RESEARCH ARTICLE

THE INFLUENCE OF CULTURAL FACTORS ON LANGUAGE TRANSFER IN SECOND LANGUAGE ACQUISITION

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Abstract

Mother tongue transfer will have varying effects on second language acquisition. This research examines mother tongue transfer in second language acquisition and aims to study the features of language transfer during second language learning and examine the variables influencing the transfer of the mother tongue to identify effective methods for enhancing second language acquisition. This article does a systematic comparative analysis to examine the similarities and contrasts between American and Chinese culture, aiming to help L2 learners understand the cultural differences. The findings are as follows: Factors affecting language transfer in second language acquisition mainly include: (1) language factors such as avoidance, counterfeiting, and mistranslation; (2) non-verbal factors such as age, emotion, language distance, education level, sociocultural factors, and cultural migration; and (3) cultural migration and other factors. And the negative Chinese migration may have an important impact on second language translation and communicative competence. Learners can rely on their native language thinking to assist them promptly when they encounter difficulties expressing themselves in certain situations, ensuring effective communication. Scholars have elevated the study of language transfer to a crucial role in second language acquisition, and this article anticipates further empirical study in this field.

Key words: Cultural Influence; Language Transfer; Language Migration; Second Language Acquisition

1. Introduction

Language is a crucial instrument for human communication. Globalization has made learning English increasingly crucial. However, for Chinese-speaking English learners, cultural factors significantly impact language transfer. Mother-tongue transfer is a prevalent cross-linguistic influence in the process of acquiring a second language. This paper utilizes a systematic comparative analysis approach to examine the linguistic and non-linguistic elements influencing language transfer. It aims to identify cultural factors relevant to preventing negative transfer resulting from cultural disparities in second language acquisition and to enhance language migration techniques.

The mother tongue is significant in acquiring a second language. This occurrence is referred to as

a "transfer." It is well accepted that mother-tongue transfer is a significant factor in second language acquisition and should not be overlooked. phenomenon. Exploring this phenomenon is crucial for properly understanding the impact of mother tongue transfer on second language acquisition. The term "migration" was initially introduced to linguistics a century ago to denote cross-language influence. The term gained popularity among linguists in the 1950s and 1960s. Migration refers to how prior knowledge impacts the acquisition of new knowledge, meaning that the learning and retention of one concept affects the learning and retention of another concept. The perspective on migration is intricately linked to behaviorist theory. Lado (1967) coined this concept in the realm of second language acquisition. Coeder (1973) posited that second language acquisition is essentially a growth in behavior. With sufficient motivation, anybody has the ability to acquire a new language. Hence, it is involved in second language learning. The error is seen as the learner's mother tongue interference resulting from the disparity between the two languages during the acquisition of the target language. Negative transfer refers to this interference. The resemblance between one's native language and the language being learned is believed to facilitate the acquisition of the second language. The disparity between the native language and the language being learned results in learning challenges and errors, whereas similarity facilitates learning.

Language transfer research originated in the 1850s and has evolved to become a focal point in applied linguistics, second language acquisition, and foreign language teaching studies. Until the 1960s, language learning was influenced by behaviorist theory within general learning theory. Behaviorist theory posits that learning is based on the habits developed through stimulus-response associations. Old habits developed while studying one's native language can impede the development of new habits when adopting a second language. This interference is referred to as "proactive inhibition." The outcome is the negative transfer of the mother tongue to the second language. Later, the Contrastive Analysis Study, rooted in behaviorist theory, addressed the actual requirements of

foreign language teaching during that period. Over the next decade, a comprehensive comparison analysis study was conducted extensively. The meaning of transfer now encompasses a complicated process rather than only the mechanical transfer of the mother tongue to the target language. Cognition is influenced and limited by various things. A recent study indicates that mother tongue transmission is primarily characterized by positive effects, with positive transfer being the main focus of research in this area.

2. Language Transfer Theory

2.1 Negative and positive migration

Scholars from diverse schools have differing ideas on the significance of the mother tongue in second language acquisition, leading to both similar and contrasting results. There are two primary perspectives on the importance of the mother tongue in acquiring a second language.

Firstly, many believed that the influence of one's native language on acquiring a second language was detrimental, as it could impede the learning process and be influenced by the learner's existing language skills and cultural background. Negative transfer of the mother tongue occurs when learners confuse various forms and rules of their native language and the target language as being the same. Incorrect application of the mother tongue can result in mistakes.

Secondly, the hypothesis of positive transfer from one's native language is encapsulated by the "Common Underlying Proficiency Hypothesis," which posits that cross-linguistic thinking can be compatible and language is ubiquitous. Thus, proficiency in one's native language facilitates the acquisition of other languages. The good influence outweighs the negative effects significantly.

2.2 The phenomenon of positive transfer of mother tongue in second language acquisition

Various experts have reached different conclusions about the issue of second language writing, suggesting that one's native language can have a beneficial impact on writing in a second

language. Liu Donghong (2002) researched how mother-language tactics affect Chinese students' English writing outcomes through the lens of mother-tongue transfer. He conducted tests using first-year students from Central China Normal University as a sample, utilizing picture composition and questionnaire surveys as measurement instruments, and reached the following conclusions: 1) First-year university students predominantly utilize mother-tongue tactics, with a higher frequency among males. 2) The discourse development of first-year students is primarily influenced by positive transfer. Hong Yiming (2006) and Fan Xiaoyan (2007) examined how the Chinese language affects English writing among Chinese college students. The experimental procedures involve having subjects write in English initially, then write in Chinese on the same topic after a delay, translating it back to English, and finally using a questionnaire to assess the research subjects. Examine the intricacies of the writing process. Both of their conclusions align closely: second language writing includes a mother tongue translation process. The employment of translation writing mode positively impacts the enhancement of second language writing quality, particularly for novices who rely on mother tongue translation procedures during the writing process.

In addition to writing, one's native language also influences the acquisition of pronunciation in a second language. Research indicates that the closer the pronunciation and vocabulary of a learner's native language are to the second language, the easier it is for learners to acquire the pronunciation and vocabulary of the second language.

Scholars are also interested in the transfer of the mother tongue into grammar. Research on mother tongue transfer's impact on Chinese students' English learning revealed: 1) All three levels of students are affected by their mother tongue transfer, utilizing thematic highlighting structures, particularly primary and intermediate learners; 2) The use of theme prominent structures in compositions is significantly lower compared to translation exercises; 3) Mother tongue transfer aids students in acquiring time and place phrases in English.

2.3 The phenomenon of negative transfer of mother tongue in second language acquisition

Natalia Hayes from Bournemouth College conducted a study on the detrimental impact of a person's first language on their ability to learn a second language. This research was presented in her doctoral thesis titled "An Analysis of Native Language Transfer and English-speaking Adults Learning Basic Russian" in 2003. Hayes analyzed 124 oral materials to investigate the impact of negative transfer from learners' mother tongue on errors in second language acquisition. The analysis focused on vocabulary and syntax, revealing that most lexical and syntactic errors in learners' language can be linked to negative transfer, which is present in learners of all proficiency levels. 2) As learners' proficiency in their second language increases, lexical transfer diminishes, whereas syntactic transfer exhibits intricate features.

Several researchers have conducted studies on the negative transfer of the mother tongue in writing. Chen Junguang (1999) examined the idiomatic writing patterns in English learners' writings that result from negative transfer from their native language. A total of fifty-six postgraduates from China and Spain participated as subjects. Research indicates that Chinese students are heavily influenced by their own language when writing English essays, leading to deviations from English expression conventions. Furthermore, as English proficiency increases, the transfer of the mother tongue decreases.

3. Factors affecting language transfer in second language acquisition

3.1 Language factors

Language factors that influence language transfer in second language acquisition include: (1) avoidance, such as vocabulary, structure, and topic avoidance. (2) Counterfeit (3) Mistranslation.

3.1.1 Avoidance

Various types of avoidance exist, including formal and functional avoidance, language and culture avoidance, as well as vocabulary and sentence structure avoidance. We concentrate on

Mao Jiamin

three primary forms of avoidance by learners: word avoidance, structural avoidance, and topic avoidance.

1. Vocabulary avoidance: Avoiding certain expressions is a common example of the avoidance phenomenon. Vocabulary is categorized into productive and passive vocabulary. Positive words are easily employed by learners on their own, while negative words are typically only used for comprehension rather than self-expression. Learners possess a larger negative vocabulary compared to their positive vocabulary, with the positive vocabulary being a subset of the negative vocabulary. Learners in vocabulary acquisition often opt for higher-level words like "bird" over more specific terms like "sparrow," "peacock," or "pigeon," and "flower" instead of "carnation," "lily," or "daisy." They rarely utilize synonyms, resulting in language that is straightforward and uninteresting. For instance, some learners often just use "beautiful" to describe something as aesthetically pleasing but rarely consider adding synonyms like "great," "glorious," "fantastic," "magnificent," or "amazing." These adjectives are negative words in contrast to beautiful.

2. Structural avoidance: Learners possess an unclear comprehension of certain syntactic structures. They exhibit a preference for specific syntactic structures in the second language while rejecting others. These two phenomena might be referred to as "over-obsession" and "under-representation." Structural avoidance falls into the latter category and has two main forms. The initial manifestation involves mistaking formal sentence structures for casual ones. Learners are often excessively captivated by the formal structure. Prefer using the structure "it is offensive that they..." over "offensive that they." However, learners may utilize colloquial language in writing and steer clear of official style. Some scholars have observed a significant colloquial tendency in the compositions based on the appearance of the author or reader and the distribution of word frequency levels. Grammatical avoidance's

second manifestation is the substitution of difficult statements with simple ones. English relative clauses are complex in form, posing challenges for learners in mastering their usage.

3. Topic avoidance: Students' reluctance to discuss certain topics is a practical matter related to the culture, traditions, and structures in both their native language and the language they are learning. When conversing in a foreign language, learners must excel in vocabulary, grammar, and communication content. If the student is well-versed in the origin and practices of the Chinese Spring Festival, the conversation will go smoothly when the other party inquires about it. Otherwise, it may become dull. Hence, learners should pay attention to topic avoidance as well as avoidance in vocabulary and grammar.

3.1.2 Counterfeit

The structure of words is intricately linked to the cognitive model of those who create and receive new words, becoming integrated into their internal knowledge. The imitation word series' structural framework comprises sentence structure and semantic structure, which are crucial for imitating new words. The cognitive ability of individuals who create and use language is linked to the adaptation of the language system and the cultural and pragmatic aspects of social interaction, which contribute to the adoption of new terms.

3.1.3 Mistranslation

Pragmatic language failure is a language issue resulting from the improper and irregular application of language rules, falling under the category of language usage problems. Thomas posits that language usage is intricately linked to users, language environment, and language context, playing a crucial role in the entire process of language creation and comprehension. Pragmatic language mistakes in translation occur when the translator's expression in the target language does not align with the language habits of the target language speakers or when the translator applies the semantics and structure of their mother tongue to the target language.

The translator lacks the necessary communicative skills, resulting in incorrect language use in a particular situation. Discourse expression contains implications that arise from both the structure of language and the many contextual factors. Discourse expression can only be perfected by recognizing the dynamic adaptation between them. Subtext can be present in any form of communication, and pragmatic language failure occurs when a translator fails to determine the intended meaning of a message based on the specific context.

Language serves as the fundamental means of social connection. During social engagement, it is essential to possess both linguistic knowledge and language proficiency. Culture encompasses diversity and variations, with distinct cultural variances present among many ethnic and regional groupings. Social pragmatic failure occurs when a translator incorrectly applies the social pragmatic rules of their own culture to another culture, resulting in the other party's inability to fully grasp the cultural implications of the target language, leading to a translation error due to unequal cultural background information.

3.2 Non-verbal factors

Non-verbal factors that influence language transfer in second language acquisition include age, emotion, language distance, education level, socio-cultural factors, and cultural migration.

3.2.1 Age

Learners' age impacts the transfer of acquiring second language pronunciation. In 2014, Meng Changpei categorized 60 Miao elementary school children into four groups based on their academic performance. The phenomenon of consonant transfer in second language acquisition was examined using interviews and speech production. Significant variations in data were observed across different grades, with a positive correlation between grade rise and positive or negative transfer. Decreasing migration diminishes with growth. Zeng Li (2011) surveyed 179 Miao primary school pupils and discovered that varying ages influence the development of meta-linguistic

awareness in third language learners. As individuals mature, their metalinguistic awareness will progressively improve, thereby enhancing the proficiency of second language learners.

3.2.2 Emotion

The most crucial subjective aspect influencing second language acquisition is learners' psychology. Individual performance may vary, but their emotional state is a clear identifier that can impact the likelihood of transfer. Motivation unquestionably holds significance. Many learners experience anxiety while employing unknown structures. Feeling emotionally connected to the target language group can make it simpler for a person to overcome a foreign accent.

3.2.3 Language distance

Language distance significantly impacts second-language speech acquisition, playing a crucial role in speech transfer. Using a second language that is more similar in type will make it easier to use as the original language for transfer. The proximity of linguistic distance directly correlates with the likelihood of positive or negative transfer. Diverse scholars maintain contrasting perspectives. Hence, the resemblance of language types primarily manifests in two distinct aspects: the likeness in form (writing) and the likeness in content (pronunciation). The degree of the positive transfer trend is contingent on the resemblance of content, with a stronger similarity resulting in a more pronounced positive transfer trend. Positive migration happens when both the form and content are similar, while negative transfer occurs when the form is similar but the content is not. Research indicates that when learners are acquiring pronunciation, if the language distance is too close, it fails to capture their attention, resulting in an inability to effectively grasp pronunciation.

3.2.4 Education level

When individuals learn a second language, the skill level of both their original language and the second language will influence the transfer of the second language, particularly during the early stages of language learning, specifically in phonetic acquisition. In 2014, Meng Changpei studied how

Mao Jiamin

the mother tongue and second language of Miao bilingual students impact their acquisition of trilingual pronunciation. The research revealed that the students' proficiency in their first language (Miao) and second language (Chinese) influences their ability to acquire trilingual (English) pronunciation, specifically in the context of learning English consonants. Wu Xueping (2019) simultaneously examined the primary vowels of Mongolian, Chinese, and English based on the vowel pattern theory. She believed that the migratory effect would be stronger with a higher level of language proficiency and skill.

3.2.5 Sociocultural

The natural social milieu will also influence language transfer. Odlin (1987) suggested. In a classroom setting, negative transfer is less prevalent compared to a natural environment due to learners establishing a "focused" language community, leading them to view their initial language form as disruptive or even disgraceful. Learners' attention is unfocused in the natural environment. They find negative transfers to be easily achievable. If the natural environment needs to adhere to external standards, Negative transfer will be minimized: when learners are prompted to focus on internal norms, they may be more inclined to use their first language.

3.3 Cultural migration

Cultural transfer refers to the reciprocal impact between Chinese culture and English-speaking countries stemming from their similarities and contrasts. Second-language learners often rely on the cultural norms and expressions of their native language to understand and interpret the target language. Cultural transfer can have either beneficial or negative effects. Dai Weidong (2002) defines the negative transfer of culture as the cultural interference resulting from differences in cultural norms and values. This interference leads individuals to unconsciously rely on their own cultural norms and values to influence their behaviors, thoughts, and judgments of others. Negative cultural transfer encompasses various aspects such as systems, laws, politics, art, material culture, values, cognitive patterns, norms, and regulations. To become

proficient in a language, one must not only learn its fundamental parts and skills but also navigate the impact of transfer by comprehensively grasping the cultural distinctions between the native language and the second language.

4. The influence of cultural transfer on English acquisition

4.1 The impact of negative Chinese migration on English translation

The impact of negative Chinese migration on English translation can be roughly divided into three aspects: the influence on vocabulary, grammar, and speaking habits.

Firstly, vocabulary is a crucial component in translation. Chinese vocabulary does not directly align with English vocabulary. Translators do not need to locate an exact word with a one-to-one relationship, as this can impact the correctness of the translation. English words exhibit polysemy, with individual words possessing multiple meanings that vary depending on the context in which they are used. Tense shifts in English sentences result in equivalent changes in vocabulary and meanings. English words have multiple meanings and can function as different elements of speech. This term functions as a noun in one context and as a verb in another. For instance, the English term "contact" translates to "contact" in Chinese. The term "contact" in Chinese can function as both a verb and a noun. Translating this complex circumstance into "touch" may easily cause the sentence to stray from its intended meaning. Translators should not just provide word-for-word translations but should also incorporate sentence semantics to ensure fluency.

Secondly, English and Chinese have distinct sentence structures, which can lead to negative cultural transfer in grammar, impacting translators' output. Chinese sentence structure is flexible, and the hierarchy between individuals is not well defined. A sentence can be segmented into many sentences. Chinese sentence structure is flexible and variable, with no significant interdependence among its components. A sentence can be articulated in various manners, while the fundamental meaning of the sentence remains consistent. The sentence

structure in English is concise, with a clear hierarchy and distinct components. When translating English, it is important to identify the sentence structure, determine the main components of the sentence, and recognize the subject-verb relationship. This will enhance clarity during translation. Translating a statement without identifying its core structure can make it challenging to get an appropriate translation. When translating English, the translator must detach from their own cultural biases, identify the core message of the sentence, and accurately convey the entire sentence.

Thirdly, in Chinese sentences, less significant details like time and place are typically placed at the beginning, while the main part of the sentence is placed at the end. This structure differs from English. The primary clause of an English sentence is typically placed at the beginning, followed by the time and location elements. To translate effectively, one must have a thorough understanding of the sentence structures in both English and Chinese to ensure the translated sentences are idiomatic. Chinese and Western speakers have distinct speaking habits and communication styles due to their diverse cultural backgrounds. Translators should make an effort to eliminate the impact of their native language habits on their translations.

4.2 The influence of negative Chinese transfer on English communicative competence

Chinese and Western cultures differ significantly in values, politeness principles, communication principles, and thinking patterns.

Values are enduring beliefs that are commonly held within a group and remain consistent throughout time. Values are integral to social culture, persisting in individuals' brains over an extended period and progressively spreading. Values play a significant role in shaping people's communication, attitude, and conduct within social culture. Regarding "age." In Chinese society, there is a definite differentiation based on age, but there is no disdain associated with it. In China, the practice of honoring the elderly and caring for the young emphasizes respect for the elderly rather than dismissing them as unimportant. In English-speaking

society, the term "aged people" is more appropriate than "old people" when referring to the elderly. Using ambiguous language may cause older individuals in western society to feel undervalued and believe they are not contributing meaningfully. When engaging in cross-cultural communication, it is important to consider each other's psychological emotions and avoid thoughtlessly imposing the norms and traditions of our own society onto unfamiliar social settings.

China is a nation known for its manners. There is a common belief that men and women, as well as the young and the old, have distinct roles in society, leading to diverse positions within families and communities. Western society prioritizes equality of personality and authority. Hence, immigrant children refer to their parents by their first names. In oriental civilization, customary greetings include "Have you eaten?" and "Where are you going?" We believe this greeting is welcoming and benevolent. Chinese greetings may involve not simply politeness but also an element of curiosity. If the listener of this conversation is a foreigner, they are likely to provoke displeasure among others.

English and Chinese are part of the Indo-European and Sino-Tibetan language families, respectively, and exhibit significant variances in cognitive patterns. Chinese negatively influences vocabulary use. English and Chinese terms do not have a one-to-one connection due to their separate language families, and the total correlation is much more limited. Thus, in communication, when users disregard the usage practices of the target language culture, the language may come across as abrasive or the words may be unsatisfying. Significant disparities exist between Chinese and Western cultures regarding the connotation and denotation of words. Some learners in cross-cultural communication focus on expanding their vocabulary without grasping the nuances and implications of the words. They are unable to recognize the linguistic elements and evaluations of vocabulary in both spoken and written language, whether official or informal, resulting in numerous jokes and pragmatic errors.

5. Strategies and ways to achieve effective language transfer

Because of the phenomenon of language transfer and many of the aforementioned characteristics, it is of the utmost importance to make use of the transfer rule in conjunction with instructional approaches in order to improve learning transfer. Teachers make use of scientific teaching methods, give full credit to the efficacy of positive transfer, and work hard to reduce the number of instances in which negative transfer occurs for the purpose of learning.

Mother-tongue transfer is due to the fact that the learner is affected by the similarities or differences between the target language and the mother tongue. This phenomenon is common in language teaching and cannot be ignored or avoided. From the perspective of the whole process of English learning, English teaching in China must go through two stages: the primary stage of learning English with Chinese as a tool, and gradually transitioning to the advanced stage of learning English with the English language as a tool. At that stage, there is more or less a migration of the mother tongue. How to effectively use and control the transfer of the mother tongue and improve the efficiency of English teaching is a challenge that we must deal with in English teaching. As learners and future language educators, we should dig deep into the common elements of English and Chinese so as to promote students' mastery of grammar rules in English learning, and our own English teaching efficiency will definitely be improved.

5.1 The creation of real context, change from involuntary to autonomous state

A human being's ability to speak their mother tongue is an act of natural mastery that is devoid of any sense of task or pressure from the outside world. The process of learning one's mother tongue needs to simultaneously serve as a guiding principle for the process of acquiring a foreign language as a means of obtaining language aptitude. The language environment has a very important impact on English language learning. First of all, the real environment can stimulate interest in learning English. Learning English in a Chinese-speaking environment has fewer opportunities for actual language communication, and many students have no sense of accomplishment in the learning process, and their interest gradually declines. However, if students are given a strong English learning environment, they can not only get into learning quickly but also maintain their strong curiosity and lasting interest in new things. Second, the environment can improve the efficiency and effectiveness of language learning. Students receive long-term immersion in an English-speaking environment, and under the appropriate teaching and guidance of teachers, their learning efficiency and effectiveness will be significantly improved. In addition, the environment can cultivate English thinking and literacy. Most of our English teaching is carried out in Chinese, which is a process of translating from Chinese to English, which is not suitable for everyone, and it is best to provide students with a multi-angle and multi-channel English learning environment to slowly cultivate English thinking and habits.

Consequently, in the process of teaching, teachers take students as the object of their attention, create a language environment and scenario that is authentic and rich in language, and raise students' excitement for the acquisition of language. Teachers should also make contact and make comparisons between Chinese and English, as well as between old and new knowledge, take advantage of the transfer of students' existing knowledge, overcome the impediments to the cognition of new knowledge, and naturally learn language in an independent state. All of these things should be done simultaneously.

5.2 Make full use of the commonality of language and culture to promote positive migration

It has been demonstrated through research that every language shares a certain degree of logical similarity in certain respects. The advancement of language science has led to the discovery of an increasing number of similarities that exist between various languages. In the earliest stages of learning a second language, students are obligated to apply it to the acquisition of a second language, whether they do so consciously or

Mao Jiamin

unconsciously, by gaining knowledge of the inherent similarities between languages. It is possible to assert that the fact that human languages are so similar can facilitate the acquisition of new languages. An example of this would be the fact that having knowledge of Chinese grammar makes it easier to comprehend English grammar, while having a strong command of reading and writing abilities has a significant and favorable impact on one's ability to read and write in English. In every language, there are phenomena that are both semantic and phonetic. When it comes to teaching, teachers should adhere to the universal laws of language, place a high value on the role that mother tongue thinking plays in the process of teaching and learning foreign languages, and actively guide their students by following good guidance. This will allow students to learn foreign languages through analogy, which will be the cherry on top.

5.3 Focus on emotional and cultural factors in English teaching

The learning process of students is influenced by their personalities, which in turn will inevitably have an effect on the process of language transmission. Teachers put emotional and cultural factors into the teaching process, which may encourage active learners to overcome difficulties in learning with a more positive attitude, actively explore effective learning methods, and make full use of various resources to improve their foreign language level. On the other hand, for learners with a negative attitude, the easy-to-get-back and low self-esteem may make the learners feel disgusted with foreign language learning and avoid the attempt at foreign language communication. Therefore, teachers should be fully aware of this emotional and cultural factor, encourage students to actively use English to communicate, try different ways to communicate with students, teach students in accordance with their aptitude according to their possible personality problems, and strive to guide students to become positive learners.

5.4 Use dialectical thinking, master a certain background knowledge of English language

A foundational understanding of the English language, including but not limited to the history, geography, political culture, customs, and other aspects of English-speaking countries. People who are of different ethnicities and originate from different nations have distinct ways of thinking. Therefore, if you want to do a good job of learning English, you need to employ dialectical thinking. When engaging in English thinking, it is important to pay attention to the cultural background knowledge of countries that speak English as well as the cultural significance of the English language. Putting into practice the principle of "linking culture to acquire language" in the classroom is an efficient strategy that can be utilized to accomplish this goal. We start by contrasting the two different cultural backgrounds that exist between the East and the West in order for students who have grown up with influences from Eastern culture to understand the differences between the two cultures in terms of language, lifestyle, values, and emotional expressions. This is done through the use of comparison and analogy. At the same time, it provides students with learning materials that can truly reflect cultural background knowledge, such as English national thinking mode and lifestyle, so that students can eliminate cultural interference, have a more comprehensive and accurate understanding of the connotation and form of different cultures, and help students accept the differences in different cultures more easily. In addition to strengthening academic topics, students should learn more about communicative culture through extracurricular activities such as English clubs, English salons, and regular one-on-one exchanges with students from other countries. This will help to create a cultural atmosphere for English learning, which will allow students to naturally form the habit of thinking in English.

6. Conclusion

Language transfer is a key concern in the study of second language acquisition. The impact of cultural factors on language transfer must be considered due to the strong connection between language and culture. Factors affecting language transfer in second language acquisition mainly include: (1) language factors such as avoidance, counterfeiting, and mistranslation; (2) non-verbal factors such as age, emotion, language distance,

education level, sociocultural factors, and cultural migration; and (3) cultural migration and other factors. And the negative Chinese migration may have an important impact on second language translation and communicative competence. The impact of cultural factors is clearly evident in both vocabulary transfer and text transfer. Therefore, Learners should possess cross-cultural knowledge and challenge stereotypes to facilitate cultural exchange and understanding.

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