

РІВНЕНСЬКИЙ ДЕРЖАВНИЙ ГУМАНІТАРНИЙ УНІВЕРСИТЕТ
ФАКУЛЬТЕТ ІНОЗЕМНОЇ ФІЛОЛОГІЇ
КАФЕДРА ПРАКТИКИ АНГЛІЙСЬКОЇ МОВИ



АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

СТУДЕНТСЬКИЙ НАУКОВИЙ ВІСНИК

PHILOLOGY



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Студентський науковий вісник



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зауважити, що вона може бути успішно вирішена шляхом застосування описаних вище стратегій.

Вчитель англійської мови, який займається виправленням помилок на уроці, повинен прийняти низку рішень, що задовольняють потреби як старших, так і учнів середніх класів, одночасно сприяючи доброзичливій атмосфері серед усіх членів академічної групи. Залучення однолітків до процесу виправлення помилок має здійснюватися шляхом підтримки та заохочення для створення успішного навчального та освітнього середовища. Результати наступних наукових та практичних досліджень можуть бути використані для визначення перспективних напрямків вивчення цієї проблеми в майбутньому. Було б доцільно провести поглиблений аналіз психологічних чинників, що впливають на ефективність прогресу учнів у оволодінні мовними навичками, застосовуючи різні стратегії негайного чи відкладеного виправлення помилок, що, може бути надзвичайно корисним у вирішенні проблеми, обговореної вище.

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PECULIARITIES OF TEACHING ENGLISH PRONUNCIATION TO YOUNG UKRAINIAN LEARNERS

Teaching and learning pronunciation is based on an interaction in the learning-teaching partnership. Many learners are able to pronounce sounds much alike the way they hear them. In other case the teacher comes to stage to help the learner by giving some clues to achieve the particular sound, without being necessarily an expert in phonetics.

One of the teacher's major roles is to provide learners with a good model of the target language. In addition, to highlight the differences between their mother tongue and the target language as they usually have a tendency to hear the sounds of English in accordance with those of their native language. Firstly, the learners listen how the particular element is supposed to sound and then they should be able to mimic the model. This process is mainly carried out through a teaching technique termed "drilling".

Being the language model, the teacher still needs to modify his/her language to suit the level of the learners, in other words, provide comprehensible input. While sounding natural, not overpronouncing certain phonemes or using aspects of connected speech, another role of the teacher, which has been subject to extensive discussion, is that of providing feedback and correction. This should not represent the sole focus of the lesson, however, it is very important to pay attention to correct pronunciation and analyze mistakes in pronunciation carefully right in the beginners' course.

The primary problem of making mistakes in pronunciation arises in the stress, rhythm or intonation of a single word, phrase or a sentence, not in individual sounds or clusters of sounds. If the speaker's intonation is incorrect, it usually leads to misunderstanding and misinterpretation of the listener, even more when the listener is a native speaker.

It can be agreed that an important role of a good foreign language teacher is that of building the learners' awareness of proper pronunciation. Kenworthy explains: "Once learners are aware that English words have a stress pattern, that words can be pronounced in slightly different ways, that the pitch of the voice can be used to convey meaning, then they will know what to pay attention to and can build upon this basic awareness" [4, 27].

An essential comment in conclusion. The teacher needs to express a positive attitude towards correct pronunciation. With the teacher being a language model, the pupils copy not only his/her language skills, but also his/her attitude and beliefs, especially at a younger age. There is a view that teaching pronunciation is not vital, there is little chance of the learners paying attention to it [4, 54].

The aim of the article is to study possible difficulties and different ways of teaching English pronunciation to young Ukrainian learners.

English pronunciation is only a poor reflection of its spelling, there is no one to one correspondence between graphemes and phonemes, which often poses problems for the native speakers, let alone foreigners. There are a number of extra symbols outside the range of the letters of the English alphabet, for example, the symbol /ʃ/ represents the *sh* sound in the word *ship*; the symbol /ʒ/ the *s* sound in *treasure*; or the double symbols /dʒ/ stand for *j* in *jungle* or /tʃ/ for *ch* in *cheese*. These symbols are gathered up in so called English Phonetic Alphabet (IPA) and there is much controversy as to the importance of teaching the learners, especially the young ones, the phonetic transcription of the words.

As far as Ukrainian learners are concerned, there are certain phonemes not present in the Ukrainian language. Commonly mispronounced are the /θ/ (voiceless) and /ð/ (voiced), as in words "think" and "the". Incorrect pronunciation can result in comical situations or even hinder comprehension. Another consonant not typical for Ukrainian is /w/, often replaced by /v/ by Ukrainian speakers. Although their number is not so high, there are pairs of words where such substitution would cause a complete change of meaning, such as "vet" instead of "wet".

The vowel "schwa" /ə/ is considered the most frequent and most important sound in English. "Schwa" occurs in almost every English word with more than two syllables. Kenworthy emphasizes and fully recommends that all learners should be made aware of it at the beginning stage of English learning not only because there is no letter in the English alphabet representing "schwa" but also because every English vowel letter can be represented by "schwa". Besides, Roach [6, 76] offers a phonological description that "schwa" is associated with weak syllables. Another vowel not used in Ukrainian but common in English is "ash", /æ/, as in the middle of the word "cat". If their attention is not drawn to this, Ukrainian learners frequently mispronounce it as /e/, which can often change the meaning of the word. Concerning vowels, the differences in their length can also pose a problem, such as in words "ship" and "sheep", and once again can produce comical effects or even misunderstanding.

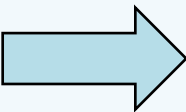
As regards to suprasegmental features, their importance is often underestimated by the teachers and consequently the learners. However, it is important to use aspects of connected speech to sound natural and vice versa, without the ability to understand it there may be difficulties in listening comprehension. Incorrectly used word stress may appear unnatural, while the same with sentence stress can alter the main idea of a statement. Unfortunately, these areas still pose problems for Ukrainian speakers, possibly due to insufficient attention directed to them.

A little thought is given to a number of ways how to teach pronunciation, and a variety of them should be used both to raise awareness and to practice even in an entertaining way that is so close to young learners' natural ability to learn new things.

Teaching pronunciation through rhymes and songs. Rhymes and songs are a great way to direct the learners' attention to aspects of suprasegmental phonology, such as connected speech, including rhythm, stress and intonation.

Small children feel comfortable if they learn things by playing games, simply because it is the most natural way how they find out and learn new things. One of the best ways how to start teaching pronunciation to young learners is playing with rhymes and songs. All children love them and have fun repeating them again and again as early as they start to speak in their mother tongue. Rhymes have a natural rhythm and are repetitive, which children enjoy very much. And just as children are used to playing with the language in their mother tongue, they feel familiar with playing with words in English. On the whole, children feel that once they can say a rhyme or sing a song in English, it proves their ability to speak quite a lot of the foreign language similar to adults and this is exactly what children love to do and expect from the English lesson.

Rhymes are words or phrases artificially put together to sound a certain way; they make language learning richer as they are usually easier to remember than just regular sentences. Dunn claims that: “Rhymes introduce children naturally and effectively to the complete sounds of English as well as to stress and intonation” [2, 80]. Rhymes are also a vehicle of making the children understand the meaning as well as make it easier for them to remember the content and master the vocabulary for other use. Proper selection of rhymes is helpful for introduction or consolidation of the new language. Vocabulary and phrases learned in a rhyme can easily be transferred to other situations in the classroom. Following examples show how it works:

<p><i>Goodbye everyone, Goodbye everyone, Goodbye everyone It's time to say goodbye,</i></p>		<p><i>Hello everyone, Hello everyone, Hello everyone, It's time to sit down [2, 82].</i></p>
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Children may find it entertaining to match rhyming words. To make this activity even more exciting, it could be turned into a competition.

The example of a jazz chant below demonstrates how the teacher can invite all children in the class to play with the language:

*I love coffee,
I love tea,
I hate the dentist
And the dentist hates me.*

The above rhyme invites young learners to replace the word “dentist” with another one, for example “doctor”, “rain”, “housework” [7, 27].

When introducing a new rhyme, awareness of proper pronunciation is of great importance. The teacher as a model pronounces the rhyme twice, and then invites pupils to repeat it together line after line for several times in order to refine their pronunciation and improve their oral fluency. This technique is called drilling and is to be discussed below. Such a warming-up part of the lesson may contribute for children to be more motivated to learn new and unfamiliar material.

For easier memorizing of both the rhyme and rhythm physical activities, such as clapping hands, tapping with wooden sticks can be helpful, especially for audio and kinesthetic type of learners.

On the contrary, there are opinions that such practices are rather bizarre. Nunan argues that there is little empirical evidence that practices on teaching pronunciation like rhythmic chants and dances designed to get learners to integrate their bodily movements and gestures with their attempts at articulating the new language are significantly more effective than more traditional exercises [5, 100]. However, it can be argued that the popularity of such practices has persisted, especially among young children.

Drilling. One of the most commonly used activities, typical for the Audio-Lingual Method but used by most teachers, is the drill, and again there are different types. To start with, there is the repetition drill, where the teacher’s model is supposed to be repeated accurately by the pupils. It could be agreed with Kelly who advocates:

One of the best methods of helping students to master pronunciation in the classroom remains that of drilling, the repetition of the sound giving learners the opportunity to practise the correct

movements of their speech organs for themselves. This, combined with ‘learner-friendly’ explanations of the movements, can be very effective in raising awareness of how sounds are produced [3, 54].

Drilling can be used for practising a wide range of pronunciation aspects, such as intonation, word stress, sentence stress, strong and weak syllables, silent letters pronunciation and rhythm. It could be a follow-up activity after one that focuses on practising the above aspects.

According to Dunn, a useful tool to fulfill the children’s expectations in terms of their ability to communicate in the foreign language is the so-called “prefabricated language”, such as rhymes, songs and jazz chants. With regular repetition of the same prefabricated language, children quickly understand situations and memorize the language involved. It appears that children learning a foreign language have a great capacity to imitate and memorize long utterances, as they have already had to do this when learning their mother tongue. Dunn declares:

Once a child has memorised some prefabricated language, he has a feeling he can speak ‘a lot of English’ and as soon as he has understood how to transfer language, he seems to have an ability to use the little language he knows in different situations for maximum communication. It means that when a child can communicate with others, he can acquire more language and gradually develop more fluency [2, 5].

We might also have supposed that memorizing the language through drilling and repeating the same items may lead to freeing the children from being shy in speaking.

This technique is also a great way to practice individual phonemes, especially those that may cause problems to the learners, such as /w/, /θ/, /ð/ and others. First of all, the learners may identify the words with such phoneme, then listen to them and after that repeat.

As drills may seem rather dull and uninteresting, more variety can be introduced by using different types. Chain drill involves a simple conversation practiced by each student in turn. It is a great opportunity to activate each student in the class. Alternatively, single-slot or multiple-slot substitution drill uses a dialogue, where the lines are memorized by the learners and then certain phrases or words are replaced by those given by the teacher. In addition to mere repetition, the learners are expected to place the cue in the sentence correctly. Alternatively, there could be experiments with different tone of voice, the speed or the volume of pronouncing.

To put it in a nutshell, drills do not have to be boring. Quite on the contrary, when used in primary classrooms, they should be made as interesting as possible.

Integrating. Integrated pronunciation teaching assumes that:

...it is impossible to restrict pronunciation work to particular lessons or slots. ...There is, therefore, an inevitability about pronunciation work and there is an argument that if pronunciation is so often a part of many language learning activities then it is automatically “integrated”. whenever learners hear English or try to speak themselves they are “doing pronunciation work”, every lesson is a pronunciation lesson, every time the teacher speaks he or she is presenting a spoken model [4, 113].

In other words, pronunciation could be combined with other language skills and subskills, for example speaking, listening, vocabulary. Transformation drill is a great opportunity to integrate grammar with pronunciation work, whereby a cue needs to be transformed somehow, such as a sentence in the active voice to the one in the passive, or a positive statement into a negative one.

Individual phonemes practice. As mentioned above, certain phonemes may prove more problematic for the pupils. Kelly [3, 54] points out that in practice teachers focus on individual sounds usually as a response to difficulties in communication that arises among learners during English lessons.

Some teachers agree with Doff who advocates that it should not be necessary to teach the sounds of English individually. According to him, the learners can easily learn the phonological system of the language by listening to the teacher or the recordings and by practicing words and structures [1, 113]. However, there may be particular sounds or sound combinations which students may simply make mistakes in pronunciation without being aware of it. In such cases, it is useful to focus on the sound or group of sounds which is causing the difficulty.

To help young children improve their pronunciation Dunn advises: “It is important to draw children’s attention to mouth movements and to let them feel as well as hear the difference between voiced and voiceless sounds by putting their fingers on their throats“ [2, 62].

It could be assumed that if there are difficulties in pronouncing certain phonemes, the need arises to eradicate incorrect pronunciation. Therefore, such practice is advisable. One way to do this is through drilling, as mentioned above, or the use of minimal pairs. These are based on identifying different sounds and comparing them to similar ones, for example:

/p/ and /b/ Pete – beat	/θ/ and /ð/ think - the
/f/ and /v/ fast – vast	/tʃ/ and /dʒ/ choke - joke
/ʃ/ and /ʒ/ shun – vision	/k/ and /g/ core - gore
/t/ and /d/ to – do	/s/ and /z/ Sue – zoo

We have attempted to outline some aspects of pronunciation, focusing on teaching young Ukrainian learners. To sum up, there are numerous ways how to teach pronunciation to young learners. Naturally, such list can be extended, but it could represent a starting point for practising teachers or those in training wishing to include pronunciation issues in their lessons.

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ОСОБЛИВОСТІ ПРОЦЕСУ НАВЧАННЯ ЛЕКСИКИ В СТАРШІЙ ШКОЛІ

Англійська мова вже давно завоювала у світі статус міжнародної та успішно функціонує у різних сферах життя людей, як засіб передачі інформації. Часто нею користуються під час бізнес-зустрічей, політичних переговорів, конференцій, з’їздів, в освітньому процесі задля налагодження комунікації, розширення іноземних зв’язків, зміцнення міжнародних відносин та набуття іншомовного досвіду. Саме тому одне з найактуальніших та найважливіших завдань школи ХХІ століття – запровадження комплексної ефективної системи навчання англійської мови.

Аби процес навчання лексики іноземної мови в старшій школі був успішним необхідно враховувати ряд чинників серед яких – лінгвістичний та соціально-психологічний компоненти.

Особливостями процесу навчання лексики іноземної мови займалися С. Король [2], С. Ніколаєва [3], Л. Сажко [5] та інші.

ЗМІСТ

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АКТУАЛЬНІ ПРОБЛЕМИ СУЧАСНОЇ ІНОЗЕМНОЇ ФІЛОЛОГІЇ

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