

The Influence and Role of Mother Tongue Transfer and Input Methods on Second Language Acquisition

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ABSTRACT

Second language acquisition mainly refers to the learning of any other language after acquiring the mother tongue, also known as second language acquisition. Only by possessing good theoretical knowledge of second language acquisition can we better leverage strengths and avoid weaknesses, and improve efficiency. In the process of second language acquisition, the influence of the mother tongue on learners is a common phenomenon that has gradually attracted attention and research. Mother tongue transfer means that learners apply the rules and methods of their mother tongue to second language acquisition. Mother tongue transfer mainly includes two types: positive transfer and negative transfer. This article mainly analyzes the positive and negative impacts of mother tongue transfer, and adopts correct strategies and methods to address them, demonstrating the importance of treating mother tongue transfer correctly in second language acquisition. In addition, input methods also affect the level of second language acquisition.

KEYWORDS

Learners; Native Language Transfer; Input Methods; Second Language Acquisition.

1. BACKGROUND

Mother tongue transfer refers to the influence of previous learning on subsequent learning, which plays a promoting role and has a positive effect, known as positive transfer; The effect of its interference is negative, known as negative transfer. Language is the carrier of culture, and any language contains rich culture, which is the crystallization of culture. The emergence of the phenomenon of mother tongue transfer is not only due to people's exposure to a second language outside the country, but also due to the use of their mother tongue in the process of second language acquisition. In this article, the author focuses on studying the phenomenon of mother tongue transfer in second language acquisition. In the process of second language acquisition, people naturally combine their mother tongue with the second language. For example, a common problem in the current English language process is "Chinglish". The formation of "Chinglish" belongs to the phenomenon of mother tongue transfer in second language acquisition. As people can consciously and naturally refer to the thinking habits and patterns of their mother tongue when learning a foreign language, this leads to the phenomenon of mother tongue transfer to second language acquisition. Therefore, in the process of second language acquisition, we tend to use our own cultural standards to measure others' words, deeds, and thoughts, express our own thoughts through our own bathing habits, and ignore the cultural connotations contained in the second language, resulting in frequent occurrences. Making a mistake is actually very unacceptable. For example, people in many English speaking countries often use names to address others, not only to those of similar age, but also to their elders. However, this situation is highly undesirable in China. Because China is a country that respects the elderly and loves the young, if you call an elder by their first name, it is disrespectful to them.

2. REASONS FOR RESEARCH

Take Chinese as the mother tongue, two languages is English for example. Although there are different names of “Cousin” in Chinese, the corresponding words can not be found in English, and they are collectively referred to as “sister”. This is the lexical difference between the mother tongue and the two languages. In addition, our Chinese is more attention to the expression of meaning, “have you eat”, the native Chinese people can understand the meaning of this sentence; and in English generally not so expression, because English pays more attention to structure, a sentence can only have a predicate, and punctuation marks in English is also very big, can not be used. Another typical example is that in Chinese, both “he” and “she”, we pronounce the same way. And in English, he used “he” and she used “she”. This is the subtle difference in words between the two, but if we don't care, there creates ambiguity in communication.

3. DIFFERENT LANGUAGE SYSTEMS

English and Chinese belong to different language systems, so they also have great differences in syntax. Chinese has no formal change, while English has its own change and follows a strict syntactic structure. That is, to change the person, quantity and tense through the form of a noun or verb, such as the past and three single forms of the verb. However, in Chinese, we mainly express it through vocabulary and context, and there is no such change characteristic similar to English. Moreover, English is used to use attributive posterior and adverbial posterior, but there is generally no posterior usage in Chinese, and the given information is generally put in front. People are used to using the thinking system of the first language to solve new language problems. The difference between the two languages is not easy for English beginners to understand, but also do not fully understand and grasp, and it is easy to confuse and make mistakes.

In terms of culture, in Britain and America, if you praise a member of the opposite sex, they will be very happy, because it is your affirmation of him, and it is a polite act. So British and Americans often put praise on their lips. However, although there are compliments in the Han culture, their scope and degree are different from the British and the United States. Especially for women, they are generally not used to compliments to the opposite sex and feel that they are hostile. For another example, modesty has always been regarded as that in the Han culture.

A virtue, so when we hear praise, we always used to be polite, say: “where, where”, “dare not be,” and in the British and American people will praise as a affirmation of their own achievements, so they will be very happy to say “Thank you” or “Thank you for your encouragement”. Therefore, in the eyes of the British and Americans, the Chinese are somewhat hypocritical, while the Chinese feel that the British and Americans lack the virtue of modesty.

4. NEGATIVE TRANSFER OF MOTHER TONGUE AND MEASURES

In addition, in the process of two language acquisition, if we encounter some difficulties and obstacles that we cannot deal with, we will appear the psychology of avoidance. It prompts us to only use some simple words to express our views, which will make us study the two language at a low level, in fact, this is very detrimental to the improvement of our two language level. So in order to reduce and avoid the occurrence of similar negative migration in the process of two language acquisition. We should take some corresponding measures. First of all, to enhance their own cross-cultural awareness. Because language and culture are inseparable. On the one hand, teachers should enhance their cross-cultural awareness, pay attention to the differences between Chinese and Western cultures, and pay attention to the study of cultural differences; on the other hand, they should focus on cultivating students' cross-cultural awareness, enhance students' cultural literacy, and pay attention to the differences between Chinese and Western cultures. In teaching, the method of comparative analysis

is often used to make students see the differences between the two languages more clearly and intuitively. Secondly, cultivate students' good habits of using English thinking. Let them watch more foreign documentaries and movies to influence the students subtly. In addition, we also need to master some taboo vocabulary, and the language habits of different countries, avoid rote use, so as to avoid cultural conflicts. This is the negative effect of native language migration, and it is also the focus of many researchers. In fact, this is a very one-sided view. The influence of mother tongue on two languages is overall. Sticking to learners to studying the phenomenon of language mistakes is equal to giving up the overall influence of mother tongue from a macro perspective.

5. THE POSITIVE EFFECTS OF MOTHER TONGUE TRANSFER IN OTHER ASPECTS

However, the influence of mother tongue on students' English learning is not all negative. In addition to negative effects, native language migration produced positive effects. This shows the language interoperability of the mother tongue and the two languages. They believe that mother tongue is a basis of learning that cannot be ignored and a exploitable learning resource. The learner's mother tongue can also promote two-language learning. For example, for a Chinese speaker, the second language is Japanese. He will have a huge advantage over the French learners because of the many similarities between the writing systems of Chinese and Japanese. That is why many college English majors minor in Japanese. Because learning Japanese is easier and less difficult than learning Japanese in other languages. Therefore, the curriculum setting still has a certain scientific theoretical basis. This is a positive contribution of the native language, and positive migration can reduce some errors and improve learning efficiency. However, positive migration is overlooked by some researchers who only focus on learners' mistakes.

In fact, after investigation, it is found that when learning English on the basis of Chinese, it will have a positive impact in pronunciation, translation and other aspects. In terms of pronunciation, there are similar pronunciation or even the same phonemes in English and Chinese. Therefore, when learners learn these sounds, the pronunciation will be more accurate and can easily master the essentials of pronunciation.

In terms of translation, it has also had a positive impact. With a profound cultural foundation, for students, it will promote the learning of foreign language and culture. Moreover, in the process of translation, we pay more attention to the principle of truth, goodness and beauty. With a certain cultural heritage, in the process of translation can the words be accurate, meaning name, close to the original meaning. The above are all the effects of the positive migration of their native languages. In the past, we only focused on negative effects, but positive effects were equally important. We can only master the commonality of the two languages, to carefully identify their differences, which will help us to learn the efficiency of the two languages.

6. THE IMPACT OF INPUT METHODS ON SECOND LANGUAGE ACQUISITION

In addition to migration, input methods also have a profound impact on second language acquisition. Krashin's two-language acquisition theory distinguishes between acquisition and learning. The two of them have different learning styles. Acquisition mainly refers to the students' unconscious learning to use and learning to use the language, while learning refers to the conscious learning process, which mainly is the rules and forms of language learning. Only the acquired language knowledge can lead to the use of the language, and the learned language knowledge can only help people to consciously check whether the spoken discourse is correct. So for the lower grade students, their English teachers are generally local teachers. The main reason is that although the input of foreign teachers is relatively large, it is a burden for lower grade children and the efficiency is relatively low, mainly because the

input method exceeds the level of $i + 1$ (i is the current level of children, and $i + 1$ is slightly higher than the current level of children). So this level can not be too high, otherwise it will lose the original meaning, the children will have doubts and do not understand. In addition, the input process should be based on understanding input, and students should be encouraged to input through multiple channels, such as watching English movies, listening to TED speeches, etc. Therefore, in the process of teaching, teachers should use the purpose language teaching, and adjust the teacher's language to reach an understandable level of students.

The most important thing is that we should respect the children's silence period, to be patient, the enlightenment stage do not rush to let the children speak a foreign language, eager for success. The ability to speak was much slower than it was heard, and he came naturally. Listen to too much, the child will naturally say.

7. CONCLUSION

Through the above discussion, we can find that the mother tongue is a prerequisite for learning a foreign language. In addition to the core language, second language acquisition also includes language environment, grammar habits and other factors. When learners fail to master the second language, they have to use their native language to bridge the gap between the two and hope to complete the second language with their native language. When learners experience difficulties in communication due to lack of necessary target language knowledge, they turn to native tongue to make up for the lack of knowledge. Therefore, the first language has an effect on the pronunciation of the second language, the development of translation, but the effect is positive, and the mother language can make the learning of the second language easier. It is negative in vocabulary and grammar, mainly due to the differences between one language and two languages. Therefore, teachers can properly use the first language to explain the second language in the process of classroom teaching, which can help students to better understand what they have learned. However, if they rely too much on the first language in the process of the second language learning, it is easy to kill the development of the second language ability. From the cognitive point of view, two language acquisition is a very complex process, restricted by various factors. Native language migration is critical to the influence of two language acquisition. In teaching, we should make full use of the positive effects brought by positive migration, and at the same time, we should also realize the negative effect of mother tongue on second language, and help students overcome the negative influence of mother language acquisition by analyzing the causes of errors. In addition, the real key to acquisition, which is really helpful in the acquisition of language, is "listening and reading with pleasure," and in the process, the learner.

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