

# *A study of Chinese Positive and Negative Transfer in English Pronunciation Acquisition under the Background of Internet*

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**Keywords:** English Teaching Phonetics; Chinese Accent; Positive and Negative Transfer; Phonetics Teaching

**Abstract:** In The context of the Internet, the integration of English has been accelerated. Languages from different regions have the function of positive and negative transfer in students' English phonetics learning. Positive transfer can promote English phonetics learning, while negative transfer hinders students' English phonetics learning. Because of the phenomenon of positive and negative transfer of Chinese to English phonetics, it is difficult to improve the efficiency of English phonetics teaching and students' level of English phonetics. The purpose of this paper is to provide Suggestions for the correction of English teaching accent by studying the positive and negative transfer of Chinese in the acquisition of English teaching phonetics. This paper intends to further elaborate the influence and function of positive and negative transfer on students' English pronunciation learning from the comprehensive research of transfer theory, the influence of Chinese transfer and the main types of transfer, as well as the teaching enlightenment to English pronunciation. This study based on the status of municipal junior middle school students English phonetics is influenced by Chinese, through questionnaire survey, interviews, speech test teachers survey such as the way to A high school to grade 240 students and 10 for English teachers to investigate, summed up the students' English pronunciation in the region because of the influence of Chinese negative transfer, the active participation of 87% of the students correct their pronunciation, this discussion is to promote the Chinese language in the junior middle school students English phonetic teaching correct accent.

## **1. Introduction**

Phonological acquisition is one of the foundations of mastering a language. To learn a language, you should understand 50-90% of its grammar, and be able to use 1% of its vocabulary. Each type of language should have its own specific system of basic phonetic changes and its rules of pronunciation. Although points in history in Chinese and English belong to the sino-tibetan language and belong to the indo-european language family, there are big differences on the phonetic

change is still, for ordinary Chinese native English learners' English pronunciation is often due to seriously affected by the other features of Chinese dialect pronunciation rules with a local accent, and now the Chinese dialect area is very complex, "the general dialect area can be divided into north China northern dialect, Wu Fangyan, xiangxi, GanFangYan, hakka dialects, YueFangYan and seven major types of fujian province of fujian dialect area. The seven types of dialects mentioned above may have more or less differences in pronunciation, grammar and vocabulary, especially in some dialects with great differences in pronunciation and vocabulary.

In American classrooms, there may be a large number of non-native English speakers who are both listeners and speakers. Very little is known about how this group of people understood language in the acoustic context of reality. Zhao Ellen Peng studied the effects of background noise level (BNL), reverberation time (RT) and foreign accents on the language comprehension of native and non-native speakers, and controlled for English language ability. A total of 115 adults completed the comprehension task under 15 acoustic conditions :3 BNL (rc-30, rc-40, and rc-50) and 5 RTs (0.4-1.2s). Fifty-six listeners were tested by native speakers of English and 59 native speakers of Chinese. The results show that although higher basic English level is generally more harmful to listeners with lower English level, all listeners experience significant comprehension deficits above rc-40 in native English speakers [1]. Listeners were able to deal with differences between speakers from anatomical sources (i.e., individual and gender differences in vocal tract size) and sociolinguistic sources (i.e., accents). Buddhamas Kriengwatana hypothesizes that the listener's adaptation to these two variants is different, because previous research has shown that adaptation to the speaker/gender variability may occur before the word, whereas adaptation to the accent variability may require attention to learn to explicit cues (i.e., feedback). In experiment 1, the Buddhamas Kriengwatana test was conducted by training local Dutch listeners and Australian English listeners without any experience with Dutch and Flemish distinguishing Dutch vowels /I/ and // from a speaker. Then the Buddhamas Kriengwatana tests the ability to categorize the /I/ and // vowel novel the Dutch speaker or the vowel novel the Flemish speaker (i.e. Buddhamas Kriengwatana found that both Dutch and AusE listeners could successfully classify vowels if it was the speaker/gender that changed, but if it was the accent [2]. Haruo Kubozono discusses how word accent patterns in Japanese regional dialects have changed over the years as a result of heavy exposure to standard Tokyo Japanese. Special attention has been paid to the accent change in Kagoshima, Japan, a southern dialect whose accent system is markedly different from that of standard dialects. Initial studies have shown that dialects in the region are heavily influenced by the standard variant in terms of whether they have a falling tone, while the position of falling tones is still determined by their traditional systems, e.g., /doo.na. You/to/scooby-doo. NA. Tu/donut (Tokyo style: / doo.na.tu /). Interestingly, when the (tokyo-speaking) Japanese borrowed words from English as loanwords, the same mechanism was at work: the receiving language mimicked whether there was a falling tone in the host language, but in the falling position it followed its own accent rules [3].

Based on the good point of view of leading research and conclusion on the basis of inheritance innovation choice, and the research conducted on the dimension and the train of thought of the assumption, in the junior middle school students whose mother tongue is Chinese as the research object, explore its positive and negative transfer phenomena existing in the study, of course, this migration is based on the discussion of the "distance" of both languages, and to verify the accuracy of the comparison, the author has conducted tests and interviews with teachers and students. According to cognitive linguistics, for individuals whose target language learning is based on zero basis, the development and change of learners' thinking when they come into contact with a new

language are regular, which is mainly a process of continuous psychological internalization based on the perception of language from scratch. Due to the particularity of test time and students, the migration phenomenon research in this paper mainly investigates the migration phenomenon which tends to be stable in the middle of the latter stage, and can avoid many uncontrollable factors as far as possible.

## 2. Proposed Method

### 2.1 Language Transfer

The mother tongue is the first language of human individuals with language ability, and the second language is the language other than the mother tongue that the learner learns after mastering the mother tongue, that is, the second or third language and other languages that exist after the mother tongue. Some people are influenced by two languages when they learn to speak as babies, so both languages are the mother tongue of the individual. It has experienced a history of nearly 60 years since this form of address was proposed. Research on the target language other than the mother tongue is an important basis for learners to master the second language and form a unique mental representation, while language transfer is an important branch in the field of second language acquisition [4-5].

#### (1) Migration factors

As an important part of the second language acquisition system, the factor of mother tongue transfer has a great influence on the phonological acquisition of the second language. Through the comparative analysis of the first language acquired and other second languages, many second language acquisition scholars can find that second language learners are greatly influenced by the mother tongue system in the early stages of their learning. At this early stage, the learner is unfamiliar with the second language acquisition system, and the only learner who can learn directly from the mother tongue system is the mother tongue acquisition system. In particular, it should be noted that the acquisition of second language sounds is particularly affected by the system of the mother tongue. The direct influence of native language structure on its second language structure is far greater than that of other languages in the aspect of phonetic acquisition [6].

#### (2) Positive and negative migration

Language transfer can be divided into positive transfer and negative transfer. Positive transfer refers to the fact that a foreign language structure has a corresponding structure in the mother tongue, or the mother tongue plays a role in promoting the learning of a foreign language. But if a structure in the native language have no corresponding structure, or there are differences between the two languages in corresponding to structure, that is to say, the mother tongue interference or inhibitory effect on foreign language learning, learners in the process of learning a second language, use the existing language knowledge and there is an error in the process of language learning, can produce negative transfer phenomenon [7].

### 2.2 English Speech System

"Received pronunciation" has always played a dominant role in the teaching of phonetics in China. English speech is divided into two categories: vowels and consonants. When vowels are pronounced, the air flow is unimpeded and the vocal cords vibrate. When producing consonants, the airflow is blocked and the vocal cords do not necessarily vibrate [8]. Consonants can be divided into voiced consonants and clear consonants according to whether the vocal cords vibrate. Clear

consonants are usually aspirated, while voiced consonants are usually unaspirated. There are 20 vowels and 28 consonants in English [9-10].

### 3. Experiments

#### 3.1 Experimental Background

In the long history of language evolution, Chinese is a tonal language. As English is a intonation language, it is necessary to distinguish the meaning of intonation, which poses a great challenge to second language learners. In English, each word is stressed before and after, and long sentences are divided into rising and falling tones. Beginners, when reading English, often do not pay special attention to the ups and downs of the intonation, read out the intonation seems to be boring. In addition, in English phonetics, there are certain changes in the long and short tones, which cannot be distinguished in Chinese dialects. Therefore, in the learning of English phonetics, there is a negative transfer of dialect to English learning.

#### 3.2 Experimental Design

In order to understand the influence of Chinese on the English pronunciation of middle school students in a city, this study designed three parts: questionnaire survey, teacher interview and English pronunciation test. This paper aims to analyze the causes of students' poor English pronunciation according to the results of the survey. English teachers have guided and witnessed the students' three years of English phonetic learning, and conducted interviews with the English teachers of the students under test, so as to have a more objective and in-depth understanding of the students' phonetic learning and their degree of negative transfer from hokkien. In addition, the study in addition to the class and grade four English teacher interview, also to interview survey of six other English teachers, to reflect a region can be comprehensive, the English phonetic teaching status and students' voice, make a comprehensive analysis, to explore the teachers' teaching and students' learning, provide Suggestions for both sides, the results are shown in Table 1.

Table 1: Survey results

Different class	Imitate the sound of the recording material	Imitate the teacher's pronunciation	Imitate both	Corrected by teachers and classmates	Take the initiative to consult	According to the phonetic symbol
Class 1	12	21	23	32	7	21
Class 1	13	2	15	48	9	32
Class 1	15	8	18	54	14	23
Class 1	9	4	21	53	12	15

### 4. Discussion

#### 4.1 Analysis on the Positive and Negative Transfer of Chinese in English Teaching Phonetics Acquisition

As is shown in Figure 1, students are very passive in learning English phonetics. Only 31 percent were able to imitate the recording or the teacher's pronunciation, and only 20.86 percent were able to consult others. 87% of the students get correction from teachers and classmates after pronunciation mistakes, which belong to passive learning and lacks learning strategies to find

problems, study actively, correct mistakes and improve their ability. About 31.7 percent of students practice their English pronunciation by imitating their teacher's pronunciation. About half of the students know how to spell English words. To develop good pronunciation you should develop a good habit of imitating listening and reading. Must listen to and pronounce to cooperate, the side reads after, the side imitates, the side remembers. Choose the pure pronunciation teaching material or follow the teacher who has the pure pronunciation to carry on the imitation practice. The cultivation of English pronunciation habit must avoid reading chinglish after. According to the results of the survey, there are still a lot of front-line teachers in teaching, using the practice of asking students to repeat the teacher's pronunciation. But this teaching method is not desirable, a city's English teacher's pronunciation is not very pure, more or less are affected by Chinese or dialect. If students develop bad pronunciation habits because of their first teacher's heavy accent, it will be very difficult to correct.

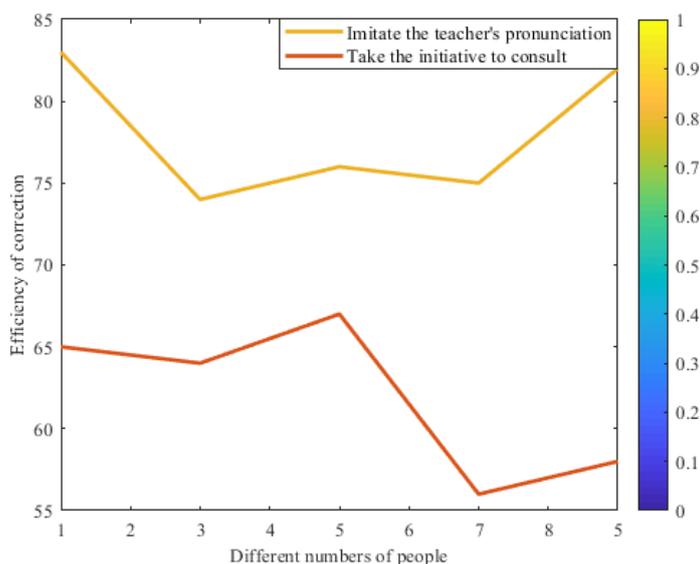


Figure 1: Correct the contrast of English pronunciation

#### 4.2 Suggestions Based on the Positive and Negative Transfer of Chinese in English Teaching Phonetics Acquisition

It is necessary for English teachers to understand the phonetic system and characteristics of Chinese and English, and compare the similarities and differences between Chinese and English on the basis of their respective pronunciation characteristics. Only by making clear the similarities and differences between the two languages can English teachers grasp the root causes of students' English pronunciation problems, so as to help students correct their wrong pronunciation. At the same time, if English teachers can consciously compare and discriminate the Chinese and English phonetics familiar to students in phonetic teaching, point out the similarities and differences between them, carry out targeted pronunciation training, make rational use of the positive transfer of Chinese, and prevent and reduce the impact of negative transfer. It is very helpful for students to overcome the influence of Chinese and learn English phonetics well.

Secondly, according to the students affected by the dialect and easy to pronounce the wrong sound, carefully design some "correction", "correction" related to the fun exercise. This can not

only enliven the classroom atmosphere, but also train the students to form the correct pronunciation, so as to achieve the real fun. Besides tongue twisters, teachers can also choose some simple and melodious English songs to train students' English pronunciation and intonation. This kind of practice is not only interesting, students will not find the phonetic learning boring, but also has a certain challenge, than the general words and sentences read more attract students' attention and enthusiasm, so as to gradually eliminate the negative transfer of Chinese to English pronunciation in the training.

## 5. Conclusions

From a new perspective: formal transfer level, semantic transfer level and conceptual transfer level, this study finds the transfer phenomenon in different levels of Chinese learners. There are many differences between the two languages in written form, but in the actual comparison of the "distance" between the two languages, we can also detect many commonalities between them, which is also an argument for the existence of positive transfer. Based on a careful analysis of the influence of Chinese on English pronunciation of middle school students in x city, this paper makes a thorough analysis of the problems existing in phonetics teaching, and puts forward some specific Suggestions.

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