Feasibility Analysis of Correcting Chinglish with Philosophy of Language

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Abstract: With the development of society, English teaching in China has made a breakthrough, but there are still many obstacles brought by Chinglish in the process of English learning. If we want to effectively alleviate the problem of Chinglish, we can introduce philosophy of language to discuss foreign language teaching in a philosophical sense. Through this method, English learners can improve both their English knowledge and their English thinking. Based on this, this paper first discusses the correction of Chinglish by philosophy of language, and then analyzes the application of philosophy of language in English teaching for the reference of relevant personnel.

Keywords: Philosophy of language; Correction; Chinglish; Feasibility
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1. Introduction

The main purpose of College English courses is to cultivate more international talents. College students learn English not only to learn more advanced foreign science and technology, but also to shoulder the responsibility of spreading their own culture through foreign languages. English learning in China is obviously weaker than that in other countries. Even some students in key universities are still difficult to meet the minimum standard for graduation from senior high school. How to make college English teaching more efficient has become the goal of relevant workers. At present, some experts believe that Chinglish is the biggest obstacle to English learning. Many non-English major students will be disturbed by their mother tongue thinking to write some English with obvious Chinese characteristics.

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If we can be good at using the philosophy of language theory to analyze the specific causes of English errors, we can not only enable students to obtain strategies to correct their mistakes, but also have a deeper understanding of English learning at the thinking level.

2. Correction of Chinglish by Philosophy of Language

(1) Mistakes in Chinglish

When college students are learning English, the basic errors can be divided into two categories. First of all, the mistakes that are shown in practical application for language knowledge are related to learning motivation, mastery of basic knowledge and memory. Secondly, there are the pragmatic errors caused by the systematic differences between English and Chinese language concepts and the transfer of mother tongue, and the errors caused by the differences of language concepts, these errors belong to learners’ cognitive errors, that is, Chinglish errors. For example, in English, Dayu should be translated as heavy rain, but some students translate it into big rain. Chinese uses size to express the concept of “rain”, while English pays more attention to the use of the concept of weight to describe rain. Such conceptual differences will also make learners produce Chinglish when learning English [1].

Chinese is a typical paratactic language, using word order or logic can indirectly express the meaning of Chinese. English is a hypotactic language, which requires the use of connectives to connect words and words, or sentences and sentences. In the process of learning, learners’ errors mainly lie in the use of Chinese thinking in the process of English expression, which is precisely the result of learners’ inability to correctly use English to think in the process of English learning. Therefore, teachers should not only talk about the knowledge of vocabulary, grammar and sentence pattern, but also use the theory of philosophy of language to point out the similarities and differences between Chinese and English in terms of expressions and other aspects.

(2) Differences between Chinglish and Chinese English

In the Chinese-English translation part of CET-4 and CET-6 in our country, most of the choices are cultural themes with Chinese characteristics. This design can integrate some Chinese elements into the process of English teaching, so that students can have more national pride and achieve the goal of equal cultural exchange. Of course, some English with Chinese characteristics will be used in the translation of this theme, so learners must distinguish between Chinglish and Chi-
inese English. When correcting their own Chinglish errors, learners should also understand that Chinglish is mainly cognitive errors, while Chinese English is English with Chinese characteristics. With the improvement of the status and discourse power in the world, the use of China English will be more extensive. For example, some Chinese words have entered the English discourse system in the form of Pinyin, such as high-speed rail and other words. These Chinese English can truly reflect that China’s economy and science and technology are gradually moving towards the middle and high end of the world, and China has become the leader of discourse innovation in the world economy and science and technology. Chinese English is an inevitable trend in the development of English. It is a kind of standard English, which contains the cultural connotation of our country. It is a typical part of international English. However, Chinglish is a kind of error phenomenon of English learners, so it must be corrected.

3. The Application of Philosophy of Language in English Teaching

(1) Understanding of language

Heidegger once put forward a theory, that is, poetic dwelling. It mainly refers to that people exist in language, and language and people’s spiritual world are closely connected with each other. There is human state and living style in language. If language cannot be expressed, then the material is difficult to exist in people’s mind, that is to say, without language, there is no thought, at the same time, it means that there is no language without thought. For example, China’s porcelain requires the greener the better. Green is the core word in porcelain, which is also a unique color culture in Chinese, so it makes English Chinese translation very difficult. Celadon, blue / green and qing are difficult to express the color of green in Chinese.

(2) Understanding foreign languages

According to Heidegger’s understanding, it is not difficult to find that there are great differences between different nationalities because of their different living conditions. Humboldt’s language world view also shows that a nation’s language and its thinking cannot be separated from each other. It can even be considered that a national language mainly refers to the spirit represented by a national people. The spirit represented by the people in a nation mainly refers to language. Therefore, if you want to learn a new language, you should acquire a relatively new world view. You can really open up your own vision and add more positions and contents to
your world outlook [3]. For example, in the Chinese English translation CET-6, the silk road was once required to be translated. The theme, relatively close to this topic, is one belt, one road. This is exactly what students must master. In primary school, teachers should not only let students know how to avoid such relatively wrong translations as one belt one road, but also explain from the perspective of philosophy of language, why the initiative of the one area is the belt and road initiative in official translation. The choice of such a translation method is mainly because the belt and road initiative is actually a Chinese initiative and not a strategy, which can teach students how to use English to tell Chinese stories. From the perspective of the world outlook of language, it is not difficult to find that there are different skills in choosing vocabulary in translation language. It is necessary to be able to use more correct language to express a more objective and reasonable position.

(3) Understanding of metaphorical structure

Metaphor is a typical thing that belongs to language and also to ideological activities and behaviors. When we use language to express, there will be a certain degree of metaphor in the whole conceptual system, but what kind of metaphor we use will be different due to different cultures. Understanding metaphor can effectively understand the collocation problems in English. Relevant experts have established a framework of second language acquisition for the use of metaphor theory from the aspects of learning objectives, processing methods and scientificty of metaphor theory. The most direct contribution of the metaphor theory of acquisition is to cultivate students’ ability in logical expansion of word meaning and change ability in discourse communication by learning metaphorical expression. The ability of metaphor is a kind of typical cognitive ability, not linguistic ability. Some scholars think that on the basis of the current cognitive theory of metaphor, it is very important to combine language competence, communicative competence and metaphorical competence into a basic skill of language application in foreign language teaching, which is of great significance for innovative thinking and broadening thinking. In the process of teaching, the use of metaphor can help students understand the original phenomenon more thoroughly, reduce the memory difficulties caused by idiomatic usage as far as possible, and effectively correct the situation of Chinglish [4].
4. Conclusion

To sum up, in order to cultivate more competitive talents, College English teaching is constantly deepening the reform, and under the new situation, it puts forward more requirements for education reform. We should try our best to correct the students’ errors in Chinglish and make them form an English thinking. Teachers can use the world outlook of the language and metaphor theory in college English teaching, so that students can get more improvement.

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