

The Causes of Chinglish of Students in Universities and Colleges and its Implications in Teaching

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Abstract—Chinglish is a common phenomenon in the process of students' English learning in universities and colleges, and it has a great influence on the cultivation of students' English communicative ability in universities and colleges as well. Therefore, it is necessary to make an analysis of the causes of Chinglish of students in universities and colleges and discuss its significance in English teaching in universities and colleges. The purpose of this paper is to explore the causes of Chinglish in universities and colleges so as to avoid the use of Chinglish in universities and colleges in the process of English teaching and learning. This paper is mainly a qualitative and documentary research. It can be resulted from the analysis that Chinglish is caused by interference of mother tongue, lack of language context, differences in modes of thinking, cultural differences and so on.

Keywords-Chinglish; universities and colleges; causes; English teaching

I. INTRODUCTION

English is one of languages most commonly used in the world, and English has had a great influence on our country in many fields such as politics, economy, social culture and daily life along with the deepening of opening and reform policy as well as frequent exchanges and communications with foreign countries. However, language phenomenon neither Chinese nor English occurred in the process of students' English learning in universities and colleges in an unconscious way due to Chinese and western cultural differences as well as interferences of language habits and modes of thinking of mother tongue in the process of English learning. The present situation of Chinglish in universities and colleges has affected the written and oral English abilities of learners so that educators and English teachers should pay more attention to the study of Chinglish in order to explore its causes to improve English teaching and learning in universities and colleges.

II. LITERATURE REVIEW

A. Definition of Chinglish

Chinglish refers to non-standard English produced in the process of English communication which does not conform to English rules and habits due to interference

and influence of mother tongue. In other words, it is a kind of developmental language produced in the process of creative construction of second language acquisition, and it reflects the inevitable national psychology as well as language phenomenon of Chinese learners in the process of English learning as well.

B. B. Theory of Interlanguage Fossilization

Phenomenon

Chinglish is a special kind of language error of Chinese English learners in the process of English learning, and it belongs to the scope of second language acquisition, so that relevant theories of second language acquisition are necessary of the studies of Chinglish. Fossilization means that learners' language development stops before the interlanguage reaches the target language, and some language errors have become a kind of language habit, and they cannot be changed by further study as well. It is obvious that Chinglish caused by the influence of Chinese and its culture as well as modes of thinking can be understood as interlanguage produced of Chinese English learners in the process of English learning, and it is caused by the fossilization phenomenon of interlanguage.

III. CAUSES OF CHINGLISH IN UNIVERSITIES AND COLLEGES

The following part discusses the causes of Chinglish of students in universities and colleges from several aspects

A. Interference of Mother Tongue

Mother tongue has rooted in their heart when most of Chinese learners begin to learn English, and the process of learning a foreign language is actually a process of fighting against mother tongue so as to reduce the interference of mother tongue to the greatest extent in the process of English learning. All language habits of mother tongue will have influence on English learning, and it is reflected in many aspects of English learning such as pronunciation, vocabulary, sentence structures, texts and so on. For example,

I everyday play basketball.

This is a typical example of Chinglish, the learners apply Chinese language order into English, but it is not

proper in English habit, so that negative transfer of interference of mother tongue is an important reason of Chinglish in universities and colleges. Besides, students in universities and colleges are easily to use Chinglish in daily life according to surveys.

Age	6-14	15-25	26-50	50+
% of Chinglish	20%	45%	15%	20%
No.	80	200	50	20

According to the chart, it can be seen that students in universities and colleges are the largest group using English and they also tend to use Chinglish for a high frequency.

B. Differences between Chinese and English Modes of Thinking

America people are direct in communication which is different from Chinese people, and language is separated from the environment in American face conceptions. American people often use direct and clear expressions when communicating to express their feelings, and they are also direct in treating others' mistakes. But Chinese people avoid refuting or correcting in public places, especially important people. If they want to refuse others, they will just say "no" directly, and they will speak frankly and sincerely when expressing different ideas, because in their eyes this will not harm other's positive face. In this way, Chinese learners tend to use some Chinglish which do not exist in English to express their thoughts and feelings in an indirect way in universities and colleges.

As a result, students in universities and colleges will use Chinglish in order to show close relationship with others and protect their faces, but this does not exist in English.

C. Chinese and English Linguistic Differences

1) In Vocabulary

In terms of Chinglish in the level of vocabulary, verbose use of words and improper collocation of words are discussed in the following part. Students in universities and colleges often ignore that many elements in the English sentence have contained the meaning of unnecessary words, and the use of these unnecessary English words are called Chinglish. For example,

There have been good harvests in agriculture. Harvests belongs to the field of agriculture, so that in agriculture should be deleted, the reason of this kind of Chinglish is that students are used to think in the way of Chinese and then to translate into English.

Another Chinglish in the level of vocabulary is improper collocation of English words such as "deep sleep", "receive the telephone", and "crowded traffic". The reason of such kind of Chinglish is that students in universities and colleges ignore the differences between Chinese words and English collocations.

2) In Grammar

Chinglish in grammar is caused by some grammatical items in English that do not exist in Chinese. The first kind of Chinglish is caused by subject-verb agreement,

and it is also one of the major reason of Chinglish. For example,

Women's status have been greatly improved (has) The proper verb should be "has", the reason of this kind of Chinglish is that students are influenced by "women" and the subject "status", so that they choose a verb in plural forms.

The second kind of Chinglish is due to misuse of voice, and there are both active and passive voices in Chinese as well as English. Chinese people pay attention to subjective thinking, and English people pay attention to objective thinking so that passive voice is mostly used in English. Even if there is not a clear subject, infinite nouns such as "人们" and "大家" are also acted as subjects in order to form an active sentence. However, passive voice is generally used in English in such situation, so that this is also a reason of Chinglish.

3) In Text

One prominent problem of students' Chinglish in universities and colleges is mistakes of cohesion and coherence. English pays attention to the integrity of language structures, namely cohesion, while Chinese puts emphasis on the integrity of contents and meanings of a text, so there conjunctions words are less used in Chinese. For example,

It is very cold, take more clothes , don't catch a cold People can easily understand the meaning of the original English sentence and the translated English one, but it is not proper in English which is also called Chinglish and the proper one is:

As it is very cold, you'd better take more clothes, or you'll probably catch a cold.

IV. IMPLICATIONS IN ENGLISH TEACHING IN UNIVERSITIES AND COLLEGES

A. In Teachers' Teaching

First of all, teachers should help students build an independent English learning system in universities and colleges so that the inherent modes of thinking and interferences of mother tongue can be avoided in the process of English learning. Besides, teachers should also summarize grammatical structures of English so as to cultivate students' ability of generalization and summarization of grammatical knowledge of English. At the same time, teachers should provide students more English materials for listening and reading, so that they can get rid of the dependence of Chinese and have more chances to use correct English grammar. Moreover, teachers in universities and colleges should create English learning context for students, and they should combine history, culture, customs and habits, film and television works in their teaching so that students can learn English in a relatively real atmosphere and this is also favorable to reduce the use of Chinglish of students in universities and colleges.

B. In Students' Learning

Students are the subjects of education in universities and colleges in the process of English teaching, and their language foundation, subjective initiative, learning attitudes as well as leaning methods have a significant

influence in learning effect. In this way, they should reduce the independence of mother tongue and gradually form English thinking habits. They should not memorize English words in an isolated way, they should memorize English words and grasp English grammars according to the context. Besides, they should distinguish the differences of Chinese and English idiomatic expressions so as to reduce the negative transfer of mother tongue to the largest extent.

C. In Teaching Materials

Teaching material is the carrier of cultural knowledge, and it is also the basis of organizing teaching activities and compilation of teaching plans, and this also has a direct influence on students' English learning effect as well. In recent years, many new English words with characteristics of the times came into being along with frequent exchanges and communications between China and foreign countries such as "gate slave", "cheap copy" and so on. These new English words which reflect Chinese national characteristics and social hot topics should be contained in English teaching materials in universities and colleges in a timely manner so as to avoid Chinglish. Besides, English teachers in universities and colleges should also select teaching materials which are closely related to American and English actual life. At the same time, English teachers should also adopt proper teaching strategies in English teaching in universities and colleges so as to avoid Chinglish and improve students' comprehensive ability of using English in daily communication.

V. CONCLUSIONS

In conclusion, Chinglish is a kind of interlanguage naturally produced by Chinese learners in the pure Chinese language environment in the process of English

learning in universities and colleges, and it had a great influence of the cultivation of students' written as well as oral English abilities at the same time. Therefore, it is necessary to explore the causes of Chinglish including interference of mother tongue, cultural differences and differences in modes of thinking. Besides, it also discusses the causes of Chinglish in the levels of vocabulary, grammar and discourse as well. All in all, the purpose of this paper is to propose some implications for English teaching in universities through the analysis of causes of Chinglish so as to avoid Chinglish in real teaching practice as well as improve students' comprehensive ability of using English.

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