MODERN VECTORS OF SCIENCE AND EDUCATION DEVELOPMENT IN CHINA AND UKRAINE

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Harbin Engineering University
State institution "South Ukrainian National Pedagogical University named after K. D. Ushynsky"
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The ninth issue of the materials represented by the Ukrainian and Chinese scholars are dedicated to the relevent issues of General and Contrastive Linguistics within the Chinese, English, Ukrainian, Turkish and Korean languages; linguodidactic problems of teaching native and foreign languages within polycultural educational space; peculiarities of cross-cultural communication in geopolitical space alongside education-related aspects regarding profession-oriented training of future specialists under conditions of multicultural environment and military actions in Ukraine; post-COVID-19 pandemic chalanges.

The given articles may be of use to researchers, graduates, postgraduates and practising teachers who are interested in various aspects of Sinology, Cross-cultural Communication, Linguistics, Pedagogy and Psychology.

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INFLUENCE OF NATIVE CHINESE ON ENGLISH LEARNING BASED ON LANGUAGE TRANSFER THEORY

Abstract: The theory of language transfer plays an important role in the study of second language acquisition. Language transfer is not only a simple language transfer, but also influenced by cognitive and cultural factors. The Chinese native language may interfere with the pronunciation accuracy of English learners at the phonetic level. In terms of vocabulary, it is easy to confuse the meaning of words. Syntactically, it is easy to cause word order errors; In terms of discourse construction, cultural differences can affect coherence. This paper aims to explore the influence of Chinese mother tongue on English learning through an in-depth study of the phenomenon of language transfer, focusing on the transfer effect of Chinese mother tongue on English learning at the phonological, lexical, syntactic and discourse levels. By digging into these transfer phenomena, we can better understand the influence mechanism of Chinese mother tongue on English learners, and provide references for formulating more effective learning methods and strategies.

Keywords: language transfer; Chinese; English; second language acquisition

Introduction

For adult second language learners, they have a relatively complete mother tongue knowledge structure and strong logical reasoning ability, but their language habits and thinking habits have formed a fixed set, so it is inevitable to have some interference on second language acquisition. In China, most English learners come into contact with

English in middle school and college. At this time, students already have good language ability and learning ability, but they still find it difficult to learn English. As an English learner, after ten years of learning, the author has basically acquired the ability of listening, reading, speaking and writing in English, but his understanding and expression are still very disturbed by the mother tongue of Chinese. For example, the English texts translated by the author and the compositions written by the author are often pointed out by teachers that the expressions in them are Chinese-style and come up through Chinese thinking. Get the teacher's criticism and correction, they also know that there is such a problem, but do not understand the principle, it is difficult to improve the current situation. Similar problems probably exist widely in the initial stage of foreign language learners, and in the process of learning, we may seldom take the initiative to understand linguistic theories and learning strategies. When the author came into contact with the theory of language transfer in second language acquisition, only one point of explanation solved my great confusion. Therefore, from the perspective of a learner, this paper aims to clarify the theory of language transfer and discuss the influence of native Chinese on English learning, so as to inspire thinking on English learning strategies, so as to better grasp English language knowledge and improve English proficiency.

1. Language transfer

(1) Definition of language transfer

"Transfer" is originally a term in psychology, which refers to a process in which learners transfer the knowledge, methods and experience mastered in the early learning to the later learning for the purpose of learning new knowledge. Transfer makes the acquired experience generalized and systematized, forming a stable and integrated psychological structure, thus regulating human behavior and actively acting on the objective world.

So far, the terms describing the phenomenon of language transfer are still varied, and researchers have failed to give a satisfactory unified term. Researchers observe this linguistic phenomenon from different cognitive views and linguistic views, so the definition is also different. The definition on which the question discussed in this paper

is based is: language transfer refers to the phenomenon that foreign language learners are influenced by mother tongue factors in the process of establishing the target language system. It is influenced by the similarity or divergence between the target language and the language they have learned, including the influence of mother tongue on foreign language learning and the borrowing of mother tongue from foreign language. When learners communicate in the target language, they try to express their ideas by means of the pronunciation, meaning, structure rules or cultural habits of their mother tongue. This phenomenon is very common in foreign language learning, especially in the initial stage of foreign language learning.

(2) Classification of language transfer

According to different classification criteria, scholars divide transfer into positive transfer and negative transfer. Forward migration and reverse migration; Intralingual transfer and interlingual transfer; Language transfer, meaning transfer and concept transfer; Phonological transfer, lexical transfer, syntactic transfer, textual transfer and pragmatic transfer.

(3) The role of a language in second language acquisition

Most theories and studies have proved that mother tongue plays a role in second language acquisition, but there are differences in the studies on the size of the role and the positive and negative effects. In general, behaviorists, cognitivists, and socioculturalists differ in their views on the role of mother tongue in second language acquisition. Behaviorism theory recognizes that mother tongue plays a role in second language acquisition, but overstates this role. The cognitive school has different internal views, but in general, it pays more attention to the role of learners as cognitive subjects, and the role of a language is affected by individual differences of learners. The research pays more attention to exploring the constraints of language transfer. The social school emphasizes the role of social communication activities in language learning, pays attention to the regulating role of mother tongue as a cognitive tool in second language acquisition, but neglects the attention of learners as cognitive subjects to a certain extent.

According to these views, the following points can be summarized:

(1) Language transfer exists in the process of second language learning and is a conscious or unconscious behavior of learners.

(2) It is necessary to look at the problem of mother tongue transfer in two aspects, which has both interference and promotion effects on second language acquisition.

(3) Mother tongue transfer should not only be discussed from the language level, but also from the universal characteristics of language and human cognitive psychology and other factors.

(4) Transfer occurs both in the learning process and in the communication process, which is both a process and a result.

(5) the transfer is not one-way, and the reverse transfer from the target language to the mother tongue may also occur; Nor can migration occur only between two languages, but also between multiple languages.

(4) Main factors affecting language transfer

There are many factors that restrict the transfer, including learner's internal factors and external factors in general. Internal factors are individual factors, including learner's age, motivation, cognitive basis, mother tongue level, communicative strategy and so on. External factors mainly include learners' social environment, family environment, school environment, classroom environment, cultural differences, race, gender, teachers, teaching materials and so on. Different second language researchers have put forward different constraints. This article will discuss only three of these factors.

1. Language proficiency

Language level, including learner's mother tongue level and target language level, will affect the nature and degree of transfer. The empirical study of the researchers shows that the level of language has an impact on transfer, and the higher the level of language, the more positive transfer. When learning pronunciation, beginners who have a certain basis in their native language often listen to and pronounce the pronunciation of the target language according to the pronunciation characteristics of their native language, and it is difficult to acquire the real pronunciation of the target language. For children who have not fully mastered the pronunciation characteristics of their mother

tongue, because the influence of their mother tongue is not very deep, they may acquire more authentic sounds of the target language. On the other hand, vocabulary, syntax, text and other levels have many commonalities, which is beneficial to those who have a good foundation of native language acquisition. They can quickly analyze and compare similar parts in their native language to find out the commonalities and master them faster. However, there is no consensus on the influence of second language level on transfer.

2. Marketability

Two components in a phonemic opposition, one of which has a feature that the other does not have, the phoneme with such a feature is called labeled, and the other is unlabeled. Chomsky's markup theory distinguishes between the "core" and "edge" parts of language rules, arguing that core grammars are unlabeled while edge grammars are labeled. According to labeling theory, not all differences between the target language and the native language will be transferred. When the language rule of the mother language is labeled but the target language is unlabeled, the transfer does not occur. Transfer is possible only when the language rules of the mother language are unmarked and the target language is marked. Unlabeled rules or less labeled rules are learned more easily or earlier.

3. Language distance

Language distance refers to the relationship between the mother tongue and the target language, both the actual distance between the two languages and the learner's psycholinguistic distance. If the two languages are very close in both the verbal and non-verbal aspects, learners will find it easy to learn and a lot of positive transfer will occur. In more cases, learners' subjective estimation of language distance has a greater impact on transfer than objective language distance. Learners' psycholinguistic types determine the language forms they actually transfer in speech acts, and learners' psychological cognition of language distance changes with the growth of second language level. Other conditions being equal, if learners think that the distance between two languages is small, then the possibility of transfer is greater. Compared with actual language distance, learners' psycholinguistic distance is the key factor that influences

and restricts transfer and transferability judgment. Psycholinguistic distance also changes with language learning experience.

Language transfer is influenced and restricted by many factors, but how these factors affect the transfer and how different factors interact with each other are still the problems that language transfer researchers need to solve.

Second, the influence of Chinese mother tongue on English learning

From the perspective of the influence of mother tongue on foreign language learning, language transfer can be divided into positive transfer and negative transfer. When the rules of mother tongue are similar or identical to the rules of the target language, mother tongue will have a positive promoting effect on the acquisition of the target language, which is called positive transfer. When the rules of the mother tongue are different from the rules of the target language, the mother tongue will interfere and hinder the acquisition of the target language, which is called negative transfer.

(1) Voice transfer

Phonological transfer is a psychological concept that refers to the habit of learners to replace the sounds in the new language with similar sounds in their native language in the process of learning a new language. Since Chinese and English belong to different language families, English belongs to the Indo-European language family, Chinese belongs to the Sino-Tibetan language family, each of them has a complete and very different phonetic system, and the differences in phonetic aspects of the two languages have obvious effects on the transfer of learning English.

1. Negative migration

(1) Clear and turbid consonants are not distinguishable. First of all, due to the influence of Chinese pinyin, the phonetic pronunciation of letters such as [b], [d], [g] is not in place, and learners often do not realize that what they pronounce is actually not voiced consonants but unaspirated sounds in the process of second language English acquisition;

(2) Can not find the pronunciation place. For example, people in the north are accustomed to biting their lips when they pronounce the [w] sound in their native language, while people in the south are accustomed to pronounce the [w] sound without

biting their lips when they pronounce the [v] sound.

(3) The stress is wrong or the stress is not obvious. For example, pronounce contact /'kontækt/ 'as /kon'tækt/, or read a sentence without highlighting the stress of the word;

(4) consonant concatenation and swallowing;

(5) When reading, the tone is flat or too high, there is no sense of rhythm, and the three basic tone types are not grasped.

2. Positive migration

Chinese has many syllables and pronunciations, and learners with Chinese as their mother tongue are easy to substitute and imitate when learning other languages, including English.

(2) Vocabulary transfer

Vocabulary is the basic material of sentence making, and it is also the most changeable part among the three elements of language (phonetics, grammar and vocabulary).

1. Negative migration

(1) Chinese characters are symbolic characters that indicate both meaning and sound, and English is an alphabetic character whose structure is directly related to the pronunciation. When encountering Chinese new words, learners generally look at the glyphs first, while learning English should pay attention to the pronunciation. The Chinese native speaker's word habit is not conducive to memorizing English vocabulary.

(2) The average meaning of Chinese words is less, while the meaning of English words is more complicated. The features of ideograms of Chinese characters make Chinese characters exclude the polysemy of a word, but its words are open, and new words can be constantly generated for the need of meaning expression, so it is relatively easy to create new words. In general, Chinese word formation has the opportunity to incorporate new meanings into new words, so there are quite a lot of synonyms composed of the same morpheme in Chinese. However, English makes full use of extension and other means to combine new meanings with old words, and the meaning

of words has become wider and wider. Therefore, the average meaning of English words is more complicated to remember.

(3) In Chinese, adjectives can be used as nouns, sentences are composed of words in order, and the font does not change. In English, there are many variations of nouns and adjectives, comparative and superlative adjectives and adverbs, different tenses of verbs, and various variations of words in sentences. It is difficult for native Chinese speakers to remember the changes of words.

(4) In Chinese and English, the collocation of words is different. Chinese uses "big" to describe the wind, while English uses "high" instead of "big".

(5) Chinese and English acronyms are formed in different ways. Chinese abbreviations can be divided into four types: truncation (e.g., Tsinghua University → Tsinghua University), selection (e.g., teachers and students → teachers and students), extraction of common factors (e.g., advantages and disadvantages → advantages and disadvantages), and numerical generalization (e.g., new industrialization, agricultural modernization, new urbanization, informatization → Four modernizations). English abbreviations are formed by truncating (e.g. laboratory → lab), mixing (e.g. news broadcast → newscast), and beginning and end abbreviations (e.g. very important person → VIP).

(6) The expressions of idioms do not necessarily correspond, and mistranslations may occur. For example, the English expression for bragging is not "to talk bull", but "to talk horse"; The English expression for "timid as a mouse" is not "as timid as a mouse", but "as timid as a rabbit".

2. Positive migration

(1) The existing words in Chinese vocabulary have extended meaning, figurative meaning, polysemous words, synonyms, etc., which is convenient for students to understand the meaning of words in English.

(2) The Chinese vocabulary is rich, similar to the English expression "high wind", in addition to "strong wind", can also be translated as" strong wind" and "strong wind", which is convenient for the accuracy of repeated translation and correct use by students.

(3) Syntactic transfer

1. Negative migration

(1) English is formalized, logical, rigorous and complete in syntactic structure, with verbs as the core, emphasizing analysis and light parataxis; However, Chinese does not pay attention to the form, the structure is not complete, the role of verbs is not so prominent in English, emphasis on parataxis, light analysis. In terms of the weight of syntactic structure, Chinese is top-heavy, while English is top-heavy. Syntactic weight refers to the tendency of sentence components to be arranged in a linear sequence of language. When understanding English sentences or translating and writing in English, it is necessary to analyze the components of the sentences, around the form of verbs, sentence patterns can be different, and to clarify the structure through different word orders. However, Chinese composition has no specific requirements in form, does not rely on grammatical form signs to connect language components, does not have morphology, but only pay attention to the logical meaning of the smooth. Topics and rhemes are the basic structures that make up sentences, and word order is not a particularly important source of information when processing sentences. Therefore, for native Chinese learners, English sentences, especially compound sentences, may not be able to understand their meaning quickly.

(2) In Chinese nouns do not need to rely on the change of morphology, just add "these", "those" or add "men" after the noun, while in English nouns countable and uncountable is a very important grammatical attribute, and in the sentence number, case, tense, etc. need to be consistent, which is completely different from Chinese.

(3) Chinese rarely uses passive sentences, but English often uses passive sentences, so it is necessary to master the use of passive voice.

(4) In Chinese, simultaneous or one after another behaviors can be expressed by "li" and "li" or directly described as juxtaposition, while in English, "while" and "with" are needed.

2. Positive migration

Chinese sentences have subject, predicate, object, verb, attributive, adverbial, complement and other components, there are single verb predicate sentence, verb

predicate sentence, verb complement predicate sentence, conjugate predicate sentence, noun-predicate sentence, "yes" sentence, joint complex sentence, partial complex sentence, complementary complex sentence and many other sentence patterns, although the name of the English sentence type is very different. But in fact, it provides a good language foundation for Chinese native speakers to understand English sentences.

(4) Discourse transfer

A discourse is not a simple combination of unrelated sentences, but a semantic unity that organically combines some sentences with meanings through various cohesive means.

1. Negative migration

(1) hypotaxis and parataxis. The so-called hypotaxis refers to the words or clauses in a sentence are connected by means of linguistic forms to express grammatical meaning and logical relations. The so-called parataxis refers to the connection between words without linguistic formal means, and the grammatical meaning and logical relations in sentences are expressed through the meaning of words or clauses. The differences between English and Chinese in discourse planning are manifested in hypotaxis and parataxy. Chinese is a paratax-heavy language, English is a paratax-heavy language. However, the combination of parataxy and form in Chinese is not absolute, and sometimes it is both. It is difficult for native Chinese learners to get rid of the habit of attaching importance to parataxy when writing a text and expressing a discourse.

(2) Common mistakes made by native Chinese learners at the discourse level include: excessive use of personal pronouns, lack of cohesion and coherence between sentences, lack of variation in sentences, lack of identity in paragraph content, unclear text center, etc.

(3) The use of some textual cohesion devices in both English and Chinese is somewhat heavy. In Chinese, original word repetition and ellipsis are more commonly used, while in English, reference and substitution are more commonly used.

2. Positive migration

The arrangement of elements in English and Chinese sentences is regular and similar. Generally speaking, the arrangement of language structure follows the principle from known to unknown, from certain to uncertain. The two languages also differ less in terms of textual coherence.

Iii. Summary

(1) Inspiration

1. Pay attention to oral practice and listening training. Linguist Jim Son pointed out: "To speak a language well, you have to know about 100 percent of the sounds, about 50 to 90 percent of the grammar, and 1 percent of the vocabulary is enough." It can be seen that pronunciation plays an important role in the process of foreign language learning, and mastering pronunciation knowledge and skills is a necessary quality for English learning.

2. Accumulate vocabulary and understand it in context. By means of comparative analysis, this paper summarizes the differences of English and Chinese vocabulary in various aspects and the resulting rules of language transfer, and comprehensively grasp the similarities and differences between the two languages, so as to minimize the interference of Chinese negative transfer on vocabulary acquisition.

3. Strengthen grammar foundation, increase reading and cultivate language sense. Conduct translation exercises, and judge the causes of errors through comparative analysis and error analysis. For the errors with high frequency, it is necessary to analyze the causes of their occurrence, sum up, and correct them in time, and improve them in continuous mistakes and corrections.

4. Analyze and recite the text, read widely, broaden your horizons, and practice writing frequently. From the structural types of articles, writing skills and other aspects to find differences, understand the characteristics of English thinking, cultivate English thinking habits, gradually familiar with English language habits, improve language expression ability.

(2) Summary

For the purpose of writing this paper, I have roughly learned the theory of language transfer in second language acquisition. In the process of analyzing the

influence of learning English as the mother tongue of Chinese, through comparative analysis, I have expanded my understanding of not only English, but also the knowledge of the mother tongue of Chinese. I have learned some theoretical knowledge about phonetics, vocabulary, syntax and discourse in linguistics, which I have benefited a lot. Language transfer researchers pay more attention to the phenomenon of negative transfer from one language to the second language, this paper also focuses on the negative transfer of mother tongue, but in the actual learning, we must not neglect the cultivation of mother tongue ability. In the process of English learning, objectively speaking, the level of mastering the mother tongue, that is, the existing language ability and the distance between English and Chinese, have a great impact on the learning effect. Subjectively, learners' learning motivation and learning strategies also have a great impact on the result. Therefore, for English learning, we need to take the initiative to explore learning methods with a positive attitude and make unremitting efforts. Improve your English.

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基于语言迁移理论探讨汉语母语对英语学习的影响

摘要：语言迁移理论在二语习得研究中占据重要地位，语言迁移不仅仅是简单的语言转换，更受认知和文化因素影响。汉语母语对英语学习者在在语音层面，可干扰发音准确性；词汇方面，易导致词义混淆；句法上，易引发语序错误；在语篇构建上，文化差异可影响表述连贯性。本文旨在通过对语言迁移现象的深入研究，探讨汉语母语对英语学习产生的影响，将重点分析汉语母语在语音、词汇、句法和语篇层面对英语学习所产生的迁移作用。通过深入挖掘这些迁移现象，可以更好地了解汉语母语对英语学习者的影响机制，为制定更有效的学习方法和策略提供参考。

关键词：语言迁移理论；汉语；英语，二语习得