

Negative Transfer of Hakka in Gan Dialect to English Phonetic Acquisition and Its Countermeasures

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Abstract—In second language acquisition, the second language phonetic system is influenced by the mother tongue, which means the dialect. The language form, meaning and culture are easily transferred to second language acquisition, resulting in negative transfer. In this paper, the effects of phonology in Hakka dialect on English phonetic acquisition are studied from the two levels of segment and super segment. This paper mainly analyzes the phenomenon and causes of phonetic negative transfer, and puts forward corresponding countermeasures.

Keywords—*Hakka dialect; English phonetic acquisition; negative transfer; countermeasures*

I. INTRODUCTION

Phonetics is the natural material of language and the material basis for the existence and development of language. Phonetics has physical properties, which means that it can act on human auditory organs and thus act as a material medium in communication. There are also physiological attributes. There is also the social attribute, so it is the carrier of information in communication, which is related to the semantics of language, and is the material to realize the function of language social communication. The most essential feature of speech is its social attribute, and the most prominent feature of this attribute is the national feature of speech, that is, the phoneme in a language. The combination of phonemes and phonemes is determined by the "conventions" of the majority of the people in the nation. Therefore, the vocal organs of the ethnic group are accustomed to a special set of activities, which is called the phonetic system of the language.

In this way, for the people of this group to learn a second language, their acquisition of second language phonetic system will be influenced or interfered with by their native language or the variant of native language-dialect. In psychology, this kind of influence or interference is called transfer, which refers to the psychological process of learners' existing knowledge, skills, methods and so on, which play a role in the environment of learning new knowledge and new skills. Among them, the transfer phenomenon that promotes the learning of new knowledge and has a positive effect is called positive transfer. Conversely, the transfer with negative effect is called negative transfer.

Since the 1950s, the field of second language acquisition (SLA) has incorporated and applied transfer theory. In 1957, Lado believed that when foreign language is understood and used, it is easy for foreign language learners to transfer the language form, meaning and culture of their mother tongue to foreign language and foreign language culture. Flynn pointed out that if the learner only notes the verbal form, the migration is easy to be ignored; Ellis classifies the mother tongue transfer as positive transfer, negative transfer, avoidance and overuse. With the deepening of the study of transfer, marked theory and cognitive theory are applied to the study of transfer, which to some extent explains the reasons of mother tongue transfer in second language learning. In recent 20 years, the study of language transfer in China has involved the phenomena and rules of transfer in English acquisition, the study and application of language transfer theory, the research and exploration of positive transfer, the elimination of negative transfer, the contrast between English and Chinese, the study of influencing factors, and so on. In this study, the author can adopt a comparative analysis method. By comparing the differences between the Hakka dialect and the English two languages in the segmental level and the super segmental level, people analyze the phenomenon of negative phonetic transfer in the acquisition of English by the students in the Hakka dialect area, and put forward the corresponding countermeasures. The purpose of this paper is to promote English teaching in Hakka dialect areas and to provide some references for English phonetic teaching in other dialect areas.

II. A BRIEF INTRODUCTION OF HAKKA DIALECT

Dialect is a native or local variant of a language. Hakka dialect is one of the seven major dialects of Chinese, which is based on ancient Chinese and absorbed the elements of Baiyue language. It is one of the seven major dialects of Chinese, and its distribution area is only second to the Mandarin. Hakka is widely distributed, in Jiangxi, Ganzhou is the center of Hakka culture. This paper mainly studies Hakka dialects in the structural system with its own characteristics. These characteristics are manifested in phonetic, lexical and grammatical aspects, especially in phonological aspects. According to the traditional analysis of Chinese phonology, syllables are divided into initial consonants and simple vowels. A consonant is usually at the beginning of a syllable, usually a consonant. Few syllables

begin without consonants, such as "Love ä", "hungry è" and so on, which is called zero consonant. Mandarin has 21 initials, while Hakka dialect has only 17 initials. There is no tongue-raising /zh, ch, sh / and /r / in Mandarin. Most simple vowels are followed by /n/, /ng/. Mandarin has 39 vowels, but Hakka dialects have as many as 73 vowels of Chinese syllable. Hakka people often say, "better to sell ancestral fields, do not forget their ancestors." This statement fully illustrates the importance of Hakka dialect in their culture.

III. THE NEGATIVE TRANSFER OF HAKKA DIALECT PRONUNCIATION IN ENGLISH PHONETIC ACQUISITION

Chinese belongs to the Chinese-Tibetan language family, while English belongs to the Indo-European family. Chinese and English are very different. According to traditional analysis, English syllables can be divided into vowels and consonants. According to the International Phonetic Alphabet (IPA), there are 20 vowels and 28 consonants in English. It can be seen that the number of English vowels and consonants does not correspond to the number of consonants in Mandarin and Hakka dialects.

A. Negative Transfer in the Segment Level

A segment refers to a phonetic unit that is divided from the flow of discourse. Hakka dialect, as a variant of Mandarin, embodies the regional characteristics in pronunciation. Its influence mainly displays in the following several aspects.

1) *The vowels of Hakka dialect are indistinguishable from English vowels:* English vowels have tight looseness, short and long opposition, used to distinguish the meaning of words; However, Chinese vowels have no difference between tenderness and length, nor are they used to distinguish the meaning of words. The pronunciation of Hakka dialects is very short. Therefore, English learners who speak Hakka dialect are insensitive to the difference between short and long English sounds. Pronunciation is often inaccurate, and they often pronounce long vowels just like short vowels, such as: seat, party, pool, [sit], [pa-ti], [pul], resulting in accent and semantic errors. Since there is no bi-vowel [ei] in the vowel system of Hakka dialects, English learners who speak Hakka dialects often use / e / instead of bi-vowels /ei/, especially when /ei/ is followed by consonants / l /, / m / or / n /. Misreading is especially serious.

2) *The consonant of Hakka dialect and English consonant:* Chinese language was formed on the basis of Northern dialect. According to the research of the domestic and foreign linguists, the pronunciation of Northern dialect has changed greatly from Tang and Song to Ming and Qing dynasties, and the consonant is totally turbid. Entering and closing rhyme / m / vanished, and appeared the cacuminal. However, the language system of Hakka dialects has not changed synchronously.

The negative transfer in the segment level can be shown in "Fig. 1".

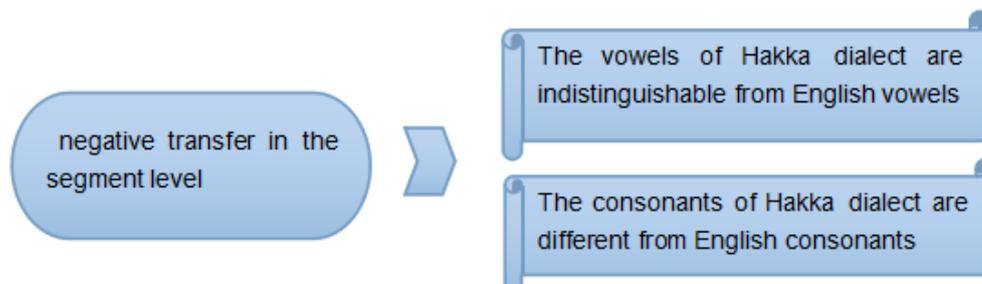


Fig. 1. The negative transfer in the segment level.

B. Negative Transfer in the Super Segment Level

In phonetics, supersonic segments include syllable, stress, rhythm and intonation. In English phonetic acquisition, Hakka dialects also appear negative transfer in the level.

1) *The negative transfer of English consonants caused by different syllable structures:* It is difficult to pronounce English consonants. The so-called auxiliary group is two or more consonants connected together, which is not found in the syllabic structure of Mandarin and Hakka dialects. In Chinese and its dialects, there is only one consonant at the beginning of a syllable and a consonant at the end of a syllable.

2) *The negative transfer caused by stress function difference:* The Chinese uses tone difference to express different semantics. On the contrary, English is both a stress language and an intonation language. Stress not only has the function of distinguishing word meaning or part of speech, but also is the basis of intonation and discourse rhythm structure. Influenced by the different functions of Chinese and English accents, English learners who speak Hakka dialects have too much stress when they read English with multi-syllable words, which shows that each syllable of two-syllable or multi-syllable is equally long and heavy.

3) *The negative transfer caused by different types of rhythm:* The rhythm of a language refers to the perceptible rules of stress protruding units in speech. It can be divided

into stress-timed rhythm and syllable-timed rhythm, such as the rhythm of English; all syllables of the latter occur at the same intervals, as in Chinese. This distinct rhythmic type of Chinese and English leads to negative transfer in the process of learning. English learners who speak Hakka dialects often apply the rhythmic pattern of Chinese to English pronunciation, which shows that when reading sentences composed of more than one English word, they have more stress, more pause and less continuous reading between words. Ignoring the random pause of the semantic group and the rhythm changing with the speed of speech, the stress and the unstressed tone are ignored. Each syllable in a word has the same length and weight.

4) *The negative transfer caused by different intonation function:* Chinese is a language with tone change. In Hakka dialect, in addition to the four tones of Mandarin Chinese

(Yin Ping, Yang Ping, Shang Sheng, De-sheng), there are two kinds of tones: "Yin in", "Yang in", and "Yang in". They have distinct meanings and are fixed to each syllable; the intonation of Chinese has little fluctuation. English is intonation language, so words have no fixed tone, and tone can only change the tone in the sentence, cannot distinguish word meaning. The intonation of English is very rich. There are ascending, descending, descending and ascending tones, which are used to express different meanings. English intonation is not restricted by tone, and can rise and fall by a large margin. Under the influence of this, English learners who speak Hakka dialects often have mediocre intonation when speaking English, and cannot convey feelings correctly through intonation.

The negative transfer in the super segment level can be shown in "Fig. 2".

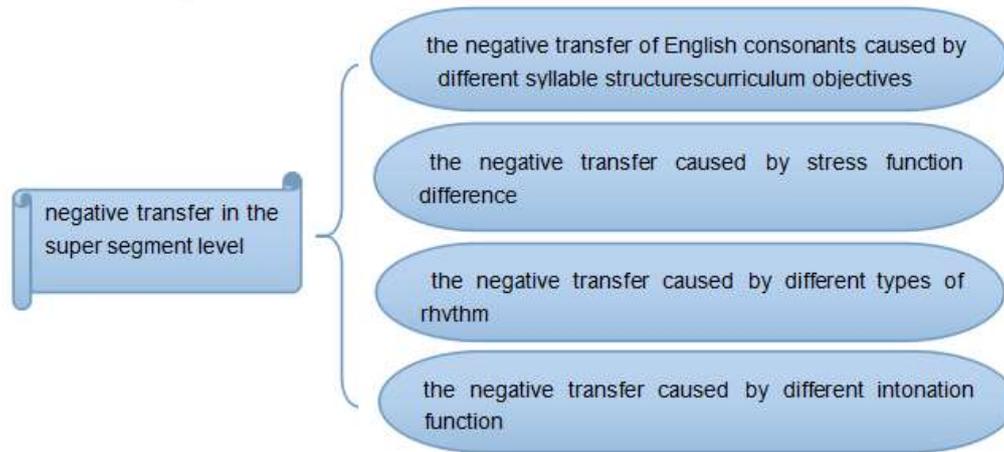


Fig. 2. The negative transfer in the super segment level.

IV. COUNTERMEASURES TO OVERCOME THE NEGATIVE TRANSFER OF HAKKA DIALECT IN ENGLISH PHONETIC ACQUISITION

As mentioned above, the Hakka dialects can interfere and influence the English speech in the level of the segment and super segment. In our opinion, in the case of the English speech teaching in the Hakka dialect area, to overcome these interference and influence, to improve the students' English voice level, it is necessary to pay attention to the vividness, interest, practicability and diversification of the voice activity material, and on this basis, by optimizing the voice teaching strategy and strengthening the function of the living teaching, it can achieve the purpose.

A. *Using the Corresponding Method to Keep the Vivid Atmosphere of the Class*

The teacher should consciously help the learners of the Hakka dialects to overcome the interference and influence of the Hakka dialects, and make them master the correct pronunciation method through the comparison of the two languages. The teacher should describe the pronunciation of the English phonemes, and combine the tongue figure to

explain the similarities and differences between the English phonemes and the pronunciation of the Hakka dialects. The relevant learners can be encouraged to carry a mirror, follow the teacher, and, on the other hand, use the pronunciation map to check whether their sound organs are properly used, so that the correct sound cannot be corrected. In this way, the atmosphere of the class is immediately active, achieving the effect of less with less. After a number of exercises, the thought and the pronunciation form a whole, that is, every time a similar sound is sent, the corresponding pronunciation map can be thought, and the correction effect of the subconscious is achieved.

B. *Promoting the Cooperation Consciousness with the Imitation and the Correction*

On the basis of clear and correct listening, careful and patient imitation can be carried out, so that the learner can correctly and skillfully master the English pronunciation, and can adjust and correct the pronunciation of the learner in a timely manner. In class, the teacher can make the model pronunciation first, let the English learners of the Hakka dialects imitate, then make them pronounce, and correct the errors caused by the Hakka dialects. The group corrects the partner's voice to achieve the correct effect. In this way, the

imitation can bring the teachers and students in the classroom to interact and correct the cause of the incorrect pronunciation of the learners. In such an interactive class, a speech correction can be performed to achieve the purpose of correcting the pronunciation in a comfortable correction environment. After class, people can use a peer interaction to practice. The method can be shown as follows: according to the voice level, the method of cooperative learning mixed group is adopted to guide the learners of each group of speech basic comparison to act as a “quasi-teacher” to guide the peer to imitate the pronunciation of the teacher in the class and to help them to correct the pronunciation errors, practice with each other. In this way, a lot of voice drills are effectively carried out, and the cooperative consciousness of the learner is promoted.

C. Improving the Initiative with the Competition Rule and the Interaction Method

In the speech teaching, the teacher can make the learner recognize and memorize the relevant English pronunciation and the reading rule, and then give the group of the peer group the reading material which is related to each group of learners and is similar to the dialogue in the real life, In the form of a match, the members of the group read aloud, while one of the groups read aloud, the other students found their false pronunciation, which can deepen the English learners’ impression of false pronunciation, and finally, the teacher reviews, points out the negative migration of the Hakka dialects to the pronunciation, The scores of each group are given and the correct pronunciation is given. The combination of the competition and the interaction can help the learner to keep in mind the correct pronunciation, and can improve the initiative of learning and correct the pronunciation.

D. Strengthening the Practicability of Speech with the Listening Activity

The teacher can guide the learner to take advantage of the convenience of the modern network, and encourage them to download the slow English program for listening to the BBC or VOA. These programs are slow and colorful, and more importantly, they are read by the British and American people. The English is pure, the English learners of the Hakka dialects can imitate the pure pronunciation and the voice intonation at the time of listening, and the effect of correcting their own false pronunciation is quite good. At the same time, there are all kinds of English activities in the campus. The teacher can encourage the learners to participate in the English salons, the English plays, the English corner, the English speaking contest, the oral English competition, the English storytelling competition and other campus activities, which can not only consolidate the English pronunciation, but also can improve the spoken English ability and overcome the influence of the Hakka dialects on the English pronunciation so as to achieve the practical purpose of correct voice.

V. CONCLUSION

In the process of second language learning, it is an objective fact and phenomenon that the mother tongue and its dialects can influence the acquisition of the second language in phonetic system. The second language pronunciation is related to language skills such as listening, speaking, reading and writing, and the ability to use these skills for communication. Therefore, teachers should fully understand the importance of phonetic teaching. Phonetic teaching should be integrated into English teaching in a deeper and wider sense. English teachers should constantly improve their own quality of phonological theory, be familiar with and master English, Chinese and their dialects in the phonetic system differences, according to the actual English teaching situation in the dialect area to carry out phonetic teaching. Scientific and effective phonetic training strategies are implemented to enhance learners’ sensitivity to the differences between the two phonological systems, to help them get rid of the interference and influence of their mother tongue and their dialects, and to form good language learning habits, as well as improving their language skills.

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