



Conference:
Language, Education and the
MDGs

Bangkok, 9 – 11 November 2010

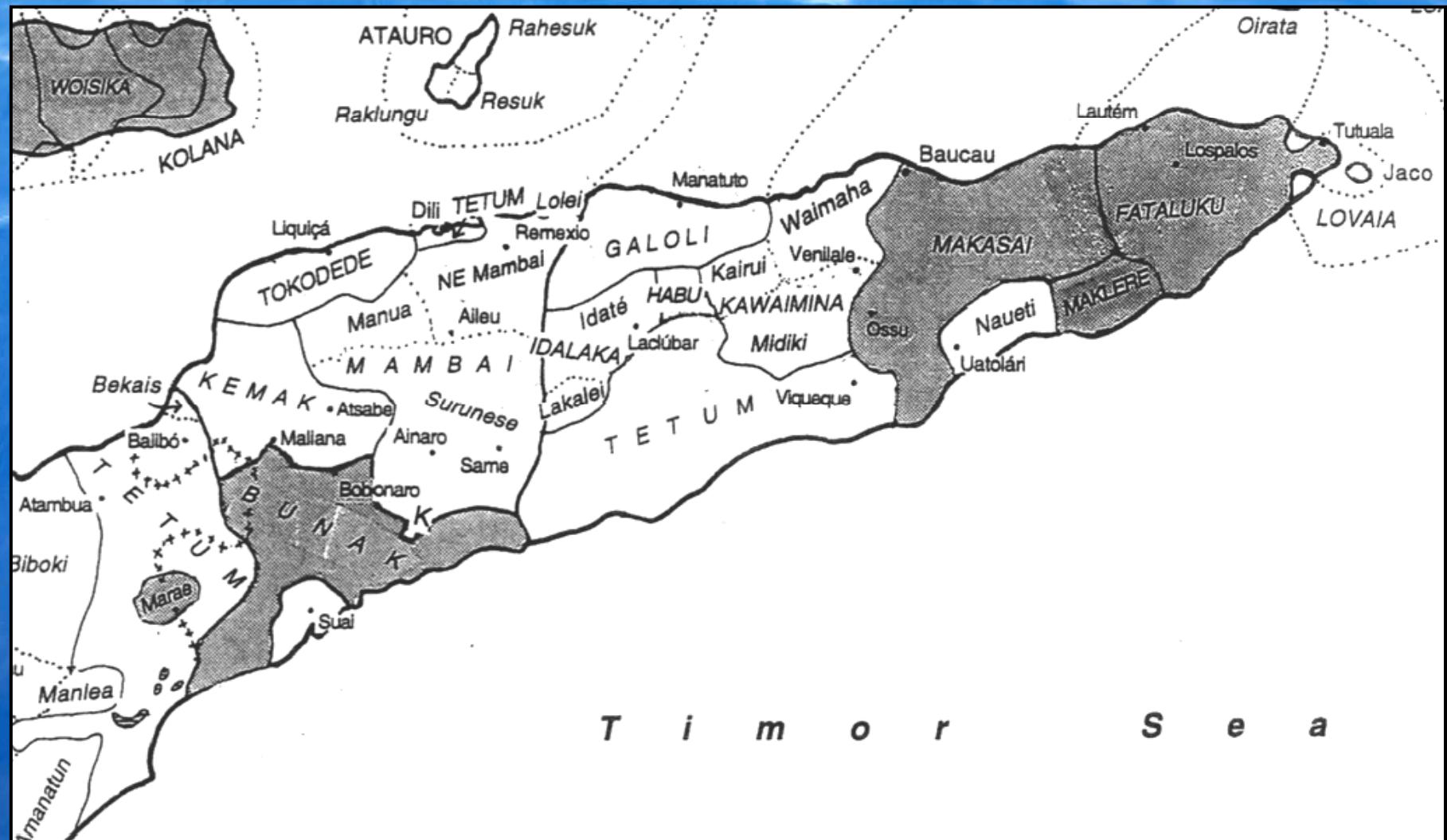
Language and Learning in East
Timorese primary classrooms

Marie Quinn
Australian Catholic University/
The University of Melbourne









Situation for Language

Over 16 indigenous languages (Hull 2004, Gordon 2005)

Portuguese 1550s – 1975

Indonesian 1975 – 1999

(English UN 1999 – present)

RDTL Constitution 2002

Section 13 (Official languages and national languages)

1. Tetum and Portuguese shall be the official languages in the Democratic Republic of East Timor.
2. Tetum and the other national languages shall be valued and developed by the State.

2004 Census

Results from 2010 forthcoming

Reported by Head of Household, members > 6 yrs

Portuguese Use 37% Literacy 12% (15 – 19,
40 – 49 yrs)

Tetum Use 86% Literacy 42% (15 – 29 yrs,
all up to 54 yrs)

None of official languages 13% (>10, > 60 yrs)

Situation for learning

Vine 2007: Measurement of Learning Achievement Grade 3 and 5: maths, Tetum and Portuguese	70% of students could not answer the easiest questions in most tests No difference between languages or gender, some difference in Catholic schools, UNICEF-supported schools
EMIS data: April 2008 data for 2006/7	14% of children in primary school are repeating a class level. 34% of these children are repeating Grade 1. 11% of children attending primary school dropped out.
EGRA: 2009 Grades 1, 2 & 3 50% tested using Tetum, 50% tested using Portuguese	Grade 1: >70% of students could not read a single word of the simple text Grade 2: 40% of children were not able to read a single word Grade 3: children scoring zero dropped to about 20% No difference between languages

Situation for language-in-education (Acquisition planning)

‘speed up the reintroduction of the official languages – Portuguese and Tetum – at schools’ (MECYS, 2004a: 5)

‘ensure the effective mastery of both the national languages, both oral and written skills’ (MECYS, 2004b: 27)

‘the implementation of Portuguese will have precedence’ (MECYS, 2004a: 8)

Tetum used as ‘a pedagogic aide’ to be used ‘at levels not surpassing basic education’ (MECYS, 2004a: 8)

Situation for language-in-education (Acquisition planning)

Education Policy 2006 – 2010:

Tetum and Portuguese as languages of
education

Base Law for Education, 2008

Article 8:

“The teaching languages of the Timorese
education system are Tetum and Portuguese.”

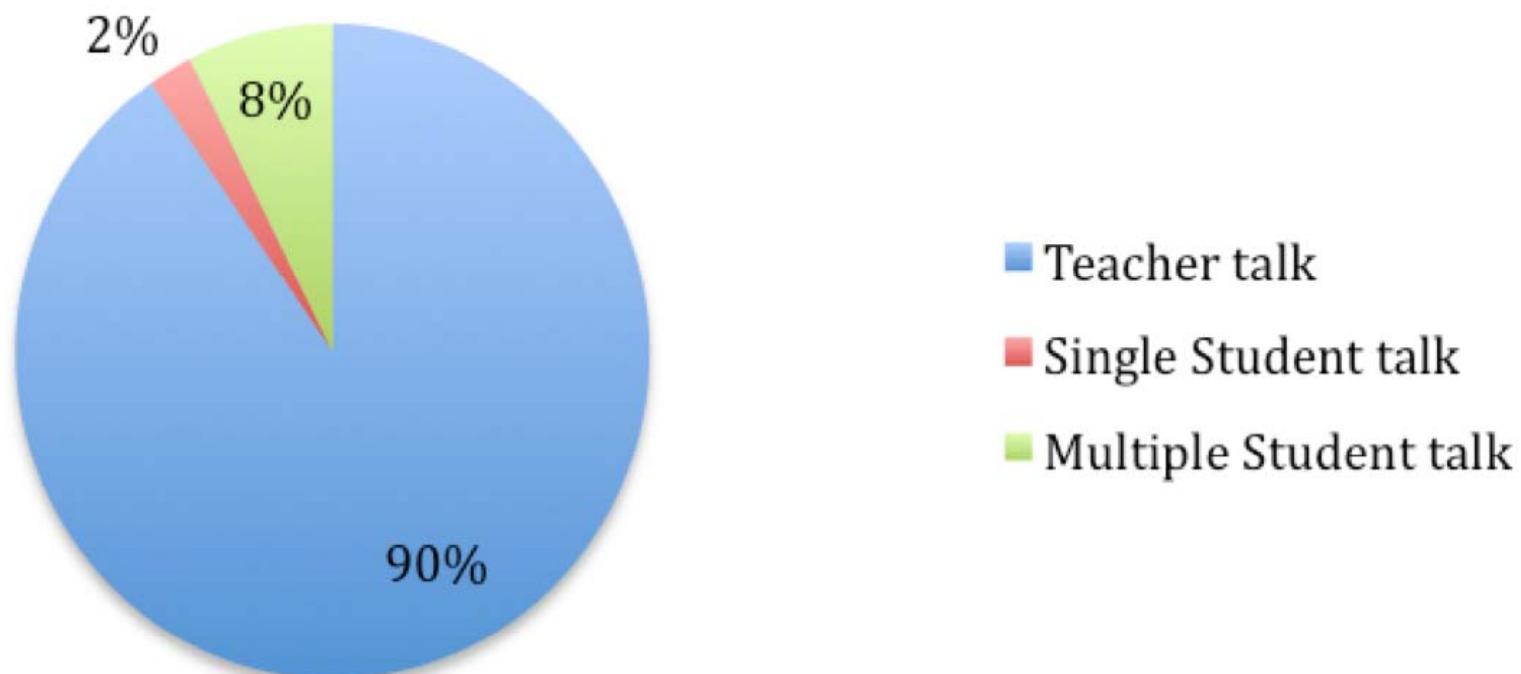
Research questions

- What are the patterns of language use in Timorese upper primary classrooms?
- What are the motivations for their language practices and how do they make these decisions?

Study sites and participants

SITE (in order of data collection)		TEACHER (Senor/Senora)	Year Level/ class	SUBJECT	LANGUAGE/S OF INSTRUCTION USED
1	Baucau urban	Guilhermina	6/A	Mathematics	Portuguese/Tetum
		Manuela	6/B	Exam revision	Tetum
				Portuguese	Portuguese/Tetum
2	Baucau rural	Francisco	5/A	Mathematics	Portuguese/Tetum
		Agusto	5/A	Portuguese	Portuguese/Tetum
3	Lautem urban	Alexandre	6/A	Mathematics	Portuguese
4	Lautem rural	Rudolfo	6/A	Mathematics	Portuguese/Tetum
			6/B	Tetum	Tetum
5	Dili urban	Margarida	6/A	Science	Portuguese
		Helder	6/B	Mathematics	Portuguese/Tetum

Who talks?



Predominance of Teacher talk

	T	ah ↗ satu atu monossilábicas .. dissilábicas são palavra que tem duas ↗ si ↗	ah ↗ one to monosyllabics .. disyllabic are word that has two ↗ sy ↗
0	Ss	sílabas	syllables
1	T	sílabas ↗ ... são as palavras que tem duas sílabas por exemplo ... por exemplo duas sílabas ... agora hare'ee OK vamos lá ver agora vamos lá ver ... vamos lá definir o que sílabas ↗ OK .. nós temos de saber primeiro o que sílabas ↗ [reads] "sílabas são as palavras que tem são as palavras que se pronuncia som de uma so vez" ... eh sílabas ↗ berarti uma só ver ... obrigado então vamos lá ver ... sílaba ... [writes plural then removes the s] só vem aqui poin sílaba ... [writes on the board] é .. um .. som ... é um som ... compreende ↗ .. é um som ou conjunto de sons [reprimands Ss talking] não falta não fala é conjunto de sons ... que isso pronuncia de uma só vez eh ↗ que se pronuncia de uma só vez ↗ ... que se ... pronuncia de uma só vez de uma só vez ita bele hateten nu'usa mak ita bele dehan pronuncia de uma só vez porque ↗ ... porque silábas ita bele hateten o ... dala ida de'it ... de .. dala ida de'it ah ida ne'e mak ita bolu dehan silábas ↗ sílabas são grupos de palav ↗	sílabas ↗ ... are the words that have two syllables for example ... for example ... two syllables ... now look OK we are going to see there ... now we are going to see there ... we are going to define what is syllables ↗ OK ... we have to know first what are syllables ↗ [reads] "syllables are the words that have are the words that it pronounces sound only one way" ... eh syllables ↗ it means only one look ... thank you so we are going to see there ... thank you so we are going to see there ... syllable ... [writes on the board] is .. one ... sound ... is one sound ... understand ↗ .. is one sound or collection of sounds [reprimands Ss talking] no leaving out no talking ... collection of sounds ... that it pronounces sound only one way ↗ ... that it ... pronounces ... sound only one way ... sound only one way .. we can say what that we can say pronounces sound only one way because ↗ ... because syllables we can say the ... only one way ... of ... only one way ah this one that we call syllables ↗ syllables are group of the wo ↗
2	S	palavra	word
3	T	palavras ↗ são grupos de palavras ↗ isto chamamos por silábas ↗ ... e agora vamos lá ver .. [continues reading from notes] con .. conforme as os números da sílabas eh ↗ conforme os números da sílabas as palavras pode um ser monossílabas ... dissílabicas .. três sílabicas a tau pollissílabicas eh ↗ isso são agora vamos lá continuar [writes] conforme .. não fala atrás não fala atrás toma atenção aquilo .. Valentin .. ou Valentino ... xxx acabou professor trabalhas ... conforme o número	words ↗ are groups of the words ↗ this we call syllables ↗ ... and now we are going to see [continues reading from notes] dep .. depends on the numbers of syllables eh ↗ depends on the numbers of syllables of the words can be on is monosyllables ... dissyllabics .. trisyllablesto put polysyllablics eh ↗ there are now we are going to continue there [writes] depends on ... no talking behind no talking behind pay attention to here .. Valentin .. or Valentino ... xxx finished teacher's work ... depends on the number

Predominance of teacher talk

4	<i>T continues writing notes on the board while Ss watch</i>	
5	T o número da silabas .. é .. as palavras [writes some more notes] agora vamos ver as palavras pode ser eh ↗ monossilaba .. monossilábicos .. palavras pode em ser os leva assim ... mo..no...ssi..lábicos ... monossilábicos ... pronto .. a seguir .. bem ... OK dissilabos a tau bissilabos bissilabos bissilabos ... vai outro que xxxx ... trissilábos ... ya trissilábos ↗ trissilábos ... e a seguir que era .. que é ... polissilábicos ↗ polissilábicos	number of syllables ... and ... the words ... [writes some more notes] now we are going to see the words can be eh ↗ monosyllabics .. monosyllabics .. words can be the carry like this .. mo..no...sy..llabics ... monosyllabics ... ready .. to follow .. good ...OK dissyllables to put bisyllables bisyllables bisyllables... goes other that xxx ... trisyllables ... yes trisyllables ↗ trisyllables ... and to follow that is .. that is ... polysyllabics ↗ polysyllabics ↗
6	T ya agora vamos lá ver que exemplos cada palavra .. de cada ... monossilábicos como é ... bissilábicos .. como é ... dissilabos ... e foi trissilábos ... posso e digo ... quem ... monossilábicos são palavras que só têm uma som sim ↗ uma som sim ↗ uma som silabas .. hm ↗ ... monosilabos ↗ exemplos são palavras [writes] com ... um ... silaba ... uma silaba ↗ ... exemplo ... exemplo um ... um nós pronunciamos de uma só vez ... o ... a seguir vai lá dois dois ... ita labele dehan do..oo..ii..ss dois não não .. [looks for something to rub the board] que o que apagador ↗ .. apagador ↗ [S bring eraser and rubs out <i>dois</i>] se xxxx apagador [writes on the board] um som saida tan ↗ ... mais ... o que mais ↗ som ... como se chama o que ah .. xxxx aquila ↗ .. quem ... falar .. o que ↗ escolha falar	yes now we are going to see that examples of each word .. of each ... monosyllabics how is it ... bisyllabics how is it ... disyllables ... and gave trisyllables ... I can and I say ... who ... monosyllabics are words that only have has one sound yes ↗ one sound yes ↗ one sound syllable .. hm ↗ monosyllabos ↗ examples are words [writes] with ... one ... syllable ... one syllable ↗ ... example ... example um [P kept here] um we pronounce of only one way ... the ... to follow it goes there dois [P kept here] dois we cannot say do..oo..ii..ss dois no no .. [looks for something to rub the board] what is the eraser ↗ .. eraser ↗ [S bring eraser and rubs out <i>dois</i>] iferaser [writes on the board] um som [P kept here] what more ↗ ... more ... what more ↗ som ... how its called what ah ... xxxx there ↗ .. who .. to speak .. what ↗ choose to speak
7	S vos	vos [P kept here]
8	T vo ↗	vo ↗
9	S vos	vos
10	T vos ... vos ... ah vos ↗ [writes on board] xxxx atensuan mak hira ba ↗ bem uma silaba e agora vamos lá ver .. escolha tem dois silabas ... por exemplo ... exemplo ... duas ler do..uu..du..aa..ss..as du ↗	vos ... vos ... ah vos ↗ [writes on board] xxxx pay attention that how many go ↗ good one syllable and now we are going to see .. shoes have two syllables ... for example ... example ... duas [P kept here]
11	Ss duas	duas (two)
12	T duas ↗ hmmm ... um dois ... duas ↗ o que mais ↗ o que mais ↗ três uma ..	duas ↗ hmmm ... one two ... two ↗ what else ↗ what else ↗ three one ...
13	S quatro	four
14	T ah qua...tro [writes] qua....tro tem duas silabas ↗ ... cinco também ... se xxxx palavrta ... duas silabas ↗ depois vai outra .. vogal .. eh ↗ vogal também faz a parte ou não ↗ faz parte ↗ dissilábicas ↗ .. o vogal ↗ ... [directs questions to a S at the back of the room] soletra to'ok soletra to'ok ... vogal ... iha iha bukti hare'ee to'ok vogal	ah qua...tro [writes] qua....tro has duas syllables ↗ ... cinco also ... se xxxx word ... two syllables ↗ then another came .. vogal [P kept here] eh ↗ vogal also makes into part or not ↗ makes part ↗ dissyllabics ↗ .. vogal ↗ ... [directs questions to a S at the back of the room] spell perhaps spell perhaps ... vogal ... have have it's clear see perhaps vogal
15	S quatro	four
16	T ne'e quattro ↗ v..o..vo g..a..l.. gal vo ↗	this four ↗ v..o..vo g..a..l.. gal vo ↗
17	S gal	gal
18	T vogal ↗ quantas silabas ↗	vogal ↗ how many syllables ↗
19	S cinco	five
20	T oh duas silabas ↗ ... se xx mais ↗ o labele sura tuir fali letra ve..oo..ge..aa..ele ne'e laos letra ne'ebe que ita atu forma grupos ida..idak .. ida ne'e maka ita bolu dehan katak ah ... dissilábicas ... grupos berarti [writes] vo..gal ... hare'ee ... as palavras .. duas quatro vogal ... ida tan ↗ ... isto o que [points to the door] .. é uma po ↗ .. por ↗ .. porta ↗ porta ↗ quantos silabas tem a palavra porta ↗ ... faz ... Luis .. quantos silabas tem a palavra porta ↗	oh ... two syllables ↗ ... if xxxx more ↗ you cannot count following the letters ve..oo..ge..aa..ele this is wrong letter which that we use to form each group .. this is that we call ah ... dissyllabics ... groups ... it means [writes] vo..gal ... see ... the words .. duas quanto vogal .. one more ↗ ... this is what [points to the door] ... is a po ↗ por ↗ porta ↗ [P kept here] how many syllables in word porta ↗ ... make ... Luis ... how many syllables in word porta ↗

Student talk

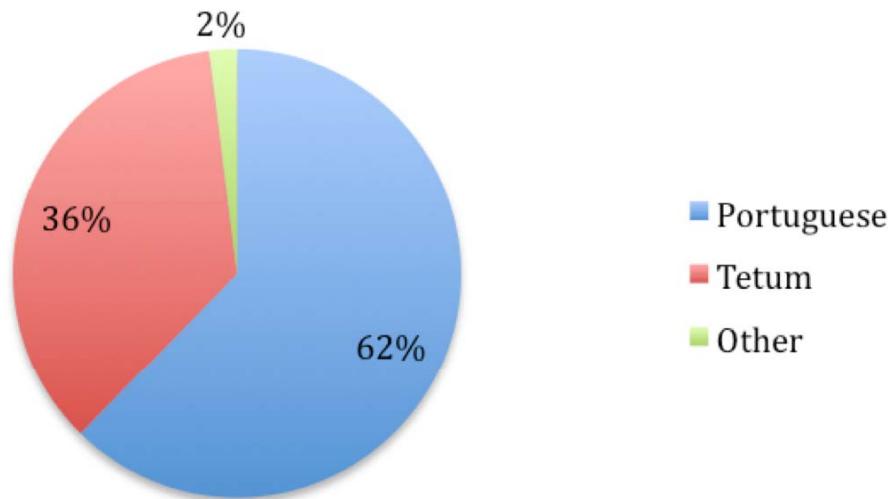
38	T	então pronto ... depois passam isto para os vossos cadernos sim ↗ passam para os vossos cadernos para terem uma noção e estuda estudar ..sim ↗	so ready ... then transfer this to your note books ...yes ↗ transfer to your notebooks to have an idea and to stud to study .. yes ↗
39	Ss	sim	yes
40	T	e assim ... para nós sala de hoje terminamos de xx com um nova idea para escolher os alimen ↗	and so ... in order to finish our class today with a new idea to select nourish ↗
41	T Ss	os alimentos ↗ alimentos	nourishment nourishment

Margarida, Dili

2	T	ne'e imi hare Agustina be ne'e sa ↗ pinta cubo ne'e cubo ↗ cubo ida halo ne'e oin seluk ..cubo ida neba ne'e oin seluk ida nia pinta ne'e oin seluk... cubo pinta hanesan ne'e ne'e saida mak ne'e ↗ ... cubo hanesan ne'e ↗ hare didiak tok ida neba ne'e profesora tau iha o nia oin mak pinta tuir ...pinta tuir ida ne'e ida ne'e nia figura ne'e hanesan ne'e hanesan ne'e ga lae ↗ hanesan ga lae ↗	you see here Agustina what is this ↗ drawn the cube here ↗ a cube done here looks another way..a cube there [on the board] looks another way drawing here another way...cube drawn the same here here is what ↗ ...cube the same as this ↗ look carefully at the one the teacher [I] put this figure here same here the same or not ↗ same or not ↗
3	S	lae	no

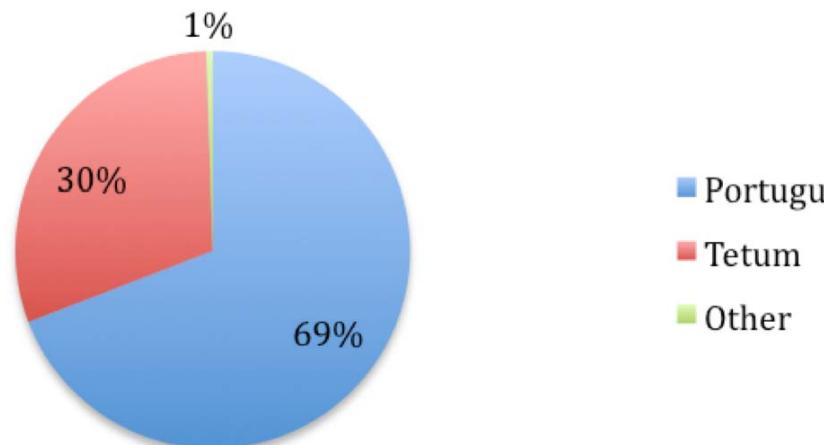
Julia, Baucau town

Teacher use of language

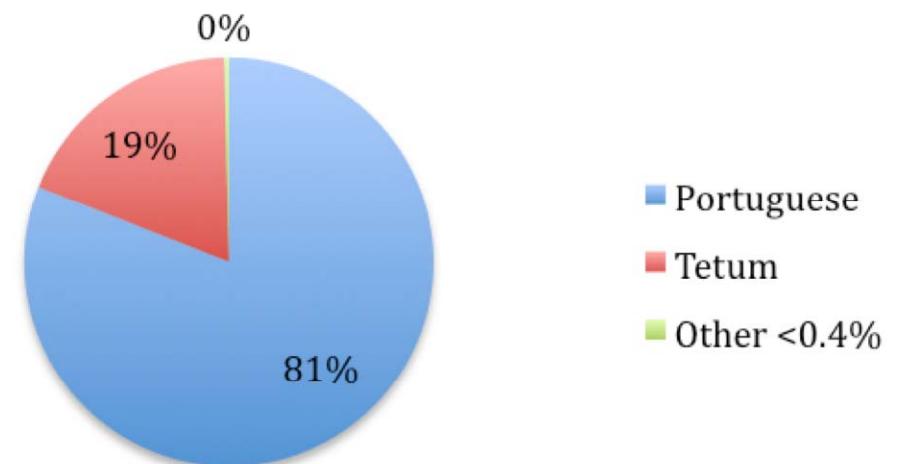


Which
languages?

Single Student language



Multiple Student language



Teacher motivations

Uza Portuguese, maibé esplika ho Tetum atu estudante sira komprende liutan....Tama ho Portuguese e tradus ho Tetum.

Use Portuguese, but use Tetum to explain for the students so that they can understand more. Use Portuguese and translate in Tetum.

Agosto, Baucau rural

Ha'u hanorin ho Português, maibé bainhira ha'u haree ka nota katak labarik sira ladun komprende mak ha'u tama fali ho Tetum balun hodi esplika ba sira.

When I teach I use Portuguese, but if I saw or noticed that the students did not follow or understand then I need to use some Tetum to explain to them.

Julia, Baucau town

Ne'ebé ha'u temi Português loroloron, se tempo ne'ebé labarik sira la komprende liu mak ha'u refere ho Tetum.

So I have to speak Portuguese every day. If the children do not understand me, then I will refer in Tetum.

Margarida, Dili

Compliancy with National Goals

Bem, ita lee dadauk konstitusi ne'ebé iha tamba uza lingua oficial Português ho Tetum, ne'ebé ita uza duni. ...Tamba ha'u nu'udar sidadaun ida tuir konstituisaun ne'ebé haruka.

Well, we read in the constitution we have that using official languages, Portuguese and Tetum, and we should use them.

.... Because as a citizen I follow what constitution says.

Helder, Dili

Sim, importante duni. Ida ne'e lingua ne'ebé aprovado ona hanesan lingua nacional e Português hanesan lingua official. Ne'e importante duni ba sira atu hatene.

Yes, it [teaching/learning Tetum] is important. This is an approved language as national language and Portuguese as official language. It is indeed important for the students.

Agosto, Baucau rural

Classroom functions

Ferguson (2003) 3 Classroom functions of code-switching

Curriculum Access (CA)

Classroom Management (CM)

Interpersonal Relationships (IR)

:23	T	eusofago ne'e saida↗	esophagus is what↗
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:17	T	to S] agora hare ida nee..es..ofago[to S] o hare didiak	[to S] now look for it ..es...ophagus [to S] look carefully
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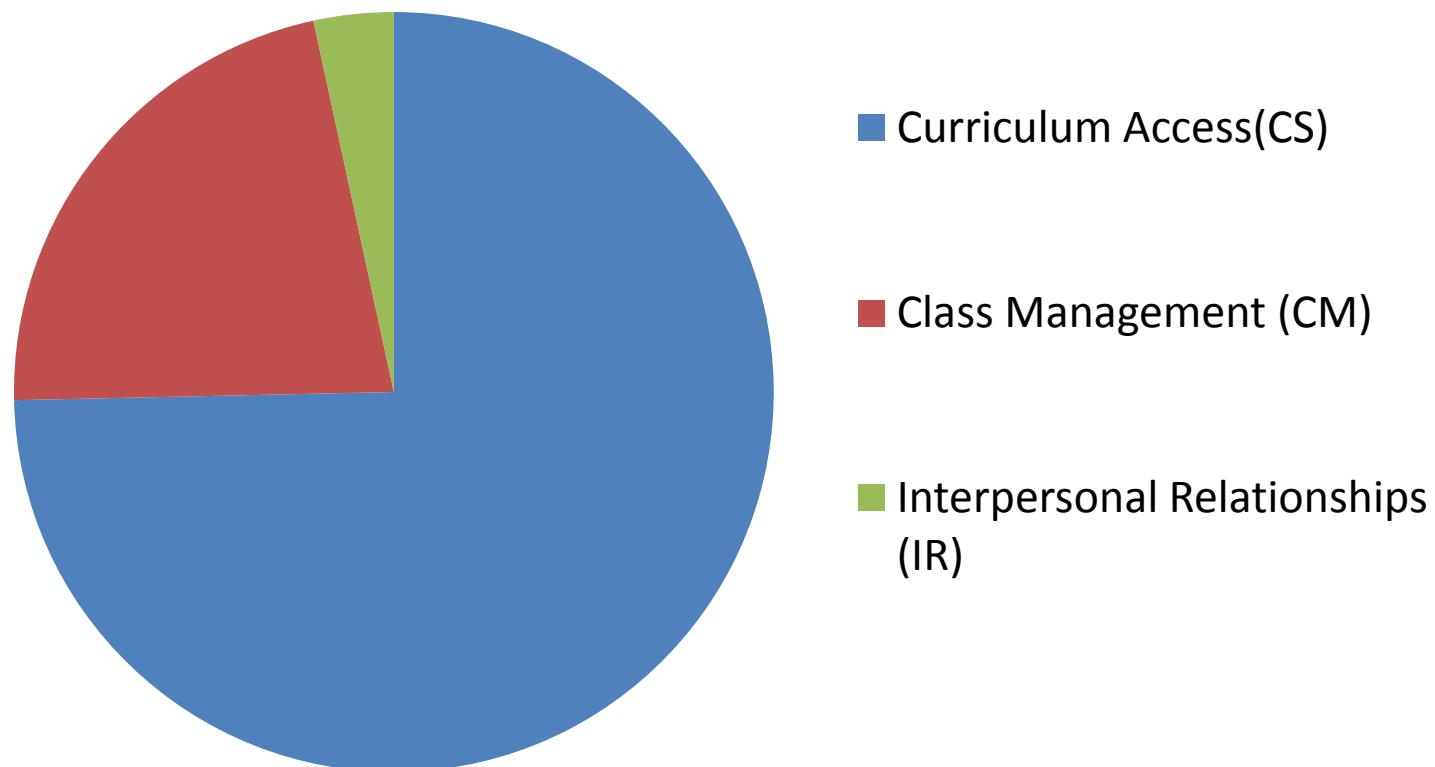
:25	T	ah ... tenke hatene ka ... português estuda to'o tinan nen ne'e português la hatene nafatin↗ ah↗	ah ... you must know ... Portuguese study to six years Portuguese you don't know↗ ah↗
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Manuela, Baucau town

CA		CM		IR	
A	Introducing a concept: reading from a text	K	Organizing activity	N	Teacher greeting/dismissing students/conversing
B	Introducing a concept: using own words	L	Organising students	P	Praising
C	Elaborating introduced concept: explanation			Q	Disciplining/berating students
D	Elaborating introduced concept: using an example/analogy			R	Identity
E	Eliciting a response for content				
F	Repeating a question already asked				
G	Confirming an answer through repetition				
H	Seeking agreement or comprehension				
I	Confirming the correct/target answer				
J	Indicating incorrect answer				
S	Teacher leads answer				

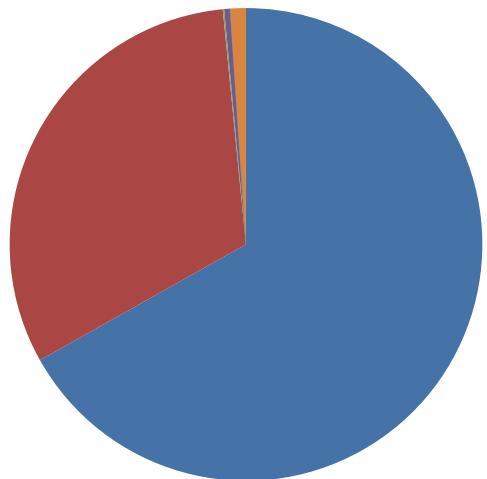
Language for classroom functions

**Higher functions in classrooms: as proportion of
all T talk**

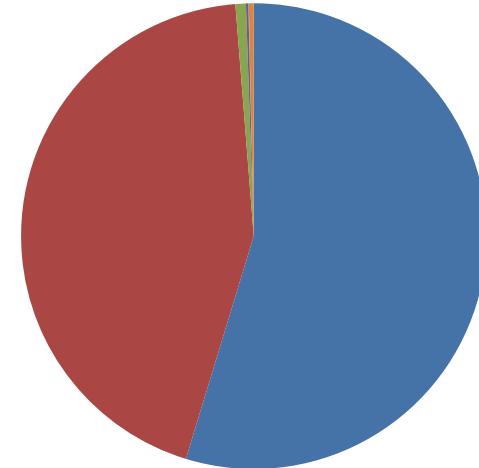


Language in functions

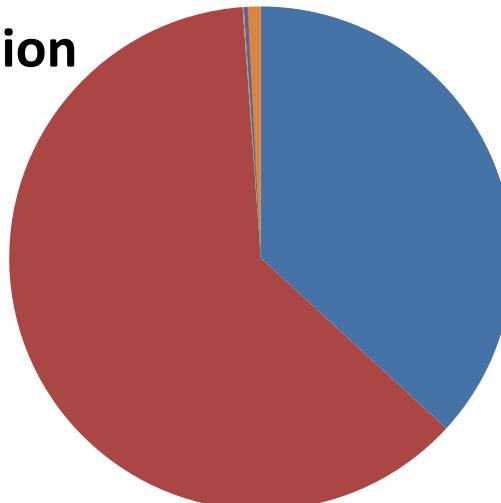
CA function



CM function



IR function



- Portuguese
- Tetum
- English
- Indonesian
- Other language
- No Language

Observing language use

Using two languages to introduce ideas

11	T	<p>sílabas ↗ ... são as palavras que tem duas sílabas por exemplo ... por exemplo duas sílabas ... [reads] “sílabas são as palavras que tem são as palavras que se pronuncia som de uma só vez” ... eh sílabas ↗ <u>berarti</u> uma só ver ... obrigado então vamos lá ver ... sílaba ... [writes plural then removes the s] só vem aqui poin sílaba ... [writes on the board] é .. um .. som ... é um som ... compreende↗ .. é um som ou conjunto de sons porque silábas ita bele hateten o ... dala ida de'it ... de .. dala ida de'it ah ida ne'e mak ita bolu dehan silábas ↗ sílabas são grupos de palav↗</p>	<p>syllables ↗ ... are the words that have two syllables for example ...for example ... two syllables [reads] “syllables are the words that have are the words that it pronounces sound only one way” ... eh syllables ↗ <u>it means</u> only one look ... thank you so we are going to see there ...syllable ... [writes plural then removes the s] only see here put syllable ... [writes on the board] is .. one ..sound ... is one sound ... understand↗ .. is one sound or set of sounds because syllables we can say the ... only one way ... of the ... only one way ah this one that we call syllables ↗ syllables are group of the wo↗</p>
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Agosto, Baucau rural

Using two languages to introduce ideas

33	T	<p>um quarto ↗ por cada parte é um quarto ... e depois ... um bolo a dividir para quatro partes porque eu tenho a quatros filhos então cada partes a dividir para quartos em igual .. fahe ema nian ha'at .. [to Ss with the bread] fó nian sorin ... em quarto ... fó nian fali ... o quarto o quarto ah↗ [to class] a dividir o mesmo quando tau hamutuk sai fali um meio fali ... hanesan fali ... quando tau hamutuk hotu paun ida .. a é um pão↗</p>	<p>one quarter ↗ by each part is one quarter ... and then .. one cake is divided for four parts because I have four children so each part is divided for quarters equally ... share for four people .. [to Ss with the bread] give to person beside ... in quarters ... give again to that person one quarter one quarter↗ [to class] divide the same when put together give out again a half again ... the same again ... when <i>put all together into one bread .. is one bread↗</i> ...</p>
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Helder, Dili

99	T	<p>se mak iha ne'e nia brani hateten↗ tem coragem dizer que “professora eu não posso comer também eu posso viver” tem ... levante de o quem ... se mak iha ne'e nia bele dehan “ ha'u la han ha'u bele moris ha'u bele aumenta moris se” ... iha ka lae↗</p>	<p>who has the bravery to speak↗ has courage to say that “teacher I can't eat also [but] I can't live” ... has ... stand up the person ... who here can say “I don't eat [but] I can live I can improve my life” ... is there or not↗</p>
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Margarida, Dili

Ita nu'udar professor kuandu hanorin ita haree sira nia en.... be nu'usá ne'e sira nia oin ne'e, sira la komprende saida mak ko'alía sira la komprende saida mak klaru. Entaun buat ne'e mosu bá ohin ne'e.... entaun direitamente mosu atu ha'u esplika iha lian rua ne'e...Tamba ita haree, sira kuandu hatene ona ita muda fila bá Português. Ita uza Português ne'e ho Tetum ne'e tamba ita tenke halo sira para komprende.

We as teachers when do our teaching we notice the students hmm...how their faces look like, they don't understand what is explained to them what is clear. So that happened today ...so directly appears to I explain in two languages...Because we notice, they when they know we change back to Portuguese. We use this Portuguese and this Tetum because we must make them understand.

Helder, Dili

Hanesan horisehik, tuir ha'u nia hare, hanorin labarik ida rua ne'e ladun komprende bainhira ha'u halo ba halo mai sira la komprende. Entaun ita hatene katak ba sira ita esplika ho Tetum

Like yesterday, as I could notice, when taught there were one or two students who did not quite understood when I had used several ways. In this sense we might know that we have to explain them with Tetum.

Alexandre, Lautem town

Different roles for different languages

Ami agora ne'e ko'alia maka ho Tetum. Maibé ami hakerek ho Português. Agora sira, bainhira sira la komprende, Português hakerek iha ne'ebá sira la komprende, entaun ami ko'alia de'it bá Tetum. Maibé la hakerek ho Tetum.

Today we only use Tetum to speak but we write in Portuguese. Now they when they don't understand it, they wouldn't also understand the Portuguese written there, so we only speak in Tetum. But we don't write Tetum.

Rudulfo, Lautem rural

Tetum, laiha. Hakerek ne'e sempre ho Português. Maibé bainhira esplika uza Português ho mós Tetum atu nune'e labarik sira bele komprende.

Tetum, don't have [for writing]. I always write mathematics in Portuguese. But when explaining it I also use Tetum to help students understand.

Julia, Baucau town

Motivated by text availability

Nune'e se iha materiais maioria mak mai ho Português ita tenke hanorin ho Português, se Tetum hanorin ho Tetum. Maibé iha realidade maioria livrus ho materiais iha Português, tamba ne'e tenke hanorin ho Português.

So when most of the materials coming are in Portuguese we need to teach by using Portuguese, and if in Tetum then we can use Tetum. But in the reality the majority of the books are in Portuguese, and therefore, we need to teach with Portuguese.

Alexandre, Lautem town

[I]ha livru kuandu hakerek ona matematika ho Tetum ha'u brani atu fó.

[W]hen there's is Mathematics book written in Tetum I will be brave enough to teach.

Apakah ita boot bele hanorin hakerek ho Tetum?

Would you like to teach writing in Tetum?

Lae, ha'u la iha kapásidade atu hakerek.

No, I don't have capacity to write.

Helder, Dili

Repetition of answers

516	T	então quantos ↗	so how many ↗
517	Ss	vinte e cinco	twenty five
518	T	vinte ↗	twenty ↗
519	Ss	vinte e cinco	twenty five
520	T	vinte e cinco ↗ é vinte cin ↗	twenty five ↗ it is twenty fi ↗
521	Ss	vinte e cinco	twenty five
522	T	vinte e cinco ↗ então aqui também vinte e cin ↗	twenty five ↗ so here also twenty fi ↗
523	Ss	cinco	five
524	T	vinte e cinco ↗ então quantos aqui ↗	twenty five ↗ so how many here ↗

Alexandre, Lautem town

134	T	comprimento ↗ ... mais ... perímetro ↗ ... ah ↗	length ↗ ... more ... perimeter ↗ ... ah ↗
135	Ss	soma do todos os lados	sum of all sides
136	T	perímetro ↗	perimeter ↗
137	Ss	soma dos todos os lados	sum of all sides
138	T	soma ↗	sum ↗
139	Ss	dos todos os lados	of all sides
140	T	soma ↗	sum ↗
141	Ss	dos todos os lados	of all sides
142	T	todos ↗	all ↗
143	Ss	lados	sides
144	T	lados ↗ ... área	sides ↗ ... area

Rudolfo, Lautem rural

Sanctioning language choice

51	T	... menina ... Deotoronomia ... pode dizer ↗ que que vocês faz de manha ↗ se não pode falar português falar em Tetun também ...trazer ... pode falar em Tetun ↗	... Deotoronomia ... can you say ↗ what do you do in the morning ↗ if you can't speak in Tetum also ... bring ... can say in Tetum ↗
52	S
53	T	dadeersan molok o hadeer o halo saida iha uma ↗	in the morning before you rise you do what in the house ↗
54	S	ha'u hariis ha'u matabixu	I wash I have a breakfast

Margarida, Dili

Little support for students to find answers

216	T	[to class] agora esófago ... [to S] agora haree ida ne'e .. es..ófago [to S] o haree didiak	[to class] now oesophagus ... [to S] now look for it .. es..ophagus [to S] look carefully
217	S spends some time looking at the original diagram then looking around at class		
218	T	[to S] esófago ... esófago esófago [to class] esófago ne'e saida ↗ esófago ne'e saida ↗	[to S] oesophagus ... oesophagus oesophagus [to class] oesophagus is what ↗ oesophagus is what ↗
219	Ss
220	T	uh ↗	uh ↗
221	S
222	T	esófago ne'e saida ↗	oesophagus is what ↗
223	Ss
224	T	nia kakorok ↗	your throat ↗
225	Ss	ruin	bone
226	T	kakorok ... kakorok nia ruin ah ↗ kakorok nia ruin ... esófago ... agora ... intestino delegado ... [to class] intestino delegado ne'e saida ↗	throat ... throat bone ah ↗ throat bone ... oesophagus ... now ... small intestine ... [to class] small intestine is what ↗

Manuela, Baucau town

Features of student language

Language choice made by teachers

200	T	zero vírgula cinco ↗ ... comprehende ↗ compreende e não ↗ comprehende ↗	zero comma five ↗ ... understand ↗ understand or not ↗ understand ↗
201	Ss	compreende	understand
202	T	imi komprende ka lae ↗	you understand or not ↗
203	Ss	komprende	understand

Helder, Dili

Features of student language

Input regulated by teachers

188	T	são eh vários nutrientes ↗ então outra vez estes alimentos vamos absorver muitos ... nutrientes que dão força e energia para nossa ↗ ... para nosso cor ↗	are eh various nutrients ↗ so another way these food we are going to absorb lots of ... nutrients that give strength and energy for our ↗ ... for our bod ↗
189	Ss	corpo	body

Margarida, Dili

32	T	duas ... repete outra vez .. quantos sílabas tem a palavra porta ↗	two ... repeat another time .. how many syllables in word porta ↗
33	S	duas	two

Agosto, Baucau rural

Use of SL functions

	Overall SL function 9.63	% of lesson use	% of SL function	Portuguese	Tetum
M	reading from presented text	1.73	17.95	82.57	17.43
O	Ss greeting/replying	0.08	0.83	51.35	48.65
T	answering with teacher	1.21	12.55	86.23	13.77
U	completing word from part word prompt	0.95	9.85	88.38	11.62
V	providing word from sentence prompt	0.25	2.59	90.16	9.02
W	responding to an closed question	4.09	42.43	79.19	20.35
X	responding to an open question	0.20	2.07	63.83	32.98
Y	initiation of a question or comment	0.39	4.05	38.10	61.38
Z	confirming or agreeing	0.74	7.68	68.93	30.79
	TOTALS	9.64	100.00		

Consciousness of SL choice

Bain-bain se sira husu Tetum ha'u hatan Tetum, se sira husu Português ha'u hatan iha Português.

Usually if they ask [in] Tetum I add Tetum, and if they ask [in] Portuguese I add in Portuguese

Helder, Dili

Bainhira iha diskusaun iha klase laran sira uza Português hanesan liafuan ida-ida. Maibé dalaruma sira uza Tetum mak barak liu.

When there are discussions in the class they use Portuguese words. But sometimes they use more Tetum.

Julia, Baucau town

Community situation

Nune'e tampa iha Timor, Português difisil liu, lian ida ne'ebé difisil liu, sira biar aprende lian Portuguesa iha eskola maibé sai bá liur sira la praktek ka sira la usa entaun sira la komprende

Well, because in Timor, Portuguese is very difficult, a difficult language. They learn Portuguese at school, but they don't practice it or don't use it outside (the classroom) so they don't understand

Manuela, Baucau town

Implications for teaching and learning

- Teachers are compliant and dependent on government/Ministry of Education goals: important role in supporting stated policy goals.
- More policy needed in goals for learning, goals for each language, goals for literacy. (→teacher professional competencies.)
- Targeted and spaced support for teachers in understanding learning and language, that fosters understanding of how language and learning intersect: consciousness of processes. (→new inservicing models)
- More understanding of importance of student participation to learn language and curriculum content

Literature to draw on

- Ferguson (2003: 44) code switching in education: *an important, even necessary, communicative resource for the management of learning, especially for pupils with limited proficiency in the official medium of instruction*
- Lin (1996: 74) *teachers' and students' bilingual classroom practices represent their local, pragmatic solutions to the problems created by the imposition of a foreign language as the medium of instruction despite their having a common native language.*
- Baker & Prys-Jones (1988): strategic use of languages; purposeful CS; “translanguaging”
- Blum & Gumperz (1972: 411) *The native's view of language distinctions must thus be validated by empirical linguistic evaluation*

Consciousness of activity

***Maibé ha'u la sente katak ida ne'e ha'u ko'alia
Tetum ka ha'u ko'alia Português***

*But I didn't realise that I was speaking Tetum or
Portuguese.*

Rogerio, Lautem rural