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NEGATIVE IMPACT OF LOCAL DIALECTS ON ENGLISH PRONUNCIATION – IN THE EYES OF THE WORLD SCIENTISTS

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ABSTRACT

It is of great importance to teach English language learners in Uzbekistan to pronounce every sound like a native speaker. It is unavoidable that EFL learners will be influenced by a variety of Uzbek dialects, which may cause difficulties in English pronunciation. Some EFL learners speak Uzbek English with phonetic errors that will cause difficulties in communication. Totally 37 works have been found to be useful for methodological basis. However, given research by Uzbek linguists seem to neglect to explain how and why negative transfer of regional dialects on English pronunciation occurs and deeper explanations seem to be neglected. Besides, there are quite few of them. This paper explains the influences of "qipchoq" dialect on English pronunciation of EFL learners in Uzbekistan and aims to help EFL teachers realize the importance of the effects of dialects on English education for Uzbek students. This work will be part of the literature of the field which is being studied and it will benefit the future researchers and English language teachers who are willing to analyze the difference of phonetic and phonological mistakes among dialect speakers of Uzbekistan.

Key words: Pronunciation, positive transfer, negative transfer, sound, dialects, phonetics, consonants, vowels.

A common mistake which is made by many international students studying English is not paying attention to English pronunciation in an adequate way. The most crucial factor for proper communication is considered to be pronunciation because using pronunciation incorrectly inevitably leads to the message being misinterpreted by the recipient. Therefore, those who wish to surpass at the English language will always be required to give the knowledge of pronunciation a higher priority.

In the past, different researchers suggested many factors which affect students' pronunciation. Previous studies have frequently shown that factors corresponding native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern to produce better pronunciation appear to have an effect on the learning of pronunciation.

Kenworthy stated that the native language is the most crucial one among all these above-mentioned factors in terms of students' pronunciation, especially foreign

accents. The phenomenon of negative transfer of mother language to the acquisition of the pronunciation of English has drawn much attention from scholars all around the world. According to Avery and Ehrlich, learners who speak different languages speak the language that they are learning in different ways. There is sometimes slight difference and sometimes high difference from that of native speakers in the way they speak. As asserted by Senel, it should be notable that interference or negative transfer from the mother tongue is likely to cause errors in aspiration, intonation, rhythm, and melody in the target language. Negative transfer occurs because English has many peculiarities which many other languages do not possess. For instance:

- In English each letter is represented by four different sounds and six vowel letters represent twenty sounds. Twenty-six letters correspond to more than forty sounds. The excess of sound over letter is not a common case in many different languages.
- The presence of diphthongs and triphthongs. Most languages do not have them in their language and there is a tendency to pronounce adding extra consonants between the vowel sounds.
- The pronunciation of English sounds in the palate which makes impossible for learners to articulate particular sounds.
- Two letters represent a single sound and in most languages all the letters are pronounced as the way they are written.
- The presence of long and short sounds which is not typical of many other languages.
- English consonant sounds differ from several languages' consonant sounds in sharpness, soft pronunciation, and lack of exchange.
- The existence of silent letters, consonant clusters, aspirations, interfricatives, fricatives and so on.

Another reason why negative transfer occurs is that some languages have their own peculiarities in their phonetic system which English language lacks.

- Intonation transfer from L1 to L2 is a natural phenomenon. For instance, English is an intonation language while Chinese is a tone language and this peculiar system of pronunciation leads Chinese learners to be apprehended impolite and inconsiderate when speaking in English.
- Ohata pointed out that Japanese learners in their native language put a vowel to end of every single word ends in a consonant and this causes mispronunciations while learning English. They mainly tend to add a vowel sound at the end of words end in consonants as in the word 'bath' [basu]

Most of the pronunciation problems of English learners are common throughout the country. However, there are particular problems of pronunciation which are related to some regional parts of the country because of the existence of regional dialects. A lot of researchers have already done many studies on the dialect impacts on English teaching and learning in the terms of their native dialects based on these theories. Of course, they all hold the idea that the learners' dialects have great influence on the English pronunciation when they learn a language.

In China, multiple studies have been carried on negative transfer of different dialects to the acquisition of English pronunciation and many researchers have targeted on the influence of different Chinese dialects on the English pronunciation. Chinese language comprises eight dialects. The eight dialects are spoken mainly in eight regions, but in each region, there are also a lot of sub-dialects which are different from each other a little. Sometimes, their utterance sounds quite ridiculous or funny to those from the other dialect regions. And actually, their English pronunciation is also somehow hindered by their dialect pronunciations, which happened more often according to some surveys.

Wang Hong (2006) studied the link between Hubei dialects and the English teaching. Li Li (2009) investigated the impacts of Sichuan dialects on the English pronunciation of the freshmen from Vocational and Technical Institute, and she firstly made a contrast between Sichuanese and English to find the difference in theory.

J. Hongwei (2010) mentions that the dialect is transferred to English phonetics, leaving students in Chongqing unable to correctly read and hear words beginning with consonants "n" and "l". For example, they cannot differentiate the pronunciation of "night" and "light," because for Chongqing people, all the words read beginning with /l/ became /n/. Another characteristic of Chongqing dialect is the division of /h/ and /f/. Some Chongqing people usually pronounce words beginning with initial /f/ as /h/ and they have a tendency to add a /u/ after these sounds. In addition, Chongqing dialect does not have the sound of /v/, and words beginning with /v/ are usually pronounced as /w/.

Zhang Zhourui (2012) did exploration on the effect of Gansu dialects on English pronunciation and Sun Xia (2013) researched on the influence of Hubei dialects on the English speaking.

According to H. Shixia (2014) in north of China, Gansu province can be a common example. In Mandarin accent, there are opposites of aspirated sounds and unaspirated sounds: b-p, d-t, g-k, but people in Gansu cannot distinguish them. As a result of this influence, when learners read words like "spring," "string," "scream" and

so on, they pronounce voiced consonants /b/, /d/, /g/ as blasting voiceless consonants /p/, /t/, /k/. They usually confuse the /n/ and /ŋ/ sounds in English, leading to the mistakes such as king/kin, sing/sin, song/son, etc. Moreover, nasal endings cause the nasalization of English vowels. Words that do not have a nasal sound, such as back, had, are often mispronounced as bank, hand. It is challenging to learn abrasives /tʃ/, /dʒ/ and fricatives /ʃ/ in many parts of Gansu, making sounds like sleep, question and shine become ambiguous and unclear. Besides, there are no frictional voiced consonants in Gansu dialect and Mandarin; therefore, students often use /r/ instead of /ʒ/ in “vision”, “pleasure” and other words.

Chuang Cheng, Yue Ban, Lu Zhao, Xiaoqing Zhang (2015) invested the transfer impact of Chinese dialects on English pronunciation. They did a contrastive study of English and Chinese dialect pronunciation in the 21st century mostly focusing on language transfer impact.

Surveys such as conducted by Jie Fu (2016) have shown that Liaoning, south of China has borrowed Japanese and South Korean and other foreign words. Liaoning dialect has some structure characteristics on pronunciation and this has a negative transfer on English pronunciation acquisition. He pointed out that Mandarin zero initial syllables words, mostly read "w" initials. Such as: wushu and ‘wu’ and five ‘wuaive’ pronunciation is the same. Mandarin "n" initial syllables words, such as "male, warm, take", usually read "n" initials in Liaoning dialect.

Chen Shi (2016) analyzes the influence of Enshi dialect on the English pronunciation and searches for the phonetic association between Enshi dialects and English. The author of this paper is a teacher of English in the native college, who finds that students there often mix up some English vowels and consonants with Chinese phonetic alphabet (Pinyin), which has its alternatives in Enshi dialect. The writer notes that Enshi dialect has a lot of difference in pronunciation in comparison with standard Chinese and at the same time brings about bad or inaccurate English pronunciation and mentions some representative characteristics of Enshi dialect.

In 2017, Leilei Huang published a paper in which he describes the negative impact of Wenzhounese dialect on spoken English of Chinese people. The author says that Wenzhounese is described as the most difficult dialect in China. As a representative of Southern Wu dialect, Wenzhounese has inherited different characteristics, such as its grammar and phonology, from ancient Chinese. The dialect in this district differs in sound systems of English and Wenzhounese. Because of the differences in phonology, it is more likely for EFL learners from Wenzhou to speak English with detectable accents. For instance, the nasal consonants are difficult for native speakers

of Wenzhounese because of the confusion between the alveolar and the velar nasals for Wenzhounese speakers.

In an investigation into the negative interference of Shaanxi dialect on English pronunciation, Zhoushan (2018) found that Shaanxi accent has no front nasal consonants [n]. Whoever reads by former nasal consonant [n] at the end of the syllable, all the terminal [n] lost or instead it is pronounced as [ŋ]. Northern Shaanxi dialect pronunciation is in the back-end in oral cavity. More of the tongue is high and openings are small. Most openings in English pronunciation that are full of vowels are really difficult to pronounce accurately for them. It is not obvious that the length of the northern Shaanxi dialect sounds opposite. They cannot distinguish the long vowels and the short vowels well when they pronounce a word. This problem not only appears in English pronunciation, but also in Chinese. In the same year, Zhoushan published another paper in which he describes the influence of negative transfer of mother tongue on Chinese English learners' pronunciation. The writer divided the types of pronunciation problems of EFL learners according to inhabitants' local territory and stated that phonetic confusions of Chinese learners differ in northwestern, central, northeastern and southern parts of the country.

M, Yongna (2018) highlights the negative transfer effect of northeast dialect in China in English Phonetics Learning. This article includes an original short story based on this theory.

Detailed examination of the negative influence of Hakka dialect on English pronunciation (2019) showed that the pronunciation of Hakka dialects is very short. English learners who speak Hakka dialect are unconcerned to the difference between short and long English sounds. Pronunciation is often inaccurate, and they often pronounce long vowels just like short vowels, such as: seat, party, pool, [sit], [pa-ti], [pul], and this results in accent and semantic errors. Since there is no bi-vowel [ei] in the vowel system of Hakka dialects, English learners who speak Hakka dialects often use / e / instead of bi-vowels /ei/, particularly when /ei/ is followed by consonants / l /, / m / or / n /. Reading in an incorrect way is especially serious. Entering and closing rhyme / m / is lost, and emergence of the cacuminal made Hakka dialect unsimilar from others.

Wang Yanfang (2019) investigated the research on the negative transfer of Minnan dialect on Students' English pronunciation at the suprasegmental level. The author claims that in China, many students are likely to be influenced by local dialect in the acquisition of second language. The biggest differences between dialect and second language often interfere students with the acquisition of second language, which is called the negative transfer. Dialect transfer not only affects the segmental learning,

such as vowels, consonants, but also the suprasegmental learning: stress, rhythm, liaison, assimilation, tone and intonation, and so on. In this paper, the author emphasizes the negative transfer of Minnan Dialect on students' English pronunciation on the suprasegmental level: stress, rhythm, intonation. Finally, the author also shortly introduces some suggestions on English pronunciation teaching.

Wei Lin, WenPu Wang (2019) studied the influence of dialects on English phonetic acquiring in Chinese provinces Sichuan and Chongqing. They stated that the negative transfer of Sichuan-Chongqing dialect is obvious in the process of students' English consonant learning, and the pronunciation of many consonants is negatively affected to a particular extent by the dialect. In the international phonetic alphabet, / R / is a frictional voiced consonant. When pronouncing, the tip of the tongue should be rolled up and the body of the tongue is slightly rounded. Since most Sichuan-Chongqing dialects do not distinguish between flat and rounded tongues, this pronunciation habit has been transferred to English phonetics learning, which makes it difficult for students to master the voiced consonant /r/ and often confused with another non-rolling voiced consonant /z/ and mispronunciation of words beginning with /r/ phoneme.

In another investigation of the effects of Yunnan Yuxi dialect on Received Pronunciation of English, Yuanfei Yao (2020), having an experience of learning English there for years, finds that the local dialect has a negative impact on his pronunciation of English. Therefore, the writer analyzes consonants and vowels in British English and then compares between consonants and vowels in the two languages. Finally, he states the difference between the two languages in terms of consonant and vowel and accordingly reaches a conclusion: consonants in the Yuxi dialect will have negative impacts on the pronunciation of English words.

A Case Study conducted by Qi Wu (2020) on the influence of Chinese regional dialects to English vowel-nasal pronunciation shows that a few studies have examined phonetic variation among EFL learner's vowels and consonants production. This is posed under the assumption that the anticipated pronunciation's acoustic characteristics will be acoustically and perceptually affected by regional dialect.

Miaomiao Xin, Jing Yang, Yanxia Zheng, Yusheng Zheng, Haizhen Zhao did research on the negative transfer effect of Guangxi dialects on English phonetic learning in 2020. This paper explores the negative transfer effect of Guangxi dialects on English phonetic acquisition of college students in Guangxi. The English phonetic symbols influenced by Guangxi dialect are found after comparison and analysis. The results of the study show that Guangxi dialect has a negative transfer effect on English phonetic

acquisition of college students in Guangxi, which impacts the accuracy of their pronunciation.

Lanqing Zhang (2021) claims that there are 34 provinces and 56 ethnics in China. Almost every area has its own local dialect. Therefore, different dialects have different influences on the English pronunciation. According to the writer, they can be roughly divided into northern and southern accent. Chongqing, a southern city, is an example. There are only 19 initials in the Chongqing dialect. In English, there are 24 consonant phonemes. In addition, English /θ/ and /e/ have a unique set of consonants that are not found in Mandarin or the Chongqing dialect. In Chongqing dialect, /s/ is similar but is pronounced in a completely different way from this group of consonants. Therefore, Chongqing students often pronounce this group of sounds as /s/ and /z/.

Jingya Jin, Donghong Liu notes (2021) about the negative transfer of Sichuan dialect in English vowel acquisition. They claim that in China, English learners in different dialectal areas face distinguishing challenges against pronunciation learning. The writers state that the negative transfer of Chinese dialects to English pronunciation needs to be intensively studied and analyzed. In view of the inadequacy in the transfer studies of pronunciation, this study aims to explore the impacts and causes of the negative transfer of Minjiang dialect in Sichuan province in the process of Chinese students learning to articulate English vowels. The results of this research show that vowel pronunciation of the students was mainly characterized by tongue deviation, the small opening degree of the mouth, and promiscuity between long and short sounds, as well as the replacement of similar dialect finals. These problems were caused by the negative transfer of dialect pronunciation habits and students' uncertain phonetic awareness.

Bangladesh is a country where we can find different varieties of dialects. That's why different dialects predominate Bangla language in various ways. Therefore, the strong influence of dialects on Bangladesh EFL learners' pronunciation of English is quite obvious. Bangladesh has a number of dialects which may be categorized into four groups:

(1) North Bengal dialects including those of Dinajpur, Rajshahi, Bogra and Pabna.

(2) Rajbanshi, the dialect of Rangpur.

(3) East Bengal dialects which include those of a) Dhaka, Mymensingh, Tripura, Barisal and Sylhet, as well as b) Faridpur, Jessore and Khulna and

(4) South Bengal dialects including those of Chittagong and Noakhali and the dialects of Chittagong Hill Tracts, such as those spoken by Chakmas and Murongs.

Shahria Shuchi writes a thesis about the impact of Bangla dialect on English language teaching in 2013. The researcher's objective was to find out the effect of Bangla dialect

on English language teaching. Along this, researcher had to find out teachers' approaches and perspectives about students' dialectal sounds. The result from this research says that 35% of the participants were confused by student's dialect or dialectal sound while they taught in the classroom. The rest of the teachers said that mostly they had been confused because of their students' local dialect.

Uddin, Sababa Monjur (2015) investigated the influence of regional Bangla dialects on English pronunciation of Bangladeshi EFL learners. In this paper, the authors discuss the relationship between dialectic accents of Bangladeshi EFL learners and Standard English pronunciation. This paper addresses the common and serious pronunciation errors that Bangladeshi learners produce. It also attempts to find out whether regional dialects have any impact on the learning of correct English pronunciation or not.

After analyzing the data the authors have found that few common mistakes collected from different territories have been shown in different tables. Differences in accent and pronunciation in the people of various regions have been observed. It is surprising that except few regions (i.e., Noakhali, Sylhet and Chittagong) the pronunciation of the same speech of the people of different surveyed regions is almost the same. In these particular three regions English pronunciation is identical with their own dialect. For instance, in Sylhet, students use frequently the sound (Kha) instead of (Ka) and in Noakhali region students tend to use /p/ sound instead of /f/ sound. In case of Chittagong, they pronounce /s/ sound instead of /tʃ /.

Sushmita Ranil, Afroza Akhter Tina investigated the impact of Bangla regional dialect on the pronunciation of English at tertiary level in 2020. If we look at the structures of the 6 regional dialects in the thesis, we can get an overall data of the mistakes done by the students of various regions. The reason of this is that each regional dialect has individual phonotactical, lexical and syntactical features. The writers attain pronunciation differences among 6 regional dialects in five problematic sounds.

Arabic is one of the world's major languages, spoken in a wide belt extending from the Arabian Peninsula across the Fertile Crescent and on to the Atlantic Ocean. It is the native language of 280 million people. In addition, many millions of Muslims in other countries have some knowledge of Arabic because of its position as the language of Islam and of the Holy Qur'an. Abd Elwahab cited that due to the variety of their local dialects and accents, Arab learners sometimes face some problems when pronouncing English letters and phonemes. These pronunciation errors are caused by the influence of native language interference.

Val Barros in 2003 writes that Egyptian Speakers, for instance, often have these teething troubles with /dʒ/ and /ð/. In such case, spoken variations of Egyptian

Arabic, /dʒ/ is substituded by /ʒ/, as in "job" and "jam" would correspondingly sound like [ʒab] and [ʒæm]. Another tricky area exists with the consonant sound /ð/, which often is replaced by its plosive equivalent /d/. Therefore, some English vocabulary such as 'though,' 'they,' 'then,' and 'there,' would respectively sound like 'dough' 'day,' 'den,' and 'dare.'

Actually, Beghoul (2007) stated that there are various realizations of vowels and consonants in Oum El Bouaghi dialect, for example: the sound /d/ instead of the sound /ð/. Some other times, it might cause total uncertainty for the listener, as s/he might not be able to interpret the pronunciation. Arabic speakers have stress shifts in their pronunciation that are not recognized stress patterns in English. This can be the result of either the stress patterns of Modern Standard Arabic (MSA) or their vernacular Arabic dialects as represented in the word opposite /ˈɒpəzɪt/, where they stress the second syllable instead of the first to sound like /ɑˈpəzət/.

According to Egyptian (Arabic) dialect, for instance, the word format doesn't begin with double consonants or mediate three consecutive sounds and end in such a manner. Thus, the word in the tone of the Arabic language usually begins with one consonant and does not mediate or end with more than two consecutive ones. If an Egyptian child encounters an English word that begins with two or three consecutive consonants, s/he will fail to utter such words, because such sounds do not exist in his language. Therefore, s/he will try to overcome this by adding new English syllables, for example, h/she might use: shield, bered, grandefather, burnit Respectively instead of: child, bread, grandfather, burnt

One of the methods in which dialects vary is what occurs when the syllable before the final one is massive. The antepenultimate is then stressed, in most dialects as shown above, but in Cairene Arabic, the stress is on the light penultimate instead: madrasa (Cairene) - madrase (Beirut/Damascene). This leads to suprasegmental mistakes among these dialect speakers.

Sudanese students, on the other hand, have some inaccuracies with respect to some consonants that do not exist in Sudanese Spoken Arabic e.g. /θ/ /ð/ /p/ /v/ therefore they switch them with /s/ /z/ /b/ /f/ respectively. They don't distinguish between (s-sound and θ -sound); thus, they usually use /s/ as an alternative to /θ/. For example, they will pronounce words such as (bath, math, theatre) as (bas, mas, seatre) by replacing the dental /θ/ with the alveolar /s/. Furthermore, their errors with other fricatives (z and ð) they often substitute the dental /ð/ with the alveolar /z/, for this reason, words like (the weather, then) probably pronounce as /z/ instead of /ð/ as (za, weazer, zen). Likewise, other Arabs, Sudanese learners frequently replace

bilabials (b and p) with each other. As a result, they use /b/ instead of /p/ for instance words like (pupil, paper, apple) are pronounced as /bju:bl/, /beibə/, /æbl/.

Amro Mohamed El Said El Zarka (2013) reports about some suprasegmental errors are probable to occur due to a vernacular dialect affected by another language, as the case is in the dialects of Tunisia, Algeria and Morocco, which are affected by the French pronunciation, as they borrow French words in their Arabic sentences in everyday language. As an example of the French stress patterns Odlin (1997, p.117) states that " French speakers, for example, tended to accent syllables at the end or close to the end of English words...(e.g., motor and moteur)". Arabic speakers in the above countries, therefore, have a tendency to create a new syllable and stress it as in the past forms of (like) /laɪ′kɪd/, surprise /sərpraɪ′zɪd/. By doing so, they not only follow the French pronunciation pattern by stressing the last syllable, but they also add a new syllable to the word.

Omer Elshekh Hago and Waquar Ahmad Khan , (2015) reported that this is a very common phenomenon among Saudi learners who tend to break up consonant clusters as well.

Narimen Saida (2017) cites in her dissertation that spoken Arabic in Algeria differs from written Arabic; it has vocabularies stimulated from Arabic but the innovative words have been changed phonologically, with major Berber basis, and many other words like loan-words borrowed from Turkish, French and Spanish. Algerian Arabic has endings of the written language like all Arabic dialects. The spoken Arabic in this area is as similar as the one in Tebessa and Annaba but with a different accent, rhythm and intonation from the mother tongue (Berber). Its phonological system is the same as Tamazight which is regarded as their own standard mother tongue. As mentioned before, it has also the same AD use of pronouns, Hamza omission, reduction of pronouns.... etc.

There are over 800 languages spoken in Indonesia according to the 2010 statistics. Other sources consider majority of these to be dialects of the same language, and show the number of unique languages being nearly to 700. By all estimates, Indonesia is one of the most linguistically diverse countries in the world. Indonesian (locally referred to as Bahasa Indonesia) is the main lingua franca. Indonesian is spoken by over 94% of the population, but it is the primary language of only 20% of the population. Javanese (Jawa) is the most common primary language, spoken by over 30% of the population.

Khotimah, H. (2012) investigated the tendency of using Sundanese dialect among Sundanese students of first and third year at English education department of IAIN Syekh Nurjati Cirebon.

Rahmatika Dewi, Januarius Mujiyanto , Alim Sukrisno (2017) wrote the influence of Brebes Javanese dialect towards students' pronunciation . The study concludes that BJD gives negative transfer on the vowel sound [ɪ], and diphthong [eɪ], [aɪ], [ɔɪ], and [ɪə] but it gives positive transfer on the consonant sounds final [b], final [d], and final [g].

Martinus Mau Ati (2019) states that Kemak Sanirin dialect diphthongs gave more significant negative transfer on students' pronunciation of English diphthongs [əʊ, ɪə]. The difficulties caused by the non-existence of those two diphthong sounds [əʊ, ɪə] in Kemak Sanirin dialect. While Kemak Sanirin gave significant negative transfer on students' pronunciation of English three consonant cluster sounds (str, rld, ght) because there is no three consonant cluster sounds in Kemak Sanirin dialect.

Mochamad Adnan Falahuddin, Mursid Saleh (2019) writes about the the negative impact of mid-East Sundanese dialect in the pronounciation of English among English department students at Universitas Majalengka. Based on the research data, it can be concluded that the negative transfer of L1 through vowel sounds was sound [æ]. The students tended to replace the sound [æ] with [ʌ], and [e] as well as sounds [əʊ] and [eə]. While, the consonant sounds which negatively affected by L1 were [θ], [ð], [ʧ]. The students had a tendency to replace the sound with [c], [d], [t], or [s].

Rizky Ramadhan Perdana (2020) investigated the impact of Indonesian regional dialects towards English pronunciation by exploring the relationship between seven regional dialects of EFL graduate students and focus on English pronunciation as suggested by IPA (International Phonetic Alphabet). The result indicated that regional dialects must be respected as part of the culture of language from every region since the concept of English is no longer about American or British, it has moved to the intelligibility and comprehensiveness where the speaker can make smooth communication even in their regional dialects. Study findings demonstrated that common mistakes and errors in English pronunciation deal with suprasegmental features that is stress, rhythm, and intonation. These common mistakes and errors are seen as the impact of regional dialects to the organ speech for articulation that leads to the production of pronunciation.

As a result of the research many works related to the influence of Indonesian dialects on English pronunciation have been found. However, it has been determined that in Indonesia many dialect speakers do not understand each other due to the fact that they own completely different alphabet and sound system. Therefore, majority of these works are found to be not relative to this research and that is the reason why they are not included in this paper. These works are considered to be related to

different languages' mother tongue interference on English pronunciation and they are not found to be useful for this paper.

Articles related to the negative transfer of mother tongue on English pronunciation are also found among investigations that are conducted by Uzbek linguists. However, negative transfer of regional dialects seems to be neglected. Three articles have been found.

In an article named "Influence of Uzbek dialect on developing pronunciation of future English language teachers and its solutions" by Abidova Azizahon (2021), issues deal with pronunciation, problem of interference and influence of dialects on developing pronunciation of future English language teachers are on the discuss. The Uzbek language is provided with three types of dialects, they are "qarluq", "qipchoq", "o'guz". She claims that the habitants of Kashkardarya region pronounce vowel [i:] as vowel [e], for instance: egg [i:g]-[eg], Kharizem region habitants mispronounced [k] consonant as [g],for example: [cat]-[gat]. According to another example, most learners of valley region put stress more on [o:] than enough. However, she did not mention that not only habitants of Kashkadarya but also habitants of Surkhandarya have this kind of mistake because of "Kipchak" dialect and she did not explain why only this dialect has this kind of peculiarity. According to this research it is studied that not only the sound [i:] can be pronounced as the sound [e], but also it can be the reverse.

The other article written by Allabergenov Bakvargan Kurambaevich (2017), states the negative transfer of khorazem dialect on Russian language vowel acquisition. He claims that Russian vocalism contains five phonemes: [a], [o], [y], [and], [o]. The sound [s] is considered as a variation of the phoneme [and]. Speaking about the vocalism of the Uzbek language, it should be noted that the Uzbek literary language contains six vowel phonemes: [a], [o], [y], [ў], [i], [e]. However, examples such as adib (writer) - adip (border), which differ from each other only in the pronunciation of the stressed vowel, indicate that different shades and can be considered as different phonemes. In the vocal system of the Khorezm dialect of the Uzbek language, there are 14 vowel phonemes: [a], [a:], [ə], [o], [o:], [ў], [e], [e:], [y] , [y:], [ɵ], [and], [and:], [b]. But most researchers are inclined to believe that independent phonemes [s], [s:] function in the Khorezm dialect. Unfortunately, there are no sufficient descriptions of the positional vowel alternations of both the Uzbek literary language and its Khorezmian dialect.

The abstract of the article by Khaidarova I.N (2020) describes the influence of Uzbek dialects in English pronunciation. Examples are given about the appearance of interference in the assimilation of English pronunciation by Uzbek students under the

influence of their native language, in particular their dialect. The mistakes encountered by Uzbek students in the pronunciation of vowels and consonants of the English language, difficulties in listening were studied, and exercises and recommendations for their elimination were given. The focus of the article is on sound interference, that is, errors in the pronunciation of English sounds by Uzbeks studying the language. On this issue, a survey was conducted with students of the Uzbek State University of World Languages, the results were studied and presented. However, this article itself does not have any explanation about how Uzbek dialects effect English pronunciation. The article only describes the differences in various sounds of Uzbek dialects in different regions, their influence on English pronunciation was not mentioned.

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