



Comparative Study Of Bilingual And Monolingual Children In Acquiring Grammar Strategies

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ABSTRACT

Foreign languages have been taught worldwide starting from elementary schools. While some children learn English as a second language, there are many bilinguals who study English as the third language. This small scale study aims to illustrate the dissimilarities between bilingual and monolingual students in learning the English language, specifically, acquiring English Grammar strategies. Two 3rd grade primary school pupils attended in this study. The research compiled three stages and data analysis revealed accordingly.

KEYWORDS

Bilingual, multilingual, multilingual

INTRODUCTION

Language learners are progressive and more tolerant of cultural changes. Majority countries unite diverse nationalities and cultures where individuals utilize the same language identities. Hence, learning foreign languages has become a worldwide phenomenon. Nowadays,

bilingualism is common in majority countries and significant numbers of people have become multilingual. Despite the complexity of learning, most parents in Uzbekistan prefer Russian-language schools where all the subjects are taught in Russian. In that case, the

English language has become the third language. This case study entails a small-scale research on advantages bilinguals have over monolinguals in acquiring a third language. The study of third language attainment is comparatively a new area which has extended speedily in recent years, highlighting the differences between acquiring a second and third language. (Cenoz, J.2013) The gained experience of Bilinguals in learning languages helps them to develop learning strategies to a

larger extent than monolinguals. Third language acquisition has similar characteristics with second language acquisition. However, there are also significant differences in that, third language learners already have at least two languages in their linguistic reserve. They can use their linguistic schema when learning a third language. For instance, they can transmit new structures, new vocabulary or new ways of expressing utterance functions to the two languages they already know. Bilinguals have more benefits than monolinguals in learning the third language as they have developed certain skills and strategies for achieving the language-learning task. Meeting with the new task of learning a third language, bilinguals might reactivate and modify to the new challenge.

LITERATURE REVIEW

Different views on the advantages and disadvantages of bilingualism or multilingualism have been expressed by researchers. Earlier studies suggested that bilingualism might bring negative consequences. These studies hold the thought that bilingual children suffer from academic frustration, have a lower IQ and were socially unstable than monolingual children. (Printer &

Keller, 1922; Anastasi & Cordova, 1953; Darcy,1953; Saer, 1923).

Contrary to these claims, later research studies confirmed that bilingualism might influence positively the child's cognitive and social development. (Ben-Zeev, 1977; Cummins, 1976; Diaz,1985; Bialystock, 1986.) These studies assumed that bilinguals have a more superior consciousness of the subjective relationship between words and their referents and enhanced metalinguistic skills.

Multilingual people report the advantages of prior linguistic knowledge and share their experience with the public. One of the multilingual speaker Humphrey Tonkin despite being brought up in monolingual English home, experienced in Esperanto, Latin, English, French, German, Italian and Dutch. Tonkin H. (2009, p.201) stated: "The art of language learning may lie not in the acquisition of an individual language but in mastery of the learning process itself".

In the 1980s and early 1990s laboratory studies with synthetic linguistic systems also stated that multilingual learners produced better flexibility than monolinguals in terms of learning strategies (Nation & McLaughlin 1986). Another research conducted by Bild & Swain (1989) and Swain et al. (1990) compared learners with L1 English with the level of French proficiency as L2 and immigrant children who speak English as L2 and learning French as L3. Bilingual children illustrated better results and higher scores in the French tests than monolingual children. The study carried out in Brussels by Jaspaert & Lemmens (1990) tested bilingual Italian immigrant learners with French (L2) language learning Dutch as L3. There were minor differences between these Italian-

French bilinguals and French-speaking monolinguals. These results were alleged very positive and ignored the previous belief that immigrant students often meet lots of challenges and achieve lower scores at school than local children.

The benefits of bilinguals over monolinguals in third language acquisition have been elucidated in different ways, yet most researchers associate them with three factors. First, the third language learners can increase a higher level of metalinguistic awareness on the premise of their previous knowledge of the task of learning a language and their experience of two linguistic systems. Bilingual learners admit language as an abstract approach and regard it as an object (Moore, 2006). Secondly, bilinguals in acquiring the third language interrelate to their experience as language learners. This experience can develop a wider range of learning strategies in facilitating the third language. Kemp (2007) claimed that multilingual learners used a larger amount of grammar-learning strategies more regularly than monolinguals. Thirdly, bilinguals have more advantages as possessing a broader linguistic repertoire. The positive influence of the linguistic repertoire has been related to language distance, which might mean that closely connected languages would be more helpful for bilinguals learning a third language. (Cenoz, Hufeisen & Jessner 2001, 2003).

Overall, bilinguals have more advantages than monolinguals in acquiring other languages since they have linguistic experience of language learning. They can obtain a knowledge-based on their previous skills.

PARTICIPANT PROFILE

In order not to make my case study slope-sided, I tried to keep the balance and have chosen two 9-year-old-boys in my class who are from Uzbekistan and have an Uzbek nationality. Both of the learners study in public schools in the 3rd form with the difference the first learner is bilingual and study at Russian school while the second learner is monolingual and studies in Uzbek school. In both cases English, which is either the L2 or L3, is not used in their daily communication. They have excellent grades from all other subjects at school. The reason for learning English is that they are both interested in the English language and are willing to be able to watch films. Moreover, they are both encouraged to learn English by their parents. Both of the learners are fond of playing chess and football and play it as soon as possible. They are the eldest child in their family so they help their parents in household chores. The first learner is extrovert and sociable whereas the second learner is shy and introvert. They have been learning English as a school subject for three years and also have private English classes three times a week. Nowadays they apply several ways of learning a language. For instance, they use Grammar textbooks with pictures, listen to English songs and try to make up dialogs with their peers in that language. Both learners A and B enjoy learning through different kinds of activities such as playing with flashcards, online English learning games and making role-play. While teaching them I found out that they are more likely to be visual learners since they understand better when they read and see their notes. When they began studying English initially they learned some vocabulary under a certain topic and sang a lot of songs. Now they learn some grammar rules and structures to make-up sentences. During my classes, I realized that student A better comprehend

structures, memorize vocabulary and have more advantages in reading words with correct pronunciation. The student B also understands the structure and can use it with different examples. However, he has difficulties in remembering the vocabulary and also read more slowly and with misspelling words. In this case study, I tried to test both learners and provide the results in their language learning proficiency.

RESEARCH DESIGN

In this section, I decided to gain data aimed at comparing the performance of bilingual and monolingual EFL learners on acquiring two different grammar topics. I have chosen testing material appropriate to learners' age, knowledge in English and their interests.

Firstly, I would like to interview Student A and Student B to gain some background information and their preferences in learning English. Pre-test (interview) was held at the beginning of the research and in this part roughly eight questions surveying the language(s) spoken at home, how many English classes they have in a week, how much time they spend learning English every day, the way they learn the language, preferences in learning. The interview was recorded for almost four minutes and analyzed before the second stage (see Appendix I).

Secondly, The grammatical development of the bilingual and monolingual learners was examined in the Grammar Translation Method (GTM). Before this examination, I chose a Grammar topic "There is\are, some, any" which is relevant to their grade and level. The input was given in GTM by explanation of structures and rules and translating them into their L1.

After the input, they did some tests on this grammar topic. They filled the sentences with "some and any", made up questions and answers with "There is \there" using a picture and wrote a mini text about the products in the kitchen of their home. (see Appendix 2).

In the third observation, students learned the grammar topic about "Possessives and 's" in Communication Language Teaching (CLT) method. The input was focused on teaching Grammar patterns through the conversations, encouraging students to communicate with each other talking about their family members' names and occupations. Students listened and completed charts and dialogs with Possessive pronouns and 's (see Appendix 3).

DATA COLLECTION

The data collection started from the interview for the subject as the first part of the research. Student A is bilingual with Uzbek-Russian and Student B is monolingual with only Uzbek language. According to the information elicited from a background questionnaire, both participants were homogeneous in terms of the socio-educational context: type of school attended by each of the students, methodology used at school and number of hours devoted to the teaching of English. I found from this stage of research that both Student A and Student B started learning English in kindergarten. They learned the songs, drilled some topic vocabulary using different pictures. When they started going to school, English was taught from the first grade. To train in English, Student A goes to extra classes and started it at the age of 8 and Student B has recently started training with a private tutor as well. They both are willing to learn English and their parents also motivate

them. They both allocate approximately 30 minutes to do their homework from English in a day. Student A has the support of parents in accomplishing the tasks as the parents are also skillful in Uzbek, Russian and English languages whereas Student B is not assisted by his parents doing home tasks in English as they are also monolinguals. In the learning process Student B loves to read and write in English while Student A prefers speaking activities and role-plays. However, memorizing new words are challenging for Student B and Student A find difficult pronouncing English words correctly. Both students are field dependent learners as they have a preference for studying in class, teamwork and collaboration. They enjoy learning the language through songs and online computer games. Both of them wish to travel to foreign countries where they use their language. Furthermore, Student A wants to communicate with his peers via online games and interested to understand game instructions in English. The script is given in Appendix I to prove the learners' profile.

The second observation involved analyzing their grammar competence through the GTM. The topic of the lesson was "There is\there are, some\any". The students' native language was used in the explanation of the topic. The rules were introduced in the traditional method:

- Explanation of the rules in students' native language;
- Writing examples for each criteria on the board;
- Elicit learners to put down the notes and making their sentences;
- Translating all the examples into their native language.

The structural patterns of the two languages were compared. This comparison made learning more clearly and knowing the rules of the structure helped them to avoid mistakes. The lesson was conducted as teacher-centered and students were encouraged to read and write with the translation of the sentences. Participants practiced several exercises under the topic which might illustrate their level of acquiring the English language. In appendix II, we can see that Student B made two mistakes in Ex 27 (9-10 sentences) where he misused plural and singular forms. In the next exercise Student B misrepresented quantifiers some and any (Ex., 28.8,13 sentences) in affirmative and interrogative sentences:

There is any milk in the bottle. Are there some children in the room.

Moreover, Student B troubled in defining countable and uncountable nouns such as meat, milk and butter as he used them with there are. (Ex., 29. 3-4-5 sentences). On the contrary, there were not similar mistakes on the worksheet of Student A except with some punctuation marks. Student B finished his test earlier than Student A, however, with some spelling mistakes. Student A wrote much more accurately and attentively. In the last writing task (Ex.,30) both children asked to write about the food or products in their fridge using the construction There is, there are. Student B still made several mistakes in identifying countable and uncountable nouns and choosing the appropriate form of the verb "to be". Although Student A had only one mistake where he used some with a singular countable noun, he was much more accurate in his writing and wrote an additional word (strawberry) which was not in target vocabulary. During the input lessons, both learners were quite

interested in the topic and performed reading and writing with pleasure. They did not spend extra effort to remember grammatical patterns. Furthermore, bilingual student was good at guessing the meaning of the whole sentence and correcting his own mistakes. Monolingual learner didn't pay much attention to his errors and let other pupils to correct him.

The third observation revealed Student A and Student B's Grammatical competence through instructing them CLT method. The session was focused on the importance of all four language skills and aimed to achieve communicative competence. There were some speaking tasks (see Appendix 3) in which learners asked and answered questions. They were encouraged to promote their fluency. Comparing Student A with Student B in speaking with possessives, Student B made longer pauses during his speech and was a bit shy. Student A was more active and talkative making up questions and answers easily. Furthermore, Student A responded more quickly to spontaneous questions while Student B needed some time before answering. In the listening tasks, learners listened and completed sentences and both of them couldn't manage with the speed of listening material, therefore, the tape was stopped from time to time. Student B had spelling mistakes as he wrote the words the way he listened: father-fazer, mother -mazer (see Appendix 3). In pair work activity in which students were elicited to ask and answer questions about people in their family, learners demonstrated a very lively and interesting conversation. Student B spoke freely with his peers rather than he answered the teacher.

Besides, participants took part in the activity "Lost in the post" (see Appendix 4) in which they acted like postman and had to find the

right address according to their letter. In order to find a house postman walked around the classroom inquiring the names and addresses of other participants. Both Student A and Student B took turns to be postman and practiced questions such as, "What's your name?", "What's your address?", "What is the number of your apartment?". It was a good opportunity to practice English names and numbers. Learners had good fluency along with having fun.

The next activity was "Family photos" (see Appendix 5) which was similar to what they learned from their textbook. Students were elicited to ask "Who is that?" from each other and find all the people's names in the picture. Both students participated actively and demonstrated better comprehension of Possessive pronouns and 's. During the activities, both learners became more fluent and felt free. They both showed their better performance in the English language through communicative activities. Comparing with the first observation, the latter lesson was interactive and more interesting to the learners.

CONCLUSION

Summarizing all findings, this small scale revealed the fact that bilingual learner has significantly better performance in acquiring English grammar. The result is consistent with previous studies that illustrated the advantages of bilingual learners over monolinguals in acquiring an additional language. Cenoz (2009) stated that people who know two and more languages are superior to monolinguals in language learning depending on three ways:

- Multilinguals are more flexible in switching strategies;
- They are more pertinent to adopt new strategies and skip useless ones;
- They are more successful in using implicit learning technologies

Bilinguals have already had the access to two linguistic systems with their lexicons, syntax and phonetics which results in more efficient foreign language learning. Carrying on this study, Student A memorized techniques for new grammar more efficiently with having better guessing ability. He could analyze and divide grammatical patterns as well as applying his knowledge to all communicative activities. While using Grammar patterns with other students in oral communication, he was more careful at noticing own mistakes. Moreover, he was tended to correct his and Student B's errors.

This small scale current study concludes that there is a high possibility of bilingual children learning additional language better than monolingual children. Bilinguals might use grammar learning strategies at different frequencies since they already have one more language in their linguistic storage. I believe that knowing two and more languages always helpful in attaining a new language. Better cognitive ability and second language experience could enhance the process of learning a third language.

To improve both bilingual and monolingual students' ability to learn additional language, teachers should consider some points. Learners shouldn't be taught through writing structures all the time as children are unwilling to write down and memorize each grammar structure. More contextual learning should be

involved in the lessons. Teachers should encourage their students to self and peer correction of grammar mistakes. Using grammar patterns in conversations and role-plays improve their interest in the target language. Parents should maintain bilingualism at home and encourage their children to use both languages.

To evaluate and compare methods objectively, more subjects of different ages and gender are needed to be involved in the research.

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Appendix 1

Pre-interview questions

| | |
|---|---|
| 1 | Do you like learning English? |
| 2 | What do you like in English lessons? |
| 3 | How often do you have English classes? |
| 4 | What languages are spoken at home? |
| 5 | What difficulties do you have in learning English? |
| 6 | Do you prefer learning the English language alone or in the classroom ? |
| 7 | Why do you learn English? |
| 8 | What do you do in your free time? |

Transcript (Pre-interview)

Interviewer: Do you like learning English?

Student A: Yes, I do.

Student B: I also like learning English.

Interviewer: How often do you have English lessons?

Student A: At school I have two classes in a week and I go to extra classes three times a week.

Student B: Two times at school and I also train with private teacher for two months.

Interviewer: What do you like in English lessons?

Student A: I like all oral activities.

Student B: I like reading and writing words in English.

Interviewer: What languages do you speak at home?

Student A: Mostly in Uzbek and sometimes in Russian.

Student B: We speak only in Uzbek.

Interviewer: What difficulties do you have in learning English??

Student A: English words have one form and are spelled in another.

Student B: I have difficulty in learning new words.

Interviewer: Do you prefer learning the English language alone or in the classroom?

Student A: I like studying English in the group with other pupils,

Student B: I don't like learning on myself it is very boring.

Interviewer: Why do you learn English?

Student A: I want to travel to the foreign countries. If I know English I can communicate with other people.

Student B: I like English because it is interesting.

Interviewer: What do you do in your free time?

Student A: I like playing football and watching videos on the Internet.

Student B: I also like playing football and watching TV.

Interviewer: Ok, thank you very much

Student A: Thank you too.

Student B: Thank you

Appendix 2

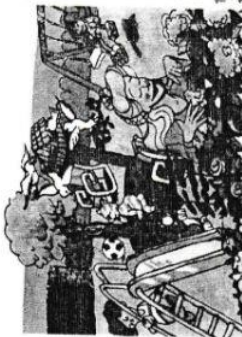
Student A

4. There is - are a / some / any

4 ■ There is - are a / some / any

| | Affirmative | | Negative | | Interrogative |
|----------|------------------------|-------------------------|----------------------------|----------------------------|---------------|
| singular | Long form There is | Short form There's | Long form There is not | Short form There isn't | Is there? |
| plural | Long form There are | Short form There are | Long form There are not | Short form There aren't | Are there? |

27 Write "There is" or "There are" as in the example:



- | | |
|--------------|---------------------------|
| 1) There are | two swings in the garden. |
| 2) There is | a slide |
| 3) There are | two children. |
| 4) There is | a woman. |
| 5) There is | a table. |
| 6) There are | two chairs |
| 7) There are | lots of flowers. |
| 8) There is | a cat |
| 9) There are | four birds. |
| 0) There is | a ball |
| 1) There are | two trees. |
| 2) There is | a dog. |

some + countable or
uncountable noun
(in affirmative sentences)

There are some tomatoes.
There is some bread.

any + countable or
uncountable noun

Are there any oranges?
Is there any milk?
No, there isn't any milk.

28 Fill in “some” or “any”:

1. Are there any children in the park? 2. Are there any eggs on the table?
3. There are some flowers in the garden. 4. There isn't any meat in the shop.
5. There isn't any bread in the cupboard. 6. There are some apples on the tree.
7. There is some lemonade in the bottle. 8. There is some milk in the bottle.

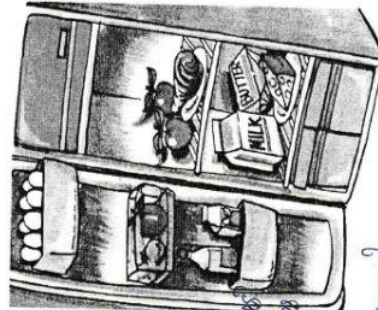
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Student A

4. There is - are a / some / any

9. There isn't any water in the glass.
11. There is some tea in the teapot.
13. Are there some children in the room?
15. There aren't any cars in the street.

29 Look at the picture and write sentences as in the example:



1. Apples? Are there any apples?
Yes, there are some apples.
2. Eggs? Are there any eggs?
Yes, there are some eggs.
3. Meat? Is there any meat?
No, there is some meat.
4. Butter? Is there any butter?
Yes, there is some butter.
5. Milk? Is there any milk?
Yes, there is some milk.
6. Tomatoes? Is there any tomatoes?
Yes, there is one tomato.
7. Oranges? Are there any oranges?
No, there are no oranges.
8. Juice? Is there any juice?
Yes, there is some juice.
9. Lemons? Are there any lemons?
No, there aren't any lemons.

30 Now write what there is or there isn't in the fridge in your kitchen.

are some tomatoes. There is some bread. There is some butter. There is some wine. There arent any oranges. There arent any strawberries. There are some eggs. There isnt any milk. There arent any men.

24

Student B

4. There is - are a / some / any

29. Look at the picture and write sentences as in the example:

1. Apples? Are there any apples?
Yes, there are some apples.

2. Eggs? Are there any eggs?
Yes, there are some eggs.

3. Meat? Are there any meats?
Yes, there are some meats.

4. Butter? Are there any butters?
Yes, there are some butters.

5. Milk? Are there any milks?
Yes, there are some milks.

6. Tonatoes? Are there any tonatoes?
Yes, there are some tonatoes.

7. Oranges? Are there any oranges?
Yes, there are some oranges.

8. Juice? Is there any juice?
Yes, there is some juice.

9. Lemons? Are there any lemons?
Yes, there are some lemons.

28. Fill in "some" or "any".

1. Are there any children in the park?
2. Are there any eggs on the table?
3. There are some flowers in the garden.
4. There isn't any meat in the shop.
5. There isn't any bread in the cupboard.
6. There are some apples on the tree.
7. There is some lemonade in the bottle.

Student B

4. There is - are a / some / any

29. Look at the picture and write sentences as in the example:

1. Apples? Are there any apples?
Yes, there are some apples.

2. Eggs? Are there any eggs?
Yes, there are some eggs.

3. Meat? Are there any meats?
Yes, there are some meats.

4. Butter? Are there any butters?
Yes, there are some butters.

5. Milk? Are there any milks?
Yes, there are some milks.

6. Tonatoes? Are there any tonatoes?
Yes, there are some tonatoes.

7. Oranges? Are there any oranges?
Yes, there are some oranges.

8. Juice? Is there any juice?
Yes, there is some juice.

9. Lemons? Are there any lemons?
Yes, there are some lemons.

30. Now write what there is or there isn't in the fridge in your kitchen.

There is some meat. There is some milk. There are some butters. There are some oranges. There are some apples. There are some eggs.

Student A



4 Family and friends

our/their • Possessive 's • The family • has/have • The alphabet

STARTER

- 1 Complete the chart.

| I | you | he | she | we | they |
|----|------|-----|-----|-----|-------|
| my | your | his | her | our | their |

- 2 Talk about things in the classroom.

This is my book.

This is our class.

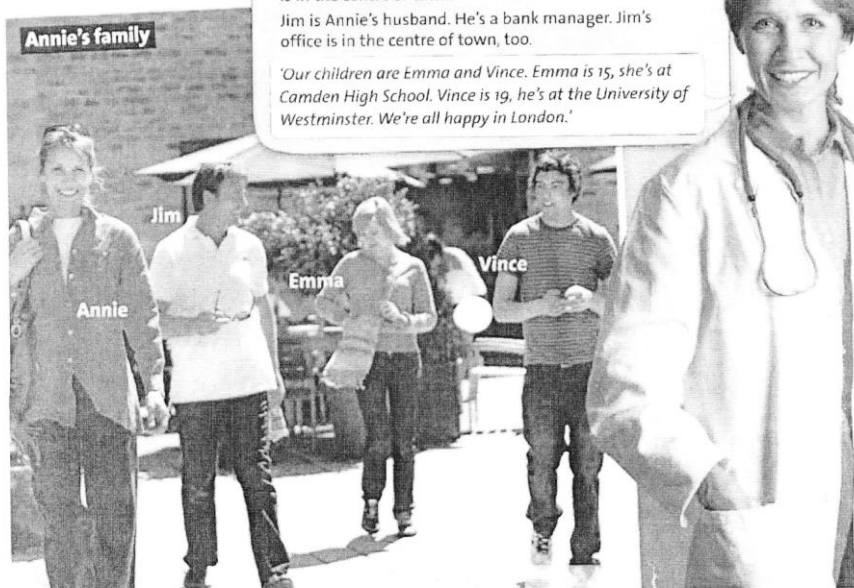
This is her bag.

MY FAMILY

Possessive 's

- 1
- Task 1**
- Read and listen.

Annie's family



ANNIE TAYLOR

This is Annie Taylor. She's married, and this is her family. Their house is in London. She's a doctor. Annie's hospital is in the centre of town.

Jim is Annie's husband. He's a bank manager. Jim's office is in the centre of town, too.

'Our children are Emma and Vince. Emma is 15, she's at Camden High School. Vince is 19, he's at the University of Westminster. We're all happy in London.'

Student A

GRAMMAR SPOT

- 1 She's married. She's a doctor. 's = is
- 2 This is her family.
This is Annie's family 's = the family of Annie
- 3 his office her school
Jim's Emma's

► Grammar Reference 4.1-4.3 p124

2 Answer the questions.

- 1 Is Annie married?
- 2 Where's their house?
- 3 What's Annie's job?
- 4 Where's her hospital?
- 5 What's Jim's job?
- 6 Are their children both at school?

Yes, she is.
In London.
She's doctor
In the central town
He's a bank manager
No, they aren't

T4.2 Listen, check, and practise.

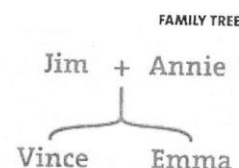


Who are they?

3 **T4.3** Listen and repeat.

- ♀ mother daughter sister wife
♂ father son brother husband
👨👩 parents children

4 Look at the family tree.



T4.4 Listen and complete the sentences.

- 1 Annie is Jim's wife.
- 2 Jim is Annie's husband.
- 3 Emma is Annie and Jim's daughter.
- 4 Vince is their son.
- 5 Annie is Vince's mother.
- 6 Jim is Emma's dad.
- 7 Emma is Vince's sister.
- 8 Vince is Emma's brother.
- 9 Annie and Jim are Emma and Vince's parents.
- 10 Emma and Vince are Jim and Annie's children.

T4.4 Listen again and check.

5 Ask and answer questions with a partner.

Who's Vince?

He's Emma's brother.

He's Jim's son.

6 **T4.5** Listen to the five people. Who are they?

- 1 Annie
 - 2 Emma
 - 3 Jim
 - 4 Vince
 - 5 Ami
- Come on, Emma! Time for school!

Unit 4 • Family and friends

Student A

PRACTICE

An American family

- 1 **T4.6** Listen to Elena Diaz from Chicago.
Complete the information about her family.

| | Name | Age | Job |
|-----------------|---------|-----|-------------|
| Elena's brother | Oscar | 19 | student |
| Elena's mother | Maria | 44 | teacher |
| Elena's father | Alfredo | 52 | businessman |

- 2 Complete the sentences.

- Oscar is Elena's brother.
- Her mother's name is Maria.
- 'What's father's job?' 'He's a businessman.'
- 'Where's their house?' 'It's in Chicago.'

- 3 Write the names of people in your family.

Stefan Danuta

Ask and answer questions with a partner.

Who's Stefan/Danuta? He's/She's my brother/mother ...

How old is he/she? He's/She's ...

What's his/her job? He's/She's a ...

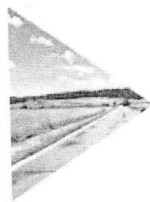
my/our/your ...

- 4 Complete the sentences with *my, our, your, ...*

- 'What's your name?'
'My name's Annie.'
- 'What are your names?'
'Our names are Emma and Vince.'
- Jean Paul and Andre are students.
Their school is in Paris.
- 'My sister's married.'
'What's her husband's name?'
- 'My brother's office is in New York.'
'What's his job?'
- We're in our English class.
- 'Mum and Dad are in Rome.'
'What's the name of their hotel?'

- T4.7** Listen and check.

Student B



4

Family and friends

our/their • Possessive 's • The family • has/have • The alphabet

STARTER

- 1 Complete the chart.

| I | you | he | she | we | they |
|----|------|-----|-----|-----|-------|
| my | your | his | her | our | their |

- 2 Talk about things in the classroom.

This is my book.

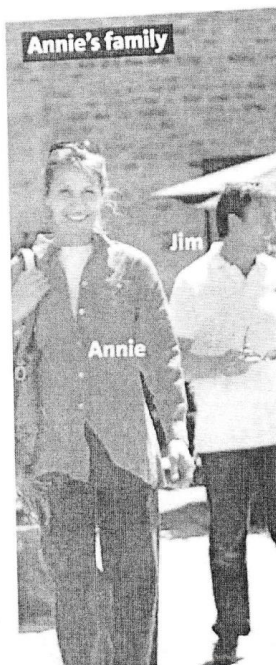
This is our class.

This is her bag.

MY FAMILY

Possessive 's

- 1 Read and listen.



ANNIE TAYLOR

This is Annie Taylor. She's married, and this is her family. Their house is in London. She's a doctor. Annie's hospital is in the centre of town.

Jim is Annie's husband. He's a bank manager. Jim's office is in the centre of town, too.

'Our children are Emma and Vince. Emma is 15, she's at Camden High School. Vince is 19, he's at the University of Westminster. We're all happy in London.'



GRAMMAR SPOT

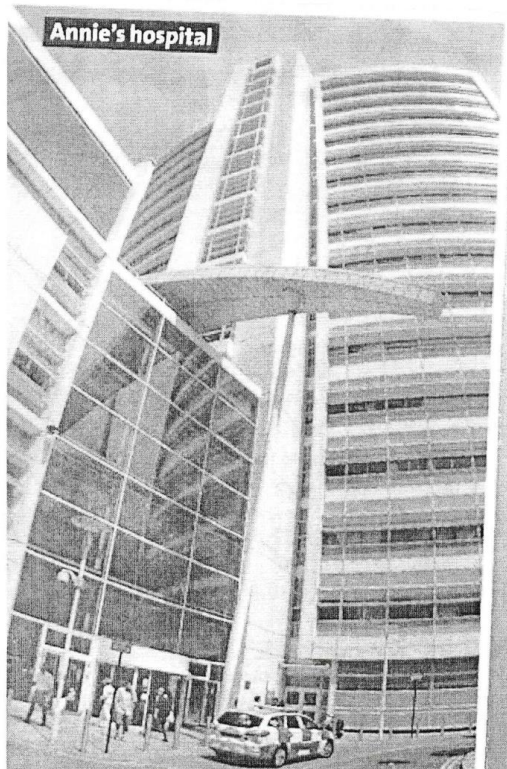
- 1 She's married. She's a doctor. 's = is
- 2 This is her family.
This is **Annie's** family 's = the family of Annie
- 3 his office her school
Jim's Emma's

▶▶ Grammar Reference 4.1-4.3 p124

2 Answer the questions.

- 1 Is Annie married? *Yes, she is*
- 2 Where's their house? *in London*
- 3 What's Annie's job? *she is a doctor*
- 4 Where's her hospital? *in the centre of town*
- 5 What's Jim's job? *his a bank manager*
- 6 Are their children both at school? *No, they aren't*

T4.2 Listen, check, and practise.



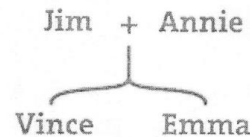
Who are they?

3 **T4.3** Listen and repeat.

- ♀ mother daughter sister wife
- ♂ father son brother husband
- 👤 parents children

4 Look at the family tree.

FAMILY TREE



T4.4 Listen and complete the sentences.

- 1 Annie is Jim's *wife*
- 2 Jim is Annie's *husband*
- 3 Emma is Annie and Jim's *daughter*
- 4 Vince is their *son*
- 5 Annie is Vince's *mother*
- 6 Jim is Emma's *father*
- 7 Emma is Vince's *sister*
- 8 Vince is Emma's *brother*
- 9 Annie and Jim are Emma and Vince's *parents*
- 10 Emma and Vince are Jim and Annie's *children*

T4.4 Listen again and check.

5 Ask and answer questions with a partner.

Who's Vince?

He's Emma's brother.

He's Jim's son.

6 **T4.5** Listen to the five people. Who are they?

- 1 *Annie* Come on, Emma! Time for school!
- 2 *Emma*
- 3 *Jim*
- 4 *Vince*
- 5 *Annie*

Unit 4 • Family and friends

Student B

PRACTICE

An American family

- 1 **T4.6** Listen to Elena Díaz from Chicago.
Complete the information about her family.

| | Name | Age | Job |
|-----------------|---------|-----|-------------|
| Elena's brother | Oscar | 19 | student |
| Elena's mother | Maria | 47 | teacher |
| Elena's father | Alfredo | 52 | businessman |

- 2 Complete the sentences.

- Oscar is Elena's brother.
- Her mother's name is Maria. mother's
- What's his job? 'He's a businessman.' father's
- Where's his house? 'It's in Chicago.'

- 3 Write the names of people in your family.

Stefan Danuta

Ask and answer questions with a partner.

Who's Stefan/Danuta? He's/She's my brother/mother ...

How old is he/she? He's/She's ...

What's his/her job? He's/She's a ...

my/our/your ...

- 4 Complete the sentences with *my, our, your, ...*

- 'What's your name?'
'My your name's Annie.'
- 'What are your names?'
'Our names are Emma and Vince.'
- Jean Paul and Andre are students.
their school is in Paris.
- 'My sister's married.'
'What's their husband's name?'
- 'My brother's office is in New York.'
'What's his job?'
- We're in our English class.
- 'Mum and Dad are in Rome.'
'What's the name of their hotel?'

- T4.7** Listen and check.

TESL 5230 SECOND LANGUAGE ACQUISITION

Make three (3) copies of the form below. The participant will keep one copy, you will keep one, and one will go to your instructor. Simplified/translated versions of this document are accepted.

Consent to Participate in a Classroom Study

My name is Kasimova Malika. I am a student in TESL 5230: Second Language Acquisition, taught by Sanjardj Jalalov S... in the School of Education of Webster University. The students in this class have been asked to collect oral and/or written data from second language learners, in order to better understand the second language acquisition process. You are invited to participate in this study.

As part of this process, you may be recorded in an interview or asked for a written/oral language sample. Each recording will last approximately 10-20 minutes. It is possible that you might sometimes be asked to share your personal view on various subjects and/or personal information. You may choose to answer or not to answer the questions you will be asked. You may also be requested to complete a questionnaire and samples of your work. All audio recordings and writing samples will be transcribed using pseudonyms, so that no personally identifying information is presented. Information collected during this project will be used only for the purposes of the course TESL 5230. All recordings, writing samples, and notes will be kept in a safe and secure place.

No compensation will be made to individuals participating in this study. You are free to (a) discontinue participation in the study at any time, (b) require that the test be interrupted at any time, and (c) request that your sample be destroyed and excluded from the study. If you have any questions please ask. You can reach me at +998 90 906 99 01. You can reach the instructor of TESL 5230, Sanjardj Jalalov S..., at sanjardj.jalalov@webster.edu

Your signature indicates that you have read and that you understand the information provided above and that you have decided to participate. You may withdraw at any time after signing this form. You will be given a copy of this form to keep.

Sanjardj Jalalov Capek 05.10.2019
Signature of Participant (or guardian) Date

Kasimova Malika Just 05.10.2019
Signature of Researcher Date

Modified form – Source: University of Illinois, Course: Second Language Acquisition (EIL 389)

Consent form (Student B)

TESL 5230 SECOND LANGUAGE ACQUISITION

Make three (3) copies of the form below. The participant will keep one copy; you will keep one, and one will go to your instructor. Simplified/translated versions of this document are accepted.

Consent to Participate in a Classroom Study

My name is Malika Hajimova. I am a student in TESL 5230: Second Language Acquisition, taught by Dr. J. S. ... in the School of Education of Webster University. The students in this class have been asked to collect oral and/or written data from second language learners, in order to better understand the second language acquisition process. You are invited to participate in this study.

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Your signature indicates that you have read and that you understand the information provided above and that you have decided to participate. You may withdraw at any time after signing this form. You will be given a copy of this form to keep.

Ahlanova Ngora Stef 05.10.2019
Signature of Participant (or guardian) Date

Hajimova Malika Stef 05.10.2019
Signature of Researcher Date

Modified form – Source: University of Illinois, Course: Second Language Acquisition (EIL 589)

Webster University – School of Education
TESL Program