

Research on Chinese Transfer in English Grammar Teaching

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Abstract: English is one of the most widely used languages, and its application will become more and more popular in the future economic and social development process. Chinese language transfer is a complex cognitive process. Two kinds of transfer are positive transfer and negative transfer. How to make good use of the positive transfer of Chinese grammar to English grammar and avoid the negative transfer of Chinese to English is also an urgent problem for every English teacher. English teachers should make good use of the positive transfer function of Chinese grammar, give full play to the interlingual commonness between English and Chinese, and construct the association system of English and Chinese grammar, so as to improve the teaching effect of English grammar. It analyzes the typical mistakes of students in English learning and promotes the deep thinking of teachers and students. Therefore, in the teaching and learning of English, it aims to weaken the negative transfer of Chinese and improve the effectiveness of English learning, develop sensible English language skills, and then gradually strengthen the cultivation of rational English language ability, so that learners can learn English by relying on their mother tongue - modern Chinese.

1. Introduction

In recent years, with the rapid development of cognitive psychology and cognitive linguistics, the influence of Chinese on English acquisition has attracted more and more attention from all walks of life [1]. Among them, Chinese has both negative and positive effects on English. Transfer refers to the process of using previously acquired knowledge and experience to help acquire new knowledge in the process of learning new knowledge, including positive and negative transfer [2]. Knowledge transfer is a process in which new knowledge is acquired and learned. The concept of mother tongue transfer was put forward in the contrastive analysis theory which rose in the 1940s and 1950s. It refers to the process of second language acquisition. When the mother tongue and the second language are very similar, learners can easily learn the second language by means of some similarities of the mother tongue. This is the process of Chinese transfer [3]. In terms of Chinese migration, the speaker is likely to use the language of the native language to move to English and Chinese in the target language context. No matter which kind of Chinese migration, it will affect the communication between two people, which will affect the understanding of the other party to a certain extent [4]. Teachers should guide students to compare the similarities and differences between Chinese and English pronunciations, and eliminate the negative transfer of Chinese pronunciation through imitation, repeated drill, and reflection correction, which is helpful to help students overcome the problem of using Chinese characters to pronounce [5].

In a language learning, positive and negative transfer generally exist at the same time. Therefore, Chinese transfer refers to the learning of a second language. Because of the similarity between the second language and the mother tongue, learners can use the knowledge of their mother tongue [6]. Applying the western theory of language-to-speech transfer to the study of Chinese-to-English learning transfer, it is no longer limited to the differences between English and Chinese languages and the description of negative transfer of Chinese-to-English learning, but to the discussion of the similarities between English and Chinese languages, and no longer limited to the theoretical discussion of Chinese-to-English learning transfer [7]. Positive transfer refers to the successful communication of English learners in the process of using the rules of using Chinese. When some structures of Chinese and English are different, if they still borrow some rules of their mother

tongue to learn English, there will be negative transfer, which makes English learning very difficult [8]. That is to say, "positive migration" refers to the promotion of one learning strategy to another. "Negative migration" means that there is a mutual interference between the two studies. In the process of learners' learning from mother tongue to foreign languages, the rules of native language grammar can reflect the positive transfer application value of foreign language grammar rules [9]. There are many similarities between English grammar and Chinese grammar. This is very helpful for students to learn English. Teachers can help students learn English with the help of Chinese migration [10].

2. Part of Speech and Lexical Transfer from Modern Chinese to English

2.1. The Positive and Negative Transfer of Chinese to English

According to the different classifications of verbs, English has the difference between predicate verbs and non-predicate verbs, which express tense or tense meaning, predicate verbs which express tense and non-predicate verbs which express tense meaning. Due to the objective limitation of language learning environment, students have few opportunities to practice English. Therefore, teachers should strive to create an atmosphere of learning English in teaching and daily life, and actively create language situations. Chinese learning has more obstructive effect on English learning than positive promotion function. In fact, there are similarities between Chinese and English. Therefore, a good use of the positive transfer function of Chinese grammar to English grammar will help to promote the teaching effect of English grammar. In addition, different categories of words play a similar role in the two languages. Nouns and pronouns can be used as subject, object and attributive, verbs can be used as predicates, adverbs are used as adverbials, and adjectives are used as attributives. If you use Chinese thinking in English learning, then there will definitely be various problems. It is not difficult to see from the teaching of English grammar that English grammar accounts for most of the space in English teaching, no matter vocabulary. Learning, or the study of texts, embodies the English grammar.

2.2. Providing more "real language environments"

The differences between English and Chinese pronouns are mainly manifested in the four transformations of personal pronouns: subject, object, adjective subject pronoun and noun subject pronoun in the personal pronoun Shanghuzhi language, while there is no change of morpheme when Chinese personal pronoun is used as subject or object. In the process of using Chinese and English, the meaning of words will be extended, so the asymmetric relationship between the meanings of words is also very complex. Firstly, in terms of the scope of reference, English and Chinese are different. There are two situations: narrow English, narrow Chinese and narrow English. In the learning of English sentence patterns, whether English documents or Chinese single sentences, their constituents are basically the same, and their basic sentence patterns are basically similar. Therefore, when dividing sentence components, teachers can help students better judge their sentence components than Chinese grammar. As the basic part of English grammar, it directly determines the level of English grammar mastery. In this regard, English teachers can properly guide students to correctly understand the positive transfer function of Chinese grammar and help them better learn and master English grammar. Strengthen the comparative teaching of Chinese grammar and English grammar, remind learners to pay attention to the migration in language learning, promote the positive transfer of Chinese grammar, and reduce negative migration give learners the opportunity to practice.

In the process of English teaching, learners should be encouraged to read more relevant works, so that students can have a deeper understanding of the cultural background of the target language in the process of learning, and then have a better understanding of what they want to master. In the process of learning the target language, understanding is the first step. The understanding degree of the target language is reflected in the learner's mother tongue knowledge, intelligence, ability and experience. The solid foundation of mother tongue provides favorable conditions for learning goal

certificate. Chinese language expression is a form of expression based on artistic conception. In the same sentence, in unused contexts, the meaning of expression is different. If only Chinese grammar is used to learn English, then it will be very unfavorable to the expression of English semantics, and there will certainly be various grammatical errors. As a teacher, in the specific grammar teaching process, we should first confirm the difference between the new English structure and Chinese language, pay attention to collecting and sorting out typical errors due to inter-lingual interference and explain in detail, the grammar for students. In terms of migration errors, teachers should guide students to conduct comparative analysis. The mastery of the target language is mainly based on the knowledge, experience, ability and intelligence of the English learners. A solid foundation in Chinese provides intellectual preparation and conditions for English learning. Using some more formal English textbooks to provide students with more "real language environment", so that students can have a better understanding of the rules of English use in the process of learning, and can enhance the application of English in the subtle.

3. The Enlightenment of Chinese Transfer to English Grammar Teaching

3.1. Preventing negative pragmatic transfer

There are many similarities between Chinese and English, but there are also many differences. English learning is carried out under the influence of mother tongue, so it is very important to make proper use of Chinese transfer in English grammar teaching. The better way to understand English subjunctive mood is to understand the normal tense expression first, and then judge whether the sentence should be subjunctive from the perspective of sentence meaning, marker or marker structure. Language learning without the cultural background of language is pale. According to the students' age characteristics and cognitive level, the content and scope of English cultural knowledge should be gradually expanded. Encourage students to observe, go to association, establish new grammar and Chinese grammar, integrate English grammar knowledge into the knowledge structure, and integrate Chinese grammar into English grammar to promote knowledge. Positive migration is very effective for their grammar learning. Exploring the similarities and differences between the two languages, to strengthen the students' memory, deepen the students' understanding, and deeply understand that even if the two languages belong to different language families, there are many similarities, and the positive migration of Chinese grammar is appropriate greatly reduce the learning resistance of English grammar.

3.2. Developing Students' Cross-cultural Consciousness in Chinese

Transfer is unavoidable in Chinese English grammar learning. It not only has an impact on English lexical learning, but also on English syntax learning. Cross-cultural awareness is a very important part. In the classroom, we should teach the cultural differences between foreign countries and China, guide them to discover the negative transfer of English to Chinese, and try to illustrate the differences between the two grammars by giving examples. We can tell some examples of errors or misunderstandings caused by the differences between English and Chinese grammars, so as to deepen students' interest and actively guide them. In the process of Chinese language transfer in English teaching, cross-cultural awareness is also a very important factor. Therefore, deepening the understanding of other countries' culture will help students improve their English learning ability in the process of learning, and strengthen the cultivation of students' cross-cultural awareness. In the process of practice, a reasonable situation should be set up, the learners should be assigned certain tasks, the situational awareness of the discourse should be strengthened, the students' ability to use English in different contexts should be cultivated, and the students should be guided to pay attention to how the context determines the choice of language form. Reinforce the student's intentional attention to try to avoid the student making the same mistake again. In addition, it is the master-slave complex sentence, meaning that the two clauses in the complex sentence are unequal in status, one clause is called the main clause, and the other clause is called clause. In this regard, English teachers can help strengthen their understanding by simply dialing a little.

The interlingual commonality between Chinese and English is often neglected and not easily noticed, which requires English teachers to guide and instruct students correctly, to stimulate students to actively explore the linguistic commonality between Chinese and English, and to enhance their awareness of interlingual similarity. The conceptual understanding of clauses in the two languages is generally similar, and it is easier to realize the positive transfer of clauses from modern Chinese to English conceptually. Interlingual commonality creates premises and conditions for association between English and Chinese. However, English clauses generally use the declarative order of "subject predicate of the clause conjunction". Teachers can use multimedia and other means to guide students to understand and feel the original foreign culture by watching original movies, learning to sing English songs and reading English works. At the same time, it encourages learners not to be afraid of making mistakes, but to overcome their fear and treat them correctly, so that in the process of correcting mistakes, learners will deepen their understanding of relevant knowledge. Gradually weaken the negative transfer of Chinese to English. In the grammar teaching, teachers should remind students to pay attention to the differences in lexical meaning between English and Chinese. Students are required to increase their English reading, enhance their sense of language, and try to use standardized English expression habits in writing oral slogans.

4. Conclusion

This paper studies the transfer of Chinese in English grammar teaching. Chinese transfer is a common phenomenon in English learners' English learning. It has both positive and negative effects in the process of English teaching. In learning modern Chinese compound sentences, we should pay attention to the use of conjunctions. English should pay attention to not only the use of conjunctions, but also the omission of conjunctions, the order and tense of clauses. Moreover, the meanings and collocations of English and Chinese conjunctions are quite different. Comparing the English grammar knowledge with the Chinese grammar knowledge separately, we can construct the connection between the two languages through association, thus incorporating the English grammar knowledge into the existing knowledge system and realizing the positive transfer of knowledge. Strengthen students' impression of correct knowledge and develop English thinking mode. Only by properly treating the influence of Chinese, and using its positive effects to suppress its negative interference can improve our teaching effectiveness and English learning. The higher the learner's understanding of the two languages, the richer the knowledge reserve, the stronger the perception of commonality, and the stronger the awareness of positive migration. In the process of teaching English grammar, students should be reminded to pay attention to the migration of Chinese grammar in English grammar learning, and make rational use to make migration serve our study, so that Chinese migration can be transformed from the obstacle of English grammar learning into a useful tool.

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