

The Impact of Negative Transfer of Mother Tongue on Learning Chinese in Senior Primary Schools in Thailand and Teaching Strategies

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Abstract: Mother tongue negative transfer refers to the errors in grammar, pronunciation, semantics and other aspects that learners make due to the influence of their mother tongue when learning a new language, which has a certain impact on the learning of Chinese by Thai primary school students. This article analyzes the problem of mother tongue negative transfer in the learning of Chinese by Thai primary school students and proposes corresponding teaching strategies to help students better learn Chinese.

Keywords: Mother Tongue Negative Transfer; Primary School Students; Chinese Learning; Teaching Strategies.

1. Introduction

With the deepening of globalization and the continuous increase of international exchanges, the demand for learning a second language is increasing. In Thailand, students usually learn English, Chinese and other languages, especially Chinese learning is getting more and more attention. For Thai elementary school senior students, learning Chinese is not easy, because there are big differences between Chinese and Thai languages, which leads to students often making mistakes when learning Chinese. One of the important reasons is the negative transfer of mother tongue. This article will conduct research from three aspects: the concept of negative transfer of mother tongue, the common problems of negative transfer of mother tongue in the process of learning Chinese for senior primary school students in Thailand, and the teaching countermeasures for these problems.

1.1. Research Background

Thailand is an important country in Southeast Asia, and its cultural, economic and political status is constantly improving. As one of the most important languages in the world, the status of Chinese is also rising in Thailand, and more and more Thai students are beginning to learn Chinese. However, due to the differences between Chinese and Thai, Thai students may encounter some difficulties in learning Chinese, among which negative transfer of mother tongue is an important problem.

Negative mother tongue transfer refers to the adverse effect of students' mother tongue on their learning of another language. When Thai students learn Chinese, due to the large differences between their mother tongue Thai and Chinese, they may be affected by the negative transfer of their mother tongue. For example, the phonology of Thai is different from that of Chinese, and Thai students may make mistakes in pronunciation; the vocabulary of Thai is different from that of Chinese, and Thai students may encounter difficulties in vocabulary memory; the grammar of Thai is different from Chinese, and Thai students may be confused. There is a problem with the use of grammar.

Therefore, it is of great practical significance to study the influence of negative transfer of mother tongue on the

learning of Chinese in the upper grades of primary schools in Thailand and the teaching countermeasures. The purpose of this study is to analyze the definition and impact of negative transfer of mother tongue, and explore teaching countermeasures, so as to improve the Chinese learning effect of Thai primary school students and promote the popularization and development of Chinese in Thailand.

1.2. Significance

The significance of studying the influence of negative transfer of mother tongue on the learning of Chinese language and teaching countermeasures of senior primary school students in Thailand lies in:

In Thailand, learning Chinese has become an increasingly popular trend. However, for students in the upper grades of elementary school, learning Chinese is not an easy task. Native language negative transfer is one of the main obstacles.

Native language negative transfer refers to the mistakes and deviations that students make when learning Chinese due to their native language acquisition habits and ways of thinking. For example, in Chinese, when "I am reading a book" is translated into Thai, it often appears that "I am reading a book" omits "in". This kind of negative transfer will not only affect the students' Chinese learning effect, but also affect the students' language expression ability. Therefore, it is very important for teachers to understand the impact of negative mother tongue transfer on students. Only by studying the characteristics of negative transfer of mother tongue and formulating corresponding teaching countermeasures can we help students overcome this negative transfer and improve the effect of Chinese learning. Promote the popularization and development of Chinese in Thailand. As the exchanges between China and Thailand continue to strengthen, more and more Thais begin to learn Chinese. Studying the impact of negative mother tongue transfer on Thai students' Chinese learning can help teachers better understand the current situation and problems of Thai students learning Chinese, formulate more scientific teaching methods and teaching materials, and promote the popularization and development of Chinese in Thailand. Expand the field and depth of negative transfer of mother tongue research. The negative transfer of mother tongue is a common phenomenon, but in

different languages and cultural backgrounds, its manifestations and degree of influence may be different. By studying the impact of negative transfer of mother tongue on Thai students' learning Chinese and teaching countermeasures, it can provide new cases and perspectives for the study of negative transfer of mother tongue, and expand the research field and depth.

2. Concept and Performance

2.1. The Concept of Negative Transfer of Mother Tongue

Negative transfer of native language refers to errors in grammar, pronunciation, semantics, etc. that occur when learners are learning a new language due to the influence of their mother tongue. Native language negative transfer is an important problem in second language acquisition, which has a negative impact on learners' language acquisition. Negative transfer of native language is a very common phenomenon that almost everyone who learns a second language will experience this problem. The main reason for the negative transfer of the mother tongue is that there is a large difference between the learner's mother tongue and the target language, which leads the learner to mistakenly apply the rules of grammar, vocabulary, pronunciation, etc. of the mother tongue to the target language.

2.2. Reasons for the Negative Transfer of Mother Tongue

There are structural differences between the native language and the target language. There are differences between the mother tongue and the target language in terms of pronunciation, vocabulary, grammar, etc. When learners are learning the target language, due to the influence of the mother tongue, it may have a negative impact on the learning of the target language.

Misunderstanding or misuse of mother tongue by learners. In the process of learning the mother tongue, learners may form some wrong cognitions or ways of using them, which will affect the learners' mastery of the target language. The learner's learning strategies are inappropriate. In the process of learning the target language, learners may adopt some learning strategies that are not suitable for them, resulting in poor learning effects. Psychological factors of learners. Learners' psychological factors such as anxiety and stress will affect their learning of the target language, and may also lead to negative transfer of their mother tongue.

To sum up, there are many reasons for the negative transfer of the mother tongue. In addition to the differences between the mother tongue and the target language, learners' cognition, strategies and psychological factors also have an impact on it. Therefore, when teaching language, teachers need to comprehensively consider these factors and adopt corresponding teaching strategies to help learners overcome the negative transfer of their mother tongue and improve language learning effects.

3. Common Manifestations of Negative Mother Tongue Transfer

The negative transfer of mother tongue will manifest in different forms in learners' language learning, and the common manifestations are as follows:

3.1. Voice Performance

Learning a foreign language, especially pronunciation, is a process that requires constant practice and adjustment. Due to the large difference in the pronunciation system of the mother tongue and the target language, learners may have difficulties and mistakes when learning pronunciation. For example, for Chinese students, the /r/ sound and the /l/ sound in English are often confused because these two sounds do not exist in Chinese. In Japanese, you need to pay attention to the difference between long and short sounds when pronouncing, for example, the difference in pronunciation between "かさ" (kasa) and "かーさ" (kaasa). In addition, there are differences in the pronunciation of the target language in different regions, for example, the pronunciation of British English and American English is very different. Therefore, learners need to continuously improve their pronunciation through a lot of practice and imitation in order to achieve the goal of natural fluency.

3.2. Vocabulary Performance

Learning a new language is a daunting task, and one of the biggest challenges is learning new vocabulary. The difference between the vocabulary system of the native language and the target language may be very large, so when learners understand and use the vocabulary of the target language, they may often make mistakes or use it improperly. This is because learners usually use the vocabulary of the target language in a context related to their mother tongue, and may try to directly translate the words and phrases in their mother tongue, resulting in inaccurate and unnatural language use. For example, there is a common word in English, "embarrassed", which means "embarrassed". However, in some non-English languages, the word may be misunderstood to mean "to feel embarrassed" rather than "to embarrass". This misunderstanding may cause learners to make grammatical or lexical errors when using English. In addition, learners may also make pragmatic errors when using vocabulary in the target language. For example, a learner might use the word "big" in English to describe anything, not just the size of an object. This misuse can lead to unclear or misunderstood communications. Therefore, learners need to study more carefully and deeply in mastering the vocabulary of the target language.

3.3. Grammatical Performance

There are obvious differences in the grammatical structure between Chinese and English, such as tense and voice in English, which are not available in Chinese, so learners are prone to make mistakes or use them improperly when learning English. In addition, the gender of nouns in German is also a problem that often troubles learners, because there is no such concept in Chinese, so learners need to spend more time and energy to understand and master. In addition, grammar-related phrases and sentence patterns are also important content for learners to master, such as inversion sentences and subjunctive mood in English. Learners need to master a lot of exercises and practices.

4. The Problem of Negative Transfer of Mother Tongue in the Chinese Learning of Senior Primary School Students in Thailand

In the process of learning Chinese, Thai primary school students in the upper grades are prone to the problem of negative transfer of their mother tongue due to the large differences between their mother tongue Thai and Chinese. The following lists some mistakes that students often make in learning Chinese.

4.1. Voice Aspects

The phonetic difference between Thai and Chinese is very obvious. Thai has many more initials and finals than Chinese. For example, there are many consonants in Thai, but there are no corresponding sounds in Chinese. In addition, there are more vowels in Thai than in Chinese, and the pronunciation of vowels in Thai is sometimes inconsistent with that in Chinese. For example, the word "t" is usually pronounced "eh" in Thai, but should be pronounced "e" in Chinese. In addition, Thai tones are much more complex than Chinese. There are 5 tones in Thai, and each tone has its own specific pronunciation and meaning. Although there are four tones in Chinese, they are relatively simple. You only need to master the pronunciation of the four tones. For students in the upper grades of primary schools in Thailand, they may encounter some pronunciation difficulties when learning Chinese. For example, in Thai, "k" and "q" are pronounced almost the same, so they might pronounce "q" as "k". Likewise, "z" and "j" are easily confused. This mispronunciation may lead to inaccurate pronunciation of Chinese.

Therefore, for Thai students, learning the pronunciation of Chinese is a big challenge. They need to practice continuously in the learning process to hone their ears so as to better grasp the phonetic characteristics of Chinese. Only through continuous hard work and practice can we really master the pronunciation of Chinese.

4.2. Grammatical Aspects

Although Chinese and Thai both belong to the Asian language family, their grammatical structures are quite different. The grammatical structure of Thai is simple and clear, and the sentence pattern of subject-verb-object occupies most of it, while Chinese is more complicated, with a variety of sentence patterns and grammatical rules. For example, the subject-predicate-complement structure is used to describe the state or characteristics of the subject, the subject clause is used to describe the identity or behavior of the subject, and the object clause is used to describe the state or characteristics of the object.

Thai primary school seniors often encounter grammar problems when learning Chinese. Because the grammatical structure of Thai is different from that of Chinese, they often apply the grammatical structure of Thai to Chinese, resulting in grammatical errors. For example, they will translate "I like to eat rice" into "I like to eat rice", which is not grammatical in Chinese.

Therefore, learners need to understand and master the grammatical structure of Chinese, and avoid bringing grammatical rules of other languages into Chinese. Only through an in-depth understanding of the grammatical structure of Chinese can one be able to accurately express one's thoughts and intentions.

4.3. Lexical Aspects

The vocabulary difference between Chinese and Thai is amazing. This difference is not only reflected in quantity, but also in quality. Some Chinese words do not exist in Thai at all, such as "kebab", "sugar haws", etc. These delicacies that can be seen everywhere in the streets and alleys of China are extremely rare in Thailand. Similarly, some Thai vocabulary has no corresponding vocabulary in Chinese, which cannot be directly translated in Chinese, and needs to be described or explained to convey meaning.

For primary school students in Thailand, learning Chinese is a challenge. Due to the influence of their mother tongue, they often apply Thai vocabulary to Chinese, resulting in improper use of vocabulary.

5. Teaching Countermeasures

Aiming at the problem of negative transfer of mother tongue in Thai primary school senior students' Chinese learning, the following countermeasures can be taken:

5.1. Speech Countermeasures

Teachers can use a variety of pronunciation training methods to help students improve their pronunciation accuracy. For example, you can use phonetic practice to help students become familiar with the pronunciation rules of English words, such as how to pronounce different phonetic symbols in a word. In addition, you can also use the method of imitating pronunciation to let students follow your pronunciation to practice, so as to improve their pronunciation level. For example, you can choose some commonly used words or phrases and have students imitate your pronunciation until they can accurately reproduce the pronunciation of these words.

At the same time, you can help students improve their pronunciation by correcting their pronunciation. For example, when students pronounce incorrectly, you can point out their mistakes in time and lead them to correct pronunciation exercises. In addition, you can encourage your students to do more listening exercises to better understand stress and pitch in English, thereby further improving their pronunciation accuracy.

5.2. Countermeasures in Terms of Vocabulary

In the teaching process, we can use various methods such as image teaching and situational teaching to stimulate students' interest and curiosity in learning and help them better understand the meaning of Chinese vocabulary. For example, when teaching the word "Spring Festival", we can show some pictures related to the Spring Festival, such as red lanterns, New Year pictures, dragon and lion dances, etc., so that students can have a deeper understanding of the cultural connotation of the Spring Festival, so as to better understand meaning of this term. In addition, we can also help students understand the meaning of Chinese vocabulary through situational teaching. For example, when teaching the word "eat", we can teach students how to express sentences such as "I want to eat rice" and "I want to drink soup" in Chinese by simulating the situation of eating, so that students can experience Chinese in actual situations. The application of vocabulary, so as to understand the meaning of these words more deeply.

In short, when teaching Chinese vocabulary, teachers should pay attention to the combination of various teaching

methods, so that students can feel the meaning of Chinese vocabulary in various situations, so as to avoid understanding Chinese vocabulary as the corresponding vocabulary in Thai, and truly achieve language communication. and communicate.

5.3. Grammatical Countermeasures

When teaching Chinese grammar, teachers can use examples and metaphors to make the grammatical rules more vivid, making it easier for students to understand and remember. For example, when explaining the "ba" sentence, you can use the "ba" sentence as a metaphor for the process of cooking, so that students can have a deeper understanding of its usage and meaning.

At the same time, teachers can also guide students to gradually master the regularity of Chinese grammar by imitating and making sentences. For example, when explaining the grammatical rule of "the subject of a sentence can be omitted", students can be asked to imitate some simple dialogues to gradually understand the situation and conditions of the subject being omitted. Finally, when explaining Chinese grammar, teachers can also combine some classic golden sentences to deepen the impression of students.

5.4. Countermeasures in Terms of Learning Strategies

Teachers can provide students with many effective learning strategies to help them overcome incorrect learning strategies. For example, students can be encouraged to listen, speak, read, and write more to improve their language proficiency. This can be achieved by providing numerous opportunities for practice, such as interactive exercises in the classroom, homework assignments, language practice, etc.

In addition, teachers can facilitate students' active participation in classroom discussions. By allowing students to express their opinions and ideas, it can help them improve their oral expression and thinking skills. This can also

stimulate students' interest and enthusiasm, making them more engaged in learning.

However, many students rely on incorrect learning strategies such as translation and rote memorization. Such learning strategies not only fail to help students really master knowledge, but also waste their time and energy. Therefore, teachers can help students overcome these bad habits by encouraging students to adopt correct learning strategies, such as mind mapping, mnemonics, etc.

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