Analysis of Korean mispronunciation of the "r"

Wang Huiwen

Sichuan Normal University, Sichuan, China 610066

Abstract: According to the analysis of a sample of Korean students, most of them tend to pronounce the lingual consonant "l" or the lingual nasal consonant "n" when learning the lingual back fricative "r" in Chinese due to the interference and influence of the learner's native phonological system, and this error also varies according to the geographical differences between the North and South of Korea.

Keywords: Korean students; Pronunciation

1. Introduction

The language that people are exposed to from birth is the first language, but because they live in different regions, people in each region will have different dialects, also known as regional dialects. Secondly, foreign languages other than the mother tongue that students learn in the course of their studies are called second languages, and all these language systems have a greater or lesser impact on the learning of Chinese as the target language of international students. In this paper, we will look at the influence of the native language system and the second language system on the learning of Chinese as a target language in Korea today by taking the phonetic errors of some international students from the perspective of Korean students.

2. The phenomenon of bias

Seoul, for example, is north of the Han River, while Daegu is an inland city in the south and Busan is a port city at the southern end of the Korean peninsula. These three cities are located in different geographical locations, so the pronunciation habits of people from different regions are different. In northern cities such as Seoul, 'reng' is easily pronounced as 'leng', 'rong' as 'long ", "ran" is easily pronounced as "lan", and "rou" is easily pronounced as "lou "rong" can easily be pronounced as "long", "ran" as "lan" and "rou" as "lou", while in southern cities such as Daegu and Busan, "reng" can easily be pronounced as "long". In addition to the geographical differences that can be seen in this phenomenon of mispronunciation, it can also be seen in the level of literacy of the learners themselves. For example, university students who come to China to study or exchange are more likely to recognise the 'r' sound under the guidance of their teachers than older business people who come to China or less knowledgeable tourists, who are more likely to have the above-mentioned mispronunciation between different regions.

3. Analysis of the causes of mispronunciation

According to the above sample survey, learners often ignore certain phonemic equivalents in the target language and follow the native language pronunciation pattern when speaking a second language due to the interference and influence of the learners' native phonetic system. Chinese, however, is a tonal language and has four different tones, each of which represents a completely different meaning of the word and sentence. For example, "I ate meat", if you pronounce the r sound as an l sound, it becomes "I ate a leak". In the former case, it means that I ate the meat, while in the latter case it means that I missed out on something.

Our analysis of these causes begins with the interference of the Korean students' own native phonological system. In Korean consonants, there is a consonant whose international phonetic symbol is r. This is a semi-fluttering sound, also known as a front-fluttering sound, which means that the tip of the tongue is held against and then quickly released, with the tongue flickering slightly and the air flowing out the sides of the tongue without the tip curling up, and there is no similar pronunciation in Chinese. There is no similar pronunciation in Chinese. In Chinese, there is a certain similarity with the middle of "r" and "l". Secondly, we can compare the pronunciation of Korean "r" with that of Chinese "l". The

Korean "r" is pronounced by bringing the tip of the tongue close to the upper gums and then allowing the air to flow through the mouth, with a gentle flick of the tongue. In contrast, the Chinese "l" is pronounced with the tip of the tongue curled up against the upper gingiva and then the air flows out through the sides of the tongue, keeping the tip of the tongue still. The representative word "ladino" is a phonetic translation of the English word "radio", which is not pronounced with the English "r", but with the Korean "r", which is close to the Chinese "l". The pronunciation is close to the Chinese "l".

As mentioned above, we know that Korean does not have the curly "r" sound in Chinese, and that the sound is very similar to the "l" sound in Chinese. We also know from learning the vowels of Korean that there is no lingual consonant in Korean, and that there is no lingual back sound in Korean, which is produced by the tip of the tongue and the hard palate as a result of the obstruction of airflow, and the lingual "r" sound. And then we analyse the Korean language itself in terms of its own system, the native language of Korean students. The Korean language itself is divided into three main systems, Southern Korean: including the five smaller branches of Gyeonggi, Jeolla, Gyeongsang, Chungcheong and Jeju. The main characteristic of the southern dialect is the tendency to pronounce the "r" sound at the beginning of words as "n" or "y". This is mainly reflected in the large number of foreign words from Japanese and English. The North Korean dialects include Heian, Hwanghae and Hamgyeong, which is spoken mainly by ethnic Koreans in China. In terms of dialect areas in Korea, Seoul is in the central dialect area, which is the most widespread and most widely spoken dialect, and is also equivalent to the northern official dialect of China, Mandarin. Pusan and Daegu, on the other hand, are in the south-eastern dialect area, also known as the Gyeongsangdo dialect, and are the only Korean dialects that still have vocal tones. This is why Seoulese learn the "r" sound in Chinese pinyin in a very standard way, corresponding to the "r" in the Korean sub vocalic.

4. Teaching methods

As the mother tongue is not the target language, and the difficulty of teaching phonetics in a mother tongue with a pronunciation similar to that of the target language is inherently high, we as teachers must be very well prepared. There are many ways to get students to listen, identify and pronounce sounds so that they develop a habitual pattern of listening and pronouncing sounds during teaching and training and can naturally produce accurate pronunciation. This can be done physically or physically, as none of the sub vowels in Korean have a rolled tongue, so we can ask international students to observe our mouth shape and show them that we are using our tongue against the hard palate to pronounce the sound, or we can use a mouth model to roll our tongue up. Furthermore, we can draw a diagram of the tongue position and make markings so that they can visualize where and how to pronounce the rolled tongue. The ribbon method can also be used, where a learned sound or one that is easy to pronounce is used to bring out another sound that is pronounced in a different way. For example, if the "ch" sound has the same part of the tongue as the r sound, we can teach him to roll his tongue up to pronounce chi and then slowly pronounce the r sound. This is because Korean students are shy and we, as teachers, need to bring out the whole atmosphere of the class and deepen their impression of the r sound in the future. We can highlight the characteristics of the pronunciation to help them understand and imitate it. As they are more likely to confuse the r sound with the l n sound, we can also use the comparison method, comparing the l and n sounds in Pinyin. Explain the differences in their pronunciation parts and methods, find out the differences and guide international students to break through the difficulties. Finally, repetition is the key. We can organize conversations that include some common words with r sounds, such as people, meat, then, etc.

5. Conclusion

The above is an analysis of the mispronunciation of the "r" sound in Korean students, which is mainly manifested in the mispronunciation of "r" as "l" "n". The reason for this is the negative transfer of the similar "l" sound in Korean, as well as the different knowledge levels and perceptions of foreign language learning in different regions. To address this, we should be bold enough to propose various teaching methods to break through the difficulties of Korean students in this pronunciation and reduce the number of mispronunciations.

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