A Study of Language Transfer between Chinese and English to Russian as a Second Foreign Language

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Abstract: In recent years, the issue of language transfer has attracted widespread attention in academic circles. In the process of College Russian teaching, language transfer is an important factor affecting Russian teaching. Firstly, this paper tries to give a brief overview of language transfer. Then it compares the phonetics, vocabulary and syntax of three languages: Russian, English and Chinese. Finally, it analyses the personal and social factors that affect language transfer, so as to help students make good use of the positive transfer of English and Chinese to Russian in Russian learning and effectively restrain the negative transfer.

In recent years, with the deepening of the research on teaching reform, the problem of teaching in the context of language transfer has aroused widespread concern in society. Language transfer is a complex phenomenon in language learning. Language transfer can be used to explain the language contact and language change between different nationalities in history.

1. Basic Overview of Language Transfer

In the 1950s, the theory of language transfer was proposed. It refers to the phenomenon that learners, who do not understand or are not familiar with the rules of the target language, often consciously or unconsciously use the sentence patterns and communication strategies of their mother tongue to process the information of the target language in their second or foreign language learning. With the deepening of people's understanding and practice, the theory of language transfer has gone beyond the original category of "mother tongue transfer" and began to pay attention to the interaction of more complex cognitive and psycho social factors. Language transfer can be divided into positive transfer and negative transfer. Positive transfer refers to the positive influence of the language knowledge or skills already mastered on the language knowledge or skills to be learned. When some characteristics of the mother tongue are similar or completely consistent with the target language, positive transfer will occur.

Negative transfer refers to the negative influence of the language knowledge or skills already mastered on the language knowledge or skills to be learned. When some characteristics of the mother tongue are different from the target language, negative transfer will occur. As early as the 1960s, academic circles began to study second language acquisition, which greatly promoted language teaching. (He Jingling, Li Angling, 2009:49) Behaviorist psychology holds that in the process of foreign language learning, the original language habits have an impact on the

establishment and formation of new language habits. It is explained by the theory of language transfer that the acquisition of new knowledge is based on the original knowledge, and the former learning task will affect the latter. The aim of foreign language teaching is to help students acquire the knowledge of target language to the maximum extent, so that they can keep close to the ability of using target language as their mother tongue.

2. Language Transfer in Russian Teaching

At present, most of the students enrolled by Russian majors in major universities in China learn English at the middle school stage, and they begin to learn Russian after entering the university. Six years of English learning in middle school laid the foundation for these Russian students. According to the study of linguistic typology, there are many similarities between languages. This kind of common thing helps to learn another language. English and Russian belong to inflectional language, so English knowledge will have a positive impact on Russian majors, that is, the positive transfer of language. In addition, Chinese is an isolated language, and these students will unconsciously use their mother tongue knowledge to learn Russian, which will have a certain negative impact on Russian learning, that is, the negative transfer of language. Therefore, in Russian teaching, we should pay attention to guiding students, cultivating studentship sense, promoting the positive transfer of language, avoiding the negative transfer of language, so that students can skillfully and accurately use Russian thinking mode to make sentences. As shown in figure 1:
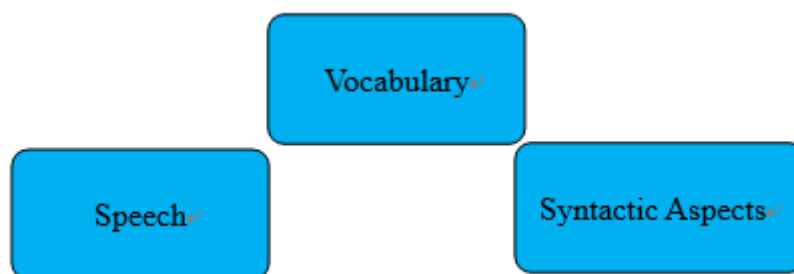

Figure 1. Language Transfer in Russian Teaching

2.1 Speech

Voice transfer is the most prominent and common phenomenon in language transfer. From the linguistic pedigree, Chinese belongs to the Chino-Tibetan language family, English belongs to the Germanic language family of Indo-European language family, and Russian belongs to the Slavic language family of Indo-European language family. There are great differences in spelling and pronunciation, but there are also similarities among the three languages. There are similar or similar sounds in Russian, English and Chinese, which are usually easier for students to master. Some vowel phonemes in Russian are similar to those in Chinese, and similar sounds can be found in English. In addition, it should be pointed out that stress and intonation are very important in Russian.

2.2 Vocabulary

Foreign language beginners always try to find words corresponding to the target language in their mother tongue, but there are few words corresponding to Chinese and Russian. But in terms of vocabulary, English has a great influence on the positive transfer of Russian. Because there are a large number of English loanwords in Russian, these loanwords have the same meaning as English

words in terms of word meaning, pronunciation and spelling, which is a great advantage for students who have studied English for many years. Students can easily accept and remember these words. Language of different nationalities reflects the recognition of things by different nationalities, and shows various relations of the same connotation and extension as well as differences between them. Vocabulary transfer is very important. In order to avoid argumentativeness transfer in Russian learning, teachers should not explain vocabulary in isolation and combine the conceptual and associative meanings of vocabulary in classroom teaching.

2.3 Syntactic Aspects

In Russian teaching, we can use the method of comparative analysis to study the syntactic phenomena in Russian, English and Chinese. Because of the great difference in syntax between Russian and Chinese, it is very difficult for Russian beginners, and negative transfer is greater than positive transfer. For example, in Russian, there are changes in verbs, aspect and tense, and in nouns, there are changes in gender, number and case, while in Chinese there are no such rules. However, Russian and English are closely related in syntax and are prone to positive transfer. In Russian and English, clauses have the same structure, and the usage of some conjunctions is similar. For example, the explanatory clause in Russian is the object clause in English. This contrast enables students to find psychological identity. In teaching, teachers should make students get rid of the habit of using Chinese sentence patterns to express their thoughts, and at the same time, they should consciously mobilize and inspire studentship knowledge, so as to eliminate students' affliction and fear, so that students can treat new language knowledge with a more peaceful and positive attitude.

3. Influencing factors of language transfer in Russian Teaching

Everything happens for certain subjective and objective reasons, and language transfer is no exception. With the definition of the concept of language transfer and the deepening of other theoretical studies, scholars are no longer satisfied with the vague understanding of the causes of language transfer, but try to explore and deepen the factors of language transfer. Migration is both a process and a result, and its occurrence is bound to be constrained by many factors. As shown in figure 2:
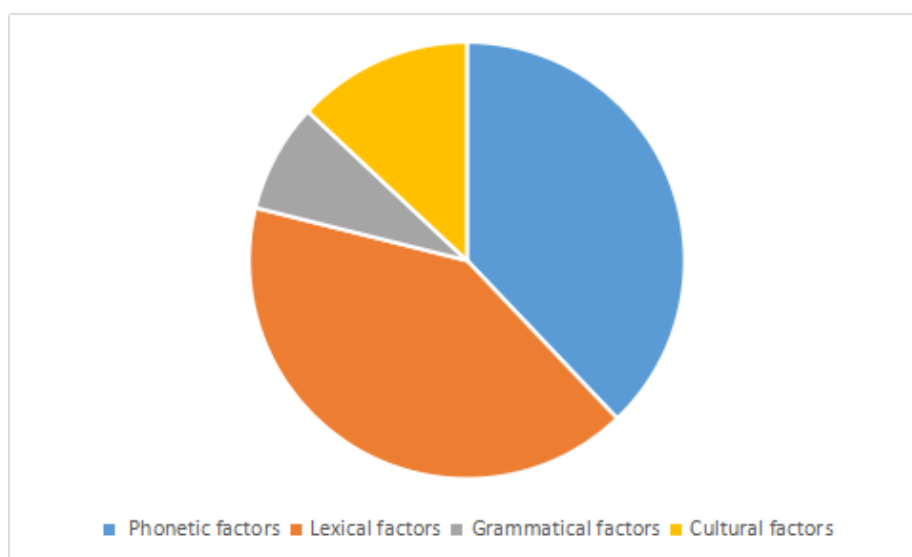

Figure 2. Influencing factors of language transfer in Russian Teaching

3.1 Phonetic factors

In terms of pronunciation, the most prominent feature is that Belorussian has a "Chinese accent". The pronunciation of Chinese and Russian is different. Over the years, different oral muscles have been formed. The habit of Chinese pronunciation will cause a certain negative transfer for students and interfere with the formation of pure Russian pronunciation, which is the reason of Chinese accent. Even those who can communicate freely can hardly get rid of the Chinese accent when speaking Russian (), which is also due to the difficulty in mastering the pronunciation, intonation, stress and rhythm of Russian and Chinese. When learning a foreign language, people try to equate the phonemes of a foreign language with those of their native language.

3.2 Lexical factors

As far as vocabulary is concerned, Russian and Chinese have the same conceptual system, which is easy to understand the meaning of vocabulary and can promote the acquisition of Russian vocabulary to a certain extent. However, the conceptual system of many Russian vocabulary and Chinese vocabulary is not equal, which will lead to negative transfer to a certain extent and interfere with the acquisition and use of vocabulary. Therefore, students often make mistakes in Russian vocabulary collocation when they use "words" according to Chinese habits. For example, when a student learns to read a Chinese character, he transfers some collocations of Chinese to Russian. No matter what you look at or how you look at it, you can't imagine that in Russian there are words like, and their corresponding forms. This makes the collocation of Russian vocabulary more complex and prone to errors, especially for beginners. Again, 1077 Such a time definition requires Chinese students to take time to understand the memory in order to correctly use Good afternoon!

3.3 Grammatical Factors

In terms of grammar, because Russian is inflectional, there are abundant changes in the form of words (notional words), which are dominant. Take nouns as an example. Normally, a noun can be divided into negative, positive and neutral, singular and plural, and the change from one case to six cases reflects the grammatical meanings of Russian gender, number and case. For example, Russian adjectives can be divided into relational adjectives and qualitative adjectives, and qualitative adjectives have long tails and short tails. Russian verb system is more complex, sometimes grammatical categories such as aspect, tense, form, person, number and so on. These changes are much more complicated than Chinese, which requires students to change their Chinese thinking at the beginning of learning.

3.4 Cultural Factors

Transfer will occur at all levels of language. The influence of Chinese on Russian transfer not only occurs at the static level of pure language, but also in cultural communication. The language of a country is the carrier of its national culture. Because students lack the necessary understanding of the national conditions, cultural customs, religious beliefs and values of the Russian-speaking countries, it is easy to use Chinese thinking habitually in Russian communication, which leads to misunderstandings between the two sides of communication. For example, when praised by the Russians, our first reaction will be helplessness. We would like to say where to carry forward the modest quality of the Chinese nation, but we do not know that in this case a sentence of is the most appropriate answer. Again, greetings between Russians are mostly greetings or wishes, such as!! ! And we Chinese people will ask, "Did you eat it?" "Where are you from?" "Where do you want to

go?" The latter two questions are jokingly called the most philosophical ones "where to come from and where to go". Such problems have led to misunderstanding and even embarrassment among Russians.

4. Conclusion

In Russian teaching, we should adopt various methods to stimulate uninteresting in learning, create a relaxed and pleasant classroom atmosphere, help students build up confidence, cultivate their sense of language, and reduce the negative impact of Chinese and English on Russian learning. Teachers should also improve their understanding of the phenomenon of language transfer, carry out comparative analysis of phonetics, vocabulary and syntax between Russian, Chinese and English in the teaching process, and make full use of positive language transfer to improve our teaching effect. But we should also pay more attention to negative transfer and find out the unfavorable factors affecting Russian learning so as to achieve twice the result with half the effort.

Acknowledgement

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