

Appendices

Appendix I: Lesson on *Insects* (Monday, September 22, 2014)

Bell time was 8:30 a.m. After everyone settled down, students were given breakfast in the classroom. While the students were eating their breakfast, the teacher started to read aloud a picture book about ants. The book-reading lasted about 25 minutes and then formal instruction began at about 9 a.m.

During the initial warm up, the teacher asked questions about what they learned in the previous unit about amphibians. Then, the teacher started to play a video about insects from Qiǎohǔ, a well-known Taiwanese cartoon. After watching the video clip once, the teacher began the instruction.

老师: 好, 刚才它说这个动物叫什么? 全部人说“蜻蜓”。

Teacher: Okay, what is the name of the animal you just saw?

Everyone, please say *qingting* (dragonfly)

学生(合): 蜻蜓, 蜻蜓::

Students in chorus: *Qingting:: qingting::*

老师: 刚才你们还看了什么动物? 江恩?

Teacher: What else did you see, Jiāng Ēn?

江恩: 呃::, 蚂蚁。

Jiāng Ēn: Er::, mǎyǐ.

老师: 看到了蚂蚁。很好, 还有看到什么? 小明?

Teacher: (You) saw ants, good. What else did you see? Xiǎomíng?

小明: 呃::, 那个:: 蜜蜂。

Xiǎomíng: Er::, that::mífēng.

老师: 蜜蜂。可以, 好。还有看到什么吗? 还是没有啊? 艾拉? 好, 这个叫什么?

Teacher: Bee. Okay, good. What else? Or you didn't? Ài Lā? Okay, what is the name of this?

艾拉: 瓢虫。

Ài Lā: Piáochóng.

老师: 刚才有看到别的什么东西吗? 蜻蜓, 还有什么? 我在等。

Teacher: What else did you see just now? Qīngtīng, and what else? I am waiting.

(continued to play video)

老师: 刚才那一种, 它的身体后面会发光的, 是什么虫?

Teacher: The kind you just saw, the rear of the body will light up, what bug is it?

学生: 萤:: 火:: 虫::。

Students: Yíng::huǒ::chóng::.

老师: 好全部人说, 萤火虫。

Teacher: Good, everyone please say, yíng huǒ chóng.

学生 (合): 萤火虫::。

Students (chorus): Yíng huǒ chóng.

老师: 好, 刚才还看到什么? 萤火虫之前?

Teacher: Okay, what else did you see, before the firefly?

学生 (合): 蝴蝶!

Students (chorus): Húdié!

老师: 好, 蝴蝶。看到了真的蝴蝶。还有什么?

Teacher: Very good, butterfly, (we saw) real butterflies. What else?

学生: Ladybug!

Student: Ladybug!

老师: 还有什么? 小如?

Teacher: What else, Xiǎorú?

小如: 瓢虫。

Xiǎorú: Piáochóng.

老师: 瓢虫, 好。全部人说, 蝶虫。

Teacher: Ladybug, very good. Everyone, say piáochóng (ladybug).

学生 (合): 蝶::虫::, 蝶::虫::。

Students (chorus): Piáo::chóng::, piáo::chóng::.

(continue to video)

老师: 好, 全部人说, 昆虫!

Teacher: Okay, everyone, say kūnchóng (insect)!

学生 (合): 昆虫!

Students (chorus): Kūnchóng, kūnchóng!

老师: 昆虫!

Teacher: Kūnchóng!

学生 (合): 昆虫!

Students (chorus): Kūnchóng!

老师: 如果有人没有举手, 或者举手叫我的名字, 我听不见。
已经三年级几个星期了!

Teacher: If you did not raise your hands, or raised your hands and called my name, I wouldn't be able to hear it. (You have been in) third grade for a few weeks!

老师: (有学生举手) 什么事?

Teacher: (A student raised his hand.) What is the matter?

学生: 为什么不可以叫“女生虫”, 因为是“ladybug”。

Student: Why couldn't we call it “girl bug” (in Chinese) because it is “ladybug” in English?

老师: (笑) 如果他们那个时候给它们名字的人决定要, 那可以, 但是它不一定是英文翻过去的。对不对? 可能是两个语言自己各自有这个名称, 对不对? 好, 现在, 我给你看一些图片。我要你做的事情是, 每一张图, 我要你看一看, 这个动物有哪些特征。可能是, 它的身上有什么, 或者是, 它的头上, 它的背上, 它的脚, 它的什么。看一看, 它们有什么特征。

Teacher: (smiles) If when the people were giving them names decided to do so, then it would be fine, but it may not be translated from English, right? Maybe the two languages each had their own names (for this bug), right? Okay, now, I will show you some pictures. What I want you to do is, for each picture, I want you to look at it carefully and see what features this animal has. It could be, what does it have on its body, or, its head, or its back, its feet. Take a look for their features.

(学生看老师展示的图片; students look at the pictures projected)

老师: 我每一张图给你们一点时间, 给你们看一下。 所以看一下, 等一下跟我分享, 你看到了什么特征。

Teacher: I will give you some time for each picture, for you to take a look. So, take a look, then share with me what features you have seen.

(老师在大屏幕上展示一张蝴蝶的图片。 The teacher shows a picture of a butterfly on the screen)

老师: (指着图片) 这个是什么动物?

Teacher: (pointing at the picture) What is this animal?

学生: 蝴蝶::。

Student: Húdié::.

老师: 蝴蝶。 我要你看一下, 它有什么特征? 它的脚啊, 它的头啊, 它的身体啊? 好, 谁可以告诉我它的一些特征? 你先小声地跟旁边的人分享。 你看到了什么? 你看到了什么?

Teacher: Butterfly. I would like to have you take a look. What feature does it have? Its feet, head, body? Okay, who can tell me some of its features? You can share with the person next to you first. What did you see? What did you see?

(Students sharing with each other)

老师: 好, 5::4::3::2::1::0 谁可以分享一下, 看到什么特征?

Teacher: Okay, 5::4::3::2::1::0 who can share the features you have seen?

学生: 我看到它的小屁股。(笑)

Student: I saw its tiny bottom. (laughs)

老师: 好的, 它的这个部分, 我们不知道是什么部分, 但是觉得看起来像屁股, 对不对? 这个地方很长。好, 还有什么特征? 好, 中明。阿雅, 等一下下。

Teacher: Good. This section, we don't know what section it is, but it looks like bottom, right? This section is long. Okay, what other features? Okay, Zhōngmíng. Āyǎ, please wait for a bit.

中明: 它们有很大的翅膀。

Zhōngmíng: They have big wings.

老师: 好。它们有很大的翅膀。还有什么特征? 如果要分享, 你们要记得举手。玛丽?

Teacher: Good. They have big wings. What other features? If you want to share, please remember to raise your hands. Mǎlì?

玛丽: 嗯。它有六只脚。

Mǎlì: En. It has six feet.

老师: 你有数吗? 1, 2, 3, 4, 5, 6 对不对, 六只脚。好, 还有什么特征? 高山?

Teacher: Have you counted? 1, 2, 3, 4, 5, 6, right, six feet. Okay, what other features? Gāo Shān?

高山: 它有那个...(gestures antenna on the head)

Gāo Shān: It has that...

老师: 好, 这个东西在头上, 对不对, 有几个?

Teacher: Okay, this thing is on its head, right? How many are there?

学生: 两个。

Student: Two-gè (gè is a measure word)

老师: 好, 两个, 叫做一对。说, 一对。

Teacher: Okay, two, it's called yíduì (a pair). Say, yíduì.

学生: 一对。(一个学生说“一双”)

Student: A pair (one student said another measure word “yìshuāng”, also for “a pair”, but inappropriate for this context)

老师: 鞋子是一双, 可是这个是一对。好, 说一对触角。

Teacher: Shoes can be “yìshuāng”, but this is a “yíduì”. Okay, say yíduì chùjiǎo (a pair of antennae)

学生: 一对触角。

Student: Yíduì chùjiǎo.

老师: 一对触角。几只脚?

Teacher: A pair of antennae. How many feet?

学生: 一对、六、六。

Student: A pair, six, six.

老师: 几只脚?

Teacher: How many feet?

学生: 三对。

Student: Three pairs.

老师: 好, 三对, 也就是六只, 很好, 小乐。还有什么特征? 好, 王哲?

Teacher: Good, three pairs, also six feet. Very good, Xiǎolè. What other features? Okay, Wáng Zhé?

王哲: 它的舌头有一个那个:: (手指着嘴巴)

Wáng Zhé: Its tongue has one of those:: (pointing at his own mouth)

老师: 这个是它吸花蜜的。对不对? 这个在昆虫我们叫它“口器”, 不叫嘴巴或者舌头。

Teacher: This one is used for sucking honey, right? In insects, we call it “kǒuqì (mouthparts)”, we don't call it mouth or tongue.

学生: 口器。

Student: Kǒuqì.

老师: 还有什么? 还有什么特征? 李佳?

Teacher: What else? What other features? Lǐ Jiā?

李佳: 它会飞。

Lǐ Jiā: It can fly!

老师: 它会飞, 我们现在看不出来, 但是它有翅膀。我们知道有翅膀应该会飞。还有什么? 石路?

Teacher: It can fly, (which) we cannot tell yet, but it has wings. We know (it) has wings so (it) should be able to fly. What else? Shí Lù?

石路: 它有小...白色的...

Shí Lù: It has small...white...

老师: 它有白色的什么? 白色的斑点。是不是?

Teacher: It has white what? White spots, right?

石路: 脚上面。

Shí Lù: On its feet.

老师: 脚上面?

Teacher: On its feet?

石路: 不是不是, 在那个body。

Shí Lù: No, no, at its body.

老师: 在它的这里? 身体上面。全部人说, 身体、身体。

Teacher: At here? On the body. Everyone, say, body, body.

学生: 身体、身体。

Students (chorus): Body, body.

老师: 跟着我做, 身体、身体。(老师做动作)

Teacher: Do it after me, body, body. (Teacher gestures body)

学生(合): 身体。

Students (chorus): Body.

老师: 触角。

Teacher: Antenna.

学生(合): 触角。

Students (chorus): Antenna.

老师: 身体、触角。这里有人没有做。身体、触角。翅膀、脚、口器。

Teacher: Body, antenna. There are people who did not do it after me. Body, antenna, wing, feet, mouthparts.

学生(合): 翅膀、脚、口器。

Students (chorus): Wing, feet, mouthparts.

老师: 这个叫什么? 全部人, 这个叫什么?

Teacher: What is this called? Everyone, what is this called?

学生: 触角。

Student: Chùjiǎo (antenna).

老师: 这个?

Teacher: This one?

学生: 翅膀。

Student: Chìbǎng (wing).

老师: 这个?

Teacher: This one?

学生(合): 翅膀。

Students (chorus): Chìbǎng (wing).

老师: 这个?

Teacher: This one?

学生 (合): 脚。

Students (chorus): Jiǎo (feet).

老师: 这个?

Teacher: This one?

学生 (合): 口器。

Students (chorus): Kǒuqì (mouthparts).

老师: 口器, 很好。下一个, 看一下。看一下它有什么特征?

Teacher: Mouthparts, very good. Next, let's take a look and see what features it has.

(给学生看图片, 学生们惊呼“哇!” Student exclaimed “wah!”, upon seeing the picture.)

老师: 小声地跟旁边人说你看到什么特征。(学生小组分享)

Teacher: Please share with the classmate next to you the features you saw in a low voice (students sharing in small groups)

老师: 好, 5::4::3::2::1::0 你们已经有负二了。BD (另一个班) 有三分。差很多。谁可以告诉我? 丁杰?

Teacher: Okay, 5::4::3::2::1::0, you already have minus two points.

BD (another class) has three points, (you are) much worse (than them). Who can tell me? Dīng Jié?

丁杰: 它有尖尖的东西, 好像在屁股上。

Dīng Jié: It has a pointy thing, seems to be on its bottom.

老师: 在后面这里, 有刺, 对不对? 好, 还有什么? 还有什么? 石路?

Teacher: Okay, on the back, it has a stinger, correct? Good, what else? What else? Shí Lù?

石路: 有四个那个, 鸟的东西。

Shí Lù: It has four of those, bird things.

老师: 这个, 这个叫什么?

Teacher: This one, what is it called?

石路: 翅:: (想不起来这个词)

Shí Lù: Chì:: (cannot recall the full word)

老师: 翅膀。四个翅膀, 所以这个叫做什么, 两什么?

Teacher: Chibang. Four wings, so what is it called, two what?

学生: 两对。

Student: Two pairs.

老师: 很好, 全部人说, 两对翅膀。

Teacher: Very good, two pairs. Everyone, please say, liǎngduì chibǎng (two pairs of wings).

学生: 两对翅膀。

Student (chorus): Liǎngduì chibǎng.

老师: 还有什么, 丹丹?

Teacher: What else, Dāndan?

丹丹: 它有一个很大的屁股。

Dāndan: It has a big bottom.

老师: 丁杰。

Teacher: Dīng Jié.

丁杰: 它有很多头发。

Dīng Jié: It has a lot of hair (the student used a vocabulary only for human hair on the head)

老师: 它有很多...毛::, 对不对? 还有什么? 在它头上, 在它头上, 有什么? 在它头上, 有什么? 江恩, 在它头上有什么?

Teacher: It has many....hair::, right? (the teacher corrected the vocabulary and used a vocabulary for hair for animals). Right? What else? On its head, what is there? On its head, what is there? Jiāng Ēn? What's on its head?

江恩: 很大的眼睛。

Jiāng Ēn: Very big eyes.

老师: 这个很大的眼睛, 叫做复眼, 说复眼。

Teacher: These very big eyes are called fùyǎn (compound eyes). Say, fùyǎn.

学生(合): 复眼。

Student (chorus): Fùyǎn.

老师: 昆虫的眼睛, 都比较大, 它们叫做复眼。说复眼。

Teacher: The eyes of insects are very big. They are called fùyǎn (compound eyes), say, fùyǎn.

学生(合): 复眼。

Student (chorus): Compound eyes.

老师: 好它的头上有什么, 艾拉?

Teacher: What's on the head, Ài Lā?

艾拉: 它有, 呃, 两个很长的, 那个, 嘴上的, 鼻子的, 那个, 呃, 头发。

Ài Lā: It has, err::, two very long, that, on the mouth, nose, that, err, hair.

老师: 等一下, 我不懂。 很长的鼻子的头发?

Teacher: Wait a moment, I don't understand. Very long nose's hair?

(inaudible English)

老师: 你是说, 这里的那个毛很长, 是不是? 好, 谢谢。 它的这个是什么? 小乐?

Teacher: You meant, it has long hair here, right? Okay, thank you. What is this one? Xiǎolè?

小乐: 那个antenna.

Xiǎolè: That antenna.

老师: 怎么说? 什么角? 全部人说, 触角。

Teacher: How do you call it? What horn? Everyone, say, chùjiǎo (antenna).

学生 (合): 触角。

Student (chorus): Chùjiǎo.

老师: 触角。

Teacher: Chùjiǎo.

学生 (合): 触角。

Student (chorus): chùjiǎo.

老师: 然后看这个, 跟旁边的人说。

Teacher: Look at this, then discuss with the classmates next to you.

学生: 是瓢虫, oh my gosh!

Students: It's ladybug, oh my gosh!

老师: 然后这一个, 5::4::3::2::1::0 谁可以告诉我, 瓢虫有什么特征? 如果是一样的人举手, 我就会抽签的。 还没有讲话的人? 莉亚?

Teacher: Okay, then this one. 5::4::3::2::1::0 who can tell me, what features do ladybugs have? If it's always the same students who raise their hands, I will choose randomly. Anyone who hasn't spoken? Lìyǎ?

莉亚: 有六个脚。

Lìyǎ: (it) has six-*gè* feet (*gè* is an incorrect measure word)

老师: 六只脚, 很好。很清楚, 1::2::3::4::5::6。很好。还有什么特征? 山明? 我听不见, 因为又有人在讲话。

Teacher: Six-*zhī* feet, very good. (corrected the measure word use).

It is quite clear. Very good. What other features? *Shān Míng*? I can't hear, because there are people chatting.

学生: 他说有很可怕的眼睛。

Student: He says it has very scary eyes.

老师: 这个眼睛也叫复眼。说, 复眼。全部人说, 复眼。

Teacher: These eyes are also called *fùyǎn* (compound eyes). Say, *fùyǎn*.

学生 (合): 复眼。

Student (chorus): *Fùyǎn*.

老师: 复眼。

Teacher: *Fùyǎn*

学生 (合): 复眼。

Student (chorus): *Fùyǎn*.

老师: 复眼。还有什么特征? 文轩?

Teacher: *Fùyǎn*. What other features? *Wénxuān*?

文轩: 还有那个那个点点长在身上。

Wénxuān: There are those dots on its body.

老师: 它有点点在身上, 很好。还有什么? 如果不收起来 (学生在玩铅笔盒)...家梦?

Teacher: It has dots on its body, very good. What else? If you don't out those away (the student is playing with the pencil box....

Jiāmèng?

家梦: 蜜蜂有...很小...very little pointed...

Jiāmèng: Bees have.very small...very little pointed...

老师: 还有一个, 凯莉?

Teacher: And one more? *Kǎilì*?

凯莉: 它有一个那个....

Kǎilì: It has one of those...

老师: 怎么说? 有谁记得, 头上的东西怎么说?

Teacher: How do you say it? What's the thing on the head called?

学生: 触角。

Student: *Chùjiǎo* (antenna)

老师: 全部人说, 触角!

Teacher: Everyone, say, chùjiǎo!

学生 (合): 触角。

Student(chorus): Chùjiǎo.

老师: 触角。好, 这个。看一下, 跟旁边的人说。

Teacher: Chùjiǎo. Okay, this. Take a look, and share with the person next to you.

(继续放视频, continue to play the video)

老师: 好, 请问你, 蜈蚣, 蜈蚣是有很多很多只脚的, 它是不是昆虫? 刚才爬来爬去的那个? 谁可以告诉我? 它是, 还是不是昆虫, 为什么? 高童?

Teacher: Okay, may I ask, centipede, does a centipede have many feet? Is it an insect? The one crawling around just now. Who can tell me, it is, or it is not, an insect, why? Gāo Tóng?

高童: 不是, 因为它没有那个wait, 因为它没有...它没有那个::?

Gāo Tóng: No. Because it does not have that, wait, because it does not...it does not have that::?

老师: 它有几只脚? 它有太多只? 昆虫应该有几只? 高童?

Teacher: How many feet does it have? Does it have too many? How many should an insect have? Gāo Tóng?

高童: 三, no, 六个。

Gāo Tóng: Three, no, six-gè (incorrect measure word)

老师: 六只。没有脚的那个蚯蚓, 刚才从泥土 (里) 爬出来 (的), 那个没有脚的蚯蚓是不是昆虫? 小声跟你旁边的同学说蚯蚓是不是, 为什么。

Teacher: Six-zhī (correct measure word). The earthworms which do not have feet, the ones that just crawled out of mud, are they insects? Share with the classmate next to you if they are or not, why.

(同学互相分享; student sharing)

老师: 好, 现在, 谁可以举手告诉我, 蚯蚓是不是, 然后为什么? 蚯蚓是不是, 然后为什么? (重复三遍) 乔治亚?

Teacher: Okay, now, who can raise your hands and tell me, if an earthworm is or not, and then why? Is an earthworm an insect, then why? (repeated three times). Qiáo zhì yǎ?

乔治亚: 不是。因为蚯蚓...

Qiáo zhì yǎ: No. Because earthworms...

老师: 它没有什么? 那个东西叫什么? 它没有什么? 脚, 是不是?

Teacher: It does not have what? What is that called? What does it not have? Feet, right?

(老师开始分发印在纸上的文章《昆虫》; teacher started to distribute a handout with a text entitled insect)

老师: 好, 拿到纸, 全部人跟我念“昆虫”。

Teacher: Okay, after you get your handout, everyone follow me and read “kūnchóng” (insects).

学生(合): 昆虫

Student (chorus): Kūnchóng.

老师: 昆虫。我先念一遍, 请你听, 记得这一张纸, 明天也要带来。星期三也要带来。昆虫是陆地上最常见的节肢动物。世界上有很多种的昆虫。昆虫的身体一节一节的。好, 它的意思是, 这个节肢动物, 它的身体是一节一节的 (在黑板上画)

Teacher: Kūnchóng. I will read it once, I want you to listen. Please remember to bring this piece of handout tomorrow and Wednesday. Insects are the most frequently seen arthropods. There are many types of insects in this word. The bodies of insects are segments by segments. Okay, the meaning is, this arthropod, its body is segment by segment (draw on the white board).

老师: 好, 全部人说, 一节一节的。

Teacher: Okay, everyone, please say, “yìjié yìjié de”(segment by segment; segmented)

学生(合): 一节一节的。

Students (chorus): Yìjié yìjié de

老师: 它的身体是一个壳, 有点硬。像我们刚才我们读蚂蚁的书的时候, 知道蚂蚁小的时候是软软的, 长大以后, 变成

硬的壳。对不对? (回到文章) 它们通常有头、胸、腹。
全部人说, 头、胸、腹。

Teacher: Its body is a shell, it's a little hard. Just like the ants we read about in the book. We know when ants are young, they are soft, and after they grow old, their shells become hard, right? (back to the text) They normally have head, chest, and belly. Everyone, say *tóu, xiōng, fù* (head, chest, and belly)

学生(合): 头、胸、腹。

Student (chorus): *Tóu, xiōng, fù*

老师: 头胸腹。三个部分, 有三对脚, 也就是六只脚。它们通常有一对触角。全部人说, 触角。

Teacher: *Tóu, xiōng, fù*. Three sections. They also have three pairs of feet, that is to say, six feet. They typically have a pair of antennae. Everyone, say *chùjiǎo* (antenna)

学生(合): 触角。

Student (chorus): *Chùjiǎo*.

老师: 触角在这里 (把手放在头上)。(回到文章) 一对眼睛, 复眼, 说复眼。

Teacher: Their antennae are usually here (put her hands on her head). (Back to the text) A pair of eyes, compound eyes, say *fùyǎn* (compound eyes).

学生(合): 复眼。

Student (chorus): *Fùyǎn*.

老师: 和一个口器, 说口器。

Teacher: And one mouthpiece. Say, *kǒuqì*.

学生(合): 口器。

Student (chorus): *Kǒuqì*.

老师: 就是嘴巴。它们通常有好视力, 视力的意思是, 如果它看得很好, 它如果看东西很好, 它的这个触角比较短。因为它的眼睛本来就很好, 所以不用触角帮他找食物, 或者是躲敌人, 躲那个坏人的攻击。触角有帮助, 它有功能, 它可以让你闻, 触角可以帮忙你闻东西。它的嗅觉, 全部人说, 嗅觉。

Teacher: It is just mouth. They typically have good vision. The meaning of vision is, if it can see things well. If it can see things well, its antennae are short. Because if its eyes are good, it won't

need antennae to help them find food, or help them hide from enemies, hide from attacks from their enemies. It has functions. It will allow you to smell. Antennae can help you smell things. Its sense of smell...everyone, say, xiùjué (sense of smell).

学生(合): 嗅觉。

Student (chorus): Xiùjué.

老师: 听觉, 听觉是听。全部人说, 听觉。

Teacher: Sense of hearing, sense of hearing is about hearing.

Everyone, say tīngjué (sense of hearing).

学生(合): 听觉。

Student (chorus): Tīngjué.

老师: 听觉。它可以帮忙你听。还有碰。说触觉。触觉。

还可以帮忙你碰东西的的功用。说嗅觉。

Teacher: Tīngjué. It can help you hear. Also there is pèng (touch).

Say, chùjué, chùjué (tactical sense). It can help you with the function of touching things. Say sense of smell.

学生(合): 嗅觉。

Student (chorus): Xiùjué.

老师: 嗅觉。(回到课文)大部分的昆虫有两对翅膀,但是也不是每一只都是。在胸部上,大部分在这里(手势指出胸部的位置)。在这个胸部的后面。蚂蚁,也只有蚂蚁皇后才有,它飞完了以后就没有了,对不对。这些特征是大部分的昆虫的特征,可是有一些也没有,也有一些例外。有一些昆虫没有触角,有一些昆虫可能没有翅膀,有一些昆虫可能只有一对翅膀。昆虫没有脊椎。说脊椎。

Teacher: Xiùjué. (Back to the text) Most insects have two pairs of wings, but not everyone. On its thorax, most of them are here (pointing at the location). They are behind the chest. Among ants, only the queen has wings, but after it flies, it will not have them anymore, right? There are the features of most insects, but some of them do not have these features, there are also some exceptions. Some insects do not have an antenna, some may not have wings, but some insects may only have a pair of wings. But insects do not have vertebrae. Say jǐzhūi (vertebrae).

学生(合): 脊椎。

Student (chorus): Jǐzhūi.

老师: 两栖类有。对不对? 爬虫类有脊椎。哺乳类有脊椎。鸟类有脊椎, 所以昆虫跟它们不一样。我们知道的昆虫有蚂蚁、蜜蜂、蝴蝶、瓢虫和蜻蜓等, 还有其它的。刚才讲的这一些, 都是昆虫, 只有一个不是。蜱虫。蜱虫不是昆虫, 是寄生虫。其它都是昆虫。好现在跟我念一遍《昆虫》。

Teacher: Amphibians have them, correct? Reptilia have vertebrae. Mammals have vertebrae. Birds have vertebrae. So insects are different from them. The insects we know include ants, bees, butterflies, ladybugs and dragonflies, among others. The ones we talked about are all insects except for one – tick. Ticks are parasites. All others are insects. Okay, now, follow me and read the text again.

(老师带领学生念课文一遍。下课前, 老师给学生播放了一首中文儿歌《蝴蝶》The teacher led the students to read the text aloud one more time. Before ending the class, the teacher played a Chinese children's song *Butterfly* through the audio system.)

Transcription conventions (adopted from Bigelow and King, 2015, with slight adaptation)

- . falling intonation at the end of words
- , rising intonation at the end of words
- ? rising intonation in clause
- ::> continuing or flat intonation (as in lists)
- ! animated tone, not necessarily an exclamation
- :: elongated sound
- ... hesitant or incomplete sentence or phrase
- () transcriber's comment

Appendix II: Classroom Observation Tool for a Content-Based Class

Adopted from de Graaff, Jan Koopman, Anikina, and Westhoff (2007)

Category	Indicator	Observed in this class?
1. Teacher facilitates exposure to input at a (minimally) challenging level	1.1 text selection in advance	Y
	1.2 text adaptation in advance	Y
	1.3 adaptation of teacher talk in advance	Y
	1.4 text adaptation during teaching	N
	1.5 fine-tuning of teacher talk	Y
2. Teacher facilitates meaning-focused processing	2.1 stimulating meaning identification	Y
	2.2 checking meaning identification	Y
	2.3 emphasizing correct and relevant identification of meaning	N
	2.4 exercises on correct and relevant identification of meaning	N
3. Teacher facilitates form-focused processing	3.1 facilitating noticing of problematic and relevant language forms	N
	3.2 providing examples of correct and relevant language forms	N
	3.3 correcting use of problematic and relevant language forms	N
	3.4 explaining problematic and relevant language forms, e.g., by giving rules	N
	3.5 having pupils give peer feedback	Y
4. Teacher facilitates opportunities for output production	4.1 asking for reactions	Y
	4.2 asking for interaction	Y
	4.3 letting students communicate	Y
	4.4 stimulating the use of the target language	Y
	4.5 providing feedback, focusing on correct output	Y
	4.6 organizing written practice	NA
5. Teacher facilitates the use of strategies	5.1 eliciting receptive compensation strategies	–
	5.2 eliciting productive compensation strategies	–
	5.3 eliciting reflection on strategy use	–
	5.4 scaffolding strategy use	–

Note Y: Yes; N: No; NA: not available. Since category 5 was not the focus of the current study, it was not marked

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