

NEGATIVE MOTHER TONGUE LANGUAGE TRANSFER INTO ENGLISH WRITING LEARNING OF FIRST YEAR ADVANCED PROGRAM STUDENTS AT VIETNAM NATIONAL UNIVERSITY OF FORESTRY

Pham Cong Ngoc

Vietnam National University of Forestry

SUMMARY

In learning a foreign language or English, learners face lots of challenges both of which are subjective and objective. One of those challenges is language transfer (or negative interferences) from mother tongue to English. This article presented the analysis and description of language transfer in English writing products of 80 first year students at Vietnam Forestry University. Language transfer is described in terms of lexis, syntax, and discourse which are selected from 3 types of writing: letter, description and narrative. The result pointed out some common errors in students' writing because of their mother tongue interference. Of those writing errors, lexis level ones are the most common, and in different types of writing the error frequencies are also varied. Besides, the article supposed some main reasons why the student made such errors. As a result, a set of suggested solutions are given.

Keywords: Analysis, error, language transfer, level, mother tongue, target language.

I. INTRODUCTION

1.1. Language transfer definition

According to *Webster's Third New World International Dictionary* (1986), the concept of language transfer derives from a Latin word "transferre" - it means *carry*, or *bear*, or *print* or *copy* (in the field of art and sculpture) from one surface to another. Also, this dictionary define the term as replacing a learner's learnt language expressions of some certain situations by those of other situations. Besides, transfer can also be understood as the application of studies or knowledge, skills, aptitudes from one profession to another. In linguists' point of view, language transfer is that a learner takes away or generalizes his/ her own understanding about his mother tongue (or native language - NL) in order to help himself acquire another foreign language (target language - TL). *Webster's Third New World International Dictionary* doesn't clarify the transfer of a language into another language is good or bad, it merely defines the origin and nature of a word.

In general, in terms of linguistics, it is vital to look at the stable structure of a language system. However, when we compare all grammar rules of the target language (TL) with

those of the mother tongue, it is easy to understand that the language transfer is the language mistakes. Therefore, the language transfer from mother tongue into target language is classified into two main categories: positive transfer and negative transfer. As a result, in language teaching, the teacher advise the learner to use positive mother tongue transfer and try to avoid negative transfer because it usually slows down their language acquisition.

In the field of pragmatics, a branch of linguistics, researchers pay much concern on how the transfer from mother tongue to foreign language affect the learner's understanding and speech act in the target language. In reality, language transfer has attracted a great deal of concern of scholars in different fields. These scholars also give out different definitions and explanations of this concept. Scarcella (1983) paid much attention to the language transfer in the angle of discourse intonation. This linguist said that language transfer is the reflection of "conversion features" (topic sequence, back-channel cues, and pause fillers) as means and functions in conversational communication. Kellerman and Sharwood - Smith (1986) studied the accuracy of this concept and

pointed out the differences between the mother tongue transfer and mother tongue affects on foreign language acquisition. In their outlook, language transfer is different from affects caused by interlanguage. Language transfer is the language concepts and habits gained from mother tongue attached onto target language without any impacts resulted by interlanguage (IL). According to T.Odlin (1989), language transfer is actually the influences of a learner's mother tongue features (knowledge, learning strategies, experiences, culture, etc) on his/ her acquisition and use of foreign language. T.Odlin also pointed out that negative transfer is the incorrect or unsuitable application of language means, styles, structures, norms, and rules of mother tongue into foreign language acquisition.

Beebe and et al (1990) defined that language transfer refers to ability to apply the socio-culture features of source language learner (L1) into target language (L2) speech act or any language fetures.

Corder (1981) was the first person who mentions the recognition of the terminology "language transfer". He ignited the idea for researches carried out by both language teachers and native speakers in order to investigate the concept in the angle of language rules and norms. He suggested that the research resources exist in language learners' speech utterances.

1.2. Language transfer identification

In Kasper's (1992) point of view, the common way to identify a language transfer in a study on second language acquisition (SLA) is something like an informal estimation method (Kasper, 1992). In this method, we decide whether a transfer can be established by looking at the similarities and differences of the percentage by which a particular category of interlanguage features (such as a semantic formulae, strategy, or linguistic form) occurs in

the NL, TL, and IL data. Another way to determine a transfer is to use a statistically significant method.

A general guiding principle is, if a pragmatic feature is lack of statistically significant differences in the frequencies of a pragmatic feature in NL, TL, and IL, then it can be operationally defined as positive transfer. On the contrary, statistically significant differences in the frequencies of a pragmatic feature between IL-TL and NL-TL and lack of statistically significant differences between IL and L1 can be operationally defined as positive transfer. On the contrary, statistically significant differences in the frequencies of a pragmatic feature between IL-TL and NL-TL and lack of statistically significant differences between IL and L1 can be operationally defined as negative transfer (Kasper, 1992). Takahashi (1995) further elaborated on positive transfer as "similarity in terms of response frequencies in NL, IL, and TL", while negative transfer as "similar response frequencies in NL, IL with different response frequencies between NL and TL and between IL and TL".

According to Kasper (1992), the process to identify a transfer follows basically three steps: First, we start from an observation on the learner's productive interlanguage data. Second, under the guidance of our definition of a transfer, we concentrate on the different means that learners employ in expressing and understanding a speech act in the TL. And third, we sort out from our collected data the transfer features.

1.3. Negative mother tongue transfer into English writing of 1st year students of advanced program at Vietnam National University of Forestry

Language transfer from mother tongue (source language) into second language (foreign language) is an important and popular

feature in second language acquisition, and it is one of essential evidences to explain other properties in the learner's language learning. Language transfer can be both positive and negative that may be caused by the main reason –the big differences between the two languages. Moreover, this phenomenon is reflected in many language levels and features. In reality, the negative transfer seems to be bad affect to the target language acquisition. However, it attracts much more concern from methodologists and teachers than the positive transfer which creates many similar utterances with target language because it causes more problems in terms of approaching and using language.

Language transfer is identified clearly in language utterances (spoken and written forms) of learners in general and the 1st year students of advanced program at Vietnam National University of Forestry (VNUF). In reality of teaching writing skills to the student, the writer recognizes many language transfers in their compositions which can be seen as “mistakes”. There is a trend that the student often use their own ways of expressing ideas and/or translate word by word from mother tongue to English in their writing. Those can be considered mistakes. Some of their popular mistakes are word choice, word order which are caused by the differences between the two languages. Therefore, the large proportion of students' writing is their mother tongue features transfer into English. Their writing products can't express academy, ways of thinking, and styles as the native writers' ones. As a result, the researcher sees the necessity to carry out a study on negative Vietnamese language transfer into English writing which hopefully contributes to arouse the student's awareness of those mistakes and gradually improves both teaching and writing to the 1st year students of advanced program at VNUF.

II. RESEARCH METHODS

2.1. Research subjects

The research subjects are 40 first year students (K60) of advanced program at VNUF. They all learn General English (18 credits) in the first year and then use English as a tool to access other profession subjects. Most of the students at VNUF in general and the students of the research in particular come from mountainous and rural areas. They haven't been exposed to English writing techniques and methodology basically. Only a small proportion of them are diagnosed to be quite good at English grammar yet these students still lack proper writing skills, especially when they write higher level and more complicated compositions which require more structures, patterns, styles, discourse, etc. In their learning, writing skill is taught intermingly with other language skills which are all assessed by the teacher. All the compositions collected by the researcher are admitted by the teachers to be synthesized and analyzed for the research. The students are not informed before and during the process in order to ensure the objectiveness.

2.2. Research instruments

Two main research instruments are contrastive analysis (CA) and erroranalysis (EA) of which CA is the mainly basic instrument used to analyze the impacts (or transfer) of their mother tongue on their English writing products. According to Richards and Schmidt (2002), CA emphasizes on contrasting two language systems in order to point out problems faced by learners. This method indicates that impacts of learners' mother tongue features on English writing are really complicated. James (2001) describes that this methods can be used as an alternative approach to recognize ignorant mistakes or errors made by second language learners. Many linguists also agree this method's

effectiveness. In conclusion, this method not only helps the researcher find out the negative mother tongue transfer in second language learning but also facilitates learners understand the reasons why they make such mistakes to correct and avoid.

- Data collection instrument: three types of writing are selected. They are informal letter writing, description and narrative. These types can reflect the student's knowledge synthesis and skills taught during their studying process. The topics are quite familiar to their daily life so they can express with true love, feeling and thinking. The length of each composition is about 80 to 120 words. Then, they are collected to be synthesized and analyzed.

- Data analysis: 120 compositions (3 types, 40 composition each) are collected randomly and analyzed to find out mistakes/errors caused by negative language transfer. Those mistakes are also reanalyzed by four lecturers of English who have been working at universities in Vietnam for 10 years or more. The research works on the frequency and percentage of the mistakes.

III. RESEARCH RESULTS

3.1. Negative mother tongue transfer into English reflected by the mistakes in the student's writing products

After synthesizing and analyzing, the mistakes/errors collected include 639 in narrative writing, 564 in descriptive writing and 513 in letter writing. It can be understood that almost those mistakes are mainly caused by negative mother language transfer into the student's English writing. The listed mistakes are categorized: tense usage, word use, meaning, articles, prepositions, word order, numbers, fragment, run-on sentences, voices, *be* missing, infinitive, gerund, subject-verb agreement, punctuation, style. These mistakes are sorted out and discussed in terms of three criteria: lexis, syntax and discourse.

3.1.1. Lexis

Having been synthesized and analysed, the common mistakes/errors appearing in 120 compositions fall into categories of number and word choice.

- **Number:** This type of mistake is quite popular in the writing products collected. The student often transfer kinds of noun in Vietnamese language into English nouns, so they do not put "s" or "es" after singular nouns to form plural nouns. Besides, they often put "s" or "es" after singular nouns to express plural nouns while they do not need because they are irregular ones. Therefore, it fossilizes in their mind that whenever they face the ideas of plural nouns "các/những" in Vietnamese, they certainly transfer into "s/es" in English although it is not always correct because their mother tongue and English are different in this feature.

- **Wrong word choice:** This is one of the most common mistakes made by English learners in general and the students of the research in particular. While writing, they often transfer into English the words that appear in their mind first, so the words they use are incorrect or unsuitable and lead to misunderstanding of readers and reduce communicative effectiveness. Particularly, for some new, unfamiliar words, the student tend to make more mistakes of word use and word collocation. It is a common phenomenon that students tend to use words or phrases which they feel correct when translating into their mother tongue. For illustration, "big road" instead of "wide road", "her major is accountant" instead of "her major is accounting", "big rain" for "heavy rain", "teacher is what I like most" for "teaching is what I like most", "wide shoulders" instead of "broad shoulders", "hurt eyes" for "sore eyes", "on the world" for "in the world", and so on.

A part from this, one typical mistake of wrong word choice as a result of negative

language transfer is using irrelevantly redundant words because it is a very common cultural and language feature of Vietnamese people. For example, they often say “cấm không được hút thuốc” (prohibit not to smoke). It should be *prohibit smoking*; or “giải pháp tốt nhất” (the best perfect resolution), English people will use *the best resolution/the perfect resolution*; or “theo quan điểm của tôi, tôi nghĩ rằng” (in my opinion, I think), in fact it should be *in my opinion/I think*, etc. In English speakers’ thought, one word can itself express the full meaning, but Vietnamese students often transfer their mother tongue into that case. Therefore, they eventually make mistakes. For illustration, “In my opinion, I think” is one typical mistake because when we use *In my opinion*, we do not need *I think*. Or in “Although S + V, but S + V” we cannot use “but”, we just need a comma...

3.1.2. Syntax

Among the listed mistakes, mistakes of syntax are fairly enormous such as verb tense, *to be* missing, preposition, phrasal verbs, subject - verb agreement, article, word order, voice, punctuation grammar structure.

- **Verb tenses:** Because there is a big difference in terms of verb between the two languages (English verbs are changed within themselves whereas Vietnamese ones do not, they must go with other words to reflect one function or meaning), using English verbs is one of the most complicated challenge to the student when writing narrative and letters. English verbs and verb transformation are more various than Vietnamese ones, so the student often transfer their single word verbs into English. This means that they do not use English verbs in the correct forms or tenses. For example, one student thinks in his mind an utterance: “hôm qua John đi siêu thị để mua ít thực phẩm”, then they will automatically transfer into English “John go to supermarket

to buy some food yesterday”, in fact, he should write “John *went* to supermarket to buy some food yesterday”.

- **Tobe missing:** Another big difference between English and Vietnamese is that there is no verb “là” (to be) in Vietnamese language, but there is only relative verb “là”. So, in many cases, they forget the role and appearance of the verb “tobe” in sentences. For instance, “He washing the dishes when the phone rang” is often used instead of “He *was* washing the dishes when the phone rang”. When synthesizing and analyzing 120 compositions of the students, there are more than 100 mistakes/errors of this type - lacking to be, especially in the narrative compositions.

- **Preposition:** Another negative language transfer in students’ writing productions is reflected by using wrong preposition. It means that the student often transfer incorrectly Vietnamese prepositions into English ones because of the difference between the two language systems. For example, they write “on the sky” for “in the sky”; or “up the sky” for “in the sky”; or “on the world” instead of “in the world”; “discuss about /of something” for “discuss something”; or “get married with Marry” for “get marry to Mary”; and so forth. Those mistakes/errors can be explained that Vietnamese people have a different way of thinking in terms of location, direction, movement, etc. They often subjectively mention or place themselves in each case of speaking context to describe things or objects. In the sentence “Con chim bay trên trời” (The bird is flying in the sky), the preposition “trên trời” means “on the head of the speaker”, so they use “on the sky”. Or in this sentence “Họ đang chèo thuyền dưới sông” (They are sailing boat in the river), they assume that the preposition “dưới” means “under their position” (The speaking is standing on the river bank).

- **Subject - verb agreement:** Subject-verb agreement is one language feature that challenges the student when writing. In Vietnamese language- a single word language, verbs are never changed themselves whatever the subject or the verb of the sentence is. Verbs must go with other functional words to express grammar and meaning in different contexts. However, in English, each subject of a sentence needs a suitable verb form. As a result, the student often make this kind of mistake. For illustration, the sentence “Mẹ em thường nấu cho cả nhà một bữa ăn thịnh soạn vào dịp cuối tuần” is often transferred into English “My mother often *cook* a big and delicious meal for the my family at weekends”. They should use “*cooks*”.

- **Articles:** Vietnamese is also different from English in the field of articles which does not exist in Vietnam. Articles are the words that appear before nouns to support or identify them. In Vietnamese language, some words are often used such as chiếc, cái, con, đũa, quả, vài, những,... Whereas, English language has three types of articles (a/an/the) which fall into two categories: definite and in definite. That can explain why students usually make mistakes. One typical mistake that appears a lot in their writing compositions is that students do not often use definite *the* article. In “House which my family bought last year locates in a quiet street”, “*the*” must be used before “house”.

- **Voice:** This type of negative transfer occurs less frequently than other ones because there is a significant similarity between Vietnamese and English in this point. However, because the student are influenced by their mother tongue, they tend to use wrong form of voice in English in some circumstances.

However, because of mother tongue influence many of the students use wrong

English passive voice in some cases. Most of them whenever face contexts in which they transfer “*bị*” or “*được*” from their language, they automatically translate into English passive voice without wondering whether the situations need or not. Let’s take this utterance as illustration “*Tôi bị đứt tay*”, many students write it in English “*I was cut in my finger*”. Actually, it should be uttered “*I cut myself in my finger*”. Another big mistake is that students often use passive voice for intransitive verbs which must be used in active voice. For example, “*My house is needed to redecorate before Tet holiday*” instead of “*My house needs redecorating before Tet holiday*”.

- **Wrong word order:** It can be understood that English word order is quite different from Vietnamese one. After synthesizing and analyzing mistakes in the students’ writing products, negative transfer from mother tongue is reflected in many noun and adjective word orders. Usually, English word order is opposite to Vietnamese one, so the student often write English in the way their native language appears. For example, they use “*a book English*” instead of “*an English book*”; or “*gate house*” for “*house gate*”. In addition, in almost Vietnamese noun phrases (including adjectives), adjectives often appear after the head noun to define or support the head noun’s meaning. Whereas, in English noun phrases, most of adjectives stand before the head noun. Therefore, this is a quite popular phenomenon of their writing compositions. Another mistake which can be listed in the research although it is not typical is the order of adjectives in one noun phrase consisting of more than one adjective, or in an adjective phrase. According native English, it is an advisable tip to remember the order of adjective in one noun or adjective phrase. It is OSHACOM (Opinion-Size-Shape-Aged-Colour-Origin-Material). However, not many students know this tip.

- **Infinitive and gerund:** Although this kind of mistake is not so popular as others, it still causes some problems in the student's writing effectiveness. Usually, the student are not aware of the existence of linking verbs in sentences because in their mother tongue does not have this feature. For example, they often write this sentence "My dad wants go out with his friends in his free time". They do not pay attention to the role of "to" like this one "My dad wants *to* go out with his friends in his free time"; or "Our teacher allowed us finish our home assignment after next Monday". It must be "Our teacher allowed us *to* finish our home assignment after next Monday"; or in the sentence "She is fond of collect photos of Uncle Ho" they must use "collecting" instead of "collect", etc.

- **Punctuation:** Punctuation plays an important role in both native and foreign language learning of learners in general and the students in the research in particular. The student often make this type of mistake because many of them were not taught carefully about punctuation functions and usages at lower educational levels. That is why they often transfer negatively into English. Among the mistakes/errors listed of this type, punctuation omission mistake is fairly popular, especially comma (,). They do not use comma separate segments of a full meaning where it is necessary. Sometimes, when one sentence finishes they forget to use a full stop (.). Besides, the student also use punctuation incorrectly in writing, i.e they do not place each kind of punctuation where it should be. For illustration, they use a stop to separate two segments in a sentence, or a comma to separate two sentences. Particularly, when writing English compound sentences, they are usually confused with punctuation used with independent conjunction words (And, Nor, But, Or, Yet, So). For example, in the sentence

"Although my mum is so busy but she often arranges her tasks well to look after my family", they use "but" instead of a comma. Apart from this, when writing reported speech of interrogatives, the student often use question mark (?) at the end of the sentence because they think that it is still an interrogative as the direct sentence. Let's take this sentence as an example "I ask my mum why she doesn't feel tired after a hard working day?". Also, in letter writing the student usually make mistake of using exclamation mark (!). After "Dear" they use exclamation mark (it must be a comma) because they transfer negatively from their Vietnamese.

3.1.3. Discourse

After the researcher synthesizes and analyses the mistakes/errors in the student's writing products, the mistakes can be categorized into some main types as follows.

- **Fragment:** In 120 compositions, mistake of fragment is relatively popular, especially in long sentences such as compound and complex sentences, the student often think that a subordinate clause can stand independently as a main clause or an independent clause. So, after writing a subordinate clause, they immediately use a full stop (.). As a result, the sentence is unfinished, it is only a fragment which does not express a full meaning.

- **Informal style:** Many students make their writing too formal by using words or phrase that are extremely formal. For example, when they describe relatives, friends, family members, they use too formal expressions and style which is not necessary. Meanwhile, some others are not aware of that who will be readers, then they do not pay attention to the using of suitable and formal expressions in their writing compositions. Moreover, in letter writing, because of the difference between the two languages in terms of format and formal structures, the student often make mistakes of

addressing, greeting and closing a letter. For example, they sometimes write “Dear professor John”, (in fact, when addressing a person with his title we must use his full name).

- **Meaning:** Most of students at VNUF come from rural and remoted areas, so their knowledge of English language gained during the previous years is still limited. Especially, first year students do not possess an enough amount of vocabulary, verb patterns, and structures so they usually get stuck in expressing a certain idea in English. Eventually, they make more mistakes in their writing process. That is why they just express ideas within their poor knowledge of language. As a result, it can be seen that their writing ideas are poor, unclear, like beat around the bush, this leads to a situation in which they cannot go directly to what they want to express. There are quite many irrelevant and redundant words in their compositions causing readers’ confusion or misunderstanding.

- **Discourse unity:** It can be seen that among the listed mistakes, this type of error happens with low frequency. This is because the student’s way of thinking in their native language. Discourse unity mistake in terms of meaning seems to be acceptable with a little frequency, but in terms of using linking words or connectors, there are still quite a lot. For example, “Although..., but...”, “Because..., so...” hay “Because,...” “If...” (after a conditional clause, there must be a comma),... Apart from these, in many compositions, the student sometimes omit linking word “and” or they use “and” many times in a sentence.

3.2. Negative transfer from mother tongue into English is reflected in frequency of making mistakes

According to the research’s analysis, frequency of mistakes/errors in the student’s writing products is various. Firstly, mistakes of

English verb tenses and forms appear in the narrative writing with a large proportion. The student are often unaware of using correct verb forms in each certain situation. One typical case is that they use present simple tense to describe past situations. This is regarded as the most popular mistake made by negative language transfer. However, this sort of mistake happens in descriptive writing with less proportion mainly because that the student do not have to change verb tenses much. It just needs merely one or two tenses. From the research results, it can be viewed that in descriptive writing, the student make a lot of mistakes of word choice (20.35%), word order (18.85%), and fewer meaning expressions (10, 25%), article (12.76%) (the proportion of this mistake is nearly similar in all three types of writing). Mistakes of numbers stands at 7.85%, lower than mistake of subject - verb agreement (17.8%). These two last kinds of mistakes are quite high in other two types of writing. Hence, mistakes of word choice, word order, and subject - verb agreement are the most popular in the student’s writing compositions. It can be assumed that types of writing affect a lot on kinds of mistakes. In narrative and descriptive writing, mistakes of style appear with less frequency, but they appear more in letter writing (8.17%). Mistakes of numbers still keep high proportion(17.35%), word choice mistake is 13.33%, mistakes of meaning hold 14.54%, subject-verb agreement mistakes stay at 19.52%. Those are common mistakes in letter writing and the case seems to be similar in the other two types of writing.

In general, negative language transfer from mother tongue into foreign language that is reflected in mistakes analysed is quite enormous. Therefore, language teachers play an important role in helping the student recognize what mistakes they make in writing. Also, from types of mistakes and their

frequency, teachers should have proper effective teaching methods and strategies to improve the student's writing skills. Therefore, the student can reduce or avoid mistakes caused by their mother tongue transfer. The student themselves should be actively acquire and gain language knowledge of all fields such as words, phrases, clauses, sentences, grammar, punctuation, style, etc. Particularly, their awareness of the difference between the two languages is so vital.

In short, language teachers not only give feedback to the student on the mistakes they make during writing process, but they also need to design more effective writing lessons for each type of writing basing on such mistakes. In addition, it is very important for teachers to help the student revise grammar spots, structures, patterns, meaning organizing, and other language features during their learning process. The student should be reminded about the main differences between source language and target language so as to avoid their negative language transfer from mother tongue into English.

IV. CONCLUSION

In summary, the data collected and analysed through 120 writing compositions of three different types (letter writing-40, description-40, and narrative-40) helps both teachers and students understand clearly about negative language transfer or in different words - the influence of mother tongue on acquisition of writing skills of the 1st year advanced students at VNUF. The research results point out that most of the student's mistakes in their writing are caused by their negative language transfer from mother tongue into English. Those mistakes still seem to happen when the student's knowledge of English is limited because of some different factors such as geographical features, age, learning motivation, learning environment, etc. The

mistakes collected in terms of word level (noun and verb) are the most typical with the highest proportion. Moreover, it can be seen that in each type of writing, the number and frequency of mistakes are different.

From the results, the researcher assumes some guessing conclusions about reasons of the phenomenon. Firstly, the first year student's knowledge of English is still problematic, especially their vocabulary and grammar points are quite little. Secondly, the student often have a bad habit of thinking in Vietnamese language then transfer into English. Next, English and Vietnamese languages have many different features. Moreover, Vietnamese is still used much in English learning lessons. Another reason is that the student learn English in an unpreferable environment-in Vietnam, not in an English-speaking country. They just gain English and then use English in classroom contexts. Lastly, time spent on their English learning per week is not sufficient.

From the above causes, the researcher proposes some suggested solutions as follows.

Firstly, increase vocabulary of the student through language skills activities. Secodly, stimualate the learner express ideas in English in all classroom activities to build a habit of using English in communicative situations. For example, teachers should use open-ended questions to ask students, or supply some key difficult words before asking them to express ideas. Thirdly, teachers should use more English during lectures that boosts up interaction between teacher and students, students and students; increases using English frequency and reduces mistakes. Next, encourage students to access more English speaking situations in their daily lives. The next solution is that teachers should apply method of comparing and contrasting between English and Vietnamese properly in writing

lessons. Lastly, teachers can design exercises and drills related to mistake recognizing and correcting. For example, “peer correcting” strategy can be a good one to teach in writing lessons. It can help learners correct mistakes themselves and then avoid making such mistakes in writing.

It cannot be denied that writing skill is very difficult for most of foreign language learners. It is affected by both subjective and objective factors of which the negative language transfer from mother tongue into English is pretty enormous. Therefore, both teachers and students should be clearly aware of its influences in a foreign language acquisition, the learners can reduce or avoid mistakes caused by this negative transfer in their learning English writing skill.

REFERENCES

1. Beebe, L.M., Takahashi, T., & Uliss-Weltz, R..

Pragmatic transfer in ESL refusals [C]. In Scarcella, R. C., Andersen, E., & Krashen, S. C., (eds.). *Developing Communicative Competence in a Second Language* [A]. New York: Newbury House, 1990:55-73.

2. Corder, P.. The significance of learners’ errors [C]. In J. Richards (ed.). *Error Analysis*. London: Longman, 1971.

3. James, C. (2001). *Errors in language learning and use: Exploring error analysis*, Beijing: Foreign Language Teaching and Research Press.

4. Kasper, G.. Pragmatic transfer [J]. In *Studies in Second Language Acquisition* 8, 3, 1992:203~231.

5. Kellerman, E., & Sharwood Smith, M. (1986). *Cross-linguistic influence in second language acquisition* [M]. Oxford: Pergamon.

6. Odlin, T. (1989). *Language transfer: Cross-linguistic influence in language learning*, Cambridge: Cambridge University Press.

7. Richards, J. C. & Schmidt, R. (2002). *Dictionary of language teaching and applied linguistics* (3rd ed.), London: Longman.

8. Takahashi, S.. Pragmatic Transferability [J]. In *Studies in Second Language Acquisition* 18, 1996 (2):189-223.

SỰ DỊCH TIÊU CỰC NGÔN NGỮ MẸ ĐỂ SANG CÁC BÀI VIẾT TIẾNG ANH CỦA SINH VIÊN NĂM THỨ NHẤT CHƯƠNG TRÌNH TIÊN TIẾN TRƯỜNG ĐẠI HỌC LÂM NGHIỆP

Phạm Công Ngọc

Trường Đại học Lâm nghiệp

TÓM TẮT

Trong quá trình học ngoại ngữ nói chung và tiếng Anh nói riêng, người học gặp phải không ít những khó khăn cả yếu tố chủ quan lẫn khách quan. Một trong những yếu tố đó là sự dịch chuyển ngôn ngữ từ tiếng mẹ đẻ sang tiếng Anh. Bài viết đề cập đến những phân tích và miêu tả sự ảnh hưởng của tiếng mẹ đẻ trong những bài viết tiếng Anh của 80 sinh viên năm thứ nhất trường Đại học Lâm Nghiệp. Sự dịch chuyển thể hiện ở các bình diện từ vựng, cú pháp và văn bản được phân tích từ những bài viết của sinh viên ở 3 thể loại: viết thư, miêu tả và trần thuật. Kết quả điều tra đã chỉ ra một số lỗi phổ biến do ảnh hưởng (dịch chuyển) của tiếng Việt khi sinh viên viết bài bằng tiếng Anh. Trong đó, các lỗi ở khía cạnh từ vựng (danh từ và động từ) là điển hình và tiêu biểu nhất, thể hiện nhiều lỗi sai nhất. Ngoài ra, bài viết cũng chỉ ra rằng, với mỗi một thể loại bài khác nhau, số lỗi sinh viên sẽ mắc phải là khác nhau. Một số nguyên nhân cơ bản cũng được đưa ra. Dựa trên kết quả và nguyên nhân này, nghiên cứu cũng đưa ra một số đề xuất nhằm hạn chế những ảnh hưởng tiêu cực trong quá trình học viết tiếng Anh của sinh viên.

Từ khóa: Bình diện, dịch chuyển ngôn ngữ, lỗi, ngoại ngữ, phân tích, tiếng mẹ đẻ.

Reviewer : Prof.Dr. Nguyen Khac Binh

Received : 10/3/2016

Revised : 15/3/2016

Accepted : 22/3/2016