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Negative Transfer Influence of Chongqing Dialect on Second Language Acquisition

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Abstract: There is a phenomenon of language transfer in language learning, which will directly affect the efficiency of second language acquisition. In order to explore the negative transfer of Chongqing dialect to English learning, this paper firstly discusses the negative transfer of Chongqing dialect to second language acquisition based on the theory of language transfer, then focuses on the negative transfer of Chongqing dialect's initial pronunciation system to second language English learners and its causes. Finally, some suggestions are put forward to overcome the negative transfer caused by Chongqing dialect.

Keywords: English Pronunciation; Chongqing Dialect; Second Language Acquisition; Negative Transfer Effect.

1. Introduction

Transfer in linguistics refers to the influence of a person's mother tongue on his second language learning when learning other languages. When learners acquire a new language, they are easily influenced by the dialect of their mother tongue. They transfer the language habits in their mother tongue acquisition to the learning of a second language, which has an impact on the learning of the target language. This influence has both negative transfer and positive transfer.

Dialect is a local variant of a language and the result of language differentiation. China has a vast territory and many dialects, and there are seven dialect areas: Northern dialect area, Wu dialect area, Gan dialect area, Xiang dialect area, Min dialect area, Guangdong dialect area and Hakka dialect area. Chongqing dialect has a long history and belongs to a branch of Southwest Mandarin under the northern dialect. Its unique pronunciation will have a certain transfer influence on learners' second language acquisition. This paper mainly studies the negative transfer effect of initial consonant pronunciation in Chongqing dialect on English as a second language. Through some negative transfer phenomena in Chongqing dialect, this paper summarizes the negative transfer rules of Chongqing dialect in order to provide reference for second language learners to complete the target language learning better.

2. The Language Transfer Theory and the Influence of Dialect Transfer

Language transfer refers to a phenomenon in which learners can use the language rules of their mother tongue to express themselves when learning a second language. Specifically, in learning a new language, if the learner's acquired language rules are similar or identical to the rules of the second language he wants to learn, then the native dialect will have a positive impact on the learning of the target language, which is called positive transfer; On the contrary, if the learner's native dialect rules differ greatly from those of the target language, which will lead to a negative effect of native dialect on second language learning, it is called negative transfer When did "language transfer theory" come into being? In 1950s, Robert Lado, an American linguist, put forward the concept of "language transfer" in his book *Intercultural Linguistics*, while Odlin developed this theory in his book *The Language Transfer.*

Second language learners' native dialect will transfer their target language learning, especially at the level, it is easy to have negative transfer influence. Although the native dialect and the second language have some similar syllables in pronunciation, they have different pronunciation systems and rules. For example, English and Chinese belong to two different language families, English belongs to Germanic language family and Chinese belongs to Sino-Tibetan language family, both of which have different phonological systems, and their differences are greater than their commonalities. Therefore, learners in Chinese dialect areas will be influenced by their dialect characteristics and habits in learning English pronunciation, and the negative influence is obvious.

Take people in Chongqing dialect area as an example, usually Chongqing dialect is their mother tongue. Learners acquire a second language on the basis of forming Chongqing dialect system, so they will be influenced by Chongqing dialect in learning and using. Under this background, there will be obvious dialect transfer, especially negative transfer, in constructing second language rule system The negative transfer of Chongqing dialect not only affects students' second language communication, but also interferes teachers' second language teaching.

3. Chongqing Dialect and its Characteristics

Chongqing is located in the upper reaches of the Yangtze River. It is one of the four municipalities directly under the Central Government of China and has 38 districts and counties under its jurisdiction Chongqing dialect belongs to Southwest Mandarin and has typical characteristics of Southwest Mandarin, that is, four tone categories: Yin Ping, Yang Ping, Shang Sheng, Qu Sheng, Gu Jing Zu (Hong Yin) and Zhi Zhuang, Zhang Zu are mixed with the present pronunciation, and Gu Zhen She Zi and Zeng Geng She Zi are mixed with the present pronunciation; All the ancient entering sounds belong to Yangping (except Jiangjin, Qijiang River, which still retains entering sounds); The pronunciation of

ancient clay initial consonants and Lai initial consonants is mixed today. The internal differences of Chongqing dialect are also very significant. There are not only “entry areas” and “non-entry areas”, such as “entry areas”, but only Jiangjin Qijiang and the rest are “non-entry areas”; There are also differences among different regions in Chongqing: Han Weiwei’s research on *Chongqing Dialect* summed up the internal division of Chongqing dialect. He subdivided it on this basis with the framework of four tones. The dialects of most districts and counties in Chongqing belong to Sichuan-Guizhou or Chengdu-Chongqing small pieces, Qijiang-Jiangjin two districts belong to West Shu, Minchi small pieces, Rongchang-Xiushan two places are not divided into Sichuan-Guizhou-Chengdu-Chongqing small pieces.

Chongqing dialect in a broad sense includes all Southwest Mandarin dialects within the jurisdiction of Chongqing, while Chongqing dialect in a narrow sense refers to the dialects that pass through the nine districts of Chongqing’s main city (Yuzhong District, Shapingba District, Jiangbei District, Nan’an District, Yubei District, Jiulongpo District, Jiangbei District, Dadukou District and Beibei District), which are different from other districts and counties in Chongqing in administrative divisions. Because there are still district and county dialects with their own characteristics in Chongqing, such as Wanzhou dialect, Jiangjin dialect and Fengdu dialect. This paper mainly discusses the dialect of the nine districts in the main city of Chongqing in a narrow sense. Zhai Shiyu described the vocabulary and grammar of Chongqing dialect in *Chongqing Dialect Records*, systematically summed up the changes of Chongqing dialect in the past decades, and summarized the phonological system of Chongqing dialect: 20 initial consonants (including zero initial consonants); 37 finals; The four tone values are 55,21,42,214 respectively.

The main features of the 20 initial consonants contained in the initial consonant system in Chongqing dialect are as follows:

(1)[n] and [l] are not distinguished. This is a typical feature of Chongqing dialect. [n] usually includes two varieties, [n] and [l], which can be varied freely. But in general, [l] appears more than [n].

(2)The homophones of [F] and [X] are also obvious in Chongqing dialect, for example,护，福 reading[fu].

(3) This is because the pronunciation of [tʂ] [tʂ] [ʂ] in Chongqing dialect is less than that in Mandarin, therefore, basically, the tongue-raising sounds in Mandarin are all pronounced as flat tongue sounds.

4. Negative Transfer of Initial Consonant System in Chongqing Dialect to English as a Second Language Acquisition

Language is the most important means of transportation for human beings, and it is an important medium to embody the function of language communication tools. Therefore, learning is very important and ranks first in second language acquisition. Generally speaking, in the second language learning, especially the partial learning, it is necessary to systematically and correctly pronounce the law. However, learners often use similar pronunciations to replace unfamiliar syllables in second language acquisition, and when this behavior forms a habit, it will extend the negative transfer influence of native dialect to second language acquisition. The initial consonant system of Chongqing dialect has its unique characteristics. For the learners whose mother tongue is Chongqing dialect, it is difficult to acquire the second language because of the influence of the dialect. As far as the initial consonant system of Chongqing dialect is concerned, its negative transfer influence on second language acquisition is as follows:

(1) [n] and [l] are Indistinguishable

The pronunciation of [n] and [l] in Chongqing dialect is often confused, in which the pronunciation of “nan” and “lan” in “河南” and “荷兰” is the same in Chongqing dialect, and the initial consonants are both middle voiced [l] on the tip of the tongue, which leads to the pronunciation difficulty and even ambiguity of learners in second language acquisition when they are related to the two phonemes of [n] [l], which will also lead to negative transfer of English as a second language learners in Chongqing. For example, when reading such English words as need, leed, light, night, lest, nest, they cannot be distinguished from each other, which leads to English learning

(2) [n]and [ŋ]are Indistinguishable

Because there is no obvious difference between the turbid nasal sounds in the tip of the tongue and the turbid nasal sounds in the base of the tongue in Chongqing dialect, it will be very difficult for learners in Chongqing dialect area to encounter [ŋ] phonemes in their second language acquisition. Taking the acquisition of English as a second language as an Example Learners in Chongqing dialect area will easily pronounce “sin” and “sing”, “sun” and “sung”, “win” and “wing” in English pronunciation because of the influence of the pronunciation system of native dialect This will have different effects on English listening and oral expression ability.

(3) Read more [r] as [z]

In Chongqing dialect, the initial consonant [z] is turbid before the tip of the tongue. For example, the initial consonant of the word “认识” in “认” should be turbid after the tip of the tongue [r], but Chongqing dialect is pronounced [z]. Under the influence of pronunciation habits, some people tend to pronounce consonants [r] and [tr] directly into the tip of the tongue. For the learners whose mother tongue is Chongqing dialect, if they encounter the phoneme [r] in the acquisition of the target language, they will be easily affected by the negative transfer of the mother tongue dialect and have errors. Taking English as a second language learners as an example, the learners whose mother tongue is Chongqing dialect have obvious pronunciation performance when learning words such as draw, red, room, tree, trade

(4)[ð]and[θ] are Indistinguishable

When the sound of [θ] and [] is pronounced, the tip of the tongue is located between the teeth, and the air flow makes sound through the gap between the tip of the tongue and the upper and lower teeth. In the initial consonant system of Chongqing dialect, there is generally no such pronunciation as interdentate sound. When learners in Chongqing dialect area learn the second language pronunciation according to the phoneme pronunciation in their native dialect, they often mistakenly equate their pronunciation with [s] or [ts] in their native dialect The learners in Chongqing dialect area usually pronounce “thank” as “sank” and “path” as “pass” because of the influence of the pronunciation system of native dialect Thus, the ambiguous distinction of words affects their English pronunciation ability and listening level.

(5) [tʃ]and[$tʂ^h$] are Indistinguishable

In English pronunciation [t] is a gingival plug. When the

consonant is pronounced, the front end of the tongue is raised and sticks to the upper gingiva. The root of the tongue is against the back of the upper jaw to form an obstruction. When the airflow breaks through the obstruction, the sound formation between the tongue and gingiva is similar to the initial consonant "ch [tʂʰ]" in Chinese Pinyin learners of Chongqing dialect, affected by the negative transfer of their mother tongue in their second language learning, will make it difficult for EFL learners to use similar syllables [tʂʰ] instead of new syllables [tʃ], for example, to pronounce cheap[tʃi:p] as[tʂʰi:p].

(6) Influence of other pronunciation habits of Chongqing dialect on English pronunciation

Although Chongqing is located in the south of China, the phenomenon of "儿化" in its dialect is quite common. For example, the word "圈" in Mandarin is said to be "圈圈儿" in Chongqing dialect, and the word "洞" is also expressed by "洞洞儿" in its dialect. This pronunciation habit makes learners in Chongqing dialect area add tongue warping when pronouncing some English words, no matter what the situation is. For example, "a" and "about" are pronounced as "[əʳ], [əʳbaut]", respectively, and neither of these sounds belongs to the tongue-raising sound.

In addition, the final sound of Chongqing dialect is heavier and the soft tone is less. Although there are some suffixes and auxiliary words pronounced softly, most disyllabic words will not be pronounced lightly, but the common pronunciation in Chongqing dialect is stressed. Especially in disyllabic words, the latter syllable tends to be pronounced heavier than the previous one. For example, "抱怨" and "明白" in "怨" and "白" are pronounced heavier than the previous words. In addition, syllables in Chinese usually end with vowels, which makes it easy for learners in Chongqing dialect area to add vowels to words ending with consonants and stress them as map,airport reads[mæpᵊ], ['eəpɔ:tᵊ].

5. Enlightenment of Negative Transfer Influence on Second Language Acquisition in Chongqing Dialect

According to the concept of generative phonology, accent is mainly caused by learners ignoring the distinguishing features of phonemes in the target language, mistakenly equating the phonemes in the target language with those in the mother language and pronouncing the target language according to the pronunciation of the mother language. The influence of language transfer exists objectively, especially the interference caused by negative transfer to second language learning. From the above point of view, the dialects in Chongqing have formed their own unique characteristics and the great differences in English pronunciation have obviously produced negative transfer effects on English learners in this area. Therefore, how to overcome the negative transfer of initial consonants in Chongqing dialect to the greatest extent and improve the effect of English pronunciation learning is suggested from two aspects.

On the one hand, teachers need to improve their English learning level. Teachers can pronounce English on the basis of improving their own level, so that students can easily acquire correct pronunciation. In concrete teaching, teachers can find out the common features and differences between Chongqing dialect and English by summarizing the system of Chongqing dialect scientifically and systematically, pay attention to comparing the differences between the two pronunciation systems, teach students in accordance with their aptitude and carry out intensive training to help learners break through the negative transfer influence of Chongqing dialect on learners' second language acquisition, so as to make learners fully understand the second language.

On the other hand, learners should consciously distinguish the differences between Chongqing dialect and English. Only by recognizing and comparing the differences between English system and Chongqing can we correct pronunciation effectively. Choosing correct and effective English learning strategies, adopting efficient learning and maximizing the positive transfer effect in learning, especially the positive transfer effect of Chongqing dialect in cross-cultural communication. Secondly, we should also pay attention to find out the missing phonemes in dialects, learn carefully and imitate their pronunciation parts, mouth shape, oral tension, and so on. For example, pay attention to the pronunciation of [θ], the distinction between flat tongue sounds, the distinction between nose sounds. Then we should imitate English in a targeted way to improve our own fundamentally. Finally, related pronunciation theory makes second language acquisition relaxed and lively, expands English and strengthens English learning.

6. Conclusion

In a word, language transfer is an inevitable phenomenon in second language acquisition. The negative influence of Chongqing dialect on English as a second language acquisition is manifold and can't be ignored. We should improve our understanding of transfer phenomenon, find out the differences between dialect and English, explore the differences between Chongqing dialect and target language, and choose to learn the transfer rules of Chongqing dialect in second language acquisition, so as to fundamentally improve the English pronunciation of Chongqing dialect learners and communicate effectively.

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