

On the Influence of Mother Tongue Thinking on Second Language Acquisition

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ABSTRACT

Mother tongue thinking is one of the important factors affecting second language acquisition. In the process of language practice, mother tongue thinking not only exists objectively in the process of second language acquisition, but also exists the so-called positive transfer and negative transfer, that is, the positive and negative impact on second language acquisition. In the process of second language acquisition, practitioners will inevitably mix their mother tongue knowledge with all kinds of information and abstract thinking obtained through their mother tongue. They will inevitably use their mother tongue consciously or unconsciously to think, analyse, compare, and synthesize, and use their experience of learning their mother tongue to reconstruct the target language system. We should carry out certain cultural introduction according to the actual teaching situation, improve students' cultural sensitivity, promote students to feel the differences rationally and intuitively between the two languages, cultivate students' interest in learning, and give full play to the effect of second language learning.

Keywords: Education, Mother tongue thinking, Second language acquisition

1. INTRODUCTION

As we all know, mother tongue thinking is one of the important factors affecting second language acquisition. In the process of language practice, mother tongue thinking not only exists objectively in the process of second language acquisition, but also has the so-called positive transfer and negative transfer phenomena, that is, positive and negative effects on second language acquisition. Therefore, the proper use of positive and negative transfer of mother tongue thinking will directly affect the effect of second language acquisition, that is, the quality of language output, such as the accuracy and speed of language organization. Therefore, in practical teaching, teachers should pay attention to guiding students to correctly use the theories of "positive transfer" and "negative transfer" of mother tongue thinking in second language acquisition, so as to promote the effect of second language acquisition and improve the effect of target language (Second Language) learning.^[1]

In the study of language and thinking, there are different opinions on the relationship between them. Monists and dualists also hold different views. However, most linguists believe that the two are inseparable. They agree that thinking is people's indirect and general

reflection of objective things, which reflects the essential attributes and regularity of things; Language is the main tool for human beings to convey, exchange and preserve ideological achievements, the carrier of thinking, the most effective means for human beings to express thinking, and has the common attributes of human thinking. It can be seen that since there are many commonalities between different languages, anyone will subconsciously apply his understanding of language commonality or attributes obtained through his mother tongue to the practice of second language acquisition. Moreover, the practitioners of second language acquisition we mentioned here are teenagers and adults who already have the knowledge structure of their mother tongue, and the whole process of second language acquisition is carried out in a social environment in which Chinese is the mother tongue. At the same time, the language materials needed in the process of second language acquisition mainly come from the teaching, teaching materials, audio-visual materials, network and other channels of teachers in the classroom, as well as the communication between students and teachers, students and students, students and foreigners. Based on the above reasons, in the process of second language acquisition, practitioners will inevitably mix mother tongue knowledge and various information and abstract thinking

obtained through mother tongue to form the knowledge structure of second language acquisition. And in the process of second language acquisition, it is inevitable to use the mother tongue consciously or unconsciously to think, analyze, compare and synthesize, and use the experience gained in learning the mother tongue to reconstruct the target language system. At the same time, mother tongue thinking plays a role in every stage of second language acquisition. For example, in the initial stage, practitioners will contact those specific nouns such as boy, girl, apple and so on, so that they can be associated with the equivalents of their mother tongue in many ways. For example, "boy" will immediately think of boys; "Girl" will immediately think of girls. In addition, with the increase in vocabulary, practitioners will inevitably be exposed to grammar. Especially in sentence synthesis, they will subconsciously use the grammatical structure of their mother tongue to organize the sentences of the target language. It can be seen that in the process of second language acquisition, it is unrealistic to completely separate from the mother tongue. In fact, in the process of leading students in second language acquisition, teachers will be affected by the positive or negative influence of their mother tongue. The key is how to make full use of the positive influence of mother tongue thinking, reduce the negative influence of mother tongue thinking and maximize the effect of second language acquisition.^[2]

2. THE POSITIVE INFLUENCE OF MOTHER TONGUE THINKING ON SECOND LANGUAGE ACQUISITION (POSITIVE TRANSFER)

Although there are many kinds of languages in the world, there are differences of different sizes among various languages. However, from the perspective of language itself, it is a common tool for human expression and expression, which must be closely related to human thinking. Human thinking has something in common, so the language used to express thinking also has something in common. Chomsky's universal grammar holds that "universal grammar is a system of principles, conditions and rules that all human languages must-have. It represents the most basic thing of human language. It is not the unique rules of a specific language, but a series of universal rules suitable for all languages." It can be seen that everyone must master the common characteristics of all languages in the world in the process of mastering his mother tongue. Then, in the process of second language acquisition, if there are many language similarities between the mother tongue and the target language, such as grammar rules, word formation and so on, they will inevitably enable learners to accelerate their mastery of the target language. For example, in this sentence pattern: Chinese: 我要一本书。(主)(谓)(宾). English: I want a book. (主)(谓)(宾).^[3]

Because the sentence structure is similar, mother tongue thinking plays a positive role in the process of learners' rapid construction of the correct target language. In addition, the similarity in word formation, especially the composition of compound words, can better illustrate the positive impact of mother tongue thinking on second language acquisition. For example, in English, compound words are two or more words with independent meanings combined into a new word in a certain order. This word formation method is called the compound method, and the new words formed are called compound words or compound words. For example, basket + ball = basketball; Black + board = blackboard; Boy + friend = boyfriend, etc This mother tongue way of memorizing words is a particularly effective way for language learners to increase their vocabulary. Of course, in the teaching practice of teachers' second language acquisition, the appropriate use of reasonable teaching methods or means and the appropriate use of mother tongue in the teaching process will usually achieve twice the result with half the effort. For example, when explaining the word Motel, first talk about the deconstruction morphology. Mobile Hotel = motor + hotel. It's very simple. However, when explaining the meaning of words, because this motel is very rare in China, or it is not such a title. If teachers simply use English to explain for a long time, some students may still not know what this motel is, At this time, the use of the mother tongue "roadside cart shops, taverns, places for long-distance drivers or cars to rest and replenish, in foreign countries, sometimes may be mobile rather than fixed in a certain place".^[4] This sentence explains the compound word clearly, and the students must be impressed.

3. THE NEGATIVE INFLUENCE OF MOTHER TONGUE THINKING ON SECOND LANGUAGE ACQUISITION (NEGATIVE TRANSFER)

The influence of mother tongue thinking on second language acquisition is not only positive but also bound to have some negative effects in the process of teachers' teaching or second language learners' learning. Among them, vocabulary, grammar and pragmatics will produce negative transfer in the process of learning. We all know that vocabulary belongs to different language families in the process of learning Chinese and English. In the process of learning, it is not difficult to find that the relationship between English and Chinese vocabulary is not a one-to-one correspondence. Some words in English are not in Chinese, and some words in Chinese are difficult to reflect in English. This phenomenon is bound to affect the practitioners of second language acquisition in their understanding and mastery of words. For example, in English learning, the use of articles is a basic knowledge that learners must master, but there is no article item in Chinese. Therefore, the phenomenon of

dropping articles in sentences I am girl, I have book is very common. In addition, the predicate verbs in English sentences vary in person, number, tense, voice and other forms according to certain grammatical rules. The predicate verbs in Chinese sentences have no strict morphological changes. For example, in the following sentences.^[5]

(1) Error: he go to school every day. Correct: he goes to school every day.^[6]

(2) Error: mary buy a book yesterday. Correct: mary bought a book yesterday.^[7]

(3) Error: they are my lovely toy. Correct: they are my lovely toys.^[8]

In example (1), the principle of subject predicate consistency is ignored^[9]; Example (2) did not pay attention to the change of tense^[10]; Example (3) completely ignores the plural form of nouns. In addition, in the process of second language acquisition teaching and learning, we also deeply realize that, as the cornerstone of culture, language is closely connected and complementary to culture.^[11] In the process of second language acquisition, we should not only learn its pronunciation, vocabulary and syntax, but also pay close attention to the cultural background closely related to the language. In this way, we can use the second language in an appropriate way to communicate. In this way, we may acquire not only linguistic competence but also more important pragmatic competence. For example, in Chinese traditional culture, people often use "have you eaten?", "where are you busy with?". For native English speakers, these greetings cannot express greetings but will make people feel inexplicable and so on.^[12] These phenomena are sufficient to illustrate the negative impact of mother tongue thinking on vocabulary, grammar and pragmatics in the process of second language acquisition. These reasons will lead learners to rely too much on their mother tongue thinking, simply apply their mother tongue cultural habits and cultural patterns to the target language, deal with the language phenomena encountered in the process of second language acquisition too much with feelings or assumptions, and do not make proper and rational use of their mother tongue thinking, resulting in some unnecessary errors in language learning and some unnecessary misunderstandings between communication parties, which directly affect the learning effect.^[13]

4. CONCLUSION

To sum up, it is not difficult to see that mother tongue thinking is not only helpful for learners to understand, digest and absorb second language information, but also a common strategy to express content and form. Although it is an effective method for learners, it is not a universal key to solve all difficulties in second language

acquisition. If the method is improper, mother tongue thinking will more interfere with learners' understanding and expression of second language. In the process of second language acquisition, it is appropriate to refer to their own experience and experience in learning their mother tongue, compare their similarities and differences, and make use of the advantages of mother tongue thinking to learn the target language. We should neither exaggerate the role of mother tongue thinking, nor ignore it as an interference factor in second language acquisition. We should proceed from the actual situation, seek advantages and avoid disadvantages, make full use of the positive and negative influence of mother tongue thinking, and create a language environment conducive to second language learning; according to the actual teaching and learning situation, carry out certain cultural introduction, improve students' cultural sensitivity, promote students to rationally and intuitively feel the differences between the two languages, cultivate students' interest in learning, and maximize the effect of second language learning.

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