

THE USE OF VARIOUS TYPES OF PHONETIC EXERCISES IN
PRACTICAL ENGLISH PHONETICS CLASSES

ВИКОРИСТАННЯ РІЗНИХ ВИДІВ ФОНЕТИЧНИХ ВПРАВ НА ЗАНЯТТЯХ З
ПРАКТИЧНОЇ ФОНЕТИКИ АНГЛІЙСЬКОЇ МОВИ

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ABSTRACT

The article is devoted to teaching the subject «Practical Phonetics of English» in higher educational institutions. The relevance of the problem lies in the use of various types of phonetic exercises in classes on practical phonetics of the English language. The purpose of the article is to identify existing problems of teaching phonetics to students of higher educational institutions. The subject of the research is the description of possible types of phonetic exercises in classes on practical phonetics of the English language. The aim of the article is to describe the existing various types of phonetic exercises in practical phonetics classes in English. Phonetic exercises play a very important role in the study of a foreign language. The article suggests the ways of practicing phonetic exercises, gives the examples of different types of phonetic exercises. The article deals with the problem of teaching English pronunciation. The results of the research can serve as a basis for further study of teaching English pronunciation.

Key words: English language training, exercise, language barrier, phonetics, phonetic exercises.

The difficulties experienced by elementary students with listening to foreign language speech and articulation of phonemes can create a negative attitude, self-doubt, reduce motivation to study and, consequently, the activity of students in mastering other aspects of foreign language speech, as evidenced by the results of surveys of students from various universities. Following a differentiated approach to teaching phonetics, it is necessary to include in the methodological system of teaching English to university students the principle of abundant listening to foreign speech and the principle of systematic phonetic exercises. The implementation of the first principle assumes that from the very beginning the teacher conducts a lesson in a foreign language. At the same time, the teacher's speech should be didactic, that is, have the properties of adaptability, taking into account the specifics of a specific speech situation, it is necessary to make the necessary adjustments to speech directly at the moment of communication, it is necessary to highlight acoustic, and if necessary, articulatory signs of foreign language speech. The implementation of the principle of systematics involves phonetic exercises at all English language classes. Phonetic exercises have as its object sounds, syllables, words, phrases, as well as intonational means of speech, binding and coupling. Performing phonetic exercises in the classroom allows the teacher to relieve students' phonetic difficulties, as well as increase their motivation to learn a foreign language, since studying the phonetic side of speech has a beneficial effect on the development of listening skills, which subsequently will allow students to feel more at ease in real communication situations.

Formulation of the problem. The relevance of the problem lies in the fact that today there is a lack of the research combined with training phonetic exercises in English language classes.

The object of the research is phonetic exercises in English language classes.

The subject of the research is the description of the possible ways of practising phonetic exercises in classes of «*Practical Phonetics of English*».

Analysis of recent research and publications. Practical phonetics of English has become a subject of study for many modern scientists, such as O. Valihura, N. Hrad, L.S. Kozub, V.Yu. Paraschuk, G. Polishchuk, N.V. Tuchina and many others.

O. Valigura and N. Grad consider that intonation plays a key role in realizing the meaning of English-language videoverbal texts (Valihura, Hrad, 2020).

V.Yu. Paraschuk and N. V. Tuchina define phonetic exercises as the most productive way of teaching English (Paraschuk, 2020; Tuchina, 2015).

Nowadays, in spite of the amount of works, devoted to the study of the Practical Phonetics of English (Tuchina, 2015; Paraschuk 2005), there is a lack of the research combined with training phonetic exercises.

The **aim of the article** is to describe the existing various types of phonetic exercises in practical phonetics classes in English.

Presenting main material. Phonetic exercises play a very important role in the study of English.

Based on student surveys, a number of the researchers have identified a hierarchy of language barriers. According to scientists, students experience difficulties related to the speed of the interlocutor's speech, pronunciation; there is a fear of not understanding the interlocutor, fear of being misunderstood. These difficulties occupy the third, fourth and fifth positions out of ten, respectively. Among the most significant, students point to difficulties with the ability to intonate foreign-language oral speech, the inability to recognize an audible sound and reproduce sounds identically. As a result of the survey, students put the problems related to the formation of correct pronunciation in the second place in terms of the importance in the field of difficulties with the lexical and grammatical block. There are two groups of reasons for the formation of language barriers: psychological and linguistic. Psychological reasons include, in particular, a feeling of embarrassment, insecurity, fear of making a mistake in speech and being misunderstood, fear of not understanding a foreign language by ear. Linguistic reasons are associated with a lack of knowledge in the field of vocabulary (including professional), grammar, difficulties associated with the articulation and auditory processing of oral speech (phonetic barrier) (Valihura, Hrad, 2020).

Taking into account the psychological and age characteristics of students, both groups of reasons and their combination are important for foreign language education at the university.

In all linguistic universities, special attention is paid to this aspect of mastering a foreign language. First-year students take an introductory phonetic course, where they are given the so-called received pronunciation (RP), which is often the standard British pronunciation, which greatly facilitates their further education and communication in a foreign language. In addition, the phonetics of the English language as an academic discipline is included in two training courses – the course of practical phonetics of a foreign language and the corresponding section in the course of theory of a foreign language. With the removal of phonetic difficulties in the learning process, students will have the opportunity and ability to communicate in a foreign language. According to scientists «only the formation of stable pronunciation skills ensures the normal functioning of oral speech activity. This explains the relevance of the problem of the formation of phonetic skills at the initial stage» in higher education and the consolidation of these skills in the future in oral foreign language speech activity (Valihura, Hrad, 2020). However, the development of English pronunciation skills is a controversial issue: «Higher education is more concerned with the formation of a lexical and grammatical base, and, taking into account the small number of hours allocated to a foreign language at the university, to engage in the formulation of correct pronunciation».

Language, being the most important means of human communication, first of all appears in spoken speech, and learning a foreign language begins with the creation of pronunciation skills. Most scientists distinguish three approaches to teaching phonetics: articulatory, acoustic, and differentiated. The main provisions of the articulatory approach developed by most linguists include the following:

- to start learning a foreign language by setting sounds, and for this one needs an introductory phonetic course;
- each sound must be carefully worked out separately;
- to ensure the purity of pronunciation, it is necessary to study the work of the organs of articulation when pronouncing each sound;
- the formation of pronunciation and auditory skills is separate.

The acoustic approach, which underlies many popular intensive techniques, focuses not on the conscious assimilation of articulation features, but on auditory perception of speech and its imitation. The assimilation of sounds does not occur in isolation, but in the speech stream, in speech structures and models. The exercises are based on repetition or imitation. In this case, the purity of the phonetic skill is not given much importance. The development of this approach is facilitated by a significant expansion of intercultural communication, the availability of spoken English, the possibility of acquiring personal experience of foreign language communication.

The differentiated approach, which has been widely used in various educational institutions, is based on a methodically sound combination of both approaches discussed above. It assumes the use of various analyzers to form all sides of the phonetic skill. Here, as in the acoustic approach, much attention is paid to listening, however, not only to authentic speech, but also to specially adapted, didactic speech of teachers and speakers, audio recordings. The possibility of explaining the ways of articulating sounds is not excluded, however, unlike the articulatory approach, this does not necessarily happen using special terms. In this case, preference is given to more accessible and understandable explanations. In this approach, it is proposed to use not only acoustic, but also graphic images. Within the framework of this approach, much attention is paid to the formation of grapheme-phonemic correspondences, as well as to the use of transcription.

The differentiated approach is the most suitable for the educational process in English at technical universities. Following a differentiated approach, taking into account the importance of developing students' abilities to perceive by ear and reproduce oral foreign language speech in terms of lowering the language barrier and maintaining motivation to learn, as well as taking into account the time constraints of the English language course, we propose the following teaching principles that allow for the dosed inclusion of phonetic material in the language teaching methodology:

1. Abundant listening to foreign speech. It consists in the fact that from the first lessons the teacher conducts a lesson in a foreign language. At the same time, the teacher's speech should be didactic, that is, have the properties of adaptability, adaptability to the level of training of the addressee, taking into account the specifics of a specific speech situation, it is necessary to make the necessary adjustments to speech directly at the moment of communication. Speech should be directed as much as possible at students, it is necessary to highlight acoustic, and if necessary, articulatory signs.

2. Systematic (during the entire period of learning a foreign language) phonetic exercises. This principle is based on the general didactic principles of consistency, activity, strength, and the creation of a positive emotional background of learning. The implementation of this principle involves phonetic exercises in each lesson during the first 20 classes. Then it is held once a week. The duration of phonetic exercises is 8-10 minutes, depending on the sound being practiced and the level of students' learning. Phonetic exercises has as its object sounds, syllables, words, phrases, as well as intonational means of speech, binding and coupling. We have selected materials for phonetic exercises. Below there are examples of the tasks:

Exercise 1. Pronunciation Sound Practice

Practice pronunciation of the sounds with your teacher.

Exercise 2. Pronunciation Word Practice

Practice pronunciation of the following words by reading with your teacher.

Exercise 3. Pronunciation Tongue Twisters Practice

Practice pronunciation of the following tongue twisters by reading with your teacher.

Exercise 4. Sentence Practice

Practice pronunciation of the following sentences by reading with your teacher.

The structure of this exercise includes four exercises. The first exercise is the repetition of a sound or pair of sounds with the teacher. The second exercise trains the pronunciations words after the teacher. The third exercise trains previously practiced pair of sounds using tongue twisters as an example, which makes it possible to help students develop diction and speech clarity. The following exercise trains words in context together with intonation contours. The last exercise plays the role of a «test», where students are asked to find out whether the passed sound is present in certain words.

Visual recognition of words and understanding of phonetic rules develop students' reading skills, which further helps them to recognize similar phonemes easily and pronounce them correctly. The proposed structure allows to briefly and concisely include the minimum number of phonetic pairs for practicing in the classroom, as well as to work out the intonation of affirmative and interrogative sentences, taking up to 10 minutes from the beginning of the lesson. Four-part phonetic exercises are included in the implementation of the English language curriculum at many Ukrainian Universities. Pedagogical observation shows its positive impact on the involvement of students in the learning process and the development of their phonetic and communication skills. Thus, it can be concluded that due to a combination of objective and subjective reasons, the pronunciation side of speech can often be an ignored aspect of learning a foreign language at the University. However, the difficulties experienced by elementary students with listening to foreign language speech and articulating phonemes can create a negative attitude, self-doubt, reduce motivation to study and, consequently, the activity of students in mastering other aspects of foreign language speech. This assumption is confirmed by the results of surveys of students of various universities and personal pedagogical experience.

Following a differentiated approach to teaching phonetics, we propose to include in the methodological system of teaching English to university students the principle of abundant listening to foreign speech and the principle of systematic phonetic exercises.

Performing phonetic exercises in the classroom allows the teacher to remove phonetic difficulties from students, as well as increase their motivation to learn a foreign language, since working out the phonetic side of speech has a beneficial effect on the development of listening skills, which subsequently will allow students to feel more at ease in real communication situations.

Phonetics, as it is known, is one of the aspects of linguistic competence of students that require special attention at the initial stage of learning. We try to devote the first two weeks to phonetics. We start with simple speech expressions necessary for everyday communication of a foreign student.

Working on pronunciation is an important stage in learning English, which in the future, on the one hand, contributes to a better perception and understanding of English speech by ear; on the other hand, the ability to pronounce English words correctly. Training of the articulatory apparatus – tongue, lips, cheek muscles, as well as phonetic training of consonant sounds, vowel diphthongs and monophthongs, setting the correct intonation is best realized when using tongue twisters in classes on the academic discipline «Practical phonetics».

Tongue twisters are a small rhymed or non-rhymed text, the words of which contain letters/ letter combinations that convey a certain sound or phonetic phenomenon in transcription. Students repeat tongue twisters with great interest after the speaker, memorize them, reproduce them. When reading a tongue twister or listening to it, students pay attention to the sound, correct pronunciation of the «problematic» sound or phonetic phenomenon. The teacher should be guided by the following criteria when selecting tongue twisters:

1) the correspondence of the sound orientation of the tongue twister to the studied sound or phonetic phenomenon. The program of study of the discipline «Practical phonetics» includes various types of phonetic explosions: fricative explosion, nasal explosion, loss of explosion. Phonetic development is subject to combinations of plosive consonants [p], [b], [k], [g], [t], [d] with fricative consonants [s], [z] – fricative plosion; combinations of plosive consonants [p], [b], [k], [g], [t], [d] with side sonorant [l] – lateral plosion; combinations of explosive consonants [p], [b], [k], [g], [t], [d] with nasal sonorants [m], [n] – nasal plosion; combinations of plosive consonants [p], [b], [k], [g],

[t], [d] with plosive consonants [p], [b], [k], [g], [t], [d] – loss of plosion. Attention should also be paid to regressive assimilation at the place of formation, which involves apical-interdental sounds [θ] and [ð], which are absent in the Ukrainian language. Progressive assimilation of the vocal cords with the transalveolar sonorant [r] is also difficult;

2) conciseness (the tongue twister text should not be very long, easy to remember, so that students can memorize them quickly and then use them to practice pronunciation);

3) authenticity (the original tongue twister promotes language learning in the context of cultures and is a good help for practicing the phonetic side of the language). During the classes of the academic discipline «Practical phonetics», tongue twisters act as a corrective exercise aimed at improving the pronunciation of a certain sound. The preparatory work with the tongue twister text consists in translating the content and understanding the meaning. Next, it is necessary to isolate letter combinations that convey a certain sound. After that, pronunciation training begins – slow pronunciation of words with gradual acceleration. For better memorization of tongue twisters, as well as for the organization of unconventional phonetic exercises, game techniques are used in training sessions.

Conclusions. Learning English is a multidimensional process that involves working with lexical units, grammatical constructions, sounds and prosody. Phonetic exercises play an important role in learning foreign languages. Phonetic exercises help to develop pronunciation skills of English, contribute to the memorization and training of lexical units. The use of tongue twisters, rhymes, proverbs and sayings in teaching English phonetics at the initial stage is also very important. Phonetic exercises help to cause student's desire to speak English, adjust the hearing and speech apparatus of students to a foreign language, activate the speech activity and develop spontaneous students' speech.

The prospect of further research is to find out the peculiarities of game techniques in teaching English phonetics and to find innovative ways of forming the phonetic competence in a foreign language.

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АНОТАЦІЯ

Стаття присвячена викладанню предмета «Практична фонетика англійської мови» у вищих навчальних закладах. Актуальність проблеми полягає у використанні різних видів фонетичних вправ на заняттях з практичної фонетики англійської мови. Метою статті є виявлення існуючих проблем викладання фонетики студентам вищих навчальних закладів. Предметом дослідження є опис можливих видів фонетичних вправ на заняттях з практичної фонетики англійської мови. Мета статті-описати існуючі різні типи фонетичних вправ на заняттях з практичної фонетики англійською мовою. Фонетичні вправи відіграють дуже важливу роль у вивченні іноземної мови. У статті пропонуються способи відпрацювання фонетичних вправ, наводяться приклади різних типів фонетичних вправ. У статті розглядається проблема навчання англійської вимови. Результати дослідження можуть послужити основою для подальшого вивчення навчання англійської вимови.

Ключові слова: навчання англійській мові, вправа, мовний бар'єр, фонетика, фонетична зарядка.