**Table 4.14 Modality**

|  |  |  |
| --- | --- | --- |
| **Text** | **Descriptive code: Modals** | **Interpretive codes** |
| D1 | will be followed, should never be used, might not address | Self-assured voice  Less certain voice |
| D2 | cannot be bridged, may also be seen, can be regarded |
| D3 | should do things, will be working, seemed to follow, could assist |
| D4 | should be given, may not always, could have. |
| D5 | will be discussed, need to be investigated, may decide |
| D6 | may be too high, will be presented, would like to have |
| D7 | could make, could not have made, does allow |
| D8 | might set, should measure, should not place |
| D9 | should take control, should focus, would like |
| D10 | would struggle, may lead to, should be, should ensure, seems to |
| D11 | cannot learn, seemed to be, must be able, should consider |

|  |
| --- |
| At the start of every unit, the topic *should be communicated* clearly and accompanied by sufficient examples of what is expected of the learners. (D1)  Teachers believe that learners *should be introduced* to English as early as Grade 1. (D11) |

|  |
| --- |
| The services of an occupational and speech therapist, as well as an educational psychologist *could be engaged* and various extra-mural activities *could be financed* to provide additional support. (D2)  Increasing English language learners’ classroom interactions *may* enhance the effective use of English. (D11) |