

remembering the semantic equivalents and grammatical rules.

IV. CONCLUSIONS

In the field of language transfer, researchers in China [2, 3] and abroad [4, 5] have already done a lot of studies, and work towards a fuller theoretical understanding of when and how learners draw on their L1. The present study is mainly focused on the analysis of the errors caused by negative lexical transfer of native language that occur in Chinese EFL writing. Based on the findings of the paper, three issues are examined in an effort to seek implications for EFL learning and teaching in China. It is found out that L1 transfer correlates with the issues like learners' way of acquiring vocabulary, their perception of linguistic differences between Chinese and English, and their writing strategies. Finally, pedagogical suggestions are worked out on the basis of the investigation and analysis of transfer errors in EFL writing of Chinese learners.

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