



Negative Migration of Native Language in College Students' English Learning and Strategies

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Abstract. The native language base can contribute to particular inertia guidance in English learning, reducing the learning effect. For this reason, the analysis of factors influencing negative native language migration in college students' English education and the study of coping strategies are proposed. Based on the manifestations of negative native language migration, the effects of the Chinese-English language differences, the relative lack of learning environment, and the improvement of teaching strategies are analyzed. The analysis results suggest coping strategies centered on increasing the input and output of the English language and improving English teaching.

Keywords: Negative native language transfer · influencing factors · coping strategies · language differences · learning environment · teaching strategies

1 Introduction

With the continuous advancement of globalization, learning a second language has gained more attention [1], among which English, a widely used language, has become a required language course in China's education system [2]. However, in the actual learning, college students' English learning shows a certain negative transfer of mother tongue, affecting their learning effect [3], and to some extent reducing their enthusiasm for learning English. It is necessary to conduct in-depth research in colleges and universities [4] and make an adaptive reform of the corresponding teaching methods.

This paper proposes a study on the analysis of factors influencing negative native language migration in college students' English learning and strategies to cope with it. It analyzes factors based on negative native language transfer manifestations and formulates targeted countermeasures with the analysis results. This paper aims to support college students' English learning so that they can complete their learning of English subjects more efficiently.

2 Analysis of Negative Native Language Migration

The paper first examines the situation of negative native language transfer. For college students learning English, the impacts of the mother tongue can be divided into positive and negative transfer. Positive transfer is the positive effect of the mother tongue,

while the negative transfer is the opposite, the negative effect of the mother tongue. The effects of negative transfer include: poor academic performance, low self-esteem, lack of motivation and confidence, etc. As a result of the influence of the stereotypes of the first language and the inertial language mindset in learning a second language, the habits of the native language are transferred to the new language when learning a second language. In addition to being an obstacle for learners, it can also be detrimental for their progress in their second language. The habits of native language reduces the effectiveness of learning English and the learning motivation. A survey of English learning on campus found that negative native language transfer is one of the main factors plaguing most college students' English learning. It is essential to analyze the specific impact factors and develop targeted countermeasures to solve the relevant problems in this circumstance.

3 Analysis of the Factors Affecting Negative Migration of Mother Tongue

In this section, we analyze 3 main factors that lead to the negative transfer of mother tongue for college students to learn English.

3.1 Chinese-English Language Differences

The first and the most important factor is the objective difference between English and Chinese in terms of language. They differ not only in semantic expressions but also in vocabulary usage, pronunciation and syntax. And also, the college students have had a well developed Chinese cognitive system. These differences result in students learning English without thinking in English. They think only in their native languages, which can be very difficult to learn new words or concepts that are foreign. This means that English thinking is very important to English listening, speaking, reading and writing (translation) ability, because it can directly affect your English reaction speed and the idiomatic degree of using English. Since we don't have much time to wait for us to think when we speak, English thinking has a great influence on oral English. Therefore, it would directly affect their learning effect when they habitually adopt their native language thinking for English learning and presentation. The lack of English thinking is one of the leading causes of negative native language transfer.

3.2 Relative Lack of Learning Environment

The second critical factor is the relative lack of an English learning environment. In native language environments, college students predominantly communicate in their first language, thus limiting their exposure to English and opportunities for English-speaking practice. Currently, English listening courses are taught in most institutions using computers, and the teacher's oral expression supplements this. However, there is no formalized approach that addresses the need of students who may be unable to listen in the native language environment. Some institutions organize English oral speech or related sessions, but only a few students participate, and even fewer people can engage

in oral expression training. The lack of concrete practice makes applying the English learned in the classroom in real-life situations difficult. Consequently, producing less English thinking patterns, the native language thinking would influence English learning more subjectively, eventually creating a negative transfer of their native language.

3.3 Teaching Strategies Need to Be Improved

The final key factor is the required improvements in teaching strategies. Through an investigation of English teaching, it can be found that most institutions instill English knowledge subjectively through classroom lectures. College students' relatively passive manner in class leads to a low level of participation, thus making it difficult for them to absorb and digest English knowledge ideally. This means that their ability to retain information is compromised due to poor comprehension, especially during critical moments in the lecture. After class, they also lack accurate guidance in reviewing. For example, most English learning software or platforms guided by artificial intelligence cannot provide specificity. This means that students may be unable to distinguish whether a given sentence is correct and what it actually says. Without the support of an appropriate guide, students rely more on native language thinking in English learning, further aggravating negative native language transfer.

4 Strategies to Cope with Negative Native Language Transfer

Given the above analysis, we provide 3 possible countermeasures to address the problem of negative English migration in college students' English learning.

4.1 Increase the Input of the English Language

Firstly, we should increase the intake of the English language and strengthen the relationship with English emotionally. This will be done by increasing the use of English in everyday life and improving the communication skills of students. This way, college students can gradually adapt to how English is expressed and its phrasing habits in authentic expressions. Watching English movies or listening to English radio stations is a possible way to integrate English into students' daily lives. Students are also able to improve their pronunciation, which makes it easier for teachers and classmates to understand each other's speech patterns and make better connections when speaking. Also, students can communicate directly with foreigners through online platforms. With the one-to-one mode, they can experience the English language atmosphere more genuinely and establish synchronization with English in their thinking patterns, which is very important for learning and retention and it will also help students develop a deeper understanding of what English means and why it is used in everyday life, thereby reducing the impact of negative native language transfer.

4.2 Increase English Language Output

The second method would be to increase the output of the English language. Effective expression is one of the key tools to enhance the connection between college students and English. Through self-expression, we could not only find out the students' problems but also increase their interest and enthusiasm in English learning. This way, our students will have a better understanding of what they need to know about the subject before starting to write or speak it. The surrounding environment could also be more suitable for English learning in the process of English language output. In such an atmosphere, college students can set up a more systematic English thinking mode and complete the learning more relaxedly. They could learn more efficiently without having to worry about whether or not the native language will be used as the medium of instruction. Therefore, they could gradually realize the habitual output of English and reduce the negative migration impact from their mother tongue.

4.3 Improve English Teaching Strategies

The last one is the improvement of English teaching strategies. In analyzing the factors influencing negative native language migration, it has been suggested that classroom learning may lead to a more passive problem. To address this problem, we can appropriately increase teacher-student interaction and student-student interaction in the classroom and simultaneously hold English activities outside the classroom, so college students can use their living environment as the basis for learning English. Integrating English learning into life will increase college students' interest in learning English and help them apply their English better to communicate and exchange effectively. The integration of English would help to improve student's ability to learn new languages and improve communication skills. In the long run, it will also positively affect the formation of their English thinking and reduce the impact of negative native language transfer.

5 Conclusion

English learning has become one of the essential components of China's education system. In the process of learning English as a second language, the influence of the mother tongue is both positive and negative. However, with the passage of time and the change of social environment, the phenomenon of mother tongue migration is coming to the fore. This paper analyzes the factors influencing negative native language migration in English learning and provides the strategies to deal with it. It combines the main manifestations of negative native language migration, analyzes the main factors and their effects, and proposes specific countermeasures accordingly. Although the difference between background knowledge and language knowledge can easily lead to negative transfer, if the two languages can be compared, not only can the negative transfer be reduced, but also the positive transfer of mother tongue can be maximized. We hope to provide a valuable reference for college students' English learning through the research, and put native language transfer in perspective, and reduce negative transfer, so as to grasp English as a language truly and quickly.

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