

Reflecting on the Primary Phonetic Learning Based on the Critical Period Hypothesis in Language Acquisition

Jiahong Ren

Shanxi Normal University, Linfen, China

Abstract—New English Curriculum Standards of Compulsory Education points out the following specific requirements of phonetic learning in the secondary target of language learning: reading out 26 letters of the alphabet; understanding simple spelling rules; knowing the word with accent, sentence with stress; learning English pronunciation including linking, rhythm, pauses, intonation and so on. And based on the critical period of language acquisition theory and the viewpoint that Children can get the pure pronunciation of second language at a critical period, phonetic learning is the principal task in the primary English learning. The author makes some suggestions through surveying and reflecting on primary phonetic learning problems. The author makes a survey about phonetic learning in Shanxi Normal University Experiment Primary School. The author found that the importance of the phonetic learning in primary school is not valued; students phonetic learning initiative is not high; the teachers' professional quality of phonetic should be improved and so on. Some suggestions are put forward: establishing the correct concept of the phonetic learning for pupils; using multi-sensory learning and imitation to improve pupils' language learning initiative; developing reading English skills; improving teacher' professional quality of phonetic. It is hoped that we can pay more attention to phonetic learning in primary school and provide more valued proposals through this research.

Index Terms—phonetic learning, primary English learning, the critical period hypothesis, investigation, suggestion

I. INTRODUCTION

A. Question Raising

Throughout the English learning, the Chinese college students' English level has been greatly improved overall. But their capability of communication is dissatisfactory. They cannot understand what foreigners speak in English or they are unable to express themselves well in English. It is called "Dumb English". The reason is that they lack good pronunciation. Therefore phonetic learning is a primary step in the process of learning English. We have to learn pronunciation well, in order to understand what others say and how to express our ideas well to others. According to the critical period of language acquisition theory and the viewpoint that Children can get the pure pronunciation of second language at a critical period, it is the critical period to learn phonetic in primary stage. Pupils have a lot of advantages in phonetic learning. They are curious and don't afraid to mistake; they have strong sensitivity to language and strong ability to imitate with plasticity. There are specific demands of phonetic in the New Primary English Curriculum Standard: 1. Read out twenty six letters of the alphabet 2. Understand simple spelling rules 3. Know the word with accent and sentence with stress 4. Understand English pronunciation including linking, rhythm, pauses, intonation and so on. (New English Curriculum Standard) However, "Dumb English" still actually exists in the current primary English teaching. "Dumb English" learners are accustomed to learning English through the text without visual and voice. Even though some students can read aloud in English, they do flatly just like reading the word list. Usually, they do not know what the meaning is after reading a passage. The purpose of this paper is to research and understand the situation and problems of primary phonetic learning and put forward some feasible suggestions.

B. Importance of Phonetic Learning

As a communication tool, language is voiced. Therefore, the pronunciation is the prerequisite and basis of language learning. Phonetic learning, as the basis of English learning, is an important task in primary English learning. If pupils are able to have a good pronunciation, their confidence will be enhanced and their motivation to learn English will be increased.

First of all, the bad pronunciation will affect the confidence of English learners. Phonetic, the language material of a shell, is the beginning of language learning. Good pronunciation will promote the learning of grammar and vocabulary, improve English listening, speaking, reading and writing, and further enhance the confidence of learning English. I found that students with poor pronunciation dare not speak English, because they fear of being made fun of by classmates and teachers. They enter into the complete state of "dumb English". As they cannot use pronunciation, intonation and smooth flow correctly to read, they are not able to understand standard English. They will develop deaf

and dumb English learning habits further which will making them lose confidence in spoken English. In contrast, students with the good pronunciation will win the admiration of students and the appreciation from teachers which greatly enhance their confidence and improve their English knowledge and capacity.

English phonetic is key to improve listening and the level of oral communication. The level of phonetic has a direct impact on the level of listening. If people want to have a good listening comprehension, they must do well in distinguishing sounds. The phonetic capabilities show that poor pronunciation impacts on the listening and the accuracy of word recognition. People with poor pronunciation can not understand what someone speaks in standard English and others also did not understand what they say. Thus they can not communicate effectively. Similarly, if they don't have phonetic knowledge systems, they will not express in English smoothly and vividly, which will directly impact on the oral expression.

If the phonetic learning is compared to a building, we should clearly recognize that you must lay the rational, strong phonetic foundation firstly in order to stabilize the building construction. Good phonetic foundation not only can enhance the confidence of learners, but also further stimulate interest and enthusiasm in learning English. Meanwhile, basing on the accumulation of grammar, vocabulary and knowledge of English, we should contribute to this building and make it successfully through practical exercises.

II. LITERATURE REVIEW

A. *The Critical Period Hypothesis*

The Critical Period Hypothesis in Language Acquisition, from research achievement of biology and neurophysiology, is an important hypothesis in linguistics. It is said that child's language development is a natural maturation process of vocal organ, brain and other nervous system, thus it also called "natural maturation said."

The concept of critical period in language acquisition was introduced by Penfield and Roberts firstly. They believed that human had a specific language acquisition phase, in which individuals could consciously learn a language without any outside distraction. They called this phase the "Best age." They explained the ability of learning language was related to brain development. Human brain had strong plasticity in juvenile period. While with the advent of the puberty, the plasticity would gradually decline until it disappears. Similarly, neurophysiology research showed that the main cause of unilateral plasticity disappearing was that the language function of human left brain was lateralizing.

In 1976, Lenneberg(1976) developed Penfield and Roberts' ideas in his major works *The Biological Foundation of language*. He believed that language was the product of brain. And he hold that it was the critical period to learn a language before the adolescence coming. In his view, that was because the human brain had strong plasticity in range of two years old to the advent of puberty. The understanding and producing of language is related to the two hemispheres of the brain and the whole brain are involved in language learning activities, so it can absorb new language information fast and easy in this period. After the adolescent, brain lateralization has occurred for the most people. Brain lateralization refers to the process that the different side of brain began to take charge of different function. Human functions of language intelligence, logic, and analysis was lateralized to the left hemisphere, and the emotional social function is lateralized to the right hemisphere gradually. Once this process completes, the automatic capabilities that the left hemisphere is responsible for controlling neural coordination mechanism of language will be weakened. Thus it will be relatively difficult to learn language.

B. *Age-related Factors in Second Language Acquisition*

As the first language acquisition critical period, there is also a critical period in the process of second language acquisition, it is about from two to twelve years old. Tomas Scovel thought children could master their first and second language before puberty because of strong plasticity. After puberty, plasticity will reduce with brain lateralization finishing so it is more difficult to learn the second language. Noam Chomsky's *Language Intrinsic Theory* indicated that people had the innate ability to acquire language: the Universal Grammar and the Language Acquisition Device. When the Language Acquisition Device is stimulated by specific language materials, the general grammar in human brain is converted into the specific grammar represented by the pronunciation. If children were stimulated by the speech sounds of all language before the universal grammar conversing, they could entirely master the multiple language. However, the Language Acquisition Device had the critical period (about 9 years old to 10 years old). During this period, the Language Acquisition Device would degrade gradually and the second language learning ability would be weakened.

Stromswold pointed out if children approached a language for the first time after puberty, the fluency of their English was rarely close to the level of native speakers. Many facts had proved that there were little differences in grammar learning between adults and children, while children were easier to get pure pronunciation in second language acquisition than adults. So there was the critical period to obtain pure pronunciation in the second language acquisition. Oyama(1978) had investigated 60 Italians emigrating to America. The range of age of arrival was six to twenty years. They had lived in the United States about five to eighteen years. He found that Italians arriving in the United States before 12 years old spook more like American accent. Duration of residence in the United States was not a large impact on the accent. In most areas of China, primary English teaching is beginning between 9 to 10 years old. According to the Critical Period of language acquisition theory and the viewpoint that Children can get the pure voice of second language at a critical period, phonetic learning is the principal task in primary school.

III. RESEARCH OF THE ENGLISH PHONETIC LEARNING IN PRIMARY SCHOOL

A. Objective

As we all know, phonetic learning is the foundation in English learning, but phonetic learning cannot be given due weight. The purpose of this study is to find the current problems of phonetic learning in primary school, analyze the causes, and put forward reasonable proposals to promoting the pupils' phonetic learning.

B. The Subjects

The author surveyed the English learning situation of pupils from grade three to six in Shanxi Normal University Experimental Primary School.

Selecting 60 students from grade three: three (a) and three (b) classes, each class were selected randomly 30 people. The average age of selected students was 9.6 years old.

Selecting 60 students from grade four: four (a) and four (b) classes, each class are selected randomly 30 people. The average age of selected students was 10.8 years old.

Selecting 60 students from grade five: five (a) and five (b) classes, each class are selected randomly 30 people. The average age of selected students was 11.9 years old.

Selecting 60 students from grade six: six (a) and six (b) classes, each class are selected randomly 30 people. The average age of selected students was 12.8 years old.

The subjects were pupils in grades three to six, as the new English curriculum standards shows school should offer English courses from grade three. pupils should reach the first level of courses' standards from grade three to four, and from grade five to six, pupils should reach the second level of course' standards. The first and secondary level of courses' standards require pupils to *be* able to conduct role-playing; singing simple songs; saying simple English song; understanding a simple short story in English; communicating simple personal information in English; greeting each other in English and so on. These requirements are basing on the good phonetic. According to the critical period in language acquisition and the viewpoint that children can get the pure voice of second language at a critical period, *the* primary stage is the critical period for phonetic learning.

C. The Design and Process of Questionnaire

The questionnaire had three aspects: pupils' understanding of English phonetic learning; Methods of phonetic learning; and the attitude of teachers and school to the phonetic learning.

In April 2015, the author surveyed the pupils in grade three to six in Shanxi Normal University Experimental Primary School. The time of survey was in the morning reading on April 13 (grade three and four) and 14 (grade five and six). It took about 10 minutes to complete the questionnaire.

D. The Results and Analysis

STATISTICAL TABLE OF QUESTIONNAIRES

Grade	The number of papers gotten	Recovery rate	The number of effective paper	Efficient rate
Grade three	60	100%	57	95%
Grade four	55	91.67%	54	98.18%
Grade five	60	100%	59	98.33%
Grade six	59	98.33%	59	100%

Pupils' understanding of phonetic learning: 18.34% pupils thought they had known much about phonetic learning, 66.38% pupils thought they had known little about phonetic learning and only 15.28% pupils thought they had known nothing about phonetic learning; On the survey of situation of phonetic learning in English class: 38.43% pupils said they always had phonetic learning in English class, 51.09% pupils expressed they occasionally did, 10.48% pupils said there was not phonetics learning in English classes at all; About whether you know that word and sentence have stress: 34.93% of students completely understood, 68.12% of students generally understood, only 9.6% did not know. These survey results showed that pupils had some understanding of phonetic learning and would be carried out in phonetics learning in English class. However in the last survey, the author found that pupils' understanding of English phonetic learning was narrow and even incorrect. And pupils' understanding of English phonetic learning could be classified into the following points: spelling words; reading out the word according to phonetic symbol; remembering and reciting words and sentences; understanding the meaning of words and sentence; correcting pronunciation.

Methods of English phonetic learning: 31.88% of the students was able to consciously practice pronunciation, 48.03% of students did occasionally and 20.09% of the students was completely impossible to do this; When reading in English classes, 34.93% pupils could imitate the teacher's pronunciation and intonation, 27.07% pupils was totally impossible to do and 37.99% of the students occasionally did; 28.38% pupils often used Chinese characters or Pinyin to mark the English pronunciation, 37.12% pupils occasionally used this method, 34.5% pupils never use it. In an open question "what methods do you always use to learn the phonetic? ", 17.03% pupils' answers was nothing, the rest of the pupils' answers focused on the following aspects: reading and spelling words according to the phonetic symbol; reading

by yourself; using Chinese characters or Pinyin to mark pronunciation, for example, when pupils met with the word "cold", they would mark the word with "扣的" to remember the pronunciation; communicating with parents or teachers.

The attention of teachers on pupils' learning English pronunciation: 61.57% pupils thought the teacher occasionally emphasized the word and sentence stress in English class; about arrangement of English homework, 68.56% pupils said English teachers occasionally given "read" assignment.

IV. THE ANALYSIS OF ENGLISH PHONETIC LEARNING'S PROBLEMS IN PRIMARY SCHOOL

A. *The Current Situation of English Phonetic Learning in Primary School*

According to survey of English phonetics learning in primary school, the author *concludes the following points*:

1. The English teachers pay no attention to the phonetic learning in primary school.
2. The understanding of English phonetic is vague.
3. The most pupils have little *consciousness* of English phonetic learning
4. Most pupils' methods of learning phonetic can be divided into following types: reading and spelling words according to the phonetic symbols; reading by yourself; using Chinese character or pinyin to mark pronunciation; communicating with parents or teachers.

B. *The Analysis of English Phonetic Learning in Primary*

1. The Reason Why English Phonetic Learning is not Paid Enough Attention.

Phonetic is the foundation of mastering language knowledge and accessing language skills. And according to the critical period in language acquisition and the viewpoint that Children can get the pure pronunciation of second language at a critical period, it's the key age to learning phonetic in primary stage.

Meanwhile, *New Primary English Curriculum Standard* requires that English course should be offered in the grade three, and there are specific requirements in *new English curriculum standard*. Therefore, the English phonetic learning should be an important and primary task in primary English learning. However, during the internship the author found that phonetic learning had not been attached enough attention in primary school. The cause of that phenomenon are following reasons:

Firstly, there are only two or three English lessons in a week in primary school, and *no* dedicated phonetic lessons. In this case, teachers often tend to focus on arrangements of vocabulary and grammar. The phonetic learning is stuck in too much emphasis on each word's pronunciation and correcting its tone. And because teachers lack professional phonetic knowledge, the contents of other phonetic learning are simplified and ignored.

Secondly, there is no phonetic test in current primary school although *the English curriculum standards* makes clear requirements *for phonetic learning*. Under the atmosphere of exam-oriented education in China, teachers and students have little pressure of phonetic test, that results in insufficient attention to phonetic learning.

In addition, multimedia teaching can create a real visual language environment that enables students to experience the full range of language stimulating and creates visually authentic language environments. Students can receive the language stimulation, so multimedia teaching can promote the students' phonetic learning greatly. However, multimedia resources existing in primary school can not meet the requirements of phonetic learning. For example, there are 12 classes and the number of the students from grade three to six is about 450, but there is only one multimedia room and one phonetic room in the Shanxi Normal University Experimental Primary School. The shortage of multimedia resources is a reason of limiting the phonetic learning.

2. The Reason why Pupils' Consciousness of English Phonetic Learning is not High.

Because the importance of the phonetic learning was not enough emphasized in primary school, the pupils did not realize the importance of phonetic. And they have a vague phonetic concept. *Meanwhile*, pupils couldn't feel the beauty of English because of rigid and stiff teaching method, even do not be stimulated interesting in learning English.

During the internship the author found when teaching words, teachers picked up the word card and ask pupils to recognize and read at first, then they written down the words on the blackboard to lead students reading circularly and corrected the word' pronunciation, for example, the teacher read "b-o-o-k, book", student followed "b-o-o-k, book". As pupil s have little knowledge of stress and rhythm, when they are reading, their English language stream was blunt and had no sense of rhythm. There is a common phenomenon, when students read by themselves or in chorus, they always used the same tone and drag tune, no expression, no priorities, only to read aloud. As a result, students will not feel the beauty of English. The level of pupil's awareness and patience is limited and they learn knowledge with sensibility so It will not maintain long time, student will be bored to repeat and imitate the pronunciation. Eventually, they lost the enthusiasm of phonetic learning.

3. The Causes and Problems of Using Chinese to Mark Pronunciation.

During the internship, the author found that in order to read the word in correct pronunciation, many pupils use Chinese *characters or pinyin* to mark pronunciation.

Because English phonetic symbols are similar to Chinese Pinyin, and some English phonemes pronunciation is also like pinyin's for example, English phonemes [b] - Pinyin "b"; English phonemes [p] - Pinyin "p"; [t] - "t"; [d] - "d"; [k] - "k"; [g] - "g" and so on. However, the English phonemes and Chinese Pinyin both in phonemes and the shape of mouth when one pronounces are completely different. Because pupils have learned Pinyin and some simple Chinese

characters in grade one and two, pupils will consciously mark the Pinyin when they meet a new word. Although it is a way for students to learn the English pronunciation, if they do like this, they will make English pronunciation learning become disorganized.

First of all, there are high-level tone, rising tone and falling-rising tone, falling tone in Chinese characters. But English only have level tone, even if pupils use Chinese characters and pinyin to mark English word, pupils also do not understand English pronunciation and intonation. Such as "Good afternoon" is marked as "Gu 的啊 Fu 特 nu en". So that students have wrong pronunciation, and stiff intonation.

Secondly, most words are multisyllabic and have stress, while Chinese characters are all single syllable and no stress. So it is difficult to distinguish the stress of words by using Chinese characters or pinyin to mark pronunciation.

Furthermore, if pupils can not get rid impact of Chinese in learning English pronunciation, English awareness will not be formed in the pupils' brain.

4. The Cause and the Problem of Read and Spell Words Only according to the Phonetic Symbol

Many teachers do not understand the phonetic teaching requirements of the *curriculum standards* accurately. They always simplify phonetic teaching to sound or phonetic symbol teaching. This approach makes students have misunderstanding that phonetic learning is phonetic symbol learning. However the *New English Curriculum Standards* stated clearly that phonetic teaching should focus on the combination of semantics and pragmatics, intonation and flow of speech and does not blindly pursue the accuracy of one word's pronunciation.

The *New English Curriculum Standards* does not require pupils to have the ability to spell words according to phonetics symbol. That is the goal students can master the International Phonetic Alphabet and grasp the knowledge and skill of spelling in junior stage. This is because the IPA is a symbolic system to mark the English pronunciation. Only if you've mastered the phonetic-form corresponding law of basic letters and combination of letter, it will make sense. Phonetic learning in primary school is not only violating the pupils' cognitive characteristics and abilities, but also increasing difficulties of phonetic learning and students' burdens because of learning and remembering the phonetic symbol.

5. Other Aspects

In addition to marking the English pronunciation according to the phonetic symbol and using Chinese characters or pinyin, there are some following methods: communicating with parents or students to practice; reading by himself; memorizing and reciting words and sentences mechanically.

Many students said they would consult with parents if they had new words they can not pronounce. This approach is good. But because the parents' educational level is discrepant, maybe they can speak English fluently but they know little English phonetic. Therefore, some parents can not judge whether their pronunciation is standard, although they can communicate with child in English.

Sometimes pupils will practice English with their companions. But pupils are unsure what is the correct pronunciation, what the problem they exist and how to improve. Those problems will also be faced when pupils read English by themselves or just memorized mechanically. If so, their English pronunciation will not improve markedly.

C. Suggestions

We found that there are some problems of the phonetic learning in primary school through research. Most of the pupils' consciousness of phonetic learning is not enough and the learning methods are relatively monotonous; primary school English teacher do not pay more attention to the phonetic learning.

In allusion to the above problems, the author thinks we should make efforts in the following aspects to improve the phonetic learning in primary:

1. Developing Students to Form the Correct Concept of Phonetic Learning

All the time, pupils learn the phonetic passively by teacher's instruction in English class. Students completely immerse in the air of acceptance. Such learning tends to rote learning. Students cannot practice positively and can not form the self-learning habit.

Therefore, students should change their concept, understand the importance of phonetic learning, and establish confidence of phonetic learning. They should have a good mentality to find the existing problems in their own learning and correct positively. Then they should make efforts to enjoy phonetic learning and develop the good phonetic learning habits. In short, learning phonetic is not just a learning of passive acceptance but a self-learning.

2. Improving Teacher's Professional Quality of Teachers' Pronunciation and Intonation

Teachers, textbooks and teaching methods are important factors to determine success or failure of education. And the teachers' role is crucial. English teacher's professional quality and skills directly impact on the effectiveness and quality of language. Although the contents of primary English teaching is relatively simple, the requirements of teacher's quality are relatively high. Because pronunciation and intonation of teacher are the premise and prerequisite for students to imitate. And their speaking ability is the guarantee to create an atmosphere of communicating in English. Teacher's fluent English not only show a good example for pupils, but also convey the beauty of English rhythm just like music. It's also a good condition to stimulate and maintain pupils' interest in learning English. Therefore, primary school teachers should improve their spoken ability and phonetic quality constantly by attending special training, online training and other means.

3. Focusing on Learning Methods of Phonetic Learning.

Pupils do not make a detailed plan for phonetic learning because their minds are not mature. Teachers should help pupils to make good phonetic learning plans to guide students developing good learning habits.

Feeling pronunciation through the visual. As we all know, children like watching cartoons, but if children who never touch the English pronunciation watch cartoon, they will complain that they could not understand the cartoon. So that they will ask to watch Chinese cartoon. Therefore, in the low-grade English class, we should not just be satisfied with conventional instruction, but also properly set up some original animated English film appreciation courses, such as "Frozen", "The Lion King", "Ice Age". Teachers should train pupils' listening by providing the original English audio which will make pupils feel pronunciation tone and store enough English voice signals. Then pupils can lay the foundation for correct pronunciation and intonation. In the lower primary stage, pupils should input enough language. They should start from a lot of listening, rather than be overly anxious to talk.

Experiencing phonetic through imitating. The theory, Language Acquisition Critical Period Hypothesis, holds that it is more difficult to learn a language for children after puberty. The ability of imitation is the biggest advantage for children to learn English. In fact, at the start of English learning, phonetic learning is going on through imitating. So teachers should provide a lot of listening and repeated opportunities for imitation and practice and help students to develop good phonetic habits. Each month, teachers should hold a competition in the class. Pupils should often be encouraged by teacher's saying "You practice better than me!". They should pay more attention to imitate original English audio-visual materials.

Focusing on rhythm and developing the language sense. Pupils are active and they like singing and dancing. In the phonetic learning process teacher should adapt some phonetic content for some songs. The difficulties of learning pronunciation variation can be solved by rhythmic songs cultivating the language sense well. Carolyn Graham, the professor of New York University in the 1970s founded Jazz Chants a way of foreigner to learn English. He made the people's daily conversation with jazz and the rhythm is completely accordant. English learners could comprehend pronunciation, intonation and rhythm through repeating singing. This method makes a boring language learning become an easy entertainment. It is popular with pupils all the ages.

Focusing on teaching methods and improving phonetic teaching efficiency. Pupils should understand stress and grasp the rhythm. The *New English Curriculum standard* requires that students should understand words with accents, sentence with stress and English pronunciation including linking, rhythm, pauses, intonation and so on. So those require students to understand the basic features of the flow of speech and to read and express with accurate pronunciation and natural speech. Stress, rhythm and intonation are core components of the flow of English. The degree of the flow of English language determines the fluency of reading and expressing. Primary English teachers not only focus on teaching and correcting separate word's pronunciation but also pay more attention to teach the flow of speech.

In order to understand the flow of English language, we must know that the English words have accent and sentences have stress. English words are composed of syllables which could be divided into monosyllabic, disyllabic and polysyllabic. Each word with more than two syllables, have one stressed syllable at least, and the rest are weak syllables. We should not stress every word in a sentence, but the notional or ideographic words should be emphasized. The stress falls on the stressed syllables of stressed words in the sentences. And the regular intervals between stresses make up the ups and downs like a music rhythm. Teachers need cultivate pupils' necessary reading skills through reading discourse and dialogue in order to make them read and express fluently in English.

V. CONCLUSION

The starting age of primary English teaching is nine or ten years old in most parts of China. According to the critical period hypothesis in language acquisition and the second language acquisition, comparing with adults, children have incomparable advantage in language learning especially in phonetic learning. They learn the pure pronunciation of language because of their soft pronunciation organ, the brain plasticity, and strong ability of imitation. The *New English Curriculum Standard* states some specific demands in the secondary target of language knowledge: Reading out 26 letters of the alphabet; Understanding simple spelling rules; Knowing the word with accent and sentence with stress; Learning phonetic including linking, rhythm, pauses, intonation and so on. (*New Primary English Curriculum Standard 2011*) However, there are many problems in the current phonetic learning which could impact directly on their subsequent English learning. Through surveying on Shanxi Normal University Experiment Primary School, the author found that English teachers' attention to the pupils' English phonetic learning is not enough; the concept of phonetic is vague for pupils; pupils are less autonomous to learn English phonetic, and propose some recommends accordingly: cultivating students to form a correct concept of the phonetic learning; improving primary English teachers' professional quality of phonetic, so on. The author hopes that this research can prompt more reflection on pupils English phonetic learning. Schools, teachers and students attach importance to the English phonetic learning, and make the phonetic learning fall into place.

APPENDIX

山西师范大学实验小学英语语音学习情况调查表

亲爱的同学：你好！

这是一份关于英语语音学习的问卷调查，采用无记名的方式，选择每题只能选一个答案，答案没有正确、错误之分，请按自己的真实想法填写，非常感谢你的合作！

个人基本情况：

性别_____ 年龄_____ 年级_____

1. 英语课上_____进行英语语音学习。
A. 经常 B. 偶尔 C. 从不
2. 你对英语语音学习_____
A. 很了解 B. 一般了解 C. 不了解
3. 英语老师上课_____强调英语单词的重音，句子的重读。
A. 经常 B. 偶尔 C. 从不
4. 你对英语单词的重音，句子的重读_____
A. 很了解 B. 一般了解 C. 不了解
5. 英语课上老师领读时，你会模仿她的语音、语调吗？ _____
A. 经常 B. 偶尔 C. 从不
6. 你会利用汉字或汉语拼音来标注记忆英语发音吗？ _____
A. 经常 B. 偶尔 C. 从不
7. 英语课上会进行分角色朗读吗？ _____
A. 经常 B. 偶尔 C. 从不
8. 英语家庭作业中，老师会布置读的作业吗？ _____
A. 经常 B. 偶尔 C. 从不
9. 学校、班级会举行英语演讲比赛吗？ _____
A. 经常 B. 偶尔 C. 从不
10. 英语课上会看一些英语动画片或动画电影吗？ _____
A. 经常 B. 偶尔 C. 从不
11. 你会自觉练习英语发音吗？ _____
A. 经常 B. 偶尔 C. 从不
12. 每周有几次英语早读？ _____
A. 1次 B. 2次 C. 3次
13. 英语课上，老师发号施令，或与同学交流_____使用英语
A. 经常 B. 偶尔 C. 从不
14. 你是否参加英语培训班？ _____
A. 是 B. 否

你参加英语培训班的目的：_____

- A. 辅导家庭作业 B. 为了提高英语考试成绩
C. 进行英语语音训练 D. 其他_____

15. 你平时常用的英语语音学习方法：

REFERENCES

- [1] Lenneberg, E. (1976). *Biological Foundations of Language*. New York: Wiley.
- [2] Long, M.H. (1990). Maturation Constraints on Language Development. *Studies in Second Language Acquisition*, 12, 251-285.
- [3] Oyama, S. (1978). A Sensitive Period in the Acquisition of a Non-native Phonological System. *Journal of Psycholinguistic Research*, 5, 261-285.
- [4] Rod, Ellis. (1985). *The Study of Second Language Acquisition*. New York: Oxford University Press.
- [5] Rod, Ellis. (1994). *Understanding Second Language Acquisition*. Shanghai: Shanghai Foreign Language Education Press.

Jiahong Ren was born in Shanxi, China in 1992. She is studying for a Master's degree in linguistics from Shanxi Normal University, Linfen, China.

She is currently a graduate student in the school of Foreign languages and Applied Linguistics, Linfen, China.