THE APPLICATION OF BILINGUAL LANGUAGE

ACQUISITION STRATEGIES: TWO CASE STUDIES

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"I have never known what is Arabic or English, or which one was really mine beyond any doubt. What I do know, however, is that the two have always been together in my life, one resonating in the other, sometimes ironically, sometimes nostalgically, most often each correcting, and commenting on, the other. Each *can* seem like my absolutely first language, but neither is".

Edward Said

Abstract

In studies of language choice patterns in families, most of the study cases are based on reports written by linguists about their own children bilingual development. Therefore, there is a strong possibility that the parents' scientific and theoretical knowledge as linguists might have influenced in the child's bilingual acquisition. To overcome this approach limits, two study cases based on empirical data were carried out done in (Brazilian) Portuguese-English bilingual families to determine how language strategies are applied in real-life conversations. The interactions within the members of two families were analyzed to test the effectiveness of the language strategies. The data collected show that none of the families strictly applies the policies. The effectiveness of such practice is therefore to be questioned.

Declaration

I have read and understood The University of Edinburgh guidelines on Plagiarism
and declare that this written dissertation is all my own work except when I indicate
otherwise by proper use of quotes and references.

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I would like to express my gratitude to:

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Luca who has made every single day in Edinburgh magical and beautiful.

Muito Obrigada!

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1
Introduction

Children usually acquire one language at the time. Nevertheless, for centuries there have been many families raising their children bilingually worldwide. In Western society, for example, with the great mobility of people going from one country to another, many cross-cultural and cross-linguistic relationships are established, resulting in an increase in the number of children growing up with an early exposure to more than one language in their home (Lanza, 1997). As a result, bilingual language acquisition has increasingly come in focus in studies on first language acquisition. Indeed, the study of how bilingual children acquire two languages at the same time can also help a better understanding of the language acquisition as a whole.

In particular, one of the major issues in studies on bilingual first language acquisition is the identification of the language policies in the family, in an environment where the minority language does not have the community support. This will be the kind of issue presented in this work.

1.1 Language strategies at home

Aiming to explain the bilingual language acquisition within family members, researchers started to focus specifically on the language strategies adopted by the families. These policies can vary according to the language(s) of the community, the parent's native languages and strategies employed with the child.

In the following sections the documented language choice patterns are presented based on Harding and Riley's (1986) classification:

1) One-Parent-One-Language (OPOL) strategy

In this strategy each parent has a distinct native language with some degree of competence in the other's language. As for the community, the language of one of parents is the majority language, while the other uses the minority language. In this strategy each parent speaks his/her own language to the child from birth.

2) Non-dominant Home Language strategy

This strategy is characterized by the fact that the parents have two distinct languages. In this case, one of the parents speaks the majority language, although the home language is the minority language.

3) Non-dominant Home Language without Community Support strategy

In this language strategy the parents share the same language. The majority language is not that used by both parents. The minority language is spoken at home while the majority language is acquired in the community.

4) Double Non-dominant Home Language without Community Support strategy

In this strategy the parents have two distinct languages. The majority language is different from either of the languages spoken by them. Each parent speaks his/her own language to the child from birth.

5) Non-native parents strategy

In this strategy the parents share the same language. The majority language is the same as the parents' languages; however one of the parents addresses the child in his/her second language.

6) Mixed languages strategy

In this strategy both parents are bilingual. Regarding the community, some sectors of it might be bilingual as well. As for the family language use, the parents mix and code-switch languages.

1.2 Interactional analysis: family communication

Insightful examples of interactional strategies are found in the early literature (see Chapter 2) discussing the face-to-face interactions within the bilingual family members. More recent studies have focused on the study of family interactions by adopting a conversational interaction approach. Although this approach has not often been adopted in studies of bilingual language

acquisition, this method allows illustrating quite effectively the complexity of the family language choice strategies.

In discussions of discourse strategies, for example, speakers might not be always aware of what language they are using in their interaction, when they are involved in the conversation. As Lanza (1997) writes "discourse strategies may (…) at times operate below the level of consciousness and playback techniques may even surprise the individual of his or her own language use". Consequently, there is need to analyze the conversational interaction between the family members in order to assess to what extent the family strategies contribute to a more monolingual or bilingual context. The concepts of language and context are in a reflexive relationship, where language can define and be defined by the context. This dynamic relationship forms a theoretical basis for an analysis based on conversational discourse (Gumperz, 1982).

1.3 Different types of medium

Drawing upon insights from conversational analysis and ethnomethodology, talk is considered an instance of social action in which the medium is a type of social norm and a scheme of interpretation (Gafaranga & Torras, 2001). Therefore, any occurrence of language choice is acknowledged either as a direct application of the norm or as an example of deviance from it (Heritage, 1984). The former act passes unnoticed, while the latter act is oriented to as a noticeable occurrence. In regard to the level of language choice, the medium of a communication is not defined in terms of linguistic items, "but rather in terms of speakers' own orientation to their language choice acts" (Gafaranga & Torras 2001, p. 204).

The monolingual medium arises when the interlocutor or the situation in which the speaker or listener is involved requires only one medium of interaction (Gafaranga & Torras, 2001). It must be noted, however, that the use of the monolingual medium for a particular interaction does not inevitably mean that the participants in the interaction are using only one language. Instances of other languages can also occur. Nevertheless, as soon as the speakers realize the use of another language, they may orient it as instances of deviance from the norm, which later may be repaired.

The bilingual medium will arise in interactions involving two languages in which there is no orientation to the two as different languages. Within the bilingual medium diverse possibilities of modes may be observed. This study focuses on the three modes found in the collected data: the parallel, the half-way between and the mixed mode.

In parallel mode, when communicating, one of the participants consistently uses language A while the other constantly uses language B without any orientation of divergence by any of the parts involved in the conversation (Gafaranga and Torras, 2001).

The halfway between mode occurs when one speaker constantly uses one language while the other speaker constantly alternates between the two languages of his/her repertoire.

The mixed mode occurs when all the speakers in the conversation alternate between their languages, both within turns and between turns, without even attending to the linguistic origin of the elements they are using (Gafaranga and Torras, 2001).

1.4 The research question

Although language choice in the family environment has been dealt with in different examples of case studies in literature (see Chapter 2), these have frequently been drawn from conversations happened in the authors' own families. In these studies there is therefore a strong possibility that the scientific knowledge of the parents as linguists might have influenced how the language strategies were applied in their home. To overcome the limits of such an approach, the production of more case studies based on empirical data, actually collected in bilingual families without a specific training in theoretical and applied linguistics, would cast more light on the problem of determining how language strategies are applied in bilingual families.

This leads to the research question driving this work: how are the language policies empirically applied in real-life conversational interactions in bilingual families?

1.5 Data used

This study consists of two case studies of the language strategies adopted by two bilingual (Brazilian) Portuguese-English families. Family 1 claims to apply OPOL strategy while Family 2 claims to apply Non-dominant Home Language without Community Support strategy. Both families live in Edinburgh and all the five children involved in the study were born in Edinburgh.

Longitudinal data of the interactions within the family members in their home and in various every-day routine situations form the database for this study.

1.6. Case study

Case study was chosen as the ideal method for my investigation on the application of language policies. The major benefit of this choice is the chance of undertaking a more holistic approach to the research question with a qualitative analysis (Lanza 1997). Another point that is important to emphasize is the fact that "since case studies are so intensive, they are usually carried out with a small number of subjects" (Dromi, 1987:65), and this is exactly the case for this study.

The obvious disadvantage when dealing with a research based on a case study is the difficulty in making generalizations about the language choice used by different families when the research in itself is based on the experiences of only two families. This kind of study however, is cumulative, and the increasing number of case studies comprising family strategies provides a good base for comparing the results of one research with that from other studies.

1.7 Preview of results

The major finding of this study is that, contrary to the claims made in literature, language strategies are not applied consistently by bilingual families. The families whose strategies were investigated may indeed have applied the strategies claimed, but only sometimes and in some interactions. However, to a greater extent the conversations between the members from both families were characterized by deviance from the family language strategies. This outcome questions the effectiveness of language policies in bilingual interactions.

1.8 Structure of the work

This work is organized in five chapters, including the present introductory section, presenting background information and the research question.

In chapter 2, I will carry out a review of the relevant case studies presented in the literature. These were the bases for this research and the motivation for the research question.

In chapter 3, the sociolinguistic backgrounds of the families are provided.

Chapter 4 presents the data collection procedure and the analysis of the interactions occurred within the family members. This analysis uses the medium of interaction found in each conversation with the aim of establishing the effectiveness of the language strategies adopted by the families.

Chapter 5 presents a summary of the results and the implications and suggestions for future research.

A series of Appendixes includes the consent forms and the sets of instructions given to the families together with the complete transcriptions of the examples divided by families.

2
Review

In this chapter I present the most significant studies on language choice patterns are presented, divided by the language strategies they present. Particular attention will be devoted to the strategies adopted by the families studied in this work (OPOL and non-dominant home language without community support approach).

2.1 One-parent-one-language (OPOL) approach

Ronjat (1913) was the pioneer to discuss OPOL, which was first known as the Grammont Formula. Advised by Grammont, Ronjat started to address his child, Louis, in French, the majority language. Ronjat's German wife was also asked to use her first language to talk with their son and their child's German nanny also supported the minority language. The scholars believed that by separating the languages the child would acquire both French and German without any confusion or effort. In fact, Louis acquired both languages, rarely mixing them. At the age of three, the child was already able to distinguish one language form the other.

Some years later, Leopold (1939-49) published a study describing his daughter's progress in the acquisition of English and German from the age of two months to the age of seven. In his home Leopold only spoke German to his American wife and to his daughter Hildegard. His wife spoke English, the majority language. In comparison to Ronjat's family, in this family there were several occasions where the parents could change their language use, with Leopold frequently using English and his wife using German when visiting relatives in Germany. Although Leopold was Hildegard's only source of German, his efforts paid off, because the girl acquired both languages like Ronjat's son. In regard to her language use, Hildegard mixed had both languages briefly as a young child, but this improved with age: by the age of three she was already able to select the correct language according to the person she was speaking to. Her sister Karla, six years younger than Hildegard, did not achieve as much success. At the age of five,

Karla's German was extremely limited, with some German words embedded in English sentences.

Similar to Leopold, Taeschner (1983) wrote a detailed case study on her two German-Italian speaking daughters, Lisa and Giulia, living in Italy. In her book, Taeschner described her children bilingualism from birth up to five and four respectively, with some further investigations up to nine and eight years old. In regard to the family language use, the researcher spoke only German while her husband only spoke Italian. Similarly to Louis Ronjat and Hildegard Leopold, Lisa and Giulia appeared to have become well-balanced bilinguals.

In the beginning of the 90's the research focus in OPOL has shifted from studies focusing on both on the parent's attitudes towards bilingualism to the interaction established by the minority language-speaking parent and his/her child. In this regard, recent research suggested that the role of the parents and their discourse strategies are important in determining the success of the minority language maintenance, mainly in cases where the community support is little. Döpke (1992), for example, presented several case studies on families in Australia, where one parent spoke German and the other English, as in Saunders' family (see 2.5). Döpke believed that two main factors would trigger the success of bilingual acquisition: the parents' constant adherence to the appropriate language and the child respecting the family language strategy. Moreover, Döpke noted that the effectiveness of the bilingual acquisition was directly connected to the environment the parents provided to their children: parents who make effort to offer to their children an enjoyable interaction in both languages were more likely to succeed in passing their language to their offspring.

Similar to Döpke, Lanza (1997) did a case study on the discourse strategies used by two families with their English/Norwegian children (Siri and Tomas). In this study, Lanza gives five distinct strategies that parents can use in response of their child's language mixing.

In the monolingual situation there are three distinct strategies. The first one, known as the Minimal Grasp, is used when parents pretend to do not understand the child's reply, forcing their child to repeat their utterances in the correct language. In the second one, Expressed Guess, the parent signals that she/he had understood the request by rephrasing it in the correct language in the form of a question so that the child repeats what s/he said in the expected

language. The third strategy is the Adult repetition, which is known simply as the parent replication of the child's previous speech in the suitable language. This kind of strategy is often seen in situations where both parent and child are reading together.

As for the bilingual situation, two strategies are used: Move-on Strategy and code-switching. The former occurs when the child says something in language Y and the parent shows to have understood the question by answering it in language X, while in the latter the family policy allows the use of whichever language is more adequate or they feel more comfortable with.

These ways of reacting may change according to the child's development and parent's adjustments to what language they want to hear as feedback to their request. Adult repetition, for example, seems to be more suitable with small children.

Following Lanza's (1997) findings, Juan-Garau and Pérez-Vidal (2001) reported the relationship between the child's degree of bilingualism and the features of parental input. The data is based on the longitudinal study of Catalan and English bilingual children from 1.3 to 4.2 years old. In this study, the purpose is demonstrating that the parental discourse strategies can affect the levels of mixing present in the child's utterances in his/her weaker language (English). In fact, family interactions are characterized by the Catalan-speaking mother negotiation of a bilingual context of interaction with her son while the English-speaking father imposes a monolingual context. Such approach favors an increase in the use of the child's minority language, conversely decreasing the rate of mixing.

Seven years later, De Houwer's (2007) study distinguished from the others by addressing the reason why some children exposed to two languages from early on fail to speak one of their two languages. 1,899 families, consisting of at least one parent and one child from 6 to 10 years old and in which one of the parents spoke a language other than the majority language, answered a questioner about their home language use. The results showed that all the children spoke the majority language and that the minority language use was not universal. Differences in the child minority language use were directly connected to the parental language input patterns received at home. Therefore, families where both

parents used the minority language and where one parent spoke the majority language had higher chances of success.

2.2 Non-dominant home language approach

Fantini (1985) carried out the most detailed study of this kind of approach. In his research, Fantini examined his son Mario's learning of English and Spanish in the USA. At home the parents spoke only Spanish, Mario's mother native language. Bilingual family friends usually conversed with Mario in one of the two languages, and although the family traveled abroad several times with him, there was a general pattern of one-language-one-environment. Thus, the researcher described Mario as a coordinate bilingual,, since he had acquired each of his languages under separate circumstances and speakers.

English first appeared in Mario's life when he was 2.6 (by contrast with Spanish at 1.4), the boy mixed both languages within the same utterances. Similar to Hildegard Leopold, words from the two languages competed. Besides Mario's onset of Spanish was delayed. At the end of his second year the boy used only 21 words compared to Hildegard's 337. Besides, Mario first words in English assumed a Spanish pronunciation, resulting in a phonological interference that remained until his fifth year.

In regard to both languages use, it was not until Mario was 3.6 that he became aware of both systems and their names. In fact, as time passed, Mario became increasingly aware and interested in his own and the others' bilingualism.

The language development of Carla, Mario's younger sister, is barely mentioned in the book. However it seems that the girl also mastered the two languages, since both children were able to adapt their conversation according to their interlocutor's level of fluency in each language.

2.3 Non-dominant home language without community support approach

In 1920, Pavlovitch compiled a one-year study on his own son, Dusan, a bilingual French and Serbian child while living in France. In the home the family spoke only Serbian. The data recording started when Dusan was 13 months old; at this time the child also started to be exposed to French through a friend of the

family who used to spend several hours a day with him. Both languages appeared at the same time without any confusion between them. Although the study was concluded when the child became 2, Dusan seemed to distinguish both languages as separate systems.

Oksaar (1977) studied her son's acquisition of German as a third language at age 3.11. At this time the family had just came to Hamburg from Stockholm, where the boy had been raised in Swedish (majority language) and Estonian (minority language). In regard to these two languages, the child's pronunciation resembled that of a monolingual child since it was without interference. The syntax and morphology of Swedish and Estonian had been also developed in parallel. As for the child's acquisition of German, the pronunciation was acquired without any interference from his previous languages from the very beginning, though there were some differences in the order of the morphological and syntactic acquisition of the elements. Besides, there was also evidence of transfer in the lexical, morphological and syntactic levels.

In 1995 Pan reported the patterns of language choice amongst ten Chinese families in the USA. In Pan's study, the children (aged between 4.0 and 6.0) were exposed to Mandarin Chinese at home and English outside of it. The author found that there was wide variation in the extent of the parents' use of English and Chinese, in which the parents also tended to switch to English when their child was using the language. As the author predicted, the results indicated that unless the parents become more aware of their language use, there would be shifts in the family discourse over the time.

2.4 Double non-dominant home language without community support approach

Elwert's (1959) study offers an interesting report about this approach. In his study, Elwert relies on his own experiences as a multilingual Italian, German and English speaker. Since his birth his mother had spoken German and English and his father Italian and German. The parents used to speak German between themselves, but spoke English with Elwert.

Although the study presents valuable insights concerning bilingualism, since it is a self-report things like the detailed linguistic description of his early ages, such as the stage he became aware of his different languages are lacking.

Hoffman (1985) studied her two children trilingual language acquisition in England. At home the children were exposed to Spanish, their father's native-language, and German, their mother language, whereas they learned English outside the home. The author reported that her eight- and five-year old children had successfully acquired all the three languages, although the majority language, English, had become dominant.

2.5 Non-native parents approach

Saunders's (1982) description of his success in raising his two sons, Frank and Thomas, bilingual in German and English in Australia is a noteworthy study, mainly because the author was not a native speaker of German, and the minority language received almost no support from the community. From their birth, Saunders addressed both children in German while their mother used English. In conversations between parents English was used. English was also used by the two boys when playing together and when the family members had to communicate with their relatives, since both parents came from monolingual homes. Resembling Mario Fantini and Hildegard Leopold, Saunders's sons were also very attentive to the co-occurrence rules established in the family. As for Thomas and Frank's pronunciation, their English was indistinguishable from of their monolingual peers, resembling Elwert's Swedish and Estonian usage.

2.6 Mixed languages approach

In 1935 Smith studied bilingual children in a Chinese-English bilingual family. The children heard Chinese from servants, nurses and Chinese children. As for the parents, they used both English and Chinese to address their offspring. In this study, Smith reports a high amount of mixing done by the children. In fact, almost all the children mixed both languages until their third year. The author concluded that this outcome was directly related to the fact that the parents spoke to the children in both languages, without any clear demarcation between the two.

Still Smith's study must be interpreted with some caution, because it was based on unsystematically recorded data from a diary the children's mother did.

Tabouret-Keller (1962) also reported a case of language mixing in a child of working-class background. In the study, the father had been raised as a bilingual from birth in French and German, while the mother spoke the Alsatian German dialect and had learned French at school. Both parents when speaking to the child mixed the two languages. At 2.0 the child had a much larger vocabulary in French than in German, and about 60% of the child's sentences were mixed. The researcher also observed that the child became aware of the use of two languages much later than the children in Ronjat's, Leopold's and Pavlovitch's families, mainly because the two languages were not treated separately.

Thirty-four years later, Lyon (1996) investigated children from mixed backgrounds in Wales. Lyon's study was characterized by its large-scale, involving parents who were both Welsh-English bilinguals, living in a bilingual community. The participants interacted with their child in a mixture of Welsh and English. The author found that by the age of three 70% of the children with a mixed language background had become monolingual English speakers.

2.7 Conclusion

This literature review has pointed out the fact that the case studies presented so far have most frequently been drawn from conversational interactions produced in the authors' own families. As mentioned in Chapter 1, there is a strong possibility that the scientific knowledge of one of the parent as a linguist might have influenced the application of the strategies in their home. If this is true, the case studies reported represent descriptions not really corresponding with what happens in real life. What's more, the reports are often not based on actual analyses of naturally occurring interactions; it is only by analyzing actual interactions in families that we can begin to see how patterns are actually put in practice.

Therefore, the research question to be answered is how the language policies are applied in real-life conversational interactions in bilingual families. As mentioned in the introductory chapter, and as it will be presented in detail in the following chapters, to address this question, a case study is proposed, consisting of the

observation of language choice in two bilingual families who claim to have adopted each one a different policy.

3
The families and the context

3.1 Scotland as a multicultural land

Scotland forms the framework for this study of family strategies in the acquisition of English and Portuguese. English, the majority language, not only enjoys societal prestige in the country in itself but it is also acknowledged as a language of international communication. Portuguese, the minority language, is recognized as an instrument for the cultural and heritage maintenance in the Brazilian families established in the country.

The mention of Scotland often brings up the image of a bilingual country in which only English and Gaelic are spoken. However, a recent survey revealed that up to 106 languages were represented in schools around Scotland (Murray, 2006). In fact, Scotland has witnessed a multilingual and multicultural dimension to Scottish society, with a considerable concentration of immigrants in its capital, Edinburgh, which alone received 29,144 people from 2008 to 2009. From this figures, the Brazilian Embassy in the UK estimates that at least 5000 are Brazilian expatriates living at the Scottish capital.

3.2. The families

3.2.1 Family 1

Family 1, where the One Parent-One-Language approach is claimed to be adopted, is composed by five elements: mother, father and their three children. The parents are the typical example of multicultural and multilingual family since the mother is a Brazilian expatriate and the father is Scottish. The couple had lived for the first three years of their marriage in Brazil, where the father could learn Portuguese. They have been living in Edinburgh since 2002. It was also in Edinburgh where all their three children were born. At the time of the study, their children were respectively seven (Lucas), five (Carla) and one year old (Bruna).

As for the family socio-economic level the parents classified their family as middle class.

As mentioned before, the father was born in Scotland like his children. He has a degree in Business and he works in a mortgage service company. He speaks English, Portuguese and Spanish, and has always encouraged the idea of his children speaking more than one language. He is a native speaker of English and an intermediate level Portuguese speaker.

The mother was born in Brazil and decided to move abroad as soon as she obtained her degree in Sociology. In Edinburgh she is currently working in a charity company. She is a native speaker of Portuguese and an advanced level speaker of English.

Regarding the children, at the time the study was done, the oldest one (Lucas) was attending the primary school, while Carla was going to nursery school and used to go to her baby-sitter's house together with Bruna. Apart from that, both Lucas and Carla were taking Spanish courses.

Before deciding to raise their children bilingually the parents had sought for information in websites about bilingualism and language strategies, getting information from both other parents sharing their experiences or from professionals in the area. The support from both sides of the family was also important in helping the parents with their decision.

In this family the children are able to speak both languages fluently. Besides, they are also able to use the appropriate language according to the speaker involved in the interaction, since during my meetings with the family, I could speak Portuguese and be understood by all the participants.

The family has been only once to Brazil and in another occasion to Portugal, both in 2006. However, entertainment devices, such as videos, songs and books sent by the mother's family or acquired via Internet were constantly used to support the minority language.

3.2.2 Family 2

Four elements compose Family 2: father, mother and two five-year old twins named Daniel and Aidee. The couple has been living in Edinburgh since 2001. Similar to Family 1, the parents classifies themselves as middle-class. As for

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their language strategy, the parents claimed to apply the non-dominant home language without community support strategy.

The father was born in Brazil. In this country, he graduated in nursing and currently works as a nurse. He is a native speaker of Portuguese and has an advanced level of English. He also speaks Italian.

The mother comes from Brazil as well, but, unlike her husband, she has never obtained a University degree. At the time of the study she was working as a housekeeper in a hotel.

In regard to the children, both were attending the nursery school at the time of the study.

As for the input provided, both parents claimed to use only Portuguese, the minority language, with their children. However, the mother believed that the nursery school ended up influencing their preference to use English, since both children started to attend it when they were two years old. When talking with both children during the meetings I always used Portuguese with all the family members. The children showed to understand easily, even though most of the times Daniel and Aidee replied in English.

Similarly to Family 1, before deciding to raise their children with two languages, the parents had sought for information in websites about bilingualism elaborated by other parents and professional with the aim of sharing their experiences.

Like Family 1, this family has been only once to Brazil, in 2006, but both parents keep their bonds with their families in the country using the telephone or instant messengers like Skype and by frequently receiving visits from their relatives and friends from Brazil.

As for the entertainment devices, the parents admitted to not have many books in Portuguese, but they claimed to have many CDs and DVDs with Brazilian songs, which are constantly sung by the members.

4

Data collection and analysis

4.1 Data collection

4.1.1 Participants search and selection

The search for participants began in February of 2010, when I started to attend the monthly meetings organized by a Brazilian cultural association called Brasil-Caledônia. The group had a mixed membership with temporary and permanent residents who were living in Scotland either to study or to work and eventually formed their families, choosing Edinburgh as their hometown.

The participants of the group mainly consist in women, for whom being a member of the association represents not only a cultural outlet, but also a way of providing cultural input to their offspring.

The participation in the group meetings offered me the opportunity to experience the concerns of bilingual and bicultural families. The observations of many Brazilian-Scottish families indicated that there are three basic patterns of language use: use of Portuguese at home with the child exposed to English outside the home, OPOL strategy and use of both languages.

The main selecting criterion for this study was that at least one family member should be Brazilian. It was also important to find two families with different language strategies to compare their effectiveness. In this regard, Family 1 claimed to apply OPOL strategy, while Family 2 claimed the use the Non-dominant language without the community support strategy.

As for the children, I found particularly important that they had siblings in order to analyze the application of the policy in the interactions among themselves and in the presence of one or both parents. This is a refreshing perspective in respect to the widely discussed parent-parent or parent-child interactions studied so far (see Chapter 2).

Since the main objective of this work is to analyze how the strategies are put into practice, no restrictions in the age or number of participants were imposed to the families.

The data collection with the families started in the last week of May 2010 and lasted for seven days. But frequent contact was kept with both families until the submission of this work.

4.1.2 Data set

Based on Corsaro and Streeck's (1986) work, conversations with parents were taken as primary sources of data. In particular, the data collected for this research consist in audio recordings of spontaneous speech obtained from the interaction between children and parents in both families.

In my analysis I have adopted an approach based on naturalistic, observational data, which I found particularly useful to focus on the language socialization within the different interactional practices adopted within each family policy. In fact, qualitative data are often preferred to explore real-life language use between family members rather than experimental data, because in some cases, the latter kind of data might result in a report samples of test behavior, rather than of natural behavior (Clark, 1982).

To avoid the so-called observer's paradox (Labov, 1972), the researcher was present only during the first recording and then both families were given a notebook where they were instructed to describe briefly the context for the individual recordings. The information required included the date and period of the day, who was involved in the social action, the whereabouts of the exchange and what the participants were doing. In this way, the notes also served as a record of non-linguistic situational context.

In the view of capturing variation in speech, there were no restrictions to any type of speech situations, in the sense that the recordings consisted of free conversations within any context. As Söderbergh (1980) pointed out, the family relations are especially conveyed by routines such as feeding, dressing, undressing, games of special interest.

The entire data set for this study consisted on eight hours of free conversation among the family members. Each family was responsible to record four hours of their interactions divided in two sets of two hours, with an interval of two days between each block. During the pause between the two sessions the

researcher got in contact with the families to check the progress achieved in their record information up to that point.

All the recordings were made using two Olympus VN-5500PC digital voice recorders. Each family received one recorder during the same week, in order to synchronize the two parallel processes of data collection. The two mothers were responsible for the recordings.

Once both families were chosen, the researcher met the parents to discuss details regarding the study and to have them sign the consent forms to participate in the study (Appendix I). In addition, guidelines for the recording reports were given together with a written explanation (Appendix II). Finally, each family received a copy of the guidelines explaining the procedures to register and record the social action related to each set of speech recorded (Appendix III).

4.1.3 Transcriptions

The transcription of the recordings, which I carried out personally, is based on the conventions adopted by Bucholtz (2000) and reported in Appendix IV. The wav audio files generated by the digital voice recorders were read and transcribed on a Macintosh computer using the Audacity audio editing package and Microsoft Word.

4.2 Data analysis

4.2.1 Family 1

4.2.1.1 Parent-parent interactions

In OPOL strategy the parallel mode is considered the norm, since each parent uses a distinct language (see Chapter 1). In Extract 1, illustrating this possibility of communication, the participants are setting the table for diner.

Extract 1

1. F- **Elisa?**]

2. M- [*Oi! (.) para mim já está tudo pronto (.) ó!(n.n) deixa eu levar isso*]

    ([Yes! (.) In my opinion everything is already ready (.) see! (n.n) Let me take this])

3. F- [**Where?**

4. M- *Para por na mesa.*

    (To put on the table)

In the extract above, the mother speaks Portuguese while the father replies English. In turns (1 and 2) and (3 and 4) two distinct sets of question-answer adjacency pairs occur without any problems or repairs. As expected in the parallel mode, the interaction is carried out smoothly and successfully without any indication that the language choice is an issue between the speakers.

Another example of parallel mode is showed in Extract 2. Here both parents are talking about the cat they used to have.

Extract 2

1. F- You know (.) all I remember from that cat was that he was always still.

2. M- *Mas por que ele faria isso?*

    (But why would he do this?)

3. F- **I don't know (.) maybe this was one of the things he did without knowing** (LF)

4. M- *É talvez*

    (Yes maybe)

Similar to Extract 1, in the example above each parent assumes a distinct language to communicate. In turn (2) the mother negotiates the use of Portuguese by adopting it in the first part of a question-answer adjacency pair, but the father maintains his use of English in the second part.

However, due to the fact that speakers hardly ever consciously monitor their language use when involved in conversations (Lanza, 1997), different types of medium occur in the interactions. An interesting example is Extract 3, where the mother is looking for a notebook she had lost.

Extract 3

1. M- *Alex você viu o meu bloquinho?*
   (Alex have you seen my notebook?)
2. F- *Bloquinho (.) Que bloquinho?*
   (Notebook (.) Which notebook?)
3. M- *O bloquinho que eu estava usando.*
   (The notebook I was using).
4. F- **I don't know about any notebook.**
5. M- Não tem problema
   (No problem)

In this case the father adopts two languages for this interaction. In turn (3) he adopts the mother's Portugueseness in the second part of an adjacency pair. Since repair was done, the mixed mode is adopted as the norm of their interaction.

Mixed mode is one of the most used mediums found in the data set of the parents' interaction. Extract 4 was taken from another conversion where the norm is the use of this kind of mode.

Extract 4

1. F- *Voce não gostou?*
   (Didn't you like it?)
2. M- *Eu não gostei da carne (.) eu não gostei muito do recheio.*]
   (I didn't like the meat (.) I didn't like the stuffing too much])
3. F- [**Why?**
4. M- *Não sei (.) tem uma coisa de estranha (.) acho que é cuscus.*
   (I don't know (.) there is something weird (.) I think it is cuscus)

Once more the father deviates from the language strategy when adopting Portuguese in turn (1), however in turn (3) he negotiates the use of English by suggesting it in the adjacency pair. However, the mother maintains her use of Portuguese in turn (4) assuming a mixed mode for their interaction.

Another example detected was the half-way between mode. In Extract 5,

both parents are talking about a house the father had just seen in their neighborhood.

Extract 5

1. **F- There is a house nearby that looks just like Dr Who's house.**
2. M- *A sei (.) ela é enorme (.) agente vê na rua de vez enquando. (n.n) Pera aí que eu só vou desligar o* **heating** *porque estou morrendo de calor.*

     (I know (.) It is huge (.) We can see sometimes on the street (n.n) Wait a second because I'm going to turn off the **heating** because it is very hot in here.)
3. F- Take your time

Here what seems to be a regular example of parallel mode is changed by the occurrence of an intra-turn other language repair without medium repair in turn (2), which makes it an example of the half-way between mode.

The half-way between mode also occurs in Extract 6. In this example the mother and the father are playing guess what.

Extract 6

1. M- *O que é o que é marrom e tem mãos?*
        (Guess what is brown and it has hands?)
2. F- **It has hands** (.) **yes** (n.n) *macaco.*
                            (monkey.)
3. M- *Certo*
        (Right)

In the extract above, the mother proposes the use of Portuguese in turn (1) in adjacency pair set. In turn (2) the father uses English while he is searching for the correct answer, then he switches to Portuguese (intra-sentential switch) when he addresses back to the mother. In that way, the answer is accepted both according to the conventions of the interaction, in general, and to the rules of the game, in particular.

The last example found in the parents' interaction was the monolingual Portuguese medium. In Extract 7, the father and the mother are discussing how the father is planning to go to the airport.

Extract 7

1. M- *E amanhã Alê (.) você vai como para o aeroporto?*
   (How about tomorrow Alê (.) how are you going to the airport?)
2. F- **De taxi.**
   (By taxi.)
3. M- *Você já marcou com o taxi?*
   (Have you booked the taxi?)
4. F- **Já ele vem me pegar as sete da manhã.**
   (Yes it will come at 7 am)

Monolingual Portuguese medium is also found in other interactions. In Extract 8 the mother and the father are playing together. Since it is a popular game between the mother and the children, the use of Portuguese is established in this rule.

Extract 8

1. F- *O que é o que é (.) gostoso pra caramba*]
   (Guess what (.) it is very tasty])
2. M- *Suco? (n.n) hum… chocolate*?
   (Juice? (n.n) hmmm… chocolate?)
3. F- *E é branco*.
   (It is white)
4. M- *Arroz?*
   (Rice?)
5. F- *E tem gosto de banana.*
   (And it taste like banana.)
6. M- (LF) *Mingau?*
   (porridge?)

7. F- *É (.) mingau é gostoso.*

   (Yes (.) porridge is good)

As we could see from the examples above, both parents when interacting among themselves do not rigidly follow the OPOL strategy, which would require them to be consistent with the parallel mode. In fact, other bilingual and monolingual mediums are also applied. What can influence the impressions of the parents about the effectiveness of their strategy is that they do not seem to use the monolingual English medium in their conversations. Indeed, no occurrence of this communication mode is detectable in the collected data.

4.2.1.2 The interaction between parents and infant

Extract 9 is an example of conversation where the mother is telling Bruna not to play with the computer.

Extract 9

1. M- ***Não Bruna (.) aí quebra*!**

   (No Bruna (.) this one breaks!)
1. B- (SQ)
2. M- *Ah (.) Chega Bruna!*

   (Oh (.) That's enough Bruna!)
3. B- (CR)

In the extract above the mother follows the OPOL strategy by starting the interaction in Portuguese. Since the infant cannot speak the conversation is basically a monolingual Portuguese medium monologue.

Monolingual Portuguese medium is also used in another example of interaction. As it follows (Extract 10) the mother is having dinner with Bruna on her lap.

Extract 10

25

1. M- *Bruna cadê o frango que eu estava comendo?*

   (Bruna where is my chicken?)

2. B- (BAB)

3. M- *O que você fez com ele?*

   (What did you do with it?)

4. Silence

As for the communication established between Bruna and her father, in contrast with what it is expected in OPOL strategy, three different types of medium occur: monolingual English medium, monolingual Portuguese medium and mixed mode.

Extract 11 is an example of monolingual English interaction. In this excerpt, Bruna is playing with the computer and her father takes her away from the machine.

Extract 11

1. F- **That's it Bruna I'm afraid you'll have to come with me.**
2. B- (CR)

In the example above, in turn (1) the father addresses Bruna in monolingual English medium following the OPOL strategy.

Monolingual English medium is also used in Extract 12. Here the father is feeding Bruna.

Extract 12

1. B- (BAB)

2. F- (BAB) (LF) Bruna yes!

4. F- Good girl! That's my good girl!

In Extract 13, however, a deviance from the strategy occurs. Here the medium of interaction between father and daughter is monolingual Portuguese. In this example, Bruna approaches her father giving to him her doll.

Extract 13

1. F- *O que foi, Bruna?*
   (What happened, Bruna?)
2. B- **Pause**
3. F- ***Bruna, vai lá brincar com as outras crianças.***
   (Bruna, go there to play with the other children)

In the example above the father proposes the use of Portuguese. Since there is no reply in turn (2), there is no need of language negotiation, so that in turn (3), again the father adopts Portuguese as the language of interaction. The fact that the father comes back in turn (3) to Portuguese confirms his orientation to this language as the medium.

Monolingual Portuguese is also adopted in Extract 14. Here the father is feeding Bruna.

Extract 14

1. F- *Gostoso Bruninha ! Quer mais suco?*

   (Tasty Bruna! Do you want more juice?)

2. B- (BAB)

The last example of medium occurring in the interactions between the

father and the infant is mixed mode. In Extract 8, Bruna is in the kitchen going towards the oven; her father is trying to make her to come back to the living room.

Extract 15

    1. F- **Ai** *caramba Bruna! (.) Out out! No!*
       (Holy crap Bruna!)
    2. B- (BAB)

In the example above, in turn (1) the father starts the utterance by using Portuguese to call the child's attention, then, after a brief pause, he switches to English without repair. This alternation of languages shows that both languages are accepted as the medium of this interaction.

Mixed mode was also found in another interaction between Bruna and her father. In Extract 16 the father is preparing Bruna's food when the mother arrives.

Extract 16

    1. B- (BAB)

    2. F- What's that Bruna?

    3. B- (BAB)

    4. F- What do you want? Do you want to eat? (n,n) *Eu acho que a mamãe chegou.* Do you want to eat?

                                  (I think mum has just arrived)

In the extract above, in turn (4) the father switches from English to Portuguese to refer to the Portuguese speaker arrival; since no repair was done mixed mode is adopted as the norm for their interaction.

As we could see above, the mother supports the language strategy by consistently assuming a monolingual Portuguese medium interaction with the infant. The father, on the other hand, deviates from the strategy by assuming different mediums of interactions.

4.2.1.3 Mother-children interactions

Mother-Lucas interactions

As already mentioned, in the OPOL strategy it is expected that each parent use his/her own language with the child, so between mother and children the norm is the assumption of the monolingual Portuguese medium.

Extract 17 illustrates this possibility in a conversation between the mother and Lucas while they are having diner.

Extract 17

1. L- *Mãe*
   (Mom)
2. M- *Oi*
   (Yes)
3. L- *Eu queria sair da sua barriga no natal assim eu ganhava dois presentes.*
   (I wish I was born during Christmas so I could get two presents)
4. M- *Mas você já ganha presente no natal!*
   (But you already get presents for Christmas!)

In the extract above, in turn (1) Lucas uses monolingual Portuguese to call his mother attention to what he is about to say. In turn (2) the mother accepts the "Portugueseness" adopted by Lucas assuming the monolingual Portuguese as the medium of their interaction, thus following the language strategy.

Another example of monolingual Portuguese medium use is extract 18.

Lucas is telling his mother what was happening in Dr Who, a British TV series.

Extract 18

1. M- *Quem é o malvado dessa vez?*

   (Who is the bad guy this time?)

2. L- *Eu não sei.*

   (I don't know)

3. M- *Não tem um monstro ou alguma coisa assim?*

   (Doesn't it have any monster or something similar?)

4. L- *Tem uma* **time machine**

   (There is a time machine])

5. M- [*Uma máquina do tempo?*

   ([A time machine?)

6. L- *É (.) uma maquina do tempo.*

   (Yes (.) a time machine)

In turn (4) Lucas does an intra-sentential switching, which is noticed by his mother, who applies a *Minimal Grasp strategy* (see Chapter 2) in turn (5). Lucas repairs his switch in turn (6), adopting the use of Portuguese as the norm.

However, in the mother Lucas interactions it also occurs the bilingual medium. Extract 19 illustrates the use of half-way between mode (see chapter 1). Here Lucas and his mother are talking about the cat they had; Lucas is telling a dream he had with the cat.

Extract 19

1. L- *Você sabe que ele gostava de cobra?*

(Did you know that he liked snakes?)

2. M- *Cobra!*

   (Snakes!)

3. L- *É (.) e no meu sonho eu fingia que tinha uma cobra* **and I** *e o gatinho tinha matado ela.*

   (Yes. In my dream I pretended that I had a snake **and I** (.) and the cat had killed it)

4. M- *Legal.*

   *(*Nice)

In turn (3) an intra-turn-other language repair occurs, where Lucas alternates between Portuguese and English without any medium repair. However, it has to be noted that parents often tend to do not correct or even notice the children use of the other language in their interaction accepting the switch as something natural from their interaction.

Half-way between mode also occurs in Extract 20. Here Lucas is offering his mother one bubble gum.

Extract 20

1. L- *Quer chiclete?*

   (Do you want bubble gum?)

2. M- *Obrigada (.) Ah você está falando assim por causa do chiclete (.) ele é grandão na boca*.

   (Thanks (.) Oh you are talking like this because of your bubble gum. (.) it is big for your mouth)

4. L- *Quando você põe na boca é grandão, mas você precisa mastigar e ai você* **squeeze it** *com o seu dente e ai fica mais menor.*

(When you put it in your mouth is big but then you chew it and then you squeeze it with your teeth and it gets smaller)

5. M- *Legal*

   (Nice)

In the example above, in turn (4) an intra-turn-other-language repair occurs without any repair, therefore assuming the half-way between mode as the norm for their interaction.

The next extract is an example of mixed mode: in this interaction the mother asks Lucas to stop watching the movie to talk with her.

Extract 22

1. M- Filho *para o filme um pouquinho só pra eu conversar com você*.
   (Darling pause it for a while because I want to talk with you)
2. L- **Mum**! *Não*!
   (No)
3. M- *É rapidinho! Conta como foi o seu dia*.
   (It is very fast! Tell me how your day was)

In turn (2) switches from English to Portuguese without any repair shows that both languages are the norm of their interaction.

As observed in the interactions between parents, the conversations between Lucas and his mother do not always follow the language strategy claimed by the family because there is the occurrence of monolingual and bilingual mediums. Also in this case, the lack of monolingual English, which never occurs in the collected data, might give to both participants the impression of following the strategy.

Mother-Carla interaction

In contrast with Lucas, Carla's interaction with her mother is characterized by the use of the monolingual medium and half-way between mode, without any occurrence of mixed mode.

The occurrence of monolingual Portuguese medium in the interaction between Carla and her mother is illustrated in Extract 23. Here Carla is telling her

mother about the conversation she had with Tracy, her babysitter, at the church. The girl had told Tracy how she had hurt herself while playing with some friends.

Extract 23

1. M- *E o que a Tracy falou?*

   (And what did Tracy say?)

2. C- **She** (n,n) *ela falou se eu não queria isso.*

   (She asked if I didn't want that)

3. M- *Ah! Ninguém quer isso.*

   (*Well! Nobody wants it*)

In the extract above, the mother proposes the use of Portuguese in turn (1). In turn (2) intra-sentential switching occurs, although the deviance is immediately self-repaired by the child. Consequently, the monolingual Portuguese is maintained as the norm for the rest of their interaction.

Monolingual Portuguese medium also occurs in extract (24). In this example Carla and her mother are having diner.

Extract 24

1. C- *Eca!*

   (Yeuch!)

2. M- *O que foi?*

   (What happened?)

3. C- *Eu não gosto desse arroz.*

   (I don't like this rice.)

4. M- *Não? Você não gostou?*

   (No? Didn't you like it?)

5. C- *Eu quero tomar sorvete*

    (I want ice cream)

The next extract (25) illustrates the use of half-way between mode in Carla and her mother's conversation. In this example Carla is telling her mother the things she has done at Tracy's house.

Extract 25

1. M- *Carla conta foi lá*]
    (Carla how was at])
2. C- *Na casa da Tracy?*
    (At Tracy's house?)
3. M- *É*
    (Yes)
4. C- *Eu e o Ben brincou lá fora (.)* **and** *assistiu scooby doo* **and** *Tom e Jerry.*
    (Ben and I played outside (.) **and** watched scooby doo **and** Tom and Jerry)

In the example above, while the mother consistently uses Portuguese during the whole interaction, Carla alternates between Portuguese and English. However, the occurrence of two switches in turn (4) can be understood as an intra-turn other-language repair (Gafaranga, 1999), since no medium repair is performed.

Another example of half-way between medium is Extract 26. In this interaction Carla and her mother are playing together.

Extract 26

1. C- *O que é o que é can **fly** e tem cores e desenho?*

    (Guess what can fly and it's colourful and it has got drawings?)

2. M- *Papel colorido?*

(Colorful paper?)

3. C- *Não (.) tapete.*

(No (.) carpet)

In the extract above in turn (1) there is another example of an intra-turn other-language repair (Gafaranga, 2000) without any repair.

In the interactions involving Carla and her mother the strategy, claimed by the family, is not constantly followed since there is the occurrence of half-way between mode. Again, the lack of monolingual English medium observed in the collected data can give the idea that they are following their language strategy in their conversations.

4.2.1.4 Father-children interactions

Father-Lucas interactions

As it was observed in the interactions between Lucas and his mother, Lucas' interactions with his father are characterized by the use of monolingual medium, in this case English, and mixed mode.

The usage of the monolingual English medium is presented in Extract 27. Here the father is talking about Lucas' bedroom.

Extract 27

1. F- **Lucas what color do you want in the wall in your bedroom?**
2. L- **I don't want white.**
3. F- How about very light blue?
4. L- Ok

In the example above, in turn (1) the father proposes the use of monolingual English. In turn (2) Lucas accepts the "Englishness" suggested by his father. From this turn on, the conversation assumes the monolingual English as the norm of interaction, as expected in the OPOL strategy.

Monolingual English medium also occurs in Extract 28. Here, Lucas and his father are playing together.

Extract 28

1. F- Knock, knock!

2. L- Who is there?

3. F- Doctor.

4. L- Doctor Who?

5. F- How did you know? (LF)

In contrast, mixed mode is found in Extract 29. In this example Lucas and his father are talking about the last episode of Dr Who.

Extract 29

1. L- *Esse esse é o tamanho do Dr Who coiso.*
   (This is the size of Dr Who's thing)
2. F- **Can he teleport?**
3. L- ***O que?***
   (What?)
4. F- **Can he teleport?**
5. L- **Yes**

In the example above, the father proposes the use of English by using an adjacency pair in turn (2). Lucas does not accept the father's Englishness in turn (3). Still no repair was done. The use of English and Portuguese is the norm for this interaction, since there was no medium repair.

Again, the strategy claimed by the family is not consistently respected in these interactions, since mixed mode often occurs. Once more, what might give the idea that they are following successfully their language strategy is the apparent lack of monolingual Portuguese usage, never shown in the collected data.

Father-Carla interaction

The interactions involving Carla and her father are characterized by the occurrence of monolingual English medium and mixed mode. Extract 30 illustrates the use of monolingual English medium as expected in the OPOL strategy. In this example, Carla and her father are having a snack at home.

Extract 30

1. F- **In the Church Carla (.) what did you do?**
2. C- **I prayed and then I had lunch**.
3. F- Did you enjoy your lunch?
4. C- Yes

Here, in turns (1 and 2), the language of interaction is negotiated by the adoption one set of adjacency pairs. The conduct is normative.

Another example of monolingual English medium use is extract 31. In this example Carla and her father are having breakfast.

Extract 31

1. F- Today I'm going to play the French and put some ice in the milk.
2. C- Ice in the milk?
3. F- Here it goes! Some ice in the milk.
5. C- Daddy the ice is melting.

Extract 32, instead, illustrates the mixed mode usage in the father and daughter conversation. In this example Carla and her father are playing together.

Extract 32

1. F- *O que é o que é (.) que vive na água e é feio para caramba.*
   (Guess what (.) lives in the water and is very ugly)
2. C- Octopus?
3. F- **Yes!** (.) *Parece o monstro do Dr Who.*
   (It looks like a monster from Dr Who)

In the example above Carla proposes the use of English in an adjacency pair in turn (2). The father accepts Carla's "Englishness" to confirm the correct answer, however he notices the deviance from the rules the game (speak Portuguese) and returns to Portuguese.

In the conversations involving Carla and her father the strategy, claimed by the family, is not followed since there is the occurrence of mixed mode. Still, what might give the idea that they are following their language strategy in their interaction is the lack of monolingual Portuguese medium throughout the data set.

4.2.1.5 Interactions between siblings

Extract 33 represents a failure of the strategy adopted by Family 1. Monolingual English is adopted as the medium of interaction between the siblings. In this extract Carla is inviting Lucas to finish watching the episode of Dr Who in their computer.

Extract 33

1. C- Let's watch Dr Who.
2. L- Ok I'm just going to wash my hands.
3. C- Ok
4. L- In which episode have we stopped?
5. C- Er… the fifth maybe?
6. L- No it was the seventh.
7. C-True

Although monolingual English is the medium of interaction between siblings, this may change when they are involved in conversations characterized by the presence and or the mediation of their mother. In fact, when they are playing with their mother the medium of interaction becomes the monolingual Portuguese, even when the mother is not directly addressed. For example, in Extract 34 Carla and Lucas are role-playing in the presence of their mother, and they temporarily allow themselves to speak another language during their brother and sister interaction.

Extract 34

1. L- *Eu sou um pirata muito mal.*
   (I am a very bad pirate)
2. M- *Sério!*
   (Really!)
3. C (to L)- **Cuidado capitão o jacaré vai te atacar**.
   (Careful captain the alligator is going to attack you)
4. L (to C)- **Vamos matar ele (.) atacar!**
   (Let's kill it (.) attack!)

Extract 34 shows another example of monolingual Portuguese use in interactions between the siblings and their mother. In this example the children are playing with their mother.

Extract 34

1. M (to C)- *Esse é o seu nenem?*

   (Is that your baby?)

2. C (to M)- *Sim (.) eu estou levando ele para o parque.*

   (Yes (.) I am taking him to the park)

3. L (to C)- *Eu sou o trator que vai limpar o caminho para o seu nenem passar.*

   (I am the tractor who is going to clean your way for you)

4. C (to L)- *Obrigada moço.*

   (Thanks man)

However, another excerpt (Extract 35) from the same role-play shows that even in such games the habit of normal interaction among siblings is hard to break; this is why they sometimes assume a mixed mode in their interactions.

Extract 35

1. L (to C)- *Não (.) você me dava uma espada (.) Daí eu lutava com a cobra.*

   (No (.) you gave me the sword (.) And I fought against the snake)

2. C- *Eu quero lutar também*!]

   (I want to fight too!])

3. M- (to C)- [***Pergunte para o Lucas se ele precisa de ajuda.***

   (Ask Lucas if he needs help)

4. C (to L)- **Can I help you to kill the snake?**

5. L (to C)- **Well (n,n) ok (.) but I will cut its head**.

As expected, the use of the monolingual English is not affected by the presence of the father in the interactions between the siblings: since the medium adopted by the father is monolingual English, no change in the linguistic behavior of the children is required. In Extract 37 Carla, Lucas and their father are having lunch.

Extract 37

1. F- Lu (.) have you finished?
2. L- No
3. C (to L)- **I don't like this green thing**
4. L (to C)- **I don't like too**.

Here the father proposes the use of English in the first part of an adjacency pair in turn (1). In turn (2) Lucas accepts the language proposed by his father. The conduct is normative.

Monolingual English is also used in Extract 38. In this example the children and their father are having lunch.

Extract 38

1. F- There were five CDs in the CD player! Five! (.) Someone put the CDs in the CD player.
2. C- I didn't put them.
3. L- I put one in there
4. F- The guy told me that would cost me a hundred pounds to fix it (.) luckily I'm going to fix it for ten pounds (.) much better (.) isn't it?
5. L- Yes

Regarding the interactions between siblings it is very interesting to observe the language strategies adopted by the children with their infant sister. At the time of study Bruna has not begun to speak yet. As the children have not established yet a specific language to be used when communicating to Bruna, the language choice is regulated to a large extent by who else is present in the interaction. In Extract 38 Carla is playing, when Bruna comes to join her. This interaction assumes a monolingual Portuguese medium, since it was mediated by their mother.

Extract 39

1. M- Carla.
2. C (to M) - *Oi!*

41

(Yes!)

3. M (to C)- *Ela está te dando a boneca*.

   (She is giving you the doll.)

4. C- (to B) *Obrigada ! Vamos brincar?*

   (Thanks! Do you want to play?)

5. B (to C)- (BAB)

Another example of monolingual Portuguese use is Extract 40. In this example Lucas and his mother are in the living room with Bruna.

Extract 40

1. M (to L)- *A Bruna não gostou dessa bonequinha no carrinho ela quer o neném.*

   (Bruna didn't like this little doll in her trolley she wants the baby)

2. L (to B)- *Bruna o neném é meu!*

   (It's my baby!)

3. M (to B)- *Hum esse é o neném do Lucas (.) Vamos por aqui Bruna.*

   (Hmmm this is Lucas' baby (.) Let's put here Bruna.)

4. L (to B)- *Oh bebê!*

   (Oh baby!)

When the mother is absent and the father is present, both siblings address their sister predominantly in monolingual English medium. When alone with her, Carla and Lucas again use monolingual English medium. Extract 41 is an example of the monolingual English use. Here Carla and her father are having a snack when Bruna suddenly grabs Carla's apple.

Extract 41

1. C (to F)- You didn't give me my spoon.
2. F (to C)- I didn't! (LF)
3. B- (BAB)
4. F (to)- I think she wants to have your apple.

5. C- **No Bruna don't do that! (n,n) No give it to me! (n,n) Bruna you are very bad!**

Monolingual English medium also occurs in Extract 42. In this example Lucas is playing when Bruna and their father arrive.

Extract 42

1. F (to L)- What are you doing?
2. L (to F)- I am building a house.
3. F (to L)- I think Bruna wants to help you.
4. L (to B)- Do you wanna play?

It is expected that when Bruna begins to speak the siblings continue speaking some Portuguese to her, mainly in the presence of the mother. However, based on the communication already established between Carla and Lucas it is most probable that monolingual English will be the medium of interaction among siblings when alone or when the father or any other English-speaker is nearby. As for the Carla and Lucas interactions together with their parents the OPOL is respected, since they adopt the language of the parent they interacting with for their interaction.

4.2.1.6 Interactions involving both parents and children

In the OPOL strategy, children and their parents use language according to the person they are speaking to. Extract 43 illustrates this occurrence in Family 1. In this example the family is having lunch.

Extract 43

1. F- Carla put the things away please.
2. C- **They are not mine.**
3. M- *O que está acontecendo?*
   (What is happening?)

43

4. C- *Isso não é meu!*

    (That's not mine!)

5. M- *Eu sei (.) mas você tem que guardar as coisas (.) a bagunça dela (n.n) por muito tempo.*

    (I know (.) but you will have to put the things away (.) even her things (n.n) for a long time)

In the example above, Carla addresses her father (turn 2) and her mother (turn 3) in accordance with the norm established by the parallel mode.

Parallel mode is also used in Extract 44. This excerpt is a continuation of the interaction discussed in Extract 43.

Extract 43

1. L- *O que?*

    (What?)

2. M- *Ficar guardando a bagunça da Bruna.*

    (To put Bruna's things away)

3. L- *Quantos dias?*

    (For how many days?)

4. M- *Quantos dias não (.) Quantos anos.*

    (Not for days (.) For years.)

5. C- *Quantos?*

    (How many?)

6. F- **Two, three years.**

7. L- **Three years!**

In interactions between the family members there is also the occurrence of mixed mode. In Extract 44 the family is having dinner.

Extract 44

1. L (to M)- *Eu gosto disso e disso*

    (I like this and this)

2. M (to L)- *Você gostou? Eu não.*

   (Did you liked it? I didn't)

3. F (to M)- ***Você não gostou?***

   (Didn't you like it?)

4. M (to F)- *Eu não gostei da carne (.) eu não gostei muito do recheio*].

   (I didn't like the meat (.) I didn't like the stuffing too much].)

5. F (to M)- [Why?

6. M (to F)- *Não sei (.) tem uma coisa de estranha (.) acho que é cuscus.*

   (I don't know (.) there is something weird (.) I think it is cuscus)

In the excerpt above, the father uses monolingual Portuguese in turn (3) to refer to the mother's request in turn (2). Still the interaction continues smoothly. The conduct is normative.

Mixed mode also occurs in Extract 45. In this example the family is playing together.

Extract 45

1. C- O *que é o que é (.) que tem um circulo e tem um rabo?*

   (Guess what (.) it has a circle and a tail?)

2. F- *Gato?*

   (Cat?)

3. C- ***Não*** (.) **cat is not a circle! And it has a tail in the back**.

   (No (.) cat is not a circle! And it has a tail in the back)

4. M- *Tem um circulo e tem um rabo*?

   (It has a circle and a tail)

5. C- *Ã-hã*

   (Uh-huh)

6. M- *A tampa da panela*?

   (A potlid?)

7. C- *Sim*

   (Yes)

The last medium found in the interactions within all the family members is the monolingual Portuguese. In Extract 46 the family is having dinner.

Extract 46

1. M- *Mamãe precisa cortar?*
   (Does mummy need to cut it for you?)
2. C- **Precisa**
   (Yes)
4. M- **Então espera um pouquinho (.) deixa eu cortar só mais uma vez (n.n)**
   pronto. (n.n) Agora deixa eu esperimentar essa carne (.) Quer um
   pedaço
   Alex
   (Wait just for a while (.) let me cut this only once more (n.n) done (n.n) Now let
   me try the meat (.) Do you want me to cut a piece for you Alex?)
4. F (to M)- *Não pode deixar que eu pego. Ichi! Acho que eu peguei mais do que todo mundo* (LF)
   (No I can do it. Ugh! I think I have more in my plate than everybody else (LF))

In the example above, the father uses Portuguese in turn (4) because he adopted the "languageness" proposed by the mother in turn (3) when she does the first part of the adjacency pair set.

Another example of monolingual Portuguese use is illustrated in Extract 46. In this excerpt the family is playing together.

Extract 46

1. C- *O que é o que é (.) mas é um fácil (.) o que é o que é (.) que é gordo*]
   (Guess what (.) but it is an easy one (.) Guess what (.) is fat])
2. F- *Abacaxi*?]
   ([Pineapple?)
3. M- [*Limão*?
   ([Lemon?)
4. C- *Não*

(No)

5. L- *Abacaxi*?

6. C- *É*

    (Yes)

7. F- *Eu falei primeiro*.

    (I said it first)

Also when the whole family is interacting within themselves, the absence of monolingual English, which is never found in the collected data, could give the impression of following the strategy adopted by the family.

4.2.2 Family 2

4.2.2.1 Parent-parent interactions

In Non-dominant Language without the Community Support strategy the use of Portuguese at home is considered the norm, since both parents have the same language. Therefore, the medium expected for this interaction is monolingual Portuguese. In Extract (47) the mother and the father are having lunch.

Extract 47

1. F- **Sabe aquele gol?**

    (Do you remember that goal?)

2. M- **Sei**

    (I do)

3. F- *Hoje quebrou.*

    (Today I found it broken)

4. M- *Já*!

    (Already!)

In turn (1), the father proposes the use of Portuguese by producing a first part of an adjacency pair. In turn (2), the mother accepts to the "Portugueseness"

of the father's previous request in the second part of it. The conduct is normative.

However, the adoption of a monolingual medium for a particular conversation does not necessarily mean that the speakers are using only one language. Other languages may occur in the communication as well. For example, in Extract 50 the mother and the father are talking in the kitchen while the mother is preparing breakfast.

Extract 50

1. F- *Tem leite?*
   (Do we have milk?)
2. M- *Não muito (n.n) mas eu acho que ainda tem um pouco para ele.*
   (Not much (n.n) but I think we still got some for him)
3. F- *Não (.) tem pouco.*
   (No (.) that's not enough)
4. M- *Eu vou preparar panqueca (.) Como você quer a sua?*
   (I am going to prepare some pancakes (.) How would you like yours?)
5. F- *Eu quero Nutella na minha er...* **pancake** *(.) na paqueca.*
   (I want Nutella on my er… pancake (.) pancake.)

Here monolingual Portuguese is the norm of interaction throughout the conversation; however in turn (5) the hesitation and the pause show that the father is having problems in finding the *mot juste* to conclude his utterance. When he finally finds it another issue occurs: the medium of it differs from the norm adopted. Nevertheless, the father soon realizes the deviance and repairing it, thus maintaining the norm previously adopted.

As we could see above the language strategy claimed by this family is followed by both parents when interacting among themselves since the medium of communication used between them is the monolingual Portuguese.

4.2.2.2 Mother-children interactions

Mother-Aidee interactions

The interactions involving Aidee and her mother are characterized by the occurrence of monolingual Portuguese medium and mixed mode.

Extract 51 illustrates the use of monolingual Portuguese medium. In this example, the mother is helping Aidee to take her shower.

Extract 51

1. M- ***Vamos tomar um banho gostoso?***
       (How about taking a very nice shower?)
2. A- ***Gostoso***
       (nice)
3. M- *Como é a música do lava o pé?*
       (How do you sing the "Wash your feet" song?)
4. A- *Oh lava o pé (.) lava o pé] (SIN)*
       (Oh wash your feet (.) wash your feet])

Here the mother proposes the use of Portuguese in an adjacency pair in turn (1). In turn (2) Aidee accepts the mother's "Portuguesness", thus adopting Portuguese as the norm for their interaction.

Monolingual Portuguese medium also occurs in Extract 52. In this example Aidee and her mother are having breakfast.

Extract 52

1. M- *O que você vai querer tomar de café*?
       (What would you like to have for breakfast?)
2. A- *De café? Er* (n.n)]
       (Breakfast?)
3. M- [*O que você vai querer tomar? (.) Suco de laranja*?
       ([What do you want to drink? (.) Orange juice?)
4. A- *Sim*
       (Yes)

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Extract 53 illustrates the use of mixed mode. Here Aidee and her mother are in the garden.

Extract 53

1. M- *Aidee vem ajudar a tirar as pedrinhas*.
   (Aidee come here to remove the stones)
2. M- Mum I am busy
3. M- **You are not busy!**
4. A- I am doing sports
5. M- Ah (.) you are doing sports right now (n.n) *O Daniel ajuda então*
   (Oh (.) you are doing sports right now (n.n) Daniel will help then)

In the extract above, in turn (3) the mother switches to English to emphasize that she is not happy with what her daughter has said. Still no repair is done, assuming a normative conduct.

Extract 54 is another example of mixed mode. In this excerpt Aidee is telling her mother what she had dreamed.

Extract 54

1. A- Ruby was together with me in a palace
2. M- ***Quem?***
   (Who?)
3. A- Ruby (.) she is from the school (.) everybody was there even Jacob.
4. M- **Oh! Jacob was there too!** *Legal*
   (Cool)
5. Yes

Once again the mother does an intra-sentential switch in turn (4) with the aim of showing her surprise and enthusiasm. Since no repair was done the use of both languages is accepted as the norm for their interaction.

50

In the Non-dominant Language without the Community Support strategy it is expected that all members use only the monolingual Portuguese medium at home. However, as it occurs in the extracts above, the bilingual medium is also used in their interactions. Also in this case, what might give the members of the family the impression that they are consistently following their language strategy is the lack of monolingual English medium, which was never documented in the data set.

Mother-Daniel interaction

Similar to his sister, in interactions between Daniel and his mother two situations can be observed: monolingual Portuguese and mixed mode.

Extract (55) illustrates the use of monolingual Portuguese medium in the mother and son's interaction. In this example, Daniel and his mother are lying on Daniel's bed when the boy starts to pinch his mother.

Extract 55

1. M-*Não Daniel! Não faz assim! A mamãe precisa de* **cuddle** (n,n) *de carinho. Todos nó precisamos de carinho viu!*
   (*No Daniel! You shouldn't do like this! Mummy needs some* **cuddle** (n,n) *to be cuddled . We all need it*!)
2. D- ***Não***
   (No)
3. M- *Olha que menino*!
   (What a boy!)

In the example above, the mother does an intra-sentential switching in turn (1); however at the same turn, she notices the deviance and self-repairs, thus establishing the monolingual Portuguese as the norm for their interaction.

Extract 56 illustrates the use of monolingual Portuguese mode in another interaction. In this example Daniel and his mother are playing in the garden and Aidee does not let her brother to play with their trampoline.

Extract 56

1. M- *Daniel eu não sei o que fazer com essa menina que não quer esperar a
   vez dela.*

   (Daniel I don't know what should I do with this girl. She doesn't want to wait
for her turn.)

2. D- *Eu sei (.) você tem contar até cinco.*

   (You have to count until five)

3. *M- Ah (.) então eu tenho que contar até cinco.*

   (Oh (.) I have to count to five)

4. D- *Sim*

   (Yes)

Extract 57 illustrates the use of mixed mode in the mother-son interaction.
In this example Daniel and his mother are in his bedroom upstairs and he wants to
go to the kitchen.

Extract 57

1. D- Can we go downstairs?
2. M- *Ah não!*
   (Oh no!)
3. D- **Please let's go downstairs!**
4. M- **No let's stay here.**
5. D- **But I wanna.**

In this example, Daniel and his mother assume distinct languages of
interaction until turn (3). In turn (4) the mother switches her language usage from
Portuguese to English. In turn (5) the conversation is carried on smoothly, without
any medium repair. The conduct is normative.

Another example of mixed mode is Extract 58. In this example the mother and Daniel are in the kitchen.

Extract 58

1. M- *O que você quer comer?*

    (What do you want to eat?)

2. D- **Nothing (.)** ***Eu não quero comer***

        (I don't want to eat)

3. M-*Você não quer comer nada?*

    (Don't you want to eat anything?)

4. D- *Não*

    (No)

In the extract above, Daniel uses an intra-sentential switching in turn (2) to show his disapproval regarding the question done in turn (1). Since no repair was done, the use of both languages is normative.

In the interactions involving Daniel and his mother the strategy claimed by the family is not regularly followed since there is occurrence of mixed mode. Still, what might give the idea that they are following their language strategy in their interaction is the lack of monolingual English medium. In fact this medium was never found in the data set.

4.2.2.3 Father-children interactions

Father-Aidee interactions

In the communication between Aidee and her father two options can be observed: monolingual Portuguese medium and mixed mode.

Extract 59 illustrates the use of monolingual Portuguese medium. In this example, the father is teaching Aidee how to tell the time by using the clock in the kitchen.

Extract 59

1. F- *Que horas são?*
    (What time is it now?)
1. A- *Eu não sei.*
    (I don't know)
2. F- *Onde está o ponteiro pequeno?*
    (Where is the minute-hand?)
3. A- *Aqui.*
    (Here)

Here the father negotiates the use of Portuguese in the first part of an answer-question adjacency pair in turn (1). In turn (2) Aidee accepts the father's "Portugueseness" in second part of the adjacency pair. The conduct is normative.

Extract 60 illustrates the use of monolingual Portuguese medium in another interaction. In this example Aidee and her father are in the backyard.

Extract 60

1. F- *Como é que esse bicho chama? Er...* **caterpillar** *(n.n) não centopéia.*
    (How is it called?   no caterpillar)
2. A- *Cadê?*
    (Where?)
3. F- *Aqui minha filha.*
    (Here)

54

In the extract above, in turn (1) the father hesitates showing that he could not find the *mot juste*. After some search he can only find the English equivalent, therefore, doing an intra-sentential switching. However he immediately notices the deviance, correcting it, maintaining the monolingual Portuguese as the norm for their interaction.

Another situation found in the father and Aidees' interactions is the mixed mode. In Extract 61 Aidee and her father are at the supermarket.

Extract 61

1. 1. F- *O que mais agente pega?*
    (What should we buy*?)*
2. A- ***Pão*** (n.n) *dad are we going to have lunch?*
    (Bread)
3. F- *Pois é por isso que agente está aquí*]
    (That's why we are here])
4. A- [I had a good idea
5. F- *O que*?
    (What?)
6. A- How about if we buy muffin for dessert?
7. F- *OK*
    (OK)

In the example above, the father proposes the use of Portuguese in the first part of the question-answer adjacency pair in turn (1). However, in turn (2) the girl does not accept the language suggested by the father, adopting English as the language for interaction. In turn (3), the lack of medium repair reveals that for the participants nothing noticeable is occurring. The conduct is therefore normative.

Mixed mode also occurs in Extract 62. Here Aidee and her father are watching a race on the street.

Extract 62

1. A- I saw a tiger running!

2. F- **A tiger!**

3. A- No (.) a jaguar (.) do you know how is it called in Portuguese?

4. F- *Como?*

   (How?)

5. A- *Er... Leopardo.*

   (Er... leopard)

In the example above, in turn (2) occurs an intra-sentential switch without any medium repair, therefore, the use of both languages is normative.

In the conversations involving Aidee and her father the strategy claimed by the family is not constantly followed since there is co-occurrence of mixed mode and parallel mode. Still, the lack of monolingual English medium in their interactions might give the idea that they are following their language strategy.

Father-Daniel interactions

Like the interactions involving the father and Aidee, the conversations between Daniel and his father present two situations: monolingual Portuguese medium and mixed mode.

Extract 63 illustrates the use of monolingual Portuguese medium in the father-son communication.

Extract 63

1. F- *Ontem você gostou do churrasco?*

   (Did you like the barbecue yesterday?)

2. **Pause**

3. F- *Gostou?*

   (Did you like it?)

4. D- *Do que?*

   (What?)

5. F- *Do churrasco*

   (The barbecue)

6. D- *Sim*

   (Yes)

In the extract above, the father proposes the use of Portuguese in the first part of a question-answer adjacency pair in turn (1). In turn (2) however, the lack of response deviates from the norm. In turn (3) the father tries to fix this deviation by starting again the first part of the adjacency pair. In turn (4) Daniel accepts the Father's "Portugueseness" which is thus assumed as the medium for their interaction.

Another example of monolingual Portuguese is found in Extract 64. In this excerpt Daniel and his father are in the supermarket.

Extract 64

1. F- *Daniel o que agente vai pegar?*

   (Daniel what are we going to buy?)

2. D- *Hamburger?*

   (Hamburger?)

3. F- *Esse aqui é pouco*

   (It is not enough)

4. D- *Pouco?*

   (Not enough?)

5. F- *É e parece que é apimentado.*

   (Yes and it seems spicy)

An example of mixed mode is Extract 65. In this example Daniel are going to the supermarket.

Extract 65

1. F- *Olha eu tinha me esquecido da corrida.*

   (Wow I had forgot about the race)

2. D-**Is that a race?**

3. F-**It is not a regular race (.)** *todo mundo corre junto (.) são 42 kilômetros (.) Vamos ver se agente conhece alguem.*

   (Everybody runs together (.) it is 42 kilometers (.)

   Let's see if we know anyone)

4. D- I saw a man with no ***blusa***.

   (t-shirt)

In the excerpt above, in turn (3) the father does an other-language repair without medium repair in response to first part of the adjacency pair done in turn (2). Therefore the use of two languages is the norm for this interaction. Moreover, in turn (4) Daniel does an intra-sentential switch, demonstrating again the use of both languages as the norm of their interaction, thus resulting in an example of mixed mode.

Similar to the previous interactions, the conversations involving Daniel and his father the strategy claimed by the family is not followed since there is the occurrence of mixed mode. Nevertheless, the lack of monolingual English medium throughout the data set might give the idea that they are following their language strategy.

4.2.1.4 Interactions between siblings

Similarly to Carla and Lucas interactions, Aidee and Daniel conversations are characterized by the use of monolingual English medium, reflecting the language they speak in their community of peers. The lack of monolingual Portuguese medium in the example above represents a failure of the strategy

adopted, which would imply that all the members, children included, should interact in Portuguese in the home environment. One example of this is Extract 66, where both siblings are playing together.

Extract 66

1. A- **This is my brother Fire-Huck (.) and I'm Fire-Who.**
2. D-[**We are both fires**
3. A- Yes

The strategy is also not applied when they interact with their mother, or when the mother is nearby, because the twins assume a mixed mode and half-way between mode.

Extract 67 is an example of mixed mode. Here the children are playing with their jumping board.

Extract 67

1. A- Mom watch this (.) it is very tricky!
2. M (to D)- *Olha! Olha o que ela fez! (.) Vem cá pra ver.*
   (Look! Have you seen what she did! (.) Come here to see it)
3. D- I can do that
4. M- **Can you?** *Deixa o Daniel tentar Aidee (.) Vem pra cá.*
   (Aidee let Daniel try as well (.) Come here)
5. A- Mom (.) let me just show how I jump

In the example above, the mother does an intra-sentential switching without repair in turn (4) in response to Daniel's answer in turn (3). The conduct is normative.

Another example of mixed mode is Extract 68. Here the mother and the children are in the backyard.

Extract 68

1. M- *Você quer suco Daniel?*

   (Do you want juice Daniel?)

2. D- *Suco?*

    (Juice?)

3. M- *É está fazendo muito calor.*

    (It's very hot)

4. A- **How about lemonade?**

5. M- ***Eu sei que você gosta de limonada (.) mas acabou (.) só se eu fizer com limão. (.) vamos fazer a limonada.***

    (I know that you like lemonade (.) but the lemon is over (.) unless I do it with lime (.) lets prepare lemonade)

In turn (4) Daniel suggests the use of English in the first part of an adjacency pair. However, the mother does not accept Daniel's "Englishness" in turn (5). Still no repair occurs, both languages are used smoothly. The conduct is normative.

Half-way between mode is also found in the mother-children interaction. In Extract 69 the mother and the children are playing in the living room.

Extract 69

1. A- I'm going to do with colors
2. D- I'm going to do with letters
3. A- I want to do with letters as well
4. M- ***Não Aidee faz com colors e o Daniel com as letters se não(.) não vai dar.***

    (No Aidee will do it with the colors and Daniel the letters otherwise (.) it not going to work)

In the extract above, the mother does an intra-turn-other-language repair in turn (4). Since there is no repair; the use of both languages is accepted as the norm for their interaction.

Another example of half-way between mode is Extract 70. Here the mother and the children are in the children's bedroom.

Extract 70

1. M- *Aidee vem cá na cama do Daniel e traz o seu **blanket** (n.n) se o Daniel deixar agente ficar na cama dele.*

   (Aidee come here to Daniel's bed and bring me your blanket (n.n) if Daniel allows us to stay in his bed)

2. D- *Não* (LF)

   (No)

3. M- *Ai Aidee! Olha esse menino!*

   (Ah Aidee! See what this boy is doing!)

4. A- **He is bad!** (LF)

Similar to the previous Extract, in the example above the mother does again another intra-turn other-language switch without repair in turn (1). Moreover, in turn (4) Aidee switches to English. The conduct for this interaction is normative.

When interacting with their father, however, the siblings assume a mixed mode in which the children and their father mix the use of both languages without orienting the two languages as different.

In Extract 71 both children and their father are going to the supermarket.

Extract 71

1. F- *Vocês sabem o que agente precisa comprar no supermercado?*

   (Do you know what do we need to buy at the supermarket?)

2. A- *Carninha?*

   (Meat?)

3. F- *Carninha não porque agente vai comer lazanha (.) né?*

   (No meat, because we are going to have lasagna (.) right?)

4. D- **And sausage?**

5. F- **Sausage again?**

6. D- **Yes**

Mixed mode also occurs in Extract 72. In this example the children are playing a card game with their father.

Extract 72

1. F- *Depois da Aidee quem e?*
   (After Aidee who comes?)
2. A- **You and Daniel**
3. F- *Quem vai ganhar?*
   (Who is going to win?)
4. D- *Ou a Aidee ou eu*
   (Either Aidee or I)
5. A- Daniel

In turn (2), Aidee replies in English in the second part of the adjacency pair started by the father in Portuguese. Since no repair followed, the use of both languages is the norm for their interaction.

In the extracts above the lack of monolingual English in their interactions might give the participants the impression of following the strategy, although there is no use of monolingual Portuguese neither in their conversation with their mother nor in the communications with their father.

4.2.2.5 Interactions involving both parents and children

As expected in the Non-dominant Language without the Community Support strategy, the members of the family should speak only in monolingual Portuguese medium, although episodes of mixed more are frequent.

Extract 73 is a typical example of monolingual Portuguese medium. In this extract the family is playing together domino.

Extract 73

1. F- *Nossa tigre (.) (LF) e o crocodilo numero um (.) dois e cinco (n.n) Você tem Daniel? (n.n) O que e que voce tem?*

   (Gosh tiger (.) (LF) and a crocodile number one (.) two and five (n.n) have you got it Daniel? (.) What have you got?)

2. D- **Five**

3. A- ***Não (.) cinco***

   (No (.) five)

4. M- *Que bicho e esse? (.) Como ele se chama?*

   (Which animal is this? (.) What's its name?)

5. A- *Crocodilo*

   (Crocodile)

6. M- *Crocodilo (.) muito bem!*

   (Crocodile, very good!)

7. F- *Agora quem e depois do Daniel*?

   (Now who comes after Daniel?)

8. A- (SQ) *Eu tenho cinco (.) cinco*

   (I've got five (.) five)

In turn (2) Daniel does an intra-sentential switch, which is noticed by his sister, who corrects it (turn 3) maintaining the monolingual Portuguese medium as a norm.

However, the members adopt a mixed mode as in extract 74. In this example the family members are playing again a card game.

Extract 74

1. M- *Quem vai ganhar?*

   (Who is going to win?)

2. D- **I'll win.**

3. F- *Vai contando né.* (distributing the cards)

   (I'll start counting, okay?)

4. A- *Um (.) dois (.) tres]*

   (One (.) two (.) three])

5. F- (to D) [*e para voce.*

([it's for you)

6. D- **I don't want to play.**

7. A- *Um (.) dois*]

    (One (.) two])

8. D- [**No (n.n) one (.) two**

9. M- Daniel!

10. F- *Isso (.) dois para cada um.*

    (That's it (.) two each)

Here the occurrence of English in the second part of the question-answer adjacency pair without repair shows that the use of both languages is normative (turn 2). Similarly, the use of English in turns (6) and (8) is not repaired. Another example of mixed mode is Extract 75, where the children and the father are again playing a card game.

Extract 75

1. F- *Eu tenho o macaco (.) e eu vou colocar o macaco.*

    (I have one monkey (.) and I am going to put it)

2. M- *Qual você tem Daniel?*

    (Which one have you got?)

3. A- *Eu tenho o macaco e um folho.*

    (I've got a monkey and a leaf.)

4. M- *Uma folha (.) eu tenho aqui uma folha.*

    (A leaf? (.) I've got a leaf here)

5. D- *Folha (.)* **me too**.

    (Leaf)

6. M- *Agora e voce Aidee (.) eu acho que voce tem.*

    (Now it's your turn, Aidee (.) I think that you've got one.)

7. A- *Tem.*

    (I have)

In turn 5 Daniel does an intra-sentential switch without repair. Still, the interaction occurs smoothly, showing that the use of the two languages is the norm for the interaction.

Similar to the interactions in Family 1, in Family 2 what might give the impression of following the strategy claimed is the absence of monolingual English in their conversations, which could not be found in the data collected.

5
Conclusion

The answer given by these two case studies to the research question driving this work is clear: language strategies are not consistently put in practice, even when the families claim their successful application. Unconscious routines and lapses together with the non-use of certain communication mediums can give to the interlocutors the impression of succeeding in the application, but the analysis of empirical data show how this only sometimes happens.

This finding is in contrast with the claims made in literature (see Chapter 2), claiming that language strategies can be perfectly applied by bilingual families in their real-life interactions. The families investigated in this study may indeed have applied the strategies claimed to some interactions. However, most interactions were characterized by deviance in the language strategy. Still what might have given them the impression of following their policies is the absence of monolingual English medium in the interactions involving the mother from Family 1, and the parents and children in Family 2.

In Family 1 the OPOL language strategy was not consistently applied. While the mother is very strict in the application of the policy, the father often uses a bilingual medium to support the minority language, resulting in cases of mixed and half-way between mode. This is also what happens when the parents are addressing to their infant child Bruna. As for Carla and Lucas, English is the medium they use to interact with each other and with their father, while when the mother is present and active in the interaction, her strictness in applying the language strategy influences the language choices of her children, resulting in the adoption of a monolingual Portuguese medium. As it was pointed out throughout Chapter 4, it is very interesting to note how monolingual English medium never appears in the interactions involving the mother recorded in the collected material. This fact shows once more the mother's rigor in applying the strategy.

In Family 2 the strategy implied the assumption of the monolingual Portuguese medium in all interactions: indeed, this can be observed in the conversations between the parents. However, inconsistencies occur when the children are involved, because they both use a monolingual English medium when interacting among themselves. When they interact with their parents, they tend to

mix it with Portuguese, causing the parents to adopt a bilingual medium. Since the parents are not strict in the application of the strategy, the children impose their own strategy favoring English, which is their preferred language and also the majority language.

One limitation of this study was the fact that it was based on audio recordings. In fact, some interactions involving more than two members were not used because I could not distinguish who was the addressee, since I did not have access to the participants' eye contact and gaze. Therefore, a future study bearing on this research should also include video recordings. Indeed, audio-visual recordings, though more invasive, could account for more non-linguistic dimensions such as kynesics and prossemics, giving precious information about the conversations which can go beyond the limits of an audio recording.

Further research could also include the analysis of the children's use of English lexical and morphology in Portuguese sentences. With a larger amount of collected data, it could be also possible to study Daniel and Aidee preference for English use.

Finally, it would be interesting to study the bilingual language acquisition of the infant, Bruna. Will it reflect her siblings' choices or will it be different? A study of Family 1 carried out in the future and compared to the present work could give even more interesting results.

Word count: 16.150

Linguistic and English Language
SCHOOL OF PHILOSOPHY, PSYCHOLOGY
and LANGUAGE SCIENCES

Informed Consent Form

We agree to participate, and to consent our children to participate in a research on bilingual language development, conducted by the researcher as part of her Master studies at The University of Edinburgh, with the understanding that the purpose of this study is to describe how the family members with a bilingual background use their language in ordinary situations. The intent is not to change any characteristic of the parent's or the children's behavior.

As participants in this study, we are aware that we will be recorded by the researcher, as well as we will have to record three hours of family interactions. We are also aware that we might be asked to participate in other digital recording in case the previous ones present any problems in interpretation. We understand that all the recordings will be listened to and analyzed only by the researcher for educational and scientific research purposes.

A notebook containing information about our recordings procedures will be kept by us during the study. At the end of the project, the notebook will be the researcher's possession for study purposes.

We recognize that our data will be kept rigorously treated as confidential information. Our names will not be linked with the research materials or to any other academic work that might be produced by the researcher in the future. However, we allow to keep and to use recordings and the notebook for future academic purpose.

If any time during the project we feel unable or unwilling to continue, we are free to withdraw.

Our signature indicates that we have read the information above and agreed in participating in this study.

_____

Name of the participants (Block Capitals)

_____

_____

Signature of the participants   Date

_____

_____

Signature of the researcher   Date

In case of any queries now or any additional questions later, please do not hesitate to contact the researcher at xxx@gmail.com. You will be offered a copy of this form to keep.

Appendix II

Instructions for note keeping

Each mother will be responsible to register in the notebook the information necessary for a better understanding of the social acts involved in each conversation recorded.

For each interaction the mother should write one short paragraph containing the followed information: the date and period of the day (morning, afternoon, lunch time, etc.), who was involved in the social action, where were the participants and what were they doing. The paragraph should be written in one page each, leaving the back page blank. If one page is not enough to cover the issues involved in the social action, the same procedure can be adopted in the following page, where it should be specified that it is the continuation of the previous page. Each note must be numerated following the order of the recordings. For example, if one is writing the paragraph corresponding to the first recording, one should write "*record number one*" in the top right corner of the page.

In case of any doubts or problems do not hesitate to contact the researcher at xxx@gmail.com. In any case, during the pause between the two blocks of recordings the researcher will get in contact to check the process of the project.

Appendix III

Instructions for the audio recording

Each mother is responsible to record different samples of daily routine interactions involving both parents. An example of possible relations that could be recorded are: routines of feeding, dressing, undressing, games of special interest, the family gathered in the car, etc. It is important to record the social actions only among the family integrants due to ethical purposes.

It is important that before starting the mother or the father check the batteries. The researcher will provide enough batteries to be used during the project.

Another thing that should be checked is if the digital recorder is working properly, in this case, before starting any procedure record *1,2,3 test* and check if it is working properly by listening to it.

The equipment will be a digital voice recorder. The **REC** button is used to record, the **PLAY** button is used to listen for the audio recorded, and the **power button** will be used to turn on or off the equipment.

The first recording will be done in the presence of the researcher, in case of any questions or problems with the digital recording.

After this meeting each family will be responsible for both the equipment and audio recording. In the attempt to synchronize the two parallel processes off the data collection both families will realize the recordings at the same time in order to synchronize the two parallel processes of data collection. Therefore, each family should wait for the researcher's request to start their recordings.

Four hours of interactions will be recorded, including the one done in presence of the researcher. The family will then do the second recording in the following day after the meeting with the researcher.

After the second recording a pause of two days will occur so the researcher will be able to get in contact again with the family to check the progress of the project. After the two days the family will have two more days to record the interactions one day after the other. At the end of the fourth recording the data

collection is over, the family and the researcher will schedule the best day to collect the information.

In case of any doubts or technical problems do not hesitate to contact the researcher at xxx@gmail.com. She will be more than willing to help.

Appendix IV
Transcription conventions

The transcription format used in this study follows the conventions laid out in Bucholtz (2000).

A. Talk features

(.) pause of 0.5 seconds or less

(n.n) pause greater than 0.5 seconds

 [ ] overlap beginning and end

(CH) chuckle

(CR) cry

(GR) grunt

(IN) in breath

(LF) laugh

(SQ) squeal

(WH) whisper

(WM) whimper

(WN) whine

(YN) yawn

(BAB) Babbling

B. Language contrast

Portuguese-English Data

Portuguese: italics

English: plain characters

C. Boldstyle

It indicates elements targeted by analysis.

Family 1 Transcriptions

Mother – Father interaction

Example 1 (preparation for diner)

1. M- Gente (.) agente vai comer agora.
2. F- Dois minutos!
3. M- Dois minutos?
4. F- We haven't finished the things yet.
5. M- Mas já está quase pronto e até eles sairem dali.

(Translation)

1. M- Guys (.) we are going to eat now.
6. F- Two minutes!
7. M- Two minutes?
8. F- We haven't finished the things yet.
9. M- But it is almost ready.

Example 2 (preparation for dinner)

5. F- Elisa?]
6. M- [Oi! (.) para mim já está tudo pronto (.) ó!(n.n) deixa eu levar isso]
     ([Yes! (.) In my opinion everything is already ready (.) see! (n.n) Let me take this])
7. F- [Where?
8. M- Para por na mesa.
     (To put on the table)

Example 3

.   F- You know (.) all I remember from that cat was that he was always still.

2.   M- Mas por que ele faria isso?

(But why would he do this?)

3. F- I don't know (.) maybe this was one of the things he did without knowing

(LF)

4. M- É talvez

(Yes maybe)

Example 4

6.   M- Alex você viu o meu bloquinho?

(Alex have you seen my notebook?)

7.   F- Bloquinho (.) Que bloquinho?

(Notebook (.) Which notebook?)

8.   M- O bloquinho que eu estava usando.

(The notebook I was using).

9.   F- I don't know about any notebook.

10. M-Não tem problema

(No problem)

Example 5

1. F- Voce não gostou?

(Didn't you like it?)

2. M- Eu não gostei da carne (.) eu não gostei muito do recheio.]

(I didn't like the meat (.) I didn't like the stuffing too much])

3. F- [Why?

4. M- Não sei (.) tem uma coisa de estranha (.) acho que é cuscus.

(I don't know (.) there is something weird (.) I think it is cuscus)

Example 6

4. F- There is a house nearby that looks just like Dr Who's house.

5. M- A sei (.) ela é enorme (.) agente vê na rua de vez enquando. (n.n) Pera aí que eu só vou desligar o heating porque estou morrendo de calor.

   (I know (.) It is huge (.) We can see sometimes on the street (n.n) Wait a second because I'm going to turn off the heating because it is very hot in here.)

6. F- Take your time

Example 7

M- O que é o que é marrom e tem mãos?

    (Guess what is brown and it has hands?)

2. F- It has hands (.) yes (n.n) macaco.

                      (monkey.)

3. M- Certo

   (Right)

Example 8

1 . M- E amanhã Alê (.) você vai como para o aeroporto?

     (How about tomorrow Alê (.) how are you going to the airport?)

2. F- De taxi.

    (By taxi.)

3. M- Você já marcou com o taxi?

    (Have you booked the taxi?)

4. F- Já ele vem me pegar as sete da manhã.

    (Yes it will come at 7 am)

Example 9

1. F- O que é o que é (.) gostoso pra caramba]

   (Guess what (.) it is very tasty])

2. M- Suco? (n.n) hum… chocolate?

   (Juice? (n.n) hmmm… chocolate?)

3. F- E é branco.

   (It is white)

4. M- Arroz?

    (Rice?)

5. F- E tem gosto de banana.

   (And it taste like banana.)

6. M- (LF) Mingau?

        (porridge?)

7. F- É (.) mingau é gostoso.

   (Yes (.) porridge is good)

Mother – Lucas interaction

Example 1(preparation for diner) – watching DR WHO

1. M- Põem no pause Lu e aí depois você volta.
2. L- Mãe!
3. M- Vamos! Põem no pause e depois você volta (n.n) vamos!
4. L- Mãe(.) está quase acabando.
5. M-Já está tudo pronto.

(Translation)

1. M- Pause it Lu and then you can watch it later.
2. L- Mum!
3. M- Come on! Pause it and then you can watch it later (n,n) come on!
4. L- Mum (.) it is almost over.
5. M-Everything is already ready.

Example 2

5. L- Mãe

(Mom)

6. M- Oi

(Yes)

7. L- Eu queria sair da sua barriga no natal assim eu ganhava dois presentes.

(I wish I had born during Christmas so I could get two presents)

8. M- Mas você já ganha presente no natal!

(But you always get presents for Christmas!)

Example 3

1. M- Quem é o malvado dessa vez?

(Who is the bad guy this time?)

2. L- Eu não sei.

(I don't know)

3. M- Não tem um monstro ou alguma coisa assim?

(Doesn't it have any monster or something similar?)

4. L- Tem uma time machine

(There is a time machine])

5. M- [Uma máquina do tempo?

([A time machine?)

6. L- É (.) uma maquina do tempo.

(Yes (.) a time machine)

Example 4

5. L- Você sabe que ele gostava de cobra?

(Did you know that he liked snakes?)

6. M- Cobra!

   (Snakes!)

7. L- É (.) e no meu sonho eu fingia que tinha uma cobra and I e o gatinho tinha matado ela.

   (Yes. In my dream I pretended that I had a snake and I (.) and the cat had killed it)

8. M- Legal.

   (Nice)

Example 5

1.   M- Filho para o filme um pouquinho só pra eu conversar com você.

       (Darling pause it for a while because I want to talk with you)

2.   L- Mum! Não!

              (No)

3.   M- É rapidinho! Conta como foi o seu dia.

        (It is very fast! Tell me how was your day)

Mother- Carla Interaction

Example 1

6. M- E o que a Tracy falou?

   (And what did Tracy say)

7. C- She (n,n) ela falou se eu não queria isso.

          (she asked if I didn't want that)

8. M- Ah! Ninguém quer isso.

   (Well! Nobody wants it)

Example 2

1. C- Eca!

   (Yeuch!)

2. M- O que foi?

   (What happened?)

3. C- Eu não gosto desse arroz.

    (I don't like this rice.)

4. M- Não? Você não gostou?

   (No? Didn't you like it?)

5. C- Eu quero tomar sorvete

     (I want ice cream)

Example 3

   5. M- Carla conta foi lá]

          (Carla how was at])

   6. C- Na casa da Tracy?

         (At Tracy's house?)

   7. M- É

        (Yes)

   8. C- Eu e o Ben brincou lá fora (.) and assistiu scooby doo and Tom e Jerry.

       (Ben and I played outside (.) and watched scooby doo and Tom and

Jerry)

Example 4

1. C- O que é o que é can fly e tem cores e desenho?

   (Guess what can fly and it colourful and it has drawings?)

2. M- Papel colorido?

   (Colorful paper?)

3. C- Não (.) tapete.

(No (.) mat)

Mother – Bruna interaction

Example 1

4. M- Não Bruna (.) aí quebra!
    (No Bruna (.) this one breaks!)
5. B- (SQ)
6. M- Ah (.) Chega Bruna!
    (Oh (.) That's enough Bruna!)
7. B- (CR)

Example 2

4. M- Bruna cadê o frango que eu estava comendo?

    (Bruna where is my chicken?)

5. B- (BAB)

6. M- O que você fez com ele?

    (What did you do with it?)

4. Silence

Mother – Lucas- Carla interaction

Example 1 (Lucas is putting his hand at the hot pot)

1. M- Lucas voce lembra da outra vez o que aconteceu?

2. L- Hein?

3. C- O que aconteceu?

4. M- Ele pôs a mão e queimou o dedo (n.n) Ó Para de mexer!

(Transaltion)

1. M- Lucas do you remember what happened the last time you did that?

2. L- Huh?

3. C- What happened?

4. M- He put his hand and burned his finger (n.n) Hey stop this!

Father- Bruna interaction

Example 1

3. F- That's it Bruna I'm afraid you'll have to come with me.

4. B- (CR)

Example 2

1. B- (BAB)

2. F- (BAB) (LF) Bruna yes!

4. F- Good girl! That's my good girl!

Example 3

4. F- O que foi, Bruna?

(What happened, Bruna?)

5. B- pause

6. F- Bruna, vai lá brincar com as outras crianças.

    (Bruna, go there to play with the other children)

Example 4

3. F- Gostoso Bruninha ! Quer mais suco?

    (Tasty Bruna! Do you want more juice?)

4. B- (BAB)

Example 5

3. F - Ai caramba Bruna! (.) Out out! No!

    (Holly crep! Bruna)

4. B- (BAB)

Example 6

1. B- (BAB)

2. F- What's that Bruna?

3. B- (BAB)

4. F- What do you want? Do you want to eat? (n,n) Eu acho que a mamãe chegou. Do you want to eat?

    (I think your mother has just arrived)

Father –Lucas interaction

Example 1

5. F- Lucas what color do you want in the wall in your bedroom?

6. L- I don't want white.

7. F- How about very light blue?

8. L- Ok

Example 2

1. F- Knock, knock!

2. L- Who is there?

3. F- Doctor.

4. L- Doctor Who?

5. F- How did you know (LF)

Example 3

L- Esse esse é o tamanho do Dr Who coiso.

    (This is the size of Dr Who's thing)

2. F- Can he teleport?

3. L- O que?

    (What?)

4. F- Can he teleport?

5. L- Yes

Father –Carla interaction

Example 1

5. F- In the Church Carla (.) what did you do?

6. C- I prayed and then I had lunch.

7. F- Did you enjoy your lunch?

8. C- Yes

Example 2

1. F- Today I'm going to play the French and put some ice in the milk.

2. C- ice in the milk?

3. F- Here it goes! Some ice in the milk.

5. C- Daddy the ice is melting.

Example 3

1. F- O que é o que é (.) que vive na água e é feio para caramba.

   (Guess what (.) lives in the water and is very ugly)

2. C- Octopus?

3. F- Yes! (.) Parece o monstro do Dr Who.

         (It looks like a monster from Dr Who)

Mother- father- children interaction

Example 1 (diner)

1. M- A janta já está pronta mesmo ! (.) Lu eu vou precisar da cadeira. Põem no pause e depois voces assistem.

2. L- Mãe!

3. F- Let's go guys!

4. M- Põe no pause (.) eu também quero assistir amor. (.) vamos gente!

5. C- Já está quase acabando!

6. F- Let's go guys! Hey!

7. M- Vai, vamos lá, sentem-se nos seus respectivos lugares (n.n) Ah! Vou pedir para voce pegar a carne tá bom?

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8. F- Ok
9. M- Carla senta aqui amor.

(Translation)

1. M- The diner is really ready now! (.) Lu I will need your chair. Pause it and later you watch it.
2. L- Mum!
3. F- Let's go guys!
4. M- Pause it (.) I want to watch this as well sweetie (.) Come on!
5. C- It is almost over!
6. F- Let's go guys! Hey!
7. M- Come on, take your seats (n.n) Ah! I'm going to ask you to get the meat ok?
8. F- Ok
9. M- Carla sit here sweetie.

Example 2 (diner)

2. L- O que tem no arroz?
3. M- O que é que tem no arroz? (.) Esse arroz ai tem vegetais.
4. C- Mas é só isso?
5. -huh
6. M- Só isso tá bom?
7. C- Ã-hã
8. L- Eu quero o meu igual o da Carla!
9. M- Mas é o que você vai ter. (n.n) Pode por arroz para você Alê?
10. F- Sim
11. M- Podem começar a comer.

(Translation)

1. L- What is in the rice?
2. M- What is in the rice? (n.n) This rice is mixed with vegetables.
3. C- Only that?
4. F- It is a colourfull rice.
5. M- Is that enough?
6. C- Uh- huh
7. L- I want mine similar to Carla's.
8. M- But it is what you are going to have. (n.n) Alê should I put some rice or you too?
9. F- Yes
10. M- You can start eating.

Example 4

1. C- O que é isso?
2. M- É carne
3. C- Eu não quero carne!
4. M- Não (n.n) voce tem comer.
5. L- Eu quero um desses.
6. M- Voce quer pimentão também?
7. C- Eu quero menos arroz.
8. M- Alê poĕm a carne também (n.n) espera aí Carla (.) tem outra carne aqui.
9. L- Mãe eu posso ter um pequeno pedaço?
10. M- Pode amor.
11. L- Mas só um pequeno pedaço.
12. F- Hey (.) that's right.

(Transaltion)

1. C- What is this?:
2. M- Its is meat.
3. C- I don't want meat.
4. M- No (n.n) you have to eat it.
5. L- I want one of this.
6. M- Do you want red peppers as well?
7. C- I want less rice.
8. M- Alê put the meat as well (n.n) wait a second Carla (.) There is other meat here.
9. L- Mum can I have a small piece?
10. M- Of course sweetie.
11. L- But only one small piece.
12. F- Hey (.) that's right.

Example 5

1. M- Voce não quer mais molho? (.) Não está bom?
2. C- Eu não queria molho.
3. F- But you have to eat that.
4. M- Mas voce gosta de molho de tomate (n.n) Lu eu vou por aqui em cima (.) pera aí que eu ainda estou fazendo a salada.
5. C- Mãe (.) eu posso tomar um pouquinho de suco de maracujá?
6. M- Depois da comida porque se não voce não come.
7. F- Give her a bit of water.
8. M- É (n.n) vou te dar água tá? (.) espera um pouquinho.

(Translation)

1. M- Don't you want more sauce? (.) Is it not tasty?
2. C- I didn't want sauce.
3. F- But you have to eat that.
4. M- But you like tomato sauce (n.n) Lu I'm going to put it over this (.) wait a minute because I'm still preparing the salad.

5. C- Mum (.) can I have a little bit of passion fruit juice?

6. M- Only after your are done with your meal otherwise you will not eat.

7. F- Give her a bit of water.

8. M- Yep (n.n) I will give you some water ok? (.) Wait a second.

Example 6

1. M-Nossa voce já acabou esse daqui? (.) e o seu (.) mamae precisa cortar?

2. C- Precisa

3. M- Então espera um pouquinho (.) deixa eu cortar só mais uma vez (n.n) pronto. (n.n) Agora deixa eu esperimentar esse arroz novo.

4. F- Ug! Acho que eu peguei mais do que todo mundo (.) eu peguei metade da carne (LF).

5. Unclear

(Translation)

1. Gosh You are already done? (.) and how about yours (.) does mummy need to cut it for you?

2. C- Yes you do

3. M- Wait just for a while (.) let me cut this only once more (n.n) done (n.n) Now let me try this new rice.

4. F- Ugh! I think I have more in my plate than everybody else (.) I might gave got half of the meat (LF)

5. Unclear

Mother- Carla – Bruna interaction

Example 1

1. M- Pode sentar meu amor (n.n) O que foi? Voce não quer o pirê?

2. C- Eu preciso de mais coisa.

3. M-Por que voce precisa mais do que isso?

4. C- Hum]

5. M-[Então do que voce precisa? (n.n) Um garfo?

6. C- É um garfo.

7. M- Pára Bruna ! (.) Pera ai (.) a mamãe vai dar um pouco para voce.

(Transaltion)

1. M- You can sit sweetie (n.n) What happened? You don't want your mashed potatoes Voce?

2. C- I need one more thing.

3. M- Why do you need one more thing?

4. C- Mmm]

5. M-[So What do you need? (n.n) A fork?

6. C- Yes a fork.

7. M- Stop Bruna ! (.) Wait (.) mummy is going to give you some food for you.

Example 8 (page 10)

1. L- Está desligado!

2. M- O que está desligado?

3. L- Dr Who

4. M- Não está no pause (.) É que o papai tirou a tela.

5. F- Yes (.) later you can watch anything you want.

6. L- Eu vou falar o que está acontecendo.

7. M- Fala

8. L- Eles tudo tem um controller e Sophie]

9. M-[Mas ela está grávida ou não?

10. L- Sim

(Translation)

1. L- It is off!
2. M- What is off?
3. L- Dr Who
4. M- No it is not it is paused (.) Daddy only switch off the screen.
5. F- Yes (.) later you can watch anything you want.
6. L- I'm going to tell what is happing.
7. M- Say it.
8. L- All of them have a controller and Sophie]
9. M-[Mas ela está grávida ou não?
10. L- Yes

Example 9 (talking about Dr Who)

1. M- Quem é o malvado dessa vez?
2. L- Eu não sei.
3. M- Não tem um monstro ou alguma coisa assim?
4. L- Tem uma time machine]
5. M- [Uma máquina do tempo?
6. L- É (.) e tem um homem (.) e ele desaparece e aparece em outro lugar
7. M- Hum! (n.n) Então tem uma hum (.) time machine (.) máquina do tempo não é isso?
8. L-É (.) ele não fala nada e desaparece para um outro lugar.

(Translation)

1. M- Who is the bad guy this time?
2. L- I don't know.

3. M- Doesn't have any monster or something similar?

4. L- Tem uma time machine]

5. M- [A time machine?

6. L- Yes (.) and there is a man (.) and he disappears and appears in another place.

7. M- Mmm! (n.n) Então tem uma Mmm (.) time machine (.) Time machine isn't?

8. L- Yes (.) he doesn't speak anything and he goes to another place.

Example 10

7. L- Esse esse é o tamanho do Dr Who coiso.

8. F- Can he teleport?

9. L- What?

10. F- Can he teleport?

11. Silence

12. L- Desse tamanho é o Dr Who coiso.

13. M- Coiso? (.) O que a máquina ? A barriga?

14. L- Não

15. M- A máquina?

16. L- Não

17. M- O que é?

18. L- O Dr Who casa]

19. M-[A casa dele?

20. F- Unclear

21. M- A sei (.) é a enorme (.) agente vê na rua de vez enquando. (n.n) Pera aí que eu só vou desligar o heating porque estou morrendo de calor.

(Transaltion)

1. L- This is the size of Dr Who's thing.

2. F- Can he teleport?

3. L- What?
4. F- Can he teleport?
5. Silence
6. L- This is the size of Dr Who's thing.
7. M- Thing? (.) Is that a machine? His belly?
8. L- No
9. M- Is that a machine?
10. L- No
11. M- What is it?
12. L- Dr Who's house]
13. M-[His house?
14. F- Unclear
15. M- I know (.) It is huge (.) We can see sometimes on the street (n.n) Wait a second because I'm going to turn off the heating because it is very hot in here.

Example 11

9. L- Mãe
10. M- Oi
11. L- Eu queria sair da sua barriga no Christmas.
12. M- Quanto?
13. F- (LF)
14. L- No Natal (.) assim eu poderia ganhar dois presentes.
15. M- Mas você já ganha presente no natal!
16. L- Eu sei (.) mas eu podia ganhar um monte de presentes (.) um porque era o meu aniversário e o outro porque era natal.
17. M- Hum (.) mas voce já ganha bastante presentes.
18. L- Eu sei.
19. F- When people are born on Christmas day they only get one party instead of two.
20. M- E outra (.) tem muita gente que só ganha o presente de natal e não o de anivesário.

21. F- Yes

22. B- Bababababa (BAB)

23. M- Fala Bruna (.) Vem para cá (.) vem!

(Translation)

1. L- Mum

2. M- Yes

3. L- I wish I had born during Christmas.

4. M- When?

5. F- (LF)

6. L- During Christmas (.) so I could get two presents.

7. M- But you already win your present on Christmas!

8. L- I know (.) but I could win many presents(.) one because it was my birthday and the other because it was Christmas.

9. Mmmm (.) mas voce já ganha bastante presentes.

10. L- Eu sei.

11. F- When people are born on Christmas day they only get one party instead of two.

12. M- There is more (.) there is a lot of people that only get their Christmas present but not their birthday present.

13. F- Yes

14. B- Bababababa (BAB)

15. M- Say it Bruna (.) Come here (.) Come!

Example 12

1. L- Eu gosto disso e disso

2. M- Voce gostou? Eu não.

3. F- Voce não gostou?

4. M- Eu não gostei da carne (.) eu não gostei muito do recheio].

5. F- [Why?

6. M- Não sei (.) tem uma coisa de estranha (.) acho que é cuscus.

7. F- I have no idea (.) It looks like haggis at some point.

8. L- Eu não gosto de cuscus.

9. M- Eu sei.

10. L- É que eu tenho arroz]

11. M- [Não é cuscus (.) ele só parece com cuscus. (n.n) Mas eu gostei do arroz. Voces gostaram do arroz?

12. L- Sim

13. M- Esse arroz é novo.

14. F- Fui eu quem fiz

15. M- É eu sei (sarcasm)

16. F- (LF)

(Translation)

1. L- I like this and this

2. M- Did you liked it? I didn't.

3. F- Didn't you like it?

4. M- I didn't like the meat (.) I didn't like the stuffing too much].

5. F- [Why?

6. M- I don't know (.) there is something weird (.) I think it is cuscus.

7. F- I have no idea (.) It looks like haggis at some point.

8. L- I don't like cuscus.

9. M- I know.

10. L- It is just that I have some rice]

11. M- [It is not cuscus (.) it just looks like it. (n.n) But I liked the rice. Did you like it?

12. L- Yes

13. M- This rice is new.

14. F- I has the one who prepared it.

15. M- I know (sarcasm)

16. F- (LF)

Example 13

1. M to B- Vai amor (.) vai filha (.) pera ai (n.n) segura aqui um pouco. A Bruna não gostou dessa bonequinha no carrinho ela quer o neném.
2. C- O neném é do Lucas
3. M- Hum esse é o neném do Lucas (.) Vamos por aqui Bruna.
4. C to B- Oh baby!
5. B- Bababa (BAB)
6. M- Come amor come!
7. L- Ela não gosta da bonequinha (.) ela está matando.
8. M- Carla a colher filha vamos!

(Translation)

1. M to B- Come on sweetie (.) Come on baby (.) Wait (n.n) hold this for a while. Bruna didn't like this little doll in her trolley she wants the baby.
2. C- It is Luca's baby.
3. M- Hmmm this is Luca's baby (.) Let put here Bruna.Vamos por aqui Bruna.
4. C to B- Oh baby!
5. B- Bababa (BAB)
6. M- Eat sweetie eat!
7. L- She doesn't like the litlle doll (.) She is killing it.
8. M- Carla your spoon sweetie come on !

Example 14

1. M- Onde o gatinho dormia mesmo? Eu não lembro.

2. F- No sofá

3. M- Ah! No sofá.

4. F- (LF)

5. M- Hum… não (.) ele dormia na cama da Carla (.) lembra?

6. F- É

7. L- Sim mas]

8. M- [Ele dormia muito cedo.

9. L- Ele dormia]

10. C-[Lembra que agente fez um cama para ele?

11. L- Sim

12. M- Onde que era a cama?

13. L- Aqui

14. F- Ele não dormia na cama

15. M- Verdade (.) ele gostava de dormir na cama da Carla ou no sofá.

(Translation)

1. M- Where did the cat used to sleep? I don't remember.

2. F- On the sofa

3. M- Ah! On the sofa.

4. F- (LF)

5. M- Hmmm… No (.) he used to sleep at Carla's bed (.) DO you remember?

6. F- Yes

7. L- Yes but]

8. M- [He used to sleep very early.

9. L- He did]

10. C-[Do you remember when did we made a bed for him?

11. L- Yes

12. M- Where did the bed use to stay?

13. L- Here

14. F- He didn't use to sleep in his bed.

15. M- True(.) he better to sleep at Carla's bed or on the sofa.

Example 15

1. M- Lu por que voce não está comendo?
2. L- Eu não quero a carne.
3. F- You know (.) all I remember from that cat was that he was always still.
4. M- Mas por que ele faria isso?
5. F- I don'r know (.) maybe this was one of the things he did without knowing (LF)
6. L – Mãe eu quero jogar um jogo.
7. M- Um jogo? Qual?
8. L- o que é o que é?
9. M- Mas voce não está comendo (.) Só se estiver comendo também.
10. L- Eu estou comendo.
11. M- Então pode.

(Transaltion)

1. M- Lu why are you not eating?
2. L- I don't want meet.
3. F- You know (.) all I remember from that cat was that he was always still.
4. M- But why would he does this?
5. F- I don'r know (.) maybe this was one of the things he did without knowing (LF)
6. L – Mum I want to play a game.
7. M- A game? Which one?
8. L- Guess what?
9. M- But you are eating (.) Only if you decide to eat as well.
10. L- I'm eating.
11. M- So you can play.

Example 16

1. L- O que é o que é (.) mas é um fácil (.) o que é o que é (.) que é gordo]
2. F- Abacaxi?]
3. M- [Limão?
4. L- Não
5. C- Abacaxi?
6. L- É
7. F- Eu falei primeiro.
8. M- Vai lá então Alê (.) é a sua vez.
9. F- Ok(.) What is grand and has hands and]
10. M- Macaco?
11. F- Ticks
12. M- Mensagem (.) cellular (.) Relógio?
13. C- What is tick?
14. M- relógio?
15. F- Sim
16. M- (LF)
17. C- This doesn't have any hands!
18. F- Yeah, Yeah
19. M- Os ponteiros são as mãos do relógio.

(Translation)

1. L- Guess what (.) but it is an easy one (.) Guess what (.) is fat]
2. F-[Pineapple?
3. M- [Lemon?
4. L- No
5. C- Pineapple?
6. L- Yes
7. F- I said it first.
8. M- Go for it Alê (.) it is your turn.
9. F-Ok(.) What is grand and has hands and]

10. M- [Monkey?

11. F- Ticks

12. M- Message (.) cell phone(.) Watch?

13. C- What is tick?

14. M- watch?

15. F- Yes

16. M- (LF)

17. C- This doesn't have any hands!

18. F- Yeah, Yeah

M- The watch hands are the hands of the watch.

Example 17

1. C- O que é o que é (.) que tem um circle e tem um rabo?

2. F- Gato?

3. C- Não (.) cat is not a circle! And it has a tail in the back.

4. M- Tem um circulo e tem um rabo?

5. C- Ã-hã

6. M- A tampa da panela?

7. C- Não

8. F- O Nove?

9. C- Não

10. L- A panela?

11. C- Sim

12. M- Vail á Lu é a sua vez.

13. L- I don't know!

14. M- Mas voce tem algum?

15. L- Não eu estou pensando.

16. M- Ah (.) então deixa o papai ir primeiro.

17. L- Está bom.

1. C- Guess what (.) it has a circle and a tail?
2. F- Cat?
3. C- No (.) cat is not a circle! And it has a tail in the back.
4. M- It has a circle and a tail.
5. C- Uh-huh
6. M- A potlid?
7. C- No
8. F- The number nine?
9. C- No
10. L- A pot?
11. C- Yes
12. M- Go for it Lu it is your turn.
13. L- I don't know!
14. M- But don't you have any joke?
15. L- No I'm still thinking.
16. M- Ah (.) so let your father go first.
17. L- Ok.

Example 18

1. L- O que é o que é (.) é sticky e sai do rabo (.) e quando o bicho mexe ele fica stuck no coiso.
2. M- Pera ai (.) se mexe]
3. F-[Spider's web.
4. L- Yeah
5. M- Nossa(.) parabéns Allan (.) teia de aranha (.) caramba!

(Translation)

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1. L- Guess what (.) It is sticky and comes out from a tail (.) and when the animal moves it gets stuck in the thing.
2. M- Wait (.) it moves]
3. F-[Spider's web.
4. L- Yeah
5. M- Nice (.) congratulations Allan (.) spider's web (.) gosh!

Example 19

1. F- O que é o que é (.) gostoso pra caramba]
2. M- Suco? (n.n) hum… chocolate?
3. F- E é branco.
4. M- Arroz?
5. F- E tem gosto de banana.
6. M- (LF) Mingau?
7. F- É (.) mingau é gostoso.

(Translation)

1. F- Guess what (.) it is very tasty]
2. M- Juice? (n.n) hmmm… chocolate?
3. F- It is white.
4. M- Rice?
5. F- And it taste like banana.
6. M- (LF) porridge?
7. F- É (.) porridge is good.

Example 20 (good example of interaction with Bruna)

1. F- Bruna no!

2. B- Mamama (BAB)
3. F- I think she is telling you that I said no.
4. M-Mas para o que voce falou não?
5. F- For playing with the computer.
6. M- Bruna voce está comendo a laranja minha linda?
7. F- Bruna careful with Carla here.

(Translation)

1. F- Bruna no!
2. B- Mamama (BAB)
3. F- I think she is telling you that I said no.
4. M-But for what did you say no?
5. F- For playing with the computer.
6. M- Bruna are you eating your orange sweetie?
7. F- Bruna careful with Carla here.

Example 21

1. B- mamama (BAB)
2. M- Que? (n.n) Alê adivinha onde ela está?
3.   F- That's it Bruna I'm afraid you'll have to come with me (she was playing with the computer)
4. Pause
5. C- O que é o que é (.) é muito chato (.) tem cabelo, calça e usa óculos. (n.n) É o Lucas!
6. L- How dare you(.) Chamar eu de chato!

(Translation)

1. B- mamama (BAB)
2. M- What? (n.n) Alê guess where is she?

3. F- That's it Bruna I'm afraid you'll have to come with me (she was playing with the computer)

4. Pause

5. C- Guess what (.) is very annoying (.) he has got hair, trousers and wears glasses. (n.n) Is Lucas!

6. L- How dare you(.) You called me annoying !

Example 22

1. F- Nock, Nock!

2. L- Who is there?

3. F- Dr

4. L- Dr Who

5. F- How did you know (LF)

6. L- (LF)

Example 23

1. C- I can't put this thing here.

2. F- No problem (.) but don't leave the table until you are done. (n.n) Carla (.) suco de maracujá?

3. C- Yes

4. F- Quem quer leite?

5. L- Me(.) me

6. F- Do you have a cup already?

7. L- Yes

(Translation)

1. C- I can't put this thing here.

2. F- No problem (.) but don't leave the table until you are done. (n.n) Carla (.) passion fruit juice?

3. C- Yes

4. F- Would you like some milk?

5. L- Me(.) me

6. F- Do you have a cup already?

7. L- Yes

Example 24

9. L- Daddy you need to clean this.

10. F- I'll clean that later (n.n) And in the Church Carla (.) what did you do?

11. C- I prayed and then I had lunch.

12. F- Did you enjoy your lunch?

13. C- Yes

14. F- Who was that boy at church?

15. C- That's Daniel (.) he is the big brother from Mark.

Example 25

9. M- Filho põe no pause só para eu conversar com voce.

10. L- Mum!

11. M- É rapidinho! Conta como foi o dia de voces ?(.) Carla conta foi lá]

12. C- [Na Tracy?

13. M- É na Tracy.

14. C- Eu e o Ben brincou lá fora (.) and assistiu scooby doo and Tom and Jerry.

(Translation)

1. M- Darling can you pause what you are watching so I can talk with you.
2. L- Mum!
3. M- It is just a minute! So tell me how was your day? (.) Carla how was at]
4. C- [at Tracy?
5. M- Yes at Tracy's house.
6. C- Ben and I played outside (.) and watched scooby doo and Tom and Jerry.

Example 26

1. M- E voce Lu (.) Voce andou bastante?
2. L- Sim (.) eu vou falar por onde eu andei.
3. M- Fala amor
4. L- Agente andou no Field
5. M- No campo com o papai?
6. L- É no campo
7. M- Ah é (.) voces deixaram o carro lá
8. L- Agente andou no field (.) ai agente andou no train station.
9. M- Na estação de trêm ou no trilho?
10. L- Ah, no (n.n) train station huuum (.) na estação de trêm agente andou em dois estação de trêm.

(Translation)

1. M- And how about you Lu (.) Have you walked a lot?
2. L- Yes (.) I'll all the places I have been to.
3. M- Say it sweetie.
4. L- We walked on the Field
5. M- On the field with daddy?
6. L-Yes on the field
7. M- Ah that's true (.) You had left the car there.
8. L- We walked on field (.) and then we walked on a train station.

9. M- In the train station or on a railway ?

10. L- Ah, in the (n.n) train station hmmm (.) in the train station we walked and we passed by two train stations.

Example 27

8. M- Não, não , não Bruna (.) aí quebra!

9. B- (SQ)

10. M- Ah(.) Chega Bruna!

11. B- (CR)

12. M- Voce está cansada né?

13. B- (SQ)

14. M- Ela está brava.

(Translation)

1. M- No, no , no Bruna (.) you are going to break it!

2. B- (SQ)

3. M- Ah(.) That's enough Bruna!

4. B- (CR)

5. M- You are tired aren't you?

6. B- (SQ)

7. M- She is angry.

Example 28

5. F- There were five CDs in the CD player! Five! (.) Someone put the CDs in the player.

6. C- I didn't put them.

7. L- I put one in there

8. F- The guy told me that would cost me a hundred pounds to fix it (.) luckily I'm going to fix it for ten pounds (.) much better (.) isn't?

9. L- Yes

10. F- Bruninha, Bruninha voce quer comer? quer comer?

11. Pause

12. F- Carlinha, aren't you having anything? (.) Your plate is full of food.

13. C- No!

14. F- And you Lu (.) have you finished?

15. L- No

16. F- Bye bye baby! Adeus!

17. C- Adeus!

18. L- Adeus!

19. F- Adeus (.) it is time to say bye, bye.

(Translation)

1. F- There were five CDs in the CD player! Five! (.) Someone put the CDs in the player.

2. C- I didn't put them.

3. L- I put one in there

4. F- The guy told me that would cost me a hundred pounds to fix it (.) luckily I'm going to fix it for ten pounds (.) much better (.) isn't?

5. L- Yes

6. F- Bruninha, Bruninha do you want to eat? Want to eat?

7. Pause

8. F- Carlinha, aren't you having anything? (.) Your plate is full of food.

9. C- No!

10. F- And you Lu (.) have you finished?

11. L- No

12. F- Bye bye baby! Bye!

13. C- Bye!

14. L- Bye!

15. F- Bye (.) it is time to say bye, bye.

Example 29

1. F- Acho que mamae chegou!

2. M- Eu estou super molhada porque eu fui na aula e quase morri!

3. F- É?

4. M- Eu fiz a zumba (.) eu só fiquei pulando (.) eu fiz duas horas de ginástica.

5. L- Olha!

6. M- Eu estou olhando.

7. F- Voce quer comer?

8. M- Não agora (.) mas dá um tempinho para mim que depois eu como.

(Translation)

1. F- I think mummy has just arrived!

2. M- I'm soaked because I've attended the class and I almost died!

3. F- Really?

4. M- I did zumba (.) I only jumped (.) I did it for two hours.

5. L- Look!

6. M- I'm looking.

7. F- Do you want to eat?

8. M- Not now (.) but if you give some time I can eat later.

Example 30

1. C- Mãe eu não quero o arroz e a cenoura.

2. M- Come pelo menos quarto colheres
3. F- Carla (.) I don't know how much have you eaten but you should eat more than three spoons ok? (n,n) Lucas can you go over there please?
4. Pause
5. M to B- O que voce fez com o meu frango Bruna?
6. F- What did she do?
7. M- Ela estava segurando um frango (.) gente voces viram?
8. L- Não

(Translation)

1. C- Mum I don't want the rice and carrot.
2. M- Have at least four spoons.
3. F- Carla (.) I don't know how much have you eaten but you should eat more than three spoons ok? (n,n) Lucas can you go over there please?
4. Pause
5. M to B- What have you done with my chicken Bruna?
6. F- What did she do?
7. M- She was holding my chicken (.) have you seen it?
8. L- No

Example 31

1. C- Mamãe o Lucas puxou o meu cabelo.
2. L- Desculpa!
3. C- Mãe!
4. M- Carla o Lucas já pediu desculpa.
5. B- mamamamama(BAB).
6. M- Fala minha Linda!
7. F- Lucas what color do you want in the wall in your bedroom?
8. L- I don't want white.
9. F- How about very light blue.
10. L- Light blue?

11. F- Yes

12. L- Ok

(Translation)

1. C- Mum Lucas pulled my hair.

2. L- Sorry!

3. C- Mum!

4. M- Carla Lucas already said that he is sorry.

5. B- mamamamama(BAB).

6. M- Say it sweetie!

7. F- Lucas what color do you want in the wall in your bedroom?

8. L- I don't want white.

9. F- How about very light blue.

10. L- Light blue?

11. F- Yes

12. L- Ok

Example 32

1. F- I will be away for a week ok?

2. M- Vai ser eu e voces gente.

3. F- Yep.

4. M- Voces vão me ajudar não vão? (.) Vão me ajudar?

5. L- Sim

6. F- Se comportem e contem tudo para mamãe.

7. L- When we need you I will ask mamãe to phone you.

8. F- (LF)

9. C- Pai?

10. F- Yeah.

11. C- What time are you leaving?

12. F- I'm leaving at four o'clock.

1. F- I will be away for a week ok?
2. M- It is going to be only you and me.
3. F- Yep.
4. M- You are going to help me? (.) Aren't you?
5. L- Yes
6. F- Behave yourselves and tell everything to your mother.
7. L- When we need you I will ask mummy to phone you.
8. F- (LF)
9. C- Dad?
10. F- Yeah.
11. C- What time are you leaving?
12. F- I'm leaving at four o'clock.

Example 33

1. M- O pior é que vai choverserá que eu vou ter que tirar as roupas do varal!
2. F- Varal (.) How does it spell varal?
3. M- V (.) A (.) R (.) A (.) L
4. F- Varal (.) I knew that it got an accent somewhere.
5. C- Did you know how to spell viral?
6. F- I did not.

(Translation)

1. M- I think it is going to rain and the worst part is that I'll have to put all the clothes on the clothes line away!
2. F- Varal (.) How does it spell varal?
3. M- V (.) A (.) R (.) A (.) L

4. F- Varal (.) I knew that it got an accent somewhere.
5. C- Did you know how to spell varal?
6. F- I did not.

Example 34

1. P- I wouldn't be worried because they also speak Spanish
2. M- No she said that just the primario três(n.n) primario (.) como é? Terceiro primario ela falou (n.n) she said (.) she said(.) just terceiro primario que vai ter… that's alright (n.n) sorry to speak like this is just that I mix with portuguese (.) I don't know how to say the things anymore (LF)
3. P- How did she go?
4. M- She was saying (n.n) Como que foi Carla? (.) What did you say about the class?
5. Silence
6. M- She said that it was a bit difficult (.) just because they do all these As and vowels and she is not used to that. Which class are you? Are you in the nursery?
7. P- No
8. M- Ah então (.) Carla is in the nursery.
9. P- No I'm Luca's teacher.

(Translation)

1. P- I wouldn't be worried because they also speak Spanish
2. M- No she said that just the primary three (n.n) primary (.) how is it? Third primary she said (n.n) she said (.) she said(.) just third primary is going… that's alright (n.n) sorry to speak like this is just that I mix with portuguese (.) I don't know how to say the things anymore (LF)
3. P- How did she go?
4. M- She was saying (n.n) How was it Carla? (.) What did you say about the class?

5. Silence

6. M- She said that it was a bit difficult (.) just because they do all these As and vowels and she is not used to that. Which class are you? Are you in the nursery?

7. P- No

8. M- I see (.) Carla is in the nursery.

9. P- No I'm Luca's teacher.

Example 36

1. F- Carla put the things away please.

2. C-They are not mine.

3. M- O que está acontecendo?

   (What is happening?)

4. C- Isso não é meu!

   (That's not mine!)

5. M- Eu sei (.) mas você tem que guardar as coisas (.) a bagunça dela (n.n) por muito tempo.

   (I know (.) but you will have to put the things away (.) even her things (n.n) for a long time)

Example 37

1. L- O que?

   (What?)

2. M- Ficar guardando a bagunça da Bruna.

   (To put Bruna's things away)

3. L- Quantos dias?

   (For how many days?)

4. M- Quantos dias não (.) Quantos anos.

   (Not for days (.) For years.)

5. C- Quantos?

    (How many?)

6. F- Two, three years.

7. L- Three years!

Example 38

. L (to M)- Eu gosto disso e disso

            (I like this and this)

2. M (to L)-Você gostou? Eu não.

            (Did you liked it? I didn't)

3. F (to M)-Você não gostou?

            (Didn't you like it?)

4. M (to F)- Eu não gostei da carne (.) eu não gostei muito do recheio].

            (I didn't like the meat (.) I didn't like the stuffing too much].)

5. F (to M)- [Why?

6. M (to F)- Não sei (.) tem uma coisa de estranha (.) acho que é cuscus.

            (I don't know (.) there is something weird (.) I think it is cuscus)

Example 39

C- O que é o que é (.) que tem um circulo e tem um rabo?

     (Guess what (.) it has a circle and a tail?)

2. F- Gato?

    (Cat?)

3. C- Não (.) cat is not a circle! And it has a tail in the back.

     (No (.) cat is not a circle! And it has a tail in the back)

4. M- Tem um circulo e tem um rabo?

     (It has a circle and a tail)

5. C- Ã-hã

    (Uh-huh)

6. M- A tampa da panela?

     (A potlid?)

7. C- Sim

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(Yes)

Example 50

M- Mamãe precisa cortar?

    (Does mummy need to cut it for you?)

2. C- Precisa

    (Yes)

3. M- Então espera um pouquinho (.) deixa eu cortar só mais uma vez (n.n) pronto.
(n.n) Agora deixa eu esperimentar essa carne (.) Quer um pedaço Alex

    (Wait just for a while (.) let me cut this only once more (n.n) done (n.n)
Now let me try the meat (.) Do you want me to cut a piece for you Alex?)

4. F (to M)- Não pode deixar que eu pego. Ichi! Acho que eu peguei mais do que
todo mundo (LF)

        (No I can do it. Ugh! I think I have more in my plate than everybody
else (LF))

Example 51

. C- O que é o que é (.) mas é um fácil (.) o que é o que é (.) que é gordo]

    (Guess what (.) but it is an easy one (.) Guess what (.) is fat])

2. F- Abacaxi?]

    ([Pineapple?)

3. M- [Limão?

     ([Lemon?)

4. C- Não

    (No)

5. L- Abacaxi?

6. C- É

    (Yes)

7. F- Eu falei primeiro.

    (I said it first)

Sibilings

Example 1

Example 34 (kids playing)

1. L- Eu só tenho uma cadeira de rodas que vai fazer um gol.
2. C- Bruna! Bruna! (n.n) mãe!
3. M- oh desculpa!
4. C- Eu fiz a sua mamadeira (LF)
5. M- Ainda bem que voce estava segurando não é Bruna (.) está doendo o bumbum.
6. C- (LF) (n.n) Lucas eu vou puxar o carrinho.
7. L- Voce roda (.) e, e ,e eu preciso de ua coisa para tirar todas as coisas do caminho. (n.n) Eu sou o trator (.) eu vou tirar todas as coisas do caminho.

(Translation)

1. L- I've only got one wheel chair and it is going to score a gol.
2. C- Bruna! Bruna! (n.n) mum!
3. M- oh sorry!
4. C- I've already done your nursing bottle (LF)
5. M- Thanks God you were holding in here isn't Bruna (.) Is your but hurting?
6. C- (LF) (n.n) Lucas I'm going to pull the pram.
7. L- You spin the wheels (.) and.and.and I need something to help me to remove the thing from your way. (n.n) I/m a tractor (.) I'm going to remove all the things from your way.

Example 3

8. C- **Let's watch Dr Who**.
9. L- Ok **I'm just going to wash my hands.**

10. C- Ok

11. L- In which episode have we stopped?

12. C- Er… the fifth maybe?

13. L- No it was the seventh.

14. C-True

Example 4

5. L- *Eu sou um pirata muito mal.*

   (I am a very bad pirate)

6. M- *Sério!*

   (Really!)

7. C (to L)- **Cuidado capitão o jacaré vai te atacar**.

   (Careful captain the alligator is going to attack you)

8. L (to C)- **Vamos matar ele (.) atacar!**

   (Let's kill it (.) attack!)

Example 5

5. M (to C)- Esse é o seu nenem?

   (Is that your baby?)

6. C (to M)- Sim (.) eu estou levando ele para o parque.

   (Yes (.) I am taking him to the park)

7. L (to C)- Eu sou o trator que vai limpar o caminho para o seu nenem passar.

   (I am the tractor who is going to clean your way for you)

8. C (to L)- Obrigada moço.

   (Thanks)

Example 6

6. L (to C)- *Não (.) você me dava uma espada (.) Daí eu lutava com a cobra.*

   (No (.) you gave me the sword (.) And I fought against the snake)

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7. C- *Eu quero lutar também*!]

    (I want to fight too!])

8. M- (to C)- [**Pergunte para o Lucas se ele precisa de ajuda.**

       (Ask Lucas if he needs help)

9. C (to L)- **Can I help you to kill the snake?**

    L (to C)- **Well (n,n) ok (.) but I will cut its head**.

Example 7

1. F- Lu (.) have you finished?

2. L- No

3. C (to L)- **I don't like this green thing**

4. L (to C)- **I don't like too**.

Example 7

1. F- There were five CDs in the CD player! Five! (.) Someone put the CDs in the CD player.

2. C- I didn't put them.

3. L- I put one in there

4. F- The guy told me that would cost me a hundred pounds to fix it (.) luckily I'm going to fix it for ten pounds (.) much better (.) isn't?

5. L- Yes

Example 8

6. M- Carla.

7. C (to M) - *Oi!*

      (Yes!)

8. M (to C)- **Ela está te dando a boneca.**

      (She is giving you the doll.)

9. C- (to B) **Obrigada ! Vamos brincar?**

      (Thanks! Do you want to play?)

10. B (to C)- (BAB)

Example 9

1. M (to L)- A Bruna não gostou dessa bonequinha no carrinho ela quer o neném.

   (Bruna didn't like this little doll in her trolley she wants the baby)

2. L (to B)- Bruna o neném é meu!

   (It is my baby!)

3. M (to B)- Hum esse é o neném do Lucas (.) Vamos por aqui Bruna.

   (Hmmm this is Luca's baby (.) Let put here Bruna.Vamos por aqui Bruna)

4. L (to B)- Oh bebê!

   (Oh baby!)

Example 10

1. C (to F)- You didn't give me my spoon.
2. F (to C)- I didn't! (LF)
3. B- (BAB)
4. F (to)- I think she wants to have your apple.
5. **C- No Bruna don't do that! (n,n) No give it to me! (n,n) Bruna you are very bad!**

Example 11

1. F (to L)- What are you doing?
2. L (to F)- I am building a house.
3. F (to L)- I think Bruna wants to help you.
4. L (to B)- Do you wanna play?

Mother-father interaction

Example 1

1. F- Sabe aquele gol?

   (Do you remember that football goal?)

2. M- Sei

   (Yes)

3. F- Hoje quebrou.

   (Today I found it broken)

4. M- já!

   (Already!)

Example 2

1. F- Tem leite?

   (Do we have milk?)

2. M- Não muito (n.n) mas eu acho que ainda tem um pouco para ele.

   (Not much (n.n) but I think we still got some for him)

3. F- Não (.) tem pouco.

   (No (.) that's not enough)

4. M- Eu vou preparar panqueca (.) Como você quer a sua?

   (I am going to prepare some pancakes (.) How would you like yours?)

5. F- Eu quero nutela na minha er… pancake (.) na paqueca.

   (I want nutella on my er… pancake (.) pancake.)

Example 3

1. M- Eu quero um. Er… Vamos contar.

2. F- Quantos você tem?

3. M- Aqui só tem um (n.n) agora dois (.) E você pai (.) quantos você tem?
4. F- Só um/

(Translation)
1. M- I want one.
2. F- How many have you got? Er… Let's count.
3. M- I have only one (n.n) now two (.) And you dad (,) how much have you got?
4. F- Only one.

Example 4

1. M- E agora o que acontece?
2. F- Você mistura.
3. M- OK Sem problema.
4. F- Você não tem que dividir tudo de uma vez só.
5. M- Não?
6. F- Não.

(Translation)
1. M- And now what happens?
2. F- You mix.
3. M- OK no problem
4. F- You don't have to divide everything now.
5. No?
6. No.

Example 5

1. F- Agora você pega esse.
2. M- O Daniel já tem três.
3. F- Agente em começou a dividir os cartões direito.
4. M- Ah tá.
5. F- Quanto você tem?

6. Só um.

(Translation)

1. F- Now you get this.
2. M- Daniel has already three of them.
3. F- We haven't even stared to divide them properly.
4. M- I see.
5. F- How many have you got?
6. Only one.

Example 6

1. F- Três para a Aidee (.) três para mim e um dois três para o Daniel]
2. M- Três para mim também!
3. F- Ah é (.) um dois três cartas (.) pronto
4. M- Obrigada
5. F- OK agora vamos começar?
6. M- OK

(Translation)

1. Three for Aidee (.) three for me and one two three for Daniel]
2. M- Three for me as well!
3. F- That's true (.) one two three cards (.) that's it.
4. M- Thank you
5. F- OK, shall we start?
6. M- OK

Example 7

1. M- Você tem um pai?
2. F- Eu tenho o hipopótamo (.) é o três
3. M- Você tem o meu?
4. F- Eu não.

(Translation)

1. M- Have you got one dad?
2. F- I've got the hippo (.) it's number three
3. M- Have you got mine?
4. F- I haven't.

Example 8

1. M- Vamos ver quem sabe jogar!
2. F- Quem acabar primeiro ganha (.) Eu tenho o cinco.
3. M- Eu tenho seis (.) então é a minha vez (.) Ganhei!

(Translation)

1. M- Let's see who knows how to play!
2. Who finished first wins (.) I've got five.
3. I've got six (.) now it's my turn (.) I won!

Example 9

1. M- E agora?
2. F- Então sou eu que fiquei com o cartão sobrando?
3. M- É (.) Você falou que sabia jogar (LF)
4. F- OK vamos começar de novo?
5. M- (LF) Você perdeu.

(Translation)

1. M- And now?
2. F- So was I the one who ended up being with one card left?
3. M- Yes (.) And you said that you knew how to play (LF)
4. F- OK shall we start again?
5. M- (LF) You lost

Mother-Aidee interactions

Example 1

6. A- Ruby was together with me in a palace
7. M- Quem?

    (Who?)

8. A- Ruby (.) she is from the school (.) everybody was there even Jacob.
9. M- Oh! Jacob was there too! Legal

                         (Cool)

10. Yes

Example 2

1. A- Mamãe.
2. M- O que?
3. A- You know (.) daddy just gave us a present (.) a bottle of milk yesterday because it was your birthday.
4. M- (LF) Milk não e presente não!

(Translation)

1. A- Mum.
2. M- What?
3. A- You know (.) daddy just gave us a present (.) a bottle of milk yesterday because it was your birthday.
4. M- (LF) Milk is not a present!

Example 3

5. M- O que você vai querer tomar de café?

    (What would you like to have for breakfast?)

6. A- De café? Er (n.n)]

    (Breakfast?)

7. M- [O que você vai querer tomar? (.) Suco de laranja?

    ([What do you want to drink? (.) Orange juice?)

8. A- Sim

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(Yes)

9. M- E o que mais?

(Do you want anything else?)

10. A- Panqueca

(Pancake)

Example 4

1. A- Mummy do you know how do you make a butterfly?

2. M- No.

3. It is just like this (.) because this is the way how a butterfly sleeps.

4. M- Ah entendi!

(Translation)

1. A- Mummy do you know how do you make a butterfly?

2. M- No.

3. It is just like this (.) because this is the way how a butterfly sleeps.

4. M- I see!

Example 5

1. M- Cuidado para você não se machucar nessa berada (.) Você podia tirar isso ai.

2. A- (WM) Ai! Ai!

3. M- Agora já está curado (.) você já pode tirar o plaster.

4. A- (WM) Ai!

5. M- Faz o seguinte Aidee o que acha de tirar isso daqui? (n.n) Não acha que é uma boa idéia?

6. A- (WM) Uh-uh (.) I want to keep this.

(Translation)

1. M- Careful with this corner otherwise you might get hurt (.) You could already take this off.

2. A- (WM) Ouch! Ouch!

3. M- Now it's already healed (.) you can take off your plaster.

4. A- (WM) Ouch!

5. M- I tell you what, Aidee, how about taking off this thing? (n.n) Don't you think ti's a good idea?

6. A- (WM) Uh-uh (.) I want to keep this.

Example 6

1. M- Olha que menino!
2. A- O que?
3. M- Ele está enfiando o meu dedo no nariz dele.
4. A- (LF)

(Translation)

1. M- Look what this boy is doing!
2. A- What?
3. M- He's sticking my finger in this nose.
4. A- (LF)

Example 7

6. M- Aidee vem ajudar a tirar as pedrinhas.
   (Aidee come here to remove the stones)
7. M- Mum I am busy
8. M- You are not busy!
9. A- I am doing sports
10. M- Ah (.) you are doing sports right now (n.n) O Daniel ajuda então
    (Oh (.) you are doing sports right now (n.n) Daniel will help then)

Example 8

1. M- Como é o nome daquele passarinho qe bica a árvore?
2. A- Robin.
3. M- Não aquele que agente viu na TV.

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4. A- Woodpecker?

5. M- Woodbiquer.

6. A- No (.) woodpecker.

7. M- Você sabe como fala o nome desse passarinho em português? (n.n) ele chama pica-pau.

8. A- (SIN) Pica-pau (.) um pica-pau.

(Translation)

1. M- Do you know the name of a bird that pecks trees?

2. A- Robin.

3. M- No, the one we watched on TV.

4. A- Woodpecker?

5. M- Woodbiquer.

6. A- No (.) woodpecker.

7. M- Do you know how to say the name of this bird in Portuguese? (n.n) It's called "pica-pau".

8. A- (SIN) "Pica-pau" (.) a "pica-pau".

Example 9

1. M- Olha como ele pula alto!

2. A- You didn't see!

3. M- Eu estou olhando (.) look! (n.n) agora deixa o Daniel que ele é que bom nisso também.

4. A- Eu sei.

(Translation)

1. M- Look how tall he jumps!

2. A- You didn't see!

3. M- I am looking (.) look! (n.n) now let Daniel jump as well.

4. I know.

Example 10

1. M- Como é que o gato faz?

2. A- Miau! Miau!

3. M- E a vaquinha?

4. A- Mu! Mu! (.) Do you want to know how it is very louder?

5. M- No, don't do it louder (.) você vai assustar os passarinhos.

6. A- Mum, I want to jump now.

(Translation)

1. M- What sound does the cat do?

2. A- Meow! Meow!

3. M- And the little cow?

4. A- Moo! Moo! (.) Do you want to know how it is very louder?

5. M- No, don't do it louder (.) you're going to scare the little birds away.

6. A- Mum, I want to jump now.

Example 11

1. A- Can you sing in Portuguese?

2. M- Que song?

3. A- "Twinkle, twinkle little star".

4. M- Eu no sei como cantar ela.

5. A- Daddy knows how to sing.

6. M- Você sabe a música?

7. A- Sei (n.n) Brilha (.) brilha estrelinha (.) hmm lá (.) lá (n.n) não (.) I can't.

(Translation)

1. A- Can you sing in Portuguese?

2. M- Which song?

3. A- "Twinkle, twinkle little star".

4. M- I don't know how to sing that.

5. A- Daddy knows how to sing.

6. M- Do you know the song?

7. I know it (n.n) Twinkle (.) twinkle little star (.) hmm la (.) la (n.n) no (.) I can't.

Example 12

5. M- Vamos tomar um banho gostoso?

     (How about taking a very nice shower?)

6. A- gostoso

     (nice)

7. M- Como é a música do lava o pé?

     (How do you sing the "Wash your feet" song?)

8. A- Oh lava o pé (.) lava o pé] (SIN)

     (Oh wash your feet (.) wash your feet])

Example 13

1. A- Mum, have you got a sore finger?

2. M- Me?

3. A- Yes.

4. M- Eu tenho.

     (I have)

Example 14

1. M- Vamos cortar a sua unha Aidee?

2. A- OK.

3. M- Qual é a mão que eu já tinha começado a cortar?

4. A- This one (.) It is very hard.

5. M- Very hard o que?

6. A- When you are cutting them.

(Translation)

1. M- Aidee how about getting your nails cut?

2. A- OK

3. M- What's the hand that I have already stared to do?

4. A- This one (.) it is very hard.

5. M- Very hard what?

6. A- When you are cutting them.

Example 15

1. M- Como fala isso em português?

2. A- I don't know.

3. M- Apple (.) como se fala?

4. A- Maça.

5. M- Carrots (.) como se fala em português? (.) ce (.) ce (n.n) cenoura (.) Beans é?

6. A- I don't know.

(Translation)

1. M- How do you say that in Portuguese?

2. A- I don't know.

3. M- Apple (.) How do you say?

4. A- "Maça".

5. M- Carrots (.) How do you say in Portuguese? (.) "ce" (.) "ce" (n.n) "cenoura". How about beans?

6. A- I don't know.

Example 16

1. M- Como fala isso em português?

2. A- I don't know

3. M- Apple (.) como se fala?

4. A- Maçã

5. M- Carrots (.) como se fala em português?

6. Pause

7. M-ce (.) ce (n.n) cenoura (.) beans é ?

8. A- I don't know.

(Translation)

1. M- How do you say this in Portuguese?

2. A- I don't know

3. M- Apple (.) how do you say it?

4. A- Apple

5. M- Carrots (.) how do you say it in Portuguese ?

6. Pause

7. M-ca (.) ca (n.n) carrot (.) beans is?

8. A- I don't know.

Example 17

1. A- mãe! É a sua vez! (LF)

2. M- (LF) Eu me enganei Aidee desculpa

3. A- joga!

4. M- Não agora e o su pai.

5. A- No it is you and you do both sides!

6. M- Eu posso jogar nos dois lados.

7. A- É

(Translation)

1. A- mom! It is your turn! (LF)

2. M- (LF) I'm sorry Aidee I was confused.

3. A- Play!

4. M-Not now it is your fathers turn.

5. A- No it is you and you do both sides!

6. M- I can play my card in both sides!

7. A- Yes

Example 18

1. M- O que você vai querer tomar de café?

   (What would you like to have for breakfast?)

2. A- De café? Er (n.n)]

   (Breakfast?)

3. M- [O que você vai querer tomar? (.) Suco de laranja?

   ([What do you want to drink? (.) Orange juice?)

4. A- Sim

   (Yes)

Mother- Daniel interaction

Example 1

1. M- Cuidado com o pé Daniel.
2. D- Mom (.) why are you not going lá embaixo?
3. No response
4. D- Hey! Why (.) are you (.) not going lá embaixo?
5. M- Porque eu estou aqui em cima!
6. D- But you have to go lá embaixo (n.n) I want you to go lá embaixo (n.n) I want you to go lá embaixo (singing)

(Translation)

1. M- Carreful with your foot Daniel.
2. D- Mom (.) why are you not going down stairs?
3. No response
4. D- Hey! Why (.) are you (.) not going down stairs?
5. M- Because I'm up here!
6. D- But you have to go down stairs (n.n) I want you to go down stairs (n.n) I want you to go down stairs (singing)

Example 2

1. M- O que você quer comer?
2. D- Nothing
3. M- Você não quer comer nada?
4. D- Não

(Translation)

1. M- What do you want to eat?
2. D- Nothing

3. M- You don't'want to eat anything?

4. D- No

Example 3 (guess what)

1. M- Tem quatro rodas

2. Unclear

3. M- Não pera aí (.) Tem quatro rodas]

4. D-[Transformer

5. M- Não (.) Que transformer menino! (.) Você andou em um com o Estefano

6. D- I know! A car (.) but is that a big car?

7. M- No its is a small car

(Translation)

1. M- It has four wheels

2. Unclear

3. M- No wait a second (.) it has four wheels]

4. D-[Transformer

5. M- No (.) It is not a transformer! (.) You've being in one with Estefano.

6. D- I know! A car (.) but is that a big car?

7. M- No its is a small car

Example 4

1. M- oito e vinte!

2. D- (WN) No

3. M- Eight and twenty and you are already awake?

4. (WN)

(Translation)

1. M- Eight twenty!

2. D- (WN) No

3. M- Eight and twenty and you are already awake?

4. (WN)

Example 5

1. M- Você não quer ficar com a mamãe não?
2. D- Não
3. M- Então vai embora
4. D- I just want to stay with daddy! (WN)

(Translation)

1. M- Don't you want to stay with mommy do you ?
2. D- No
3. M- So go way
4. D- I just want to stay with daddy! (WN)

Example 6

4. M-Não Daniel! Não faz assim! A mamãe precisa de cuddle (n,n) de carinho. Todos nó precisamos de carinho viu!

   (No Daniel! You shouldn't do like this! Mummy needs some cuddle (n,n) to be cuddled . We all need it!)

5. D- Não

   (No)

6. M- Olha que menino!

   (What a boy!)

Example 7

6. D- Can we go down stairs ?
7. M- Ah não!

   (Oh no!)

8. D- Please let's go down stairs!
9. M- No let's stay here.
10. D- But I wanna.

Example 8

1. M- Cuidado com a sua mão
2. D- Mum take it off!
3. M- Eu vou arrumar para você
4. D- Mom do you know what I did (.) I did this (n.n) I need to do it a lot.
5. You don't need a lot (.) por que você quer tirar tudo?
6. Because I need to
7. Tá (.) então eu te ajudo

(Translation)

1. M- Careful with your hand
2. D- Mum take it off!
3. M- I'll do it for you wait
4. D- Mom do you know what I did (.) I did this (n.n) I need to do it a lot.
5. You don't need a lot (.) why do you want to remove everything?
6. Because I need to
7. Ok (.) I will help you

Example 11

1. M- Ei! (.) você gostou de ir ao parque?
2. D- Ye (.) You don't know who I meet in the park?
3. M- Quem?
4. D- Clair
5. M- Ela estava lá hoje?
6. D- Sim
7. M- El ate viu?
8. D- Yes

(Translation)

1. M- Hey! (.) didi you like the park?
2. D- Ye (.) You don't know who I meet in the park?

3. M- Who?

4. D- Clair

5. M- Was she at the park today?

6. D- Yes

7. M- Did she see you?

8. D- Yes

Example 10

5. M- Daniel eu não sei o que fazer com essa menina que não quer esperar a
vez dela.

    (Daniel I don't know what should I do with this girl. She doesn't want
to wait for her turn.)

6. D- Eu sei (.) você tem contar até cinco.

   (You have to count until five)

7. M- Ah (.) então eu tenho que contar até cinco.

    (Oh (.) I have to count until five)

8. D- Sim

   (Yes)

Mother-children interaction

Example 1

1.   M- Aidee vem cá na cama do Daniel e traz o seu blanket (n.n) se o Daniel
deixar agente ficar na cama dele.

    (Aidee come here to Daniel's bed and bring me your blanket (n.n) if
Daniel allows us to stay in his bed)

2.   D- Não (LF)

    (No)

3.   M- Ai Aidee! Olha esse menino!

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(Ah Aidee! See what this boy is doing!)

4.   A- He is bad! (LF)

Example 2

5. A- I'm going to do with colors
6. D- I'm going to do with letters
7. A- I want to do with letters as well
8. M- Não Aidee faz com colors e o Daniel com as letters se não(.) não vai dar.

     (No Aidee will do it with the colors and Daniel the letters otherwise (.) it not going to work)

Example 4

6. A- Mom watch this (.) it is very tricky!
7. M (to D)- Olha! Olha o que ela fez! (.) Vem cá pra ver.

       (Look! Have you seen what she did! (.) Come here to see it)
8. D- I can do that
9. M- Can you? Deixa o Daniel tentar Aidee (.) Vem pra cá.

        (Aidee let Daniel try as well (.) Come here)
10. A- Mom (.) let me just show how I jump

Example 5

1. A- Mom look at me!
2. M- Legal
3. D- Look at me too!
4. M- Oh! That's a very tricky one!
   (Translation)

A- Mom look at me!
2. M- Cool
3. D- Look at me too!

4. M- Oh! That's a very tricky one!

Example 6

1. M – um (.) dois (n.n) like that?
2. D- Aidee (n.n) stop to jump when mamae contra até cinco
3. M- Ela tem que esperar (LF) Já sei vou contra bem rapidinho (n.n) un dois tres quatro cinco
4. A- You are sheeting
5. M- No (.) I'm not

(Translation)

1. M – um (.) dois (n.n) like that?
2. D- Aidee (n.n) stop to jump when mamae contra até cinco
3. M- Ela tem que esperar (LF) Já sei vou contra bem rapidinho (n.n) un dois tres quatro cinco
4. A- You are sheeting
5. M- No (.) I'm not

(Translation)

1. M – one (.) two (n.n) like that?
2. D- Aidee (n.n) stop to jump when mommy counts until five
3. M- She will have to wait (LF) I know what I'm going to do I'm going to count very fast (n.n) one two three four five
4. A- You are sheeting
5. M- No (.) I'm not

Example 7

1. A- O que você falou?
2. M- O que eu falei? (.) Vamos cantar uma musiquinha?
3. A- Ã-hã]
4. D-[Ã-hã

(Translation)

1. A- What did you say?

2. M- What did I say? (.) How about singing a song?
3. A- Uh-huh]
4. D-[Uh-huh

Example 8

1. M- Quem é esse bichinho? Ele come cenoura
2. A-hmmm (.) ra (n.n) coelhinho
3. D- Who is next?]
4. A- [I know (.) I know (n.n) maçã

(Translation)

1. M- Who is this animal? It eats carrots
2. A-hmmm (.) ra (n.n) rabbit
3. D- Who is next?]
4. A- [I know (.) I know (n.n) apple

Father- Aidee interaction

Example 1

1. F- Aonde está o Daniel? (.) Ele está debaixo da cama?
2. A- No.no! (LF) (n.n) Don't do that! (.) Daddy! He is there! (LF)
3. F- Oh! (.) look who is here! (LF) (n.n) Eu achei que você tivesse me chamado para vir para cama Aidee.
4. A- No (.) I asked you to put Daniel in your bed!

(Translation)

1. F- Where is Daniel? (.) Is he under the bed?
2. A- No.no! (LF) (n.n) Don't do that! (.) Daddy! He is there! (LF)
3. F- Oh! (.) look who is here! (LF) (n.n) I tough you had called me to come to your bed Aidee.
4. A- No (.) I asked you to put Daniel in your bed!

Example 2

1. F- E você Aidee (.) você sonhou?
2. A- Er (n.n) I dreamed about parties. Everybody was there! (.) It got statues and I was sat on a throne in a beautiful dress
3. F- Como era o seu vestido?
4. A- It had a lot of different colors
5. F- E você estava fazendo o que? Você também estava na festa?
6. A- Yep

(Translation)

1. F- And you Aidee (.) what did you dream?
2. A- Er (n.n) I dreamed about parties. Everybody was there! (.) It got statues and I was sat on a throne in a beautiful dress
3. F- How was your dress?
4. A- It had a lot of different colors
5. F- What were you doing ? Were you at the party as well?
6. A- Yep

Example 3

1. A- Guess which picture s here?
2. F- Um barquinho?
3. A-Não

(Translation)

1. A- Guess which picture s here?
2. F- A boat?
3. A-No

Example 4

2. F- Que horas são?

(What time is it now?)

4. A- Eu não sei.

   (I don't know)

5. F- Onde está o ponteiro pequeno?

   (Where is the minute-hand?)

6. A- Aqui.

   (Here)

Example 5

1. F- Aidee você pode ir de patinete.
2. A- o que?
3. F- Como se fala?
4. A- Scooter
5. F- É

(Translation)

1. F- Aidee you can go with your scooter.
2. A- What?
3. F- How do I say scooter in English?
4. A- Scooter
5. F- Yes

Example 6

1. F- Quem é que vem aqui em casa hoje?
2. A- Eu sei
3. F- Quem?
4. A- Thiago (.) Caleb (.) Usac]
5. F- Isaac (LF) (n.n) Como que chama a mãe dele?
6. A- Não sei
7. F- Dara

(Translation)

1. F- Do you know who is coming today?

2. A- I do

3. F- Who?

4. A- Thiago (.) Caleb (.) Usac]

5. F- Isaac (LF) (n.n) How is his mother called?

6. A- I don't know

7. F- Dara

Example 7

1. F- O que mais agente pega?

    (What should we buy?)

2. A- Pão(n.n) dad are we going to have lunch?

    (Bread)

3. F- Pois é por isso que agente está aquí]

    (That's why we are here])

4. A- [I had a good idea

5. F- O que?

    (What?)

6. A-How about if we buy muffin for desert?

7. F-Ok

    (Ok)

Example 8

6. A- I saw a tiger running!

7. F- A tiger!

8. A- No (.) a jaguar (.) do you know how is it called in Portuguese?

9. F- Como?

    (How?)

10. A- Er… Leopardo.

    (Er… jaguar)

Example 9

1. A- Where is your card?

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2. F- Está aqui!
3. A- (CH) Está aqui! Está aqui!
4. F- (LF) menina!

(Translation)

1. A- Where is your card?
2. F- It is here!
3. A- (CH) It is here! It is here!
4. F- (LF) What a girl!

Example 10

6. F- Como é que esse bicho chama? Er… caterpillar (n.n) não centopéia.

   (How is it called?   no caterpillar)

7. A- Cadê?

   (Where?)

8. F- Aqui minha filha.

   (Here)

Father- Daniel interaction

Example 1
1. F- Dormiu direito Daniel?
2. D- Yes
3. F- Você sonhou?
4. Silence
5. F- sonhou?
6. A- Sim

(Translation)

1. F- Did you sleep well Daniel?

2. D- Yes

3. F- Did you dream?

4. Silence

5. F- did you?

6. A- Yes

Example 2

1. D- Now I want you to go

2. F- Aonde?

3. D- Lá embaixo

4. F- Para fazer o que?

5. D- Do not

6. F- Ah?

7. D- To do nothing

(Translation)

1. D- Now I want you to go

2. F- Where?

3. D- down stairs

4. F- To do what?

5. D- Do not

6. F- Uh?

7. D- To do nothing

Example 3

1. F- Sua vez Daniel?

2. D- I spy with my little blue eyes something beginning with LA?

3. F- Lâmpada!

4. D- Lâmpada (.) right!

(Translation)

1. F- It is your turn Daniel?

2. D- I spy with my little blue eyes something beginning with LA?

3. F-Light !

4. D- Light (.) right!

Example 4

6. F- Ontem você gostou do churrasco?

   (Did you like the barbecue yesterday?)

7. Pause

8. F- Gostou?

   (Did you like it?)

9. D- Do que?

   (What?)

10. F- Do churrasco

    (The barbecue)

6. D- Sim

   (Yes)

Example 5

5. F- Olha eu tinha me esquecido da corrida.

   (Wow I had forgot about the race)

6. D-Is that a race?

7. F-It is not a regular race (.) todo mundo corre junto (.) são 42 kilômetros (.)
   Vamos ver se agente conhece alguem.

                         (Everybody runs together (.) it is 42
   kilometers (.) Let's see if we know anyone)

8. D- I saw a man with no blusa.

                 (t-shirt)

Example 6

1. F- Daniel o que agente vai pegar? Não tem frango.

2. D- Hamburger?

3. F- Esse aqui é pouco

4. D- Pouco?

5. F- É e parece que ele é apimentado

6. D- Carninha?

7. F- Essa carne é carne moida (.) E qual agente leva?

8. D- Essa daqui

(Translation)

1. F- Daniel what are we going to get? There is no chicken.

2. D- Hamburger?

3. F- There is not enough

4. D- Not enough?

5. F- Yes and it seems to be spicy

6. D- Meat?

7. F- This meat is minced beef (.) Which one should we take?

8. D- This one

Example 8

1. F- Então Daniel o tigre que número é?

2. D- one

3. F- e o leão?

4. D- Dois

(Translation)

1. F- So Daniel what number is the tiger?

5. D- one

6. F- and the lion?

7. D- Two

Father- children interaction

Example 1

1. A- Guess which picture is here?

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2. F- Um barquinho?

3. A- Não

4. D- I don't know

5. A- you have to guess though!

(Translation)

1. A- Guess which picture is here?

2. F- A boat?

3. A- No

4. D- I don't know

5. A- you have to guess though!

Example 2

1. A- It is daddy's time

2. F- I spy with my little blue eyes]

3. A- [(LF)

4. F- Alguma coisa que é azul

5. A- Eu sei]

6. D-[I know (.) the bow tie

7. F- very good

(Translation)

1. A- It is daddy's time

2. F- I spy with my little blue eyes]

3. A- [(LF)

4. F- Something that is blue

5. A- I know]

6. D-[I know (.) the bow tie

7. F- very good

Example 3

1. D- Let's do the colors (n.n) This is green (.) this is yellow (.) this is red

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2. F- Você tem que facer as cores em português (n.n) Como são as cores em português?

3. A- Amarelo

4. D-[Vermelho]

5. A- [Vermelho

6. F- Ã-hã

7. A- Azul

8. F- Ã-hã

9. A- Ahn (.) a rosa (n.n) verde (.) How do you call orange in Portuguese?

10. D- I know (.) I know (.) laranja

(Translation)

1. D- Let's do the colors (n.n) This is green (.) this is yellow (.) this is red

2. F- You have to do the colours in Portuguese (n.n) How do you say the colours in Portuguese?

3. A- Yellow

4. D-[red]

5. A- [red

6. F- Uh-huh

7. A- Blue

8. F- Uh-huh

9. A- mmm (.) pink (n.n) green (.) How do you call orange in Portuguese?

10. D- I know (.) I know (.) orange

Example 5

1. F- Aidee você já escovou o dente?

2. A- Não

3. F- Daniel (.) você pega aquela escova para o papai pentear os cabelos por favor?

4. D- Eu não tenho escova

(Translation)

1. F- Aidee have you brushed your teeth?
2. A- No
3. F- Daniel (.) can you get that hair brusher (.) daddy need to brush his hair
4. D- I haven't got any hair brusher

Example 6

7. F- Vocês sabem o que agente precisa comprar no supermercado?

    (Do you know what do we need to buy at the supermarket?)

8. A- carninha?

    (Meat?)

9. F- carninha não porque agente vai comer lazanha (.) né?

    (No meat, because we are going to have lasagna (.) right?)

10. D- and sausage?
11. F- Sausage again?
12. D- Yes

Example 7

1. F- Então vamos começar outro jogo? Agora o papai vai ganhar com certeza.
2. D- Não vai!
3. A- (LF) Não (n.n) everybody give that to me.
4. F- E você vai fazer como para dividir?
5. D- Give it to me
6. A- No

(Translation)

1. F- Let's start another game? Now daddy is going to win for sure
2. D- No you are not!
3. A- (LF) No (n.n) everybody give that to me.
4. F- And how are you going to divide the cards?
5. D- Give it to me

6. A- No

Example 8

6. F- Depois da Aidee quem e?

     (After Aidee who comes?)

7. A- You and Daniel

8. F- Quem vai ganhar?

     (Who is going to win?)

9. D- Ou a Aidee ou eu

      (Either Aidee or I)

10. A- Daniel

Example 9

1. F- Quantos macacos tem aqui?

2. A- quatro

3. D- olha a cobra

4. F- Quantas cobras tem aqui?

5. D- Um (.) dois (.) três

(Translation)

1. F- How many monkeys have you got?

2. A- Four

3. D- Look a snake

4. F- How many snakes are here?

5. D- One (.) two (.) three

Mother- Father- Aidee interaction

Example 1

1. F- O que a mamãe vai fazer?

2. A- Não (n.n) Mamãe está cansada

3. M- Isso Aide (.) obrigada viu!

4. F-Por que?

5. A- Não sei
6. M- Por que eu estou trabalhando muito Aidee (.) fala para o papai

(Translation)

1. F- What are you going to prepare?
2. A- No (n.n) Mommy is tired
3. M- That's true Aide (.) thank you!
4. F- Why?
5. A- I don't know
6. M- Because I've being working a lot lately Aidee (.) tell this to your father.

Example 2

1. A- Daniel disse que o leite (n.n) that there is no milk.
2. F- Ah (n.n) o leite acabou?
3. A- Acabou
4. M- É verdade(.) acabou
5. A- Daniel said that the leite is just daddy's

(Translation)

6. A- Daniel dais that the milk (n.n) that there is no milk.
7. F- Ah (n.n) is the milk over?
8. A- It is over
9. M- That's true (.) its is over
10. A- Daniel said that the milk is just daddy's

Example 3

1. F- Como é que é aquela brincadeira Aidee?
2. M- Qual Brincadeira?
3. A- The running game?
4. M- Não running game?
5. A- Which one then?

6. F- Faz color

(Translation)

1. F- How do we play that game Aidee?
2. M- which game?
3. A- The running game?
4. M- No running game?
5. A- Which one then?
6. F- You could do with colours

Example 4

1. F- A Aidee falou que tem que colocar os cartões no chão para ficar mais fácil
2. A- No (n.n) não
3. F- não?
4. A- No
5. F- Ok

(Translation)

1. F- A Aidee said that it would be eaiser if we put the card on the floor
2. A- No (n.n) no
3. F- no?
4. A- No
5. F- Ok

Example 5

1. F- Essa o Daniel vai passar
2. M- Então vai pai
3. F- Então eu vou colocar]
4. A- Não!

(Translation)

1. F- This time Daniel will have to pass his turn
2. M- So I t is your turn

3. F- I'm going to put this one]

4. A- No!

Mother- Father- Daniel interaction

Example 1

1. F- Vocês falaram como você ficou ontém com o papai?

2. D- Well]

3. M- [Um (n.n) a Aidee já me contou.

4. F- A Aidee já te contou?

5. M- Já

(Translation)

1. F- Have you already told your mother how did you behaved yesterday?

2. D- Well]

3. M- [Well (n.n) a Aidee has already told me .

4. F- Has Aidee already told you?

5. M- Yes

Example 2

1. M- Ai Daniel! Está machucando! Sério (.) Para!

2. D- (LF)

3. F- Você tem que fazer massagem na sua mãe

4. D- Não!

5. M- Agora não! Passar a mão pode.

(Translation)

1. M- Ouch Daniel! It is hurting me ! I'm not joking (.) Stop!

2. D- (LF)

3. F- You have to do a massage on your mom

4. D- No!

5. M- No not now! You can caresser me.

Example 3

1. M- Ai meu Deus! (YW) Que sono!
2. F- Daniel que horas são?
3. D- I don't know (n.n) Eu não sei (n.n) I will see in the new clock.

(Translation)

1. M- Oh Gosh ! (YW) I'm very sleepy!
2. F- Daniel what time is it now?
3. D- I don't know (n.n) I don't know (n.n) I will see in the new clock.

Example 4

1. D- My turn
2. M- Yes Daniel's turn
3. D- I'm thinking of a word that begins with ch
4. M- ch?
5. D- No ca
6. F- Cabelo?
7. D- Yes

(Translation)

1. D- My turn
2. M- Yes Daniel's turn
3. D- I'm thinking of a word that begins with ch
4. M- ch?
5. D- No ha
6. F- hair?
7. D- Yes

Example 5

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1. F- Agora é a sua mãe
2. D- No
3. F- Você trocou com a sua mãe ou você deu ela o seu?
4. D- deu
5. M- Eu dei para ele
6. F- E agora?
7. M- Agora eu passo a minha vez

(Translation)

1. F- Now it is your mother's turn
2. D- No
3. F- Have you changed with your mother or your mother gave it to you?
4. D- gave
5. M- I gave it to him
6. F- And now?
7. M- Now I will pass.

Mother-Father- children interaction

Example 1

1. A- I spy with my little blue eyes something black.
2. D- Televisão!
3. F- Sua mãe está soprando pra o Daniel
4. M- Não estou não
5. D- Yes you are!

(Translation)
1. A- I spy with my little blue eyes something black.
2. D- Television!
3. F- Your mother is telling him the answers!
4. M- No I'm not

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5. D- Yes you are!

Example 2

1. F – I spy with my little blue eyes something amarelo
2. M- Amarelo (WH)
3. Pause
4. A- I heard you mom
5. F- Sua mãe fica soprando para o Daniel.
6. D- I know (.) I know.

(Translation)

1. F – I spy with my little blue eyes something amarelo
2. M- yellow (WH)
3. Pause
4. A- I heard you mom
5. F- Your mothering is giving all the answers to Daniel.
6. D- I know (.) I know.

Example 3

9. F- Nossa tigre (.) (LF) e o crocodilo numero um (.) dois e cinco (n.n) Você
   tem Daniel? (n.n) O que e que voce tem?
   (Gosh tiger (.) (LF) and a crocodile number one (.) two and five (n.n)
   have you got it Daniel? (.) What have you got?)
10. D- Five
11. A- Não (.) cinco
    (No (.) five)
12. M- Que bicho e esse? (.) Como ele se chama?
    (Which animal is this? (.) What's its name?)
13. A- Crocodilo
    (Crocodile)
14. M- Crocodilo (.) muito bem!
    (Crocodile, very good!)

15. F- Agora quem e depois do Daniel?

    (Now who comes after Daniel?)

16. A- (SQ) Eu tenho cinco (.) cinco

      (I've got five (.) five)

Example 4

11. M- Quem vai ganhar?

    (Who is going to win?)

12. D- I'll win.

13. F- Vai contando né. (distributing the cards)

    (I'll start counting, okay?)

14. A- Um (.) dois (.) tres]

    (One (.) two (.) three])

15. F- (to D) [e para voce.

      ([it's for you)

16. D- I don't want to play.

17. A- Um (.) dois]

    (One (.) two])

18. D- [No (n.n) one (.) two

19. M- Daniel!

20. F- Isso (.) dois para cada um.

    (That's it (.) two each)

Example 5

8. F- Eu tenho o macaco (.) e eu vou colocar o macaco.

    (I have one monkey (.) and I am going to put it)

9. M- Qual você tem Daniel?

    (Which one have you got?)

10. A- Eu tenho o macaco e um folho.

    (I've got a monkey and a leaf.)

11. M-Uma folha (.) eu tenho aqui uma folha.

    (A leaf? (.) I've got a leaf here)

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12. D- Folha (.) me too.

    (Leaf)

13. M-Agora e voce Aidee (.) eu acho que voce tem.

    (Now it's your turn, Aidee (.) I think that you've got one.)

14. A- Tem.

    (I have)

Example 6

1. A- You have to put everything in the pile
2. M- Eu estou pondo
3. A- Ela está colocando
4. D- A monkey
5. A- o macaco
6. F- eu estou torcendo para o Daniel
7. M- Para quem você está torcendo Aidee?
8. A- Mamãe

(Translation)

1. A- You have to put everything in the pile
2. M- I am putting it
3. A- She is putting it
4. D- A monkey
5. A- a monkey
6. F- I'm cheering for Daniel
7. M- Who are cheering for Aidee?
8. A- Mommy

Siblings interaction

Example 1
1. D- Aidee it is your turn now!

2. A- Hey! I know (.) but now it is daddy's turn

3. D- No

4. A- It is! (LF)

Example 2

4. A- This is my brother Fire-Huck (.) and I'm Fire-Who.

5. D-[We are both fires

6. A- Yes

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