

Pro Forma 2. Learner's taped interview

a. Analysis of grammatical and vocabulary (lexical) errors

Error (include sentence or part of sentence, with error highlighted)	Correction	Analysis	Possible cause of error	Categ.
Sometimes one word their tones affect their meaning.	Sometimes one word's tone affects its meaning.	Incorrect use of pronoun.	English uses pronouns much more than Chinese, so errors are likely to occur. ¹	K
We am shy	We are shy.	Omission of "be" verb	The be verb tends to be dropped when followed by adjectives. ¹	M
We not say something directly.	We do not say something directly.	Omission of "do" for the negative form in present simple.	Chinese does not use auxiliaries to form negatives. The insertion of do/don't presents problems. ¹	B
This school was built in the 1970s.	This school was built in the 1970s.	Omission of article for the decade.	There are no articles in Chinese, so it is very common for students to omit them. ¹	F
My university is... My major is... I learn...	My university was... My major was... I learned...	Used present simple instead of past simple for an event in the past.	Chinese does not conjugate the verb to express time relations. ¹	C
I do not like it.	I did not like it very much.	Omission of subject "I" and auxiliary verb "did"	Chinese does not use auxiliaries to form negatives. The insertion of do/don't presents problems. ¹	G
But I am there everyday.	But I was there everyday.	Did not conjugate the be verb.	Chinese speakers are not used to changing verb forms. ¹	G
In Chinese school, we more listen in the class...	In Chinese school, we listen more...	Incorrect order of adverb and verb.	Adverbials usually come before verbs and adjectives in Chinese. ¹	A
In Chinese school we more listen in the class...	In Chinese school, we listen more in class...	Added an unnecessary article.	There are no articles in Chinese, so it is very common for students to add unnecessary ones. ¹	F
... We more listen in the class, not talk very much like our lessons.	... We do not talk very much, like in our lessons.	Omission of subject and auxiliary verb.	Chinese does not use auxiliaries to form questions or negatives, so the insertion of do/don't presents problems. ¹	G
... not talk very much like	...not talk very much, like in	Omission of preposition.	The use of English	H

our lessons...	our lessons		prepositions is highly idiomatic and difficult for learners. Errors are common. ¹	
In this lessons...	In these lessons...	Incorrect demonstrative for plural noun.	Plurality is rarely expressed in Chinese. ¹	K
Teachers no communication with students.	Teachers didn't have communication with students.	Omission of verb.	Sometimes verbs are omitted in Chinese if they are understood. ¹	Q
No teachers writing in the blackboard.	No teachers wrote on the blackboard.	Incorrect preposition.	The use of English prepositions is highly idiomatic and difficult for learners. Errors are common. ¹	H
No teachers writing in the blackboard	No teachers wrote on the blackboard.	Used an incomplete form of present continuous to talk about event in the past. Should have used past simple.	Chinese expresses the concept of time differently from English and it doesn't conjugate the verb to express time relations. ¹	C
I think I don't like that when I was in school.	I think I didn't like that while I was in school.	Used present simple instead of past simple to talk about the past.	Chinese doesn't conjugate the verb to express time relations. ¹	C
I lost them...	I lost it...	Incorrect use of pronoun. Used "them" to refer to grammar, rather than "it."	English uses pronouns much more than Chinese, so errors are likely to occur. ¹	V
...after I graduate.	...after I graduated.	Used present simple instead of past simple while talking about the past.	Chinese expresses the concept of time differently. ¹	C
I do not know what to speak to.	I did not know who to speak to.	Incorrectly used relative pronoun.	English relative structures are difficult for Chinese learners. ¹	I
I maybe write something to my friends.	Maybe I will write something to my friends...	Used simple present instead of will future to talk about the future.	Chinese expresses the concept of time differently. ¹	X
I'm writing you.	I'm writing about you.	Omission of preposition.	The use of English prepositions is highly idiomatic and difficult for learners. Errors are common. ¹	H
It's all good words	They're all good words.	Used singular instead of plural pronoun.	English uses pronouns much more than Chinese, so errors are likely to occur. ¹	V
It's kind of convenient when you are in foreign country.	It's kind of convenient when you are in a foreign country.	Omission of article.	There are no articles in Chinese, so it is very common for students to omit them. ¹	F
I think problem is I	I think a problem is that I	Omission of article.	There are no articles in	F

need to speak more and more.	need to speak more and more.		Chinese, so it is very common for students to omit them. ¹	
I am interested in to learn more English.	I am interested in learning more English.	Used infinitive instead of gerund.	It is difficult for a Chinese learner to differentiate between the use of an infinitive and a gerund. ¹	Y
I'm kind of a quiet girl.	I'm kind of a quiet girl	Omission of article.	There are no articles in Chinese, so it is very common for students to omit them. ¹	F
You play the ball into the wall...	You hit the ball into the wall...	Vocabulary		S
He's good at cook ...	He's good at cooking...	Used bare infinitive instead of present participle	It is difficult for a Chinese learner to differentiate between the use of an infinitive and a participle. ¹	Y
About your father and mother ...are they young?	Are your father and mother young?	Used incorrect word order.	Chinese sentences often start with a 'topicalised' subject or object which is grammatically detached from the rest of the sentence. ¹	U
When you finish this class, did you still teaching English in China?	When you finish this class, will you still teaching English in China.	Used an incorrect form of past continuous instead of will future to ask about the future.	Chinese expresses the concept of time differently. ¹	X

b. **Analysis of learner’s phonological errors (individual sounds, connected speech, stress and intonation)**

c. You’ve done a good job of identifying problems with sounds, Sarah, but try to include word stress or sentence stress too.

Problem: write sentence, part of sentence or word. Use phonemic script, stress boxes, intonation arrows or other appropriate means to indicate the error .	Analysis/Possible cause of error	Problem: write sentence, part of sentence or word. Use phonemic script, stress boxes, intonation arrows or other appropriate means to indicate the error .	Analysis/Possible cause of error
Something – somesing Think – sink	Individual sound. The voiceless ‘th’ sound does not occur in Chinese; therefore, it is commonly replaced by ‘s’. ¹	Agriculture – Agaricochure Directly – dearectaly	Consonant clusters are lacking in Chinese. It is common for students to insert a slight vowel sound between the consonants. ¹
World – wawl Grammar – grammawl	Individual sound. Since the English /r/ doesn't exist in most Chinese dialects, it is a big problem for some Chinese learners of English who often replace it with /l/. ²	Its – is	Final consonant clusters are difficult for Chinese learners. They are likely to simplify the cluster. ¹
Flour – floor Town – tone Mountains – moantains	Individual sound. Says a long ‘o’ instead of the ‘ow’ sound as in ‘town.’	Club – clob One – wan Obsessed – absessed (stress over second vowel)	Individual sound. The short u sound is sometimes replaced by “ah”, which is a close approximation to a Chinese phoneme. ¹
Not – nawt	The short o sound has no equivalent in Chinese, so they might replace it, and sounds similar, with the aw sound. ¹	Is – Is-a And – And - a Build – Build-a	There are few final consonants in Chinese, so sometimes students will add an extra vowel at the end of the word. ¹
They – day There – dare	Individual sound. The voiced ‘th’ sound does not occur in Chinese; therefore, it is commonly replaced by ‘d’. ¹		
Build – beald Middle – meedle -ing – ean Ancient – aye sheent	Individual sound. Uses a long ‘e’ sound for the short ‘i’ vowel. The contrast between these sounds has no equivalent in Chinese. Learners confuse these two sounds easily. ¹		

¹Learner English, Cambridge, 2001. Swan & Smith.

² <http://englishspeaklikenative.com/resources/common-pronunciation-problems/chinese-pronunciation-problems/#error12>

³Teaching Pronunciation. The Vowel System. Figure 4.1. Cambridge

Learner English, Cambridge, 2001. Swan & Smith.

A	Adverb error
B	Verb error
C	Verb tense error-didn't use present simple
D	Verb tense error-didn't use past simple
E	Verb patterns error (verb + verb)
F	Article error
G	Verb form error
H	Preposition error
I	Parts of speech error
J	Adjective error
K	Plurals error
L	Question formation
M	Omission of 'be' verb
N	Didn't use present continuous
O	Didn't use present perfect
P	Conjunctions
Q	Omission of the verb
R	Used incorrect verb for meaning of sentence
S	Vocab error
T	Error with hypotheticals
U	Word order
V	Pronoun Errors
W	Relative Structures error
X	Didn't use will future
Y	Infinitive/participle/gerund error
Z	Possessives error