

Artifact C

Case Study of a Non-native Speaker—Cindy

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### ***Introduction to My Learner***

“Oh, my goodness!” said Cindy. I turned to her, who just complained in a pretty Americanized way after the teacher explained about assignments. Is she the girl who grinned shyly to me when I first saw her? Apparently she is not. My learner is named Cindy (Zhiyu Duan), an 8-year-old girl born in Guangzhou, China. Her parents work as researchers at Vanderbilt. They talk to Cindy in Chinese at home. Before she came to the U.S, she learned simple English vocabulary such as apple, breakfast, and phrases as *good morning* and *go to the cinema*, but she spoke no English in her daily life.

Now she’s in a 3<sup>rd</sup> grade class. Her teacher, Mrs. Asbell is loving and inspiring. She encouraged me to talk to Cindy in Chinese if she could not understand her class instructions. In class, Cindy has a good friend, Lena who comes from China as well. Lena arrived in the States earlier than Cindy. She helps Cindy with her assignments and story reading. Usually they prefer to talk in Chinese, unless they are required to speak in English in class interactions. Other classmates in her class are willing to talk to Cindy even they know she does not know much English. With regard to her encouraging teacher, Chinese partner and friendly classmates, the external learning environment is a great drive for Cindy to stimulate her interest and motivation in learning English. As for Cindy, at first she was a little shy and not willing to learn English but it turns out better when she gets familiar to the new environment. Now she is hardworking and methodical, more like an independent learner.

### ***Cindy’s Language Abilities in Main Linguistic Domains***

Considering the fact she’s been in the States for only four months, her overall language abilities are developing very fast. In this section, I will describe her performance in primary

language domains, such as phonetics, semantics etc., but give more weight on Cindy's performance in pronunciation, morphological use and syntax.

In terms of phonetics and phonology, she has several problems with sounds. A typical example of hers is that she pronounces the /ɑ:/ sound into /e/ (Appendix A, Line 38-42, 52-53, 60-61). Based on her performance in pronunciation assessment, I made a table to present her mistakes in vowels (see Appendix D). She tends to pronounce high or low front vowels into mid central or back vowels. Perhaps that's the place she feels comfortable to pronounce vowels. Despite these mistakes, it is surprising that she knows how the flapping rule in American English (Justice, 2004) works. When she said *later*, I heard an alveolar flap but she overpronounced [D] (Justice, 2004) to [d] (Appendix A, Line 30-31). She also puts wrong stress on syllables (Appendix A, Line 28-31), but now her intonation is quite good. As for morphology, she still lacks knowledge of different parts of speech and cannot inflect words by putting correct inflectional morphemes. Her syntax is obviously influenced by Chinese, but she is improving as she works through the process of acquiring more complex sentences. Cindy performs well in getting her meaning across to the teacher. Although her syntax is not always right, she is good at combining word meanings to produce the meanings of larger phrasal expressions (Mihalicek and Wilson, 2011). Regarding pragmatics, a supportive class environment helps develop her language use in certain context.

### **Morphology**

Cindy knows nouns can be inflected for numbers. What is strange to me is she can use plurals in her writing but she cannot tell them based on their form. For example, she read a plural form *pencils* as a single form *pencil* (Appendix A, Line 32-33, 54-55). She knows the basic rule to make a noun plural is to add the plural suffix "-s", such as for books, animals and pictures

(Appendix B, Line 79, 86, 102). But for irregular inflections, she still adds –s, such as *fishs* (Appendix B, Line 122). However, she is confused about how nouns can be inflected for cases. In the beginning, she used *my* to indicate the subject *I* (Appendix B, Line 77) or put a subject *we* as an objective (Appendix B, Line 82). In October, although she still confused the role of *us* with *we*, she got it right when writing *help them*. Perhaps she acquired this as a fixed phrase or from some formulaic speech.

In her journals, when she describes things that already happened, all she uses is present tense. She can use a right verb, which agrees with its subject, especially when the subjects are plural forms and *I* (Appendix B, Line 78, 86, 91,101) and the verbs are *like, have* etc. (Appendix B, Line 91, 119). Yet when it comes to a new verb or a verb not so frequently used in her world, she violates the subject-verb agreement. For example when she was doing her project about turtles, she had to read some books about them. She asked me what *swim* means and I told her. Obviously, this is a new word for her. Then in her writing in November, when she used *swim* to describe turtles and fish, she either adds *are* (Appendix B, Line 117, 122) or omits –s for the 3<sup>rd</sup> person (Appendix B, Line 118). In regard of her past tense, initially she could only use *got* to describe someone makes her do something (Appendix B, Line 77, 81-82). Then she knew *was* (Appendix B, Line 123), although she uses incorrectly within that context and violates the subject-verb agreement. However, once in class I heard her blurt out, “I forgot this word” (Appendix C, Line 176-177). *Forget* is not an easy word and its past form is irregular, but she knows it. In order to use subject-verb agreement correctly, Cindy needs to learn it systematically.

Right now she has the sense of possessives and present progressives, but she needs more knowledge on their forms. For example, when she portrays Lena and her birthday, she wrote *Cindy’s birthday* and *Lena’s birthday* (Appendix B, Line 83). In another case (Appendix B, Line

90), she is supposed to write *people's good friends*, but she seems to mistake the function of *the* as possessive. For her knowledge about present progressives, she performs better. When she describes her contemplation about herself, she wrote *I'm thinking* (Appendix B, Line 114). While under another circumstance, she omits the auxiliary *is* (Appendix B, Line 126). The good thing is that she seems to know the grammatical morpheme *-ing* indicates an action that is happening.

### Syntax

Her native language largely influences her syntax. As we all know, L1 can either have a negative or positive transfer to L2 learning. In Cindy's case, both are true. In her mind, an English word matches certain chunks of Chinese meaning. Let alone her, after so many years of learning English, this dilemma is still gnawing at me. This thinking pattern freezes my way of expression. For her, it limits her development in English phrases and sentence structures. For example, in August she wrote down a sentence "*Friday evening, in the house I'm put dance shirt, wow-wow beautiful, very beautiful.*" What she really means, if put in correct English, is "*On Friday evening, at home I put a dancing shirt. I looked very beautiful.*" In her sentence, each sense of group corresponds to a chunk of Chinese meaning as the following:

*Friday evening, in the house I'm put dance shirt, wow-wow beautiful, very beautiful.*  
 星期五晚上 在家里 我 穿上 跳舞服。 好漂亮, 非常 漂亮。

Compared to English, Chinese grammar is loose. Even an adjective can make a sentence, just as "very beautiful". Cindy follows her intuition in making a Chinese sentence to build an English one. Throughout most of her writings, I find that when she wants to express "我" (I), all she uses is *I'm* (Appendix B, Line 76, 96, 110, 113). That's because in her mind *I'm* equals "我" in Chinese. However, there are exceptions if the next verbs are frequently used ones such as "like, have, love, can" (Appendix B, Line 71, 78, 82, 73). However, it is not an entirely negative transfer. In Chinese, we don't have a particular word or words to function as a preposition to

indicate time, but we do have such words to indicate locations. So she picks up a preposition to indicate a location (Appendix B, Line 110, 117) more quickly than to indicate a specific time (Appendix B, Line 70, 75, 83).

In addition, I can see her quick improvement in asking questions. Speaking of her oral language, at first when she read “Is it...?”, she read them all as “It is...” (Appendix A, Line 1-18). It presents that she cannot tell the differences of the form of a question and a declarative sentence. One time when she was not clear about class instructions (Appendix C, Line 178-182), she asked “Excuse me, I need to put these some words in right there” with no rising intonation. In fact, she wanted to express “Do I need to put these words in right there?” Fortunately, her teacher could understand her in that context. However, she can use wh-questions (Appendix C, Line 165) despite her omission of the verb and possessives. Later, she knows how to answer yes/no questions, which indicates that she is aware the form of yes/no questions (Appendix C, Line 183-190). Her capability of writing questions develops even faster than her speaking. In her early writing in August, she wrote, “*I’m why together go to the coke house?*” (Appendix B, Line 71) What she actually means is *Why do we together go to the Coca-Cola Company?* In Chinese, we can put either the subject *we* or the wh-word *why* in the beginning, so Cindy’s way of building a wh-question observes Chinese question patterns.

*I’m why together go to the coke house?*  
我们 为什么 一起 去 可口可乐公司 呢?

Besides, we will maintain the sentence in a statement form and put a Chinese modal particle in the end to make a question. That’s why Cindy puts the question in the order of a declarative sentence. I was encouraged later when she wrote “why I’m so scary?” (Appendix B, Line 114), which demonstrates her knowledge that the wh-word comes first, followed by the rest of the sentence. In this example, her positive L1 transfer plays a role in her development in acquiring

questions. Her cognitive knowledge of questions stems from her knowledge of Chinese question patterns. She has the ability to use *why*, and she knows putting a question mark in the end implies the sentence is a question.

### ***Assessment of Cindy's Current Stage of Second Language Acquisition***

Assessing cognitive, socio-emotional, and physical development is certainly a starting point for all second language learners, as these areas are all influenced by or involved in second language acquisition (Tabors, 2008). One time when she was asked whether the book was informative or not, her eyes looked puzzled (Appendix C, Line 154-158). However, when she went to the library to pick up books for class reading, she told me that she thought fiction books are designed for boys. It is a good demonstration that she has a good understanding of different genres of books, even if she is unable to name all of them in English. In math class, a boy next to her tried to copy her answers, Cindy glanced at him and used her hands to cover the answer sheet, saying nothing. It shows that she knows how to adopt appropriate social behavior even if she does not know how to express her feeling in English. From her writing (Appendix B, Line 109-116), if seen beyond those grammatical mistakes, her emotion and physical development has undergone a dramatic change from scariness of standing up in class to satisfaction with her courage to overcome the anxiety.

Now although she often misspells words, she has a lot of Tier 1 (Class handouts) vocabulary in months (*January, October*), art (*paper, color, paint*), animals (Appendix B, Line 87-88), social relations (*dad, mother, friend*), some of which she learned from class projects and story reading. Through imitating from the teacher's speech in class and her peers, she is also developing formulaic and social interactive discourses, such as yes/no (Appendix C, Line 183-190), *excuse me* (Appendix C, Line 177). Further, she can use productive languages in her

writing, such as *I need/want/like +noun* and complex sentences (Appendix B, Line 106, 110).

While her oral English proficiency still seeks enhancement, now she's not afraid of committing mistakes any more. She's willing to express herself before class and ask her teacher for help.

Therefore I suppose her English acquisition will continue to develop faster in the future.

### ***Behaviorist Theory Analysis within Tabors' Developmental Sequence Framework***

Although children may differ in the way they pursue learning a second language, there is a consistent developmental sequence: home language use (codeswitching); nonverbal period in new language; telegraphic and formulaic language use and finally productive use of the new language (Tabors, 2008). During these four stages, her English acquisition is reinforced through imitation, feedback on success and habit formation, which can be explained by behaviorist theory (Lightbown and Spada, 2013). Part of this theory within Tabor's developmental sequence framework informs her English acquisition in regard of linguistic, cognitive and sociocultural development.

#### **Home Language Use/ Codeswitching**

When I first met Cindy, she just arrived in Mrs. Asbell's class one month ago. She did not talk much in class or communicate with her classmates. Sitting opposite her is a Chinese boy, but he speaks English more fluently than Chinese already. As students have to take Chinese class in Eakin, all of them can speak simple words, like "hello" in Chinese. One time when the class came back, two American boys said "hello" in Chinese to Cindy. She smiled but did not respond.

She seems to understand there's no use in speaking Chinese to her teacher or foreign classmates, except to Lena and me. In the beginning, she talked to me or asked me for help in Chinese (Appendix C, Line 131-136). Now since Cindy picked up a few English words, she starts to use English with some Chinese combined. Yet this codeswitching is only limited to talking to herself, Lena and me (Appendix C, Line 138-140, 170-172). One time when Lena



asked Cindy in Chinese, she answered in English with use of a little Chinese (Appendix C, 141-147). This is when I think she is willing to learn and use English.

According to Mrs. Asbell, Cindy and Lena came to her a few times, speaking Chinese. They had known Mrs. Asbell could not understand what they said, they were giggling. Not until she pretended a stern face and used her body languages to tell the girls not do this anymore did they stop such disrespectful behavior. It is interesting to me they see their native language as a resource not a problem, though not in a good way. They realize they master a language not understandable to others, so they take advantage of it to make fun.

### **The Nonverbal Period**

There were certain instances Cindy did not talk but tried to communicate with people using her nonverbal behavior. By far, I haven't seen that she used nonverbal behavior to communicate with her peers. I guess this is because they may not be interpretable for children at her age and she totally understands that.

She is a docile girl and when she wants to get Mrs. Asbell's attention, she always raises her hand but never calls her name. Last time on December 5, she was giving a presentation on her project about turtles. After the presentation, when asked if she wanted to answer several questions from her classmates, she said yes but her nervous look betrayed her. Two boys asked respectively "What are turtles' predators?" and "Where are turtles' inhabitant?" Both are big words for Cindy. She turned around, looking at Mrs. Asbell poorly. In spite of the mistake in the student's question, the teacher could understand it and rephrase them for Cindy. She explained, "What eats turtles? Where does the turtle live?" Then Cindy answered both of them correctly.

In addition to protecting answers from being copied, she will let other classmates know she is not happy with the situation. One time a boy took her color pencils to have a look, she was very angry and grabbed them back to her desk.

In the classroom, Cindy uses her nonverbal behavior most often to accomplish attention, request and protest (Tabors, 2008). In this way, she tries to communicate her needs. Sometimes due to the ambiguous meaning of those “unheard utterances”, they might not be understandable even to her teacher. But this stage fully prepares her to accumulate necessary techniques for language learning in the next phase.

### **Telegraphic and Formulaic Speech**

Right now, most of the time she is still using a few content words instead of an entire sentence in class interactions. Nevertheless, when she individually talks to Mrs. Asbell, she talks more in complete sentences. I think she is still afraid of making mistakes in front of her classmates and not so confident about talking to her them in entire sentences. For example, when she was asked questions in class, she answered with only one word (Appendix C, Line 166-167, 173-174).

Formulaic speech often helps children function socially in classrooms (Tabors, 2008). She picks up these kinds of languages mainly through imitation. She likes imitating from her teacher (Appendix C, Line 148-151) best. I think part of the reason is that Mrs. Asbell always smiles to Cindy and she gives Cindy a lot of confidence. Whenever Cindy answers her question right, she feels so proud of herself (Appendix C, Line 169, 174). Meanwhile, Mrs. Asbell smiles back (Appendix C, Line 175). Once she even said to me “Give me five” and gave me her hand. I was so happy and considered it as an indication of our developing relationship. This discourse is actually what her teacher says frequently when she wants students to be well behaved in class. Imitation from the teacher’s discourse in regard to her intonation and sentence patterns enhances her formulaic speech and her motivation in learning English. When an American boy student asked her about her class project, though she only answered yes/no, she successfully involved

her in peer interactions (Appendix C, Line 183-190). It is rather surprising to me she acquires formulaic languages so quickly and all of them are rightly used in the situation.

Her development of telegraphic and formulaic speech enriches her English language to some extent. It is not only presented in her communication, but also in her informal writing. Besides, it creates the opportunity for her to interact with English-speaking students, which is conducive to alleviating her nervousness.

### **Productive Language Use**

During this process, she is fumbling her way towards more complicated use of parts of speech and types of sentences. Her errors in syntax and semantics suggest the influence of her first language be a matter of habits (Lightbow & Spada, 2013). As I mentioned earlier in syntax part, she keeps building her sentences on chunks of Chinese meanings. To some extent, her habits of building phrases and sentences in Chinese do interfere the right ones for English acquisition.

However, except for the errors, there's a positive prospect for her. In the first week, she made up her own phrase *coke house* to imply Coca-Cola Company in Atlanta. Later after she gained more vocabulary items and set phrases, she started to use them in the journal. For example, although she mismatched objective cases, she understood how “*with + noun*” and “*get sb. to do sth.*” mean in a sentence (Appendix B, Line 77, 81-82). Since October, she has begun to build her own sentences, such as *noun + can/ have/ need*. She gets one type of the negations right (Appendix B, Line 99) and is still improving in wh-questions (Appendix B, Line 114; Appendix C, Line 165). In light of her writing and speaking samples, she combines all useful phrases with adjectives, nouns, verbs and pronouns. Although it is grammatically incorrect, she produced her own expressions and is able to get her meaning across to people. What is more crucial, different from other English learners I saw, Cindy is developing her own learning

methods to help her with more productive language use. In her writing in November, she wrote down two words *house* and *hose* (Appendix B, Line 129-130) to make a comparative memory. She even put an example after each word, seeming to know a context could help her memorize words more efficiently.

### ***An Instructional Plan for Cindy***

From my observation, Cindy has a high learning aptitude and is an eager learner. If the instructional plan could be more culturally responsive and give corrective feedback appropriately in time, she would be more successful in English acquisition.

First of all, adopting culturally responsive teaching. Her teacher encourages her to use Chinese to help her understand texts. However, there is no specific instructional means to develop Cindy's English literacy through Chinese literacy. Cindy likes reading storybooks, but sometimes they are too difficult for her. So she can only glance at the pictures without learning any literacy. Therefore, I recommend that there should be bilingual reading materials so that she could use prior knowledge in her native language. Besides, reading in pleasure can develop her vocabulary as well.

Secondly, increasing comprehensible and accurate input. I appreciate Mrs. Asbell for her not emphasizing Cindy's numerous errors in writing and speaking so that Cindy could produce English free of anxiety. However, with regard to her pronunciation, instead of ignoring her mistakes, I think the teacher is responsible to set a good pronunciation model for English language learners at their early learning stage. Whenever she makes mistakes, the teacher should recast all or part of her utterance and repeat correct ones several times. In this implicit way, she can be exposed to accurate English pronunciation and unconsciously develops the right way to produce sounds.

Thirdly, providing necessary academic background knowledge. For example, Cindy demonstrates her understanding of genres of books. The problem is that she does not know how they are named in English. And now she is still confused about use of uppercase words and punctuations. Unlike language development, there is a standard use of them so teachers have to make it clear before providing more academic contents to her.

### ***Critical Reflections on the Project***

Even if I am an English learner myself, I did not realize there could be so many features related to English learning during different learning stages. Being an observer helps me have a better understanding of how children acquire a second language in class settings and how teaching can be optimized for the sake of their benefits.

Home languages and errors should be recognized in the acquisition of English. Back in China, when I was learning English, committing errors is considered as a hindrance for English learning. Teachers tried to create a standardized English environment and we were asked to speak and write in grammatically correct English. I think that partly explains why I must correct myself while speaking I just can't let mistakes go. Through Cindy's case, I learn that errors in early learning stages do not matter and they can be an indication of progress. Meanwhile, her use of Chinese is beneficial for her to develop English vocabulary and literacy. While I was majoring in English in college, courses isolated English learning with my cultural and cognitive knowledge in Chinese. If they can be combined together, the goal of being fully bilingual will not be an unachievable dream anymore.

Besides, placing myself as an observer beside Cindy helps me see clearly the process of a child developing a second language that a teacher may not have a chance to witness all. If I learned nothing about SLA and went up to the front to teach kids like Cindy, I may think her

silent period as not cooperative with me in class instructions. Now, however, the project gives me the opportunity to connect what I learned from class materials to what is truly happening to my learner. I can critically evaluate whether the teacher's teaching methods are efficient or inefficient. For example, once Cindy was given different pictures to categorize words based on initial letters. However, her native classmates were given letters to practice. For Cindy, such class activity cannot help her either in vocabulary or metalinguistic knowledge development. This drives me to think exercises must be well designed so that they can be made more accessible to English language learners.

Further, knowing more about my learner makes me see how individual difference can impact on second language acquisition. I feel so blessed to witness how a shy girl becomes an eager learner in class. Cindy always follows the teacher's instructions and likes to keep her assignments neat and tidy. When she answers questions right, she always smiles back at me. Her proudness makes me feel happy as well. There are several moments I feel so strongly that to witness a child's growth and progress is the most rewarding thing for being a teacher. Therefore, if teachers not only notice their performance in academic learning, but also take advantage of their learning characteristics to stimulate emotional attachment to language learning, it can be huge scaffolding for second language acquisition. Once teachers acknowledge students like Cindy who need to be motivated, they could produce more initiatives in picking up the language.

In all, this experience enables me to rethink the nature of language teaching and the role of a teacher. During teaching-learning activities, teachers and children are supposed to grow together and learn more about each other. Above all, it is of the greatest significance to observe students' ongoing performance in language learning and class interactions. Then I need to follow research results in second language acquisition and critically evaluate their efficiency of teaching

children. Teaching is not limited to developing language skills and correcting mistakes, but stresses more on acknowledging students' cultural and linguistic power and giving their support and time to adapt to new environment.

### ***Implications for My Future Work with ELLs***

My observation experiences with Cindy gives me a new lens for my future teaching ELLs. I conclude the following insights to guide my future teaching:

Be patient, caring and considerate. Mrs. Asbell sets a good example for me. From her, I realize the importance of making children love you as a teacher. She speaks more in front of Mrs. Asbell and works hard in all her assignments in order to make Mrs. Asbell happy. She even wrote down the teacher's birthday in her calendar. It would be too sweet if my ELLs do the same for me. In fact, a teacher's personal charm and trust can be the biggest driving force for children at Cindy's age to stimulate their interest and motivation in English learning.

Recognize ELL's cultural and linguistic repertoires. Although Cindy's teacher can't speak Chinese, she allows Cindy to use Chinese and when I was there in class, she asked me to translate for her. As a Chinese speaker, undoubtedly knowing Cindy's first language can assist her learning as I can fully tap L1 and L2 and create a positive transfer. But if there're too many ELLs from diverse backgrounds, it's impossible for me to speak all their native languages. So the best way to support their English learning is to create an additive bilingual environment and preserve their home language use.

Be well versed in theories and research results in second language acquisition. While I was learning in China, I always looked down upon theories I had studied. I think they were no use because my longstanding belief was that genuine knowledge and experience only come out of practice. As the result, the best teachers could only be those who spent years in teaching

stages. However, this time what I achieved in this project subverted my previous belief. If I know nothing about theories of second language acquisition and literacy development, I probably misunderstand my ELLs' ongoing performance and neglect their needs. Besides, valuing research results could give me guidance on making adjustments to teaching strategies and program choice for them.

Be a keen observer and "reader". If I were not given a chance to sit beside Cindy and observe her learning process, I would never know being an observer and "reader" is part of a teacher's role. It is necessary to walk into children's hearts and read their minds. I need to be sensitive to their nonverbal behavior as it can be a signal saying they need help. Other than their obvious academic performance, I also need to observe their personal characteristics and learning habits, which I could utilize to motivate them and design individual teaching plans.

Be alert but tolerate about children's mistakes. It's not always necessary to correct mistakes in early stages of learning. However, the timing and way of correcting mistakes do matter for developing their second language.

Develop appropriate assessments to evaluate a student's learning abilities. A common mistake is that teachers always depend on language assessments to evaluate students' progress in second language acquisition. However, the problem arises that they may not know an object in English, but they do have awareness of what that object is. Therefore, there should be no standardized assessments to judge ELL's learning. When assessing children's learning abilities, I must take their bilingual background and cultural awareness into account. By fully collecting their writing and speaking samples and observing their cognitive, socio-emotional, and physical development, I can chart a whole picture of how ELLs learn a second language using language-free (Tabors, 2008) and language-involved assessments.



**References**

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## Appendix A Pronunciation Assessment

### Title: *Guess What It Is*

- 1 “Is it the bike?” Fred asked.  
 2 *It is*<sup>1</sup>  
 3 “Yes, it is,” Jeff said.  
 4 Fred said, “I see something that has four wheels. Can you guess what it is?”  
 5 “Is it the bus?” Jeff asked.  
 6 *It is*  
 7 “No,” Fred said.  
 8 “Is it the car?” Jeff asked.  
 9 *It*  
 10 “Yes, it is,” Fred said.  
 11 *say*  
 12 Jeff said, “I see something that is gray and has four feet. Can you guess what it is?”  
 13 “Is it the dog?” Fred asked.  
 14 *It is*  
 15 “No,” Jeff said.  
 16  
 17 “Is it the cat?” Fred asked.  
 18 *It is*  
 19 “Yes, it is,” Jeff said.  
 20 *say*  
 21 Fred said, “I see something that’s green and has six legs.”  
 22 *say*  
 23 Jeff looked and looked.  
 24  
 25 “I don’t see anything that’s green and has six legs,” Jeff said.  
 26  
 27 “It’s the bug on our shirt,” Fred said.

### Comprehension Questions

1. Where does the story take place?  
Outside.
2. Name the two characters in the story.  
Fred and Jeff.
3. Describe the game that the boys were playing.  
*I don’t know.*  
(A guessing game, “I spy”)
4. Who won the game?  
Fred
5. What was gray and had four feet?  
Cat

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<sup>1</sup> Note: Words or sounds in slashes colored in purple are the way Cindy pronounced.

**Title: *If You Take A Mouse to School***

- 28 If you take a mouse to school, he'll ask for your lunchbox.  
 29 /tɔk/ will /ə' sk/  
 30 When you give him your lunchbox, he'll want a sandwich and a snack for later.  
 31 /wən/ will /le'də/  
 32 Then he'll need a notebook and some pencils.  
 33 will /nɒt/ pencil  
 34 He'll (probably) want to share your backpack, too.  
 35 you bank  
 36 When you get to school, he'll put his things in your locker, and take a look around.  
 37 /wən/ /tɔk/ round  
 38 He might do a little math, and spell a word or two.  
 39 /met/ month  
 40 He'll even try a (science experiment)<sup>2</sup>!  
 41 /tre/  
 42 Then he'll need to wash up.  
 43 You'll have to take him to the bathroom.  
 44 /tɔk/  
 45 Once he's nice and clean, he'll be ready for his lunch.  
 46 will  
 47 On the way to the lunchroom, he'll see some building blocks.  
 48 He'll build a little mouse house and make some (furniture) out of (clay).  
 49 will  
 50 Then he'll need some books for his bookshelf.  
 51 will  
 52 He'll start by writing one of his own, so he'll need a lot of paper.  
 53 will /'reɪtɪŋ/ /ɒn-ə/  
 54 He'll (probably) use up all your pencils.  
 55 pencil  
 56 When he's finished, he'll want to read his book to you.  
 57 Then he'll want to take it home, so he'll (just) put in your lunchbox, and tuck it in a safe place.  
 58 /tɔk/ sofa  
 59 When the bell rings, he'll run out to wait for the bus.  
 60 While he's waiting, he'll play a quick game of soccer.  
 61 /wel/  
 62 Then he'll ask you to shoot a few baskets, and do a little skateboarding.  
 63 /ə'sk/ /ʃɒt/ full basket  
 64 When he stops to catch his breath, he'll want to eat his snack.  
 65 /wən/ /k(ə)ʌtʃ/ /bauθ/ /næk/  
 66 So he'll ask you for your...lunchbox.  
 67 /sek/  
 68 And chances are if he asks you for your lunchbox, you'll have to take him back to school.  
 69 chance /əsk/ /tɔk/ bank

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<sup>2</sup> Note: Words in brackets are skipped.

## Appendix B Journals

8/8

70 Sunday morning, my dad and mother together go to the coke house, because today is Sunday,  
 71 Sunday is a holiday. Im why together go to the coke house? because I like driking coke , see a  
 72 coke moive, I can and little bear play toghter! The coke is sweet. The bear is happy bear. today  
 73 Im play very happy! in the coke house I can buy a football、 go to the cnn see a movie. today Im  
 74 happy , very happy!

8/14

75 Friday evening, in the house I'm put dance shirt, wow-wow beautiful, very beautiful. I like  
 76 dancing, dance is beautiful, my mother open music, I'm listen music dance, I'm happy! in the  
 77 house dance I'm happy! my got me take a (some) picture, Friday evening I'm Fun, very Fun!

8/28

78 I have many good frinds! they every day play with my, ~~they with my play together!~~ We play  
 79 swing, play football, ride a bike, running and read some books! my good frinds are very nice! I  
 80 love my (some) good frinds!

8/29

81 I have a good teacher, her name is Mrs. Asbell. She is very preaty! Mrs. Asbell in class got we  
 82 take story, with we eat lunch and with we play together! I love my teacher! I love Mrs. Asbell!

9/ (disappeared because the laptop broke down)

10/2

83 Cindy's birthday is January 2<sup>nd</sup>, Lena's birthday is april 23<sup>rd</sup>.birthday we're so happy! october  
 84 right now, so fast! Cindy and Lena birthday we're happy. Teacher're happy too!  
 85 Cindy and Lena birthday have a pretty birthday pencil, Lena have one, Cindy well have one too!

10/4

86 One day all animals have a happy party! party can have many food, animals are very happy!  
 87 Animals have owls, chicken, rabbit, fish, dack, pig, bird, shep, frog, dog  
 88 cat, mokey, beer, shark and many many animals! Animals are very nice, they can help some  
 89 people! awesome! The people can give All animals big, pretty The Earth! All animals love  
 90 people, so they can help people! People can help animals too! They are people the good friend!  
 91 Animals are pretty! We like it! All Animals can careful help people, people can help them too.

10/21

92 Squeak and Swoops  
 93 At night, some animals work, but have bat and they can swoops down animals.

10/23

94 The Funny Test  
 95 Today, we have a Funny test, This test is different, because have some children with other  
 96 teacher, and Some children with Mrs. Asbell. This test is not easy, but I'm feel This test is really  
 97 Funny!

10/28

**98 How do picture help tell a story?**

99 A: They do and they don't, because in a other place have many question They don't do that. and  
100 because in a chapter book there is bearly any picture and the words tell the story, but in a picture  
101 book sometimes there is no words, so the pictures tell all the story.

102 B: picture can help our read books. because pictures can asked our: This sentences are what  
103 minning and if you don't This word, you can see inseid book The pictures too. in easy book have  
104 many pictures, but in the fiction books Sometimes have one or two pictures, the sentence and  
105 words inseid book have many many.

10/29

106 My Favert art is paint! paint need use paper and colars, because you can paint everythings in ther  
107 paper. This is easy to use Fun! ! You can use paint everytimes, you can put this Fun play(paint)  
108 in playtimes or recess times. I think: This is Fun play, I like it!

**109 I want Stand Ups!**

110 Every day, every time, I'm sit on my desk, because our teacher give we Morning work, This time  
111 are writing That, But in shows your work time, I want stand ups and shows our my work, but I'm  
112 scary, why? because I'm scare other people say: "look at her!" This is easy!! ha ha ha!!" So I'm  
113 don't stand ups! Sometimes, I'm sure this work is ok! I'm stand up now! but I'm forget my ,  
114 oh! ! no! every day I'm thinking: why I'm so scary? and have one day, in class, teacher have a  
115 question, I think: I know that! I know that!! I want stand ups! So I'm stand ups! Ok! This time  
116 I'm so happy! I ask the question! I'm awesome! I like it!

11/4

117 Turtles have many live in river or ocean or lake, turtles everyday or everytimes are swim,  
118 because in the river, ocean and lake every place are many many water, so, turtle only swim in  
119 that there, this not can choose! Turtles have friends too, they in there have foods, baby turtles  
120 like with her mom swim, her mom need help her baby eat and play, they eat small fish, in there  
121 have many many small fish, but turtle need really really slow to cach the fish, because if they are  
122 really fast, the fishs are scary, so, fishs are swim away, so , they need really slow cach that. if  
123 they can do that, they every day have many fish to eat! They was awsome!! Many turtles only eat  
124 plants, they can live for days or even weeks without having anything to eat or drink. Turtles have  
125 gulf coast box turtle, desert tortoise turtle, green sea turtle, eastern box turtle and leatherback  
126 turtle. Turtle looking like swimmers, they swim so fast! turtle is my favorite Animal, I like it!

11/11

127 (Warning: this is short work (paint), you can see the bubble map!)

128 Cindy

129 Sentence: house: I live in this house.

130 hose: hose can clean some dirty palce.

## Appendix C Class Performance and Interaction

Participants: T (teacher) C (Cindy)  
F (Faith) S (Student)

9/26

(Background: Doing reading comprehension assignments)

131 C: (pointing to the question) 写的对吗?

132 *Am I right here?*<sup>3</sup>

133 F: 把 so 去掉. 英语中有了 because, 就不用 so 了。

134 *Remove so. If a sentence is started with because, we won't use so in English.*

135 C: (Remove so, looking at the sentence she wrote)

136 不行。没有 so, 我不会写这个句子。

137 *No. Without so, I can't make up this sentence.* (add so)

10/3

(1)

138 T: (to whole class) Hand me your work tomorrow.

139 C: 明天要交 homework.

140 *Tomorrow I need to hand my homework.*

(2) (Background: Cindy and Lena were cooperating to design a cover of their portfolio.)

141 Lena: 有胶水吗?

142 *Do you have glue?*

143 C: 我有 glue.

144 *I have glue.*

145 Lena: (trying to tear the paper)

146 C: 不要撕先啦。

147 *Don't tear it immediately.*

(3) (Background: The teacher was giving instructions. Cindy repeated some words after the teacher.)

148 T: All right so...

149 C: All right so.

150 T: If you are finished, ...

151 C: Finished.

(4) (Background: A boy student kept bothering Cindy and Lena's work.)

152 T: Cindy?

153 C: (raising her hand) Joshua is very noisy, so we're not finished work.

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<sup>3</sup> Note: Highlights in red are translations corresponding to the Chinese from line up.

10/24

(Background: Group teaching. Five students sat around the table. The teacher was teaching about a book *Elephant*.)

- 154 T: Do you think it's an informative book?  
 155 C: (Silence; using her hands to cover her mouth.)  
 156 T: Yes or no?  
 157 C: (hesitated for about 20 to 25 seconds, unsure of speaking)  
 158 (then nodding)

10/29

(1) (Background: A boy student asked to borrow her pencil-sharpener for a look.)

- 159 S: Can I see it?  
 160 C: You can.

(2) (Background: Group teaching.)

- 161 T: How are y'all?  
 162 C: (Silence)  
 163 T: How are you today, Cindy?  
 164 S: I'm good. (Smile)

(3) (Background: When Cindy was doing class work, she encountered an unknown word.)

- 165 C: (raising her hand) What the caption meaning?

(4) (Background: Brainstorming. Raising her hand, Cindy volunteered to give her answer, eagerly.)

- 166 T: What can you think of about art? Cindy?  
 167 C: Tools.  
 168 T: Right.  
 169 C: (Look back at me, seem really proud)

(5)

- 170 T: It's almost lunchtime.  
 171 C: Oh, 去 lunch.  
 172 go to lunch

11/5

(1) (Background: In math class, Cindy's participating enthusiasm was especially high.)

- 173 T: Five times what equals ten?  
 174 C: Two. (Looking at me, happily)  
 175 T: Good. (Smile)

(2) (Background: seeing a picture of an American Indian, she had no idea what it is called. Then she asked the teacher for help.)

176 C: I forgot this word.

177 T: Chief.

(3) (Background: She was not clear about class instructions the teacher gave several minutes ago.)

178 C: Excuse me, I need to put these some words in right there. (Actually she wants to ask “Do I  
179 need to ...”)

180 T: Yes, put the sh- words under sh...

181 Don't forget the \$ in front.

182 C: (write \$ down in front)

11/21

(Background: A boy student asked what Cindy did in her chart for class project.)

183 S: Cindy, do you have this chart?

184 C: Yeah. (show it to him)

185 S: (pointing to her chart) What's that? Candy?

186 C: No.

187 S: Is it fish?

188 C: (Silence)

189 S: (look at the chart) Are they turtles?

190 C: Yes. (Smile)



### Appendix D Analysis of Cindy's Vowel Pronunciation

Correct Vowel Pronunciation (features of the vowel)	Cindy's Vowel Pronunciation (features of the vowel)
/ɛ/ (mid, front)	/ɔ/ or /ə/ (mid, back; mid, central)
/o/ (mid, back, tense)	/ɔ / (mid, back, lax)
/æ/ (low, front)	/ʌ/ or /ə/ (mid, central)
/u/ (high, back)	/ɔ / (mid, back)

Note: The above mistakes can be seen in Appendix A, Line 28-69.