

Negative Transfer of Chinese and College English Grammar Teaching

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Abstract

Chinese as the mother tongue inevitably has an impact on English Grammar learning. Many English grammar errors are caused by the negative transfer of Chinese so teachers should properly guide students to learn English grammar in college English teaching.

Keywords

Negative Transfer of Chinese, English Grammar Errors, English Grammar Teaching.

1. Theory of Language Transfer

Language transfer refers to the phenomenon that in the second language learning, learners express their ideas through the pronunciation, meaning, structural rules or habits of their mother tongue. Any meaningful learning is carried out on the basis of original learning, and there must be transfer in meaningful learning. Chinese students cannot learn English without being influenced by Chinese. Because Chinese, as the original experience, is a cognitive preparation for the new language learning, it is inevitable for learners to participate in the new language learning.

There are positive and negative assimilative transfers in both inter-language transfer and intra-language transfer. The positive and negative transfer from Chinese to English is well known. Positive transfer means that if the language rules of the mother tongue and the foreign language are consistent, the rule transfer of the mother tongue will have a positive impact on the target language, which is also called facilitating transfer, that is, one kind of learning can promote another type of learning. Negative transfer means that if the language rules of the mother tongue do not conform to the foreign language habits, it will have a negative effect on foreign language learning, which is also called inhibitory transfer, that is, one kind of learning will hinder the other learning. For example, "He studies English every day" is said to be "He every day study English". For another example, in Chinese, "study hard and make progress every day" is often spoken as "Good good study, day day up".

When foreign language learners study a foreign language, they will habitually impose the language habit of their mother tongue on the foreign language, so negative transfer of the mother tongue emerges in an endless stream. These negative transfer phenomena are usually embodied in cultural factors, pronunciation, vocabulary and grammar. As a mother tongue, Chinese interferes with Chinese students' English learning in many aspects, including phonetics, semantics, syntactic structure and other aspects, especially in the aspect of grammar. Affected by the negative transfer of mother tongue, students pay more attention to the learning and use of morphology and syntax in English learning, but lack of understanding of the overall structure of grammar.

In English teaching, the author finds that students cannot grasp the main meaning of a sentence and the logical relationship existing in the clauses themselves. Passive voice is rarely used in Chinese, and the passive sentence usually contains passive marker words such as "bei", "you", etc., while the use of passive voice is very common in English, and the passive meaning is sometimes simply expressed in the form of a sentence. In English, it is a very common sentence

pattern to use the formal subject of "it", while in Chinese, this phenomenon is absent. All these grammatical errors are caused by the negative transfer of Chinese.

Chinese negative transfer of English grammar mainly includes noun, subject-verb agreement, pronoun, preposition, tense, passive voice and so on. In order to further understand the specific manifestations and causes of grammatical errors of college students caused by negative transfer of Chinese, each grammatical error has been analyzed. The following are some typical grammatical errors classified and their possible causes:

In Chinese, the use of pronoun is very simple. The subjective case is the same as the objective case. Possessive pronouns can be realized by adding "oneself" at the end of the word. In English, each case has a different form.

There are also some differences between Chinese and English in the use of comparative adjectives and adverbs. Chinese is obtained only by adding "geng" in front of an adjective, while English is achieved by deforming the adjective itself, and there are several different forms of adjective comparative degree.

As for subject-verb agreement, there is a big difference between English and Chinese. Subject-verb agreement in Chinese does not affect the expression form of language, while the change of subject in English will lead to the change of predicate form.

In the aspect of verb tense, Chinese has no strict format restrictions on the expression of tenses. However, in English, there is a strict format for the expression of tenses. For example, when he arrived at the station yesterday, the train had already left. In this sentence, the main sentence must be in the past perfect tense, and the subordinate clause has to use the past tense.

2. The Current Situation of College English Grammar Teaching

With the in-depth reform of college English, the contents of college English textbooks have also changed, from the purpose of reflecting language knowledge to the main purpose of improving students' listening and speaking skills. In English classes, teachers are increasingly using communicative teaching approach and listening and speaking teaching method to stimulate students' interests in speaking English, which hinders the implementation of grammar-knowledge-centered grammar translation teaching approach and weakens grammar teaching to a large extent.

Although communicative approach and listening and speaking teaching method greatly improve the students' oral English ability, many students in the process of language communication can't accurately express their own ideas, which is because it has a high demand for college students to have a high English vocabulary and information amount. The teaching approaches that only focus on listening and speaking training, ignoring the language points including vocabulary and grammar can't improve English level of students very well.

And according to incomplete statistics, about 80% of college students admitted that their English test scores were not satisfactory, mainly due to the vague concept of syntactic structure and the lack of vocabulary. With the reform of college English teaching, improving students' ability of using English is just a castle in the air. Therefore, the voice of "returning grammar teaching to its original state" and "returning grammar teaching to the classroom" is increasingly strong in English teaching.

3. Avoid Negative Transfer of Chinese Grammar and Strengthen the Strategy of English Grammar Learning

3.1. Grammar Comparison between Chinese and English

Since there are many similarities and differences between the grammatical structures of Chinese and English in some places, teachers should often compare the grammatical

expressions of Chinese and English to further deepen students' understanding, that is, to promote the positive transfer of Chinese grammar and reduce the negative transfer. When teaching grammar, teachers do not have to explain all aspects of a language point in detail. Instead, they should use concise and clear language as much as possible to make students understand, digest, remember and use it easily. Some people object to the use of Chinese in English grammar teaching, but the author thinks that teaching grammar in Chinese can get double results with half the effort.

3.2. Mix Grammar with Vocabulary

Mix grammar with vocabulary and learn grammar using verbs. Zhang daozen (1995) has said: "some people compare grammar to a tree trunk, and vocabulary is branches and leaves. The small trees can grow into big ones with deep roots and luxuriant leaves. The author deeply feels that grammar and vocabulary are inseparable in years of teaching practice. It can be said that almost every word has grammatical phenomenon, and grammar is reflected in the whole vocabulary. So don't teach grammar as a kind of isolated knowledge. It is impossible to learn grammar well in isolation. Grammar should be taught in living language and the relationship between grammar and vocabulary is flesh and blood.

3.3. Create Situational Teaching and Improve Situational Awareness of Discourse

Teachers should adhere to the principle of "optimizing rather than diluting grammar teaching" in English grammar teaching. At present, the two most widely used grammar teaching modes are deductive grammar teaching mode and inductive grammar teaching mode. In addition, it is also necessary to create interesting, close to students' life, and suitable for the target language context, so that students can explore the grammar rules in the context, use the grammar rules, internalize the grammar knowledge, and really improve the language use ability. Situational teaching method also means that teachers should create discourse situations for students to learn grammar.

Teachers should conduct grammar teaching at the level of discourse, help students to establish the concept that single sentences are an integral part of discourse, cultivate students' awareness of putting single sentences into discourse to choose suitable grammatical forms, and guide students to pay attention to how context determines the choice of language forms.

4. Conclusion

From the above analysis, we can find that most of the grammatical errors in this study are caused by negative transfer of Chinese. Without the guidance of teachers and some teaching strategies, it is difficult for students to correct these errors by themselves. Therefore, in the process of college English grammar teaching, teachers should first make students aware of the differences between English grammar and Chinese grammar, realize the interference of Chinese on English learning, and try to find solutions to eliminate and avoid English grammatical errors caused by negative transfer of Chinese.

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