



A CASE STUDY OF FIVE YOUNG JAPANESE STUDENTS
ACQUIRING SPOKEN ENGLISH IN THAILAND

MASAKO TSUCHIYA

A THESIS SUBMITTED
FOR THE DEGREE OF MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
MA-ELT


GRADUATE SCHOOL OF ENGLISH (GSE)
ASSUMPTION UNIVERSITY
BANGKOK, THAILAND.

NOVEMBER, 2007

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MASAKO TSUCHIYA

ID: 4829751

A large, faint watermark of the Assumption University of Thailand seal is centered on the page. The seal is circular with the university's name in English and Thai. In the center is a shield with a cross, a lily, and a ship. Below the shield is a banner with the motto 'LABOR OMNIA VINCIT'.

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The logo of Assumption University of Thailand is a circular emblem. It features a central shield divided into four quadrants: top-left (blue with a white lily), top-right (white with a blue sailboat), bottom-left (white with a blue star), and bottom-right (red with a white cross). The shield is flanked by golden laurel branches. Above the shield is a golden crown. Below the shield is a golden banner with the Latin motto "LABOR OMNIA VINCIT". The outer ring of the emblem contains the text "ASSUMPTION UNIVERSITY OF THAILAND" at the top and "มหาวิทยาลัยอัสสัมชัญ" at the bottom, with "SINCE 1969" in the center of the bottom arc.

ASSUMPTION UNIVERSITY, BANGKOK,
THAILAND

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Thesis Title A Case Study of Five Young Japanese Students
Acquiring Spoken English in Thailand

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The Graduate School of Assumption University has approved this final report of the twelve-credit course, 7000 Thesis, submitted in partial fulfillment of the requirements for the degree of Master of Arts (ELT/ELL)

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PLAGIARISM STATEMENT

I certify that all the material in this study which is not my own work has been identified and acknowledged, and that no materials are included for which a degree has already been conferred upon me.

.....
Signature

Masako Tsuchiya

Date:



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Abstract

There are a growing number of Japanese students studying English outside school in Thailand and it is consequently important for teachers to understand how Japanese children acquire English. Thus, this study focuses on how five Japanese children acquire English in an informal setting. The purposes of this study are to investigate what progress can be seen in children's development of English in an informal setting (in the *Voice Hobby Club*) and how children use language for developing cognitive processes.

In order to help answer the research questions, video tape recording were made and transcribed over a period of three months at the *Voice Hobby Club* in Bangkok, Thailand.

The results indicate that with the help of the teacher and the peer group, the children can progress albeit in a rather limited way in acquiring English. However, it would seem that the language or languages that the students have, in these cases Japanese and English, can be used to develop some of the basic cognitive processes. Also, although the students' languages were limited by their age and experience, they used the two languages to access the meaning of the objects, which is what a bilingual child does in switching codes. In the final chapter of this thesis, the question is posed as to whether the present format of the *Voice Hobby Club* is really as effective as it could be. Suggestions are made for what might be termed a 'mini' English immersion as a more effective program.

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CHAPTER ONE

Introduction

Introduction

This introductory chapter presents a brief background to this research study, *A case study of five young Japanese students acquiring spoken English in Thailand*. It also includes the rationale of the study and objective and significance of the study. The research questions the study tries to answer will be outlined. The chapter will end with the general organization of the chapters of this thesis.

1.1 Background

1.1.1 Background of Japanese students in Thailand

In Thailand, there are currently 40,249 Japanese residents and it is estimated that the number of Japanese residents will continue to increase due to business opportunities. Among Japanese residents in Thailand, there are 2,206 students attending the Thai-Japanese Association School (TJAS) according to the survey of Japanese Embassy of Thailand in May 2007 and it is known as the second biggest Japanese school outside Japan.

The medium of instruction used in TJAS is Japanese and taught by native speakers of Japanese who have been chosen carefully by the Japanese Ministry of

Education. The class is highly controlled by the teacher and students are able to receive the same educational style and level as schools in Japan. English education is conducted from grade three in TJAS.

Most of the students' parents are representatives of relatively well-known Japanese companies and their contract of working outside Japan is for an average of three to five years. Thus, many students go back to Japan once their parents' contract is fulfilled and these students re-enter school in Japan. Because of the advantage of being schooled abroad, students are given opportunities to enter privileged private Japanese schools. Moreover, there is a parental wish for their children to learn English while the family is staying outside Japan, thus there is a great demand for extra English courses outside of school.

1.1.2 The current English class situation at the *Voice Hobby Club*

The Voice Hobby Club offers various kinds of learning experiences such as painting, cooking, musical instruments, penmanship, decorating flowers and English for Japanese residence in Thailand.

The objective of the English course is “Play with English” and it is designed for Japanese young children to acquire the necessary English skills through playing

different kind of games. There are four female and one male Japanese students aged six or seven years old, who will be involved in this study. The level of students is beginner and the medium of class is mostly Japanese. Each lesson is one hour long and held once a week.

Through games, students are given opportunity to practice different English skills; speaking, reading, writing and listening. Games such as Cards, Chess, Draughts and Bingo are frequently used for introducing English verbs, adjectives such as numbers, names of animals, body parts and colors.

The acquisition of the English language may take some time and as the students are young, using games in the language classroom may help children to see learning English as enjoyable and rewarding (Phillips 1993: 79).

1.2 Rationale of the study

In the field of teaching young learners, there are two major theorists; Jean Piaget and Lev Vygotsky, who have made significant contributions in child's language development. In order to understand the process of learning language for young children, it is also important for us to look at and understand other aspects, such as the child's life and situation because learning language engages in other significant development

such as cognition (Foley and Thompson 2003:29).

Jean Piaget was a Swiss developmental psychologist whose work was concerned with how young children function in the world that surrounds them and how this influences their mental development. His view was that thought is seen as deriving from action. It is the action which is fundamental to cognitive development. Thus, language is structured by and dependent upon thought (Cameron 2001: 3; Foley and Thompson 2003: 29).

Lev Vygotsky was a Russian psychologist who believed that there is a strong link between a child and the environmental surroundings. Cognitive construction is always socially mediated and it is through action and social interaction that learning development takes place (Foley and Thompson 2003: 58-59; Bodrova and Leong 1996: 8-9).

Detailed information of Piaget and Vygotsky will be discussed in chapter two. A theoretical framework of Lev Vygotsky which has been adapted by Painter will be used for data analysis in this study. Moreover, understanding ideas from both theorist's works can inform us how we as teachers can find ways to enhance a child's development.

1.3 Objectives and significance of the study

- To investigate the progress made in children in learning English.

It is hoped that the findings of this research will help both present and future teachers to have insight into how Japanese children might acquire English in a basically informal setting. Also, the researcher hopes that this research will help teachers to think of ways to assist children and ways to be a conduit for children to become an independent learner in the future.

1.4 Research questions

To achieve the above objective, this study is conducted to answer the following questions;

- What progress can be seen in children's development of English language?
- How do children use language for developing cognitive processes?

1.5 Terminological definitions

1.5.1 *Young learners* in this thesis means aged between six and seven years old.

1.5.2 *TJAS* is the abbreviation of *Thai-Japanese association school* in this thesis.

1.5.3 *Scaffolding* in this thesis means the teacher's talk that supports a child in

carrying out an activity and ultimately in helping to develop their cognitive awareness.

1.5.4 *Cognitive processes* in this thesis means that the process of learning develops higher mental functions such as naming, categorizing, comparing, generalizing, making cause-effect links and inferring.

1.6 Organization of the chapters in the study

There are five chapters in this thesis:

- Chapter one commences with a general introduction to the study, including the background, the aims and significance of the study and briefly provides the information as to how the research is going to be conducted.
- Chapter two gives some of the theoretical and practical issues related to child language acquisition from the psychological, philosophical and sociological points of views.
- Chapter Three further explains the methodology adopted in the study, describes the subjects being studied, the instruments of data collection, procedure of data collection, and the data analysis procedure.
- Chapter Four presents the results of the data collected from video tape recording, the findings and the analysis.

- Chapter Five summarizes the findings, discusses the limitation of the study, and offers suggestions for the present and future teachers who teach Japanese young learners in an informal setting.



CHAPTER TWO

Literature Review

2.1 Introduction

The review presented here attempts to identify some of the theoretical and practical issues related to the child language acquisition. First psychological and philosophical views of Jean Piaget, Lev Vygotsky and Jerome Bruner will be discussed. Second, Halliday and Painter's insights on how children learn language and use language in the development of their cognitive processes. Finally, theories on bilingualism will give ideas on process and progress in acquiring two languages.

2.2. Understanding how children learn language from Psychological and Philosophical view

2.2.1 Jean Piaget

Jean Piaget (1896-1980) was a Swiss developmental psychologist who is known as one of the most influential authors in relation to human language to other cognitive and social kinds of knowledge, and how it changes during development (Elliot 1981: 38).

He found a significant shift in approach and emphasis in the study of growth of intelligence within the child (Foley and Thompson 2003: 29). Piaget put emphasis on

the role of the child's interaction with physical objects in developing mature forms of thinking. Piaget described a child as an "active learner" and they learn alone in the world of objects (Cameron 2001: 2; Bodrova and Leong 1996: 29). It is through taking action to solve problems that learning occurs and it is action which is fundamental cognitive development takes place and not the language.

Also, his view of the child's development occurs at all ages by the interaction of two fundamental processes, which he calls assimilation and accommodation. Assimilation involves taking information from the world through the senses and making a comparison to the information already stored in the brain. The brain contains many schema which allow each individual to interpret and understand our reality. Suppose, if our schema can account for the current information as supplied by assimilation, then no further work is necessary; individuals understand the world as it is presented. However, if the new information is newer than existing schema then we must either create or enlarge or modifying existing schema so as to process the new information. This active process is known as accommodation. According to Piaget, cognitive growth occurs as new schema are modified or created to fit the demands of reality (Cooney, W., C. Cross and B. Trunk 1993: 240-267).

From Piaget's theoretical view, it should be emphasized again that at all stages,

the process of cognitive growth is the same that in that there is an interplay between assimilation and accommodation. A child's thinking develops as gradual growth of knowledge and intellectual skills towards a final stage of formal logical thinking. At each stage, the child is capable of some types of thinking but still incapable of others. This is because children's sense-making is limited by their experience. Also, the source of intelligence lay not in the social group, but rather in the individual's own actions on his environment. Language development will be constrained by cognitive development in that there will be aspects of language which the child will be able to master only after he has attained a corresponding level of cognitive control.

Piaget considered people are of secondary importance, while the objects and the child's action on objects are primary importance for development. Language is more a by-product of intellectual development than one of its roots. Language can increase the "power of thought in range and rapidity" by representing actions, liberating thought from space and time, or organizing actions. Knowledge of how children acquire or apply knowledge that is transmitted by adults is not relevant in determining a child's developmental level. A child's current developmental status determines his ability to learn and can not be changed by the learning itself. Thus, all teaching should be adjusted to the existing cognitive abilities of a child (Bodrova and Leong 1996: 28).

Criticisms on Piaget's work

Many researchers said that Piaget underestimated the importance of language in cognitive development. First of all, Piaget has misconstrued and underestimated the role of other people in a child's development (Elliot 1981: 43-45). It is found from other research that, when appropriate language, objects and tasks are used, very young children are capable of many of ways of thinking. Second, an important dimension of children's lives that Piaget neglects is the social; it is the child on his or her own in the world that concerns him, rather than the child in communication with adults and other children (Cameron 2001: 3). Third, Piaget's own children were used as sources of information in the development of his theory and this has often criticized. The fact that more elaborate observations, involving large numbers of other children and different nationalities should have been studied (Hergenhahn 2001: 276). Also, recent evidence has suggested that young children arrive at school with many more capabilities than was previously thought, and than was suggested by Piaget. Whitebread suggested that children's abilities were being systematically under-appreciated by teachers and Piaget. In school, children were being faced by ideas or tasks taken out of any meaningful context, and there are no clear purposes given to students, and thus, students were finding tasks and activities difficult. However in the home environment, when the same

ideas or tasks occurred naturally, embedded in real meaning and purposes, the same children understood and managed them with ease (Whitebread 1996: 3).

2.2.2 Lev Vygotsky

Lev Vygotsky (1896-1934) was a Russian psychologist who fore-grounded the importance the language and people in the child's world as his central focus. He believed that a child is a social being and there is a strong link between a child and the environment the surroundings. He suggested that language provides the child with a new tool, opens up a new opportunities for doing things and for organizing information through the use of words as symbols.

His theory is based on the children's development occurs on a social level within a social context. Vygotsky's view of the child learning can be summarized as determined by social functioning as follows; children interact with others, then speech is gradually internalized until speech becomes the means for self-directed mental activity. Therefore, it is intellectual growth that is contingent upon learning language which he regards as the social means of thought. Thought and intellectual development are dependent upon language that has been developed and expanded by other researchers (Foley and Thompson 2003: 59).

Vygotsky believes that the child is an active learner in a world full of other

people. Those people play an important role in helping children to learn, bringing objects and ideas to their attention. Adults act as mediation in the world for children and make it accessible to them. With the help of adults, children can do and understand much more than they can on their own.

Vygotsky makes a distinction between the learning and development of a child. Learning is related to formal educational contexts. Development happens in a more naturalistic or less contrived way.

One of his most well-known theories, the zone of proximal development (ZPD), was introduced by Vygotsky. ZPD is used to explain the distinction between a child's actual development and the child's potential development. ZPD refers to what the child can do with the help of the adult and Vygotsky suggested that intelligence was better measured by what a child can do with skilled help because different children at the same point in development will make different uses of the same help from an adult. He suggested that in order to assess the potential developmental level of a child,

1. Present the child with a problem
2. Present the solution which is just beyond present mental capacities
3. Allow the child to interact with another person while working out the solution

This process allows the child to arrive at the solution which provides a more accurate

assessment of the intellectual capacity than tests such as IQ test.

Vygotsky's view the language as interacting with the individual's cognitive and social development as serving their continuous development.

Speech which begins as a shared social activity and which is created by the child through interaction with others become a principal means of the mental regulation and refinement of their individual behavior. Vygotsky described three types of regulations inherent in communication activities

1. Object-regulation

- person is said to be object-regulated when directly controlled by the environment.

2. Other-regulation

- when a person is controlled by another person.

3. Self-regulation

- where speech or spoken language is used to control oneself through self-directed utterances.

Learning to do things and learning to think are both helped by interacting with an adult. Vygotsky saw the child as first doing things in a social context, with other people and language helping in various ways, and gradually shifting away from reliance

on others to independent action and learning

In deciding what a teacher can do to support learning, we can use the idea that the adult tries to mediate what next it is the child can learn; this has applications in both lesson planning and in how teachers talk to pupils minute by minute in the class.

2.2.3 Jerome Bruner

Several researches have implemented Vygotsky's idea of ZPD and tried to find how exactly the child reaches the upper limit of the zone and Bruner is one of them. For Bruner, language is the most important tool for cognitive growth for a child. Bruner had investigated how adults use language to mediate the world for children and help them to solve problems. Bruner's research added insights to the understanding of the ZPD, and how it works and assist teachers who want to use the ZPD to improve their teaching.

Bruner conducted the research on the effect of using scaffolding by adults which is the talk that supports a child in carrying out an activity. He found out that the use of scaffolding within the ZPD allows children to perform at a higher level. Though the task does not change, with scaffolding, children completed the task easily. Little by little, the level of scaffolding decreases as the children take more responsibility for performance of the task (Kellough, R and N, Keooough 2003: 295). For example, in the class, teacher would like to teach how to count from one to ten with a young student.

At first, the teacher counts out loud with the child which is the maximum level of scaffolding. As this point, the teacher takes responsibility and the control of counting. Gradually, teacher begins to reduce the level of scaffolding, then eventually a child will be able to count one to ten on his or her own (Cameron 2001: 8-11; Bodrova and Leong 1996: 41-43). From this experiment, he listed effective characteristics of scaffolding given by adults as follows:

1. Adults made the children interested in the tasks
2. Adults simplified the task, often by breaking it down into smaller steps
3. Adults kept the child on track towards completing the task by reminding the child of what the goals was
4. Adults pointed out what was important to do or showed the child other ways of doing parts of the tasks
5. Adults controlled the child's frustration during the task
6. Adults demonstrated an idealized version of the task

(Cameron 2001: 8)

He also found out that good scaffolding helped to find the needs of a child and it made possible for children to become more competent. This has led to the recognition that a certain style of interaction between adults and children, and between pairs or small

groups of children can be enormously beneficial to learning. Bruner's other major contributions to our understandings about young children as learners are encapsulated in his phrase 'the spiral curriculum'. This is to say that anything can be taught to children of any age, provided it is presented in a way which is accessible to them. Therefore, having encountered a set of ideas at a practical level when they are young, they will use this knowledge to help them understand the same ideas at a more symbolic or abstract level when they are older (Whitebread 1996: 6).

By using Bruner's investigation, Wood (Wood 1998, cited in Cameron 2001: 8) suggested that teachers can scaffold children's learning in various ways;

- 1) Teachers can help children to attend to what is relevant by suggesting, praising the significant, providing focusing activities.
- 2) Teachers can help children to attend to adopt useful strategies by encouraging rehearsal, being explicit about organization.
- 3) Teacher can help children to attend to remember the whole task and goals by reminding, modeling and providing part-whole activities.

These are very helpful for teachers when teaching children.

Bruner has also provided another useful idea for language teaching in formats and routines. Repeated use of language allows the child to predict what is coming. More

routines are used in classroom, there is high participation from children so it allows less and less scaffolding to be needed. Routine in classrooms increases the familiarity of the event or activity thus it gives an opportunity for children to predict meaning and increases intentions. Moreover, repeated language offers a way to add variation which can involve more complex language. Also, routine allows children to continue to understand and allows the child to actively make sense of new language from familiar experience and provide a space for language growth (Cameron 2001: 9).

2.3 Understanding how children learn language and develop cognition from a sociological point of view

2.3.1 M.A.K. Halliday

Halliday made a study of the language development of his son, Nigel from the age of nine months till two-and-a-half years old. From this study, he puts the stress on the fact that the child's language develops because of his social needs to interact with other people. Halliday developed the theory of language which emphasizes the central importance of social action and has been concerned with describing how the organization of language is related to its social use (Foley and Thompson 2003: 69-70). Humans have placed on language that have given it a certain organizational shape,

reflecting just a few basic functions of language, which he calls metafunctions. The fact that language is organized in terms of these metafunctions makes it readily learnable by the infant, while conversely, it is by looking at how language evolves in the history of the individual that its functional organization can be most clearly demonstrated (Painter 1989: 8).

According to Halliday,

“Language would have begun in the form of a small number of signs for expressing general meanings relating to the needs of human beings in their relations with others: meanings such as ‘give me’ (some object), ‘do (some service) for me’, ‘behave (in a certain way) for me’, and also ‘be together with me’, ‘come and look (at this) with me’, ‘I like (that)’, ‘I’m curious (about that)’, ‘I don’t like (that)’, and so on. The essential function of the symbol is that of sharing shared action, or shared reflection.” (Halliday 1989:8-9 cited in Painter 1999: 6).

Learning a new language is learning how to behave linguistically in a new culture. Learning a first language requires understanding how everyday social events are organized linguistically within that speech community. Thus, individuals who have successfully learnt the rules are able to present themselves as the members of that community. It is through the process of socialization, education and enculturation that

young children learn to be communicatively competent within the speech community of their family, friends and neighborhood (Foley and Thompson 2003: 68-74).

2.3.2 Clare Painter

Painter had studied her second son Stephen to extend on the study of Halliday by focusing particular attention on language as a resource of learning. She suggests several psychological categories of learning language such as naming, categorizing, comparing, generalizing, making cause-effect links, hypothesizing and inferring. Those are most usefully seen as strategies for meaning or reflections of our thinking processes, process of cognitive development.

Her view is that it is with and through language that the child builds an internalized, interpersonal framework for making sense and meaning making that creates a view of the world in which they are growing up. This internal cognitive schema is built with and through language. Also, she adds that the child learns a language through interaction with others, then, moves toward a more private use of language. Using Vygotsky's terms, this can describe as a child moves from object and other-regulation towards self-regulation (Foley and Thompson 2003: 79-81).

Moreover, Painter has categorized the differences between two kinds of knowledge; commonsense knowledge and educational knowledge for the purpose of

understanding how these two forms of knowledge are essentially a developmental tool for children.

“Commonsense knowledge” is driven by interaction within the home, mainly between caregiver and child. When a child goes to school, he or she must learn what is called “educational knowledge.” In school, the child must learn appropriate interaction patterns within much larger, more formal groupings. Behaviors such as raising the hand to ask questions, taking part in group discussions are needed to be learnt by the child.

Characteristics between Commonsense knowledge and Educational knowledge

Commonsense Knowledge	Educational Knowledge
Relevant to a specific context	Universalistic in orientation
Based on personal/shared experiences	Distant from personal experience
Based on language mediated observation	Based on semiotic representation and participation
Concrete non-technical meanings	Abstract and technical meanings
Negotiated in spoken language	Constitute in written language
Built up unconsciously	Build up consciously
Built up slowly and gradually	Build up rapidly
Pace of learning at discretion of learner	Pace of learning at discretion of instructor
Built up piecemeal, fragmented way	Systematically presented, logically sequenced within a topic
Lack of insulation between topics	Disciplinary boundaries may be maintained.

(Painter 1999: 71, cited in Foley and Thompson 2003: 146)

Painter suggests that this commonsense knowledge can help to facilitate the child’s transition into literacy and the sort of learning that takes place in the more formal school

setting. Children will only learn how to use the mother tongue; the local, specific version of the natural human communication systems, by interacting with the people around them in the context of social events. Also, children may have an innate ability to acquire the language(s) of their home environment, but they still have a lot of learning to do about how to use language in particular ways within the community (Painter 1999: 33).

2.4 Bilingualism

According to Beardsmore, bilingualism can be defined as below;

“Bilingualism must be able to account for the presence of at least two languages within one and the same speaker, remembering that ability in these two languages may or may not be equal and that the way the two or more languages are used plays a highly significant role”(Beardsmore 1982:3).

Many children are growing up in a bilingual, or multi-lingual, community. A multilingual environment increases the option available to the child for new ways of thinking and learning different languages rather than their first language. The bilingual child is exposed to a wider range of experiences due to the greater amount of social interaction involved in learning two languages, thus, the child not only learns information about the language but also information about the world (Cummins and

Swain 1986: 15). Children who are introduced to a second language during the first three years are known as simultaneous bilinguals. Whereas children who are exposed to a second language only after the age of three are said to be sequential bilinguals (Goodz 1994: 61). The focus of this study is sequential bilingualism.

What is important for the bilingual child is the balance between actual and potential use of two language systems in their daily lives. Bilingual, young children have wider options to draw out linguistic system when interacting with others. There are seven discourse options available for the bilingual child when communicating with a participant. The figure of Thompson (1999: 11) is listed below:

(Discourse option)	(Discourse types)
Option 1	Silence
Option 2	Non-Verbal response
Option 3	Language 1
Option 4	Language 2
Option 5	Language 1 with code switch into Language 2 (L1→L2)
Option 6	Language 1 with two codes switches (L1→L2→L1)
Option7	Language 2 code switch into Language (L2→L1)

When both speaker and listener speak more than one language, code-switching is essential in order for them to communicate effectively. For the bilingual participants, speaker’s choice of language is very important because this would determine the type of discourse to be made available.

According to Foley and Thompson,

“What have been put together by the learner are systems of meaning, therefore it is axiomatic that our most important learning resource is language. Using this resource of learning is to create or participate in the creation of discourse, where meaning becomes observable in its realization in both its lexical and grammatical structures. It means that the process of learning develops higher mental functions such as the eighteen psychological categories identified by Painter which includes naming, categorizing, comparing and so on that are all most usefully seen as a strategies for meaning, or reflections of out thinking processes” (Foley and Thompson 2003: 101).

In the following example of Francesca which is drawn from the study of Samboo (1998, cited in Foley and Thompson 2003: 102) demonstrates some features of cognitive awareness has taken place in child’s mind.

Example 1) Categorizing

Francesca started to show a limited ability to categorize things according to functions, situation, association and her experience. Here, the color yellow reminds her of bananas, thus she categorizes bananas as something yellow. When her mother mentions another color, Francesca is still focusing on the bananas and what bananas are for, eating.

(Francesca at 23 months 20 days)

Francesca: (Holding yellow play-dough) Banana

Mother: Banana is yellow. Correct clever girl! This is blue.

Francesca: Banana. Eating banana.

Example 2) Naming

(Francesca 28 months 9 days)

Mother: What color is the elephant? What color is this? What color?

Francesca: Pupu Pupu [meaning kupu: butterfly] (pointing to a butterfly mould)

Mother: Make pupu? Butterfly say!

Francesca: [fi:]

From the above examples, Francesca uses the language as a resource to send her messages and intentions to people around her, participate in the world in which she is learning to live her life. As Vygotsky described learning as a tool, children learn and try to figure out how the language works effectively so that children will be able to use a “tool”(language) in many ways to live in the society.

By using this framework of Painter’s categories and the theories of Vygotsky,

the researcher hopes to be able to identify how student's development of language (English) and how does this reflect their cognitive development in English when they probably already have this in Japanese. Vygotsky theories of socialization and language are seem as important, moving from 'object' regulation to 'other' regulation and eventually it is hoped to some degree of 'self' regulation.



CHAPTER THREE

Methodology

3.1 Introduction

This chapter provides an explanation of the research design of the study.

Included in the explanation are restatements of the research questions, the description of research context, the research population and the method of data collection and method of analysis.

3.2 Restatement of the research questions

- What progress can be seen in children's development of English language?
- How do children use language for developing cognitive process?

3.3 Description of the research context

The methodology used in this research is video tape recording, due to the need to observe what the young children are actually doing.

3.4 Description of the research population

The population of the research consisted of four female Japanese young learner

aged between 6 and 7 years old and one male Japanese learner aged at 7 who are studying for the English course “Play with English” at the *Voice Hobby Club* which is situated at Sukhumvit soi 49, Bangkok. Also, there are two female Japanese teachers who will involved in this study. The class is held once a week for one hour. Detailed information of students and teacher are listed in section 3.5.

3.5 History of Participants

The detail information of both five students and two teachers who are involved in this research are presented in this section.



Teacher's background information

Date: 7 May 2007 Location of recording: Voice Hobby Club

Information about the teacher

Name: Mineri Yano Sex: F
 Birthday: 09 Nov 1974 Age: 32
 Marriage status: Married Any children? Pregnant
 Education: Chiang Mai International School (G3-5), Bachelor Degree of Commerce in Japan

Years of staying in Thailand: 2 years

Languages: Japanese, English, Thai

Work experiences: 1)Mita Industrial Corporation (2yrs) 2) Japan Air System as Cabin Crew (2yrs) 3)Emirates Airline as Cabin Crew (2 yrs and half)

Teacher experiences: Teaching Japanese in English at Trem Udom Nom Kraw High School (1yr), Teaching English in Japanese at Voice Hobby Club (1year and 3 months)

Information about the people interacting with the teacher

People interacting with the child	Language(s) spoken to the teacher by	Language(s) the teacher speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From birth	Frequently	Japan
2. Mother	Japanese	Japanese	From birth	Frequently	Japan
3. Siblings	None	None	None	None	None
4. Maid	Thai	Thai	1 year	3 times a week	Thailand (at home)
5. Husband	English	English	5 years	Everyday	Thailand (at home)
6. Friends (Jap/Thai) nationality	Japanese English	Japanese English	5 years	Everyday	At home workplace

Teacher's background information

Date: 4 June 2007 Location of recording: Voice Hobby Club

Information about the teacher

Name: Chiharu Nakagawa Sex: F
Birthday: Nov 18 1975 Age: 31
Marriage status: Married Any children? No
Education: Assumption University, Bachelor degree of Art, Business Japanese

Years of staying in Thailand: 7 Years
Languages: Japanese, English, Thai
Work experiences: _____

Teacher experiences: Teaching Japanese to Korean and Thai students in English.
Teaching English to Japanese children.

Information about the people interacting with the teacher

People interacting with the child	Language(s) spoken to the teacher by	Language(s) the teacher speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From Birth	Frequently	Japan
2. Mother	Japanese	Japanese	From Birth	Frequently	Japan
3. Siblings	None	None	None	None	None
4. Maid	None	None	None	None	None
5. Husband	English/Thai	English/Thai	7 years	Everyday	Thailand (at home)
6. Friends (Jap) nationality	Japanese	Japanese	7 years	Often	Thailand (at home)

Student and Family Background Information

Date: 7 May 2007 Location of recording: Voice Hobby Club

Information about the student

Name of student: Riko Oshima
 Birthday: 21 June 2000 Age: 7 Yrs Sex: F
 Name of the school attending: JAS Grade: 2
 Experiences studying English: Nova in Japan for 2 years

(How long? Where? What nationality is the teacher?)

Information about the family background

Father's occupation: Businessman (can speak English)
 Mother's occupation: Housewife (can speak Thai)
 Siblings (sex and age): Younger sister (Female and 5 years old)

Information about the people interacting with the student

People interacting with the child	Language(s) spoken to the student by	Language(s) the student speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From birth	Everyday	At home
2. Mother	Japanese	Japanese	From birth	Everyday	At home
3. Siblings	Japanese	Japanese	From birth	Everyday	At home
4. Maid	None	None	None	None	None
5. Playmates	Japanese	Japanese	Since she entered school	Everyday	At school

Student and Family Background Information

Date: 7 May 2007 Location of recording: Voice Hobby Club

Information about the student

Name of student: Azusa Toudou

Birthday: 13 Jun 2000 Age: 7 Yrs Sex: F

Name of the school attending: JAS Grade: 2

Experiences studying English: Studied English for one year when she lived in Indonesia from Filipino private teacher.

(How long? Where? What nationality is the teacher?)

Information about the family background

Father's occupation: Businessman (can speak English and Indonesian)

Mother's occupation: Housewife (can speak English and Indonesian)

Siblings (sex and age): None

Information about the people interacting with the student

People interacting with the child	Language(s) spoken to the student by	Language(s) the student speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From birth	Everyday	At home
2. Mother	Japanese	Japanese	From birth	Everyday	At home
3. Siblings	None	None	None	None	None
4. Maid	None	None	None	None	None
5. Playmates	Japanese	Japanese	Since she entered school	Everyday	At school

Student and Family Background Information

Date: 7 May 2007 Location of recording: Voice Hobby Club

Information about the student

Name of student: Shota Kondo
 Birthday: 3 Oct 2000 Age: 7 Yrs Sex: M
 Name of the school attending: JAS Grade: 2
 Experiences studying English: None

(How long? Where? What nationality is the teacher?)

Information about the family background

Father's occupation: Businessman (can speak English)
 Mother's occupation: Housewife (can speak only Japanese)
 Siblings (sex and age): None

Information about the people interacting with the student

People interacting with the child	Language(s) spoken to the student by	Language(s) the student speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From birth	Everyday	At home
2. Mother	Japanese	Japanese	From birth	Everyday	At home
3. Siblings	None	None	None	None	None
4. Maid	Japanese	Japanese	One year	Rarely	At home
5. Playmates	Japanese	Japanese	Since he entered school	Everyday	At school

Student and Family Background Information

Date: 7 May 2007 Location of recording: Voice Hobby Club

Information about the student

Name of student: Minami Ishii
 Birthday: 16 May 2001 Age: 6 Yrs Sex: F
 Name of the school attending: JAS Grade: 1
 Experiences studying English: SP Kindergarten in Thailand for 2 years

(How long? Where? What nationality is the teacher?)

Information about the family background

Father's occupation: Businessman (can speak English and Thai)
 Mother's occupation: Housewife (can speak Thai)
 Siblings (sex and age): Younger brother (male and 3 years old)

Information about the people interacting with the student

People interacting with the child	Language(s) spoken to the student by	Language(s) the student speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From birth	Everyday	At home
2. Mother	Japanese	Japanese	From birth	Everyday	At home
3. Siblings	Japanese	Japanese	From birth	Everyday	At home
4. Maid	None	None	None	None	None
5. Playmates	Japanese	Japanese	Since she entered school	Everyday	At school

Student and Family Background Information

Date: 7 May 2007 Location of recording: Voice Hobby Club

Information about the student

Name of student: Risako Yamada
 Birthday: 13 Feb 2000 Age: 7 Yrs Sex: F
 Name of the school attending: JAS Grade: 2
 Experiences studying English: 6 months in Voice Hobby Club

(How long? Where? What nationality is the teacher?)

Information about the family background

Father's occupation: Businessman (can speak English)
 Mother's occupation: Housewife (can speak Thai)
 Siblings (sex and age): Older sister (Female and 10 years old)

Information about the people interacting with the student

People interacting with the child	Language(s) spoken to the student by	Language(s) the student speak to	Since when?	How often?	Where?
1. Father	Japanese	Japanese	From birth	Everyday	At home
2. Mother	Japanese	Japanese	From birth	Everyday	At home
3. Siblings	Japanese	Japanese	From birth	Everyday	At home
4. Maid	Thai/Japanese	Japanese	Two years	Often	At home
5. Playmates	Japanese	Japanese	Since she entered school	Everyday	At school

3.6 Method of data collection

Video data collection was used starting from 9 May 2007. The schedule was listed below;

	Date	Time	Venue
1	9-May-07	15:50-16:50	<i>Voice Hobby Club</i>
2	16-May-07	15:50-16:50	<i>Voice Hobby Club</i>
3	30-May-07	15:50-16:50	<i>Voice Hobby Club</i>
4	13-Jun-07	15:50-16:50	<i>Voice Hobby Club</i>
5	20-Jun-07	15:50-16:50	<i>Voice Hobby Club</i>
6	27-Jun-07	15:50-16:50	<i>Voice Hobby Club</i>
7	4-Jul-07	15:50-16:50	<i>Voice Hobby Club</i>
8	11-Jul-07	15:50-16:50	<i>Voice Hobby Club</i>
9	18-Jul-07	15:50-16:50	<i>Voice Hobby Club</i>
10	25-Jul-07	15:50-16:50	<i>Voice Hobby Club</i>
Total	10 days	10 hours/3 months	

Duration of the video tape recording was over three months, total of 10 hours. A small video recorder was set up in the class and the researcher did not present herself in the class for the purpose in order not to interfere in the informal atmosphere of the class.

3.7 Method of analysis

Video taped conversation was transcribed over a period of time which gave some indications and observations of the growing development of language, cognition of children and interaction between teacher and students.

3.7.1 Analyzing progress for children's English spoken language

It is analyzed through observing children's spoken languages both in Japanese and English.

3.7.2 Analyzing progress for children's cognitive development

It is analyzed through looking at particular categories; naming, categorizing, comparing, generalizing, making cause-effect links and inferring.

(Painter 1999: 64-247; Foley and Thompson 2003: 79-106)

Categories	Definitions	Examples (M symbolizes mother, C symbolizes child)
Naming	-Child trying out and learning names as a means of interpreting things	M: What is this (pointing to the pictures of a plate of rice) C: {wals} M: What's that? C: Aye! Oh! What's this? M: What's that? C: {ais kwim}
Categorizing	-Child displays ability to categorize according to functions, situations, association and experiences	C:(Holding yellow play-dough) Banana M: Banana is yellow. Correct clever girl! This is blue. C: Banana. Eating banana. ((Child categorizes banana as something yellow))
Comparing	-Child displays ability to examine people or things to	C: Snakes and worms, they don't have legs

	see how they are similar and how they are different	<p>M: They don't have what, darling?</p> <p>C: Legs. Snakes and worms don't have legs</p> <p>M: Ah, no</p> <p>C: But lizards do</p> <p>((Child compare three animals))</p>
Generalizing	-Child displays ability to use a particular set of facts or ideas in order to form an opinion that is considered valid for a different situation	<p>(C talking about the 'big shoe' laid out by the door)</p> <p>C: Hal has [big shoes] and you have and Daddy has; grown-ups have!</p> <p>((Child generalizes that all grown-ups have big shoes))</p>
Making cause-effect links	-Child displays ability to understand that one action, a person or thing that makes something happen	<p>M: Sleeping time</p> <p>C: {d'uwan}</p> <p>M: Why don't want?</p> <p>C: {wa n} jump</p> <p>M: I don't want you to jump. Mummy's bed will spoil.</p> <p>After got hole</p> <p>C: Where hole?</p> <p>M: After got hole. Sweetie</p> <p>((Child clearly understands the communicative intent and indeed asks for evidence of the hole if she is to stop jumping. It clearly shows that the child understands the cause-effect; jumping on the bed makes a hole in a bed))</p>
Inferring	-Child displays ability to process of forming an opinion based on what one has been already know	<p>(C waves his tennis racket around instead of hitting ball to M)</p> <p>M: C'mon! Don't do</p>

		<p>exercises while I'm standing here</p> <p>C: Is that exercises?</p> <p>M: Yes</p> <p>C: Anything you do is exercises</p> <p>M: Yes, 'cause it all makes you strong</p> <p>C: Is food exercise?</p> <p>M: Oh, no, has to be actions, running about and stuff</p> <p>((Mother's supplementary information, that things count as exercises because they make you strong, immediately led child to check whether (eating) food, which child had often been told 'makes you strong', hence counts as a kind of exercise))</p>
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CHAPTER FOUR

Analysis of Data and Discussion

4.1 Introduction

This chapter presents the data collected from ten transcribed video taped recordings over the period of three months. In order to answer the following research questions.

1. What progress can be seen in children's development of English?
2. How do children use language for developing their cognitive processes?

The results of the study are presented in two parts. The analysis of the research findings in the section 4.2 attempts to find out the progresses made in children's development of English. Section 4.3 contains an analysis of development of the children's cognitive process. At last in section 4.4, a brief summary of data findings will be presented in a chart manner.

4.2 Progress in children's development in English.

In this section, there will be two parts when analyzing children's development

of English. The first part will present data on progress in identifying the letters of the alphabet (Video tape recording No 1-No 4) and the second part will present data indicating their progress in making longer utterances in English.

4.2.1 Progress in identifying the letters of the alphabet (Video tape recording No 1-No 4)

Two students' progress in identifying the letters and sounds of the alphabet will be presented here as only two students, Riko and Azusa, were constantly present for these sessions.

The case of Riko

Riko has been quiet in classes and it has been a regular thing for Riko to repeat after the teacher when practicing the sounds of the alphabet. The data shown on the video tape recording No 1 and No 2, was what Riko had just repeated after what the teacher says. The first set of data on the phonics of letter 'A' has been noticed in video tape recording No 4, Line 7. She made the sound of the letter 'A', followed by saying 'Apple'. Again in video tape recording No 4, line 26, she successfully produced the sound of 'W' and followed by the word 'Wagon', and finally in line 37, she made the

sound of ‘C’ and followed by the word ‘Camel’.

Surprisingly, the data of video tape recording No 2 has shown that Riko can identify the letters of the alphabet probably better than the others in the class though she was quiet in class. Six letters of the alphabet were identified by Riko.

The data was taken from video tape recording No 2, 16 May 2007.

116. T: S (pronounce S) su su su Sock (Ri pick up the card faster than Rs)
122. T: G (pronounce G) gu gu gu Gorilla (Ri pick up the card faster than Rs and M)
127. T: well done. J (pronounce J)ja ja ja Jar (Rs pick up the card) well done. はい (yes)、 next. T (pronounce T) ta ta ta Turtle (A pick up the wrong card) ta ta ta Turtle (Ri pick up the right card) (looking at Ri) correct. Well done.
128. T:はい(Hai) (yes) next. M (pronounce M) mi mi mi Mitten (Ri pick up the card) well done riko! りこちゃんはやいね(Rikochan hayaine) (Miss Riko is fast)。 Next, C (pronounce C) ka ka ka camel (A and Rs reaches the card but A got wrong card and Rs got the right card)
131. T: D (pronounce D) da da da (Rs pick up the card) duck はい(Hai) (yes)、 next. N (pronounce N) ne ne ne nest (Rs pick up the card)(A bangs the table) はい (Hai) (Yes). R (pronounce R) ra ra ra Rose (Ri pick up the card) (looking at Ri) well done. (A upset again)
132. T: W (Pronounce W) wa wa wa (A pick up the card) wagon (looking at A) well done. (looking at M) さいしょだからわかりにくいけど、がんばろうね (Saisho dakara wakariniikuikedo ganbaroune) (It is your first time so put lots of effort)。 はい(Hai) (yes)、 L (pronounce L) la la la Ladybug (Ri pick up the card faster than A, Rs)

Six letters of the alphabet were identified by Riko when the teacher only made the sound and not the word. The data has been taken from video tape recording No 2, 16 May 2007.

118. T: はい、次(Hai, tsugi) (Yes, next) Q (pronounce Q) qu qu qu (Ri pick

the card before T pronounce the word). Quilt .Well done, Riko.
119. T: はい(Hai) (Yes)、 next, : Z (pronounce Z) za za za (Ri pick up the card faster than A) Well done (looking at A)おそかったね(Osokattane)(You were late)(A upset/ bang the table)
129. T:ok, next. X (pronounce X) su su su (Ri pick up the card faster than M) X-ray (looking at Ri) well done. (looking at M) みなみちゃん、今日はじめてだからね(Minamichan kyou hajimetedakaranae) (Minami, it is your first time)。
130. T: P (pronounce P) pa pa pa (Ri pick up the card) Pig! (looking at Ri) well done. (Ri looks so happy) (A looks so upset, uneasy)
134. T: はい(Hai) (yes)、 E (pronounce E) e e e (Ri pick up the card faster than A) Elephant.
137. T:はい(Hai) (yes)、 I (pronounce I) i i i (Ri pick up the card) Igloo

This shows that Riko is still in the first step of learning the letters of the alphabet and is not able to identify all the letters of the alphabet at this stage. The data above shows that there is a high motivation in this student when competing in picking up the cards; thus, this is a positive attitude for students to improve even more.

The case of Azusa

For video tape No1, it shows like Riko that Azusa repeated after the teacher in practicing the sounds of the alphabet. However, in video tape No 3 on 30 May 2007, the data showed that she can actually articulate words as well.

1. T: (Show the cards to A) What was this? a a a
2. A: Apple!
3. T: B(pronounce B), bu bu bu

4. A: Book
5. T: C (pronounce C) ka ka ka Camel
6. A: (not sure) Camel
7. T: D(pronounce D)
8. T and A: da da da
9. A: Duck
10. T: E (pronounce E)
11. T and A: e e e

Though Azusa is the most experienced English learner, as she had studied English for one year in Indonesia, there were indications that she sometimes made mistakes when identifying letters of the alphabet.

The data is taken from video tape No 2, 16 May 2007.

127. T: well done. J (pronounce J)ja ja ja Jar (Rs pick up the card) well done. はい (yes)、 next. T (pronounce T) ta ta ta Turtle (A pick up the wrong card) ta ta ta Turtle (Ri pick up the right card) (looking at Ri) correct. Well done.
128. T:はい(Hai)(Yes) next. M (pronounce M) mi mi mi Mitten (Ri pick up the card) well done riko! りこちゃんはやいね(Rikochan hayaine) (Miss Riko is fast)。 Next, C (pronounce C) ka ka ka camel (A and Rs reaches the card but A got wrong card and Rs got the right card) (looking at A) ごめんね (Gommenne)(sorry)、 Camel のほうでした(Camel no houdeshita)(It was)。 (looking at A's card) これも同じ(koremo onaji)(this is same) (looking at A's card) What was this? Ka ka ka なんだった(nanndatta) (what was it) ? ka ka ka kite ね(ne) (is it)。

Three letters of the alphabet were identified by Azusa when the teacher finished making both the sound and showing the word.

The data was also taken from video tape recording No 2, 16 May 2007.

110. T: はい(Hai)(Yes)。 V (pronounce V) vu vu vu vu Vase (A pick up the card)
121. T : はい(Hai) (Yes)、 H (pronounce H) ha ha ha House (A pick up the card) well done
134. T: はい(Hai) (Yes)、 E (pronounce E) e e e (Ri pick up the card faster than A)Elephant. Well done! はいじゃあ(Hai, jaa)(ok, then)、 U (pronounce U) a a a Umbrella(A and Ri pick up the card but A got the correct card)

Moreover, three letters were identified by Azusa when the teacher only made the sound and did not show the word.

The data has been taken from video tape recording No 2, 16 May 2007.

120.T: はい(Hai)(Yes) A (pronounce A) a, a, a, (A pick up the card) Apple. (look at Rs) The cad is in front of you. 目の前にあるじゃん(Meno mae ni arujan)(It's in front of you).
132. T: W (Pronounce W) wa wa wa (A pick up the card) wagon (looking at A) well done. (looking at M) さいしょだからわかりにくいけど、がんばろう ね(Saishodakara wakariniikuikedo, ganbarou)(It is your first time so put lots of effort)。はい(Hai) (Yes)、 L (pronounce L) la la la Ladybug (Ri pick up the card faster than A, Rs)
138. T: はい(Hai)(Yes)、 Last, stand up. Everyone Stand up!(All stand up) (pronounce K) ka ka ka (A pick up the card faster than others) Azusa was quick (looking at M) みなみちゃんでもひとつとれたね、すごいね (Minamichanmo hitotsu toretane, sgoine)(Minami, well done)。 First time but she can get one. Well done, Well done. Good job!(looking at M) 本当に (Hontouni)(Really)。

The number of identified letters of the alphabet is less when comparing to Riko. As the student's background (see Chapter three) shows Azusa is the most experienced learner as regards English, she is still in the process of learning the letters of the

alphabet. She still has difficulty identifying the letters and has difficulty in competing with other students when picking up the cards. However, as data of video tape recording demonstrates, she shows a lot of emotion when she competes with other students. She sometimes bangs the desk and indicates that she does not want to lose. This could be indicated as a good sign in terms of motivation and to expect more progresses in the future.

4.2.2 Progress in making English phrase-like utterance

This section will analyze by three activities done in the classes.

First Activity

The first activity involves the students making phrases using nouns; numbers, color and shape. For example, students were asked to describe pictures by saying “Three orange circles”. This class activity was video taped on 20 June 2007, which is video tape recording No5.

At the beginning of the class, there was a warm up time using colors then, the teacher introduced the name of shapes in English (Refer to Line 1-16 on video Tape Recording No 5). At first, the students could not form a phrase, however little by little

Second Activity

The second activity which will be analyzed here is arranging noun groups preposition (on), definite article (the) and name of place. For example, students are asked to look at pictures of things around them such as a book. Then they are asked to put the book somewhere such as “Put on the desk”. This activity was done in three classes which were held on 27 June 2007 (video tape recording No 6), 11 July 2007 (video tape recording No 8) and 18 July 2007 (video tape recording No 9). Three students, Riko, Shota and Minami’s utterances will be analyzed separately.

The case of Riko

Riko did not use English to answer the teacher’s question. Instead, she used Japanese to describe where to put the cap (video tape recording No 6).

16. T:Cap.帽子は(how about) ?
17. Ri: 机の上(on the desk)

However on the second occasion (video tape recording No 8), she used English to describe the name of the place.

10. T:How about telephone? Where to put telephone?
11. M:ここ(koko)(here) ?
12. T: put on where?
13. Ri: Table

the end, they could utter several phrases in English.

Second Activity

The second activity which will be analyzed here is arranging noun groups preposition (on), definite article (the) and name of place. For example, students are asked to look at pictures of things around them such as a book. Then they are asked to put the book somewhere such as “Put on the desk”. This activity was done in three classes which were held on 27 June 2007 (video tape recording No 6), 11 July 2007 (video tape recording No 8) and 18 July 2007 (video tape recording No 9). Three students, Riko, Shota and Minami’s utterances will be analyzed separately.

The case of Riko

Riko did not use English to answer the teacher’s question. Instead, she used Japanese to describe where to put the cap (video tape recording No 6).

16. T:Cap.帽子は(how about) ?
17. Ri: 机の上(on the desk)

However on the second occasion (video tape recording No 8), she used English to describe the name of the place.

10. T:How about telephone? Where to put telephone?
11. M:ここ(koko)(here) ?

12. T: put on where?
13. Ri: Table

65. T: How about French fries. どこでたべる(dokode taberu) (where do you eat) ?
66. Ri: Table

The third time (video tape recording No 9), Riko finally managed to arrange noun groups correctly.

10. T: Crayons
11. Ri: on the desk

Not only did she now describe the table and desk, but she was able to say ‘On the bed’ and ‘On the wall’.

21. T: Pillow?
22. Ri: on the bed

31. T: Calender? (looking at all) ここ(koko) (here) ?
32. Ri: on the wall

The indications are that from the above data, Riko has improved when arranging noun groups. At first, she used Japanese. The second time, she used English to identify the place. Lastly, she could arrange noun groups preposition (on), definite article (the) and name of place correctly.

The case of Minami

Minami has shown no progress in arranging noun groups. She constantly used Japanese or body gestures to respond to the teacher’s question.

Below example is taken on 27 June 2007 (vide tape recording No 6)

10. T:これ(kore) (this)Clock. 時計ね(tokeine) (clock, right)。どこにする(dokonisuru) (where to)? Clock. 部屋の壁ね(heyano kabene) (on the wall right)。On the wall. Slippers は(wa) (how about)? これどこにおく(koredokonioku)(where to put)?
11. M:ここ(koko) (here)

The data below is taken on 11 July 2007 (vide tape recording No 8)

62. T: How about chick. ひよこさん(hiyokosan) (Miss chick)。Chick
63. All: Chick
64. M:ひよこさんはここ(hiyokosan wa koko) (Miss. chick should be here)。 (M put the picture of chick away)

The last data is taken on 18 July 2007 (video tape recording No 9)

27. T: Book?
28. M:(point on the paper) ここ(koko) (here)

The case of Shota

Shota at first (vide tape recording No 6) did not respond to the teacher’s question in English but used Japanese. Several times, he apparently knew the answer but he also used humor to answer the question posed by the teacher.

23. T:これは(korewa) (this is) Teddy Bear ね(ne) (right)。熊のぬいぐるみ(kuma no
--

nuigurumi) (teddy bear)。どこにおく(dokonioku) (where to put) ?
24. S:頭の上(atama no ue) (on the head)。

39. T:Flower どこにおく(dokonioku) (where to put) ?
40. S:頭(atama) (head)
41. T:だめ(dame) (no)。Put on the table ね(ne) (it is) 。

The second time (11 July 2007, video tape recording No 8), he did use English to describe the name of place.

1. T: (Preparing papers) いくよ、はい(ikuyo, hai) (Here we go)、TeddyBear. Where? どこにおく(dokonioku) (where should we put) ?
2. S:頭の上(atama no ue) (on the head)
3. M:(pointing the paper) ここ(koko) (here)
4. S: Bed

However the third time (18 July 2007, video tape recording No 9) he did not respond in English at all but in Japanese and again used Japanese to respond in an obviously joking fashion.

7. T: Glasses. Put on where?
8. S:頭 (atama) (head)

13. T: Slippers
14. S:した (shita) (floor)

Though Shota answered to the teacher in a joking fashion, he actually always jokes first and then gives a correct answer to the teacher. This shows that he understood what the teacher expects him to answer but chose not to do so.

Third Activity

The third activity involves the card game calls “Go Fish”. Students are holding capital letters and small letters of the alphabet and they are asked to match the big and small letters by asking other students, “Do you have big S”? or “Do you have small A?”. If the students who were asked does possess the card then he or she is to answer by “Yes, I have” and if not, “No, I don’t have”. If a student gets the card from others then he or she are asked to say “Thank you” and reply back “You’re welcome” by the student who gives the card. The data was recorded on July 4 2007 (vide tape recording No 7) and five students, Azusa, Risako, Riko, Minami and Shota will be analyzed individually.

The case of Azusa

At the beginning, Azusa was confused by the rules of the game. If she holds the card with small letter then, she must ask for a big letter from someone and vise versa. She made mistakes at the beginning, but with the help of the teacher, she finally corrected her own mistakes.

193. A:きいていい(kiiteii) (may I ask) ?
194. A:Do you have small G?
195. T:ちがうよ(chigauyo) (no)。今、小さい G があるから大きいほうを聞くの(Ima, chiisai G ga arukaraookihouwo kikuno) (you have small G so, you must ask for

a big G)。
196. A:Do you have big G?

Later on, she understood the rule of this game and could form a sentence by herself.

Also, she could reply “Thank you” to Risako who gave her the card.

215. A:Do you have big これは(korewa) (this is) X?
216. Rs: Yes, I have (Rs give x card to A)
217. A: Thank you
218. Rs: You're welcome

The example below again shows that she was now able to reply to Shota by “Yes, I do” and “You're welcome”

267. S: Do you have small G?
268. A: Yes, I do. (giving card to S)
269. S: Thank you.
270. A: You're welcome.

However, when a student asks Azusa for the card and she does not have the card, she did not know how to answer back. She used Japanese to say ‘No’ and only with the help of the teacher, she could answer back.

187. S:Do you have small q?
188. A:ない(nai) (no)。
189. T:なかったらなんていうの(nakattara nanteyuuno) (What you say when you don't have) ?
190. A:I....
191. T:I don't.
192. A: I don't

Later on the data shows that she was able to reply by using “No, I don’t”.

238. S: Do you have big E?
239. A: No, I don't

The data therefore seems to show that Azusa was not able to respond in English to begin with but was able to complete both activities by the end.

The case of Risako

From the beginning of the lesson, Risako could form a correct phrase in English.

196. A:Do you have big G?
197. Rs: No, I don't
198. Rs:Do you have small b?

Also, she could reply back to other students using correct English forms.

215. A:Do you have big これは(korewa) (this is) X?
216. Rs: Yes, I have (Rs give x card to A)
217. A: Thank you
218. Rs: You're welcome

The following example shows that even though Risako made a mistake when forming a

phrase, she is able to identify her own mistakes and re-correct them by herself.

220. Rs: Do you have Q?
221. Rs: あっ(Ah) (oops)、 Do you have big Q?

Not only can she utter phrases in English, but also she is able to notice her own mistakes and correct them.

The case of Riko

Riko also could form a phrase from the beginning of the lesson in English.

201. Ri: Do you have small b?
202. M: No, I don't

However, Riko sometimes has difficulty identifying the letters. With help of a teacher, she did manage to form a phrase.

252. Ri: Do you have これ何(what is this)? (showing her card to T)
253. T: Wagon の(no) W だ(da) (It is wagon's w)。
254. T: Do you have w? これは小さいから(korewa chiisaikara) (this is small so)、 Do you have big W?
255. Ri: Do you have big W?

She could also reply to other students by using the correct phrase in English.

279. Ri: Do you have small R?
280. T: ちゃんと覚えてるね(chanto oboeteirune) (you remembered well)。
281. Ri: だって、Riko の R だもん(date Riko no R damon)(Because it is Riko's R)。
282. T: みなみちゃん、あるよ(Minamichan, aruyo) (Minami, you have it)。だから (dakara) (so)
283. M: Yes, I have (M give card to RI)

284. Ri: Thank you
285. M: You're welcome

Riko is also not only able to utter phrases in English but also she can notice her own mistakes and was able to correct them.

The case of Minami

Minami is the youngest in the class and joined this class later than Riko, Azusa and Risako. Sometimes, the teacher gives extra help to Minami. Minami demonstrated that she could form a phrase with the help of a teacher from the very beginning.

178. T:やるよ (yaruyo) (ready)。じゃあね、みなみから(jaane, Minamikara) (ok, from Minami)。これは小さいb でしょ(korewa chiisai b desho) (this is a small b)。だからしょうたに(dakara Shoutani) (so, you ask Shota) Do you have big B ってくるの(tte kikuno)(you must ask))。
179. M: Do you have big B?

With help of a teacher, she was able to form a phrase.

203. T:これきいてみよう(kore kiitemiyou)(let's ask this one)。Do you have
204. M: Do you have big D?

However the two examples below indicate she needs constant help to form a phrase and she could not form a phrase by herself.

257. T: (looking at M's cards) 何、きく(nani, kiku) (which one you will ask)? これ、何(kore, nani) (what is this)?
258. M: zebra

259. T: そう、だから Z ね(sou, dakara Z ne) (yes, it is zebra's Z)。
260. M: Do you have
261. T: Do you have small Z?

286. T: はい、みなみちゃん聞いて(hai, Minamichan kite) (Minami, ask Shota)。Do you have
287. M: do you have
288. T: これは小さいから大きいの聞いて(korewa chiisaikaraookiino kite)(this one is small, so ask for big one)。Big, これ何(kore nani) (what is this)? B だよ(B dayo) (it is B)。
289. M: Do you have big B?

However, she could reply to other students without the help of the teacher from the beginning until the end of the activity.

201. Ri: Do you have small b?
202. M: No, I don't

282. T: みなみちゃん、あるよ(Minamichan, aruyo) (Minami, you have it)。だから (dakara) (so)
283. M: Yes, I have (M give card to RI)
284. Ri: Thank you
285. M: You're welcome

From the above data, Minami has difficulty with time uttering phrases in English by herself. However, with the help from the teacher, she is able to do so.

The case of Shota

Shota has never studied English before so he has a difficult time forming a phrase in English. The teacher constantly gave him help, so that he can answer by imitating the teacher.

184. T:しょうたがきいて(Shota ga kite) (ok, it's shota's turn. Ask A)。お母さんと子供を合わせるの(Okaasann to kodomo wo awaseruno)(you must match mother and baby)。Big Qがあるから小さいQ ありますか(Big Q ga arukarachiisai Q arimasukatte kite)(you have Big q so you must ask for small q)。
185. S:小さいQ ありますか(chiisai Q arimasuka)(do you have small q)。
186. T:英語で(Eigo de) (in English)Do you have small q?
187. S:Do you have small q?

Later, he could form a phrase but he had difficulty identifying the letter. With the help of the teacher he could form a phrase. Also the data seems to indicate that he is now aware of how to arrange an English phrase.

229. M: Do you have small T?
230. S: Yes, I do.
231. T: (looking at S) はい,きいて(Hai, kite)(please ask)。
232. S:Do you have big
233. T: (looking at S's card) これは何? (korewa nani) (What is this?)
234. S:わからん(wakaran) (I don't know)
235. T: ぞうは英語で(zou wa eigo de)(what is elephant in English) ?
236. All: Elephant
237. T: だから、E でしょ(so, it is E)。はい、もう一回 (dakara, E desho, hai, mouikkai) (try one more time)。Do you have big

238. S: Do you have big E?

At the end of the activity, he was able to form the phrase but when he forgot to add “big” or “small”, he realized his own mistake.

292. T: はい、しょうた、聞いて (Hai, Shota, kite) (Shota, ask)

293. S: do you have o?

294. T: small or big?

295. S: Big! Big O

The data also showed that he is aware of his mistakes without the help of teacher and self corrected.

317. S: Do you have v? Big V?

318. A: Yes, I do

As for answering other student's request, he could also answer back in Japanese but with the help of the teacher, he could successfully answer in English.

178. T: やるよ (yaruyo) (ready)。じゃあね、みなみから (jaane, Minami kara) (ok, from Minami)。これは小さい b でしょ (korewa chiisai b desho) (this is a small b)。だからしょうたに (dakara Shota ni) (so, you ask Shota) Do you have big B っていうの (tte kikuno) (you must ask)。
--

179. M: Do you have big B?

180. T: B ありますか (B wa arimasuka) (Do you have B) ?
--

181. S: ない (nai) (no)。

182. T: だったら (dattara) (then)、I don't っていう (tte itte) (You must say I don't)。

183. S: I don't

Sometimes when he could not answer back, he tried by saying ‘No’ in English.

203. T: これきいてみよう (kore kiitemiyou) (Let's ask this one)。Do you have

204. M: Do you have big D?
205. S: No.

Then at the end of the activity, he could reply back in a full utterance.

260. M: Do you have
261. T: Do you have small Z?
262. S: No, I don't

Also, he was now able to reply back to other students by saying “thank you”

265. S: Do you have baby...
266. T: small でしょ (desho) (it is)
267. S: Do you have small G?
268. A: Yes, I do. (giving card to S)
269. S: Thank you.

4.3 Analysis of data on children’s use of language for developing their cognitive process.

This data will be analyzed through looking at particular categories; Naming, categorizing, comparing, generalizing, making cause-effect links and inferring which where language is used as a tool for assisting in the process of cognitive development (Painter 1999: 64-247; Foley and Thompson 2003: 9-106).

4.3.1 Naming

Naming is an ability which is shown in a child trying out and learning names as a means to interpreting things. This ability is the fundamental step when a child learns a

foreign language. The following examples shown below in 4.3.1.1 and 4.3.1.2 are ability of naming in English and Japanese.

4.3.1.1 Naming in English

Regarding the four examples below namely 4.3.1.1 (A), (B), (C) and (D) which were collected when the teacher shows the alphabet with a picture with an letter of the alphabet, the students are asked to identify some of the names of animals and objects in English. This shows that students are able to name certain objects in English. Such an ability in more than one language is an important step in the development of cognition as this means the child has two signs available for identifying an object.

4.3.1.1 (A) Example taken from 9 May 2007 (video tape recording No 1) Line7-34.

- 7.T: はい(hai) (yes), A (pronounce A and show the card to students)
8.A and Ri: A
9.T: a, a, a, what is this?
10.A and Ri: **Apple**
11.T:well done
12.T: B (pronounce B) bu bu bu
13.T: What is this? Bu だから? (dakara) (so?)
14.A and Ri: **book**
15.T: C (pronounce C) ka ka ka
16.All:**camel**
17.T:はい(hai) (yes)
18.T:D (pronounce D) da da da
19.All:**duck**
20.T:はい(hai) (yes)

21. T: E (pronounce E) e e e
22. All: **Elephant**
23. T: F (pronounce F) fu fu fu
24. All: **Fox**
25. T: G (pronounce G) gu gu gu
26. All: **Gorilla**
27. T: H (pronounce H) ha ha ha
28. All: **House**
29. T: I (pronounce I) i i i
30. All: **igloo**
31. T: J (pronounce J) ja ja ja 何これ? (nanikore) (what is this?)(look at A and Ri) Jar はい(hai) (yes)、Jar ね(ne) (jar isn't it?)
32. T: K (pronounce K) ka ka ka
33. All: **Kite**
34. T: はい(hai) (yes)、well done

4.3.1.1 (B) Example is taken from 16 May 2007 (video tape recording No 2) Line

20-39.

20. T: A (pronounce A and show the card to students) a a a
21. All: **Apple!**
22. T: Well done. B (pronounce B) bu bu bu
23. All: **Book.**
24. T: Book ね(ne) (is it). C (pronounce C) ka ka ka
25. All: **Camel**
26. T: D (pronounce D) da da da
27. All: **Duck**
28. T: E (pronounce E) e e e
29. All: **Elephant**
30. T: F (pronounce F) fu fu fu
31. All: **Fox**
32. T: T: G (pronounce G) gu gu gu
33. All: **Gorilla**
34. T: Gorilla さんね(sannne) (Mr. Gorilla). H (pronounce H) ha ha ha

35. All: **House**
 36. T: はい(hai) (yes)、 I (pronounce I) i i i
 37. All: **igloo**
 38. T: J (pronounce J) ja ja ja
 39. All: **Jar**

4.3.1.1 (C) Example taken from 27 June 2007 (video tape recording No 6) Line 88-89,

91-92,109-110, 113-114, 117-118, 128-132.

88. T: H(pronounce H9 ha ha ha
 89. Ri: **House** (all cross out the word H)
 91. T: X(pronounce X) x x x
 92. A: **X-ray**
 109. T: T(pronounce T) ta ta ta
 110. M: **Turtle**
 113. T: Y(pronounce Y) ya ya ya
 114. A: **yo-yo**
 117. T: 次(next)、 J(pronounce J) ja ja ja
 118. Ri and Rs: **Jar**
 128. All: (repeat after T) **Mitten**
 129. T: V(pronounce V) v v v Vese
 130. All: (repeat after T) Vese
 131. T: D(pronounce D) da da da
 132. All: **Duck**

4.3.1.1 (D) Example taken from 13 June 2007 (video tape recording No 4) Line 196-197,

215-217

196. T: この絵をみてね(kono e wo mitene) (look at this picture)。この絵、どっちだ(kono e docchida) (this picture)。よんでみて(yondemite) (read it)。
 197. Ri: **hat!**

215. M:(looking at T) これは何(kore wa nani)(what is this) ?

216. T:なんだった(nandatta) (what was this) ?

217. M:Bat.

Students have also shown that they are able to name colors in English which shows in the example of 4.3.1.1 (E) below.

4.3.1.1 (E) Example taken from 4 July 2007 (video tape recording No 7) Line 50-54

51. T:黄色は(kirowa)(how about yellow) ?

52. A: Yellow

53. M: Brown

54. T: Yellow だね(dane) (it is)。次(tsugi) (next)、Dog

4.3.1.2 Naming in Japanese

Japanese is frequently used during the class when a teacher gives instructions, asking students to clarify meaning in Japanese and when a teacher wants to make sure that the students understand the meaning. Example 4.3.1.2 (A),(B),(C) and (D) show that when the teacher asks students to identify the name in English and the meaning of English words in Japanese, the students are able to name them in Japanese.

4.3.1.2 (A) Example is taken from 16 May 2007 (video tape recording No 2) Line 55-63.

55. T:nest ね(ne) (isn't it) 何(nani) (what) nesuto? What is nest?

56. A:鳥の巣 (torinosu) (bird nest)

57. T:ピンポーン(pinpoon)(correct)。House of a bird ね(is it)。はい、次(hai, tsugi) (yes,

next)
 58. T: O (pronounce O) o o o
 59. All: Octopus
 60. T: はい(hai) (yes)、 what's this?
 61. A: たこ ! (tako) (**octopus**)
 62. T: P (pronounce P) pa pa pa
 63. All: Pig!

4.3.1.2 (B) Example is taken from 16 May (video tap recording No 2) Line 245-246

245. T: Wig は何(what is) ?
 246. Rs:かみのけ(kaminoke)(**hair**).

4.3.1.2 (C) Example is taken from 13 June 2007 (video tape recording No 4) Line 17-18,
 37-39, 45-47.

17. T: P(pronounce P) pu pu pu
 18. S:ブタ(buta) (pig)
 37. T: K(pronounce K) ka ka ka
 38. Ri: Camel
 39. S:らくだ (rakuda) (camel)
 45. T:これは(this one) ? U(pronounce U) a a a 1969
 46. All: Umbrella
 47. S:かさだね (kasadane) (that is umbrella)

4.3.1.2 (D) Example is taken from 4 July 2007 (video tape recording No 7) Line 74-75,
 96-98, 114-115, 135-136

74. T:はい、つづけます(hai, tsudukemasu)(I will continue)。 Umbrella
 75. Rs: わかった(wakatta)(I know)。 かさ(kasa) (umbrella).
 96. T: はい、次ね(hai, tsugine) (yes, next)。 Bear

97. Rs: クマ (kuma) (bear)

98. T: そう (yes)、Bear ね (it is)。

114. T: 次 (tsugi) (next)、Car (T looking at S'S paper) きれいいにかいてよ (kireini kaiteyo) (please write beautifully)。はい (hai) (ok)、Car って何 (tte nani) (what is) ?

115. Rs: 車 (kuruma) (car)

135. T: 次は (next is) Kite. 何 (what is kite) ?

136. S: たこ (tako) (kite in Japanese)

Not only were the students able to identify the name and meaning of English words in Japanese, but also able to translate an English sentence in Japanese. This shows in the example of 4.3.1.2 (E) (F) and (G).

4.3.1.2 (E) Example is taken from 30 May (video tape recording No 3) Line 170-177,

187-188.

170. T: ベティーボッターさんがバターを・・・ (Betty Bottersan ga batta wo) (Betty Botter has....)

171. A: もっている (motteru) (carrying)。

172. T: もっていません (motteimasen) (not carrying)。Bought 買ったの (kattano) (she bought it)。

173. T: Cathy Carter comes to school (Ri and A flip the card but not M) (Ri help M to find the card)

174. T: キャシーカーターさんが (Catheysan ga) (Cathey carter)

175. A: 学校へいくのね (gakkou e ikunone) (comes to school)

176. T: Mr. Celery lives in the city どういう意味 (douiuimi) (what does it mean) ? セロリさんが町に (Celery san ga machine) (Mr. Celrey in town)

177. T and Ri: すんでいます (sundeimasu) (lives)

187. T: Lucy Locket lost her letter ルーシーはレター (Lucy wa letter) (Lucy with letter)、レターって何 (Letter tte nani) (what is letter) ?

188. A: てがみ (tegami) (letter)

4.3.1.2 (F) The example is taken from 20 June 2007 (video tape recording No 5)

Line 238-244.

238. T: Lucy Locket lost her letter (all flip the card)
239. A: ルーシーロケットさんは手紙をなくしました (Lucy Locketsan wa tegami wo nakushimashita) (Ms. Lucy Locket lost her letter).
240. T: Who got bingo?
241. Ri: Three
242. T: ok.
243. T: Cathy Carter comes to school (All flip the card)
244. A: キャシーが学校へ来ます (Cathey ga gakkouhe kimasu) (Cathy comes to school)

4.3.1.2 (G) Example is taken from 25 July 2007 (video tape recording No 10) Line

82-83

82. T: Happy Henry has gone to Hawaii
83. S: ハワイにいくのかよ (Hawai ni ikunokayo) (he goes to Hawaii)

Moreover, the students are also able to name English numbers in Japanese which shows in the example below 4.3.1.2. (H)

4.3.1.2 (H) Example is taken from 13 June 2007 (video tape recording No 4) Line

167-171.

167. T: Number sixteen
168. Ri: sixteen?
169. S: 十二(jyuni)(twelve)?
170. T: ちがうよ(chigauyo) (no).
171. Ri: 十六だね(yuuryokudane) (sixteen isn't it). (Cross out no 16)

There are, of course, examples such as 4.3.1.2 (I) that show when the students do not know the word in English then students answer by using naming in Japanese.

4.3.1.2 (I) The example is taken from 18 July 2007 (video tape recording No 9) Line 208-209

- | |
|---|
| 208. T: はい、これは(hai, korewa) (yes. This word is) ?
209. S: 太陽 (taiyou) (sun). |
|---|

Below, example 4.3.1.2 (J) shows a student is able to pronounce words both in English and Japanese.

4.3.1.2 (J) Example taken from 13 June 2007 (video tape recording No 4) Line 139-144.

- | |
|---|
| 139. T: (looking at last picture) 最後は何(saigo wa nani) (what is the last) ?
140. All: にんじん(ninnjinn) (carrot).
141. T: にんじんは英語でなに(ninjin wa eigo de nani) (what is carrot in English) ?
142. A: Carrot
143. T: Peter Rabbit eating what?
144. A: Carrot |
|---|

4.3.2 Categorizing

Categorizing is an ability which children display to categorize according to functions, situations, association and experiences.

Below, examples of 4.3.2 (A) and (B) show an ability of a child to categorize the flower

Rose as the color Red.

4.3.2 (A) Example taken from May 16 (video tape recording No 2) Line 71-73

71. T: (pronounce R) ra ra ra
72. All: **Red**
73. T: **Rose** ね(ne) (is it)。はい(hai) (yes)。S (pronounce S) su su su

4.3.2 (B) Example taken from May 30 (video tape recording No 3) Line 55-58

55. T and A: ra ra ra **Rose**
56. A: **Red** でもいい\ (Red demo ii) (Is it ok with red) ?
57. T: いいよ (iiyo) (sure)、じゃあ(ja) (then) Red と言ってみよう (ittemiyou)(say red).
58. T and A: ra ra ra Red

Furthermore, Shota has shown that he has categorized the size 'small' as baby.

4.3.2 (C) Example taken from July 4 (video tape recording No 7) Line 260-267

260. M: Do you have
261. T: Do you have small Z?
262. S: No, I don't
263. S: Do you have.....
264. T: (looking at S's card) それさっき書いたよ (sore sakkikaitayo) (You just practiced).
Goat! だから (so) G
265. S: Do you have **baby**...
266. T: small でしょ (desho) (it is)
267. S: Do you have small G?

Other example which show in 4.3.2 (D), (E), (F) and (G) demonstrate an ability to categorize letters of the alphabet with reference to their own name.

4.3.2 (D) Example is taken from 9 May 2007 (video tape recording No 1) Line 101-103,

101. T: Ok, ハイ、さっき Q をやりましたね(hai, sakki Q wo yarimashitane)(yes, we just finished Q)。ハイ 次(hai, tsugi) (yes next)、S (pronounce S) Su ってどれ(tte dore) (which one)?
(students finds the letter s) そう(yes)
102. A: 自分の名前に S あるよ(jibun no name ni S aruyo) (I got S in my name)
103. T: そうだね(soudane) (That's right)。自分の名前にあるね(jibun noname ni arune) (you got S in your name)
-
107. T:U (pronounce U), a a a, umbrella
108. All: コレ(kore) (this)?
109. T:そうそう、それ(sousou, sore) (that is correct)
110. A:これも自分の名前にあるよ (koremo jibun no namae ni aruyo) (I got this letter in my name as well)

4.3.2 (E) Example is taken from 4July 2007 (video tape recording No 7) Line 279-280

279. Ri: Do you have small R?
280. T:ちゃんと覚えてるね(channto oboeterune) (you remembered well)。
281. Ri: だって、Riko の R だもん(date Riko no R damon) (Because it is Riko's R).

4.3.2 (F) Example is taken from 11 July 2007 (video tape recording No 8) Line 126-128

126. T: それは小文字だね(sorewa komojidane) (that is small letter).
(All trace the words down)
127. T:みなみちゃん、うまいね(Minamichan, umaine) (Minami, you write very well)。
128. Ri: (say by herself) R はりこの R なのだ (R ha rikono R nanoda) (R is Risako's R).

4.3.2 (G) Example is taken from 30 May 2007 (video tape recording No 3) Line

114. T: (pronounce M) M, mi mi mi Mitten
115. M: あった(atta(I have it) 。Minami のやつ(Minami no yatsu) (There is a M in my name)

116. T: Minami の M だね(Minami no M dane) (yes, that's Minami's M)。

When the students Azusa, Riko, Minami were asked to categorize the many kinds of food products in the refrigerator, the students were able to show an ability to categorize from their own experience. The students had successfully categorized the foods into two parts; one for the fridge and other for the freezer.

4.3.2 (H) Example is taken from 13 June (video tape recording No 4) Line 131-133

131. S: (repeat after T) meat

132. A:これだね(koredane) (must be this one)。 (all put meat)

133. A:いつもママ上においてる(itsumo mama uenioiteru) (My mom put meat in the freezer, not in a fridge)

4.3.2 (I) Example is taken from 13 June (video tape recording No 4) Line 99-100

99. T:Please put cheese (all put cheese in a fridge)

100. Ri: Cheese は冷蔵庫かな・・・(cheese wa uekana) (cheese should be put in the fridge, not freezer)

4.3.2 (J) Example is taken from 13 June (video tape recording No 4) Line 125-126

125. T:Ok? Yoghurt

126. M:ヨーグルトは冷蔵庫 (Yo-guruto wa reizouko)(Yoghurt should put in the fridge).

The example of 4.3.2 (K) has also raise an opinion from Azusa that in her house, pizza would not be categorized to put in a refrigerator from her past experiences. Normally in

a Japanese supermarket, frozen pizza is not commonly purchasable and the food like pizza would not be kept in the refrigerator among Japanese. Pizza is eaten outside as in restaurant and not eaten at home.

4.3.2 (K) Example is taken from 13 June (video tape recording No 4) Line 135-137

135. T: Pizza

136. A: **Pizza** なんて冷蔵庫にいけない(Pizza nannte reizoukoniirenai) (we don't put pizza in a refrigerator)。

137.T : 入れるよ(ireruyo) (really?)。

The data also shows that Shota, Minami and Riko are able to categorize where to put things in their home. The teacher asks the students where to put the flower in the room, and then the students answer as for instance, “put on the desk.” The earlier data of 4.3.2 (L), Riko and Minami were not able to use English to categorize the objects, however later on the students; Shota, Minami and Riko are able to use some English words to categorize the objects in the room.

4.3.2 (L) Example is taken from 27 June (video tape recording No 6)

16. T:Cap.帽子は(boushiwa) (how about) ?

17. Ri: 机の上(tsukuenoue)(on the desk)

35. T:Book. どこにおく(dokonioku) (where to put)

36. M:(points shelf)

37. T: shelf ね(ne) (right)。棚ね(tanane) (shelf right)。次ね(tsugi ne) (go on next)。

4.3.2 (M) Example is taken from 11 July (video tape recording No 8)

1. T: (Preparing papers) いくよ、はい(iiy0, hai) (Here we go)、Teddy Bear. Where? どこ におく(dokonioku) (where should we put) ?
2. S: 頭の上(atama no ue) (on the head)
3. M:(pointing the paper) ここ(koko) (here)
4. S: Bed
40. T: cap は(how about) ? しょうた、cap は(Shota, cap wa)(Shota, how about cap) ?
41. S: 頭(atama) (head)
42. M: 頭(atama) (head)
53. T: これは(korewa) (how about this) ? Turtle
54. All: Turtle
55. T: On the floor
56. S: え〜? ? (e~) (Oh my god)
65. T: How about French fries. どこでたべる(dokodetaberu) (where do you eat) ?
66. Ri. Table
69. All: Glasses
70. T: じゃあ(jaa) (then)、on the shelf ね(it is)
71. S: え〜(e~) (what) ? ベッドの上でしょ (bed no uedesho) (should put on the bed).
79. All:(repeat after T) Cake
80. Rs: 机 (tsukue) (table)

4.3.3 Comparing

Comparing is ability where a child examines people or things to see how they are similar and how they are different.

In the data, there is an example that shows that the student Azusa can differentiate between sock and socks. In Japanese, we often use the word socks no matter if it is a pair or a single sock and the student has raised a question with the teacher

demonstrating that the student has an ability in make comparisons in English as well as in Japanese.

4.3.3 (A) Example taken from May 30 (video tape recording No 3) Line 59-65

59. T: (pronounce S) S
60. T and A: su su su
61. A: Fox
62. T: Sock だよ(dayo) (it is sock).
63. T and A: Sock
64. A: **sockS** じゃないの(janaino) (isn't it socks) ?
65. T: It it's one pair, it's sock, if it's pair then Socks. わかる(wakaru) (understaned) ?
ひとつだけだった sock, 二つだったら socks (hitotsudattara sock, futatsudattara socks) (It it's one pair, it's sock, if it's pair then Socks)

Other data shows that the students Riko and Minami have an ability to compare the difference between mouse and rat. The word 'mouse' is often used in Japanese and 'rat' is rarely used in daily Japanese conversation. Rat is used to describe a bigger mouse but for children, they are confused in terms of the difference between mouse and rat.

4.3.3 (B) Example taken from 13 June (video tape recording No 4) Line 209-211,

215-220

209. T: これなんだ(korenannda) (what is this) ?
210. Ri: **mouse**
211. T: **Rat** ね(ne) (it is).
215. M: (looking at T) これは何 (korewa nani) (what is this) ?
216. T: なんだった(nanndatta) (what was this) ?
217. M: Bat.
218. T: わかってるじゃん(wakatterujan) (you know the answer)

219. M: Mouse

220. T: Rat だよ(dayo) (it is). Rat

Moreover, the student has compared the difference between duck and chick. This shows that students are able to compare the two different birds successfully.

4.3.3 (C) Example taken from 4 July (video tape recording No 7) Line 82-87

82. T: Next, Duck

83. A: 簡単(kantan) (easy)

84. S: これ(kore) (this) ?

85. T: そう(sou) (right).

86. S: ひよこ(hiyoko) (chick)

87. T: ちがうよ(chigauyo) (no). ひよこは(hiyokowa) (chick is) chick

4.3.4 Generalizing

Generalizing is an ability that a child develops to use a particular set of facts or ideas in order to form an opinion that is considered valid for different situations.

In the example of 4.3.4 (A), students Risako, Azusa and Riko were told the meaning of picture cards using both English and Japanese by the teacher. When the students listened to other student's explanations, they raised several questions due to their own background knowledge. For example, students are aware that a vegetable is not able to live in the city or a monkey is not able to walk and make money like humans do.

4.3.4 (A) Example taken from 9 May 2007 (video tape recording No 1) Line 279-281,
295-297, 316-318.

279. T: city は町 (city wa machi) (is city) ! セロリさんは町にすんでいます (celerysan wa machinisundeimasu) (Mr. celery lives in the city).
280. All: え～(e～)(what) ? ?
281. Rs: 野菜がどうやって町にすむの (yasaigadouyatte machinisumuno)(how can a vegetable live in the city) ?
-
295. T: ちがうよ(chigauyo) (no). 黄色は(kirowa) (yellow is)yellow. ゴールドだよ (gold dayo) (that is) ! (show her golden necklace) これだよ(koredayo) (this one)、金 (kin) (gold) ! 金色(kinniro) (gold color).
296. A: 金色の卵をうむの(kinniro no tamagowo umuno)(chicken will have golden egg) ?
297. T: ちがうよ(chigauyo) (no). Got するの (suruno) (it will).
-
316. Ri: なんで(nannde) (how come) monkey がお金つくるの(ga okanetsukurno) (is making money) ?
317. A: なんで(nannde) (how come) monkey があるいてるの(ga aruiteruno) (is walking) ?
318. T: ということ聞かないで(souiukoto kikanaide) (don't ask me that question) ! はい、次いきます(hai, tsugiikimasu) (ok, let's go next)。これなんだ(korenannda) (what is this) ?

The example 4.3.4 (B) shows that Minami knows a fish is not able to fly in real life.

When the teacher makes a gesture of flying fish, the student re-checks that the 'animal' that can fly is a bird, not a fish. Here the children are using a generalization from their own background knowledge.

4.3.4 (B) Example taken from 30 May 2007 (video tape recording No 3) Line 179-180

179. T: **The flying fish will get to the forest** (A find the card) The flying fish (T makes a gesture) (Ri find the card)

180. M: (looking at T's gesture and say) 鳥 (tori) (bird) ?

In example 4.3.4 (C) the student Shota is surprised to know that the teacher said that she will put the turtle on the floor as animals should be kept in a cage so that it is hygienically clean and animals would not escape. This also shows that Shota understand what 'turtle' is and the meaning of 'put on the floor' in English.

4.3.4 (C) Example taken from 11 July 2007 (video tape recording No 8) Line 53-56

53. T: これは(korewa) (how about this) ? Turtle

54. All: Turtle

55. T: On the floor

56. S: え〜? ? (e~) (Oh my god)

The example 4.3.4 (D) shows the influence of computer games. In this example, the teacher uses the word 'Hurry up'. The students know the meaning of hurry up and re-used the word 'Speed up' instead of 'Hurry up' which is often used in computer games to describe to hurry. Again generalization from one context to another seems to be being made.

4.3.4 (D) Example taken from 18 July 2007 (video tape recording No 9) Line 78-79,

78. T: Hurry Up

79. S: Speed up

4.3.4.(E) Example taken from 18 July 2007 (video tape recording No 9) Line 49-50

49. T: Moon 空に関係するよ(sora ni kannkeisuruyo) (related to the sky)。 (S got it)
月だよ(tsukidayo) (it is moon)。

50. M: Sailor Moon(famous Japanese cartoon calls “Sailor Moon”)

In 4.3.4 (F) and (G) the words ‘Ready Go’ are used to start the game and a student has used her generalization ability to answer when a teacher say ‘Ready’ then must answer by ‘Go’. This could also associated with a growing ability to use collocation in English.

4.3.4 (F) Example taken from 16 May 2007 (video tape recording No 2) Line 124-125

124. T:make it closer. Ok, aomai (in thai) (she surprises herself speaking in Thai)
いきます(ikimasu) (go)。 **Ready?**

125. M: **GO!**

4.3.4 (G) Example taken from 30 May 2007 (video tape recording No 3) Line 104-105,

111-113

104. T:はい(hai) (yes)、 next. **Ready?**

105. M: **GO!**

111. M: **ready go!**

112. T: Can I start? Ready? (looking at A and Ri)

113. M: **GO!**

The example 4.3.4 (H) shows that the concept of a brown kitchen is not something the student is familiar with. Minami said that her house kitchen is burned. Coloring a kitchen brown as suggested by the teacher is not commonly done when coloring the

kitchen, so she answered her teacher’s suggestion by saying that “it is strange to have brown kitchen” in Japanese and refused to do so.

4.3.4 (H) Example taken from 27 June 2007 (video tape recording No 6) Line65-66

65. M:台所はこげてるの(daidokoroha kogeteruno) (my house kitchen is burned)。
66. T:こげてるんだったら(kogeterunndattara) (if it is burned)、Brown つかいなよ (tsukainayo) (Use the color brown)。
67. M:そんな台所はないよ(sonnadaidokoroha naiyo) (never seen brown kitchen)。

In Japanese, we call the sport basketball as ‘Basket’. The example 4.3.4 (I) shows that when a student hears the word ‘Basket’, he immediately think of the one kind of sport basketball and not the basket that hold things. This suggests that Shota has an ability to generalize from Japanese words to identify the meaning in English.

4.3.4 (I) Example taken from 18 July 2007 (video tape recording No 9) Line 175-176

175. T: 次(tsugi) (next)、**Basket**
176. S: **Basketball!**

4.3.5 Making cause-effect links

Making cause-effect links is an ability in which a child understands that in the sense that one thing can have an effect on another.

Example 4.3.5 (A) demonstrates that the student Riko understands that it is not a good thing to lose the ‘letter’ and suggests that if someone loses the ‘letter’ then he or she

should re-write the letter. The student not only understands the cause-effect links but also suggests an alternative way to come up with solutions.

4.3.5 (A) Example taken from 9 May 2007 (video tape recording No 1) Line 311-314

311. T: Letter ね (ne) (isn't it). Lucy Locket lost her letter. 手紙なくしちゃったんだって (tergami nakushichattanndatte) (she lost her letter). 顔かなしそうでもないね (kao kanashisoudamonnne) (look how sad she is).
312. Ri: だめじゃん、なくしちゃ (damejan, nakushicha) (that's bad. She shouldn't have lost the letter).
313. T: そうだね (yes).
314. A: また書かなきゃね (mata kakanakyane) (she got to write the letter again).

The following example of 4.3.5 (B) does not contain a verbal example of cause-effect links, but the body gesture seemed to indicate such a link. Shota was slower writing the letters of the alphabet than the others. The others had already finished and they had been waiting for Shota to finish writing. He knew that if he does not write fast then he would make others wait for him so he tried to write faster.

4.3.5 (B) Example taken from 4 July 2007 (video tape recording No 7) Line 142-144

142. T: Everybody finish?
143. T: (lookin at S) Kite だよ (dayo) (it is). はやく書いてよ (hayaku kaiteyo) (write quickly). はやく、はやく (hayaku, hayaku) (Hurry, hurry). みんなしょうたのことまってるんだよ (minna Shota nokoto matterunndayo) (Everyone is waiting for you, Shota).
- (S tries to write fast)**
144. T: みんなよむよ (minna yomuyo) (All, read together). First one, Apple

The example 4.3.5 (C) is also a non-verbal demonstration of cause-effect links. Shota did not try to practice spelling as neatly as others do. When the teacher checked Shota's hand writing, it was messy so she ordered him to write it again. That quietly re-writes it shows that he knows that if he does not write neatly then he must write again.

4.3.5 (C) Example taken from 11 July 2007 (video tape recording No 8) Line 88-89

88. All: (repeat after T) Head

89. T: 頭ね(atamane) (it is head)。Eyes and head。しょうた、きちんとかいて(Shota, kichininto kaite) (Shota, write beautifully)。もう一回書き直し(mouikkai kakinaoshi) (write again)。(S write again)

In example 4.3.5 (D) Minami could not remember the order of letters in the alphabet after 'e'. Then, Shota suggested to sing the alphabet song so that Minami could easily remember the letter which comes after 'e'. Minami then started to sing the alphabet song and remembered. This demonstrates that students know that if they can not remember the order of the alphabet then singing the alphabet song is the way to remember.

4.3.5 (D) Example taken from 25 July 2007 (video tape recording No 10) Line 118-125

118. T: はい、何がつくれるかな(hai, nanigatsukurerukana) (yes, what can you make)? What can you make?

119. Ri: やっていい(yatteii) (can I start)?

120. T: いいよ(iiyo) (sure)。

121. S: (S counts alphabet by himself) a, b, c, d, e, f, g, h, i,

122. M: (imitate S) a, b, c, d, e.....

123. S:(looking at M) 歌ってみろよ(utattemiroyo) (you should sing it).
 124. M: (M sing an alphabet song) a, b, c, d, e, f.....
 125. T: (looking at M) E の次は(E no tsugiwa) (After e is) F ね(F ne) (F right)。そう (sou) (yes)。

4.3.6 Inferring

Inferring is an ability which a child processes of forming an opinion based on what one already knows.

In the example of 4.3.6 (A), the students studied the name of the rooms in a house, such as the living room, the bedroom and the kitchen. Minami said that the bathroom is where a duck lives, meaning that in her bathroom, there are soft toys which are ducks. Then Shota suggested that it should be called 'Duckroom'. This seems to indicate an ability to infer from one situation to another.

4.3.6 (A) Example taken from 27 June 2007 (video tape recording No 6) Line 69-72

69. T:Living room, Bedroom, Kitchen. Kitchen の次は(after next is) Bathroom
 70. All: (Repeat after T) Bathroom
 71. M:アヒルがすむところ(ahiru ga sumutokoro) (where duck lives)
 72. S:それは(sorewa) (then)、**Duckroom**

4.4 Brief summary of findings

In this section, a brief summary of findings will be presented in a chart manner.

4.2.1 Progress in identifying the letters of the alphabet

Name of Students	Progress	the letters of the alphabet
Riko	Identifying the alphabet with phonics and words	S/T/M/R/L
	Identifying the alphabet with only phonics	Q/Z/S/P/E/I
Azusa	Identifying the alphabet with phonics and words	V/H/U
	Identifying the alphabet with only phonics	A/W/K

4.2.2 Progress in making English phrases like utterance

First Activity

Name of Students	Progress	Date of data
Shota	さんかく(sankaku)(triangle)	video tape recording No 5 Line 35
	yellow	
	four circlces	video tape recording No 5 Line 45
Riko	square red	video tape recording No 5 Line 38

Second Activity

Name of Students	Progress	Date of data
Riko	机の上(tsukue no ue) (on the desk)	video tape recording No 6 Line 17
	table	video tape recording No 6 Line 13&66
	on the desk	video tape recording No 9 Line11
	on the bed	video tape recording No 9 Line 22
	on the wall	video tape recording No 9 Line 32
Minami	ここ(koko) (here)	video tape recording No 6 Line 11
	ここ(koko) (here)	video tape recording No 8 Line 64
	ここ(koko) (here)	video tape recording No 9 Line 28
Shota	頭の上(atama no ue) (on the head)	video tape recording No 6 Line24
	頭(atama) (on the head)	video tape recording No 6 Line40
	bed	video tape recording No 8 Line 4
	頭(atama) (on the head)	video tape recording No 9 Line 8
	した(shita) (floor)	video tape recording No 9 Line14

Third Activity

Name of Students	Progress	Date of data *
Azusa	Do you have small g?	video tape recording No 7 Line 194
	Do you have big G?	video tape recording No 7 Line 196
	Do you have big これは (korewa) X?	video tape recording No 7 Line 215
	Thank you	video tape recording No 7 Line 217
	Yes, I do.	video tape recording No 7 Line 268
	You're welcome	video tape recording No 7 Line 270
	ない(nai) (no)	video tape recording No 7 Line 188
	I don't	video tape recording No 7 Line 192
	No, I don't	video tape recording No 7 Line 239
Risako	No, I don't	video tape recording No 7 Line 197
	Do you have small b?	video tape recording No 7 Line 198

	Yes, I have	video tape recording No 7 Line 216
	You're welcome	video tape recording No 7 Line 218
	Do you have Q?	video tape recording No 7 Line 220
	Do you have big Q?	video tape recording No 7 Line 221
Riko	Do you have small b?	video tape recording No 7 Line 220
	Do you have big W?	video tape recording No 7 Line 255
	Do you have small r?	video tape recording No 7 Line 279
	Thank you	video tape recording No 7 Line 284
Minami	Do you have big B?	video tape recording No 7 Line 179
	Do you have big D?	video tape recording No 7 Line 204
	Do you have.....	video tape recording No 7 Line 261
	Do you have...	video tape recording No 7 Line 287
	Do you have big B?	video tape recording No 7 Line 289
	No, I don't	video tape recording No 7 Line 202
	Yes, I have	video tape recording No 7 Line 283
	You're welcome	video tape recording No 7 Line 285
Shota	Do you have small q?	video tape recording No 7 Line 187
	Do you have big....	video tape recording No 7 Line 232
	Do you have big E?	video tape recording No 7 Line 238
	Do you have O?	video tape recording No 7 Line 293
	Big! Big O	video tape recording No 7 Line 295
	Do you have v? Big v?	video tape recording No 7 Line 317
	ない (nai)(no)	video tape recording No 7 Line 181
	I don't	video tape recording No 7 Line 183
	No	video tape recording No 7 Line 205
	No, I don't	video tape recording No 7 Line 262
	Do you have small g?	video tape recording No 7 Line 267
	Thank you	video tape recording No 7 Line 269

4.3 Analysis of data on children's use of language for developing their cognitive process.

4.3.1 Naming

4.3.1.1 Naming in English

Name of students	Progress	Date of Data
Azusa, Riko, Minami	apple	video tape recording No1 Line 7-34
	book	video tape recording No1 Line 7-34
	camel	video tape recording No1 Line 7-34
	duck	video tape recording No1 Line 7-34
	elephant	video tape recording No1 Line 7-34
	fox	video tape recording No1 Line 7-34
	gorilla	video tape recording No1 Line 7-34
	house	video tape recording No 1 Line 7-34
	igloo	video tape recording No 1 Line 7-34
	kite	video tape recording No 1 Line 7-34
Riko	house	video tape recording No 6 Line 89
	hat	video tape recording No 6 line197
Azusa	x-ray	video tape recording No 6 Line 92
	yo-yo	video tape recording No 6 Line 114
	yellow	video tape recording No 7 Line 52
Minami	turtle	video tape recording No 6 line110
	bat	video tape recording No 6 line217

4.3.1 .Naming in Japanese

Name of students	Progress	Date of Data
Azusa	鳥の巣 (torinosu) (bird nest)	video tape recording No 2 Line 56
	たこ (tako) (octopus)	video tape recording No 2 Line 61
	学校へいくのね(gakkoue	video tape recording No 3 Line 175
	ikunone) (comes to chool)	

	てがみ(tegami) (letter)	video tape recording No 3 Line 188
	ルーシーロケットさんは手紙をなくしました(tegami wo nakushimashita)	
	(Ms. Lucy Locket lost her letter)	video tape recording No 5 Line 239
	キャシーが学校へ来ます	video tape recording No 5 Line 244
	(gakkoue kimasu)	
	(Cathey Cater comes to scho)	
Risako	髪の毛(kaminoke) (hair)	video tape recording No 2 Line 246
	かさ(kasa) (umbrella)	video tape recording No 7 Line 75
	くま(kuma) (bear)	video tape recording No 2 Line 97
	車(kuruma) (car)	video tape recording No 2 Line 115
Shota	ブタ(buta) (pig)	video tape recording No 24Line 18
	らくだ(rakuda) (camel)	video tape recording No 4 Line 39
	かさだね(kasadane)(that is umbrella)	video tape recording No 4 Line 47
	たこ(tako) (kite)	video tape recording No 7 Line 136
	ハワイに行くのかよ (hawai ni ikunokayo)(he goes to Hawaii)	video tape recording No 10 Line 83
	十二(jyuuni)(twelve)	video tape recording No 4 Line 169
	太陽(taiyou)(sun)	video tape recording No 9 Line 209
Riko	十六だね (jyuurokudane)(sixteen isn't it)	video tape recording No 4 Line 171

4.3.2 Categorizing

1) Flower rose as the color red

Name of students	Progress	Date of Data
Azusa	Red でもいい(demoii) ? (Is it ok with red?)	video tape recording No 2 Line 58
All	Red! (Instead of saying rose, they say red)	video tape recording No 2 Line 72

2) *Size small as the baby*

Name of students	Progress	Date of Data
Shota	Do you have baby.....	video tape recording No 7 Line 265

3) *The letter of alphabet with reference to students' name*

Name of students	Progress	Date of Data
Azusa	自分の名前にあるよ(jibun nonamae niaruyo) (I got S in my name)	video tape recording No 1 Line 102
Riko	だってりこのRだもん(date rikono R damon) (Because it is Riko's R)	video tape recording No 7 Line 281 video tape recording No 8 Line 128
Minami	みなみのやつ(Minami no yatsu) (There is M in my name)	video tape recording No 3 Line 115

4) *Various kinds of foods into the refrigerator*

Name of students	Progress	Date of Data
Azusa	いつもママ上においてる(itsumo mama uenioiteru) (My mom put meant in the freezer) ピザなんて冷蔵庫に入れない (pizza nannte reizoukoni irenai) (We don't put pizza in a refrigerator)	video tape recording No 4 Line 133 video tape recording No 4 Line 136
Riko	cheese は冷蔵庫かな (Cheese wa reixoukokana) (Cheese should be put in the fridge)	video tape recording No 4 Line 100

Minami	ヨーグルトは冷蔵庫 (yoghurt wa reizouko) (Yoghurt should put in the fridge)	video tape recording No 4 Line126)
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5) Putting things in students' home

Name of students	Progress	Date of Data
Riko	机の上(tsukuenoue) (on the desk)	video tape recording No 6 Line 17
Minami	(points shelf) (pointing the paper) ここ (koko)(here) 頭(atama)(head)	video tape recording No 6 Line 36 video tape recording No 8 Line 3 video tape recording No 8 Line 42
Shota	Bed 頭(head) ベッドの上でしょ(bed no uedesho) (should put on the bed)	video tape recording No 8 Line 4 video tape recording No 8 Line 41 video tape recording No 8 Line 71
Risako	机(tsukue) (table)	video tape recording No 8 Line 80

4.3.3 Comparing

1) sock and socks

Name of students	Progress	Date of Data
Azusa	SockS じゃないの? (janaino) (isn't it socks?)	video tape recording No 3 Line64

2) mouse and rat

Name of students	Progress	Date of Data
Riko	Mouse	video tape recording No 4 Line 210

Minami	Mouse	video tape recording No 4 Line 219
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3) duck and chick

Name of students	Progress	Date of Data
Shota	ひよこ(hiyoko) (chick)	video tape recording No 7 Line 86

4.3.4 Generalizing

Name of students	Progress	Date of Data
Risako	野菜がどうやって町にすむの？ (yasaigadouyatte machinisumuno) (How can a vegetable live in the city) なんで monkey がお金をつくる の？(nhande okanetsukuruno) (How come monkey is making money)	video tape recording No 1 Line 281 video tape recording No 1 Line 316
Azusa	金色の卵をうむの？(kinniro no tamagowo umuno) (Chicken will have golden eggs?) なんで monkey があるいてるの？ (nan de aruiteruno) (How come monkey is walking)	video tape recording No 1 Line 296 video tape recording No 1 Line 317
Minami	鳥？(tori) (a bird) Sailor Moon Go! Go! Go! そんな台所はないよ(sonnna daidokoronaiyo) (never seen brown kitchen)	video tape recording No 3 Line 180 video tape recording No 9 Line 50 video tape recording No 2 Line 125 video tape recording No 3 Line 105 video tape recording No 3 Line 113 video tape recording No 6 Line 67
Shota	え～？(e)(oh my god) Speed up! Basketball	video tape recording No 8 Line 56 video tape recording No9 Line 79 video tape recording No 9 Line 176

4.3.5 Making cause-effect links

Name of students	Progress	Date of Data
Riko	だめじゃん、なくしちゃ(damejan, nakushicha) (she shouldn't have lost the letter)	video tape recording No 1 Line 312
Auzsa	また書かなきゃね (matakakanakyane) (she got to write the letter again)	video tape recording No 1 Line 314
Shota	(Shota tries to write fast) (Shota write again) 歌ってみろよ(utatteremiroyo) (you should sing an alphabet song)	video tape recording No 7 Line 143 video tape recording No 8 Line 89 video tape recording No 10 Line 123
Minami	(singing) a, b,c, d.....	video tape recording No 10 Line 121

4.3.6 Inferring

Name of students	Progress	Date of Data
Shota	それは(sorewa) (then), Duckroom	video tape recording No 6 Line 72

CHAPTER FIVE

Conclusions

This chapter summarizes the major findings and points out the limitations of the study. It then puts forward several suggestions for further studies.

5.1. Summary of major findings

This case study has highlighted several aspects pertaining to five young Japanese students' development of English and their cognitive process.

Firstly, for the progress in identifying the letters of the alphabet, students competed with one another to pick the alphabet card when pronounced by the teacher. By this activity, one of Vygotsky's beliefs is that the child is an active learner in a world full of other people and people play an important role in helping children to learn, bringing objects and ideas to their attention was identified. Students; Riko, Azusa and Risako competed with one another in an informal setting on several occasions: Azusa had banged the desk and her facial expression was one of sadness once she could not pick the card and others did. Students obviously motivated one another in an affective

way to memorize not only the letters of the alphabet but related vocabularies. Also, the teacher had several times used positive praise to encourage students and controlled the student's frustration during an activity which demonstrates what Vygotsky called 'adult act' as mediating the world for children and making it accessible to them. With the help of adults, children can do and understand much more than they can on their own.

Secondly, for the progress in making English phrases-like-utterances, the students were able to make English phrases in the third activity (Refer to Chapter four, 4.2.2). All students had difficulty at the beginning to make meaningful utterances, and they used both Japanese and English. However, with the help of the teacher, the students got used to the activity and gradually were able to use the English phrases. Moreover, not only students did use English phrases but they also identified their own mistakes and corrected them. This demonstrated the scaffolding strategy used in the class. Bruner's research concluded that the use of scaffolding within the ZPD allows children to perform at a higher level. Bruner's list of effective characteristics of scaffolding by adults was also found in classes; the teacher simplified the task in Japanese in order for children to understand the rules of the task, the teacher kept the students on track towards completing the task by reminding the child of what the goal was in Japanese.

Also, the teacher controlled the child's frustration during the task. Though the students made mistakes during the class, the teacher explained the mistake of the student in Japanese and guided them to produce correct English phrases. Thus, the teacher could scaffold children's learning in various ways as suggested by Wood (Wood 1998, cited in Cameron 20), that is the teachers can help children to attend to what is relevant by suggesting, praising the significant, providing focusing activities. In this way, the teacher can help children to attend to remember the whole task and goals by reminding, modeling and providing part-whole activities.

Thirdly, for the children's development of cognitive process, six categories; *naming, categorizing, comparing, generalizing, making cause-effect links and inferring* were found both in Japanese and English. As Painter (Painter 1999: 71) indicates, these categories are reflecting children's thinking processes and through language the process of cognitive development. Moreover, the cognitive development was reflected both in Japanese and English. This also reflects the concept of bilingualism. Students use two languages and the discourse options that students used were wide as discussed by Thompson (1999: 11). Thompson has mentioned that there are seven discourse options available for a bilingual child when communicating with others (Refer to page 23).

Students at *Voice Hobby Club* also used seven options.

<i>Discourse Option</i>	<i>Thompson's discourse type</i>	<i>Voice Hobby Club</i>
Option 1	Silence	Silence
Option 2	Non-Verbal response	Body gesture, eye-contact, facial expressions
Option 3	Language 1	Japanese
Option 4	Language 2	English
Option 5	Language 1 with code switch into Language 2	Japanese→English
Option 6	Language 1 with two codes switches	Japanese→English→Japanese
Option 7	Language 2 code switch into Language 1	English→Japanese

Students use two codes, English and Japanese, which are different linguistic systems to access the objects.

5.2 Recommendations for future actions

One question that could be raised here is in relation to the *Voice Hobby Club*, whether to maintain the goal of the class as “Play with English”. The situation right now in classes at the *Voice Hobby Club* is informal and students are not expected to learn English as in formal schools. If the students’ parents want their children to acquire school-like English then the *Voice Hobby Club* is not the suitable place to learn English. If *Voice Hobby Club* would like to change the goal of the class and compete with other formal English institutions then there are many things that would have to be done. First, they would have to hire experienced teachers and design lesson plans and prepare

suitable class materials for different levels of students. Students would have to be tested as to their knowledge of English to group them according to their level. Also, sessions would have to focus not just on spoken English but also other skills of English such as reading, writing and grammar. However, even at an informal level such as learning the alphabet and other activities where both English and Japanese are used in the long-run might prove more profitable in the process of learning English. Perhaps even a study of a mini-immersion program in English might be considered.

5.3 Limitations of the study

During the period of the three months of the study, there were changes in the teacher and students. The new teacher who had replaced the former one was not experienced in teaching English and her own English level was low. There were frequent changes in students as well. Risako left the class during the data collection and two new students; Minami and Shota joined the club in the middle of data collection. Thus, the atmosphere of classes and students changed.

Secondly, the class was formed with mixed ability of students, the students had different ages and experience in learning English. The student who had more extensive

experience in studying English and the student who had no experience in studying English were put together in the same class due to limited availability of classes held in the club.

Thirdly, the *Voice Hobby Club*, where the research took place is not a formal institution. Thus there were no lesson plans, objects and goals for each class. Materials in the class are chosen randomly by the teacher so the activities held in the classes were always different and there was little coherence in carrying out these activities.

5.4 Suggestions for further studies

The first suggestion for future research is when observing the students' progress over a time period. It is recommended to maintain the same subjects when collecting data. When the number of subjects of the study changes all the time, the progress of students is difficult to ascertain. Also, it is advisable to collect data of the same activities over time. When the activities held in classes are different all the time then it is hard for the researcher to identify the progress and improvement of the students.

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Appendix 1: Transcribed Data
(video tape recording No 1, 9 May 2007)

- 7.T: はい(hai) (yes), A (pronounce A and show the card to students)
8.A and Ri: A
9.T: a, a, a, what is this?
10.A and Ri: Apple
11.T:well done
12.T: B (pronounce B) bu bu bu
13.T: What is this? Bu だから? (dakara) (so?)
14.A and Ri: book
15.T: C (pronounce C) ka ka ka
16.All:camel
17.T:はい(hai) (yes)
18.T:D (pronounce D) da da da
19.All:duck
20.T:はい(hai) (yes)
21.T:E (pronounce E) e e e
22.All: Elephant
23.T: F(pronounce F) fu fu fu
24.All: Fox
25.T: G (pronounce G) gu gu gu
26.All: Gorilla
27.T: H (pronounce H) ha ha ha
28.All: House
29.T:I (pronounce I) i i i
30.All:igloo
31.T: J (pronounce J)ja ja ja 何これ? (nani kore) (what is this?)(look at A and Ri) Jar
はい(hai) (yes)、 Jar ね(ne) (jar isn't it?)
32.T: K(pronounce K) ka ka ka
33.All: Kite
34.T: はい(hai) (yes)、 well done
35.T: L (pronounce L) la la la
36.All: Ladybug
37.T: よくおぼえてるね(yoku oboeterune) (you guys remember well)
38.T:M (pronounce M) mi mi mi

- 39.All: Mit.....(students can not pronounce completely)
- 40.T: Mitten ね(ne) (isn't it)、わすれちゃった(wasurechatta) (you guys forgot?) ?
- 41.T:N (pronounce N) ne ne ne
- 42.All: nest
- 43.T:nest ね(ne) (isn't it)。日本語では(nihongo dewa) (what do you say in Japanese) ?
- 44.All: (quiet)
- 45.T:巢(su) (nest) ね(ne) (isn't it)、巢(su) (nest)
- 46.T: O (pronounce O)o o o
- 47.All: Octopus
- 48.T:Octopus ね(ne) (isn't it)、はい(hai) (yes)
- 49.T: P (pronounce P) pa pa pa
- 50.All: Pig!
- 51.T: はい(hai) (yes)
- 52.T:Q (pronounce Q) qu qu qu
- 53.All: Quilt
- 54.T: Quilt ね(ne) (isn't it)
- 55.T:R (pronounce R) ra ra ra
- 56.All: Rose
- 57.T:はい(hai) (yes)
- 58.T: S (pronounce S) su su su
- 59.All: Sock
- 60.T : はい(hai) (yes)
- 61.T:T (pronounce T) ta ta ta
- 62.All: Turtle
- 63.T: U (pronounce U) a a a
- 64.All: Umbrella
- 65.T: V (pronounce V) vu vu vu vu
- 66.All: Vese
- 67.T: 下の唇が歯に当たるように(shita no kuchibiru ga ataruyouni) (your under lip should touch your teeth)。Vu vu vu (tring to show them) やってごらん(yattegoran) (can you try) ?
- 68.All:(everyone is trying)vu vu vu
- 69.T:そうそう(sousou) (yes yes)
- 70.T: W (Pronounce W) wa wa wa
- 71.All: wagon
- 72.T: X (pronounce X) su su su

- 73.All: X-ray
- 74.T:骨をみせるやつね(hone wo miseru yatsune) (it is the thing that can show your bones) はい(hai) (yes)
- 75.T : Y (pronounce Y)ya ya ya
- 76.All: Yoyo
- 77.T:そうです(soudesu) (that is correct)
- 78.T:Z (pronounce Z) za za za
- 79.All: Zebra
- 80.T:よくできました(yokudekimashita) (well done)
- 81.T: (looking at Ri) ねえ、あずさちゃんのこと知ってる(nee, azusachannokoto shitteru) (do you know azusa)? 同じクラス(onaji kurasu) (you guys were in the same class before)?
- 82.Ri: そう(sou) (yes)
- 83.T: 一回一緒にやったっけ(ikkai issho ni yattakke)(we had the lesson together once)?
- 84.Ri: うん(un) (yes)
- 85.T: はい、ジャジャーン(hai, jaja-n) (yes, here it is)。Take the pencil (take out a box of color pencil) Penshiru をとってください(tottekudasai) (take out)。 (A and Ri take the pencil) はい、そうですね。(hai, soudesune) (well done)
今から、先生がよんだ aruphabetto をなぞってね、いい(imakara, sensei ga yonda aruphabetto wo naqzottene, ii) (please find the alphabet that I will pronounce)? 先生の声よくきいてね(sensei no koe yokukiitene) (listen to me well)。なぞってください(nazottekudasai) (please find the alphabet)。いきます(ikimasu) (ready?). Ready? (looking at A and Ri but does not give any response) Yes? No?
86. A and Ri: Yes
87. T: Redy は準備いいねの意味ね。(ready wa jyunbinoiinen no imine) (ready means you are prepared)
88. T: (looking at A and Ri) Ready?
89. A and Ri: Yes!
90. T: Q (pronounce Q), qu qu qu (students trying to find the letter q)
91. T: looks like No 9 だよ(number nine dayo) (right)。 (looking at A and Ri) よく出来た(yokudekita) (well done)。 Well, done
92. T:はい(hai) (yes)、qu qu qu Quilt ね(ne) (isn't it)
Risako(Rs) enters the room
93. T: (T look at Rs)おそかったね(osokattane) (you are late)
Risako sits down

94. T: (looking at Rs) How are you today? (Rs does not give response) How are you? Fine?
95. Rs: (respond to T) I'm fine
96. T: (look at Rs) you know azusa? 知ってる(shitteru) (you know)? (Rs shakes her head) しらないね(shiranaine) (you don't know her right?). (look at Azusa) あずさちゃんです(Azusachan desu) (this is Azusa). (look at Azusa) 名前言って (namae itte) (say your name). My name is.....
97. A: My name is Azusa
98. T: (look at Rs) りさこちゃんは(Risakochan wa)(Risako chan wa) (how about Risako)?
99. Rs: My name is Risako. Nice to meet you
100. T: (look at Ri) りさこちゃんはしってるよね (Risakochan wa shitteruyone) (You know Risako)? りかちゃんのこと(Riko chan no koto) (you know Riko)? (Rs nod)
101. T: Ok, ハイ、さっき Q をやりましたね(hai, sakki Q wo yarimashitane) (yes, we just finished Q). ハイ 次(hai, tsugi) (yes next), S (pronounce S) Su ってどれ(Su tte dore) (which one)? (students finds the letter s) そう(sou) (yes)
102. A: 自分の名前に S あるよ(jibun no namae ni S aruyo) (I got S in my name)
103. T: そうだね(soudane) (That's right). 自分の名前にあるね(jibun no namae ni arune) (you got S in your name)
104. T: 次ね(tsugine) (next). T(pronounce T), tat a ta
105. A: コレ(kore) (this one)?
106. T: そうそう(sousou) (yes) (look at Ri) りこちゃんがさしてるの(Rikochan ga sashiteruno) (this is what Riko is pointing)
107. T: U (pronounce U), a a a, umbrella
108. All: コレ(kore) (this)?
109. T: そうそう、それ(sousou ,sore)(that is correct)
110. A: これも自分の名前にあるよ(koremo jibun no namae ni aruyo)(I got this letter in my name as well)
270. Rs: 何これ(nanikore) (what is this)?
271. T: なんてでしょう(nandeshou) (what do you think it is)。はい、いくよ・・・(hai, ikuyo) (ok, here it goes)。
272. Ri: やさいみたい(yasai mitai) (looks like vegetable)

273. T: そうだよ、やさいだよ(soudayo, yasaidayo) (that is correct. This is vegetable).
274. T: Mr. Celery lives in the city. セロリってなに(celery tte nani) (what is celery)? 食べたことある(tabetakotoaru) (have you eaten before)? Does anybody eat celery?
275. Ri: セロリ嫌い(celery kirai) (I don't like it).
276. T: city って何(city tte nani) (what is)?
277. Rs: えっ(e?)(what)? チキンならしってるよ(chicken nara shitteruyo) (I know what Chicken is).
278. T: チキンじゃないでしょ(chicken janaidesho) (no, this is not chicken)?
279. T: city は町(city wa machi) (is city)! セロリさんは町にすんでいます(celery san wa machi ni sundeimasu)(Mr. celery lives in the city).
280. All: え〜(e~) (what)? ?
281. Rs: 野菜がどうやって町にすむの(yasai ga douyatte machinisumuno) (how can a vegetable live in the city)?
282. T: 多分やさい city なんだよ(tabun yasai city nandayo) (probably it is Vegetable city). はい、次なにか(hai, tsuginanikana) (what is next)? (show next card)
283. T: Dolly Dimple danced with a dog
284. All: (try to imitate what they have heard) Dolly なんとか(nanntoka) (bra bra)
285. T: この人はドーリーダンパー(konohito wa Dolly Dimple) (this is Dolly Dimple). Dance してるよ(shiteruyo) (Dancing). Dance って何(dance tte nani) (what is)? おどることね(odorukotone) (that is to dance). Dance with the dog!
286. All: Dog dog!
287. T: そう、犬とおどってるね(sou, inuto odotterune) (right. She is dancing with a dog). はい、次いきます(hai, tsugiikimasu) (ok,next). これなに(korenani) (what is this)?
288. Rs: 魚(sakana) (fish) !
289. A: 魚が飛んでるよ(sakana ga tonderuyo) (fish is flying)
290. T: そう(sou) (yes)、flying fish だよ(it is)。それが(sorega) (it is)will get to the forest. Forest って森ね(tte morine) (get to the forest)。森につきます(mori ni tsukimasu) (get to the forest)。はい、次ね(hai, tsugine) (next)。
291. T: Gray Goose got some golden eggs.
292. Rs: (trying to imitate) ごっさんゴールド(gossan gold) (got san gold?)
293. T: ゴールドって何色(gold tte naniro) (what is cold?what color)?
294. M: きいろ(kiirō) (yellow)? ?
295. T: ちがうよ(chigauyo) (no)。黄色は(kirowa) (yellow is)yellow. ゴールドだよ

- (gold dayo) (that is) ! (show her golden necklace) これだよ(koredayo)(this one)、金(gold) ! 金色(kiniro) (gold color)。
296. A:金色の卵をうむの(kinniro no tamago wo umuno) (chicken will have golden egg) ?
297. T:ちがうよ(chigauyo) (no)。Got するの(suruno) (it will)。
298. Rs:だれが(darega) (who) ?
299. T:ここにはかいてないから、わからないな(kokoniha kaitenaikara, wakaranaina) (I don't know. It does not say in this card)。はい、つぎね(hai, tsugine) (yes, next)。What is this animal?
300. A: Giraffe!
301. T:そう(sou) (right)。Giraffe ね(ne) (isn't it)。キリンね(kirin ne) (giraffe isn't it)。Gentle Giraffe looks at George.やさしいきりんがジョージをみます(yasashii kirin ga George wo mimasu) (gentle giraffe looks at George)。次(tsugi) (next)、コレ何(kore nani) (what is this) ? この人の名前は(konohitono namaewa) (his name is)Happy Henry. Happy Henry has gone to Hawaii. Hawaii にいったことあるひと(ittakotoaruhito) (who has been to) ?
302. Ri:あるよ(auyo) (yes, I have)。
303. A&Rs:いいな～(iina～) (lucky you)
304. T:はい(hai) (yes)、この車は(konokurumawa) (this car is) jeep ね(ne) (isn't it)。
305. A:この(kono) (this) Jeep 小さいね(chiisaine) (is small)。人がはみでてるね(hito ga hamideterune) (the person's feet is out of the car)。
306. T:この人の名前(konohitono namae) (his name)、男が(the boy is)jack で女が(de onnaga) (and the girl is)Jill. Jack a and Jill ね(ne) (isn't it)。ピョンピョンするの何って言う(pyon pyon suruno nannteiuono) (how do you say jump in English) ?
307. Ri:Jump!
308. T:そう(sou) (yes)、Jack and Jill jumped into the Jeep ジープにとびのったの(Jeep ni tobinottano) (jumped into the jeep)。はい、次ね(hai, tsugine) (let's go next)。
309. T:この人の名前(konohito no namae) (his name)、his name is Ken and Kate ね(ne) (isn't it)。さっきは(sakkiwa) (last card was)Jack and Jill. Ken and Kate keep me waiting。ケンとケートがわたしのことをまたしてるの(ken to kate ga watashinokotowo matashiteruno) (ken and kate keep me waiting)。Take this card out!お手紙ってなんていう(otegami tte nanteiuono) (how do you say letter in English) ?
310. A:Letter!
311. T:Letter ね(ne) (isn't it)。Lucy Locket lost her letter。手紙なくしちゃったんだ

って(tegami nakushishattanndatte) (she lost her letter)。顔かなしそうだもんね (kao kanashisoudamonne) (look how sad she is)。

312. Ri:だめじゃん、なくしちゃ(damejan, nakushichia) (that's bad. She shouldn't have lost the letter)。

313. T:そうだね(soudane) (yes)。

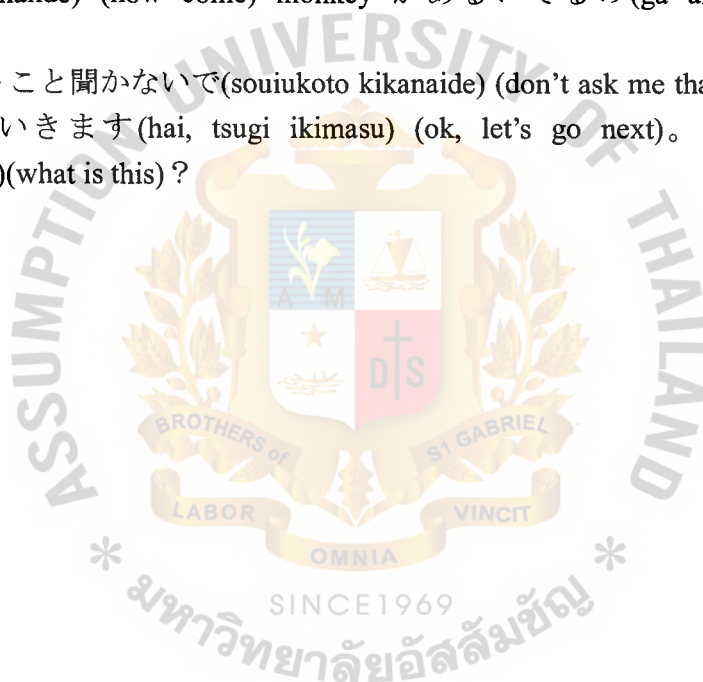
314. A:また書かなきゃね(mata kakanakyane) (she got to write the letter again)。

315. T:そうね(soune) (that's right)。はい、次ね(hai, tsugine) (yes next)。Mad monkey made a lot of money! このひと(konohito) (this one)、Bad Monkey ね(ne)(isn't it)、make つくるね(tsukurune) (make) a lot of money お金ね(okanene) (money)。

316.Ri: なんで(nandene) (how come) monkey がお金つくるの(ga okane wo tsukuruno) (is making money) ?

317.A: なんで(nande) (how come) monkey があるいてるの(ga aruiteruno) (is walking) ?

318. T:そういうこと聞かないで(souiukoto kikanaide) (don't ask me that question) ! はい、次いきます(hai, tsugi ikimasu) (ok, let's go next)。これなんだ(korenanda)(what is this) ?



Appendix 2: Transcribed Data
(video tape recording No 2, 16 May 2007)

20. T: A (pronounce A and show the card to students) a a a
21. All: Apple!
22. T: Well done. B (pronounce B) bu bu bu
23. All: Book.
24. T: Book ね(ne) (is it). C (pronounce C) ka ka ka
25. All: Camel
26. T: D (pronounce D) da da da
27. All: Duck
28. T: E (pronounce E) e e e
29. All: Elephant
30. T: F (pronounce F) fu fu fu
31. All: Fox
32. T: T: G (pronounce G) gu gu gu
33. All: Gorilla
34. T: Gorilla さんね(san ne)(Mr. Corilla). H (pronounce H) ha ha ha
35. All: House
36. T: はい(hai) (yes). I (pronounce I) i i i
37. All: igloo
38. T: J (pronounce J) ja ja ja
39. All: Jar
40. T: Jar ね(ne) (is it). キッチンにあるやつね(kitchen ni aruyatsune)(can find in the kitchen). You see this in the kitchen
41. T: K (pronounce K) ka ka ka
42. All: Kite
43. T: Kite ね(ne)(is it). You play this in new year's お正月にあそぶでしょ (oshougatsu ni asobudesho) (you play with it during new year)
44. T: L (pronounce L) la la la
45. All: Ladybug
46. T: Ladybug 見たことある人(mitakotoaruhito) (have you seen this)? (looking at all) Have you seen this?
(((Minami raises her hand)))
47. T: (looking at Minami) つかまえたことある(tsukmaetakotoaru) (have you caught it)?

48. M:(shake her head)
49. T: てんとうむしね(tentoumushine) (ladybug isn't it).
50. T: :M (pronounce M) mi mi mi
51. All: Mitten
- 52.T: Mitten ね(ne) (is it). さむかったらつけるでしょ (samukattara tsukerudesho)(you will put it when it is cold) ?
53. T: N (pronounce N) ne ne ne
54. All: nest
55. T:nest ね(ne) (isn't it) 何(nani)(what)nesuto? What is nest?
56. A:鳥の巣(tori no su)(bird nest)
57. T:ピンポン(pin pon) (correct)。House of a bird ね(ne) (is it)。はい、次(hai, tsugi) (yes, next)
58. T: O (pronounce O)o o o
59. All: Octopus
60. T: はい(hai)(yes)、 what's this?
61. A: たこ ! (tako) (octopus)
62. T: P (pronounce P) pa pa pa
63. All: Pig!
64. T: Pig ね(nr) (is it)。 What's this?
65. All:ぶた(buta)(pig in Japanese)
66. T: Q (pronounce Q) qu qu qu
67. All: Quilt
68. T: You know what's Quilt?
69. Rs: もうふ? (moufu) (blanket)
70. T: ちがうよ(chigauyo) (no)。Quiltは小さい布をちくちく縫い合わせて大きい布にするの (Quilt wa chiisai nunowo chikuchiku nuiawasete ookii nunoni suruno) (is made by small pieces of paper and make it into a big cloth)
71. T: (pronounce R) ra ra ra
72. All: Red
73. T:Rose ね(ne)(is it)。 はい(hai) (yes)。 S (pronounce S) su su su
74. All: Sock
-
110. T: はい(hai) (yes)。 V (pronounce V) vu vu vu vu Vese (A pick up the card)
111. T: Correct.
112. A:これ(kore) (this) ?

113. T: You are right. はい(hai) (yes)、 next
114. T: O (pronounce O) o o o Octopus (M pick up th card)
115. T: Minami ちゃん(chan) (Miss) well done
116. T: S (pronounce S) su su su Sock (Ri pick up the card faster than Rs)
117. T: Riko ちゃん(chan) (Miss) well done (looking at Rs) おそかったね(osokattane) (you were late)
118. T: はい、次(hai, tsugi) (yes, next) Q (pronounce Q) qu qu qu (Ri pick the card before T pronounce the word). Quilt Well done Riko.
119. T: はい(hai) (yes)、 next、 :Z (pronounce Z) za za za (Ri pick up the card faster than A) Well done (looking at A) おそかったね(osokattane) (you were late) (A upset/ bang the table)
120. T: はい(hai) (yes) A (pronounce A) a, a, a, (A pick up the card) Apple. (look at Rs) The cad is in front of you. 目の前にあるじゃん(menomae niarujan) (It's in front of you)。
121. T: はい(hai) (yes)、 H (pronounce H) ha ha ha House (A pick up the card) well done
122. T: G (pronounce G) gu gu gu Gorilla (Ri pick up the card faster than Rs and M) (looking at Rs) you can't reach there? ちかくにやろう(chikakuniyarou) (make cards closer)。 You guys come closer closer. ちかよって(chikayotte) (closer)。 Ok? (looking at Rs again) can you reach there?
123. Rs: とどかないよ(todokanaiyo) (can't reach)
124. T: make it closer. Ok, aomai (in thai) (she surprises herself speaking in Thai) いきます(ikimasu) (go). Ready?
125. M: GO!
126. T: (with surprising face) はいはい(haihai) (yes yes)。 F(pronounce F) fu fu fu Fox (Rs pick up the card faster than all) (A looks so upset)
127. T: well done. J (pronounce J) ja ja ja Jar (Rs pick up the card) well done. はい(hai) (yes)、 next. T (pronounce T) ta ta ta Turtle (A pick up the wrong card) ta ta ta Turtle (Ri pick up the right card) (looking at Ri) correct. Well done.
128. T: はい(hai) (yes) next. M (pronounce M) mi mi mi Mitten (Ri pick up the card) well done riko! りこちゃんはやいね(Rikochan hayaine) (Miss Riko is fast)。 Next, C (pronounce C) ka ka ka camel (A and Rs reaches the card but A got wrong card and Rs got the right card) (looking at A) ごめんね(gomen ne) (sorry)、 Camel のほうでした(Camel no houdeshita) (It was)。 (looking at A's card) これも同じ(koremo onaji) (this is same) ka ka ka なんだけど・・・(nandakedo) (looking at A's card) What was this? Ka ka ka なんだった(nandatta) (what was it)? ka ka ka kite ね(ne) (is it)。

129. T:ok, next. X (pronounce X) su su su (Ri pick up the card faster than M) X-ray (looking at Ri) well done. (looking at M) みなみちゃん、今日はじめてだからね(Minamichan, kyou hajimetedakara) (Minami, it is your first time)。
130. T: P (pronounce P) pa pa pa (Ri pick up the card) Pig! (looking at Ri) well done. (Ri looks so happy) (A looks so upset, uneasy)
131. T: D (pronounce D) da da da (Rs pick up the card) duck はい(hai) (yes)、next. N (pronounce N) ne ne ne nest (Rs pick up the card)(A bangs the table) はい(hai) (yes)。R (pronounce R) ra ra ra Rose (Ri pick up the card) (looking at Ri) well done. (A upset again)
132. T: W (Pronounce W) wa wa wa (A pick up the card) wagon (looking at A) well done. (looking at M) さいしょだからわかりにくいけど、がんばろうね (saishodakara wakariniikuikedo, ganbaroune) (It is your first time so put lots of effort)。はい(hai) (yes)、L (pronounce L) la la la Ladybug (Ri pick up the card faster than A, Rs)
133. T: ok, next Y (pronounce Y)ya ya ya (Rs pick up the cardfaster that A)Yoyo はい(hai) (yes)well done
134. T: はい(hai) (yes)、E (pronounce E) e e e (Ri pick up the card faster than A)Elephant. Well done! はいじゃあ(hai jaa) (ok, then)、U (pronounce U) a a a Umbrella
(A and Rk pick up the card but A got the correct card)
135. Ri:あーあ(a-a)(oh-oh)・・・(Ri looks upset)
136. T: はい(hai) (yes)。B (pronounce B) bu bu bu (Rs pick up the card faster than A and Ri) (lookin at Rs) you got it.
137. T:はい(hai) (yes)、I (pronounce I) i i i (Ri pick up the card)
138. T: はい(hai) (yes)、Last, stand up. Everyone Stand up!(All stand up) (pronounce K) ka ka ka
(A pick up the card faster than others) Azusa was quick (looking at M) みなみちゃんでもひとつとれたね、すごいね(Minamichandemo hitotsutoretane, sugoine) (Minami, well done)。First time but she can get one. Well done, Well done. Good job!(looking at M) 本当に(hontouni) (really).
237. T:はい(hai)(yes)、次(tsugi)(next) Minami ちゃん(Minamichan) (miss)。だしてください(dashitekudasai) (please put)。 (M place a card) (looking at Rs) はい(hai) (ok)。
238. M:終わったよ(owattayo) (I've finished)

239. T: はい(hai)(yes)。 (Rs place a card) もう全部だしちゃって(mou zenbu dashichatte) (please put all cards)。 B は(is)bu, E は(is)...
240. Ri: e
241. T: D は(wa) (is) du, Buedu で(de) (isn't it) ?
242. Ri: Bed
243. T: そう(sou) (yes) bed ね(ne) (it is) 。 (Rs put a all the cards) はい(hai) (yes)。 H は(wa) (is) ha, O は(wa) (is) o, G は(is) gu, Hog ね(ne) (right)。 ちょっと(chotto) (a little) wild な(na) (like) pig ね(ne) (is it)。 W は(wa)(is)wa, I は(wa)(is)i, G は(wa) (is) gu, Wig ね(ne) (right)。
244. Rs: 先生、全部いってるじゃん(you say it all)。
245. T: Wig は何(wig wa nani) (what is) ?
246. Rs: かみのけ(kaminoke) (hair)。
247. T: そう、かみのけね(sou, kaminokene) (yes, hair)。
248. T: はい(hai) (yes)、next. H は(wa)(is) ha(A and Ri imitate T) A は(wa) (is) a 、 T は(wa) (is) tu よんで(yonde) (read)。
249. A: Hat
250. T: そう(sou) (yes)、Hat ね(ne)(it is)。 帽子ね(boushine) (hat is it)。 はい(hai)(yes) 、 No1 はりこちゃん(No 1 wa Rikochan) (is Riko) No2 はあずさちゃん(No 2 wa Azusachan) (is Azusa) No3 はみなみちゃん(No 3 wa Minamichan) (is Minami) No 4 はりさこちゃんね(No 4 wa Risakochan ne) (is Risako)。

Appendix 3: Transcribed Data
(video tape recording No 3, 30 May 2007)

1. T: (Show the cards to A) What was this? a a a
2. A: Apple!
3. T: B(pronounce B), bu bu bu
4. A: Book
5. T: C (pronounce C) ka ka ka Camel
6. A: (not sure) Camel
7. T: D(pronounce D)
8. T and A: da da da
9. A: Duck
10. T: E (pronounce E)
11. T and A: e e e
12. A: Elephant
13. T: F (pronounce F) fu fu fu
14. A: Fox
15. T: G (pronounce G), gu gu gu
55. T and A: ra ra ra Rose
56. A: Red でもいい(Red demoii) (Is it ok with red) ?
57. T: いいよ(iiyo) (sure)、じゃあ(jaa) (then) Red と言ってみよう(Red de itte miyou) (say red)。
58. T and A: ra ra ra Red
59. T: (pronounce S) S
60. T and A: su su su
61. A: Fox
62. T: Sock だよ(sock dayo)(it is sock)。
63. T and A: Sock
64. A: sockS じゃないの(socks ja naino)(isn't it socks) ?
65. T: It it's one pair, it's sock, if it's pair then Socks. わかる(wakaru) (understaned) ?
ひとつだけだったら、sock, 二つだったら、socks(hitotsudakedattara, sock, futatsudattara socks) (It it's one pair, it's sock, if it's pair then Socks)

104. T: はい(hai) (yes)、 next. Ready?
105. M: GO!
106. T: はい(hai) (yes)。 (pronounce U) a a a umbrell
107. Ri: あった(atta) (I got it)。
108. M: ない(nai) (I don't have)。
109. Ri: (looking at M's paper) ないね(naine) (you don't have)。
110. T: Apple は大きい口ね(apple wa ookii kuchine) (pronounce with a big mouth)。
umbrella は半分の口(umbrella wa hanbun no kuchi) (is pronounced with a half
mouth)。 はい(hai) (yes) next
111. M: ready go!
112. T: Can I start? Ready? (looking at A and Ri)
113. M: GO!
114. T: (pronounce M) M, mi mi mi Mitten
115. M: あった(atta) (I have it) 。 Minami のやつ(Minami no yatsu)(There is a M in
my name)
116. T: Minami の M だね(Minami no M dane)(yes, that's Minami's M)。
117. A: ない(nai)(I don't have)
170. T: ベティーボッターさんがバターを・・・(Betty Botter san ga batter wo)(Betty Botter
has....)
171. A: もっている(motteiru) (carrying)。
172. T: もっていません(motteimasen) (not carrying)。 Bought かったの(kattano)(she
bought it)。
173. T: Cathy Carter comes to school (Ri and A flip the card but not M) (Ri help M to find
the card)
174. T: キャシーカーターさんが(Cathy Cater san ga)(Cathey Carter)
175. A: 学校へいくのね(gakkou e ikunone)(comes to school)。
176. T: Mr. Celery lives in the city どういう意味(douiu imi) (what does it mean)? セロリ
さんが町に(Celery sanga machine) (Mr. Celery in town)
177. T and Ri: すんでいます(sundeimasu) (lives)。
178. T: Dolly Dimple danced with a dog (Ri and A flip the card but not M) (Ri help M
to fin the card) ドーリーディンプルさんがワンちゃんと(Dolly Dimple san ga
wanchanto) (Dolly Dimple with a dog) Dance します(shimasu)(do)。
179. T: The flying fish will get to the forest (A find the card) The flying fish (T makes a
gesture) (Ri find the card)

180. M: (looking at T's gesture and say) 鳥(bird) ?
181. T: 魚が森にいきます(sakana ga mori ni ikimsu)(A fish get to the forest).
(M makes an gesture as an flying fish and distracts the class)
182. T: Gray Goose got some golden eggs. Gray の Goose ガチヨウがゴールデンの卵
(gachousanga golden no tamago) (Graygoose with golden egg)を get しました
(wo get shimashita) (done).
183. T: Gentle Giraffe looks at George (All find the card)
- 184.T: Happy Henry has gone to Hawaii (All find the card)
185. T: Jack and Jill jumped into the jeep. Jeep に と び の り ま し た (ni
tobinorimashita)(jump into). (NT help M to find the card)
186. T: Ken and Kate keep me waiting. Ken と Kate は私をまたせます(Ken to Kate wa
watashiwo matasemasu) (keep me waiting).
187. T: Lucy Locket lost her letter ルーシーはレター(Lucy wa retaa)(Lucy with letter)、
レターって何(retaa tte nani)(what is letter) ?
188. A: てがみ(tegami) (letter)



Appendix 4: Transcribed Data
(video tape recording No 4, 13 June 2007)

17. T: P(pronounce P) pu pu pu
18. S: ブタ(buta) (pig)
19. T: Pig ね(ne) (it is)
20. T: D(pronounce D) da da da duck
21. T: Ta ta ta
22. S: Camel
23. T: ちがうよ(chigauyo) (no). Ta ta ta Turtle
24. T: Fox っていうてごらん(Fox tte ittegoran) (try to say fox)、次(tsugi) (next)。
25. T: (show card) これは(korewa) (how about this one) ?
26. Ri: W(pronounce w) wa wa wa
27. T and Ri: wagon
28. T: looking at Ri) よく覚えているね(yokuoboeteirune)(you remembered well)。
29. T: これは(korewa) (this is) M(pronounce M) m m m Mitten ね(it is)。
30. T: これは(korewa)(this one) ? Z (pronounce Z) zi zi zi Zebra
31. T: これは(korewa)(this one) ?
32. S: たこ(tako) (octopus)
33. T: kite
34. T: R (pronounce R) ro ro ro Rose
35. T: e e e
36. All: Elephant
37. T: K(pronounce K) ka ka ka
38. Ri: Camel
39. S: らくだ(rakuda) (camel)
40. T: Camel ね(Camel ne) (it is)。
41. M: 亀ににてる(kame ni niteru) (similar to turtle)
42. T: それは(sorewa) (that is)、turtle でしょ(turtle desho)(isn't it)
43. T: これは(korewa) (how about this) ?
44. All: H(pronounce H) ha ha ha House
45. T: これは(korewa) (this one) ? U(pronounce U) a a a
46. All: Umbrella
47. S: かさだね(kasadane) (that is umbrella).

99. T: Please put cheese (all put cheese in a fridge)
100. Ri: Cheese は冷蔵庫かな・・・ (cheese wa reizouko kana) (cheese should be put in the fridge, not freezer)
101. T: Tomato in a fridge (all put tomato in a fridge)
102. T: Please put cucumber in a fridge (All put cucumber in a fridge)
103. T: Eggplant
104. A: これかな(korekana) (this one)?
105. T: これじゃないよ(koreja naiyo) (not this one).
106. T: (looking at A) よんでごらん(yondegoran) (read it).
107. A: よめないよ(yomenaiyo) (I can't read).
108. T: Eggplant はなすです(wa nasudesu) (is eggplant).
109. S: なすび(nasubi) (eggplant).
110. T: Next, cabbage (Ri and A put cabbage successfully)
111. T: (looking at all) さっき(sakki) (just now)、ピーターラビットがたべたものは(Peter Rabbit ga tabetamonowa) (what did Peter Rabbit eat)?
112. All: すいか(watermelon) (All put watermelon successfully)
113. T: watermelon ね(ne) (it is). そうね(soune) (right).
114. T: Ok, eggs
115. A: Eggs くんはこれだな(Egg kun wa koredana) (Mr. Egg should be put here) (Ri, S and A put successfully. M needs help from T)
116. T: Orange Juice (All putting orange juice in a fridge)
117. T: Next is apple juice (all putting apple juice in a fridge)
118. T: Soda (all put soda)
119. T: Corn
120. S and M: (repeat after T) Corn, Corn (all put corn)
121. T: Green pepper
122. S: ピーマンすっごいこげてる(peman suggoi kogeteru) (this green pepper looks burned).
123. T: そう(sou) (yes). Green pepper はピーマンね(wa peaman ne) (is green pepper).
124. T: Cherries チェリーがいっぱいあるから S がついでなのね(cheri ga ippai arukara S ga tsuiterunone) (there are so many cherries, that's why there is S).
125. T: Ok? Yoghurt
126. M: ヨーグルトは冷蔵庫(yo-guruto wa reizouko) (Yoghurt should put in the fridge).
127. S: ピザは(pizza wa)(how about pizza)?
128. T: next, Ketchup. ピザにケチャップつけるよね(pizza ni kechappu tsukeruyone) (you put ketchup on pizza). (all put ketchup)

129. T:次(tsugi)(next)、fish (all put fish)
130. T: Meat
131. S: (repeat after T) meat
132. A:これだね(koredane) (must be this one). (all put meat)
133. A:いつもママ上においてる(itsumo Mama ue nioiteru) (My mom put meat in the freezer, not in a fridge)
134. T:salad (all put salad)
135. T: Pizza
136. A: Pizza なんて冷蔵庫にいれないよ(nante reizouko ni irenaiyo) (we don't put pizza in a refrigerator).
137. T : いれるよ(ireruyo) (really?).
138. T:asparagus. アスパラガスは日本語もアスパラガス(asuparagasu wa nihongodemo asuparagasu) (In Japanese, asparagus is asparagus)
139. T: (looking at last picture)最後は何(saigo wa nani) (what is the last) ?
140. All:にんじん(ninjin) (carrot).
141. T:にんじんは英語でなに(ninjin wa eigo de nani) (what is carrot in English) ?
142. A:Carrot
143. T: Peter Rabbit eating what?
144. A: Carrot
145. T:そうね(soune) (right). じゃあ、みんな紙をしまつて(ja, mina kamiwo shimatte) (ok, finish with this task).
167. T: Number sixteen *
168. Ri: sixteen?
169. S: 十二(jyuuni) (twelve) ?
170. T : ちがうよ(chigauyo) (no).
171. Ri:十六だね(jyuuroku dane) (sixteen isn't it). (Cross out no 16)
196. T: この絵をみてね(kono e wo mitene) (look at this picture).この絵、どっちだ(kone,e dottchida) (this picture). よんでみて(yondemite) (read it).
197. Ri: hat!
198. T: (looking at Ri) This is Hat. はい、ハットって書いて(hai, hat tte kaite) (ok, please write Hat). (T help M)
199. T:次は何(tsugi wa nani) (what is next) ?

200. Ri: わかんない(wakannai) (I don't know). バット(batto) (is it Bat) ?
201. T : ちがうよ(chigauyo) (no). Mat ね(ne) (it is).
202. T:(looking at A) よんでごらん、ちゃんと(yondegoran, chanto) (please read carefully).
203. A: これでしょ(koredesho) (this one isn't it) ?
204. T: よんでごらん、あずさちゃん(yondegoran, Azusachan) (Azusa, read carefully).
205. T: Mat (T help M)
206. T: 次は(tsugiwa) (next) ?
207. S: バット(batto) (Bat)
208. T: そう(sou) (yes)、Bat ね(ne) (it is). (all writes the word Bat on the paper)
209. T: これなんだ(korenanda) (what is this) ?
210. Ri: mouse
211. T: Rat ね(ne) (it is).
212. T:(looking at S) Shota, よんでごらん(yondegoran) (Go on and read).
213. Hat, Mat, Bat Rat (S does not repeat but Ri repeats)
214. T: (looking at S's paper) Shota, A の書き方が変だから書き直して(A no kakikataga hendakara kakinaoshite) (the way you write A is wrong so re-write please). (S re-writes the word A)
215. M:(looking at T) これは何(korenani)(what is this) ?
216. T: なんだった(nandatta) (what was this) ?
217. M: Bat.
218. T: わかってるじゃん(wakatterujan) (you know the answer)
219. M: Mouse
220. T: Rat だよ(dayo) (it is). Rat

Appendix 5: Transcribed Data
(video tape recording No 5, 20 June 2007)

1. T: はい、これね(hai, korene) (yes this one). (T shows the card to all)
2. T: Red (All repeat)
3. T: Black (All repeat)
4. All: Gray (All repeat)
5. S: Grai!
6. T: Grai じゃないよ(janaiyo) (It is not Grai). Gray ね(ne) (It is) . (T show the card)
7. All: Brown (T show the card)
8. All: White (T show the card)
9. All: Yellow (T show the card)
10. T: Yellow じゃないよ(janaiyo) (it is not). Orange ね(ne) (it is).
11. T: Orange
12. All: Orange (T show the card)
13. All: Blue (T show the card)
14. All: Purple (T show the card)
15. All: Green (T show the card)
16. All: Yellow (T show the card)
17. T: これは(korewa) (this is) Shape ね(ne) (right). What shape? (showing the shaped card)
18. S: さんかく (sankaku) (triangle)
19. T: Triangle
20. T: これは(korewa) (how about this) ? (T show the card)
21. All: (No one reply)
22. T: Square
23. S: 顔のかたち(kao no katachi) (It's face shape).
24. T: これは(korewa) (how about this) ? (T show the card)
25. A: (No one reply)
26. T: Circle
27. T: Circle orange
28. All: (Repeat after T) Circle orange (T show the card)
29. T: これは(korewa) (this is) triangle green
30. All: (repeat after T) triangle green (T show the card)
31. T: blue circle
32. All: (Repeat after T) Blue circle (T show the card)

33. T: Green square
34. T: まっしかくね(masshikakune) (It's square). Square. (T show the card)
35. S: さんかく(sankaku) (triangle) Yellow
36. T: (looking at S) えらいね(eraine) (good job). ちゃんとおぼえてるね(chanto oboeterune) (You remembered well).
37. T: triangle yellow(T show the card)
38. Ri and T: Square red
39. T: Count a square. How many square? How many?
40. Ri and A: Four
41. T: (looking at S and M) how many? いくつ(ikutsu) (how many)?
42. All: Four
43. T: Four green square
44. T: これは(korewa) (how about this one)? これは何(korewa nani) (what's this)? How many? Count! How many circles?(students try to count)
45. S: Four circles
230. T: はい(hai) (yes)、four by four にならべてよ(ni narabeteyo) (line cards up)。 (All putting the cards four by four)
231. T: I'm gonna start. Peter Piper peeled a pink peach
232. S: ピーターパイパー(Peter Piper) (Peter Piper)?
233. T: ピーターパイパーさんは(Peter Pipersanwa) (Piter Piper) pink の(no)(s) peach をむきます(wo mukimasu) (peel). (all flip the card)
234. T: Mad Monkey made a lot of money マッドモンキーさんはお金をつくりました (Mad monkey san wa okanewo tsukurimashita) (Mad monkey made a lot of money). (all flip the card)
235. T: Mr. Celery lives in the city セロリは町にすんでいます(Celery wa machinisundeimasu) (Celery lives in the city). (all flip the card)
236. T: Jack and Jill jumped into the jeep ジャックとジルはジープにのります(Jack to Jill wa jeep ni norimasu) (Jack and Jill jumped into the jeep). (all flip the card)
237. T: Ken and Kate keep me waiting ケンとケイトは私をまたせます(Ken to Kate wa watashiwo matasemasu) (Ken and Kate keep me waiting). (all flip the card)
238. T: Lucy Locket lost her letter (all flip the card)
239. A: ルーシーロケットさんは手紙をなくしました(Lucy Locket san wa tegamiwo nakushimashita) (Ms. Lucy Locket lost her letter).
240. T: Who got bingo?

241. Ri: Three

242. T: ok.

243. T: Cathy Carter comes to school (All flip the card)

244. A: キャシーが学校へ来ます (Cathey ga gakou e kimasu) (Cathy comes to school).



Appendix 6: Transcribed Data
(video tape recording No 6, 27 June 2007)

10. T:これ(kore) (this)Clock. 時計ね(tokei ne)(clock, right). どこにする(where to)? Clock.
部屋の壁ね(heya no kabene) (on the wall right). On the wall. Slippers は(wa) (how
about)? これどこにおく(koredokonikoku) (where to put)?
11. M:ここ(koko) (here)
12. T:Bed の下ね(bed no shitane) (under the bed).
13. T:Calender は(calendar wa) (how about)? どこ(doko)(where)?
14. All: (repeat after T) Calender
15. T:かべにしよう(kabe ni shiyou) (put on the wall).
16. T:Cap.帽子は(boshi wa) (how about)?
17. Ri: 机の上(tsukueno ue)(on the desk)
18. T:on the table でいいの(de iino) (is it ok on the table)? OK.
19. T : Teddy Bear は(teddy bear wa)(how about)?
20. All:Teddy Bear
21. T:これは(korewa) (how about this)?
22. S:Ladybug
23. T:これは(korewa) (this is) Teddy Bear ね(ne) (right). 熊のぬいぐるみ(kumano
nuigurumi) (teddy bear). どこにおく(dokonioku)(where to put)?
24. S:頭の上(atama no ue) (on the head).
25. T:ちがうね(chigaune) (no). Put on the bed, ok?
26. T: computer! みんな言って(minna itte) (everyone say it).Computer. Computer put on
the desk ok?
27. T: 次どれにする(tsugi doreni suru)(how about next)?
28. M: (show to T) ランプ(Lamp) (Lamp)
29. T:Lamp.Put on where?どこにする(dokonisuru) (where to put)?
30. T:Put on the table.テーブルの上ね(table no uene)(on the table).
31. Ri: (Repeat after T) Put on the table.
32. T:次、Fish ね(tsugi, fish ne) (right). (looking at Ri)よくしってるね(yokushitterune)
(you know well).
33. All:(repeat after T) Fish
34. T: Put on where? Fish put on the table. Put on the table ね(ne) (right). はい、次(hai,
tsugi) (yes next).
35. T:Book. どこにおく(dokonioku)(where to put)
36. M:(points shelf)

37. T: shelf ね(shelf ne) (right). 棚ね(tana ne) (shelf right). 次ね(tsugi ne) (go on next).
38. Ri: Flower
39. T: Flower どこにおく(dokonioku) (where to put) ?
40. S: 頭(atama) (head)
41. T: だめ(dame) (no). Put on the table ね(ne) (it is).
-
65. M: 台所はこげてるの(daidokorowa kogeteruno) (my house kitchen is burned).
66. T: こげてるんだったら(kogeterundattara)(if it is burned)、Brown つかいなよ(tsukainayo) (Use the color brown).
67. M: そんな台所はないよ(sonna daidokorowa naiyo) (never seen brown kitchen).
68. S : チェアがあるよ、いっぱい(chair, ga aruyo, ippai) (many chairs).
69. T: Living room, Bedroom, Kitchen. Kitchen の次は(no tsugiwa) (after next is) Bathroom
70. All: (Repeat after T) Bathroom
71. M: アヒルがすむところ(ahiru ga sumutokoro) (where duck lives)
72. S: それは(sorewa) (then)、Duckroom
73. T: 最後は何(saigo wa nani) (what is the last) ? 最後はゴールね(saigo wa goal ne) (last is goal).
74. All: goal.
-
88. T: H(pronounce H) ha ha ha
89. Ri: House (all cross out the word H)
90. S and M: ない(nai) (I don't have).
91. T: X(pronounce X) x x x
92. A: X-ray
93. T: よくできたね(yokudekitane)(well done).
94. S: X-ray ない(nai)(don't have). (All cross out the word X)
95. T: (looking at M's paper) x あるよ(aruyo)(you have X). しょうた、みなみにおしえてあげて(Shota, minamini oshieteagete) (Shota, help Minami).
96. T: B (pronounce B) bu bu bu book
97. M: ない(nai)(I don't have).
98. T: あるよ(aruyo) (you have).
99. M: あった(atta)(I got it).
100. S: あった(atta)(I got it).

101. T: N (pronounce n) n n n
102. M: Nest. Nest 君でしょ(kun desho) (Mr. Nest right). (All cross out the word N) (T help M)
103. T: みんなあったね(minna attanane) (Everybody have). Everybody have N
104. T: O(pronounce O) o o o
105. Rs and A: Octopus
106. T: おぼえてね、これ(oboetene, kore) (you remember well)(looking at M and S)
107. S: (repeat after T) Octopus
108. T: まだビンゴでないのかな(mada bingo denainokana) (No one bingo yet).
109. T: T(pronounce T) ta ta ta
110. M: Turtle
111. Ri and A: Turtle
112. S: たとるばす(tatoru pasu) (Turtle-pus). たこと亀がまざってるの(tako to kame ga mazatteruno) (It is a mixture of turtle and octopus)
113. T: Y(pronounce Y) ya ya ya
114. A: yo-yo
115. T: みんなあるよ(minna aruyo) (everyone have it). みなみちゃんあるよ(Minamichan aruyo)(you have Minami). りさこちゃんは(Risakochan wa) (How about Risako) ?
116. Rs: ない(nai) (I don't have)
117. T: 次(tsugi) (next)、J(pronounce J) ja ja ja
118. Ri and Rs: Jar
119. T: Everybody has J (T help M)
120. T: Next, G (pronounce G) gu gu gu
121. A: Gorilla (T help M)
122. S: (shout out) reach
123. T: M(pronounce M) m m m
124. S: 手袋(tebukuro) (mitten)
125. T: 覚えてないの、しょうた(oboetenaino, Shota) (you don't remember in English, Shota) ?
126. S: うん(un)(yes). (T help M) (T help S)
127. T: よんで(yonde) (read)、Mitten
128. All: (repeat after T) Mitten
129. T: V(pronounce V) v v v Vese
130. All: (repeat after T) Vese
131. T: D(pronounce D) da da da
132. All: Duck

Appendix 7: Transcribed Data
(video tape recording No 7, 4 July 2007)

50. A & Ri: (Repeat after T) cat
51. T: 黄色は(kirowa) (how about yellow) ?
52. A: Yellow
53. M: Brown
54. T: Yellow だね(dane) (it is). 次(tsugi) (next)、Dog
55. S: どれ(dore) (which one) ?
56. M: おしえないぞ(oshienaizo) (I won't tell you).
(T help S)
57. T: Next, bird (with gesture of wing) 空飛べるの(soratoberuno) (it can fly in the sky).
58. Ri: これ(this) ?
59. T: そうだね(soudane) (right). What's color?
60. Ri: brown

82. T: Next, Duck
83. A: 簡単(kantan) (easy)
84. S: これ(kore) (this) ?
85. T: そう(sou) (right).
86. S: ひよこ(hiyoko) (chick)
87. T: ちがうよ(chigauyo) (no). ひよこは(hiyokowa) (chick is)chick
88. T: Yo-yo no Y
89. A: 先生(sensei) (teacher)、4 ビンゴ(yonbingo) (I got four bingo)(Everyone shouts for bingo)
90. T: はい(hai) (yes)、Sock. 1 個だから(iiko dakara) (it is one) Sock. 2 個だったら(niko dattara) (if it's two) ?
91. All: Socks
92. T: そうね(soune) (correct) はい(hai) (yes)、next, Comb
93. Ri: (repeat after T) Comb
94. T: 頭とかすものね(atama tokasumonone) (you comb your hair)、Comb
95. T: 全部ビンゴさせよう(zenbu bingo saseyou) (Let's make all bingo). 6 個ね(rokko ne) (six bingo). All bingo させよう(saseyou) (let's make).
96. T: はい、次ね(hai, tsugine) (yes, next). Bear
97. Rs: クマ(kuma) (bear)

98. T:そう(sou) (yes)、Bear ね(ne) (it is).
99. T:あまったの何(amattano nani) what is left) ?
100. All:フルーツ(furu-tsu) (fruits)
114. T:次(tsugi) (next)、Car(T looking at S'S paper) きれいいにかいてよ(kireinikaiteyo) (please write beautifully). はい(hai)(ok)、Car って何(tte nani) (what is) ?
115. Rs:車(kuruma) (car)
116. T:これ何(korenani) (what is this) ? D だよ(dayo) (it is).
117. Ri:Duck
118. T:そうだね(soudane) (correct). ちゃんときれいいにかいてね(chanto kirei nikaitene) (write with care). Duck
119. Rs:次は(tsugiwa) (next) ?
120. T:Ear.耳(mimi) (ear)
121. M:耳(mimi) (ear)
122. T:次(tsugi) (next)、Fish。 Ear の次(no tusgi) (after ear is)Fish
123. T:Goat ってなに(tte nani) (what is) ?
124. S:ゴリラ(gorira) (gorilla) ?
125. T:やぎさん(yagisan) (Mr. goat)。 はい、次は(hai, tsugiwa) (yes, next) ? House
126. All:ha ha ha House
127. A: まちがえた(machigaeta) (I got wrong).
128. T:みんなわかんないのあったらきいてよ(minna wakanaino attara kiiteyo) (If you don't know the word, ask me). あずさちゃん、単語わかる(Azusachan, tangowakaru) (Azusa, are you doing ok) ? (T look at A's paper)
129. T: 次ね(tsugine) (next)、Ink
130. A:Ink は(wa) (is)Ink
131. T:そうだね(soudane) (correct). Ink は(wa) (is)Ink だね(dane) (isn't it).
- 132.T:はい、ちゃんと書こう(hai, chanto kakou) (yes,write with care).
- 133.T:最後の(saigono) (last one is)Jam. ジャムね(ne) (It is jam). 食べるジャム (taberujamu) (Do you eat jam) ?
134. M:うん(un) (yes).
135. T:次は(tsugiwa) (next is) Kite. 何(nani) (what is kite) ?
136. S:たこ(tako) (kite in Japanese)
137. T:次(tsugi) (next)、Lion
138. T:次(tsugi) (next)、Pencil
139. Ri:Pencil ね(ne) (it is).

140. T: 後でみんなで読むよ(atode minna de yomuyo) (we will read together later).
141. A: やだよ(yadayo) (no).
142. T: Everybody finish?
143. T: (lookin at S) Kite だよ(dayo) (it is). はやく書いてよ(hayaku kaiteyo) (write quickly). はやく、はやく(hayaku, hayaku) (Hurry, hurry). みんなしょうたのことまってるんだよ(minna Shota nokoto materunndayo) (Everyone is waiting for you, Shota).
- (S tries to write fast)
144. T: みんなよむよ(minna yomuyo) (All, read together). First one, Apple
145. M: Apple
146. T: Boy. Shota is Boy
147. All: Boy
148. T: Car
149. All: Car
150. T: Duck
151. All: Duck
152. T: Ear
153. All: Ear
154. T: Fish
155. All: Fish
156. T: Goat
157. All: Goat
158. T: House
159. All: House
160. T: Ink
161. All: Ink
162. T: Jam
163. All: Jam
164. T: Kite
165. All: Kite
166. T: Lion
167. All: Lion
168. T: Pencil
169. All: Pencil

-----Activity three-----

170. T: Go Fish やろう(yarou) (Let'S do). 覚えてる(oboeteru) (Remember how you play)?
171. All: うん(uun) (no).
172. T: じゃあ、ちがうのやろう(ja, chigauno yarou) (Ok, then let's do different one). Clean the table.
173. A: (Repeat after T) Clean the table.
174. T: みんなわかるの、このカード(minnawakaruno, kono card) (do you know how to play this then)
175. A: うん(un) (yes).
176. T: じゃあ、先生とみなみちゃんと一緒にやろう(ja, senei to Minamichan wa isho ni yarou) (ok. Minami, you play with teacher).
(T gives out cards)
177. T: みんなにみせないで(minna ni miswenaide) (don't show it to others). See it by yourself
178. T: やるよ(yaruyo) (ready). じゃあね、みなみから(jaane, Minamikara) (ok, from Minami). これは小さいbでしょ(korewa chiisai b desho) (this is a small b). だからしょうたに(dakara Shota ni) (so, you ask Shota) Do you have big B ってくるの(Do you have big B tte kikuno (you must ask)).
179. M: Do you have big B?
180. T: B ありますか(wa arimasuka) (do you have B)?
181. S: ない(nai) (no).
182. T: だったら(dattara) (then)、I don't っていう(tte itte) (You must say I don't).
183. S: I don't
184. T: しょうたがきいて(Shota ga kite) (ok, it's Shota's turn. Ask A). お母さんと子供を合わせるの(okkasann to kodomo wo awaseruno) (you must match mother and baby). Big Q があるから小さいQ ありますかってきいて(Big Q ga arukara chiisai Q arimasukatte kite) (you have Big q so you must ask for small q).
185. S: 小さいQ ありますか(chiisai Q arimasuka) (do you have small q).
186. T: 英語で(eigode) (in English) Do you have small q?
187. S: Do you have small q?
188. A: ない(nai) (no).
189. T: なかったらなんていうの(nakattara naneiuno) (What you say when you don't have)?
190. A: I....
191. T: I don't.
192. A: I don't

193. A: きいていい(kiiteii) (may I ask)?
194. A: Do you have small G?
195. T: ちがうよ(chigauyo) (no). 今、小さい G があるから大きいほうを聞くの(ima, chiisai G ga arukara ookiih0ouwo kikuno) (you have small G so, you must ask for a big G).
196. A: Do you have big G?
197. Rs: No, I don't
198. Rs: Do you have small b?
199. Ri: No, I don't
200. T: もしも大きいのと小さいのがあったらだしてね(moshimo ookiinoto chiisaino ga attara dashitene) (If your card is matched, please give it to me).
201. Ri: Do you have small b?
202. M: No, I don't
203. T: これきいてみよう(korekiitemiyou) (let's ask this one). Do you have
204. M: Do you have big D?
205. S: No.
206. T: (looking at M) No だって(No date) (He said no). (looking at S's cards) これは大きい U でしょ(korewa ookii U desho) (this is big U, right)? だからちいさいのあるか(dakara chiisainoaruka) (so you must ask for small u) Do you have small ってください(tte kite) (please ask).
207. S: Do you have small u?
208. A: U? 先生、これだよね(sennsei koredayone) (teacher, this one right).
209. T: そう(yes)。
210. A: I have. (A gives U card to S)
211. T: (looking at S) もらったら(when you get a card) Thank you ってくださいね(you should say)。
212. T: はい、U そろったよ(hai, U sorottayo) (I got two U's).
213. A: これは(this one is)....(looking at T)
214. T: それは小文字(sorewa komoji) (That is small).
215. A: Do you have big これは X?(korewa X) (Is this X)
216. Rs: Yes, I have (Rs give x card to A)
217. A: Thank you
218. Rs: You're welcome
219. T: そうね(soune) (good). Thank you って言われたら(tte iwaretara) (when someone say thank you)、You're welcome ってくださいね(tte ittene) (then you should say).
220. Rs: Do you have Q?
221. Rs: あっ(a) (oops)、Do you have big Q?

222. Ri: No, I don't
223. Ri: Do you have small o?
224. T: (looking at M's card) ないでしょ(naidesho) (you don't). No, I don't
225. M: No, I don't.
226. T: はい、きいて(hai, kite) (ask). Do you have
227. M: Do you have
228. T: Do you have small T
229. M: Do you have small T?
230. S: Yes, I do.
231. T: (looking at S) はいきいて(hai,kite) (please ask).
232. S: Do you have big
233. T: (looking at S's card) これは何?(korewa nani) (What is this)
234. S: わからん(wakaran) (I don't know)
235. T: そうは英語で(zou wa eigo de) (what is elephant in English)?
236. All: Elephant
237. T: だから、E でしょ(daara, E desho) (so, it is E). はい、もう一回(hai, mouikkai) (try one more time). Do you have big
238. S: Do you have big E?
239. A: No, I don't
240. T: (looking at A) それは英語で何(sorewa eigo de nani) (what's that in English)?
241. A: Horse
242. T: だから、H ね(dakara H ne) (so, it is H). これは大きいから小さいの(korewa ookiikara chiisaino) (this one is big so you must ask small)
243. A: Do you have small H?
244. Rs: ある(aru) (I have).
245. T: から(kara) (so), Yes, I do
246. Rs: Yes, I do. (showing her card to T) これは小さい(korewa chiisai) (This is small)?
247. T: そう(sou) (yes).
248. Rs: Do you have small
249. T: 小さいのもってるから大きい聞かないと(chiisaino motterukara ookiino kikanaito) (you have small one so ask for big one). Ask for big one
250. Rs: Do you have big S?
251. Ri: No.
252. Ri: Do you have これ何(kore nani) (what is this)? (showing her card to T)
253. T: Wagon の W だ(wagon no w da) (It is wagon's w).
254. T: Do you have w? これは小さいから(korewa chiisaikara) (this is small so), Do you

- have big W?
255. Ri: Do you have big W?
256. M: No, I don't
257. T: (looking at M's cards) 何、きく(nani, kiku) (which one you will ask)? これ、何(kore, nani) (what is this)?
258. M: zebra
259. T: そう、だから Z ね(sou, dakara Z ne) (yes, it is zebra's Z).
260. M: Do you have
261. T: Do you have small Z?
262. S: No, I don't
263. S: Do you have.....
264. T: (looking at S's card) それさっき書いたよ(soresakki kaitayo) (You just practiced). Goat! だから(dakara) (so) G
265. S: Do you have baby...
266. T: small でしょ(desho) (it is)
267. S: Do you have small G?
268. A: Yes, I do. (giving card to S)
269. S: Thank you.
270. A: You're welcome.
271. A: これは(korewa)(how about this)?
272. T: Nest の(no) (nest's) N だね(dane) (it is). これは大文字(korewa oomoji) (this is big letter). ちいさいの聞いて(chiisaino kite) (must ask for small one).
273. A: Do you have small N?
274. T: すごい、そろったね(sugoi, sorottane) (well done, you have paired a card). (Rs give card N to A)
275. Rs: do you have small p?
276. Ri: No, I don't
277. Ri: Do you have.....(T look at Ri's card)
278. T: これはおおきいよ(korewa ookiiyo) (this one is big).
279. Ri: Do you have small R?
280. T: ちゃんと覚えてるね(chanto oboeterune) (you remembered well).
281. Ri: だって、Riko の R だもん(date, Riko no R damon)(Because it is Riko's R).
282. T: みなみちゃん、あるよ(Minamichan, aruyo) (Minami, you have it). だから(dakara)(so)
283. M: Yes, I have (M give card to RI)
284. Ri: Thank you

285. M: You're welcome

286. T: はい、みなみちゃん聞いて(hai, Minamichan kite) (Minami, ask shota)。Do you have

287. M: do you have

288. T: これは小さいから大きいの聞いて(korewa chiisaikara ookiino kite) (this one is small, so ask for big one).Big, これ何(korenani) (what is this)? B だよ(dayo) (it is B).

289. M: Do you have big B?

290. S: No, I don't

291. T:そろったね(sorottane) (you have paired card). (Rs put out the paired card, Z) z z z zebra.

292. T:はい、しょうた、聞いて(hai, Shota, kite)(Shota, ask)

293. S: do you have o?

294. T: small or big?

295. S: Big! Big O

296. A: ない(nai) (no, I don't have)

297. A:これはなに(korenani) (what is this)?

298. T: 何(nani) (what is this)?

299.M:ダチョウ(dachou) (ostrich)

300. T:ちがうよ(chigauyo) (no). V でしょ(desho)(it is V) V

301. A: do you have big.....

302. T: ちがう(chigau)(no). 今(now)big のもっててそろえるから、聞くのは(ima big no mottete soroerukara, kikunowa) (you have big so, in order to match the pair, you must ask..)

303. A: do you have small v?

304. Rs: No, I don't

305. Rs: Do you have これ大文字(kore oomoji) (is this big letter)? (looking at T)

306. T:それは小文字(sorewa komoji) (no, that is small letter). 絵がこどもでしょ(e ga kodomodesho) (the picture is baby animal right).

307. Rs: do you have big J?

308. Ri:もってない(mottenai) (No, I don't have)

309. T: No, I don't ね(ne)(it is)

310. Ri: Do you have small c?

311. T:みなみ、きいてるよ Minami, kiiteruyo) (you are being asked). Small c ある(aru) (do you have small c)?

312. M: No (T look at M's card)

313. T: あるじゃん(arujan) (No, you have it). Yes, I do!

314. T: はい、みなみ聞いて(hai, Minami kite) (Minami, you ask now)

315. M&T: do you have big K?



Appendix 8: Transcribed Data
(video tape recording No8, 11 July 2007)

1. T: (Preparing papers) いくよ、はい(ikuyo, hai) (Here we go)、TeddyBear. Where? どこにおく(dokonioku)(where should we put)?
2. S: 頭の上(atamano ue) (on the head)
3. M: (pointing the paper) ここ(koko)(here)
4. S: Bed
5. T: on the bed
6. T: Book. Where the book?
7. T: On the shelf.
8. T: Bag. Put on the desk. On the desk
9. All: 机ね(tsukuene)(on the desk).
10. T: How about telephone? Where to put telephone?
11. M: ここ(koko)(here)?
12. T: put on where?
13. Ri: Table
40. T: cap は(wa)(how about)? しょうた、cap は(Shota, cap wa)(Shota, how about cap)?
41. S: 頭(atama) (head)
42. M: 頭(atama) (head)
43. T: on the head, ok? On the head
44. T: Put on the head
45. T: what about pillow?
46. M: (repeat after T) pillow
47. T: on the bed
48. T: どこ(where)? これは(how about this).
49. All: desk
50. T: これは(korewa)(this)? slippers
51. Rs: ここよ(kokoyo) (here, here).
52. T: on the floor 家ができてあがってきてるね(ie ga dekiagattekiterune) (the house has been completed).
53. T: これは(korewa) (how about this)? Turtle
54. All: Turtle
55. T: On the floor

56. S: え〜? ? (e~)(Oh my god)
57. T: How about beatles
58. All: Beatles
59. S: 頭(atama) (head)
60. M: 頭(atama) (head)
61. T: on the head ね(ne) (it is).
62. T: How about chick. ひよこさん(hiyokosan) (Miss chick). Chick
63. All: Chick
64. M: ひよこさんはここ(hiyokosan wa koko) (Miss. chick should be here). (M put the picture of chick away)
65. T: How about French fries. どこでたべる(dokode taberu)(where do you eat)?
66. Ri. Table
85. T: 先生よむからね(sensei yomukarane) (I'm gonna read out). First one. よこに行くよ(yokonikuyo) (I'm gonna go vertically).
86. T: Eyes. 下に同じの書いて(shitani onajinokaite) (please trace the word under). 目ね(mene) (Eyes). Eyes. なぞってね(nazottene) (please trace).
87. T: 次は(tsugiwa) (next is), Head
88. All: (repeat after T) Head
89. T: 頭ね(atamane) (it is head). Eyes and head. しょうた、きちんとかいて(Shota chantokaite) (Shota, write beautifully). もう一回書き直し(mouikkai kakinaoshi) (write again). (S write again)

Appendix 9: Transcribed Data
(video tape recording No 9, 18 July 2007)

7. T: Glasses. Put on where?
8. S: 頭(atama) (head)
9. T: On desk
10. T: Crayons
11. Ri: on the desk
12. T: そうね(soune)(right).
13. T: Slippers
14. S: した(shita)(floor)
15. T: Put on the floor
16. All: Floor
17. T: How about lamp?
18. All: (repeat after T) Lamp(Ri put the lamp on the desk)
19. T: Fish どこ(doko)(where) ? on the table
20. T: Ball. Put on the floor
21. T: Pillow?
22. Ri: on the bed
23. T: Bag は(how about) On the desk
24. T: Telephone?
25. S: Telephone. 机の上(tsukuenoue)(on the desk)
26. T: on the desk. Teddy Bear. Put on the bed
27. T: Book?
28. M: (point on the paper) ここ(koko)(here)
29. T: On the shelf
30. T: Cat? On the floor
31. T: Calender? (looking at all) ここ(koko) (here) ?
32. Ri: on the wall
48. T: 次(next)、cloud. 天候に関係があります(tenkouni kankei ga arimasu)(something to do with weather). 今日は(today is)、today is cloudy. (M got it) くもりね(cloudy).
49. T: Moon 空に関係するよ(sorani kankei suruyo) (related to the sky). (S got it) 月だよ(tsukidayo) (it is moon).
50. M: Sailor Moon(famous Japanese cartoon calls "Sailor Moon")

51. T: Book (S got it)
52. T: Ship. のりものだよ(norimonodayo) (it is a transportation)(S got it)
53. T:yo-yo (M got it)
54. T: Rat.生き物(is a living animal)。 Mouse と一緒(to issho) (same as mouse)
55. S: mouse といっしょ(to issho) (same as mouse) ?
56. T: Cow (Ri got it)
57. T: Tree. Oak Tree. どんぐりの木(dongurinoki) (oak tree)(M got it)
58. T: Bee. Bee (S got it)
59. T: Barbeque. バーベキューね(ba-be-q ne)(barbeque)。 (M got it)
60. T: feather. はねね(hanene) (it is feather)。 (M got it)
61. T: Hat 8Ri got it)
62. T: Egg (M got it)
63. T: Sun (M got it) 月は(how about moon) ?
64. M: Moon
65. T: Oil. これは油ね(korewa aburane) (this is an oil). (Ri got it)
66. T: Jam. (M got it)
67. T: Hen (S got it)
68. T: Chick. Chick. (M got it) ひよこね(hiyokone) (chick right).
69. T: Fan. これでかぜが回るの(korede kazega mawaruno) (you get cooler with this). (Ri got it)
70. T: Fox (M got it)
71. T: Ring (M got it) そう、指輪ね(sou, yubiwane) (yes it is ring).
72. T: Cup (S got it) そう、コーヒーカップね(sou, ko-hi-kappu ne)(yes, it's like a coffee cup).
73. T: Folk (S got it)
74. T: Bed (Ri got it)
75. T: Umbrella (M got it)
- Activity three-----
76. S: はやく(hayaku) (hurry up)
77. T: はやくは英語で(hayakuwa eigode)(hurry up in English) ?
78. T: Hurry Up
79. S: Speed up

175. T: 次(next)、Basket

176. S: Basketball!

177. T: Basket ね(ne)(right).
178. T: Money
179. All: Money
180. T: お金覚えて(okane oboete)(memorize money)
181. T: つぎ(tsugi) (next) Yacht
182. All: Yacht
183. T: 次ね(tsugine) (next is) Bread パンは(panwa) (bread is) Bread
184. All: Bread
185. T: Hamburger
186. All: Hamburger
187. T: そう、みんなの好きなのね(sou, minnano sukinanone) (yes, that's everyone's favorite).
188. T: 次(tsugi) (next)、Corn. Corn おいしいね(oishiine) (delicious)
189. T: (looking at Shota) Corn
190. M: おしえないよ(oshienaiyo) (I won't tell you)
191. T: Bird.
192. All: 簡単だ(kantaneda) (easy).
193. T: はい、終わります(hai, owarimasu) (ok, finish with this activity).
- Activity five-----
- (T giving out cards)
194. T: みせないでね(misenaidene) (Don't show it others). 4つ場所があるからね(yottsu bashoga arukarane) (you have four places to put down the cards).
195. T: はい、しょうた(hai, Shota) (yes, Shota). (S put the card)
196. Ri: (Ri put the card)
197. T: はい、先生ね(hai, sensei) (yes, it's my turn). (put a card)
198. T: 終わった(owatta) (completed). これ何(korenani) (what is this) ? S u b. Sub ね(ne) (right).
199. T: はい、りこちゃん(hai, Riko) (Yes, Riko). (Ri put a card)
200. T: はい、みなみないの(hai, Minami)(yes, Minami) ? (T give a card to M)
201. T: はい、しょうた(hai, Shota)(yes, Shota). (T give a card to S)
202. T: 先生もないからもらいます(senseimo naikara moraimasu) (I don't have it as well).
203. S: (S put a card)
204. T: はい、これで(hai, korede) (yes it is completed. This is) C a t ね(ne) (right). Cat
205. T: はい、みなみ(hai, Minami) (yes, Minami). (M get a card)
206. T: しょうたないの(Shota naino) (Shota, You don't have) ? (put a card)
207. T: りこちゃん(Riko?) ? (Place a card)

208. T:はい、これは(hai, korewa) (yes. This word is) ?

209. S:太陽(taiyo) (sun).



Appendix 10: Transcribed data
(video tape recording No 10, 25 July 2007)

82. T: Happy Henry has gone to Hawaii
83. S: ハワイにいくのかよ(Hawaii ni ikunokayo) (he goes to Hawaii)
84. T: Peter Piper peeled a pink peach. ピンクピーチのやつね(pink peach noyatsune)(with pink peach).
85. T: Nancy gave me nine new nails. ナンシーね(Nancy ne)(Nancy's).
86. T: Mad Monkey made a lot of money
87. S: (shouts out) Bingo
88. T: Lucy Locket lost her letter
89. Ri: 先生、だれ(sensei, dare)(teacher, who is this) ?
90. T: Lucy Locket
91. T: Ken and Kate keep me waiting
92. M: はい、ビンゴ(hai, bingo)(yes, bingo)
93. S: 俺(ore) (I), double reach
94. T: Gray Goose got some golden eggs
95. S: 俺(ore)(I), three bingo
96. T: The flying fish will get to the forest
97. S: これ(kore) (this) ?
98. T: はい(hai) (yes).
99. M: はい、ビンゴ(hai, bingo) (yes, bingo).
100. T: Dolly Dimple danced with a dog
(All shouts out for bingo)
101. T: じゃあ、隣の人と trade して(ja, tonarinohitoto trade shite) (please trade the card with person next to you).
102. M: trade ってなに(trade tte nani)(what is trade) ?
103. T: かえるの(kaeruno) (you exchange cards). (All trading the cards)
104. T: four by four にならべて(ni narabete) (please line up). (All placing the cards four by four)
105. T: Betty Botter bought some butter
106. T: Dolly Dimple danced with a dog
107. T: The flying fish will get to the forest
108. T: Ken and Kate keep me waiting
109. T: Gray Goose got some golden eggs
110. T: Lucy Locket lost her letter

111. S: Lucy Locket
 112. T: Nancy gave me nine new nails
 113. T: Happy Henry has gone to Hawaii
 (All shouts out for bingo)
 114. T: Jack and Jill jumped into the jeep
 115. T: Cathy Carter comes to school
 116. T: Ok, さいご(saigo) (last). Mr. Celery lives in the city
 (All shouts for bingo)
 117. T: はい、おしまいね(hai, oshimaine) (ok then let's finish).

-----Activity four-----

(T gives out papers)

118. T: はい、何がつくれるかな(hai, naniga tsukurerukana) (yes, what can you make)?

What can you make?

119. Ri: やっていい(yatteii) (can I start)?

120. T: いいよ(iiyo)(sure).

121. S: (S counts alphabet by himself) a, b, c, d, e, f, g, h, i,

122. M: (imitate S) a, b, c, d, e.....

123. S: (looking at M) 歌ってみろよ(utattemiroyo) (you should sing it).

124. M: (M sing an alphabet song) a, b, c, d, e, f.....

125. T: (looking at M) E の次は(E no tsugiwa) (After e is) F ね(ne)(f right). そう(sou) (yes).

