Research on Chinese Learners’ Linguistic Negative Pragmatic Transfer in Intercultural Communication

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Keywords: Intercultural Communication, Chinese Learners, Linguistic Negative Pragmatic Transfer.

Abstract. By means of research on intercultural communication in Chinese learners’ linguistic negative pragmatic transfer, this paper analyzes and discusses the Chinese learners’ linguistic negative pragmatic transfer so as to provide theoretical basis for teaching Chinese as a foreign language.

1. Preface

In recent years, with the increasingly frequent cross-cultural communication, research on Chinese learners’ linguistic negative pragmatic transfer caused the attention of the linguists and teachers teaching Chinese as a foreign language at home and abroad. From the perspective of pragmatics, this article studies on linguistic negative pragmatic transfer. We hope that this research can give some references for teachers of teaching Chinese as a foreign language, and it can promote the development of teaching Chinese as a foreign language.

Transfer is a concept of psychology, which refers to the influence from the knowledge, skills, learning methods and even attitudes that have been acquired to the learning of new knowledge and new skills. If the influence is positive, it is called positive transfer, or simply transfer. Conversely, it is called negative transfer, or interference.

Pragmatic transfer refers to the phenomenon that the second language learner is influenced by the native language and the culture of the mother tongue while using the target language. According to the function of communication, pragmatic transfer can be divided into positive pragmatic transfer and negative pragmatic transfer. Positive pragmatic transfer refers to the success of the second language learners using the rules of native language when communicating in the target language, while the negative pragmatic transfer is the opposite. Some pragmatic mistakes that learners make in the second language learning are the result of negative transfer of the learner's native language. According to the two aspects of pragmatics, negative transfer of pragmatics is divided into linguistic negative pragmatic transfer and social negative pragmatic transfer.

2. Chinese Learners’ Linguistic Negative Pragmatic Transfer

Chinese language learners will have linguistic negative pragmatic transfer when using Chinese, and we will discuss the linguistic negative pragmatic transfer phenomenon of Chinese learners. Linguistic negative pragmatic transfer mainly refers to the language form in their native language of the second language learners when using the target language, including pronunciation, vocabulary, semantics and grammar.

Traditional linguistics holds that all modern languages are sound language, which is a system composed of vocabulary and grammar. Therefore, language is composed of three parts: pronunciation, vocabulary and grammar. Modern linguistics uses phonetics, semantics and grammar as elements of the language structure system. Semantics is the content of language. Language can become the most important human communication tool because it is through their own physical form, voice, to convey a certain semantics, which makes the language have the nature of understanding to achieve the purpose of exchange information and ideas. Semantics is one of the
elements of language, and the study of other elements of language - speech, vocabulary, grammar -is inseparable from semantics.

Semantic research is particularly important for Chinese because Chinese is a kind of language which is lack of morphological changes and is mainly the language of parataxis, so it is even more important theoretical significance and practical value to study Chinese semantics. Here we adopt a flexible way, namely all the pronunciation, vocabulary, semantics, grammar as the elements of the language structure system, so we can say that language is composed of vocabulary and grammar system. In this system, each composition is a combination of phonetic and semantic, and basic vocabulary and grammar is the foundation of the voice. We will study the linguistic negative pragmatic transfer in Chinese learners from four aspects: pronunciation, vocabulary, semantics and grammar.

2.1 Pronunciation

We mainly use Chinese learners in native English and Japanese as examples to analyze the phonetic phenomena that affect the normal speech communication due to the interference of negative transfer in the language.

Chinese is a tonal language, and each syllable has a fixed high or low tone, which is not used by English-speaking students. In the course of learning, they think that it is troublesome to remember the tone of the voice. The pronunciation of a word (that is, the sound) and the tone of the voice are just like two words. Quite a few students don't remember tones, but they speak the language, put tones aside and deal with Chinese every syllable tone completely in English intonation. The result is to say Chinese in English accent.

In Chinese, the intonation should obey the tone. Because the tone of Chinese is a kind of ultrasonic phoneme, it has the function of distinguishing meaning and changing the tone of the syllable, which can cause the semantic change. The intonation only expresses the effect of emotion, so it is obedient to the tone. Because of the unstable tone and the influence of native language transfer, Chinese learners tend to show their negative transfer in their pronunciation.

In Japanese, most of the pronunciation of Roman word in Japanese kana and Chinese phonetic alphabet are consistent or basic consistent, Chinese learners of native Japanese usually mark Chinese pinyin without errors.

However, some Japanese kana sounds is not consistent with the Chinese phonetic alphabet, so Chinese learners of native Japanese read pinyin si into xi, su into si, ci into qi, cu into ci, hu into fu, ri will into li, ru into lu, re into le, zi into ji, zu into zi, and thereby pronunciation negative transfer directly affect the verbal communication.

2.2 Vocabulary

In this paper, we mainly use Chinese learners of native Japanese as examples, and analyze the phenomenon of negative transfer in language with high frequency in Chinese study. In modern Japanese there are a lot of Chinese characters which are unique in Japanese words, which is not the same “form” of Chinese words. But Chinese characters are interlinked. For Japanese students, it is difficult to distinguish the differences of Japanese vocabulary and Chinese vocabulary, so in the different stages of learning Chinese and they appeared the phenomenon of negative transfer to Chinese vocabulary in Japanese vocabulary. In Japanese, Chinese characters do not exist, but because of the same meaning, Japanese students have replaced Chinese words with Japanese-Chinese words, thus resulting in negative transfer.

2.3 Semantics

We mainly use the negative transfer phenomenon in the use of figurative language for Chinese learners whose native language is English. Any kind of national language has rich figurative language, and they derive from their respective national culture and fully reflect the cultural characteristics of the nation. Because of the great cultural difference between Chinese and English, there are many differences between Chinese and English figurative language. Chinese learners who are native speakers of English will transfer the figurative language from English to Chinese. Because Chinese learners do not understand the semantics of Chinese idioms, the semantic negative transfer of the metaphorical language in the native language is transferred to Chinese.
2.4 Grammar

The phenomenon of negative transfer showed by Chinese learners prominently reflects on two issues: one is to organize Chinese sentences according to the words in grammar function and part of speech, such as the negative transfer of Chinese word order in English and Japanese word order; the other is to arrange the order of Chinese sentences according to the native language order, such as Italian is a language of vast changes. Nouns can be any parts of speech as the syntax ingredient analysis, generally from the morphology of the noun itself. Word order can be flexibly arranged according to different tones. This results in the negative transfer of Chinese word order in Italian word order.

3. Conclusion

In general, Chinese learners’ pragmatic language phenomenon of negative transfer is more complex. After examining a large number of examples, we can learn about the frequency of negative transfer, which can be targeted to strengthen research, and take effective measures to curb the pragmatic language negative transfer. Only the teachers of teaching Chinese as a foreign language give in-depth study of Chinese learners’ linguistic negative pragmatic transfer, they can better communicate with Chinese learners, thus smoothly teaching Chinese as a foreign language.

Acknowledgement

This research was financially supported by Office of Social Science Planning Fund of Liaoning Province. Project Name: The Pragmatic Failure Prevention Strategy for Foreign Students in China under One Belt, One Road. Project Number: L17BYY003.

References