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TEACHERS' USE OF STUDENTS' FIRST LANGUAGE IN PRIMARY SCHOOL
ENGLISH AS A FOREIGN LANGUAGE CLASSROOM:
A STUDY OF A RUSSIAN-LANGUAGE SCHOOL IN ESTONIA

MA thesis

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ABSTRACT

This thesis is a study of teachers' use of students' mother tongue (Russian) in English-language classrooms in one Russian-language school in Estonia. The aim of the study is to find out the amount and functions of the mother tongue use by the teachers in the primary English as a foreign language classroom.

In order to gain the data for the study, three primary classroom English language lessons were observed and analysed in detail using the word-count method and the functional analysis of the teachers' utterances. Lesson observations were followed by the semi-structured interviews with the teachers. The teachers' answers about their classroom practice were compared to the observation data.

The Introduction of this study provides a brief insight into the topic of the role of the first language in foreign language teaching, presents the rationale for the research and gives an overview of the structure of the paper. The first chapter discusses the findings of the previous research concerning the amount and the main purposes for using the first language in the English as a foreign language classroom. The second chapter gives an overview of the participants, the data gathering methods and its analysis. The third chapter focuses on presenting and analysing the lesson observation data and the interviews with the teachers. The fourth chapter provides an evaluation of the research findings in the light of previous research. The Conclusion summarises the findings of the study.

Keywords: First Language, Second Language, primary classroom, EFL classroom

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LIST OF ABBREVIATIONS

CS – code-switching

EFL – English as a Foreign Language

EYL – English to Young Learners

FLAATT – Functional Language Alternation Analysis of Teacher Talk

FL – foreign language

IA – interaction analysis

L1 – first language

L2 – second language

SLA – Second Language Acquisition

TL – target language

INTRODUCTION

The role of the first language (hereafter L1) has significantly changed throughout the history of foreign language teaching. Two opposite extremes, in this respect, which are related to the amount of L1 use, are the bilingual and the monolingual approach. The former suggests that teachers as well as learners use L1 extensively in foreign language classes. The latter suggests that the target language alone should be used as a means of communication in the classroom, and the best way of facilitating second language acquisition (hereafter SLA) is to exclude L1 from the learning process.

In the past, the bilingual approach used to be the norm in language teaching as the main goal was to master written rather than oral skills. However, in the 19th century there was a significant shift from the bilingual to the monolingual approach as a result of an increasing interest in oral skills. Thus, the idea of bilingual education began to be perceived as inefficient, and this led to the exclusion of L1 from the foreign language classroom. (Leonardi 2012)

Since the 1970ies there has been a strong emphasis on the communicative language teaching approach and exclusive or almost exclusive target language (hereafter TL¹) use in foreign language (hereafter FL) teaching. The proponents of 'English only' approach argue that switching to L1 hinders foreign language acquisition. From their point of view, people learn foreign languages the same way they acquire their mother tongue, and it is not always necessary for students to understand everything the teacher says (Krashen 1981).

Recently, however, the assumption that the monolingual approach is the best way to acquire FL is being contested (Inbar-Lourie 2010) and the taboo against using L1 in the

¹ TL or target language is considered to be an umbrella term covering both second (L2) and foreign language (FL), whereas L2 is used specifically when referring to a language context in which that language is used by the community, and FL to refer to a language that is not in general use and that is largely restricted to language classrooms. When referring to other studies, their own terminology was adopted. (Saks, 2016)

classroom is breaking down. Researchers such as Stern (1992), Cook (2001), Turnball (2001), Tang (2002), Moore (2013), for example, claim that students' L1 can be a valuable element in a foreign language classroom. For instance, Stern (1992) argues that teachers should not hesitate to resort to L1 for clarifying and translating rather than giving lengthy and complex explanations in TL. According to Cook (2001: 418), L1 can be a useful element in creating authentic second language (hereafter L2) users and "rather than the L1 creeping in as a guilt-making necessity, it can be deliberately and systematically used in the classroom".

Some FL teaching methodological literature also proposes that the stranglehold of the negative perceptions of the mother tongue use in a FL classroom needs to be broken. For instance, the authors of "Using the Mother Tongue. Making the Most of the learner's language" (Deller & Mario 2008) encourage teachers to use the mother tongue in their lessons and provide the ideas and guidelines on when and how to use it effectively.

Macaro (2001) and Leonardi (2012) concluded from their studies that teachers hold even three different theoretical positions regarding the issue of L1 use in the foreign language classroom. According to the first, 'classroom is like the target country' and L1 should be completely banned from it. The second position is held by teachers who agree that there is no pedagogical value in L1 but it can be used when needed. The third position unites teachers who hold the view that there is pedagogical value in L1 use, if it is justified. Quite a few recent studies support the last position and call for a judicious use of L1 in EFL teaching (Miles 2004; Tang 2002; Gonzales Davies & Scott Tennet 2009). The researchers also note that more research is needed not in order to find out whether L1 should be used or not, but rather to what extent and for what purposes this should be done (Inbar-Lourie 2010; Leonardi 2012; Littlewood & Yu 2011; Macaro 2001).

Issues concerning L1 use are especially significant in teaching young language

learners who are only making their first steps in learning a new language, but little is known about the actual linguistic practices of teachers in young language learner programs (Inbar-Lourie 2010). A number of research studies in the primary classroom have tried to shed light on the issue of the amount of L1 use, the functions it fulfills as well as teachers' reasons and beliefs about using it (Blackman 2013/2014; Inbar-Lourie 2010; Khaerunnisa 2016; Leonardi 2012; Nagy 2009; Nilsson 2013; Turin 2014). All reviewed authors dealing with the primary classroom concluded that using L1 for both educational purposes as well as practical ones supports FL acquisition, but there must be a balanced use of L1 and FL and the difficulty is in finding this balance.

In spite of the fact that more and more empirical evidence appears showing the positive impact of using L1 in FL classrooms, national curricula appear to be quite assertive in their recommendations for L1 use. The Estonian National Basic School Curriculum for teaching and learning foreign languages stipulates that present-day language instruction is directed towards communication needs and that communicative competence is the central competence in foreign language teaching. It also states that "The language of instruction in language lessons is mainly the foreign language which the students are studying. If necessary, native language can be used for giving explanations" (Ministry of Education and Research 2011a: 8). The national curricula of other countries also attempt to control or eliminate the code switching to students' mother tongue during foreign language classes; nevertheless the findings of the studies show that code-switching is widely used in language classrooms (Raschka, Sercombe & Chi-Ling, 2009).

Based on the aforementioned, it seems plausible to suggest that the role of L1 remains a controversial topic in need of more research. Although the use of L1 in FL classes has been researched, the number of the studies in primary classrooms is quite limited, especially in the context of primary foreign language teaching in Estonia. The two

existing studies² that were conducted more than ten years ago investigated the code-switching (hereafter CS) in the context of Estonian as a second language. And one recent study³ explored the pedagogic functions of CS in a lower-secondary English classroom.

Therefore, the main aim of this research is to explore L1 use in a primary Estonian English as a foreign language classroom in order to uncover the amount as well as the main functions of L1 use. Thus, the research questions of this thesis are formulated as follows: 1) How much L1 do teachers use in primary EFL classroom? 2) What are the L1 use patterns of teachers teaching young EFL learners in terms of frequency and functions?

The paper is divided into three main chapters. The first chapter analyses empirical literature that relates to the topic of L1 use in the context of EFL teaching. Particular attention is given to previous findings concerning the amount of L1 use in the primary classroom. Thereafter the most commonly employed functions of L1 use are discussed.

The second chapter deals with the research design. Reasons for choosing the data collection and analysis methods for the present study are addressed and the research method and procedure are described in detail.

The third chapter reports on the empirical findings of this study. The collected data is presented and analysed. At the end of the chapter, the results of the study are discussed in the light of other studies. The research findings are summarised in the Conclusion, which is followed by the list of references and a set of Appendices.

² See Baškurova (2006), and Zabrodskaja (2005).

³ See Saks (2016).

1. PREVIOUS RESEARCH INTO TEACHERS' USE OF L1 IN THE EFL CLASSROOM

This chapter reviews studies on the topic of the role of L1 in the English as a foreign language (hereafter EFL) classroom in different research contexts. Special attention is given to the amount and the main purposes for using L1 in the EFL classroom.

1.1 THE AMOUNT OF TEACHERS' L1 USE IN THE EFL CLASSROOM

Educational research continually points out that the teacher is one of the most important factors in effective English to young learners (hereafter EYL) programs. More precisely, “effective EYL teachers have appropriate training in teaching young learners, in teaching English, and in teaching through English” (Shin & Crandall 2014). The amount of L2 input is particularly vital in FL learning contexts, since usually few opportunities exist for exposure to L2 outside the classroom (Polio & Duff 1990).

According to pedagogical literature, Halliwell (1992) states that it is quite possible to teach almost an entire lesson in the target language using a small number of phrases and structures when we bear in mind that we have systems other than words that help us to convey meaning (i.e. visual aids, facial expressions, tone of voice). She also points out that there are several advantages to using TL such as encouraging children to predict the meaning or “confirming that language is something you actually use ‘for real’ and not just something you do exercises and games in” (Halliwell, 1992: 15-16). Linse and Nunan (2005) believe that it is important that young learners are presented with the language that is a little above their level of knowledge but nevertheless understandable because of the provided context. It is a common practice for teachers to worry that the task or language will be too difficult for students to understand, but it is worth remembering that “children can always do more than we think they can” (Cameron 2011).

Of the growing body of empirical literature investigating the L1 use in a real classroom in different contexts, at least seven surveys were conducted in primary school classes (Blackman 2013/2014; Inbar-Lourie 2010; Khaerunnisa 2016; Leonardi 2012; Nagy 2009; Nilsson 2013; Turin 2014). In all of the studies mentioned above, teachers used their students' L1 at some point although the amount of use varied. It is important to mention that in all cases students shared the same L1 with their teachers.

Nagy (2009) in her research on L1 use in four Hungarian schools found that, on average, 58 per cent of the words in the interviewed and observed elementary teachers' teacher talk were L1 words although, similarly to the previous study (Duff & Polio, 1990) conducted among university level students, there was a large difference between the teachers. In one case, almost 94 per cent of all the words uttered were L1 words while in another case the percentage was only 16.

These findings were confirmed in a more recent study conducted by Inbar-Lourie (2010) who examined the linguistic choices of six teachers of young EFL learners. The results showed that there is a marked variability among teachers in terms of the frequency of L1 use. To be exact, the teachers used their students' L1 from 6.8% to 75.6% of the overall amount of language they used in the lessons observed. Based on the findings, the researcher divided the teachers into three categories: mostly L1 use, combined TL and L1 use, mostly TL use. The author concluded that the amount of L1 used in the EFL young language learner classrooms seems to be individualized and depending on the teachers' view of what teaching a language to YLLs should consist of, and what strategies need to be implemented. Teachers who used mostly L1 see it as a beneficial tool in teaching this particular age group and did not express a guilt feeling for using it too often. Studying the reasons why teachers decide to use L1 at primary and secondary levels, Blackman

(2013/2014) established that at both levels teachers' decisions are mostly based on students' needs, teachers' personal experience and lesson content.

Blackman (2013/2014) conducted her study among primary and secondary EFL teachers in three comprehensive schools and two gymnasias in a Belarusian town. Based on the interviews, it was estimated that almost half of the primary school teachers used L1 for at least a third of the lesson compared to secondary teachers who used it about 10 to 22 per cent of the lesson. Nilsson (2013), focusing on the four primary teachers' switches between L1 and TL, found that the use of TL ranges between 55 and 100 per cent.

The studies of Inbar-Lourie (2010) and Nilsson (2013), in comparison with some earlier studies, found that the teachers were well aware of the amount of the students' first language they were using, as the actual TL use among the informants was almost the same as they reported.

In contrast to the above mentioned studies that dealt with non-native teachers, Leonardi (2012) compared non-native and native teachers' opinions on the topic of using L1 in primary school English classes. She found that non-natives view L1 as a key factor in successful learning whereas native teachers do not support the same statement and assert that there are many ways to ensure understanding without using students' first language. At the same time, the outcomes of her study showed that only 43 per cent of the native teachers admitted to 'never' using L1 in their classes.

It is interesting to note that from all seven works on the topic of teachers' linguistic choices in primary classroom only two of them (Nilsson 2013, Turin 2014) included a few teachers who managed to use TL during almost all the lesson time. However, it was concluded from the observations that students in fully English classes seemed less active and participation was little. Turin (2014) does not provide numeric information about the amount of teachers' L1 use but she concluded that the teachers tried to avoid code-

switching into L1 in their classes. Nevertheless, most of the teachers in her study stated that sometimes it is useful and even absolutely necessary to use students' first language.

The explored empirical literature leads to the conclusion that, in practice, most teachers who have the same L1 as their students often use both TL and L1 in their classes. One of the main tendencies is to try to use more L2 and less student's first language or in other words "use L2 when possible and L1 when necessary" (Leonardi 2012).

The amount of L1 used by teachers reported in most of the studies is highly variable. The findings relating to this issue should be interpreted carefully since they might vary depending on the methods of data collection and analysis. This is also one reason why the amount of L1 or TL cannot be the only basis for judging the linguistic quality of the classroom environment and further research that looks at how language choices are related to particular pedagogic functions is needed (Kim & Elder 2005).

1.2 THE MAIN FUNCTIONS OF L1 IN THE EFL CLASSROOM

There is no agreed taxonomy when it comes to categorising teachers' language use into pedagogical functions; thus, the researchers have used different categories of language use. Duff and Polio (1990), Macaro (2001) as well as Blackman (2013/2014), following the previous two authors, categorised the functions of L1 use in the EFL classroom into language and non-language functions. Language functions included explaining grammar, defining new vocabulary, translating, checking comprehension, and explaining complex notions of language and culture. Non-language functions included managing the classroom, developing a relationship with students and providing feedback. Similarly, Littlewood and Yu (2011) differentiated between direct support (explanations and teaching of language elements) and indirect support (classroom management, metacognition and relationships functions). Pennington (2005) writes about strategic use and compensatory

use, where strategic relates to specific pedagogical purposes and compensatory deals with perceived problems, which may include low proficiency but also lack of time, motivation and knowledge either on the part of pupils or the teacher.

What concerns the primary classroom, Nagy (2009: 148-176), for example, identified 11 functional categories of L1 use (translation, meta-linguistic use, question, instruction, information, affective response, teacher's reaction to student request in the L1, metacomment, marker, outside the lesson frame and cannot be coded) and measured their frequency among seven teachers. The researcher found that the main and the most frequently employed purpose for using L1 (at both elementary and intermediate levels) was to give information. 31.8 per cent of elementary teachers' utterances were used for this function. It should be pointed out that the category of Information-Giving was divided into three sub-categories: Feedback, Inside Plane Shift and Outside Plane Shift. The last two categories were borrowed from the study conducted by Macaro (1998: 187-188). In his work, Inside Plane Shift indicates those utterances where the teacher is providing further contextual information to help students with the task they are doing, and the Outside Plane Shift refers to the utterances outside the immediate context of the lesson. Feedback was the most frequently used sub-category of Information-Giving among the elementary teachers, followed by Inside-Plane Shift and Outside-Plane Shift.

Blackman (2013/2014) also noticed that, of all non-language functions, primary classroom teachers were most likely to use L1 for providing feedback. The main reasons were to maximise understanding, either before or after the task, and to create a more comfortable situation for the students. The findings in Leonardi (2012) as well indicate the importance of L1 in giving feedback; 78 per cent of non-native English language teachers claimed that the students are more motivated if feedback is provided in their L1. Nilsson (2013), however, established that if the feedback in the classroom is without a formative

purpose (for example, the simple “well done”), teachers mostly express it in the target language.

The second most important reason for using L1 in Nagy’s research was to give instructions for now and for later (accounting for 20.9 per cent of the elementary teachers’ L1 utterances). Mostly the teachers were giving instructions for now. Instructions about doing something later on were usually about the homework for the next lesson. The students’ first language was also very often used in order to ask eliciting and information questions (17.5 per cent of the utterances).

Nagy (2009) has also analysed the functions of L1 use employed less frequently by the teachers, such as translation, metalinguistic use, affective responses, teachers’ reaction to students’ L1 use, metacomments, and markers. The results showed that the elementary teachers used only 4.3 per cent of their L1 utterances for translation. The function of metalinguistic use (which included the discourse explaining grammar, spelling and pronunciation) constituted as much as 1.8 per cent of the teachers’ utterances. The author drew the conclusion “that the activities of the lessons may be one factor determining how much is talked about grammar, pronunciation or spelling in the L1” (Nagy 2009: 150), and based on the classroom data, she suggested “that the teachers developed a way of coping with this in the L2, in a way that they stay in the L2, and allow the students to translate the words into L1 and also to explain the grammar to each other in the L1” (Nagy 2009: 150). In the view of the author, it is possible to use only L2 with young learners but in the real context of the lessons “teachers vary in the extent to which they achieve this aim” (Nagy 2009: 144). She proposes that the reasons for the variations are the activities of the lesson and the language level of the students.

Another primary classroom researcher, Leonardi (2012), studied the frequency of L1 use for seven purposes, i.e. to explain grammar, explain vocabulary, give instructions,

L1-L2 comparison, translation, feedback and encouragement. She questioned 96 primary school teachers who were clearly divided into native and non-native speakers. Similarly to Nagy (2009), Leonardi found that using students' L1 for giving instructions, about both class exercises as well as homework, was one of the most frequently employed category – as all non-native instructors and 58 per cent of the native teachers stressed its importance. The teachers in Turin's (2014) research were of the same opinion and pointed out that clarifying instructions and confusing points decrease the stress of primary classroom students and help them to perform with greater accuracy.

In addition to using L1 for giving instructions, 80 per cent of non-native teachers in Leonardi's study stated that L1 can be a useful tool to teach grammar rules and 67 per cent believed that L1 should be used to teach vocabulary. In their opinion, children learn vocabulary best when they have clear translation equivalents. Using L1 as an inevitable strategy to explain difficult words and grammar rules was also found in other studies in primary classroom (Blackman 2013/2014; Khaerunnisa 2016; Nilsson 2013; Turin 2014).

It was an interesting fact for Leonardi (2012) that teachers in her study did not pay much attention to L1-L2 comparison, and indicated that such an activity is not suitable for young learners. Although, the use of translation in EFL classrooms is often criticized, 78 per cent of non-native teachers in her study were in favour of using L1 for translation purposes.

As far as translation is concerned, Blackman (2013/2014) found that at least four in five teachers at elementary level used L1 to translate. Nilsson (2013) noted in her study that teachers often offered a sentence or a word in both languages in order to create connections between the two languages.

Apart from language functions, L1 is used in order to manage the work in the classroom and to support a good environment for learning. For instance, in the study of

Khaerunnisa (2016), who focused on teachers' code switching in a young learner's class, language transition from L2 to L1 was used to admonish students that disturbed the lesson as well as to get attention and response from the students. Nilsson (2013) also states that, in the matters of disciplining, L1 is prevailing and that usually teachers use short phrases asking students to return to their task or to pay attention. Some of the teachers in her research even argued that it would not be possible to deal with disruptive behaviour in TL. On the other hand, Blackman (2013/2014) established that teachers are less reliant on L1 when managing the classroom. The interviews revealed that some teachers administered the class through non-verbal language, others by equipping students with the necessary English phrases at the start of the year and from the point of view of some teachers, there was no need to manage the classroom in their lessons.

Similarly to the discussed above, Inbar-Lourie (2010: 359-360) found that the teachers "employ the students' L1 for a number of common functions: *instructional*: facilitating comprehension, explaining grammar, new words and concepts; *managerial*: classroom management (instructions, discipline); providing feedback; and for *affective* purposes, such as encouraging and comforting students".

It is stressed by several researchers that using L1 in a young learner's class gives students the sense of security (Blackman 2013/2014; Leonardi 2012; Nagy 2009; Nilsson 2013; Turin 2014). It helps them to learn English better because "students seem more confident when they understand everything" (Turin 2014). However, the teachers in Nilsson's (2013) study emphasized that in order to make it easier for students to follow the class, there is no need to always use code-switching. There are strategies and techniques to support comprehension in TL such as visual aids (demonstration, pictures or diagrams, real objects), total physical response, pupils offering translation, adapting language, using stories and games familiar to the students.

When comparing the frequency of L1 use for language and non-language functions, the research conducted among young learners (Blackman 2013/2014) revealed that teachers are more likely to use the students' L1 for language purposes. In contrast, the studies of Duff and Polio (1990) and Macaro (2001) showed that L1 is used more often for non-language purposes.

To sum up, there are some common purposes for teachers using students' first language in the primary classroom that were found in the majority of the conducted studies. These include giving information and feedback, giving instructions, teaching grammar and vocabulary, disciplining students and giving a sense of security. Apart from these, there are some purposes that were used less often and discussed only in single studies for instance, comparing L1 and L2, translating, teacher reacting to students request in L1, teacher praising or encouraging students.

2. RESEARCH DESIGN

This chapter gives an overview of the participants, the data gathering methods and data analysis which helped to fulfil the aim of the present MA thesis, namely to determine the amount of teachers' L1 use as well as L1 use patterns in terms of frequency and functions in one primary Russian-language EFL classroom in Estonia.

2.1 PARTICIPANTS

This thesis focuses on three primary classroom English language teachers' lessons in one school in Tallinn, Estonia. All of the observed teachers are female and are fully licenced to teach English. One main difference between them is their experience. Teacher T has been teaching for two years, teacher J for five years and teacher N for forty years of which approximately ten years in the primary classroom. All the teachers are non-native English speakers and share the same L1 (Russian) with their pupils.

In addition to the teachers, the pupils from the first to fourth grades whose classes were recorded also participated in the study. Since pupils were underage the consent of their parents in the form of a signature was required (see Appendix 1 for the consent form). In the chosen school children start to learn English in the first or in the third grade in groups of no more than 15 pupils. In all of the observed classes, pupils had started to learn English as a foreign language in the first grade (aged 7).

The teachers in the study were selected according to their willingness to participate in the research and were informed that the recordings were for a research project on the topic of teaching English in the primary classroom; no further details were mentioned so as not to affect the results.

2.2 DATA GATHERING METHODS

The questions which this thesis addresses are the empirical questions about what happens in classrooms. For this reason, classroom observation was chosen as the main method of data collection. Two authentic EFL classes by each participating teacher were audio-recorded using the iPhone application “Dictaphone by ALON Software”. A total of six classes were recorded, amounting to 283 minutes and 14 seconds of data. While observing, the researcher sat at the back of the classroom and did not participate in the lesson in any way.

It turned out during the observation time that some lessons involved mechanical drills or much time dedicated to independent work. Thus, when all the class visits were completed, audio recording of one lesson per teacher was selected for the analysis according to the highest amount of verbal interaction. As a result, two lessons from the third grade and one lesson from the fourth grade were later analysed. The three chosen lessons are similar in that there was no group or pair-work in these lessons and all the lessons were quite teacher-fronted.

The interview was chosen as the additional method of data collection to obtain a deeper understanding of the teachers’ language choices. Three qualitative interviews in Russian were conducted right after each lesson observation. These interviews were recorded using the same application as mentioned above and they were later translated into English (see Appendix 4). The interview questions were compiled according to the needs of the present work using the ones from Nilsson’s (2013) work as a basis. Before starting to ask the interview questions, the teachers were informed about the topic of the thesis in more detail. In order not to embarrass the informants and to encourage them to give as honest answers as possible, they were provided with the information that exclusive L2 use has been questioned and researchers are investigating positive ways of using student’s first

language.

2.3 DATA ANALYSIS METHODS

As mentioned above, classroom observation was chosen as a data collection method for this study as “observations are a useful means for gathering in-depth information about such phenomena as the types of language, activities, interactions, instruction, and events that occur in second and foreign language classroom” (Mackey and Gass 2005: 186). Lesson observation transcripts were the main source of data for this research.

As the second step, lesson observation transcripts investigating method had to be chosen. According to the previous studies, the two main investigating methods have been the interaction analysis (hereafter IA) approach and Conversation Analysis (hereafter CA). The latter could not be chosen as the investigating method as the main aim of it is to “discover how participants understand and respond to one another in their turns at talk, with a central focus on how sequences of action are generated” (Roth 2000: 416). CA rejects predefined classifications and claims that the interaction patterns should be identified and categorized on the basis of the data gathered in a particular research context. Moreover, it provides a rather concrete qualitative analysis of interaction that cannot be extended to the findings from other contexts. (Aleksandrak 2013)

Unlike CA, the IA approach is often viewed as an objective method of analyzing classroom discourse by means of specific coding systems. “It is capable of establishing reliable classroom profiles through quantitative statistical procedures which are generalizable” (Lee 2011: 11). Considering the main goals of this study, namely, to establish the amount of teachers’ L1 use as well as L1 use patterns in terms of frequency and functions, an IA approach is the one meeting the requirements of the study.

However, there are several limitations. First of all, it might be challenging to select a single unit of analysis, as the coding can be carried out at different levels: Lesson, Transaction, Sequence, Exchange, Move, Act (Sinclair and Coulthard 1975: 24), proposition, c-unit, idea unit, tone unit, utterance, sentence, AS-unit (see for a summary in Foster et al 2000), turn. Researchers can choose different units for the analysis, which can yield different results, and the comparison between the studies is questionable. In comparison with written language, it is not easy to analyse the transcribed spoken language, as usually the start and the finish of the unit are not obvious and might depend on the researcher's interpretation.

The second difficulty is that the research reports tend to provide very superficial explanations of data distribution principles. In the case of lesson interactions, the exact way of coding and the unit of analysis are usually not mentioned, which makes it difficult to follow the model of a previous research design and to compare the result of the studies. Following a coding scheme that does not have a detailed description might lead to the situation where, depending on the interpretation of the coder, the same unit of analysis might be coded into different categories.

Furthermore, there are no generally accepted coding schemes. They vary considerably in their organization and complexity, ranging from simple checklists to highly complex schemes. According to McKay (2006), there are at least 200 different coding schemes. One of the best known of them is Functional Language Alternation Analysis of Teacher Talk (hereafter FLAATT), which was first thought to be used for the analysis in this study. It is quite a complex scheme developed by Kim and Elder (2008) with the general frame borrowed from the COLT (Communicative Orientation of Language Teaching) and AS-unit (Foster et al 2000) serving as the basic unit for data analysis. The scheme includes three core categories for classifying the data: the type of *language used* for

the relevant unit of discourse, the *goal of the interaction* and its *pedagogic functions* (*teaching acts*). The first and the third categories could have been used for the purpose of answering the research questions of the study, but when the researcher tried to code the lesson transcripts according to the sixteen teaching acts in FLAAAT, it became obvious that some parts of the teacher talk in the primary classroom could not be assigned to any of the categories. Consequently, another way of analysing the data had to be found.

In order to choose the best instrument to fulfill the purpose of the study, the research designs of previous studies in the primary classroom were also examined. For example, Blackman (2013/2014) used Explanatory Sequential Design, which combines both quantitative and qualitative methods. She questioned the teachers to establish the frequency, purposes and reasons of L1 use. After that, the semi-structured interviews were conducted to explain the statistical results by investigating the participants' opinions in detail. Nilsson (2013) and Turin (2014) registered the language choices for different lesson functions with the help of an observation scheme (a checklist in the case of Turin) followed by the interviews with the observed teachers. Leonardi (2012), Khaerunnisa (2016), Inbar-Lourie (2010) and Nagy (2009) also interviewed the teachers and observed the lessons, but in contrast to the previously discussed authors, they used the coding schemes in order to record the frequency and purposes of L1 use.

Bearing in mind all the aforementioned, Krisztina Nagy's (2009) approach to data analysis was selected and adapted for the present study. There are several reasons for implementing her research methodology. The main source of her data collection was also lesson observation transcripts and she aimed to answer similar research questions. In comparison with other primary classroom studies, the principles of data analysis are thoroughly explained and, hence, it was possible to follow her model and to compare the results of the studies later on. In addition to this, her coding scheme was developed

precisely for investigating primary classroom teacher talk and it was feasible to use it in order to code the data of the present study.

Nagy (2009: 99-100) implemented a mixed approach and carried out two separate quantitative analyses before the qualitative analysis. In order to answer the research question about the amount of L1 use, a qualitative word count method was used. The researcher explained that in comparison “with the method of counting the utterances in the two different languages and then comparing them, the problem may be that this method does not take into account the length or the quality of the utterance” (Nagy 2009:100). She decided to use word count method for estimating the amount of L1 and L2 use because “L1 was usually used in a simple present or past tense with short instruction, and simple sentence structures. This gave around the same number of L1 words as there would be in the translation of the L2” (Nagy 2009: 101). As the next step, Nagy calculated the amount of the teachers’ L1 use out of the whole number of words during the lesson and out of the teachers’ talk only.

With the objective of finding the answer to the question concerning the functions of L1 use, following Rolin-Ianziti and Brownlie (2002), Nagy (2009) conducted a functional coding analysis. She coded teachers’ turns, which were further segmented into utterances. The segmentation was needed since a turn usually contained both L1 and L2 words and there were turns that displayed a combination of several different functions of L1 use (see Nagy 2009:110 for an example).

Nagy (2009: 111) drew the conclusion that it was not possible to use any existing coding scheme, partly because “very little research on the use of the L1 by teachers has been conducted in primary classrooms” partly because teachers were “using the L1 for many different functions”. Thus, she developed a new coding scheme based on the categories from the previous studies and adding her own.

Similarly to Nagy's research, the transcripts from the observed lessons of the present study showed that the teachers were mostly using L1 in the simple present tense and in relatively simple sentence structures. The utterance in L1 and its translation into L2 gave approximately the same number of words. So, in order to answer the first research question, the word was chosen as a unit of analysis. It is important to note here that the translation of L1 utterances into English sometimes contained more words because there are no articles in the Russian language. So the articles were not included in the word count.

The researchers have calculated the frequency of L1 use by the teacher either out of the whole lesson talk or out of the whole teacher talk. It was decided in favour of the last option because then the results could be compared to those of other researchers who have also estimated teachers' L1 use out of the whole teacher talk.

The transcript was coded as 'Teacher talk' only when the teacher spoke alone. The L1 words were highlighted in red and the L2 words were highlighted in green in the Microsoft Word program, which allows to search for and count the words of a particular colour. Non-verbal vocalisations (for example, 'mmm', 'aha', 'yeah'), articles, letters and the names of the students were not added to the word count. All the other words in L1 and L2 in the teacher talk were counted and then quantified in terms of percentages.

To answer the second research question, a functional analysis was carried out. The Nagy's (2009) procedure of segmenting the discourse of the teachers into utterances and then identifying the functions of each utterance was adopted and used. At first, the turns in L1 and the turns containing L1 words were divided into the utterances marked by "/" sign. The utterance is identified as "a stream of speech, with at least one of the following characteristics: 1. under one intonational contour; 2. bounded by pauses; 3. constituting a single semantic unit" (Crookes and Rulon 1985, cited in Foster et al 2000: 359).

After that, the transcripts of three lessons were segmented in Microsoft Word, where each utterance involving words in L1 was put in a separate line. After that, each separate utterance was transferred into an Excel document, where it was coded according to its function using Nagy's coding scheme⁴. As the final step, different functions were counted. In order to code the utterances as accurately as possible, the researcher did not only read the script but also listened to the recording to capture the pauses and the intonation, and analysed the discourse before and after the coded utterances.

Following the already proven models of the previous research designs in the primary classroom, it was decided to conduct the semi-structured interviews with the teachers after each lesson observation. The teachers' answers about their classroom practice were compared to the observation data to uncover whether the observations supported, or contradicted, these statements.

To sum up, classroom observations and interviews with the teachers were chosen as a data collection method for this study. The classroom observations were audio-recorded and transcribed. All the L1 and L2 words in the transcribed teachers' talk were counted in order to find out how much L1 teachers use in the primary EFL classroom. In order to estimate the functions of L1 use, the teachers' turns were segmented into utterances that were later coded according to their function according to Nagy's coding scheme. The interviews with the teachers were also audio-recorded. The translation of teachers' answers about their classroom practice was written down and later compared to the observation data.

⁴ See Appendix 3.

3. DATA ANALYSIS

This chapter focuses on presenting and analysing the lesson observations and the interviews with the teachers. Firstly, the data concerning the amount of L1 use in the primary EFL classroom is analysed. Secondly, the functions of L1 use are discussed starting with the ones that were used most often.

3.1 THE AMOUNT OF TEACHERS' L1 USE

During the three lessons observed, 7775 words were spoken by the teachers, of which 4381 (56%) were said in English and 3394 (44%) in the students' mother tongue. The amount of L1 use ranged from 32 per cent to 52 per cent during one lesson time. Figure 1 gives the number and percentages of all L1 and L2 words used by the teachers as well as the total number of words during the lessons. It can be seen that Teacher J was speaking much more than Teacher N (3035 words compared with 2054 words); however, both of them spoke L1 approximately one half (48% and 52%) out of the whole teacher talk. In comparison with them, Teacher T spoke the students' L1 less than one third (32%) of the time during her lesson.

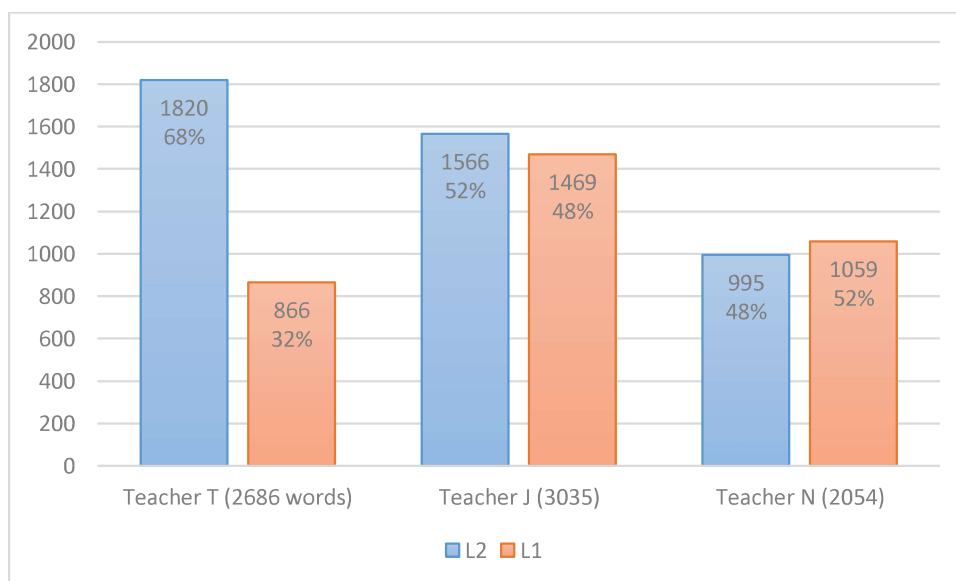


Figure 1. Number and percentage of L1 and L2 words by teachers during one lesson time

In the interview, Teacher T claimed that the ideal balance for her in the third grades is using “70 per cent of English and 30 per cent of Russian” (and the analysis of her lesson shows that she is actually following this balance) and added that:

Ideally, the teacher should replace the use of students’ L1 whenever possible with gestures, flashcards, realia like toys and the like so that young learners develop associations between English words and certain objects, which helps them to think in English earlier than expected, rather than English lexical items and their L1 equivalents.

In the opinion of Teacher N, it is normal to use Russian approximately 50-60 per cent of the whole talking time during the third grade lessons; she says that “...in the primary classroom the teacher can use more students’ mother tongue than English. First of all, because their English vocabulary is small.” Teacher J says that “Teaching English in English even at the primary level is my preference. However, there are cases when the teacher might employ students’ first language in teaching in order to make explanations clear”.

Although the ideal balance of the two languages for the interviewed teachers is different, all of them emphasised that the teacher should try to use as much English as possible even in primary classes. They were also of the same view that the topic of the lesson is one of the most important reasons that impacts their language choices. Teacher J added that the activities of the lesson impact her language choice. And from the point of view of Teacher N, the choice of her language depends on the course book.

Two of the teachers (Teacher T and Teacher N) expressed the view that they should be using more English with primary learners, and Teacher J stated that she is satisfied with her language choices. Although none of the observed teachers used only English in their lessons, all of them stated during the interview that it is possible under certain conditions⁵.

⁵ See Appendix 4, Question number 6 for more detailed answers.

3.2 THE FUNCTIONS OF L1 USE

In the following functional analysis, all the utterances that were fully in L1 or included some L1 words⁶ were first identified and then classified into 11 main categories using Nagy's coding scheme (Translation, Metalinguistic use, Question, Instruction, Information, Affective response, Teacher reaction to Student's L1 use, Metacomment, Marker, Outside the lesson frame and Cannot be coded). There were no cases coded as Outside the lesson frame, so this category was omitted from the analysis.

The following figure shows the percentage and number of L1 utterances according to the ten functions into which they were categorized.

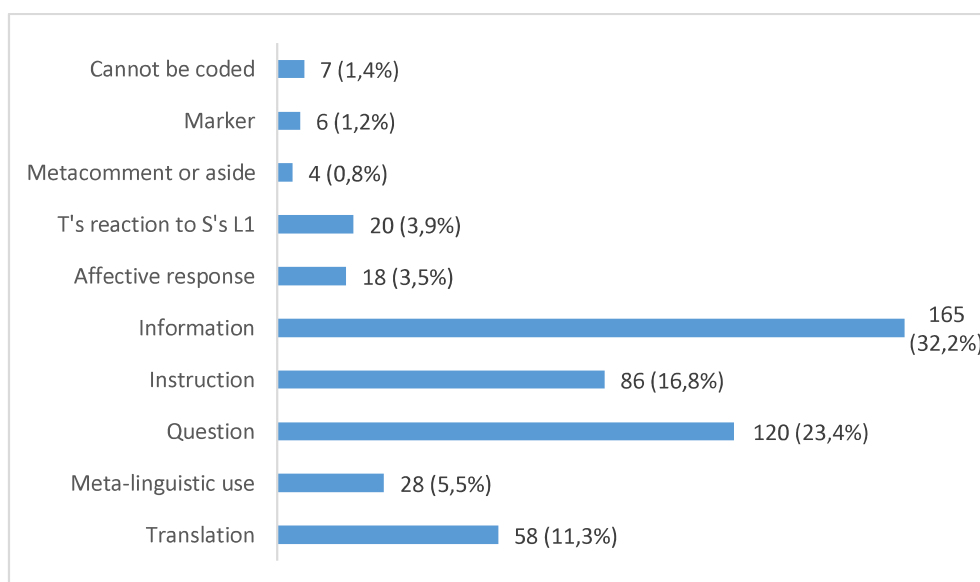


Figure 2. Percentage and number of all L1 utterances and their functions

All in all, the teachers used 512 utterances in L1 during the three lessons observed. The figure above clearly shows that the main reason for using L1 was to give information. The second most important reason was to ask questions, the third to give instructions and the fourth to translate.

When considering the observed teachers separately (see Table 1), it is clear that the function of Giving-Information is the one used the most by all of the teachers and the

⁶ In the present analysis the utterances with all or any L1 use will be called "utterances in L1" or "L1 utterances".

function of Asking the Question is the second most used function. Giving-Instructions is in the third place only in the case of Teacher N, but all the teachers were using this category very often. Translation is in the third place for Teacher T. The third most often used L1 functions for Teacher J are translation and meta-linguistic use.

Table 1. Number and percentage of L1 utterances for different functions

	Teacher J	Teacher N	Teacher T
Translation	25 (14.2%)	8 (3.8%)	25 (19.8%)
Meta-linguistic use	25 (14.2%)	2 (1.0%)	1 (0.8%)
Question	36 (20.5%)	58 (27.6%)	26 (20.6%)
Instruction	23 (13.1%)	45 (21.4%)	18 (14.3%)
Information	43 (24.4%)	79 (37.6%)	43 (34.1%)
Affective response	4 (2.3%)	9 (4.3%)	5 (4.0%)
T's reaction to S's L1	8 (4.5%)	7 (3.3%)	5 (4.0%)
Metacomment or aside	2 (1.1%)	0 (0.0%)	2 (1.6%)
Marker	6 (3.4%)	0 (0.0%)	0 (0.0%)
Cannot be coded	4 (2.3%)	2 (1.0%)	1 (0.8%)
All	176 (100%)	210 (100%)	126 (100%)

3.2.1 ANALYSING THE MOST OFTEN USED FUNCTIONS

The categories of Giving-Information, Instruction, Asking-Question and Translation will be analysed in more detail including their different subcategories, and after that the least often used functions will be examined. Table 2 shows the number and percentage of L1 utterances the teachers used for giving information, giving instruction, asking questions and for translation. All the sub-categories of these functions are also provided⁷.

⁷ See the explanation of functions and their subcategories in Appendix 3: Nagy's coding scheme for L1 functions of teacher talk.

Table 2. Number and percentage of L1 utterances of 4 functions and their sub-categories

	Teacher J		Teacher N		Teacher T	
	utterance	%	utterance	%	utterance	%
Information						
Feedback	22	50.0	46	58.2	8	18.6
Inside plane shift	15	34.1	25	31.7	27	62.8
Outside plane shift	7	15.9	8	10.1	8	18.6
All	44	100.0	79	100.0	43	100.0
Question						
Information question	8	22.2	14	24.1	20	76.9
Eliciting	28	77.8	44	75.9	6	23.1
All	36	100.0	58	100.0	26	100.0
Instruction						
Now	14	60.9	36	80.0	13	72.2
Later	9	39.1	9	20.0	5	27.8
All	23	100.0	45	100.0	18	100.0
Translation						
translation of written L2	1	4.0	1	12.5	0	0.0
translation of spoken L2	24	96.0	7	87.5	25	100.0
All	25	100.0	8	100.0	25	100.0

The function of Information-Giving includes three subcategories: Feedback, Inside Plane Shift (information about the happenings, to help the process) and Outside Plane Shift (information about past or future). The table shows that the most frequent subcategory for Teacher J and Teacher N was Feedback (50.0% and 58.2%). The second highest for them was Inside Plane Shift (34.1% and 31.7%). In the case of Teacher T, the result was the opposite: she was using L1 for the function of Inside Plane Shift (62.8%) more than for giving Feedback (18.6%). When taking a closer look at her lesson transcript, it can be seen that she mostly gave feedback in English. All of the teachers used L1 for the functions of Outside Plane Shift on rare occasions.

To demonstrate the actual language use of the teachers, some examples of each subcategory from the lesson transcripts will be provided. Example 1 and 2 illustrate the most often used subcategory under Information-Giving - Feedback. In Example 1, the teacher explains that it is correct to use the Present Simple tense, not the Present Continuous, and waits for the student to continue the sentence with the right form of the verb 'to speak'. After the student ends the sentence with the right answer (line 261), the teacher echoes it in line 262 and then gives feedback in L1 that it is simply necessary to

add the ‘s’ ending (in this case it seems that the teacher stresses the need to add ‘s’ also for the other students to notice). In line 265, the teacher repeats the student’s answer (but in this case she repeats the verb in the right form) with the following feedback in L1 that the student has used the right verb.

Example 1. Feedback Teacher J

	Original Script	Translated Script ⁸
260	T : ...so the pilot	...so the pilot
261	S : speaks	speaks
262	T : speaks into a microphone speaks просто окончание ‘s’	speaks into a microphone speaks <simply add the ‘s’ ending>
263	добавляем thank you number two Kostja	thank you number two Kostja
264	S : umm <u>sunglasses</u> umm protect umm protects <u>the pilot’s eyes</u>	umm <u>sunglasses</u> umm protect umm protects <u>the pilot’s eyes</u>
265	T : protect the pilot’s eyes правильный глагол решил использовать	protect the pilot’s eyes <you have used the right verb>

A more typical example is echoing students’ answers in order to show that the answer is accepted (Example 2). This happened very often when the students translated the text. In lines 212 and 216, the teacher echoes the student’s answer in this way showing that the translation is correct.

Example 2. Feedback Teacher N

	Original Script	Translated Script
210	каким словом переводится there are^ одним словом Rita	<can you translate> there are^ <in one word> Rita
211	S : есть	<there are>
212	T : есть	<there are>
213	S : есть много	<there are many>
214	T : кinds Petja^	kinds Petja^
215	S : видов	<kinds>
216	T : видов	<kinds>
217	S : эмм тарелок	mmm cymbals
218	T : так	<right>

There were also some cases when the teachers gave feedback with one simple word in L1, for example ‘хорошо’ (good), ‘так’ (right) or ‘нет’ (no), but most of the time such feedback was given in L2. There were also some single cases when the teachers corrected the students’ answers using L1 but mainly the teachers asked eliciting questions (see Example 13) or gave some clues (see Example 4) so that the students could correct themselves.

⁸ From here after in all the examples the teachers’ words in Russian are translated into English.

Examples 3-6 demonstrate the teachers' use of the subcategory Inside-Plane Shift. Its main function is to help students to cope with tasks and, for this reason, "teacher talks about the happenings, usually to help the process-scaffolding" (Nagy 2009:114).

In Example 3, the students compose a text about the picture and the task is to use all the words that are given in the picture. After the students write down another sentence, the teacher helps them to think of the next sentence by reminding in L1 that the task is to use all the words that are given.

Example 3. Inside-Plane Shift Teacher J

	Original Script	Translated Script
383 T :	ok think about the next sentence then о	ok think about the next sentence then
384	следующем подумай/ задание	<think about the next one>/ <the task
385	такое что нужно использовать все глаголы данные и все слова	is to use all the verbs
	данные на картинке he helps a hat a shirt a t-shirt...	given and all the words
		from the picture> he helps a hat a shirt a t-shirt...

In the following example the student tries to compose a sentence (the task is the same as in Example 3). At first he begins the sentence with "he have" (line 354), then with "he was" (line 356). The teacher does not correct the student by tries to help and gives a clue that the student has to use the present tense (line 357).

Example 4. Inside-Plane Shift Teacher J

	Original Script	Translated Script
352 T :	so a lifeguard works on the beach the first sentence/ what can you write	so a lifeguard works on the beach the first sentence/ what can you write
353	after that Kostja^	after that Kostja^
354 S :	he he he umm have umm	he he he umm have umm
355 T :	he	he
356 S :	was umm	was umm
357 T :	настоящее время используй	<use the present tense>

In Example 5, the teacher elicits the three questions from the students that they usually write down before watching the video.

Example 5. Inside-Plane Shift Teacher T

	Original Script	Translated Script
381 T :	а тогда третье что^	<what is the third then^>
382 S :	что ты запомнил	<what do you remember>
383 T :	так вы мне здесь покажете что вы запомнили/ со у нас сегодня	<you will show me here what you remember> so <we have a new
384	новый вопрос будет we have a new	question today> we have a new

385	question today/ what do you see это первый вопрос/ на него как	question today/ what do you see <i><this is the first question>/ <leave the</i>
386	обычно три строчки оставьте да/ слов у нас будет много (2.0) the second	<i>three rows for it like always yes>/</i> we will have many words> (2.0) the
387	the second question is what is happening что в этом видео вообще	the second the second question is what is happening <i><what is happening in this</i>
388	происходит/ то есть это какой-то	<i>video>/ <maybe it's</i>
389	концерт фестиваль это какое-то шествие может быть это какой-то праздник	<i>a concert a festival</i> <i>maybe it's a parade maybe</i> <i>it's a celebration></i>

In line 381, Teacher T asks in L1 what might be the third question and gets the wrong assumption from the student that the question is “what do you remember”. This is followed by a mixture of different functions of L1 use in one teacher’s turn (lines 383-389). At first the teacher gives feedback to the student’s answer (line 383), then she gives information that they have a new question today and that ‘what do you see’ is the first question (lines 384-385). Next, the teacher gives an instruction that the students should leave three rows for that question. After that the teacher helps the students to organize the space in their notebooks by providing them with the information that they have many words today. In the end, after the teacher translates the second question into L1, she helps the students in L1 by giving some possible options of the answer to that question. All in all, the teacher uses L1 for the Inside-Plane functions four times in one turn.

In the next example, the teacher uses L1 for the purpose of helping to arrange an activity. In the previous lesson, the students listened to a text and the teacher stopped it and the students’ task was to repeat what they had heard. This time the teacher informs the students that she is not going to stop the tape for them to pronounce the words and gives the instruction to listen to and read the text together with the announcer.

Example 6. Inside-Plane Shift Teacher N

		Original Script	Translated Script
67	T	: ... mallets yes and now I want you to listen to the text one	... mallets yes and now I want you to listen to the text one
68		more time еще раз слушаем текст	more time <i><listen to the text one more time</i>
69		читаем вместе с диктором/ я не буду останавливать чтобы вы произносили...	<i>and read with the announcer>/ <I am not going to stop for you to pronounce>....</i>

The teachers in these elementary classes very often used L1 to help their students to cope with the activities. Although they also tried to help in L2, it was not always possible, presumably because of the limited English vocabulary of the students. The other reason might be the unwillingness of the teachers to “waist time“ on the explanations in L2.

The students in the present study are very young and it often happens that even after mother-tongue explanations of the teacher there is a number of students who are still not sure about what to do. Halliwell (1992: 17-18) in her book about teaching English in the primary classroom gives a very good example of how to make the explanation of a task in L2 even easier for the students to understand than in L1. Bearing in mind that there are ways to use L2 exclusively for instructions, one more reason why the teachers in the observed lessons used scaffolding in L1 might be the lack of knowledge about the methods of helping task comprehension in L2.

The smallest amount of L1 utterances out of the three subcategories of Information-Giving are for Outside Plane Shift. This subcategory includes all the teachers' L1 utterances that are not closely related to here and now. During the three lessons, there were 7-8 occasions per lesson when the teachers talked a little outside the present activity. For example, they gave additional information about the world or something interesting that could help the students to remember things easier later on. For instance, in Example 7, the teacher tells the students about the word order in the English language. After that, she asks the students whether the word order is the same in Russian and Estonian and next she adds some information outside the immediate context that in different languages it might be different and that, for example, in Italian the noun is in the first place and the adjective is in the second. After the lesson, Teacher J commented that “I encourage students to compare the target language with their first language and other languages to understand how the English language works”.

Example 7. Outside-Plane Shift Teacher J

	Original Script	Translated Script
119	... на первом месте прилагательное^ на втором месте	... <adjective on the first place noun
120	существительное/ в русском языке также^	on the second place>/ <is it the same in Russian^>
121	SS : да	<yes>
122	T : в эстонском языке также^	<is it the same in Estonian^>
123	SS : да	<yes>
124	T : да/ а в итальянском языке не так/ в итальянском языке наоборот	<yes>/ <but in Italian it is not like this>/ <in Italian it's vice versa
125	сначала говорят угли черные в итальянском так/ так что в	first they say black coal it is this way in Italian>/ <so
126	разном языке это может быть по- разному...	in different languages it might be differently>...

In another lesson (Example 8), the students read a text about the percussion instruments. After reading, the students establish that the main idea of the text is the first sentence – “percussion instruments are the family of musical instruments“. Then, the teacher gives an additional piece of information that there are also other families of musical instrument like string instruments when the strings are used (lines 331-332). Such extra information triggered by the lesson topic can be helpful for the students in their music lessons and can contribute to their general development.

Example 8. Outside-Plane Shift Teacher N

	Original Script	Translated Script
329	T : ... вот это первое предложение оно и будет главной идеей/	... <this first sentence it is the main idea>/
330	((speaking to a particular student)) вот percussion instruments/ потому	((speaking to a particular student)) <so> percussion instruments/ <because
331	что есть и другие семейства музыкальных инструментов есть	there are other families of musical instruments
332	например string instruments	for example> string instruments
333	это когда используются струны например/ а здесь вот используется удар percussion ...	<when the strings are used for example>/ <here the percussion is used> percussion ...

Sometimes the observed teachers needed to give some extra information to the students because they asked questions about something they wanted to know. In the next example, the teacher explains the difference in the translation of the words 'to strike' and 'a strike' (line 429). One of the students does not know the meaning of the L1 noun “забастовка” (a strike) (line 431), so the teacher explains it (lines 432-433).

Example 9. Outside-Plane Shift Teacher T

		Original Script	Translated Script
429	T	: to strike это ударять по барабанам a strike Vova это забастовка	to strike <to hit the drums> a strike Vova <it's a strike>
430	SS	: ((laughing))	((laughing))
431	S	: а забастовка это что^	<what is a strike^>
432	T	: забастовка это когда люди протестуют ээ большой группой ээ	<a stike it's when people are protesting erm in a big group erm
433		выступают против чего-то допустим они хотят добиться перемен...	they oppose for example they want to achieve changes>...

Other Outside Plane Shift utterances are usually the reminders of what had happened in the previous lessons (Example 10, line 53).

Example 10. Outside-Plane Shift Teacher N

		Original Script	Translated Script
50	T	: ... называются/ просто фраза называются как это будет из	... <are called>/ <the phrase 'are called' how it will be from
51		текста^ (xx) Milana (3.0) называются Eva^	the text^> (xx) Milana (3.0) <are called> Eva^
52	S	: is called	is called
53	T	: нет/ а мы с вами вчера записали и на доске записали...	<no>/ <we have written it yesterday and on the blackboard too>...

The second most often used function in the present study is Asking the Questions. Teacher N asked 58, Teacher J – 36 and Teacher T – 26 questions in L1 or containing L1 words per lesson (or 40 questions per lesson on average). The category is divided into two subcategories: information questions (or ‘real’ questions when the teacher does not know the answer) and eliciting questions (when the teacher knows the answer at the time of asking). The teachers asked many more eliciting questions than information questions, except for Teacher T (see table 2). Approximately for one half of the last mentioned teacher’s lesson, she was listening to the students telling about their drawings of their neighborhoods and asking such questions as “What do you like about your neighborhood?” or “Where do you walk?”. So because of her lesson activity she was asking many more real questions than the other two teachers.

The other information questions like: “Do you remember this?”, “Have you managed to write this down?”, “Who can translate this sentence?”, “Do you understand?”,

“Did you mean ...?”, “What is your answer?”, “What else can we write?” or “Who has completed this sentence?” and so on, helped the teachers to organise the activities, to choose the following activities in the lesson or its tempo. Sometimes the teachers also asked personal questions like: “When is your birthday?”, “Were you present on Monday?” or “Did you like the text?”

The next example shows a typical eliciting question when the teacher knows the answer and the aim is to get to know whether the student knows the answer as well.

Example 11. Eliciting Question Teacher T

	Original Script	Translated Script
374 T :	...and as	...and as
375	always shhh (3.0) что мы обычно перед видео делаем Vova^ перед видео Vova^ что мы обычно делаем ^	always shhh (3.0) <what do we usually do before the video> Vova^ <before the video> Vova^ <what do we usually do>

In this part of the lesson, the teacher informs the students that they are going to watch a video. Probably watching the video is always preceded by the same activity, as the teacher is asking “What do we usually do before watching the video?” It is obvious that the teacher knows the answer to the question and she wants the students to show that they also know it.

Eliciting questions were also very often used by the teachers to determine the meaning of the words. In Example 12, the teacher asks for the meaning of the word ‘like’ in a particular sentence (line 153) after the student’s incorrect translation (line 152).

Example 12. Eliciting Question Teacher N

	Original Script	Translated Script
146 S :	<u>a tambourine is like a small drum we strike it with</u>	<u>a tambourine is like a small drum we strike it with</u>
147 T :	with	with
148 S :	<u>with our hands we can shake it too</u>	<u>with our hands we can shake it too</u>
149 T :	translate	translate
150 S :	мммм	<hmm>
151 T :	тамбурин	<tambourine>
152 S :	а тамбурин мм (2.0) любит (2.0) маленький	<aha tambourine hmm> (2.0) <loves> (2.0) <small>
153 T :	так стоп стоп что здесь означает слово like^ (x)	<so stop stop what is the meaning of the word> like <here> ^ (x)

Correcting the students' answers is one more reason for using eliciting questions. In the following example, the teacher does not provide the learner with the correct information, but she asks an eliciting question (lines 222-223) that can lead the student to the right answer.

Example 13. Eliciting Question Teacher J

	Original Script	Translated Script
221	S : <u>the pilot speak into a microphone</u>	<u>the pilot speak into a microphone</u>
222	T : so right verb правильный глагол	so right verb < <i>the right verb</i> /
223	использовали/ но что надо еще добавить чтобы получилось грамматически правильно [^]	<i>but what do we have</i> <i>to add so that it would be</i> <i>grammatically correct</i> [^] >

Sometimes the learners themselves found the right answer, and in some cases another learner could help (for example, when the student still could not think of the right answer, the teacher asked the rest of the class to help). The observed teachers very often used eliciting questions to correct the students, maybe because such a strategy can make information more memorable for learners and also provide the teacher with the information about what learners know and do not know.

One more often used function found in the present study is Giving Instructions for now and for later. The teachers used between 13 to 36 utterances per lesson to give instructions about doing something here and now, and from 5 to 9 utterances per lesson for giving instructions for later (see Table 2).

In some cases, instructions for now required physical actions from the students, for instance: "Put your books on the side", "Raise your hands", "Take off the chairs", "Write down the date and draw a table". In other cases, the students needed to respond verbally: "Try to pronounce the words", "Say ...", or "Let's say...", "Let's read...".

Instructions for now were also used to organise the activities: "Choose the verbs that were difficult to pronounce", "Let's listen to the text one more time and read it together with the announcer", "Find the answers to the questions", "Return to these

words”, “One more time!”, “All together!” to give but a few examples. Some instructions were partly used to manage the classroom: “Look at the text!”, “One by one!”, “Wait!”, “Sit straight, please!”

Although the use of the utterances in L2 are not part of the present study, it is clear from the lessons’ transcripts that all the teachers gave such instructions as “Sit down”, “Stand up”, “Open ...” only in English. It seems as if they were also trying to use only English with other short instructions like “Read”, “Look at...”, “Show...”, “Repeat”, “Start telling” and so on. The reason might be that the students were already familiar with these words and the teacher was sure that they understood what to do.

Instruction that were longer or maybe not so familiar to the students were given exclusively in the students’ mother tongue (see Example 14). Very often the instructions were said in English and then translated into L1 (see Example 15).

Example 14. Instruction for now Teacher N

	Original Script	Translated Script
277	S : my favourite part keeping the beat	my favourite part keeping the beat
278	T : is keeping the beat	is keeping the beat
279	S : is keeping the beat	is keeping the beat
280	T : why^	why^
281	S : эмммм (4.0) не могу на английском сказать	erm (4.0) <I can't say in English>
282	T : на русском	<in Russian>

In Example 14, a student informs the teacher that she cannot answer her question in English (line 282). After that, the teacher instructs the student that she can give the answer in her mother tongue (line 282).

Example 15. Instruction for now Teacher J

	Original Script	Translated Script
67	T : ... we will	... we will
68	write the composition later on all together but before we have to get	write the composition later on all together but before we have to get
69	prepared for it (1.0) now put your books on the side в сторонку пока	prepared for it (1.0) now put your books on the side < put your books on the side for now>
70	отложите ваши учебники and open your workbooks рабочие тетради...	and open your workbooks <workbooks>...

Instructions for later were most commonly about homework for the next lesson. All of the observed teachers gave instructions about the home task completely in L1 (see Example 16). One reason for this might be that the teachers gave instructions at the very end of the lessons when there was no time for long explanations in L2. The other reason might be the teachers' wish to be sure that all students understood what the homework was. This is how one of the interviewed teachers clarifies her language choice: "... I want to make sure that all the students understand what they are supposed to do although code-switching may be time-consuming".

Example 16. Instruction for later Teacher N

	Original Script	Translated Script
526 T :	...так вы до конца пожалуйста	... <so please complete
527	доделываете упражнение В/ и дома	the task B/ at home
	очень хорошо читаете этот	read this text carefully
528	текст проверить все слова знаете ли	and check whether you know all the words
	вы да...	yes>..

Apart from Giving-Information, Instructions and Asking questions, teachers were using L1 utterances for Translating (see Table 2). In the case of the observed lessons, all the teachers were mostly translating their own spoken language. It was an especially widely used technique for Teacher J (see Example 15) and Teacher T (see Example 17).

Example 17. Translation Teacher T

	Original Script	Translated Script
24 T :	when	when
25	you come to the front with your map yes	you come to the front with your map yes
	with your project for example	with your project for example
26	you are showing the map and you start	you are showing the map and you start
	telling me where you live first of	telling me where you live first of
27	all for example I live in a town I live in a	all for example I live in a town I live in a
	countryside so you tell me first	countryside so you tell me first
28	about where you live да сначала все	about where you live <yes at first you tell
	скажут где живут then is your	me where you live> then is your
29	neighbourhood big or small^ if it is big it	neighbourhood big or small^ if it is big it
	means that there are many	means that there are many
30	different things да если в вашей округе	different things <yes if there are many
	много каких-то объектов it	things in your neighbourhood> it
31	is big aah then you start telling me what	is big aah then you start telling me what
	there is что имеется да/	there is <what there is yes/>
32	допустим there is a supermarket	<for example> there is a supermarket
	a garden	a garden

In Example 17, the teacher explains in English how the students are supposed to tell about their neighborhood maps, but constantly translates some of her phrases into L1 (lines 28, 30, 31). During the interview, she commented that by repeating her phrases in L1 she wanted the “students to have certain associations between English phrases and L1 equivalents so that later on the teacher could switch to using the target language only a little more easily”.

In order to make her explanation clear, she was also using a visual plan on the screen and supported her explanation with examples (lines 27, 32). During her lesson, she was trying to use English as much as possible and was helping the students to understand by using other aids besides translation (like asking additional questions, see Example 18, line 180).

Example 18. Translation Teacher T

		Original Script	Translated Script
173	S	: my neighbourhood is big there is there is erm a supermarket and park	my neighbourhood is big there is there is erm a supermarket and park
174	T	: aha and a park aha what do you like about your neighbourhood^	aha and a park aha what do you like about your neighbourhood^
175	S	: I like park	I like park
176	T	: the park why^	the park why^
177	S	: (xx)	(xx)
178	T	: what do you do in the park^	what do you do in the park^
179	S	: ммм	<hmm>
180	T	: what do you do^ do you play^ do you run^ do you..	what do you do^ do you play^ do you run^ do you..
181	S	: гуляю	<walk>
182	T	: walk	walk
183	S	: walk	walk

During the interview, Teacher T also emphasized that “Russian is used in ‘extreme’ cases when other devices do not seem to help for the sake of students’ involvement and encouragement”. She also listed a number of techniques she is using in order to facilitate understanding when she is speaking in the TL:

...there are a number of strategies that can be employed. For example, asking a stronger student to give an example or explain something in L1 to another student. Miming an item, drawing it on the blackboard if possible, using gestures. Googling an item in front of students to show a picture set or a video to them. Starting a sentence to translate something and then letting students guess its ending.

Most often, the teachers were translating spoken instructions and questions, but some instances when the teachers translated individual written words or sentences were also encountered in the observed lessons⁹. For instance, in Example 19 in line 477 the teacher translates a written instruction that she reads from the workbook.

Example 19. Translation Teacher N

	Original Script	Translated Script
476 T :	percussion instruments yes again about percussion instruments but the	percussion instruments yes again about percussion instruments but the
477	task is <u>complete the sentence</u> заполни предложение...	task is <u>complete the sentence</u> <complete the sentence>...

Only one of the three teachers was using translation as one of the ways in which L1 can be used in educational context along with reading, writing, speaking and listening activities, when the students were reading and translating the text.

3.2.2 ANALYSING THE LESS OFTEN USED FUNCTIONS

In this section, the functions of L1 use that were employed less frequently, namely Metalinguistic use, Affective responses, Teachers reaction to students L1 use, Metacomments and Markers will be discussed more closely.

The category of Meta-linguistic use includes all the instances when the teachers switched from talking in English to explaining grammar, pronunciation or spelling. As seen in Table 3, the lessons of teacher N and teacher T had only a few instances of teacher talk about language itself. All these rare cases were completely in L1. The lesson of teacher J, on the other hand, had as many as twenty-four L1 utterances explaining grammar and only one utterance explaining spelling.

⁹ In some cases, it was not obvious from the transcript whether the teacher was reading a word (or a sentence) from somewhere in the text or was saying it without looking at the text. Apparently, teachers usually do not look at the text, and it was decided to code such instances as “translation of spoken L2 items into L1”.

Table 3. Number and percentage of L1 utterances of 6 less used functions and sub-categories

	Teacher J		Teacher N		Teacher T	
	utterance	%	utterance	%	utterance	%
Meta-linguistic use						
explaining L2 forms (grammar)	24	96.0	1	50.0	0	0.0
explaining L2 pronunciation	0	0.0	1	50.0	0	0.0
explaining L2 spelling	1	4.0	0	0.0	1	100.0
All	25	100.0	2	100.0	1	100.0
Teacher's reaction to student request in the L1	8	100.0	7	100.0	5	100.0
Affective response						
apology	0	0.0	0	0.0	0	0.0
discipline	2	50.0	3	33.3	5	100.0
praise	1	25.0	1	11.1	0	0.0
encouragement	1	25.0	5	55.6	0	0.0
joke	0	0.0	0	0.0	0	0.0
All	4	100.0	9	100.0	5	100.0
Marker	6	100.0	0	0.0	0	100.0
Metacomment or aside	2	100.0	0	0.0	2	0.0
Cannot be coded	4	100.0	2	100.0	1	100.0

Although none of the observed lessons' aimed at teaching grammar, it appears that the activities of the lesson determine how much grammar points or other aspects of language like pronunciation or spelling are discussed in L1.

It seems that Teacher J was using a lot of grammar explanations because the main activities in her lesson were composing phrases and sentences. And in order to make them grammatically correct, the teacher had to explain some new rules (in this particular lesson about word order) and also to recall some rules that the students have already learned but have forgotten (here about tenses and articles). Partly, Teacher J was explaining grammar points in English and then repeated them in L1, but most of the time the explanations were fully in L1, which considerably added to the number of L1 words in her lesson. This is what she said about teaching grammar topics in the interview:

What concerns grammar topics, I believe that it is even useful to use the mother tongue of students to compare grammar differences and to let the students understand all the tricky moments. Also, two languages are never the same; therefore, it is an effective method to compare the target language to the students' first language to see how they differ.

If to subtract all the L1 words that were used during her lesson in order to talk about grammar and count the proportions of the L1 and L2 words without them, the percentage of English words in her talk increases to 62 per cent and the percentage of

words in Russian decreases to 38 per cent (the result being very similar to Teacher T in whose talk L2 words account for 68 per cent and L1 words to 32 per cent). A closer look at these teachers' lessons reveals that they use quite similar techniques in order to communicate with the learners. One reason for this might be that they both received their teacher qualifications quite recently, in contrast to Teacher N, whose teaching style differed.

When during the interview Teacher T was asked about the particular activities or moments in which she considers the use of Russian necessary, she said that: "Russian is particularly helpful during frontal instruction when young learners are explained new grammar rules, because students cannot make contrastive analysis themselves yet and deduce rules on their own." In response to the same question, teacher N stated that she considers the use of Russian necessary "...for explaining new grammar points when I have to compare the two languages".

It might be assumed that if Teacher N and Teacher T were also explaining grammar in their lessons, then they would have had a larger amount of L1 words in their teacher talk, because their opinion about using students' first language when teaching grammar is very similar to the one expressed by Teacher J.

The function of Teacher's reaction to students' L1 use yielded only twenty cases (3.9% of all L1 utterances) when the students initiated a conversation in L1 and the teacher responded in the same language. Usually there were no opportunities for the students to start a conversation. It happened only when the students wanted to say something and when they asked questions about something they did not understand or wanted to know. The teachers' reaction to these students' requests in L1 were different: it might have been an answer to the question, a piece of new information or an instruction.

In all three lessons, the students were allowed to use their mother tongue, maybe because the level of the students' English was elementary and they were not always able to express their thoughts in TL (see Example 14 discussed above). There was only one instance (Example 20) when the teacher asks the student to repeat his L1 answer in English, but this was not the case of the teacher's reaction to the students' initiation; it happened in a sequence of the teacher's initiation (line 6) – the student's response (line 7) – the teacher's feedback (line 8).

Example 20. Feedback Teacher N

		Original Script	Translated Script
5	T	: ...what was your homework [^] erm	...what was your homework [^] erm <what
6		какое у вас было домашнее задание [^] Adrian [^]	<i>was your homework[^]</i> Adrian [^]
7	S	: переводить и читать текст	<to read and translate the text>
8	T	: а по-английски [^]	<in English> [^]
9	S	: um learn um learn and translate the text	um learn um learn and translate the text

The Affective response function includes the utterances in L1 to Discipline, Praise, Encourage the students as well as the teacher's Joking and Apologising. The utterances in this category constitute only 3.5 per cent of all teachers' L1 utterances (see Figure 2).

During the observed lessons, there were no cases when the teachers were Joking or Apologising (see Figure 2). Disciplining in L1 happened ten times during the three lessons, between two to five occurrences per lesson. One possible reason why the teachers were not disciplining much (including disciplining in L2) can be that the activities during these lessons did not involve much movement and there were no group or pair work activities that usually make the class more lively. Most of the time, the students were expected to listen to the teacher, other students or were performing themselves. However, when the instances of disciplining occurred they were expressed in L1 with such phrases as “So and Rita is also doing this!”, “Be quiet!”, “Don't say foolish things when I am asking you or I

will not be asking you again!", "Do I have to turn on the stop watch again?", "Someone else will get a minus right now!", "Everybody is writing this!".

Encouraging in L1 was not very common either. The largest number of instances occurred during Teacher N's lesson (five instances). Teacher J encouraged her students once and teacher T did not even have one single instance of encouragement in L1 during her lesson. The students were praised in L1 only twice during the observed lessons with the word "молодец" (well done). All in all, there was a good management in the observed lessons and the teachers did not need to discipline or encourage the students much so that the function of Affective response constitutes only a small proportion of the teachers' L1 utterances.

The instances of using the students' first language for the functions of showing the boundaries of the discourse, coded as Marker in the present study, were very rare. Only Teacher J used such L1 words as "итак" (well) or "внимание" (attention) a few times in order to signal the boundaries between her speech segments or the transition between the activities. There were also four teachers' L1 utterances that were coded as metacomments, which happened when the teachers were talking to themselves aloud.

Seven L1 utterances are under the category "Cannot be coded" as it was not possible to code them because of the unclear preceding or following phrases. As this must not have affected the result of the study much as the amount of such instances is not big.

4. DISCUSSION OF THE FINDINGS

The purpose of this chapter is to provide an evaluation of research findings presented in Chapter Three and to compare them to the previous research discussed in the first chapter.

The first research question was about the amount of teachers' L1 use in the primary EFL classroom. In contrast to the works of Nilsson (2013) and Turin (2014), there were no teachers who managed to use TL exclusively. All three teachers used both TL and L1, which is similar to the findings of most other studies.

The quantitative analysis of the three lessons' transcripts showed that the average L1 use by the elementary teachers was approximately 44 per cent. The result of Nagys's study, who also used the words count method in order to establish the amount of L1 use of elementary teachers, was higher (58%).

The amount of L1 use by the observed teachers varied between 32 per cent and 52 per cent of teacher talk per lesson. This is less than the variability reported by other primary classroom researchers, Nagy (from 16% to 94% of teacher talk) and Inbar-Lourie (from 6.8% to 75.6%).

Following Inbar-Lourie's (2010) division of the teachers into the three groups according to their L1 use (mostly L1 use, combined TL and L1 use, mostly TL use), the teachers in the present research can be divided into two categories: combined TL and L1 use, and mostly TL use. None of the teachers can be classified as 'mostly L1 use', which leads to the conclusion that the teachers in this study were not 'over relying' on the students' first language. As also pointed out in Nilsson (2013), the lesson observations together with the interviews showed that the teachers try to substitute L1 where possible using such other strategies as giving examples, asking additional questions, asking a stronger student to give an example or explain something in L1 to another student, miming

an item, drawing on the blackboard, using gestures, Googling an item in front of the students and letting the students guess.

The analysis of the data showed that, similarly to the previous studies conducted by Inbar-Lourie (2010) and Nilsson (2013), the teachers are well aware of their language use as their reported ideal balance of L1 and TL use corresponded to their real classroom practice. Nevertheless, Teacher T and Teacher N were not completely satisfied with their language choices and expressed their willingness to use more TL during their lessons.

Although none of the observed teachers used TL exclusively, they all agreed that it is possible to do so with some exceptions. These results are in line with pedagogical literature expressing the possibility to teach an almost entire lesson in TL (Halliwell 1992).

The interview data revealed that the topic of the lesson is the most often mentioned reason that impacts the teachers' language choice, along with such other reasons as the activities and objectives of the lesson, the coursebook or switching into L1 "for the sake of students' involvement and encouragement". The teachers did not mention such reasons as students' needs and teachers' personal experience that emerged in Blackman's (2013/2014) research.

The aim of the second research question was to establish the functions of L1 use in young EFL classrooms as well as their frequency of use. The quantitative analysis of teachers' utterances and the examples from the classroom discourse showed that L1 served several functions. In line with the studies by Nagy (2009), Blackman (2013/2014) and Leonardi (2012), the teachers in the present research were using L1 most frequently for the purpose of giving information in the form of feedback. It mostly happened when the teachers provided the students with the comments concerning their responses (Example 1) or simply repeated the students' answers with the aim of showing that they were correct (Example 2). The study revealed that when the feedback was without a formative purpose

and expressed in simple words, TL was mainly used, which was also the case in Nilsson (2013).

Similarly to Nagy (2009), the information provided by the teachers was not only in the form of feedback. Four examples analysed in detail demonstrate how the teachers were giving information about 'here and now' in order to help the students to manage with the tasks (Examples 3, 4, 5, 6). In addition to this, sometimes some extra information that was triggered by the lesson topic but not necessarily very closely connected to the 'here and now' was provided by the teachers. It might have been some interesting or additional facts about the world (Examples 7, 8), the teacher explaining the meaning of the L1 word (Example 9) or reminding the students of something from the previous lessons (Example 10).

The analysis revealed that the second most often used L1 function was asking questions and the third giving instructions. This result is opposite to Nagy's (2009), who found that the teachers were using more L1 for giving instructions than for asking questions. However, the outcomes inside the two categories were the same as in previously mentioned study in that the teachers were asking many more eliciting questions than information questions and they were giving more instructions for now than instructions for later.

The eliciting questions were mostly used to determine the meaning of the words (Example 12) and to correct the students' answers (Example 13). It could be argued that the proportion of eliciting and information questions during one lesson depends on the activities of the lesson.

The analysis of the teachers' instructions revealed that instructions for now required a verbal or physical response from the students and helped to organise the activities. It was also determined that instructions for later were mostly about homework

that all the observed teachers explained exclusively in the student' first language. In accordance with this research, the teachers in Leonardi (2012) emphasized the importance of giving instructions about both class exercises as well as homework in L1.

Another very frequently used L1 function that emerged from the analysis was translating. The sample (Examples 15,17) of the teachers' utterances revealed that the teachers mostly translated their spoken instructions and questions. Based on the interview answers, it can be assumed that translation is often used as a technique that helps to develop associations between English phrases and their L1 equivalents so that the teacher could more easily switch into using only TL later on. Similar findings were recorded by Nilsson (2013), who stated that teachers offered a phrase or a word both in TL and in L1 together with a clear connection.

Only one of the teachers used translation as an activity in the lesson. Nevertheless, in the current study translation seems to take an important place in the EFL classroom as 11.3 per cent of all teachers utterances were used for translating, in comparison with only 4.3 per cent of utterances used for the same function in Nagy's (2009) study. The latter, however, also found that the teachers "often said a sentence in L2 and then repeated it in L1" (Nagy 2009:149).

In addition to the previous functions, the teachers also code-switched into L1 to explain grammar and difficult vocabulary. In the present study, only one teacher was explaining grammatical points during lesson observations and it was concluded, that the activities of the lesson determine how much is talked about grammar or other aspects of language. However, in the interview all the teachers (some even more than once) stressed the importance and usefulness of L1 during frontal instructions when new grammar rules and difficult terms that might not be yet familiar to the young learners even in their mother tongue are explained. These results are in line with the previous studies, which have also

found that using L1 is an inevitable strategy for explaining difficult words and grammar rules (Blackman 2013/2014; Khaerunnisa 2016; Leonardi 2012; Nilsson 2013; Turin 2014) and contradict with Nagy's (2009) who drew the conclusion that the teachers developed a way of coping with grammar and vocabulary explanations in L2.

In contrast to Leonardi (2012), who found that in the opinion of the questioned teachers elementary students are too young to be exposed to the comparison of the target language with the students' first language, all the teachers in the present research stressed the usefulness of L1 for comparing the two languages.

Another feature that surfaced from classifying teachers' L1 utterances into different functions is that exactly like in Blackman's (2013/2014) study, the teachers used more L1 for pedagogic functions than for non-pedagogic functions. The teachers were not disciplining, encouraging or praising the students much during the observation time. However, when the cases of disciplining the students happened, the teachers mostly code-switched into L1, which was also noted in Khaernnisa (2016) and Nilsson (2013).

Overall, the data obtained in the present research is broadly consistent with the major findings in previous research on the topic of L1 use in primary classroom. It indicates that the teachers with different experience use both L1 and TL. It shows that the teachers use L1 for a complex of different functions and display a preference of such functions as giving information/feedback, asking questions, and giving instructions. The result is also in line with other studies indicating the usefulness of L1 when introducing new grammar rules and complex vocabulary terms.

The study revealed that the teachers' view of the balanced use of L1 in a foreign language classroom differs from what the Estonian National Basic School Curriculum for teaching and learning foreign languages recommends. The language of instructions of the observed teachers was not mainly TL, as giving instructions was the third most common

function of L1 use. Although the National Curriculum emphasizes the use of the mother tongue for explanations only, the study found that the teachers were using L1 for a range of different functions.

Despite the fact that the teachers tried to avoid code-switching when possible by using other strategies and expressed their willingness to use more TL, all of them agreed that there are cases (like explaining grammar) when L1 is absolutely needed. It seems that the teachers in the present study try, to a great extent, follow Macaro's (2001) third position that L2 should be used when possible and L1 when needed.

Albeit providing some insight into the topic of L1 use by the teachers, there are several limitations to this study. First and foremost, the small sample of teachers from one Russian-language school makes it impossible to draw conclusions about using the mother tongue in primary schools in Estonia in general. The quantitative results offered to illustrate teachers' L1 use only aimed at providing a deeper understanding of the language choices made by the teachers in EFL teaching for young learners. Also, only one lesson for each teacher was chosen for the in-depth analysis, which might not have been representative of the teacher's L1 use.

CONCLUSION

Whether to use L1 in foreign language classes and, if to use it, for what purposes is a subject under research and continues to be one of the most frequently discussed topics among linguists and methodologists.

Increasingly more researchers claim that the use of students' L1 in a foreign language classroom can be a valuable element of it and there is no need to discuss whether it should be used or not, but more research is needed to find out how much it should be used and for what purposes this should be done.

Several research studies in the primary classroom have also found that using L1 for both educational purposes as well as practical ones supports FL acquisition. They have shown that teachers use L1 for a variety of purposes, such as to give information and feedback, to give instructions, to teach grammar and vocabulary, to discipline students and to give a sense of security.

Drawing on previous studies that have shown teachers using L1 in FL classrooms for different functions and in the light of the quite restricted use of L1 recommended by The Estonian National Basic School Curriculum for teaching and learning foreign languages this study set out to investigate how teachers resolve the conflict between the policy and practice in the real context of the primary EFL classroom in Estonia.

Therefore, the research questions of the thesis were formulated as follows: how much L1 do teachers use in primary EFL classroom; what are the L1 use patterns of teachers teaching young EFL learners in terms of frequency and functions?

In order to obtain the information about the amount and functions of L1 use, three primary classroom teachers were observed and interviewed. The data was audio-recorded and later transcribed. After that, three separate analyses were carried out. Firstly, in order to find out how much L1 teachers use in the primary EFL classroom, all the L1 and L2

words in the teachers' talk were counted. Secondly, the functional analysis of the utterances was carried out. It was considered a suitable method due to the goal of this study, namely, to identify the functions of L1 use and their frequency in the teachers' talk. Finally, the teachers' answers about their classroom practice were compared to the observation data.

The preliminary analysis of the data revealed that the observed primary teachers used both TL and L1 with the average L1 use constituting 44 per cent during one lesson time. It was also established that although the reported ideal balance of the teachers' L1 and TL use corresponded to their real classroom practice, the teachers expressed their willingness to use more TL during their lessons. It was concluded that the teachers in this study were not 'over relying' on the students' first language and tried to avoid L1 use where possible.

The most common function L1 fulfilled was giving information, which included three subcategories: feedback, information about the happening and information about the past or the future. Feedback was the most often used subcategory under this function. The analysis also revealed that the second most often used L1 function was asking eliciting and information questions and the third was giving instructions for now and for later. Moreover, L1 was quite frequently used in order to translate, especially the teachers' spoken instructions and questions. The teachers also found the use of L1 almost unavoidable when explaining grammar and difficult vocabulary. It was less common for the teachers to use L1 for such functions as disciplining, encouraging or praising the students.

Overall the study managed to show that L1 serves numerous functions in the primary classroom and however the use of it is criticised, yet teachers cannot overlook the

importance of using L1 in the FL classroom. Undoubtedly, further research needs to be conducted in the area of L1 role in the primary classroom in Estonia.

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APPENDIX 1: Parental consent form

Уважаемые родители,

Прошу разрешение на аудиозапись уроков английского языка, участие в которых принимает ваш ребенок. Цель исследования проанализировать общение учителя с учениками на уроках иностранного языка. Это научное исследование в ходе которого будут проанализированы уроки английского языка в начальной школе. Доступ к личным данным детей у проводящего исследование отсутствует и анонимность полученных с записи данных гарантирована.

Исследование проводит магистрант отделения английской филологии Тартуского Университета Анна Степанова.

Исследование будет проходить в марте-апреле 2017.

Благодарю Вас за сотрудничество!

С уважением,

Анна Степанова

anna.stepanova@tkvg.com

Согласен/согласна

Подпись родителя

APPENDIX 2: Transcription conventions

Identification of speakers:

T: teacher

S: student

SS: students

<u>Good morning.</u>	Reading from text
(xxx xxx)	word/s not audible
читаем	utterance in Russian
<yes>	English translation of Russian word
(1.0)	pause in seconds
^	rising intonation
((writing on the board))	researcher's comment

APPENDIX 3: Nagy's coding scheme for L1 functions of the teachers

(Nagy 2009: 113-114)¹⁰

- 1. Translation** (switching from the L2 to the L1 to make input comprehensible)
 - a. translation of written L2 items into L1
 - b. translation of spoken L2 items into L1
- 2. Meta-linguistic use** (switching from talking in L2 to talking about L2 in the L1)
 - a. explaining L2 forms (grammar) or comparing it with the L1 forms
 - b. explaining L2 pronunciation or comparing it with the L1 pronunciation
 - c. explaining L2 spelling or comparing it with the L1 spelling
- 3. Question** (expecting verbal [possibly non-verbal] response from the students)
 - a. information question (the teacher does not know the answer)
 - b. eliciting or display question (the teacher knows the answer)
- 4. Instruction** (expecting action from the students)
 - a. the action follows right after the instruction
 - b. the action is expected later on
- 5. Information** (expecting acknowledgement from the students)
 - a. feedback (teacher initiated, student/s responded, and now the teacher reacts to the response by echoing the answer, evaluating it or both)
 - b. inside plane shift (teacher talks about the happenings, usually to help the process – scaffolding)
 - c. outside plane shift (teacher talks about past or future, not related to the here and now)
- 6. Affective response** (teacher expressing state of mind, shaping behaviour)
 - a. apology
 - b. discipline
 - c. praise
 - d. encouragement
 - e. joke
- 7. Teacher's reaction to student request in the L1** (can be translation, metalinguistic use, question, instruction, information, affective response or marker)
- 8. Metacomment or aside** (teacher talking to her/himself)

¹⁰ For more detailed explanation of coding scheme with examples see Nagy 2009, p.115-122.

9. **Marker** (changing the discourse direction for example —good", —now", —well", —right")
10. **Outside the lesson frame** (teacher talking to researcher, other students, nurse entering lesson)
11. **Cannot be coded** (segment, not clear what was before or after)

APPENDIX 4: Teachers' answers to the interview questions¹¹

Teacher J	Teacher N	Teacher T
<p>1. What is the ideal language education, according to you, with regard to teachers' use of L1 (Russian) and English in the primary classroom?</p>		
<p>I believe that the most effective way to learn a foreign language is to use it. Teaching English in English even at the primary level is my preference. However, there are cases when the teacher might employ students' first language in teaching in order to make explanations clear.</p>	<p>I think that in the primary classroom the teacher can use more students' mother tongue than English. Firstly, because their English vocabulary is small. Secondly, even if to compose a sentence from the words that they already know, the students don't always capture the essence of the sentence. In that case you can codeswitch into Russian.</p> <p>How often do you think L1 (Russian) should be used in English classroom?</p> <p>If we are talking, for example, about the third grade, then 60% of Russian can be used, maybe less, about 50%, but you should try to use English as much as possible even in the elementary classes.</p>	<p>If we are talking about the third grade then the ideal balance would be 70% and 30%, I mean 70% of English and 30% of Russian.</p> <p>Ideally, the teacher should replace the use of students' L1 whenever possible with gestures, flashcards, realia like toys and the like so that young learners develop associations between English words and certain objects, which helps them to think in English earlier than expected, rather than English lexical items and their L1 equivalents.</p>
<p>2. What impacts your language choices in the classroom?</p>		
<p>The activity and the topic being explained impact my language choices in the classroom.</p> <p>Do you make deliberate or unconscious choices?</p> <p>I make deliberate choices according to a particular lesson plan.</p>	<p>It happens that students don't know some term even in Russian and I simply have to codeswitch into Russian. But working with the text, the questions and answers about the text, this must be in English.</p> <p>The course book also impacts my language choices.</p>	<p>Language instruction is closely tied to lesson topics and objectives. The less students are familiar with the topic in hand, the more L1 is likely to be used, especially when it comes to grammar explanation.</p> <p>And the dynamics in the group. If I see that it is very difficult for the learners, then I can use more Russian.</p> <p>Do you make deliberate or unconscious choices?</p> <p>Unconscious choices in favour of the target language are made on the spot when the teacher realises that students learn something more quickly and effectively than expected and are able to drill different items in English only.</p>
<p>3. Are there any particular activities or moments in which you consider the use of Russian necessary? Why?</p>		
<p>What concerns grammar topics, I believe that it is even useful to use the mother tongue of students to compare grammar differences and to let the students understand</p>	<p>Firstly, for explaining new grammar points. And when we are translating and the students don't understand the meaning, I have to compare the two</p>	<p>Russian is particularly helpful during frontal instruction when young learners are explained new grammar rules, because students cannot make contrastive analysis</p>

¹¹ The teachers were answering the interview questions in Russian. Later the answers were translated excluding the words like "erm", "hmm", "um".

<p>all the tricky moments. Also, two languages are never the same; therefore, it is an effective method to compare the target language to the students' first language to see how they differ.</p>	<p>languages.</p>	<p>themselves yet and deduce rules on their own. When I have to compare the two languages or explain a difficult term. Also, Russian is used in 'extreme' cases when other devices do not seem to help for the sake of students' involvement and encouragement.</p> <p>I have noticed that you also use Russian to give instructions and to explain homework can you explain why?</p> <p>I am not quite aware of what language the other teacher of English uses most of the time in my groups to explain homework and give instructions, I want to make sure that all the students understand what they are supposed to do although code-switching may be time-consuming.</p> <p>On my observations you are often saying a phrase in English and then you repeat it in Russian, can you explain why?</p> <p>I want students to have certain associations between English phrases and L1 equivalents so that later on the teacher could switch to using the target language only a little more easily.</p>
<p>4. Are you satisfied with your language choices in the classroom? Do you feel, or think, that you ought to do things differently in any way? Why?</p>		
<p>I am satisfied with my language choices. I mainly teach older students and use the target language. I support students who tend to help their classmates and explain the material told by me in their mother tongue.</p>	<p>It depends on the class. I can say that I have noticed that in some cases I should not switch into Russian. It happens by inertia sometimes.</p>	<p>I feel that I should be using more English with primary learners even when it seems that a certain group is inferior to another one. It would be fair to equalise learning conditions and environment and encourage all students to use as much English as possible.</p>
<p>5. Are there certain strategies you use to facilitate understanding and clarify while you are speaking English?</p>		
<p>First, I try to sort out whether my students understand explanations in English or not through making them give examples and through interacting. I encourage students to compare the target language with their first language and other languages to understand how the English language works.</p>	<p>I ask them to pay attention on the key words in the text, or question or in my speech. I have been trying different strategies. But for example the use of flashcards don't influence on how they perceive.</p>	<p>Yes, there are a number of strategies that can be employed. For example, asking a stronger student to give an example or explain something in L1 to another student. Miming an item, drawing it on the blackboard if possible, using gestures. Googling an item in front of students to show a picture set or a video to them. Starting a</p>

		sentence to translate something and then letting students guess its ending.
6. Would it be possible to use only English?		
<p>In my opinion, it is possible from the perspective of the teacher to use only English. Nowadays, there may be students of different language knowledge level within one group which implies that those students who know more than others can help the students who have weaker knowledge. So, the teacher could allow those stronger students explain the material to the weaker students in their mother tongue.</p>	<p>I think it is possible if to familiarize the students with the lesson instructions beforehand. If the lesson is based on the actions like: take out your book, open your exercise book, write, draw and even explain what to draw and how.</p> <p>And it is possible with some certain topics. For example if the topic of the lesson is colours, then certainly, or for example plants, animals or body parts, then yes.</p>	<p>It would be possible during drilling and consolidation lessons at A1.1+ level in a more or less homogeneous group of students who do learn quite fast and show good results. However, young learners, in contrast to adult learners, would still need a bit of L1 to understand grammar.</p>

APPENDIX 5: Transcribed data

Teacher J. (4th grade)

- 1 SS : ((talking))
 2 T : ((the bell rang)) the lesson has started (xxxxxx) stand up already and we
 3 will start (16.0) ((waits for students to stand up)) so right (4.0) good
 4 afternoon^
 5 SS : good afternoon teacher
 6 T : how are you today^
 7 SS : we are fine how are you today
 8 T : I'm fine too thank you for asking sit down please (3.0) today we have a
 9 guest in our class teacher Anna she is observing our class today (1.0) ok
 10 so your home task for today was to learn a poem I will check it later on
 11 (2.0) we start from (1.0) from today's lesson topic so open your books on
 12 the page forty-five ((writes on the board)) (7.0) page forty-five in your
 13 books (3.0) so what are we going to do today^ what is (1.0) what are
 14 those two words on the top of page forty-five Erik what is written there^
 15 S : class composition
 16 T : class composition^ what are we going to do^ are we going to write^ read^
 17 S : no
 18 T : listen^ speak^ what^
 19 S : speak
 20 T : speak^
 21 S : speak
 22 T : speak as well yes but first of all ((waits for the answer))
 23 S : write
 24 T : yes so today we are going to write a composition (1.0) about people at
 25 work and what is the profession what is the job of a person we are going
 26 to write about ((there is a picture of a lifeguard in students' books))
 27 S : a lifeguard
 28 T : a lifeguard^ a lifeguard Anton so (2.0) let's read the words first the verbs
 29 **глаголы у нас в табличке с вами глаголы давайте прочтем эти**
 30 **глаголы Zlata**
 31 S : work help swim wear protect speak watch
 32 T : wear wear hmm ((repeats the word with the right pronunciation)) ok what
 33 does it mean 'wear'^
 34 SS : работать
 35 T : **работать** help
 36 SS : помогать
 37 T : yes swim **все хором**
 38 SS : плавать
 39 T : yes wear
 40 S : бегать
 41 SS : одевать
 42 T : **одевать угу** protect
 43 SS : защищать
 44 T : speak
 45 SS : говорить

- 46 T : yes and watch
- 47 SS : смотреть
- 48 T : yes now let's read the key works in the picture so please Zlata
- 49 S : a t-shirt hat sunglasses phone sandals shorts
- 50 T : shorts ((pronounces correctly)) now ok so what is clothes
- 51 S : одежда
- 52 T : **нет** but what elements of clothes can you see^ what words mean clothes
- 53 S : сандали ммм
- 54 T : in English
- 55 S : sandals, t-shirt, hat, sunglasses
- 56 T : ok sunglasses what is it^ is it another element of clothes^ or (2.0) yeah
- 57 we can say it is and accessory **аксессуары** ok what is a phone
- 58 SS : телефон
- 59 T : what can you do with a phone^
- 60 S : смартфон
- 61 T : which verb to use **какой глагол лучше всего использовать со**
- 62 **словом** phone
- 63 SS : (xxx) speak
- 64 T : speak (1.0) on phone speak on phone ok **какой глагол можно**
- 65 **использовать со всеми остальными словами на картинке^**
- 66 SS : wear
- 67 T : wear wear a t-shirt wear a hat wear sandals wear shorts ok so we will
- 68 write the composition later on all together but before we have to get
- 69 prepared for it (1.0) now put your books on the side **в сторонку пока**
- 70 **отложите ваши учебники** and open your workbooks **рабочие**
- 71 **тетради** shh ((signals to be quieter)) what is the problem^ (xxx) page
- 72 twenty-eight in your workbook ((writes on the blackboard)) (3.0) make
- 73 together writing preparation (1.0) so what do people wear name and write
- 74 under each element yes so the first picture what is it Nikita
- 75 S : где^
- 76 T : what^ well done (xx) page twenty-eight (2.0) exercise one what is the
- 77 first clothes element what picture (xx) (2.0) they are shorts write it down
- 78 yes shorts
- 79 S : тут так легко
- 80 T : the second picture what are they^ Zlata
- 81 S : trousers
- 82 T : trousers yes they are the third picture^ Maria what element^
- 83 S : erm gloves
- 84 T : no not gloves
- 85 S : a belt^
- 86 T : hmm yes it is a belt right you are it is a belt (2.0) the fourth picture^ Erik
- 87 please what is the fourth picture^
- 88 S : gloves
- 89 T : gloves right you are (4.0) the next picture number five what is it Seva^
- 90 S : a jacket
- 91 T : it's a jacket yes now the second row and the first picture in the second
- 92 row Pasha what is it^
- 93 S : boots
- 94 T : yes they are boots (2.0) after that the second picture Maria what are they^
- 95 S : sandals

- 100 T : sandals^ yes the third picture^ Jan
- 101 S : hmm shoes
- 102 T : shoes yes shoes and the last picture it's (1.0) what is it^ Seva
- 103 S : a helmet
- 104 T : right it's a helmet a helmet (4.0) have you written it in English^ (asks individual student) well done (1.0) exercise two now have you managed with exercise one^ ready^ (2.0) say yes if you are ready
- 105
- 106
- 107 SS : yes
- 108 T : yes (2.0) now exercise two what are adjectives^ do you remember^ помните что такое adjectives^ я вам говорила
- 109
- 110 S : да прилагательные
- 111 T : прилагательные^ yes итак нам нужно с вами определить какие прилагательные к какому существительному подойдут чтобы составить чтобы составить словосочетания в английском языке внимание^ словосочетание состоящее из прилагательного и существительного так же как и в русском языке такой же порядок слов сначала прилагательное а потом существительное нуу например black shoes black it is an adjective это прилагательное shoes it's a noun adjective is on the first place and the noun is on the second place на первом месте прилагательное^ на втором месте существительное в русском языке также^
- 112
- 113
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- 119
- 120
- 121 SS : да
- 122 T : в эстонском языке также^
- 123 SS : да
- 124 T : да а в итальянском языке не так в итальянском языке наоборот сначала говорят угли черные в итальянском так так что в разном языке это может быть по-разному еще один момент ребята смотрите^ нам перед разными такими фразами иногда нужно ставить артикль иногда не нужно в этом случае мы артикль 'a' не поставим потому что это множественное число shoes если мы возьмем belt другое существительное в единственном числе belt например brown belt ((writes on the board)) нам нужно артикль потому что в единственном числе слово тогда мы добавим сюда артикль 'a' a brown belt итак перед фразой состоящей из прилагательного и существительного нам нужно артикль Erik но перед прилагательным если прилагательное отдельно само по себе например у нас будет такое предложение the belt is brown ((writes on the board)) если у нас не фраза теперь а просто прилагательное само по себе нам не нужен артикль перед прилагательным артикль не ставится но если после прилагательного существительное стоит то артикль ставится он ставится перед фразой не перед прилагательным а перед фразой remember that да запомните это is that clear^ понятно это^
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- 140
- 141
- 142
- 143
- 144 SS : да да
- 145 S : а в предложении прилагательное отдельно
- 146 T : другое предложение предложение сформулировано по другому например если мы сравним такое предложение it is a brown belt ((writes on the board)) это коричневый пояс тут у нас фраза целая фраза состоящая из прилагательного и подлежащего и вот этот
- 147
- 148
- 149

- 150 артикль он относится как бы к существительному (xx) у нас уже
 151 есть прилагательное а в этом случае я могу заменить здесь
 152 артикль the на артикль а в этом случае у нас другой порядок
 153 слов звучит по другому предложение ремень коричневый и
 154 тогда у нас артикль стоит перед существительным а
 155 прилагательное отдельно перед прилагательным уже артикля
 156 нет это понятно^ ok когда вы будете писать ваши маленькие
 157 compositions рассказы
- 158 S : композиции
 159 T : композиции на русском это слово есть^
 160 SS : дааа
 161 T : композиция в моем понимании русское слово значит
 162 композиция это составленный букет какой-то из цветов или
 163 экибана что-то в этом роде а composition это такое маленькое
 164 сочинение но не сочинение composition хорошее слово на
 165 английском как по русски сказать конкретно я даже не знаю ok
 166 ну это не суть вы понимаете что нам нужно сделать итак
 167 запомните когда вы будете писать ваши маленькие рассказы
 168 вам нужно будет использовать вот такие словосочетания и вам
 169 нужно будет помнить от том что если у нас существительное в
 170 единственном числе мы используем артикль если
 171 существительное во множественном числе артикль мы не
 172 используем если вы захотите как-то сформулировать
 173 предложение по другому отдельно существительное отдельно
 174 прилагательное вы будете тогда использовать артикль ok
 175 exercise two on page twenty-eight and number one let's make a phrase
 176 составим фразу about sandals what can you say Maria^
 177 S : thick sandals
 178 T : thick sandals yes (xx) number two is what Kostja please what it is
 179 S : thin boots
 180 T : um thin boots hmm what does it mean thick^ что значит thick^
 181 SS : (xxx) толстый
 182 T : thick толстый может быть наоборот^ number one thin sandals
 183 number two thick boots number one thin sandals number two thick boots
 184 number three is next what can you say about helmet^
 185 S : hard
 186 T : Nikita^ hard helmet yes hard helmet (1.0) hard helmet and number four
 187 Sofia
 188 S : tall ladder
 189 T : a ladder double d remember^ ok now it's not yet еще не закончилось
 190 второе упражнение and articles where necessary артикли помогут
 191 словосочетанию где артикль нужен^ sandals thin sandals do we need
 192 an article нужен здесь артикль^
 193 S : нет
 194 T : по почему^
 195 S : потому что множественное число
 196 T : yes right you are Pasha number two thick boots do we need an article^
 197 S : yes
 198 T : why^ Slava
 199 S : потому что множественное число

- 200 T : так если множественное число то артикль не нужен shoes
 201 множественное число артикль не нужен boots множественное
 202 число артикль здесь не должен быть number three hard helmet do
 203 we need an article here^
- 204 S : yes
- 205 T : yes why почему
- 206 S : потому что единственное число
- 207 T : **единственное число** yes and number four tall ladder do we need an
 208 article^
- 209 SS : yes yes
- 210 yes right you are why **опять тот же вопрос почему^ (1.0) какое это**
 211 **число^**
- 212 S : единственное
- 213 T : **единственное число** опять yes a tall ladder a hard helmet but thick
 214 thin sandals and thick boots black shoes no article here ok so (xx)word
 215 now and exercise three verbs **теперь с глаголами еще сделаем**
 216 **работу** so choose a verb complete the sentences and what verbs are
 217 given^ **какие нам даны глаголы^** Maria can you read the verbs^
- 218 S : write wear help speak protect work
- 219 T : work ((pronounces correctly)) aha thank you so number one sentence
 220 number one Zlata
- 221 S : the pilot speak into a microphone
- 222 T : so right verb **правильный глагол использовали но что надо еще**
 223 **добавить чтобы получилось грамматически правильно^**
- 224 S : (xxx)
- 225 T : это настоящее время
- 226 S : speaking
- 227 T : **но настоящее постоянное** present simple не то что происходит в
 228 данную секунду в данный момент а то что происходит как
 229 **обычно постоянно забыли^**
- 230 SS : нет
- 231 T : **забыли вам нужно будет в ваших рассказиках использовать**
 232 **present simple простое настоящее время я вам напому что это**
 233 **такое вы это знаете просто вспомнить нужно ((writes on the**
 234 **board)) shh present simple простое настоящее время действие**
 235 **происходит каждый день постоянно часто Maria^**
- 236 S : is speak
- 237 T : по нам нужен просто глагол сам по себе смысловой для формы I
 238 для формы you you как для единственного числа так и для
 239 множественного ты и вы we they нам нужен сам глагол просто
 240 глагол без окончания например do например play and so on но
 241 если у нас меняется действующее лицо и наше существительное
 242 выражено словом в единственном числе третьего лица he she
 243 или it нам тогда нужно тогда добавить окончание s или
 244 окончание es и это будет звучать does plays
- 245 SS : plays ((try to pronounce after the teacher))
- 246 T : **внимание иногда окончание es добавляется es добавляется если**
 247 **глагол заканчивается на гласную букву как в слове does как в**
 248 **слове go мы добавим с вами тоже es окончание или если слово**
 249 **заканчивается на шипящий звук например слово wash мыть мы**

- 250 **не можем сказать washs мы скажем чтобы звучало красиво мы**
 251 **скажем washes es заканчивается watch смотреть watch тоже не**
 252 **скажем watches слишком много звуков которые вместе не**
 253 **сочетаются watches так удобнее сказать поэтому такое правило**
 254 **помните об этом^ вспомнили^**
- 255 SS : даа
- 256 T : да^ а если вы хотите сказать что происходит в данную минуту
 257 **прямо сейчас то тогда нужно сказать I am playing he is playing they**
 258 **are playing это другое время но сейчас оно не нужно сейчас мы**
 259 **используем то что происходит постоянно время Present Simple so**
 260 **the pilot**
- 261 S : speaks
- 262 T : speaks into a microphone speaks **просто окончание 's' добавляем**
 263 **thank you number two Kostja**
- 264 S : umm sunglasses umm protect umm protects the pilot's eyes
- 265 T : protect the pilots' eyes **правильный глагол решил использовать**
 266 **(xxx) sunglasses это единственное число или множественное^**
- 267 SS : множественное
- 268 T : **множественное каким местоимением ты можешь заменить из**
 269 **этой серии или из этой ((shows the options on the board)) sunglasses^**
- 270 S : umm из первой
- 271 S : из второй
- 272 T : **из первого варианта да^ they sunglasses очки по русски говоря**
 273 **как мы заменим^**
- 274 S : umm
- 275 T : **они они по-английски это they да мы что используем^ глагол без**
 276 **окончания мы используем ну скажи теперь правильно**
- 277 S : sunglasses protect the pilot's eyes
- 278 T : sunglasses protect the pilot's eyes well done you may go out now number
 279 **three is next Kiril**
- 280 S : the nurse writes notes with a pen
- 281 T : the nurse writes notes with a pen yes **если уже глагол заканчивается**
 282 **на букву е то еще раз е не надо просто s добавляем а если глагол**
 283 **заканчивается на гласную на любую другую гласную за**
 284 **исключением е тогда добавляем es если на е гласную тогда**
 285 **просто s well done the nurse это единственное число можно**
 286 **заменить местоимением she но мы знаем что для she нам нужно**
 287 **окончание добавить she writes notes number four is next Zlata please**
- 288 S : umm lifeguards
- 289 T : lifeguards ((pronounces correctly))
- 290 S : works on the beach
- 291 T : uh-huh beach **молодец хорошо правильно произнесла это слово но**
 292 **lifeguards сколько их^ один или больше^**
- 293 S : больше
- 294 T : **больше намного не знаем сколько но больше чем один**
- 295 S : тогда ммм work
- 296 T : **замените местоимением должно быть без окончания lifeguards**
 297 **work on the beach yes каким местоимением можно заменить**
 298 **lifeguards^**
- 299 S : ммм they

- 300 T : they they work on the beach five is next Seva please (xx)
- 301 S : the fireman help people when there is a fire
- 302 T : thank you the right verb **правильный глагол** fireman one or many^
- 303 S : umm
- 304 T : fireman **это единственное или множественное число**^
- 305 S : один один
- 306 T : one yes one fireman **замени местоимением Seva (3.0) глагол ты**
- 307 **использовал правильный но форма не правильная**
- 308 S : можно уже текст писать^
- 309 T : you can start yes
- 310 S : а какой в учебнике или
- 311 T : **мы начнем с текста в учебнике а дома вы будете выполнять вот**
- 312 **это задание к среде**
- 313 S : а можно начать уже домашнее
- 314 T : **мы сейчас закончим уже это so fireman можно заменить**
- 315 **местоимением he Seva^ he тогда нужно добавить окончание s к**
- 316 **глаголу the fireman**
- 317 S : helps
- 318 T : helps people right you are and now number six Nikita
- 319 S : the nurse wears a belt
- 320 T : the nurse wears a belt right you are ok now back to your pupils' books
- 321 **обратно возвращаемся к учебникам сейчас мы будем с вами**
- 322 **вместе писать на доске начало не начало а рассказ о спасателе**
- 323 **на пляже lifeguard а дома домашнее задание вам нужно будет**
- 324 **написать похожий текст но уже о другом человеке**
- 325 S : а вы знаете то что у нас завтра дистантный день^
- 326 T : I know yes yes
- 327 SS : ооо завтра дистантный день ((students talking))
- 328 T : shhhh calm down please open your copybooks please (8.0) open your
- 329 copybooks write the date
- 330 S : сегодня какое число^
- 331 T : today is the nineteenth I will give you a paper today is the nineteenth of
- 332 April ((writes on the board)) Erik^ can you please stop making that
- 333 noise^ I know that that's you the word classwork and we are writing a
- 334 class composition today (3.0) yes first of all we are doing it all together
- 335 and then you write your own so we are going to write a text about a
- 336 lifeguard
- 337 S : Miss Julia можно мне первой к доске^
- 338 T : yes Zlata please come here what are you going to write first^
- 339 S : a lifeguard work in the beach
- 340 S : may I go out^
- 341 T : you may go out yes a lifeguard can you repeat a sentence please^
- 342 S : a a lifeguard work on the beach works
- 343 T : works yes on the beach yes a good start **хорошее начало** you can write
- 344 your own text (2.0) you can write your own text (2.0) ((says to a
- 345 particular student))
- 346 S : ara
- 347 T : you should be more accurate (1.0) you can do it better ((goes around the
- 348 classroom and makes comments)) actually you yes you are supposed to
- 349 do like that you can write your own text now and hand hand in your

- 350 copybook with your text when you are ready ok^
- 351 S : угу
- 352 T : so a lifeguard works on the beach the first sentence what can you write
- 353 after that Kostja^
- 354 S : he he he umm have umm
- 355 T : he
- 356 S : was umm
- 357 T : **настоящее время используй**
- 358 S : he wears a uniform
- 359 T : he wears a uniform you can write yes a lifeguard works on the beach
- 360 S : надо тут е добавлять^
- 361 T : **нет здесь не надо**
- 362 S : почему^
- 363 T : **не шипящая и не гласная**
- 364 S : а можно ведь написать что он одет ну в форму ну и потом написать
- 365 что
- 366 T : **потом написать что конкретно да можно** he he wears
- 367 S : wears
- 368 T : ok he wears a uniform a uniform ((reads what a student is writing on the
- 369 board)) ok what exactly what does he wear^
- 370 S : he wear a hat t-shirt sunglasses sandals and shorts
- 371 T : right you are please write here as well
- 372 S : но мы же уже написали что он носит униформу
- 373 T : but now we want to know exactly what he wears
- 374 S : (xxx)
- 375 T : yes because you have to write something and you have to use these words
- 376 given **задание использовать слова данные** (8.0) he wears a hat a T-
- 377 shirt sunglasses shorts and sandals a hat t is missing Masha t is missing a
- 378 hat
- 379 S : a hat ((mispronounces like a hut))
- 380 T : we are not talking about home so far so is your text ready^ ((a question to
- 381 a particular student))
- 382 S : да я написал
- 383 T : ok think about the next sentence then **о следующем подумай задание**
- 384 **такое что нужно использовать все глаголы данные и все слова**
- 385 **данные на картинке** he helps a hat a shirt a t-shirt **думайте теперь**
- 386 **единственное это число или множественное shorts перед shorts**
- 387 **артикуль не должен быть** (6.0)
- 388 S : he was a stupid
- 389 T : **ты сделала две ошибки сразу сейчас**
- 390 S : да ((talking))
- 391 SS : да ((laughing))
- 392 T : shh **так какая ошибка была**^ Vlad
- 393 S : нуу во первых was не подходит
- 394 T : **да не то время а во вторых**^
- 395 S : ээээ
- 396 T : a stupid **да я рассказывала об этом в начале урока кто меня**
- 397 **слушал stupid это какая часть речи**^ **прилагательное или**
- 398 **существительное**^
- 399 SS : прилагательное

- 400 T : **а перед прилагательным разве можно ставить артикль**^
- 401 SS : нет
- 402 T : no **вот ошибки какие** so ok he wears a hat a t-shirt shorts sandals
- 403 sunglasses full stop thank you Pavel next sentence Sofia
- 404 S : lifeguard helps people on the beach
- 405 T : ok **теперь уже внимание еще про артикли скажу сначала у нас**
- 406 **спасатель вот этот был один из множества спасателей**
- 407 **неизвестный нам спасатель он у нас был a lifeguard но теперь мы**
- 408 **пишем вот об этом неизвестном он становится известным**
- 409 **поэтому мы используем артикль the the lifeguard helps people on**
- 410 **the beach on the beach (4.0) what does it mean**^
- 411 S : что это значит^
- 412 T : **так нельзя lifeguards (xx) ((comment to a particular student))**
- 413 SS : ((talking))
- 414 T : shh Seva what is your sentence^ (4.0) ok Zlata^
- 415 S : the lifeguard have a phone in his pocket
- 416 T : **так lifeguard заменим he he has the lifeguard has the lifeguard has a**
- 417 **phone in his pocket можно сказать (7.0) or the lifeguard has a phone on**
- 418 **his uniform на его одежде рабочей одежде the lifeguard has a phone**
- 419 **on his uniform so we have used the verbs мы использовали глаголы**
- 420 **work help wear но мы еще не использовали глагол swim protect**
- 421 **speak and watch so we have to compose four sentences еще четыре**
- 422 **предложения нужно составить с этими глаголами (2.0) so Pasha**
- 423 **what what do you suggest^ что ты предлагаешь**^
- 424 S : the lifeguard have a sunglasses ээээ wears sunglasses the sunglasses
- 425 protect his eyes
- 426 T : ok so **тогда нам нужно было бы вот сюда вставить это**
- 427 **предложение ((shows on the blackboard)) umm sunglasses protect his**
- 428 **eyes protect his eyes so (xxx) предложение должно быть вот здесь**
- 429 **тогда был бы более связный текст сейчас мы с вами пишем как**
- 430 **будто бы черновик дома вам нужно будет составить составить**
- 431 **чистовик но уже про другую профессию**
- 432 S : чистовик
- 433 SS : ((talking))
- 434 T : shh so ready^
- 435 S : это в рабочей тетради тогда^
- 436 T : **повторяйте тогда homework сейчас вы будете начинать**
- 437 **выполнять домашнее задание а я буду спрашивать домашнее**
- 438 **задание**
- 439 S : мисс Julia а можно меня сразу же спросить^
- 440 S : мисс Julia а как будет
- 441 T : you can start already **выполнять домашнее задание sunglasses protect**
- 442 **his eyes ok Sofia what is the next sentence^ что мы можем еще**
- 443 **написать**^
- 444 S : the lifeguard speaks on his phone
- 445 T : the lifeguard speaks on his phone yes brilliant a nice sentence and we
- 446 have to use speak and watch **два глагола осталось (1.0) у меня есть**
- 447 **предложение переведите на английский спасатель смотрит на**
- 448 **людей которые плавают в море**
- 449 SS : ((noise))

- 450 S : the pupils the pupils swim
 451 T : pupils^ **запомни Pasha pupils это ученики**
 452 S : people
 453 S : можно я исправлю^ Папу
 454 T : sunglasses protect his eyes
 455 S : я другую ошибку нашел
 456 T : Nikita is changing and you made a mistake too eyes e y e s write e ok **кто**
 457 **переведет предложение последнее что мы напишем^ спасатель**
 458 **смотрит на людей которые плавают Zlata**
 459 S : the lifeguard watch
 460 T : watches es
 461 S : at people
 462 T : watches people
 463 S : watches people
 464 T : **глагол watch мы не говорим I watch at TV I watch TV I watch TV**
 465 **тогда watch без предлога используется he watches people**
 466 S : эээ
 467 T : who **которые**
 468 S : who is swimming in the sea
 469 T : **то же время** who swim
 470 S : who swim in the sea
 471 T : can you write it please
 472 S : yes
 473 T : **записали^ ok**
 474 S : можете повторить предложение^\
 475 T : the lifeguard watches watch с **окончанием es watch и окончание es**
 476 watches people (4.0) watches people who swim in the sea who swim who
 477 **ребята пишется w h o w h o**
 478 S : я ничего не вижу
 479 T : yes uh-huh я диктую вам пишете что я диктую потом проверите
 480 **правильно написали или нет swim in the sea (4.0) in the sea thank**
 481 you uh-huh ok now your homework for Wednesday **домашнее задание**
 482 **к среде на завтра у вас домашнего задания нет на завтра вам и**
 483 **так задание сделать надо будет**
 484 S : как будет по-английски четверг^
 485 T : Thursday today is Thursday so shh be quiet I am explaining your
 486 homework **домашнее задание объясняю домашнее задание в**
 487 **рабочих тетрадях на двадцать девятой странице вам нужно**
 488 **написать рассказ о работе пожарного shh let me explain^ (xx)**
 489 **требование такое вам нужно здесь вписать подходящие по**
 490 **смыслу слова и в вашем рассказе нужно использовать**
 491 **настоящее время как вы это делали сейчас нужно использовать**
 492 **все глаголы данные здесь и все слова которые вы запишите на**
 493 **этих полосочках вот этот текст который мы писали сейчас с**
 494 **вами можете использовать как пример**
 495 S : а что такое маленькое там надето эээ на
 496 S : helmet
 497 S : jacket
 498 T : it's a coat or a jacket shh be quiet so now your homework **начните**
 499 **выполнять домашнее задание и я спрошу некоторых из вас**

500 S : сколько у нас времени еще есть^
 501 T : две минуты еще есть даже три shh начинаем выполнять
 502 домашнее задание сейчас тихо молча самостоятельно so the first
 503 will be Seva
 504 S : ((telling a poem))
 505 T : what day is today^
 506 S : эээ
 507 T : remember^ Monday Tuesday Wednesday Thursday Friday what day is
 508 today^ а сегодня какой день недели^
 509 S : today is Thur
 510 T : today is Thursday yes when is your birthday^
 511 S : в январе
 512 T : in English в каком месяце у тебя день рождения^
 513 S : January
 514 T : January next one will be Kostja shh успеете все желающие еще
 515 успеете so
 516 S : ((telling a poem))
 517 T : Maria's birthday is in May right thank you thank you well done Zlata
 518 next please
 519 S : ((telling a poem))
 520 T : shh так я сказала что вы делаете сейчас начинаете выполнять
 521 задание в рабочей тетради если кто-то не понял значит надо еще
 522 раз объяснить если кто-то не делает значит поставлю плохую
 523 оценку попросила молча самостоятельно выполнять домашнее
 524 задание и не мешать мне проверять домашнее задание на
 525 сегодня Zlata please
 526 S : ((telling a poem))
 527 T : it's Thursday today right you are next one please Pasha ok ok please
 528 S : ((telling a poem))
 529 T : let's all say hooray не совсем правильно what day is today
 530 S : какое число сегодня
 531 S : Wednesday
 532 T : no Wednesday was yesterday today is next next day
 533 S : Thursday
 534 T : Thursday ok our lesson is over have a nice day and good luck tomorrow

Teacher N. (3rd grade)

- 1 T : **Роза сними пожалуйста стулья за собой ээээ Jaroslava вот эти**
 2 **стульчики сними пожалуйста (23.0) good morning children**
- 3 SS : good morning teacher
- 4 T : sit down please (2.0) so what was your homework for today^ erm where
 5 are your students' book and workbook^ what was your homework^ erm
 6 **какое у вас было домашнее задание^ Adrian^**
- 7 S : переводить и читать текст
- 8 T : **а по-английски^**
- 9 S : um learn um learn and translate the text
- 10 T : **так еще раз**
- 11 S : read and translate the text
- 12 T : repeat please
- 13 S : read and um
- 14 T : translate
- 15 S : translate um
- 16 T : the text
- 17 S : the text
- 18 T : read and translate the text yes would you please open your students'
 19 books on page one hundred and fifty one hundred and fifty-one so this
 20 text and now tell me erm what difficulties erm you had **какие**
 21 **трудности были у вас при работе с текстом дома^** erm Zapalova
- 22 S : я опять забывала некоторые слова
- 23 T : **ээ что^**
- 24 S : я опять забывала некоторые слова
- 25 T : **так слова Jaroslava^**
- 26 S : у меня были трудности потому что я не была в четверг и не учила
 27 эти слова поэтому я (х)
- 28 T : **так слова Egor (2.0) были трудности нет^**
- 29 S : нет
- 30 T : **не было трудностей** erm did you like the text^ **понравился текст^**
- 31 SS : yes
- 32 T : yes and now let's erm (1.0) repeat the words in yellow **слова которые**
 33 **даны желтым** will you pronounce them^ who would like to start^ Roza
 34 read the words in yellow which are given in yellow
- 35 S : instruments strike shake drums tambourine xylophone
- 36 T : xylophone ((pronounces correctly))
- 37 S : xylophone triangle cymbals
- 38 T : cymbals good erm what words erm (3.0) are very difficult for you to
 39 pronounce^ **трудные слова для произношения выберите из текста**
 40 **какие это и попробуйте их произнести если не правильно я**
 41 **исправлю тогда Margarita**
- 42 S : у меня не было таких слов
- 43 T : uh-huh now words Egor^
- 44 S : не было
- 45 T : **все понятно все прекрасно чтение будет без ошибок Petja^**
- 46 S : по
- 47 T : no erm now find some phrases in the text then erm **ударные**
 48 **инструменты Eva**

- 49 S : percussion instruments
- 50 T : good **называются просто фраза называются как это будет из**
- 51 **текста^ (xx) Milana (3.0) называются Eva^**
- 52 S : (x)
- 53 T : **нет как^ а мы с вами вчера записали и на доске записали слова**
- 54 **у вас открыты перед вами лежат ну ка найдите называются**
- 55 **Jaroslava^**
- 56 S : is called
- 57 T : called is called yes erm (2.0) **ударяем руками вот именно вот эта**
- 58 **фраза мне руками ударяем чем руками Jaroslava**
- 59 S : (xx)
- 60 T : **только начала говорить**
- 61 S : strike with our hands
- 62 T : with our hands good erm **ударяем деревянными палочками это**
- 63 **будет как^ руками with our hands а ударяем палочками^ Roza**
- 64 S : with drumsticks
- 65 T : drumsticks with drumsticks **и еще одно слово**
- 66 S : mallets
- 67 T : mallets yes with mallets yes and now I want you to listen to the text one
- 68 more time **еще раз слушаем текст читаем вместе с диктором я не**
- 69 **буду останавливать чтобы вы произносили проверьте свое**
- 70 **произношение затем проверяем текст уже окончательно**
- 71 S : ((students are listening to the text and reading aloud with the recording))
- 72 T : now let's read the text Evelin start please
- 73 S : per percu percussion
- 74 T : percussion ((pronounces correctly))
- 75 S : percussion instruments percussion instruments are a family of musical
- 76 instruments we strike
- 77 T : strike
- 78 S : strike or shake them
- 79 T : them ((pronounces correctly))
- 80 S : percussion instruments are big and small these
- 81 T : these ((pronounces correctly))
- 82 S : these instruments add special sound to music
- 83 T : translate please
- 84 S : ударные инструменты ударные инструменты это семья музыкальных
- 85 инструментов ммм они
- 86 T : **we так руки чтобы помочь**
- 87 S : мы ударяем по ним и трясем
- 88 T : good
- 89 S : ударные инструменты большие и маленькие ммм
- 90 T : **these это что^ Eva**
- 91 S : эти
- 92 T : **эти так**
- 93 S : эти инструменты мmmm
- 94 T : Adrian
- 95 S : создают
- 100 T : **добавляют**
- 101 S : добавляют музыку
- 102 T : **что^ special sounds**

- 103 S : ударные инструменты мм особые звуки
104 T : **особые звуки к музыке да**^ мм Eva
105 S : ((reads and translates the text)) похлопай в свои мм руки
106 T : **ладоши**
107 S : ладоши ммм
108 T : **в этом**
109 S : в этом ритме один два три четыре у тебя получилось
110 T : **нет (2.0) can you stamp your feet Milana**^
111 S : мм ноги
112 T : **можешь ты**^
113 S : ааа можешь ты
114 T : **так достаточно Eva что такое stamp**^ **потопать чем**^ Rita **чем**^
115 S : ногами
116 T : **ногами**
117 S : ты можешь потопать ногами чтобы
118 T : **нет в этом**
119 S : в этом ритме один два три четыре
120 T : drums Egor
121 S : ((reads the text))
122 T : stop this big drum is called
123 S : is called a bass drum
124 T : a bass drum ((pronounces correctly))
125 S : a bass drum the boy is striking ((reads the text))
126 T : translate
127 S : ((translates the text)) мы бьем по ним руками или палочками
128 T : **или mallets**^
129 S : молоточками
130 T : **так**
131 S : они
132 T : **нет это**
133 S : это
134 T : **то есть то что мы бьем это что делает**^ keeps the beat
135 S : (xx)
136 T : **далее поддерживает да (3.0) Jaroslava**
137 S : большие барабаны
138 T : **нет это единственное число этот большой барабан**
139 S : этот большой барабан называется
140 T : **ну да тут получается большой большой но по-английски это два**
141 **разных слова this big drum is called a bass drum еще его называют**
142 **турецкий барабан разные у него названия есть но по-английски**
143 **будет a bass drum далее мальчик**
144 S : мальчик бьет по большому белому барабану
145 T : **хорошо the tambourine Milana**
146 S : a tambourine is like a small drum we strike it with
147 T : with
148 S : with our hands we can shake it too
149 T : translate
150 S : мmmm
151 T : **тамбурин**
152 S : а тамбурин мм (2.0) любит (2.0) маленький

- 153 T : **так стоп стоп стоп что здесь означает слово like^ (x)**
- 154 S : хороший
- 155 T : **нет**
- 156 S : как
- 157 T : **как то есть вот этот тамбурин или бубен как маленький**
- 158 S : как маленький барабан ммм мы бьем
- 159 T : **it по нему**
- 160 S : эмм по нему
- 161 T : **это по-английски будет with а мы по-русски говорим чем чем**
- 162 S : руками они
- 163 T : **мы**
- 164 S : а мы трясем их тоже
- 165 T : **а что такое cap^ Roza**
- 166 S : мы можем потрясти им тоже
- 167 T : **можем потрясти им тоже Roza**
- 168 S : the ммм
- 169 T : the xylophone
- 170 S : the xylophone a xylophone has wooden bars the girl is striking
- 171 T : striking ((pronounces correctly))
- 172 S : striking the xylophone with mallets ксилофон мм
- 173 T : has
- 174 S : имеет ммм
- 175 T : **Petja одно слово**
- 176 S : деревянные
- 177 T : **так деревянные**
- 178 S : деревянные
- 179 SS : клавиши клавиши ((students help))
- 180 T : **у тебя есть слова^ я же я же не запретила пользоваться Adrian**
- 181 S : клавиши
- 182 T : **клавиши или брусочки такие**
- 183 S : девочка повторяет
- 184 T : **нет не повторяет Vika^ Petja^ Eva^**
- 185 S : бьет
- 186 T : **бьет**
- 187 S : по ксилофону молоточком
- 188 T : triangle Eva
- 189 S : ((reads the text)) что ты думаешь
- 190 T : **почему**
- 191 S : почему ты думаешь что
- 192 T : **нет почему ты думаешь этот инструмент**
- 193 S : почему ты думаешь этот инструмент называется треугольник это
- 194 форма треугольника
- 195 T : **что такое its здесь^**
- 196 S : его^
- 197 T : **его**
- 198 S : его форма это треугольник
- 199 T : good erm cymbals (2.0) Jaroslava
- 200 S : ((reads the text)) many kinds
- 201 T : kinds ((pronounces correctly))
- 202 S : ((reads the text)) some are big and some are small

203 T : small ((pronounces correctly))
 204 S : small they sound different this boy is playing big cymbals мы играем
 205 T : when (2.0) **что такое** when^ Petja when Adrian^ **когда когда мы**
 206 S : когда мы играем на тарелках
 207 T : **да**
 208 S : играем на тарелках мы бьем тарелки вместе эмм здесь
 209 T : **нет** there are **переводится каким словом^** **вчера говорила каким^**
 210 **каким словом переводится** there are^ **одним словом** Rita
 211 S : есть
 212 T : **есть**
 213 S : есть много
 214 T : kinds Petja^
 215 S : видов
 216 T : **видов**
 217 S : эмм тарелок
 218 T : **так**
 219 S : иногда
 220 T : **нет некоторые**
 221 S : некоторые большие а некоторые маленькие
 222 T : **они**
 223 S : они
 224 T : sound
 225 S : иногда
 226 T : **они** Egor^ sound **они** (2.0) **звучат**
 227 S : они звучат по-разному
 228 T : **так**
 229 S : мальчик играет на больших тарелках
 230 T : **на больших тарелках ээ или еще наверное цимбалы так тоже**
 231 **можно сказать так и последняя часть** Egor
 232 S : ((reads the text)) is your favourite
 233 T : favourite ((pronounces correctly))
 234 S : listen
 235 T : **что такое** listen^ **я просила вас ребята какие слова вы не знаете**
 236 **записать** Kirill
 237 S : слушай
 238 T : **послушай они**
 239 S : они играют на ударных инструментах
 240 T : again
 241 S : снова
 242 T : **снова**
 243 S : какой твой любимый инструмент^
 244 T : yes and now answer these questions which instrument is your favourite^
 245 Egor
 246 S : drum
 247 T : drum which instrument is your favourite^
 248 S : triangle
 249 T : the triangle yes which instrument is your favourite^ Petja
 250 S : мммм
 251 T : **сядь ровно пожалуйста**
 252 S : как сказать все^

- 253 T : all I like all instruments all instruments and now page a hundred and
 254 fifty-two what do you like about the text^ at first read these words
 255 number one keeping the beat and so on will you read these words^
 256 keeping the beat
- 257 SS : keeping the beat drums tambourine cymbals
- 258 T : and what do you like about the text^ check you like you don't like or you
 259 are neutral at first what do you like Milana^
- 260 S : keeping the beat
- 261 T : keeping the beat yes^ **все**^ Roza^
- 262 S : I like tambourine
- 263 T : tambourine Rita^
- 264 S : keeping the beat I like
- 265 T : yes good but I like keeping the beat yes erm Jaroslava
- 266 S : keeping the beat drums tambourine cymbals
- 267 T : and cymbals all the parts of the text Evelin^
- 268 S : ммм
- 269 T : **ну что там было**^ **говори что тебе понравилось**^ what do you like
 270 about the text^
- 271 S : tambourine
- 272 T : tambourine and answer the question what is your favourite part it is
 273 exercise A for example keeping the beat it's fun choose one part which is
 274 your favourite and explain **объяснить нужно почему вам**
 275 **понравилась та или иная часть** what is your favourite part Milana^
 276 (3.0) Eva^
- 277 S : my favourite part keeping the beat
- 278 T : is keeping the beat
- 279 S : is keeping the beat
- 280 T : why^
- 281 S : эмммм (4.0) не могу на английском сказать
- 282 T : **на русском**^
- 283 S : эмм потому что в этой части рассказывалось о всех инструментах
- 284 T : because erm it is told about all the instruments here **сказано обо всех**
 285 **инструментах да**^ erm Milana
- 286 S : I like keeping the beat ммм
- 287 T : **здесь есть подсказка** it's fun for example it's interesting
- 288 S : it's interesting and ммм поддерживается бит
- 289 T : so you like to keep the beat you like Roza
- 290 S : xylophone it is interesting
- 291 T : good now look back at the text and I want you to draw such scheme in
 292 your erm exercise book write down the date **и мы по упражнению В**
 293 **выполняем вот такую схему вчера мы говорили еще о чем**^
 294 **первые два слова первые две строчки были с какими словами**^
 295 **вернитесь к вот этим словам какие были первые две строчки**^
 296 Roza^
- 297 S : write the main idea and the details
- 298 T : what in Russian for main idea^ main idea
- 299 S : главная идея
- 300 T : **главная идея** details^
- 301 S : детали
- 302 T : **детали так сейчас это всем понятно**^ **вчера было не очень**

- 303 **понятно что такое главная идея и что такое детали что такое**
304 **главная идея**^ Vika^ Roza^
- 305 S : главная идея это о чем говорится в тексте
- 306 T : **в общем да а детали**^ Rita^
- 307 S : это ммм то что относится к главной идее
- 308 T : **то что относится к главной идее так хорошо еще уточним так**
309 **число тему можно записать и вот такую схему (4.0) так**
310 **серединку сделайте так побольше чтобы записать предложение**
311 **(4.0) так и Rita тоже это делает да**^
- 312 S : что^
- 313 T : **а то что я сейчас сказала два раза (11.0) percussion instruments and**
314 we are going to speak about the text and your workbooks making music
315 here I want you to write the main idea from the text **главную идею из**
316 **текста сюда мы запишем (2.0) пока вы дорисовываете думайте**
317 **что же это за главная идея what is the main idea of this text Adrian**^
- 318 S : percussion instruments
- 319 T : uh-huh percussion instruments **так близко но надо закончить**
320 **предложением из текста ребята вернитесь в текст и посмотрите**
321 **какое хорошее предложение как бы нам обобщает Jaroslava**
- 322 S : percussion instruments are the family of musical instruments
- 323 T : **абсолютно верно вот это первое предложение сюда и записываем**
324 **так я не буду сюда писать у вас это предложение самое первое в**
325 **тексте перед глазами percussion instruments are the family of musical**
326 instruments (3.0) **откуда Petja пишем ты понял**^ **главная идея**
327 (10.0) **where is the main idea (xxx) в самом начале текста percussion**
328 percussion instruments are the family of musical instruments (21.0) **вот**
329 **оно вот это первое предложение оно и будет главной идеей**
330 ((speaking to a particular student)) **вот percussion instruments потому**
331 **что есть и другие семейства музыкальных инструментов есть**
332 **например string instruments это когда используются струны**
333 **например а здесь вот используется удар percussion удар ударение**
334 **(2.0) так прокомментируйте кто написал что ты Adrian написал**^
- 335 S : percussion percussion
- 336 T : percussion ((pronounces correctly))
- 337 S : percussion instruments are the family of musical instruments
- 338 T : **еще раз percussion instruments**
- 339 S : percussion instruments are the family of musical instruments
- 340 T : musical
- 341 S : musical
- 342 T : **good а теперь сюда мы должны написать детали этого текста**
- 343 S : what were the details of this text^ Eva^
- 344 T : instruments
- 345 S : **так подожди здесь есть подсказка drum (2.0) is a detail what are the**
346 other words^ **другие слова Eva**
- 347 S : shake strike
- 348 T : shake strike **нет**
- 349 S : tambourine
- 350 T : shake strike **это музыкальные ударные инструменты**^ **это же**
351 **детали того как мы производим звук Jaroslava**
- 352 S : cymbals

- 353 T : cymbals (3.0) cymbals Adrian
354 S : tiangle
355 T : **как**[^]
356 S : triangle
357 T : triangle ((writes on the board)) triangle and Kiril[^] Evelin[^]
358 S : xylophone
359 T : xylophone yes xylophone ((writes on the board)) xylophone **читается**
360 and
361 S : tambourine
362 T : tambourine ((writes on the board)) and tambourine (8.0) so now I want
363 you to look at the musical instruments and name them **назвать нужно**
364 **инструменты которые вы увидите**
365 S : я уже все вижу
366 T : **молодец только назвать по-английски (8.0) вы называете этот**
367 **инструмент и называете его детали почему вы его выделили да**
368 **потому что есть детали вот этого текста рассказывается об**
369 **одном инструменте о другом но есть детали и у каждого**
370 **музыкального инструмента so what is number one[^] in English what**
371 **is number one[^] (x)**
372 S : cymbals
373 T : cymbals what are the details[^] of this instrument[^] (3.0) is it a triangle[^] это
374 **треугольник[^] is it это деталь[^] а какая деталь[^] почему ты**
375 **называешь это тарелками[^] cymbals**
376 S : потому что они большие
377 T : **так пожалуйста они большие**
378 S : большие и плоские
379 T : they are big and flat and look like a plate **они выглядят как тарелка**
380 **вот такая обычная тарелка называется a plate а здесь**
381 **вот такой вот музыкальный инструмент yes they are cymbals**
382 **number two erm Jaroslava как сказать это барабан[^] (2.0) it is**
383 S : it is
384 T : or this is a drum what kind of drum shh **какой тип[^] их множество**
385 **what kind of drum a base**
386 S : a base drum
387 T : why do you think that it is a base drum[^] **почему ты думаешь что это**
388 **тот барабан который мы называем a base drum[^]**
389 S : потому что он большой[^]
390 T : it is
391 S : it is big
392 T : it is big yes number three Petja
393 S : tambourine
394 T : why do you think that it is a tambourine[^] **почему[^] what are the details of**
395 **the tambourine а детали какие[^] (2.0) Roza**
396 S : (xx)
397 T : **нет из текста**
398 S : ммм
399 T : we can strike **так по тексту нашли определение в тексте Eva**
400 S : we can shake it
401 T : we can shake it and
402 S : strike

- 403 T : strike with
 404 S : with hands
 405 T : **смотрите в текст там хорошее (x)**
 406 S : it is like a small drum
 407 T : it is like a small drum yes it is small we can shake it we can shake it and
 408 strike it with our hands number four Jaroslava
 409 S : triangle
 410 T : a triangle yes what is a detail of this instrument
 411 S : it's shape is a triangle
 412 T : good it's shape is a triangle and the last one Eva
 413 S : xylophone
 414 T : a xylophone yes a xylophone why do you think so^ what is the detail of
 415 it^
 416 S : mallets
 417 T : these are mallets and these are what^
 418 S : bars
 419 T : bars these are bars wooden bars **вот это и есть как раз вот эти**
 420 **брусочки так сейчас вы услышите эти музыкальные**
 421 **инструменты проигрывание просто звуки и теперь опять вы**
 422 **должны услышать детали этих звуков так смотрим на текст**
 423 **текст перед вами да что можно взять оттуда вы берете для**
 424 **объяснения** what instrument is it^
 425 S : xylophone
 426 T : the xylophone why do you think so^
 427 S : (xx)
 428 T : **не слышу почему ты решил что это ксилофон^** why do you think
 429 S : потому что я слышу и вижу
 430 T : **а если просто слышишь то слышишь что^**
 431 S : (xx)
 432 T : how do we play this instrument^
 433 S : with mallets
 434 T : yes you can hear mallets which strike then the next
 435 S : drum
 436 T : a drum why do you think so^ **ну как сказать мы слышим удары^** we
 437 can hear
 438 S : ммм strike
 439 T : yes how drumsticks strike
 440 S : mallets
 441 T : or mallets Evelin^
 442 S : tambourine
 443 T : why do you think so^
 444 S : ммм
 445 T : **что мы можем слышать^** we can hear
 446 S : shake and strike
 447 T : we can shake it yes^
 448 S : yes
 449 T : we can hear how somebody shakes it or is shaking it the next Petja **ну**
 450 **назови инструмент хотя бы детали какие тут детали** Eva
 451 S : cymbals ммм
 452 T : cymbals ((pronounces correctly)) how do we play it^

453 S : we strike
454 T : the cymbals **а как там вместе** we strike the cymbals
455 S : together
456 T : together we strike the cymbals together and one more what is it^
457 S : triangle
458 T : yes why do you think so^ we can see what we can hear what^
459 S : percussion
460 T : percussion good we strike it also we strike it yes it was a triangle then
461 open your workbooks on page a hundred and thirty page a hundred and
462 thirty making music (3.0) a hundred and thirty **это какая страница^**
463 S : сто
464 T : a thirty^ **тридцать** thirty **это тридцать** one hundred and thirty making
465 music **так слово** making music **у вас записано да в переводе это**
466 **музицирование то есть** to make music **музицировать производить**
467 **музыку играть музыку** making music **музицирование** эээ (2.0) the
468 first activity A read the text quickly what is the main idea^ complete the
469 sentences the sentence **сейчас очень быстро мы читаем в течение**
470 **буквально одной минуты просматриваете молча чтобы только**
471 **найти главную идею** find the main idea (3.0) you are ready yes^ good
472 Rita are you ready^
473 S : (xx)
474 T : Eva^
475 S : percussion instruments
476 T : percussion instruments yes again about percussion instruments but the
477 task is complete the sentence **заполни предложение тут почти все**
478 **есть вам надо буквально одно слово добавить**
479 S : how people making music
480 T : how people **просто** make music **так** Hanna **твой ответ какой^ тоже**
481 **music^ да вот сюда вписываем** how people make music это exercise
482 A page a hundred and thirty-one **так вы более подробно текст**
483 **читаете дома но сейчас я просто проверяю насколько быстро вы**
484 **можете найти информацию в тексте просмотрев его глазами эээ**
485 **найдите ответы вот на эти вопросы в упражнении A на сто**
486 **тридцать первой** exercise A match the people to the instruments
487 Matthew c Lauren
488 S : я обвел b
489 T : **тихо тихо тихо** Roza^
490 S : b
491 T : and name an instrument **назови инструмент**
492 S : xylophone
493 S : xylophone Lauren b erm Louise Milana^
494 S : Louise e triangle
495 T : tambourine
496 S : ой tambourine
497 T : tambourine yes Louise tambourine Ben^
498 S : Ben cymbals
499 T : cymbals **и буква^**
500 S : d
501 T : and Harrison^ Eva
502 S : Harrison is playing triangle

503 T : triangle good так и вписать эти слова нужно в предложения
504 которые ниже так какие предложения у вас получаются^
505 начинаем с образца читать Matthew is
506 S : Matthew is playing the drums
507 S : Lauren^
508 T : Lauren is playing the xylophone
509 S : Louise
510 T : Louise ((pronounces correctly))
511 S : Louise is playing the tambourine Ben is plying the cymbals Harrison is
512 playing the triangle
513 T : записали да^ у меня вопрос к вам сейчас такой когда это дети
514 играют вот сейчас текст об этом когда они играют^ они играют
515 вообще или сейчас^
516 S : сейчас
517 T : сейчас так это нам нужно будет для следующего урока будем
518 брать грамматику и сейчас упражнение В read again complete the
519 sentences with the words below number two who has completed this
520 sentence^ кто заполнил это предложение^ Adrian только глупости
521 не говори когда я тебя спрашиваю иначе спрашивать тебя я не
522 буду
523 S : the xylophone makes a nice sound
524 T : Jaroslava
525 S : the tambourine is wooden
526 T : wooden ((pronounces correctly)) так вы до конца пожалуйста
527 доделываете упражнение В и дома очень хорошо читаете этот
528 текст проверить все слова знаете ли вы да now you may be free
529 goodbye

Teacher T. (3rd grade)

- 1 T : all right please stand up please stand up (3.0) Arseni Katja Katja Kostja
 2 please stand up Vova and Kirill please stand up Nikita (2.0) Arseni (3.0)
 3 Arseni **мне опять секундомер включить**^ (2.0) угу (3.0) so good
 4 morning everyone
- 5 SS : good morning teacher
- 6 T : now **в понедельник у вас был урок с другим преподавателем да**
 7 **но я знаю что вы сделали** so today I ask you to bring your projects to
 8 me yeah so I am going to show you **поднимите руки поднимите руки**
 9 **кто в понедельник показал свой проект учителю** ((no one is
 10 raising their hands)) **то есть вы просто сделали и все**^
- 11 S : даа мы не успели
- 12 T : ok it means that we can present erm the projects today and then we are
 13 going to talk about music yes I see Kirill lot of lot of different things you
 14 have here very nice so I will explain how to present **да так у нас все**
 15 **готово все есть осталось только правильно это подать нам да**
 16 **чтобы вас выслушали все** (18.0) ((opening the presentation)) so have
 17 a careful look at the screen when you come
- 18 S : мне черный фломастер нужен
- 19 T : **прямо сейчас**^
- 20 S : да
- 21 T : ok who can give it to you^ who can give it to you^
- 22 S : дать тебе^ ((asks the student))
- 23 S : да
- 24 T : yes please be so kind so when you come to the front Arseni listen when
 25 you come to the front with your map yes with your project for example
 26 you are showing the map and you start telling me where you live first of
 27 all for example I live in a town I live in a countryside so you tell me first
 28 about where you live **да сначала все скажут где живут** then is your
 29 neighbourhood big or small^ if it is big it means that there are many
 30 different things **да если в вашей округе много каких-то объектов** it
 31 is big aah then you start telling me what there is **что имеется да**
 32 **допустим** there is a supermarket a garden an apartament a house a
 33 school a see yeah **далее вы рассказываете что вам нравится в**
 34 **вашей округе допустим может у кого-то там любимый магазин**
 35 **находится или еще что-то вы говорите** I like for example I like the
 36 garden because because there are flowers **или** I like the supermarket
 37 because it's fun or it's very big and then you thank your peers for
 38 listening **и обязательно потом нужно сказать спасибо за внимание**
 39 thank you for listening right who would like to be the first one today^
 40 Arseni^
- 41 S : начинать^
- 42 T : show as show as your map aha so this is your neighborhood ok so please
 43 start start telling
- 44 S : I live in a town my neighborhood is big there are restaurant field
- 45 T : **если ты начинаешь перечислять по одному** a restaurant a field
 46 **тогда** there is
- 47 S : эээ
- 48 T : there is

- 49 S : there is a restaurant field hmm market
50 T : yes
51 S : bus stop ho ho
52 T : hotel^ yes^
53 S : hotel иии заправка
54 T : petrol station
55 S : and petrol ((wrong pronunciation)) station
56 T : petrol petrol
57 S : and petrol station
58 T : what do you like in your neighborhood^
59 S : I like foot field and hmm and and
60 T : **ты имеешь в виду футбольное поле^**
61 T : да
62 T : **тогда**
63 S : football field^
64 T : football pitch
65 S : pitch I like football pitch hmm
66 T : because
67 S : because it's big
68 T : aha
69 S : I like ббб I like the market because it's big
70 T : it's big too yeah
71 S : yes
72 T : what do Arseni what do you buy in the market^
73 S : I buy in the market ну все что можно
74 T : for example for example
75 S : for example
76 T : **например например что ты там покупаешь^** I buy
77 S : eggs
78 T : aha
79 S : (x) сосиски
80 T : sausages
81 S : sausages молоко milk
82 T : yeah thank you Arseni don't forget one more sentence yes the last
83 sentence
84 S : thank you for listening
85 T : yes thank you so much Arseni well done who is going to be the next one^
86 Nikita and then Sofja will be aha (4.0) so show as the map wow that's a
87 big one lot's of things how do you (xx) like this^ yeah ok please start
88 speaking
89 S : I live in a town ((wrong pronunciation))
90 T : town
91 S : town my neighbourhood is small
92 T : aha and you you are sad^ that your neighbourhood is small
93 S : ((laughing)) да yes что у меня там рядом с домом^
94 T : yes
95 S : supermarket field
100 T : a field aha
101 S : a field
102 T : **поле в смысле эммм**

- 103 S : кукурузное или футбольное
104 T : **обычное поле или футбольное поле**^
105 S : обычное
106 T : **обычное** a field
107 S : (xx) and ручей будет ммм^
108 T : a river
109 S : river river
110 T : a river yeah
111 S : I like
112 T : **что тебе нравится в этой округе**^ **где ты чаще всего гуляешь**^
113 S : I like street
114 T : the street why^
115 S : and city
116 T : city^ where^ what city^ what city do you like^
117 S : почему тебе нравится город^
118 T : **скажи еще там большой город находится**
119 S : я гуляю
120 T : I walk
121 S : I walk
122 T : aha and the last sentence
123 S : нуу читай thank you
124 T : thank you
125 S : thank you for listening
126 T : for listening five with a little minus Sonja and (4.0) ok this is your
127 neighborhood ok so you live
128 S : in the city
129 T : in the city center in the city center
130 S : my neighborhood is big
131 T : right
132 S : there are hmm my school park hmm hmm market
133 T : the market
134 S : the market bus stop bakery hotel movie theatre and street on the sea
135 T : next to the sea yeah next to the see so what do you like in your
136 neighborhood^
137 S : I like hmm movie theatre bakery and my school
138 T : what is the name of this bakery
139 S : hmm
140 T : what is the name
141 S : как называется
142 T : do you know^ do you know what what is the name of this bakery^
143 **название как она называется**^ **знаешь**^ you don't know ok and
144 S : thank you for listening
145 T : thank you so much aha now Viktoria
146 S : my neighborhood is big
147 T : stop for a second (x) and Arseni
148 S : there is a supermarket sea bakery как будет певческое поле^
149 T : Tallinn song Tallinn song festival ground **достаточно** ground **да** Tallinn
150 ground
151 S : I like sea because hmm как сказать красиво^
152 T : it's pretty because it's pretty

153 S : because it's pretty ((wrong pronunciation))
 154 T : pretty yeah do you go swimming in the sea^
 155 S : no
 156 T : you don't^
 157 S : no
 158 T : why not^ why not^ **почему нет^** why not^
 159 S : ммм потому что
 160 T : because the water is cold^
 161 S : ну там the water is грязная
 162 T : dirty and cold^ so say it **повтори тогда** I don't I don't swim because
 163 S : I don't swim because it's cold and
 164 T : dirty
 165 S : dirty yes
 166 T : and
 167 S : thank you for listening
 168 T : thank you so much very well done Kristina
 169 S : ок я иду
 170 T : then Vova will come aha so show as your neighbourhood aha
 171 S : I live in a town ((wrong pronunciation))
 172 T : town town
 173 S : my neighbourhood is big there is there is erm a supermarket and park
 174 T : aha and a park aha what do you like about your neighbourhood^
 175 S : I like park
 176 T : the park why^
 177 S : (xx)
 178 T : what do you do in the park^
 179 S : ммм
 180 T : what do you do^ do you play^ do you run^ do you
 181 S : гуляю
 182 T : walk
 183 S : walk
 184 T : walk
 185 S : thank you for listening
 186 T : thank you Arseni **записал^ исправил слово** pitch^
 187 S : нет
 188 T : **а кому я дала это слово^**
 189 S : I live in a town my neighbourhood is big there is a park supermarket erm
 190 bus stop
 191 T : aha
 192 S : I like park and supermarket
 193 T : the supermarket and a park why^ why do you like the supermarket^ (4.0)
 194 what do you buy in the supermarket^ what do you buy^
 195 S : все
 196 T : for example **к примеру** I buy what what do you buy there^
 197 S : (x) butter and erm
 198 T : candies^
 199 S : candies
 200 T : candies yeah aha that's it^ and thank
 201 S : thank you for listening
 202 T : aha thank you Vova (2.0) (x) you are going to be the next one^ after

203 Vova so
 204 S : I live in a town
 205 T : aha
 206 S : my neighbourhood is small
 207 T : yes shh Rita **сейчас кто-то еще получит минус**
 208 S : there are
 209 T : **ты перечисляешь что у тебя есть вокруг вокруг дома** there is
 210 **смотрим на карту и называем вот я вижу у тебя** there is a
 211 supermarket
 212 S : there is
 213 T : a supermarket
 214 S : a supermarket sea beach
 215 T : a beach
 216 S : sea a park
 217 T : and what do you like about your neighborhood^
 218 S : I like the park the sea beach
 219 T : aha do you go swimming in the sea^
 220 S : ммм
 221 T : do you swim in the sea^ do you swim^
 222 S : ты плаваешь в море
 223 T : yes or no^ do you swim^
 224 S : yes
 225 T : yes I do
 226 S : yes I do
 227 T : what do you do in the park^ what do you do in the park^
 228 S : а можно вопрос^ а как будет мост^
 229 T : bridge so Vova **давай скажем я катаюсь в парке на велосипеде**
 230 S : I ride
 231 T : a bike
 232 S : a bike
 233 T : where^ где^ where^
 234 S : a park
 235 T : **я катаюсь на велосипеде в парке когда мы учили предлоги** in the
 236 park
 237 S : in the park
 238 T : in the park thank you thank you for
 239 S : thank you for
 240 T : listening
 241 S : listening
 242 T : Vova can I have a look at your map please **посмотрим на текст** aha
 243 dangerous quiet interesting **потом перепроверишь в учебнике как**
 244 **пишется interesting и dangerous** aha a drugstore **не сказали** bakery b
 245 **пишется в другую сторону** so Katja (1.0) and after Katja we will listen
 246 to Anja Kirill were you present on Monday^ **был в понедельник^**
 247 **значит должен быть с собой проект есть проект^**
 248 S : да у него с собой есть
 249 T : so ok look at look at the colourful map 3e^ 3e^ please pay attention to
 250 your peer's drawing so let us talk about your neighborhood
 251 S : I live in a town my neighbourhood is big there is a playground there is a
 252 bridge

- 253 T : aha
- 254 S : aaaa
- 255 T : a playground and a beach yes^
- 256 S : my neighbourhood is very quiet ((wrong pronunciation))
- 257 T : quiet
- 258 S : my neighbours is very noisy I like my neighbourhood because there is fun
- 259 T : it's fun
- 260 S : thank you for listening
- 261 T : very good five plus Katja five plus Anja ((one of the students has dropped her pencilcase)) пока Anja готовится ты спокойно все соберешь so
- 262 there are different supermarkets yeah different shops ok and where is
- 263 your house^ where where is your house^ aha
- 264
- 265 S : I live a town
- 266 T : in a town
- 267 S : my neighbourhood is small there is mini rimi consum jaa ((says in Estonian))
- 268
- 269 T : and
- 270 S : and playground
- 271 T : aha
- 272 S : I like (x) ballet ((wrong pronunciation))
- 273 T : aha (x) ballet^
- 274 S : (x) ballet ((wrong pronunciation))
- 275 T : ballet ballet why^
- 276 S : ммм
- 277 T : because
- 278 S : because
- 279 T : because I like performing
- 280 S : I like
- 281 T : performing performing выступать
- 282 S : I like performing
- 283 T : aha I like performing so erm what do you usually perform^ do you
- 284 dance^ like what kind of dances do you do^
- 285 S : ммм
- 286 T : what kind what kind of performances do you do^ do you do it alone or
- 287 with your friends^
- 288 S : with friends
- 289 T : with your friends how many how many friend do you have together with
- 290 you in a ballet^
- 291 S : ммм
- 292 T : how many friends^
- 293 S : ммм ten
- 294 T : ten friends what do you dance^ какой какой у вас танец^ или как он
- 295 называется^
- 296 S : (xx)
- 297 T : so thank you for Anja tell it tell it tell it to us thank you
- 298 S : thank you for listening
- 299 T : for listening Anja good job Kirill Kirill your turn Kostja ты был на
- 300 уроке^
- 301 S : нет не был
- 302 T : не был да но у нас скоро будет работа связанная с neighbourhood

303 hotels apartaments **ТЫ МНЕ ТАМ ПОКАЖЕШЬ СВОИ ЗНАНИЯ**

304 S : I live in a town my neighbourhood is big

305 T : yes I think it's very big yeah look how many objects you have

306 S : there is a park (xx) park

307 T : a park another park

308 S : another park and there is a parking lot

309 T : parking lot yes or parking place what do you like about your
310 neighborhood^

311 S : I like erm my neighborhood because I have two parks

312 T : two parks what do you do in the parks^

313 S : I ride a bicycle (xx) and walk with my friends

314 T : are there any animals in the park^ are there any animals there^

315 S : no

316 T : no even even sq no there are no squirrels^ **даже даже белочек нету да**^
317 are there any birds^

318 S : ПТИЦЫ ЕСТЬ

319 T : pigeons maybe yeah **голуби может быть да** pigeons so and tell us the
320 last words thank you

321 S : thank you for listening

322 T : thank you so much to you five plus yes and I think that its it aha (2.0)
323 today we are having a new topic we are going to talk about music what
324 music do you like^ Kostja what music do you like^

325 S : какую музыку ты любишь^

326 T : yes what music do you like^

327 S : ммм

328 T : Nikita what music do you like^

329 S : I like Eminem

330 T : Eminem^ who is Eminem^

331 S : нуу это певец

332 T : rapper **он рэпер да** rapper he is a rapper aha what else do you like^
333 Sofja^

334 S : I like pop music

335 T : pop music English pop music^ Russian pop music^

336 S : и то и то

337 T : both

338 S : я больше люблю английские песни

339 T : tell it

340 S : I like English music

341 T : aha the second question is yes Arseni

342 S : I like (x) music

343 T : which one do you like^

344 S : hispanian music

345 T : Spanish Spanish music what do you

346 S : Enrique Iglesias

347 T : why not Enrique Iglesias is very popular what instruments do you play^
348 are there any instruments that you play^

349 S : а как будет флейта^

350 T : flute

351 S : flute

352 T : you play flute^

353 S : yeah
 354 T : do you play any instruments^ what instruments do you play^
 355 S : flute
 356 T : flute as well
 357 S : тут все играют на флейте
 358 T : everyone everyone plays flute^
 359 SS : yees
 360 T : does everybody does anybody play the piano^ the piano^
 361 SS : yes yes
 362 T : so how many instruments do you play then^ the piano the flute what else^
 363 Kirill
 364 S : guitar я на гитаре играю
 365 T : really^ that's good you can actually make an orchestra right **вы теперь все можете сделать оркестр классный да^**
 366 S : да я даже могу на рок гитаре
 368 T : aha yes we are going to make a composition we are going to study other instruments that we have well well yes we are going to listen to them how they sound **так будем знакомиться не только с тем как они называются еще будем слушать будем учиться их распознавать но перед этим мы посмотрим с вами небольшое видео как обычно** and we are going to answer questions aha (2.0) so open your notebooks right now Kostja open your notebook please (7.0) and as always shhh (3.0) **что мы обычно перед видео делаем Vova^ перед видео Vova^ что мы обычно делаем^**
 377 S : мы записываем вопросы I like I see
 378 T : that's right so the first question is what do you see да что ты видишь what do you see
 380 S : второе спрашиваем что (xx)
 381 T : **а тогда третье что^**
 382 S : что ты запомнил
 383 T : **так вы мне здесь покажете что вы запомнили so у нас сегодня новый вопрос будет we have a new question today what do you see это первый вопрос на него как обычно три строчки оставьте да слов у нас будет много (2.0) the second the second question is what is happening что в этом видео вообще происходит то есть это какой-то концерт фестиваль это какое-то шествие может быть это какой-то праздник**
 390 S : праздник
 391 T : **а вдруг нет^ а вдруг что-то другое so what's happening что происходит what's happening and the last question is what do you like about the video what do you like (14.0) so three questions where is your notebook^ (4.0) as always we are watching the video two times**
 395 S : можно листочек
 396 T : I don't have a spare sheet I don't **я вам каждый урок говорю что вы должны быть готовы**
 398 S : готовы только тетрадь закончилась
 399 T : Kirill do you have a spare sheet of paper^ **есть листочек запасной нет^ Nikita у тебя наверное есть листочек**
 401 S : у меня есть
 402 S : только этот

403 T : **только этот**[^]
 404 S : у меня есть
 405 T : **есть**[^] please be so kind and share **и как обычно у нас сначала**
 406 **вступление которое не считается да оно сюда не входит**
 407 SS : ((watching the video))
 408 T : so one more time one more time one more time Katja yeah
 409 S : еще раз смотрим
 410 SS : ((watching the video))
 411 T : so one by one one by one **по-одному да по-одному** Katja what do you
 412 see in this video[^]
 413 S : I see drums
 414 T : drums what instrument is that[^]
 415 S : а это барабаны
 416 T : aha yes drums
 417 S : I see trumpet
 418 T : a trumpet yes **что это за инструмент**[^]
 419 S : это трубы
 420 S : instruments
 421 T : yes instruments and a concert
 422 S : a strike strike
 423 S : people
 424 T : **подождите подождите** ((can't keep up writing on the board))
 425 instruments a concert then
 426 S : a strike strike
 427 T : что значит a strike[^]
 428 S : это такие маленькие барабаны
 429 T : to strike **это ударять по барабанам** a strike Vova **это забастовка**
 430 SS : ((laughing))
 431 S : а забастовка это что[^]
 432 T : **забастовка это когда люди протестуют ээ большой группой ээ**
 433 **выступают против чего-то допустим они хотят добиться перемен**
 434 **допустим если врачи хотят чтобы им легче работалось они**
 435 **бастуют это значит что они не выходят на работу они идут**
 436 **шествием куда-то на площадь и показывают чего они хотят yes**
 437 S : guit gu guitar
 438 T : guitar **две гитары как минимум да guitars**
 439 S : aaa cymbals cymbals
 440 T : what are cymbals[^]
 441 S : это колокольчики
 442 S : это тарелки
 443 T : **тарелки у вас будут на карточке да поэтому мы пока их не**
 444 **запишем да они у вас еще будут а ты уже открыл страницу ты**
 445 **можешь себе записать yes**
 446 S : people boy and girl girls
 447 T : boy and girls right
 448 S : childrens
 449 T : children
 450 S : childrens childrens а их там много было
 451 T : yes **поэтому children не child а children**
 452 S : pictures

- 453 S : colours
- 454 S : garage
- 455 T : garage^
- 456 S : да они в гараже играли
- 457 T : garage ok **если аа если мы видим когда группа марширует все**
- 458 **вместе исполняют какое-то произведение это у нас называется**
- 459 **это уже не концерт это можно назвать а parade**
- 460 S : а вы запишите colours^
- 461 SS : colours
- 462 T : **это такое простое для вас слово вы можете без меня записать без**
- 463 **меня записать когда мы сравнивали когда мы сравнивали**
- 464 **British English American English мы записывали слово colour**
- 465 S : grandma
- 466 T : grandma^ there was one and you also saw a parade **парад там тоже**
- 467 **был парад когда шли маршировали играли на разных**
- 468 **инструментах**
- 469 S : strike
- 470 T : they were striking the drums yeah
- 471 S : shake
- 472 T : what were they shaking^
- 473 S : (xx)
- 474 T : what else was there^ what else was there^ **я думаю что там был урок**
- 475 **музыки there was a music class a music class это прямо предложение**
- 476 **a music class**
- 477 S : а тут еще вопрос есть внизу
- 478 T : yes I know **я как раз уже хотела перейти уже ко второму во**
- 479 **втором можно записать одним общим предложением что**
- 480 **объединяет этих этих людей**
- 481 S : music
- 482 T : they are performing to activities **два действия там**
- 483 S : музыка и инструменты^
- 484 T : **то есть что люди делают там**
- 485 S : играют
- 486 S : они play and
- 487 S : play instruments
- 488 T : **они играют на чем-то и поют that's it so what's happening here you**
- 489 **write everybody is writing все сейчас это записывают in number two**
- 490 **people first of all people are playing musical instruments (6.0) people are**
- 491 **playing instruments Kostja you are writing this too (1.0) you are writing**
- 492 **it too (2.0) Kostja you are simply looking here and you are copying the**
- 493 **text that's it (2.0) instruments and singing (2.0) one more instrument that**
- 494 **we didn't write erm еще один инструмент не записали violin what**
- 495 **what instrument is that^ violin who can show me how to play violin^ кто**
- 496 **может изобразить когда мы играем на этом инструменте^ violin**
- 497 S : аа вот так^
- 498 T : **похоже очень violin violin**
- 499 S : нет это скрипка^
- 500 T : **yes это скрипка**
- 501 S : так я же показывала скрипку
- 502 T : the violin ((writes on the board)) and there is also a saxophone

503 **саксофон** and now I give you some time Arseni I give you some time to
504 answer question number three **сейчас каждый самостоятельно на**
505 **третий вопрос отвечает запишите себе сначала все что хотите**
506 **сказать**

507 S : хорошо хорошо я знаю
508 S : я записала
509 T : Katja what do you like about this video^
510 S : I like drums and concert
511 T : concert the concert aha Sofja
512 S : I like instruments (x) concert music class
513 T : a music class yeah Anja what do you like^
514 S : I like скрипка
515 T : the violin
516 S : violin ((wrong pronunciation))
517 T : violin
518 S : and concert
519 T : and a concert aha Arseni
520 S : I like everyone
521 T : **то есть ты сейчас сказал что тебе все все люди понравились в**
522 **видео**
523 S : но не только люди но и все
524 T : everything and everyone
525 S : мне тоже все
526 T : aha Kristina what do you like^
527 S : violin ((wrong pronunciation))
528 T : violin
529 S : violin and concert
530 T : and a concert Vova what do you like^
531 S : I like drum drums
532 T : have you ever played drums^ **когда-нибудь играл на барабанах^**
533 S : no
534 T : no not yet ok Kirill
535 S : I like when people play instruments
536 T : you like when people play do you do you like singing^
537 S : no
538 T : you don't why not^ is it difficult to sing^ is it difficult^
539 S : no
540 T : no^ but then why not^ you should try you should try one day what do you
541 like^
542 S : I like music class instruments and people
543 T : people aha erm Arseni and Nikita what is going on between you two^
544 what is going on between you two^
545 S : он еще ничего не написал
546 T : Arseni can you explain it^ (4.0) do you know what it means^ **ты еще**
547 **даже число не написал why not^ почему нет^ что трудного если**
548 **на доске столько всего может быть тебе удобнее слушать чем**
549 **писать^ ты быстрее запоминаешь когда ты слышишь^ поэтому**
550 **ты не пишешь^ в следующий раз если вдруг мы слишком**
551 **быстро что-то пишем ты говори но записывать хотя бы**
552 **половину нужно ok^ would anybody like to add something^ кто-то**

- 553 **может быть еще что-то добавить хочет не успели еще сказать**
554 **что-то**
555 S : I like guitar
556 T : you like the guitar do you play the guitar^
557 S : yes
558 T : really^
559 S : а я могу на пианино
560 T : and you play the piano
561 S : I play piano I play flute I play the guitar
562 T : you play the guitar so **сегодня у нас те инструменты которые были**
563 **у вас в тексте который вы читали на кружке допустим ксилофон**
564 **треугольник тарелки вот эти инструменты у нас здесь на**
565 **карточке** so ladies please give them to everyone
566 S : лишняя
567 T : Nikol **нет да поэтому лишняя** one extra alright then you are supposed
568 to work with this vocabulary card and your textbook Kristina tell us the
569 page number please
570 S : ммм
571 T : what is the page number where we can find these words
572 S : где мы найдем эти слова
573 T : yes that's right what page Kristina
574 S : сто пятьдесят восемь
575 T : and now in English
576 S : а
577 T : a hundred and (4.0) one hundred and fifty-eight one hundred and fifty-
578 eight so please fill in (2.0) and please fill in the vocabulary card
579 S : (xxx)
580 T : tambourine **так и будет там видите бубен такой** so I am going to read
581 these words out and you are repeting after me ok^ you are repeting after
582 me so number one instruments
583 SS : instruments
584 T : next one strike
585 SS : strike
586 T : **тут именно ударять то что Vova говорил** to strike next one cymbals
587 SS : cymbals
588 T : aha shake
589 SS : shake
590 T : aha tambourine
591 SS : tambourine
592 T : aha next one triangle
593 SS : triangle
594 T : **если мы говорим о фигуре треугольник то это тоже triangle next**
595 one xylophone
596 SS : xylophone
597 T : **обратите внимание оно начинается с х но мы читаем это как**
598 xylophone
599 S : xylophone
600 T : xylophone
601 S : а можно говорить xylophone ((wrong pronunciation))
602 T : xylophone **это по-русски** in English it's xylophone

603 SS : xylophone
604 T : next one drum
605 SS : drum
606 T : and now Kristina from the end to the beginning **теперь с конца да**
607 **начинаем по карточке**
608 S : drum MMM
609 T : xylophone
610 S : xylophone
611 T : triangle
612 S : triangle tambourine shake MMM
613 T : cymbals
614 S : cymbals
615 T : cymbals aha
616 S : strike
617 T : strike
618 S : instruments
619 T : yes so **дома задание простейшее у вас будет дано ээ дано**
620 **задание в рабочей тетради на эти слова специально чтобы вы**
621 **прописали да а в понедельник будем слушать инструменты**
622 **будем учиться распознавать разные инструменты cymbals drums**
623 **and other instruments**
624 S : а контрольная будет на эти слова^
625 T : **контрольная будет сначала на предыдущую тему через неделю**
626 and thank you so much I see you next week

RESÜMEE

TARTU ÜLIKOOL
INGLISE FILILOOGIA OSAKOND

Anna Stepanova

Teachers' use of students' first language in primary school English as a foreign language classroom: a study of a Russian-language school in Estonia

Õpilaste emakeel õpetajate keelekasutuses algkooli inglise keele, kui võõrkeele tunnis: uurimus ühes Eesti vene õppekeelega koolis

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Annotatsioon:

Käesolev magistritöö käsitleb uurimust, kuidas õpetajad kasutavad õpilaste emakeelt (ehk vene keelt) inglise keele tundides ühes vene õppekeelega koolis Eestis. Uurimuse eesmärgiks on selgitada emakeele kasutamise ulatust ja funktsioone algkoolis inglise keele kui võõrkeele tundides.

Uurimuse andmete saamiseks vaadeldi ja analüüsiti kolme inglise keele tundi, milleks kasutati sõnade kokkulugemismeetodit ning õpetajate ütluste funktsionaalset analüüsi. Õppetundide vaatlusele järgnesid poolstruktuursed intervjuud õpetajatega. Õpetajate vastuseid võrreldi vaatlusandmetega.

Uurimuse sissejuhatuses antakse lühike ülevaade emakeele rollist võõrkeeletunnis, tutvustatakse uurimuse põhjendust ja esitatakse töö struktuur. Esimeses peatükis käsitletakse varasemate uurimuste tulemusi inglise keele kui võõrkeele tundides emakeele kasutamise ulatuse ja põhieesmärkide kohta. Teises peatükis antakse ülevaade uurimuses osalejatest, andmete kogumise ja analüüsimise meetoditest. Kolmas peatükk keskendub õppetundide andmete esitamisele ja analüüsimisele ning intervjuudele õpetajatega. Neljandas peatükis antakse hinnang uurimistulemustele varasemate uurimuste valguses. Kokkuvõtte üldistab uurimuse tulemusi.

Käesoleva uurimuse tulemused näitasid, et hoolimata asjaolust et emakeele kasutamist võõrkeeletunnis tihti kritiseeritakse, näevad õpetajad seda võõrandamatu osana inglise keele kui võõrkeele tundidest. Saadud andmed on üldjoontes kooskõlas varasemate uuringustega, mis näitasid et õpetajad kõige rohkem kasutavad õpilaste emakeelt inglise keele tundides informatsiooni edastamiseks, küsimuste esitamiseks ja juhiste andmiseks. Tulemus on kooskõlas ka uurimustega, mis näitasid emakeele kasutamise vältimatust uute grammatikareeglite ja keerukate sõnavara terminite tutvustamisel. Võrreldes mõnede varasemate uurimustega on selle töö õpetajad kasutanud emakeelt rohkem tõlkimiseks ja on leidnud, et selle kasutamine on väga oluline kahe keele võrdlemisel.

Märksõnad: esimene keel, teine keel, algkool, inglise keele kui võõrkeele klassiruum

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Anna Stepanova