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Abstract:

Anyone learning a foreign language hopes to speak it as fluently as their mother tongue. Even though it is an optimum goal, it is a challenge for Taiwanese students studying the Russian language. Learning the Russian language in Taiwan is very difficult because it is not a very ideal environment. Additionally, the rules in alternation of Russian phoneme are more complicated than in other languages. Therefore, most of the students in Taiwan have a difficult time with these rules and can feel frustrated with it. The purpose of this thesis is to provide learners a system to learn the rules of alternation of Russian phoneme in four areas to understand the background in order to overcome this problem and build up their confidence.

In the first chapter, we illustrated the theory about alternation of Russian phoneme. Based on the timeline, the theory can be divided into two parts: the first part is synchronic – the pronunciation and sound conditions are currently in use; the second one is diachronic – the sound changed through a period of time and now has changed the underlying

system. It is not used like synchronic but remains in the traditional sense in morpheme.

The vocabulary words included in the second chapter, synchronic and diachronic, are chosen from the resource «лексический минимум по русскому языку как иностранному-первый сертификационный уровень». The differences between the two are very small and are easily confused. We differentiated these two types in order to let students easily understand the rules.

In the third chapter, we conducted the experiment of alternation in Russian language using third and fourth year students from three different universities: Institute of Russian Language and Literature, Chinese Culture University, Department of Russian Tamkang University, Department of Faculty of European Languages and Cultures Guangdong University of Foreign Studies. We were interested in analyzing which one of the four categories: assimilation, dissimilation, unpronounced consonants, and reduced vowels is the weakest among our test group. From the conclusion of the experiment statistics, we found that in each category the error rates were at least 70%. It showed that students were relatively weak in this subject. In both assimilation and dissimilation, the error rate was as high as 68%. The reduced vowels category had the lowest error rate. The author believed that this was related to poor pronunciation habits and concentration of students when participating in the test. We observed from this experiment that we should focus and strengthen the ability of students in this subject.

Any language has its own regular rules to follow. Good habits are a

man's best friend as long as you find a right way to consistently and diligently practice every day in order to help you make fewer mistakes. The following suggestions to prevent errors are: 1) Building a good foundation is the basic thing to do. When studying for classes, asking more questions and concentrating harder on the teacher's words. 2) Gathering a variety of references about alternation of Russian phoneme and learning the words from them. 3) In the case of exceptions in alternation of Russian phoneme, you should practice saying the words out loud while writing them down at the same time. This will help mitigate future errors.

