The Influence of Dialects in Northwest China on English Pronunciation Learning

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Abstract

In today's rapidly developing society, economic globalization is an irresistible trend, and exchanges between countries are becoming more frequent. As an international communication language, English has played a great role in various international cooperation and exchanges in China, and an increasing number of English learners have emerged in the world today. Pronunciation is the foundation and premise of learning every language, and students are inevitably affected by many aspects when they learn English pronunciation. Through research, it is found that the main factor affecting students' learning is that students are more or less influenced by their own local language and the influence of dialect habits. In response to this problem, this paper analyzes the factors affecting English pronunciation and proposes: let students intuitively understand the pronunciation of English and dialect, and let students imitate pure English pronunciation and practice more, so as to avoid the influence of dialect in learning pronunciation, as well as to improve students' English proficiency.

Keywords: *English Pronunciation, Dialect, Factor, Improvement*

INTRODUCTION

BACKGROUND OF THE STUDY

In China, many educators pay less attention to language transfer in oral English communication, and they pay more attention to language transfer in writing and translation (Guo & Lin, 2020). Of course, the teacher's education method will also have a great impact on the learner's pronunciation. If the teacher mainly focuses on grammar learning and translation learning, the learner will lose the opportunity to practice pronunciation; leads the oral skill become less valued part (Ercan, 2018). Most of the teachers in small cities have not received professional language teaching training, and are only masters or undergraduates graduated from ordinary universities, so they basically continue the traditional education method. This language education method was influenced by the Soviet Union in the 1950s. Mainly using text translation and grammar intensive methods, such as reading the text and then translating and analyzing the grammar structure word by word, focusing on reading and writing, there is almost no listening and speaking part in the classroom. And the language used in the lectures is also Chinese, and the students hardly have any language locale (Ai, 2016). Unfortunately, since the beginning of the millennium , the government has begun to require schools to simultaneously develop the four basic language skills of students' listening, speaking, reading, and writing, and has also included the listening and speaking skill in the college entrance examination. This affects a large number of Gaokao students in small cities, because these two parts lower the average score of students and makes them miss out on the ideal university. Although this policy has been in place for many years, for students in small cities, their teaching methods and resources are still far behind those in developed cities, unless they pay a high price for advanced cram schools or private tutors. However, in many tutoring institutions, English teaching is still oriented by question-making, and students are often only required to understand key words and so-called question eyes. This model kills students' interest in learning and delays their study habits. Listening and speaking can be said to be the foundation of English. If you only understand the key words, you will not be able to identify the true meaning of the sentence, nor will you be able to learn the linking methods and grammar habits of native speakers.

Due to the influence of the Chinese environment, English users do not have a suitable environment to practice oral English, and the rare oral output of learners coupled with the negative impact of the mother tongue,

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resulting in the phenomenon of Chinese dumb English (Guo & Lin, 2020). Of course, another important reason is the lack of resources for advanced English teachers, many teachers have limited English proficiency and have not received any formal language teacher training. In addition, due to the large population of China, and the number of students in each class in the school is nearly 100, the teacher cannot ensure that every student can have correct pronunciation and understanding in the classroom. In addition, due to the influence of Chinese Confucian culture, students usually do not dare to challenge the authority of the teacher, so most of the classrooms are mainly based on the teacher's speech and the students' listening, and the students rarely have the opportunity to speak. This leads to the absence of the "speaking" part of language classes . Chinese-style education makes many students have no chance to practice oral English in class, and allows teachers to correct pronunciation, so they will have negative emotions in spoken English (Liu & Lin, 2022). In oral language learning, the more confident and bold people are, the easier it is for them to learn English. They dare to challenge, dare to expose their oral problems, and hope to get corrections from native speakers (Guo & Lin, 2020). However, due to the influence of traditional culture, Chinese people are generally more restrained and not good at expressing their emotions. When they pronounce, there are some English vowels that need to be pronounced with their mouths open, which makes them feel embarrassed and shy, so the pronunciation is not in place due to the inappropriate pronunciation (Liu & Lin, 2022). Another point is that the residents of small cities are mostly ethnic minorities, so for the students there, they usually use the language of ethnic minorities, and they have tried their best to use Mandarin at school, but if school add another language to daily communication, it can cause excessive burden and stress towards students (Ai, 2016). Therefore, most learners do not have a suitable English environment to acquire a pure accent, which can easily lead to negative language transfer (Zhen & Liu, 2018).

STATEMENT OF THE PROBLEM

The 21st century is an era of internationalized knowledge economy. The society's demand for foreign language talents presents a diversified trend. This determines the improvement of the training goals and specifications of English professionals in Chinese colleges and universities in the 21st century. However, the pronunciation and intonation from Chinese dialects greatly impact the pronunciation of English and bring many obstacles to communication. Voice is the basic material shell and means of expression of language. It is the sound that is produced by the human vocal organs and expresses a certain meaning. China is a multi-dialect country, and the most prominent, obvious and easily perceptible differences between the dialects are in pronunciation. In the process of English teaching, dialect has a great influence on the learning of English pronunciation, and the strong dialect accent is a major obstacle to learning English pronunciation.

In English learning, every learner's greatest wish is to be able to speak standard and fluent English, and whether the English pronunciation is standard is also an important reference to measure a person's English learning level and achievement. However, the reality is that due to the influence of dialects, Chinese people usually encounter many problems when learning English, the first of which is the problem of English pronunciation. Some learners will be more distressed. Dialects are their mother tongue, and it is difficult to make changes. However, as a foreign language, if they want to truly master English, they must start from the pronunciation. This kind of influence of mother tongue on foreign language phonetic learning has attracted the attention and research of many linguists. Some scholars have focused their research on dialect and international phonetic alphabet, which is the main factor affecting English phonetic learning. Objectively speaking, the International Phonetic Alphabet is a universal standard for learners in different countries, cultures, and native languages all over the world. This cannot be changed. Therefore, for Chinese learners, if they want to improve the efficiency and quality of English phonetic learning, it is necessary to strive to find the convergence point between Chinese dialect and English pronunciation learning, identify the breakthrough point, and correct the pronunciation in a targeted manner, so as to enable oneself to learn and master English pronunciation more smoothly.

LITERATURE REVIEW

The Influence of the First Language or Dialect on English Learning

Learning a new language is equivalent to beginning to develop a new pattern of thinking and behavior, and the interweaving of these patterns with the new language can make the learner feel a new identity, but this identity

can bring a sense of vulnerability and fear in the beginning, these feelings are because learners can express their ideas fluently in their native language, but when using a new language they cannot communicate due to lack of vocabulary and sentence structure, during this period learners should be encouraged and supported (Guo & Lin, 2020). Because of the improvement of oral English is related to the psychological factors of students, if learners want to learn pronunciation well, they must get rid of anxiety, fear of mistakes and negative evaluations (Ercan, 2018). It is also related to students' learning motivation. In China, most learners' motivation is instrumental, and they regard English as a tool for learning, so schools need to create a favorable environment that matches students' motivation (Amoah & Yeboah, 2021).

In addition, when the mode of mother tongue and the second language are very close, positive language transfer will occur during the learning process, and positive transfer can help learners acquire the second language faster; and when the two languages are very different, there will be negative language transfer. This negative transfer interferes with the learner's acquisition of a second language (Zhen & Liu, 2018). The interference of the native language on English language learners is the key to causing pronunciation errors, and at the same time, if the learners are not fully exposed and trained in the second language, errors will also occur. Because the learner's native language lacks some pronunciations of the target language, and they have not been exposed to and practiced the correct pronunciation of the second language (Ercan, 2018). Hence, the cognition of the pronunciation of the second language greatly affects students' learning, learners cannot understand the principle and process of pronunciation, so they cannot distinguish pronunciation and produce it like native speakers (Ercan, 2018). Therefore, whether the learner's accent is similar to that of the native speaker is related to whether they have lived in the target language country. Generally speaking, living in the target language country for more than one year will bring great help to the learner's pronunciation. Talking to native speakers on a regular basis will make it easier for learners to understand and improve some accent problems (Lani & John, 2019).

Common speaking problems in Chinese learning English

Dialect is a language system with local national culture, language and cultural characteristics formed in the process of historical development of a country and region. Different countries and regional languages have certain differences in pronunciation, meaning, grammar, word order and so on. Chinese dialects are generally divided into eight dialects by region : Mandarin, Jin, Xiang, Gan, Wu, Min, Cantonese, Hakka, etc. Different dialect types have different effects on English phonetic learning. Generally, it is mainly divided into two aspects: the impact on English phonetic vowels and consonants.

English has 20 vowels and 28 consonants. For beginners, it is relatively difficult to learn vowels. This is because the vowels themselves are divided into single vowels and diphthongs, of which there are 12 single vowels and 8 diphthongs. The pronunciation of vowels is not fixed, but changes according to the difference between single vowels and diphthongs. Vowel pronunciation is mainly affected by the following aspects: First, lip shape. Chinese dialect pronunciation habits will affect the way English learners learning method. In the process of learning English pronunciation, you will unconsciously change what should be round-lip pronunciation into flat-lip pronunciation, such as the pronunciation of [u:] and [u]. Some dialects do not have rounded sounds, so it is difficult for learners to pronounce [u:][u] vowels that require rounded pronunciation, so they often use flat labial sounds instead of rounded sounds, so they cannot pronounce "authentic" spoken English. . Second, the position of the tongue in the mouth also affects the pronunciation of English vowels. As we all know, the tongue plays a major role in English pronunciation. Compared with English pronunciation, Chinese dialects have different tongue positions during the pronunciation process, so it is difficult for learners who are used to dialect speech to adjust the tongue position.

At present, both academics and English phonetic learners generally believe that vowel pronunciation is more difficult to learn than consonant pronunciation in English phonetics learning, so many beginners focus more on English vowels and ignore the learning on English consonants. This is actually a big misunderstanding. Vowel learning is directly related to the accuracy of English pronunciation, which is of course important, but consonants are the interpretation and expression of English pronunciation. It will also make the listener misunderstand the original intention of the speaker. For example , "we are family", some English learners will

mark it as Chinese pronunciation [vi: a:r fæməli], which obviously causes confusion in the meaning of words (Irina & Lan, 2019). At the same time, many Chinese students often confuse the pronunciation of /w/ and /v/, and some learners in some regions will pronounce /n/ as /l/ due to the influence of the dialect, and often mispronounce similar vowels. Most Chinese people's English pronunciation problems are in terms of vowels. Due to the difference between Chinese vowels and English vowels, students habitually bring the pronunciation of Chinese vowels into English (Shi & Shih). For example, when students say they want to eat snacks, they pronounce the pronunciation of snacks as snakes, which sometimes causes misunderstandings (Zhen & Liu, 2018).

Furthermore, learners in Northwest China are more likely to confuse the pronunciations of /n/ and /l/, as well as the pronunciations of / ei / and / en /, /u/ and / əu /, such as pen, name, book, the learners will miss pronounced them. Most pronunciation problems are about individual consonants and vowels, because there is no corresponding phoneme in their dialect (Zhen & Liu, 2018). The pronunciation that learners in Central China usually confuse is the long and short vowels. For example, when reading 'sheep', they will read long vowels into short vowels. They also confuse /v/, /w/, and /f/. For example, the /w/ sound in the word 'want' is pronounced as /v/, or the /v/ sound in the word 'van' is pronounced as /w/ (Zhen & Liu, 2018). In South China, learners are accustomed to adding vowels to words ending in consonants or between two consonants. For example, at the end of the word 'map', they will add a /u/ pronunciation after /p/; or like For the word 'blue', they would add the /u/ sound between /b/ and /l/. Among other things, they confuse /v/ and /w/, or /l/ and /r/ (Zhen & Liu, 2018). Due to the influence of dialects, people in different parts of China will encounter many phonetic problems when speaking Mandarin. For example, people in Jiangxi Province have difficulty distinguishing the sounds of /f/ and /h/, such as 'lake' in Chinese. It should be /hu/ in pinyin, but they will be pronounced as /fu/, and this phonetic habit will also be brought into English, such as 'home' will be pronounced as 'fome' . Others will pronounce 'knife' as 'life', or 'need' as 'lead'. So the mistakes these learners make when learning Mandarin carry over to English learning (Liu & Lin, 2022).

At the same time, several syllables in Chinese Pinyin are similar to English pronunciation, such as 'b, p, g, k'. Although the fonts are the same, the pronunciation is different. Once the above-mentioned vowels are added after the English consonants, the pronunciation will become sluggish for those who speak English with a heavy dialect. In addition, there are also fricatives and affricates in English phonetic learning. The pronunciation is characterized by whether the airflow produces friction, such as fricatives [f], [r], [s], [z]; affricates [tr], [ts], [dz] will rub against the airflow when pronounced. And these pronunciations will have different effects due to different regional dialects. In addition, the basis of modern Chinese is the northern dialect, and the northern dialect does not have words ending in some unvoiced consonants such as 'p, k, t', etc., while the southern dialects such as Cantonese, Hokkien and other dialects have the unvoiced consonants mentioned above, so modern Chinese have difficulty in pronouncing some English words correctly (Amoah & Yeboah, 2021).

In terms of tone and intonation, English has an overall change of rising and falling intonation within the scope of a sentence. At the same time, English pronunciation also has weak reading, continuous reading, assimilation, etc., while the Chinese dialect is that each word is fixed. Tonal, which is a big difference between Chinese and English pronunciation. In addition, since English syllables are the process of connecting vowels and consonants to each other, there is no pause when pronouncing. There are many places in English sentences that are linked together. For example, a word ends with a consonant and its next word begins with a vowel, which allows the speaker to read the two words together . However, Chinese has pauses. The words are always very clear and there is no continuous reading. The main reason is that the phonetic structure of Chinese sentences requires the speaker to pause in the middle of the word, and English is different; hence, native speaker of Chinese tend to have the problem of pauses of syllables when speaking English (Irina & Lan, 2019). Most Chinese students are accustomed to clear pronunciation and distinct words in Chinese, which leads to a lack of coherence between words when they speak English (Guo & Lin, 2020). In English sentences, stressed syllables and unstressed syllables will appear alternately, and these two syllables will affect the speed of the rhythm in the process of reading the sentence. For example, a sentence with fewer stressed syllables will be read slowly (Guo & Lin, 2020). These differences affect the pronunciation norm of English speech.

RESEARCH OBJECTIVES

Find out the phonetic mistakes people in Northwest China make while learning English.

To study the impact of Northwest China dialects on English phonetic learning.

RESEARCH QUESTIONS

What are the common phonetic mistakes that people from Northwest China make when learning English?

What caused these phonetic errors in Northwestern China during the learning process?

SIGNIFICANTS OF THE STUDY

In recent decades, experts have been constantly studying the problems and difficulties encountered by Chinese people in learning English, and they are constantly updating the guidelines for language education so that students can master English more accurately. However, in the process of English learning, pronunciation is always a problem that plagues countless students. After continuous comparison and analysis, experts gave different opinions and suggestions, and put forward relatively obvious influence factors on the problem of English pronunciation through different regions and dialects, and researched corresponding solutions. However, due to the lack of educational resources in Northwest China, and little attention has been paid to foreign language teaching, experts have not made detailed research on the impact of Northwest dialects on English phonetics learning. Therefore, in this study, we will focus on analyzing the impact of northwestern dialects on English phonetic learning.

METHOD AND PROCEDURE

This research will be qualitative research, and initial information will be searched in various published academic journals and books. In the qualitative research, a simple vocabulary list will be designed first, which requires 50 words, including different vowels and consonants, and then lists three sentences to test the students' ability of linking. The study required 50 English language learners from the Northwest of China. The researchers recorded their reading of words and sentences, and then disassembled the recordings for analysis.

RESULT

Below is the calculated phonetic problem of the language learners from different regions of North West of China.

Phonetic Symbols	Central region	North region	West region	South region
i		√	√	√
i:		√	√	
E		√	√	√
a		√		√
ə				√
u			√	√
u:			√	
ɛ				√
Æ		√	√	√
ɔ				√
ɑ				√
ʊ				√
ʌ		√	√	√
Ai			√	√
Ei			√	
ɔi				√
uə				√
əu			√	
iə				√
p	√			
b	√			
t	√			
d	√			
k	√			

g	√			
h				
l				√
s				
W	√		√	√
Z		√		
M				
N	√		√	√
R		√		
ŋ	√		√	
F				
V	√		√	√
Θ			√	√
Ð			√	√
dʒ				√
tʃ				√
ʃ			√	√
ʒ			√	
j				

DISCUSSION

The Influence of Northwest Dialect on English Pronunciation

Nasal sounds in Northwestern dialects often have an effect on English speech. Compared with Mandarin, Northwest dialects are more common in back nasal . Many times when Northwesterners speak Mandarin, they cannot tell which is the front nasal and which is the back nasal. So this problem has been brought to English pronunciation learning. The problem of back nasal sounds seriously affects English pronunciation , such as: one, children, question, listen, certainly, month, happen, London, and other words are pronounced as [ŋ] sounds by students.

The Influence of the Phenomenon of Procrastination in Northwest Dialects on English Pronunciation

From the recording, it is found that the phenomenon of procrasnation in the Northwest dialect mainly exists in the light consonants [p], [t], [k] and the voiced consonants [b], [d], [g] . The standard pronunciation of a plosive is without the vowel factor. However, due to the influence of the delayed sound of the Northwest dialect, the learners naturally place the [ə] sound at the end of the word and the voiceless consonant and voiced consonant become [pə], [**tə] ,** [kə], [bə], [də], [gə]. Thus, read is often pronounced as [ri : də], head as [hedə], sheep as [ʃi:pə], bag as [bægə] and so on.

The Influence of Drop Intonation in Northwest Dialects on English Pronunciation

The pronunciation of English is strictly divided into ascending and descending tones, and the pronunciation of Northwest dialects differs greatly from that of English. Within the scope of a sentence, there are overall changes in rising and falling tones , and English pronunciation also includes weak reading, continuous reading, assimilation and so on . In the Northwest dialect, each character has a fixed tone. This leads to the confusion and indistinguishability of the two in students' English pronunciation learning. In addition, English syllables are the process of connecting vowels and consonants to each other , and there is no pause in pronunciation, but in the Northwest dialect does exist, and this difference also affects the standard of English intonation.

Influence of pronunciations that do not exist in Northwest dialects on English phonetics

In the process of recording, it is found that the pronunciation of the phoneme [θ], [ð] in English does not exist in the pronunciation of Chinese, so students use Chinese sounds to replace English sounds in the process of learning English, that is, [z] replaces [ð] and [s] replaces [θ], the most common mistakes are the pronunciation of thanks[θ æ ŋ k] as [s æ ŋ k] and these[ð i:z] as [zi:z].

The Influence of the Dialects in the Central Northwest on English Pronunciation Learning

The dialect of the central part of the northwest is the Northwest Mandarin, which is greatly influenced by

Mandarin, and also mixed with some Mongolian. The pronunciation of the central dialect is mostly pronounced at the back of the mouth, and the back of the tongue is high and the opening is small. The contrast between long and short vowels in the central dialect is not obvious. Often, long vowels are not pronounced enough, and short vowels are not short enough, and the difference between long and short vowels is not obvious. And there is no front nasal consonant [n], front nasal {n] and back nasal [ŋ] cannot be distinguished, often the front nasal [n] is lost, and the main vowel of the syllable is nasalized. In English, there are many words that end with the nasal sound n. When students read similar words, they often lose the ending syllable [n] and pronounce it as [bi:](been), [rei](rain) due to the influence of the dialect . As a result, the meaning of the word has changed greatly. This dialect often uses the rear nasal [ŋ] instead of the front nasal [n], so when outsiders hear this dialect, they feel that the nasal sounds are heavier, as if they have caught a cold. The same they did when they speak English, such as ['ækʃ(ə)n](action), [kwestʃən] (question) read as [' ækʃ(ə) ŋ], [kwestʃəŋ]. There are also students who do not distinguish between [v] and [w], they read [w] as [v]. Although they can read the [v] sound accurately, when they read the words containing the [w] sound, they are disturbed by the dialect sound and will bring it to the pronunciation of English words. In addition, the problem of learning English pronunciation for people in the central northwest region lies in the consonants. After the consonants [p], [b], [t], [d], [k], [g] , they are added with [a] like dialect; thus, when these consonants appear at the end of words, and it is easy to add [a] to the consonants. The negative impact of dialects on English pronunciation learning cannot be ignored.

The Influence of the Dialects in the south region of Northwest on English Pronunciation Learning

On the other hand, learners from south region of Northwest generally have accents, such as when some words begin with vowels such as [a], [ai], [ɔ:], [ə:], [i:] , learners in southern regions are accustomed to adding nasal /n/ at the beginning, for example: " I " [ai] is read as [nai], "or" [ɔ:r] is read as [nɔ:r], eager[i:gər] is read as [ni:gər] and so on. There is also the negative transfer of [v] and [w] . Since there is no rounded sound [w] in southern dialects, this pronunciation habit makes the learner pronounce the [w] sound as [v], so they are reading words such as we, well, and world as [vi:], [vel] and [və:ld]. In addition, people in this area cannot distinguish between [n] and [l], which leads to difficulties in pronunciation of nasal [n] and lateral [l] in English. For example, mispronounce 'night' as 'light', pronounce 'snow' as 'slow', and pronounce 'nine' as 'line'. In dialects , some 'zh , ch , sh' initials in Pinyin are read as the corresponding 'z, c, s' initials, which makes [dʒ], [tʃ], [ʃ] and [z], [ts], [s] are mixed in English. For example, read joke[dʒəuk] as [zəuk], watch[wɔ:tʃ] as [vɔ:ts], shop [ʃɒp] as [sɒp], etc. The two interdental sounds [θ], [ð] also do not exist in the dialects of the southern regions , so most people will find it difficult to pronounce these two sounds, and are used to reading [θ] as [s], and [ð] is read as [z].

The Influence of the Dialects in the south region of Northwest on English Pronunciation Learning

However, the influence of the dialects from west region of Northwest on English pronunciation learning is different. The following discusses the influence of western dialects on the pronunciation of English vowels from three aspects. The first is the length of pronunciation . English vowels can be divided into long and short sounds according to the length of pronunciation, while the distinction between long and short sounds in western dialects is less obvious. When students pronounce these sounds, they often fail to pronounce them properly and cannot clearly distinguish the long and short sounds. For example [u], many students pronounce it as [u:]. In fact, there is no equivalent sound in the dialect. Therefore, students often cannot distinguish words with similar pronunciation such as food[fu:d] and foot[fʊt]. Sometimes such pronunciation errors often lead to misunderstandings in meaning. For example: full[fʊl] and fool[fu:l], pull[pʊl] and pool[pu:l], etc. Therefore, teachers must pay attention to the explanation of phonetic theory, so that students can understand the pronunciation parts and pronunciation methods of long and short vowels.

The second is that the learner's mouth opening is not enough. The mouth opening and closing is actually the level of the tongue. The most important thing for learning vowels is to master the tongue position. Western dialects often do not distinguish between [ai] and [ei] when they speaking, and often pronounce [ai] with a low tongue position and a large mouth opening into [ei] with a semi-high tongue position and a small mouth opening . This is also reflected in English pronunciation. For example: [ai], [aː], [æ] in English, many students pronounce [ei], [ʌ], and [e] with smaller openings . Another less obvious mistake is the habitual misreading of individual vowels . Western students pronounce [æ] as [an], for example: apple[æpl] as [anpl]. And when [əu] encounters [g], [k], [h], it is often pronounced [iau]. For example, read go[gəu] as [giəu], read home/həum] as [hiəum], etc.

In terms of consonants , English consonants are mainly paired clear and voiced consonants, and some consonants are not found in Chinese. In Chinese, consonants are distinguished by aspirated or unaspirated. Compared with vowels, dialects have a greater impact on the pronunciation of English consonants. For example, the initials 'b, p, d, t, g, k,' in Western dialects is similar to the plosives [b], [p], [d], [t], [g], [k] in English, it is difficult for students to distinguish the difference between them. These initials include the part of the final 'o' or 'e'. Affected by this, when these consonant phonemes are placed at the end of words, many students will always include vowel components in their pronunciation. For example, read foot, cook and map as [futə], [kukə], [mæpə]. There is also a very obvious problem about alveolar and lingual alveolar sounds. In the initials of Chinese dialects in the west region, there are only flat tongues 'z', 'c', and 's', but no warped tongues 'zh' , 'ch' , and 'sh' . Therefore, when students in this areas pronounce [ʃ] and [ʒ], they often pronounced as [s] and [z], for example, they pronounce 'ship' as 'sip'. However, there are also some students read [ʃ] and [ʒ] as 'sh' and 'r' sounds in Pinyin. The two are similar, but there are differences in the pronunciation positions. In Pinyin 'sh' and 'r' are raised tongue sounds, while in English [ʃ] and [ʒ] are flat tongue sounds; in addition, 'sh' and 'r' in Pinyin are placed at the back of the tongue, and the tip of the tongue is raised close to the front of the hard palate. In English [ʃ] and [ʒ], the tongue is positioned forward, and the end of the tongue is close to the alveolar.

There are front nasal and rear nasal in Mandarin, but there is no front nasal in Western dialects, that is, "en" is pronounced as "eng", and "in" is pronounced as "ing". In English, the expressions of [n] and [ŋ] is unclear, ran is read as rang, and win is read as wing. The two are still in different pronunciation positions. When [n] is pronounced, the tip of the tongue touches the alveolus, and when [ŋ] is pronounced, the back of the tongue is raised.

There are also habitual misreading of individual consonants, and the two sounds [θ] and [ð] also do not exist in western dialects . Students are easily confused with [s] and [z] when pronouncing, and the thing[θi ŋ] is read as [si ŋ], bathe[bei ð] is read as [beiz]. In addition, in some parts of the west, people often pronounce the bilabial [w] as the labial-dental [v]. Although students in these places can correctly pronounce the [v] sound, in the words with the [w] sound, they are affected by the local sound, such as: wet[wet] is read as [vet], win[win] is read as [vin], will[wil] is read as [vil] and so on.

The Influence of the Dialects in the north region of Northwest on English Pronunciation Learning

In the north-northwest region, learners' errors are related to the influence of Chinese Pinyin as well, for example, [z] is pronounced as [zi] in English, but is often pronounced as [tsi] by students. There is also the pronunciation of [r] in English, this pronunciation should be to roll up the tongue and extend it towards the base of the tongue without touching the upper jaw. However, it is pronounced by many students as the pronunciation of 'r' in Pinyin. In Pinyin, this sound only needs to be slightly rolled up with the tongue and touched the upper jaw. Thus, the 'rose' is pronounced close to [ʒəuz]. Some English sound combinations are similar to the finals in Pinyin, for example, the combination of 'en' , its pronunciation in English should be [en], but in Chinese Pinyin, its pronunciation is pronounced as a very loud consonant [n], so, pen is pronounced as [pn], and ten is pronounced as [tn]. The pronunciation of 'ong' is also pronounced as the sound of the final 'ong' in Chinese Pinyin , so the English word song is read as the pronunciation of [sɔŋ]in Chinese, and

similarly, long is read as [lɔŋ].

At the same time, several pronunciations they made wrong were [a], [ʌ], [i], [i :], [e], [æ], and students were accustomed to replacing them with the pronunciations inPinyin.

Pronunciation of [a] and [ʌ].

[a] is a long vowel. When pronouncing, the mouth is wide open, the body of the tongue is lowered and retracted, the back tongue is slightly raised , and the tip of the tongue does not touch the lower teeth. The lips are slightly rounded. The lips are pronounced like the " a " in Pinyin, but they are not as long as the Chinese pronunciation, and the front of the tongue is pressed down, making the sound shorter. Many students can't distinguish the pronunciation of [a] and [ʌ] . [a] is exhaled flat , and the lips and tongue are in the same position, while the pronunciation of [ʌ] is slightly flatter than the lips , and the tip of the tongue is slightly flat . There is no need to press the bottom of the mouth, the pronunciation seems to be accumulated in the throat first and suddenly pressed from top to bottom.

Pronunciation of [i] and [i :].

There is not only a difference in length between these two tones, but also a difference in pitch. Although [i] and [i :] are a pair of long and short, their pronunciation effects are different. When making the [i] sound, the sound should not only be short, but the tongue surface should be a little further away from the palate . When pronouncing the long sound [i :], students can follow the Chinese " yi " sound, but there is no pronunciation of the initial "y", so the tongue surface should be away from the upper palate , so that the air flow out of the mouth and there is not any friction occurs on the tongue surface. While [i :] and [i] are pronounced in the same position of the tongue, but the former is exhaled from the mouth flat , while the latter is pronounced when the tongue is pressed down from the top of the mouth.

Pronunciation of [e] and [æ].

Some students tend to open their mouths too much when they pronounce [e] , and they tend to open their mouths too small when they pronounce [æ] . When many people distinguish these two sounds, they only notice that their mouth opening is different. This is true, but the pronunciation of these two sounds is also different. When pronouncing [e], the chin is pulled down and the tongue is flat. Put it on the lower jaw, and exhale the sound flat from the throat . When pronouncing the [æ] sound, not only pull the chin down, but also open the whole mouth, let go of the sound, press the sound from the top down from the throat, and move the tongue a little bit more than the [e] sound after the sound is pronounced.

CONCLUSION

This paper analyzes the pronunciation problems and reasons of English learners in Northwest China after being influenced by dialects, and puts forward some teaching suggestions. The main reason for English pronunciation problems is firstly the negative transfer of the mother tongue. Long-term exposure to the Chinese language environment is a great challenge for students to learn English. Due to the lack of English language environment and the deep influence of Chinese pronunciation and local dialects, students are lack of awareness of English pronunciation. The second is the neglect of pronunciation in the English teaching process, including the neglect of pronunciation learning in English textbooks and the neglect of pronunciation practice by teachers themselves in the teaching process. The traditional English learning and teaching are biased towards the learning and teaching of theoretical knowledge, and students often pay more attention to the learning of grammar and vocabulary, which directly leads to the serious neglect of pronunciation learning. The last point is that the cultural differences between China and Western countries have become obstacles to English learners' pronunciation learning. European and American people have a warm and open personality, with cadence and obvious ups and downs, while Chinese people are relatively reserved and introverted, and are not good at expressing emotions.

Then there are the following teaching suggestions for English learners' pronunciation problems. In the process of teaching, teachers should pay attention to the teaching of pronunciation, establish scientific teaching goals,

make students aware of the importance of pronunciation, cultivate students' ability to use English in actual communication, and try to be innovative and interesting in the curriculum setting, and interact with students more, to improve students' learning initiative. In the teaching process, advanced tools can be appropriately used to assist teaching. In detail, the learner imitates standard English pronunciation. In many articles related to English phonetics teaching, it is pointed out that in the process of learning English phonetics, imitation is the first and most important part, and students are purposefully allowed to imitate the pronunciation of people from English-speaking countries, and only enough correct pronunciation input leads to correct output. Try to be exaggerated when imitating, and pay attention to the ups and downs of the sound. In addition, the use of interest teaching method. The so-called "interest-based teaching method" refers to stimulating students' interest in learning pronunciation from both teaching methods and teaching content. There is also the need to use English speakers, voice recorders, visual speech synthesis technology and other techniques to assist students in practicing correct pronunciation. Pure and authentic English pronunciation requires not only knowledge of phonetics in books, but also some pronunciation skills. However, most phonetics textbooks are vague about this part. English speakers, voice recorders, visual speech synthesis technology, etc. are effective teaching tools, which are vivid and intuitive, with standard pronunciation. Using these auxiliary tools in the teaching process will greatly improve the pronunciation level to a certain extent.

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