

A Probe into the Influence of Language Transfer on English Learning and Its Countermeasures

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Abstract: Language transfer is a common phenomenon in the process of second language acquisition. When learners communicate in the target language, they try to express their thoughts by means of the phonetics, structure, semantics and culture of their mother tongue, which will result in language transfer. There are two kinds of language transfer: positive transfer and negative transfer. "Transfer" is a psychological term referring to the phenomenon that learners' existing knowledge or skills affect the acquisition of new knowledge or skills in the process of learning, while mother tongue transfer refers to the positive or negative impact of mother tongue or existing language knowledge on the target language or a new language. This paper explores the influence of mother tongue on English learning from two aspects of positive and negative transfer, and puts forward solutions to negative transfer, so as to strengthen the role of positive transfer, so as to promote Chinese students' English learning.

1. Introduction of Language Transfer

1.1 Positive transfer

Positive transfer refers to the fact that the similarities between mother tongue and target language will promote second language learning and deepen through certain developmental sequences in interlanguage. For example, when native speakers of Chinese learn English, it is easy to learn the sequence of sentences. For example, He comes from Beijing, the Chinese word order expressing the same meaning is the same as the English word order, that is, he comes from Beijing. However, Ellis (1994) points out that the promotion of mother tongue in the early stage of second language acquisition is obvious, because learners have not yet been able to construct a development rule. Because the promotion of mother tongue is not as obvious as the interference of mother tongue, it is of great significance to study the positive transfer of mother tongue for mastering the learning methods of second language.

1.2 Negative transfer

Mother tongue interference is mainly due to the different forms and legal systems of mother tongue and target language, which are mistaken for the same by learners. Mother tongue can interfere with the occurrence of errors, prolong the time for learners to make mistakes, and slow down the speed of learners' passage through certain developmental sequences of interlanguage. Migration is caused by the similarities and differences between any previous language and target language. Language transfer is a psychological process in which second language learners stimulate their mother tongue knowledge to develop or use interlanguage.

2. The Positive Transfer of Mother Tongue to English Learning.

2.1 Using mother tongue to promote understanding and memory of English knowledge.

In English learning, memory is very important and boring. It is easier and more impressive to remember English vocabulary or language knowledge in combination with students' sensitivity to their mother tongue. It is easy to remember English vocabulary or language knowledge in accordance with the characteristics of their mother tongue. For example, respectTable is respected;

respectful respectful respectful; respectful respects are related to their mother tongue easily.

2.2 Using proper language to explain Abstract grammatical concepts.

When explaining some complex grammatical structures, the proper use of mother tongue is better than pure English explanation. For example, past tense and past perfect tense can be interpreted as mother tongue in the past.

2.3 The commonness of pronunciation.

The influence of positive voice transfer is mainly reflected in two aspects: one is partial tone pronunciation, the other is the pronunciation position and mode of phonemes. In the aspect of tone, for example, the four tones in Chinese are similar to the stress in English, so it is easier for learners to learn them. In phonemes, there are similarities between Chinese initials and English consonants. There are many nasal sounds in Chinese and consonant fields in English, which is why beginners do not feel laborious in pronouncing some phonemes in English.

3. Negative Transfer of Mother Tongue to English Learning

3.1 Negative transfer of speech

In the process of learning English, learners will find that learning English can not be as easy and natural as learning their mother tongue, and pronunciation will be affected by the pronunciation patterns and rules of their mother tongue. From the perspective of pronunciation, English is "intonation language" while Chinese is "intonation language". Some English phonemes are not found in Chinese. Chinese students tend to find similar pronunciations to replace them. Others use Chinese characters or pinyin to mark English words. This will have a great negative impact on our English pronunciation.

3.2 Negative transfer of vocabulary.

Because of different cultural backgrounds, English and Chinese words in two languages contain different cultural connotations. For example, rest rooms in English are not equivalent to their conceptual meanings, and they are different from the corresponding explanations in Chinese. It is bound to make mistakes if they are used directly.

3.3 Negative transfer of grammar.

Chinese students who are beginning to learn English have the most difficulty in learning grammar. Grammar is a key and difficult point for Chinese students, because the grammar of their mother tongue is different from that of English. If we say "I went to the park yesterday" in English, we should say "I went to the park yesterday." However, there is no change in tense in our Chinese expression, just use "yesterday" as an explanation. Therefore, due to the differences in grammar, this has caused great trouble to our students, and also because they often make grammatical mistakes.

3.4 Voice problem

Since the verbs in Chinese do not inflect (referring to the grammatical relations expressed by the inflectional affixes such as number, person, qualitative, aspect and case), the passive forms in Chinese are mostly expressed by such lexical means as "be, let, call, give and receive". These prepositions introduce the actors and indicate that the subject of the sentence is the object of the action. Language. There are also some passive sentences in Chinese, but there are no such markers, so we need to make a correct judgment by judging the subject-predicate relationship. Compared with Chinese, passive voice in English consists of auxiliary verb be + past participle, which requires morphological and syntactic changes.

3.5 Negative transfer of ideological culture

Different languages reflect the customs, traditions and ways of thinking of different nationalities.

Influenced by their mother tongue, Chinese students unconsciously incorporate their own culture, especially their language, into English learning. For example, "black tea" is often translated into "red tea", but the correct one is "black tea". Or it may involve personal privacy issues such as age and marital status, which can not be discussed in English communication, but in China they are different. Chinese people like to talk about these issues and think it is a way of "caring". Therefore, when communicating with foreigners, many Chinese students are influenced by the culture of their mother tongue. Influence and ignore the cultural habits of the other side, so that communication will be in an awkward situation.

4. Strategies for Native Language Transfer

In learning English, we can not avoid the existence of mother tongue transfer. Some scholars have proposed that the first language should be forgotten when learning a second language. This theory is too one-sided, and the mother tongue is deeply rooted, so it can not be completely forgotten in the learning model. Therefore, the author believes that the idea in mind is first expressed in Chinese and then translated into English, so that we can use the positive transfer of English learning, and gradually develop into a complete system, giving full play to the positive transfer of mother tongue. Although there are many structural differences between Chinese of Chinese and Tibetan Languages language family and English of Indo-European language family, and they are far apart in linguistic types, the similarities between them will promote the second language learning due to the existence of universal grammar. Let native Chinese learners realize the similarities between Chinese and English, and encourage them to use their mother tongue knowledge to promote their English learning. Interlanguage commonality can enhance learners' learning confidence and motivation. In learning a foreign language, we should not and can not isolate the target language from its mother tongue. Chinese can play a certain role in learning English. There is a positive correlation between learners' English proficiency and their mother tongue performance. This also shows the positive transfer of mother tongue.

4.1 Deepen learning through negative transfer.

There are two sides to everything. Negative transfer enlarges the difficulty of learning to a certain extent, but as long as the negative influence is overcome, English ability can be greatly improved. By using the method of contrastive learning, the learners can find the differences in pronunciation and vocabulary between English and Chinese. By contrastive analysis, they can recognize the differences when they learn to a certain extent. Through intensive learning, repeated practice can avoid making the same mistake.

4.2 Increase the memory of a large number of words in the English context.

Every sentence is composed of words, so the accumulation of vocabulary is particularly important in English learning. Put vocabulary memory in specific Chinese context, make full use of the effective use of positive transfer to enhance English awareness and weaken the negative transfer.

4.3 Expand the scope of Chinese language dissemination abroad

Expanding the spread of Chinese and introducing excellent foreign Chinese learners will promote the communication and collision between English and Chinese. Most foreign teachers in our country can only speak English and speak Chinese very little, which leads to many language inconveniences in teaching. If foreign teachers speak authentic English and are proficient in Chinese, this will undoubtedly be a good opportunity for learners to learn English, and can fully combine English with their mother tongue to promote it. The positive transfer effect of mother tongue on English learning.

4.4 Efforts to create a foreign language learning scenario

The ultimate purpose of language learning is communication. Communication is bound to be

related to specific situations. If language knowledge is learned in isolation from practical use, it will inevitably lead to difficulties for learners to use it or the lack of a certain connection between the initial language situation and the future communication situation, which will make the transfer difficult. Now, English teachers should create a language environment by combining the contents of the textbooks, encourage and guide learners to speak English in groups, role-playing, speeches and other forms, so as to enable learners to communicate successfully in the language they have learned. In addition, teachers should also adopt flexible and diverse teaching methods, such as multimedia and other modern equipment to create a realistic language use environment, in order to help learners independently generate English language sense.

4.5 Change the way of thinking and use English thinking to learn.

The influence of mother tongue thinking is one of the main obstacles in English writing. Differences in thinking styles between English and Chinese are obstacles to middle school students' English writing, which makes them unable to express their thoughts accurately. Therefore, it is very necessary to carry out the training of thinking transformation in English learning. In vocabulary, syntax and discourse, English thinking is used to train oneself and gradually get rid of the interference of mother tongue thinking, which can greatly improve the writing ability.

4.6 Widening input channels and strengthening recitation.

In addition to allowing learners to read English articles extensively, learners should also be immersed in a large variety of English listening input atmosphere, in order to increase the effective input of the target language, recitation is also an important way. Canadian linguist Bialystok's second language learning theory model divides the language knowledge of foreign language learners into explicit language knowledge and implicit language knowledge. For foreign language learners, the genre of recitation should involve all aspects of society and show different cultural backgrounds in China and the West, such as British and American newspapers, beautiful poetry, prose or excellent works in textbooks. The latent language knowledge is constantly expanded and the sense of language is constantly enhanced. In addition, recitation is also conducive to learners' self-monitoring and self-correction of negative transfer in their output process, thus overcoming mother tongue interference and better communicating in the target language.

5. Conclusion

In the process of learning a second language, mother tongue transfer is an unavoidable problem, which requires learners to cultivate the thinking mode of second language learning in time, make good use of positive transfer, minimize the impact of negative transfer, and even let negative transfer serve English.

References

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