



The Influence of Pinyin on English Learning and the Way to Learn Phonetic Symbols Correctly to Avoid the Adverse Effect of Pinyin

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Abstract. Pinyin is the most important spelling tool for Chinese language learning, but Pinyin has influenced English learning to some extent. However, this paper will find out the similarities and differences between pinyin and phonetic symbols by comparing them. On the one hand, Pinyin has a beneficial effect on English, because there is a common appearance of letters between the two languages' spelling, which allows students to memorize them quickly. On the other hand, there are still huge differences between them, and some of the commonalities between the two languages will lead students to misunderstanding, which gradually becomes a kind of confusion. In view of the pros and cons of language learning, teachers should be more patient and impart practical skills. In particular, the teaching focus should be placed on students' phonetic symbols teaching, in that way students will understand that the basis of learning English is achieved by phonetic symbols.

Keywords: Chinese pinyin; English learning; influence.

1 Introduction

Hanyu Pinyin is the "Latinization" of Chinese characters in the People's Republic of China. Hanyu Pinyin was developed by the Hanyu Pinyin Program Committee of the China Writing Reform Committee during the character reform from 1955 to 1957. The pinyin scheme is mainly used for marking the pronunciation of Mandarin Chinese, as a Mandarin phonetic symbol of Chinese characters. On February 11, 1958, the National People's Congress approved the promulgation of the program. In 1982, it became the international standard ISO7098 (Chinese Roman alphabet spelling). At present, most overseas Chinese areas such as Singapore adopt Hanyu Pinyin in Chinese teaching. The Chinese Pinyin scheme can be traced back to Zhu Wenxiong's Jiangsu New Alphabet in 1906 and Liu Mengyang's Chinese Phonetic Alphabet in 1908, as well as the Mandarin Roman character in 1926 and the Latinized Chinese character in 1931. All these Latinization schemes of Chinese characters provide the basis for the formulation of Chinese Pinyin. In ancient times, there was no pinyin, so it was used to use inverse, that

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is, to use two words that can be read by people, take the initial of the first word, take the final of the second word, and combine them.

In the process of English learning, Chinese students are likely to encounter the following problems: Chinese students will use the Chinese grammar and they are influenced by their mother tongue so that they will bring some pronunciation that will be heard in Chinese pinyin but English phonetic symbol.

The topic of this paper is the influence of native Chinese learners on English learning. The research method used is literature analysis. Native Chinese learners are good at using Pinyin, because Pinyin is the cornerstone of learning Chinese. Then the analysis of Pinyin and English letter shape similar but different pronunciation, which has mastered the Chinese Pinyin is a certain influence on the Chinese people. Finally, the paper analyses the differences between phonetic alphabet and pinyin. The purpose of this study is to help native Chinese learners learn English better.

2 The Differences between Pinyin and English

The Latinized form of Pinyin emerged later in Chinese, which made Pinyin identical to the English alphabet, consisting of 26 letters such as a, b, c and so on. Therefore, to a great extent, students who have been able to master the Chinese Pinyin system can easily memorize the English alphabet, which is undoubtedly a good aspect of Chinese Pinyin for English phonetic learning. English is a phonetic alphabet, and Chinese learning is also through phonetic alphabet in the process of learning words. Although there are some differences in the spelling methods of the two, there is no one-to-one correspondence between the 26 letters and the basic phonemes in English words, but the complex relationship between one-to-many and many-to-one, but the pronunciation between the 26 letters, letter combinations and their corresponding factors is used to achieve. At the same time, both can hear the pronunciation and write the corresponding word or pinyin ^[1].

2.1 Similarities

Meanwhile, pinyin pronunciation and English pronunciation has a lot of similarities, for instance, the Chinese pinyin in the p, b, f, g, h, k, l, m, n, d, t and English consonant [p], [b], [f], [g], [h], [k], [l], [m], [n], [d], [t]. Those one-by-one correspondence phonemes are at the same place of articulation and use the same mouth shape ^[2]. Teachers activate students' Chinese knowledge by comparing English with Chinese, and make use of the positive transfer function of Pinyin in English pronunciation, so as to realize students' phonics more efficiently and get rid of rote memorization.

In fact, teachers often integrate Chinese pronunciation into English teaching. For example, when teaching students the phonetic alphabet [ai], the pronunciation of ai in Chinese pinyin can indeed be used to help students memorize the phonetic alphabet more conveniently and quickly. Sometimes, the teacher will use some modal words in Chinese dialogue to make the phonetic symbols more concrete, so that the students feel that the English pronunciation is not far away from them, but more like the sound they

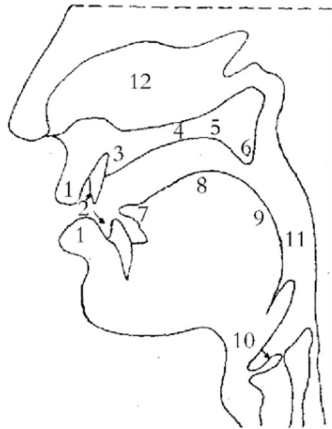
can make when they are around. This is one of the advantages of Chinese pinyin for English learning, which helps those children who are exposed to a foreign language for the first time to let go of the anxiety and unease that come with being exposed to an unfamiliar language. In this way, they can accept the new language more naturally, and absorb and receive it.

2.2 Differences

Chinese phonetics and English phonetics are two different phonetic systems. For Chinese students learning English, there are some phonetics in English phonetics that students are not familiar with, and they have been used to Chinese pronunciation. Therefore, when learning English phonetics, they always unconsciously replace English phonetics with sounds similar to English phonetics, or use Chinese intonation to replace English intonation. Especially for people who are just beginning to learn English, they will always try to find similar pinyin sounds to help them remember. Chinese is a tonal language. English is an intonation language, meaning is distinguished by intonation. English words have stress and secondary stress, and sentences also go up and down. Therefore, the students who are beginning to learn English often do not master it well. Therefore, speaking English, the intonation is often not very ups and downs, and it is difficult to read the standard English intonation. In this way, the charm of English is completely lost, and the pronunciation becomes authentic Chinglish^[3].

Although Pinyin and the English alphabet are the same in terms of letters, part of their pronunciation is different. Inevitably, Students will be affected by pinyin pronunciation in the process of learning Pinyin completely, and some English letters will be confused with Chinese pinyin. For example, it is very easy for Chinese students to make mistakes in the following letters—j, q, x. Obviously, they'll soon connect the pronunciation of pinyin with the first reaction when they see these three letters, and then make some pronunciation mistakes. In the Chinese j sound, the tip of the tongue is pressed against the lower incisor, the front of the tongue is pressed against the hard palate, and the air rushes out of the narrow slit, rubbing into the sound. When q is pronounced, the front part of the tongue presses against the hard palate, and the airflow breaks through the barrier at the base of the tongue and rubs into the sound. In pronunciation of q, the tip of the tongue is pushed against the incisors and the front of the tongue is raised close to the hard palate, creating a narrow slit through which air is pressed and rubbed into the pronunciation. However, in English, in the j, the front part of the tongue against the front part of the hard palate, the soft palate rises, the air flow is accumulated because the path is completely closed, and then the front part of the tongue is slightly away from the hard palate, forming a narrow slit, the air flow from the narrow slit, friction into a sound. The vocal cords do not vibrate. The blockage and pronunciation of the q is the same as that of the j, except that the airflow out of the q is much stronger than that of the j. Create a barrier in the mouth, let the air flow up behind the barrier, and then leave a narrow gap in the barrier, let the air flow out of this narrow gap, friction into the sound. When x is made, the front part of the tongue is close to the front part of the hard palate, forming a narrow slit. The soft palate rises, and the air flow

is extruded from the narrow slit between the tongue and the hard palate, rubbing into a sound, while the vocal cords do not vibrate (see Figure 1).



The speech organs

1. lips
2. teeth
3. teeth ridge (alveolus)
4. hard palate
5. soft palate (velum)
6. uvula
7. tip of tongue
8. blade of tongue
9. back of tongue
10. vocal cords
11. pharyngeal cavity
12. nasal cavity

Fig. 1. The speech organs ^[4]

In Chinese classes, there are many students who use pinyin to remember a certain word. For example, when students learn the word "good" for the first time, some students will write the pinyin [ge de] as a mark on the word instead of spelling it with phonetic symbols. Because the pronunciation of "good" is very similar to the Chinese word "Goethe", the phenomenon of learning a second language to a large extent by borrowing the pronunciation rules of the mother tongue is one of the main reasons for the emergence of Chinglish ^[5].

One of the most common features of Chinglish is the tendency to accentuate a soft k or s, resulting in a strange twist on the sound of the original word. According to the Chinese pronunciation habit, an e is added after the initial to make the whole phoneme sound very loud. However, when this habit is translated into English words, it can become odd. For example, like the pronunciation of book [buk], many people will pronounce the word as [buke]. For another example, there is no tongue bite like [θ] in Chinese, which makes pronunciation difficult. Some people ignore pronunciation skills and prefer to change the pronunciation of the phonetic symbol into a familiar sound, but this also leads to non-standard pronunciation and errors ^[2].

China is a vast country, although China has managed to unify its own language, which means that everyone now speaks Mandarin. However, due to the diversity of regions and the influence of dialects, Chinese people will inevitably differ in pronunciation. To take a simple example, in Zhejiang, China, people speak in a relatively low voice, at a more brisk pace, and in a more flat tone^[6]. In the northeast of China, people speak louder and pay more attention to intonation. The language lines are rougher and even have a catechism. From these two typical examples, in the process of learning English, Zhejiang will pay more attention to the pronunciation and diction, and because of the relatively developed economy, Zhejiang has more learning resources and learning opportunities. However, compared with Zhejiang accent, which is influenced by Jiangnan dialect and has various tones, the northeast accent is more monotonous and straightforward. Meanwhile, due to the relatively backward educational resources, people in the northeast will more or less have their own accent in the process of learning English.

A scholar studied the acoustics of English fricative production by English learners in Northeast China. The analysis shows that the spectrum center of gravity of Northeast English learners is low and the degree of dispersion is large. Because the spectral center of gravity is inversely proportional to the size of the friction gap between the vocal organs, the degree of dispersion is proportional to the degree of dispersion of the vocal energy. Therefore, English learners in Northeast China generally suffer from large friction gap and lack of concentrated energy. In addition, the spatial position of the fricative sound of Northeast English learners is roughly the same as that of the similar sound in their native language, which indicates that the fricative sound of Northeast English learners is greatly influenced by their native language. In terms of fricative pronunciation duration, first of all, the standard deviation of pronunciation duration of Northeast English learners is larger than that of native American speakers in general, indicating a large individual difference in pronunciation of Northeast English learners. In addition, there is little difference in the duration between clear fricative and voiced fricative in Northeast English learners, while there is a great difference between clear fricative and voiced fricative among native American speakers. This may be due to the equal length of Chinese syllables and the influence of Chinese phonetics on Northeast English learners. Many Northeast English learners are not accustomed to other words ending in consonants, often unconscious consonants followed by a vowel. On the one hand, due to the principle of labor saving, Northeast English learners subconsciously use the minimum effort to sound fricatives, resulting in the removal of fricatives in reading. On the other hand, since Chinese syllables rarely end in consonants, fricatives may also be removed in English learning, in addition to the phonetic deviation of voicing. The results of this study have positive implications for phonological learning in English as a second language. English teachers should pay attention to the differences between English and Chinese phonetic systems, understand the negative transfer effect of dialects on English phonetic learning, and develop learning strategies to help students avoid the influence of mother tongue and dialect on English phonetic learning. And students should actively understand English phonetic knowledge, and imitate the pronunciation of native speakers^[7].

3 Countermeasure

First of all, for students, imitation is their strength, at this time the teacher plays a great role in guiding. To a large extent, the correct standard of phonetic alphabet learning helps their phonics ability and other English learning in the future. Therefore, teachers should pay attention to the teaching of phonetic symbols for students, so that they can listen to the standard international phonetic symbols and master the phonetic symbols [8]. What's more, if teachers find that students are using self-mnemonic method, that is, memorizing by non-standard Chinese or other symbols, they should correct and stop it in time, because this method is not a long-term solution. Once the long-term use of this non-standard memory method, will lead to English phonetic memory disorder, more serious oral problems, even to the late, others cannot understand the degree. Besides, even in the later stage, when English learning has been relatively perfect, some pronunciation mistakes are found, it shouldn't be allowed those wrong pronunciation to continue to exist. Although English learning is optimal at a certain age, it does not mean that the ability to learn and correct the language is lost after this period. On the contrary, phonetic problems can be adjusted with constant attention and correction.

Also, different English teaching methods play different roles in primary school English teaching. Phonetics teaching method can help students accurately read English words, grasp the light and stress of words, improve the accuracy of students to read words. It is a traditional English pronunciation teaching method. Phonics focuses on the relationship between vowels and shapes. Phonics is an English phonetic teaching method introduced from abroad [9]. The two phonetic teaching methods have their own advantages and should be combined with the English level of students of different grades in the process of primary school English phonetic teaching. Using these two teaching methods in stages can effectively improve pupils' ability and efficiency of memorizing words, and further improve pupils' English learning level. By learning the pronunciation rules of 26 letters and letter combinations in words, phonics can find out the rules between letters and letter combinations and pronunciation, so as to achieve the effect of knowing the sound by seeing its shape and knowing the shape by listening to its sound [10].

4 Conclusion

To sum up, the English learning of Chinese students is carried out in the Chinese environment, which has its own characteristics and rules. In English teaching and research, only by paying attention to these problems and studying these problems can the English teaching in China be more target-oriented and get twice the result with half the effort. Otherwise, they can only wander in the dark, and it is difficult to make progress in English teaching in China.

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