

Principles and methods of phonetic teaching At Teaching Chinese as a foreign language

Yu Hao

Confucius Institute at Bulacan State University, Guinhawa, City of Malolos, Bulacan

Abstract-Phonetic teaching is the foundation of teaching Chinese as a foreign language, in the face of Chinese beginners, there will be a period of time to learn pinyin, then correcting pronunciation will also exist throughout the learning process, if the learners can not grasp the Chinese pronunciation, learning will cause great and bad the influence on Chinese vocabulary, grammar, learners will have a low confidence to study Chinese. As a qualified Chinese teacher, we should master the necessary grammar knowledge, there should be some targeted teaching principles and methods..

Index Terms- Teaching Chinese as a foreign language ,Pinyin principle and method

I. INTRODUCTION

Now with the global Chinese fever, the importance of teaching Chinese as a foreign language is increasingly prominent, Phonetic teaching is of vital importance in the whole Chinese teaching, pronunciation is the first window to contact Chinese learners, its importance is self-evident. For the importance of phonetic teaching, Mr. Zhao Yuanren mentioned that foreign language learning includes three important parts:pronunciation, grammar, vocabulary, of course, Chinese study should also be carried out in accordance with the order of these three steps.The pronunciation is also the most important as well as difficult part, pronunciation is not correct, the grammar is wrong, the word is wrong.[1] Chinese phonetic recording is presented in Chinese pinyin.

Chinese syllable consists of three parts:initial (sheng mu),finals(yun mu)and tones(sheng diao), compared with Indo European, its main characteristics are followings.

1.1 No consonant cluster.

There are two or more than two vowels connected in English, but in Chinese this compound consonants is nonexistent. In Chinese, zh,ch,sh,-ng etc. just said a consonant phoneme with two letters, not a cluster. Chinese initial is made up of consonants, usually at the beginning of Chinese syllables, consonants are not necessary, such as an (an).

1.2 Vowel dominance

It is not necessary to exist consonants in Chinese syllables, but there must be vowels.

1.3 Tonals

Chinese is a tonal language, Chinese tone is divided into Yin Ping(first tone), Yang Ping (second tone),Shang Sheng (third

tone), Qu Sheng (fourth tone). Its role is to distinguish meaning, bā (爸 father) ,bá(拔 pull out),bà (把 handle) ,bà (□ finish) .

1.4 Simple syllable

Chinese syllable has the advantages of simple structure, clear boundaries, initials and finals have very strong regularity, which are very beneficial to Chinese learners to master the correct pronunciation.

II. PRINCIPLES OF CHINESE PHONETIC TEACHING

2.1targeted teaching principles

Almost all foreign language teachers have noticed that phonetic teaching must be targeted to develop different learning objectives according to different learners. To learn Chinese language learners are mostly adults, they have different pursuits, such as tourism, business, earn credits, out of love of Chinese culture and so on.If teacher use blindly high standards and strict requirements for different purposes' students ,it will be bound to make the students produce fear, and thus escape, even dislike.

For different teaching and learning difficulties, teacher must have a targeted training.For the same phonetic teaching content, due to the native phonetic negative migration and other factors, difficulty from different countries and even different learners will be different, in many countries, learning aspirated sound ,some students felt difficult. The specific situation is different in different conditions. There is no aspirated sound in some languages, although some languages exist aspirated sound, but belong to the same phoneme, does not distinguish meaning. Thus, some students will not pronounce aspirated sound, such as French, Italian, Farsi students. Some students can not distinguish aspirated and unaspirated sounds, such as English, Japanese students. As another example, at present language teaching profession generally considered that difficult order for foreigners to learn Chinese tones is, Shang Sheng (third tone)-Qu Sheng (fourth tone)-Yin Ping(first tone)-Yang Ping (second tone) . But Jiang Xiaohong pointed out the difficulty of Japanese students study tone sequence is: Qu Sheng (fourth tone)- Yin Ping(first tone) - Shang Sheng (third tone)-Qu Sheng (fourth tone) [2].

2.2.The combination of phoneme teaching and language teaching

For a long time, there are two different teaching methods in the teaching of basic Chinese language, that is, the so-called phoneme teaching and language teaching.[3] Phoneme stressed

the basic skills, from the individual training of initial ,finals and tones gradually to the vocabulary, sentence, conversation teaching. Language teaching emphasizes the study of phonetics in the stream of language. At the beginning, it begins with the sentence. Therefore, in the teaching of phonetics, to put practice into the single syllable phoneme training. Only reading a single sound , students can read each syllable of every word. On the other hand, people in communication have issued a series of tone that will happen assimilation and dissimilation, weakening, shedding, sound and other changes.[4] Therefore, good reading does not mean to say well. The best way is to combine the two, that is to teach the correct pronunciation of each tone, then integrating tone into speech stream, let the students experience the pronunciation changes, further correct sound in flow of speech tone.

In the early days of the phonetic teaching ,that will have a period of time to focus on phonetics teaching, short time 15-20 hours,[5]long two or three weeks, but students generally cannot completely grasp all the pronunciation at this stage, teachers need to constantly correct their pronunciation in the studying process. Many foreigners living in China for decades, but there are still problems concerned about pronunciation ,therefore, pronunciation teaching is a long process.

2.3. *the comparative analysis of key points and difficulties*

Based on the Chinese and native language comparison, teacher can find phonetic difficulty, focusing on these difficulties that is the key to learning. There are two kinds of key points, one is the two approximate phonetic system, another is no same sound between Chinese and native language[4], usually, approximate sound is more different to learn and master, because learners are vulnerable to the negative transfer of mother tongue. In the communication, this pronunciation will not cause misunderstanding or obstacles, Chinese are not corrected, so it is easy to make these errors solidify.

Usually the difficulty of teaching Chinese pronunciation is Chinese tone and tone change, aspirated and unaspirated sound, voiceless sound and voiced sound and several groups of difficult sounds, such as aspirated and aspirated difference, p ,m ,f ;d ,t ,n ,l ;g ,k ,h ;j ,q ,x ;z ,c ,s ;zh ,ch, etc. The difference of lingual sounds, apical consonant and blade-palatal j ,q ,x ;z ,c ,s ;zhi ,chi ,shi ,r,etc The difference of single finals ,e ,u ,ü,etc.. The difference between front and back nasal finals in the finals, a n ,ang ; en ,eng ; in ,ing ; ian ,iang ; uan ,uang ; uen ,ueng and so on[6], these require teachers to have their own strong phonetics theoretical knowledge. There are some special difficulties for learners with different mother tongue background. For example, for English speakers, Chinese initials are very difficult, for Arabic speakers, Chinese finals are more difficult, so when teaching these pronunciation ,teacher should predict errors in advance, and focus on training, timely summarize these sounds, to promptly correct the wrong pronunciation.

The phonetic teaching should be targeted to strengthen the training of the key and difficult, teacher can't give up teaching due to students' fear,because the initial pronunciation error will affect the final learning. For students of non tonal language, the tone of the Chinese language is a whole new thing. They do not understand, the tone is one of the important features of

Chinese pronunciation,playing the role to distinguish different meaning, transmitting a large amount of information, is an indispensable part of the Chinese syllable.

2.4 *From easy to difficult, step by step*

From easy to difficult is the principle of any study, in the Chinese pronunciation teaching, the traditional teaching order is: phoneme-syllable-word-sentence. However, we can adjust the arrangement of the teaching sequence by the difficulty of learning, we do not have to stick to the order of the Chinese phonetic alphabet,we can carry out teaching according to the order from easy to difficult . Such as a、 o、 e、 i、 u、 ü, you should first teach a、 i、 u, then teach o, finally teach u, and then separate the unrounded sound a、 e、 i from round sound o、 u、 ü. Unround sound also can be arranged according to the degree of opening size, according to i、 e、 a or a、 e、 i to teach. Such as z, c, s,teacher should first teach s, this is a apical consonant, while z, c are affricate, affricate is more difficult of course than apical consonant[7].

2.5 *Based on the understanding, the combination of mechanical training and meaningful training*

Wei Mengyuan[8] put forward that the phonetic teaching is different from other language teaching, it is not complete according memory, but repeated to listen, learn and imitate. Therefore, the pronunciation teaching should imitate, forming the new pronunciation habit. But the blind imitation will not only affect the efficiency of learning, and may not be able to detect some subtle sounds, and have the formation of the wrong pronunciation habits. Therefore, imitation should be built on the basis of understanding, only understanding the meaning, students can accurately and effectively grasp it. On the basis of understanding , imitation of pronunciation is not an easy thing, needing to imitate and imitate, repeat and repeat, sometimes mechanical training is essential, and foreign language teachers must have standard Mandarin, can give accurate demonstration, students can imitate to correct pronunciation. In order to arouse the learning enthusiasm of students, teacher reduce the dull feeling of fatigue. A more effective way is properly paid into meaningful training, some meaningful syllables, phrases, slang, idioms or short everyday language should be gave, it can arouse students' enthusiasm and avoid weariness.

III. PHONETIC TEACHEING METHOD

At present, Cui Yonghua, Yang Jizhou [9]put forward, phonetic teaching methods are mainly divided into three types, presentation, pronunciation guidance and pronunciation training skills.

3.1. *Demonstration method*

With the aid of diagrams, blackboard, somethings ,gestures, posture and other means can demonstrate the pronunciation.

3.2. *The picture display method*

The picture of oral cavity(Fig 1) also can directly guide the pronunciation for some difficult sounds, such as to explain ng

(Fig 2). Five degree notation method for visual presentation of four tone(Fig 3):

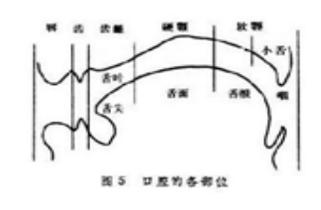


Fig 1 the picture of oral cavity



Fig 2 ng of oral cavity

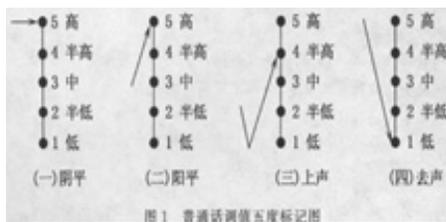


Fig 3 Five degree notation

The designed writing on the blackboard has greater flexibility, it can be displayed according to the teaching situation, one by one, while teaching and writing, is a kind of dynamic display method, for example, the initials will turn to write on the blackboard, one by one after the initials and finals, finally in the intersection of the corresponding (Table 1), writing the syllable and starting spelling teaching. In phoneme teaching, table of finals and initials can be used to explain Chinese letters, the table also can explain phonological registration and writing rules, it can also get rid of the constraints of the fixed sequence chart at any time, to arrange the order of presentation content according to the needs of each syllable.

Table 1 intersection table of finals and initials

| | ang | eng | ing | ong |
|---|------|------|------|------|
| b | bang | beng | bing | - |
| p | pang | peng | ping | - |
| m | mang | meng | ming | - |
| f | fang | feng | - | - |
| d | dang | deng | ding | dong |
| t | tang | teng | ting | tong |

3.3 the shape of mouth, gesture presentation

For some special sound, such as a single final u, students is not easy to master, but in English can not find the approximate pronunciation, teachers can take fixed way to practice, summing up some characteristics of pronunciation and lip features, let the students correct the shape of mouth and pronunciation po

sition so that they can make more precise pronunciation. When teaching u, teacher can allow students to review the pronunciation of i and u, in the teaching and pronunciation, teacher also have to pay attention to the fixed shape of mouth and master difficulty, staying for a while, let the students look at the mouth, help the students feel pronunciation position. It can suggest that students use a mirror to watch their shape of mouth, and compare with the teachers, to achieve self correction.

3.4 Physical, posture demonstration method

The physical action is a good way to emphasize the articulation, such as for aspirated and unaspirated sound difference, you can put a little pieces of paper on the front of the mouth, let the students to observe the vibration.

Teaching round sound, drawing a circle in front of the mouth with the hand and when teacher teach consonants, put your hand on your throat to feel vibration, while teaching tone, with your fingers gently swinging to express changes of tones.

3.5. Contrast method

Through the contrast between the two tone or two tone groups, then to master the pronunciation. The contrast of tones can be approximate sound and two different sound systems.

[b],[p][d][t] in English and b,p,d,t in Chinese have similar places, but there are still differences in articulation and aspirated methods, these are also easy to confuse, and even some Chinese students will transfer English pronunciation habits into Chinese pronunciation.

For some of the characteristics of Chinese pronunciation, teacher can have some pronunciation comparison training, gathering confusing syllables in the teaching, then doing meaningful reading training, and listening practice. z,c,s,zh,ch,sh,r and j,q,x,c,s are also difficult for foreign students, teacher can guide the students to associate, imitate the pronunciation according to the similar pronunciation in English.

3.6. Hyperbole

Hyperbole is a simple and easy teaching method, which is often used in the teaching of phonetics. General hyperbole is the start of the phonetic teaching and more effective, once students master the basic sound, in practice, especially in language teaching, teacher must restore the natural pronunciation. Length of the pitch, the shape of mouth, contrast loudness is properly exaggerated, student's visual impression will have an expression deeply, to break through the difficulty of pronunciation.

3.7 Playing Games

Chinese is a relatively difficult language in the world, that increases degree of difficulty in learning Chinese, so, how to use the limited classroom time and let learners get the maximum benefits? If there are some interesting games in the classroom, not only can deepen the learners' understanding and memory of the teaching content, but also can improve the dull atmosphere of the classroom, improving their learning interest.

IV. CONCLUSION

Phonetic learning is the beginning stage of Chinese learning, which is directly related to the cultivation of students' language ability. Foreign students, especially students from Europe and the United States generally think that Chinese is difficult to learn. Because of they pay several time and energy learning Chinese than learning Indo-European languages. So if the phonetic teaching in the introduction stage achieved very good results, it is good to stimulate students' interest in learning Chinese, so they will actively cooperate with the teaching, to achieve good learning results.

As a qualified foreign language teachers, in the stage of phonetics teaching, knowledge of Chinese speech is not enough, teacher should also follow certain principles, grasp certain teaching methods, make students achieve a multiplier effect.

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