

Concurrent Acquisition of English by Two Japanese— Speaking Children ; Comparative Case Studies

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In this paper I will present an annotated account from my diary of the acquisition of English by my two Japanese-speaking children. During a nine month sabbatical in America I kept a record of my children's speech. During the first six months of our stay the children continued to speak Japanese at home and used English only with their cousins and neighborhood playmates, therefore my opportunities to observe and record their speaking were somewhat limited. In this study I have included only my children's speech; in some cases it may have been instructive had I also included the other side of a conversation. Despite this limitation, I find it fascinating to see how two children cope with and gradually internalize a foreign tongue. I hope that this record may be of some value in better understanding the processes of language acquisition.

Background

The father was born and raised in the United States. He learned Japanese while living in Japan, and has a fair understanding of that language. The mother is Japanese. She studied at a university in the United States and is fairly fluent in English. Michael was born in the United States. He came to Japan at the age of twenty months. Until then he heard a mixture of English and Japanese at home—Michelle was born in the United States. She came to Japan at four months of age. After moving to Japan the family stayed at the home of non-English speaking relatives. From that time, Japanese became the language in the home—English was rarely spoken. The children watched Japanese TV programs, played with Japanese children, and eventually attended a Japanese kindergarten. They learned to speak and communicate in Japanese as fluently as their Japanese peers.

To America

Michael was 5 years old and Michelle was 4 years old when the family returned to America. Their English was then limited to just a few words and phrases. The first three months in America were spent at the home of their American grandparents in a suburban-rural community south of Seattle, Washington. There was only one child their age living in the neighborhood, but they had several cousins who lived in a nearby town. During the first two months of their stay in America they did not attend a pre-school and their contacts with other children were somewhat limited.

March 26

The children met their grandparents, but were unable to say or understand anything. It was a little disappointing. Michelle met her American cousins for the first time. She tried talking to them in Japanese, and didn't seem to realize that they couldn't understand what she was saying. Michael didn't try talking with his cousins, because he knew they couldn't understand.

5 April

Michelle babbled something that sounded like English. Occasionally she uses an English word. Michael doesn't say anything.

1 May

Michelle: "Hi", "Yeah", "Bye", "I don't know", "What did you say?", "Over there".

Michelle seems to have an 'ear' for language. She knows and uses several formulaic expressions. She loves to mimic, but doesn't like translating.

Michael says very little, but understands some things. He enjoys playing with other children: running, jumping, and chasing. He sometimes imitates his playmates' shouts, but doesn't try to communicate with them verbally. He is curious about what things mean. He frequently wants us to translate into Japanese and if he knows something that Michelle doesn't know will translate it for her. He seems very interested in learning new words and expanding his vocabulary. Unlike his sister, he is not very fond of mimicing.

1 June

Michelle enjoys playing 'hide'n seek'. She can count from 1 to 10 in English.

Michael also can count from 1 to 10. He enjoys playing 'hide'n seek' too.

Michael: "Here he comes", "Me it", "You it", "Base".

I am a little disappointed at the slow progress both children are making. Maybe it is because they have been spending a lot of time together and haven't had much contact with other children. They still haven't spoken to their grandparents, although they do communicate to a certain degree through nods and gestures.

They do seem to enjoy watching American television. They especially like to watch the 'Disney Channel'. Hopefully, they are picking up some English from the television programs.

11 June

Both children have started attending the 'Puyallup Playcare Center'. This is a day care facility for children from infant through age seven. The children are divided by age into different 'classes'. Michael's class is called the "Peanut Pals" and Michelle's class is called the "Raindrops". There are about 20 children in each class, and they are divided fairly equally between boys and girls. Most of the children come from homes where the mother is working and can't take care of her children during the day. Unlike many other day care facilities, this center is non-profit, supported largely by donations from various charitable organizations in the community. Fees are on a sliding-scale depending on parents income, thus children from lower income families are able to attend this facility. However, the facility is located in a middle-class neighborhood and most of the children come from middle-class homes. The

number of non-white children is quite small, only one or two per class ; and so, the children are not exposed to Black English or any other minority dialect. This 'center' is also affiliated with a local community college, and serves as a training center for day care workers. It is open Monday through Friday from 6 : 00 a.m. until 6 : 00 p.m. Children can arrive or go home at any time during these hours. Breakfast, lunch and an afternoon snack are served. From age three there is a preschool program daily from 9 : 00 to 12 : 00. During this time the children draw, paint, make things, learn numbers and letters, sing songs, listen to and talk about stories, and a variety of other activities. After lunch there is a nap time for about an hour, and after that the children can play outdoors in the play area if the weather isn't too bad. They also spend time playing with toys and games, singing, hearing stories, and quite a lot of time just playing with each other. I usually take Michael and Michelle from about 7 : 00 in the morning and pick them up around 5 : 00 in the afternoon, however, I'm not too consistent about time and there are some days when they don't get there until 9 : 00 and other days I am late in picking them up. No one at the facility can speak Japanese and so it is a 100% English environment. Evenings, they are usually at home speaking Japanese. We try to get out of the house on weekends, so they won't spend the whole time speaking in Japanese. Usually, we aren't too fussy if they do speak Japanese at home. We don't want them to think that learning English is an unpleasant chore. We would rather they enjoy the experience. The staff at the day care center feel the same as we do about not forcing them to speak, and they allow the children to simply observe without any pressure to perform in English.

Although Michelle doesn't speak at all at the center, she does communicate through nods and gestures. One day at lunch time she started crying. Her teacher asked her if she didn't like the vegetables and she nodded "yes" in response.

Michael enjoys playing with the other children at the center. He has also made friends with a neighbor boy. He seems able now to understand more of what people are saying.

From July 1st we rented an apartment about ten minutes away from the grandparents home. There is no TV here and there are few other children. However, they are in an English-speaking environment 5 days a week, and they spend a lot of time playing with their cousins on weekends.

15 July

Michelle enjoys playing with her cousin Sarah. She has picked up many words and phrases and uses them easily while playing with her cousin. Although she doesn't hesitate to talk with her cousin, she has yet to say a single word at the day care center. Maybe it is because she is shy. She is also reluctant to talk in English with any adults, even her grandparents. Michelle's pronunciation is quite good.

Michelle : "Give me", "Don't do that, Sarah", "Hi, Sarah. How ya doin'?"

Michael has trouble correctly pronouncing some English words he 'mislearned' in Japan. Generally, his pronunciation of words which he has learned here is very good. He is curious about the meaning of words and often asks how to say something in English.

28 July

(Playing with cousin Sarah)

Michelle : "Babies clothes", "Look at", "This change", "This pants", "Hey, where's babies pants", "There it is", "I'm go pee", "Michael Jackson", "Don't open it", "Snakes in there. Little tiny snakes. Little tiny snakes and eggs." "Mommy snakes and daddy snakes and baby snakes", "Change clothes, Sarah",

"Where did you pool?", "Baby drink this", "Where's Sarah's chair?", "Over there".

Michael : "Hi", "Baby poop".

(At the breakfast table)

Michelle : "I can't open it", "Who wants some watermelons?", "Dinner !" "There's baby's diapers", "This is a baby's diaper." "Your shirt", "Where's my dress?", "I'm banana", "Who wants some cold water?", "My house grape juice too." "Who wants some grape juice?" "Want some popsicle.", "Wow, I want some grape.", "Mine's very cold", "Pink one's Sarah's", "Who wants some milk?", "My house popsicle, strawberry popsicle", "Hey kids, let's play !", "Sarah, can you do this?", "Come on, Sarah", "Wow, look at...", "No more strawberry", "Want some grape?", "I'm grape too", "Sarah, you done?", "That's not bubble-gum.", "Oh, no ! This one bubble gum.", "Sarah, you're done?", "Hurry up, Sarah", "Yummy ! This is a cold", "Touch, touch", "Come on, Sarah", "Hot water in this, and pick up this, and get out", "Sarah, no ! Hot water in it and take it out", "Here, come on. Take it out", "One more, this one", "No !", "There we go. Sarah, here", "No more popsicles", "I'm sit here", "This good", "This one's very, very cold", "Purple" "Mine (tongue) is purple, too", "Who wants to go swimming pool?", "Orange one's Michelle's", "Sarah and Michelle did it"

Michael : "Not me", "Everybody look", "Stop it !", "Yippee!", "Not me", "Mama clown", "Three popsicles", "Me, too", "No, no. Today too cold"

(After breakfast)

Michelle : "Can you do this, Sarah?", "Jump down. This one. Like this", "Who wants to play me?", "Play swimming", "Not warm", "This is too hot", "I'm hot here, too", "Everybody, this house you can sleep",

Michael : "Who wants to play house?", "Play house, Sarah", "This is door"

(Playing 'house' in the living room)

Michelle : "Yeah, like that", "This is a good house", "That one's the window", "Gimme that" "I'm get out", "Yeah, light !", "It's my naptime", "This door, too", "I'll sleep here", here", "Why?", "Go to sleep", "I'm big sister, o.k.?", "Now go to sleep time", "That's sun", "Where's her bed?", "Sarah, watch out", "Chair's coming", "No, my sit here", "Say, grandpa", "There we go", "I can see", "Huh? Yeah ! Oops ! Oops !", "And this one, this is a baby and mommy house, no daddy", Sarah, get out my chair !", "That's not your chair", "No, my chair", "Sarah big sister, O.K.?", "Where's grandma's hat", "This is a my chair", "Sun's coming ready", "Come back this chair here"

Michael : "Dummy !", "No light !", "Like dat", "Like dis, o.k.?", "Sarah, back room !", "Don't touch dis !", "Oh, my God !", "This door", "No, over there door", "No, one door", "Wait, Sarah. Here, o.k.?", "Like this", "Scoot over", "My house, that's my house", "You can't get in", "Right here", "Gimme that blue towel", "No, daddy, it's my bed", "No telephone", "You dummy face"

Michelle's pronunciation is good. She distinguishes /r/ and /l/ sounds. Her /th/ is also pronounced correctly most of the time. Her speech is smooth and her intonation is natural. She has not yet learned to use the future tense. Instead of 'I'll go', 'I'll sit', 'I'll get out', etc. she usually says 'I'm go', 'I'm sit', 'I'm get out', etc. She often inserts an unnecessary article. Ex., 'This is a cold', 'This is a my chair'. Also, she sometimes leaves out a 'the' or a 'to'.

Michael has some trouble with /r/ and /l/ sounds. His /th/ sound, 'this, that,' etc. sometimes sounds like a /d/. His speech is rather slow and deliberate. He stresses every syllable. He often leaves out 'is', or 'is a'.

Both childrens' speech is colloquial and quite natural. They use expressions such as 'gimme' (give me),

'wanna' (want to), 'Yeah' (yes), etc., which are common among Americans.

August 1

Michael : "That's mine", "This is gun, o.k.?", "This is one bed", "Big bubble", "Nanny, nanny, boo, boo", "Stay right here, o.k.?" "I be right back", "Not me", "Sarah, come on", "No, not there", "Over there, o.k.?", "Dis bery, bery careful", "You can't go this way", "Cause", "You dummy", "Over there", "In there", "No, no, jump off", "Big rabbit", "That's mine", "Gimme that", (in the car)

"That's my school over there", "Watch out", "Move, move this"

Like Michelle, Michael doesn't use the future 'will'.

His /v/sounds like a /b/. /Th/ sounds like /d/.

August 5

The children use mostly Japanese while playing with each other or when talking to their mother and father.

August 31

The childrens' teachers say they haven't heard them speak a word of English yet. According to their teachers they get along well with the other children and are liked by everyone. Their lack of oral communication skill doesn't seem to annoy their classmates. Michael is at times quite a clown. He enjoys communicating with gestures and 'body language.' Both children enjoy going to preschool ; indeed, on occasion they have been angry when I came to pick them up, because they wanted to stay longer.

At home they usually speak Japanese to both parents and with each other, however, sometimes they slip in a little English. When they visit their cousins they lose their inhibitions and talk freely in English. Both children are starting to think and relate incidents and experiences in English, rather than simply repeating words and phrases. Michael told his cousin a story about a fire at his kindergarten in Japan and was able to give a clear and quite detailed description of the incident. Despite a limited vocabulary and imperfect command of grammar, he is able to express himself very well. The childrens hesitancy to speak at the day care center may be due to shyness and, in part, it may be a result of the absence of strong pressure or motivation to perform in English. Individual personality differences certainly play an important role in determining when a child chooses to express himself verbally. A shy child may wait until he feels sure that he has mastered an expression, before daring to try it out, whereas an extroverted child may not care in the least whether he is speaking correctly or not. Michael's teacher told me of a Korean boy who had previously attended the 'center', who had had no inhibitions at all about speaking. He was very extroverted and always tried to express himself, despite a very limited vocabulary.

Note : Michelle said that she talks a little to her friend "Ronnie" at the preschool, but Michael said that he has never spoken to anyone.

Pronunciation : Michelle's /v/ sometimes sounds like /b/. Her /r/ sometimes sounds like /ah/ : More = moah. She sometimes confuses singular and plural forms. She also often uses the present tense of a verb when the past or future tense would be correct. She leaves out the articles 'a', 'the', 'an'. She also leaves out 'with' ; 'I go papa'.

Michael's /th/ often sounds like /d/. Sometimes he incorrectly inserts /u/. He is probably transferring

this phoneme from Japanese. Example, brown = burown. Short /i/ is sometimes mispronounced as short /e/ : example, spill = spell. Michael leaves out the articles 'a', 'the'. He still does not use the future 'will'.

(cousin Sarah is spending the night)

Michelle : "That's very, very good", "I'm not hungry", "I got apple juice. Look't. Mmm, yummm...", "Can you do this, Sarah?", "That's not mine, that's Sarah's", "Papa make house", "Want some, Sarah?", "That's good", "Little bit", "Throw it", "No more", "No, that's my house, too", "That's Japanese book", "I got this, honey", "Who wants some money?", "Money in here, o.k.?", "Don't American, say Japanese, o.k.?", "You're big sister and make dinner", "Help me", "You like popsicle", "Me too", "I like book" "Uh, oh !", "Don't eat my popsicle, o.k.?", "D'you wanna play picture?", "Today Michelle fight", "Can I take this off", "Potato and...", "I can make airplane", "Look 't my airplane, mama", "Oh, let's play this", "All gone", "No, wait", "Don't talk", "There's a rainbow over there", "Why that car slow? Brakes", "I got two Jenifer in my class— big Jenifer and little Jenifer", "I got swimming suit", "American", "What're ya doin'?", "I can make airplane now", "You scared her", "You know this song?", "Do you know the Muffin Man", "Somebody help me", "I'm down river", "I'm play that, too", "You can't do this, Sarah", "Everybody move", "I can do that", "No, this is how we do it", "Tomorrow go swimming, o.k.?", "I can swimming now", "Can I feel this?", "One missing", "Mikey, can I have a Christmas tree?", "I got only this thing", "How do they make car?", "No, not like that", Michael : "I'm a cowboy", "I eat this", "Look't everybody house", "Don't push that because fire", "No, go like that—fine", "Make paper house, o.k.?", "Everybody come on", "Who wants hear Winnie the Pooh?", "This is Japanese", "I dunno", "I'm a Japanese", "I show you funny one", "Wow ! Baby, money", "Honey and peanut butter sandwich", "I get honey", "I got honey", "O.K., come on", "Ask daddy", "You can't in there, because spill", "I ate all right there", "I hate this popsicle, because brown", "And I like strawberry popsicle", "I touch", "Don't touch !", "Don't touch like that because might hurt", "Might hurt finger", "Everybody want this", "Hi, guys", "I hate round, round, round ice cream", "I like ice cream cone", "I want eat flowers", "I want eat chicken sticks", "No, don't !", "I want hamburger", Bologna", "Hey, it's raining, everybody", "I go like this", "I'm make pretty airplane", "Watch this", "Go like this", "Michelle, throw it and Mommy", "Whoosh !", "Hey, guess what?", "I wanna Coke", "Candies are good for you", "My Daddy says "no", my Mommy says "yes", "Don't touch that, because dirty", "Guess what?", "I like fire because burn up the cars", "My America's school", "You dummy", "And go my Jack", "And ride my car and burn up", "I make napkin airplane", "Sarah's gone", "I hate somebody get me", "Go eat outside", "Burn out", "Fire engine coming", "Everybody sit down watching", "So'm I", "I wanna hear rock'n roll", "That's train", "No blocks", "Only two people play", "Michelle bad girl, because Michelle bad", "Because Sarah go home", "No, dat's my sticker", "I'm telling !", "You say Japanese", "Easy !", "Oh, neat !", "I make neat", "I can't change"

September 12

Michelle talked for the first time today at preschool. According to her teacher once she started talking she wouldn't stop, and kept talking all day. Her teacher said that the other children were "ecstatic" — they had thought something physically prevented her from talking. After school she told me proudly that she wasn't shy any anymore and she would talk every day from now on.

October 5

Michael talked to his teacher at preschool for the first time today. She was reading a story and asked him "What's this?". "It's a horse", he answered. She was very happy to hear him talk and so were the other children. After the story, Michael enjoyed talking with his classmates for the first time.

Michelle has been talking with the other children and her teacher all month.

Both children are using more English at home now, sometimes they answer in English when their mother asks them a question in Japanese. I try to speak English most of the time and usually they are able to grasp the meaning.

October 7

Michelle : "My favorite foods is potatoes", "No, don't keep that it's mine", "You know what? I got pumpkins at my preschool", "Uncle David, know what?", "Can Sarah play me at my house?", "You wanna eat us?", "Do ya like potatoes?", "Do you like vigtables?", "I'll give it to you one that", "You keep it", "You're welcome", "Not go that way", "Jenifer got owie in the feet" "He burned up and he got...", "And she shot", "This is Marianne's", "You're not play with me", "You're supposed to play that game", "You don't know how to play with this" "This is Japanese", "Where's telephone, mommy?", "I want eggs", "I want lots o' eggs", "You know what, Sarah?", "Marianne eats carrot", "A little bit more milk", "I know how to do it", "I said No!"

Michael : "I'm not gonna go Halloween", "Cause lots of bad guys", "Michelle talking to Daddy", "I'm not hungry, because I'm aah full", "I hate eggs anymore", "Oh, that's Miss Donna car", "Jack Gillmore is cool kid, and Tracey is cool", "He got parachute pants", "And bloody coming out", "Sarah, you're teacher is Mrs. Kazue?", "No, you can't do this, because baby touch this and...", "Who wants to play this?", "You go first", "Tony's birthday and play this game", "You can't pick cards, because...", "No, my turn", "I wanna pick dese two", "No, you can't go this way", "This is nofing", "I don't know either"

Michelle still has some trouble with singular and plural. She omits articles.

Michael leaves out words, too. For example : 'a', 'is', and 'to' are sometimes omitted. He sometimes mispronounces /th/ 'nofing' (nothing), 'dese' (these). Often he uses the present tense when the future or past would be correct. However, most of his "errors" show the same type of linguistic development found in the speech of monolingual, English-speaking children. There are very few instances of transferring Japanese pronunciation and structure onto English. Most of the childrens' mistakes seem to reflect English rather Japanese developmental features. In the case of errors which are not found in the speech of monolingual children, the error may be an instance of overgeneralizing an English syntactic rule, and not transfer from Japanese.

October 20

Note from Michelle's teacher :

Mr. Guss,

I've finished the same testing on Michelle as Michael had. Michelle's large and small muscle development is very good. She is one of the two who are able to jump rope in this room. Michelle is also able to do alot on her own.

She gets along very well with the other children – much more so, now that she has started to talk. She lets people know when she doesn't want to be bothered. She knows her shapes and is able to count

real good.

She has just opened up a lot since starting to talk. She runs and plays more with other children instead of standing by my side.

I'm glad she is here.

Miss Marilyn

November 3

Today we went shopping at the mall. As usual I spoke to Michael in English. To my surprise he responded in English and not in Japanese, as he usually does. He talked to me in English most of the day, only occasionally using Japanese. At home he talked to his mother in both English and Japanese.

Michelle: "That airplane's almost fall down", "Another airplane's falling down", "Ready? Which color?", "You have to hurry, I said so", "Airplane's fall down", "I have to go again", "O.K., are you ready?", "O.K., we're almost there", "I went fall down the river" "Somebody help me to get out", "Mikey won't give that to me", "No, Mikey broke this", "He's broken it", "No, not like dat", "I said I gonna sit in the front", "I thought it was candy, too", "Papa, Mikey's broken my car", "No, this is a space ship", "It's gonna fall down in a minute", "Mikey won't share that blanket"

Michael: "I wanna sit your side", "I wanna sit right here", "Yeah", "Let's open the window", "So I gonna drive, o.k.?", "Inside the water, o.k.?", "O.K., get out!", "Because you have to swim, so I gonna drive", "That's not fair", "I'm gonna go under the water" "This airplane is crash", "Like this?", "Dis is...", "I gonna go here, o.k.?", "Star tongues", "Because ya know why I wanna sit front? Because I wanna do like this", "Michelle's gonna play airplane", "What's dat?", "Are we gonna eat dinner right now?", "Later it's gonna be dark", "I wanna eat honey in dark", "It's hard to do it", "I need one more hands",

Michelle's intonation and rhythm are quite natural.

Michael's intonation and rhythm are a little off. He has a tendency to overstress every syllable. His /th/ is sometimes correct but it often sounds more like /d/. Some of his vowel sounds are also slightly off. She makes frequent errors in verb tense.

December 4

Michelle uses English 95% of the time at home now. Sometimes her mother talks to her in Japanese, but she usually replies in English. Her intonation and pronunciation are now almost like a native speaker—I hear no Japanese sounds in her speech. There are however, a number of small errors. Especially noticeable is leaving out articles and errors in verb tense. She does, however, feel comfortable using English and is able to express herself when talking with adults and children. Her vocabulary has increased greatly during the last month. English has become her dominant language.

Michael uses English 80% of the time at home now. I always talk to him in English. His mother sometimes talks to him in Japanese, and he usually answers her in Japanese. Occasionally he gets frustrated with English. His intonation and pronunciation have improved very much this last month. I can hear only a trace of a Japanese accent. His speech is much more natural, and he doesn't stress every syllable so strongly. He has made a lot of progress in pronunciation, intonation and vocabulary during the last few months.

He still tends to confuse "tense". He does not add an /s/ in the third person singular: 'He think', 'He look', etc. While a small number of his mistakes may be related to Japanese, the greater number are

the same types of developmental errors found in the speech of American children.

Michelle : "Maybe this one I will read you. Which one do you want?", "What's this called?", "This boy said ; 'Let's go swimming', but we can't because it's clean up day", "They ate sandwiches and they dranked", "Papa, how come they're going fast?", "Caboose is missing, and little girl porcupine cried, because choo choo train is gone", "Maybe the alligator took it", "Who is this? Get Along Gang", "Are you getting tired?", "I'm going to go to sleep", "One pus a time...", "She told Jack to get more milk. He went and the next morning he went up to that thing in the tree. He saw the castle, and the people said don't get in the castle because...", "Can you read us another story?", "Choose one", "Can you choose one, too?" "This is 'Get in Trouble'. Did you read it before?", "Oh ! Christmas tree picture !", "We have to take a nap", "Happy Birthday Tony, from Michelle and Mikey", "Please don't read a story, because I'm getting tired", "After story you have to go to bed", "Because I'm the bed teacher", "You the cober teacher, you cover up somebody", "You lay down first", "I guess papa doesn't wanna take a nap today", "No, teacher doesn't have to lay down, only the kids do", "You have to lay down in your bed"

Michael : "No, I skip page", "No, this is right", "And after breakfast he gonna go camping", "And small bear said, 'Can I take my friends?'. Brother Brother Bear don't wanna go to camping, so papa and mama read stories to him", "Next time bus came and put everything away. And there's no more television", "Mama Bear said, 'I wanna this garden'. Brother Bear find frog and butterfly, but he think that's not friends.", "Here's tree house", "Here's our house", "He look all ober and everybody think we have to paint this and fix this house", "He's gonna paint like this, and after get one of those blanket and t.v. and friends come, and the night Mama Bear kissed him", "What kind of story is this?", "I already reed this", "Because Sister Bear and Brother Bear just teasing", "He got in a fight. Sister Bear said 'Do you wanna go get raspberry?. How come you holding the ball?' Mama Bear says, 'How come my lamp broke?'. 'Bird did it'. 'What kind bird?'. 'Yellow mouf, he have purple feathers and his hands is green, and the top of his head he have a funny thing. Bird did it and bird hit light. Sakka ball'", "Can you read? I'm tired", "I'm gonna frow this", "Kitty cat sink this this is bad, and little boy catch him"

December 25

Michelle : "Put this on", "It's almost Christmas on that house", "Let's go !", "I already fight", "Only one people win", "They are tired so they lay down", "They was fighting so they were tired", "Take your coat off", "Mine is the bed guys", "I don't wanna play this 'Legos'" "This will be the good guy and your guy will fight", "I don't wanna play with 'Legos', "That dolly could sit down by herself",

Michael : "But how come there's trees?", "He didn't win because he have...", "This guy win", "Black one win", "Now we gonna fight together", "Dis and dis, dat mean", "Hey, I got good idea", "No, bof of 'em", "Don't fo it", "Don't mix up", "I dno't need this", "You don't have to say it, you jive it to me", "Michelle gave it to me, all they guys"

CONCLUSION : Both children have made remarkable progress. It has been especially noticeable the last couple of months. They have internalized basic grammar and syntax, have acquired a native-like accent, and have a fairly good vocabulary. Although there is still much to learn and refine, they now have a foundation for eventually developing a command of the English language on a par with native speakers.