The Negative Transfer of Ningxia Dialects to Acquisition of English Supra - segmental Phonemes and Its Countermeasures

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Abstract: The negative transfer effect of source language on phonetic learning not only exists at the level of segmental phoneme, but also at the level of Super segmental phoneme. This paper analyses the negative transfer effect of Ningxia dialects in English acquisition from three aspects: stress, rhythm and intonation, and puts forward corresponding solutions to the existing problems in order to better carry out English teaching and improve students' English proficiency.

1. Introduction

Language is a large system, and phonetics is an important part of the system. The learning of any language is inseparable from phonetics. However, different languages have different language systems and pronunciation rules. When learning a language, people should fully understand the phonetic characteristics of the target language, and at the same time, they must compare the phonetic characteristics of the mother tongue and the target language. In English phonetics learning, students from Ningxia are always influenced by their dialects phonetics and thinking patterns, and there are some problems: they replace English phonetics with similar phonetics in their dialects, and apply the rules of stress, intonation and rhythm of their dialects to English learning. This phenomenon is the negative transfer of Ningxia dialects to students'phonetic acquisition. This paper analyses and explores the negative transfer of Ningxia dialects to the Supersegmental phonemes of English pronunciation of learners, which is helpful to guide the teaching practice of English phonetics.

2. A Relevant Theory Analysis

2.1 Language Transfer Theory

According to Odlin's theory of language transfer, language transfer is "the effect of commonness and difference between the target language and any other acquired (or not fully acquired) language". The similarity between mother tongue and target language is to promote the learning of second language. The difference between mother tongue and target language will lead to mother tongue interference, which is mainly due to the different forms and rules of mother tongue and target language. The transfer of native Chinese students in English learning refers to the students' attempt to express their thoughts by means of Chinese phonetics, vocabulary, semantics or culture, when some characteristics of Chinese are similar or completely identical to those of English. Timeliness often promotes English learning. We call it positive transfer and vice versa. Mother tongue transfer is reflected in English phonetics, semantics, sentence patterns and grammar, among which English Phonetics Learning. The influence of mother tongue transfer is greater.

2.2 English segmental and Super segmental phonemes

In the long-term study of English phonetics, people only focus on vowel and consonant pronunciation, that is, segmental phoneme. However, in daily communication, using isolated phonemes cannot achieve the purpose of communication at all. In English phonetics learning, we should master not only the pronunciation of a single phoneme, but also the stress, weakness and weakness in English language flow.Continuity, rhythm, intonation and so on, that is, the study of

English phonetic Supersegmental phonemes. They play a very important role in speech and have a certain function of discrimination. In the past, people paid more attention to the study of segmental phonemes, but to the Supersegmental phonemes. Few studies have been conducted. With the development of English phonetics and the analysis of the present situation of phonetics teaching, mastering the knowledge of Supersegmental phonemes has become the key to teaching. Chinese students are most affected by the negative transfer of their mother tongue (Chinese). Based on the teaching practice and using the theory of language transfer and comparative study, the author analyses the influence of negative transfer of Ningxia Dialects on students'English phonetic suprasegmental phoneme learning from four aspects: stress, rhythm, tone and intonation.

3. Negative Transfer of Ningxia Dialects to Students' English Supersegmental Phoneme Learning

3.1 Negative Transfer of Ningxia Dialects to English at the Stress Level

English stress can be divided into word stress and sentence stress. Word stress and sentence stress are the basis of learning English rhythm. In English, the change of stress position of words has the function of distinguishing meaning from part of speech. For example, the word present can be pronounced as [ˈpreznt] (n.) and [priˈzent] (v.), mispronunciation may lead to misunderstanding. English stress generally has the characteristics of pitch, length and intensity. But there are fewer stressed syllables in English.There are many weak syllables, so when reading aloud, stress should alternate with light stress, stress syllables should be long and loud, weak syllables should be short and vague, and stress plays a much less important role in Chinese than in English. The distinction of Chinese words depends on tone rather than stress. All Chinese words are monosyllables, and there is no distinction between stressed syllables and weak syllables. Therefore, Chinese students are familiar with the tone of Chinese, but their perception of light and heavy syllables in English is not obvious, and there are often misplaced stresses or excessive stresses. Chinese not only transfers word stress, but also sentence stress. When people read and communicate, not every word retains its own stress.

The students from Ningxia often mispronounce the position of stress, put stress on the first syllable, or when reading aloud, they are susceptible to the influence of Chinese rhythm, and can not grasp the characteristics of high and loud stress syllables. The tone classification system of Ningxia dialects is relatively simple, most of which have only three monosyllabic tones and no fluctuation in sentence tone. Affected by the characteristics of Chinese intonation and the hard intonation of Ningxia dialects, students from Ningxia are usually accustomed to speaking or reading English in Chinese intonation, with word stress, no alternation of stress and a sense of cadence, which makes it difficult for them to adapt to the step-down and wavy intonation of English language.

In English, sentence stress is relatively flexible. According to the grammatical components of words in sentences, some words can be either substantive or functional words, and can be stressed or weakly read. According to the different emotions expressed by the speaker, sentence stress is also different. Even some substantive words are not stressed, but function words are stressed. It is difficult for the students from Ningxia to grasp sentence stress. One reason is that they are usually not very clear about the classification of parts of speech. The other reason is that it is difficult to distinguish the different positions and stresses of the same word in a sentence. The third reason is that most students from Ningxia attach importance to stress blindly, but neglect the weak reading. Apart from the weak pronunciation of a few modal auxiliary words, students from Ningxia are accustomed to pronouncing every word in a strong and round way. In addition, the flexibility of sentence stress in English makes it difficult for the students from Ningxia to correctly use sentence stress in English reading. As a result,every word is pronounced very heavily with a strong "Ningxia accent".

3.2 Negative Transfer of Ningxia Dialects to English at Rhythmic Level

Rhythm is the combination of stressed and unstressed syllables. A stressed syllable and an unequal number of unstressed syllables together form a rhythm group. In English sentences, there are several stressed syllables and rhythm groups.

Example 1: I 'think he 'wants to 'go.

Example 2: I 'think that he 'wants us to 'go.

In these two sentences, we find that Example 1 has three stressed syllables and three unstressed syllables, and Example 2 also has three unstressed syllables. There are five unstressed syllables in each stressed syllable, but these two sentences are all three rhythm groups. Generally speaking, a rhythm group is equivalent to a beat, so the two sentences are read in three beats, and the time spent in reading is roughly the same. But Example 2 needs to be read faster and to squeeze the time between stressed syllables to keep the rhythm regular. Any change in stress will lead to rhythm changes. The rhythm of English is expressed in the form of "continuous sound". Therefore, English is a language with stress timing. While Chinese is a language that is timed by syllables, word by syllable. Its rhythm is in the form of staccato. When reading Chinese aloud, almost every syllable should be pronounced clearly and the time spent on each syllable is roughly equal. That is to say, the number of words in Chinese sentences is directly proportional to the time spent in reading aloud, and more words means more time. Therefore, when many Chinese students read English, they habitually use the Chinese rhythm pattern to read every word clearly and forcefully. Every word takes the same time. They are not accustomed to compressing several consecutive weak syllables together, which violates the rules of English rhythm and lacks the sense of rhythm between stress and stress.so does students from Ningxia.

3.3 Negative Transfer of Ningxia Dialects to English at Intonational Level

The biggest difference between English and Chinese at the Supersegmental phonemic level is that Chinese is a tone language, which takes syllables or words as the basic unit of melody. Tone is also called intonation. Every word in Chinese has a fixed tone besides its initial and vowel, and the change of tone can distinguish the meaning of a word. Chinese has both the tone of words and the intonation of sentences (also known as intonation). The intonation of Chinese sentences is generally reflected in the stressed words at the end of sentences. However, because each word (syllable) in Chinese has a fixed intonation, intonation has not played a great role to a large extent, and the fluctuation of intonation has little change, which is relatively flat. English is a kind of intonation language, which can be divided into five basic intonations: falling tone, rising tone, falling and rising tone, rising and falling tone and flat tone. Generally speaking, falling tone means confirming facts or intact tone, rising tone means questioning, incomplete, uncertain or polite tone, falling and rising tone means complaining or reminding tone, rising and falling tone means assertive and impatient tone, and flat tone means declarative tone. English intonation plays a very important role in spoken English. Different intonations make different meanings in the same sentence. English intonation is very flexible, and the change of intonation is always centered on the change of the speaker's emotional attitude, rather than simply on the sentence pattern. As for Ningxia dialects, there are only three monosyllabic tones with no fluctuation in sentence tone. Students from Ningxia are susceptible to the influence of dialectal intonation in the process of learning English pronunciation. When speaking, they tend to fall too much, and there are almost no fluctuations in intonation. This is not in line with the linguistic habits of English intonation.

4. Effective Strategies for the Influences of Dialects on Negative Transfer of English Phonetic Acquisition

For many years, the focus of phonetics teaching has always been on the segmental phoneme teaching, and the Super-segmental teaching has not been paid enough attention to, resulting in the poor effect of phonetics teaching. Teachers should strengthen the training of stress, rhythm and intonation in phonetics teaching, reduce the negative transfer of Chinese or dialects, and carry out

phonetics teaching in a targeted manner.

4.1 Developing Phonemic Awareness of English Suprasegmental

The emphasis of teaching should be laid on the cultivation of students' mastery of English Supersegmental phonemes and the combination of phonetics teaching and the cultivation of students' oral communicative competence and listening comprehension. In the process of phonetics teaching, we should emphasize the importance of phonemes such as word stress, sentence stress, rhythm and intonation in information exchange and expression, and conduct targeted exercises. For example, in terms of stress, students should understand which words in sentences are substantive words, which words should be stressed, which words are functional words, which should be weakly read, flexibly and effectively grasp the rules of stress; in terms of rhythm sense training, the most effective method is rhythm practice, while emphasizing stress, we should also strengthen the practice of stress, which includes continuous, pronunciation-saving skills; in the practice of intonation, we can draw out the words. Mediation diagram analysis and training. This requires teachers to help students systematically learn pronunciation skills and phonological knowledge in speech flow, and to cultivate students' ability to distinguish and imitate sounds.

4.2 Enhancing Students' Self-Correction Ability

In English pronunciation teaching, teachers should pay attention to the cultivation of students' self-correction ability. Phonetics is a very practical course. The time and opportunity that teachers give students to practice in class are far from enough. For the content of the classroom, we need to practice after class to digest and consolidate it completely. In the process of self-practice, students generally adopt the way of listening or imitating. Although they spend a lot of time, the effect is not good. Most students cannot understand their own phonetic problems at all, nor do they imitate correctly in training, and lack the consciousness of self-correction. In the process of teaching, teachers can record the students' pronunciation by recording and diagnosing, so that they can make repeated comparisons between their own pronunciation, intonation and the pronunciation and intonation of audio-visual materials, gradually correct them and cultivate their awareness of correcting their pronunciation.

4.3 Establishing a Dynamic Evaluation Mechanism for Phonetics Teaching

In the current teaching practice, the scientific evaluation method worth popularizing and applying is the dynamic evaluation of pronunciation, which means examining the effect of teaching and learning in stages and understanding the dynamic cognitive process of students to knowledge points. For example, when freshmen enter school, they can carry out a voice groping test to establish a feasible voice file for each student. After each period of voice learning, they can test the contents separately. The test results of each stage can be compared with those before, and then comprehensive evaluation can be carried out at the end of the term. This dynamic evaluation mechanism is conducive to students' maximum learning potential, stimulate students' learning enthusiasm, and achieve the best teaching effect. For Chinese students, the negative transfer of Chinese pronunciation in the process of English pronunciation acquisition is unavoidable, but it can be achieved by comparing the two. The differences between segmental phonemes and Super-segmental phonemes in a language should be trained to enhance self-correction awareness and minimize the negative effects of negative transfer.

5. Conclusion

Teachers should help students analyze and summarize the problems existing in English phonetics learning and study solutions. However, in order to fundamentally change the present situation of phonetics teaching, effectively improve students' phonetics level and help students master authentic standard English, teaching reform is imperative. We must change our teaching ideas, renew our teaching methods, improve the evaluation mechanism, strengthen the practice teaching of pronunciation, help students grasp the characteristics of phonetic variation and prosody of English

language flow through theoretical analysis and practical guidance, and truly help students improve their pronunciation level and language communicative competence.

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