

The Influence of Negative Transfer of Mother Tongue on College Students' English Writing and its Countermeasures

-- Case based on X University

Ruiting Li

China West Normal University, Nanchong 637000, China

Abstract

The phenomenon of negative transfer of mother tongue is common in English learning of college students in China, which involves listening, speaking, reading, writing and so on. This phenomena of negative transfer in writing are typical, including lexical level, grammatical structure level and text level. There are many reasons for the negative transfer of mother tongue, including subjective factors of students themselves and teachers, as well as some objective factors. The negative transfer of mother tongue is the main problem that should be overcome in the process of language learning. If it can not be solved effectively, college students will have many grammatical errors in the process of English writing, and the content and structure of the article will be chaotic and lack logic. It seriously hinders the improvement of their writing ability, thus affecting the overall effect of college students' English learning. This thesis will review the theory of language transfer and related studies, and on the basis of a brief overview of the theory of mother tongue transfer, it tends to analyze the main factors of mother tongue negative transfer on college students' English writing and the specific performance of mother tongue negative transfer in college English writing. Besides, targeted strategies will be proposed to solve the phenomenon of mother tongue negative transfer in English writing.

Keywords

Mother Tongue Negative Transfer; Countermeasures; College Students' English Writing.

1. Introduction

The word transfer refers to the influence of one kind of learning on another kind of learning. On this basis, the transfer theory of the mother tongue was put forward in the 1950s, which usually appears in the primary stage of language learning, referring to a phenomenon that learners are accustomed to using the language thinking of their mother tongue to express information when using the target language [1]. Based on the understanding of language transfer, transfer occurs not only in the process of learning, but also in the process of communication, which is both a process and a result [2]. In addition, the transfer is not one-way, and the reverse transfer from the target language to the mother tongue may occur, and the transfer may not only occur between two languages, but also between multiple languages. Therefore, transfer can be classified according to its conditions, nature and impact. Based on different classification criteria, scholars divide them into positive transfer and negative transfer, forward transfer and reverse transfer, intralingual transfer and interlingual transfer, language transfer, meaning transfer, phonetic transfer, syntactic transfer, pragmatic transfer and so on. According to the existing English proficiency tests, the score of writing accounts for a certain proportion, and gradually shows an upward trend. Thus it can be seen that the school and society have higher and higher requirements for college students' English writing levels. Therefore, it is particularly important to have certain English writing skills. The level of English

writing examines vocabulary, language organization ability and logical ability. So in the process of English writing, students need to choose words and sentences, sort out the general ideas of the article, and enrich the content of the article with rich language expression, so as to enhance the readability of the article. For Chinese learners, grammar errors, semantic confusion and misunderstanding are often caused by the influence of Chinese language habits, thinking and Chinese culture in the process of English writing.

Fundamentally speaking, due to the language differences between Chinese and English, the phenomenon of negative transfer of mother tongue is reasonable. Since the concept of negative transfer of mother tongue was put forward in the 1950s, it has become the focus of attention of English educators. In recent years, scholars at home and abroad have carried out research on the phenomenon of negative transfer of mother tongue, including reading, listening, writing and speaking. Starting with the understanding of mother tongue transfer, it is considered that language transfer exists in the process of second language acquisition, and learners have difficulties in learning by transferring some sentence structures and habitual expressions of their mother tongue to the target language under the influence of their mother tongue [3]. As the interference of previous knowledge hinders the learning of new knowledge, there will be active inhibition. This is a conscious or unconscious behavior, which should be explained by factors such as the universal characteristics of language and human cognitive psychology.

The purpose of studying the phenomenon of negative transfer of mother tongue is to find feasible solutions and reduce English writing errors. Some scholars have put forward corresponding measures according to the actual situation of the research, such as the perspective of writing teaching methods, it is believed that drawing mind maps in the process of writing can not only deepen students' understanding and mastery of vocabulary, phrases, sentence patterns and other knowledge, but also improve students' writing ability [4]. From the lexical level, the quality of language input should be improved in the teaching of English writing teaching, because the quality of input has a great influence on the effect of English learning. From the above research, it can be found that studying the phenomenon of negative transfer of mother tongue can effectively reduce college students' word errors and language errors in English writing and enhance the logic of the article, so that students can flexibly master written writing skills and be proficient in English writing.

2. Three Types of Negative Transfer of Mother Tongue

In the process of second language acquisition, the habits of learners' first language, that is, the use of their mother tongue, will directly affect and negatively interfere with the acquisition of the second language, which is called negative transfer of the mother tongue. The typical phenomenon of negative transfer of mother tongue can be reflected in vocabulary, sentence and text level.

2.1. Negative Vocabulary Transfer

Before learning English, college students have formed a relatively perfect mother tongue system and certain thinking patterns and language habits, and Chinese knowledge will inevitably have an impact on students' English vocabulary learning [2]. Therefore, without understanding the conceptual meaning, internal meaning and derivative meaning of English vocabulary, it is easy for students to use English according to the law of Chinese thinking, resulting in negative transfer of their mother tongue.

Scholars at home and abroad mostly use the method of contrastive analysis to study the phenomenon of mother tongue negative transfer at the lexical level in college students' English writing. The following is mainly explained from two aspects: the methods of word formation and the meaning of words in English and Chinese. In terms of word formation, there is a

difference in the composition of morphemes between Chinese and English. In Chinese, a word can be formed into a single word. In addition, two or more morphemes can also form words. English words are composed of root affixes, and the common ones are prefixes and suffixes. English can directly arrange entries according to phrases, such as: germ, germiculture, germinate, germinative. It can be seen that the forms of English derivative words are varied, which are composed of basic affixes and roots to form cognate words with different meanings and parts of speech.

There are similarities and differences in word meaning between English and Chinese, which can be divided into three cases: complete correspondence, incomplete correspondence and vacancy. It is easy to grasp the exact correspondence of word meaning and find words or phrases with exact matching meanings in English and Chinese, such as sun, moon, mountain. When it comes to the expression of a specific thing, the scope of English and Chinese is different. There are more hyponyms in English than that in Chinese, but there is a relative lack of hyponym in Chinese. For example, the word “scenery” in Chinese refers to natural scenery, cultural landscape. However, “scenery” in English contains many synonyms. For example, scenery (the overall appearance of a country or region), scene (a specific scene and character activity), view (scenery seen from a distance or window), landscape (natural scenery). As a branch of hyponym, hyponym in English represents different meanings, so it is particularly important to choose the right words in the process of writing. The situation of word meaning vacancy is easier to deal with, generally, when writing, students can explain the specific words in detail through understanding. After analyzing and comparing the differences between English and Chinese at the lexical level, the common negative transfer of vocabulary can be divided into the following situations: simple correspondence (Chinglish), confusing parts of speech and misuse of collocation.

It is not uncommon to have a simple correspondence between Chinese and English. Many students are used to using Chinese thinking to associate different expressions of meaning between English and Chinese, resulting in many language problems. For example, many students will translate it into “Give you some color see see” word for word according to Chinese. Although the literal meaning of this sentence is translated, it doesn’t understand its deep meaning. The correct translation should be “I’ll teach you a lesson”. And it is also common to confuse parts of speech when students write. The misuse of part of speech can also include the mixed use of nouns and verbs, transitive and intransitive verbs, and the mixed use of personal and subjective pronouns. The misuse of collocation is also worthy of attention. Verb-object collocation is the most common error in writing. some noun objects have specific verb collocations, so they are not consistent with the meaning of verbs in Chinese.

2.2. Negative Syntactic Transfer

The negative transfer at the syntactic level refers to the use of Chinese syntactic thinking in English writing, resulting in English language defects [3]. In order to find out the causes of negative transfer at the syntactic level, scholars at home and abroad usually study the differences between the syntactic structures of the two languages. Due to the different cultural and historical backgrounds of English and Chinese, they represent the characteristics of their respective language families, and there are differences in sentence composition and syntax. Chinese is a typical bamboo structure (its structure shapes like a bamboo), while English is a typical tree structure (its structure shapes like a tree). Therefore, most of the English sentences are complex sentences. English is a morphological language with clear structure, clear hierarchy and strict logic through the use of a large number of relative words and leading words [4].

In addition, another obvious difference between English and Chinese is that the passive voice is often used in English while the active voice is often used in Chinese. For example: The

dictionaries have been affected with damp. There is an “inanimate subject” in English, and most of them take inanimate objects as sentence subjects, so the passive voice is used more frequently. From the perspective of word order, Chinese sentences generally start from big events, topics, and then to details, while English sentences gradually go deep into the topic from details. The positions of attributives and adverbials in sentences are different between the two languages. It is customary in Chinese to put the attributive at the beginning of the sentence, while in English it is customary to put the attributive postposition at the end of the sentence. The order of adverbial positions is also similar to the order of attributive placement, such as the position of time and place adverbials in English and Chinese.

2.3. Negative Discourse Transfer

A text is a language unit with function and meaning. It can generalize the text as a simple combination of unrelated sentences, but a semantic unity, which organically combines some meaningful sentences through a variety of relevant cohesive devices [2]. The basic composition of the text is the word. And if the semantic relationship between the word and the object is clear or not is an important factor in whether the meaning of the text can be understood by the reader. The relationship between the word and the referential object is called referential cohesion, also known as anaphora. (It is an invisible force of life. So long as there is life, the force will show itself.).

As can be seen from the example sentences, anaphora generally refers to the consistent reference of noun subjects, echoing each other, and replacing nouns with pronouns for repeated nouns. Therefore, in addition to anaphora, it can also use pronouns to replace nouns, or even omit nouns that have been repeated many times. For Chinese students, the first person is often used in the composition, and repetitive pronouns will be used in English writing, so there will be too many repetitions in the article. In addition, Chinese sentence patterns are mostly short sentences, scattered sentences, lack of obvious logical words, students are easy to ignore the use of logical transitional words in English writing, resulting in the lack of hierarchy and logic, and the central idea has not been highlighted.

3. Case Study on Influence of Negative Transfer of Mother Tongue on College Students' English Writing

I have made a questionnaire in order to have a clear and comprehensive understanding of the influence of students' negative mother tongue transfer in English writing. This thesis takes the college students of X as the survey object and investigates the students' writing situation through the method of questionnaire. Through summary and analysis of questionnaire, I try to achieve the following purpose: the author is supposed to understand the actual degree of the impact of negative mother tongue transfer on college student' English writing, so that I could further provide some feasible suggestions for college students and English teachers according to the results of the survey.

3.1. Research Methodology

A questionnaire survey is conducted to investigate the negative transfer of students' English writing in X University, and then the data of the questionnaire are analyzed to find the corresponding solutions. The theory of language transfer is used to analyze the causes of negative transfer of mother tongue, and at the same time, various errors made by students in writing are classified.

3.2. Research Respondents

The subjects are 500 college students from freshmen to seniors of X University, of which 480 valid questionnaires were received. In this study, the author considered the following aspects:

in terms of classes, students from 12 classes and 3 classes in each grade were selected to ensure that there were enough samples. English majors from freshmen to seniors have different learning experiences in English writing, so the survey results can effectively and comprehensively reflect the real situation. A survey of the writing of English majors can put forward more specific teaching suggestions for college English teaching. All these investigation steps ensure the authenticity and effectiveness of the study as much as possible.

3.3. Data Collection and Analysis

According to the feedback of the questionnaire, the author finds that most of the students are still dependent on Chinese and can not write entirely in English thinking. Its concrete manifestation is to make an outline in Chinese, think about the content of the composition, and finally use the method of word-for-word translation to translate Chinese into English. Meanwhile, most of the respondents think that it is more beneficial for them to improve their writing efficiency in the examination by using their mother tongue to conceive the composition. The author makes a simple analysis of the data of the questionnaire, and the phenomenon of negative transfer of mother tongue is widespread. The common negative transfer errors are the categories mentioned above: morphology, vocabulary, syntax and text. The author finds that although English majors have received English education for many years and have a certain English foundation, they will still show varying degrees of writing errors in the process of English writing. Under the influence of the long-term and stable Chinese language environment, it is difficult for them to distinguish the difference between English and Chinese.

With regard to the influence of Chinese on English writing ideas, it is shown in the chart that more than 80% of the students are accustomed to using Chinese to conceive and outline before writing. This is the influence of the negative transfer of mother tongue at the discourse level. Due to the influence of their mother tongue habits, their English compositions are limited by Chinese thinking at the conception stage, which will lead to a large amount of Chinglish in their English writing, which makes the logic of the article not clear enough and the overall structure of the article messy and can't reflect the language characteristics of English.

In terms of the problem of word-for-word translation and negative transfer at the English sentence level, the chart data show that more than 70% of the students are accustomed to word-for-word translation, and they translate Chinese sentences into English sentences one by one while writing. This kind of phenomenon belongs to the negative transfer of mother tongue at the syntactic level. If this kind of negative transfer problem is not solved in time, it will make a lot of language errors in English sentences, make the content expression incorrect and make the readers misunderstand. For example, there are some language problems, such as semantic ambiguity, incomplete content, sentence unsmoothness, language redundancy and so on. It also shows that the students' English thinking habits have not been really formed, and their English sentence-making ability is weak, so it is necessary to further strengthen the sentence-making practice.

As for word-for-word translation in writing, it can be found from the chart that only 10% of the students do not use this method for English writing. The problem is a typical negative transfer at the syntactic level. If English learners adopt this method, the English language expression will not be authentic enough, and the sentence meaning will change greatly, which will reduce their writing quality and efficiency. The results also show that students need to increase their language accumulation and have a better understanding of the differences between English and Chinese.

With regard to the use of complex sentences, it can be seen from the data that more than 80% of students use simple sentences rather than complex sentences in English writing. This question reflects the phenomenon of negative transfer of mother tongue at the syntactic level. Students' use of a large number of simple sentences will make the content of English writing

lack highlights, the structure of the article is not compact, lack logic, and finally lead to the reduction of the readability of English composition. The students are not clear enough about the differences between Chinese and English sentence structures, and they do not know the role of complex sentences in English. Students are not proficient in the use of complex sentences, so they should strengthen the training of complex sentences.

As to the use of fixed collocation, the data clearly illustrate that more than half of the students have a large number of grammatical errors in their composition because they are not clear about fixed collocation and part of speech. This kind of phenomenon belongs to the negative transfer of mother tongue at the lexical level. The wrong use of fixed collocation will make students make unnecessary grammatical errors in their compositions and reduce the quality of the articles. At the same time, it is not good for students to consolidate the foundation of English language. Their inability to use English vocabulary flexibly will also hinder their later English learning.

On the question of the position of modifiers, as shown in the picture, more than half of the students put modifiers before the central words in their writing. This belongs to the phenomenon of negative transfer of mother tongue at the syntactic level. If this problem can not be solved, students will not be able to master the correct English word order, and there will be more language errors in the composition, which will also reduce the sense of English language. Therefore, it is difficult for students to get rid of the influence of Chinese, which is not conducive to English language learning.

In terms of the use of logical words in English composition, the results show that more than 60% of the students have the habit of using logical words in the text. This question is about the survey of negative transfer of mother tongue at the discourse level. If students do not use logical words in the article, it will have a great impact on the structure of the article, it appears that the overall structure is loose, lack of certain logic, and the train of thought of the article is not clear enough. Compared with the previous questions, it shows that it is less influenced by the mother tongue at the textual level. It also shows that students have a clearer understanding of the discourse level and pay more attention to the logic of the text structure.

Among the questions about using Chinese to help English writing, 66.04% of the students think that they can use Chinese to help them with their English writing, which they think that it can help to improve their writing efficiency in the exam. Another 33.96% of the students disagreed that it could not be adopted on the grounds that it was not conducive to the further improvement of English writing. It can be seen from the data that more than half of the students do not realize the seriousness of the problem of negative transfer of their mother tongue and ignore a series of effects of the problem on English writing.

The analysis results of the questionnaire show that the common phenomenon of negative transfer of mother tongue is reflected at the lexical level, syntactic level and discourse level. Among them, the negative transfer at the syntactic level and text level has the most obvious impact on students, including sentence order, language defects, article structure, article logic and so on. Therefore, teachers should find appropriate solutions according to the different degrees of influence of mother tongue negative transfer, let students understand the problem of mother tongue negative transfer with a correct attitude, in this case, writing errors could be effectively reduced.

4. Countermeasures of Mother Tongue Negative Transfer in English Writing of X University's Students

In view of the specific manifestation of the negative transfer of mother tongue in college students' English writing, To a certain extent, it is found that college students of X University are still influenced by the negative transfer of their mother tongue in their writing. In this

regard, combining with the actual survey results and the teaching of English writing, the author finds a suitable solution. In order to reduce the errors of negative transfer of mother tongue in English writing, this paper puts forward the relevant practical learning methods and teaching strategies.

4.1. Learning Methods

The above has made a specific analysis of the phenomenon of negative transfer at the lexical, syntactic and textual levels. According to the actual situation of college students' English writing, the author gives the some learning suggestions for students.

At the lexical level, there are several common mistakes.

For example:

1) The misuse of verbs and nouns:

He lacks of confidence. (×)

He lacks confidence. (√)

2) The misuse of transitive verbs and intransitive verbs:

She will arrive Chengdu at noon. (×)

She will arrive in Chengdu at noon. (√)

3) The misuse of personal pronoun and owner pronoun:

Mother gave she a letter this morning. (×)

Mother gave her a letter this morning. (√)

4) The misuse of vocabulary collocation:

beat a deadlock (×) break a deadlock (√)

hit tennis (×) play tennis (√)

5) The misuse of prepositional conjunctions:

He is looking her. (×) He is looking at her. (√)

6) She instead me to go to get the textbook. (×)

She went to get the textbook instead of me. (√)

In order to solve the problem of negative transfer at the lexical level, students should learn to learn and master vocabulary in context. When learning English words, many Chinese students often stay on the surface and only master the meaning of the words themselves. However, the meaning of the same word will also change in different contexts. Therefore, students should pay attention to the expansion and application of vocabulary, analyze more, understand the specific meaning of vocabulary, and strengthen vocabulary acquisition by means of reading and writing, so as to really learn to use vocabulary. In a word, students should learn to use the method of analysis and comparison to summarize the differences in meaning between English and Chinese words and comprehensively grasp the differences between the two languages. In addition, in order to enhance the sense of English language, it is especially necessary to do extracurricular learning by reading, listening to English radio and watching English videos. This can not only make up for the deficiency in classroom learning, but also improve students' language proficiency while understanding English culture.

Grammar errors can be classified into morphology ones and syntax ones, the former handling word structures, while the latter handling structures larger than the word [1]. The negative transfer of mother tongue at the syntactic level can also be regarded as a negative transfer at the grammatical level. The common syntactic negative transfer in writing includes the following: inconsistency between subject and predicate, misuse of prepositional conjunctions and misuse of negative sentences. In order to express the plural meaning of nouns in English, students should not only change the quantifier, but also consider whether to change the form of the noun

itself. The problem of subject-predicate inconsistency is mainly the singular and plural noun verbs and verb tenses.

Eg: All of student tell teacher, they didn't finish homework yesterday. (×)

All of students told teacher, they didn't finish homework yesterday. (√)

The expression of negative sentences is also prone to errors. Common negative sentences include negative transfer, double negative sentence, antonym interrogative sentence and so on. These kinds of negative sentences are prone to misunderstanding in the expression of sentence meaning when making sentences.

Eg: The weather today isn't pleasant, isn't it? (×)

The weather today isn't pleasant, is it? (√)

At the syntactic level, students should lay a good foundation of English grammar and improve their ability to make and rewrite sentences while learning grammar systematically. Grammar is a rule, and it is only by understanding the rules of language that it is possible to use language skillfully [4]. During the usual writing training, students can correct each other's compositions with their classmates, find out each other's sick sentences and modify them, so as to make the sentence patterns and contents richer. Therefore, only by skillfully mastering English grammar can we reduce the errors in English writing. In addition, students should learn to compare the language differences between Chinese and English and clearly understand the grammatical similarities and differences between the two languages. For the syntactic errors in their own composition, especially those with high frequency of errors, they should analyze the causes, summarize the errors of the same category and constantly correct them, so that they can absorb more writing experience and skills in the process of making mistakes. At the syntactic level, students also need to increase language input and cultivate a sense of language. In their spare time, college students can spend their spare time appreciating some classic English articles, choose their favorite sentence patterns and paragraphs, take good reading notes and try to recite them. Through accumulation, they can learn to use English thinking to organize the English language when reciting classical English sentence patterns and paragraphs, so that avoid using Chinese thinking as much as possible when writing.

As far as the discourse level is concerned, these kinds of errors often occur in the process of students' English writing: extensive use of personal pronouns, lack of logical conjunctions and transitional words, unclear to content structure and main idea of article.

Eg1:

I stood under the permission tree and I looked at the lone little permission. (×)

I stood under the permission tree, looking at the lone little permission. (√)

Eg2:

Its flaming redness was a joyous sight, I cried for the strange old candy peddler who had been so fond of me. (×)

Its flaming redness was a joyous sight, but I cried for the strange old candy peddler who had been so fond of me. (√)

For the negative transfer errors at the textual level, students should consciously increase the input and output of English language so as to cultivate their own sense of English language. Only a large amount of language input can ensure sufficient language output. Students should choose some excellent literary works, famous aphorisms and idioms to recite in the process of English learning, and learn to imitate foreign authors in the process of input so as to promote the development of English thinking [5]. And students should strengthen the contrastive study of the differences between English and Chinese in order to correctly analyze the misunderstandings and conflicts between cultures and improve their intercultural communicative competence. When learning English, they need to integrate themselves into the

specific language scene and strive to create a language communication environment. Students can improve their English writing ability by strengthening their oral English. They can grasp English pragmatic habits and expressions in the process of oral communication, so as to form a certain language system and help their English writing effectively.

4.2. Teaching Methods

According to the specific situation of college English teachers' writing teaching, the author thinks that the following teaching suggestions can be adopted.

Teachers should pay attention to the differences between English and Chinese and pay attention to the contrastive training of the differences between the two languages. By comparing Chinese grammar with English grammar, students can clearly understand the similarities and differences between the two grammars [6]. For example, in the teaching of English writing, teachers can train students' ability and awareness of language differences in a variety of ways, and appropriate training can be added to the appreciation of English and Chinese sentences. Teachers should analyze the causes of errors with high frequency, summarize and correct them in time, so as to make students improve their English writing skills in the process of trial and error.

The combination of a variety of writing teaching strategies should be adopted to strengthen students' writing training. The construction of mind map can stimulate students' writing ideas and enhance the logic of the article [7]. The author believes that teachers can adopt flexible teaching models, such as allowing students and students to correct each others compositions, finding out each others mistakes and carrying out interesting activities such as brainstorming. In words, teachers should combine a variety of writing teaching strategies to carry out English writing teaching activities.

Teachers should create a good English language learning environment for students and cultivate students' sense of English language. Due to the limitations of conditions, students are unable to acquire English in a real environment in English teaching in China [8]. Therefore, the author believes that teachers can use multimedia, Internet and other ways to broaden students' vision of English learning and enhance students' interest in English learning. Teachers can use a variety of media, such as English songs, English magazines, English movies, English documentaries and other media to enable students to accumulate some authentic expressions and learn to use them in the process of learning English so as to further cultivate their sense of English. In class, teachers should stimulate students' motivation to learn English, cultivate their interest in learning, encourage them to speak boldly, and do not be afraid of making all kinds of mistakes. For example, it can enable students to discuss, ask questions, have impromptu question-and-answer conversations under the guidance of communicative goals, let them express their own opinions freely, and properly express their real ideas to cultivate their English thinking ability. In the process of teaching, teachers should pay attention to grammar teaching, the cultivation of students' language ability and contrastive research ability. In teaching, teachers should pay attention to the construction of students' grammar system, be able to make more derivatives on the basis of students' learning basic English grammar, and imperceptibly help them master grammar. For example, strengthen vocabulary memory, sentence-making training and so on. Teachers ought to combine grammar with pragmatics to help students set up a corpus. For example, English expressions of salutation greetings, pleasantries, requests, suggestions and idioms. Let students gradually establish their own corpus in the process of mastering real English corpus, so that improve their English pragmatic competence. The learning method of contrastive study is one of the indispensable methods in English learning. Contrastive training between English and Chinese can help students clearly understand the differences between them, correctly analyze the characteristics of English language, and have a deeper understanding of English language rules. It is suggested that

teachers can assign the homework of relevant contrastive training after class and arrange the teaching of the relevant weak parts in the class through the feedback of the students. Findings and results revealed that reconstruction activities were effective for teaching English language at intermediate level [9]. Hence, authors recommended the use of reconstruction activities for teaching English writing skills.

And they are supposed to teach basic English writing skills and strategies to students. In teaching, teachers should teach students basic composition revision, evaluation strategies, as well as basic sentence-making skills, so that students can find mistakes in time in the process of writing. In addition, enabling students to master effective memory methods can help them achieve twice the result with half the effort in the process of accumulating composition materials. Shadowing practice method is a new type of memorizing method, and the language input of students can be further strengthened [10]. Therefore, Shadowing practice can be added to daily English teaching. In the actual writing teaching, teachers should increase the proportion of writing skills teaching in the class, through practical examples to make students understand how to write a good English composition and reduce the mother tongue negative transfer errors in writing at the same time. It is suggested that teachers should discuss with students when teaching writing skills, and make some better writing skills and writing plans for students according to their English learning situation. To sum up, teachers should start from students, combined with their common mother tongue negative transfer errors, flexibly change English writing teaching strategies to adapt to students' English learning, so as to further improve their English writing ability.

5. Conclusion

Through questionnaire survey and result analysis, this paper finds out the actual influence of negative transfer of mother tongue on college students' English writing. According to the results, the negative transfer of mother tongue has different influence on college students' English writing, which is mainly related to the students' English proficiency and teachers' teaching methods. Teachers and students can not ignore the negative impact of negative transfer of mother tongue. In terms of English writing, students are influenced by their mother tongue thinking for a long time, which will lead to a poor sense of English language and poor quality of English composition.

For students, there are a large number of Chinglish, English grammatical errors, syntactic errors, text logic problems and so on in the process of writing. In short, once they are used to making such errors, it will not be conducive to the further improvement of their English writing level. In this regard, in view of a series of problems of negative transfer of mother tongue, the author also puts forward corresponding suggestions to students and teachers according to different situations. Besides, they should first learn and use English vocabulary flexibly, and then carry out systematic grammar learning on this basis. Therefore, students have to increase the input and output of English in the learning process, and consciously cultivate the sense of English language. In terms of group of teachers, they should pay attention to the contrastive teaching of the differences between Chinese and English, and then they should use a variety of English writing teaching strategies to teach writing methods in an all-round way. Last but not least, they should actively create a good English language learning environment for students.

It is hoped that through this study, more college students and English teachers can find suitable English writing methods and teaching methods, so as to further improve the English writing level of college students.

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Appendix 1

Questionnaire

A:Always: Almost perfectly suited to my situation

B:Often: Usually fits my situation

C:Sometimes: Sometimes it suits my situation

D:Rarely: rarely fits my situation

E:Never: Not at all or almost not for me

1. Before you start writing your English essay, you need to think about the content of your essay in Chinese and write a rough outline in Chinese.

A. always B. often C. sometimes D. rarely E. never

2. In the process of writing in English, it is customary to list out Chinese sentences and translate them into English sentences by taking a word-by-word approach.

A. always B. often C. sometimes D. rarely E. never

3.Translate Chinese into English literally when they are not sure of the English expression of a sentence.

A. always B. often C. sometimes D. rarely E. never

4. prefer to use a lot of simple sentences in English compositions instead of complex sentences because of the fear of producing errors.

A. always B. often C. sometimes D. rarely E. never

5. In English writing, the grammatical errors are caused by the lack of clarity about the lexical nature of words, their fixed collocation, and their usage.

A. always B. often C. sometimes D. rarely E. never

6. prefer to put determiners such as modifiers before the central word in English writing.

A. always B. often C. sometimes D. rarely E. never

7. It is always the habit to write the subordinate clause before the main clause when writing sentences. (For example: When she lost her favorite toy, she felt so sad. instead of She felt so sad when she lost her favorite toy.)

A. always B. often C. sometimes D. rarely E. never

8. In English composition, logical words such as connectives are rarely used. (For example: moreover,however, nevertheless)

A. always B. often C. sometimes D. rarely E. never

9. Errors in Chinese English will be produced in English writing.

A. always B. often C. sometimes D. rarely E. never

10. What is your attitude toward adopting Chinese to help you with your English writing?

A. can be used (it can improve the efficiency of writing in the test-taking exam)

B. cannot be used (it will produce more grammatical errors, affect the quality of the composition and is not conducive to the further improvement of English writing)