

The Influence of Chinese Dialects on English Pronunciation Acquisition

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ABSTRACT

Dialect, as one of the most influential forms of standard language, has a great influence on second language pronunciation acquisition. As a unique symbol of Chinese culture, Chinese dialect has been paid more and more attention by researchers in recent years. It is important for English as a Foreign Language (EFL) teachers to realize the effect of dialects on English education for Chinese students. Therefore, this paper will focus on Chinese dialects, especially on the negative influence of Chinese dialects among different regions on English pronunciation. Firstly, as a statement of background information, this paper introduces the main condition of Chinese dialects, including classification and distribution. By utilizing a quantitative method of research, the authors collected data of participants from three different provinces in China via the questionnaire designed independently. Moreover, through reviewing existing literature and information, this paper cites the research results shown in the literature as supplementary of our own data and thus to make a more complete analysis of the transfer of Chinese dialects to English pronunciation. After combining original data of the research group with previous literature, this paper summarizes common negative influence of Chinese dialects on EFL by discussing specific English pronunciation problems in different dialect regions in China, finds reasons for each problem from perspectives like language transfer theory and linguistic characteristics of Chinese dialects, and gives solutions and pedagogical countermeasures accordingly. It is expected that this paper can provide some useful reference for EFL learners and teachers in China.

Keywords: Chinese Dialects, English Pronunciation Acquisition, Language Transfer, Pedagogy.

1. INTRODUCTION

English has become a compulsory subject in China's education system for over 40 years since the college entrance examination was resumed in 1978. Therefore, many Chinese students are introduced to English as early as primary school, which has put a great responsibility on the English teachers to make Chinese students master this global language. But the fact is that Chinese learners who have learned English as a foreign language for a long time still have lots of problems on English pronunciation. Dialect is also one of the essential components of second language pronunciation acquisition [1].

As a significant part of language, pronunciation is complex, flexible, and evolutionary [2]. But it is difficult for foreign language learners to pronounce English like native speakers. Especially when they are not aware of

the negative transfer of their mother tongue to English, they tend to have no idea of how to improve their English pronunciation. It is unavoidable that EFL learners in China will be influenced by their Chinese dialects, which may cause difficulties in English pronunciation. Some EFL learners speak English with a Chinese style with phonetic errors that will cause misunderstandings in interpersonal communication, even between English speakers who are both from China [3].

To investigate the influence of dialects on EFL learning in China, we must firstly understand the classification and distribution of Chinese dialects. The conventionally accepted set of seven dialect groups, in order of decreasing number of speakers, are Northern dialect (also called Guanhua, the dominant dialect), Wu dialect, (spoken in Shanghai, Zhejiang, Jiangsu provinces), Yue dialect (also known as Cantonese,

spoken in Guangdong Province), Min dialect (mostly spoken in Fujian and Taiwan provinces), Hakka dialect, Xiang dialect (spoken in Hunan province) and Gan dialect (mostly spoken in Jiangxi province). For any Chinese dialects, the absolute existence time is nearly the same length as the history of the Chinese language. They all have great linguistic and cultural value.

2. REVIEW OF LITERATURE

In the past decade, the number of papers on the influence of Chinese dialects on English acquisition has been on the rise, especially since the year of 2010, the number of relevant papers has been more than 50 every year, which fully indicates that the influence of dialects on English acquisition has gradually attracted the attention of English educators [2].

According to the Sapir-Whorf Hypothesis, “the language we learn as a child (mother tongue) strongly influences the ways we think and view the world” [4]. For language learners, foreign language learning is organized within existing linguistic knowledge basis, such as the basic lexical items and grammatical structures of their mother tongue that have been already mastered. Consequently, EFL learners unconsciously bring those lexical items, pronunciation, and grammatical structures of their mother tongue into the target language learning. As a result, the mother tongue undoubtedly has an influence on the learning of the target language. This phenomenon is called language transfer. Faerch and Kasper hold that Language Transfer is a linguistic psychological process, in which second language learners stimulate their native knowledge to develop or use their interlanguage [5].

According to those previous studies, the negative transfer of Chinese dialects to phonetic acquisition is greater than the positive transfer, which causes certain difficulties for second language learners in English learning.

Language variation is the main object of sociolinguistics research, and it is also one of the existing forms of natural language. This is a new field of sociolinguistics research which developed gradually in the 1960s founded by William Labov. Regional differences between speakers are important sources of language variation, especially of phonetic variation, and carry information about the speaker’s origin [6].

The influence of Chinese dialects on English pronunciation acquisition mainly focuses on the influence of segmental phonemic level on vowel and consonant acquisition, as well as the influence of suprasegmental phonemic level on stress.

2.1. The Influence of Segmental Phoneme on Vowel Acquisition

A study about Shanxi Dialect of China, using the method of sample inspection and a tape recorder to record the experimental samples, concludes that due to the antagonism of vowels in Chinese dialects, the differences between the length and short sounds of English units in dialect areas are often not obvious [1]. For example, in Shanxi dialect the pronunciations of “fool” and “full” sound the same.

2.2. The Influence of Segmental Phoneme on Consonant Acquisition

With the same methodology, in Huang’s research “The Negative Transfer of Chinese Dialects on English Pronunciation --Case Study of Wenzhounese” [3]. It can be seen that because of the differences in phonology, it is more likely for EFL learners from Wenzhou to speak English with identifiable accents. For instance, the nasal consonants are difficult for native speakers of Wenzhounese because of the confusion between the alveolar and the velar nasals for Wenzhounese speakers [3].

2.3. The Influence of Suprasegmental Phonemes

English learners from different dialect regions often speak English with obvious dialect accents. For example, Liao and Zhu found that English learners in the Meizhou area have problems such as stress, unclear syllables in weak reading, and too frequent pauses, as well as problems with multiple sounds and unclear rhythms in sentences [7]. Guo mentioned the influence of dialects when studying the influence of Beijing dialect and Cantonese dialect on English stress acquisition. English learners in these areas have higher pitch, shorter duration, lower pitch, and less weakening of vowels in the pronunciation of English words.

These studies help to improve English learners’ understanding of the impact of negative transfer of mother tongue, guide them to consciously analyze the phonological system of dialects and English, and correct the errors caused by the interference of mother tongue in time.

3. METHODOLOGY

In this research, several examples are already presented in previous parts of this paper. For getting a wider and deeper understanding of how Chinese dialects in different areas affect English pronunciation, and testifying the previous opinions in literature materials on this topic, we collected data among Chinese EFL learners at college about their English pronouncing problems.

Also, we collected their opinions about how dialects and their English teachers influenced their English pronunciations, because we expected to discover some pedagogical problems in English teaching and then think of effective solutions to them.

3.1. Participants

We designed a questionnaire for college students and posted it on different social media to get enough participants. Finally, to facilitate our topic and make necessary comparisons between different impacts of Northern and Southern Chinese dialects on English pronunciation, among all the participants, we selected 38 of college students, who were from Zhejiang (7 males and 7 females), Henan (7 males and 7 females) and Sichuan (5 males and 5 females) provinces respectively. All these participants were fluent users of their dialects without speaking or hearing disorders.

3.2. Questionnaire

At the beginning of the questionnaire, we asked the participants for some of their personal information like genders, hometowns, grades at college, and their years of learning English. And then the questionnaire continued with some words whose pronunciations were assumed to be hard to distinguish or produce for students from different dialect areas, and we asked them to choose what they thought was/were difficult to make distinguishes or pronounce. After different groups of words for distinguish, in the end, we collected the participants' opinions about the degree of influences of their English teachers and dialects on their English pronunciation.

3.3. Reasons for Selecting the 38 Participants

The first reason is we intended to compare the differences between the characteristics of different Chinese dialects, as well as the different influences of northern and southern Chinese dialects on English pronunciation of EFL learners. Henan belongs to northern China, and Zhejiang and Sichuan belong to southern China. Hence, we chose students from these three provinces as samples.

Secondly, those 38 college students have all been learning English for over 9 years. For one thing, their English pronouncing problems, having been influenced and to some extent, shaped by their dialects for a long time, can be more obvious to discover and easier to analyze. For another thing, a long-term English learning brings them more awareness and understanding of their pronouncing problems, so that they can provide us with more precise information and feedback.

4. PRESENTATION OF DATA

Due to the limitations of regions and time, the

research group cannot collect all kinds of EFL pronunciation problems from all the Chinese dialect regions. Thus, we chose three typical dialect regions which represent Northern dialect (Henan and Sichuan provinces) and Wu dialect (Zhejiang province) respectively.

4.1. Tables of Research Data on Three Dialect Regions

In the three tables below, "M" means "male", and "F" means "female". The numbers behind the letters represent the serial numbers of different participants. The specific letters whose pronunciations easily confuse the participants are underlined.

Table 1. Words hard to distinguish for participants from Henan Province

Participants	Words hard to distinguish
M1	<u>p</u> ool/ <u>p</u> ull; <u>f</u> eel/ <u>f</u> ill; <u>h</u> eat/ <u>h</u> ate; <u>a</u> pe/ <u>a</u> pp
M2	<u>h</u> ad/ <u>h</u> ead; <u>l</u> ake/ <u>l</u> ike; <u>a</u> pe/ <u>a</u> pp; <u>f</u> eel/ <u>f</u> ill
M3	<u>h</u> eat/ <u>h</u> ate; <u>t</u> hink/ <u>s</u> ink; <u>p</u> ull/ <u>b</u> ull
M4	<u>p</u> ool/ <u>p</u> ull; <u>f</u> eel/ <u>f</u> ill; <u>f</u> ar/ <u>f</u> ast; <u>s</u> eal/ <u>z</u> eal
M5	<u>p</u> ool/ <u>p</u> ull; <u>f</u> eel/ <u>f</u> ell; <u>l</u> ake/ <u>l</u> ike
M6	<u>f</u> ast/ <u>v</u> ast; <u>l</u> ake/ <u>l</u> ike; <u>h</u> eat/ <u>h</u> ate
M7	<u>a</u> pe/ <u>a</u> pp; <u>w</u> hale/ <u>w</u> hile; <u>f</u> eel/ <u>f</u> ill
F1	<u>p</u> ool/ <u>p</u> ull; <u>f</u> ell/ <u>f</u> ill; <u>l</u> ake/ <u>l</u> ike; <u>t</u> hink/ <u>s</u> ink
F2	<u>w</u> est/ <u>w</u> aste; <u>t</u> ry/ <u>d</u> ry; <u>f</u> ast/ <u>v</u> ast; <u>t</u> o/ <u>t</u> oo
F3	<u>w</u> ise/ <u>v</u> ise; <u>f</u> ear/ <u>f</u> air; <u>a</u> pe/ <u>a</u> pp
F4	<u>f</u> eel/ <u>f</u> ill; <u>l</u> ake/ <u>l</u> ike; <u>h</u> eat/ <u>h</u> ate
F5	<u>h</u> ad/ <u>h</u> ead; <u>h</u> eat/ <u>h</u> ate; <u>a</u> pe/ <u>a</u> pp
F6	<u>o</u> wl/ <u>o</u> ld; <u>f</u> eel/ <u>f</u> ill; <u>l</u> ake/ <u>l</u> ike; <u>w</u> est/ <u>w</u> aste;
F7	<u>t</u> hink/ <u>s</u> ink; <u>p</u> ool/ <u>p</u> ull; <u>w</u> ise/ <u>v</u> ise

Henan Province is in the middle part of China, in an area called Central Plains. And its dialect belongs to the branch of Chinese Northern dialect.

Table 2. Words hard to distinguish for participants from Zhejiang Province

Participants	Words hard to distinguish
M1	<u>r</u> ead/ <u>l</u> ead; <u>f</u> eel/ <u>f</u> ill; <u>f</u> air/ <u>f</u> ire; <u>r</u> ow/ <u>l</u> ow
M2	<u>p</u> ool/ <u>p</u> ull; <u>v</u> an/ <u>f</u> an; <u>r</u> ow/ <u>l</u> ow; <u>f</u> eel/ <u>f</u> ill
M3	<u>t</u> hought/ <u>s</u> ought; <u>r</u> ead/ <u>l</u> ead; <u>f</u> eel/ <u>f</u> ill
M4	<u>r</u> oyal/ <u>l</u> oyal; <u>p</u> ool/ <u>p</u> ull; <u>f</u> air/ <u>f</u> ire; <u>v</u> an/ <u>f</u> an
M5	<u>r</u> ead/ <u>l</u> ead; <u>p</u> ool/ <u>p</u> ull; <u>r</u> ow/ <u>l</u> ow; <u>f</u> eel/ <u>f</u> ill
M6	<u>r</u> ead/ <u>l</u> ead; <u>p</u> ool/ <u>p</u> ull; <u>w</u> here/ <u>w</u> ire
M7	<u>t</u> hink/ <u>s</u> ink; <u>f</u> eel/ <u>f</u> ill; <u>r</u> ead/ <u>l</u> ead; <u>p</u> ool/ <u>p</u> ull
F1	<u>r</u> oyal/ <u>l</u> oyal; <u>p</u> ool/ <u>p</u> ull; <u>r</u> ow/ <u>l</u> ow; <u>f</u> eel/ <u>f</u> ill
F2	<u>t</u> hink/ <u>s</u> ink; <u>w</u> here/ <u>w</u> ire; <u>p</u> ool/ <u>p</u> ull; <u>f</u> eel/ <u>f</u> ill
F3	<u>o</u> wl/ <u>o</u> ld; <u>w</u> hale/ <u>w</u> hile; <u>f</u> eel/ <u>f</u> ill; <u>r</u> ead/ <u>l</u> ead

F4	pool/pull; read/lead; feel/fill; row/low
F5	royal/loyal; read/lead; feel/fill; where/wire
F6	think/sink; row/low; feel/fill; read/lead;
F7	pool/pull; row/low; feel/fill; think/sink

Zhejiang Province is in the east of China, where people speak Wu dialect. And Sichuan Province lies in the southwest of China, whose dialect belongs to Northern dialect.

Table 3. Words hard to distinguish for participants from Sichuan Province

Participants	Words hard to distinguish
M1	let/late; rob/rub; ban/bank; light/late
M2	pool/pull; feel/fill; west/waste; know/low
M3	let/late; feel/fill; pool/pull; run/wrong
M4	ban/bank; shy/sigh; know/low; pool/pull
M5	run/wrong; know/low; pool/pull; shy/sigh
F1	show/so; let/late; pool/pull; shy/sigh
F2	ban/bank; know/low; pool/pull; think/sink
F3	run/wrong; know/low; pool/pull; show/so
F4	shy/sigh; pool/pull; ban/bank; know/low
F5	let/late; pool/pull; run/wrong; show/so

From the three tables above, there are some common pronunciation problems of different dialect regions, as well as typical problems of each dialect on English pronunciation, which will be described generally below.

4.2. Description of Data

As is shown obviously in the charts, the common pronouncing problems that participants from all the three provinces have can be concluded below.

(1) Confusing long and short vowels, such as failing to tell the pronunciation difference between “feel” and “fill”.

(2) Confusing [s] and [θ], [z] and [ð]. For example, they tend to pronounce “think” as “sink”, and “though” as “zough”.

(3) Diphthongs are pronounced not full enough. Hence, learners are always unable to distinguish different diphthongs, or they may confuse some monophthongs and diphthongs in English. For example, many learners cannot differentiate “let” from “late”.

Except for those common problems, the respective pronouncing problems of students from three different provinces are as following.

Participants from Henan tend to confuse the pronunciation of [v] and [w]. Moreover, they are used to adding the vowel [ə] behind the final consonant of a word. For instance, they usually pronounce “put” as “[pu:tə]”.

For learners from Zhejiang, they typically mix the pronunciation of [l] and [r], such as confusing the words “lead” and “read”, “loyal” and “royal” and so forth. And lastly, in this research, most students from Sichuan Province cannot draw a distinction between the consonants [n] and [l], [s] and [ʃ], [n] and [ŋ]. Proofs shown in Table 3 are their confusion between “know” and “low”, “so” and “show”, as well as “ban” and “bank”.

5. ANALYSIS

According to the comparisons in Table 4 and Table 5, similarities and differences between Chinese and English phonemes can be noticed, while significant differences overweight similarities. Based on language transfer theory, during the process of second language acquisition, a mature speaker unconsciously applies previous language features to the target language [8]. In that case, Chinese English learners’ habitual language usage lies in language pronunciation features, tones pragmatics, etc. Also, as Gass stated, language transfer can be divided into positive and negative aspects, if the learner’s mother tone is inconsistent with the target language, then it would result in a negative transfer [8]. Based on mass research, the mother tongue will produce more negative transfer compared to its positiveness. Under that circumstance, the difference can equal the difficulty in foreign language acquisition.

Table 4. English Vowels

Front vowel	[i:]	[ɪ]	[e]	[æ]	N/A
Mid vowel	[ʌ]	[ɜ:]	[ə]	N/A	N/A
Back vowel	[u:]	[ʊ]	[ɔ:]	[ɒ]	[ɑ:]
Diphthong	[eɪ]	[aɪ]	[ɔɪ]	[əʊ]	[aʊ]

Table 5. English Consonant

place Manner	Labial	Dental	Alveolar	Palatal	Velar	Glottal
Stop	[p] [b]	N/A	[t] [d]	N/A	[k] [g]	[ʔ]
Affricate	N/A	N/A	N/A	[tʃ] [dʒ]	N/A	[h]
Fricative	[f] [v]	[θ] [ð]	[s] [z]	[ʃ] [ʒ]	N/A	
Nasal	[m]	N/A	[n]	N/A	[ŋ]	
Liquid	N/A	N/A	[l] [r]	N/A	N/A	
Glide	[w]	N/A	N/A	[j]	[w]	

The “N/A” in Table 4 and 5 means “not available.” China is a vast country with numbers of regional dialects. Therefore, it is normal and barely inevitable to speak with different accents. The inaccurate Chinese English is mainly the result of learners’ dialect tongues. Therefore, the influence of Chinese dialects is a subsequent problem, and the key point needs to be solved.

5.1. Negative Transfer of Chinese Dialects – English Learning – Vowels

Jones generalized English with 44 segmental phonemes, including 20 vowels (12 monophthongs and 8 diphthongs) and 22 consonants [9]. The pronunciation of monophthong is decided by the following three factors: the position of the tongue in the mouth, the openness of the month, and the length of the mouth. These three key factors can be a restriction for Chinese dialect speakers in the process of English acquisition since they are used to pronouncing English vowels with Chinese dialect characteristics, causing serious negative transfer.

5.1.1. The Incorrect Position of the Tongue in Mouth

The position of the tongue in a vowel sound plays a key role [10]. Based on the paper research, the initial finals in Chinese dialects and English vowels witness a deviation in terms of tongue positions. English vowels are relatively more flexible and changeable.

Many subjects fail to distinguish long vowels from short vowels and have a misconception for both regarding to tongue positions and methods of pronunciation. Instead of changing the tongue position, Chinese dialect speakers simply shorten the long vowels. Take the [i:] and [i] as an example, the tongue position in [i:] sound should be lower than [i], [i:] also possesses a more back tongue elevation than [i] sound [11]. This misconception is observed most commonly in the Gan dialect. For the same reason, subjects in Wu dialect regions pronounce [u] and [ɔ] by shortening the [u:] and [ɔ:] respectively.

Moreover, replacing back vowels with front vowels is another mistake found during research. According to Wang, as the tongue position in the Gan dialect is forward, it is hard to find an accurate position in back vowels [12]. An example could be provided with the confusion of [a:] and [ʌ].

5.1.2. The Openness of the Mouth

In Table 6, Wu dialect refers to dialect in Zhejiang province (Eastern part of China), whereas Yue dialect refers to dialect in Guangzhou province (Southern part of China).

Table 6. Pronunciation problems of English monophthongs discovered in Wu and Yue dialect

Chinese Dialect Region	Original Phoneme	Research Results
Wu Dialect	[æ]	*[e]
Yue Dialect	[i]	*[i:]
	[u]	*[u:]

Most subjects in various Chinese dialect areas have a poor pronunciation performance in mouth openness in [æ] and [e], [i:] and [i], [u] and [u:], with a most obvious negative transfer in Gan dialect. Due to the phoneme vacancy of [æ] in any of the Chinese dialects, subjects tend to follow similar sounds in their respective dialects [13].

5.1.3. Disjointed and Incomplete Pronunciation of Wu Dialect Speaker in English Diphthongs

Monophthong in English remains a fixed position throughout the sounds, while positions and shapes of vocal organs change with diphthongs pronunciation [11]. Fu stated that the Wu dialect has a small mouth openness feature and no compound finals [14]. Therefore, many subjects in Wu dialect regions are not accustomed to diphthongs, resulting in a not full pronunciation. The tongue position and mouth shape again change, which causes a disjointed sound omission, or a similar dialect sound is replaced which evidence a negative transfer.

Table 7. Pronunciation problems of English diphthongs discovered in Wu dialect

Chinese Dialect Region	Original Phoneme	Research Results
Wu dialect	[uə]	*[u]+*[ə]
	[əu]	*[ə]+*[u]

5.2. Negative Transfer of Chinese Dialects – English Learning – Consonants

In the study of English phonetics, scholars usually pay more attention to vowels instead of consonants. Daniel Jones, an English phonetician, pointed out that it is the distinction in vowels that cause the different pronunciation in language accents [9]. An inaccurate vowel can sound “unpleasing but understandable”. However, a distorted consonant sound may cause a misleading meaning of words.

5.2.1. Negative Transfer of Fricatives and Affricates

English phonemes include fricatives ([f], [s], [ʃ], [θ], [h], [v], [z], [ʒ], [ð]) and affricates ([tʃ], [dʒ]). A well articulation of fricatives and affricates lies in [s] but there are several negative transfers in different Chinese dialect regions.

Since there is no dental sound ([θ] & [ð]), palatal fricatives ([ʃ] & [ʒ]), or affricates ([tʃ] & [dʒ]) in Chinese [12], subjects tend to replace [θ] and [ð] with [s] and [z], which is relatively close to their initial sounds. Similar habitual replacement is witnessed in Xiang, Gan, Wu and other dialects of China.

Table 8. Pronunciation Problems of Fricatives and Affricates Discovered in Wu, Yue and Northern Dialects

Chinese dialect region	Original phoneme	Research results
Wu dialect	[tʃ], [dʒ]	*[c], *[q], *[j]
Northern dialect	[ʃ], [ʒ] [tʃ], [dʒ]	*[sh], *[zh] / *[r] *[ch], *[j]
Yue dialect	[v]	*[w]

5.2.2. *Mix Up Nasals and the Alveolar Lateral*

In the below Table 9, Xiang dialect refers to dialect in Hunan province (Southeastern part of China), while Gan dialect refers to dialect in Jiangxi province (Eastern part of China). In English, Nasals include [m], [n], [ŋ], and the only alveolar lateral is [l] phoneme [11]. By analyzing the survey results, confusion among these four sounds leads to negative transfers that need to be reduced during language acquisition. For example, subjects mix [n] and [l] sounds, unwittingly replace [m] and [ŋ] with [n]. Also, there is no posterior nasal sound in Xiang and Wu dialects, leading to a harder pronunciation of [ŋ] sound [15].

Table 9. Pronunciation Problems of Nasals Discovered in Xiang, Gan, Yue, and Wu Dialects

Chinese dialect region	Original phoneme	Research results
Xiang, Gan, Yue and Wu dialects	[n]	[l]
Wu and Yue dialects	mix [n] with [m]	
Xiang and Wu dialects	[n]	[ŋ]

5.2.3. *Approximants Are Replaced with Dialect Sounds*

The approximants in English are [r], [w], [j], and [w], [j] are similar to English vowels, called semi-vowels [11]. Based on the collected data, negative transfer varies from different dialect regions in China. In Wu and Xiang dialect regions, the Chinese initial consonant [w] is often replaced with English initial consonant [v]. In the Yue dialect region, subjects tend to confuse English phonemes [w] and [v]. Besides, for the deviation between English [r] and Chinese alveolar voiced sound [r], subjects tend to pronounce [r] instead of [r] in Chinese dialects.

5.3. *Pedagogical Implications for EFL*

The result of the data shows that negative transfer of English acquisition in different Chinese dialect regions is deeply rooted. Additionally, English learning is mainly focusing on academic performance by applying intensive exams, which tend to ignore the importance of phonetic training. In that case, it is both school authorities and student themselves' responsibility to take improvement steps.

Firstly, schools should be encouraged to create an environment for pronunciation practice. For example, it is teachers' duty to stimulate students' enthusiasm and interest in English phonetics learning. Also, teachers from dialect areas should arouse awareness and minimize dialect accents. Moreover, activities, such as poetry reading and English speech competitions, should be welcomed and encouraged to increase language exposure during English acquisition. Besides, offering a bigger platform to communicate with foreign teachers and overseas students can provide a favorable environment for English teaching and acquisition.

6. CONCLUSION

To sum up, based on the collected data, as well as previous studies, with a comparative study on English pronunciation problems in different dialectal regions in China, this paper analyzes the evidence and reasons for negative transfer of Chinese dialects to English pronunciation, especially paying attention to the Wu, Yue, Xiang, Gan and Northern dialects. Moreover, the paper provides implications on Chinese EFL learners and teachers.

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