

On the Negative Transfer of Chinese to College Students' English Learning and Corrective Strategies

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Abstract: With the increasing number of exchanges in trade and culture brought about by economic globalization, English has gradually become an official language commonly used in international exchanges, and college students' English learning has also received more and more attention from all parties. In the process of English learning, many factors affect the effect of college students' English learning, and Chinese thinking habits and language habits are part of them. Because Chinese and English have huge differences in pronunciation, vocabulary and grammar, the impact of Chinese negative transfer on college students' English has become an urgent problem to be solved. This paper analyzes the reasons why college students encounter learning difficulties by citing specific examples of college students in speaking and writing, and finally gives opinions and suggestions on college students' English learning.

Keywords: English learning ; Chinese negative transfer ; Solutions

1. The concept and causes of negative transfer in Chinese

1.1 The concept of negative transfer

The so-called negative transfer refers to the phenomenon that one language interferes or negatively affects the acquisition of another language. If the mother tongue is always promoting the mastery of the foreign language, there will usually be a positive transfer phenomenon; however, if there is a very big difference between some characteristics of the mother tongue and the foreign language, the mother tongue will interfere with the learning of the foreign language, so there will be negative Migration situation. Therefore, when domestic college students are learning English, the negative transfer of Chinese is usually more significant than the positive transfer, which has caused certain restrictions on learning English^[1].

1.2 Reasons for the formation of Chinese negative transfer

First of all, from the perspective of objective society, the negative transfer of Chinese in college students' English learning mainly stems from the huge cultural differences between China and major English-speaking countries. From the perspective of subjective psychology, college students always have a strong Chinese cultural background when they learn English, and they often use the language habits of their mother tongue to learn and communicate consciously or unintentionally when they conduct cross-language learning. Foreign language learning has negative effects.

2. The negative transfer performance of Chinese to college students' English learning

2.1 Vocabulary learning

There is a big difference between Chinese and English in terms of vocabulary. Chinese focuses on expressing meaning and conveying information more intuitively. However, English is a text that distinguishes meanings by relying on the morphological changes of words. Chinese nouns rarely have the inflections of person and number, but there are differences between uncountable and countable nouns in English, and countable nouns also have plural and singular modes. In addition, Chinese verbs do not have the change of person and number. The tense change in Chinese is mainly achieved by adding time adverbial to the sentence. However, in English, there are not only differences in number and person, but also various kinds of verbs. tense. Conversely, English verbs also have singular third person and other person plural^[2].

2.2 Syntax learning

English has the habit of subject-verb agreement, but Chinese has no corresponding norms. In addition, the sentence components that express the same meaning in English and Chinese languages are not always in the same position in the sentence. For example, Chinese tends to put attributives before nouns, while English tends to put attributives after.

Other aspects are as follows: (1) For special interrogative sentences in Chinese, you only need to add interrogative words and question marks at the end of the sentence; for general interrogative sentences, you only need to add the modal particles “why”, “le” and “ni” before the question mark. However, interrogative sentences in English must put the auxiliary verb before the subject, which changes the order of the sentence. (2) The expression habit of expressing time and place in Chinese is from big to small, and English is from small to big, especially when writing letters, the difference is most obvious. (3) The neatness and correspondence of sentence patterns in Chinese are very important. Generally speaking, if there is “although”, there will be “but”, and if there is “because”, there will be “so”. However, in English, “although” and “but”, “because” and “so” cannot exist together in a single sentence.

2.3 Voice and intonation

In terms of pronunciation and intonation, English and Chinese languages are quite different. Chinese focuses on adding tones to the language in order to change the tone and meaning of sentences. There are four tones in Chinese: yin, yang, up and go. Usually, different tones can change the meaning of the same word. English is an intonation language, the smallest unit of intonation is usually a phrase and a short sentence, and the intonation core is located at the end of the sentence. Hanyu Pinyin is usually composed of finals and initials. The initials are generally located at the beginning of the syllables, and the finals are located at the end of the initials.

2.4 Oral language learning

Although both English and Chinese use the International Phonetic Alphabet to express their pronunciation, and some syllables have similar pronunciations, in the final analysis, they belong to two completely different language families, especially in terms of phonetics. In fact, there are many places, so in terms of pronunciation, using Chinese as an aid to memorize English pronunciation has a special impact on English learning. Chinese lacks many phonemes unique to English, and most English learners will inevitably use their native language to mark similar English pronunciations.

3. Countermeasures for college students to deal with negative transfer of Chinese

3.1 Correctly view the negative transfer of Chinese

In the process of learning English, we found that Chinese and English also have a lot in common. Therefore, we need to look at Chinese negative transfer rationally, not just as an obstacle to our English learning, but as a necessary stage of English learning in a Chinese environment, which is a learning strategy. In daily learning, we should summarize the mistakes made in time and analyze the reasons for the mistakes, so as to reduce the occurrence of negative transfer.

3.2 Focus on understanding Western culture and thinking habits

Each country has its own customs and humanistic culture. If you want to learn English well, you need to understand the culture of western countries. The cultural differences between China and the UK are mainly manifested as follows: the main body of the British who consider things is often themselves, while the Chinese like to focus on the other party and consider the other party's emotions, such as asking others “Where do you want to go?”, the English expression is mostly “Where do you want to go?”; Chinese people generally answer other people's questions in a positive or negative context.

4. Conclusion

Through the analysis of this paper, it can be found that the Chinese language and English language, and the cultural background of Chinese and English are quite different. There are many differences between the two, and of course there are many points. The positive transfer of Chinese to English learning is mainly because Chinese plays a foundational role in the process of college students' English learning and is the source of knowledge, and some of the similarities between Chinese and English can also assist English grammar, writing, and thinking. of learning and development.

References:

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