Interlanguage Project

Pingu

And the Band
INTRO

“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.” –Anthony Robbins

❖ Recognize errors
❖ Trace errors
INTRO

- Learning style
- Personality type
- Motivation
- Experience and exposure to L2
- First language influences
- Cultural influences
PROCEDURES

1. Participants fill out Student Information Survey

2. Participants also complete Perceptual Learning Style Preference Questionnaire and simplified MBTI

3. Participants watch a 3 minute claymation video of *Pingu and the Band* (YouTube) twice

4. Participants retell the story in their own words, and are given leading questions when necessary (recorded)

5. Participants, again, retell the story in their own words, but are not given leading questions (recorded & transcribed)

4. Follow-up interviews are conducted to retrieve more oral samples (recorded & transcribed)

5. Errors & interlanguage stages are analyzed
pINGU AND THE bAND
Age & Gender
20-year-old Female

Nationality
South Korea

ELI Level
Level 3

Major in Home Country
Public administration

Study Duration
9 Years

Study English in USA
7 Months
Age & Gender
24-year-old Male

Nationality
China

ELI Level
Level 3

Major in Home Country
Sports

Study Duration
6 Years

Study English in USA
15 Months
Personality: Extrovert Intuition Feeling Judging

Major Learning Style Preference: Tactile(40) Kinesthetic(40)

Preferred Teaching Style: Audio-lingual: "I like to repeat and memorize dialogues to form habits"

Study Habits: Reading books, magazines, internet articles, ELI homework

Pronunciation/Speaking: Ask teacher (in or after class)
Personality
Introvert Sensing Feeling Perceiving

Major Learning Style Preference
Group(42) Tactile(40) Kinesthetic(38)

Preferred Teaching Style
Communicative: “I like learning by communicating and understanding, using real life situations” (role play & information gap)

Community Language Learning: “I like learning by doing or experiencing” (going to the store, discussing things with American friends)

Study Habits
Watching movies, Listening to English music, Chatting with American friends...

Length of Time for Formal Study
2-3 hours

Length of Time for Informal Study
1-2 hours

Self Assessed Difficulties Pronunciation/ Speaking Writing

Method of Correction
Ask teacher
Ask conversation partner
### Error Analysis - Claire

<table>
<thead>
<tr>
<th>Interference</th>
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</thead>
<tbody>
<tr>
<td><strong>Example</strong></td>
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<tr>
<td>L3, 4, 9, 10, 13, And... L8, 14, 21, 28 So... L2, 15, 29 But...</td>
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<tr>
<td>L18, 22 older brother L12, 13, 15, 22 grandfather penguin</td>
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<tr>
<td>Example</td>
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<tr>
<td>L17 some ice L10 some place L11 some person L25 some movie</td>
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<td>L2 play L4, 9 rebuke L12, 17 look L16 play L21 wants L26 show</td>
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<tr>
<td>Example</td>
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<tr>
<td>L3 beating every cook L12 look like grandfather L20 too short to get there</td>
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<tr>
<td>L14 so... uh... I think they...</td>
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<tr>
<td>L2, 8, 12, 19, 20, 23, 26 making sounds</td>
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<tr>
<td>L2 Making sounds? Using the spoon? L6 ...every play? L18 But the older brother penguin?</td>
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<tr>
<td>Simplification</td>
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<td>----------------</td>
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<tr>
<td>Example</td>
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<tr>
<td><strong>L1 the two brother</strong></td>
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<tr>
<td><strong>Induced Errors</strong></td>
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<tr>
<td><strong>L1 I am not sure if he or she</strong></td>
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<tr>
<td><strong>L8 Make fun of ... the... making the noise</strong></td>
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<tr>
<td><strong>L4 Rebuke them</strong></td>
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<tr>
<td><strong>L9 They got rebuke from them</strong></td>
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<tr>
<td>Example</td>
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<td>------------------------------</td>
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<tr>
<td>L12 problem</td>
</tr>
<tr>
<td>L13 crimb the... box</td>
</tr>
<tr>
<td>L2, 4, zer (instead of their/there’re)</td>
</tr>
<tr>
<td>L3, 5, 7, 9, 12 zey (instead of they)</td>
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<tr>
<td>Example</td>
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<td>------------------------------------------------------------------------</td>
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<tr>
<td>L12 Play together but zey has probrem a small pingu?</td>
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<td>L4 They hit everything at their home</td>
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<td>L4, 8, 10 too noise L7 still noise</td>
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<tr>
<td>L4 think L5 moved L7 move L9 moved L13 heop (help)</td>
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<tr>
<td>Communication</td>
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<tr>
<td><strong>Example</strong></td>
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<td>L5 hit, hit, hit something...</td>
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<td>L7 Zey move, move, next place, keep going, play... L12 hit the high ice</td>
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<tr>
<td>L3, 5, 7, 9, 14 “…”</td>
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<tr>
<td><strong>Simplification</strong></td>
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<tr>
<td>L12 Play together.</td>
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<td>L14 Look like a band. L15 Play not bad music.</td>
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<td>L45 I’m not interested in.</td>
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<td>Example</td>
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<tr>
<td>L2 There are two pingu</td>
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<td>L15 Play not bad music</td>
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CLAIRE'S INTERLANGUAGE ANALYSIS

Developmental Stage

Level 3-4 systematic/post systematic stage

Auxiliary be

Question formation: Transitioning from stage 4 to 5

Possessive determiners: Stage 4-
Error-free use of ‘his’ and ‘her’ in all contexts including natural gender and body part.

Relative clauses

Subject

Auxiliary be

Object of preposition

Reference to past: stage 3: past tense forms of irregular verbs may be used before the regular past is used reliably.
RANDY'S INTERLANGUAGE ANALYSIS

Developmental Stage

Level 2  Emergent stage L 3, 5, 6, 7, 10, 14, 15, 16, 21

Stage 3

Plural –s Formation L 2, 17, 19

Stage 4

Irregular past forms L 20

Negation Stage L 11, 13, 24, 26, 28, 29, 30, 45, 47

Possessive ‘s L 13, 14, 15, 29

Grammatical morphemes L 6, 8, 12, 14, 38

Copula

Articles the and a

Regular past –ed

Third person singular simple present -s

Auxiliary be L 8, 45, 47
Similarities with [ ] and [ ]

- Attend ELI level 3
- Find The most difficult part of learning English is pronunciation and speaking.
- Study English 2 - 3 hours a day
- Study ELI homework after class
- Seek help from teacher when confusion occurs
Similarities with and

- Exemplify negation Stage 4
- Use grammatical morphemes
  - plural
  - article
  - regular past – ed
  - auxiliary be
<table>
<thead>
<tr>
<th></th>
<th>Randy</th>
<th>Claire</th>
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</thead>
<tbody>
<tr>
<td><strong>Developmental Stage</strong></td>
<td>2 Emergent Stage</td>
<td>3 – 4 Systematic / Postsystematic Stage</td>
</tr>
<tr>
<td><strong>Question formation</strong></td>
<td>3</td>
<td>4 - 5</td>
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<tr>
<td><strong>Grammatical morphemes</strong></td>
<td></td>
<td></td>
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<tr>
<td>Irregular past form</td>
<td>0</td>
<td>Developed</td>
</tr>
<tr>
<td>copula</td>
<td>0</td>
<td>Developed</td>
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<tr>
<td>3rd person singular</td>
<td>0</td>
<td>Developed</td>
</tr>
<tr>
<td>Relative clauses</td>
<td>0</td>
<td>Subject / Object of preposition</td>
</tr>
</tbody>
</table>
Suggestions for ____

Excessive use of: and, so, but

Explain grammatical English sentence structure with ample use of examples

Lead student to produce simple sentences (as appose to long run on sentences)

Introduce other conjunctions (because, since, so that, unless, as, as if, as long as, as much as, as soon as, in case, in order that, only if, etc.)

Introduce and encourage differentiation in sentence structure

Raise their awareness of using these connect words and help them make correct and completed sentences.
Consider the native cultural influences on L2

Clarify cultural differences with a lesson about American cultural norms while acknowledging the influence of the native language (Asian culture tends to use familial names to draw others closer while American culture does not)

Explore and explain the difference between Asian collectivism and American individualism in order to address possible future misunderstandings or feelings of disrespect
Suggestions for

- Overuse of "some" as quantifier

Introduce more frequently used quantifier with sufficient examples.

Explain appropriate situation for different kinds of quantifiers, providing many examples.

Encourage use of varied quantifiers.
Suggestions for ____

Circumlocution

Suggest less dependence on electronic dictionary

Encourage more time spent on daily/frequently used vocabulary

Suggest and explain strategy and implementation of "word grouping" in order to memorize vocabulary

Suggest and explain strategy and implementation of "mind mapping" specific tops that may be unfamiliar

Provide and suggest opportunities to partake in real life situations in order to study daily vocabulary
Suggestions for ___

Use of filler words: umm, uhh

Suggest that more attention is paid to the use of filler words, especially in academic settings.

Encourage more time spent on daily/frequently used vocabulary (familiarity breeds confidence and corrects hesitation).

Suggest learning strategies.

Suggest and explain the metacognitive strategy of delayed production: cautiously deciding to postpone speaking in order to learn initially through listening comprehension.
Suggestions for ___

Simplification of third person form and tenses

Suggest slower speech in order to process what is being said, before saying it.

Show and explain examples of third person forms and tenses.

Suggest new habit of using the third person form and tenses more cautiously.
Suggestions for ___

Excessive use of rising intonation

Provide a self recording/listening session to raise awareness of rising intonation

Recognize the possible reasoning of question intonation as appealing to authority (compensatory strategy)

Provide opportunities for practice and demonstration

Provide a second self recording/listening session to assess improvements made or areas of improvement
Suggestions for ____

Use of incorrect sentence structure

Introduce five primary sentence patterns in the class with abundant examples

Encourage practice of simple and complete sentences according to these patterns

Suggest memorizing short paragraphs or sentences within topics of personal interest
Suggestions for ____

Circumlocution

Suggest less dependence on electronic dictionary
Encourage more time spent on daily/frequently used vocabulary
Suggest and explain strategy and implementation of "word grouping" in order to memorize vocabulary
Suggest and explain strategy and implementation of "mind mapping" specific tops that may be unfamiliar
Provide and suggest opportunities to partake in real life situations in order to study daily vocabulary
Provide opportunities for role play to create and active environment which speaks to group and kinesthetic learning style
Provide opportunity for native conversation partner pairing in order to practice oral production of L2 (perhaps with a common interest such as basketball)
Suggestions for _____

Incorrect use of word form

Present word forms of frequently use vocabulary.
Create a noun/verb/adjective chart to be distributed and studied

- noise ][ noisy
- cheek ][ cheeky
- nose ][ nosey

For example, their noun, adjective, and verb form so that he would be familiar with correct forms and be able to produce them properly.
Suggestions for ___

- **Pronunciation**

  Encourage focus and practice of “th” → / ð/ sound

  Provide a self recording/listening session to raise awareness of the difference between /z/ and / ð/sound,

  Provide visual and audio examples and mimicking exercises