

**INSTANCES OF STANDARD CHINESE GRAMMAR TRANSFER TO
ENGLISH WRITING**

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ABSTRACT

The primary purpose of this study is to investigate the instances of Standard Chinese grammar to a corpus of twenty (20) short paragraphs written by UCSI University undergraduates from the different regions of the People's Republic of China. A data sheet and a writing task were prepared for the participants to fill in and write their short paragraphs of 200-250 words. To enable the researcher to understand their background in learning English as a foreign or second language, a few questions and choices were given. The cross-linguistic framework was used in analyzing the instances of grammar transfer from Chinese to English. In narrowing down the cross-linguistic framework, two phases of analysis were employed. The first was error analysis focusing on tense, lexis, and third person singular "s" or "es", and the second was syntactic analysis consisting of five levels, namely, original sentence (level 1), Chinese Pinyin (level 2), Chinese scripts (level 3), transliteration (level 4), and revised sentence (level 5). The findings show that the most obvious manifestation of grammar transfer was on tense, and the transfer could be objectively assessed as negative. However, since all of the participants were able to write sentences in English because two grammatical systems were simultaneously used. The absence of English grammar rules in the Standard Chinese grammar accounts for the errors that the Chinese undergraduates have committed in writing their paragraphs. Since this study is exploratory and involves a small group of Chinese nationals in one private university, the findings are inconclusive. It is recommended that further studies be conducted to quantitatively determine the extent of grammar transfer among Chinese nationals who are now using and learning English as a second language in different universities in Malaysia.

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