prior to 1922

The national school system was established in Ireland in 1831. Under the system the aim was to provide English-medium primary education for children whose parents could afford it (Hindley, 1990). Irish was not taught under the system and the use of Irish by children during school hours was forbidden with offenders being punished (Kelly, 2002). Free, compulsory, universal education was only introduced at the end of the nineteenth century (Hindley, 1990).

From as early as 1870 the Irish National Teachers Organisation (the primary teachers' union) was in favour of using Irish as the medium of instruction in Irish-speaking districts (Hindley, 1990). In the late 1870s Irish (called 'Celtic') was included as a subject for examinations in second-level state examinations (Ó Tuathaigh, 2008). And in 1879 primary schools were permitted to teach Irish as an extra subject outside school hours for a fee (Hindley, 1990; Kelly, 2002) but initially this had very limited impact (Ó Tuathaigh, 2008).

In 1900 the teaching of Irish as an ordinary subject within school hours was allowed with attendance optional (Hindley, 1990; Kelly, 2002; Ó Tuathaigh, 2008). In 1904 permission to use Irish as the medium of instruction in Gaeltacht schools was finally granted (Hindley, 1990; Hyland and Milne, 1987; Kelly, 2002; Ó Tuathaigh, 2008) with the introduction of a Bilingual Programme detailing syllabi in Irish and English for each grade of primary school taking cognizance of differences between Gaeltacht districts and others (Ó Tuathaigh, 2008). This was an important development as it was the first programme since the

introduction of the national school system in 1831 that provided for the teaching of children from Irish-speaking districts through the medium of Irish. Beginning with thirty-six bilingual schools in the school year 1906-1907, it grew to 239 bilingual schools by 1921-22 (Kelly, 2002). By 1915-16 about fifty per cent of Gaeltacht schools were employing Irish as the medium of instruction and their teachers received extra grants accordingly (Hindley, 1990). By 1921, prior to the foundation of the state, a quarter of primary school pupils nationally were being taught Irish (Hindley, 1990; Ó Tuathaigh, 2008).

At second level the figure was as high as two-thirds. This, no doubt, was due to the fact that in 1913 the National University of Ireland, which had been established in 1908, made Irish a matriculation requirement (Hindley, 1990), a situation that still prevails today. Hindley (1990), Hyland and Milne (1987), Kelly (2002), and Ó Tuathaigh (2008) all acknowledge that the revival movement, and in particular the Gaelic League, was instrumental in bringing about these developments which raised the status of Irish in the education system. Overall the nineteenth century witnessed dramatic changes to education in Ireland at primary, secondary and tertiary levels. In many respects these changes reflected the major linguistic changes that also occurred during the period (Kelly, 2002) and as outlined earlier in the review.

Later when Ireland gained independence the education system of the nineteenth century was widely perceived as being responsible for the demise of Irish as a spoken language. This perception emanated from the practice in national schools of using a tally stick to punish children who spoke Irish in school as well as the Anglicisation of the curriculum, to reflect British culture and promote literacy development in English (Kelly, 2002). It was a perception promoted by the Gaelic League, an association espousing a philosophy based on cultural nationalism (Kelly, 2002). Indeed during the late nineteenth century and early twentieth century cultural nationalism was exerting its influence in many European countries (Hyland and Milne, 1992).

1.6.3 Irish in the Education System from 1922 to 1960

With the establishment of the Irish Free State in 1922, the revival of the Irish language was no longer the preserve of cultural pressure groups alone but was very high on the agenda of the Irish government. For the first time the Irish language had the support of a native government determined to revive the language despite the social, economic, cultural and linguistic realities that existed at the time. Because of the widely held belief that the Anglicisation of the education system had brought about the demise of the Irish language it was also believed that the decline could be arrested and reversed by a native government committed to Gaelicising the elementary schools, a view that had much public support (Hyland and Milne, 1992; Kelly, 2002).

As discussed earlier in the review, the Irish government adopted a dual approach to the revival of the language: the maintenance and expansion of the Gaeltacht districts; and the use of the education system, in particular the elementary schools, as the primary means of reviving the language in the largely monolingual English-speaking districts (which composed most of the newly-formed Free State). Kelly (2002) asserts that the effort to revive the language via the education system was perhaps the most important policy that shaped the education system of independent Ireland.

On 1st February 1922 the new Free State government took over responsibility for the administration of national education. The First National Programme of Primary Instruction was introduced in 1922. A notable change introduced in this programme was the raising of the status of the Irish language both as a school subject and as a medium of instruction. The many bilingual schools that existed were now encouraged to make Irish the sole medium of instruction with English being taught as an ordinary subject (Hyland and Milne, 1992). Where it was not possible to implement the programme in its entirety Irish was to be taught as an ordinary school subject for at least one hour per day (Hyland and Milne, 1992; Ó Buachalla, 1988). Reading in Irish was to be wide and varied covering all genres including poetry and drama (Hyland and Milne, 1992).

The programme for infants was to be entirely in Irish. The main aim of the movement to teach infant and primary school classes through the medium of Irish was the revival of the Irish language as a spoken language among Irish people. The programme was greatly influenced by recommendations emanating from a conference convened in 1921 by the Irish National Teachers Organisation (Hyland and Milne, 1992). So the movement to revive Irish through the national school system had the approval of the national teachers' union despite the lack of competency in the language displayed by many teachers (Kelly, 2002).

Modifications were made to the programme in 1926 and again in 1934. Broadly speaking, where teachers were having difficulty in teaching some subjects through Irish, including History, Geography and mathematics, the response of successive governments was to lighten the overall curriculum load. The concerns voiced by parents, some politicians and teachers regarding the unsuitability of Irish-medium education for children who spoke English at home tended to be ignored. Successive governments pursued the language revival policy through the school system in a vigorous, rigid and unyielding fashion (Ó Buachalla, 1988). Thus it could be claimed that in the national school system the language revival policy took precedence over all other educational considerations.

Despite the ideal of Irish-medium instruction aspired to in the First National Programme, initially the number of national schools doing considerable work through the medium of Irish was comparatively small. A circular issued by the Department of Education in July 1931 exhorted national teachers to extend instruction through the medium of Irish as a national duty (Hyland and Milne, 1992). The aim was to ensure the full use of Irish as the medium of instruction in all national schools as soon as possible. Once again the national aim of reviving the language through the school system was being foregrounded (Hyland and Milne, 1992). Kelly (2002) notes the extent to which the language revival effort through the national school system managed to ignore practical considerations. These included the lack of appropriate structures to train the many monolingual English-speaking teachers, the inadequate provision of Irish-language textbooks, the lack of a standardized grammar or spelling, and the absence of any real initiative to Gaelicise the wider society (Kelly, 2002).

The Department of Education did address some of these issues. For example, as noted earlier in the review, a standardized spelling and a standardized grammar were introduced in the 1940s and 1950s respectively. Summer colleges in Gaeltacht areas were established to help teachers improve their competence in Irish. Overall these colleges were successful in achieving their stated aim of improving teacher competence in Irish and, as such, served an essential purpose in relation to the Gaelicisation of the schools (Kelly, 2002).

Residential all-Irish second level schools, known as preparatory colleges, were established between 1927 and 1930 for pupils who wished to become primary teachers. It was intended that such schools would guarantee an adequate supply of well educated Irish-speaking candidates for the teacher training colleges. In turn this would increase the number of teachers coming into the system with high competence in the language and therefore able to teach Irish and teach through the medium of Irish. A substantial proportion of places in the preparatory colleges were reserved for pupils from the Gaeltacht. These colleges were finally closed in the 1960s. Alternatively a scholarship scheme for Gaeltacht students seeking places in the teacher training colleges was introduced. These initiatives were all part of the policies of successive governments to strengthen the position of Irish in the teacher training colleges and, by extension, in the national schools (Kelly, 2002). Indeed, Kelly (2002) notes that the issue of teacher education was addressed effectively in comparison with other areas of concern such as the lack of textbooks in Irish.

In 1934 the Revised Programme of Primary Instruction came into effect and remained, with only slight changes, the curriculum for national schools until 1971. It was introduced by the Minister for Education, Tomás Ó Deirg, who announced shortly after his appointment that 'the major responsibility for the revival of the language rested with the schools' (Hyland and Milne, 1992: 113). Under the revised programme infant classes were to be taught through the medium of Irish only. The teaching of Irish and teaching through Irish were to be strengthened by dropping Rural Science as a compulsory subject and the introduction of less ambitious English and mathematics programmes (Hyland and Milne, 1992; Kelly, 2002).

By the late 1930's the number of all-Irish primary schools in English-speaking areas had reached a peak of almost 300. However, at the same time there was increasing doubt among parents, some politicians, and teachers about the wisdom of teaching children from English-speaking homes through the medium of Irish. A survey conducted among national teachers by the Irish National Teachers Organisation and published in 1941, reported that the majority of respondents believed that pupils received far less benefit from instruction through Irish as compared to instruction through English. Specifically, in relation to infant education, the report claimed that the majority of infant teachers believed that teaching through the medium of Irish inhibited the intellectual development of the child (Hyland and Milne 1992; Kelly 2002).

Hyland and Milne (1992: 115) suggest that in the First National Programme of Primary Instruction (1922) 'the child-centred approach to education had been rejected and the development of the child took second place to the revival of the language'. In 1948 a revised programme for infant classes was issued and expanded on in a document entitled The Infant School, An Naí-Scoil - Notes for Teachers, 1951. The new programme which allowed infant teachers to teach their pupils through the medium of the home language for half an hour each day saw the return to a child-centred approach (Hyland and Milne, 1992). The ideal of full Irish-medium instruction was still pursued in the revised programme where teachers were sufficiently qualified to do so (Hyland and Milne, 1992).

1.6.4 Irish in the Education System from 1960 to the early 1970s

Hyland and Milne (1992: 130) comment that the Irish language had not been revived to the degree aspired to by leaders of the Free State and that 'many people believed that the policy of teaching through Irish was counter-productive, especially for weaker pupils'. But,

despite the evidence, the policy was pursued vigorously for almost 40 years until 1960. In January 1960 a circular (11/60) was issued to schools informing teachers that they were at liberty to change the emphasis from teaching through the medium of Irish to the teaching of Irish Conversation, if they thought their pupils were more likely to make more progress in oral Irish as a result. Thus began the dismantling of the policy of teaching through Irish in national schools. Subsequently the number of schools teaching all subjects through Irish decreased dramatically (Hyland and Milne, 1992).

Circular 11/60 in 1960 marked a major change in relation to the development of Irish-medium education at primary level. Heretofore the Department of Education had pursued a policy of facilitating ordinary schools to make the transition to Irish-medium education as a central part of the state's overall language revival policy. This policy had very limited success in producing competent secondary bilinguals. Moreover, there was growing resistance to the policy of developing Irish-medium education among the general public. From 1960 on Irish-medium education would be supported by the state where there was a demand for it from community groups, but it would no longer be pursued vigorously as a state education policy. So the aggressive top-down, proactive, compulsory approach to Irish-medium education pursued by the State for almost forty years was being replaced by a more benign reactive policy of supporting bottom-up, voluntary initiatives. This was in line with how state policy towards the Irish language developed from being proactive to being responsive focusing more on maintenance and less on revival, as discussed earlier in the review.

The decline in the number of primary schools using Irish as the medium of instruction from 1960 onwards was, no doubt, influenced also by an influential study on Irish-medium education published in 1966. John Macnamara carried out the first comprehensive study of Irish-medium primary education during the 1960's, culminating in the publication of his book Bilingualism and Primary Education in 1966. In his quantitative study Macnamara tested primary-school pupils at Grade 5 on Irish, English and mathematics. Included in the study were pupils attending ordinary schools in English-speaking areas, pupils attending all-Irish schools in English-speaking areas and pupils attending schools in Gaeltacht areas. The author argued that a 'balance effect' occurred in learning two languages whereby L1 skills decrease as L2 skills increase.

In brief Macnamara found that the performance of Irish children on the Moray House English Test 14 was poor in comparison with the performance of British children on whose work the test was standardised. He attributed the poor performance of Irish children compared with English children mainly to the fact that far less time was spent on teaching English in Ireland than in Britain. Because of the amount of time devoted to teaching Irish, Irish children spent on average less than half as much time at English as English children did.

No differences were found in English reading attainment between pupils attending ordinary schools and pupils attending Irish-medium schools in English-speaking districts. No differences in Irish reading achievement were found between pupils in ordinary schools and pupils attending all-Irish schools in English-speaking areas. Gaeltacht children performed much more poorly on the English test than native speakers of English both in Ireland and in Britain. The teaching of mathematics through the medium of a second language did not benefit the second language but it did have a detrimental effect on children's attainment in problem solving. Native speakers of Irish fell behind native speakers of English in both mathematics and English but surpassed them in Irish. However, as the author admits, both the

English test and the Irish test were designed mainly for children whose first language was English.

It could also be argued that enthusiasm for the revival of Irish was negatively affected by the element of compulsion in Government policy (Kelly, 2002). Irish was a compulsory school subject throughout both primary and secondary education. The Primary Certificate Examination was introduced on an optional basis in 1929 and became compulsory from 1943 until it was abolished in 1967 (Hyland and Milne, 1992). All sixth-class (final year) pupils in national schools who attended school for a minimum of 100 days during the previous year had to sit this exam in Irish, English and Arithmetic (Hyland and Milne, 1992).

At second level candidates presenting for state examinations had to pass the Irish component of these examinations in order to be awarded certificates, a policy that persisted until 1973. In 1975 the Committee on Irish Language Attitudes Research (CILAR) report demonstrated that although a large majority of the population felt that Irish should be taught in schools, they were dissatisfied with how it was taught and were opposed to Government policies involving compulsion (Ó Riagáin, 2008). Such attitudes, along with the Macnamara study, no doubt contributed to the gradual decline in all-Irish primary schools in English-speaking areas. From a peak of almost 300 in the late 1930's the number of such schools fell to a low of 11 in 1972.

1.6.5 Irish in the Education System since the early 1970s

A 'New Curriculum' for primary schools was introduced in 1971 espousing a child-centred ideology. With this curriculum the time allotted to teaching Irish decreased and many teachers are of the opinion that standards in Irish have declined as a result (Coolahan, 1981). Prior to the introduction of this curriculum a programme for the teaching of Irish was developed during the 1960s by the Linguistics Institute of Ireland (ITÉ). The programme was based on current best practices in language teaching and on very thorough scientific research on the frequency of use of vocabulary items and language structures among native speakers of Irish in the Gaeltacht. The oral language scheme based on a graded system of language development was supplemented by a graded reading scheme (Coolahan, 1981). This marked a change in policy to investing in the development of scientific language teaching methodologies as previously successive governments had refused to submit their Irish language teaching policies to scientific evaluation (Kelly, 2002).

However, the audio-visual method on which the programme was based was later thought to be inappropriate as a language teaching methodology. The text of the lessons and the methodology were perhaps too prescriptive and didn't allow teachers enough flexibility in the implementation of the programme. The same programme was to be implemented in all schools including Gaeltacht schools. The 'one-size-fits-all' approach to curriculum development was not appropriate. By the late 1970s and early 1980s the programme content was becoming dated. At the time also other countries were moving towards a more communicative approach to language teaching. Unfortunately the Department of Education was slow to respond to the emerging criticisms. Their main failure was, perhaps, the failure to put in place an effective means of evaluating and updating the programme on an ongoing basis. Consequently, the original programme remained in place until 1999 despite the fact that almost all teachers had abandoned the programme long before then. By that stage also many teachers had become disillusioned with the teaching of Irish.

Support for Irish-medium education was reiterated in a number of policy documents published during the 1980s and 1990s. These included The White Paper on Educational Development (1980), The Programme for Action in Education, 1984-1987, the Report of the Review Body on the Primary Curriculum (1990), and the Report of the Primary Education Review Body (1990). In these policy documents it was proposed to expand the number of all-Irish schools and to support ordinary schools to deliver part of the curriculum through Irish. It was also proposed to strengthen the place of Irish in the Colleges of Education to ensure enough teachers were competent to teach Irish and to teach through the medium of Irish.

Irish-medium education in the Gaeltacht was addressed in a comprehensive report published in 1985 - *Tuarascáil an Chomhchoiste um Oideachas sa Ghaeltacht*. Here it was proposed to establish a working group to develop a suitable curriculum for primary schools in the Gaeltacht. Specifically in relation to reading, the focus of the present study, the report proposed that a series of Irish readers suitable for Gaeltacht schools be prepared, such books to take into account the environment of the children and the working life in the Gaeltacht. It was also proposed that the classical books in Irish that originated in the Gaeltacht be made available to schools in the Gaeltacht (Hyland and Milne, 1992). However, it would be some while before such a policy would be realised.

So the development of Irish-medium education was now to be pursued on three fronts. Appropriate support would be given to all-Irish schools in Gaeltacht areas. State support for all-Irish schools in English-speaking districts would be forthcoming where demand for such proved viable. And ordinary schools would be encouraged to teach part of the curriculum through Irish.

Ó Buachalla (1988: 354) has characterised the approach of the Department of Education as one of 'inertia and policy confusion'. Kelly (2002: 14) notes that there has been a 'huge disparity between aspiration and practical application'. This has been evident in a number of areas. For example, while the emphasis in state policy was on helping children develop oral competency, state examinations at primary and post-primary levels were exclusively written. Consequently the teaching of Irish focused on written exercises (Kelly, 2002; Ó Buachalla, 1988). It is only in recent years that substantial weighting is being given to oral competence in state exams. Also, the compulsory element of the revival campaign had very limited success (Kelly, 2002).

Despite the growing evidence of the poor standards of Irish being attained by pupils and the lack of competency in Irish among teachers, official policy and rhetoric based on 'naïve optimism', 'unrealistic goals and incoherent implementation strategies' remained unchanged (Ó Buachalla, 1988: 354). Successive governments did not submit their policies for scientific scrutiny and did not consider any alternative practical suggestions that might have ensured more success (Kelly, 2002). They overestimated the potentialities of the education system (Ó Buachalla, 1988) and ignored mounting evidence that compulsory Irish-medium education was having a detrimental effect on pupils' overall educational achievements (Kelly, 2002).

More recent recommendations for Irish-medium education policy have emanated from robust, scientific research. For example, Harris and Murtagh (1999) and Harris *et al.* (2006) recommend the development of partial and intermediate immersion programmes for ordinary schools. A similar recommendation is made by the Department of Education and Science Inspectorate in *Irish in the Primary School* (Department of Education and Science,

2007). The DES/Council of Europe Language Education Policy Profile 2005 – 2007 suggests a number of useful and creative ways in which such a policy might be realised based on Content and Language Integrated Learning (CLIL) that break with the traditional approaches applied heretofore.

Under the 1998 Education Act schools have a statutory obligation to use available resources to 'promote the development of the Irish language' (Education Act, 1998: 13) as a means of contributing to the realisation of a national policy of extending bilingualism in Irish society and to promote greater use of Irish in schools and in the community (Education Act, 1998). Schools located in the Gaeltacht are obliged to 'contribute to the maintenance of Irish as the primary community language' (Education Act, 1998: 13). Support for the teaching of Irish and for teaching through the medium of Irish, both within and without the Gaeltacht, through the provision of textbooks and aids, and through conducting research are also enshrined in the Education Act (1998). *An Chomhairle um Oideachas Gaeltachta agus Gaelscolaíochta* (COGG) was established in 2002 to carry out these functions in accordance with Article 31 of the Education Act (1998).

The growth of all-Irish schools since 1972 indicates a considerable amount of state support for access to Irish-medium education. For example, the organisation *Gaelscoileanna Teo.* was established in 1973 to support the development of all-Irish schools and is state funded through the aforementioned *Foras na Gaeilge*. Its principal aim is 'to develop, facilitate and encourage Irish-medium education at the primary and post-primary level throughout the country' (www.gaelscoileannateo.ie, accessed 24/07/09). Latest statistics from *Gaelscoileanna Teo.* indicate that currently there are 139 all-Irish primary schools outside the Gaeltacht in the Republic of Ireland.

In its Strategic Plan 2008-2011, *Gaelscoileanna Teo.* includes the following 'vision statement': 'To establish and sustain a high standard of Irish-medium education throughout the country as well as to develop and strengthen the Irish speaking community and culture' (Gaelscoileanna Teo. Strategic Plan 2008-2011: 8). The key areas of focus in the plan are establishing schools, sustaining of schools and developing the school community. With regard to establishing schools the organisation has heretofore focused on meeting the demands of various communities. But in its strategic plan it is committed to 'adopting a more proactive strategic approach to ensuring Irish-medium education provision' (Gaelscoileanna Teo. Strategic Plan 2008-2011: 11). Based on these policy statements it could be surmised that the organisation *Gaelscoileanna Teo.* is part of the revivalist campaign based on an ideology of cultural nationalism as espoused by the aforementioned Gaelic League and by successive governments since the foundation of the state.

A revised Primary School Curriculum was published in 1999. Here a communicative approach to the teaching of Irish is outlined in two documents (*Curaclam na Bunscoile: Gaeilge* and *Gaeilge: Treoirlínte do Mhúinteoirí*). The curriculum document specifies two distinct Irish curricula, one for ordinary schools and one for all-Irish and Gaeltacht schools and was a welcome improvement on the 1971 curriculum. The curriculum documents for all other subject areas, including English Language, do not distinguish between ordinary and all-Irish schools. To support the implementation of the Irish-language curriculum in all-Irish schools a scheme (*Scéim na nDearthóirí*) was initiated to develop an integrated approach to the teaching of the four macro-skills of language appropriate for the circumstances that obtain in these schools. The scheme included the preparation of suitable reading material. So far the scheme has been warmly received by teachers. These developments represent a welcome but

delayed response to the proposals in the aforementioned *Tuarascáil an Chomhchoiste um Oideachas sa Ghaeltacht* (1985).

In 2007 the Minister for Education and Science, Mary Hanafin, issued a circular (Circular 0044/2007) to all all-Irish and Gaeltacht primary schools directing them to provide a minimum of 2.5 hours instruction per week in English as L2, in accordance with the Primary School Curriculum (1999), such provision to be introduced no later than the start of second term in Junior Infants. Effectively this put an end to early total immersion in all-Irish schools. Previously many all-Irish schools, including the schools participating in the current study, were implementing the early total immersion model and delaying instruction in L2 (English) until Year 2 or Year 3 of schooling. *Gaelscoileanna Teo.* vehemently opposed the DES policy favouring the early total immersion model instead. The directive caused considerable tension between the DES and *Gaelscoileanna Teo.* However, as indicated in the DES/Council of Europe Language Education Policy Profile 2005 – 2007 (n.d.), the research literature does not support the idea that immersion must always be the early total immersion model. The circular was subsequently withdrawn by the minister's successor, Minister Batt O'Keeffe, a member of the same government, and indeed the same political party. This political cameo illustrates clearly the lack of coherence in state policy, as alluded to earlier.

Recently it has been suggested that Ireland needs to develop a coherent integrated language policy as well as a languages-in-education policy (DES/Council of Europe 2005-2007, n.d.). Within such a policy the role of Irish as both L1 and L2 'needs to be maintained, supported and extended' (DES/Council of Europe 2005-2007, n.d.: 9). There needs to be a more integrated approach to language teaching and learning as opposed to the current approach of teaching languages in isolation from one another. And such an overarching language policy is not a matter for the education system alone. 'It depends largely on the societal context in which it is located, its past, its values, its forms of cohesion and its modes of organisation' (DES/Council of Europe 2005-2007, n.d.: 32).

A number of concerns regarding the teaching and learning of Irish are expressed in DES/Council of Europe report, including the low levels of proficiency attained by many pupils, the low levels of motivation to learn and speak Irish, and the lack of linguistic proficiency among some primary teachers. In Ireland schools carry the bulk of the burden for language transmission. Perhaps it is now time to acknowledge that this is too large a burden for the school system as it is currently constituted and making the study of Irish compulsory throughout schooling may be counter-productive.

So, with the foundation of the state in 1922 the national school system became the main instrument of language revival. However, the policy of pursuing compulsory Irish-medium education was abandoned in 1960. The compulsory element of teaching and learning Irish has had minimal success in producing secondary bilinguals but induced negative attitudes towards Irish and towards the learning of Irish among a large percentage of the population. State policy continues to support the development of Irish-medium education where a demand for such exists.

Standards in Irish among pupils in ordinary schools continue to fall drastically as is evidenced in the Harris *et al.* (2006) study. There is also much concern regarding the standard of Irish among many teachers and student teachers and how this can impact negatively on their ability to teach the language. Many teachers have become disillusioned with the teaching of Irish as they feel they have been carrying an inordinate amount of the burden for

state policy in relation to the revival of the language. In contrast, pupils in Gaeltacht schools and *gaelscoileanna* achieve a much higher standard of Irish (Harris *et al.*, 2006).

1.7 Summary

The viability of the Gaeltacht as a linguistic entity is in crisis as use of Irish as a first language continues to decline and Irish ceases to be a community language. In contrast the regular use of Irish among secondary bilinguals is increasing slightly due mainly to the success of the Irish-medium sector. Attitudes to Irish among the general population tend to be ambivalent. The proportion of people nationwide who speak or read in Irish with any regularity is very small.

While there is grave concern regarding the standards of Irish and the teaching of Irish in ordinary schools, Gaeltacht schools and all-Irish schools continue to achieve very high standards. Children attending all-Irish schools experience a number of different varieties of Irish including the variety they co-construct with their peers and teachers. It could be argued that these children comprise the vast majority of students of Irish who will develop the necessary capacity in the language to ensure its maintenance in some variety. But they are learning a language that they may never get to speak with fully competent native-speaker peers and they may never again read or write in the language once they complete schooling thus placing an inordinate burden on these children, albeit with parental consent.

While a considerable amount of state resources are invested in the Irish language, state policy lacks clarity. The dual aims of maintenance and revival are still pursued with the former being privileged in recent years. While some commentators are scathingly critical of state policy towards Irish, Ó Riagáin (2008) is, perhaps, more pragmatic in his appraisal of state policy when he suggests that the maintenance of a stable ratio of use of Irish in the home at just under 5 per cent since the foundation of the state represents a sociolinguistic accomplishment. And the stabilisation of Irish-as-a-second-language as well as the maintenance of Irish as a community language among a diminishing Gaeltacht community, represent sociolinguistic achievements (Fishman, 1991; Hindley, 1990). I would argue that these successes were brought about because of, and not in spite of, sate Irish-language policy.

The foregoing analysis inclines me to suggest that it is now time for the state and the general population to look at where successes have been achieved by local community and educational initiatives and to invest efforts and available funds in replicating these successes rather than pursuing lofty ideals that have so far proven elusive and unattainable. Indeed, for more disadvantaged languages, Fishman (1991) cautions against an over-emphasis on macro-level, power-related processes where intergenerational transmission within families and communities has not been safeguarded. He argues in favour of 'greater sociocultural self-sufficiency, self-help, self-regulation and initiative at the 'lower-level' … before seriously pursuing such 'higher-level' arenas' (Fishman, 1991: 4) (emphases in the original). Because 'intimacy, family, community, identity and affiliation are the essences of ethnocultural creativity and continuity and by *initially* disengaging them from the confrontation with the pursuit of power … they are rendered *more*, rather than *less,* viable' (Fishman, 1991: 5) (italics in the original).

The foregoing discussion highlights some of the tensions and competing ideological positions that exist within the macro level historical, political, economic, social, and cultural processes that define the context of Irish-medium education. It also emphasises the

complexity of the context for learning Irish and Irish literacy for the children in the present study. They are learning a language that is of huge cultural and symbolic value to the nation but of very limited practical use outside the school system.

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2.1 Introduction

The overview of research on reading in L1 and L2 begins with a review of literature focusing on a psycholinguistic model of reading development. This model portrayed reading as a 'psycholinguistic guessing game' (Goodman, 1967: 127) and promoted a whole-language approach to literacy development. The second section looks at the cognitive-psychological model of reading. As well as reviewing some theoretical models of reading and Linnea Ehri's (1995) stage model of reading, I also review literature in relation to some key elements of literacy development in this paradigm, namely, the alphabetic principle, phonological awareness, and comprehension development.

In the section on reading in L2 I explore cognitive reading processes in bilinguals. I also look at the implications of the Central Processing Hypothesis and the Script Dependent Hypothesis for our understanding of reading development in L2 and I review literature on phonological development among bilinguals. I then turn my attention to research results from the Irish context and I conclude with a review of some research results from immersion programmes in Canada.

2.2 Reading in L1

2.2.1 A Psycholinguistic Perspective on Reading

2.2.1.1 Introduction

A psycholinguistic perspective on reading emanated from the work of Noam Chomsky who rejected behaviourist explanations of language development as a linear process (Hall, 2003; Pearson and Stephens, 1994; Stahl, 1997). Chomsky (1965) rejected empiricist models of language acquisition in favour of a rationalist approach. In positing a nativist view of oral language development, Chomsky suggested that children possess a 'language acquisition device' and, in acquiring a language 'the child has developed and internally represented a generative grammar … He has done this on the basis of observation of … *primary linguistic data*' (Chomsky, 1965: 25) (italics in the original). Krashen's (1985) Input Hypothesis extends Chomsky's theory of first language acquisition to second language acquisition.

The move from behaviourist to psycholinguistic descriptions of language learning recast the learner as 'a "phonating subject," an innately creative language user' (Luke, 1995: 8) (emphasis in the original). Researchers working in the field of psycholinguistics showed that children's oral language acquisition is rule governed. Children were viewed as active learners who work out the rules of grammar by trial and error (Clay, 1994; Hall, 2003; Pearson and Stephens, 1994; Ruddell and Rapp Ruddell, 1994).

2.2.1.2 Reading as a Psycholinguistic Guessing Game

Psychologists working in the field of reading research wondered if Chomsky's theories about oral language acquisition also applied to literacy acquisition. Literacy researchers such as Kenneth and Yetta Goodman and Frank Smith wondered if learning to read and write was natural and if children learned to read and write in much the same way

that they acquire oral language. And so a psycholinguistic perspective on reading emerged (Hall, 2003; Pearson and Stephens, 1994). And just as children's errors in oral language provide clues as to how they are inferring the rules of language, children's reading miscues can give valuable insight into the reading process (Goodman, 1967; Goodman and Goodman, 1977).

Using miscue analysis as the basis for his research Goodman (1967: 127) characterised reading as 'a psycholinguistic guessing game' involving 'an interaction between thought and language'. The reader is an active participant in the reading process and interacts with the text in various ways. Readers bring with them to the task the sum total of their experience, their language and their thought development (Goodman, 1967). When reading they use graphic, syntactic and semantic information in an integrated fashion (Goodman, 1967; Goodman and Goodman, 1977). A reader 'predicts and anticipates on the basis of this information, sampling from the print just enough to confirm his guess of what's coming, to cue more semantic and syntactic information' (Goodman, 1967: 131).

Efficient readers select the fewest, most productive cues necessary to 'guess' the words (Goodman, 1967). Beginning readers need more graphic information to decode but also draw on syntactic and semantic information (Goodman, 1967). As readers become more proficient they use increasingly less graphic cues (Goodman, 1967; Goodman and Goodman, 1977). 'Readers and listeners are *effective* when they succeed in constructing meaning and are *efficient* when they use the minimal effort necessary' (Goodman and Goodman, 1977: 323) (italics in the original). The authors based their theories of reading on two measures of readers' proficiency: comprehending and retelling. Proficient readers tend to produce miscues that are semantically acceptable and that do not interfere with comprehension. But less able readers produce miscues that are not semantically acceptable and that impair comprehension (Goodman and Goodman, 1977).

Similar to Goodman's characterisation of reading as a psycholinguistic guessing game, Smith (1971) suggested that readers made informed predictions about a text based on their syntactic and semantic knowledge. Children use non-visual as well as visual information to identify words (Smith, 1978, 1983). Suggesting that visual information was of secondary importance, he claimed that 'readers do not use (and do not need to use) the alphabetic principle or decoding to sound in order to learn to identify words' (Smith, 1973: 105) (emphasis in the original). Psycholinguists placed much emphasis on the role of context in aiding readers to identify words and in supporting comprehension. This is because they found that children were better able to read words in context than in word lists or in isolation (Smith, 1978, 1983). In fact, controversially, Smith (1983) proposed that learning to read means learning to use as little visual information as possible.

Psycholinguists rejected the behaviourist characterisation of reading as a 'linear process of letter-by-letter deciphering, sounding out, word recognition and finally text comprehension' insisting that reading was a constructivist problem-solving activity (Hall, 2003: 42-43). The psycholinguistic view of reading development is often referred to as a *top-down* model of reading. Such a view of reading assumes that dividing reading into subskills reduces clarity, meaning and simplicity and advocates that such skills be taught within a wider context of language development (Hall, 2003).

2.2.1.3 Whole Language

In North America this holistic approach to literacy development of helping children to activate syntactic and semantic knowledge as well as graphophonic knowledge, of integrating the four macro-skills of language, and of teaching skills in context on a need-to-know basis came to be known as *whole language*. The whole-language movement in England can be traced back to the 'language experience' approach (LEA) initiated by the Schools Council Initial Literacy Project (Hall, 2003). Instructional practices associated with whole-language include

- The use of children's literature and predictable books which have real, natural, meaningful language (Goodman, K., 1989, 1992; Goodman, Y., 1989; Moustafa, 1993; Smith, 1978; Watson, 1989);
- Engaging children in authentic literacy events (Bergeron, 1990; Goodman, K., 1989, 1992);
- Emphasis on comprehension and the construction of meaning during reading (Bergeron, 1990; Goodman, 1992; Goodman and Goodman, 1977; Watson, 1989);
- No teaching of subskills in isolation but in the context of authentic literacy events when the need arises (Cambourne and Turbill, 1990; Goodman, K., 1989; Moustafa, 1993; Smith, 1978).

2.2.1.4 Summary

Both Hall (2003) and Stanovich (1992) note that characterising reading as a psycholinguistic guessing game, and in particular attributing a diminished role to graphophonic information, is not supported by other research. However, Hall (2003) does acknowledge the positive contribution of the psycholinguistic perspective to our understanding of literacy development. Perhaps the legacy of the psycholinguistic perspective is best summed up by Pearson and Stephens (1994) who identified four important influences of the psycholinguistic paradigm on the field of literacy. First, it raised our awareness of the value of literacy experiences that focus on meaning making. Second, it helped us value texts that are rich in natural language patterns and predictable text. Third, the psycholinguistic perspective gave us greater insight into the reading process. In analysing miscues, errors were seen as 'generative rather than negative' (Pearson and Stephens, 1994: 29). And fourth, psycholinguists gave us a theory of reading development (i.e. reading as a constructive process) that differed greatly from previous theories.

2.2.2 A Cognitive-Psychological Perspective on Reading

2.2.2.1 Introduction

In this section I review the work of cognitive psychologists and their contributions to our understanding of the reading process. First, I will look briefly at three theoretical models of reading development because these models have made important contributions to our understanding of the reading process and have had considerable influence on reading theory (Stanovich, 1992). Second, I will discuss stage models of reading development with particular emphasis on the work of Linnea Ehri. Third, I will look at two aspects of children's metalinguistic knowledge that are closely linked to reading development, namely the alphabetic principle and phonological awareness. Although these two components of reading will be looked at separately it must be noted that they are interdependent components in the

reading process (Bialystok, 1997). Fourth, I've included a section on comprehension, as the ultimate goal of reading is to derive meaning from texts (Block and Pressley, 2007; Pressley and Wharton-McDonald, 2006; Stanovich, 1992). Finally, I conclude this section with a summary of the two contrasting perspectives on reading, namely the psycholinguistic perspective and the cognitive-psychological perspective.

2.2.2.2 Theoretical Models of Reading Development

2.2.2.2.1 Information-Processing Models of Reading

Both Gough (1976) and LaBerge and Samuels (1976) developed information-processing models of reading. Gough (1976) attempts to describe the sequence of events that occurs in one second of reading. His model is *bottom-up* where the reader reads letter by letter, word by word, left to right and 'the evident effects of higher levels of organization (like spelling patterns, pronounceability, and meaningfulness) on word recognition and speed of reading should be assigned to higher, and later, levels of processing' (Gough, 1976: 512-513) (emphasis in the original). Initially the beginning reader must learn to recognise the letters of the alphabet. This is a necessary but insufficient component of reading. Beginning readers must then learn to decode. And, because slow word identification impairs comprehension, beginning readers need to learn to identify words quickly in order to increase reading speed and thus improve comprehension. Gough rejects Goodman's representation of reading as a psycholinguistic guessing game suggesting that such guessing implies an inability to identify a word.

Similar to Gough (1976), LaBerge and Samuels (1976) also developed a bottom-up model of reading. They see reading acquisition as a series of skills, and at each stage of the reading process the reader must achieve both accuracy and automaticity. According to their model all readers must go through similar stages in learning to read but at different rates. Pedagogically they favour an approach which 'singles out these skills for testing and training and then attempts to sequence them in appropriate ways' (LaBerge and Samuels, 1976: 574).

2.2.2.2.2 An Interactive Model of Reading

In outlining his interactive model of reading Rumelhart (1994) criticises both the Gough (1976) model and the LaBerge and Samuels (1976) model because neither model can account for the interactive nature of the various sources of information including sensory, syntactic, semantic and pragmatic information. The sequential, bottom-up nature of the Gough and LaBerge and Samuels models means that higher level processing cannot affect lower level processing. Rumelhart points out that neither model can account for a number of research results which have one characteristic in common – higher levels of analysis partially determine the processing of information at a lower level.

According to Rumelhart, word perception is dependent on the syntactic and semantic environments in which the words are encountered. Processing of word pairs is much faster when the two words are semantically related thus revealing that processing at the semantic level can modify processing at the word level. Using some interesting examples Rumelhart (1994) also illustrates how the semantic context affects our apprehension of syntax, a factor that cannot be explained by bottom-up models of reading. And finally, the author demonstrates how the meaning of what we read is context-dependent. As Eskey (2005: 568)

notes, 'words do not … give meaning to sentences so much as sentences give meaning to words'.

2.2.2.3 Stage Models of Reading Development

Similar to the psycholinguists, cognitive psychologists 'view reading as a search for meaning and as a goal-directed activity' (Hall, 2003: 69). However, in contrast to the psycholinguists, cognitive psychologists see reading development as progressing through stages. As they progress through the stages readers gain more knowledge about the orthographic system and consequently they develop more efficient ways of identifying words (Juel, 1995). Several stage models of reading have been proposed including Chall (1983), Frith (1985), Gough and Hillinger (1980), and they all have much in common, particularly their emphasis on decoding (Hall, 2003). I will focus on the influential work of Linnea Ehri on how children develop sight vocabulary. The reason for this is twofold. Firstly, the development of sight vocabulary is important because accurate and automatic word recognition is necessary to develop fluency in reading (Gaskins and Gaskins, 1997; Gough, 1976) and for comprehension (Durgunoğlu *et al.*, 1993; Gough 1976). Secondly, this portrayal of learning to read as developing in four stages corresponds closely with the four stages in the development of speech and all other mental functions involving the use of signs, outlined by Vygotsky (1962).

Sight word reading does not refer to a method of teaching reading 'but to the *process* of reading words by accessing them in memory' (Ehri, 1995: 116) (italics in the original). Sight words are words that children come to read and understand automatically having encountered them several times previously, including words that are easy to decode as well as irregularly spelled words (Ehri, 1995). The same author notes that other means of reading are also utilised by beginning readers. These include decoding, reading by analogy (see, for example Goswami, 1986), and reading by predicting (as suggested by Kenneth Goodman and Frank Smith). When reading a text some or all of these sources of information may be used to identify a word. But 'sight word reading is invoked the most because the process is fast and automatic' (Ehri, 1995: 116). And sight words are read from memory, not by a process of decoding, because the words are familiar to the reader (Gaskins *et al.*, 1996/1997). LaBerge and Samuels (1976) also emphasised speed and automaticity suggesting that, where decoding and comprehension processes were not automatic, reading would be difficult for the child.

In outlining four phases of development in learning to read words by sight, Ehri (1995: 117) suggested that a '*connection-forming* process' (italics in the original) is central to sight word learning. Readers connect the written representations of words with their pronunciations and meanings. They then store the acquired information in their lexicons. Different types of connections preponderate at different stages of development and Ehri (1995) has labelled these stages pre-alphabetic, partial alphabetic, full alphabetic and consolidated alphabetic.

During the *pre-alphabetic phase* beginning readers form connections between salient visual features in the written representations of words and their meanings or pronunciations. These associations are then stored in memory. At this stage readers are unaware of sound-symbol correspondences. So at this stage children are discovering the function of print, i.e. that it contains a message, before they discover its form. This is consistent with Halliday's

(1973) observation that, when learning to speak, children also discover the function of language before they discover its form.

In the *partial alphabetic phase* children develop increasing awareness of how some letters in written words correspond to pronunciations. They read words by focusing on the more salient grapheme-phoneme cues, usually initial and final letters. Ehri (1995: 119) labels this 'phonetic cue reading'. At this stage readers' knowledge of the spelling system is incomplete. They are learning to segment initial and final sounds but have difficulty with vowels. However, even partial knowledge of the alphabet gives readers a system to help them make connections between the written word and its pronunciation and thus aid recall as opposed to the arbitrary, idiosyncratic nature of the pre-alphabetic phase.

Readers in the *full alphabetic phase* now understand phoneme-grapheme correspondence. They can segment words into their constituent phonemes and they can blend the sounds to pronounce the words. Word reading now becomes much more accurate and rapid. Full phase readers can decode previously unseen words. However, this process of decoding is replaced by sight word reading for words that are read sufficiently often.

Readers who have reached the *consolidated alphabetic phase* can now read words by identifying multiletter units representing morphemes, syllables, or subsyllabic units such as onset and rime. Recurring letter patterns become consolidated and readers' print lexicons grow quickly. This lessens the memory load involved in storing words in memory and enables readers to read familiar words more quickly and more accurately. Ehri (1995: 121) suggests that second grade 'is when children's sight vocabularies grow large enough to support consolidation of frequently occurring letter patterns into units'.

In general poor readers in the intermediate grades do not have good decoding or word recognition skills (Pearson, 1993). Therefore it is crucial that children get to the consolidated alphabetic phase and learn to read fluently if they are to become avid readers. Geva, Wade-Woolley and Shany (1997) suggest that we need to distinguish between the availability of sight word knowledge and its actual use as reflected in word recognition processes. They hypothesise that 'differences in availability and utilization of orthographic information may appear more dramatic in the development of literacy in an L2' (Geva, Wade-Woolley and Shany, 1997: 121).

2.2.2.4 The Alphabetic Principle

Children need to learn the alphabetic principle, i.e. the symbolic relationship between letters and sounds in order to learn to read alphabetic languages such as English and Spanish (Adams, 1990; Ball and Blachman, 1991; Bialystok, 1997; Durgonuğlu, 1997; Ehri, 1987; Ehri *et al.*, 2001; Gough, 1976; LaBerge and Samuels, 1976; Perfetti, 1995; Stanovich, 1986). This knowledge is important because it 'provides children with the foundation for beginning to process graphic cues in printed words' (Ehri, 1987: 13). Because the alphabetic principle is generative, when the child learns that spelling corresponds to sound, this enables the self-teaching mechanism inherent in an alphabetic orthography, thus allowing the child to move towards independent reading (Stanovich, 1986; Stanovich and Stanovich, 1995).

Alphabetic knowledge is not acquired incidentally through exposure to letters but requires explicit instruction and practice (Ehri, 1987) and it is likely to be a slow learning process (Ehri, 1987; Ehri *et al.*, 2001; LaBerge and Samuels, 1976; Perfetti, 1995).

Interestingly, Bialystok (1997) found that 4-year-old bilingual children were more advanced than 5-year-old monolinguals in their understanding of the symbolic function of print.

Some languages, such as Italian and Finnish, have pure alphabetic writing systems where each letter represents just one phoneme. In this sense the English writing system is not purely alphabetic because sometimes one sound e.g. /k/ can be spelled with "c" ("can"), with "k" ("kitten"), or with "ck" ("back"). Also a letter can have more than one pronunciation. For example sometimes the letter "c" corresponds to /k/ as in "car" or /s/ as in "cite". Irish, an alphabetic language, is similar to English in this respect. For example the digraph "bh" at the beginning of a word in Irish represents the sound /v/.

2.2.2.5 Phonological Awareness

The importance of phonological awareness in learning to read an alphabetic language has been well established by research (Adams, 1990; Bentin *et al.*, 1991; Bialystok, 1997; Bruck and Genesee, 1995; Campbell and Sais, 1995; Durgonuğlu, 1997; Goswami, 2000; Goswami and Bryant, 1990; Maclean *et al.*, 1987; Perfetti, 1995; Stanovich, 1986, 1992; Stanovich and Stanovich, 1995). Phonological skill predicts early reading ability of words (Maclean *et al.*, 1987) and early training to develop sensitivity results in a significant increase in word recognition as well as spelling skills (Goswami, 2000; Stanovich, 1992). Both syllabic awareness and sensitivity to onset and rime contribute to success in both reading and spelling (Bryant, 1998; Bryant and Bradley, 1985; Bryant *et al.*, 1990; Goswami, 2000; Goswami and Bryant, 1990). More specifically, there seems to be a definite relation between children's awareness of rhyme and alliteration and their ability to use analogies to read words (Goswami and Bryant, 1990). There is also evidence to suggest that the relationship between reading acquisition and phonological awareness is reciprocal (Bentin *et al.*, 1991; Durgunoğlu *et al.*, 1993; Hall, 2003; Stanovich, 1986). And evidence suggests that 'early identification and subsequent training in phonological awareness can partially overcome the reading deficits displayed by many children whose phonological skills develop slowly' (Stanovich, 1986: 393). Experience with oral language through rhymes, songs, word games and invented spelling is instrumental in developing children's phonological awareness (Durgunoğlu *et al.*, 1993; Hall, 2003).

Readers access the phonological forms of words when reading (Hickey, 1992; Perfetti, 1995; Treiman, 2001). For skilled readers this is a covert operation as they read silently (Treiman, 2001). While most theorists agree that phonology plays some role in supporting comprehension there isn't the same consensus about the role of phonology in word recognition (Stanovich, 1992). However, Perfetti (1995) does claim that phonology plays a role in skilled readers' word identification. Hickey (1992) found that children reading in Irish (L2) had a tendency to encode to English (L1) sounds thus making it difficult for them to read and comprehend L2 texts.

There is a developmental progression in how children learn to segment spoken words into sound units (Juel and Minden-Cupp, 2000). Many children have developed syllabic awareness by about age 4. Between ages 4 and 5 they learn to segment syllables into onsets and rimes. Awareness of individual phonemes within rimes often develops with reading instruction (Bruck and Genesee, 1995; Caravolas and Bruck, 1993; Juel and Minden-Cupp, 2000). Consequently, initial reading instruction should reflect this developmental progression (Juel and Minden-Cupp, 2000). The authors found that different instructional practices are related to growth in reading skill and concluded that 'word recognition instruction is likely to

be most effective if there is an emphasis on different linguistic units at different levels of reading development' (Juel and Minden-Cupp, 2000: 488).

One specific aspect of phonological awareness that has received particular attention from literacy researchers is phonemic awareness. Because phonemes are co-articulated phonological units, phonemic awareness requires an ability to attend to a sound in the context of other sounds in the word (Bruck and Genesee, 1995; Griffith and Olson, 1992). It also requires children to focus on the form of a word and not its meaning (Bruck and Genesee, 1995; Durgunoğlu *et al.*, 1993). Bilinguals tend to be better than monolingual children at attending to the form of a word and ignoring its meaning when the task demands such focus (Bialystok, 1997).

Some phonemic awareness is necessary in order to read alphabetic languages such as English (Byrne and Fielding-Barnsley, 1991; Juel, 1988; Perfetti *et al.*, 1987; Stanovich, 1986). This is because learning to decode necessitates being able to map phonemes to graphemes. Phonics instruction won't be effective unless children have developed some phonemic awareness at the beginning of first grade (Juel, 1988). Her study illustrates the crucial role of phonemic awareness in learning to decode. And children who enter first grade with poor literacy skills will benefit from early, structured, intensive phonics instruction (Juel and Minden-Cupp, 2000).

Phonemic awareness is a very strong predictor of reading achievement (Adams, 1990; Ball and Blachman, 1991; Bryant, 1998; Bryant *et al.*, 1990; Durgunoğlu *et al.*, 1993; Goswami, 2000; Goswami and Bryant, 1990; Juel, 1988; Stahl, 1992). This is true for many languages other than English (Durgunoğlu *et al.*, 1993). More specifically, Juel (1988) found that children who entered first grade with little phonemic awareness became poor readers and those who were poor readers in first grade were also poor readers in fourth grade. So, early success with reading is critical. Children need to develop some phonemic awareness early in order to learn how to decode (Ehri *et al.*, 2001). In the meta-analysis evaluating the effects of phonemic awareness instruction on learning to read and spell conducted by the National Reading Panel, Ehri *et al.* (2001) concluded that phonemic awareness instruction made a statistically significant contribution to reading acquisition. It impacted moderately on readers' ability to comprehend text and it also transferred to spelling. Concentrating on the rapid and early attainment of the lower level skills will most likely help children develop higher order comprehension skills (Juel, 1988).

Some phonemic awareness develops as children learn to read (Goswami and Bryant, 1990) so the relationship between phonemic awareness and alphabetic coding skill might be reciprocal (Bruck and Genesee, 1995; Campbell and Sais, 1995; Caravolas and Bruck, 1993; Durgunoğlu *et al.*, 1993; Ehri, 1987; Ehri *et al.*, 2001; Stanovich and Stanovich, 1995). Therefore, Ehri (1987) suggests that phonemic awareness should be taught as children learn to read. Perfetti (1995) and Perfetti *et al.* (1987) also noted a reciprocal relationship between phonemic knowledge and learning to read. Specifically, they found that the ability to blend phonemes enables reading development more than vice versa, whereas learning to read enables phoneme deletion.

2.2.2.6 Comprehension

The ultimate goal of successful reading is comprehension, i.e. 'to extract and construct meaning' from texts (Stanovich, 1992: 4). All texts carry multiple meanings (Gee,

2005) and readers draw on their past experiences and schemata as they construct meaning in the transaction with the text (Pardo, 2004; Pressley and Wharton-McDonald, 2006; Rosenblatt, 1991; Rowe and Rayford, 1987). And all readers will differ in terms of the background knowledge, cognitive development, culture, skills, purpose and motivation they bring to the reading act. For example, comprehension may be affected depending on how closely aligned the reader's culture is to the culture espoused in the text (Pardo, 2004). Therefore, there can be multiple readings of any one text (Pressley and Wharton-McDonald, 2006).

Background knowledge influences the reader's interpretation and readers must learn to activate this knowledge to derive meanings from texts. It has been found that skilled readers only make inferences based on prior knowledge when it is necessary to understand the ideas in a text (Pressley and Wharton-McDonald, 2006). Schema activation may well be affected by the reader's familiarity with the topic, the amount of information presented as well as genre clues (Rowe and Rayford, 1987). Extensive reading helps to develop and extend readers' world knowledge and their vocabulary (Pressley and McDonald-Wharton, 2006).

Texts vary at the surface level of structure, genre, language, dialect, vocabulary and such surface features can affect understanding. Texts also differ in terms of themes, messages and the author's intent. This 'gist' is often mediated by the teacher, for example when teachers read aloud to children. But there can be many commonalities across texts as well, particularly in children's literature. Teaching children to attend to story grammar elements such as structure, setting, characters and problem resolution can improve their comprehension and ability to recall (Pressley and Wharton-McDonald, 2006). Helping children make intertextual connections can help children derive more meaning from texts (Pardo, 2004).

Rosenblatt (1991) distinguishes between *efferent* reading and *aesthetic* reading. The former primarily involves reading for information. The latter refers to the affective domain of what we think, feel and experience as we read. Rosenblatt portrays this as a continuum rather than a dichotomy and suggests that all students need to be taught to read both efferently and aesthetically so that they can adopt a position on the continuum appropriate to their personal purposes. This means that the primary purpose for reading should always be clear to the reader. Our purpose for reading, our previous experiences and the type of text being read all affect the stance we take which can change during the reading of a text (Rosenblatt, 1991; Stanovich, 1992).

Poor word recognition impairs comprehension. This is because too much of the reader's attention capacity is devoted to decoding thus leaving less time for comprehension processes (Block and Pressley, 2007; Pressley and Wharton-McDonald, 2006). In fact, when readers are exposed to a word at least six times in different contexts, 'they develop significantly higher levels of comprehension' (Block and Pressley, 2007: 222). Instruction in word recognition and teaching decoding skills help develop fluency and thus improve comprehension (Pressley and Wharton-McDonald, 2006; Stanovich and Stanovich, 1995). Conversely, research by Feitelson *et al.* (1986) suggests that at the beginning stage of reading, better comprehension impacts on ability to decode. And research shows that comprehension processes are used both at the word level and beyond, even by good readers (Block and Pressley, 2007).

But comprehension requires more than accurate decoding (Pressley and Wharton-MacDonald, 2006). Readers need to learn to 'monitor the emerging meaning' using metacognitive and repair strategies including assimilation, accommodation and rejection (Pardo, 2004: 277). And, from a Vygotskian perspective, children's cognitive processes and comprehension can be developed through scaffolded instruction involving overt self-verbalisation and by helping children to eventually internalise the acquired skills as self-directed speech (Pressley and Wharton-McDonald, 2006; Van den Branden, 2000). Instruction in how to read for meaning should be introduced in the early primary years (Pressley and Wharton-McDonald, 2006) and the goal should be to develop 'self-regulated comprehenders' who can abstract the macrostructure in a text (Pressley and Wharton-McDonald, 2006: 334).

So comprehension is a process whereby readers construct meaning in their transactions with texts through a combination of prior knowledge and experience, information in the text and the stance a reader takes in relation to the text within a sociocultural context (Pardo, 2004). And from a sociocultural perspective creating an environment that is rich in texts, where literacy is valued, where pupils are encouraged to take risks, and where reading aloud and independent reading are practised can promote meaning making (Pardo, 2004).

In summary then, young readers need to develop alphabetic knowledge and phonological awareness, particularly phonemic awareness. Readers progress through four stages as they learn to decode words and develop their sight vocabulary. Failure to achieve accurate and automatic word recognition results in poor comprehension and frustration for the reader.

2.2.2.7 Summary: Top-Down Versus Bottom-Up

As previously noted the top-down model attributes minimal importance to visual cues in reading and maximal importance to context. Bottom-up models ascribe much greater importance to efficient word decoding mechanisms. Much evidence now exists that contradicts the top-down view of reading (Juel, 1995; Stanovich, 1992; Stanovich and Stanovich, 1995). It is important to distinguish between word recognition and comprehension because previously, 'hypotheses about context use in comprehension were inappropriately generalized to the *word recognition* level' (Stanovich and Stanovich, 1995: 90) (italics in the original). While context may be used for higher order processes such as comprehension, it is not used much to identify words (Perfetti, 1995). Better readers are better at using context to facilitate their comprehension processes (Stanovich, 1992).

It is now generally recognised that poorer readers and beginning readers rely more on contextual cues to derive meaning from words because they are lacking in the bottom-up processes that result in word recognition (Gough, 1976; Juel, 1995; Juel and Minden-Cupp, 2000; Stanovich, 1986; Stanovich and Stanovich, 1995). However, as word recognition processes become more efficient the effects of background knowledge and contextual information become attenuated (Juel, 1995; Stanovich, 1992; Stanovich and Stanovich, 1995).

The view of reading as a psycholinguistic guessing game has been largely disproved (Hall, 2003; Juel, 1995; Stanovich, 1986, 1992). A number of reasons can be cited why the psycholinguistic model is no longer tenable. First, contrary to what the psycholinguists

suggested, we now know that mature readers do not skip words when reading. Eye-movement studies have shown that readers fixate on almost all words in a text. Poor readers fixate on every word (Just and Carpenter, 1987; Perfetti, 1995; Stanovich, 1986, 1992). And every word is processed (Weber, 1970, cited in Ehri, 1987). So, graphic information plays a much greater role in reading than was suggested by psycholinguists. Consequently, some phonics instruction is necessary but this should be done with meaningful texts (Kendall *et al.*, 1987) and within the context of authentic literacy events (Cambourne and Turbill 1990; Goodman, 1989; Moustafa, 1993; Smith, 1978).

Second, good readers have developed automatic word recognition and, therefore, do not rely on context to identify words. But they do use context to interpret words and sentences. Poor and beginning readers are more dependent on context to derive meaning from print because they lack the necessary decoding skills (Juel, 1995; Perfetti, 1995). And third, as Juel (1995) suggests, compared with oral language development, learning to read is more difficult and unnatural. The evidence suggests that reading is not acquired naturally like oral language (Eskey, 2005; Juel, 1995; Gee, 2001; Pellegrini, 2001; Perfetti *et al.*, 1987; Spiegel, 1992; Stanovich and Stanovich, 1995). Learning to read is more difficult than learning to speak (Juel, 1995) and requires explicit instruction (Eskey, 2005; Stanovich and Stanovich, 1995). This is because oral language development is a biologically driven process whereas written language is not. 'Human cultures exist without written language and written language has evolved as a cultural, and not a biological, phenomenon' (Juel, 1995: 147). Literacy is a cultural construct and estimates of its existence range from between 3,000 and 5,000 years (Stanovich and Stanovich, 1995; Treiman, 2001) to 10,000 years (Gee, 2001).

So reading is understood to be 'an active, purposeful, and creative mental process in which the reader engages in the construction of meaning from a text, partly on the basis of new information provided by that text but also partly on the basis of whatever relevant prior knowledge, feelings, and opinions that reader brings to the task of making sense of the words on the page' (Eskey, 2005: 564). And while both psycholinguists and cognitive psychologists have contributed substantially to our understanding of the reading process, perhaps the former did not place sufficient emphasis on the importance of word identification. Successful reading involves a balanced interaction between top-down interpretation drawing on relevant schemata and bottom-up processing skills, a process referred to as 'parallel processing' (Eskey, 2005).The pedagogical issue for teachers is how to balance the teaching of decoding with reading for authentic purposes (Hall, 2003). In the next section I review some relevant literature on learning to read in a second language.

2.3 Reading in L2

2.3.1 Cognitive Reading Processes in Bilinguals

There has been a lack of research on the parallel development of first and second language reading, the role of individual differences in cognitive processes, how language proficiency and orthographic features affect the rate of acquisition of decoding skills in L1 and L2 (Geva and Siegel, 2000), on stages in the development of reading among bilingual children, and the extent to which reading in a second language follows a similar developmental path to that documented with children learning to read in their first language (Geva *et al.*, 1997). L2 reading research has yet to reflect more recent insights from L1 reading research such as the critical role of bottom-up automatic word recognition processes

in fluent readers and the detrimental effects of poor lower level processing on comprehension and higher level processing (Durgunoğlu *et al.*, 1993).

Due to the lack of a comprehensive theory of L2 reading development researchers tend to approach the development of L2 reading skills from the perspective of L1 theoretical models (Geva *et al.*, 1997). Such practice assumes that the component processes of reading development are more or less the same for L1 and L2. It also assumes that individual differences in underlying cognitive processes that promote the development of L1 reading play the same role in L2 reading development. However, other factors including orthographic, lexical, and morphosyntactic complexity may affect the degree to which theories of L1 reading development can be applied to L2 reading development. Therefore, one cannot assume that component processes of reading are equally relevant across languages (Geva *et al.*, 1997).

For example, previously, second language reading pedagogy assumed a top-down model of word recognition where more global knowledge such as syntactic and semantic information is at least as important as graphic information to predict upcoming words in a text (Durgunoğlu *et al.*, 1993). However, as noted earlier, first language reading research no longer supports a top-down model of word recognition. Besides, semantic and syntactic information does not facilitate top-down comprehension processes and fluency in L2 reading unless a certain, unspecified threshold level of proficiency in the L2 has been attained (Cziko, 1978, cited in Geva *et al.*, 1997).

2.3.1.1 The Central Processing Hypothesis

'There is some controversy in the research literature as to whether the development of component reading processes in different orthographies varies primarily as a function of common underlying cognitive processes ('the central processing hypothesis'), or alternatively, as a function of orthographic transparency ('the script dependent hypothesis')' (Geva and Siegel, 2000: 1-2) (emphasis in the original). According to the central processing hypothesis, reading development does not depend on orthographic depth. Bilingual children who experience decoding difficulties in L1 also have decoding problems in L2. And underlying cognitive processes such as short term verbal memory and efficient serial naming, and linguistic components such as phonological awareness in L1 or L2 emergent reading skills are more important than the nature of the orthography (Geva and Siegel, 2000).

In her review of United States research into English-as-a-second-language (ESL) learners' cognitive reading processes, Fitzgerald (1995) suggests that 'the cognitive reading processes of ESL learners are *substantively* the same as those of native English readers' (Fitzgerald, 1995: 180) (italics in the original). However, some of these processes may be used less or may operate more slowly for United States ESL learners than for native English readers. Overall, she concludes that the research on the cognitive reading processes of United States ESL learners suggests a relatively good fit with existing reading theories for native-language readers.

Fitzgerald and Noblit (1999) tracked the cognitive emergent English reading development of two first-grade ESL learners attending an immersion programme which also provided support for their native language of Spanish. The authors concluded that both children made progress in learning to read in English having received instruction from a first-language reading perspective (Fitzgerald and Noblit, 1999). In particular they remark that the

developmental paths of both pupils fit well with the conclusions of Adams (1990) from her synthesis of the research with native-English speakers including the importance of early phonological awareness. Fitzgerald (2000), Gregory *et al.* (2004), and Eskey (2005) all suggest that the similarities between reading in L1 and L2 outweigh the differences and so research on reading in L1 can provide a useful basis for examining the similarities and differences between reading in L1 and L2.

The developmental interdependence hypothesis posited by Cummins (1979) 'proposes that the level of L2 competence which a bilingual child attains is partially a function of the type of competence the child has developed in L1 at the time when extensive exposure to L2 begins' (Cummins, 1979, in Baker & Hornberger, 2001: 75). Cummins (1980, in Baker and Hornberger, 2001: 112) distinguished between 'basic interpersonal communicative skills' (BICS) and 'cognitive/academic language proficiency' (CALP). The latter refers to the 'dimension of language proficiency that is related to literacy skills' (Cummins, 1980, in Baker & Hornberger, 2001: 112). In the same paper Cummins proposed a '*Common Underlying Proficiency* (CUP) model of bilingualism in which the cognitive/academic proficiencies underlying literacy skills in L1 and L2 are assumed to be interdependent' (Cummins, 1980, in Baker & Hornberger, 2001: 131) (italics in the original). Much research supports Cummins's Interdependence Hypothesis and his premise that a common underlying proficiency drives development in literacy (Brisbois, 1995). However, according to Cummins's (1979) Threshold Hypothesis language transfer may only be possible when a threshold level of L2 proficiency has been attained.

Drawing on her work with developing bilinguals in Britain and France, Gregory (1996) examined how these young learners used grapho-phonic, lexical, syntactic and semantic knowledge when reading. Similar to Fitzgerald (1995) she concludes, 'emergent bilinguals draw upon the same clues as their monolingual peers, but use them in different ways, reflecting different strengths and weaknesses' (Gregory, 1996: 89). She also indicates that some children are able to transfer strategies from one language to another. All of the foregoing would indicate that common underlying cognitive processes promote the development of reading in L1 and L2.

In contrast, Bernhardt (1991, 2003) contends that reading in a second language is a different process and suggests that a reading theory specific to second-language learners is required. The view of reading as a cognitive process posits a predetermined central processor. For example a native speaker of English has competence in the rules of English and applies these rules when reading thus enabling him/her to anticipate information that is being input. According to Bernhardt 'this anticipatory ability becomes, through the acquisition of the mother tongue, an innate cognitive ability' (Bernhardt, 1991: 13). However, when the language input is different from the processor language the processor programme fails because it is not equipped with the anticipatory rules of the input language. Consequently, cognitive restructuring is required when reading in a second language. For Bernhardt 'reading theory must be able to explain cognitive and social literacy processes *in light of* a literacy/language network *that already exists*' and 'no existing theories, models, and views of reading developed for native speakers currently do this' (Bernhardt, 2003: 113) (italics in the original).

A social view of reading 'argues that a second language reader, in order to be successful, must somehow gain access to implicit information possessed by members of the

social group for which the text was intended' (Bernhardt, 1991: 14). Bernhardt suggests that texts are not just characterised by their linguistic elements such as semantics and syntax but also by their structure, their pragmatic nature, their intentionality, content and topic. Because second language readers approach a text from their first language perspective, an inherent conflict exists. 'This conflict exists from microlevel features (e.g., orthography) through grammatical structures … to the social nature of access to literacy …' (Bernhardt, 1991: 16). Regarding the more social aspects of reading such as word meaning, a second-language reader may very well know a vocabulary item but may 'not have a relevant or meaningful semantic field attached to it' (Bernhardt, 2003: 113). Therefore she calls for a sociocognitive view of second language reading which synthesises both a cognitive view and a social view.

Grabe & Stoller (2002) outline seven linguistic and processing differences between L1 and L2 readers. First, L1 and L2 readers have differing amounts of lexical, grammatical and discourse knowledge. For example the average six-year-old in first grade in the US knows about 6,000 words when reading instruction begins. In contrast many L2 students begin to read almost at the same time that they are learning to speak the language. Indeed this was the case for many of the children in this study. An obvious implication of this difference is that getting L2 students to sound out a word in order to discover its meaning is likely to be less effective in L2 settings than in L1 settings. Very often in L2 contexts children are learning word meanings and syntactic rules as they learn to read. This can result in a slower and less accurate reading rate in L2 (Geva *et al.*, 1997).

Second, readers in certain L2 contexts often have greater metalinguistic and metacognitive awareness than L1 readers. For example, the acquisition of more than one language in childhood can promote metalinguistic awareness (Vygotsky, 1962), and learning a second language in school can influence the developmental pattern of phonological awareness skills in young children (Bruck and Genesee, 1995). This is because 'bilingualism provides a form of contrastive linguistics instruction which leads bilingual children to compare and analyse the structural aspects of language in more advanced ways than monolingual children' (Bruck and Genesee, 1995: 308).

Third, L1 and L2 readers have differing amounts of exposure to reading. An essential foundation for reading is the development of fluency and automaticity in word and syntactic processing. L1 readers can spend years building up the necessary amount of exposure to print in order to develop fluency and automaticity. In contrast most L2 readers are not exposed to enough L2 print to allow them build fluent processing or to build a large sight vocabulary. Fourth, we must consider the varying linguistic differences that occur across any two languages. Such differences include orthographic depth and the extent of cognates. When a reader with a transparent L1 begins to read in a more opaque L2 or when a reader with a relatively opaque L1 begins to read in a transparent L2 there should be positive transfer to the L2. For a student who has a Romance language as an L1 and is learning to read in English cognates can be a significant resource.

Fifth, the authors consider the role played by L2 proficiency as a foundation for L2 reading. 'The Language Threshold Hypothesis argues that students must have a sufficient amount of L2 knowledge (i.e. vocabulary, grammar and discourse) to make effective use of skills and strategies that are part of their L1 reading comprehension abilities' (Grabe and Stoller, 2002: 50). Proficiency in the L2 including vocabulary knowledge and syntactic knowledge, is the variable that correlates best with L2 reading ability because reading entails decoding of language, and reading proficiency and comprehension depend on fast and

accurate decoding (Eskey, 2005). 'More proficient L2 students are able to use L1 reading skills in L2 reading, whereas less proficient L2 learners, who have not yet reached the L2 threshold, rely on L2 knowledge' (Brisbois, 1995: 568).

This is in marked contrast to Fitzgerald (2000) who refers to the increasing amount of research that suggests that 'orality in the new language is not a prerequisite to reading development in the new language' (Fitzgerald, 2000: 520). Anderson & Roit (1996) explored the use of reading comprehension instruction to develop oral language in minority-language students and suggest that at the earlier stages some children's reading in the new language can outstrip their oral development in that language. More reliable correlations between second-language reading proficiency and literacy knowledge in the first language than between second-language reading proficiency and oral knowledge of the second language have been reported by Durgunŏglu (1997). And Geva and Siegel (2000: 23) found that 'L2 oral proficiency plays only a limited role in explaining individual differences in accurate L2 word recognition skills'.

Sixth is the issue of transfer which can be both positive and negative. An example of interference would be the tendency for young beginning L2 readers to encode to L1 sounds as reported by Hickey (1992). Grabe and Stoller (2002) highlight the need 'to explore which L1 skills and strategies might be positive supports for L2 reading development and how such skills and strategies can be reinforced through direct instruction in, for example, word-recognition skills, vocabulary-learning strategies, cognate use and comprehension strategies' (Grabe and Stoller, 2002: 54-55).

Finally, the inevitable interplay between two languages when reading in a second language must be considered. This interaction between the two languages 'influences word recognition, reading rate, the organisation of the lexicon, the speed of syntactic processing, strategies for comprehension, experiences in task performance, expectations of success and failure, motivations for reading and a number of other possible points of interaction' (Grabe and Stoller, 2002: 54). However, the authors acknowledge the paucity of research in this area and suggest that this issue might become more important as we learn more about cognitive processing in bilinguals.

2.3.1.2 The Script Dependent Hypothesis

According to the 'Orthographic Depth Hypothesis', there are differences between alphabetic orthographies in terms of phoneme-grapheme correspondence and this affects reading development. 'A 'shallow' orthography allows a simple, one-to-one correspondence between letters and sounds. Conversely, a 'deep' orthography, while still abiding by the alphabetic principle, employs a more complex set of relationships between letters and sounds' (Geva and Siegel, 2000: 2) (emphases in the original). Much evidence now suggests that the rate of acquisition of reading skills varies across orthographies (Geva *et al.*, 1997).

Wimmer & Goswami (1994) found that 7-, 8-, and 9-year-old English children had substantially more difficulties than German children did in a pseudoword reading task. Landerl (2000) found that in comparison to English children, young German children in first and second grade showed a distinct advantage in their ability to read pseudowords with a high level of accuracy. Similarly, Defior, Martos & Cary (2002) found the pseudoword accuracy of Portuguese and Spanish children to be relatively similar to the performance of

German children and much better than that of English children as reported in the two aforementioned studies.

Building on these previous studies Aro & Wimmer (2003) compared learning to read in English with six more regular orthographies. They compared the reading performance of English children in Grades 1-4 with the reading performance of German-, Dutch-, Swedish-, French-, Spanish-, and Finnish-speaking children at the same grade levels. Of the languages included in the Aro & Wimmer (2003) study English is considered to have the deepest orthography. In degrees of increasing consistency English is followed by French, Dutch and Swedish, German and Spanish, and Finnish is considered to have the most consistent orthography.

The authors applied the pseudoword, number word and numeral reading procedure originally introduced by Wimmer & Goswami (1994) for comparing reading development of German and English children to the other aforementioned orthographies. They found that 'the translation of new letter strings into acceptable pronunciations is easily acquired in all alphabetic orthographies involved in this study, with the exception of English' (Aro & Wimmer, 2003: 630). They also found that reading fluency was affected by regularity of orthography as well as other orthographic differences. They call for a revision of English-based characteristics of reading instruction because the difficulty of phonological recoding appears to be specific to English which has a complex grapheme-phoneme correspondence. It must be acknowledged that other factors could be at work such as age when literacy instruction begins as well as methods of instruction. For example Landerl (2000) found that English children who were exposed to systematic phonics instruction read more accurately in Grade 3 than those who were not. In concluding, Aro and Wimmer emphasise the need for further research that would attempt 'to clarify the specific orthographic characteristics that account for the variability in learning to read in different orthographies' (Aro & Wimmer, 2003: 632).

Bernhardt (1987) examined the cognitive behaviours of readers of German as a foreign language by tracking their eye movements. Included in the study were native readers of German, non-native but experienced readers of German and non-native inexperienced readers of German. The qualitative results indicated that experienced non-native readers behaved in an analogous fashion to native readers on the easy pedagogical passage. However, the inexperienced readers attended to content words mostly, behaviour consistent with native English readers. It would appear, therefore, that reading in German requires a different focus to reading in English regardless of whether one is a native speaker or not.

The quantitative data revealed that both native and non-native experienced readers read faster and attained higher comprehension rates than non-native inexperienced readers. Consequently Bernhardt concludes, 'the use of certain L1 reading models appears to be viable within a setting for second language learning' (Bernhardt, 1987: 47). The qualitative data revealed that non-native experienced readers appeared to 'develop a cognitive strategy - one which extracts critical information from function words - consistent with that of native speakers' (Bernhardt, 1987: 47). Considering the implications of her findings Bernhardt writes: 'first, the process of comprehending German seems to require cognitive behaviors for comprehending German - not generic behaviors transferable from language to language; second, these behaviours may develop linearly with exposure to the second language' (Bernhardt, 1987: 48).

Geva and her colleagues (Geva & Siegel, 2000; Geva & Wade-Woolley, 1998) evaluated the relative merits of the central processing hypothesis and the script dependent hypothesis for reading development among children learning to read concurrently in English (L1) and voweled Hebrew (L2), which has a more transparent orthography. The authors found that 'while underlying cognitive demands and L2 proficiency play a modest role in understanding individual difference in the development of L2 reading skills, a more comprehensive picture is attained when orthographic complexity is considered as well' (Geva and Siegel, 2000: 24). For example, steps associated with L1 reading development such as accuracy preceding speed also apply to the development of word identification skills in L2, but they do not emerge simultaneously in both languages. Children achieve high decoding and word recognition accuracy earlier in Hebrew than in English, even when Hebrew is taught as a second language (Geva *et al.*, 1997).

So, 'in spite of the obvious advantage children may have in their L1 in terms of the lexicon and syntactic knowledge, in early stages of learning to read in two such distinct languages, children may attain higher accuracy in decoding in their L2, provided that (in addition to ample exposure and instruction) the L2 is associated with an orthography such as Hebrew, which is less demanding for decoding' (Geva and Siegel, 2000: 24). So, young children develop word recognition skills more easily when the script is less complex even if it is their L2. With a more complex script children take longer to learn all the rules plus exceptions even if it is their L1. Overall the authors conclude that the central processing hypothesis and the script dependent hypothesis should be viewed as complementary rather than contradictory.

Another aspect of orthographic complexity that can affect the development of reading acquisition is inflectional morphology. The high morphemic density associated with inflected languages such as Hebrew can slow down the reading rate for L2 beginners (Geva *et al.*, 1997). All of this is relevant to the current study of children learning to read in both Irish (L2) and English (L1) from an early age. For example, Finnish and Italian have shallow orthographies where each letter represents just one phoneme. In contrast, English has a much deeper orthography with many irregularities in terms of sound-symbol correspondence. Irish lies about midway between these two points. While the sound-symbol correspondence in Irish is much more regular than in English, Irish is a highly inflected language whereas English has relatively few inflections. More research is needed to examine the role of orthographic complexity in reading development among bilingual children with different language pairs (Bialystok, 2002; Geva and Siegel, 2000) and to clarify the specific orthographic features that differentially affect reading development in different orthographies (Wimmer and Goswami, 1994).

Tabors and Snow (2001) discuss some specific challenges for young developing bilinguals learning to read in English as L2. Studies have shown that these children are able to engage in a wide variety of literacy activities such as developing print concepts, recognizing and writing letters of the alphabet, and developing considerable sight word vocabulary. However, they do encounter difficulties with activities that require more sophisticated linguistic knowledge such as demonstrating rhyming abilities and predicting the meaning of an unknown word from a context they do not fully understand. Young L2 learners' early success with reading in L2 relates to recognizing familiar words and decoding regular words but does not extend to integrating comprehension into the reading process. Consequently these children are in danger of becoming demotivated. Very often these young

bilinguals draw much more on the social context of the classroom than on the reading texts to improve their oral English competence (Tabors and Snow, 2001).

As Tabors and Snow acknowledge (2001), there is much we do not yet understand about the process of learning to read in L2 but in some contexts children learning to read initially in L2 might be more at risk of reading difficulties than their peers who learn to read in their L1. However, it is the quality of the interactions and not the language that is the critical factor. And regardless of the context young bilingual children will have skills to bring to the process of learning to read in L2. 'Educators need to know what those skills are and how to take advantage of them, so that the process of literacy acquisition can be optimized for all young bilingual children' (Tabors and Snow, 2001: 176).

2.3.2 Phonological Development Among Bilinguals

Evidence suggests that 'schooling in a second language can influence the pattern of development of the young child's phonological awareness skills. The precise nature of these influences is mediated by the child's age, amount of exposure to the second language, and introduction to literacy' (Bruck and Genesee, 1995: 319). A number of researchers have compared phonological awareness development among bilinguals and monolinguals. Holm *et al.* (1999) have developed a phonological assessment procedure for bilingual children. They concluded that the phonological development of bilingual children differs from monolingual development in each of the languages. Durgunoğlu (1997) found that letter knowledge and phonological awareness were major influences on word recognition and spelling processes in Spanish. Strong Spanish (L1) literacy transferred and helped English (L2) word recognition and spelling levels (Durgonuğlu, 1997). Durgunoğlu *et al.*, (1993) found evidence of the transfer of phonological awareness across languages. Specifically they found that phonological awareness in Spanish (L1) predicted performance on word recognition in both Spanish and English (L2).

Bruck and Genesee (1995) claim that input from a second language can influence both the rate and the pattern of metalinguistic development. The English-French bilingual children in their study had greater awareness of onsets and rimes than their English monolingual peers in kindergarten. However, there was little or no difference between the groups on syllabic or phonemic awareness. By grade 1 the pattern had changed. Both groups showed similar awareness of onsets and rimes. The bilingual children had superior syllabic awareness while the monolinguals had better phonemic awareness. In another study English-Italian bilinguals demonstrated superior phonological awareness to English monolinguals and this was possibly related to the more regular syllabic and phonological structure of Italian (Campbell and Sais, 1995).

It may be concluded from these studies and others that where there are bilingual advantages they are found on some measures only. Therefore such advantages are task-specific and not universal (Bruck and Genesee, 1995; Bialystok, 2002). And where bilingual advantages were found they had usually disappeared by grade 1. Perhaps the introduction of formal reading instruction had an equalising effect and compensated for any early advantages demonstrated by bilinguals (Bialystok, 2002). And perhaps it is the language of literacy instruction rather than literacy instruction per se that determines such outcomes (Bruck and Genesee, 1995).

The development of phonological awareness among monolinguals and bilinguals will be influenced by the phonological status of the various units in each language (Bruck and Genesee, 1995; Caravolas and Bruck, 1993; Durgunoğlu *et al.*, 1993). For example, Czech children have higher phonemic awareness than English children but lower awareness of onsets and rimes (Caravolas and Bruck, 1993). Italian children have higher phonemic and syllabic awareness than English children (Cossu *et al.*, 1988, cited in Bruck and Genesee, 1995). These patterns reflect the relative salience of the various phonological units in the children's native languages (Bruck and Genesee, 1995).

Bilingual children who speak languages that foster different phonological awareness may be able to transfer their metalinguistic awareness from one language to another. This coupled with the earlier development of phonological awareness in bilingual children may have an overall facilitating effect on literacy acquisition (Bialystok, 2002; Campbell and Sais, 1995). For example, syllables are more salient in orthographic representation in Spanish but onset-rime units are more salient in English (Durgunoğlu *et al.*, 1993). Similarly the syllable is more salient in French than in English as French is syllable-timed whereas English is stressed-timed (Richards *et al.*, 1992). This would account for bilingual children's superior syllabic awareness in grade 1 of a French immersion programme (Bruck and Genesee, 1995). Irish is also syllable-timed. This knowledge is important for teachers to help them understand patterns of phonological development among bilinguals. With such knowledge they could build on the strengths a child has in his/her first language and facilitate the transfer of these skills to the second language as evidenced by Durgunoğlu *et al.*, (1993). Teachers could also help children compensate for any disadvantages that might accrue from learning to read in L2 prior to L1.

One other interesting result from these studies is worthy of note. The orthographic dependent hypothesis suggests that orthographic depth mediates the rate and pattern of development of phonological awareness and literacy skills. Transparent orthographies (e.g., Italian and Czech) facilitate the development of phonemic awareness and spelling acquisition (Caravolas and Bruck, 1993). Irish orthography is more transparent than English orthography. Thus, for children in Irish immersion programmes who are learning to read in Irish (L2) from a very early age, it is likely that their phonemic awareness development will be greatly facilitated by the fact of learning to read in a more transparent orthography. This facility could then transfer to reading in English at a later stage.

2.3.3 Reading in L1 and L2: Evidence from the Irish Context

2.3.3.1 Evidence from the 1960s

John Macnamara carried out the first comprehensive study of Irish-medium primary education during the 1960s, culminating in the publication of his book Bilingualism and Primary Education in 1966. In this quantitative study Macnamara tested primary-school pupils in fifth class (seventh year of elementary schooling) on Irish, English and mathematics. Included in the study were pupils attending English-medium schools in English-speaking areas, pupils attending Irish-medium schools in English-speaking areas and pupils attending Irish-medium schools in Gaeltacht (Irish-speaking) areas. The author argued that a 'balance effect' occurred in learning two languages whereby L1 skills decrease as L2 skills increase.

Macnamara's main findings can be summarised as follows.

- The performance of Irish children on the Moray House English Test 14 was poor in comparison with the performance of British children on whose work the test was standardised. He attributes the poor performance of Irish children compared with English children mainly to the fact that far less time was spent on teaching English in Ireland than in Britain. Because of the amount of time devoted to teaching Irish, Irish children spent on average less than half as much time at English as English children did.
- No differences were found in English reading attainment between pupils attending English-medium schools and pupils attending Irish-medium schools in English-speaking districts.
- No differences in Irish reading achievement were found between pupils in English-medium schools and pupils attending Irish-medium schools in English-speaking areas.
- Native speakers of English do not achieve the same standard in written Irish as native speakers of Irish.
- Gaeltacht children performed much more poorly on the English test than native speakers of English both in Ireland and in Britain.
- The teaching of mathematics through the medium of a second language does not benefit the second language but it does have a detrimental effect on children's attainment in problem solving in mathematics.
- Native speakers of Irish fell behind native speakers of English in both mathematics and English but surpassed them in Irish. However, as the author acknowledges, both the English test and the Irish test were designed mainly for children whose first language was English.

In interpreting these results we should take cognisance of the climate that existed at the time in relation to the benefits and detriments of bilingualism. At the time the bilingual situation which had been studied most frequently was that of immigrants to the USA. These people were in the process of losing their first language while at the same time acquiring English (i.e. subtractive bilingualism). But the Irish context differed greatly from the American context because English-speaking children were learning Irish but with no danger of losing their first language (i.e. additive bilingualism).

2.3.3.2 Evidence from the 1970s

Cummins (1977a) raises doubts about the validity of Macnamara's findings particularly in relation to the poorer performance on arithmetic problems of children attending Irish-medium schools. He suggests that Macnamara confounds the effects of teaching through a weaker language with the effects of testing through the weaker language. Where Macnamara interpreted his results as support for his contention that children taught through a weaker language are likely to suffer subject-matter retardation as a result, Cummins suggests that the results merely indicate that children tested through their weaker language perform more poorly than children tested through their stronger language.

Cummins (1977b) reports on a comparative study of reading achievement in Irish- and English-medium schools located in Dublin. This study included grade 3 children in three Irish-medium schools and two English-medium schools. All schools were mixed sex and followed the same curriculum as prescribed by the Department of Education. The author reports no significant differences between the two groups on IQ or English reading scores. The lack of differences between Irish-medium and English-medium groups in English reading achievement in this study replicates the findings of Macnamara (1966). The Irish-

medium group scored significantly higher on Irish reading, at no apparent cost to their English reading skills. This is in stark contrast to Macnamara (1966) who found no difference in Irish reading achievement between pupils attending Irish-medium schools in English-speaking districts and pupils attending English-medium schools.

Lindsey (1975) used structured interviews to elicit teachers' perceptions of Irish language teaching in relation to Irish language educational policy, learners, long-range benefits to learners as adults, sources and quality of parental support, and teacher education. A total of 125 teachers from 32 national schools, including English-medium schools, Irish-medium schools and schools in Gaeltacht areas participated, representing 0.75% of national primary teachers at the time. When asked if during the early stages of reading and writing children experience difficulty in their first language as a result of learning a second language, 50% of teachers reported conflicts in sound-symbol correspondence. It must be noted that the report does not expand on this finding and no information is given regarding whether this phenomenon was particular to any or all of the aforementioned school types. Further research is therefore needed to explore the area of sound symbol correspondences in Irish versus English in order to establish the potential for both positive transfer and interference across languages. Language conflicts were perceived also in spelling (31%), in syntax (40%), and in oral language development (26%).

2.3.3.3 Evidence from the 1980s

Harris & Murtagh (1987) report on a study they conducted which compared Gaeltacht children's oral competence in Irish with that of children attending Irish-medium schools in English-speaking districts. Data were collected from randomly selected second-grade and sixth-grade classes. Newly constructed objective tests were administered to assess proficiency in spoken Irish among primary-school children in Gaeltacht and Irish-medium schools. The research was carried out in 1982 with pupils in second grade, and in 1985 with pupils in sixth-grade. English verbal reasoning ability of sixth-class pupils was assessed using a nationally-standardised test developed by the Educational Research Centre in Dublin.

One of the most striking features of the data was the substantial improvement in Gaeltacht children's command of spoken Irish between second grade and sixth grade. The authors established that a substantial minority of children attending Gaeltacht schools did not speak Irish at home. Therefore, in such schools some children begin reading in their first language whereas others begin reading in what is their second language. However, those for whom Irish is the second language improve substantially in their command of spoken Irish.

Results indicated that English verbal reasoning ability of Gaeltacht children fell behind that of their peers in both Irish-medium and English-medium schools. The most significant differences occurred where children came from homes where Irish only was spoken. However, the authors reassure us that the difference 'is not on a scale which would give cause for concern' (Harris & Murtagh, 1987: 121). In conclusion they emphasise the need for more information on and consideration for the difficulties which many Gaeltacht teachers must encounter and suggest that small-scale, in-depth studies also have a crucial role to play in developing our understanding of the position of Irish and English in the Gaeltacht.

2.3.3.4 Evidence from the 1990s to date

Hickey (1992) carried out some interesting research on L2 reading with third class (fifth year of schooling) pupils attending English-medium schools. These pupils would have begun reading in English in infant classes and would have been introduced to Irish reading in first class (third year of schooling). Consequently, they were at the beginning stages of becoming biliterate. Some of the problems specific to reading in a second language that she discusses include low language proficiency, phonological encoding, slowness of reading, and poor strategies.

According to Hickey (1992) children reading in a second language are often skilled decoders but they understand very little of what they read. For beginning language learners 'low general language proficiency may 'short-circuit' L2 reading and result in poor comprehension' (Hickey, 1992: 9). Because there is a world of difference between decoding and reading for meaning, children need to learn that decoding is not enough. As noted earlier, when reading in our first language we subvocalize or encode phonologically. This helps us to process difficult texts more accurately. Children reading in a second language encode phonologically also but very often to L1 sounds. This creates comprehension difficulties as well as increasing processing time. Hickey suggests that children need to be helped 'to access the Irish encoding more quickly by practising particular sound-symbol correspondences and using rhymes to build up their own phonics lists' (Hickey, 1992: 10-11).

Skilled L1 readers are much slower when reading a text in their second language. They spend more time on decoding and less on comprehension. They also tend to treat each word in the text as equally informative, a process referred to as 'local reading' (Hickey, 1992: 11). Hickey (1992) found that third-class children read on average 75 words per minute in Irish compared with an average of 115 words per minute when reading in English. When questioned in English about the Irish passage it emerged that they had little or no understanding of what they had read. They tended to focus on graphophonic cues to the exclusion of semantic cues. The author suggests that L2 readers need to be trained to read for meaning. They must be helped to restructure their knowledge of their second language so that the lower level skills become automatic, rather than requiring their full attention. This will require extensive practice at reading in the second language.

Hickey (1992) found that beginning L2 readers tend to make errors which are non-meaningful, based on what the word looks like rather than what would make sense in the context. She also found that more advanced readers were more likely to make errors that are related to the word meaning. Consequently, she concludes, 'there are stages that L2 readers go through, from early, non-meaningful errors, to semantic substitutions' (Hickey, 1992: 12).

Harris *et al.* (2006) conducted a very comprehensive study of achievement in Irish listening, speaking, and reading among sixth-class (final year) pupils in primary schools. The sample of 4,335 pupils included 3,037 pupils (6.2 %) attending ordinary schools, 683 (34%) attending all-Irish schools and 615 pupils (53.5%) in Gaeltacht schools. These numbers represented 8.3% of the total target population. Assessments in listening, speaking, and reading were administered in 2002. The findings from the listening and speaking components were compared with data from a previous survey conducted in 1985 by *Institiúid Teangeolaíochta Éireann* (The Linguistics Institute of Ireland).

The decline in the percentage of pupils in ordinary schools attaining mastery in six of the seven Irish listening objectives between 1985 and 2002 was statistically significant. This was accompanied by a moderate increase in the percentage achieving minimal progress as well as a larger increase in the percentage of failures. Very high percentages of pupils in all-Irish schools attained mastery of most objectives in 2002 (Harris *et al.*, 2006). The percentage of pupils in Gaeltacht schools achieving mastery in all seven listening objectives was intermediate between ordinary and all-Irish schools, but much closer to all-Irish schools (Harris *et al.*, 2006).

Ordinary schools have witnessed a sharp decline in percentages of pupils in sixth grade achieving mastery in Irish speaking. This decline is due mainly to the increase in the failure rate rather than an increase in the percentage achieving minimal competence (Harris *et al.*, 2006). High percentages (> 50%) of pupils in all-Irish schools attained mastery in all eight speaking objectives. Similar to the test on listening achievement, the results for Gaeltacht schools were again intermediate between ordinary and all-Irish schools but considerably closer to the latter (Harris *et al.*, 2006). The results for reading achievement indicate a similar trend with pupils in all-Irish schools achieving a higher standard than their peers in Gaeltacht schools who in turn outperformed pupils in ordinary schools (Harris *et al.*, 2006).

The authors express concern regarding the decline in performance among pupils attending all-Irish schools on understanding and controlling the morphology of verbs. Verb morphology has an important semantic role in communication. Similar grammatical and syntactic difficulties have been observed among pupils in Canadian immersion schools. While there is a strong record of research in immersion programmes in Canada and elsewhere, this has not been the case in Ireland. In particular immersion programmes in Ireland might benefit from research that might inform teachers about how to focus on form-related meaning during content-based lessons (Harris *et al.*, 2006).

All-Irish schools might be contributing to the development of networks of Irish speakers outside the Gaeltacht by producing sizeable numbers of proficient Irish speakers, thus contributing to the overall strengthening of the language nationally (Harris *et al.*, 2006). However, the authors express concern regarding the results for ordinary schools in relation to language maintenance. Ordinary schools have always played an important role in ensuring that a knowledge of spoken Irish is transmitted from generation to generation. The marked decline in spoken Irish proficiency among pupils in ordinary schools since the 1980s has serious implications for the broader language-maintenance effort (Harris *et al.*, 2006).

Regarding the English reading attainments of pupils attending all-Irish schools, a recent study of 1,881 second-class, and 1,471 fifth-class pupils found that their scores on standardized reading tests were significantly above the national average (Ó hAiniféin, 2007).

2.3.4 Evidence from Immersion Programmes

Geva & Clifton (1994) note the favourable findings from French Immersion programmes with regard to reading. These programmes tend to have a positive effect on second language acquisition without hindering the development of literacy in the first language. In many French Immersion contexts children are introduced to reading instruction in French first with reading instruction in English being introduced in Grade 2 or Grade 3 and sometimes as late as Grade 4. In these contexts it is assumed that literacy skills acquired

within the second language context will transfer to the pupils' first language. However, the authors remark that not enough is known about developmental and individual differences in the early stages of acquiring reading skills in pupils attending Early French Immersion programmes. They also suggest that 'when second language learners read in their second language, automaticity may be hindered not only by inefficient decoding, but also by slower and limited lexical access processes' (Geva & Clifton, 1994: 648). These findings corroborate the results of the Hickey (1992) study reviewed earlier.

In their study Geva & Clifton (1994) examined the performance of Grade 2 children on a number of reading tasks. One group was attending the English stream programme while the other group was attending the French immersion programme in the same school. Within this latter group some children were receiving literacy instruction in French while others were receiving literacy instruction in English. The purpose of the study was (a) to compare fluent and weak readers in the Early French Immersion programme with their counterparts in a regular English stream and, (b) to study the emergence of parallel reading skills of fluent and weak readers in the French Immersion programme in English (L1) and French (L2).

The results revealed that the number of pupils in the French Immersion programme who reached an independent reading level by Grade 2 was significantly smaller than the number of English stream pupils who reached an independent reading level. The authors surmise that 'the transition from stage to stage in first and second language reading development may occur more slowly in French Immersion students, in general, than it does when children learn to read in the first language only' (Geva & Clifton, 1994: 662). No significant differences were found between the two language groups within the same reading level on measures of accuracy such as word recognition, miscues, omissions, nonwords, repetitions, insertions, word substitutions and comprehension measures such as retelling a story. Good readers in both groups were able to integrate visual information with semantic and syntactic information, regardless of language, poor readers were not. Good readers in either language were less likely to make decoding errors. Where children had sufficient opportunities to develop a rudimentary repertoire of vocabulary in the second language and syntactic knowledge, and for whom the primary means of literacy instruction was in the second language, the more precocious of these readers used both bottom-up and top-down reading strategies in a more balanced manner than the less skilled readers. For second language learners with limited lexical and syntactic knowledge of the second language, access to contextual information may be limited (Geva and Clifton, 1994).

English stream children could read faster and indicated a more developed level of syntactic knowledge than French Immersion children. French Immersion students who read at the 'coping' level in English read more slowly than their counterparts in the English stream. The authors speculate that this 'may be due to more limited syntactic knowledge in English and French, as well as less accumulated practice in dealing meaningfully with print at this stage of their reading development' (Geva & Clifton, 1994: 663). They also indicate that this is consistent with previous French Immersion research where Genesse *et al.* (1985) reported a lag of one to two years in the early stages of reading development for children in Grade 4.

In comparing the performances of good and poor readers in their first language (English) and in their second language (French) the authors found that 'those children who were fast, accurate, fluent readers who comprehended what they read in one language, were also fast, accurate, fluent readers who comprehended what they read in the other language' (Geva & Clifton, 1994: 663-664). Similarly readers who were weak on these measures in

their first language were also weak on the same skills in their second language. The authors highlight the fact that in French Immersion programmes not all pupils reach the same reading level at the same time, and a significant gap is noticeable between good and less able readers as early as Grade 2.

Kendall *et al*. (1987) compared the English graphophonic and word knowledge of anglophone children in French immersion programmes with those of a similar group of children in regular English classrooms. Word identification strategies were tested at the beginning and end of kindergarten. Word identification strategies, oral reading and comprehension were tested at the ends of Grades 1 and 2. A large gap in English reading ability in favour of children attending English programmes appeared at Grade 1 and a somewhat lesser gap was observed at Grade 2. But when English language arts instruction was introduced in the subsequent grades both groups read English equally well. The authors set out to provide specific information about the development of English graphophonic and word knowledge of pupils attending French immersion programmes. They examined both quantitatively and qualitatively French immersion children's development in English reading. They also considered the transfer of reading skills acquired in French literacy instruction to material written in English, the children's first language. The quantitative analyses revealed no differences between the two groups in kindergarten but the children attending the regular English programme scored reliably higher on most measures at the ends of Grades 1 and 2, thus confirming previous research results.

Kendall *et al*. (1987) have attempted to characterise the development of the French immersion pupils' English graphophonic and word knowledge. At all three grade levels the vast majority of French immersion pupils differentiated between reading in French and reading in English. Despite having received no formal literacy instruction in English, by the end of Grade 2 few French immersion pupils read or spelled any of the English words presented using French pronunciation or spelling. Even when they did not know the correct English pronunciation they did not rely on their French decoding skills. By the end of Grade 2 and sometimes by the end of Grade 1 there were many English words and graphophonic elements that almost all the French immersion children knew. Where pupils did experience difficulty with a particular element 'its difficulty sometimes appeared to be related to the task presented (reading or spelling) or to the element's position in a word (beginning or ending)' (Kendall *et al.*, 1987: 151).

Information obtained from the French immersion teachers would indicate that the children appeared to have transferred much of their French reading skills and knowledge to reading in English. As a result of their French reading instruction the French immersion pupils seem to be learning phonological and letter-sound principles that they can apply to English reading. The authors speculate on the possible existence of generic literacy skills. 'In fact, the results of the present study suggest that the understanding of phonological and letter-sound principles may be a generic skill that, once acquired, gives children an analytical approach they can use with any text (with a familiar orthography, of course)' (Kendall *et al.*, 1987: 151). The French immersion children have a basic knowledge of spoken French but have excellent competence in spoken English. Their print-specific skills are being developed through instruction in French reading and much of their French decoding knowledge transfers to English. Thus they are able to effectively co-ordinate their English language oral competence with their graphophonic skills. The authors maintain that children in French immersion can learn to read in French at school and in English at home at no cost to their reading development in either language. Again with reference to previous research the

authors conclude that learning to read first in one's native language may be more appropriate for minority-language children whose language is of low status in the community.

Noonan *et al.* (1997) examined the effects of the order of languages in which students were taught to read in early French Immersion. In one case pupils were formally introduced to beginning reading in French in Grade 1 and beginning English reading was introduced in Grade 2 with reading in both languages continuing in Grade 3. In the second case pupils were formally introduced to beginning reading in English in Grade 1 and beginning reading in French in Grade 2 with reading instruction in both languages continuing in Grade 3. Matched samples of Grade 3 students were tested on seven dependent variables including English vocabulary, reading and spelling; French word recognition, reading and spelling; and school-related anxiety. The results showed no significant differences between the two groups on any of the seven sub-tests. The authors suggest that 'when cognitive ability is controlled, beginning reading skills are similar for all students, regardless of the language used to introduce reading' (Noonan *et al.*, 1997: 738). They also speculate that 'the strong correlation among the English and French reading skills may also be evidence of interdependence or transfer effects' (Noonan *et al.*, 1997: 738).

Turnbull *et al.* (2001) report on their analysis of immersion students' performance in literacy and mathematics in a provincial testing programme in Ontario for all Grade 3 and Grade 6 pupils. The authors of this report compared the results of immersion pupils with their non-immersion counterparts as well as comparing the performances of pupils attending different types of immersion programmes. For reading and writing Grade 3 immersion pupils were more likely than pupils in English programmes to be rated at levels 3 or 4 (the higher levels). Type of programme design appeared to have no systematic effect on reading test scores except for those pupils who did not begin formal instruction in English reading until Grade 4. By Grade 6 early immersion students had caught up with and sometimes outstripped their peers in the English programme. These results confirm the results reported by Geva & Clifton (1994) cited earlier. On the writing tests Grade 3 immersion students equalled or surpassed English programme students in the same district with the exception of those immersion students who had no instruction in English until Grade 4. Similarly at Grade 6 immersion students outperformed students in the English programme in the writing tests.

In discussing their findings the authors note that early total immersion pupils 'demonstrated a certain lag in English literacy skills at Grade 3 as compared to students in regular English programs' (Turnbull *et al.*, 2001: 23). This corresponds with previous research reported by Swain & Lapkin (1982). However, immersion pupils who were exposed to some instruction in English performed as well as pupils in the English programme. Grade 6 literacy test scores of immersion pupils were notably better than those of their peers in English programmes. The study confirms that immersion in French does not impact negatively on pupils' English literacy skills or mathematics skills. Similarly, Johnstone *et al.* (1999) reported that the attainments in English and mathematics of pupils receiving Gaelic-medium education in Scotland were equal to or better than English-medium pupils.

2.3.5 Summary

This review of research into reading in L1 and L2 began with a review of the psycholinguistic and cognitive-psychological models of reading. Researchers including Frank Smith and the Goodmans characterised reading as a psycholinguistic guessing game where readers use semantic and syntactic clues as well as graphophonic information to derive

meaning from print. In contrast a cognitive-psychological view of reading sees reading as the ability to decode and understand written language. This view sees reading as a linear, bottom-up process where readers need to master discrete skills. Readers must develop automatic word recognition and fluency to allow more time for text processing and comprehension. Both perspectives focus on the individual nature of the reading process and on how knowledge and meaning are constructed by the individual (Hall, 2003). It may be concluded from this review that successful reading involves a balanced interaction between top-down interpretation drawing on relevant schemata and bottom-up processing skills, a process referred to as 'parallel processing' (Eskey, 2005).

A review of research into cognitive processes of reading in L2 revealed that researchers tend to approach the development of L2 reading skills from the perspective of L1 theoretical models because of the lack of a comprehensive theory of L2 reading development (Geva *et al.*, 1997). Overall the central processing hypothesis and the script dependent hypothesis should perhaps, be viewed as complementary rather than contradictory (Geva and Siegel, 2000: 24).

Much evidence from immersion programmes, including immersion programmes in Ireland, reveals that pupils' attainments in L2 oracy and literacy in immersion programmes are considerably better than their peers in programmes where L2 is taught as a discrete subject. While pupils in L2 immersion programmes may display an initial literacy lag in L1, from Grade 4 onwards they tend to perform as well as or better than their counterparts in L1 programmes. And finally, pupils' attainment in other subjects such as mathematics in L2 immersion programmes are equal to or better than their counterparts in L1 programmes.

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Appendix 3.1: A Sociocultural Perspective on Learning and on Language Learning

3.1 Introduction

The present study foregrounds the sociocultural dimensions of literacy development in all-Irish schools. Goodman (1992), who embraces Vygotskian social learning theories, suggests that the theories of literacy development we espouse should be consistent with our theories of language learning and with more general theories of learning. Therefore, I begin this review by outlining some of the main tenets of a sociocultural perspective on learning. This is followed by a review of theories of language learning, including sociocultural language learning. The review concludes with a discussion of some tensions which exist between psycholinguistic and sociocultural perspectives on second language acquisition.

3.2 A Sociocultural Perspective on Learning

3.2.1 Introduction

In this study I take the view that learning, including language learning and learning to read and write, is social. This view of the 'social formation of mind' (Wertsch, 1985) is rooted in the work of the soviet sociocultural psychologist Lev Vygotsky and the soviet literary theorist and philosopher of language and interpretative sciences Mikhail Bakhtin. It posits that mental functioning in individuals is mediated (Lantolf, 2000), it has its origins in social, communicative processes (Wertsch, 1991). As Bakhtin (1986) writes, 'our thought itself - philosophical, scientific, and artistic - is born and shaped in the process of interaction and struggle with others' thought, and this cannot but be reflected in the forms that verbally express our thought as well' (Bakhtin, 1986: 92).

A sociocultural approach to learning transcends academic disciplines integrating the fields of psychology and anthropology and drawing on work from linguistics, cultural history and philosophy (Gregory *et al.*, 2004). Traditionally in western societies children's learning was the domain of psychologists who focused on children's individuality. Cognitive development was studied independently of social and cultural contexts (Gregory *et al.*, 2004). In contrast, a sociocultural perspective shifts the focus from personal skills to studying the cultural practice of the social group and its history, highlighting the role of social context in understanding how knowledge is constructed (Lee and Smagorinsky, 2000).

Knowledge and meaning are not located in the individual but are negotiated and constructed through interaction with others. Learning is inherently social, even when no others are present (Bakhtin, 1981, 1986; Hall, 2003; Wells, 2000, 2001). 'Human mental activity is neither solo nor conducted unassisted, even when it goes on "inside the head"' (Bruner, 1996: xi) (emphasis in the original) because learners are always connected to the larger community, both past and present, through the artefacts they use (Wells, 2000). Even the silent reading of a text by an individual is social (Hall, 2003; Santa Barbara Classroom Discourse Group, 1992a) because it involves an interaction between the reader and the writer, mediated by the text.

3.2.2 Sociocultural Dimensions of Learning: Vygotskian and neo-Vygotskian Perspectives

In developing his theory of human development Vygotsky realised the necessity to look beyond the individual to the social and material environment with which individuals interact in the course of their development. He also saw that this environment is always changing. Therefore, an individual's development cannot be understood without also considering the history of the social group or groups into which the individual is being socialised as well as the actual unfolding over time of the particular social events in which the individual participates (Wells, 2000). Vygotsky proposed four genetic domains, namely phylogenetic, sociocultural, ontogenetic, and microgenetic, for studying higher psychological functions (Lantolf, 2000). So, to understand the development of an individual 'requires that ontogenetic development be seen not as an isolated trajectory, but in relation to historical change on a number of other levels: that of the particular formative events in which the individual is involved (microgenesis); that of the institutions – family, school, workplace – in which those events take place and of the wider culture in which those institutions are embedded (cultural history); and finally, that of the species as a whole (phylogenesis)' (Wells, 2000: 54).

Vygotsky placed much emphasis on adopting a historical perspective because of the mediating role of artefacts in activity (Wells, 2000). These artefacts are the cultural tools created by a community. They include material tools, semiotic systems and the institutions within which the activities of a culture are organised (Lantolf, 2000; Lantolf and Thorne, 2007; Wells, 2001). In studying human development one must consider more than genetic biological inheritance because human development 'is immeasurably enriched and extended through the individual's appropriation and mastery of the cultural inheritance as this is encountered in activity and interaction with others' (Wells, 2000: 54). In this sense literacy is a cultural inheritance and learning to read is the appropriation and mastery of this cultural inheritance through interacting with others.

However, the process is more complex than mere socialisation to the collective culture. Group members construct cultural tools and practices, including literacy practices, through engaging in joint activity. Similarly, individuals learn how to construct knowledge through engaging in joint activity. In doing so individuals transform the culture as they employ and transform the cultural resources for their own use. Pupils construct the world in which they live as well as the opportunities for learning within that world (Putney *et al.*, 2000). And the cultural tools we use both restrict and empower us (Wertsch, 2000). So, Vygotsky saw human development as a 'sociogenetic process by which children gain mastery over cultural tools and signs in the course of interacting with others in their environment' (Hogan and Tudge, 1999: 39).

According to Vygotsky humans do not act directly on their environment. Signs and tools mediate our actions on the environment to fulfil personal goals. Higher psychological function refers to the combination of tools and signs in psychological activity. A tool is 'externally oriented', aimed at mastering, and triumphing over, nature. Signs are 'internally oriented', aimed at mastering the self. 'All the higher psychic functions are mediated processes, and signs are the basic means used to master and direct them. The mediating sign is incorporated in their structure as an indispensable, indeed the central, part of the total process. In concept formation that sign is the *word*, which at first plays the role of means in forming a concept and later becomes its symbol' (Vygotsky, 1962: 56) (italics in the

original). Speech is primary symbolic representation and all other sign systems, including written language, are created on the basis of speech. Speech is a mediating system for the 'rational, intentional conveying of experience and thought to others' (Vygotsky, 1962: 6). Written language is 'second-order symbolism, which gradually becomes direct symbolism' (Vygotsky, 1978: 106).

A central thesis of Vygotsky's work is that all higher psychological functions, including language and literacy development, appear first on an interpersonal level between a person and other people and their cultural tools, and then are appropriated and internalised by the individual on an intrapersonal plane. The pattern of development is from the social, collective activity of a person to the more individualised activity. Children are socialised into the intellectual life of the community in which they live (Vygotsky, 1978). Higher psychological functions are historically shaped, socially formed and culturally transmitted. And the mediating tools used for constructing meaning, including concepts, knowledge, strategies, and technology, are historically and culturally constructed (Lee and Smagorinsky, 2000). Internalisation is the process of coming to understand something in one's own mind, independently of another person's thoughts or understanding (Ball, 2000). And, 'children transform the internalized interaction on the basis of their own characteristics, experiences, and existing knowledge' (Hogan and Tudge, 1999: 44).

In demonstrating the social and cultural nature of higher psychological development and how such development is dependent on co-operation with more knowledgeable others and on instruction, Vygotsky (1962, 1978) labelled the child's capacity to learn and develop through interaction with others the *zone of proximal development* (ZPD).

> '*It is the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers*' (Vygotsky, 1978: 86) (italics in the original).

Vygotsky emphasised the need for instruction that would lead the child from one zone of proximal development to the next. 'What the child can do in co-operation today he can do alone tomorrow. Therefore the only good kind of instruction is that which marches ahead of development and leads it; it must be aimed not so much at the ripe as at the ripening functions … instruction must be oriented toward the future, not the past' (Vygotsky, 1962: 104). Such instruction was labelled *scaffolding* by Bruner and colleagues (e.g. Bruner, 1983; Wood *et al.*, 1976). Language plays a crucial mediating role in this collaboration between novice and expert as do other modes of joint meaning-making and the use of artefacts (John-Steiner and Meehan, 2000; Lee and Smagorinsky, 2000; Wells, 2000).

Hogan and Tudge (1999) provide a very good review of studies of peer learning within the ZPD. One point they make is that the application of Vygotsky's theory to collaborative problem solving 'requires an interweaving of different aspects of development, involving the individual and the cultural-historical as well as the interpersonal, and focusing on the processes of development themselves' (Hogan and Tudge, 1999: 40). Individual aspects of development include age, gender, developmental status, physical and mental attributes, and personal history. While these are socially rooted, they are unique to each person (Hogan and Tudge, 1999). And, with assistance, a child can do more than he/she can alone but within the confines set by the state of his/her development (Vygotsky, 1962).

3.2.3 Implications for Knowledge and for Knowing

From a Vygotskian point of view knowledge and coming to know do not merely involve transmission or what Freire (1999) referred to as a 'banking' conception of knowledge, but should be viewed as transformation. The transmissionary view of knowledge as a commodity that is on deposit in one person's mind or in a book to be passed on from one individual to another does not allow for 'dialogic interaction' (Wells, 2000: 67). Understanding is achieved through co-construction as opposed to transmission (Wells, 2001). From a constructivist perspective knowledge represents 'what we can *do* in our *experiential world*' and 'knowing is an adaptive activity' (von Glaserfeld, 1995: 7) (italics in the original). von Glaserfeld (1995) does not deny the existence of reality but argues that we cannot experience the world ontologically. Rather than trying to capture the 'truth' we should focus on 'viability'. 'To the constructivist, concepts, models, theories, and so on are viable if they prove adequate in the contexts in which they were created' (von Glaserfeld, 1995: 7-8).

Internalisation is both a social and an individual process (John-Steiner and Meehan, 2000). Knowledge must be constructed by each individual knower (von Glaserfeld, 1987) but this is done through participation in social interactional processes (Gutiérrez and Stone, 2000). Development is both individual and collective, both of which are interdependent and create each other (Souza Lima, 1995). 'Knowledge is temporary, developmental, internally constructed, and socially and culturally mediated' (Ball, 2000: 230). And knowledge is 'both reconstructed and co-constructed in the course of dialogic interaction. It involves agentive individuals who do not simply internalize and appropriate the consequences of activities on the social plane. They actively restructure their knowledge both with each other and within themselves' (John-Steiner and Meehan, 2000: 35). In the process the knowledge, the individual participants, the setting, as well as the mediating tools and how they are deployed are all transformed (Wells, 2000). And language is 'the primary medium for learning, meaning construction, and cultural transmission and transformation' (Lee and Smagorinsky, 2000: 2).

However, as Wells (2000) notes, dialogic interaction is not evident in most classrooms because knowledge is frequently misconceived as transmissionary. Treating knowledge as a portable commodity 'loses sight of the relationship between knowing and acting and of the essentially collaborative nature of these processes. Knowledge is created and re-created between people as they bring their personal experience and information derived from other sources to bear on solving some particular problem' (Wells, 2000: 67). Knowledge building is situated, it is an integral part of activities. It is created between people and it happens during collaborative meaning-making through discourse (Bruner, 1996; Wells, 2000). 'Knowledge building, whether conducted alone or in company, is thus always situated in a discourse in which each contribution both responds to what has preceded it and anticipates a further response' (Wells, 2000: 72). Therefore, in order to understand how knowledge is appropriated through collaboration we need to focus on discourse, 'the situated, purposeful use of the phonological/graphological and meaning potential of language' (Wells, 2000: 71). Wells (2001: 181) suggests that the emphasis should be on 'situated knowing' i.e. '*knowing in action undertaken jointly with others*' (italics in the original) and on opportunities to reflect on what has been learned during the process. And, it is the 'cultural situatedness of meanings that assures their negotiability and, ultimately, their communicability' (Bruner, 1996: 3).

3.2.4 Implications for Learning

Vygotsky's ideas have been developed to account for the active role of the child in the learning process and the reciprocal nature of the process (Lee and Smagorinsky, 2000). The descriptors *sociocultural* and *social constructivist* are used nowadays to describe the interactive, constructive nature of learning (Wells, 2000). Meaning is co-constructed through joint activity rather than being transmitted from teacher to pupil. Cognitive change takes place within this mutually constructive process (Lee and Smagorinsky, 2000). Joint activity is not 'a process of one-way appropriation, but … a process of multidirectional change over time' (Lee and Smagorinsky, 2000: 5). Learning is viewed as a process of collaborative inquiry (Lee and Smagorinsky, 2000) and the move from joint activity to internalisation depends on 'semiotic mediation', including language, mathematical symbols and scientific diagrams (John-Steiner and Meehan, 2000).

Language and other semiotic systems are more than mere conduits for learning. They are the focus of learning. 'Language is the primary symbol system that allows us to shape meaning – it gives our thoughts shape and expression, yet it also shapes our very thoughts in the process' (Hall, 2003: 135). When pupils interact with others they are learning how to learn as well as what to learn (Putney *et al.*, 2000). And, as well as being central to learning, to knowledge construction and transformation, collaboration is also an important methodological resource for gaining insight into learners' thought processes (John-Steiner and Meehan, 2000).

Social constructivism implies a collaborative and exploratory approach to teaching and learning (Wells, 2000). 'Learning is not an end in itself, but an integral aspect of participating in a community's activities and mastering the tools, knowledge and practices that enable one to do so effectively' (Wells, 2000: 62), and 'learning is a process of *transformation of participation* itself' (Rogoff, 1994: 209) (italics in the original). Classrooms and schools should be seen as communities of inquiry and activities should have personal significance for pupils (Wells, 2000, 2001). As Vygotsky wrote, 'reading and writing must be something the child needs' (Vygotsky, 1978: 117). Learning is also developmental because 'meanings and understandings are progressively constructed over time as events and ideas are revised, extended, and reflected on in the discourse of groups and the whole class together' (Wells, 2001). This developmental perspective of learning is 'consistent with a relational view of persons, their actions, and the world, typical of a theory of social practice' (Lave and Wenger, 1991: 50).

Capacity and context are inextricably linked in the act of learning. This highlights the need to look at contexts of learning in their totality including the participants and their goals, the quantity and quality of the interactions, the setting, the artefacts, the nature of the task, the psychological and cognitive tools available and how all of these interact in the construction of meaning (Lee and Smagorinsky, 2000). 'Learning is a self-regulatory process of struggling with the conflict between existing personal models of the world and discrepant new insights, constructing new representations and models of reality as a human meaning-making venture with culturally developed tools and symbols, and further negotiating such meaning through social activity and discourse' (Ball, 2000: 230).

3.2.5 Communities of Practice

Lave and Wenger (1991) draw an analogy between apprenticeship models of learning prevalent among traditional crafts people and classrooms as communities of practice. They characterise learning as 'legitimate peripheral participation in communities of practice' (Lave and Wenger, 1991: 31). Newly inducted members move from 'legitimate peripheral participation' to 'full participation' under the guidance of established members of the community. As the social relations of apprentices within a community change through direct engagement in activities, the apprentices' understanding and skills develop Lave and Wenger, 1991). Similarly, Rogoff (1990) characterises the collaborative learning of children and more skilled partners as 'guided participation'. 'From guided participation involving shared understanding and problem solving, children appropriate an increasingly advanced understanding of and skill in managing the intellectual problems of their community' (Rogoff, 1990: 8).

Learning and development take place as members participate in the sociocultural activities of the community (Rogoff, 1994). Through social participation novices construct cultural practice with both peers and masters (Gregory *et al.*, 2004). The more experienced community members teach the less experienced the values, skills and knowledge required to become productive members of the community (Lee, 2000). As children learn they construct their identities, so 'identity, knowing, and social membership entail one another (Lave and Wenger, 1991: 53). Rogoff (1995) has characterised her observations of developmental processes during sociocultural activity in three planes of analysis, namely apprenticeship, guided participation, and participatory appropriation.

In schools 'a community of learners in a classroom is a more self-conscious effort by adults to produce and manage learning by the children' (Rogoff, 1994: 213). Sociocultural researchers such as Dyson (2000), Smagorinsky and O'Donnell-Allen (2000), and Wells (2000) have written about the communities of practice that teachers and pupils construct in their classrooms. Through their exploration of reciprocal teaching strategies Brown (1994) and Brown and Campione (1994) developed the concept of a 'community of learners' to describe how teachers and children generate group understanding through engaging in joint activity and inquiry, which they label 'guided discovery'. They view the classroom as comprising multiple zones of proximal development through which learners can navigate at various rates and by taking different routes. Expertise is distributed across the classroom community through negotiation and mutual appropriation. 'Through their participation in increasingly more mature forums of scholarly research, students are enculturated into the community practice of scholars' (Brown and Campione, 1994: 267). This community is built as the children appropriate a speech genre which is usually the preserve of the teacher in formal instructional settings (Wertsch, 1991: 141).

3.2.6 Distributed Cognition

Knowledge does not exist in the head of any individual but is distributed among members of the community (Bruner, 1996; Gee, 2000; Moll, 2000). This collective intelligence is 'always mediated, distributed among persons, artifacts, activities, and settings' (Moll, 2000: 265). Gutiérrez and Stone (2000) challenge the more static notions of expertise that suggest that group expertise is merely the sum of the participants' knowledge. They suggest that in literacy events pupils' knowledge and expertise are distributed among individuals as the nature of their participation changes. Expertise is not located in any one

individual but exists 'both in the individual and in the group and their subsequent interactions' (Gutiérrez and Stone, 2000: 160). Thinking is distributed in social settings and 'knowledge is distributed when multiple forms of expertise become available to all participants. Expertise in this context is redefined as a socially and situated construct' (Gutiérrez and Stone, 2000: 160). This understanding of cognition as distributed advocates a move away from schooling to reproduce the practices and identities of subject experts towards people as team members who can work collaboratively 'to produce results and add value through distributed knowledge and understanding' (Gee, 2000: 50).

3.2.7 Culture

Cognitive psychology treats culture as a variable that influences how understanding is constructed (Hall, 2003). In sociocultural studies culture is afforded a central role because '*culture and cognition create each other*' (Gregory *et al.*, 2004: 8) (italics in the original), and the joint creation of culture between a teacher and pupils is crucial for learning (Gregory *et al.*, 2004). Bruner (1996) emphasises the need to consider the cultural "situatedness" of all mental activity including education and school learning. He argues that 'just as we cannot fully understand man without reference to his biological roots, so we cannot understand man without reference to culture' (Bruner, 1996: 164). Moll (2000: 267) notes that a normative, bounded view of culture that appeals to 'observable surface markers of folklore', while still prevalent in education and psychology, is obsolete in anthropology. He argues for a more dynamic view of culture as how people live culturally, emphasising 'how shared norms shape individual behavior' (Moll, 2000: 267) because culture, like education, is a construct (Fishman, 1991), not a static, portable commodity. Mind and culture are mutually constitutive. Children are strongly predisposed to culture and to adopting the "folkways" they observe around them. As apprentices they are willing to imitate their parents and their more expert peers. At the same time adults and other experts are disposed to demonstrating correct performance for the benefit of the apprentice (Bruner, 1996).

School, itself, is a culture (Bruner, 1996) and teachers and students should be seen as 'cultural agents' (Souza Lima, 1995). School is both a place where sociocultural structures are reproduced and also 'a cultural-historical space for transformations of sociocultural consciousness' (Souza Lima, 1995: 446). Those who have been instrumental in constructing the classroom culture approach new events, including literacy events, with expectations gleaned from having participated in previous classroom events. Therefore, all events have a past, a history, and class members have preconceived ideas about how to achieve these events (Collins and Green, 1990; Santa Barbara Classroom Discourse Group, 1992b). 'To identify the requirements for participation and learning in classrooms, potential members must observe what members of the classroom culture do together, when they can participate, what they can participate in, what objects are used, how objects are used, where and why people interact, what topics are appropriate, what tasks they can and will engage in, and what roles are expected of participants' (Collins and Green, 1990: 73). Research drawing on ethnographic and sociolinguistic perspectives focusing on classrooms as cultures includes Collins and Green (1990, 1992), Gutierrez and Stone (2000), and Santa Barbara Classroom Discourse Group (1992a, 1992b).

In classrooms life becomes patterned as members of the culture develop common knowledge and ways of acting and interacting (Collins and Green, 1992). In doing so, they construct their situationally defined roles and relationships as teachers and pupils. Over time they also develop a referential system that facilitates more effective communication.

Classroom events can be viewed as texts constructed by participants interacting with each other to achieve personal and collective goals, and connections across events may be seen as intertextual relationships. These intertextual ties are established and sanctioned by group members and may be planned or may occur spontaneously (Santa Barbara Classroom Discourse Group, 1992b). Teachers and pupils 'construct a common language and set of experiences that influence their interpretations of future actions and interactions' (Collins and Green, 1992). The classroom is the setting but the class is a dynamic entity, a social group constructed by the individual members. Participating in classroom events does not equate with learning but provides the 'potential condition for learning' (Collins and Green, 1992: 72). Learning is both a social and an individual process and is the result of participating 'within and across the patterned events of classroom life' (Collins and Green, 1992: 76).

3.2.8 Summary

Based on the foregoing it can be concluded that learning is 'a way of referring to the transformation that continuously takes place in an individual's identity and ways of participating through his or her engagement in particular instances of social activities with others' (Wells, 2000: 56). Meaning will only become a reality when consciousness is transformed (Souza Lima, 1995). Learning is an integral part of participating in a community of practice. Knowledge is distributed among group members as they construct a shared dynamic classroom culture. Participants make contributions in accordance with their current capacities as they solve problems and provide mutual support for each other to achieve their goals as they emerge in any situation (Wells, 2000). And learning is not a benign activity because conflict, tension and contradiction contribute to the idiosyncratic nature of learning activities (Gutiérrez and Stone, 2000).

3.3 Second Language Acquisition

3.3.1 Introduction

In this section I present a brief overview of some of the main theories in second language acquisition (SLA). Mitchell and Myles (1998) note that no one theory of SLA has managed to capture the whole field but the dominant theoretical influences have been linguistic and psycholinguistic. SLA theorists have focused on attempting to map the linguistic development path taken by learners and have tried to explain it in terms of internal psychological mechanisms. They tend to view the learner as an individual with a range of relatively fixed traits including age, intelligence, language aptitude, personality, and motivation, all of which may promote or inhibit the rate of second language learning. More socially oriented views of the learner and of learning have remained relatively marginal in the field of SLA (Mitchell and Myles, 1998). Firstly, I will outline briefly some aspects of SLA that receive broad consensus among linguistic theorists. Secondly, I will review four influential theories of SLA, including Universal Grammar, the Input Hypothesis, the Interaction Hypothesis, and Sociocultural Theory of SLA. And thirdly, I discuss some tensions that exist between psycholinguistic and sociocultural perspectives on second language acquisition.

3.3.2 What do we know about SLA?

It is generally accepted that L2 learning is systematic. L2 learners follow the same developmental stages but at different rates. The systematic path that L2 learners follow is

similar to the developmental stages through which L1 language learners pass. So L2 learners' interlanguage is characterised by both systematicity and variability. This system is dynamic and evolves over time. And L2 learners' language is also characterised by creativity as they can construct original utterances that they have never heard before (Lantolf and Thorne, 2007; Mitchell and Myles, 1998; VanPatten and Williams, 2007). Fossilization is another characteristic of SLA as a result of which many learners fail to attain native-like competence in the target language (Han and Selinker, 2005; Mitchell and Myles, 1998).

There is also general acceptance that L2 learning is largely independent of the learner's L1 but cross-linguistic transfer does influence L2 learning. However, opinion is divided on the extent and nature of such influences. While L1 forms have a limited impact on second language learning (SLL), L1 meanings have a much more pervasive impact on L2 learning (Lantolf and Thorne, 2007; Mitchell and Myles, 1998; VanPatten and Williams, 2007).

Consensus exists that some form of language input is necessary but not sufficient for language learning (Gass and Mackey, 2007; Lantolf and Thorne, 2007; Long, 1996; Mitchell and Myles, 1998; VanPatten and Williams, 2007). And in some SLA theories it is not the input *per se* that drives acquisition but how the input is processed. For example, in the Interaction Hypothesis interaction, feedback and output are seen as being more important than mere input alone. And in Vygotskian sociocultural theory (SCT) social participation in optimal learning activities is thought to be necessary for language acquisition (Ortega, 2007).

The role of output in second language acquisition has been well established in theoretical discussions and also in empirical investigations (Swain and Lapkin, 2002). Lantolf and Thorne (2007) note that because L1 is used to regulate cognitive processes, it is logical to assume therefore that L1 mediates SLL. They indicate that evidence exists which demonstrates that social speech produced in both L1 and L2 influences L2 learning. Here the use of L1 during L2 learning events contributes to L2 learning as it is viewed as a strategy that learners can employ to achieve goals that may elude them in the L2 (Ortega, 2007).

Swain (2000, 2006) and Swain and Lapkin (2000, 2002) have documented how school L2 learners, including learners in immersion contexts, promote linguistic development by discussing features of the L2 in both their first and second languages in collaborative dialogues. They view output from a sociocultural perspective on learning suggesting that output is both 'a message to be conveyed' (Swain and Lapkin, 2002: 285), and 'a socially-constructed cognitive tool' (Swain, 2000: 112). Metatalk, understood as 'a surfacing of language used in problem solving' (Swain, 1985: 69), mediates second language learning (Swain, 1985, 2000) by helping learners to understand the relationship between forms, function, and meaning (Swain, 1985).

Swain and Lapkin (2000) found that pupils in grade 8 French immersion classes used L1 to complete tasks in L2 for three main purposes including, moving the task along, focusing attention, and interpersonal interactions. They found that lower-achieving pupils made greater use of their L1 but amount of L1 usage was also related to the nature of the task. Children's use of their L1 served important social and cognitive functions for them. The authors conclude that judicious use of L1 can support SLL arguing that if immersion programmes insist that only the L2 be used to accomplish cognitively and linguistically challenging tasks then children might be denied the use of an effective cognitive tool.

While the critical period hypothesis may not be universally accepted there is general agreement that younger is better (Ioup, 2005; Mitchell and Myles, 1998). Ioup (2005) suggests that other factors which influence language learning in adults such as amount of available input, access to instruction, motivational disposition of the learner, crosslinguistic factors, and language learning aptitude are of secondary importance. Ioup (2005) posits that there is a fundamental difference between adult and child language learning. Children have an ability to intuit the grammar and syntax of a language, an ability lacking in adult learners.

More proficient language learners employ strategies that differ from those utilised by less proficient learners but it is not clear whether the strategies facilitate the learning or if the learning enables the use of different strategies. L2 proficiency is also positively correlated to attitudes and motivation (Mitchell and Myles, 1998). But, as Norton (2000) suggests, a learner's motivation to speak the target language may be mediated by other investments that may conflict with the desire to practise the language. For Norton (2000) motivation is socially constructed and can change over time and space.

3.3.3 Universal Grammar

Generative linguistic theorists attempt to characterise the linguistic competence of native speakers and to explain how children achieve competence in their native language. Similarly, a generative perspective on SLA aims to explain the nature and accomplishment of interlanguage competence (White, 2007). Chomsky argued that it was the business of theoretical linguists to study underlying language competence, i.e., the abstract mental representation of language, as opposed to language performance based on data of actual utterances. However, this dualism is not universally accepted. For example, linguists such as Firth and Halliday favour very different models of language acquisition that do not distinguish between competence and performance (Mitchell and Myles, 1998).

Chomsky (1965) has argued that we are innately predisposed to learning the language we encounter in our environment. He does so on the basis of *Universal Grammar*. All natural languages are structure-dependent. They have word classes including verbs and nouns as well as grammar rules governing these word classes. Chomsky maintained that human language was far too complex to be learned in its entirety from input available to the child. Children and adults can produce sentences they have never heard before and they understand that certain structures are ungrammatical without having been taught this. Based on this he argued in favour of some innate core of abstract knowledge about language form, a language acquisition device, which governs language learning. Child language experts now generally accept that language development results from an interaction between innate ability and environmental influences (Long, 1996; Mitchell and Myles, 1998; Ortega, 2007; White, 2007).

Not only did Chomsky argue that language is too complex to be learned from environmental exposure but he also suggested that language learning was distinct from other forms of cognition. In contrast Piaget suggested that language was just one manifestation of more generic cognitive development. Sociocultural theory holds that although separate, language and thought 'are tightly inter-related in a dialectic unity in which publicly derived speech completes privately initiated thought' (Lantolf, 2000: 7). The concept of a distinctive language module in the mind, a language acquisition device, is still supported by many linguists (Mitchell and Myles, 1998; Ortega, 2007; VanPatten and Williams, 2007).

However, Joseph (2004: 39) rejects Chomsky's imaginary language acquisition device that is independent of other forms of cognition, arguing that language is an 'analytical artefact rather than a physical organ'. Joseph (2004: 35) sees language as emanating from more general 'semiotic receptivity', which is a 'universally observable capacity to interpret signs'. It is this capacity which is an 'evolutionary inheritance'. 'Identity, and the reading of identity, form … the fundamental basis of human communication and interaction upon which 'language' in the usual sense is grafted' (Joseph, 2004: 39) (emphasis in the original). For Joseph (2004: 35-36) languages 'are cultural traditions built upon foundations common to many animal species, namely cerebral structures and physical dispositions for perception, cognition, reading and interpretation, all of which interact with each other'.

One of the criticisms levelled at Universal Grammar theorists is that they study language as a mental object in a vacuum and ignore the psychological and social aspects of language learning. The language learner is not viewed as an individual and social being but as some kind of idealised 'receptacle for the UG blueprint' (Mitchell and Myles, 1998: 69). Nonetheless, Universal Grammar has been a highly influential theory of language acquisition and is still a very sophisticated tool for analysing language (Mitchell and Myles, 1998).

There is some evidence to indicate the functioning of Universal Grammar constraints on interlanguage grammars (White, 2007). In relation to SLA, Universal Grammar has been exclusively concerned with the linguistic developmental path followed by L2 learners to the exclusion of social and psychological factors that influence the rate and process of language learning. Also, the main focus, linguistically, has been on syntax with very little attention paid to phonology, morphology, and lexicon and no attention has been paid to semantics, pragmatics or discourse (Mitchell and Myles, 1998; White, 2007). This said, the UG approach to SLA research has been highly influential and productive as a sophisticated tool for linguistic analysis enabling researchers to formulate and empirically test clearly-defined hypotheses. It has also been very useful in describing both the language produced by learners and the language to be acquired. This work conducted by SLA researchers is also contributing to our general understanding of human language (Mitchell and Myles, 1998).

3.3.4 The Input Hypothesis

According to Krashen (1985), learners progress along the developmental continuum as a result of comprehensible language input. Such input was deemed by Krashen to be a necessary and sufficient condition for language learning to occur. Comprehensible input refers to language input that is slightly in advance of the learner's competence in terms of syntactic complexity (Mitchell and Myles, 1998). However, Krashen's Input Hypothesis has been criticised as being rather vague as it can be difficult to determine what input will be slightly in advance of the learner. And his theory is impossible to verify because learning is deemed to have occurred if the learner is provided with comprehensible input and comprehensible input is said to have been provided if learning occurs (Lantolf and Thorne, 2007; Mitchell and Myles, 1998). Swain (1995, 2005) suggests that comprehensible input alone is insufficient. She bases her argument on the fact that although French immersion students in Canada receive an abundance of comprehensible input, their speaking and writing abilities differ from those of their francophone peers.

3.3.5 The Interaction Hypothesis

The Interaction Hypothesis, also referred to as the *input, interaction, and output model* is, perhaps, the dominant interactionist model in SLA research. It subsumes some aspects of both Krashen's Input Hypothesis and Swain's Output Hypothesis but does not claim to be a complete theory of SLA. The Interaction Hypothesis is an attempt to explain SLA in terms of the learner's exposure to the language, language production as well as feedback on such production (Gass and Mackey, 2007).

Input is an essential component for language learning as it gives the learner important evidence from which to form linguistic hypotheses. Very often language addressed to learners is modified, through the use of both simplifications and elaborations, to ensure comprehensibility (Gass and Mackey, 2007; Long, 1996). This comprehensible input along with negative evidence obtained in interaction is believed to be necessary for SLA to occur (Gass and Mackey, 2007).

It is generally accepted among SLA researchers that there is a strong connection between learning and the interactions in which learners participate. This is because in such interactions meaning is negotiated and learners receive information about the accuracy and inaccuracy of their utterances. When an error is noticed the learner has to identify the problem and modify current linguistic knowledge. The learner then hypothesises what the correct form should be. The hypothesis may then be tested through output or may be confirmed or disproved on the basis of input during further interaction (Gass and Mackey, 2007). Swain (1985: 236) suggested that the 'role of these interactional exchanges in second language learning may have as much to do with "comprehensible output" as it has to do with comprehensible input' (emphasis in the original).

Output is most effective when it challenges and stretches the learner's limited linguistic repertoire (Gass and Mackey, 2007; Swain, 1985). Based on her research of immersion programmes in Canada, Swain (1985, 1993, 1995, 1998, 2005) formulated the Output Hypothesis and posited that language production compels learners to move from semantic to syntactic processing of language. Here output is conceived of as a process rather than a product and serves three functions, namely noticing, hypothesis testing and a metalinguistic function (Swain, 1995, 2000, 2005). Producing language helps learners to produce more target-like output and to test hypotheses about the target language. The feedback they receive 'can lead learners to modify or "reprocess" their output' resulting in improved accuracy, comprehensibility, and appropriateness (Swain, 1993: 160-161) (emphasis in the original). Output can promote automaticity (Swain, 1993) and can also prompt learners to notice and reflect on some of their linguistic shortcomings (Swain, 1998, 2000). The relationship between input, interaction, and output is captured succinctly by Long (1996: 451-452) who suggests that '*negotiation for meaning*, and especially negotiation work that triggers *interactional* adjustments by the NS or more competent interlocutor, facilitates acquisition because it connects input, internal learner capacities, particularly selective attention, and output in productive ways' (italics in the original).

Feedback often occurs during negotiation of meaning and can promote learning by raising learners' awareness of problematic elements of their interlanguage as well as providing further opportunities to focus on production and comprehension. Explicit feedback includes both corrections and metalinguistic explanations. Implicit feedback includes such negotiation strategies as confirmation checks, clarification requests, comprehension checks,

and recasts. (Gass and Mackey, 2007; Long, 1996). Through negotiation, input can be adapted to the unique strengths, weaknesses, and communicative needs of the individual learner, thus providing a language model suitable to the learner's developmental level (Gass and Mackey, 2007).

Gass and Mackey (2007) highlight two common misconceptions regarding input, interaction and SLA. First they note that the Interaction Hypothesis is often criticised because it does not attempt to account for how input is processed and it ignores the sociocultural context of SLA. However, they point out that the interaction approach focuses primarily on the role of input, interaction, and output in language learning. The second misunderstanding is that the Interaction Hypothesis can be applied directly to classroom practice. For example, teaching approaches such as task-based learning and focus on form are predicated on the interaction hypothesis. However, as Gass and Mackey (2007) note, direct application to teaching may be premature as the interaction hypothesis focuses mainly on how language is learned as, indeed, do most accounts of SLA.

In summary then, interaction facilitates second language learning 'as it provides learners with opportunities to receive modified input and to receive feedback, both explicitly and implicitly, which in turn may draw learners' attention to problematic aspects of their interlanguage and push them to produce modified output' (Gass and Mackey, 2007: 194).

3.3.6 Sociocultural Theory and SLA

A sociocultural theory of SLA does not view language cognition as either a linguistic or psychological mental faculty but as a social faculty. Human cognition develops from the material, social, cultural, and historical context of human experience. Learning occurs as knowledge is appropriated from environmental affordances which are fundamentally social. Knowledge is appropriated through participation in social events. Learning and cognition involve consciousness, agency and intentionality (Ortega, 2007).

As noted earlier, according to SCT human mental functioning is mediated by cultural artefacts, activities, and concepts. Humans use existing cultural artefacts as well as creating new ones to regulate their behaviour. The primary means of mediation is language. Development occurs through participation in cultural, linguistic, and historically formed settings and institutional contexts including family life and schooling. All higher order cognitive development takes place through interaction within these social and material environments (Lantolf and Thorne, 2007).

Vygotsky observed that humans do not act directly on the environment but their actions on the social-material world are mediated by higher-level cultural tools including language, literacy, and numeracy. In doing so humans transform both the social and material environment as well as the way they inhabit the world. Children acquire the language of other members of their community and eventually use this language to regulate their own behaviour. In doing so they pass through three phases from object-regulation to other-regulation, where their learning is scaffolded by others, to the final stage of self-regulation. Self-regulation is enabled through internalisation as what was once external assistance becomes available internally. But it must be noted that this internal resource is social in origin, quality, and function (Lantolf, 2000; Lantolf and Thorne, 2007).

Internalisation and mediation are core concepts in sociocultural theory. As well as using tools to control the physical environment, humans use symbols such as language as tools to regulate their mental activity. While physical tools are outwardly directed, symbolic tools are cognitively directed. Symbolic tools are an auxiliary means of controlling and reorganising our mental processes. This control is voluntary and allows humans to think rationally, to plan ahead, and to consider the possible outcomes and consequences of their actions. This is what constitutes human consciousness according to Vygotsky and places humans at a considerable advantage to other species. Language is the most powerful cultural artefact that we use to mediate our connection to the world, to ourselves, and to others, allowing us to think and talk about events that are displaced in both time and space including future events (Lantolf and Thorne, 2007). We voluntarily and intentionally regulate our psychological activity through 'the internalisation of culturally constructed mediating artifacts including, above all, language' (Lantolf and Thorne, 2007: 206). And within SCT language is not viewed as a neutral form of communication, but as a complex social practice (Norton, 2000).

Private speech in the form of utterances that are not intended to be interpreted by others is the primary means by which we regulate our psychological functioning. These utterances derive from their use in social discourse. While much research has been conducted on the development of private speech in L1, very little is known about the cognitive function of private speech among L2 users. However, different languages afford speakers different linguistic options for regulating their mental operations. Language learners use private speech as a means of internalising the new language they encounter. In doing so the language features they attend to do not always coincide with the teacher's intentions. This is an important insight for teachers as they design pedagogical interventions aimed at maximising pupil learning (Lantolf and Thorne, 2007).

As Vygotsky noted all psychological functions, including language and literacy development, appear twice, firstly on an interpsychological plane between people and then on an intrapsychological plane within the individual. Vygotsky suggested that 'the key to internalization resides in the uniquely human capacity to imitate the intentional activity of other humans' (Lantolf and Thorne, 2007: 207). Here imitation is understood as intentional, goal-directed cognitive activity as opposed to the mindless repetition often associated with behaviourism or the audiolingual method in language teaching. Imitation plays an important role in language acquisition. It is a complex process that involves neurological and motor processing and it is intentional, self-selective behaviour by the child. Imitation is linked to internalisation in that it can occur sometime after the received linguistic input (Lantolf and Thorne, 2007). L2 learners use imitative production in the form of private speech as a means of acquiring the L2 (Lantolf and Thorne, 2007; Ortega, 2007).

Lantolf and Thorne (2007) note two important issues in relation to Vygotsky's concept of the zone of proximal development. Cognitive development results from social, interpersonal activity which becomes the basis for intrapersonal functioning, and this process involves internalisation, as discussed above. This concept of the ZPD captures concisely Vygotsky's more general idea that '*human learning presupposes a specific social nature and a process by which children grow into the intellectual life of those around them*' (Vygotsky, 1978: 88) (italics in the original).

Vygotsky was very interested in the role of schooling on cognitive development because participation in schooling involves learning as a result of participating in culturally

and institutionally organised practices. This collaborative learning in an instructional setting precedes and shapes development. While the relationship between learning and development may not be directly causal, purposefully designed learning environments, including L2 instructional settings can promote qualitative developmental change. Thus the ZPD can be conceived as a conceptual tool which educators can use to gain understanding of learners' emerging capacities and potential. And in doing so teachers can use this understanding to create learning conditions that might bring about specific forms of development (Lantolf and Thorne, 2007).

Because sociocultural theory is grounded in the genetic method, evidence of learning and development must have a historical or genetic perspective. While development may occur over the course of weeks, months or years, it may also occur over very short periods of time (Lantolf and Thorne, 2008). For example, Aljaafreh and Lantolf (1994) have documented an example of language learning occurring during a single interaction between a teacher and pupil.

Development occurs during dialogic interactions between individuals as they collaborate within the ZPD. Evidence of language learning is not limited solely to actual linguistic performance. What may change is the quality of mediation required to prompt the performance. Development within the ZPD is not just about performance but also about whether the locus of control for that performance resides within the learner or within someone else. 'This means that evidence of development can be observed at two distinct levels: at the level of overt independent performance and at the level where performance is mediated by someone else' (Lantolf and Thorne, 2007: 212). This contrasts with Krashen's Input Hypothesis where development is seen merely as an improvement in linguistic performance. To summarise, 'evidence of development in a new language is taken to be changes in control over the new language as a means of regulating the behavior of the self and of others in carrying out goal-directed activity' (Lantolf and Thorne, 2007: 212).

I have noted above that feedback in relation to L2 development within the Interaction Hypothesis has focused on implicit versus explicit feedback. In contrast research on feedback within SCT contextualises corrective feedback and negotiation 'as a collaborative process in which the dynamics of the interaction itself shape the nature of the feedback and inform its usefulness to the learner' (Lantolf and Thorne, 2007: 214). Aljaafreh and Lantolf (1994) suggest that assistance should be graduated. Assistance should be contingent on need as too much help can impact negatively on the learner's ability to become fully self-regulated. While all feedback has the potential to promote learning its effectiveness 'depends on where in the learner's ZPD a particular property of the L2 is situated' (Aljaafreh and Lantolf, 1994: 480). 'The hierarchy of regulation captures the dynamic character of feedback when it is organized and interactionally deployed within the pedagogical framework provided by the ZPD' (Lantolf and Thorne, 2007: 217).

To summarise, the domain of SLA is relatively new but robust. It is interdisciplinary in both origins and development. It interlinks with the domains of psychology, child language acquisition, linguistics, and language teaching. More recently SLA has developed interdisciplinary links with the disciplines of bilingualism, cognitive science, education, sociology, and anthropology (Ortega, 2007). Theoretical constructs which interface with emerging SLA theories include agency, identity, and power (Ortega, 2007).

3.3.7 Current Debate within SLA

Some tension exists within the literature on SLA research between researchers who focus exclusively on cognitive-psychological dimensions and those who favour a more socially oriented approach. Researchers such as Michael Long and Susan Gass approach language acquisition from a purely psycholinguistic perspective viewing language as linguistic competence to the exclusion of the social dimension of language learning. This conceptualisation of language acquisition is grounded in an 'information processing model of human cognition' (Block, 2003: 5). However, as Block notes, not all cognitive psychologists accept the information processing model of cognition as the definitive model. In contrast, scholars such as Block (2003), Firth and Wagner (1997), Ben Rampton (1997), Liddicoat (1997) and Hall (1997) call for 'a more socially sensitive conceptual framework' (Block, 2003: 5) to redress what they perceive as an imbalance in SLA research that privileges individual psycholinguistic aspects of language acquisition and 'fails to account in a satisfactory way for interactional and sociolinguistic dimensions of language' (Firth and Wagner, 1997: 285).

This debate about the relative importance of the psychological and sociological dimensions of SLA has led to a dichotomy that has emerged in SLA theorising between an information processing approach to language acquisition and other proposals under the rubrics of Sociocultural Theory and Activity Theory. While SLA insiders (including Long, and Gass) and outsiders (such as Firth and Wagner, and Rampton) are agreed that research should be part of a super-ordinate category, namely SLA, there is no consensus on how to accomplish this (Block, 2003).

Block (2003) notes that although SLA research between 1966 and 1980 moved from a view of language as linguistic competence towards viewing language as communicative competence, based on the work of Dell Hymes it did not fully embrace 'Hymes's social view of language, the socially realistic study of language and a socially constituted applied linguistics' (Block, 2003: 5). The information processing view of cognition has dominated SLA research. The same author is critical of researchers such as Michael Long and Susan Gass who, according to him, adopt an exclusionary stance because of their reluctance to consider the social dimensions of language learning. According to Block (2003) both Long and Gass accept that 'there are linguistic universals … universals of cognition unimpeded by environment and social goings-on … and universals of interaction' (Block, 2003: 56). In doing so they seek to exclude variables in context and in learners' experiences so as to explore the essentials of SLA.

Drawing on the work of Firth and Wagner and Ben Rampton, Block (2003) favours including sociohistorical and contextual factors because empirical proof exists that SLA cannot be researched in controlled experimental settings based on narrowly defined constructs such as 'negotiation for meaning' or 'grammatical complexification'. In proposing a more socially attuned view of language Block (2003) seeks to integrate information processing and sociocultural views of cognition and language acquisition to form a more holistic model of acquisition in SLA.

As Firth and Wagner (1997) see it, the current imbalance in the field of SLA research which privileges cognitive-psychological over social-anthropological dimensions stems from a bias towards Chomsky's prioritizing of formalistic, context-free, grammatical competence over performance. From a Chomskyan perspective acquisition is an individual

accomplishment located in the individual's mind. Consequently, the social dimensions of competence and knowledge are not relevant to SLA research. Such a bias does not give adequate weight to Hymes's more social and contextual view of language that stresses the centrality of communicative competence. This has resulted in 'distorted descriptions of and views on discourse, communication, and interpersonal meaning – the quintessential elements of language' (Firth and Wagner, 1997: 288).

For Firth and Wagner (1997) the over-emphasis on the cognitive-psychological dimension of SLA has resulted in an oversimplified binary distinction between native speakers (NS) and nonnative speakers (NNS). The authors find this problematic because an idealized NS is elevated above a stereotypical NNS who is characterised as being defective because of an underdeveloped communicative ability in the L2. It also prioritises 'the individual-as-"nonnative speaker"/"learner" over the participant-as-language-"user" in social interaction' (Firth and Wagner, 1997: 286) (emphasis in the original) and does not take due account of the emic relevance of the learner's identity. Liddicoat (1997) supports this stance suggesting that research on interaction in SLA should not be at the macro-level categories of NS, NNS, or learner but at the more sensitive micro level 'of the actual relationships that are being achieved through the talk in progress' (Liddicoat, 1997: 314).

Firth and Wagner (1997: 295) call for a reconceptualization of SLA theory and research to expand the 'ontological and empirical parameters of the field'. This would necessitate 'three major changes in SLA: (a) a significantly enhanced awareness of the contextual and interactional dimensions of language use, (b) an increased emic (i.e., participant-relevant) sensitivity towards fundamental concepts, and (c) the broadening of the traditional SLA data base' (Firth and Wagner, 1997: 286). A more 'holistic, bio-social' approach to SLA research would focus on the dynamics as well as the outcomes of language learning. Researchers would then be 'better able to understand and explicate how language is used *as it is being acquired through interaction*, and used resourcefully, contingently, and contextually' (Firth and Wagner, 1997: 296) (italics in the original). As a consequence the field of SLA research would become methodologically and theoretically richer, and would be better able to explicate the processes of second language acquisition, thus making it a more robust enterprise (Firth and Wagner, 1997).

In response to Firth and Wagner (1997), researchers who study language learning from a solely psycholinguistic perspective (including Gass, 1998; Kasper, 1997; Long, 1997; Poulisse, 1997) insist that they are studying language *acquisition* whereas Firth and Wagner (1997) are concerned with 'socially situated studies of language *use*' (Kasper, 1997: 310) (italics in the original). Kasper supports a cognitivist definition of SLA 'because in the final analysis, learning or acquiring anything is about establishing new knowledge structures and making that knowledge available for effective and efficient use. Issues of knowledge representation, processing, and recall have to be central to any discipline that is concerned with learning' (Kasper, 1997: 310). She then seems to contradict herself by pointing out that as SLA, just like L1 acquisition 'always takes place in a social context, one can suspect that the social context in some way influences SLA' (Kasper, 1997: 310).

Similar to Kasper (1997), Poulisse (1997) considers both the psycholinguistic and sociolinguistic approaches to be important but affords primary importance to the former. This is because 'the acquisition and learning of skills are generally considered to be psychological processes, as are the production and perception of language' (Poulisse, 1997: 324). In contrast, Hall (1997) contends that these psychological processes are socially mediated and

therefore the process of L2 development should be redefined 'as one of becoming acculturated into … socially constituted webs of communicative practices' (Hall, 1997: 304).

Long (1997) and Gass (1998) suggest that researchers studying cognitive processes in SLA have different goals to researchers interested in social processes, so both groups have different domains of inquiry. While Long accepts that language acquisition takes place in interactional and sociolinguistic contexts, this is not the focus of their research. In seeking to learn more about internal, mental processes (i.e., the acquisition of new linguistic knowledge) and changing mental representations of the second language, or interlanguage grammar, their central focus is cognitive variables. Consequently, they draw mainly on cognitive oriented methodologies and theories. Cognitive oriented researchers are interested in studying language acquisition whereas socially oriented researchers are more focused on language use because they see language primarily as a cultural and social phenomenon. And for Long (1997) studies of language use and the social and affective factors have contributed very little to our understanding of second language acquisition.

Similar to Long (1997), Gass (1998) responds to Firth and Wagner (1997) by making the distinction between language acquisition and language use. The central question in SLA research is how 'nonprimary acquisition takes place' (Gass, 1998: 84). The focus is on determining the linguistic systems of learners and how their knowledge evolves. Therefore, the focus has to be on learners. She contends that the approach proposed by Firth and Wagner (1997) does not fall within the remit of SLA studies but is part of a broader field of L2 studies which includes SLA as a subset. She challenges Firth and Wagner (1997) to establish the relevance of social aspects to L2 acquisition. Gass (1998) does suggest that views of language as a social phenomenon and views of language as residing within the individual are not necessarily mutually exclusive. She accepts that some aspects of language might be socially constructed but that should not preclude SLA researchers from investigating language 'as an abstract entity that resides in the individual' (Gass, 1998: 88).

This tension between the psycholinguistic and sociocultural dimensions of SLA is redolent of the differences between Piaget's view of cognitive development as an individual's shift in perspective and Vygotsky's social basis of mind, summarised succinctly by Rogoff (1990). She adopts a Vygotskian position suggesting that 'individuals appropriate socially constructed meaning to advance their own cognitive development' (Rogoff, 1990: 150). I do not view these positions as mutually exclusive. Language acquisition and language use are inextricably linked. We acquire language through using it and we must use language in order to acquire it. 'One learns to speak by speaking' (Swain 1985: 248). Perhaps the distinction between these contrasting positions is not one of acquisition versus use. For me the key to reconciling these contrasting positions lies in the aforementioned core concepts in sociocultural theory of *mediation* and *internalisation*, 'the internal reconstruction of an external operation' (Vygotsky, 1978: 56). Perhaps SCT language researchers are more interested in the mediational process of language acquisition whereas psycholinguists are more focused on how language is internalised.

3.4 Summary

A sociocultural perspective on learning posits that learning occurs as people participate in communities of practice. In schools knowledge is distributed as participants develop a common, dynamic classroom culture. In the process knowledge, culture, and individuals' identities and consciousness are transformed. Participants solve problems and

support each other to accomplish their goals in accordance with their individual capabilities. A sociocultural theory of SLA views language cognition as a social faculty as opposed to either a linguistic or psychological cognitive faculty. Through mediation, imitation, and internalisation, involving the three phases of object-regulation, other-regulation, and finally self-regulation, language development occurs both on the overt level of independent performance as well as on the level of mediated performance. And where psycholinguists focus on the process of internalisation, SCT language researchers are more focused on the meditational processes of language acquisition.

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Story: Ag Siopadóireacht le Mamaí (Shopping with Mammy)
School B
Class B1 (Junior Infants)
Date: 15/06/2005

Teacher: Claire

Pupils: Colm, Sienna, Christopher, Simone
Absent: Colin

The tape begins at 12.06.

Pre-Reading

TU 1: Story Orientation & Developing Bibliographic Knowledge

1. Teacher: Okay. Now. Bhfuil fhios agaibh céard is ainm don scéal   seo? Céard é an teideal atá ar an leabhar seo, Christopher?
    [All four children have their hands raised to volunteer an answer.]
    Okay. Now. Do you know what the name of this story is? What is the title of this book, Christopher?

2. Christopher: Ah, ah, Róisín agus Mamaí sa Siopa.
    Ah, ah, Róisín and Mammy in the Shop.

3. Teacher: Róisín agus Mamaí sa Siopa. An-mhaith. Tá siad ag dul   ag siopa...
    [The teacher pauses to invite the children to finish the word]
    dóireacht, nach ea? Gabh mo leithscéal. *[The teacher coughs.]* Taispeáin dom Róisín sa chlúdach, Colm.
    [Colm, Sienna and Simone have their hands raised to volunteer an answer.] [Colm points to the picture of Róisín as requested.]
    Agus taispeáin dom Mamaí ar an gclúdach, Sienna. Go raibh maith agat, Colm. *[Sienna points to the picture of Mammy as requested.]* Go maith.
    Róisín and Mammy in the Shop. Very good. They're going shop...ing, aren't they? Excuse me. Show me Róisín in the cover, Colm. And show me Mammy on the cover, Sienna. Thank you, Colm. Good

....

TU 2: Eliciting Vocabulary (Colours)

Cén dath atá ar chóta Róisín, Simone?
What colour is Róisín's coat, Simone?

4. Sienna: Am, bándearg.
    Am, pink.

5. Teacher: Tá sé bándearg. Cén dath atá ar chóta Mhamaí, Christopher?

[Christopher has his hand raised to volunteer an answer.]
It's pink. What colour is Mammy's coat, Christopher?

6. Christopher: Gorm.
   Blue.

7. Teacher: Tá sé gorm. Go raibh maith agat.
   It's blue. Thank you.

....

TU 3: Eliciting Vocabulary & Inferential Questioning

Céard atá ina láimh ag Mamaí?
What has Mammy got in her hand?

8. Choral Response: Liosta. *[All four pupils respond here.]*
   A list.

9. Teacher: An-mhaith. Tá liosta aici. Cén fáth anois, lámha suas, a bhfuil liosta
   aici, *[pause]* Simone?
   [All four children have their hands raised to volunteer an answer.]
   Very good. She has a list. Why now, hands up, does she have a list,
   [pause] **Simone?**

10. Simone: Am, so they won't forget what they need to buy.

11. Teacher: Iontach. Ionas nach ndéanfaidh siad dearmad ar na rudaí atá siad ag dul
    ag ceannach sa...
    [The teacher pauses to invite the children to complete the sentence.]
    **Excellent. So that they won't forget the things they are going to
    buy in the...**

12. Choral Response: Siopa. *[This word is said by all four pupils.]*
    Shop.

....

TU 4: Monitoring Whole Word Recognition

13. Teacher: Bhfuil aon duine in ann an focal Róisín, or an focal Mamaí, gabh mo
    leithscéal, a thaispeáint dom sa teideal? Mamaí, Christopher.
    [Christopher points to the word 'Mamaí' in the book title.]
    *[Sienna and Christopher have their hands raised to volunteer an
    answer.]*
    **Is anyone able to show me the word 'Róisín' or the word 'Mamaí',
    (Mammy) excuse me, in the title? Mamaí, (Mammy) Christopher.**

    Maith an fear. Okay.
    Good man. Okay.

....

TU 5: Eliciting Vocabulary (Colours, Food) & Language Teaching (Syntax - The Copula *Is*)

Céard é an rud sin atá ag Mamaí os a comhair amach?
What is that thing that Mammy has in front of her?

14. Choral Response: Tralaí.
       A trolley.

15. Teacher: Is tralaí é, nach ea? Abair é. Is...
     It's a trolley, isn't it? Say it. It's...

16. Choral Response: Is tralaí é.
       It's a trolley.

17. Teacher: Cén dath atá ar an tralaí? Lámha suas. Cén dath atá ar an tralaí? Bhfuil fhios ag aon duine? Colm.
     [Colm and Christopher have their hands raised to volunteer an answer.]
     What colour is the trolley? Hands up. What colour is the trolley? Does anyone know? Colm.

18. Colm: Liath.
    Grey.

19. Teacher: Tá sé liath. Céard atá istigh sa tralaí ag Mam?
     It's grey. What has Mum got in the trolley?

20. Sienna: Píseanna.
    Peas.

21. Teacher: Tá píseanna ann. Céard eile?
     There are peas in it. What else?

22. Colm: Calóga arbhair.
    Cornflakes.

23. Teacher: Calóga arbhair. Aon rud eile?
     Cornflakes. Anything else?

24. Colm: Wine.

25. Teacher: B'fhéidir gur fíon é nó b'fhéidir gur rud éigin eile é. Aon deoch eile?
     Maybe it's wine or perhaps it's something else. Any other drink?

26. Christopher: 7 Up.

27. Teacher: B'fhéidir gur buidéal 7 Up é nó b'fhéidir gur buidéal cóc nó oráiste é. Okay.
     Perhaps it's a bottle of 7 Up or maybe it's a bottle of coke or

orange. Okay.

....

TU 6: Monitoring Bibliographic Knowledge & Monitoring Concepts of Print

So osclóimid an leabhar agus tosóimid agus arís feicimid an...
[The teacher pauses to invite the children to complete the sentence.]
Okay. So we'll open the book and we'll begin and again we see the...

| 28. Colm: | Teideal. |
| | **Title.** |

29. Teacher: An teideal, nach ea, thuas ar...
[The teacher pauses to invite the children to complete the phrase.]
barr.
The title, isn't it, up at the...top.

30. Christopher: Agus an tralaí.
And the trolley.

31. Teacher: Agus an tralaí. Go raibh maith agat, Christopher. Okay. Anois cá dtosóidh mé, má tá mé ag iarraidh tosú? Cá bhfuil an chéad fhocal ar an líne? Sienna, taispeáin dom.
[Colm, Sienna and Christopher have their hands raised to volunteer an answer. Sienna points to the first word of the story when invited.]
Maith an cailín. Agus cá bhfuil an focal deireanach, Simone? Oops!
[Simone points to the last word on the page as requested.]
An-mhaith ar fad. Okay.
And the trolley. Thank you, Christopher. Okay. Now, where will I begin, if I want to start? Where is the first word on the line? Sienna, show me. Good girl. And where is the last word, Simone? Oops! Very good altogether. Okay.

....

TU 7: Discussing Pictures, Eliciting Vocabulary, Inferential Questioning, & Predicting Story Language

Now, céard atá á dhéanamh ag Róisín sa phictiúr seo? Lámha suas. Sienna.
[Colm, Sienna and Christopher have their hands raised to volunteer an answer.]
Now, what is Róisín doing in this picture? Hands up. Sienna.

32. Sienna: She's eating ice-cream and watching television.

33. Teacher: Tá sí ag ithe.
She's eating.

34. Colm: And Ribena.

35. Teacher:	Céard atá sí ag ithe? **What is she eating?**

36. Colm:	Uachtar reoite. **Ice-cream.**

37. Teacher:	Uachtar reoite. Agus tá sí ag breathnú ar an... *[The teacher pauses to invite the children to complete the sentence.]* **Ice-cream. And she's looking at the...**

38. Choral Response:	Teilifís. *[Colm, Sienna and Simone respond.]* **Television.**

39. Teacher:	Ar an teilifís. *[This rejoinder overlaps with the previous rejoinder.]* Conas go bhfuil fhios againn go bhfuil sí ag ithe uachtar reoite, Colm? **At the television. How do we know she's eating ice-cream, Colm?**

40. Colm:	Because she has a spoon. And she has a *[pointing to his own face]* a messy face. And I see the ice-cream beside her.

41. Teacher:	Mar go bhfuil spúnóg ina láimh aici agus mar gheall ar go bhfuil a béal... *[The teacher pauses to invite the children to complete the sentence.]* **Because she has a spoon in her hand and because her mouth is...**

42. Colm:	Salach. **Dirty.**

43. Teacher:	Salach. Go maith. Agus cé a sháigh a ceann isteach thar an doras? *[Sienna has her hand raised to volunteer an answer.]* **Dirty. Good. And who put her head in around the door?**

44. Colm:	Mamaí. **Mammy.**

45. Teacher:	Sháigh Mamaí a ceann isteach an doras agus meas tú céard a dúirt Mamaí le Róisín? **Mammy put her head in the door and what do you think Mammy said to Róisín?**

46. Colm:	I know. *[Colm has his hand raised to volunteer an answer.]*

47. Teacher:	Christopher.

48. Colm and Christopher:	I know.

49. Teacher:	Cad a dúirt sí? **What did she say?**

50. Christopher:	I don't know. *[He shrugs his shoulders as he says this.]*
51. Colm:	I know.
52. Teacher:	Bhfuil aon tuairim agat? **Do you have any idea?**
53. Colm:	I know.
54. Teacher:	Éra, tá. **Ah, you do.**
55. Colm:	I know.
56. Teacher:	Simone.
57. Simone:	Am, am...
58. Colm:	I know. I know.
59. Teacher:	Nach bhfuil a fhios agat ach an oiread? Sienna? Níl? Colm? **Do you not know either? Sienna? No? Colm?**
60. Colm:	Cuir as an teilifís, Róisín. Tá mé ag dul ag siopadóireacht. **Turn off the television, Róisín. I'm going shopping.**
61. Teacher:	Bhuel, sin iontach, Colm. Tá sibh iontach ar fad. **Well, that's excellent, Colm. You're absolutely excellent.**

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TU 8: Monitoring Concepts of Print and Language Input

	Anois, bhfuil fhios againn cé tá ag caint sa phictiúr seo, Sienna? **Now, do we know who's talking in this picture, Sienna?**
62. Sienna:	Róisín.
63. Teacher:	Conas go bhfuil fhios againn é sin? **How do we know that?**
64. Colm:	I know. *[This rejoinder overlaps slightly with the previous rejoinder.]*
65. Teacher:	Cén, conas, Christopher, go bhfuil fhios againn go bhfuil Róisín ag caint? **What, how, Christopher, do we know that Róisín is speaking?**
66. Colm:	Cos.
67. Teacher:	Ah, ah, Christopher.

68. Christopher: We see the speech bubble.

69. Teacher: Iontach. Sin bolgán cainte. Okay. Tosóidh mé ag léamh.
                       Excellent. That's a speech bubble. Okay. I'll begin reading.

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Reading

TU 9: Joint Story Reading, Developing Concepts of Print, & Eliciting Language

[The teacher begins reading the story with intonation.]
'Táim ag dul go dtí an siopa anois, a Róisín,' arsa Mamaí.
'Cuir... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]
'I'm going to the shop now, Róisín,' said Mammy. Turn...

70. Colm and Sienna: As an teilifís.
                      Off the television.

71. Teacher: Agus cad a dúirt Róisín sa bholgán cainte? Ceart go...
                      [The teacher pauses to invite the children to complete the phrase.]
                      And what did Róisín say in the speech bubble? All...

72. Choral Response: Leor.
                      Right.

73. Teacher: Cas an...
                      [The teacher pauses to invite the children to complete the sentence.]
                      Turn the...

74. Choral Response: Leathanach.
                      Page.

....

TU 10: Predicting Story Events & Language Teaching

75. Teacher: Anois, cá bhfuil Mamaí agus Róisín ag dul, Sienna?
                      Now, where are Mammy and Róisín going, Sienna?

76. Sienna: Ah, sa siopa.
                      Ah, in the shop.

77. Teacher: Tá siad ag dul go dtí an siopa. An rachaidh siad ag siúl go dtí an siopa?
                      [The children laugh at the suggestion.]
                      They're going to the shop. Will they go walking to the shop?

78. Sienna: Níl.
                      No.

79. Teacher: Christopher, ní rachaidh. Ní...
[The teacher pauses to invite Christopher to complete the sentence.]
Christopher, (they) won't go. (They) won't...

80. Christopher: Rachaidh.
Go.

81. Teacher: An rachaidh siad ag léim go dtí an siopa, Colm?
[The children laugh at the suggestion.]
Will they go jumping to the shop, Colm?

82. Choral Response: Níl.
No.

83. Teacher and Colm together: Ní rachaidh.
(They) won't go.

84. Teacher: An rachaidh siad ar an mbus go dtí an siopa, Simone?
Will they go on the bus to the shop, Simone?

85. Sienna: Níl.
No.

86. Teacher and Pupils: Ní rachaidh.
(They) won't go.

87. Teacher: An rachaidh siad i dtacsaí go dtí an siopa, Sienna?
Will they go in a taxi to the shop, Sienna?

88. Sienna: Níl rachaidh. *[Sienna says 'níl' instead of 'ní' here.]*
(They) won't go.

89. Teacher: Conas a rachaidh siad go dtí an siopa?
[All four pupils have their hands raised to volunteer an answer.]
How will they go to the shop?

90. Sienna: Sa charr.
In the car.

91. Teacher: Rachaidh siad sa charr. Agus an dtiomáinfidh Róisín an carr?
They'll go in the car. And will Róisín drive the car?

92. Sienna: Níl. *[The children laugh at the suggestion.]*
No.

93. Teacher: Ní thiomáinfidh. An dtiomáinfidh Christopher an carr?
(She) won't drive. Will Christopher drive the car?

94. Choral Response: Níl. *[The children laugh at the suggestion.]*
No.

95. Teacher:	Ní. An dtiománfidh múinteoir Claire an carr? **No. Will the teacher Claire drive the car?**
96. Sienna:	Sea. *[The children laugh at the suggestion.]* **Yes.**
97. Teacher:	An dtiománfidh mise an carr go dtí an siopa? *[The children are still laughing.]* Ní thiománfidh. Cé a thiománfidh an carr go dtí an siopa? **Will I drive the car to the shop? (I) will not drive. Who will drive the car to the shop?**
98. Sienna:	Mamaí. **Mammy.**
99. Teacher:	Tiománfidh Mamaí an carr go dtí an siopa. Okay. **Mammy will drive the car to the shop. Okay.**

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TU 11: Discussing Pictures, Eliciting Vocabulary, Language Teaching & Inferential Questioning

	Cad tá ina láimh ag Mamaí? **What has Mammy got in her hand?**
100. Colm:	Keys. Eocha. *[Colm is probably attempting to say the word eochracha which is the Irish word for 'keys'.]*
101. Teacher:	Eochracha, nach ea? Abair é. **Keys, isn't it? Say it.**
102. Sienna and Colm:	Eochracha. **Keys.**
103. Teacher:	Tá eochracha aici. Go maith. Agus cad tá ina láimh ag Róisín? Bhfuil fhios ag aon duine? **She has keys. Good. And what has Róisín got in her hand? Does anyone know?**
104. Simone:	Umbrella.
105. Teacher:	Scáth... *[The teacher pauses to invite the children to complete the phrase.]* **Um...**
106. Teacher and Sienna:	Báistí. **'brella.**

107.	Teacher:	Tá scáth báistí ag Róisín. Meas tú cén fáth, Colm? **Róisín has an umbrella. Why do you think, Colm?**
108.	Colm:	Am, because, am.
109.	Sienna:	It's raining.
110.	Colm:	Because it's going to rain.
111.	Teacher:	B'fhéidir go mbeidh sé ag cur... *[The teacher pauses to invite the children to complete the sentence.]* **Perhaps it will be...**
112.	Sienna:	It is. *[Sienna leaves her seat and points to the picture in the book.]*
113.	Teacher:	Báistí. Tá sé ag cur báistí. Sienna, gabh mo leithscéal. Okay. **Raining. It is raining. Sienna, excuse me. Okay.**

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TU 12: Monitoring Concepts of Print

		Cá dtosóidh mé anseo, Christopher? An chéad fhocal. *[Christopher points to the first word on the page as requested.]* **Where will I start here, Christopher? The first word.**
114.	Colm:	I know. I know. I know.
115.	Teacher:	An focal deireanach, Christopher. *[Christopher points to the last word on the page as requested.]* **The last word, Christopher.**
		Agus an lánstad, Christopher. *[Christopher points to the full stop as requested.]* **And the full stop, Christopher.**
		Maith an fear. **Good man.**

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TU 13: Joint Story Reading & Eliciting Vocabulary (Colours)

		[The teacher resumes reading the story with intonation.] Chuir Róisín cóta... *[Text]* *[The teacher pauses to invite the children to complete the sentence.]* Cén dath? **Róisín put a...coat...** **What colour?**

116.	Choral Response:	Bándearg. **Pink.**

117. Teacher: ...bándearg uirthi féin. Chuir Mamaí cóta... *[Text]*
[The teacher pauses to invite the pupils to complete sentence.]
...pink on her. Mammy put a...coat...

118. Teacher and Pupils: ...gorm.
...blue.

119. Teacher: ...uirthi féin. *[Text]*
...on her.

....

TU 14: Monitoring Vocabulary Knowledge (Using TPR), Eliciting Vocabulary, Developing Phonological Awareness, & Developing Concepts of Print

Taispeáin dom na cnaipí atá ar an gcóta bándearg, Simone. Taispeáin dom na cnaipí.
[Sienna, Colm and Simone have their hands raised to volunteer an answer. Simone points to the buttons on the pink coat as requested.]
Go maith. Taispeáin dom an cóta, na cnaipí ar an gcóta gorm, Sienna.
[Colm and Sienna have their hands raised to volunteer a response. Sienna points to the buttons on the blue coat as requested.]
Go maith. Cad eile atá ag Mama, Mamaí trasna ar a gualainn aici?
Show me the buttons on the pink coat, Simone.
Show me the buttons.
Good. Show me the coat, the buttons on the blue coat, Sienna.
Good. What else has Mam, Mammy across her shoulder?

120. Colm: I know.

121. Teacher: As ar thóg sí na heochracha? Feicim le mo shúilín grinn rud éigin atá ag tosú le 'mm'. Céard é?
Out of which she took the keys? I spy with my little eye something that's beginning with 'mm'. What is it?

122. Colm: Handbag.

123. Sienna: Eochracha.
Keys.

124. Teacher: 'Mm'.

125.	Sienna:	Handbag.

126.	Teacher:	Ag tosú le 'm', 'mm'. **Beginning with 'm', 'mm'.**

127.	Sienna:	Handbag.

128.	Teacher:	'Ma'. *[The teacher is prompting the children to elicit the Irish word 'mála' (handbag) from them.]*

129.	Choral Response:	Mála. **Bag.**

130.	Teacher:	Mála. Tá mála aici. Okay. Cas an... *[The teacher pauses to invite the pupils to complete the sentence.]* **Bag. She has a bag. Okay. Turn the...**

131.	Colm, Sienna, Christopher:	Leathanach. **Page.**

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TU 15: Discussing Pictures & Eliciting Vocabulary

132.	Teacher:	Céard a fheiceann tusa sa phictiúr seo anois, Christopher? **What do you see in this picture now, Christopher?**

133.	Christopher:	Ah, an carr. **Ah, the car.**

134.	Teacher:	Bhuel, tá. Cé tá sa charr? **Well, there is. Who is in the car?**

135.	Colm, Sienna, Christopher:	Mamaí agus Róisín. **Mammy and Róisín.**

136.	Teacher:	Cad eile a fheiceann tú, Christopher? Lig do Christopher, now, labhairt ar feadh soicind. Céard atá ag... Cad a rinne... **What else do you see, Christopher? Let Christopher, now, speak for a second. What has... What did...**

137.	Christopher:	Crios sábháilte. **A safety belt.**

138.	Teacher:	Maith an fear. Chuir sí... Chuir Mamaí uirthi a crios sábhála agus chuir Mamaí crios sábhála ar... *[The teacher pauses to invite the pupils to complete the sentence.]* **Good man. She put... Mammy put on her safety belt and Mammy put a safety belt on...**

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139.	Choral Response:	Róisín.

140.	Teacher:	Róisín. Okay. Agus cá bhfuil Róisín sa charr? Bhfuil sí chun tosaigh nó bhfuil sí taobh thiar? **Róisín. Okay. And where is Róisín in the car? Is she in the front or in the back?**

141.	Sienna:	Taobh thiar. **In the back.**

142.	Colm:	Taobh thiar. **In the back.**

143.	Teacher:	Tá sí taobh thiar mar caithfidh sí bheith taobh thiar nach gcaithfidh? Okay. Agus cé tá ag tiomáint? **She's in the back because she has to be in the back, hasn't she? Okay. And who is driving?**

144.	Sienna, Colm, Christopher:	Mamaí. **Mammy.**

145.	Teacher:	Tá Mamaí ag tiomáint. **Mammy is driving.**

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TU 16: Developing Concepts of Print & Predicting Story Language

> Now, feicim bolgán cainte anseo. Cé atá ag caint sa phictiúr seo, Simone?
> *[Colm and Sienna have their hands raised to volunteer an answer.]*
> **Now, I see a speech bubble here. Who is speaking in this picture, Simone?**

146.	Sienna:	Mm, mm.

147.	Colm:	I know.

148.	Sienna:	Me, me.

149.	Simone:	Róisín.

150.	Teacher:	Meas tú cad a dúirt Róisín? **What do you think Róisín said?**

151.	Colm:	I know. I know. I know.

152.	Simone:	Am, is maith liom dul ag siopadóireacht. **Am, I like to go shopping.**

| 153. | Teacher: | Go hiontach. Gur maith léi dul ag siopadóireacht. |
| | | **Excellent. That she likes to go shopping.** |

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TU 17: Joint Story Reading, Eliciting Vocabulary, & Developing Concepts of Print

[The teacher resumes reading the story with intonation.]
Thiomáin Mamaí go dtí an... *[Text]*
[The teacher pauses to invite the pupils to complete the sentence.]
Mammy drove to the...

| 154. | Colm, Sienna: | Siopa. |
| | | **Shop.** |

| 155. | Teacher: | Agus arís go dtí an bolgán cainte. Taispeáin dom an chéad fhocal sa bholgán cainte, Colm. *[Colm points to the first word in the speech bubble as requested.]* |
| | | **And again to the speech bubble. Show me the first word in the speech bubble, Colm.** |

Maith an fear. Agus an focal deireanach. *[Colm points to the last word in the speech bubble as requested.]*
Good man. And the last word.

Go maith. Is léifidh mé é. Éistigí.
Good. And I'll read it. Listen.

[The teacher resumes reading the story with intonation.]
Is maith liom dul ag siopadóireacht. *[Text] [The children join in and read the sentence with the teacher.]*
I like to go shopping.

Cas an...
[The teacher pauses to invite the children to complete the sentence.]
Turn the...

| 156. | Choral Response: | Leathanach. |
| | | **Page.** |

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TU 18: Discussing Pictures & Eliciting Vocabulary

| 157. | Teacher: | Anois cá bhfuil Mamaí agus Róisín? |
| | | **Now, where are Mammy and Róisín?** |

| 158. | Sienna: | Sa siopa. |
| | | **In the shop.** |

| 159. | Teacher: | Tá siad sa siopa mór millteach, nach bhfuil? Céard atá ag Mamaí os a comhair amach, Christopher? **They're in the huge shop, aren't they? What has Mammy got in front of her, Christopher?** |

| 160. | Christopher: | Tralaí. **A trolley.** |

| 161. | Teacher: | Cén dath atá ar an tralaí? **What colour is the trolley?** |

| 162. | Sienna: | Liath. **Grey.** |

| 163. | Colm, Christopher: | Liath. **Grey.** |

| 164. | Teacher: | Tá sé liath. Bhfuil aon rud sa tralaí aici, Christopher? **It's grey. Has she got anything in the trolley, Christopher?** |

| 165. | Sienna, Christopher: | Níl. **She hasn't.** |

| 166. | Teacher: | Níl aon rud aici fós. Okay. **She hasn't anything yet. Okay.** |

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TU 19: Eliciting Vocabulary & Monitoring Vocabulary Knowledge (Using TPR)

| | | Now, féach anseo sa siopa. Tá sé lán suas le rudaí difriúla. Ba mhaith liom go ndéarfadh sibhse liomsa céard iad na rudaí difriúla atá sa siopa. Simone, tosóidh mé leatsa. Cad a fheiceann tú? **Now, look here in the shop. It is full up with different things. I'd like you to tell me what are the different things that are in the shop. Simone, I'll start with you. What do you see?** |

| 167. | Simone: | Am, oráiste. **Am, an orange.** |

| 168. | Teacher: | Taispeáin dom é. *[Simone points to the orange as requested.]* **Show it to me.** Maith an cailín. **Good girl.** |

| 169. | Sienna: | Milseáin. **Sweets.** |

170.	Teacher:	Sienna, taispeáin dom na milseáin. *[Sienna points to the sweets as requested.]* **Sienna, show me the sweets.**
		Maith thú. **Well done.**
171.	Colm:	I know.
172.	Teacher:	Colm.
173.	Colm:	Uachtar reoite. **Ice-cream.**
174.	Teacher:	An bhfeiceann tusa uachtar reoite? *[Colm goes forward and points to a something in the book.]* **Do you see ice-cream?**
		B'fhéidir gur uachtar reoite é sin. Sea. B'fhéidir é. Christopher. **Maybe that is ice-cream. Yes. Perhaps. Christopher.**
175.	Christopher:	Ah, pónairí. **Ah, beans.**
176.	Teacher:	Taispeáin dom na pónairí. *[Christopher points to the beans in the picture as requested.]* **Show me the beans.**
177.	Sienna:	Píseanna. **Peas.**
178.	Teacher:	Píseanna. Taispeáin dom na píseanna. *[Sienna points to the peas in the picture as requested.]* **Peas. Show me the peas.**
		Go maith. Aon rud eile? **Good. Anything else?**
179.	Christopher:	Pizza.
180.	Teacher:	Pizza? *[Christopher points to the pizza in the picture.]*
181.	Colm:	Milseáin. **Sweets.**
182.	Teacher:	Feicim rudaí eile in aice leis na torthaí. In aice leis an arán. **I see other things beside the fruit. Beside the bread.**
183.	Colm:	Bananaí.

Bananas.

| 184. | Teacher: | Bananaí. Colm, taispeáin dom iad. *[Colm points to the bananas in the picture as requested.]* **Bananas. Colm, show them to me.** |

| 185. | Sienna: | Seacláid. **Chocolate.** |

| 186. | Teacher: | Seacláid, Sienna. Taispeáin dom an seacláid. *[Sienna points to the chocolate in the picture as requested.]* **Chocolate, Sienna. Show me the chocolate.** |

Maith an cailín.
Good girl.

| 187. | Colm: | Pineapple. *[This rejoinder overlaps with the previous rejoinder.]* |

| 188. | Teacher: | Pineapple. Taispeáin dom é, Colm, arís. *[Colm points to the picture of the pineapple as requested.]* **Pineapple. Show it to me, Colm, again.** |

Simone, rud amháin eile. Céard iad seo, Simone?
Simone, one more item. What are these, Simone?

| 189. | Simone: | Am, úlla. **Am, apples.** |

| 190. | Teacher: | Úlla. Taispeáin dom iad arís. *[Simone points to the apples in the picture as requested.]* **Apples. Show them to me again.** |

Go maith. Agus thuas anseo tá piorraí agus...
[The teacher pauses to invite the children to complete the sentence.]
Good. And up here there are pears and...

| 191. | Teacher and Pupils: | Oráistí. **Oranges.** |

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TU 20: Eliciting Vocabulary (Colours)

| 192. | Teacher: | Oráistí. Cén dath atá ar na bananaí, Sienna? Na bananaí, cén dath? **Oranges. What colour are the bananas, Sienna? The bananas, what colour?** |

| 193. | Sienna: | Buí. |

Yellow.

194.	Teacher:	Cén dath atá ar na húlla, Christopher? **What colour are the apples, Christopher?**
195.	Christopher:	Ah, dearg. **Ah, red.**
196.	Teacher:	Cén dath atá ar na piorraí, Simone? **What colour are the pears, Simone?**
197.	Simone:	Glas. **Green.**
198.	Teacher:	Glas. Cén dath atá ar an arán, Colm? **Green. What colour is the bread, Colm?**
199.	Colm:	Am.
200.	Teacher:	Ar an arán? **The bread?**
201.	Sienna:	Donn. **Brown.**
202.	Colm:	Donn. **Brown.**
203.	Teacher:	Tabhair seans dó. Maith an cailín, Sienna. Tá sé donn. Go maith. Agus cén dath atá ar na cannaí píseanna? *[Colm raises his hand to volunteer an answer.]* **Give him a chance. Good girl, Sienna. It is brown. Good. And what colour are the tins of peas?**
204.	Sienna:	Am, glas. **Am, green.**
205.	Teacher:	Glas. Agus ar na cannaí pónairí, Christopher? **Green. And the tins of beans, Christopher?**
206.	Colm:	Oráiste. **Orange.**
207.	Christopher:	Oráiste. **Orange.**
208.	Teacher:	Cineál oráiste nó donn. Okay. Éistigí. **A type of orange or brown. Okay. Listen.**

TU 21: Joint Story Reading, Eliciting Vocabulary, Monitoring Whole Word Recognition, & Developing Concepts of Print

[The teacher resumes reading the story with intonation.]
Isteach le Mamaí agus... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]
In went Mammy and...

209.   Choral Response: Róisín.

210.   Teacher: Sa... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]
Into the...

211.   Choral Response: Siopa.
Shop.

212.   Teacher: Siopa. *[Text]*
Shop.

Taispeáin dom an focal 'siopa' ar an abairt sin, Simone.
[All four pupils have their hands raised to volunteer an answer.]
Show me the word 'siopa' (shop) on that sentence, Simone.

213.   Teacher: Cá bhfuil an focal 'siopa' san abairt sin? *[Simone looks carefully at the book and takes her time. She seems unsure.]*
Where is the word 'siopa' (shop) in that sentence?

214.   Colm: I know.

215.   Teacher: Siopa. *[The teacher emphasises the initial sound in the word.]*
Shop.

216.   Colm: I know.

217.   Teacher: Isteach le Mamaí... *[Simone points to the word 'siopa' in the sentence, as requested.]*
Maith an cailín. Suas go barr an leathanaigh seo.
In went Mammy...
Good girl. Up to the top of this page.

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TU 22: Story Reading, Eliciting Vocabulary, & Developing Concepts of Print

[The teacher resumes reading the story with intonation.]
Bhí a lán rudaí deasa ann. *[Text]*
There were lots of nice things there.

Lán...
[The teacher pauses to invite the children to complete the word.]
Full...

218.	Choral Response:	Stad.

Stop.

219. Teacher: Cas an...
[The teacher pauses to invite the children to complete the sentence.]
Turn the...

220. Sienna: Leathanach.
Page.

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TU 23: Discussing Pictures, Eliciting Vocabulary, Inferential Questioning, & Monitoring Comprehension

221. Teacher: Anois, now, Colm, cad tá ina láimh ag Mamaí?
Now, now, Colm, what has Mammy got in her hand?

222. Colm, Sienna, Christopher: Liosta.
A list.

223. Teacher: Cén fáth, Colm?
Why, Colm?

224. Colm: Because, am, if am, am Mamaí forgets something am, am she am, she'll...

225. Teacher: Tá sé scríofa sa...
[The teacher pauses to invite Colm to complete the sentence.]
It's written on the...

226. Colm: Liosta.
List.

227. Teacher: Ar fhaitíos go ndéanfadh sí dearmad ar aon rud.
In case she might forget something.

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TU 24: Discussing Pictures, Eliciting Vocabulary, & Priming the Children to Read/Listen for Meaning

Bhfuil aon rud sa tralaí aici, Christopher?
Has she got anything in the trolley, Christopher?

| 228. | Sienna, Christopher: | Sea. |
| | | **Yes.** |

| 229. | Teacher: | Cad tá ann, Christopher? |
| | | **What's in it, Christopher?** |

| 230. | Christopher: | Arán. |
| | | **Bread.** |

| 231. | Teacher: | Céard? *[This rejoinder overlaps with the previous rejoinder.]* |
| | | **What?** |

| 232. | Christopher, Sienna: | Arán. |
| | | **Bread.** |

| 233. | Teacher: | Tá arán sa tralaí aici. Bhfuil aon rud eile sa tralaí aici, Sienna? |
| | | **She has bread in the trolley. Has she anything else in the trolley, Sienna?** |

| 234. | Sienna: | Níl. |
| | | **(She) hasn't.** |

| 235. | Teacher: | Níl. Okay. Anois, céard atá á dhéanamh ag Róisín? |
| | | **(She) hasn't. Okay. Now, what is Róisín doing?** |

| 236. | Sienna: | Milseáin. |
| | | **Sweets.** |

237.	Teacher:	Sienna, tá sí ag breathnú ar na...
		[The teacher pauses to invite the children to complete the sentence.]
		Sienna, she's looking at the...

| 238. | Choral Response: | Milseáin. |
| | | **Sweets.** |

| 239. | Teacher: | Ar na milseáin go léir, mar tá an t-uafás milseán, nach bhfuil, ann? Agus tá Róisín ag breathnú orthu. Bhfuil sí ag breathnú ar Mham? |
| | | **At all the sweets, because there are lots of sweets, aren't there, there? And Róisín is looking at them. Is she looking at Mum?** |

| 240. | Choral Response: | Níl. |
| | | **(She) isn't.** |

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TU 25: Monitoring and Developing Concepts of Print, Joint Story Reading, Eliciting Vocabulary, & Monitoring Whole Word Recognition

241.	Teacher:	Níl. Okay. Cá dtosóidh mé ag léamh ar an leathanach seo, Christopher? **(She) isn't. Okay. Where will I begin reading on this page, Christopher?**
242.	Sienna:	Me, me, me. *[This rejoinder overlaps with the previous rejoinder.]* *[Christopher points to the first word on the page as requested.]*
243.	Teacher:	Go maith. **Good.** *[The teacher resumes reading the story with intonation.]* D'fhéach Mamaí ar a... *[Text]* *[The teacher pauses to invite the children to complete the sentence.]* **Mammy looked at her...**
244.	Choral Response:	Liosta. **List.**
245.	Teacher:	Liosta. *[Text]* **List.** Lánstad. **Full stop.** D'fhéach Róisín ar na... *[Text]* *[The teacher pauses to invite the children to complete the sentence.]* **Róisín looked at the...**
246.	Teacher and Pupils:	Milseáin. *[Text]* **Sweets.**
247.	Teacher:	Taispeáin dom an focal 'milseáin', Christopher. Milseáin. Taispeáin dom. *[Christopher points to the word 'milseáin' on the page as requested.]* Maith an fear. Cas an... *[The teacher pauses to invite the children to complete the sentence.]* **Show me the word 'milseáin' (sweets), Christopher. Sweets. Show me. Good man. Turn the...**
248.	Sienna:	Leathanach. **Page.**

249.	Teacher:	Anois, cé hé an fear mór sin leis an gcóta bán? Bhfuil fhios ag aon duine? **Now, who's the big man with the white coat? Does anyone know?**
250.	Colm:	I know. *[All four pupils have their hands raised to volunteer an answer.]*
251.	Teacher:	Sienna.
252.	Sienna:	An siopadóir. **The shopkeeper.**
253.	Teacher:	Sin é an siopadóir. Is leis an siopa. Tá sé i bhfeighil ar an siopa. Tá sé i gceannas ar an siopa. Agus féach ar Róisín. Cad atá á dhéanamh ag Róisín ansin, Christopher? **He's the shopkeeper. He owns the shop. He's looking after the shop. He's in charge of the shop. And look at Róisín. What's Róisín doing there, Christopher?**
254.	Christopher:	Ag caoineadh agus ag rith. **Crying and running.**
255.	Colm:	I know. *[This rejoinder overlaps with the previous rejoinder.]*
256.	Teacher:	Tá sí ag caoineadh nó ag gol agus tá sí ag rith. Cén fáth, Simone? **She's crying or weeping and she's running. Why, Simone?**
257.	Simone:	Because, am, because she's crying.
258.	Teacher:	Bhuel, cén fáth go bhfuil sí ag caoineadh? **Well, why is she crying?**
259.	Simone:	She can't find her Mammy.
260.	Teacher:	Mar ní féidir léi Mamaí a fháil. Tá sí caillte. Tá sí... *[The teacher pauses to invite the children to complete the sentence.]* **Because she can't find Mammy. She's lost. She's...**
261.	Teacher and Pupils:	Caillte. **Lost.**
262.	Teacher:	So, thosaigh sí ag scréachadh agus ag rith, Colm agus ag...

		[The teacher pauses to invite the children to complete the sentence.]
		So, she started screaming and running, Colm and...
263.	Sienna:	Gol.
		Crying.
264.	Teacher:	Agus ag gol nó, Colm, ag...
		[The teacher pauses to invite Colm to complete the sentence.]
		And crying or, Colm...
265.	Colm:	Caoineadh.
		Weeping.
266.	Teacher:	Ag caoineadh.
		Weeping.

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TU 27: Developing Concepts of Print, Predicting the Language in the Story, Story Reading & Predicting the Story Events

		Arís feicimid, arís feicimid bolgán cainte. Cé tá ag caint anseo, Christopher?
		[Sienna has her hand raised to volunteer an answer.]
		Again we see, again we see a speech bubble.
		Who is speaking here, Christopher?
267.	Christopher:	An sio', Ma', Róisín.
		The sho', Ma', Róisín.
268.	Teacher:	Róisín. Agus céard atá á rá aici, meas tú?
		Róisín. And what do you think she's saying?
269.	Colm:	A mham.
		Mum.
270.	Teacher:	Sin, yeah, tá sí ag iarraidh a mam. So, céard atá á rá aici? Féach.
		That, yeah, she's looking for her mum. So, what is she saying? Look.
		[The teacher resumes reading the story with intonation.]
		Bhí Róisín bocht caillte. Bhí sí ag gol. [Text]
		Poor Róisín was lost. She was crying.
		Agus ansin ar aghaidh go dtí an bolgán cainte agus dúirt sí:
		And then on to the speech bubble and she said:
		'A Mhamaí! A Mhamaí! Cá bhfuil tú? [Text]
		'Mammy! Mammy! Where are you?

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Is cá bhfuil Mamaí?
And where is Mammy?

271.   Colm: Sa...
In the...

272.   Teacher: Bhfuil sí sa siopa?
Is she in the shop?

273.   Choral Response: Sea.
Yes.

274.   Teacher: Tá. Tá sí sa siopa, nach bhfuil? Meas tú cé tá chun cabhrú le Róisín?
(She) is. She's in the shop, isn't she? Who do you think is going to help Róisín?

275.   Christopher: An siopadóir.
The shopkeeper.

276.   Teacher: An siopadóir. Cas an...
[The teacher pauses to invite the children to complete the sentence.]
The shopkeeper. Turn the...

277.   Colm, Sienna, Christopher: Leathanach.
Page.

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TU 28: Predicting the Story Events, Modelling Language, Eliciting Vocabulary, Discussing Pictures and Inferential Questioning

278.   Teacher: Cad a rinne an siopadóir, *[pause]* Colm?
What did the shopkeeper do, *[pause]* Colm?

279.   Colm: Am, he talked into his microphone and said that Róisín's at the sweets and, am, then the mammy came.

280.   Teacher: Iontach. Labhair sé isteach sa micreafón mór agus dúirt sé:
[with a deep voice] 'Tá cailín beag ar iarraidh. Róisín is ainm di agus tá sí in aice leis na...'
[The teacher pauses to invite the children to complete the sentence.]
Excellent. He spoke into the large microphone and he said:
[with a deep voice] **'A little girl is missing. Her name is Róisín and she is beside the...'**

281.   Choral Response: Milseáin.
Sweets.

282.	Teacher:	Milseáin. Agus cé a tháinig ag rith? **Sweets. And who came running?**
283.	Colm:	Mamaí. **Mammy.**
284.	Teacher:	Tháinig Mamaí. Céard atá á dhéanamh acu? Féach. **Mammy came. What are they doing? Look.**
285.	Colm:	Bog. *[This is the Irish word for soft but it is quite possible that Colm means 'barróg' which is the Irish word for hug.]*
286.	Teacher:	Tá siad ag tabhairt barróg dá chéile. Tá a lámha timpeall ar a chéile. Cén fáth, Simone? **They're hugging each other. They have their hands around each other. Why, Simone?**
287.	Simone:	Am, because she was lost.
288.	Teacher:	Agus anois céard a...? Bhfuil...? **And now what...? Are...?**
289.	Colm:	I know.
290.	Teacher:	Céard atá orthu anois? Bhfuil...? **How do they feel now? Are...?**
291.	Colm:	I know.
292.	Teacher:	Colm.
293.	Colm:	Tá, am, tá sí áthas *[incorrect Irish syntax]* and they're back together. **(She) is, am, she is happy and they're back together.**
294.	Teacher:	Tá áthas orthu mar tá siad ar ais le chéile. **They're happy because they're back together.**

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TU 29: Practising Language (Emotions & The Verb 'To Be')

		Bhfuil eagla orthu? **Are they afraid?**
295.	Choral Response:	Níl. *[The pupils laugh at the suggestion.]* **(They) are not.**
296.	Teacher:	Bhfuil tuirse orthu? **Are they tired?**

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| 297. | Choral Response: | Níl.
(They) are not. |

| 298. | Teacher: | Bhfuil, am, brón orthu?
Are they, am, sad? |

| 299. | Choral Response: | Níl.
(They) are not. |

| 300. | Teacher: | Tá áthas orthu. Abair é. Tá...
[The teacher pauses to invite the children to complete the sentence.]
They are happy. Say it. (They) are... |

| 301. | Choral Response: | Áthas.
Happy. |

| 302. | Teacher: | Ar Róisín agus ar Mhamaí.
Róisín and Mammy. |

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TU 30: Discussing Pictures, Eliciting Vocabulary, & Predicting the Story Events

| | | Nach bhfuil an siopadóir an-deas? Féach céard atá ina lámha aige.
Isn't the shopkeeper very nice? Look what he's got in his hands? |

| 303. | Colm: | Milseáin.
Sweets. |

| 304. | Teacher: | Agus céard atá...? Bhfuil seisean ag dul ag ithe na milseán sin, Christopher?
And what is...? Is he going to eat those sweets, Christopher? |

| 305. | Christopher: | Níl.
(He) isn't. |

| 306. | Teacher: | Céard atá sé chun a dhéanamh leo sin?
What is he going to do with them? |

| 307. | Colm, Christopher: | Róisín. |

| 308. | Teacher: | Tá sé chun na milseáin a thabhairt do...
[The teacher pauses to invite the children to complete the sentence.]
He's going to give the sweets to... |

| 309. | Colm, Sienna, Christopher: | Róisín. |

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| 310. | Teacher: | Róisín. Okay. |

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TU 31: Joint Story Reading, Eliciting Language, & Practising Language

		[The teacher resumes reading the story with intonation.]
		Fuair an siopadóir Mamaí. Thug sé milseáin do... *[Text]*
		[The teacher pauses to invite the children to complete the sentence.]
		The shopkeeper got Mammy. He gave sweets to...

| 311. | Sienna, Colm: | Róisín. |

312.	Teacher:	Róisín. *[Text]*
		Agus sa bholgán cainte céard a deireann tusa? Nó, céard a deireann Róisín nuair a thugann an siopadóir, nó nuair a thugann aon duine milseáin di nó milseáin duitse? Céard a déarfá?
		And in the speech bubble what do you say? Or, what does Róisín say when the shopkeeper gives, or when anyone gives sweets to her or sweets to you? What would you say?

| 313. | Christopher: | Go raibh maith agat. |
| | | **Thank you.** |

314.	Teacher:	Go raibh maith agat. *[Text]*
		Thank you.
		Abair é.
		Say it.

| 315. | Teacher and Pupils: | Go raibh maith agat. |
| | | **Thank you.** |

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Post-Reading

TU 32: Developing Concepts of Print, Discussing Pictures, Eliciting Vocabulary, & Modelling Language

316.	Teacher:	Agus táimid ar aghaidh go dtí an leathanach...
		[The teacher pauses to invite the children to complete the sentence.]
		And we're on to the...page.

| 317. | Sienna: | Deireanach. |
| | | **Last.** |

318.	Teacher:	Deireanach den leabhar seo. Now, céard a fheiceann tusa sa phictiúr sin, Sienna? **Last of this book. Now, what do you see in that picture, Sienna?**
319.	Sienna:	An siopadóir agus Mamaí agus Róisín. **The shopkeeper and Mammy and Róisín.**
320.	Teacher:	Maith an cailín. Sin iad na daoine atá sa phictiúr. Céard atá á dhéanamh, céard atá á dhéanamh ag Róisín, Christopher? *[Colm and Simone have their hands raised to volunteer an answer.]* **Good girl. They're the people in the picture. What is (Róisín) doing, what is Róisín doing, Christopher?**
321.	Christopher:	Ah, she has milseáin in her hand. **Ah, she has sweets in her hand.**
322.	Teacher:	Tá na milseáin ina láimh aici. Cén dath atá ar an mála milseán atá aici, ah, Simone? **She has the sweets in her hand. What colour is the bag of sweets that she has, ah, Simone?**
323.	Simone:	Gorm. **Blue.**
324.	Teacher:	Tá sé gorm. Cé a thug na milseáin di, Colm? **It is blue. Who gave her the sweets, Colm?**
325.	Colm:	Ah, an sio..., an siopadóireacht. *[Colm means 'siopadóir' (shopkeeper).]* **Ah, the sho..., the shopping.**
326.	Teacher:	Go maith. An siopadóir a thug na milseáin do Róisín. Agus cá bhfuil an lámh eile aici... *[pause]* Sienna? **Good. It was the shopkeeper who gave the sweets to Róisín. And where has she her other hand... *[pause]* Sienna?**
327.	Sienna:	Am...
328.	Teacher:	Tá lámh amháin aici agus tá na milseáin aici a fuair sí ón siopadóir agus tá an lámh eile... *[The teacher pauses to invite the children to complete sentence.]* **She has one hand and she has the sweets she got from the shopkeeper and the other hand is...**
329.	Christopher:	Lámh Mamaí. **Mammy's hand.**

330.	Teacher:	I lámh Mamaí ar fhaitíos, ar fhaitíos nach ea, go gcaillfear arís í. Tá sí... Tá greim láimhe aici ar Mhamaí. Okay. Agus arís cad a dúirt sí? Go raibh...
		[The teacher pauses to invite the children to complete the sentence.]
		In Mammy's hand in case, in case isn't it, that she might get lost again. She is... She's holding hands with Mammy. Okay. And again what did she say? Thank...

| 331. | Choral Response: | Maith agat. |
| | | **You.** |

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TU 33: Eliciting Vocabulary, Modelling Language, Monitoring Comprehension (Using TPR), & Developing Concepts of Print

| 332. | Teacher: | Agus cad a bhí uirthi arís? Cad a bhí ar Róisín? |
| | | **And how did she feel again? How did Róisín feel?** |

| 333. | Colm: | Áthas. |
| | | **Happy.** |

| 334. | Teacher: | Ní raibh eagla. Ní raibh tuirse uirthi. Ní raibh brón uirthi. Cad a bhí uirthi? |
| | | **(She) wasn't afraid. She wasn't tired. She wasn't sad. How did she feel?** |

| 335. | Colm, Simone: | Áthas. |
| | | **Happy.** |

336.	Teacher:	Bhí áthas ar Róisín ansin. *[Text]*
		Taispeáin dom áthas sibhse, ar do aghaidh, ar do aghaidh. *[The children show their happy faces.]* Taispeáin dom brón. *[The children put on sad faces.]*
		Taispeáin dom fearg. *[The teacher says the word 'fearg' in an angry tone. The children put on angry faces and make gestures.]*
		Taispeáin dom tuirse. *[The children yawn and so does the teacher.]*
		Now, sin an scéal sin. Dún an...
		[The teacher pauses to invite the children to complete the sentence.]
		Róisín was happy then. Show me happy you, on your face, on your face. Show me sad. Show me angry. Show me tired. Now, that's that story. Close the...

| 337. | Colm: | Leathanach. |
| | | **Page.** |

| 338. | Sienna: | Leabhar. *[This rejoinder overlaps with the previous rejoinder.]* |
| | | **Book.** |

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TU 34: Text-to-self Connection & Modelling Language

339.	Teacher:	An raibh aon duine anseo caillte riamh in aon áit?
		[Christopher has his hand raised to volunteer an answer.]
		Was anyone here ever lost anywhere?

| 340. | Sienna: | Níl. |
| | | **No.** |

| 341. | Teacher: | Ní raibh tusa riamh caillte. |
| | | **You were never lost.** |

| 342. | Sienna: | No. |

| 343. | Teacher: | Christopher, an raibh tusa caillte? |
| | | **Christopher, were you lost?** |

| 344. | Christopher: | Yeah. |

| 345. | Teacher: | Cén áit? |
| | | **Where?** |

| 346. | Christopher: | The road. |

| 347. | Teacher: | Ar an mbóthar. Cad a tharla? Inis dúinn. |
| | | **On the road. What happened? Tell us.** |

| 348. | Christopher: | Ah, my, my sister and my mom was at the other side of the road. |

349.	Teacher:	Bhí tusa ar thaobh amháin agus bhí do mham agus do chuid deirfiúracha ar an taobh eile. So, bhí tú caillte. Agus cad a rinne tú? An raibh tú ag caoineadh?
		[Christopher shakes his head in disagreement.]
		Ní raibh. Cad a rinne tú?
		You were at one side and your mum and your sisters were at the other side. So, you were lost. And what did you do? Were you crying? (You) weren't. What did you do?

| 350. | Christopher: | I looked. My mom told me to come to her. |

| 351. | Teacher: | Agus céard mar gheall ar na carranna a bhí ag dul trasna? |
| | | **And what about the cars that were going across.** |

| 352. | Christopher: | I... |

353.	Sienna:	He looked both ways. *[This rejoinder overlaps with the previous rejoinder.]*
354.	Teacher:	Bhreathnaigh sé ar clé agus bhreathnaigh sé ar dheis agus ansin shiúl tú trasna an bóthar agus nuair a chuaigh tú ar ais go Mamaí cad a bhí ort? **He looked left and he looked right and then you walked across the road and when you went back to your Mammy how did you feel?**
355.	Christopher:	*[Undecipherable.]*
356.	Teacher:	Cad a bhí ort, brón? *[Christopher shakes his head in disagreement.]* Tuirse? *[Christopher shakes his head in disagreement.]* Fearg? *[Christopher shakes his head in disagreement.]* Áthas? *[Christopher nods his head in agreement.]* Bhí áthas ort. *[Colm has his hand raised to volunteer a response.]* **How did you feel, sad? Tired? Angry? Happy? You were happy.**

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TU 35: Text-to-self Connection, Modelling Language, & Eliciting Vocabulary

		Colm, céard a tharla duitse? **Colm, what happened to you?**
357.	Colm:	Am, I was playing hide-and-go-seek in Dunne's with my mum and then I went too far and then I looked around the other side and then my mum was gone.
358.	Teacher:	Agus cad a rinne tú? An raibh tusa ag gol? **And what did you do? Were you crying?**
359.	Colm:	No. I ran, I ran back over to the, am, shoes she was looking at and then I found her.
360.	Teacher:	Fuair tusa do Mham tú féin. Ní raibh ort glaoch ar an siopadóir. Ar ghlaoigh tusa ar an siopadóir? **You found your Mum yourself. You didn't have to call the shopkeeper. Did you call the shopkeeper?**
361.	Colm:	No. *[Colm shakes his head to indicate 'no'.]*
362.	Teacher:	Níor ghlaoigh. Fuair tusa do Mham tú féin. Agus cad a bhí ort? **(You) didn't call. You found your Mum yourself. And how did you feel?**
363.	Colm:	Áthas.

Happy.

364.	Teacher:	Áthas. Sienna? *[Sienna shakes her head.]* Níor cailleadh Sienna riamh, ar cailleadh? Nach bhfuil an t-ádh leat. Céard fútsa, Simone? *[Simone shakes her head.]* Níor cailleadh riamh tusa ach an oiread. **Happy. Sienna? Sienna never got lost, did you? Aren't you lucky? What about you, Simone? You never got lost either.**

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TU 36: Retelling the Story Events in Sequence

		An féidir libh, libhse an scéal seo a insint dom gan an leabhar? An féidir libh tosú? Cad a tharla? Níl fhios agamsa. Tá sé go léir dearmadta agam, so, ní féidir liomsa cuimhneamh ar céard a tharla sa scéal seo. An féidir libh cabhrú liom? **Can you, you tell me this story without the book? Can you start? What happened? I don't know. I've forgotten it all, so, I can't remember what happened in this story. Can you help me?**
365.	Sienna:	She...
366.	Teacher:	Right. Cé hí 'she' now? *[Colm laughs.]* **Right. Who is 'she' now?**
367.	Sienna:	Róisín.
368.	Teacher:	Róisín, Sienna. Tosaigh. Bailigh leat. **Róisín, Sienna. Begin. Off you go.**
369.	Sienna:	Róisín was crying.
370.	Teacher:	Bhuel, tosaigh ón tús now. Cad a bhí á dhéanamh ag Róisín ar an, sa chéad phictiúr, *[The teacher pauses and Christopher raises his hand to volunteer an answer]* Christopher? **Well, start from the beginning now. What was Róisín doing on the, in the first picture,** *[pause]* **Christopher?**
371.	Christopher:	Ah, she was looking at the sweets.
372.	Teacher:	Bhí sí, no, sa bhaile. Bhí sí sa bhaile istigh sa seomra suite ag breathnú ar an... *[The teacher pauses to invite the children to complete the sentence.]* **She was, no, at home. She was at home in the sitting room watching the...**
373.	Choral Response:	Teilifís. **Television.**

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374.	Teacher:	Céard a bhí á ithe aici?
		What was she eating?

375.	Choral Response:	Uachtar reoite.
		Ice-cream.

376.	Teacher:	Now, Christopher.

377.	Christopher:	She was drinking Ribena.

378.	Teacher:	Seans go raibh sí ag ól Ribena. Cé a tháinig isteach sa seomra, Christopher?
		She might have been drinking Ribena. Who came into the room, Christopher?

379.	Christopher:	Mamaí.
		Mammy.

380.	Teacher:	Cad dúirt Mamaí léi, Simone?
		What did Mammy say to her, Simone?

381.	Simone:	Am, cuir as an teilifís arís. Táimid, am, táimid ag dul go dtí an siopa.
		Am, turn off the television again. We're, am, we're going to the shop.

382.	Teacher:	Fair play. Iontach.
		Fair play. Excellent

..

TU 37: Retelling the Story Events, Revising the Story Content, & Eliciting Vocabulary

		Cén, cad a chuir siad orthu chun dul go dtí an siopa, Sienna?
		What, what did they put on to go to the shop, Sienna?

383.	Sienna:	Cóta.
		A coat.

384.	Teacher:	Cén dath a bhí ar chóta Róisín?
		What colour was Róisín's coat?

385.	Sienna:	Bándearg.
		Pink.

386.	Teacher:	Cén dath a bhí ar chóta Mhamaí?
		What colour was Mammy's coat?

387.	Sienna:	Gorm.
		Blue.

388.	Teacher:	Cad a thóg Mamaí amach as an mála, Colm? **What did Mammy take out of the bag, Colm?**
389.	Colm:	Am.
390.	Christopher:	Eochracha. **Keys.**
391.	Colm:	Eochracha. **Keys.**
392.	Teacher:	Eochracha chun an carr a thiomáint go dtí an siopa. **Keys to drive the car to the shop.**

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TU 38: Retelling the Story Events & Eliciting Vocabulary

		Ar thiomáin Róisín go dtí an siopa? **Did Róisín drive to the shop?**
393.	Sienna:	Níl. **No.**
394.	Teacher:	Níor thiomáin. Cé a thiomáin go dtí an siopa? **(She) didn't drive. Who drove to the shop?**
395.	Choral Response:	Mamaí. **Mammy.**
396.	Teacher:	Thiomáin... **...drove...**
397.	Choral Response:	Mamaí. **Mammy.**
398.	Teacher:	Go dtí an... *[The teacher pauses to invite the children to complete the sentence.]* **To the...**
399.	Choral Response:	Siopa. **Shop.**
400.	Teacher:	Ach sular thiomáin sí go dtí an siopa cad a chuir sí uirthi féin agus ar Róisín, Christopher? **But before she drove to the shop what did she put on herself and on Róisín, Christopher?**
401.	Sienna:	Sábháilte.

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Safety.

402.	Teacher:	Cr... *[prompting the children]*

403.	Christopher:	Crios sábháilte. **A safety belt.**

404.	Teacher:	Crios sábháilte ar an mbeirt acu. An-mhaith. Isteach leo sa... *[The teacher pauses to invite the children to complete the sentence.]* **A safety belt on both of them. Very good. In they went to the...**

405.	Christopher:	Once.

406.	Teacher:	Sea, Christopher. **Yes, Christopher.**

407.	Christopher:	Once I went in the front before.

408.	Teacher:	Bhí tú chun tosaigh sa charr, an raibh? **You were in the front of the car, were you?**

409.	Christopher:	Yeah.

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TU 39: Eliciting and Revising Vocabulary

410.	Teacher:	Okay. Isteach leo sa siopa agus bhí neart rudaí ann, a lán, lán rudaí difriúla cosúil le, lámha suas. Cad a bhí istigh sa siopa, Simone? **Okay. In they went to the shop and there were lots of things there, lots and lots of different things like, hands up. What was in the shop, Simone?**

411.	Simone:	Am, am, arán. **Am, am, bread.**

412.	Teacher:	Arán. *[Colm raises his hand to volunteer an answer. The teacher points to him indicating he is to answer.]* **Bread.**

413.	Colm:	Am, milseáin. **Am, sweets.**

414.	Teacher:	Milseáin. **Sweets.**

415.	Sienna:	Am, seacláid.

Am, chocolate.

416.	Teacher:	Seacláid. **Chocolate.**

417. Christopher: Am, uachtar reoite.
Am, ice-cream.

418. Simone: Am, am, bananaí.
Am, am, bananas.

419. Teacher: Bananaí. *[The teacher then points to Colm indicating he is to answer.]*
Bananas.

420. Colm: Pizza.

421. Teacher: Pizza. An stuif a bhí istigh sna cannaí. Píseanna agus...
[The teacher pauses to invite the children to complete the phrase.]
Pizza. The stuff that was in the tins. Peas and...

422. Sienna: Píseanna.
Peas.

423. Teacher: Agus? Píseanna agus...
[The teacher pauses to invite the children to complete the phrase.]
And? Peas and...

424. Choral Response: Pónairí.
Beans.

425. Teacher: Pónairí. An-mhaith ar fad. Okay. Cé, cad a bhí ag Mamaí chun an stuif go léir a chur isteach ann?
Beans. Very good altogether. Okay. Who, what did Mammy have to put all the stuff into it?

426. Choral Response: Tralaí.
A trolley.

427. Teacher: Cén dath a bhí ar an tralaí?
What colour was the trolley?

428. Sienna: Liath.
Grey.

429. Teacher: Liath. Tá sibh just iontach.
Grey. You're just wonderful.

Píosa beag eile anois agus táimid ag críochnú, right. Cad a bhí ag Mamaí ionas nach ndéanfadh sí dearmad ar na rudaí a bhí le...? *[The teacher is interrupted as the children anticipate the question and respond.]*

Another little bit now and we are finishing, right. What did Mammy have so that she wouldn't forget the things (she) had to...

430. Choral Response: Liosta. *[This rejoinder overlaps with the previous rejoinder.]*
A list.

431. Teacher: Liosta. So bhí Mamaí ag breathnú ar an liosta. Céard air a bhí Róisín ag breathnú?
A list. So Mammy was looking at the list. What was Róisín looking at?

432. ?   Milseáin. *[I can't identify who speaks here.]*
Sweets.

433. Teacher: Bí Róisín ag breathnú ar na milseáin. So, cad a tharla? Bhí Róisín ag breathnú ar na milseáin. Bhí Mamaí ag breathnú ar an liosta. Cad a tharla?
Róisín was looking at the sweets. So, what happened? Róisín was looking at the sweets. Mammy was looking at the list. What happened?

434. Sienna: She started crying.

435. Teacher: Thosaigh sí ag caoineadh. Cén fáth? Mar bhí sí...
[The teacher pauses to invite the children to complete the sentence.]
She started crying. Why? Because she was...

436. Choral response: Caillte.
Lost.

437. Teacher: Caillte. Ní raibh sí in ann Mamaí a fháil. Cé a chabhraigh léi?
Lost. She wasn't able to find Mammy. Who helped her?

438. Simone: The shopkeeper.

439. Teacher: An siop-a-dóir. *[The teacher emphasises the syllables in the word.]*
Chabhraigh an siopadóir léi. Céard a rinne sé, Colm, arís?
The shopkeeper. The shopkeeper helped her. What did he

		do, Colm, again?

440. Colm: An siopadóir.
The shopkeeper.

441. Teacher: Cad a rinne sé chun cabhrú léi?
What did he do to help her?

442. Colm: Am, he speaked into his microphone.

443. Teacher: Labhair sé isteach sa micreafón agus tháinig Mamaí ar ais, nár tháinig? Cad a rinne Mamaí agus Róisín nuair a chonaic siad a chéile, Sienna?
He spoke into the microphone and Mammy came back, didn't she? What did Mammy and Róisín do when they saw each other, Sienna?

444. Sienna: Am *[pause]* póg.
Am *[pause]* kiss.

445. Teacher: Thug siad barróg dá chéile agus póg agus chuir siad a lámha timpeall ar a chéile, mar céard a bhí orthu, Christopher?
They gave each other a hug and a kiss and they put their arms around each other, because how did they feel, Christopher?

446. Christopher: Áthas.
Happy.

447. Teacher: Bhí áthas an domhain orthu go raibh siad ar ais le chéile a...
[The teacher pauses to invite the children to complete the word.]
They were very happy that they were back together a...

448. Teacher and Pupils: ...rís.
...gain.

449. Teacher: Agus céard a thug an siopadóir do Róisín?
And what did the shopkeeper give Róisín?

450. Sienna: Milseáin.
Sweets.

451. Teacher: Milseáin. Cén dath a bhí ar an mála milseán a fuair sí, Simone?
Sweets. What colour was the bag of sweets she got, Simone?

452. Choral Response: Gorm.
Blue.

453. Teacher: Gorm. Agus bhí an-áthas uirthi ansin, nach raibh? Is cad a dúirt

sí nuair a thug an siopadóir na milseáin di?
Blue. And she was very happy then, wasn't she? And what did she say when the shopkeeper gave her the sweets?

454.   Sienna: Go raibh maith agat.
Thank you.

455.   Teacher: Gach duine.
Everybody.

456.   Choral response: Go raibh maith agat.
Thank you.

457.   Teacher: Tá sibh iontach.
You're wonderful.

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TU 41: Acknowledgement by Researcher

458.   Researcher: Iontach ar fad. Tá sibh go hiontach ar fad. Bhí an scéal sin an-mhaith, nach raibh?
Wonderful altogether. You're wonderful altogether. That story was very good, wasn't it?

459.   ?   Tá. *[I can't identify who speaks here.]*
(It) is.

460.   Researcher: Bhí. Tá sibh an-mhaith. Agus bhí, cé a bhí caillte arís?
(It) was. You're very good. And was, who was lost again?

461.   Colm: Róisín.

462.   Researcher: Agus cén duine anseo a bhí caillte lá amháin? Bhí Christopher caillte. An raibh tusa caillte lá amháin? *[The researcher addresses Christopher. Christopher nods his head indicating yes.]*
And what person here was lost one day? Christopher was lost. Were you lost one day?

463.   Researcher: Agus cé eile? *[Colm raises his hand.]* Oh, tusa. Bhí tusa caillte lá amháin chomh maith. *[Pause]* Now, tá sibh an-mhaith ar fad. Go raibh míle, míle maith agaibh.
And who else? Oh, you. You were lost one day also. Now, you're very good altogether. Thank you very, very much.

464.   Teacher: Cad deireann sibh? Tá fáilte...
What do you say? You're...

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The tape concludes at 37.17

Duration: 25 minutes 11 seconds

Teacher: Claire

Pupils: Sienna, Colm, Colin, Simone, Christopher

The tape begins at 00.16.

Pre-Reading

TU 1: Story Orientation, Monitoring Bibliographic Knowledge, Predicting Story Content, Monitoring Comprehension, & Eliciting Vocabulary

1. Teacher: Okay. Is everybody looking at me? Look at me now. Okay, I'm going to read you a story. Okay, am, up here, what's this called?

2. Choral Response: *[Undecipherable]*

3. Teacher: The title. Excellent. Does anybody know what the title of this actual book is? Can you <u>guess</u> *[with emphasis on this word]* from looking at the cover, from looking at the picture? What's it about?

4. Choral Response: Giants.

5. Teacher: It's about a giant. Very good. What's a giant?

6. Colm: I know. *[Colm raises his hand to volunteer an answer.]*

7. Teacher: Colm, what's a giant?

8. Colm: Am, it's a human, but, am, it's a really, really, really big human.

9. Teacher: Excellent. It's huge, big... *[interruption on tape]* What can you see? His...
        [The teacher pauses to invite the children to complete the phrase.]

10. Choral Response: Shoes.

11. Teacher: Shoes and his...
        [The teacher pauses to invite the children to complete the phrase.]

12. Choral Response: Trousers.

13. Teacher: Part trousers. So part of his legs. So you can imagine that he's absolutely <u>huge</u>. *[The teacher emphasises this word.]*

14. Choral Response: Huge.

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TU 2: Monitoring Bibliographic Knowledge & Monitoring Comprehension

15. Teacher: Okay. Right. Down here we have the names of two people. Can anybody tell me what they might be doing?
[Colm raises his hand to volunteer an answer and then Christopher raises his hand.]
What do they do, Christopher?

16. Christopher: Publish.

17. Teacher: It probably is who published the book, yeah. What does that mean, to publish the book?

18. Colm: I know, am.

19. Teacher: Do you know, Christopher? Hold on a second, Colm. Do you know?
[Christopher shrugs his shoulders to indicate he doesn't know.]
To publish a book, Colm?

20. Colm: Ah, it's kind of like making, am, a picture but it's, you're not really making one.

21. Teacher: Well, it's making lots and lots and lots and lots and lots of these books so that we can all read them, isn't it? Okay, now, the person who writes the book, what are they called? Do you know, Simone?

22. Sienna: The author.

23. Teacher: Thank you, Sienna. The author. Very good. And the person, there's one more person whose name on the cover. They do something else in the book. *[Pause]* Remember I told you. *[Pause]* So you have the words and you have the...

24. Sienna: Publish.

25. Teacher: Publishers, and then you have all the, all of these. What are they called?

26. Sienna: People.

27. Teacher: Mm, the pictures. Aren't they the pictures? So we have the person who also drew the pictures for the book.

28. ? Author. *[I can't identify who speaks here.]*

29. Teacher: The author is the person who...
[The teacher pauses to invite the children to complete the sentence.]

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writes the book. Okay, Colin, when we open up the book, again we have the title, a picture of the giant, the author, who is Julia Donaldson. The person who did the pictures is a man, or maybe a woman I'm not sure because the person's name is Alex Scheffler. And down here, as Christopher was talking about, were the publishers Macmillan Children's Books.

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TU 3: Monitoring Print Conventions

Okay, right, turn the page and we're going to start the story but I've got a small problem. I don't know where to start.
[All five pupils raise their hands to volunteer a response.]

30. ?   I know. *[I can't identify who speaks here.]*

31. Teacher: Simone.
[Simone goes forward and points to where the teacher should start reading.]
Good girl. The very first word. Okay.

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TU 4: Discussing Pictures

Now, before I start can you, Colin, tell me a little bit about the picture? What do you see?

32. Colin: Am, some people.

33. Teacher: Some people. What are they doing?

34. Colin: Am.

35. Colm: I know. *[Colm raises his hand to volunteer an answer.]*

36. Teacher: Give Colin a chance now to tell me.

37. Colin: Am, walking and going into shops.

38. Teacher: Yeah, walking around and going into shops. Very good. What else can you see in the picture, Sienna?
[Colm and Christopher raise their hands to volunteer an answer.]

39. Sienna: Am, three giants.

40. Teacher: Can you see three? You can actually. I can see three. That's very good. Christopher?
[Christopher raises his hand to volunteer an answer.]

41. Christopher: A waterfall.

42. Teacher: A waterfall. Very good. Okay. Now, Simone showed me where to start so listen very carefully.

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Reading

TU 5: Joint Story Reading & Monitoring Comprehension

[The teacher begins reading the story with lots of intonation.]
George was a giant, the scruffiest giant in town.
He always wore the same pair of old brown... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

43. Choral Response: Sandals.

44. Teacher: Sandals. *[This word overlaps with the previous rejoinder.]*
Are you wearing sandals, any of you?

45. Choral Response: No.

46. Teacher: Is anybody in this room wearing sandals?

47. Choral Response: No.

48. Teacher: Am, excuse me.

49. Choral Response: You. *[Colm points to the teacher's sandals.]*

50. Teacher: Me. Okay.

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TU 6: Story Reading & Monitoring Print Conventions

[The teacher resumes reading the story with intonation.]
And the same old patched-up gown. *[Text]*

Okay. Look at him, Christopher.
[This is said to get Christopher's attention as he wasn't looking at the book. Then the teacher resumes reading the story with intonation.]

"I wish I wasn't the scruffiest giant in town," he said sadly. *[Text]*

I'm at the end of my sentence. How do we know? What can you see to tell me where I ended?

51. Colm: I know. *[This rejoinder interrupts the previous speaker.]*
[Colm raises his hand to volunteer an answer.]

52. Teacher: The sentence, Colm?

53. Colm:	Am, because, am, you stopped there. *[Colm points to the book.]*
54. Teacher:	What can you what, what's that called, that little dot? *[The teacher points to the full stop at the end of the sentence.]*
55. Colm:	Lánstad. *[This is the Irish word for full stop.]*
56. Teacher:	A full stop or a lánstad. So we'll turn the page.

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TU 7: Discussing Pictures & Eliciting Vocabulary (Clothes Items)

Sienna, what can you see in this picture?

57. Sienna:	Am. *[Long pause]* A giant.
58. Teacher:	Yeah. What's he doing?
59. Colm:	I know. *[Colm raises his hand to volunteer an answer.]*
60. Sienna:	Looking in the door.
61. Teacher:	Looking in the door. And what is that in there d'you think?
62. Colm:	I know. *[Colm raises his hand to volunteer an answer.]*
63. Sienna:	A shop.
64. Teacher:	It's a shop that sells, Colin, what does it sell?
65. Colin:	Am, clothes.
66. Choral Response:	Clothes. *[This rejoinder overlaps with the previous rejoinder.]*
67. Teacher:	Clothes. Let's look at the clothes. What's this, Simone?
68. Simone:	Am, a geansaí. *[This is the Irish word for jumper.]*
69. Teacher:	A geansaí or a shirt. What's this?
70. Simone:	Am, bríste. *[This is the Irish word for trousers.]*
71. Teacher:	A trousers.
72. Simone:	Am.
73. Colin:	A seatbelt. *[Both Colm and Christopher laugh.]*
74. Teacher:	Well it's like a seatbelt, but you can also wear a belt into, wear it

around your trousers. Okay. What's this, Christopher?

75. Choral Response: A tie.

76. Teacher: A tie. Sienna?

77. Sienna: Stocaí. *[This is the Irish word for socks. Someone else says the word 'socks' here.]*

78. Teacher: Socks and...
[The teacher pauses to invite the children to complete the phrase.]

79. Sienna: Shoes.

80. Teacher: Shoes. Okay. Listen.

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TU 8: Joint Story Reading & Eliciting Vocabulary

[The teacher resumes reading the story with intonation.]
But one day, George noticed a new shop.
It was full of smart clothes. So he bought a smart... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

81. Sienna: Shirt.

82. Teacher: Shirt. A smart pair of... *[Text]*
[The teacher pauses to invite the children to complete the phrase.]

83. Choral Response: Trousers.

84. Teacher: Trousers. A smart... *[Text]*
[The teacher pauses to invite the children to complete the phrase.]

85. Choral Response: Belt.

86. Teacher: Belt. A smart stripy... *[Text]*
[The teacher pauses to invite the children to complete the phrase.]

87. Choral Response: Tie.

88. Teacher: Some smart... *[Text]*
[The teacher pauses to invite the children to complete the phrase.]

89. Choral Response: Socks.

90. Teacher: With diamonds up the sides. And a pair of smart shiny... *[Text]*
[The teacher pauses to invite the children to complete the phrase.]

91. Choral Response: Shoes.

92. Teacher: Shoes. "Now I'm the smartest giant in town," he said proudly. *[Text]*

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TU 9: Monitoring Print Conventions, Discussing Pictures, & Eliciting Vocabulary
(Clothes Items)

What do I do now?

93. Colin: Turn the page.

94. Teacher: Okay. We've got two pictures here again. Okay. What are these? We've *[undecipherable]* them already.

95. Colm: His gown and his old pair of sandals.

96. Christopher: Sandals. *[This rejoinder overlaps with the previous rejoinder.]*

97. Teacher: Very good. Okay. That's his gown and his old pair of sandals. And who's this? Who's this? Do we recognise him? Who is it?

98. Choral Response: George.

99. Teacher: Simone.

100.   Simone: George.

101.   Teacher: George, in his...
[The teacher pauses to invite the children to complete the phrase.]

102.   Simone: Tie.

103.   Teacher: And his what else?

104.   Simone: Shirt.

105.   Teacher: Shirt, and his...

106.   ?   Pants. *[I can't identify who speaks here.]*

107.   Choral Response: Trousers.

108.   Teacher: Trousers. And his...
[The teacher pauses to invite the children to complete the phrase.]

109.   Choral Response: Belt.

110.   Teacher: Belt. And his smart new...

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[The teacher pauses to invite the children to complete the phrase.]

111.   Choral Response: Shoes.

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TU 10: Monitoring and Developing Print Conventions, Joint Story Reading, & Eliciting Vocabulary

112.   Teacher: Okay. Show me where I'll start reading on this page please, Colin.
[Both Colin and Colm raise their hands to volunteer an answer. Colin steps forward and points to the first word on the page.]
Good. Very good. The first word. Okay. From left to right.

[The teacher resumes reading the story with intonation.]
George left his old clothes behind in the shop. He was about to go home when he heard a sound. On the pavement stood a... *[Text]* *[The teacher pauses to invite the children to complete the sentence.]*

113.   Choral Response: Giraffe.

114.   Teacher: Giraffe, who was sniffing sadly. *[Text]*
[The teacher makes sobbing noises.]
"What's the matter?" asked George.
"It's my neck," said the giraffe. "It's so very..." *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

115.   Colin: Cold.

116.   Teacher: So very...

117.   Colin: Cold

118.   Sienna: Long. *[This rejoinder overlaps with the previous rejoinder.]*

119.   Teacher: Very good.

Long and so very... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

120.   Choral Response: Cold.

121.   Teacher: Cold. *[This word overlaps with the previous rejoinder.]*
"I wish I had a long warm..." *[Text]*

122.	?	Scarf. *[I can't identify who speaks here.]*

123.	Teacher:	Excellent. A scarf is what you need to keep you warm. Okay.

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TU 11: Predicting the Story Events, Inferential Questioning, & Justifying Predictions

Now what do you think happened, Sienna?

124.	Colm:	I know. *[Colm raises his hand to volunteer an answer.]*

125.	Sienna:	Am, he gave his tie to the giraffe.

126.	Teacher:	Yes. He gave his tie to the giraffe. Why, Colm?

127.	Colm:	Am, because, am, his neck was feeling, am, cold and, and too long and, am, his tie would completely, am, make it very warm.

128.	Teacher:	But if his tie was usually very small how come it fitted around a giraffe's neck, Christopher, do you think?

129.	Christopher:	Because a giant's tie is big enough for a gir', a giraffe.

130.	Teacher:	Excellent. It's a different type of tie, isn't it? It's huge so it acts as a scarf for the giraffe. Okay.

131.	?	Yeah. *[I can't identify who speaks here.]*

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TU 12: Joint Story Reading & Revising Story Content

132.	Teacher:	*[The teacher resumes reading the story with intonation.]* "Cheer up!" said George, and he took off his stripy tie. "It didn't match my socks anyway," *[Text]* Cos, do you remember what was on the socks? What were up the side of the socks?

133.	Colm:	Diamonds.

134.	Teacher:	Diamonds, and stripes don't go very well with diamonds. *[The teacher resumes reading the story with intonation.]* ...he said, as he wound it round and round and round the giraffe's neck. It made a wonderful scarf. "Thank you!" said the giraffe. As George strolled towards home he sang to himself, *[Text]* la-la-la-la-la-la-la *[This is not part of the text.]*

"My tie is a scarf for a cold giraffe
But look me up and down
I'm the smartest giant in... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

135.	Choral Response:	Town.

TU 13: Monitoring Print Conventions, Discussing Pictures, & Predicting Story Events

136.	Teacher:	Town. Okay. What do I do?
137.	Choral Response:	Turn the page.
138.	Teacher:	Okay. Now, who did George meet next on his travels, Simone? *[Colm raises his hand to volunteer an answer.]*
139.	Simone:	Am, met the goat.
140.	Teacher:	He met a goat. What's the goat doing, Simone?
141.	Simone:	Am, he's in his boat.
142.	Teacher:	He's in his boat. Okay. Now what do you think, does this goat look very happy?
143.	Colm:	No. *[Colm raises his hand to volunteer an answer.]*
144.	Teacher:	No, Colm, why?
145.	Colm:	Because, am, he's, am, his sail blew away in a storm at night-time and, am, George is going to take off his shirt and, shirt and make it in a sail.
146.	Teacher:	Well, let's see if that happens. Wow! Let's just see what happens.

TU 14: Joint Story Reading, Predicting Story Events, & Inferential Questioning

[The teacher resumes reading the story with intonation.]
George came to a river. On a boat stood a goat who was bleating loudly. "What's the matter?" asked George.
"It's my sail," said the goat. "It blew away in a... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

147.	Choral Response:	Storm.

148.	Teacher:	In a storm. "I wish I had a strong sail for my boat!" *[Text]* *[The teacher turns the page.]*
		What happens? What does George do, Sienna?
149.	Sienna:	He takes off his shirt and ties it on to the boat.
150.	Teacher:	And he makes a new sail, doesn't he? Okay. Do you think the goat would be happy then, Colin?
151.	Sienna:	Yeah.
152.	Colin:	Yeah.
153.	Teacher:	Yeah, very happy.

TU 15: Monitoring Print Conventions, Story Reading, & Monitoring Comprehension

		Okay. Where do I start reading on this page, Christopher? *[Sienna, Colm, Colin and Christopher raise their hands to volunteer an answer. Christopher steps forward and points to the first word on the page.]* And where will I stop reading on this page? Where would the last word be?
154.	Christopher:	There. *[Christopher points to the last word on the page.]*
155.	Teacher:	Very good, Christopher.
		[The teacher resumes reading the story with intonation.] "Cheer up!" said George, and he took off his new white shirt. "It kept coming untucked anyway," *[Text]*
		What does that mean, if something keeps coming untucked? You, what do you do if you tuck something in?
156.	Colm:	I know. *[Colm raises his hand to volunteer an answer.]*
157.	Teacher:	Colm.
158.	Colm:	Like if, am, like if you tuck a shirt into your, am, pants and it keeps coming out.
159.	Teacher:	It, that's exactly what it means. You know the way if you tuck a shirt or a blouse into your skirt or a shirt into your, like the top of your tracksuit into the bottom or your t-shirt maybe that's inside if you tuck it in, when it starts coming out then it's

gets, it gets untucked. Okay. So George wasn't happy about it because it kept getting untucked.

....

TU 16: Joint Story Reading

[The teacher resumes reading the story with intonation.]
...he said as he tied it to the mast of the boat. It made a magnificent sail.
"Thank you!" said the goat.
George strode on, singing to himself.
"My tie is a scarf for a cold... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

160.   Choral Response: Giraffe.

161.   Teacher: Cold giraffe.
My shirt's on a boat as a sail for a... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

162.   Choral Response: Goat.

163.   Teacher: Goat.
But look me up and... *[Text]*

164.   Teacher and Pupils: Down.
I'm the smartest giant in town!" *[Text]*

....

TU 17: Discussing Pictures, Predicting Story Events, & Eliciting Vocabulary (Numbers)

165.   Teacher: Excellent. Turn the page. Okay. Now, who did George meet next, Colin?

166.   Colin: Mouses.

167.   Teacher: He met, he met, how many? Can you see? Can anyone count how many there are there? Let's see. Who can come up here and do it for me, am, Simone?
[Colm, Colin and Christopher have their hands raised to volunteer a response. Simone steps forward timidly.]

168.   Teacher: Good girl.
[Simone points to the page and looks at the teacher.]
Count the mice for me.

169.   Simone: One, two, three, four, five, six, seven, eight.

170.	Teacher:	Excellent. How many are there?
171.	Choral Response:	Eight.
172.	Teacher:	Eight mice. Okay. And what's their problem, cos we know...
173.	Colm:	I know, I know, I know. *[This rejoinder overlaps with the previous rejoinder.][Colm has his hand raised to volunteer a response and he interrupts the previous speaker.]*
174.	Teacher:	Cos we know they're not happy. Does anybody know?
175.	Sienna:	Me, me, me, me, me. *[This rejoinder overlaps with the previous speaker. Both Colm and Sienna have their hands raised to volunteer an answer.]*
176.	Teacher:	Christopher.
177.	Christopher:	Their house got on fire.
178.	Teacher:	Their house went on fire. Oh my goodness. What are they going to do, do you think?
179.	Colm:	I know.
180.	Sienna:	I know. He's going to take off his shoe.
181.	Teacher:	He's going to take off his shoe. Will one shoe do?
182.	Choral Response:	Yeah.
183.	Teacher:	Well, will we find out?
184.	Choral Response:	Yeah.
185.	Teacher:	Okay.

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TU 18: Story Reading

[The teacher resumes reading the story with intonation.]
George came to a tiny ruined house.
Beside the house stood a white mouse with lots of baby mice.
[Text]

So there's the white mouse and these are the baby mice.
[This is not part of the text.]

They were all squeaking.
"What's the matter?" asked George.

149

"It's our house," squeaked the mother mouse.
"It burned down, and now we have nowhere to live.
"I wish we had a nice new house!" *[Text]*

So they're very upset, aren't they?

186.	Choral Response:	Yeah.

...

TU 19: Monitoring Print Conventions, Discussing Pictures, & Revising Story Language

187.	Teacher:	Okay. Now I need to...

[The teacher pauses to invite the children to complete the sentence.]

188.	Choral Response:	Turn the page.

189.	Teacher:	Okay. Aw! I think Sienna was right, was she? What happened, Colin?

190.	Colin:	Am, he took off his shoe and *[pause]* gave it to the mice like a little home for them.

191.	Teacher:	Excellent. Did he need to give them both shoes or was it just one shoe, Christopher?

[Colm raises his hand to volunteer a response.]

192.	Colin and Christopher:	One shoe.

193.	Teacher:	One shoe. Okay. Where will I start reading here, Colm?

[Both Sienna and Colin have their hands raised to volunteer a response. Colm steps forward and points to the first word on the page.]
Where's the last word on that page, on this page?
[Colm points to the correct word on the page.]
Very good. Now if I want to move on to the next page then, Colm, where's the first word on the next page?
[Colm points to the correct word.]
And the last word on the next page?
[Colm points to the correct word.]
Excellent. Are we ready?

194.	Choral Response:	Yeah.

195.	Teacher:	Okay. What did George say? What does he always say when he wants to make them happy?

196.	Colin:	Cheer up.

197.	Teacher:	Very good, Colin.

TU 20: Joint Story Reading & Eliciting Story Language

[The teacher resumes reading the story with intonation.]
"Cheer up!" said George, and he took off one of his shiny...
[Text]
[The teacher pauses to invite the children to complete the sentence.]

198.	Choral Response:	Shoes.

199. Teacher: ...shoes *[This word overlaps with the previous rejoinder.]* "It was giving me blisters anyway," he said, as the mouse and her babies scrambled inside. The shoe made a perfect home for them.
"Thank you!" they squeaked.
George had to hop along the road now. But he didn't mind. As he hopped, he sang to himself. *[Text]*

Can you help me with the song?

200. Colm: Yeah.

201. Choral Response: Yeah.

202. Teacher: Okay.

203. Teacher with help from the pupils: "My tie is a scarf for a cold giraffe,
My shirt's on a boat as a sail for a goat,
My shoe is a house for a little white mouse,
But look me up and down -
I'm the smartest giant in town." *[Pause]*

TU 21: Monitoring Print Conventions, Discussing Pictures, Inferential Questioning, & Eliciting Vocabulary (Animals, Numbers)

204. Teacher: Very good. Turn the...
[The teacher pauses to invite the children to complete the sentence.]

205. Choral Response: Page.

206. Teacher: Okay. Right. So, who did he meet this time, Simone?

207. Simone: Am, a fox.

208. Teacher: He met a fox. Was the fox happy, Simone?

209.	Simone:	No. *[She shakes her head.]*
210.	Teacher:	No, because, Christopher, why do you think?
211.	Sienna:	His sleeping bag went in a puddle.
212.	Teacher:	Okay. Very good. His sleeping bag fell in the puddle. Okay. Was there anybody else in the picture with him, am, Christopher?
213.	Christopher:	Yeah, the giant.
214.	Teacher:	And anybody else besides that? On this page here.

[A number of pupils speak together but their rejoinders are undecipherable.]

215.	Teacher:	No, no. I want Christopher to tell me.
216.	Christopher:	Am, ah, a boat.
217.	Teacher:	There was the fox. And what about all these? Who are these?
218.	Colm:	I know.
219.	Teacher:	Give Christopher a chance.
220.	Christopher:	More animals.
221.	Teacher:	More animals. Do you think they, what would they be to him?
222.	Sienna:	Mice.
223.	Teacher:	Like, you know, you have lots of something in your class, his... *[The teacher pauses to invite Christopher to complete the sentence.]*
224.	Christopher:	People.
225.	Teacher:	Well, they're his people or his... *[The teacher pauses to invite children to complete the sentence.]*
226.	Choral Response:	Friends.
227.	Teacher:	Friends. *[This rejoinder overlaps with the previous rejoinder.]* They might be his friends, mightn't they be? How many friends are there? Am, Sienna, can you count?

[Sienna, Colm, Colin and Simone have their hands raised to volunteer a response.] [Sienna steps forward, points to the pictures in the book and counts.]

228.   Sienna: One, two, three, four, five.

229.   Teacher: Excellent. Now, they're not foxes, are they?

230.   Choral Response: No.

231.   Teacher: So we have different types of animals there. Who can point out to me what they might be?
[Sienna, Colm, Colin and Christopher have their hands raised to volunteer a response.]
Ah, Colm, can you show me what you see?

232.   Colm: Ah, a cat and a cat and a rabbit and a rabbit.

233.   Teacher: So a cat and a cat and a rabbit and a rabbit. How many cats?

234.   Sienna: Ah, three. *[Holding up three fingers.]*

235.   Teacher: Yeah, there's three cats there and how many rabbits?

    [Colm says something undecipherable and points to the book.]

236.   Christopher: Two.

237.   Teacher: Two. There's one, am, actually cat that's very hard to find. Who can show me where he is?
[Colin has his hand raised to volunteer an answer and Colm is pointing to the book.]

238.   Colm: One squirrel. *[This rejoinder overlaps with the previous speaker.]*
One squirrel.

239.   Teacher: Actually it might be a squirrel. What's he doing? Where's the squirrel?

240.   Colin: Am, sticking out his head out of his tent.

241.   Teacher: Out of his tent. Okay.

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TU 22: Story Reading & Monitoring Print Conventions

[The teacher resumes reading the story with intonation.]
George came to a campsite.
Beside a tent stood a fox who was crying. *[Text]*

He was crying. *[The teacher makes a sobbing noise.]*
[This sentence is not part of the text.]

"What's the matter?" asked George.
"It's my sleeping bag," said the fox.
"I dropped it in a puddle.
"I wish I had a warm, dry sleeping bag!" *[Text]*

Turn the...
[The teacher pauses to invite the children to complete the sentence.]

242.   Choral Response: Page.

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TU 23: Predicting Story Events, Monitoring Comprehension, & Revising Story Language

243.   Teacher: Okay. What happens here, Simone? What does George do?

244.   Simone: He gives his sock to the fox.

245.   Teacher: And that is like a new...
[The teacher pauses to invite the children to complete the sentence.]

246.   Teacher and Pupils: Sleeping bag.

247.   Teacher: Can somebody tell me what a sleeping bag looks like because I've forgotten. What do, how do you, what does a sleeping bag look like usually?

248.   Colm: I know. *[This rejoinder overlaps with the previous speaker.]*
[Colm has his hand raised to volunteer a response.]

249.   Teacher: Colm.

250.   Colm: Am, it's, am, it's, am, it's like a bed but except, am, it doesn't have, am, legs or to hold it up.

251.   Teacher: Yeah. And how do you get into it? How do you get into a sleeping bag, Sienna? Do you put it over your head?

252.   Sienna: No. *[Sienna laughs at the suggestion.]*

253.   Teacher: What do you do? *[All pupils are laughing.]* Do you know? You don't? Do you know, Simone?

254.   Colm: I know. I know.

255.	Teacher:	How do you get into a sleeping bag?
256.	Sienna:	You go into it.
257.	Teacher:	You can just get into it, can't you?
258.	Colin:	You put your legs in first.
259.	Teacher:	You put your legs in first. Excellent. Okay. Right. What does George say when he's trying to make somebody happy?
260.	Colin:	Cheer up.
261.	Teacher:	Cheer up.

TU 24: Story Reading, Revising Story Events, & Monitoring Comprehension

[The teacher resumes reading the story with intonation.]
"Cheer up!" said George, and he took off one of his socks with diamonds up the sides. *[The pupils laugh.]*
"It was tickling my toes anyway," he said, as the fox snuggled into it.
[Colin says something undecipherable to Colm here.]
It made a very fine sleeping bag.
"Thank you!" said the fox.
George hopped on, singing to himself. *[Text]*

Why was he hopping? Do you remember? Can you remember why was he hopping?

262.	Colm:	I know. *[This rejoinder overlaps with the previous speaker.]* *[Colm has his hand raised to volunteer a response.]*
263.	Teacher:	Colm.
264.	Colin:	Because he...
265.	Colm:	Because, am, he lost his shoe and his, am, sock.
266.	Teacher:	Very good. Okay. So he only had one shoe and one sock. Okay.
267.	Colin:	Yeah.

TU 25: Joint Story Reading & Eliciting Story Language

268.	Teacher:	Now will you help me with the song?

269.	Colin:	Yeah.

[Both Sienna and Colm have their hands raised to volunteer a response.]

270.	Teacher with help from the pupils:	Let's go.

"My tie is a scarf for a cold giraffe,
My shirt's on a boat as a sail for a goat,
My shoe is a house for a little white mouse,
One of my socks is a bed for a fox,
But look me up and down –
I'm the smartest giant in town." *[Text]*

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TU 26: Discussing Pictures, Monitoring Print Conventions, & Monitoring Comprehension

271.	Teacher:	Okay. Now, who does George meet this time?

[The teacher holds the book out for the children to see.]

272.	Colm:	I know. *[Colm has his hand raised to volunteer an answer.]*

273.	Colin:	I know. *[Colin has his hand raised to volunteer an answer.]*

274.	Teacher:	Colin.

275.	?	Dog. *[I can't identify who speaks here.]*

276.	Colin:	He met a dog and he can't get past the mud.

277.	Teacher:	The poor dog. He has a problem, hasn't he? He can't get past the...

[The teacher pauses to invite the children to complete the sentence.]

278.	Choral Response:	Mud.

279.	Sienna:	Because he keeps slipping. *[This rejoinder overlaps with the previous rejoinder.]*

280.	Teacher:	He keeps slipping. Okay. Show me where I can start reading about this part please, am, Simone.

[Sienna, Colm, Colin and Christopher have their hands raised to volunteer responses.]

281.	Colin:	Aw, I never got a go.

[Colin says this as Simone steps forward and points to the first word on the page.]

[Christopher says something undecipherable to Colin.]

282.	Teacher:	Good. What's a bog? Does anybody know? Because this is where they are. They're in a bog. *[Pause]*
283.	Colm:	I know.
284.	Teacher:	Colm.
285.	Colm:	It's like a river but except it's not water, it's mud.
286.	Teacher:	Yeah. Sometimes when there's a bog it's like where it's very wet with water and lots of mud. Very good! Okay.

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TU 27: Joint Story Reading, Monitoring Comprehension & Revising Story Language

[The teacher resumes reading the story with intonation.]
George came to a big squelchy bog. *[Text]*

Because if you walk in a bog you make lots of noises, don't you, kind of like... *[The teacher makes squelching noises.]* Don't you?

287.	Choral Response:	Yeah.
288.	Teacher:	Because of all the water and all the mud.

[The teacher resumes reading the story with intonation.]
Beside the bog stood a... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

289.	Choral Response:	Dog.
290.	Teacher:	...a dog who was howling. *[Text]* *[This rejoinder overlaps with the previous rejoinder.]*

Can you howl like a dog?
[The children and the teacher make howling noises.]

He was upset, wasn't he? So he was howling.

291.	Colin:	Yeah, because he couldn't get past the mud. *[This rejoinder overlaps with the previous rejoinder.]*
292.	Teacher:	Very good, Colin. So what did George say when he was asking them all what was wrong?

"What's the... *[Text]*

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[The teacher pauses to invite the children to complete the question.]

293.   Pupils and Teacher: Matter.

294.   Teacher: Asked George. *[Text]*

Okay.

[The teacher resumes reading the story with intonation.]
"It's this bog," said the dog.
"I need to get across, but I keep getting stuck in the... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

295.   Pupils and Teacher: Mud.

296.   Teacher: Very good.

"I wish there was a safe, dry... *[Text]*
[Colm says something undecipherable to Colin at the same time.]

297.   Choral Response: Place.

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TU 28: Eliciting Story Language

298.   Teacher: Well, what does he need to get, what do you need to get across a bog? He needs to walk on it.
[The teacher makes a gesture with her hand in the shape of a claw.]

299.   Colm: I know. I know. *[This rejoinder overlaps with the previous rejoinder.]*

300.   Teacher: A... *[This rejoinder overlaps with the previous rejoinder.]*

301.   Colm: Bridge.

[Colin says something undecipherable.]
[Some other pupils repeat the word bridge.]

302.   Teacher: A, I heard somebody say it.

303.   Simone: A bridge.

304.   Teacher: A bridge or a, somebody said it. The exact word I want. You walk on one every day.

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305.	Christopher:	Path.

306.	Teacher:	Excellent, Christopher. A path. Okay. So he needs to have a path.

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TU 29: Predicting Story Events, Discussing Pictures, & Developing Print Conventions

		Oh, before I turn the page, what do you think George is going to give him to make the path? Now think about what he's left, Colin? *[Colin has his hand raised to volunteer an answer. Colm then raises his hand.]*

307.	Sienna:	His pants.

308.	Teacher:	Do you think she's right?

309.	Choral Response:	No. No way. *[Colm has his hand raised to volunteer an answer. Some pupils are laughing.]*

310.	Colin:	No, his belt.

311.	Teacher:	Maybe his belt. Will we, who thinks it's his belt? *[Christopher raises his hand in agreement.]*

312.	Sienna:	His pants is going to fall down.

313.	Christopher:	Yeah. *[Laughing]*

314.	Teacher:	Who thinks...? It might happen? Who thinks it's his trousers? *[Christopher has his hand raised but drops it again. Sienna raises her hand in agreement.]* Who thinks it's his belt to make the path? *[All children raise their hands except Colin.]* Almost everyone. What do you think, Colin?

315.	Colin:	His belt.

316.	Teacher:	You think his belt as well. Okay. Let's see. Turn the... *[The teacher pauses to invite the children to complete the sentence.]*

317.	Choral Response:	Page.

318.	Teacher:	Right. Are you listening?

319.	Choral Response:	Yeah.

320.	Teacher:	Well, ye were right, weren't ye?

321.	Choral Response:	Yeah.

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TU 30: Joint Story Reading & Eliciting Story Language

322.	Teacher:	*[The teacher resumes reading the story with intonation.]* "Cheer up!" said George, and he took off his smart new belt. "It was squishing my tummy anyway," he said, as he laid it down over the bog. It made an excellent... *[Text]* *[The teacher pauses to invite the children to complete the sentence.]*

323.	Pupils and Teacher:	Path. *[Text]*

324.	Teacher:	"Thank you!" said the dog. The wind started to blow... *[Text]* Let's have some wind. *[The children make noise like the wind howling.]* One more time. *[The teacher and the children make noise like the wind.]* Excellent. *[The teacher resumes reading the story.]* But George didn't mind. He hopped on, singing to himself. *[Text]* Let's have the song now. We know the song very well. Are we ready?

325.	?	Yeah. *[I can't identify who speaks here.]*

326.	Teacher with help from the children:	

> "My tie is a scarf for a cold giraffe,
> My shirt's on a boat as a sail for a goat,
> My shoe is a house for a little white mouse,
> One of my socks is a bed for a fox,
> My belt helped a dog who was crossing a bog, *[Text]*
>
> But look me up and down,
> I'm the smartest giant in town!"

327.	Teacher:	Now, only if. Let's go back to the last line. *[This is not part of the text.]* *[The teacher starts singing.]* "My belt helped a dog who was crossing a bog. But..." *[Text]*

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Listen.
[This rejoinder is not part of the text.]

"My trousers are falling... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

| 328. | Pupils and Teacher: | "Down!
I'm the coldest giant in town!" *[Text]* |
|---|---|---|

329.   Teacher: *[The teacher resumes reading the story with intonation.]*
Suddenly George felt very sad and shivery and not at all smart. He stood on one foot and thought. "I'll have to go back to the shop and buy some more... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

330.   Pupils and Teacher: Clothes.

331.   Teacher: ...he decided. He turned round and hopped all the way back to the... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

332.   Pupils and Teacher: Shop. *[Text]*

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TU 31: Discussing Pictures, Monitoring Whole Word Recognition, & Monitoring Alphabetic Knowledge

333.   Teacher: What happened? Look at the picture. What's happening here?

334.   Colin: The shop is closed.

335.   Teacher: Aw, the shop was...
[The teacher pauses to invite the children to complete the sentence.]

336.   Pupils and Teacher: Closed.

337.   Colin: And they left out...

338.   Teacher: How do you know the shop was closed?

339.   Colin: Because, am, it's dinner time.

340.   Teacher: Well, maybe. How do you know it's closed though?

341.   Colm: I know. *[This rejoinder overlaps with the previous rejoinder.]*

342.	Teacher:	Look at the shop very carefully. There's something there that tells us that it's closed.
343.	Colm:	I know. *[This rejoinder overlaps with the previous rejoinder.]* *[Colm has his hand raised to volunteer an answer.]*
344.	Sienna:	A sign. *[Sienna is standing up.]*
345.	Teacher:	A sign. What's written on the sign?
346.	Christopher:	Closed.
347.	Colm:	Go away.
348.	Teacher:	No, no, no. They wouldn't write go away. What's written on the sign?
349.	Christopher:	Closed.
350.	Teacher:	Closed. Who can show me the first letter of that word, Sienna? *[Colin and Sienna raise their hands to volunteer an answer. Sienna stands up and walks towards the book.]* On that sign. *[Sienna points to the first letter of the word 'closed'.]*
351.	Teacher:	What is it? Do you know what that letter is?
352.	Sienna:	'C'.
353.	Teacher:	'C'. Excellent, Sienna. Who can show me the last letter on that word, on that sign, Colin? *[Colin, Christopher, Colm and Sienna have their hands raised to volunteer an answer. Colin steps forward and points to a letter in the word 'closed'.]* That's the first one. The last one. *[Colin points to the last letter of the word 'closed', as requested.]* Excellent! And who can tell me what that actual letter is, Simone?
354.	Simone:	Am.
355.	Teacher:	Come up here because it's a very small sign and you just mightn't see it. *[Simone steps forward to the book, as requested.]*
356.	Simone:	Closed.
357.	Teacher:	Closed. The last letter. What's that letter there? Can you see it?

358.	Simone:	'D'.

359.	Teacher:	That's excellent. 'D'.

360.	Sienna:	I knew that.

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TU 32: Discussing Story Events, Discussing Pictures, & Monitoring Print Conventions

361.	Teacher:	Closed. Okay. So he's in trouble, isn't he? He's in trouble.

362.	Sienna:	No, no, his... *[Sienna steps forward and points to something in the book.]*

363.	Colin:	Clothes are outside and...

364.	Teacher:	His clothes. I never saw those. His clothes are outside so he's not really in trouble is he? Will we find out what happens?

365.	Choral Response:	Yeah.

366.	Teacher:	Okay. Where will I start reading, Simone? *[Simone steps forward and points to the first word on the page.]* *[Both Sienna and Colin have their hands raised to volunteer answers. Sienna jumps up and sits down again.]*

367.	Sienna:	Ow, my leg.

368.	Teacher:	Okay.

369.	Colin:	I never got a go.

370.	Teacher:	Well actually, Colin, you can now show me where the last word on this page is. Come on. *[Colin steps forward and points to the last word on the page, as requested.]* And the first word on the next page. *[Colin goes to point to the first word on the same page.]* On the next page. The first word on the next... *[Colin points to the correct word.]* And the last word on this page. *[Colin points to the correct word.]* Excellent! And a full stop before you sit down. *[Colin points to a full stop, as requested.]* That's so good. That's brilliant. Okay.

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TU 33: Joint Story Reading & Eliciting Story Language

[The teacher resumes reading the story with intonation.]
But when he got there it was... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

371.   Pupils and Teacher: Closed.

372.   Teacher: "Oh, no!" cried George. He sank down onto the doorstep and a tear ran down his nose. He felt as sad as all the animals he had met on his way home. *[Text]*

And that's sad. All of those together.
[This sentence is not part of the text.]

Then, out of the corner of his eye, he saw a bag with something familiar poking out of the top. George took a closer look...
"My gown!" he yelled. "My dear old gown and... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

373.   Choral Response: Sandals! *[Text]*

374.   Teacher: Sandals! George put them on. They felt wonderfully comfortable.
"I'm the cosiest giant in town!" he cried, and he danced back home along the road. *[Text]*

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TU 34: Monitoring Comprehension of Story Structure, Discussing Pictures, & Inferential Questioning

Do you think we're finished?

375.   Sienna: Yeah.
[Colm shakes his head in disagreement.]

376.   Teacher: Do you?

377.   Choral Response: No.
[Both Sienna and Colm shake their heads to indicate no.]

378.   Teacher: No, we're not.

379.   Christopher: They give him a crown.
[He turns to the other children in the group when saying this.]

380.   Teacher: So we're going to turn the...
[The teacher pauses to invite the children to complete the sentence.]

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381.	Colin:	Page.
382.	Teacher:	Okay. *[This word overlaps with the previous rejoinder.]* Let's have a look at the picture. My goodness! What's happening in this picture?
383.	Colin:	They gave him a crown.
384.	Teacher:	Who gave him a crown, Colin?
385.	Colm:	All the animals.
386.	Colin:	All the animals.
387.	Teacher:	All the animals that... *[The teacher pauses to invite the children to complete the sentence. This rejoinder overlaps with the previous rejoinder.]*
388.	Sienna:	He met.
389.	Teacher:	That he had met and helped. Didn't he help them?
390.	Choral Response:	Yeah.
391.	Teacher:	Yes. Okay. What else did they give him?
392.	Colin:	Am.
393.	Colm:	A card.
394.	Teacher:	A big card. Very good. And on it was, *[Pause]* what was written on that card, do you think?
395.	Colm:	I know. *[Colm raises his hand to volunteer an answer.]*
396.	Teacher:	Colm.
397.	Colm:	Ah, thank you for everything you did for us.
398.	Teacher:	Most likely. We'll find out in a minute.

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TU 35: Story Reading & Monitoring and Developing Print Conventions

[The teacher resumes reading the story with intonation.]
Outside his front door stood all the animals he had helped. *[Text]*

I've just finished the first sentence. Who can show me where the first sentence ends, the very first one, Sienna?
[Sienna, Colm, Colin and Christopher have their hands raised to volunteer an answer. Sienna is standing.]
The first sentence.

399.	Colin:	Ow, my leg.

[Sienna steps forward and points to where the first sentence ends, as requested.]

400.	Teacher:	Very good. I'm going to start the next sentence. Christopher, where will I start it? The second sentence begins... *[Christopher steps forward and points to the end of the first sentence.]*

401.	Christopher:	Here.

402.	Teacher:	Well, that's where the first one ends. So I'll come along and where do I start?

403.	Christopher:	There. *[Christopher points to the book.]*

404.	Teacher:	Well, that's the first one. The second one, Christopher.

405.	Christopher:	There. *[Christopher points to the book.]*

406.	Teacher:	Here, isn't it? *[The teacher points to the beginning of the second sentence.]*

407.	Christopher:	Yeah.

408.	Teacher:	That's the first word, okay.

TU 36: Joint Story Reading, Eliciting Story Language, & Monitoring Comprehension

[The teacher resumes reading the story with intonation.]
They were carrying an enormous present. *[Text]*

What does that mean, enormous?

409.	Sienna:	Am, huge. *[Colm raises his hand to volunteer an answer.]*

410.	Teacher:	Huge. Excellent. Huge.

[The teacher resumes reading the story with intonation.]
"Come on, George," they said. "Open it!"

George untied the ribbon. Inside was a beautiful gold paper crown and a... *[Text]*
[The teacher pauses to invite the children to complete the sentence.]

411.   Sienna: Card.

412.   Teacher: A card. *[Text]*

413.   ?   Card. *[I can't identify who speaks here.]*

414.   Teacher: "Look inside the card, George!" said the animals.
George put the crown on his head and opened the card. *[Text]*

And this is what he saw.
[This sentence is not part of the text.]

Inside, it said, you gave your...
[The teacher pauses to invite the children to complete the sentence.]

415.   Colin: Scarf to...

416.   Teacher: Scarf.

417.   Colm: To a cold giraffe. *[With help from other pupils]*

418.   Teacher: Your shirt is on a...
[The teacher pauses to invite the children to complete the sentence.]

419.   Colin: Boat.

420.   Teacher: Boat as a...
[The teacher pauses to invite the children to complete the sentence.]

421.   Colm: Sail for a goat. *[With help from other pupils]*

422.   Teacher: Right, Christopher. Your turn. Your shoe is a...
[The teacher pauses to invite Christopher to complete the sentence.]

423.   Christopher: House for a little white mouse.

424.   Teacher: Simone, one of your socks, Simone is a...
[The teacher pauses to invite Simone to complete the sentence.]

425.   Simone: Bed for a fox.

426.	Teacher:	Is a bed for a fox. Sienna, your belt has, your belt helped a... *[The teacher pauses to invite Sienna to complete the sentence.]*
427.	Sienna :	Dog.
428.	Teacher:	Who was crossing a... *[The teacher pauses to invite the children to complete the sentence.]*
429.	Sienna:	Bog.
430.	Teacher:	Bog. So here is a very fine... *[The teacher pauses to invite the children to complete the sentence.]*
431.	Choral Response:	Crown.
432.	Teacher:	Crown, to go with the sandals and... *[The teacher pauses to invite the children to complete the sentence.]*
433.	Colm:	Gown.
434.	Teacher:	Gown. The crown goes with the sandals and the... *[This sentence is not part of the text. The teacher pauses to invite the children to complete the sentence.]*
435.	Pupils and Teacher:	Gown.
436.	Teacher:	Okay. And it says 'of the kindest... *[The teacher pauses to invite the children to complete the sentence.]*
437.	Pupils and Teacher:	Giant.
438.	Choral Response:	In town.
439.	Teacher:	In town.

....

TU 37: Monitoring Story Structure Comprehension & Monitoring Print Conventions

Are we at the end of the story?

| 440. | Choral Response: | Yeah. |
| 441. | Teacher: | What will I do? |

442.	Colin:	Turn the page.
443.	Teacher:	Right. Now we know I'm at the end of the story. Why? There's no more writing and no more...
		[The teacher pauses to invite the children to complete the sentence.]
		Pictures.
444.	Choral Response:	Pictures.
445.	Colin:	Pictures. *[This rejoinder overlaps with the previous rejoinder.]*
446.	Teacher:	And we close the...
		[The teacher pauses to invite the children to complete the sentence.]
447.	Choral Response:	Book.
448.	Teacher:	Now, that was a fantastic story, wasn't it?
449.	Choral Response:	Yeah.

Post-Reading

TU 38: Retelling Story Events in Sequence

450.	Researcher:	I never heard that story before.
		[This rejoinder overlaps with the previous rejoinder.]
		That's a wonderful story. I never heard it before.
451.	Teacher:	Isn't it a fantastic story.
452.	Choral Response:	Yeah.
453.	Researcher:	It is.
454.	Teacher:	Can you remember, if I was to ask you, do you think I could ask about all the animals that they met along the way? Would you, I bet you won't remember, but will we see?
455.	Researcher:	Because, you see, *[This rejoinder overlaps with the previous rejoinder.]* I was half listening but I was trying to work the camera and I can't remember all the animals.
		[This rejoinder overlaps slightly with the previous rejoinder.]
456.	Teacher:	Neither can I because I was telling the story so...
457.	Researcher:	They might be able to help us.

458.	Teacher:	Will you help us?

459. Colm: Yeah.

460. Teacher: Okay, so.

461. Sienna: A giraffe.

462. Teacher: Okay. He met a...
[The teacher pauses to invite the children to complete the sentence.]

463. Pupils and Teacher: Giraffe.

464. Choral Response: A goat.

465. Teacher: A goat.

466. Choral Response: A dog.

467. Teacher: Well, he did meet a dog, but directly after he met the goat, did he meet the dog then?

468. Sienna: Am, the mouse.

469. Teacher: The mouse. After the mouse.

470. Choral Response: The dog.

471. Teacher: The dog. Was that it?

472. Christopher, Colm, Colin: No.

473. Teacher: Mm, we'll have a look at the pictures. We'll start off again. We had a giraffe.

474. Christopher: Giraffe.

475. Teacher: And a goat.

476. Christopher: A goat.

477. Teacher and Christopher: A mouse.

478. Christopher and Teacher: A fox.

479. Teacher: And a, and a...

480. Choral Response: Mouse.

481.	Teacher:	We had a mouse, and a fox and a... *[The teacher pauses to invite the children to complete the sentence.]*
482.	Choral Response:	Dog.
483.	Teacher:	How many is that? Look at me.
484.	Sienna:	Six. *[Sienna displays six fingers.]*
485.	Teacher:	The giraffe, the goat, the mouse, the fox and...
486.	Colin:	The mouse. *[This rejoinder overlaps with the previous rejoinder.]*
487.	Teacher and Pupils:	A dog.
488.	Teacher:	How many?
489.	Choral Response:	Five.
490.	Teacher:	Five. He met five different animals. And he gave them five different things.
491.	Colin:	And I'm five as well. *[This rejoinder overlaps slightly with the previous rejoinder.]*
492.	Teacher:	And you're five as well. That's brilliant, Colin.
493.	Christopher:	I'm five and a half. *[This rejoinder overlaps with the previous rejoinder.]*
494.	Teacher:	He gave them five different things. Who can remember what the five different things were?
495.	Sienna:	His hat. *[Colm says something undecipherable here.]* No, am. *[Some of the other children speak here but it's undecipherable.]*
496.	Teacher:	The first thing he gave was his...
497.	Sienna:	Shoes.
498.	?	Shoes. *[I can't identify who speaks here.]*
499.	Teacher:	No, it wasn't the first thing.
500.	Christopher:	His tie.

501.   Teacher and Pupils: His tie.

502.   Teacher: He gave his tie. After his tie?

503.   Sienna: Shirt.

504.   Teacher: His shirt.

505.   Sienna: Am.

506.   Teacher: After the shirt?

507.   Choral Response: His shoe.

508.   Teacher: His shoe.

509.   Choral Response: His sock.

510.   Teacher: His sock and his...

511.   Choral Response: Belt.

512.   Teacher: And his belt. That's excellent. So how many things did he give away?

513.   Choral Response: Five. *[Both Sienna and Colm hold up five fingers each.]*

514.   Teacher: So he gave five different things *[displaying five fingers]* to five different animals. What was he wearing before he gave all those clothes away?

515.   Colm: I know.
[Colm has his hand raised to volunteer an answer.]

516.   Sienna: His gown.

517.   Colm: Gown.

518.   Teacher: His gown. And, Colin?

519.   Choral Response: And his sandals.

520.   Teacher: And his sandals.

TU 39: Revising Story Content & Monitoring Comprehension

Was he happy before he gave them away? Well, before he got the new clothes was he happy?

| 521. | Sienna: | No. |

| 522. | Teacher: | Why? |

| 523. | Colm: | Because...
[Colm has his hand raised to volunteer an answer.] |

| 524. | Teacher: | Colm. |

| 525. | Colm: | Because, am... |

| 526. | Sienna: | He was the scruffiest giant in town. |

| 527. | Teacher: | What does scruffy mean? |

| 528. | Colm: | I know.
[Colm has his hand raised to volunteer an answer.] |

| 529. | Teacher: | What does that mean? Put up your hands.
[Sienna, Colm and Colin raise their hands to volunteer an answer.]
What does scruffy mean, Simone? |

| 530. | Simone: | Am, ah... |

| 531. | Colm: | I know.
[Colm has his hand raised to volunteer an answer.] |

| 532. | Teacher: | What does a scruffy person look like? |

| 533. | Colm: | I know.
[Colm has his hand raised to volunteer an answer.] |

| 534. | Teacher: | Simone to tell me. |

| 535. | Simone: | Am, wearing the same clothes every day. |

| 536. | Teacher: | Well, maybe, maybe. But there might be something else if they wear the same clothes every day. Yeah. What else? What does it mean, scruffy, Christopher? |

| 537. | Christopher: | Like, ah, kind of like real dirty. |

| 538. | Teacher: | Yeah, maybe dirty. Very dirty. And maybe like maybe their hair is all messy and their clothes were all dirty and the same clothes all the time so they're scruffy. And look at, by looking at George, was he scruffy? Let's look now. |

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539.	Colm:	Yeah.

539.   Colm: Yeah.

540.   Teacher: Yeah, absolutely. Why?

541.   Colin: Because all his hair is messy.

542.   Teacher: His hair is messy, Colin. What else makes him scruffy?

543.   Christopher: Dirty.

544.   Teacher: He's got dirty, his gown is dirty, isn't it?

545.   Choral Response: Yeah.

546.   Teacher: So he is scruffy. And he wasn't happy being scruffy. He wanted to be...
[The teacher pauses to invite the children to complete the sentence.]

547.   ?   Clean. *[I can't identify who speaks here.]*

548.   Teacher: He wanted to be the... *[This rejoinder overlaps with the previous rejoinder.]*
[The teacher pauses to invite the children to complete the sentence.]

549.   Choral Response: Smartest.

550.   Teacher: The smartest. So when a person is smart how do they look?

551.   Colin: Clean.

552.   Teacher: Oh, clean. Look at his hair. What can you say about his hair?

553.   Choral Response: Clean

554.   Colm: Very clean. *[This rejoinder overlaps with the previous rejoinder.]*

555.   Teacher: Yeah, and what else though?

556.   Christopher: Smart.

557.   Teacher: Smart because what, what do you do to make your hair smart?

558.   Colm: I know.
[Colm has his hand raised to volunteer an answer.]

559.   Colin: Brush it. *[Colin brushes his hair with his hand.]*

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560.	Teacher:	Colm. *[This rejoinder overlaps with the previous rejoinder.]* Yes, very good, you probably...
561.	Colm:	Brush it.
562.	Teacher:	Brushing his hair. *[This rejoinder overlaps with the previous rejoinder.]*
563.	Colm:	Or have a, or have a shower and put gel...
564.	Teacher:	Maybe you have a shower and put gel in it. Absolutely. What else makes him smart, Sienna?
565.	Sienna:	Tie.
566.	Colin:	Smart tie. *[This rejoinder overlaps with the previous rejoinder.]*
567.	Teacher:	Oh, his shirt and tie. They're lovely, aren't they? They're very snazzy, very smart. What else?
568.	Colin:	And his shoes and his...
569.	Christopher:	Trousers.
570.	Teacher:	Yeah, his shoes were shiny, weren't they?
571.	Sienna:	Yeah. *[This rejoinder overlaps with the previous rejoinder.]*
572.	Teacher:	And that made him smart. Okay. Now.
573.	Christopher:	Trousers. *[This rejoinder overlaps with the previous rejoinder.]*

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TU 40: Inferential Questioning, Discussing Character Traits, & Language Teaching

574.	Teacher:	Now, the thing about George was even though he was scruffy he wanted to be smart. But, what kind of a person was he? Was he mean, nasty?
575.	Choral Response:	No.
576.	Colm:	Very polite.
577.	Teacher:	Very, very polite. And what else could you say about him?
578.	Colm:	Very nice.

579.	Teacher:	Very nice. When a person gives lots of things to people, because we know what he gave. He gave his shirt and he gave his tie, and he gave his shoe and his sock. What could you say about him?
580.	Colm:	Very nice.
581.	Teacher:	There's a word, not just even nice. He was nice anyway because of the way he spoke to them. He was very nice. But if you give things away to people...
582.	Colin:	You... *[This rejoinder interrupts the previous rejoinder.]*
583.	Teacher:	What could you say about...?
584.	Sienna:	He was kind. *[This rejoinder overlaps with the previous rejoinder.]*
585.	Teacher:	Very kind. Is there any other word that you can think of?
586.	Colm:	I know. *[This rejoinder overlaps with the previous rejoinder.]* *[Colm has his hand raised to volunteer an answer.]*
587.	Colin:	Like if you gave a toy away that would be polite.
588.	Teacher:	It would be polite. It would be kind and it would be...
589.	Colm:	Am. *[Colm has his hand raised to volunteer an answer.]*
590.	Colin:	Nice.
591.	Teacher:	Nice. Colm.
592.	Colm:	And, am, if you gived away something someone, am, would buy something for you and give it to them.
593.	Teacher:	Yeah, but there's another word I'm looking for. Does anybody know? You know people who give things away a lot maybe.
594.	Colin:	Like a dog you could give away. *[This rejoinder overlaps with the previous rejoinder.]*
595.	Teacher:	Yeah. You'd be very gen... *[The teacher pauses to invite the children to complete the word.]* Gen... *[Again the teacher pauses to invite the children to complete the word.]* Have you ever heard of the word generous?

| 596. | Choral Response: | No. |

597. Teacher: Maybe you haven't. It's a big word. It means that if you're a generous person it means you're very nice and very kind and you give away maybe, maybe your toys. Or you might even give some time to spend with other people or you might bring them places and buy them something very special. You'd be a generous person. So George is very generous and very kind and very polite.

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TU 41: Revising Story Content, Retelling Story Events, & Inferential Questioning

So how was he rewarded for all of this? I mean he started off as a scruffy giant and he ended up as a scruffy giant. *[The pupils join in here.]*
But he was extremely happy. So what was his reward? How was he rewarded? Christopher, do you remember?

598. Sienna: He helped other people.

599. Teacher: Exactly. That was one thing. And if you help other people you'll be rewarded. But how else was he rewarded, at the very end of the story?

600. Colm: I know.
[Colm has his hand raised to volunteer an answer.]

601. ? Am. *[I can't identify who speaks here.]*
[This rejoinder overlaps with the previous rejoinder.]

602. Sienna: A crown.

603. Choral Response: A crown.

604. Teacher: They gave him a crown. And what else did they give him?

605. Sienna: A card.

606. Colm: A card.

607. Teacher: They gave him a card. And they wrote on the card all the wonderful things that...
[The teacher pauses to invite the children to complete the sentence.]

608. Teacher and Pupils: He...

609. Teacher: Had...

610.	Colin:	Gave away.

611.	Teacher:	That he had given away. And that, what do you think that those animals thought of George?

612.	Colm:	Really kind, re', and really nice.

613.	Teacher:	And...

614.	Christopher:	Generous. *[This rejoinder overlaps with the previous rejoinder.]*

615.	Teacher:	Generous. Very good. You remembered it, Christopher. Very generous. And he was very popular with them. They really liked him, didn't they?

616.	Choral Response:	Yeah.

617.	Teacher:	Very much. So not only was George the scruffiest giant, what else can we say about him? He was the... *[The teacher pauses to invite the children to complete the sentence.]* For a while he was the smartest giant. *[Christopher says something undecipherable that overlaps with this rejoinder.]* And he was the kindest, nicest... *[Some children speak here but I can't decipher what they say.]*

618.	Colm:	And generest.

619.	Teacher:	Most generous and most polite giant in... *[The teacher pauses to invite the children to complete the phrase.]*

620.	Choral Response:	Town.

621.	Teacher:	In town. Very good.

TU 42: Text-to-self Connection (Initiated by the Researcher)

622.	Researcher:	And, tell me, would you like to meet George?

623.	Colm:	Yeah.

624.	Researcher:	What would you say to him if you met him? Who could tell me? What would you say to him?

625.	Colin:	Am, *[Pause]* ah...

626.	Colm:	I know. *[Colm has his hand raised to volunteer an answer.]*
627.	Researcher:	Good man. You tell me what.
628.	Colm:	Ah, you were very nice the things what you did to the other animals.
629.	Researcher:	Yeah. Very good. And why did he give his clothes to the other animals?
630.	Colm:	Because...
631.	Colin:	Cos... *[This rejoinder overlaps with the previous rejoinder.]*
632.	Colm:	Am, they were in trouble.
633.	Researcher:	And if you were in trouble what would you ask him for?
634.	Colin:	Am, my...
635.	Colm:	Something what you needed.
636.	Colin:	Yeah.
637.	Researcher:	Very good. *[This rejoinder overlaps with the previous rejoinder.]* And who helps you at home when you're in trouble, if you need something?
638.	Colm:	My mommy and daddy.
639.	Researcher:	Do they?
640.	?	Yeah. *[I can't identify who speaks here.]*

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TU 43: Evaluative Questioning (Initiated by the Researcher)

641.	Researcher:	And, tell me, do you believe that story now?
642.	Sienna:	No.
643.	Colm:	No. *[Colm shakes his head to indicate that he doesn't believe the story.]*
644.	Teacher:	Why not, Sienna? *[This rejoinder overlaps with the previous rejoinder.]* Why don't you think that happened?

| 645. | Colm: | I know, am. |
| | | *[Colm has his hand raised to volunteer an answer.]* |

| 646. | Teacher: | Well, Sienna says she doesn't believe it. Hold on a second, Colm. Why do you think it didn't happen, Sienna? You don't believe it. Why? |

| 647. | Colm: | I know. |
| | | *[Colm has his hand raised to volunteer an answer.]* |

| 648. | Teacher: | Do you know why, Sienna? |
| | | *[Sienna shakes her head to indicate that she doesn't know.]* |

| 649. | Colm: | I know. I know why. |
| | | *[Colm has his hand raised to volunteer an answer.]* |

| 650. | Teacher: | Colm. |

| 651. | Colm: | Because, am, he couldn't give away his new clothes what he really buyed just a minute ago. |

| 652. | Teacher: | Do you think so? Why not? |

| 653. | Colm: | Ah, because what if he didn't have any clothes and that was his, just, new pair of clothes. |

654.	Teacher:	Perhaps. How about you, Simone? Do you think that this story happened? Do you believe it?
		[Simone shakes her head to indicate that she doesn't believe the story.]
		You don't. Why not?
		[Simone shrugs her shoulders to indicate that she cannot say why she doesn't believe the story.]
		You don't know. Christopher?

| 655. | Christopher: | I don't believe it. |

| 656. | Teacher: | Why not? |

| 657. | Christopher: | Because it doesn't look real. |

| 658. | Teacher: | It doesn't look real. How about you, Colin? |

| 659. | Colin: | Am... |

| 660. | Colm: | I think I know. |
| | | *[Colm has his hand raised to volunteer an answer.]* |

| 661. | Colin: | Am... |

662.	Teacher:	Do you believe it, Colin?

663.	Colm:	I know. *[Colm has his hand raised to volunteer an answer.]*

664.	Teacher:	Do you think something like that could happen?

665.	Colm:	I know why. *[Colm has his hand raised to volunteer an answer.]*

666.	Teacher:	Do you?

667.	Colin:	Yeah.

668.	Colm:	I know. *[Colm has his hand raised to volunteer an answer.]*

669.	Teacher:	You do. Why?

670.	Colin:	Ah... *[pause]* Because... *[pause]* *[Colm has his hand raised to volunteer an answer.]*

671.	Colm:	I know. *[Colm has his hand raised to volunteer an answer.]*

672.	Colin:	I don't know.

673.	Teacher:	You don't know. Okay, Colm.

674.	Colm:	Am, I don't believe that story cos giants don't really exist cos they're gone now a long, long time ago.

675.	Teacher:	Mmm... *[laughing slightly]* So they don't really exist. Do you think there might have been giants in the world one time?

676.	Colm:	Yeah.

677.	Teacher:	You do. You really believe that. Do the rest of you believe that there were giants around a long time ago?

678.	Christopher:	No. *[This rejoinder overlaps with the previous rejoinder.][Christopher shakes his head to indicate that he doesn't believe that giants existed once upon a time.]*

679.	?	No. *[I can't identify who speaks here.]* *[Simone also shakes her head to indicate that she doesn't believe that giants existed once upon a time.]*

680.	Teacher:	Who does? Colm does. Does anybody else?

681.	Colin:	I do.
682.	Christopher:	I don't.
683.	Teacher:	You don't. Definitely not, Christopher.
684.	Christopher:	No because...
685.	Teacher:	No. Go on. *[This rejoinder interrupts the previous speaker.]*
686.	Christopher:	There were, I know that there were never any giants.
687.	Teacher:	Never?
688.	Christopher:	Giants aren't real.
689.	Teacher:	Giants aren't real. How about you, Simone? What do you think? Are giants real?
690.	Simone:	Yeah.
691.	Teacher:	You think they are. Are there giants around in today? If you went off around today would you meet a giant uptown?
692.	Choral Response:	No. *[Some of the children laugh at the suggestion.]*
693.	Teacher:	No. Do you think giants were around long ago, Simone?
694.	Simone:	What?
695.	Teacher:	Do you think there were giants in the world a long, long time ago? *[Simone shakes her head to indicate 'no'.]* No. You don't believe in them then, do you? Colin, do you believe in giants?
696.	Colin:	Am... *[pause]* Yeah.
697.	Teacher:	You do. Okay, Sienna? *[Sienna shakes her head to indicate she doesn't believe in giants.]* No. You don't believe in giants, no such thing. Okay.

TU 44: Text-to-self Connection (Initiated by the Teacher)

But I think somebody could be as generous as this and they could give away something. They could give away some of their clothes to help somebody, couldn't they? I mean if you

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met somebody that was in trouble and they needed some of your clothes would you give them?

698.	Colm:	Yeah. *[Colm nods his head to indicate that he would.]*
699.	Teacher:	Would you, Colm?
700.	Colm:	Yeah.
701.	Teacher:	Would you, Sienna?
702.	Sienna:	Yeah. *[Sienna nods her head to indicate that she would.]*
703.	Teacher:	Definitely?
704.	?	Yeah. *[I can't identify who speaks here.]*
705.	Teacher:	You would. Okay, Simone?
706.	Simone:	Yeah.
707.	Teacher:	You would. Colin?

The tape concludes at 43.25.

Duration: 43 mins. 9 secs.

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Appendix 6: Transcript A.1
Story: Hansel agus Gretel (Hansel and Gretel)
School A
Class A1 (Junior Infants)
Date: 16/06/2005

</div>

Teacher: Anna

Children: Nancy, Louise, Philip, Liam, Ethan
Absent: Marion

The tape begins at 41.04.

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<u>Pre-Reading</u>

<u>TU 1: Establishing Children's Prior Knowledge of the Story</u>

</div>

1. Teacher: Ar chuala aon duine an scéal Hansel agus Gretel?
Did anyone hear the story Hansel and Gretel?

2. ? Níl. *[I can't identify which child speaks here.]*
No.

3. Teacher: Ó, lámha suas má tá an scéal cloiste agaibh agus abair liom cad atá ar eolas agat mar gheall ar an scéal.
[Both Louise and Liam raise their hands.]
Oh, hands up if you've heard the story and tell me what you know about the story.

4. Louise: *[Undecipherable] [Louise shakes her head as she speaks.]*

5. Teacher: Hansel and Gretel.

6. Ethan: No, níl.
No, no.

7. Teacher: Hansel agus Gretel. *[This rejoinder overlaps with the previous rejoinder.]* Okay, Liam, abair liom mar gheall ar an scéal. Bhfuil fhios agat aon píosa?
Hansel and Gretel. Okay, Liam, tell me about the story. Do you know any part?

8. Liam: Well, there's witches and she tries to give them food and they get fat. And their dad saves them.

9. Teacher: Ó!
Oh!

10. Liam: No, they go out and follow, am, these things but I forget what they're, what they are, am...

<div align="center">184</div>

11. Philip:	Called.
12. Liam:	Called, and, am, well, they go back to their house and only their dad is there. And then there's this wicked stepmother as well.
13. Teacher:	Ó, an bhfuil? **Oh, is there?**
14. Liam:	Yeah!

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TU 2: Establishing Children's Prior Knowledge of the Story & Making Intercontextual Connection

15. Teacher:	Agus cén saghas tigh atá aici? **And what kind of house has she got?**
16. Liam:	Am, well....
17. Teacher:	Cén saghas tigh? *[This rejoinder overlaps with the previous rejoinder.]* **What kind of house?**
18. Liam:	The witch's tigh, **[house]** well, it's made of sweets.
19. Teacher:	Ó, milseáin. Ó, cén saghas milseán? **Oh, sweets. Oh, what kind of sweets?**
20. Nancy:	Milseáin. *[This rejoinder overlaps with the previous rejoinder.]* **Sweets.**
21. Liam:	Am, well, it's made of gingerbread, the house is, and...
22. Teacher:	Gingerbread. *[This rejoinder interrupts the previous speaker.]* Aon rud eile? **Gingerbread. Anything else?**
23. Liam:	The smoke comes out and...
24. Ethan:	She might stoled it off the candy from the kids at Hallowe'en. *[This rejoinder interrupts the previous speaker.]*
25. Teacher:	Úúú, abair é sin arís, Ethan. Cad a cheapann tú? **Oooh, say that again, Ethan. What do you think?**
26. Ethan:	She might have stoled it from the kids on Hallowe'en.
27. Teacher:	Ó, na milseáin. *[Ethan nods his head to indicate yes.]* And that's conas a dhein sí an tigh, d'you think?

Oh, the sweets. And that's how she made the house, d'you think?

28. Ethan: Mm, mm. *[Ethan nods his head to indicate yes.]*

29. Philip: *[Undecipherable]*

30. Teacher: An gceapann tú?
Do you think so?

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TU 3: Establishing Children's Prior Knowledge of the Story & Monitoring World Knowledge

31. Nancy: What was the roof made of?

32. Teacher: Cad a bhí an díon déanta as? Louise, bhfuil aon tuairim agatsa?
[Louise shrugs her shoulders to indicate she doesn't know.]
What was the roof made of? Louise, do you have any idea?

33. Liam: Ice. *[Liam laughs as he says this.]*

34. Teacher: Ice, ar nós an, ar nós cén rud?
Ice, like the, like what?

35. Nancy: Cream.

36. Teacher: Ar nós an... *[The teacher pauses to invite the children to complete the phrase.]* Cad a chuireann tú ar, cad a chuireann tú icing air?
Like the... What do you put on, what do you put icing on?

37. Nancy and Liam: Buns.

38. Teacher: Ar buns nó ar...
On buns or on...

39. Choral Response: Císte.
A cake.

40. Teacher: Cístí. Ar chístí. *[This rejoinder overlaps with the previous rejoinder.]*
Ó, so, ar chuala tusa riamh an scéal sin cheana, Louise? Ar chuala tú riamh an scéal Hansel agus Gretel?
Cakes. On cakes. Oh, so, did you ever hear that story before, Louise? Did you ever hear the story Hansel and Gretel?

41. Louise: Yeah! *[Louise nods her head to indicate yes as she speaks.]*

42. Teacher: Okay, abair liom cad a chuala tusa mar gheall ar an scéal.
Okay, tell me what you heard about the story.

43. Louise: There's a... *[undecipherable]* ...there... *[undecipherable]*. I don't know

if that was about Hansel and Gretel. *[Louise shakes her head to indicate she doesn't know as she speaks.]*

44. Teacher:	Ní chuimhin leat. Well, d'you know what? Tá an scéal ag an múinteoir anseo agus tá pictiúirí álainn agam chun dul leis an *[the teacher pauses to invite the children to complete the sentence]* scéal. **You don't remember. Well, d'you know what? The teacher has the story here and I've lovely pictures to go with the *[pause]* story.**
45. Liam:	Oooh!

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Reading

TU 4: Gaining Attention & Joint Story Reading

46. Teacher:	Okay, so, bhfuilimid go léir ullamh chun éisteacht leis an scéal? **Okay, so, are we all ready to listen to the story?** *[Liam is making noises, holding his head in his hands and moving his head from side to side.]* Liam, bhfuil tú ullamh? Ethan? **Liam, are you ready? Ethan?** *[Liam nods his head to indicate yes.]*
47. Ethan:	It starts with a boy and a girl. *[This rejoinder interrupts the previous speaker.]*
48. Teacher:	Okay, suigh isteach so is beimid ullamh. *[Undecipherable]* We'll see an bhfuil an ceart agat. Liam, lámha le chéile. *[Liam puts his hand together as requested by the teacher.]* Bhfuil tú ullamh? **Okay, sit in so and we'll be ready. We'll see are you correct. Liam, hands together. Are you ready?**
49. Liam:	Yeah.
50. Teacher:	Lámha trasna. *[Some of the children fold their arms.]* Ó, go hiontach! **Arms folded. Oh, great!**
51. Ethan:	We're...
52. Teacher:	Tosnóidh mé leis an scéal, an chéad pictiúr. Bhfuilimid go léir ullamh? **I'll begin with the story, the first picture. Are we all ready?** *[The teacher holds up the first picture and begins reading the story with intonation.]* Lá amháin bhí buachaill agus cailín ann fadó, fadó. Hansel agus Gretel ab ainm dóibh. Agus lá amháin chuaigh siad isteach sa choill ag siúl. Chuaigh mamaí agus daidí leo freisin. *[Text]*

Once upon a time long ago there lived a boy and a girl. Their names were Hansel and Gretel. And one day they went walking in the forest. Mammy and Daddy went with them also.

Mamaí agus... *[This is not part of the text.] [The teacher pauses to invite the children to complete the phrase. As she speaks the teacher points to the characters in the picture she is holding up.]*
Mammy and...

53. Nancy: Daidí. *[Philip is resting his head on his arms on the desk.]*
Daddy.

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TU 5: Discussing Picture, Establishing Children's Prior Knowledge of the Story, & Eliciting Language

54. Teacher: Now, abair liom cad atá, cad atá, am, Hansel ag caitheamh, Ethan. Cén saghas éadaí atá ar Hansel?
Now, tell me what, what Hansel is wearing, Ethan. What kind of clothes is Hansel wearing?

55. Ethan: Am, black hair.

56. Teacher: Gruaig... *[The teacher pauses to invite the children to complete the phrase.]* An é, an é Hansel an buachaill nó an cailín?
...hair. Is, is Hansel the boy or the girl?

57. Liam: Han'.

58. Teacher: Hansel, an é sin an buachaill nó an cailín?
Hansel, is that the boy or the girl?

59. Choral Response: An buachaill.
The boy.

60. Nancy: Hansel.

61. Teacher: Yeah, so, Hansel is ea an buachaill agus Gretel is ea an... *[The teacher pauses to invite the children to complete the sentence.]*
Yeah, so, Hansel is the boy and Gretel is the...

62. Liam: Cailín.
Girl.

63. Nancy: Hansel and Gretel.

64. Teacher: So féach ar an buachaill ansan. Féach ar Hansel agus cad atá sé ag caitheamh?
So look at the boy there. Look at Hansel and what is he wearing?

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65. Ethan: They're walking along on a footpath, up on a hill.

66. Teacher: Ó, agus...
                  Oh, and...

67. Ethan: And they might see the house of the witch on the very, very, very top. *[This rejoinder interrupts the previous speaker.]*

68. Teacher: Ó, an gceapann tú? Agus...
                  Oh, do you think so? And...

69. Nancy: But they don't seem to be walking on the top. *[This rejoinder interrupts the previous speaker.]*

70. Teacher: Cad a, cá gceapann tusa go bhfuil siad?
                  What do, where do you think they are?

71. Nancy: Ammm.

72. Teacher: Cá bhfuil siad ag dul?
                  Where are they going?

73. Nancy: Seem to be going, *[pause]* maybe they're walking farther along and then...

74. Teacher: Yeah. *[This rejoinder overlaps with the previous rejoinder.]*

75. Nancy: And maybe they're going, when their mam and dad isn't looking maybe that they are going into the witch's house.

76. Teacher: Ó, b'fhéidir. Okay, lámha suas. *[Philip has his hand raised.]*
                  Okay, aon rud eile, Philip?
                  Oh, perhaps. Okay, hands up. Okay, anything else, Philip?

77. Ethan: Maybe the witch was their grandma. *[This rejoinder overlaps with the previous rejoinder.]*

78. Philip: Maybe, am...

79. Teacher: B'fhéidir. *[This rejoinder interrupts the previous speaker.]*
                  Perhaps.

80. Philip: Maybe they're just going the wrong way and they're going that way, you see. *[Philip points to the picture as he speaks.]*

81. Teacher: So do you think, tá siad ag dul an slí mícheart? *[Philip nods his head to indicate yes.]* Agus an raghaidh mamaí and daidí an slí eile?

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So do you think, they are going the wrong way? And will Mammy and Daddy go the other way?

82. Nancy: Yeah, and then they might...

83. Teacher: Cad a tharla ansan? *[This rejoinder interrupts the previous rejoinder.]*
What happened then?

84. Nancy: Then they might go into, then they might go to, then they might go to the direct, to the direction of the witch's house.

85. Philip: Then they found the witch's house. *[This rejoinder overlaps with the previous rejoinder.]*

86. Teacher: Agus raghaidh mamaí agus daidí an treo eile. Agus beidh siad...
[The teacher pauses to invite the children to complete the sentence.]
And Mammy and Daddy will go the other way. And they'll be...

87. ?: Caillte. *[I can't identify which child speaks here.]*
Lost.

88. Teacher: Lámha suas cé a cheapann go mbeidh, go ngheobhaidh Hansel agus Gretel caillte. *[Nancy, Louise, Philip and Liam raise their hands. Ethan then raises his hand.]* Now, gheobhaimid an chéad pictiúr eile.
Hands up who thinks will, that Hansel and Gretel will get lost. Now, we'll get the next picture.

89. Nancy: Tá. *[Another child also says 'tá' [yes] but I can't identify who it is.]*
Yes.

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TU 7: Story Reading & Eliciting Language

90. Teacher: So, sin pictiúr a... *[The teacher pauses to invite the children to complete the sentence.]*
So, that's picture number...

91. Nancy: (A)mháin.
One.

92. Teacher: Sin pictiúr a haon, okay, pictiúr a haon. Pictiúr a haon. Now.
[The teacher places the picture on the desk and picks up another one.]
That's picture number one, okay, picture number one. Picture number one. Now.

93. Nancy: No, níl sé.
No, it's not.

94. Teacher: Seo pictiúr a dó.
This is picture number two.

[The teacher resumes reading the story with intonation.]
Ansan chonaic Hansel agus Gretel tigh álainn. Rith siad isteach sa tigh. Ní fhaca mamaí agus daidí iad. Ó, bhí an tigh go hálainn. Bhí lollipops agus seacláid agus criospaí go léir ceangailte don tigh. *[Liam is smiling and pointing to the picture. Philip is resting his head on his arms on the desk.]*
"Ó, yum, yum, yum," arsa Hansel agus Gretel.
"Ó, is maith linn an tigh seo. Is féidir linn é a... *[The teacher pauses to invite the children to complete the sentence.]*
Then Hansel and Gretel saw a lovely house. They ran into the house. Mammy and Daddy didn't see them. Oh, the house was lovely. There were all lollipops and chocolate and crisps tied to the house.
"Oh, yum, yum, yum," said Hansel and Gretel.
"Oh, we like this house. We can... it.

95. Teacher, Nancy and Liam: Ithe.
                                 Eat.

96. Teacher: So is féidir linn é a ithe, ó, so...
                 So, we can eat it, oh, so...
                 [Liam is making noises and seems to be excited about something.]

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TU 8: Predicting Storyline

97. Nancy: Are they going to get fat? *[This rejoinder interrupts the previous speaker.]*

98. Teacher: Cad a tharlóidh má itheann siad na milseáin ar fad?
                 What will happen if they eat all the sweets?

99. Liam: They'll get fat.

100.   Teacher: Fan. Tabhair seans do Nancy.
                      Wait. Give Nancy a chance.

101.   Nancy: They'll get fat and they'll get sick and their mammy and daddy will get cross and their mam and dad will know where they were.

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TU 9: Text-to-self Connection & Predicting Storyline

102.   Teacher: Now that's ana-mhaith. *[This rejoinder is whispered.]* Now, Ethan, abair liom. Dá mba rud é gur tusa, pretend now, lig ort gur tusa Hansel.
                      Now that's very good. Now, Ethan, tell me. If you were, pretend now, pretend that you're Hansel.

103.	Ethan:	They would take him into the house. *[This rejoinder interrupts the previous speaker.]*
104.	Liam:	Yeah, yeah, yeah, yeah, yeah. *[This rejoinder is whispered to Ethan.]*
105.	Teacher:	Ó! *[This rejoinder overlaps with the previous rejoinder.]*
106.	Ethan:	Am, and then they might say, "Cool! It's full of candy." Then they might, might give them some sweets and then their belly grows and then if they eat lots of more, then their belly grows again and if, and if they keep on growing, and then if they eat more and more and more then their belly will grow big and big and big and if, the house will blow up.
107.	Teacher:	Ó, níos mó. *[This rejoinder overlaps with the previous rejoinder.]* Agus an mbeidh sé sin...? **Oh, more. And will that be...?**
108.	Ethan:	And then... *[pause] [This rejoinder interrupts the previous speaker.]*
109.	Teacher:	An mbeidh sé sin go maith? **Will that be good?**
110.	Ethan:	And then the witch will live in their house. *[This rejoinder overlaps with the previous rejoinder.]* And then... *[undecipherable]* And then she wants to turn them into witches so she, so they can meet their friends so she can destroy e..., everything.

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TU 10: Text-to-self Connection & Displaying Knowledge of Fairy Tales

111.	Teacher:	Ó, ana-mhaith! *[This rejoinder overlaps with the previous rejoinder.]* Ana-mhaith, Ethan. Now, Liam, dá mba rud é gur tusa Hansel, an raghfá isteach sa tigh? **Oh, very good! Very good, Ethan. Now, Liam, if you were Hansel, would you go into the house?**
112.	Liam:	Ah, well, I'm not going to do it, am, if she had this kind face *[Liam gestures with his hands]* spiky like that and...
113.	Teacher:	Cén saghas aghaidh? *[This rejoinder interrupts the previous speaker.]* **What kind of face?**
114.	Liam:	She... *[undecipherable]*

115.	Teacher:	Dein an aghaidh dom. *[Liam pulls a scary face as requested by the teacher.]* Ó, ó, ó, tá sé sin scanrúil. **Do the face for me. Oh, oh, oh, that's scary.**
116.	Ethan:	That's ugly, ah, because witches are all ugly. *[Liam laughs at this.]*
117.	Teacher:	Níl siad go deas. *[This rejoinder overlaps with the previous rejoinder.]* **They're not nice.**
118.	Liam:	Then I'd run.
119.	Teacher:	Rithfeá. **You'd run.**
120.	Liam:	And I'd kick her.
121.	Teacher:	Ó, ó, ach an thógfá aon milseán leat? **Oh, oh, but would you take any sweets with you?**
122.	Liam:	Ah, well, I could, I, I'd climb up, see the thing next to the curtain down here. *[Liam points to the picture the teacher is holding.]*
123.	Teacher:	In aice leis na cuirtíní. **Next to the curtains.**
124.	Liam:	I'd get up on that. *[This rejoinder overlaps with the previous rejoinder.]*
125.	Teacher:	Oh, yeah.
126.	Liam:	And I'd climb up on to the roof and start eating through the house.
127.	Teacher:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]* Agus thosnófá ag ithe. **And you'd start eating.**
128.	Liam:	Yeah.

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TU 11: Text-to-self Connection & Predicting Storyline

| 129. | Teacher: | Cad a dhéanfadh tusa, Philip?
What would you do, Philip? |
| 130. | Philip: | I would knock on the door and I'd run. |

131.	Ethan:	Her house can break easily. *[This rejoinder overlaps with the previous rejoinder.]*
132.	Teacher:	Tabhair seans, tabhair seans do Philip anois. *[This rejoinder overlaps with the previous rejoinder.]* Buachaill maith. **Give a chance, give Philip a chance now. Good boy.**
133.	Philip:	And they'll eat all the, and all that, and then, then their belly will get big and big and big, and then they'll be all fat and then they'll explode the house, and then there'll be loads of candy. And then they'll eat more and then... *[undecipherable] [Philip laughs as he speaks.]*

TU 12: Predicting Story Events

134.	Teacher:	*[Undecipherable]* ...gach rud. Ana-mhaith. Now, Louise. **...everything. Very good. Now, Louise.**
135.	Ethan:	And then they're walking like this. *[Ethan stands up to demonstrate the walk and falls against the chair.]*
136.	Teacher:	Ó, bí cúramach now. **Oh, be careful now.**
137.	Ethan:	They're walking like this. *[Ethan is demonstrating the walk.]*
138.	Teacher:	Buachaill maith. Now suigh síos. **Good boy. Now sit down.** *[Philip says something to Ethan here and Ethan responds but their rejoinders are undecipherable.]*
139.	Teacher:	Bhfuil siad chomh mór? **Are they so big?**
140.	Ethan:	So fat they can't do anything. They can't even do push-ups.

TU 13: Predicting Storyline & Eliciting Language

| 141. | Teacher: | *[Undecipherable]* ...faic a dhéanamh. Now, Louise, abair liom. Cad a dóigh leat, an dóigh leat go dtiocfaidh an chailleach, an chailleach amach go dtí an doras?
...to do nothing. Now, Louise, tell me. What do you think, do you think the witch will come, the witch will come out to the door? |
| 142. | Philip: | Yeah. *[This rejoinder is whispered.]* |

143.	Liam:	Yeah, yeah.
144.	Teacher:	An dtiocfaidh sí amach? *[This rejoinder overlaps with the previous rejoinder.]* Agus cad a dhéanfaidh sí? **Will she come out? And what will she do?**
145.	Louise:	Am.
146.	Teacher:	Cad a dhéanfaidh sí? An déarfaidh sí, "Imigh!"? *[The teacher gestures with her hand.]* **What will she do? Will she say, "Go!"?**
147.	Nancy:	No, I think...
148.	Teacher:	Nó, an déarfaidh sí, cad a dóigh libh? *[This rejoinder interrupts the previous speaker.]* **Or, will she say, what do you think?**
149.	Nancy:	I think that she'll say that, am, "Come in. Come in. I've a low, I I've hundreds and hundreds of sweets."
150.	Teacher:	So, mar sin déanfaimid é le chéile cad a déarfaidh sí. Tar... *[The teacher pauses to invite the children to complete the sentence.]* **So, therefore we'll do it together what she will say. Come...**
151.	Nancy:	Isteach. **In.**
152.	Ethan:	Come in. Come in. *[Ethan gestures with his index finger.]*
153.	Teacher:	Tar isteach. *[This rejoinder overlaps with the previous rejoinder.]* B'fhéidir go ndéarfadh sí é sin. An gheobhaimid amach? **Come in. Perhaps she might say that. Will we find out?**
154.	Nancy:	Tá. **Yes.**
155.	Teacher:	Gheobhaimid amach sa chéad pictiúr eile. So sin pictiúr a... *[The teacher pauses to invite the children to complete the sentence with the correct number.]* **We'll find out in the next picture. So that's picture number...**
156.	Nancy:	Dó. **Two.**
157.	Teacher:	Dó. Sin pictiúr a dó... *[undecipherable]* Pictiúr a haon agus

pictiúr a... *[The teacher pauses to invite the children to complete the phrase.] [The teacher places the second picture beneath the first one in sequence.]*
Two. That's picture number two. Picture number one and picture number...

158.   Choral Response: Dó.
Two.

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TU 14: Discussing Picture & Story Reading

159.   Teacher: Anois, bhfuilimid ullamh i gcomhair pictiúr a trí? Ó, ó, tá an ceann seo ana-mhaith. Dún na súile so.
Now, are we ready for picture number three? Oh, oh, this one is very good. Close the eyes so.

160.   Ethan: Why are you covering them? *[This rejoinder overlaps with the previous rejoinder.]*

161.   Teacher: Dún na súile agus taispeánfaidh mé daoibh é. *[All five children close their eyes as requested by the teacher.]* Oscail!
Close the eyes and I'll show it to you. Open!

162.   Ethan: *[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]*

163.   Liam: Oh yeah!

164.   Teacher: Ó, féach air seo. Bhfuil sí scanrúil?
Oh, look at this. Is she scary?

165.   Ethan: Ugly.

166.   Nancy: She's glas **[green]**. Her skin is glas **[green]**.

167.   Teacher: Ó, yeah, tá a craiceann glas. *[This rejoinder overlaps with the previous rejoinder.]*
Oh, yeah, her skin is green.

168.   Nancy: She's all ugly.

169.   Teacher: Ana-ghránna. Now an éisteoimid leis an píosa den scéal?
Very ugly. Now will we listen to the part of the story?

170.   Nancy: Tá.
Yes.

171.   Teacher: *[The teacher resumes reading the story with intonation.]*

"Heileo, heileo," arsa an chailleach ghránna.
"Tar isteach, tar isteach, hí, hí, hí! Ó beidh lalipap agaibh.
Beidh seacláid agaibh. Beidh criospaí agaibh."
"Ó, go raibh maith agat," arsa Hansel.
"Ó, go raibh maith agat," arsa Gretel.
"Hello, hello," said the ugly witch.
"Come in, come in, hee, hee, hee! Oh you'll have a lollipop.
You'll have chocolate. You'll have crisps."
"Oh, thank you," said Hansel.
"Oh, thank you," said Gretel.

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TU 15: Text-to-self Connection & Discussing Picture

172.	Ethan:	If I saw the witch in my life I'd give her a kick.
173.	Teacher:	Cad a cheapann tusa den phictiúr seo, Liam? **What do you think of this picture, Liam?**
174.	Nancy:	I...
175.	Teacher:	Liam ar dtús. *[This rejoinder interrupts the previous speaker.]* Abair linn. **Liam first. Tell us.**
176.	Liam:	I think the witch looks a bit ugly.
177.	Teacher:	Cén fáth? **Why?**
178.	Liam:	Because she's wearing that old, am, brown thing, *[Liam is referring to the shawl in the picture.]* and she's and she's going to give them lollipops, but except her eyes are actually, they're actually white here, a tiny bit of white. And there's black and then they're yellow. *[Liam points to his own eyes as he speaks.]*
179.	Teacher:	Oh my goodness! Agus cén dath atá ar an craiceann? **Oh my goodness! And what colour is the skin?**
180.	Liam:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]* Green and her hair is all grey.
181.	Teacher:	Tá gruaig liath aici. Ó, ní féachann sí go deas in aon chor. **She has grey hair. Oh, she doesn't look nice at all.**
182.	Liam:	And...
183.	Nancy:	*[Undecipherable]*

| 184. | Liam: | She... *[Liam is interrupted by Philip who whispers something undecipherable to him.]* She, she looks, she looks like an apple. |

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TU 16: Discussing Picture & Text-to-self Connection

| 185. | Teacher: | Ó, agus, Louise, an féachann sí ar nós granny deas? **Oh, and, Louise, does she look like a nice granny?** |

| 186. | Philip: | *[Undecipherable]* ...she's green. *[This rejoinder overlaps with the previous rejoinder.]* |

| 187. | Louise: | No. |

| 188. | Ethan: | Níl. **No.** |

| 189. | Teacher: | Nooo. *[This word is elongated.]* |

| 190. | Ethan: | She looks like a... |

| 191. | Nancy: | She looks, I think... *[This rejoinder interrupts the previous speaker.]* |

| 192. | Teacher: | Abair liom, Louise, dá mbeadh sí mar granny agatsa, cad a cheapfá? *[This rejoinder interrupts the previous speaker.]* No. **Tell me, Louise, if she was your granny what would you think? No.** |

| 193. | Ethan: | I think she looks ugly and, because it's like all bones are all over her. |

| 194. | Teacher: | Ó, *[undecipherable]* ...ab ea? **Oh, ...is it?** |

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TU 17: Discussing Picture & Displaying Knowledge of Fairy Tales

| 195. | Nancy: | I want to know, am, why is her skin green? |

| 196. | Teacher: | Cén fáth? Bhfuil aon, bhfuil fhios ag aon duine? **Why? Does any, does anyone know?** |

| 197. | Ethan: | Cos she's a witch. *[This rejoinder overlaps with the previous rejoinder.]* And witch sometimes have different skin. |

| 198. | Teacher: | Bíonn craiceann saghas garbh orthu, an mbíonn? **They have kind of rough skin, have they?** |

| 199. | Ethan: | And sometimes they have no blood. |

200.	Nancy:	But I think... *[This rejoinder overlaps with the previous rejoinder.]* But I think...
201.	Teacher:	Ó, ní raibh fhios agam é sin. *[This rejoinder interrupts the previous speaker.]* **Oh, I didn't know that.**

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TU 18: Predicting Storyline & Eliciting Language (Numbers)

202.	Nancy:	But I think that they'll, that Hansel and Gretel will go into the witch's house and she'll give them lollipops and maybe they're kinda kills, kill lollipops. *[Philip is resting his head on his arms on the desk.]*
203.	Teacher:	Lámha suas, ana-mhaith, lámha suas cé a cheapann go raghaidh siad isteach sa tigh. *[All five children raise their hands.]* **Hands up, very good, hands up who thinks they'll go into the house.**
204.	Ethan:	And then she tries to kill them but she really fails because they like it too much.
205.	Teacher:	Is maith leo. An gheobhaimid amach cad a tharlóidh? **They like it. Will we find out what will happen?**
206.	Ethan:	An then...
207.	Nancy:	Yeah. *[This rejoinder interrupts the previous speaker.]*
208.	Ethan:	And then they, and then she keeps on trying.
209.	Teacher:	So, cén uimhir pictiúr é seo? **So, what number picture is this?**
210.	Liam:	Trí. **Three.**
211.	Nancy:	Am, uimhir a... **Am, number...**
212.	Nancy and Ethan:	Trí. **Three.**

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TU 19: Aside (Discussing Other Picture) & Displaying Knowledge of Fairy Tales

213.	Nancy:	There's another picture on the back.

214.	Teacher:	I know. Sin é scéal eile ar an taobh eile. **I know. That's another story on the other side.**
215.	Ethan:	And then she gets back and she...
216.	Teacher:	A haon, a dó, a trí. *[This rejoinder interrupts the previous speaker.] [The teacher places the picture in sequence beneath the other two pictures.]* **One, two, three.**
217.	Nancy:	That's Jack. *[Nancy is referring to the picture of Jack and the Beanstalk on the reverse side of the picture of the witch.]* That's, am...
218.	Teacher:	Cén scéal? **What story?**
219.	Nancy:	Jack.
220.	Louise:	And the Beanstalk.
221.	Nancy:	Yeah, the Beanstalk.
222.	Teacher:	*[Undecipherable]* ...b'fhéidir go ndéanfaimid é lá eile, okay. **...we might do it another day, okay.**

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TU 20: Story Reading

Now, caithfimid an píosa eile den scéal a insint. So, raghaimid ar aghaidh go dtí an chéad pictiúr eile... *[undecipherable]* air seo. *[These last two words are whispered.]* Gach duine féach ar an pictiúr agus léifidh mise an píosa den scéal... *[undecipherable] [The last undecipherable words are whispered.]*
Now, we have to tell the rest of the story. So, we'll move on to the next picture...on this. Everybody look at the picture and I'll read the part of the story...

[The teacher resumes reading the story with intonation.]
Ansan chuir an chailleach ghránna Hansel bocht isteach sa chiseán. Ó bhí Hansel ag gol is ag gol is ag gol. Agus... *[This is slightly different to the text in the book.]*
Then the ugly witch put poor Hansel into the cage. Oh Hansel was crying and crying and crying. And...

223.	Ethan:	He can sneak out of the cage. *[This rejoinder interrupts the previous speaker.]* He can just go through the bars.
224.	Teacher:	Éist anois. Fan soicind now, Ethan. *[This rejoinder overlaps

with the previous rejoinder.] Agus d'you know cad a dúirt Hansel?

Listen now. Wait a second now, Ethan. And d'you know what Hansel said?

"Lig amach mé! Lig amach mé! Lig amach mé!"
Ach bhí Gretel bocht ag gol freisin.
"Ní féidir liom! Ní féidir liom!" arsa Gretel bocht. *[This differs slightly from the text in the book.]*
"Let me out! Let me out! Let me out!"
And poor Gretel was also crying.
"I can't! I can't," said poor Gretel.

Agus d'fhan Hansel istigh sa... *[The teacher pauses to invite the children to complete the sentence.]* chiseán. *[This is not part of the text.]*
And Hansel remained in the...cage.

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TU 21: Revising Story Content, Inferential Questioning, & Predicting Storyline

So cé a chuir é, cé a chuir é isteach, cé a chuir é, st, cé a chuir Hansel isteach sa chiseán, an dóigh libh?
So who put him, who put him in, who put him, st, who put Hansel into the cage, do you think?

225.	Liam:	The witch.
226.	Philip:	The witch.
227.	Nancy:	The witch.
228.	Teacher:	Cén fáth? **Why?**
229.	Nancy:	Because she wants to cook them.
230.	Teacher:	Ó, ceapann tusa go dteastaíonn uaithi iad a chur isteach i bpota mór. **Oh, you think she wants to put them into a big pot.**
231.	Nancy:	Tá. *[Nancy nods her head to indicate yes.]* **Yes.**
232.	Teacher:	Cad mar gheall ar Liam? Cad a cheapann tú? **What about Liam? What do you think?**
233.	Ethan:	And then, and then they just run to their dad. *[This rejoinder overlaps with the previous rejoinder.]*

234.	Liam:	They just stu', they just stuff them into the cooker. *[This rejoinder overlaps with the previous rejoinder.]*
235.	Teacher:	Ó, so, cén, ach, cén fáth ar chuir sí Hansel isteach sa chiseán? **Oh, so, why, but, why did she put Hansel into the cage?**
236.	Liam:	Am, then she'll give him loads of sweets. And then he grows and grows and grows fat, and when he's really, really fat she'll try and squeeze him into the ca', into the giant cooker. It's about that size.

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TU 22: Predicting Storyline & Discussing Picture

237.	Teacher:	Oh my goodness! Philip, cad a cheapann tusa? An mbeidh Gretel in ann Hansel a fháil amach? **Oh my goodness! Philip, what do you think? Will Gretel be able to get Hansel out?**
238.	Philip:	Ah, yeah.
239.	Teacher:	Conas? **How?**
240.	Philip:	*[Undecipherable]* ...the bars. *[As he speaks Philip points to the picture the teacher is holding up.]*
241.	Teacher:	Ó, an mbeidh sé in ann é sin a dhéanamh? **Oh, will he be able to do that?**
242.	Ethan:	Maybe, maybe... *[undecipherable]* to push him in. *[This rejoinder overlaps with the previous rejoinder.]* *[Ethan makes a pushing motion with his hands.]* *[Nancy stands, points to the picture and speaks at the same time as Ethan but her rejoinder is undecipherable.]* Maybe she'll just cast a spell and put him in. And, and she said, "Hey!"
243.	Philip:	Oh yeah! *[This rejoinder overlaps with the previous rejoinder.]*
244.	Nancy:	Or maybe he can get out through there cos it's a big, kinda, big kinda thing. *[This rejoinder overlaps with the previous rejoinder.]* *[Nancy stands, points to the picture and gestures as she speaks.]*
245.	Teacher:	Suigh síos agus beidh siad go léir in ann an pictiúr... *[This rejoinder is addressed to Nancy who is standing. Nancy sits down as requested.]* **Sit down an they'll all be able to...the picture.**
246.	Philip:	And then, and then he gets really fat. *[This rejoinder overlaps*

with the previous rejoinder.] And then, and then they walk, they walk very... *[undecipherable]* ...the witch puts them out.

247.	Ethan:	Maybe they step on the witch. An then, and then the, and then the spell breaks and then everything's back to normal. And maybe the witch comes back in part, in, in the end, in the, 'nother one of the, in the 'nother one of those stories and then, and then they become friends.
248.	Teacher:	B'fhéidir é ach níl fhios agam mar gheall ar an píosa seo den scéal. **Perhaps but I don't know about this part of the story.**

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TU 23: Story Reading

[The teacher resumes reading the story with intonation.]
Now chuaigh an chailleach ghránna sall go dtí an bord agus chuir sí cúpla rud amach ar an mbord. Chuir sí amach scian. *[This differs considerably from the text in the book.]*
Now the ugly witch went over to the table and she put a few things out on the table. She put out a knife.

249.	Ethan:	Oh!
250.	Teacher:	Agus forc. **And a fork.**
251.	Ethan:	Oh!
252.	Teacher:	Agus fuair sí salann. **And she got salt.**
253.	Ethan:	Oh!
254.	Teacher:	Agus piobar. **And pepper.**
255.	Ethan:	Oh!
256.	Teacher:	Dhún sí na súile agus dúirt sí, "Mmm! Stm! Stm! Stm! Stm! Stm! Beidh dinnéar deas agamsa. Mmm! Mmm! Mmm!" **She closed the eyes and she said, "Mmm! Stm! Stm! Stm! Stm! Stm! I'll have a nice dinner. Mmm! Mmm! Mmm!"**
257.	Nancy:	Mmm! ...deas agamsa. Mmm! Mmm! Mmm! *[This rejoinder overlaps with the previous rejoinder.]* **Mmm! I'll...nice... Mmm! Mmm! Mmm!**

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TU 24: Predicting Storyline

258.   Ethan: But then they might eat it and then...

259.   Teacher: Cad a bheidh, cad a bheidh aici i gcomhair an dinnéir? *[This rejoinder overlaps with the previous rejoinder.]*
What will, what will she have for dinner?

260.   Nancy: *[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]* The, an buachaill agus an cailín. *[As she speaks Nancy is standing and pointing to the picture which the teacher is holding up.]*
The, the boy and the girl.

261.   Teacher: Ó! Ó!

262.   Ethan: But...

263.   Liam: The cailín's **[girl's]** going to be... *[undecipherable] [This rejoinder interrupts the previous speaker.]*

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TU 25: Predicting Storyline & Text-to-self Connection

264.   Ethan: But the, but, but the cail', but the cailín **[girl]** just might run out of it. She might just while when the witch is not looking she might just get out of the window because the window is right there and she might just get the dad and let the dad might just break the door and then, and, and then he'll, and then he'll say, and then he'll eat a piece of the house and then he'll and then he'll get really fat, and then, and then he'll blow the house up and then he'll step on the witch and, and then the spell will be broke, and then he just shrinks. *[As he speaks Ethan stands and acts out some of his predictions.]*

265.   Teacher: Ó, féach air sin. Yeah, so an... *[This rejoinder overlaps with the previous rejoinder.]*
Oh, look at that. Yeah, so the...

266.   Philip: And kill the witch. *[This rejoinder overlaps with the previous rejoinder from Ethan.]*

267.   Teacher: Ó, féach air sin. Ana-mhaith! *[This rejoinder overlaps with the previous rejoinder from Ethan.]* So, an ndéanfása é sin, Ethan? An léimfeá amach an fuinneog?
Oh, look at that. Very good! So, would you do that, Ethan? Would you jump out the window?

268.   Nancy: Tá.
Yes.

269.	Ethan:	Tá. **Yes.**
270.	Teacher:	Lámha suas na daoine a léimfeadh, a léimfeadh amach an fuinneog. *[Both Nancy and Louise raise their hands.]* **Hands up those of you who would jump, who would jump out the window.**
271.	Ethan:	Then they say, "Wow! That is huge. They might say that.

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TU 26: Text-to-self Connection & Eliciting Language (Numbers)

272.	Teacher:	Cé, cé rachadh amach an fuinneog chun cabhair a fháil? *[Nancy and Louise still have their hands raised. Ethan also raises his hand.]* Ó, rachadh siad seo go léir amach chun cabhair a fháil. Ana-mhaith. Now, bhfuilimid ullamh i gcomhair an chéad píosa eile den scéal? **Who, who would go out the window to get help? Oh, these would all go out to get help. Very good. Now, are we ready for the next part of the story?**
273.	Nancy:	Tá. **Yes.**
274.	Teacher:	An bhfuil? Okay... *[undecipherable]* ...faigh amach. **Are we? Okay...find out.**
275.	Ethan:	*[Undecipherable]* ...reach it. That's the thing. *[This rejoinder overlaps with the previous rejoinder.]*
276.	Teacher:	So, cén uimhir é seo? *[The teacher is referring to the picture she is holding up.]* **So, what number is this?**
277.	?	A ceathair. *[I can't identify who speaks here.]* **Four.**
278.	Teacher:	Uimhir a ceathair. A haon, a dó, a trí, a... *[The teacher pauses to invite the children to complete the sentence.]* **Number four. One, two, three...**
279.	Choral Response:	Ceathair. **Four.**

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TU 27: Gaining Attention, Story Reading, Predicting Storyline, & Inferential Questioning

280.	Teacher:	Now, bhfuilimid ullamh i gcomhair an chéad píosa eile? **Now, are we ready for the next part?**
281.	Liam:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]*
282.	Nancy:	Can we dún our súile? **Can we close our eyes?**
283.	Teacher:	Okay so, we'll dún na súile. *[Pause]* Dún na súile. *[All five children cover their eyes with their hands.]* Ana-mhaith. Bhfuilimid ullamh? *[This rejoinder is whispered.]* Oscail! *[All five children open their eyes to look at the picture the teacher is holding up.]* Ó! Ú! Féach ar an bpictiúr seo. *[Liam laughs.]* An inseoidh mé an scéal? **Okay so, we'll close the eyes. Close the eyes. Very good. Are we ready? Open! Oh! Oooh! Look at this picture. Will I tell the story?**
284.	Liam:	Her knickers. *[Some of the children laugh.]*
285.	Teacher:	Bhfuilimid ullamh i gcomhair an píosa seo? *[Some of the children are still laughing.]* *[Philip is resting his head on his arms on the desk.]* **Are we ready for this part?** *[The teacher resumes reading the story with intonation.]* Go tobann thit an chailleach ghránna isteach sa tine agus thosnaigh sí ag gol. "Lig amach mé! Lig amach mé! Tá sé te. Tá sé ana- ana-the." *[This differs slightly from the text in the book.]* **Suddenly the ugly witch fell into the fire and she started crying.** **"Let me out! Let me out! It's hot. It's very very hot."** Ach ní raibh an chailleach ghránna in ann teacht amach. *[This is not part of the text.]* **But the ugly witch wasn't able to get out.**
286.	Ethan:	But she, but her feet might catch on to the edge of the cooker and she might push herself out, and she might, and then she might put her in the cage too.
287.	Teacher:	Ó, n'fheadar. An... **Oh, I don't know. Will...**
288.	Nancy:	*[Undecipherable] [This rejoinder interrupts the previous speaker.]*
289.	Teacher:	Lámha suas cé a cheapann go mbeidh sí in ann teacht amach as

an tine. *[Both Nancy and Liam raise their hands.]* Philip, an dóigh leat go mbeidh sí in ann teacht amach as an tine?
Hands up who thinks she'll be able to get out of the fire. Philip, do you think she'll be able to get out of the fire?

| 290. | Philip: | No. |

| 291. | Teacher: | No. Cén fáth?
No. Why not? |

| 292. | Ethan: | But... |

| 293. | Philip: | Because she'll be stuck, you see, because her shoes are kinda up so they'll fall down. |

| 294. | Teacher: | Agus ní bheidh sí in ann teacht amach.
And she won't be able to get out. |

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TU 28: Predicting Storyline

Agus, Louise, cad a dhéanfaidh Gretel ansan? Cad a cheapann tú? *[Louise shrugs her shoulders to indicate she doesn't know.]*
And, Louise, what will Gretel do then? What do you think?

| 295. | Liam: | Actually, I don't think she'll be able to. |

| 296. | ? | She'll walk out the door. *[I can't identify which child speaks here.]* |

| 297. | Teacher: | Agus cad mar gheall ar a deartháir?
And what about her brother? |

| 298. | Nancy: | She'll, o, she'll, she'll, am, she'll try and find a scian **[knife]** and she'll cut it open. And then... *[Nancy makes a cutting motion with her hand.]* |

| 299. | Teacher: | Cad a tharlóidh ansan?
What will happen then? |

| 300. | Nancy: | Out comes Gretel. |

| 301. | Teacher: | Out, out comes Hansel, ab ea?
Out, out comes Hansel, is it? |

| 302. | Nancy: | Yeah. |

| 303. | Teacher: | Beidh sé sásta. Cé a cheapann go mbeidh sé in ann é sin a |

dhéanamh? *[Nancy, Louise and Liam raise their hands.]* Louise agus Ethan. *[This rejoinder is whispered.]* Ó, go hiontach. Bhfuilimid ullamh i gcomhair an chéad píosa eile?
He'll be pleased. Who thinks he'll be able to do that? Louise and Ethan. Oh, great. Are we ready for the next part?

304.	Nancy:	Tá. **Yes.**

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TU 29: Eliciting Language (Numbers, Colours) & Discussing Picture

An bhfuil sé nach mór críochnaithe?
Is it nearly finished?

305.	Teacher:	*[Undecipherable]* ...nach mór críochnaithe. Píosa eile. Cén uimhir é seo? *[The teacher is referring to the picture she is holding.]* **...nearly finished. A bit more. What number is this?**
306.	Choral Response:	Cúig. *[The teacher places the picture in sequence beneath the other four.]* **Five.**
307.	Teacher:	*[Undecipherable] [This rejoinder is whispered.]* ...titim isteach sa tine. **...fall into the fire.**
308.	Nancy:	hAon, dó, trí, ceathair, cúig. *[This rejoinder overlaps with the previous rejoinder.] [Nancy points to each picture in turn as she counts them.]* **One, two, three, four, five.**
309.	Teacher:	Ana-mhaith. Is na cosa. Cén dath, cén dath atá ar na bróga? Ethan, cén, féach ar an bpictiúr. Cén dath atá ar na bróga? **Very good. And the legs. What colour, what colour are the shoes? Ethan, look at the picture. What colour are the shoes?**
310.	Nancy:	Corcra. *[This rejoinder overlaps with the previous rejoinder.]* **Purple.**
311.	Choral Response:	Corcra. **Purple.**
312.	Ethan:	And the girl's is corcra **[purple]** as well.
313.	Teacher:	Ana-mhaith. Is féach ar an gúna. Tá sé thuas san aer. **Very good. And look at the dress. It's up in the air.**

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314.	Ethan:	And the boy's are, and the boy's are brown because he's got brown hair. *[This rejoinder overlaps with the previous rejoinder.]*
315.	Liam:	And... *[This rejoinder overlaps with the previous rejoinder.]*
316.	Teacher:	Ana-mhaith! **Very good!**
317.	Liam:	And, and her knickers are pink. *[This rejoinder overlaps with the previous rejoinder.]*
318.	Teacher:	Ó, cén dath? **Oh, what colour?**
319.	Choral Response:	Bándearg. **Pink.**
320.	Teacher:	Oh my goodness!
321.	Ethan:	Agus, agus bán. *[This rejoinder overlaps with the previous rejoinder.]* *[Ethan is referring to the white spots on the clothing in the picture.]* **And, and white.**
322.	Teacher:	Agus cén rud, spotaí... *[The teacher pauses to invite the children to complete the phrase by supplying the correct colour.]* **An what...spots.**
323.	Nancy:	Bán. **White.**
324.	Ethan:	Bán. **White.**

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TU 30: Gaining Attention, Discussing Picture, Story Reading, & Evaluative Questioning

325.	Teacher:	Ó, now, an pictiúr deireanach. *[A number of children speak at the same time but their rejoinders are undecipherable.]* **Oh, now, the last picture.**
326.	Nancy:	I'm closing my eyes.
327.	Teacher:	Okay. Dún na súile so i gcomhair an pictiúr deireanach. *[This rejoinder overlaps with the previous rejoinder.]* *[A number of children speak at the same time but their rejoinders are undecipherable.]*

Bhfuilimid ullamh? A haon, a dó, a trí. *[All five children close their eyes.]*
Okay. Close the eyes so for the final picture. Are we ready? One, two, three.

328.	Ethan:	A dó, a trí. *[This rejoinder overlaps with the previous rejoinder.]* *[All five children open their eyes.]* **Two, three.**
329.	Teacher:	Ó, féach ar an bpictiúr... *[undecipherable]* Nach bhfuil sé sin go deas? **Oh, look at the picture... Isn't that nice?**
330.	Ethan:	They ate her.
331.	Teacher:	Now, éist leis an scéal so agus déarfaidh mé an píosa deireanach daoibh. **Now listen to the story so and I'll say the last part for you.** *[The teacher resumes reading the story with intonation.]* Bhí Hansel agus Gretel ag gáirí agus ag spraoi. D'ith siad na milseáin agus d'ól siad an deoch ar fad. D'ith siad lollipops. D'ith siad criospaí, agus d'ith siad cáca mór le cherry beag ar a bharr. *[This differs from the text in the book.]* **Hansel and Gretel were laughing and playing.** **They ate the sweets and they drank all the drink. They ate lollipops. They ate crisps, and they ate a big cake with a cherry on top.** *[Nancy says the words 'cáca mór' with the teacher.]* *[Liam is making noises.]* "Yum, yum, yum," arsa Hansel agus Gretel le chéile. *[Some of the children say 'yum, yum' also.]* "Is maith linn an tigh seo." Bhí siad go sona sásta. Agus, bhí siad go sona sásta agus chuaigh siad abhaile go dtína mamaí agus go dtína daidí agus go dtína tigh beag féin. *[This differs considerably from the text in the book.]* **"Yum, yum, yum," said Hansel and Gretel together.** **"We like this house." They were very happy. And, they were very happy and they went home to their mammy and to their daddy and to their own little house.**
332.	Nancy:	Were they, were they be able, were they be able...
333.	Teacher:	Now, cad a cheapann sibh faoin bpictiúr sin? *[This rejoinder interrupts the previous speaker.]* **Now, what do you think of that picture?**

Post-Reading

TU 31: Self-monitoring of Story Comprehension & Predicting Storyline

334.	Nancy:	Were they be able to get in the door because they were kinda like fat? *[Nancy stands and makes a swaying motion with her body as she speaks.]*
335.	Teacher:	Bhuel, ní raibh ach cúpla milseán acu. So, ní raibh an méid sin. Bhí sé just ar nós party beag, nach raibh? **Well, they only had a few sweets. So, (they) didn't have that many. It was just like a little party, wasn't it?**
336.	Nancy:	Mm, mm! Well, where's the witch? Is she kinda... *[undecipherable]*
337.	Teacher:	Tá sí imithe, isteach sa tine. **She's gone, into the fire.**
338.	Philip:	No, I think the cake is her.
339.	Ethan:	But maybe...
340.	Teacher:	Ó, b'fhéidir. *[This rejoinder interrupts the previous speaker.]* **Oh, perhaps.**
341.	Ethan:	But maybe the ghost of the witch, the witch will return.
342.	Teacher:	Ó, bhuel, tá súil againn nach déanfaidh. **Oh, well, we hope (she) won't.**

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TU 32: Discussing Picture & Eliciting Language (Food)

		Now, cad atá ag, cad atá ag Gretel istigh sa lámh? **Now, what has, what has Gretel got in the hand?**
343.	?	Milseán. *[I can't identify which child speaks here.] [Ethan is speaking at the same time but his rejoinder is undecipherable.]* **A sweet.**
344.	Teacher:	Cén saghas milseáin? **What kind of a sweet?**
345.	Liam:	Lollipop.
346.	Teacher:	Lalipap. Agus, féach ar, cad atá mícheart le fiacla Gretel? **A lollipop. And look at, what's wrong with Gretel's teeth?**
347.	Nancy:	It's falling out.

TU 33: Self-monitoring of Story Comprehension & Discussing Picture

348.	Ethan:	But how did they free, but how did they free the boy? *[This rejoinder overlaps with the previous rejoinder.]*
349.	Teacher:	Ó, lig Gretel Hansel amach as an gciseán nuair a bhí an chailleach ghránna istigh sa tine. Fuair sí an eochair. *[The teacher mimes turning a key in a lock as she says the word 'eochair' [key].]* **Oh, Gretel let Hansel out of the cage when the ugly witch was inside in the fire. She got the key.**
350.	Liam:	Key, key.
351.	Teacher:	Yeah, agus bhí sí in ann é a ligint amach. *[This rejoinder overlaps with the previous rejoinder.]* **Yeah, and she was able to let him out.**
352.	Liam:	Key.
353.	Teacher:	Agus féach, bhí party mór acu ansan chun ceiliúradh, because bhí an chailleach ghránna imithe. **And look, they had a big party then to celebrate, because, the ugly witch was gone.**

TU 34: Predicting Storyline & Text-to-self Connection

354.	Ethan:	And then... *[undecipherable] [This rejoinder overlaps with the previous rejoinder.]*
355.	Teacher:	Yeah, agus bhí siad chun dul abhaile go mamaí agus daidí. **Yeah, and they were going to go home to mammy and daddy.**
356.	Ethan:	And, and they might, and they might be famous now and they might tell everybody else and they might not believe them, and they might be sad. *[The teacher speaks while Ethan is speaking but her rejoinder is undecipherable.]*
357.	Teacher:	Now, cad a dóigh leat, cad a déarfaidh mamaí agus daidí leo? **Now, what do you think, what will mammy and daddy say to them?**
358.	Nancy:	Am...
359.	Teacher:	Louise, cad a cheapann tú? Cad a dhéanfadh mamaí agus daidí dá mba rud é gur chuaigh tú isteach i tigh le cailleach?

Louise, what do you think? What would mammy and daddy do is you went into a house with a witch?

360. Ethan: May', maybe, maybe they might say, "What's that coming out of the oven?" *[This rejoinder overlaps with the previous rejoinder.]*

361. Teacher: Ó, seans do Louise anois. *[This rejoinder overlaps with the previous rejoinder.]* Seans do Louise. Buachaill maith. *[The teacher signals to Ethan to stop talking.]* Louise, what do you think?
Oh, a chance for Louise now. A chance for Louise. Good boy. Louise, what do you think?

362. Nancy: Ah, I think...

363. Teacher: Hang on. *[This rejoinder interrupts the previous speaker.]* An bheidís sásta?
Hang on. Would they be pleased?

364. Louise: Tá.
Yes.

365. Teacher: Bheidís chomh sásta chun iad a fheiscint ag teacht abhaile.
They'd be so pleased to see them coming home.

366. Nancy: I think that they'll say, "Cá raibh sibh?" *[This rejoinder overlaps with the previous rejoinder.]*
I think that they'll say, "Where were you?"

367. Ethan: Well...

368. Teacher: Cá raibh sibh? Ana-mhaith! *[This rejoinder interrupts the previous speaker.]*
Where were you? Very good!

369. Ethan: No, I think, I think...

370. Teacher: Aon rud eile, Ethan? *[This rejoinder overlaps with the previous rejoinder.]*
Anything else, Ethan?

371. Ethan: Well I think that, that their mamaí **[mammy]** and daddy just might open the door and they'll say, "What's that coming down off the big cooker?' And it might be the witch and she might fly off. And then, and dad might catch, and dad might jump up and catch, and, and then she'll, and then, and then they'll eat the house, and then all the crumbs off the, the things might go all over her and they, and they might crush her. *[As he speaks Ethan gestures frequently to convey meaning.]*

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372.	Teacher:	B'fhéidir. Now, d'you think...
		Perhaps. Now, d'you think...

373.	Ethan:	Down. *[This rejoinder interrupts the previous speaker.]*

374.	Nancy:	Where's... *[undecipherable]*

375.	Teacher:	An gceapann sibh gur dhein... *[This rejoinder interrupts the previous speaker.]*
		Do you think... made...

376.	Ethan:	And then all fire will go over the house.

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TU 35: Evaluative Questioning, Eliciting Language, Text-to-self Connection, & Making Intercontextual Connection

377.	Teacher:	Éist leis an gceist seo. An gceapann sibh gur smaoineamh maith a bhí ann do Hansel agus Gretel dul isteach sa tigh?
		Listen to this question. Do you think it was a good idea for Hansel and Gretel to go into the house?

378.	?	Tá. *[I can't identify which child speaks here.]*
		Yes.

379.	Philip:	Tá.
		Yes.

380.	Teacher:	An smaoineadh maith, an rud maith é dul isteach sa tigh?
		Is it a good idea, is it a good thing to go into the house?

381.	?	Níl. *[I can't identify which child speaks here.]*
		No.

382.	Ethan:	I think that's their...

383.	Teacher:	Níl, cén fáth, Louise?
		No, why not, Louise?

384.	Louise:	Because they might get robbed.

385.	Teacher:	Ah, ha! Agus aon rud eile? Tá sé dain'... *[The teacher pauses to invite the children to complete the word.]*
		Ah, ha! And anything else? It's dan'...

386.	Choral Response:	'séarach.
		'gerous.

387.	Ethan:	It might, it might *[undecipherable]* robbers who have a gun.

388.	Teacher:	B'fhéidir é because ní raibh aithne acu ar an gcailleach ghránna. **Maybe so because they didn't know the ugly witch.**
389.	Louise:	My brother got robbed before.
390.	Teacher:	Did he?
391.	Ethan:	*[Undecipherable]* ...it might be someone who has a sword because you can still use swords in this days. *[This rejoinder overlaps with the previous two rejoinders.]*
392.	Teacher:	Ó, féach air sin. *[This rejoinder overlaps with the previous rejoinder.]* **Oh, look at that.**
393.	Ethan:	Because I saw it in *[undecipherable]* which are real *[undecipherable]* only had it in their bag.
394.	Teacher:	Ó! **Oh!**
395.	Ethan:	It was sticking out. *[This rejoinder overlaps with the previous rejoinder.]*
396.	Teacher:	Tá sé sin dainséarach, nach bhfuil? **That's dangerous, isn't it?**

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TU 36: Discussing Picture, Inferential Questioning, & Displaying Knowledge of Fairy Tales

397.	Nancy:	Múinteoir, **[Teacher]** where's the witch's, am, broom? *[This rejoinder overlaps with the previous rejoinder.]*
398.	Teacher:	Níl fhios agam. **I don't know.**
399.	Ethan:	Níl fhios agam. **I don't know.**
400.	Teacher:	Cá mbeadh sé, b'fhéidir? Cá mbeadh an broom ag an gcailleach? **Where might it be? Where would the witch have the broom?**
401.	Philip:	Maybe in... *[undecipherable]*

402.	Nancy:	In the cooker. *[This rejoinder overlaps with the previous rejoinder.]*
403.	Teacher:	Aon áit eile, b'fhéidir? **Anywhere else, perhaps?**
404.	Ethan:	She might, she might cast a, she might cast a spell and she might dig a hole and she might escape.
405.	Teacher:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]*
406.	Nancy:	Witches don't have leaba **[a bed]** *[undecipherable]* because they fly around at night.
407.	Teacher:	Ó, níl aon leaba ag teastáil uathu. **Oh, they don't need any bed.**
408.	Ethan:	Yeah.
409.	Teacher:	Ó, níor smaoinigh mé air sin. *[Nancy laughs.]* **Oh, I didn't think of that.**
410.	Ethan:	And they steal, and they steal stuff. *[This rejoinder overlaps with the previous rejoinder.]*
411.	Teacher:	An bíonn siad ag goid? **Do they steal?**

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TU 37: Text-to-self Connection & Eliciting Language

So, má, má thá, dá mbeadh tusa ag siúl síos an bóthar agus dá déarfadh duine éigin leat, "Ó, seo, now here's a lollipop. Seo lalipap." An dtógfá é?
So, if, if there's, if you were walking down the road and if someone said to you, "Oh, here, now here's a lollipop. Here's a lollipop. Would you take it?

412.	?	No. *[I can't identify which child speaks here.]*
413.	Philip:	No way.
414.	Nancy:	I say, I'd say... *[A number of children speak at the same time.]*
415.	Teacher:	No.
416.	Nancy:	I'd say... *[undecipherable]*

417.	Ethan:	*[Undecipherable]* ...poison in it. *[This rejoinder overlaps with the previous rejoinder.]*
418.	Teacher:	Buachaill maith! Abair é sin arís, Ethan. **Good boy! Say that again, Ethan.**
419.	Ethan:	If they, if they bite, if they bited it then it might be poisoned, then, then the witch, then the witch tried everything not to push her into the cooker but they still did.
420.	Teacher:	Ní cheart duit riamh milseáin a thógaint ó stróinséar, sure you shouldn't? **You should never take sweets from a stranger, sure you shouldn't?**
421.	Nancy:	I... *[undecipherable] [This rejoinder overlaps with the previous rejoinder.]* If someone gave me a lollipop...
422.	Teacher:	No. *[This rejoinder overlaps with the previous rejoinder.]*
423.	Ethan:	*[Undecipherable].*
424.	Teacher:	Cad a dhéanfá? Abair linn, Nancy. **What would you do? Tell us, Nancy.**
425.	Nancy:	If someone gave me, if someone gave me a lollipop and a person that I didn't know, I would say, "I don't want it because you're a stranger." *[This rejoinder overlaps with the previous rejoinder.]*
426.	Teacher:	Ana-chailín! Ó, tá súil agam go... *[undecipherable]* **Good girl! Oh, I hope that...**
427.	Ethan:	And I only get one from my mamaí **[mummy]** or daddy. *[This rejoinder overlaps with the previous rejoinder.] [Philip also speaks but his rejoinder is undecipherable.]*
428.	Teacher:	Okay, Ethan, tabhair seans do Philip. *[This rejoinder overlaps with the previous rejoinder.]* **Okay, Ethan, give Philip a chance.**
429.	Philip:	I would just take it and throw it in the rubbish bin and don't have it.
430.	Teacher:	Oh, you, abair le mamai agus daidí. Ná tóg é. Abair le mamaí agus daidí, okay, nó duine fásta, mar tá sé dain'... *[The teacher pauses to invite the children to complete the word.] [Ethan is resting his head on his arm on the desk.]* **Oh, you, tell mammy and daddy. Don't take it. Tell mammy and daddy, okay, or an adult, because it's dang'...**

| 431. | Nancy: | 'séarach.
'gerous. |

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TU 38: Eliciting Language, Discussing Picture, & Evaluative Questioning

432.	Teacher:	Anois cén uimhir, cén uimhir pictiúir é seo? *[The teacher holds up the picture for the children to see as she speaks.] [Philip also speaks but his rejoinder is undecipherable.]* **Now what number, what number picture is this?**
433.	Nancy:	A sé. **Six.**
434.	Teacher:	A haon, a dó, a trí, a ceathair, a cúig, a sé. *[Some of the children join in and count with the teacher.] [The teacher points to each picture in turn as she counts.]* **One, two, three, four, five, six.**
435.	Teacher:	Anois abair liom... **Now tell me..**
436.	Ethan:	A seacht, a hocht, a naoi, a deich. *[Nancy Laughs.] [The teacher places the final picture beneath the other five pictures.]* **Seven, eight, nine, ten.**
437.	Teacher:	Lámha suas. Abair liom an píosa is fearr leat sa scéal. *[Nancy raises her hand to volunteer a response and stands up.]* **Hands up. Tell me your favourite part of the story.**
438.	Nancy:	Can I do mine first?
439.	Teacher:	Ah, fan go gcífidh mé. Beidh seans ag gach duine anois. **Ah, wait till I see. Now everybody will get a chance.**
440.	Ethan:	My, my part was...
441.	Teacher:	Liam, lámha trasna. *[This rejoinder interrupts the previous speaker.] [Liam is lifting one of the pictures off the desk.]* Buachaill maith. Lámha trasna gach duine now. *[Nancy, Louise, Philip and Ethan fold their arms as requested.]* Is piocfaidh mé amach duine éigin le méar draíochta. *[Nancy, Louise, Philip and Ethan put their fingers to their lips as requested. Liam has his hands on his head.]* An píosa is fearr liom, so, is fearr liom, fan go gcífidh mé, am, Louise, cén píosa is fearr leatsa? **Liam, arms folded. Good boy. Arms folded everybody now. And I'll pick out someone with a magic finger. Your**

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favourite part, so, I prefer, wait till I see, am, Louise, what's your favourite part?

442.	Louise:	A sé. **Six.**
443.	Teacher:	Uimhir a sé. Cén fáth? *[Long pause]* **Number six. Why?**
444.	Louise:	*[Undecipherable]*
445.	Teacher:	An bhfuil siad sásta nó an bhfuil siad brónach? **Are they happy or are they sad?**
446.	Louise:	Sásta. **Happy.**
447.	Teacher:	Sásta. So, an maith leat é sin toisc go bhfuil siad sásta? **Happy. So do you like that because they're happy.**
448.	Louise:	Yeah.
449.	Teacher:	Agus ar mhaith leat na milseáin ar fad? **And would you like all the sweets?**
450.	Louise:	No.
451.	Teacher:	No? Píosa beag. Cuid dóibh, b'fhéidir. **No? A little bit. Some of them, perhaps.**
452.	?	Be poisoned. *[I can't identify which child speaks here.]*

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TU 39: Evaluative Questioning & Discussing Picture

453.	Teacher:	Okay. Okay, Nancy. Cad fútsa? Cén pictiúr ab fhearr leat? Cén píosa ab fhearr leatsa? *[Nancy is standing.]* **Okay. Okay, Nancy. What about you? What picture did you like best? Which part did you like best?**
454.	Liam:	I don't know.
455.	Nancy:	Am, is fearr liom... **Am, I prefer...**
456.	Teacher:	Liam, bhfuil tú ag éisteacht? *[This rejoinder overlaps with the previous rejoinder.]* **Liam, are you listening?**
457.	Nancy and Teacher:	Is fearr liom... *[Long pause. Then Nancy picks up the*

fourth picture in the sequence.]
I prefer...

458.	Teacher:	An ceann sin. Cén fáth go maith leat an ceann sin? **That one. Why do you like that one?**

459.	Nancy:	Because she's just sitting there agus tá siad cara **[and they're friend]** *[English syntax mapped on to Irish syntax]* and she's, she's sittin' there and her friend and sheee's not leaving him out.

460.	Teacher:	Okay, agus tá sé ceangailte istigh, an ea? **Okay, and he's locked inside, is it?**

461.	Nancy:	Tá. **(He) is.**

462.	Teacher:	Ó, okay, agus is maith leat an ceann sin. **Oh, okay, and you like that one.**

463.	Nancy:	Tá. **Yes.**

464.	Teacher:	Ana-chailín. Is féidir leat é sin a chur thar nais. **Good girl. You can put that back.**

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TU 40: Evaluative Questioning & Discussing Picture

Now, fan go gcífidh mé cén duine eile. Philip, bhfuil tú ullamh? Cén ceann is fearr leat? *[Philip points to the fifth picture in the sequence.]*
Now, wait till I see who else. Philip, are you ready? Which one do you prefer?

465.	Philip:	Cúig **Five.**

466.	Teacher:	Ó, uimhir a cúig. Cén fáth? Taispeáin é. Ardaigh suas é do gach duine. Téir mar sin leis. *[The teacher gestures to Philip to hold up the picture with both hands.]* Cén fáth go maith leat é sin? **Oh, number five. Why? Show it. Raise it up for everybody. Go like that with it. Why do you like that?**

467.	Philip:	Because, am, the witch is in there.

468.	Teacher:	Tá sí istigh sa, cén áit? *[Philip points to the picture.]* Istigh sa... *[The teacher pauses to invite Philip to complete the phrase.]* ...tine, nach ea? *[Philip nods his head to indicate yes.]* Agus cad atá Gretel ag déanamh?

She's inside in the, where? Inside in the...fire, isn't it? And what is Gretel doing?

469.	Philip:	Am, pushing.

470.	Teacher:	An bhfuil sí á bhrú isteach? **Is she pushing her in?**

471.	Philip:	Tá. **(She) is.**

472.	Teacher:	B'fhéidir é. Agus cad eile a dtaitníonn leat? An maith leat na bróga? **Maybe. And what else do you like? Do you like the shoes?**

473.	Philip:	No.

474.	Teacher:	No. Na stocaí fada? **No. The long stockings?**

475.	Ethan:	Hey, there's a picture behind it. *[This rejoinder overlaps with the previous rejoinder.] [Ethan lifts up one of the pictures from the desk and turns it over to look at the picture on the reverse side.]*

476.	Teacher:	I know. Sin scéal eile. *[There are pictures of the story 'Jack and the Beanstalk' on the reverse sides of the pictures of the story 'Hansel and Gretel'.]* Okay, déanfaimid é sin an chéad lá eile. No, fág iad now ag an scéal seo, okay, ar feadh tamaill, Ethan. *[Some children speak but their rejoinders are undecipherable.]* **I know. That's another story. Okay, we'll do that the next day. No, leave them now at this story, okay, for a while, Ethan.**

477.	Philip:	And the...

478.	Teacher:	Buachaill maith. Now aon rud eile, Philip, mar gheall ar an bpictiúr sin? *[This rejoinder interrupts the previous speaker.]* **Good boy. Now anything else, Philip, about that picture?**

479.	Philip:	And the *[pause]* fire kills the witch.

480.	Teacher:	Ó, so, sin é an fáth go maith leat é sin. Ar fheabhas. Now, cuir é sin thar nais. Cén áit? *[Philip puts the picture back at number five in the sequence.]* Buachaill maith. **Oh, so that's why you like that. Excellent. Now, put that back. Where? Good boy.**

TU 41: Evaluative Questioning & Discussing Picture

Now, Liam, cad fútsa? Cén ceann ab fhearr leatsa? *[Liam stands up and picks up the third picture in the sequence.]*
Now, Liam, what about you? Which one did you prefer?

481.	Liam:	Uimhir a trí. **Number three.**

482.   Teacher: Uimhir a trí. Taispeáin uimhir a trí do gach duine. Ethan, suigh suas anois. *[Ethan is resting his head on his arm on the desk.]* *[Liam is still standing and he holds up the picture for everyone to see.]* Cén fáth go maith leat an ceann sin?
Number three. Show number three to everybody. Ethan, sit up now. Why do you like that one?

483.   Liam: Because she's giving them lollipops and *[Liam drops the picture.]* they don't even want them. They just, they didn't want to go into the house.

484.   Teacher: Ó, so féach air sin. So, look, tá sí ag iarraidh iad a thabhairt isteach sa... *[The teacher pauses to invite the children to complete the sentence.]* ...tigh, nach ea? *[One of the children says the word 'tigh' [house] also but I can't identify which one.]*
Oh, so look at that. So, look, she's trying to bring them into the...house, isn't it?

485.   ?   Tá. *[I can't identify which child speaks here.]*
(She) is.

486.   Teacher: Ar fheabhas ar fad. Buachaill maith. Cuir é sin thar nais now san áit cheart. *[Liam puts the picture back at third place in the sequence.]*
Excellent altogether. Good boy. Put that back now in the correct place.

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TU 42: Evaluative Questioning & Discussing Picture

Agus, Ethan, ... *[undecipherable]* Pioc amach... *[undecipherable]* *[Ethan stands, walks around the side of the desk and points to the second picture in the sequence.]*
And, Ethan... Pick out...

487.   Ethan: Uimhir a dó **[number two]** because I thought it was just going to blow the house and... *[undecipherable]* and they might just see that she's a witch, and they might just call their daddy. *[This rejoinder overlaps with the previous rejoinder.]*

488.	Teacher:	Taispeáin, taispeáin uimhir a dó do Seán. *[the researcher]* *[This rejoinder overlaps with the previous rejoinder.]* *[The teacher picks up the second picture in the sequence and hands it to Ethan.]* Taispeáin uimhir a dó do Seán, an ceann sin. *[Ethan holds up the picture and turns towards the camera as requested.]* Ó, so abair é sin arís. Cén fáth go maith leat é? **Show, show number two to Seán. Show number two to Seán, that one. Oh, so say that again. Why do you like it?**
489.	Ethan:	Because I thought the witch was just going to come out and scare the kids and they might just run to their dad and say, "We saw the scariest thing ever." *[While Ethan is speaking Liam picks up a picture and looks at the picture on the reverse side. The teacher gestures to him to replace it which he does. He also says something to Philip and Philip responds but their rejoinders are undecipherable.]*
490.	Teacher:	Ó, so sin é cad a gceapfá go dtarlódh. Ach ar tharla sé sin? Ar tharla sé sin, Ethan? Did that happen? Ar tharla sé? *[While speaking the teacher takes the picture from Ethan and replaces it in sequence.]* **Oh, so that's what you think would happen. But did that happen? Did that happen, Ethan? Did that happen? Did it happen?**

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TU 43: Aside (Discussing Other Picture) & Displaying Knowledge of Fairy Tales

491.	Ethan:	And on the other, and on the other side Jack, Jack on the beanstalk part, his, his granny is crying cos they don't have any money. *[This rejoinder overlaps with the previous rejoinder.]*
492.	Teacher:	Okay, that's a scéal eile **[another story]** now. *[This rejoinder interrupts the previous speaker.]*
493.	Ethan:	And... *[undecipherable]* ...and, and it said... *[undecipherable]* And then he said something. *[This rejoinder overlaps with the previous rejoinder.]*
494.	Teacher:	Okay now. *[This rejoinder interrupts the previous speaker.]*
495.	Ethan:	These are just beans. *[This sentence interrupts the previous speaker.]* They can increase your rudies. *[As he speaks Ethan returns to his place and sits down.]*
496.	Teacher:	Ethan, nílimid ag caint mar gheall ar an scéal sin anois, sure níl? Okay, coimeád an scéal sin i gcomhair uair eile. **Ethan, we're not speaking about that story now, sure we're not? Okay, keep that story for another time.**

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		Anois, d'you know cad, táimid chun cluiche beag a imirt leo seo. *[The teacher gathers up all the pictures as she speaks.]* **Now, d'you know what, we're going to play a little game with these.**
497.	Nancy:	Yeah!
498.	Teacher:	Tá an múinteoir chun iad a scaipeadh amach ar an mbord agus tá mé chun ceist a chur ar duine éigin teacht amach anseo agus tosnú anseo le huimhir a haon. Agus ansan, uimhir a... *[The teacher pauses to invite the children to complete the phrase.]* **The teacher is going to spread them out on the table and I'm going to ask someone to come out here and begin with number one. And then, number...**
499.	Choral Response:	Dó. **Two.**
500.	Teacher:	Agus ansin uimhir a... **And then number...**
501.	Choral Response:	Trí. **Three.**
502.	Teacher:	Agus ansan uimhir a... **And then number...**
503.	Choral Response:	Ceathair. **Four.**
504.	Teacher:	Agus uimhir a... **And number...**
505.	Choral Response:	Cúig. **Five.**
506.	Teacher:	Agus uimhir a... **And number...**
507.	Choral Response:	Sé. **Six.**
508.	Teacher:	An mbeidh sibh in ann iad a chur san áit cheart? **Will you be able to put them in the correct place?**
509.	Liam:	Uimhir a seacht agus uimhir a hocht.

Number seven and number eight.

510.	Teacher:	No, níl aon uimhir a seacht. *[This rejoinder overlaps with the previous rejoinder.]* **No, there's no number seven.**

511.	Ethan:	Agus a naoi agus a deich. **And nine and ten.**

512.	Teacher:	Now, an bhfuilimid ullamh? *[This rejoinder overlaps with the previous rejoinder.]* **Now, are we ready?**

513.	Ethan:	Agus a haon déag. **And eleven.**

514.	Teacher:	Ssh! Méar draíochta so. *[Liam says something to Evan and laughs but his rejoinder is undecipherable.]* **Ssh! Magic finger so.**

515.	Nancy:	Do we have to dún **[close]** our súile **[eyes]**?

516.	Teacher:	No. Féach ar... *[undecipherable]* ...a chur amach ar an mbord agus piocfaidh duine éigin amach uimhir a haon ar dtús. *[As she speaks the teacher puts the pictures on the desk in random sequence.]* Okay, so bhfuilimid ullamh? Tar amach agus taispeáin dom pictiúr a haon, *[pause]* Philip. *[Philip stands and picks the first picture in the sequence as requested.]* An-mhaith. *[This phrase is whispered.]* An bhfuil an ceart aige? *[Philip hands the picture to the teacher.]* **No. Look at... to put out on the table and someone will pick out number one first. Okay, so are we ready? Come out and show me picture number one, Philip. Very good. Is he correct?**

517.	?	Tá. *[I cannot identify which child speaks here.]* **(He) is.**

518.	Teacher:	An é sin pictiúr a haon? **Is that picture number one?**

519.	Nancy:	Tá. **Yes.**

520.	Teacher:	Tá an ceart aige. **He is correct.**

521.	Ethan:	But that one, but that one's really boring because, that one's really boring because all they're doing is just standing there.

522.	Teacher:	Níl. Tá siad just ag... *[The teacher pauses to invite the children complete the sentence.]* **No. They're just...**
523.	Nancy:	Siúl. **Walking.**
524.	Teacher:	Ana-mhaith. *[This phrase is whispered.]* **Very good.**

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TU 45: Sequencing Pictures

Now, Louise, an mbeidh tú in ann pictiúr a dó a phiocadh amach? *[Ethan speaks here also but his rejoinder is undecipherable.] [Louise stands, selects the correct picture and places it beneath the first picture.]* Taispeáin do gach duine é ar dtús. An bhfuil an ceart aici? Ethan, bhfuil tú ag faire? *[With the help of the teacher, Louise holds up the picture for the others to see.]* An é sin uimhir a dó? Maith an cailín. Sin uimhir a dó. Tá siad ag dul go dtí an... *[The teacher pauses to invite the children to complete the sentence.]* ...tigh. *[This last word is whispered.] [The teacher places the picture in sequence beneath the first picture.]* Now, uimhir a trí. *[This phrase is whispered.]* Ah, Nancy, pioc amach uimhir a trí dom. *[Nancy looks at the remaining four pictures.]* Cá bhfuil uimhir a trí? *[Nancy picks up the third picture in the sequence and hands it to the teacher.]* An gcuirfidh mé é sin sall? An bhfuil an ceart aici?

Now, Louise, will you be able to pick out picture number two? Show it to everybody first. Is she correct? Ethan, are you watching? Is that number two? Good girl. That's number two. They're going to the...house. Now, number three. Ah, Nancy, pick out number three for me. Where's number three? Will I put that over? Is she correct?

525.	Nancy:	Tá. **(She) is.**

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TU 46: Discussing Picture & Making Inference

526.	Teacher:	Cad tá ag tarlú i bpictiúr a trí? Ethan, suigh suas. *[Ethan is resting his head on his arm on the desk.]* **What's happening in picture number three? Ethan, sit up.**
527.	Nancy:	Am...
528.	Teacher:	Louise... *[undecipherable] [Louise has turned away and is*

looking at some books behind her. She turns around again when called to attention by the teacher.]

529.	Nancy:	They knocked on the door and she, tabhair sí dhá lalipap di. *[Incorrect syntax. Literally: **she give her two lollipops**.]*
530.	Teacher:	Ana-mhaith! So chnagadar ar an doras agus fuaireadar dhá... **Very good! So they knocked on the door and they got two...**
531.	Teacher and Nancy:	Lalipap. *[The teacher places the third picture in sequence beneath the other two.]* **Lollipops.**
532.	Ethan:	They, they, they might have just threw it away.
533.	Teacher:	B'fhéidir é. I think gur thógadar é. **Perhaps so. I think they took it.**

TU 47: Sequencing Pictures, Discussing Picture, & Revising Story Content

		Anois, an chéad píosa eile, pictiúr a ceathair, Liam. *[Liam slides picture number four under the third picture.]* Bhfuil an ceart aige? **Now, the next piece, picture number four, Liam. Is he correct?**
534.	?	Tá. *[I can't identify which child speaks here.]* **(He) is.**
535.	Teacher:	Cé tá istigh sa chiseán? Cad is ainm don buachaill arís? Ó, tá sibh go léir in bhur gcodladh. Éist leis an gceist. Cad is ainm don buachaill atá istigh sa chiseán? **Who's inside in the cage? What's the boy's name again? Oh, you're all asleep. Listen to the question. What's the name of the boy inside in the cage?**
536.	Nancy:	Am, Hansel. *[Nancy is resting her chin on her arms on the desk. Ethan is resting his head on his outstretched arm on the desk.]*
537.	Liam:	Hansel.
538.	Teacher:	Hansel. *[This word overlaps with the previous rejoinder.]* Ana-mhaith. Maith an fear. Hansel. **Hansel. Very good. Good man. Hansel.**

TU 48: Sequencing Pictures, Revising Storyline, & Eliciting Language

Agus an ceann, cén uimhir é sin? A haon, a dó, a trí, uimhir a cúig. Cuir sall uimhir a cúig dom, Ethan. Pictiúr a cúig.
And the, what number is that? One, two, three, number five. Put over number five for me, Ethan. Picture number five.

539.   Ethan: A cúig.
Five.

540.   Teacher: Yeah. Either an ceann sin nó an ceann sin. *[The teacher points to the two remaining pictures.]*
Yeah. Either that one or that one.

541.   Nancy: An ceann sin nó an ceann sin. *[Nancy points to the two remaning pictures.]*
That one or that one.

542.   Teacher: Cén ceann uimhir a cúig? *[Ethan stands up and points to one of the remaining two pictures.]*
Which one is number five?

543.   Ethan: That one.

544.   Teacher: Féach ar an scéal arís.
Look at the story again.

545.   Ethan: A haon, a dó, a trí, a ceathair, a cúig. *[Ethan is standing and counting the pictures.]*
One, two, three, four, five.

546.   Teacher: Cad a, look, tá Hansel istigh sa chiseán. Agus ansan cad a tharlaíonn sa scéal?
What, look, Hansel is inside in the cage. And then what happens in the story?

547.   Ethan: She just pushes them and they... *[undecipherable]*

548.   Teacher: So, an ceann... *[The teacher points to the correct picture to prompt Ethan. Nancy also points to the correct picture.]*
So, the one...

549.   Ethan: Ah...

550.   Teacher: An ceann sin, is it? *[Again the teacher points to the correct picture.]*
That one, is it?

551.   Ethan: Yeah.

552.   Teacher: Okay, so cuir é sin síos. *[Nancy passes the picture to Ethan.]*

Buachaill maith.
Okay, so put that down. Good boy.

553.	Nancy:	Ethan, take it.

554.	Teacher:	Now, cuir ansan é. Buachaill maith. *[Ethan turns the picture over to look at the picture on the reverse side and says something undecipherable.]* Ethan, cas timpeall é. Buachaill maith. *[Ethan places the picture in sequence beneath the other four pictures.]* Ar fheabhas. Now, agus an ceann deireanach, Louise. Tá an ceann sin thíos ar fad. *[Louise places the picture at the end of the sequence.]* **Now, put it there. Good boy. Ethan, turn it over. Good boy. Excellent. Now the last one, Louise. That one is all the way down.**

555.	Nancy:	Did Philip get a go?

556.	Teacher:	Ceapaim gur dhein, yeah. **I think he did, yeah.**

557.	Ethan:	That's how a cú', a cúig. *[This rejoinder overlaps with the previous rejoinder.]* **That's how fi', five.**

558.	Teacher:	Sin uimhir a... *[The teacher pauses to invite Ethan to complete the sentence.]* **That's number...**

559.	Ethan:	Cúig. **Five.**

560.	Teacher:	Sé. Aon, dó, trí, ceathair, cúig. *[The teacher points to each picture in turn as she counts. Ethan is holding one of the pictures.]* **Six. One, two, three, four, five.**

561.	Nancy:	Sé. **Six.**

562.	Teacher:	Sé. **Six.**

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TU 49: Explaining and Organising Picture Sequencing Activity & Displaying Knowledge of Irish Numbers

Anois, d'you know cad atá agam daoibh?
Now, d'you know what I have for you?

563.	Ethan:	Oh, am, we might count the cards under them and they might... *[undecipherable]*

564.	Teacher:	Sin scéal eile. Ana-mhaith. D'you know cad atá agam daoibh? Tá an rud céanna, na pictiúirí céanna agam anseo, agus, ach an uair seo caithfidh tú iad a chur in ord tú féin, okay? So, tá siad ar nós stickers beaga. *[As she speaks the teacher stands and gets the materials and returns to her seat.]* **That's another story. Very good. D'you know what I have for you? I have the same thing, the same pictures here with me, and, but this time you have to put them in order yourself, okay? So they're like little stickers.**

565.	Ethan:	Are we going playing the game? *[This rejoinder overlaps with the previous rejoinder.]*

566.	Teacher:	Caithfidh tú an rud céanna a dhéanamh. Tosnaigh le uimhir a haon anseo. **You have to do the same thing. Begin with number one here.**

567.	Ethan:	Uimhir a dó, uimhir a trí. **Number two, number three.**

568.	Teacher:	And then uimhir a trí agus cuir iad in ord. *[This rejoinder overlaps with the previous rejoinder.]* **And then number three and put them in sequence.**

569.	Ethan:	Uimhir a ceathair, uimhir a cúig. *[This rejoinder overlaps with the previous rejoinder.]* **Number four, number five.**

570.	Teacher:	An mbeidh sibh in ann é a dhéanamh? **Will you be able to do it?**

571.	Nancy:	Tá. **[Yes.]** Will I give them out? *[Nancy stands as she speaks.]*

572.	Teacher:	Abair, an mbeimid, an mbeidh sibh in ann é a dhéanamh? *[This rejoinder overlaps with the previous rejoinder.]* **Say, will we, will you be able to do it?**

573.	Choral Response:	Tá. **Yes.**

574.	Teacher:	Beimid. Okay. **We will. Okay.**

575.	Nancy:	Will I give them out? *[This rejoinder overlaps with the previous rejoinder.]*

576.	Teacher:	Ceann duitse. *[The teacher gives a plastic bag with miniature pictures of the story to Nancy.]* Ceann duitse. *[The teacher gives a bag to Louise.]* Ceann duitse. *[The teacher gives a bag to Philip.]* Ceann duitse. *[The teacher gives a bag to Liam.]* Agus ceann duitse. *[The teacher gives a bag to Ethan.]* **One for you. One for you. One for you. One for you. And one for you.**
577.	Nancy:	Will we take them out? Will we take them out? *[This rejoinder overlaps with the previous rejoinder.]*
578.	Teacher:	Yeah. Is féidir libh iad a thógaint amach agus cuir iad in ord agus baileoidh mise iad seo. *[The teacher collects the A4 pictures of the story.]* **Yeah. You can take them out and put them in sequence and I'll collect these.**

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TU 50: Organising and Beginning Picture Sequencing Activity

579.	Liam:	How do you take them out? *[This rejoinder overlaps with the previous rejoinder.]*
580.	Philip:	You open it.
581.	Ethan:	You open it on this side.
582.	Teacher:	An bhfuil, bhfuil sibh in ann é a oscailt? **Are, are you able to open it?**
583.	Nancy:	Tá. **(We) are.**
584.	Ethan:	I opened it.
585.	Teacher:	Bhfuil cabhair ó aon duine? *[This question overlaps with the previous rejoinder.]* Okay. Cuir iad amach ar an mbord so. Now, ná, ná measc iad le do chara. So, coimeád iad siar ó do chara. **Does anyone want help? Okay. Put them out on the table so. Now, don't, don't mix them with your friend. So, keep them away from your friend.**
586.	Philip:	I opened it.
587.	Liam:	I opened it.
588.	Nancy:	Where's uimhir a haon? Here, uimhir a haon, uimhir a haon. *[Ethan is singing.]* **Where's number one? Here, number one, number one.**

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589.	Teacher:	Ethan, bhfuil tu okay? Now, Philip, bí cúramach. Ná cuir iad in aice le do chara. **Ethan, are you okay? Now, Philip, be careful. Don't put them beside your friend.**
590.	Nancy:	Here, here. *[This rejoinder overlaps with the previous rejoinder.]* *[Nancy places the first picture on the desk.]*
591.	Teacher:	Ó, féach ar na pictiúirí seo. Tá siad go hálainn, nach bhfuil? **Oh, look at these pictures. They're lovely, aren't they?**
592.	Nancy:	Who made them?
593.	Teacher:	Ó, dhein Seán iad. Dhein sé jab álainn. *[Nancy smiles and nods her head to indicate yes.]* Bhí sé ag déanamh na pictiúirí an oíche ar fad. **Oh, Seán made them. He did a lovely job. He was making the pictures all night long.**
594.	Philip:	First one.
595.	Teacher:	Nó, an dóigh leat gur dhein sé photocopying orthu? **Or, do you think he photocopied them?**
596.	Nancy:	Oíche. *[The teacher laughs.]* **Night.**
597.	Philip:	Second.
598.	Ethan:	An oíche. **The night.**

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TU 51: Sequencing Pictures & Eliciting Language

599.	Teacher:	Now, bhfuil cabhair ó aon duine? So, Liam, tosnaigh le uimhir a haon. **Now, does anyone need help? So, Liam, begin with number one.**
600.	Nancy:	He did a good job.
601.	Philip:	I, I, I... *[undecipherable]* ...look, in fact... *[undecipherable]*
602.	Teacher:	Philip... *[undecipherable]* Now, ná measc iad le cinn Liam. **Philip... Now, don't mix them with Liam's ones.**
603.	?	Done. *[I can't identify which child speaks here.]*

604.	Teacher:	Now, bhfuil tú cinnte? **Now, are you sure?**
605.	?	Yeah. *[I can't identify which child speaks here.]*
606.	Teacher:	Okay. *[All children are working quietly and individually on the task.]*
607.	Philip:	I'm done.
608.	Teacher:	Abair, "Tá mé... *[The teacher pauses to invite the children to complete the sentence.]*
609.	Nancy:	Tá mé déanta. *[Nancy raises her hand as she speaks.]* **I'm done.**
610.	Philip:	Tá mé críochnaithe. *[Philip mispronounces the last word.]* **I'm finished.**

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TU 52: Interruption by Researcher

[The researcher goes to stand up with the camera and stumbles almost falling to the floor. The children start laughing.]

611.	Researcher:	Úúú! D'imigh mo chosa uaim. *[Undecipherable] [The researcher and the children are laughing.]* Ní féidir liom éirí. **Oooh! My legs went from under me. I can't get up.**
612.	Teacher:	Seán bocht. Seán Bocht. **Poor Seán. Poor Seán.**
613.	Researcher:	Oh my God. Tá mo chos imithe a chodladh. **Oh my God. My leg is gone to sleep.**
614.	Teacher:	Tá a chos imithe a chodladh air. Nach bhfuil an t-ádh linn go bhfuilimidne ina suí síos. **His leg is gone to sleep on him. Aren't we lucky we're sitting down?**
615.	Researcher:	Now.
616.	Teacher:	Ar mhaith leat suíochán ar feadh tamaill. *[Both the teacher and the researcher are laughing.]* Suigh anseo ar feadh soicind. *[The teacher offers her chair to the researcher.]* **Would you like a seat for a while? Sit here for a second.**
617.	Researcher:	No, níl faic ólta agam. **No, I haven't been drinking.**

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618.	Teacher:	Bhfuil tú, yeah, n'fheadar cá rabhais roimis seo. *[The teacher and the researcher are still laughing.]* **Are you, yeah, I wonder where you were before now.**
619.	Ethan:	You can, you can, you can, you can sit on this chair if you want. *[This rejoinder overlaps with the previous rejoinder.]*

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TU 53: Monitoring Picture Sequencing Activity & Discussing Pictures

620.	Teacher:	Now, fan go gcífidh mé an bhfuil siad i gceart. Uimhir a haon. Abair liom, okay, i', inis an scéal dom. Cad tá ag tarlú sa chéad phictiúr, Nancy? **Now, wait till I see are they correct. Number one. Tell me, okay, t', tell me the story. What's happening in the first picture, Nancy?**
621.	Nancy:	Am...
622.	Teacher:	Cé tá sa phictiúr? Abair linn. **Who's in the picture? Tell us.**
623.	Nancy:	Hansel agus Gretel. **Hansel and Gretel.**
624.	Teacher:	Agus cad tá siad ag déanamh? **And what are they doing?**
625.	Nancy:	Tá siad ag siúl. Agus tá mamaí agus daidí taobh thiar di. **They're walking. And Mammy and Daddy are behind her.**
626.	Teacher:	Ana-mhaith. **Very good.**

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TU 54: Monitoring Picture Sequencing Activity & Discussing Pictures

		Louise, abair liom cad atá ag tarlú i bpictiúr a dó. Now, Ethan, taispeáin, bhfuil siad seo i gceart agat? Cas timpeall iad an slí eile mar sin. **Louise, tell me what's happening in the second picture. Now, Ethan, show, have you got these correct? Turn them around the other way like that.**
627.	?	Then they walk into the house. *[I can't identify which child speaks here.]*
628.	Teacher:	Tá siad ag... *[The teacher pauses to invite the children to complete the sentence.]*

They are...

| 629. | Louise: | They then walk into a house. |
| 630. | Teacher: | Tá siad ag siúl go dtí an tigh. Go hiontach.
 They're walking to the house. Wonderful. |

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TU 55: Monitoring Picture Sequencing Activity, Discussing Pictures, Eliciting Language, & Comment by Researcher

Philip, abair liom cad atá ag tarlú i bpictiúr a trí.
Philip, tell me what's happening in picture number three.

631.	Philip:	Ah, the witch is there and she's... *[undecipherable]* ...lollipops.
632.	Teacher:	Ana-mhaith! Agus cad atá sí ag rá leo? **Very good! And what is she saying to them?**
633.	Nancy:	Tar isteach. **Come in.**
634.	Teacher:	Tar isteach. Ó... *[undecipherable]* **Come in. Oh...**
635.	Nancy:	Tar isteach. Tar isteach. *[This rejoinder overlaps with the previous rejoinder.]* **Come in. Come in.**
636.	Researcher:	Tá siad ana-mhaith, nach bhfuil? *[This rejoinder overlaps with the previous rejoinder.]* **They're very good, aren't they?**
637.	Teacher:	Agus cad atá istigh sa lámh aici? **And what has she got in the hand?**
638.	?	Tar isteach. Tar isteach. *[I can't identify which child speaks here.] [Nancy is smiling and gesturing to the camera.]*
639.	Teacher:	Cad atá sa lámh aici, ag an gcailleach, *[pause]* Philip? Féach sa phictiúr, cad atá istigh sa lámh? **What has she got in the hand, the witch, Philip? Look in the picture, what's in the hand?**
640.	Philip:	Lollipops.
641.	Teacher:	Lollipops. Ar fheabhas. Okay. **Lollipops. Excellent. Okay.**

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TU 56: Monitoring Picture Sequencing Activity & Discussing Pictures

		Pictiúr a ceathair, Liam. Abair liom cad atá ag tarlú i bpictiúr a ceathair. **Picture number four, Liam. Tell me what's happening in picture number four.**
642.	Liam:	She's just sitting there and he's not even crying... *[undecipherable]*
643.	Teacher:	Níl siad ag gol. Agus cad atá Hansel ag déanamh? *[This rejoinder overlaps with the previous rejoinder.]* **They're not crying. And what is Hansel doing?**
644.	Liam:	Mmm.
645.	Teacher:	Ó, tá sé, cá bhfuil sé? **Oh, he's, where is he?**
646.	Liam:	Cage.
647.	Teacher:	Istigh sa chiseán. Ana-mhaith. Tá sé istigh sa chiseán. Now, Ethan, pictiúr a cúig. Taispeáin dom pictiúr a cúig. Okay, hang on, no, it's an ceann, a haon, dó, trí, ceathair, an ceann seo. Cad atá ag tarlú ansan? **Inside in the cage. Very good. He's in the cage. Now, Ethan, picture number five. Show me picture number five. Okay, hang on, no, it's the one, one, two, three, four, this one. What's happening there?**
648.	Ethan:	Ah, she, she wa', she was, she was pulling the, she was pulling the oven, she was, she was just opening the oven, and then looking, she just pushed. *[Nancy is waving at the camera. Ethan is standing and the teacher is standing beside him. As he speaks Ethan acts out the scene.]*
649.	Teacher:	Okay. Now buachaill maith. Suigh arís. *[This rejoinder interrupts the previous speaker.]* **Okay. Now good boy. Sit again.**

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TU 57: Revising Story Events, Eliciting Language, & Discussing Pictures

		Now, cad a, cad a dúirt an chailleach nuair a thit sí isteach sa tine? **Now, what, what did the witch say when she fell into the fire?**
650.	Ethan:	Ah, she, maybe she said, "Help me! Help me! ... *[undecipherable]*

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651.	Teacher:	Ah, cabhraigh, cabhraigh liom. *[This rejoinder overlaps with the previous rejoinder.]* **Ah, help, help me.**
652.	Ethan:	But then they would, but then, but then they said, "You, you wouldn't so no". And then they, and then they just left her.
653.	Teacher:	Okay. An ndúirt sí, an ndúirt sí é seo, "Ó, tá sé fuar anseo istigh." **Okay. Did she say, did she say this, "Oh, it's cold in here."**
654.	Nancy:	No, te. **No, hot.**
655.	Teacher:	No, dúirt sí, "Tá sé... *[The teacher pauses to invite the children to complete the sentence.]* **No, she said, "It's...**
656.	Nancy:	Te. **Hot.**
657.	Teacher:	Te. **Hot.**
658.	Ethan:	Tá sé really, really te. **It's really, really hot.**
659.	Nancy:	Cos, tá, cos tá oráiste agus buí agus tá sé an-, an-, an-te. *[This rejoinder overlaps with the previous rejoinder.] [As she speaks Nancy holds up one of the pictures for all to see.]* **Cos, there's, cos there's orange and yellow and it's very, very, very hot.**
660.	Teacher:	Tá sé ana- ana-the. Ar fheabhas. Ó ar fheabhas, fheabhas. Agus an pictiúr deireanach. **It's very, very hot. Excellent. Oh, excellent, excellent. And the last picture.**
661.	Ethan:	Agus oráiste agus buí... *[undecipherable]* **And orange and yellow...**
662.	Nancy:	Mmm, tá siad ag ithe cáca agus... *[This rejoinder overlaps with the previous rejoinder.] [As she speaks Nancy holds up a picture.]* **Mmm, they're eating cake and...**
663.	Ethan:	Agus dearg, agus dearg **[And red, and red]** so she'll burn into pieces and then other, and then she'll just melt.

664.	Teacher:	Okay. *[This word overlaps with the previous rejoinder.]* Ana-mhaith. Anois an pictiúr deireanach. Fan go gcífidh mé. **Okay. Very good. Now the last picture. Wait till I see.**
665.	Ethan:	And then all you can see is dust. *[This rejoinder interrupts the previous speaker.]*
666.	Teacher:	Okay, méar draíochta now ar feadh soicind. **Okay, magic finger now for a second.**

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TU 58: Discussing Picture

Nancy, abair linn cad atá ag tarlú sa phictiúr deireanach.
Nancy, tell us what's happening in the last picture.

667.	Nancy:	Am... *[Nancy stands and is holding a picture in the palm of her hand.]*
668.	Teacher:	Gach duine ag éisteacht anois le Nancy. **Everybody listening now to Nancy.**
669.	Nancy:	Tá siad ag suigh síos *[incorrect grammar]* agus tá cáca mór ar an mbord. Tá dhá deoch ar an mbord agus tá milseáin ar an mbord. Agus... **They are sit down and there's a large cake on the table. There are two drinks on the table and there are sweets on the table. And...**
670.	Teacher:	Ó, cén saghas milseán? *[This rejoinder overlaps with the previous rejoinder.]* **Oh, what kind of sweets?**
671.	Nancy:	Am, lalipap agus... *[pause]* **Am a lollipop and...**
672.	Teacher:	Aon rud eile? Bhfuil lalipap ag, bhfuil lalipap ag Hansel leis? **Anything else? Has ... a lollipop, has Hansel got a lollipop as well?**
673.	Nancy:	Níl. **(He) hasn't.**
674.	Teacher:	Níl. Bhfuil candy stick aige, is it? **(He) hasn't. Has he got a candy stick, is it?**
675.	Nancy:	Tá. **(He) has.**
676.	Teacher:	Ó, nach bhfuil siad san go hálainn?

Oh, aren't they lovely?

677.	Nancy:	Agus tá cáca mór ar an mbord agus tá siad, agus tá siad ag fáil mór, mór, mór. *[As she speaks Nancy is standing and gesturing to convey meaning.]* **And there's a big cake on the table and they're, and they're getting big, big, big.**
678.	Teacher:	Ó, so cad atá siad ag déanamh? Tá siad ag... *[The teacher pauses to invite Nancy to complete the sentence.]* **Oh, so what are they doing? They're...**
679.	Nancy:	Ithe, ithe, ithe, ithe agus tá siad ag, tá siad ag fáil mór, mór, agus mór. *[Some other children repeat the word 'ithe' but I can't identify who is speaking.] [Nancy returns to her seat.]* **Eating, eating, eating, eating and they're, they're getting big, big, and big.**
680.	Teacher:	Ana-mhaith. Anois... **Very good. Now...**

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TU 59: Interruption by Researcher, Evaluative Questioning

681.	Researcher:	Bhfuil cead agamsa... *[This rejoinder overlaps with the previous rejoinder.]* **May I...**
682.	Teacher:	Ar thaitin an scéal sin libh? *[This rejoinder overlaps with the previous rejoinder.]* **Did you enjoy that story?**
683.	Nancy:	Tá. **Yes.**
684.	Teacher:	Now, bígí ag éisteacht le Seán. **Now, listen to Seán.**
685.	Researcher:	Ar thaitin an scéal sin libh, yeah? **Did you enjoy that story, yeah?**
686.	Teacher:	Féach suas ar Seán agus b'fhéidir go bhfuil ceist aige. **Look up at Seán and maybe he has a question.**
687.	Researcher:	Ceist, ceist eile agam oraibh. **A question, another question for you.**
688.	Ethan:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]*

689.	Researcher:	An gcreideann sibh an scéal sin anois? **Do you believe that story now?**
690.	Teacher:	Listen. Cad a dúirt sé? *[This question overlaps with the previous rejoinder.]* An raibh sibh ag éisteacht leis? **Listen. What did he say? Were you listening to him?**
691.	Researcher:	An gcreideann sibh an scéal sin? Do you believe that story? **Do you believe that story?**
692.	Ethan:	Ah, no.
693.	Nancy:	It's only pretend.
694.	Researcher:	Why is it only pretend? *[Liam is resting his head on his arm on the desk.]*
695.	Ethan:	Because the, it's oh, because it looks like...
696.	Nancy:	Because there's no such thing as it. *[This rejoinder interrupts the previous speaker.]*
697.	Ethan:	Because there, because they looks like all cartoons. *[Ethan is referring to the pictures.]* Because there's all, because it's all fake and all cartoons.
698.	Researcher:	It's all fake. *[This rejoinder overlaps with the previous rejoinder.]* *[Both Ethan and Nancy speak at the same time here but their rejoinders are undecipherable.]*
699.	Nancy:	It looks like the story but it doesn't look like that it was real. *[Ethan rests his head on his arm on the desk.]*
700.	Researcher:	Ana-mhaith. **Very good.**

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TU 60: Inferential Questioning by Researcher

And why do you think somebody wrote that story, an bhfuil fhios agaibh **[do you know]**?

701.	Ethan:	Because...
702.	Nancy:	I think that you wrote it. *[The teacher and some of the children laugh.]*
703.	Ethan:	Be', because I think they like, because I think they're, they

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want to find, find out that witches are real or not re', real. They're trying to find witches in caves or castles.

| 704. | Teacher: | Ó, b'fhéidir. *[This phrase overlaps with the previous rejoinder.]*
Oh, maybe. |

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TU 61: Inferential Questioning by Researcher and Teacher

Now, does anyone think there's a secret message...

705.	Nancy:	Oooh!
706.	Ethan:	And a secret room. You just open the mirror.
707.	Teacher:	Think about it for a second. *[This sentence overlaps with the rejoinder.]* Close your eyes. Think about it. Is there any secret message there?
708.	Nancy:	Yes, I know, I know.
709.	Teacher:	That could tell boys and girls.
710.	Nancy:	Oh! *[Nancy raises her hand to volunteer an answer.]*
711.	Teacher:	Any secret little message?
712.	Nancy:	Oh, I think I know. *[Nancy still has her hand raised.]*
713.	Teacher:	Okay, Nancy, what, cad a cheapann tú **[what do you think]**?
714.	Nancy:	Am, don't ever eat sweets that kinda look to you that are poisoned. And...
715.	Teacher:	Ana-mhaith. *[This rejoinder overlaps with the previous rejoinder.]* **Very good.**
716.	Researcher:	Ana-mhaith. **Very good.**
717.	Nancy:	Don't ever talk to strangers.
718.	Teacher:	Louise, bhfuil tú ag éisteacht? *[This question overlaps with the previous rejoinder.]* Ó féach air sin. Ar chuala sibh...? **Louise, are you listening? Oh look at that. Did you hear...?**
719.	Researcher:	Why not? *[This rejoinder overlaps with the previous rejoinder.]*

720.	Nancy:	Because *[pause]* mmm *[pause]* they can talk you away.

721.	Ethan:	And they might go on their broomstick and they might fly into a dungeon and they might trap you and then they might just...

722.	Nancy:	Yeah, but there's no such thing as witches. *[This sentence is directed at Ethan.]*

723.	Ethan:	And, and they might stab you and they might just cook you then.

724.	Nancy:	Yeah, but there's no such thing as witches. *[This sentence is directed at Ethan.]*

725.	Teacher:	Oh! *[This rejoinder overlaps with the previous rejoinder.]*

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TU 62: Inferential Questioning by Researcher and Teacher

726.	Researcher:	Cad mar gheall ar tigh déanta as milseáin? An bhfaca éinne anseo tigh déanta as milseáin riamh? *[Ethan places his head on his arms on the desk.]* **What about a house made from sweets? Did anybody here ever see a house made from sweets?**

727.	Liam:	No, no, no.

728.	Nancy:	No, no, no, no. *[Nancy shakes her head as she speaks.]*

729.	Researcher:	Bhfuil a leithéid ann? **Does such a thing exist?**

730.	Teacher:	Suigh suas anois. *[This rejoinder overlaps with the previous rejoinder.]* *[This rejoinder is directed at Ethan who sits up as requested.]* **Sit up now.**

731.	Liam:	Yeah, yeah!

732.	Philip:	Yeah, yeah! *[Both Philip and Liam laugh.]*

733.	Liam:	Yeah, yeah!

734.	Researcher:	B'fhéidir go bhfuil mar... **Perhaps there is because...**

735.	Teacher:	Lámha suas na daoine a gceapann go bhfuil tigh ann déanta as milseáin. *[Louise, Liam and Philip raise their hands.]* *[Ethan is resting his head on his arms on the desk again.]*

		Hands up the people who think that a house made from sweets exists.
736.	Philip:	Yeah! *[Both Philip and Liam are laughing indicating perhaps that they are joking.]*
737.	Teacher:	Cén áit an dóigh libh? **Where do you think?**
738.	Nancy:	Oh, I know, I know. *[Nancy jumps up out of her seat.]* Maybe in the forest or maybe *[pause]* near your house.

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TU 63: Making Intercontextual Connection

739.	Teacher:	Now an cuimhin libh an lá gur chuamar go dtí an coláiste, an áit go raibh mamaí Áine ag obair? **Now do you remember the day we went to the college, the place where Áine's mammy was working?**
740.	Nancy:	Tá. **Yes.**
741.	Teacher:	Agus an cuimhin libh nuair a bhíomar ag féachaint ar na pictiúirí? **And do you remember when we were looking at the pictures?**
742.	Nancy:	Tá. **Yes.**
743.	Teacher:	An cuimhin libh go raibh bia ar cheann, i gceann de na pictiúirí? **Do you remember there was food on one, in one of the pictures?**
744.	Nancy:	Tá. **Yes.**
745.	Teacher:	D'you remember, bhí peanut butter agus im agus rudaí deasa agus glasraí agus gach rud? Ach cad a bhí mícheart leo? Cad a bhí mícheart leo? **D'you remember, there was peanut butter and butter and nice things and vegetables and everything? But what was wrong with them? What was wrong with them?**
746.	Nancy:	Ní raibh siad trimmed. **They weren't trimmed.**
747.	Teacher:	An raibh tú in ann iad a ithe?

		Were you able to eat them?
748.	Nancy:	Níl. **No.**
749.	Teacher:	Cén fáth? **Why not?**
750.	Nancy:	Because they weren't really food. *[Nancy stands up and gestures as she speaks.]* They were only made of pictures. They were only drawed.
751.	Teacher:	Well d'you know what? They were real but cén fáth nach raibh tú in ann é a ithe? **Well d'you know what? They were real but why weren't you able to eat it?**
752.	Nancy:	Because... *[Nancy sits down again.]*
753.	Teacher:	Louise, cén fáth? Bhfuil fhios agatsa? Remember dúirt mamaí Maeve, "Ná cuir do lámh ar na pictiúirí sin because... *[undecipherable] [The teacher is whispering. She is also gesturing with her hands and fingers to convey meaning.]* Because bhí an bia ann le tamall fada. An cuimhin libh é sin? **Louise, why not? Do you know? Remember Maeve's mammy said, "Don't touch those pictures because... Because the food had been there for a long time. Do you remember that?**
754.	Nancy:	Agus... *[This word overlaps with the previous rejoinder.]* Agus, am, raghaidh an... *[undecipherable]* **And... And, am, the ... will...**
755.	Teacher:	Ó yeah! *[Undecipherable]* ...pictiúirí eile. Ana-mhaith. **Oh yeah! ...other pictures. Very good.**
756.	Ethan:	But, but, but... *[undecipherable] [This phrase overlaps with the previous rejoinder.]* But she might have kept it in her fridge.

[There appears to be an interruption on the tape here.]

757.	Nancy:	*[Undecipherable]*
758.	Teacher:	Agus dá mbeadh an ghrian sin amuigh cad a tharlódh? **And if that sun was up what would happen?**
759.	Ethan:	Maybe she had, maybe... *[This rejoinder overlaps with the previous rejoinder.]*
760.	Nancy:	I would never touch it because it wouldn't be good, or it

wouldn't be good for your bones or your teeth or...

761.	Teacher:	Bhfuilimid ag éisteacht? *[This question overlaps with the previous rejoinder.]* Ó, céard a tharlódh dos na fiacla? **Are we listening? Oh, what would happen to the teeth?**
762.	Nancy:	Thit sé amach. **It fell out.**
763.	Teacher:	B'fhéidir go dtitfeadh siad amach. But éist leis an gceist seo. **They might fall out. But listen to this question.**
764.	Researcher:	Ó, so níl cead agam milseáin a thabhairt dóibh so. **Oh, so I'm not allowed to give them sweets so.**
765.	Teacher:	Ó no! Ní féidir mar cad a tharlódh dos na fiacla? **Oh no! (You) can't because what would happen to the teeth?**
766.	Ethan:	But, but some might be minty. But you're allowed eat chewing gums cos, am, because they won't break because they're not hard.

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The tape concludes at 1.28.29

Duration: 47 minutes 25 seconds

Appendix7: Transcript A.2
Story: Lazy Ozzie
School A
Class A1 (Junior Infants)
Date: 9/06/2005

Teacher: Anna

Children: Ethan, Liam, Philip, Louise, Marion
Absent: Nancy

The tape begins at 0.04

<u>**Pre-Reading**</u>

<u>**TU 1: Discussing Pictures, Text-to-self Connection, & Displaying World Knowledge**</u>

1. Teacher: Okay. I've a lovely book here and I'm going to tell you the story. Okay. Now, can anyone tell me what they see in the picture?
[The children seem a little diffident in front of the camera. Liam is making faces.]

2. Ethan: I can, I can see...

3. Teacher: Hands up, hands up, oh! *[This rejoinder overlaps with the previous rejoinder.]* Okay, Ethan, what can you see?

4. Ethan: A little chick with wheat in his mouth.

5. Teacher: Oh, is that a bit of wheat, in his beak, is it?

6. Ethan: Mm. *[Ethan nods his head to indicate yes.]*

7. Teacher: And what do you think he's doing with the wheat?

8. Ethan: He's eating it.

9. Teacher: Oh!

10. Ethan: Cos he likes to eat wheat. *[This rejoinder overlaps with the previous rejoinder.]*

11. Teacher: Do you think he likes that?

12. Ethan: Yah, well, I like wheat as well because it's made in weetabix.

13. Teacher: Oh, so you get wheat in weetabix.

14. Ethan: Mm. *[Ethan indicates that he agrees with the teacher. Philip is waving and making faces at the camera.]*

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15. Teacher: And in anything else?

16. Ethan: From, from farmers. He, he, he, he, he kind, he puts it, he sends it into a factory, then they <u>make</u> it. *[Ethan emphasises the word 'make'.]*

17. Teacher: Oh, okay.

18. Ethan: And then they just, and then they put it into little boxes and then... *[This rejoinder overlaps with the previous rejoinder.]*

19. Teacher: And then they make... *[This rejoinder overlaps with the previous rejoinder.]*

20. Ethan: And then it, and then they put it in, into a machine and then all the boxes and then...

21. Teacher: They make the shredded wheat, don't they? *[This rejoinder interrupts the previous speaker.]*

22. Ethan: And then, and then all the men go lift the boxes and put it into the truck. *[This rejoinder overlaps with the previous rejoinder.]* And when all, and when the truck is full they press the button. They stop.

23. Teacher: And they bring it to the *[pause]* shop, don't they? *[This rejoinder interrupts the previous speaker.]*

24. Ethan: Shop.

25. Teacher: And that's where you get it. Very good. Now.

26. Ethan: They bring it to every shop. *[This rejoinder overlaps with the previous speaker.]*

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TU 2: Discussing Picture & Inferential Questioning

27. Teacher: Okay, I've another question. Can anyone tell me where do you think the little chicken is? Can anyone? Have a look at the picture. Where do you think he is? *[Louise raises her hand to volunteer an answer.]*

28. Liam: I, I think... *[This rejoinder overlaps with the previous rejoinder.]*

29. Ethan: In a cave. *[This rejoinder overlaps with the previous rejoinder.]*

30. Teacher: Oh, we've to put up our hands now because we can't all be shouting at the same time. *[Both Liam and Marion raise their hands to volunteer an answer.]* Okay, Marion, where do you think the little chicken is?

31. Marion: In a cave.

32. Teacher: He's in a cave. Why do you think he's in a cave? *[The teacher pauses awaiting a response from the children.]* What tells you that he might be in a little cave?

33. Ethan: Because he wants to keep warm.

34. Teacher: Oh, hang on. *[This rejoinder overlaps with the previous rejoinder.]* Give Marion a chance.

35. Marion: Because he wants to keep warm. *[This rejoinder is spoken very quietly.]*

36. Teacher: Okay, Louise, very good, where do you think he might be? *[Louise has her eyes covered with her hands.]*

37. Louise: Cave.

38. Teacher: In a cave as well.

39. Liam: He might be in his little own home.

40. Teacher: In his little home. And where might he live? What kind of place might he live?

41. Liam: Oh, oh, farm. *[This rejoinder overlaps with the previous rejoinder.]*

42. Teacher: Oh, on a farm. Hands up the people who think he might live on a farm. *[Louise and Marion raise their hands.]*

43. Ethan: And he might go to the cave and go, and go to his own house what's in the cave.

44. Teacher: Okay. Very good.

45. Philip: I think he's at his own house. *[This rejoinder overlaps with the previous rejoinder.]*

46. Teacher: Where do you think he's, Philip?

47. Philip: At his own house. *[This rejoinder overlaps with the previous rejoinder.]*

48. Teacher: At his own house.

TU 3: Discussing Title, Discussing Picture, & Inferential Questioning

Now, will I tell you the name of the story, will I?

49. Philip: Yeah. *[Philip says this in a whisper and nods his head.]*

50. Teacher: The name of the story is Lazy Ozzie.

51. Philip: Lazy Ozzie. *[Both Ethan and Philip smile.]*

52. Teacher: Lazy Ozzie. Is that a good name?

53. Choral Response: Yeah.

54. Teacher: So what do you think the little chicken's name is?

55. Ethan: Lazy Ozzie.

56. Teacher: Oh, Lazy Ozzie. And does he look lazy?

57. Ethan: Cos his name is Ozzie and he's really lazy. *[This rejoinder overlaps with the previous rejoinder.]*

58. Teacher: Now, Liam, why do you think he looks lazy?

59. Liam: Because he's fat and he eats sweets all day.

60. Teacher: He's eating the wheat and sitting down.

61. Liam: *[Undecipherable]*

62. Teacher: He's just like this. Look *[Undecipherable]* Oh, lazy, lazy. He won't do any work. *[The children make faces imitating the teacher and the picture on the cover of the book.]* Now, can we look up at the picture again.

63. Ethan: And his house might be wrecked.

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TU 4: Monitoring Bibliographic Knowledge & Making Intercontextual Reference

64. Teacher: Okay. Very good. Now, can anybody remember what's the name of the person who writes a book?

65. Liam: The illustrator.

66. Teacher: The illustrator. No. The illustrator is somebody who does, he does another job. What does the illustrator do?

67. Ethan: Makes the picture.

68. Teacher: Buachaill <u>maith</u> **[Good boy]**. *[The teacher emphasises the word 'maith' (**good**).]* So the illustrator draws the pictures. And will I tell you the name of the illustrator?

69. Ethan: Oh, it's on a farm. I can see.

70. Teacher: The name of the illustrator is Gwyneth Williamson. Can we say that? Gwyneth, say Gwyneth.

71. Choral Response: Gwyneth.

72. Teacher: Gwyneth and Williamson. Williamson. So that's the name of the lady.

73. Ethan: Gwyneth Williamson. *[This rejoinder interrupts the previous speaker.]*

74. Teacher: Very good. So that's the lady who drew the pictures. And what's the name of the person who writes the story, then? Will I give you a clue?

75. Ethan: Yeah.

76. Teacher: It kind of sounds like 'aw'.

77. Liam: Author.

78. Teacher: Author. Buachaill maith, **[Good boy]** Liam. So the author. And the name of the author is Michael Coleman.

79. Ethan: Michael.

80. Teacher: So will we say Michael Coleman?

81. Choral Response: Michael Coleman.

82. Ethan: And Mi, Michael Coleman, Michael Jackson.

83. Teacher: Okay. It kind of sounds the same, the same, Michael. Okay. But his name is Michael Coleman.

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TU 5: Predicting Story Content

84. Teacher: Now, before I open the story to read can anyone guess what might happen to Ozzie in the story?

85. Ethan: He might, he might...

86. Teacher: Hands up now, and I'll ask you. *[This rejoinder overlaps with the previous rejoinder.]* What might happen? What do you think is going to happen to Lazy Ozzie? Am, okay, Ethan. *[Ethan is the only child with his hand raised to volunteer an answer.]*

87. Ethan: Ah, he's going to get, he, a cat comes into his house. And, and, he

squeezes in and then...

88. Teacher: Oh, into the house. *[This rejoinder overlaps with the previous rejoinder.]*

89. Ethan: Then, and then he, and then and then he's just doing something. And then he grabs him with his paw and then every time Oz, Oz, and then every time he tries to eat him and eat him.

90. Teacher: Oh, no, and will poor Ozzie, will the cat catch poor Ozzie, do you think?

91. Ethan: No. I think, I think he'll, he'll, I think the farmer will come out and see the cat and, and he'll see the little chicken.

92. Teacher: Oh, and he might come and...

93. Ethan: And, and...

94. Teacher: Save him, is it? *[This rejoinder overlaps with the previous rejoinder.]*

95. Ethan: And if he keeps on doing that and the farmer keeps coming out, and if he keeps on doing that... *[This rejoinder overlaps with the previous rejoinder.]*

96. Teacher: Ahem.

97. Ethan: Then, then they might send him to a, to a vet.

98. Teacher: Oh, excellent. Now, could anyone else try and think what might happen to Ozzie?

99. Liam: I've no idea.

100.   Teacher: Take a guess.

101.   Louise: I've no idea.

102.   Teacher: Make it up. Has Marion got any idea what might happen to Lazy Ozzie?
        [Ethan has his hand raised to volunteer an answer.]

103.   Ethan: I do.

104.   Teacher: Hang on. Give Marion a chance now cause you told us your story. Okay, Ethan. Marion, do you have any idea? Anything that comes into your head. *[Pause] [Philip whispers something to Liam here but it's undecipherable.]*
        No. What about Philip?

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| 105. | Philip: | I've no idea. |

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TU 6: Gaining Attention, Discussing Pictures, Eliciting Language (Numbers), & Making Inference

106.	Teacher:	You've no idea. Okay. Well, I'll read you the story and we'll find out. Would you like that?
107.	Choral Response:	Yeah.
108.	Teacher:	To hear the story.
109.	Ethan:	Lazy Ozzie.
110.	Teacher:	Okay. *[This rejoinder overlaps with the previous rejoinder.]* We'll open the first page so. Can we all sit in so you'll be able to see the pictures? Lazy Ozzie. *[The teacher and the children pull their chairs closer to the table.]* Here we go. Now, we'll have questions at the end. Okay, Louise. We won't be talking to each other during the story. We're going to listen very carefully. *[The word 'carefully' is whispered.]* Oh, what do you see on the first page?
111.	Ethan:	Cows.
112.	Teacher:	Cows. How many cows are there? Can we count them?
113.	Choral Response:	A haon, a dó, a trí **[One, two, three]**. *[Ethan begins to count in Irish. Another child, whom I can't identify begins to count in English. Then the other children count in Irish with Ethan.]*
114.	Teacher:	Very good, oh.
115.	Choral Response:	A ceathair, a cúig, a sé **[Four, five, six]**. *[This rejoinder overlaps with the previous rejoinder.]*
116.	Teacher:	Excellent.
117.	Liam:	No, one, two.
118.	Teacher:	What else can you see? *[This rejoinder overlaps with the previous rejoinder.]* Marion, what else can you see in the picture?
119.	Ethan:	Oh, I see Lazy Ozzie.
120.	Marion:	I see...

121.	Teacher:	Hang on. Give Marion a chance. Buachaill maith **[Good boy]**. What do you see, Marion?
122.	Marion:	I see little ducks.
123.	Teacher:	Little ducks. *[This rejoinder is whispered.]* How many little ducks are there? Can you count them?
124.	Marion:	One, two, three. *[Marion raises three fingers and she points to the ducks in the picture as she counts.]*
125.	Teacher:	Three, oh. Can anyone spot Lazy Ozzie? *[Another child speaks here but I can't identify who speaks and I can't decipher what they say.]*
126.	Liam:	Me. There. *[Ethan, Liam and Louise point to the picture. Marion has her hand raised to volunteer an answer.]*
127.	Teacher:	Oh, there he is. Can we all see him? Philip, can you see him?
128.	Philip:	Yeah.
129.	Ethan:	And the cows, maybe, and all, and all the people, all, you know, the animals might be friends.

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TU 7: Inferential Questioning & Discussing Pictures

130.	Teacher:	Where is he? What kind of place?
131.	Marion:	In a farm.
132.	Teacher:	In, excellent. He's on the farm. And look, we can see the tractor near the farmhouse. And what's up here in the corner?
133.	Ethan:	Oh, and look, the farmer's doggie.
134.	Teacher:	There's more animals. *[This rejoinder overlaps with the previous rejoinder.]* Oh, I didn't see the dog. Very good, Ethan. What's up here, Louise?
135.	Louise:	*[Undecipherable]*
136.	Teacher:	Can you see them?
137.	Louise:	Pigs.
138.	Teacher:	How many pigs?

139.	Louise:	Three.
140.	Teacher:	Three pigs. Excellent. Okay. *[This rejoinder is whispered.]* We'll start the story. Are we ready?

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TU 8: Aside

141.	Ethan:	We're, we're supposed to speak Gaeilge **[Irish]**. *[This rejoinder overlaps with the previous rejoinder.]*
142.	Teacher:	Gaeilge **[Irish]**.
143.	Ethan:	Yeah.
144.	Teacher:	Oh. *[This rejoinder overlaps with the previous rejoinder.]* The story's in English so we'll speak in English for this story. Okay. Is that okay?
145.	Ethan:	Tá **[Yes]**.
146.	Teacher:	Okay. Buachaill maith **[Good boy]**. Now.

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Reading

TU 9: Story Reading & Monitoring Comprehension

| 147. | Teacher: | *[The teacher begins reading the story with intonation.]* Ozzie was a very lazy owl. *[Text]*

So what, what's an owl? |
|---|---|---|
| 148. | ? | He, he... *[I can't identify which child speaks here.]* |
| 149. | Teacher: | It's a type of something. |
| 150. | Louise: | They come out at night. |
| 151. | Ethan: | They go like ooh, ooh, ooh. *[This rejoinder overlaps with the previous rejoinder. Ethan makes high-pitched sounds to imitate an owl.]* |
| 152. | Teacher: | So it's a type of a... *[The teacher pauses to invite the children to complete the sentence.]* bird. Okay. So he's a lazy owl, a baby owl. Okay. So it's a type of a bird. *[Ethan makes hooting noises to imitate an owl.]* |
| 153. | Marion: | And the... *[Undecipherable] [Ethan is making hooting noises.]* |

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TU 10: Story Reading & Text-to-self Connection

154.   Teacher: Yeah. So we'll carry on now with the story. Okay.

[The teacher resumes reading the story with intonation.]
Ozzie was a very lazy owl.
"It's time you tried to fly, said Mother Owl one day. But Ozzie just said, "Oh, do I have to?"
Ozzie didn't fancy flying one little bit. *[Text]*

155.   Ethan: Oh, if I would a bird I would fancy flying.

156.   Teacher: Would you? Okay. Now, we'll have questions at the end. We'll carry on, will we?

[The teacher continues reading the story with intonation.]
Ozzie didn't fancy flying one little bit. It seemed much, much too hard, all that wing-flapping. He just wanted to sit around all day.
"I'm practising being wise," he said.
[This is slightly different to the text in the book. The sentence in the book is 'It seemed much too much hard work, all that wing-flapping'.]
[While the teacher is reading Philip takes off the top of his tracksuit and places it on the back of his chair.]

TU 11: Monitoring Comprehension, Story Reading, & Discussing Pictures

157.   Teacher: So, what does the word wise mean?

158.   Ethan: He's being...

159.   Marion: I.. *[This rejoinder interrupts the previous speaker.]*

160.   Teacher: Wise, if somebody is very wise.

161.   ?   Lazy. *[I can't identify which child speaks here.]*

162.   Teacher: They're very...

163.   ?   Lazy. *[I can't identify which child speaks here.]*

164.   Teacher: Very, you don't have to be lazy to be wise. Wise means you can be very clever. Okay. *[The last two words are whispered.]* So he wanted to stay around all day and practise being *[Pause]* wise. *[The last word is whispered.]*

[The teacher resumes reading the story with intonation.]

"Well, I want you to fly," said Mother Owl. *[The adverb 'sternly' is in the text but was omitted by the teacher.]* "Now, I'm going off to look for some food. And if you *are* wise, you will be on the ground by the time I come back!" *[The last word is whispered.]*

There she goes. She's flying away. *[These two sentences are whispered.]* She told Lazy Ozzie if you are a wise little owl you'll be able to fly down on to the ground.

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TU 12: Discussing Picture & Making Inference

165.	Ethan:	Teacher, look at this side. A chicken's peeking in. *[This rejoinder overlaps with the previous rejoinder. Ethan points to a picture in the book as he says this.]*
166.	Teacher:	Oh, what's he doing?
167.	Ethan:	He's peeking in at the horse.
168.	Teacher:	At the horse. And d'you think Laz', hands up.
169.	Ethan:	Maybe he's finding his little chicks because look, there's little chicks there. *[Ethan is pointing to a picture in the book.]*
170.	Teacher:	Oh, are there?
171.	Ethan:	Yeah.
172.	Teacher:	Oh, very good.
173.	Philip:	Three. *[This rejoinder overlaps with the previous rejoinder.]*

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TU 13: Inferential Questioning, Predicting Story Events, Text-to-self Connection, & Monitoring Vocabulary Knowledge

174.	Teacher:	Now, hands up who thinks Lazy Ozzie will be able to come down on to the ground. *[Marion, Ethan and Louise raise their hands.]* Okay, Marion, how do you think he'll get down?
175.	Marion:	He'll... *[Undecipherable]*
176.	Ethan:	He'll jump on the hay and then he'll fly. *[This rejoinder interrupts the previous speaker.]*
177.	Teacher:	Hang on. Give Marion a chance. Buachaill maith **[Good boy]**. *[This rejoinder overlaps with the previous rejoinder.]*

178.	Marion:	He'll fly down. *[This rejoinder overlaps with the previous rejoinder.]*
179.	Teacher:	Do you think he'll be, learn how to fly? *[Marion nods her head to indicate yes.]* Oh, okay. Very good. *[These two phrases are whispered.]* Louise, do you think he'll be able to get down on to the ground? *[Louise nods her head to indicate yes.]* How do you think he'll get down?
180.	Louise:	Jump.
181.	Teacher:	Do you think he'll jump, do you? *[This question is whispered.]* Very good. So, Marion thinks he's going to fly. Louise thinks he's going to jump down. What does Philip think?
182.	Philip:	He's going to fall backwards.
183.	Teacher:	Oh no! *[This rejoinder overlaps with the previous rejoinder.]* Oh, I hope that doesn't happen. *[Philip is smiling.]* So Philip thinks he might fall.
184.	Philip:	Backwards.
185.	Teacher:	Backwards. Oh goodness! I hope poor Ozzie won't get hurt. *[Ethan raises his hand and stands up.]* What does Liam think?
186.	Liam:	I would jump on to that piece of hay and then the horse and then slide down the horse's back.
187.	Teacher:	Oh, isn't that a very clever way? Is that what Liam would do if he was Lazy Ozzie?
188.	Liam:	Yeah.
189.	Teacher:	You wouldn't fly. So tell us how you'd do it again. You'd...
190.	Liam:	Jump on to that piece of hay and then I'd slide down the horse's back.
191.	Teacher:	Oh, so slide all the way <u>down</u>. *[The last word is said slowly for emphasis.]* What's this called? What part of the horse is this?
192.	Choral Response:	Tail.
193.	Teacher:	All the way down the tail.
194.	Marion:	The tail. *[This rejoinder overlaps with the previous rejoinder.]*
195.	Teacher:	And then you'd land on the... *[The teacher pauses to invite the children to complete the sentence.]*

196.	Liam:	Ground.
197.	Teacher:	Ethan, tell us what would you do if you were Lazy Ozzie. How would you get down?
198.	Ethan:	Well, well. *[This rejoinder overlaps with the previous rejoinder.]* Well, if there, if there's a big piece of hay then I would jump on the horse's head and jump down on to the ha', hay very carefully.
199.	Teacher:	Very carefully. *[This rejoinder is whispered.]*
200.	Ethan:	Because I don't want to break my head. *[Ethan puts his hand on his forehead as he says this.]*
201.	Teacher:	Okay. You'd have to be careful, wouldn't you? And would anyone here flap their wings? *[Marion raises her hand to indicate she would. She makes a flapping motion with both hands.]*
202.	?	No. *[I can't identify which child speaks here.]*
203.	Teacher:	Anyone try and flap their wings to get down. *[This rejoinder overlaps with the previous rejoinder.]*
204.	Ethan:	I would. I would try. *[This rejoinder overlaps with the previous rejoinder.]* But, if I couldn't try, then I would just hold onto the thing and grab myself up.

TU 14: Story Reading

205.	Teacher:	Okay. That's very clever. Will we read on and see how Lazy Ozzie does it?
206.	Ethan:	That's because I eat carrots and they make me smart.
207.	Teacher:	Oh, do they? Now, will we carry on so and we'll find out what Lazy Ozzie does? Will we?
		[The teacher resumes reading the story with intonation.] Ozzie thought hard. If he was wise, then he should be able to think of a way of getting down to the ground without flying. Suddenly he noticed the horse... *[Text]*
		So suddenly he saw the horse *[This is not part of the text.]*

Who lived in their barn. The horse's head came up almost as high as the beam... *[Text]*

The piece of wood where Ozzie was sitting. *[The teacher deviates slightly from the text.]*

Ozzie had an idea ... *[Text]*

So Ozzie had a very clever idea. *[This rejoinder is whispered.]* Do you see what the clever idea was? Marion, are you ready to hear what the clever idea was? Will we turn the page? *[Marion gestures with her hands.]* Are you ready? *[Marion nods her head to indicate yes.]* Are you sure? Philip, are you ready? *[This is said to get his attention as he appears to be distracted.]*

208.	Philip:	Yeah.

209.	Teacher:	*[Undecipherable] [This rejoinder is whispered.]*

[The teacher resumes reading the story with intonation.]
"Help, help!" cried Ozzie.
"What's the matter with you, then?" said the high horse. *[In the text the first sentence is "Help, help!" he yelled.]*

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TU 15: Predicting Story Content

210.	Teacher:	What do you think he's going to tell the horse? *[This rejoinder is whispered.]*

211.	Ethan:	He's going to whisper that he's trying to fly and he might help him.

212.	Teacher:	Okay. Anybody else have any other idea? What will Ozzie tell the horse?

213.	Liam:	Same as Ethan.

214.	Teacher:	Same as Ethan. How about Marion? *[The teacher pauses waiting for a response.]* What do you think he'll tell the horse? *[Pause]* Do you think he'll tell the horse, "Oh, I'm stuck. I'm stuck. I can't get down." *[Marion nods her head to indicate yes.]*

215.	Marion:	Yeah. *[This rejoinder is whispered.]*

216.	Teacher:	Or will he tell the horse, "I'm very sick. Will you lift me down? Will he tell him that, Louise?

217.	Philip:	I don't think he... *[undecipherable]*

218.	Teacher:	Okay, Philip, you tell us.
219.	Philip:	*[Undecipherable]* ...down.
220.	Teacher:	Just get me down.
221.	Philip:	Bend down. *[This rejoinder overlaps with the previous rejoinder.]*

TU 16: Story Reading, Comparing Storyline to Children's Predictions, & Text-to-self Connection

222.	Teacher:	Will we see what he says? *[Marion claps her hands.]* *[The teacher resumes reading the story with intonation.]* "It's an emergency!" shouted Ozzie, jumping on to the high horse's back. "Take me to the cowshed!" *[Text]* Oh, wasn't that a clever trick? *[Liam nods his head to indicate yes.]* Did anybody think of that?
223.	Liam:	No.
224.	Ethan:	Yeah. *[This rejoinder overlaps with the previous rejoinder.]*
225.	Teacher:	No.
226.	Ethan:	I, I would jump, I would just jump down, flap my wings and see if I could fly and then I would say, "Look behind you. I can fly."

TU 17: Monitoring and Developing Comprehension

227.	Teacher:	Very good. *[This rejoinder is whispered.]* Does anybody know, Philip, can you listen? *[This is said to get Philip's attention as he is tugging at the sleeve of his t-shirt and appears to be distracted.]* Does anybody know what an emergency means? Something that's an emergency. *[Ethan raises his hand to volunteer an answer.]*
228.	Ethan:	Yes. It means something important's happening. *[This rejoinder overlaps with the previous rejoinder.]* And, and something bad, and something really, really bad has happened. *[The teacher removes two rubber wrist bands from Liam who is fiddling with them and places them on the desk in front of her.]*

229.	Teacher:	So an emergency is something that's after happening that you really need to do something about it very, very quickly. So that's why Ozzie said, "Quick, quick, it's an e-mergency. *[The teacher pauses after the first syllable to invite the children to complete the word.]*
230.	Ethan:	*[Undecipherable] [Ethan is looking at a picture in the book as he speaks.]*

TU 18: Story Reading, Predicting Story Content, & Revising Story Content

231.	Teacher:	Will we see if he brings him to the cowshed? Here we go.
		[The teacher resumes reading the story with intonation.] So the high horse took Ozzie to the cowshed. In the cowshed there lived a cow who wasn't quite as high as the high horse. "It's an emergency!" cried Ozzie, jumping on to the not-quite-so-high cow's back. "Take me to the pigsty!"
232.	Teacher and Ethan:	Oh oh! *[Ethan, Liam and Marion are smiling.]*
233.	Teacher:	What's he up to, do you think?
234.	Ethan:	I think he's going to jump on them and then, sh, and then, and then their back is going to go in and then he's just going to bounce up and ff, ff, try and fly. *[Ethan makes 'f' sounds and flapping motions with his hands.]*
235.	Teacher:	So look, who did he jump from first? He jumped on to the... *[The teacher pauses to invite the children to complete the sentence.]*
236.	Children and Teacher:	Horse.
237.	Teacher:	And now he's after jumping on to the... *[The teacher pauses to invite the children to complete the sentence.]*
238.	Choral Response:	Cow.

TU 19: Predicting Storyline

239.	Teacher:	Cow. How will he get off the cow, do you think?
240.	Ethan:	I thinks he's going to jump on to the pig.
241.	Teacher:	Do you think he's going to jump on to the pig?
242.	Ethan:	And then...

243.	Teacher:	Marion. *[This rejoinder overlaps with the previous rejoinder.]*
244.	Ethan:	His back is going to go down. *[This rejoinder overlaps with the previous rejoinder.]* And then jumping in the air and then he's going to...
245.	Teacher:	Okay. *[This rejoinder interrupts the previous speaker.]*
246.	Ethan:	Keep on flapping and say, "I'm just flying now, everybody. Look, look." And then his mamaí **[mummy]** sawed him. *[When speaking Ethan gestures a lot and varies his intonation to convey meaning.]*
247.	Teacher:	Oh, really. Marion, do you think he'll be able to get down on to the pig? *[Marion nods her head to indicate yes.]* Do you? Okay. *[These words are whispered.]*

TU 20: Story Reading

248.	Teacher:	We'll carry on so and we'll find out. Because we've a lot of pages to go. *[The teacher resumes reading the story with intonation.]* So the high horse and the not-so-high cow took Ozzie to the pigsty. *[The text has 'not-quite-so-high cow'.]*
249.	Ethan:	Aw, look. *[Ethan points to a picture in the book.]* *[This rejoinder overlaps with the previous rejoinder.]*
250.	Teacher:	*[The teacher continues reading with intonation.]* In the pigsty there lived a big pig. "It's an emergency!" cried Ozzie, jumping on to the * pig's back. **[The teacher omits the word 'big' here.]* "Take me to the farmyard!"
251.	Ethan:	Oh! *[Both Ethan and Liam smile.]*

TU 21: Evaluative Questioning & Predicting Storyline

252.	Teacher:	Oh, Philip, what do you think of Ozzie now?
253.	Philip:	Mm, silly.
254.	Teacher:	D'you? Why do you think he's silly? *[The teacher laughs as she says this.]*
255.	Philip:	Because he's going there.

256.	Teacher:	*[Undecipherable]*
257.	Liam:	I know what he's going to do. *[Liam is waving his hand to attract the teacher's attention.]*
258.	Teacher:	What's he going to do, Liam?
259.	Liam:	Get food in the farmyard. *[This rejoinder overlaps with the previous rejoinder.]*
260.	Teacher:	Do you think so?
261.	Liam:	Yeah. He's going to go inside.

TU 22: Predicting Storyline & Displaying World Knowledge

262.	Teacher:	And how, what, how will he get off the pig, Louise?
263.	?	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.] [I can't identify which child speaks here.]*
264.	Ethan:	He'll, he'll jump on...
265.	Teacher:	Hang on. I asked Louise. *[This rejoinder interrupts the previous speaker.]* Give Louise a chance. Okay, buachaill maith **[good boy]**.
266.	Louise:	Jump off.
267.	Teacher:	He'll jump off the pig. Will that be too high though, or will it be just right to jump off?
268.	Ethan:	I think I'll jump on his back because his back is really smushy.
269.	Teacher:	Is it?
270.	Ethan:	Yeah.
271.	Teacher:	Oh, I hope he doesn't fall into the pigsty. What'll happen...?
272.	Ethan:	Oh, I hope he doesn't fall into the mud. *[This rejoinder interrupts the previous speaker.]*
273.	Teacher:	What'll happen if he falls into the pigsty?
274.	Liam:	He'll be all mucky. *[Ethan grimaces.]*
275.	Teacher:	Okay, fingers crossed.

| 276. | Ethan: | That's why the farmer wears boots if he's going into the pigsty. *[This rejoinder overlaps with the previous rejoinder.]* |
| 277. | Teacher: | Oh, very clever, isn't it? |

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TU 23: Story Reading, Revising Story Content, & Predicting Storyline

278.	Teacher:	*[The teacher resumes reading the story with intonation.]* So the high horse, the not-so-high cow and the big pig took Ozzie to the farmyard. In the farmyard there lived a sheepdog. The sheepdog wasn't as tall as the big pig. He was a short, small sheepdog. *[The word 'small' is not in the text. The phrase 'not-so-high' is 'not-quite-so-high' in the text.]*
279.	Ethan:	Oh, oh!
280.	Teacher:	*[The teacher continues reading.]* "It's an emergency!" cried Ozzie, jumping on to the short sheepdog's back. "Take me to the pig field," or the big field. Sorry. "Take me to the big field."
		So who's he gone on to now? Who's helping him now?
281.	Liam:	The sheepdog. *[This rejoinder overlaps with the previous rejoinder.]*
282.	Teacher:	The sheepdog. And where did he ask the sheepdog to bring him?
283.	Liam:	To the big field.
284.	Teacher:	Why do you think, think he wants to go to the big field, Marion? *[Louise is standing up.]*
285.	Ethan:	I think he wants to meet his mamaí **[mummy]**.
286.	Teacher:	Do you think his mamaí will be in the big field? What do you think, Philip?
287.	Ethan:	That, that's where, maybe, he's coming with his mamaí sometimes and that's where he's going to go. *[Philip says something which overlaps with this rejoinder but it's undecipherable.]*
288.	Teacher:	So he might be going to look for his mamaí. Does anyone think...
289.	Philip:	*[Undecipherable]* ...Daddy. *[This rejoinder interrupts the*

previous speaker.]

| 290. | Teacher: | Or look for his daddy, maybe. How do you think he'll get off the big dog? |

| 291. | Ethan: | And say, "Mamaí, I was trying to fly." *[This rejoinder overlaps with the previous rejoinder.]* |

| 292. | Teacher: | Oh. |

| 293. | Ethan: | And say, "I'm not lazy." |

| 294. | Teacher: | Oh, do you think he's going to do that? Do you think he'll pretend that he was flying all the time? |

| 295. | Ethan: | Oh no! |

| 296. | Teacher: | Hands up who thinks he'll pretend that he was flying all the time. *[Liam, Philip, Louise and Marion raise their hands. Ethan and Philip are resting their heads on the desk indicating fatigue.]*
So will we find out what he does with the sheepdog? *[This rejoinder is whispered.]* |

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TU 24: Story Reading, Revising Story Content and Language, & Monitoring World Knowledge

| 297. | Ethan: | There's a lot of pages to go through. |

| 298. | Teacher: | There is. We'd better read on.

[The teacher resumes reading the story with intonation.]
So the high horse, the not-so-high cow, *['not-quite-so-high' is in the text]* the big pig and the short sheepdog took Ozzie to the big field. *[Text]*

[Both Ethan and Liam lean forward to look at the book as the teacher is reading.]
Okay, sit back a little bit so Philip can see. *[The teacher places her hand on Ethan's shoulder as she says this. Both Ethan and Liam sit back as requested.]*

[The teacher continues reading with intonation.]
In the big field there lived a little lamb.
"It's an emergency!" cried Ozzie, jumping on to the little lamb's back. "Take me to the duck pond!" |

| 299. | Ethan: | Oh! |

300.	Teacher:	Oh, oh!
301.	Ethan:	That's his house. *[This rejoinder overlaps with the previous rejoinder.]*
302.	Teacher:	Does he live in a duck pond?
303.	Ethan:	No, he, no, that's the cave. That's where, the cave is the duck pond.
304.	Teacher:	Oh, is it? Oh now, isn't Ozzie a clever little owl? How many an, animals has he used so far? Will we count them?
305.	Marion:	One, two.
306.	Teacher:	One. *[The teacher points to the animals in the book.]*
307.	Marion and Ethan:	Two, three, four.
308.	Teacher:	And the little lamb is number...
309.	Marion:	Five. *[This rejoinder overlaps with the previous rejoinder.]*
310.	Teacher:	Five. *[This rejoinder is whispered.]*
311.	Marion:	One, two, three, four, five.
312.	Teacher:	And look, did he start with the biggest or did he start with the smallest?
313.	Choral Response:	Biggest.
314.	Teacher:	He started with the biggest and then he went...
315.	Marion:	Then the smallest. *[This rejoinder interrupts the previous speaker.]*
316.	Teacher:	To the cow. *[This rejoinder overlaps with the previous rejoinder.]* The cow is a little smaller than the... *[The teacher pauses to invite the children to complete the sentence.]* horse.
317.	Marion:	Then the, then the fat one.
318.	Ethan:	And then...
319.	Teacher:	Then the fat what? What's that again, Marion?
320.	Marion:	Pig... *[undecipherable]*
321.	Teacher:	The fat, smelly pig. And then, where did he go then?

322.	Ethan:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.]*
323.	Marion:	Then the *[pause]*.
324.	Ethan:	Little, little dog.
325.	Teacher:	The little, little dog.
326.	Marion:	And then the sheep.
327.	Teacher:	And then the little... *[The teacher pauses to invite Marion to complete the sentence.]*
328.	Marion:	Sheep
329.	Teacher:	Well, is that a sheep? What's a baby sheep called?
330.	Marion:	A lamb. *[This rejoinder overlaps with the previous rejoinder.]*
331.	Liam:	Lamb.
332.	Teacher:	A lamb. *[This rejoinder overlaps with the previous rejoinder.]* Cailín maith **[Good girl]**.

TU 25: Predicting Story Content & Monitoring World Knowledge

333.	Teacher:	Can anyone try and think what other animal could he jump on after the little lamb? What little animal is smaller than a little lamb on a farm?
334.	Liam:	A...
335.	Ethan:	A, a mouse.
336.	Teacher:	A mouse.
337.	Marion:	A...
338.	Teacher:	Would a mouse be smaller than Ozzie though?
339.	Ethan:	Oh, I...
340.	Marion:	A cat is bigger. *[This rejoinder interrupts the previous speaker.]*
341.	Teacher:	Do you think the cat would be bigger than Ozzie? *[Marion nods her head to indicate yes and smiles.]*

Oh, the cat... *[undecipherable]*

342.	Ethan:	Or he might eat him. *[This rejoinder overlaps with the previous rejoinder.]*
343.	Teacher:	Oh!
344.	Marion:	The...
345.	Teacher:	That's another good idea. *[This rejoinder overlaps with the previous rejoinder.]* Did you hear what Ethan said? What might the cat do?
346.	Ethan:	Eat him.
347.	Teacher:	The cat might eat the owl so he has to be careful who he goes on to, mustn't he? Okay, we can check out and see what happens.
348.	Ethan:	I think he doesn't *[undecipherable]* because the sheepdog might scare him away, you see.
349.	Teacher:	Oh yeah! That's clever too. The sheepdog might scare him. The *[undecipherable]* might scare the cat away. Are we ready to go so, to find out what happens? Are we all looking at the pictures? *[The teacher turns the page slowly to get the children's attention.]*

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TU 26: Story Reading, Predicting Storyline, & Revising Story Content

350.	Teacher:	*[The teacher resumes reading the story with intonation.]* So the high horse, the not-so-high cow, *['not-quite-so-high' is in the text]* the big pig, the short sheepdog and the little lamb took Ozzie to the duck pond. In the duck pond there lived a... *[Text]*
351.	Ethan:	Oh, oh! *[This rejoinder interrupts the previous speaker.]*
352.	Teacher:	There lived a diddy duck.
353.	Liam:	He's going to fall in the water.
354.	Teacher:	"It's an emergency!" cried Ozzie. *[Text] [This rejoinder overlaps with the previous rejoinder.]*
355.	Liam:	He's going to fall into the water.
356.	Teacher:	Jumping *[This word overlaps with the previous rejoinder.]* on to the diddy duck's back. "Take me to the barn!" *[Text]*

Oh, so who did he get to help him this time?

357.	Marion:	The little duck.
358.	Liam:	The little duck. *[This rejoinder overlaps with the previous rejoinder.]*
359.	Teacher:	The little duck.

[Both Marion and Liam speak here but their rejoinders overlap with the previous rejoinder and are undecipherable.]

360.	Ethan:	And he might fall off him.
361.	Teacher:	Do you think so?
362.	Liam:	Yeah, because the duck, he's just about to fall into the water.
363.	Teacher:	What's he going to do? *[This rejoinder overlaps with the previous rejoinder.]* He's just about to...
364.	Liam:	Fall.
365.	Teacher:	Jump. *[This word is whispered.]* *[Pause]* Oh, I think Ozzie is very, very clever.
366.	Ethan:	But in case he knocked him off. *[This rejoinder overlaps with the previous rejoinder.]*

TU 27: Inferential Questioning, Making Inferences, & Predicting Story Content

367.	Teacher:	Why do you think he wants to go back to the barn?
368.	Marion:	Because he might, he might, his mammy might be there.
369.	Teacher:	His mamaí **[mummy]** might be there. Very good. Philip, why do you think he must go back to the barn?
370.	Philip:	Because he miss his mom.
371.	Teacher:	Does he miss his mom? *[Philip nods his head to indicate yes.]* But hasn't he got lots of friends.
372.	Philip:	*[Undecipherable]*
373.	Ethan:	Yeah, maybe, those might be his friends. *[This rejoinder overlaps with the previous rejoinder.]*

374.	Philip:	Not really, not really.
375.	Ethan:	At the end of the story.
376.	Teacher:	Sorry. *[This rejoinder overlaps with the previous rejoinder.]*
377.	Philip:	They weren't friends because he didn't know them.
378.	Teacher:	Oh, he didn't know them. So he might be lonely for his mamaí **[mummy]**. *[Philip nods his head to indicate yes.]* Sorry now, you can speak now, Ethan. What did you think?
379.	Ethan:	I, I think at the end of the book they're all going to become his friends.
380.	Teacher:	D'you think so? Oh!
381.	Ethan:	And then, ah, and then if there's another one of those number two then, then he, he might be a one where he tries to sca', scare, scare away stuff.

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TU 28: Predicting Storyline

382.	Teacher:	Okay. Well, d'you know what, we'll finish this one first anyway. We'll see what he does... *[undecipherable]*
383.	Ethan:	And his friends help him again. *[This rejoinder overlaps with the previous rejoinder.]*
384.	Teacher:	Hands up who thinks the duck will bring him to the farmyard? *[Ethan, Philip and Louise raise their hands.]* Oh, one hand up. Louise's hand is up. Marion, d'you think the duck will bring him to the farmyard?
385.	Marion:	Aaaah, tá **[yes]**. *[Marion raises her hand as she speaks.]*
386.	Teacher:	Okay. How about Liam?
387.	Liam:	No.
388.	Teacher:	No. What does Liam think?
389.	Liam:	He's going to fall into the water.
390.	Teacher:	Aw no, Liam. *[This rejoinder overlaps with the previous rejoinder.]* What'll happen if he falls into the water?
391.	Ethan:	He'll sink. *[Marion speaks at the same time but her rejoinder is undecipherable.]*

392.	Teacher:	Will he be able to swim?

393.	Marion:	Níl. **[No.]**

394.	Teacher:	Níl. Cén fáth? **[No. Why not?]** *[Philip also speaks here but his utteramce is undecipherable.]*

395.	Ethan:	But he might, but he might keep on paddling and he might hop on to the little, yeah.

396.	Teacher:	Oh, he might make his way to the grass, is it?

397.	Ethan:	Aw, he, he fell off the thing. *[This rejoinder overlaps with the previous rejoinder.] [Ethan is looking at a picture in the book as he says this.]*

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TU 29: Story Reading, Revising Story Content, & Eliciting Language

398.	Teacher:	Oh! *[This rejoinder overlaps with the previous rejoinder.]* Ethan had a little peek. Will we all have a peek so and see what happens? Oh!
		[The teacher resumes reading the story with intonation.] So the high horse, the not-so-high cow, *['not-quite-so-high' is in the text]* the big pig, the short sheepdog, the little lamb and the diddy duck took Ozzie back to the barn. As soon as they got there, Ozzie hopped from the diddy duck's back down to the ground. He'd done it! Now that's what you call being wise, he told himself! *[Text] [The last word is whispered.]*
		So, he said, "Now, Ozzie, you're very good because you did a very wise... *[This is not part of the text.]*

399.	Liam:	Thing.

400.	Teacher:	What was the wise thing he did?

401.	Liam:	To get down.

402.	Teacher:	To get down and to use all the... *[The teacher pauses to invite the children to complete the phrase.]*

403.	Philip:	Help.

404.	Teacher:	All the help along the way from all the different... *[The teacher pauses to invite the children to complete the phrase.]*

405.	Choral Response:	Animals.
406.	Teacher:	Animals. *[This word overlaps with the previous rejoinder.]*

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TU 30: Story Reading, Predicting Story Content, & Inferential Questioning

407.	Teacher:	Okay. Will we see does his mammy come along? *[The teacher turns the page. Both Ethan and Louise stand up to look at the book.]*
		[The teacher resumes reading the story with intonation.] "So where's the emergency?" asked the high horse. "Ah," said Ozzie. "I was only joking. What a hoot?" *[Text] [The final word 'eh' is omitted by the teacher.]*
		So he said, "Ha, ha, ha, I was only *[pause]* joking. *[This is not part of the text.]* Oh, hands up. Who thinks the animals will be happy, or will they be angry with Ozzie?
408.	Ethan:	Angry.
409.	Teacher:	Angry.
410.	Liam:	Angry.
411.	Philip:	Angry... *[undecipherable]*
412.	Teacher:	Why do you think they'll all be angry? *[This rejoinder overlaps with the previous rejoinder.]* Why might they be angry?
413.	Ethan:	Because, because they...
414.	Teacher:	Hold on. Give Louise a chance. *[This rejoinder interrupts the previous speaker.]*
415.	Louise:	Cos they done hard work and they, and he don't.
416.	Teacher:	And he was joking all the time.
417.	Philip:	I think they'll only laugh too.
418.	Teacher:	D'you think they'll only have a laugh as well? They might think it was funny.
419.	Philip:	Yeah!
420.	Ethan:	Well I, well I think...
421.	Teacher:	What do you think, Ethan?

422.	Ethan:	They might be really mad because they went all, all the pressure to do it.
423.	Teacher:	Do you think so?
424.	Ethan:	They might be really, really mad.
425.	Teacher:	Because they put in a lot of hard work to get him down.
426.	Liam:	*[Undecipherable] [This rejoinder overlaps with the previous rejoinder.] [Liam turns and makes a face to Philip.]*

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TU 31: Predicting Story Content

427.	Teacher:	Okay, let's see what happens so. The high... *[Text] [The teacher resumes reading the text but she is interrupted by the next speaker.]*
428.	Ethan:	And they might cha', chase him to his mamaí's **[mummy's]** house and his mamaí's **[mummy's]** might, and his mamaí [**mummy**] might keep him safe. Then he'll fly and then he'll, and then, and then he'll save his mamaí and then...
429.	Teacher:	Will he?
430.	Ethan:	And then he'll jump up. *[Ethan makes flapping movements with his hands.]* And then he, and then he might fly. *[Ethan flaps his hands.]* And then...
431.	Teacher:	Okay. *[This rejoinder overlaps with the previous rejoinder.]*
432.	Ethan:	All his friends might say, "So that was the emergency all along."

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TU 32: Joint Story Reading, Eliciting Language, & Monitoring Comprehension

433.	Teacher:	All along. Okay. Will we read on and see so, will you be right? Okay. *[The teacher resumes reading the story with intonation.]* The high horse, the not-so-high cow, *['not-quite-so-high' cow is in the text]* the big pig, the short sheepdog, the little lamb *[Text]*
434.	Marion:	The sheepdog.

| 435. | Teacher: | And the diddy... *[Text]* *[The teacher pauses to invite the children to complete the phrase.]* |

| 436. | Teacher and Ethan: | Duck. *[Text]* |

| 437. | Teacher: | Weren't happy. *[The teacher uses the word happy in place of the word amused which is in the text.]* They were grumbling. *[Text]*

Look, what's grumbling? *[The teacher and the pupils make some grumbling noises.]* |

| 438. | Philip: | Angry. |

| 439. | Teacher: | *[Undecipherable]* ...giving out. *[This rejoinder overlaps with the previous rejoinder.]* Very angry.

[The teacher resumes reading the story with intonation.]
But Ozzie was pleased. His plan had worked.
He was pretty wise already. *[The teacher turns the page]*
"I flew all the way down," he said to Mother Owl when she came back. Mother Owl gave a big smile.
"Well done, son," she said. Ozzie thought she was pleased with him ... *[Text]* |

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TU 33: Inferential Questioning

| 440. | Teacher: | So who thinks, who thinks mamaí **[mummy]** was pleased with, with Ozzie? *[Marion, Louise and Liam raise their hands to volunteer an answer.]* Marion, why do you think she was pleased? |

| 441. | Marion: | Because he flew down. |

| 442. | Teacher: | Because, does she know that he got help? *[Marion shakes her head to indicate no.]* She thought he flew all the way... *[The teacher pauses to invite the children to complete the sentence.]* |

| 443. | Marion: | Down. |

| 444. | Teacher: | Down. What do you think, Louise? |

| 445. | Louise: | Flew all the way down. *[Marion says something undecipherable here which overlaps with this rejoinder.]* |

| 446. | Teacher: | She thinks he flew all the way down. Oh, Philip, what do you reckon? |

| 447. | Philip: | I think they just bringded him home. |

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448.	Teacher:	Do you think mamaí **[mummy]** will just bring him home and forget all about it?
449.	Philip:	No, the animals bringded him home.
450.	Teacher:	Oh, the animals.

TU 34: Discussing Picture & Predicting Story Content

451.	Ethan:	Oh, look at the little rat. *[This rejoinder overlaps with the previous rejoinder.]* *[Ethan is standing and pointing to a picture in the book as he speaks.]*
452.	Teacher:	Okay. *[This rejoinder overlaps with the previous rejoinder.]* Little mice, I think, a little mouse. Liam, what do you think? D'you think mamaí **[mummy]** will be, believe him?
453.	Liam:	Yeah.
454.	Teacher:	And, Ethan, do you think mamaí will believe him?
455.	Ethan:	Ah, no. I think she said, "Wait, wait a sec. How could you learn to fly? You still look lazy.
456.	Teacher:	Oh, oh, that's clever, Ethan, isn't it? Mamaí... *[undecipherable]*
457.	Ethan:	And then she said, "You lied to me. Go to your room." *[This rejoinder overlaps with the previous rejoinder.]*
458.	Teacher:	What do you think mamaí will do if she finds out?
459.	Ethan:	And then he'll say, "I'll never learn to fy, fly." *[This rejoinder overlaps with the previous rejoinder.]*
460.	Teacher:	Ethan, hang on a second. *[This rejoinder overlaps with the previous rejoinder.]* Éist leis an múinteoir soicind. **[Listen to the teacher a second.]** What do you think mamaí will do to Ozzie if she finds out that he was lying, *[pause]* Liam?
461.	Liam:	She will ah...
462.	Teacher:	What will mamaí do? Will she be happy or will she be very cross?
463.	Liam:	She'll be very cross and she'll get him to do exercise and get him to fly.
464.	Teacher:	*[Laughing]* He'll have to practise his exercise.

465.	Philip:	And he won't be too fat. *[This rejoinder overlaps with the previous rejoinder.]*
466.	Teacher:	And what'll he do if he get, if he does lots of exercise. What will happen to him?
467.	Liam:	He won't be too fat and he'll be able to fly.
468.	Teacher:	Oh, he might get very... *[The teacher pauses to invite the children to complete the sentence.]*
469.	Ethan:	And...

TU 35: Predicting Story Content & Making Intertextual Connection

470.	Teacher:	Louise, what do you think? *[This rejoinder overlaps with the previous rejoinder.]*
471.	Ethan:	And then he'll keep on getting fitter and fitter and fitter and then he'll fly. *[This rejoinder overlaps with the previous rejoinder.]*
472.	Louise:	*[Undecipherable.] [This rejoinder is spoken very quietly and it overlaps with the previous rejoinder.]*
473.	Teacher:	*[Undecipherable] [This rejoinder is whispered.]* Will she punish him? *[Louise nods her head to indicate yes.]* Oh, he mightn't be allowed any sweets.
474.	Ethan:	Oh!
475.	Teacher:	Oh, what would happen?
476.	Ethan:	He might be grounded for a week.
477.	Teacher:	He mightn't be allowed. Very good.
478.	Marion:	He might get slapped. *[This rejoinder overlaps with the previous rejoinder.]*
479.	Teacher:	Oh, he might get a little slap. He might be grounded. He mightn't be allowed go off and play with his friends. Will we find out what will mamaí say?
480.	Ethan:	His mamaí might turn green like the Hulk. *[The teacher and some of the children laugh.]*

481.	Teacher:	Okay. Here we go now. *[Undecipherable]* So we'll all listen carefully to find out what happens. Are we listening?
		[The teacher resumes reading the story with intonation.] ...but he didn't know that mamaí had been watching all the time. "Now let me see you fly back up on to the beam again," said Mother Owl. *[This is slightly different to the text in the book.]*
		So, *[pause]* do you think he'll be able to fly back up? *[This rejoinder is whispered.]*
482.	Liam:	Yeah. *[This rejoinder overlaps with the previous rejoinder.]*
483.	Philip:	No.
484.	Liam:	Yeah.
485.	Teacher:	Who thinks...
486.	Philip:	*[Undecipherable]*
487.	Teacher:	Who thinks he'll be able to fly back up? *[Liam, Philip and Marion raise their hands.]* Who thinks he won't be able to fly back up? *[Ethan raises his hand.]* So who was very clever too? There was someone else that was very clever in that story.
488.	Ethan:	And then I think he tries again. *[This rejoinder overlaps with previous rejoinder.]*
489.	Liam:	Mamaí. *[This rejoinder overlaps with the previous rejoinder.]*
490.	Teacher:	Mamaí. *[The teacher points to Liam.]* Tell us, Liam, why do you think Mamaí was very clever?
491.	Liam:	Because she was watching all the time in case he didn't fly.
492.	Teacher:	Oh, look at that.
493.	Ethan:	Oh, I, you know that little chicken. *[This rejoinder overlaps with the previous rejoinder.]* I think that was the mamaí.
494.	Teacher:	Look. Here's the mamaí here. Look. And the mamaí was watching the baby owl all the time.

495.	Ethan:	I know but go, go back to the first page and then, and, and look, look at, look, look, you know what the little chicken I sawed and it might have been the mamaí.
496.	Teacher:	Oh, peeping in?
497.	Ethan:	Yeah.
498.	Teacher:	She might have been spying on him all the... *[The teacher pauses to invite the children to complete the sentence.]*
499.	Liam:	Time.
500.	Teacher:	Who thinks Ozzie...
501.	Ethan:	Aw, she might have been in all the pages but we didn't see. *[This rejoinder interrupts the previous speaker.]*
502.	Teacher:	We didn't see. *[This rejoinder overlaps with the previous rejoinder.]* Maybe. So what we might do later on is we might go back through every page and we might have a look for the Mamaí Owl.
503.	Ethan:	*[Undecipherable] [This rejoinder overlaps slightly with the previous rejoinder.]*

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Post-Reading

TU 37: Evaluative Questioning & Text-to-self Connections

504.	Teacher:	Okay. What was your favourite part of the story? We'll leave the book there. *[The teacher places the book on the desk in front of her.]* Hands up. Tell me your favourite, favourite part of the story. *[Philip and Marion raise their hands to volunteer answers.]*
505.	Marion:	Am. *[This rejoinder overlaps with the previous rejoinder.]*
506.	Teacher:	Am, okay, we'll start with Philip. Tell me your favourite part of the story.
507.	Philip:	When he was joking with the animals. *[Philip smiles as he says this.]*
508.	Teacher:	When he was joking with the animals. Why was that your favourite part?
509.	Philip:	Because I joke people. *[Philip laughs as he says this.]*

510.	Teacher:	Oh, don't tell me you do Lazy Ozzie. Were you, do you do Lazy Ozzie?
511.	Marion:	I joke my, I joke my nana too. *[This rejoinder overlaps with the previous rejoinder.]*
512.	Teacher:	You don't. *[Marion nods her head to indicate yes.]*
513.	Philip:	I joke my nana. *[This rejoinder overlaps with the previous rejoinder.]* And I, and I joked my dad before.
514.	Teacher:	What kind of jokes do you do?
515.	Philip:	Okay, I, I, I told him my nana was gone. *[Philip laughs as he speaks.]*
516.	Ethan:	Well I... *[This rejoinder overlaps with the previous rejoinder.]*
517.	Teacher:	And where was she?
518.	Philip:	She was outside the houses.
519.	Teacher:	She was in the house the whole time.
520.	Ethan:	Well I, well I played knock-a-dally.
521.	Philip:	No... *[undecipherable]* out the front. *[This rejoinder overlaps with the previous rejoinder.]*
522.	Teacher:	Oh, she was out the front.
523.	Philip:	And she was bringing me for a walk and I lied to my dad.
524.	Teacher:	Oh, but you were only having a little joke. Is that all?
525.	Philip:	Yeah. And then I played soccer, and then... *[undecipherable]*
526.	Marion:	And, *[pause]* and I... *[undecipherable]* *[This rejoinder overlaps with the previous rejoinder.]*
527.	Teacher:	Okay. *[This rejoinder overlaps with the previous rejoinder.]*
528.	Ethan:	And I played knock-a-dally.
529.	Teacher:	*[Undecipherable]* Give Marion a chance. *[This rejoinder overlaps with the previous rejoinder.]*
530.	Marion:	And I joked with my dad because I told him my nana was gone to the park and she wasn't.

531.	Teacher:	She wasn't. Oooh!
		[Some children speak here but their rejoinders are undecipherable.]
532.	Marion:	She was, she was out in the garden.
533.	Teacher:	She was in the garden the whole time. Oh, okay.
534.	Philip:	Where was she gone? *[This rejoinder overlaps with the previous rejoinder.]*

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TU 38: Evaluative Questioning & Text-to-self Connection

535.	Teacher:	Can anybody tell me what their other favourite part was? Am... *[Philip speaks to Marion at the same time but their rejoinders are undecipherable.] [Ethan has his hand raised to volunteer an answer.]* What was your favourite part, Ethan?
536.	Ethan:	Ah, my fav', well I feel sorry for all his friends.
537.	Teacher:	Ssh, Marion. *[This rejoinder overlaps with the previous rejoinder.]* Why do you feel sorry for all the friends?
538.	Ethan:	Because, because they, because, because he joked them and sometimes jokes are not nice, you know.
539.	Teacher:	No. *[This rejoinder overlaps with the previous rejoinder.]* It depends. Sometimes they could hurt somebody's... *[The teacher pauses to invite the children to complete the sentence.]*
540.	Ethan:	If, if, feelings. *[This rejoinder overlaps with the previous rejoinder.]*
541.	Teacher:	Feelings.
542.	Ethan:	And sometimes if, if you almost, you know, to ki, killed yourself, then if they laugh that wouldn't be nice.
543.	Teacher:	No. So what do you think Ozzie should have done?
544.	Ethan:	But my mum did that before. *[This rejoinder overlaps with the previous rejoinder.]* She laughed at me when I almost killing myself. I almost fell off my swing.

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TU 39: Inferential Questioning, Text-to-self Connection, Making Intercontextual Connection, & Eliciting Language

545.	Teacher:	Ethan, okay. *[This rejoinder overlaps with the previous rejoinder.]* Okay. *[The teacher laughs.]* Now, tell me, what do you think Ozzie should have done at the beginning of the story
546.	Ethan:	I think. *[This rejoinder overlaps with the previous rejoinder.]* Well, I think he should have just fly, flied and said, "Look around, I can fly now." And then he will just fly and go back to his home and...
547.	Teacher:	*[Undecipherable]*
548.	Ethan:	Or else he'll just go round and find his mamaí **[mummy]**.
549.	Teacher:	Yeah, because d'you know what? Sure if you're not going to practise it, are you going to get any better?
550.	Choral Response:	No.
551.	Teacher:	No. We know that *[undecipherable]* don't we?
552.	Ethan:	So you have to practise and then you'll get more better. *[This rejoinder overlaps with the previous rejoinder.]*
553.	Teacher:	Don't we practise? What do we practise in school to improve? *[This rejoinder overlaps with the previous rejoinder.]* What do we practise in school every day to improve, to make it better?
554.	Philip:	Am, colouring. *[Philip mimes colouring.]*
555.	Teacher:	Am, colouring. *[The teacher mimes colouring.]* Anything else?
556.	Philip:	*[Undecipherable]*
557.	Ethan:	We, we practising making stuff. *[This rejoinder overlap with rejoinder.]*
558.	Teacher:	Pardon. *[This rejoinder overlaps with the previous rejoinder.]*
559.	Philip:	To make it better.
560.	Teacher:	Yeah.
561.	Marion:	We practising flying. *[This rejoinder overlaps with the previous rejoinder.]*
562.	Teacher:	Okay.
563.	Ethan:	Like our thing down there. *[Ethan points to something in the*

classroom as he speaks.] [This rejoinder overlaps with the previous rejoinder.] We made our pota **[pot]**.

564.	Teacher:	Oh, what did we make down there? *[This rejoinder overlaps with the previous rejoinder.]*
565.	Ethan:	Pota. **[A pot.]**
566.	Teacher:	Our potaí. **[Our pots.]** And we practised those, didn't we, before we made them.
567.	Ethan:	And, and we're going to paint them as well.
568.	Teacher:	Yeah, so we have to, so if Ozzie was a little bit like us he should have practised and he mightn't have got, he might have got a little bit...*[The teacher pauses to invite the children to complete the sentence.]*
569.	Choral Response:	Better.
570.	Teacher:	Better.

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TU 40: Asides by Pupil, Evaluative Questioning, & Inferential Questioning

571.	Ethan:	Oh, a baby n', na', nail is getting sharp. *[Ethan shows his fingernail to the teacher as he speaks.]*
572.	Teacher:	Oh, you'll have to give it a *[undecipherable]* when you go home, won't you? Someone will have to do it for you. Now, Louise, can you tell me what was your favourite part of the story?
573.	Ethan:	We're going to be on tv. *[Ethan looks at the camera as he says this.] [This rejoinder overlaps with the previous rejoinder.]*
574.	Teacher:	Louise, what was your favourite part of the story? *[Louise covers part of her face with her hand.]* Can you pick out any bit?
575.	Louise:	No.
576.	Teacher:	No, what, did you find anything funny? Hm.
577.	Louise:	No. *[Louise shakes her head as she speaks.]*
578.	Teacher:	You didn't think anything was funny. *[Louise shakes her head to indicate no.]* Did you think anything was sad?
579.	Louise:	No. *[Louise shakes her head as she speaks.]*

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580.	Teacher:	Happy?
581.	Louise:	Yeah.
582.	Teacher:	What was happy? *[Louise shrugs her shoulders to indicate she doesn't know.]* D'you think Ozzie was happy when he found his mamaí in the farmyard?
583.	Louise:	Yeah.

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TU 41: Evaluative Questioning & Inferential Questioning

584.	Teacher:	Yeah. Marion, what was your favourite part of the story? *[A child speaks at the same time but I can't identify the child and their rejoinder is undecipherable.]*
585.	Marion:	Am... *[undecipherable]* when the owl jumped on to the little duck's back.
586.	Teacher:	*[Undecipherable]* ...the little duck's back. Why was that your favourite part? Buachaillí, fág iad sin. **[Boys, leave those.]** *[This is addressed to Liam and Philip who are fiddling with some cards on the table.]*
587.	Marion:	Because he was, he was only joking them... *[undecipherable]*

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TU 42: Evaluative Questioning & Making Intercontextual Connection

588.	Teacher:	Yes. He was only joking the whole time. Now, hands up who thought that was a good story. *[Philip, Ethan, Marion and Louise raise their hands.]* On... *[undecipherable]* thought it was a very good story.
589.	Ethan:	I thought it was excellent.
590.	Teacher:	Did you think it was excellent? Because he was a very clever little...
591.	Ethan:	Yeah, we might, we might put it over there. *[Ethan points to another part of the classroom as he speaks.]* *[This rejoinder interrupts the previous speaker.]*
592.	Teacher:	We might put it down there. And what will we do? Will we tell it to everybody else in the class?
593.	Ethan:	Yeah. *[This rejoinder overlaps with the previous rejoinder.]*

594.	Teacher:	Oh, cos, I'm sure they'd love to hear it.
595.	Ethan:	And then. *[This rejoinder overlaps with the previous rejoinder.]* And then we'll, and then, and then they'll get taped as well. *[Philip is resting his head on his arms on the desk.]*

TU 43: Suggestion for Activity by Teacher, Evaluative and Information Questions by Researcher, and Making Intertextual Connection

596.	Teacher:	Now, how would you like to draw a picture of your favourite part of the story?
597.	Ethan:	Oo-ee. *[Both Ethan and Marion raise their hands.]*
598.	Teacher:	Would you like to do that?
599.	Ethan:	Yeah.
600.	Researcher:	I think they like stories. Do you like stories?
601.	Ethan:	Yeah.
602.	Researcher:	What other, other stories do you know?
603.	Ethan:	Ah, *[pause]* I like The Phantom of the Opera.
604.	Researcher:	The Phantom of the Opera.
605.	Ethan:	But that's not a story.
606.	Researcher:	But where did you see it?
607.	Ethan:	Well, it is a story. *[This rejoinder overlaps with the previous rejoinder.]* It's this man who burnt his face and he wants to marry his own kid.
608.	Researcher:	And where did you see that?
609.	Ethan:	Ah, in a film.
610.	Researcher:	In a film.
611.	Ethan:	I have it.

TU 44: Information Questions by Researcher and Teacher & Making Intertextual Connection

612.	Researcher:	Oh, very good. And do you have sto', do you read stories at

home? Who reads stories at home with mammy and daddy? *[Philip has his hand raised.]*

613.	Ethan:	I, I read Peter Pan. *[This rejoinder overlaps with the previous rejoinder.]*
614.	Teacher:	Hands up now... *[undecipherable]* *[This rejoinder overlaps with the previous rejoinder.]*
615.	Researcher:	Hands up who reads stories at home. *[This rejoinder overlaps with the previous rejoinder.]* Lámha suas. **[Hands up.]** *[Both Philip and Louise raise their hands.]*
616.	Ethan:	I... *[undecipherable]*
617.	Teacher:	*[Undecipherable]* ...Liam, how about you? Do you read any books at home?
618.	Liam:	Ah, no, but I watch a video.
619.	Teacher:	Oh, okay. Philip, do you say you read books at home?
620.	Philip:	No, but I have videos. *[Liam speaks at the same time but his rejoinder is undecipherable.]*

TU 45: Information Questions by Teacher & Making Intertextual Connection

621.	Teacher:	What about the books you bring home from school? Don't you read those at home?
622.	Ethan:	Yeah we, we, we read 'Cairde Nua' **[New Friends]**. *[This is the name of a textbook the children use.]*
623.	Teacher:	Yeah, Cairde Nua. *[This rejoinder overlaps with the previous rejoinder.]*
624.	Researcher:	Cairde Nua. *[This rejoinder overlaps with the previous rejoinder.]*
625.	Teacher:	That's our, what book is that?
626.	Ethan:	Our learning book.
627.	Teacher:	Our learning, our Irish home, we do that at home, don't we? And we do a little bit of, we do something else with that.
628.	Ethan:	We do scríobh **[writing]**.
629.	Teacher:	Oh, we do scríobh **[writing]**.

630.	Ethan:	About them.
631.	Researcher:	Ana-mhaith. **[Very good.]** *[This rejoinder overlaps with the previous rejoinder.]*
632.	Teacher:	About the focal **[word]**.
633.	Ethan:	In, in the book.
634.	Teacher:	Yeah, ana-mhaith! **[Very good!]** And what other books do we bring home? What about the, the other books? *[Liam is rubbing Philip's back. Philip has his chin resting on his arms on the desk.]*
635.	Ethan:	Ah, we bring, we bring our, these books home because, in case we, we have to do obair bhaile **[homework]**. *[Ethan points to some books behind him as he speaks.]*

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TU 46: Information Questions by Teacher & Making Intertextual Connection

636.	Teacher:	Do we bring some English books home?
637.	Ethan:	Yeah.
638.	Teacher:	Marion, did you have an English book last night? Did you bring a little book home last night to read? *[Marion nods her head to indicate yes.]*
639.	Ethan:	Yeah, we do. *[This rejoinder overlaps with the previous rejoinder.]* We bring the books over there. *[Ethan stands and points to some books in the room as he speaks.]*
640.	Teacher:	Tell us. *[This rejoinder overlaps with the previous rejoinder.]* Will Marion tell us about what happened in her book last night?
641.	Marion:	Am.
642.	Teacher:	Can you remember the name?
643.	Marion:	I do my own book.
644.	Teacher:	Did you read it? Okay, tell us a story that you like so.
645.	Marion:	I like Mickey Mouse.
646.	Teacher:	Mickey Mouse. What happens in the Mickey Mouse story?
647.	Marion:	He's in a big castle.

648.	Teacher:	He's in a big castle. *[Marion nods her head to indicate yes.]* And is he there on his own?
649.	Marion:	No.
650.	Teacher:	Oh, who's with him?
651.	Marion:	He's, he's there with Minnie Mouse.
652.	Teacher:	Oh, what are they doing in the big castle?
653.	Marion:	They're, am, playing.
654.	Teacher:	Oh, are they playing?
655.	Ethan:	And Mickey's the king.

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TU 47: Inferential Questioning by Researcher and Teacher

656.	Researcher:	Can I ask you one more question about Lazy Ozzie?
657.	Ethan:	Yeah.
658.	Researcher:	Do you believe that story?
659.	Ethan:	Yes.
660.	Researcher:	You do.
661.	Ethan:	I believe, I, I believe that he's a little chicken in a farm but nobody ever knows on earth.
662.	Philip:	But we know on earth. *[Philip smiles as he says this.]*
663.	Teacher:	Who else believes it? *[Marion raises her hand to indicate that she believes the story.]*
664.	Ethan:	I, I think people who have... *[undecipherable]* believe.
665.	Teacher:	Tell us, Marion, do you believe it? *[Marion nods her head to indicate yes. Philip is resting his head on his arms on the desk.]* Oh, why do you believe it?
666.	Ethan:	I think they're going to make... *[undecipherable].*
667.	Teacher:	*[Undecipherable]* ...give Marion a go now. Buachaill maith. **[Good boy.]** *[This rejoinder overlaps with the previous rejoinder.]* Why do you believe it, Marion?

668.	Marion:	*[Undecipherable]*

669. Researcher: So do you think all the animals helped Ozzie to get down? *[Marion nods her head to indicate yes.]* Very good.

670. Marion: *[Undecipherable]* ...to fly.

671. Researcher: Okay.

672. Teacher: *[Undecipherable]* *[This rejoinder overlaps with the previous rejoinder.]* *[Ethan is resting his head on his arms on the desk and singing.]*

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TU 48: Encouraging Pupils to do Activity

673. Researcher: So, are they going to draw a picture? Bhfuil sibh chun pictiúr a tharraingt? [**Are you going to draw a picture?**]

674. Teacher: Yeah, would ye like to draw a pictiúr [**picture**] of Ozzie? *[Marion flaps both her hands with excitement. Ethan is still singing and resting his head on his arms on the desk.]*

675. Choral Response: No.

676. Philip: No. *[He shakes his head to indicate no as he speaks.]*

677. Teacher: You will, just pictiúr beag [**a small picture**], your favourite part of the story, okay.

678. Ethan: Well you don't need... *[Ethan sits up straight as he speaks.]*

679. Teacher: We've to show, we've to show Seán how good we are at drawing.

680. Ethan: You don't, you don't need to if you don't want to. *[This rejoinder overlaps with the previous rejoinder.]*

681. Researcher: Exactly. You don't need to if you don't want to.

682. Teacher: Okay, but if you can do a little one it'd be great. *[The teacher is standing and holding blank white A4 pages as she speaks.]*

683. Researcher: Yeah.

684. Liam: I'm not able.

685. Teacher: Would we have a little go cos you did a lovely one the last day?

| 686. | Liam: | Okay. |
| 687. | Teacher: | Okay, have a little go. |

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TU 49: Aside

688.	Ethan:	*[Undecipherable]* ...nail clippers here.
689.	Teacher:	We don't have any in the school, I'm afraid. Okay. Is it very sore? *[The teacher is standing and distributing blank white A4 pages to the children as she speaks.]*
690.	Ethan:	Oh boy, it's very sharp.
691.	Teacher:	Okay, well just be careful so.
692.	Ethan:	Thank you.
693.	Liam:	Let me feel it. *[Liam takes hold of Ethan's hand as he speaks.]*

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TU 50: Organising Activity

694.	Teacher:	Now, will we get some crayons and some pencils?
695.	Marion:	Yeah.
696.	?	Okay. *[The teacher is looking at some pencils on the shelf.]*
697.	Liam:	*[Undecipherable] [Liam is still holding and looking at Ethan's hand.]*
698.	Teacher:	I think everybody's taken our pencils.
699.	Ethan:	Oh, there's only one, two. *[Ethan turns to look at the pencils on the shelf and begins counting them.]*

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The tape concludes at 41.04.

Duration: 41 minutes

Story: Cearc an Phrompa (Chicken Licken)
School B
Class B2 (Senior Infants)
Date: 15/06/2005

Teacher: Deborah

Pupils: Clement, Daniel, Regina, Sheila, Kevin

The tape begins at 0.00.03.

Pre-Reading

TU 1: Discussing Pictures & Eliciting Vocabulary

1.	Teacher:	Ceithre cinn. Okay, right. Tosnóimid anois. **Four. Okay, right. We'll start now.**
2.	Clement:	Aon, dó, trí, ceathair. *[Clement moves forward and points to the book while counting.]* **One, two, three, four.**
3.	Teacher:	An scéal atá agam inniu ná Cearc an Phrompa. **The story I have today is 'Cearc an Phrompa'.** *[This is an Irish language version of the story 'Chicken Licken'.]*
4.	Daniel:	Cearc an Phrompa. **Chicken Licken.**
5.	Teacher:	Cá bhfuil an chearc? An bhfeiceann sibh cearc? *[This rejoinder overlaps with the previous rejoinder.]* *[Kevin, Clement and Sheila lean forward and point to the picture of the hen on the cover.]* **Where is the hen? Do you see a hen?**
6.	Clement:	He looks like the trees.
7.	Teacher:	Agus cá bhfuil sé? **And where is he?**
8.	Kevin:	Tá sé 'chicken'. *[Kevin uses incorrect Irish syntax here.]* **It's a chicken.**
9.	Teacher:	Cearc atá ann. Cá bhfuil sé? Cá bhfuil sé? **It's a hen. Where is he? Where is he?**
10.	Daniel:	Tá sí ag rith. *[This rejoinder overlaps with the previous rejoinder.]* **She's running.**

11. Regina: Ag rith.
Running.

12. Teacher: Agus cá bhfuil sé?
And where is he?

13. Daniel: Sa 'forest'.
In the forest.

14. Teacher: Sa choill. Go maith. Agus céard a fheiceann tú timpeall air?
In the forest. Good. And what do you see around it?

15. Sheila: Crann.
A tree.

16. Daniel: Crann.
A tree.

17. Teacher: An-chuid crainn, nach ea?
Lots of trees, isn't it?

18. Daniel, Clement, Regina: A lán, lán, lán crann.
Lots and lots and lots of trees.

19. Teacher: Go maith. Agus céard atá ag fás ar na, ar na crainn?
Good. And what's growing on the, on the trees?

20. Regina, Sheila: Duilleoga.
Leaves.

21. Teacher: Go maith agus...
Good, and...

22. Sheila: Agus ouch. *[This rejoinder interrupts the previous speaker.]*
And ouch.

23. Teacher: Cén fáth go ndúirt sé 'ouch'?
Why did he say 'ouch'?

24. Sheila: Mar thit an *[pause]* cnó air.
Because the nut fell on him.

25. Teacher: Thit cnó air agus cén fáth go ndúirt sé 'ouch'?
A nut fell on him and why did he say 'ouch'?

26. Sheila: Mar tá 'spikes' air.
Because there are spikes on it.

27. Teacher: Agus ghortaigh sé é. Right, now.

And it hurt him. Right, now.

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TU 2: Making Intertextual Connection & Making Intercontextual Connection

28.	Daniel:	B'fhéidir go bhfuil sé ag rith 'because' tá an Garbhán thall ansin. *[This rejoinder interrupts the previous speaker.]* *[Daniel says this while pointing to the picture on the cover.]* **Perhaps he's running because the Gruffalo is over there.**
29.	Teacher:	Meas tú go bhfuil an Garbhán taobh thiar den chrann? **Do you think the Gruffalo is behind the tree?**
30.	Sheila:	Yeah. *[This rejoinder overlaps with the previous rejoinder.]*
31.	Clement:	Aaah…
32.	Daniel:	Anois tá mé anseo. **Now I'm here.**
33.	Teacher:	Right, suigh síos anois, a Gharbháin. **Right, sit down now, Mr. Gruffalo.**

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TU 3: Discussing Pictures & Displaying Alphabetic Knowledge

34.	Kevin:	Tá sin 'h'. *[This rejoinder overlaps with the previous rejoinder.]* *[Kevin says this while leaning forward and pointing to the picture on the cover. He's referring to the illustration of the nut falling from the tree onto the hen's head and onto the ground.]* **That's a 'h'.**
35.	Teacher:	Cén rud? **What?**
36.	Kevin:	'H'.
37.	Teacher:	Cá bhfuil an 'h'? Tá sé ar nós 'h' an bealach gur thit sé. Maith an buachaill, Kevin. **Where's the 'h'? It's like a 'h', the way it fell. Good boy, Kevin.**
38.	Sheila:	Oh yeah.
39.	Regina:	Weeeeah. *[Regina says this while pointing to the picture on the cover.]*

| 40. | Teacher: | Breathnaíonn sé ar nós an litir 'h'. Clement, níor mhaith liom dá dtitfeá.
It looks like the letter 'h'. Clement, I wouldn't like if you fell. |

....

TU 4: Eliciting Language

		Alright. Cearc an Phrompa. Gheobhaimid amach. Céard a thugann cearc dúinn ar aon nós? **Alright. Chicken Licken. We'll find out. What does a hen give us anyway?**
41.	Daniel:	Ah, ubh. **Ah, an egg.**
42.	Teacher:	Sin é. Agus cad a dhéanann tú le hubh? *[The teacher is looking at and addressing Regina.]* **That's it. And what do you do with an egg?**
43.	Daniel:	Itheann tú é. **You eat it.**
44.	Teacher:	Itheann tú é. Sin é díreach é. **You eat it. That's exactly it.**
45.	Regina:	Is maith liom ubh. **I like an egg.**
46.	Teacher:	An-mhaith! Tá áthas orm é sin a chloisteáil. **Very good! I'm glad to hear that.**

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Reading

TU 5: Story Reading, Language Input, Eliciting Vocabulary, & Making Intercontextual Connections

[The teacher begins reading the story with intonation.]
Bhí Cearc an Phrompa sa choill lá. Go tobann thit cnó de chrann agus bhuail sé sa droim é. *[Text] [The teacher taps herself on the back.]*
Chicken Licken was in the forest one day. Suddenly a nut fell from a tree and it struck him on the back.

Sa droim. *[This is not part of the text.]*
[The teacher taps Sheila on the back to convey the meaning.]
On the back.
Níor bhuail sé a chloigeann, ná a ghualainn, ach...

[The teacher pauses to invite the children to complete the sentence. This is not part of the text.]
It didn't hit his head or his shoulder, but...

47.   Daniel, Sheila: An droim.
                                           The back.

48.   Teacher: A droim. Sin é.
                                           Her back. That's it.

[The teacher resumes reading the story with intonation.]
"Gú-ác, ác-ác-ác!," arsa Cearc an Phrompa. *[Text]*
"Gwawk, awk-awk-awk!" said Chicken Licken.

49.   Clement: Gú-ác, ác-ác-ác!
                                         Gwawk, awk-awk-awk!

50.   Teacher: "Tá an spéir ag titim!" *[Text]*
                                         "The sky is falling!"

51.   Daniel: Tá an spéir ag titim. *[Daniel, Sheila and Clement laugh here.]*
                                         The sky is falling.

52.   Teacher: Bhí eagla an domhain uirthi. *[Text]*
                                         She was very frightened.

53.   Daniel: Bhí eagla an domhain uirthi.
                                         She was very frightened.

54.   Teacher: Rith sí amach as an gcoill agus cé a chas uirthi? *[The teacher has slightly altered the text to include a question.]*
                                       She ran out of the forest and whom did she meet?

55.   Regina: Oh, tá an leabhar seo agamsa.
                                         Oh, I have this book.

56. Teacher: Bhfuil?
                                         (Do you) have?

57.   Clement: Agus tá sé agamsa.
                                         And I have it.

58.   Teacher: Go maith. Cé a chas uirthi?
                                       Good. Whom did she meet?

59.   Daniel: *[Undecipherable]*

60.   Teacher: Sea, an Coileach.
                                       Yes, the cock.

61.	Daniel:	An Coileach. **The cock.**

62.	Teacher:	Chas an Coileach uirthi. *[Text]* **She met the cock.**

63.	Clement:	Pecaw. Pecaw. *[This rejoinder overlaps with the previous rejoinder.]*

64.	Teacher:	"Tá an spéir ag titim!" ar sise. "Cén chaoi a bhfuil fhios agat?" arsa an Coileach. "Mé féin a chonaic é. Mé féin a... *[The teacher pauses and points to her ear]* chuala é." *[Text]* **"The sky is falling!" she said.** **"How do you know?" said the cock.** **"I saw it myself. I heard it myself."**

65.	Daniel:	Mé féin. **Myself.**

66.	Teacher:	"Agus ar mo dhroim féin a thit sé." *[Text] [This rejoinder overlaps with the previous rejoinder.]* "Cuc-a-diú-dil-ú! Is olc an scéal é sin," arsa an Coileach. *[Text] [The teacher turns the page.]* **"And on my own back it fell."** **"Cock-a-doodle-doo! That's a bad story," said the cock.**

....

TU 6: Discussing Pictures, Eliciting Vocabulary, & Practising Language

		Anois céard atá anseo? **Now, what's this here?**

67.	Daniel:	Téann sé mar seo. **It goes like this.**

68.	Teacher:	Céard atá anseo? **What's this here?**

69.	Clement:	Lacha. **A duck.**

70.	Daniel:	Lacha. **A duck.**

71.	Teacher:	Ní lacha é. Tá sé níos mó ná lacha. **It's not a duck. It's bigger than a duck.**

72.	Kevin:	Lucky.

73.	Teacher:	Tá sé níos mó ná lacha. **It's bigger than a duck.**
74.	Clement:	Swan.
75.	Daniel:	Geal. *[Daniel probably means 'eala', the Irish word for swan.]* **Bright.**
76.	Teacher:	Ní hé eala ach oiread. **It's not a swan either.**
77.	Daniel:	Gé. **A goose.**
78.	Teacher:	Gé. Sin é díreach é. Gé atá ansin. **A goose. That's exactly it. It's a goose.**
79.	Clement:	Goose, goose.
80.	Teacher:	Gé. Abair é. **A goose. Say it.**
81.	Choral Response:	Gé. **A goose.**
82.	Teacher:	Maith an buachaill. **Good boy.**

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TU 7: Joint Story Reading, Eliciting Vocabulary, & Eliciting Story Language

83.	Teacher:	*[The teacher resumes reading the story with intonation.]* Rith an Coileach go dtí an Ghé. "Ar chuala tú an scéal?" arsa an Coileach. "Cén scéal é sin?" arsa an Ghé. "Tá an spéir ag titim!" arsa an Coileach. *[Daniel laughs.]* "Ó gé-gé-gé! Is olc an scéal é sin,' arsa an Ghé. *[The teacher turns the page.]* Rith an Ghé go dtí an... *[Text]* *[The teacher pauses to invite the children to predict who the next character will be.]* **The cock ran to the goose.** **"Did you hear the news?" said the cock?** **"What news is that?" said the goose.** **"The sky is falling," said the cock.** **"Oh, gay-gay-gay! That's a bad story," said the goose. The goose ran to the...**
84.	Kevin:	Pigs.
85.	Daniel:	Muc.

A pig.

86.	Teacher:	An mhuc. Sin é. Go dtí an mhuc.
		The pig. That's it. To the pig.
		"Ar chuala tú an scéal?" *[Text]*
		"Did you hear the news?"
		Clement. *[The teacher is calling him to attention.]*

| 87. | Clement: | Tá. |
| | | **Yes.** |

88.	Teacher:	Tá do bhróga alright.
		Your shoes are alright.
		[The teacher resumes reading the story with intonation.]
		"Ar chuala tú an scéal?" arsa an Ghé.
		"Cén scéal é sin?" arsa an... *[Text]*
		[The teacher pauses to invite the children to complete the sentence.]
		"Did you hear the news?" said the goose.
		"What news is that?" said the...

| 89. | Regina: | Muc. |
| | | **Pig.** |

| 90. | Teacher: | An mhuc. Go maith. Agus cén scéal é? Inis dom cén scéal é. |
| | | **The pig. Good. And what is the news? Tell me what's the news.** |

| 91. | Daniel: | Ah, tá an spéir ag titim. |
| | | **Ah, the sky is falling.** |

92.	Teacher:	*[The teacher resumes reading the story with intonation.]*
		...arsa an Ghé.
		"U-hu-hu! Is olc an scéal é sin," arsa an Mhuc, agus rith sí go dtí an tAsal. *[Text]*
		...said the goose.
		"U-hu-hu! That's a bad story," said the pig, and she ran to the donkey.

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TU 8: Monitoring World Knowledge & Joint Story Reading

Cad deireas an t-asal?
What does the donkey say?

| 93. | Daniel: | An t-asal. |
| | | **The donkey.** |

94.	Teacher:	Cad deireas an t-asal? **What does the donkey say?**
95.	Clement:	Hee-haw.
96.	Teacher:	Sin é. *[Other children make donkey noises here.]* **That's it.**

[The teacher resumes reading the story with intonation.]
"Ar chuala tú an scéal?" arsa an Mhuc leis an Asal. *[Text]*
"Did you hear the news?" said the pig to the donkey.

[The children say something in reaction to the picture but I can't decipher it.]
"Cén scéal é sin?" arsa an tAsal. *[Text]*
"What news is that?" said the donkey.

97.	Daniel:	Tá an spéir ag titim. **The sky is falling.**
98.	Regina:	Tá an spéir ag titim. **The sky is falling.**
99.	Teacher:	"Hí-há, hí-há, hí-há!" arsa an tAsal. *[Text]* **"Hee-haw, hee-haw, hee-haw!" said the donkey.**
100.	Regina:	Há-hí. **Haw-hee.** *[This rejoinder overlaps with the previous rejoinder.]*
101.	Teacher:	"Tá an spéir ag titim! Is *[Pause]* olc..." *[Text]* **"The sky is falling. That's a bad..."**
102.	Regina, Daniel, Clement, Sheila:	An scéal sin. **Story.**
103.	Teacher:	É sin. **That is.** *[Here the teacher is correcting the children who omitted the Irish word 'é' from the previous rejoinder.]*

TU 9: Joint Story Reading, Predicting Story Content, & Eliciting Vocabulary

104.	Regina:	Rith... **…ran...**
105.	Teacher:	Rith an tAsal go dtí an... *[Text]* *[The teacher pauses to invite the children to predict who the*

next character will be.]
The donkey ran to the...

106. Daniel: Goat.

107. Teacher: Go dtí an Gabhar. *[Text]*
To the goat.

108. Choral Response: Gabhar.
Goat.

109. Teacher: Rith an tAsal go dtí an Gabhar.
"Ar chuala *[The children join in.]* tú an scéal?" ar seisean leis an nGabhar.
"Cén scéal é sin?" arsa an Gabhar. *[Text]*
The donkey ran to the goat.
"Did you hear the news?" he said to the goat.
"What news is that?" said the goat.

110. Regina: Tá an spéir ag titim.
The sky is falling.

111. Teacher: 'Mé-é-é-é!' arsa an Gabhar.
"Tá an spéir ag titim! *[Clement joins in.]* 'Is *[pause]* olc an scéal é sin." *[The children join in.]*
Rith an Gabhar go dtí an... *[Text]*
[The teacher pauses to invite the children to predict who the next character will be.]
"May-ay-ay-ay!" said the goat.
"The sky is falling! That's a bad story."
The goat ran to the...

112. Clement: Bó.
Cow.

113. Teacher: Ní hea. Bó. An ceann seo. *[The teacher points to a picture on the page.]*
Not a cow. This one.
[The children lean forward to look at the picture. Kevin stands up and remains standing.]

114. Choral Response: Go dtí an madra.
To the dog.

115. Teacher: Ní madra é sin. An...
That's not a dog. The...

116. Daniel: Sionnach.
Fox.

117. Teacher:	Ní hea. **No.**
118. Regina:	Sheep.
119. Teacher:	An chaora. **The sheep.**
120. Regina:	Caora. **Sheep.** *[Kevin sits down.]*
121. Teacher:	*[The teacher resumes reading the text with intonation.]* Rith an Gabhar go dtí an Chaora leis an scéal. Agus rith an Chaora go dtí an Madra leis. Rith an Madra go dtí an Bhó agus rith an Bhó go dtí an... *[Text] [Sheila reads with the teacher.]* **The goat ran to the sheep with the news. And the sheep ran to the dog with it. The dog ran to the cow and the cow ran to the...**
122. Daniel:	Capall. **Horse.**
123. Teacher:	Sin é díreach é. **That's exactly it.** *[Sheila laughs, leans forward and then stands to look at the book. She sits back down immediately.]* Chuala an Mheaig ag caint iad agus chuaigh sí in airde ar chrann, agus d'inis sí an scéal don saol mór. *[Text]* **The magpie heard them and she went up on the tree and she told the news to the whole world.**

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TU 10: Seeking Clarification, Monitoring Comprehension, & Eliciting Vocabulary

124. Kevin:	Céard é sin? **What's that?**
125. Teacher:	An saol ar fad. Gach áit. Gach duine is gach ainmhí. Chuala siad uilig an scéal. An mheaig a d'inis an scéal dóibh. **The whole world. Every place. Every person and every animal. They all heard the news. The magpie told them the news.**
126. Sheila:	The world.
127. Teacher:	Mar bhí an mheaig in ann dul in airde ar chrann. Cén fáth? **Because the magpie was able to go up on the tree. Why?**

128.	Regina:	Bhí an spéir ag titim. **The sky was falling.**
129.	Sheila:	Mar tá sí in ann eitilt. **Because she's able to fly.**
130.	Teacher:	Tá sí in ann eitilt. Mar céard is meaig ann? **She's able to fly. Because what's a magpie?**
131.	Clement:	Magpie.
132.	Teacher:	Ach ní ainmhí é. Céard é? Rud a bhíonn ag eitilt. **But it's not an animal. What is it? Something that flies.**
133.	Sheila:	Éan. **A bird.**
134.	Teacher:	Éan atá ann. Go maith. Agus cén fáth go bhfuil éan in ann eitilt? Cad tá ag an éan? **It's a bird. Good. And why is a bird able to fly? What has the bird got?**
135.	Regina:	Tá 'wings'. *[Regina makes flapping movements with her arms.]* **Has wings.**
136.	Teacher:	Sciatháin, nach ea? **Wings, isn't it?**

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TU 11: Displaying World Knowledge & Making Intercontextual Connections

137.	Daniel:	Tá cead ag, ah, cnagaire eitilt. **A woodpecker is allowed to, ah, fly.**
138.	Teacher:	Tá, yeah, agus tá sciatháin aige sin, aige sin freisin. **Yes, yeah, and he, he also has wings.**
139.	Regina, Clement:	Tá sé… **He is...**
140.	Teacher:	Cén rud? Cén rud? *[The teacher says this while pointing to Kevin who is suggesting an answer.]* **What? What?**
141.	Kevin:	Plane.
142.	Teacher:	Ag eitleán. Bíonn eitleán ag eitilt san aer. **On an aeroplane. An aeroplane flies in the air.** *[Sheila mimes an aeroplane.]*

143. Regina:	Tá sé ag... **It is...**
144. Clement:	Helicopter.
145. Teacher:	Níl sciatháin ag helicopter ach rud a chasann timpeall, nach ea? *[Sheila mimes propeller action.]* Agus tá sé in ann eitilt. Right. Raghaimid… D'inis... **A helicopter doesn't have wings but something that rotates, isn't it? And it can fly. Right. We'll go... Told...**
146. Clement:	Tá 'jet'. **A jet is.**
147. Teacher:	Sea. Sin eitleán an-sciobtha. **Yes. That's a very fast aeroplane.**

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TU 12: Story Reading

	[The teacher resumes reading the story with intonation.] D'inis, d'inis an Mheaig don saol mór, an scéal don saol mór. Bhí Cearc an Phrompa an-sásta léi féin. *[Daniel gives a gasp of surprise.]* Bhí na hainmhithe go léir ag teacht chun cainte léi. "Cliuc! cliuc! cliuc!" ar sise, "mé féin a *[The teacher pauses and points to her eyes]* chonaic é, mé féin a chuala *[The teacher points to her ears]* é, agus mo dhroim féin... *[Text]* **The magpie told the whole world, the news to the whole world.** **Chicken Licken was very satisfied with herself. All the animals were coming to speak with her.** **"Cluck! cluck! cluck!" she said. 'I saw it myself, I heard it myself and my own back...**
148. Daniel:	A ghortaigh sé. **It hurt.**
149. Teacher:	"Agus ar mo dhroim féin," sea, mo dhroim féin a ghortaigh sé. "Agus ar mo dhroim féin a thit sé." Go maith. **"And on my own back," yes, my own back it hurt. "And on my own back it fell." Good.**
150. Regina:	Tá. *[Regina points to something in the book.]* **Yes.**

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TU 13: Joint Story Reading, Clarifying Language, & Word Play

151. Teacher:	Bhí imní ar na hainmhithe. *[Text]*

The animals were frightened.

Bhí siad buartha. *[This sentence is not part of the text.]*
They were worried.

Bhí imní orthu agus chuaigh siad go léir go dtí an... *[Text]*
They were frightened and they all went to the...

152.	Daniel:	Leon. **Lion.**
153.	Teacher:	Leis an scéal. *[Text]* **With the news.**
154.	Daniel:	Bhí an leon ag iarraidh an lóin. *[Daniel is playing with word sounds here. The Irish words 'leon' (lion) and 'lón' (lunch) sound very similar.]* **The lion wanted his lunch.**
155.	Teacher:	Cén rud? **What?**
156.	Daniel:	Tá an leon ag iarraidh an lóin. **The lion wants his lunch.** *[Some of the other children laugh.]*
157.	Teacher:	An bhfuil? Ag iarraidh rud le n-ithe. Go maith. **Does he? Looking for something to eat. Good.**

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TU 14: Joint Story Reading, Eliciting Vocabulary, Discussing Pictures, & Predicting Storyline

[The teacher resumes reading the story with intonation.]
Bhí an Leon ina chodladh ach lig, lig an tAsal scairt as agus dhúisigh sé.
"Tá an spéir ag titim, a Rí!" arsa an tAsal.
"An bhfuil anois?" a deir an Leon.
"Agus cé a dúirt é sin leat?"
"An Capall a d'inis domsa é," arsa an Mheaig.
"An Bhó a d'inis domsa é," arsa an Capall.
"An Madra a d'inis domsa é," arsa an Bhó.
"Chuala mise ón nGabhar é," arsa an Chaora.
"Agus mise ón Asal é."
"Agus mi, agus mise ón Muc."
"Agus mise ón nGé."
"Agus mise ón gCoileach."
"Agus Cearc an Phrompa a d'inis an scéal domsa," arsa an...
[Text]

[The teacher pauses to invite the children complete the sentence.]
The lion was asleep but the donkey let, let out a shout and he awoke.
"The sky is falling, King," said the donkey.
"Is it now?" says the lion. "And who told you that?"
"The horse told me," said the magpie.
"The cow told me," said the horse.
"The dog told me," said the cow.
"I heard it from the goat," said the sheep.
"And me from the donkey."
"And m, and me from the pig."
"And me from the goose."
"And me from the cock."
"And Chicken Licken told me the news," said the...

158. Regina: Leon.
                Lion.

159. Teacher: Coileach, arsa an Coileach.
                Cock, said the cock.

                D'fhéach an Leon ar Chearc an Phrompa. *[Text]*
                The lion looked at Chicken Licken.

160. Daniel: Oh!

161. Teacher: Féach ar Chearc an Phrompa.
                Look at Chicken Licken.

162. Daniel: Anois tá sé ag iarraidh an lóin.
                Now he wants his lunch.

163. Teacher: Hmm. An bhfuil Cearc an Phrompa i dtrioblóid, meas tú?
                Hmm. Is Chicken Licken in trouble, do you think?

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TU 15: Joint Story Reading, Predicting Story Events, & Discussing Picture

[The teacher resumes reading the story with intonation.]
"Cár thit an spéir ort?" arsa an Leon.
"Sa choill mhór cnó," arsa Cearc an Phrompa.
"Mé féin a..." *[Text]*
[The teacher pauses and points to her eyes.]
"Where did the sky fall on you?" asked the lion.
"In the large horse chestnut forest," said Chicken Licken.
"Myself, I..."

164. Daniel: Chonaic sí.
                She saw.

165.	Teacher:	"Chonaic é, mé féin a..." *[Text] [The teacher pauses and points to her ear.]* **"Saw it, myself, I..."**
166.	Regina:	Cloisim é. **I hear it.**
167.	Teacher:	"A chuala é, agus ar mo dhroim féin a..." *[Text]* **"Heard it and on my own back..."**
168.	Choral Response:	A thit sé. **It fell.**
169.	Teacher:	"A thit sé." *[Text]* **"It fell."** Go maith. *[This is not part of the text.]* **Good.** "An ndeir tú liom é?" arsa an Leon. "Beir go dtí an áit sinn, más ea." Agus chuaigh siad go léir go dtí an áit ar thit an spéir ann. *[Text]* **"Do you tell me so?" said the lion.** **"Take us to the place, so"** **And they all went to the place where the sky had fallen.** Agus cad a fuair siad nuair a tháinig...? *[This sentence is not part of the text.]* **And what did they get when... came?**
170.	Daniel:	Crann. **A tree.**
171.	Teacher:	Nuair a chuaigh siad ar ais ann? Cad a fuair siad? *[This is not part of the text.]* **When they went back there? What did they find?**
172.	Clement:	Cnag. *[He probably means 'cnó' (a nut).]* **Knock.**
173.	Sheila:	Cnó. **A nut.**
174.	Teacher:	Cnó. **A nut.** *[The teacher resumes reading the story with intonation.]* D'fhéach siad anseo, agus d'fhéach siad ansiúd...

Ní raibh rud ar bith ann ach cnó. *[Text]*
They looked here, and they looked there. There was nothing there except for a nut.
[Kevin and Regina stand to look at the book and then sit back down.]
Tá sé fós ann. *[This is not part of the text.]*
It's still there.

175. Daniel: Am, he's getting cross because they...

176. Teacher: Cé a bhí crosta?
                 Who was cross?

177. Daniel: An leon.
                 The lion.

178. Regina: An leon. *[This rejoinder overlaps with the previous rejoinder.]*
                 The lion.

179. Teacher: An gceapann tú?
                 Do you think so?

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TU 16: Joint Story Reading, Monitoring Comprehension, Clarifying Language, & Predicting Story Events

[The teacher resumes reading the story with intonation.]
D'fhéach an Coileach ar an gcnó. D'fhéach an Ghé air. D'fhéach an Mhuc air, agus an tAsal, agus an Gabhar, agus an Chaora, agus an Madra, agus an Bhó, agus an Capall, agus an Mheaig agus ar deireadh... d'fhéach an... *[Text]*
The cock looked at the nut. The goose looked at it. The pig looked at it, and the donkey, and the goat, and the sheep, and the dog, and the cow, and the horse and the magpie and finally... the... looked.

180. Sheila: Leon air.
                 (The) lion (looked) at it.

181. Teacher: Sin é.
                 That's it.

182.   Sheila: Ó!
                 Oh!

183.   Teacher: Chas siad ansin... *[Text]*
                 Then they turned.

184. Daniel: Tá sé crosta. *[This rejoinder overlaps with the previous rejoinder.]*

He's angry.

185. Teacher: Agus rinne siad gáire mór faoi Chearc an Phrompa. *[Text]*
And they laughed heartily at Chicken Licken.

Thosaigh siad go léir ag gáire fúithi. Mar bhí fhios acu go maith gur... *[This is not part of the text.]*
They all started laughing at her. Because they knew well that...

186. Sheila: Cnó.
A nut.

187. Teacher: Cnó a bhí ann.
It was a nut.

D'oscail an leon a bhéal mór. *[Text]*
The lion opened his big mouth.

Agus cén gleo a dhein sé? *[This is not part of the text.]*
And what noise did he make?

188. Sheila, Clement, Daniel, Regina: Á, á, á.
Aw, aw, aw.

189. Teacher: Sin é.
That's it.

[The teacher resumes reading the story with intonation.]
"Gú-ác, ác-ác-ác!" arsa Cearc an Phrompa leis an scanradh, agus thug sí na cosa léi. *[Text]*
"Gwawk, awk-awk-awk!" said Chicken Licken with the fright and off she ran.

Cad a rinne sí?
What did she do?

190. Clement: Gú-ác, ác-ác-ác!
Gwawk, awk-awk-awk!

191. Sheila: *[She says something to the teacher but it's undecipherable. She makes a running motion with her legs. She appears to be responding to the teacher's question.]*

192. Teacher: Sea. Cad a rinne Cearc an Phrompa?
Yes. What did Chicken Licken do?

193. Clement: Gú-ác, ác-ác-ác!
Gwawk, awk-awk-awk!

| 194. Teacher: | Gú-ác, ác-ác-ác! Bhí scanradh an domhain uirthi. Agus rith sí léi. Thug sí na cosa léi. Agus cá ndeachaigh sí? |
| | **Gwawk, awk-awk-awk! She was very frightened. And she ran away. Off she ran. And where did she go?** |

| 195. Daniel: | Go dtí an teach. |
| | **To the house.** |

196. Teacher:	Sin é díreach é.
	That's exactly it.
	Bhí náire an domhain ar Chearc an Phrompa. "Gú-ác, ác-ác-ác!" ar sise. Rith sí go dtí cró na gcearc agus chuaigh sí i bhfolach *[Pause]* ann. *[Text]*
	Chicken Licken was very ashamed. 'Gwawk, awk-awk-awk!' she said. She ran to the henhouse and she went into hiding *[Pause]* there.

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Post-Reading

TU 17: Discussing Pictures, Seeking Clarification, & Story Reading

| 197. Kevin: | Céard é sin? *[Kevin is referring to the picture.]* |
| | **What's that?** |

| 198. Teacher: | Sin na súile, nach ea? |
| | **They're the eyes, aren't they?** |

199. Sheila:	Na súile. *[This rejoinder overlaps with the previous rejoinder.]*
	The eyes.
	[Sheila circles her eyes with her fingers.]

200. Teacher:	Chuaigh sí sa dorchadas. Istigh sa dorchadas ní fheiceann tú ach na súile.
	She went into the darkness. In the darkness you only see the eyes.
	Chuaigh sí i bhfolach ann *[Long pause]* ar feadh seachtaine. *[Text]*
	She went into hiding there *[Long pause]* for a week.

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TU 18: Monitoring World Knowledge, Eliciting Vocabulary, & Story Reading

| | Cé mhéad lá é sin? |
| | **How many days is that?** |

| 201. Clement: | A week. |

202.	Teacher:	Sea, ach cé mhéad lá? **Yes, but how many days?**
203.	Clement:	Ahm.
204.	Daniel:	Dhá lá. **Two days.**
205.	Teacher:	Ní hea. Seacht lá. Agus céard iad na laethanta? An féidir libh iad, iad a rá liom? Dé Luain. **No. Seven days. And what are the days? Can you say them, them with me? Monday.**
206.	Clement, Daniel, Regina, Sheila:	Dé Luain, Dé Máirt, Dé Céadaoin, Dé **Monday, Tuesday, Wednesday, Thur...**
207.	Teacher:	Déardaoin, Dé hAoine. *[All pupils, except Kevin join in.]* **Thursday, Friday.**
208.	Clement, Daniel, Regina, Sheila:	Dé Sathairn, Dé Domhnaigh. **Saturday, Sunday.**
209.	Teacher:	Agus d'fhan sí an méid sin lá istigh i gcró na gcearc i bhfolach. **And she stayed in hiding for that many days in the henhouse.**
210.	Daniel:	Ó! **Oh!**
211.	Teacher:	*[The teacher resumes reading the text with intonation.]* Agus ní dheachaigh sí isteach sa choill mhór cró, cnó go brách arís ina dhiaidh sin! *[Text]* **And she never again went into the big horse chestnut forest after that!** *[Daniel laughs.]* Mar bhí náire an domhain uirthi. **Because she was very ashamed.**

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TU 19: Discussing Character Traits, Eliciting Vocabulary, Discussing Picture, & Evaluative Questioning

212.	Regina:	Bhí sí 'silly'. *[This rejoinder overlaps with the previous rejoinder.]* **She was silly.**
213.	Teacher:	Bhí sí saghas amaideach, nach raibh? Ná raibh? Mar cheap sí go raibh an spéir ag titim agus céard a bhí ann ach...

She was kind of silly, wasn't she? Wasn't she? Because she thought the sky was falling and what was it only...

214. Choral Response: Cnó.
A nut.

215. Teacher: Cnó beag bídeach.
A tiny little nut.

216. Clement: Agus tá a lán cnó ar an gcrann.
And there are lots of nuts on the tree.

217. Teacher: Déarfainn go bhfuil.
I'd say there are.

218. Sheila: Tá crainn gach áit. *[Pointing to the book. Regina and Clement also move forward and point to the book. Kevin and Daniel remain seated.]*
There are trees everywhere.

219. Teacher: An bhfeiceann tú iad gach áit ansin?
Do you see them everywhere there?

220. Clement: Tá ansin, ansin, ansin, ansin. *[Clement stands and points to the nuts in the picture.]*
Yes, there, there, there, there.

221. Regina: Ansin, ansin, ansin, ansin, ansin, ansin. *[This rejoinder overlaps with the previous rejoinder.] [Regina stands and points to the nuts in the picture.]*
There, there, there, there, there, there.

222. Teacher: Now, ar thaitin an scéal sin leat, Kevin?
Now, did you enjoy that story, Kevin?

223. Kevin: 'What?'

224. Teacher: Ar thaitin an scéal sin leat? *[Kevin nods his head to indicate yes. So does Sheila.]* Thaitin. An raibh sé go maith?
Did you enjoy that story? You did. Was it good?

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The tape concludes at 11.58.

Duration: 11 minutes 55 seconds

Teacher: Deborah

Pupils: Clement, Daniel, Regina, Sheila, Kevin

The tape begins at 43.26.

Pre-Reading

TU 1: Developing Phonological Awareness

1.   Teacher: Clement.

2.   Clement: Foot twins.

3.   Kevin: Foot twins. *[Regina has her hand raised to volunteer an answer.]*

4.   Clement: Foot twins. The foot and boot twins.

5.   Teacher: Yeah. And which one can you hear in 'good'?

6.   Daniel: The foot.

7.   Teacher: That's right. What does he say?

8.   Daniel: Ah, uh, just look at my foot.

9.   Clement: Look at my foot. *[This rejoinder overlaps with the previous rejoinder.]* *[Clement points to his foot as he speaks.]*

10.   Teacher: That's right. If it was the boot twin what would you hear?

11.   Daniel: Goo.

12.   Teacher: You'd hear <u>good</u>. *[The teacher elongates the vowel sound.]*

13.   Choral Response: Goo. Goo. *[The children make other sounds here also.]*

14.   Daniel: Goodnight.

15.   Teacher: Okay. Can you, can you look…

16.   Regina: Ooh, hooh, ooh, hooh I have your boots. *[This rejoinder interrupts the previous speaker.]*

| 17. | Teacher: | That's what the boot twin says. Good girl. Can you tell? Okay. |

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TU 2: Story Orientation & Discussing Pictures

Can you look at, look at the word, see the way it's written?

| 18. | Daniel: | Mm. |

| 19. | Teacher: | What's strange about it? |

| 20. | Regina: | There's dots, there's dots inside of it. |

| 21. | Teacher: | That's right. I wonder why it's written like that. |

| 22. | Clement: | Oh, 'cause of the light. |

| 23. | Sheila: | It's in bubble writing. |

| 24. | Teacher: | Pardon. |

| 25. | Sheila: | It's in bubble writing. *[Sheila has her hand raised to volunteer an answer.]* |

| 26. | Teacher: | It's in bubble writing. Yeah. Why? Because of the light you think? |

| 27. | Clement: | Yeah. |

| 28. | Teacher: | Any other reason? Does it look like, does it remind you of anything to do with the night? |

| 29. | Clement: | A concert, a concert. |

| 30. | Teacher: | It looks like a concert with a spotlight. |

| 31. | Daniel: | Snow. |

| 32. | Teacher: | Snow. Okay. Am, look at the little girl in the picture. What's she wearing? |

| 33. | Regina: | Am, oh, jamas. *[Regina has her hand raised to volunteer an answer. Clement also has his hand raised to volunteer an answer.]* |

| 34. | Teacher: | That's right. And what are her pyjamas like? |

| 35. | Clement: | Spotty. |

| 36. | Regina: | Spotty with, there's red spots and there's yellow round dots. |

| 37. | Teacher: | That's right. And, Kevin, do these look a bit like the spots on her |

pyjamas in the word goodnight? Do they?

38.　Choral Response:　　　Yeah.

39.　Clement:　But they have different colours.

40.　Teacher:　That's right, but the spots.

41.　Daniel:　White and blue, red and yellow. *[This rejoinder overlaps with the previous rejoinder.]*

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TU 3: Eliciting Vocabulary

42.　Teacher:　Okay. *[This rejoinder overlaps with the previous rejoinder.]* That's right. And tell me what other kind of material do you have on your pyjamas sometimes? It's not always spotty, is it?

43.　Clement:　No. You could have like lines.

44.　Teacher:　Daniel. *[Daniel has his hand raised to volunteer an answer.]*

45.　Daniel:　Ah, spiky.

46.　Teacher:　Pardon.

47.　Daniel:　Spiky.

48.　Teacher:　Spiky? How do you mean?

49.　Daniel:　Mm, mm, mm, mm. *[Daniel gestures, tracing zigzag lines on his sweatshirt.]*

50.　Teacher:　OK. What do you call lines like that?

51.　Clement:　Oh, zigzags.

52.　Teacher:　That's right. You could have a zigzag pattern on it. Good. What other type of…?

53.　Clement:　Fishes. *[This rejoinder interrupts the previous speaker.]*

54.　Teacher:　Fishes. You could. And what about when you have lines of colour like Clement's T-shirt? What do you call that? And Gina has it on her T-shirt as well. And Kevin has it on his T-shirt as well. Yeah!

55.　Daniel:　Stripy. *[Daniel has his hand raised to volunteer an answer.]*

56.　Teacher:　They're called stripes.

| 57. | Regina: | And stripy. *[This rejoinder overlaps with the previous rejoinder.]* |

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TU 4: Monitoring Bibliographic Knowledge & Challenging Gender Assumptions

58.	Teacher:	Okay. I wonder, I must tell you first who the author is. What does the author do?
59.	Clement:	He, he draws it.
60.	Teacher:	No.
61.	Daniel:	Writes it.
62.	Clement:	He writes it. *[This rejoinder overlaps with the previous rejoinder.]*
63.	Teacher:	Yeah, but sometimes…
64.	Clement:	And, an, the illustrator does the pictures. *[This rejoinder interrupts the previous speaker.]*
65.	Teacher:	That's right. But sometimes the author is a…
66.	Clement:	Illustrator.
67.	Teacher:	No. It could be as well. But it's not always a he.
68.	Clement:	It's a she.
69.	Daniel:	It's a girl sometimes.
70.	Teacher:	So we'd have to say 'she' sometimes. Okay. Kevin, the, the author this time is Brenda Parkes.
71.	Regina:	Brenda Parkes. *[Regina laughs as she says the name.]*
72.	Clement:	That's like a boy and a girl.
73.	Daniel:	Brendan.
74.	Teacher:	Well, Brenda is a lady, is a girl. Right, Brenda Parkes, or a woman, and it's illustrated by Terry Denton.
75.	Clement:	That's a boy's name.
76.	Sheila:	It can be a girl. *[This rejoinder overlaps with the previous rejoinder.]*
77.	Teacher:	But, Terry, I know , some some girls who are called Terry, so I'm not sure. Okay. *[Some other children speak here but I can't identify who they are and neither can I decipher what they say.]*

| 78. | Daniel: | And dogs. |

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TU 5: Developing Concepts of Print & Monitoring Metalinguistic Awareness

79. Teacher: And look. The title is written here again. *[The teacher points to the book when saying this.]*

80. Choral Response: Goodnight, goodnight *[The children are reading the title of the book.]* *[This rejoinder overlaps with the previous rejoinder.]*

81. Daniel: Goodnight. Goodnight.

82. Teacher: Okay. What kind of a word is 'goodnight', I wonder?

83. Daniel: Oh.

84. Regina: It's, it's for when you go to sleep. *[Regina raises her hand enthusiastically to volunteer an answer.]*

85. Teacher: That's right.

86. Clement: And your mom... *[This rejoinder overlaps with the previous rejoinder.]*
And your mom says it to you at night.

87. Teacher: That's right.

88. Choral Response: *[Undecipherable]*

89. Sheila: It's a compound word. *[Sheila has her hand raised to volunteer an answer.]*

90. Teacher: What do you mean by that? *[Someone says 'goodnight' at the same time but I can't identify the speaker.]*

91. Clement: Goodnight.

92. Sheila: Two words.

93. Teacher: Okay. Can you all show me how to do the compound word?

94. Sheila, Daniel, Clement, Regina: Good night, Goodnight.
[All four children say the words with the appropriate gestures.]

95. Teacher: Kevin, will you do it with us? Everybody together.

96.	All 5 children:	Good night, Goodnight. *[All five children say the words with with the appropriate gestures.]*
97.	Teacher:	So we call that kind of a word a compound word. Right we'll read on. Here we go. *[The teacher turns the pages of the large book.]*

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Reading

TU 6: Joint Story Reading, Predicting Story Content, & Making Intertextual Connection

98.	Regina:	I left…
99.	Teacher:	Will I read it for you? Yeah. I'll read it for you and you listen to it. Okay, and look, look at the pictures. *(Regina shakes her head to indicate 'no'.)* Is that alright?
100.	Daniel:	I love to read in bed. *[Daniel is reading the words in the book.]*
101.	Regina:	In the bed. *[This rejoinder overlaps with the previous rejoinder.]*
102.	Teacher:	Very good. Alright, I'll read it for you and you can listen. You can watch the words and you can look at the pictures and we'll talk about it.

[Daniel looks up at the camera.]
[The teacher begins reading the story with intonation.]
I love to read in bed at night.
Then Teddy and I turn out the light.
And as we dream the night away,
our storybook friends come out to play. *[Text]* |
| 103. | Daniel: | Hm. *[Smiling]* |
| 104. | Teacher: | Who's that looking in my cupboard?
It's my friend, Old…
[The teacher pauses to invite the children to complete the sentence.] |
105.	Clement:	Mother, but, ah, mother.
106.	Teacher:	Old Mother...
107.	Kevin:	Granny.
108.	Daniel:	Old Bear.
109.	Teacher:	Old Bear.
110.	Daniel:	Old Wolf.

111.   Regina: Old Bear.

112.   Teacher: Who went to the cupboard? *[This rejoinder overlaps with the previous rejoinder.]*

113.   Clement: Old Granny, Old Granny.

114.   Teacher: Who went to look in the cupboard to get her poor doggy a bone?

115.   Clement: Old mom, Old mom. *[This rejoinder overlaps with the previous rejoinder.]*

116.   Teacher: Do you remember?

117.   Sheila: Old Mother Hubbard.

118.   Teacher: Good girl. Out loud.

119.   Sheila: Old Mother Hubbard.

120.   Teacher: That's who it is. It's Old Mother Hubbard. *[The teacher turns the page.]*

121.   Daniel: With her cupboard.

122.   Teacher: She looked in the cupboard, and who's with her?

123.   Clement: The dog.

            [Regina also says something but it's undecipherable.]

124.   Teacher: That's right. She went to the cupboard to get her poor dog a…
            [The teacher pauses to invite the children to complete the sentence.]

125.   Choral Response: Bone.

126.   Teacher: But when she got there…

127.   Daniel: There was no one there.

128.   Teacher: That's right. What he does… *[Undecipherable.] [There's a reference here to the Letterland character Hairy Hat Man.]*

129.   Clement: Ah, he has a...

TU 7: Discussing Pictures & Seeking Clarification

130.   Sheila: His hat doesn't fall off.

131. Teacher: Exactly. It still, it still stays on his head. *[The teacher turns the page.]*

132. Kevin: How come it doesn't fall off?

133. Teacher: Cos he's, he's able to hold his head at such an angle that even when he's doing a handstand he's able to keep it on because he's very fond of his hairy hat.

    [Sheila says something here also but it's undecipherable. Kevin and Clement also speak.]

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TU 8: Discussing Pictures, Using Picture Clues to Predict Story & Making Intertextual Connection

It's the…
[The teacher pauses to invite the children to complete the sentence.]

134. Choral Response: Gingerbread Man.

135. Teacher: What can you see? What part can you see...?

136. Clement, Regina: His hands, his hands. *[This rejoinder interrupts the previous speaker.]*

137. Daniel: Mmmm.

138. Teacher: Gingerbread Man.

139. Regina: I love…

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TU 9: Displaying Metalinguistic Awareness

140. Teacher: Oh, that's a big long word, gingerbread, isn't it? *[This rejoinder interrupts the previous speaker.]*

141. Daniel: Yeah.

142. Clement: I love gingerbread.

143. Daniel: It's a compound word. *[This rejoinder interrupts the previous speaker.]*
    Ginger Bread. Gingerbread.
    [Daniel makes the appropriate gestures for a compound word.]

144. Teacher: That's right. Kevin, will you do that again?

145. Regina: Ginger Bread.

146.   Sheila, Clement, Kevin, Regina: Ginger Bread. Gingerbread.
                                        [All four children say the words together
                                        with the appropriate gestures.]

TU 10: Monitoring Phonics Knowledge

147.   Teacher: Yeah. Tell me who starts the word 'gingerbread', Gina?
                   [Regina has her hand raised to volunteer an answer.]

148.   Regina: Golden Girl.

149.   Teacher: Is it?

150.   Clement: No.

151.   Teacher: Gingerbread.

152.   Daniel: Gentle Ginger.

153.   Teacher: And who is Gentle Ginger?

154.   Clement: It's, ah, Golden Girl's friend.

155.   Teacher: That's right. And she looks just like her in her, how does Golden Girl
                   start her name?

156.   Clement: With a big…

157.   Sheila: In her go-cart. *[This rejoinder overlaps with the previous rejoinder.]*

158.   Teacher: In her go-cart and she looks just like her in her go-cart.

159.   Choral Response: Yeah.
                   [Clement mimes driving and Daniel joins in.]

160.   Teacher: But this. It's a different sound. Gentle Ginger, so Gingerbread Man.

161.   Clement: Ginger.
                   [Daniel says something undecipherable here.]

TU 11: Joint Story Reading and Discussing Pictures

162.   Teacher: Now, listen.

163.   Regina: Jump...

164. Teacher: She says the same thing to each of them when they come. *[This rejoinder interrupts the previous speaker.]*

165. Regina and Sheila: Jump on my bed and join in the fun.
[Some other children join in.]

166. Teacher: No. There's no 'in'. *[This rejoinder overlaps with the previous rejoinder.]*

167. Choral Response: And join the fun,
There's lots of room for everyone.

168. Teacher: Good.

169. Clement: That's a lot of people on the bed.

170. Sheila: Yeah.

171. Teacher: And there's Gingerbread Man. *[The teacher turns the page.]*

172. Sheila: Woa! *[Sheila gasps and laughs reacting to the picture.]*

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TU 12: Predicting Story Content, Making Intertextual Connection, Eliciting Vocabulary, Eliciting Story Language, & Joint Story Reading

173. Clement: The witch, the witch. *[Clement points to the picture in the book.]*

174. Teacher: *[The teacher resumes reading the story with intonation.]*
Fee Fi Fo

175. Regina: The giant. *[This rejoinder overlaps with the previous rejoinder.]*

176. Teacher: Fum. *[some of the children join in]*
Can you guess who's next to come? *[Text]*

177. Clement: The giant. *[This rejoinder overlaps with the previous rejoinder.]*

178. Regina: The giant. *[Regina raises her hand enthusiastically to volunteer an answer.]*

179. Teacher: You think it's the giant.

180. Daniel: Giant and the beanstalk.

181. Teacher: Kevin, who do you think it is?

182. Kevin: Am, the giant.

183. Clement: I think it's the witch. *[This rejoinder interrupts the previous speaker.]*

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184. Teacher: Wait a second. You said the giant.

185. Kevin: No. Witch, witch. *[Kevin gestures with his hands and smiles.]*

186. Teacher: You think it's a witch.

187. Daniel: The giant.

188. Clement: I think it's a goblin.

189. Sheila: Witch.

190. Teacher: Okay. Where did you ever hear that before, Fee Fi Fo Fum? *[The children join in with the teacher here.]*

191. Regina: I've a book of things. *[Regina stands up.]*

192. Daniel: Jack and the Beanstalk.

193. Regina: *[Regina is still standing]* And the Jack, the, it's called Jack and the Beanstalk and the giant is in it. *[Regina sits down again.]*

194. Teacher: And the giant says Fee Fi Fo Fum, doesn't he? *[Some children join in with the teacher here. Clement makes some chopping motions with his hands.]*

    [The teacher resumes reading the story with intonation.]
    Is it the Giant or is it Jack? *[Text]*

    I wonder. *[This is not part of the text.]*

195. Kevin: The witch.

196. Clement: I think it's Jack. *[Regina says something also but it's undecipherable.]*

197. Teacher: How are they going to find out?

198. Daniel: Oh, the woman. *[Some of the other children are talking also.]*

199. Regina and Sheila: Let's all pull the curtains back… *[Text]*
    [Regina seems to be reading from the book. Some other pupils join in.]

200. Clement: It's the woman giant.

201. Sheila: No.

202. Teacher: The giant's wife? *[This is said questioningly.]*
    [Sheila laughs and shakes her head.]

203.   Clement: Yeah.

204.   Teacher: That's who you think it is.

205.   Daniel: Yeah, the giant's wife.

206.   Teacher: Okay.

                      [The teacher resumes reading the story.]
                      Let's all pull the curtain back... *[Text]*

207.   Sheila: It's Jack.

208.   Teacher: It's Jack.

209.   Kevin: In-the-box.

210.   Teacher: No, not jack-in-the-box. How did he come? What's attached to him?

211.   Regina: It's

212.   Clement: Oh, oh, am beanstalk. *[This rejoinder interrupts the previous speaker.]*

213.   Regina: Oh, oh, am beanstalk. *[This rejoinder overlaps with the previous rejoinder.]*

214.   Teacher: The whole lot of it?

215.   Clement: Yeah.

216.   Regina: Yeah.

217.   Teacher: Is it?

218.   ?   No, no. *[I can't identify who speaks here.]*

219.   Clement: Just, ah, just one of the strings.

220.   Teacher: He climbed up the, he climbed up the beanstalk to get into, in the window, did he?

221.   Daniel: Oh, maybe the giant was coming after him.

222.   Sheila: Yeah.

223.   Teacher: I wonder. Let's find out. What does she say?

224.   Regina, Clement, Daniel, Sheila: Jump on the bed and join the fun,
                                       there's lots of room for everyone. *[Text]*
                                       [Kevin doesn't join in.]

[Sheila says something undecipherable here.]

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TU 13: Monitoring Whole Word Recognition & Monitoring Phonics Knowledge

225. Teacher: Now, Kevin, can you show me where Jack's name is *[pause]* written?

226. Clement: Oh, oh.
[Clement, Regina, Kevin and Sheila raise their hands to volunteer answers. Daniel says something here but it's undecipherable.]

227. Kevin: It's easy. *[Kevin steps forward and points to the word on the page.]*

228. Teacher: It's easy. Good. And who's, who's at the end of it? Who's at the end of it?

229. Sheila: Clever Cat and Kicking King. *[Both Sheila and Clement raise their hands to volunteer answers.]*

230. Teacher: And remember, we said that, that Clever Cat loves to follow Kicking King around. When? When? At the ends of words.

231. Choral Response: *[Undecipherable]*
[Clement waves at the camera.] [Daniel says something undecipherable here.]

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TU 14: Discussing Font Colours and Making Intertextual Connection

232. Teacher: Right, Okay. It's in green you saw… *[Clement waves at the camera.]*

233. Clement: Yeah.

234. Teacher: Were any of the other names in green?

235. Choral Response: No.

236. Clement: I saw one in red.

237. Teacher: What one was in red?

238. Clement: Ah, Gingerbread Man.

239. Teacher: I think that was more orangey, gingery colour, wasn't it?

240. Choral Response: Yeah.

241. Teacher: Okay.

242. Daniel: What about the old woman?

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243.	Teacher:	What was in Mother, Old Mother Hubbard? What colour was she? Does anyone remember what colour she was? *[Sheila says something undecipherable here.]*
244.	Regina:	Blue. *[This rejoinder interrupts the previous speaker.]*
245.	Teacher:	She was blue. Good girl. Her name was written in blue.
246.	Daniel:	The bears.
247.	Clement:	They were red. They were red.
248.	Teacher:	Were they red?
249.	Clement:	Yeah. They were. They were. *[Some other children also speak but their rejoinders are undecipherable.]*
250.	Sheila:	No, they were
251.	Teacher:	Does anyone think they were a different colour? *[This rejoinder interrupts the previous speaker.]*
252.	Clement:	I think they were red.
253.	Sheila:	I think
254.	Teacher:	Who did they come with, Kevin, the bears?
255.	Daniel:	The Goldilocks.
256.	Teacher:	Yeah. I wonder what colour they, that it was written in then.
257.	Regina:	Am.
258.	Daniel:	Gold.
259.	Sheila:	Gold.
260.	Teacher:	Golden colour I think, yeah.
261.	Sheila:	Yeah.
262.	Clement:	Yellow. Yellow.
263.	Kevin:	Go back and see.
264.	Teacher:	We'll go back and see. That's a good idea, Kevin. We can go back and see in a minute. Will we finish it first?

265. Daniel: Let's start again. *[This rejoinder overlaps with the previous rejoinder.]*

266. Choral response: Yeah. *[This rejoinder overlaps with the previous rejoinder.]*

267. Teacher: No, we won't start again. *[The teacher laughs and so do some of the children.]* We'll, we'll finish it first and then we can go back. We'll go back and check. *[The teacher turns the page.]*

268. Daniel: We'd better start again. *[This is a reference to Little Rabbit Foo Foo Storyplay.]*

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TU 15: Making Intertextual Connection

269. Clement: Hey, look! Here's a golden chicken. *[Clement points to the page.]*

270. Sheila: Yeah.

271. Teacher: Oh.

272. Sheila: A golden chicken.

273. Teacher: He has the, what's special about that?

274. Clement: He gol, lay golden eggs. *[Clement is smiling.]*

275. Teacher: Where did he get it?

276. Regina, Clement, Daniel: From the giant.

277. Teacher: Did the giant give it to him?

278. Choral Response: No. *[Kevin shakes his head to indicate no.]*

279. Sheila: He stole it.

280. Regina: He, he...

281. Clement: And he stole the harp. He stole the harp.

282. Teacher: Pardon.

283. Clement: He stole the harp too.

284. Daniel: A harp.

285. Teacher: A harp. Well he stole…

286. Daniel: And his moneybag.

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287. Teacher: My goodness! He stole all those things from the giant.

288. Daniel: Yeah.

289. Clement: Yeah. *[This rejoinder overlaps with the previous rejoinder.]*

290. Teacher: *[Undecipherable]*

291. Clement: Without any help and then the giant saw him and he runned down the beanstalk but Jack got there, ah, Jack said 'Could I have the axe?' and he chopped the giant. *[Clement makes a chopping motion.]*

292. Teacher: And, Kevin, how did he manage to take all those things without the giant knowing?

293. Clement: He was asleep.

294. Regina: He was… *[This rejoinder overlaps with the previous rejoinder.]*

295. Teacher: But I was asking Kevin. *[This rejoinder interrupts the previous speaker.]*

296. Daniel: No, the woman, ah, ah, hided him in the closet.

297. Clement: And then Jack…

298. Teacher: What woman is that now, Daniel? *[This rejoinder interrupts the previous speaker.]*

299. Daniel, Clement: The giant's wife.

300. Teacher: Oh, she hid him. But what was the giant doing?

301. Clement: He was, he was sleeping.

302. Teacher: He was sleeping. Okay, let's find out what happens next.

TU 16: Interruption by Researcher

303. Choral Response: Oh, no! *[This is spoken in reaction to the picture.]*

304. Researcher: Trí nóimeád mar tá fhios agam go bhfuil brú ama ar Evan.
[Three minutes because I know Evan (the class teacher) is under time pressure.]

305. Teacher: Oh, okay.

306. Sheila: Pillow fight.

307. Researcher: Teastaíonn uaidh go mbeadh siad thar n-ais i gcomhair ceathrú chun. *[He wants them back for a quarter to.]*

308. Teacher: Okay. Right. Okay. *[This rejoinder overlaps with the previous rejoinder.]*

....

TU 17: Story Reading & Discussing Pictures

[The teacher resumes reading the story with intonation.]
Sometimes we have a pillow fight.

309. Sheila: Oh!

310. Clement: Look at the teddy bear. Ha, ha. *[Clement points to the picture.]*

311. Daniel: *[Undecipherable]*
[Sheila laughs out loudly.]

312. Clement: Oh. Look at the… *[Clement steps forward, points to something on the page and returns to his seat. Some other children speak.]*

313. Sheila: Look at the teddy bear.

314. Daniel: Look at Goldilocks. *[Some of the children laugh.]*

315. Clement: Pillow fight.

316. Teacher: *[The teacher resumes reading the story with intonation.]*
Sometimes we give a bear a fright. *[Text]*
[Regina and some other children laugh.]

Hands up who can tell me which bear they frightened. *[Regina raises her hand enthusiastically to volunteer an answer.]*

317. Choral Response: The little baby bear. *[Kevin has his hand raised to volunteer an answer.]*

318. Teacher: Aw, Clement, it would be lovely if you put up your hand. *[Kevin, Regina and Sheila raise their hands to volunteer answers.]*

319. Daniel: Teddy. *[This rejoinder overlaps with the previous rejoinder.]*

320. Teacher: Put up your hand.

321. Regina: The little baby. *[This rejoinder overlaps with the previous rejoinder.]*

322. Teacher: The little baby bear?

323. Daniel: No, teddy.

324. Teacher: No, the teddy. Her teddy, isn't it?

325. Choral response: Yeah.

326. Teacher: Maybe it's the big bears frightened the little one. *[The teacher turns the page.]*
Oh, wait a minute. *[The teacher turns back the page.]* I think, I think I see what frightened the bear.

327. Clement: The ghost.

328. Sheila: They were pretending to be ghosts.

329. Teacher: Who was pretending to be a ghost, Sheila?

330. Sheila: Goldilocks and Gingerbread Man.

331. Teacher: Good. Okay. How did they pretend to be a ghost, Kevin?

332. Regina: They put…

333. Kevin: Ah, because they put the blankets over them.

334. Teacher: Was it blankets or...?

335. Regina: A coat.

336. Clement: A sheet, a sheet.

337. Teacher: I think it's a sheet. Okay.
[Sheila says something undecipherable here.]

TU 18: Story Reading & Making Intertextual Connections

[The teacher resumes reading the story with intonation.]
Sometimes we read, all snuggled tight. *[The teacher turns the page.]* And now it's morning. [Text]*
[Sheila reads the final sentence with the teacher.]

338. Regina: It's morning. *[Regina joins in with the teacher.]*

339. Teacher: Listen. Okay. *[The teacher whispers this to Regina.]*

340. Daniel: Some say Goodnight.

341. Teacher: It's getting... *[This rejoinder overlaps with the previous rejoinder.]*
it's getting light. I wonder who will come tonight. *[Text]*

[The teacher turns the page.]
Who else might come the next night?

342.	Sheila:	Ahm. *[Sheila holds her hand to her mouth and tilts her head to one side thinking.]*
343.	Clement:	The witch.
344.	Teacher:	A witch might come, yeah.
345.	Regina:	The giant. *[Regina has her hand raised to volunteer an answer.]*
346.	Teacher:	That's right.
347.	Clement:	A wolf. *[Clement grimaces and Sheila mimics him.]*
348.	Teacher:	Oh, my goodness me! And from a different story, who else might come?
349.	Choral Response:	Mmm.
350.	Kevin:	Tigers.
351.	Teacher:	Tigers.
352.	Clement:	Piggy in the middle. *[This rejoinder overlaps with the previous rejoinder.]* No, the, The Three Little Pigs. *[Regina has her hand raised to volunteer an answer.]*
353.	Teacher:	Maybe The Three Little Pigs.
354.	Regina:	The frog and prince. *[This rejoinder overlaps with the previous rejoinder.]* *[Regina is standing up and has her hand raised to volunteer an answer.]*
355.	Teacher:	The...
356.	Regina:	Frog and prince. *[Regina sits down.]*
357.	Teacher:	The frog and prince.
358.	Clement:	I seen that film. They have a golden ball. *[Clement makes the shape of a ball with his hands.]*
359.	Daniel:	The Queen of Hearts.
360.	Teacher:	The Queen of Hearts. That's right. She might come. I was thinking maybe Little Red Riding Hood would come.

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361. Choral Response: Yeah. *[Regina laughs at the suggestion.]*

362. Teacher: And maybe bring her grandmother and the woodcutter with her.

363. Daniel: And what about the wolf? *[Some of the other children are talking as well.]*

364. Teacher: Oh, I don't think she'd bring the wolf. *[The teacher turns the page.]*

365. Sheila: No. *[This rejoinder overlaps with the previous rejoinder.]*

366. Teacher: No. I don't think…

367. Daniel: Then that would be two wolves. *[This rejoinder interrupts the previous speaker.]*

368. Sheila: Yeah.

369. Daniel: The big bad...

370. Teacher: The wolf. *[This rejoinder overlaps with the previous rejoinder.]*

371. Sheila: The big wolf.

372. Choral response: And Goldilocks. *[Clement says something undecipherable here.]*

373. Kevin: Now she has a dress.

374. Teacher: Not Goldilocks.

375. Daniel: Goldilocks. *[Daniel smiles to the camera. Sheila laughs. Regina has her hand raised to volunteer an answer.]*

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Post-Reading

TU 19: Discussing Font Colours & Revising Story Content in Sequence

376. Regina: I can see the colour of the names now. *[As Regina says this Clement steps forward and points to something in the book.]*

377. Teacher: You can see the colour of the names. Okay. We'll have a quick check of the colour of the names. Alright, let's check. *[The teacher turns some pages.]* Ah, Old Mother Hubbard was written in...
[The teacher pauses to invite the children to complete the sentence.]

378. Choral Response: Blue.

379. Clement: I knew it.

380. Teacher: Who came next?

381. Clement: The Gingerbread Man.

382. Teacher: Was it?

383. Choral Response: The three little bears.

384. Teacher: Who came with the bears then?

385. Choral Response: Goldilocks.

386. Teacher: I think it was Goldilocks. Oh, you're right. She is red. You were right. Goldilocks and the three bears. They were right, they were red.

387. Daniel: Pinky red. *[This rejoinder overlaps with the previous rejoinder.]*

388. Teacher: Pinky red. Okay. And then, who came next?

389. Daniel, Clement: The Gingerbread Man

390. Teacher: And he's definitely a ginger colour, orangey, ginger colour. Who's next?

391. Sheila: Jack.

392. Choral Response: Jack.

393. Teacher: What colour was Jack?

394. Daniel: Green.

395. Choral Response: Green.

396. Teacher: He was green to match the beanstalk, isn't it?

397. Choral Response: Yeah.

398. Teacher: Green to match the beanstalk. *[The teacher turns the page.]*

399. Daniel: And his shoes.

TU 20: Revising Story Language

400. Teacher: And what was the bit that she said every time somebody arrived?

401. Regina: Jump on my bed and join in the fun. *[Regina points at the words on*

the page. Some of the other children join in. The teacher interrupts them.]

402. Sheila: And join the fun.

403. Teacher: That's right. You're putting in a little word there. In is part of the word join and join…

404. Daniel: And join in… *[This rejoinder overlaps with the previous rejoinder.]*

405. Teacher: No. Join. Just say join. And join the fun. *[Some children speak also but their rejoinders are undecipherable.]*

406. Regina, Sheila, Daniel, Clement: There's lots of room for everyone. *[Regina points to the words in the book.]*

TU 21: Monitoring Phonological Awareness & Displaying Metalinguistic Awareness

407. Teacher: Does anyone hear any words that rhyme there?

408. Regina, Clement: Everyone and fun.

409. Kevin: One. *[This rejoinder overlaps with the previous rejoinder.]*

410. Teacher: Excellent. And, and what...
[Kevin and Regina say something here but it's undecipherable.]
one rhymes with…

411. Clement: Everyone, everyone. *[This rejoinder overlaps with the previous rejoinder.]*
Everyone, everyone.
[Clement makes the gestures for a compound word.]

412. Teacher: That's a compound word. *[This rejoinder overlaps with the previous rejoinder.]*
And which does it rhyme with?
[Regina raises her hand to volunteer an answer.]

413. Regina: For, every for.

414. Teacher: For. *[This rejoinder overlaps with the previous rejoinder.]*
No, I don't think so. Listen again.

415. Regina: For everyone.

416. Clement: Join.

417. Teacher: Jump on the bed, on my bed and join the fun,
There's lots of room for everyone.

418.	Clement:	Jump on. *[This rejoinder overlaps with the previous rejoinder.]* Everyone and fun.
419.	Regina:	Lots. *[This rejoinder overlaps with the previous rejoinder.]*
420.	Teacher:	Yes.
421.	Daniel:	Fun and one.
422.	Teacher:	Fun and one. Everyone and fun or fun and one. Great. *[The teacher turns the page.]*

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TU 22: Monitoring Children's Lexical Knowledge, Discussing Pictures, & Language Input

Do you see the way that comes every so often? It's a bit like in a song. You know when you sing a verse and then you sing a piece after every verse. What do you call that piece that you sing after every verse?

423.	Clement:	You do it over again.
424.	Teacher:	You do it over again. Yeah, you sing the same piece and then you sing a new verse and then you sing the same piece. I can't think of an example. *[Regina stands up as the teacher says this.]*
425.	Regina:	I, I can see the lit, the little bear with that Goldilocks and he's a scared. *[This rejoinder interrupts the previous speaker.]*
426.	Teacher:	He's scared is he? Okay. The word I was thinking of was the chorus. *[The teacher turns the page.]* Did you ever hear a chorus in a song?
427.	Regina:	No.
428.	Teacher:	No. Okay. I was…

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The tape concludes at 58.35.

Duration: 15 minutes 9 seconds

Appendix 10: Group Interview with Colm and Colin
Class B1
20/06/08

R: **Researcher**

R: So inis dom cad iad na rudaí a léann sibhse ar scoil, sa bhaile, aon áit?

Colm: Léimid, ah

R: Well, Colm yeah.

Colm: Tá mo, am, mo favourite leabhair, am, tá siad rud éigin called Pokémon agus Flat Stanley.

R: Pokémon agus Flat Stanley and they're your favourite books?

Colm: Sea agus,

R: Why are they your favourite books?

Colm: Mar tá Flat Stanley, tá sé ana-mhaith. Bhí sé ina chodladh agus, am, thit bookshelf air agus ní raibh fhios aige. Ansin nuair a just wake sé suas bhí sé flat agus sin cén fáth is maith liom an ceann sin. Agus Pokémon, is maith liom é mar tá all types like of creatures. Tá Pokémon all types like of creatures. Is féidir leis bheith, am, scorpion agus, am, mouse mixed together something mar sin.

R: OK, ana-mhaith.

Colm: Tá special powers acu.

R: Wow! Agus Colin, cad mar gheall ortsa, cad a léann tusa?

Colin: Am Secret Seven and am, am (pause) the am, it's a book called am Dragons.

R: Dragons, and why do you like those books, tell me?

Colin: Am because I'm interested in nature and ah I like the way how the dragons fly and am The Secret Seven is, they just, am the books and I have four of them. And am I'm collecting them. And am they just go around finding people

R: Yes

Colin: and that are in the book and that's why they're called The Secret Seven.

R: Are they the books that Enid Blyton wrote are they?

Colin: Am, yeah I think so.

R: I think so, yes. And did you have a favourite book when you were younger? Well Colm?

Colm: Ah my favourite book was am No Rupert, like

R: What was it called, sorry?

Colm: No Rupert. Rupert was a little bear and he always said no to lots of stuff like if you, if the, if his Dad said, like 'go to bed', he'd say 'no', if his Dad said, 'eat your dinner', he'd say 'no' and if his Dad said, 'brush your teeth', he'd say 'no'.

R: (Laughs) OK and did you have a favourite book when you were young Colin?

Colin: Am, am, am, I'm not sure. *[spoken very hesitantly]*

R: You can't remember. And tell me do you read at home with your parents or with brothers and sisters?

Colm: Am, well I just

R: Yes, Colm.

Colm: well I do when I'm going to bed, I just am, I just put a cushion on top of my bed and I just read and when I get tired I just put the book down and I just go to sleep.

R: OK.

Colm: That's what I do.

R: How about you Colin?

Colin: Sometimes I read by my own and sometimes my Mom or my Dad just read me a story.

R: Very good, and did your parents read with you when you were younger?

Colm: Ah am,

R: Yes Colm, yes?

Colm: Well am my parents just were like, 'this is green, how do you like that?'

R: Yeah

Colm: They were just like 'the cow is white and black'.

R: Yes

Colm: They were like that to me.

R: OK and do you have younger brothers and sisters?

Colm: Ah, I've no brothers and no sisters.

R: No brothers and sisters.

Colin: I have one that's in the school across the way there and one in First Class.

R: OK and do you ever read for your younger brothers and sisters?

Colin: Am no, because one of them is autistic and the other one doesn't really like reading, he has a Nintendo and he likes to play on that.

R: Right and tell me when you read going to bed, do you read because you like reading or because you have to read?

Colm: Well I read like lots of times, like when I've finished my work at school and I read my Pokémon books and at home if it's raining or if I finish my homework I read my books and stuff, so I like reading, yeah.

R: OK

Colin: Am, well am when it's bedtime I have to read but most of the time I don't, I just, once well, I was at my Grandma's house and am it was Christmas Eve and am I brang my Nintendo up to my bed and I tried to play it because I didn't know how to play a Nintendo,

R: Yes.

Colin: am but I put it under my blanket and then my uncle lifted the blanket up and then he saw it, so I couldn't play it.

R: (Laughs) You were caught.

Colm: And another thing like every night I am I play my Nintendo in bed but my Mom knows that so I always hide it under my covers, like colouring and my Mom always lifts it up and takes it and she's like 'I caught you again'.

R: (Laughs) Yes, you can't get away with it. And tell me you obviously read in Irish and in English, where, tá dhá leabhar agatsa ansin nach bhfuil?

Colm: Yeah. I have An Lacha Feirmeora and Cáitín sa Chistin.

R: OK and does it make a difference to you which language you read in?

Colm: Am not really like, I understand both the languages,

R: Yeah.

Colm: I like Irish more than English, so

R: And why do you think you like Irish more than English?

Colm: Well it's our language and I like speaking it and stuff and that's why I go to Inis Oírr a lot because I like speaking Irish to people and they speak Irish back, so

R: Very good.

Colm: that's why I like it.

R: Tá mise ag scríobh síos na leabhair atá agat ansin, An Lacha Feirmeora, so cé acu ceann a thaitníonn leat anois?

Colm: An Lacha Feirmeora

R: Agus cén ceann a thaitin leat nuair a bhí tú óg?

Colm: Thaitin Rupert.

R: O sea, taitníonn an dá ceann sin leat anois?

Colm: Yeah.

R: OK agus is leis an nGúm and dá ceann, oh no, sin An Gúm agus sin O'Brien Press.

Colm: Sea

R: Agus cad iad na leabhair atá agatsa Colin ansin?

Colin: Cad é sin?

R: Sea

Colin: Tá Briain

R: Tá Bran ag comhaireamh yes. An dtaitníonn na leabhair sin leat anois nó an raibh siad agat nuair a raibh tú óg?

Colin: Taitníonn siad liom anois. And am ní chuimhin liom an ceann nuair a bhí mé óg.

R: Á tuigim, yeah. And what kind of reader do you think you are?

Colm: Well I think I'm a very good reader but sometimes I struggle with words. And I just kinda make the sounds and I get the word right then I think.

R: OK, very good. Colin

Colin: Am, I just read and if I can't figure out the word I just sound it out and if I don't get it, I just carry on.

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R: Very good, and when you carry on then would you go back to the word to figure it out?

Colin: Well if I was next to my Mom I'd just ask her what that word is,

R: Yes.

Colin: or if I was up in my room I would just read it out and I would just go over it a couple of times before I go to bed.

R: Very good, and what else? Oh yes do you think reading helps you in any way?

Colm: Am I think it really does help you am because like if you were a businessman or something like and like if you're a businessman you always get files of work and stuff, you have to read them and stuff so

R: Yes

Colm: I think it's very educational.

R: Very good

Colin: Am

R: How about you Colin?

Colin: I like it and I like the way it tells you once you get a dinosaur book or something

R: Yes

Colin: the way that they am lived and how did they and things like that.

R: So you get lots of information, you learn a lot from them.

Colin: Yeah, yeah.

R: Very good, and tell me what writing do you do at school or at home, or anywhere?

Colm: We do scríbhneoireacht cheangailte.

R: You do scríbhneoireacht cheangailte.

Colin: I like am like the writing am when we're not am joining it together because I can write faster and am

R: OK

Colin: and am I think it's just that once I write faster I can be doing my homework by myself.

R: Yes.

Colm: I, I think joined writing is better because if you do it normally and if you go really fast your work will be in a mess and the teacher will say am 'rub that out and start again'. So that's why I like it.

R: Yes and ah I'm sure Colin your joined writing will improve and get faster as well won't it?

Colin: Yeah.

R: When you practise it. And tell me, what'll am, do you write stories?

Colm: Am yes I write, I write some stories at school and as my teachers say 'I really like your stories' because some are scary, some are nice, some people die in, am

R: (Laughs)

Colm: Yeah I really like my stories.

R: Go maith agus do scéalta Colin?

Colin: Am I write some at school, but I don't really write some at home but my Mom might write one and then I might just write maybe a line of it and then I'll want to go off and play something different.

R: Go maith. Agus an ndéanann sé aon difríocht nuair a bhíonn sibh ag scríobh am cé acu an mbíonn sibh ag scríobh i mBéarla nó i nGaeilge? Does it make any difference to you now whether you write in English or Irish?

Colin: mmm, no.

Colm: No, it doesn't really make any difference but I think it's a little bit easier to write in English because you really don't know some words in Irish

R: Yes.

Colm: but you know a lot of words in English.

R: I understand, you find the English a little easier.

Colm: Yeah.

R: And does writing help you in any ways?

Colin: Am yeah,

Colm: Am yeah like, if you couldn't write you couldn't

Colin: Read

Colm: you couldn't, you wouldn't have a job like.

R: Yes, that's true.

Colm: Yeah and I'd like a good job so I like writing.

R: Yeah, OK what about you Colin?

Colin: Mmm, I like it 'coz it can am, once your hand am gets sort of tired am, you can, you can still write, but it'll make your hand a little better if you have a sore finger or something

R: OK

Colin: because you make that feel better.

R: Alright and what kind of writers do you think you are?

Colm: Ah I kinda think I'm in between, like a professional writer and ah not good writer, so I think I'm in between.

R: (Laughs) In between somewhere and yourself Colin?

Colin: Ah I think I'm the same as Colm.

R: Agus táim chun cúpla ceist eile a chur oraibh. How do you feel now about speaking Irish all the time in school?

Colm: I love it.

R: You love it Colm inis dom cén fáth?

Colm: 'Coz nuair a tháinig mé isteach sa scoil seo am ní raibh aon duine ag labhairt Gaeilge, níor, nó, ranganna arda ag labhairt Gaeilge, ach bhí mise ag labhairt Gaeilge nuair a bhí mé i Naíonáin Bheaga agus dúirt gach múinteoir, 'Ó, tá Colm ana-mhaith. Bhí sé ag labhairt Gaeilge an t-am ar fad agus tá Gaeilge iontach aige' so is maith liom é.

R: Is maith leatsa é.

Colin: Am

R: Colin

Colin: I like it because well you can learn more languages

R: Very good

Colin: and then if your Mom doesn't know that word you'll come home and then you'll be saying it a lot and then your Mom will start to listen to you and then she'll know it.

R: OK and does it make a difference whether you speak Irish or English with your teacher?

Colm: Am Well! I don't as I said earlier I don't like English but if you have to speak it at school or something, I'd speak it, but at home a lot I'd speak Irish to my Dad and Mom and to my friends, lots of stuff, I'd only speak English at home but just for a while but I'd never speak it the whole time at home.

R: Go maith! At home. And how do you feel when you speak Irish at home to your friends?

Colin: Am, it's OK and I like it.

Colm: I like it too, yeah.

R: Mar bíonn sibh ag labhairt leis na cairde sa chlós.

Colm: Yeah and ah I am, there's a teacher here, Muinteoir Cáit and her sons (names three sons)

R: Yeah

Colm: they go off to Inis Oírr every summer and am me and my Auntie are invited with them for a sleep over,

R: Yes

Colm: for one night and am like we always speak Irish to each other then there and like we'd never speak English

R: Go maith,

Colm: there so.

R: OK agus inis dom who decided that you would come to a Gaelscoil, did you decide or did your parents decide?

Colm: I decided it.

R: You decided it Colm?

Colm: Yeah, because I only know, I only knew English and I wanted to learn a couple of languages, like I know a little bit of Spanish,

R: Go maith.

Colm: I know English, I know German, but I am wanted to know Irish 'coz that's my native language and it's dying and I want to keep it up.

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R: Ana-mhaith, agus cad mar gheall ortsa Colin?

Colin: Am my Mam and Dad choosed it and am I didn't realise until I started to get more friends and I started to like the school.

R: OK and how do you feel about your parents sending you to an Irish school?

Colin: Am

R: Colin

Colin: Am I think it's good and I like the decision that they choosed and I hope that because my Mom and Dad speak it as well with me sometimes when they're having dinner or something.

R: Right, bhíos díreach chun an cheist a chur oraibh, OK an labhrann éinne agaibh Gaeilge sa mbaile le Mam agus Daid?

Colm: Yeah, labhrann mise an t-am ar fad agus even nuair atáimid ag *[undcipherable]* our prayers, ag an tábla before a ithimid ár dhinéar am bíonn mise déanaimid é i nGaeilge.

R: So labhrann tú Gaeilge le Mam agus le Daid?

Colm: Yeah an t-am ar fad.

R: Agus Colin cad mar gheall ortsa?

Colin: Cúpla am labhair mé le mo am Mam agus Daid i Gaeilge agus cúpla am i Béarla.

R: Mam agus Daid uaireanta.

Colin: Yeah

R: Agus inis dom an bhfuil deartháireacha agus deirfiúracha agat sa scoil seo? Níl agatsa Colm.

Colm: No.

Colin: Ach tá ag mise, i rang a h-aon,

R: Buachaill nó cáilín?

Colin: Buachaill.

R: Agus tá mé chun ceist eile a chur oraibh anois. Before you came to *[name of school]* did you go to a crèche or a playschool?

Colm: Ah yeah, me and Colin and am a couple of my friends who are still in *Gaelscoil*, we went to the *naíonra* and again it was am it was an Irish *naíonra*.

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R: Oh you went to a *naíonra*, what about you Colin?

Colin: Am I went to the *naíonra* as well.

R: Oh you went to the *naíonra* as well.

Colin: Colm went to my *naíonra*.

R: OK, ana-mhaith, go raibh míle, míle maith agaibh. Now táim chun é seo a stopadh.

END OF INTERVIEW

Duration: 16 minutes 51 seconds

Appendix 11: Group Interview with Simone and Christopher
Class B1
20/06/08

R: **Researcher**
C: **Christopher**
S: **Simone**

R: Anois tá sé ag obair. OK so inis dom i nGaeilge nó i mBéarla is cuma liom, cad iad na rudaí a léann sibh ar scoil, sa bhaile aon áit?

C: Léann mé neart leabhar abhaile.

R: An léann tú neart leabhar sa bhaile?

C: Yeah.

R: Agus cén sórt leabhar a léann tú?

C: Am rudaí faoi, am, am, rudaí faoi am ainmhithe agus rudaí faoi *[undecipherable]*

R: Go maith and do you have a favourite book or a favourite author or a favourite series of books?

C: Am no.

R: No. OK agus cad mar gheall ar Simone, cad iad na rudaí a léann tusa?

S: Rudaí difriúla,

R: Rudaí difriúla yeah? Inis dom. Tabhair dom sampla.

S: Tarracóir

R: Tarracóir

S: And Ní hea!

R: Go maith

S: Rudaí difriúla Famous Five.

R: Famous Five, mmm, and do you have a favourite book or a favourite author? You don't. And tell me did either of you have a favourite book when you were younger?

S: Am yeah.

R: You did, tell me about that one.

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S: Am it was about a little ship that was going to, am to different places picking people up but then it got, but then it got a hole in it and it sink, and it sunk to the bottom of the water.

R: OK and do you remember the name of the book

S: I think it was *[undecipherable]*

R: Agus cad mar gheall ortsa Christopher, did you have a favourite book when you were younger?

C: Am sea bhí sé An Titanic.

R: Sorry?

C: Ba bhreá liom An Titanic.

R: An Titanic, thaitin an leabhar sin leat.

C: Sea.

R: Agus inis dom an léann sibh sa bhaile leis na tuismitheoirí nó le deartháireacha nó le deirfiúracha?

C: Uaireanta.

R: Uaireanta. Cad mar gheall ortsa Simone?

S: Nuair a faigh muid 'bookworm' i gcomhair obair bhaile.

R: Yeah. So bíonn oraibh iad a léamh i gcomhair obair baile? And when you were younger did your parents ever read books or stories to you?

C: My mammy did.

R: Tell me about it Christopher.

C: Cúpla uair a d'fhéach *[undecipherable]* am uaireanta eile am neart rudaí difriúla.

R: OK cad mar gheall ortsa Simone?

S: Sea mar ní féidir liom léamh.

R: (Laughs) So cé bhí ag léamh duit?

S: Mo Dhaid.

R: Do Dhaid.

S: Mo Mham.

R: Agus do Mham. OK bhfuil deartháireacha agus deirfiúracha agaibh sa bhaile?

C: Tá.

R: Yeah. Agus níos óige?

C: Níos óige agus am

R: Níos sine, go maith agus cad mar gheall ortsa? Níl. So do you ever read for your younger

C: Ah yeah.

R: brothers or sisters, you do read for them do you?

C: Yeah.

R: Go maith. Agus léann sibh i nGaeilge agus i mBéarla? Cad iad na leabhair atá agaibh ansin?

C: Am Daifní Díneasár.

R: Daifní Díneasár agus inis dom cén fáth ar roghnaigh sibh na leabhair sin?

C: Thaitin sé seo liom nuair a bhí mé *[undecipherable]* Caithfidh me ceann a phioc an bhliain seo.

R: Cé acu ceann atá agat an bhliain seo?

C: Daifní Díneasár.

R: Agus thaitin an ceann sin leat nuair a bhí tú óg?

C: Sea.

R: Am A Dark Dark Tale,

C: Sea.

R: Tell me about that one.

C: Tá sé faoi ah *[undecipherable]* dorcha agus tá sé, deireann sé *[undecipherable]*

R: OK, thaitin Daifní Díneasár leat nuair a bhí tú níos óige.

C: No, an bhliain seo.

R: An bhliain seo gabh mo leithscéal! Cén fáth go dtaitníonn an leabhar sin leat?

C: Well tá Daifní Díneasár, tá Daifní Díneasár ann, díneasár rudaí difriúla agus tá sí ag scanradh na daoine

R: Ok. Bíonn an díneasár ag scanradh daoine. Yeah abair leat Simone?

S: *[undecipherable]* Amadán Aibreán

R: OK Lá na n-amadán a bhí ann.

S: Sea.

R: Ó tuigim anois. Agus cad iad na leabhair atá agatsa Simone?

S: An Garbhán agus Cáitín sa Chistin

R: Yeah agus cé acu ceann a thaitin leat nuair a bhí tú óg?

S: An Garbhán

R: OK cén fáth?

S: Mar bhí sé an t-aon cheann a raibh mé ábalta remembering mar ní raibh mé ach i Naíonáin Mhóra.

R: (Laughs) Am agus cad mar gheall ar Cháitín sa Chistin? Taitníonn an ceann sin leat anois. Cén fáth? Inis dom faoin scéal.

S: Tá sé faoi rinne Mamaí Cháitín an cáca agus ansin chuir sí rón air agus dúirt sí le Cáitín tá sé *[undecipherable]* agus ansin bhí Cáitín sa chistin agus d'ith sí an rón so caithfidh sí dhéanamh rón eile so chuir sí péint daite agus chuir sí im agus siúcra agus plúr agus uachtar reoite air agus ansin tháinig aintín Síle.

R: OK, ana-mhaith. So is maith leat an leabhar sin. Go maith. Agus so bíonn sibhse ag léamh i mBéarla agus i nGaeilge.

C+S: Sea

R: Agus inis dom does it make a difference to you which language you read in?

C: Bhuel uaireanta tá Gaeilge níos am éasca.

S: What?

R: Níos éasca an dóigh leat, cén fáth?

C: Mar am taitníonn an Ghaeilge liom níos mó.

R: Agus cad mar gheall ortsa Simone, does it make a difference to you which language you read in?

S: Sea.

R: Yeah.

S: Mar tá sé Béarla agus Gaeilge.

R: Yeah.

S: Níl siad mar an gcéanna.

R: Níl siad mar an gcéanna. Yeah, so is one easier than the other?

S: Am English.

R: You think English is easier for reading? OK and why would you say that?

S: Because when you're writing in English you don't really need to put 'h's if there's an 'an', you don't need to put am kinda new letters if a letter, if a word is before the word you need to put in a different letter.

R: Tuigim. Ah agus inis dom when you read at home do you read because you want to read, and like to read or do you read because you have to?

C: Ah well I like to read.

R: You like to read, OK, cad mar gheall ortsa Simone?

S: mmm, because I have to, because I already read them before I don't really want to, because I know the story.

R: You don't want to read them again, yeah. And you told me are you a member of some book club or bookworm, what did you call it?

C: Bookworm.

R: Bookworm. Tell me about that.

C: Well we have a lot of different ah books,

R: Yes.

C: And like, some, once we didn't have to if we were reading a long one at home and like I didn't have to because am I'm always reading books at home.

R: OK, and are these books, faigheann sibh na leabhair ar scoil agus tugann sibh na leabhair abhaile le léamh sa bhaile, agus an mbíonn rogha agaibh Gaeilge nó Béarla a

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thógaint abhaile, nó an ndéanann sibh Gaeilge seachtain amháin agus Béarla seachtain eile?

S: Sea.

C: Bhuel am piocann an múinteoir.

R: Piocann an múinteoir, agus piocann an múinteoir na leabhair nó an bpiocann sibhse na leabhair?

C: mmm

R: Piocann sibhse ach deir an múinteóir Gaeilge an tseachtain seo agus Béarla an tseachtain eile?

C: Piocann siad an sórt leabhair.

S: Gaeilge nó Béarla.

R: Right tuigim.

C: Ach piocann tú an ceann sa *[undecipherable]*

S: *[undecipherable]*

R: Yes, tuigim, OK. So does reading help you in any way do you think?

C: Am, yeah, I think it helps.

R: How do you think it helps you?

C: Is féidir leat foghlaim níos mó.

R: Is féidir leat foghlaim níos mó.

S: Am, if you're, when you're an adult you'll be able to if when you're driving you'll be able to read the signs if they say so.

R: Of course, that would be helpful to be able to read the signs when you're driving. And what kind of readers do you think you are?

S: Am readers.

R: Readers. (Laughs) Agus inis dom anois faoin scríbhneoireacht, what writing do you do again in school or at home or anywhere?

C: Well this year sorta I'm doing more joined writing.

R: Joined writing, agus cad mar gheall ortsa Simone?

S: The same

R: The same and do you write stories?

C: Am

R: Do you ever write stories?

C: Sometimes.

R: Yes and what about at home, do you ever write at home?

S: Yeah I write lots of stories at home

R: Do you?

S: in my storybook.

R: Oh very good. And was that for school or was it just something you did at home by yourself?

S: Something I just did at home myself.

R: OK and did anybody help you with it? So you wrote your own storybook.

S: mmhm

R: And why did you do that?

S: Because I was very bored!

R: (Laughs) Yes, but do you like writing stories?

S: mmm, yeah.

R: OK and you obviously bíonn sibh ag scríobh i mBéarla agus i nGaeilge ar scoil, agus arís, does it matter, does it make a difference which language you write in?

C: mmm

R: Is one easier than the other?

C: Uaireanta Gaeilge, uaireanta tá siad mar an gcéanna.

R: Uaireanta tá Gaeilge níos

C: Uaireanta tá Gaeilge níos éasca.

R: Agus uaireanta tá siad mar an gcéanna. Cad a cheapann tusa Simone?

S: Béarla

R: Béarla níos

S: Éasca mar ní chaithfidh tú cuir like níl 'h' like i Shiobhán ní chaithfidh tú dhéanamh sin i Béarla.

R: Tuigim, so uaireanta bíonn ort 'h' a chur isteach sa Ghaeilge. OK and does writing help you in any way do you think?

C: Am yeah. Nuair a bhíonn tú, nuair a bhíonn tú níos sine agus caithfidh tú sort of write litreacha am tá sé sort of níos éasca agus faigheann tú níos mó cleachtadh.

S: Agus má losann tú do voice is féidir leat scríobh.

R: Yes, (laughs) did that ever happen to you, did you loose your voice?

S: No.

R: No. But it could happen agus bheifeá in ann scríobh, go maith. And what kind of writers do you think you are?

S: mmm

R: Go on Simone.

S: What do you mean?

R: Oh what do I mean? Well, what (pause) that's a good question. What do you like to write?

S: Funny stories, poems,

R: Yes.

C: Sometimes poems,

R: Sometimes poems, do you write some poems?

C: Yeah.

R: And do you think you're good writers?

C: Am, I don't know, sometimes like good, sometimes not as good.

R: OK agus inis dom mar gheall ar seo, bíonn sibhse ag labhairt Gaeilge ar scoil an t-am ar fad,

C: Sea.

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R: agus amuigh sa chlós, agus sa seomra ranga, so how do you feel about speaking Irish all the time at school?

C: Am bhuel ní cuma liom am ar scoil ach is fearr liom ah labhairt Gaeilge sa bhaile níos mó.

R: Is fearr leat Gaeilge a labhairt sa bhaile?

C: Sea.

R: Agus cé labhrann Gaeilge leat sa bhaile?

C: Mo Dhaid agus mo uncail agus mo dheartháir.

R: So labhrann tú Gaeilge le Daid, le d'uncail?

C: Yeah, le mo Dhaideo, mo Mhamó, mo chol ceathracha *[undecipherable]*

R: OK agus labhrann tú Gaeilge le do dheartháir?

C: Sea, uaireanta.

R: Go maith. Agus cad mar gheall ortsa Simone? An labhrann tú Gaeilge sa bhaile?

S: No.

R: No.

S: Ní maith liom é.

R: Ní maith leat Gaeilge. So how do you feel about speaking Irish in school all the time, Simone?

S: Ah, (pause) cross.

R: Cross? Why would you say that?

S: Mar you see caithfidh tú labhairt Gaeilge all the time.

R: OK agus ba mhaith leat Béarla a labhairt anois is arís?

S: mmm

R: OK and does it make a difference then whether you speak Irish or English with your teacher?

S: mmm, mmm, yeah, sort of

R: Sort of, could you explain that to me?

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S: Mar deireann *(name of teacher)* caithfidh tú labhairt Gaeilge mar tá sé ár teanga. Níl muid sa Spáinn. Níl muid sa *[undecipherable]*

C: Sea.

S: *[undecipherable]*

R: Yes. Go maith, am agus an labhrann sibh Gaeilge le bhur gcairde?

C: Sea.

R: Ar scoil nó lasmuigh den scoil?

C: Lasmuigh den scoil agus ar scoil.

R: Agus ar scoil. And how do you feel when you speak Irish with your friends? Does it make, is it different to speaking English?

C: Am no.

R: No? Cad mar gheall ortsa Simone?

S: Am yeah,

R: Yeah, in what way is it different do you think?

S: Mar tá sé Béarla agus Gaeilge agus níl sé, tá sé difriúil.

R: Tá sé difriúil, tá an ceart ar fad agat. Am now cúpla ceist eile ana-thapaidh. Sar a dtáinig sibh anseo go dtí *(name of school)* ar chuaigh sibh go dtí playschool nó crèche nó *naíonra*, nó aon rud?

S: Sea.

R: OK cár chuaigh tusa?

S: *Naíonra*.

R: Chuaigh tusa go dtí *naíonra*, agus cad mar gheall ortsa?

C: *[undecipherable] (name of village)*

R: *(name of village) naíonra*, nó playschool nó crèche?

C: Playschool

R: Playschool i mBéarla an ea?

C: Sea.

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R: Ah tuigim so bhí tusa ag dul go dtí playschool i mBéarla agus bhí tusa ag dul go dtí *naíonra*. Who decided then that you would come to a Gaelscoil? Did you decide or did your parents decide?

C: *[undecipherable]* agus is fearr liom Gaeilge ach phioc mo Dhaid

R: Do Dhaid,

C: *[undecipherable]* ach rugadh é i Man. United.

R: Rugadh do Dhaid i Manchester?

C: Sea.

R: Oh right and Simone who decided for you?

S: Pioc mo Dhaid agus mo Granny.

R: OK and how do you feel about that, about your parents sending you to a Gaelscoil?

C: Am níos fearr.

R: Níos fearr.

S: Not níos fearr.

R: Not níos fearr, OK. Am agus inis dom bhfuil deartháireacha nó deirfiúracha agaibh sa scoil seo?

C: Ah tá.

R: Bhfuil deartháireacha nó deirfiúracha agatsa Christopher?

C: Am beirt.

R: Deartháireacha?

C: Deartháir agus deirfiúr.

R: Agus cén rang ina bhfuil do dheartháir?

C: Am i Naíonáin Bheaga.

R: OK agus do dheirfiúr?

C: I am tá mo dheirfiúr i Rang a sé.

R: Rang a sé, agus cad mar gheall ortsa Simone? Bhfuil deartháir nó deirfiúr agatsa sa scoil?

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S: Am níl aon deirfiúr nó dearthái agam sa scoil mar níl aon deirfiúr nó dearthái agam.

R: Ó dúirt tú é sin liom. Dheineas dearmad air sin. Níl aon deirfiúr nó dearthái agat. Ó tuigim anois. Agus am now, ní dóigh liom go bhfuil aon cheist eile agamsa? Bhfuil aon ceist agaibhse?

C: Not really.

R: Not really, OK. Now stopfaidh mé an téip ansin. OK.

END OF INTERVIEW

Duration: 18 minutes 17 seconds

Appendix 12: Group Interview with Nancy, Marion and Louise
Class A
21/06/2008

R: **Researcher**
N: **Nancy**
M: **Marion**
L: **Louise**
?:   **Pupil not identifiable**

R: So inis dom cad iad na sórt rudaí a léann sibhse ar scoil, sa bhaile? OK tosnóidh mé le Marion.

M: Am an Magic Finger

R: An Magic Finger, an leabhar é sin?

M: Sea

R: Cén sórt leabhair?

M: Am

R: Leabhar Béarla?

M: Sea.

R: Agus an dtaitníonn an leabhar sin leat?

M: Sea.

R: Agus bhfuil, an é sin an leabhar a léann tú ar scoil nó sa bhaile?

M: Am ar scoil agus sa bhaile.

R: Agus sa bhaile. OK agus cad a léann tusa Louise?

L: (Pause) Leabhair.

R: Leabhair, cén sórt leabhar is maith leat?

L: Am *[undecipherable]*

R: As Béarla.

L: Magazines.

R: Magazines. Tell me about the magazines you like.

L: Mad-bag.

R: Mad-bag what's in that?

L: Am we read am some mixed am stories and stuff like that.

R: OK agus cad mar gheall ortsa?

N: Léimid an léimid an, Fantastic Mr. Fox ar scoil.

R: Right.

N: Tá sé ana-mhaith, is maith liom é ach bhí sé píosa beag deacair ach bhí sé ana-mhaith?

R: Bhí sé ana-mhaith, agus cad a léann tú sa bhaile?

N: (Pause) Níl fhios agam.

R: Níl fhios agat. And if you have your own choice what kinds of books do you like to read?

?:   Am

R: OK tosnóidh mé le Louise an uair seo.

L: Magazines.

R: OK magazines, you still like the magazines, agus Marion?

M: Ah, níl a fhios agam.

R: Níl fhios agat.

N: Léann mo Mham, am léann mo Mham dom cinn history, cosúil le b'fhéidir am, níl fhios agam an ainm.

R: Ach léann sí leabhar staire?

N: Yeah.

R: History books.

N: Yeah.

R: So ceist agam oraibh. Do you read at home with your parents? Marion?

M: Mmhm

R: Do you read at home?

M: Yeah.

R: With whom? Who reads at home with you?

M: My Dad, my Gran, my Grandad and my sister.

R: Ana-mhaith! And what do they read with you?

M: Am well my homework books,

R: Yes.

M: and the other books at home.

R: OK agus Louise?

L: *[undecipherable]*

R: Léann tú leat féin. OK agus inis dom Nancy, an mbíonn tusa, bíonn tusa ag léamh leabhar staire sa bhaile le Mam, go maith. Bhfuil deartháireacha nó deirfiúracha óga agaibh.

N: Yeah tá deartháir óg agamsa.

R: Go maith.

L: Tá deirfiúr, tá dhá deirfiúr níos sine.

R: Níos sine, agus Marion?

M: Tá dhá deirfiúr agam agus dhá deartháir.

R: Agus inis dom an léann sibh leabhair sa bhaile leis na deartháireacha agus na deirfiúracha óga? Do you ever read to your younger brothers and sisters?

N: Sea.

R: You do Nancy do you?

N: Yeah.

R: What would you read for them?

N: Ar maidin sa charr léigh mé leabhar do mo dheartháir bheag, bhí sé ceann am, ní raibh aon title air ach bhí sé ceann, agus bhí sé am cáilín agus buachaill a bhí ag dul go dtí an trá, agus bhí siad ag fáil, ag fáil a lán rudaí sa siopa. Agus, agus chuaigh, chuaigh, fuair cáilín amháin bád agus chuaigh sé amach san uisce.

R: Go maith, agus Louise?

L: Léann mise go dtí mo next door neighbour mar tá sé a dó.

R: Tá sé a dó

L: No, tá sé a trí.

R: agus léann tú na leabhair dó?

L: Yeah.

R: An mhaith. Am agus inis dom bhfuil, bhí sibh ag rá go bhfuil deartháireacha agus deirfiúracha agaibh. Bhfuil deartháireacha nó deirfiúracha agaibh sa scoil seo?

L: Sea, yeah

R: Louise, cén rang ina bhfuil sí?

L: Tá sí sa rang a ceathair.

R: Tá deirfiúr agat i Rang a ceathair.

L: Tá mo deirfiúr eile sa mheánscoil.

R: Agus ar chuaigh sí go dtí an scoil seo?

L: Sea.

R: Yeah. Agus cad mar gheall ortsa Nancy? Bhfuil deartháir nó deirfiúr agatsa sa scoil?

N: Téann mo dheartháir beag síos i, síos i Naíonáin Mhóra.

R: Yes.

N: Tá sé sa Naíonáin Mhóra.

R: Naíonáin Mhóra. Bhfuil deartháir no deirfiúr mór agat?

N: Níl

R: Agus Marion inis domsa.

M: Sea tá deirfiúr mór agam sa Ghaelcholáiste.

R: Sa Ghaelcholáiste, agus ar chuaigh sí go dtí an scoil seo?

M: Sea.

R: OK, so tá deirfiúr mór agat.

M: Tá dhá dheirfiúr agus dhá dhearthháir.

R: Oh right. Agus do dheirfiúr eile, cén rang a bhfuil sí siúd?

M: Níl a fhios agam.

R: Bhfuil sí mór?

M: Sea.

R: Bhfuil sí críochnaithe ar scoil?

M: Sea

R: Alright agus do dhearthaireacha?

M: Am mo dheartháir beag, ah tá sé am i Rang a ceathair

R: Ó tá dearthair agat i Rang a ceathair.

M: Sa *(name of school)*

R: *(name of school)* á tuigim anois. Agus inis dom do you have a favourite book? OK Louise you tell me what your favourite book is.

L: Can I *[undecipherable]*

R: Oh yeah you can of course.

L: The Magic Carpet and *[undecipherable]*

R: Tell me why they're your favourites.

L: Because they're cool stuff.

R: Are they? What kind of cool stuff? You see I'm an old man, I don't know what cool stuff is.

L: (Laughs) Am they have stuff on High School Musical and stuff on marching bands and am and stuff like that.

R: And is High School Musical a programme on television?

L: Sea.

R: Á tuigim anois. Marion do you have a favourite book or a favourite author or a favourite series of books or magazine, what would your favourite be?

M: Am High School Musical (laughs)

R: High School Musical, sin clár teilifíse an ea? An bhfuil leabhar ag dul leis é?

M: Sea.

R: Ó tuigim

M: Tá an leabhar High School Musical agam.

R: Ó tá an leabhar agat, so that's your favourite, sea. Louise?

L: Deireann mo Dhaid 'High Street Musical'.

R: (Laughs) agus cad mar gheall ortsa Nancy?

N: High School Musical freisin.

R: That would be your favourite book.

N: Yeah.

R: Cén fáth?

N: Is maith liom é agus is maith liom na hamhráin a bhíonn istigh ann, agus tá sé ana-mhaith.

R: OK anois ceist eile agam oraibh, did you have a favourite book when you were younger?

M: mmm

R: Yes.

L: Bhí sé am b'fhéidir mar Teletubbies.

R: Mar sin Louise, OK, thaitin na Teletubbies leat agus bhí an leabhar agat. Marion?

M: Winnie the Pooh.

R: Winnie the Pooh was your favourite. That was my favourite when I was younger as well.

M: (Laughs)

R: Tá an leabhar sin ana-chríonna. Tell me why that was your favourite.

M: Am, (laughs) Níl fhios agam.

R: Níl fhios agat.

M: Is maith liom Tigger agus an Donkey.

R: OK is maith leat na carachtair sa leabhar, go maith.

M: Agus an muc.

R: OK agus Nancy what was your favourite?

N: Ah Barney.

R: Barney?

N: Yeah

R: Cad ina thaobh?

N: Barney.

R: Why did Barney, why did you like Barney now tell me?

N: (Laughs) níl fhios agam.

R: Louise, an raibh tusa chun rud éigin a rá?

L: Bhí, bhí mo dheirfiúr am, bhí mo dheirfiúr am, is maith le mo dheirfiúr am Teletubbies agus bhí sí isteach in am bhí sí isteach i toy shop agus chonaic sí Teletubbies agus fuair sí a lán Teletubbies agus thug sí amach iad ón siopa *(undecipherable)* agus ghoid sí é. (Laughs)

R: So ghoid sí é.

L: Sea. Bhí sí only like two.

M: Is maith liom fós Winnie the Pooh.

R: Ó fós is maith leat é agus thaitin sé leat nuair a bhí tú óg chomh maith.

M: Sea. Agus is maith le mo dheirfiúr.

R: OK agus ceist eile agam oraibh, nuair a bhí sibhse níos óige anois ar léigh bhur dtuismitheoirí libh sa bhaile?

N: Sea.

R: Yeah, cé a bhíodh ag léamh leatsa Nancy?

N: Uaireanta mo Mham agus mo Mhamó.

R: Do Mham agus do Mhamó

N: Yeah.

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R: Agus Marion?

M: Mo Mhamó, mo Mhamaí agus mo Dhaidí

R: OK agus tú fhéin Louise?

L: Mo Mham agus bhí sí ag léamh Horrid Henry agus bhí sí ag cur voices.

R: Ó tuigim yes. Now tá fhios agam go mbíonn sibhse ag léamh i mBéarla agus i nGaeilge.

N: Sea.

R: Agus tugann sibh leabhair abhaile ón scoil le léamh sa bhaile.

M: Sea, sea.

R: Yeah, Gaeilge nó Béarla?

M&N: Gaeilge agus Béarla.

R: Ó so tuigim, Gaeilge seachtain amháin b'fheidir agus Béarla seachtain eile?

M: No.

R: No, inis dom.

M: Gaeilge agus Béarla ag an t-am céanna.

R: Oh right yes.

L: Léimid iad

R: Sea abair leat.

L: Léimid iad sa scoil ar dtús agus ansin léimid iad sa bhaile ansin.

R: Tuigim. Agus inis dom does it make a difference to you now whether you read in English or in Irish? Louise what were you going to say?

L: English is easier because I've been speaking English most of my life.

R: Right, so you think the English is easier. Cad mar gheall ortsa Marion?

M: English is easier than

R: And why do you think it's easier?

M: 'Coz we speak it about our whole lives and we my Granny, my am, my Grandad and my Dad speak it.

R: Tuigim, agus Nancy?

N: B'fhéidir Béarla, ach is maith liom Gaeilge a lán, mar a bhí, mar a bhí, mar bhí mo Mhamó a first, a céad, a céad

R: Teanga

N: teanga ah bhí sé Gaeilge.

R: Á tuigim.

N: Is maith liom an dhá cinn.

R: Is maith leatsa Gaeilge agus Béarla. Agus inis dom,

M: Ní maith liomsa Gaeilge.

R: Ní maith leat Gaeilge OK. Agus inis dom when you read do you read because you like it and enjoy it or because you have to? Nancy?

N: Because I like to.

R: You like to read. Marion?

M: Am we kinda have to and I like it.

R: You like it as well, OK.

L: Sometimes I have because in school we have to but I don't really mind that but when I'm at home sometimes I do because *[undecipherable]*

R: OK. And tell me do you think reading helps you, does it help you in any way? Tosnóidh mé leatsa Louise.

L: It helps you because am when you grow up you'll have to read some things and so if you get a letter to read *[undecipherable]*

R: Go maith.

M: You learn new words.

R: New words, yes. Nancy?

N: I think it's good that you read because sometimes you might be stuck on a word but if you stay at it for a while you might, you might get it after that.

R: Go maith.

N: And then the word might explain the story to you.

R: So the word might help you to understand the story?

N: Yeah.

R: Very good. An raibh tusa chun rud éigin a rá Marion sea?

M: Am déan mé dearmad.

R: OK ceist agam oraibh anois, what kind of a reader do you think you are? Yes Marion tosnóidh mé leatsa.

M: A proper reader.

R: A proper reader. Louise?

L: A perfect reader.

R: A perfect reader, agus Nancy cad a cheapann tusa?

N: Ah I'm OK.

R: You think you're OK. Now bíonn sibh ag scríobh chomh maith, nach mbíonn?

M&N: Sea.

R: Agus cad iad na sórt rudaí a scríobhann sibh ar scoil nó sa bhaile? OK Marion?

M: Am scéal agus abairtí.

R: Inis dom faoi na scéalta a scríobhann tusa?

M: Am An Trá, An Samhradh, am Mo Chlann,

R: Go maith. Louise?

L: Scríobhaimid am mata agus am sa chóipleabhar agus 'Write Here' agus am

R: Sea so nuair a dhéanann tú mata bíonn tú ag scríobh chomh maith agus Nancy?

N: Bímid ag scríobh am an nuacht.

R: Ó an ndéanann sibh é sin gach lá?

N: Ní gach lá, cúpla lá.

R: Now, so what languages do you write in? Louise?

L: Irish and English.

R: And you all write in Irish and English?

M: Sea.

R: Does it make a difference which language you write in, Irish or English, Marion?

M: Yeah.

R: Why?

M: Am because am in English you write like am a story in English and in Irish you write am a story in Irish, (laughs).

R: And how are they different?

M: They have both different languages.

R: Go maith, Nancy?

N: It doesn't make a difference to me because my Dad likes English but my Mom likes Irish and I like both, so it doesn't make a difference to me.

R: It doesn't make a difference, does it make a difference to you Louise? Is one easier or one more difficult?

L: Not really.

R: Not exactly, Marion?

M: Hmm?

R: Which is easier, which is more difficult?

M: The difficult one is Irish and the easiest one is English.

R: Go maith agus an mbíonn sibh ag scríobh sa bhaile?

N: Sea.

R: Cad iad na rudaí a scríobhann sibh sa bhaile, Marion?

M: Poems.

R: Poems. Yeah agus an ndéanann tú é sin i gcomhair obair baile nó or is it just something you like to do yourself?

M: I like to do it myself.

R: So you write some poems as Béarla nó as Gaeilge?

M: As Béarla agus as Gaeilge.

R: Go maith, Louise?

L: Scríobhann mé am poems freisin.

R: Is maith leat dánta a scríobh.

L: Sea.

R: As Béarla nó as Gaeilge?

L: As Béarla.

N: Tá diary agam agus scríobhann mé rudaí istigh ann i nGaeilge agus Béarla.

R: Agus tá sé sin priobháideach an bhfuil?

N: Yeah. (Laughs)

R: Níl cead ag éinne é sin a léamh? An bhfuil?

N: Yeah.

R: So what kinds of writers do you think you are? OK Louise?

L: Am

R: What kind of writer do you think you are Marion?

M: Am a perfect writer, a pretty writer, am a fantastic writer.

R: Keep going.

M: Am just amazing (laughs) writer.

R: Ana-mhaith. Louise?

L: Absolutely, positively, brilliant, fantastic writer.

R: Agus Nancy?

N: A good writer, OK writer, I'd say a good and an OK writer.

R: Sea. Maith thú Nancy. Louise?

L: Bhí mé críochnaithe 'Write Here' before anybody else in the class.

R: Ó nuair a bhíonn tusa ag scríobh bíonn tú críochnaithe roimh gach duine eile.

L: *[undecipherable]*

R: Agus inis dom does writing help you in any way Marion?

M: Yeah.

R: How does it help?

M: Am it helps you *[undecipherable]*

R: OK

M: *[undecipherable]* it helps you how to write perfect and it learns you how to spell.

R: So writing helps you with your spelling. Nancy?

N: Sometimes your writing it can help you with your reading as well.

R: How does it help you with your reading? Explain that to me.

N: If you write, just say if I was reading a book and I didn't get the word and if I wrote it down, I might have got it then.

R: I understand so the writing actually helps you.

N: Yeah.

R: And do you think writing helps you in any way Louise?

L: Yeah it improves my writing.

R: OK so it improves your writing. Agus inis dom, ceist eile anois, how do you ladies feel about speaking Irish in school all the time? Marion, tosnóidh mé leatsa.

M: Am kind of angry.

R: Angry? Why is that?

M: I just don't like Irish.

R: You don't like Irish. What do you think about speaking Irish in school all the time?

L: *[undecipherable]* nuair a bhí tú amach as scoil ní chaithfidh tú *[undecipherable]*

R: Gaeilge, tuigim agus Nancy?

N: Ceapaim go bhfuil, ceapaim go bhfuil sé go maith má bhíonn tú ag caint as Gaeilge an t-am ar fad sa scoil mar tá sé scoil Gaeilge.

R: Tuigim.

N: Agus is maith liom Gaeilge.

R: Go maith.

N: So ceapaim go bhfuil sé go maith.

R: OK and does it make a difference to you whether you speak Irish or English to your teacher? Does it make any difference to you?

L: Sea mar bhí mé ag am, ag am *[undecipherable]*

R: Agus ar chuir mé an cheist sin ortsa Nancy, nuair a bhíonn tú ag caint as Gaeilge nó as Béarla leis an múinteoir an ndéanann sé aon difríocht nó how do you feel about it?

N: Níl fhios agam. Ceapaim go bhfuil sé go maith má bhíonn tú ag caint as nGaeilge go dtí an múinteoir.

R: OK now, nuair a bhíonn sibhse lasmuigh den scoil, an mbíonn sibh ag caint as Gaeilge nó as Béarla le bhur gcairde?

M: Béarla.

L: Béarla.

R: Béarla.

N: Béarla agus Gaeilge.

R: Béarla agus Gaeilge. Agus ar scoil nuair a bhíonn sibh ag imirt sa chlós, nuair a bhíonn sibh ag spraoi sa chlós, bíonn sibh ag caint, le bhur gcairde, Gaeilge nó Béarla, nó Gaeilge agus Béarla?

M: Béarla ach uaireanta Gaeilge.

R: Tuigim, Louise?

L: Béarla agus Gaeilge mar tá sé (pause) níl fhios agam.

R: OK how do you feel when you speak Irish to your friends, does it make a difference when you speak Irish or English to your friends? Nancy tá tú ag cromadh do chinn ansin. Inis dom. Go on.

N: (Laughs) Ceapaim, tá sé go maith má bhíonn tú ag caint as Gaeilge go dtí do chara mar (pause) bíonn difríocht istigh bíonn difríocht istigh ann má bhíonn tú ag caint as Gaeilge nó Béarla go dtí do chairde.

R: Bíonn difríocht. Cén sórt difríochta? How is it different?

N: Mar uaireanta má bhíonn tú ag caint as Béarla go dtí do chairde má, má, ansin má tá tú ag caint as Gaeilge má tá tú greamaithe ar focal uaireanta abair deireann tú é i mBéarla.

R: Tuigim, tuigim. Agus cad mar gheall oraibhse Marion agus Louise? How do you feel about speaking Irish with your friends?

M: Weird.

R: Weird. In what way is it weird? How is it weird?

M: Like when I speak English it's just normal, when I speak Irish it's just not normal.

R: It's not normal for you. Louise?

L: Annoying.

R: Annoying, why is that?

L: Because you don't really get to speak English in school except if you're reading English.

R: OK. Now inis dom nuair a bhí sibhse, sar a dtosnaigh sibh ar scoil, ar chuaigh éinne agaibh go dtí Playschool nó Crèche? Louise chuaigh tusa go dtí?

L: Playschool.

R: Well as Gaeilge nó as Béarla?

L: As, as Béarla, ach rinne muid 'tá' agus 'níl'.

R: OK agus cad mar gheall ortsa Marion?

M: Am Playschool.

R: Chuaigh tusa go dtí Playschool. Béarla nó Gaeilge?

M: Béarla.

R: Agus cad mar gheall ortsa Nancy?

N: Chuaigh mise go dtí Playschool i mBéarla.

R: So níor chuaigh aon duine agaibh go dtí *naíonra* Playschool as Gaeilge. Nancy chuaigh tusa go dtí playschool as Béarla chomh mhaith. Agus inis dom an labhrann éinne anseo Gaeilge sa bhaile le Mam, le Daid, le deartháireacha nó deirfiúracha, Marion?

M: No.

R: Louise?

M: Just

R: Gabh mo leithscéal Marion, abair leat.

M: Just am mo dheirfiúr.

R: OK mar tá sí sa Gaelcholáiste.

M: Sea, ach nuair a bhíonn muid ag abairt secrets do na chéile ní féidir le mo dheirfiúr, le mo dheartháir beag am éisteacht mar tá sé as Gaeilge.

R: OK so ní thuigeann do dheartháir óg cad atá á rá agaibh. Agus tú fhéin Louise?

L: Ah deir mé nuair atá mé ag meiseáil le daoine like.

R: Sa bhaile le Mam agus Daid.

L: Agus am

R: Ach an labhrann Mam nó Daid Gaeilge leatsa uaireanta?

L: Uaireanta agus am mo chara, a Dhaid deireann sé as Gaeilge i gcomhair leabhar, deireann sé 'booka'.

R: (Laughs) agus Nancy?

N: Ah bíonn, bíonn mo Mham ag caint liom as Gaeilge uaireanta, an t-am, beagnach an t-am ar fad,

R: OK.

N: ach timpeall mo Dhaid bíonn sé i mBéarla, níl a fhios ag mo Daid, níl clú ag mo Daid Béarla, níl clú ag mo Daid Gaeilge.

R: OK agus cad mar gheall ar Mhamó an mbíonn?

N: Tá mo Mhamó thíos sa Daingean.

R: Agus labhrann tú Gaeilge le Mamó.

N: Yeah.

R: Agus cad mar gheall ortsa arís Louise?

L: Well níl fhios ag mo Daid am Gaeilge,

R: Yeah tuigim.

L: ach nuair a, nuair a bhí muid i Galway bhí muid *[undecipherable]* agus dúirt mo Mham i nGaeilge, agus dúirt mo chol ceathrar 'an bhfuil cead agam dul ar an swings?' Agus dúirt mo dheirfiúracha agus dúirt mise 'can I come?'

R: OK agus inis dom cé a roghnaigh an scoil seo, anois daoibhse, an sibh féin a roghnaigh an scoil nó bhur dtuismitheoirí? Did your parents decide for you to come to *(name of school)*? How do you feel about that, Louise?

L: I don't know really because I just went there because my sisters were there.

R: OK and how do you feel about your parents sending you to a Gaelscoil rather than an English school?

L: No, I wanted to come here.

R: You wanted to go here. Marion, well?

M: Angry.

R: Angry, why?

M: My sister went there and I wanted to be in a different school than her 'coz she'd be bossing me around. And she bosses me around at home as well, so it's double!

R: Agus Nancy?

N: Ba mhaith le mo Dhaid mise a bheith i scoil Béarla, ach ba mhaith le mo Mhamaí, mo Mhamo agus mo Dhaideo mise a bheith i scoil Ghaeilge.

R: OK agus cad mar gheall ort féin?

N: Scoil Ghaeilge.

R: Scoil Ghaeilge. OK. Now táim chun é a stopadh ansin.

END OF INTERVIEW

Duration: 26 minutes 30 seconds

Appendix 13: Group Interview with Liam and Philip
Class A
21/06/2008

R: **Researcher**
L: **Liam**
P: **Philip**
?:   **Pupil not identifiable**

R: OK tá sé ag obair anois. OK inis dom cad iad na sórt rudaí a léann sibhse ar scoil nó sa bhaile?

L: Léitheoireacht.

R: OK Liam?

L: Léitheoireacht.

R: Léitheoireacht OK, cad a léann tú, inis dom cad iad na leabhair a léann tú?

L: Am (pause) Níl fhios agam.

R: Níl fhios agat, agus gabh mo leithscéal dheineas dearmad rud amháin a rá libh. Tá cead agaibh Gaeilge agus Béarla a labhairt. Tá mise chun Gaeilge agus Béarla a labhairt chomh maith, OK? So is féidir Gaeilge agus Béarla a labhairt. Philip cad a léann tusa?

P: The Magic Finger.

R: The Magic Finger. Cén leabhar é sin? An léann tú é sin ar scoil nó sa bhaile?

P: Ar scoil.

R: OK sin an leabhar scoile atá agat, an ea? OK

P: Tá mé críochnaithe é anois.

R: OK agus cad mar gheall ortsa Liam?

L: Ah at home well sometimes at school we go to the library.

R: Yes.

L: I have a book about Mercedes.

R: Mercedes, do you like cars? Is the Mercedes your favourite car?

L: No I wanted to get a BMW but I couldn't find any.

R: You couldn't find any but you like reading books about cars do you?

L: Yeah.

R: Because that was the next question I was going to ask you. What kinds of books do you like to read, Liam?

L: Am funny books.

R: Funny ones, can you give me an example of one?

L: Ah (long pause)

R: You mightn't remember the name of it do you?

L: I can't remember the name of it, the teacher read it to us.

R: Oh I understand.

L: There's a library in the class and it's in the library and we read it.

R: It wasn't one of Roald Dahl's books was it?

L: No.

R: And Philip?

L: I think it was called A Cold Day at the Zoo.

R: OK, what kinds of books do you like to read?

P: Captain Underpants.

R: Captain Underpants? I never heard of that one. Tell me about that.

P: It's funny.

R: Yes, that's why you like it is it? And do you have a favourite book?

L: Ah, I don't think so.

R: You don't think so. Philip do you have a favourite book or a favourite author or a favourite series of books?

P: No, am I don't know, no, I can't, I like Roald Dahl.

R: You like Roald Dahl.

P: *[undecipherable]*

R: Some of his books. And tell me did you have a favourite book when you were younger?

L: Yeah.

R: What was your favourite Liam?

L: My Dad bought me a book about big machines.

R: Yes.

L: And it had tractors and cars in it and I liked that one.

R: OK. Did you have a favourite book when you were younger?

P: Am Winnie the Pooh.

R: Oh you liked Winnie the Pooh did you? I liked that one too when I was younger. And tell me do you read at home with your parents?

L: I don't read with my parents. When I go to bed

R: Yes

L: I sit up and I read for a while.

R: OK agus cad mar gheall ortsa?

P: Sometimes I fall asleep, sometimes I read.

R: Do you? And when you were younger did your parents read with you?

P: Yeah.

R: Your Mom, your Dad?

P: My Dad read something when I was going to bed, he'd read me a story.

R: Yes

L: Same.

R: Same, OK bhfuil deartháireacha nó deirfiúracha óga agaibh?

L: Yeah.

R: Yeah. Bhfuil deartháireacha nó deirfiúracha óga agatsa Philip?

P: Níl.

R: Níl, tá agatsa Liam yeah? Do you ever read for your younger brother or sister?

L: Ah not a lot, sometimes.

R: And nuair a bhíonn sibhse ag léamh sa bhaile am do you read because you like to read or do you read because you have to read?

P: I have to read.

R: You have to read. Who says you have to read?

P: My Mum.

R: She gets you, she asks you to read does she?

L: I read because I like to read going to bed.

R: So you enjoy reading?

L: Yeah.

R: OK agus bíonn sibhse ag léamh i nGaeilge agus i mBéarla nach mbíonn, yeah. So does it make a difference to you whether you read in English or in Irish?

P: A bit.

R: Maybe that's a difficult question isn't it?

L: The words are harder in Irish to understand.

R: Do you think so?

P: The words are hard.

R: So there are more difficult words in the Irish?

P: Yeah.

R: I understand, agus inis dom does reading help you in any way?

P: Yeah because when a test comes up I'll be able to read what they're asking.

R: Tuigim yeah.

L: You learn new words and you remember how to spell them.

R: OK so it helps you with your spellings?

L: Yeah.

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R: You remember the words, an-mhaith. Agus am what kind of a reader do you think you are?

(Long pause)

R: Maybe that's not a fair question is it? What do you think of yourself as a reader?

L: I'm alright.

R: You're alright, Liam yeah, Philip?

P: I'm OK.

R: You think you're OK. Ana-mhaith. Am agus bíonn sibh ag scríobh chomh maith ar scoil agus sa bhaile. Cad iad na sórt rudaí a scríobhann sibh?

P: Scríobhaimid scéalta.

R: Scéalta. Cén sórt scéalta?

P: *[undecipherable]*

R: OK, Liam?

L: Ah nuair a chuireann an múinteóir ceist ar rud a scríobh síos

R: Yeah

L: scríobhaimid é sin.

R: Agus ceist eile agam oraibh anois, nuair a scríobhann sibh scéalta mar shampla, do you choose the story or would the teacher tell you?

L: Well sometimes the teacher will pick the title of what you have to write about.

R: Yes.

L: Or sometimes she'll write like maybe three or four lines down and you copy it down and then you have to, you just write your own story.

R: You have to write your own stories, OK agus bíonn sibh ag scríobh i nGaeilge agus i mBéarla. Agus arís, does it make a difference which language you write in? Is one easier than the other? Philip? No Philip, it makes no difference?

P: No.

R: Liam?

L: It doesn't make a difference.

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R: Ní dhéanann sé aon difríocht. And what kind of writers do ye think ye are?

P: The teacher says I'm getting better, I don't know.

R: I'm sure she's right, do you think you're getting better? Níl fhios agat.

L: I'm good at writing.

R: Go maith and am does writing help you in any way do you think?

P: Yeah.

R: OK Philip, how do you think it might help you?

P: (Long pause) *[undecipherable]*

R: Yes, it helps you with the spellings.

P: If you have problems, it helps you with the spellings and it helps you when you're reading.

R: OK so the writing helps your spelling and it helps you with your reading you think. Ana-mhaith. Am now ceist deacair agam oraibh. How do you feel about speaking Irish in school all the time?

P: Ní maith liom é.

R: Ní maith leat é. Why is that?

P: Ní maith liom Gaeilge.

R: Ní maith leat Gaeilge.

L: Ní maith liom Gaeilge at all.

R: You don't like speaking Irish all the time.

L: I'd say I hate it.

R: Oh! OK and does it make a difference to you whether you speak Irish or English with your teacher?

P: Ah,

R: Does it make any difference to you?

P: No, not really, but you have to use hard words when you're talking to her.

R: I understand, yeah.

P: You don't have to use hard words, she won't ask you a question, if you didn't know, if you're trying, if you didn't remember the word maybe she'd give you the first letter,

R: I understand. And how do you feel when you speak Irish with your friends?

?: *[undecipherable]*

R: Ar scoil, sa chlós an mbíonn sibh ag caint sa rang. Bíonn sibh ag caint Gaeilge nach mbíonn

P: Uaireanta.

R: Uaireanta, and how do you feel when you have to speak Irish to your friends? Do you feel differently speaking English?

P: Yeah.

R: Can you explain that to me, how it's different?

P: Well it's difficult like, it's harder agus níl a fhios againn gach rud.

L: Yeah.

R: So it's more difficult to express what you want to say.

P: Yeah.

R: Tuigim. Agus an labhrann éinne anseo Gaeilge sa bhaile le Mam nó le Daid, Philip? Labhrann tú Gaeilge le Mam, Daid?

P: Le mo Daid.

R: Le Daid.

P: Tá mo Daid ó Galway.

R: Oh right, bhuail mise le do Dhaid. Tá sé ón nGaeltacht, Conamara, tuigim. So bíonn tusa ag labhairt le Daid. Cad mar gheall ortsa Liam?

L: Sometimes I try to teach my brothers a few words, but I don't really speak Irish that good.

R: OK, agus inis dom bhfuil deartháireacha nó deirfiúracha agaibh sa scoil seo? No.

P: No.

R: Bhfuil aon deartháir nó deirfiúr agat?

P: Tá dhá deirfiúr agam.

R: Bhfuil siad níos óige nó níos sine?

P: Níos sine.

R: Níos sine, cá bhfuil siad ar scoil?

P: Ah tá ceann amháin sa Tutorial, and ceann eile críochnaithe.

R: Críochnaithe, OK agus ar chuaigh siad go dtí an scoil seo nuair a bhí siad níos óige, bhfuil fhios agat? Did they go to this school, *(name of school)* when they were younger?

P: Níl fhios agam.

R: OK Liam bhfuil deartháireacha nó deirfiúracha agatsa sa scoil seo?

L: Níl.

R: Níl. Agus an bhfuil deartháireacha nó deirfiúracha agat sa bhaile nó i scoil eile?

L: Níl, tá ceann sa bhaile.

R: Yeah.

L: Tá sé am, tá sé a trí ach

R: OK

L: tá sé almost a ceathair.

R: OK agus inis dom sar a dtáinig sibh anseo go dtí *(name of school)* ar chuaigh sibh go dtí playschool nó crèche nó *naíonra*?

P: Playschool.

R: Chuaigh tusa go dtí playschool Philip, am as Béarla nó as Gaeilge?

P: As Béarla ceapaim.

R: As Béarla OK agus cad mar gheall ortsa Liam?

P: Chuaigh mé go dtí crèche.

R: OK agus bhí an crèche sin i mBéarla an ea? Sea tuigim. OK. Ní dóigh liom go bhfuil aon cheist eile agam. Bhfuil aon cheist agaibhse? Bhfuil sibh cinnte? OK bhuel tá sibh ana-mhaith chun cabhrú liom. Now stopfaidh mé an diosca ansin.

END OF INTERVIEW
Duration: 11 minutes 47 seconds

R: **Researcher**
D: **Daniel**
C: **Clement**
K: **Kevin**

R: Is dóigh liom go bhfuil, tá sé ag obair anois. So inis dom i mBéarla nó i nGaeilge, cad iad na rudaí a léann sibh? What do you read?

C: Am leabhair.

R: OK leabhair, go raibh maith agat.

D: Like cosúil le cén sórt leabhar?

R: Yeah, cén sórt leabhar?

C: Bríona ag Brionglóid.

R: Cad dúirt tú?

C: Bríd, Bríona ag Brionglóid.

D: Ag brionglóid.

R: Ag brionglóid. OK Clement, léann tusa an leabhar sin?

C: Sea.

R: Agus an maith leat an leabhar sin?

C: Sea.

R: Cén fáth?

C: Mar tá sé greannmhar. Tá na pictiuirí ana-dhifriúil agus am agus tá am a Dhaid *[undecipherable]* greannmhar mar tá sé ag rá am, am tá a Dhaid am, ah, bíonn rudaí ag burnáil sa pot.

R: OK tuigim and what kinds of books do you like to read? Clement?

C: Ceann le pictiúirí deasa.

R: Leabhair le pictiúirí deasa. Agus tú fhéin Daniel?

D: Ah Harry Potter.

R: Harry Potter. Why do you like the Harry Potter books?

K: Ah Harry Potter.

D: Níl a fhios agam, just an chéad uair a léigh mé ceann just bhí mé ag léamh gach ceann agus gach ceann agus chonaic mé gach movie freisin.

R: Oh right. Agus thaitin sé go mór leat.

D: Sea.

R: Agus Kevin, cad mar gheall ortsa?

K: Am Horrid Henry.

R: Horrid Henry,

D: Oh yeah.

R: I haven't heard of that one. Tell me about that one.

K: Well he's really bold Horrid Henry and he's really mean and he never does stuff that he's told to do.

D: He has a brother.
        [Pupils speak over one another]

R: OK and does he remind you of anyone?

K: Me. *[Pupils laugh]*

D: Yeah.

R: And tell me do any of you, do you have a favourite book, Clement?

C: Skullgury, Skullgury.

R: Skullgury?

C: Yeah, it's about this guy, he's thrown into a pot of toxic waste and he turns into a skull and he has powers and stuff.

R: Right, and that's your favourite book. And your favourite book Kevin?

K: I don't know.

R: You don't know yet. And what about Daniel? Maybe you don't have a favourite book?

D: Bhuel, bhí ceann agam nuair a bhí mé níos óige,

R: Right, inis dom faoin gceann sin.

D: Bhí sé cosúil le Danny's Birthday Party.

R: Oh yes.

D: Fuair sé loads ah, fuair sé a lán bronntanaisí agus ní raibh fhios aige cé leis na bronntanaisí agus cosúil le faigheann sé swimming togs agus goldfish agus am ceapann sé go bhfuair sé swimming togs ó a uncail mar tá sé lifeguard, ach fuair sé cosúil le tent ó a uncail agus deireann sé 'tá mé ag dul go dtí an bottom of an sea'.

R: OK

D: He thinks he's going to go camping at the bottom of the sea.

R: Agus cén teideal atá ar an leabhar sin arís?

D: Ah Danny's Birthday Party.

R: So, it's an English book.

D: Yeah.

R: And you liked that.

K: There's a book over there.

R: Yes Kevin, tell me about it.

K: Am it's called The World's Worst Soccer Team, or in the, I mean The Worst Soccer Team in the World. Am they're playing loads of matches and they lose every match in the world.

D: Their name is Chelsea.

K: Arsenal.

R: (Laughs) You like that do you?

K: Yeah.

R: Why do you think you like that book?

K: Because like it's funny.

R: It's funny.

K: It's funny in parts so.

R: And it's about sport, do you like sport?

K: Mmm

R: Yeah so Daniel you told me about your favourite book when you were younger. Clement and Kevin did you have a favourite book when you were younger?

C: When I was younger? Am oh in English yes, it's called Goodnight Moon.

R: Goodnight Moon.

D: Oh yeah Goodnight Moon.

R: You liked that one?

C: Yeah. My favourite book, it was about am this bunny and am he had this big red room and am it had all the things that are in the room, like a picture of a cow jumping over the moon and am of bears sitting in chairs and am a mouse in a toy house and stuff like that.

D: It was a toy house.

R: And why did you think you liked that when you were younger?

C: What?

R: Why did you like that one?

C: Because it was interesting and fun to look at the pictures and it was easy to read so I knew it.

R: OK and Kevin what was your favourite book when you were younger?

K: Ah when I first when I was, was born my uncle bought me a Man. Utd. jersey and then I started supporting them, and then am he got me a book like, and I started reading it, and then I wouldn't stop reading it, I want more books, I want more books.

R: And were they all about Man. United?

K: Yeah.

R: And do you still support them?

K: Yeah, I do.

D: Who doesn't?

R: They had a good season didn't they?

K: Yeah.

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R: The League and the Champions League.

C: Who do you support?

R: Who do you think?

C: Chelsea.

R: Yes. I support Chelsea. I actually went to Old Trafford a few months ago

K: Yeah I did too.

R: with my nephews I brought them over as a treat,

K: Yeah, I remember.

R: You were in Old Trafford as well Kevin were you?

K: Yeah against Wigan.

R: Against Wigan.

K: Four nil.

R: Four nil. Good match to watch, and tell me do any of you read at home with your parents or brothers or sisters?

C: Sometimes,

D: Yeah, yeah.

R: OK one at a time so, Daniel would you go first this time?

D: Ah I have a brainstorm book.

R: Yes.

D: I sometimes I read that, and I have Horrible Science books and I really like the Horrible Science books and Horrible Histories, they're in English.

R: And do you read them yourself or with somebody else?

D: Ah yeah I usually read them myself.

R: Yes. And when you were younger did you read with your parents or did your parents read to you?

D: Ah yeah, my parents would always read to me.

R: Would read to you, yes. And Clement what about you? Do you read at home?

C: Yeah I'd usually read the Horrid Henry joke books or am just Horrid Henry's and Horrid Henry am everything really.

R: Hmm. Yes and is it usually on your own or with somebody else?

C: Ah I'd say mostly alone I read Horrid Henry and stuff.

R: And when you were younger did you read with your parents or did your parents read books to you?

C: Well 'coz when I was young I didn't know most of the words so am yeah I usually did it with my parents.

R: And what about you Kevin?

K: Am I used to always read the Man. Utd. book.

R: Yes.(Laughs)

K: So now there's a few lads in the United team and I didn't know their names, and then my Auntie and my Uncle, 'coz he like he was a teenager then at the time,

R: Yes.

K: and am I'd get him and then I'd say 'what's that?'

R: And he'd read the words for you.

K: Yeah.

R: And do you read at home now sometimes?

K: Yeah.

R: And on your own is it?

K: Yeah.

R: Do any of you read for a younger brother or sister, maybe you don't have younger brothers or sisters.

D: I have a younger sister yeah.

K: I have a younger sister and brother.

R: And would you read to them?

D: Ah ah yeah sometimes. But she mostly has picture books like, but sometimes she just says 'where's the cow?' and like you just flip open and there would be the cow.

R: I understand yes, and you've got some books there with you. Tell me why you brought these books with you.

C: They're fun.

R: OK let's start with Kevin this time, what have you got? An Garbhán agus

K: We done this.

R: Yes.

D: In First Class.

R: Rang a hAon

C: No, Naíonáin Mhóra.

R: Naíonáin Mhóra.

D: Sea agus Rang a hAon.

K: Am it's fun.

R: Yeah.

K: He was the big Gruffalo. *(referring to Daniel)*

R: Yes.

K: Ross was the mouse. I was the tree.

C: I was the elf. I was the elf.

R: You were the elf so you all had a part to play.

D: I was the Gruffalo.

R: You were the Gruffalo and what other one have you got there Kevin?

K: Fionn agus an Fathach.

R: Why did you bring these books in today? You were asked to bring in

C: Two books that we really like.

R: That you really like.

C: When you were a kid and when you were in First Class.

R: Yes.

K: *[undecipherable]* books.

R: So you really liked those ones?

K: Yeah.

R: And Daniel what have you got?

D: Am Labhraí Loingseach.

R: Yes.

D: Sin an ceann is maith liom anois mar tá sé an-ghreannmhar.

R: Leis na cluasa capaill.

D: Agus Cití sa Gheimhreadh.

R: Yes, thaitin an leabhar sin leat nuair a bhí tú níos óige.

D: Ach ní léigh mé é nuair a bhí mé níos óige just féach mé ar na pictiúir.

R: Agus tá na pictiúirí go hálainn nach bhfuil?

D: (Laughs) Tá.

C: Níl.

R: Agus Clement, cad iad na leabhair atá agatsa?

C: Am Bríona ag Brionglóid an ceann is fearr liom anois agus *[undecipherable]* nuair a bhí mé i Rang a hAon agus a Dó.

R: Ana-mhaith, so I was going to ask you what languages do you read in but it's obvious isn't it?

C: Irish and English.

R: Irish and English.

K: English.

R: And it's interesting that you all brought in Irish books as your favourite books.

C: The teacher told us we had to.

D: Yeah.

R: Oh you were told you had to yeah pick an Irish book, I understand.

K: I wanted to pick a different one.

R: So tell me does it make a difference to you which language you read in?

C: Not really, no.

R: Why do you say that Clement?

C: Well English is a bit easier to, like understand, the words and some words in books that I don't know.

K: *[undecipherable]*

R: Yes.

C: It's not that hard like so I guess they're the same.

R: So you can, can you enjoy reading in English or in Irish?

C: Yeah.

D: Yeah.

R: Daniel, do you have a preference?

D: Ah I would like English better because am

R: Yes.

D: some of the words in Irish in some books I don't really understand, I know most of the words in English.

K: *[undecipherable]*

R: Of course and how about you Kevin?

K: Am, the same.

R: Do you have a preference? Which do you prefer?

K: I prefer English.

R: Because?

K: Because

C: It's easier.

K: Because it's easier.

R: It's a little bit easier is it? And what kind of a reader do you think you are?

C: A good one.

R: You think you're a good reader, Clement very good. Daniel?

D: A boring one ah I don't know.

R: You don't know and why did you say boring?

C: Yeah he's a fine one.

K: Ah I don't read like every day but

R: Yes.

K: I read every second day, I read one book, when I'm finished Horrid Henry I go on to another book, and then go on to Horrid Henry again and then on the other book.

R: Yes. And I suppose, let me ask you this question though, do you read because you like to read or do you read because the teacher tells you to read something at night, or your parents tell you to read?

C: Well most of the time I like to read.

R: You like to read.

C: Yeah.

K: I never ever read the books we've to bring home, never.

R: You never read the books you bring home. You just choose your own books do you? How about you Daniel?

D: Ah I do like reading but mostly at night because,

C: You don't go to bed.

K: Yeah I hate going to bed.

R: (Laughs) So you can stay up longer and later.

D: Well, that wasn't really what I'd do but it's just I just like to read before going to bed so I'd have something to dream about.

R: I understand, very good. And does reading help you in any way do you think?

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D: Ah, yeah because you could learn more a lot more words because if you found one you could just ask your parents, and then you'd know what that word meant,

R: Yes

D: when you asked.

R: I understand, am

K: And if someone asked you what does that word mean you just know it.

R: OK

D: Ah it's easier to make up stories if you read ah stories.

R: Oh so it helps your writing?

D: Ah

C: Yeah, I guess.

        (All speak together)

D: If you saw Kevin's book you could make up a story about ah

C: Garbhán.

D: Yeah a giant.

C: The Garbhán runs away or

R: OK so, so maybe it feeds your imagination does it?

D: Yeah.

C: Yeah.

R: Very good, am and tell me what writing so do you do in school, at home, anywhere?

C: When you am

D: What do you write?

R: Yeah.

K: I'm kind of into pictures and that.

R: Drawing pictures is it?

K: Paper at home and colours.

R: Right and do you write anything then with the pictures or is it just drawing the pictures Kevin?

K: Well I write sometimes as well.

R: Yes. And how about Daniel?

K: I see ah

R: Sorry Kevin

K: When am my sister has a boyfriend and (laughs) and I write to her, *"Ciara loves her boyfriend." "Ciara loves her boyfriend."*

R: You do that to tease your sister do you?

K: Yeah. (laughs)

R: And what does she think of that?

K: She throws it in the bin.

R: (Laughs) and Daniel what writing do you do?

D: Ah something that I don't really like, but I always have to do it, over the summer, sometimes my Mam makes me do English work.

R: Is that right and why does she make you do that?

D: Ah I don't know because it's just usually when I'm bored.

R: Yes.

D: I forget like when I come back to school am after summer I, not speaking Irish and I forget all the writing skills I made so

R: Yes.

D: my Mam makes me do a tiny bit of work over the summer.

R: I understand, and how about Clement?

C: Well I read some books, and my Mom ah usually makes me do some Maths, some Irish and English over the summer, so I'd be prepared to go to Fourth or whatever class.

R: Yes and in school you write in Irish and in English don't you?

D: And sometimes peannaireacht, joined writing.

R: Peannaireacht ana-mhaith, so you're doing joined writing?

K: Boring. My hands get so sore and she gives us like every Friday, every, nearly every day except Monday she gives us a test.

D: Yeah, tiring.

R: And tell me does it make a difference to you now which language you write in, whether you write in English or in Irish? Does that make a difference?

D: English, ah yeah it's still easier in English because you know how to spell the words, the fadas sometimes in Irish you'd put in a fada that doesn't have to go there.

R: OK so you find it more difficult to spell the Irish words do you?

K: Yeah.

R: OK and what kind of writers do you think you are?

C: Fine writers.

R: Good and does writing help you in any way? You were saying that the reading helps you with the writing, does writing help you?

K: Yeah.

R: How does it help you do you think?

D: I don't know.

C: You get the word, and you can like am learn how to spell and if you're am like doing a test or something you can am you'll know how to spell it.

R: Oh I understand, because you have to write them, that helps you

C: Yeah.

R: learn the spelling, very good. Now ceist eile agam oraibh; how do you feel about speaking Irish all the time in school?

K: Oh I don't like it.

R: You don't like it Kevin.

C: It's not bad.

R: Do you want to say why?

K: Am (pause) because I really want to go to an English school but then they still do Irish in it like.

R: Yes.

D: Kevin they do like five minutes of Irish in an English school.

R: And how about Daniel and Clement?

D: I don't mind. Yeah I would prefer going to ah an English school but am it's nice to know two languages, and like when I go into secondary school yeah, because my brother went to this school as well and now he's in *(name of school)*

R: Yes.

D: and he got an A+ in his Irish.

R: Oh very good.

D: He's really good at the Irish now.

R: Yes. And how about Clement?

C: Well I gotta agree, I would actually kinda like to go to an English school but

R: Yes.

C: I don't really mind speaking Irish 'coz I know it so well it's just like speaking English.

R: Very good. And so does it make a difference to you whether you speak to your teacher in Irish or in English?

C: No. *[undecipherable]*

R: Yes, tuigim. And how do you feel about speaking Irish with your friends?

C: Well we don't.

R: You don't ach, ach sa chlós, ar scoil?

K: Never, we never do it.

C: Like maybe once.

K: Like if the teacher comes by we just start speaking it and then if she, when she goes again.

D: Oh if the teacher comes by we just hum. *[Daniel hums.]*

R: Ach nuair nach mbíonn an múinteoir timpeall labhrann sibh Béarla?

D,K,C: Yeah.

R: Tuigim.

D: Bhuel sin an fáth like cúpla uair níl fhios againn na focail.

R: Yes, yeah, tuigim.

C: *[undecipherable]*

K: Yeah, once am Clement, or Seán said 'Chelsea' and then like,

C: Níl aon Ghaeilge ar Chelsea like.

K: Chelsea has no,

R: Níl aon Ghaeilge ar Chelsea.

C: Yeah.

R: Tuigim, agus cad a tharla?

C: *[undecipherable]* agus chuir sí Seán isteach sa Leabhar Dearg.

R: Oh!

K: Tá Seán isteach sa Leabhar Dearg cúpla uair.

C: Mise a trí. (laughs) Hero!

R: Now inis dom who decided that you'd come to this, to an Irish school?

C: My Mom well my Dad really. My Mom's from America she didn't really care if I go to an Irish or English school.

R: And how do you feel about that then that your parents decided?

C: I wish my Mom decided then I would have gone to an English school. If I did go to an English school I wouldn't have Daniel or I wouldn't have Kevin.

R: Yes, and Daniel what about you?

D: Ah my parents thought it was a good idea, like I said, it was a good idea to send me to an Irish school so I'd learn a second language, am and that am the school is just across the road from us.

R: Yes.

K: Well not across the road,

D: Down the road.

R: And how do you feel about they having selected an Irish school?

D: I don't really mind. Like Clement said there if I'd a went to another school, I, I have a couple of friends in my estate,

R: Yes.

D: and they go to different schools but I'd rather stay here 'coz I have more friends here.

R: I understand that. Kevin? What about you? Who decided

K: Ah

R: for you?

K: When I was small I said I want to go to an English school and then my Mum said 'What?' and then I said, 'English school' and then she says, 'Fine' and then, then my Dad came one, one time and then he said 'You're going to an Irish school now Kevin'.

R: (Laughs) and that was it.

K: I was only, yeah that was it.

C: *[undecipherable]*

R: Agus inis dom, an labhrann éinne agaibh anois Gaeilge sa bhaile, anois is arís?

C: *[undecipherable]* Deireann Daid 'caithfimid'.

R: Bíonn tú ag caint Gaeilge le do Dhaid?

C: Labhrann mé Gaeilge beagnach gach lá. Caithfidh mé am chocolate ball

R: Oh right.

C: Tá sé am prize. *[undecipherable]*

K: Tá cookie dessert.

R: Agus an labhrann éinne eile Gaeilge sa bhaile?

K: No.

R: Kevin, no.

K: No.

D: Am labhrann, ah labhrann mo Mhamaí í gcónaí.

R: Yeah.

K: *[undecipherable]*

R: Labhrann tú Gaeilge le do Mhamaí Daniel?

D: Ní really, ach am i gcónaí deireann mo Mham as Gaeilge, cosúil le 'Faigh do mála' nó rud éigin

R: Oh right.

D: nó 'Cá bhfuil an scuab agus panna?' Anois níl a fhios agam céard é an scuab agus panna i Béarla.

R: (Laughs)

K: Yeah.

R: Inis dom bhfuil deartháireacha nó deirfiúracha

C: Brush and pan.

R: agaibh sa scoil?

K: Ha!

R: Bhfuil deartháireacha nó deirfiúracha agaibh sa scoil?

C: Tá deirfiúr agam i Rang a Cúig.

R: Tá deirfiúir agat i Rang a Cúig OK.

K: Tá deirfiúr agamsa oh, i Rang a hAon.

R: Kevin, Tá deirfiúr agat i Rang a hAon.

D: *(name of sister)*

K: *(Laughs) (Repeats name of sister)*

R: Agus Daniel cad mar gheall ortsa?

D: Dhá dheartháir, dhá deirfiúr.

R: Agus an bhfuil siad sa scoil seo?

D: Tá ceann amháin sa scoil seo *(name of sister)*.

R: Cén rang?

D: Rang a Cúig.

R: Deirfiúr an ea?

D: Sea *(name of sister)*.

R: Agus bhí do dheartháir anseo?

D: Sea bhí *(name of brother)* anseo, ach anois tá sé i First Year, bhí *(name of brother)* anseo, ach anois tá sé i Third Year agus tá *(name of sister)* fós dhá bhliana d'aois.

R: Agus ceist amháin, just ceist amháin eile agam oraibh an ceann deireanach.

R: Before you came to this school did you go to a preschool?

       (All pupils speak together)

R: Did you go to a *naíonra*, an Irish preschool?

K: No, his mother used to teach me in the playschool.

R: What playschool was it Kevin?

K: You know, you know down by the hospital, you know the Chinese?

C: Yeah.

K: Well down that road.

R: And was it an English playschool?

K: Of course, yeah.

R: (Laughs) OK, Daniel how about you?

D: No ceapaim, ní chuaigh mé go dtí aon preschool mar bhí mé i gcónaí ag caoineadh.

K: And I always, I didn't like their lunch so I always had to come home at 4 o'clock.

R: Agus Clement, cad mar gheall ortsa?

C: *[undecipherable]* ah cúpla uair, ah bhí an childminder there *(name of childminder)*

R: Right so you had a childminder, you didn't go to a playschool.

C: Bhuel bhí sé sórt of a playschool, bhí a lán children ann.

R: Ó tuigim.

C: Bhí sé part of a teach.

R: I mBéarla nó i nGaeilge?

C: Bhí sé am, ní really chuimhin liom.

R: Ní chuimhin leat.

D: Tá cáilín is ainm *(name of person)* ag teacht go dtí mo teach inniu mar tá *(name of sister)* mo youngest deirfiúr, tá Down's syndrome aici.

R: Ó, an bhfuil?

D: Sea.

R: Oh right.

D: So caithfidh sí extra time with *(name of sister)*.

R: Now stopfaidh mé an mini-disc ansin.

END OF INTERVIEW

Duration: 22 minutes 30 seconds

Appendix 15: Group Interview with Sheila and Regina
Class B2
20/06/2008

R: **Researcher**
S: **Sheila**
Reg: **Regina**

R: An bhfuil sé ag obair, ó tá sé ag obair yeah. So inis dom cad iad na rudaí a léann sibh ar scoil, sa bhaile, aon áit?

Reg: Leabhair.

R: Leabhair OK agus cén sórt leabhar?

Reg: Trolls agus leabhair am Ghaeilge a faighimid ón scoil.

Reg & S: Leabharlann.

R: Yes.

S: Agus sa bhaile tá mo leabharlann féin agam le mo leabhair *[undecipherable]*

R: Tá leabharlann agatsa sa bhaile Sheila, agus inis dom cad tá sa leabharlann agat?

S: Leabhair.

R: Go maith agus cad iad na leabhair atá sa leabharlann?

S: Bhuel tá leabhair am atá i gcomhair mo aois anois agus tá leabhair a bhí agam nuair a bhí mé óg.

R: Oh right so coimeádann tú na leabhair go léir.

S: Sea.

R: Yes and inis dom cén sórt leabhar is maith libh léamh? What kinds of books do you like to read?

S: Ó leabhair a bhfuil adventures ann.

R: Adventures?

S: Sea.

R: Cad mar gheall ortsa Regina?

Reg: Ceann le, ceann atá scary.

R: Scary. (laughs) Is maith leat na cinn sin.

Reg: Agus imaginary.

R: Imaginary, OK

S: Sea, is breá liom iad sin.

R: And inis dom do you have a favourite book?

S: Mmm well I've a favourite series.

R: Tell me your favourite series.

S: 'Mallory Towers' I love.

R: 'Mallory Towers', Sheila.

S: *[undecipherable]*

R: And why would they be your favourites? Why do you like them?

S: Well 'cause it's kind of adventurous. In it it's a boarding school and like they do all adventures they're on a cliff and everything so, I think it has sometimes, it doesn't get that scary but *[undecipherable]* sometimes it's a little bit scary.

R: Good and do you have a favourite book or series of books Regina?

Reg: I think mine would probably be am Famous Five

R: Oh, the Enid Blyton ones yeah.

Reg: Yeah.

R: Would you believe I used to like those ones when I was your age.

Reg: I love Enid Blyton and Roald Dahl.

S: I love them as well. I love Roald Dahl.

R: Yes and did you have a favourite book or favourite books or favourite authors or series when you were younger?

Reg: My favourite would

R: Yes Regina

Reg: be am 'The Three Little Pigs'.

R: The 'Three Little Pigs', you liked that story?

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Reg: I like my sort of fairy tale book, I love my favourite fairy tale book. My Dad used to always read it to me every night and every Christmas night.

R: Very good and I was just going to ask you that, do your parents, do you read with your parents, or brothers or sisters at home?

Reg: Am I used to when I was younger

R: But not, do you not, do you read with them now?

Reg: Only for my homework.

R: For your homework, I understand.

Reg: *[undecipherable]*

R: How about you Sheila?

S: Am when I was younger my Dad used to get the Roald Dahl books and read them to me when I was going to bed or sometimes he'd bring me to the bookshop if it was near Christmas or to get a Christmas book or Easter or something like that.

R: Yes, and tell me do any of you now do you have younger brothers or sisters?

Reg: Yeah. I have one, am *(name of brother)*

R: And do you read for *(name of brother)*?

Reg: No he doesn't like books, he just gets magazines and plays with his toys and then looks at the pictures and then gets all the am posters out of the comics.

R: Yes am now bhí mé chun ceist eile a chur oraibh ah what languages do you read in, but it's obvious isn't it?

S: English and Irish.

R: English and Irish.

S: Well I kinda read in French. Well I'm learning French.

R: Are you?

S: So I have a few books in French.

R: Very good! So you have three languages. And does it make a difference to you which language you read in?

S: Well if I know most of the words, if I know what they all mean,

R: Yes.

S: like am, no it doesn't really make a difference that much.

R: Do you have a preference Regina, do you have a preference for Irish or English reading?

        (pause)

S: I do prefer reading the Irish than the English kind of.

Reg: I like them both.

R: You like them both. And what kind of reader do you think you are?

Reg: Not much of a reader. I don't, I sometimes read before I go to bed but sometimes I have to go straight to bed because it's around 10 o'clock when it's supposed, when I'm supposed to go to bed at 9.30 on school nights.

R: Yes.

S: Am

R: Yes.

S: Am I dunno. I read sometimes if I'm bored especially if there's, if there's thunder or lightning I, I don't want to use the telly just in case,

R: Yes.

S: so I try, and I try to distract myself so I read books just to take my mind off the thunder.

R: Yes. So would you be able to tell me do you read because you enjoy reading and want to read or is it because you have to?

S: I enjoy reading.

R: You enjoy reading.

Reg: Enjoy.

R: Good. And does reading help you in any way do you think?

Reg: Am yeah, I think it makes you learn about more things like, learn about more am words and then it teaches you like to be smart and everything.

R: OK Regina.

S: It helps with pronunciation. It's like, it's like a dictionary kind of, I, I just think it can help me especially if I don't understand the words

R: Yes

S: and that's and I haven't heard of the words before, I hear it and then I find out what if there is a new word that I don't know.

R: OK and we all learn new words from reading and reading.

S: Yeah.

R: And tell me what, what writing or what kind of writing do you do again in school or at home or anywhere?

S: Joined. (Laughs)

R: Joined.

S: Well I do it sometimes.

R: Yes.

Reg: I sort of have a like a sort of book from Christmas and then I do sort of, kinda stuff, there's drawing, there's mazes and everything, lots of stuff.

S: Oh yeah.

R: This is a book you have at home is it?

Reg: Yeah.

S: A puzzle book.

Reg: Yeah.

R: And do you do puzzles, do you write in that book as well?

Reg: Am yeah you can write.

R: So tell me about what, what things you write in that book Regina.

Reg: There's sort of like stuff you've to figure out they're all muddled up words

R: Yes.

Reg: and then you have to figure out the thing and then you write the thing down beside it.

R: Oh I understand, yes, so they are puzzles right.

S: I used to have a book and it had, you'd read the story and then on the back of the book there'd be it's like a page and then sometimes there'd be a bit of a story which would leave out words

R: Yes.

S: and there'd just be a, a little bit of it and you would try to figure out what it was or something and I used to like doing that (laughs).

R: OK and again you write in different languages don't you?

S: Yeah.

Reg: mmm, I understand just am Gaeilge agus Béarla.

R: Agus Béarla and arís, does it make a difference to you which language you write in?

S: Am well not really no. I'm learning to write in French now, I'm doing a lot of things in French but

R: Yes.

S: but French, I just kinda get that confusing because they have this little hat thing.

R: Oh yes they do and is there something like that in Irish as well is there?

S: Yeah the fada.

R: The fada. So is writing in one language easier than the other? Do you prefer one to the other? Or are they the same?

S: If it's new to you it's kinda difficult

Reg: Yeah,

S: to get used to it, but Irish and English it's pretty easy.

Reg: And you *(undecipherable as both pupils speak together)*

S: You're used to it.

R: So what kind of writers do you think you are?

Reg: mmm

S: Am I don't know.

Reg: (Laughs) Ní thuigim.

R: Well you were telling me that you have written a story haven't you?

S: Oh yeah am the teacher told us to write about our am our holidays, laethanta saoire agus bhí mo cheann féin freisin agus rinne gach duine a cheann féin am dúirt sí go raibh sé in ann a bheith faoi aon rud.

R: Tuigim agus inis dom an gcabhraíonn scríbhneoireacht libh in aon slí?

S: Sea saghas.

Reg: Saghas.

R: Conas?

S: Am

R: How do you think it helps you?

S: (Long pause) When you're older and start doing work and things

Reg: Yeah and

R: Oh yes that's true.

Reg: If you're

S: Well I think it helps with maths as well and

Reg: If you're

S: if you're doing it in your mind you're kinda trying to figure out things but when you write it down it makes it kind of easier.

R: So the writing helps with your Maths?

S: Yes.

R: That's interesting.

Reg: I think

R: Yes Regina.

Reg: I think the writing am sorta helps you with your spellings, that so, like it'd help you not to get anything wrong, you learn from your mistake if you make a word wrong.

R: I understand, so if you get the spelling wrong you learn from it and you can correct it.

Reg: Sea.

R: Go maith, am now inis dom how do you feel about speaking Irish all the time in school?

S: Well it's OK, sometimes you just get fed up with it. (laughs)

Reg: Yeah (Laughs)

S: 'Coz like well,

R: Why would you get fed up with it?

S: We've been doing it for five years

R: Yes.

S: and some of us have been doing it for more before we started school and all that. Well it's OK but sometimes you just go, 'Oh I want to speak English'.

Reg: Sometimes it gets very annoying. *[The last word is spoken by both pupils.]*

R: And is that because it's easier for you to speak English or?

S: Well yeah kind of, well we're used to speaking English well kind of at home like.

Reg: Well sometimes well I know more of the, I know mostly more about Irish than English because like if you go to an Irish school you learn more Irish than English so I don't really know what some of the English words mean.

R: Yes. (laughs)

S: Yeah we do them in Irish and go like 'what's that?'

R: Yes, so you know the word in Irish but maybe not the English version.

S: I know, I used to have to ask my Mum nearly every day after we learned an Irish word, it was like, 'What's that in English Mum?'

R: OK and does it make a difference to you whether you speak Irish or English with your teacher?

S: Well it, it used to but now it doesn't because our teacher am she sometimes speaks English and Irish to us even if we're not doing English work.

R: Yes.

S: Sometimes just a few words or something in English and that so no we it doesn't make much of a difference.

R: It doesn't make much of a difference. OK Sheila and how do you feel when you speak Irish with your friends?

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S: Mmm funny, weird. (Laughs)

R: Do you feel different to when you're speaking English with them?

S: Well I feel different speaking Irish and that like because like

Reg: Yes.

S: we used to sometimes go and visit to each others' houses and we're speaking English all the time,

Reg: But then

S: and then at school you speak to them in Irish and English and Irish is like ah you know.

R: OK and bhíos chun ceist eile a chur oraibh, oh yeah, an labhrann éinne agaibh Gaeilge sa bhaile le Mam nó Daid?

Reg: Sometimes.

R: Yes Regina?

Reg: Am sometimes dhéanann mo Mhamaí é nuair am a bhíonn mé ag dul am a chodladh bíonn, sometimes am, am deireann sí 'Oíche mhaith' dom.

R: OK

S: Am

R: Sheila?

S: Bhí, bhí mo Mham agus mo Dhaid, bíonn siad, bhí siad ag labhairt Gaeilge dom ó, ó bhí mé leanbh mar, agus téimid go dtí comhluadar i, i gCiarraí.

R: Ó tuigim.

S: Agus labhraimid Gaeilge an t-am ar fad.

R: So labhrann sibh Gaeilge an t-am ar fad.

S: Mmm, bhuel sea, ach uaireanta, labhrann siad dom i, i nGaeilge ach freagraíonn mé i Béarla. (laughs)

R: (Laughs) OK agus, and how do you feel about your parents sending you to an Irish school now to a Gaelscoil?

S: Well

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R: Was it your parents choice or your choice?

Reg: My parents.

S: My parents.

R: Yes.

Reg: Because like bhí gach duine i mo chlann agus mo chol ceathrar beagnach ag dul go dtí an scoil seo agus caithfidh mé dul anseo mar chuaigh gach mo gach deirfiúr anseo agus caithfidh, caithfidh mé a bheith le mo deirfiúr i ah, ins an scoil.

R: Tuigim

S: Bhuel am tá mé ceart go leor anois. Bhí mé ag iarraidh dul go ceann bhuel ceapaim anois gur, go bhfuil mé ag iarraidh dul go ceann Béarla ach, ach ansin beidh mé ag fágáil mo chairde gach rud agus

Reg: Sea.

S: agus ceapaim go bhfuil sé, tá sé scoil maith agus go beidh a lán cairde agus tá gach duine anseo agus tá sé go deas. (laughs)

R: Go maith agus na múinteoirí.

S&Reg: Sea.

R: Yeah, cinnte. Agus inis dom bhfuil deartháireacha nó deirfiúracha agaibh sa scoil, Regina?

Reg: Am tá, tá deirfiúr agam.

R: Cén rang ina bhfuil sí?

Reg: Rang a Ceathair.

R: OK deirfiúr amháin i Rang a Ceathair. Agus Sheila bhfuil deartháir?

S: No.

R: OK agus did any of you go to a preschool

Reg: Yeah.

R: before you came to this school? Was it an English or an Irish preschool?

Reg: English.

R: OK agus cad mar gheall ortsa?

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S: Like Montessori d'you mean?

R: Sorry?

S: Does it mean like Montessori?

R: Like Montessori yeah.

S: Am no I went to a crèche *[undecipherable]*

R: You went to a crèche.

S: And that's all, I didn't go to,

R: And was the crèche English or Irish?

S: Well English, yeah.

R: English, and was it a crèche you went to Regina?

Reg: Ah I think it was a crèche or playschool, I can't really remember.

R: OK, ach ní raibh aon Ghaeilge acu ansin?

Reg: Ní.

R: Agus tá leabhair agaibh ansin, cad iad na leabhair a thug sibh linn?

S: *[undecipherable]* Sorry. Bhí sé againn nuair a bhí muid óg.

R: Óg agus ar thaitin an leabhar sin libh nuair a bhí sibh óg?

S: Sea

Reg: Sea.

S: Chabhraigh sé liom.

R: Cén fáth anois? Inis dom.

S: Chabhraigh sé liom le mo uimhreacha mar

R: Oh, right.

S&Reg: Tá sé *[undecipherable as both pupils speak in Irish together]* suas go dtí a deich.

R: So chabhraigh na leabhair, an leabhar sin libh leis na huimhreacha?

Reg&S: Sea.

R: Go maith, agus tá leabhair eile agaibh?

S: Agus is breá liom féachaint cá bhfuil sí.

R: Yes. Agus cad ina thaobh gur thug sibh na leabhair eile libh?

Reg: Tá siad ón scoil.

R: OK agus bhfuil sibh ag léamh na leabhar sin faoi láthair?

S: Leabhar

Reg&S: Léimid é.

S: Léimid iad sa scoil.

R: Agus tugaim faoi ndeara gur leabhair Ghaeilge a thug sibh libh.

Reg: Sea, gach ceann.

R: You were asked to bring in your favourite books so roghnaigh

S: Bhí siad seo, bhí siad seo ón scoil ach bhí orainn am leabhair Ghaeilge a bhí, a thaitin
        linn nuair a bhí muid óg

        [Both pupils speak in Irish together.]

R: Oh yeah.

S: Agus muna raibh ceann againn sa bhaile am bhí orainn just dul síos go Rang a hAon
        chun leabhar a fháil ansin.

R: So Regina táim ag scríobh síos na leabhair a thug tú leat, 'Cá bhfuil Tata?'

Reg: 'Tata' agus 'Labhraí Loingseach'.

R: Á 'Labhraí Loingseach' agus am An Gúm a d'fhoilsigh na leabhair sin is dóigh liom.

S: Ó sea.

R: Bhfuil sé scríte air? An Gúm? Ó tá, yeah agus ar an gceann sin. No. Sin Cló Mhaigh
        Eo. Agus Sheila?

S: Sea, tá

R: Tá 'Cá bhfuil Tata?' agatsa agus

S: Agus tá 'Céard atá sa Bhosca?'

R: 'Céard atá sa Bhosca?' Agus dtaitníonn na leabhair sin libh, 'Céard atá sa Bhosca?' agus 'Labhraí Loingseach'?

S: Sea.

R: Cén fáth?

Reg: Mar tá an ceann seo sort of imaginary agus

R: Yes.

Reg: tá siad am king agus tá cluas airde aige agus am, nuair a bhíonn sé ag fáil am a ghruaig gearrtha

R: Yeah

Reg: ag an deireadh am faigheann sé leaid agus maireann sé na bearbóir mar, mar bheadh fhios ag, ag Labhraí Loingseach gur scaip am sé go raibh am cluasa capaill ag an rí so

R: Yes.

Reg: Caithfidh sé maraigh é.

R: Go maith.

Reg: Agus ansin tháinig leaid agus am bhí sé chun am, am an ceann rí, an ghruaig rí a ghearradh

R: Yeah.

Reg: agus ansin dúirt sé an caithfidh, an bhfuil cead agam gold mar bhí a, bhí a mháthair an poor agus bhí an am only rud a bhí aici ná a, a son

R: Yeah.

Reg: agus so am fuair sí gold ach fuair an dúirt an mamaí 'ná maraigh é' agus ansin dúirt an rí 'OK, ní mhairfidh mé é ach caithfidh abair, caithfidh tú abair le é ná abair aon rud atá agam ar mo am a feiceann sé'. So ansin chonaic sé é ach nuair a bhí sé gearrtha agus sin bhí sé just am, bhí sé d'you know just mar 'Ó a Thiarna! Ó a Thiarna!'

R: Yes.

Reg: Agus ansin chuaigh sí abhaile agus ansin bhí sé ag iarraidh abair é amach. Ansin chuaigh sé am do am chrann agus dúirt sé 'Tá cluasa, tá cluasa capaill ag an rí Labhraí Loingseach' agus sin bhí an rí ag faigh féasta

R: Yeah.

Reg: Agus sin fuair leaid, an ceoltóir

R: Yeah.

Reg: fuair sé kind of branch ón an tree a dúirt an leaid go raibh cluasa capaill ag am Labhraí Loingseach

S: A rinne an cláirseach.

R: Yes.

Reg: Sea agus ansin chuaigh sé ar ais go dtí an am

S: An féasta.

Reg: An féasta agus ansin am dúirt an rí 'Seinm ceol' agus ansin nuair a dhéanamh, nuair a rinne sé an ceol am just tháinig am, am

S: Céard a dúirt

Reg: céard a dúirt am an fear go raibh am Labhraí Loingseach 'Tá cluasa Labhraí Loingseach capall' agus (laughs) agus sin ní am bhí, bhí an rí just *[undecipherable as both pupils laugh]* ní bhog sé go am tamall agus sin chuir sé síos a, a, a

R: A ghruaig?

S&Reg: A chochall.

R: Ó a chochall.

Reg: Bhí cochall air.

R: Yeah.

Reg: Agus sin am, am sin bhí, bhí sé all spread around an domhan agus sin ní, ní mharaigh sé aon duine arís mar bhí fhios ag gach duine go raibh am cluasa capaill aige.

R: Go maith agus so taitníonn an scéal sin leat.

Reg: Sea.

R: Maith thú Regina! Agus

S: Am

R: Tá 'Céard atá sa Bhosca?' agatsa.

S: Tá 'Céard atá sa Bhosca?' agamsa am agus ceapaim go bhfuil sé go maith mar tá bosca ag, ag Seán agus tá a deirfiúr beag am ceapann sí go raibh, go bhfuil tá sé ag tógáil é ar scoil agus ceapann sí go bhfuil am feithid nó rud eigin ann a scanraithe í ach

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R: Yes.

S: agus dúirt sé léi nach raibh aon rud ann agus ansin am dúirt, chuir, agus ansin dúirt sé le a Mhamaí am d'fhéach do Mhamaí ann agus dúirt sí leis am céard, céard a bhí ann nó rud éigin mar sin agus am, agus ansin deir, dúirt sise le a deirfiúr am nach raibh aon rud dainséarach nó scanraithe ann agus am ansin thóg sé ar scoil é agus am bhí gach duine ag cur ceist air 'Céard atá ann?' agus ansin bhí siad ag cur am guess céard a bhí ann agus ansin *[undecipherable]* agus ansin an ní raibh sé ag iarraidh é a fhágáil sa rang ag am lóin so am thóg sé é suas go dtí an múinteoir agus d'fhéach an múinteoir ann agus ansin chogar sé leis an múinteoir freisin agus am agus ansin dúirt an múinteoir

Reg: *[undecipherable]*

S: dúirt, bhí an múinteoir ag gáire agus dúirt sí go raibh sé ceart go leor bhí sé in ann é a thógáil am amach agus ansin bhí gach duine bhí siad ar, ag thug fiche cents dó am cé chun é an bosca a oscailt ach ní raibh sé ag iarraidh an airgid agus ansin am dúirt sé 'Ó, OK' agus oscail, d'oscail sé é agus d'fhéach gach duine ann agus ní raibh aon rud ann agus am bhí siad ag rá 'Ó níl, níl aon rud ann'. Bhí gach duine ag rá rud mar sin ach dúirt sé 'Tá, tá rud ann. Tá cluiche ann agus tá an cluiche, cluiche Cé Céard atá sa bhosca? Agus bhí am lá iontach aige just chun cluiche

R: Go maith.

S: bhí cluiche aige gan aon duine *[undecipherable]* bhí gach duine ag spraoi ach ní raibh fhios acu.

R: Ana-mhaith. Go hiontach. Now stopfaidh mé an mini-disc.

END OF INTERVIEW

Duration: 23 minutes 33 seconds

R: Researcher
C: Claire

R: OK Claire, many thanks for agreeing to do the interview with me.

C: No problem.

R: Could I begin by just asking you a little bit about yourself, how long you've been teaching and how long you've been teaching in this school etc.?

C: Am I've been, I was qual, I was qualified in 1987 and am I started working here immediately, am bar a year that I spent teaching in England. So I've been teaching twenty-two years

R: Right.

C: in this school, bar one year.

R: OK and am could you tell me a little bit about your approach to teaching early literacy, were you teaching Infants for very long?

C: Am, I've been teaching Infants on and off I suppose about three times during my teaching career. So I would have had them for two years early on and again probably in the middle of my teaching career and then about the last time that you, we ah conducted these lessons was the last time I had them

R: Yes.

C: So I had them about three times

R: Yeah

C: for two-year periods. Am and teaching Literacy to them has changed a lot, an awful lot over those twenty-two years am,

R: In what ways?

C: Well I suppose initially when I started teaching them we didn't have any great resources. They just weren't available and that was a huge problem and

R: Yeah.

C: since then, that's been a major revolution; you know the availability of am resources and the change in styles of teaching literacy. It's played a huge impact on how I found,

R: OK what change in styles would you be referring to or how has your own style changed?

C: Well I suppose initially we expected Infants, to kind of, we were isolating words and we were expecting them to sort of if you like to say learn them off and then be able to identify them. We soon discovered that that at all didn't work,

R: Yeah.

C: and am that was a process that I really saw falling apart at the seams and am then this ah this introduction of a completely different approach to literacy, which was a little bit more casual, but ah I found you know, working on a print rich environment,

R: Yes.

C: and working on you know we'll say reading and reading groups every day, and reading sentences, as opposed to isolating words and you know, am using reading schemes that would now be regarded as practically obsolete and defunct.

R: Yes.

C: (Laughs)

R: And how would you describe your approach to reading stories in Irish and English with respect to Junior Infants?

C: Am well I would draw very heavily on ah tone, am drama, when I'm teaching, ah literacy to any class but particularly to Junior Infants ah, it's really all about the development of the lesson from start to finish. Everything you do from the introduction of the methodologies of the book to the illustrations, I rely heavily on the visual clues am and try really from a very early age to get them involved in, you know am left to right orientation, front to back orientation, to am really discuss the pictures in great depth, but to rely heavily on drama and my own physical activities to to sort of enhance enjoyment more than anything.

R: OK, very interesting and do you emphasise different aspects of the process depending on which language you will be reading in?

C: Well initially I must say that of course because if you teach, if you're reading a story in English, therefore they have the fluency the children have the fluency, so when you're starting off initially, it's easier to read in English, the story you know to them, but I find am that because of the system we use here, which is called immersion, it's very, you know quite rapidly the Irish reading catches up at a very early stage, but initially you have to do a little bit more work on the whole,

R: Yes.

C: for me I was again I'd say it would be the dramatic side of things, tone, ah to elicit you know vocabulary from them in that print-rich environment is extremely vital in that case.

R: So that idea of eliciting vocabulary from the children and having reviewed the DVDs do you think there are differences in your approach to teaching, to reading a story in English and reading a story in Irish, having looked at the DVDs?

C: Definitely, am looking at the DVDs I think that it was quite obvious that ah I had to work an awful lot harder with the Irish language at that stage definitely. Yeah.

R: When you say 'work harder'

C: Again to try and elicit vocabulary from them, to try participation, to get them to recall the story,

R: Yes.

C: to get them to answer questions

R: Yes.

C: I feel definitely that I found myself looking at the DVDs that I found I was speaking a lot more in that, in those particular lessons,

R: Yes.

C: you know. But having taught that class, or Junior Infants up along and especially with the full immersion approach, that resolves itself and I have seen the whole process unfold and that has given me absolutely great joy to see that it really does work. But I think I don't know if it would work if we weren't using a full immersion approach.

R: Yes. And am, just I'm interested in that idea of eliciting the language, we'll say, do you focus more on we'll say when you're reading an Irish story on the language or on the story compared to the English.

C: Ah when I'm reading an Irish story I would focus more on the language, definitely the story I would really want you know to keep the story very much alive and the enjoyment

R: Yes.

C: As they say in Irish, *gan an sult a mharú* (not to kill the enjoyment) that's the most important thing,

R: Yes.

C: when you're reading any story,

R: Yeah.

C: but definitely am in my own subtle way I am you know focusing very much on the language and repetition and that's the great thing about the books that we have now,

particularly *Séideán Sí* you know the *athrá*, the repetition, which enhances the vocabulary, it enhances them to develop language.

R: Yes. And then from the children's perspective, are there differences in how the children engaged with the stories, in English and Irish having looked at the DVDs?

C: Am I think in that particular group that am they weren't that huge in a way because I think that the story that we chose from *Séideán Sí* and *Mamaí ag Siopadóireacht* they really liked that particular story

R: Yes.

C: and I think they responded very well to it. I think it always depends on the text, the availability of what's on offer, the books that we have, and we were very fortunate that *Séideán Sí* had come on stream at that time; so looking at that DVD I think they responded very well to that particular story. Now I don't know if, if it had been a different text, if it hadn't been as visual, if it hadn't been as you know, if the story itself hadn't been, you know they could respond to it,

R: Yes.

C: it was something that could happen in their own lives quite easily, there was a connection;

R: Yes.

C: to their own experiences, so I think their reaction to it was fantastic, you know getting lost in a supermarket that could happen to any child.

R: Yes.

C: so I think that, the content of the story really held them you know or enthralled them.

R: Yeah now I was particularly interested in that area because you mentioned the content of the story, and as you say it was something that could have happened in their lives. Now if we contrast that with the English story which was the, the, the giant and the English stories for children are full of sort of fantastic,

C: Fantasy

R: fantasy, fantastic characters, giants, talking animals

C: Yes.

R: etc. am so are there differences in the genres?

C: There are of course but I also think that whole world of fantasy is hugely appealing to children at that age, at any age, but at that age the idea that being you know the smartest giant in town, and actually you know the fact that it was quite ridiculous as a

story, but for them it opened up that whole world of fantasy, and that genre has a huge appeal, you know as opposed to the Irish story, that's a life experience

R: Yes.

C: that they can focus on, that they may have experienced in some way, but the whole world of fantasy is so enjoyable, I think you know that that's, that's what held, kept that alive for them and kept them going. I thought they really liked that story.

R: And would it be possible to read something similar in Irish then, a kind of a fantasy story?

C: Absolutely.

R: Are there examples available in *Séideán Sí*?

C: Well as I've been teaching, I've been dealing with *Séideán Sí* up along the years now and I have to say the classes I'm teaching at the moment, the *Séideán Sí* stories are fantastic and a lot of them are based on fantasy, like for example, you know taking the stories of *Fionn - Taoiseach na Féinne* and they have taken Arkle, Hercules and other stories and they are so based on fantasy and they really appeal to children. They're actually asking me 'Are we reading Arkle today?' 'Are we reading *Fionn - Taoiseach na Féinne*?' 'Coz they're done on a very, based on, again based on fantasy and it really appeals to them you know,

R: OK

C: so then I couldn't really praise *Séideán Sí* enough.

R: Very good.

C: They really have, the, the material is fantastic.

R: Yes, am and how do you think, how effective are the *Séideán Sí* Books for developing children's literacy?

C: They're fantastic, absolutely brilliant.

R: And for language development?

C: The same thing, it's all there, the language development is there and along with the lessons you know, that they encourage us to teach based on the *eiseamláirí, nathanna cainte* (exemplars, phrases) they appear in the books, so we're doing that orally with them. They appear in the books and it really enforces the whole concept, the huge thing there with *Séideán Sí* is consistency. I really firmly believe in it, you know that it's a pattern that has to follow through. If the whole scheme contains everything you actually need from Junior Infants right through the school and if it's followed, you will have a fantastic development of literacy and fluency and everything, 'coz I've seen that class now that were in Junior Infants at the time,

R: Yes.

C: they are now in Fifth and they have fantastic am understanding of literacy, and also the class that I had at the time were in Junior Infants and that is the second year, the same thing, their spoken Irish and their reading is amazing. That's I firmly believe through the development and follow-consistency with *Séideán Sí.*

R: Very good and in what ways do you think the whole immersion ideology mediates literacy development?

C: Well the whole am immersion ideology, the fact that they come to school and that it's from the very beginning, you know am that there is no English at all in Junior Infants, it's Irish for the whole first year, am print-rich environment, the *eiseamláirí* (exemplars), the stories from *Séideán Sí* all the way through and they're like sponges at that age, so it just, they soak it up, so instead they're going into Senior Infants and they're not starting English until after first, it's the second term before they start English, in Senior Infants and it's been proven, it works. It definitely works.

R: Right, and do you think the children are able to transfer literacy skills from and strategies from one language to another? Have you noticed that or what are the strategies they can transfer?

C: Yes I do yeah. I can see that they am from listening, and enjoying, from responding to stories, sequencing, recalling and relating am asking questions in the beginning, it would be more in the English language but very quickly that develops, you know they are able to ask questions, am based on the Irish reading, the same thing, they can develop a sense of rhythm and rhyme and they learn about the conventions of books; the author, the title, front to back orientation, left to right orientation, am they can read texts by themselves which is what you want them to do ultimately. And am again they recognise the names of the letters of the alphabet, you can take the beginning of syllables and the beginning of words, consonants blends, all of that, all those skills in both languages you know and I've always found that's been quite easy

R: Yes.

C: from the beginning.

R: So they were mutually supporting

C: Yes definitely, definitely.

R: each other, right,

C: I think by the time actually they get as well to the middle classes (coughs) that they are really the approaches I would use to teach Irish, English, I know are extremely similar. I think that again goes back to full immersion you know and you would want, you'd expect that

R: Yeah.

C: at this level.

R: And are there any theories of literacy development that you draw on when teaching literacy. You mentioned earlier on that you had begun, I suppose focusing on kind of isolated whole word recognition, and now you tend to teach words in context or

C: Am I think I would focus very much on teaching words in context and asking them if they, trying to elicit words they don't understand, to take that word in the context, that it was in, to use a contextual clue to try and figure out what it means because I think isolating words by themselves while you can explain, it's of no benefit to them, because they are taken out of their natural contexts, and the only way that they will be able to decipher what a word might mean is in context and then to be able to use it in different ways. So I think that's a huge and very vital point

R: Yeah.

C: personally as a teacher.

R: Am, now are there advantages for the children in learning to read in their second language first?

C: I think there are absolutely, ah

R: And or disadvantages I suppose.

C: Well the advantages again I think far outweigh the disadvantages, you know it goes back, they develop a fluency am very early on, you know and it helps their writing very early on, (coughs) I think the, that the disadvantages really, the only disadvantages I find would be the lack of maybe software and resources. To me there are no disadvantages bar that, do you know what I mean?

R: Yes.

C: I think the advantages far outweigh the disadvantages. Definitely, I just think that am learning to read in their, in their second language, in developing their literacy from very early on, you're sort of (coughs) solidifying it from a very early age. You know what I mean. It's secure once they have that first year and a half, that first year and that first term.

R: Yes.

C: I think you know that the foundation is there and it's fairly, it's vital.

R: OK now if we can just move a little bit more towards we'll say language learning as opposed to literacy. How do you think children most effectively learn or acquire a second language?

C: I think from having

R: What are your thoughts on that?

C: a print-rich environment in the classroom to be, absolutely to have it everywhere written you know so that everywhere they look at they can see it, do you know?

R: Yes.

C: I think from a very early age for them listening to ah songs and *rannta* (rhymes) am DVDs in Irish, the *eiseamláirí* (exemplars) based on the *Séideán Sí* to reinforce those every single day, again reading, reading in groups, encouraging them to read at home, with their parents, do you know in Irish,

R: Yes.

C: taking out little groups and reading or reading again, teacher reading stories, I think that's what, that really works, again its consistency.

R: Yes.

C: you know I find.

R: And are there any theories of language learning second language learning that you kind of draw on?

C: Again I suppose to me it would be am maybe drama, ah to use what I have; ah I find that role, mime and drama is fantastic am because you are keeping the enjoyment alive. You can elicit fantastic vocabulary, you can get them very involved. I rely very heavily on that. That would be I find with all age groups.

R: Very good and what conditions promote the most successful learning of a second language do you think?

C: Full immersion approach

R: Full immersion, yes.

C: Absolutely, am from the beginning, because I have taught not using the full immersion approach and it's very difficult. Consistency again, I know I keep repeating that.

R: Could you explain a bit to me so about the difference between the full immersion and the other approaches you used?

C: Well the other approach was that when I started teaching first basically even though this was a Gaelscoil we just really ah had, there was English and English rhymes we were being involved from the very beginning, so in the first term we had the two languages, in competition with one another,

R: Yes.

C: and we just didn't see the same success rate. And ah they didn't have the fluency and the literacy that they have now at the end of Junior Infants. Whereas what we are doing now, we've been doing for a good many years; they really do have a fantastic grasp of literacy, even two-thirds of the way through Junior Infants. The other approach just did not work. While they had a certain amount of literacy in their second language, it really wasn't enough or it wasn't satisfactory, you know for them leaving for going into their second year in ah Senior Infants.

R: Yes and it's the full total immersion approach ye use now?

C: The full total immersion approach has been in use in the school in the last,

R: So the English language arts are introduced late in the second year?

C: They're introduced in the second term, after the second term, in the second term in Senior Infants.

R: Yes.

C: And I find it absolutely no disadvantage.

R: Yes.

C: And that's been proved by the Drumcondra Tests and you know the Micro-Ts and Sigma-Ts and definitely.

R: Yes, actually can I just pursue that then because you mentioned when you weren't using the full total immersion approach that you had a tendency to I suppose teach rhymes to the children in English,

C: Yes and read English stories.

R: Not doing that, does that have a negative effect on their, we'll say phonological awareness in English?

C: Not at all; not at all; because actually what we tend to do here now is am the Resource Teacher comes in, in Senior Infants along with the Class Teacher, working on phonological awareness and takes a chunk of time there where she zones in on it, from the second term on and its highly successful.

R: I understand, so with the correct supports in place you see,

C: With the correct supports in place it works, one hundred per cent.

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R: Yes.

C: You know. And I suppose the whole idea maybe of team teaching helps, you know the Resource Teacher coming in and working with the Class Teacher, I think that is of a huge benefit. I know, I don't know how it works in other schools but certainly here we encourage it and it does, especially it's you know early intervention for every single aspect, and to zone in on those points of literacy at a very early age and you can see if the child is not reading as well,

R: Yes.

C: you know with the Resource Teacher coming in you're wondering if a certain child isn't reading, well then you can tackle it

R: Yes.

C: you know at a very early stage, it's of huge benefit.

R: So again following up on that, where the child might have difficulty in reading would you see that as a problem because they're learning to read in their second language?

C: No, I actually think it's because maybe ah, it could be something as simple as, there might be a sub-teacher in and she doesn't know that the books have got to go home every night, you know what I mean?

R: Yes.

C: Books have got to go home every night; the teacher should take a group every day.
[She keeps tapping the table to emphasise the various points.]
They should be listened to reading every single day and then that is brought home and they read, you know and they take a book home every night and they might keep it for two nights, that's vital that that book goes home and I firmly believe that if you know what I mean, that unless obviously there are problems that have been identified by the Resource Teacher and if a child isn't reading it's because those things are not in place or the consistency isn't there.

R: Yes.

C: And it might be just a very, you know, an omission or it might be just a new teacher that doesn't understand the scheme.

R: Yes.

C: or it might be just subbing for a while you know.

R: And for children with specific reading difficulties do you think it's a disadvantage for them?

C: No, I don't. Again, (coughs) I think that with Resource coming in around you know, even in Junior Infants, you know we will know if there is anything, and it's early intervention all the way and I, we've seen huge success stories here with anybody that has any problems do you know what I mean, we identify it and we tackle it. No, I don't. I don't think it's a disadvantage at all.

R: OK and am what do you think might be the long-term benefits to children learning to speak, read and write in Irish?

C: First of all it's their culture, and a love of all things that go with our culture and music and drama and actually I think it's the uniqueness of being able to speak their own language and it's been proven that through the full immersion approach that it makes it easy for them to acquire a third language later on in life, I think those benefits are fantastic.

R: Very good. Now I noticed when reviewing the videos myself that children sometimes switch languages.

C: Yes.

R: Why do they switch codes do you think?

C: I think they do that to express themselves and to communicate with each other and even to communicate with the teacher but I think predominantly it's maybe to gain a little bit of comprehension and to express themselves, definitely

R: Yes.

C: you know. I think maybe they mightn't have the ability to express themselves in at that age in the second language as yet, where you know the natural tendency towards expression would be to go to your mother tongue, but ah, that develops.

R: Yes, am but and I also noticed they switched languages in the other direction

C: mmm

R: this is what fascinated me when you were reading the English story and you were focusing on concepts of print

C: (Laughs)

R: and you asked them "what that dot is at the end of the sentence?"

C: Yes

R: and it was automatic for them to say the word *lánstad* (full stop).

C+R (together): *Lánstad* (full stop).

C: *Lánstad* (full stop) yeah. Ah I think they probably as well don't maybe understand at the beginning, well I suppose well because we're using the full immersion approach from the beginning, that they're, they're are thinking in Irish

R: Yes

C: at that stage you know. And I don't think they're (coughs) aware that they're doing that at all. It's just a natural progression from one to the other and I think even as they go up the classes, sometimes you know when you're introducing English you have to say to them, 'Now we can speak in English, this is an English lesson', but you still find them speaking to you in Irish.

R: Yes

C: And I suppose that's just to, again it's communication and expression. But I don't think that they're at all aware that they're doing that.

R: Yes, that was one of the questions I was going to ask you, are they aware they're speaking, they're not, yeah.

C: No I firmly believe they're not, it's a natural, a natural progression from one to another and they are totally unaware of it.

R: And does the code switching, does it serve any particular functions for them?

C: Nothing other than I'd say expression, expressing their emotions and perhaps communicating with the teacher or communicating with, which is vital,

R: Yes.

C: you know definitely, you know.

R: Yeah, because it was obvious that when you were reading the Irish story and you, and when you asked higher order questions,

C: mmhm

R: am they immediately switched to English.

C: Yes because that's you know communication,

R: Yes.

C: expression, expression of emotions, fluency of the language, you know I think definitely at that age that is quite evident; you know and again it's their comfort zone,

R: Yes

C: they're comfortable with that.

R: And even though you're using a total immersion approach you kinda support that, that?

C: Oh yes.

R: they are free to switch languages?

C: Oh yes, oh absolutely! And you know bit by bit to encourage them you know, more into the second level which does take place you know, I mean probably at the end of Junior Infants and Senior Infants there will be a huge change for them you know.

R: Yeah. Now there was one passage in *The Smartest Giant in Town*

C: (Coughs)

R: and that story fascinated me as well, where you were eliciting vocabulary, asking them the names of the clothes that the giant had

C: Mmm

R: and the first time you did this with them, they gave you all the names in Irish

C: (Laughs)

R: do you remember that?

C: Yes I do, yes, yeah. Again that's switching codes,

R: Yes.

C: do you know what I mean? And I suppose I myself wasn't actually expecting that

R: Yes.

C: but ah I actually think that's a really good thing do you know what I mean?

R: Yes.

C: I mean I know it was an English lesson but that just goes to show how the full immersion approach that they are thinking in Irish,

R: Yes.

C: even though it's an English story, they're beginning to think in Irish which is amazing and I suppose they were the early years of us starting the full immersion approach here,

R: Yes.

C: you know and ah it just goes to show I think that, that's what's happening, they're thinking in Irish because of the full immersion approach.

R: And when you repeated that, am almost immediately afterwards, then they gave you the correct names of the clothes items in English,

C: Yes.

R: Like the way I was interpreting that was once they knew what behaviour was expected of them?

C: Yes, absolutely, then they automatically conformed,

R: they produced the other language,

C: that they wanted, yeah.

R: Yes. OK now, would you like to make any further comments yourself, anything we haven't covered in the interview or any comments about any of the particular children on the DVDs?

C: Ah (coughs) well it just fascinated me that the personalities that they had, that they have remained true to form to this day and mind you I was very aware of that even at that stage that there were some very quiet children in that group and then

R: Yes.

C: there was one particular child who really you know ah am I felt almost as if he wanted a lot of attention all the time from his ah from the kids in his class and from me and really his behaviour has remained the very same to this day. And the particular child who remained extremely quiet in that group is still extremely quiet,

R: Yes.

C: it just fascinates me to see that even through literacy you know how that hasn't really changed. And I suppose I was ah (pause) fascinated by it you know. And I suppose again how much, how much interaction came from me as well, you know how much I actually had, how much work there is involved in story telling

R: Yes.

C: at that age.

R: Yes.

C: But I don't think that has changed at all for me at all for as the years have gone on, I still find myself using those approaches even with the Fourth Class that I'm teaching now. So I suppose what I'm trying to say basically about literacy is the teacher is so obviously central but there is an awful lot involved you know, I mean, I think an awful lot of drama and am for me I think using tone and expression when I'm reading a story in Irish or English is vital and again I suppose I stress that enjoyment is a huge part of literacy and I still find to this day with the Fourth Class say, particularly in both languages 'Are we reading Arkle today? Are we reading?' They love it.

R: Yes.

C: And if they love it, you know it's going to be a success. I suppose that's what I feel about it. That's about it.

R: *OK Claire, go raibh míle, míle maith agat as é sin.* (Ok, Claire, many thanks for that.)

C: *Tá fáilte romhat.* (You're welcome.)

END OF INTERVIEW

Duration: 24 minutes 28 seconds

R: Researcher
A: Anna

R: OK, Anna, many thanks for agreeing to do the interview with me as part of the project.

A: You're welcome.

R: Am could you tell me a little bit about yourself, and how long you've been teaching?

A: Yeah, ah I've been teaching, I'm just now in my seventh year and I started teaching in (name of school) and I spent three years there and then I moved out to (name of school).

R: Yes.

A: So as you can see I've only ever, I've only ever taught in a *gaelscoil* (all-Irish school).

R: Yeah, and did you spend many years teaching Infants?

A: Am yeah I taught Infants for I think four years in total yeah.

R: Yes. And when we did the videos with your class that time with the Junior Infants were you in your first year of teaching at the time?

A: Am, I was yeah.

R: Yeah. Now could you tell me a bit about your approach to teaching early literacy with Infants?

A: Am yeah. Am I would definitely say that a lot of it am would be focused around the shared reading

R: Yes.

A: and ah am to ensure that the little, especially with the *Séideán Sí* Programme, the little books are read in class with the pupils every day and

R: Yes.

A: they get to go home and read them at home and definitely would be based around the big books as well,

R: Yeah.

A: very important.

R: And am

A: And I suppose to make it enjoyable.

R: Yeah.

A: To make the reading process enjoyable for them.

R: How would you describe your approach to reading stories in Irish and in English to the younger class, to Junior Infants for example?

A: I would definitely think in Irish that it would have to be more am dramatized especially at Infants Level.

R: Yes.

A: You know it isn't their first language, so therefore you know you would have to use a lot of physical gestures

R: Yes.

A: and visual pictures and visual cues and a lot of repetition, and I suppose then that would vary then with the English language when English is their first language, am (pause) because they would have more vocabulary to express themselves, you can maybe elicit a little bit more information from them, so.

R: I understand, yeah. So having reviewed the DVDs, now and having looked at yourself

A: (Laughs)

R: reading the stories to the children did you notice any differences in your approaches between the two languages?

A: Am I thought probably the approaches am were pretty similar, am maybe the use of, as I just mentioned more gesturing

R: Yes

A: you know ensuring that they did grasp the concepts in the story.

R: Yes

A: And to keep them focussed on the visual cues.

R: Am let's focus on the children for a minute so. Are there differences on how the children engage with the stories in English and in Irish

A: Am

R: again having looked at the videos?

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A: Yeah, definitely. Am I suppose what, what did come to mind in the DVD was even when the story was being read in English, one of them had said,

R: Yes.

A: 'Oh you know are we not supposed to do this in Irish'.

R: Yes.

A: It was funny to see that *tumoideachas* (immersion education)

R: I found that interesting as well yes.

A: come to light there.

R: Yeah, am he said, so would you have been in the habit of reading English stories to them or would that have been one of their first times

A: Am

R: hearing you speaking English to them?

A: Yeah, probably because with the *tumoideachas* (immersion education) you know you focus on the Irish language up until am Senior Infants

R: Yes

A: at Christmas then we start on the English, so you probably

R: So in that school you would have been following the early total immersion

A: Yeah

R: model.

A: Completely yeah.

R: OK, I understand, yeah.

A: Yeah so.

R: Yeah, am and was there any reason for selecting those particular stories you had, the English and the Irish stories?

A: Am well I thought the books were very interesting, am there was definitely lessons to be learned, you know with Hansel and Gretel you know, the am strangers themes there, in Lazy Ozzie then, the theme of helping others, learning new things so there was a link there with SPHE and plus they were very visual.

R: Yes.

A: There were opportunities for prediction as well. Am the pictorial cues, am that I just mentioned there, and I suppose with Hansel and Gretel as well there were little am cards depicting the sequencing of the story so that was very beneficial. The children could put them in order,

R: Yeah, am

A: they would have been my main reasons.

R: And going back to Hansel and Gretel would the children have been familiar with some fairy tales in English do you think?

A: Am yes they would have, yeah.

R: Yes

A: They probably would have heard that story in English.

R: Yes

A: So am definitely.

R: Yeah, am and do you think the children are capable of the same kind of levels of engagement in both Irish and English when listening to the stories?

A: Am well obviously there'd be a bit of a limit in regards the Irish story, however, because they code switch,

R: Yes.

A: they do get their point across.

R: Yes.

A: and I mean when you do watch the DVD they are very much engaged in those stories.

R: And yourself, when you are reading stories are you more aware of the language content and the children's level of language, their competence in the language when you're reading in Irish or English or does it make a difference?

A: I suppose you would be aware, very definitely, yeah and you would have to use am more dramatizing and gestures

R: Yeah.

A: to ensure that they do understand.

R: And am, are there differences in your approach when reading stories in Irish and English?

A: Am yeah there would be. Well definitely in Irish you would have to be more dramatic you know

R: Yes

A: in your expressions

R: Yes

A: your facial expressions, even your physical gestures to ensure that the pupils do understand am and comprehend the story. And of course then the visual pictures

R: Yes

A: would be am a massive aid in the classroom when doing Irish stories. And I suppose then English stories then, there would probably be an opportunity for more discussion.

R: Yes

A: Am pupils would have more vocabulary you know to express themselves and you can elicit more information from them in English.

R: Yes. I notice even in the Irish story that the children were quite comfortable listening to the story in Irish but responding a lot in English.

A: Yeah. Ah I think that was done very naturally as well.

R: Yes.

A: Am that code switching that we mentioned.

R: Yes, like I suppose one of the questions is why do they code switch, why do they switch languages?

A: Am well I suppose mainly to communicate you know it helps them to engage in discussion and gain comprehension, and I suppose to express themselves.

R: Yes, and do you think they were aware of the fact that they are switching languages?

A: No, Seán. I think that's done very naturally.

R: Yeah.

A: And I'd even give an example of my own friends when I meet them from the Gaeltacht, we can switch from Irish to English very easily. You might not realise you are doing so, (laughs)

R: Yes.

A: so no definitely it would be done very natural.

R: Am and what literacy skills and strategies can the children transfer from one language to another do you think?

A: I think they can transfer all of them you know, listening and responding, recall and relating, asking questions, probably am more so in the Junior Classes as regards English you know they probably would ask more questions relating to the English stories rather than the Irish, but definitely rhythm and rhyme, fluency and writing skills. Am they can also become more familiar with am more familiar with the environment, the environmental print around them, and as well you'd be focusing on the left to right and the author, and the illustration, the blurb and all of that

R: Yes.

A: and am gradually then they begin to read the texts for themselves.

R: Now do you think there are advantages and or disadvantages for the children learning to read in their second language first?

A: I would think definitely there are advantages, you know *tumoideachas* (immersion education) it definitely aids literacy and writing skills am reading skills improve and I suppose pupils gain a vaster, a vast vocabulary.

R: Yes.

A: Their confidence would increase as well.

R: Yes.

A: Definitely, you know the fact that they can read

R: Yeah

A: am more fluently in English and in Irish and I suppose the success with *Séideán Sí* for

R: Yes.

A: *gaelscoileanna* (all-Irish schools) it's am

R: How do you find that programme?

A: Oh it's excellent.

R: Yeah.

A: It's fool-proof really. (laughs)

R: Yeah

A: You know and the fact that it's so visual and the songs and the rhymes

R: Yes.

A: am it's brilliant, very, very good.

R: For their literacy development and for their language development as well would you think?

A: Yeah, definitely, yeah.

R: And how do you think children most effectively learn or acquire a second language in your own experience.

A: Ah am definitely from I suppose from a lot of repetition.

R: Yes.

A: You know listen to the teacher, classroom, from visual pictures and definitely the shared reading as well.

R: Yes.

A: But you know they would have to be totally immersed in it, in their surroundings,

R: Right.

A: and I suppose as a school as well, you know you'd have to ensure that the whole process is being carried up through the school and if you have assistants in, they also would ensure that they speak Irish back to the pupils rather than replying in English.

R: I understand. Yes, am

A: So that everyone I suppose would be singing from the one hymn-sheet.

R: Yes. So what conditions promote the most successful learning of a second language do you think?

A: Am I suppose the use of am a lot of gestures, wide-ranging resources like I've mentioned there the *Séideán Sí* the songs, the stories, as I said the consistency am in the school and definitely the shared reading.

R: Yes. Am and like are there any kind of theories of literacy development now that you draw on when you're reading English stories

A: Am

R: and Irish stories to the children?

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A: Yeah I would definitely am use a lot more comprehension star-sheets at predicting, questioning, the think-aloud.

R: Yes.

A: I have Fifth Class this year

R: Yes.

A: and we're working on that a lot at the moment and, it's am working really well, that you get the children to imagine that they're the Director

R: Yes.

A: so they hear stories being told that they can visualise them in their head

R: Yes.

A: they can use their senses,

R: Yes.

A: I mean they make connections, personal connections or connections with the world or stories they may have heard before and I think that definitely am works for them.

R: And when you talk about think-aloud, do you use that in both languages or in just one language?

A: No, both languages, yeah.

R: Yes.

A: Yeah, definitely from middle class up

R: Yes.

A: you could use it in both.

R: And moving more I suppose away from the literacy to the language development, are there any theories of language learning that you draw on in your approach?

A: Ah we talk in discussion, prediction as I mentioned earlier and ah making connections, and definitely make it enjoyable.

R: Yes.

A: and you portray that as a teacher, a teacher has to enjoy reading and to demonstrate that to the children.

R: Yeah and I suppose a question that occurs to me just as we speak there, you know and that enjoyment about reading, if you give the children a choice now between reading an English book and reading an Irish book would they sometimes opt for an Irish book? Do they select Irish books?

A: Ah they would yeah. Definitely and we have our bookworms in class where they take home an English book and an Irish book

R: Yes.

A: but definitely during the day you know if you're doing your USSR you know you would see some of them going through their Irish book.

R: OK

A: Yeah, to be honest I think if the story is relevant to them or if they're interested,

R: Yes. Yes.

A: in the book itself, they don't take it, you know they don't make a preference.

R: And what do you think might be the long-term benefits to the children of learning to speak, read and write in Irish?

A: Am oh definitely it would promote their heritage and their culture and I suppose it makes it easier for them to acquire a third language, to absorb languages

R: Yes.

A: more easily.

R: Yes.

A: make them proud as well, proud of who they are and where they come from.

R: Yes. Yes. Am I suppose one final question, is there anything else you'd like to say or add to this that we haven't covered in having reviewed the DVDs?

A: I suppose having reviewed the DVDs, I suppose looking back I was kind of shocked (laughs) and embarrassed but you know it was good to look back on them and to see how my approach, you know if I was to go, if I was to go into an infant class tomorrow and read those same two stories

R: Yes.

A: definitely my strategies am would be you know, would be different. Maybe more prediction, I'm being a bit critical or, I suppose I would have learnt maybe.

R: Maybe could you elaborate a bit on that.

A: Ah

R: What would you do differently?

A: I suppose I would definitely do a lot more predicting, you know with the books,

R: Yes.

A: you know as I showed them the book, I would cover the title and get them to predict

R: Yes.

A: the title rather than just saying, 'here's the book' and 'this is the name of the book'. Am I would definitely focus as I'd said, as I've said there about them being the director

R: Yes.

A: of the story and get them to visualise, and use their senses and to remind them that this story in their head will constantly change as they read on and the predictions may come true or they may not.

R: Yes.

A: So it's to get them to engage in the story a little bit more.

R: Yes.

A: Am, I'm trying to think now of anything else but they would be the main things really, to make connections

R: Yeah.

A: with their own life. The stories they may have heard before. Those would be the main things, I would think, probably more higher order questions.

R: OK in both languages do you think?

A: Ah am yeah probably more so in the English but am yeah definitely more higher order questions.

R: OK

A: Yeah, so I suppose am as regards the Lazy Ozzie Story if I was to do that again am what I'd do differently definitely I would am concentrate more maybe on predicting, you know predicting the name of the book, the cover, am the name of the characters rather than just giving them that information at the beginning. I also would concentrate more on the feelings,

R: Yes.

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A: the senses, I think one of them, one of the pupils in the, on the DVD he said he'd like to fly and I didn't question him why he would like to fly, what would he see if he was flying, questions like that.

R: Yes.

A: Am I suppose I'd be critical of myself as well; when I was reading the stories, I did whisper a lot.

R: Yeah.

A: and am I may not have come across as clear as I should have. I also omitted a few words here and there, so just to be aware of that for the future. Am also relating to the *Lazy Ozzie* story, I maybe didn't discuss am the fear that Ozzie had and ah maybe to focus more on the learning and the growing in the story,

R: Yes.

A: things that challenge us. Especially with Infants everything is new for them

R: Yes.

A: many, a lot of connections could have been made as regards that.

R: And what about the other story *Hansel and Gretel?*

A: *Hansel and Gretel* then, am again, probably more predicting, more discussion of the characters, bringing in the vocab. *cailín, buachaill* (girl, boy)

R: Yes.

A: and *caillte*, (lost) maybe focusing on the new vocabulary there

R: Yes.

A: and put that into context. And again relating back to the senses, more discussion about the sounds,

R: Yes.

A: and the smells in *Hansel* in the house,

R: Yes.

A: I didn't focus enough on that. And maybe to get them to am to repeat sentences that I had, you know, *nathanna cainte*, (phrases) to get pupils to repeat those.

R: Now why would you do that we'll say for the Irish story?

A: Just to reinforce the new vocabulary probably.

R: Yes, so does that make the process different then

A: It would.

R: the process of reading the story, and the process of listening to the story for the children?

A: Yeah it would, there would be a little variation there I suppose you want to ensure that they're picking up the new vocabulary

R: Right.

A: and they're retelling it back to you. So I'd probably do that as well. And maybe concentrate on the feelings as well.

R: And when you do that do you think that takes from their enjoyment of the actual story, and how they inhabit the story and engage with it.

A: Well maybe not to do, over emphasise it,

R: Yes.

A: just to do a little bit of prompting, you know get them to, if you're reading the line to get them to finish a new word or to get them to put in a new word, so

R: Yes.

A: to try to do a little bit informally rather than taking the enjoyment out of the story.

R: Yeah, I understand, yeah.

A: Am also maybe to talk about the feelings, how did Hansel feel when he was in the cage?

R: Yes.

A: And you could bring in the feelings there. Discuss those, am let me think, yeah again the visualisation, 'what do you see?' what do you hear?' 'What do you taste?'

R: Yes.

A: You could do a lot of discussion on that especially with the house made of sweets, (laughs)

R: *OK Anna go raibh míle, míle, maith agat as sin.* (Many thanks for that.)

A: *Tá fáilte romhat.* (You're welcome.)

R: *Go raibh míle maith agat.* (Many thanks.)

END OF INTERVIEW

Duration: 21 minutes 56 seconds

R: **Researcher**
D: **Deborah**

R: OK Deborah, *go raibh míle maith agat as páirt a ghlacadh san agallamh seo.* (Many thanks for participating in this interview.) OK could you tell me a little bit about yourself, how long you've been teaching, how long you've been teaching in this school, how long have you been working as a, in Learning Support?

D: OK, I, I've been teaching since 1977, so that's thirty-three years this year. And I was working in Learning Support in Dublin. I taught in Dublin for twenty one years, and I was working, I spent three years working in Learning Support before I left Dublin. I've been in this school for twelve years, and I've been in Learning Support here from the beginning. And there was no other Learning Support Teacher here before me, so I set it up

R: Yes.

D: basically.

R: And the Learning Support, did you focus primarily on English or both English and Irish?

D: English, ah in the beginning, am it's only in the last couple of years maybe, ah three years ago that I started ah doing Irish. I did English, solely English in the beginning and then Maths very early on as well,

R: Yes.

D: and, I started going into the classes oh it must be ten years ago,

R: Yes.

D: going into First Class first and then am I changed, and I went into Senior Infants and for the last four years I've been going into Junior Infants after Easter.

R: OK, and ah can you tell me a little bit about your approach to teaching Early Literacy?

D: OK, am, (pause) I think story is very important and I like, I like it to be based in a book.

R: Yes.

D: I don't like to teach phonics, am in isolation, I prefer it to arise out of, out of the book.

R: Why is that?

D: I just think it's more interesting.

R: Yes.

D: It's more interesting for me and am

R: Do you think it's more beneficial for the children?

D: I think so, yeah. Am I do, I, I think they, they need to know the, the sounds of the letters; I think that's the basic thing.

R: Yes.

D: But I think I want to, I want to do more than just teach them to read, I want to create readers and make them want to read. And I don't think you can do that unless you use a whole variety of really good children's books and there are lots.

R: OK, and going back on that idea of the children's books, how would you describe your approach to reading stories in Irish and English to Senior Infants?

D: Am, I would be more, I would be more comfortable reading stories in English because ah that's what I've done for years and years.

R: Yes.

D: Ah I've read stories in Irish to my own children but Irish was their first language so it was different,

R: Yes.

D: ah I was nervous about reading the story in Irish, ah but am the children ah had a very good understanding,

R: Yes.

D: and am you have to do, I suppose you have to do more work in getting the message across in, when reading Irish.

R: Now when you say 'more work'

D: Well you have to be maybe, maybe more expressive and

R: Yes.

D: and use gestures and the pictures are very important

R: Yes.

D: to make sure, that would be my focus, making sure that they understood

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R: Yes.

D: the language you know and I wouldn't be expecting them to am, to say much but I would expect them to, to be with me and follow what I'm doing you know.

R: I understand. And the story you read for them in Irish *Cearca an Phrompa* am there's an English language version of that story, is it *Chicken Licken'*?

D: *Chicken Licken'* yeah.

R: And I think one or two of them might have been familiar with the English version of the story. I, at least on the video, one or two of the children said, *'Tá an leabhar seo agamsa'*. (I have this book.)

D: Yeah, yeah.

R: I assume, were they referring to the English version or would they have had the Irish version?

D: They may have had the Irish version of the story; am, again I found it difficult to choose a, to choose ah an Irish one because I wasn't, there aren't as many in the first place,

R: Yeah.

D: there aren't as many as good, what I call picture books that have, they have pictures, they have text but the picture is the important thing.

R: Yes.

D: and I don't think there are as many. So it was Evan, the Class Teacher who recommended that one to me, so I took it home and decided 'yeah'.

R: OK

D: 'we'll go with that'.

R: So that was your reason for selecting the Irish book.

D: Yeah.

R: What about the English book?

D: Well the Irish book as well; there was am repetition in it.

R: Yes.

D: And I like repetition because at least then, you can, they can join in.

R: Yes.

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D: And it's one way of, of getting them to stay with you, you know.

R: I understand yeah.

D: And the same thing in the English, there was repetition in the English book. Am, the reason I chose the English book, it was recommended, I wanted first of all if possible books they would be unfamiliar with.

R: Yes.

D: Right so they'd be new and you wouldn't have all this thing, 'I know what's going to happen next', you know

R: I understand yes.

D: that sort of thing, make it easier for myself and this book was recommended to me by a friend who has taught Infants for several years. And am it's, she's passionate about reading, so I reckoned it should be good. And it reminded me of the book 'Peepo' by Janet and Alan Ahlberg it, which has references to nursery rhyme characters,

R: Yes.

D: but this one had more text in it.

R: Yes.

D: And am I thought it would engage the children's interest and provide opportunities for them to make connections with other well-known children's stories you know, but that it was in a new context.

R: Yes. There's now having said that, does that mean is there an assumption there then that children would be familiar with the nursery rhyme characters?

D: I wanted to check too

R: Et cetera

D: to see, I would presume they should be,

R: Yes.

D: and I wanted to just, just check

R: Yes.

D: and see, see were they, you know.

R: OK

D: And I think they were really the children I presume the children here would have been read to and that they would ah be familiar with them and I think they were, I think Clement particularly

R: Yes.

D: and Regina, they, they, they particularly am made reference to 'you know I have this story' and the Gingerbread Man and Jack and the Beanstalk,

R: When they were predicting what characters might appear next,

D: Yeah.

R: Yes.

D: Yeah, yeah.

R: And it did seem familiar.

D: I thought it would just give them a chance to talk you know,

R: Yes.

D: and I think that's possibly the big difference in my approach to am, story in English and story in Irish in that I'm using the English story to develop vocabulary and develop oral language

R: Yes.

D: really you know and so the story in Irish I'm just letting them hear the, the language and hear the structures and the words; the, the emphasis isn't as much on developing the vocabulary

R: In the Irish?

D: in the Irish, the spoken vocabulary.

R: I understand.

D: Because it comes later doesn't it?

R: Yes.

D: You know that they'll understand first,

R: Yes.

D: so that would be

R: So if I understand you feel that you're more focusing on their receptive skills in Irish?

D:	Yeah, Irish, yeah.

R:	whereas in English there's more focus on

D:	The expressive,

R:	The expressive,

D:	Yeah.

R:	The expressive skills,

D:	Yeah.

R:	OK, that's interesting.

D:	Yeah.

R:	OK, am now do you think there are differences in how the children engaged with the stories in English and Irish, their levels of engagement, how they inhabit the stories, having reviewed the DVDs?

D:	Well I thought that they were far more vocal with the English one but then again, that's what I would have expected but

R:	Yes.

D:	I thought that they am they paid attention, and they engaged and they asked questions and they, they commented in as much as the language allowed them

R:	Yes.

D:	you know?

R:	Yes.

D:	In the Irish stories well, I didn't, I didn't feel I had to work terribly hard to get that you know.

R:	Yes.

D:	I thought they were just as, as engaged with it as they were with the English one you know?

R:	OK and are you more aware of the language content of the story, and the children's level of language competence when you're reading an Irish story as opposed to an English story?

D: I think the, I'd be aware of it in both. Ah because the English, the language, the written language in English is generally more complex than their spoken language.

R: Yes.

D: So I think I'd be using the book, the English story for that, you know to develop their language and ah am the Irish language it would have to be at the level that wouldn't challenge them too much and it's the same with the

R: Yes.

D: I want them a bit challenged but not overly challenged. Do you know what I mean?

R: I understand, yes. So does that make it difficult choosing an Irish book?

D: Well I think it does, from the point of view that just the, the choice is limited.

R: Yes.

D: Right? I mean I heard somebody say there are lots of Irish books now, well there are more than there were. When you compare it to English,

R: Yes.

D: the choice is very limited still.

R: Yes, and I assume you're talking about real books as opposed to books that might be written specifically for the classroom situation.

D: Absolutely! Well I don't like the books that are written specifically for the classroom situation in general you know. I

R: OK, do you want to elaborate on that?

D: I just don't think that they're (pause) that they challenge

R: That's both in English and Irish or?

D: Oh no, both, well English and Irish yeah, yeah. I mean am I'd much prefer to use real, real books like now we are using real books

R: Yes.

D: in the, in that even, even in the Learning Support situation, the books I use am, that Storyworld series, each book is a little story in itself

R: Yes.

D: and the pictures, there's far more going on in the pictures than in the text. But ah there is repetition but they have to recognise the words, but there's a story and there's a bit of fun in it and that's why I think it's important. Again I think the important thing is that the child is enjoying the reading activity.

R: Yes, yes.

D: And you have to be very careful with the type of books you choose, so that they'll continue to enjoy it you know.

R: OK, sorry for harping on about this but just one last question about them, the books, so when we're talking about real books as opposed to books that are produced for the classroom situation, are you familiar with the *Séideán Sí* Books and what would be your opinion of those?

D: Well I think that they're very good.

R: Yes.

D: Yeah I do, yeah.

R: OK

D: But I just think again there aren't enough to get the children reading at the Junior the Junior Infant Level, there aren't enough ah books at that level.

R: Yes.

D: And also for the likes of me, I don't like to use in Learning Support I don't like to use books that they have been using in the classroom and in English that's no problem. I've just said 'Right Storyworlds are mine, ye can use Sails, ye can use Rockets, ye can use whatever other ones ye want, Early Literacy, Oxford Reading Tree in the classroom, I'm keeping this series'. I can't do that in Irish because there aren't enough

R: Yes.

D: series like that so what I've been doing what I've been doing in Irish would be am (hesitatingly) making their own books like, at the moment I'm working with a child, who's working making things out of Connects, and I take a picture of what he's made and then write a little bit,

R: Yes.

D: that sort, that sort of thing you know.

R: Yes, so you're developing your own stories as ah

D: Just the language experiences approach

R: Yes, yes, OK

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D: that kind of thing you know.

R: Yeah.

D: Yeah, yeah.

R: Based on the children's experiences,

D: Yeah, yeah.

R: I understand, yeah.

D: But I'd be making it up rather than having them,

R: Oh yes.

D: So it's not really, I never buy fully into the approach (Laughs). I make my own of it you know. I take what I like out of it.

R: OK

D: Definitely à la carte you know.

R: Right, (Laughs). Now do you think children are able to transfer literacy skills and strategies from one language to another?

D: Oh I think so, yeah. Yeah, am

R: What kind of skills?

D: Well I mean the thing of the letter - sound relationship

R: Yes.

D: and sounding out the words and working it out, decoding, they do that.

R: Even though the letter – sound correspondences are quite different in both languages,

D: Ah

R: they can still

D: the basic, well I would only ever, in the Irish, I, I ah put the emphasis on the *guta fada,* (long vowel)

R: OK

D: the long vowels and I think it's easier for them actually in, in Irish because the long vowel is clearly identifiable

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R: Yes.

D: with the *síneadh fada* (length accent) over it, whereas in English you don't know when it's a long vowel or a short vowel you know.

R: Yes.

D: So I think that makes it easier in Irish, am so I think they can, they can sound out. My strategy is you sound out the first three letters and then you guess from the context OK.

R: OK

D: Then you let the three come out as a chunk and you guess, and that works in English and in Irish,

R: OK

D: but in Irish I would tend to zone in on the long vowel

R: Yes.

D: and say, 'OK what's the sound here?' OK and then work from that, kind of and the letters around it.

R: OK

D: Am they use picture clues in both. They am use predicting in making connections in both codes you know.

R: Yes.

D: So I think there's a huge transfer

R: OK

D: of skills

R: Very good,

D: you know.

R: Am now do you draw on any theories of literacy development in your own approach?

D: Well the importance of story.

R: Yeah.

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D: And I think it's recognised like how much they learn from stories and am, I think they should be hearing stories on a daily basis you know, and being read to them and right through the school you know,

R: Yes.

D: and ah, ah, ah the importance of comprehension from the beginning you know

R: Yes.

D: as well, because and the idea that the child would be, would re-tell what they have read

R: Yes.

D: because then you know whether if they're able to do that you know whether they've understood it or not you know.

R: Yes.

D: And ah am and the fact that they, it has to be enjoyable and that they have to be, that motivation is a huge part to play in their success in reading,

R: Yes.

D: so I would be trying to motivate them. Am, I don't use sight-words and drill or any of that. Ah I think the phonological, the phonemic awareness is the keystone. I think you have to do, to spend any time doing rhyming or doing anything else, ah I don't use letter names, ah it's just sounds, the whole emphasis is on sounds

R: OK

D: to get them reading.

R: Yes and you mentioned motivation. Is it easy to motivate the children to read because you said earlier on that you want to make readers of them?

D: Of them yeah,

R: To motivate them to read in Irish, that they would select an Irish story themselves

D: To read in Irish?

R: if given a choice of books?

D: I think, I think they will now, I think the *Séideán Sí* programme has helped that hugely. My son whose in college just commented am the other day that he takes a long time to read, he's very slow reading in Irish,

R: OK

D: and I said to him 'that's because you never really read in Irish'.

R: Yes.

D: I said to him, 'when you were in the Gaelscoil you read maybe one book in the year, whereas now that's changed completely'.

R: Yes.

D: You know they're, they're reading several Irish books

R: Yes.

D: and they're reading, they're reading frequently.

R: Yes.

D: They're reading Irish daily, I know everything, all the text books are in Irish but there wasn't a huge amount of reading being done, reading of novels,

R: Yes.

D: and that has changed.

R: Yes.

D: And I think that that that's very important you know.

R: Yeah.

D: You know 'coz the, he just found he was ages reading through the Irish novels.

R: Yeah.

D: You know?

R: OK

D: It's a matter of practice, practice is very important 'coz I know

R: It is.

D: I know I said I don't like drill but you can have practice without drill you know?

R: Yes.

D: And am it's challenging though to try and do things in different ways and keep them but the children really enjoy style trays

R: Yes.

D: and they really enjoy those story plays, in English,

R: Yes

D: that you know the whole class group and am just different, slightly different methods, using.

R: I would find myself that it's easier for me to read a text in English than in Irish regardless of how much Irish I read, I think that there is always that gap there,

D: When we were younger, that's what I mean.

R: Yeah, yes.

D: If when we were younger we were exposed to far more Irish books,

R: Yes.

D: I don't think the gap would be as broad.

R: Yes.

D: Maybe not, that's just my theory.

R: Yes.

D: You know? But I do think looking at our present Sixth Class ah they have been with *Séideán Sí* from the beginning,

R: Yes

D: and I think it accounts for, now maybe they're a much brighter class, but I don't think so, but they are am doing much better in, in reading than other classes.

R: It would be interesting to test that wouldn't it? To see how the reading rates in English and Irish come closer together

D: Yeah, yeah.

R: As the children develop particularly with the amount of contact they would have with the books.

D: It would be, yeah, yeah. I don't know how you'd do that though.

R: (Laughs)

D: That's for another day.

R: Are there advantages or indeed disadvantages for the children in learning to read in a second language first?

D: Am well I actually think there are more, there are advantages and disadvantages, am as regards the advantages it's an easier, Irish is an easier language to read than English. English is more complex; there are more sounds, ah in Irish, there are is it eighteen definite ones?

R: Yes.

D: and there's more one to one mapping of sounds

R: Yes.

D: in Irish than in English. And also as I said the long vowels are clearly identifiable, so you got the eighteen sounds and then, I don't think the short vowel sounds are as important in Irish as they are in English am at all. I just think it's easier, and also there seems to be more phrases in Irish that go together,

R: Yes.

D: that you know they can get a run at it kind of thing and it's easier for them

R: Yes.

D: to read. Disadvantages, am (pause) the fact that there aren't as many resources, there aren't as many books, that would be one disadvantage and the other would be the fact that their parents don't have the language to read to them.

R: Yes.

D: But when you have the transfer from one to another I don't think, it's, it's, it's a problem

R: OK

D: you know and I just found when they start off with am, the sounds in Irish, they have no problem that 'c' the sound is /k/ whereas if they start with English you know there are letter names,

R: Yeah.

D: they're inclined to confuse it, so I think it can make it easier for them really sometimes you know.

R: OK, yeah. I think Irish, you're right is more transparent,

D: Yeah.

R: the orthographic system is more transparent than English.

D: Yeah, English is one of the most complex ones.

R: It is yes.

D: mmm, yeah, yeah, yeah.

R: Now just moving away from the literacy to just kinda learning a language. How do the children most effectively learn or acquire a second language in your experience?

D: Well total immersion seems to

R: Yes.

D: to work you know.

R: Yes.

D: You know? I am constantly amazed by what they know after a few months in Junior Infants you know.

R: Yeah.

D: by the amount of Irish that they have picked up you know,

R: Yes.

D: also it has to be enjoyable activities

R: Yes.

D: and act that active there, actively participating in them you know.

R: Yes.

D: I think *Séideán Sí* seems to be doing that,

R: Yes.

D: am it certainly made teachers' lives easier you know, (laughs) since it came into operation, it was how much, it was much more difficult for teachers in a Gaelscoil, total immersion situation,

R: Yes.

D: before that you know 'coz you had to be thinking of things all the time and doing things you know.

R: Yeah.

D:	But the fact that the total immersion and that you're expecting them to under, the expectation is there that they will understand it you know,

R:	Yeah.

D:	and they do. They, they come up to that expectation, you know.

R:	Yeah. And I suppose what do you think might be the long-term benefits to the children of learning to speak, read and write in Irish?

D:	(Pause) I suppose it gives them an identity as being an Irish person you know,

R:	Yes.

D:	and other, other ah nationalities would see the language as being nearly central to being French, that you would speak French you know. And I think there's, I think I'd go along with that there's an element of that you know, that you're Irish, you speak the language,

R:	Yeah.

D:	and it gives you that. And they say that you will learn another language easier, that hasn't been my experience with my own three children, (laughs) but I don't know you know.

R:	Yeah.

D:	I think that depends on, it depends on a various number of factors, it depends on am how good the set-up is, that you're learning the next language in, you know I mean if you were learning it in a total immersion set up, I think our secondary school system for teaching foreign languages leaves a lot to be desired, you know. (Laughs)

R:	OK

D:	So I'm blaming that that system for it.

R:	Right.

D:	but I imagine it should make learning another language easier if they were living in the, in the country or whatever you know.

R:	Yeah. And you mentioned the total immersion model that you follow here in the school.

D:	Yeah.

R:	In what ways do you think the whole immersion ideology am mediates literacy development? Does it impact on it in any way do you think?

D: Well I just feel that there's huge pressure on us as a school ah to make sure that they are literate in English

R: Yes.

D: because ah there's this misconception there that you know that their English will suffer

R: Yes.

D: like, so I think there is pressure on us to make sure that is not so. So I think it means that we just do our job better to ensure that you know.

R: Yes.

D: And am apart from that I'll say we have a huge amount of books in the school and that's a huge help too as well

R: Yes.

D: you know. Am, that's it.

R: Ah I noticed myself when reviewing the videos that the children sometimes switched languages, am have you any thoughts on why do they switch from one language to another?

D: Well unless it is that they just don't have the words in the language,

R: Yes.

D: and that they, they really want to make a point.

R: Yes.

D: Or am you know express an opinion or, or something, so they don't allow the fact that they don't have the language to stop them you know. And I suppose the fact that when they start here they am they speak English

R: Yes.

D: 'coz they don't have Irish. So in Infants the teacher is speaking Irish all the time and they're speaking English,

R: Yes.

D: so I suppose they, they realise that it's OK to speak English; do you know what I mean?

R: Yes.

D: and am maybe that's it, maybe they realise that they have the freedom to use the words in English if they don't have the words in Irish. That sort of thing,

R: Yes.

D: The only time you would say to them you know, 'you're well able to say that in Irish, come on' you know.

R: Yes. And are they aware that they're switching codes very often?

D: I wouldn't think so, I wouldn't think so. Because that's the thing when, they're, they're speaking in one language, in Infants and the teacher is speaking totally in Irish,

R: Yes.

D: and ah they can have a problem with the teacher speaking English when they begin to in in ah Senior Infants after Christmas, I remember ah there the, the children thought it was dreadful that the teacher was speaking English you know,

R: Yes.

D: breaking the rules of the school you know

R: Yes.

D: and ah whereas they accept it from me because I'm not the Class Teacher so me coming in and speaking English, was OK.

R: OK.

D: (Laughs)

R: Right, so I suppose just one further question. Would you like to make any further comments yourself having reviewed the videos yourself, about any of the children or your own approach to reading stories or anything else you'd like to add?

D: Yeah, I don't think my approach has changed too much over the last seven years, (laughs). Am, am, (pause) no, I don't think there's anything else.

Tape stops and starts again.

D: Am, just I looked up something and I thought it was interesting; the best methods for acquiring a language are those that supply comprehensible input in low anxiety situations containing messages that students really want to hear.

R: Yes.

D: And I thought, 'well that's what we're doing'. (Laughs)

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R: Very good.

D: You know using the book

R: Yes.

D: and there is certainly low anxiety

R: Yes.

D: and the students do want to hear it you know.

R: Yes.

D: So I thought 'we have it cracked you know'. (Laughs)

R: *OK go raibh míle, míle maith agat, Deborah* (OK, many, many thanks, Deborah.)

D: *Tá fáilte romhat.* (You're welcome.)

R: *as labhairt liom.* (for speaking with me.)

END OF INTERVIEW

Duration 25 minutes 45 seconds

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Appendix 19: Deborah's Reflections Having Reviewed the DVDs

The following text was written by Deborah when she reviewed the two storybook events and given to me at interview. This text is quite informative and helped me understand her instructional intentions more clearly.

Bhí siad ag iarraidh an Béarla a léamh iad féin, díomá orthu nuair a dúirt mé go léifinn é. N'fheadar an é mar gheall ar an leabhar mór nó an é go raibh cleachtadh acu ormsa a bheith ag déanamh Béarla sa rang leo agus mise á ngríosadh chun tabhairt faoi is é a léamh iad féin. Seans go raibh siad níos compordaí ag léamh i mBéarla rud atá aisteach mar gur thosaigh siad le léitheoireacht Ghaeilge i naíonáin bheaga. Tar éis na Nollag i naíonáin Shinsir a thosaigh siad ar an mBéarla.

Chuir mise béim ar phonemic awareness sa mBéarla mar is é sin a bhí á dhéanamh agam leis an rang sin. Ní raibh aon chleachtadh agam ar fonaic na Gaeilge go dtí dhá bhliain ina dhiaidh sin. Bhí mise i bhfad níos compordaí ag léamh agus ag plé leabhar i mBéarla. Ní raibh aon chleachtadh agam, ag an am, ar leabhar Gaeilge a léamh le grúpa páistí.

An aidhm a bhí agam maidir leis an leabhar Gaeilge ná go mbeadh siad ag éisteacht leis an scéal, go mbeadh siad rannpháirteach ann agus go bhfoghlaimeodh siad foclóir agus frásaí. Bhí ionadh orm gur léirigh siad an suim chéanna sa dá leabhar. Cheap mé go raibh níos mó le rá ag Sheila sa seisiún Gaeilge ná sa seisiún Béarla. Léirigh Daniel a chumas sa dá sheisiún. Bhíos an-tógtha leis an imirt focal "Tá an leon ag iarraidh lóin."

Bhí ionadh orm faoi Kevin. Cheapfá nach raibh sé ag éisteacht is ansin chuir sé cúpla ceist a thaispeáin go raibh sé á leanúint. Céard é sin? (D'inis sé don saol mór é.) Ceist eile faoin bpictiúr, (súile na circe le feiceáil sa dorchadas). Agus Goodnight Goodnight á léamh d'iarr mé air an focal Jack a thaispeáint dom rud a rinne sé is dúirt "Easy".

Appendix 20: Copy of Letter to Boards of Management

4 Eanáir, 2005

A chathaoirligh, a chara,

Beatha is sláinte chugat. Is mise Seán Ó Cathalláin agus táim ag obair i gColáiste Mhuire gan Smál i Luimneach. Faoi láthair táim i mbun taighde ar léitheoireacht agus scríbhneoireacht sna ranganna naíonán i scoileanna lán-Ghaeilge chun céim PhD a bhaint amach. Ba mhór agam do chabhair agus do thacaíocht leis an obair seo.

Ba mhaith liom am a chaitheamh sna ranganna naíonán sa scoil agat ag féachaint ar an bpróiseas foghlama. Ba mhaith liom chomh maith labhairt leis na leanaí agus féachaint ar a gcuid oibre. Tá sé tábhachtach a thabhairt le fios nach luafar ainm na scoile ná ainm aon pháiste nuair a bheidh na torthaí á gcur i láthair.

Tuigim go mbeidh orm cead a fháil ón bpríomhoide, ó na múinteoirí ranga, ó na tuismitheoirí agus ó na leanaí chun an obair seo a dhéanamh. Tá súil agam go mbeidh tú in ann freagra dearfach a thabhairt dom. Má tá ceist ar bith agat i dtaobh seo is féidir glaoch orm ag 061-204371.

Is mise le meas,

_____

Seán Ó Cathalláin

Appendix 21: Copy of Letter to Parents

A chara,

My name is Seán Ó Cathalláin and I work in Mary Immaculate College, Limerick. At present I am doing research on the teaching of reading and writing in infant classes. I would greatly appreciate your help with this work.

I have been given permission by the Board of Management of the school to spend time in the classroom observing the class teacher working with the children. I would also like to speak with the children and record some conversations with them on tape and on video. I would also like to take some photographs of the children working and collect samples of their work. It is important to recognise that neither the school nor any children will be identified when the research results are being presented.

I would appreciate the opportunity to meet with you to explain my work in more detail. I will be in the school on **Friday, 8th April** at **2.00 pm** should you wish to meet with me to answer any queries you might have.

I am seeking your permission to speak with your child as part of the research I am conducting.

Is mise le meas,

Seán Ó Cathalláin.

……………………………………………………………………………………………

	Yes	No
May I speak with your child?	☐	☐
May I collect samples of your child's work?	☐	☐
May I take photographs of your child?	☐	☐
May I record a conversation with your child on tape?	☐	☐
May I record a conversation with your child on video?	☐	☐

Parent's signature: _____

Appendix 22: Class A

I took this photograph of Class A during the first year of the project. These book shelves separated the classroom from the rest of the hall behind them.

Appendix 22: Class A

This is a photograph I took of Class A during the first year of the project. The classroom is behind these partitions.

Appendix 23: Class B1

I took this photograph in Claire's classroom during the first year of the project. It shows the Irish language words for the various colours. Vocabulary relating to colours was practised frequently during the Irish storybook reading event I video recorded with Claire.
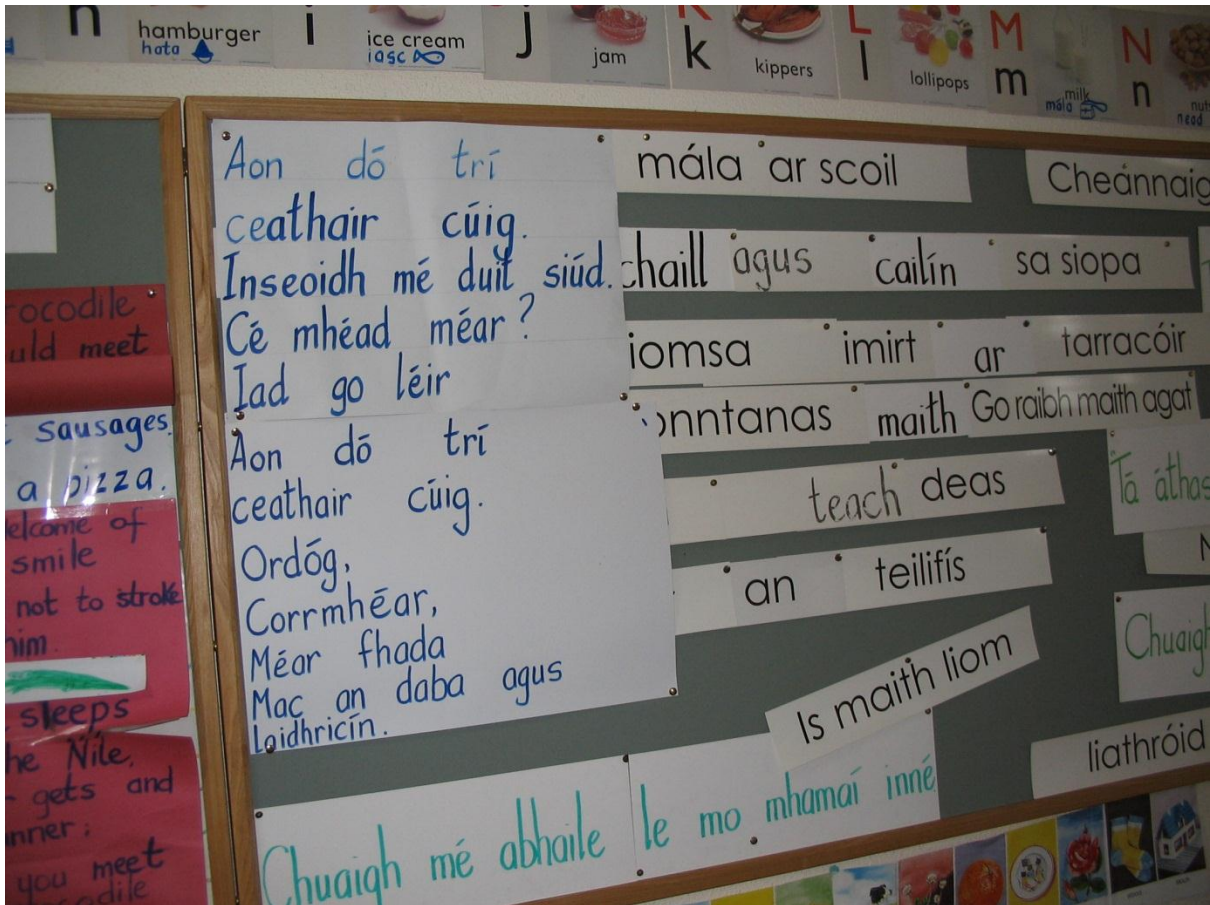
Appendix 23: Class B1

This is another photograph I took in Claire's classroom during the first year of the study. It shows a traditional Irish rhyme handwritten and illustrated by Claire and displayed on the classroom wall. It indicates clearly the emphasis she placed on having a print rich environment with pictorial clues for the children, the importance of which she spoke about when I interviewed her.

I took this photograph of Evan's classroom during the first year of the study. He also valued having a print-rich environment for the children.

This is another photograph taken in Evan's classroom during the first year of the project. At this stage the children in the Senior Infants class were being introduced to formal English language arts.