

General Error Analysis and Teaching Mode Reform in Chinese Grammar Teaching

----with students majored in Chinese Language of Yili Normal University as an example

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Abstract - This paper, by analyzing some grammatical errors found in the exercise work of minority students in Yili Normal University and their causes, aims at propose effective measures to reduce the bias and reform the teaching modes. We advocate the adaptation and modernization of grammar teaching mode, and we hope they will be helpful in the grammar teaching activities.

Key Words : Chinese Grammar; Teaching Activities; Bias error; Modes; ReformsChinese Library

Chinese grammar is the principle by which words and sentences are formed. Students shall learn grammar after pronunciation and words. Because of its abstractness, neither students nor teachers would like to give any concern to it. Generally the mandarin Chinese speaking students of the Han nationality dislike studying grammar, not even to say those minorities who regard it as their second language. Students within this range can hardly reach the degree of automatic learning. Under such circumstance, students usually find it hard to overcome some difficulties.

In this paper, we take Kazak and Uyghur students of Xinjiang Yili Normal University as examples. By analyzing the general bias error found in their compositions, we come up with a contrast among Kazak, Uyghur and Mandarin Chinese and explain the causes of the mistakes. Finally, based on the survey mentioned above, we propose measures to reduce the bias.

I. Common Grammatical Errors

A. Improper Object Order

(1) lao shi bu zhi de zuo ye an shi zuo hao. (The teachers' assignments should be completed on time.)

The correct word order should be :An shi zuo hao lao shi bu zhi de zuo ye.

(2) zhe jian shi wo yi bei zi wang bu liao. (I shall never forget this for the rest of my life.) I

The correct word order should be :Wo yi bei zi wang bu liao zhe jian shi.

(3) Mei men ke ren zhen de xue xi.(I studied every course carefully.)

The correct word order should be : Ren zhen de xue xi mei men ke.

As to the structure type of language, Chinese is a kind of isolated language. The main syntax means are word order and function words. The common word order is SOV, that is, the subject-predicate-object. On the other hand, Kazak and Uyghur languages fall into the category of Agglutinative language which has diversified morphological changes. The common word order type is SVO, that is, the subject- object – predicate. Due to the effect of negative transfer of mother tongue, these students prefer to put the objects before predicates in their exercises. People who spend a long time in Xinjiang shall have a profound experience because when greeting people, they'd like to say "Where you go?" or "You have you meal eaten?" The students are not aware of these mistakes because the sentence orders can fully satisfy the needs of social intercourse. Since they found no obstacle in daily communication, they'd take it for granted to apply those bias errors in written language. So teachers should make students understand that there is a gap between written and spoken language. The requirements of oral communication language are not high as long as the other side could gain the meaning of the expression. However, the standard of written language goes far beyond that of a spoken language.

This bias appeared among all kinds of students. Most students who majored in Chinese language start learning Chinese from primary school while others began after they grew up. In colleges, the writing classes are offered in students' junior year, so students with so many years of language learning should not make mistakes like that. These bias errors reflect that the students haven't formed the consciousness of word order and the influence of negative transfer of mother tongue is still stubborn.

B. Misuse "De的、De地、De得"

a). The missing "的"

(4) Tong xue men yong yi yang mu guang kan zhe wo. (The students are looking at me with strange eyes.)

This sentence should be changed into:Tong xue men yong yi yang de mu guang kan zhe wo.

(5) Yi zhuan yan xin yi ge xue qi you kai shi le.(Now the new semester begins.)

This sentence should be changed into: Yi zhuan yan xin de yi ge xue qi you kai shi le.In example (4) the adjective

“strange” is a modifier used to illustrate the attribute of “eye” and this kind of modifier should be followed by a “的”. Only frequently-used adjectives, especially monosyllabic word could be free of the constraint of “的” such as “new house, large yard、 honest man、 beautiful clothes. Provided the modifier is put before a noun as shown in example (5), we must add a “de的” before it. The usage of “de的” is complicate.

b). The Generalization of “de的”

(6) Wo qi de(的)hen hao.(I'm good at riding a horse.)

This sentence should be changed into : Wo qi de(得)hen hao.

(7) Wo zhong zhong de(的)shuai zai di shang.(I went crushing down.)

This sentence should be changed into : Wo zhong zhong de(地)shuai zai di shang.

(8) Wo xia ding jue xin jian chi bu xie de(的) lian xi.(I decided to keep practicing.)

This sentence should be changed into : Wo xia ding jue xin jian chi bu xie de(地) lian xi.

We use “de的” instead of “de得、 de地” to realize the generalization of “de的” . This is similar to the replacement with “ge个” when we are confused by the complex quantifier and thus we create phrases such as “yi ge shi qing、 yi ge pao”. In example (6), “de得” functions as a complement connecting with degree or result. In the sentence “Ta qi de(得)hen hao”, “hen hao” is the degree complement of “qi”, so here “de的” should be replaced by “de得”. The reduplicative word “zhong” in example (7) implies the meaning of emphasis and both syllables are stressed, so we shall adapt “地” after the adverbial. The pattern of example (8) can be illustrated as “verb+ de(地)+ verb”, this form also suitable for expression as “Xue bu ting de(地)xia.(It is snowing heavily.)”.

However, in Kazak and Uyghur languages, the genitival pattern are expressed in the form of the person and hence the relevant grammatical element that resembles “的” in Mandarin does not exist. This has made many students confused.

From the point of investigators, the more profound the content is, the better it is for research. But to some learners, the more simple it becomes, the more easier it is for them to fully understand the differences among “de得、 de的、 de地”. Students shall clearly distinguish among attribute, adverbial and complement. “de得、 de的、 de地”.are symbols of attribute, adverbial and complement respectively so the words or phrases before them are the corresponding attributes, adverbials and complements. There is no complement in Kazak and Uyghur, which makes this element the focus of language teaching. Only after the students fully understood these factors could they avoid the mistakes. Our students are

adults, they already have a certain language System. Just structure and thinking ability, so they are in the process of learning Chinese is likely to produce positive transfer or Negative transfer "students always not consciously compare native language and Chinese language," but their contrast may not have Is correct, often there is an error or deviation "therefore, teachers should according to own teaching experience, students' affection Conditions and the characteristics of Chinese and the possible problems of students, by comparing the! Compare the way clear, the most time Decrease the rate of negative transfer and errors of "structure of utterances / 的and地 of the teaching mainly from the internal comparison and Chinese Han contrast two aspects" First, the Chinese internal comparison Chinese internal comparison is throughout in the Chinese language teaching, there are a lot of students in learning Chinese Think of similar phenomena, including the words! Format. entences and the conditions of use. Similar to these students The understanding of the phenomenon is often with native language have very big difference. In structure of utterances/and/of the teaching process, is necessarily involved in the comparative analysis of both"The teacher wants to clear their common meaning and conditions of use, through the comparative analysis clear on the difference between the two "/ all belong to the structure of utterances, this is their general character, but is a sign of attributive, / / it is adverbial The center of the logo, they modify language act as different ingredients "in the sentence/modified ingredients can be a guest, / we alone can only when the predicate" Second, compared with native Chinese Which was determined by the ethnic languages and Chinese, the similarities and differences, to predict impact of native language on second language learning may be" In bias reasons discussed, we mentioned the negative transfer of mother tongue influence on learners, determine the focus of teaching And difficulties, and take corresponding preventive measures "in the teaching, we can put together two kinds of language sentence, Inspire the student to compare, let the students themselves to find their differences and make them understand the differences, Avoid using native language grammar syntax rules to replace their Chinese grammar rules Contrast is indispensable in the Chinese language teaching, but also cannot abuse "as the Chinese student Rise, borrow from their native language should be less and less, even no" Four! Context teaching method Language environment is divided into two narrow and broad "narrow sense refers to the context and context of introduction (including conversations) The fourth chapter, the structure of auxiliary teaching in teaching Chinese as a foreign language is suggested After language, generally referred to as "context: context including generalized the communicators and communication situational factors" (1) either Narrow or broad context, for students to master Chinese language use, is very important" Structure belongs to the function category, are abstract, not good, the students understand and grasp is compared Difficult "the use de(的) or de (地), de (得), Where should be added, and so on, these are all closely related to the structure of utterances in the context

of "this is about to consult Architect utterances in context to explain the combination structure, the structure of utterances and excuse phrases or sentences, Practice repeatedly, to enhance students' understanding of the structure of utterances usage, training language sense of students" Finally, it should be pointed out that, the structure of utterances de usage is more complex, there are a lot of special case, teacher is very Harder to use general method meet the teaching requirements "for this, the author suggested that try not to speak in primary stage To these special case, in order to avoid students confused "in students better to grasp the usage of the structure of utterances Teachers according to need, step by step, from easy to Jane, special case will be introduced to students.[1]

C. Misuse “le了”

(9) Wo xiao shi hou you le yi liang zi xing che. (I had a bike when I was a child)

This sentence should be changed into: Wo xiao shi hou you yi liang zi xing che. Grammatically related forms in other languages. The irregular (‘strong’) verbs of English illustrate ablaut alternations, for example sing/sang/sung, bring/brought/brought, seek/sought/sought, break/broke/broken, drive/drove /driven.

(10) You yi tian ,wo kan zhe ji ge hao peng you dou hui qi , lwo xin li hen zhao ji.(One day, I fell anxious because I saw several close friends could rideg.).

This sentence should be changed into:You yi tian ,wo kan zhe ji ge hao peng you dou hui qi le , wo xin li hen zhao ji.

(11) Ta na shi gao xing de jie shou le wo de li wu bing gan xie wo le. (She was pleased to accept my gift and show her gratitude to me.)

This sentence should be changed into:Ta na shi gao xing de jie shou le wo de li wu bing gan xie wo. There are two uses of the auxiliary word “le了1”. “le了1”,which indicates the complete of an act, was put behind an verb. Provided any object occurred in the sentence, we shall place an verb in front of the object and hence “le了1” is laid between the verb and the object as shown in example (11). “le了2”, which mainly suggests the changes of the situation or the impending transformations, is used at the end of the sentence as sentence accomplishment. “le了2”often appear after object so the sentence pattern is “verb-object-“了2” as shown in example (11). When narrating the past events such as “you yi liang zi xing che ”, we do not need “le了”because “you” doesn’t indicate any change. But if the context shows any sign of contrast, we may add a “le了”.

D. Misuse Prepositions.

(12) Xue xi ji hua shi mei ge da xue sheng lai shuo shi hen zhong yao de.(The learning program is very important for every college student.).

This sentence should be changed into: Xue xi ji hua dui mei ge da xue sheng lai shuo shi hen zhong yao de.

(13) Zhe jiu shi wo de xue xi ji hua wo jiu zuo wei nu li xue xi de mu biao. (This is my study plan, and I will stick to it as my goal.)。

This sentence should be changed into:Zhe jiu shi wo de xue xi ji hua wo jiu ba ta zuo wei nu li xue xi de mu biao.

(14) Wo hui yi xue xi ti gao zi ji. (I shall improve myself through learning.)

This sentence should be changed into:Wo hui tong guo xue xi ti gao zi ji. Preposition, which often occurs before nouns, pronouns or other words to form prepositional objective phrase, can not function as an independent sentence constituent. This prepositional objective phrase generally serves as adverbial so that it modifies or supplements the verbs or adjectives. In example (12), “dui对”suggests the object, the relevant person or thing of the act, meanwhile in sentence (13), “ba把”forms a “ba-construction” so the predicate verb must bear the meaning of disposal to the object after “ba把”.

Since there is no such thing as preposition in Kazak and Uyghur, students usually avoid using it, misuse or ignore this element.

III . The Causes of the Bias Error

Bias error in grammar exists in every stage of minority students’ language learning and the main reasons are as follows:

A. There are interference of native language to target language.

Native language has both positive and negative effects on target language and the influence are called positive transfer of mother tongue and negative transfer of mother tongue respectively. During the process of second language teaching, we actively guide the positive transfer to make it work the best while try hard to overcome the negative ones. Just as mentioned above, to put an object in front of a verb is a reflection of the negative transfer of mother tongue. For those grammatical phenomena that do not exist in mother tongue, students usually apply mechanically their first tongue’s existing rules to the target language, which often result in mistakes.

B. The Limitation of Study Conditions

The limitation of study conditions leads to the unevenness of students’ language level. The school failed to teach them according to their aptitudes and students with different purposes, learning attitude and study methods may encounter with obstacles in acquiring knowledge. There is merely any Chinese grammar teaching material aimed at the minority students so they could only adapt Chinese textbooks for foreigners. Thus, the teaching material development should be enhanced.

C. *The Failure found in Explanation and Exercise during the Process of Chinese Teaching.*

Most teachers adopt the method of teaching phonics deductively, i.e. firstly introduce grammatical rules and then give examples. They pay too much attention on explanations rather than exercises, which is not only a waste of time, but also narrow down the opportunity for students to find the principle by themselves.

IV. Measures to Reduce Bias Error

We believe that the main measure to reduce the bias is to reform the teaching mode. Nowadays, we have to admit that our grammar teaching is relatively tedious. So it's essential to avoid rigidity and evoke the students' interests in learning with a lively and vivid form. Here we shall abide by the following tips:

A. *Life-Oriented Teaching*

This method aims to arouse the students' enthusiasm in grammar. Only after we created a vivid, lively and diversified study atmosphere would the students truly fall in love with the boring grammar. This has provoked higher requirements for teachers. They should not only be well-prepared and skillful themselves, but also make sure that the students are ready to accept the knowledge. Moreover, teachers shall know their students' cultural knowledge, interests and hobbies like the palm of their own hands so that to work out the most proper life-oriented teaching content.

B. *Modern Teaching*

Modern teaching may also be called multi-media grammar teaching and it provides us with lifelike and fresh circumstances which make the students feel personally on the scene. Under such situation, students and teachers could carry out dialogue activities i.e. Teachers put forward specific requests and students make dialogues. When encounter with mistakes, teachers shall correct them immediately and make selective analysis of common errors. The application of multi-media makes teaching activity more specific.

C. *Cultivate the students' sense of sentence order and help them understand the differences between spoken and written languages.*

It's necessary to gather a special talented group to compile proper Chinese grammar textbooks for minority students; Organize a diagnostic test before entrance so that to classify the students into different classes. The teachers teach the students in accordance of the their abilities so that all of them could be able to keep pace with the others.

D. *During the process of grammar teaching, we shall adapt the principle of combining inductive and deductive method together*

Teachers list linguistic facts while students summarize grammatical rules and apply them in exercises to perfect their skills. In grammar teaching, practice is an indispensable content. Explain grammar step by step while highlight some important points instead of comprehensive teaching. Try to lecture the contents by different level. Teachers shall not proceed with more complicated contents until the students could fully grasp the basic ones or they would feel lost.

In a word, grammar teaching should be targeted and teaching forces can't be equally divided into several parts. Teachers could not only penetrate important or difficult points one by one based on the bias errors, but also Adapt teaching mode acceptable to students and make class time vivid and lively.

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