

Study on the Influence of Pragmatic Transfer in Third Language Acquisition on Uygur Students' English Speech Acts

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Abstract. In the phenomenon of pragmatic transfer in the learning process of Uygur, Chinese and English for Uygur students learn English as a third language, In this paper, we propose that we should pay attention to the positive transfer of the two languages to the third language by the third language learners in order to help the English Teaching in Uyghur. Combined with the third language acquisition of Uygur language environment area, language transfer behavior of Uygur students in English language learning has been analyzed, from three aspects of pronunciation, meaning and grammar, the influence of the learning transfer between the three has been analyzed in this paper. From the results of the analysis, we can get the law of the transfer among three languages, so that we can grasp the positive transfer between languages, which provides a reliable theoretical basis for the study of English teaching methods.

Introduction

Xinjiang is the region dominated by a few ethnic groups, in fact, Uighur Students have a mother tongue and the basic learning ability of Chinese in the process of learning English. Since English, Chinese and Uyghur have some relations in pronunciation, meaning and grammar, the study of third language acquisition can effectively promote the learning of the third language. In recent years, with the third foreign language acquisition research, the third language acquisition theory have been introduced by domestic scholars, combined with the actual situation in our country and minority areas of the three language acquisition environment, they explore the influence of the third language acquisition of English learning behavior, which is of great significance for improving the English of ethnic minority areas language teaching ability and teaching effect.

Analysis of the Language Environment of the Third Language Acquisition of Uygur College Students

In the Uygur region, before learning a third language, they need to study the Uighur and Chinese, generally they first learn Uighur and then Chinese and the third language is generally English. In Xinjiang, because of the complexity of the geographical culture, the language has multiple attributes, which makes English teaching more difficult. For Han Chinese, learning English only needs to serve the Chinese language barriers, but for the Uighur people, learning a third language needs to overcome the dual barriers of Chinese and Uyghur. Generally speaking, Chinese is the second language for Uygur College students, due to the influence of the native language, they have some deviation in pronunciation, grammar and vocabulary, With the interaction of Uighur, Chinese and English, the mutual influence and mutual interference, it is often necessary to carry out three kinds of code conversion in the course of classroom teaching, which makes the teaching process

more difficult.

According to the survey, the majority of Uighur college students believe that Chinese and Uyghur have an impact on their English learning, including interference and promotion, its promotion also benefits from the study of the two languages of Chinese. Studies have shown that the Chinese learning achievement of more excellent students, also can show excellent potential in learning English, so in English teaching, we can use the second language acquisition research on third language teaching role, especially the role of language transfer.

Language Transfer Behavior of Uyghur College Students in English Language Learning

Because Uighur also learn Chinese (Y2) as a second language, it involves not only the transfer of mother tongue (Y1), but also the bilingual positive transfer of $Y1 \rightarrow Y3$, $Y2 \rightarrow Y3$ and the bilingual reverse transfer of $Y3 \rightarrow Y1$, $Y3 \rightarrow Y2$ in the process of English language learning. In the study of third language acquisition, it is also found that, in addition to the bilingual positive transfer and bilingual reverse transfer, also includes positive transfer among three languages of $Y1 \rightarrow Y2 \rightarrow Y3$, $Y2 \rightarrow Y1 \rightarrow Y3$ and three languages reverse transfer $Y3 \rightarrow Y2 \rightarrow Y1$, $Y3 \rightarrow Y1 \rightarrow Y2$.

As the mother tongue (Y1), Chinese (Y2) and English (Y3) three language migration, it will promote mutual interference between language learning and interference, for example, in the aspect of pronunciation, there is more stress between Uyghur and English, so in the process of learning English, Uyghur language will produce positive effects, promote the Uyghur college students could master English pronunciation more quickly and accurately. With the continuous deepening of English learning, there will be a significant negative transfer in the two language acquisition due to the differences in meaning. In grammar aspect, the word order structure of Chinese and English is similar, all are the subject + predicate + object structure. Therefore, there is the positive transfer in the study of third language learning. The Uyghur word order is the subject + object + predicate, there is a big difference between Chinese and English word order structure. This will prevent the process of positive transfer, on the contrary, it will produce negative transfer and reduce the efficiency of English learning. Therefore, in the process of teaching, we must grasp the positive transfer process, minimize the negative impact of migration, as shown in Figure 1.

As shown in Figure 1, in order to improve the promotion of the two language to the third language, it is necessary to combine the pragmatic transfer of the two languages, the first language and the two language can be separated, First, using the positive transfer of mother tongue to achieve the desired results, if fail to achieve the expected effect, we can conclude that negative transfer plays a negative role, and it needs to improve the positive transfer effect and weaken the adverse effect of reverse migration. In order to give full play to the role of the two language, it is necessary to continue to use the positive transfer of the second language, so as to further promote the learning of the third language.

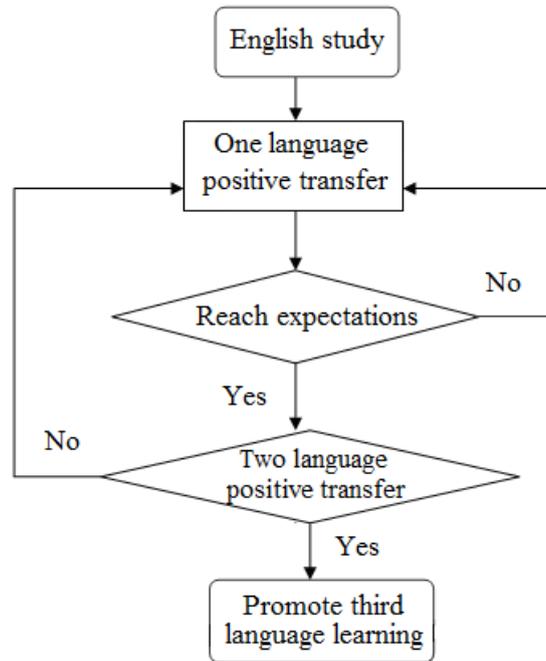


Figure 1 The Role of Language Transfer in English Learning

The Effects of Third Language Acquisition on English Speech Acts of Uyghur College Students

There are 24 consonants and 21 vowels in English pronunciation, and there are 32 letters in the modern Uyghur language, of which there are 8 vowels and 24 consonants, the pronunciation has repeated parts, which has a positive effect on English learning. In the semantic aspect, because Chinese, Uyghur and English belong to different language department, so its large discrimination, mainly cause the negative transfer effect, in the grammar, as English and Chinese are similar, so the Chinese will play a role in promoting, while English and Uyghur differ from the negative migration.

Table 1 Effects of the three language acquisition on the English language behavior in Xinjiang Uyghur University

Item	With or without similarity		Positive and negative transfer	
	Chinese	Uyghur	Chinese	Uyghur
Pronunciation	Yes	Yes	Positive	Positive
Word meaning	No	No	Negative	Negative
Grammar	Yes	No	Positive	Negative

As shown in Table 1, the influence of the three language acquisition on English language learning behavior is statistically analyzed, Combined with the actual learning situation of students, it is found that if the third language learning level is low, it is more dependent on the transfer of mother tongue, with the improvement of English proficiency, the influence of mother tongue on English will become smaller and smaller. At the same time, time and level of the two language acquisition will also have some impact on English learning. With the continuous improvement of the level of English language learners, they will consciously grasp the language rules of the three language, try to improve the effect of positive transfer, and avoid the negative transfer.

Conclusion

The study of third language acquisition is based on the study of second language acquisition, in

order to study the influence of the pragmatic transfer of third language acquisition on the learning of English, the influence of the transfer of learning among the three is analyzed from the following three aspects: pronunciation, semantics and word meaning. It is found that, in the words meaning, the two languages will have a negative transfer on English learning from the aspects of voice, the two language will have to learn English from the positive transfer, grammar, Chinese will produce positive transfer and negative transfer of Uyghur. Due to the differences between the three languages and related research, compared to second language acquisition is more complex, it is not only influenced by the pronunciation, grammar and meaning, but also affected by the learning age, gender and learning style factors. Therefore, this study is worthy of further exploration, so as to provide a more solid theoretical basis for the study of minority language acquisition.

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