

The Influence of Dialect Environment on Second Language Acquisition and Countermeasures

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Abstract: Language transfer refers to the influence of language knowledge learned by learners on the learning of target language in the process of learning a new language. Dialects are the inheritance or branch of the common language, which is the result of long-term evolution. Once dialects are formed, they are relatively stable. Therefore, people in a certain dialect area are still largely influenced by local dialects when they learn another new language. When learning a second language, it is inevitable that it will be influenced by the native language variant, the dialect. As the most widely used language in the world, many countries regard it as a second language. This article takes English learning as an example to study the influence of dialect environment on second language acquisition and study the dialect environment in English phonetic learning. The role of language transfer, and the corresponding countermeasures are proposed through the analysis of research results. This paper finds that dialects as a native language voice experience is beneficial to college students in their development of second language phonological awareness. Although the experimenters have rich native language experience, for those who have no dialect and only one native language learner, the performance of dividing the sub-syllable unit is not satisfactory, and the sensitivity to the sub-lexical phonetic unit is not high enough, thus affecting the second language. The speed of vocabulary acquisition. The dialect's experience as a native language of the society can enhance the learner's phonological awareness and improve the speed and accuracy of learners' second-language vocabulary acquisition.

1. Introduction

The study of second language acquisition began in the late 1960s and early 1970s and has since developed rapidly. It is different from the acquisition of mother tongue. The latter is formed by a person in the natural language environment from birth, and is a subconscious acquisition behavior. The acquisition of a second language can sometimes occur in a natural language environment, or in a formal classroom environment (in which case the second language can be called a foreign

language) [1-2]. In the past 50 years, researchers at home and abroad have published a large number of theoretical monographs and published many research papers. These monographs or essays, or from the perspective of linguistics, study the grammatical features of learners' speech and how they acquire the grammatical abilities of second language; or study the psychological processes of learners' acquisition and use of second language from the perspective of psycholinguistics; Or from a pragmatic perspective to study how learners understand how to communicate properly [3-4]. In recent years, some researchers have studied social factors that influence learner language development from the perspective of sociolinguistics, but these studies are far from enough. Mandarin is the official language of China, but not every Chinese can speak Mandarin or speak Mandarin. It is greatly influenced by dialects. Most Chinese students learn English after they have mastered Chinese. At the beginning, English pronunciation was greatly influenced by the mother tongue (including dialects and mandarin). At the same time, Mandarin Chinese and English have multiple groups of phonemes with the same pronunciation. The level of Putonghua directly affects the pronunciation of students' English [5-6].

The main purpose of learning English is to communicate with others in real time through sound symbols. To achieve this goal, the speaker must be able to emit a tone that the other party can understand and can understand the tone of the other party. Otherwise, even with more linguistic knowledge, it is impossible to communicate effectively with others, and the language loses its communicative function [7-8]. The study of English pronunciation plays a vital role in English language learning. However, in the process of learning English, learners will unconsciously compare the dialect sounds of their birthplace with the English pronunciation. When the pronunciation rules of the two are different, learners usually move the dialect speech rules that have already been learned to the English phonetics first, and generate a large number of negative migrations, which hinders the learning of English speech [9-10]. Therefore, through the combination of theoretical and empirical investigations, we can find out the negative transfer effect of local dialects on English phonetic learning, and seek appropriate teaching strategies according to the actual situation to help students form accurate pronunciation habits, which has important practical and practical significance. This paper comprehensively analyzes the phenomenon of negative transfer of dialects in the process of English phonetic acquisition in dialect areas, and proposes corresponding teaching strategies. It aims to enhance the negative transfer consciousness of teachers and students and promote the work of English phonetics in dialect areas. Significance [11-12].

Speech learning is a key factor in second language acquisition and the soul of language. Therefore, it is very important for beginners to learn the correct pronunciation. The pronunciation of the learner's first language will inevitably lead to positive and negative transfer of target language acquisition. For Chinese learners, Chinese belongs to the Sino-Tibetan language family and English belongs to the Germanic language family. The Guanzhong Plain is located in the central part of Shaanxi Province. The dialect here belongs to a branch of the northern Mandela dialect and has almost no similarities with the English in the voice. Nirmla studied 25 ethnic groups in the Guanzhong Plain dialect. Comparing the phonemes of the two languages, further analyzing the negative transfer of the Guanzhong Plain dialect to English pronunciation, and proposing corresponding solutions [13-14]. Shook has done three experiments to examine the role of the

speech preparation unit in oral English planning. It compares English monolinguals with English as a second language, native Chinese speakers and native Japanese speakers. All three groups name pictures in English, and the names can have the same initial phoneme, mora or syllable, or no system commonality. In the English monolingual group, the phoneme preparation effect is significant, while in the two bilingual groups, the phoneme preparation effect is not significant, indicating that the phoneme is the phoneme preparation unit of the English monolingual group, rather than the tone of the two bilingual groups. The three groups of bit preparation units show the mora and syllable preparation effects, but further analysis and subsequent experiments show that Chinese-English bilinguals can regard mora as an open syllable. English phonology shows similar phoneme and code preparation effects, possibly due to flexibility. The choice of speech preparation can be flexible, influenced both by the nature of the target language and by the speaker's language experience [15-16]. Andrew D studied the learning mechanism of dialects as a second language acquisition. Andrew D focuses on the acquisition of the Flemish dialect's phonetic features in native Dutch or Dutch-speaking variants. The data is collected by image naming and sentence completion tasks. Inspired by Chambers, he found that the data of the second dialect learner showed the s-curve pattern and interpreted it as evidence of rule-based learning. We studied whether it is possible in our subjects' data. A similar s curve was observed. These data are consistent with the analog memory-based language acquisition model. To further investigate the applicability of memory-based reasoning in our data, Andrew D performed a computational classification task in timbl, in which the task must be different. The quantity of training data predicts the dialect form of standard Dutch words. In this way, Andrew D compares the accuracy score and acquisition score of the model [17-18]. Few studies have investigated whether and how early exposure to two dialects may affect the development of speech categories, especially when phoneme contrasts exist only in one dialect. The Chen H study compared the perceived sensitivity of the Australian English adult listener to early detection and non-contact with another English dialect without such contrast, indicating that the utterance sensitivity of the vowel length is incorrect, although the uni-language group and the two dialects The group is more sensitive to the pronunciation of the vowel length, but the adult of the two groups is more likely to accept the pronunciation of the vowel length than the adult of the single dialect group. Both groups are more likely to accept pronunciation errors in vowel length than in vowel height and back. Chen H's research results show that both Australian English adults can use a more flexible vowel length [19-20].

This paper takes the most extensive English learning as an example, sets up experiments, analyzes and studies the influence of dialect environment on English learning. Through analysis, the dialect environment has both positive and negative migration effects on English learning. After analyzing the experimental data, some suggestions were made for the countermeasures of the influence of the dialect environment on English learning.

2. Proposed Method

2.1. Overview of Language Transfer Theory

The study of language transfer began in the 1940s and 1950s and was first proposed by a famous American linguist in his book *Intercultural Linguistics*. Once published, the book produced a strong

response in the field of second language acquisition. In the following decades, the study of language transfer has undergone a tortuous process, which can be roughly divided into three stages: the first stage was from the 1950s to the early 1960s, and it was in its prosperous period. It is closely integrated with the dominant behavioral language learning theory at that time, which lays a solid theoretical foundation for the comparative analysis hypothesis that emerges later and becomes an important reference in the second language acquisition theory. The second stage is From the late 1960s to the 1970s, due to the general grammar of Chomsky's epistemological epistemology, many linguists began to question the comparative analysis hypothesis and language transfer theory. The behavioral language learning concept was challenged. Degrading the role of migration in foreign language learning; the third phase began in the late 1970s and early 1980s, and the theory of language transfer rose again, becoming a hot topic in the field of second language acquisition and language teaching, and was regarded as a language learning. An important strategy, scholars from all over the world began to explore the impact of migration on foreign language learning from the perspectives of language, psychology and society. It can be seen that the problem of language transfer runs through the research and development of second language acquisition. Scholars from various countries have also proved through a large number of experiments that in the process of learning a second language, learners frequently have a phenomenon of mother tongue migration in the various language levels of speech, semantics, lexical and syntactic.

(1) Definition of language migration

Language transfer has become a core issue in applied linguistics, second language acquisition and language teaching. At least 100 years of history. However, in this long course of research, scholars have not yet made a unified definition of their definition. Some scholars define language migration as the impact of one's knowledge of one language on the acquisition or use of knowledge in another language. Other scholars believe that migration is a cognitive activity, a new experience gained from previous learning, affecting new learning by affecting the relevant characteristics of the original cognitive structure. Some scholars believe that migration is a foreign language learner who resorts to native language knowledge due to the lack of knowledge of the target language in the process of communication. It can be seen that there are different opinions in the academic world on the definition of language migration. Generally speaking, it can be summarized as follows: First, language migration is a communicative strategy, which is a behavioral phenomenon in interlanguage, that is, the language migration is regarded as a kind of borrowing, and the language migration that occurs in learning originates from the learner. Repeated and successful borrowing belongs to structural migration. Secondly, from the perspective of cognitive psychology, language transfer is interpreted as "a linguistic psychological process in which L2 learners stimulate their native language knowledge to use or develop their interlanguage". It is believed that there are two situations in this process: one is the migration in communication, that is, the migration is regarded as a communicative process, which occurs only when the learner speaks and understands the speech. The second is the migration in learning, that is, the migration has already formed a certain rule in the interlanguage of the second language learner, and precedes it to speak or understand the conversation content; thirdly, the language migration from the perspective of cognition A constraint that the learner's previously acquired knowledge is in the process of language learning. Emphasize that any learned language knowledge belongs to the learner's previous knowledge and can be

transferred during the second language acquisition process. In summary, the definition of language transfer can be described as benevolent and wise. Many psychologists, applied linguists, and theoretical linguists are still working tirelessly. The different understandings and interpretations of language transfer not only do not affect the study of it, but also help people understand their true meaning more comprehensively and deeply. At present, the following points have been generally recognized for the concept of language migration: language migration will change dynamically with the improvement of learner's second language level; language migration is the mutual relationship between existing language knowledge and new language knowledge. Promotion and interaction, where the existing linguistic knowledge includes both the linguistic knowledge of the learner's native language and any other linguistic knowledge that the learner has acquired.

(2) Classification of language migration

The history of language migration has a long history and its debates are long-lasting. Not only does it have a wide variety of definitions, but it can also be complicated. It can be divided into different categories from different angles, and there are mainly four types of classification. First, according to the different directions of migration, it can be divided into forward migration and reverse migration. The former refers to the influence of previous learning on subsequent learning, that is, what people usually call "touching the analogy" and "taking the opposite." The latter is the influence of subsequent learning on previous learning. For example, the learning of English grammar affects the Chinese grammar of Chinese students. Second, from the source of migration, it can be divided into intra-class migration and inter-lingual migration. Intralingual migration is also called intro-linguistic interference. It means that in the process of acquisition of the second language, the learner over-uses some linguistic knowledge because of misunderstanding or not fully grasping the target language, so that the internal rules of the target language interfere with each other. The phenomenon. The inter-linguistic transfer is due to the difference between the two languages. The mother tongue will transfer the learning of the target language, which can also be called inter-lingual interference. Third, according to the nature of migration, it can be divided into positive migration and negative migration. Positive migration refers to the promotion of the mother tongue's learning of the target language, which often occurs when the mother tongue and the target language have the same or similarities. For example, the French are more likely to learn English than the Chinese because English and French belong to the Indo-European language family and have many similarities. Negative transfer is a form in which the learner uses the rules or patterns of the native language to cause errors or inconsistent language rules in the course of learning the target language, thus hindering the acquisition of the target language, such as differences in the Chinese and English word order. The emergence of Chinglish. Fourth, from the perspective of migration, it can be divided into voice migration, pragmatic migration, lexical migration, syntactic migration and text migration. Among them, voice migration is the most common phenomenon of language transfer. It means that when the mother tongue and the target language appear different at the same time, the learner will transfer the pronunciation rules of the mother tongue to the voice learning of the target language, thereby promoting or hindering the purpose. Acquisition of speech. Pragmatic transfer is the influence of the pragmatic knowledge of the learner's mother tongue on the learning, understanding and generation of second language pragmatic information. Vocabulary migration includes lexical semantic transfer and lexical collocation. It refers to the influence of the difference

between the morphological and semantic meanings of the mother tongue and the target language on the learner's target vocabulary. Discourse transfer refers to the influence of differences in culture and thinking between the mother tongue and the target language. The learner's discourse knowledge will produce inter-linguistic transfer. In addition to the classification methods discussed above, there are other classifications for language migration, and I will not repeat them here.

2.2. The Impact of Language Migration

There are two types of language migration: one is positive migration, that is, the positive influence of mother tongue dialect on target language learning; the other is negative migration, that is, the negative impact of mother tongue dialect on target language learning. In Chinese Pinyin, the writing and pronunciation of a phoneme is similar to that of English. Students from the dialect area may not systematically learn phonetic and phonetic knowledge due to limited conditions, so they often use Chinese in the process of learning English. Similar syllables replace some of the pronunciations in English, or use Chinese Pinyin to mark certain English words. This erroneous learning method is the expression of the negative migration effect of the native language dialect.

2.3. Relevant Theory of Language Migration

(1) Comparative analysis hypothesis

The comparative analysis hypothesis was proposed by a famous American linguist. The publication of the book "Intercultural Linguistics" marks the establishment of the comparative analysis hypothesis based on the theory of behaviorism and the theory of negative migration. He believes that when the mother tongue and the target language are similar, it is prone to positive migration; but if the two are different, the mother tongue will have a negative transfer effect on the learning of the target language. However, through the comparative analysis of the two languages, it is possible to predict the difficulties or mistakes that the learner may encounter in the second language acquisition process. If people can pay attention to the predicted results, the error rate can be reduced. To achieve the purpose of promoting second language teaching. In the following years, research on the comparative analysis hypothesis continued to emerge, and many countries also established a language comparison research center, which made the theory dominant in the 1960s. Although these results cannot be generalized, their theoretical basis is summarized in the following three points: the difficulty of learners in second language acquisition mainly comes from the interference of mother tongue, and the acquisition process of second language is also to overcome the negative transfer of mother tongue. The process of action; the task of comparative analysis is to compare and analyze the learner's mother tongue and target language, in order to predict and explain the difficulties and errors in L2 learning; in order to reduce the interference of the mother tongue, the textbook should be written in the mother tongue and On the comparative analysis of the target language. These achievements were widely used in the practice of foreign language teaching and the compilation of foreign language textbooks at that time, which had a far-reaching impact on promoting foreign language teaching and research. However, with the emergence of error analysis theory and interlanguage theory and its own limitations, the comparative analysis hypothesis began to decline. However, as one of the methods of language research, comparative analysis still plays an

irreplaceable role in the related research on the migration of the mother tongue to the learning of the target language. Because a large number of studies have confirmed that migration is ubiquitous in the learning process of learners' new knowledge, only through comparative analysis can we have a better understanding of the content and conditions of migration.

(2) Error analysis theory

It is found that the difficulties and errors in L2 learning are not entirely from the interference of the mother tongue. Therefore, it is limited by the method of comparative analysis to predict and explain the difficulties and errors of L2 learners. To this end, the academic community began to focus on the process of language learning, researching the mistakes made by learners themselves to determine their sources and provide a theoretical basis for eliminating errors. In this way, a new theory that takes the learner's mistakes as the object of study, that is, the theory of error analysis comes into being. The founder of the theory was proposed by a famous British applied linguist who used Chomsky's language acquisition concept to raise the error analysis from teaching tools to the philosophical thinking of second language acquisition, and advocated the acquisition of second language. The research focuses on the learner's linguistic errors, in order to dig out the causes of the mistakes and understand the learner's handling of the second language information, thus enhancing the foresight of foreign language teaching. He also pointed out: "Errors are inevitable and are an indispensable part of the learning process" and point out the value of the three aspects of error: providing researchers with the progress of learner L2 learning and helping teachers understand that they still need What to teach, so that the assumptions made by the learner about the target language can be verified. The creation of this theory has greatly changed people's understanding of mistakes, and has made mistakes from learning problems that must be eradicated into guides to understand the internal processes of language learning. The academic community has also begun to analyze various types of errors and explore a number of effective error analysis methods, which essentially overcome the limitations of comparative analysis and make outstanding contributions to foreign language teaching and research. However, it is worth mentioning that the theory of error analysis is not a complete negation of the comparative analysis hypothesis, and it still cannot reflect and explain all the mistakes and difficulties students have in second language acquisition. Therefore, in order to more comprehensively explore the phenomenon of mother tongue migration, researchers can combine comparative analysis with error analysis to complement each other.

3. Experiments

3.1. Experimental Object

The experimental subjects in this paper are 49 non-English majors from an undergraduate college in a certain area. The 49 experimenters were divided into two groups. One group was a mother tongue student (DM) who was a native speaker since childhood, and a group of students (M) who were native speakers of Mandarin.

There are two main reasons for choosing college students as experimental subjects in this study: (1) The existing domestic and foreign phonological awareness research is mainly aimed at primary and middle school students, because the secondary language learning objectives in primary and

secondary schools are listening and vocabulary recognition. Read, and this is also the difficulty of their study. This paper thinks that the difficulty of second language learning of non-English majors in ordinary undergraduate colleges is also the listening and vocabulary reading. Therefore, college students as the experimenter of this experiment fill the gap. Secondly, the undergraduate students' phonological awareness is more stable than that of primary and middle school students, and the influence of stable native phonological awareness on second-language phonological awareness and vocabulary acquisition is more irreversible.

3.2. Experimental Implementation

(1) A unified second-language phonological awareness test was conducted for all the participants who participated in the experiment, and the influence of the native language experience of this dialect on the experimenter's second-language phonological awareness. Each experimenter conducted a total of 3 tests, and finally took the average as the score of the second-language phonological awareness of each experimenter. The test durations of the two groups of experimenters were the same. The methods of second-language phonological awareness evaluation adopted in this experiment include three types: phoneme segmentation, phoneme deletion and phonetic symbol recognition. Phoneme segmentation requires the experimenter to find words with different initials or rhymes in the 16 groups of words heard. The phoneme deletion refers to the tester reading aloud 10 words in front of the experimenter, each word being read twice, and then asking the experimenter to say the syllable remaining after the consonant at the beginning of the word. The phonetic markup test requires the experimenter to write the phonetic symbols of the words based on the 33 words heard. The given words have 11 high frequency words, 11 low frequency words and 11 fake words.

(2) We use the implicit word learning paradigm to test the connection between the experimenter's second language ideology and vocabulary acquisition. There are two stages in this word learning paradigm, namely the pre-exposure phase and the learning phase. In the pre-exposure stage, in order to let the experimenter have a certain understanding of the phonological pattern of the target word, we first let the experimenter observe a set of words with similar rhythm, in order to stimulate the experimenter to notice the repeated syllables of these English words. To the greatest extent, to explore the influence of the experimenter's existing phonological awareness on new word learning. The experimenter first sees four target words with similar rhymes. These similar rhymes will be used to form part of the target hypothesis at a later stage of learning. The tester told the experimenter the pronunciation of the four words, and let the experimenter repeat each word three times, then the order of the pictures was disrupted, and then the experimenter pointed out the words corresponding to each picture. The purpose of this was to avoid It's just a matter of memorizing and not really understanding the meaning of words. Immediately after the pre-exposure phase is the learning phase, and each experimenter is required to learn four false words. The four fake words are divided into two groups, one is a fake word with a matching rhyme to the pre-exposure group, and one is a false word with no matching rhyme. Each experimenter will have 10 learning opportunities. After each study, there will be a test to check the experimenter's mastery of these words. The method of detection is also to see the words. The use of false words as the word in the learning phase is to ensure that the experimenters have not touched the target words to exclude the influence

of objective factors. Although this word learning paradigm may not accurately represent the natural environment of the experimenter's second language vocabulary acquisition, it can provide valuable information for the experimenter to receive the influence of the native language dialect experience in second language vocabulary acquisition.

(3) The learning phase will be conducted in a learning-testing mode with a total of 10 trials. In each set of experiments, the experimenter was asked to link four English words to four pictures indicating their meaning. The test was judged by two graduate students. The two graduate students did not know the grouping of the experimenters and the results of the experimenter's second-language phonological awareness. Each experimenter will get 2 test scores, one score represents the learning result of 10 target fake words (with rhyme group) (highest score = 2 fake words \times 10 quizzes = 20), and the other score is 10 The learning result of the sub-target false word (no rhyme group) (highest score = 2 false words \times 10 tests = 20).

4. Discussion

4.1. The Influence of Dialects on Second Language Phonological Awareness

This paper uses the implicit word learning paradigm to explore two main problems. One is the influence of dialects as a native language experience on learners' second-language phonological awareness; the other is the relationship between this influence and second-language vocabulary acquisition. The experimental data was analyzed, and the second-language phonological awareness test was conducted in the dialect of the mother tongue (DM). The results are shown in Figure 1.

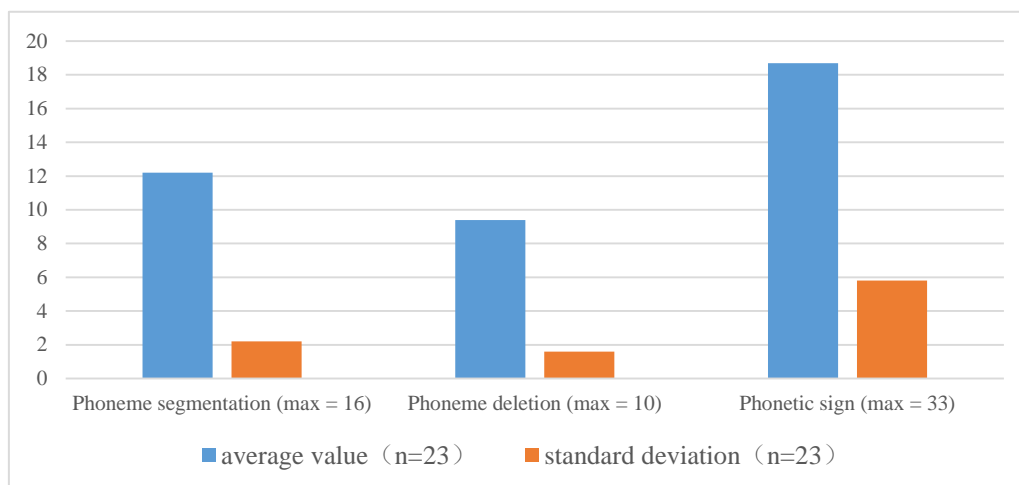


Figure 1: DM group second language speech awareness test results

The experimental data was analyzed to obtain a second-language phonological awareness test from the mother tongue of the small society (M). The results are shown in Figure 2.

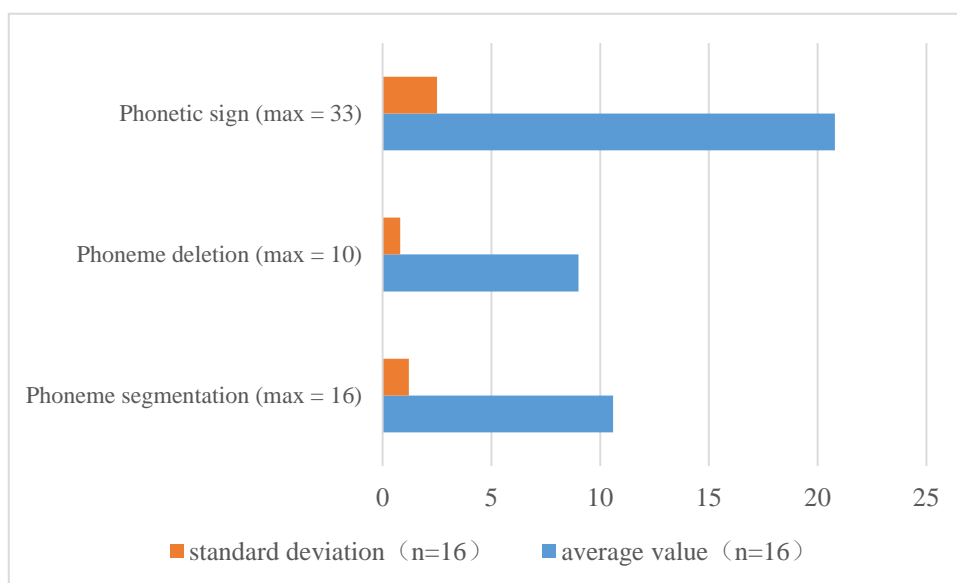
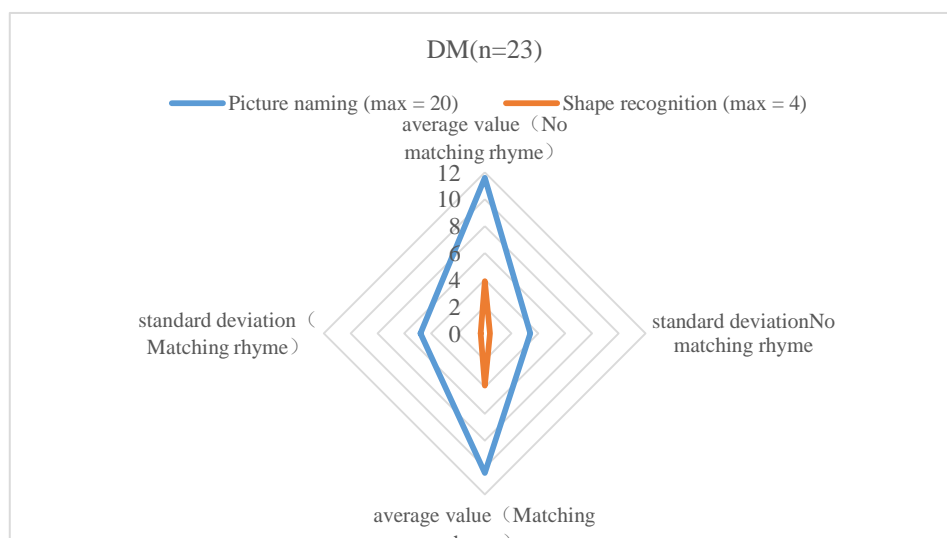


Figure 2: M group second language speech awareness test results

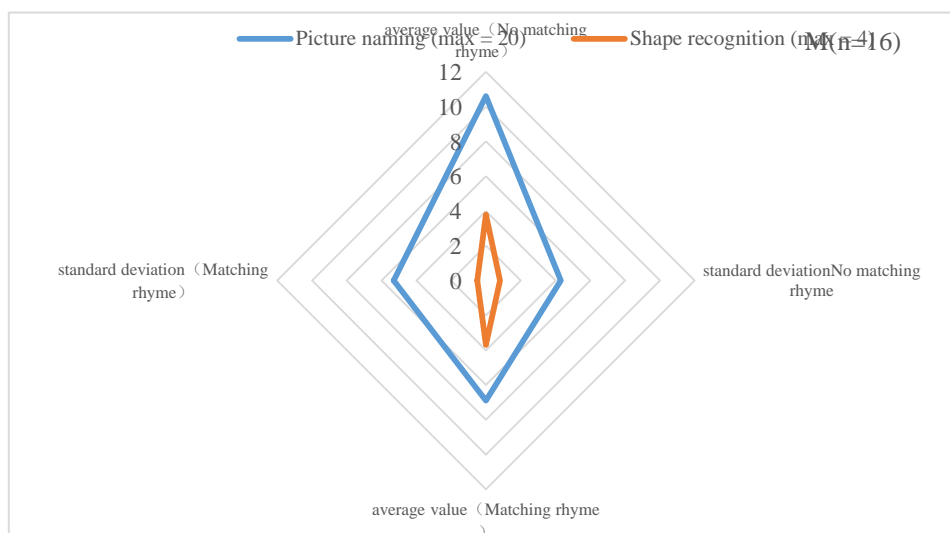
It can be seen from Figure 1 and Figure 2 that the DM group performs better on the phoneme segmentation and the phoneme deletion than the M group, but the performance on the phonetic symbol is significantly different from the M group. Many DM group participants said after the test that they can understand and accurately repeat the words tested, but most of them feel that they have difficulty in writing the phonetic symbols. The reason for this result may have a lot to do with the English teaching methods in southern Anhui—most DM group participants are not trained in systematic English phonetic symbols. It can be seen that the DM group participants did not cause the performance of the phonetic symbol identification to be inferior to the M group because of the weak second-language phonological awareness. The DM group subjects were significantly more accurate in the recognition of sub-lexical phonetic units, such as phonemes and phonemes than those in the M group. According to related research, the strength of phonological awareness mainly depends on the ability of people to deal with sub-syllable units after receiving auditory stimuli, such as the synthesis or splitting of sub-syllable units. In the recognition of sub-lexical phonetic units, the DM group is more prominent, that is, the DM group has stronger second-language phonological awareness.

4.2. The Link Between Dialect and Second Language Vocabulary Acquisition

In order to analyze the influence of the rhyme of the words learned in the pre-exposure stage on the picture naming and word-type discrimination of the second-language fake words, we used the two-way analysis of variance with the experimental object as the research object, DM group and M group. The results of the comparative analysis are shown in Figure 3.



(a)DM



(b)M

Figure 3: Two-way analysis of variance for the analysis of experimental groups

It can be seen from Figure 3 that the M group of subjects in the per-exposure phase of the second language vocabulary picture naming experiment is not as good as the DM group of subjects, the DM group in the false word learning performance is outstanding, the specific performance is in the matching rhyme foot fake word picture The naming is higher than the correct rate of the M group. However, the two groups of subjects performed similarly in the sound shape discrimination, which indicates that the DM group experimenters have higher acquisition speed and accuracy in learning new words than the M group.

Analyze the influence of the rhyme of the words learned in the per-exposure stage on the picture naming and word-type discrimination of the second-language fake words. The two-factor false

words are used as the research object to analyze the two factors, and the DM group and the M group. The results of the comparative analysis are shown in Figure 4.

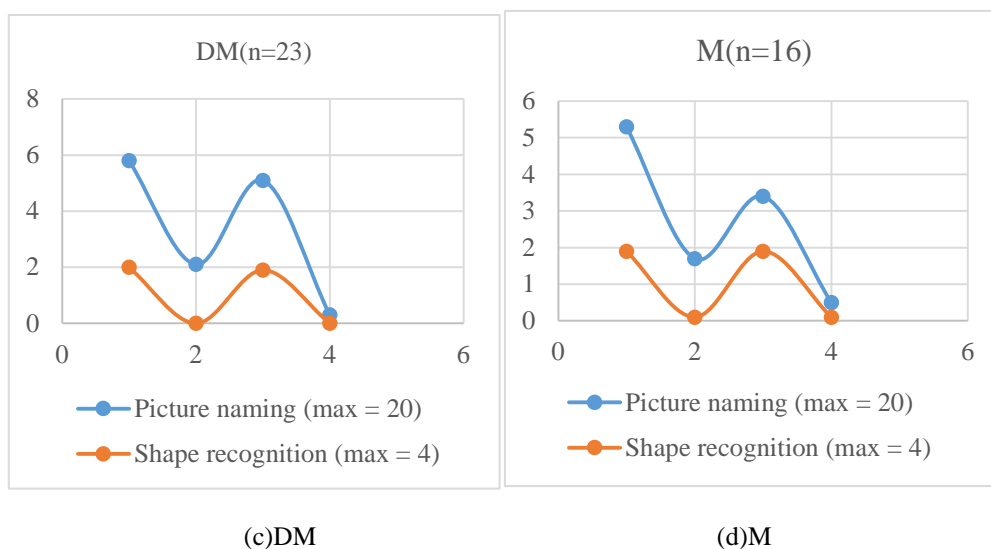


Figure 4: Two-way analysis of variance with two-language false words as the object of analysis

It can be seen from Fig. 3 and Fig. 4 that in the analysis of the group as the research object, it is a comparative analysis between the DM group and the M group, and the analysis of the second language false words as the research object (the matching rhyme and the negative words and no Matching the rhyme of the rhyme is a comparative analysis of the two groups.

It can be seen from Fig. 4 that when the subjects face new words and the exposure rate is the same, the phonological awareness of the subjects is the main factor affecting the speed of the second language vocabulary acquisition. Therefore, the DM group participants performed better in the L-phrase learning stage than the M-group subjects, mainly because the DM group's second-language phonological awareness was better than the M-group test. It can be seen that the dialect can provide the participants with a richer native language experience and enhance the second-language phonological awareness of the subjects, thus helping the subjects to improve the speed of second language vocabulary acquisition.

4.3. Countermeasures for the Influence of Dialects on Second Language Acquisition

This paper finds that the dialect has not only negative transfer effect but also positive transfer effect on second language acquisition. According to the research results of this paper, several countermeasures for the influence of second dialect acquisition on second language acquisition are proposed:

- (1) In the daily English teaching, the part of the phonetic teaching should be strengthened, and students should be encouraged to improve the efficiency of L2 vocabulary learning through the cultivation of phonological awareness;
- (2) Teachers should make full use of the rich native language experience of the students in the

dialect area to improve their second-language phonological awareness;

(3) Teachers should play an active guiding role;

(4) Teachers should have a correct understanding of the errors in students' English phonetic learning, pay attention to the error correction strategy;

(5) Overcoming the negative migration caused by the incomplete correspondence of phonemes, that is, finding similar phonemes, adding more practice and integrating into the vocabulary;

(6) Overcoming the negative migration effect caused by the vacancy of phonemes, that is, perceptual error, independent imitation, contrast pronunciation, and difficulty in pronunciation;

5. Conclusions

Dialects not only have a migration effect on the learning of Chinese students' Putonghua, but also have a long-term influence on English learning. Therefore, the influence of dialects on L2 learning is worthy of study by contemporary educators. Language transfer is an inevitable phenomenon in second language acquisition. Dialects have not only negative impact on second language acquisition, but also positive migration. This paper proposes some suggestions for contemporary second language education by studying the influence of dialect environment on second language acquisition and analyzing relevant data.

This paper finds that dialects as a native language voice experience is beneficial to college students in their development of second language phonological awareness. Although the participants have rich native language experience, for those who have no dialect and only one native language learner, the performance of dividing the sub-syllable unit is not satisfactory, and the sensitivity to the sub-lexical unit is not high enough, thus affecting the second language. The speed of vocabulary acquisition. The dialect's experience as a native language of the society can enhance the learner's phonological awareness and improve the speed and accuracy of learners' second-language vocabulary acquisition.

This study has two inspirations for English education in China: First, in the daily English teaching, the part of the phonetic teaching should be strengthened, and students should be encouraged to improve the efficiency of L2 vocabulary learning through the cultivation of phonological awareness. Second, teachers should make full use of the dialect area. Students have a rich social language experience to improve their second-language phonological awareness. In addition, teachers should actively play a guiding role, have a correct understanding of the mistakes in students' English phonetic learning, pay attention to corrective strategies, and students should practice more imitations in order to better learn the second language.

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