

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Raising a Bilingual Child: Nurturing First Language Oral Skills at Home

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1. INTRODUCTION

From my experience as a mother trying to raise a bilingual child and the professional experience as an ESL preschool teacher, I found interesting to describe the development of oral language skills and communicative abilities of Spanish as the Mother Tongue (MT) in a girl who is in the process of becoming bilingual in particular context where she is immerse in a monolingual environment by attending the English Speakers of Other Languages (ESOL) program. This study will document a specific strategy I have implemented during the last year providing support to the minority language by giving quality of exposure to the First Language (L1). This research is to be used with ESL students, parents and educators of ESOL classrooms. The population to be analyzed is my own daughter, Laura, who is enrolled in the ESOL program and denied the Bilingual program after being diagnosed ELP (English Limited Proficiency) at the age of 4.

As a personal fact it started when my daughter was about to begin preschool and I had to decide whether she was attending a Dual Language (DL) or an ESOL program. At first I made some research about the Dual Language programs and I found out that the DL program is only for elementary and that for middle and high school there is only English instruction. Having discovered this, I decided for my daughter to attend the ESOL program so she could have better foundations in English by being fluent and literate in English from the beginning of her school life. As important as this, my desire for her is to be Bilingual due to all the benefits that it involves. For this reason, I wanted to take care of our Tongue Language (TL), Spanish as well. This is when as a family; we made the agreement of keeping TL at home as much as possible. We have to thank to the daily interactions in Spanish since Laura is capable to communicate in about 80% percent successfully in her Mother Tongue (MT). But after four years, I have noticed

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that my daughter's oral language skills and communicative abilities in Spanish are being affected progressively.

As a professional fact, during the last three years I have observed some of my preschool students struggle with their L1 oral language skills and communicative abilities. According to my language learners' family educational background and social-cultural context inside the ESOL classrooms there are two types of English speakers; the ones that speak English at home and the ones who don't. Usually the ones who speak English at home show more L1 affectation. Parents usually start to be concerned by the end of the school year because they notice how their children have lost communicative skills in L1 while they are making progress in developing the L2. When I observe this phenomenon, there comes the question about what type of strategies these families should use at home to raise a bilingual child who is enrolled in the ESOL program.

1.1.Problem Statement

My research problem is about *the development of oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program*. This is related to affective and individual facts and also socio-cultural and cognitive aspects of teaching English to children which belongs to the second line research of Language teaching and Language learning in the BA of teaching English as Foreign Language: English at University of Saint Thomas, Colombia.

My research interests emerge from the experiences I have faced as a language teacher and as a parent raising a bilingual child. Being a teacher in a bilingual school program lead me to identify a concern from some of my students' parents in relation to

the loss of their children's first language while second language acquisition is progressing effectively. This particular situation called my attention as a language teacher and as a mother of a third grader whose English Proficiency Level is Advance according to the Texas English Language Proficiency Assessment System (TELPAS) conducted on May 2015 (See Annex 26), but in whom I identify some weaknesses of her Spanish Language Development. For this personal and professional concern that affects the bilingual development process of a child, I decided to conduct my research project.

Why is so important for me that my child become bilingual? Just to give an overview of the benefits of being bilingual, I have to say that it goes further than having the ability to communicate in two languages. Being bilingual benefits the cognitive, social-emotional, learning and global of a person (National Center on Cultural and Linguistic Responsiveness, 2016).

- Some of the cognitive benefits are that since Individuals who are bilingual switch between two different language systems, their brains are very active and flexible (Zelasko, N., & Antunez, B., 2000). This research also shows that bilingual people have an easier time understanding math concepts and solving word problems more easily. In addition, research indicates that bilingualism may delay the onset of Alzheimer's disease (Dreifus, C., 2011).
- In relation to the social-emotional aspect, Becoming bilingual supports children to maintain strong ties with their entire family, y culture, and community. All of these are key parts of children's developing identity (Zelasko, N., & Antunez, B., 2000). And a recent research has also found that children raised in bilingual households

show better self-control (Kovacs, A.M., & Mehler, J., 2009) which is a key indicator of school success.

- About learning, bilingual children benefit academically in many ways. One of them is that their ability to read and think in two different languages promotes higher levels of abstract thought, which is critically important in learning (Diaz, Rafael, 1985). Current research shows that people who use more than one language appear better at ignoring irrelevant information, a benefit that seems to exist as early as seven months of age (Kovacs, A.M., & Mehler, J., 2009)
- Regarding global benefits of being bilingual One-half to two-thirds of adults around the world speak at least two languages (Zelasko, N., & Antunez, B., 2000). In our global society, they have many advantages. Bilingual adults have more job opportunities around the world than monolingual adults (Zelasko, N., & Antunez, B., 2000). No mention that they also earn more money per year than their monolingual peers in jobs related to education, health, laws as far as I know.

Is it a way parents can develop oral language skills and communicative abilities in their children's MT without not enrolling them in the Dual Program? This is the question that came out on top of my head when my students' parents and I realized that we were losing our children's L1 while developing L2 in the school. To answer this question I searched different types of sources like case studies of families focused on bilinguals and their experiences, theories related to homeschooling to teach a language, theories about teaching a second language and strategies to improve oral language skills and communicative abilities. It is for this reason that my research

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project aims to develop oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program through a strategy of oriented reading instruction.

1.2. General question

How is the development of oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program?

1.2.1. Specific question(s)

* How to identify the initial stage of oral language skills and communicative abilities in Spanish as L1 of a bilingual girl who attends an ESOL school program?

* How to increase oral language skills and communicative abilities of Spanish as MT through Reading?

1.3. General objective

Describe the development of oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program

1.3.1. Specific objective(s)

- ✓ Identify the initial stage of oral language skills and communicative abilities in Spanish as L1 of a bilingual girl who attends ESOL school program.
- ✓ Increase oral language skills and communicative abilities of Spanish as MT through Reading

1.4. Justification

First of all, my research project will benefit directly my daughter, Laura, to develop her Mother Tongue's oral language skills and communicative abilities; and likewise this project will help me to achieve my goal of raising a bilingual child. The project is focused in Laura's first language development due to the fact that her L2 is in a high proficiency level (See Annex 26). Therefore, we will be reinforcing skills and abilities relating to language, only in its spoken form in which I identify some weaknesses. Consecutively, Laura will evidence some increase in her morphological, narrative and pragmatic skills verbally.

Assuming that FORI is a supplemental approach – particularly designed to boost students' oral reading fluency (al, 2006) and taking into account Laura's strength in L2 Reading, my research project uses this particular strategy to improve my daughter's oral language skills and communicative abilities. FORI= Fluency Oriented Reading Instruction Effects Fluency as a key outcome. According to The Kuhn et al study of 24 classrooms in high poverty schools in NJ and Georgia this technique resulted in significant improvements in fluency and also in comprehension. Even though, FORI has been implemented in L2 fluency, this research pretends to show its outreaches in L1 fluency.

This research project will respond not only my concern but from other parents concerns I observed when I conducted a questionnaire to find out what strategies are using those families whose children are enrolled in the ESL program and still want to

raise/educate a bilingual child (See Annex 52, Annex 53, Annex 54, Annex 55, Annex 56, Annex 57). So far, this study specifies one of the strategies ELLs' parents may implement at home in terms of quality and quantity language input, especially in the minority language. It can actually give an idea of how implement a family project that supports MT and L2 development at home.

For the L.L.E.I program, my research about the oral language skills and communicative abilities improvement of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program will give new perspectives related to the Language and context field because it goes further than the classroom context into the homeschooling context. The first perspective is about how the context of ELLs is different when they are ESL students and not EFL students. But also, how important is to consider home context impact no matter what type of ELLs are. This probably will lead the program to a new component to consider in the research fields.

In conclusion, this research is significant because it merges from my own desire as a parent/ educator/ Observer/ Researcher. It contributes to my role as parent raising bilingual children in the ESL context where is hard to decide how much quantity of L1 is beneficial to speak at home to my children who are not attending the bilingual the program but the ESOL program at school. Also it will provide knowledge for me as an Observer- Researcher since the phenomenon I am interested in is the Narrative study which describes the oral language skills and communicative abilities improvement of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program. As an educator my research will guide my role to give the specific support to the students and their families that might get identified with this issue.

2. THEORICAL FRAMEWORK

2.1. Main Constructs

Many theories have been emerged to explain how to achieve the development of oral language skills and communicative abilities in the minority/home Language in a bilingual person who attends a monolingual school program. Although the literature is too wide in this type of topics, this review will focus on six major themes that arise during the development of the literature and the research. These themes are analyzed from different authors' theories that I carefully selected from my own point of view for being very relevant because they give an extra value and support to this research. These themes are Bilingualism (measurement & classification, importance of maintaining heritage language), Language skills and communicative abilities (definition and distinction), the fluency-oriented reading instruction (FORI), Speaking skills benefits from Reading, Language Sample through Wordless Picture Books as evaluation. Homeschooling Language Learning (strategies). Although these themes are complex this literature review focused on their application to the development of oral language skills and communicative abilities in the minority/home Language in a bilingual person who attends a monolingual school program.

2.1.1. Bilingualism

Baker Colin in his book Foundations of Bilingual Education and Bilingualism add a sixth dimension called the circumstantial bilinguals which he describes as the case

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when someone learn another language to survive. Because of their circumstances (e.g. as immigrants), they need another language to function effectively (for example, Latinos in the United States). Consequently, their first language is in danger of being replaced by the second language. I agree with this idea, especially when this is my own daughter's case. According to this point of view this circumstance is the one that made her first language to be in danger. At the time, I decided to enroll her in a mainstream program where all instruction is in English and most of the cases she was the only Latina student in the classroom, she had to adopt to a new language and new culture to success in academics and socially.

Also Colin explains an interesting and for me a very fair way to measure bilingual skills in a person. The following table suggests avoiding a simple classification of who is, or is not, bilingual.

ORACY LITERACY		
RECEPTIVE SKILLS	Listening	Reading
PRODUCTIVE SKILLS	Speaking	Writing

According to this the author explains that someone speak a language, but do not read or write in a language. Some listen with understanding and read a language (passive bilingualism) but do not speak or Write that language. Some understand a spoken language but do not themselves speak that language.

More than that he uses a metaphor of colors that I want to cite:

“The four basic language abilities do not exist in black and white terms. Between black and white are not only many shades of gray; there also exist a wide variety of colors. The multi-colored landscape of bilingual abilities suggests that each language ability can be more or less developed.” (Baker, 2001)

I really defend this opinion on which states that classify a person as either bilingual or monolingual is just too simplistic. As it is well known reading ability for example, can range from simple and basic to fluent and accomplished. Someone may listen with understanding in one context (e.g. shops) but not in another context (e.g. an academic lecture)

In this book *Foundations of Bilingual Education and Bilingualism*, Baker is very recurrent in the idea of maintaining and treasuring one's heritage language. I want to cite two of his notes: “Retaining the minority language while ensuring that majority language competence is high enables a bilingual child to have more rather than less...Gaining fluency in the majority language while retaining the minority language will be a multiplication of language skills and culture” (p.166). In this point of view, he gives a value on maintaining L1, justifiably, which is basically what I am trying to do with my case study. I am developing a strategy to keep our native language and also to enrich it. But it is in another part of the book when Baker refers to the phenomenon of *Language Loss in children* saying that he does not want to criticize early bilingualism, but rather a warning that the minority language needs care and attention, status and much usage in the young child (p.92). In my personal experience I can say it is true. Even though I did not exposed my daughter to L2 until age of 4 because I wanted to give her the best

foundations in our L1, the L2 at this point is so dominant that we are in risk of losing what the author calls the heritage language.

2.1.2. Language skills and communicative abilities

“Communicative abilities,” says Widdowson, “embrace linguistic skills but not the reverse”. According to H.G. Widdowson, the linguistic skills and communicative abilities are used interchangeably. He explains that Speaking, hearing, composing and comprehending are linguistic skills. These skills are defined with reference to the medium. The skills which are defined with reference to the manner and mode are communicative abilities. (Widdowson, 2011)

In other words, the reference of a language system as usage is the linguistic skill and as use, communicative ability. I refer to this theory to identify the type of skills I tend to develop with my research study: Oral language skills and communicative abilities. For this I took into account that usage is the ability to produce correct sentences, or manifestations of the linguistic system and use is the ability to use the knowledge of the rules for effective communication. Both of them linguistic competence and communicative competence are my goals to develop and as Widdowson strongly suggests, we need to teach one along the other one.

2.1.3. F.O.R.I

The fluency-oriented reading instruction (FORI) was designed by Stahl & Heubach in 2005. But it is also based on the ORL (oral recitation lesson) 1987. This approach

was designed for whole-class instruction with second graders using grade-level material. The lessons were designed to maximize the amount of connected text children read, incorporated repetition and partner reading, and had a comprehension focus.

I want to refer Kuhn who in 2006 made a research called Teaching Children to Become Fluent and Automatic Readers. There he defines FORI as a supplemental approach – particularly designed to boost students’ oral reading fluency when needed. The followings are the three main aspects I focused according to the author suggestions to make FORI successful:

- FORI should not be rigidly applied. If the story to be read is particularly difficult, the teacher should spend more time on preparation for reading. If it is long, the student may need to spend more time on echo or partner reading. If it is relatively easy, the students should not take it home on Tuesday; instead they should read a book of their own choosing.
- Texts used should be on, or close to, students’ actual grade-level in which they are enrolled (not their reading level)
- Texts used should be interesting enough to warrant discussion.

This chart was taken from Khun’s research (Khun, 2006); I made a small adaptation into my instruction considering that there was just my daughter and I the ones who were developing this method. On Thursday I added a “Silent Reading” followed by a discussion. And I added a session called “Reading before F.O.R.I.

	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>
<i>FORI</i> <i>LESSON</i>	• Teacher introduces	• Students “echo- read”	* Students choral read	Students partner	* Students do

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<i>PLAN</i>	story/selection (background knowledge, vocab., genre) • Teacher reads selection aloud; class/group follows along with their own copy • Discussion takes place as selection is read • Possible use of graphic organizers • Other activities /teaching	same selection (Echo reading= teacher reads one or two sentences...up to a paragraph, and students echo that reading.)	same selection (choral reading= students and teacher read text aloud, in unison) • If time... students begin partner reading.	read same selection (partners may be self selected or designated by tchr.)	extension activities, responses to the selection. • Teacher may take a running record/ record of oral reading of a few students (including a fluency check)
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	strategies may be used (e.g., from basal or other sources)				
--	--	--	--	--	--

2.1.4. Speaking skills benefits from Reading

According to Brigh and McGregor (1970) “Where there is a little reading, there will be little language learning. The students, who want to learn English, will have to read unless they move onto speaking track” (Developing Speaking Skills through Reading, 2012). I completely agree this argument; of course I am applying it into another language, Spanish. I can see from my own daughter’s experience in L2 language learning the power of reading in her speaking skills. It’s important to highlight that word knowledge facilitates speaking skills. So for fostering improvement in word knowledge what is more successful than reading?

Also Akbar in his research *The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language* cites Grave (1991) who suggested reading skill strategy which describes six components that have an effect on learner’s speaking performance. These include:

- 1- Automatic recognition skills
- 2- Vocabulary and structural knowledge
- 3- Formal discourse structure knowledge

- 4- Content/word background knowledge
- 5- Synthesis and evaluation skills/ strategies
- 6- Meta-cognitive knowledge (Akbar, 2014)

In resume what I understand and support is that learners not only obtain vocabulary but also grammatical structures. They analyze how words fit together. Taking into account that reading is a fluent process that combines new information with previous knowledge to build meaning and context.

2.1.5. Language Sample through Wordless Picture Books

According to Stephanie S. Lopez, Speech Language Pathologist, she uses Language Sample through wordless picture books as evaluation of narrative abilities, analyze sentence structures and vocabulary skills. She finds this method very interesting to interact with kids and examine their oral language development (Stephanie S. Lopez, 2016). Lopez suggested me to use this type of technique to make my initial and final evaluation, which I agreed after doing some research about it.

I found support from other sources to use this technique where not only it is well used in Speech Therapy, but in Language learning. These are two of them:

- “One of the most critical aspects of speech and language evaluation is the language sampleone common procedure for collecting a narrative sample is to ask children to narrate a wordless picture book...This sampling procedure is useful for eliciting complex sentences and literate language forms from children (p.260). (Ronald B. Gillam, 2010)”

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- Jalongo, Renck, Dragich, Conrad and Zhang's oft-cited article "Using Wordless Picture Books to Support Emergent Literacy" states that "wordless picture books connect visual literacy (learning to interpret images), cultural literacy (learning the characteristics and expectations of social groups) and literacy with print (learning to read and write language) (Mary Renck Jalongo, 2002).

As Far as I know for my own experience with wordless picture books I consider them as a great language learning tool. I have used them for any age, from very young toddlers/ preschoolers to adults. I consider they are great tool for building vocabulary and comprehension by providing an opportunity to "read" the picture and they encourage creative thinking because students relate language with the illustrations. Based on my own experience, professional advice and theories, I decided to use the wordless picture books as a way to generate a language sample and be able to analyze it as initial and final evaluation of the oral language skills development in this research study.

Regarding the evaluation or aspects I would analyze from the language sample. I am going to use a check list. The following form is the original, I am taking into account, but it is being modified according to the specific areas I will observe. It was taken from Documentation of observation and analysis of language sample. Department of Special Education/Sevier County Schools/Sevierville, TN.

INFORMAL LANGUAGE ASSESSMENT CHECKLIST

Student _____ Birthdate _____
 School _____ Teacher _____ Grade/Program _____

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THIS CHILD CURRENTLY EXHIBITS THE FOLLOWING
STRENGTHS AND WEAKNESSES

(Only skills observed during evaluation session will be marked,
i.e. formal testing, interview, conversation)

P = skill present

A = skill absent

E = skill emerging

CONCEPTS/SEMANTICS	PROCESSING/SYNTAX	MORPHOLOGY	
____ spatial ____ location ____ temporal ____ sequence ____ inclusion/exclusion ____ category names ____ colors ____ category items	____ answers Yes/No questions ____ asks Yes/No questions ____ follows simple directions ____ follows complex directions ____ uses primarily simple phrases ____ full sentences, including verbs ____ uses complex sentences ____ uses inversion question form	____ plural marker –s ____ possessive marker –s ____ irregular plurals ____ articles: the, a ____ prepositions: in, on ____ pronouns-subjective ____ pronouns-objective ____ pronouns-possessive	____ ing verb ending ____ past tense verbs ____ irregular past tense ____ is a main verb ____ is as helper ____ 3 rd person singular -s

NARRATIVE SKILLS

(Ability to retell an event.)

Types of narratives used:	____ personal narratives	____ retells stories/TV shows/procedure
Narratives told:	____ with adult prompting	____ independently
Sequence of utterances:	____ utterances sequenced	____ utterances told in random order
Components included in narratives:	____ people ____ outcomes	____ place (setting)

PRAGMATICS

(Use of language in communicative interactions)

____ Used appropriate action turn taking	____ Varied language for different contexts	____ Used appropriate eye contact
____ Used appropriate verbal turn taking	____ Maintained topics in conversation	____ Initiated conversation
____ responded in conversation	____ revised speech when not understood	____ Provided background information to listener

2.1.6. Homeschooling Language Learning

Barbara Zurer Pearson in her book *Raising a Bilingual Child* refers to four major strategies to organize a home for a child's bilingual development: One Parent-One Language (OPOL), Minority Language at home (mL@H), Time and Place (T&P) and Mixed Language Policy (MLP). At the end, the author concludes that no matter the strategy is used but the quantity of minority language time spends; meaning no less than twenty hours per week (Barbara Zurer Pearson, 2008). Personally, I consider this book as a 'must have' if you are raising a bilingual child, this is a complete guide full of

experiences and case studies. In relation to the strategies, mL@H is the one we choose at home because we take care of the minority Language at home. The most important of all, as the author states is the interaction in the Language we want to learn because it is true that if it is too little, children can learn word and phrases but won't be able to make complex sentences are more than that feel comfortable with it.

To the question why should parents talk to their children in their native language, the speech-language pathologist and multilingual mother of bilingual children *Ana Paula G. Mumy* says that *there is an only one reason for doing this. It's* because that is the language in which they are likely to be most dominant or proficient, in which they are able to provide quality language input. She actually supports this statement through research that shows that children with strong first language skills are more ready and able to learn a second language. Also she reiterates that children must be able to communicate effectively in their homes before they can communicate out in the community, so the native language cannot be stripped away, even for children with language delays. The author highlights the importance of speaking TL at home by talking about the quality input.

2.2.Related studies

Landry, R., & Allard, R. (1992). Subtractive bilingualism: The case of Franco-Americans in Maine's St John Valley. *Journal of Multilingual & Multicultural Development*, 13(6), 515-544. Published online: 14 Sep 2010

This particular study is conducted in the school, but it leads me to a new concept and important facts in my own case study of raising a bilingual child. This project analyses the effects of the bilingual development of Anglophones and francophones in Canada and the United States. The study, carried out in two school districts of the St John Valley in the state of Maine in the United States, compares three subgroups of francophones and Anglophones on measures of the strength of their network of linguistic contacts in French and English, their communicative and cognitive-academic linguistic proficiency in these languages. The results, which are interpreted to determine the case of additive and subtractive bilingualism, are very conclusive in showing that bilingualism for these Franco-American students is strongly subtractive. This study calls my attention because of new term I found while I was conducting my literature for the research "Subtractive Bilingualism" This research helps me to understand and to avoid this type of results and to examine how I am conducting my own case of the process of bilingualism with my daughter. At the end of this study, there are very important conclusions which explain the affective facts of an Additive Bilingualism due to the very low degree of schooling in the mother tongue in particular.

Jimenez, R. T. (1994). Case Studies of Bilingual and Monolingual Readers: Focus on Strategic Reading Processes. Technical Report No. 602.

This study describes the cognitive and metacognitive knowledge of a proficient bilingual reader, Latina, by comparing her reading processes and strategies with those of a marginally proficient bilingual reader and a proficient monolingual reader. Data-collection processes included: prompted and unprompted think-aloud, interviews, text retellings, a prior-knowledge measure, and a questionnaire. All student participants read one narrative and two expository texts in English, and the two bilingual students also read a comparable set of Spanish texts. Qualitative analyses revealed 4 key dimensions that distinguished the proficient bilingual readers' performance from the performances of the other two readers: How she navigated unknown vocabulary in both languages, how she viewed the purpose of reading, how she interacted with text, and how she took advantage of her bilingualism. The results are very important found for my own research because it uses one of the strategies that I like to implement in the process of raising a bilingual child through reading. This study shows that explicit knowledge of Spanish and English relationships can facilitate bilingual students' reading comprehension, that the

combination of reading expertise and bilingualism visibly affected the bilingual students' reading comprehension, and that there is a qualitatively different experience compared to the proficient monolingual reader.

Kalia, V., & Reese, E. (2009). Relations between Indian children's home literacy environment and their English oral language and literacy skills. *Scientific Studies of Reading*, 13(2), 122-145.

This case study emerges from the situation that more than 90 million Indian children are becoming literate in English, yet the home literacy environment for Indian children learning English has not been explored. This research case study focuses on Preschool 50 children from Bangalore, India, who were assessed for vocabulary, phonological awareness, and print skills in English, their language of schooling. Parents reported on the home literacy environment via questionnaires and a children's book title checklist, adapted for an Indian sample. This case study is related to my concerning of how home language affects children's English receptive vocabulary, due to the low ambient levels of English in the home. It also, leads me to concentrate how to avoid children's phonological awareness and so the Implications for the role of book reading in families learning English as a second language like my family.

Zhang, D., & Koda, K. (2011). Home literacy environment and word knowledge development: A study of young learners of Chinese as a heritage language. *Bilingual Research Journal*, 34(1), 4-18.

The orientation of this study is focusing on a group of Chinese-English bilingual children learning to read in Chinese as a Heritage Language in the United States. A home literacy survey revealed that parents mostly used HL to talk to children, while learners preferred to use English or a mixture of English and HL to talk to their parents. Learners' HL reading practice at home showed a schoolwork orientation. This case study shows how important and what effects are to implement a plan action of Home literacy in the first language as Heritage language. This is another perspective that I like to take into consideration since I consider very important to raise a literate bilingual child. The findings are important to my own case study because it discussed in relation to the importance of school materials in HL literacy development and the frequency of schoolwork-unrelated reading that has to be passed for learners.

Larrotta, C., & Ramirez, Y. (2009). Literacy benefits for Latina/o parents engaged in a Spanish literacy project. *Journal of Adolescent & Adult Literacy*, 52(7), 621-630.

The article discusses a study investigating how an after-school Spanish language literacy program helped Hispanic American parents of students. In fact the program was intended to help parents of children in bilingual classes develop literacy skills to be used in literacy activities with their children. The authors discuss how important is reading between parent and child and how it can benefit child literacy and suggest teachers should coordinate school and home literacy activities. This project fit the interest of my case study in using reading as an strategy not only to help my child to be literate in her native language, but to develop both English and Spanish language skills as equal as possible. This case study shows reading strategies such as thinking aloud, cubing and concept mapping and utilized journals written by participants. The study revealed an important info to my own case of how parents developed reading skills from the program and used their cultural knowledge to aid in their children's reading comprehension.

Caldas, S. J. (2006). *Raising bilingual-biliterate children in monolingual cultures* (Vol. 57). Clevedon,, UK: Multilingual Matters.

This book is a case study carefully detailing the French/English bilingual and biliterate development of three children in one family beginning with their births and ending in late adolescence. The author and researcher is the children's French/English bilingual American father, who was aided by his bilingual French Canadian wife (also the children's mother). Additionally, the researcher parent carefully documented their progress using a variety of research tools, including audio and videotape recordings, teacher and child surveys, interviews with teachers, field notes, psychological and diagnostic testing, and standardized assessment instruments. All about this case interests me to see how they managed time and space related to language. A pleasure to read from beginning to end, this is one of those books that's hard to put down and give an idea of how to document my own case study. This particular case study shows in detail all the paths that are needed to raise bilingual children mainly in the US. It provides theories that modified the process all throughout the time since the story starts from birth to adolescence.

De Houwer, A. (1990). *The acquisition of two languages from birth: A case study*. Cambridge University Press. Cambridge University Press. Online Publication Date: August 2009

The subject of this study is an only child, Kate, who has been exposed to English and Dutch virtually from birth onwards. The age period studied covers the 8 months from 2;7 to 3;4. First exposure to two languages (English and Dutch) occurred within the period of a week, and Kate's exposure to two languages was regular up to and including the period of investigation to be

reported on here. Kate heard English spoken to her by her mother, and Dutch by her father was usually addressed in a different language by each parent. The results of this case study and how they handled the OPOL gives me excellent ideas and techniques to follow up , specially for my next case study which is my second daughter (5 months) who I would love to either include in this research or start a new one. I would like to try exposure at baby age for both languages and see the difference in relation to my older child who got full exposure to English at age of 4.

Steiner, N. (2008). *7 Steps to Raising a Bilingual Child*. AMACOM Div American Mgmt Assn. This book gives as the title says seven steps to follow up in order to raising a bilingual child. The Step 4 Creating your bilingual action plan is divided in four parts in which the last part is called how three families are raising bilingual children. It describes three case studies from different backgrounds. These case studies not only are described but analyzed and so the author gives professional suggestions in the plan they must follow to obtain their goal of bilingualism.

The first family, OPOL, plus variation of OPOL. The father is the second generation of Mandarin, Chinese. And mother only English speaker. Their daughter is exposed to mandarin the majority of the day by being watch for her grandparents who only speak mandarin to her. Father does not speak mandarin because wife won't understand anything he would say of it.

The second family, a monolingual family of four becoming bilingual together. This family has a great plan of action children speak and understand Spanish because they have a babysitter who only speaks Spanish to them and their parents attend conversation class on Wednesdays. In addition family interacts together watching daily Spanish TV programs at night.

The third family it's the case of a single mother who is native French speaker with her daughter. The girl, 11, is attending a French school on Saturdays for her to learn writing and reading. This book is very important for my own case study because it gives me ideas of action plan with

my own daughter. These case studies from the book are not only described but there are suggestions from the author and some of them match my own experience and daily routine and expectations.

3. RESEARCH DESIGN

3.1. Type of study

Creswell in the chapter four of his book called *Five Qualitative Approaches to Inquiry* he reviews some of the similarities and differences among the five approaches of five qualitative approaches so that qualitative researchers can decide which approach is best to use for their

particular study. I personally noted the most important information that helped me to define the type of study I am conducting which is Narrative Study. At first there are two authors that define “Narrative”.

- ✓ “Narrative” might be the term assigned to any text or discourse, or, it might be text used within the context of a mode of inquiry in qualitative research. The procedures for implementing this research consist of focusing on studying one or two individuals, gathering data through the collection of their stories, reporting individual experiences, and chronologically ordering (or using life course stages) the meaning of those experiences. (Chase, 2005).
- ✓ I will define it here as a specific type of qualitative design in which “narrative is understood as a spoken or written text giving an account of an event/action or series of events/actions, chronologically connected” (Czarniawska, 2004)

As Creswell does, I rely with him in the way Clandinin & Connelly address the Procedures for Conducting Narrative Research in their book *Narrative Inquiry* that addresses. They actually use the following five basic steps (Connelly, 2000).

1. Determine if the research problem or question best fits narrative research.
2. Select one or more individuals who have stories or life experiences to tell. Clandinin and Connelly refer to the stories as “field texts.” Research participants may record their stories in a journal or diary, or the researcher might observe the individuals and record fieldnotes. Stories about the individuals from family members; gather documents such as memos or official correspondence about the individual; or obtain photographs, memory boxes.

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3. Collect information about the context of these stories. Narrative researchers situate individual stories within participants' personal experiences (their jobs, their homes), their culture (racial or ethnic), and their historical contexts (time and place) (Connelly, 2000).

4. Analyze the participants' stories, and then "restory" them into a framework that makes sense. Restorying is the process of reorganizing the stories into some general type of framework. This framework may consist of gathering stories, analyzing them for key elements of the story (e.g., time, place, plot, and scene) (Connelly, 2000).

5. Collaborate with participants by actively involving them in the research. Thus, the qualitative data analysis may be a description of both the story and themes that emerge from it. "Narrative inquiry is stories lived and told," said Clandinin and Connelly (Creswell, 2006)

After analyzing the qualitative research approaches, definitely The research design I consider fits more into my role as an Observer- Researcher and the phenomenon I am interested in is *Narrative study*. This study describes the *development of oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program*. For instance, as a narrative researcher I will draw and represent Laura, my daughter, within a social and cultural context related to her language development. In addition, I will gather the field texts through initial and final evaluation of oral language skills, voice and video recordings of sessions, pictures and field notes.

3.2.Context and participants

3.2.1. Laura's Bio

This biography describes Laura, as the subject of study. Her social and cultural context related to her Language development since her birth. Laura who has Colombian and American nationality was born in Colombia in September 21st, 2007. She lived there during her first two years of life and receipt only Spanish Language Exposure. Her parents are both Colombians, although her father has been in the USA for fifteen years. Laura is now 8 years old and she moved to the USA with her mother in 2009. Both parents are native Spanish speakers and speak fluent English.

First steps to L2 exposure

During the first two years living in the USA, they lived with her grandfather and uncle who only spoke Spanish to her. She lived in the state of Virginia, half an hour from the capital Washington, DC. The population in this area in the majority is Government employees. Laura's mother was attending college at that time where she also worked as Spanish Tutor. But when she was not at college, she used to bring Laura with her to work as a nanny. At that time, Laura spent every day between 4-6 hours with English speakers. At the age of 3 she started attending Preschool three days a week; three hours each day. She was the only Spanish speaker in her little classroom. It was a Cooperative preschool where there are not more than 8 kids with a teacher and one of the parents as helper. She attended this school for about 6 months.

Beginning to Full English exposure

When Laura turned 4, she moved with her parents to Houston, Texas where they don't have any family members near. The majority of the population in the area where they live is half native speakers and the other half a mixture of languages and cultures such as Chinese, Tex-mex, Indian, Pakistani and others. She started attending a full time program where she spent 6 hours every day with English speakers since she got enrolled into the Mainstream program (Only

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English Instruction) Specially her first year in Preschool was difficult for her, due to her English limitation, At this time, when her mother saw Laura's struggle to adapt to this new environment, she decided to speak English only during homework sessions. At the end of the school year she did pretty well and she ended up in the average of reading (level 2). Her parents started mixing both languages just to facilitate Laura's adaptation to the school English content. On the other hand they kept encouraging Laura to have constant communication with her family, so she can speak Spanish with them. Over the summer of 2012, Laura went to Colombia after three years and that is when her parents and family noticed she could not communicate fluently with other children. This situation was frustrating not only for the family, but for Laura as well.

Elementary School: From ELP to Fluent English Speaker

When Laura started Kindergarten, and knowing that she was first diagnosed English Limited Proficiency (ELP) she was assigned to work with an ESL Specialist. They usually worked together for about 5 hours a week. They focused on vocabulary and speaking pretty much. Laura gratefully still remembers this teacher! She had a good school year and still ended in average of reading (8th level). Her mother started working in preschool and in the afternoon they both spent the time together either doing homework or hanging out with other friends. Laura learned to read and write in Spanish as her mother taught her ... it was very easy since she already knew decoding in English. First grade was an excellent grade for Laura. She had a very experienced teacher who was also ESL teacher. They work very closed and by the end of the school year the ESL specialist stopped working with her. At the time she was improving her English language learning, her native language loss was very notorious. For this reason, Laura's parents decided to send her over the summer to Colombia. She stayed there for two months and attended a summer school program with different type of activities. At the end, her Spanish

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fluency was better but still it was frustrating because it affected the way she interacted with other kids... sometimes they were making fun of the way she spoke in Spanish, for them “backwards”. Her second grade was an excellent school year for Laura. She did not have her English specialist anymore and she got her English Language Test (TELPAS) where she got Advance in all her skills. In relation to content areas, she did a better job. She was actually considered an Honor Roll student! Now that she is in third grade, she has been a Principal Honor Roll which is considered higher score level in all content areas; she has participated in the school district representing her school in the category of Ready Writing contest achieving 3rd and 4th place, she is part of the School Government Association (SGA) representing her classroom in the school. Her English is very advanced, but her Spanish especially oral language skills are being affected. Both parents still speak Spanish the majority of time, as a family they try to keep in touch with Spanish speakers, Laura keeps communicating with her family in Colombia very often, every Saturday Laura watches cartoons in Spanish for two hours and during the last two months she is taking Salsa dancing classes with Colombian coaches and children who has a Spanish background; but it seems this Spanish input is not enough so far and Laura is showing her native language loss increasingly. A probe of this is the analysis of the results obtained from the diagnostic conducted through a Language Sample using a Wordless Picture book. Taking into account that the diagnostic was focused on the Oral language skills, it indicated some specific areas of difficulty: Morphology, Narrative and Pragmatics; and also crosslinguistic influence like Codeswitching. The positive aspect is that Laura feels proud of her Hispanic / Latina culture and she wants to maintain it. She has expressed her concerned about not speaking fluent Spanish, but she is always open to do all that she can do to be bilingual because she understands how important it is for her life!

3.2.2. Family Context

We are now a family of four. Johanna, the mother, 33, has been a Stay at Home mom during the last year since Anna Sophia was born. Eduardo, the father, 33, is a Carpenter and Cabinet Installer, he is the house holder of the family and usually is absent during the week due to his business trips. Anna Sophia is one-year-old and Laura is 8 years old. We all live in a rented town home located in a private community in the Briar grove area, just five minutes from the heart of Galleria which is well known for being multi-cultural. We are in the range of family medium household income.

3.2.3. School Context

Laura is currently a third grader; she attends Briar Grove Elementary School. This a public school serving 840 students authorized as an IB World School for the International Baccalaureate (IB) Programme for Primary Years in March 2015 (HISD, 2016). The International Baccalaureate® (IB) offers a continuum of international education. The programs encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development (IBO.ORG, 2016). Her lead teacher is Ms Ebtehadj and there are 25 students in the classroom. Around the fifty percent of the students in her classroom are from Asia and Middle East, the other fifty are White and Hispanics. They are all English speakers and half of them are considered ESL students.

3.2.4. Houston Context

According to last population census in Houston, Texas in 2015; this city has a total of 2,099,451 in which the 50% is white and the 43% is Hispanic or Latino (Suburbanstats, 2016). Regarding the language spoken in the city of Houston, the last language census registered in 2013 the 54% speak only English, a 37% speaks Spanish at home, 4% of Asian and the rest of it represents Indo-European and others (Bureau, 2016).

3.3.Data collection instruments and techniques

This Research study will be supported through theory and previous experiences or case studies. There will be other type of data from *parents' questionnaires* about their current experiences as parents raising bilingual children which will justify the importance of this research. I will implement a form called *Informal Language Assessment Checklist* to conduct an initial and final evaluation of Laura's oral language skills and communicative abilities, her strengths and weakness in her HL, as well as it will show the crosslinguistic influence from English to Spanish. There is also a short *Biography of Laura* focused on Laura's language development from her birth experience in Colombia up to nowadays; this tool is going to describe the main participant in the research as her context. Then it will re-tell how she was introduced to English as Second Language at School and how parents manage language interactions in both languages with the purpose of raising a Bilingual Child. Regarding the type of this research, I will gather the field texts throughout the FORI sessions using *Field notes* supported by *pictures, voice recordings and videos*.

3.3.1. Field notes with pictures

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Refers to notes created by the researcher during the act of qualitative fieldwork to remember and record the behaviors, activities, events, and other features of an observation. Field notes are intended to be read by the researcher as evidence to produce meaning and an understanding of the culture, social situation, or phenomenon being studied. The notes may constitute the whole data collected for a research study [e.g., an observational project] or contribute to it, such as when field notes supplement conventional interview data (Schwandt, 2015).

All field notes generally consist of two parts (University of Southern California, 2016):

1. *Descriptive information*, in which you attempt to accurately document factual data [e.g., date and time] and the settings, actions, behaviors, and conversations that you observe; and,
2. *Reflective information*, in which you record your thoughts, ideas, questions, and concerns as you are conducting the observation.

Characteristics of Field Notes

- *Be accurate.*
- *Be organized.* chronologically or according to specific prompts
- *Be descriptive.* Use descriptive words to document what you observe. Don't end up making assumptions about what you meant when you write the final report.
- *Focus on the research problem.*
- *Record insights and thoughts.* As you observe, be thinking about the underlying meaning of what you observe and record your thoughts and ideas accordingly.

In my research study, *Field notes* will describe and reflect each reading session of FORI, the pedagogical method I am going to implement in order to see the effect in Laura's development of oral language skills and communicative abilities. These field notes also will include some pictures on it. The field notes are going to be focused in the specific areas where Laura presented difficulties from the initial evaluation. These are going to be organized in chronological order and supported with the voice recordings and videos.

- *Photographs or video images are another form of data collected which complement the Field Notes*

Conducting direct observation with my own daughter allows me as researcher to knowledge or has the consent of members in order to agree with ethical and privacy rules. I used the photographs in combination with verbal data. Which I consider as a researcher –observer that visual data is seen as supplementing verbal data, not the other way around. This is the reason why I used in the field notes. And I like to high light the phrase "a picture is worth a thousand words".

3.3.2. Videos

Video-based fieldwork involves the collection of naturally occurring data using video cameras and is perhaps the most established use of video for data collection within the social sciences (Jewitt, 2012). Video is fundamental to its focuses on the description of the structures of interaction order, in my specific case in relation to Pragmatics where as a researcher I need to analyze the communication interactions such us eye contact, and body language as well. This use of video involves recording the ongoing interaction of people in a specific context (Jewitt, 2012).

3.3.3. Audio recording

"The actual process of making detailed transcripts enables you to become familiar with what you are observing. You have to listen/watch the recording again and again. ... Through this

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process you begin to notice the interesting and often subtle ways that people interact. These are the taken-for-granted features of people's talk and interaction that without recordings you would routinely fail to notice, fail to remember, or be unable to record in sufficient detail by taking hand-written notes as it happened.” (Markle & West, 2011)

I consider this technique of audio recording, transcribing, and analyzing textual data along with the video analysis due to it gives me the ability as a researcher to virtually re-visit the studied scene repeatedly as many times as necessary. I consider this allows me to have a greater insight and interpretation of the events. Especially during the FORI sessions where each one is a whole new story in terms of activities, answers, questions, feelings, thoughts the audio recordings support all that process and record them as evidences for my analysis.

3.4. Timetable and stages

DATE	ACTIVITY
WEEK 1	INITIAL DIAGNOSTIC
WEEK 2	FAMILIES QUESTIONNAIRE
WEEK 3	BOOK 1 (6 F.O.R.I SESSIONS)
WEEK 4	BOOK 2(6 F.O.R.I SESSIONS)
WEEK 5	BOOK 3(6 F.O.R.I SESSIONS)
WEEK 6	BOOK 4(6 F.O.R.I SESSIONS)
WEEK 7	BOOK 5(6 F.O.R.I SESSIONS)
WEEK 8	BOOK 6(6 F.O.R.I SESSIONS)
WEEK 9	FINAL DIAGNOSTIC
WEEK 10	F.O.R.I SESSION JOURNAL ANALYSIS/EDITION WITH PHOTOS
WEEK 11	F.O.R.I SESSION JOURNAL ANALYSIS/EDITION WITH PHOTOS
WEEK 12	VIDEO AND RECORDINGS ANALYSIS/EDITION

WEEK 13	VIDEO AND RECORDINGS ANALYSIS/EDITION
WEEK 14	DATA SYSTEMATIZATION
WEEK 15	DATA SYSTEMATIZATION
WEEK 16	WORK ON FINAL PAPER
WEEK 17	WORK ON FINAL PAPER
WEEK 18	WORK ON FINAL PAPER & PRESENTATION

4. DATA ANALYSIS

The frame work for this narrative study is the objectives that were set up at the beginning of the research project. These objectives are going to be presented as three stages of the following descriptive analysis. Each stage will describe the techniques and strategies used to collect information and they will lead to the results of this research about *the development of oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program.*

1. To identify the initial stage of oral language skills and communicative abilities in Spanish as L1 of a bilingual girl who attends ESOL school program, the student was evaluated through an initial evaluation.

The initial evaluation took place a week before the F.O.R.I session began and the final evaluation two days after ending all the sessions. For these evaluations the teacher-researcher implemented the use of a technique called “Language sample through wordless picture books” as suggested by the Speech Pathologist, Stephanie Lopez. The wordless picture book and the recording of the story was done through an educational application named “Imagistory”. This technique was chosen because it allows to observe oral language skills in functionality and

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Identify the initial stage of oral language skills and communicative abilities in Spanish as L1 of a bilingual girl who attends ESOL school program. the student will use her creativity and storytelling abilities to create the story.

Regarding the analysis and skills to be observed during the intervention, the teacher-researcher used a form called “Informal Language Assessment Checklist” which was modified and taken originally from the Department of Special Education/Sevier County Schools, Sevierville, TN. The checklist will exhibit the strengths and weaknesses as they will be marked by P: skill present, A: skill absent and E: skill emerging. Those skills are classified in four categories: Morphology (the form of the words), Narrative skills (abilities to retell an event or to tell a story), Pragmatics (Use of language in communicative interventions) and Crosslinguistic Influence (English language influence in Spanish language production)

INFORMAL LANGUAGE ASSESSMENT CHECKLIST

This document of observation and analysis of language sample has been modified and taken originally from the Department of Special Education/Sevier County Schools/Sevierville, TN. The Morphology skill markers belong specifically to the Spanish Language.

Student _____ Birthdate _____

THIS CHILD CURRENTLY EXHIBITS THE FOLLOWING
STRENGTHS AND WEAKNESSES

P = skill present

A = skill absent

(Only skills observed during evaluation session will be marked,
emerging

E = skill

In this case: Language sample through Wordless Picture books)

MORPHOLOGY

(The forms of the words)

___ plural marker –s	___ gerund verb
___ possessive marker	___ ending
___ articles genre	___ verb tense
___ prepositions	
___ pronouns- verb	
___ nouns-adjective	
___ article-noun	

NARRATIVE SKILLS

(Ability to retell an event.)

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Types of narratives used:	___ personal narratives	___ retells stories/TV shows/procedure
Narratives told:	___ with adult prompting	___ independently
Sequence of utterances:	___ utterances sequenced	___ utterances told in random order
Components included in narratives:	___ people outcomes	___ place (setting)

PRAGMATICS

(Use of language in communicative interactions)

___ Used appropriate action turn taking	___ Varied language for different contexts	___ Used appropriate eye contact
___ Used appropriate verbal turn taking	___ Maintained topics in conversation	___ Initiated conversation
___ responded in conversation	___ revised speech when not understood	___ Provided background information to listener

CROSSLINGUISTIC INFLUENCE

Codeswitching	___ Present	_____ Number of times mixed English and Spanish during session.
Phonological awareness	___ Present	_____ times of absence

4.1.Initial Evaluation

On February 1st, 2016 Laura Quintero, was introduced to a new application called Imagistory. The teacher-researcher gave her the instructions about how to use it. There were two options of story one with the picture of a girl playing on the beach and the other one a boy on top of a mountain. She selected the girl on the beach. When the teacher told her that she was going to tell a story based on pictures in Spanish, the student showed a little concerned but she was excited to experiment a new thing. Throughout the story, the student produced 16 utterances corresponding to 16 pictures. She named the story “Aventura en el oceano” (See Annex 24)

From the morphology skills observed, two of them were marked Absent: *Possessive markers and gerund verb ending*. One skill, Article genre, was identified as Emerging. This

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means the student used it but not appropriated all the times. For example, the student said “la balda” instead of “el balde”, the correct word is masculine, not feminine; this case shows the skill of using article noun though. Other examples of correct use of article genre and article noun were observed in the majority of utterances. These are: “el agua, ...las cosas, ...el mar, ...la naturaleza, ...la Tortuga, ...la ballena, ... el océano, ... la playa”. The use of prepositions (a, en, de, por, debajo del) were identified as a present skill in the following situations “fue a la playa” utterance 1, “nado por el” utterance 3, “poderes de respirar debajo del mar” utterance 6, “juntos en el mar” utterance 6. Student used appropriate the skill of pronoun-verb in utterance 1 “ella encontro...”, utterance 4 “ella vio...”, utterance 5 “él era...el sabia...”, utterance 7 “ellos robaron...” The skill of noun-adjective is considered present as the student used correctly in utterance 7 “parchas negras” eventhough the skill of noun-genre was not correct used. For telling the story the student used past tense from the beginning to the end of it. (See Annex 25)

In relation to the narrative skills, the type of narrative used by the student was *retelling the story* based on the wordless picture book where the skill of tell the narrative *independently* was marked present due to that the teacher did not use any type of prompt. Utterances were in sequenced according to the pictures from the book and the student included in the narrative *people* (una niña) a girl, *outcomes* (different situations and characters) and *a place* (the ocean and the beach).

Regarding the pragmatic skills, the teacher-researcher identified as present all the skills in observation to this intervention. Used of *varied language for different context* was observed when the student told the story based on the places and situations presented in the picture book. For example, at the beginning the little girl was on the beach, the she went deep to the ocean where she found different creatures that the student related using her creativity and previous

knowledge. The student gave information about the coral leaves which are rare to find them in the world. She gave life to the turtle as an ancient and knowledgeable creature. Student used the *appropriate action turn taking and verbal turn taking* when she had to turn each page of the book to produce a new utterance and continue the story. The *topic was maintained* during the story while student was creating an interesting adventure. The *responded in conversation skill*, will be taken as responded to each stimulus of pictures in the book. Any time student turned the page and saw a new picture she responded to it by telling a part of the story. One of them was when the picture 6 there was a turtle and the girl in the ocean water; the student said “Ellos se hicieron amigos nadaron juntos en el mar, y le dio poderes de respirar debajo del mar.” Student used appropriate *eye contact* to the listener, the teacher-researcher to whom she provided background information adding some details about characters and place.

One of the pragmatic skills included in the checklist is *revised speech* when not understood. This particular skill was identified as present due to the constant student's repetition of either words, part of words, phrases, pauses or filler sounds with the student's intention of rephrase and express the idea in a better way to make her point of view more understandable. These situations were identified several times. An example of this is exhibited in utterance 1 where all these type of revisions are observed: “Había una niña que es, que fue a la playa. y ella encontró una balda que emm era mágica! Y.... emm y eh y,y uno desearía, y si uno podría, y si uno y em que- quería poner en la balda Como estrellas de mar o caracoles.” There is Word repetition “que es, que”, filler sound “emm , eh” three times, pause “Y...” one time, rephrasing “y uno desearía, y si uno podría, y si uno y em que- quería”. In total there were six revisions of speech in one utterance. But the most interesting is that the same situation was identified in several times throughout the narrative. This particular fact led to make additional research

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finding that more than a pragmatic skill of constantly revise speech, it also can be a sign of dysfluency. In relation to this, it was found the following list of observable characteristics of stuttering or types of dysfluencies (Judith Eckardt, 2016).

- ✓ revisions (starting and stopping and starting over again)
- ✓ frequent interjections (em, eh, like, you know)
- ✓ word repetitions (we-we-we)
- ✓ phrase repetitions (and then, and then)
- ✓ part-word repetitions (ta-ta-take)
- ✓ sound repetitions (t-t-t take)
- ✓ prolongations (n-----obody)
- ✓ block (no speech comes out)
- ✓ unusual face or body movements (visible tension, head nods, eye movements)
- ✓ abnormal breathing patterns

According to this checklist of observable dysfluencies and the student's oral communication skills, most of these characteristics were identified as present. But it is hard to determine if all of them are signs of stuttering. Some authors support the idea of having dysfluencies in a discourse is normal. One of them is Biber who mentions that conversation is normally a spontaneous activity, in which the participants are continually confronted with the "need both to plan and to execute their utterances in real time, on-line or on the fly" (Biber, 2002). Therefore, "normal dysfluency" is a trait of conversations (Nora M. Basurto Santos, 2016). In addition to this, linguistics and speech pathologists have researched about the influence of bilingualism in speech. Those have proved that in young children who are bilingual or second-language learners, stuttering may be frequent and that it is noticed when:

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- The child is having difficulty finding the correct word to express his/her ideas resulting in an increase in normal speech disfluency.
- The child is having difficulty using grammatically complex sentences in one or both languages
- Adding a second or third language between the ages of three and five years of age may cause stuttering to increase (become more severe). However, this may be the case only when: (1) the child's first language is not strong and/or the child is experiencing difficulties in her first language, (2) One language is used more than the other or, (3) the child resists speaking the additional language. (Rosalee Shenker, 2016)

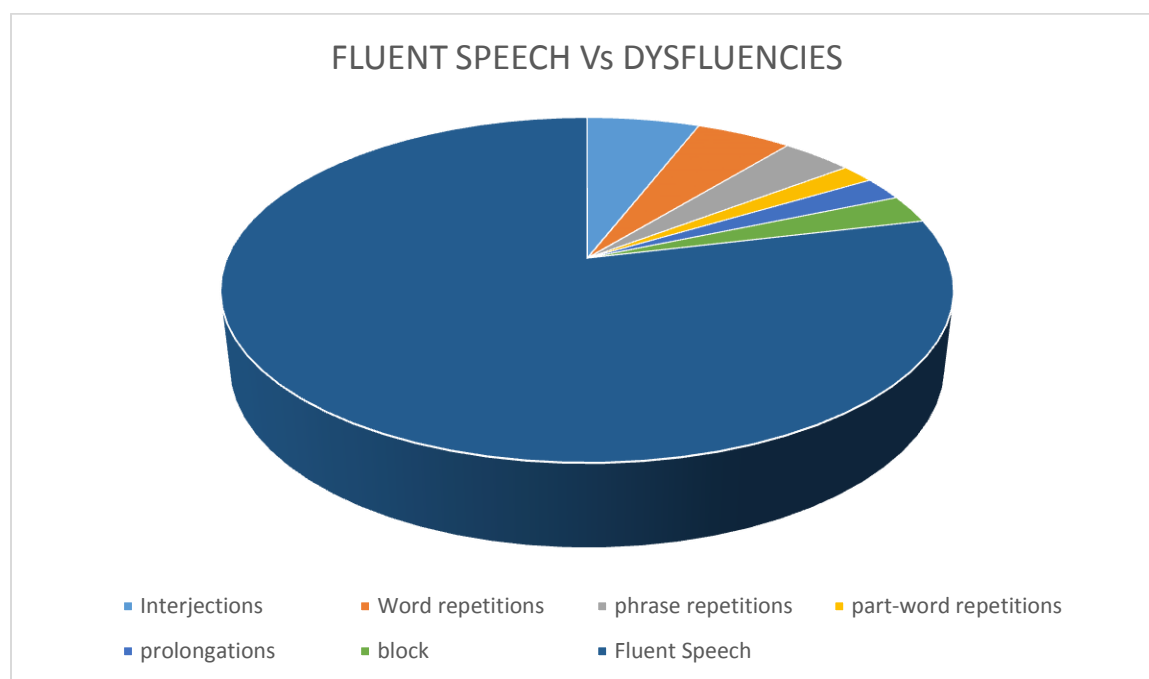
After revising all these encounters and the student's particular situation of developing oral linguistic skills in her native language, the constant use of revisions of speech in her narrative is going to be taken as a Pragmatic skill. From this point on all the discussion analysis throughout the research project, the revisions will be considered as a tool of mental planning where the student is rephrasing to autocorrect grammatical or vocabulary mistakes in the discourse; and as part of the observable characteristics in a bilingual person where Spanish is not her predominant language.

The chart below specifies the number of dysfluencies produced throughout the narrative. This will contribute to compare the frequency of dysfluencies before F.O.R.I and after all the reading sessions. (See annex 23)

TYPE OF DYSFLUENCY	FREQUENCY (times)
Word repetitions	23
Phrase repetitions	17

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Part-word repetitions	8
Sound repetitions	0
Prolongations	10
Frequent interjections	27
Block	12
unusual face or body movements	0
abnormal breathing patterns	0



The graphic above represents the percentage of fluent speech and the dysfluent speech. After counting all these dysfluencies in the student's oral performance it is determined that the 20.92% of her speech exhibits disfluency or stuttering. This amount was obtained by having the total of dysfluencies (95) multiplied by 100 and the result divided by 454 total words produced in the narrative. Taking this into account will help to observe if these dysfluencies were overcoming; if the fluent speech percentage increases; if the stuttering is part of a bilingual characteristic where the less dominant language oral skills get affected or it is a phonological

disorder and if the F.O.R.I reading sessions help to improve the student's oral communication skills in her mother language.

With respect to any type of crosslinguistic influence identified, the student used codeswitching two times in the whole discourse. In utterance 12 "...y tambien vio el coral leaf.... muy afortunada porque ...los coral leaves..." she said the words 'coral leaf/leaves' it seemed that she did not know the Spanish word 'corales' to refer to them. The positive side is that student used the words she did not know or remember to continue with the story and all that she wanted to say about the coral leaves. Phonological awareness was appropriate since there was not affectation on pronunciation of Spanish phones.

2. With the purpose of describing the development of oral language skills and communicative abilities of Spanish as Mother Tongue in a bilingual girl who attends a monolingual school program, they were taken into account the sessions' field notes which were written simultaneously with the Oral language skills checklist of the discussions.

The teacher-researcher implemented a technique with some modifications called The fluency-oriented reading instruction (FORI) designed by Stahl & Heubach in 2005. This consists in reading the same book during one week. Each day has a specific activity to be developed. These sessions are all guided with a specific purpose. First session is called Teacher Read Aloud. During this session the Teacher is in charge of reading the book to the student. The idea is to present the story. Second session is called ECHO. This is when the teacher read either sentences or paragraphs and the student repeat the selection given. The third session is called CHORE. As the name says, it is to read both teacher and student together. The fourth session is called Partner

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Reading. Over this session student read to her/ his partner and teacher just observes or clarify dudes. The fifth session is called Student Read Aloud. In this, the teacher usually records and check fluency.

The modifications made were three. One is that there was added a session called Reading before F.O.R.I. This addition was very important for me as evaluator and researcher to identify how my student improves after applying the F.O.R.I sessions. The second was in the fourth session in which instead of having the Partner Reading due there was just one student, she did a Silent Reading. The third change was about the discussions. In the original lesson planning of F.O.R.I. there was only one discussion after the Teacher Read Aloud; in this new lesson plan it was included more than one discussion over the sessions. Since my objective was Increase oral language skills and communicative abilities of Spanish, it was considered that those discussions were the spaces in which the student's oral language skills and communicative abilities were in action. While she was reading it was possible to identify the way she read, repeat the words and sentences but not how she was expressing her thoughts, knowledge, feelings and her a speech fluency.

The following was the new lesson plan designed.

<i>DAY</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
<i>F.O.R.I</i>	Reading	Teacher	ECHO	CHORE	Silent	Student
<i>LESSON</i>	Before	Read	Reading *	Reading *	Reading *	Read
<i>PLAN</i>	F.O.R.I *	Aloud *				Aloud *

* Discussion may be present during any of the sessions.

As it was previously mentioned the Discussions were implemented more than once in a book. The reason is because they will help to achieve the objective of increasing the oral linguistic skills and communicative abilities. Those discussions or conversations are going to be analyzed in deep because they will show the state and progress of the student while working on the book and in the different sessions. The regular sessions or activities related to reading have a very important value and it is well known that they will make an effect on the oral linguistic skills and communicative abilities of the student because they will help to build vocabulary, improve pronunciation, intonation and fluency as Akbar in his research *The Role of Reading in Improving Speaking Skill in the Context of Teaching English as a Foreign Language* suggests. It's for this reason that there is also another analysis related to fluency and accuracy in reading called Reading fluency before and After F.O.R.I. This will show in numbers how many morphological mistakes were made by the student in reading before and after all the sessions. This will be related more about the fluency in reading and automatic word recognition one of the main goals for which this technique was designed by Stahl & Heubach.

The discussions or conversations are analyzed by book using a newly designed checklist called "Oral Language Skills checklist" based on the Informal Language Assessment Checklist implemented for the initial and final evaluation. This contains a list of skills that are divided in four categories: Morphology, Narrative skills, Pragmatics and Crosslinguistic influence. Each category has skills that are the codes of reference to be identified throughout each discussion. The check mark will be supported by an explanation of why it was considered that the skill to was present during the discussion making reference to the utterance made by the student or by the field notes taken while doing the session. The field notes, discussions' checklists, initial and

final evaluation assessments, transcripts of the sessions are attached as part of the evidences and support all the descriptive analysis.

As part of the oral language skills there are two characteristics that usually are found in a bilingual person. Those are called Cross-linguistic influence. In this particular case this is from English to Spanish. One of them is Code switching. This is when one language is mixed with another (Baker, 2001) However, as Baker refers code switching is a valuable linguistic tool. It does not happen at random. There is usually purpose and logic in changing languages. This is why it was listed it as a skill. The second is Phonological Awareness which is the ability to process and manipulate the sounds of a language (Hagan, Spring 2010). It is expected that the student process sounds in his or her native language and so it is possible to transfer these same skills to the second language. Sometimes this transfer is not correct due to there are some sounds in English that cannot be transfer to Spanish decoding. For example those are the case of the consonants (j,h,g) and with the vowel sounds.

The following is the form used to analyze each discussion.

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SKILL	Yes ✓	
MORPHOLOGY		
plural marker –s		
possessive marker		
articles genre		
Prepositions		
pronouns- verb		
nouns-adjective		
article-noun		
gerund verb ending		
verb tense		
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently
Sequence of utterances:	utterances sequenced	utterances told in random order
Components included in narratives:	people ____ outcomes	place (setting)
PRAGMATICS		
Used appropriate action turn taking		
Used appropriate verbal turn taking		
responded in conversation		
Varied language for different contexts		
Maintained topics in conversation		
revised speech when not understood		
Used appropriate eye contact		
Initiated conversation		
Provided background information to listener		
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times:
Phonological awareness		

ORAL LANGUAGE SKILLS CHECKLIST- DISCUSSION

4.2. Book 1 Feliz Cumpleaños, Lola (Carl Norac & Claude K. Dubois, 2010)

The following four discussions took place during the F.O.R.I. sessions of this book (See Annex 46). This book was chosen by the student from the neighbor library. The paragraphs contained an average of three to four sentences and the vocabulary was Mexican Spanish. This book was considered by the teacher-researcher to identify the student's level of reading and expose her to a new vocabulary.

Discussion 1. After Reading before F.O.R.I.

Morphology skills that were absent only two: prepositions and noun-adjective. In the utterances that student produced were not found. And it was considered that there was an Emergent skill: Verb tense. The student produced some utterances using the correct verb tense (past) like in utterance 2 'lo que más me gusto fue cuando...' and utterance 6: 'el final fue cuando Lola se puso triste...' But it was possible to identify two mistakes in the way she conjugated the verbs. One in utterance 2: 'cuando...penso en Lola que..' it was a word-order in the past tense she should say instead 'cuando.. Lola pensó que'. Also in utterance 6: 'el papa le dijo que ir abajo', the verb 'ir' was used in the base form as it is in a command in English but not in the "pretérito imperfecto" in Spanish 'fuera'. The student implemented the correct use of *plural markers* in Spanish (s= nouns and n=verbs) It can be found in utterance 2: los amigos where she uses the 's' in the article and the noun. Also in the utterance 6: se vayan, in which the 'n' is the conjugation of plural in the verb 'ir'. As a use of *preposition* 'de' in utterance 3 the student says the phrase "cabeza de pulpo". The student also shows proper use of *articles genre* to indicate when is feminine or masculine. I can be seen in utterance 6: 'el final' and 'los

amiguitos’. The correct use of *pronoun-verb* in the utterance 6: ‘ellos se van’. The appropriate use of *article-noun* is shown in the utterance 6: ‘el papa’, ‘los amigos’. Student made a *gerund verb ending* in the correct way in utterance 3: ‘diciendo a Lola’.

Narrative skills that I observed were that the student was able to use *personal narratives* and *retell story*. She made both contexts clear in her own expressions. For example, in utterances 1, 2, 3 and 6 she gave answers based on text. She talked about what the name of the book was, what she liked the most and the least about the story. In utterances 3 and 4 they were more related to her personal thoughts and feelings. For example, in utterance 4 “porque ... tenia bullying” she was giving her own reasons to explain why she did not like a specific part of the story that she had mentioned. The narrative in this discussion was both *independently* and *with adult prompting*. The teacher-researcher was asking questions or additional information; but also the student made up a question on her own in utterance 5 “También se llama en español así?”. all The utterances were in *sequenced*. Student included components in the narrative such as people *and outcomes*.

Pragmatic skills were all present in the discussion. Student used appropriate action turn taking, she used appropriate verbal run taking (Teacher asked: cuál es la parte que más te gusto...? Student: “Lo que más me gusto...”). She responded in the conversation to all the questions. She used language according to the contexts. Also student maintained topics in conversation, and used appropriate eye contact. There were two pragmatic skills that are important to high light. One is that she revised speech when not understood or I would like to say when she was producing the utterance. In utterance 3, student repeated a word in this case a name of a person to try to make a correct pronunciation of this “...Edward, Edward, Edyar...”

She also initiated a conversation in utterance 5 when she asked a question to clarify a doubt

“También se llama en español así?”

In relation to the crosslinguistic influence, it was observed one time of *code-switching* in the utterance 4 “porque..tenia bullying” . As Baker explains there is a reason why the speaker mixes both languages. In this particular case the student is aware that the teacher-researcher speaks English so in case she needs to say something she will understand what she means. Also, another reason is that she did not know the word ‘bullying’ in Spanish and she actually ask for it after this in utterance 5. The *phonological awareness* skill presented only one mistake during this discussion. The student transferred the English phonemic sound of ‘g’ into Spanish. In utterance 3 “No me gusto cuando Edward, Edward, Edyar...” student was not sure about the pronunciation of the word ‘Edgar’ she kind of had the phonological awareness because she repeated the intended word three times, but at the end she did not produce the correct sound in Spanish. (See Annex 1, Annex 27 1, Annex 27 2, Annex 46 2)

Discussion 2. After ECHO

Morphology skills that were *not* observed in the discussion: *pronoun-verb and nouns-adjective*. Student used correctly the *plural markers* in verbs and nouns. In utterance 3 “...los amigos llegaron...” and 5 “...esas partes no la lei bien...”. Though there was a mistake in the same sentence. Student should say ‘las’ to make reference to ‘esas partes’. The implementation of *article-noun* was correct. The utterance 3 “...y la segunda parte...los amigos” she used both articles accordingly plus the use of *preposition of time*. The form of *gerund verb ending* was a present skill as well. It can be seen in utterances 3 “...estaba jugando...” and 9 “...estaba burlándose...” . The majority of time during the discussion was making reference to the past.

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The *past tense* was used in a correct way in utterances 3 “fueron... fue ...levanto”, utterance 5 “...las lei”, utterance 7 “fue, tuve” and utterance 9 “...no sabía...”

According to the narrative skills it was possible to observe in the discussion a mixture of *personal narratives* since the student made reference to her beliefs and thoughts, but also *retelling the story*. A personal narrative is observed when in utterance 5 a student says “porque yo creo que esas partes...” she expressed her own thoughts. There was a lot of *adult prompting* throughout the conversation. As a teacher I wanted to have more information and see how well she could produce sentences. I made up questions such as “y ya?, cual? ¿Y tambien cual?”. The student produced *sequenced utterances*, especially when she was giving an order to her speech like in utterance 3 “Fueron cuando primero ...y la segunda parte fue...”. Definitely student included people and outcomes in the narrative.

It was observed that there was just one pragmatic skill absent: Initiated conversation. The student did not initiate a topic or ask a question, she was limited to answer questions. The rest skills were present. She used appropriate *action turn taking* by answering the questions; used appropriate *verbal turn taking* as it can be seen in utterance 3, the question was “Cuales fueron las que acabamos de leer” then she said “Fueron cuando...” ‘ in utterance 5 “porque yo creo...” she was giving the reason why answering the question made “Por que escogiste...?” All questions were responded and she *maintained the topics* in the conversation. One skill that was considered very important was when she *revised speech* when not understood or sure about what she is going to say. The student made repetition of words to produce a correct word or sentence. In utterance 7 “Fue cuan... fue que yo misunderstand como es que lo cómo es que tuve que leerlo”. Student made up two repetitions or intentions to say before producing the sentence ‘fue

cuan... como es que, como es que “. Also in utterance 9 “y...y cuando no, no yo creo no sabía si ...”

Student evidenced two times of *codeswitching*. In utterance “pues de pronto un, un sentence” and utterance 7 “...yo misunderstand...” She had a crosslinguistic influence from English to Spanish. She did not know those words in Spanish or at least she did not remember them. (See Annex 2, Annex 28 1, Annex 28 2, Annex 46 3, Annex 46 4)

Discussion 3. After silent reading

This discussion was longer than the first two. Student produced 44 utterances. About the morphology skills only three of them were not found through the conversation: noun-adjective, pronoun- verb and article-noun. *Plural markers* and *article genre* were found several times, some of them can be observed in utterance 37 “...los carrillos”, 39 “...lo que son” and 44 “...las velas”. *Possesive markers* were used correctly as well in utterance 23 “es mi cumpleaños propone Lola” and *preposition* use in utterance 29 “comida de Francia” she used the possessive pronoun ‘mi’ and the preposition ‘de’. The implementation of *prepositions* was also observed in utterance 6 “se va a... arriba y abajo”. The *gerund verb ending* form was present two times in utterance 3 “Veo el papa subiendo a Lo, cargando a Lola” to describe an action taking place in one of the pictures from the book. The use of *verb tense* was excellent. She used the words in present in utterances 6 “se va a... arriba y abajo”, 11 “de pronto esta triste” and 34 “está enojada”, and she used future tense in the 23 “hoy el capitán seré yo...”, 29 conditional “Si yo saco...”

As far as for narrative skills, the student referred to personal narratives in different utterances making connections to her previous knowledge, thoughts and deductions. Those were

found on utterance 11 “de pronto esta triste”,²⁹ “y si yo saco Buenos grados en la escuela me llevas a una un restaurant que tiene comida de Francia” and 34 “está enojada” deduction of the meaning for the Word “enfadada” after teacher gives an example. Utterances from 11-18 were all produced with *teacher prompting* because we were trying to find out the meaning of a word by replacing it with a synonym. Some of the prompts used were: “podría decir que ____ tener que esperar tanto”, “que, que” “cuando tú no quieres esperar, que dices, que...” Utterances were in *sequence* and included *people* (from the story and real life) and *outcomes* in the narratives.

The only pragmatic skill not observed on this discussion was *initiated conversation*. She did not open a new topic or asked a question. Student used *appropriate turn taking* and *responded in conversation* by responding every singles question at the right moment. The appropriate used of *verbal turn taking* can be observed in the utterance 39 “no entiendo lo que son” student responded with verb to be as well as the question was made before ‘no sabes que son?’. One skill that was very notorious in this discussion was the use of *varied language* for different contexts. Student talked about the story, her feelings and thoughts as well. Another skill in which the student shows proficiency is in *revising speech*, especially when she was not sure about a word in sentences. She made repetitions like in utterance 42 “las, las, los cachetes”, replaces a word for better fit as in utterance 3 “veo el papa subiendo a Lo, cargado a Lola” or also she slows down the pronunciation spacing syllable by syllable “en-fa-da-da” utterance 35. In this particular discussion we used a lot of *background information*. We talked about real world situations, synonyms, examples, making deductions.

During this discussion there were not any type of skills that lead to Cross linguistic Influence.
(See Annex 3, Annex 29 1, Annex 29 2, Annex 29 3, Annex 29 4, Annex 46 5)

Discussion 4. After Read Aloud

This discussion was short, only 10 utterance produced by the student with only one complex sentence. From the morphology skills, three of them were not observed in this discussion: pronoun-verb, noun-adjective and gerund verb ending. The *plural marker* ‘s’ was observed in the utterance 8 “...compartir con los amigos...” this also shows the ability to use the *article genre* masculine for the masculine word. She used correctly the preposition ‘en’ in utterance 4 “en leyendo en español” or number 8 “...gana en el cumpleaños”. Also the student used appropriate the *article-noun* different times in the utterance 8 “el mensaje dio que uno.... Compartir con los amigos... no siempre gana en el cumpleaños”. ‘el mensaje’, ‘los amigos’ and ‘el cumpleaños’. *Verb tense* in present and past was used in a correct way. Student was able to express feelings and findings about this story. For example in utterance 1 “me pareció muy bueno, me gusto” past tense. In utterance 10 “cuando hace juegos uno no siempre gana” present tense.

Regarding the narrative skills, student used *personal narratives* throughout this discussion. She talked about what she thinks about the story, what did she improve after the sessions and the moral of the story. Student told the narrative *with teacher prompting*, especially when I wanted to clarify about the moral of the story. It was used repetition “en el cumpleaños?” “cuando hace juegos?” Then she added or clarify the information like in utterance 10 “si, cuando hace juegos uno no siempre gana”. The utterances were *sequenced* giving answers to questions and those included components such as *people and outcomes*.

Skill not found in the pragmatics was the ability to *initiate conversation*. Student was able to use *appropriate action turn taking* by answering according to the questions. For those answers she used the verb or information given in the question. It can be observed in utterance 3 “si, yo creo que mejore” answer to the question “Crees que mejoraste?” Also in utterance 8 “el mensaje dio que...” the question was “que mensaje te dejo la historia?” and these examples evidence the skill of *responding in conversation* as well. The student had the ability to *vary language for different context* and *maintained topics* in conversation. She referred to the book but also related to her own feelings and beliefs when in utterances from 8-10 she talked about the moral of the story. As often student *revised her speech* and in this case she actually asks about the vocabulary. In utterance 1 and 8 she repeated the phrase to think better about the answer “me pareció muy... me pareció muy bueno, me gusto” “...y que, y que uno e, y que e, y que uno no siempre...” And in utterance 6 she asked a word in English “como el moral? ¿Cómo el moral?” just to make sure what the question was about “y que más crees que aprendiste? ¿Aparte de palabras nuevas?”. The background information was the Read aloud session.

About Crosslinguistic influence There were not observe any issues with *phonological awareness*. Then it can be said that this skill was present since the transference she made of English sounds into Spanish sounds did not produce any disorder. In relation to *codeswitching*, it was present one time in utterance 6 when the student used the word ‘moral’ in English to make sure she was going to give the correct answer to the question given. (See Annex 4, Annex 30 1, Annex 30 2, Annex 46 6, Annex 46 7)

4.3.Book 2 La coneja busca casa (Oliden, 2000)

This book was selected by the teacher-researcher for its simplicity. After have noticed that the first book was a higher level for the student, she decided to use a lower level in terms of simple sentences, and shorter paragraphs. The following four discussions were produced over the F.O.R.I sessions. (See Annex 47)

Discussion 1. Discussion before F.O.R.I session

This was a short conversation where the student produced four utterances. It was observed that eight of the nine skills related to morphology were present in the discussion. Student did not implement the correct use in Spanish of *noun-adjective*, she did it in English in the utterance 4 "...nuevas casas". The *plural markers* were used in utterances 2 "...y busca otras casas" and 4 "...otras casas nuevas". Implementing the use of *Preposition* 'de' and 'su' as a possessive pronoun were produced on utterances 2 "...casita de ella" and 3 "...de su casa". *Article-genre* and *article noun* were observed correctly in utterances 1 "la coneja..." and 2 "...la casita de ella". There was *one preposition* of place used in the utterance 2 "en la casa" and two times were student used the *pronoun-verb* as in utterance 3 "yo veo..." and 4 "...yo creo que...". The *gerund-verb* ending was observed in utterance 3 "...esta saliendo de su casa..." Student used the *present tense* in all the four utterances correctly.

Narrative skills observed is that student used *personal narratives* to express her beliefs and expectations in utterance 3 "porque yo creo que ..." But also she *retells the story* when she had to refer to the title of the book and the pictures. The narratives were told as part of answers of questions, then they had teacher prompting, but she gave complete answers. All the utterances were *sequenced* and *included people and outcomes*.

As part of the pragmatic skills there was only one skill that was not observed, *initiated conversation*, due to student was only answering questions. Then she used appropriate *action turn taking* and she used the same verb from question to answer like in utterance 3 and 4 “porque yo veo...”, “yo creo...” when the question had been “porque crees que eso es lo que va a pasar?” She split the answers to express her thought and give a reason. In these two utterances the skill of *maintained topics* can be observed as well. For the *revised speech*, it was observed that the student used repetition and pause in one of the utterances to be able to produce a correct answer 3 “de un conejo que se, se cansa de vivir en la casita de ella y busca otras (pause) casas. Since this discussion was previous to the F.O.R.I sessions she had as *background* the title and the pictures from the cover page in the book.

No crosslinguistic influence was present in this discussion. Student did not present any mistakes in *phonological awareness*. And no *code switching* was observed. (See Annex 5, Annex 31 1, Annex 31 2, Annex 62 1, Annex 47 2)

Discussion 2. Ater Teacher Read Aloud

This discussion contains 22 utterances. There were two morphology skills that were not observed through the conversation: *used possessive markers and gerund verb ending*. Plural markers were used by the student correctly in utterance 6 “a casas de animales”. *Preposition* “de” was used in three utterances 4 “se cansó de su casa” 15 “a un raton de campo’ and 17 “...casa de ella” Other two skills that were present were *articles-genre and article-noun*. They both were produced in the utterances 1 “la coneja ...” and 17 “...la casa...” Student used appropriately the *pronoun-verb* conjugation in utterance 11 “yo vi...” 17 “ella se fue...” 19 “ella

se quedo”. Those also show the correct past tense form. Student this time presented the skill of *noun adjective* correct in utterance 4 “casa nueva”.

In relation to the narrative skills, the student used *to retell the story* over the discussion due to it was after the teacher read aloud. It was all about reading comprehension. There was a lot of *teacher prompting*, especially from utterances 8 to 16 because I was asking for a more detailed answer to the questions “y a que lugares fue?” “cuales recuerdas?” student gave some name of animals in all those utterances. The utterances included *people and outcomes*, and they were sequenced.

Regarding the pragmatic skills, the only skill not observed was *initiated conversation*. Student was only answering the questions given by the teacher. For this reason, it can be said that the student used *appropriate action turn taking* by talking after questions, *responded in conversation and maintained topics in conversation*. She used appropriate *verbal turn taking* for example in utterance 20 when student gave an explanation to the question why “porque esta perfecta para ella” Student *revised her speech* by repetition in utterance 4 “...porque no, porque se canso...” 11 “yo , yo , yo vi un animal...”

In this discussion there was more crosslinguistic influence. There were two times where student recurred to *codeswithching*. One in utterance 3 “Un short version of the story” and 13 “eh ardilla, zorrillo , otter, otter, no me acuerdo del nombre en español” the first case because she did not know what was the word ‘resumen’ and the second case she clearly says that she did not remember the name of the animal in Spanish ‘nutria’. *Phonological awareness* was a skill not present, the transference that the student made of using an English phonic sound into Spanish

was not correct. In utterance 14 “buja” she wanted to refer to the animal ‘buho’ or owl in English. (See Annex 6, Annex 32, Annex 47 3)

Discussion 3. After F.O.R.I session CHORE

This discussion student produced 20 utterances in which according to the skills related to morphology, there were no *pronoun-verb and gerund verb ending*. Student used correctly *plural marker ‘s’* in utterance 18 “habitaciones”. The *article genre and article noun* skills were observed in utterances 17 “la colina”, 19 “la coneja” 7 “el zorro” 12 “la colina”. It was also observed good use of *preposition* of place in utterance 17 “debajo” and 12 “arriba”, as well as preposition of time in utterance 10 “la primera” The *noun-adjective* was used appropriate without crosslinguistic influence in utterance 20 “un árbol Viejo”. As far as *verb tenses*, student used present tense in utterances 6 “todavía no lo se” and 15 “un Viejo que ronca mucho”, but also the past tense in utterance 7 “...cuando la coneja sintió al zorro”

Regarding narrative skills, student was able to use *personal narratives* to express her feelings, like in utterance 6 “todavía no lo se” and also she *retold the story*. There was a lot of *teacher prompting* like repetition of phrases “un viejo?” expressions of affirmation “aja” “ok” or pointing out the pictures in the book “que hay aqui?”. Utterances were in *sequence* and included the *people* from the story.

The only pragmatic skill that was absent in this discussion was *initiated conversation*. Again the student was responding back to the questions, giving reasons, talking about her thoughts in relation to the story. For this, we can say that the student used *appropriate action turn taking, responded in conversation, maintained topics in conversation and used varied language* for different contexts. *Verbal turn taking* is observed in utterance 7 “cuando la coneja

...” she was giving an answer to the question “Cual ha sido la parte Del libro, ¿de la historia que más te ha gustado? The *background information* was the session of chore reading.

There was not any cross linguistic influence that affected the production of the utterances by the student. No *codeswitching* and no transference of English sounds that interfered with the Spanish sounds in the *phonological awareness*. (See Annex 7, Annex 33 1, Annex 33 2, Annex 47 4)

Discussion 4. After student read aloud

This was a short discussion with the student to end all the F.O.R.I sessions in this book where student produced only two complete utterances. There were three morphology skills not observed: possessive markers, nouns-adjectives and gerund verb ending. Student used correctly plural markers ‘s’ and ‘n’ in utterance 2 “las otras casas que le ofrecieron”. Use of *preposition* ‘de’ in utterance 1 “...mensaje de la historia” and possessive pronoun ‘su’ in utterance 2 “la coneja queria cambiar su casa...” Student used appropriate article-genre and article noun in utterance 1 “el mensaje..., la historia..” and utterance 2 “...la coneja.. la casa”. I also observed that she used the pronoun-verb skill in utterance 1 “yo creo...” and utterance 2 “ella vivia”; as well as the past verb tense form in utterance 2 “...queria... era... no le gusto... vio, vivia” In utterance 1 student implemented both past tense and present tense.

The narrative skills observed were that student used *personal narratives* for utterance 1 where she expressed her thoughts about the story, the moral. In utterance 2 she *retells the story* to explain the answer in utterance 1. There was *not teacher prompting*, only the two questions. The utterances were *sequenced and included people and outcomes*.

The only skill not observed in the pragmatics was initiated conversation. The student answered the two questions given by the teacher in a very complete way. Definitely student *maintained topics and responded in conversation*. There was a *varied language* because in the first answer she expressed her thoughts and feelings; the second one was a summary of the story. There was appropriate *eye contact* and the student *revised her speech* in utterance 1 when she repeated the phrase “no cambiar” just to clarify the answer “no cambiar lo que tienes... no cambiar y agradezca lo que tienes”. The background information was all the F.O.R.I sessions.

No Crosslinguistic influence observed. Student did not use any *code switching* or mistakes using correctly the *phonological awareness*. (See Annex 8, Annex 34 1, Annex 34 2, Annex 47 5, Annex 47 6)

4.4.Book 3 Si le das una galletita a un ratón (Numeroff, 1985)

This book was chosen by Laura from the library. She picked it up this book because she considered simple for her reading level in Spanish. It has simple sentences and big pictures. During the F.O.R.I sessions we had two discussions (See Annex 48). The first discussion was more focused about vocabulary and the second one about retelling. The retelling part was very important for me since it allowed me to identify all the oral language skills present in her speech.

Discussion 1. After F.O.R.I session ECHO

This discussion contains twelve utterances produced by the student. In general, the utterances were very simple, some of them one word. In general, there were few oral skills observed. For example, in the skills related to morphology it was observed only one: *verb tense*. Student used appropriate the present tense in utterance 2: “...no sé...”, 6 “que no puede parar” 11 “es cuando uno quiere algo”. It was noticed that the utterance where all the skills were present

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was the utterance 4 in which the student was reading a paragraph from the book. That means that she did not produce it, she read it. It's for that reason that I did not count any more morphology skills present in this discussion.

Regarding the narrative skills, student was *retelling the story* in all the discussion because it was all about vocabulary review. As a matter of fact, there were a lot of *teacher prompting* when she was trying to get the student to find unknown or not understood vocabulary. The utterances were in *sequence and included outcomes*.

As far as pragmatic skills there was observed that even though the student *responded in the conversation*, there were some moments where the teacher had to either repeat the question or change it in order to receive an answer. That was the case from utterance 1 to 2. The teacher rephrases the question three times “busca algunas en el libro y me las muestras” , “o palabras desconocidas” “palabras que tu no sepas su significado” Then student responded. She *maintained topics in conversation and used appropriate eye contact* as well. Also I was possible to observe that she used *appropriate verbal turn taking* in utterance 6 “que no puede parar” when the question had the same word “...que será entusiasmará”; and in utterance 11 “se cuando uno quiere algo” she uses the verb to be ‘ser’ as it was implemented in the question “...entonces qué es eso de querrá?” The *background information* was the echo session and for this reason it was focused in vocabulary review as part of the language in that particular context.

As part of the crosslinguistic influence, it was identified that the *phonological awareness skill* was absent, for the mistake that the student had when pronouncing the word ‘querra’, she pronounced ‘quera’ with only one ‘r’. I think that since this is a Spanish sound no present in the

English phonic alphabet, she just used the normal sound of ‘r’. There was not *codeswitching* in this discussion. (See Annex 9, Annex 35 1, Annex 35 2, Annex 48 2, Annex 48 3)

Discussion 2. After Read Aloud

This discussion was short in terms of questions and answers. It was pretty much two questions but it got extended by the student. The morphology skills not observed were three: the use of *possessive markers, noun-adjective and gerund verb ending*. For the last one, gerund verb ending the student implanted but not correctly. It seems that it was part of a *cross linguistic influence* from English in utterance 4 “...instrucciones de dándole la galleta al ratón”. She used the gerund form after preposition of as it is used in English “...of giving”. *Plural markers* were used accurate by the student in utterance 3 “ otras cosas...” and 4 “las instrucciones”. *Article-genre and article noun* were observed in utterances 3 “...el pelo... la cama... la foto, ...el refrigerador... la leche ...” and 4 “...la galleta, ... la imaginación”. Student used the *pronoun – verb* skill in utterance 3 “el va a...” And for the verb tense, she used past tense in utterance 3 and present tense in utterance 4.

The student produced both *personal narratives* and *retold story* as part of the narrative skills observed. In utterance 4 she used personal narratives she expressed her feelings and likes about the story “me gusta la imaginación que hacen...pero osea, no es real.” In utterance 3 she was telling a summary of the story. She made up a sequence of situations by using words like “despues” several times. The narratives were told *independently and included people and outcomes*; and there was not teacher prompting.

Regarding the pragmatic skills, the only one is difficult to observe in these discussions is the *initiated conversation* due to the teacher usually asks the questions and the student only

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answer them. This short conversation evidenced the use appropriate of *action turn taking* by student answering the two questions promptly. The appropriate use of *verbal turn taking* was observed when the student responded with the word used in the question. For example, in utterance 4 student answered "...me gusta la ..." when the question was "...y que fue lo que mas te gusto...? Students used *varied language* according to the contexts. There were two questions one more related to the story content and the other one about personal feelings and thoughts. As a tool for the student revise her speech she asked in English to confirm the word meaning "the summary?" also in utterance 3 she uses repetition of words or rephrasing. Utterance 3 "pues era como, era de..." "después, después..." "... y poner la fot... y él va a querer poner la foto..." in utterance 4 "me gust, me gusta..." student also slows down the pronunciation of a word to say it correctly "leer-le"

As part of the crosslinguistic influence there was one time of *codeswitching*. Student used to clarify a meaning of a word using the word in English in question as it can be seen in utterance 2 "the summary?". About *phonological awareness* it was present since all the transference from the English phonics to the Spanish was correct. (See Annex 10, Annex 36, Annex 48 4, Annex 48 5)

4.5.Book 4 Ratoncita de oro y las tres liebres (Richardson, 1989)

This book was chosen by the tutor from their family library. She chose this book because it belongs to her when she was a child and she wanted to use it for academic purposes in this case. The story is short and offers a variety of vocabulary according to the student's language

level. During the sessions there were three discussions: One of them before F.O.R.I sessions. The second was in the middle of them and the last one at the end. (See Annex 49)

Discussion 1. After reading before F.O.R.I sessions.

Even though the book's language is simple, there was a new word for the student that made her produce some morphological mistakes. The word was 'liebre' which is 'hare' in English. The skills that showed affectation were: *article genre and article noun*. When the student used this word in the phrase "el libre pequeñito" she did not know that it was a feminine word not masculine. Then the use of genre was wrong as well as the use of the article. These two skills were not used by the student in any other utterances during the conversation and for that reason these skills are marked absent. It was also observed that in the use of *plural markers* student made two correct productions of three. This results in an Emerging skill in this discussion. For example, utterances 6 and 7 'liebres', but when she uses the word 'amigos' in utterance 3 "cuando se hizo amigos con el libro..." it was an incorrect implementation of plural marker 's' since she was talking in third person singular. For the *possessive markers*, one was observed correctly in utterance 5 "no es tuya..." 'tuya' as second person possessive pronoun. Student implemented the correct use of *prepositions* 'con', 'del', 'sin', 'en'. These are observed in utterances 3 "cuando se hizo amigos con el libre", 4 "en todo momento me gusto" and 5 "Nunca hacer algo sin permiso.... Sin preguntar". *Pronoun-verb* was observed in utterance 4 "...me gusto" And in utterance 3 is also used appropriate *noun-adjective* skill "libre pequeñito" Student used present tense in utterances 1, 4 and 5 as well as past tense in utterance 3.

In relation to the narrative skills, student used *personal narratives* in utterances 4 "en todo momento me gusto" to express her own feelings about the story as it is expressed in

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utterance 5 “Si. Nunca hacer algo sin permiso del... nunca hacer algo con una cosa que no es tuya sin preguntar” where student talked about the moral of the story. But also student *retold the story* in utterance 3 “cuando se hizo amigos con.... el libre pequeñito” There was some *teacher prompting* when after question 1 student did not give an accurate answer. Teacher must say “te gusto?” after had asked “Como te pareció este libro que acabas de leer por primera vez?” Student *included people or characters* from the story and *outcomes* in the narrative.

The only pragmatic skill not observed was initiated conversation. Teacher was asking questions and the student answering. To this, it was observed that student used *appropriate action turn taking* by answering all the questions, and using the correct *verbal turn taking* as it is in utterance 3 “cuand se hizo...” the question was “Que fue lo que mas te gusto de la historia?”. She *responded in the conversation and used varied language* when it was about her own thoughts or just retelling. Student *maintained topic in conversation* and *used appropriate eye contact*. For *revising her speech*, she used repetition in utterance 3 “con el libro. El libre pequeñito” and rephrasing in utterance 5 “Si. Nunca hacer algo sin permiso del oh.mmmmm nunca mmm hacer algo con una cosa que no es tuya sin preguntar”. The *provided background information* was the Reading.

In relation to crosslinguistic influence there was not *codeswitching*, but there was an incorrect use of *phonological awareness* in the pronunciation of the vowel sounds in the word ‘liebres’. Student used the long e sound in English instead of pronouncing each vowel sound as it is in Spanish. (See Annex 11, Annex 37 1, Annex 37 2, Annex 49 1, Annex 49 2)

Discussion 2. After CHORE session

This discussion had 8 utterances produced by the student. In relation to the morphological skills, there were three of them not observed: *possessive markers, noun-adjective and gerund verb ending*. *Plural markers* were used appropriate by student in nouns and verbs in utterance 3 “...los tres se veían tan bondadosos...” and utterance 6 “son bondadosos” Skills *article-noun and article genre* were implemented by the student in utterance 3 “...los tres” ‘los’ masculine genre and article for a masculine word. The *preposition* ‘de’ used in utterance 3 “ratoncita de oro..” In utterance 2 when student express her own thoughts using the first person, she implemented the skill of *pronoun-verb* “yo se...” *Present tense* is used appropriate in utterances 2,3 and 6.

It was observed that the student produced *personal narratives* in utterances 4 and 5 when she was expressing her own beliefs deducting a meaning of a word. Other narrative skills that also were used by the student was *including people and outcomes* in the narrative and the *sequenced utterances* though there was a lot of *teacher prompting* for the inductive technique of contextualizing the meaning of ‘bondadoso’.

No crosslinguistic influence was detected since student did not use any *codeswitching* and *phonological awareness* was correct. (See Annex 12, Annex 38 1, Annex 38 2, Annex 49 3, Annex 49 4)

Discussion 3. After Read Aloud Session

This discussion was the last one in this book. The student produced 10 utterances in which the last one was very interesting because she made a summary of the story. Most of the skills were used in this utterance.

The only Morphological skill not observed in this discussion was the use of possessive markers. *Plural markers* were used several times in nouns and verb conjugation, but it was considered an Emerging skill for one mistake. For example in utterance 1 “...liebres”, 8 “last res liebres” 10 “tres platos... las cosas, ...cosas grandes... que eran... ellas eran.... Iban”. But there was a mistake in the use of ‘n’ which is used in verbs, the student used in a noun in utterance 10 “...eran muy dulcen con ella”. In the use of *article genre and article noun*, only one mistake was observed “los liebres” in utterance 10. But there are other several situations where the student implemented appropriate the use of this skill like in utterance 8 “...las tres” and 10 “las cosas, ...la avena... la silla,... la cama,... el cuento”. Use of *preposition ‘de’* in utterance 8 “ratoncita de oro...” and ‘con’ in “Platos con avena..., ahí con ellos..., dulce con ellas”. The correct use of *pronoun-verb* was observed in utterance 10 “ella entro..., ella creyó..., ellas eran..., ella se quedo... ella se fue.” Student also used correctly the skill of *noun-adjective* different times in utterance 10 “ratita pequeña,.. cosas grandes,... la silla Chiquita,... la cama Chiquita” and *verb-gerund ending* was implemented appropriate once in utterance 10 as well “...estaba jugando”. *Present tense* was used in a proper manner in utterance 5 and *past tense* in 10.

All the narrative skills observed were about retelling the story and more specific in utterance 10 where student produced a *narrative independently with sequenced utterances, including people and outcomes* to produce the summary of the story.

The only pragmatic skill not identified in this discussion was the *initiated conversation* by the student. She was limited to answer the questions, but not ask one by her own. The conversation was fluid and it means that she answered all questions in sequence by using *appropriate action turn taking, verbal turn taking and responded in the conversation*. Student

maintained topics in the conversation. She had the opportunity to talk about her personal feelings about the story as well as retelling the story. Student used repetition and rephrasing as tools for the skill of *revising her speech*. For example in utterance 10 “había una ratita que... había una ratita pequeña que ...” or “unas tres, unas, tres platos...” also “y ella, ella se ...” “la ave, la avena.” and “cuando, cuando y después...” The *background information* provided were all the F.O.R.I sessions.

No crosslinguistic influence identified during this conversation. Student did not use *codeswitching* and all the *phonological awareness* was appropriate. (See Annex 13, Annex 39, Annex 49 5, Annex 49 6)

4.6.Book 5 El León y el ratón (Subirana, 2007)

This book was part of our house library and Laura wanted to include this book because she considered important since it is written in English and Spanish. It's the first time she read it in Spanish though and for this reason she was very excited about it. The teacher-researcher also considered this book because it offered the student the opportunity to see some expressions in Spanish that she had already read in English. This will enhance her vocabulary. Also it contains longer sentences and paragraphs. Over the sessions we had three discussions. One was at the beginning, before FORI; the second one in the middle of the week and the last one at the end of the sessions. (See Annex 50)

Discussion 1. Before F.O.R.I sessions

This discussion has seven utterances produced by the student. Only two of them are complex sentences which are utterances 5 and 6. Due to the simplicity of the utterances, there are

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four morphological skills not observed during the discussion. These are: *possessive markers*, *pronouns-verb*, *nouns- adjective and gerund verb ending*. Student used appropriate *plural markers* ‘n’ for verbs conjugation and ‘s’ for nouns in the utterance 6 “...vuelven amigos”. The *article genre and article noun* are observed in utterance 1 “el leon..”, utterance 5 “.. el raton” and utterance 6 “el ratoncito”. Student used correctly *preposition* ‘al’ in utterance 6 “al leon” ‘sobre’ in utterance 5 “sobre un leon...” and ‘en’ in utterance 3 “en ingles”. *Present tense* was used in utterances 5 and 6 with verbs like ‘es’, ‘cree’, ‘puede’ ‘rescata’ ‘se vuelven’.

In relation to the narrative skills it was observed that student *used personal narratives* to express what she thinks the story is about based on the title and pictures; as well as *previous reading in English*. There was *teacher prompting* when teacher said “ok” while student pause in her narration. *The utterances were sequenced and they included people and outcomes*.

Regarding the pragmatic skills identified, there were two of them not present in the discussion: *varied language for different context* because it was only talking about student’s previous knowledge and *initiated conversation*. Student used appropriate action turn taking by answering each question and used *appropriate verbal turn taking* specially in utterance 5 when the student answered using the word ‘sobre’ when the question was “sobre que se trata?” *Topic was maintained* by the student in the conversation and she used repetition and rephrasing to *revise her speech*. The repetition was observed in utterance 6 “pero un dia si, pero un dia...” and rephrasing in utterance 6 when she says “lo resca, rescata...” The *provided background information* was her previous book reading in English.

Crosslinguistic influence was not observed. Student did not use *codeswitching* and the *phonological awareness* was appropriately implemented. (See Annex 14, Annex 40 1, Annex 40 2, Annex 50 1, Annex 50 2)

Discussion 2. After CHORE session

This discussion was very concrete and short. The student produced seven utterances all related to one question: “what was the moral of the story?” For the morphological skills observed, three of them were not produced by the student. These are: *possessive markers*, *pronoun-verbs and gerund verb ending*. The majority of skills identified in the discussion were in utterances 1, 2 and 6 because these were the utterances with more complexity. *Plural markers in nouns, article genre and article noun* are used by the student in the following phrases in utterance 1 “los amigos chiquitos... amigos grandes” and utterance 2 “los mas chiquitos... los mas jovencitos”. “los” as a masculine article followed for either a noun ‘amigos’ or adverb ‘mas’. Student also used the noun-adjective skill in utterance 1 “amigos chiquitos... amigos grandes”. *Present tense* was appropriately used in utterances 1, 2 and 6.

Regarding narrative skills observed, student used *personal narratives* in utterances 1, 2 and 6. She talked about her point of view about the story and the message she learned from it. In utterance 6 she made her own deduction in relation to her personal experience with her little sister “me ayuda a estar acompañada”. When the student was giving her answers, there was not *teacher prompt*. Teacher just used real life situations to help the student contextualize the moral of the story. The *utterances were sequenced and included people and outcomes*.

Student used almost all the pragmatic skills in the list. Only the use of *varied language for different context and initiated conversation* were not identified. This was as a consequence

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that the student was talking about only one context which was the moral of the story and that she did not open to any other type of topics, she just limited to answer the questions given by the teacher. For this reason, the skills of using *appropriate action turn taking*, *verbal turn taking*, *responded in conversation*, *maintained topics in conversation* were all observed. Student also the skill of *revised her speech* by rephrasing in utterance 1 “Que los gran, los, los amigos chiquitos...” and 2 “son como mas chi... Los mas chiquitos... como los mas jovencitos”. The *background information* was provided through the CHORE session.

No crosslinguistic influence was identified during this conversation. Student did not use *code switching* and the *phonological awareness* was used appropriate. (See Annex 15, Annex 41 1, Annex 41 2, Annex 50 3, Annex 50 4)

Discussion 3. After Read Aloud

This discussion contains only two utterances produced by the student, one that has only one phrase word and the second that is more complex. Then all the skills observed belong to utterance 2. Two morphological skills were not observed in the discussion: *possessive markers* and *gerund verb ending*. Student used correctly the *plural markers* ‘s’ and ‘n’ in the phrase “convirtieron en amigos...”. *Articles genre and article noun* were identified in the following “el ratón, el león, el ratoncito”. *Prepositions* implemented by the student ‘a’ and ‘en’ in “vio a un león...se convirtieron en amigos.” The student used the *pronoun verb skill* in “ellos se convirtieron” and one noun adjective was identified in “amigo chiquito”. The entire summary which was utterance 2 was using the *past tense* appropriate.

All the narrative skills were identified in the utterance 2 in which the student produced the summary of the story. *This narrative was retelling* and was told *independently* in which the student *included people and outcomes*. All the utterances were sequenced and no teacher prompting was necessary.

The only pragmatic skill not identified was the *initiated conversation* since the student was only *retelling the story* as part of the answer for a question given by the teacher. Student used *appropriate action turn taking and verbal turn taking*. She *responded to the conversation* and used a varied language in the context given. The topic was *maintained in the conversation*, though the student used some repetition to *revise her speech* as in two times “se lo come... y ... mmm y después dijo...” and “muchacha ayuda y... y...y... el ratoncito ayudo” the *background information* provided was the FORI sessions.

In relation to the crosslinguistic influence, *codeswitching* was not used by the student and the *phonological awareness* was used appropriate due to there was not affectation in the student production of phonics in Spanish. (See Annex 16, Annex 42, Annex 50 5, Annex 50 6)

4.7. Book 6 La ratita presumida (Perrault)

This book was chosen for its length and vocabulary complexity. After all previous five books, the teacher wanted to expose the student to a higher level of reading. The story of “the vain little mouse” in Spanish is a tale that teaches a moral to the reader. Over the sessions were three discussions or conversations focused on retelling, moral and vocabulary review. (See Annex 51)

Discussion 1. After Teacher Read Aloud session

This discussion took place after the teacher read aloud session. All the conversation was focused on the moral of the story and part of it defining some word meanings. The student produced 15 utterances. Two morphological skills were not observed in the discussion: possessive markers and noun-adjective. *Plural markers* were used correctly in nouns like in utterance 5 “...ratones’ utterance 6 “...preguntas” and “los demás” in utterances 11 and 12. The use of the skills *article genre* and *article noun* was appropriate in “los demás” utterance 11 and 12 as “el pato” in utterance 15. *Prepositions* ‘a’, ‘para’ were identified in utterances 8, 8, 11 and 12. The student only produced one utterance using the *pronoun-verb* skill in the number 15 “me gusto”. For the use of *gerund verb ending* the student produced one in spanish and one in english ; in utterance 11 and 12 “demostrando...” and utterance 7 “bragging”. Some of the utterances were in *present tense* 4,7 and 8, with the conjugation of verbs like: ‘puedes’, ‘no se’, ‘es’ another tense identified was conditional future in utterance 6 “uno debería ver...cuando se vaya a casar...” At the end student used *past tense* in utterance 15 “y el pato me gusto mas porque era...”

For the narrative skills, most of the time the narration was *personal* because the student was talking about the moral, and what the story meant for her. Also, she asked about word meanings and the teacher contextualized those words ‘presumida’ and ‘vanidosa’ into real life situations so the student could understand the meaning. There was a little part where the student mentioned about the story facts. When the student was expressing her thoughts she was *independent*, and this conversation was very particular because there was only one question made by the teacher, the rest of this was all about student’s questions and thoughts. The *utterances included people and outcomes in sequence*.

It's the first time that all pragmatic skills were observed taking into account all the discussions throughout the F.O.R.I sessions that student has had. As usually in this type of conversation that contains questions and answers there was an *appropriate action turn taking*, *verbal turn taking* for example when the teacher asked "como debe ser uno...? And student answered back "uno debería..." Student not only responded in the conversation by giving answers but also asking questions: 4 "me puedes explicar otra vez, vanidoso?" 8 "que es una palabra sencilla para presumir?" 13 "que es humilde?". Student responded to *different language context* referring to the story and to real life. In utterance 6 she talked about the consequences of not getting to know enough a person before marriage " uno debería ... preguntar más preguntas , cuando uno se vaya a casar porque Si no después... podrían divorciarse o algo". Student maintained topics in conversation and there was an initiated conversation from her by asking questions related to vocabulary and situations. The skill of *revising her speech* was of course when she asked about vocabulary meanings in utterances 4, 8 and 13. Also she used repetition and rephrasing in utterance 6 "...porque y si uno dice, porque si uno, porque y si, porque y si...". The *provided background information* was the teacher Reading Aloud session.

Codeswitching was observed as part of the crosslinguistic influence. In utterance 5 say a complete sentence in English "...in the outside of them, not in the inside of them." As part of a confirmation of word meaning that the teacher had given an explanation; then the student wanted to see if she had gotten the meaning correctly. And in utterance 7 the use of the word 'bragging' into a full Spanish sentence "que no sea presumida, osea que no este 'bragging', no sé cómo es que se dice 'bragging'". Then she said in utterance 8 that she wanted to know a synonym of the word bragging in Spanish, another different from 'presumir'. *Phonological awareness* was

appropriate implemented t as far as it did not affect the pronunciation in Spanish. (See Annex 17, Annex 43, Annex 51 3)

Discussion 2. After Silent Reading Session

This short conversation was about student's feelings regarding the story and ended up talking about vocabulary in which the student produced 13 utterances. From those utterances most of them were just one word and that did not allow identifying many morphological skills. There are three skills observed. Two of them are: *present tense and plural markers* used appropriated in utterance 8 "...son materials" and 9 "... hacen ejercicios ... ensucian sudan" She used appropriate the plural conjugation of verbs in plural and present and plurals in nouns. The *preposition* 'con' was observed in utterance 10 "ah, pero con elegancia"

Regarding narrative skills, it was identified that the student used *personal narratives* due to she made up connections with real world situations, her own thoughts when she reviewed the vocabulary meaning. Teacher implemented some *prompting* when asking "cual? como?" and the *sequenced utterances included outcomes*.

All the pragmatic skills were identified in this discussion. *The conversation initiated* with a question asked by the teacher, but the continuations was about questions asked by the student. In consequence, *the use of appropriate action turn and verbal turn taking* were observed. Student *responded on conversation* through questions and deductions and *maintained the topic* which was the story vocabulary. Even though the main topic was the vocabulary, the student made a connection with real life situation to confirm a word meaning and this shows that student *used varied language for different contexts*. The skill of *revising speech* when not understood was observed in utterance 12 when student produced an English word to confirm meaning

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knowledge “ah, bragging!” in utterance 9 student use repetition of words and rephrase to revise her speech as well “no, no son, no hacen...” Student used appropriate *the initiated conversation* skill in utterances 8 “que son materials?” and 11 “presumida?” when she asked those questions she continue the topic but opened to subtopics. The *background information* provided was the Silent Reading F.O.R.I session.

Crosslinguistic influence was identified when student used *codeswitching* one time in utterance 12 to confirm the meaning of the word ‘presumida’ by saying the word in English ‘bragging’. *Phonological awareness* was used appropriate because no affectation was found in the student pronunciation of Spanish words. (See Annex 18, Annex 44 1, Annex 44 2, Annex 51 2)

Discussion 3. After Read Aloud Session

This was a short conversation about the story summary. There were 5 utterances produced by the student in which one of them, number 2, is the summary itself. The summary statement reflects the majority of the morphological skills in observation. No *possessive markers* were identified in the morphological skills. *Plural markers* were used several times appropriate, though there was mistake identified in the plural conjugation of a verb in utterance 2 “los pretendientes antiguos la ayudo...” the correct form is “la ayudaron” Some of the examples where the plurals were observed appropriate were “flores, las manos, dos veces, todos lo pretendientes, le hicieron algo al gato, se casaron” The use of article genre and article noun were identified different times like “la ratita, el compañero, el vestido, la ventana, la esposa, la noche,

la mañana, el día, el pato, la comida, el gato, la lección” all in utterance 1 and 2. Prepositions “por, con, en” were observed in phrases as “por la ventana”, “con el vestido”, “por la noche” and “en silencio”. The skill of using *pronoun verb* was identified as well in utterance 2 “ella dijo” “ella queria”. *Noun-adjective* was implemented by the student many times in a correct way “vestido lindo” “companero ideal” “pretendientes antiguos” “perro elegante” Student used the *gerund verb ending* in the following examples taken from utterance 2 “estaba caminando” “estuviera nadando” “estaba preparando” “el pato cantandole” Since it was the summary of the story, student used the *past tense* to retell.

As part of the narrative skills identified specially in the summary told by the student in utterance 2, student told the narrative *independently, using utterances in sequence*. No teacher prompting was necessary. Student included in the retelling all the characters from the story in order and at the end she added *the outcomes* by confirming the vocabulary meaning.

The only skill not observed from the pragmatics was *initiated conversation* due to the teacher-researcher asked the question about the summary and the student responded to this question. In this case, student used appropriate *action turn taking* by answering the questions given at the right moment. And for instance she *responded in the conversation*. During the summary student used a *varied language*, especially when she included the new vocabulary learned from it, even when she intended to do so. It was the case when she used the word “devortarse” she meant to say “devorar” she did not pronounce it correctly, but the meaning of the word was confirmed in utterance 5. Student *maintained the topic* during the conversation and in the summary in which she was very detailed and gave order of acts in the story. In relation to *revising her speech*, she used rephrasing. Some of them were when she said “se casó, se casaron” “para comar, para comida” “comenzo cuando la ratita.... Cuando estaba caminando una ratita”

the student revised and correct some grammatical and content errors by herself. The narrative was very detailed and portrait all the characters in the story and the *background* was all the F.O.R.I sessions and this was the last one, Read aloud.

No crosslinguistic influence was identified in the summary. Although the student used *codeswitching* one time to ask a question related to if she could see the book to follow the order in the characters' appearance because there were too many. No phonological affectation in Spanish was observed determining that *phonological awareness* was appropriate implemented. (See Annex 19, Annex 45, Annex 51 4, Annex 51 5)

3. In order to increase oral language skills and communicative abilities of Spanish as MT through Reading, student was exposed to her L1 language over the sessions and at the end to determine if there was improvement she was evaluated with the same technique as the initial evaluation.

4.8.Final evaluation

On Monday, march 21st 2016 the student Laura Quintero was asked to use the Imagistory app to create a story based on a wordless picture book. From the options given, the student chose the book which had a cover on with a boy standing up in a mountain. The student produced 17 utterances based on 17 pictures. She named the story "Explorando el mundo en bote y avion" (Se Annex 21)

From the morphological skills two of them were Absent in the narrative: *Possesive marker and gerund verb*. One skill was identified as Emerging, *Plural markers*. The student did not implement the plural conjugation of verbs appropriated in utterances 9 "...las lineas que

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tuvo...” and 16 “...y los cocodrilos lo llevo...” the correct forms were “las lineas que tuvieron” and “y los cocodrilos lo llevaron”. The student used correct plural markers ten times through the narrative. The use of *article-genre* and *article-noun* were appropriate several times as they are seen in the following examples “el agua, las Puertas, el capitan, las partes, todos los botones, las lineas, los planetas, el avion, el desierto, el submarinom muchos cocodrilos” The correct use of *prepositions* were identified as well many times. Preposition “en” was observed in utterance 1,2,4,13 and 14 “en Brasil, en un arbol, en el rio...” preposition “al” was produced in utterance 3 “se fue al bosque...” preposition “para” in utterance 5 “se montó para ver...” and preposition “de” in utterance 7 “tratar de manejarlo.” The use of *pronoun-verb* was appropriated used by the student in utterance 2 “...el queria...” utterance 4 “el vio...” utterance 13 “el cayo...” and utterance 16 “...el tuvo...el estaba...” The use of *noun-adjective* was identified one time in utterance 12 “...roca gigante”. The student implemented the use of *past tense* to tell the story appropriated. (See Annex 22)

Regarding to narrative skills the student used the retelling abilities to *tell a story* based on her knowledge about nature and world places. There was not teacher prompting due to the student was *independent* and confident in doing the narrative. All utterances were in *sequenced* according to the picture books and they were all focused on the same topic. They all included *people* as shown when she introduced the main character of the story, *outcomes* represented in the different situations and previous knowledge of the student related to the topic, and *place* which the student chose the Amazon forest.

In relation with the pragmatic skills all the skills were identified in the intervention. The used of appropriate *action turn taking* was observed when the student follow the pictures sequence to tell the story. For example, in picture 3 the boy is getting down a rock mountain and

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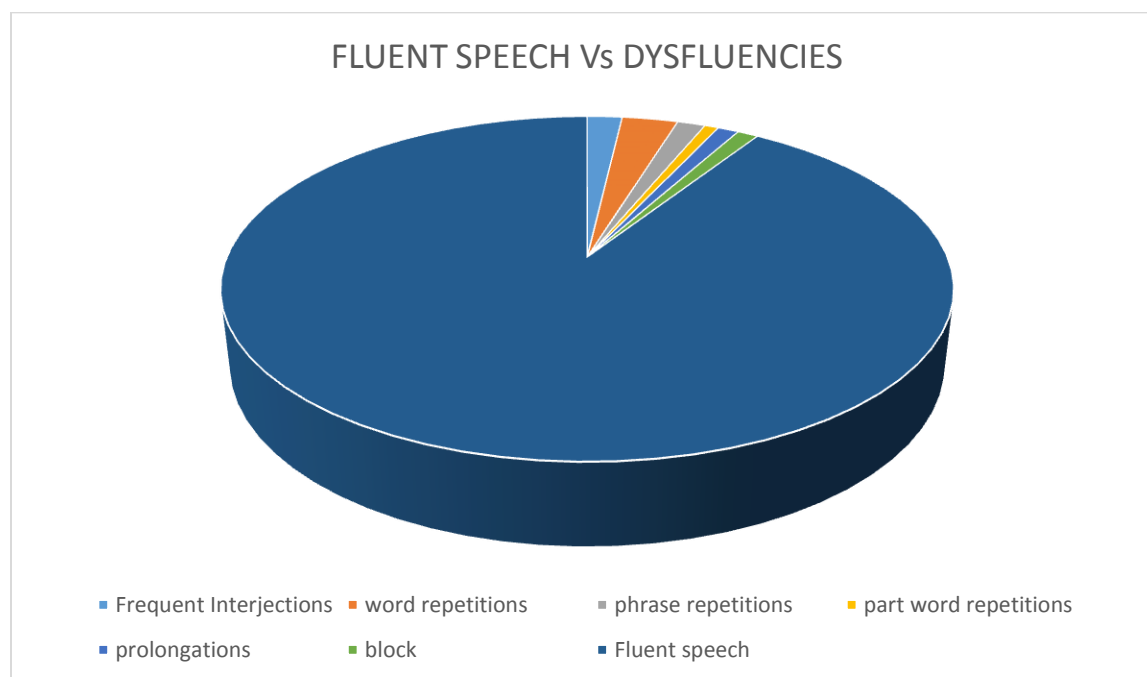
the student said “entonces, el se fue al bosque para encontrarlo” the student described the action reflected in the picture with an intended message of starting the adventure. All these turn takings are part also of the skill of *responded in conversation*. Even though the language sample was not a conversation, the story telling involve taking actions, responding to stimulus of pictures. The used of *appropriate verbal turn taking* was identified in the correct implementation of verbs to describe the actions in the story. In utterance 8 the student told “Vio todas las partes...” it implied an action of the main character in the story who was watching carefully the parts of the boat. Then another action was described in utterance 11 “tonces el viaje...” the boy in the story was flying in an airplane exploring the space” Student used *varied language* for different contexts when she had to describe all the different places and situations that the main character was involved in the story. Although there were different changes during the story the student maintained the topic using some connections. One observable connection was when in utterance 15 the airplane turned into a submarine, she said “Despues el avion se convirtion en un submarino y exploro el rio.” There was observed that student used appropriate *eye contact* according to the field notes. Student implemented rephrasing to revise her speech several times to make her point to be understandable. One of them was in utterance 2 “y lo, y el quería tenerlo” she corrected with the right grammatical order. Another revision was visible in utterance 12 “...una roca gigante que lo, que daño el avión...” she intended to be more descriptive and instead using an object pronoun she replaced for the noun.

Referring to the crosslinguistic influence, *Codeswitching* was absent; and the *phonological awareness* was identified as appropriate since there was not affectation of mispronunciation of Spanish phonemes for using the English phones.

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The chart below specifies the number of dysfluencies produced throughout the narrative. (See Annex 20)

TYPE OF DYSFLUENCY	FREQUENCY (times)
Word repetitions	8
Phrase repetitions	4
Part-word repetitions	2
Sound repetitions	0
Prolongations	3
Frequent interjections	5
Block	3
unusual face or body movements	0
abnormal breathing patterns	0



The graphic above represents the percentage of fluent speech and the dysfluent speech. After counting all these dysfluencies in the student's oral performance it is determined that the

9.19% of her speech exhibits disfluency or stuttering. This amount was obtained by having the total of dysfluencies (25) multiplied by 100 and the result divided by 272 total words produced in the narrative.

4.9.Results

Comparing the results obtained according to the Informal Language Assessment Checklist, between the Initial evaluation and the final evaluation it was identified the following.

Morphological skills

- ✓ The use of plural markers in the initial evaluation was marked (P) as present, and in the final evaluation is marked (E) emergent.
- ✓ The use of possessive markers such as: “mi, su/tu, tuyo, suyo, nuestro” was marked (A) absent in both evaluations.
- ✓ The implementation of gerund verb ending like “ando, endo” was marked (A) absent in the initial and the final evaluation as well.
- ✓ The correct use of articles genre was considered (E) emergent in the initial evaluation, but it was observed (P) present in the final evaluation.
- ✓ The other morphological skills were marked (P) present in both evaluations, with no change.

Narrative skills observed as (P) present in the initial and the final evaluation were all the same:

- ✓ Type of narrative: Retell stories
- ✓ Narrative told: Independently

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- ✓ Sequences of utterances: Sequenced
- ✓ Components included: People, outcomes and place

Pragmatic skills ALL present in both evaluations:

- ✓ Used appropriate action turn taking
- ✓ Used appropriate verbal turn taking
- ✓ Responded in conversation
- ✓ Varied language for different contexts
- ✓ Maintained topics in conversation
- ✓ Revised speech when not understood
- ✓ Used appropriate eye contact
- ✓ Initiated conversation
- ✓ Provided background information to listener

Crosslinguistic Influence

- ✓ Codeswitching was observed (P) present in the initial evaluation two times, and it was (A) absent in the final evaluation.
- ✓ Phonological awareness was (P) present/ appropriated in both evaluations.

Furthermore, comparing the frequency of stuttering obtained in the initial evaluation and the final evaluation the results were:

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- ✓ In the initial evaluation the 20.92% of student's speech contained dysfluencies. In the final evaluation it was the 9.19%.
- ✓ In the initial evaluation the 79.08% was identified as fluent speech. In the final evaluation the 90%⁸¹ was fluent.
- ✓ This chart exhibits the number of dysfluencies according to the initial and the final evaluation (See Annex 20 and Annex 23)

TYPE OF DYSFLUENCY	INITIAL EVALUATION	FINAL EVALUATION
Frequent interjections	27	5
Word repetitions	23	8
Phrase repetitions	17	4
Part-word repetitions	8	2
Prolongations	10	3
Block	12	3

4.10. Reading fluency before and after F.O.R.I

As it was mentioned at the beginning, an analysis of morphological mistakes when reading the 6 books before and after F.O.R.I sessions was going to be made. The purpose of these comparative charts is to identify the effects of the technique in the student's fluency in

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reading. After looking carefully to these results, there is evidence of the validity in the application of F.O.R.I to improve reading fluency skills such as decoding and word recognition. In all the books, student showed less mistakes after doing the reading sessions.

Before F.O.R.I

(See annex 46 1, Annex 47 1, Annex 48 1, Annex 49 1, Annex 50 2, Annex 51 1)

	<i>BOOK 1</i>	<i>BOOK 2</i>	<i>BOOK 3</i>	<i>BOOK 4</i>	<i>BOOK 5</i>	<i>BOOK 6</i>
<i># MORPHOLOGICAL MISTAKES</i>	17	9	9	11	11	19

After F.O.R.I

(See Annex 46 6, Annex 47 5, Annex 48 4, Annex 49 5, Annex 50 5, Annex 51 4)

	<i>BOOK 1</i>	<i>BOOK 2</i>	<i>BOOK 3</i>	<i>BOOK 4</i>	<i>BOOK 5</i>	<i>BOOK 6</i>
<i># MORPHOLOGICAL MISTAKES</i>	6	5	6	5	7	11

5. CONCLUSIONS

There is no “one size fits all” when it comes to families raising bilingual children and this is the case of Laura, an ESOL student, whose mother and language teacher wanted to nurture her daughter’s L1, Spanish, speech at home. For this, the teacher-researcher implemented a

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pedagogical technique consisting of 36 F.O.R.I sessions taking into account that Laura's favorite activity was reading. At the end it was possible to determine that the execution of this strategy to strength the minority language was successful since it developed student's MT, Spanish, oral language skills and communicative abilities.

- The initial evaluation reported that in relation to the morphological skills, student was not doing correct the use of articles genre all times and that there was no evidence of practicing the use of possessive marker and gerund verb ending. With reference to narrative skills student used all of them appropriated to retelling a story. And regarding to crosslinguistic influence the student's phonological awareness was used correct, but she used codeswitching two times.
- The student increased her fluent speech after all F.O.R.I sessions. Comparing the frequency of stuttering obtained in the initial evaluation and the final evaluation, it was possible to determine that the 79.08% was identified as fluent speech before F.O.R.I and the 90.81% after it. The fluent speech was based on the number of words that did not present disfluencies when the student had to tell a story using a wordless picture book.
- The stuttering was part of a bilingual characteristic where the less dominant language oral skills get affected, it was not a phonological disorder. As it was described, after conducting all reading sessions and providing the student more exposure to the minority language; she proved that "practice makes perfect" when there was a significant decreased of dysfluencies in her speech.
- F.O.R.I sessions are an excellent technique to booster fluency in reading, but in speaking. Executing all the different activities related to reading a book in different ways provide

fluency in decoding and gaining vocabulary. Although, discussions during the sessions helped to develop oral linguistic skills and communicative abilities in the student. The reason is because the student uses the new vocabulary, intonation and pronunciation obtained in the readings to produce a fluent discourse.

- F.O.R.I reading sessions helped to improve the student's oral communication skills in her mother language. It was observed that all the dysfluencies initially identified were decreased from 20.92% to 9.19%. Consecutively this represented an increase of fluent speech.
- As a result, this research project proved that the use of F.O.R.I as a technique to develop oral linguistic skills and communicative abilities was beneficial for the student's L1, Spanish; and therefore its implementation can be useful on any language development. In addition, this study contributed to my goal of raising a bilingual child.

Is it a way parents can develop oral language skills and communicative abilities in their children's MT without not enrolling them in the Dual Program? Raising a bilingual child is not easy, especially when the child is immersed in the second language the majority of time. But it is not impossible! Nurturing mother language at home through reading may be helpful to support oral language skills development.

6. RECOMMENDATIONS

- ✓ Further research should be conducted in the future that includes more than one participant to observe how results are affected or what other implications emerge in the process of oral language skills development.

- ✓ An interesting future study might involve using F.O.R.I to strength and describe the second language oral linguistic skills and communicative abilities.

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Book 1

ORAL LANGUAGE SKILLS CHECKLIST - DISCUSSION #1

SKILL	Yes ✓	
MORPHOLOGY		
plural marker -s -n	✓	los amigos los amiguitos Nanyan
possessive marker	✓	#3 cabeza de pulpo
articles genre	✓	el final, los amiguitos
prepositions		
pronouns- verb → Subject-verb.	✓	ellos se van.
nouns-adjective		
article-noun	✓	los amigos, los amiguitos
gerund verb ending	✓	diciendo a Lola #3
verb tense	✓	(Past tense) se llamaba, me gustó, llegaron, el final fue m. se puso triste.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓	independently ✓
Sequence of utterances:	utterances sequenced	utterances told in random order ✓ Answer # 2
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	Answer with the verb.
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	Answer # 3 #6 repeat word.
Used appropriate eye contact	✓	
Initiated conversation	✓	Answer # 5. she asked a question.
Provided background information to listener	✓	Reading of the book.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	Yes	Times: 1 (bullying).

mistakes #2 #6.

✓Phonological Awareness. (1) Mistake: #3. Edgar (1 m).

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Book 1.

ORAL LANGUAGE SKILLS CHECKLIST-DISCUSSION #2.

SKILL	Yes	
MORPHOLOGY		
plural marker -s -n.	✓	#3. Fueron, amigos llegaron #5 esas partes
possessive marker	✓	#9. cabeza de pulpo. (a) no la lei.
articles genre	✓	#3 la segunda - los amigos
prepositions		
pronouns- verb		
nouns-adjective		
article-noun	✓	#3 la segunda.
gerund verb ending	✓	#3. estaba jugando. #9. burlándose.
verb tense	✓	Past tense.
#3 Fueron, fue, levanto #5. lei #7 Fue, tuve. #9 No sabía		
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓ creó. #5 Personal thoughts	retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently
Sequence of utterances:	utterances sequenced ✓ #3, primero, segunda.	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	Answer after G.
Used appropriate verbal turn taking	✓	#3 Fueron. #5 Porque.
responded in conversation	✓	All answers
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	#7 Repetition (como es que lo...) #9.
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	
CROSSLINGUISTIC INFLUENCE		
Codeswitching	Yes.	Times: 2 # G. = sentence. #7 = misunderstand.

Phonological awareness. ✓ 0.

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Book. 1.

ORAL LANGUAGE SKILLS CHECKLIST - DISCUSSION #3

SKILL	Yes	
MORPHOLOGY		
plural marker -s -n.	✓	#37 los camillos. #39 son. #44 las velas.
possessive marker	✓	#23 mi cumpleaños #29 comida de Fr.
articles genre	✓	#37 los #44 las velas. #30 la propuesta.
prepositions	✓	#6. arriba y abajo.
pronouns- verb	✓	#21 lo hare?
nouns-adjective		
article-noun		
gerund verb ending	✓	#3 subiendo, cargando.
verb tense	✓	Present. #6. #34. Future #29.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives Previous knowledge. #6. Background info.	retells stories/TV shows/procedure
Narratives told:	11 to 18. repeating words. #29.	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	#39 (son).
responded in conversation	✓	
Varied language for different contexts	✓	talking about the story and personal feelings.
Maintained topics in conversation	✓	
revised speech when not understood	✓	#42 las, las, los cachefes. #3 subiendo-cargando.
Used appropriate eye contact	✓	#35 en-fa-da-da. #a-arriba.
Initiated conversation		
Provided background information to listener	✓	Real world situations talking about elevator, giving synonyms. "afe de pirata..." Giving examples about. "Deals" propuesta.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	0.	Times:

Phonological awareness ✓ 0.

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Book 1.

ORAL LANGUAGE SKILLS CHECKLIST-DISCUSSION #4

SKILL	Yes ✓	
MORPHOLOGY		
plural marker -s	✓	#8 los amigos
possessive marker	✓	#9 (de) #1 (me) #8 (to).
articles genre	✓	#1 bueno, me gusta
prepositions	✓	#4 (en).
pronouns- verb		
nouns-adjective		
article-noun	✓	#8 los amigos #8 el mensaje.- el cumpleaños
gerund verb ending		
verb tense	✓	Present tense. about how
Past - what did she like. she feels, what's the moral.		
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓ feelings, thoughts, moral.	retells stories/TV shows/procedure
Narratives told: Asking for more info.	with adult prompting ✓ #9A.	independently ✓
Sequence of utterances:	utterances sequenced ✓ 10	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	Answer. according to questions
Used appropriate verbal turn taking	✓	Answering with=verb. #3 mepre. #8 el mensaje.
responded in conversation	✓	
Varied language for different contexts	✓	Referring to the book. and her own.
Maintained topics in conversation	✓	experience feelings
revised speech when not understood	✓	#1 Repeat phrase. #8 (3) times.
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	The Read Aloud session.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	Yes.	Times: 1 #6. moral.

Phonological awareness ✓ ○.

BOOK 2

ORAL LANGUAGE SKILLS CHECKLIST-DISCUSSION # 1

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s	✓	#2 otras casas. #4 otras casas nuevas
possessive marker	✓	#2 casita de ella #3 de su casa
articles genre	✓	#1 la coneja #2 la casita
prepositions	✓	#2 en la casa
pronouns- verb	✓	#3 yo veo #4 yo creo (2 times).
nouns-adjective		#4 (nuevas-casas). english.
article-noun	✓	#1 #2.
gerund verb ending	✓	#3 esta saliendo de su casa.
verb tense	✓	Present tense. #1 #2 #3 #4.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told:	#3. beliefs/expectations with adult prompting	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	#4 creó.
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	between #3 #4.
revised speech when not understood	✓	Repetition and pause #2
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	Pictures and title.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	0.	Times:

Phonological awareness. ✓ No mistakes in phonics, no transfer.

BOOK 2

ORAL LANGUAGE SKILLS CHECKLIST - DISCUSSION #2

SKILL	Yes ✓	
MORPHOLOGY		
plural marker -s	✓	#6 casas de animales
possessive marker	✓	#4 se cansó de su casa. #15 ratón de campo.
articles genre	✓	#1 la coneja. #16 la casa.
prepositions		
pronouns- verb	✓	#10 yo vi. #16 ella se fue. #19 ella se quedó.
nouns-adjective	✓	#4 casa nueva.
article-noun	✓	#1 #16.
gerund verb ending		
verb tense	✓	Present tense. #20.
Past tense #19 #16 #10 #5.		
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told: animal naming 8-16.	with adult prompting ✓	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	#20 giving reason. why.
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	#4 repetition (porque, porque) #3
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	Reading Aloud.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	2. Times: #3 On short version of the story.	
Phonological awareness.	1. #12 buja (buho) consonant. phonic transfer from english.	

BOOK 2

ORAL LANGUAGE SKILLS CHECKLIST - DISCUSSION #3

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s	✓	#18 habitacones
possessive marker	✓	#17 debajo de la colina #9 si, el olor del zorrillo
articles genre	✓	#17 la colina #19 la coneja #7 el zorro #12 de la colina.
prepositions	✓	#17 debajo = place #10 = la primera = time.
pronouns- verb	✓	#12 arriba
nouns-adjective	✓	#20 un arbol viejo
article-noun	✓	#17 #19 #7 #12
gerund verb ending	✓	
verb tense	✓	#6 Present tense. #15.
Past tense #7.		
NARRATIVE SKILLS		
Types of narratives used:	personal narratives #6. beliefs and feelings.	retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people outcomes	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	Q and A
Used appropriate verbal turn taking	✓	#7. Cual? - Cuando
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	#7 #10.
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	FOR CHORE.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	0.	Times:

phonology cal awareness.

No transference of sounds from English to SPA.

BOOK 2

ORAL LANGUAGE SKILLS CHECKLIST-DISCUSSION #4

SKILL	Yes	
MORPHOLOGY		
plural marker -s	✓	#2 las otras casas que le crearon
possessive marker	✓	#1 de la historia. #2 su casa
articles genre	✓	#1 el mensaje, la historia. #2 la coneja. la casa.
prepositions		
pronouns- verb	✓	#1 yo creo. #2 ella vivía
nouns-adjective		
article-noun	✓	#1 el mensaje la historia #2 la coneja la casa.
gerund verb ending		
verb tense	✓	#2 Past tense correct.
#1 she started past then present.		
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓ #1	#2 retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently ✓
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	two questions 2 answers
Used appropriate verbal turn taking	✓	#1 to be (Creo). #2 Porque.
responded in conversation	✓	
Varied language for different contexts	✓	One about moral / other story
Maintained topics in conversation		
revised speech when not understood	✓	formulate again repeat #1. No cambiar
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	At the reading sessions.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	0.	Times: 0.

Phonological awareness. ✓

0

BOOK 3

ORAL LANGUAGE SKILLS CHECKLIST DISCUSSION #1

SKILL	Yes ✓	
MORPHOLOGY		
plural marker -s	✓	#4 (reading)
possessive marker	✓	#4 (reading)
articles genre	✓	#4 (reading)
prepositions		
pronouns- verb		
nouns-adjective		
article-noun	✓	#4 (reading)
gerund verb ending		
verb tense	✓	Present #2. #6. #11
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking		From #1 to #2 (3 questions)
Used appropriate verbal turn taking	✓	#6. que sera? que... #11 es.
responded in conversation	✓	
Varied language for different contexts		Vocabulary review.
Maintained topics in conversation	✓	
revised speech when not understood		
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	ECHO SESSION.
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times:

Phonological awareness.

No sounding double, rr, #8.

BOOK 3.

ORAL LANGUAGE SKILLS CHECKLIST DISCUSSION #2.

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s	✓	#3 otras cosas #4 las instrucciones
possessive marker	✓	#3 el pelo, la cama, la foto, el refrigerador, la leche, #4
articles genre	✓	#3 el va a.
prepositions	✓	#3 #4 la galleta, la imaginación
pronouns- verb	✓	#3 Past tense. #4 Present tense.
nouns-adjective	✓	
article-noun	✓	
gerund verb ending	✓	
verb tense	✓	
NARRATIVE SKILLS		
Types of narratives used:	personal narratives #4	retells stories/TV shows/procedure independently ✓ #3
Narratives told:	with adult prompting	utterances told in random order
Sequence of utterances:	utterances sequenced #3. Several sentences.	place (setting)
Components included in narratives:	people ✓ outcomes ✓	
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	
responded in conversation	✓	
Varied language for different contexts	✓	Personal / Retelling.
Maintained topics in conversation	✓	
revised speech when not understood	✓	#2 Ask english #3 repetition phrase era como, #4 me gust.
Used appropriate eye contact	✓	despues, despues, *slow
Initiated conversation	✓	FORI Sessions.
Provided background information to listener	✓	
CROSSLINGUISTIC INFLUENCE		
Codeswitching	✓	Times: #2

Phonological awareness. ✓ 0.

BOOK 4

ORAL LANGUAGE SKILLS CHECKLIST-Discussion #1

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s	✓	#6 #7 libros. #3 Mistake "amigos"
possessive marker	✓	#5 "Tuya"
articles genre	A.	#3 Mistake "el libro."
prepositions	✓	#3 "con" #5 "del" #5 "con" "sin" x 2 #4 "en"
pronouns- verb	✓	#4 me gusta.
nouns-adjective	✓	#3 libro pequeño.
article-noun	A.	#3 mistake. "el libro"
gerund verb ending		
verb tense	✓	Present tense. #1 #4. #5. Past. #3.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives #4. #5.	#3 retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓	independently ✓
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	A & A.
Used appropriate verbal turn taking	✓	#3 Que? Cuando -
responded in conversation	✓	
Varied language for different contexts	✓	Horrible #5 Retelling 3.
Maintained topics in conversation	✓	
revised speech when not understood	✓	#3 Repetition. #5 Rephrasing.
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	Reading.
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times: 0.

Phonological Awareness. ✓ ie = libros. = libros
pronounce. long (e)

BOOK 4

ORAL LANGUAGE SKILLS CHECKLIST - Discussion #2

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s -n .	✓	#6 son bondadosos #3 "los tres se veían... bondadosos"
possessive marker		
articles genre	✓	#3 los tres
prepositions	✓	#3 "de"
pronouns- verb	✓	#2 yo se
nouns-adjective		
article-noun	✓	#3 los tres
gerund verb ending		
verb tense	✓	Present tense #3 #2 #6
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓ #4 #5	retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	#3
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	#3 Repetition
Used appropriate eye contact	✓	
Initiated conversation	✓	#6 Ask a question
Provided background information to listener	✓	Session chore
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times: 0

BOOK 4

ORAL LANGUAGE SKILLS CHECKLIST - Discussion # 3

SKILL	Yes	
MORPHOLOGY		
plural marker -s	✓	#1 liebres #8 #10 Tres platos, las cosas,
possessive marker		cosas grandes... que eran... ellas eran... iban
articles genre <i>Misare (los liebres)</i>	✓	las tres #8 #10 las cosas, la avena, la silla, la cama
prepositions	✓	#8 de #10 con
pronouns- verb	✓	#10 ella entro... ella creyo... ellas eran... ella se quedo
nouns-adjective	✓	#10 ratita pequena, cosas grandes, la silla chiquita, la
article-noun	✓	article genre.
gerund verb ending	✓	#10 estaba jugando
verb tense	✓	Present tense: #5. Past tense: #10. habia, creyo, entro, era.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	#10 retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently ✓ #10
Sequence of utterances:	utterances sequenced	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	#5.
responded in conversation	✓	
Varied language for different contexts	✓	Personal and retelling.
Maintained topics in conversation	✓	
revised speech when not understood	✓	repetition #10 habia una ratita que... habia una
Used appropriate eye contact	✓	ratita pequena... una tres, una, tres platos... cuando,
Initiated conversation		y ella, ella se... la ave, la avena... cuando
Provided background information to listener	✓	Read Aloud Session
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times: 0

Phonological awareness.

None.

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Book 5.

ORAL LANGUAGE SKILLS CHECKLIST- DISCUSSION # 1

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s -n	✓	#6 werven amigos
possessive marker	✓	#1 = el leon, el ratón = #5. #6 el ratón a to en
articles genre	✓	#6 = el leon #5 sobre #3
prepositions	✓	
pronouns- verb		
nouns-adjective		
article-noun	✓	article genre.
gerund verb ending		
verb tense	✓	#5 Present tense. #6.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓	retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓ OK.	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	Question and Answer
Used appropriate verbal turn taking	✓	#5 Sobre...
responded in conversation	✓	
Varied language for different contexts		
Maintained topics in conversation	✓	repetition: pero un día; pero un día
revised speech when not understood	✓	rephrasing lo rescata, rescata #6.
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	title and previous reading
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times: 0.
Phonological awareness		Correct.

BOOK 5

ORAL LANGUAGE SKILLS CHECKLIST- DISCUSSION # 2 -

SKILL	Yes	
MORPHOLOGY		
plural marker -s	✓	#1 los amigos chiquitos, amigos grandes
possessive marker		#2 los mas chiquitos, los mas jovencitos
articles genre	✓	#1 #2.
prepositions	✓	#6 = a.
pronouns- verb		
nouns-adjective	✓	#1 amigos chiquitos, amigos grandes
article-noun	✓	article genre.
gerund verb ending		
verb tense	✓	Present tense #1-2-6
NARRATIVE SKILLS		
Types of narratives used:	personal narratives #1-2-6.	retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓	independently
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	#2 Que...
responded in conversation	✓	
Varied language for different contexts		
Maintained topics in conversation	✓	
revised speech when not understood	✓	#1 Rephrasing Que los gran, los, los...
Used appropriate eye contact	✓	#2. mas chi. mas mas chiquitos.
Initiated conversation		
Provided background information to listener	✓	CHORE session.
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times: 0.
Phonological awareness		correct.

BOOK 5

ORAL LANGUAGE SKILLS CHECKLIST- DISCUSSION # 3

SKILL	Yes	
MORPHOLOGY		
plural marker -s -n.	✓	#2 convirtieron en amigos
possessive marker		
articles genre	✓	#2 el ratón ... el león ... el ratoncito
prepositions	✓	#2 a -en
pronouns- verb	✓	#2 ellos se convirtieron
nouns-adjective	✓	amigo chiquito #2
article-noun	✓	article genre
gerund verb ending		
verb tense	✓	Past tense Summary.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently ✓
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	Repetition Yummy ... Y...Y...Y
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	FORI Sessions
CROSSLINGUISTIC INFLUENCE		
Codeswitching		Times: 0
Phonological awareness		Correct

BOOK 6

ORAL LANGUAGE SKILLS CHECKLIST- DISCUSSION # 1

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s	✓	#5 ratones #6 preguntas #11-12 los demás
possessive marker		
articles genre	✓	#11-12 los demás #15 el pato
prepositions	✓	#6 a #8 para #11-12 a
pronouns- verb	✓	#15 me gusta
nouns-adjective		
article-noun	✓	article genre
gerund verb ending	✓	English. bragging #17. #11-12 demostrando.
verb tense	✓	Present tense. #7-8-4-11-12 Past tense #15 Futuro Condicional. #6.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓	retells stories/TV shows/procedure
Narratives told:	with adult prompting ✓	independently ✓
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	Como debe ser uno? Uno debería...
responded in conversation	✓	Que otra cosa? Que no sea..
Varied language for different contexts	✓	Retelling, personal thoughts, questions.
Maintained topics in conversation	✓	
revised speech when not understood	✓	#2. #6 (4x) repetition to rephrase. #8 why ask about a word.
Used appropriate eye contact	✓	
Initiated conversation	✓	#4 Open to a question. #8. #13
Provided background information to listener	✓	Teacher Read Aloud.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	✓	#1 Sentence. in u #5 (meaning of word vanidoso) Times: #2 in one utterance #7. Bragging.
Phonological Awareness		

BOOK 6.

ORAL LANGUAGE SKILLS CHECKLIST- DISCUSSION # 2

SKILL	Yes	
MORPHOLOGY	✓	
plural marker -s -n	✓	#8 son materiales? #9 hacen ejercicios ... ensucian sudan
possessive marker		
articles genre		
prepositions	✓	#10 con
pronouns- verb		
nouns-adjective		
article-noun		
gerund verb ending		
verb tense	✓	Present tense.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives ✓ Review vocabulary in world context ✓	read retells stories/TV shows/procedure independently
Narratives told:	with adult prompting ✓	
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people _____ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	
responded in conversation	✓	
Varied language for different contexts	✓	
Maintained topics in conversation	✓	
revised speech when not understood	✓	English word. #12 Bragging / #9 3x "no, no son no hacen"
Used appropriate eye contact	✓	
Initiated conversation	✓	#8. #11 Questions
Provided background information to listener		FOR1 - Silent Reading Session.
CROSSLINGUISTIC INFLUENCE		
Codeswitching	Yes.	Times: #1. #12. confirm the meaning of a word using the translation.
Phonological awareness		

BOOK 6.

ORAL LANGUAGE SKILLS CHECKLIST - DISCUSSION #3

SKILL	Yes	
MORPHOLOGY		
plural marker -s	✓	mistake (la ayudó #) le hicieron ✓ se casaron
possessive marker	✓	#2 flores, las manos ... dos veces ... todos los
articles genre	✓	#1 la ratita #2 El compañero, el pretendientes
prepositions	✓	por la ventana con el vestido, Por la noche,
pronouns- verb	✓	ella le preguntó, ella le dijo. = en silencio
nouns-adjective	✓	vestido lindo compañero ideal, pretendientes antiguos, pero elegante
article-noun	- ✓	la esposa, la noche, la mañana, el día, el pato, la
gerund verb ending	✓	estaba caminando, estuviera comiendo, el gato, la
verb tense	✓	Past tense summary estaba preparando, nadando, - el pato cantando lección.
NARRATIVE SKILLS		
Types of narratives used:	personal narratives	retells stories/TV shows/procedure
Narratives told:	with adult prompting	independently ✓
Sequence of utterances:	utterances sequenced ✓	utterances told in random order
Components included in narratives:	people ✓ outcomes ✓	place (setting)
PRAGMATICS		
Used appropriate action turn taking	✓	
Used appropriate verbal turn taking	✓	
responded in conversation	✓	
Varied language for different contexts	✓	Word meaning, summary, title.
Maintained topics in conversation	✓	
revised speech when not understood	✓	Rephrasing
Used appropriate eye contact	✓	
Initiated conversation		
Provided background information to listener	✓	FORI Sessions / Read Aloud
CROSSLINGUISTIC INFLUENCE		
Codeswitching	✓	Times: 1 (Not as a part of the narrative but in the conversat)
Phonological awareness		

FINAL EVALUATION - DYSFLUENCIES

Había una vez un niño que vivía en Brasil, que(eh) que exploraba todo lo que tenía.

Un día vio un bote en el Amazona, jera muy lindo! Y lo, y él quería tenerlo.

Entonces, él se fue al bosque para encontrarlo.

Vio que estaba atrapado en una, en un árbol, y-- lo, y el se, y el-- le gus-, el vio como era el bote. Y era amarillo, rojo y .x. café. Y era un submarino para que pueda ver también tod-el, todo la, todo lo que tenía el agua en Brasil.

Tonces él se montó para ver como servía este bote tan bacano.

Abrió las puertas para- para el Capitán.

Vi..x, jera tan bacano! que el niño quería (emm)tratar de manejarlo.

Vio todas las partes y todos los botones, jeran azules y era muy bacano!

Entonces el corto las dos, el corto las líneas que había, que tuvo el submarino atascado.

Entonces..x se ¡Pero era un avión!

Tonces el viajo en, viajo todo, el viajo y exploro y se fue a los planetas.

Pero después había una roca gigante que lo, que daño el avión y él se fue cayendo.

El cayo y él estaba en el desierto.

Después el, después el(eh)el avión no podría controlarse porque las, porque las alas ya la dañaron la roca y Estaban en un rio donde había muchos cocodrilos. Y pump! Cayo en el rio el avión.

Después el avión se convirtió en un submarino y el exploro el rio.

Después él tuvo una idea: "Con l--as, con las líneas que estaba trap-, atrapado las(emm)las, el avión, (eh)lo amarro y los cocodrilos lo llevo y él estaba todo relajado".

Y colorín colorado...

Frequent Interjections ○
Word repetitions —
Phrase repetitions ✓

Prolongations ✓
Part word repetitions •

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

FINAL
EVALUATION

INFORMAL LANGUAGE ASSESSMENT CHECKLIST

This document of observation and analysis of language sample has been modified and taken originally from the Department of Special Education/Sevier County Schools/Sevierville, TN. The Morphology skill markers belong specifically to the Spanish Language.

Student Laura F. Quintero.Birthdate 09-21-07.THIS CHILD CURRENTLY EXHIBITS THE FOLLOWING
STRENGTHS AND WEAKNESSES

(Only skills observed during evaluation session will be marked,
In this case: Language sample through Wordless Picture books)

P = skill present
A = skill absent
E = skill emerging

MORPHOLOGY (The forms of the words)	
<u>E</u> plural marker -s	<u>A</u> gerund verb ending
<u>A</u> possessive marker	<u>P</u> verb tense
<u>P</u> articles genre	
<u>P</u> prepositions	
<u>P</u> pronouns- verb	
<u>P</u> nouns-adjective	
<u>P</u> article-noun	

NARRATIVE SKILLS

(Ability to retell an event.) to tell a story.

Types of narratives used:	<u>X</u> personal narratives (P)	<u>(P)</u> retells stories/TV shows/procedure
Narratives told:	<u> </u> with adult prompting	<u>✓</u> independently (P)
Sequence of utterances:	<u>✓</u> utterances sequenced (P)	<u> </u> utterances told in random order
Components included in narratives:	<u>✓</u> people (P) <u>✓</u> outcomes (P)	<u>✓</u> place (setting) (P)

PRAGMATICS

(Use of language in communicative interactions)

<u>P</u> Used appropriate action turn taking	<u>P</u> <u>✓</u> Varied language for different contexts	<u>P</u> Used appropriate eye contact
<u>P</u> Used appropriate verbal turn taking	<u>P</u> Maintained topics in conversation	<u>P</u> Initiated conversation
<u>P</u> responded in conversation	<u>P</u> revised speech when not understood	<u>P</u> Provided background information to listener

CROSSLINGUISTIC INFLUENCE

Codeswitching	<u> </u> Present (Absent.)	<u>0</u> Number of times mixed English and Spanish during session.
---------------	------------------------------	--

Phonological Awareness. ✓ Present.
0 Number of times.
mixed ENG & SPA Phonics.

FINAL EVALUATION- MORPHOLOGY SKILLS

- 1 Había una vez un niño que vivía en Brasil, que exploraba todo lo que tenía.
- 2 Un día vio un bote en el Amazona, ¡era muy lindo! Y lo, y el quería tenerlo.
- 3 Entonces, él se fue al bosque para encontrarlo.
- 4 Vio que estaba atrapado en una, en un árbol, y lo, y el, le gustó, el vio como era (el bote) Y era amarillo, rojo y ... café. Y era un submarino para que pueda ver también tod, todo lo que tenía el agua en Brasil.
- 5 Tonces él se montó para ver como servía este bote tan bacano.
- 6 Abrió (las puertas) para, para el Capitán.
- 7 Vi..., ¡era tan bacano! que el niño quería tratar de manejarlo.
- 8 Vio todas (las partes) y todos (los botones) ¡eran azules y era muy bacano!
- 9 Entonces el corto las dos, ... el corto (las líneas) que tuvo (el submarino) atascado.
- 10 Entonces... se par, ¡era un avión!
- 11 Tonces el viajo ... viajo todo el... viajo y exploro y se fue a (los planetas).
- 12 Pero después había una roca gigante que lo, que dañó el avión y él se fue cayendo.
- 13 El cayó y él estaba en el desierto.
- 14 Después el, después el, el avión no podría controlarse porque las, porque (las alas) y la (s) mistake dañaron (la roca) y Estaban en un río donde había muchos cocodrilos. Y pump! Cayo en el río, el avión.
- 15 Después el avión se convirtió en un submarino y el exploro el río.
- 16 Después él tuvo una idea: "Con las, con (las líneas) que estaba trap, atrapado las, las, el avión, lo amarro y (los cocodrilos) lo llevo y él estaba todo relajado".
- 17 Y colorín colorado...

↓ = Prepositions.

○ AG+AN = Article Genre + Article Noun.

— = Plural.

⌒ PV = Pronoun Verbo.

NA = Noun Adj.

INITIAL EVALUATION- DYSFLUENCIES

Había una niña que es, que fue a... I--a playa. y ella encontró un, una balda que emm era mágica!
 X...Y...emm... y eh...y, y uno, y uno desearía, y si uno podría, y si uno y em que- quería poner en la
 balda Como estrellas de mar o caracoles.

Entón- entonces, X pero ella no sabía, entonces ella solo se fue en el agua para buscar las cosas porque
 ella también le parecía mas com-, más bueno.

Y desp, emm y después se- se emm lo soltó y ella se preocupó y después ella-ella emmm nado por él.

Y ella, y ella vio todo el mar y ella pensó que era muy hermoso, y que de pronto con la balda podría
 coleccionar algunas cosas del mar porque ella quería-- explorar cosas de nat-, de la naturaleza.

Ella encontró una-una tortuga de mar y él, y él, y él era mm un anciano... y- emm y él era como, él sabía
 mucho de la naturaleza.

Ellos se hicieron amigos y nadaron juntos en el mar y le dio poderes de respirar debajo del mar.

Des-pués Ella vio dos delfines y vio que tenía unas emm parchas negras y le dijo eh la tortuga, el mm
 anciano que cuando, que cuando un-un delfin tiene negro como un robber, Si eran robbers del mar, y
 después ellos emm robaron-- emmm la balda.

Después la soltaron y aparecieron dos tortugas y le ayu-, y la iban a ayudar, pero era mágico, tan mágico
 que eh se-se Volvio otra ve- emm, uno no tenía que hacer eso, uno solo esperaba que subiera.

Y después vio una ball-, emm y después había una ba-ballena, pero em ella no vio la ballena.

Y estaba cerquita-, la ballena estaba cerquita de la balda cuando estaba tratando de-, cuando la niña
 estaba tratando de agarrarla.

Y había algunos peses ahí emm y, y de, y de pron- emm pero la ballena primero se fue otra vez.

Y- vio, y después vio los pescaditos que eran muy hermosos y-... y también vio el coral leaf y era, y
 era muy, ella esta, era muy fortunada porque los co-, los coral leaves son mu-, son muy difícil de encontrar
 en el mar, solo hay cuatro en el mundo.

Y después, emm... y después emm iba a agarrar emm la balda.

Y eh emm al lado de ella habían jellyfish... y emm y si la tocaran doliera much-, doliera muchísimo. Pero
 no la tocaron... y-... y la, y agarro la- mm la balda ro, roja.

Después se Llegó a la playa otra vez y pensó que fue un--a aventura muy bacana en el océano.

Y colorín Colorado, este cuento se ha acabado.

Frequent Interjections O

Phrase repetitions ✓

Part word repetitions •

Prolongations ✓

block X

word repetitions -

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

INITIAL
EVALUATION

INFORMAL LANGUAGE ASSESSMENT CHECKLIST

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Student Laura F. Guintero Birthdate 09-21-07

THIS CHILD CURRENTLY EXHIBITS THE FOLLOWING STRENGTHS AND WEAKNESSES

(Only skills observed during evaluation session will be marked,
In this case: Language sample through Wordless Picture books)

P = skill present
A = skill absent
E = skill emerging

MORPHOLOGY

(The forms of the words)

<u>P</u> plural marker -s	<u>A</u> gerund verb ending
<u>A</u> possessive marker	<u>P</u> verb tense
<u>E</u> articles genre	
<u>P</u> prepositions	
<u>P</u> pronouns- verb	
<u>P</u> nouns-adjective	
<u>P</u> article-noun	

NARRATIVE SKILLS

(Ability to retell an event.)

Types of narratives used:	<u> </u> personal narratives	<u>P</u> retells stories/TV shows/procedure
Narratives told:	<u> </u> with adult prompting	<u>P</u> independently
Sequence of utterances:	<u>P</u> utterances sequenced	<u> </u> utterances told in random order
Components included in narratives:	<u>P</u> people <u>P</u> outcomes	<u>P</u> place (setting)

PRAGMATICS

(Use of language in communicative interactions)

<u>P</u> Used appropriate action turn taking	<u>P</u> Varied language for different contexts	<u>P</u> Used appropriate eye contact
<u>P</u> Used appropriate verbal turn taking	<u>P</u> Maintained topics in conversation	<u>P</u> Initiated conversation
<u>P</u> responded in conversation	<u>P</u> revised speech when not understood	<u>P</u> Provided background information to listener

CROSSLINGUISTIC INFLUENCE

Codeswitching	<u>✓</u> Present	<u>2</u> Number of times mixed English and Spanish during session.
Phonological awareness	<u>✓</u> Present	<u>0</u> times of absence

INITIAL EVALUATION - MORPHOLOGY SKILLS.

1. Había una niña que es, que jue a la playa. y ella encontró una balda que emm era mágica! Y emm y eh y y uno desearía, y si uno podría, y si uno y em que quería poner en la balda Como estrellas de mar o caracoles.
2. Enton, entonces, pero ella no sabía, entonces ella solo se fue en el agua para buscar las cosas porque ella también le parecía como más bueno.
3. Y desp. y después se, se emm lo soltó y ella se preocupó y después ella, ella mmm nado por él.
4. Y ella y ella vio todo el mar y ella pensó que era muy hermoso, y que de pronto con la balda podría coleccionar algunas cosas del mar porque ella quería explorar cosas de nat, de la naturaleza.
5. Ella encontró un, eh una tortuga de mar y él, y él, y él era mm un anciano y emm y él era como, él sabía mucho de la naturaleza.
6. Ellos se hicieron amigos y nadaron juntos en el mar y le dio poderes de respirar debajo del mar.
7. Después Ella vio dos delfines y vio que tenía unas emm parchas negras y le dijo la tortuga el anciano que cuando que cuando un, un delfin tiene negro como un robber, Si eran robbers del mar, y después ellos emm robaron emmm la balda.
8. Después la soltaron y aparecieron dos tortugas y le ayu, y la iban a ayudar, pero era mágico, tan mágico que eh se Volvió otra ve emm uno no tenía que hacer eso, uno solo esperaba que subiera.
9. Y después vio una ball emm y después había una ballena, pero eh ella no vio la ballena.
10. Y estaba cerquita, la ballena estaba cerquita de la balda cuando estaba tratando de, cuando la niña estaba tratando de agarrarla.
11. Y había algunos peses ahí emm y, y de pronto mm la ballena primero se fue otra vez.
12. Y vio, y después vio los pescaditos que eran muy hermosos y también vio el coral leaf y era, y ella esta, era muy fortunada porque los co, los coral leaves son muy difícil de encontrar en el mar, solo hay cuatro en el mundo.
13. Y después emm y después emm iba a agarrar emm la balda.
14. Y emm al laço de ella habían jellyfish y si la tocaran doliera much, doliera muchísimo. Pero no la tocaron... y la, y agarro la la balda ro, roja.
15. Después se Llegó a la playa otra vez y pensó que fue una aventura muy bacana en el océano.
16. Y colorín Colorado, este cuento se ha acabado.

↓ = Prepositions.
 AG + AN = Article Genre + Article noun.
 PV = Plural.
 PV = Pronoun Verb.
 ANA = Noun Adj.

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

 Texas English Language Proficiency Assessment System (Sistema de Texas para Evaluar el Dominio del Idioma Inglés)		Name: LAURA F. QUINTERO GARCIA (Nombre)	
Grade: 2 (Grado)		Confidential Student Report (Informe Confidencial del Estudiante)	
Date of Birth: 09/01/07 (Fecha de nacimiento)		Student ID (PEIMS): *****4726 (Número de identificación del estudiante)	
Report Date: MAY 2015 (Fecha del informe)		Local Student ID: 994849 (Código de identificación local del estudiante)	
Date of Testing: SPRING 2015 (Fecha de evaluación)		Class Group: 2 (Responsable del grupo)	
District: 101-920 SPRING BRANCH I (Distrito)		Campus: 107 HUNTERS CREEK E (Escuela)	

TELPAS Reading Results (Resultados de la prueba de lectura de TELPAS)		TELPAS Proficiency Ratings (Niveles de dominio de TELPAS)	
PROFICIENCY LEVEL (Nivel de dominio)	ITEMS CORRECT/TESTED (Preguntas correctas/evaluadas)	LANGUAGE AREA (Área de lenguaje)	PROFICIENCY RATING (Nivel de dominio)
Beginning (Principiante)	7/7	Listening (Habilidad para escuchar)	Advanced High (Avanzado superior)
Intermediate (Intermedio)	14/14	Speaking (Habilidad para hablar)	Advanced High (Avanzado superior)
Advanced (Avanzado)	13/14	Reading (Habilidad para leer)	Advanced High (Avanzado superior)
Advanced High (Avanzado superior)	8/14	Writing (Habilidad para escribir)	Advanced High (Avanzado superior)
Total Items (Total de preguntas)			
42/49			
Reading Scale Score* (Calificación a escala de lectura)			
711			
* The scale score ranges for each reading proficiency rating in 2015 are: (Los rangos de las calificaciones a escala en 2015 para cada nivel de dominio de lectura son)			
578 and below 579-644 645-700 701 and above	Beginning Intermediate Advanced Advanced High	578 ó menos 579-644 645-700 701 ó más	Principiante Intermedio Avanzado Avanzado superior
Reading Proficiency Rating (Nivel de dominio en lectura)			
Advanced High (Avanzado superior)			

Comprehension and Composite Scores (Calificación global y de comprensión)					
Comprehension Score (Comprensión)	4.0				
TELPAS Composite Score (Calificación global en TELPAS)	4.0				
TELPAS Composite Rating (Nivel de dominio global en TELPAS)	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">SPRING 2014</td> <td style="text-align: center;">Advanced High (Avanzado superior)</td> </tr> <tr> <td style="text-align: center;">SPRING 2015</td> <td style="text-align: center;">Advanced High (Avanzado superior)</td> </tr> </table>	SPRING 2014	Advanced High (Avanzado superior)	SPRING 2015	Advanced High (Avanzado superior)
SPRING 2014	Advanced High (Avanzado superior)				
SPRING 2015	Advanced High (Avanzado superior)				

To view your child's scores online, go to: <http://www.TexasAssessment.com/students>. The Unique Access Code is **24PQBN**.
 (Para ver las calificaciones de su hijo en internet, visite la página: <http://www.TexasAssessment.com/students>. La clave de acceso individual es **24PQBN**.)

Document # 0219-06670	For more information about TELPAS, contact your child's school. (Para obtener mayor información sobre TELPAS, comuníquese con la escuela de su hijo).	Print # 1-34111-478
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RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 8, 2016

Book 1 "Feliz Cumpleaños, Lola"
Reading Session before FORI

In the morning before Laura went to school I announced her that we will start the project today after school. So I suggested her to do her homework at school if she had a chance so we could have extra time in the afternoon. She seemed to be excited about it!!

In the afternoon Laura and I sat together to read. She picked the book named: "Feliz cumpleaños, Lola". Then I asked her to read it all long.



She was a little bit concerned about making a mistake to read while I was recording her voice. But, I explained to her that it did not matter at all.

That the most important is for her to practice Spanish, as she considered very important in life.

Annex 27

Feb 8, 2016

She started reading very enthusiastic, but at the time she was finding "new words and expressions" I could notice she was a little frustrated.

I know this stage is not part of the FORI technique, but I wanted to record Laura's improvement after completing the FORI sessions. I just wanted to have the opportunity to see the difference before and after it!

Annex 27 2

Feb 10, 2016

Book 1 FORI Session ECHO

Before we started this session I explained Laura the activity. I told her we were going to play "echo" which was that I would read something and then she was going to read it again. She was anxious about this!

I actually did not pick the paragraphs, but Laura. She told me what parts of the book she wanted me to read because she said that some words were difficult for her. A prove of this was "ascensor" it took her about three times for her to pronounce it correctly.

Another paragraph she wanted to echo was where it said the name "Edgar". At first time when read it, she pronounced the letter "g" in English. Then she figured out the mistake when I read it aloud. But for some reason she wanted to practice it again!

After ECHO reading three paragraphs of the story, I opened to a

1

Annex 28 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 10, 2016

small discussion with her. I asked her if she remembered what we just read and re tell them. Also, I wanted to record the reason why she wanted to read those parts . Then I asked her again why she chose those paragraphs to read . Finally I asked her about the words that were new for her , and so she mentioned the word "propone" not a word but an expression: "me aupas Como un ascensor..." And also she clarified that one of the characters in the story was being a bully.

Something important for me today was that in the whole session she just said one word in English . She used the word "misunderstood " when she was giving me an answer . She was speaking slowly, but clear Spanish.

Annex 28 2

Feb 12, 2016

Book 1 FORI Session Silent Reading

Today Laura had to read the whole book by herself using her inside voice. She seemed to enjoyed a lot! While I was waiting for her to finish , I asked her why she was taking so long and so she said she wanted to read it again. Then she read twice according to what she said.



After she finished reading in silence , we had a very interesting discussion about it. At first we talked about the word "aupas" which she said she did not know well. I asked her to repeat it to make sure she gets the right intonation. And after that , I used a deductive method to teach the meaning. First I read the whole paragraph where the word "aupas" was and also I referred to the pictures on the page. That would help her to analyze the context of the

1

Annex 29 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 12, 2016

word. And finally she ended giving the synonym "cargar" to define "aupas"

After that, she asked about the word "Lata" . For that I did the same thing ! I asked her to read the sentence and so I did it too. And I showed her that it was an expression itself "que lata " so I suggested to replace the word , asking her what she would say when she did not want to wait for something. She tried by saying "tristeza" which I valued but I gave her another option "pereza".

Laura had another expression she never had heard before "a fe" ... So I went to the sentence where it was but also went backwards to read , so she could see the sequence and understand the context. And I produced a new sentence using the expression with something more appealing to her like "a fe de Niña buena que Lo hare " . After this she catch it out the meaning giving a new sentence using "prometo" to replace " a fe".

2

Annex 29 2

Feb 12, 2016

Laura wanted to know also about the word "proponer" we did the same deductive process , I gave her a sample about giving a proposal and she ended up giving her own proposal ... For real ! She asked me to take her to a French restaurant if she get good grades at school.

At the end she asked about the word "enfadada" . We went back together to read the whole sentence in context and to see the pictures as well. She concluded saying that it means "enojada" which was the correct answer.

I noticed at this point of the discussion that Laura was feeling a little frustrated because she had so many questions regarding vocabulary and idiomatic expressions.

For the end , she asked about the expression "híncha Los carrillos" . We went back to the paragraph and analyzed the pictures on the page. Then I asked her to use body

3

Annex 29 3

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 12, 2016

language by pretending to blow candles in a cake as it was the same scene in the story. After that, she realized what the expression meant to be!

I understand is a little bit hard when you read idiomatic expressions from other culture, even though it is in our same language. What I could see is that this particular book had too many Mexican idioms.

Annex 29 4

Feb 13, 2016

Book 1 FORI session Read aloud

During the session Laura seemed to be very secure about her reading skills.

She made short pauses just double checking before making a correct pronunciation or intonation.

There was a time when she contracted herself saying the word "ayudo" she repeated two times until she got the right one. She did it without any type of sign that she said that wrong. It was good because I could notice her inner reflection about what is right to say or not!

She made one mistake to say the word "peomesa" instead she said "prometa" ... But she did not notice it! I guess she was focused on the speed.

She finished reading the story in full and her improvements are notable. She felt the story and gave excellent intonation to each type of feelings from the characters.

1

Annex 30 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 13, 2016

During the discussion after the reading aloud.

I asked her how she liked reading all by herself aloud and she said she felt good about it. Also she said she had improved her Spanish reading. In addition she talked about the moral in the story as part of her new findings:

"A person should share with friends in her/his birthday and you don't always win when you are playing games".

Annex 30 2

Feb 15, 2016

Book 2 "La Coneja busca casa " FORI PRE Session

Discussion before the session

At first I asked her to read the title in which she had some trouble to read it. Then I asked her what she thought the book was about and she said that it was about a bunny who was tired to live in her house and that she might go trying to find another house.

She gave reasons about the possible story based on the pictures and the title itself. It was a great interpretation of the codes.

Then I asked Laura to read the book as a way of examination of how much improvements she will make after the FORI sessions.

Some of the results were:

Some word mispronounced
Auto correction of intonation



1

Annex 31 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 15, 2016

Slow decoding for specific words
 Syllable repetition
 English vowel pronunciation (e)
 Word confusion
 English consonant pronunciation
 (h)

Annex 31 2

Feb 16, 2016

Book 2 FORI session 1
 Discussion after Teacher Reading
 aloud



She remembered the title and for the question about the summary I had to use English words in order for her to understand a new concept in Spanish "resumen".

At the time she was Retelling the name of the animals : she mentioned four of them perfectly in Spanish , one of them in English and the other one a mispronunciation.

I had to help her asking questions to give some details in the story as she was a little bit shy during the discussion.

1

Annex 32 1

Feb 18, 2016

Book 2 FORI Session 3 CHORE

This session where we both have to read at the same time , trying to have the same speed is a little bit confused. Sometimes Laura got behind , but the idea is to push her to have more fluid in the reading.

After making the CHORE reading , we had a little discussion where I asked about any words that are still difficult for her to pronounce and she said she did not have any one . Also I asked her if there was a word in which she did not know the meaning. She mentioned the word "humedo". I had to made some word translation in order for her to understand . After that I asked her what is the part of book she liked the most , to what she said that it was when the bunny smelled the fox.

Then it was a very important part when I asked her what was the part of the story she did not like. She started saying that it was the first page when there was an old person. It was a miss interpretation she had

1

Annex 33 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 18, 2016

made. She thought in the book they were talking about an old man when they were talking about an old tree. She did not know that "Roble" was a name of a tree and she counted as a person's name.

For her to figure it out the meaning of "viejo Roble" I referred to the pictures and make some questions that ended up in Laura making the conclusion after doing connections.

Annex 33 2

Feb 20, 2016

Book 2 FORI session 5 Read Aloud



It was a very interesting exercise. Laura was very excited to see how she could correct herself during her reading. She made some pauses to pronounce the words correctly.

She actually made up a repetition because she felt she had a mistake over the last page. Even though she did not correct the word she meant to do. I could analyze that she started to reflect about her reading and specially about her pronunciation.

Also I asked her to repeat the reading on the last page and I explained that I saw some mistakes. From 3 of them she just had 1 mistake at the end. The word "abrio" I had point it so that she could realize the word and she finally called it out.

At the end of the session we had a

1

Annex 34 1

Feb 20, 2016

small discussion about the moral of the story. She ended up saying that we need to be thankful of anything we have in life.

Annex 34 2

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 24, 2016

Book 3 FORI Session ECHO

For this session I picked up the sentences in which I had noticed Laura got mistakes. But even when The exercise was repeating after me, she had the following issues:

- She still had some vowel sound in English like the word "pedira" even right after I read it, she was sounding (pidera)
- Also the double R sound in the word "querra". She still mispronounced it two times. I actually emphasized with my tone of voice and she still pronounced with one "r".

After this session we had a small discussion. The first question I asked her was if she could tell me which words were difficult for her. She immediately said "refrigerador". But I asked her to search in the book and call out those words.

I also asked her if there were any words she did not know what their meaning was. At first she said "entusiasmar" so I suggested to go

Feb 24, 2016

back to the sentence to see the word in context. After that we talked about An example of using this word. I used in the case of her that she likes too much reading that sometimes she gets so excited that she finishes a book in one day. I also went to the word in English "excited" to clarify.

She looked over the book to see if she could find another word, but she said that did not find more difficult words. Then I asked her to read the word "querra" in which I had noticed she had difficulty. She mispronounced with one "r". At this I asked her what was the sound of double "r" to what she said correctly. After that I asked her to sound out the word again and she did it perfect. But also I wanted to see if she knew the meaning ... And She did!

Annex 35 2

Annex 35 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 26, 2016

Book 3 FORI Session READ ALOUD

Laura started this session very motivated to see how good she was going to do it. Her expectations were not having any mistakes .

The result was very good. She still made some mispronunciation. Still the vowel sounds (English phonics) in the word "pedira" sounding "e" in English. Also in the word "probablemente" she did not sound the first "e" interfering the English ending "ble" pronunciation as well.

One of the corrections she made on her own was the word "leeras" she was going to pronounce the "ee" as long e in English , but she did it the double "e" en Spanish very well.

There were some cases where she repeated by herself any sentence or word to make corrections.

1

Annex 36 1

Feb 29, 2016

Book 4 Ratoncita de oro y las tres liebres. Pre- FORI Sessions and Session 1 TEACHER READ ALOUD

At first I asked Laura to read the book with no input or prompts about pronunciation and vocabulary facts.



After this we had a little discussion. I asked her what she liked the most about the story ; to what she said she liked the part when the little

mouse got to be friends with the smallest hare. Also she said she enjoyed all the way to end of the story.

When she was going to tell what she had learned , I noticed she started to make a sentences and she though another way to express the idea in a better and complete way. She said that we have to ask for permission to use something is not ours. She

1

Annex 37 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Feb 29, 2016

ended up saying that the only difficult word she found was "liebres" she tended to not pronounce the "e" sound in the "ie" syllable.

This book was a very special one that I wanted to take into Account in this project because This was mine when I was a child. I introduced this book to Laura telling her how special it was for me... Then she got very interested to read it!

The vocabulary was very simple and the story was short too. So I could make more focus on the accents and punctuation.

Annex 37 2

Mar 2, 2016

Book 4 FORI Session CHORE

We went over the book reading at the same time all the story and after that we had a little discussion.

I asked her if there still were difficult words for her to pronounce. She went through out the book and she said that all of them were good for her now, but that there was a word she did not know what it was...

"Bondadoso". To this, I asked her to read the sentence where the word was located.

As usually I used the method of asking questions so she can get the answer on her own. So that she get a contextual meaning. At first I asked her if she though the word



"bondadoso" was good or not. She said it was good. Then I asked to tell me what

she though the meaning was. And she concluded giving a complete explanation of being a good person. Also she wanted to ask more about

1

Annex 38 1

Mar 2, 2016

this word or adjective in real life. We had a good conversation about how to be "bondadoso" or good person.

Annex 38 2

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Mar 4, 2016

Book 4 FORI Session Read Aloud



Laura read the whole book and she made just one mistake ... "Liebras " she mispronounced "liebres" .

She did excellent over the whole reading and after this we had a small discussion. I asked her what was the only mistake she had and she knew it . Then I asked her if had more mistakes , but she was sure about not having more . Also, she ended up saying that she loved the story!

It was very interesting to see how she could recognize her mistake and she was able to correct it as well.

1

Annex 39 1

Mar 7, 2016

Book 5 El leon y el raton
Reading before FORI Sessions

First we had a small discussion related to the title of the book. She said she had read this book before in English and that she knew what it was about.



I can tell she was pretty excited about reading this book ! She read it all with very few mistakes . She was able to correct herself by repeating the words (bocaza, suficientemente

She used her tone of voice to give life to the characters in the story like a soft voice for the mouse and strong for the lion.

Some English vowel phonics inference like "e" in "decir" .
Stress in the wrong syllable like in

1

Annex 40 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Mar 7, 2016

"Alívio" she made in the "o" when it was not accent mark .
 Mixing syllable sounds or pronouncing a familiar word
 -- reja, instead of "red"
 -- ayudaba, instead of "Aullaba"
 -- transportaba, instead of "transportar"
 -- mordisco, instead of "mordisqueo"

Annex 40 2

Mar 10, 2016

Book 5 FORI Session CHORE

The first selection to read in chore together was excellent . Laura read using the punctuation and pronouncing words clearly .

The second , third and forth selections were repeated once just to make sure about the intonation; in addition to give more fluency in some words.

We had to repeat 4 times The fifth selection. It was very funny because one of them was because of me! There were issues about fluency and punctuation .

And the last section was correct! We did not have to repeat it.

We had a small discussion about the moral in the story. She explained about how little friends can be a big help or support. She said she did not have any type of experience related to that; then I asked her about her little sister (a baby) if AnnaSophia had helped her at some point . To this,

1

Annex 41 1

Mar 10, 2016

Laura said that she keeps her company . Then I explained how that situation represented the moral in the story .

Annex 41 2

Mar 12, 2016

Book 5 FORI Session Read Aloud

Over this last reading session I could observe some mistakes (still the same) I think related to associating words with previous knowledge.

Confusing:

"Bocaza" with "boca"

"Rugido" with "ruido"

"Aullaba" with "ayudaba"

"Mordisqueo" with "mordisco"

English vowel inference in "decir" and "volteo" pronouncing "e" in English.



I also analyze that Laura was able to realize a mistake and she corrected by herself. It was in the case of using the correct intonation for the punctuation of the phrase " Que alívio!". At first she sounded like if it were past. Then she did the exclamation mark.

1

Annex 42 1

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Mar 15, 2016

Book 6 FORI session Teacher Read Aloud

This session was very interesting because Laura was looking at each word closely. Since she had already reviewed difficult words and vocabulary she was focused on the story.

After this we had a small discussion about what was the moral of the story. She said that we should not be vain. So I asked what we should do then and to this I ended up explaining what was the meaning of "vain" or "vanidosa". For her to understand better the meaning she used English to double check what was the correct.

At the end she concluded that we should ask more questions before getting married so it doesn't end in divorce. But we went more over to talk about the importance of not bragging with people in relation to the things we have. Also, looking at the people for who they are no matter their skin color or what they have.

1

Annex 43 1

Mar 18, 2016

Book 6 FORI Session Silent Reading

I observed Laura very focused on the reading. She sounded out some words ... I analyzed that she was correcting her own mistakes.



She said that she read the story two times just to make sure she would do it in the correct way in the next session.

After this we had a little discussion. She said she still did not know the meaning of the word "vanidosa" I gave her some examples about people that care too much about their physical appearance.

Then we reflected about the word "presumir" explaining her that it is when you show all that you have to others by making them feel less than you. She ended up concluding the meaning by giving a

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Annex 44 1

Mar 18, 2016

synonymous in English "bragging".

Annex 44 2

Mar 19, 2016

Book 6 FORI session Read Aloud

Laura was very excited to read this story because she felt more comfortable about the vocabulary. She made it up voices to give life to the characters in the story.

She still had a mispronunciation in the words:

vanidosa - bandidosa

Devorarte - devortarte

Laura was very careful with some words to pronounce them correctly. By repeating them or slow down the syllables.

I also observed that most of the words we had reviewed she pronounced them correctly and she was more secure to mark accents.

Annex 45

Annex 46

Book 1 Transcript: Feliz Cumpleaños,**Lola**

T: (Teacher)

S: (Student)

Annex 46 1

READING BEFORE FORI

S: ¡El correo anuncio el cartero! No cabe en el buzón, pero no hay ninguna carta para ti bonita, tal vez otro día, adiós! Por suerte al cabo de diez minutos llegan los piratas Arturo, Luisa, Eduardo y Eyar, hoy el capitán será yo porque es mi cumpleaños, propono, propone Lola vale capitán cabeza del de pulpo se burla Eyar... a Lola no le hace ni pizca de gracia, los piratas nunca son amables insiste Eyar... Empieza, Empiezan los juegos, en el escondite Lola es la mejor con conoce todos los escondrijos de la casa, en el siguiente juego a Lola la hacen prisionera, sol soltadme reclama que no soy un indio sino un ti t tímble temible pirata no vale que te haga prisionera el día de tu

cumpleaños ... En la búsqueda del tesoro
 quieren encuentra el cofre con las monedas
 de oro de chocolate es Arturo, No hay
 derecho! Se queja Lola enfa enfadada, el día
 de tu cumpleaños tienes que ganar
 siempre... por fin llega el momento del
 pastel, lola no dice nada, hincha los ca-ri-
 llos como si fuera a soltar palabras dulce si
 no apago todas las velas de un solo sople
 hare el ridí-culo piensa.... Espera que ayudo
 ri ta tio eso sí que no es mi pastel piensa
 Lola y sopla tan gu fuerte que las velas salen
 volando, feliz cumpleaños Lola! a Lola no le
 gana nadie en abrir regalos a toda velocidad,
 una película de piratas, me encanta! un col
 collar de perlas falsas de verdad me encanta
 y esto que es? ... Lola recu cordó su
 promesa, gracias Luisa, caramba de esto casi
 no tenía, que bien! dice sonriendo con cara
 de circunstancias... Lola no tiene tiempo de
 mirar con calma sus regalos, todo el mundo
 los coge, ya nadie le presta atención, cabeza
 de pulpo, cabeza de pulpo! Grita Eyar,

después de tomar al abordaje el barco sofá,
 los piratas están cansados, descansan un
 rato, después Eduardo e exclama, aveis
 visto a Lola? ... Alguien a vis visto a Lola?
 Todos la llaman, levantan los cojines, miran
 en el jardín, lola no esta en ninguna parte,
 incluso su mama se preocupo se preocupa
 ...quiero que vuelva mi querida hermana
 llora tio, papa sube a la ha-bi-tacion de Lola,
 oye un ligero ruido debajo de la cama, pero
 que haces ahí cielo? Pregunta papa, espero
 que se vallan todos responde Lola... Papa
 coge lo a Lola en brazos e imita en voz baja
 en sonido de un asquensor..vuuuuu... Lola
 sonrío un poco venga vamos cor corrazon
 tus amigos te esperan, ahora y eres
 mayor....cuando baja todo el mundo grita
 viva la capitana Lola incluso Eyar sonrío
 amablemente cabeza de mosca le dice Lola
 riendo la fiesta a terminado Lola se asoma a
 la venta grita os digo adiós desde lo alto de
 mi barco a fe de pirata que a sido un súper
 cumpleaños que me corten los bigotes si

miento y colorín colorado este cuento se ha acabado.

Annex 46 2

DISCUSSION AFTER READING

BEFORE FORI

T: ¿Laura cómo se llamaba el libro?

S: Se llamaba “Feliz Cumpleaños Lola”

T: Okay, ¿Cuál fue la parte que más te gusto del libro? ¿De la historia?

S: Lo que más me gusto del libro fue cuando ... en..di... pensó en Lola que los amigos llegaron pero era , pero era otra persona

T: ¿Aja, Cual fue la parte que no te gusto?

S: no me gusto cuando Edward, Edward, Edgar dijo que le estaba diciendo a Lola, cabeza de pulpo

T: umm, ¿Por qué no te gusto esa parte?

S: Porque... tenía bullying...

T: Okay

S: ¿También se llama en español así?

T: ¿Y Entonces?Cual fue el final de la historia?

S: El final fue cuando Lola se puso triste y ya no quería que los amiguitos estuvieran y quería esperar hasta que se vayan, pero he, pero, pero el papa le dijo que ir abajo y jugar con los amigos otro ratico y después ellos se van

Annex 46 3

ECHO – Part 1

T: ¡Papá di que sí! ¿Me aúpas como un ascensor como cuando era pequeña?

S: ¡Papá di que si! ¿Me aúpas como un ancen ancen ascensor como cuando era pequeña?

T: acto seguido, Lola aprieta la nariz de papá como si pulsara un botón.....daaaaaaaaaa, hace papá

S: acto seguido, lo aprieta la nariz de papá como si pulsara un botón....vuuuuuu, hace papá

ECHO- Part 2

T: Por suerte al cabo de diez minutos llegan los piratas Arturo, Luisa, Eduardo, y Edgar,

¿hoy el capitán seré yo? porque es mi

cumpleaños, propone Lola

S: Por suerte al cabo de diez minutos llegan

los piratas Arturo, Luisa, Eduardo, y Edgar,

hoy el capitán seré yo porque es mi cumple-

años propone Lola

T: Vale capitán cabeza de pulpo se burla

Edgar, a Lola no le hace ni pizca de gracia,

los piratas nunca son amables, insiste Edgar

S: Vale, capitán cabeza de pulpo se burla

Edgar, a Lola no le hace ni pizca de gracia,

los piratas nunca son amables, en insiste

Edgar

Annex 46 4

DISCUSSION AFTER ECHO

T: Acabamos de leer tres partes de la

historia, nuevamente donde yo leía y tú

repetías, ¿okay? ¿Recuerdas cuales fueron

esas tres partes que leímos?

S: Si

T: Okay, ¿cuáles fueron?

S: lo tengo que decir

T: si di, cuáles fueron las que acabamos de leer

S: Fueron cuando primero cuando Lola se,

ee, se levantó y estaba jugando con papá, y

la segunda parte fue cuando los amigos

llegaron y Edgar le dijo cabeza de pulpo

T: ¿y ya?

S: si

T: ¿porque escogiste esas tres partes para

leerlas nuevamente?

S: Porque yo creo que esas partes no la leí

bien cuando primero las leí

T: okay, ¿recuerdas alguna palabra que

hubieras leído mal? Y después supiste

S: pues de pronto un, un sentence

T: ¿Cuál?

S: hue cuan hue que yo misunderstand como

es que lo cómo es que tuve que leerlo

T: ¿puedes mostrarme cuál?

S: pues ..e...hue...me aúpas como un

ascensor como cuando era pequeña y papá

di que si

T: ¿y también cuál?

S: y también.... Propone no sabía lo que era

yy cuando no no yo creo no sabía si es

que Edgar si estaba burlándose de Lola
cuando le dijo capitán cabeza de pulpo

Annex 46 5

DISCUSSION AFTER SILENT

READING

T: Ahora que estuviste leyendo solita,
después de haber leído en las otras sesiones,
¿existe alguna palabra que todavía es nueva
para ti, que tu no conoces?

S: a...a...u...pas

T: aupas...repite, aupas

S: aupas

T: Okay, vamos a buscar la parte donde dice
esa palabra, dice, Papá di que sí! me aúpas
como un ascensor como cuando era
pequeña? acto seguido, Lola aprieta la nariz
de papá como si pulsara un botón...
vvvvvvv hace papá....que ves en el dibujo
de esta página?

S: Veo el papa, subiendo a Lo, cargando a
Lola

T: Cargando a Lola, ¿qué hace normalmente
el ascensor?

S: e

T: ¿qué hace un ascensor? ¿Sabes que es un
ascensor?

S: Si

T: ¿qué es?

S: se va...a...arriba y abajo

T: ¿Okay, entonces cuando dice aquí, me
aúpas como un ascensor y tu vez la la foto el
dibujo aquí en el libro tu qué crees que es
aúpas? Me aúpas como un ascensor

S: Subir

T: Te, Puede ser subir, ósea cargar, y subir
como el ascensor, si?

S: Si

T: Okay

T: ¿que otra palabra no entiendes o es nueva
para ti?

S: Lata

T: Lata, ¿en que parte dice lata? Lee por
favor toda esta oración

S: que lata tener que esperar tanto piensa
Lola

T: que lata tener que esperar tanto, piensa
Lola

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

T: ¿tú que crees? Esto es una expresión, Que lata...que podría significar ese, que lata tener que esperar tanto

S: de pronto esta triste

T: ¿cómo podríamos reemplazar esta palabra? Podría decir que _____ tener que esperar tanto,

S: si

T: que que

S: que tener que esperar tanto

T: que que

S: tener que esperar tanto

T: si, pero necesitamos una palabra para reemplazar lata, usa otra palabra

S: qué caramba

T: no

S: eeee

T: Cuando tú no quieres esperar, que dices, que.....

S: Que tristeza

T: que tristeza tener que

S: esperar tanto

T: ¡exactamente, puede ser que tristeza, o a veces podemos decir que pereza! tener que esperar tanto, ¿qué otra palabra o expresión es nueva para ti?

S: a fe de pirata que lo hare

T: a fe, ¿tú qué crees que significa cuando alguien dice a fe? A fe de pirata que lo hare responde Lola, que está queriendo decir

Lola cuando dice eso? El papá le pidió si alguien te hace un regalo que ya tienes o que

no te gusta di gracias y sonríte, vale? Y ella

responde, a fe de pirata que lo hare...cuando

uno dice a fe, por ejemplo a fe de niña buena que lo hare, que esta queriendo decir? Como

lo podrías reemplazar

S: Prometo

T: que

S: que lo hare

T: muy bien, ¿qué otra palabra es nueva para ti?

S: propone

T: Okay, ¿en qué parte dice propone?

Vamos a leer toda la oración

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

S: hoy el capitán seré yo porque es mi cumpleaños propone Lola

T: okay, ¿ya sabes que significa propone?

T: no

S: ¿no?

T: no

T: ¿que podría ser? Dice, por suerte al cabo de diez minutos llegan los piratas Arturo, Luisa, Eduardo y Edgar cuando ellos llegan entonces ahí es donde Lola dice, hoy el capitán seré yo porque es mi cumpleaños propone Lola, que se, que querrá decir ese propone

S:dice Lola

T: dice Lola, pero cuando está diciendo está diciendo algo... nuevo, es como una propuesta, sabes que es una propuesta?

S: no

T: una invitación

S: Pero

T: por ejemplo, yo te propongo que hagamos un trato, de que si tú me ayudas hacer este trabajo puedes jugar con tu Ipad, eso es una

propuesta, y tú dices sí o no ...okay?...dime una oración donde uses la palabra propuesta o proponer

S:...y si yo saco buenos grados en la escuela me llevas a una un restaurante que tiene comida de Francia

T: ¿y donde está la palabra propuesta? ¿O esa es la propuesta?

S: si, esa es la propuesta

T: okay, ¿qué otra palabra?

S: Enfan Enfada Enfadada

T: Enfadada, la pa, léeme la oración

S: no hay derecho se queja lola en-fa-da-da

T: Enfadada, repite

S: Enfadada

T: enfadada, no hay derecho se queja Lola, enfadada, que paso? En la búsqueda del tesoro alguien encontró el cofre con las monedas y fue Arturo, ahí fue donde Lola dice, no hay derecho, se queja Lola enfadada. ¿Que crees que paso? Mira a ver aquí, que paso, en los dibujos, esta es Lola, tú ves los otros niños, los otros ratoncitos

Arturo y el otro amiguito están felices y cuál

es la cara que tiene Lola

S: está enojada

T: enojada, entonces enojada quiere decir

S: en-fa-da-da

T: ¿cómo?

S: Enfadada

T: enfadada, muy bien, okay, ¿ahora cuál es

la otra?

S: ...hincha los carrillos

T: hincha los carrillos, ¿no sabes qué es eso?

S: no

T: okay

S: no entiendo lo que son

T: lo que eso es

S: si

T: dice, por fin llega el momento del pastel ,

Lola no dice nada, hincha los carrillos como

si fuera a soltar palabras dulces , vemos en

la foto , está el pastel y esta Lola, hincha los

carrillos...cuando tú vas a sol, soplar las

velas de tu pastel como haces? A ver?

Hazme la expresión, como haces?

S: (hace demostración)

T: okay, que inflas? Que hinchas?

S: las..las...los...cachetes

T: los cachetes o las mejillas, en este caso le

llaman cachetes o mejillas le llaman

carrillos...ósea que aquí está hinchando

los...

S: carrillos

T: para soplar las...

S: las velas

Annex 46 6

READ ALOUD

S: suena el timbre, los invitados! al a-

bordaje! Grita Lola corriendo hacia la

puerta, El correo! anuncio el cartero. No

cabe el bul el buzón, pero no hay ninguna

carta para ti bonita, tal vez otro día,

adiós!.... Por suerte al cabo de diez minutos

llegan los piratas Arturo, Luisa, Eduardo y

Edgar, hoy el capitán seré yo porque es mi

cumpleaños, propone Lola. Vale capitán

cabeza de pulpo se burla Edgar... a Lola no

le hace ni pizca de gracia, los piratas nunca

son amables ensiste Edgar... Empiezan los

juegos, en el escondite Lola es la mejor conoce todos los escondrijos de la casa, en el siguiente juego a Lola la hacen prisionera, soltadme reclama, que no soy un indio sino un temible pirata no vale que te haga prisionera el día de tu cumpleaños . En la búsqueda del tesoro quieren encuentra el cofre con las monedas de oro de chocolate es Arturo, No hay derecho! Se queja Lola enfadada, el día de tu cumpleaños tienes que ganar siempre... por fin llega el momento del pastel, Lola no dice nada, hincha los carrillos como si fuera a soltar palabras dulces si no apago todas las velas de un solo soplo hare el ridículo piensa.... Espera que te ayude ayude ayudo grita teo eso sí que no es mi pastel piensa Lola y sopla tan fuerte que las velas salen volando, feliz cumpleaños Lola! a Lola no le gana nadie en abrir regalos a toda velocidad, una película de piratas, me encanta! un collar de perlas falsas de verdad me encanta y esto que es? ... Lola recuerda su promesa, gracias Luisa,

caramba de esto casi no tenía, que bien! dice sonriendo con cara de circunstancias...Lola no tiene tiempo de mirar con calma sus regalos, todo el mundo los coge, ya nadie le presta atención, cabeza de pulpo, cabeza de pulpo! Grita Edgar, después de tomar el abordaje el barco sofá, los piratas están cansados, descansa descansan un rato, de repente Eduardo exclama, aveis visto a Lola? ... Alguien a visto a Lola? Todos la llaman, levantan los cojines, miran en el jardín, Lola no está en ninguna parte, incluso su mamá se preocupó se preocupa...quiero que vuelva mi querida hermana llora tio, papá sube a la habitación de Lola, oye un ligero ruido debajo de la cama, pero que haces ahí cielo? Pregunta papa, espero que se vallan todos, responde Lola...Para Papa coge a Lola en brazos e imita en voz baja el sonido de un ascensor..vuuuuu... Lola sonríe un poco, venga vamos corazón tus amigos te esperan, ahora ya eres mayor....cuando baja todo el

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

mundo grita a coro viva la capitana Lola
 incluso Edgar sonr e amablemente cabeza de
 mosca le dice Lola riendo, la fiesta a
 terminado Lola se asoma a la a la venta y
 grita, os digo adi os desde lo alto de mi barco
 a fe de pirata que ha sido un s per
 cumplea os que me corten los bigotes si
 miento y color n colorado este cuento se ha
 acabado.

Annex 46 7

DISCUSSION AFTER READ ALOUD

T: Okay Laura como te pareci  leer la
 historia esta vez tu sola en voz alta
 S: me pareci  muy Me pareci  muy
 bueno, me gusto
 T:  Por qu ?
 S:  Porque me gusta leer!
 T:  Crees que mejoraste?
 S: si yo creo que mejore
 T:  qu  mejoraste?
 S: en leyendo en espa ol!
 T:  aprendiste palabras nuevas?
 S: si

T:  y que que m s crees que aprendiste?

Aparte de palabras nuevas

S: como el “moral”, como el “moral”

T:  aaa, el mensaje?

S: si

T:  que mensaje te dejo la historia?

S: el mensaje dio que uno ...e... debe debe
 compartir con los amigos en tu cumplea os
 y que , y que uno e, y que e, y que uno no
 siempre gana en el cumplea os

T:  en el cumplea os?

S: eee, cuando es el cumplea os de uno

T:  cu ndo hace juegos?

S: si, Cuando hace juegos uno no siempre
 gana

Annex 47

Book 2 transcript: La coneja busca casa

T: (Teacher)

S: (Student)

Annex 47 1

READING BEFORE FORI

3:00 humido (h medo)

4:01 humida (humeda)

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

5:15 bua (búho)

Student: Eeh, y yo creo que y como dice

5:57 juego (hueco)

busca casa, eh yo creo que buscar otras

6:17 grunido (gruñido)

nuevas casas

6:45 pudria (podría)

Teacher: ok bueno hay.

7:07 las (la)

8:32 tranquiya (tranquila)

Annex 47 3

8:50 era´ (era)

DISCUSSION AFTER FORI SESSION

TEACHER READ ALOUD

Annex 47 2

DISCUSSION BEFORE FORI SESSION

Teacher: ¿Laura me puedes decir cómo se

Teacher: Después que lo que yo acabo de leer el cuento

llama este nuevo libro?

¿Cómo es que se llama el libro?

Student: La Coneja busca a a casa

Teacher: Recuerdas como se llama el libro

Teacher: ok y tú que crees de que se trata el,

Student: La coneja busca casa (risas)

la historia

Teacher: ok, la coneja busca casa

Student: de un conejo que se se cansa de

Teacher: Me puedes contar un pequeño

vivir en la casita de ella y busca otras

resumen sobre el libro

(pausa) casas.

Teacher: sabes que es un resumen

Teacher: Y porque crees que eso es lo que

Student: no

va a pasar en la historia

Teacher: Un resumen es un brief summary

Student: Porque yo veo una coneja que está

hay un silencio

saliendo de su casa y se ve como feliz

Teacher : Que es un summary

saliendo

Student: un short versión of the story

Teacher: ok

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Teacher: Ok entonces, cuéntame la short

version , la corta versión de la historia

Student: Ay y que la coneja quería buscar una casa nueva, porque no porque se cansó de su casa

Teacher: umm y entonces

Student: Y umm , entonces ella se fue a buscar casa

Teacher: ¿Y a qué lugares fue?

Student: A casas de animales

Teacher: ¿Recuerdas algunas de ellas?

Student: siiiii

Teacher: ¿cuáles recuerdas?

Student: Ar-di-lla (deletreado y pausado)

Teacher: Susurra el nombre de Zorrilla

Teacher: los que te acuerdes dígame dímelos

los que te acuerdes

Student: eh zorrillo, ¿si había zorrillo?

Teacher: afirmando

Student: Susurra algo, porque mami es que, es que

Teacher: no se

Student: yo yo yo vi como un animal no se

Teacher: no se

Student: como un zorrillo

Teacher: solo dime los que te acuerdes

Student: Ehh ardilla, zorrillo, otter, otter, no me acuerdo del nombre en español

Teacher: afirmando

Student: buja

Teacher: afirmando

Student: ah un rato de campo

Teacher: afirmando

Student: un oso y un zorro

Teacher:ok

Teacher: ¿Que paso después de que ella recorrió las casas de estos animales?

Student: umm ella se fue para la casa de ella

Teacher: afirmando y entonces

Student: Y

Teacher: Encontró su casa o si va a cambiar de casa o no, ¿si te acuerdas de esa parte?

Student: Ehh ella se quedó en la misma casa

Teacher: porque, recuerdas la razón o no

Student: Porque esta perfecta para ella

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Teacher: ok

Student: Húmedo

Teacher: te gusto la historia

Teacher: húmedo ok

Student: si

Teacher: húmedo viene de la palabra

Teacher: ¿qué fue lo que más te gusto?

humedad (ruidos)

Student: No se

Teacher: ¿sabes que es humedad?

Teacher: ok

Student: No

Teacher: humidity

Annex 47 4

Student: todavía no lo se

DISCUSSION AFTER FORI SESSION

Teacher: ok

CHORE

Teacher: Húmedo es cuando esta como algo

“wet” esa esa es la palabra eh

Teacher: Laura recuerdas las ultimas partes

Teacher: eh y que ok

que leímos juntas, las dos en coro (se
escucha

Teacher: ¿cuál ha sido la parte del libro de la
historia que más te ha gustado?

Un ruido, pero no capto que puede ser)

Student: el de eh cuando el eh el zorro,
cuando la coneja sintió el zorro

Student: hey

Teacher: cuando la coneja sintió el zorro

Teacher: Ok, por favor dime, eh si hasta este
momento todavía hay palabras difíciles de
pronunciar

Student: si

Student: no

Teacher: Es la parte que más te gusto

Teacher: No, crees que y son fáciles

Student: si, el olor del zorrillo

Student: Si

Teacher: y cuál es la parte que menos te
gusto de la historia

Teacher: ¿Existe alguna palabra donde tu no
sepas el significado?

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Student: He cuando ehh, era La primera parte, la primera página (ruido)

Teacher: afirmando

Student: tanto no

Teacher: ¿Por qué?

Teacher: ¿Que dice la primera página?

Student: Que había un eh viejo que vivía arriba de la colina

Teacher: ¿Un viejo?

Student: si,

Teacher: Como así que un viejo muéstrame en que parte en la primera pagina

Teacher: si muéstrame, lee que dice

Student: viejo roble

Teacher: ok

Teacher: Tu qué crees que es un viejo roble?

Student: Un viejo que ronca mucho

Teacher: Bueno mira muy bien, dice en lo alto de una colina, ¿sabes que es una colina?

Había un viejo roble y debajo de él una cueva que era muy cómoda aquí está la

colina En el dibujo ¿Esto que ves aquí que es?

Student: Ehh un árbol

Teacher: un árbol y debajo del árbol que ves

Student: debajo de la colina

Teacher: ¿que hay aquí?

Teacher: ¿qué es esto?

Student: Habitaciones

Teacher: ¡Habitaciones! quien vivía en las habitaciones? Se escucha ruido

Student: Ehh , la coneja

Teacher: la coneja, entonces si aquí dice que hay un viejo roble y debajo de él había cuatro

Habitaciones. que es el viejo roble?

Student: un árbol viejo

Teacher: ¡un árbol, aja! muy bien es un tipo de árbol el roble.

Annex 47 5

READ ALOUD

O:49-Ahí [ALLI]

3:19-Rescoño, un REZONGO [lo repite correctamente]

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

4:43-Todo lo que había caminado a su casa...mmm todo lo que había caminado a su casa. [Repitió la oración pero no leyó la palabra "camino"]

4:58-Directo [DERECHO]

5:00-Casa [CUEVA]

5:02-Ariba [ABRIO]

5:30-Teacher: Vuelve a leer desde aquí por favor porque hay unos errores en unas palabras

Repetición de la última parte del libro

0:25-Ariba...ABRIO [lo repite correctamente]

Annex 47 6

DISCUSSION AFTER READ ALOUD SESSION

T: Laura ¿Cuál crees que es el mensaje de la historia?

S: yo creo que el mensaje de la historia fue.mmm no cambiar lo que tienes... No cambiar y agradezca lo que tienes

T: ¿Por qué crees que ese es el mensaje?

S: porque la coneja quería cambiar su casa y no agradeció. Porque tenía. Porque era perfecto para ella y después ella no le gusto las otras casas que le ofrecieron.mmm y después vio que. La casa que ella vivía es perfecto para ella y.

Annex 48

Book 3 Si le das una galleta a un ratón

T: (Teacher)

S: (Student)

Annex 48 1

READING BEFORE FORI [parte 1]

0:28-Pedri, te pedirá [lo repite correctamente]

0:38-Pedri,te pedirá [lo repite correctamente]

0:42-Servi,servilleta [lo repite correctamente]

0:49-Quera...Quera mirarse [la repetición no fue acertada]

0:53-El [un]

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

1:09-Neces,necesita [lo repite
correctamente]

READING BEFORE FORI [parte 2]

0:02-Recortao [recortado]

0:05-Quera [querrá]

0:33-Lavar [lavara]

0:43-Prova,probablemente [lo repite
correctamente]

0:-Quera [querrá]

READING BEFORE FORI [parte 3]

0:03-Trendras [tendrás]

0:09-Almojada [almohada]

0:20-Almojada [almohada]

0:26-pidera [pedirá]

Annex 48 2

ECHO

0:45-El [un]

1:06-Que, de que [la repetición fue acertada]

2:08-Tutor repite se entusiasma tanto y
estudiante responde acertadamente

2:51-Terminao [terminado]

2:54-pro, probablemente [la repetición fue
acertada]

3:30-tutor repite Se acomodara en la cama, y
sacudirá la almohada varias veces y

estudiante responde acertadamente

4:31-Lieras. Leerás [la repetición fue
acertada]

5:30-tutor repite 2 veces Al ver el
refrigerador , se acordara de y estudiante
responde acertadamente

Annex 48 3

DISCUSSION AFTER FORI SESSION

ECHO

Teacher: Laura acabamos de hacer una
actividad donde yo leía y tú repetías,
¿Recuerdas en el libro, algunas palabras que
para ti son difíciles de pronunciar?

Student: Refridador re

Teacher: refrigerador busca algunas en el
libro y me las muestras

Student: Silencio, se escucha cuando están
ojeando el libro, luego silencio

Teacher: o palabras desconocidas

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Student:ummm

Teacher: ok sigue

Teacher : palabras que tu no sepas su significado

Student: no no mas

Student: ehh, entusiasmada no sé cómo mucho leerlo, o también o Pronunciarlo

Teacher: No hay más palabras, me puedes leer por favor esta palabra

Teacher: sabes el significado de entusiasmada

Student: querrá

Student: no

Teacher:querra que pasa cuando hay doble rr como suena?

Teacher: ok

Student: rra

Teacher: bueno la palabra entusiasmada, ¿puedes leer el párrafo donde dice?

Teacher: entonces como dice querrá, sabes que es esa palabra

Student: se entusiasmará (muy pausado), tanto que va hacer mucho mucho más como, por ejemplo, a ti te gusta mucho leer cierto

Student: Ummm

Student. Si

Teacher: después querrá mirarse en un espejo, entonces que es eso de querra

Teacher: y a veces tú te entusiasmas tanto con un libro que te lo puedes terminar de leer en un día, ¿entonces que será entusiasmará?

Student: es cuando uno quiere algo

Teacher: muy bien, y como se pronuncia

Student: que no puede parar

Student: querrá

Teacher:que no puede parar porque te gusta demasiado , estas muy muy emocionado palabra en inglés.

Teacher: muy bien

Annex 48 4

READ ALOUD

0:21-Pidera [pedirá]

1:15-tis.Tijeras...Tijeritas [la repetición fue acertada]

1:47-Lavar [lavara]

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

- 1:51-Terminao [terminado] -Pues era como, era de un niño que le dio
- 1:53-Probablemente [probablemente] una galleta a un ratón y después, y después
- 2:01-le trenda, le tendrás [la repetición fue emmm otras cosas. Apareció como cuando
- acertada] se vio que tenía leche, también se tenía que
- 2:27-le li, le leerás [la repetición fue cortar el pelo con tijeras, y después tenía que
- acertada] limpiar, después, después estaba cansado
- 2:46-Quera, querrá [la repetición fue entonces le tuviera que hacer la cama y leer-
- acertada] le. Después colorear con el ehhe y poner la
- 3:23-adg, adhesiva [la repetición fue fot, y el va a querer poner la foto en el
- acertada] refrigerador. Después le va a acordar la
- 3:30-y pa.y dará [la repetición fue acertada] leche y después una galleta y de nuevo.
- 3:51-Te pe.Te piara [la repetición no fue Teacher: mmm ok, ¿y qué fue lo que más te
- acertada] gusto de esa historia?
- 4:04-Pidera [pedirá] - eeh me gust, me gusta la imaginación que

Annex 48 5

DISCUSSION AFTER READ ALOUD

Teacher: ¿Me podrías contar esa historia porfavor de nuevo?

Student : Osea que leerlo otra vez?

Teacher: No, contarme lo que tú te acuerdas.

Student: The summary?

Teacher: El resumen

hacen emm de un ratón de las instrucciones de dándole la galleta a un ratón. Pero, osea, no es real.

Teacher: ok, ¡gracias!

Annex 49

**Book 4 Transcript: Ratoncita de oro y las
tres liebres**

T: (Teacher)

S: (Student)

Annex 49 1

READING BEFORE FORI

0:06-liebras (liebres)

0:46-Una...Una (la repetición fue incorrecta,
no leyó la palabra "uno")

0:47-Una (uno)

0:50-Una (uno)

0:51-Pequeña (pequeñita)

0:57-Tazo, tazones (la repetición fue
acertada)

1:05-Pequeño (pequeñito)

1:32-car, cuarto (la repetición fue acertada)

1:50-En la pequeñita, en la pequeñita (la
repetición fue acertada)

1:55-Cuido...Quedo (la repetición fue
acertada)

1:58-Rapido (rápidamente)

2:12-Liebras (liebres)

2:38-Ella se disculpo por haberse tomado
(no leyó)

2:41-y (no leyó)

2:43-Habio (había)

3:04-Que (a)

3:11-Que.Que (la repetición fue acertada)

3:32-A la, a su casa (la repetición fue
acertada)

3:37-Visitas (visita)

3:43-La,le preparo (la repetición fue
acertada)

Annex 49 2

DISCUSSION AFTER

READING.BEFORE FORI

T: Bueno ¿Cómo te pareció este libro que
acabas de leer por primera vez?

S: Es muy.MMM

T: ¿Te gusto?

S: Si

T: Si ¿Qué fue lo que mas te gusto de la
historia?

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

S: Cuando se hizo amigos con el libro. El
libro pequeñito

T: mmm y ¿hubo algún momento en la
historia donde te sentiste como aburrida o en
todo momento te gusto?

S: En todo momento me gusto

T: ¿aprendiste algo?

S: Si. Nunca hacer algo sin permiso del
oh.mmm nunca mmm hacer algo con una
cosa que no es tuya sin preguntar

T: mmm. ya mm ¿descubriste alguna
palabra que te pareció de pronto difícil?

S: liebres libres

T: ¿Cómo se dice la palabra?

S: liebres

T: liebres ok

Annex 49 3

CHORE

0:39-cuedara (quedara)

0:42-Jugaran (jugaron)

Tutor pide que se repita el párrafo dos veces

1:54-Tazo peque...Tazón pequeñito (la
repetición fue acertada)

Tutor pide que se repita el párrafo una vez

2:18-cuar.Cuarto (la repetición fue acertada)

Tutor pide que se repita la oración una vez

2:45-cuido (quedo)

Annex 49 4

DISCUSIÓN AFTER CHORE

T: Laura después de que ya hemos el
ejercicio. Hemos hecho el ejercicio sobre el
Leer en coro las dos al mismo tiempo,
todavía existen algunas palabras que son un
poquito difíciles para pronunciar

S: mmm

T: me puedes mostrar si existen algunas
palabras donde todavía son difíciles para ti

S: No, pero yo sé una palabra que no
entiendo que es bondadoso

T: Bondadoso. Vuelve y lee por favor la
oración donde se encuentra esta palabra

S: Bondadoso ah aquí esta. Los tres se ve,
veían tan bondadosos que ratoncita de oro
no sintió miedo

T: Tu qué crees que bondadoso es algo
bueno o es algo malo

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

S: Algo bueno

T: No que

T: Algo bueno. Cuándo dice ahí que ella no

sintió miedo porque ellos eran muy

bondadosos ¿Qué crees que es palabra?

S: De pronto es que se veían muy buena

gente y muy calmada

T: Exactamente. Y a parte de eso bondadoso

es una persona que no le hace mal a nadie,

que por el contrario ayuda a los demás. Eso

es ser una persona bondadosa, que ayuda a

los demás

S: ¿mm y cómo ve uno y si son bondadosos?

T: Bueno uno dependiendo de las acciones

de las personas. Tu sabes que a veces hay

situaciones donde uno puede necesitar

ayuda, y hay personas que son tan

bondadosos que ofrecen ayuda sin uno

pedirla y siempre están allí ayudando

S: mmm

T: Alguna palabra que te sea difícil

pronunciar, o te parece que ya ahorita

pronuncias bien todas las palabras del libro

S: No

Annex 49 5

READ ALOUD

0:05-Liebras (liebres)

0:30-Una (uno)

0:31-Una (uno)

0:45-Pequeño (pequeñito)

0:58-Se tomo, se la tomo (la repetición fue
acertada)

1:26-ale, alrededor (la repetición fue
acertada)

1:51-Tomao (tomado)

1:55-Es que (palabras añadidas)

Annex 49 6

DISCUSSION AFTER READ ALOUD

T: Hubo algo en donde tuviste un error

¿Dónde fue el error?

S: Era en liebres

T: mm ¿Qué fue lo que tu dijiste?

S: Liebras

T: mm y como se dice

S: Liebres

T: Ok ¿crees que tuviste algún error en esta última lectura?

S: No

T: No, estas segura?

S: Estoy segura

T: ¿mmm te gusto la historia?

S: Si

T: Si, que bueno

T: Por favor hazme un pequeño resumen de este libro. ¿Como se llama este libro?

S: Ratoncita de oro y las tres liebras

T: ¿Las tres qué?

S: liebres

T: Ok, entonces por favor cuéntame un pequeño resumen.

T: Dame pues un pequeño resumen de ese libro.

S: emm había una ratita que... había una ratita pequeña que estaba jugando y vio una casa que nunca había visto. Y ella entro y después vio unas tres, unas, tres platos con avena y... el grande estaba. Y las cosas que encontraba era de cosas grandes, medianas y

chiquitas. Y ella, y ella se usaba todas las cosas que eran chiquitas, la ave, la avena chiquita, la silla chiquita y la cama chiquita. Y después cuando, cuando y después llego los liebres y ella creyó que se iban a enojar pero ellas eran muy dulcen con ellas y ella se quedo un rato ahí con ellos cdy después ella se fue a la casa. Y ese era el cuento.

Annex 50

Book 5 Transcript: el León y el Ratón

T: (Teacher)

S: (Student)

Annex 50 1

DISCUSSION BEFORE FORI

T: Comienza a leer por favor ¿cuál es el título?

S: El León y el Ratón

T: ¿Alguna vez has leído este libro?

S: Si

T: ¿Lo leíste en inglés o en español?

S: En ingles

T: y te acuerdas de que se trata la historia

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

S: Si	3:18-Re, Leon (la repetición fue acertada)
T: ¿sobre qué se trata?	3:22-Puede (puedo)
S: Sobre un León que es más grande	3:47-Un, en (la repetición fue acertada)
entonces cree que el ratón no lo puede	3:48-Un, una (la repetición fue acertada)
rescatar de nada	4:03-Estabe, estaba (la repetición fue acertada)
T: Ok	4:07-De un, de su (la repetición fue acertada)
S: Pero un día sí, pero un día el ratoncito	4:11-Ruido (rugido)
loresca, rescata al león y se vuelven amigos	4:12-De lo, de le (la repetición no fue acertada no dijo la palabra "que")
T: Oh ok, bueno vamos a empezar entonces	4:15-Resulta (resultado)
la primera lectura ok en español	4:27-Rej, reja (la repetición no fue acertada no dijo la palabra "red")
S: Bueno	4:42-Red... Red (la repetición fue acertada)
	4:46-Dejame (déjenme)
	4:56-Podri. Podía (la repetición fue acertada)
	5:06-Y (palabra añadida)
	5:18-Transportaba (transportar)
	5:48-Mordisco (mordisqueo)
	5:59-De una, de una (la repetición fue acertada)

Annex 50 2

READING BEFORE FORI

0:53-Acoralo (acorrало)	
1:00-Ra, rabito (la repetición fue acertada)	
1:37-Re, león (la repetición fue acertada)	
1:42-Boca... Bocaza (la repetición fue acertada)	
2:38-Si me dejas, si me deja ir (la repetición fue acertada)	
2:43-Olviras (olvidaras)	
2:48-Devolver (devolverle)	
3:07-El, al (la repetición fue acertada)	

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

6:07-Suficen. Suficientemente (la repetición fue acertada)

6:14-Pudia (pudiera)

6:27-Que de, que el (la repetición fue acertada)

6:32-Que el del, que le (la repetición fue acertada)

6:55-Ale, alegremente (la repetición fue acertada)

Annex 50 3

CHORE

T: Finalmente, el león se arreglo la melena y puso al ratoncito en el suelo. (se repite una vez)

1:35-Ra, León (la repetición fue acertada)

T: Te perdonare la vida esta vez –dijo el león (se repite una vez)

T: pero no me puedo explicar como una criatura como tu me podría ayudar a mi, el rey de la selva.

3:20-De su (lo suficientemente)

3:27-Res, escapar (la repetición fue acertada)

T: El ratoncito rompió las sogas de la red de una en una hasta que hizo un hoyo lo suficientemente grande para que el león pudiera escapar. (se repite tres veces)

3:39-Can (en)

Annex 50 4

DISCUSSION AFTER CHORE

T: Laura ¿Cuál es la moraleja de esta historia?

S: Que los gran, los. Los amigos chiquitos pueden a veces ser amigos grandes, que dan grande ayuda

T: Ok, entonces ¿Qué significa eso?

S: Que los amigos que son como más chi. Los más chiquitos, mmm como los más jovencitos o algo puede mm hacerte una ayuda muy grande un día

T: mmm, Ok ¿a ti te ha pasado eso? Has llegado a tener una situación de esas

S: mm, No

T: No, donde un amigo más pequeño te pueda ayudar

S: No

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

T: Ok. Por ejemplo, mmm uno podría el caso tuyo con Ana Sofía que Ana Sofía es un bebe ¿tu crees que Ana Sofía te ayuda a ti en algo

S: mmm

T: Di sinceramente tú crees que ella te ayuda en algo

S: Me ayuda a estar acompañada

T: A estar acompañada, ese es un tipo de ayuda

S: Si

T: Puede que ella no pueda hacer cosas por ti con, todavía porque está muy pequeña. De traerte algo si tú lo necesitas. Pero el hecho de darte compañía eso es, eso es una gran ayuda

Annex 50 5

READ ALOUD PART 1

0:22-Pudria (podría)

0:53-Al, arbustos (la repetición fue acertada)

1:32-Boca (bocaza)

1:53-Raton (ratoncito)

READ ALOUD PART 2

0:04-Una rama -Que alivio, una rama -¡Que alivio! (la repetición fue acertada)

0:26-ruig. Ruido (la repetición no fue acertada, no leyó la palabra "rugido")

0:57-Dejame (déjenme)

1:28-Transportara. Transportara (la repetición no fue acertada, no leyó la palabra "transportar")

1:57-Mordisco (mordisqueo)

Annex 50 6

DISCUSSION AFTER READ ALOUD

T: ¿Te acuerdas de la historia?

S: Si

T: Si? ¿Me podrías porfavor contar un pequeño resumen de la historia?

S: Emmm en, entonces el ratón vio a un león que se lo come... y mmm y después dijo que podría ser que un amigo chiquito podría ser muy ayudante... y después un día el león necesitaba mucha ayuda y... y ... y el ratoncito ayudo y ellos se convirtieron en amigos.

*Annex 51***Book 6 transcript: La Ratita Presumida**

T: (Teacher)

S: (Student)

Annex 51 1

READING BEFORE FORI

0:04-Presumi, presumida (la repetición fue acertada)

0:27-Vandidosa (vanidosa)

0:35-El (al)

0:40-aidiel, idial (la repetición no fue acertada, no leyó la palabra "ideal")

0:47-Re, realizaba (la repetición fue acertada)

0:52-Una, uno (la repetición fue acertada)

0:56-Matu, matutinos (la repetición fue acertada)

1:05-Mode, moneda (la repetición fue acertada)

1:10-Un vestido, un vestido (la repetición fue acertada)

1:13-En... Un (la repetición fue acertada)

1:38-Enamorian, anamoran (la repetición no fue acertada, no leyó la palabra "enamorarian")

1:51-El, le (la repetición fue acertada)

2:40-Reconchito (rechonchito)

3:03-Pregu. Gruño (la repetición fue acertada)

3:06-Suer. Cerdo (la repetición fue acertada)

3:31-Pa, plumas (la repetición fue aceptada)

3:37-Aceroco (acerco)

3:43-Deci. Decicio (la repetición no fue acertada, no leyó la palabra "decidio")

5:33-Aton, atonito (la repetición fue acertada)

5:48-Hara (hare)

5:52-Estam, estarnos (la repetición no fue acertada, no leyó la palabra "estamos")

6:00-Santar (cantare)

6:08-Podria (podre)

6:30-Desper, despresiando (la repetición fue acertada)

6:40-Apripiado (apropiado)

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

6:56-El ver. Al ver (la repetición fue acertada)	T: Entonces ahora despues de que acabas de leer tu solita. ¿Cómo, como te pareció la lectura?
6:59-Ratita le pregunto delicadamente susurrando: (parte no leída)	S: Fácil
7:01-Primorarosa (primorosa)	T: ¿Te pareció fácil?
7:11-Tu s, tu si (la repetición fue acertada)	S: Si
7:16-La ri, la ratita (la repetición fue acertada)	T: mmm, ya entiendes todo o existe alguna pregunta o una palabra que
7:22-Como, conmobida (la repetición fue acertada)	S: Vandidosa
7:33-No le, no lo (la repetición fue acertada)	T: ¿Cuál?
7:36-De, dos (la repetición fue acertada)	S: - Vandidosa
8:02-Cola, cola (la repetición fue acertada)	T: Vandidosa?, muéstrame donde esta esa palabra
8:21-Inventarón. Invintaron (la repetición no fue acertada, no leyó la palabra "invitarón")	S: Ve mm, vandidad
8:52-Pudre (podré)	T: Como
8:55-Devo, devorrarte (la repetición no fue acertada, no leyó la palabra "devorarte")	S: Vandidad
9:29-Le, la (la repetición fue acertada)	T: Léala bien mi vida
10:19-Ahi (alli)	S: Vandidad
10:22-Indisa (indica)	T: ¿Ahí dice vandidad?, léala bien
10:26-Aprendiendo (aprendio)	S: Vanidad
	T: Vanidad, ok. Vanidad es, es tener sentimientos solamente por cosas superficiales, por las cosas materiales

Annex 51 2

DISCUSSION AFTER SILENT READING

S: ¿Que son materiales?

T: las cosas que se ven bonitas, si? Entonces una persona vanidosa por ejemplo le gusta ser, siempre verse muy bien, muy bonita, maquillada, organizada con tacones y una persona vanidosa dice, ehh yo sin maquillarme yo no voy a ninguna parte o yo sin estar así súper elegante no salgo, se cuidan demasiado la parte física

S: Ah, entonces no, no son, ¿no hacen ejercicios porque se ensucian y sudan ejercicio?

T: Puede ser o puede que hagan mucho ejercicio para verse súper bien y porque quieren verse muy bien

S: Aah, pero con elegancia?

T: Puede ser sí, hay personas que hacen ejercicio y están maquilladas

S: Y, ¿eh presumida?

T: Presumida es que le gusta mostrar lo que tiene a los demás. Presumir como por decir algo cuando tu sacas una buena nota y tu quieres mostrársela a todo el mundo, pero de

una manera como haciendo sentir mal a los demás como mira yo tengo esto y tu no lo tienes

S: Ah, bragging? 3:16 (ingles)

T: Aja, ok listo

S: Si

Annex 51 3

DISCUSSION TEACHER READ ALOUD

T: Aver, ¿Qué aprendiste de este cuento? ¿cuál fue la moraleja?

S: mm, que uno no sea vandidoso

T: Vandidoso?

S: Vani, vanida

T: Vanidoso

S: Vanidoso y presumido

T: ¿jm, que entonces debe hacer?, ¿qué es lo, que es lo que si debe hacer?, ¿qué es lo opuesto de vanidoso? y de presumido?

S: Que mm, me puedes explicar otra vez vani, ¿vanidoso?

T: Vanidoso es una persona que solo se fija en las cosas superficiales en las cosas de afuera no en los sentimientos, como lo que le paso a ella, a ella porque le gusto el gato

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

porque el gato estaba muy bien vestido,

estaba muy elegante, le hablo muy bonito

S: Ah ósea solo in the outside of them, not in the inside of them.

S: como que come ratones y es mentiroso

T: jm, exactamente. Entonces cual es, cual es la moraleja, como debe ser uno, como debe ser la persona

S: Uno debería ver, mm preguntar más preguntas, cuando uno se valla a casar porque y si uno dice, porque si uno, porque y si, porque y si no después va, se van a de podria, podrían divorciarse o algo

T: Y que más, que otra cosa puede uno aprender de este cuento, ¿a parte de lo del matrimonio?

S: mm, que no sea presumida, ósea que no este bragging no sé cómo es que se dice bragging

T: 2:35 bragging es presumido

S: ah, pero mami que es una palabra sencilla para presumir

T: Una palabra sencilla es como mm, presumir es como también como ostentar como no sé cómo decirte

S: Ostentar

T: También es como mostrar

S: Demostrar

T: Demostrar a los demás

S: Que no esté demostrando a los demás

T: Que

S: Que no esté demostrando lo que uno tiene a los demás

T: Ósea, ser humilde

S: Ser humilde, ¿Qué es humilde?

T: Es eso, es ser uno, tener lo que uno tenga sin estarle diciendo a los demás, mira yo tengo esto y tú no tienes eso y yo hago esto y tu no lo haces, ah yo tengo esto y me valió tanto y esto es muy caro o tener los amigos solo porque ellos tienen cosas caras o porque se ven de determinada manera. No uno debe tener amigos que no importa cómo se vean, que no importa su color de piel, no importa si son pobres, si son ricos, si son

blancos, si son negros, como sean lo importante es mirar los sentimientos de la persona, que sea una persona buena, que sea una buena, una buena amiga, sincera, honesta, ¿ok?

S: Ento, es que no, no

T: Ella no se fijó, ella no se fijó en, en los otros pretendientes que eran buenos pretendientes, pero

S: Y el pato me gusto más porque era como el más ...

Annex 51 4

READ ALOUD

0:18 vandidosa

2:45 (de) no leida

3:50 especto (aspecto)

5:00 dormir (dormiré)

5:10 seramos (seremos)

5:17 podría (podre)

7:30 y envitaron (e invitaron)

8:07 podria (podre)

8: 08 devortarte (devorarte)

9:36 que (de)

9:48 ahí (allí)

Annex 51 5

DISCUSSION AFTER READ ALOUD

T: ¿Laura cómo se llama el libro que acabas de leer?

S: La ratita presumida

T: ¿Y tú me podrías decir un pequeño resumen sobre este libro?

S: Comenzó cuando la ratita... eh cuando estaba caminando una ratita, una ratoncita encontró una moneda, encontró una moneda de oro... y ...se compró un vestido muy lindo y una corbata para la cola, Y pensó, ¿y estaba esperando para el compañero ideal... y pensó que y si estaba por la ventana con el vestido lindo todos se enamoraran de ella y después vino un... un burro y le dijo que ... que y si quiere ser la esposa mmm quiere que ella sea la esposa de él y le pregunto por la noche que harás? Y después dijo “hiunk, hiunk”. Y después vino un (¿puedo ver en el libro el order?

Después vino un cerdo, era gordo y era muy (como es que se llama?) muy elegante? si

muy elegante eeh y le dijo lo mismo y después le pregunto lo mismo y después dijo “oink,oink” y después dijo, y después dijo que no quería ser el marido de ella porque emm tan la espanto. Después vino un emm (¿cómo es que se llama? Susurro) un gallo y le dijo y ella le pregunto lo mismo y dijo que y le dijo lo mismo y des... y el no decía nada por la noche, pero por la mañana decía “kikiriki” entonces ella no le, no mmm no le gusta despertarse con ruido, le gusta despertarse sin ningún ruido. Después vino un perro elegante, que era policía y le dijo que, y le y hizo lo mismo y el dijo que por la noche el decía “guau, guau”; después vino un pato y eeh y le preg.. le hizo lo mismo y dijo que por la noche no decía nada, pero por la, por el día nn mm la ratita estuviera nadando en el agua y el pato cantándole y ella pen... ella le dijo lo mismo porque no podría sobre... sobrevivir en el agua. Después aaah desp y hizo lo mismo todo el día y después vino un gato y aah y el gato

estaba todo elegante con flores en las manos y le dijo. ...mmm... susurrando eemm le dijo susurrando y si y si quería ser él, y si ella quería que sea el esposo de ella... noo la, y si quiere ser la esposa de él. Y, ¿eee ella y le pregunto qué... y si él no va a dor- que hace cuando el duerme? Y el, que el solo duerme en silencio, ¡y después ella dijo tu si me gusta! y no pensó dos veces y después el eeemm se casó, se casaron , y después para comar, para la comida , estaba preparando el almuerzo y después el gato dijo que ahora se pueden devor-tar-se, devorrarse, devortarse , ahora puede devortarse y después hizo para (...) y después pidió para auxilio y todos los pretendientes antiguos la ayudó y después ella se mudó a otra ciudad para empezar una nueva vida y el gato , le hicieron algo al gato por siendo tan mentiroso , después de eso el nunca volvió otra vez. Y dicen que el de pronto ya aprendió también, ¿la lectura? La ...lección.

Y colorín colorado este cuento se ha
acabado.

T: ;Aa

ah ya!

T: ¿Y entonces que era lo que iba a hacer el gato?

S: ¿La iba a devortarse?

T: A devorar. que es devorar?

S: Devorar es cuando se la va a comer

T: Entonces el gato se la ...

S: Iba a comer

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

As part of my BA Research Project at the University of Saint Thomas, Colombia, I am conducting a survey that investigates the strategies and conditions of *Language Develop: Becoming Bilingual in a Monolingual School Program*. I will appreciate if you could complete the following table. Any information obtained in connection with this study that can be identified with you will remain confidential.

Respondent's details:

Name: Yanine Israel Age: 29 Gender: Female Level of education: Associate degree

Native Language: Spanish Number of children: 2 Children's ages: 1 and 9

5- always 4- often 3- sometimes 2- rarely 1- never

What you do as a parent raising a bilingual child

I speak to my child using our first language in a daily base	4				
I read books to my child in our first language	1				
I encourage my child to use our native language at home	3				
I encourage my child to practice our first language with his friends	1				
I watch TV shows or movies in our home language with the kids	2				
I write my child notes in our first language	1				
I teach my child academic vocabulary in our native language	2				
I expose my child to our first language by listening music	3				
I teach my child nursery rhymes, chants, songs from our culture using our first language	1				
I teach and play games I used to play in my childhood using our native language	2				
I schedule my child play dates with friends just to practice our home language	1				
I enroll my child to activities that are related to our cultural background that offers exposure to our first language.	2				
I tell stories about our culture to my child using our first language	3				

Thank you very much for your cooperation,

Johanna Quintero

Researcher

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

As part of my BA Research Project at the University of Saint Thomas, Colombia, I am conducting a survey that investigates the strategies and conditions of *Language Develop: Becoming Bilingual in a Monolingual School Program*. I will appreciate if you could complete the following table. Any information obtained in connection with this study that can be identified with you will remain confidential.

Respondent's details:

Name: Dayana Perozo **Age:** 40 **Gender:** Male/ Female F
Level of education: Master Degree **Native Language:** Spanish
Number of children: 1 **Children's ages:** 8 Years

5- always 4- often 3- sometimes 2- rarely 1- never

What you do as a parent raising a bilingual child

I speak to my child using our first language in a daily base	5				
I read books to my child in our first language	4				
I encourage my child to use our native language at home	5				
I encourage my child to practice our first language with his friends	4				
I watch TV shows or movies in our home language with the kids	2				
I write my child notes in our first language	4				
I teach my child academic vocabulary in our native language	4				
I expose my child to our first language by listening music	4				
I teach my child nursery rhymes, chants, songs from our culture using our first language	3				
I teach and play games I used to play in my childhood using our native language	3				
I schedule my child play dates with friends just to practice our home language	2				
I enroll my child to activities that are related to our cultural background that offers exposure to our first language.	4				
I tell stories about our culture to my child using our first language	4				

Thank you very much for your cooperation,

Johanna Quintero

Researcher

Annex 53

As part of my BA Research Project at the University of Saint Thomas, Colombia, I am conducting a survey that investigates the strategies and conditions of *Language Develop: Becoming Bilingual in a Monolingual School Program*. I will appreciate if you could complete the following table. Any information obtained in connection with this study that can be identified with you will remain confidential.

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

Respondent's details:

Name: __Marianela Robbins__ Age: __40__ Gender: Male/ Female

Level of education: Associate Degree____ Native Language: __English/dad__ Spanish /mom__

Number of children: __2__ Children's ages: __4 and 2__

5- always 4- often 3- sometimes 2- rarely 1- never

What you do as a parent raising a bilingual child

I speak to my child using our first language in a daily base		4			
I read books to my child in our first language			3		
I encourage my child to use our native language at home		4			
I encourage my child to practice our first language with his friends			3		
I watch TV shows or movies in our home language with the kids			3		
I write my child notes in our first language					1
I teach my child academic vocabulary in our native language		4			
I expose my child to our first language by listening music		4			
I teach my child nursery rhymes, chants, songs from our culture using our first language		4			
I teach and play games I used to play in my childhood using our native language			3		
I schedule my child play dates with friends just to practice our home language					1
I enroll my child to activities that are related to our cultural background that offers exposure to our first language.					1
I tell stories about our culture to my child using our first language		4			

Thank you very much for your cooperation,

Johanna Quintero

Researcher

Annex 54

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

As part of my BA Research Project at the University of Saint Thomas, Colombia, I am conducting a survey that investigates the strategies and conditions of *Language Develop: Becoming Bilingual in a Monolingual School Program*. I will appreciate if you could complete the following table. Any information obtained in connection with this study that can be identified with you will remain confidential.

Respondent's details:

Name: Paulo Martinez Age: 37 Gender: Male Female
 Level of education: College Native Language: Spanish
 Number of children: 3 Children's ages: 6, 3, 8mth

5- always 4- often 3- sometimes 2- rarely 1- never

What you do as a parent raising a bilingual child

I speak to my child using our first language in a daily base	x				
I read books to my child in our first language	x				
I encourage my child to use our native language at home	x				
I encourage my child to practice our first language with his friends			x		
I watch TV shows or movies in our home language with the kids		x			
I write my child notes in our first language			x		
I teach my child academic vocabulary in our native language		x			
I expose my child to our first language by listening music	x				
I teach my child nursery rhymes, chants, songs from our culture using our first language		x			
I teach and play games I used to play in my childhood using our native language	x				
I schedule my child play dates with friends just to practice our home language				x	
I enroll my child to activities that are related to our cultural background that offers exposure to our first language.				x	
I tell stories about our culture to my child using our first language	x				

Thank you very much for your cooperation,

Johanna Quintero

Researcher

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

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Respondent's details:

Name: ____Enny Melo____ Age: __38__ Gender: Male/ Female X

Level of education: ____Bachelor Degree____ Native Language: _Spanish____

Number of children: ____2____ Children's ages: __1 y 4____

5- always 4- often 3- sometimes 2- rarely 1- never

What you do as a parent raising a bilingual child

I speak to my child using our first language in a daily base		4			
I read books to my child in our first language		4			
I encourage my child to use our native language at home	5				
I encourage my child to practice our first language with his friends			3		
I watch TV shows or movies in our home language with the kids				2	
I write my child notes in our first language	5				
I teach my child academic vocabulary in our native language		4			
I expose my child to our first language by listening music	5				
I teach my child nursery rhymes, chants, songs from our culture using our first language		4			
I teach and play games I used to play in my childhood using our native language		4			
I schedule my child play dates with friends just to practice our home language				2	
I enroll my child to activities that are related to our cultural background that offers exposure to our first language.			3		
I tell stories about our culture to my child using our first language			3		

Thank you very much for your cooperation,

Johanna Quintero

Researcher

RAISING A BILINGUAL CHILD: NURTURING FIRST LANGUAGE AT HOME

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Respondent's details:

Name: ___Fernanda Dasilva_____ Age: 33 Gender: Male/ **Female**

Level of education: Masters Native Language: Spanish

Number of children: 2 Children's ages: 7 & 4

5- always 4- often 3- sometimes 2- rarely 1- never

What you do as a parent raising a bilingual child

I speak to my child using our first language on a daily base	4				
I read books to my child in our first language	2				
I encourage my child to use our native language at home	2				
I encourage my child to practice our first language with his friends	2				
I watch TV shows or movies in our home language with the kids	3				
I write my child notes in our first language	1				
I teach my child academic vocabulary in our native language	3				
I expose my child to our first language by listening music	4				
I teach my child nursery rhymes, chants, songs from our culture using our first language	3				
I teach and play games I used to play in my childhood using our native language	2				
I schedule my child play dates with friends just to practice our home language	1				
I enroll my child to activities that are related to our cultural background that offers exposure to our first language.	3				
I tell stories about our culture to my child using our first language	4				

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Johanna Quintero

Researcher

Language Development: Becoming Bilingual in a Monolingual School Program