

APPENDICES

Appendix A

Summary of All Errors Classification

	Name	# of errors	Taught?		Linguistic Category			Surface Strategy				Source		
			No	Yes	Syntax	Morphology	lexical	addition	omission	substitution	ordering	Interlingual	Intralingual	Learning context
1	RLE	4	2	2	3	1	0	0	2	2	0	1	2	1
2	BEI	12	5	7	7	4	1	2	1	7	1	0	12	0
3	NYS	16	15	1	10	4	2	2	6	4	5	8	8	0
4	WS	1	0	1	1	0	0	1	0	0	0	0	1	0
5	EVP	20	16	4	10	9	1	4	6	6	4	3	15	2
6	RFA	3	2	1	2	1	0	1	0	2	0	0	3	0
7	CS	2	1	1	0	2	0	1	0	1	0	0	2	0
8	MNT	15	8	7	10	5	0	1	3	9	2	2	13	0
9	CI	27	22	5	16	7	4	2	9	13	3	8	19	0
10	VTS	7	6	1	1	3	3	1	3	3	0	2	3	2
11	CGO	4	3	1	3	1	0	2	1	0	1	1	2	1
	Total	111	80	31	63	37	11	17	31	47	16	25	80	6

Appendix B.1



Fruit Plural worksheet for the regular plural form

Name: _____

Day/date: _____

Write the number and the singular or plural forms of the words in the box next to their pictures. The first question is the example.

Apple	orange	banana	peach	mango
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 <div><u>three</u> <u>oranges</u></div>	 <div>_____ _____</div>
 <div>_____ _____</div>	 <div>_____ _____</div>
 <div>_____ _____</div>	 <div>_____ _____</div>
 <div>_____ _____</div>	 <div>_____ _____</div>
 <div>_____ _____</div>	 <div>_____ _____</div>

Stationery Plural worksheet for the regular plural form

Name:




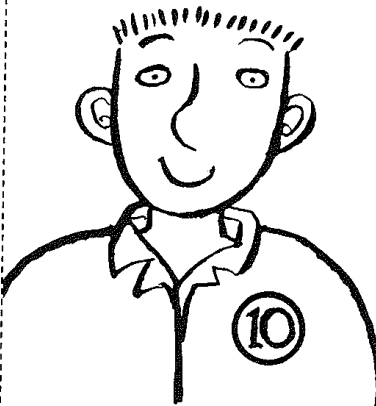

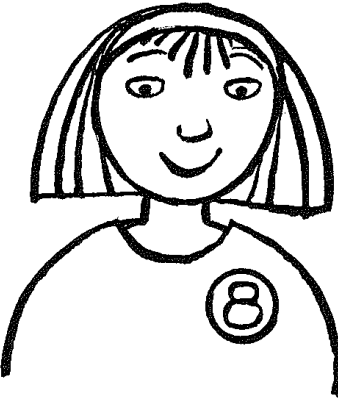


Day/date:

Write the number of stationery that you have in your cubby, for example: two pencils

Stationery	How many?
	<u> </u>
	<u> </u>
	<u> </u>
	<u> </u>
	<u> </u>
	<u> </u>
	<u> </u>

Appendix B.2









Subject Pronoun worksheet

 <p>Dave</p>	 <p>Peter</p>	 <p>Bill</p>	 <p>Bob</p>
 <p>Mary</p>	 <p>Sue</p>	 <p>Carol</p>	 <p>Helen</p>

Appendix B.3

A Question of Taste worksheet for teaching auxiliary verb do/does

Ask your friend *Do you like ...?*
Yes ✓ No ✗

								
name	salad	cheese	cauliflower	tomatoes	eggs	chips	fruit	fish
_____	_____	_____	_____	_____	_____	_____	_____	_____

Answer *Yes, he does, Yes, she does, No, he doesn't or No, she doesn't.*

- 1 Does your friend like salad? _____
- 2 Does your friend like cheese? _____
- 3 Does your friend like cauliflower? _____
- 4 Does your friend like tomatoes? _____
- 5 Does your friend like eggs? _____
- 6 Does your friend like chips? _____
- 7 Does your friend like fruit? _____
- 8 Does your friend like fish? _____

What about you? Answer *Yes, I do or No, I don't.*

- 1 Do you like salad? _____
- 2 Do you like cheese? _____
- 3 Do you like cauliflower? _____
- 4 Do you like tomatoes? _____
- 5 Do you like eggs? _____
- 6 Do you like chips? _____
- 7 Do you like fruit? _____
- 8 Do you like fish? _____

Appendix B.4

Irregular past tense verb worksheet

Name : _____ Date : _____

My Last Weekend

I _____ (go) to _____

I _____ (meet) _____

In a restaurant, I _____ (eat) _____

and I _____ (drink) _____

After that, I _____ (see) _____

Appendix C.1

Lesson plan – Pluralization

SKILLS TO BE EMPHASIZED	Speaking
CONTENT	<ul style="list-style-type: none"> • Grammar: pluralization • Vocabulary: fruits, stationery
OBJECTIVES	<p>At the end of the lesson, the students should be able to:</p> <ul style="list-style-type: none"> • Recognize the difference between the singular and plural forms • Know the general rule of pluralization
MATERIALS	<ul style="list-style-type: none"> • The song “1 Banana 2 Bananas” • Fruit Plural and Stationery Plural worksheets • Plastic fruits toys
SOURCE	<ul style="list-style-type: none"> • Song: YouTube video • Worksheet: self-developed
DAY 1 ACTIVITY 1 – NOTICING LISTENING AND READING, INTRODUCTION TO THE CONCEPT OF SINGULAR AND PLURAL, 10 MIN	<ol style="list-style-type: none"> 1. Play the “1 Banana 2 Bananas” song and let students listen and watch only first. 2. The second time, get students to sing along 3. Get students to deduce the general rule of pluralization through board drill
DAY 1 ACTIVITY 2 – STRUCTURING SPEAKING, CONTROLLED PRACTICE ON PLURAL FORMS, 30 MIN	<ol style="list-style-type: none"> 1. Do the Fruit Plural exercise as described in Appendix B.1 above
DAY 2 ACTIVITY 3 – PROCEDURALIZING SPEAKING AND WRITING ,APPLICATION OF PLURALIZATION, 40 MIN	<ol style="list-style-type: none"> 1. Review the lessons on pluralization 2. Practice with the students the plural forms for stationery 3. Do the Stationery Plural exercise <ul style="list-style-type: none"> • students are given a list of stationery (pencil, eraser, sharpener, ruler, etc.) • They have to count how many of those stationery that they have in their cubbies • Afterwards, they have to report their finding to the teacher, who will monitor the use of the plural forms for more than one item.

Appendix C.2

Lesson plan – Subject pronoun

SKILLS TO BE EMPHASIZED	speaking
CONTENT	<ul style="list-style-type: none"> Grammar: subject pronouns Vocabulary: adjectives (hungry, thirsty, happy, etc.)
OBJECTIVES	At the end of the lesson, the students should be able to: <ul style="list-style-type: none"> Know the different subject personal pronouns and their respective usage
MATERIALS	<ul style="list-style-type: none"> The song “The Pronoun Song” The Subject Pronoun worksheet
SOURCE	<ul style="list-style-type: none"> Song: YouTube video Book: The Primary Grammar Box
DAY 1 ACTIVITY 1 – NOTICING LISTENING AND READING, INTRODUCTION TO THE CONCEPT OF SUBJECT PRONOUN, 15 MIN	<ol style="list-style-type: none"> Get the students to mimic the action for hungry, thirsty, happy, sleepy, etc. Play “The Pronoun Song”, with the students only listening and watching first Sing along, model, and do the action for the song Extend the song to other adjectives Get students to formulate the different subject pronouns and their uses through board drill
DAY 1 ACTIVITY 2 – STRUCTURING SPEAKING, CONTROLLED PRACTICE ON SUBJECT PRONOUN, 20 MIN	<ol style="list-style-type: none"> Do the Subject Pronoun worksheet as described Appendix B.2 above
DAY 2 ACTIVITY 3 – PROCEDURALIZING SPEAKING, APPLICATION OF SUBJECT PRONOUN, 40 MIN	<ol style="list-style-type: none"> Play the Hot Seat game: a student is chosen to sit down in the Hot Seat and the teacher will whisper a name to him/her He/she will give a description of the person, e.g. he is tall, she has long hair, etc. The rest of the students should guess who the person is.

Appendix C.3

Lesson plan – Auxiliary do/does in negative and interrogative

SKILLS TO BE EMPHASIZED	Speaking
CONTENT	<ul style="list-style-type: none"> Grammar: the use of auxiliary do/does Vocabulary: food items
OBJECTIVES	<p>At the end of the lesson, the students should be able to:</p> <ul style="list-style-type: none"> Recognize the difference between the usage of ‘do’ and ‘does’ Know how those auxiliaries are used in negative and interrogative sentences
MATERIALS	<ul style="list-style-type: none"> The song “Do you like broccoli ice cream” <i>A question of taste</i> worksheet
SOURCE	<ul style="list-style-type: none"> Song: YouTube video Book: The Primary Grammar Box
DAY 1 ACTIVITY 1 – NOTICING LISTENING AND SPEAKING, INTRODUCTION TO THE CONCEPT OF AUXILIARY VERB DO/DOES, 10 MIN	<ol style="list-style-type: none"> 1. Play the “Do you like broccoli ice cream” song and let students listen and watch only first. 2. The second time, get students to repeat and sing along 3. Get students to deduce the general rule for the use of do/does in interrogative, affirmative and negative through board drill
DAY 1 ACTIVITY 2 – STRUCTURING SPEAKING, CONTROLLED PRACTICE ON PLURAL FORMS, 35 MIN	<ul style="list-style-type: none"> Do the <i>A question of taste</i> drill exercise as described in Appendix B.3 above
DAY 2 ACTIVITY 3 – PROCEDURALIZING LISTENING AND SPEAKING, 40 MIN	<ol style="list-style-type: none"> 1. Get the students to report their worksheets, by saying what kind of food that his/her friend likes.

Appendix C.4

Lesson plan – Irregular past tense verbs

SKILLS TO BE EMPHASIZED	Speaking
CONTENT	<ul style="list-style-type: none"> • Grammar: past tense, irregular verbs • Vocabulary: action verbs
OBJECTIVES	<p>At the end of the lesson, the students should be able to:</p> <ul style="list-style-type: none"> • Understand the concept of action in the past and the corresponding change of verbs • Memorize some simple irregular past tense verbs
MATERIALS	<ul style="list-style-type: none"> • A short story about the teacher's weekend • Irregular past tense verb worksheets • Mosquito swatters
SOURCE	<ul style="list-style-type: none"> • My Last Weekend story and worksheets: self-made
DAY 1 ACTIVITY 1 – NOTICING LISTENING, INTRODUCTION TO THE CONCEPT OF PAST TENSE VERBS, 15 MIN	<ol style="list-style-type: none"> 1. Tell the story of My Last Weekend 2. Highlight the use of past tense in the story to the students 3. Inform that storytelling has to use actions in the past 4. Give examples of irregular past tense verbs in the book and get students to memorize them through Disappearing Word drilling
DAY 1 ACTIVITY 2 – STRUCTURING SPEAKING, CONTROLLED PRACTICE ON PLURAL FORMS, 30 MIN	<ul style="list-style-type: none"> • Do the Mosquito Swat game: students take turn in pair to race to the board to 'swat' the correct irregular past tense verbs based on an imaginary story. • Do the Irregular Past Tense worksheets as described in Appendix B.4 above
DAY 2 ACTIVITY 3 – PROCEDURALIZING READING AND SPEAKING, 40 MIN	<ol style="list-style-type: none"> 1. Get the students to tell the story to the teacher about their last weekend, without looking at the worksheets.

Appendix D

Observation Guide

[illegible]

Note:

- The (+) sign refers to records of positive, grammatically correct samples of spontaneous English speech by the students
- The (-) sign refers to records of erroneous samples of speech by the students, which include errors made by:
 - Addition: adding letters, morphemes, or words that are grammatically incorrect
 - Omission: omitting the grammatically correct letters, morphemes, or words
 - Substitution: replacing the grammatically correct letters, morphemes, or words by the incorrect ones

Appendix E.1

Observation checklist of speech samples

Observation Checklist
Grammatical Accuracy of Spoken English of Kindergarten-2 Students
 (dates of positive and negative speech samples)

		Grammar Items										
		<i>Pluralization</i>		<i>Pronoun</i>		<i>Object pronoun</i>		<i>Do/does</i>		<i>Irregular past verb</i>		<i>Notes</i>
No	Students' Name	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	(+)	(-)	
1	Rod											
2	Ben											
3	Nick											
4	Bill											
5	Chris											
6	Rick											
7	Mike											
8	Ethan											
9	Martha											
10	Mary											
11	Claire											

Note

Put the dates (dd/mm) when the speech samples are recorded under the corresponding grammatical aspects

Appendix E.2

Observation checklist of Corrective Feedback (CF) given

Observation Checklist																					
<i>Grammatical Accuracy of Spoken English of Kindergarten-2 Students</i>																					
(Corrective feedback given for various grammatical aspects)																					
		Corrective Feedback																			
No	Students' Name	<i>Explicit Correction</i>				<i>Recast</i>				<i>Metalinguistic feedback</i>				<i>Elicitation</i>				<i>Repetition</i>			
		<i>Plu</i>	<i>Pro</i>	<i>Do/does</i>	<i>Irreg</i>	<i>Plu</i>	<i>Pro</i>	<i>Do/does</i>	<i>Irreg</i>	<i>Plu</i>	<i>Pro</i>	<i>Do/does</i>	<i>Irreg</i>	<i>Plu</i>	<i>Pro</i>	<i>Do/does</i>	<i>Irreg</i>	<i>Plu</i>	<i>Pro</i>	<i>Do/does</i>	<i>Irreg</i>
1	RLE																				
2	BEI																				
3	NYS																				
4	WS																				
5	CS																				
6	RFA																				
7	MNT																				
8	EVP																				
9	CI																				
10	VTs																				
11	CGO																				
Note																					
1 Put the dates (dd/mm) when the CF given are recorded under the corresponding grammatical aspects																					
2 Plu = pluralization, Pro = Subject/object pronoun, Irreg = Irregular past tense verbs																					

Appendix F.1

Examples of Some Speech Samples - Plural

Date	Name	Elicitation	Students' speech 1	CF	students' speech 2	Repair	CF type
26-Apr	BEI		I have 2 candy	Two candy?	Two candies	Yes	Repetition
30-Apr	BEI		Miss, can we play 3 box?	3 box?	I said, can we play 3 box?	No	Repetition
				Box is only for one. If more, you say boxes	Boxes	Yes	Metalinguistic feedback
1 may	BEI		Evan, let's make a big weapons				
1 may	BEI		Let's make a big weapon				
2 may	BEI		I got 12 star, Evan	12 star?		no	repetition
			Evan: 12 stars				
14 may	BEI		i already make your weapons (only 1)				
15 may	BEI		I have 16 star	16 star?	16 stars	Yes	Repetition
10 june	BEI		My father has many sister				
20 nov	EVP		16 book I have				
15-Apr	EVP		One boys	One boyz?	One boy	Yes	Repetition
18-Apr	EVP		Yesterday 1 group or 3 groups?				
2 may	EVP		I have 14 stars				
20 may	EVP		I have 26 stars				
20 may	EVP		Wolves... Remember, we have to change				
24 may	EVP		I have birds				
18-Apr	MNT	Seven what?	Seven cards				
22-Apr	MNT		My card only have seven	Seven what?	Seven cards	Yes	Clarification
23-Apr	MNT		Three point	Three point? Only one?	Three points	Yes (by others)	
6 may	MNT		Only two word				
7 may	MNT		My mom has many many purse	many many purses		no	recast
15 may	MNT		Wait for two minutes				
16 may	MNT		I have 12 star	12 star?	stars	yes	Repetition
20 may	MNT		So many wolf you know ... Wolves			yes	self correction
29 may	MNT		Who finish fast get two lion?				
28 nov	CI		I have 3 scissor				
18-Apr	CI		15 eraser				
18-Apr	CI		Written error: three eraser	Is it correct? Three eraser? What's missing?	s	Yes	Metalinguistic feedback
19-Apr	CI		One pages	One page		No	Recast
24-Apr	CI		This one like a fruits				
10 may	CI		The eyes is red				
14 may	CI		Two page ya?				
7 june	CI		Only ten second	10 seconds		no	recast
			8 second	8 seconds		no	recast
12-Apr	CGO		I need more star	Only one?		No	Clarification
18-Apr	CGO	Three what?	Three groups				
19-Apr	CGO		Two page	Two page?	Two page	No	Repetition
				Two page?	Two pages	Yes	Repetition
22-Apr	CGO		I have a new sock	You have two socks right?	I have new socks	Yes	Metalinguistic feedback
14 may	CGO		Two pages				

Appendix F.2

Examples of Some Speech Samples – Subject Pronoun

Date	Name	Elicitation	Students' speech 1	CF	students' speech 2	Repair	CF type
29-Apr	RLE		<i>Hey, why you said 'he' to Charisse?</i>				
3 may	RLE		<i>She play (referring to a girl)</i>				
1 may	BEI		<i>Who is he (referring to a girl)?</i>	Evan: she!		no	recast
1 may	BEI	he is tall	<i>Ivana!</i>	He! He! Ivana?	Rionel!	Yes	Paralinguistic
6 may	BEI		<i>We need Vensco for Ninjago</i>				
8 may	BEI		<i>we're done</i>				
4 june	BEI		<i>My grandmother is sick and he die</i>	Grandma or grandpa?			
			grandma	She died		no	clarification
31 oct	EVP		<i>Doesn't cut his [mother] skin</i>				
30-Jan	EVP		<i>Valerie forgot his bottle</i>	his bottle? his bottle?	his bottle her bottle	no yes	repetition repetition
8 may	EVP		<i>He still eating a candy [a girl]</i>		She!	Self	
16 may	EVP		<i>She broke the lid</i>				
6 may	CS		<i>They are noisy!</i>				
8 may	CS		<i>She doesn't get star right?</i>				
8 may	CS		<i>They are presidents of the USA</i>				
29 oct	MNT		<i>I saw him [valerie]</i>				
16 dec	MNT		<i>Valerie is playing by himself</i>				
29 nov	MNT		<i>Ivana put his comm book</i>				
29-Jan	MNT		<i>He (Valerie) hit me</i>	He hit you?	she hit me	yes	repetition
29-Apr	MNT		<i>My mom say he... She....</i>	self correction		Self	
1 may	MNT		<i>Who is her?</i>				
15 may	MNT		<i>His (Valerie) foot is here</i>	Indri: His, his...	friends: her!	yes	repetition
15 may	MNT		<i>He want... She want....</i>	self correction		Self	
16 may	MNT		<i>Why he (Charisse) want to win himself?</i>				
16 may	MNT		<i>She [her mom] has the one with sleeve</i>				
20 may	MNT		<i>He.... She....</i>	self correction		self	
7 may	CI		<i>We don't have to eat it</i>				
8 may	CI		<i>She lying!</i>				
6 may	VTs		<i>Ivana give me this but she ask it back</i>				
8 may	VTs		<i>The comb belongs to her. She has the comb</i>				
25-Apr	CGO		<i>Ivana doesn't want to share with his toys</i>	his toys?		No	repetition
29-Jan	WS	I'll tell her	her or she?	I'll tell she?	OK lah, her lah		
1 may	WS		<i>He is Mary</i>	Wil, for girls, use 'she'	She is Mary	Yes	metalinguistic
17 oct	NYS		<i>His friends (a girl)</i>				

Appendix F.3

Examples of Some Speech Samples – Auxiliary Verbs Do/Does

Date	Name	Elicitation	Students' speech 1	CF	students' speech 2	Repair	CF type
29 nov	RLE		Ms Angel don't have				
8 may	RLE		I not say				
16 may	RLE		You doesn't know	You don't know		No	Recast
29 may	RLE		I not say babi				
06-Feb	BEI		My cousin don't want to share				
14-Feb	BEI		Rionel don't have red				
20-Feb	BEI		Ivana don't join us				
28-Feb	BEI		Rionel don't want to...				
6 may	BEI		My mom don't...	Don't? Don't?		no	repetition
			Charisse: doesn't				
6 may	BEI		They don't stick anymore				
7 may	BEI		My brother don't want	doesn't want	My brother doesn't want	yes	Recast
20 may	BEI		He don't want to listen to me				
29 may	BEI		I don't know				
31 may	BEI		Ivana doesn't want to take turn with Cruz				
10 june	BEI		Pasar Atom doesn't have				
12-Apr	MNT		My bowtie not stick	doesn't stick		no	recast
18-Apr	MNT		Evan don't have				
18-Apr	MNT		He don't want	He?	He don't want	no	repetition
				He don't?	He doesn't want	yes	repetition
23-Apr	MNT		Ms, Rionel don't	Rionel don't?	Rionel doesn't	yes	repetition
2 may	MNT	Does Rionel like soup?	Yes, he do	[paralinguistic - made a face]	Evan: yes, he does [repeated]	yes	paralinguistic
6 may	MNT		If I remind Rionel, Rionel don't want to listen	Rionel don't?	Rionel don't want to listen	No	repetition
					Others: doesn't!		
7 may	MNT		Valerie get it. Valerie do that.				
7 may	MNT		They don't play nicely				
7 may	MNT		Bryan don't want to share				
13 may	MNT		Ms Imelda don't have money	don't have money?	Ms Imelda didn't have money	No	repetition
				not past. Present. Now	Ms imelda doesn't have money	yes	metalinguistic feedback
15 may	MNT		Cruz don't tell me	Cruz didn't			
21-Jan	VTS	Do you like William? No? Why?	Because he don't like me	don't?	Because he don't like me	No	repetition
				Don't?	Charisse: doesn't	No	repetition
22-Jan	VTS		he don't	He don't?		no	repetition
22-Jan	VTS		He doesn't like me				
8 may	VTS		Why Cruz do it there?				
	VTS		Miss, Charisse doesn't want to share with me				
25-Apr	CGO		Ivana doesn't want to share with his toys				
13 May	CGO		I doesn't want to help				
14 may	CGO		I doesn't ...	I doesn't? (Indri)	Evan: I don't	no	repetition
15 may	CGO		My dad doesn't want to wake up				

Appendix F.4

Examples of Some Speech Samples – Irregular Past Tense Verbs

Date	Name	Elicitation	Students' speech 1	CF	students' speech 2	Repair	CF type
5 dec	NYS		I didn't like [don't]				
28-Jan	NYS		I go to Supermall, I buy toy, and see Barongsai	[the verbs were corrected by repetition with rising intonation]	(he could correct Bryan)	no	repetition
30-Apr	NYS		You know what Val say?				
22 may	NYS		I went to church				
22 may	NYS		We make a ...	Make?		No	repetition
23 may	NYS		We made a burger				
29 may	NYS		But I didn't see				
29 may	NYS		He didn't [correcting MNT]				
29 may	NYS		You went to ...				
29 oct	EVP		I go [went]				
10 dec	EVP		Yesterday was my cousin's birthday				
15-Mar	EVP		My dad makes me (should be 'made it for me')				
23-Apr	EVP		Today there was a dictation	There will be ... Not yet		no	metalinguistic
7 may	EVP		I made it				
8 may	EVP		I knew it				
13 may	EVP		Yesterday I went to...				
16 may	EVP		She broke the lid				
17 may	EVP		My grandpa brought my book				
22 may	EVP		We made a burger				
23 may	EVP		I drank soda				
29 oct	MNT		I go yesterday				
29 oct	MNT		I saw him				
28-Jan	MNT		I eat in XO [supposed to be 'ate']	Go? (Indri)	Others: went!	no	repetition
30-Jan	MNT		Yesterday I go to Sheraton to have dinner				
18-Apr	MNT		What did you say?				
8 may	MNT		to saw	to see		no	recast
8 may	MNT		You know what Ms Indri said?				
15 may	MNT		and the lion still wanted to chase him				
15 may	MNT		I give a candy				
16 may	MNT		I see	I see?	Others: saw (I saw...)	yes	repetition
16 may	MNT		My mother want to see swimming clothes	Your mother wanted to find		no	recast
28 may	MNT		Yesterday I swam with my dad, grandma...				
23 may	MNT		I celebrate	...ted		no	recast
23 may	MNT		I ate chicken				
29 may	MNT		Who broke my robot?				
4 June	MNT		My mom buy me	bought	My mom bought me	yes	recast
23-Apr	CI		Yesterday I went to hotel				
23-Apr	CI		Yesterday I sleep at 4 pm				
25-Apr	CI		Can I went to K2 Blue?	Can I go?	Can I go to K2 Blue?	Yes	Recast
7 may	CI		The baby eat rambutan and die				
16 may	CI		Miss, I drink water	I drink?	Others: I drank	no	repetition
29 may	CI		Have a mouse eat banana, then I ate banana				
7 June	CI		Yesterday I went to GM and have a policeman				