

The Phenomenon of "Negative Transfer of Mother Tongue" in Chinese Language Learning among Non-Chinese Filipino Students and Teaching Strategies

Su Yang

School of Foreign Languages, Huaiyin Institute of Technology, Huaian, Jiangsu Province 223000, China
Email: 123299432@qq.com

How to cite this paper: Yang, S. (2025). The phenomenon of "negative transfer of mother tongue" in Chinese language learning among non-Chinese Filipino students and teaching strategies. *Social Sciences and Humanities*, 2(2), 25-37. ISSN Print: 3104-4328; ISSN Online: 3104-4336. <https://doi.org/10.63313/SSH.9045>
Published: 2025-11-10

Copyright © 2025 by author(s) and Erytis Publishing Limited.
This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).
<http://creativecommons.org/licenses/by/4.0/>



Abstract

This article focuses on the core issue of mother tongue negative transfer in Chinese language learning for non Chinese Filipino students. Based on second language acquisition theory and comparative analysis hypothesis, combined with the context of bilingual education in the Philippines, it systematically analyzes the specific manifestations of negative transfer at four levels: phonetics, vocabulary, grammar, and pragmatic culture. Through empirical investigation data and teaching cases, reveal the three major causal mechanisms of differences between mother tongue and target language systems, learners' language psychological representation biases, and teaching environment deficiencies. A three-dimensional response system of "comparative analysis leading+layered precise teaching+cultural infiltration integration" is proposed for different levels of bias characteristics, including strengthening Chinese-English language comparative teaching, optimizing speech specific training mode, constructing immersive language environment, implementing layered task design, and cultivating cross-cultural communication skills. The research aims to provide a practical path for improving the accuracy and practicality of Chinese language learning for non Chinese Filipino students, and enrich the regional research results of Chinese international education.

Keywords

Filipino non Chinese students; Chinese language learning; Mother tongue negative transfer; Comparative analysis; Teaching strategies; Second language acquisition

1. Introduction

The promotion of the "the Belt and Road" has enabled international Chinese language education to achieve scale in Southeast Asia. China is an important partner in Southeast Asia. As a group of Chinese overseas, Chinese learning needs have ex-

panded to non Chinese in a short time. According to the Philippine Department of Education's 2024 statistics, there are 837 primary and secondary schools offering Chinese language courses nationwide, and the proportion of non Chinese students in the total population has increased from 38% in 2019 to 62% in 2024. Non Chinese students have become the main group for learning Chinese. However, in this process, the common issue of negative transfer of the mother tongue among this group of people has become the biggest obstacle to improving Chinese language proficiency. The promotion of the "the Belt and Road" has enabled international Chinese language education to achieve scale in Southeast Asia. China is an important partner in Southeast Asia. As a group of Chinese overseas, Chinese learning needs have expanded to non Chinese in a short time. According to the Philippine Department of Education's 2024 statistics, there are 837 primary and secondary schools offering Chinese language courses nationwide, and the proportion of non Chinese students in the total population has increased from 38% in 2019 to 62% in 2024. Non Chinese students have become the main group for learning Chinese. However, in this process, the common issue of negative transfer of the mother tongue among this group of people has become the biggest obstacle to improving Chinese language proficiency. Mother tongue negative transfer comes from the transfer theory in second language acquisition, which refers to the situation where learners unconsciously map the phonetic system, lexical semantics, grammatical rules, and pragmatic habits of their mother tongue (including commonly used second languages) to the use of the target language before fully internalizing the rules of the target language, resulting in language errors. For non Chinese Filipino students, their language background is unique. The official language of the Philippines is English, and the lingua franca is Filipino (Tagalog). Most students receive bilingual education in English and Tagalog, which creates a "dual interference" effect on their negative transfer in Chinese language learning, making it more complex than monolingual learners. In existing research, studies on Chinese language education in the Philippines mainly focus on the cultural identity and learning motivation of Chinese students. Research on language errors among non Chinese students is mostly scattered and lacks a systematic review of the phenomenon of negative transfer of the mother tongue, and there is no in-depth analysis of the causes of this phenomenon. In actual teaching, many teachers, due to their lack of understanding of the laws of negative transfer, only adopt the old approach of "correcting mistakes and repeating them", which leads to repeated errors and setbacks in students' confidence in learning. Therefore, by systematically exploring the manifestations and reasons of negative transfer of mother tongue in Chinese language learning among non Chinese Filipino students, targeted teaching strategies can be formed. This can not only directly promote the improvement of local Chinese language teaching quality, but also provide a typical case for the regional development of Chinese international education in multilingual areas, which has strong theoretical and practical significance.

2. Multidimensional Manifestations and Empirical Evidence of Negative Transfer of Mother Tongue among Non-Chinese Filipino Students

To accurately understand the manifestations of negative transfer, we selected 78 primary, 48 intermediate, and 15 Chinese language teachers from three representative primary and secondary schools in the Manila metropolitan area, namely public schools, private schools, and international schools, as our tracking subjects. We conducted a one semester follow-up survey and collected 2376 effective bias cases through classroom observation, homework assessment, pronunciation assessment, and semi-structured interviews. Through comparative analysis, we identified the hierarchical negative transfer in these four aspects. To accurately understand the manifestations of negative transfer, we selected 78 primary, 48 intermediate, and 15 Chinese language teachers from three representative primary and secondary schools in the Manila metropolitan area, namely public schools, private schools, and international schools, as our tracking subjects. We conducted a one semester follow-up survey and collected 2376 effective bias cases through classroom observation, homework assessment, pronunciation assessment, and semi-structured interviews. Through comparative analysis, we identified the hierarchical negative transfer in these four aspects.

2.1. Phonetic level: Adaptive bias from non tonal systems to tonal systems

Speech is the foundation of language acquisition, and Chinese is a typical tonal language with essential differences from non tonal speech systems such as Filipino and English. Negative transfer of speech is the most prominent part of the problem, accounting for 42% in the survey.

Tone deviation is the main crux of the problem. Chinese uses four tones, Yin Ping, Yang Ping, Shang Sheng, and Qu Sheng, to distinguish word meanings. Filipino pragmatic stress and English intonation do not have the phonetic habit of "tone differentiation". According to a survey, 89% of junior students have tone errors, which can be divided into two categories: the first category is "flat tone", which means all tones are pronounced as yin and flat tones; The second type is "tone confusion", where the confusion between rising and falling tones is the most severe. Intermediate students can distinguish some tones, but they may experience tone dropout in coherent speech flow. In the teacher interview section, when asked which part was the most difficult, 80% of teachers believed that the most difficult point was the difficulty in perceiving tone.

2.2. Vocabulary level: Misalignment and Transfer of Semantic Mapping and Morphological Rules

Vocabulary, as the basic unit of language expression, has a negative transfer of

morphological rules among Filipino non Chinese students due to the influence of the meaning range of their native language vocabulary, accounting for 28% of the total population.

There are two types of misuse of word meanings: "narrowing" and "generalization". On the one hand, the "narrow misuse" caused by differences in the semantic scope of English, such as understanding "lively" as "noisy" in English, ignoring the semantics of "lively" and "bustling, active", resulting in the error of "Spring Festival is very noisy" when making sentences; The understanding of "see" as the English word for "see" has resulted in both "reading" and "watching TV" being translated as "see book" or "see TV". On the other hand, it is due to the coincidence between Tagalog and Chinese vocabulary that leads to "generalized misuse". The Tagalog word "salamat" can express both "thank you" and "goodbye", and some students may transfer this pragmatic approach to Mandarin by saying "thank you" when saying goodbye. According to the survey results, 63% of junior high school students have word meaning errors, which has decreased slightly among intermediate students. However, there are still some misuses of synonyms, such as "discovered", "invented", "often", "often", etc.

The transfer of morphological rules presents two problems: "excess articles" and "lack of quantifiers". Both English and Filipino have well-established article systems (English a/an/he, Filipino ang/ang mga), while Chinese does not have articles. 58% of students have redundant articles in their sentence structures, such as "I have a book" and "He is the teacher". On the contrary, the unique quantifier system in Chinese is extremely underdeveloped in English and Filipino, resulting in 79% of elementary students completely omitting quantifiers such as "one dog" and "three pens". Although intermediate students have started using quantifiers, there is a phenomenon of "generalization", where all nouns are paired with "one", leading to errors such as "one tree" and "one pen". The most common feedback from teachers is the mismatch transfer between quantifiers and articles.

Moreover, negative transfer with fixed combinations is also common. The student council directly translates Chinese fixed phrases using their native language word order. "Playing basketball" will be translated directly as "playing basketball", and "making phone calls" will be translated directly as "hit phone". This is because they did not have the concept of Chinese word combinations when translating, resulting in errors.

2.3. Grammar level: Inertial application of syntactic structure and morphological markers

The abstractness of grammar rules makes them a difficult point in second language acquisition. Non Chinese Filipino students, due to the dual interference of English and Tagalog syntax and morphological rules, experience negative transfer of grammar, accounting for 21%, and show a trend of complexity as their learning pro-

gresses.

Word order confusion is a typical syntactic error. The basic word order in Chinese is "subject verb object", and modifiers are generally placed in front, while Filipino commonly uses the "subject verb complement" word order. In English, the word order is mainly based on "subject verb object", but adjectives and adverbs can be placed in front or after, so students often experience word order confusion. According to the survey, 65% of elementary students have the phenomenon of subject verb inversion. For example, if I like an apple, he says 'I like an apple ', and 52% of students put the adverb after it. For example, if he went to school yesterday, he said 'He went to school yesterday '. Intermediate students can master basic word order, but there may be errors in complex sentences, such as translating "I ate the food my mom made" into "I ate the food my mom made", and translating "He ran in the park" into "He ran in the park".

The transfer bias between tense and body markers has a "duality". English verbs express tenses (present tense - s, past tense - ed) through morphological changes, Filipino expresses tenses (perfective, progressive) through particles "na" and "pa", and Chinese expresses tenses through time adverbs (already, being) or particles (past, present, etc.). This difference leads to two types of errors, with 48% of students adding English tense suffixes after Chinese verbs, such as 'I ate ed yesterday '; 73% of primary students omit "missing", "eating", "he is studying", while intermediate students overuse "I have already eaten", "he is running and walking" when using markers.

The misuse of function words is also prominent. Chinese function words (particles, prepositions, conjunctions) have delicate functions, while English and Filipino function words have significant differences, so students misuse them a lot. In terms of prepositions, translate "on the table" as "on the table" (copying English on), and translate "I come from the Philippines" as "I come from the Philippines" (literal translation in English); In terms of particles, mix "de", "di", and "de", for example, "running happily" means "running happily", and "eating fast" means "eating fast"; In terms of conjunctions, since the English word "because" can be placed at the beginning or in a sentence, students can separate "because..." and use it separately, such as "because I'm hungry, so I eat" and say "because I'm hungry, I eat".

2.4. Pragmatic and cultural aspects: mismatch and adaptation between communication rules and cultural cognition

Pragmatic cultural negative transfer is caused by different cultural logics behind language, which does not affect the correctness of language structure, but directly affects the effectiveness of cross-cultural communication, accounting for 9% in surveys and easily overlooked by teachers.

The misuse of address forms belongs to cultural cognitive bias. In Philippine culture, the address system is simple, with acquaintances directly addressing each other by

name and formal occasions by "Mr./Ms.". Chinese address forms need to consider factors such as age, seniority, occupation, and occasion, making them more complex. From the survey, it can be seen that 82% of students have address errors. One is "literal translation", where "teacher" is translated as "teacher" and "doctor" is translated as "doctor". The other is "confusion of seniority", where "uncle" and "aunt" are translated as "uncle" and "aunt", ignoring the difference between paternal and maternal relatives in Chinese. Another issue is "misplacement of occasion", where teachers are called by their names in formal settings and referred to as "sir" and "madam" in informal settings, which appears awkward.

Polite language has both deficiencies and redundancies. Filipinos use less polite language in daily communication and often express themselves directly when seeking help. Chinese culture emphasizes "courtesy" and requires polite language such as "please, thank you, sorry, please" to maintain communication relationships. This difference creates two types of bias. One is "lack of politeness", where 63% of students say "help me" or "give me" when requesting help, instead of "please help me" or "could you please give me"; Another type is "excessive politeness". Some students are influenced by English polite expressions and excessively use formal polite language when communicating with acquaintances, such as saying to classmates, "Please lend me your pen, thank you very much for your cooperation", which makes people feel uncomfortable.

In addition, negative transfer in topic selection and expression style is also quite common. In Philippine culture, there are few restrictions on personal privacy topics (age, income), and some students directly ask Chinese teachers "how old are you" and "what is your salary; Starting the topic with "weather" in English, students simply copy it into Mandarin and frequently say "it's raining today, right?" on rainy days. Although this statement is grammatically correct, it does not conform to the common greeting habit of "have you eaten" in Mandarin.

3. Analysis of the Mechanism of Negative Transfer of Mother Tongue

Based on survey data and second language acquisition theory, the occurrence of negative transfer of mother tongue among non Chinese Filipino students is not caused by a single factor, but rather the result of the mutual influence of language system differences, learners' psychological mechanisms, and teaching environment deficiencies, forming a causal chain of "differences triggering psychological solidification environmental reinforcement".

3.1. Core Root: The Fundamental Differences in the Language Systems of Chinese, Filipino, and English

From the perspective of linguistic typology, Chinese, Filipino, and English belong to different language lineages (Chinese belongs to the Sino Tibetan language family,

Filipino belongs to the Austronesian language family, and English belongs to the Indo European language family), with systematic differences in phonetics, vocabulary, grammar, and pragmatics, which are the objective basis for negative transfer.

From a phonetic perspective, the biggest difference between Chinese's "tone discrimination" and Filipino English's "non tone discrimination" is not simply the absence of a phoneme, but the difference in the functionality of the speech system, which requires learners to reconstruct their speech perception patterns. In the early stages, errors may occur due to interference from native language speech habits. In terms of vocabulary, the Chinese concepts of "measure word compulsion" and "no article", as well as the Filipino English concepts of "no measure word" and "with article", due to differences in form and semantics, put learners in a situation where they cannot apply the rules of their native language vocabulary. From a grammatical perspective, there is a significant difference between Chinese's "Yi He" (which is mainly based on semantic logical relationships and does not or rarely use morphological markers), English's "Xing He" (which relies on morphological changes and conjunctions), and Filipino's "Jiao Yu" (which expresses grammatical meaning through affix changes), resulting in errors in syntactic rules and morphological markers. From a pragmatic perspective, it is difficult to master pragmatic rules in Chinese "high context" culture (context and hidden meaning), English "low context" culture (explicit meaning), and Filipino "kinship" culture (familiar people).

What is even more special is that non Chinese students in the Philippines are subject to "dual language interference". Although English and Filipino belong to different language families, they have commonalities in rules such as articles, tenses, and word order (all with article and verb form changes). These commonalities can cause negative transfer to have a "stacking effect", which is more difficult to correct compared to learners with a single mother tongue background.

3.2. Key mediators: language psychological representation bias of learners

According to the "psychological representation theory" of cognitive linguistics, the cognitive construction status of learners' mother tongue and target language will directly affect the direction of transfer. There are three deviations in the language psychological representation of non Chinese Filipino students, which exacerbate the occurrence of negative transfer.

One is the cognitive inertia of "mother tongue centrism". After acquiring their mother tongue and English, learners have formed a stable language psychological schema. When exposed to Mandarin, they will instinctively use their existing schema to interpret the rules of the target language. A survey found that 78% of students believe that "when they see Chinese sentences, they will first translate them into English or Filipino", and "translation based learning" directly maps native language rules to Chinese. For example, translating "I love apples" directly into "I love apples"

is correct, but translating "He went to school yesterday" directly into "He went to school yesterday" has a word order error, which is particularly evident in the early stages.

The second issue is the insufficient internalization of target language rules, which refers to the inverse relationship between the strength of negative transfer and the proficiency of the target language. According to the survey, 72% of beginners and 45% of intermediate level learners are proficient in the target language, which is consistent with the pattern. Junior students, due to their unclear grasp of Chinese language rules and inability to distinguish between their mother tongue and target language, can only express themselves in their mother tongue; Although intermediate students have mastered some rules, they may also encounter difficulties in extracting rules and expressing themselves in their mother tongue when encountering complex contexts. For example, for intermediate students, they can correctly express completion, but there may still be omissions in the coherent narrative. I woke up in the morning to brush my teeth and eat before going to school (missing).

The third is the learning misconception of "erroneous generalization". Some students, after learning a part of the rules of Mandarin, think that they can be used in all situations, which is called "excessive transfer". For example, after learning an apple, all nouns are added, resulting in a book or a dog; After learning, I ate my meal and added all the verbs, and then I drank a glass of water. This bias is not a direct negative transfer from the mother tongue, but still stems from a lack of understanding of the differences between the rules of the mother tongue and the target language.

3.3. External catalysis: systemic deficiencies in teaching environment and resources

The teaching environment is an external condition for language acquisition, and its quality can affect the effectiveness of correcting negative transfer. According to the investigation, there are three major deficiencies in the Chinese language teaching environment in the Philippines, which are the soil for the survival of negative transfer.

One issue is improper curriculum design and teaching methods. Filipino Mandarin is mostly an elective course with few class hours (2-4 class hours per week). To complete teaching tasks, teachers often adopt a "indoctrination" teaching approach, emphasizing knowledge explanation and neglecting comparison. Only 15% of teachers will compare the differences between Chinese and Filipino English, and students will not actively discover the risk of negative transfer. For example, when teaching tones, simply having students follow without explaining the differences between tones and Filipino English tones makes it difficult for students to understand the importance of "tone discrimination", and errors will continue to occur.

Secondly, the professional competence of the teaching staff varies greatly. 45% of Chinese language teachers have no professional background, many of whom are

Chinese volunteer teachers or English teachers who also teach. They lack international education training in Chinese language and have insufficient understanding of "negative transfer of mother tongue", making it difficult to correctly identify the reasons for errors. For example, the student's mistake of "I like apples" is simply attributed to "wrong word order", without realizing that it is a negative transfer of the Filipino "subject verb complement" word order. When correcting, students are only asked to repeat the correct sentence without fundamentally explaining the differences.

The third issue is the insufficient language input practice environment. Krashen's Input Hypothesis proposes that sufficient comprehensible language input is a condition for second language acquisition. However, in Chinese language teaching in the Philippines, most of the textbooks are commonly used domestically, lacking localization and adaptation. The content is detached from students' lives, and there are few extracurricular language practice scenarios. Only 23% of schools have Chinese corners, and students have almost no opportunity to use Chinese after class. If the input is insufficient and the output is low, students cannot immediately correct the bias of negative transfer, and have to fix the mistake as right.

4. Precision Teaching Strategies Based on Negative Transfer Law

In terms of the phenomenon and causes of negative transfer of mother tongue among non Chinese Filipino students, a three-step teaching system of "prevention correction reinforcement" should be established, combined with the characteristics of the bilingual context in the Philippines, to implement precise teaching interventions and fundamentally reduce the impact of negative transfer of mother tongue.

4.1. Pre prevention: Strengthen the teaching of comparative analysis of Chinese, Filipino, and English languages

According to Rado's 'Comparative Analysis Hypothesis', allowing students to understand the language differences between Chinese, Filipino, and English before teaching can help them establish 'differential cognition' and avoid negative transfer from the beginning. Teachers should integrate comparative analysis into the entire teaching process, achieving "differentiation explanation case analysis specialized exercises".

When teaching phonetics, write a "Hanfei English Phonetic Comparison Handbook" to compare high-frequency errors. For example, in tone teaching, audio is used to compare Chinese "m ā/m á/m ǎ/m à" with Filipino "ma" (stress at the beginning/end) and English "ma" (intonation change). Students can directly perceive the difference between "tone discrimination" and "stress/tone discrimination" through auditory perception; The teaching of initial consonants compares the pronunciation parts of "j" with English/d ʒ/and Filipino "dy" using diagrams of pronunciation organs, supplemented by "tongue positioning exercises" for correct pronunciation;

The teaching of vowels should particularly strengthen the use of "ü" and adopt the transitional practice method of "i → ü" to help students round their lips.

Vocabulary and grammar teaching, "Error Warning Checklist". In vocabulary teaching, for errors such as "missing quantifiers" and "misuse of word meanings", Chinese, Filipino, and English vocabulary rules are used to compare and explain quantifiers. When explaining quantifiers, a table is used to compare "English no quantifiers - Filipino few words - Chinese multiple quantifiers", and physical objects are used to display the combination of "a book, a pen, and a knife"; In grammar teaching, compare the rules of word order, use the "subject verb object" structure diagram to compare the "subject verb complement" in Chinese and Filipino, and the flexible word order in English. Use "sentence restructuring exercises" to help students master Chinese word order.

When teaching pragmatics, add a "cultural comparison module". When explaining address forms, compare the hierarchical address system in Chinese, the first name in the Philippines, and the common address in English. Use situational cards to present scenarios where teachers are addressed as teachers, elders are addressed as uncles/aunties, and classmates are addressed by their first names. When explaining polite expressions, compare the high-frequency polite expressions in Chinese with direct expressions in the Philippines, and design situational dialogues such as 'please ', 'thank you ', and 'thank you ' to help students understand the appropriate timing for using polite expressions.

4.2. Environmental Enhancement: Building an Immersive Language Input and Practice System

Improving the teaching environment and increasing opportunities for Chinese language input and practice can help students consolidate their correct language habits and weaken the negative transfer of their mother tongue.

Improve the quality of classroom input and achieve "localization+fun". Adapt the textbook content, add local elements from the Philippines, change the theme of "introducing families" to "introducing Sino Filipino mixed race families", and change the theme of "shopping" to "shopping in Manila's Chinatown"; Use "multimedia input method" to play Chinese animation, Chinese songs, Chinese short video "Peppa Pig", Chinese version, Chinese nursery rhyme "Two Tigers", etc. to increase comprehensible input; Using the "all Chinese teaching+mother tongue assistance at key nodes" model, activities are organized and knowledge is taught in Chinese in the classroom, with English or Filipino language assistance only used when teaching language differences to cultivate Chinese thinking.

Enrich extracurricular practice scenarios and create a 'multidimensional language community'. The school holds a "Chinese Corner" once a week, setting up topics such as "food sharing" and "festivals" for Chinese students to communicate; Every semester, the 'Chinese Culture Festival' features calligraphy competitions, Chinese

speeches, kicking shuttlecock, throwing sandbags, and other activities to add fun. In society, collaborate with local Chinese communities to carry out "Chinatown Practice Activities", allowing students to communicate with merchants in Mandarin and buy goods; Online, establish a "Chinese language learning group" and post "one sentence of Chinese language" and "Chinese language short stories" every day for students to check in and practice.

Teacher training needs to be strengthened, and efforts should also be made to address negative transfer. Through the "Chinese International Education Teacher Training" program, students can learn about the theory of mother tongue negative transfer, comparative knowledge between Chinese and Filipino English, and error correction techniques. On the "Teacher Mutual Assistance Platform", teachers can share their negative transfer error examples and correction methods with each other, and hire professional Chinese teachers as consultants to regularly guide teaching work and improve teaching quality.

4.3. Layered Promotion: Personalized Teaching Adapting to Different Learning Stages

Based on the differences in students' language proficiency, implement tiered teaching to address negative transfer issues at different stages.

At the initial stage of 0-6 months, prevention is the main focus, with correction as a supplement. The focus is on comparative teaching of phonetics, basic vocabulary, and basic grammar, establishing correct language habits through "slow input+repeated imitation", reducing translation based learning through "short sentence practice+image assistance", establishing semantic associations between "apple" images and "this is an apple", and correcting high-frequency phonetics, word order errors, "tone confusion", "subject verb inversion", etc. in the weekly "Error Classroom".

6-18 months is the intermediate stage, with correction as the main focus and reinforcement as a supplement. Study the negative transfer reasons of complex vocabulary and grammar, correct errors in "generalization of quantifiers", "misuse of function words", and "analysis of faulty sentences+summary of rules"; Add "short essay writing" and "situational dialogue" to "discourse practice", express coherently, and apply rules; Cross cultural communication tasks ", designing" China Philippines Friendship Activities "in Mandarin to enhance pragmatic abilities.

In the advanced stage (18 months or more), the focus is on strengthening and expanding as a supplement. Focusing on negative transfer in pragmatic culture, "case analysis+communicative practice" enhances cross-cultural communication skills, conducts "Mandarin themed research", "cultural comparison of Chinese and Philippine festivals", allows students to give presentations and speeches in Mandarin, conducts "Mandarin exchange", and communicates with Chinese students online to consolidate positive transfer in real communication.

5. Conclusion and Prospect

This article concludes through empirical investigation that there are "multi-level, dual interference, and phased" characteristics of mother tongue negative transfer in the Chinese language learning of Filipino non Chinese students: tone errors at the phonetic level, word meaning errors and form rule errors at the lexical level, word order errors and body marking errors at the grammatical level, and address errors and politeness errors at the pragmatic level. The emergence of these phenomena is caused by the interaction of three reasons: essential differences in the language system, learners' psychological representation bias, and teaching environment defects. Language system differences are the root cause, psychological representation bias is the mediator, and teaching environment defects are the catalyst.

Based on the above rules, this article proposes a four-dimensional response system of "comparative analysis prevention+specialized training correction+immersive environment strengthening+layered teaching promotion", which pre recognizes the differences among students, carries out targeted error correction, optimizes input practice, and adapts to students' learning stages to reduce the impact of negative transfer. In teaching, it was found that the negative transfer rate of students in classes using this system decreased from 68% to 32% in one semester, far exceeding the effectiveness of the strategy of reducing from 60% to 51% in regular teaching classes.

The limitation of this study is that the sample is concentrated in the Manila metropolitan area and does not involve students from rural areas. In the future, the survey scope can be expanded to study different regions; Dynamic tracking methods can also be used to study the changes in negative transfer with years of study. Moreover, with the development of artificial intelligence, it is possible to develop a "Philippine Mandarin Negative Transfer Intelligent Diagnostic System" in the future, which can use speech recognition, grammar analysis, and other methods to automatically identify errors and provide personalized correction, thereby providing more accurate assistance to teaching.

In short, although the issue of negative transfer of mother tongue among non Chinese Filipino students is complex, it is not uncontrollable. Grasping and understanding their manifestations and their causes, carrying out targeted teaching interventions, can help students break free from the shackles of their mother tongue and achieve tangible improvement in their Chinese language proficiency, thereby promoting the high-quality development of Chinese international education in the Philippines.

References

- [1] Lu Jianji Error Analysis in Teaching Chinese as a Foreign Language [J]. *Language Teaching and Research*, 1984 (3): 49-64
- [2] Lado Language Teaching: Scientific Methods [M]. Translated by Wang Cairen Beijing: Foreign Language Teaching and Research Press, 1982

- [3] Krashen Input Hypothesis: Theory and Implications [M]. Translated by Wu Tang Beijing: Foreign Language Teaching and Research Press, 2000
- [4] Wang Jianqin Research on Second Language Acquisition [M]. Beijing: Commercial Press, 2018
- [5] Li Quan Teaching Grammar of Chinese as a Second Language [M]. Beijing: Commercial Press, 2016
- [6] Chen Fang A Study on Negative Transfer of Mother Tongue in Chinese Language Learning among Non Chinese Students in Southeast Asia [J]. Overseas Chinese Education, 2020 (2): 56-64
- [7] Zhang Ming Research on Chinese Language Teaching Strategies in the Bilingual Environment of the Philippines [J]. Journal of Chinese International Education, 2022 (1): 89-102
- [8] Ellis R. The Study of Second Language Acquisition[M]. Oxford: Oxford University Press, 2015.