文學碩士 學位論文

칭글리쉬 현상과 효율적 영어교수법 방향 제시

Chinglish Phenomena and Suggestions for Effective

EFL Teaching Methods

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# 칭글리쉬 현상과 효율적 영어교수법 방향 제시

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## 초    록

제2외국어 습득에 있어서 모국어전이현상은 논란의 대상이 되고 있는 중요한 문제이다. 그 결과물인 칭글리쉬는 학습자 언어로서 중국인들과 영어모국어 구사자들 간의 구체적 의사소통에 장애요소가 되고 있다. 따라서 언어전이 현상의 본질을 연구하고 칭글리쉬의 근원을 찾아 모국어의 부정적 영향을 해소하는 것은 영어 교육에 있어서 필수적인 일이라 하겠다.

본 연구는 칭글리쉬 현상을 해소하는 효율적인 학습전략을 찾는 데 그 목적이 있다. 영작문에 있어서 중국학생들이 범하는 오류를 유형별로 조사하고, 초급, 중급, 고급 학습자들을 대상으로 세 가지 각기 다른 강의 전략을 실시해 보았다. 최적의 교수전략을 발견하기 위해 실험을 통해 피험자들에게 영어의 다양한 시제를 사용해 영작문을 작성하도록 한 후, 세 가지 강의 전략을 실제 영어 수업에 적용하고 그 결과에 따라 효율적인 영어교수법을 제시하였다.

# Chinglish Phenomena and Suggestions for Effective EFL Teaching Methods

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## Abstract

Mother tongue transfer in the process of Second Language Aquisition (SLA) is significant and controversial issue. Chinglish is an abnormal English and is an obstacle in international communication. It has bad effects on inter-personal communication between Chinese and English-speaking people. So it is important to study the essence of language transfer, seek the source of Chinglish, and make efforts to eliminate the L1 negative influence.

The present study attempts to find out effective strategies to get rid of the Chinglish phenomena. First, I investigate the main types of errors made by Chinese EFL students in writing compositions. After the classification of major error types, three different teaching strategies were used to the subjects of three different proficiency levels: the beginners, the intermediate and the advanced. They were asked to write compositions using different tenses in English, which is an effective experiment to find out the best strategies for the subjects. Then the three strategies were applied to actual classes to see which strategy is effective for which group of learners. Suggestions for effective EFL teaching methods were provided at the end to eliminate the Chinglish phenomena according to the results of the experiments.

# 1. Introduction

## 1.1 Research Background

Today, China plays an increasingly important role in the world. With its rapid development, the communication and contact between China and many other countries has grown increasingly through the past decades in such aspects as economy, culture, politics, etc. Foreign languages, English in particular, are used frequently on many different occasions. Because of the interference of Chinese language, thought and culture, Chinese has now become a major obstacle that hinders people from understanding each other properly. It runs rampant in Chinese-English translation, spoken English as well as in students' compositions. While their students' English compositions and examinations, EFL[1] teachers often complain about the use of too many Chinese expressions. As for students, they often feel frustrated when they speak English in the Chinese way instead of in the English way. Chinglish has now become a headache for both teachers and students.

## 1.2 Two Different Models Influencing the process of SLA[2]

### 1.2.1 Transfer Model

In the second language learning process, transfer model and UG[3] model affect the acquirement level of the second language. The term "transfer" is first defined by behavioral psychologists to refer to the process of automatic,

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1) EFL: English as a Foreign Language.

2) SLA: Second Language Acquisition. Second language acquisition is the process by which people learn a second language in addition to their native language(s).

3) UG: Universal Grammar. Universal grammar is a theory of linguistics postulating principles of grammar shared by all languages, thought to be innate to humans.

uncontrolled and subconscious use of past learned behavior in the attempt to produce new responses. According to these psychologists, the main impediment to learning is interference from prior knowledge of the first language. Proactive inhibition occurs when old habits get in the way of attempts to learn new ones. The phenomena of transfer in learning has been universally accepted. However, it is now widely accepted that the influence of the learner's native language cannot be adequately accounted for in terms of habit formation, as the behaviorist put it. Transfer has been used by educational psychologists and educators to describe the use of past knowledge and experience in new situations. In foreign language learning, transfer refers to the effect of one language, usually the NL.[4]

Psycholinguists use the term "transfer" to refer to the influence imposed by a learner's possessed linguistic knowledge and skill upon the subsequent learning of new linguistic knowledge or skill. Linguistics concerns, overall, with the static structures within a language system. Viewed from the TL[5] grammatical rules, certain NL-based linguistic transfers are found to coincide with linguistic errors. In this way, NL-based linguistic transfers are divided into two broad types, positive and negative. Those NL-based uses that do not lead to linguistic errors are labeled as positive transfer, whereas those that lead to errors are named as negative transfer. In second language classroom teaching, a positive linguistic transfer is generally not attacked,

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4) NL: Native Language. A native language is the language a human being learns from birth.

5) TL: Target Language. A target language is a language that is the focus or end result of certain processes.

but a negative linguistic transfer, almost for all instructors, is definitely not recommended for the learners, since it is erroneous.

Although the paper tends to explain Chinglish phenomena resulted from Chinese negative transfer, we can not deny that its positive transfer indeed occurs. The Chinese phonological system differs from English on a segmental and suprasegmental level, but there are still a lot of same and similar sounds. There are five main sentence structures (SV, SVC, SVO, SVOO, SVOC)[6] of English and Chinese that share the similar characteristics. Therefore, positive transfer cannot be neglected in the process of learning second language.

## 1.2.2 UG Model

For almost twenty years many studies of second language acquisition have been carried out with the assumption or outright claim that the basic processes underlying both first and second language acquisition are the same. Recent formulations of this notion make use of the currently evolving theory of Universal Grammar, arguing that adults are faced with the logical problem of language acquisition, just as children are. Linguist Noam Chomsky makes the argument that the human brain contains a limited set of rules for organizing language. In turn, there is an assumption that all languages have a common structural basis. This set of rules is known as universal grammar.

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6) SV: Subject+Verbal phrase
   SVC: Subject+Verbal prase+Complement
   SVO: Subject+Verbal phrase+Object
   SVOO: Subject+Verbal phrase+Object(indirect)+Object(direct)
   SVOOC: Subject+Verbal phrase+Object+Object Complement

UG model is also relevant for the second language acquisition. It attempts to explain language acquisition in general, not describe specific languages. Universal grammar proposes a set of rules intended to explain language acquisition in child development. UG is still functioning, in the second language case, in the same way as in first language: There are similarities in the processes between L1[7] and L2[8]. Similar patterns of development will obtain between a child's first language acquisition and second language acquisition. Similar patterns of development occur between and among groups of learners with different NL backgrounds. Developmental factors rather than NL factors are at play and universal mechanisms for SLA are to be considered primary.

Chinglish is an awkward mixture in which ideas conceived in Chinese are ungrammatically or unidiomatically expressed in English. The main cause of Chinglish is the linguistic interference. Which is superior to the other, NL-based theory or Mentalist View? This is not an easy question to answer. In Chapter 3 and Chapter 4 the researcher will give the error types and examples to verify that mother tongue transfer leads to the Chinglish phenomena, therefore, this paper will explain the Chinglish phenomena from the view of transfer.

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7) L1: A person's first language.

8) L2: A person's second language. The general term L2 is frequently used to refer to any language learning or use after the first language has been learned.

# 2. Literature Review

## 2.1 Background and Overview

Transfer, derived from the Latin word "transferre", means "to carry", "to bear" or "to print, impress or otherwise copy (as a drawing or engraved design) from one surface to another" (Webster's *Third New World International Dictionary*, 1986). L1-L2 transfer is first discussed by Selinker (1969). Transfer is considered responsible for error occurrences in cross-linguistic and cross-cultural studies (Lado, 1957; Stockwell & Brown, 1965; Corder, 1969). Nevertheless, Richards (1971) shows that transfer of strategies is but partially responsible for the learner's errors. In a similar manner, Jain (1974) reports that transfer is but one of the sources of error. Since then, transfer is more and more indirectly mentioned as an apparent factor of error (Corder,1981). The learner language is contrasted with the basic features and hints of transfer (Swan & Smith, 1987; MeGurn, 1991; Platt & Webber, 1980) and the tradition has continued into the 90's where Ajiboye (1993) makes a theoretical categorization of the errors in terms of phonetics, word-formation, syntax and semantics.

The relationship between transfer and interlanguage is always at core concern. Though Selinker (1969) does not characterize how the learner's interlanguage looks like (Corder, 1981), yet he does repeatedly imply that transfer is one of the factors associated with the unique system of the learner language (Selinker, 1969; 1972). Then Newser (1971) addresses the relationship by discussing the concepts of an approximative system and

plateau. To resume the line, Bickerton refers to interlanguage as a continuum, while Kellerman (1977) tries to characterize transfer in the learner's interlanguage.

In discussing the phonological features of the learner's interlanguage, Tarone (1976; 1978) contents that NL-based phonology transfers are partially responsible for the features of an interlingual phonology. Similar discussions include Ioup & Weinberger's theory (1987).

In terms of linguistic transfer on the syntactical level, Ravem (1971) documents that the learner's NL plays a certain role in the formation of his second language syntax. Hakuta (1974) also demonstrates that there is a firm relationship between L1 transfer and the emergence of structure in second language acquisition. In addition, Larsen-Freeman (1975) evidences such a relationship through the learner's learning of English grammatical morphemes. To Gass (1979) believes that transfer helps us to see the grammatical element universal in human languages.

Is transfer the same thing as borrowing? Ringbom & Hakan (1983) come up with proof that transfer is in face associated with lexical borrowing. Such a relationship is also discussed in Meara (1984). And from the teaching point of view, Palmberg (1985) discusses the amount of words learners have already had before they take up the learning of the TL and its impact on the acquisition of new word formation processes in second language acquisition. This practice is done by Olshtain (1987) and Odlin (1989). Both provide evidences that NL-based transfer also occurs in the learning of word-formation in a second language.

Empirical studies to sort out the mother tongue influence on the learner's language are initiated by Newser (1971) who reports NL influences in the speech of some immigrant workers in the States. To follow up, Dulay & Burt (1974) conduct a case study comparing children's learning in a first and second language and Biskup (1992) displays transfers in the learner's use of collocations.

The relationship between transfer and speech production is observed in earlier studies (Flege & Davidian, 1977; Krashen & Scarcella, 1978), too. Both Nicjel (1985) and Hsia (1986) show that transfer prohibits the second language learner in second language learning.

Transfer is not only found at present in the learner's interlanguage but active as variable rules (Dickerson, 1975). Tarone (1983) gives an incisive account of the role variability played in the language produced by second language learners. Gass et al (1989) even shows that variation in fact occurs also at the levels of discourse and pragmatics. Besides, variability in terms of amount and type of transfer among the learners occurs due to individual differences in second language learning (Skehan, 1989).

Comprehensive studies on transfer are found in Corder, Richards (1974), Richards & Gloria (1974), Ellis (1983; 1985), Odlin (1989), Hammerly (1991) and Larsen-Freeman & Long (1991). They all help to display that at all linguistic levels, phonological, lexical, syntactical and semantic, transfers are used.

According to Noam Chomsky (Chomsky, 1980) and his associates, speakers of a language have internalized a mental grammar which produces

sentences of that language. From this perspective, the ability to construct such a grammar stems from an innate language faculty, (i.e., construction of a mental grammar involves knowledge which is not available in the learner's language input), at the core of which are principles which restrict the form and functions of the grammar. The core is known as UG. UG is assumed to include invariant principles as well as parameters which allow for variation. The principles and parameters of UG are considered to be inherited genetically by all human beings and characterize the grammars of all languages. As interpreted by Hadumod Bussmann (1996), UG corresponds with the genetically determined biological basics of language acquisition, and realization of rules and constraints in individual languages is made on the basis of UG.

As explicated by Noam Chomsky, UG serves as an initial stage in language acquisition, at which a child is considered to have no knowledge of a certain language. Knowledge of a language is then believed to have developed from UG, partly by the setting of parameters and partly by the addition of specific rules. Noam Chomsky has summarized the mechanisms of UG and their role in language acquisition as follows: "UG consists of a highly structures and restrictive system of principles with certain open parameters, to be fixed by experience. As these parameters are fixed, a grammar is determined, what we may call a core grammar" (Chomsky, 1981b).

Chomsky believes that acquisition of a language is possible only if it is guided by certain innate structure. That is to say, not all knowledge of a

language has to be acquired, because some of it has already been 'built in'. UG consists of principles which restrict grammars, constraining their form as well as how they operate. In the second language learning process, SLA is regarded as similar to the first language acquisition (L1=L2 Hypothesis). The second language learners are also guided by universal innate mechanisms and they will create their L2 grammars step by step until the achievement of TL norms. (Dulay & Burt, 1974).

Both transfer and UG play an important role in the second language acquisition, however, in this paper the researcher will pay attention to the role that transfer plays. The researcher believes that Chinglish is formed from the errors of negative transfer from the Chinese language to the acquisition of English. Therefore, the researcher tries to use transfer theory to analyze the errors caused by the mother tongue and find effective ways to eliminate the Chinglish phenomenon.

# 3. Negative Transfer of Chinese

## 3.1 The Present Situation of Chinglish

In China, many English learners have the same kind of experience: they learn English at least for five or six years (some even more than ten years), they read many textbooks, memorize many English words, grasped a lot of grammatical rules, and even passed the CET-4[9] or CET-6[10] with a high score, but they still can't speak English well or speak or write English like Chinese. Some people call this phenomena Chinglish.

The phenomenon of Chinglish is very common in Chinese learners of English, not only with the beginners, but also the advanced English learners. It is a kind of non-standard English which is produced by Chinese learners of English who are interfered by Chinese thought and cultures. This violates the native speakers' normal expressions, so it may make the native English speakers puzzled and lead to communication breakdown of pragmatic failures.

## 3.2 Chinglish Coming into Being

The causes of Chinglish are language negative transfer, infection of culture, application of social policy and so on. But the negative transfer of language is the most important reason. Chinese belongs to the Sino-Tibetan language which has the system of ideogram. English belongs to the Indo-European language which has the system of speech and alphabet. So

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9) CET-4: College English Test Band 4

10) CET-6: College English Test Band 6

there are great differences between the two languages in sound, syntax, semantics and so on. According to the Chinese learners, the rules of the mother tongue are ineradicable in that they usually unconsciously apply into studying English. This is the cause of Chinglish. For instance, English is an intonation language, and Chinese is a tone language. Because of the interference of Chinese sound and intonation, Chinese learners' intonations are short of changes which sound like "Chinese tune-pattern". Take the structure of sentence as another example; most of Chinese sentences adopt the structure "bamboo style" which means to set out the content one by one in the order of thinking structure or the development of the circumstances. In that way, most Chinese sentences are simple and short. But most English sentences use the structure "grape style" which expresses the main idea by the frame of using subject and verb and the subordinate idea by accreting to the SV trunk getting across the relationship of affiliation of decoration. These differences make Chinese learners use a trail of short sentences to describe a complicated affair in English, while native English speakers use a principal and subordinate compound sentence to express the same thing.

## 3.3 The Representations of Chinglish

### 3.3.1 Phonetic Transfer

A few English phonemes that have no counterparts in Chinese constitute the content of English phonemes. Learning to speak them correctly and discerning them definitely in listening are quite demanding for Chinese learners of English. Furthermore, there are words ending in vowels of open syllables and there also exist words ending in consonants of close syllables

in the English vocabulary. However, most Chinese characters are monosyllables, chiefly belonging to this unique feature. English beginners frequently add a vowel sound when they read an English close syllable subconsciously, resulting in "work" being pronounced as "worker", "bet" as "better". This is one typical negative phonetic transfer in acquiring English.

3.3.2 Morphemic Transfer

One prominent characteristic of Chinese is that it is an isolated language, while English is an inflectional language. The grammatical relationship of Chinese is represented by word order or by independent grammatical auxiliary words, rather than by adding affixes to or by inflecting words. Compared with English, there are few grammatical morphemes in Chinese. Case is a grammatical category which refers to the change in the form of a noun, pronoun, etc (especially in inflected languages) that shows its relationship to another word. In English, there are three cases: the nominative case, the accusative case, and the possessive case. However, there is no such notion in Chinese.

⑴ a. omitting ' or s'

I like to go to worker (s') square.

We should serve for people ('s) benefit.

b. misusing pronoun

Let us not waste ours (our) time.

I told he (him) a very interesting story.

c. misusing possessive case

Our college's library (the library of our college) is very useful.

The notion of "number" in Chinese is quite different from that in English. English resorts to the morphological device, that is, adding the suffix "-s" to the singular form of a noun if it is a regular noun. Chinese employs the lexical means with no distinction on the character form. Three characteristics of the plural form of Chinese are: a. it can not be used with numerals; b. it refers to a group of people as a whole; c. only under the case of pronoun or noun referring to people, we can add a suffix "men" to form plurals, while under other cases we use measure word "xie" or adverbial "dou" to represent plural form. However, in English, all the common nouns are devided into two classes: countable nouns and uncountable nouns. The plural form of nouns necessarily bears its plural marker: -s/-es. It is really tough for Chinese to distinguish the two classes of nouns.

⑵ a. He passed three day (s) in the countryside.

The tense system in Chinese is totally different from that of English in that there is no inflectional change in Chinese verbs. What Chinese expresses is whether an action is performed or is continuous, while tense is an indispensable part of English verbs. No matter whether an action performed in the past or it is continuous, tense is necessarily represented by the verb. From the aspect of tense, Chinese students unavoidably make

errors.

(3) a. Mary and Jack haven't meet (met) with each other.

b. She has finish (finished) the job.

### 3.3.3 Lexical Transfer

Lexical interference mainly involves word choice. The biggest problem of word choice lies in the semantic transfer of native language. Contrasting the two languages of English and Chinese, we find that some English words and their Chinese counterparts are superficially identical, yet different by nature. In English many synonyms are of the same meaning but their usage and grammatical features are totally different. Students tend to literally translate Chinese words into the English counterparts.

(4) a. Fake commodities are harmful for (to) personal (individual) consumers.

b. Lucy is so excellent that she can get 85 scores (points) in CET-4.

c. So we must know it and (fight) against fake commodities.

d. I must also study harder than other (others).

In English, certain words are conventionally collocated with other certain words and the collocations cannot be changed freely. Chinese students who are not familiar with the collocations are likely to make mistakes.

(5) a. I have learned (acquired) a lot of knowledge.

b. The excuse (reason) is that spoken English is as important as...

From the examples above, we can see that the sentences are not correct in written English. There are indeed counterparts of the misused words in Chinese, however, students are affected by their mother tongue-Chinese, which causes the phenomenon of Chinglish.

3.3.4 Syntactical Transfer

Syntactical transfer involves the transference of syntactical structures, such as articles, word order, relative clauses, negative and so on.

In English there are three articles: "a" (an), "the" and "zero". The form "a" is used before consonant sounds and the form "an" before vowel. Both are used before the singular form of countable nouns. We call them indefinite articles. The form "the" is called definite article, which refers to specific person(s), thing(s), event(s) or group(s). There is another article, which is called zero article, for example, at school. However, there is no such grammatical category as "article" in Chinese. It is very difficult for Chinese to acquire the usage of articles.

(6) a. using "a" before vowel sounds instead of "an"

John is a (an) excellent student.

b. using "the" of "a" instead of using zero articles

Lily is a woman from the* America.

c. omitting definite article "the"

Government should take some action to protect (the) interest of customers'.

    d. omitting indefinite article "a" or "an"

The interview plays a very important role in finding (a) job.


Transfer of Chinese is the reason that students create sentences which may be correct in Chinese word order but incorrect in English. In English questions, inversion occurs: auxiliary verbs (including be) are placed before the subject.


⑺ a. What do you want?

    b. Is Mary an American?


In Chinese, there is no such case. The word order in both statements and questions are the same. Therefore students usually make mistakes in word order in "wh-question" in English.


⑻ a. Why the situation exist? (Why does the situation exist?)

    b. How we are to deal with… (How are we to deal with…)

    c. People recently* have seen many fake commodities on the market.

     People have recently seen many fake commodities on the market.


In some complex Chinese sentences that have a negative meaning, the negations are generally put ahead of the verbs even though the verbs are in

the clause. While in English, the negations are put in the main clause. Therefore, the Chinese students often make false sentences in accordance with Chinese grammar rules.

(9) a. I think he has not arrived yet. (I don't think he has arrived yet.)

　b. A: Didn't you come yesterday?

　　B: Yes, I didn't come yesterday.

　　Some sentences that express the meaning of definite negation in Chinese will express the meaning of partial negation when directly translated into English.

(10) a. All the answers are not right. (None of the answers are right.)

　　English-speakers will regard the sentence as "some of the answers are right while some are wrong", because in English, the negative pronouns such as none, nobody, and nothing are often used to express the absolute negative meaning.

3.3.5 Culture Transfer

　　The native cultures between English and Chinese are different in value conception, thinking pattern, psychology and so on. The learner is automatically, uncontrollably, and subconsciously using past learned behavior in attempt to produce new responses. Accordingly, it appears as negative transfer. In other words, the differences between the Chinese and Western cultures in value conception, and thinking pattern, determine or have

influence on the language expression manners. Chinglish mainly infers that the learners do not understand the specifically historic culture of the native country. The learners do not understand the culture and habit of English society in daily life.

⑾ a. Hello, have you had your meal?

b. Where are you going?

Grammatical errors do not appear in the examples above, but these questions indeed disobey the culture of English-speaking countries'.

⑿ A: Your English is excellent.

B: No, no. My English is very poor.

As a hearer, you give that answer "thank you", which is perfect. However, Confucianism affects Chinese culture deeply and if you accept praise without refusal, you will be regarded rudely. English speakers will feel confused about Chinese' humility because of the cultural differences. Also, there are many English sentences copied from Chinese mechanically.

⒀ Longing to see him to become a dragon, his father sent him to the key university.*

In order to see his son become successful, the father sent him to the key university.

Although dragon is a propitious image in Chinese culture, it is regarded as an atrocious animal in the western culture. They will not understand why the father wants his son to become a dragon. The literal translation is interfered by negative transfer.

Chinglish appears in so many aspects, which requires Chinese learners of English to consciously avoid it.

# 4. Composition Writing

## 4.1 Error Analysis

In this chapter the researcher will analyze the errors made by college students who were asked to write compositions. Analyzing the compositions gives us clear idea of the kinds of errors they often make. These compositions can also show us how many types of errors exist in the English writing of Chinese college students.

The subjects of the research are 60 second-year college students of one class who major in Electrical Engineering from Qingdao Agricultural University. All of them have received complete elementary and high school education and this is the second year of their college life. They were divided into three groups with the help of their English teacher: the beginners, the intermediate, and the advanced according to the college entrance exam scores. The full score of the college entrance exam is 100 and if the students gain over 85, they will be regarded as the advanced group, between 70 and 85 the intermediate, below 70 the beginners.

Written work is adopted in this research because, comparatively speaking, writing is the most comprehensive reflection of the learners' target language ability. Therefore, it can provide useful feedback not only for language learning but also for language teaching.

On Apr. 4th, all the subjects in the class were required to write a composition entitled "My Favorite" containing about 120-150 words. The topic of the composition was quite open so that the students could write

anything they wanted. They were expected to write it in class within 30 minutes, under the supervision of their English teacher. Having no one and nothing else to refer to, the subjects could produce spontaneous, natural language that could constitute a relatively realistic reflection of the students' target language ability. All 60 subjects turned in their compositions on time. After collecting all of their compositions, the researcher would correct the compositions carefully and find out the errors they have made.

The research data was collected via the following steps. When all the 60 subjects finish their compositions in class within given time under supervision, their compositions are collected. In order to analyze learners' errors in a proper perspective, it is crucial to make a distinction between mistakes and errors. Corder (1981) claims that errors reveal the learner's incomplete knowledge of the language, or as we may call it, the learner's transitional competence, while mistakes are the product of the chance circumstances such as memory lapses, lack of attention, fatigue, carelessness etc. To put it another way, mistakes are the errors of performance. Therefore, errors are systematic in nature, while mistakes are characteristically unsystematic. This also provides a reason why some linguists say the making of errors is a necessary part of learning while mistakes are of no significance to the learning process. Then the researcher focuses on the errors that are related to one's language competence and excludes mistakes that are related to one's language performance. After a while the teacher gives the 60 compositions back to their authors. The subjects are required to read their compositions again to see how many

errors (here errors refer to all faults made by subjects) they could correct by themselves. At that time the teacher does not give any hint about the errors and just leaves the subjects to discover and revise their composition themselves. In the mean time the teacher asks the subjects to mark the mistakes and corrections in red and to count the number of mistakes and also to note them down below the compositions. This process of self-correction once completed, helps to distinguish errors from mistakes. After the exclusion of mistakes, the teacher collects all the compositions again and the researcher will check every composition carefully. After checking the compositions carefully the researcher marks the errors made by the subjects in red and then counts the total number of errors made by individual subjects and also notes them down below on every composition. By doing so, the errors for the further research and analysis are finally identified and the data is collected.

Since the focus of our analysis has been on the errors that are related to one's language competence, mistakes that are related to one's language performance are exclusive of our research first and at the same time the number of mistakes is noted down by the subjects themselves. This distinguishes the mistakes from the errors made by the subjects.

Table 1 the percentage of mistakes and errors

|  | Percentage of mistakes | Percentage of errors |
|---|---|---|
| 60 compositions | 15% | 85% |

From the table above we can see that the mistakes related to one's language performance constitute 15% of "all the errors" made by them, and the errors related to one's language competence constitute 85% of "all the errors". This helps us to realize the importance of self-correction. After excluding the mistakes related to one's language performance we have a clearer judgment about the errors they made. After checking all the compositions we can find 20 main types of competence errors including:

(14) (a) errors in subject-predicate agreement "*he also like playing basketball.*"

(b) errors in the passive "*too much time is spend on this...*"

(c) errors in articles "*at last he found a work*"

(d) errors in singular form and plural form of nouns "*he gave me an advice(a piece of advice)*"

(e) errors in tense "*from that time I play basketball*"

(f) errors in comparative degree and superlative degree "*he is the most perfect person I've met*"

(g) errors in conjunctions "*although he studies hard but he seldom gets the high score*"

(h) errors in the infinitives "*(to)Do home work is a boring thing.*"

(i) errors in gerund and −ing form of verbs "*(doing)Do home work is a boring thing.*"

(j) errors in the place of the adverbial "*He forgot to bring the book here nearly.*"

(k) errors in the place of the attributive "*an American famous University*"*— "*a famous American University*"

23

(l) spelling errors

(m) improper words and collocations "*Nobody received (answered) the telephone.*"

(n) errors in style "*In the middle school, I had several good friends, we often played together.*"

(o) errors in auxiliaries "*I haven't to go out*"

(p) errors in possessive adjectives and pronouns "*the relatives and friends of he.*"

(q) negation errors "*I think that he didn't come to school yesterday.*"

(r) errors in the subjunctive mood "*if I am a bird I will...*"

(s) errors in "there be" structure "*there are many students play on the playground.*"

Table 2 Main types of errors made by the subjects

| Error types | Frequency | Percentage |
|---|---|---|
| Improper words and collocations | 38 | 12.5% |
| Errors in style | 30 | 9.8% |
| Errors in tense | 23 | 7.5% |
| Errors in subject-predicate agreement | 21 | 6.9% |
| Errors in singular form and plural form of nouns | 20 | 6.6% |
| Errors in gerund and −ing form of the verbs | 19 | 6.2% |
| Errors in articles | 18 | 5.9% |
| Errors in auxiliaries | 15 | 4.9% |
| Errors in conjunctions | 14 | 4.6% |
| Errors in "there be" structure | 14 | 4.6% |
| Errors in the place of the adverbial | 13 | 4.3% |
| Errors in the place of the attributive | 12 | 3.9% |

| | | |
|---|---|---|
| Errors in possessive adjectives and pronouns | 12 | 3.9% |
| Errors in the passive voice | 12 | 3.9% |
| Errors in the infinitives | 11 | 3.6% |
| Negation errors | 10 | 3.3% |
| Errors in the subjunctive mood | 9 | 3% |
| Errors in comparative degree and superlative degree | 9 | 3% |
| Spelling errors | 5 | under 2% |
| Total frequency and percentage of competence errors | 305 | 100% |

From the table we can see that Chinglish expression directly affected by the mother tongue of Chinese is very serious. It indicates that improper words and collocations which are mainly affected by mother tongue transfer come first. The second most common error occurs in style. Style is also affected by Chinese sentence structure since such sentence structure is allowed in Chinese but forbidden in English. The other 17 types of competence errors, are the result of mother tongue transfer (except spelling errors).

The occurrence of Chinglish is obvious in the compositions. The existence of Chinglish expressions are very serious and the two main reasons occur because the learners' vocabulary learning behavior and their writing strategy known as mental translation.

4.2 Learners' Vocabulary Learning Behavior

In Table 2 the improper words and collocations take first place among different types of errors, which are affected by mother tongue transfer, especially the Chinese vocabulary transfer. In any language learning, the learner is always the main body that should be mostly responsible for errors

committed. For learners' vocabulary behaviors, a large proportion of learners (71.9%, the sum of "always to do" and "often to do") say that when they learn English vocabulary, they will find out the equivalent Chinese translations and put stress on the signified meaning. Only half of the total learners report that they will frequently try to learn the usages of English vocabulary other than its Chinese meaning. Also fewer learners (40.7%) frequently utilize example sentences to learn how to use English vocabulary correctly. Furthermore, far fewer (34.4%) will pay attention to the grammatical meaning and affective meaning of the target English vocabulary when they learn it and some students (21.9%) report that they seldom or never notice the grammatical meaning and affective meaning of the target vocabulary. With regard to the use of English dictionaries, nearly half of the students (43.8%) say that they will frequently consult dictionaries to clarify their understanding of word usage. It is found that when students learn English vocabulary, they tend to merely find out the equivalent Chinese translation and then try to remember it. Although near half of students say that they usually consult English dictionaries, relatively fewer learners will frequently take the initiative to learn the word usage with help of example sentences or even pay attention to grammatical meaning or affective meaning of the target words. This way of handling target vocabulary creates false impression that each target word has a fully corresponding equivalent in Chinese. When the learners try to search in their mental lexicon for words in their attempted language production, they probably use the Chinese translation as index and verbalize their ideas accordingly, which result in

Chinglish expressions running rampant in their writing.

Table 3 Responses to the questionnaire on vocabulary learning behavior

| Vocabulary learning behavior | Alway (%) | Often (%) | Sometimes (%) | Seldom (%) | Never (%) |
|---|---|---|---|---|---|
| 1. When I learn new English vocabulary, I will find out its equivalent Chinese translation and lay stress on the signified meaning. | 37.5 | 34.4 | 25.0 | 3.1 | 0 |
| 2. When I learn English vocabulary, I will not only find out its equivalent Chinese translation, but also learn its usage. | 12.5 | 37.5 | 43.8 | 6.3 | 0 |
| 3. When I learn English vocabulary, I will make use of example sentences to learn how to use vocabulary correctly. | 6.3 | 34.4 | 46.9 | 12.5 | 0 |
| 4. When I learn new English vocabulary, I will pay attention to other meanings of vocabulary, such as grammatical meaning and affective meaning. | 0 | 34.4 | 43.8 | 18.8 | 3.1 |
| 5. When I meet problems in usages of English vocabulary, I will consult English dictionaries to clarify my understanding. | 12.5 | 31.3 | 43.8 | 12.5 | 0 |

## 4.3 Learners' Writing Strategy—Mental Translation

According to Table 2, the rate of errors in style (one of Chinglish expressions), takes the second place in the table. When the Chinese students learn a second language they will not consider the foreign cultures, habits and thinking mode unconsciously, which results from their habitual writing

strategy known as mental translation. The table shows an unexpected number of students use mental translation in the writing process. Table 5 reveals, out of 60 subjects, everyone uses mental translation in his writing. 40% of the subjects use mental translation through the whole process of their writing. 25% of the subjects use mental translation in half of the process of their writing and 35% (5%+30%) of the subjects use mental translation in more or less than half of the process of their writing. These responses reveal that mental translation plays a very important role in the process of the learners' writing. After examining the number of Chinglish expressions by subjects, we find mental translation is one cause of the occurrence of Chinglish.

Table 4 Responses to the questionnaire on mental translation

| MT: 100% | MT: 50% | MT: 50%$^+$ | MT: 50%$^-$ | MT: 0 |
|----------|---------|-------------|-------------|-------|
| 40% | 25% | 30% | 5% | 0 |

During the foreign language learning process, the students tend to find out the counterparts of their mother tongue—Chinese. Since the vocabulary learning behavior and their writing strategy—mental translation are used in their learning process of English, both of which are needed in the conversion of the mother tongue. Although the positive transfer is recommended, the students predominantly rely on their mother tongue, which leads to more Chinglish expressions in their compositions. The students should pay more attention to the learning process of English and try not to

find out all of the counterparts in Chinese when learning the new words or expressions, because there are too many differences from the aspect of cultures, thinking mode and so on in the two different languages. Over-relying on the mother tongue will result in more frustrations in the process of English learning. In this chapter we have noticed the errors made by different groups of English learners. In the next chapter three different strategies will be applied, according to the data into the experiment to make sure which strategy is proper to different subjects with different levels.

# 5. Experiments and Teaching Approaches

## 5.1 Experiments

### 5.1.1 Interview

30 subjects are chosen randomly among the Chinese students at Korea Maritime University. All of them have had the experience of at least seven years of regular L2 (English) learning with Chinese being their native language. The subjects have learned English grammar and vocabulary since junior high school and are quite familiar with some basic skills and strategies in EFL writing.

In the experiment the subjects should be divided into three groups: the beginners, the intermediate and the advanced. Therefore, in this process the researcher will interview to divide the subjects. The researcher will talk with the subjects in English and count the number of the errors they make, then according to the number of errors the researcher can judge which group they belong to. 18 subjects are chosen: 6 beginners, 6 intermediate students and 6 advanced students.

### 5.1.2 Three Different Learning Strategies

Before the experiment the three different learning strategies should be explained in details. The traditional learning strategies focus on the mother tongue strategies and grammar learning. The non-traditional learning strategies focus on mother tongue avoidance strategies, the meaning and the fluency of a speech in a communication. The strategies mixed by both traditional learning strategies and non-traditional learning strategies strengthen

that the mother tongue strategies and mother tongue avoidance strategies should be combined together. This method attaches importance to both communication and the grammar so that the fluency and meaning are valued and the accuracy and the form of English are not ignored.

In Chapter 4 we discovered that the rate of tense error is rather high taking the third position among all types of errors. It is difficult to overcome the problem of making tense errors for Chinese EFL learners. As we all know that there are 16 different tenses of English verbs, however, there are not any changes of verb if you want to express a certain tense in Chinese. Putting different temporal adverbial modifiers in a sentence will work, instead of the changes of sentence structure in Chinese. Therefore, tense error is a representative error caused by Chinese negative transfer.

The composition writing method was still used into the experiment. In this chapter the researcher has explained the reason why the Chinese learners tend to make tense errors, which result from the negative transfer. In this research the researcher asked the subjects to write a composition named "My Past Personal Life" with the regulation that the subjects must use these tenses: the simple past, the simple present, the present perfect, the past perfect, the past continuous and the past perfect continuous. The researcher gave them an hour to complete the composition and required 200-250 words.

Firstly the researcher explained the requirements to the 6 subjects (2 subjects were beginners, 2 subjects were intermediate learners and the last two are advanced learners) in Chinese. Secondly the researcher explained the

requirements in English to the other 6 subjects who were also divided into 3 groups like the first step. At last the researcher explained the requirements in English to the last 6 subjects (the same division with the first two steps). In the process the researcher allowed the subjects to ask the researcher in details if they could not understand the English explanations. Then the researcher could tell them how to do it in the native language so they could do the job clearly.

Table 5 Different methods used among the English learners

| Method | the beginners | the intermediate | the advanced |
|---|---|---|---|
| Traditional strategy | 2 | 2 | 2 |
| Non-traditional strategy | 2 | 2 | 2 |
| Combination of traditional strategy and non-traditional strategy | 2 | 2 | 2 |

## 5.1.3 Results

After completing writing the compositions the researcher collected them together to find out which strategy was useful to different groups. According to table 6, there is no doubt that the traditional strategy is the best way for the beginners. The beginners' compositions show that they understand the requirements and are able to follow the traditional strategy. Therefore, they can apply all kinds of tenses into their compositions and they pay attention to the tenses carefully. For the intermediate students, the strategies mixed by traditional and non-traditional strategies are best. For the advanced students, the non-traditional strategy is preferred to eliminate the tense errors.

Table 6 Number of error made by three different groups

|  | the beginners | the intermediate | the advanced |
|---|---|---|---|
| Total tense errors | 45 | 25 | 15 |
| Traditional strategy | 11 | 10 | 8 |
| Non-traditional strategy | 19 | 10 | 3 |
| Combination of traditional strategy and non-traditional strategy | 15 | 5 | 4 |

What are the reasons for these results? After the process of composition writing the researcher inquired about this phenomena from the subjects. The beginners said that they could not completely understand the explanations in English, so they would not choose the non-traditional strategy. Since they could not understand English well they did not know what kinds of details needed to be asked in Chinese, therefore, the combination of traditional and non-traditional strategy did not work. For the intermediate subjects they felt very novel about the combining strategy. Although the intermediate's English ability was not as high as the advanced subjects', they could concentrate on the English explanations and if they had some questions they could ask the researcher to clarify. After a while the novelty about this strategy could be reflected in the their writing, because they did not make as many tense errors as before. The subjects reflected that if everything was taught in mother tongue they would be bored.

The advanced subjects said that they also could concentrate on the strategy in the non-traditional way. Through the interview they admitted that the non-traditional strategy was a challenge for them and they would listen

more closely than they usually did. They were the advanced learners and therefore had a higher ability. They would do better if they could receive the proper input instead of just accepting what the teacher taught passively.

The experiment shows some useful strategies that can be used with the different levels of learners. Almost all the subjects want a novelty strategy, which requires the teachers to attract the students' interests in second language teaching. If the students feel bored with the teaching methods they will lose interest, which is a big frustration to second language teaching. An English teacher, should properly lead his students and try to make his lessons more interesting to stimulate the interests and activeness of his students. He should create an active environment in the second language teaching and encourage his students to persist in the language although it may be boring at times. In this experiment we have found that if you just do a little change you can get a very different effect. Even not teaching in the mother tongue can improve the environment and draw the interests of the learners'. In the English learning process the western cultures have been generally ignored. English learning in China focuses on the examinations, that pay particular attention to the learning of vocabulary, grammar, texts and so forth but loses sight of the teaching of the western cultures.

Writing, is perhaps one of the most difficult skills in language teaching, as it involves vocabulary, grammar knowledge, but also syntactical knowledge, discourse analysis. Normally, college students in China have been learning English for about 7 years. Almost all students still have problems concerning details in writing paragraphs or essays because teachers

have either ignored them or do not emphasize them. Hence, the input of language knowledge is the basis for writing. Teachers should pay attention to the practice of fundamental writing knowledge in his or her daily teaching.

## 5.2 Teaching Approaches Applied to Actual Classes

### 5.2.1 Different Strategies Used in Four Classes

In the first experiment some useful strategies are acquired and in the process the effect of these strategies will verify their effectiveness if used in the actual classes. The researcher chooses four classes in Qingdao Agricultural University for the experiment. Class 1, Class 2 in Department of Automation and Class 3, Class 4 in Department of Electric Power Engineering are chosen for this process.

Four different second language strategies have been used in the four classes for one month. Among the different classifications of language learning strategies, Wen Qiufang (1996) believed that the strategies could be divided into traditional and non-traditional ones.

The traditional learning strategies which include form-focused strategie s[11], accuracy strategies and mother tongue strategies are used in Class 1. These traditional strategies focus on grammar learning and model sentences drilling. Once mistakes are made by learners, they will be pointed out and corrected by the teachers immediately to keep the accuracy of the learner's second language. Mother tongue is used in class to help the students easily understand the lectures.

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11）Form-focused strategies refer to learners' opinions of the importance of repetition, memorization and intensive study of texts.

The non-traditional learning strategies which include meaning focused strategies[12], fluency strategies and mother-tongue-avoidance strategies are used in Class 2. These non-traditional strategies focus on the meaning and fluency of a speech in communication. The learners' mistakes will not be pointed out and corrected immediately by the teachers if the meaning of their utterance can be understood. Native language is avoided in class by both teachers and students.

A series of integrated English learning strategies mixed by both traditional strategies and non-traditional ones are used in Class 3, in which the form focused strategies and meaning focused strategies, accuracy strategies and fluency strategies, using mother tongue strategies and mother tongue avoidance strategies are put together. Communication is the purpose of learning a language, so the fluency and meaning are valued; at the same time the accuracy and the form of English are not ignored. Mother tongue avoidance strategies can reduce the negative transfer of a native language and create a good atmosphere of second language learning. Moderate native language using can improve the positive transfer of native language and make it easier for a second language learner to master a totally strange language. So a good balance is kept in Class 3.

Metacongnitive strategies are used in Class 4 on the basis of the integrated strategies used in Class 3. "Metacognition literally means big thinking. You are thinking about thinking. During this process you are examining your brain's processing. Teachers work to guide students to

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12）Meaning-focused strategies refer to learners' opinions of the importance of extensive exposure to and communicative use of the target language.

become more strategic thinkers by helping them understand the way they are processing information. Questioning, visualizing, and synthesizing information are all ways that readers can examine their thinking process. Through scaffolding and reciprocal teaching, students are able to practice the skills that lead to these overt acts becoming automatic" (Fountas and Pinnell, 2000).

Metacognitive strategy is one of two general learning strategies which learners may use in learning. Metacognitive strategies involve thinking about the mental process used in the learning process, monitoring learning while it is taking place, and evaluating learning after it has occurred. Metacognitive strategies "are higher order executive skills that may entail planning for, monitoring, or evaluating the success of a learning activity" (O'Malley and Chamot, 1990). In other words they are strategies about learning rather than learning strategies themselves. They are divided into nine types:

(a) Advance organizers: planning the learning activity in advance at a general level—"you review before you go into class".

(b) Directed attention: deciding in advance to concentrate on general aspects of a learning task.

(c) Selective attention: deciding to pay attention to specific parts of the language input or the situation that will help learning.

(d) Self-management: trying to arrange the appropriate conditions for learning —"I sit in the front of the class so I can see the teacher".

(e) Advance preparation: planning for and rehearsing linguistic components necessary to carry out an upcoming language task.

(f) Self-monitoring: checking one's performance as one speaks—"Sometimes I cut short a word because I realize I have said it wrong".

(g) Delayed production: deliberately postponing speaking so that one may learn by listening—"I talk when I have to, but I keep it short and hope I will be understood".

(h) Self-evaluation: checking how well one is doing against one's own standards.

(i) Self-reinforcement: giving oneself rewards for success.

After one month learning by different strategies, students from every class are required to take part in the middle-term exam and CET-4[13].

Table 7 Error rate and average score in middle-term exam

|  | Class 1 | Class 2 | Class 3 | Class 4 |
| --- | --- | --- | --- | --- |
| Error Rate | 30.5% | 29.7% | 20.8% | 14.3% |
| Average Score | 69.5 | 70.3 | 79.2 | 85.7 |

Table 8 Error rate and average score in CET-4

|  | Class 1 | Class 2 | Class 3 | Class 4 |
| --- | --- | --- | --- | --- |
| Error Rate | 29.6% | 30.4% | 21.2% | 15.6% |
| Average Score | 70.4 | 69.6 | 78.8 | 84.4 |

5.2.2 Comparison One

Class 2 has no evident improvement to Class 1. By the data from the Table 8 and Table 9, we can see that Class 2 which use non-traditional strategies and Class 1 which use traditional strategies have nearly the same grades on the examination, for traditional and non-traditional strategies have

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13) The total score of each exam is 100 and the concrete score can not be disclosed by the University. Each of the exam consists of four parts—listening, grammar, reading, writing.

both advantages and disadvantages. It makes second language learning easier that the traditional strategies advocate using native language in class, for they encourage the positive transfer of native language in second language learning. (Too much native language using is also one of the sources of Chinglish because of the negative transfer of native language, which is the negative product of traditional strategies.) Learning grammar makes second language learning easier, but it may make learners lose their interests in learning; accuracy strategies may correct the learner's errors and non-standard English, but they can also discourage learners to speak fluent English and make them lose their interests and motivation to learn a second language for they may make learners too shy to speak their second language. Non-traditional strategies, to some extend, may be effective, but from the data in the tables, we can see that the improvement is not distinctive. Non-traditional strategies, on the one hand, encourage learners to use second language in their learning and reduce the effect which is from native language to second language, while on the other hand they ignore the positive transfer of native language and increase the difficulties for second language learners. Non-traditional strategies put their emphasis on communication but ignore the grammar learning. In fact, adequate grammar learning will be helpful to second language learning, but too much of it will lead to a kind of test-focus education and reduce the learners' abilities in second language learning. Therefore, we can say that traditional and non-traditional strategies have both advantages and disadvantages. There is no significant difference between the two different strategies in reducing

Chinglish.

5.2.3 Comparison Two

There are significant differences between the two classes. The grades of Class 3 are better than Class 2.

From the comparison between Class 3 and Class 2, it is found that the learners who have used the integrated strategies including both traditional and non-traditional strategies have higher grades and less Chinglish. It is this reason that the integrated strategies have absorbed the advantages from both traditional and non-traditional strategies. It encourages the positive transfer of native language and avoids the negative transfer in second language teaching and learning; it focuses on the meaning but does not ignore the learning of grammatical rules' learning and practice; it emphasizes the accuracy of the second language and also attaches importance to the fluency of it. Above all, the integrated strategies are effective for learners to improve their second language levels.

In the last experiment the results show that the beginners are benefitting from the traditional strategies and the advanced are benefitting from the non-traditional strategies. However, it does not contradict with the current result. Every actual class consists of the beginners, the intermediate and the advanced, while the number of the intermediate students is the largest and the number of the beginners and the advanced is nearly the same. Each of the strategies used in Class 1 and Class 2 are only effective to a small number of students, however, the combination of traditional and non-traditional strategies is useful to a large number of students. Therefore

the average score of Class 3 is higher than the other two classes.

5.2.4 Comparison Three

Comparatively speaking, there are significant differences between Class 4 and Class 3. The grades in Class 4 are higher than Class 3.

From the comparison between Class 4 and Class 3, it can be found that the learners in Class 4 who have adopted some new strategies that put metacognitive strategies into the integrated ones have better results and less Chinglish on the examination. The conclusion can be drawn that metacognitive strategies are effective to reduce Chinglish and even effective to learn a second language. Metacognitive strategies encourage learners to adjust their learning by self-management, self-monitoring and self-evaluation.

There are both advantages and disadvantages in the traditional strategies which advocate form-practice strategies, accuracy strategies and using mother tongue strategies, and the non-traditional strategies which advocate meaning strategies, fluency strategies and avoid-mother-tongue strategies. Therefore, second language learners should keep a good balance in second language learning as is seen from the results of Class 3. From the experiment, it is proved that metacognitive strategies are helpful during second language learning. Above all, the most effective strategies of second language learning are as follows: creating a second language learning atmosphere and adequately using native language as well; no ignorance of the positive roles of the mother tongue in second language learning; focusing on both accuracy and fluency; paying attention to the grammar learning and practice and training of spoken abilities and other lingual abilities. The most

important are to motivate the language learning by the ways of self-management, self-monitoring and self-evaluating.

## 5.3 Restrictions to the Experiments and Teaching Approaches

In the first experiment the researcher just focuses on the small group of Chinese subjects in Korea Maritime University and focuses the experiment on the tense errors (tense error is very typical in the English learning acquisition among Chinese). Therefore, the data is neither large enough nor representative enough. As Lado (1957) puts it, there is not only negative transfer of mother tongue but also positive transfer which should not be neglected but be made use of in the process of SLA. However, in the research only negative transfer of mother tongue is investigated and discussed. Mother tongue transfer not only interferes with the written work but also interferes with the oral work. But in the research only discusses the effect of mother tongue on the written work. The method of interview is just used to divide the subjects into different groups, which does not pay enough attention enough to the oral work.

In the teaching approaches process, the biggest restriction is time. Although one-month time can be useful, a longer period will be better, for example, about 6 months.

Generally speaking, the only place that the second language learners are exposed to the second language the most is the classroom. The kind of language used in the classroom is known as Teacher Talk. Most English teachers are Chinese with no experience of living in those countries where English is the native language. They themselves are English learners, and

often do not know English culture and history thoroughly. They learn English from books and other teachers, in classrooms, on radio and TV, resulting in their lack of experience to communicate with English native speakers, but as instructors they instruct English language to students. They teach mainly through Standard English, but they often use caretaker language, articulating clearly and slowly, simplifying structure and avoiding difficult verb phrases. They prefer using content words and small words rather than big, functional words (Cai Jigang, 1995). If they recognize that learners do not understand them, they will repeat, rephrase or expand the intended message (Liu Ruiqing). Also, they often paraphrase difficult sentences in the text to help learners achieve better understanding by turning original complex sentence structures into simple ones, dividing long ones into short ones and changing passive voice into active ones. In their speech bilingual language often appears when they cannot find a proper English word. Characterized with simple sentence structures and general words, there is no denying that the "caretaker language" effectively facilitates understanding because it is more like the Chinese expressions that are so familiar to Chinese learners. However, the students are so attentive to teachers' language that they hold this Chinese-like language as idiomatic English language.

Although there are so many limitations to this research it is worthwhile. The research will give Chinese students a concrete and profound impression and enable them to realize the negative effect of the mother tongue and hence try to reduce it during the course of SLA. The experiment puts out

several strategies that are comparatively useful according to different aspects of SlA, for example, writing and the general learning.

# 6. Pedagogical Implications and Suggestions on Eliminating Chinglish

## 6.1 Pedagogical Implications

### 6.1.1 Implications to Vocabulary Teaching and Learning

As mentioned in the previous chapter, most Chinese foreign language learners tend to lay stress on the acquisition of the signified meaning of words. They also tend to refer only to the Chinese equivalents in textbooks or dictionaries. All these have led to literal translations of some words and phrases from Chinese to English on the part of the learners. Therefore, it is high time for those English learners to change their way of acquiring English vocabulary.

First, the emphasis of vocabulary acquisition on the part of the teachers and learners should also be placed on a wider range of word meanings instead of merely on the single translation equivalents as given in most textbooks. Affective meaning and grammatical meaning are two important aspects in vocabulary teaching and learning.

Then, words should be acquired in meaningful context through reading. "Vocabulary is easier to acquire in contexts than in isolated word lists in that such meaningful contexts permit this more complex and deeper cognitive processing, which enhances storage in memory" (Stevick, 1973). Moreover, it is only after experiencing a word in its many contexts that one gets a complete understanding of its meaning. Besides, learning vocabulary through extensive reading is an effective way because reading leads to

multi-encounters with words in a variety of meaningful contexts (Nagy & Herman, 1987). From this aspect, the students should be encouraged to read extensively. However, when choosing the reading materials we should take the following factors into consideration: Students' interest, the level of materials, and learners' own experience. In properly chosen reading materials words can be learned in a specific context such as in sentence structures, in phrase, or even in comparisons of grammatical features. Gross (1990) has found that among 12000 simple verbs in French there are no two words that could be used exactly the same in sentences. Recent research in SLA has started to attract learners' attention to not only the acquisition of word meaning but also to how to use the word in sentences. For example, in an investigation of the traditional way of making sentences with particular words, Gross (1990) gives students a box containing verbs such as "accept", "drink" and "sit", then he asks them to write sentences about hospitality of their country with the given words. The students are found to use the words productively in meaningful syntactic contexts. In fact, Gross's proposal in vocabulary acquisition is what Nida (1975) refers to as the acquisition of "grammatical meaning" of the vocabulary.

Speaking of grammatical meaning of the vocabulary, another issue that should be highlighted is vocabulary acquisition, i.e. word collocation. Collocation designates a specific semantic relationship between words that co-occurs in phrases or sentences. Many cases of Chinglish at the level of words in the Chinese EFL writing are concerned with collocation errors of phrases. Therefore, special attention should be paid to the collocation

differences between the two languages in order to reduce the occurrence of Chinglish phenomenon.

6.1.2 Implications to Grammar Teaching

Chinglish at the grammatical level accounts for a certain proportion of all the error types, so teachers should pay attention to grammar teaching, as well. Chinglish at the grammatical level shows that explicit grammar instruction alone does not necessarily secure the automatic use of the learned rules. The learners have great knowledge of the grammaticality, but have the same great problems in applying such knowledge in their actual language use. Taking these into consideration, we should propose four basic principles based upon Zhang Xiangyang & Hong Shuqiu's theory (2004) in presenting grammar to the students.

⑴ The instruction should be especially concerned with teaching ways of solving problems rather than with a mere provision of "facts".

⑵ Grammar knowledge should be imparted in such a manner so as to cultivate the learners' underlying grammar competence rather than to instill grammar rules in his mind.

⑶ The grammar core other than grammar peripherals should be given priority in both grammar tests and grammar teaching.

⑷ Grammar consciousness should be raised to the production level. In other words, the production ability should be given more emphasis than comprehension ability in grammar tests and teaching.

Adequate production practice will enable the learners to write with these varied sentences structures. Therefore, this grammar knowledge is turned into

part of the grammar competence in the learner.

6.1.3 Implications to English Thinking Mode

English teachers should help Chinese college students adapt to the English mode of thinking actively and conscientiously. Learning English in China is inevitably affected by the environment of Chinese. Although there has been a great change in the environment of English learning in the last 20 years in China, it is unlikely to fundamentally transform the current situation of learning English in the environment of Chinese. So it is impossible for us to avoid the deep-rooted Chinese mode of thinking. However, the reason why mother tongue transfer is a difficult problem to overcome in the process of second language acquisition is the difference between mother tongue and the target language. So the basic task for the teacher is to help the learners explore, reveal the differences, and lead them to make choices for the target language actively and conscientiously. When we compare English and Chinese, we find that there are big differences in the sentence structures and expressions. If learners do not repel such differences but regard the English expression as interesting and novel, then the English expression can enter the learners' memory easily and effectively. Then how do we help learners accept and adapt to English mode of thinking actively and conscientiously? According to Krashen's Input Hypothesis (1985), when given new language material, learners will try to understand it actively with the help of their knowledge, and in this way, the input will become "comprehensible input" and be acquired by learners. Therefore, input is the essential approach in language learning. There are

two ways of input: reading and listening. So teachers should pay more attention to enhancing the learners' ability in reading and listening, and leading them to read and listen conscientiously. Different input material should be given according to students' different interests so as to meet their different needs, and to arouse and maintain their enthusiasm for English learning.

## 6.2 Suggestions for Eliminating Chinglish

### 6.2.1 Encouraging Students to Read Widely

We have analyzed the students' composition writing and do the experiment with the method of writing compositions, so we can make sure that composition writing is very important for English learning. We have to make some proper suggestions aimed at writing in English learning process.

Reading and writing are closely related skills. Learning to read effectively and extensively is the first and foremost requirement for anyone who wants to learn to write. Without being actively involved in reading, one will never learn to write. Imitating model essays after reading is an effective way to achieve successful writing. Imitation is important as Sun Li (1997) said, the most effective solution to the negative influence of one's mother tongue which is the biggest problem in learning a foreign language is to imitate the linguistic expressions of the foreign language. However, imitation should be based on wide reading. According to Nuttal (1985), "the best way to improve your knowledge of a foreign language is to go and live among its speakers. The next best way is to read extensively in it". For the Chinese learners of English, their second language environment is poor; their

contact with English outside the classroom is very limited. Therefore, reading extensively is one of the best ways to acquire authentic English. The teacher should provide the students with more reading materials, and encourage them to expose themselves to authentic English outside classroom so that the students could have the established native linguistic expressions to imitate in their writing.

6.2.2 Emphasizing the Role of Recitation

Imitation, repetition and recitation all fall into the categories of memorized matters and their role in SLA theories is one of the most controversial issues. Stern (1967) sees imitation as a factor that makes language learning possible in the first place. This is also consistent with the Wadsworth (1971) view. The cognitive approach calls the role of imitation in question, although the fact that a child imitates the speech of adults is not challenged nor explained. In our opinion, the positive role of memorization should be mentioned.

Helen Keller, an exceptional model in language learning, benefited a great deal from memorization. Helen, as a great thinker and observer in life, later recorded in her autobiography: "I was learning to put my ideas into words as all young and inexperienced people learn, by imitation. Consciously or unconsciously, I remembered everything I liked that I read in books and changed it in my own way."

Although the cognitive approach has drawn people's attention to the creative and innate nature of language learning, and the idea of the Behaviorists' has been out of favor for quite some time. We think that a

large amount of "imitation" and "memorized chunks of language" can shorten the processing time and help students build up idiomatic use of the target language. In addition, it is believed that when new linguistic patterns have been perceived, frequent production of these patterns will make them more and more retrievable, and spontaneous vocal response will follow naturally after a latent period—a period of receptive recognition (Cook, 1991). This can happen both in speech and in writing.

In the paper the researcher also inquires the students in Korea Maritime University whether the recitation works in their foreign language learning process or not. Almost all the subjects agree that recitation helps them in SLA more or less. According to the 30 subjects' answers we can say that recitation is one of the most effective ways in the foreign language learning process.

6.2.3 Combining Reading Teaching with Writing Teaching in Class

The most important English course in Chinese university is reading, especially intensive reading. This is a text-centered course in which texts are taught and learned in exhaustive detail and are often memorized. Thus students are quite familiar with the texts. We can use these reading texts as resources for eliminating the Chinglish phenomena. For example, when analyzing a reading passage, teachers can ask students to pay close attention to the writer's choice of cohesive links such as connecting words, personal nouns and adjectives, demonstrative pronouns and adjectives, etc. We know that the text materials are written by native speakers, so if the students learn from the materials carefully enough they can reduce the Chinglish

phenomena gradually. There are logical and linguistic links between sentences within a passage. Students need to be aware of these links so that they can practice them consciously in their speech. Another example is the use of a reading text to examine a writer's organization of ideas, in other words, the writer's arrangement of discourse. Which sentence best expresses the main idea of the text? What supporting details are given to develop the main idea? What is the conclusion? How is the text organized? By taking these points into consideration, students may have a better understanding of the structure of an article and the author's expressions, which will help control the Chinese thinking mode and eliminate the Chinglish expressions.

In the paper, a lot of data is acquired for composition writing, which is a big part in SLA. Therefore, it is important to suggest how to accomplish good writing.

Producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in language. It is something most native speakers never master. For second language learners the challenges are enormous, particularly for those who go to a university and study a language that is not their own.

To acquire the fundamental ability of writing, students should practice writing as much as possible with the teacher's guidance. Students should not only learn the theory but also practice by themselves. The later is even more crucial in the learning process. After learning and analyzing the texts, the students may have some ideas of their own. Practicing writing at this time may provide them with opportunities to express themselves freely by

using the language and the writing skills they have just learned. If the students are required to write compositions imitating the model, the task of writing will be more significant and less boring. Students should do more free writing or journal writing. As well as imitating students' journals are a kind of free writing, similar to a diary. Students can write about anything they like—the things that they are interested in; the things they have experienced in the classroom; the things that impress them; the enlightenment they have about some popular issues or some social phenomena; the problems they find during their study—that is to say, students have the freedom to write about any topic they like. By doing this kind of free writing frequently the students will form good writing habit. More free writing will enable students to put theory into practice and offer them opportunities to self-check what they have done so that their writing will be more native-like.

In the foreign language learning process, students and teachers are the main components and should cooperate with each other smoothly. Teachers should strive to find ways to eliminate the Chinglish phenomena, and the students should try to accept the suggestions of the teacher. Through both the teachers and students' efforts, foreign language learning will be relatively easier.

# 7. Conclusion

Chinglish is non-standard English, that is created by the negative transfer of Chinese—the native language of Chinese learners learning English. It can be caused by intralingual diversities between English and Chinese such as in phonetics, morphology, syntax and the cohesion; or interlingual diversities such as in thought, logic, cognition and cultures. It is a multi-factor phenomenon affected by Chinese interference, as one of the factors, interacted in complex with other factors. Because Chinglish is inevitable, both English learners and teachers should have a proper attitude toward Chinglish, which reveals that the learners have a desire for English learning, and using it is not a common error, but an active signal.

In the chapter of analyzing compositions writing we have gained some clear points about the Chinglish phenomenon. Chinglish is really a serious problem in the compositions of English learners, and causes different types of errors. Chinglish does exist at all levels of language in compositions of English learners. L1 interference is one of the main causes of Chinglish in the compositions of English learners' in China. The representations of the L1 interference are the learner's vocabulary learning behaviors and their writing strategy of mental translation.

Some proper and scientific learning strategies can be used to reduce Chinglish and to improve the efficiency of English learning by second language learners. The students are divided into different groups with different teaching strategies, according to the different types of errors that

the students have made.

For the beginners the traditional strategy is the best way, for the intermediate students the strategies that are mixed by traditional and non-traditional strategies are the best methods and for the advanced students, the non-traditional strategy is useful to eliminate the tense errors. Passing examinations should not be the motivation of learning a second language. Do not ignore the acquaintance of the western countries' culture. Many other suggestions available for eliminating the Chinglish phenomenon effectively. Although Chinglish phenomenon is inevitable, teachers and students should cooperate with each other actively to eliminate Chinglish to the best of their abilities.

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# Appendices

## Appendix Ⅰ Composition Writing Questionnaire

### 1 Investigation for Vocabulary Learning Behavior

请根据自己学习词汇时的实际情况做出相应的选择 (Please make your choice according to the truth)

⑴ When I learn new English vocabulary, I will find out its equivalent Chinese translation and lay stress on the signified meaning.

A always B often C sometimes D seldom E never

⑵ When I learn new English vocabulary, I will not find out its equivalent Chinese translation, but also learn its usage.

A always B often C sometimes D seldom E never

⑶ When I learn new English vocabulary, I would make use of example sentences to learn how to use vocabulary correctly.

A always B often C sometimes D seldom E never

⑷ When I learn new English vocabulary, I will pay attention to other meanings of vocabulary such as grammatical meaning and affective meaning.

A always B often C sometimes D seldom E never

⑸ When I meet problems in usages of English vocabulary, I will consult English dictionaries to clarify my understanding.

A always B often C sometimes D seldom E never

### 2 Learners' Writing Strategy—Mental Translation

Do you use mental translation (MT) in the process of your English writing? What percentage of mental translation does your writing contains? Choose one of the answers in the following.

Mental Translation 指的是在写作过程中所用的一种策略，学生先用汉语构思然后在大脑中进行英文翻译。

A MT: 100%  B MT: 50%  C MT: 50%$^{+}$  D MT: 50%$^{-}$  E MT: 0

## Appendix Ⅱ Interview for the Experiments

1 请翻译以下短语和句子 (Please translate the phrases into English)

⑴ 接电话

⑵ 学知识

⑶ 他的法语说得很好

2 请判断下面两个句子是否正确，如果有错请改正。(Please judge whether the sentences are proper or not and correct them if there is an error)

⑷ It was snowing hard, the traffic stopped, I had to go to school on foot.

⑸ He likes promising to others, but he always eats his own words.

3 请选择正确的翻译 （Please choose the correct translation）

⑹ 红茶 A red tea B black tea C brown tea D dark tea

⑺ 眼红 A red-eyed B pink-eyed C green-eyed D yellow-eyed

⑻ 亚洲四小龙 A four Asian lions B four Asian bulls C four Asian tigers D four Asian dragons

⑼ 犟的像头牛 A as stubborn as a bull B as stubborn as a cow C as stubborn as a mule D as stubborn as a donkey

⑽ 胆小如鼠 A chicken-hearted B mouse-hearted C rabbit-hearted D cat-hearted

4 请判断下列句子是标准英语还是中国式英语，并在标准英语的后面划一个 S，在中国式英语后面划一个C （Please decide if the following sentences

are standard English or Chinglish, and draw a S to the standard English and a C to Chinglish)

⑾ He is a liar, and you are one too. (  )

He is a liar, and you are too.　　(  )

⑿ Don't step on the grass. (  )

Keep off the grass.　　(  )

⒀ I know his face.　　(  )

I know him by sight. (  )

⒁ I have a free time. (  )

I am free.　　(  )

⒂ He cannot read or write.　(  )

He cannot read and write. (  )

⒃ I left my hat in the house.　(  )

I forget my hat in the house. (  )

⒄ He is fighting for his life.　(  )

He is fighting for his bread. (  )

⒅ How many Chinese letters do you know?　(  )

How many Chinese characters do you know? (  )

⒆ Last night I didn't keep my diary.　　(  )

Last night I didn't write anything in my diary. (  )

⒇ Please allow me more two hours. (  )

Please allow me two more hours. (  )


Appendix Ⅲ Direction of the Composition "My Past Personal Life"

1 Traditional Strategies

请写一篇以"我的过去"为题目的作文，并用到以下各种时态：一般过去时，一般现在时，现在完成时，过去完成时，过去进行时和过去完成进行时。请在一个小时之内写完200-250字作文。

2 Non-traditional Strategies

Please write a composition named "My Past Personal Life" and use these tenses as follows: the simple past, the simple present, the present perfect, the past perfect, the past continuous and the past perfect continuous. Please complete the composition including 200-250 words in an hour.

3 Combination of Traditional Strategies and Non-traditional Strategies

Please write a composition named "My Past Personal Life" and use these tenses as follows: the simple past, the simple present, the present perfect, the past perfect, the past continuous and the past perfect continuous. Please complete the composition including 200-250 words in an hour.

请写一篇以"我的过去"为题目的作文，并用到以下各种时态：一般过去时，一般现在时，现在完成时，过去完成时，过去进行时和过去完成进行时。请在一个小时之内写完200-250字作文。