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WAYS OF TEACHING PRONUNCIATION FOR EFL LEARNERS

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Abstract: This article discusses the significance of learning and teaching pronunciation which is the main way of speaking in English like native speakers. The more attention is paid on pronunciation, the faster we become confident and fluent in English.

Key words: pronunciation, stress, intonation, vowel shift, standardization, phonological strategy, etymological strategy, morphemic strategy, visual imagery, spelling by analogy.

A consideration of learners' pronunciation errors and how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom [Kelly: 2012: 11].

As an example we can consider a learner's any type of sentence which is mispronounced. He may say: '*I have travelled around the world by **ship***' and may pronounce the word *ship* [ʃip] with long [i:], and others may understand that he has not used a means of transportation but travelled with an animal like a *sheep* [ʃi:p].

A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker. In addition, the inaccurate use of supra segmental elements, such as stress or intonation, can also cause problems [Kelly: 2012].

For example, a request made in this way: '*Will you please SWITCH on the tape recorder?*' We should notice how the sentence stress is on the notice *switch*, [switʃ] as it was a first request, one might have expected the first syllable of *tape recorder* to have been the most prominent, rather than *swish* [swiʃ].

Had the teacher not known better, the utterance could have been interpreted as being a second request, the first request not having been heard, and possibly being uttered with some patience. In short, it could appear rude.

The intonation pattern used in the following question caused the listener to misunderstand it.
HOW LONG HAVE YOU been to Tashkent?

This sentence was said to a friend while getting to know. The unexpected fall of the voice in *been* led to the friend not understanding her question.

HOW LONG HAVE YOU ↓been to Tashkent?

One would expect the voice to fall on the first syllable of *Tashkent*.

HOW LONG HAVE YOU been to ↓Tashkent?

She had to repeat the question before making herself understood.

Let's consider this sentence:

Why don't you come to my PARTY?

a) As a first 'suggestion' or 'invitation', we might expect the first syllable of *party* ['pa:ti] to be stressed, indicated with capitals, and we might expect the voice to go down at the end.

b) What about this variation?

WHY don't come to my party?

When spoken in this way the question is no longer a simple invitation. It suggests instead that someone has refused the invitation and that the speaker is upset by this and needs to know why it has happened. If a student uses this stress and intonation for a straightforward invitation rather than speaking as in example (a), it is possible that there will be a misunderstanding.

In order to study how something works it is often useful to break it down into its constituent parts. So, let us learn pronunciation in pieces. Phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe

reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle which gives us the total number of phonemes in a particular language [Kelly: 2012: 1]

For example, the word *pain* has the phonemes [peɪn]. If we change the middle phoneme-diphthong [ei] or drop the phoneme [i] we get another word with new meaning like *pen* [pen].

As it is obvious, with one phoneme some type of ache changes into an educational tool. If we pronounce /p/ – [p] in a slightly different way the word does not change and we still understand that we mean the same thing.

The set of phonemes consists of two categories: vowel sounds and consonant sounds. However, these do not necessarily correspond to the vowels and consonants we are familiar with in the alphabet. Vowel sounds are all voiced, and may be single, like [e], as in *pet* – [pet], or a combination involving a movement from one vowel sound to another, like [ei], as in *gate* – [geɪt]; such combinations are known as diphthongs.

An additional term used is triphthongs which describes the combination of three vowel sounds [aɪə] like in *tired* – [taɪəd], *hour* – [aʊə].

Single vowel sounds may be short, like [ɪ], as in *pit* – [pɪt] or long, like [i:] as in *beat* – [bi:t]. The symbol [:] denotes a long sound.

Consonant sounds may be voiced or unvoiced: [b] – [p]; [d] – [t]; [v] – [f]; [g] – [k]; [z] – [s]; [ð] – [θ]; [dʒ] – [tʃ]; [ʒ] – [ʃ]. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing, for example [f], as in *fan* – [fæn], and [v] as in *van* – [væn]

Utterance stress and intonation patterns are often linked to the communication of meaning [Kelly: 2012: 3].

Changes to which syllable is stressed in the same sentence changes the meaning of the utterance in various subtle ways.

I would like a cup of herbal TEA. – a simple request.

I would like a cup of HERBAL tea. – **Not** any other sort of tea.

I would like a CUP of herbal tea. – **Not** a mug.

The relationship between spelling and pronunciation is more important in English, it is not always easy for learners of whatever first language to see how a written English word should be pronounced, or how a word they have only heard should be written. But it is not the case that learners will not always have to make a complete guess in such circumstances, nor that they will have to learn the spelling and pronunciation of thousands of words without recourse to any general rules. This is because English spelling is not as irregular as it seems. Surveys of the system have shown that over 80% of English words are spelled according to regular patterns, and that there are fewer than 500 words, out of an estimated total of over half a million words, whose spelling can be considered completely irregular. The fact that some of these words also happen to be amongst the most common ones gives a distorted impression of irregularity in the system [Underhill: 2005: 123]. For example: *are* – [ɑ:], *said* – [sed], *come* – [kʌm], *how* – [haʊ], *what* – [wɒt], *could* – [klaʊd].

Proficient readers, as well as applying sounds to individual letters, can also successfully recognize and apply sounds associated with groups of letters. For example, the pronunciation of *could* – [kʊd] might seem quite irregular, but it can appear quite regular, following exactly the same pattern as *should* – [ʃʊd] and *would* – [wʊd].

By tying spelling closely in with pronunciation work, teachers can show rules and patterns to students which they can then apply when they come across new words, be they heard or read. Regular features of English spelling and pronunciation can be shown to apply to individual letters of the alphabet and also across many different words [Underhill: 2005: 123].

Following the upheaval caused by the Great Vowel Shift, and the standardization produced by printing, three spelling phenomena came about: magic e, consonant doubling, and silent letters.

a) **Magic /e/.** The phenomenon known in teaching circles as ‘magic e’ is a rule that all English users know, but perhaps may not be able to explain consciously. Since it does not relate to sound-spelling correspondences in a one-to-one fashion, even native speakers have problems with it [Brown: 2014: 208]

The following example will be appropriate:

*‘In olden days, people lived in the **cape** as they did not know how to build a house like nowadays’*

If a learner pronounces the word *cape* – [keɪp] like the word *cap* – [kæp] confusingly, the meaning of the sentence changes dramatically. We use both *cape* and *cap*. In spelling, the answer is simple; *cape* has an extra /e/ at the end. In pronunciation, the difference lies in the vowel; in *cap*, the vowel is short, while in *cape*, it is the long – diphthong [ei]. The same is true of all vowel letters, as in pairs such as *pet* – [pet] – *Pete* – [pi:t]; *kit* – [kit] – *kite* – [kai:t]; *cut* – [kʌt] – *cute* – [kju:t] and so on.

Perceptive readers will have noticed that these long vowels correspond to the names of those letters of the alphabet; that is we call the letter 'A' [ei], etc. For this reason, the rule is remembered in English teaching circles as '*Magic e makes the vowel say its name*'.

b) **Consonant doubling.** What happens when we add a suffix beginning with a vowel sound, such as */-ing/* to words with and without final */e/*?

Taking *mat* → *matting* and *mate* → *mating* as examples, we can see that the word without magic */e/* doubles the consonant letter, and the word without magic */e/* loses the */e/* letter before adding the ending.

Another example are: *forget* → *forgetting*; *complete* → *completing*; *hit* → *hitting*; *bite* → *biting*; *cut* → *cutting*; *dispute* → *disputing*. It is important to separate sounds from spelling here. This phenomenon of consonant doubling relates to consonant letters in the spelling. The doubled consonant letter represents only one consonant sound in each of the above words.

c) **Silent letters.** The concept of silent letters is a simple one: the letter does not represent any sound in the pronunciation. Empty letters are those that have no function at all. This is, they do not have a sound, and they perform no function. They could be left out, leaving a plausible spelling for the word [Brown: 2014: 209].

An example of this is a letter */i/* in *friend*. The spelling *friend* would still be pronounced [frend], showing that it is superfluous.

Learners of English, whether native children or foreign learners, should be helped to decide which strategy to use, so that a particular word is most easily mastered. Because English is a poor example of an alphabetic writing system, several strategies can be used. They are given below:

Phonological strategy, by which learners pay attention to the syllables of words and the sounds within the syllables. This involves several sub-strategies.

- First, multi-syllable words must be divided into their constituent syllables. For example, the noun *segment* – [segment] is made up of two syllables [seg] + [ment]
- These syllables must then be divided into their constituent sounds. So, the first syllable [seg] has three sounds [s] + [e] + [g].
- These constituent sounds must then be associated with their probable spellings. The [s] consonant is normally spelled /s/ – occasionally /c/, /e/ is regularly [e], and /g/ is [g].
- In the second syllable of the noun *segment* – ['segment] it is not so easy to associate a letter /e/ with the vowel, because it is an unstressed syllable and has the schwa [ə] vowel. However, the related verb *segment* – [sæg'ment] where the stress is on the second syllable, which therefore has a full /e/ vowel.

There are some words of English that are simply so irregular that it is impossible to learn them by any other strategy than **visual imagery**, that is, learning them by heart. For example, in the word *choir* – ['kwaɪə], while we may relate the initial /ch-/ as [k] to words like *character* – ['kærɪktə], there is no other word in English where /-oir/ represents [waɪə]. The number *one* – [wʌn] does not pattern like any other – one word, such as *bone* – [bəʊn], *gone* – [gʌn], mines *tone* – [təʊn].

The morphemic strategy is what was referred to above statements as inert silent letters. So, there is an /n/ letter at the end of *autumn* – ['ɔ:təm] because the adjective is *autumnal* – [ɔ:'tʌmnəl]

A common strategy with unfamiliar words is to think of other known words that seem similar. If a learner meets the unfamiliar word *gout* – [gaʊt], spelling by analogy will allow them to relate to known words such as *about* – [ə'baʊt], *scout* – [skaʊt], *shout* – [ʃaʊt].

Andre Carney gives an example of an etymological strategy, that is, thinking of the probable historical origin of the word [Carney: 2002: 138].

Philip Rubin states that: 'The good language learners have a strong desire to communicate' [Rubin: 1998: 267].

Linguists declare that of the two main mediums for communication in human language, the spoken and written, it is the spoken medium that has primacy. All human languages have had a spoken form, while there are many languages that have had no written form. Humans learn communicating in speech and listening than they do in writing and reading [Griffiths: 2009: 197].

Pronunciation has been described as the Cinderella of ELT world. That is, it is an aspect of language teaching that is often neglected. Nevertheless, good language learners do not neglect pronunciation [Brown: 2014: 195].

In short, pronunciation is an important aspect of language learning, a fact that good learners are aware of. As in other areas of language learning, they must approach the task in an appropriate way. This involves having motivation to learn, being willing to attempt new extraordinary sounds even at the risk of embarrassing failure, and realizing that pronunciation is not a separate skill but relates to all other aspects of language learning. In these ways, they will strive to achieve their differing goals in pronunciation and language learning achieves their desired levels of intelligibility. Acceptable pronunciation facilitates the

drive to communicating in speech, which Philip Rubin includes among the characteristic of good language learners.

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STRUGGLE IN WRITING THE BORROWED WORDS IN KOREAN

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Abstract: Nowadays, word exchange is the common process which is happening as a result of globalization. Like other languages, in Korean there is observed word borrowing from other languages, especially from English. Since, Korean written format differ from other languages it is problematic to write the borrowed words in Korean, so, there is created new form of Koreanized English or “Konglish”. Moreover, there is created “Loan Language Writing Method” to write the words which are borrowed from other languages.

Key words: word exchange, **borrowing**, Koreanized English, Konglish, Loan Language Writing Method

In the current age of global information exchange, the process of adopting words from one language to another is very common. In most cases the donor language (i.e., the language in which the words are most learned) is English. Like other languages, the Korean vocabulary is rich in words that come from a foreign language. In Korean this process is considered seriously as formed another language which is originated from English based Korean words or ‘Konglish’. Moreover, the list of Konglish words is enhancing very rapidly and they are commonly used in everyday communication. Thus, foreigners who are learning Korean struggle this process as they learned to pronounce the English words based on the English but not Konglish, and the most challenging is the written form of this English based Korean words. The aim of this article is to observe the difficulties in writing borrowed words from other languages into Korean and to introduce with “Loan Language Writing Method”.

First, it refers to various methods of writing foreign words, but in this document, it refers to the foreign language notation method that was established by the National Institute of the Korean Language and promulgated as Notification No. 85-11 of the Ministry of Education in 1986 and applied so far. The National Institute of the Korean Language (NIK) holds the 'Practical Sub-Committee for Foreign Language Review' on a weekly basis and announces newly approved foreign languages from Wednesday to Thursday. This is also reflected in the foreign language notation DB of the National Institute of the Korean Language [1].

There are many places where the state takes the initiative in implementing a language policy regarding the standardization of the national language, but there is generally no case in the Romanization culture where the state-led regulations are set separately for the writing of a foreign language. This is because the Roman alphabet is the world-class universal script, so most foreign words are known as Roman characters. However, it exists in languages other than Roman characters, including Korea, Japan, China [2], and Thailand.

A blogger at Igloos talked about the confusion that occurs with the transcription of foreign words and expressed it as 'the only bad luck in the world to use Hangeul'. Let's say that Korean uses Roman characters. In the first place, there would have been no need to worry about '맑스', '막스' or '마르크스'.