

*Journal of Language Pedagogy and  
Innovative Applied Linguistics*  
November 2023, Volume 1, No. 4, pp: 160-165  
ISSN: 2995-6854  
© JLPAL. (jainkwellpublishing.com)  
All rights reserved.



## Differences Between Chinese Speech and British Speech

**Xushvaqtbek Turaqulov<sup>1</sup>, Dilsora Saidova<sup>2</sup>, Zaynab Shermamatova<sup>3</sup> \***

*Student of English Faculty-I, Samarkand State Institute of Foreign Languages, Uzbekistan<sup>1</sup>*

*Student of English Faculty-I, Samarkand State Institute of Foreign Languages, Uzbekistan<sup>2</sup>*

*Teacher of English at the Chair of Lexicology and Stylistics of English, Samarkand State Institute of  
Foreign Languages, Uzbekistan<sup>3</sup>*

### Abstract

*This article is about differences between Chinese speech and British speech. There is given information about pronunciation, methods, speaking types and natural way of learning languages.*

**Key Words:** *development, characters, imagination, vocabulary, skills, emotions, gestures, education.*

### Paper/Article Info

Reference to this paper should be made as follows:

Turaqulov, X., Saidova, D., & Shermamatova, Z. (2023). **Differences Between Chinese Speech and British Speech.** *Journal of Language Pedagogy and Innovative Applied Linguistics*, 1(4), 160-165. <https://doi.org/10.1997/sp51j851>

\* Corresponding Author

DOI: <https://doi.org/10.1997/sp51j851>



### **1. The Economics of Language**

This first point may sound strange but in fact it is easy to understand. Different languages can be easily distinguished by the number of words that native speakers produce in normal speech. Ask the following question in your first language – Chinese (ask your partner if you are using this book in class); try to answer in a natural style: –What food do you like eating? || Now think about your (or your partner's) answer. Try to repeat the answer exactly as it was given. How many actual words did the answer contain? Now ask the same question in English to a native speaker of English (if you can find one). Ask your teacher if you are using this book in class. Again, the answer should be as natural as possible. How many actual words do the answer contain? Hopefully the result should be quite clear. As a spoken language, Chinese operates quite –economically||. Native speakers of Chinese are able to hold conversations and communicate efficiently using small amounts of language. The way that Chinese has developed as language means that users of the language are able to exchange precise and exact ideas or concepts using a limited amounts of words in their speech. Spoken Chinese can therefore be described as an – economical|| language. In simple terms, spoken Chinese doesn't waste words. Spoken English on the other hand is quite –uneconomical|| - it requires large amounts of words to communicate even basic ideas. In other words, spoken English wastes words. This is our first major differences between spoken English and Chinese. As a result

of this, your IELTS responses should be longer than your natural spoken Chinese language response.

### **2. The Location of Key Information**

Over the years I have often heard people describe English as a –direct language||. In fact, this description is quite inaccurate. English is actually a very indirect language. Try listening to any British politician speaking in Parliament and you will certainly agree with me here. Chinese on the other hand is a direct language when it is spoken. Ask and answer the following question in Chinese: –When do you usually listen to music? || In Chinese, the answer would probably begin with a –time||, any details or explanations probably came after the key information or answer. For example, –At weekends or the evenings... (because + details) || If the same question is asked in English, it is more likely that the details or explanations came first and the actual answer or key information came towards the end of the response. It is a good idea to visualize the two answers as triangles:

Chinese answer (begins with key information)

English answer (begins with details)

Many language scientists (linguists) agree that spoken English contains approximately 50% redundant language. Redundant language can be described as words that don't contain meaning or words that do not alter the meaning of our message. These words and phrases are often described as –conversational filters||. Anyone who want to speak English in a native-speaker style must use examples of these words and phrases. Conversational filters may appear at

the beginning, in the middle or at the end of our spoken sentences. Although spoken Chinese does contain some kind of redundant language, the actual amount is much lower than 50%. (Somewhere around 10%) Look at the following example: "Well you know my hometown London is kind of like huge you know. I mean it's actually enormous maybe even the biggest city in Europe. So really if you live there, it's sort of amazing really. You can do almost anything you want. Like you know there's so many things to do, and I guess that's why I love living there." (about 60 words) Now look at the same message without redundant language. "My hometown London is huge, maybe the biggest city in Europe. If you live there, it's amazing. You can do anything you want. There are so many things to do. That's why I love living there." (36 words) With not exactly 50 redundant languages but very close the message in the first answer is exactly the same as the message in the second answer. If you are speaking English in the same way that you speak Chinese, you will not be producing this important –native-speaker feature|| of spoken English. There are many examples of redundant language.

Another major difference between spoken Chinese and spoken English is that Chinese tends to recycle vocabulary.

Spoken Chinese conversations are often structured in a way that focuses on closed questions, in particular –yes/no questions.

Look at the following example: –Is the food delicious? || The natural answer in Chinese would probably either: –Yes, it's delicious. || or –No, it's

not delicious. || (followed by a reason). In spoken Chinese, it is perfectly normal to recycle vocabulary in this way.

On the other hand, spoken English doesn't normally do this. One of the reasons is because English conversations contain fewer closed questions and many more open questions. Example: –What's the food like?

Look at the following question: –Do you like animals?

If the candidate answers in a spoken Chinese style, the answer would probably begin with: – Yes, I like animals especially.

In this answer the candidate is actually relying on the language in the question to form the answer. The candidate is not offering the examiner any original language.

We can see that vocabulary recycling has a negative effect on your score for two reasons. Firstly, native English speakers do not do it. Secondly, the examiner will penalize the candidate for copying the language in the question.

This point is discussed in more detail in the section on vocabulary.

Another key difference between spoken English and spoken Chinese is that spoken English is heavily graded. In other words, native speakers of English usually speak in degrees. English often uses –shades of different meanings. In contrast, spoken Chinese is usually –black or white.

Look at the following example question: –Do you like watching TV?

Now look at the following answers:  
Yes, I really like watching TV...

I guess I'm quite fond of watching TV...

For the most part, I would probably say that I quite like watching TV...

To some extent I would say I like watching TV...

Well, I wouldn't say I actually like watching TV...

Well, I suppose you could probably say that I'm fond of watching TV...

Do I like watching TV...well it's hard to say...

The examples above display a common feature of spoken English – the use of –speaking in degrees.

Chinese answers usually begin with a definite and clearly defined yes or no followed by supporting reasons.

3. Summary of the Differences between Spoken English and Spoken Chinese

In this section we have explored the differences between the way that native speakers produce Chinese and English. There are obviously exceptions to these differences on both sides, but our aim is not really to analyze language – our aim is to discover ways to produce native-speaker style English. Hopefully we have highlighted some basic features of native-speaker style Chinese. It is likely that in the past many of these features were present in your spoken English. As we have already stated, a high score in the IELTS speaking test is given when the candidate produces language which is similar to native-speaker style English.

## References

- [1]. Michiels & Van Crowder (2001, as cited in)
- [2]. Clark, M. (n.d.). IELTS Speaking.
- [3]. Ismailov, A., & Nasrullaev, J. (2019). The use of audiovisual devices in teaching technical courses in english. In *Science and practice: a new level of integration in the modern world* (pp. 147-150).
- [4]. Yusupov, O. Y., & Nasrullaev, J. R. (2020). Linguo-social and cultural features of learning English. *ISJ Theoretical & Applied Science*, 2(82), 408.
- [5]. Sattorova, F., & Nasrullaev, J. (2018). From Theory to Practice for Teaching Listening Efficiently in ESL/EFL Classrooms. *Bridge to Science: Research Works*, 113.
- [6]. Nasrullaev, Z. R. (2019). Osushhestvlenie kommunikativnoj dejatel'nosti na zanjatijah po chteniju anglojazychnyh tekstov. In *Pjatyj mezhdunarodnyj intellektual'nyj forum "Chtenie na evrazijskom perekrestke"*.
- [7]. Насруллаев, Ж. Р., & Рахимова, З. С. (2022). Cognitive and semiological aspects of cultural linguistics. *Вестник магистратуры*, (2-2 (125)), 105-106.
- [8]. Nasrullaev, J. R., & Negmatova, S. R. (2019). Language picture of the world in modern linguocultural studies. *Ученый XXI века*, 25.
- [9]. Сулейманова, Н. М., & Насруллаев, Ж. Р. (2018). Номинативные особенности языковых единиц. *Молодой ученый*, (7), 212-213.
- [10]. Suleymanova, N. M., & Nasrullaev, J. R. (2018). Nominativnie osobennosti yazikovyh edinic. *Molodoy uchenyj*, 7, 212-213.

- [11]. Ismailov, A. R. Nasrullaev JR Principles of the Methodology for Oral Speech. Ученый XXI века, 60.
- [12]. Насруллаев, Ж. Р. (2019). Осуществление коммуникативной деятельности на занятиях по чтению англоязычных текстов. In Пятый международный интеллектуальный форум "Чтение на евразийском перекрестке" (pp. 405-409).
- [13]. Насруллаев, Ж. Р. (2019). Значение культурного и духовного наследия узбекского народа в мировых собраниях. In Культурные инициативы (pp. 72-73).
- [14]. Nasrullaev, J. (2019). Global English. In science and practice: a new level of integration in the modern world (pp. 176-178).
- [15]. Suleymanova, N., & Nasrullaev, J. (2019). Conceptualization of geo-cultural values in the process of learning a foreign language. In science and practice: a new level of integration in the modern world (pp. 208-210).
- [16]. Ismailov, A. R., & Nasrullaev, J. R. Modern Methods of Teaching Foreign Languages. Ученый XXI века, 46.
- [17]. Suleymanova, N., & Nasrullaev, J. (2018). Relation of language, speech and speech activity. In Humanities in the 21st century: scientific problems and searching for effective humanist technologies (pp. 97-99).
- [18]. Сулейманова, Н. М., & Насруллаев, Ж. Р. (2018). Some Aspects of Cognitive Linguistics, Including Pragmatic Factors. In Современные исследования и перспективные направления инновационного развития науки (pp. 58-60).
- [19]. Ravshankhonovich, N. J. (2023). "Tolerance" In the Cultural Proverbial Expressions of English, Russian, and Uzbek: A Semantic Field Study. EPRA International Journal of Multidisciplinary Research (IJMR), 9(8), 156-161.
- [20]. Насруллаев, Ж. Р. (2023). Exploring the Nuances of Tolerance: Linguocultural Analysis of Discourse and Perspectives. Международный журнал искусство слова, (SI-1).
- [21]. Ravshankhonovich, N. J. (2023). The Influence of Stereotypes on the Process of Intercultural Communication: An Examination of Research and Consequences. Science and innovation, 2(Special Issue 14), 588-591.
- [22]. Nasrullaev, J. R. (2023). The significance of the linguistic worldview as an integral component of the conceptual framework. ISJ Theoretical & Applied Science, 06 (122), 218-221.
- [23]. Насруллаев, Ж. (2020). Инновационные процессы в образовании. in Library, 20(2), 125-128.
- [24]. Ravshankhonovich, N. J., & Sukhrobovna, R. Z. (2020). Turkisms in English. Евразийский научный журнал, (12), 18-19.
- [25]. Nasrullaev, J. R. Economic text as a Special Type of Text. Ученый XXI века, 40.
- [26]. Nasrullaev, J., & Negmatova, S. (2019). Theory of concept in cognitive linguistics. Scope Academic House B&M Publishing, 179.
- [27]. Nasrullayev, J. R., & Ibragimova, S. I. (2018). Features of Learning English Language in Elementary School. Ученый XXI века, (4-2), 46.
- [28]. Ochilova, N., & Nasrullaev, J. (2018). The History of Ancient Proverbs and Their Modern Usage. Bridge to Science: Research Works, 109.

- [29]. Хамракулова, А. У., & Насруллаев, Ж. Р. Типы фразеологических единиц английского языка и их характерные особенности. Учёный XXI века, 29.
- [30]. Suleymanova, N. M., & Nasrullayev, J. R. (2017). About Nominative Aspects of the Sentence and its Communicative Processes. Учёный XXI века, 57.
- [31]. Сулейманова, Н. М., & Насруллаев, Ж. Р. О предложении и его номинативном значении. Учёный XXI века, 26.
- [32]. Suleymanova, V. T., & Nasrullaev, J. R. Developing Communicative Competence Through Role Playing. Ученый XXI века, 72.