

HOW ROLE-PLAY AFFECTS PRE- SCHOOLERS' SECOND LANGUAGE ACQUISITION

Communicative strategies in a P5 class in a school in Osona

APPENDICES

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1. APPENDIX 1. Audios

It has been recorded some sessions I did with only the 4 children observed while playing in role-play. This appendix will be found in the USB attached. It includes 5 audios recorded in different days, but all of them in the third type of observation I was carrying out, which I was only role-playing with the 4 kids selected.

- 15th February 2018.
- 22nd February 2018.
- 1st March 2018.
- 9th Mach 2018.
- 15th March 2018.

2. APPENDIX 2. Sessions' observations

The content of the tables used are extracted from the Oxdordhire Country Council (2009) and Bruton (2009). They will be referenced at the end.

2.1. CHILD 1

Intervention table

	Speaking, Listening and Understanding	Language used by the child	Observations
Stage one New to English	<ul style="list-style-type: none"> • Makes contact with another child in the class. • Joins in with other peers but she may not speak. • Uses non-verbal gestures to indicate meaning, mainly for showing and communicating needs, likes or dislikes. • Usually uses observation and imitation. • May use her first language. 	Greetings and simple social conventions Yes/No Naming single objects or actions that can be seen.	She does not depend on the rest of the peers when communicating in English. She is really autonomous. She speaks English with me, but she translates in Catalan the things I say in English to the rest of the peers. So, she only uses her first language for translating things. Moreover, if she doesn't know a word in English, she tries to create it by mixing Catalan and Spanish words, and adding an English accent.
Stage two Becoming familiar with English	<ul style="list-style-type: none"> • Listens attentively for short periods of time. • Uses non-verbal gestures to respond to greetings/questions about self. • Begins to repeat language in a story or rhyme. • Echoes words and phrases of other children and adults. • Shows confidence in speaking in first or other language. 	Naming something seen in immediate past using visual clues.	She sometimes uses gestures to express herself but also knows a considerable range of vocabulary in English. When she knows a new word, she tends to repeat it in a rhyme. She remembers words worked weeks ago.

	<ul style="list-style-type: none"> • Using one or more common words to express his or herself in English. 		
Stage three Becoming more confident with English	<ul style="list-style-type: none"> • Understands simple conversational English. • Understands more words than can express. • Listens and answers to classroom directions and explanations where there are non-verbal prompts. • Copies talk that has been shaped and begins to use short sentences. • Starts to show an English word order while speaking. • Pronunciation can generally be understood. • Can name a huge number of common objects in the home/school environment. 	Naming objects and adding a simple description. Describing things that are the same and things that are different/describing pictures. Recalling simple information.	She understands me more than she can speak or express in English. She tries to build up full sentences in English (E.g. Is a big, is the baby, is a Arlet and Kai).
Stage four Threshold	<ul style="list-style-type: none"> • Can speak, using 4-5-word sentences, about topics of interest. • Through talk and gesture, she can transmit meaning and sense. • Can answer simple questions about self and closer objects. • Can use some personal pronouns correctly. • Can amplify what she says with help. • Her confidence increases while taking part in English activities. • Listens attentively during whole class teaching time. • Uses some simple prepositions correctly. 	Talking about number, possession and feelings. Talking about where things are. Expressing simple actions.	
Stage five	<ul style="list-style-type: none"> • Uses basic sentences with an increasing range of vocabulary and some correct grammar such as articles, plurals or possessive adjectives. 	Talking about things, stories and events <u>in context</u> : following a set of directions.	

Becoming more fluent	<ul style="list-style-type: none"> • She is able to follow and understand what others say in a group conversation. • Can speak confidently to anyone about things she is interested in. • Can ask questions if she has not understood something. • Can explain an event or a personal experience using simple sentences. 	<p>Giving simple directions or explanations.</p> <p>Talking about events in the past and future.</p> <p>Sequencing pictures or recent and significant events and retelling in a logical order.</p> <p>Predicting.</p>	
Stage six Secure	<ul style="list-style-type: none"> • Can tell a familiar story using simple language. • Starts to use appropriate tenses in speaking. • Use of connectives to express relationships between ideas and sequences of events. • Can make verbal inferences. • Uses language to solve problems out loud. • Can explain why something happened or might have happened in English. • Can justify predictions and decisions. 	<p>Talking about things in <u>abstract</u>: justify predictions.</p> <p>Justify decisions.</p> <p>Sequence events/elements of a story.</p> <p>Explain why something happened or why it might have happened.</p> <p>Solve problems.</p> <p>Make inferences.</p>	

Listening and Speaking (around 48 months of age):

- Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.
- Speak clearly enough to be understood by familiar adults and children.
- Use accepted language and style during communication with familiar adults and children.
- Understand and use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.
- Understand and use accepted words for categories of objects encountered and used frequently in everyday life.
- Understand and use simple words that describe the relations between objects.

Listening

Children listen with understanding

Beginning words		
1 Relies on facial expressions, intonation and gestures to attend to oral language.	2 Starts to understand some English words which are related to objects, actions and frequent events.	3 Begins to understand an increasing number of English words in wider way (pronouns, possessives...).
Requests and directions		
1- Starts to follow simple directions in English, with contextual cues.	2- Begins to understand requests which may be involved in contextual cues or without.	3- Begins to understand requests without having to rely on contextual cues.
Basic and advanced concepts		

1- Understands basic and advanced words in the home language.	2- Starts to understand words in English which are related to basic concepts.	3- Begin to understand words in English in more complex concepts.
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Speaking

Children use nonverbal strategies to communicate with others

Communication of needs		
1- Uses non-verbal communication.	2- Mixes non-verbal communication and verbal communication (code-switching, telegraphic and/or formulaic speech).	3- Relies more on verbal communication.
Vocabulary production		
1- Uses home language vocabulary.	2- Starts to use concrete English vocabulary (telegraphic speech).	3- Begins to produce new English vocabulary.
Conversation		
1- Interacts in his/her home language.	2- Starts to communicate with others using some English vocabulary.	3- Can carry on an English conversation.
Utterance length and complexity		
1- Uses a huge amount of utterance lengths but in his or her home language.	2- Starts to use two-and-three-word utterances in English.	3- The utterance produced increases. He or she also adds adjectives, pronouns, conjunctions, adverbs...
Grammar		

1- Uses grammar (plurals, verbs, objects...) in the home language, sometimes with errors.	2- Starts to use English grammatical markers such as the s in the plurals. Sometimes, he or she uses the home language rules and introduced them to English.	3- Uses a huge range of English forms, sometimes with errors.
Inquiry		
1- Asks a lot of question in his or her home language.	2- Starts to ask “what” and “why” questions, sometimes with errors.	3- Adds questions such as, “how”, “when” and “where”, sometimes with errors.

Children use language to create oral narratives about their personal experience

Narrative development		
1- Can create a narrative but in his or her home language.	2- Talks about personal issues using some English but changing to his or her home language.	3- Produces some brief narratives in English.

WEEK 1

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 22nd January

- I was the doctor and children the patients.
- In the initial songs, she was looking at me and coping what I was doing (gestures and vocabulary I was saying).
- 100% of involvement.
- She has followed really well the dialogue I was carrying out in the doctor's space.
- She is more able to understand what you are saying rather than communicating.

Free role-play time (whole class) – Wednesday afternoon - 24th January

- She translates what I was saying to the rest of the peers.
- She can understand all I am saying perfectly. She has a gift for the listening.
- She was part of the public, watching the puppets play. Then, she played in the restaurant.

Role-play with me (4 children) – Thursday or Friday morning - 25th January

- She was playing in the restaurant. She was the costumer.
- She talks a little bit less but she can understand what I say to her.
- “tomato” (well-pronounced)

WEEK 2

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 29th January

- She has participated in all the songs, but in a weakly voice.
- When she was a doctor I had to remind her (as well as the rest of the peers) the form “What’s the matter?”.
- She has been the first to do it. She has been the first volunteer.
- When it has been the turn of the other infants, she translated them the things they didn’t know.

Free role-play time (whole class) – Wednesday afternoon - 31st January

- She has been in the supermarket a lot of time. Then, she played with the costumes.

- When it was time to ask the price, she turned herself and counted with her fingers the correct number. She said: “six”.
- “Bye”.
- She understood me when I asked her what I wanted to buy. Except the grapes and the biscuits, that I had to point at them.
- I tested she with the numbers when I asked for food, that I added the quantity I wanted. She had it very clear.
- She doesn’t communicate and interact at all, I think that’s because she is shy.

Role-play with me (4 children) – Thursday or Friday morning - 1st February

- I was the patient and she was the doctor.
- “Yes”, “No”.
- She said: “four pills” without having said it before. This was exactly what I said them on Monday, when we were playing, and she remembered it.
- “Red”: when I asked them the colour of the fruit they wanted to say me and they didn’t know its name.

WEEK 3

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 5th February

- She dressed up like a fairy.
- She first didn’t use gestures to sing the “hello” song.
- Cindy: “Today it’s cold”, and she said her: “Yes”.

- When it was time to present the different types of clothing, Cindy was joking about where to put all them. M reacts quite quickly to all of them and she has a really clear idea of what the body and clothes vocabulary mean (E.g. head for the hat, shoulders for the bag, toes for the shoes...). She also uses a lot of gestures to show where are all these clothes going.
- Cindy showed M a dress and she quickly related it and said: "princess".
- She uses a lot of gestures: Chinese-like eyes for saying Chinese, poke with her feet to say "sevillanas", and a reverence for a king.

Free role-play time (whole class) – Wednesday afternoon - 7th February

- She went to the costumes directly and she dressed up like Elsa. Then, she went to play with the dolls (with the dress) and after that, in the doctor's space (with the dress and the doll).
- I asked her if she was wearing a skirt or a dress and she answered me: "a dress".
- She told me that S was wearing a Spiderman costume.
- She told me that she was Elsa (answering a question I asked her in English).
- She answers "yes" and "no" to the majority of the questions I ask her. All the answers seem to be really convinced.
- "Arm" (repeats).
- "Three babies" (I asked her if her friend had one baby in her belly).

Role-play with me (4 children) – Thursday or Friday morning - 8th February

- She played in the supermarket. Two shop assistants and two costumers. She said "two and two".
- She showed a lemon and I asked what it was. She answered me: "a lemon".
- "Bye bye", "hello".

- “Two littles”.
- “Yes”.
- “Banana, three”.
- “Crussants” (English accent).
- She was playing with M. One was the shop assistant and the other the costumer. They followed an English conversation, they were interacting in English, with the help of a lot of gestures.
- “One, two, three.... ten...”

WEEK 4

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 13rd February

- She participated actively in all the initial songs.
- In the game, Cindy said her the words cape and bag, and she went to find the objects without thinking it. She understood the words perfectly.
- She translated to the rest of the peers the words in Catalan.
- When in the presentation of the material, she participated saying out loud the colours, the parts of the body, quantities and sometimes the name of the clothes.
- She was really motivated and participative.

Free role-play time (whole class) – Wednesday afternoon - 14th February

- “Look Charlotte!” (showing me a doll and some clothes). Then, I ask her: “Is that a dress?” and she answers me: “Yes”.

- Me: "Are you the mum of the baby?" and she answers me: "Yes".
- "Bye bye".
- She mentions my name a lot of time.
- She said: "dress" to another peer.
- Me: "Which colour is that dress?" and she answered me: "red, blue, green and yellow". Then, she started to mention the colours of her clothes.
- She understands me and starts to answer what I am asking her.

Role-play with me (4 children) – Thursday or Friday morning - 15th February

- "This"
- Me: "Who are you?" and I offered her different options (daddy, mummy, sister, son...) / She: "Mummy, mummy".
- "Body"
- She gives me clothes meaning that she wants me to help her in dressing up the doll.
- "No t'entén!" (to E).
- "Baby, baby, baby" (repeating).
- "Yes".
- "Bye bye" (repeating).
- "Me Paula" (for saying that she is named Paula in the game).
- "Block it, block it" (she repeats some of the words I say).
- "Finish!", "Charlotte?"

WEEK 5

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 20th February

- Fancy dress (catwalk) session.
- She was a bee.
- “Yes, “no”.
- “One, one, one...” (pointing at each of the peers).
- “One, two, three.... twelve”
- When she sees a cape, she instantly says: “superman”.
- “Class”.
- Me: “Do you want any shoes, M?” / She: “yes”.
- “No shouting boys!”
- Me: “Who is E?” / She: “Princess” / Me: “Is she a blue princess?” / She: “No, pink”.
- “Black, yellow” (pointing at the colours of her dress).
- “Blue princess!”, “Elsa”, “Let it go”.
- She participates a lot.

Free role-play time (whole class) – Wednesday afternoon

No class

Role-play with me (4 children) – Thursday or Friday morning - 22nd February

- “Baby, baby” (she repeats it several times).
- “Yes”, “No”.

- First, I noticed her a strange behaviour but little by little she started to be more open, as always.
- “Superman” (when I put on some sunglasses).
- “T-shirt”, “dress”, “pyjama”.
- Me: “We have to choose another one...” / She: “Ohhh...”
- “Sunny”.
- “Taula, taula!!” / Me: “What’s that?” / She touches the table and I say: “Ah... a table!”
- “Tomato”
- “Charlotte!”
- “Class”
- “Bye bye”.
- “Hanger? No hanger”
- “Yes, three babies”
- Repeats “quickly”.
- “Let’s go”
- She interacts a lot with me.

WEEK 6

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon

Snow

Free role-play time (whole class) – Wednesday afternoon

Snow

Role-play with me (4 children) – Thursday or Friday morning – 1st March

- She played with the dolls and in the restaurant as well.
- She uses a lot of gestures and onomatopoeias.
- She has laughed a lot today.
- “Penjador!”, “/skigi/” (for saying “hang it”).
- When she has to say me something, she always talks in English.
- She understands me a lot and she answers me all I ask her (and in English).
- “Baby Charlotte”.
- “Jo també vull water”

WEEK 7

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 6th March

- They had to draw a monster. I carried out the class because Cindy was not in the school.
- “És un robot” (English accent).
- She was really attentive.
- She translated in Catalan all the things that the rest of the peers didn’t understand.
- She was totally receptive. Especially in the final question about comparing the body parts of the monster with ours.
- Knowledge of the numbers, colours and parts of the body.

- Another peer asks to M how is “estrella” in English and she answers: “star”.

Free role-play time (whole class) – Wednesday afternoon

She was doing another thing.

Role-play with me (4 children) – Thursday or Friday morning - 9th March

- She was playing with costumes and in the supermarket.
- Me: “Who are you?” / She: “Elsa” (singing).
- “Purple”
- “Oh my god!”
- “E is not here”
- “Pequeño”
- “Oh cumpleaños” (+ sing the song in Spanish). Then, I start singing the song in English and she follows it.
- “Casimiento”
- “Bye bye”
- “Charlotte”
- “Is a baby M”
- “Butterfly, butterfly”, “hello butterfly”.
- “Is a C tonta”
- “Hang it” (repeats)
- “Is a targeta o diners?”

WEEK 8

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 13rd March

- They were in the supermarket.
- “Ah, speak in English”
- “Is the rica”
- “Is A no speak English”
- E: “Com es diu xocolata?” / She: “chocolate”
- She was playing with a peer that doesn’t speak English at all. I mixed the couples and then:
 - o “I no English”
 - o “Yes”
 - o “Here”
 - o “Carrots”
 - o “One moment”
 - o “Is the hanger” (for saying I’m hungry)
 - o “Two sandwich”
 - o She sings the happy birthday. + “happy birthday C” and I ask: “Today? tomorrow?” / She: “No” / Me: “yesterday?” / She: “yes”

Free role-play time (whole class) – Wednesday afternoon - 14th March

- She was playing in the doctor’s space.
- “Perfect”
- “Is a Charlotte/ Sílvia/Olga” (playing to guess my name, joking).

- “Is a big”
- “Is a neteja”
- “No look” (while closing her eyes)
- “Bye bye” (when something falls down)
- “One moment”
- “Is the baby!”, “baby girl” (pointing at the belly).
- “Is a Arlet, Magalí...?” (asking me the name of the baby)
- “is the G ears tonta” (for saying that G hadn’t heard what she said)
- “Missage” (for saying message)
- “Is a Arlet and Kai” (pretending she was showing me a sonogram)
- She is a really powerful girl. She speaks English all the time.

Role-play with me (4 children) – Thursday or Friday morning - 15th March

- She played with costumes, dolls and in the doctor’s space.
- “Que avui anem amb ella però és l’últim dia” (answering E’s doubt)
- Me: “Where do you want to go today?” / She: “Is that baby! Baby!”
- “Fem l’últim dia amb la Charlotte” (saying it to a girl that was in the corridor).
- “Is the purple, is the sevillana, is the Elsa...” (for saying the costumes they have chosen today).
- “Is a pink dress”
- “E not happy”
- “One, two, three, four... eight” (counting the dresses).

- “Is the skirt”, “is the shoes”, “is the not big” (mentioning the shoes).
- “Is a princess ballerina” (for saying what she was).
- “Bye bye shoe”
- “Is a C mi mami”
- “One moment Charlotte”
- “Is a ballerina”, “Cristina” (her dance teacher).
- “Is the tutu?” (for asking me if I wear a tutu for dancing)
- “Però is the E not C and M” (for saying that E doesn’t dance in the same place as C and M)
- “Yes, 26 de maig”
- “Is a Charlotte look?” (meaning: How does your tutu look like?)
- “Is a Charlotte look a father?” (for asking me if my family will come and see my dance performance)
- “Is a Kàtia?” (asking if Kàtia also dances)
- “Is a Charlotte a doctor”
- “Five minutes please”
- “Is the doctor, please”
- “Is a C hanger”, “is a hanger mocs” (C was eating snots)
- “Jo em deia star”. Then, “Charlotte, is the not star” (she changed her name).
- “Charlotte, look”
- “Is the Abril”

2.2. CHILD 2

Intervention table

	Speaking, Listening and Understanding	Language used by the child	Observations
Stage one New to English	<ul style="list-style-type: none"> Makes contact with another child in the class. Joins in with other peers but she may not speak. Uses non-verbal gestures to indicate meaning, mainly for showing and communicating needs, likes or dislikes. Usually uses observation and imitation. May use her first language. 	Greetings and simple social conventions Yes/No	She uses her first language for translating in Catalan the things I say in English and sometimes, for playing with the rest of the peers. With me, she always tries to communicate in English. She doesn't have the need to rely on other peers to intervene.
Stage two Becoming familiar with English	<ul style="list-style-type: none"> Listens attentively for short periods of time. Uses non-verbal gestures to respond to greetings/questions about self. Begins to repeat language in a story or rhyme. Echoes words and phrases of other children and adults. Shows confidence in speaking in first or other language. Using one or more common words to express his or herself in English. 	Naming single objects or actions that can be seen. Naming something seen in immediate past using visual clues.	Even though she uses non-verbal communication to express some things, she also uses a range of vocabulary in English.
Stage three Becoming more confident with English	<ul style="list-style-type: none"> Understands simple conversational English. Understands more words than can express. Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations. Copies talk that has been modelled and begins to use short phrases 	Naming objects and adding a simple description. Describing things that are the same and things	She understands with ease what I am saying. She can even create a full sentence correctly (e.g. I am swimming, yeah, this is joia)

	<ul style="list-style-type: none"> • Spoken language starts to show an English word order. • Pronunciation can generally be understood. • Can name a range of common objects in the home/school environment. 	<p>that are different/describing pictures.</p> <p>Recalling simple information.</p>	
Stage four Threshold	<ul style="list-style-type: none"> • Can speak, using 4-5-word sentences, about topics of interest. • Through talk and gesture, she can transmit meaning and sense. • Can answer simple questions about self and closer objects. • Can use some personal pronouns correctly. • Can amplify what she says with help. • Her confidence increases while taking part in English activities. • Listens attentively during whole class teaching time. • Uses some simple prepositions correctly. 	<p>Talking about number, possession and feelings.</p> <p>Talking about where things are.</p> <p>Expressing simple actions.</p>	
Stage five Becoming more fluent	<ul style="list-style-type: none"> • Uses basic sentences with an increasing range of vocabulary and some correct grammar such as articles, plurals or possessive adjectives. • She is able to follow and understand what others say in a group conversation. • Can speak confidently to anyone about things she is interested in. • Can ask questions if she has not understood something. • Can explain an event or a personal experience using simple sentences. 	<p>Talking about things, stories and events <u>in context</u>: following a set of directions.</p> <p>Giving simple directions or explanations.</p> <p>Talking about events in the past and future.</p> <p>Sequencing pictures or recent and significant</p>	

		events and retelling in a logical order.	
		Predicting.	
Stage six Secure	<ul style="list-style-type: none"> • Can tell a familiar story using simple language. • Starts to use appropriate tenses in speaking. • Use of connectives to express relationships between ideas and sequences of events. • Can make verbal inferences. • Uses language to solve problems out loud. • Can explain why something happened or might have happened in English. • Can justify predictions and decisions. 	<p>Talking about things <u>in abstract</u>: justify predictions.</p> <p>Justify decisions.</p> <p>Sequence events/elements of a story.</p> <p>Explain why something happened or why it might have happened.</p> <p>Solve problems.</p> <p>Make inferences.</p>	

Listening and Speaking (around 48 months of age):

- Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.
- Speak clearly enough to be understood by familiar adults and children.
- Use accepted language and style during communication with familiar adults and children.

- Understand and use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.
- Understand and use accepted words for categories of objects encountered and used frequently in everyday life.
- Understand and use simple words that describe the relations between objects.

Listening

Children listen with understanding

Beginning words		
1- Relies on facial expressions, intonation and gestures to attend to oral language.	2- Starts to understand some English words which are related to objects, actions and frequent events.	3- Begins to understand an increasing number of English words in wider way (pronouns, possessives...).
Requests and directions		
1- Starts to follow simple directions in English, with contextual cues.	2- Begins to understand requests which may be involved in contextual cues or without.	3- Begins to understand requests without having to rely on contextual cues.
Basic and advanced concepts		
1- Understands basic and advanced words in the home language.	2- Starts to understand words in English which are related to basic concepts.	3- Begin to understand words in English in more complex concepts.

Speaking

Children use nonverbal strategies to communicate with others

Communication of needs

1- Uses non-verbal communication.	2- Mixes non-verbal communication and verbal communication (code-switching, telegraphic and/or formulaic speech).	3- Relies more on verbal communication.
Vocabulary production		
1- Uses home language vocabulary.	2- Starts to use concrete English vocabulary (telegraphic speech).	3- Begins to produce new English vocabulary.
Conversation		
1- Interacts in his/her home language.	2- Starts to communicate with others using some English vocabulary.	3- Can carry on an English conversation.
Utterance length and complexity		
1- Uses a huge amount of utterance lengths but in his or her home language.	2- Starts to use two-and-three-word utterances in English.	3- The utterance produced increases. He or she also adds adjectives, pronouns, conjunctions, adverbs...
Grammar		
1- Uses grammar (plurals, verbs, objects...) in the home language, sometimes with errors.	2- Starts to use English grammatical markers such as the s in the plurals. Sometimes, he or she uses the home language rules and introduced them to English.	3- Uses a huge range of English forms, sometimes with errors.
Inquiry		
1- Asks a lot of question in his or her home language.	2- Starts to ask "what" and "why" questions, sometimes with errors.	3- Adds questions such as, "how", "when" and "where", sometimes with errors.

Children use language to create oral narratives about their personal experience

Narrative development		
1- Can create a narrative but in his or her home language.	2- Talks about personal issues using some English but changing to his or her home language.	3- Produces some brief narratives in English.

WEEK 1

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 22nd January

- I was the doctor and they were patients.
- She has been so active during the initial songs.
- When it was time to create groups she quickly came by my side.
- She has been the first one to change the role and be a patient. We haven't done any example before showing how to do it and she didn't understand the phrase: "What's the weather?". The rest went really fluid.
- When it has been others' turn, C helped them in translating what I was saying in English.
- 100% of involvement and a 10 in attitude.
- She understands with ease what you say to her. Speaking is harder for her.

Free role-play time (whole class) – Wednesday afternoon - 24th January

- She spent the afternoon in the theatre and in the restaurant.

- In the first space, she was all the time repeating me.
- “Horse”, “ratin”.
- “I’m swimming, yeah”.

Role-play with me (4 children) – Thursday or Friday morning - 25th January

- She has played in the restaurant.
- “Here” (she saw me saying that before).
- She hadn’t interacted a lot. She only observed and did actions. She understood me all I was saying her.
- She played really well. She brought me all the food I was asking her.
- She speaks in Catalan.

WEEK 2

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 29th January

- During the initial songs, she has actively participated.
- She has been the first one to be the doctor (she has repeated).
 - o “What’s the mitter” without having said that before.
 - o She has participated.
- Without saying anything she has said: “Hello”, “sit”.
- She was excited to be in my group.
- She plays really well. The material she uses as a doctor are closely related with what she wants to treat.

Free role-play time (whole class) – Wednesday afternoon

She wasn't here.

Role-play with me (4 children) – Thursday or Friday morning - 1st February

- She was the doctor and I was the patient.
- "You patient" (she has said me that before starting playing).
- "Four" (for saying that they were 4 doctors).
- "Lay down" (she tried to say that at first, I said the correct order and she repeated correctly).
- "Here"
- "Ahhhh...." (for saying that I should open the mouth).

WEEK 3

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 5th February

- She actively participated in the initial songs. She knows them quite well.
- Repeats "stand up".
- She answers the question: "Where do we put bags?" with "shoulders" (first, she points at them).
- The costume she chose was like a fairy.
- She pointed at the wings for saying that she was not a princess.
- "Bee" (for saying that S was a bee).

- Little by little, she tries to talk more. The words she pronounces are mainly in English, if she doesn't know the word, she doesn't say anything.

Free role-play time (whole class) – Wednesday afternoon - 7th February

- I asked her what she was doing and for saying that she was writing she used the gestures.
- I was speaking with M and suddenly she said her: "Is it yours vol dir que és teu eh!".
- I asked her if she was the doctors' secretary and she affirmed it with her head.
- I noticed that she finds hard to talk verbally, but she understands what I say.
- She is passive while playing.

Role-play with me (4 children) – Thursday or Friday morning - 8th February

- We were playing in the supermarket, 2 of them were shop assistant and the other 2 were the costumers.
- "Supermarket" (when I led them choose where to play).
- "No, an apple no".
- I've seen that she spoke mainly in Spanish.
- "Quiero tomato" – she suddenly says English words.
- "Hello"
- All this vocabulary was sporadic.

WEEK 4

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon – 13rd February

- She has actively participated in all the initial songs.
- When in the presentation of the clothes, she hadn't opened the mouth for saying something.
- While playing, she had to find a skirt and a T-shirt. For the skirt, she picked up some trousers before, and for the t-shirt she went there directly and really quickly.
- She was really motivated.

Free role-play time (whole class) – Wednesday afternoon - 14th February

- She came late because she was doing other things, but the time she was there, she played in the restaurant.
- "Hello"
- The majority of time, she knows what I'm asking her.
- She had prepared delicious dishes.

Role-play with me (4 children) – Thursday or Friday morning - 15th February

- "This, this", "restaurant", "there" (showing me the restaurant).
- "Yes".
- Me: "Who is the mum?" / She: "me" // Me: "And you M?" / She: "the mum" (C answered for M).
- "Jo mum".
- "Brother! Ai no, sister, sister" (regarding to the other M).
- Me: "Is that a dress, C?" / She: "Yes, a dress"
- Me: "How many babies do you have?" / She: "one".
- "Vol dir que has crescut però ets la meva filla" (she says to M, translating the answer of one question I formulated her).
- "No t'entén, E"

- “Vol dir és el teu bebè?” (she affirms to E).
- “A girl”
- “Class?”

WEEK 5

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 20th February

- Fancy dress (catwalk) session.
- She was a princess.
- “Water” (she helped to say this word to Arlet)
- She was passionate with the songs.
- English accent.
- Me: “Do you need help?” / She: “Yes”.
- “Yes”, “no”.
- “Pink princess”
- She answers verbally.
- She seems google translator (E.g. Cindy: “There are no more opportunities” / She: “Això vol dir que no hi ha més oportunitats”)

Free role-play time (whole class) – Wednesday afternoon

No

Role-play with me (4 children) – Thursday or Friday morning - 22nd February

- “Restaurant no”
- “My mum” (regarding M’s role)
- “Yes”, “No”
- Me: “And you are...?” (asking M) / She: “Sister”
- “Hem de parar en anglès eh, perquè...”
- She speaks and speaks, without stopping.
- “Me, me, me”
- Me: “C, you have to speak English. If not, I can’t understand you” / She: “vale...”
- “And my baby...”
- “This is joia”
- “Ah! In the class?”
- Repeats: “well done”.
- She interacts with me without any problem nor shyness.
- “Let’s go”
- She uses last week’s vocabulary (family and clothes). She has acquired them.

WEEK 6

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon

Snow

Free role-play time (whole class) – Wednesday afternoon

Snow

Role-play with me (4 children) – Thursday or Friday morning

1st March

- She played with dolls and in the restaurant.
- “És that!”
- Me: “What is his or her name?” / She: “Alexandra” (she said it so quickly).
- “Yes”, “no”
- “Not Marc”.
- “To the toilet?”
- “No, 3 minutes no!”
- “Twinkle, twinkle, little star...” (she started to sing a song with a fantastic English accent)
- She started to speak in an invented language, saying that it was rock’n’roll.
- She is really outgoing.
- Me: “Who wants that?” / She: “me”

WEEK 7

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 6th March

- They had to create and draw a monster.

- She was really distracted but when you knocked her attention, she could answer without any problems (and in English).
- When she sings, she is really motivated.
- “Monster”
- Today, she has not participated.

Free role-play time (whole class) – Wednesday afternoon - 7th March

- Creating the Mimosa plant.
- “Hello” (she was repeating that in purpose, every time vocalizing better).
- “E is the doctor”
- “Is mine”
- “Who’s that?” (repeats)
- “Wait, wait” (repeats)
- “Twinkle, twinkle, little star...” (she hasn’t stop singing this song)
- “Charlotte! Another one”
- She was really active and with lots of things to say.

Role-play with me (4 children) – Thursday or Friday morning - 9th March

- We were with the costumes and in the supermarket.
- She loves repeating “Charlotte” and “hello”.
- Repeats: “hanger”.
- “E no ha vingut”, “E is not in the school” (she rectifies when I ask her that she has to say that in English).
- She knows all the happy birthday song.

- Me: "Are you a butterfly or a fairy?" / She: "Butterfly"
- "Yes"
- "The supermarket"
- "Is a butterfly"
- "My shoes"
- "Three"
- "One, two, three" (counting)
- "Big or small?"
- "Pears"
- "One moment"
- "Name, name" (asking me the name for writing it)
- Me: "How much is that?" / She translates that in: "Quants diners?"

WEEK 8

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 13rd March

- Before starting she has said me: "Hello", "tomato"
- We went to the supermarket.
- "Sunny, no raining" (relating the vocabulary with the initial song)
- "Okay, two tomatoes" (she repeats what the costumer asks her)
- "Carrot big or small?"
- "Two o three?"

- “Card or cash?” (after I said that)
- “No”
- “Bye, bye”
- She was really motivated.
- She had a very clear idea of what to do.

Free role-play time (whole class) – Wednesday afternoon - 14th March

- She was in the doctor’s space.
- “Yes, this yes”
- “No, perfect no”
- Me: “Do you want me to be the patient?” / She: “Yes”
- “Charlotte is malalta” (first, pointing at something red and then cross of the first aid)
- “Yes, fever” (repeats me)
- “Numbers”
- She has a lot of energy and she understands what I’m saying.
- She uses a lot of strategies for communicating something she doesn’t know how to say in English. She avoids speaking Catalan.

Role-play with me (4 children) – Thursday or Friday morning - 15th March

- She was playing with the costumes, dolls and in the doctor’s space.
- “Que avui s’acaba el dia de la Charlotte” (answering E’s doubt)
- “No”
- “Hello”

- “No running”
- “Ballerina” (repeats)
- Me: “Is that a boy or a girl?” / She: “A girl”
- Me: “Who is Cristina?” / She: “A ballerina. Professora” (English accent)
- “E a group no” (pointing at M and herself).
- “Pares look”
- “Twenty marzo”
- “The doctor”
- “Tu the doctor”, “You are the doctor” (she rectifies)

2.3. CHILD 3

Intervention table

	Speaking, Listening and Understanding	Language used by the child	Observations
Stage one New to English	<ul style="list-style-type: none"> • Makes contact with another child in the class. • Joins in with other peers but she may not speak. • Uses non-verbal gestures to indicate meaning, mainly for showing and communicating needs, likes or dislikes. • Usually uses observation and imitation. • May use her first language. 	Greetings and simple social conventions Yes/No	She sometimes helped to translate what I was saying. She uses Catalan, Spanish and a mixture of both to communicate.
Stage two Becoming familiar	<ul style="list-style-type: none"> • Listens attentively for short periods of time. • Uses non-verbal gestures to respond to greetings/questions about self. 	Naming single objects or actions that can be seen.	She listens, and she is really motivated, but she doesn't try to speak this second language. However, she knows words in

with English	<ul style="list-style-type: none"> • Begins to repeat language in a story or rhyme. • Echoes words and phrases of other children and adults. • Shows confidence in speaking in first or other language. • Using one or more common words to express his or herself in English. 	Naming something seen in immediate past using visual clues.	English because I have seen her pronouncing them.
Stage three Becoming more confident with English	<ul style="list-style-type: none"> • Understands simple conversational English. • Understands more words than can express. • Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations. • Copies talk that has been modelled and begins to use short phrases • Spoken language starts to show an English word order. • Pronunciation can generally be understood. • Can name a range of common objects in the home/school environment. 	<p>Naming objects and adding a simple description.</p> <p>Describing things that are the same and things that are different/describing pictures.</p> <p>Recalling simple information.</p>	She hardly ever speaks English. She speaks Catalan the majority of the time, even with me.
Stage four Threshold	<ul style="list-style-type: none"> • Can speak, using 4-5-word sentences, about topics of interest. • Through talk and gesture, she can transmit meaning and sense. • Can answer simple questions about self and closer objects. • Can use some personal pronouns correctly. • Can amplify what she says with help. • Her confidence increases while taking part in English activities. • Listens attentively during whole class teaching time. • Uses some simple prepositions correctly. 	<p>Talking about number, possession and feelings.</p> <p>Talking about where things are.</p> <p>Expressing simple actions.</p>	

Stage five Becoming more fluent	<ul style="list-style-type: none"> • Uses basic sentences with an increasing range of vocabulary and some correct grammar such as articles, plurals or possessive adjectives. • She is able to follow and understand what others say in a group conversation. • Can speak confidently to anyone about things she is interested in. • Can ask questions if she has not understood something. • Can explain an event or a personal experience using simple sentences. 	Talking about things, stories and events <u>in context</u> : following a set of directions. Giving simple directions or explanations. Talking about events in the past and future. Sequencing pictures or recent and significant events and retelling in a logical order. Predicting.	
Stage six Secure	<ul style="list-style-type: none"> • Can tell a familiar story using simple language. • Starts to use appropriate tenses in speaking. • Use of connectives to express relationships between ideas and sequences of events. • Can make verbal inferences. • Uses language to solve problems out loud. • Can explain why something happened or might have happened in English. • Can justify predictions and decisions. 	Talking about things <u>in abstract</u> : justify predictions. Justify decisions. Sequence events/elements of a story. Explain why something happened or why it might have happened. Solve problems.	

		Male inferences.	
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Listening and Speaking (around 48 months of age):

- Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.
- Speak clearly enough to be understood by familiar adults and children.
- Use accepted language and style during communication with familiar adults and children.
- Understand and use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.
- Understand and use accepted words for categories of objects encountered and used frequently in everyday life.
- Understand and use simple words that describe the relations between objects.

Listening

Children listen with understanding

Beginning words		
1- Relies on facial expressions, intonation and gestures to attend to oral language.	2- Starts to understand some English words which are related to objects, actions and frequent events.	3- Begins to understand an increasing number of English words in wider way (pronouns, possessives...).
Requests and directions		
1- Starts to follow simple directions in English, with contextual cues.	2- Begins to understand requests which may be involved in contextual cues or without.	3- Begins to understand requests without having to rely on contextual cues.
Basic and advanced concepts		

1- Understands basic and advanced words in the home language.	2- Starts to understand words in English which are related to basic concepts.	3- Begin to understand words in English in more complex concepts.
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Speaking

Children use nonverbal strategies to communicate with others

Communication of needs		
1- Uses non-verbal communication.	2- Mixes non-verbal communication and verbal communication (code-switching, telegraphic and/or formulaic speech).	3- Relies more on verbal communication.
Vocabulary production		
1- Uses home language vocabulary.	2- Starts to use concrete English vocabulary (telegraphic speech).	3- Begins to produce new English vocabulary.
Conversation		
1- Interacts in his/her home language.	2- Starts to communicate with others using some English vocabulary.	3- Can carry on an English conversation.
Utterance length and complexity		
1- Uses a huge amount of utterance lengths but in his or her home language.	2- Starts to use two-and-three-word utterances in English.	3- The utterance produced increases. He or she also adds adjectives, pronouns, conjunctions, adverbs...
Grammar		

1- Uses grammar (plurals, verbs, objects...) in the home language, sometimes with errors.	2- Starts to use English grammatical markers such as the s in the plurals. Sometimes, he or she uses the home language rules and introduced them to English.	3- Uses a huge range of English forms, sometimes with errors.
Inquiry		
1- Asks a lot of question in his or her home language.	2- Starts to ask “what” and “why” questions, sometimes with errors.	3- Adds questions such as, “how”, “when” and “where”, sometimes with errors.

Children use language to create oral narratives about their personal experience

Narrative development		
1- Can create a narrative but in his or her home language.	2- Talks about personal issues using some English but changing to his or her home language.	3- Produces some brief narratives in English.

WEEK 1

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 23rd January

- They were the doctors and I was the patient.
- She participated during the initial songs although she didn't pronounce all the words.

- She helped to translate what I was saying to the rest of the peers.
- When it was time to treat me, the majority of children wanted to use the syringe and she was all the time saying that she didn't like that, that when it was her turn, she would use something else. She knew what to do in each situation I presented when going to the hospital.

Free role-play time (whole class) – Wednesday afternoon - 24th January

- She was the patient in the doctor's space.
- She understands me but I don't receive output in English.
- "One, two, three" (repeating).
- She follows the steps I used the day before with Cindy.

Role-play with me (4 children) – Thursday or Friday morning - 25th January

- She was the one that spoke more.
- "Hello"
- "Restaurant"
- "What's that"

WEEK 2

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 30th January

- She was really motivated when she saw that today's sessions were about costumes and disguising.
- She knows quite well all the songs.

- “Yes”, “no”.
- When she speaks, she does that in Catalan. She hardly ever speaks in English.
- She dressed up like Elsa.

Free role-play time (whole class) – Wednesday afternoon - 31st January

- She didn’t stand still. She didn’t know where to go. Finally, she decided to play in the supermarket.
- She speaks Catalan with me, she is not interested in talking in English.
- She uses gestures to communicate.
- You have to remind her that you don’t understand her.
- Today, I noticed that it was quite hard to communicate with her. She didn’t do any effort to understand you.
- She is really open while interacting with others.

Role-play with me (4 children) – Thursday or Friday morning - 1st February

- “Hello”, “bye bye” to someone who was in the corridor.
- “You bum bum no”
- She speaks Catalan the majority of the time.
- She wants to interact and to go things.

WEEK 3

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 6th February

- She sang really well the songs. She has them in her head.
- When Cindy already showed 2 hats, she pronounced: “hat”.
- When it has been her turn, Cindy said her that she had to pick one T-shirt. She picked up lots of different types of clothes, showing them to us because she didn’t know what she had to find.

The second time she had to look for a bag. It seemed she had a clear idea of what a bag was, but she was too slow.

- She cried because she didn’t win any time. She was too nervous.
- When it was the turn of her peers, she was saying what the words mean in Catalan. She knew that!

Free role-play time (whole class) – Wednesday afternoon - 7th February

- She was in the supermarket space all the time.
- Me: “I want to buy...” / She: “Buy?”
- Me: “I want two green peppers” – after looking for the food, she said me: “Ho sento, no en tenim”. The truth is that there were so many peppers, but she didn’t know what they were, so she found an easy solution.
- She usually says: “Què vol dir?” (in Catalan).
- I asked her an apple and she gave me a carrot.

Role-play with me (4 children) – Thursday or Friday morning - 8th February

- They were in the supermarket, 2 were costumers and 2 shop assistants.
- “This and this”.
- “One”
- She hadn’t talked in English, except some words.
- Me: “Let’s tidy up” / She: “Què vol dir?”

WEEK 4

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon

Holiday

Free role-play time (whole class) – Wednesday afternoon - 14th February

- She played with the dolls.
- She came a little bit late, she was doing other things.
- “Què vol dir això?”
- Me: “Is that a T-shirt or a dress?” / She: “Pyjama”
Another girl says her: “Et demana si és un vestit o una faldilla”. Then, she answers me: “vestit”.
- “Gràcies” – she really interacts with you, but in Catalan.

Role-play with me (4 children) – Thursday or Friday morning – 15th February

- “A pyjama” (with an English accent)
- Me: “How many children do you have?” / She: “Eh? One”
- She speaks Catalan to me and to the rest of the peers.
- “Baby no”
- “Hello, hello” (when Pep was on the corridor).
- “Me mama Marta” (for saying that she was a mum named Marta)

WEEK 5

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 19th February

- Fancy dress (catwalk) session.
- She was an Indian.
- “Hi!” (to me).
- She doubted about the second part of the song.
- No sunny, no raining – she used gestures to represent the clouds.
- “Yes”, “no”
- She said me “hello” like an Indian (with her hand and mouth).
- “This one” (repeats).
- Gestures with her hands to say “sevillana”.

Free role-play time (whole class) – Wednesday afternoon

No

Role-play with me (4 children) – Thursday or Friday morning - 22nd February

- “Baby, baby” – she shouts while she runs to the dolls space.
- “Yes”.
- She speaks Catalan.
- She always says “hello” to everyone.

- “Jo this one”
- “The photo! Goodbye!”
- She tries to repeat: “What will you choose?”. Then, she asks me: “Què vol dir això?”
- “Aigua” / Me: “What is that?” / She: “Water”, “Delicious water”
- “Coffee” (Repeats)
- “And me, and me!”
- “Let’s go”
- She uses a lot the sound to communicate.

WEEK 6

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon

No Cindy

Free role-play time (whole class) – Wednesday afternoon

Snow

Role-play with me (4 children) – Thursday or Friday morning - 1st March

- She played with the dolls and in the restaurant.
- “The baby és aquest?”

- “Esta” (Spanish accent)
- She speaks Catalan and Spanish with me and with the others.
- She was really excited today.
- “C Is /haigui/” (instead of here)
- “Què? Què vol dir?” (she usually says that, she doesn’t do any effort to speak English or at least, try it).
- Me: “Is that coffee or tea?” / She: “És de color...”
- “One, two, three, four, five...”

WEEK 7

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 5th March

- She was really listless today.
- Cindy: “What is that?” / She: “mouth”
- Cindy: “What do you think is that?” / She: “Alien”, “monster”
- “Three” (she has to think before saying it).
- “Blue” (to say she wants the blue pen)
- She uses a lot of gestures to show which colour does she want and the part of the body she wants to draw.
- “Little” (+ using gestures).
- “Yes”, “no” (while answering my questions).
- She has participated and had fun.

Free role-play time (whole class) – Wednesday afternoon - 7 March

- Cutting “mimosa” plant.
- Me: “Is that yours?” / She: “Què vol dir?” / I repeated the question with gestures / She: “És meu?”
- “No, no soy una doctor”
- She didn’t have the desire to talk in English.
- She was wearing a doctor dress (from her house).

Role-play with me (4 children) – Thursday or Friday morning

She was not in the school.

WEEK 8

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 12nd March

- Supermarket session.
- She sings the songs very effusively.
- “Can I have...?” (repeats)
- “Apple red”
- “One”
- “A banana”, “one”
- She tried to say: “strawberry”
- She uses gestures for saying big and small (sizes).

- “Com es diu vi?” (while she points at the object)
- She speaks Catalan most of the time.
- “One pear or two pears?”
- Another boy says: “peres” and she asks him: “Com es diu pera en anglès?”

Free role-play time (whole class) – Wednesday afternoon

No

Role-play with me (4 children) – Thursday or Friday morning - 15th March

- She played with the costumes, dolls and in the doctor’s space.
- “Què vol dir?” (and we were just starting)
- Me: “Do you want a dress, a skirt, trousers...?” / She: “dress”.
- She speaks Catalan.
- Me: “Do you want some dolls?” / She: “Jo yes”.
- “Photo, photo, photo”
- “Babies”
- Me: “Are you the mum of this baby?” / She: “yes”.
- “A peli de ballet”
- “Carlot” (for saying my name).
- Me: “Do you have a baby in your belly, E?” / She: “Yes”.
- She hasn’t spoke at all.
- “Bye bye”

- Me: "But we only have 2 minutes" / She: "2 minutes?" (meaning: seriously?)
- "One moment!"

2.4. CHILD 4

Intervention table

	Speaking, Listening and Understanding	Language used by the child	Observations
Stage one New to English	<ul style="list-style-type: none"> • Makes contact with another child in the class. • Joins in with other peers but she may not speak. • Uses non-verbal gestures to indicate meaning, mainly for showing and communicating needs, likes or dislikes. • Usually uses observation and imitation. • May use her first language. 	Greetings and simple social conventions Yes/No	She uses her L1 to communicate with the rest of the peers and for translating what I am saying.
Stage two Becoming familiar with English	<ul style="list-style-type: none"> • Listens attentively for short periods of time. • Uses non-verbal gestures to respond to greetings/questions about self. • Begins to repeat language in a story or rhyme. • Echoes words and phrases of other children and adults. • Shows confidence in speaking in first or other language. • Using one or more common words to express his or herself in English. 	Naming single objects or actions that can be seen. Naming something seen in immediate past using visual clues.	She produces words in English as well as the help of gestures to communicate what she wants.
Stage three	<ul style="list-style-type: none"> • Understands simple conversational English. • Understands more words than can express. 		She is shy and at the beginning didn't speak at all. When she started pronouncing words, I noticed she

Becoming more confident with English	<ul style="list-style-type: none"> • Listens and responds to classroom instructions and explanations where there are non-verbal cues and illustrations. • Copies talk that has been modelled and begins to use short phrases • Spoken language starts to show an English word order. • Pronunciation can generally be understood. • Can name a range of common objects in the home/school environment. 	<p>Naming objects and adding a simple description.</p> <p>Describing things that are the same and things that are different/describing pictures.</p>	knew a lot of vocabulary and understood lots of things.
Stage four Threshold	<ul style="list-style-type: none"> • Can speak, using 4-5-word sentences, about topics of interest. • Through talk and gesture, she can transmit meaning and sense. • Can answer simple questions about self and closer objects. • Can use some personal pronouns correctly. • Can amplify what she says with help. • Her confidence increases while taking part in English activities. • Listens attentively during whole class teaching time. • Uses some simple prepositions correctly. 	<p>Recalling simple information.</p> <p>Talking about number, possession and feelings.</p> <p>Talking about where things are.</p> <p>Expressing simple actions.</p>	
Stage five Becoming more fluent	<ul style="list-style-type: none"> • Uses basic sentences with an increasing range of vocabulary and some correct grammar such as articles, plurals or possessive adjectives. • She is able to follow and understand what others say in a group conversation. • Can speak confidently to anyone about things she is interested in. • Can ask questions if she has not understood something. 	<p>Talking about things, stories and events <u>in context</u>: following a set of directions.</p> <p>Giving simple directions or explanations.</p>	

	<ul style="list-style-type: none"> Can explain an event or a personal experience using simple sentences. 	<p>Talking about events in the past and future.</p> <p>Sequencing pictures or recent and significant events and retelling in a logical order.</p> <p>Predicting.</p>	
Stage six Secure	<ul style="list-style-type: none"> Can tell a familiar story using simple language. Starts to use appropriate tenses in speaking. Use of connectives to express relationships between ideas and sequences of events. Can make verbal inferences. Uses language to solve problems out loud. Can explain why something happened or might have happened in English. Can justify predictions and decisions. 	<p>Talking about things <u>in abstract</u>: justify predictions.</p> <p>Justify decisions.</p> <p>Sequence events/elements of a story.</p> <p>Explain why something happened or why it might have happened.</p> <p>Solve problems.</p> <p>Make inferences.</p>	

Listening and Speaking (around 48 months of age):

- Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting and rejecting.

- Speak clearly enough to be understood by familiar adults and children.
- Use accepted language and style during communication with familiar adults and children.
- Understand and use accepted words for objects, actions and attributes encountered frequently in both real and symbolic contexts.
- Understand and use accepted words for categories of objects encountered and used frequently in everyday life.
- Understand and use simple words that describe the relations between objects.

Listening

Children listen with understanding

Beginning words		
1- Relies on facial expressions, intonation and gestures to attend to oral language.	2- Starts to understand some English words which are related to objects, actions and frequent events.	3- Begins to understand an increasing number of English words in wider way (pronouns, possessives...).
Requests and directions		
1- Starts to follow simple directions in English, with contextual cues.	2- Begins to understand requests which may be involved in contextual cues or without.	3- Begins to understand requests without having to rely on contextual cues.
Basic and advanced concepts		
1- Understands basic and advanced words in the home language.	2- Starts to understand words in English which are related to basic concepts.	3- Begin to understand words in English in more complex concepts.

Speaking

Children use nonverbal strategies to communicate with others

Communication of needs		
1- Uses non-verbal communication.	2- Mixes non-verbal communication and verbal communication (code-switching, telegraphic and/or formulaic speech).	3- Relies more on verbal communication.
Vocabulary production		
1- Uses home language vocabulary.	2- Starts to use concrete English vocabulary (telegraphic speech).	3- Begins to produce new English vocabulary.
Conversation		
1- Interacts in his/her home language.	2- Starts to communicate with others using some English vocabulary.	3- Can carry on an English conversation.
Utterance length and complexity		
1- Uses a huge amount of utterance lengths but in his or her home language.	2- Starts to use two-and-three-word utterances in English.	3- The utterance produced increases. He or she also adds adjectives, pronouns, conjunctions, adverbs...
Grammar		
1- Uses grammar (plurals, verbs, objects...) in the home language, sometimes with errors.	2- Starts to use English grammatical markers such as the s in the plurals. Sometimes, he or she uses the home language rules and introduced them to English.	3- Uses a huge range of English forms, sometimes with errors.
Inquiry		
1- Asks a lot of question in his or her home language.	2- Starts to ask “what” and “why” questions, sometimes with errors.	3- Adds questions such as, “how”, “when” and “where”, sometimes with errors.

Children use language to create oral narratives about their personal experience

Narrative development		
1- Can create a narrative but in his or her home language.	2- Talks about personal issues using some English but changing to his or her home language.	3- Produces some brief narratives in English.

WEEK 1

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 23rd January

- They were the doctors and I was the patient.
- She anticipated the lyrics of the songs. She knows really well them.
- When it was time to play in the doctor's space, she was helping the ones who were the doctors (as a translator).
- In terms of listening, I've seen her fantastic. When it was time to talk, she mainly did it in Catalan, except some "bye bye"s.

Free role-play time (whole class) – Wednesday afternoon - 24th January

- She was the shop assistant.
- I was asking her the food I wanted to buy according to the colour, size, asking for some recommendations, asking: "What's that?", the price, counting the money...
- "See you"
- "Bye bye"

Role-play with me (4 children) – Thursday or Friday morning

She was not here

WEEK 2

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 30th January

- She had participated in all the initial songs. She was really careful in not doing any mistake while singing the songs, she really cares about what is she saying.
- She understands what Cindy and I say.
- She picked Elsa's dress.
- "Green, blue, orange" (while showing the colours of the rest of the peers' costumes – clowns).
- "Yes".
- For saying carrots, she said: "zanahorias" + gestures.

Free role-play time (whole class) – Wednesday afternoon - 31st January

- She has been all the time at the restaurant.
- She uses a lot of gestures.
- She doesn't stop cooking and bring me dishes.
- Me: "Is this water or tea?" / She: "water".
- "And this"

Role-play with me (4 children) – Thursday or Friday morning - 1st February

- “To the doctor!” – shouts before starting the session.
- “Fresis” (for saying strawberries). I was pretending I didn’t understand her, so she went to pick up the fruit in the supermarket and showed to me.
- She reminded E that I don’t understand her: “No t’entén! Parla anglès!”

WEEK 3

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 6th February

- In the “weather” song, as it was not sunny or raining, at the end she added: “cloudy”, “cold”. She was really active and expressive.
- She explained to Cindy that another girl could not run because she hurt her foot. She used: “no running”, “this”.
- In the game, she had to find some trousers. She went it directly, without any doubt. She had a clear idea of what trousers were.

Free role-play time (whole class) – Wednesday afternoon - 7th February

- She was playing with some cars and roads.
- I asked her if she knew the name of a plane (because she was using one) and she answered me: “plai...”
- She didn’t answer me when I asked the group she was playing with general questions.
- I had the feeling she didn’t have interest in interacting in English. She was really in the game.

Role-play with me (4 children) – Thursday or Friday morning - 8th February

- They were playing in the supermarket. Two of them were shop assistant and the other two costumers.
- “Cereals”, “water”.

- “This malament”.
- “Two big or two little”.
- “This no” (showing a purse).
- “No this?”, “I this?”
- “Croissants” (correcting M).
- She has maintained an English conversation with M. if they didn’t know one word, they gesticulated but they didn’t say anything in Catalan or Spanish.
- I was surprised by how she could communicate and interact in English. And without any problem.

WEEK 4

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon

Holiday

Free role-play time (whole class) – Wednesday afternoon - 14th February

- She was playing in the wooden flooring. Representing the Lion King play with the animals.
- I ask her things but she doesn’t answer me.
- “T, no sap parlar ni castellà” (when T says me something).
- I went to this space a second time and there was more interaction than the first time. Majoring, onomatopoeias.
- She hadn’t said anything in English.

Role-play with me (4 children) – Thursday or Friday morning - 15th February

- “Yes”.
- Me: “What is that? A dress or a T-shirt?” / She: “A T-shirt”.
- She speaks Catalan.
- “Five!” (when I said them that they have 1 minute left).
- She continues counting, like M. From number 11.

WEEK 5

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 19th February

- Fancy dress (catwalk) session.
- She was a princess.
- “It’s cloudy”.
- “Charlotte! This!” (asking me for help).
- “Mira Charlotte!” (showing me a necklace).
- “Charlotte, this no” (saying me that there were necklaces mishandled)
- “Sevillana” (English accent)
- “Princess”, “pink” (in the question: which colour is that dress?)
- “Rabbit”
- “And hello”, “or touch your foot” (remembering the game say-do). She is really agile while doing the game, she also repeats the actions they have to do.

Free role-play time (whole class) – Wednesday afternoon

No

Role-play with me (4 children) – Thursday or Friday morning - 22nd February

- She uses the swing movement to say that she wants to play with the dolls.
- “Yes”, “no”.
- She speaks Catalan if she can.
- She doesn’t participate a lot but she plays really motivated.
- “És tidy up!!” (informing the others that was time to tidy up).
- “Charlotte!” (for showing me a mask again).
- “This?”
- “Quickly” (repeats).
- “And me, and me?!”

WEEK 6

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon

No Cindy

Free role-play time (whole class) – Wednesday afternoon

Snow

Role-play with me (4 children) – Thursday or Friday morning - 1st March

- She was playing with the dolls and in the restaurant.
- I hadn't heard at all her voice.
- "Yes, and pum" (gesturing if she was throwing a snow ball) "Fem una Guerra de neu"
- "Yes, yes"
- "Baby"
- Me: "What is that in English?" / She: "Water" (she knows that and says it only when you pressure her)
- She points at the pasta and makes some gestures meaning that I can serve myself.
- "Charlotte! Aquí"
- Me: "Have you finished?" / She: "No"

WEEK 7

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 5th March

- They had to draw an alien all together.
- She was really active with the songs.
- "És un monstre!"
- Cindy: "Is that a boy?, Is that a girl?" / She: "No" (really convinced)
- "Monster" (English accent).
- "Two heads", "Dinosaur"
- Cindy: "Are you from blue class or purple class?" / She: "blue"
- Cindy: "Are you from group A or B?" / She: "B" (today she had answered to all Cindy or I have asked, and really quickly).

- Cindy: "Which number do you prefer for the body?" / She: "Two". When Cindy asked the same question to another child, M said: "Pel cos, S, pel cos!" (translating it) or "Three, four, five..." (saying to others that they have to choose one number).
- "Pels eyes" (+ gestures)
- The interaction between peers is in Catalan.
- When it has been her turn she was only using gestures.

Free role-play time (whole class) – Wednesday afternoon - 7th March

- She was playing in the supermarket with some dolls.
- Me: "Are you the mother of the baby?" / She: "No, A is the mother, I'm the sister"
- "Girl and boy"
- "Yes"
- Me: "Which are their names?" / She: "Com es diuen?" (asking A)
- Today she really wanted to talk in English.

Role-play with me (4 children) – Thursday or Friday morning - 9th March

- She played with costumes and in the supermarket.
- "Sevillana"
- Me: "Do you need help?" / She: "Yes"
- "Charlotte" (more than once)
- Me: "Let's go to another place?" / She: "Yes"
- "No", "Yes"
- "Hello butterfly..." (sings a song)

- She repeats the things I say in English but in Catalan.
- Me: "Is that a boy or a girl?" / She: "Girl"
- Me: "Do you want to buy with me?" / She: "Yes"
- Me: "What do you want?" / She: "tomato"
- Me: "How many?" / She: "Three"
- "This big one" (repeats)
- Me: "Maybe we can have some bread or pizza, what do you think?" / She: "Yes, pizza"
- "This" (pointing something).
- Me: "M, do you want potatoes?" / She: "yes"
- "Big", "two little", "oranges", "two big", "pears"
- "Jo vaig amb la Charlotte"
- "Three, three, six" (repeats the number 336)
- "Cash" (repeats)
- Me: "What is that?" / She: "helado"
- "like this" (repeats)

WEEK 8

Observations:

Role-play with Cindy and Charlotte - Monday and Tuesday afternoon - 12nd March

- She was really excited for singing.
- She played in the supermarket.

- “All of us”
- “Hello”
- “What...”
- “Orange”
- “One, two, three, four...?”
- “Pear”
- A boy said: “tomate” and she corrects him: “tomato”
- “Big... little?”
- “Charlotte, finish”
- “Three euros”
- “Can I ... pizza?”
- “Three bananas”
- “Please, three muffins”
- “This”
- “Small”
- “Es diuen potatoes”
- “This, this or this?”
- She interacted in English.

Free role-play time (whole class) – Wednesday afternoon

No

Role-play with me (4 children) – Thursday or Friday morning

No

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3. APPENDIX 3. Interview

Entrevista Cinta (Cindy)

Creus que el joc simbòlic ajuda al desenvolupament i l'adquisició d'una segona llengua més que altres estratègies? De quina manera?

Sí que ajuda. A través del joc simbòlic l'infant aprèn i juga, aprèn mentre està actiu, en un entorn significatiu i motivador. Segueix la idea del mètode natural d'adquisició d'una llengua, comparable, a petita escala, amb la immersió lingüística.

Durant les sessions de joc simbòlic has pogut observar alguna estratègia que utilitzin els infants per comunicar-se en anglès? Quina?

L'estratègia que més utilitzen és el llenguatge no verbal. També recorren a allò que ja saben per tal de poder-ho utilitzar i fer-se entendre.

Els infants passen gaire sovint a la seva llengua materna (català)? Utilitzes alguna estratègia per evitar-ho?

Sí. Els infants recorren sovint a la seva L1, la qual cosa és normal ja que es troben en un moment molt inicial de la seva futura competència lingüística en llengua anglesa. Per tal de minimitzar-ho la mestra es presenta com a una altra persona, que no entén ni parla el català ni el castellà (que sovint hi recorren per fer-se entendre). Això fa que tinguin la necessitat d'utilitzar tot allò que saben en anglès o buscar altres estratègies per tal de comunicar-se.

Quins creus que són els principals factors que influeixen en l'adquisició d'una segona llengua en infants de 5 anys?

Els principals factors són la freqüència i l'exposició juntament amb la necessitat d'ús de la llengua.

Quin creus que ha de ser el paper del/la mestre/a en l'ensenyament de l'anglès?

El paper del docent ha de ser el de proporcionar el màxim d'input possible, provocant situacions d'interacció que permetin l'ús significatiu de la llengua i per tant un output.

Per quina raó es que es va considerar fer el joc simbòlic en anglès i no pas un altre espai o moment? Per què l'introduïu a partir de P5?

Es va considerar d'introduir l'anglès a través del joc simbòlic per tots els motius ja esmentats fins ara. El joc simbòlic permet presentar la llengua en un context significatiu que genera necessitat d'ús de la llengua, i per tant, s'utilitza significativament. A més l'infant està actiu i adquireix la llengua sense esforç, jugant. S'introdueix a partir de P5 perquè no es veu la

necessitat de fer-ho abans, no està demostrat que començar abans generi millors nivells de llengua, i es prioritza la consolidació de la pròpia llengua abans d'endinsar-se en una altra. Per altra banda, i tampoc es disposa de personal especialitzat per poder invertir en més hores d'anglès.

Creus que el fet de canviar de rol com a mestra i passar a ser una mestra anglesa, i per tant, parlar només en anglès és totalment positiu? Hi ha algun aspecte negatiu a considerar? Quines són les raons per fer servir aquesta metodologia?

El fet de passar a ser una mestra d'anglès és, en primer lloc, una part del joc. En segon lloc, permet a la mestra centrar-se en el seu paper i auto exigir-se utilitzar l'anglès el 100% de la sessió. També demana que la resta de mestres utilitzin l'anglès i per tant que els infants vegin com ho fan. En tercer lloc, fa que els infants hagin de buscar estratègies per comunicar-se amb una persona que no parla la mateixa llengua que ells. Tot amb la intenció que es familiaritzin amb la llengua anglesa i que no es suposi un problema, ni una por, sentir una llengua que no dominen. Només destacaria com a element amb possibilitats de ser negatiu, que no permet un diàleg ric diàleg amb els infants, tot i que això no dificulta que se sentin propers a la mestra.