

# Prepositions “about” and “for” Error Analysis and Teaching Strategy

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**Abstract:** Based on the combination of descriptive bias corpus and inductive bias types, and supported by contrastive analysis theory, interlanguage theory and bias analysis theory, this paper uses contrastive analysis, literature analysis and statistics to investigate the bias of international students in the use of prepositions “for” and “about”.

**Keywords:** Bias Analysis; “for” and “about”; Comparative Analysis.

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## 1. Comparative Analysis Theory

The American. [M]. *Linguistics Across Cultures*, 1957. The American. [M]. *Linguistics across Cultures*, 1957. Put forward the theory of contrastive analysis, in short, refers to the contrastive analysis of two different language systems to clarify the similarities and differences. In addition, the theory holds that in the process of second language acquisition, there is a positive transfer in grammatical or usage similarities between the mother tongue and the target language, while the difference may cause a negative transfer. The theory of contrastive analysis holds that learning the difference between the target language and the native language can predict the errors in the process of learning the target language, so as to better help learners in language learning.

## 2. Interlanguage Theory

Chomsky, through his research on the psychology of language, found that the bias produced in the process of language learning cannot be predicted and analyzed completely and accurately by contrastive analysis. On this basis, the theory of interlanguage came into being. Selink, an American linguist, proposed the concept of interlanguage in 1969. He created the interlanguage hypothesis, which he proposed in his paper *Interlanguage* (1972), in which he tried to study the rules of language learning among international students. This theory holds that learners will be interfered by many factors in the process of learning the target language, and the cause of bias is not only the interference of mother tongue, but also the influence of culture, learning attitude, learning style, teachers, teaching materials and other aspects in the learning process, all of which will affect the learning of the target language. Contrastive analysis theory and interlanguage theory complement each other and cannot be replaced. Interlanguage is a tool for international students to communicate, but at the same time, interlanguage is not invariable. With the improvement of international students' level, interlanguage is getting closer to the target language. Interlanguage theory has a long history and has great influence on international Chinese teaching. As an international Chinese teacher, it is necessary to admit that mistakes are inevitable, and let international students not make mistakes in the process of learning, and have the courage to face mistakes. Teachers can help students analyze

the reasons and summarize them in different categories, and finally form a system of students' knowledge, so that errors will naturally be reduced and the interlanguage will develop closer to the target language. In addition, interlanguage teachers can learn more about students' learning, so that targeted teaching can be carried out in teaching, making the classroom more efficient.

## 3. Error Analysis Theory

The theory of bias analysis was first developed by the British researcher Corder in the 1960s, and was formed after the maturity of linguistic theory. Lu Jianji, who set off the research trend in China, [Lu Jianji. *Analysis of Grammatical Bias for Foreigners learning Chinese* [J]. *Language Teaching and Research*, 1994. In the process of second language acquisition, the comprehensive theory of misuse is generated because of various factors.

### 3.1. Error Type Analysis

Chinese native speakers will make language mistakes if they don't pay attention to the intricate grammatical system of Chinese, let alone international students who learn Chinese as a second language. At present, the most urgent task for international Chinese teachers is to find mistakes, sort out and classify them, and then conduct targeted teaching to help students carry out effective practice, so as to continuously complete their own interlanguage system and make progress. From this point of view, it is very important to analyze and sort out the types of errors and study the causes of errors. This reminds international Chinese teachers that when facing the mistakes of international students, they should not blindly escape, but face it bravely, and inform students that this is a normal language phenomenon, so as to avoid causing students' fear of difficulties, so as to help students overcome obstacles.

The so-called bias analysis refers to the analysis and research of language phenomena that do not conform to grammatical norms in the learning process of overseas students, focusing on the study of the target language in the learning process of learners, analyzing the causes of the bias of foreign language learners whose mother tongue is not Chinese, mastering the factors that hinder their learning, and grasping the rules of language acquisition. Therefore, on the basis of a large number of overseas students' learning materials collected, the author carefully summarized each

corpus, analyzed the types of errors in each corpus, and carefully identified and screened, hoping to find some hidden rules. Based on the previous research results on the types of bias, this paper combines the errors that can be found into the following categories, and subdivides them under each category.

This paper analyzes the bias of the three object prepositions of "Dao", "for" and "about" used by international students to understand the causes of the bias, so as to reduce the bias rate of the use of international students. The paper is a comparative analysis of prepositions and "for"

It is common to have errors in the process of Chinese grammar acquisition. The author analyzed the interlanguage data of the object prepositions "yes, yes, about" of foreign students in the Composition Dynamic Corpus of Beijing Language and Culture University, and retrieved a total of 17417 records of the use of object prepositions "yes" and 1688 errors. There were 789 cases of "for" use, and 99 cases of bias. There were 649 cases of "about" usage, and 93 cases of bias. Let's take a closer look at the usage and error rate of the prepositions "for" and "about" chosen to represent objects in this paper. Total number of preposition example sentences Total number error bias rate .To 17417 1688 9.69%.From the above table, we can see that the Grade A word with a higher error rate is "right". The B words with high error rate are "for, about". For these, how to make students clear their meaning, usage and their interrelation and difference freely and accurately use them is a problem we should focus on. The three aspects of grammar study are the syntactic analysis, semantic analysis and pragmatic analysis of sentences. In these three planes syntax is the foundation, the core. Semantics should show its meaning through syntax, and pragmatics should be expressed in the framework of syntactic structure. Only by structuring the three can we really understand a sentence, achieve the purpose of grammatical analysis, and get out of the dilemma of grammar teaching. In this section, the author will take the above three plane theories as the guidance, combined with the ontological research and teaching research results of object class prepositions, with the structure of "dui", "right" and "for" as the scope of investigation, and analyze the "dui", "for" and "about" of the representation object from three aspects of syntax, semantics and pragmatics, and will classify and describe them. It should be noted that the grammatical function of this "antithetical to other elements" structure in the whole sentence or text is not within the scope of this paper. The relevant words listed in this paper are sorted out and reclassified based on the research results of Ke Runlan, He Wei, Yang Yong, Sun Lei, Li Yang, Hua Xiang, etc.

Five sense activity idioms, such as "look at, glower, deaf, blind, no teeth unforgettable, miles to the nose" and so on. The introduction of the scope or object of concern represents an evaluation of the subject to the object, so the verbs after the word structure are generally evaluative verbs, such as "view, evaluate, evaluate, discuss, approve, affirm, agree, oppose, negate" and so on.

Disposal verbs, such as "punish, strike, torture, retaliate, persecute, deal with, contradict, bruise, invade, support, judge, attack, monitor," etc.

Influence verbs, including "influence, harm, threat, harm, stimulate, disturb, destroy, effect, benefit, help, experience, research, harm", etc., generally appear before the verb "have".

Demand verbs, including "need, demand, demand" and so on.

Body verbs, including "cry, laugh, look, stare, glance, waist, look, nod, shake head, smile, wave, wave, clap, sideways, sideways, wink, grimace, wink, hand, stare, nod and bow, gesture, hand gesture, jaw smile" and so on.

Eg:

(1) The speech about saving water under the national flag on Monday made the students in awe of water resources.

(2) No matter what Xiao Ming explained to Xiao Hua, Xiao Hua never believed him again.

(3) All the students expressed their warmest welcome to this new student.

(4) Miss Li extended warm congratulations to the children who won the first prize in the National Writing Contest.

(5) After the landslide, the premier expressed condolences to families in need.

(6) As soon as his mother got home, the children began to play spoiled to their mother.

(7) I was just having dinner when I heard Miss Zhang talking to Miss Li about the arrangements for the Mid-Autumn Festival holiday.

(8) When two people meet after a long separation, the boy smiles at the girl and carries his luggage happily.

(9) The group leader grovels to the group leader, constantly sucking up to him.

(10) When the class was almost over, I saw Xiao Ming making faces at Hua Hua.

(11) Mom always glares at Dad when she and dad quarrel.

(12) My mother was most afraid of my grandmother crying, so she gave me a hand to coax my grandmother.

(13) Criminals are so rampant these days that they even make faces at the cameras.

(14) Smile at your mom and dad, and you will have a different harvest.

(15) Little flower waved to Little Wang and motioned for her to come.

(16) Mother was angry, and Father winked at Kiki and asked her to appease mother.

(17) Xiao Wang fell in love, and often heard the voice of her spoiled to her boyfriend on the phone.

(18) He was attentive to his mother, but her mother was still very unhappy.

(19) Don't be angry with me, you should think about whether you have done something wrong.

(20) No matter how much contradiction, as long as the small flower to Xiao Ming Jiao, they immediately reconciled.

(21) Passing Tian 'anmen Square, Xiao Ming could not help saluting the national flag.

(22) The original location is relatively remote, until the arrival of the small town, Hua Hua felt deeply disappointed in it.

(23) They were together for three years and committed to each other before they reached the stage of marriage.

We have the utmost respect for Xiao Hua's performance. She's been here a year and a half. She knows everything.

Miss Wang works hard in the classroom and her students get high grades, so both students and parents respect her.

(24) Near the end of the show, some viewers expressed dissatisfaction with the casting of the idol.

(25) Although his punishment was a little harsh, over time, parents expressed support for his academic measures.

(26) The 21st century is memorable, people show deep support for electronic products.

(27) Many years ago, they knew each other, and when they met again, the girl had that special feeling for the boy.

(28) After only an hour, the stock had increased five times, which aroused great interest in Xiao Wang who was watching.

(29) After the incident, the whole country turned against the star.

(30) After two months of getting along with each other, Xiao Wang became fond of Xiao Hua.

(31) When the final exam results came out, Xiao Hua saw that her grades had improved and became interested in English.

(32) Since Xiao Hua is a university professor and Xiao Wang is an engineer, they know nothing about each other's fields.

(33) Even after they have been married for three years, they still have no idea of each other's habits.

(34) I know my trip very well. I will go first to Beijing, then to Shanghai, and finally back to Hangzhou.

(35) With years of knowledge of mathematics, he came to the fore in this competition.

(36) Be careful with this electrical appliance, you may get hurt if you are not careful.

(37) After leaving the airport, he went straight to the conference room to summarize the (38) performance of everyone just now.

(39) Miss Li searched every corner of the class and finally found some clues.

The preposition "right" and "for" is used to introduce something related to an action.

(1) This training is very important for improving teaching quality. (" Training "is related to" teaching quality ")

(2) The social activities organized by the unit have a great effect on the work efficiency of single men and women. (" Networking activities "and" work efficiency ")

(3) The successful experience in the past few years has helped Manager Zhang a lot. (" Experience "is related to" success ")

The preposition "ye" can express the sense of treatment.

He is not only conscientious in his work, but also very dutiful to his parents. (To parents)

(4) He is very warm to people. (Treating others)

They always show great respect to their elders. (To elders)

Fixed collocation of the preposition "right": "right to speak means that from the point of view of someone or something, the preposition "to" introduces "the point of view of a judgment, description, or narration, and leads to the specific object of the description, judgment, or narration." Peng Xiaochuan. *Exploration and Research of Modern Chinese Function Words* [M]. Guangzhou! Jinan University Press. 2007: 303.

(5) For our performance program, there are many choices.

(6) There are no insurmountable difficulties for teenagers in the new era.

## 3.2. Semantic Analysis of Preposition "for"

The semantic features of the preposition "for" can be summarized into the following three categories.

The preposition "for" introduces the subject of the action, its object represents the subject of the predicate verb, and is semantically governed by the predicate verb in the sentence. For example:

(1) Appropriate awards should be given to the students with excellent performance this time.

Reward.... Classmate

(2) Mr. Li gave a solution to this problem.

The solution... This problem

(3) For the working people who suffered heavy losses in the accident, the State shall provide sufficient reserve resources.

Backup resources... Working people

If "for" comes before the subject, the subject of the action may be referred to by the personal pronoun that follows the verb. For example:

(1) For children with psychological problems, people from all walks of life should care more about them.

"They" means again "children"

(2) For many social corruption phenomena, the public security department cannot manage them every day!

"They" means "corruption"

This kind of "for" has two functions: one is to emphasize the subject of the action by "for" before the verb; Second, in order to maintain the balance of sentence structure, "Using 'wei' to put the object of the action before the verb can reduce the length of the object, complement and other components after the verb" [Liu Yuehua. In *Practical Use of Modern Chinese Grammar* [M]. Beijing: The Commercial Press, 2001: 286.]

The preposition "for" introduces something related to the action, the object of which is not semantically governed by the verb, but only the thing or thing in question. On... In terms of ". For example:

(1) We have a strict implementation of the system work attitude.

(2) Experiments are a treasure for scientists to remember again and again.

(3) Children have an innate curiosity about flying.

A fixed collocation of the preposition "for":

(1) For this kind of song and dance show, the more people on the scene, the better.

I never expected him to get married.

You are still a child, so study is the most important thing for you.

In addition, it is important to note that "' for 'and' for... It's the opposite of what you're talking about." Zhang Yisheng. *Modern Chinese Function Words* [M]. Shanghai: East China Normal University Press 2000; 111. For example: "\* that period of no one to care about the days, for us is very familiar and precious" this sentence introduces the object of the main and object completely reversed, should be said:

We are familiar and precious with those days when no one cares about them.

But if you add "speak" to the sentence, you don't need to reverse it:

That period of no one cares about, for us is very familiar and precious

## 3.3. Semantic Analysis of Preposition "about"

Equivalent to "for" and "for", the meaning of "about" is not complicated, there are generally three cases: as attributive, as adverbial, as the title of the article. The following are described separately. Attribute. It should be noted that when the "about" structure is used as an attribute, it needs to be followed by ".

(1) Most people can accept the eating habits of young people.

(2) Professor Liao made some suggestions on the study habits of teenagers in the new era.

Adverbial

Syntactic feature

"About" is mainly used to limit the scope of the topic, for

example:

The film recorded many traces of primitive creatures.

(\* The film documents many traces of primitive creatures.)

There is usually a pause after the "about" phrase, but not necessarily after the "on" phrase, for example:

(1) We'll come back to this question later.

We will discuss this question later.

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