

Abstract

This study presented a theoretical model of cultural differences and bilingual difference among Chinese-as-a-foreign-language (CFL) learners. 20 participants including Asians and non-Asian bilinguals and monolinguals were recruited. Invented Pinyin Dictation, Delayed Copying and Chinese Reading task were administered and Sociocultural-Motivational factors were examined. Results showed a general trend where Language Anxiety associated informal speech exposure to Chinese and indirectly associated with Chinese reading. Only syllable dimension of invented Pinyin dictation and Delayed Copying task but not tone dimension of invented Pinyin dictation associated with Chinese reading. Asians performed better in Delayed Copying task but not in reading performance. Results suggested a trend of CFL learner at early stage of acquisition similar to native Chinese learner in which tone awareness and morphological awareness developed later in literacy acquisition, while syllabic and orthographic-sensitivity predicted early reading success, thus explaining lack of cultural and bilingual difference in linguistic measurement.

Keywords: Cultural difference, CFL learners, bilingualism, Chinese reading