The Influence of Negative Transfer of First Language on English Writing for High School Students

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Abstract: Writing is one of the four basic skills of English learning, which is the most intuitive reflection of students' overall ability level. English writing can effectively promote the internalization of language knowledge, test students' language skills, and develop students' English core competence, thus laying a good foundation for their lifelong learning. Therefore, writing teaching is particularly important in high school English . Since English and Chinese belong to two different language families and cultures, students are inevitably influenced by their mother tongue in the process of learning English, making it difficult to improve their writing skills and suffering from a blow to their writing confidence. In order to mitigate the negative effects of language transfer on students' English writing, the author believes that measures should be taken to ensure the overall learning effect of English learners. This paper uses language transfer theory, comparative analysis and error analysis as the theoretical framework to understand the basic situation of students' English writing affected by language transfer of mother tongue and to collect and analyze the errors related to language transfer of mother tongue in high school students' English writing samples through a questionnaire survey, and to propose relevant writing teaching strategies in combination with teachers' questionnaire interviews.

Keywords: Negative Transfer; First Language; English Writing

1. Introduction

With the continuous advancement of globalization, learning and applying English has an extremely important role and significance for us to absorb and learn advanced science and technology from abroad, spread our excellent culture, and enhance the relevant understanding and communication between China and other countries in the world. Therefore, in this context, the teaching of English in general high schools also has new requirements. As we all know, the four basic skills of English learning are listening, speaking, reading and writing. Writing, as an important part of English language ability, is the most intuitive reflection of students' overall English proficiency and one of the most effective means to develop and test students' English language ability. The improvement of students' writing ability is influenced by a variety of factors, and the problems caused by language transfer in writing appear to be particularly prominent. Consequently, the phenomenon of language transfer in writing is a topic that has been paid more attention and studied by language scholars at home and abroad. Based on the current situation of English writing teaching, the author finds that the traditional way of teaching writing can no longer meet the needs of students' writing tasks. Therefore, by investigating and analyzing the impacts of language transfer of mother tongue on writing and avoiding the negative effects, this thesis helps us to seek more effective English writing teaching strategies, improve teachers' research and teaching abilities, and be able to train students' writing skills in a targeted way, so as to further improve students' English writing and thinking skills.

In this study, the author analyze the errors made by learners in English writing from the perspective of language transfer, combine a questionnaire survey of students from the school where the author did previous internship based on negative transfer of their mother tongue and interviews with teachers on the causes and attitudes of language transfer and writing errors, explore the underlying causes of errors in learners' English writing. In order to find more ways to improve English learners' writing skills to overcome negative transfer, which can make some meaningful discussions for English writing teaching and English learners' writing.

2. Literature Review

Transfer is the influence of one type of learning on another. Language transfer is a form of transfer of language learning, also known as "interlingual influence" or "cross-linguistic influence" and is a significant element in the study of second language acquisition. The concept of language transfer was first introduced by Lado in 1957, and it has been an important issue in the field of second language acquisition for many years.

2.1. Foreign Research on the Impacts of Negative Transfer of First Language on English Writing

Negative transfer is the focus of foreign research on language transfer. The development of researches on language transfer has mainly experienced three stages, namely behavioral period, psychological period and cognitive period. Researchers began studying negative transfer in the 1950s. In behavioral period, many scholars believe that mother tongue will hinder learners from learning a foreign language. Lado believes that language transfer is a major barrier in second language acquisition and that the difference between[1] the native language and the target language is directly proportional to the difficulty of learning the target language. However, cognitive psychologists suggest that language learning is not a stimulus-response process of repeated imitation, manipulation and consolidation but rather a creative process of hypothesis testing. Additionally, in cognitive psychology, language transfer of mother tongue was seen as a creative part of the whole-language acquisition process in which the learner is actively involved, and as a strategy by which the learner constructs his or her own interlanguage, with interlanguage referring to the intermediate states of a learner's language as it progresses toward the target second language. In Ellis (1985) 's research, he referred to a survey conducted by Chua in 1975 on language transfer of mother tongue among Chinese students, which found that Chinese students made 51% of the errors in English writing due to negative transfer[2]. Based on the comparison of the data, this study demonstrates that negative transfer of the mother tongue has a greater impact on Chinese students' English writing. The theories and experiments of scholars provide much of the theoretical basis for further research on the impacts of negative transfer on English writing of Chinese students.

2.2. Domestic Research on the Impacts of Negative Transfer of First Language on English Writing

The research of language transfer started relatively late in China and most experts and scholars focus mainly on the disturbance triggered by the native language to Chinese students learning English, namely negative transfer. After analyzing the current situation of Chinese students' English learning, most experts and scholars found that negative transfer of mother tongue was particularly evident in English writing, primarily at the level of morphology, vocabulary,syntax and discourse used in writing, but also in terms of thinking modes and cultural variation. According to the studies, in the process of second language acquisition, beginners are more likely to be disturbed by the native culture and results in a higher chance of negative transfer, mainly in the areas of vocabulary, sentence structures, and cultural customs. Wang Wenyu and Wen Qiufang (2002) used observation, retrospection, and interviews to investigate Chinese students' thinking processes of the writing process[3]. Xia Shuhua's (2018) study pointed out that high school students relied highly on their native language in English writing[4].Taking into account the domestic and international studies, we can conclude that scholars at home and abroad pay special attention to negative transfer of mother tongue and English writing teaching. As time goes by, experts and scholars have carefully summarized and analyzed the causes of learners' errors in English writing and have gained a deeper understanding of the impact of negative transfer of mother tongue on Chinese students' English writing. However, most of the studies are limited to analyzing the phenomenon of negative transfer in students' writing, but lack in excavating the significance of negative transfer of mother tongue in writing teaching. Based on this, it is urgent to find specific writing instructional strategies to deal with negative transfer of mother tongue.

3. Theoretical Foundations

3.1. Theory of Negative Language Transfer

It is commonly acknowledged that language transfer plays an increasingly important role in second language acquisition. Rod Ellis pointed out that where there are differences between the first language(L1) and second language (L2) , the learner's L1 knowledge would interfere with the L2;

and where the L1 and L2 are similar, the L1 could actively help L2 learning. The process which is responsible for this phenomenon is called language transfer. In addition, there are two types of language transfer: positive transfer and negative transfer, depending on the similarities and differences in language features. Negative transfer happens when a L1 structure or rule is used in a L2 utterance, and that use is inappropriate and considered an error. Inappropriate transfer of L1 pronunciation to L2 is detectable as a " foreign accent " in a nonnative speaker' s production. Positive transfer means that the learner uses his or her prior knowledge of the native language to help them learn the second language without making mistakes, while negative transfer of L1 features can often be inferred from L2 forms that are unlikely to be produced by L2 native speakers or from the integration of elements that do not occur in monolingual speech. For example, in English, the basic structure of sentence is SVO, but in Japanese, it's SOV, as a result, it's easy to write sentences in a wrong way for Japanese. This is a typical example of negative transfer. The simplest L2 structures are those with the same form, meaning, and distribution present in LI, which tend to undergo the positive transfer. Structure in L2 which has a form not occurring in L1 needs to-be learned, but this is not likely to be very difficult if it has the same meaning and distribution as an "equivalent " in L1.Among the most difficult are structures where there is partial overlap but not equivalence in form, meaning, and/or distribution, and these are most likely to cause interference.

3.2. Contrastive Analysis

Contrastive analysis (CA) is an approach for studying second language acquisition based on idealized language structures attributed to L1 and L2 native speakers, and predicts and explains learners' problems by comparing native and second languages to identify similarities and   differences. Contrastive analysis focuses on the surface forms of L1 and L2 systems. As well as describing and comparing languages one level at a time - generally comparing Ll and L2 phonology first, then morphology, then syntax, with little attention to lexicon and discourse. The mainstream theories of American linguistics and psychology in the 1940s and 1950s exert an influence on the development of contrastive analysis.Research has demonstrated that those errors predicted by CA do not all match the errors that learners make in practice. As the research progressed, the contrastive analysis theory was also developed based on the negative transfer theory developed. Except for the negative transfer of mother tongue produced by Ll to L2, there are other factors that contribute to learners' errors in writing. In the beginning, structural linguists focused on surface forms and patterns, and as linguistic theory developed, the focus of research gradually shifted to the underlying rules. With the deepening of academic research, the limitations of comparative analysis are becoming more and more obvious.

3.3. Error Analysis

Error analysis theory suggests that the process of acquiring a foreign language is the same as the process of acquiring a native language; it is a creative process of hypothesis and verification. Therefore, the errors made by students in learning a foreign language can reflect the extent to which they have mastered the rules of the foreign language. An error has direct relation with the learners' language competence. Unlike the mistakes, errors do not result from carelessness or hesitation, but lack of knowledge in the target language. What's more, language errors cannot be self-corrected no matter how much attention is paid. And errors reflect the current interlanguage competence of the learners. Committing errors forms an important aspect of learning language which can be used to obtain feedback and make new attempts[5].

The errors made by Chinese students can be classified into three types in their writing: Firstly, interlingual errors, which are formed by the interference from the native language with foreign language learning[6]; secondly, intralingual errors , which are caused by incomplete learning of L2 or overgeneralization of them; and thirdly, developmental errors, in which learners make false assumptions of the rules of the target language based on the limited linguistic materials they have been exposed to. By counting and analyzing the reasons for the errors, teachers can learn how well learners have mastered the target language and how far they have come, researchers can understand the strategies and steps learners have taken in the learning process, and learners can better test their assumptions about the language rules they have learned. Corder divides error analysis into five steps: first, collecting the samples for analysis; second, identifying errors and mistakes; third, describing and classifying the errors; fourth, explaining the causes of the errors; and fifth, assessing whether the errors affect communication. The significance of error analysis is that it accepts the fact that making errors or mistakes is an inevitable phenomenon in foreign language learning. It has led to a shift in attitudes toward errors and the creative suggestion that second language learners' errors can be observed,

analyzed, classified, and described. Error is no longer a problem that people try to avoid, but it also has its value.

4. Research Design

4.1. Research Aims and Research Objects

Guided by the theories of language transfer, the comparative analysis and the error analysis, and based on the current problems in teaching English writing in high school, this study aims to analyze the errors caused by negative transfer of mother tongue in high school students' English writing, summarize the main problems and causes in students' English writing, and propose relevant writing teaching methods and strategies, and then use them in teaching practice to verify whether these writing teaching strategies are effective in improving students' writing ability.

The object of this research is the first-grade students of a high school in Shijiazhuang, Hebei Province. There are 3 types of classes divided according to achievements of students: top classes, key classes and ordinary classes. The author selected one class from each of the three types of classes to conduct the survey, so as to ensure that the questionnaire can collect students at all levels and improve the credibility and validity of the study.

4.2. Research Methodology

This paper mainly adopts the following research methods: firstly, the case verification method. By collecting students' essays from two mid-term exams and combining them with theories about language transfer, the statistical analysis of students' English writing problems was conducted to accumulate rich first-hand information and lay the practical foundation for the writing of this paper. Secondly, the questionnaire method is used to find out students' awareness of the phenomenon of native language transfer in English writing and the extent to which they are affected by it. Thirdly, the literature method is also used in this paper, in which the author read a lot of books and papers about the phenomenon of language transfer and the research materials on language transfer. Literature provided a rich source of information for the writing of this paper.

4.3. Research Tools

4.3.1. Questionnaire

The questionnaires were mainly distributed to first-grade students in high school. 150 questionnaires were distributed.

4.3.2. Outline of the Interview

In order to get a more comprehensive picture of students' English writing and teachers' writing teaching, to analyze more accurately the influence of language transfer of mother tongue on students' writing, and to explore how to make rational use of language transfer to improve students' English writing ability and level, the author conducted interviews with six English teachers in a high school in Shijiachuang, sorted out and summarized the contents of the interviews as a basic way and method to represent the teaching of English writing and to provide reference for this study.

4.3.3. Papers of the Midterm Exam

The writings from the midterm exam of the 150 students were chosen as the main corpus because the writings from such large exams are easier to collect, students pay more attention to them, and the scores given by the teachers are relatively rigorous because the writings are double-assessed, so the test scores are relatively objective and more reflective of students' real writing level.

4.4. Research Steps

4.4.1. Questionnaire Analysis

Two parallel classes of the first year of high school with comparable grades were selected to distribute questionnaires on language transfer of mother tongue and to conduct statistical analysis to understand students' attitudes and knowledge of language transfer and the basic situation of language transfer in writing, and to make appropriate adjustments to the experiment in the light of the actual

situation.

4.4.2. Teacher Interviews

Before the experiment, six teachers teaching English were interviewed. These teachers had different educational backgrounds: one teacher had a master's degree, and five teachers had a bachelor's degree; they were of different genders: one male and five female teachers; they taught at different grade levels: two teachers taught in grade one, two teachers in grade two, one teacher in grade three. The interview questions were based on a self-administered interview outline, and the interviews mainly covered the teachers' perceptions of writing instruction, how they teach writing on a daily basis, and whether they consciously use language transfer to teach writing. The results of these interviews were summarized and used to represent the writing instructional approaches commonly used by high school English teachers in this School.

4.4.3. Exam Paper Analysis

The writing texts in the midterm examination papers of these 150 students were collected and analyzed by the corresponding software after being imported into the computer. Combined with manual reading, this paper makes a general analysis from the aspects of vocabulary, morphology, syntax and discourse.

5. Results and Analysis

5.1. Description and Analysis of the Questionnaire Results

In order to understand the basic perceptions of high school students about the impacts of their native language on their English writing, the results of the questionnaire were statistically analyzed. After the questionnaires were collected, the 150 valid questionnaires were numbered and entered into an EXCEL sheet for statistical analysis. The 12 questions were used to investigate the relationship between the four dimensions of "thinking pattern," "vocabulary application," "grammar use," and "language expression" in students' writing. The four dimensions were investigated in relation to the native language. The options for each of these four dimensions were "always", "often", "sometimes", "occasionally", "never", and "always". According to the above principles, the results of the questionnaire were analyzed as follows.

5.2. Analysis of Research Results
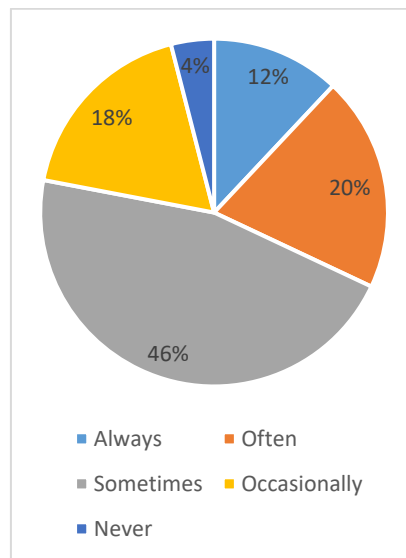
5.2.1. Self-assessment

Table 1: Self-assessment of the effect of native language proficiency on students' English writing

The data in the above table 1 shows that only 4% of students think that their mother tongue has no influence on their English writing level, and more than 87% of students think that their mother tongue has an impact on their English writing to a certain extent, and 12% of them think that it has a great

influence.

5.2.2. Thinking Pattern

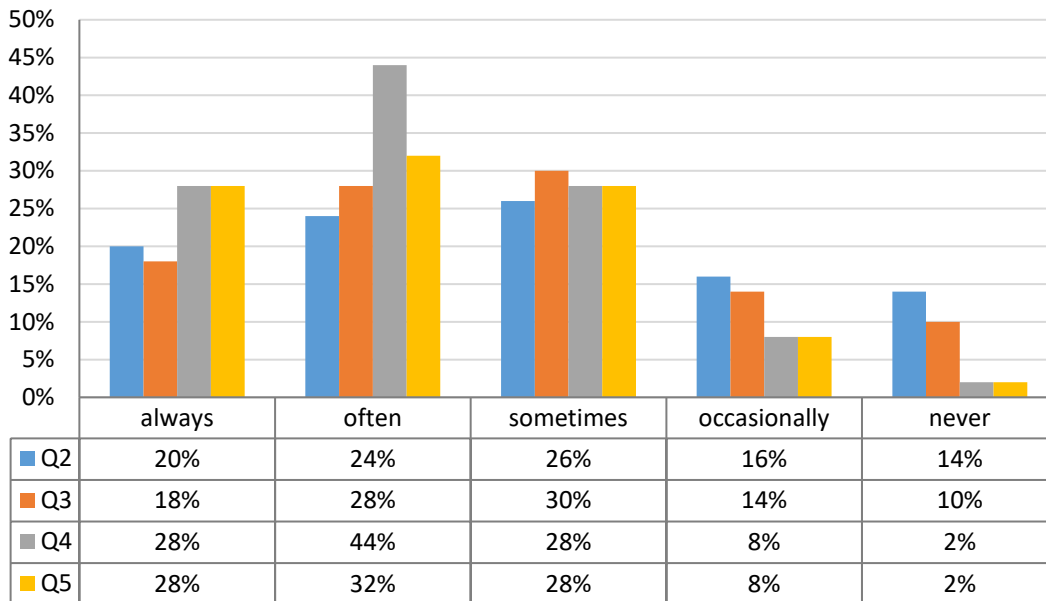|	always	often	sometimes	occasionally	never
■ Q2	20%	24%	26%	16%	14%
■ Q3	18%	28%	30%	14%	10%
■ Q4	28%	44%	28%	8%	2%
■ Q5	28%	32%	28%	8%	2%

Table 2: The relationship between writing thinking and native language in students' writing

The results of the questionnaire in Table 2 show that the subjects rely more on Chinese as a whole at the level of writing thinking, and the research also shows that learners often rely on their native language thinking in the process of learning a foreign language. The main reason for this is that most students learn their mother tongue from childhood and their native language thinking is deeply rooted in this process, and they rely on their mother tongue for their later cognition and knowledge acquisition, so students learning a second language will definitely be influenced by their mother tongue.

5.2.3. Grammar Use

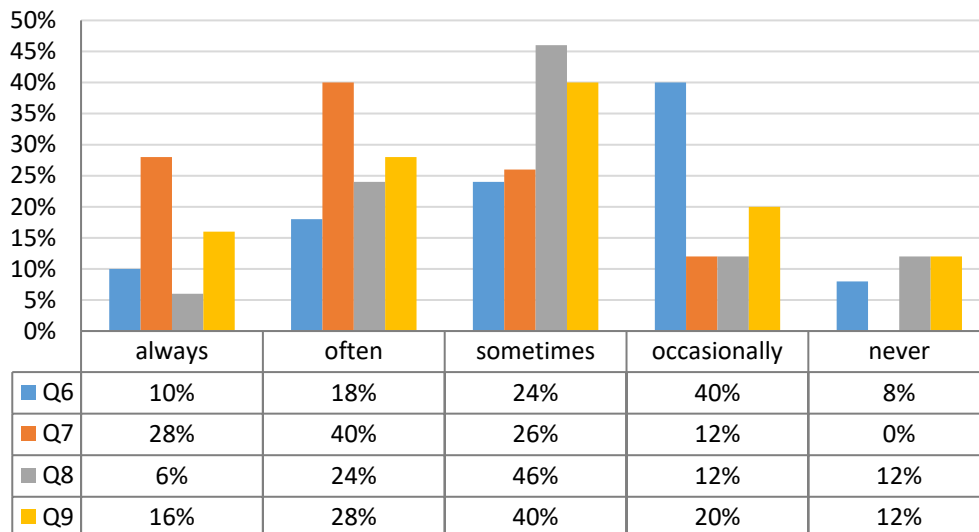|	always	often	sometimes	occasionally	never
■ Q6	10%	18%	24%	40%	8%
■ Q7	28%	40%	26%	12%	0%
■ Q8	6%	24%	46%	12%	12%
■ Q9	16%	28%	40%	20%	12%

Table 3: The relationship between grammar use in students' writing and their native language

Most of the students surveyed have more than 6 years of English learning experience, so most of them have mastered the basic grammar rules and can consciously use standard grammar to reduce grammatical errors in the writing process, for example, most of them can reasonably use the appropriate tenses and consider the completeness of sentences. At the same time, we also found that in the process of writing, students consciously compare Chinese and English grammar and complete some sentences with the help of Chinese grammar, as shown in Table 3.

5.2.4. Language Expression

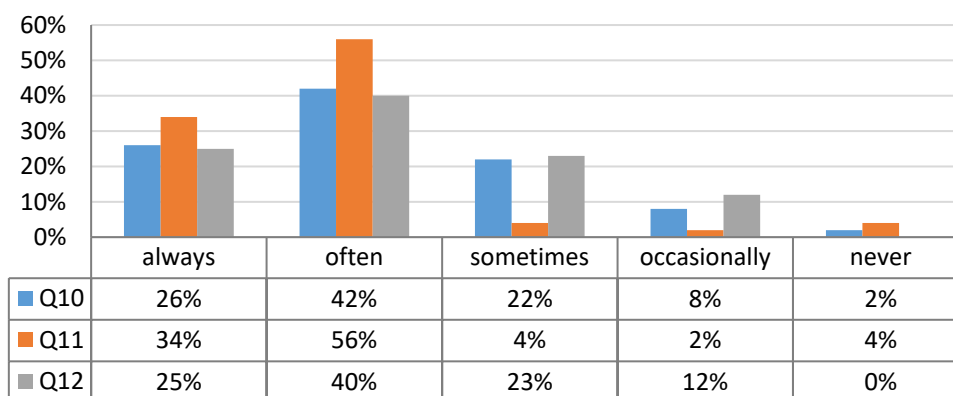|	always	often	sometimes	occasionally	never
Q10	26%	42%	22%	8%	2%
Q11	34%	56%	4%	2%	4%
Q12	25%	40%	23%	12%	0%

Table 4: The relationship between linguistic expression and native language in students' writing

From the statistics of language expressions in Table 4, we can see that most students can distinguish between parallel and compound sentences well, but in the actual writing process, they use simple sentences more often to express their opinions, deliberately avoiding difficult sentence structures and expressions because there is no corresponding sentence structure in Chinese.

5.3. Error Analysis on High School Students' English Writing

The author collected writing samples from students in the above general classes on the final exam. The four types of errors listed below are all examples from the collected English work samples.

5.3.1. Errors in the Morphological Aspects

From the samples collected, it is not difficult to find that students are most likely to produce misuse of periods in the use of punctuation marks. There is an example：Although you can finish it yourself.You should cooperate with others to challenge yourself in other aspects. When expressing the meaning of a sentence in Chinese, if two sentences do not express the same meaning, we would use a period to separate the sentences. In English, there is a sentence type called main and subordinate clauses, which can be separated by commas. In this case, students unknowingly use Chinese punctuation based on the psychological stereotype of the similarity between English and Chinese punctuation. The correct one should be: Although you call finish it yourself, you should cooperate with others to challenge yourself in other aspects. In addition, many students overgeneralize the use of commas due to the influence of their native language, forming the error of "one comma to the end".

5.3.2. Errors in the Vocabulary Aspects

According to the statistics of the subjects' vocabulary errors in English composition, the author subdivided the vocabulary errors into five categories: lexical misuse, semantic misuse, improper collocation, noun singular and plural, and others.

For example1: It is convenience for me to pick you up.

For example2: Our students are very kindness.

The above underlined word is a noun misused as an adjective. "Convenience" means "convenient", and the word "convenient" in Chinese has the properties of an adjective, a noun and a verb, but an adjective is needed in example 1, so the word "convenient" should be used. Kindness means "good and nice", which is both an adjective and a noun in Chinese, but the adjective in example 2 is a typical adjective to act as an epithet, so we should use the adjective form of kindness.

5.3.3. Errors in the Syntax Aspects.

The basic sentence structure of English and Chinese is very similar, but English focuses on the consistency of form. Chinese, on the other hand, focuses more on the unity of meaning, which is more holistic.The author collected and analyzed errors at the syntax level from the students' writings.

The typical samples are as follows.

For example:Through this activity help students gain more chances and experience to know the Chinese traditional culture. We can see that this sentence is fragmented, and missing the subject.It

should be adjusted to "This activity helps students gain more chances and experience to know the Chinese traditional culture. " When it comes to the reasons why students make this kind of errors, we consider that English is a "structural" language that requires strict sentence structure, with a strong emphasis on the integrity of the "subject, predicate, and object" components. Chinese, on the other hand, is a "meaningful" language, which focuses on the expression of meaning and does not require much structure. When Chinese students write in English, they often have incomplete sentences, lack of predicate components or subject and object components in sentences, and confusion in the order of words caused by translating Chinese directly into English without considering the meaning[7].

5.3.4. Errors in the Discourse Aspects.

Owing to the differences in culture and way of thinking, there are differences in the way English and Chinese languages are organized and expressed.For English expressions, the articulation between sentences needs to be made smooth and logical by the necessary means, that is to say, through sequential indicators, logical connectors, and cohesion devices to ensure the coherence between sentences and paragraphs.

This is the sentence taken from the students' writing：While you plan your travel, you need to look at the routines. It is significant for you to know the routines. This sentence has many clauses, which are very cumbersome in terms of semantic expressions. It will be smoother and conform to the correct expression in English if this sentence is syntactically integrated like this way: When you plan your travel, you need to look at the routines, which are really significant for you.

6. Teaching Strategies and Methods

6.1. Increasing English Language Input

As we all know, among the four basic skills of listening, speaking, reading and writing in English, speaking and writing are language output skills. Language output is based on language input. However, the reality is that most students can only use classroom time for English language input, and they do not have many opportunities to encounter English in their daily lives. At the same time, the heavy workload of various subjects and the tight teaching schedule leave little time for students to experience English language on their own. On the one hand, students' language input is limited in various ways. Furthermore, students rely too much on their native language in learning English, and inevitably experience negative transfer of mother tongue. However, language input relying on unilateral input from teachers is not very effective,students also need to be motivated. Teachers ought to help students to take the initiative in their learning, so that they can motivate themselves by accepting more input and exploring more local expressions outside of class time. The author finds that the oral composition training is very useful.We can use English language materials that are close to life, rich in content and short in length as corpus, and can also adopt English broadcasts or speeches that are closely related to students' lives, such as VOA and TED, as supplementary materials, taking a combination of listening and speaking, which can effectively improve students' sensitivity to information, thinking logic and expression.For the part of listening, we select different topics to train students according to their English foundation. We did not adopt the traditional writing teaching method to ask students to fill in the blanks, dictate or retell sentences to summarize the events in the narrative material. Because of the high demanding of this forms, we only conducted this practice in classes with good English proficiency. The frequency and difficulty of the exercises were controlled so as not to demotivate students[8]. In addition, we try to use English in our English classes and make every opportunity to provide students with maximum English input. For the part of reading, the author try to set up reading groups in the class and hold regular reading exchange activities. Teachers select materials according to students' English ability and provide tiered instruction and individualized guidance so that they can read at a deeper level. Moreover,teachers can assign students the task of reading Bible stories, Greek myths, or even world famous books. In this way, students can broaden their horizons, learn about English from texts outside the classroom, and build their knowledge of the language.

6.2. Strengthening the English-Chinese Comparison

In the questionnaire survey and the error analysis of the two tests,the author found that students have the misunderstanding that English and Chinese can correspond one-to-one, and the traces of Chinese influence in their writing are everywhere. In fact, English and Chinese are two different languages, and there are various differences between them. For the purpose of helping students get out

of that, in addition to teaching language knowledge in the daily English teaching content, English-Chinese comparisons should be made so that students can understand the variations between the two languages in terms of language characteristics, expression habits and culture.Only when students have a comprehensive understanding of the differences between English and Chinese can they understand English more deeply, feel the charm of English and enhance their writing ability. In teaching practice, the author have adopted single-sentence translation training, requiring students to translate one sentence of Chinese each day and use a few minutes to present and evaluate it   before class.This approach allows students to appreciate the similarities and differences between   the two languages, and this method of turning whole sentences into pieces is more effective than reviewing whole essays. Single-sentence translations also increase the participation of students who are relatively weak in English. For high school students, it is a bit of a stretch to ask them to think entirely in English during the writing process. However, teachers should use a variety of materials in our teaching practice to guide students to compare and analyze English and Chinese so that they can recognize the reasons for their errors in writing and consciously avoid such errors .

6.3. Applying the Diversified Writing Evaluation Feedback Model

In traditional writing teaching, the general process of reviewing students' work is to circle the errors and then give a score, with little opportunity to have a face to face communication with students and to help them fully understand their errors and try to correct them.After recognizing the research on the impacts of negative transfer on writing, the author believes that optimizing writing teaching evaluation is a proven method, mainly to ensure diversification of evaluation subjects and evaluation methods. First and foremost, teachers develop writing self-assessment forms for students as examples and instruct high school students to conduct self-assessment training according to writing standards. Subsequently, after the self-assessment is completed, students then assess each other and set up groups for public assessment and appreciation. Finally, teachers analyze and comment on the common problems in high school students' writing in the writing classroom. The teacher provides individualized guidance and instructions to students, and tries to ensure that students' problems are solved.In the English writing classroom, teachers can guide high school students to conduct self-summaries and supplement the corresponding intensive exercises according to the problems that arise. The self-summary process can be carried out with reference to the structure of the discourse, topic sentences, language expressions, and good words and phrases. In this way, they can improve their English writing skills gradually.

6.4. Developing Writing Strategies

In the writing process, teachers can give guidance in vocabulary, sentences, paragraphs, and layout, for example, in the use of vocabulary, they must be precise and avoid semantic misuse; in sentence expression, they should encourage students to use a variety of sentence structure variations and avoid single simple sentences; in the overall layout, they should have an overall plan to ensure the ideographic function of the essay, and consciously pay attention to the   connection between sentences and paragraphs, and between paragraphs. In regard to the structure, students are supposed to use the corresponding connecting words reasonably. Students are required to develop the habit of checking their writing after it is completed. Meanwhile, it is important to summarize the different types of compositions and conclude the characteristics of them. There is no doubt that teachers are responsible for strengthening training and increasing the frequency of writing lessons appropriately.

7. Conclusion

This is the last chapter of the whole paper. It will introduce some main conclusions of the study and point out the limitations of this study. Finally, some suggestions for further research will be given.Through various methods such as questionnaire and teacher interviews, the author found that students have basic general knowledge of English learning and consciously apply it in their writing after more than six years of English study. This study analyzed the errors caused by   language transfer in students' English compositions, and subsequently examined the samples selected from the two tests. The errors were analyzed at the morphological, lexical, syntactic, and discourse levels. Based on the results of the analysis, teaching strategies and designs were adjusted and practiced.

The study found that negative transfer has a significant impact on high school students' English writing. The most prominent problems include errors in tense change of verbs at the vocabulary   level,

errors in subject-verb agreement at the syntax level, and lack of necessary articulation words at the discourse level. The questionnaires and informal interviews with teachers and students, as well as literature research, revealed that the main reasons behind the negative transfer of mother tongue in high school students' writing include teachers' lack of teaching and awareness based on the rules of language transfer, teachers' over-emphasis on test-taking at the expense of language application, and the single evaluation of high school English teaching. The teachers' and students' questionnaires reflect that the basic English and knowledge of Chinese-English culture are the most important difficulties for teachers to pay attention to. To address the current dilemma of high school students' English writing, the study proposes: increasing English language input ; Strengthening the English-Chinese comparison; Applying the diversified writing evaluation feedback model and developing writing strategies.

The insight of the study is that native transfer undoubtedly has a non-negligible impact on Chinese learners' English writing. All in all, teachers should use the comparative analysis method in English teaching to analyze the thinking patterns, language differences and cultural variations in Chinese-English culture,so that students can learn English expression norms and so on. Besides, teachers should use positive transfer as well as imitation to guide high school students to build a framework for English writing and reduce the negative influence of language transfer on high school English writing. The teaching of writing should not be limited to grammatical knowledge, but should also focus on the quality of students' thinking, logical construction, and motivation and enthusiasm for writing.

The limitation of this paper is that data were only collected from high school students in one school, and the representativeness needs to be further improved. For the analysis of errors, modern intelligent technology was mainly relied on, but some errors have not been defined exactly. The data collected only reflect the language ability of the subjects at one point in time, not over a long period of time, and it is hard to determine the different errors produced by learners at different stages of development.

For further research, a more representative sample, including learners at different stages, should be collected and analyzed. It is suggested that a dynamic and multidimensional approach be used to study negative transfer. In addition to the influence of negative transfer of the mother tongue, the positive transfer of the mother tongue should be given full play to improve the quality of teachers' writing instruction to help students master English better.

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