

# Study on Phonetic Transfer and Teaching Strategies in College English Teaching

-- Take western Inner Mongolia Dialect as an example

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**Abstract:** The negative influence of mother tongue, especially dialect, on the pronunciation of Chinese English learners is very common, especially in western Inner Mongolia. Through empirical research, this study discusses the negative influence of western Inner Mongolia dialects on the phoneme transmission and cross-segment phoneme transmission of students in our region, so as to better help the students in western Inner Mongolia overcome the phonetic difficulties caused by the negative transmission of mother tongue dialects, break through the phonetic barrier and achieve the purpose of effective communication.

**Keywords:** Western dialect, Negative transfer, Teaching strategy.

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## 1. Introduction

Since the globalization of the world, English has become one of the most frequently used international languages. There are about 172 countries and regions in the world use English as a communication tool. English is the official language of 45 countries. Computer keyboards are all English keyboards [4]. At the same time, English also affects the life of Chinese people. With the need of social development, more and more Chinese students choose to learn English, and the way of learning English is also changing. Compared with the previous education model, today's English learning pays more attention to oral ability. As a language communication tool, good pronunciation affects the understandability of communication. For English learners, pronunciation learning becomes the key factor to learn English well. Language is the carrier of culture, and pronunciation is the material shell of language. Therefore, there is no doubt that one of the important indicators to measure whether Chinese students learn English well is the standard fluent English pronunciation. At the same time, English pronunciation is also a key factor for mutual understanding in communication. Incorrect pronunciation will inevitably affect communication and students' confidence.

In the process of learning English phonetics, Chinese students have to learn a whole set of phonetic systems and pronunciation rules completely different from Chinese, so many students feel confused and confused. In the process of teaching, we find that when encountering unfamiliar pronunciation, Chinese students often use pinyin or Chinese characters with similar pronunciation to mark them. Over time, the negative transfer effect of mother tongue permeates into English phonetic learning and forms a habit. Yang Xiujuan: For college students in western Inner Mongolia who take English as an elective course, it is more obvious that the dialect in their mother tongue has a great influence on their English pronunciation. In recent years, many Chinese scholars have conducted researches on the contrast between English and Chinese pronunciation, but few scholars have conducted researches on the negative transfer phenomenon in

dialects, especially in western Inner Mongolia dialects.

In order to adapt to the progress and development of the time and science and technology, more and more Chinese students choose to learn English as a requirement for self-development. Compared with writing and reading ability, speaking ability has also become an important issue for students. As a language communication tool, English communication skills are particularly important. Good pronunciation will affect communication and understanding of English learners. Pronunciation learning becomes a key factor to learn English well. However, Chinese learners are faced with many problems and make many mistakes. Learning pronunciation, for example, using the wrong sounds, leaving sounds out, adding sounds, putting stress on the wrong syllable in a word, putting stress on the wrong word in a sentence and using the wrong tonal pattern or a combination of these issues. Besides, some other problems are also obvious.

## 2. Current Situation

Inner Mongolia is a multi-ethnic region that spans northeast China, North China and northwest China. In addition to the local minority languages, Chinese pronunciation is also very different. This has formed the unique language status of Mongolian and various dialects in Inner Mongolia. Compared with grammar, vocabulary and other aspects, college students of common foreign language pay less attention to their own pronunciation than other aspects of English, so English pronunciation is not paid attention by students. In addition, students from the western region of Inner Mongolia have significant English pronunciation problems due to the unique and special role of their mother tongue dialect. The western region of Inner Mongolia refers to the seven cities in the west of the right Front Banner of Chahar, Ulanqab City. Due to various historical reasons, the culture of this region is complicated. The original single nomadic culture has been transformed into both farming and nomadic culture, and the original only learning Mongolian has been transformed into the combined learning of Mongolian and Chinese. The

dialects in Ulanqab, Helinger, Hohhot, Tumet Left Banner and other areas are very similar to those in northern Shanxi, so people in these areas will be influenced by local dialects when learning English phonetics, and the influence is similar. The mother tongue of students living in this area is seriously affected by dialect in their daily life, so dialect tone becomes their pronunciation set, which leads to the phenomenon of dialect in English pronunciation habits, and this phenomenon is difficult to change in a short time.

### 3. Language Transfer Theory

Language transfer theory refers to the phenomenon that learners try to express themselves in accordance with the grammar, semantics, phonetics and cultural habits of their mother tongue when communicating in the second language [6]. The concept of language transfer was put forward by Ausubel in 1968, which can be divided into positive transfer and negative transfer. Positive transfer is that the cognitive structure of the original language (mother tongue) has a positive effect on the learning of the target language, and its mother tongue rules are conducive to the easy and smooth acquisition of the target language. On the contrary, negative transfer means that the original cognitive structure has a negative hindrance to the target language, which affects and interferes with the acquisition of the target language and increases acquisition errors. Current studies on mother tongue transfer by linguists at home and abroad can be divided into positive transfer and negative transfer. When the knowledge and experience of mother tongue are beneficial to foreign language acquisition and can play a positive role in promoting learners to successfully establish and constantly improve the foreign language system, mother tongue plays a positive transfer role in foreign language acquisition. On the contrary, negative transfer of mother tongue means that, no matter the mother tongue and the target language are similar or different in pronunciation, intonation, expression habits or culture, mother tongue will exert certain restrictions on foreign language learning, interfere with learners' effective acquisition of the target language, and hinder the establishment of a correct target language system [3].

#### 3.1. Domestic research status

There are many scholars in China who study the transfer of mother tongue. Although Chinese English learners have the same mother tongue as Chinese, China is a country with a vast territory. Generally speaking, it can be divided into seven dialect areas according to the region and pronunciation, and each language area can be divided into different sub-dialect areas. The dialects in different dialect areas have different influences on learners' English pronunciation. For example, Le Meiyun and Ling Dexiang (1994:55-60) investigated the status of English phonological learning of middle school students in various dialects in China and explored the influence of Chinese dialects on English phonemic system. Ruan Jinju (2009:84-86) analyzed the characteristics of phonetics acquisition of college students for ethnic minorities and summarized the negative transfer effects of dialects on English pronunciation and intonation of students from different ethnic groups. Liu Shisheng (1990: 8-11) investigated the pronunciation and intonation of all freshmen majoring in English at Qufu Normal University, and analyzed the influence of Shandong dialect on English phonetic learning [2].

#### 3.2. Analysis and classification of mother tongue pronunciation transfer of students in dialect area

As native Chinese learners, Chinese students have constructed a complete Chinese language knowledge system before acquiring English pronunciation, and their oral English expression will be unconsciously influenced by the pronunciation habits in the original knowledge system. Among the 48 English phonemes, the students in the west Ulanqab dialect area of Inner Mongolia were affected by negative transfer of mother tongue, and the English pronunciation errors were similar. In this paper, 100 (non-English majors) students from Ulanqab, Inner Mongolia and western regions of Inner Mongolia Honder College of Art and Science were selected to conduct phonetic comparison and screening, and were classified into the following categories through analysis:

##### 3.2.1. Substitution

Some English pronunciations are absent in Chinese pronunciation, and such pronunciations are difficult for learners of the second language. Therefore, some students use initials or vowels with similar pronunciation in Chinese pinyin to replace them. However, Chinese has tonal pronunciation, while English does not, which will cause certain deviations. /θ/ → both /b / æ / → /b / æ /; With Chinese pinyin pronunciation method to replace English pronunciation at the same time some students will have tone, which will appear non-standard pronunciation phenomenon, that is why some students English pronunciation has a feeling in speaking Chinese, such as: /m/ pronounce "touch";

##### 3.2.2. Omission

The mistakes in this situation are mainly reflected in the pronunciation of diphthongs. English diphthongs have no corresponding pronunciation in Chinese, so most students' diphthongs are not pronounced in place, lack of sliding, or directly omit the last vowel, such as fate/fe te / → / fet /;

##### 3.2.3. Individual pronunciation features

In the western dialect area of Inner Mongolia, because of the difference between the nasals of mother tongue and those of mother tongue, when producing/n/and / /, the sound produced by those students is non-standard and even wrong because of the negative transfer of mother tongue.

##### 3.2.4. The pronunciation of letters affects the pronunciation of words

The pronunciation of some letters is different from the pronunciation of it in some words, for example, the letter c/si sample /, echoes/k/in word recognition, but some children learn to mispronounce it to/s /; c is also pronounced as [k] at the end of the word, but with an e after it, that's also pronounced as/s /, music/ k /; grace/ s /; The e ci is sometimes used as a / /social /s cell, but quite a few of the 100 students who study this test will simply confuse it.

##### 3.2.5. The size of the mouth is inaccurate

Due to the negative transfer of phonetic initials, oral opening is also a common pronunciation problem in English pronunciation, which is either too large or too small. When the mouth shape is too large, the front vowel /e/ or /æ/ is pronounced as finals ai similar to /ai/, while the long vowel /i:/ or the short vowel /i/ is pronounced as finals ei. Some cases of small mouth shapes include: the diphthongs /ai/ and /au/ are not full enough, and the pronunciation is ai and ao in pinyin. There is no /e/, /æ/, /i:/ and /i/ in Chinese dialects in

the western region of Inner Mongolia, but there are finals ai and ei, and /ai/ and /au/ are very similar to finals ai and ao, so students cannot grasp the size of mouth shape well. The pronunciation of finals ai and ei is transferred to the pronunciation of these vowels.

## **4. Teaching Strategy**

In view of the obvious influence of mother tongue on English phonetic acquisition, teachers should try their best to help students play the positive role of Chinese mother tongue in phonetic learning and reduce the negative interference.

### **4.1. 4.1 Distinguish the differences between Chinese and English pronunciation systems to strengthen phonetic learning**

Language environment, learning attitude, learning motivation, personality difference and auditory perception function are the main factors that cause students' English pronunciation problems, among which the most obvious one is the negative transfer of mother tongue, that is, the negative transfer of dialects to English learning. Therefore, it is the primary task of college teachers to clarify students' pronunciation problems, let students understand the influence of local dialect, and help students timely correct pronunciation mistakes and promote students to master correct pronunciation. At the same time, when teaching phoneme knowledge, teachers should distinguish the characteristics of the Chinese-English department, classify similar or corresponding phonemes in the Chinese-English department, and adopt systematic comparative learning to fully explain the tongue position, lip shape and pronunciation of different English phonemes. In learning English pronunciation, teachers can compare Chinese and English pronunciation, so that students can actively strengthen pronunciation training, so as to eliminate the influence of dialects; In addition, teachers can let students learn the pronunciation by classification according to the pronunciation rules, which not only strengthens students' memory, but also improves the accuracy of classroom evaluation.

### **4.2. Strengthen the cultivation of listening and distinguishing ability, improve pronunciation skills**

Communication, that is, to be able to skillfully use English to communicate with each other and make each other fully understand, is the main purpose of our English learning. But inaccurate pronunciation often affects communication. Many Chinese students are afraid of making mistakes in oral English communication, so they lack confidence, which affects the learning effect. Therefore, building a harmonious and relaxed learning environment for students and providing more opportunities for students to communicate in oral English is one of the ways to improve students' pronunciation skills. At the same time, teachers support and encourage students to communicate boldly with other students or others in English. In the teaching process, some students often ignore pronunciation skills and phonetic rules and recognize new words according to their previous wrong pronunciation, so that the phenomenon of adding mistakes to mistakes should be clearly pointed out, and encourage them to develop the habit of looking up the dictionary when they encounter uncertain pronunciation. Students have been affected by the

dialect for a long time, so that they will make mistakes in hearing and identifying sounds in the new learning. Therefore, teachers should provide students with enough training in hearing and identifying sounds for the easily confused words and sentences in Chinese [6].

### **4.3. Strengthen English phonetic pattern training and form good habits**

In pronunciation learning, the first thing to do is to be able to understand the similarities and differences between Chinese and English pronunciation, and better grasp the skills and ability of listening and distinguishing sounds. Secondly, on this basis, repeated imitation should be carried out. By reading words and sentences in English materials to compare the phonetic differences between dialects and English, targeted correction of wrong pronunciation and intonation can enhance the sense of language, so as to play the dual effect of ear training and mouth training. Therefore, when teaching students to imitate English recordings, they must be asked to read aloud with emotion, and to ensure that the pronunciation is accurate, to read the cadence and rhythm of '6. In this way, after long-term and repeated training, students will form a complete impression of English pronunciation, and also help students to effectively master the rules of English pronunciation, so that they have a genuine and pure English accent.

### **4.4. Improve the teaching quality and teaching mode of English teachers**

The university period is basically the last stage for students to improve their English pronunciation. The pronunciation level of this stage will determine the students' English communication ability when they leave the society to a certain extent. Therefore, college teachers must constantly improve their own English pronunciation level, play a role model for students, and actively correct various improper pronunciation of students in daily teaching activities, so that students' English pronunciation tends to be standardized. At the same time, as knowledge imparts, the teaching mode and concept adopted by teachers in the teaching process will have an impact on English learning, and reasonable teaching mode is conducive to stimulating students' initiative to correct improper pronunciation. Therefore, it is not only necessary to actively carry out teacher training and improve the quality of teachers, but also need to update the teaching method in time, and provide enough oral communication activities for students in the teaching.

### **4.5. Enter the acoustic material**

Learning English pronunciation should be more contact with English acoustic materials, because it can provide learners with relevant speech input environment, is one of the very important and effective methods and means to solve the negative transfer effect of dialect. Input of acoustic materials can provide learners with the correct pronunciation of English words, and also increase the interest for their learning, because English acoustic materials can include many kinds of radio broadcasts, TV plays and other related phonetic materials, which are content and interesting. Through these acoustic materials, learners can better contact with and understand the climate, folk customs and other aspects of the relevant region, and also add other aspects of knowledge to a certain extent, which is conducive to improving their knowledge reserves.

## 5. Conclusion

Interlingual transfer is an inevitable phenomenon in phonetic acquisition. The negative transfer effect of western Inner Mongolia dialect on English phonetic learners cannot be ignored. English learners in other dialect areas of our country will also be affected by their hometown dialect to varying degrees. The negative effects are large. In order to better help students overcome phonetic difficulties caused by dialect negative transfer and break through phonetic barriers, it is necessary to understand and explore the law of phonetic transfer scientifically and systematically in a scientific way in teaching according to specific teaching objects, objectives, tasks and environments. Achieve the goal of effective communication.

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