Chapter One

Introduction.

The central concern of this study is to examine the potential for gender differentiation in home and classroom interaction in the emergent phase of literacy development. It aims to consider the literacy practices within the home and school contexts to determine whether gender differentiation occurs; and, as a consequent and more complex question, how such gender differentiation is constituted.

Foundational to this study is an understanding of social interaction in both oral language and early literacy learning. I will first examine this research before proceeding to review indicative studies of the sensitivity of literacy learning to position within social structures, particularly cultural and social class factors. I will also draw attention to the very limited analysis of gender issues within these studies, and critique research that merely considers sex differences in early literacy learning. I shall then argue for several important features of a study of gender differentiation in home and classroom interaction in the emergent phase of literacy development.
Literacy Learning

Language learning is a product of social interaction. An individual is socially situated in relation to others. Communication amongst individuals therefore involves social interaction. Language can be seen as developing "not because of the existence of one language user but of two" (Harste, Woodward & Burke, 1984, p. 28). The development of language occurs as individuals strive to communicate ideas with one another.

It can be argued that

“literacy is not just the simple ability to read and write: but by processing and performing these skills we exercise socially approved and approvable talents; in other words, literacy is a socially constructed phenomenon” (Cook-Gumperz, 1986a, p. 1).

Indeed, literacy learning occurs in a social environment where there are interactional exchanges between two or more individuals. Literacy learning does not happen in isolation, for individuals need others with whom to communicate (Hall 1987). It is argued that one learns about literacy as “an extension of relationships with other people” (Cairney 1995, p. 7). That is, children are active participants in understanding their worlds. Some argue that they are involved with the social world “to an extent that precludes regarding them as independently definable” (Rogoff, 1990, p. 28).

Further, children's concepts about literacy are formed from the earliest years by observing and interacting with readers and writers as well as through their
own attempts to read and write (Snow, 1977). In each situation that is
encountered, their understanding is both increased and constrained by their
existing models of spoken and written language. Literacy is seen to occur in a
variety of settings via a variety of processes (Lankshear & Lawler, 1987, p. 9).
Both these settings and processes combine to develop each person's
understanding of literacy. Further, Lankshear & Lawler argue that

"literacy should be seen as an integral aspect - a dimension - of
social practice as a whole, simultaneously reflecting and
promoting certain beliefs, values and processes" (1987, p. 44).

This idea is supported by Bruner when he states that language is a powerful
tool for organising experience and constituting realities (1986, p. 8). He sees
that language “can never be neutral but it imposes a perspective in which
things are viewed and a stance toward what we view” (1986, p. 121).
Therefore, literacy has an innate power to influence society and to perpetuate
social norms.

This view implies that meaning is at the centre of language learning which, in
turn, suggests that in the development of literacy, meaning is centrally
implicated. For example, studies of the development of protolanguage have
demonstrated children's attempts to make meaning prior to knowledge of
word or grammatical structures (Williams 1993a). Since adults "expect even
such young children to mean a child appears to find ways of doing so through
the selection of sound- expression pairs" (Williams, 1993a, p. 3). These
sound-expression pairs enable young children to communicate meaningfully
since specific sound patterns always have the same meanings for the child
irrespective of the specific occasion of use. A child using protolanguage is "engaged in the business of making meanings and therefore develops functional structures that will do this" (Painter, 1989, p. 41). Hence, the emergence of knowledge of the structures of the language system is an outcome of the crucial feature of protolanguage, which is the exchange of meanings. Oral language develops through the "ongoing exchange of meanings with significant others" (Halliday, 1978, p. 1).

**Emergent Literacy.**

Over the past fifteen years there has been a major change in the way literacy development is studied with the concept of emergent literacy becoming crucially important. Prior to the 1980s, research on beginning reading focussed more on first grade children, believing that most young children were not able to understand what it means to read or write until taught in first grade (For example, Good & Brophy, 1971). Later in the 1980s research focussed more on the precursors of literacy and the influence of the home on reading and writing (Blatchford, Burke, Farquhar, Plewis & Tizard, 1985; Bradley & Bryant, 1983; Gilbert, 1989a; Gilbert, 1989b). This occurred in part because a broader definition of reading had been constructed. It was no longer only the direct task of reading a text out loud that was classified as "reading". A larger number of tasks were being given to children, giving them the opportunity to display reading skills in a way that had not been examined previously (Gilbert 1989a).
In one such study, moderate correlations were made between preschool children's ability to detect phonemic similarities in words and their reading and spelling ability measured four years later (Bradley & Bryant, 1983). Forty lessons were given to three groups of four year old children, leaving a residual group without such instruction. The first group was trained to think about how the names of pictured objects shared phonemes. The second group was trained to use pictures and letters to relate print to sound. The third group was trained to categorise names of objects by meaning. The remaining subjects received no training. On reading and spelling tasks administered four years later, children in Groups One and Two had significantly higher scores than the other children. Children from Group Two, who had received print and sound training out-performed children from Group One who had received sound training alone. It was concluded

"that the awareness of rhyme and alliteration which children acquire before they go to school, possibly as a result of their experiences at home, has a powerful influence on their eventual success in learning to read and spell" (Bradley & Bryant, 1983, p. 421).

The study of emergent literacy represents

"a new perspective which stresses that legitimate, conceptual, developmental literacy learning is occurring during the first years of a child's life" (Teale & Sulzby, 1986, p. 28).

Emergent Literacy is in some ways related to oral language development because the concept of emergent literacy stresses the fact that children learn literacy through oral interactions. Emergent literacy describes children as
being in the process of becoming literate (Teale & Sulzby, 1986, p. xviv). Literacy development is argued not to begin at one point in time but to develop from birth. Emergent literacy is constructed by "individuals and groups as part of everyday life" (Luke, 1993, p. 4) and includes the many ways through which children make sense of their worlds. The concept of emergent literacy is also seen to involve both reading and writing. Children are seen to develop as "writers and readers concurrently" as they write and read in the everyday contexts of home and community (Teale & Sulzby, 1986, p. xviii).

These interactions with printed language vary amongst individual children. They include such things as reading signs, being read to and reading with other individuals (Unsworth 1991, p. 128). Further,

"what counts as reading, understanding and enjoying children's literature is socially constructed, largely through the kind of interactions with texts which children experience" (Unsworth, 1993, p. 192).

That is, emergent literacy development is influenced by the interactions that children have around texts. This interaction between parents and children often involves "the construction of a meaningful, comprehensive and relevant text for the child" (Altwereger, Diehl–Faxon & Dockstader–Anderson 1985, p. 476). Becoming literate is a process that essentially involves interaction with other individuals and often occurs around some form of written text (Bloome 1991 1993, Tizard & Hughes 1984, Berger & Luckman 1972).

In the Emergent Literacy field it is further argued that
“there are many forms of literacy, each with specific purposes and contexts in which they are used. Literacy cannot be separated from the people who use it” (Cairney 1995, p. 9).

That is, literacy is not a unitary social practice and will therefore be sensitive to differences in social structure. Literacy, and in particular reading, needs to be considered in its broader social context because the resources that "are required by students to display successful reading are cultural resources" (Luke, Freebody & Gilbert, 1991, p. 198). The cultural resources available within a community influence children's experiences of literacy.

The home and the school setting must work together to develop a child's literacy. Cazden (1988) discusses how the influence of the home situation impacts on classroom discourse. She notes that

“through conversation at home, parents and others in the intimate community largely determine the child’s foundation of what to mean (a world view) as well as how (a language system). Children take this world view, or their childish version of it to school. Ideally, and frequently, the teacher works hard to understand and make connections” (Cazden, 1988, p., 117).

That is, the transition from home to school can prove to be challenging. This is further exaggerated since

“children coming to school must learn to communicate and cooperate with adults and peers outside of their home network who do not share their communicative background” (Simons & Murphy, 1986, p. 186).
The interaction in the home setting is seen to be quite distinctive from the interaction in the school setting (Cairney & Ruge 1997, Puro & Bloome 1987, Taylor 1983). In one study examples of innovative practices for recognising language and literacy diversity were examined (Cairney & Ruge 1997, p. 39). Across four school sites data were collected and analysed revealing several differences between home and school literacy (Cairney & Ruge 1997, p.110). The data collected showed that

“specific literacy practices may contribute to, and constitute part of, different literacy events in different contexts depending on the understandings and purposes of the participants“ (Cairney & Ruge 1997, p. 110).

It is the distinctiveness of such literacy events at home and school, with a particular focus on gender, that the present study seeks to investigate.

As has been noted here a productive notion in the field of emergent literacy is the notion of a literacy event (Christie 1991, Heath 1983) because it enables similar kinds of events in home and school to be examined. The notion of a literacy event provides a way to link school and home readings by providing a framework for classifying types of literacy interactions. This notion will be examined later in this Chapter when discussing Heath’s work.

One such literacy event is the shared reading of a text. The three components of "the student, the teacher and the story" (Green & Harker, 1982, p. 198) work together in teacher-class shared book reading. Teacher-class shared reading of a text links children's experience of reading at home
to school and also enables children to actively interact with peers. Other literacy events may include such activities as story writing, computer activities, quiet reading, stencil work or beginning sound lessons. It is such literacy events that will be linguistically examined in the current research from both the home and school situation.

Since social interaction is important in children’s language learning and literacy development, differences in positions within social structures impact on the learning process. That is, a child’s position in society defines the type of interaction that occurs and influences his or her literacy development (Solsken 1993). Further, a child’s literacy forms “part of family interactions through which family members define themselves and their relations with each other” (Solsken 1993, p.21).

**Literacy And Social Structures.**

The learning of various language practices is sensitive to differences in ethnicity, class and gender. The impact of sociocultural practice on oral language development was investigated by Hasan (1989). One hundred hours of everyday talk in the home was transcribed and close analysis of these transcripts from the participating twenty-four mother-child dyads was undertaken. Such close analysis, of course, generated many diverse findings. For the purpose of this research it is important to note that social class had a substantial impact on the answers that were given by children to apprize questions (those questions requiring more than yes or no answers). Children
from an upper middle class group gave more information in their answers than
did children from lower social classes (Hasan, 1989, p. 264). It is not clear
that the children were learning language through these interactions, yet even
in the early stages it is clear that children’s oral language development is
sensitive to different sociocultural practices.
Specifically in the case of literacy, the significance of different sociocultural
backgrounds was examined by Heath (1983). In a longitudinal study involving
the three communities of Maintown (middle class culture), Roadville (white
working class culture) and Trackton (black working class culture) the influence
of sociocultural background on literacy practices was investigated.
Substantial differences were evidenced in the reading experiences of the
children from these three communities. The children from Maintown were
generally experienced in reading, having received specific orientations to
literacy in preschool years which were in close accord with privileged school
practices (Heath, 1983, p.256). Schooled literacy practices were similar to the
home experiences of Maintown children. These children were read to by their
parents and were frequently encouraged to link their readings to real life
situations (Heath, 1983, p.256). It was noted that

“as the children of the townspeople learn the distinctions between
contextualized first-hand experiences and decontextualized
representations of experience, they come to act like literates
before they can read” (Heath, 1983, p. 256).

In Roadville, the children were also read to quite extensively by their parents.
However, reading was focussed on such things as "letters of the alphabet,
numbers or nursery rhymes" (Heath, 1983, p. 222 - 223). The parents did not attempt to link texts to the real life experiences of the children.

In further contrast, the children in Trackton had little experience of parent-child shared readings (Heath, 1983, p. 233). These children did not have access to texts, but they instead focussed on reading for understanding when it was necessary.

“Trackton children have no books, and they find their reading in tasks which evolve for them in the house, the plaza, and at the neighbourhood store...They remember print by re-creating its scene and its use.” (Heath, 1983, p. 233)

These children therefore approached school with a different expectation of reading from children from either of the other two communities. Clearly, the way reading is realised in families, the behaviours around books and the involvement in reading of texts was different among these three communities. Sociocultural background was shown to play an important role in the children's development of literacy and in subsequent school literacy development.

Heath’s study gave critical insights into families in communities. However, while Heath’s work is seen as seminal it is not without its problems. First, it is unfortunate that Heath did not consider issues of gender. Studies more recently have shown that individuals do talk to boys and girls differently (for example, Plewis 1991, Wright 1989). In Wright’s study of two Physical Education lessons it was concluded that for female students there was a
higher use of tag questions, more apologies and joking, higher use of the first person pronoun and the girls were more strongly encouraged to perform the physical activity than were the boys (1989, p.90 – 99). It would have been useful to examine whether such differences were evident in the literacy activities amongst the three communities of Maintown, Roadville and Trackton.

Further, Heath’s study did not closely analyse the language being exchanged. Great differences were identified across the three communities. Through examining the various literacy events in each community Heath was able to discuss these differences more clearly. Heath argues that

“literacy events have social interactional rules which regulate the type and amount of talk about what is written, and define ways in which oral language reinforces, denies, extends or sets aside the written material” (Heath, 1983, p. 386).

However, these interactional rules were not clearly explained or thoroughly investigated in her study. The observations from Maintown, Roadville and Trackton were classified under certain literacy event types yet they were not examined on a microlevel. It would indeed have been insightful to investigate how the literacy events were established in each community. Such an examination would involve analysing the language interactions rather than only analysing the broader types of literacy practices. This deeper analysis could have revealed more information regarding such concerns as who controls the talk, the positioning of individuals in the discourse and even the power relations within families.
Also, within the examination of parent-child shared readings there was no linguistic analysis of the language. Closer analysis of this type might well have shown how the observed differences were constructed in each community. Further, in Heath’s interpretation, social class was not explicitly addressed and variation in literacy practices was considered to be broad cultural variation. That is, little emphasis was placed on the impact of individual families within the three communities. The cultural differences were seen to be evident across the communities of Maintown, Roadville and Trackton. There was little focus on whether these differences were also occurring to some level within each of the three communities.

In contrast, in a study linked closely to Hasan’s methodology, the effect of social class on the patterning of linguistic interactions between mothers and their children was examined by Williams (1990). Interactions in two social groups was specifically addressed, one group whose children attended an educationally disadvantaged preschool (DPS) and another whose children attended a privately owned preschool (PPS). Several significant results were obtained from questionnaires that asked mothers from both groups about home reading practices. Variation in the sources of books read to the children gave some insight into differences between the two groups. The supermarket was nominated as a source for books significantly more by the DPS group than by the PPS group (75.1 1 % to 55.14%) (Williams, 1990, p. 10). In contrast, the PPS group nominated significantly more frequently bookshops or newsagents as sources for books read to the children (Williams, 1990, p. 10).
Another interesting result from the questionnaires concerned the mothers' major reasons for reading to the child. The reasons "helps to keep the child occupied", "helps to train the child to sit still and listen" and "helps the child get ready for school work" were more frequently cited by DPS mothers (Williams, 1990, p. 11). On the other hand, the reasons "creates an interest in reading" and "is an enjoyable activity for the child" were more frequently cited by PPS mothers (Williams, 1990, p. 12). Therefore, there appears to be educationally significant differences in where books are obtained and why children are read to by their mothers between the two sociocultural groups. Other differences between the groups were also evidenced in the questionnaire results. However, in the analysis of transcripts from both groups more detailed evidence of differences between the home reading practices for the two social classes can be seen.

Four main differences were noted in home reading practices from the analysis of transcripts from both social groups. First, mothers in the DPS group tended to "read for lengthy stretches with very little linguistic interaction" or with brief remarks (Williams, 1990, p. 14). There was found to be more conversational interaction for the PPS group. Secondly, there was more demand for the PPS children to display shared knowledge in the form of ritual displays than for the DPS group (Williams, 1990, p. 18). Thirdly, conversation was kept close to the fictive world for the DPS group while links were made between the child's experiential world and the object text in the PPS group (Williams, 1990, p. 20). Finally, more opportunity to choose the text was given to children from the PPS group than children from the DPS group (Williams, 1990, p. 23). Hence.
it is apparent in this Australian study that social class has an impact on children’s home reading experiences and language learning.

It can be seen from the preceding discussion that parent-child interactions have been central to several studies of emergent literacy (Cairney, Ruge, Buchanan, Lowe & Munsie 1995; Cazden, 1983; Minn, 1990; Pellegrini, Brody & Sigel, 1985; Resnick, Roth, Aaron, Scott, Wolking, Larsen & Parker, 1987; Teale, 1986; Wells 1981, 1985, 1986a). Parent-child interactions have generally been viewed as having a positive effect on children's literacy learning. However, though the importance of interaction is so prominently argued in emergent literacy research, most of these studies fail to examine variation in linguistic interaction across the three variables of ethnicity, class and gender.

The general issue of cultural variation is considered in a classic study by Teale (1986) in the emergent literacy field. The nature of home literacy experiences of twenty-four children from low income families was examined. Home backgrounds as examined by Teale involved "economic, social, cultural and even personal factors" (1986, p.193). Using a longitudinal naturalistic observation technique Teale investigated what effect low income and minority cultural background had on a child's exposure to literacy activities. Eight Anglo, eight Black and eight Mexican American children were included in the sample (Teale, 1986, p.175). The literacy activities of the children were recorded in the form of field notes, but no attempt was made to closely analyze interactive language.
Literacy activities as sources of entertainment, as part of daily routine and as ways of teaching literacy skills occurred most frequently (Teale, 1986, p.188). No clear differentiation of literacy practices could be made according to ethnicity (Teale, 1986, p.190). The low income levels of the families were seen to be important in the effect of home reading on the children's orientation to literacy. Not surprisingly, higher levels of income were seen to provide the basis for a broader range of opportunities for individuals, leading to more exposure to printed materials (Teale, 1986, p.193).

While Teale's insights are useful it is again significant to note that he did not systematically examine structural factors in home backgrounds nor did the study investigate the actual language of interactions.

A more detailed examination of the importance of language in interaction was undertaken by Resnick et al. (1987). Parental behaviour during home reading was seen to be a factor that could affect children's emergent literacy. Reading to children was seen to be complex and involved "many other behaviours besides the explicit cultivation of language comprehension" (Resnick et al. 1987, p.890). Parental behaviours that fostered shared reading were evaluated using forty behaviour items. These included such parental behaviours as nodding, cooing, smiling, patting and talking loudly (Resnick et al. 1987, p.892). It was argued that proficiency in reading was related to the amount of exposure preschool children had to reading materials at home (Resnick et al, 1987, p.894). Further, such behaviours as mothers
describing the pictures and mothers whispering/cooing were identified as facilitative reading behaviours (Resnick et al. 1987, p.893). These parental behaviours encouraged preschool children in their acquisition of language. Yet, the influence of such behaviours on a child’s interaction in the school setting was not examined by Resnick.

In contrast, language in both the home and school situation was examined by Wells (1986). The Bristol Study involved thirty-two children in a longitudinal study. The research was planned as an “investigation of language development in the years before entry to school” (1986a, p. x). Observations were made every three months from shortly after each child’s first birthday until the end of his or her primary schooling (1986a, p. 14). Wells identified striking features in all of the family interactions. These included the repetitiveness of the everyday life of a young child, the concern with safety and the brevity and disjointedness of a large proportion of the conversations (1986a, p. 15).

The language used in children’s speech was further examined by Wells. He divided their language into three main groups,

“those concerned with the functions for which children use language, those concerned about the meanings they express and those concerned with the form of the utterances” (1986a, p. 21).

Using these groups, or systems, Wells established a summary of stages of language development that children move through from their first to fifth birthdays (1986a, pp. 21 – 31). The Bristol Study found that up to the age of
five there were no clear differences in the middle and lower class groups of children in their “rate of development, in the range of meanings expressed, or in the range of functions for which language was used” (1986a, p. 142).

Comparing the home and school situation Wells concluded that a clear and consistent picture came from all of his analysis

“which showed that children’s experience of language in use in the classroom did differ significantly in emphasis from their experience at home” (1986a, p. 86).

Wells found that what students learnt depended on their background knowledge and understanding, the content and form of what is presented, and the opportunities that the pupils were given to enter into negotiation about the meaning and significance of what they were to learn (1986b, p. 69). Interestingly, Wells also noted that “as far as variables based on children’s contributions are concerned, there were no significant main effects associated with sex” (1986b, p. 82). Yet, Wells failed to undertake a thorough examination of the gender issue, hence his rather broad and sweeping statement in regard to “sex”.

The difficulty in parent-child studies such as these (Teale 1986, Resnick et al. 1987, Wells 1985) is in trying to combine a methodology involving detailed examination of language with an analysis of the impact of social structures. Such social structures include ethnicity, class and gender. Studies which combine an appreciation for the effects of the features of social structure and
close examination of language would be significant in the field of emergent literacy.

**Literacy And Gender.**

Gender differentiation is particularly neglected as an area of study in the field of emergent literacy. There is a general lack of research that focuses specifically on the language of the home and the classroom and how such language may be influenced by gender. That is, there is a need for research into interaction in both the home and school setting which has a distinct focus on the influence of gender in these interactions. In the emergent literacy field most of the studies that have investigated gender differentiation have failed to use a clear theoretical understanding of language as a basis for the methodology. This failure will be examined in more detail in Chapter Two.

There have been a large number of studies of sex differences in reading progress, but these do not examine gender differentiation within interactions. These studies have often found that girls are generally better readers, learn to read earlier and achieve higher scores on reading tests than do boys (Alverman, Commeyras, Young, Randall & Hinson 1997, Blatchford et al. 1985, Cahn 1988, Chansky, Czernik, Duffy & Finnell 1980, Clay 1967, Dwyer 1973, Holbrook 1988, Osmont 1987, Plewis 1991, Solsken 1993). As an example of these studies, Cahn (1988) conducted a longitudinal study of four hundred and twenty nine male students and two hundred and thirty five
female students who were referred to a reading clinic because of reading difficulties. The students' reading abilities were assessed within each grade level. Two standardised reading tests (Nelson and Gates-MacGinitie Comprehension and Vocabulary) were administered to the students. Across the grade levels of the students "females consistently scored higher than did males on all measures" (Cahn, 1988, p. 87 - 90). Other studies of the effect of sex on reading ability have examined similar variables to those investigated by Cahn (1988). Though such studies as these show appreciation for the general differences between boys and girls, they fail to examine whether language in interaction influences gender differentiation.


"reflect the reality of the society in which children live, and indicate the kinds of behaviour which society ideally aims to encourage and develop in children" (Mortimer & Bradley 1979, p.87).

As a typical example of this style of research, Anderson and Yip (1987) examined the content of two editions of an Australian reading scheme called Young Australia Readers. The first edition was published in 1966 and the second was published in 1980.

They found that
“females are still inadequately represented in books for young readers, though the more recent edition provides a greater variety of roles for both sexes” (1987, p. 155).

Further they concluded that

“both schemes present a world that would seem to be more stereotyped than reality, and any influence that reading books have on young children can only be in the direction of sextyping” (1987, p. 160).

That is, the findings of this study suggested that this reading scheme only reinforced sex based distinctions. Similarly, Freebody and Baker (1987) examined one hundred and sixty three basal and supplementary reading books. They found that

“when comparing the frequency rate of boy/s and girl/s that boy/s appear more frequently than girl/s by a ratio of about three to two...It turns out, as predicted that boy appears significantly more often than boy/s....Thus, a girl is equally likely to appear singly or with other girls, while a boy is more likely to appear as a single character” (Freebody & Baker 1987, p. 83).

Such differences in language use within texts has shed much light onto how gender roles may be reinforced through the books that young children are reading. Yet, none of these studies have compared interactions around these texts with interactions around other less gender stereotypical texts. The assumption is that the interactions would be influenced by the gender distinctions within the texts, yet this has not been fully examined within either homes or classrooms.
Further, in the emergent literacy field the substantial majority of studies have looked solely at parent-child interactions, yet clearly teacher-class interaction, particularly in Kindergarten, is important as children move from home to school. Interaction between children and with teachers in this phase of children's schooling is not widely studied, though as I have shown above in discussing the work of Heath and Williams, questions about the nature of linguistic interaction in both home and schooled literacy are very important. However, in neither of these studies has the issue of gender in home and classroom interaction been explicitly addressed.

This dearth of information about gender is in marked contrast with recommendations about gender equity programs made in major education system policy statements. The education system emphasises the importance of equity, and specifically advocates policies on equity in classroom interaction (for example, New South Wales Department of Education Girls’ Education Strategy 1989, Department of Employment; Education and Training Gender Work 1994, Girls and Boys at School; Gender Equity Strategy 1996 - 2001). In the Gender Equity Strategy document a broad aim is "to improve the educational outcomes from schooling of both boys and girls" (1996, p. 3). This general aim is further specified in objectives such as "to provide supportive and challenging learning environments for boys and girls" (Gender Equity Strategy, 1996, p. 3). Girls and boys are to be given equal opportunities to participate at learning in classrooms.
The importance of gender equity in education was also emphasised by the *Project of national significance on the preservice preparation of teachers for teaching English literacy* (Christie, 1991). The committee argued that the learning of literacy "cannot be separated from the learning of the interactive patterns that are peculiar to classroom life" (1991, p. 159) and that the patterns must be equitable for both sexes. Despite the prominence of a concern about equity in education documents, there is a lack of information about how opportunities to engage in interaction are constructed for boys and girls (thus making it difficult to ensure equity in classrooms).

Apart from a critique of a lack of consideration of the social variables of ethnicity, class and gender, a further critique of much emergent literacy research is the failure to suggest methods of actually implementing the desired practices. Raising teacher awareness seems to be the main implication of the studies. More detailed and specific recommendations for classroom practice need to be made so that results can actually impact on how the teaching of literacy occurs.

In emergent literacy research and theory there has been some appreciation of the importance of written text in the development of readers' competencies. For example, Meek (1988) has asserted that texts actually teach readers. Written texts are seen to have a significant impact on reading. A child's perception of reading can be affected by text choice because "what beginner readers read affects their view of reading" (Meek, 1988, p. 11). The type,
form and content of written texts can, it is argued, affect a child’s competency in reading.

Further, “reading is the process of turning written language into meaning. When we read we expect to discover what it is that the writer wants us to know” (Meek 1991). Texts are seen to mediate between the intentions of the writer and the reader (Levine 1986, McKenzie 1978, Paris & Wixson 1987, Robinson 1987). It is argued that storybook meanings themselves are cooperatively negotiated between writer and reader (Cochran-Smith 1986). The issue of text selection is therefore critical (Clay 1991, Tovey & Johnson 1988). Yet several writers have also noted that individual reader characteristics will lead to each reader constructing a unique text as they read (Cairney 1990, Cook-Gumperz 1986b, Dombey 1988, Schieffelin 1986).

Reading itself is seen to be “simultaneously a process of socialisation, enculturation and cognition” (Bloome 1987). The impact of written texts on reading must not be underestimated.

Research in emergent literacy therefore needs to consider more closely how texts may influence parent-child and teacher-class interactions. To this point, only general effects of texts on the reading development of children have been discussed. There is clearly a need to examine a potential for specific effects of different categories of text on classroom interaction (cf Unsworth & Williams, 1990). One specific effect is for different types of texts to influence the ease with which boys and girls can participate in classroom interaction.
In the field of emergent literacy there is a need for close study of how patterns of interaction in both parent-child and teacher-class literacy sessions may orient children to varied experiences of school literacy. A striking feature of many studies on emergent literacy is the failure to look at such linguistic patterning. Studies of gender differentiation in emergent literacy need to base analyses on a carefully articulated theory of language. As will be seen in the following chapter, studies of gender differentiation in language interactions have tended to lack such an explicit theoretical basis for analysis.

I have argued that emergent literacy gives significant new insights into ways of examining reading development. To achieve an appreciation of the centrality of gender in children's orientation to literacy it is important to base analysis on an explicit theory of language, an issue taken up more fully in the following chapter.
Chapter Two

Theoretical Basis for Methodology.

In amplifying the argument introduced in Chapter One, this chapter considers the issue of gender construction. I will also outline in greater detail the language theory that forms the basis for analysis of home and classroom interactions in this study.

Gender Construction.

Gender can be seen as a social construct, not merely a biological distinction between the sexes. Being masculine or feminine is “not a simple consequence of being biologically male or female” (Connell, Ashenden, Kessier & Dowsett 1982, p. 174). Rather, gender is seen to be a social phenomenon resulting from a variety of factors including sex role stereotypes that are reinforced through interaction with others. Infants are placed into one of two sex classes at birth and such “placement by physical configuration allows a sex-linked label of identification” (Goffman 1977, p. 302). Subsequently, appropriate language and behaviour according to gender are assimilated from “almost the moment we’re born” (Eakins & Eakins 1978, p. 5). Socially accepted language and behaviour are encouraged while the unaccepted is often actively discouraged. In these ways, gender also involves "ways in which social relations get organised in the interest of some groups, over-riding the interests of others" (Connell et al. 1982,
p. 173). For example, males are often viewed as having power over females in terms of socially accepted language and behaviour (Eakins & Eakins 1978, Lakoff 1975, Poynton 1985).

A contrast between sex differences and gender differences has been made by Gething and Hatchard (1989). Sex differences are “actual biological or psychological differences between the sexes” (Gething & Hatchard 1989, p. 500). Gender differences on the other hand “are differences between males and females, not based on biology, but open to societal and cultural influences” (Gething & Hatchard 1989, p. 494). Gender distinctions are constructed socially and are not merely a result of biological differences.

Gender is also reinforced through interactions with others. Davies argues that

“sex and gender are at one and the same time elements of the social structure, and something created by individuals and within individuals as they learn the discursive practices through which that social structure is created and maintained” (1989, p. 12).

The individual is one who “is constituted and reconstituted through a variety of discursive practices” (Davies, 1989a, p. xi). Gender differences do not result in a fixed end product but as individuals position themselves in discourses as male or female. It is argued that language and interaction are central to one’s development as male or female. Masculinities and femininities

“are no longer viewed as inherent properties of an individual. They are understood as structural properties of a society - socio-historical

27
constructs which inform our programs and everyday practices in schools" (MacKenzie, 1995, p. 44).

If gender is constructed through social interaction, language has a vital role to play in this construction. It is largely through language that ideas are shaped and realities about the appropriateness of gendered activity are built up.

**Language Theory.**

The active nature of language in constructing meaning was discussed by de Saussure in the early twentieth century. He argued that language supplied a conceptual framework for an analysis of reality, and that it simultaneously provided the "verbal equipment" for a description of this reality (1983, p. ix). In this way, language was seen to be a self-contained system rather than a mere communication tool.

De Saussure provided a theoretical basis for understanding language as a social phenomenon viewing language as being constituted of sign relations. A language system was defined as

"a system of signs in which the one essential is the union of sense and sound pattern, both parts of the sign being psychological" (de Saussure, 1983, p. 14).

De Saussure exemplified the sign at the level of the word. He argued that two theoretical entities, the signified ("sense") and the signifier ("sound pattern") were
linked to produce a sign (1983, p. 67). For example, the sign DOG consists of a signified which is the concept dog, a four-legged canine animal, and a signifier which is the sound pattern dog. However, de Saussure was clear in pointing out that

"a linguistic sign is not a link between a thing and a name" (1983, p. 66).

The signified is not a thing but a concept. Signs separate language from things because language constructs reality through the use of signs.

Further, de Saussure argued that language had a systematic nature so that signs only achieved value in relation to other signs. The linguistic sign was seen to be constituted by an arbitrary relationship between "sound pattern" and "concept". He argued that

"there is no internal connexion for example, between the idea "sister" and the French sequence of sounds s-o-r which acts as its signal...the same idea might be represented by any other sequence of sounds" (1983, p. 67-68).

That is, the concept of "sister" only has meaning in relation to other concepts that are excluded by what the sound pattern "sister" represents. Only in relation to other signs does an individual sign have meaning. Language and verbal thought were seen to be inseparable (de Saussure, 1983, p. 100). Systemic functional linguistics uses the original concept of semiotics as defined by de Saussure as the study of "signs" (Halliday & Hasan, 1985, p.3) which are formulated in a
system of difference. However, a critique of de Saussure made by Halliday emphasises that

"there is one limitation that has usually been apparent in the history of this conception of the sign, and that is that it has tended to remain rather an atomistic concept" (Halliday & Hasan, 1985, p.3).

The sign was identified by de Saussure as a concept in itself, not related to text, where relations between multiple signs are crucial. For this reason the definition of semiotics in systemic functional linguistic theory was defined as the study of sign systems (or the study of meaning in the most general sense) (Halliday & Hasan, 1985, p. 4). A brief description of systemic functional linguistic theory will be given here with further elaboration later.

Rather than isolating individual signs and studying them, systemic functional linguistic theory focuses on the study of language as a system of meaning potential. The theory considers how meanings are realised by speakers' selections from the semantic, grammatical and phonological possibilities of the language as system.

Systemic functional linguistic theory also relates language to social structure. Abstracting from Halliday & Hasan (1985, p.5) a social perspective on language proves significant in educational situations because learning is a social process and knowledge is transmitted in social contexts through relationships such as that between teacher and pupil. Further, the environment in which educational
learning takes place is that of a social institution where the words that are exchanged derive meaning from the social activities in which they are embedded (Halliday & Hasan, 1985, p.5). Systemic functional linguistic theory therefore emphasises the absolute need to study language from a social perspective.

Whorf (1956) further described relationships between signs, cultural practices and individual habits of thought. He demonstrated a relationship between language and culture in studies of Hopi and Western European languages. Language was seen to be a system and "not just an assemblage of norms" (Whorf, 1956, p. 156). Within this system Whorf emphasised the importance of the patterns of language which

"always override and construct the lexation (Nama) or name-giving aspect. Hence, the meanings of specific words are less important than we fondly fancy. Sentences, not words, are the essence of speech, just as equations and functions, and not bare numbers are the real meat of mathematics" (1956, p. 258).

Whorf thought that people were mistaken in the common belief that any word had an exact meaning (1956, p. 258). He argued that only through the figuration of language did words come to be understood. He showed that such concepts as time and matter depended

"not so much upon any one system...within the grammar as upon the ways of analysing and reporting experience which have become fixed in the language as integrated "fashions of speaking"" (1956, p. 158).
Whorf argued that one's "habitual thought" included

"all the give-and-take between language and the culture as a whole, wherein is a vast amount that is not linguistic but yet shows that shaping influence of language" (1956, p. 147).

Whorf's theory suggests that through a detailed analysis of language those aspects of language that perpetuate a culture can be examined. Of relevance to the present study the question of how a gendered identity enacts and enculturates a child into social practice could be elucidated by a careful analysis of language and then of the reading situation as a whole.

Feminist Research.

Many feminist researchers have claimed to have a Whorfian perspective on language and culture, though it is also true that few have concentrated on the patterns of language that Whorf so strongly emphasised (Barker 1989, Dubois & Crouch 1975, Spender 1982). Here I will provide a brief example of work in this field deriving from Whorf's theory, before moving to a general critique of this approach and to argue the need for a more elaborated linguistic theory to support the analysis of gender differentiation through situated language use.

For example, Spender adopts a Whorfian perspective to argue that language is male dominated and that the monopoly males have over language is one way in which they have ensured their own primacy (1981, p. 12).
Spender sees that

"every aspect of the language, from its structure to the conditions of its use, must be scrutinised if we are to detect both the blatant and the subtle means by which the edifice of male supremacy has been established" (1981, p. 5).

Language is seen to be "man-made" and manipulated by men for their own purposes. Language is not considered neutral, "it is not merely a vehicle that carries ideas" (Spender, 1981, p. 77). Spender argues that language in fact causes female oppression (1981, p. 77).

Though Spender uses a Whorfian perspective of language as the shaper of ideas, she fails to acknowledge the importance of a detailed analysis of language practices. She claims that

"no more evidence is needed to convince feminists that the language is sexist...what is needed now is an analysis of this sexism" (1981, p. 29).

However, the evidence for sexism in language is not well presented and most analysis of such sexism is not grounded in a strong theory of language as social practice.
A critique of Spender's theory is provided by Cameron (1985). She views linguistic communication as

"crucial to the organisation of human societies...(and)..so people with an interest in the workings of any society must also concern themselves with its language - how it is structured and used, what its users believe about it and so on" (1985, p. 2-3).

Cameron argues that language is "part of patriarchy" but it does not cause female oppression (1985, p. 3). She argues that non-sexist language is an illusion and

"instead of demystifying patriarchal language, we have produced an analysis which, if it achieves anything, achieves only further mystification" (1985, p. 164).

Rather than emphasising the need to change the language system to be more female orientated, Cameron recognises the need "to formulate a critique of language with a certain linguistic precision" (1985, p. 164). Feminist research needs to focus on the description of language in use in various types of social contexts.

As a further example of Whorfian influenced feminist work, several studies on gender and language in education have focussed on how males seem to use language differentially. For example, Poynton argues that males' power over females has been evidenced historically where access to and participation in "prestigious genres" were determined by class and gender (1985, p. 21). Males
were encouraged to take up the social roles of judges, solicitors, lecturers and politicians. It is argued that all of these roles involved highly valued genres that reinforced male power in society. Further, some elements of female speech that differed to male speech were seen to be inferior (Eakins & Eakins, 1978, p. 38). A higher number of qualifiers, disclaimers and tag questions was found in women's speech than in males' speech (Eakins & Eakins, 1978, p. 185). These characteristics of speech seemed to show women to be more tentative in their language than males and therefore gave women an inferior position.

The overall effect of such apparent power domination by males is that it "submerges a woman's personal identity by denying her the means of expressing herself strongly" (Lakoff, 1975, p. 7).

Many such feminist studies of language in education seem to be sensitive to the role of language yet lack a strong theoretical basis for the research. Several of these studies are problematic because of their limited views of language as a system of social meanings. Research that fails to recognise the importance of a whole language system provides little insight into gender differentiation in social contexts. Also, there is a lack of effective discourse analysis in much of the research. Without such analysis, accurately locating the gender biases within language and interaction seems nearly impossible, as is the further step of providing adequate proposals for change. Some theorists even view the
linguistic system itself as man-made (Spender, 1981) and thereby dislocate themselves from effective analysis of language.

A further difficulty with many feminist studies is the reductive nature of the arguments. Results seem to be reduced to forms that fit easily into the general argument that language is biased against females. Feminist research on language in interaction needs to go beyond explaining language as a tool for female oppression to viewing language as a resource females can access.

Against such feminist research there has been an increase in research that focuses on the boys and their supposed neglect in education (Biddulph 1997, Browne 1995, Connell 1986 1989 1994, Graddol & Swann 1992, Mac An Ghaill 1996, Martino 1996, Slattery 1996, Teese, Davies, Charlton & Polese 1995). It is argued that

"most educational work concerned with changes in gender relations has been addressed to girls, justified on equal opportunity principles and governed by sex-role theories. This framework is not very relevant to educational work with boys" (Connell 1989, p. 291).

To challenge such a framework, studies have tried to show how boys are disadvantaged by the education system (Biddulph 1995, MacKenzie 1995, McLean 1995 & Sanderson 1995). In a typical study into boys and education Sanderson uses broadly anecdotal evidence to support her claims.
She suggests that

"my observation of the reading habits of the hundreds of Year Six students I've taught over the past twenty years is that the average boy reads half to one novel per week... whereas the average girl reads one to two novels" (Sanderson 1995, p. 154).

To make such a statement drawing from twenty years of "observation" seems unrealistic, indeed even impossible. Further, Sanderson fails to identify exactly who these average children are. Yet, she also argues that

"I recently asked a group of primary teachers to write what they saw as reasons why boys read less than girls. All explanations revolved around boys' active nature ('boys do things, girls are content to sit and read'), boys' greater obsession with sport, or a criticism of existing literature as not meeting boys' interests. One teacher stated that there were few books suited to boys. These beliefs are commonly expressed, but in my view are limited" (Sanderson 1995, p. 156).

Again Sanderson fails to conduct a thorough study into teachers' responses, rather she draws conclusions from a small group (of unstated number) of teachers. There is no consideration of the role of language in interactions with girls and boys, the focus seems to be more on teacher perceptions of the students.

In another study of this nature, Martino (1996) examined the way in which boys and girls perceive English in terms of its sex-appropriateness. After interviewing thirty secondary school boys, Martino concluded "the boys clearly defined English as a soft subject which they defined in opposition to Maths, Science and
Sports subjects as more relevant and useful" (1996, p. 3). He then undertook further interviews with twenty of the Year Ten boys, asking them a series of questions about their life at school. However, Martino himself concedes that he

"steered away from the comparing of boys' responses with that of girls because I did not want to use the latter responses as a benchmark for evaluating the former's" (1996, p. 21).

Therefore, the boys responses are viewed in isolation, without any consideration of what the girls in Year Ten would have answered to the same questions. Similar to the issues with feminist researchers these studies do not have a broad enough context in which to examine the issues of gender differentiation in schools. Further, the importance of an understanding of language as a social phenomenon is not evident in most of these studies.

**Emergent Literacy And Language Learning.**

This general theoretical problem, a lack of use of a robust and theoretically sophisticated theory of language is also obvious in the study of gender in emergent literacy. For many writers who consider issues of gender in emergent literacy the role of language is not highly salient. Research around parent-child and teacher-child interactions has often been undertaken without any explicit theoretical basis for an analysis of language. Here I will exemplify from these studies to illustrate the general claim. Studies on parent-child interactions have
shown for instance that less conversation maintaining devices are used with boys (Cherry & Lewis, 1975) and that different cognitive demands are made for boys and girls (McGillicuddy-De Lisi, 1988).

In teacher-child interactions, analysis has focussed on the number of academic contacts made with boys and girls (Leinhardt, Mar Seewald & Engel 1979), the amount of instructional time given to the children (Biber, Miller & Dyer 1972, Good & Brophy 1971, Leinhardt et al. 1979, Stanworth1981), teacher perceptions of students (Bennett, Gottesman, Rock & Cerullo 1993, Miller & Asher 1983), the amount of student talk (Alvermann et al. 1997, French & French 1984, Lee 1994, Swann & Graddol 1988), disapproval evaluations from teachers (Meyer & Thompson 1970) and student perceptions of ability (Bornholt, Goodnow & Cooney 1994). However, none of these studies give sufficient emphasis to the role of language in interaction.

In a typical example of these studies, thirty three videotapes of teachers engaged in reading and mathematics instruction were examined to analyse the academic contacts made by the teachers (Leinhardt et al. 1979). The verbalizations of the teachers were coded as academic or managerial. Academic contacts were content related verbal behaviours of the teacher that either did or did not elicit student responses (Leinhardt et al. 1979, p. 434). Managerial contacts focussed on controlling behaviour.
It was found that

"teachers make more academic contacts with girls than boys in reading and fewer with boys in math ... Teachers give more management information to boys generally" (Leinhardt et al. 1979 p. 437).

Therefore it was concluded that the teachers seemed to interact with the boys and girls differently in the reading sessions according to the gender of the child.

Further, the analysis of the videotapes from the above study suggested that teachers

"spend more of their instructional time with girls in reading and with boys in math" (Leinhardt et al. 1979, p. 437).

There was apparently more instructional time available in reading for the girls than for the boys. These general findings were evidenced in another study where the girls received more instructional contact than the boys (Biber et al. 1972) yet conflicting results were obtained by Good & Brophy (1971).

Another study examined teacher perceptions of boys and girls to determine if various perceptions could explain gender related instructional differences (Prawat & Jarvis, 1980). Student attributes of gender, reading achievement and IQ were investigated in relation to their effect on teachers' perceptions of student behaviours. Twelve teachers and children from two classrooms at each grade
level in elementary schools (one hundred and fifty seven males and one hundred and twenty seven females) were sampled (Prawat & Jarvis, 1980 p. 744). The children were given behavioural, ability and reading tests and the teachers were asked for their perceptions of the children. The study suggested that

"teacher perceptions of students were not greatly influenced by the difference in student gender ... The exception to this rule was when teachers rated students for aggressiveness" (Prawat & Jarvis, 1980 p. 748).

The different amount of instructional time given to children according to their gender was not seen to be reflected in the teachers' perceptions of the children. However, the statistical analysis used in Prawat & Jarvis' study has been questioned (Miller & Asher, 1983). The interpretation of the multiple regression analysis was seen as inaccurate and it was suggested that

"sex effect-size for academic disability or SORT scores over the six grades presents a more reasonable comparison" (Miller & Asher, 1983, p. 857).

Each of these studies on teacher-child and parent-child interactions fails to base analysis on a sophisticated theory of language. That is, there is need to use a language theory that merges indepth analysis with analysis of the context of the situation. Some studies do not even refer to a language theory and understate the role language plays in gender differentiation. When the analysis between teachers and children becomes merely statistical (as in Prawat & Jarvis, 1980) the importance of the patterning of language choices in shaping interaction is
lost. Not only does language need to be at the forefront of studies on gender differentiation and emergent literacy but in such studies language also needs to be studied as a system of social meanings.

**Systemic Functional Linguistic Theory.**

Systemic Functional Linguistics, deriving in part from the work of Whorf, provides a framework for studying the patterning of language from a social perspective. The theory, as proposed by Halliday (1985a, 1985b) provides a useful basis for analysis of situated uses of language. Systemic Functional Linguistics is noted as particularly useful in investigating "how meanings are made through grammatical relationships in different social contexts" (Williams 1993, p. 202).

In Systemic Functional Linguistic Theory language is seen as a social semiotic (Halliday & Hasan, 1985, p. 4). Language is related to both a text and a context because the social context is indivisible from the text (Halliday & Hasan, 1985, p. 5). Three features of the social context (Field, Tenor and Mode) are linked to three linguistic metafunctions (Ideational, Interpersonal and Textual metafunctions). Systems within grammar which create meaning for the reader or listener can be identified for each metafunction (Halliday, 1985a, p. 68). Each aspect of Systemic Functional Linguistic Theory will be further discussed and the theory shown to provide a productive basis for analysis of parent-child and teacher-child interaction.
In the study of language both text and context need to be considered. Halliday suggests

"there is text and there is other text that accompanies it: text that is "with", namely the con-text. This notion of what is "with the text", however, goes beyond what is said and written: it includes other non-verbal goings-on - the total environment in which a text unfolds" (Halliday & Hasan, 1985, p. 5).

The total environment of the text (or "context of situation" and "context of culture") needs to be investigated with the text (Halliday & Hasan, 1985, p. 6). Texts cannot be abstracted from situations rather the situations form the basis from which texts can be interpreted. Through an examination of the social context of a text, an interpretation can be made of the meanings being exchanged (Halliday & Hasan, 1985, p. 12). In Systemic Functional Linguistics there is an indivisible relationship between context and text.

Three features of the context of situation need to be considered – the Field of discourse, the Tenor of discourse and the Mode of discourse. The Field of discourse "refers to what is happening, to the nature of the social action that is taking place" (Halliday & Hasan, 1985, p. 12). Field deals with the referential domain and forms of social activity that are taking place. The Field of discourse can be described, at least in substantial part, through an analysis of the nominal groups which realise participants in clauses or which are embedded in circumstances. Such an investigation of the referential domain can show the referential "focus" of the discourse and thereby elucidate the nature of the Field.
The Tenor of discourse "refers to who is taking part, to the nature of the participants, their statutes and roles" (Halliday & Hasan, 1985, p. 12). Tenor shows the relationships between the social entities, such as individual persons involved in discourse. For example, the agentive role of teachers and students can be investigated. An analysis of the demands for information of goods and services (for example, analysing who asks the questions and what kinds of questions are permissible in a specific type of context) gives insight into the statutes and roles of the interactants. In a classroom situation the issue of distributions of agentive role can be illustrated simply through a demand for service such as to close the door. Teachers frequently demand this service from children yet it would be highly unlikely that a child would ever ask his or her teacher to close the door!

The Mode of discourse refers to "the symbolic organisation of the text, the status that it has" (Halliday & Hasan, 1985, p. 12). Mode shows what part language is playing in the social context.

These three variables of the "context of situation" are realised through three metafunctions: ideational, interpersonal and textual. Ideational meaning is shown in how clauses represent "some kind of a process, some event, action, state or other phenomenal aspect of the real world" (Halliday & Hasan, 1985, p. 18). The Field of discourse is realised through the ideational metafunction (Halliday & Hasan, 1985, p. 25).
Interpreting interpersonal meaning involves viewing clauses as interactions between speakers and listeners. When looking at the interpersonal meaning of clauses consideration is given to their "function in the process of social interaction" (Halliday & Hasan, 1985, p. 20). The Tenor of discourse is realised by the interpersonal metafunction (Halliday & Hasan, 1985, p. 25).

Textual meaning is shown in what makes a text into a text. Textual meaning is "a resource for ensuring that what is said is relevant and relates to its context" (Halliday & Hasan, 1985, p. 45). The Mode contextual feature is realised by the textual metafunction, which includes resources for thematisation and building cohesion.

These three aspects of meaning weave together in discourse. Text is produced by speakers through a simultaneous selection from each of the metafunctions in the language system. Text and context form a mutually predictable relationship where texts realise the contexts (and the contexts are realised by texts).

It is important to emphasise that in Systemic Linguistics relationships exist between lexicogrammar and the contextual variables. The Field of discourse (and associated ideational meanings) strongly tends to be realised by a selection of Processes, Participants and Circumstances from the transitivity system (Halliday, 1985a, p. 101). The Tenor of discourse (and associated interpersonal
meanings) strongly tends to be realised by selections from the systems of mood, modality and modulation (Halliday, 1985a, p. 71, 85).

The Mode of discourse (and associated textual meanings) is realised through the Theme selection and the system of cohesion (Halliday, 1985a, p. 38, 287). Theme functions as the "point of departure" of a clause (Halliday, 1985b, p. 73). Selections of thematic structures is important in determining the effectiveness of the structuring of a text.

Therefore, in Systemic Functional Linguistic Theory language is seen to be "multifunctional" (Halliday & Hasan, 1985, p. 23). Under Systemic Functional Linguistic Theory, each text needs to be examined as a whole, simultaneously from a number of different angles with each perspective contributing to interpretation (Halliday & Hasan, 1985, p. 23). Systemic Functional Linguistic Theory can be used to analyse the patternning of meaning within texts.

Language and Gender Studies.

Halliday's linguistic theory has been effectively used in the study of gender and language in studies such as those by Cloran (1989), De Lellis (1992) and Fichtelius (1985). These studies have focussed on parent-child or teacher-child interactions.
Cloran (1989) argued that perspective variation is a technique which parents use to differing degrees for male and female children. Perspective variation involves children in "considering and adapting to the perspective of others" (Cloran, 1989, p. 146). In twenty-four mother-child dyads female children were seen to be more sensitised to the possibility of variation in perspective because of the frequently changing nature of their conversations with their parents (Cloran, 1989, p. 146). Males however were not so sensitised. They were more concerned with actuality and tended "to make their own and others' sayings the object of talk" (Cloran, 1989, p.144). Hence, Cloran evidenced a distinction between how males and females responded to perspective variation. Her study involved detailed analysis of the transcripts of interaction between parents and children, using the concept of language as a meaning potential and descriptive techniques deriving from the work of Halliday (1974, 1985a, 1985b) and Hasan (1984, 1986, 1987).

In a study by De Lellis (1992) analysis of conversation initiations showed that parents took different roles according to the gender of the child. Two reading episodes were transcribed for four male and four female mother-child dyads (De Lellis, 1992, p.35, 38). It was found that mothers initiated most of the interactions for female children and were also responsible for topic initiation, selection and pacing (De Lellis, 1992, p. 58). The male children tended to play a more active role in initiating conversations and selecting topics (ibid, p. 58). Hence, the role of the mother in initiating conversations varied according to the
gender of the child. However the limiting small sample size needs to be considered before generalising too widely from this study.

Within a classroom, the nature of questions asked of males and females was briefly addressed by Fichtelius (1985, p. 32). Teacher interactions with children aged between three and eight years were studied. The number of Confirm (yes/no) questions and open-ended questions were analysed. An example of a Confirm question could be "Did you enjoy the book?". Open-ended questions were those questions that gave the children opportunities to respond with more than a single word answer (including such responses as explanations or examples). An example of an open-ended question could be "Why did you enjoy the book?".

The results of the study suggested that females were asked more confirm (yes/no) questions than males and males were asked more open-ended questions (Fichtelius 1985, p. 32). The consequences of this difference seems more positive for boys since they can readily express their points of view in answer to open ended questions. However, this too is a small study and therefore can not be easily generalised.
Social Practice.

While the projects discussed above used Systemic Functional Linguistic analysis to analyse the data yet one major limiting factor still remains. The studies and a few others using a similar in depth analysis of interaction focused solely on the language system and a sense of context was lost. There is a great need for a merging between the two fields of in depth analysis (Systemic Functional Linguistics as outlined here) and analysis of the whole situation (the surrounding environment which occurs “with” the language). Linguistic analysis adds a vital depth to a broader analysis of the cultural situation. However on its own, linguistic analysis fails to give a macrolevel understanding of the environment in which the language interactions occurred. Only with both an indepth linguistic analysis and a broader analysis of the whole situation can one gain a complete and overall understanding of the language interactions.

Fairclough (1992) attempts to bring together these two fields. He argues that

“Interpretation is necessary at two levels. One level is a matter of trying to make sense of the features of texts by seeing them as elements in discourse practice....The other level of interpretation is a matter of trying to make sense both of the features of text and of one’s interpretation of how they are produced and interpreted, by seeing both as embedded within a wider social practice”(1992, p. 198).
Therefore, the analysis of the interaction needs to involve analysis of the linguistics as well as a focus on social practice. Such an analysis of social practice has the general objective of specifying

"the nature of the social practice of which the discourse practice is a part, which is the basis for explaining why the discourse practice is as it is; and the effects of the discourse practice upon the social practice" (Fairclough, 1992, p. 237).

A thorough indepth analysis is vital yet it is important to understand the various settings for the interaction. As Gee argues (1990)

"People learn to read, write, speak and listen in certain ways and they do this by serving apprenticeships in social settings where people characteristically read, write, speak and listen in these ways" (p. 174)

Within classrooms, certain communication is undertaken for a specific purpose (for example, to teach basic sounds). This communication differs from what would occur in other settings such as in a church service or on a bus going home from school.

As Lankshear and Lawler (1987) argue:

"Literacy may be transmitted and acquired in a variety of settings (for example, school classrooms, culture circles, a mass literacy campaign, within an adult literacy group, with a private tutor etc.) via a variety of processes (for example, typical formal classroom methods, informal one-to-one pupil and tutor, informal peer learning approach, a Freirean literacy group, etc.). These differing settings and processes can have radically different implications for the degree and type of power exercised, the
source and distribution of that power, and the amount, type, and locus of conflict that arises” (p. 9).

To understand such diversity, it is essential that an analysis of the social practice in the interactions is undertaken. That is, the setting for an interaction and the process of the interaction both impact on the linguistic exchange that occurs within the interaction. Analysing the linguistic interaction in isolation does not give a complete understanding of the discourse.

Halliday himself concedes that

“whatever the ultimate goal that is envisaged, the actual analysis of a text in grammatical terms is only the first step. The grammatical analysis will presumably be followed up by some further commentary or exegesis...But whatever the final purpose or direction of the analysis there needs to be grammar at the base” (1985, p. xvi).

An analysis of social practice adds a richness to the analysis of language. An understanding of the wider context of the interaction enables a more informed analysis of the actual interaction to take place.

The focus of the methodology in this study has not been shaped by major pedagogical paradigms such as “whole language” or “critical literacy”. The pedagogical paradigm of whole language presents a theoretical position on reading and argues that exposure to texts is essential for developing reading skills rather than representing any one instructional method. According to this philosophy, language is a natural phenomenon and literacy is promoted through
natural, purposeful language function. It has as its foundation knowledge about language development as a constructive, meaning-oriented process in which language is viewed as an authentic, natural, real-world experience. The pedagogical paradigm of “critical literacy” is understood as learning to read and write, what Street (1984) terms an ideological model and views literacy as historically constructed within specific power relations. Essentially, then, critical literacy is language use that questions the social construction of the self. Rather than use such pedagogical paradigms as a shaper of the methodology for this study, a sociocultural perspective has been favoured as its focus is on how literacy is constructed in and through social relationships. This perspective has already been outlined in this chapter and will be more fully defined in Chapter Three.

In summary, it can be seen that there are few researchers studying gender and language who relate their results back to a theoretical view of language as a social construct. Such a theoretical background is necessary to undertake meaningful research that does not isolate language as is used in a particular culture from language as a linguistic system. Furthermore, an analysis of the whole situation (or context of the interaction) needs to be undertaken concurrently with the linguistic analysis so as to provide a realistic and informative view of the interaction.
Chapter Three

Methodology.

In this chapter I will outline the methodology that was employed to investigate the construction of gender in teacher-child and mother-child interactions around text in a literacy event. Three major methodological issues will be described: the procedures for the collection of data, the subsequent preparation of the data and the methods of analyses.

Data Collection.

The first step in the data collection process involved applying for Human Ethics Approval from the University. This involved detailing the educational aims of the project, the values of the project, the details of the methodology, sample details and potential ethical issues for the project. After lodgement and then approval for the application the research was undertaken as had been described to the Human Ethics Review Committee.

Following Human Ethics Approval the next step involved identifying which school would be included in the study. The school chosen was selected on the basis of regional location and a willingness to participate in the research. The research was not multisite because the issues being investigated were apparent in a single site. The methodology for the study required in-depth analysis to gain an
understanding of the context of situation as part of the analysis of interaction.
The school was located in suburban Sydney and comprised of children from a variety of cultural and socio-economic backgrounds. The school population had 32% of its children for whom English is a second language.

Kindergarten was chosen as the focus class because it is at this grade that children are introduced to formal schooling. The children are five years of age. The transition from home to school occurs during this first year at school. As well, more formal instruction in literacy commences. Therefore, Kindergarten children form a critical group for analysis of interaction during this transition time.

Interactions in a Kindergarten class were analysed because of the learning about reading that is taking place as children enter the new school context. In the early school years there is a high emphasis on the importance of oral interaction in reading development and so the types of reading practices that are encouraged could be evidenced. The teacher under analysis would also have some responsibility for the development of gender roles alongside those that the children were being exposed to in the home and preschool contexts.

From within this classroom, six focal children were chosen to be involved in the mother-child reading aspect of the study. This selection process was based on gaining a balance of gender and ethnicity. There were three boys and three girls selected and two out of six children were from non-English speaking
backgrounds. This facet of the data collection process will be described more fully following the discussion of the process in the school setting.

Initial contact with the school was made through written correspondence. My initial letter detailed the purposes of the study, explaining that the research was focussed on teacher-child and mother-child interactions in reading contexts. It also detailed the method of data collection and requested permission to conduct the study. Subsequently I visited the school and was interviewed by the Principal before the research plan was accepted.

On agreement with the Principal a meeting was held with the teacher who had agreed to participate in the research. At this meeting, the gender distribution of the class was discussed because it was seen as vital to ensure that the selected class comprised a reasonably even distribution of boys and girls. Of the twenty-eight children in the class, fourteen were girls and fourteen were boys. The teacher was also informed that a wide variety of reading settings would be appropriate for the research. With the help of the teacher, eleven specific reading instances were identified. The class had just begun the SWELL program (Center & Freeman, 1994, 1997) in the last four weeks of the previous term, so most of the reading sessions formed part of this program. SWELL is a system for literacy development devised by scholars at Macquarie University. SWELL stands for Statewide Early Literacy and Language and is modelled on a program in America with some adaptations made for Australia. The SWELL
program concentrates heavily on phonemic awareness and provides very structured lessons for the teachers, giving instruction almost word for word. Basic sounds, shared stories, picture cards and big books all form part of the SWELL program.

Such activities as writing, computer work, playdough activities, small group interaction around text, teacher-class shared readings and story writing were also evidenced. It was determined that a variety of these instances would be selected for collection and analysis by the researcher. The data collection techniques were discussed with the teacher and it was agreed that I would be present in the classroom and would audio and video record the various reading sessions. One video camera would be positioned in the classroom for the Reading time each morning, focussed on whichever activity was chosen by the teacher to be reflective of a typical reading exercise. The video camera was introduced to the classroom situation two weeks prior to the beginning of the research time. The classroom teacher then had the video camera operating in her classroom for various sessions of both literacy and numeracy in the lead up to this research. The video camera was therefore not such a novelty for the literacy sessions that formed the basis of this research. It was also decided that two reading sessions per week would be recorded, giving a total of twenty over the term.
The audio and video recordings of the reading sessions proved advantageous because they provided a detailed and permanent record which could be readily re-examined. Being able to return to each audio and video recording during the analysis greatly increased my level of understanding of the interaction, which would not have been possible through collecting field notes alone.

The researcher's presence during the sessions enabled the development of insight into the layout of the classroom (including the physical position of the six focal children) and use of nonverbal communicative gestures that may not have been obvious on the videotape. Further, I was able to take notes on the gender of the child who was speaking, which was crucial in the transcription and analysis of the classroom reading sessions. After each session a record sheet was completed (a copy of which is in Appendix I) which detailed the time and date of the reading session, the title and author of the text and whether the chosen text had been used with the class at any other time.

As mentioned previously, six focal children were selected from within the Kindergarten class. Initial contact with the parents was made at an informal afternoon meeting where the research project was explained and the parents were given a sense of what was to be undertaken in the classroom. It was also explained at this meeting, that parents were required for research into reading in homes. Reading sessions were defined as any shared activity involving print and discussion (such as talking about a computer program). Letters (see
Appendix II) were sent home with each child from the chosen class to explain the research in more depth and to ask for expressions of interest in a further phase involving parents in audio recording reading sessions with their Kindergarten child. There were three subsequent questions on a return note, which focussed on the frequency of parent-child reading sessions, who most often read to the child and details of the main language spoken in the home. These questions functioned to provide some general indication of reading practices across the group of parents and to locate subjects for the parent-child reading analysis.

The percentage of return of notes was 100%. All of the twenty-eight respondents gave permission for their children to participate in the school-based research and ten indicated a willingness to be involved in the home facet of the research. Five of these respondents were mothers of girls and five of these were mothers of boys. From this group, three mothers of girls and three mothers of boys were chosen to be involved in the research. The selection process was based on a desire to have a sample of children that were representative of the school and community. Since 32% of students were from a Non-English speaking background, two children from this background were selected. Both of these children were girls, one came from a Filipino background and the other came from an Arabic background. This selection was based on the availability of the parents to undertake the audio-taping and the details of the main language spoken in the homes. Further details were provide by the teacher as to the reliability of the families to complete the audiotaping of the ten literacy sessions.
The regularity of reading was also seen as crucial in the selection process as asking mothers who don't usually participate in reading activities with their children to audio tape such episodes may provide distorted results. Further data about these focal children are seen later in the Data Analysis section of this chapter.

The researcher met with these six mothers to explain the data collection process. Mothers were asked to audio record one reading session with their Kindergarten child each week for ten weeks (over one school term). Each mother was given a tape-recorder and five audio cassettes, and was requested to record a new literacy session on each side of the cassettes. This would eliminate the likelihood of data being lost by the tape coming to an end during the middle of a session. The parents discussed together at this meeting the various literacy activities that they would like to audio-tape in their homes. There was some direction from the researcher initially, and as the audio-tapes were returned, yet most mothers were very focussed on what was typical for them at home and on what they would define as a literacy session. The literacy sessions audio-taped ranged from reading a text to the child, the child reading a text to the parent, completing homework sheets, discussing alphabet puzzles and working on the computer. The researcher further indicated that any sessions that the mothers thought were atypical or that they felt uneasy about were to be erased and another session to be recorded.
At this meeting, mothers were also given a simple matrix (see Appendix III) which was to be completed at the end of each session. It indicated the date and time of day, title and author of the text or printed matter, whether the activity had been undertaken with the child before and any other comments relevant to the session (such as the child’s positioning or state of mind). These details were useful to refer back to once the transcribing process had been completed. Similar to the classroom audio and videotapes, the audio tapes from mother-child sessions proved invaluable when it came to transcribing and analysing the data.

The researcher was then in contact with the mothers several times over the ten week period to check if there were any difficulties and to progressively collect the audio recordings.

The researcher also received verbal permission from all twenty-eight children to audio and video record them in the classroom (see Appendix IV). The six focal children were thanked for their involvement in the home reading facet of the research at this same time.

**Data Preparation.**

The second stage in the methodology involved the preparation of the data. Eighteen out of the twenty classroom sessions and eight out of the ten mother-
child sessions done for each focal child (excluding the first two in each case) were transcribed. This brought the total number of mother-child transcripts to forty-eight and represents twelve hours of interaction. The first two reading sessions for the classroom and home settings were omitted on the assumption that there would be more atypical responses arising from the novelty of the tape-recorder in the homes and the tape-recorder, video-recorder and the presence of the researcher in the classroom. It was also assumed that the first couple of sessions would involve more teacher/mother and child monitoring of speech than in later sessions. That is, with the participants aware of the research beginning the interaction may be affected by the careful construction of their language. Later in the process however the participants would become more natural in their interactions.

The eighteen classroom and forty-eight home reading sessions were transcribed fully. The transcripts for the classroom interactions is included as Appendix V. A typical session from each of the three female homes are included in Appendices VI, VII and VIII. A typical session from each of the three male homes is included in Appendices IX, X and XI. In transcribing these sessions, a series of letters were used to identify the participant who was speaking. The following transcription key was used.
**Transcription Key.**

<table>
<thead>
<tr>
<th>Participants</th>
<th>Letter Used In Transcripts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>T</td>
</tr>
<tr>
<td>Mother</td>
<td>M</td>
</tr>
<tr>
<td>Father</td>
<td>F</td>
</tr>
<tr>
<td>Boy other than a Focal Boy</td>
<td>B</td>
</tr>
<tr>
<td>Girl other than a Focal Girl</td>
<td>G</td>
</tr>
<tr>
<td>Focal Child One – Girl</td>
<td>F1</td>
</tr>
<tr>
<td>Focal Child Two – Girl</td>
<td>F2</td>
</tr>
<tr>
<td>Focal Child Three – Girl</td>
<td>F3</td>
</tr>
<tr>
<td>Focal Child Four – Boy</td>
<td>F4</td>
</tr>
<tr>
<td>Focal Child Five – Boy</td>
<td>F5</td>
</tr>
<tr>
<td>Focal Child Six – Boy</td>
<td>F6</td>
</tr>
</tbody>
</table>

An example from the classroom (Lesson Eight) is included here to indicate these procedures.

**Figure 1:** Transcript segment from Lesson Eight.

T 0100 Dania what did you like the best?
F3 0101 Um, when they were hiding.
T 0102 When they were hiding quietly. Joel?
F5 0103 When they were flapping
0104 when they couldn’t
T 0105 When they couldn’t fly
0106 when they were first beginning to fly. Melissa?
F2 0107 When they were paddling.
T 0108 Paddling. Kate?
G 0109 When the eggs hatched
T 0110 When the eggs hatched. Jacob?
B 0111 When they chicken don’t really like the water
G 0112 Chicken, no
Occasional comments interpolated by the researcher were included in bracketed capital letters to explain small aspects of the interaction. This can be seen below in the discussion in Home One about the SWELL Home-Reading text where the researcher comments on the child’s volume.

**Figure 2:** Transcript segment from Home One.

- **M** 0001 No
- **F1** 0002 (shouts) **Mark can Pat Sam, can Penny pat Sam?**
- **M** Hm. **Penny shows Mark and Liz her birthday present.**
- **F1** Here is the bike. I like the bike.

This also can be seen in Home Three where the researcher comments on the background activity.

**Figure 3:** Transcript segment from Home Three.

- **F** 0100 What’s this number?
  (Father and children laugh)
- **F3** 0101 11
  (Father and children laugh)
- **F** 0102 I’m not.
- **F** 0103 All right, what’s?
- **F** 0104 All right I’ll cover that up.
- **F** 0105 What’s this number?
  (Father and children giggle)
When participants spoke simultaneously an asterisk (*) was placed next to the
relevant clause. Bold print was used to indicate the teacher’s or mother’s
reading of the text. An example of these two techniques is provided from the
fifth transcript in Focal Child Six’s home.

Figure 4: Transcript segment from Home Six.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>0001</td>
<td>Small wheels</td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td></td>
<td></td>
<td><strong>Small wheels, tractor wheels, big wheels</strong></td>
</tr>
<tr>
<td>M</td>
<td>0002</td>
<td>Large wheels</td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>0003</td>
<td>Large wheels, other wheels</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td>0004</td>
<td>* Wheels go round and around and around</td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>0005</td>
<td>* Wheels go round and around and around</td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>0006</td>
<td>Park</td>
<td></td>
</tr>
<tr>
<td>M</td>
<td></td>
<td><strong>In the park</strong></td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>0007</td>
<td>In the park</td>
<td></td>
</tr>
</tbody>
</table>

The transcripts were then shown to the teacher and the parents for some
"member checking" (Guba & Lincoln 1981, Miles & Huberman 1994). This
enabled the participants to give feedback to get confirmation and qualifications.
It also ensured that the transcripts were a true reflection of the actual interactions
that took place.
Data Analysis.

The third stage in the methodology was the analysis of the data. The first layer of analysis was to prepare a Domain Analysis (Spradley 1980). In this way, the social practice as described by Fairclough (1992, 1995) could be examined. The purpose of domain analysis is to identify patterns in the data to try to understand the cultural meaning of the behaviour (Spradley, 1980, p. 86). Domains are categories of cultural meaning that include smaller categories linked by a single semantic relationship.

There are six main steps involved in making a Domain Analysis (Spradley 1980, p 98-99). These are:

Step 1. Select a single semantic relationship (eg: X is a kind of Y)
Step 2. Prepare a domain analysis worksheet. Enter the field note / transcript identification information and the selected cover term
Step 3. Select a sample of transcripts or fieldnote entries
Step 4. Search for possible cover terms and included terms that appropriately fit the semantic relationship. Enter these onto the domain analysis worksheet.
Step 5. Repeat the search with other semantic relationships, using a different term
Step 6. Make a list of all identified cultural domains.

An example of the use of Domain Analysis in terms of types of boys and girls in the classroom is given in Appendix XIII. Domain Analysis was undertaken to gain a better understanding of the transcripts and the context in which the interaction was taking place. It was hoped that this would provide “an overview of the cultural scene” (Spradley, 1980, p. 97) that was being studied. As has
been described more fully in Chapter Two, this layer of analysis supports the indepth linguistic analysis as was developed by Halliday (1978) and Hasan (1989). That is, Systemic Functional Linguistics gives great insight into the detail of the interaction between individuals while Domain Analysis gives a broader understanding of the context of this interaction. Without some information regarding the setting for the interaction the details of the interaction remain isolated from it's context.

Figure 5 provides a flow diagram with an overview of the analysis procedure. The analysis stages will be displayed in more detail later in this chapter.

**Figure 5: Flow Diagram for Analysis Procedure.**

```
Step 1: Semantic Unit Segmenting.

↓

Step 2: Analysis of Field and associated Ideational meaning.

↓

Step 3: Analysis of Tenor and associated Interpersonal meaning.

↓

Step 4: Analysis of Mode and associated Textual meaning.
```

In-depth analysis was carried out on the transcripts from the classroom and each of the six homes. Systemic Functional Linguistic Theory focuses on the study of...
language as a system of meaning potential. The theory considers how meanings are realised by speakers’ selections from the semantic, grammatical and phonological possibilities of the language as system. Systemic Functional Linguistic Theory also relates language to social structure and emphasises the absolute need to study language from a social perspective.

The initial analysis divided each utterance into the semantic unit of message as defined by Hasan(mss). The unit message is closely related to that of ranking clause at the lexicogrammatical stratum, with the important difference that projecting clauses are, together with the dominant clause they project, regarded as a single message. Messages themselves are further distinguished in terms of their varied contribution to the exchange of meaning in ongoing interaction. Those which are concerned with routinised features, for example, ritualised politeness ("thanks", "good"), nominations of speakers or ritualised management of interaction ("okay", "that's it") are categorised as Punctuative. These messages are realised by minor clauses. On the other hand, messages that do contribute to the ongoing exchange of meaning are categorised as Progressive. These are realised by major clauses.

The total number of messages contributed by the participants, distributed by gender, in the classroom and home transcripts were calculated. The nominations that the teacher and parents made for the children to reply to their questions, distributed by gender, was also calculated.
An investigation of the Field and associated ideational meanings was then undertaken. Through an analysis of the gender stereotypic reference of the nominal groups, the way in which texts regulated the possibility of girls or boys participating in the discussions was examined. The building up of a particular kind of referential domain was examined through an analysis of the nominal groups which realised participants at the level of the message or that were embedded in circumstance. Nominal groups were analysed in terms of their stereotypically “male”, “female” or “neutral” reference and the distribution across these three categories was tabulated.

Further analysis involved the use of a semantic network. Semantic networks specify, to a limited degree of delicacy, all possible meaning selections within a given situation. A speaker makes a number of choices in using language and through a semantic network these choices can be described. How such choices or options have served to implicitly act upon the listener can be evidenced. Semantic networks can be metafunctionally organised to describe different types of options and as Halliday indicates, semantic networks show how options “are systematically related to one another” (1974, p. 76). A crucial feature of a semantic network within systemic functional linguistic theory is that the realisation in language of each semantic option can be specified lexicogrammatically.
An examination of aspects of Tenor relations and associated interpersonal meanings was vital for gaining an understanding of the nature of interaction. To investigate one aspect of Tenor the transcripts were analysed using Hasan’s semantic network for demand; information (see Figure 6).

**Figure 6:** Hasan’s Semantic Network For Demand; Information.

The semantic network represents the semantic choices available to speakers. Hasan claims that two semantic options (confirm and apprise) underlie every demand for information in English. Each additional option indicates a further resource available to speakers. Examples from the transcripts are provided for each relevant option from the network with general statements regarding the differences between the types of demands for information (See Figure 7).
**Figure 7:** Selection expressions and examples for Demand; Information from the transcripts.

**Confirm Verify Reassure**
Confirming information with a tag at the end of the question.
“Alfie’s got a new sound to show you today, haven’t you?” (Lesson 4, Line 0096)

**Confirm Verify Probe**
Confirming with a show of deeper details.
“You don’t know what you’re making Troy?” (Lesson 15, Line 0256)

**Confirm Enquire Ask**
Asking a direct yes or no question.
“Did you go shopping?” (Lesson 1, Line 0070)

**Confirm Enquire Check**
Confirming that the questioner understands what is being said correctly.
“You know that?” (Lesson 13, Line 0126)

**Apprise Tentative**
Asking what about something with a nominal group.
“What do you think our story might be about?” (Lesson 12, Line 0010)

**Apprise Precise Explain Assumptive**
Asking why something with a circumstance.
“Why would they be going quietly Dania?” (Lesson 8, Line 0116)

**Apprise Precise Explain Nonassumptive**
Asking why something without giving details.
“Why?” (Lesson 8, Line 0130)

**Apprise Precise Specify Circumstance**
Asking to specify where, when or how.
“Where’s that other bit?” (Lesson 5, Line 0009)

**Apprise Precise Specify Event**
Asking to specify what is being done or happening.
“What’s happening in this picture?” (Lesson 12, Line 0097)

**Apprise Precise Specify Actant Specific**
Asking to specify a particular thing or person.
“What’s the first sound you hear in dinosaur?” (Lesson 6, Line 0026)

**Apprise precise Specify Actant Nonspecific**
Asking to specify a thing or person.
“What are you going to make?” (Lesson 2, Line 0134)
Realisation statements are attached to each option in the network and these
detail how the option is expressed grammatically (see Appendix XII).

The analysis of the transcripts using a focus on text and social practice offered a
strong framework within which to investigate the impact of gender on interactions
characteristic of teacher-child and parent-child dyads within literacy contexts.
Chapter Four

Results and Discussion.

In the preceding chapter, the means of analysis of the data was described showing that through a broad examination of culture (Domain Analysis) and through the use of the transitivity system and Hasan’s semantic network the interaction between parents and children and teachers and children could be examined. In this chapter the results of the Domain Analysis and Transcript Analysis will be presented and discussed.

Domain Analysis

Domain Analysis (Spradley, 1980) was used to show the broader variation in context that was occurring alongside the linguistic differences in the interactions themselves. The purpose of domain analysis is to identify patterns in the data. Domains are categories of cultural meaning that include smaller categories linked by a semantic relationship. The steps in Domain Analysis are presented in Chapter Three.

The initial Domain Analysis identified some interesting references made to the boys as opposed to the girls in the classroom. (See Appendix XIII). There were eleven different references to the kind of boys and only five different kinds of girls. The teacher appeared to vary her addressing of the boys much more than
for the girls. These references were used repeatedly for both genders in the classroom. It was hypothesised that there were more boy references than girl references because of the increased discussion with the boys in the classroom. This was one area that required further in-depth analysis of the interactions that were occurring.

Other interesting points arose from the domain analysis that gave a broader understanding of the context of the interactions. First, posture was referred to a lot in the classroom and then mainly only in Focal Child Two’s (girl) home. Upon discussion with the mother of this child it became obvious that the mother, who was partially deaf, had a real concern for her child to learn to read. The mother maintained that sitting still and listening was very important as she wanted her daughter to achieve more than she had at school. In the other homes posture of the focal child was not repeatedly addressed. The mother from Home Two was reinforcing what she saw as an important classroom practice of “sitting nicely”. Parents from the other homes did not have this focus.

Secondly, comments about books were very basic in both the school and the homes. There was little elaboration about the types of books being read, other then to refer to them as “good books”. Even in the classroom, the teacher did not give descriptions about the texts that she was reading to the class. There was little evidence of intertextuality in the homes or the classroom. That is, books
were not related to other texts that had been encountered previously. Certainly, this was not evident in the interactions observed at home and school.

Thirdly, cause and effect results of behaviour was evidenced in the classroom yet not in the homes. The teacher frequently indicated the punishment for continual talking or fidgeting when she was reading to the class. Many times children were moved for not redirecting their behaviour as they had been told to do. In the homes however, the parents did not give results of continual unhelpful behaviour. It was interpreted that this may have been due to the teacher’s management skills, where the consequences of behaviour were often discussed in the classroom. In contrast, parents seemed more prepared to continue in the session and ignore the behaviour.

Finally, there were no references made to the children’s questions or to the rationale for doing things in either the homes or the classroom. That is, the children asked questions in both the school and home situations. In neither setting did the adults indicate the viability of these questions or show any verbal reinforcement for the asking of questions. The questions were not evaluated by the parents or the teacher, they were often also left unanswered. The rationale behind the activities in the school and home setting was also not openly discussed. There was no indication in either setting as to why the children were involved in the literacy activities. It was as if there was an expectation that this is just what one does at school in the sessions at home.
Obviously, domain analysis gave some valuable insights into the context of the literacy events that were analysed. From this understanding of the culture that these literacy events were framed within, there was then the need to undertake some more detailed analysis of the language interaction that was occurring.

Transcript Analysis

The purpose of the Transcript Analysis was to identify whether there are differences in the ways parents and teachers interact with the children in the literacy events depending on the gender of the child. It was also to investigate how gender is constructed at home and at school. It was not, of course, possible to investigate differences in the use of every option of the semantic networks used for analysis as the semantic networks are very delicate and some options are only used infrequently. Rather, in analysing the messages in the transcripts it was noted that there appeared to be differences in the ways in which parents and teachers used particular options for boys and girls. These differences were investigated further.

Figure 8 provides an overview of the different stages for the analyses used in this segment of the research.
Figure 8: Flow diagram for analysis stages.

Stage 1
Analysis of the total number of messages spoken by the parents and the focal children in their home situations.

Stage 2
Analysis of the total number of messages spoken by these focal children in the classroom.
Analysis of the number of messages spoken by males and females in the classroom.
Analysis of the number of messages spoken by the teacher in the classroom.

Stage 3
Analysis of the nominal groups for the classroom lessons.
Contrast between high number of messages spoken and the gender of the dominant nominal group.
Analysis of the nominal groups in the home situations.

Stage 4
Analysis of the number of demands for information made in these homes.
Analysis of the number of demands for information made in the classroom.
Stage 5

Analysis of the nominations to reply to these questions in the homes.
Analysis of the nominations to reply to these questions in the classroom.

Stage 6

Analysis of the frequency with which different types of demands for information were used by the parent in the homes.
Analysis of the frequency with which different types of demands for information were used by the teacher in the classroom.

Stage 7

Analysis of the number of demands for information made by the focal children in the homes.
Analysis of the number of demands for information made by children in the classroom.
Analysis of the frequency with which different types of demands for information were used by the focal children in the homes.
Analysis of the frequency with which different types of demands for information were used by the children in the classroom.
The results for each stage of the analyses are reported through numerals and percentages in a detailed table format in Appendix XIV. The results are represented in this chapter through figures and graphs.

**Stage 1: Total number of messages spoken by participants in the home situations.**

An investigation of the total number of messages spoken by parents and their children was undertaken in order to determine who tended to participate most in conversations in the context of parent-child literacy events. The number of messages spoken across the three female homes is presented in Tables 1, 2, and 3 (Appendix XIV) and below in Figure 9.

**Figure 9: Number of messages spoken by the participants in female homes**

In Home One and Home Two the daughters contributed approximately one third of the time, with the mothers contributing approximately two thirds of the time. In
Home Three, there were different results with the daughter contributing 70.7% of the time. This can be seen in Table 3 below.

Table 3: Number of Messages Spoken by the Participants in Home Three

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>4</td>
<td>22</td>
<td>108</td>
<td>40</td>
<td>33</td>
<td>67</td>
<td>4</td>
<td>79</td>
<td>357 (15.8%)</td>
</tr>
<tr>
<td>F3</td>
<td>180</td>
<td>25</td>
<td>848</td>
<td>393</td>
<td>39</td>
<td>59</td>
<td>9</td>
<td>41</td>
<td>1594 (70.7%)</td>
</tr>
<tr>
<td>Girl</td>
<td>40</td>
<td>11</td>
<td>/</td>
<td>/</td>
<td>7</td>
<td>4</td>
<td>/</td>
<td>1</td>
<td>63 (2.8%)</td>
</tr>
<tr>
<td>Boy</td>
<td>7</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>7 (0.3%)</td>
</tr>
<tr>
<td>Father</td>
<td>232</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>232 (10.3%)</td>
</tr>
<tr>
<td>F3 &amp; Girl</td>
<td>1</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>637</td>
<td>58</td>
<td>956</td>
<td>433</td>
<td>79</td>
<td>130</td>
<td>13</td>
<td>121</td>
<td>2254 (100%)</td>
</tr>
</tbody>
</table>

This result is significantly effected by the large interaction by the daughter in Sessions Three and Four. In these sessions the daughter echoes everything that the mother reads, thus giving a high number of contributions to the daughter and very few to the mother. This family comes from a Non-English speaking background, where the mother thought that having her daughter echo her reading of the text would be a useful vocabulary activity.
The number of messages spoken across the three male homes is added in Figure 10.

**Figure 10:** Number of messages spoken by the participants in the male homes (homes 4, 5, 6)

In Home Four and Home Five the mother seems to contribute less than in the female homes, with the sons contributing a similar percentage of the time as the daughters did in their homes. The difference in Home Six is notable, where the boy contributes even more than the mother. This is striking, as will be noted later, as Focal Child Six contributes little in the classroom situation.

The children therefore appear to generally contribute similarly across the male and female homes, yet the parents appear to contribute more in the female homes. This would initially suggest that the girls are becoming used to more
language being spoken to them by the present adult, than the boys. That is, the girls had more exposure to adult interaction than did the boys.

**Stage 2: Number of messages spoken by the participants in the classroom.**

The classroom interactions were investigated to determine the distribution of talk in the discussions in the classroom situation. The number of messages spoken by the focal children in the classroom is shown in Tables 7 and 8 (Appendix XIV) and in Figure 11.

**Figure 11:** Number of messages spoken by the focal children in the classroom
From the Focal children, the Focal Boys contribute more than the Focal Girls (63.8% for Focal Boys compared to 36.2% for Focal Girls as a total, see Table 11 in Appendix XIV). Focal Boy Four and Focal Boy Five contribute significantly, particularly in the small group lessons. The Focal Girls seem to contribute more evenly across several lessons. Interestingly, as noted earlier, Focal Boy Six contributes least, which is inconsistent with his high contributions in the home situation. Therefore this child, at least, seems to respond differently in the classroom and the home situations.

An analysis of the total number of messages spoken by the participants was then undertaken to examine more generally the male and female differences in the classroom. This is presented in Figures 12 and 13.
Figure 12: Total number of messages spoken by the participants in the classroom.
As can be seen in Figure 13, the boys contribute more often as a total across all of the lessons. This reinforces what occurred specifically for the Focal children in the classroom. From Figure 12, the high boys contributions are particularly noted in Lesson Two (Play Dough), Lesson Five (Puzzles), Lesson Seven (Writing Patterns), Lesson Nine (Story Writing), Lesson Twelve (Shared Reading) and Lesson Seventeen (Colouring). All but one of these lessons are small group lessons, perhaps suggesting that boys contribute even more easily in the small group situation than in the whole class situation.

Three lessons have obvious differences to the high male contributions. In Lesson Six (SWELL letter “t”), Lesson Eight (Shared Reading) and Lesson Fourteen (Quiet Reading) the girls contribute more often than the boys. It was concluded that it would be useful to examine the Nominal Groups within the interaction to determine how this may be influencing the participant’s involvement in the interactions. It was also evidenced that there is great complexity and
diversity in the data. It became obvious that no simple patterns would be found in either the homes or the classroom.

**Stage 3: Nominal Groups.**

To investigate the apparent differences in boys and girls participation, some linguistic features of the interaction were analysed. Specifically, the building up of a particular kind of referential domain (Hasan, 1987) was examined through describing the Nominal Groups, and analysing the distribution in terms of stereotypic reference to males or females, or to participants which are neutral with respect to gender. Nominal groups such as “the little boy” and “the old man” are clearly “Male” in their reference, as “the pregnant lady” is clearly “Female”. Additionally, a Nominal Group such as “the big submarine” is interpreted as “Male”, within the stereotypic masculine domain of Western European cultural practices. A “Neutral” gender category is maintained for generic references to “you” (children in the class) or references such as “the story”. For clarity, no attempt was made to describe the stereotypic qualities of processes since this task would be much more problematic with respect to the stereotypic.

Through an analysis of the Nominal Groups which realised participants at the level of the message or that are embedded in circumstances, the nature of the referential domain could be explored.
Each of the transcripts was analysed. An example of the analysis is presented in Figure 14, where it also indicates how the Nominal Groups are highlighted to display the items described in the different categories.

**Figure 14:** Transcript segment from lesson twelve showing the use of transitivity in analysis of the referential domain.

```
F5: 0023 The lady frog’s got/ webbed feet.
T: 0024 The frog /has/ webbed feet,
0025 /GOOD BOY. Why’s that?
B: 0026 So it /can climb.
T: 0027 Climb or what else can
B: 0028 Swim/ in the water
T: 0029 Swim, but /don’t call out/ ANDREW
0030 That /’s/ right.
0031 For swimming
0032 remember when we /had/ THE MAN here for the SNAKE
0033 TALES
0033 HE /was telling/ us about the webbed feet
0034 and how it /makes/ the animals be able to swim a bit better
right.
```

*Underlined Nominal Groups show “Female” reference, CAPITAL LETTERED Nominal Groups show “Male” reference and bold Nominal Groups show “Neutral” reference.

The number of Nominal Groups with “Male”, “Female” and “Neutral” references in the classroom is represented in Table 12, Table 13 and Table 14. It is represented graphically here in Figure 15 (as a line graph over the number of messages spoken by the participants in the lessons from Figure 12).
Figure 15: Number of nominal groups with male and female references in the classroom compared to total boy and girl utterances.
Figure 16: Total number of nominal groups with “male”, “female” and “neutral” references in the classroom.

From Figure 16, the Nominal Groups are particularly strong in “Neutral” across all but one classroom lesson. This provides good access for both the males and the females to interact in the lessons. In total, the Nominal Groups for both the “Male” and “Female” references appear quite close (0.1% difference) allowing for a balanced interaction. Across individual lessons however, as shown in Figure 15 there appears to be more “Female” reference dominated lessons (ten out of the eighteen lessons). The close total overall (as is seen in Figure 16) seems due to the fact that when the “Male” references in the Nominal Groups dominate the interaction, the amounts are greater than when the “Female” references dominate.

Where the contributions were greater for the girls than the boys in the classroom (Lessons Six, Eight and Fourteen) the Nominal Groups for the “Female” reference are quite substantial – Lesson Six; 19.8% “Female” to 7.8% “Male, Lesson Eight; 16.3% “Female” to 4.9% “Male” and Lesson Fourteen; 24.4% “Female” to 7.1% “Male”. Likewise, the high boy contributions in Lessons Two,
Five, Seven, Nine, and Twelve are reinforced by stronger “Male” Nominal Groups.

This is particularly noted for Lesson Twelve where the “Male” Nominal Groups (56.9%) are even greater than the “Neutral” Nominal Groups (23.4%) for this lesson. This individual situation seems to be due to the fact that the main character in the shared reading is described as a male during the session. It is argued therefore that in this lesson females tend to be excluded from the interaction because of the dominance of the “Male” referential domain.

Yet, it still remains that the boys contribute more in the classroom situation than the girls despite the close Nominal Group references. It was concluded that a comparison of the Nominal Groups in the home situations would be helpful to examine how the Focal Children may be involved in discussion using different gendered references. The Number of Nominal Groups with “Male, “Female” and “Neutral” references in the homes are presented in Table 15, Table 16, Table 17, Table 18, Table 19 and Table 20 (See Appendix XIV). A comparison between the “Male” and “Female” references in the homes is shown in Figure 17.
Figure 17: Number of nominal groups with “Male” and “Female” references in the homes.

<table>
<thead>
<tr>
<th>Home 1</th>
<th>Home 2</th>
<th>Home 3</th>
<th>Home 4</th>
<th>Home 5</th>
<th>Home 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.4%</td>
<td>5.4%</td>
<td>4.5%</td>
<td>17.6%</td>
<td>22.8%</td>
<td>25.8%</td>
</tr>
<tr>
<td>7.5%</td>
<td>9.5%</td>
<td>11.1%</td>
<td>7.8%</td>
<td>8.6%</td>
<td>5.0%</td>
</tr>
</tbody>
</table>

Session Three and Four for Home Three were not analysed for the Nominal Groups as the vast majority of interactions in these sessions, as noted earlier, were echoes by the child of the text that was read. That is, the high contributions by the daughter in these sessions were only an echo of the text that was read by the mother. The Nominal Groups therefore would only reflect those in the text itself, not any original interaction.

Interestingly, the Nominal Groups in the girls’ homes are not so markedly “Female” as the Nominal Groups in the boys’ homes are markedly “Male”. This would suggest that the girls have more opportunity to break through more “Male” referenced interaction and text than the boys would have opportunity to do likewise with “Female” referenced interaction and text. This proves even more
noticeable in Home One where there are even more “Male” referenced Nominal Groups than there are “Female” referenced Nominal Groups.

Nominal Groups themselves, however, do not appear to exclusively account for the higher male contributions in the classroom situation. An analysis of questions would provide more insight into these different contributions.

**Stage 4: Demands for information.**

An investigation was undertaken to ascertain whether there was a difference in the number of Demands for Information made by the parents of boys and the parents of girls and the teacher. A comparison between the number of Demands for Information between the participants was seen as important in establishing who played more active or passive roles in the interaction. The results for the homes are presented in Figure 18.

![Figure 18: Demands for Information in the homes.](image-url)
Of the total number of Demands for Information made by the participants, 89% of questions were made by parents of females and 79.1% of questions were made by parents of males. This is consistent with Lewis and Cherry's (1977) finding that mothers are more likely to ask girls questions. This appears to suggest that parents of girls make greater demands on their children to display shared knowledge.

The number of Demands for Information between the participants in the classroom was also examined. The results for the classroom are presented in Figure 19.

**Figure 19:** Demands for Information in the classroom.

![Pie chart showing demands for information by gender.](chart.png)

It is obvious here that the teacher also makes a significant number of Demands for Information. However, it was decided that it would be useful to ascertain whether the children are actually given the opportunity to reply to the questions being asked in the home and school situation.
Stage 5: Nominations to reply to questions.

It was hypothesised that the number of nominations to reply to questions asked in the focal children's homes would influence the contributions made within the interaction. That is, the more the opportunity was given to reply to a question, the higher the number of the contributions made in the interactions. A nomination to reply was defined by the turn taken by the speaker after a parent or teacher question because of the amount of nonverbal cues that could have occurred (such as the teacher nodding or the child raising its hand). An example of nonverbal cues being used in the classroom is given in Figure 20 (note also the gendered discussion in this segment).

Figure 20: Nominations to reply to teacher questions being signalled through the use of nonverbal cues.

T 0082 Mum generally looks after you,
   0083 dad helps too.
   0084 But usually it's mum
   0085 that looks after the babies more than daddy
   0086 cause daddies are normally at work.
   0087 So mum's looking after these?
F5 0088 What about when my mum's sick?
T 0089 Well, who looks after you when mummy's sick?
F5 0090 Daddy
T 0091 Dad, or sometimes grandma might look after you
G 0092 Or a babysitter.
T 0093 Or a babysitter might look after you.
G 0094 My dad's got a broken leg
   0095 and he can't go to work.
T 0096 Oh, and he can't run around anymore at the moment can he?
G 0097 No
T 0098 Poor daddy.
   0099 okay what happens here.
Within this segment of interaction, a boy (F5) answers two of the teacher’s questions without any direct verbal nomination (such as the teacher naming the person who will answer). Similarly later in the segment, a girl answers a question without any direct verbal nomination. Therefore, it is likely that nonverbal cues accompanied the teacher’s nominations for these children to reply.

The number of nominations to reply to questions in the female homes is given in Tables 24, 25 and 26 (Appendix XIV). The number of nominations to reply to questions in the male homes is given in Table 27, Table 28 and Table 29 (Appendix XIV). This is represented in Figure 21.

**Figure 21:** Nominations to reply to questions in the homes

Similarly for both boys and girls, the parents tend to ask a high percentage of questions that expect a response. This appears independent of gender, with the parents nominating the participants consistently to reply to the questions that are asked. This contrasts with the classroom situation where there is a greater
chance of no opportunity being given for the participants to reply (Table 30 and 31 in Appendix XIV). This is shown in Figure 22.

Figure 22: Nominations to reply to the teacher's questions in the classroom

A more thorough examination of Figure 22 indicates that for sessions where the girls contributed more (Lessons Six and Eight) the girls were nominated more than the boys. For these lessons the girls are nominated even more times than
there are questions asked where there is no opportunity given to reply. The other lesson where the girls contributed more was Lesson Fourteen (Quiet Reading) where there weren't any questions asked by the teacher at all.

For the significantly high boy contributions in Lesson Twelve, the nominations to reply to the teacher’s questions are also high in this Lesson (45.6% for boys compared to 27.2% for girls). It also appears that boys (seven out of eighteen lessons) are more often nominated to reply than girls (five out of eighteen lessons) in the classroom situation. This would be an important factor in boys generally contributing more in lessons.

**Stage 6: Frequency with which different Demands for Information used.**

The Demands for Information were further investigated in order to uncover whether there are differences in the use of different information demands made by parents of boys and parents of girls and the teacher. The two main types of questions were Confirm ("yes" and "no" answers) and Apprize (more extensive answers required). The use of Confirm type questions would encourage less interaction than the use of Apprize questions. Further, these two broad question types are broken into more detail to show what type of information specific questions were seeking (as discussed in Chapter Three). It was hypothesised that when more Apprize type questions were asked there would be greater interaction. An analysis of the frequency of the different types of Demands for
Information would give insight into the parents and teachers expectations of the main features of the discussions. Sessions with ten questions or more were examined as it was assumed that under this number of questions would not be reflective enough of the general practice. The frequency with which the parent used different types of Demand for Information in the female homes is shown in Tables 32, Table 33 and 34 (Appendix XIV). It is represented graphically in Figure 23.

**Figure 23:** Frequency of the use of Confirm and Apprise questions in the female homes.

For two of the three female homes more Apprise questions are used, the third home (Home Two) has balanced Apprise and Confirm sessions. This would suggest that the parents of females do expect more informative answers from their daughters.

The frequency with which the parents used different types of Demand for Information in the male homes are shown in Tables 35, Table 36 and 37 (Appendix XIV). It is shown more broadly in Figure 24.
The male homes had more Confirm questions (Home Four) or were balanced in the Apprize and Confirm questions (Home Five). Only one session was selected for Home Six and this seemed to have more Apprize questions. Home Four (a male home) was therefore the only home where consistently more Confirm questions were asked. This could reinforce the high contributions of Focal Child Four in the classroom as he is familiar with many basic "yes" and "no" questions in the home.

Generally parents appear to be asking more Apprize than Confirm questions or balancing the questioning across the sessions. The frequency with which the teacher used different types of Demand for Information in the classroom are shown in Table 38 (Appendix XIV) and in Figure 25.
Figure 25: Frequency of the use of Confirm and Apprise questions in the classroom.

The only lesson where more Confirm questions asked is Lesson One where girls are asked more questions. Otherwise more Apprise questions were asked across other six lessons with Lesson Two being equally balanced for Apprise and Confirm questions.

A high proportion of the Demands For Information in Lesson Twelve are of the Confirm:Ask and the Apprise:Event options (see Table 38 in Appendix XIV). Questions of the type Apprise:Event require information about the field of the text to be supplied in the answers. The boys are likely to be in a better position to provide this information and in this way their interest continues to be built up by the questions. The boys are required to give information about the “Male” referential domain, and in a sense they are the individuals most able to do so.
It appears that the teacher generally demands more informative answers and the boys are able to respond to these better than the girls, who dominate in only two of the six lessons with Apprise questions asked most frequently. This is inconsistent with the home situation where the parents of the girls do expect more informative answers of their daughters. An examination of what Demands for Information the children themselves are making would shed some light on this discrepancy.

**Stage 7: Demands for Information made by the children.**

The total number of Demands for Information made by the children was investigated. It was felt that through this investigation the participants who were making the majority of the Demands for Information would be evidenced. The results are presented in Tables 39, 40 and 41 (Appendix XIV). The results are shown graphically in Figure 26, 27 and 29.

**Figure 26:** Total number of Demands for Information made in the male homes.
Figure 27: Total number of Demands for information made in the female homes

Figure 28: Total number of Demands for information made in the classroom.

It would appear that there is a slight difference in the number of questions asked by male and female children. Sons asked 18.2% of the questions, while daughters asked 10.9% of the questions in the homes. This was also true for the classroom where boys asked 11.1% of the questions and the girls asked 7.2% of the questions.

Further investigation was undertaken to uncover what types of Demand for Information a speaker was making. An analysis of the particular types of
Demands for Information made by the children in the homes was undertaken. Results are given in Tables 42, 43 and 44 (in Appendix XIV) and are shown in Figure 29.

**Figure 29**: Frequency with which the children used different types of Demands for Information in the homes.

The males asked slightly more Confirm questions (52% to 47%) and less Apprize questions in the homes than the females (48% to 53%). These differences are not too significant. However it is interesting to note that the males did ask more Apprize:Explain:Assumptive questions than the females in the homes, suggesting that they wanted to understand why things were happening. An analysis of the particular types of Demands for Information made by the children in the classroom was then undertaken. Results are presented in Figure 30.
**Figure 30:** Frequency with which the children used different types of Demands for Information in the classroom.

In the classroom, the children generally asked more Confirm questions, perhaps seeking basic answers to their questions. Unlike the home situations, boys asked more Apprise questions than Confirm questions. They also asked more Apprise questions than the girls, these being similar to what they were asked more often in the classroom themselves. It was also a boy who was the only student to ask an Apprise Explain question in the classroom, similar to such questions being asked by boys in the home situations.

Almost half of the Apprise:Actant:Specific questions asked in the classroom are asked by the boys (30 questions to 16 questions). Similar to Apprise:Actant:Event questions these questions require information about the field of the text to be supplied in the answers. It appears that the boys desire such information from the teacher more than the girls.
Summary and Discussion.

The results of the analyses suggest that there may be qualitative differences in the interaction between boys and girls at home and at school.

The classroom showed significant differences in the extent of boy and girl participation, though the homes overall did not. Despite mothers contributing more in the girl homes, the boys and girls made similar contributions in their home situations.

In the classroom, the boys contributed more, particularly in Lessons Two, Five, Seven, Nine and Twelve. As was noted, all of these but Lesson Twelve were small group activities, suggesting that perhaps boys find it easier to contribute in such situations than in larger groups.

Lesson Twelve was particularly significant and the analysis of Nominal Groups suggested that the referential domain of the text created a stronger potential for the males to contribute as it had a high proportion of "Male" references. Generally, the other sessions were close in "Male" and "Female" references and strong in "Neutral" references.

In the homes, the proportion of Nominal Groups with the same gender reference as the child was higher in boys homes than in the girls homes. This suggests
that the girls have more exposure to contributing in discussion where there are opposite gendered references than do the boys. This is particularly noted in Home One where there are even more "Male" than "Female" references for this girl. Yet, despite this, it still appears that girls are unable to break through strong "Male" references in the classroom (such as is in Lesson Twelve).

To examine how the boys may further be encouraged to contribute in the classroom, an analysis of questioning established that boys are more often nominated to reply to questions asked by the teacher than girls. This differed from the homes, where there were similar opportunities for both the boys and the girls to reply to questions asked by the parents.

Further analysis of questions revealed that boys were asked more Apprize questions in the classroom situation. In Lesson Twelve, high Confirm:Ask and Apprize:Event questions enabled a strong "Male" referential domain to be perpetuated as these latter questions focussed on the field of the text.

Boys themselves also asked more questions than the girls in both the home and classroom situation. The type of questions asked by the boys were similar to those asked by the girls in the homes, yet they asked a higher proportion of Apprize questions in the classroom. The Apprize:Actant:Specific and Apprize:Explain:Assumptive options were used more frequently by the boys than by the girls. When the boys focussed on the actants within the text the
discuss discussion channelled even more strongly towards the boys, particularly in Lesson Twelve.

Interestingly, in the three lessons where girls contributed more in the classroom (Lessons Six, Eighteen and Fourteen) two of these were large group activities. The “Female” references were also higher than the “Male” references for these three lessons, and the girls were nominated to reply more than the boys in these lessons (except for Lesson Fourteen where no questions were asked).

Therefore, the difference in the interaction between boys and girls at home and at school seems to be strongly evidenced by the analyses of data presented in this chapter. There were several layers of the analysis that combined to provide a detailed view of the interactions. That is, the number of messages spoken by the participants, the nominal groups used most frequently, the types of questions and who asked these questions all influenced the interaction potential for the boys and girls. The summary of these results that has been briefly presented at the end of this chapter will be expanded and explained more fully in the Chapter Five.
Chapter Five

Summary, Variations and Implications.

Many significant findings have resulted from this research. In this chapter I will outline four main findings from the classroom and the homes. Variations in the trends that were seen in the interactions will then be discussed. Implications of these variations will also be examined to indicate the importance of this study in the field of Emergent Literacy.

Summary of Findings.

The findings from the study are summarised below under two headings. As outlined in Chapter 3 and 4 this study attempted to examine interaction in the classroom and the homes using seven stages of Systemic Functional linguistic Analysis and the five steps of Domain Analysis. Both the referential domain and questioning gave insight into the analysis of classroom contributions. These two areas will be discussed as subsets in the section below.

Classroom contributions.

An initial interesting finding was the high boy contributions in the classroom situation. The focal boys and the total boys in the classroom both contributed more across the eighteen lessons than the focal girls and the total girls. This

Analysing two sequences of talk, Swann and Graddol concluded

"boys talk more than girls (overall) whatever measure is taken: in terms of the number of words they utter, the number of speaking turns they take and the number of interchanges they have with the teacher" (1988, p. 52).

However, what studies like the above fail to allow us to judge is why such variations are occurring. They are limited by the lack of a detailed analysis of the interaction that would shed light on the underlying reasons for such variation. In contrast to Swann and Graddol, a more thorough analysis of the transcripts was undertaken to investigate what was occurring alongside the higher boy contributions. On further examination, Lesson Twelve was considered noteworthy as it was a whole class shared reading session where the boys contributed more than twice as much to the interaction as the girls.

**a) Referential domain**

In regards to the classroom contributions the referential domain analysis gave important insights into the openness of the interactions. On analysis of the referential domain around Lesson Twelve, it became clear that a “masculine” world was being created in the classroom, at least during this interaction. There were substantially more “male” nominal groups when reading the text. The exclusion of females seemed to be inadvertently intensified when this
phenomenon was linked to the teacher tending to nominate the boys to reply to questions more than the girls, and in Lesson Twelve in particular, to ask for information about the events from the field of the text. It must be noted that the analytic methodology used was crucial in making it possible to explore simultaneously the nature of the referential domain and the interpersonal demands.

b) Questioning.

Another striking feature in classroom contributions was that boys themselves asked more questions within the classroom. Many studies in gender and literacy have failed to examine the questions asked by the children (Bussey 1986, Clark 1986a, Evans 1984, Leinhardt et al. 1979, Swann & Graddol 1988). Again, Swann and Graddol (1988) examine the teacher’s questioning and conclude that “individual turn exchanges occur in a context provided by the teacher: one which systematically favours boys by giving them more gaze attention, offering them more questions and cuing them to answer earlier” (1988, p. 60).

Little research has examined the frequency or form of children’s questions. In the current research it was found that the boys tended to focus more on specification of the actants in their questions in the classroom. This helped the boys to channel the discussion even more towards the “male” referential domain in Lesson Twelve.
School and homes.

A comparison between the homes and the classroom was also conducted to examine gender differences across the two sites. The findings indicated that the participation of boys and girls was similar in the homes. Yet, as has already been discussed this participation was substantially different in the classroom. It is important to note that the girls were exposed to more of the opposite gendered referential domain in their homes than were the focal boys. It appears that the focal boys were being prepared to participate in a strong "male" referential domain interaction, and the focal girls were also having this same preparation (particularly Focal Child One where there were more "male" than "female" references for this girl). The small group interactions in the classrooms were also favourable for the boys with higher boy contributions than girl contributions in these lessons. Obviously, small group activities are more similar to the home sessions with parent, siblings and child than a whole class setting. This reinforces that the participation encouraged at home with strong "male" references for both genders would influence a similar small group participation at school.

The analysis of questions was also interesting, revealing a similar opportunity for both boys and girls to reply to questions in the homes, yet the boys asked more questions of their parents. This carries across to the classroom where boys asked more questions of the teacher than did the girls. Through such
questioning the boys can move the interaction towards the “male” referential domain.

Variations to the General Findings.

Further analysis was conducted by examining sessions that seem to be strong variations from the overall conclusions drawn thus far. Looking at exceptions to the general case is a useful way to understand diversity (Miles & Huberman 1994, Schiffrin 1994).

School variation: failure for females to contribute strongly.

Lessons One, Four and Sixteen were identified as typical in terms of the number of messages spoken in the classroom by the boys and the girls (see Figure 10). Yet, after further investigation, it was revealed that these are the same three lessons where there is a high number of Female Nominal Groups (see Figure 13). As has been discussed previously, these high Female Nominal Groups should allow the girls to contribute more because the focus of the discussion is more female. However, this does not happen. As well, in these three lessons there were many Demands for Information made by the teacher. Lesson One had the highest number of questions asked by the teacher across all eighteen
lessons. Despite these high question and answer opportunities, the females still did not contribute more than the males.

The type of Demands for Information for these three lessons would also suggest that the females were provided with opportunities to channel the discussion towards the actants in the text and so reinforce the female nature of the discussion. There were many Apprise Actant Specific questions being asked by the teacher in all three lessons, the highest number of these questions across all eighteen lessons being asked in Lesson Sixteen. As a result, these lessons seem to be significant variations to the general trend in the interactions. The females in the classroom were given a strong framework for a more female discussion. That is, high female Nominal Groups, many teacher Demands for Information and many Actant Apprise Specific demands for information being made. However, these lessons still had a male dominance in the number of contributions made by the participants.

There appeared to be two apparent reasons for this. Upon further examination it was noted that these three lessons were three of the five (with Lessons Eight and Twelve) where the teacher made the highest number of contributions. With such a high proportion of teacher talk in these lessons of Story writing and SWELL, the possible contributions by either gender may be limited (see Table Seven and Eight). This contrasts dramatically with Lessons Two and Fifteen (Playdough) where there was little teacher talk and much more interaction between the males.
and females. In the other lessons with high teacher talk (Lessons Six, Eight, Nine and Twelve) there were fewer percentages of male and female talk (see Table Nine and Ten). Hence, teacher talk in these high female Nominal Group lessons appeared to inhibit the contributions that can be made by either gender.

A second reason for this variation can be seen in the content of the lessons. Two of these three lessons were based on the SWELL program, as has been discussed earlier in Chapter 3. This program was designed to teach literacy to early learners. It is very prescriptive for the teacher, providing the teacher with exactly what to teach and when. This can be seen by the comment made by the teacher in Lesson Four about the necessity to have the lesson running as was predetermined by the SWELL Program (shown in Figure 31).

Figure 31: Transcript segment regarding SWELL program

| T | 0100 | Two sounds, you're getting very very clever. |
|   | 0101 | Okay we've done how our mouth is.         |
|   | 0102 | (Flicks through Swell program).Yes, um    |
|   | 0103 | Can't leave anything out.                 |

The other SWELL lesson, Lesson Six, also had strong Female Nominal Groups but the girls did marginally contribute more than the boys (11.3% to 9.4% of talk). It appears that with such a prescriptive lesson the opportunity was not available for the children to make large variations to the discussion as was outlined in the program. Interestingly, the Kindergarten classes at the Focal School no longer
use the SWELL Program due to the teacher stress levels. One teacher indicated that this was due to a variety of reasons including: the amount of time required to use the program; difficulties catering for the needs of all students and increased pressures on teachers. In relation to the latter, one teacher commented that she struggled to fit so much into the lessons and do it just as the program says.”

Lesson One was not a SWELL lesson yet it was one of these significantly different lessons. The content of the lesson still played an important role in the variation. This lesson will be examined more fully later in the chapter.

These findings suggest that the amount of teacher talk and the lesson content/rigidity needs to be carefully monitored as it may inhibit contributions made by the females despite there being many positive opportunities for an increased number of female contributions.

**Home variation: Demands for Information**

Another important finding concerns the Demands for Information in the homes. Home Five (a boy’s home) had the highest total Demands for Information made by a child. Despite the fact that this boy asked a lot of questions there were only low nominations for the child to reply to the parent’s questions (which was similar to all the homes). It appears that the parent had not been able to see the child’s desire to understand all that was happening in these literacy encounters.
In contrast, in Home Two (a girl’s home) the parent made the highest number of nominations to reply for her daughter yet the child did not make high Demands for Information from the parent. The parent was asking a lot of questions without seeing that the child was not requiring answers to many questions.

These two reversals can be explained in part by the background of the families involved. The child in Home Five was noted by the teacher to be a loud, busy child. He obviously liked to be in the centre of the activities hence he had many questions about what was occurring around him. The child in Home Two was asked many questions as she came from a home where learning the basics was seen as very important by the mother. The mother was partly deaf, as was the girl’s older brother. The mother therefore had a strong agenda to make sure that her children understood the English basics well and did not have to struggle through school as she herself did. In families therefore, the background of each child is unique and can have a large impact on individual variations in the research.

One common noteworthy point from the family research involves the types of Demands for Information made across all of the homes. For all six focal children the two main types of Demands for Information asked by the parents were Confirm Ask and Apprise Actant Specific. These questions focussed on basic yes and no answers or labelling a specific character in the text. For example, even as simple a question such as “What letter is that?” is Apprise
use the SWELL Program due to the teacher stress levels. One teacher indicated that this was due to a variety of reasons including: the amount of time required to use the program; difficulties catering for the needs of all students and increased pressures on teachers. In relation to the latter, one teacher commented that she struggled to fit so much into the lessons and do it just as the program says."

Lesson One was not a SWELL lesson yet it was one of these significantly different lessons. The content of the lesson still played an important role in the variation. This lesson will be examined more fully later in the chapter.

These findings suggest that the amount of teacher talk and the lesson content/rigidity needs to be carefully monitored as it may inhibit contributions made by the females despite there being many positive opportunities for an increased number of female contributions.

**Home variation: Demands for Information**

Another important finding concerns the Demands for Information in the homes. Home Five (a boy's home) had the highest total Demands for Information made by a child. Despite the fact that this boy asked a lot of questions there were only low nominations for the child to reply to the parent's questions (which was similar to all the homes). It appears that the parent had not been able to see the child's desire to understand all that was happening in these literacy encounters.
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Actant Specific. The parents rarely asked any Apprise Explain or Apprise Event questions which would involve more detailed information to be provided by the children. In contrast, the teacher was more able to ask a variety of the questions across the eighteen lessons. This suggests that there needs to be more parental awareness of what the interaction with their children is encouraging, and how they can direct their children to more interesting interaction through using a variety of question types.

*Implications from the Research.*

**School as a socio-linguistic leveller.**

From this research there has been a disturbing trend noted across the home and school situation. Diversity was observed in the homes, with differential parental interaction and differential interaction from the children themselves. For example, Focal Child Two’s mother made many Demands for Information. In comparison Focal Child One’s mother made many less Demands for Information. The diversity is seen in such things as the different expectations on the children. For example, Focal Child Three echoed a lot of text in the initial interactions compared with Focal Child Five who asked many questions about the text. The socioeconomic backgrounds of these families differ, as do the cultural backgrounds – with some parents not often speaking English as their main language at home.
In spite of such distinguishing features in the homes, the children interacted similarly at school. This is consistent with findings from other research in the area of interactions at home and school (Cairney & Ruge, Freebody; Gunn & Ludwig 1997). Where there was complexity in the homes there seemed to be uniformity at school. The school context seemed to be a socio-linguistic leveller with the children not truly reflecting their home differences in the school setting, and all appearing to behave the same. For example, within Focal Child Two’s home there is much parental involvement, with a large amount of mother talk and a large number of Demands for Information. Yet this child did not interact more strongly with the teacher because of this home involvement. Likewise, Focal Child Six who experienced little interaction at home, did contribute similarly to the other children in the school context. The children respond consistently across the school sessions, but for most this interaction is markedly different from what is typical in their homes. It appears that even as young as Kindergarten the school context has the ability to bring conformity from the children. The teacher remains unaware that the individual child will respond differently in different contexts, unaware of what occurs at home and how his or her family may prepare the individual child for school. Rather, each child’s diversity somewhat disappears when the classroom interaction begins.
Obstructions for females contributing.

As has been noted previously, it appeared that the females have more difficulty contributing when the linguistic context was favourable for them to do so. The nature of Lessons One, Four and Sixteen has already been discussed with much procedural instruction from the teacher and a high amount of teacher talk in these lessons. The potential was there for the females to simply be bored with such routinised lessons. Such brief contributions from the girls, as in Lesson Four and Lesson Sixteen, reinforce this notion. This can be seen in Figures 32 and 33.

**Figure 32:** Transcript segment with brief female interaction from lesson four.

<table>
<thead>
<tr>
<th>T</th>
<th>0010</th>
<th>a word that begins with the &quot;m&quot; sound, Nicholas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>F6</td>
<td>0011</td>
<td>Monkey</td>
</tr>
<tr>
<td>T</td>
<td>0012</td>
<td>Monkey, good boy, Rhea?</td>
</tr>
<tr>
<td>G</td>
<td>0013</td>
<td>um,</td>
</tr>
<tr>
<td>T</td>
<td>0014</td>
<td>Don't click your fingers thank you Kevin.</td>
</tr>
<tr>
<td>G</td>
<td>0015</td>
<td>Money</td>
</tr>
<tr>
<td>T</td>
<td>0016</td>
<td>Money, good girl; Belinda?</td>
</tr>
<tr>
<td>G</td>
<td>0017</td>
<td>Moo</td>
</tr>
<tr>
<td>T</td>
<td>0018</td>
<td>Moo, Renae?</td>
</tr>
<tr>
<td>G</td>
<td>0019</td>
<td>Money</td>
</tr>
<tr>
<td>T</td>
<td>0020</td>
<td>We've had that one, good, Nathan?</td>
</tr>
<tr>
<td>B</td>
<td>0021</td>
<td>Monday</td>
</tr>
<tr>
<td>T</td>
<td>0022</td>
<td>Good boy, Daniel?</td>
</tr>
<tr>
<td>B</td>
<td>0023</td>
<td>Mouse</td>
</tr>
</tbody>
</table>
Figure 33: Transcript segment with brief female interaction from lesson sixteen.

T: 0001 Could you tell me,
    0002 put your hand up
    0003 and tell me something that begins with this sound.
    0004 Ah, Jessica?
G: 0005 Mmm, dog.
T: 0006 No, P not D.
    0007 William Wells?
B: 0008 Pig.
T: 0009 Taylor?
B: 0010 Paint
T: 0011 Paint.
    0012 Melissa?
F2: 0013 Pie.
T: 0014 Pie.
    0015 Nicholas?
F7: 0016 Playschool.
T: 0017 Playschool, good boy.
    0018 Dania?
F4: 0019 Um, pineapple.
T: 0020 Good girl.

As the transcripts demonstrate, the boys seemed more interested in these lessons where there was a strong procedural framework and so were more engaged in the interaction. This too can be evidenced with lengthier and more involved discussion such as is in Figure 34 and 35 from Lesson Four and Lesson Sixteen.

Figure 34: Transcript segment with lengthy male interaction from lesson four.

T  0024 Well, Alfie's got some, a new sound to show you today, haven't you?
    0025 Are you going to get it for us?
B  0026 I'll get it
T  0027 Oh, Vowels and sounds
B 0104 I could bring it at home
T 0105 Oh
B 0106 I could bring my own
T 0107 Did you bring it?
    0108 Yes, I'll switch it back on
T 0109 Alfie said of course I brought it
B 0110 He drewed it
T 0111 Alfie couldn't find it
B 0112 He had to draw it
T 0113 No he bought it
B 0114 He bought it from the shop
B 0115 He bought it with his money
T 0116 A new sound which is a special one.

Figure 35: Transcript segment with lengthy male interaction from lesson sixteen.
T: 0045  Mummy mashes it sometimes,  
    0046  or she might bake it  
    0100  or make chips out of it.  
    0101  What does Mummy make chips out of?  
F5:  0102  Um.  
B:  0103  Potatoes.  
T:  0104  Ah not you,  
    0105  Thomas?  
F5:  0106  Potatoes.  
T:  0107  Potatoes yes.

Interestingly, for both of these SWELL lessons the teacher had the genders respond as separate groups early in the lessons. This interaction as gender specific groups is shown in Figures 36 and 37.

Figure 36: Transcript segment with genders responding as separate groups from lesson four.

T  0117  I want the girls, oh, the girls, to say "a"
Gs  0118  "a"
T  0119  I want the boys to say "a"
Bs  0120  "at"
T  0121  Not at, there's no "t"
B"  0122  "a"
T  0123  If that sound is "a", put your hand up  
    0124  and tell me Bradley what the letter is?  
B  0125  A  
T  0126  A, good boy, now will you move over.
Figure 37: Transcript segment with genders responding as separate groups from lesson sixteen.

T 0108 Okay the top part says, Penny is Liz’s best friend. It is Penny’s birthday and Liz takes Mark to visit. Liz introduces Mark to Penny and she says, all the girls read this.

Gs: 0110 Penny and

T: 0111 No look at the word

0112 starts with a

Gs: here is Mark.

T: 0113 Um, Joshua you are to look at the words

0114 even though it’s the girls reading it.

0115 Here is Mark,

0116 here is a very hard word.

0117 Okay,

Mark shows Penny his dog Sam,

0118 boys you’re reading this one,

0119 watching where my finger is.

Bs Mark can pat Sam. Can Penny pat Sam?

T: Penny shows Mark and Liz her birthday present, girls.

Gs: Here is her bike. I like the bike.

T: Penny takes them out side where she can hide her bike.

0121 Lisa, you read this bit for me,

Defining event in interaction “The Challenge”.

For both of these interaction segments the teacher evaluated the contributions made by the girls and the boys. In both lessons the girls were asked to respond first. In Lesson Four, the boys were then criticised for saying “at” instead of “a” (lines 0160 – 0161). In Lesson Sixteen, the boys go second once more and were given firm instructions (line 0119) to aid in their reading. The girls were also
given three opportunities to read as a group in this lesson whereas the boys are only given one opportunity. These two lessons were the only two out of the eighteen lessons where the girls and boys were asked to answer as gender specific groups. This in itself may be a defining event for the children, where the teacher indicated the need for the boys to be correct and for them to pay particular attention. The girls seemed relatively free from the teacher’s critique here and perhaps therefore, remained apart from the interaction because of their perceived ability. Perhaps too, a certain competitiveness was established for the boys from such an event and they continued more focussed for the lesson. This defining event can be termed “The Challenge”. It served to quieten down the girls as they remain confident (and bored) with the activity at hand, whereas the boys were challenged (and embarrassed) by the same activity.

Absence of “The Challenge” or teacher involvement: females respond strongly.

Such disruptions to the discourse as outlined above can also be seen in Lessons Ten and Fourteen. In these two lessons the teacher had little interaction (if any) with the boys, and seemed to communicate more freely with the girls. In Lesson Ten, the interaction around computers was recorded and the teacher was very firm in her instructions to the children. This can be seen in the segment of transcript in Figure 38 where F1 was a girl, F6 was a boy.
Figure 38: Transcript segment with little teacher and males interaction from lesson ten.

F1: 0001 Um, don't know how to start it.
T: 0002 So you need to move the mouse
    0003 to start it.
F1: 0004 I thought we'd already changed
    0005 that fell out.
T: 0006 That's good.
F1: 0007 You got to go the first one down there.
    0008 My Mum use to have a computer now it's broken.
    0009 She's hiding it somewhere. Ha ha
    0010 I'm cheeky.
T: 0011 Right, okay children. Ah, Jamie your table comes down here.
    0012 Finished?
    0013 Okay.
F6: 0014 No, um, were having troubles here.
T: 0015 Ah, you press a button
T: 0016 Did you press something Lisa?
F1: 0017 Mmm.
T: 0018 Mmm.

The teacher had limited involvement in the activity, other than to check that the children were doing what they were supposed to be doing. Likewise, in Lesson Fourteen there was no verbal interaction from the teacher as the children were supposed to be reading silently. The girls in this lesson seemed keen to discuss what they were reading while the boys were not as talkative. This can be seen in Figure 39.
Figure 39: Transcript segment with little teacher interaction from lesson fourteen.

G: 0100 I need a book.
B: 0101 There you are,
    0102 there you are Dania.
    0103 Here's a book.
G: 0104 I wonder what this is called.
G: 0105 It's called Basketball.
G: 0106 It won't.
G: 0107 Everybody reading
G: 0108 Found it
B: 0109 Here Brittany there.
G: 0110 That's not mine.
B: 0111 Will you get one?
    0112 For us will you get one? Me
G: 0113 Look what we found
B: 0114 Just put it in here
    0115 that means,
    0116 don't
G: 0117 I'll leave it in there.
G: 0118 Just have a look at this.
G: 0119 No one.
G: 0120 Look they're in cossies.
G: 0121 One, two
G: 0122 Look at them,
    0123 they're in cossies.
G: 0124 Three.
G: 0125 Look at them
G: 0126 Four.

In both of these lessons, the girls contributed more than the boys. It appeared as if an implicit disruption to these discourses occurred when the teacher was establishing the acceptable behaviour for these lessons. The boys were not challenged or explicitly involved by the teacher in these lessons and so did not contribute as much as the girls. The absence of teacher involvement seemed to encourage the interaction of the girls and discouraged the interaction of the boys.
The boys remained unchallenged and uninvolved by the teacher, therefore they contributed less to the interaction in these lessons.

**Story writing as atypical.**

Lesson One (Story writing) was also atypical for the gender trends established in the research. That is, the females did not contribute more than the males in this lesson even though the socio-linguistic environment was right to do so. There appear to be two noteworthy points about this lesson. First, Lesson One was near the beginning of the study in the classroom (the two lessons prior to this were not analysed due to the novelty of the research as was discussed in Chapter 3). It was also the first of the two Story writing lessons. Potentially, extra interaction was encouraged during the earlier lessons in the research.

Secondly, Story writing lessons appeared to be strong for male interaction. In the other lesson, Lesson Nine, boys contributed significantly more than the girls. The Female Nominal Groups in Lesson One were related to the discussion or stories that both boys and girls were relaying to the teacher. The boys were given equal access to these normally female domains because it was their own text that was the focus. In some ways then, the girls were not more able to contribute because the language belonged to the males discussing their stories and as they did in Lesson Nine they contributed significantly when focussed on their own text. That is, unlike a large group discussion, each segment of the
interaction in Lesson One almost worked independently and hence the cumulative effect of the high Female Nominal Groups was lost.

This can be clearly seen in Lesson One where the boy F5 discussed and then wrote about going to the beach, shown below in Figure 40.

**Figure 40: Transcript segment from lesson one.**

F5 0085 Um. I went to the beach.
    0086 Um, with my um Dad and my Mum and my little brother Aden.
T 0087 Hmm.
F5 0088 And then my Mum got too scared.
    0089 And then I chucked her in the water with her clothes on.
T 0090 Oh did you or you just joshing?
    0091 Did you or are you joshing?
    0092 Poor Mummy got wet with all her clothes on?
    0093 Ohhh. Did she laugh or
    0094 was she angry?
F5 0095 She um, she was angry.
T 0096 Yeah cause she might have got a bit cold
    0097 if she didn’t have any spare clothes.
    0098 Okay well you know what you’re going to write about mate.
F5 0161 Now I’m drawing my Mum in the water.
T 0300 It was a nice day.
    0301 And then what did you do to poor old Mum?
F5 0302 Throw her in the water.
T 0303 And I threw my Mum in the water.
    0304 She was happy or she was angry?
    0305 But I bet she started laughing after that didn’t she?
F5 0306 Yeah. Then Mum threw me the water
T 0307 Oh. She was angry and then Mum threw me in the water.
    0308 Oh you didn’t say that before,
    0309 she got even with you didn’t she?
F5 0310 Yeah.
There was no strong female access to this interaction even though there were high numbers of Female Nominal Groups.

The above findings indicate a number of important implications that can be evidenced for the home and school community. Past research in gender and literacy has found some differences between boys and girls (Davies 1996, Evans 1984, Leinhardt et al. 1979, Prawat & Jarvis 1980). The current research has raised some vital issues in gender and language interaction for both parents and teachers. As has been discussed, school appears to be a socio-linguistic leveller, diminishing the differences found in the home environments. Furthermore, the defining event discussed here alters the interaction potential in the discourse. The boys responded well to “The Challenge”, being asked to answer as a gender specific group. The boys also appeared more able to contribute in strong procedural lessons where there was higher amount of teacher talk.

These gender variations, together with the general linguistic findings, offer significant insights for the education of boys and girls. Further implications from the findings of the study will be made in the following chapter.
Chapter Six.

Conclusions and Further Implications.

In this study I have considered how gender differentiation is constructed in parent-child and teacher-child interactions. The initial data analysis utilised Domain Analysis to examine the cultural origins of the interactions. Further analysis focussed on calculating the number of messages contributed by the participants distributed by gender. Aspects of both the Field of discourse (through the referential domain) and the Tenor of discourse (through analysis of demand; information questions) were further investigated using the message as the semantic unit. This research has identified some significant insights into the gendered nature of language interactions at home and school and lead to five conclusions and implications.

Individuality of children.

There are several conclusions to be made from this research. The first and perhaps the most understated finding is that the six focal children each contributed in a unique way in their home situations yet they contributed similarly in the school situation. The variation between each home was even evident in what parents chose to submit for transcribing, from shared readings to alphabet puzzle games. The focal children interacted differently with their parents; some were quieter (Lewis) and others were very interactive (Jonathan). Yet at school
their interactions were not markedly different. The uniqueness of their interaction at home did not transfer to the classroom. The more involved at home were not necessarily the more involved in the classroom. It appears that for these children the school situation creates uniformity in spite of their varied language backgrounds. Despite the complexities evidenced in the home situations the classroom situation seems to be a linguistic leveller. This is consistent with other studies (Cairney & Ruge 1997, Freebody; Gunn & Ludwig 1997). In one such study it was concluded that

“there is an implicit assumption that ‘school literacy’ is the best – that what students learn at school is somehow ‘better’ than what they learn at home...The implication is therefore, that any student who can competently negotiate ‘school literacy’ will achieve school success.” (Cairney & Ruge 1997, p. 194).

The uniqueness of the home context is lost as the students strive to participate in school literacy, a literacy that may or may not be similar to the literacy experiences of their homes.

**Emergent literacy as vital**

A second implication from this research involves the importance of gender studies in the emergent literacy field. This study has provided evidence of gender differentiation in emergent literacy for the sample chosen for study. Boys and girls do interact differently at this young age. It is not the case that gender differences need only be studied with older children, when such things as testing
results and subject choices can be used for comparison (Blatchford et al. 1985, Knobel, 1996, Lee 1994, Teese Davies Charlton & Polesel 1995). In one such study of Year Seven students and subject choices it was concluded that

"the preponderance of girls in English and in other literacy-based subjects is one of the most marked features of our gender-segmented curriculum. Where English is voluntary, girls are more likely to enrol than boys. Their results are always better, whatever the modality of assessment…Similarly, girls’ abilities in the area of English and related literacy subjects stand in striking contrast to the position of boys in maths and physical sciences.” (Teese et al. 1995, p. 45)

The focus in this study is on higher level subject choices and it is suggesting evidence for gender differences. However the claim of girls always outperforming the boys in English has no firm research analysis base.

Rather than such vague notions it has been evidenced in this study that the linguistic situation within a Kindergarten classroom can be very influential on both boys and girls. This supports claims by Alloway (1995) in regards to the need to investigate gender in the early school years. It is argued that

"early childhood teachers have often been hesitant to deal with gender for fear of politicising young children…when teachers remain silent on such matters, it is important to recognise that the silence can be read as endorsement of the inequitable power relations that emerge amongst girls and boys." (Alloway 1995, p. 25)

That is, little research has been conducted by teachers or academics into gender in the emergent phase of literacy. Further Alloway (1995) notes that
"unfortunately, most of the national efforts at research and policy making have been directed at upper primary and secondary levels to the obvious neglect of the early years of education...to forget about the 'under eights' is a serious oversight. Eight's too late to be thinking about issues of gender" (p. 19)

Gender differentiation can be noted at the Kindergarten age as has been shown in the present study. More research into the emergent literacy stage is vital to enable a broader understanding of the impact of gender differences on interaction.

Selection of text.

A third implication involves text selection. The selection of text itself is important in ensuring that gender equity is established in every classroom. For example, the interactions studied demonstrate that young boys seemed to be able to more freely contribute in the discussion when the main character was a baby frog, referred to as "he" (Lesson Twelve). Many girls seemed to have difficulty joining in this discussion. The boys did contribute more than the girls in this classroom and in some instances the girls had more difficulty interacting even when the linguistic context was favourable for them to do so (Lessons Four and Sixteen). It appears that girls may have a more strongly marked boundary of participation than do boys. In this respect, the present study provides a strong argument for the need to choose texts carefully so that all participants can be involved in the interactions. This reinforces work conducted by De Lellis (1992) Thomas (1985)
and Williams (1990). In these studies the impact of text is also noted as a significant factor in classroom interactions. The current study also adds to these studies in as much as it provides a link for the importance of text selection in both the classroom and home situations.

Sociolinguistic features.

As has been discussed in Chapter 3 and 4, Systemic Functional Linguistic theory provided a strong and detailed avenue for the analysis of the transcripts. The methodology for this study was developed to allow analysis on both a macrolevel (Domain Analysis) and a microlevel (Systemic Functional Linguistics). The findings from the analysis as outlined in Chapters 4 and 5 enabled a detailed understanding of the interactions. It is argued that such detail needs to be available to parents and the teaching profession. Sociolinguistic features that encourage the participation of both genders need to be discussed within the teaching profession and the community. Such features as the amount of questions that teachers and parents ask of each gender, the texts used that might be perpetuating gendered nominal groups, the types of questions asked of boys and girls and the expectations to reply all combine to enhance the interaction for either the boys or the girls. Teachers have a responsibility to learn about gender differentiation in classroom interactions. Both teachers and parents need awareness of the covert processes of speaker selection. Such
awareness would allow them to be more critical of themselves and their responses to boys and girls.

**Defining event: “The Challenge”**

The fourth implication from this study involved the defining event of “The Challenge” (see Chapters 4 and 5). It was evidenced that routine in the interactions in this study proved boring for the females whereas strong routine was beneficial for the boys (as in the SWELL sessions). The boys also flourished when the defining event of “The Challenge” occurred in the interaction (Lessons Four and Sixteen). The boys were challenged against the girls as a group. This event kept the boys involved in the interaction and interested whereas the girls became complacent and uninterested. This finding is unique as such a disruption to discourse has not been so clearly identified in research into gender differences in interaction. It suggests that teachers need to offer more freedom to the girls when routine is becoming boring at the same time as utilising such techniques as “The Challenge” to encourage boys in their interactions.

Much research has been conducted in the field of emergent literacy. However, few studies have focussed on the construction of gender. As the literature review (Chapter 1) has demonstrated, several studies examined language interaction at home and at school (Heath 1983, Wells 1986) but only Williams (1990) and De
Lellis (1992) use an indepth linguistic analysis to examine the interactions. Again, for many writers who consider issues of gender in emergent literacy, surprisingly the role of language itself is not highly salient. Studies have focussed on such features of interaction as conversation maintaining devices (Cherry & Lewis, 1975) and instructional time (Biber et al. 1972, Leinhardt et al. 1979, Stanworth 1981). A new theoretical approach was necessary to consider the linguistic and contextual aspects of interaction.

Theoretical Insights.

The final implication from this study provided new theoretical insights for research in parent-child and teacher-child interactions. An appropriate theory of language was needed in the present study to allow questions about the relationship between methodology and language theory to be considered. Systemic Functional Linguistic Theory provided a coherent basis for the analysis of the exchange of meaning in home and classroom discourse. Rather than merely examining structural qualities of linguistic interaction, it was possible to analyse the transcripts of interactions using an explicit measure of a unit of meaning. The patterning of choices from the three metafunctions were then able to be investigated simultaneously. Few studies have used Systemic Functional Linguistic Theory in research with teacher-child or parent-child interactions (Cloran 1989, De Lellis 1992, Williams 1993). As has been discussed in Chapter 2, most studies using Systemic Functional Linguistics focus intently on the
linguistic differences in interaction and fail to examine the contextual base for the interaction. This neglects a macrolevel of analysis where new understandings of how the interactions are positioned in terms of a broader context are not discovered. As noted previously Halliday himself would argue

"the actual analysis of a text in grammatical terms is only the first step. The grammatical analysis will be presumably followed up with some further commentary or exegesis...But whatever the final purpose or direction of analysis, there has to be a grammar at the base." (Halliday 1985, p. xvi).

Undoubtedly, the linguistic analysis of the current study has shed light on the issues discussed thus far, yet there was also the need to undertake further exegesis of the context. With the addition of the contextual grounding that Domain Analysis offers, it was possible to examine how gender was being constructed in parent-child and teacher–child interactions. This added dimension brought together the two fields of linguistic analysis and a broader contextual analysis. The merging of both of these fields in the methodology of this study has provided a unique and insightful theoretical approach to examining interaction.

Further, the present study focussed on both teacher-child and parent-child interaction. Many studies have investigated parent-child interactions (McGuillicuddy-De Lisi 1988, Cherry & Lewis 1975) or teacher-child interactions (French & French 1984, Lee 1994). These studies do not examine both the school and the home environments. Also, few of these studies have focussed on
the impact of gender on these interactions and have tended to more broadly contrast cultural or socio-economic differences.

As has been discussed in Chapter 2, many studies that focus solely on gender seem to have dubious theoretical undertones. From the feminist research of the 1980s (Barker 1989, Spender 1982) to the current campaigns for “disadvantaged boys” (Biddulph 1997, Connell 1994, Martino 1996). Such research seems to be trying to support theories that may or may not be based on any tested principles. The studies fail to investigate what is actually happening in classrooms and homes. The process appears to be more involved in showing test results (Sanderson 1995) or subject choice distinctions (Martino 1996). Although interesting, these differences do not help to understand what is occurring in interactions that may be encouraging particular choices or results in tests. Notably too is the lack of research in this area that deals with young children, it appears that the focus on gender occurs at a time when more standardised tests are being used rather than at the school entry age.

There is a need for more research into boys and girls at this young age, interacting at home and at school. The new approach of analysis that utilises both a linguistic and contextual dimension needs to be applied in such research so as to shed light onto the whole situation of the interactions and any gender differences that may be occurring.
Gender differentiation therefore appears, from this study, to be a much-neglected feature of emergent literacy contexts. Further, this study using both a microanalysis (Systemic Functional Linguistic Theory) and a macroanalysis (Domain Analysis) illustrated that gender differentiation does exist in interactions with Kindergarten children at home and at school.
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Appendix I.

Researcher record sheet for classroom interactions.

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<th>Title of Text</th>
<th>Author</th>
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Appendix II.

Letter to Kindergarten parents regarding the research project.

Kindergarten Research Project.

Your child’s Kindergarten class has been approached to be involved in a research project focussing on gender and literacy.

The host institution for this research project is the University of Western Sydney Nepean. The researcher who is leading this project is Mrs Melissa Razey. She is contactable on her home phone 02 9629 6999.

It is proposed that over the next ten weeks in this class, starting from 27th April 1998 two reading sessions per week will be audio and videorecorded. These recordings will then be transcribed and analysed by Melissa Razey. Your child would only be identified as a boy or a girl, no names will be used in the transcripts. The audio and videorecordings will be destroyed after five years. It is expected that a deeper understanding of the interaction of gender and literacy will be gained from this project. This would, of course, be useful for both parents and teachers. Your child will also be approached for his or her verbal permission to participate in the project. There are no penalties or disadvantages if you choose that your child should not to be involved in this project. If this is your decision your child will be involved in an alternative reading activity in the classroom.

As another dimension to this project, six children and their mothers are required to be involved in audiorecording reading sessions in their home situations. This would involve such mothers in audiorecording any significant reading event that they have with their Kindergarten child at home. One session per week for ten weeks is requested. Expressions of interest in this facet of the project can be noted below.

An information afternoon will be held on Wednesday 4th March at 2:20pm in KE’s room, to give you more details about the project and to answer any questions that you might have. Please come along to discuss this project further.

Please complete the consent form over before 11th March to give permission for your child’s participation. If you have any questions or concerns please feel free to ring Melissa on 02 9629 6999.

NOTE: This study has been approved by the University of Western Sydney Nepean’s Human Ethics Review Committee. If you have any complaints or reservations about the ethical conduct of this research, you may contact the Ethics Committee through the Human Ethics Officer (tel: 047 360 169). Any issues you raise will be treated in confidence and investigated fully, and you will be informed of the outcome.
I ______________ give consent for my child ______________
of class KE to be involved in the research project about gender and literacy, involving audio
and videorecording in the classroom.

I am also interested in receiving more information regarding the home
reading dimension of this project ___________ yes

____________________ no.

Signed

______________________________

Please also complete the following three questions:

1. How many times does someone in your family read to your Kindergarten child per week?

______________________________

2. Who most often reads to your child? ______________________________

3. What is the main language spoken in your home? ______________________________

Thankyou.
Appendix II.

Letter to Kindergarten parents regarding the research project.

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An information afternoon will be held on WEDNESDAY 4TH MARCH at 2:20pm in KE’s room, to give you more details about the project and to answer any questions that you might have. Please come along to discuss this project further.

Please complete the consent form over before 11th March to give permission for your child’s participation. If you have any questions or concerns please feel free to ring Melissa on 02 9629 6999.

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I am also interested in receiving more information regarding the home reading dimension of this project ___________ yes
___________ no.

Signed

________________________________________

Please also complete the following three questions:

1. How many times does someone in your family read to your Kindergarten child per week? ________________

2. Who most often reads to your child? ________________

3. What is the main language spoken in your home? ________________

Thankyou.
Appendix III.

Parental detail sheet for Focal Children.

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Please use another sheet of paper if you are running out of space.
Appendix IV.

Students statement for verbal permission.

To be read to the students for verbal permission

Kindergarten Research Project.

Over the next ten weeks in your class I will be tape and videorecording your reading time. I will come two times a week on (day) and (day). I will sit in your room and listen and watch. Sometimes I’ll work with only a small group, sometimes with the whole class. I’m then going to write all the things that are said onto some paper to look at later.

Is it okay with you if I do that?

Would you rather not be video and taperecorded?
Appendix V.

Classroom Transcripts.

Lesson 1  Story Writing

F5  0001  That's mine
T  0002  Oh Veronica!
    0003  You sit down here now darling okay.
    0004  You go over there.
F5  0005  Do you know what mine, um, this fold, this folder.
    0006  Do you know what?
    0007  This folder was here.
    0009  Open your books up please.
B  0010  I don't know what page
T  0011  Right there's the page there Luke, Andrew.
B  0012  This one?
T  0013  Yep. Keep going,
    0014  keep going
    0015  right here's yours.
    0016  Ah no, go back,
    0017  go back,
    0018  go back.
B  0019  Is this mine?
T  0020  This guy here right?
B  0021  Is this mine?
T  0022  Yep
F5  0023  This one?
T  0024  Yep.
    0025  Um people, we won't be able to hear,
    0026  Bradley we won't hear
    0027  if you're hammering down OK!
    0028  Right you're all going to write
    0029  about what you did in the holidays.
    0030  Something that was really good.
    0031  What was the best thing about your holiday Andrew?
B  0032  I went fishing.
T  0033  OK. You went fishing.
    0034  Who did you go fishing with?
B  0035  My Dad and my Mum and my little brother Duncan
but he didn't go in the water, he was too scared.

Was he?

Did Andrew go?

I did, I

Ah did Luke go?

Yep, and

So all your family went?

And I went in the water.

Was it cold?

Yep

OK well you know what you're going to write about, Kobi?

I went away

You went away didn't you?

Did Mummy move house?

And didn't you go away?

We went to Nan's.

You went to Nan's.

Take your finger out of your mouth darling.

Okay what did you do at Nan's?

Did Jarrod go with you?

Okay, what did you do at Nan's?

Nothing.

I hardly think that you didn't spend two weeks at Nana's and do nothing.

Um, too noisy.

I went swimming.

Veronica over to the Lego.

What, what did you do with, at Nan's.

Did Nanny take you out to the pictures or out on a picnic or to visit somebody?

Did you go shopping?

Hm.

You went shopping.

Where did you go?

What sort of shops?

With my Auntie Cole

And did you buy something?

Did Nanny buy you a toy or a book or anything special?

She didn't buy me anything special.

She didn't.

Okay so that's what you're going to write, what special thing Nanny bought you when you went shopping.

Daniel did

Okay Jonathan.

Um. I went to the beach.
Um, with my um Dad and my Mum and my little brother Aden.

And then my Mum got too scared.
And then I chucked her in the water with her clothes on.
Oh did you or you just joshing?
Did you or are you joshing?
Poor Mummy got wet with all her clothes on?
Ohhh. Did she laugh or
was she angry?
She um, she was angry.
Yeah cause she might have got a bit cold
if she didn’t have any spare clothes.
Okay well you know what you’re going to write about mate.
Stephanie?
Um I, I went to Blacktown pool.
Blacktown pool.
Who did you go with?
My Mum.
Just Mummy?
Mummy just took you to the pool.
Yeah cause my Dad had to drop me off
cause he had to look after my two brothers
because they were too naughty.
Right, and where was Estelle?
Um, she was going to the waterslide with.
With somebody else.
Yep.
So you had Mummy all to yourself?
Oh that would have been nice.
Okay you write what you
And didn’t I push her into the pool.
Okay.
Troy what did you do darling?
Um, um I was staying home.
So you didn’t go away?
No.
No I stayed home too.
And, and we, we, we had a, we had, we, we, we staying at home
and we got
What did you get for the, from the fence?
Um a cat
A Cat.
The cat was on the fence.
And did you get it down?
And what did you do with it?
We
Bit louder darling.
And from another cat.
Hm
And it had little baby

Oh, how many little babies?
What do you call a baby cat?
Remember what we call a baby cat?
A ki

A Kitten

A kitten.
And how many kittens did it have?
That many? Five.

And one fell off

Oh she might have been hungry after having all those babies
mighten she?
Okay well you can write about the kittens.
Maria, what did you do in the holidays darling?

We went

Oh right.
Maria did you go away in the holidays?

No, I was playing with my sand with sand with my sister and my brother.

In the sand,
do you have some sand at home in your backyard?
Or did you get sand at the beach?

At the sand in the beach.

At the beach,
so you went to the beach with Mummy and Daddy?
Okay you write about the beach Okay.

Now I'm drawing my Mum in the water.

Oh good

now swap that with the other one in the other picture.
Okay Andrew
come on right,
I've got to write your story,
you've got to tell me what to write in a minute.

No, I want to write big

You tell me when you're ready

And I'll give you this one.
Now get the other one.
What's your favourite food Rick?
Keep telling your story

Now I had heaps of fun in the water.

With me in the water.
Okay Andrew well we'll write your story.
And what was your story now?

Um, um
I'll draw the curtains now

I went fishing.

You went fishing okay.

Hmm
I went fishing, who did you go with?
Your family?
Yep
0186 With
0187 With my sisters
0188 My family
0189 Get out her window she crawled up and
0190 And go on. I went in the
0191 In the, in the
0192 I went in the water, with my, which brother?
0193 Luke
0195 Did you catch any fish?
0196 Yeah, I caught a bream.
0197 You did?
0198 With my brother
0199 I caught a bream,
0200 how big was it?
0201 Was it a big one or a little one?
0202 Big one.
0203 Did you take it home?
0204 Or did you throw it back in the water?
0205 I took it home.
0206 You took it home.
0207 Then we
0208 This is the
0209 took it home and we ate it.
0210 Did it taste good?
0211 Yep
0212 Okay, you have to draw all your family okay.
0213 That's an excellent one darling
0214 I've to get a stamp.
0215 Um. Mine's going to get a stamp
0216 and my Mum's going
0217 Okay, no I'm.
0218 Okay you do that.
0219 Okay Kobi where's your picture?
0220 Haven't you started yet you silly sausage?
0221 I'm, I'm going to do
0222 C'mon we got to do it a bit faster than that.
0223 Okay Kobi, what is your news?
0224 Do you know?
0225 Okay Kobi,
0226 what was your news?
0227 You went away to Gran's, grandma's right.
0228 That's your story,
0229 Nan, you call her Nan do you?
0230 I went,
0231 who did you go to Grandma's, to your Nan's with?
0232 This mother cat had a, had a
0233 Put your name on both,
0234 Put in on both and then,
0235 put it over there
0236 and go and read a book.
0237 You went to Nan's with your brother Jarrod.
0238 My brother
0239 Put your name on both,
0240 put it over there
0241 and go and read.
0242 Ah, do you know where Nanny lives?
0243 My Mum doesn't know
0244 Does Nanny live far away or close by?
0245 Far away.
0246 Look I've got a baby cat.
0247 How did you get there?
0248 On the train.
0249 Oh, who went on the train with you?
0250 My auntie.
0251 Your auntie took you.
0252 Even that would have been a good thing wouldn't it?
0253 Troy!
0254 What's your aunties name?
0255 Auntie Cole.
0256 Cole?
0257 Auntie Cole.
0258 Auntie Cole.
0259 Okay, now what was the best thing you did when you were at Nan's?
0260 Bradley!
0261 Played.
0262 You played.
0263 What sort of things?
0264 You put that away
0265 and go and read.
0266 What did you like playing?
0267 I played with this
0268 A toy dog, is that what you got when you went shopping?
0269 No a whistle.
0270 You got a whistle when you went shopping?
0271 Oh. Put this on the floor.
0272 You went shopping and I got a,
0273 what colour was the whistle?
0274 Gold.
0275 A gold whistle,
0276 that would have been fun wouldn't it?
0277 Bet Nanny liked you blowing that around the house all the time did she?
0278 Okay, you want to draw a picture of you shopping?
0279 And with your whistle.
0280 Okay, Jonathan oh this is where it happened with poor old Mum wasn't it?
0281 Hmm.
0282 Okay, where did you go?
0283 Um
0284 Do you know what beach it was?
F5 0285 I don't know what beach it was.
T 0286 Okay.
F5 0287 Just a normal beach.
T 0288 Okay, a normal beach.
0289 I went to the beach with,
0290 who did you go with?
F5 0291 Um, all of my family.
T 0292 With all of
F5 0293 There we are, my family.
T 0294 my family.
0295 And what did you do at the beach?
0296 What was the weather like?
0297 Was it a nice or cold day?
F5 0298 Nice.
B 0299 And I finished mine.
T 0300 It was a nice day.
0301 And then what did you do to poor old Mum?
F5 0302 Throw her in the water.
T 0303 And I threw my Mum in the water.
0304 She was happy or she was angry?
0305 But I bet she started laughing after that didn't she?
F5 0306 Yeah. Then Mum threw me the water.
T 0307 Oh. She was angry and then Mum threw me in the water.
0308 Oh you didn't say that before,
0309 she got even with you didn't she?
F5 0310 Yeah.
T 0311 Andrew if you're finished you will close your book.
0312 You can get the rugs out from under there and sit down there quietly.
0313 Okay Stephanie, what's your story?
G 0314 Um when, when I throw my Mum
T 0315 Alright where did you go?
G 0316 Um, Blacktown pool.
T 0317 Okay, I went to Blacktown pool with Mummy wasn't it?
G 0318 Yep and then I threw her in the water.
T 0319 Are you sure you threw Mum in the water?
0320 She's having a baby,
0321 I don't think Mum would have liked to have gone in the water.
0322 Did you just give her a little push?
0323 I pushed Mum in the pool.
0324 And what did Mummy do after you did that?
G 0325 Um, she pushed Daddy in there.
T 0326 But you said Daddy wasn't there,
0327 you said it was only you.
G 0328 Cause then suddenly there was Daddy
T 0329 She rang Daddy up okay.
0330 Maria, no, you stay at your table.
0331 Maria oh that's a nice picture.
0332 You didn't go away did you?
0333 So what's your story about again.
F3 0334 Um
T  0335  Big voice.
F3  0336  I went to the beach and
T  0337  it was nice weather wasn’t it?
F3  0338  Yep
T  0339  You went to the beach,
0340  who did you go with?
F3  0341  Um, with my Mum and my Dad and my brother.
T  0342  Both your brothers
F3  0343  One sister and one brother.
T  0344  Oh that’s right Mummy hasn’t had the baby yet has she?
0345  Okay what happened at the beach darling?
G  0346  Where do you put um this?
T  0347  Where they always go.
0348  What did you do when you were at the beach?
F3  0349  Um we played in the beach
T  0350  What in the beach in the water or the sand?
F3  0351  Um, in the sand.
T  0352  Okay. C’mon be nice together.
0353  Okay, what did you do in the sand?
F3  0354  Um, I made a sand castle.
T  0355  Did you?
B  0356  I did nothing to her,
0357  I was just playing with the blocks.
T  0358  Alright was it a big sand castle?
F3  0359  Yes.
T  0360  And then what did you do?
F3  0361  And I went to the bush to wash my feet.
T  0362  Ah, you washed your feet to get all the sand off.
0363  Did you have your costumes on or did you have your normal clothes
    on?
F3  0364  Um, costumes.
T  0365  You had your costumes on.
F3  0366  Hmm.
T  0367  Okay, thank you.
0368  Right finish all,
0369  come here Troy.
B  0370  Finish Mrs Edwards.
T  0371  Troy, hey I haven’t written your story.
0372  I haven’t written your story you silly sausage.
0373  Boys your being too noisy over there.
0374  Ah, finish that now and do the next one,
0375  no that’s hers not yours.
0376  Okay just come here for a minute mate.
0377  Okay sit down.
0378  Okay what’s your story about Troy?
0379  Sorry I couldn’t hear you?
0380  Your little cat couldn’t find food.
0381  Could not find food so we gave her food and milk.
B  0382  Yeah.
T  0383  Okay.
And, and Mum gave the milk to the cat
And the cat had kittens didn't it?
Yeah.
The cat had, how many kittens?
Three kittens you said now.
Oh, and what happen to the kittens?
My Mum's in the water
What happened to the.
Where's the Mum?
Right.
That's Mum in the water.
That's my other children.
Children in the water.
Yes, Okay
Me, that's my Dad
and that's my little brother
that's my
No
Okay
Um
Finished?
Yep
Lesson 2  Playdough

F4 = Mitchell
B = 2 other boys
G = 3 other girls

B  0001 You not sitting here
    0002 you sit in the dumb seat.
    0003 This is your table.
    0004 They going,
    0005 maybe going
    0006 Oh! They can't do

B  0007 Ah.

T  0008 Will those people go to your table
    0009 cause your table's not there.

B  0010 Jake he's away today
    0011 he is away.
    0012 Jake said he's away
    0013 he is

T  0014 You sit up here
    0015 we'll see who's away.
    0016 Shh, Emily now you went away.
    0017 Sit down in your seat,
    0018 no Veronica, you're up there.

G  0019 I hate playdough
    0020 I don't want to have anymore.

T  0021 Cause your part of this

G  0022 I hate playdough.

T  0023 I want you to really look at the those pictures
    0024 of what the words
    0025 mean.

F4  0026 Hey!
B  0027 They got um

T  0028 You people!

G  0029 There we go.
    0030 Look at that!

F4  0031 I'm going do that.

G  0032 Make tiny ones.

B  0033 Pew pew

G  0034 Look at that, with me, with me Mum.

F4  0035 A football

G  0036 And

F4  0037 Pick a football?

G  0038 And we'll make a big one?
    0039 Yeah, okay.
    0040 And this gonna be a

B  0041 You make some barbeque

G  0042 Ball. A big ball,
    0043 roll it up a bit more
And make a big, big ball?
Yeah I can.
You made a big ball.
Heh!
You made a football.
What are you saying
can't hear ya.
You made a football.
I can't hear ya in my ear.
Make a little tiny one.
Stop it!
Stop hitting poor Tommy
No you kick the football onto
That one scared me that way
And you go shh pew!
Ahh.
Your gettin a tiny one.
Pew, pew, pew
I'm making a hot dog.
I made a football.
I'm making a hot dog.
Hotdog.
I'm making a body dog
This is how you make hot dog.
You give me all of it
Brendan sit down for a minute please
No big one,
you make a big one.
I'm gonna get a sausage roll.
Ah, good idea,
let's make a sausage roll.
Yeah
Hey you said you gonna draw and you
Leave it!
I got
Huh!
Use your fingers to cut it. Huh!
Chips on the bus in the morning.
Your one's flat.
And the hotdog, I'm making two hot dogs.
Yeah, err Yuk!
One for me and one Jackie.
Your not allowed to swear.
Don't you
Um, um.
I'm making pizza.
I'm making a pizza,
I'm making pizza Britany.
Aha. Jammie-Lee I make the hot dog.
I'm making sausage rolls.
B 0094 I'm going to have a hot dog.
G 0095 I'm making blue corn.
G 0096 The bigger and bigger and bigger, bigger, bigger, bigger and bigger and bigger and bigger and bigger and bigger and bigger and bigger.
G 0097 I'm helping Jammie-Lee.
G 0098 A snake, eating it.
B 0099 To stop the
G 0100 Yeah it is..
B 0101 It's a stick
B 0102 Is not,
G 0103 that's two hotdogs
G 0104 It's a egg in, egg in a stick.
B 0105 Hey, my shoelaces are
B 0106 Let's make a bee.
G 0107 Yeah!
F4 0108 I can.
G 0109 Okay Mitchell, make one.
B 0110 Who can make a bee?
G 0111 Who can make a bee?
G 0112 Huh!
F4 0113 A bee.
G 0114 Bee
B 0115 Mrs Edwards?
G 0116 You, you. That's a tiny one.
F4 0117 Yep
B 0118 We doing a egg,
B 0119 We're doing a egg okay.
B 0120 Eh, we're doing a egg.
B 0121 One, two, there's a
F4 0122 Are we fun?
G 0123 It's a birthday cake.
G 0124 This is a birthday cake.
B 0125 This is your
G 0126 It's a birthday cake.
B 0127 Hey you!
G 0128 Look at your
T 0129 How about clearing the table.
T 0130 What your going to see at the farm tomorrow?
G 0131 Take out the garbage.
G 0132 Now put in around into the garbage.
G 0133 I'm going to make um ah,
G 0134 what are you going to make?
G 0135 A horse.
G 0136 Me too I love
B 0137 I'm making a cake.
G 0138 Do I have to make an animal?
G 0139 At the, the farm, I thought you have to make them.
G 0140 I'm going to make a horse.
B 0141 Make a farm. Only a
B 0142 Let me make the horses.
B 0143  I'm making it.
F4 0144  Yeah but I'm not
G 0145  This is Tilu and a young Tilu.
          0146  Drop dead he must be in
G 0147  What you do,
          0148  what are you doing then?
G 0149  A pig.
G 0150  What about a rat?
B 0151  This is
G 0152  Okay, make it a pig.
          0153  Give me a pig.
          0154  Um, um my Nanny and she has a guinea pig,
          0155  she has Jammie.
B 0156  Two.
F4 0157  Yeah look at this
          0158  I'm making an animal, ha ha ha.
T 0159  Oh, I like your horsy.
          0160  What did you do?
B 0161  Um a mouse.
T 0162  A mouse.
          0163  You made a story yesterday.
B 0164  Yeah.
T 0165  Ah, what are you doing Kobi?
G 0166  It's a rabbit
T 0167  What about an animal?
          0168  Which one animal are you going to do?
B 0169  Um a horse
T 0170  A horse
F4 0171  But I don't know how to draw, um do animals.
T 0172  How about taking a piece
          0173  and doing it for the head first?
          0174  Start with the head
          0175  and then do the body.
          0176  Joshua what are you doing?
          0177  What animal is that Josh,
          0178  doesn't look like an animal to me does it?
          0179  What are you going to do?
B 0180  Cat.
T 0181  A cat,
          0182  now we have cats on farms don't we?
          0183  Chase the mice
          0184  what you've just done.
          0185  What are you doing Debbie?
G 0186  I'm going to make
T 0187  Snail.
          0188  You rolling it up there?
          0189  Good girl,
          0190  then make another farm animal if you can.
B 0191  I'm making some hair for my Mum.
T 0192  Your making some?
B 0193 Hair
T 0194 Some hair, for your horse.
0195 Good, it has a nice mane doesn’t it?
B 0196 Yeah.
F4 0197 Make a tail, tail.
B 0198 I am,
0199 that’s what I’m making now.
F4 0200 Look at look at
G 0201 What is it?
0202 Skinny tail?
B 0203 What you making?
B 0204 Bee. Bees up my nose.
G 0205 A pig.
F4 0206 Hey that was my piece!
G 0207 Na!
F4 0208 Yeah!
G 0209 That’s your piece.
F4 0210 No, that was your piece.
0211 You had that.
G 0212 No I didn’t.
B 0213 Look I make the horse.
F4 0214 Kyah, dyeh, oyah
B 0215 Oh no. Look.
T 0216 Mitchell, are you taking some of Jammie-Lee’s playdough?
0217 Give it back to Jammie-Lee please.
B 0218 Who’s the leader?
T 0219 Don’t touch the painting,
0220 I’ll put it over here to dry.
G 0221 What did I say
0222 what I was going to make.
0223 A pig, yep.
G 0224 There we go.
B 0225 And some eyes
F4 0226 I’m making a snake,
0227 making a snake.
0228 Mrs Edwards?
0229 I’m making a snake.
B 0230 He died,
0231 he died the snake.
0232 Yeah he died.
F4 0233 Mrs Edwards I’m making a snake
T 0234 A snake.
0235 Try and make him a bit bigger,
0236 when you’re making a snake
B 0237 Someone knocked the pencils over.
T 0238 Whoops they also broke in half too.
0239 Yes Mitchell?
F4 0240 I saw
0241 And I saw a snake
T 0242 Did you?
0243 Oh, I'm scared of snakes,
0244 are you scared of snakes
0245 or do you like them?
0246 You like snakes?
F4 0247 Yeah
B 0248 So is me
0249 I hate the snakes
T 0250 Something between them there okay.
0251 I don't think so,
0252 I don't think so Tom.
0253 Well you make a snake.
B 0254 I'm going to make a watch.
B 0255 I'm gonna
G 0256 Can I make the watch?
B 0257 That snake.
0258 I hate snakes.
F4 0259 Make it with something else.
G 0260 No, I can make a watch out of
G 0261 I can't
F4 0262 It's easy.
0263 It's so easy.
G 0264 Yeah. Isn't it?
B 0265 Look, a dinosaur.
G 0266 Make a snail again Debbie
0267 that was nice.
0268 Isn't it?
0269 Do a snail again
0270 that was nice.
G 0271 I can't even get this playdough off my hand.
F4 0272 When I go out to lunch.
B 0273 This, er yuk. What next?
B 0274 I'm making some meat.
F4 0275 I made a snake.
G 0276 I'm making big
B 0277 I'm being the leader. Snake ah!
B 0278 I hate that
F4 0279 Arghh!
B 0280 Snake. I hate the snake.
0281 Yuk I hate the snake.
G 0282 Yucky!
G 0283 Too easy Deb,
0284 too easy to make
G 0285 Nup, they're yucky.
G 0286 Mrs Edwards, look at my snail.
T 0287 A snail and a, and a snake.
0288 Make a little bit thinner,
0289 rub it a little bit to get it thinner.
F4 0290 I done a snake.
T 0291 Yes you did too.
0292 You think were going to see some snakes at this farm are we?
G 0293 Yep.
B 0294 No. Snakes are yucky.
T 0295 Will we see them at the farm?
G 0296 I don't know.
T 0297 No, well what are we going to see Tom?
F4 0298 Um
G 0299 I know, a koala.
T 0300 Well we might see a koala.
F4 0301 Yeah, we might see a pig.
T 0302 Cow, pig. Some pigs yes.
0303 Good boy.
0304 You just told me you weren't going to see snakes.
B 0305 Chickens
T 0306 Yes, chickens
B 0307 I'm making
G 0308 Can I play with Lego?
B 0309 To wake us up.
T 0310 No we're going to swap tables in a minute.
B 0311 I hate snakes.
T 0312 No I'm not over keen on snakes either Petey.
B 0313 They don't touch me only snakes.
T 0314 No, do you touch snakes?
B 0315 No.
T 0316 No, well stay away.
0317 No you sit over there
F4 0318 Or they will eat you.
T 0319 There's no snakes tomorrow at the farm darling.
G 0320 Look! I got three snakes.
T 0321 Okay everybody stop.
Lesson 3: Lego

T  0001 Bruce, not here.
G  0002 On my foot.
G  0003 What is it?
B  0004 Don't touch it
    0005 so we know I'm here.
T  0006 Emily, who sits next to you Emily?
    0007 Right you started with the toys
B  0008 What does that do?
T  0009 Ah, Jonathan. I don't want to hear your voice again.
    0010 You pick that up.
B  0011 And it's supposed to be there.
F2  0012 I like
T  0013 Um, Jonathan move up to that table by yourself.
    0014 Right.
B  0015 Michael. You not doing that.
F2  0016 And we need some stuff in the, in the room didn't we.
B  0017 Did she do that?
G  0018 And I done the wall.
B  0019 No only do that wall.
    0020 Only do that one.
    0021 And need one more red then.
    0022 More red.
G  0023 That's it off the wall.
B  0024 Is that? You do something
B  0025 You doing most of it.
    0026 I need some colours.
B  0027 Okay make some.
    0028 You two, don't make the wall.
    0029 You do some things inside here.
    0030 Do any colours
    0031 and make some things.
    0032 What's that?
B  0033 I'm making the door okay? There.
G  0034 We can get some little ones
    0035 and make the door.
B  0036 No I need big ones to make the door.
    0037 Oh. There, now that's a door.
    0038 Are you doing their door?
F2  0039 You don't need all that.
T  0040 Um, Bradley.
G  0041 Yellow. Its doesn't go very easy.
    0042 Cause look at the bottom.
B  0043 How bout I
G  0044 In and out.
Can't make it too long.
Don't make it too long.
We will knock it.
A lot.
Too long. Look, up here.
Stop what your doing for a minute.
Remember how I said to you yesterday
that you'll have library today,
but you won't be going to Mrs Murphy's class if you don't?
Okay, so I went by Mrs Murphy's class
and she's having our library time
and our time tomorrow for a little bit.
We're going to stay a little bit longer with Mrs Razey
and then we were going to come down okay.
If you have a library bag, book
don't forget to bring it down.
I got mine.
People at the puzzle table stand.
Go and get your bag
and then line up.
Just line.
This back table.
Lego, Lego people stand up.
I want more wall.
Here.
Emily do have
Yep
Put them back where,
where you finded them at.
Right people at the writing table go
and get your library bag
and line up.
If you don't have your library bag, um
I don't have my library bag.
Well just line up!
Line up.
No we're not.
Yes we are.
I know.
Stay here a little bit longer
but were going to go soon.
Yeah.
Pack up then we'll be ready
Okay you guys go get,
oh dam we'll fix it later just leave it there.
Go and get your library books, bag
if you haven't got them
get on the line. Jacob.
If you don't have your library bag
get on the line.
G  0095  I don't have a library bag.
T  0096  Well you get in the line.
Lesson 4  SWELL "a"

T  0001 Good morning everyone
Ch 0002 Good morning Mrs Edwards
T  0003 Oh dear me, my little box here,
    0004 Okay put your hand up
    0005 if you can tell me the sound we did on Monday and Tuesday.
    0006 The sound not the letter. Maria?
F3  0007 "m"
T  0008 "m" good girl.
    0009 What is the letter, hands up,
    0010 that goes with the "m" sound. Emily?
G  0011 M
T  0012 M, let's see how clever you are,
    0013 do it up in the air.
    0014 Remember how to say it?
    0015 How do we say it Lauren?
F2  0016 Down, up, bump, bump
T  0017 OK hear Lauren, down, up, bump, bump.
    0018 I was watching some people writing with it the other day
    0019 their "m" and they were going up, down, up, down, bump, bump.
    0020 We start at the top don't we?
    0021 Ready, do you think you're ready to write?
Ch 0022 Down, up, bump, bump
T  0023 Really big
Ch 0024 Down, up, bump, bump
T  0025 Really quiet
Ch 0026 Down, up, bump, bump
T  0027 Excellent. Put your hand up
    0028 if you can tell me
    0029 a word that begins with the "m" sound, Lewis?
F6  0030 Monkey
T  0031 Monkey, good boy, Rhea?
G  0032 um,
T  0033 Don't click your fingers thank you Kevin.
G  0034 Money
T  0035 Money, good girl; Belinda?
G  0036 Moo
T  0037 Moo, Renae?
G  0038 Money
T  0039 We've had that one, good, Nathan?
B  0040 Monday
T  0041 Good boy, Daniel?
B  0042 Mouse
T  0043 Mouse, aren't we clever, Deborah?
0044  Mum
0045  Mum, Brendan?
0046  Man
0047  Man, Kevin?
0048  Milkman
0049  Milkman, two "Ms" isn't it, Simone? Simone?
(Silence)
0050  Have the answer in your head before you put your hand up, Emily?
0051  Um,
0052  Same with you, Maria?
0053  Monkey
0054  We've had monkey,
0055  Mushroom
0056  Mushroom, aren't we clever little people?
0057  There's a month,
0058  what month are we in now?
0059  Monday
0060  No that's a day of the week, Monday.
0061  May
0062  May, good boy Lewis, the month of May.
0063  What we are in now that starts with "m"?
0064  Ah lets see
0065  maybe if you sing your song
0066  we might wake somebody up.
0067  What's the song we sing Brayden?
0068  um
0069  Sorry
0070  A B C
0071  The alphabet song, good, ready
Ch 0072  A B C D E F G H I J K L M N O P Q R S T U V W X Y and Zee
T 0073  Stop, stop, stop it there,
0074  I'm glad I only heard one or two people say Zee,
0075  the rest of you remembered Zed.
0076  Unless you're very clever,
0077  it won't come out.
(Knocks)
B 0078  Knock again, cheeky
(Knocks)
T 0079  Come in
B 0080  He looks scared doesn't he?
0081  Come in
T 0082  Oh yes you may borrow the tape recorder,
0083  but be careful how you carry it boys,
0084  this way, thank you.
Ch 0085  Come on out Alfie
T 0086  Louder
Ch 0087  Come on out Alfie
T 0088  What's the magic word we use?
Ch 0089  Please
Look Alfie, they're sitting beautifully, he always loves coming out with you guys, because he thinks every time he comes out, you are sitting beautifully, everyone's in their uniform. Well, Alfie's got some, a new sound to show you today, haven't you? Are you going to get it for us?

I'll get it

Oh, Vowels and sounds I could bring it at home

Oh I could bring my own

Did you bring it? Yes, I'll switch it back on Alfie said of course I brought it

He drewed it

Alfie couldn't find it He had to draw it

No he bought it He bought it from the shop

He bought it with his money A new sound which is a special one.

Now I want to know the sound that this makes hmmm, Tanya? "a"

"a", everyone say it "a"

Not "u" its "a"

a, a, a, a, a,

When you say that sound, Nathan, Nathan, hands down,

when you say "a" are your lips closed like you say "m"?

No

(Knock at door)

Come in

Push hard, push hard

We need to fix this door Oh I think Mrs Whyte has that, you know Mrs Whyte's class.

I know

You know the last one down there Troy, the very last one, go down and say can you have Scott please?

Careful, close the door darling, don't close it properly, just close it a bit,

Okay so we won't push hard against it,
just like that, good boy thank you Brendan.
Okay you told me your mouth wasn't the same as we do a "m"
because our lips aren't pressed together
mm mm
I want you to say "a"
and see how your mouth is
"a", "a", "a"
Now, Grant when you say "a" is your mouth open or closed?
"mm"
No, which one is it?
Is your mouth open or closed?
Open
"a" "a" (in background)
Open, good boy.
Is your tongue on the top of your mouth or down? Kevin?
Down
Down, good, that's a little bit of a louder sound than mmm,
"a" your tongue's down near your, bottom teeth.
a, a, a
I want the girls, oh, the girls, to say "a"
"a"
I want the boys to say "a"
"at"
Not at, there's no "t"
"a"
If that sound is "a", put your hand up
and tell me Bradley what the letter is?
A
A, good boy, now will you move over.
You know when we did our "m" yesterday,
what colour is that on,
what colour cardboard, Jason?
Is it "m" M, "m" sound what colour is that cardboard?
That it is on, can you see it?
What colour?
Yellow
What colour is this Renae?
Orange
Orange. Now "a" is a special letter,
It's a vowel,
can you say vowel?
Vowel.
Okay. Whenever Alfie gives us a vowel it will be on orange, Okay?
All the other letters in the alphabet will be on yellow
but the special ones will be on orange
and we have a special space for our vowel
and that will put up here on the ledge.
And I'm going to draw an apple.
Apple.
Apple, someone's clever they can understand my drawings.
That makes me happy.

Apple
Okay.

We've got our apple,
this is a special apple,
this apple is called Alice apple.

(writes on blackboard)
Okay and she is special
because she is a vowel.
Say "Hello Alice Apple."

She's Alfie's friend.
Okay, so when we do our "a"
we have to remember its a vowel and on orange.
So now you know "m"
and you know "a"

"a"
Two sounds, you're getting very very clever.
Okay we've done how our mouth is.
(Flicks through Swell program). Yes um
Can't leave anything out.

"a"
When we say "a" our chin goes down doesn't it?
"a"
Put your hand here
and just don't put your hand here,
just put it gently under your chin
and when you say "a"
you can feel it on you hand, go "a"
"a"
Feel how you chin goes down?
"a" "a"
It moves your hand down doesn't it?
"a" "a"
So when you say "a" your chin goes down.
Whereas when we said "m"
we closed our lips for the "m" sound.
"m" "m"
"a" our chin moves up and down.
Mrs Edwards, when you put you hand underneath
and go "m"
you can feel it, um
its vibrating isn't it?
"Mmm" Remember how our lips vibrated a little bit,
I think Josh is right
if you put your hands under here
and do the "m" sound
0235 you can feel it there.
Ch 0236 "mmmmmm"
T 0237 Yes long,
0238 let's see how long,
0239 ready, set, go
Ch 0240 "mmmmmm"
T 0241 Stop
Ch 0242 "mmmm"
T 0243 Oh, Someone didn't stop on time,
0244 they are not listening.
0245 Okay Alice Apple helps us remember the "a" sound
0246 because that's the sound Alice makes
0247 when she bites into an apple.
0248 Do you want to hear a bite?
0249 Let's bite into our apples.
Ch 0250 "A"
T 0251 Okay. Now, Nathan, remember if we hear the sound with our ears
0252 we will see it when we,
0253 Nathan and Sadya this way.
0254 If I write the word apple,
0255 lets write the word apple,
0256 if we hear it when we say it,
0257 we will see it when we write it.
writes on blackboard, in background children saying apple, apple
T 0258 Did I say "a" in apple?
Ch 0259 No
T 0260 Does apple start with "a"?
Ch 0261 Yes
T 0262 Right, so if I write apple
0263 I have to see the letter A don't I?
Ch 0264 Yes
T 0265 Because that's the sound.
0266 Who can put their hand up
0267 and tell me (door opens)
G 0268 This is your folder
T 0269 No my folders here.
B 0270 Mrs Clarke's
T 0271 Why would she have mine
0272 and I have hers
0273 when they are exactly the same anyway.
0274 Oh, because she's got my missing pieces I've been looking for,
0275 excuse me guys for a sec.
0276 How did that get picked up
0277 when mine was sitting here
0278 when I left
0279 and its still sitting in here when I come back?
0280 But that's mine because its got Alfie on it.
F1 0281 There might be another Alfie.
T 0282 Another Alfie,
0283 do you think we might have two Alfies?
0284 Yes, there's one in Mrs Clarke's class
0285 and one in Mrs McDonald's class.
0286 Well, if we're teaching the same thing Tanya,
0287 yes there would be two Alfies
0288 and if Mrs Clarke was teaching,
0289 how many Alfies? Mrs Clarke, Mrs Edwards and Mrs Bell.
0290 Three
0291 And don't forget Mrs Whyte is teaching,
0292 so how many Alfie's might there be?
0293 Four
0294 If we were all doing the same thing, yes.
0295 There would be lots of Alfies
0296 Lots of Alfies,
0297 Alfie starts with "a" doesn't he?
0298 "a"
0299 But we use that other "a" where it begins somebody's name
0300 so we use the big letter don't we?
0301 You got to put that down there too.
0302 We do Alfie, again we have the A,
0303 because Alfie starts with "a".
0304 So we have the capital letter
0305 because it is somebody's name
0306 Apple
0307 And apple is just an ordinary word
0308 so we have the small one.
0309 Put your hand up
0310 if you can tell me another word that begins with "a".
0311 Allison put you hand up
0312 and don't call out. Sadya?
0313 At
0314 At, good girl,
0315 "A" we hear it
0316 Ate
0317 Ate another "a" sound starts Kevin?
0318 A apple
0319 Sorry
0320 Alice
0321 Alice
0322 Why you grinning
0323 Apple
0324 You mean Alice apple?
0325 She said Alki
0326 I'm asking Kevin
0327 Alice
0328 And again we have to have a capital A
0329 because Alice is a person's name.
0330 Tanya tell me something,
0331 a word that might begin with "a" sound.
(silence)
0332 If I show you a picture,
0333 let's see Alfie's going to pull out a picture for you
0334 and you can tell me if that starts with "a".
0335 All right Alfie,
0336 you can put,
0337 I will take that off you for a bit,
0338 what's that? Tanya?

F1 0339 Ambulance.
T 0340 Ambulance. Does ambulance start with "a"
F1 0341 Yes
T 0342 Good girl. Ambulance.
0343 All these begin with the same letter
0344 and have the same sound.
0345 Okay Tanya you stand up here
0346 and hold our ambulance
0347 so everyone can see.

G 0348 Apple
T 0349 Do I have an apple in here?
0350 Let's have a look.
0351 Right come out here Emily.

G 0352 Flower
T 0353 Hold on,
0354 don't call out names thank you.
0355 Stand up here.
0356 Alfie better have it.
0357 What else might start with "a", Maria?

F3 0358 Ummm Flower
T 0359 Does flower start with "a". No. Lewis?
F6 0360 Alligator
T 0361 Alligator, good I don't have a picture of an alligator,
0362 but it does,
0363 good boy Lewis, (writes on board) alligator,
0364 it's another "a" sound.
0365 What else Taylor?

G 0366 Ant
T 0367 Ant, I have a picture of ant,
0368 come on Alfie get it out,
0369 come up here Taylor.
0370 You hold this one up for me
0371 so everyone can see.

G 0372 Act
T 0373 I don't have an act,
0374 what's something we chop wood with Lewis?

F6 0375 umm
T 0376 It starts with "a"
F6 0377 Axe
T 0378 See I have an axe,
0379 seeing you were so clever to get alligator
and I don't have anything like that
That's what I said.
Clever boy, Glayden
Garden
G, does that start with "a",
no, there is an "a" in garden
and I will show you where the "a" is,
because you are right,
there is an "a"
but it doesn't begin with that letter.
If we write the word garden,
you ought to know that,
garden starts with the same sound as Glayden does.
See, there is an "a" there,
but it doesn't begin.
I start with A
I've got another picture here,
let me see,
and it's something that might go through the air
and you need a bow to let it go, Alan?
Lawn mower
No, you silly sausage,
that doesn't go through the air, Rhea?
(laughter)
um, kite
A kite goes through the air darling,
good but it doesn't start with "a"
A balloon
No
Arrow
Arrow, good girl
I know something
What else?
Alan
Say Andrew,
say Andrew
say my name.
The name Alan,
yes Alan, oh we're going to run out of room here,
we will write Alan,
again a capital A, a big A because it's somebody's name
and we have to write arrow.
Okay, right, now say goodbye to Alfie
he's tired.
Bye bye Alfie
Bye Bye Alfie
Now, I'm going to trick some people,
we're going to hold something else up.
Oh Nathan will you come
and sit over here away from Kevin
because you aren't being terribly nice.
Now let me see.
Tanya move up a bit.
Alan you can come out
and hold a picture for me.
Nobody say anything.
Don't show them yet Alan.
You move up,
Lauren you can come
and hold this picture for me
and Jason you can come up here
and hold this picture for me.

B
Move up

B
Up

B
Shh

T
Now when I point to these people,
uh Simone, leave it down,
when I point to these people
if you think the picture they are holding starts with "a",
put your hand up,
don't call out,
put your hand up.
Right now. I haven't pointed to a picture yet.
Hand down, hand down.
Jason, Joshua what are you doing?

B
I'm not allowed to sit near him

T
Yes I know, just move quietly.
Now, remember I will touch somebody on the head
and I'll show you their picture,
if you think it starts with "a" put your hand up,
if you think it doesn't,
you leave your hand down.
Emily stand back in the line.
Okay, watching,
why is your hand up?
I haven't pointed yet.
Watching me,
who I'm going to point to.
Do you think,
hold the picture up Lewis,
hold them up so they can all see,
if you think that starts with "a" put your hand up.
Is your hand up or down John?
If you think its up, put it right up.
If you don't think leave it down.
Oh, we are mixed, Okay.
Lewis, can you tell them what that picture is?

Axe
0477  An axe, does a axe start with the "a" sound?
0478   Yes.
0479   Yes, for those people who didn't put their hand up that is axe,
0480   that starts with "a", let's try another one.
0481   Show yours.
0482   Everyone watch,
0483   does that start with "a",
0484   put you hand up if it doesn't
0485   put your hand down.
0486   Lauren's going to tell you what it is.
F2 0487   Rat
T 0488   Bigger voice
F2 0489   Rat
T 0490   Uh, Sorry, Joshua's spoiling it,
0491   a rat, does rrrrat start with "a"?
Ch 0492   No
T 0493   No, it has an "a" in it but it doesn't start
0494   "r" "a" "t" starts with "r"
0495   so that one doesn't.
0496   What about Taylor's,
0497   hand up or down quick,
0498   have a look.
0499   Up or down.
0500   Again what's your picture Taylor?
G 0501   An ant
T 0502   An ant, all those people with your hands up
0503   give yourself a pat on the back
0504   because ant does start with "a",
0505   No don't you Joshua you didn't have your hand up.
0506   Cross your legs, you're still not listening.
0507   Ant starts with "a".
0508   What about this one,
0509   show your card,
0510   show your card,
0511   everyone have a look,
0512   put your hand up if you think it starts with "a"
0513   leave your hand down if you don't.
0514   Is your hand down?
G 0515   Yes
T 0516   What word are we doing Nathan?
B 0517   "a"
T 0518   No, what's the picture?
B 0519   Apple
T 0520   Does apple start with"a"?
0521   So why isn't your hand up?
0522   Tanya and Maria are your hands up?
0523   Good. What about, hands down.
0524   Alan's going to show his picture.
0525   Alan show your picture,
right up so everyone can see it.
Put your hand up if you think it starts with "a"
leave it down if you don't.
Is your's up or down?
Down.
Well keep it down,
don't move it.
You think it starts with "a" Simone?
No.
What's it a picture of?
A dog
Dog, does dog start with "a"
No
I'm asking Simone.
No
(Background chatter of a couple of children)
No, so your hand stays down doesn't it?
What about what Tanya has,
Tanya hold your picture up.
Tanya, look at Tanya,
Tanya tell them what yours is.
Ambulance.
Ambulance, Joshua, Joshua, over there.
You're not paying attention
and you're stopping other people from,
stand up and walk please.
You might act like a baby,
don't crawl like one.
Right, Tanya, a big voice.
Ambulance.
Right, hands up if you think that starts with "a",
leave them down if you don't.
Nathan your not watching
and neither are you Brendon.
What has Lauren, uh Tanya got Brendon?
An ambulance.
An ambulance. Does ambulance start with an "a"?
Yes
Then put your hand up if you think so.
Grant do you think it starts with "a",
well put your hand up.
Right up so I can see it up, good.
Simone we are waiting on you again,
now last time you didn't put your hand up either.
Much better, hands down.
What about the picture Jason has?
Hold your's up,
It's upside down,
this way darling.
0574 Does that start with "a"?
0575 Put your hand up if you think so,
0576 put it down if you don't.
0577 Serinda what's this a picture of?

G
0578 Broom.

T
0579 Well it's like a broom, but its not
0580 Its a mop, mop
0581 We clean with it,
0582 does mop start with "a"?

Ch
0583 No

T
0584 Put your hand up if you think mop starts with "m".
0585 Hands right up,
0586 some are only half up, "mmmop".
0587 Watch how my mouth is when I say it "mmmop".
0588 Does mop start with "m"?

Ch
0589 Yes

T
0590 OK who else haven't we look at his picture.
0591 Oh, what's this one?
0592 This is the thing that flies through the air.

G
0593 Arrow

T
0594 Arrow, does arrow start with "a"?
0595 (tapping at side of room)

B
0596 Hand up,
0597 hand up if you think,
0598 don't call out,
0599 Glayden what do you think,
0600 what sound do you think arrow starts with?

B
0601 "m"

T
0602 We go "m" for arrow,
0603 look at my mouth, arrow,
0604 does that look like a "m"?

B
0605 mmm
0606 Nathan does that look like an "m", No
0607 (louder tapping at side of room) No way
0608 You can either sit properly
0609 or you can stand.
0609 Okay so let's say the names of these.

Ch & T
0610 Rat, arrow, ant, mop,
0611 Together

Ch & T
0612 Ant, apple, arrow, ambulance

T
0613 Now, if you have a picture that does not start with "a",
0614 hand it to me.
0615 Does yours start with "a"?

G
0616 No

T
0617 A bit late Leah,
0618 thank you you can sit down,
0619 who else has one?
0620 What does yours start with,
0621 what's yours?
0622  What's your picture Jason?
B  0623  Mop
T  0624  Mop, does that start with "a"?
B  0625  No
T  0626  No, go and sit down, good boy.
T  0627  What's your picture?
G  0628  Rat
T  0629  Does that start with "a".
T  0630  No, good girl. OK so everyone say this.
T  0631  "a" for arrow. "a" for arrow.
Ch  0632  "a" for arrow
T  0633  Can't hear you.
Ch  0634  "a" for arrow
T  0635  "a" for axe
Ch  0636  "a" for axe
T  0637  "a" for ant
Ch  0638  "a" for ant
T  0639  "a" for
Ch  0640  apple
T  0641  And "a" for
Ch  0642  Ambulance
T  0643  Right
Lesson 5   Puzzles

F6  0001  Swap seats with me
B   0002  Swap puzzles around,
       0003  OK swap puzzles with me
T   0004  Oh we are noisy
B   0005  Hard one
F6  0006  Kangaroo picture
T   0007  Uh people at the lego quietly
B   0008  Look what I'm doing
G   0009  Where's that other bit?
T   0010  Right people at the picture table come here
F6  0011  Brendan and um Bradley they think um
B   0012  Hey look,
       0013  I done another one
B   0014  When you finished that one
       0015  can you pass it over to me?
B   0016  When you finished that one?
G   0017  Tanya can you and I swap?
G   0018  I haven't even done it yet
B   0019  You can swap with me
T   0020  Go and get the sheet
B   0021  Hey, Sadya I'll help
       (gets out of seat)
       0022  I know how to do it,
       0023  I've done them at pre-school,
       0024  I know how to do them real hard puzzles
B   0025  Now look,
       0026  you see this shape?
       0027  You want to find where it goes ..
       0028  so put it somewhere
G   0029  I know where
B   0030  There
G   0031  Yeah and I know where
B   0032  Oh the bottom
T   0033  Guys
B   0034  Um, I think there was $2 in there or 50c,
       0035  I don't really know.
T   0036  You tell mummy
       0037  that we're missing $2
B   0038  OK
T   0039  Right, make sure you tell mummy
B   0040  All right
G   0041  Plastic and Wood
B   0042  I like the real hard ones
       0043  'cause all you've got to do
       0044  is put the pieces in
I'm going to do the horse
Now this goes somewhere
Yeah
I know this goes somewhere
That's the one
I just started
Rachel do you want this one then
Um, I've already had that one
That one must go there
Yeah it does
Lewis, when you've finished that one can I have it?
And you can have this one
I'm having it
Can I help?
Do you want me to help?
No, I'm a real master at this
Let Rachel
Give me that red piece
Don't. Let Rachel do it
I got it
Move please
You got that right
Rachel keep that one there.
Take this one off, like that.
I still remember how to do tricky puzzles.
I did it.
We'll swap
No Rachel wanted it
I get it
I get it
Mrs Razey can you help?
Where does this go?
Because that one goes there.
You need part of the head.
We need a bit of the wheel
I got it,
I got a bit of the wheel.
Any other bits of the wheel?
I'm helping her.
That's right.
Sadya gave it to both of us
to help each other
Yeah. Here you are
Oh I found it
There. Now I've done it
Look I done it all by myself
Look I done it.
No help at all.
Um let me see,
Renae can you move back
and let Joshua sit in you spot please?
Joshua just move down where Renae was please.
William that's recording
don't play with it.
okay we've done our,
hand up
and tell me what sounds we've done. Renae?
"a"
"a". Maria what's another one?
"m"
And Tanya what starts with "a"?
Apple
Right. Lewis what's starts with "m"?
Moon
Good boy. Brendan?
Ah monkey
Monkey, Andrew?
Mouse
Mouse, Emily?
Mushroom
Lauren?
Dinosaur
With "m"? What's the first sound you hear in dinosaur?
I'm not sure not dinosaur,
I mean monster
Monster, right yes monster does start with M,
good girl
I know one thing
What?
Moon
Moon or move?
Moon
Moon, we've had moon from somebody
okay.
Alfie will get out
How about singing our alphabet song
because we had some of our people missing when we sang it.
Ready, set, go.
Oh
Mrs Edwards?
Where's the envelope?
Just put it
You know where to put it.
Put the other things on my desk
and go to the other room please.
In the cupboard
Yeah, put it on my desk
and I'll sort it out later darling.
No, the envelope, just put that on my desk too
and quickly go to Mrs Clarke
because she's started her lesson already.
okay, well we've learnt "a" and "m",
uh Taylor, actually Glayden can you move forward
and Emily, forward Emily and then Taylor can move down,
actually Renae and Brittany come
and sit over with Shadya.
Just a little bit too far back
and Taylor can you be near Andrew please.
Just down here's a space for you.
And Brendan that money will become mine
if I don't see it in your pocket.
Now sit on your bottom.
Much nicer.
Right, Alfie's decided,
he thought you know lots of "a" words and lots of "m" words
so he thought it was time for a new word today,
a new sound. (pause). Say hello to Alfie.
Hello Alfie.
What's your new sound Alfie?
He's got it buried deep in here. Aah.
(chuckling)
Put your hand,
what is the sound?
The sound, Michael?
(coughing)
"t"
It's not "ter",
It's just "t"
"t"
Not "two", not a loud one
It's just "t"
"t" "t"
Now, I wonder what starts with that sound?
Who's clever enough to tell Alfie? Leah?
Two
Two, have a think Leah
(cough)
Think of something that starts with that sound.
Transport
Transport, excellent Tanya. Good, Shadya?
G  0092  Tiger
T  0093  Tiger, Lauren?
G  0094  TV
T  0095  TV, Maria can you think of something that starts with that "t"?
       (cough)
F3  0096  umm
T  0097  Its a little bit hard to concentrate today isn't it Maria?
0098  We'll just interrupt.
0099  Come here.
0100  You tell them why your a little bit excited today,
0101  what happened last night?
F3  0102  Um
T  0103  What happened last night Maria?
F3  0104  My mum's got a baby
T  0105  Go on, mummy had her
F3  0106  Baby
T  0107  Baby, and tell them what mummy had
F3  0108  A little girl
T  0109  It's a girl,
0110  so now you've got two sisters and one brother
0111  and what are they going to call her?
F3  0112  Macer
T  0113  Macer, that's what daddy's been thinking of
0114  mummy's thought they have to decide quickly
       (laughter)
T  0115  Macer, that's a good girl,
0116  that's a hard name to think of
0117  and you remembered and that's starts with what sound
0118  we've just done? Macer,
0119  What sound's that?
F3  0120  "m" Macer.
T  0121  "m' isn't it,
0122  good. Right Nathan, Taylor?
G  0123  Taylor
T  0124  Taylor starts with,
0125  do we use this "t" or the capital "T" for Taylor?
G  0126  The capital
T  0127  Yes, because its a name isn't it?
0128  Taylor starts with the sound. Lewis?
F6  0129  Turkey
T  0130  Turkey, good boy. Is that what you said,
0131  clever sausage. Bradley?
B  0132  Danger
T  0133  No, Maria
F3  0134  Tip
T  0135  Tip, right.
0136  Come on Joshua?
B  0137  Umm, train
T  0138  Train, good boy, Andrew?
B  0139  Telephone
0140 Telephone, Raymond?
0141 Table
0142 Table, good. Nathan?
0143 Turtle
0144 Turtle, good boy, Renae?
0145 Mermaid, mermaid
0146 We're doing this sound, not "m". Bradley?
0147 Turtlemouse
0148 A tortoise
0149 Yeah
0150 Yes, tortoise, good boy. Taylor?
0151 Mitchell
0152 Mitchell, Shady?
0153 Turk
0154 Turk, a Turkish person, good girl. Leah?
0155 Umm, phone
0156 Telephone, phone we say for short,
0157 It's telephone,
0158 yes telephone does start with that sound.
0159 What am I.
0160 Mrs Edwards
0161 I'm Mrs Edwards,
0162 what else am I?
0163 A person
0164 A teacher
0165 A Teacher, what does teacher start with?
0166 "t"
0167 Okey doke, let's see what pictures we have?
0168 We put this sound up there for his feet.
0169 That's an easy one to write though isn't it?
0170 Yeah
0171 Let's find out some pictures,
0172 some of the things that you told me,
0173 Oh you didn't tell me this one.
0174 This one is alive,
0175 it grows
0176 Flower
0177 Uh, don't call out.
0178 They're outside
0179 and they can grow very very big
0180 and they have bark on the bottom, um William?
0181 Tree
0182 A tree. Good. With leaves at the top.
0183 Oh we didn't say that word,
0184 Oh we didn't say this one either.
0185 My son bought one of these on the weekend.
0186 Now this starts with that sound
0187 and you can sit in it
0188 and you can lie down
0189 and go to sleep in it,
people generally use it for holidays
and you have it outside and not inside, and?

Chair
No, chair, don't call out,
if you call out again,
sit back on your bottom, Glayden?

Um
Nathan,
Caravan
No but you're getting closer,
what's it start with the "t" sound, Lewis?

Tree
No we've had tree, no not that, Brendan?
Food
No, Renae?
A laying down bed
No, but we put a lying down bed in this one
and it's made of canvas type
and you have to put some pegs
and its got some rope
and you've got to put it into the ground
so the wind wont blow it away, Brendan?

Tent
A tent, good boy. Nathan well you should put your hand up,
instead of just talking.
Oh, this one we've said before.

Turtle
Right, Oh all right this is another picture of a
Tent
You can buy little tents for 2 people
or you can buy really big tents for families.
That would be a good thing
if you were going away
That's right it looks big doesn't it
and we said this one
Tree
And, I think somebody said this one
Tiger
Tiger, excellent. Ok there's
yes and there's
No
Does this word start with "t",
the word is tent. Yes.
The word is mum.
(Children point to yes or no on blackboard)
The word is tortoise.
The word is pillow.
The word is hippopotamus.
Does Pig start with "t".

No
T 0239 Then listen.
0240 The word is tomato. Good.
0241 The word is dog.
0242 Oh too clever.

B 0243 Some people are changing.
T 0244 okay. Try and think of this word.
0245 I'm thinking
0246 and I'm waiting on Nathan.
0247 Nathan you can come down near Leah please,
0248 because Leah has beautiful listening manners.
0249 You just might catch some from her,
0250 no beside Leah.
0251 I'm thinking of something
0252 that is on a sink
0253 that rhymes with map,
0254 rhymes with map
0255 and you find it on a sink, Lauren?

F2 0256 Umm
T 0257 What about if you turn it on
0258 if you want water to come out?
F2 0259 Uh, tap.
T 0260 Tap, good girl.
0261 I'm thinking of a drink
0262 that rhymes with me,
0263 sounds like me
0264 but it starts with this sound
0265 and it's a drink, Rhea?

G 0266 Coke
T 0267 No does coke sound like me?
Ch 0268 No
T 0269 Um, Syllinda, have a think.
0270 Rhymes with me,
0271 sounds like me
0272 and it's something mummy would drink
0273 not so much something you would drink,
0274 but mummy and daddy might have it in the morning.

G 0275 A cup of tea.
T 0276 A cup of tea, good girl.
0277 I'm something,
0278 I'm thinking of something Andrew
0279 with which we bite our food
0280 which starts with "t".
0281 What do you use when you open a tin?
0282 Rhymes with feet. William Wells?

B 0283 A fork
T 0284 Yes, but when you put the fork and the spoon in your mouth
0285 and before you swallow it,
0286 you must do something else with it with something.
0287 Another name for them is chompers.
0288 Some people can even take their's out.
I can't.
That's in your mouth
that some people can take out, Sadya,
and you chew your food with them, Rhea?

Teeth
What's what chops your food up in your mouth
before you swallow it, your teeth.
This should be easier,
everyone should have their hand up for this.
I'm thinking of a day and it comes after Monday.
What's the day that comes after Monday? Grant?

Tuesday
So when we write the sound "t"
we're going to write the letter T, okay.
One stroke down,

lift and cross,
it's a very easy one isn't it?
It's two lines isn't it?
But did I have my line across in the middle of the big one?
No, it's further up isn't it?
One stroke down and across.
That's an easy one,

we'll practice that in our books later.
Right that's all one lesson.
There's so much in this one,
but not much on this particular day.
Alert.

Let's see.

Say good bye to Alfie.

Goodbye Alfie.
Lesson 7

Handwriting (Patterns)

Copying from small clipboard.

T 0001 Sit quietly
   0002 All right, this week we're going to do the animals.
   0003 Joseph your group.
B 0004 You think of your group
G 0005 Take one
G 0006 No take it over here
T 0007 I don't want to hear any noise
G 0008 This one
B 0009 ha, ha
G 0010 ha, ha
B 0011 Pack yours away
B 0012 ha ha ha
G 0013 ha ha ha
B 0014 That one
G 0015 We beat you
T 0016 Leave that on there please
T 0017 Um, who's making that noise?
G 0018 Its Kathryn
T 0019 Good boy Troy,
   0020 Troy's starting. okay, um,
B 0021 Lego
T 0022 People, lego has not been out out.
   0023 There are no players on the lego
   0024 going to that other group to play.
   0025 Lego please. Right this table stands for the back.
B 0026 Can't find black
T 0027 And quietly and this table,
   0028 right move down here
   0029 People on the carpet be quieter
   0030 Animals. When I say read
   0031 it doesn't just mean twist to another book
B 0032 Can't see pink one
G 0033 Its orange
B 0034 No pink
G 0035 No
G 0036 It's pink
B 0037 It's not pink,
   0038 it's orange
G 0039 Maria's not here,
   0040 Maria's not here yet
T 0041 Ah Bruce, Bruce, you play nice too please.
   0042 Boys go away
Animal Book

Its orange

It doesn't matter

Each book, one at a time

Who put this tin over here

There's 2 tins

I know

This is not our tin,

this is our tin

Mrs Edwards there's two tins

David try

and colour in one row.

Get your glasses

I'll put it on that table

On that table, there's nothing on

Put

We're doing work,

they're just sitting there doing nothing

Let's do our work

Yeah

Baa Baa

Baa Baa

They're reading

No they're doing nothing aren't they?

Yeah

No

Yeah, they're sitting doing nothing,

lah lah aren't they Stephanie

Yeah

I don't have any green

Look what I found

Yes you did

Look what I found

That a green thing

I don't want that green

I want that green

You haven't that green

so Jonathan can use it for a minute

Yes Mrs Edwards

Can he have that one

No

Be good

get a point

We don't need any more pencils

we want to get points

You want to get points,

then be quiet
F5  0090 I've got the longest pencil in the world
T   0091 Um, people a bit noisy
     0092 Too noisy
B   0093 There's a little one
G   0094 Um
G   0095 Yes
     0096 That one no dark green
B & G 0097 Dark green
G   0098 Andrew
B   0099 We just use nothing
G   0100 What if twenty four
B   0101 Elephant
G   0102 Dark green, Andrew are we number 6
B   0103 I yes
G   0104 Ooh, she said
B   0105 This yellow is
B   0106 Yellow
T   0107 Emily and Luke swap places Luke,
     0108 We're all going to get a go (on the computer)
B   0109 We'll get a point
G   0110 We know a six
G   0111 Oh it's the doggy one (about computer)
F5  0112 Yeah, we're all going to get a go,
     0113 we're all going to get a go aren't we?
G   0114 Yep
B   0115 Everybody is, except Stephanie, Mitchell
F5  0116 Except Mitchell
B   0117 Yep Mitchell
F5  0118 He's been naughty isn't he,
     0119 he's naughty?
     0120 Doesn't matter
B   0121 He'll still get a go on the computer
F5  0122 Yeah he'll still get a go on the computer.
     0123 I done it very light,
     0124 look how light I done it.
G   0125 Green and yellow's down the bottom,
     0126 see so I can do that bit
Ch  (Laughter)
T   0127 You're working, good boy
     0128 Good girl Stephanie,
     0129 lovely and neat
     0130 You boys, too much talking
B   0131 Ohoh I don't have a yellow,
     0132 I got it
B   0133 Only got one lead
T   0134 Your lines gone a bit skewiff there (to F5)
     (laughter)
0135 Starts there
0136 and where does it end up?
0137 If I do this
0138 and you can just bring those things you did down to it okay.
0139 Bring the other lines down to there.
0140 Can you guess
0141 Just there
0142 Lego people are too noisy.
0143 Pick it up. That one there
0144 What you did
0145 Look how little it's gone.
0146 Look how little it's gone oooh
0147 Come on Jonathan.
Lesson 8  

Story Reading (shared reading)  

F2 = Lauren  
F3 = Maria  
F4 = Mitchell  
F5 = Jonathan  
F6 = Lewis  
Rest of Swell class  

T 0001 I went over  
0002 and got a new book  
0003 for us to read,  
0004 actually I got two new books  
0005 for us to read  
0006 and I haven't read this one yet.  
0007 So let's see.  
0008 See we've been doing farm, farm animals, zoo animals.  
0009 Put your hand up,  
0010 would this be a farm animal  
0011 or one that lives in the jungle, Maria?  

F3 0012 Umm  

T 0013 What is it?  
0014 Troy do you know what it is? This?  

B 0015 Farm animal  

T 0016 Farm animal, but what's the animal itself, Rachel?  

G 0017 A duck  

T 0018 A duck  

G 0019 A baby duck  

T 0020 A baby duck, anyone got anything different, Ryan?  

B 0021 Well, Rachel was right  
0022 except she forgot at the end "ling", duckling  

T 0023 Duckling, well let's see what the story will tell us.  
0024 Farm animal, you all agree.  

Ch 0025 Yes  

T 0026 Right, let's see.  
0027 This is called Three little ducks.  
0028 I wonder what they're going to get up to.  

G 0029 Yeh  

F5 0030 Might be going to be naughty  

T 0031 Maybe, they might be naughty  

G 0032 They might be fighting  

T 0033 They might be fighting  

B 0034 Kick a chicken  

T 0035 Do you think duck's kick?  

Ch 0036 No  

F4 0037 Might lay eggs  

T 0038 Sorry?  

F4 0039 The duck is laying eggs  

T 0040 Its laying eggs,  
0041 good boy Mitchell.
Ch
T
F6
T
B
T
Ch
T
B
T
G
T
T
G
T
G
T
B
T
0042 She is sitting on a?
0043 Nest
0044 On the nest with the eggs, good.
0045 It's called Three little ducks.
0046 If they're eggs here
0047 do you think the three little ducks have been born or not Lewis?
0048 If mummy is sitting on the eggs
0049 are the ducks born yet?
0050 No
0051 No, there still in the eggs.
0052 Let's see what happens in our story.
0053 Don't put that on your head.
0054 I'm not going to show you the picture straight away.
0055 Ooh.
0056 Let's see if Lewis was right.
    Crack, crack, crack.
0057 Hand up,
0058 what's happening, Lauren?
0059 The eggs are hatching.
0060 The eggs are hatching.
0061 Let's see if she was right.
    One little duck.
0062 Can you see the little duck?
0063 Yes
0064 Right, so you can see where the eggs have cracked.
0065 It means it's time,
0066 it's ready to come out.
0067 Mrs Edwards, one's here
0068 Yep, but its not out of that one yet is it?
0069 that's still cracked.
0070 Sit back Peter.
0071 It's just cracking
0072 cause it's still in
0073 So we have
      one little duck, two little ducks, three little ducks came out of the
      egg.
0074 okay, well who can remember what our title was? Taylor.
0075 Umm
0076 This page is just reminding us, Kate?
0077 Three little ducks.
0078 Three little ducks.
0079 So mummy has had three babies.
      Mother duck looks after them.
0080 Who looks after your home, generally, Michael?
0081 Mum
0082 Mum generally looks after you,
0083 dad helps too.
0084 But usually its mum
0085 that looks after the babies more than daddy
0086 cause daddies are normally at work.
0087 So mum's looking after these.
F5 0088 What about when my mum's sick?
T 0089 Well, who looks after you when mummies sick?
F5 0090 Daddy
T 0091 Dad, or sometimes grandma might look after you
G 0092 Or a babysitter.
T 0093 Or a babysitter might look after you.
G 0094 My dad's got a broken leg
0095 and he can't go to work.
T 0096 Oh, and he can't run around anymore at the moment can he?
G 0097 No
T 0098 Poor daddy.
0099 okay what happens here.
   "Come and look" said mother duck and waddle, waddle, waddle,
   baby.
0100 Sometimes when ladies are pregnant
0101 people say they waddle like a duck,
0102 that's the way they walk.
0103 So ducks waddle.
0104 They don't run,
0105 especially when there brand new little bubbies.
G 0106 Cause they can't clap
T 0107 No
   Come and swim said mother duck and paddle, paddle, paddle
   they did.
0108 Aren't they clever,
0109 just born
0110 and they can waddle
0111 and they can paddle.
   Come and eat said mother duck and gobble, gobble, gobble
   they did.
T 0112 Look at them
T & Ch 0113 all snuggling up to mum.
0114 Is that what you have done
0115 when you were tiny and sometimes even now.
   Come and hide said mother duck and very, very quietly they did.
0116 Why would they be going quietly, Maria?
F3 0117 Um
T 0118 If they are going to hide
0119 why would they be quiet?
F3 0120 Um, um
T 0121 Have you ever played hidings?
F3 0122 Um
T 0123 Have you ever hid
0124 while someone then had to come
0125 and look for you?
F3 0126 Yes
T 0127 okay, did you make a lot of noise
while you were hiding?

No

No, why?

Um

Because you didn't want them to

To see

To see you,

to find you

and if you made a lot of noise

that's letting them know where you are,

so if you're going to hide,

do it very, very quietly

and when you are hiding

you don't talk

and make lots of noise

because the people will find you much faster,

so when we hide

we sneak away quickly

and we sit quietly.

So they know

they've gone very, very quietly to hide.

Why do you think mummy wants to teach them to hide? Brittany?

So they can um

We hide to play,

but they don't really hide to play sometimes.

There's a reason they may have to hide, Jonathan?

Um, so they cats can't get em

Good boy, not only cats

but other animals might be after them for food

Even humans

Yes, even humans.

So mummy has to teach them very, very early

that they have to hide sometimes

and they must be very, very quiet,

because they can be eaten for food.

Mrs Edwards

What's the matter Taylor?

Um, I can see a bird up there

That's nice.

Well that's mum there with a duck,

there's a bird up there watching,

that's right.

So they're hiding very quietly.

One day mother duck said come and fly and flop, flop, flop, they couldn't fly then.

Because they maybe

they were a little bit too little.

So they flop, flop, flop

and they didn't go anywhere, then flap, flap, flap they
T & Ch
T  0175  Did
    0176  What are they saying here?
    0177  Who knows what they might be saying there?
    0178  "q"
    B  0179  What might they say which starts with "q"?
    T  0180  Quack
    0181  Quack
    T & Ch  

Quack, quack.

T  0182  Hands up if you liked that story.
    0183  Right hands down.
    0184  Put your hand up
    0185  if you can tell me
    0186  something they did
    0187  once they hatched from the eggs.
    0188  What did they do Peter?
    B  0189  Um, hatched
    T  0190  Sorry, what did mummy get them to do?
    B  0191  Hatched he said
    T  0192  Maria?
    F3  0193  Um
    T  0194  You were born,
    0195  they've hatched,
    0196  then we have one duck, two ducks, three ducks.
    0197  Rachel tell me something
    0198  mummy got them to do.
    (silence)
    T  0199  Luke sit down, down on your bottom.
    G  0200  Um teach them to waddle.
    T  0201  She taught them to
    G  0202  Waddle
    T  0203  Waddle, she said lets go for a walk,
    0204  so they went waddle, waddle, waddle. Serinda?
    G  0205  To hide
    T  0206  She taught them to hide,
    0207  and how did they hide, Lauren?
    0208  They were very
    F2  0209  Quiet
    T  0210  Quiet, good girl.
    0211  What else did she teach them, Andrew?
    0212  On your bottom.
    B  0213  Um, to swim.
    T  0214  To swim,
    0215  and how did they swim,
    0216  what did they do, in the water, Lewis?
        (knock in background)
    0217  Come in.
    0218  How did they swim, they
    B  0219  Paddle
    T  0220  Paddle, paddle, paddle.
B 0221 I'll get the door
T 0222 Joshua, oh they're coming around,
0223 okay, okay come in.
Visitor: 0224 Is Daniel here?
T 0225 I hope not,
0226 nope, maybe he didn't come to school this morning.
0227 okay So when they're in the water
0228 they paddle,
0229 what do they do when they walk, Debbie,
0230 how do they walk?
G 0231 um
T 0232 Do you remember the way they walked?
0233 They didn't run did they?
0234 What did they do? Stephanie?
G 0235 Um
T 0236 Have the answer in your head, Sadya?
G 0237 They waddled
T 0238 They waddled, good girl.
0239 So they've paddled,
0240 they've waddled,
0241 what about when they went to sleep.
0242 What did they do? Ah, Lewis?
(silence)
T 0243 What do you,
0244 you might do this with mummy sometimes? Brendan?
B 0245 Um, go underwater.
T 0246 No we're talking about sleeping, Maria?
F3 0247 Um, go
B 0248 Snuggle
G 0249 I was gonna say that
T 0250 Snuggling up to mummy,
0251 were you?
0252 well good.
0253 And they hid quietly.
0254 What happened when mummy said let's fly.
0255 What happened the first time, Nick?
B 0256 They couldn't fly
T 0257 They couldn't fly,
0258 it was flop, flop, flop.
0259 What happened the next time Jonathan?
F5 0260 They could
T 0261 They could,
0262 and what was the noise,
0263 we went from a flop to a
B 0264 Flap
T 0265 Excuse me Emily we don't do that please.
0266 Put it back
0267 and leave it alone.
0268 Veronica, what part did you like the best?
0269 When maybe the eggs were cracking,
when they were waddling,
when they were flying,
when they were hiding,
when they were paddling?
When they hatched
Sorry, I can't hear you.
Um and the duck
Stop speaking over there,
when they came out of the eggs
when they were being born,
you liked that part the best did you?
What about you Jamie-Lee?
When they learned how to swim.
When they were swimming
and paddling. Andrew?
When they put there head in the water.
Right that was for swimming,
Maria what did you like the best?
Um, when they were hiding.
When they were hiding quietly. Jonathan?
When they were flapping
when they couldn't
When they couldn't fly
when they were first beginning to fly. Lauren?
When they were paddling.
Paddling. Kate?
When the eggs hatched
When the eggs hatched. Jacob?
When they chicken don't really like the water
Chicken, no
When they were in the water
going for their paddle, Debbie?
The first fly
Right, hands down.
Put your hand up if you have a duck at home.
Oh do all of you have a,
that many people have a duck at,
I know Stephanie has.
Stephanie how many ducks do you have?
Say the number.
Five.
Five. Stephanie has five ducks in her yard.
Jamie-Lee do you have a duck?
Um, um, three
You have three ducks,
are they in your backyard,
and do you give them names
or do you call them duck?
Names
Well what are their names,
can you remember?

No

You can't, you'll have to ask mummy. Taylor?

Um, um

Cross your legs, Peter

Three

You have three ducks,

are you sure you have three ducks at home?

Gee we're a ducky class aren't we.

(laughter and quacks)

Six ducks at home

Mmm, do you Andrew? Michael?

My aunty had one

even though she's only got one

and its called quacker

Quacker, that's a good name for a duck isn't it? Luke?

And this duck eats anything

I have ten

I don't quite think so Mr Luke,

ten duckies at home,

I'll have to ask grandma.

okay hands up,

what would you feed a duck.

Those people that have ducks

what do you feed your ducks, Jacob?

Bread

Bread, Stephanie?

Pellets

What sort of pellets,

do you know what pellets mummy feeds them?

Um, there in a barrel

There in a barrel

and do you help mummy feed them?

What about you Andrew do you feed them?

Yep, bread.

Bread you feed them.

Jamie-Lee what do you feed your ducks?

Bread

Bread, Troy?

Bread

Bread, Kate?

Bread

Oh they must be getting awfully fat

with all this bread they're eating.

(laughter)

Taylor?

Bread

Oh don't you give them anything,

just think if you only ate bread.

I give them carrots
Veronica?
Chicken
Chicken, you feed them chicken?
You know what
I went to Featherdale farm on Tuesday after school,
a couple of the teachers went there
and they had some ducks there and kangaroos
and I took some photos of the animals
so while we're doing animals we can have a look.
So if you want to go to Featherdale farm
you can see the ducks there
and you can ask the people there what they feed them, the ducks?
Shadya?  Peter?
When I was putting my hand up
No dobbers.  okay let's see,
we're going to read this again
and you can help me please.
What is the title?
Three Little Ducks
Again
Three Little Ducks, crack, crack, crack, one little duck
Look at the pictures
and see how many are there
Two little ducks
Excellent, how many now?
Three little ducks came out of the eggs
Good I can see
Tanya knew "the"
Mother duck looked after them.  Come and
Good girl Lauren
walk said mother duck and waddle, waddle, waddle they did
Listening,
watching please.
Toby can you see?
Well move where you can see a bit better darling.
Come and swim said mother duck
Excellent
And paddle, paddle, paddle, they went
Wait a minute,
padd not patt, paddle, some people were saying pattle, pad,
say pad.
Pad
Say paddle
Paddle
okay, there is no "t" there.
okay what happens here.
Come and eat
Oh we missed that one
when we were talking didn't we?
Yes
Said mother duck and gobble, gobble, gobble they did. Come and sleep said mother duck and snuggle, snuggle, snuggle they did.

Luke if you can't read it
you should be watching
and listening,
cross your legs,
you too Joshua.
Oh these people here have been absolutely perfect,
Mitchell you have been sitting there beautifully,
good boy. okay
What's the next thing?

Come and hide
Good, you're watching the pictures.

Said mother duck and very very
Look, both the same word
Very, very quietly
Quietly

They did
Good girl Veronica I can see you trying to read it.

One day mother duck said
On your bottom

Come and fly, and flop, flop, flop, they couldn't. Then
You've got to keep trying
Quack quack

Flap, flap, flap they did
Was that a happy ending?
Yes
Because they could just,
aren't they clever?
they could do everything mummy asked them to do straight away,
except for flying
and they kept trying
and they were able to do that.
Lesson 9  

Story Writing - "Snake Tales"

F4  0001 The man said safety, safety
B  0002 Never pick up a snake
G  0003 Yeah, never pick a snake up, never, never,
B  0004 Never pick a snake up,
  0005 it might be poison
B  0006 Mitchell
F4  0007 What?
B  0008 Don't use that colour
F4  0009 Why can't I?
B  0010 You not allowed to
G  0011 My duck's name Mitchell
  (Laughter)
B  0012 Ta, hey look how I done it, Stephanie
F4  0013 The man said safety, safety
B  0014 Yeah, safety
G  0015 I'm dobbing on you Joshua
B  0016 Yeah dob on him
F4  0017 Safety means you never pick a snake up
B  0018 Yeah
F4  0019 That means that what safety means.
  0020 Safety means don't go out of a car
  0021 if its still going
  0022 Safety means don't pick up a snake or a cockroach or spider
G  0023 Look what
B  0024 Joanne is going
B  0025 Hey,
B  0026 No trees in the
B  0027 Look at them words
T  0028 Come in
B  0029 Oh there's a big picture,
  0030 put that one over here, okay
G  0031 Shadya, Shadya, Shadya, Shadya
B  0032 brumm brumm
G  0033 What
B  0034 Need to do snake tales
F4  0035 Bradley, can I have your grey Bradley?
  0036 Bradley, Bradley, can I have your grey?
B  0037 No way Mitchell
F4  0038 That say brmmm
B  0039 I want that one
B  0040 Mitchell
B  0041 Give me that colour that's ours (takes coloured pencil)
F4  0042 I'm telling on you now,
  0043 I'm telling on you
B  0044 Go away

232
Okay its our one anyway
I'm telling on you now
It's ours,
it's ours
I'm telling
On me
No, on him he got our pencils
Its ours
You know what,
dobbers wear nappies
Yeah
Wear nappies, big nappies
No, no, no
I'm not going to give it back
Dobbers wear.
You're a dobber
Ow
You're a dobber, yeah
No
There
Let him borrow it for one time
Let him borrow it.
No now some.
I'll tell Mr Dawson or Mrs Manson.
Its only a pencil
Give it back to him
Or if you wanted to give your own
Yeah, you would get a big kick
Beep Beep
Both of you sit there
and concentrate
I'm going to come
and write your story in a minute.
I hope you're doing a snake with snake tales.
I hate it when
Around in there
Hello
Dooop doo doo
I do it the same colour
Nah
I, you're getting a bit too noisy, Jonathan,
I don't want to hear you talking,
I want to see you working.
Mrs Edwards I have finished
Oh you're finished Mitchell
Even
Yeah, well you just keep drawing
and then when I'm finished with Mitchell
I'll come with you.
Umm it is the 3rd (writes date).
okay Mitchell what's your story?
Umm, say it's about snake tales
All right, I've got the heading Snake Tales,
what do you want to tell me,
what did you write?
While you people are waiting
you can write some words
and letters that you know.
When the man said safety
When the man said,
what did he say?
He said safety
When he said safety
so when he was talking about safety
Yeah
What did he tell you?
Don't pick up snakes
Don't pick up snakes,
anything else?
We looked
No, all the way along there
I've only got the other things,
I've got to go and look.
We were looking at the snakes in the book.
And we were looking at
Listening
Listening
Snakes in the boxes.
Lego people shh be quieter.
What happened?
And no, they said safety
The man said?
Safety
That's what you said up here.
Is that what you're saying
he talked about safety?
He said,
what did he say then,
he was talking about safety,
what did he say,
you had to be what?
You have not to pick up snakes
You had not to pick up,
that's what you told us up the top already
Oh yeah
okay, good boy
You are too
Mitchell I believe
G 0145  Don't touch it
F4 0146  Mrs Edwards
T 0147  Yes Mitchell
F4 0148  Mrs Edwards which group can I go to now?
T 0149  Well you know what you might try,
         till there's a box down there on that table
         and you pull the pieces out
         and see how you can do it? okay.
B 0154  Mitchell start off with the tinies.
T 0155  What did you say there?
         Start off?
B 0157  With the tinies
T 0158  With the           tinies
T 0160  Right, with the little,
         okay Debbie, your turn
         hold on.
         We'll write snake tales
         because that is what its about.
         okay what do you remember?
         Uh, excuse me, Andrew
         there's those blocks over there
         you go over there.
G 0169  Something about snake tales
T 0170  Yes, I've got snake tales.
         Where's your snake,
         that's a snake is it?
         okay, what are you going to write down?
         I can't hear you
G 0175  Don't pick up the snakes
T 0176  All right don't pick up the snakes.
         Who said that?
G 0178  Mitchell
T 0179  Who said that Debbie,
         don't pick up the snakes?
G 0181  Mitchell did
T 0182  Mitchell? No we're talking about the show.
         Mitchell said he'll do.
         But what do you remember from the show.
         What the man said
         What did you like best about the show?
         Ah, Shadya.
G 0188  Um, the yellow spot
T 0189  Yellow spots, what one was that
         was that a snake
         or was that one of the other lizards?
G 0192  Um
T 0193  Was that the lizard?
G 0194  Snake
There was a yellow spotted snake was there?
okay I didn't see all the show.
Now what do you remember?
The yellow spot. Tell me what.
Yellow dots, do you remember what colour the snake was?
Black was it?
There was a black snake with yellow dots, okay?
Yep
What about that one?
Is that the one we liked the best,
or the only one you remembered or what?
Remembered.
That's the one you remembered.
What else can you remember?
The little boy touching
The turtle
The turtle?
What can you remember about the turtle?
okay Ian I am sorry that is too noisy.
What do you remember about the turtle?
It has a long neck
Its got a long neck, oh right, okay.
The turtle has a long neck.
Do you remember
what I said about the tortoise?
A snake
He said something
that I didn't know.
He told me
that we don't have tortoises in Australia
that we only have turtles,
do you remember that bit?
We only have turtles
I didn't know that,
I thought we had both.
okay the turtle has a long neck.
The turtle will swim
Lizard
The turtle will swim, yes.
That's finished
The turtle will swim
That's finished
Janet okay we'll do another one.
On my desk.
And that's finished
okay, all right we'll write it.
Well that's good
you remembered one of the snakes
what it looked like,
and you remembered
that the turtle had a long neck, good girl.

Mrs Edwards I'm finished.
okay, well just try and write some words.
Debbie, go back and join Mitchell.
okay Bradley. Mitchell down the back.

I drew a snake
Take a short cut.
okay what do you remember Brad?
when the tortoise
When the tortoise what?
When the tortoise went old
When the tortoise grows old,
gets old,
what about it?
Um we've only got
Oh excellent Mitchell you didn't have anything to look at.
Oh that's a good one.
Muck it up
and you and Debbie can do it again,
excellent Mitchell. Good boy.
When it was born
If you are finished
put it on my desk.
Put it in the Tray over there, yes.
okay. No you're not taking him
because you're.
Mitchell, Mitchell go to the toilet with Peter please.

Mrs Edwards, I
Quickly, really quick
Right, on my desk
Right Brad, sorry.
What's your story darling?

When
When
When the tortoise went old
Is it a turtle,
was it a turtle or a tortoise?
A turtle
Was it a turtle
No
Was it a turtle?
It was a tortoise, was it?
I don't remember what it was.
okay. Hand up,
listen people,
listening
I know what it
Wait a minute,
you know when we had the snake tales the other day,
did the man,
put your hand up
don't call out,
did the man have a turtle or a tortoise?
A turtle
Hand up,
remember one of them we had
and the other one he said wasn't found in Australia,
which was which.
What do you remember Ryan?
I know,
I think he did bring a tortoise and turtle,
I think.
I thought he only had one,
I missed
Had one
I missed the first bit
It was a turtle.
It was a turtle Andrew?
Yes.
Um, it was um a tortoise.
Oh this is great,
We're divided.
okay sorry guys.
What do you reckon it is, a turtle?
What do you want?
Knocked the toys
Tell them you're sorry for knocking it down,
okay well go and play nicely. okay mate
That
You tell me your story,
what happened to the tortoise?
The tortoise had a walk
The tortoise had a walk
Um
What else, how did he walk?
Like this
I'm talking about his walk,
was that quickly or slowly
Slowly
The tortoise had a walk
and he walked slowly.
Ok what else?
Then he went to bed
Then he went to bed.
When you say he went to bed,
what did the man do?
Um
What
B 0345 Um
T 0346 What did the man do when he went to bed?
0347 Did he put him on the floor,
0348 did he put him on the stage,
0349 did he put him in a box?
B 0350 Put him in a box.
T 0351 Put him in a box.
B 0352 Stephanie bashed Andrew's building down.
T 0353 Stephanie, away from there please.
0354 Troy get out from under the table.
0355 Stephanie, go and sit over there by yourself.
0356 Right go back.
0357 Anything else Brad, Brad.
F4 0358 Mrs Edwards which group can I go to?
T 0359 No, you can just stay there
0360 your leader has to change groups.
0361 okay the tortoise had a walk
0362 and he went slowly,
0363 then he went to bed.
0364 He put him in the box.
0365 He being the man wasn't it?
F4 0366 Like this
T 0367 okay anything else you remember?
F4 0368 Slowly
T 0369 What's this?
F4 0370 That's a snake.
T 0371 That's the snake,
0372 well where's your tortoise?
F4 0373 What's
T 0374 That's your tortoise, okay?
F4 0375 Slowly
T 0376 Is that all then?
F4 0377 Yep
T 0378 okay, good boy.
0379 Okey dokey.
Lesson 10  Computers

F1:  0001  Um, don't know how to start it.
T:  0002  So you need to move the mouse
        0003           to start it.
F1:  0004  I thought we'd already changed
        0005           that fell out.
T:  0006  That's good.
F1:  0007  You got to go the first one down there.
        0008           My Mum use to have a computer now it's broken.
        0009           She's hiding it somewhere. Ha ha
        0010           I'm cheeky.
T:  0011  Right, okay children. Ah, Jamie your table comes down here.
        0012           Finished?
        0013           Okay.
F6:  0014  No, um, were having troubles here.
T:  0015  Ah, you press a button
F1:  0016  Did you press something Tanya?
T:  0017  Mmm.
T:  0018  Mmm.
T:  0019  You don't press
        0020           because you're pulling yourself out of the,
        0021           now hold on
        0022           we just have to go
        0023           with that I think.
        0024           Ah, Lauren your table ruined,
        0025           You're over here,
        0026           you and Michael now please.
        0027           Hurry up Jamie-Lee,
        0028           you might have finished that two days ago.
        0029           Mitchell, your group has moved.
        0030           Put your chair in
        0031           and go to the floor
        0032           and behave.
F1:  0033  Next to the big doggy there  (laughs).
F1:  0034  (laughs) I'm cheeky.
F1:  0035  I know where it is, there.
F1:  0036  I don't know where that one.
T:  0037  C'mon hurry up
F1: 0038  Where's that?
F6: (Cough, points)
F1: 0039  (laugh) What are they doing next to each other?
0040  Up the, up the top
F1: 0041  I know which one goes to the blue hole (laughs).
0042  We're already finished the game.

F5 = Jonathan
F3 = Maria

T: 0001  Um, we want Maria and Jonathan
T: 0002  Oh, Jonathan where are you?
0003  Go up
0004  and stand next to the computer please.
F5: 0005  Three times we go on the computer together.
F3: 0006  Yeah.
F5: 0007  (Sigh) I'm really tired.
F3: 0008  (Laugh)
F5: 0008  Not this game again.
F3: 0009  Hey look.
F5: 0010  You don't do in the line now do ya?
0011  You do different lines.
0012  This one, yes!
F3: 0013  Which one is this?
0014  Oh, I'm pressing the wrong button. Hey!
F5: 0015  The green one.
0016  Do you
F3: 0017  You don't know what it is. (Laugh) No.
F5: 0018  You, you, you do the other one.
F3: 0019  No.
F5: 0020  I'm going to do this one.
F3: 0021  I want the green diamond. There, there. (Laugh)
F5: 0022  No
F3: 0023  You got three of the other
F5: 0024  Now its three times
0025  we been on the computer together.
F3: 0026  Whooo. I got green button.
F5: 0027  You first.
F3: 0028  Again?
F5: 0029  Yep. The one on, the one beside the dog.
F3: 0030  Hey!
F5: 0031  This one here.
F3: 0032  You always get that one.
F5: 0033  Be quiet.
0034  There. There, yeah.
F3: 0035 You always do that
F5: 0036 And that one goes there.
F3: 0037 No!
F5: 0038 Come on your turn.
F3: 0039 Oh, where?
F5: 0040 Um, beside the dog.
F3: 0041 That goes, yes.
F5: 0042 Now the
F3: 0043 There's that one.
F5: 0044 No I want this one.
  0045 You know these are the match aren't ya,
  0046 don't ya?
F5: 0047 Watch this.
F3: (Laughing)
Lesson 11  Colouring Stencil – Koala  
F2 = Lauren  
B = 3 Other Boys  
G = 2 Other Girls  

T:  0001 Right. Um, Jonathan’s table. Um (cough).  
    0002 This table  
    0003 Ben go  
    0004 and get the attribute box  
    0005 and bring em down here please.  
    0006 Now I want you to concentrate on this  
    0007 otherwise you are not going to get it done.  
B:  0008 Where?  
T:  0009 Those ones, Peter come  
    0010 and put them down here please.  
    0011 Bring em down here okay,  
    0012 who have I got here?  
B:  0013 Want some help?  
B:  0014 Yeah. Not heavy to me.  
B:  0015 Oh yeah.  
B:  0016 Isn’t that right?  
B:  0017 Yeah, well at least you got some help.  
T:  0018 Next time  
B:  0019 We’re late.  
T:  0020 The old birds probably right on the button again. Andrew, Jonathan,  
    Caley.  
    0021 Right, um Peter with Caley. Shh, quietly.  
G:  0022 Peter with  
T:  0023 Let Emily complete the puzzle.  
B:  0024 Oh look  
    (Lot’s of talking over each other)  
B:  (laughing).  
G:  0025 I wrote  
B:  0026 Go up  
G:  0027 I don’t know  
G:  0028 Ohh.  
T:  0029 Ah sorry.  
    0030 That is too much noise.  
B:  0031 Ah look what I found.  
T:  0032 Oh that’s a little bit different.  
B:  0033 She got me the  
T:  0034 I’ve got to get this done,  
    0035 no I can’t talk now,  
    0036 you’ll tell me later.  
B:  (Burp.)  
T:  0037 Um, David.  
B:  0038 I done a (laughing).
Okay Jacob you go and sit over there. In a sec Jacob, oh here it is you got to copy this okay? Make sure your name is on the back. Name is on the back. That last table. This last table, Jamie-Lee while you’re waiting, have you finished the other one? Go and do that then. Is that yours? Go and finish that please. Um, Joshua and Peter.

Here are, here are.

Debbie.

To your table.

Oh. (Lot’s of talking over each other)

Jeremy! Jeremy

You got

Ah people just change books down there I have

Ah, boys you are being, Andrew. Give me that

Woh.

I want that one

(Yawn.)

A new one.

Um boys.

That’s it copy the same as I’m doing.

Jonathan, is that all you’ve done in that time you’ve been here? Now do your work

I said you have to work properly otherwise you won’t get it done. In our class. Now finish your,

don’t you go to the games table.

Swapping around in a minute darling.

Michael.

You’re making me go out the lines.

I am not.

Yeah, and now I got to draw in there.

Look what you made me do?

Laughing. (Lot’s of talking over each other)

Oh.

Mitchell and Bradley if your sensible. Maria don’t worry what he is doing, do yours.

You’ve not even done much at all.
B: 0086 Mines
T: 0087 Try
   0088 and do it one way,
   0089 your pencils one way.
   0090 Outline it,
   0091 doing the outline takes longer
   0092 so colour in first
   0093 and then if you've got time
   0094 you do the outline.
   0095 Come on Jonathan.
   0096 You've got all those pencils out
   0097 you don't need them out at craft time.
   0098 No you go
   0099 and finish your.
G: 0100 Go and get
G: 0101 I got another one
B: 0102 That one.
T: 0103 There, there.
B: 0104 I knew that.
B: 0105 I got another one.
G: 0106 Mrs Kensington
B: 0107 Don't.
G: 0108 I know
G: 0109 Oh, get off me.
G: 0110 Mrs Kensington
B: 0111 Not me.
B: 0112 You don't have a bigger one.
T: 0113 C'mon guys
   0114 got to change tables soon.
B: 0115 Don't!
G: 0116 I'm telling on you
Lesson 12  

Shared Reading

F1 = Tanya
F2 = Lauren
F3 = Maria
F4 = Mitchell
F5 = Jonathan
F6 = Lewis
& rest of class

T: 0001 They can go round the other way.
   0002 Maria go round there
   0003 and tell them to come in.
   0004 Right, the name of this,
   0005 have a look at this picture first.
   0006 Have a look,
   0007 what do you think our story might be about?
B: 0008 How come Maria?
T: 0009 See if there's someone there.
   0010 What do you think our story might be about?
   0011 Look at the picture.
B: 0012 She's at the other door.
T: 0013 I've told her to come around. Rachael?
G: 0014 A frog.
T: 0015 A frog right, what else?
   0016 Okay more hands,
   0017 what about a frog.
   0018 We've got one thing,
   0019 there's something about a frog,
   0020 what do you think William?
B: 0021 Bubbles.
T: 0022 There's bubbles on it okay, Jonathan?
F5: 0023 The lady frog's got webbed feet.
T: 0024 The frog has webbed feet,
   0025 good boy. Why's that?
B: 0026 So it can climb.
T: 0027 Climb or what else can
B: 0028 Swim in the water
T: 0029 Swim, but don't call out Andrew
   0030 that's right.
   0031 For swimming
   0032 remember when we had the man here for the SnakeTales
   0033 he was telling us about the webbed feet
   0034 and how it makes the animals be able to swim a bit better
   0035 right.
B: 0035 Um, also it helps to keep them under the water.
T: 0036 Sorry.
B: 0037 Like a turtle under the water.
T: 0038 There?
B: 0039 Yeah, it’s under the water.
T: 0040 Could be, right we’ll see.
0041 Anything else? J
0042 Joshua? Don’t call out Willy.
0043 Can’t hear you.
B: 0044 Leaf.
B: 0045 No lily pad.
T: 0046 The leaf there or lily pad,
0047 let’s see what it is. Lewis?
B: 0048 Nest.
T: 0049 Sorry.
B: 0050 A nest.
T: 0051 A net?
B: 0052 A nest.
T: 0053 Okay well let’s see. Y
0054 Yeah Mr Leo’s room?
0055 How do you know it Joshua?
0056 You don’t, no.
0057 Perhaps one of the children in there would know Mr Leo’s room.
0058 So you might like to go
0059 and show her
0060 so you know where it is.
0061 Go round,
0062 tell the other teacher next door.
0063 Okay well let’s see what is in our story.
0064 The title, sitting down please,
0065 the title, the name of the story is Never Snap at a Bubble.
0066 Never snap at a bubble,
what do you think that might mean?
0067 Taylor? Taylor what do you think that might mean
0068 never snap at a bubble?
B: 0069 um, that means if you snap at a bubble you um,
T: 0070 Peter.
B: 0071 You might get something
T: 0072 Something might happen
0073 if you snap at the bubble.
0074 Okay well let’s see if you’re right.
0075 Leave a space there
0076 Ryan, what were you going to say love?
B: 0077 Snapping at a bubble means,
0078 don’t eat a bubble.
T: 0079 Don’t eat a bubble,
well let's see.
I wonder if he's that silly
to eat a bubble.
Okay the author is IvanWhiner
what does the author do, with the story?
What does the author do Peter?
Um.
What does the author do Cody?
Write.
Writes the story, good girl.
Then we have Carl Atkin McClain,
if the other person writes the story is the author,
what do you think this person might do? Tanya?
Um, he draws the pictures.
Yes the pictures she'll be the illustrator.
Andrew. Okay,
"Never snap at a bubble", said Mother frog.
And what's he doing in the picture?
Lauren? What's happening in this picture?
What's the little frog doing?
Trying to snap at the bubble
Trying to snap at the bubble isn't he?
he's got his finger there good girl.
Okay,
"Never snap at a bubble", said Father frog. Snap went baby frog and swallowed a bubble.
O oh, what was he told not to do? Jonathan?
Um, not to snap at a bubble.
Not to snap
and what did he do Stephanie?
He snapped.
And he has swallowed it.
Now Mummy and Daddy haven't said what would happen have they?
O oh.
Any one got any ideas might what might happen
if he swallowed the bubble?
He'll get sick maybe.
Lewis? Don't call out, sorry Lewis?
He might feel real bad.
He might get sick, Tanya what do you think?
Um, he might die.
He could die,
well perhaps he won't. Shadya?
Cough.
He might start coughing, Joshua?
B: 0122 Maybe if he might choke.
T: 0123 Choke, possibly. Kate?
G: 0124 Explode.
T: 0125 Sorry I can’t hear you darling.
G: 0126 Explode.
B: 0127 Explode you stupid.
T: 0128 Oow gee I didn’t think of that one perhaps. Andrew?
B: 0129 He might vomit.
T: 0130 Yeah.
B: 0131 Might have the hiccups.
B: 0132 He could
T: 0133 Perhaps.
B: 0134 He could vomit.
T: 0135 Veronica, Rachael will you take Veronica down to get a drink of water,
0136 She’s coughing all the time.
0137 Veronica go down with Rachael
0138 and get a drink of water.
0139 No don’t you start.
0140 Your going to help me do this story,
0141 hands down now.
Your tummy will stretch, said Mother frog. “Your tummy will stretch”, said Father frog.
0142 He’s still laughing isn’t he?
0143 Does he look upset
0144 that he snapped the bubble?
0145 Does he look sad and upset?
Ch: 0146 No.
B: 0147 He’s going to go bang.
T: 0148 How does he look Mitchell?
B: 0149 Um, happy.
T: 0150 He looks happy when he’s done the wrong thing.
0151 Maybe he doesn’t believe what Mummy and Daddy said.
B: 0152 I think he doesn’t listen.
T: 0153 Well
F5: 0154 I think he’s being naughty.
T: 0155 Oh, sounds like he’s got something in common with some of you guys.
G: 0156 Look at him (laughs)
T: 0157 What’s happening Jonathan?
B: 0158 His tummy’s stretched.
T: 0159 His tummy has stretched yes.
“Snap, snap”, went baby frog and swallowed two more bubbles.
0160 O oh, and you can see
0161 as Jonathan said,
look at his tummy.
It's starting to stretch,
what does stretch mean? Troy?
Um
What do you think, I
look at the tummy,
what does stretch mean?
That means his going to explode.
Could cause its getting
Fatter
Fatter, his tummy getting bigger
and stretching isn't it?
And coming out.
And, and then he will explode.
And we can only stretch so far can't we?
So, he's having a good time Jamie-Lee
and he's still snapping bubbles.
"You'll grow round as a balloon", said Mother frog.
"You'll grow round as a balloon", said Father frog.
But he's still snapping.
Stephanie is he still snapping here do you think?
(Nods yes)
Still. Is he still got a smile on his face Peter?
Mmm, no.
No he's not smiling
maybe he's starting to listen to what Mummy and Daddy
are saying
or watching how he's tummy's going.
O oh,
Snap, snap, snap, went baby frog and swallowed three
more

Bubbles.
Luke, does he look happy or sad here?
Hmm.
He's still happy
he thinks it's a game doesn't he?
Yeah.
Is he listening?
No, no.
Emily, to Mummy and Daddy?
Is he listening?
No he's not listening to Mummy and Daddy.
O gee whiz!
I think,
I don't think
I will do that.
Well I hope you wouldn't do it Jonathan
if Mummy and Daddy have told you not to
but sometimes we do things we're not supposed to do.

He's getting fat.

"You'll float away", said Mother frog. "You float away", said Father frog.

So they're still warning him what could happen.
Watch that.

Feeling better?

(Nods yes)

Good girl. Okay he swallowed some more bubbles
Veronica and Rachael.

Move over, Rachael j
just sit here were you were.

He swallowed some more bubbles
while you were gone
and Mummy and Daddy are warning him
and he's still not listening.

Tanya what do you thinks going to happen now?

Going to explode.

He's going to explode.
Michael you're covering
so you can't see him explode?

No they don't.

No, ooh.

Remember what this word is now?

Snap, snap, snap, snap, went baby frog.

Ah he doesn't listen does he?

He's naughty, naughty.

Have a look at the picture.

O Oh.

Veronica, what's his tummy like now.

He will have stomach ache.

He's got a stomach ache.

I think if my stomach got,
It's almost that big,
I would have a stomach ache too.

I think he's going to explode.

Put your hand up
if you think he's going to explode.
Put your hands down.
Put your hand up
if you think something different might happen
he's not going to explode
but something else might happen.

What do you think Troy?
B: 0242 I think he might blow up, up again.
T: 0243 Oh you like up in the air like a balloon,
0244 float away.
0245 Okay, well Mummy did warn him
0246 he'd float away didn't she?
B: 0247 She said he'd blow up like a balloon.
T: 0248 Yes, blow up.
0249 Okay what do you think Ryan?
B: 0250 Maybe he'll get pregnant.
T: 0251 Well I don't think he'll get pregnant from popping bubbles
0252 but his stomach looks like he could be pregnant doesn't he?
Ch: (Laughs)
T: 0253 He does have a big tummy like some pregnant ladies get.
0254 O oh, what happened?
Ch: Snap, snap, snap, snap
T: Went baby frog. And....
Ch: Floated away.
T: 0255 Good boy Troy that's what you said was going to happen.
0256 Put your hand up if you like that story.
0257 Yes I like that story too.
0258 Oh, Joshua, are you really coughing
0259 or are you putting it on?
0260 Cause you weren't coughing before hand.
0261 Do you want to go down and get a drink?
0262 Go round that way and um,
0263 no Joshua, you go down with him please.
0264 Come round here
0265 don't go through that door
0266 come out that door
0267 and come back that way please.
0268 Don't run just walk.
0269 Okay, put you hand up
0270 if you can tell me
0271 what Mummy and Daddy said to him
0272 when he first went to snap a balloon, a bubble.
F1: 0273 No a balloon.
T: 0274 A bubble, he ended up being like a balloon didn't he?
B: 0275 Yes.
T: 0276 Serinda.
G: 0277 Don't snap,
0278 don't snap bubbles.
T: 0279 Don't snap bubbles.
0280 And what's one of the things they said could happen
0281 if he snapped Taylor?
B: 0282 Um, um, he will,
0283 um, he will,
0284 um, um go up and a hot air balloon.
T: 0285 Who said hot air balloon?
B: 0286 It was that balloon.
T: 0287 That gave a ,
0288 yes you could get as big as a balloon was it?
B: 0289 A hot air balloon.
T: 0290 Did she say hot air balloon in the story?
Ch: 0291 No.
B: 0292 The balloon.
T: 0293 Well let's see.
F5: 0294 Its a balloon.
T: 0295 We've got a couple of people saying that,
0296 and what was the first thing they said.
0297 What would happen
0298 if he snapped a balloon
0299 what was the first thing?
B: 0300 It's a bubble.
T: 0301 William?
B: 0302 He'll float away bubble.
T: 0303 No that wasn't the first thing,
0304 what was the first thing that she said might happen Peter?
B: 0305 Um, float away.
T: 0306 No.
B: 0307 Could blow up
T: 0308 What would happen to his tummy Jonathan?
F5: 0309 Get fatter.
T: 0310 No, what was the word Mummy used? Veronica?
G: 0311 Fat
T: 0312 No, Kate?
G: 0313 Get bigger.
T: 0314 Yeah how would it get bigger?
0315 What was the word Mummy used?
0316 She didn't say get bigger it would? Sss
B: 0317 Sss grow.
B: 0318 Stretch.
T: 0319 Stretch, good boy. Right it would stretch.
0320 Mummy and Daddy both told him that
0321 and we saw the tummy get a little bit bigger
0322 and when he snapped two more bubbles
0323 his Mummy said it would grow as round as a?
Ch: 0324 Balloon.
T: 0325 Balloon, so that's where the balloon came into it.
0326 So far there's,
0327 and the last thing if he snapped bubbles he would?
B: 0328 Float up like a balloon.
T: 0329 Float away like a balloon
    0330 and what happened Lauren?
F2: 0331 Snapped lots of bubbles.
T: 0332 He snapped lots of bubbles
    0333 and Maria, what happened when he snapped all these
    0334 bubbles and his tummy stretched?
    0335 What happened to him in the end?
F3: 0336 He’s going,
    0337 he’s going to fall off.
T: 0338 Not fall off.
    0339 He was going to?
B: 0340 Go up.
B: 0341 No float
F3: 0342 Fly
T: 0343 Float
Ch: 0344 Float.
T: 0345 Float,
    0346 fly like he was sort of flying wouldn’t he?
    0347 But he was going to go like a balloon up into the sky.
    0348 Oh well. That was a really good story.
Teachers strike, all rest of KE & KC watch Humphrey in background.

T: 0001 Copy this guys,  
    0002 the same as I did.  
G: 0003 Can't see with yellow.  
T: 0004 Hands down no dobbing.  
B: 0005 I think you should dob on her.  
    0006 Wouldn't that be funny Tanya?  
    0007 Doesn't matter what colour you do um.  
    0008 It doesn't matter.  
T: 0009 Anyone in KE?  
    0010 There are eight people who haven't  
B: 0011 No.  
B: 0012 And I need that blue.  
    0013 Look at the sun in that.  
T: 0014 Mr Harro I can hear your voice.  
G: 0015 Blue.  
T: 0016 Um, I don't want to put anyone under the  
B: (Cough)  
T: 0017 You have the choice  
    0018 silence in the back  
    0019 or stand by the chalk board.  
    0020 I know what I'd prefer.  
    0021 Hand down John.  
    0022 Stand on my left.  
T: 0023 Dobbers will go under the chalk board too.  
    0024 Watch the TV.  
B: 0025 (Cough) Oh great. I won't be needing  
    0026 I'll be needing ah  
T: 0027 There's the TV.  
B: 0028 Rachael could I borrow the light green?  
    0029 Can I have the light green?  
    0030 Thank, you I will.  
T: 0031 First time we've done those zig zags isn't it?  
B: 0032 With the book.  
T: 0033 Phillip do the pattern first  
    0034 and then the plain colouring in last okay?  
    0035 Get the pattern stuff done first.  
G: 0036 No red pattern.
T: 0037 Oh, Emily. Put the computer on
0038 cause Lily doesn't work with the computer off.
0039 Okay stay in those lines,
0040 put a can on the line.
0041 There's zig zags in this in the green one.
0042 How many colours am I using?
0043 Look at mine.
0044 Bit hard to tell from here isn't it?
0045 Not too good a choice of colours was it?
0046 I've got.
B: 0047 It's round.
T: 0048 Wiggly one in the red
0049 and then the bag in the brown
0050 but you can't tell that from here
0051 cause I can't either.
0052 Where's your glasses?
F2: 0053 Um, there still in my bag.
T: 0054 They're not very good in your bag are they?
G: 0055 No.
T: 0056 Go get your glasses.
F1: 0057 She forgets her glasses
F1: 0058 Rachel. you don't have to get up
T: 0059 Very quiet today.
0060 That's rare.
0061 What's the matter?
0062 Cross your legs mate.
B: 0063 No.
T: 0064 Right Nathan chalk board.
G: 0065 Don't take any of these
0066 I'm using them.
0067 Ask Rachael for a light green.
F1: 0068 Don't want,
0069 don't want the light green.
0070 I want purple.
T: 0071 Alan.
B: 0072 Light green and dark green,
0073 I like green okay.
B: 0074 Rachael.
G: 0075 Rachael, I'm to ... um.
0076 When you,
0077 yeah that's me.
T: 0078 Jackie, come here pumpkin.
B: 0079 Oh great.
T: 0080 Um, Stephanie if you come back
0081 and we're not here,
0082 oh well I'll be here,
but um come up here
cause I'll be here anyway.
I could never stop work
Now your spoiling it.
I saw a .
swallowing it.
Swallowing it,
swallowing it.
Luke where are you?
You can come
Who has one yellow?
Who has only one yellow?
We got only two yellow.
Joshua.
Not lellow,
it's yellow.
We need yellow,
we got one yellow.
No, you can keep
I got one even though Lewis is not here.
No one got three.
Teacher
Nah, three.
What?
Nah, we only got about two yellows.
Look at that.
Look here you go.
Here's the two green.
You can sit there
and finish that work please.
(Boy drops pencil tin. Girls laugh.)
Got three reds.
I only got one red.
There you go,
got one.
Yeah, thanks. Guess what.
Renae had four reds.
You allowed,
you have these.
They had four reds.
We only had one.
Nah, I gave one to you.
Next page is a house
that were going to be doing.
You know that?
You and Tom are being a bit silly there.
Josh move that baby
Move further down right next to Jason,
actually I'm sure I put you in front of Jason originally
so go back. Brendon.
And I need a colour.
Something's stuck here.
Something stuck
and I need to colour it in.
See I have to colour that in
and it's stuck.
Oh, I'm embarrassed.
Dance Macarena in Background.

G: 0001 Do you like this page?
G: (Nods no)
G: 0002 What?
B: 0003 This is number nine.
G: 0004 Show me what page.
  0005 Don't know.
B: 0006 This one is ten.
B: 0007 No it's not.
B: 0008 Yes it is.
  0009 See it's one, two, three, four, five, six, seven,
F3: 0010 Eight.
B: 0011 Eight. One and
B: 0012 Ten
B: 0013 One and ten makes twelve, one and
G: 0014 I finished it.
B: 0015 Someone's at the door.
B: 0016 What?
B: 0017 Pick up the egg, one four,
  0018 pick up the
G: 0019 Hello.
G: 0020 Oh and I like this.
  0021 Do we?
F3: 0022 Amy's bed.
G: 0023 Amy's bed.
B: 0024 Ow what?
G: 0025 Teddy bear. Five teddy bears, six teddy bears. Seven teddy
  bears, eight teddy bears, nine teddy bears.
B: 0026 Nah ten, nine and is ten.
G: 0027 One, two
G: 0028 I know what one.
  0029 There's eleven teddy bears.
B: 0030 Our dog's always barking.
G: 0031 Hey that's mine.
  0032 I haven't finished yet.
G: 0033 I want this one.
  0034 This not that book
  0035 look.
B: 0036 Him won't do it.
G: 0037 I want that one.
0038 I counted them all. No.
B: 0039 This has got monkey that playground,
0040 it's got a monkey
G: 0041 Nine, ten monkeys.
G: 0042 And the fat one.
0043 Five teddy bears, two teddy bears, three teddy bears, four teddy
G: 0044 Five.
G: 0045 Five teddy bear, six teddy bear, (cough), eight teddy bears, nine teddy bears, ten teddy bears.
B: 0046 Look,
0047 look.
G: 0048 I read oh these ones.
B: 0049 Broken.
G: 0050 A book with Sharon.
0051 I want apple pie.
0052 Cause I like pie
G: 0053 Well get one.
G: 0054 I'll have one mmm.
G: 0055 That ones yours.
B: 0056 Television.
B: 0057 I'm reading about sea urchins.
B: 0058 The mountain.
B: 0059 I've got it.
B: 0060 The urchin
B: 0061 Hey, I got that
B: 0062 Put it down.
G: 0063 Can I have that one?
F3: 0064 No I haven't finished yet
B: 0065 Under, under.
B: 0066 Don't Brittany, Brittany. Brittany, Brittany
0067 put it under.
G: 0068 Look.
B: 0069 Doughnut, doughnut.
G: 0070 I got
F3: 0071 I know
0072 I saw that doughnut.
F5: 0073 Look at this (playing with tractor)
F3: 0074 Oh yeah man.
F5: 0075 This one has monkeys with clothes on
G: 0076 I know what that is reindeer.
G: 0077 Ballerina, door.
0078 The, the I got a
B: 0079 No, no you put six.
F5: 0081 Six teddy bears, seven teddy bears, eight teddy bears, nine teddy bears, ten teddy bears
F3: 0082 One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen.
F5: 0083 One, two, three, four, five, six, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, sixteen, seventeen, eighteen, nineteen.
G: 0084 Where is
B: 0085 Big fork.
G: 0086 A apple, apple, ant.
B: 0087 I got
G: 0088 Ambulance, apples, a
F5: 0089 Look,
0090 look (laughs)
G: 0091 I got hmm
0092 I want
B: 0093 Get in
B: 0094 Arhnh!
G: 0095 Fish, a fire. (Cough) Get one,
0096 he can get one.
B: 0097 I need to pull this up.
G: 0098 No, we're not doing that
0099 We're having
B: 0100 Stop
G: 0101 I don't know what that is.
G: 0102 Ship
G: 0103 Ship.
B: 0104 Oh, Hatty the hen, hen, hen.
G: 0105 Oh, oh!
B: 0106 Queen.
G: 0107 All a
B: 0108 Queen says
G: 0109 Hey what's that one?
G: 0110 Twenty. There you go Brittany.
B: 0111 This book's for us to read.
G: 0112 You don't take all of them.
G: 0113 I need a book.
B: 0114 There you are,
0115 there you are Maria.
0116 Here's a book.
G: 0117 I wonder what this is called.
G: 0118 It's called Basketball.
G: 0119 It won't.
G: 0120 Everybody reading
G: 0121 Found it
B: 0122 Here Brittany there.
G: 0123 That's not mine.
B: 0124 Will you get one?
   0125 For us will you get one? Me
G: 0126 Look what we found
B: 0127 Just put it in here
   0128 that means,
   0129 don't
G: 0130 I'll leave it in there.
G: 0131 Just have a look at this.
G: 0132 No one.
G: 0133 Look they're in cossies.
G: 0134 One, two
G: 0135 Look at them,
   0136 they're in cossies.
G: 0137 Three.
G: 0138 Look at them
G: 0139 Four.
B: 0140 Show me,
   0141 show me.
   0142 Show me (laughs)
F3: 0143 Five, six, seven, eight, nine, ten, eleven, twelve, thirteen
B: 0144 No, I like this one.
B: 0145 Pass the books around.
F3: 0146 Fourteen.
B: 0147 Pass the books around
   0148 you taking
B: 0149 They should go around
F3: 0150 Fifteen, sixteen, seventeen, eighteen, nineteen, twenty.
G: 0151 Hey why drawing them out.
G: 0152 Mmm, mmm look,
   0153 look Brittany, Brittany.
G: 0154 I read that first
B: 0155 Can ya?
   0156 Can ya read that?
   0157 What does it say?
G: 0158 That one
B: 0159 The numbers.
This is my pancake.

Oh, that's a little,

that's a little tiny one.

I know it is.

I, I, I put on my

Mitchell is here.

Mitchell is here.

Mitchell is here.

Thank you.

Here is Mitch.

Here make a ball.

Let's make,

make something.

I'm making a pizza.

Do you like my big cookie?

What's on it?

Do you like,

do you like my big small cookie?

It's naked.

Freezing cold.

Is it naked?

Put chocolate chips on it.

Put chocolate chips on it.

Put chocolate

Nobody knows what I'm making.

Nobody knows what I'm making either.

No one knows what I'm making.

I think your mixing mud pie.

No.

Well I'm making

A doughnut, a cup.

No, no.

Doughnut?

Nah. Look,

something what your drink out of.

Um, in a cup. Yep.

Nup.

She said a cup.
B: 0039 No it, it smells like
G: 0040 Perfume.
B: 0041 Nah, it's, it's what Mummies drink
     0042 and it's really hot and
F5: 0043 Coffee
G: 0044 Coffee
B: 0045 Yep. And put in the tea and the coffee.
G: 0046 First we need to make something for it.
     0047 Who wants me?
     0048 I can make anything.
B: 0049 To make a dog or a giraffe.
B: 0050 I want you to make um,
     0051 I want you to make a car.
G: 0052 Car, I can't make a car.
B: 0053 Can you make a dog or a elephant?
G: 0054 A elephant.
B: 0055 Make a elephant.
G: 0056 Okay.
F5: 0057 That's not an elephant.
G: 0058 That's not a elephant.
B: 0059 I make it like this
F5: 0060 It's a sausage.
     0061 That's a sausage
G: 0062 What is it?
B: 0063 An elephant.
F5: 0064 No, no sausage.
B: 0065 The thing what goes
G: 0066 Stephanie, it's a sausage.
B: 0067 And, and it's a sausage.
G: 0068 Nah
G: 0069 A sausage.
B: 0070 Lives in the grass
     0071 and goes
F5: 0072 Grasshopper.
G: 0073 A grasshopper.
G: 0074 Yep, and it was green
     0075 so he was right.
B: 0076 And what is this.
B: 0077 What goes.
F5: 0078 Snake.
G: 0079 Snake.
G: 0080 Nah.
B: 0081 Um, um, um, um a bird, a bird.
G: 0082 No.
B: 0083 Um.
G: 0084 A burglar?
G: 0085  Nah.
G: 0086  A caterpillar?
B: 0087  A Cookoo?
B: 0088  No Stephanie wasn't right.
G: 0089  Stephanie was right
G: 0090  cause she, she said
G: 0091  it's a caterpillar.
G: 0092  I got it right
B: 0093  Hey!
B: 0094  What is this?
B: 0095  It looks like a little thing
B: 0096  what a butterfly goes
B: 0097  A cock, a capsi, a cooky, a captilin
G: 0098  Nah.
B: 0099  A birds nest.
B: 0100  Nah.
G: 0101  What, were no were, a, a um, what is it again? Um,
B: 0102  Cocoon.
G: 0103  Yep, that's
B: 0104  What's inside of it?
G: 0105  Caterpillar. A caterpillar.
B: 0106  And what does it turn into?
G: 0107  A butterfly.
B: 0108  Butterfly.
B: 0109  And what, and what does the Mum eat?
B: 0110  Rabbit and turtle.
G: 0111  Lizard.
G: 0112  Bird.
B: 0113  No.
G: 0114  A caterpillar?
B: 0115  Guess what this is?
B: 0116  Yep. That's what the Mum
B: 0117  And what is this?
G: 0118  A bridge.
G: 0119  A bridge?
B: 0120  No, no.
G: 0121  A hill?
B: 0122  Again, and, and what is this?
G: 0123  A circle.
B: 0124  Nah.
G: 0125  A ball.
B: 0126  A, a mountain.
G: 0127  It has,
G: 0128  it has spikes on it's back.
B: 0129  What's this?
B: 0130  Um, um, um a echidna?
B: 0131 What's this?
B: 0132 What is has um, spikes on it.
B: 0133 A echidna.
B: 0134 Yep.
B: 0135 I got it right.
B: 0136 No, no.
B: 0137 A echidna.
B: 0138 No Andrew.
B: 0139 What is this? What is this?
G: 0140 What's this
G: 0141 and it says sssssss
F5: 0142 Snake.
G: 0143 Yep.
B: 0144 No it goes
B: 0145 I got it right,
B: 0146 I got it right,
B: 0147 I got it right,
B: 0148 I said it first.
G: 0149 What is this?
B: 0150 A baby snake.
B: 0151 A ball.
B: 0152 Um, um,
G: 0153 A mat.
B: 0154 Playdough.
G: 0155 Playdough.
B: 0156 No what is it?
B: 0157 It looks like a elephant monster.
T: 0158 That is supposed to be there.
T: 0159 Do what you should be doing
T: 0160 instead of fooling out the whole time.
T: 0161 You're not doing anything
T: 0162 You're just fooling about.
T: 0163 C'mon
T: 0164 make something.
B: 0165 Look what I made.
B: 0166 A ship.
B: 0167 I want to make a speeding boat.
F5: 0168 I'm making a speeding ship.
G: 0169 What's this where a person goes under
G: 0170 and it sits on something?
B: 0171 A seat.
G: 0172 No. And it looks like a chimney.
B: 0173 A house.
G: 0174 What's this?
B: 0175 A, a, um, a
G: 0176 Yep. What's this?
B: 0177 Are you,
    0178 are you,
    0179 are you, a
G: 0180 A ring.
B: 0181 A ring.
G: 0182 Stephanie got it right.
    0183 What's this?
B: 0184 A sh, a, a
G: 0185 A camera
B: 0186 It looks like it is,
    0187 and it, and it, and it, and you have to look through it in the nude.
B: 0188 A cir, a circle like a moon. A circle moon. A hole?
G: 0189 Camera.
B: 0190 A hole?
G: 0191 No. I know what it is.
    0192 It's a funny thing
    0193 what you see through it in the nude or something.
F5: 0194 A a, a telescope.
G: 0195 Yep.
B: 0196 Okay what's
B: 0197 What's this?
G: 0198 A aeroplane.
B: 0199 What's this?
B: 0200 Come here
G: 0201 A birds nest.
B: 0202 It doesn't look like a birds nest.
B: 0203 It is.
B: 0204 I'm going to make a birds nest I
G: 0205 I can
B: 0206 Guess mine.
    0207 You have to guess mine.
G: 0208 Um
B: 0209 It's something
    0210 that's got wings and a
G: 0211 A bird.
B: 0212 No.
B: 0213 This is hollow.
G: 0214 A bird. Not a cage
B: 0215 It's a cage
    0216 where it lives
    0217 it's a animal
G: 0218 No and it, and
B: 0219 What's this?
B: 0220 Looks like what it puts um, in things. And , and
G: 0221 No
B: 0222 I'm not finished yet.
G: 0223 Is it a birds nest?
B: 0224 No.
B: 0225 Hey don't punch it.
B: 0226 It was a aeroplane toy
B: 0227 it will break.
B: 0228 It was a aeroplane toy.
B: 0229 What's this?
B: 0230 This is a aeroplane.
B: 0231 Um, um, um, um a birds nest.
G: 0232 You think that was an aeroplane.
B: 0233 Don't.
G: 0234 No, um, um
G: 0235 Nest.
B: 0236 Nest.
G: 0237 A nest.
G: 0238 We were both right
G: 0239 weren't we Kobi.
B: 0240 No, no. And what's this?
B: 0241 You put eggs and,
B: 0242 and you put it on
G: 0243 The birds nest.
B: 0244 And you put it on, on, on.
B: 0245 I made a hollow
B: 0246 Hooks on.
F3: 0247 I know what it is.
B: 0248 What?
G: 0249 A, a egg. A birds nest?
B: 0250 No. Cause look at it on the handle.
T: 0251 Maria what are you making?
F3: 0252 Ah, some Easter eggs.
T: 0253 Easter eggs. We've had Easter,
T: 0254 you like Easter eggs.
T: 0255 What are you making?
T: 0256 You don't know what you're making Troy?
B: 0257 Um, a pan.
T: 0258 A what?
B: 0259 A pan.
T: 0260 A pan what to cook in.
T: 0261 What are you making Andrew?
B: 0262 A cave with a bear in it.
T: 0263 A what?
B: 0264 A cave.
T: 0265 A cave with a bear.
B: 0266 So's Jonathan.
T: 0267 And Jonathan is too is he?
0268  What are you making Stephanie?
G:  0269  Um, some worms.
T:  0270  Well make some worms
     0271  You're sitting them flat. Good girl.
B:  0272  Making you a bear, a head.
G:  0273  I said once.
B:  0274  I can make the worms.
     0275  I can make some, some.
     0276  I can make some worms.
G:  0277  Get me one little pea
     0278  and then go,
     0279  and, and it looks like,
     0280  okay what has a shell?
     0281  A snail. Why didn't you guess it.
B:  0282  What can guess?
     0283  Somebody has to guess
     0284  what this is.
F5:  0285  A seat.
B:  0286  No.
B:  0287  A person.
G:  0288  A teapot.
F5:  0289  Easter eggs.
B:  0290  Boobies.
G:  0291  It's not some Easter eggs.
F5:  0292  Boobies
G:  0293  No.
G:  0294  Snake.
G:  0295  Yep. Snake it's a snake
     0296  and it looks like
G:  0297  You can't know
     0298  what I'm making
B:  0299  No, no, no, no ahh.
B:  0300  Is,
     0301  is this
     0302  is a guessing game.
G:  0303  It's a Easter egg.
B:  0304  Some, some worms. Some caterpillar
G:  0305  Nah.
B:  0306  Some big
G:  0307  No there not worms.
     0308  It starts with
B:  0309  Look.
     0310  Everybody look at it.
F5:  0311  Poo, poo.
G:  0312  See what it is
B:  0313  Easter eggs.
G:       0314     Yep.
B:       0315     Poo.
G:       0316     No. Troy, you have to figure out what it is.
B:       0317     This is a guessing game.
B:       0318     Hold it.
B:       0319     Snake.
G:       0320     Stephanie.
G:       0321     Yep snake.
B:       0322     What is this?
Lesson 16  Swell “p”  

F1 = Tanya  
F2 = Lauren  
F4 = Maria  
F5 = Mitchell  
F6 = Jonathan  
F7 = Lewis  
& rest of Swell class  

T: 0001  There was somebody there  
0002  I thought I heard footsteps.  
B: 0003  Cause um I  
T: 0004  That’s okay  
0005  I just thought I heard foot steps  
0006  and there was nobody at the door.  
0007  Okay, put you hand up  
0008  to tell me  
0009  what was the sound we did the other day.  
0010  Peter?  
B: 0011  P  
T: 0012  P  
Ch: 0013  P  
T: 0014  Could you tell me,  
0015  put your hand up  
0016  and tell me something that begins with this sound.  
0017  Ah, Jessica?  
G: 0018  Mmm, dog.  
T: 0019  No, P not D.  
0020  William Wells?  
B: 0021  Pig.  
T: 0022  Taylor?  
B: 0023  Paint  
T: 0024  Paint.  
0025  Lauren?  
F2: 0026  Pie.  
T: 0027  Pie.  
0028  Lewis?  
F7: 0029  Playschool.  
T: 0030  Playschool, good boy.  
0031  Maria?  
F4: 0032  Um, pineapple.  
T: 0033  Good girl.  
0034  Brendan?  
B: 0035  Aeroplane.  

271
T: 0036 Not aeroplane.
B: 0037 Plane.
T: 0038 What part of the word?
B: 0039 Plane.
T: 0040 Plane good boy.
    0041 Mitchell?
F5: 0042 Playschool.
T: 0043 We've just had playschool,
    0044 think of another one.
F5: 0045 Um, pie.
T: 0046 Had that one,
    0047 think of another one.
F5: 0048 Um
T: 0049 Come on
    0050 you can think of another one Mitch.
    0051 I'll let you think
    0052 and I'll come back to you.
    0053 Emily?
G: 0054 Pumpkin.
T: 0055 Pumpkin good girl.
    0056 Alan?
B: 0057 Panda.
T: 0058 Panda.
    0059 Lauren?
F2: 0060 Pea.
T: 0061 Peas.
    0062 Josh?
B: 0063 Pizza.
T: 0064 Pizza.
B: 0065 B, Beans
T: 0066 No we're doing P.
    0067 Nikki?
G: 0068 Pancake.
T: 0069 Pancake, ooow
    0070 I like pancakes.
    0071 You thought of another one Mitch?
F5: 0072 Pea.
T: 0073 Pea we've had that one too.
    0074 What's the other thing
    0075 we eat peas and pumpkin with?
    0076 And it's white,
    0077 we make chips with it,
    0078 what's that word?
F5: 0079 Um
T: 0080 Chips and mashed,
    0081 and we have them baked.
What's that vegetable?
Starts with P.

Um, um.

Mashed

Peas.

No, I suppose we have mashed peas
if you put your fork down
and go puk, puk, puk
squash em all up.

(Laugh)

I know

Do you do that?

No.

No, good they all go yucky then don't they?

But what do eat your peas with
and your meat with at home.

Um

Mummy mashes it sometimes,
or she might bake it
or make chips out of it.

What does Mummy make chips out of?

Um.

Potatoes.

Ah not you,

Mitchell?

Potatoes.

Potatoes yes.

Okay well you answered that one really well.

What's the girl's name in our book
that starts with P.

Shadya?

Liz.

No, Liz doesn't start with P.

Cameron?

Penny.

Penny.

I'm going to have you read that book with me,
all together cause then were going to start a new book.
Okay what's this one?

Penny and her bike.

Good because her isn't an easy word is it?
Penny and her bike.

Now I'll read the top bit
and you have to read the bottom bit.
Yes Joshua,
would you like to move right down here between Lauren and
Kathryn for me please.

You're very clever with this book,
this book isn't a very easy book
for the sound you've done.
Okay the top part says,
Penny is Liz's best friend. It is Penny's birthday and Liz takes Mark to visit. Liz introduces Mark to Penny and she says,
all the girls read this.

Penny and
No look at the word
starts with a

here is Mark.

Um, Joshua you are to look at the words
even though it's the girls reading it.
Here is Mark,
he is a very hard word.
Okay,

Mark shows Penny his dog Sam,
boys you're reading this one,
watching where my finger is.

Mark can pat Sam. Can Penny pat Sam?
Penny shows Mark and Liz her birthday present,
girls.

Here is her bike. I like the bike.
Penny takes them out side where she can hide her bike.
Tanya, you read this bit for me,
that first line.

Here
Look at the letter.

Liz can see Penny.

Good girl.
Ah, Lauren you read this line here.
She said, "Liz can see Penny."

On.

On.

Her bike.

Her bike.
Good girl
Lewis, what's this last line?

Penny is hiding.

Good.
What clever people,
at on the shoulder.
This is the book your going to be taking home for homework this week,
but we have a new book
and there's some new words
you haven't done yet.
You'll know this one,
what's this word?

Ch: Pam goes for a
T: 0163 Now what do you do on your bike?
Ch: Ride.
T: 0164 Ride.
0165 Sam
Ch: 0166 Goes for a ride.
T: 0167 Who's in the picture?
0168 Maria?
F4: 0169 Um.
T: 0170 Who do you think that might be?
0171 Remember the people we've done in our story.
0172 Jessica?
G: 0173 Penny.
T: 0174 Penny is the girl,
0175 who do you think the boy might be Maria?
0176 Who has the dog Sam?
F4: 0177 Mark.
T: 0178 Mark. So we have Mark and Penny
0179 and the book says,
Sam goes for ride.
0180 Well we've got,
0181 who's,
0182 who's right here along beside them Alan?
0183 Who's that?

B: 0184 Penny.
T: 0185 Sam.
0186 Don't call out answers.
Penny and Mark decide to go for a ride on their bike and
Mark says "goodbye" to Sam.
0187 Actually you can read this part,
0188 see if you can have a go together.

Ch: Mark can pat Sam.
T: 0189 Excellent. What's this bit?
Ch: Sam is happy.
T: 0190 Oh look, you read that first page by yourselves
0191 You're fantastic.
Mark and Penny get on their bikes and get ready to go,
0192 Let's try this
0193 what we can see.

Ch: Mark is on the bike.
T: 0194 Oh try this one.
Ch: 0195 Penny is on the bike.
T: 0196 You are too clever.
0197 I thought this was going to be a hard book
and you've just read two pages to me.
B: (Giggling)
T: 0198 Now that's good
0199 because you learnt these words in the other book
0200 and now you know them
0201 when you come to a new book,
0202 shows you how clever you're getting.
The children don't take Sam, poor Sam where is he?
Ch: 0203 Sam is
T: 0204 Look at the
G: 0205 Sad.
T: 0206 Sad good girl.
0207 Come on
0208 read this bit
0209 you know this word.
Ch: 0210 Sad Sam
T: 0211 This word we haven't had
0212 but you know the sounds
0213 see if you can put the sounds together.
0214 Put your hand up
0215 if you think you know what this word might be.
0216 Get it into your head,
0217 if you think you know what this word might be
0218 put you hand up.
0219 Have a look,
0220 we've got T, A
B: 0221 P.
T: 0222 Now put your hand up
0223 if you can put the sound together.
0224 Let's read on.
B: 0225 T A P.
T: 0226 Forget this word
0227 and read here
0228 lets look at it.
Ch: Sad Sam the
T: 0229 Wonder what that is
0230 you haven't had this word
G: 0231 Door.
Ch: 0232 Door.
T: 0233 Can Sam something the door.
0234 What?
0235 do you want to have a go?
B: 0236 Yes
T: 0237 What do you think it is?
B: 0238 Open.
T: 0239 No, it’s starts with a T.
0240 Jayden?
B: 0241 T 0.
T: 0242 Sorry. I can’t,
0243 I can’t here you sorry
0244 Jayden.
B: 0245 The door is closed.
T: 0246 The door is closed.
0247 yes but we’re looking at this word with the T, the A and the
0248 P.
0249 Ah Andrew,
B: 0250 what do you think it might be?
T: 0251 What’s the last sound,
0252 no what’s the last sound.
0253 What’s the sound for P?
0254 What’s this sound here
0255 that we were doing this week Andy?
0256 I’m sure I heard you say the word before.
B: 0257 Sam.
T: 0258 No this word here,
0259 can Sam,
0260 sound out the word.
B: 0261 T A
T: 0262 What do you think that word might be?
B: 0263 Pat, pat.
T: 0264 Pat backwards!
0265 Pat is P A T
0266 this is T A P.
0267 You’re on the right track
0268 but start at this sound.
0269 Look you’re saying,
0270 look you’re saying P A T for pat aren’t you?
0271 We turn it around
0272 It’s T A P.
G: 0273 Tap.
T: 0274 Give her a clap,
0275 good girl Taylor.
Ch: (clapping)
T: 0276 Tap,
Can Sam tap the door.
0277 You read it again this page with me.
Ch: Sam is sad. Can Sam tap the door?
T: 0278 So can he tap it
in other words can he tap it and get it open?
0280 Remember there's a questions mark
0281 so were asking a question.

**Mark calls Sam to go with them.**
0282 Oh well that was good
0283 Mark does call him,
0284 and they ride down the street with Sam,
0285 on your bottom Mitch
0286 and look.
0287 Okay now this is this hardest word here
0288 can anyone remember it?
0289 This is one you're just going to have to learn.

**Here is Sam.**

Ch:
T: 0296 Here
Ch: 0299 Is Sam.
T: 0292 What's this word?
Ch: **Penny can pat Sam.**

T: 0293 Oh goodness me.
0294 Lauren darling can you swap places with Mitchell
0295 and Mitchell you come
0296 and sit right here
0297 you can see a bit better then.
0298 Good girl Lauren.

**Mark and Penny are using a map to get to Liz's house.**

B: 0299 Don't Josh.
T: 0300 Now who,
0301 put your hand up
0302 if you think you might know
0303 what that word is again.
0304 Very hard word
0305 but we're saying it a couple of times,
0306 what do you think Sarinda?

G: 0307 That's her
T: 0308 No starts with a H, Emily?
G: **Here.**
T: 0309 Here oh good girl.
0310 Okay, let's read it together.

Ch: **Here is.**

B: 0311 Pen.
T: 0312 No, you know this word.
B: 0313 The.
Ch: **The.**
T: 0314 Now you can sound this out
0315 remember tap was T A P tap.
G: 0315 Map.
F1: **Map.**
T: 0317 Thank you Tanya, 0318 map good girl. M A P. 0319 Everyone go 0320 Ch: M A P, map. 0321 T: Okay we'll read this one again 0322 Lauren don't. 0323 Ch: Here is the map. Penny 0324 T: No 0325 here is the map Penny. 0326 Okay it's all together 0327 we don't say Penny separately. 0328 So he's giving her the map 0329 and he's saying 0330 "here is the map," 0331 0332 Daniel leave it alone. 0333 Here is the map Penny. 0334 If I gave it to Tanya, 0335 here is the map, 0336 oh here is the book Tanya. 0337 Okay so Penny is said with the rest of it 0338 so we'll read it again. 0339 Here is the map Penny. The map 0340 Ch: Good boy Andrew. 0341 T: Look at the picture. 0342 Ch: Someone said it. 0343 B: Map. 0344 G: Mat. 0345 T: No look at this one here 0346 what is this a picture of? 0347 B: Basket. 0348 T: Oh good boy basket. 0349 So lets read that sentence again 0350 that's another new reader 0351 and your able to do it. 0352 Ch: The map is on the basket. 0353 T: Oh goodness me. 0354 Ch: All your teachers will be really happy 0355 T: when I tell them how good you are. 0356 They follow the map to Liz's house. Liz is waiting for 0357 Ch: them. Mark says. 0358 T: I love. 0359 Ch: 0360 T: Look at the word. 0361 Ch: Penny. 0362 T: I 0363 Ch: Can see Liz
at.

T: There's a P in front of the at

G: Pat.

Ch: Pat.

T: Who's she going to pat?

Sam.

Ch: Okay let's read that together again.

T: And that's what you can see in the pictures.

Ch: I can see Liz pat Sam.

T: What's this one?

Ch: Can Penny pat Sam.

T: Oh my goodness,

Mrs Razey aren't they fantastic?

A brand new book

and you could read all of it

and we had new readers

and you worked those out.

I'm glad

being sick must help you Taylor.

You were off most of last week

and look how well you did there,

fantastic.

Well let's see,

we have our new booklets.

I've given them out to all the other teachers

and don't know where I've put my ones.

B: Booklets?

T: New books,

remember we started our new book the other day?

G: Yes.

T: Well it's a booklet

It's only about a couple of pages

so it's not a big book is it?

Ch: No.

T: Ah Brendan,

I would like you to move down to Maria please

Michael is trying to listen

and you are trying to get him into trouble.

Let's see if we can do this one,

the next page, we did the first page.

Oh, now we're not going to cut out and paste

because a, it gets a little but messy

and b, it takes up too much time.

So we're going to do what I did with the people who were away
and we caught up,
we have three pictures here
and we have three lots of words
and we have to match the words to the picture.
So what you're going to do,
You're going to draw a line from the word to the picture that is there.
Now on the first picture,
what does that look like happening there Cameron?
What's happening there?
Their riding a bike.
Who's riding a bike?
Penny.
Penny?
Have a look at the picture who do you think it might be?
Who was,
who was riding
Sam
Don't call out.
Who was riding a bike with Penny?
And Sam doesn't ride a bike.
Who was riding the bike with Penny?
What was the boy?
No they went to Liz's place,
who was the boy Cameron?
Mark.
Mark.
So Mark's riding a bike there
and who's this person,
we have two girls Liz and Penny.
Which one is it Maria?
look.
The first girl we met in the story
who was that?
Liz.
Liz good girl,
and what's Liz doing?
Taylor.
Patting Sam.
Patting Sam,
and then the other one
who was the um,
who was this person with Mark riding the bike Andrew?
Um, um Penny.
Penny.
And what were they looking at that was on the basket.

Who can remember that, Belinda?

Um, the basket.

The basket, what was on it Lewis can you remember what they wanted to look at to find the way to Liz's house.

What did they need to read?

To look at.

Map.

The map good boy.

So the map is on the?

Basket.

Okay let's see if you can read this here with me.

Liz can pat Sam.

Here put Liz can pat Sam, which picture is Liz patting Sam in?

The first picture?

The second picture?

Or the third picture?

Second.

The second one.

Put your hand up if you agree with Hibba?

Good, so we would draw a line from there to here.

Good girl Hibba.

Let's see what this says.

This is that hard word,

Emily you know this one.

What's this word?

Um.

Emily look at this word here.

You were telling me this word before, can you remember it?

Here.

Good girl.

Everyone?

Here is the map.

Map, bike, map!

Right, which picture out of that is somebody looking at the map.

The first picture, the second or the third Maria?

The third.

The third one, put your hand up if you agree with Maria
. Excellent.
Okay let's read this last one.

Mark is on the bike.

Tanya, is that the first picture,
the second picture
or the third picture?
The first.

The first,
put your hand up if you agree with Tanya.
Oh you clever sausages.
Okay well we're going to do that
but when you go back just open your book
but don't start the lines
we'll do it together again and reading.
Okay
Brittany?
Away.
She's away.
Um, Brendan
oh gee whiz Sarinda is that your name there?
Bradley, he's away too.

(Teacher continues to hand out booklets)
<table>
<thead>
<tr>
<th>Time</th>
<th>Character</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0001</td>
<td>T:</td>
<td>That table over there.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kate’s table are going to read.</td>
</tr>
<tr>
<td>0003</td>
<td>B:</td>
<td>Don’t drink out the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>go to the table over there.</td>
</tr>
<tr>
<td>0004</td>
<td>B:</td>
<td>Go to,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Oh look find another one Mitchell.</td>
</tr>
<tr>
<td>0007</td>
<td>T:</td>
<td>You come out every day with that pencil,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I sharpened it for you yesterday</td>
</tr>
<tr>
<td>0009</td>
<td>T:</td>
<td>and you broke it the minute you touched it.</td>
</tr>
<tr>
<td>0010</td>
<td>G:</td>
<td>Here Brittany</td>
</tr>
<tr>
<td></td>
<td>B:</td>
<td>Um ey!</td>
</tr>
<tr>
<td>0012</td>
<td>B:</td>
<td>The orange. That one on your lap over there.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>One colour.</td>
</tr>
<tr>
<td>0014</td>
<td>G:</td>
<td>I’ll go with her.</td>
</tr>
<tr>
<td>0015</td>
<td>G:</td>
<td>I’ll go with her.</td>
</tr>
<tr>
<td>0016</td>
<td>B:</td>
<td>I’ll go with her.</td>
</tr>
<tr>
<td>0018</td>
<td>B:</td>
<td>Britanny, Britanny, Britanny have a look at my work.</td>
</tr>
<tr>
<td>0019</td>
<td>B:</td>
<td>Where’s your work?</td>
</tr>
<tr>
<td>0020</td>
<td>B:</td>
<td>Don’t do that.</td>
</tr>
<tr>
<td>0021</td>
<td>B:</td>
<td>Yeah get your work.</td>
</tr>
<tr>
<td>0022</td>
<td>G:</td>
<td>There my work.</td>
</tr>
<tr>
<td>0023</td>
<td>G:</td>
<td>Give us red.</td>
</tr>
<tr>
<td>0024</td>
<td>G:</td>
<td>Britanny watch this.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Britanny look!</td>
</tr>
<tr>
<td>0025</td>
<td>B:</td>
<td>Leave it.</td>
</tr>
<tr>
<td>0026</td>
<td>G:</td>
<td>Britanny!</td>
</tr>
<tr>
<td>0027</td>
<td>G:</td>
<td>It’s lovely Nic,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>nice and neat.</td>
</tr>
<tr>
<td>0029</td>
<td>T:</td>
<td>Right</td>
</tr>
<tr>
<td></td>
<td></td>
<td>you people are supposed to be doing the picture</td>
</tr>
<tr>
<td>0031</td>
<td>F4:</td>
<td>O o ha ha ha ha ha.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Cough).</td>
</tr>
<tr>
<td>0033</td>
<td>B:</td>
<td>Did they make you cry?</td>
</tr>
<tr>
<td>0034</td>
<td>T:</td>
<td>You tease Brendan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and watch out,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>just so you know.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Now come on</td>
</tr>
<tr>
<td></td>
<td></td>
<td>read the book.</td>
</tr>
<tr>
<td>0039</td>
<td>B:</td>
<td>I need blue.</td>
</tr>
<tr>
<td>0040</td>
<td>G:</td>
<td>Have a look at the back.</td>
</tr>
<tr>
<td>0041</td>
<td>G:</td>
<td>Can you hold that please?</td>
</tr>
</tbody>
</table>
T: 0042 Put your chair in
    0043 and do your work quickly.
    0044 Write your names on it everybody.
B: 0045 This not
B: 0046 You've got no name too?
B: 0047 I can't see.
B: 0048 I'm telling on you.
F4: 0049 Well don't go over.
G: 0050 I,
    0051 I want to use that one.
B: 0052 I'm telling on you.
F4: 0053 That was Bradley.
B: 0054 Don't Bradely.
    0055 I'm telling now.
B: 0056 Leave it.
B: 0057 That's mine!
F4: 0058 No.
G: 0059 I was using it.
F4: 0060 I was just doing KE.
G: 0061 Doing the same as Jamie-Lee.
B: 0062 And I'm doing it in
F4: 0063 Look I did KE in purple and green.
    (Tapping)
B: 0064 We wants green and blue or yellow.
T: 0065 Why are you playing with pencils and scissors?
    0066 You have books in front of you to read.
    0067 No one should be touching a pencil tin
    0068 and most of you are much too noisy.
    0069 No speaking here
    0070 you're writing,
    0071 copying
    0072 and you are much too noisy,
    0073 you'll be standing in the corner.
    0074 Now quietly do your work.
    0075 You've started that lovely, I
    0076 look how much Brittany's gotten done.
    0077 Come on Mitchell,
    0078 one little thing you've done.
    0079 Miles behind.
F4: 0080 I need purple.
B: 0081 And blue and purple.
B: 0082 Which one the
B: 0083 No, no, no, no. No.
G: 0084 You can't dob.
B: 0085 They're finished Mrs Edwards.
B: 0086 They're finished Mrs Edwards.
B: 0087 Something fell down,
   0088 something fell down.
B: 0089 They're finished.
B: 0090 Oh Lauren's going on.
B: 0091 Work Josh.
B: 0092 I know work.
G: 0093 Orange.
B: 0094 Do the same as
   0095 same as Josh.
   0096 Leave them purple.
B: 0097 No you need to do them red and orange.
B: 0098 Well you have to do them red and orange.
F4: 0099 Look red,
   0100 red and orange.
B: 0101 You need to do them in red and orange.
B: 0102 Blue colours.
F4: 0103 Using these colours.
B: 0104 Let me do the same as you Bradley.
G: 0105 Is this yours Bradley?
F4: 0106 No its mine!
   0107 You stealers.
   0108 Red, yeah, yeah cause I had Mitchell on it.
   0109 Just touched it,
   0110 now there's a lot on it.
B: 0111 Mitchell.
G: 0112 Put that in the middle.
F4: 0113 There was a hole
   0114 and I was colouring in on the
G: 0115 Put his work on over to that,
   0116 that one, over
T: 0117 Do it.
T: 0118 How many people?
B: 0119 One.
T: 0120 Two. What are they?
G: 0121 Mitchell.
B: 0122 They're finished.
G: 0123 They're packing up
T: 0124 No you're not joining them on the computer
   0125 You're doing something at that table please.
   0126 Um, Rachel you can go on the computer please
   0127 and um Bradley.
   0128 Work it out for yourself.
   0129 Good girl.
   0130 Do it now
   0131 or when they go the library
   0132 you will still be here doing this.
G: 0133 I don't want to.
B: 0134 No.
G: 0135 Do the same as me Joshua okay?
F4: 0136 Do the same as me.
G: 0137 Look that should be yellow.
B: 0138 Look yellow.
G: 0139 And green.
F4: 0140 I'm going to leave that elephant neck.
B: 0141 Be yellow.
G: 0142 I have dark
B: 0143 I'm telling on you now Joshua.
G: 0144 We have the start
B: 0145 you didn't know um, um um
T: 0146 Mitchell that is your table
0147 that's where you should be sitting.
B: 0148 I don't like purple.
T: 0149 Because I sat
0150 and sharpened every pencil yesterday morning for an hour.
G: 0151 On the ground.
G: 0152 Ah two.
0153 And this is one.
T: 0154 There on the floor there.
0155 Mitchell has knocked them on the floor.
G: 0156 Well here's one
T: 0157 Its alright
0158 she's found them.
B: 0159 Where my
F4: 0160 We've got no black.
T: 0161 You've done that bird nicely.
0162 Okay everybody stop for a minute.
0163 People with the Lego swap places with the people down the front.
0164 Ah no sorry.
0165 people with the Lego go to the reading table,
0166 people at the reading table go down the front,
0167 people at the front go to the back.
B: 0168 Hey.
0169 You have
B: 0170 You've got to do the hat all purple.
B: 0171 When we do or not.
G: 0173 Mitchell I can't see.
B: 0174 Me either.
G: 0175 Me either.
B: 0176 I can't see.
T: 0177 Pick up the yellow like I said
   0178 and do the sand castle now.
B: 0179 Don't do it.
Lesson 18

Computers

F5: 0001 Where?
F1: 0002 Up there,
     0003 up the top.
F1: 0004 On to of the dog here.
F5: 0005 Ah!
F1: 0006 No.
F5: 0007 There. There.
     0008 Them right in the side.
          (Laughing)
F1: 0009 Red.
F5: 0010 Was meant to be.
F5: 0011 No.
F5: 0012 I know where they are.
F5: 0013 Yes you do.
F5: 0014 Go on.
     0015 I'm too cheeky,
     0016 I'm too cheeky
     0017 I am.
F1: 0018 Yeah your cheeky. Triangle.
F5: 0019 You don't even know
     0020 come on.
F1: 0021 Jonathan your go.
F5: 0022 You don't even know
     0023 where they are do ya?
F1: 0024 I know where they are.
F5: 0025 Oh here
     0026 try here.
     0027 Try here,
     0028 try here, here.
          (laugh)
F1:               
F5: 0029 I never could trick you.
F5: 0030 Check out this.
F1: 0031 Jonathan you're being silly.
F5: 0032 I know you're being cheeky.
F1: 0033 Cause I know.
F5: 0034 No I think it's a bit, there, there, there.
     0035 I can't trick you.
     0036 Bet you don't know
     0037 where this ones going to be.
     0038 Don't ya?
     0039 It's going to be here.
F1: 0040 I knew.
F5: 0041 Look over there

289
F1: 0042 I knew.
F1: 0043 I got them all right didn’t I?
F5: 0044 I got them,
0045 I some all right.
F1: 0046 Yeah I got most of them right.
F5: 0047 Supposed to beat me.
0048 Yeah because I know where they were.
F1: 0049 I’m cheeky
0050 cause I knew where they were
0051 and Jonathan didn’t.

F6 = Lewis
F3 = Maria

F6: 0001 I’m going to pick.
F3: 0002 Ha.
F3: 0003 That’s what I did.
F3: 0004 Always got it right
0005 and I don’t.
F3: 0006 Lewis.

F2 = Lauren
F4 = Mitchell

F2: 0001 Red rectangle.
F4: 0002 Oh.
F4: 0003 No it’s on the dog.
F2: 0004 Orange circle here bah.
F4: 0005 It’s there.
F4: 0006 I know where it is.
F2: 0007 Yeah that one.
F4: 0008 I won.
F2: 0009 Watch the eyes of the dog.
F4: 0010 There.
F4: 0011 Oh I keep on winning.
F4: 0012 Oh.
F2: 0013 Oh.
F4: 0014 I know where it is
0015 I won.
F2: 0016 That one?
F4: (Points).
F2: 0017 Yeah oh last one’s easy.
F4: 0018 There.
F2: 0019 I know,
0020 I know,
0021 I know.
F2: 0022 No you don't sit down.
F4: 0023 Watch it,
0024 watch it.
F2: 0025 I know.
F4: 0026 I finished.
F4: 0027 Mitchell.
F2: 0028 Lauren.
Appendix VI.

Sample of Focal Child One’s transcripts.

Home Reading                     Session 1                     F1 = Tanya
                                      M = Mother

M                                      Where are they going?
F1                                      Where
M                                      Look at the book not the microphone
F1                                      Where are
M                                      Look at the words,
                                      0005 read the words
F1 & M                                   Where are they going?
M                                      0006 Good girl, that’s right
                                      Look, here is a wizard
                                      (background noise)
F1 & M                                   Look, here is a hairy thing
                                      Look, here is a dragon
                                      Look here is a scary thing
F1                                      0008 Scary thing
                                      Here is a tall thing
                                      and here is a small thing
M                                      0009 uhu, what does that say?
F1                                      0010 uhu
M                                      0011 No
F1 & M                                   Where are they going?
M                                      To play on my swing
                                      0012 To play on my swing
F1                                      To play on my swing
M                                      0013 Whenever I play on my swing
                                      0014 look there’s a wizard and a dragon
F1                                      0015 and a hairy monster
M                                      0016 yep hairy thing
F1                                      0017 and the scary thing
M                                      0018 mmm.
Appendix VII.

Sample of Focal Child Two's transcripts.

<table>
<thead>
<tr>
<th>Home Reading</th>
<th>Session 5</th>
<th>F2 = Lauren</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 0001</td>
<td>Okay This is session 5 for Lauren.</td>
<td>M = Mother</td>
</tr>
<tr>
<td></td>
<td>okay, We're doing the computer alphabet again,</td>
<td>B = Brother</td>
</tr>
<tr>
<td>0003</td>
<td>okay Lauren, what's that one?</td>
<td></td>
</tr>
<tr>
<td>0004</td>
<td>The picture's up on the screen.</td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td><strong>Scizzors</strong></td>
<td></td>
</tr>
<tr>
<td>M 0005</td>
<td>What does scizzors start with?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Pause)</td>
<td></td>
</tr>
<tr>
<td>M 0006</td>
<td>Tell me what this is?</td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td><strong>Banana</strong></td>
<td></td>
</tr>
<tr>
<td>M 0007</td>
<td>Can you say it louder</td>
<td></td>
</tr>
<tr>
<td>0008</td>
<td>so Mrs Razey can hear?</td>
<td></td>
</tr>
<tr>
<td>F2 0009</td>
<td>Banana</td>
<td></td>
</tr>
<tr>
<td>M 0010</td>
<td>Banana, what does banana start with?</td>
<td></td>
</tr>
<tr>
<td>F2 0011</td>
<td>&quot;b&quot;</td>
<td></td>
</tr>
<tr>
<td>M 0012</td>
<td>What's that picture called,</td>
<td></td>
</tr>
<tr>
<td>0013</td>
<td>it's a picture of bones,</td>
<td></td>
</tr>
<tr>
<td>0014</td>
<td>what's it called?</td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td><strong>X-ray</strong></td>
<td></td>
</tr>
<tr>
<td>M 0015</td>
<td>An x-ray,</td>
<td></td>
</tr>
<tr>
<td>0016</td>
<td>that's right.</td>
<td></td>
</tr>
<tr>
<td>0017</td>
<td>Can you find x-ray,</td>
<td></td>
</tr>
<tr>
<td>0018</td>
<td>can you find &quot;X&quot; for me, x-ray?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(coughs)</td>
<td></td>
</tr>
<tr>
<td>F2 0019</td>
<td>No, here.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a A a <strong>Acorn</strong></td>
<td></td>
</tr>
<tr>
<td>M 0020</td>
<td>Acorn, yes that's right</td>
<td></td>
</tr>
<tr>
<td>F2 0021</td>
<td>&quot;A&quot;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;o&quot; <strong>oranges</strong></td>
<td></td>
</tr>
<tr>
<td>M 0022</td>
<td>orange &quot;o&quot; orange. Where is it?</td>
<td></td>
</tr>
<tr>
<td>F2 0023</td>
<td>&quot;o&quot; &quot;o&quot;</td>
<td></td>
</tr>
<tr>
<td>M 0024</td>
<td>You're not doing the listening</td>
<td></td>
</tr>
<tr>
<td>0025</td>
<td>you're doing the sound,</td>
<td></td>
</tr>
<tr>
<td>0026</td>
<td>can't you</td>
<td></td>
</tr>
<tr>
<td>F2</td>
<td><strong>pool</strong></td>
<td></td>
</tr>
<tr>
<td>M 0027</td>
<td>And that starts with</td>
<td></td>
</tr>
<tr>
<td>F2 0028</td>
<td>&quot;p&quot;</td>
<td></td>
</tr>
<tr>
<td>M 0029</td>
<td>There all on the screen,</td>
<td></td>
</tr>
<tr>
<td>0030</td>
<td>so it's very hard,</td>
<td></td>
</tr>
<tr>
<td>0031</td>
<td>it's very hard</td>
<td></td>
</tr>
<tr>
<td>F2 0032</td>
<td>&quot;u&quot;</td>
<td></td>
</tr>
</tbody>
</table>
"u"
"c"
Can't you find "c" for cat,
is he hiding?
He's on that computer somewhere,
where is he?
I can't see it,
It's not really there
No he's not on that side,
that's kitten isn't it?
I know the um,
I want to get the other word that says it
I don't want that one
You just look with your eyes along the rows.
there cat and mouse and a very happy cat
"c" growl
No
No, this one here

Jack-in-the-box
Jack-in-the box. What does this one start with?
"J"
"J" "J" "J" for jump
"J" "J" "J" for "J" "J" "J" joking
Joking "J" "J" "J" for
"iii iii jjj jjj"
It comes up here

gorilla
"iii"
There is the gorilla
"m" mummy
There is a mummy.
This one's called a

Queen
Queen's the other one, yes, "q"
"q"
Do you know another word?
Queen
Queen, what's another one?

Quilt
Quilt, its got a quilt on there.
okay, can you find "q"? (pause)
No. Don't forget this one's a capital letter,
a little bit different to how you write it,
you must remember this.
"q"
That one isn't
You're telling lies
Well look your eyes along the alphabet please,
look your eyes along the alphabet please
and say the sound that you're thinking.
0078 Where is "q"?
0079 Why don't you start at the top of the keyboard please.
0080 Look at the top of the keyboard
0081 and do the sound in your head.
0082 What's this one?

F2 0083 "q"
M "q", "Q" "q" quarter, quilt, queen.
0084 What's this?

F2 0085 (coughs) "q" "q" "q".
0086 What's this?
"t" "t" traffic

M 0087 What's another "t" sound?
"t" "t" toasting, "t" "t" Trevor

F2 0088 Trevor! Your grandad's been talking to you has he?
M 0089 Yeah
(both laugh)

F2 0090 "t" "t" tart
M 0091 "t" "t" "t"

F2 0092 Hi,
turtle

M 0093 Hi, turtle (coughs) "y" "y" yo-yo

F2 0094 "y"

M 0095 "yyy" "yyy" "yyy" (sings)

M 0096 okay, what about yellow?

F2 0097 "y"

M 0098 "y" "y" yellow, "y" "y" yo-yo, "y" "y"

F2 0099 Umm "y" "y"

M 0100 "y" "y" umm

F2 0101 "y" "y" I don't know where is it

M 0102 Yes. Its a big scrawly one this time with nice straight legs,
0103 but you've got a curly something with that big fat one

F2 0104 Frankfurt

M 0105 Can't find one, yep.
0106 okay we'll start at the top row,
0107 "q" "w" "e" "r" "t" "y" "u" "i" "o" "p", is it up there?
0108 Is "y" up there?
0109 Are you sure?
0110 Is it up there is it?

F2 0111 No

M 0112 Its not?

F2 0113 Its not

M 0114 okay, so listen again,
0115 we're after "y". "q" "w" "e",
0116 you say them if you know them "r" "t"

F2 0117 "q"

M 0118 "y" "u" "i" "o" "p",
0119 did you hear "y" that time?
0120 You didn't hear "y" again.
0121 I don't think you're concentrating tonight.

F2 0122 Its on the bottom line
M 0123  No, no, no its on the top row,
0124  mummy's already told you twice.
0125  Listen,
0126  we're after "y" yo-yo "y" yellow "y" for yes.

F2 0127  I know

M 0128  Listen to mummy's sounds
F2 0129  I'm listening

M 0130  Which one's "y"?
0131  I said "t" "y"

F2 0132  (shouts) I know,
0133  It's that one, capital

M 0134  It is a capital

F2 0135  (wringing) a different capital

M 0136  It is big

F2 0137  No its not,
0138  other one's are bigger than that one

M 0139  Its not bigger than that one

F2 0140  Yes, see (coughs)

M 0141  Look, good girl

F2 0142  Mmm "u" umbrella, "m" milk, milk "l" "l"

M 0143  This one's funny
0144  cause usually it's,
0145  listen
0146  this is "i",
0147  well actually that one's "l",
0148  it's a funny one
0149  cause we're not using sounds,
0150  if I say I,
0151  I was going somewhere, capital I, or "i"

F2 0152  Cat "c" "c" "c" hammer

M 0153  Hammer, which one did you press darling,
0154  I said "no"
0155  it wasn't right,
0156  which one was that one,
0157  you said "g" hammer "h"

F2 0158  "h"

M 0159  That's "h"

F2 0159  (wringes)

M 0160  okay I'll give you another one t
0161  hat's "h" um
0162  look

F2 0163  No, no, no
0164  let's do a different word

M 0165  Don't be cheeky,
0166  It's pointing to you,
0167  It's pointing to the word help on it,
0168  Jason points to it,
0169  so that's how she got the answer.
0170  Jason you're supposed to be doing your homework.

B 0171  I did
"w" wheel "p" "p" "p" pig (coughs)
That's "p" "p" "p" "p"
"p" "p" "p"
"zzzz" um that's a hard one.
She's found it.
Liz, Liz you've got a "z" in Liz didn't you, in your story book, nearly finished
come on.
Get your legs right,
what's this one?
You're nearly finished. T
hen the computer will start all over again won't it?
"l" "l" Liz, "l" "l" Liz
That's "p" for pig,
"l" "l" "l", Lauren you've got to.
It's not going to work now
cause you pressed too many buttons.
It is "l"
but its not going to work.
With your name you write a big "l" don't you?
but when you do a capital
when I do write my name Lyn
I have a big slippery dip with a little end on it
I don't do my name sometimes
No, small writing when you're writing words
Waaaah (shouts)
Like little letters
(shouts) I wouldn't
Lauren
Oh, Ooh
What's this one Lauren,
that's "t"
Mmmm
What is it?
Mrs Razey can't see what it is,
what's the picture?
"n" (coughs)
A net, okay
find net "n"
"n"
"n" "n" net
"n" "n" "n" net
there's a butterfly in it
"w" "w" window
"w" "w" "w" whoops,
no "r" "r" "r" red, "r" "r" run, "r" "r" ready
Ruler
Come on ruler, "r",
Lauren look at the keyboard not at the picture darling.
Find some capitals "r".
0222  That's a capital "v"
F2 0223  mmmm
M 0224  We haven't done that one yet
F2 0225  mmm mmm that way it goes mmmmmm bblibibibl
M 0226  Have you found it on the keyboard yet?
0227  Very close,
0228  that's a "p",
0229  it's got a little bit more of a stick to it than that
0230  Very close,
0231  Jason don't tell her
0232  or you'll have to go away.
0233  okay mummy's gonna do the top line again,
0234  I'll do the sounds. "q" "w" "e" "r" "t" "y"
F2 0235  Mummy
M 0236  Yes
F2 0237  I think it's there
M 0238  Read me ruler "r" "y" "u" "e" "r" "t"
F2 0239  "r"
M 0240  "r" that's right.
0241  Capital "R" for ruler. Ooh we didn't do this one did we?
0242  That's this one.
0243  Tell us, what is this called the picture?
0244  A volcano.
F2 0245  Volcano
M 0246  "v" "$" "$"
F2 0247  Volcano
M 0248  Volcano, "$" for van
F2 0249  "$" I said that one before
0250  but it's here
M 0251  It's here
F2 0252  It's here
M 0253  No it's right here darling,
0254  that's a joker's hat,
0255  that's just an ear with no head
F2 0256  "ee" "ee" "ee" "ee" "ee" ear
M 0257  No it's an "e" actually, like egg
F2 0258  "e" "e" I couldn't
M 0259  Yes you did,
0260  that's what the sound is like this one
F2 0261  oohh I'm slipping off this chair
0262  here mummy "$" "$" gate
M 0263  "$" "$" gate, which one's "$" "$" "$"?
0264  I know what else starts with "$" grandad "$" grandad, "$" grandma
F2 0265  Oah
M 0266  Lauren stop sniffing. "$" "$" "$" for gate. Green
F2 0267  No. top row, middle um middle row or bottom row?
M 0268  Middle row, stop it Jason please,
0269  turn around Lauren, middle row.
0270  Do the sounds in your head or out aloud
F2 0271  Oh I don't know
M  0272  You do, what's that sound?
F2  0273  "a" at
M  0274  At, that's right.
      0275  What's this one?
      0276  That's right,
      0277  ook for this one
F2  0278  I don't know what I'm looking for
M  0279  "g", we're looking for gate
F2  0280  "g" gate
M  0281  "g" no this is "d" "d" "d".
      0282  Listen, Lauren,
      0283  I'll tell you slowly.
      0284  This is "d"
F2  0285  Mmm
M  0286  You sound it
F2  0287  Ohoh (giggles) Ohoh "m" monkey
M  0288  Last one
F2  0289  No I finding this one
M  0290  Yes, but we didn't have the tape going did we?
F2  0291  Umm
M  0292  What is it?
F2  0293  Umm
      (giggling in background)
F2  0294  Cheese
M  0295  No
F2  0296  I don't know
M  0297  You do know what its called
F2  0298  "B"
M  0299  You wagged it
F2  0300  "w"
M  0301  "w" "w" "w" "w" that's "c"
F2  0302  What's it look like?
M  0303  What's it look like?
      0304  Why don't you have a look at the keyboard first
      0305  before I give you a clue
      0306  Didn't you just say you've already done this one,
      0307  when the tape wasn't turned on
      0308  and then I came over,
      0309  and now you can't get it right.
      0310  You got it right before
      0311  when I wasn't standing here.
F2  0312  Well you go away then
      0313  and I'll get it right.
M  0314  Now then "w"
F2  0315  Its "w" aargh
M  0316  Which key don't you think you've pressed.
F2  0317  That one and that one I think's "c"
M  0318  You've done "w".
      0319  Its changed picture
      0320  because you didn't get the answer right.
This is "w",
you got the answer right
when I didn't have the tape on.
okay that's all for tonight.
Appendix VIII.

Sample of Focal Child Three’s transcripts.

Home Reading

M The Little Birds
F3 0001 The Little Birds
M The Little
F3 0002 The Little
M Birds
F3 0003 Birds
M Hello
F3 0004 Hello
M We are
F3 0005 We are
M Birds
F3 0006 Birds
M And we live
F3 0007 And we live
M Deep in
F3 0008 Deep in
M The forest
F3 0009 The forest
M We are
F3 0010 We are
M Visiting
F3 0011 Visiting
M Our old friend
F3 0012 Our old friend
M The wood-cutter
F3 0013 The wood-cutter
M I wonder why
F3 0014 I wonder why
M He doesn't
F3 0015 He doesn't
M Want
F3 0016 Want
M Us to play
F3 0017 Us to play
M Inside
F3 0018 Inside
M His house
F3 0019 His house
M This is
F3 0020 This is

Session 3

F3 = Maria
M = Mother
Where we live
With our mother
Its snug
Snug
And cosy
Under the roots
The roots
Of a big tree
A big tree
Sometimes
Our mother
Tells us
A story
Before
We go to sleep
Sleep
The mice
And birds
Came along
And listened too
Now
This is fun
We are catching fish
From
The river
M  Don't run away
F3  0050  Don't run away
M  River
F3  0051  River
M  Came, come and join in
F3  0052  Came, come and join in
M  Oh dear
F3  0053  Oh dear
M  These fish
F3  0054  These fish
M  Are a bit slippery, are a
F3  0055  Bit, bit
M  0056  Are a bit
F3  0057  Slippery
M  Come and look
F3  0058  Come and look
M  We have found
F3  0059  We have found
M  A bird's
F3  0060  A bird's
M  Nest
F3  0061  Nest
M  Hush
F3  0062  Hush
M  We mustn't
F3  0063  We mustn't
M  Disturb
F3  0064  Disturb
M  The birds
F3  0065  The birds
M  We'll creep
F3  0066  We'll creep
M  Away quietly
F3  0067  Away quietly
M  "Leave our honey alone"
F3  0068  "Leave our honey alone"
M  Say the bees
F3  0069  Say the bees
M  But honey
F3  0070  But honey
M  Is our favourite
F3  0071  Is our favourite
M  Food
F3  0072  Food
M  And we have
F3  0073  And we have
M  Thick fur
F3  0074  Thick fur
M  So we can
F3  0075  So we can
Feel the bee
Stings
We get
We get
A bit sticky
A bit sticky
Though
Though
Afterwards
(pause)
Afterwards
Afterwards
We eat
We eat
A few berries
A few berries
Our mother
Our mother
Tells us
Tells us
Which berries are good
Which berries are good
To eat
To eat
Are they nice
Are they nice
Are they nice
Are they nice
Asked the moose
Asked
(shouts) Asked, the moose
Asked the moose
We think
We think
They are
They are
But the fox
But the fox
(shouts) Fox
Fox
Doesn't want
Doesn't want
Now its almost
Now its almost
Bed-time
Bed-time
We'll have a few games
We'll have a few games
Before we go home

Would you like

To join in

To join

To join in

Yeah.

Mr Fussy

Mr Fussy. Mr Fussy

Was fussy about everything

Was fussy about

About everything

About everything

Everything

Everything

Absolutely

Absolutely

Everything

Everything

Had to be neat

Had to be neat

And tidy

Tidy

And

And tidy

And

In its

In its

Proper place

Proper place

Tape ended halfway through story
Continued to line 956
## Appendix IX.

### Sample of Focal Child Four’s transcripts.

<table>
<thead>
<tr>
<th>Home Reading</th>
<th>Session 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 0001</td>
<td>Mitchell. Do you know what this book's called?</td>
</tr>
<tr>
<td>F4 0002</td>
<td>No</td>
</tr>
<tr>
<td>M 0003</td>
<td>No, it's called Matthew's Monsters.</td>
</tr>
<tr>
<td>F4 0004</td>
<td>Matthew's Monsters</td>
</tr>
<tr>
<td>M 0005</td>
<td>Yeah</td>
</tr>
<tr>
<td>F4 0006</td>
<td>Matthew's Monsters</td>
</tr>
<tr>
<td>M 0007</td>
<td>Yeah, by Cheryl Jordan</td>
</tr>
<tr>
<td>F4 0008</td>
<td>What, mum what's that word say?</td>
</tr>
<tr>
<td>M 0009</td>
<td>It says Cheryl Jordy.</td>
</tr>
<tr>
<td></td>
<td>Its the name of the lady</td>
</tr>
<tr>
<td></td>
<td>that wrote this story.</td>
</tr>
<tr>
<td>F4 0012</td>
<td>Yes</td>
</tr>
<tr>
<td>M 0013</td>
<td>Yeah</td>
</tr>
<tr>
<td>F4 0014</td>
<td>Cheryl Jordan</td>
</tr>
<tr>
<td>M 0015</td>
<td>That's right, okay</td>
</tr>
<tr>
<td>F4 0016</td>
<td>Cheryl</td>
</tr>
<tr>
<td>M 0017</td>
<td>Do you know what that says?</td>
</tr>
<tr>
<td>F4 0018</td>
<td>What does that word say?</td>
</tr>
<tr>
<td>M 0019</td>
<td>M, that's an M word, isn't it? mm</td>
</tr>
<tr>
<td>F4 0020</td>
<td>&quot;m&quot;</td>
</tr>
<tr>
<td>M 0021</td>
<td>What's the story called,</td>
</tr>
<tr>
<td></td>
<td>mm Matthew's Monsters</td>
</tr>
<tr>
<td>F4 0023</td>
<td>Matthew's Monsters. Mum?</td>
</tr>
<tr>
<td>M 0024</td>
<td>Yes.</td>
</tr>
<tr>
<td>F4 0025</td>
<td>You know there's two S's in Monsters</td>
</tr>
<tr>
<td>M 0026</td>
<td>That's right</td>
</tr>
<tr>
<td>F4 0027</td>
<td>S, S</td>
</tr>
<tr>
<td>M 0028</td>
<td>Hm. Right here's the start of the story,</td>
</tr>
<tr>
<td></td>
<td>you ready?</td>
</tr>
<tr>
<td>F4 0030</td>
<td>Yes</td>
</tr>
<tr>
<td>M 0031</td>
<td>Sit back here,</td>
</tr>
<tr>
<td></td>
<td>get nice and comfortable,</td>
</tr>
<tr>
<td></td>
<td>okay? Right.</td>
</tr>
<tr>
<td>F4 0034</td>
<td>Turn the tape thing on.</td>
</tr>
<tr>
<td></td>
<td>Its on. okay.</td>
</tr>
</tbody>
</table>
One rainy afternoon Matthew set off on his long walk to the letterbox to bring in the mail. He was wearing his raincoat and his new gum boots. He took the big umbrella too. He was away a long time. When he came back he was covered in mud and the big umbrella was broken. "How did you get so dirty" asked his father. "There were tigers on the drive" said Matthew, "I had to splash in the puddles to frighten them away".

0036  See they were tigers

M 0037  Yeah

M 0038  "How did you break the umbrella" asked his father. "There were crocodiles in the puddles," said Matthew, "I had to fight them off".

F4 0039  Mmm, naughty crocodiles

M 0040  "But why are your knees so muddy?" asked his father. "There were lions in the grass" said Matthew "I had to crawl so they wouldn't see me".

0041  Okey doke.

F4 0042  "Well, why are the letters so dirty" asked his father. "There was a dreadful dinosaur guarding the letterbox" said Matthew "I had to turn it into a green gecko and it crawled all over the letters".

M 0043  I think he's telling fibs, don't you?

F4 0044  Yeah.

M 0045  He is telling fibs

F4 0046  I think he's making this all up.

M 0047  "Then what's making that wet bulge in your pocket" asked his father?

M 0048  Mum, turn it to the front again

M 0049  Don't you want to see the end of, see what's in his pocket?

F4 0050  Yeah.

M 0051  "Oh, that's the gecko" said Matthew.

M 0052  We might see a picture of it over the page, nope.

F4 0053  "Oh, really" said his father, "show me". "Ooh" cried Matthew's father, "it really is a gecko".

F4 0054  Yeah it is a gecko.

M 0055  Oh, and there's no more writing on that page.

M 0056  What do you think really happens?

F4 0057  Mum here

M 0058  Mmm, what do you think really happened in this story?

M 0059  Do you think he saw all those monsters or do you think he was just chasing that little gecko and he was just trying to catch it?

F4 0060  Um

F4 0061  Um, he was just running to try to catch the gecko.

M 0062  Yeah, and he made up all those stories.

F4 0063  Yeah

M 0064  To say why his umbrella was broken

M 0065  and what happened to the muddy letters and everything.
F4  0066  Mm. Well mummy, how did the umbrella broke?
M   0067  Well, Matthew said,
      0068  well where'd it start,
      0069  oh how did you break the umbrella.
      0070  There were crocodiles in the puddles,
      0071  so I had to fight them off,
      0072  so he was supposed to be fighting crocodiles.
F4  0073  Crocodiles, right.
M   0074  Yeah, because he said there were crocodiles in the puddles,
      0075  but I don't think there were.
F4  0076  No.
M   0077  I don't think there were.
      0078  What else?
F4  0079  Um. They
M   0080  Well, I think he got dirty
      0081  because he was splashing
      0082  and trying to find that lizard.
      0083  Don't touch the tape recorder.
F4  0084  Mum?
M   0085  Yes?
F4  0086  Why did you press the button out?
M   0087  Cause that's the button
      0088  I'm supposed to press.
F4  0089  Why?
M   0090  That's what makes it record.
      0091  In a minute, we'll stop it
      0092  and we can wind it back.
      0093  Do you want to stop it
      0094  and listen back to the story
      0095  that we've just read?
F4  0096  Yes.
M   0097  okay.
Appendix X.

Sample of Focal Child Five’s transcripts.

Home Reading  Session 4

F5 = Jonathan
B = younger brother
M = Mother

M  0001  Okay

The Lighthouse Keeper’s Lunch. Every day Mr Grimling rowed out to the lighthouse and everyday Mrs Grimling cooked him a delicious lunch and sent it to him in a basket on their own cable system. But the greedy sea gulls wanted that lunch too and Mrs Grimling had to use all the cunning to find a way of making sure that the lighthouse keeper got his lunch. Once there was a lighthouse keeper called Mr Grimling. At night time he lived in a small white cottage perched high on the cliffs. In the day time he rowed out to his lighthouse on the rocks to clean and polish the light.

F5  0002  Is that what he climbed on?
M  0003  That’s how he safely got his lunch,
0004    that’s the cable.

Mr Grimling was a most industrious lighthouse keeper, come rain or shine he tended his light.

F5  0005  Ding a dang, ding a dang, ding a
F5  0006  * dang, ding a dang
M  *    Sometime at night as Mrs Grimling, Mr Grimling lay sleeping in
bed, the ships would toot to tell him that his light was shining
brightly and clearly out to sea.

F5  0007  It looks like the boat is sinking doesn’t it?
M  0008  Mm.
F5  0009  With that there.
M  0010  What was the name of that boat that sank?
0011  Do you remember?
B  0012  What’s that?
F5  0013  Umm
M  0014  It’s called the Ti
F5  0015  Tacle. Titanic
B  0016  Tack
M  0017  Very good.

Each morning while Mr Grimling polished the light Mrs Grimling worked in the kitchen of the little white cottage on the cliffs concocting a delicious lunch for him.

0018  It looks like today,
0019  look,
0020  he’s going to have peach surprise for dessert.
0021  She’s got chocolate sauce here and some cream.
Once she had prepared the lunch she packed it into a special basket and clipped it onto the wire that ran from the little white cottage to the lighthouse on the rock.
0022 Can you see the basket?
0023 Yes, and on the cable.
F5
M But one Monday something terrible happened. Mrs Grimling had prepared a particularly appetising lunch.
B 0024 I can see lunch.
M She had made a mixed seafood salad, a lighthouse sandwich, cold chicken, sausages and crisps, peach surprise, iced sea biscuits.
0025 What are on the biscuits?
0026 What's this?
F5 0027 Um, lighthouse
M 0028 Yeah and what's this?
F5 0029 Anchor.
M 0030 And what's this?
F5 0031 House
M 0032 Building
F5 0033 What?
M 0034 Building.

Drinks and assorted fruit. She put the lunch in the basket as usual and sent it down the wire. But the lunch did not arrive, it was spotted by three scavenging sea gulls who set upon it and devoured it with great gusto.
F5
M Clear off you, shouted Mr Grimling, but the seagulls
F5 (screams)
M didn't take the slightest bit of notice.
0035 They're saying,
0036 "Mmm, nice lunch,
0037 ooh she's a good cook,
0038 this is an excellent peach surprise boys".

That evening Mr and Mrs Grimling decided on a plan to baffle the seagulls. "Tomorrow I shall tie the napkin to the basket", said Mrs Grimling. "Of course, my dear" agreed Mr Grimling "A sound plan".
0039 And then it looks like
0040 she made a beautiful lunch
0041 but they still got to it.
0042 And one of the seagulls has said
0043 "They'll have to try harder than this to stop us".
F5 0044 Mmm
M On Tuesday evening Mr and Mrs Grimling rocked, racked their brains for another plan. "They are a brazen lot those sea gulls," said Mrs Grimling. "Brazen indeed" said Mr Grimling "What shall we do?" Our,
0045 what's this word?
F5 0046 Umm
M 0047 Sound it out
F5 0048 Out
M 0049 No, sound it out,
what, what's this letter?
Um, "c"
"c" "a" "t"
Yeah ecat ecat
What does it sound?
"c" "a" "t" (pause) it doesn't
"c" "a" "t" c a t
Cat
Very good.
Cat
"Does not appear to like seagulls," said Mrs Grimling. "No, my dear," said Mr Grimling.
"Hamish is an excellent seagull chaser". "Of course", exclaimed Mrs Grimling
More cheese
"Hamish can guard the lunch, a most ingenious plan", agreed Mr Grimling. Hamish did not think that this plan was ingenious at all. He spat and hissed as Mrs Grimling secured him in the basket. "There, there Hamish, I'll have a tasty piece of herring for you when you arrive home."
Appendix XI.
Sample of Focal Child Six's transcripts.

<table>
<thead>
<tr>
<th>Home Reading</th>
<th>Session 2</th>
<th>F6 = Lewis</th>
<th>M = Mum</th>
<th>G = sibling</th>
</tr>
</thead>
<tbody>
<tr>
<td>M 0001 okay.</td>
<td>0002 Yes you can sit on my lap. okay.</td>
<td>Something is happening in the supermarket. I can hear push, shove. (noises in background)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G M</td>
<td>What can it be? Its a tall stack of tuna tins that has fallen down. Mr Brown the systems manager is very annoyed it took him three hours to build it up. I don't suppose those tricky turdies turtle triplets Trevor, Tessa and Tim know what happened.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>G 0003 Mmm</td>
<td>M 0004 Yes.</td>
<td>Something is happening in the shoe shop. I can hear squeeze, pinch, squash, what can it be?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>0005 Um</td>
<td>Its Dolores the African elephant elephant trying on new shoes. However, all the pairs that she likes are too small for her. It is a difficult decision for an elephant to make</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G M</td>
<td>Hurry up Dolores its almost closing time. Something's happening inside the sports store. I can hear a swipe, tinkle. What can it be? Its Gabrielle the famous tennis playing Rhino, she's testing all the latest tennis balls in the store in the shop. She only buys the ones that have that extra bounce, watch out for her serve. Something's happening inside the cold store. I can hear brrr, quch. What can it be?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>F6</td>
<td>0007 Oh</td>
<td>Its the polar bear family in their favourite shop. There's always lots of yummy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
things to eat. Fish in ice, fish in bun, fish on a stick. The bears love their food
frozen. Its tastier that way. Something's happening inside the hardware store. I can hear a buzz, rip, splinter. What can it be? Its the new sales assistant Clive the crocodile demonstrating the new power saw. He's never used it before and his customers are not impressed, sawdust and splinters are on the special buys today. Something's happening in the mall manager's office. We can hear whaaa, we know who it is, we heard it on the loudspeaker. Its Lola the little dinosaur she's lost her mother in the mall and now she's very upset. Don't worry Lola we're sure your mother will be here soon. Qussuh. Look here she is.

M 0008 What's this one Lewis?
F6 0009 Spot.
M Where's Spot.
F6 Naughty Spot, where are you Spot?
M Its dinner time, where can he be?
F6 0010 He were behind door.
G 0011 No
M Is he behind the door?
F6 0012 No
M 0013 Who is it?
F6 0014 Guess
  0015 Guess
M Is he inside the clock?
F6 0016 No
G 0017 No
F6 0018 Is he behind the piano?
M Is he in the piano?
G 0019 No
F6 0020 No
M Is he underneath the stairs?
F6 0021 No, lion. Is he behind the wardrobe?
M Is he in the wardrobe?
F6 0022 No. Its a monk
M 0023 Monkey.
F6 Is he under the bed?
G 0024 No
F6 0025 No. Its a crocodile.
M Is he in the box?
F6 0026 No's penguin.
M 0027 There's Spot,
  0028 he's under the rug.
F6 0029 No. He's a look in the basket.
M 0030 Try the basket.
F6 0031 There's Spot.
  0032 Good boy Spot
  0033 eat up your dinner.
M 0034 The end
F6 0035 The end
M 0036 Thank you
# Appendix XII.

## Realisation Statements for Demand; Information.

| G | confirm | major: indicative | S F P |
|   | verify  | major: indic: declarative: tagged | S^Fpos^P ... Fpos^S |
|   | enquire | major: indicative | S F P |
| b1: reassure | major: indic: declar: tagged: reversed | S^Fpos^P ... Fpos^S |
| b2: probe | major: indic: declar: tagged: constant | S^Fpos^P ... Fpos^S |
| c1: ask | major: indic: interrog: polar | F^S^P ... # |
| c2: check | major: indic: declar: untagged: Tone 2 | S^Fpos^P ... # Rising Tone |
| d1: assumptive | F preselects negative polarity | S Fneg ... # |
| d2: nonassumptive | F preselects positive polarity | S Fpos ... # |
| e1: simple | as for c1 or c2 | 1^+2 |
| e2: alternative | clause complex | S F P ... # |

- Conjunction preselects or elliptical: maximum all but one elmnt elliptically presupposed

| H | apprize | major: indic: interrog: nonpolar | wh- S F P |
|   | precise | major: indic: interrog: nonpolar | wh- S F P |
|   | tentative | major: indic: nonpolar: R-interrog | elliptical: maximum; formal |
| b1: explain | as a1; wh- conflated with adjunct and circumstance of cause | why^F^S^P |
| b2: specify | as a1 | wh- S F P ... # |
| c1: prompted | major: indic: nonpolar | wh- S F P ... # |
|   | followed by major: indic Tone 2 | elliptical maximum |
|   | all but one elmnt elliptically presupposed | non-ellip element "copies" wh- element |
| c2: unprompted | as a1 | why^Fneg^S^P |
| d1: assumptive | as b1; F preselects negative polarity | why^Fpos^S^P |
| d2: nonassumptive | as b1; F preselects positive polarity | why^Fpos^S^P |
| e1: simple | as c1 | wh- S F P ... # 1^+2 |
| e2: alternative | c1. Comp. Tone 2 concord | wh- S F P ... # |

1 = major: indic elliptical: maximum
all but one elmnt elliptically presupposed
non-ellip element "copies" wh- element
2 = major: extending: alternative
conjunction preselects or
elliptical: maximum as for e2 element 1

f1: circumstance as b2; wh- conflates with adjunct
wh-/Adj^F^S^P
f2: event as b2; wh- conflates with C
C preselects what
P prtelects lex verb do or happen
what^F^S^do
f3: actant as b2;
wh- conflate either S or C
P outclassifies lex verb do
(1) what (Thing)^F^S^P
(2) who^F^P
g1: specific as b2;
wh- conflate deictic
(1) what/which ... Thing^F^S^P
(2) what/which ... Thing^F^P
g2: nonspecific wh- conflate in f3
S or C preselect simple nom group Thing
wh- conflate with Thing
(1) what^F^S^P
(2) who or what^F^P
Appendix XIII.

Domain Analysis references for boys and girls.

1. Semantic Relationship: Strict Inclusion / Attribution
2. Form: \( X \) (is a kind of) \( Y \)
3. Example: A good boy
4. Code: \( T = \text{teacher}, B = \text{boy}, G = \text{girl} \), number = initial lesson number

<table>
<thead>
<tr>
<th>Included Terms</th>
<th>Semantic Relationship</th>
<th>Cover Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Darling (T1)</td>
<td>is a kind of</td>
<td>girl</td>
</tr>
<tr>
<td>Silly sausage (T1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good (T2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent (T6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cheeky (B18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mate (T1)</td>
<td>is a kind of</td>
<td>boy</td>
</tr>
<tr>
<td>Darling (T1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silly sausage (T1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too noisy (T1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor (B2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good (T2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clever (T4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clever sausage (T6)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Naughty (B7)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Excellent (T9)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Silly (G18)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clever (T4)</td>
<td>are kinds of</td>
<td>students</td>
</tr>
<tr>
<td>Clever little people (T4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not listening (T4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Noisy (T5)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ducky class (T8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Absolutely perfect (T8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fantastic (T16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clever sausages (T16)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Too noisy (T17)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix XIV.

Tables of Results.

Table 1: Number of Messages Spoken by the Participants in Home One

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>12</td>
<td>56</td>
<td>10</td>
<td>18</td>
<td>20</td>
<td>45</td>
<td>13</td>
<td>49</td>
<td>223 (66.8%)</td>
</tr>
<tr>
<td>F1</td>
<td>6</td>
<td>18</td>
<td>12</td>
<td>7</td>
<td>11</td>
<td>27</td>
<td>8</td>
<td>22</td>
<td>111 (33.2%)</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>74</td>
<td>22</td>
<td>25</td>
<td>31</td>
<td>72</td>
<td>21</td>
<td>71</td>
<td>334 (100%)</td>
</tr>
</tbody>
</table>

Table 2: Number of Messages Spoken by the Participants in Home Two

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>251</td>
<td>116</td>
<td>312</td>
<td>399</td>
<td>226</td>
<td>559</td>
<td>361</td>
<td>92</td>
<td>2316 (64.5%)</td>
</tr>
<tr>
<td>F2</td>
<td>176</td>
<td>75</td>
<td>142</td>
<td>258</td>
<td>97</td>
<td>276</td>
<td>193</td>
<td>76</td>
<td>1253 (34.9%)</td>
</tr>
<tr>
<td>Brother</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>/</td>
<td>1</td>
<td>1</td>
<td>8</td>
<td>12</td>
<td>23 (0.6%)</td>
</tr>
<tr>
<td>Total</td>
<td>427</td>
<td>151</td>
<td>455</td>
<td>657</td>
<td>324</td>
<td>836</td>
<td>562</td>
<td>181</td>
<td>3592 (100%)</td>
</tr>
</tbody>
</table>

Table 3: Number of Messages Spoken by the Participants in Home Three

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>4</td>
<td>22</td>
<td>108</td>
<td>40</td>
<td>33</td>
<td>67</td>
<td>4</td>
<td>79</td>
<td>357 (15.8%)</td>
</tr>
<tr>
<td>F3</td>
<td>180</td>
<td>25</td>
<td>848</td>
<td>393</td>
<td>39</td>
<td>59</td>
<td>9</td>
<td>41</td>
<td>1594 (70.7%)</td>
</tr>
<tr>
<td>Girl</td>
<td>40</td>
<td>11</td>
<td>/</td>
<td>/</td>
<td>7</td>
<td>4</td>
<td>/</td>
<td>1</td>
<td>63 (2.8%)</td>
</tr>
<tr>
<td>Boy</td>
<td>7</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>7 (0.3%)</td>
</tr>
<tr>
<td>Father</td>
<td>232</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>232 (10.3%)</td>
</tr>
<tr>
<td>F3 &amp; Girl</td>
<td>1</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>637</td>
<td>58</td>
<td>956</td>
<td>433</td>
<td>79</td>
<td>130</td>
<td>13</td>
<td>121</td>
<td>2254 (100%)</td>
</tr>
</tbody>
</table>
Table 4: Number of Messages Spoken by the Participants in Home Four

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>61</td>
<td>82</td>
<td>105</td>
<td>62</td>
<td>1</td>
<td>102</td>
<td>111</td>
<td>48</td>
<td>572 (57.9%)</td>
</tr>
<tr>
<td>F4</td>
<td>36</td>
<td>39</td>
<td>67</td>
<td>49</td>
<td>27</td>
<td>64</td>
<td>78</td>
<td>25</td>
<td>385 (39%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>31</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>31 (3.1%)</td>
</tr>
<tr>
<td>Total</td>
<td>97</td>
<td>121</td>
<td>172</td>
<td>111</td>
<td>59</td>
<td>166</td>
<td>189</td>
<td>73</td>
<td>988 (100%)</td>
</tr>
</tbody>
</table>

Table 5: Number of Messages Spoken by the Participants in Home Five

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>45</td>
<td>71</td>
<td>42</td>
<td>38</td>
<td>6</td>
<td>56</td>
<td>149</td>
<td>48</td>
<td>455 (58.3%)</td>
</tr>
<tr>
<td>F5</td>
<td>32</td>
<td>59</td>
<td>32</td>
<td>20</td>
<td>2</td>
<td>31</td>
<td>61</td>
<td>45</td>
<td>284 (36.4%)</td>
</tr>
<tr>
<td>Brother</td>
<td>10</td>
<td>4</td>
<td>8</td>
<td>5</td>
<td>/</td>
<td>9</td>
<td>1</td>
<td>/</td>
<td>37 (4.7%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
<td>3</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>90</td>
<td>134</td>
<td>82</td>
<td>63</td>
<td>8</td>
<td>100</td>
<td>214</td>
<td>93</td>
<td>781 (100%)</td>
</tr>
</tbody>
</table>

Table 6: Number of Messages Spoken by the Participants in Home Six

<table>
<thead>
<tr>
<th>Participants</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>16</td>
<td>11</td>
<td>6</td>
<td>21</td>
<td>22</td>
<td>10</td>
<td>2</td>
<td>/</td>
<td>88 (36.8%)</td>
</tr>
<tr>
<td>F6</td>
<td>16</td>
<td>19</td>
<td>5</td>
<td>10</td>
<td>34</td>
<td>11</td>
<td>1</td>
<td>10</td>
<td>106 (44.4%)</td>
</tr>
<tr>
<td>Sister</td>
<td>6</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>/</td>
<td>3</td>
<td>/</td>
<td>/</td>
<td>21 (8.6%)</td>
</tr>
<tr>
<td>Brother</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>8</td>
<td>15</td>
<td>23 (9.5%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>36</td>
<td>13</td>
<td>35</td>
<td>56</td>
<td>25</td>
<td>11</td>
<td>25</td>
<td>239 (100%)</td>
</tr>
</tbody>
</table>
Table 7: Number of Messages Spoken by the Participants in The Classroom

<table>
<thead>
<tr>
<th>Participants</th>
<th>Less. 1</th>
<th>Less. 2</th>
<th>Less. 3</th>
<th>Less. 4</th>
<th>Less. 5</th>
<th>Less. 6</th>
<th>Less. 7</th>
<th>Less. 8</th>
<th>Less. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Type Of Less.)</td>
<td>Story Writing</td>
<td>Play Dough</td>
<td>Lego</td>
<td>SWELL a</td>
<td>Puzzles</td>
<td>SWELL t</td>
<td>Writing Pattern</td>
<td>Shared Read</td>
<td>Story Writing</td>
</tr>
<tr>
<td>Teacher</td>
<td>274</td>
<td>82</td>
<td>38</td>
<td>486</td>
<td>8</td>
<td>239</td>
<td>43</td>
<td>332</td>
<td>225</td>
</tr>
<tr>
<td>Boy</td>
<td>55</td>
<td>104</td>
<td>35</td>
<td>62</td>
<td>57</td>
<td>27</td>
<td>43</td>
<td>30</td>
<td>74</td>
</tr>
<tr>
<td>Girl</td>
<td>36</td>
<td>88</td>
<td>16</td>
<td>30</td>
<td>18</td>
<td>18</td>
<td>40</td>
<td>37</td>
<td>35</td>
</tr>
<tr>
<td>F1</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>F2</td>
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<tr>
<td>F3</td>
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<td>3</td>
<td>/</td>
<td>11</td>
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<tr>
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<tr>
<td>Children</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>45</td>
<td>/</td>
<td>14</td>
<td>/</td>
<td>11</td>
<td>/</td>
</tr>
<tr>
<td>Children and Teacher</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>2</td>
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<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Boy and Girl</td>
<td>/</td>
<td>/</td>
<td>/</td>
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<td>1</td>
<td>/</td>
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</tr>
<tr>
<td>Visitor</td>
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<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>1</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>405</td>
<td>321</td>
<td>96</td>
<td>643</td>
<td>92</td>
<td>319</td>
<td>147</td>
<td>432</td>
<td>379</td>
</tr>
</tbody>
</table>

Table 8: Number of Messages Spoken by the Participants in The Classroom Continued

<table>
<thead>
<tr>
<th>Participants</th>
<th>Less. 10</th>
<th>Less. 11</th>
<th>Less. 12</th>
<th>Less. 13</th>
<th>Less. 14</th>
<th>Less. 15</th>
<th>Less. 16</th>
<th>Less. 17</th>
<th>Less. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Type Of Less.)</td>
<td>Computers</td>
<td>Colouring</td>
<td>Shared Read</td>
<td>Hand Writing</td>
<td>Quiet Read</td>
<td>Play Dough</td>
<td>Swell p</td>
<td>Colouring</td>
<td>Computers</td>
</tr>
<tr>
<td>Teacher</td>
<td>28</td>
<td>67</td>
<td>262</td>
<td>64</td>
<td>0</td>
<td>22</td>
<td>413</td>
<td>61</td>
<td>0</td>
</tr>
<tr>
<td>Boy</td>
<td>/</td>
<td>29</td>
<td>46</td>
<td>40</td>
<td>64</td>
<td>159</td>
<td>34</td>
<td>61</td>
<td>/</td>
</tr>
<tr>
<td>Girl</td>
<td>/</td>
<td>18</td>
<td>14</td>
<td>24</td>
<td>79</td>
<td>119</td>
<td>20</td>
<td>38</td>
<td>/</td>
</tr>
<tr>
<td>F1</td>
<td>17</td>
<td>/</td>
<td>4</td>
<td>8</td>
<td>/</td>
<td>2</td>
<td>/</td>
<td>18</td>
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<td>2</td>
<td>/</td>
<td>13</td>
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<tr>
<td>F3</td>
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<td>2</td>
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<td>10</td>
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<td>5</td>
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<td>5</td>
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<td>F5</td>
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<td>8</td>
<td>/</td>
<td>6</td>
<td>19</td>
<td>/</td>
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<tr>
<td>F6</td>
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<td>1</td>
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<td>Children</td>
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<td>5</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>11</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Children and Teacher</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
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</tr>
<tr>
<td>Boy and Girl</td>
<td>/</td>
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<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Visitor</td>
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<td>/</td>
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<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>Total</td>
<td>89</td>
<td>116</td>
<td>348</td>
<td>138</td>
<td>159</td>
<td>322</td>
<td>501</td>
<td>179</td>
<td>85</td>
</tr>
</tbody>
</table>
Table 9: Total Number of Messages Spoken by the participants in The Classroom

<table>
<thead>
<tr>
<th>Participants</th>
<th>Less. 1</th>
<th>Less. 2</th>
<th>Less. 3</th>
<th>Less. 4</th>
<th>Less. 5</th>
<th>Less. 6</th>
<th>Less. 7</th>
<th>Less. 8</th>
<th>Less. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Type Of Less.)</td>
<td>Story Writing</td>
<td>Play Dough</td>
<td>Lego</td>
<td>SWELL</td>
<td>Puzzles</td>
<td>SWELL t</td>
<td>Writing Pattern</td>
<td>Shared Reading</td>
<td>Story Writing</td>
</tr>
<tr>
<td>Teacher</td>
<td>274 (67.7%)</td>
<td>82 (25.5%)</td>
<td>38 (39.6%)</td>
<td>486 (75.6%)</td>
<td>8 (8.6%)</td>
<td>239 (74.9%)</td>
<td>43 (29.3%)</td>
<td>332 (76.9%)</td>
<td>225 (59.4%)</td>
</tr>
<tr>
<td>Total Boy</td>
<td>81 (20%)</td>
<td>151 (47.1%)</td>
<td>35 (35.5%)</td>
<td>68 (10.6%)</td>
<td>65 (70.7%)</td>
<td>30 (9.4%)</td>
<td>83 (42.9%)</td>
<td>39 (9%)</td>
<td>119 (31.4%)</td>
</tr>
<tr>
<td>Total Girl</td>
<td>50 (12.3%)</td>
<td>88 (27.4%)</td>
<td>23 (23.9%)</td>
<td>42 (6.5%)</td>
<td>19 (20.7%)</td>
<td>36 (11.3%)</td>
<td>40 (27.2%)</td>
<td>49 (11.3%)</td>
<td>35 (9.2%)</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>47 (7.3%)</td>
<td>0</td>
<td>14 (4.4%)</td>
<td>1 (0.6%)</td>
<td>12 (2.8%)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>405 (100%)</td>
<td>321 (100%)</td>
<td>96 (100%)</td>
<td>643 (100%)</td>
<td>92 (100%)</td>
<td>319 (100%)</td>
<td>432 (100%)</td>
<td>379 (100%)</td>
<td></td>
</tr>
</tbody>
</table>

Table 10: Total Number of Messages Spoken by the participants in The Classroom Continued

<table>
<thead>
<tr>
<th>Participants</th>
<th>Less. 10</th>
<th>Less. 11</th>
<th>Less. 12</th>
<th>Less. 13</th>
<th>Less. 14</th>
<th>Less. 15</th>
<th>Less. 16</th>
<th>Less. 17</th>
<th>Less. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Type Of Less.)</td>
<td>Computers</td>
<td>Colouring</td>
<td>Shared Reading</td>
<td>Hand Writing</td>
<td>Quiet Reading</td>
<td>Play Dough</td>
<td>Swell</td>
<td>Colouring</td>
<td>Computers</td>
</tr>
<tr>
<td>Teacher</td>
<td>28 (31.4%)</td>
<td>67 (57.8%)</td>
<td>262 (75.3%)</td>
<td>64 (46.4%)</td>
<td>0</td>
<td>22 (6.8%)</td>
<td>413 (82.4%)</td>
<td>51 (34.1%)</td>
<td>0</td>
</tr>
<tr>
<td>Total Boy</td>
<td>27 (30.4%)</td>
<td>29 (25%)</td>
<td>50 (17.3%)</td>
<td>40 (29.0%)</td>
<td>70 (44.0%)</td>
<td>178 (55.3%)</td>
<td>47 (9.4%)</td>
<td>80 (44.7%)</td>
<td>49 (57.6%)</td>
</tr>
<tr>
<td>Total Girl</td>
<td>34 (38.2%)</td>
<td>20 (17.2%)</td>
<td>22 (6.3%)</td>
<td>34 (24.6%)</td>
<td>89 (56.0%)</td>
<td>122 (37.9%)</td>
<td>29 (5.8%)</td>
<td>38 (21.2%)</td>
<td>36 (42.4%)</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>5 (1.4%)</td>
<td>0</td>
<td>0</td>
<td>12 (2.4%)</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>89 (100%)</td>
<td>116 (100%)</td>
<td>348 (100%)</td>
<td>138 (100%)</td>
<td>159 (100%)</td>
<td>322 (100%)</td>
<td>501 (100%)</td>
<td>179 (100%)</td>
<td>85 (100%)</td>
</tr>
</tbody>
</table>

Table 11: Total Number of Messages Spoken by the participants in The Classroom

<table>
<thead>
<tr>
<th>Participants</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>2844 (55.7%)</td>
</tr>
<tr>
<td>Total Boy (Total Focal Boy - 63.8%)</td>
<td>1230 (25.9%)</td>
</tr>
<tr>
<td>Total Girl (Total Focal Girl - 36.2%)</td>
<td>786 (16.5%)</td>
</tr>
<tr>
<td>Other</td>
<td>91 (1.9%)</td>
</tr>
<tr>
<td>Total</td>
<td>4751 (100%)</td>
</tr>
</tbody>
</table>
Table 12: Number of Nominal Groups with "male", "female" and "neutral" references in the classroom

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Less. 1</th>
<th>Less. 2</th>
<th>Less. 3</th>
<th>Less. 4</th>
<th>Less. 5</th>
<th>Less. 6</th>
<th>Less. 7</th>
<th>Less. 8</th>
<th>Less. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>97</td>
<td>73</td>
<td>9</td>
<td>77</td>
<td>31</td>
<td>22</td>
<td>29</td>
<td>19</td>
<td>103</td>
</tr>
<tr>
<td></td>
<td>(23.2%)</td>
<td>(22.2%)</td>
<td>(8.7%)</td>
<td>(14.1%)</td>
<td>(30.1%)</td>
<td>(7.8%)</td>
<td>(18.6%)</td>
<td>(4.9%)</td>
<td>(27.6%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>153</td>
<td>54</td>
<td>17</td>
<td>94</td>
<td>18</td>
<td>56</td>
<td>14</td>
<td>63</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>(36.7%)</td>
<td>(16.4%)</td>
<td>(16.5%)</td>
<td>(17.2%)</td>
<td>(17.5%)</td>
<td>(19.8%)</td>
<td>(9%)</td>
<td>(16.3%)</td>
<td>(14.8%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>169</td>
<td>202</td>
<td>77</td>
<td>375</td>
<td>54</td>
<td>205</td>
<td>113</td>
<td>304</td>
<td>215</td>
</tr>
<tr>
<td></td>
<td>(40.3%)</td>
<td>(61.4%)</td>
<td>(74.8%)</td>
<td>(68.7%)</td>
<td>(52.4%)</td>
<td>(72.4%)</td>
<td>(78.8%)</td>
<td>(78.8%)</td>
<td>(57.6%)</td>
</tr>
</tbody>
</table>

Table 13: Number of Nominal Groups with "male", "female" and "neutral" references in the classroom

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Less. 10</th>
<th>Less. 11</th>
<th>Less. 12</th>
<th>Less. 13</th>
<th>Less. 14</th>
<th>Less. 15</th>
<th>Less. 16</th>
<th>Less. 17</th>
<th>Less. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>9</td>
<td>40</td>
<td>165</td>
<td>20</td>
<td>9</td>
<td>56</td>
<td>68</td>
<td>23</td>
<td>21</td>
</tr>
<tr>
<td></td>
<td>(9.9%)</td>
<td>(30.8%)</td>
<td>(58.9%)</td>
<td>(14%)</td>
<td>(7.1%)</td>
<td>(18%)</td>
<td>(13.7%)</td>
<td>(12.7%)</td>
<td>(31.8%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>24</td>
<td>33</td>
<td>57</td>
<td>23</td>
<td>31</td>
<td>35</td>
<td>98</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td>(26.4%)</td>
<td>(25.4%)</td>
<td>(19.7%)</td>
<td>(16.1%)</td>
<td>(24.4%)</td>
<td>(11.3%)</td>
<td>(19.8%)</td>
<td>(10.4%)</td>
<td>(33.3%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>58</td>
<td>57</td>
<td>68</td>
<td>100</td>
<td>87</td>
<td>220</td>
<td>330</td>
<td>140</td>
<td>23</td>
</tr>
<tr>
<td></td>
<td>(63.7%)</td>
<td>(43.8%)</td>
<td>(23.4%)</td>
<td>(69.9%)</td>
<td>(88.5%)</td>
<td>(70.7%)</td>
<td>(66.5%)</td>
<td>(76.9%)</td>
<td>(34.9%)</td>
</tr>
</tbody>
</table>

Table 14: Total Number of Nominal Groups with "male", "female" and "neutral" references in the classroom

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>871</td>
</tr>
<tr>
<td></td>
<td>(19.2%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>856</td>
</tr>
<tr>
<td></td>
<td>(19.1%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>2797</td>
</tr>
<tr>
<td></td>
<td>(61.7%)</td>
</tr>
</tbody>
</table>

- These percentages are a comparison between the number in the nominal group to the total number of nominal groups in the classroom or home interaction.
### Table 15: Number of Nominal Groups with "male", "female" and "neutral" references in Home One

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>1 (10%)</td>
<td>1 (2.1%)</td>
<td>0</td>
<td>8 (33.3%)</td>
<td>0</td>
<td>0</td>
<td>10 (52.6%)</td>
<td>10 (20.8%)</td>
<td>30 (12.4%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>0</td>
<td>1 (2.1%)</td>
<td>5 (18.5%)</td>
<td>6 (25%)</td>
<td>0</td>
<td>4 (11.1%)</td>
<td>0</td>
<td>2 (4.2%)</td>
<td>18 (7.5%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>9 (90%)</td>
<td>46 (95.8%)</td>
<td>22 (81.5%)</td>
<td>10 (41.7%)</td>
<td>23 (100%)</td>
<td>32 (88.9%)</td>
<td>9 (47.4%)</td>
<td>36 (75%)</td>
<td>193 (80.1%)</td>
</tr>
</tbody>
</table>

### Table 16: Number of Nominal Groups with "male", "female" and "neutral" references in Home Two

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>47 (19.1%)</td>
<td>31 (18%)</td>
<td>22 (5.7%)</td>
<td>9 (2%)</td>
<td>11 (3.8%)</td>
<td>6 (0.8%)</td>
<td>6 (1.5%)</td>
<td>30 (19.8%)</td>
<td>162 (5.4%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>27 (11%)</td>
<td>7 (4%)</td>
<td>41 (10.7%)</td>
<td>75 (17.2%)</td>
<td>23 (7.5%)</td>
<td>26 (3.1%)</td>
<td>32 (7.7%)</td>
<td>18 (11.8%)</td>
<td>281 (9.5%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>172 (69.9%)</td>
<td>135 (78%)</td>
<td>321 (83.6%)</td>
<td>353 (80.6%)</td>
<td>273 (88.9%)</td>
<td>796 (96.1%)</td>
<td>375 (90.6%)</td>
<td>104 (68.4%)</td>
<td>2529 (85.1%)</td>
</tr>
</tbody>
</table>

### Table 17: Number of Nominal Groups with "male", "female" and "neutral" references in Home Three

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>36 (6.9%)</td>
<td>0</td>
<td>/</td>
<td>/</td>
<td>1 (4.4%)</td>
<td>0</td>
<td>0</td>
<td>1 (0.8%)</td>
<td>38 (4.5%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>29 (5.5%)</td>
<td>3 (17.6%)</td>
<td>/</td>
<td>/</td>
<td>15 (21.1%)</td>
<td>24 (21.8%)</td>
<td>4 (50%)</td>
<td>18 (18.2%)</td>
<td>93 (11.1%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>459 (87.6%)</td>
<td>14 (82.4%)</td>
<td>/</td>
<td>/</td>
<td>55 (77.5%)</td>
<td>86 (78.2%)</td>
<td>4 (50%)</td>
<td>92 (82.9%)</td>
<td>710 (84.4%)</td>
</tr>
</tbody>
</table>

323
Table 18: Number of Nominal Groups with "male", "female" and "neutral" references in Home Four

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>22 (20.7%)</td>
<td>15 (13.4%)</td>
<td>35 (22.3%)</td>
<td>19 (24.4%)</td>
<td>9 (22.5%)</td>
<td>13 (9.4%)</td>
<td>21 (13.5%)</td>
<td>16 (23.9%)</td>
<td>150 (17.6%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>11 (10.4%)</td>
<td>9 (8.0%)</td>
<td>24 (15.3%)</td>
<td>11 (14.1%)</td>
<td>3 (7.5%)</td>
<td>5 (3.5%)</td>
<td>3 (1.9%)</td>
<td>1 (1.5%)</td>
<td>67 (7.8%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>73 (85.9%)</td>
<td>88 (78.6%)</td>
<td>98 (62.4%)</td>
<td>48 (61.5%)</td>
<td>28 (70%)</td>
<td>121 (87.1%)</td>
<td>132 (84.6%)</td>
<td>50 (74.6%)</td>
<td>638 (74.6%)</td>
</tr>
</tbody>
</table>

Table 19: Number of Nominal Groups with "male", "female" and "neutral" references in Home Five

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>19 (26.4%)</td>
<td>26 (23.9%)</td>
<td>5 (11.1%)</td>
<td>4 (9.7%)</td>
<td>0</td>
<td>28 (35.4%)</td>
<td>72 (26%)</td>
<td>18 (14.8%)</td>
<td>172 (22.8%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>7 (9.8%)</td>
<td>8 (7.3%)</td>
<td>7 (15.6%)</td>
<td>3 (7.4%)</td>
<td>0</td>
<td>4 (5.1%)</td>
<td>23 (9.3%)</td>
<td>13 (10.6%)</td>
<td>65 (8.6%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>46 (63.8%)</td>
<td>75 (68.8%)</td>
<td>33 (73.3%)</td>
<td>34 (62.9%)</td>
<td>8 (100%)</td>
<td>47 (59.5%)</td>
<td>182 (65.7%)</td>
<td>92 (74.8%)</td>
<td>517 (68.6%)</td>
</tr>
</tbody>
</table>

Table 20: Number of Nominal Groups with "male", "female" and "neutral" references in Home Six

<table>
<thead>
<tr>
<th>Nominal Group</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Male&quot;</td>
<td>1 (5.6%)</td>
<td>8 (34.6%)</td>
<td>5 (55.6%)</td>
<td>8 (30.8%)</td>
<td>11 (28.9%)</td>
<td>5 (26.3%)</td>
<td>0</td>
<td>3 (14.3%)</td>
<td>41 (25.8%)</td>
</tr>
<tr>
<td>&quot;Female&quot;</td>
<td>0</td>
<td>1 (4.3%)</td>
<td>4 (44.4%)</td>
<td>2 (7.7%)</td>
<td>0</td>
<td>1 (5.3%)</td>
<td>0</td>
<td>0</td>
<td>6 (5%)</td>
</tr>
<tr>
<td>&quot;Neutral&quot;</td>
<td>17 (94.6%)</td>
<td>14 (60.9%)</td>
<td>0</td>
<td>16 (61.5%)</td>
<td>27 (71.1%)</td>
<td>13 (68.4%)</td>
<td>10 (100%)</td>
<td>18 (85.7%)</td>
<td>110 (69.2%)</td>
</tr>
</tbody>
</table>
Table 21: Total Number of Demands For Information made by the participants in the female homes.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Home 1</th>
<th>Home 2</th>
<th>Home 3</th>
<th>Total Female Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>56 (98.2%)</td>
<td>454 (92.5%)</td>
<td>80 (32.8%)</td>
<td>590 (74.5%)</td>
</tr>
<tr>
<td>Daughter</td>
<td>1 (1.8%)</td>
<td>37 (7.5%)</td>
<td>48 (19.7%)</td>
<td>86 (10.8%)</td>
</tr>
<tr>
<td>Sibling</td>
<td>/</td>
<td>/</td>
<td>1 (0.4%)</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>115 (47.1%)</td>
<td>115 (14.5%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>57 (100%)</td>
<td>491 (100%)</td>
<td>244 (100%)</td>
<td>792 (100%)</td>
</tr>
</tbody>
</table>

Table 22: Total Number of Demands For Information made by the participants in the male homes.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Home 4</th>
<th>Home 5</th>
<th>Home 6</th>
<th>Total Male Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>162 (83.1%)</td>
<td>123 (76.4%)</td>
<td>32 (71.1%)</td>
<td>317 (79.1%)</td>
</tr>
<tr>
<td>Son</td>
<td>33 (16.9%)</td>
<td>36 (22.4%)</td>
<td>4 (8.9%)</td>
<td>73 (18.2%)</td>
</tr>
<tr>
<td>Sibling</td>
<td>/</td>
<td>2 (1.2%)</td>
<td>9 (20%)</td>
<td>11 (2.7%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>TOTAL</td>
<td>195 (100%)</td>
<td>161 (100%)</td>
<td>45 (100%)</td>
<td>401 (100%)</td>
</tr>
</tbody>
</table>

Table 23: Total Number of Demands For Information made by the participants in the classroom.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Lessons 1 to 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>636 (81.7%)</td>
</tr>
<tr>
<td>Boy</td>
<td>86 (11.1%)</td>
</tr>
<tr>
<td>Girl</td>
<td>56 (7.2%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>778 (100%)</td>
</tr>
</tbody>
</table>
Table 24: Nominations to Reply to the Parent’s Questions in Home One

<table>
<thead>
<tr>
<th></th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1</td>
<td>1 (100%)</td>
<td>8 (61.5%)</td>
<td>0</td>
<td>2 (50%)</td>
<td>1</td>
<td>14</td>
<td>6 (85.7%)</td>
<td>10</td>
</tr>
<tr>
<td>No Opprt to Reply</td>
<td>0</td>
<td>5 (38.5%)</td>
<td>0</td>
<td>2 (50%)</td>
<td>3</td>
<td>2 (12.5%)</td>
<td>1 (14.3%)</td>
<td>1</td>
</tr>
<tr>
<td>Total Number Of Parent Question</td>
<td>1 (100%)</td>
<td>13 (100%)</td>
<td>0</td>
<td>4 (100%)</td>
<td>4 (100%)</td>
<td>16 (100%)</td>
<td>7 (100%)</td>
<td>11 (100%)</td>
</tr>
</tbody>
</table>

Table 25: Nominations to Reply to the Parent’s Questions in Home Two

<table>
<thead>
<tr>
<th></th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2</td>
<td>62 (71.3%)</td>
<td>10 (45.5%)</td>
<td>43 (70.5%)</td>
<td>31 (58.3%)</td>
<td>22 (57.9%)</td>
<td>45 (80.6%)</td>
<td>43 (69.4%)</td>
<td>13 (36%)</td>
</tr>
<tr>
<td>No Opprt to Reply</td>
<td>25 (28.7%)</td>
<td>12 (54.5%)</td>
<td>18 (29.5%)</td>
<td>24 (43.7%)</td>
<td>16 (42.1%)</td>
<td>28 (19.4%)</td>
<td>19 (30.5%)</td>
<td>23 (64%)</td>
</tr>
<tr>
<td>Total Number Of Parent Question</td>
<td>87 (100%)</td>
<td>22 (100%)</td>
<td>61 (100%)</td>
<td>55 (100%)</td>
<td>38 (100%)</td>
<td>93 (100%)</td>
<td>62 (100%)</td>
<td>36 (100%)</td>
</tr>
</tbody>
</table>

Table 26: Nominations to Reply to the Parent’s Questions in Home Three

<table>
<thead>
<tr>
<th></th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>F3</td>
<td>86 (74.8%)</td>
<td>0</td>
<td>0</td>
<td>6 (46.2%)</td>
<td>25</td>
<td>1 (100%)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>No Opprt to Reply</td>
<td>29 (25.2%)</td>
<td>0</td>
<td>0</td>
<td>7 (53.8%)</td>
<td>6 (19.4%)</td>
<td>0</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total Number Of Parent Question</td>
<td>115 (100%)</td>
<td>0</td>
<td>0</td>
<td>13 (100%)</td>
<td>31</td>
<td>1 (100%)</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

326
### Table 27: Nominations to Reply to the Parent's Questions in Home Four

<table>
<thead>
<tr>
<th></th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>F4</td>
<td>10 (76.9%)</td>
<td>10 (50%)</td>
<td>14 (87.5%)</td>
<td>11 (60%)</td>
<td>7 (77.7%)</td>
<td>38 (92.7%)</td>
<td>28 (84.8%)</td>
<td>5 (82.5%)</td>
</tr>
<tr>
<td>No Oppor</td>
<td>3 (23.1%)</td>
<td>10 (50%)</td>
<td>2 (12.5%)</td>
<td>11 (60%)</td>
<td>2 (22.3%)</td>
<td>3 (7.3%)</td>
<td>5 (15.2%)</td>
<td>3 (37.5%)</td>
</tr>
<tr>
<td>To Reply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13 (100%)</td>
<td>20 (100%)</td>
<td>16 (100%)</td>
<td>22 (100%)</td>
<td>9 (100%)</td>
<td>41 (100%)</td>
<td>33 (100%)</td>
<td>8 (100%)</td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of Parent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Table 28: Nominations to Reply to the Parent's Questions in Home Five

<table>
<thead>
<tr>
<th></th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>F5</td>
<td>10 (90.9%)</td>
<td>22 (78.6%)</td>
<td>9 (60%)</td>
<td>8 (60%)</td>
<td>1 (100%)</td>
<td>7 (58.3%)</td>
<td>10 (35.7%)</td>
<td>14 (77.8%)</td>
</tr>
<tr>
<td>No Oppor</td>
<td>1 (9.1%)</td>
<td>6 (21.4%)</td>
<td>6 (40%)</td>
<td>2 (20%)</td>
<td>0 (0%)</td>
<td>5 (41.7%)</td>
<td>18 (64.3%)</td>
<td>4 (22.2%)</td>
</tr>
<tr>
<td>To Reply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11 (100%)</td>
<td>28 (100%)</td>
<td>15 (100%)</td>
<td>10 (100%)</td>
<td>1 (100%)</td>
<td>12 (100%)</td>
<td>28 (100%)</td>
<td>18 (100%)</td>
</tr>
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<td>Number</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of Parent</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

### Table 29: Nominations to Reply to the Parent's Questions in Home Six

<table>
<thead>
<tr>
<th></th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>F6</td>
<td>5 (83.3%)</td>
<td>2 (100%)</td>
<td>1 (100%)</td>
<td>9 (81.8%)</td>
<td>0 (0%)</td>
<td>3 (100%)</td>
<td>2 (100%)</td>
<td>3 (42.9%)</td>
</tr>
<tr>
<td>No Oppor</td>
<td>1 (16.7%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>2 (18.2%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>4 (57.1%)</td>
</tr>
<tr>
<td>To Reply</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6 (100%)</td>
<td>2 (100%)</td>
<td>1 (100%)</td>
<td>11 (100%)</td>
<td>0 (0%)</td>
<td>3 (100%)</td>
<td>2 (100%)</td>
<td>7 (100%)</td>
</tr>
<tr>
<td>Number</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Of Parent</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Question</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 30: Nominations to Reply to the Teacher’s Questions in the Classroom

<table>
<thead>
<tr>
<th></th>
<th>Less. 1</th>
<th>Less. 2</th>
<th>Less. 3</th>
<th>Less. 4</th>
<th>Less. 5</th>
<th>Less. 6</th>
<th>Less. 7</th>
<th>Less. 8</th>
<th>Less. 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>30   (25.9%)</td>
<td>7   (38.9%)</td>
<td>0</td>
<td>32   (31.7%)</td>
<td>0   (31.7%)</td>
<td>22   (33.5%)</td>
<td>0</td>
<td>24   (28.2%)</td>
<td>29   (32.7%)</td>
</tr>
<tr>
<td>Girl</td>
<td>33 (28.4%)</td>
<td>3 (18.7%)</td>
<td>0   (26.7%)</td>
<td>27   (26.7%)</td>
<td>26   (40%)</td>
<td>0</td>
<td>36   (42.4%)</td>
<td>11 (20%)</td>
<td></td>
</tr>
<tr>
<td>Children Simult</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>15 (14.9%)</td>
<td>0   (14.9%)</td>
<td>3   (4.6%)</td>
<td>0</td>
<td>8   (9.4%)</td>
<td>0</td>
</tr>
<tr>
<td>No Oppot to Reply</td>
<td>53 (45.7%)</td>
<td>8 (44.4%)</td>
<td>2 (100%)</td>
<td>27 (100%)</td>
<td>0   (100%)</td>
<td>14 (21.6%)</td>
<td>2 (100%)</td>
<td>17 (20%)</td>
<td>15 (27.3%)</td>
</tr>
<tr>
<td>Total Number Of Teacher Question</td>
<td>116 (100%)</td>
<td>18 (100%)</td>
<td>2 (100%)</td>
<td>101 (100%)</td>
<td>0   (100%)</td>
<td>65 (100%)</td>
<td>2 (100%)</td>
<td>85 (100%)</td>
<td>55 (100%)</td>
</tr>
</tbody>
</table>

Table 31: Nominations to Reply to the Teacher’s Questions in the Classroom Continued

<table>
<thead>
<tr>
<th></th>
<th>Less. 10</th>
<th>Less. 11</th>
<th>Less. 12</th>
<th>Less. 13</th>
<th>Less. 14</th>
<th>Less. 15</th>
<th>Less. 16</th>
<th>Less. 17</th>
<th>Less. 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boy</td>
<td>0</td>
<td>1 (25%)</td>
<td>37 (45.6%)</td>
<td>0</td>
<td>0</td>
<td>4 (57.1%)</td>
<td>28 (33.3%)</td>
<td>1 (33.3%)</td>
<td>0</td>
</tr>
<tr>
<td>Girl</td>
<td>1 (33.3%)</td>
<td>0</td>
<td>22 (27.2%)</td>
<td>0</td>
<td>1 (14.3%)</td>
<td>23 (27.4%)</td>
<td>1 (33.3%)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Children Simult</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9 (10.7%)</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>No Oppot to Reply</td>
<td>2 (66.7%)</td>
<td>4 (75%)</td>
<td>22 (27.2%)</td>
<td>7 (77.8%)</td>
<td>0</td>
<td>2 (26.6%)</td>
<td>24 (28.6%)</td>
<td>1 (33.3%)</td>
<td>0</td>
</tr>
<tr>
<td>Total Number Of Teacher Question</td>
<td>3 (100%)</td>
<td>5 (100%)</td>
<td>81 (100%)</td>
<td>9 (100%)</td>
<td>0</td>
<td>7 (100%)</td>
<td>84 (100%)</td>
<td>3 (100%)</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 32: Frequency with which the Parent used different types of Demand for Information in Home One

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Sess. 2</th>
<th>Sess. 6</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>0</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprise Tentative</td>
<td>5</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Apprise Explain Assumptive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprise Explain Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Apprise Circumstance</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Apprise Event</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Apprise Actant Specific</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Apprise Actant Nonspecific</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 33: Frequency with which the Parent used different types of Demand for Information in Home Two.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 4</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>5</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>38</td>
<td>9</td>
<td>20</td>
<td>30</td>
<td>12</td>
<td>25</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Assumptive</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Apprize Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Apprize Specific</td>
<td>30</td>
<td>3</td>
<td>34</td>
<td>16</td>
<td>18</td>
<td>50</td>
<td>28</td>
<td>10</td>
</tr>
<tr>
<td>Apprize Nonspecific</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 34: Frequency with which the Parent used different types of Demand for Information in Home Three.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Sess. 1</th>
<th>Sess. 5</th>
<th>Sess. 6</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>39</td>
<td>3</td>
<td>2</td>
<td>8</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Assumptive</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Apprize Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>11</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Apprize Actant Specific</td>
<td>57</td>
<td>9</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>Apprize Actant Nonspecific</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Demands: Information</td>
<td>Sess. 1</td>
<td>Sess. 2</td>
<td>Sess. 3</td>
<td>Sess. 4</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>Confirm Reassure</td>
<td>2</td>
<td>7</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>8</td>
<td>7</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Explain Assumptive</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Explain Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Actant Specific</td>
<td>0</td>
<td>6</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Apprize Actant Nonspecific</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 36: Frequency with which the Parent used different types of Demand for Information in Home Five.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Sess. 1</th>
<th>Sess. 2</th>
<th>Sess. 3</th>
<th>Sess. 6</th>
<th>Sess. 7</th>
<th>Sess. 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>0</td>
<td>2</td>
<td>6</td>
<td>0</td>
<td>13</td>
<td>9</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Explain Assumptive</td>
<td>0</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Apprize Explain Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>0</td>
<td>1</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Actant Specific</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>8</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Apprize Actant Nonspecific</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 37: Frequency with which the Parent used different types of Demand for Information in Home Six.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Sess. 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm</td>
<td>0</td>
</tr>
<tr>
<td>Reassure</td>
<td>0</td>
</tr>
<tr>
<td>Confirm</td>
<td>2</td>
</tr>
<tr>
<td>Probe</td>
<td>0</td>
</tr>
<tr>
<td>Confirm</td>
<td>0</td>
</tr>
<tr>
<td>Ask</td>
<td>0</td>
</tr>
<tr>
<td>Confirm</td>
<td>0</td>
</tr>
<tr>
<td>Check</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>0</td>
</tr>
<tr>
<td>Tentative</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>0</td>
</tr>
<tr>
<td>Explain</td>
<td>0</td>
</tr>
<tr>
<td>Assumptive</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>0</td>
</tr>
<tr>
<td>Explain</td>
<td>0</td>
</tr>
<tr>
<td>Nonassumpt</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>0</td>
</tr>
<tr>
<td>Circumstance</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>0</td>
</tr>
<tr>
<td>Event</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>9</td>
</tr>
<tr>
<td>Actant</td>
<td>0</td>
</tr>
<tr>
<td>Specific</td>
<td>0</td>
</tr>
<tr>
<td>Apprize</td>
<td>0</td>
</tr>
<tr>
<td>Actant</td>
<td>0</td>
</tr>
<tr>
<td>Nonspecific</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 38: Frequency with which the Teacher used different types of Demand for Information in the Classroom.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Less. 1</th>
<th>Less. 2</th>
<th>Less. 4</th>
<th>Less. 6</th>
<th>Less. 8</th>
<th>Less. 9</th>
<th>Less. 12</th>
<th>Less. 16</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>10</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>32</td>
<td>5</td>
<td>30</td>
<td>4</td>
<td>22</td>
<td>18</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>14</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>12</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Assumptive</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>9</td>
<td>0</td>
<td>7</td>
<td>2</td>
<td>20</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>18</td>
<td>6</td>
<td>0</td>
<td>3</td>
<td>22</td>
<td>7</td>
<td>33</td>
<td>4</td>
</tr>
<tr>
<td>Apprize Actant Specific</td>
<td>8</td>
<td>1</td>
<td>42</td>
<td>45</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>Apprize Actant Nonspecific</td>
<td>3</td>
<td>1</td>
<td>7</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>3</td>
<td>8</td>
</tr>
</tbody>
</table>
Table 39: Total Number of Demands For Information made by the participants in the female homes.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Home 1</th>
<th>Home 2</th>
<th>Home 3</th>
<th>Total Female Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>56 (98.2%)</td>
<td>454 (92.5%)</td>
<td>80 (32.8%)</td>
<td>590 (74.5%)</td>
</tr>
<tr>
<td>Daughter</td>
<td>1 (1.8%)</td>
<td>37 (7.5%)</td>
<td>48 (19.7%)</td>
<td>86 (10.9%)</td>
</tr>
<tr>
<td>Sibling</td>
<td>/</td>
<td>/</td>
<td>1 (0.4%)</td>
<td>1 (0.1%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>115 (47.1%)</td>
<td>115 (14.5%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>57 (100%)</td>
<td>491 (100%)</td>
<td>244 (100%)</td>
<td>792 (100%)</td>
</tr>
</tbody>
</table>

Table 40: Total Number of Demands For Information made by the participants in the male homes.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Home 4</th>
<th>Home 5</th>
<th>Home 6</th>
<th>Total Male Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>162 (83.1%)</td>
<td>123 (76.4%)</td>
<td>32 (71.1%)</td>
<td>317 (79.1%)</td>
</tr>
<tr>
<td>Son</td>
<td>36 (16.9%)</td>
<td>36 (22.4%)</td>
<td>4 (8.9%)</td>
<td>73 (16.2%)</td>
</tr>
<tr>
<td>Sibling</td>
<td>/</td>
<td>2 (1.2%)</td>
<td>9 (20%)</td>
<td>11 (2.7%)</td>
</tr>
<tr>
<td>Father</td>
<td>/</td>
<td>/</td>
<td>/</td>
<td>/</td>
</tr>
<tr>
<td>TOTAL</td>
<td>195 (100%)</td>
<td>161 (100%)</td>
<td>45 (100%)</td>
<td>401 (100%)</td>
</tr>
</tbody>
</table>
Table 41: Total Number of Demands For Information made by the participants in the classroom.

<table>
<thead>
<tr>
<th>Participant</th>
<th>Lessons 1 to 18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>636 (81.7%)</td>
</tr>
<tr>
<td>Boy</td>
<td>86 (11.1%)</td>
</tr>
<tr>
<td>Girl</td>
<td>56 (7.2%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>778 (100%)</td>
</tr>
</tbody>
</table>
Table 42: Frequency with which the Children used different types of Demand for Information in the Female Homes.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Female Home One</th>
<th>Female Home Two</th>
<th>Female Home Three</th>
<th>Total Female Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>0</td>
<td>4</td>
<td>1</td>
<td>5 (5.8%)</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>0</td>
<td>11</td>
<td>25</td>
<td>36 (41.2%)</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Assumeptive</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>6 (7%)</td>
</tr>
<tr>
<td>Apprize Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>0</td>
<td>5</td>
<td>6</td>
<td>11 (12.8%)</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>4 (5.3%)</td>
</tr>
<tr>
<td>Apprize Actant Spec</td>
<td>1</td>
<td>12</td>
<td>11</td>
<td>24 (27.9%)</td>
</tr>
<tr>
<td>Apprize Actant Nonspec</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 43: Frequency with which the Children used different types of Demand for Information in the Male Homes.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Male Home One</th>
<th>Male Home Two</th>
<th>Male Home Three</th>
<th>Total Male Homes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>2 (2.7%)</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>13</td>
<td>19</td>
<td>4</td>
<td>36 (49.3%)</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Explain Assumptive</td>
<td>3</td>
<td>6</td>
<td>0</td>
<td>9 (12.3%)</td>
</tr>
<tr>
<td>Apprize Explain Nonassumpt</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Apprize Circumstance</td>
<td>0</td>
<td>5</td>
<td>0</td>
<td>5 (6.9%)</td>
</tr>
<tr>
<td>Apprize Event</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4 (5.5%)</td>
</tr>
<tr>
<td>Apprize Actant Specific</td>
<td>13</td>
<td>4</td>
<td>0</td>
<td>17 (23.3%)</td>
</tr>
<tr>
<td>Apprize Actant Nonspecific</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Table 44: Frequency with which the Children used different types of Demand for Information in the Classroom.

<table>
<thead>
<tr>
<th>Demands: Information</th>
<th>Girls</th>
<th>Boys</th>
<th>Total Classroom Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confirm Reassure</td>
<td>4</td>
<td>7</td>
<td>11 (7.7%)</td>
</tr>
<tr>
<td>Confirm Probe</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Confirm Ask</td>
<td>30</td>
<td>38</td>
<td>68 (47.9%)</td>
</tr>
<tr>
<td>Confirm Check</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appraise Tentative</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appraise Explain</td>
<td>0</td>
<td>1</td>
<td>1 (0.8%)</td>
</tr>
<tr>
<td>Assumptive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appraise Explain</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonassumptive</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Appraise Circumstance</td>
<td>5</td>
<td>6</td>
<td>11 (7.7%)</td>
</tr>
<tr>
<td>Appraise Event</td>
<td>1</td>
<td>4</td>
<td>5 (3.5%)</td>
</tr>
<tr>
<td>Appraise Actant</td>
<td>16</td>
<td>30</td>
<td>46 (32.4%)</td>
</tr>
<tr>
<td>Specific</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appraise Actant</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Nonspecific</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Gender Differentiation in Early Literacy Development:
A Sociolinguistic and Contextual Analysis of Home and School Interactions.

M. A. Razey
PhD
2002
University of Western Sydney
Statement of Authentication.

The work presented in this thesis is, to the best of my knowledge and belief, original except as acknowledged in the text. I hereby declare that I have not submitted this material for a degree at this or any other institution.

Signed

Melissa A. Razey

Melissa Razey
Acknowledgements.

It is with great delight that I acknowledge several people who have encouraged me to conduct my research and complete this thesis. First, thank you to my husband Rick who has always believed in me and motivated me to strive for the highest.

During the process of this study, we were blessed with two beautiful children, Benjamin and Philippa. To them I say you are both very special and Mummy thanks you for giving me a sense of perspective on the true joy of life.

I also would like to acknowledge my parents who have seen me through almost thirty years of life and have offered their ongoing love and support. Their help with the children has also been invaluable as the completion of this thesis drew nearer.

Thanks must also go to my supervisor Professor Trevor Cairney who has been wonderful as both a teacher and mentor. Without his help and guidance this thesis would never have become a reality.

To God be the Glory.
Table Of Contents.

<table>
<thead>
<tr>
<th>Title</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>List Of Appendices</td>
<td>i</td>
</tr>
<tr>
<td>List Of Figures</td>
<td>iii</td>
</tr>
<tr>
<td>Abstract</td>
<td>viii</td>
</tr>
<tr>
<td>Chapter One – Introduction</td>
<td>1</td>
</tr>
<tr>
<td>Chapter Two – Theoretical Basis For Methodology</td>
<td>26</td>
</tr>
<tr>
<td>Chapter Three – Methodology</td>
<td>53</td>
</tr>
<tr>
<td>Chapter Four – Results And Discussion</td>
<td>72</td>
</tr>
<tr>
<td>Chapter Five – Summary, Variations And Implications</td>
<td>107</td>
</tr>
<tr>
<td>Chapter Six – Conclusions And Further Implications.</td>
<td>129</td>
</tr>
<tr>
<td>Bibliography</td>
<td>139</td>
</tr>
<tr>
<td>Appendices</td>
<td>171</td>
</tr>
</tbody>
</table>
# List of Appendices

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
<th>Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appendix I</td>
<td>Researcher record sheet for classroom interactions.</td>
<td>171</td>
</tr>
<tr>
<td>Appendix II</td>
<td>Letter to Kindergarten parents regarding the research project.</td>
<td>172</td>
</tr>
<tr>
<td>Appendix III</td>
<td>Parental detail sheet for Focal Children.</td>
<td>174</td>
</tr>
<tr>
<td>Appendix IV</td>
<td>Students statement for verbal permission.</td>
<td>175</td>
</tr>
<tr>
<td>Appendix V</td>
<td>Classroom transcripts.</td>
<td>176</td>
</tr>
<tr>
<td>Appendix VI</td>
<td>Sample of Focal Child One’s transcripts.</td>
<td>292</td>
</tr>
<tr>
<td>Appendix VII</td>
<td>Sample of Focal Child Two’s transcripts.</td>
<td>293</td>
</tr>
<tr>
<td>Appendix VIII</td>
<td>Sample of Focal Child Three’s transcripts.</td>
<td>301</td>
</tr>
<tr>
<td>Appendix IX</td>
<td>Sample of Focal Child Four’s transcripts.</td>
<td>306</td>
</tr>
<tr>
<td>Appendix  X</td>
<td>Sample of Focal Child Five's transcripts.</td>
<td>309</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>Appendix XI</td>
<td>Sample of Focal Child Six’s transcripts.</td>
<td>312</td>
</tr>
<tr>
<td>Appendix XII</td>
<td>Realisation Statements for Demand; Information.</td>
<td>315</td>
</tr>
<tr>
<td>Appendix XIII</td>
<td>Domain Analysis references for boys and girls.</td>
<td>317</td>
</tr>
<tr>
<td>Appendix XIV</td>
<td>Tables of Results.</td>
<td>318</td>
</tr>
<tr>
<td>Figure</td>
<td>Title</td>
<td>Page Number</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Figure 1:</td>
<td>Transcript segment from lesson eight.</td>
<td>62</td>
</tr>
<tr>
<td>Figure 2:</td>
<td>Transcript segment from home one.</td>
<td>63</td>
</tr>
<tr>
<td>Figure 3:</td>
<td>Transcript segment from home three.</td>
<td>64</td>
</tr>
<tr>
<td>Figure 4:</td>
<td>Transcript segment from home six.</td>
<td>64</td>
</tr>
<tr>
<td>Figure 5:</td>
<td>Flow diagram for Analysis Procedure.</td>
<td>66</td>
</tr>
<tr>
<td>Figure 6:</td>
<td>Hasan's semantic network for Demand;Information.</td>
<td>69</td>
</tr>
<tr>
<td>Figure 7:</td>
<td>Selection expressions and examples for Demands;Information from the transcripts.</td>
<td>70</td>
</tr>
<tr>
<td>Figure 8:</td>
<td>Flow diagram for analysis stages</td>
<td>76</td>
</tr>
<tr>
<td>Figure 9:</td>
<td>Number of messages spoken by the participants in the female homes.</td>
<td>78</td>
</tr>
</tbody>
</table>
Figure 10: Number of messages spoken by the participants in the male homes.

Figure 11: Number of messages spoken by the participants in the classroom.

Figure 12: Total number of messages spoken by the participants in the classroom. (Column Graph)

Figure 13: Total number of messages spoken by the participants in the classroom. (Pie Graph)

Figure 14: Transcript segment from lesson twelve showing the use of transitivity in analysis of the referential domain.

Figure 15: Number of nominal groups with male and female references in the classroom compared to total boy and girl utterances.

Figure 16: Total number of nominal groups with "male", "female" and "neutral" references in the classroom.
Figure 17: Number of nominal groups with "male" and "female" references in the homes.

Figure 18: Demands for Information in the homes.

Figure 19: Demands for Information in the classroom.

Figure 20: Nominations to reply to teacher questions being signalled through the use of nonverbal cues.

Figure 21: Nominations to reply to questions in the homes.

Figure 22: Nominations to reply to the teacher's questions in the classroom.

Figure 23: Frequency of the use of Confirm and Apprise questions in the female homes.

Figure 24: Frequency of the use of Confirm and Apprise questions in the male homes.

Figure 25: Frequency of the use of Confirm and Apprise questions in the classroom.
Figure 26: Total number of Demands for Information made in the male homes.

Figure 27: Total number of Demands for Information made in the female homes.

Figure 28: Total number of Demands for Information made in the classroom.

Figure 29: Frequency with which the children used different types of Demands for Information in the homes.

Figure 30: Frequency with which the children used different types of Demands for Information in the classroom.

Figure 31: Transcript segment regarding SWELL program.

Figure 32: Transcript segment with brief female interaction from lesson four.

Figure 33: Transcript segment with brief female interaction from lesson sixteen.
Figure 34: Transcript segment with lengthy male interaction from lesson four.

Figure 35: Transcript segment with lengthy male interaction from lesson sixteen.

Figure 36: Transcript segment with genders responding as separate groups from lesson four.

Figure 37: Transcript segment with genders responding as separate groups from lesson sixteen.

Figure 38: Transcript segment with little teacher and males interaction from lesson ten.

Figure 39: Transcript segment with little teacher interaction from lesson fourteen.

Figure 40: Transcript segment from lesson one.
Abstract.

Research in language education over the past fifteen years has provided many insights into the social construction of literacy. However, the role of gender in this construction has often been poorly investigated or altogether neglected. Additionally, limitations in the language theories on which many studies are based have undercut the quality of analysis of teacher-child and parent-child interactions.

In this research, gender construction was examined by observing and analysing the literacy interactions of six kindergarten children (three girls and three boys) at school and in the home. This was undertaken in two ways. First by transcribing and analysing eighteen literacy lessons from their classroom. Second by transcribing and analysing eight literacy sessions from each home. Systemic Functional Linguistic Theory was used to investigate the means through which gender was constructed in these contexts. Domain Analysis was also used to give a broader understanding of the culture of the interactions.

In order to investigate possible gender differences in interactive discourse all of these transcripts were analysed using an explicitly defined semantic unit, following Hasan (1989). Further analysis involved using the concept of field: referential domain and its realisation through choices in the transitivity system. Hasan’s description of Demands for Information through a semantic network was
further employed to investigate a specific aspect of gender differentiation in emergent literacy. Using these three analytic tools the interaction between the teacher and children (in the classroom) and the parents and children (in the six homes) could be examined.

This analysis has shown that there may be significant differences in the ways that teachers interact with boys and girls. In the classroom, the boys contributed more and were more often nominated to reply to a teacher’s question. The boys were asked more Apprise questions thus channelling the discussion towards the referential domain. The boys also asked more of these questions themselves increasing the number of "male" nominal groups. In two lessons where the females had the higher number of nominal groups, the males still contributed more. The defining event of “The Challenge” was identified in these lessons where the teacher nominates the children to respond as gender specific groups, encouraging the boys to interact even more strongly.

The interactions between parents and their children also revealed some valuable details. Each child was unique having different interactions within their families. For one child, a girl, the literacy interaction involved echoing the mother’s reading of text (see Appendix VIII). In contrast in one boy’s home the child rarely interacted at all in the shared reading situations in his home (see Appendix XI). The selection of what to do in each session also varied immensely across the six homes (reading, playing alphabet games, computer sessions). Thus, parental
understanding of what counted as literacy was different in many of the homes. This is consistent with findings by Cairney & Ruge, 1997 and Freebody, Ludwig & Gunn 1997.

Quite disturbingly, the school situation appears to be a linguistic leveller. The variation that was evidenced in the homes was not translated into the school situation. The children responded in a much more uniform way in the classroom than they did in their individual home situations.

Such findings are significant for educational practice because they provide insight into how implicit structuring by teachers can effect the extent of participation of boys and girls in the classroom. Further, the results indicate how analysis in the emergent stage of literacy development is critical for a thorough understanding of gender construction. Further, significant theoretical insights were gained through the use of a methodology that utilised both a macroanalysis and a microanalysis. The use of both Systemic Functional Linguistic Theory and Domain Analysis provided a strong framework for understanding the details of gender differentiation in both the school and the home.