

Study on the Differences of Spanish Language from the Perspective of the Belt and Road

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Abstract: Spanish is the official language of most countries in Spain and Latin America. The Spanish in Latin America was brought by Spanish colonists in the 15th century. It has experienced hundreds of years of development. In its long-term development and changes, it has developed in harmony with the local history, region, and cultural customs of Latin America. At the same time, influenced by foreign culture and the rapid development of science and technology, there are different degrees of differences in pronunciation, grammar, and vocabulary in Spanish between the two places. In terms of phonetic differences, I listed several changes in the pronunciation of consonants, and thought that this may be related to the more enthusiastic and unrestrained personality of Latin Americans; in terms of grammar, I listed the development and changes of commonly used “you; you; you”, and then Lists the development and changes of verbs, and then lists the development and changes in the use of tense and tone; in terms of vocabulary, it is considered that the difference in vocabulary use between the two places is a major factor in our integration into Spain and Latin America. obstacle. The article finally concludes: Latin American Spanish and Spanish Spanish have significant or subtle differences in pronunciation, use of personal pronouns, grammar and vocabulary, and there are multiple reasons for this.

1. Introduction

Spanish is the third most spoken language in the world and the official language of Spain and most countries in Latin America. With the continuous acceleration of the globalization process, people's exchanges become more and more frequent. Under the catalysis of the advanced development of information, the earth has become a veritable global village, in which people living in it have become veritable villagers. An email is just a few minutes away. You can reach any corner of the earth within a second. The development of the Internet makes “the talents do not go out and know everything about the world” is no longer just talking. Although there are not as many Spanish speakers as Chinese and English, tourism, scientific and technological exchanges, and cultural exchanges have led to more and more people learning and using Spanish. Tracing back to its origin, Spanish came to Latin America when it was brought to the American continent by Spanish colonists at the end of the 15th century. It has a history of hundreds of years. Due to differences in culture, society and geographical location, Latin American countries and regions Spanish is also different from native Spanish. This article will analyze the differences between the two in terms of phonetics, grammar and vocabulary, so that readers can better understand the characteristics of Spanish in different regions and improve their intercultural communication skills.

2. Grammar Difference Study

In Latin American Spanish-speaking countries, the plural form of the second person pronoun *vosotros/* as does not exist, but *ustedes* is used instead, *ustedes* means “you” and “you”. The disappearance of *Vosotros* may be related to the need to agree with possessive pronouns, because *vuestro/s* does not exist in American Spanish. It may also be in line with the concise and practical characteristics of American Spanish. Without the distinction between you and you, it is like English The same as you means “you” as well as “you”. Spanish verbs are ever-changing. Every verb, especially common verbs, has been multiplied by conjugation to generate many vocabulary.

Because there is no *vosotros*, the corresponding verb changes are omitted, which has also played a positive role in the indigenous peoples mastering Spanish. Latin America rarely uses *pretérito perfecto* (*pretérito perfecto*), generally replaced by simple past tense (*pretérito simple*). The statement is rarely used when it is not completed in the future. Although it has not disappeared, it is generally replaced by other forms, such as: the phrase *ir a +infinitivo* such as *Se lo voy a dar anoche, vale?* The statement is generally present as *La próxima semana nos vamos a Cancún.* instead. Latin America uses less imperative than Spain, and substitutes it in other ways, such as: a. Declarative present tense: *Le das un abrazo de mi parte.* Sometimes, despite the strong command tone, it still uses present tense: *Ahorita mismo te callas* b. Use interrogative sentences: *Vienes un ratito ?*c. Replace with future methods: *-Vas a dármelo en seguida.* The reason why Latin America seldom uses imperatives may be due to the oppression of Spanish colonists at that time I dare not use imperative relations. It may also be that people in Latin America are accustomed to expressing imperative tone in a more euphemistic way. The difference in grammar is related to the difference in speaking habits between the two places. Because Spain and Latin America are far apart, there is very little communication between the two places, and the difference in speaking habits will cause grammatical differences. After all, grammar is not static, it is not a rigid and fixed scientific law, but can adapt to the way of human thinking and communication with the development of language. Although the common languages of Latin America and Spain have some differences in grammar, this does not affect communication. Understanding the grammatical characteristics of each region, adapting to the local speaking style, and flexibly using different tenses and sentence patterns can help us better communicate with the locals.

3. Voice Difference Study

[θ] is an unvoiced consonant between the tongue tip and the teeth. The tongue tip slightly extends from the upper and lower incisors during the pronunciation, allowing airflow to pass through, and the vocal cords do not vibrate. But in the Spanish-speaking countries of Latin America, this sound is replaced by the unvoiced consonant [s], which means that the tip of the tongue does not have to stick out the incisors. Therefore, in Latin America, because the letters s, c, and z are sometimes pronounced the same in words, there is a situation of confusion. For example, *casa* (marriage) and *cazar* (hunting) have the same pronunciation but completely different meanings, so we need to understand when communicating. Good situation to avoid misunderstanding. [λ] is the voiced consonant that the hard palate of the tongue becomes rubbed. During pronunciation, the front part of the tongue is lifted up and comes into contact with the hard palate. Airflow passes through one or both sides of the tongue and the vocal cords vibrate. In most parts of Latin America where Spanish is the mother tongue, this sound has been replaced by the voiced consonant . When this sound is made, the front of the tongue is lifted toward the front of the hard palate, leaving a gap smaller than that of the vowel [i], allowing the airflow to pass and the vocal cords to vibrate. In addition to the differences in pronunciation rules, each region also has its own characteristics in pronunciation and intonation. Generally speaking, Latin America speaks Spanish with ups and downs, while Spanish intonation is more stable and harmonious, with moderate rhythm. This may be related to the more enthusiastic and unrestrained character of Latin Americans.

4. Vocabulary Difference Study

Although the differences between Latin American Spanish and Spanish Spanish in pronunciation, grammar, and personal pronouns generally do not affect communication and are easy to master, the difference in vocabulary usage between the two places is our integration into Spain. And a major obstacle in Latin America. There are two main situations: 1. The same meaning has different expressions in Latin America and Spain, such as “beautiful” in Spain with “bonito/a” and in Latin America with “lindo/a”. “Elevator” uses “ascensor” in Spain and “elevador” in Latin America. 2. It is only used in Latin America or a country in Latin America. For example, “zocear” is the dialect of Argentina and Guatemala, meaning to say stupid things and do stupid things. “Garúa” is drizzle in

Latin American Spanish. The differences in vocabulary may be related to culture and history, and are influenced by the languages of neighboring countries and indigenous residents. If Mexico is adjacent to the United States, more English words will naturally flow into the daily expressions of Mexicans. For example, cheque, beisbol, hall, entrevisté, club, estándar, filmar, líder, sandwich, etc. These English words are also commonly used in Spain. There are also some English words that are only used in Mexico, or at least not as common as in Mexico, such as carro, elevator, closet. There are many differences between Latin American Spanish and Spanish Spanish. In the learning process, we have to constantly explore and explore in order to improve our Spanish. All in all, Latin American Spanish and Spanish Spanish have significant or subtle differences in pronunciation, the use of personal pronouns, grammar and vocabulary. The reasons cannot be generalized. Each country and region has its own history. Culture, unique geographical location and humanistic environment, human beings in different environments have different requirements and usage habits for language, which is why language not only reflects people's thinking, but also reflects people's different habits. This difference is unavoidable, but as long as we pay more attention to and compare the ways of speaking and habitual expressions of Spanish speakers in various regions, as well as the cultural characteristics of expression in our daily lives, we will continue to pay attention to various ways to gain and accumulate experience. , I believe we can communicate very smoothly and easily no matter it is with local Spanish, or Latin American Mexicans, Argentines, etc.

Vocabulary teaching strategies can be roughly divided into two categories: direct vocabulary teaching methods and indirect vocabulary teaching methods. Direct vocabulary teaching method refers to a teaching method in which vocabulary is explicitly used as the direct purpose of teaching, through the analysis, explanation and operation of the pronunciation, semantics, and usage of words, so that learners can master vocabulary. At present, the most common method used in Spanish classroom teaching is the direct vocabulary teaching method, which includes methods such as translation method, word formation method, comparison method, joint idea, classification method and fixed collocation method. Each word seems boring and boring, but in fact it has its own unique personality and even “loveliness” just like people. How to excavate, express and make students realize their characteristics is a problem that teachers should pay attention to when teaching vocabulary. Teachers can use fun sentence-making, fun questioning and fun examples to activate the classroom atmosphere, enhance students' interest in vocabulary learning, and improve the effect of vocabulary teaching. Indirect vocabulary teaching method refers to learners to acquire vocabulary incidentally while performing other learning tasks, such as physical display, pantomime performance, riddle guessing words, watching film and television works, etc. From the perspective of language learning, the audio-visual synchronization of film and television works makes learners less dependent on single, narrow, and habitual grammar knowledge, but learn the language pronunciation and vocabulary according to the situation, narrative characteristics, and changes in pronunciation and intonation. , Grammar and even style. Western language film and television is the best unity of spoken English, written language, and cultural characteristics. It frees learners from the filtering of mother tongue and English. Many words and expressions in film and television works will be unconsciously after learners listen and speak repeatedly. Make it your own language and use it in your life. Contextual vocabulary teaching is to emphasize the sentence behavior of words and their typical combinations. The ability to master the meaning and usage of a word depends on mastering the combination of common words that can reflect the common meaning and usage of the word. Vocabulary is not the sum of static single words, and vocabulary acquisition is not only the recognition of single words. Words can't get a complete meaning without collocation context. Contextual vocabulary teaching is similar to vocabulary learning. Lexical chunks are a linguistic phenomenon that occurs more frequently than words in real communication. They have the advantage of merging grammar, semantics and context, and their form is relatively fixed. Since the word block is stored in our mental vocabulary as a whole, in the process of comprehension, we can grasp the words with distinguishing characteristics, and then we can bring out the whole string, without having to segment it, which will speed up Speed of use and understanding. Therefore, this kind of teaching method can be used in vocabulary teaching. Teachers who pay attention to the

habitual collocation of words in vocabulary teaching not only teach students the sound, form and meaning of words, but also teach the knowledge of word collocation. When choosing words and making sentences, the awkwardness and difficulty of the translation will be greatly reduced, and the learner can produce more accurate, more authentic, and closer to the target language.

5. Conclusion

Many countries in Europe, America, and Africa are using Spanish, and the differences in Spanish in various regions are mainly reflected in vocabulary. On the basis of understanding this vocabulary difference, Chinese students should focus on mastering general Spanish. The acquisition of general Spanish is also influenced by Chinese and English. We will discuss the transfer of these two languages in the Spanish language department and explore the teaching methods of Spanish vocabulary.

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