



3. Research Questions

- (1) What is the overall presentation of the Three types of passive construction errors committed by Chinese EFL learners?
- (2) What are the typical patterns of errors in terms of under-used , over-used and malformed passives characterized by Chinese EFL learners from the description of three types of passive errors?
- (3) What might be the causes for different types of errors committed by Chinese EFL learners



Efl Error Patterns In China

Didier Musso



Efl Error Patterns In China:

Assessing the English Language Writing of Chinese Learners of English Liz Hamp-Lyons, Yan Jin, 2022-05-24 This book focuses on the assessment of English language writing in China mainland the territories of Hong Kong and Macau and Taiwan The first part of the book describes how writing in English has been assessed in Chinese contexts in the past 25 years and how it continues to be assessed at present The second part of the book presents reports of work such as formative classroom based assessment feedback based or feedback led approaches learning oriented assessment portfolios as well as the important issue of teacher professional development in writing assessment This two part division relates to and reflects what has been happening in writing assessment internationally in the UK from the 1940s and in the US in the past 25 years The use of English for international business communication for international political negotiations and its rapidly increasing use as a medium of instruction in some subject areas has led to a rapid increase in the numbers of Chinese L1 speakers who are learning and being assessed in English This is often done with an emphasis on reading and writing The vast majority of assessments of English language writing are done through large scale direct testing that uses simple prompts tasks and short writing samples This book explores best practices in assessing the writing in English of native speakers of Chinese *Assessing the English Language Writing of Chinese Learners of English* edited by long time experts Liz Hamp Lyons and Yan Jin clearly demonstrates the authors collective years of writing and teaching about writing assessment The book s 13 chapters written by recognized experts in assessment of Chinese speakers learning English represent a wide array of important topics written in reader friendly language and offering evidence for pedagogical practices as well as high stakes testing of writing Teachers researchers administrators of writing programs in China and test developers who seek counsel about this population need look no further than to add *Assessing the English Language Writing of Chinese Learners of English* to their reading list Deborah Crusan Wright State University USA

The Learning and Teaching of Phonological Decoding in Chinese EFL Children Keren Hua, 2024-08-30 This book presents the learning and teaching of phonological decoding in Chinese EFL primary classrooms The phonological decoding ability of the children is described interpreted and evaluated the teaching materials are analyzed and the classroom instruction observed and the links between these various facets are explored using both quantitative and qualitative techniques textbook analysis classroom observations interviews with teachers and a textbook writer reading test and nonword reading test This book provides insights into Chinese children s phonological decoding profile including performance in decoding different types of orthographic units the strategies children at different levels of reading ability use to sound out vowel graphemes and their decoding ability in relation to reading ability The investigation of the teaching practices reveals how the decoding instruction is designed developed and delivered to the children and thereby informs the interplay between the classroom instruction and children s development of phonological decoding skills

Error Analysis in English Language Teaching Elvina Arapah, 2023-10-10 The use of language especially for

second third languages or foreign languages is inseparable from errors in either oral or written use In analyzing these language errors the approach used is contrastively and non contrastively This book covers what is means by Error and Mistake types of language learning errors such as Global and Local Error In its taxonomies errors observed in the acquisition of English as a second language as 1 Overgeneralization 2 Ignorance of rule restriction 3 Incomplete application of rules and 4 False concepts hypothesized Sources of errors are divided into 1 Interference transfer 2 Intralingual transfer 3 Context of learning and 4 Communication strategies In conducting error analysis there are several procedures that can be used as a reference 1 Collecting a sample of learner language 2 identifying the errors 3 describing the errors and 4 explaining the errors Analysis of these language errors both oral and written is needed because the results of the analysis will indicate the treatment that can be done for language learning

Patterns and Meanings of Intensifiers in Chinese Learner Corpora Chunyan Wang,2016-12-01 Intensification plays a major role in spoken and written interaction enabling the writer or speaker to express different levels of commitment This book explores the patterns and meanings of intensifiers in Chinese learner English by ways of comparison with native English The study is conducted within the theoretical framework of Firthian contextual theory of meaning Sinclairian model of Extended Units of Meaning EUM and Hunston s pattern grammar The method of contrastive inter language analysis CIA is adopted and the intensifier collocations in learner English and native English are explored by means of quantitative and qualitative analyses of corpora data This book is the first attempt to investigate the patterning and meaning features of intensifiers systematically with the corpora data in Chinese learner English Readers will obtain a relatively complete picture of how Chinese learners use intensifiers to realize their attitudinal meanings

Writing Programs Worldwide Chris Thaiss,Gerd Bräuer,2012-07-30 WRITING PROGRAMS WORLDWIDE offers an important global perspective to the growing research literature in the shaping of writing programs The authors of its program profiles show how innovators at a diverse range of universities on six continents have dealt creatively over many years with day to day and long range issues affecting how students across disciplines and languages grow as communicators and learners

Error Analysis in the World. A Bibliography Bernd Spillner,2017-05-11 Linguistic errors are manifold e g in the mother tongue in the acquisition of foreign languages in translations as slip of the tongue or typo The present compilation of all subject related publications is a comprehensive bibliography for the field of linguistic errors In a compact introduction Bernd Spillner additionally provides an overview of linguistic didactic and psycholinguistic methods of the analysis and assessment of the errors and their therapy For the first time publications from numerous countries around the world were included which have not yet been considered With the attached CD ROM making the bibliography searchable for keywords in many languages to find relevant publications among the more than 6 000 titles this is a very useful handbook for all linguists and teachers

International Journal of Language Studies (IJLS) □ **volume 10(4)** Mohammad Ali Salmani Nodoushan,2016-08-26 Esmaeel Ali SALIMI Mohammad Meisam SAFARZADEH Alessandro CAPONE Slurring in indirect

reporting 19 36 Ricardo CASAN PITARCH Case study on banks webpages The use of personal pronouns 37 58 Yuxiu HU A longitudinal study on the extent of Mandarin influence on the acquisition of English 59 76 Abbas Ali REZAEI Ali KAZEMI Hedging in academic writing The case of Iranian EFL journals 109 130 and Mohammad Ali SALMANI NODOUSHAN Working on the write path Improving EFL students argumentative writing performance through L1 mediated structural cognitive modification 131 152

Addressing Global Challenges - Exploring Socio-Cultural Dynamics and Sustainable Solutions in a Changing World Parfait M. Eloundou-Enyegue, 2024-07-04 The International Symposium on Humanities and Social Sciences Addressing Global Challenges Exploring Socio Cultural Dynamics and Sustainable Solutions in a Changing World ISHSS 2023 unfolds as a crucial academic undertaking centred around the overarching theme of intellectual synergy and inquiry This conference serves as a vibrant forum facilitating discussions on a wide array of subjects within the realms of humanities and social sciences The curated collection of proceedings encapsulates an expansive spectrum of subject areas transcending disciplinary boundaries to encapsulate sociology anthropology history and beyond The significance of this compilation lies not only in the wealth of knowledge it imparts but also in its potential to resonate with a diverse audience From academicians to practitioners the discourse transcends traditional boundaries offering insights that cater to the intellectual curiosity of a broad audience The Open Access version of this book available at www.taylorfrancis.com has been made available under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4 0 license

Teaching and Learning Chinese Jinfa Cai, Jianguo Chen, Chuang Wang, 2010-07-01 The book is linked to the annual theme of the 2008 CAERDA International Conference with contributing authors serving as keynote speakers invited panelists paper presenters as well as specialists and educators in the field The book provides a most comprehensive description of and a theoretically wellinformed and a scholarly cogent account of teaching and learning Chinese in general and in the United States in particular It examines a wide range of important issues in Chinese teaching and learning current state in teaching Chinese as a Second Language TCSL in the United States US national standards for learning foreign languages K 12 policy making about how to meet the growing demand for Chinese language and cultural education with regard to a national coordination of efforts professional teacher training in terms of the quantity and quality of Chinese language teachers at all levels promotion of early language learning characteristics of Chinese pedagogy aspects of Chinese linguistics methods and methodology in teaching TCSL techniques and technology in Chinese language education curriculum and instruction in TCSL cultural aspects of teaching Chinese as a Second Language issues in Chinese pedagogy development of Chinese as a Heritage Language HL and the issue of cultural identity for bilingual multilingual learners particularly bilingual multilingual children testing and evaluation in TCSL Chinese literacy and reading approaches to instruction and program design etc

Language Embodiment, volume II: Interdisciplinary Methodological Innovations Connie Qun Guan, Laura M. Morett, Huili Wang, 2023-09-13 **Multilingual Hong Kong: Languages, Literacies and Identities** David C.S.

Li,2017-01-12 This volume gives an up to date account of the language situation and social context in multilingual Hong Kong After an in depth interpretive analysis of various language contact phenomena it shows why it is such a tall order for Hongkongers to live up to the Special Administrative Region government s language policy goalpost biliteracy and trilingualism A detailed contrastive analysis between Cantonese and a English b Modern Written Chinese and c Putonghua helps explain the nature of the linguistic and acquisitional challenges involved Economic forces and sociopolitical realities helped shape the mother tongue education or dual MoI streaming policy since September 1998 The book provides a critical review of the significant milestones and key policy documents from the early 1990s and outlines the concerns of stakeholders at the receiving end Another MoI debate concerns the feasibility and desirability of teaching Chinese in Putonghua TCP Based on a critical review of the TCP literature and recent psycholinguistic and neuroscience research the language in education policy implications are discussed followed by a few recommendations Hongkongers of South Asian descent saw their life chances curtailed as a result of the post 1997 changes in the language requirements for gaining access to civil service positions and higher education Based on a study of 15 South Asian undergraduate students prior language learning experiences recommendations are made to help redress that social inequity problem **New Perspectives on Transfer in**

Second Language Learning Liming Yu,Terence Odlin,2016 When people attempt to learn a new language the language s they already know can help but also hinder their understanding or production of new forms This phenomenon known as language transfer is the focus of this book The collection offers new theoretical perspectives some in the empirical studies and some in other chapters and consists of four sections considering lexical syntactic phonological and cognitive perspectives The volume provides a wealth of studies on the influence of Chinese on the acquisition of English but also includes studies involving Finnish French Hindi Korean Persian Spanish Swedish and Tamil It will be of great interest to researchers and students working in the areas of crosslinguistic influence in second language acquisition language pedagogy and psycholinguistics **Proceedings of the 2024 2nd International Conference on Language, Innovative Education and Cultural Communication (CLEC 2024)** Intakhab Alam Khan,Zhonggen Yu,Mehmet Cüneyt Birkök,Abu Yazid Abu Bakar,2024-07-02 This is an open access book CLEC 2024 was held in Wuhan during April 19 21 2024 The conference will focus on the language innovative education and cultural communication discuss the key challenges and research directions faced by the development of this field in order to promote the development and application of theories and technologies in this field in universities and enterprises and provide innovative scholars who focus on this research field engineers and industry experts provide a favorable platform for exchanging new ideas and presenting research results **Harsh Words**

Monica Hill,2005-05-05 Many Chinese learners find it difficult to learn English words they are difficult to spell and say change forms from noun to adjective to verb have multiple meanings and are tricky to remember This book suggests ways that teachers can help their students to learn English words A problem frequently reported by Chinese learners is that they

are unable to pronounce words that they have met in written contexts They say their teachers have seldom taught them how to say the new words they find in their textbooks Research has shown that if Chinese learners are taught the pronunciation of new words when they first meet them the words are easier to learn Another problem is knowing when and how to use words accurately in the right context with the appropriate level of formality Harsh Words provides a theoretical background explaining how words are learned and then focuses on the Chinese learner in particular It covers vocabulary learning strategies learning words in isolation as well as in context testing vocabulary common Chinese errors with words and vocabulary activities to use in class One chapter deals with the use of IT in vocabulary development and suggests web sites and software that teachers may want to use with their students Each chapter contains tasks and revision questions while an answer key is provided at the end The book is written for teachers whether training to be English teachers or taking refresher courses postgraduate diplomas or Master s While much of the content is applicable to all levels of learners teachers in secondary schools and universities will find it most useful Proceedings of the Speech Prosody 2008 Conference ,

Classroom Research on Chinese as a Second Language Fangyuan Yuan, Shuai Li, 2019-04-24 This collection brings together a series of empirical studies on topics surrounding classrooms of Chinese as a second language L2 by drawing on a range of theoretical frameworks methodological strategies and pedagogical perspectives Over the past two decades research on classroom based second language acquisition SLA has emerged and expanded as one of the most important sub domains in the general field of SLA In Chinese SLA however scarce attention has been devoted to this line of research With chapters written by scholars in the field of SLA many of whom are experienced in classroom teaching teacher education or program administration in Chinese as a second language this book helps disentangle the complicated relationships among linguistic targets pedagogical conditions assessment tools learner individual differences and teacher variables that exist in the so called black box classrooms of L2 Chinese Lexical Errors and Accuracy in Foreign Language Writing María del Pilar Agustín Llach, 2011-07-18 Lexical errors are a determinant in gaining insight into vocabulary acquisition vocabulary use and writing quality assessment Lexical errors are very frequent in the written production of young EFL learners but they decrease as learners gain proficiency Misspellings are the most common category but formal errors give way to semantic based lexical errors as proficiency increases likewise the direct influence of the L1 also reduces in favour of more elaborated transfer mechanisms and L2 influence The different categories of lexical errors indicate the stage of learning This book uses a study of young EFL learners to suggest that lexical accuracy is a crucial component of writing assessment and that lexical errors are useful in predicting writing quality *Child Bilingualism and Second Language Learning* Fangfang Li, Karen E. Pollock, Robbin Gibb, 2020-11-15 This book focuses exclusively on child bilinguals or children exposed to a second language in various learning contexts Through the presentation of research on how children learn the sound systems or lexicon in two languages and via different routes the book aims to paint a comprehensive picture of child bilingualism and second language

learning In addition the book features contributions focused on theoretical overviews and methodological approaches Researchers from diverse disciplines such as linguistics psychology and speech language pathology contributed to the book that thus represents an effort to integrate multiple views and perspectives The book is useful for researchers clinicians and educators who work with children acquiring or learning a second language in different settings It should also be of interest to university students studying bilingualism and or second language acquisition or parents raising bilingual children A Corpus Study of Collocation in Chinese Learner English Yuanwen Lu,2016-12-08 Based on two corpora LOCNESS Louvain Corpus of Native English Essays and MLC Non English major Mainland Chinese Learner Corpus this book explores the grammatical and lexical collocations of Chinese learner English As one of the first systematic studies to investigate collocations in Chinese learner English based on learner corpora this book provides significant implications for foreign language teaching and learning **Doctoral Dissertations on China and on Inner Asia, 1976-1990** Patricia Polansky,Anna Leon Shulman,1998-10-15 A guide to the thesis literature on China and Inner Asia written between 1976 and 1990 Includes more than 10 000 entries for dissertations in the arts and sciences law medicine theology engineering and other disciplines Entries are grouped in topical chapters and each entry includes bibliographic information and an abstract

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Table of Contents Efl Error Patterns In China

1. Understanding the eBook Efl Error Patterns In China
 - The Rise of Digital Reading Efl Error Patterns In China
 - Advantages of eBooks Over Traditional Books
2. Identifying Efl Error Patterns In China
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Efl Error Patterns In China
 - User-Friendly Interface
4. Exploring eBook Recommendations from Efl Error Patterns In China
 - Personalized Recommendations
 - Efl Error Patterns In China User Reviews and Ratings
 - Efl Error Patterns In China and Bestseller Lists
5. Accessing Efl Error Patterns In China Free and Paid eBooks
 - Efl Error Patterns In China Public Domain eBooks

- Efl Error Patterns In China eBook Subscription Services
- Efl Error Patterns In China Budget-Friendly Options
- 6. Navigating Efl Error Patterns In China eBook Formats
 - ePub, PDF, MOBI, and More
 - Efl Error Patterns In China Compatibility with Devices
 - Efl Error Patterns In China Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Efl Error Patterns In China
 - Highlighting and Note-Taking Efl Error Patterns In China
 - Interactive Elements Efl Error Patterns In China
- 8. Staying Engaged with Efl Error Patterns In China
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Efl Error Patterns In China
- 9. Balancing eBooks and Physical Books Efl Error Patterns In China
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Efl Error Patterns In China
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Efl Error Patterns In China
 - Setting Reading Goals Efl Error Patterns In China
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Efl Error Patterns In China
 - Fact-Checking eBook Content of Efl Error Patterns In China
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks

14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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