

THE SIGNIFICANT FEATURES OF PRONUNCIATION IN ENGLISH LANGUAGE TEACHING

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ИНГЛИЗ ТИЛИНИ ЎҚИТИШДА ТАЛАФФУЗНИНГ МУҲИМ ХУСУСИЯТЛАРИ

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СУЩЕСТВЕННЫЕ ОСОБЕННОСТИ ПРОИЗНОШЕНИЯ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Abstract. This article deals with the issue of the features of pronunciation in teaching English specifically on the pronunciation difficulties of Uzbek learners. An important aspect in learning a particular language is pronunciation. Based on the explanatory Dictionary of Contemporary English Longman, pronunciation is a particular person's way of pronouncing a word or words. In English language, there are not one-to-one correspondence between the letters of the alphabet and the sounds they represent. It is the aptness in pronunciation that makes our language comprehensible to others. Therefore, apart from grammar and spelling, one has to concentrate on pronunciation as well. There are some problems for foreign learners like age and perception as well. Very often students mispronounce the words, distort the pronunciation because they are not involved into the conscious approach of practicing sounds, words and sentences, instead, they are simply made to parrot out sounds and words without realizing what they are doing. In fact, training English pronunciation is necessary from the very beginning of learning a foreign language. Otherwise, it will be quite difficult to correct and make up for the fixed errors. Everyone faced the problem of pronunciation in the initial stages of language learning. It is important from the beginning of training to master sound speech, to learn how to pronounce sounds like native speakers do. In addition, the article considers the problem of interference and notes the most typical mistakes made by Uzbek learners when pronouncing English vowels and consonants. The goal of this article is mainly aimed at teaching and mastering the simplest and easiest ways of correct pronunciation of the studied language.

Keywords: pronunciation; skill; vowels; consonants; accuracy; intonation; syllable.

Аннотация. Ушбу мақола инглиз тилини ўқитишда талаффузнинг хусусиятлари ҳамда, ўзбек ўқувчиларининг талаффуз жараёнида учрайдиган қийинчиликларини таҳлил қилишга бағишланди. Муайян тилни ўрганишдаги муҳим жиҳа — тбу талаффуз кўникмасини эгаллашдир. Dictionary of Contemporary English Longman изохли лугатига биноан “талаффуз” маълум бир одамнинг сўз ёки сўзларни талаффуз қилиш усулидир. Инглиз тили алфавит ҳарфлари ва улар ифодалайдиган товушлар ўртасида мувофиқлик мавжуд эмас, яъни ҳарфлар худди ёзилганидек ўқилмайди. Айнан тўғри талаффуз қилиш бизнинг тилимизни бошқалар учун тушунарли қабул қилишига йўл беради. Шунинг учун, тил ўргатиш жараёнида грамматика ва имло қоидаларидан ташқари, талаффузга ҳам эътибор қаратиш керак. Чет тилини ўрганувчиларда ёши ва тилни идрок қилиш каби баъзи муаммолар ҳам мавжуд. Кўпинча талабалар сўзларни нотўғри талқин қиладилар ва талаффузни бузадилар. Чунки улар товушларни, сўзларни ва жумлаларни айтиш жараёнига онгли равишда ёндошмайдилар. Бунинг ўрнига улар товушларни ёдлаб олганларидек айтишга одатланганлар ва бу ҳолатни тушунмасдан ифода этишади. Аслида, инглизча талаффузни ўргатиш чет тилини ўрганишнинг бошланғич даражасидан зарурдир. Акс ҳолда, хатоларни тузатиш ва тўғрилаш жуда қийин бўлади. Ҳар бир инсон тилни ўрганишнинг дастлабки босқичларида талаффуз муаммосига дуч келди. Машгулотларнинг бошиданок товушларни ўзлаштириш, она тилидаги кишилар каби талаффуз қилишни ўрганиш жуда муҳимдир. Бундан ташқари, мақолада интерференция муаммосига ҳам тўхталиб ўтилади ва инглиз унли ва ундош товушларини талаффуз қилишда ўзбек ўқувчилари йўл қўйиши кутиладиган хатоларга эътибор берилади. Ушбу мақоланинг мақсади асосан ўрганилаётган тилни тўғри талаффуз қилишнинг содда ва осон усуларини ўқитиш ва ўзлаштиришга қаратилган.

Калит сўзлар: талаффуз; кўникма; унлилар; ундошлар; аниқлик; интонация; бўгин.

Аннотация. Статья посвящена проблеме особенностей произношения в процессе обучения английскому языку, в частности трудностям произношения узбекскими учащимися. Важным аспектом в изучении конкретного языка является произношение. В английском языке нет однозначного соответствия между буквами алфавита и звуками, которые они представляют. Именно способность правильного произношения делает язык понятным для других. Таким образом, помимо грамматики и орфографии, нужно сосредоточиться и на произношении. Есть некоторые проблемы для иностранных учащихся, такие как возраст и восприятие. Довольно часто студенты неправильно произносят слова и искажают их произношение, так как они не вовлечены в сознательный подход к практике воспроизведения звуков, слов и предложений. Вместо этого их просто заставляют повторять за кем-либо звуки и слова. На самом деле, обучение английскому произношению

необходимо с самого начала изучения иностранного языка. Иначе исправить ошибки бывает довольно сложно. Каждый сталкивался с проблемой произношения на начальных этапах изучения языка. С самого начала обучения важно освоить звуковую речь и научиться произношению звуков наравне с носителями языка. Кроме того, в статье рассматривается проблема вмешательства и отмечаются наиболее типичные ошибки при произношении английских гласных и согласных. Цель данной статьи в основном направлена на обучение и освоение самых простых способов правильного произношения изучаемого языка.

Ключевые слова: произношение; навык; гласные; согласные; точность; интонация; слог.

The first associate with the language occurs at the sound, phonetic level, so the structure of pronunciation proficiency at the phase of training is the main fundamental effort. Pronunciation is a sort of “calling card” of the speaker, because the main point we attend to when corresponding with an opponent is the cleanliness and accuracy of his speech. If you do not check out the pronunciation, the speakers' articulation apparatus will get used to the incorrect articulation of speech, will not be able to intone the speech purely, then it will take a much more time to retrain later, and the speech will be non-English.

According to modern linguists, because of the fact that the world community has entered the era of globalization, processes that are closely associated with the progress and formation of linguistic culture are acquiring new features and are developing at a rapid pace. Nowadays it is perfectly normal to meet a man who speaks his own language and in English. The English language has become a sort of professional and everyday benchmark for the communicative sphere of humankind.

For many people living in our country, English language is the solution of a business or household nature or is used for other purposes. Before completely plunging into the English language, reading and, with all this, correctly pronouncing the words, it is necessary to study the transcription of English letters, given that everything is different in English pronunciation than in Uzbek. In the Uzbek language, “as a word is spelled, so it is pronounced.” In English, usually not every word corresponds to how it looks in a letter. A part of English words in the letter are reflected in the same way, but their pronunciation is completely different (it depends on the context), while some, on the contrary, are pronounced exactly the same, but they have completely different meanings and are written differently. Based on all this, anyone who studies English should firstly understand how to read transcription characters. Without knowledge of these fundamentals, the student will not be able to move on in the study of the language, and one should not forget about the exceptions that “fill the expanses” of the English language.

According to M. Selse-Murcia, D. M. Brinton and J. Goodwin, pronunciation is a pronounced feature of language competence and is compared with the lenses through which they look at us during communication (6, 279).

Most specialists in the field of applied phonetics of the English language, including methodologists involved in the issues of

pronunciation training, are unanimous in the opinion that pronunciation skills play an imperative role in the educational process. However, pronunciation is not always the case as an essential part of training has received close attention from teachers.

The vector of changing the role and place of pronunciation in the educational process when mastering the English language was outlined in the late 1970s and early 1980s when moving from direct and audio-lingual methods to a communicative teaching methodology. Both teachers and educational material developers dealing with pronunciation problems made joint efforts to conduct lessons taking into account emerging communicative techniques, which in turn led to significant changes in pronunciation training.

Firstly, the concept of language interference of the native language was revised while mastering a foreign language, which was considered the primary source of errors. Instead, the concept of the language transfer of the features of the native language was introduced, which can be both positive (in those cases when the learner's and foreign languages have similar phonological characteristics), and negative.

Uzbek scholar professor J. Jalolov considers that pronunciation plays a special role in the content of language material, as it requires the awareness of pronouncing and linking sounds of a sentence as well as following intonation. Pronunciation consists of three parts as hearing (acoustic), uttering (motor) and meaning (semantic). They have their own peculiarity of action in every language. Acquiring phonetic side of the language, i.e. mastering pronunciation skill is one of the core conditions of speech communication (1,153).

There appear a question — is it possible to achieve perfect foreign pronunciation? Methodologists have the exact answer: learners learn approximated foreign language (proper pronunciation could be achieved in mother tongue and second language).

Teaching pronunciation tends to be avoided by teachers. At first, the reason might be that point when it is not considered as important as teaching grammatical rules and dictionary. The second point is might be the deficiency of competent teachers with sufficient knowledge in this field. This reason is commonly supposed that pronunciation should be acquired unconsciously by imitating a model and teaching it therefore would be a waste of instructional time. The need for teaching pronunciation arises from particular disputes that learners face; it is not smart programmed. Nevertheless, the fact that the direction has changed recently can be showed by the existence of a plethora of training materials dealing with pronunciation. Our article gives answers to questions that might arise once we decide to include pronunciation in our curriculum.

There are plethora of discussions about the age, at which students should start to train pronunciation. All the experts involving in this subject claim that earlier the better.

Professor J. Jalolov states in his book English Language Teaching Methodology (Theory and practice) that the key of when to start teaching pronunciation was the basic reason of various discussions. It is not logical to select definite grade or stage in methodology as acquiring pronunciation depends on speech skills and habits. The following order as a general law is recommended for all schools: almost all sounds are introduced in the initial stage of

education; the middle stage continues teaching new sound combinations, stress and intonation; in the middle or higher stages, all pronunciation cases are developed. Hearing during acquisition of language materials as vocabulary and grammatical rules develop pronunciation skills.

Since we learn foreign languages usually for communicative aims, achieving appropriate intelligibility must be one of our teaching targets. Kenworthy Joanne illustrates a definition of intelligibility: "Intelligibility is being understood by a listener at a given time in a given situation" (5, 13). One might suppose that when researching a foreign language our goal should be native-like pronunciation. Since it is not achieved quite often, it is considered unreal and therefore irrelevant goal for students.

We must take into account the peculiarities arising from the comparison of the English phonetic system with the phonetic structure the native language. These features have positive and negative effects on teaching English. Positive effect helps teach pronunciation, it is the source of the learners' self-development. Negative effects are confusing and they may cause interference.

Acquiring these features teachers can help learners prevent negative effects.

The teacher selects the appropriate methods, techniques and tools for teaching the students. Not all techniques or tools make the same. They are selected depending on the age of the learner, the rank of knowledge and the specifics.

Specific aspects of the English phonetic system are:

- 1) Each vowel is represented by four different sounds, that is, the 20 vowel phonemes are pronounced of six letters;
- 2) more sounds than letters: 26 letters are pronounced as 40 sounds;
- 3) availability of diphthongs, triphthongs; [ai] [auə]
- 4) the presence of long or short sounds; i [i:], e [e];

Compared Uzbek language phonetic system with the English; the factors will be more clearly shown. They are dissimilar from the quantity, quality and sharpness.

1. Quantitative difference: English vowels are pronounced short. In Uzbek language, such sounds are rare. The pronouncing of vowels' long changes the meaning in English. Example: list-least, bit-beat.

2. In quality, the vowels in English are subdivided into monophthong, diphthong and triphthong. In Uzbek, there are only monophthongs.

3. English sounds are pronounced tense in contrast to Uzbek. The English consonants differ from the Uzbek consonants by the sharpness of the sounds, requirement of soft pronunciation. If learners are not aware of these rules, they may use the peculiarities of pronunciation of the Uzbek into the English pronunciation and there occurs a phonetic interference. Major sources of phonetic interference are: 1) contrasting pronunciation of Uzbek and English sounds; 2) the absence of some English sounds in Uzbek; 3) the length and shortness of the English sounds; 4) misinterpretation of sounds.

When we teach phonemes, we want students not only to speak fluently, but also to recognize the sound and spelling correspondence. We want them to be able to distinguish between similar-sounding

phonemes. For example, we do some exercises (some pairs are pairs of words such as 'lip and 'leap', 'hat' and 'hart', 'son and 'soon', 'walk' and 'work', which are differentiated by only one sound — the other sounds stay the same). Students can be given pairs of words, e.g.:

Men — man

Cap — cup

For each number, the learners hear a sentence, and they have to circle the word they hear in each case. (For example, “Did you see the man/men?”, “Have you seen my cap/cup?”). We can then model the words. In the case of the vowels, we will make sure the learners take note of the tongue position for “men” (mid open) and “man” (open), “cap” (front) and “cup” (back). Students then say the sentences and must decide which sound they are using (4, 8).

The most necessary thing about pronunciation teaching is that learners should have to listen to authentic part of materials as much opportunity as possible. When teaching different sounds, teachers try to help them hear the difference among confusing phonemes.

As it has already been mentioned, before incorporating any of the pronunciation activities into the class, it is always advisable to identify the pronunciation issues in the concrete group. Below, a part of the most pronunciation mistakes of Uzbek students are going to be presented with the aim to provide an overview of the key problems that should be eliminated during English lessons in Uzbek classes.

According to Professor A.A. Abduazizov as there is a direct link between spelling and pronunciation in the Uzbek language, Uzbek students may have dilemmas with English sounds. All Uzbek syllables are equally long, which are not the case in English language. Uzbek speaker mostly struggle with pronouncing the sound/ə/. Furthermore, Uzbek speakers find it difficult to distinguish between /æ/, /e/ and /ʌ/, such in words like bad/bed, cap/cup.

// and /p/ sounds

Following A.A. Abduazizov, Uzbek students cope with a difficulty in acquiring the sounds// and /p/. These sounds do not exist in the Uzbek phonetic scheme and Uzbek speakers tend to replace these sounds with other ones, e.g. /f /or /s/ for // and /d/ or /dz /for/p/ (2, 92).

With the aim of eliminating // and /p /pronunciation mistakes, he recommends practicing the “th” sound in these sentences:

I think we should do those things.

I am so thirsty I would drink a thousand glasses of water.

/w/ sound

As noted by him, another problematic sound that can cause misunderstandings is the /w/ sound. Uzbek speakers usually pronounce it in the same way as the Uzbek /v/ sound. It is important to make Uzbek speakers realize the difference between these two sounds, e.g. by mentioning such minimal quantity of the words (west-vest, wail-veil, wet-vet...).

/r/ sound

As stated by A.A. Abduazizov, whereas /r/ sound should be pronounced only at the beginning of words, Uzbek speakers are likely to pronounce it in the middle or at the end.

/ŋ/, /g/, /k/ sounds

These sounds are commonly distracted in words where “ing” ending appears, e.g. (thing-think, sing-sink). Uzbek speakers often

pronounce the “ing” as /ink/ instead of/inj/.

/s/and /z/ sounds

Uzbek speakers usually struggle with differentiating between voiced /z/ sound and voiceless /s/ sound.

/p/, /t/, /k/ sounds

Uzbek speakers do usually not aspirate these sounds; or they are over-aspirated in the middle or final position.

The most and the last significant distinction between Uzbek and English languages is that whereas Uzbek is a syllable timed language, English is a stressed timed language. This leads to pronouncing English weak forms the same way as the strong structures.

The teachers’ duty in teaching English Pronunciation is the significant component of education system. Their function is like a facilitator, a speech facilitator, and a pronunciation facilitator. The pronunciation facilitator has the meaningful point of checking and guiding modifications of spoken English at two levels (a) speech production, and (b) speech performance. As J. Morley states, teachers perform pronunciation diagnostic analyses and select the approaches that can have a great effect on changing the speech of learners toward increased comprehensibility. Assist learners in setting both long-range and short-term objectives, develop a lot of techniques (e.g., whole-class work, small-group work, individual one-on-one tutorial sessions; prerecorded audio and/or video materials; work with new computer programs speech analysis systems), structure in-class speaking and listening activities with invited native speakers and non-native speakers of English, provide models, cues, and suggestions for modifications of elements in the manner of speaking for all learners, monitor learners’ speech production and speech performance and evaluate model changes as a continuous part of the program, and persuade learners’ speech awareness and realistic self-monitoring (3,51).

Thus, we can conclude that pronunciation plays the main part in learning English. Unfortunately, our speech apparatus was not initially imprisoned for the system of any particular language. That is why learning English along with native at an early age gives a huge advantage in all issues of its study, including pronunciation. Nevertheless, this does not mean, that at a later age it will be impossible to arrange the sound base of the new language system.

In this article, we discussed how the characters of English pronunciation are related to learning technique and consequently, how they influence teachers’ work with students. To manage a satisfying and entertaining lesson costs a lot of time and planning. Teachers have to pay attention to many things such as variety of the lesson, balance of activities used, learners’ interest and involvement. Finally, yet importantly, we cannot forget to mention that the entire lesson should be conducted in English.

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