

Research on the correlation between music literacy and French pronunciation and intonation learning

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Abstract: in the teaching of French phonetics, the author found that there were great individual differences in the learning of French phonetics among students from zero starting point. Through classroom observation and classroom tests, combined with reasonable research assumptions, the author focuses on the relevance between students' music literacy and French phonetics learning, and designs a questionnaire survey on this basis, sorts out and summarizes the data and results of the survey, and finally clarifies the correlation between music literacy and French phonetics learning, and at the same time, analyzes the correlation between students' music literacy and French phonetics learning. Reasonable suggestions are put forward from three aspects: the cultivation of teachers' musical literacy and the selection and training of teachers in Colleges and universities.

Key words: French pronunciation; Music literacy; French teaching

1. Research background

During the long-term teaching of French pronunciation, the author noticed a phenomenon: there are obvious differences in the acceptance ability of French beginners in pronunciation, especially in the case of complex syllable spelling or syllable organization structure. The students with good receptive ability can follow the pronunciation well and accurately grasp the specific pronunciation position of each pronunciation combination only once, but the students with weak receptive ability need to practice and correct the pronunciation for many times to master the key to the pronunciation of letter combinations, but even so, the practice of problems such as stress often makes mistakes. Based on this, the author learned when communicating with students about phonetic problems: some students mainly understand the pronunciation rules in the phonetic learning stage, and then continue to sum up experience in specific practice, so as to improve their French pronunciation level; While another part of the students said that the French pronunciation rules are very abstract, and the specific pronunciation is difficult, which always makes people feel out of touch. Among them, the author was impressed by a sentence said by a student: listening to French pronunciation is like listening to songs, and pronunciation rules are like melody. It is easy to remember after listening to it. It is this sentence that makes the author wonder whether there is really a correlation between French pronunciation and music? Is good music literacy helpful to French phonetics learning?

So far, there have been more than 30 empirical studies on the relationship between musical competence and foreign language pronunciation learning. The subjects of the above research come from a wide range of sources. The subjects basically include foreign language learners of all ages, and most of their target languages are European languages. The results show that there is a certain correlation between musical ability and foreign language pronunciation acquisition ability. Some researchers even believe that musical ability is an individual difference factor affecting foreign language pronunciation acquisition. Although foreign related research has made some achievements in this field, the guiding significance of the research results for the relationship between Chinese students' musical ability and French pronunciation acquisition remains to be further verified, but its research path and research methods are of great significance for the development of this research.

2. Classroom teaching observation

The author observed that the individual differences of students at this stage of learning were more obvious when teaching pronunciation to beginners. When learning simple monosyllabic words, students' differences in pronunciation are not large. Basically, all students can successfully master the pronunciation of such words. However, when the difficulty increases and the words become multi syllable words, such as nationalité and stéréotype, the learning differences immediately appear. Some students can master it quickly after listening to the teacher's reading, including the pronunciation and stress are accurate; But at the same time, another part of the students are slow to accept problems in learning, and they need to keep following the words to basically master the pronunciation of the words. As for students' pronunciation learning, in addition to the output type exercises such as pronunciation, students' individual differences are also very obvious in the input type exercises such as listening practice. For example, when listening to and arguing for words, those students who have a good grasp of word pronunciation can basically distinguish correctly, but those students who have difficulties in word pronunciation are difficult to correctly understand the pronunciation of words in this link, so they cannot distinguish correctly. Based on the above observations, when communicating with the students after class, I found that student A, who has strong pronunciation and sound discrimination ability, said: whether it is pronunciation or sound discrimination, the pronunciation of words in his mind is like the melody of a song when listening to a song. Without deliberate memory or imitation, it can naturally stay in his mind, and then read or distinguish according to this mark, It is not a difficult thing. On the contrary, student B, who is weak in pronunciation and sound discrimination, said that the pronunciation of words is too abstract for him to grasp its characteristics and rules, and it is difficult for him to leave traces in his brain when listening to these sounds.

The difference between the two students in pronunciation learning is mainly reflected in that the pronunciation of words can form a deep impression in the brain of classmate A, but can not form a similar impression in the brain of classmate B. A classmate's sentence "like the melody of a song when listening to a song" attracted my attention. I learned that classmate A loves music in his spare time and has conducted professional music training since childhood; While classmate B said he was not interested in music and had never had music training. Combined with the above-mentioned research on the correlation between musical literacy and foreign language phonetics learning at home and abroad, the author can not help thinking: does musical literacy also have an impact on French phonetics learning? If it exists, in what form will it be embodied? Based on this, the author carried out the following research and investigation.

3. Proposal of research hypothesis and confirmation of research methods

Combined with the research status of the relationship between musical ability and language learning mentioned above, and the author's observation in actual teaching, the hypothesis of this study is: the stronger the musical literacy, the stronger the French phonetic learning ability, and there is a positive correlation between the two. According to the research hypothesis, the author will use the questionnaire survey method to collect and analyze the data of the research object. The questions involved in the questionnaire survey are mainly subjective questions. The students participating in the questionnaire survey are freshmen of French majors, a total of 46, who were in the French phonetics learning stage when participating in the questionnaire survey.

The questions raised for the participating students in this study are:

- (1) Have you ever received music training?
- (2) How old did you start music training?
- (3) What kind of music training do you do?
What is the amateur level?
- (4) How long does your music training last?
- (5) Are you still continuing the systematic music project training?

4. Survey results and analysis

4.1 Survey results

1. 67% of the students have received music training.
2. The grades where students begin music training are: 5-7 years old (36%), 8-10 years old (19%), and after 10 years old (15%)
3. The choice of music items: Piano (37%), Violin (30%), guitar (28%). Among them, 62% of the students have participated in the professional level examination.
4. Duration of music training results: 3-4 years (28%), 1-2 years (23%), and more than 4 years accounted for 18%.
5. A survey on whether music training is still ongoing: students who practice occasionally (33%), do not practice at all (61%), and continue to practice account for 5%.

4.2 Result analysis

According to the overall distribution of students' music literacy who participated in the questionnaire survey, the author classified them into three groups: the first group of 15 students, who had received long-term music training and obtained amateur level certificate; The second group consisted of 20 students who had received music training for a certain period of time, but did not obtain a grade certificate; The third group of 11 students: never received music training. The author collected and counted their phonetic test scores in the subsequent classroom test, mid-term test and final exam. The results are as follows:

1. The overall score of the first group of students is 78% higher than that of the third group of students, and the overall score of the second group of students is 46% higher than that of the third group of students. The overall score of the first group and the second group of students is not significantly different.
2. The overall score of the third group of students is generally lower than that of the first group and the second group of students, but in the process of statistics, the author found that their test scores are gradually improving with the deepening of learning, and the score of pronunciation in the final exam increased by 60%.
3. Among the students who participated in the questionnaire survey, there were 4 students who still insisted on music training. Their phonetic learning scores were higher than the average score of the group at different stages, and were much higher than the phonetic test scores of the third group of students.

To sum up, we can see that students with a certain music foundation will achieve better results in French phonetics learning than students without a music foundation, which is closely related to their long-term music discrimination and other activities. At the same time, for students who have been practicing music for a long time, their French pronunciation learning scores, including listening and pronunciation, are higher than most students in the class, which also shows that long-term music practice has a significant role in promoting the listening and pronunciation ability of French pronunciation learners.

5. Summary

5.1 Research conclusion

By organizing a questionnaire survey, collecting data and sorting out information, we found that students with a certain music foundation are easier to learn French pronunciation than students without music training. They understand problems faster and have better learning results. It shows that there is a certain positive correlation between music literacy and French pronunciation learning. Therefore, the research hypothesis is passed. However, it is not that the learning ability of French speaking pronunciation is only related to students' musical literacy, which may also involve other variables of non-verbal factors, such as individual differences, environmental differences, psychological factors, etc.

5.2 Research enlightenment

Through the data collection of this study, we have made clear the positive influence of music literacy on French pronunciation learning. Based on this, the author makes the following suggestions:

1. since music ability is an effective help for students' learning French (or foreign language), parents and schools should pay attention to the cultivation of students' music ability, so that it and students' foreign language learning can promote and complement each other.

2. French teachers (including teachers of other languages) can organize questionnaires related to music literacy in advance when teaching French (or other foreign languages) pronunciation, and formulate more effective teaching methods according to students' differences in this aspect, so as to effectively teach students in accordance with their aptitude. At the same time, with the help of Internet information platform and multimedia language teaching equipment, music elements can be reasonably and effectively integrated into voice teaching, and teaching materials integrating music, voice, pronunciation and rhythm can be designed to help students improve their interest in learning French voice (or other foreign language voice) and enhance their sensitivity to voice and intonation.

3. for the classroom teaching of French teachers, they should first accurately master the knowledge of French pronunciation and intonation, and at the same time, they should make good use of music materials for teaching organization. While completing their own teaching tasks, they should contact more French songs and understand the culture of French speaking countries, especially music culture. In addition, when selecting and training French teachers, schools or departments can also refer to the teachers' music literacy as a reference index, which can be given priority when appropriate. Because of the positive correlation between music and language, we can make reasonable reasoning, and French teachers with high musical literacy will better complete the teaching tasks and objectives of French phonetics.

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