

MASTER'S THESIS

Negative transfer in Chinese students' acquisition of English

Law, Wai Fun

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**Negative transfer
in Chinese students' acquisition of English**

Law Wai Fun , Fanny
Student no. 96401222

**A Dissertation Submitted In Partial
Fulfilment Of The
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Abstract

The present research study explores the effect of L1 influence on Chinese learners of English through analyzing the errors occur in the compositions of junior and senior secondary level. It is hoped that the findings can inform those involving in the language teaching field how much effort they should devote in counteracting Chinese influence on English acquisition.

There are three major aims in this study. The first aim is to find out the extent of students' errors reflecting the influence of Chinese structures. The second one is to discover the aspects of grammar that can be negatively transferred from Chinese to English. The last aim is to discover the degree of persistence of different categories of interlingual errors.

To achieve these three aims, the errors will first be identified and classified into twelve categories, with the interlingual errors sorted out. Then the Chinese influence leading to the errors will be confirmed by contrasting the Chinese rules with the English counterparts. After this, the persistence of interlingual errors will be revealed by comparing the errors types occurring in the two levels. Finally, the teaching approach that is beneficial to weakening Chinese influence will be briefly discussed.

本論文主要探討中國學生的母語如何影響他們學習第二語言—英語。本人希望研究的結果，能提示教育工作者怎樣減低中文語法對英文學習的妨礙。

整個研究主要有三個目的：

- (一) 通過分析初中及高中學生在英文作文中所犯的錯處，找出能反映中文語法規則的錯處所佔的比率。
- (二) 找出學生經常會運用在英文書寫上的中文語法規則。
- (三) 探討中文語法規則對英文學習的影響，能持續多久。

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