

A Study on Contrastive Teaching Model of Japanese and Chinese Speech Sounds and Its Feasibility

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Abstract: In recent years, exchanges between China and Japan have become increasingly frequent. As the main medium of communication, oral Japanese plays an important role in the process of communication. As the carrier of language, pronunciation directly affects the effect of communication. Therefore, it is very important to master correct Japanese pronunciation. Both Chinese and Japanese belong to the han cultural circle. The two countries have deeply-rooted linguistic and cultural correlation, and both sides are constantly learning from each other. This study makes a Contrastive analysis of the suprasegmental components in Chinese and Japanese phonetics, and predicts the difficulties for Japanese students to learn Chinese tones. The study starts with a comparison between Chinese and Japanese pitch and length. Chinese pitch is mainly reflected in tone, while Japanese pitch is mainly reflected in stress. On the macro level, Chinese tone is an important component of the phonetic system, which reflects the distinctive features of phonemes; Japanese stress is a conventional and phonetic element that distinguishes the lexical aspect.

1. Introduction

The cause of teaching Chinese as a foreign language in China began in the early 1950s and resumed before the reform and opening up, after a brief interruption of the Cultural Revolution. In the 1980s, Chinese as a foreign language officially emerged as a separate professional discipline, and the cause of teaching Chinese as a foreign language also achieved development. As of this year, domestic universities such as Beijing Language and Culture University and Xiamen University, which have just obtained the doctoral program of will also officially recruit higher level preparatory talents for Chinese. China and Japan are both countries in the cultural circle of , and their trade exchanges are gradually frequent. The number of Japanese students learning Chinese is also increasing year by year.

Japan borrowed a lot of Chinese characters from China . At first, it completely borrowed Chinese characters as its own and then it gradually developed into the creation of Japanese words by using Chinese characters. The input of Chinese characters greatly affected the emergence and development of Japanese characters. Japan borrowed words from Chinese, and Chinese also absorbed many Japanese words. Therefore, Japanese characters and Chinese characters appeared isomorphic phenomenon, and such words became a bridge between Chinese and Japanese languages [3]. However, as far as the development trend is concerned, researchers are paying more and more attention to the subtle differences between the two kinds of , focusing on the basic components , while paying insufficient attention to the phonetic unit-syllable, which is the most intuitive to feel. Syllables are the basic structural units of pronunciation, that can be naturally felt in hearing. Chinese is a typical syllable language, and syllables are the most direct storage unit for foreign students to learn Chinese [4].

The purpose of this paper is to point out the internal relationship between the pronunciation of Chinese characters in Chin and their Japanese counterparts by comparing their pronunciation, so that teachers of Chinese can carry out targeted teaching of Chinese and Japanese pronunciation for Japanese students, and at the same time, it is convenient for learners with Japanese background to learn Chinese pronunciation.

2. Definition and classification of Chinese and Japanese homographs

2.1. Comparison of syllable structure patterns between Chinese and Japanese

Language is the most important communication tool for human beings, and it has been serving people's communication all the time since it came into being [8]. A language, with the change of the times and the change of human social environment, will inevitably undergo some big or small changes in its pronunciation, vocabulary and even grammar. Relatively speaking, grammar is relatively stable, vocabulary changes the fastest, while pronunciation changes steadily [9]. The phonetic system of ancient Japanese, according to the research of the famous Japanese linguist Hashimoto Jinji, comes to the conclusion that there were eight vowels and phonemes in ancient Japanese, three more than today. That is to say, the vowels in lines あ and う of each line in the "Japanese Fifty Phonogram" are basically the same as those in modern Japanese, but lines か, は, ま and が are different.

This study mainly classifies Chinese and Japanese homographs from the perspective of word meaning, without considering individual differences in writing. The writing and form of homographs (regardless of grammatical function) are basically different, and the connotation and extension are also basically different. The "C" in the front parentheses is the consonant indicating the initial consonant, and the part in the back brackets is the vowel. The vowel "V2" in the final consonant is an indispensable component of the syllable - the rhyme. Before the rhyme, there can be a vowel "V1" as the rhyme, and after the rhyme, there can be a rhyme ending. The vowel "V3" or nasal consonant "N" serves as the rhyme ending. These five vowels are the basic vowels in Japanese., which can form their own syllables. Other syllables are basically composed of consonants and five vowels (except for inflexible sounds). The composition of Japanese syllables is shown in Table 1.

Table 1 Composition of Japanese syllables

Consonant (c)	Semi-vowel (V1)	Vowel (V2)	Consonant (n)	Example word
		[a]		あ
[K]		[a]		か
[K]		[a]		かあ
[S]		[a]	[ŋ]	さん
[K]	[j]	[a]		きゃ
	[j]	[a]	[ŋ]	ちゃん

Japanese syllables can also be divided into two parts, but the combination of vowels and consonants is different from Chinese. Chinese syllables are composed of "consonant" and "vowel", while the former part of Japanese syllables, "C+V", is closely combined, while the latter part in is relatively separated from the former part.

2.2. Analysis and Comparison of the Semantics of Quantitative Words in Chinese and Japanese

Due to the fact that Chinese characters didn't have phonetic system in the first place, in the early days of dictionaries, editors often adopted the method of "Qieyinfā", a method of combining a consonant and a vowel from two other characters to form the sound of a character ("eg: the sound of [dong] combines the consonant of [d] and the vowel of [ong]); It was not until pinyin system was invented that Chinese language began to have its own phonetic system. Although the orthographic method solves the problem of uncertainty in the pronunciation of Chinese characters, or even though there are characters that are consistent with their pronunciation, they are more rarely used than. "Therefore, no matter which method is used, it is not possible to clearly mark the pronunciation of all Chinese characters one by one." As a quantifier, "ほん" is one of the most different quantifiers between Chinese and Japanese, and it is also one of the important words that cannot be omitted from the contrastive study of Chinese and Japanese "ほん" is a quantifier for

counting books in Chinese, and for counting "elongated objects" in Japanese. "

Besides distinguishing the meanings of words, pitch also has grammatical functions in Chinese. Some syllables with neutral tone can distinguish parts of speech and syntactic structures. The word "general meaning" refers to the general meaning of a noun when not pronounced in a neutral tone, while it refers to an adjective when pronounced in a neutral tone, indicating negligence. "Dongxi", when pronounced with respective tones, it means the directions of "east" and "west". When pronounced in with a neutral tone, it refers to a noun and an object. The stress in Japanese is Stress is a basic element that constitutes the phonetic pattern of Japanese, not a phonemic feature that distinguishes meaning.

3. A Comparative Teaching Model of Japanese and Chinese Phonics and Its Feasibility Study

3.1. Errors in the Acquisition of Japanese Students

This paper randomly selects 30 homographs from 323 Chinese and Japanese homographs as the research object, and collects a total of 300 erroneous sentences from. Statistically, there are 117 erroneous sentences for homographs, 38 erroneous sentences for homographs, and 145 erroneous sentences for homographs. The following table shows the specific distribution of 300 erroneous sentences. As shown in Table 2.

Table 2 Statistical Analysis of Error Sentences of Three Kinds of Chinese and Japanese Homographs

Illustrative sentence	Erroneous sentence	Proportion
Homonym	117	39%
Homographs	38	12.7%
Homomorphic synonyms	145	48.3%

As can be seen from the table, homonyms account for the largest proportion, followed by homonyms, and finally homonyms, so the errors of homonyms are the focus of Chinese teaching research in Japan.

According to Language Transfer Theory, learning any language will be more or less influenced by the learners' mother tongue.

3.2. A Study on Contrastive Teaching Model of Japanese and Chinese Speech Sounds

The rise and fall of syllables in Chinese and Japanese languages have an impact on their respective phonetic characteristics. Even a foreigner who does not understand Chinese and Japanese can hear the musical sense of Chinese and the rhythmic sense of Japanese. Based on tone analysis in Chinese and analyzing the tonal range and rhythm of Japanese stress, we can find the causes behind the two distinct phonetic features. Many quantifiers in Chinese and Japanese are homographs, but the scope of use is not entirely coincidental. "For example, the quantifier" fan "is commonly used in the narrow language to count actions that take time or effort, and can also be used for actions and events that have a relatively long process. It is a momentum word.". For example, "comfort", "educate", "contest", "complain". In addition, "fan" is used as a noun quantifier in conjunction with abstract nouns. For example, "a scene", "a career", "a kung fu". In Japanese, the quantifier "fan" is used in conjunction with words such as rank, number, and rank. In order to make teaching more effective, we need to study the phonetic characteristics of the native language of the country or language group, and tailor a most efficient teaching plan for Chinese phonetic elements based on the difficulty of acquiring Chinese phonetic elements for the group. Consonant division in modern mandarin phonetic system g (/ η/) In addition, the other 21 can all appear as initial consonants in the pronunciation of a Chinese character.

Similarly, in modern Japanese, except for the tone "ん", all other consonants must be combined with five vowels to form a complete syllable (except for the Long tone of い and う in the stream), which is expressed in written records. At the same time, we should consciously and actively cultivate our Chinese expression habits, and make use of the resources around us as much as

possible to have a deeper understanding of China culture, so as to improve our interest in learning Chinese and accumulate and understand more Chinese vocabulary.

4. Conclusions

With more and more foreigners joining the ranks of Chinese learning, the number of teachers of Chinese as a foreign language in China is also increasing, and the teaching materials and teaching methods and skills for foreigners to learn Chinese are also emerging one after another. However, the Japanese phonetic system is relatively simple compared with Chinese, which makes it difficult for Japanese-speaking people to learn Chinese pronunciation. Although "Chinese systematic quantifiers" account for a large proportion in Japanese, which has a positive effect on Japanese learners, and teachers do not need to instill the concept of "quantifiers", the number of Chinese quantifiers is far more than that of Japanese quantifiers, and the semantic usage is basically the same, which brings troubles to Japanese-speaking Chinese learners, resulting in errors such as generalization and superposition of quantifiers, especially in the beginners' stage. Based on the error analysis and comparative analysis of this paper, it is proposed to focus on the teaching of homographs in Chinese and Japanese, give full play to the role of teachers in teaching, pay attention to guiding students' Chinese thinking in daily learning and life, improve students' awareness of homographs, and attach importance to the compilation and improvement of relevant textbooks and reference books.

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