



Title of Project:

The Effect of Concept-Mapping Planning on Students' Linguistic Performance in College English Writing

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TIRF Research Topic Investigated:

Content-Based Instruction

Project Summary:

While the majority of previous research about pre-task planning has primarily examined the effect of planning time on second language learners' language production, little research focuses on how students plan to demonstrate their abilities at the highest capacity during the writing process. Based on Kellogg's writing model, this study belongs to second language writing research, which seeks to verify Skehan's Trade-off Hypothesis and Robinson's Cognition Hypothesis. The present study investigates whether and how concept mapping as a form of pre-task planning could benefit students' writing quality and linguistic performance, in terms of complexity, accuracy, and fluency.

In this study, participants with similar English language proficiency levels are required to write the paper in different pre-writing planning conditions: no planning, individual concept mapping, and collaborative concept mapping. Participants will be trained about how to do the concept mapping activity before writing. In order to collect additional data, they will complete questionnaires after the writing activity. Then, participants' papers will be scored by experienced researchers and analyzed using technology that evaluates complexity and accuracy. The data will be further discussed after SPSS analyses are carried out. This study aims to provide implications for theory, methodology, and pedagogy from the perspective of concept-mapping planning.