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ABSTRACT

This guide is designed to help college-level teachers of English as a Second Language address the particular linguistic characteristics and instructional needs of native Chinese-speaking students. The first chapter profiles four Chinese students at the City College of New York, focusing on their basic literacy in Chinese, immigration issues, family background, and attitudes and expectations. The second chapter outlines salient characteristics of Chinese phonology and written characters, patterns in the reading of Chinese and English texts, basic Mandarin sentence patterns, and Chinese punctuation. Chapter 3 describes possible sources of syntactic interference between Chinese and English, including the verbs "do" and "be," relative pronouns and dependent conjunctions, prepositions, articles, word forms, negatives, and use of the word "there." The next chapter considers the relationships between thought and language in Chinese culture. The final chapter addresses briefly some specific difficulties with speaking skills and offers some thoughts on pedagogy. Appended materials include a checklist for correcting compositions, with examples from student writing, and a chart summarizing common English errors and their sources in Chinese. An annotated bibliography containing 15 references is also provided. (MSE)

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A Contrastive Guide to Teach English to Chinese Students

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English as a Second Language Department

Funded by the President's Fund for Innovation and Excellence

City College of New York, CUNY
September 1991

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Introduction

I would like to state two premises here: the more we understand our students, and the more we start with their "strengths" and where they are coming from instead of focusing on the "problems" of second-language students, the better we can serve them. We have to know more about our students, not only in terms of their linguistic backgrounds, but also their cultural, psychological, as well as socio-economic status. Current approaches in ESL have emphasized the communicative, interactive, and collaborative exchange among students. Definitely, in the teaching of ESL, one aims to guide the students into a learning stage where they can communicate and interact with speakers of that language.

In the teaching of written English to Chinese students, one has to be careful in making drastic changes in methodology in the classroom where these students attend. Not only is the Chinese language very different from English, but also the culture, traditions, and values. The educational experiences of these students may be very different from the experiences of students in America. The transition from an extremely formal/rote learning experience to interactive peer work is definitely difficult and takes time. Thus, the change in approaches has to be introduced gradually, with sensitivity and understanding that at times classroom instruction can become counterproductive if the students' perceptions are very different from the instructors'. Demonstration and explanation of the rationale for introducing certain techniques is necessary especially when those approaches are alien to the students.

In a classroom situation, if we know where our students are coming from and start from what is familiar to them, and gradually move towards the unfamiliar, instruction will be smoother and communication is enhanced. Actually, ESL students possess useful bicultural knowledge that instructors can draw upon to enrich the entire class.

The following are examples of the writing of two Chinese immigrant students at City College that exhibits the kinds of linguistic problems teachers must address. One came from Hong Kong eight years ago, and the other from Taiwan a year ago. Both are pursuing a degree in Engineering.

When I first came to the City College , I don't know too much about the camplus. I don't known how to set up my programs and what subject to choose to study. Finally with the councilor's assistence and guidence; I was able to set up my schdules very well. When this tern started, I I have to do all the schedules arrangement by myself. With the past experience that I have, I am able to set up my schedules for this term with only a little difficalty. Now, a new semester had started, I am willing to put all my effert into my studies, and hoping to do better than last term.

About a hundred yeas ago, most of Chinese used opium as cigarette, which English sold to Chinese and which was growed in India.However, the disadvantage of drugs are not only harming your body, but it also wasting your money and time. once you ger this gabit of using drugs, you habe to use them again and again; unless you can bear the bitter of body. Neverthless, it also, directly, cause the increasing of murder, stealing , and rubbery.....etc.

As one can see, these Chinese students are, in one way or another, still being influenced by their native language---either directly or indirectly. Articles, tenses, verbs, clauses, prepositions, and word forms are some of the most salient problems encountered in Chinese students' writing here.

The Asian student population has severe language difficulties which prevent them from fully taking advantage of the available educational opportunities. Many students, after years of neglect in the City's public school system, have entered the college and cannot speak and write fluently in English. With most Asian students majoring in science, the motivation for learning English, especially written English, is usually very low. They see no direct relationship between writing and their major courses, especially if they pass their science courses. Moreover, they feel that eventually they will learn English if they stay in this country long enough.

Although these Asian students might be able to get along in their science courses, a bachelor's degree in Engineering does require the students to take a certain number of liberal arts courses (such as history, psychology, sociology, economics) and many times our Chinese students find it difficult to cope. They are only interested in specialization; they do not understand the importance of general education--a characteristic

feature of American education.

Language and learning are in some sense related to the social phenomena. Language both holds together and divides mankind. Styles and characteristics of learning, too, vary widely among different cultures. Some Asian students speak a second, third, and even fifth languages easily; while for others, a second language is extremely "difficult" to acquire. Then there are also certain things in the Asian culture of which the ESL teachers should be careful. Not understanding these factors can often times negate teaching which could otherwise be successful.

For example, Mr. T's one aim is to work hard, sacrifice and study seriously. His professional advancement is a fulfilment of family expectations and a contribution to family status. His father loves him so much that he overly protects his son. Mr. T. was not allowed to participate in any social function for fear that he might allow himself to be influenced by "those kids". Sometimes his father would get very upset with Mr. T. and asked him why he could not be like his cousin Henry. Thus, towards the end of the term, this psychological loneliness and family pressure was getting worse and Mr. T. started to stay out of class. When he came back, he handed me a paragraph with the following lines:

> **.. .. I felt left out all alone by myself. My feelings were emotionally troubled, as a rezult I was unable to concentrate fully on my college work work. Eventually, I thought, I would soon lose my mind. Day by day I get somewhat lonier. I would try to prtend that I live i this world... My loneless had made me a useless human being, somehow unable to associate with people of the outside world... This perhaps would lead me to become mentally retarded.**

Asian students (as well as other ESL students) have been regarded as "shy' students. One of my students told me , "when a question or an issue is raised in class, I keep on thinking, should I question about it or not? Oh, no! they might think I am too stupid to understand such a simple thing. No, I'll just keep quiet and save my face!" On the subject of argument, one of the students has this to say, "you know, we had a discussion yesterday in our science class. I knew perfectly well that the other guy was wrong. But I just kept quiet. Sometimes I feel I am wasting my time arguing with them. It is so clear that the issue was this but he keeps on insisting that

he's right. Lot's of our time was wasted." On family upbringing, Mr. C. says, "My parents, with their upbringing, taught me how to be tolerant (I called it being scared) to others, run when necessary, but not to get into trouble with them."

Another problem that I see with Asian students is the difficulty engaging in face-to-face contact with English speakers and carrying on business with them. The importance of language fluency for social communication is obvious since they have made the decision to stay permanently in this country. Thus, without shedding their own traditions, they should at the same time try to merge into the mores of the dominant society and get involved in activities that concern them. But, this is not so with the Chinese.

In a recent survey of City College students, the response to the question, "To what extent do you associate with American students?' elicited 6 who claimed to associate more with American students than with Chinese students, 31 students who associate more with Chinese students than with American students and 13 who associate with American students as much as with Chinese students. These immigrant students have very little opportunity to speak English inside and outside of the classroom. Because they feel deficient in English, they are afraid of speaking in public. Consequently, many lack the self-confidence to express themselves orally.

If these Chinese immigrants are going to make homes in this country, they have to begin to realize that they cannot be isolated from the mainstream of American society. Social communication is an extremely important aspect that Chinese have to consider seriously in order to survive in this society. If these immigrants are going to reside in this country, English communication is of vital importance for being understood and appreciated. Proficiency in English can ease or facilitate interactions with mainstream American society.

More recently, CCNY has admitted another group of students from the People's Republic of China. Though China is located in the mainland of Asia, it is culturally insular in several ways. Compared with the Western contries, China is still relatively isolated. Western youth have more contact with the world outside than Chinese youth. These factors

negatively influence Chinese learning a foreign language such as English. The English words are totally strange and many ideas, expressions, and concepts are new and exotic. Thus, when initially learning a foreign language, Chinese students must wrestle with both the language itself and its background knowledge. This is true in learning everyday expressions as well as political and ideological terms.

Chapter I: Profiles of Four Chinese Students at CCNY

The following descriptions of four Chinese students focus on their basic literacy in Chinese, immigration issues, family background, attitudes and expectations. Hopefully this information will enable you to "know" the Chinese students a little better.

Ming

Ming's family has eight members including himself. His father works in a Chinese restaurant, and his mother in a clothing factory. Their total earnings are $700 a month. Ming is the second-oldest child in the family; he has an older sister, and two younger sisters and brothers. Ming's sister Ling, works in a clothing factory. She is fully literate in Chinese, but her English is poor which limits her employability. She goes to night school for English lessons. Ming's younger sisters and brothers are in elementary school.

Ming is not an outstanding student, and his limited English impedes his success in College. Now he is continuing his education at City College. He came from Hong Kong, where he learned a little English, just two and a half years ago.

Ming lives in Cninatown, in a crowded three-bedroom apartment in a four-story building. If his English were better, he could spend less time on his assignments and get a job. Ming is dependent on his parents. Ming's parents earn just enough to support the family. Ming does not have much money to spend, and this bothers him. He decides to look for a job

after school. After he gets the job, his college work gradually deteriorates because he does not have enough time for his studies.

Another problem which interferes with some Chinese students' concentration on their studies is that they work in Chinese restaurants, where they come into contact with poorly educated Chinese employees. Often these men discourage students from going to college.

Kwok Shek Ng

Kwok Shek Ng is from Hong Kong; he is twenty years old and has been in the U.S. for a year and seven months. He prefers to speak English with his Chinese teacher but feels more comfortable in Chinese.

Kwok's parents know very little English. At home, the family watches TV. Sometimes Kwok finds it difficult to understand everything he sees on TV especially if the program is on an unfamiliar topic. Sometimes he translates for his parents (only if they ask) because sometimes Kwok cannot translate certain things on TV. He does not understand these things himself! In this case, his parents complain that he has been studying for so long and still cannot translate the things they want him to translate. The parents assume that as long as Kwok was going to school, he should be able to do all these things!

Kwok speaks Cantonese at home; he seldom speaks English. He feels his proficiency in Chinese especially writing formal essays is probably worse than the time he was in Hong Kong because he has not done any practice. He sometimes write letters but that is not the same as writing formal essays. He thinks that a good writing teacher should force students to write essays because most students don't write; the teacher should have periodic meetings with the students to discuss their writing, and he/she should help students build up the interest or the habit of writing.

Pui Mun

Pui Mun came to the US in 1976. At home, she speaks Chinese with her family all the time. She started learning to read English the year she entered the US and that was ten years ago. She started composing in

English two years after she arrived in America. She would like very much to continue practicing English but she lacks confidence, feels shy and is afraid to speak in English. She feels happy here because she can continue her education. Usually her family wants her to speak English and they encourage her to speak English at home especially with her brothers.

Her parents read and write Chinese. Pui Mun rates herself as an underachiever and academically underprepared student in this school. She writes on her own but mostly in Chinese. She wrote diaries on two occasions: The first time was in Chinese; that was the time when she was still in Hong Kong. The second time was in English. That was not too long after she learned to write English essays but it happened only for a short time because several weeks later, she found that her lack of vocabulary and lack of knowledge in English grammar made it difficult for her to continue and she could hardly express clearly what she wanted to say.

Lan-See Cheong

The first year away from home was extremely difficult for Lan-See. She had never been away from home--and such a distance that when she left, her parents thought that they would never see her again. The worry and the anxiety of trying to do well in school affected her so that at times she could not sleep. Although her academic work was excellent, there were also decisions to be made---concerning both her personal life and her life in the university. Since she was inexperienced about making decisions (at home her decisions were made by her parents, and older brothers and older sisters), she did not know what to do at times and this added to her anxiety and fear.

At one point when she was having difficulties finishing up her studies, she was afraid to tell her family. This would mean a serious "let down" for her family, which had high expectations of her. Although her family never verbalized these expectations, Lan-See knew in her heart that she could not disappoint them. It had been a big sacrifice that her family made to send her abroad. The pressures of school, coupled with that from her family, created extreme difficulty for her. But she was persistent and hard-working. She persevered; she never gave up and at last it paid off.

Chapter II
Characteristics of the Chinese Language--sounds, tones, written characters

The Chinese language comes from a huge family of languages known as the Semitic (or Sino-Tibetan) language family which includes Thai, Tibetan, and Burmese. It is the language of the Han nationality which composed of 90 percent of China's population. It has many different dialects of which Mandarin (based on northern dialect and Beijing pronunciation) is used as the standard throughout China today. The other dialects are Fukienese, Cantonese, and Wu or Shanghai.

Chinese Pronunciation

The Chinese pronunciation (which includes the sounds, tones, and aspiration) here is based on the Beijing dialect, since the phonology of the different dialects is so different.

For example, mu-chin "mother" in Mandarin
mu-chan in Cantonese
bio-chin in Fukienese.

In the description of the sounds, English equivalents are given so that the reader can get as close as possible to how the specific sound is produced. Whenever there is no English equivalents, specific attention is given to the formulation and articulation of the sound. Compound words have been hyphenated all throughout so that the reader will know where the syllable is cut. In the following chart, only those sounds that are different from English (or with no equivalents) are listed below.

Aspirations *Yale Romanization* *Explanation*	Sounds *English Equivalents*	Examples in Chinese
(unaspirated)		
b allow no breath to flow	like the **b** in bane	bwo 'glass'

(aspirated)			
p	allow breath to flow	like the **p** in pain	pwo 'throw out
d	ouching the tongue (rather than the tip of the tongue), then drop the tongue suddenly. Allow no aspiration	like the **d** in dime	de 'gain'
t	a strong aspirant that is formed by touching the back of the front teeth with the tip of the tongue.	like the **t** in tame	te 'special'
j	When producing these	no equivalent	ji 'foundation'
ch	sounds, there is a	like the **ch** in chain	chi 'deceive'
sy	tendency for the mouth to extend sideways	like the **s** in see	syi 'hope'
j r	the tip of the tongue	no equivalent	jr 'to know'
ch'r	curls back and touches	no equivalent	ch'r 'eat'
shr	the top of the mouth. Allow air to rush over the tip	no equivalent	shr 'poem'
dz	tip of tongue is pressed	like 's in that's	dz 'funds'
ts	against the upper and		tsz 'female'
s	lower teeth. Mouth tends to push forward	like the **s** in sane	sz 'think'
a i	a blend between a and i	like the **ie** in lie	gai 'must'

Learning Problems:

1. Aspiration is significant in Chinese. The Chinese speaker may identify English **p,t,k** as always aspirated even when these sounds are not in initial position.

2. The difference between voiced and voiceless sounds does not exist in Chinese. Chinese speakers have difficulty with discriminating **dog/dock, bag/back, cup/cub.**

3. Since Chinese does not have any equivalent for **sh** as in **she**, Chinese speakers tend to substitute the **s** sound for **sh.**

4. Chinese students have difficulty discriminating **vine/fine, round/wound, road/wood** as well as consonant clusters like **pr, br, pl, bl.** In the word **Brooklyn,** the **r** sound disappears and the word is pronounced as **Booklyn.**

5. Chinese speakers tend to add an extra syllable at the end of final consonants,i.e., **finish--fi-ni-shi, have--ha-vu**

6. Unstressed syllables in English also present a problem for the Chinese speaker. There is a tendency to put equal emphasis on each syllable as each Chinese character is monosyllabic and demands equal stress.

TONES

In Chinese, the pitch or tone with which a character is pronounced is essential to the lexical meaning of the character itself. Tones are basic constituents of the characters.

The Beijing dialect has four tones:

First tone (yin sheng —) is high and level all the way. For example : jyē 'accept' or mā "mother"

Second tone (yang sheng ˊ)starts low and then high. Low is shorter and high is longer. For example: jyé `complete' or má "hemp, fiber"

Third tone (shang sheng ˇ) starts slightly below a person's norma. speech level and rises up. For example: jyě 'solve' or mǎ "horse"

Fourth tone (chyu sheng ˋ) starts at a level higher than the first tone and drops abruptly. For example : jyè `borrow, lend' or mà "to scold, reprimand"

As one can see, tones in Chinese change the meaning of the word. For example, if one wants to say, "I want to ride a **ma..**", one has to be careful that one is not saying "mother" or it can cause tremendous embarrassment. Chinese speakers also depend very much on the context of the sentence to figure out which "ma" is being used. This indicates that Chinese students may be more familiar with pitch and stress in the English language than other second-language students. However, the intonation patterns between English and Chinese are different. Chinese is staccato, and does not have the rising and falling intonation of the English language.

The Written Characters

Although there are many different spoken Chinese dialects, the differences are disguised under one common mutually intelligible writing system. This means that a literate Chinese from the South can communicate with a literate Chinese from the North if the message were written down. To understand the nature of Chinese characters, one must understand their internal structure. It may be pointed out here all the written characters are complete units in themselves, uninflectional in form, conveying a complete idea, monosyllabic in sound.

There are two things of importance when writing Chinese characters: symmetry and sequence of strokes. It is important to make characters look as if they are standing squarely on their base. All characters must be of uniform size, irrespective of the number of strokes. Although there is a close relation between Chinese writing (calligraphy) and painting, it is very important to observe the correct order of strokes.

The Chinese language as a morphology is a system of ideograms. It is a picture related to forms and shapes of things in nature. For example,

r `sun'

ywe `moon'

Chinese characters also convey ideas in themselves, as shown in

shang `up'

sya `down'

They also suggest certain ideas by the juxtaposing of simple elements, as in ming `brightness' (a combination of the moon and the sun).

In general, each Chinese character is formed by two elements, i.e. the radical which gives a clue to the meaning of the character, and the phonetic, a clue to the pronunciation. For example,

yang `ocean' (is the 'water' radical, is the phonetic and is pronounced yang)

Therefore, Chinese students have less problems with English spelling because they are used to visualizing and memorizing the word/character in their minds.

Reading Chinese and English Texts

In a Chinese text, one reads from right to left and top to bottom. As the Chinese student starts to read in English, the natural tendency is to start from the right. Only after a few seconds will he realize that he has to start from the left and read horizontally instead of vertically. In addition, the difficulty in vocabulary and complex grammatical structures forces him to go back several times in order to understand what he is reading. At the same time, he employs more fixation pauses and stays longer on each pause trying to think, relate, comprehend, and make sense

out of what he has just read. Research studies have shown that the good reader makes relatively fewer "backward moves"and "fixation pauses" than the poor reader in reading the given line of the print. Thus, it would seem logical that eye movements do not cause poor reading, as specialists argue; however, they do slow down the process of reading.

In reading English, a good reader does not move the eyes from letter to letter or even from word to word ; she takes in group of words or even entire lines of print in one glance . The eyes makes several stops, each a fixation pause, along a line of print. During the reading of the horizontal line of print, the eyes sometimes move backwards towards the beginning of the line and make fixation pauses to get a clearer comprehension of the line. When one reaches the end of the line, the eyes make a return sweep to the beginning of the next line.

However, in reading Chinese, each separate character is important for the meaning of the whole context. The language has particles which at times are meaningless which are limited in number. By the nature of the Chinese characters mentioned earlier, a Chinese student is used to seeing neatly printed, equal sized characters standing squarely on their base. Thus, a Chinese student has come to have a strong **visual memory** for written symbols and associates directly a symbol with its meaning. Familiar words and phrases in English begin to form recognition shapes of their own.

This information calls our attention to the fact that Chinese students may get frustrated by their reading assignments due to the fact that their reading processes in the first language are slightly different.

It is of utmost importance to

1. provide authentic reading materials for extensive reading
2. discourage reading word by word
3. offer practice in speed reading as well as reading in big chunks
4. include visual materials to accompany the texts

5. encourage guessing the larger context
6. use clues in English to predict and hypothesize
7. differentiate primary information from secondary

The Order of the Basic Sentence Pattern in Chinese

In this section, I want to familiarize you with the word order (syntax) of the Chinese sentence. By acquainting yourself with the basic sentence pattern in Chinese, you may be able to understand at times why your Chinese students produce syntax that is different from standard English.

Grammatical relations such as numbers, persons, tenses and cases are not expressed by endings (one type of inflection in English) in the Chinese language. Instead they are expressed in semantic representations within a sentence and their contexts. The most important indicator of grammatical structure in Chinese is word order. The position of a word in a sentence determines the function of the word. Changing its position will change the meaning.

For example, the same word 病 bing 'sick' could function as a noun, an adjective and a verb:

NOUN	ADJECTIVE	VERB
ta de bing	ta hen bing	ta bing le
(his sickness)	(he very sick)	(he sick-ed)

I. Basic Sentence Patterns

SUBJECT QUESTION	NEGATIVE	PREDICATE/TENSE	
ta (he)		chyu/le (go-ed)	
ta (she)		chyu-le (go-ed)	ma? question?

SUBJECT QUESTION	NEGATIVE	PREDICATE/TENSE
ta (she)	chyu bu chyu (go not go) ?	
ta (he)	bu (no, not)	chyu-le (go-ed)
wo (I)	bu (no, not)	yau jau /le. (want look-ed)

2 WH-Questions

SUBJECT	VERB	WH/QUESTION	OBJECT
ni (you)	jyau (call)	shemma (what)	mingdz? (name)?
ta (he,she)		wei-shemma (why)	dzou? (leave)?
ta (he,she)	shr (verb to be)	shei? (who)?	
ta (he, she)		shemma-shr-hou (what time/when)	lai? (come)?

Ni	dzemma-yang	dzou?
(you)	(how)	(go)?

3 ADVERBS OF TIME/SHIFTABLE AND UNSHIFTABLE ADVERBS

TIME	SUBJECT	TIME	ADV	NEG	VERB
Jintyan	ta	jintyan	lai.		
(today)	(he,she)	(today)	(come)		
mingtyan	ta	mingtyan	ye	bu	lai/le
(tomorrow)	(he,she)	(tomorrow)	(also)	(not)	(come)

Note: Adverbs of time in Chinese can be shifted **before** and **after** the subject; however, adverbs like "also, both, still, yet, only, often, always, again, already" to name a few, are unshiftable.

4 THE PREDICATE

SUBJECT	VERB	OBJECT/COMPLEMENT
Ni	hau	
(you)	(well)	
ta	mai	shu
(he,she)	(buy)	(book)
shu	dzai	dzwo-dz shang
(book)	(at)	(table-top)

5 THE VERB

A Equational verbs consist of the following:

shr	`to be'
ming	`name'
sying	`last name'
jyau	`call'
deng yu	`equal to'
swan	`be considered as'

B. Auxiliary Verbs: They are not time-oriented and simply denote potentiality or ability. The following is a list of this class.

dei	`to have to'
gan	`to dare to'
hwei	`to know how to'
ken	`to consent to'
keyi	`can, may'
neng gou	`to be able to'
syang	`to wish to'
ying gai	`ought to'
ywanyi	`to be willing to'

C Co-verbs consist of the following:

yung	`use'
dzai	`at. in'
gen	`with'
t i	`for'
wei	`for'

D. Stative Verbs: Almost all adjectives can be used as verbs. They state the condition or the status of the adjectives. (Exceptions to this are a small class of true adjectives, such as 男 nan 'male', 女 nyu 'female.') Stative verbs stand alone in the predicate without the help of any other verb.

SUBJECT	ADV	NEG	VERB	OBJ/COMP
Jei			shr	shu
(this)			(verb to be)	(book)
Jei		bu	shr	shu
(this)		(no,not)	(verb to be)	(book)
wo		bu	hwei/chang-ger	
(I)		(no, not)	(know) (singsong)	
wo			yung	kwai-dz
(I)			(use)	(chopsticks)

ta	hen	lei
(he,she)	very	(tired)

Note: In the Chinese language, it is important to mention that repetition of the same subject in the sentence is acceptable. It is correct to say, "Many young person they do not go to college." On the other hand, it is also acceptable to omit the subject in clauses. It is understood that once the subject has been stated, it is unnecessary to introduce it. If the subject is missing, it is understood to be I, you, they or anybody. Everything depends upon the context of the whole discourse. For example, "To be architect must need college train, college degree." or "After breakfast, fix clothes, slowly walk to school."

A Few Notes on How Punctuation Marks are used in Chinese

When we speak, we use pauses and gestures to indicate the beginning and end of units of thought. In writing , we do the same thing by employing punctuation marks. In the English language, writers employ the period (.), comma (,), semicolon (:), dash (-), question mark (?), exclamation point (!), parenthesis (), quotation marks (" "), and ellipsis (... or ***) when they want to group the thought within a sentence into units. In the Chinese language , however, some punctuation marks function the same way; others do not. It is the purpose of this chapter to give a brief description of how the different punctuation marks are used in Chinese and if pertinent, to point out certain significant transfers that Chinese students make when they write in English.

Symbol/Name	Usage	Example
1. , dot	Used in the middle of a sentence, to separate phrases and sentences	After breakfast, fix clothing, slowly walk to school.
2. - pause	used to separate list of separate things in a sentence.	bronze-zinc-iron-lead all belong to metal
3. . sentence mark	used when the idea is finished.	today go to school catch rain on the way, clothes get wet.
4. ; division mark	Used to separate similar items in a lengthy sentence	People walkin in the street there are males; there are females....
5. : risk mark	Used to quote	Teacher said: tomorrow is a national holiday
6. : risk mark	Used to conclude	Read book, copy homework,write essay: keep me busy today.
7. ? question mark	Used to express question	The sky fill with cloudy fog; I don't know if it will rain or not?

8. !	exclamation mark	Used to express hope, fear, address hate, command	Hope you work hard! Please come! Listen, the alarm!
9 「」	quotation mark	Used in a dialog or proverbs	Li teacher said: 「tomorrow we are going to the country.」
10. -	interruption mark	Used to express a change of thought as a conclusion of the above, to express enclosures	We go to school together___why are you feeling down? The flower on the fence___ chrysanthemum___ already bloom.
11. .	cut mark	Used to express unfinished idea, to make a cut in the sentence.	He said: on the way meet....There are yellow flowers, white ones, red ones....all kinds of colors
12. I	personal mark	Used to express names of people, place, dynasty	Nanjing Sun-Yat-Sen Ching Dynasty
13. 《》	book mark	Used to indicate names of books	Chinese dictionary Chinese History
14. ()	insert mark	Used to express the insert into the main sentence	I like to paint (Chinese painting)

In a few of the written compositions investigated, the pause mark

was freely used... after a phrase, after a word...by the Chinese students. They view the pause mark as similar to the comma in English. In contrast, the dot or the comma has been used interchangeably. This means that Chinese students tend to use a comma to indicate sentence boundary especially when there is a series of clauses in a sentence.

Chapter III.
Description of Possibilities of Syntactic Interference

Auxiliary Verb DO and Copula BE

Learning Problems

A serious problem occurs when Chinese students tend to carry over the word order of the statement into the question form. They tend to leave out auxiliary verbs like do. The first attempt of Chinese students in forming a question in English might be:

First stage: You make how much money?

Second Stage: If he knows that the wh-question words are placed at the beginning of the question in English, he is likely then to say:

How much money you make?

The question word order gets to be more complicated and confusing when it is included in a dependent clause:

* I do not know what is my teacher name.

* Please tell me who is my teacher.

Chinese students have been taught to shift the word order to form a question in English. However, they must be taught that when a question is embedded, its word order returns to the SVO construction. Special attention must be given to certain dependent conjunctions such as whom and whose which serve a double function in the dependent clause. This results in a word order such as C (dependent conjunction) SV or OVS.

In Chinese, the word order of a question and that of a question embedded in a clause are identical, thus:

1. a shei shr nin de laushr?

   b. who (equative) you (particle) teacher?

   c. Who is your teacher?

2. a. ching gausung wo shei shr nin de laushr?

   b. Please tell me who (equative) you (particle) teacher

   c. Please tell me who your teacher is.

Another problem is the confusion of the auxiliary verb do with the copula be. Because of the non-existent auxiliary verb do and the partly existent copula be in Chinese, Chinese students often substitute the copula be for the auxiliary verb do. Instead of saying, "Do you come from China?" they may say, "Are you come from China?" This is the result of translating into English the shr-de construction which is the combination of the equative verb shr and the particle de. Consider the following examples:

3. a. ni shr shuyi jeige jya de ma?

   b. you (eq.) belong this (classifier)family (particle) Q?

   c. Do you belong to this family?

   Are you belong to this family?*

Auxiliary Verb do and Copula be

In Chinese, there are two ways to ask a question. Both these patterns of questioning follow the word order of the statement.

A. The ma question particle:

1. a. ni hen lei ma?

   b. you are very tired (question)?

   c. Are you very tired?

B. The choice-type question:

2. a. ni kan bu kan shu?

   b. you read (negative) read book?

   c. Do you read books?

In the choice-type question the word order is also SVO; however, the affirmative-negative of the verb is used to indicate a choice. Although Chinese has a number of auxiliaries, they are not used to transform a statement to a question the way used in English.

3. a. ni lai bu lai?

   b. you come (negative) come?

   c. Are you coming?

4. a. ni (shr) tsung Junggwo lai (de) ma?

   b. you (equative) from China come (particle) (question)?

c. Do you come from China?

In (3) NO auxiliary is used. In (4) No auxiliary is used except an equative verb shr. However, the shr-de construction here serves a different purpose - to emphasize FROM CHINA (not from any other place).

In Chinese no equivalent of the auxiliary verb do exists. There is a do, dzwo "to make, to do, to work" but it is a main verb, as in.

5. a. ta chang you shr dzwo.

   b. he always have thing do

   c. He always has things to do

The equative verb shr in Chinese is called equative in the sense that it equates the two parts of the sentence, the subject and the complement.

6. a. ta shr Mali.

   b. she (equative) Mali.

   c. She is Mary.

7. a. ta shr Junggwo ren.

   b. he (equative) China man.

   c. He is a Chinese.

Relative pronouns and dependent conjunctions

Learning Problems

1. Engineers are the people work for the research, development

2. The fact is that there were many students went abroad to study in recent years.

3. In the U.S. there are over 40% of the population are come from foreign country

The above errors were taken from the writings of Chinese students.

1. In example 1, the student was trying to make two predications (i.e., statements, additional information) about the same subject `engineers'. Instead of making one primary predication and the other secondary with the use of a relative pronoun, he connected the two predications without any conjunction and without indicating which is the primary clause and which is the secondary one.

2. In examples 2 and 3, the student was trying to translate the Chinese you `the existence of' as meaning `there is' or `there are' which becomes an intruder in the English sentence. In English, the impersonal there is used only to introduce a sentence when the subject has not yet been specified. However, in example 2, the subject is` many students' and in example 3, the subject is `above 40% of the population'

3. For example 2, it is justifiable to say that the sentence is derived from the following sentences:

3.1 a. dzwei jin ji nyan lai mei nyan you syu dwo syweshing

b. (dzwei) recent few years every year (you) many students

c. There are many students in recent years

3.2 a. tamen chu gwo lyou sywe

b. they out country study

c. They go abroad to study.

By trying to combine these two sentences, the student again forgets the relative pronoun.

4. In Chinese, when there are two or more predications about the same subject, these predications have to be written as two separate independent sentences or one of the predications becomes an adjective modifier. This is true in non-restrictive clauses, but not in restrictive clauses.

4.1 a. syanfu shr yige dzwo mai mai de

b. dead father (shr) one do buy-sell (de)

c. My father who died, was a business man.

4.2 a. dzwotyan lai de pengyou shr jeige hwei de jusyi

b. yesterday come (de) friend is this meeting (de) chairman

c. My friend who came yesterday is the chairman of the meeting.

In example 4.1, syan `early, first' modifying fu `father' is an expression which connotes `father who died'. The predication `two years ago' in `my father, who died two year ago, is a business man', cannot be indicated in this one sentence. **Trying to include three predications into one sentence in non-restrictive clauses is not possible in**

Chinese.

Relative pronouns and dependent conjunctions

Chinese equivalents of the following English words are used in only two ways: as (A) question words

dzemmayang	`how'
nar	`where'
nei	`which, that'
shei	`who'
shei de	`whose'
shemma	`what'
shemma shrhou	`what time' `when'

1 a. ni ju dzai nar

b. you live (dzai) where?

c. where do you live?

as (b) indefinites. In English, this function is filled by a special class or group of pronouns called indefinite pronouns, such as anybody, everyone, anything, etc.

2. a. wo shemma dou bu syihwan.

b. I what all (negative) like.

c. I don't like anything.

nei `that' is used only as a demonstrative pronoun, as in

3. a. neige sywesheng hen tsungming

b. that (ge) student very intelligent

c. That student is very intelligent.

In direct usage, the rephrased quotation follows immediately after the speaker's identification. In English that is optional unless its omission leads to ambiguity. But in Chinese, relative pronouns and dependent conjunctions are not used as introducers of clauses.

4. a. ta gausung wo tamen you dzou le.

b. he tell I they will leave soon

c. He told me (that) they would leave soon

In Chinese sentences, the adjective modifiers come before the nouns they modify, not after. De links the modifier to the word modified. Sentences are also embedded in Chinese without the use of any conjunction.

5. a. jeiwe (jyou) shr lai chrfan de neige ren.

b. this (shr) come eat dinner (de) man

c. This is the man who came for dinner

6. a. tou chyan de ren dzai jer

b. steal money (de) man (dzai) here.

c. The man who stole the money is here

One-for-all prepositions in Chinese

Learning Problems

Prepositions in English are a constant problem for Chinese students. Here are some situations which present problems:

1. Distinctions between in, on, at, during.

Ex. If I finished my college work find the easy job I don't like to working on the factory

He accepted much more disastrous in that time

2. Using the right preposition after verbs

Ex. If you are marriage the take care you wife and your child

3. Using a preposition intruder

Ex. In this country, were more beautiful than in the past

4. General confusion of prepositions

Ex. In my parent's life, they have meet one or two time. And then, they got marriage. Perhaps, that is much modern of our parents guess.

Prepositions in Chinese are very limited in number and in use. Certain concepts in English use prepositions; however, in Chinese a number of different structures express similar ideas.

For example, **by** in English is equated in different ways in Chinese:

SUBJECT	VERB-OBJECT-VERB		
Jeiben shu	shr	Lwofu	sye de

(This book was Robert write)

'This book was written by Robert.'

women dzwo feiji chyu ba.

(We take airplane go)

'Let's go by plane.'

nin ku ye meiyou yong

(You cry also no use)

'You won't get anywhere by crying.'

In some cases, one Chinese verb is used for several English prepositions. For example, dzai can variously be translated as in, at, on, by, and it serves as a kind of neutral verbal of location.

SUBJECT	DZAI	OBJECT
shu	dzai	hedz litou
(book	in	box inside.)
ta	dzai	hwo-che jan.
(she, he	at	train station.)
shu	dzai	jwodz shang.
(book	on	table top.)
ta	dzwo dzai	wo de pangbyar.
(he, she	sit by	my side.)
ta	ju dzai	wo fu-jing.
(she, he	live by	my nearby.)

wo	ju	dzai	nar.
(I	live		there/that place.)

No equivalent is used to indicate time in Chinese where in, on, at, and by are used in English.

Articles

Learning Problems

One of the biggest problems encountered in the study of the English language by Chinese speakers is the proper use of articles. Research studies show that "structures that do not have counterparts or parallels, no matter how different they are, seldom, if ever, cause interference for second-language students. However, structures that have overlapping features or "partial similarity in function" are the most troublesome structure." (Lay, 1971). Upon careful examination of the usage of the articles in English, I found that it has a 15-page coverage in **Index to Modern English** by Thomas Lee Crowell, McGraw-Hill. Although articles are not considered one of the global errors but local errors, and it takes time to master them, more understanding on how similar concepts are expressed in the Chinese language will facilitate our explanations and instructions to these students.

Chinese does not have articles, definite or indefinite. However, it

makes use of a system of noun-classification for the purpose of enumeration and individuation. A "classifier" (or "measure")has reference to some characteristic features of the noun with which it is used. Sometimes this characteristic feature may be inherent in the object itself; or it may be characteristic of the manner in which it is used. A "classifier/measure" must be preceded by a numeral and a determinative and followed by a noun. For example:

1. a. yi ge tzu
   b. one ge letter
   c. a letter OR an alphabet
2. a. jei yi chang jr
   b. this one chang paper
   c. this sheet of paper

In Chinese, abstract nouns like concrete nouns do not have any articles. For example:

3. a. Mu-ai hen jung yau.
   b. mother love very important
   c. The love for a mother is very important.

Word Forms

One equivalent for Adjectives and Nouns

Nouns(English)	Adjectives(English)	One Chinese Equivalent
difference	different	bu-tung
variety	varied/various	bu-tung
worthy	worthy	jr-de
interest	interesting	sying-chyu
success	successful	cheng-gung
America	American	Mei-gwo
Difficulty	difficult	kwun-nan
others	other	chi-ta
hunger	hungry	ji-e
basis	basic	ji-ben
intelligence	intelligent	jr-hwei

Negatives

Learning problems

1. Because **bu** and **mei** do not function in the way as **no** and **not** with regard to their syntactic positions, this creates a problem for Chinese students. The single meaning of **bu** or **mei** in Chinese is negation. Although the negative meaning is clear, the usage of **no** in English is different from **not**. For the Chinese students, "There is not much meaning

for them to go to college" conveys the same negative meaning as "There is no much meaning for them to go to college."

2. Chinese students also have difficulty using words like too/either/also correctly. Chinese does not differentiate these two sentences,"I am also going" and "I go too" or "I cannot go" and "She can't either."

In Chinese the general negative adverb bu `no' goes with all verbs except you `have'. The form mei `not' or `no' is the negative of the main verb you `have' as in:

SUBJECT	NEGATIVE	VERB
Wo	bu	changger
(I	not	sing song)
wo	mei you	shu
(I	not have	book.)

In Chinese, the word "yes" and "no" are not always used with their literal English meaning. Instead of saying "Yes, I do"(using the auxiliary instead of the main verb) in Chinese one says "I go" or "I not go" using the main verb, not an auxiliary. Westerners always get confused with answers by Chinese speakers to yes/no questions. "Would you like some ice-cream?" The Chinese speaker would say, "No, I like some ice-cream." To the Westerners, does the Chinese like ice-cream or not is not clear.

THERE

Learning Problems

Since there is never used as an introducer in a Chinese sentence, this use in English will be difficult for Chinese speakers. Instead of saying "There are a lot of problems here," they would say, "A lot of problems here," or "A lot of problems are in here."

Chinese: Uses of **there**

The primary usage of **nar** 'there' is as a place word meaning `that place'.

1. a. ta ju dzai nar. (fourth tone)
   b. he live (dzai) there.
   c. He lives there.

The same word with a third tone is used as a question word marker

2. a. ta ju dzai nar?(third tone)
   b. he live (dzai) where?
   c. Where does he live?

There as an introducer of a sentence does not exist in Chinese.

3. a. jer meiyou ren.
   b. here have negative person.
   c. There's nobody here.

From these examples one will notice:

1. The impersonal **there** does not exist in Chinese.

2. **Here** and **there** as place words are always preceded by **dzai** which can be variously translated as **in,on, at, by** in English.

3. **You**, meaning `the existence of' is usually used when the subject is in frontal position.

Chapter IV
Relationships between Chinese Thought and Chinese Language

The life of Chinese students, whether from Taiwan, Hong Kong, or China, still holds some traditional Chinese culture. The author believes that the deep-rooted culture of one's ancestors cannot be easily forgotten. For example, the tradition of conservatism, filial piety, harmony and compromise in human relations to name a few (Liu, 1980; Moore, 1967).

In traditional Chinese culture, fathers generally will not allow anyone to disagree with their ideas. Everything a father says must be right. If the children do not listen to him, he will say that they are not "good children". He will start to tell them how hard he has worked to give them all the advantages in life.

These cultural conflicts are compounded by students' difficulties with the English language. The construction of English and Chinese vary greatly. Chinese students find it even more difficult to write in English than to speak it. The direction and pattern in which one writes usually stems from one's training and upbringing both educationally and culturally. In the following section, some distinguishing features of Chinese language and thought are listed. Hopefully, this will help you understand the Chinese students in your classes a little better.

A. Beliefs in the value of life, learning and self-reliance

Chinese believe in the value of life and the individual man. Therefore, life is worth living and must continue, generation after generation.

In a CCNY placement exam, the topic "The Jobs That College Prepare People For Are Not The Jobs That Are Going To Be In Most Demand" elicited interesting responses from Chinese students One point that kept popping up was NOT the importance of whether or not one gets a job. What is important is to learn more in college. Chinese students have been brought up in the tradition in which education or higher learning is exceedingly important. One could almost predict what direction the Chinese students

will take in developing their essay on education.

We should be careful in the selection of writing topics for Chinese students. Since we have a good idea of the students' attitudes towards education, college, and learning, and since we know that they are more comfortable with these topics, the teacher should start with familiar topics and then move on to other topics such as politics, world issues, etc. Reading materials should be presented and discussed before any of these topics are given as writing assignments.

B. Yin/Yang concept

There are compound words in Chinese based on the idea of Yin and Yang which has largely conditioned the Chinese outlook toward reality. The Chinese philosophers always instruct us to look at both sides of the picture, whether it be philosophical or political. Thus, the word for the universe is Heaven, Earth. The size of something is its bigness, smallness. Life is birth, death. Distance is the measurement far, near. Weight is light, heavy. Many examples could be cited of the ways language reflects a world view. Chinese consider the future "behind" you and the past "ahead", which is just the opposite of English usage. Chyan tyan 'ahead day' means the day before yesterday, and hou tyan 'behind day' means the day after tomorrow. We can see the past, but not the future. Since we see the past, it must be in front of our eyes and the future which we cannot see is behind us.

Based on the yin/yang concept, comparison and contrast is one of the rhetorical devices that could be introduced early. Chinese students are more familiar with this device, and after that, one could move on to the argumentative essay.

C. Simplicity of words and a minimum of abstract concepts

In Chinese, there are no function words such as articles, prepositions, and conjunctions. Each word is a content word that carries a certain meaning. It also shows the English speaker's dependence on function words and the complete absence of such words in Chinese. Thus, students' writings show a similar simplicity and directness of words, which often times leads to ambiguity.

Chinese students use a sort of "telegram style", a too-condensed way of writing. Chinese students need to learn to anticipate what information their readers need to know. The importance of articles, prepositions, and conjunctions should be emphasized and more practice in these areas should be given. Show the students the contrasting patterns such as,

a. city springtime
springtime in the city

b. grass tree deep
the grass and the trees grow deep

c. gunfire continue for three month
Gunfire continued for three months

d. mountain lake exist
The mountains and the lake still exist

D. Concrete imagery of the language

Concreteness exists in the nature of the Chinese language itself. The first thing we notice about Chinese is the written character. It is the direct representation of that which is being described. Even such supposedly abstract concepts as sincerity or benevolence are concrete in Chinese. A SINCERE person is a man standing by his words. BENEVOLENCE is represented as the relations to be upheld by two people.

The vagueness of the spoken word is made concrete in the character. There may be as many characters and concepts as there are actual shades of feeling. Eventhough the written characters seem to be more concrete, they do express complex ideas. The fact is that the Chinese speaker allows the relations between words to be established in the minds of the audience, whereas the English speaker has to make those relations explicit. Also, one should take notice of the concreteness of the Chinese language even in its coinages for the abstract term, and therefore, its dependence on the process of visualization in the mind of the audience.

Because of the concreteness expressed by the written characters, Chinese students are used to strong visualization of the written language. For example, English spelling does not seem to be a problem for Chinese students. They tend to picture the word and derive the meaning of the word from the form of the word.

The Chinese use a minimum number of words to express ideas. This also contributes to vagueness in a student's writing. There should be a systematic exposure to vocabulary development. Great attention should be given to words/phrases that are related or overlapping in meanings. Of course, extensive reading should be strongly encouraged. I have included a list of commonly misused words and non-native phrases that appear in student papers:

give out for offer	faster for quickly
hospital for clinic	fit for suit
heart for mind	wish for hope
fall down for collapse	point for thing
positive for sure	belong for come from
complete for finish	meeting for classes
give in for hand in	receiving for learning
know for find out	well for good
political man for politician	organized for planned
merely for shortly	get for have
prevented for delayed	make for prepare
across for along	propose for decide

A systematic presentation of the context and situation in which the above words are used is needed for these students. It will take them time, but it is important that they see the usage in its context. For example, `give out' is used in the context of distributing, usually to a group, i.e. "give out" papers, give out money, while "offer" is used in the context of giving something in a more social situation,i.e., offer mass in church, offer service to a friend, offer time and help, etc. Ask students to list things that they "give out" and things that they "offer".

Teach the environment of a word in a sentence. For example, "sympathy" and "mercy' are usually confused by students. Thus, teach

these terms with the prepositions that come after. You have sympathy for someone but you have mercy on someone. Get them to read a lot and learn native-like expressions from authentic texts.

Give students vocabulary network exercises. One logical way to learn vocabulary is to learn words that are related to each other, words that are associated to each other, and words that occur together in the real world.

Chapter V. Summary

Speaking Skills

So far, this handbook has dealt mainly with writing. This does not mean that the speaking skills of the students are not important. Actually, for the Chinese students, development of oral skills is as crucial as the development of writing skills. When Chinese students are together, they speak Chinese. They don't have much chance to speak English partly because they are afraid to make errors in front of other people, and although they know quite a bit of vocabulary, many of them do not communicate in English as well as they would like to. When they start speaking in English, it seems so difficult for the words to come out that Chinese students will often give up trying with the attitude "Forget about it." At this point, no matter how one encourages, they just won't speak.

Of course, with my Chinese students, the linguistic problem is not the only problem that they have and **I do not assume that there is only one source from which these problems originate.** Although the difficulty with the language and shyness cause them to choose not to speak, the kind of audience that they are surrounded with also contributes to their ability to communicate.

I have chosen to reprint a composition by a highly articulate American-born Chinese student. The form and content of this composition should, I think, inspire all teachers who are aware of the hidden talents of many of their students to seek ways to lift the linguistic and social barriers which until now have prevented the realization of those talents.

> **Immigrated Chinese students lack the ability in comprehending the English language, e.g. the difference of the grammatical and phonetic structure. In understanding and speaking the English language, many problems arise for them. Because they are bilingual, and their elders or other kin may also be illiterate in the English language, many family disruptions arise from this problem of communication. They have a large amount of adjustments to make, besides having so many emotional hang-ups.**
>
> **The fact that their surrounding environment is different from whence they came and the requirements of society is**

greater than their own life can be unbearably harsh on them. Many Chinese immigrants as well as American born have, as a cultural draw-back too much pride for their own good. Because of this excess of pride, they are unwilling to accept outside help such as tutoring or even the thought of being tutored. They face this as total failure and/or the complete loss of face.

Although I am American born, I too face similar situations. Within my family I have found it exceedingly hard to progress in my English studies. I am highly sensitive and can be easily disturbed at the mere implication that I cannot succeed or even achieve my highest goals. More than often I really tried to not listen or even think about my problems but every time I try to dismiss them, they seem to always creep-up, collect and just sit right in the middle of my brain. Therefore, whenever I am in the process of composing an essay or any other form of a composition, my thoughts are in an array.

In conclusion, I hope of what I have so far mentioned, you will try to understand and apply it in relating to not only Chinese students whether they were born here or any of the four corners of the world, but also to students of all foreign countries who have similar inhibitions or mental blocks in achieving the English standards of the college.

A Few Words on Pedagogy

When introducing a technique that differs from the traditional approach that our Chinese students (or any students)are used to, it is important to explain the rationale behind the approach and slowly show what is learned in the new approach. For example, group work has been used in many classrooms to encourage interaction among students. Some second-language students do not feel "comfortable" learning from another student because their definition of learning is different from the teacher's. We should explain to our students that group work is not only for them to interact but to develop "negotiating skills" that is crucial in effective communication.

When assigning a film, for example, to watch, the goals and objectives of watching the film in relation to language learning have to be made clear to the class. If not, our students view these activities as

"wasting time" and the impetus for learning is not there.

Recently, the process-approach to writing has been greatly emphasized in the classroom. Some explanations as to how this approach will result in a better product is important. We should not insist right at the beginning that everyone has to follow the same approach, but take into consideration the **diverse learning styles** our students bring to the classroom. The best approach is a combination of several "good" approaches.

As we move towards a multicultural and diverse 21st century, it is important to "know" our students as much as possible. The more we understand them, the better we can serve them. To require instructors to understand the subtleties of all cultural and linguistic groups in the university is at times unrealistic; however, one can become more informed and sensitive to certain areas. What is really more important is for the instructor to provide in the classroom a voice and legitimacy for different kinds of experiences that students bring with them which are in many ways different from those of the instructor. It is important that classroom communities be encouraged without sacrificing the personal and cultural identity of the student. It is for these reasons that I provide you this Guide.

APPENDIX 1.

COMPOSITION CHECK-LIST WITH EXAMPLES FROM STUDENT WRITING

Vocabulary

1. Wrong word for the idea
2. Incorrectly used idioms
3. Incorrect spelling

Punctuation

1. Commas missing to set off front adverbials or introducers

ex. In United States__ psychologists doctor make three or four times the salespeople make

2. Unnecessary commas

ex. Since,__this is a very common problems to all the high school seniors

3. Other unnecessary marks

ex. Another reason is that in this modern world.___ Most of the good paid jobs were offer. For most of the jobs__, that are largely open, are secretaries, salesman and hospital attendence.

4. Abbreviations

ex. ect.

Sentence Word-Order

1. Indirect/direct objects wrongly placed

ex. Lot of those jobs are needed a college education.

A job is easily for you to find.

2. It as subject missing

ex. There are a few reasons which I think___ is valued to do so.

3. Relative pronoun missing

ex. Engineers are the people__ work for the research, development.

4. Subject missing

ex. To be architect __ must need colleges train, college degree.

5. Repetition of the subject in the same sentence

ex. Many young person they do not go to college.

6. Wrong question word-order in statement clause

ex. When we observe that we might think that why **should we go to college**?

7. Wrong question word-order

ex. What I can do?

8. Misplaced time expressions

ex. I tomorrow evening will study.

9. Misplaced two-word verbs

ex. So why don't I learn more further and built up myself before it is to late.

10. Misplaced preposition

ex. jobs that are going to be in most demand were not colleges train people for

11. Misplaced modal auxiliary

ex.How much more money an engineer can earn than a regular stenographer?

12. Misplaced adjectives

ex. one still have to look for a jof difficultly.

13. Misplaced verbs

ex. Many jobs seem do not need colleges.

14. Misplaced adverb/verb

ex. People are getting more paid in some specific fields. the purpose of the sheet showing probably is a suggestion to our courses choice.

Negatives

1. Negative after regular verb

ex. This seem not fair for the students that plan to the college.

2. Have not for do not have

ex. It seems that if you have a higher education, you still will have not so much chance to find the jobs.

3. No and not confused

ex. There is no much meaning for them to go to college.

4. Wrong use of also/too

ex. I cannot go to college. He also cannot go.

Articles

1. Indefinite articles missing before concrete nouns

ex. Many high school graduates find a job usually in__ business office.

2. Indefinite articles missing before abstract nouns

ex. The only way we can follow the science is to go to coliege and get__ better education.

3. Articles intruder before abstract nouns

ex. Engineers are the people work for the research, development, and construction.

4. Wrong articles before concrete nouns

ex. I heard a lot of the old people said that the college student came out of college like the fool.

5. Wrong articles before abstract nouns

ex. However, exist amount of one kind of skilled worker would made the unbalanced of our society.

6. Definite articles missing before concrete nouns

In__ United States psychologists doctor make three or four times the salespeople make in each year.

7. Definite articles missing before abstract nouns

ex. Because in general speaking, " the better education that you had, is a better__ chances for your jobs."

8. A/an confused

ex. They do not know enough to get a easy job except skill works.
But to get a good and steady job, a person needs a opportunity or luck.

On the other, a easy job cannot creat our interesting.

9. Definite articles missing before adjectives

ex.__ more education you have got,__more jobs you can get.

Verbs

1. have got for have

ex. More education you have got, more jobs you can get.

2. have for there are

ex. Now in N.Y. have so many people come from another country.

3. have verb missing

ex. The US Labor dept.__ 2.8 miilion jobs to open up each year.

4. regular verb missing

ex. The least that gave out___.

5. Verb to be missing before adjectives

ex. even this thing__ very well.

6. Verb to be missing

ex. A college graduate__ usually high paid than a high school graduates for the same post.

7. Redundant, intruding verbs

ex. Since many jobs seem do not need college train people and many college graduates have no jobs.

8. do verb missing

ex. Why__ most parents urge their children to college?

9. There are intruder

ex. There are many of them decide not continue

10. Non-agreement with subject

ex. The industry of our country have been developed rapidly.

11. infinitive to missing

ex. They still want you__have a certain degree from the college.

12. infinitive to + wrong form

ex. Everyone is supposed to inherited and continue the knowledges of our ancestor and keep on learning it.

13. Modal auxiliary + wrong form

ex. A youn person shall getting out of high school today to go on for college degree.

14. Wrong modal auxiliary used

ex. The most knowledge they can get it was from their practice and working in the hospital.

15. Modal auxiliary as intruder

ex. We can know about the jobs in demand.
And what would the society be looked liked?

16. Incorrectly formed passive

ex. I'm very interest in Architect.
The choice of what young men are going to study should base on what they like to learn.

17. Verb to be + do verbs confused

ex. but where are the engineering come from

18. Verb to be as intruder

ex. It is not true that college training is only prepare young men to find a job.

19. Wrong verb form after by

ex. lack of knowledge in the field of electronic of the secretaries may lead to the failure of the company by delay the production.

20. go to get for get

ex. If some young person like to go to college after high school and go to get the college degree, I don't think that is make sense for them to easy to getting a good job.

21. Verbs/adjectives confused

ex. It does not connect with the colleges train people

22. Noun/verb confused

ex. But why don't we observe it more carefully by analysis different kinds of jobs.

23. Past perfect tense wrongly used

ex. He had been studies 6 years in college

24. Present for past tense

ex.Many students who do not continue their education after high school are being employed.

25. Verb to be missing in verb forms

ex. Most of the young person, who__ getting out of high school want to continue their higher education

26. Past for Present perfect

ex. the better education that you__had, is a better chances for your jobs

27. Verb to be + have verb confused

ex. Your are difficult to get a job.
There have many students graduated from the college.

Adjectives

1. Noun/adjectives confused

ex. But in my opinion, it is still worth to go.

2. Wrong comparative form

ex. The companies and factories need more higher educational person and higher skill worker.

3. Wrong superlative form

ex. The most highest number of openings was in the fields of commercial and professional

4. this/these/those confusion

ex. These information shows many fields, opportunities, jobs opened for college students.

All those knowledge we cnnot get it at our training.
For this reasons many young people seeking for higher education as long as they are eligible to have.

5. Wrong position

ex. They development better things, so people living conditions will changes.

They only need one or two years of special school training.

6. to/too confused

ex. It is they are to lazy to try harder.

7. Adjective/adverb confused

ex. The higher education you get the more moneys you will make and has a more easily life.

8. other/another confused

ex. If you don't liked you can change to other course.

9. more/most confused

ex. Therefore the most companies would give most chance to the college students than the high school students.

Plurals

1. Missing S in singular nouns

ex. They all have to know the principal of the physic, the enviroment, the structure of the human body.

2. Missing S in plural nouns

ex. They will feel their career is not meaningfull. Although the most demanding job are not offer by college, but going to college could prepare a young person in other field, such as more understanding toward the society and more social contact with other.

3. Missing(-ies) in plural nouns

ex. But today, we could easily see from the paper, most **company, hospital**, even they will train you, they still want you have a certain degree from the college.

4. Mass/count nouns confused

ex. It is also true , as many are feared, that a college degree, no matter what had been said, will not hold that high when you are looking for employments.

In this modern society, the populations are increasing rapidly. The society got more people to take care the poors, the ills and to service in the business field.

5. Intruder s on adjectives

ex. If the employers alter their traditional way of selecting employed or the college and others institution provide more training program for admission.

Prepositions

1. Wrong prepositions used

ex. Many new machines will come to being.

2. Missing prepositions

ex. To keep up with this fast growing and moving society more new jobs will be created nad more worker will be needed to keep up ___ the other jobs that been around.

when we talk at home, my parents won't be able to understand what we'er talking__.

3. two-word verbs incorrectly used

ex. To college or not is depend in the person backgound and interest.

4. Preposition intruder

ex. Now in New York have so many people came from another country.

Pronouns

1. Wrong subject or object form

ex. and theres less opening in field for those whose have higher degree in study.

Can their parents force them to go to college instead of working?

Or how did the people thinking of themself?

2. Incorrect reference

ex. A finish high school could be a salepeople but can't be a psychologists because he don't have the knowledge.

Thus, I think a young person should go to college and learn as much as they can.

3. Wrong gender

ex. He (my sister) has to get a college education

Connectors

1. Wrong connectors

ex. Many people prefer to go to colleges even though of the survey concerning the job availability.

2. And missing

ex. They will feel their career is not meaningfull, not tastefull, for what they learned__ what they are doing is not what they like.

They says this because they have don't poorly in their courses in high school__ think it will happen again.

Possessives

ex. S missing

ex. They development better things, so people__ living conditions will changes.

APPENDIX 2.

SUMMARY CHART: ENGLISH VS CHINESE

Chinese Feature	Error in English	Examples from Student Papers
VERBS		
verbs not inflected verbs do not change in form from singular to plural	subject-verb agreement	when he wish to speak the skills that is required
verb to be not used before adjective	to be auxiliaries omitted	Teachers suppose to find out a easy way
verb to be used for emphasis	to be auxiliaries added when not required	students are come from
verb have used as main verb only	to have auxiliaries omitted or replaced with other verb	They might had very high education
will and shall don't exist	future and conditional words omitted	they rather spend time...
do non-existent as auxiliary but used as main verb	difficulty using to do forms for emphasis, questions use do as main verb when other verb needed	How are about if we want to improve our English writing and English talking, what we need to know
no infinitive or ing form of verb	confusion of infinitive and present participle; omit to of infinitive when required	Having trouble to communicate

verbs not inflected	leave ed off past participle	has not prepare.....
one form of verb; no tenses-time indicated by time markers	difficulty expressing time through verb forms and endings	I have been studied English
no tenses	difficulty mastering time sequence expressed through changes in verb forms	has prepared me for the society I lived in
same form of verb when used as another part of speech(if, in fact, it can be used)	do not inflect adjective form of verb or alter form	the require level fast grow industries
there non-existent; many times translated as have	difficulty forming there is/are constructions; often substitute have for is/are	There should have some specific subject....
Nouns/Pronouns		
nouns not inflected; number indicated by adjective	do not inflect plural nouns; add s to generalized nouns that take no s	many student three year many writings
no change of form if noun can be used as another part of speech	difficulty with noun forms; confuse with adjective and verb forms of word	Only thing that keep them there is encourages.

each pronoun has one form	no distinction between subject and object pronouns	The above statements are we already known.
object of first part of sentence is subject of second part of sentence when both parts refer to same noun	double subjects; double objects	The main point in the passage I read it refer me back to my own experience.
subject often repeated	double subjects	According to the law, the parents who want to adopt a child, they must be very rich.
subject-verb-complement pattern requires that each position be filled		because the English that I had learned it bad
<u>who-which,where</u> used to form questions and sometimes used as indefinites; <u>that</u> used only as demonstrative pronoun	leave out clause introducers; word order problems when <u>that</u> used as relative pronoun	We will be entering a world---also requires reading and writing skills.
<u>Articles</u> non-existent; use numbers plus classifiers instead	difficulty learning definite and indefinite articles	Since United States is melting pot..... As the matter of fact...

Adjectives/Adverbs		
no ly form for adverbs; word form stay same when position changes	confusion of forms' utilization of incorrect forms	In recently report.. more import
two or more modifications not possible	word order problems omitted words	This kind of American's style of marriage...
adjectival prepositional phrase comes before noun	word order problems (object of adjectival prepositional phrase appears as adjective before noun it modifies)	The opposite sex youth..... Divorce is our society problem
Prepositions		
in, at, on don't exist	confusion with these prepositions	I come in school.. If you have something in your mind..
word order doesn't change from direct to indirect questions	difficulty distinguishing between direct and indirect questions	Some may say that why there is no air conditioning.
dependent and coordinate conjunctions used together	pair conjunctions with dependent clauses	Although you play good, but without practice you are going to left behind from the youngers.

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This article "describes the impact of remote political events upon local educational programs. With the end of the Vietnam War, the US Government welcomed thousands of Southeast Asian refugees to our shores..... P. Delaney and Van Hooft discuss programmatic considerations for meeting this challenge at the state level, and provide practical suggestions for anyone faced with the task of teaching newly-arrived learners of English." p. 56.

This article specifically focused on Vietnamese refugees K-12. The authors talked about the language problems of the Vietnamese refugees and such elements as class size, modes of instruction, cultural factors and different types of language prograns developed throughout NY State for these children. The article also includes narratives of individual children--their experiences attempting to speak English.

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3. Child-rearing
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This article presents a case study of four Chinese students studying at City College of New York. They were registered in Level II Intermediate ESL courses and had come from China to Hong Kong to the USA. The study addresses two questions:(1) To what extent do ESL students use L1 when they compose in English? (2) At what point and for what purposes do native language switches (in which a speaker can switch from one language to another at will and in accordance with appropriate contexts) occur?

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In this study the writer is concerned with grammatical interference that arises when an individual learns English either as a second language or as a third language. The following problems were investigated: (1) What are the structural problems encontered by Chinese students in the Philippines and in Hong Kong? (2) How do the types of errors made by these two groups of students differ? (3) By comparing the structural problems with the grammatical constructions of the native language and of the adopted language, can the errors in English be related to the kind of interference one would expect to operate in the multilingual situation being studied?

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(2) How is Chinese students' learning of written English affected by transition to an alphabetic language?
(3) Are the strategies for encoding writen words in short-term memory different for students of diverse language background?
Chinese and Spanish bilingual students were tested for short-term memory encoding strategies on word-recognition tests. Chinese students were found to encode Chinese ideographs phonologically, but both Chinese and Spanish learners of English were found to encode English words visually. Implications for the acquisition of reading are discussed in terms of a two-stage model." (p. 21)

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