

Variations in Language Processing and Essay Structure between Native English Speakers and Native Chinese Speakers

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Abstract: The purpose of this study is to observe the variations in language processing and essay structure between native English speakers and native Chinese speakers. Participants will be asked to arrange sentences from a reading passage and the variations in their sentence arrangement will help us understand the differences in language processing and essay structure between the two groups. The findings from the study will help instructional designers and educators in creating better curriculum and instructional materials for today's diverse student audience.

Purpose of the Proposed Study

The purpose of this study is to observe and examine the variations in language processing and essay structure between native English speakers and native Chinese speakers.

Participants

Our participants consist of 20 native English speaking adults and 20 native Chinese speaking adults currently enrolled as graduate students at Teachers College Columbia University. They will be randomly divided into four groups with 10 participants in each group: two groups with native Chinese speakers and two groups with native English speakers.

Materials

The materials for this research experiment include:

- An online survey aiming to find out more about the participants' educational background and learning strategies
- Sentences cut out from two essays written in English

Procedure

Participants will be asked to fill out an online survey. After they have completed the survey, they will be asked to arrange sentences that have been cut out from a reading passage and form an essay using those sentences.

Anticipated Results

We expect to see significant differences in the essay structure between native Chinese speaking participants and native English speaking participants. That is, the native Chinese speaking participants will form a more generalized essay using the sentences given to them. On the other hand, the native English speaking participants will form an essay that is more specific, with more concrete examples.

Conclusion

The findings from this study provide evidence that there are differences in language processing and essay structure between native Chinese speakers and native English speakers. In addition, we believe that the results from the experiment can help educators in designing better English language curriculum and instructional materials for native Chinese speaking students.

References

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