

Negative Transfer of Chinese Local Dialect towards Acquisition of English Pronunciation

(Taking a Branch of Baotou Dialect spoken in Kundulun District as a case)

Research Rationale: Lado(1957) proposed Contrastive Analysis Hypothesis(CAH): L2 learners take advantage of native language and transfer can be positive or negative depending on how similarities or differences in both languages affect the learning process, which facilitates the promotion of teaching and learning mode in second language acquisition.

Research Significance:As an essential phonetic component of native language for specific region, Chinese local dialect can have great influence on process of learning English pronunciation due to its varieties and regional features. In Baotou city with the population immigration during 1950s, the mixed accent leads to pronunciation issues in English language learning and teaching which needs to be focused.

Research Question:What are the negative transfers in phonetic aspects from local dialect spoken in Kundulun district towards the acquisition of English pronunciation?

Research methodology: Research methodology: case analysis on comparison of articulation and phonetic differences under the guidance of CAH theory

Contrastive Analysis Hypothesis: CAH is essential to language studies and language teaching contexts, which is considered to be pedagogical imperative and used as a functional approach by EFL teachers in language classroom. CAH suggests a prediction aspect to promote language teaching, which focuses on predicting and describing patterns causing difficulty by systematically comparing target language and culture with the native language and culture so that errors and learning barriers can be prevented and avoided. (Khansir&Pakdel,2019)Perkins and Zhang (2022) suggest that EFL teachers should attach importance to the similarities between L1 and the L2 to reduce L1 interference in L2 acquisition.

However, CAH has also been criticized for its inadequacy to predict the transfer errors that learners will make in actual learning contexts according to Dost and Bohloulzadeh's (2017) cross-linguistic study. Sudarsono(2021) further discussed that the validity of CAH has been questioned on both theoretical and empirical grounds, and it has been subject to criticism and argued that similarities and differences between the languages were not the only, or even the most important cause of problems for the learner thus CAH has lost its credibility over time. Although being criticized from the perspectives of feasibility and usefulness, CAH still keep developing gradually over the subsequent several decades.

Main findings:common negative transfer concluded in Baotou Dialect for English learners: the main problems concentrates on the articulation of consonants-learners tend to confuse [j] with [s], [dʒ] with [z] due to the frequent use of [s] and [z] in their mother tongue in local dialects. [3] Learners can't pronounce the dental fricative [θ] and [ð] correctly-for instance, they tend to articulate thank/θæŋk/ as /sæŋk/ and pronounce brother/'brʌðə(r)/ as /'brʌzə(r)/

References:

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- [4]Sudarsono, S. (2021). RELATIVE CLAUSE TRANSFER STRATEGY AND THE IMPLICATION ON CONTRASTIVE ANALYSIS HYPOTHESIS. Journal of Languages and Language Teaching (Online), 9(4), 452-461.
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Highlights: Proper match to core of CAH and language transfer in foreseeing the difficulties and barriers by systematically comparison of learners' TL and NL to promote language teaching and studying.

Limitations: Mainly discussing negative transfer of local dialects but ignoring the positive transfer of local dialects in language learning; Lack of further exploring in considering an essential regional language feature-Mongolia-translated vocabulary and pronunciation, which should be considered while it remains a research vacancy.