ԾՈՎԻՆԱՐ ՇԱՀԻՐՅԱՆ

Խաչատուր Աբովյանի անվան ՀՊՄՀ օտար
լեզուների դասավանդման մեթոդիկայի ամբիոնի դոցենտ,
մանկավարժական գիտությունների թեկնածու

ՄԵՏԱՔՍՅԱ ԹԱԴԵՎՈՍՅԱՆ

Խաչատուր Աբովյանի անվան ՀՊՄՀ օտար
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ԱՆԳԼԵՐԵՆ ԼԵԶՎԻ ԱՐՏԱՍԱՆՈՒԹՅԱՆ ՈՒՍՈՒՑՈՒՄԸ ՀՀ ՀԻՄՆԱԿԱՆ ԴՊՐՈՑԻ ՏԱՐՐԱԿԱՆ ԴԱՍԱՐԱՆՆԵՐՈՒՄ

Բանալի բառեր և բառակապակցություններ. ոչ լեզվակիր, հաղորդակցության մեջ թյուրըմբռնում, հնչյունական կանոններ և միտումներ, կատարյալ արտասանություն, ձայնային համակարգ, հնչույթ, սահուն շարժում, այլընտրանքային ունկնդրական խտրականություն, շեշտ և ռիթմ, հնչյունները ընդօրինակել, հանգ, ինքնարտահայտում:

Ключевые слова и выражения: не носители языка; недоразумение в общении; фонетические правила и тенденции; отличное произношение; аудиосистема; фонема; движение скольжения; альтернативная речевая дискриминация; ударение и ритм; имитировать звуки; рифма; самовыражение.

Key words and expressions: non-native speakers; misunderstanding in communication; phonetic rules and tendencies; perfect pronunciation; sound system; phoneme; glide movement; alternative listening discrimination; stress and rhythm; to imitate sounds; rhyme; self-expression.

One of the most difficult problems facing non-native speakers of English is pronunciation. It is usually the largest obstacle to overcome when trying to achieve fluency. Many non-native speakers have studied grammar for many years but are unable to speak like native speakers due to their inability to pronounce the sounds of words properly.

Our pronunciation is the first and the most important thing the native speakers notice during a conversation. Knowing grammar and vocabulary is important but useless if you are unable to pronounce those structures or words correctly. Also, native speakers are more likely to understand us, even if we make grammatical mistakes rather than if we make mistakes in pronunciation. Even the

simplest words misspoken will keep us from effectively communicating with native English speakers.

Pronunciation is essential during a listening process, clear and correct pronunciation makes a conversation more comfortable for both the speaker and the listener and even helps to avoid misunderstanding.

When you are speaking a foreign language, sometimes you feel that the native speaker doesn't catch what you are saying. Or you may have problems understanding him or her. Worse yet, you may get frustrated and stop the conversation and avoid speaking next time.

If you are aware what may cause a break in communication, you will try to avoid it, or, at least, you will know how to overcome the problem that may arise.

But there are many people who do not pay any attention to their pronunciation. Even worse, some of them underestimate it. They think that pronunciation is less important than grammar and vocabulary. In fact, pronunciation is extremely important. Many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation.

So mastering pronunciation means not only to be able to pronounce well in order to be understood adequately, but to understand easily and fully when the language is spoken naturally. Understanding phonetic rules and tendencies can help with the process of acquiring new vocabulary. Pronouncing words is often a part of memorizing them in second-language learning, so getting a strong, basic foundation in correct pronunciation early on will equate to more effective learning overall.

Even if you have already studied English for some time, you can always improve your speech and reduce your accent. In any case, research has shown for decades that second-language learning is different from how one acquires one's native language. Pronunciation in a second language is especially resistant to improvement and it is rare that a second-language speaker can lose an accent entirely. However, this shouldn't discourage language learners from studying pronunciation and making an effort to improve their speech. The difference with second-language learning is that it requires explicit learning of vocabulary, rules, and structures, with repeated practice to commit these to long-term memory and to make access more automatic. It is unnecessary (and perhaps unrealistic) to try to

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achieve perfect pronunciation, especially at first. But it is important to get the fundamentals down.[1]

English pronunciation can be a big **problem** for Armenian students and before incorporating any of the pronunciation activities into the class, it is always advisable to identify the pronunciation problems in the concrete study group. A student's native language determines, for the most part, the **degree of difficulty** and the **types of difficulties** students will have. There are some common pronunciation problems that students can face during learning English pronunciation.

➤ *Sound system*

One of the characteristic features of the sound system of any language is its inventory of sounds – that is, the particular combination of consonants and vowels that makes up the inventory. In fact, all languages are somewhat distinctive in their vowel and consonant inventories, and in the way that these components combine to form words and utterances.

Every language has its own set of sounds. They are in certain relations with each other forming together one whole - a complete and interrelated system. Without sound we cannot speak. So they are the building blocks for connected speech.

By means of sounds we also differentiate meaning. If we change one sound for another we often get a new meaning. The sounds that can change the meaning are called the *phonemes*. Each phoneme has a variety of sounds which slightly differ from each other. These sounds are called *allophones (variants)*, e.g., [t] has spread lips in *tea* [ti:] and rounded lips in *too* [tu:], but both varieties belong to one phoneme.

So if we replace one phoneme for another, we will make *phonemic mistake* and if we replace one allophone for another, we will make *phonetic mistake*.[2]

When linguists and teachers describe the sounds of a language, they often use a set of special symbols commonly referred to as a phonetic alphabet. Use of such a system allows us to capture the sounds of the language more accurately since there is a one-to-one correspondence between the symbols used and the sound they represent.

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[1]http://www.streetdirectory.com/travel_guide/106451/languages/why_pronunciation_is_important.html

[2] Բաղդասարյան Ս., Գյուրջայանց Ս., Ժամանակակից անգլերենի գրական արտասանություն / Standard English Pronunciation /, - Եր.: ՄԱՆՄԱՐ, 2010, էջ 8:

In the case of English, the use of a phonemic transcription system is especially important because the language has no simple sound-symbol correspondence system – that is, one letter

of the alphabet does not represent the same sound all the time, nor does a specific sound always find its representation in one letter of the alphabet. [3]

	Sound	Examples		Sound	Examples
1.	/i/	heat, be	6.	/a/	ma, hot
2.	/i/	fit, tin	7.	/ʌ/	cut, son
3.	/ey/	rain, may	8.	/ɔ/	thought, law
4.	/ɛ/	get, hen	9.	/ow/	saw, boat
5.	/æ/	cat, pan	10.	/ʊ/	look, wool

Before turning our attention to the production of English vowels, we first need to examine their characteristics and define how vowel sounds differ from their consonant counterparts.

What is a vowel? Vowels are the core or "peak" of the syllable. The classification of vowels is not as clear-cut as that of consonants. Eleven of the fourteen stressed vowels of English are either *simple vowels* (vowels without an accompanying glide movement, as in *bed* /ɛ/ or *put* / /) or vowels with an adjacent *glide* (vowels accompanied by /y/ or /w/, as in *pain/*ey/ or *stone /*ow/). The remaining three vowels are *diphthongs* (i.e., vowels consisting of a vowel sound followed by a nonadjacent glide within the same syllable, as in *boy).*

The eleven simple vowels and vowels with adjacent glides are as follows:

We may have noticed that four of the eleven vowels consist of two symbols each: /iy, ey, ow, uw/. These symbols indicate that the vowel sounds in words like *green* and *rain* begin with /i/ and /e/, respectively, and then glide toward /y/. Similarly, the vowel sounds in words

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[3] Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages.* United Kingdom, Cambridge University Press, p. 38.

like *bowl* and *blue* begin with /o/ and /u/ and then glide toward /w/. Sometimes we refer to these four vowel sounds as vowel + glide sequences to capture this phonetic fact.

The three phonemic vowel diphthongs, all of which involve even greater movement from a vowel sound produced lower in the mouth to a glide produced higher in the mouth, are:

Sound	Movement	Examples
/ay/	low central to high front low	pie, fine
/aw/	central to high back	blouse, how
/ɔy/	low back to high front	boy, choice [4]

Tuning students' ears to the subtle differences between vowels is critical. It is best to begin with a limited number of vowel contrasts, and then build up to asking students to discriminate the full range of vowels. For this purpose, teachers have a variety of listening discrimination activities to choose from.

One option for practicing listening discrimination geared to younger or less literate students is to have the learners circle the picture of the word they hear. As a pre-activity, present the vowel distinction using picture cue cards, making sure each student is familiar with the relevant vocabulary items. Next, distribute a vowel discrimination worksheet such as the following one, which is geared to teaching the vowel contrast /ɛ/ vs. /æ/. For each item on the worksheet, randomly select one of the two words to read aloud, and have learners circle the word they have heard. For example, if learners heard the word *men*, they would circle picture l b on the worksheet. In the follow-up phase, the students can check their answers with a partner, or you can go over the answers with the class as a whole.

Vowel Discrimination Worksheet 1	
Directions: Which word do you hear? Circle *a* or *b*.	
1. a.	b.
2. a.	b.
3. a.	b.

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[4] Բաղդասարյան Ս., Գյուրջայանց Ս., *Ժամանակակից անգլերենի գրական արտասանություն / Standard English Pronunciation /*, - Եր.: ՄԱՆՄԱՐ, 2010, էջ 10

An alternative listening discrimination exercise requires the learner to decide if two words spoken by the teacher are the same or different. This is a relatively easy task to begin with because it contrasts two sounds directly rather than presenting one of the two for students to identify. When working with the /i/ vs. /iy/ distinction, for example, you might read the following list of words to students, who circle the appropriate response on vowel discrimination worksheet 2.

1.	sleep	sleep
2.	sleep	slip
3.	slip	sleep
4.	slip	slip
5.	sleep	slip

Vowel Discrimination Worksheet 2

Directions: Listen carefully to each pair of words. Are they same or different? Circle your answers.

1.	same	different
2.	same	different
3.	same	different
4.	same	different
5.	same	different

Worksheet 3 presents a similar listening discrimination exercise that incorporates practice with sound-spelling patterns. Each item on the worksheet has four choices, three of which contain the same vowel sound. Students are asked to circle the word with the different vowel sound. Encourage them to make their choices based on what they hear, not on the spelling of the words.

Vowel Discrimination Worksheet 3

Directions: Listen to each group of four words. Circle the word that has a different vowel sound.

1.	foot	good	could	food
2.	eat	treat	threat	meat
3.	itch	mild	fill	pin
4.	close	most	lost	hose
5.	sew	threw	blew	grew

This type of exercises serve as a diagnostic to ascertain whether students are perceiving specific vowel contrast or not.[5]

The teaching process is principally based on certain method or methods. As a language learner or teacher, it is important to understand the various methods and techniques so that you are able to make educated choices, and boost your enjoyment of learning a language. Each teaching method is based on a particular vision of understanding the language or the learning process. There are a number of methods of teaching English pronunciation.

The field of modern language teaching has developed two general approaches to the teaching of pronunciation: *an intuitive-imitative* approach and *an analytic-linguistic* approach. Before the late nineteenth century only the first approach was used.

• **An intuitive-imitative approach** (listen and repeat) depends on the learner's ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs.

• **An analytic-linguistic approach** (analyze and understand), on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learners of and focuses attention on the sounds and rhythms of the target language. This approach was developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.[6]

There are a number of instructional strategies for teaching pronunciation that can help students to meet their personal and professional needs. Here are a

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[5] Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages.* United Kingdom, Cambridge University Press, pp. 112-115

[6] Marianne Celce-Murcia, Donna M. Brinton, Janet M. Goodwin, (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages.* United Kingdom, Cambridge University Press, pp. 2-3

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few of the more popular activity types and teaching strategies today's teachers use in order to teach pronunciation.

- **Openness to change**

Spending some time building learners self-confidence and attending to their emotional needs as speakers of a new language is especially important at the start of a course. One way is to give learners opportunities to voice what they believe to be their strengths as speakers of English. Alternatively, teachers can ask learners to discuss problem areas and frustrations. By giving learners a chance to vent their frustrations, a teacher demonstrates concern for emotional needs.

- **Contextualized minimal pairs**

One of the oldest techniques in pronunciation instruction is to teach students to distinguish between specifically targeted sounds, stress patterns, or intonation patterns through the use of minimal pairs (for example, two words which differ from each other by only one distinctive sound and which also differ in meaning). Simple pictures or drawings can be designed to provide practice in learning to distinguish such minimal pain as: pen/pan, man/men. Hand / ham, etc.

- **Gadgets and props**

Rubber bands, balls that bounce easily may be used in pronunciation classrooms to call attention to word stress, sentence stress, rhythm patterns, and features of intonation. For stress patterns at either word level or sentence level, students can be taught to stretch rubber bands dramatically to illustrate the prominence of specific syllables. Rubber balls may be used for similar purposes to illustrate words that are stressed at sentence level. By bouncing or tossing a rubber ball from hand to hand, a speaker can call attention to word stress at sentence levels. To focus on word stress with the aid of a rubber band, place both index fingers inside the band and stretch its ends apart by pressing your fingers in opposing directions. As depicted below, the four syllable word "education" has primary (or main) stress on the third syllable and just a bit of secondary stress on the first syllable.

E′ d u **C′ A**tion

To illustrate the word's stress pattern, the teacher says the word aloud while simultaneously stretching the rubber band slightly in coordination with the first syllable but much more dramatically for the word's third syllable. Students may be taught to analyze words on their own, and to practice saying words while stretching rubber bands, bouncing rubber balls, or humming into kazoos in coordination with their pronunciation of stressed syllables.

- **Tracking**

Tracking begins with students analyzing written transcripts of English- as produced by native speakers-for which video or audio recordings are available.

Either commercially produced ESL/EFL materials or transcripts from off-air recordings of television or radio shows may be used. It is important to select a recording covering a topic accessible to learners. Once learners are familiar with the transcript and know the material well, the video or audio recording is played for students and they are asked to say the material aloud while speaking along with the recorded voices.

Teaching children is different from teaching adults. They are basically different in nature. Unlike adults, children are easily getting bored when they are learning something. Children like playing. They usually play something or game with their friends. Based on the children characteristics, the teacher should try to introduce English language especially teaching pronunciation as interesting subject for them. The teacher should create an interesting and joyful atmosphere in the learning activities. For children, they can better understand the thing when they experience it themselves.

Rhymes - It is only natural for young children to be active as it is their nature to be energetic and playful. Action rhymes captivate young students and help teachers convert their natural energy and enthusiasm into meaningful learning experiences. Action rhymes also help even beginners associate words and phrases with meanings.

Many primary level language learners respond very well to rhymes. Some of the reasons may be the rhythm, the repetition and most importantly the fun involved in rhymes get children naturally drawn to it.[7]

Songs - Nothing can be as effective as music in children's language class. It has been already mentioned that when children do not pay attention to boring instructions in a language class as they are unaware of the significance of learning a language they learn a language very naturally if they enjoy what they are doing in the class. It has been said that children have a natural taste for music and because of that English language teachers around the world use such enjoyable and supportive means for children to improve language learning and acquisition.

Music being a source of motivation, interest and enjoyment, it is much easier for children to imitate and remember language than words which are just 'spoken'. Again, a song or a chant can be used very effectively to teach children

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[7] Shaheen Ara, (2009). *Use of Songs, Rhymes and Games in Teaching English*. The Dhaka University Journal of Linguistics: Vol. 2 No. 3, p. 167

the sounds and rhythm of the language and to reinforce structures and vocabulary. Moreover songs contain words and expressions of high frequency and offer repetition.

Games- Just like songs and rhymes, games also provide wonderful atmosphere in the children's language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools.

The first reason why games are so useful is that since games make learning fun, children are willing participants and are not just present in class because they have to be. Students pay more attention because when they enjoy themselves, they do better, feel better about themselves, and do even better – it is a learning cycle working in their favor.

Next reason is playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore, they have a reason to communicate and this makes them want to know and learn more. In addition to this, games stimulate and motivate children to a new level. They know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible.

The proverb 'repetition is the mother of skill' becomes very meaningful during the games in children's language class as students get to use the language all the time with a lot of repetition. Although repetition is boring in some cases, during games it is fun for children. Also because of the fun involved in the game a massive amount of vocabulary and grammar can be revised in a short time because it is very difficult for learners to remember vocabulary if they never use it.

Furthermore, the physical movement involved in some of the games also helps keep children stimulated and alert. Children naturally have a lot of energy and are not good at attending formal lessons for long periods, and so if they participate in a game involving physical movements from time to time, they will never get impatient and bored. Most importantly, the philosophy of encouragement incorporated into these games increases confidence in all students. Usually this does not just mean they get better at only English, but in all subjects in school. This in turn makes the teachers more motivated and optimistic, and they can really make a difference in their lessons.

Apart from all this, language games like any other games involve learners in a healthy competition that can help them learn more. "As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning."

Thus, creating the right type of language games can foster this healthy, beneficial competition in the classroom.

Finally language games create a bond between the teacher and their students, which is fulfilling for the teacher and students alike. In short, if used properly by the teacher, games are excellent ways whereby children have fun and at the same time acquire a language.

So, it can be said that English language games actually give students a reason to communicate, and a context for speaking practice.[8]

Ծ. Էդ. Շահիրյան, Մ.Թ.Թադևոսյան
Անգլերեն լեզվի արտասանության ուսուցումը հայկական դպրոցների տարրական դասարաններում
Ամփոփում

Սույն հոդվածը նվիրված է անգլերենի արտասանության ուսուցմանը հայկական դպրոցների տարրական դասարաններում: Անգլերենի ուսուցման սկզբնական փուլում, արտասանության ուսուցման խնդիրը, անգլերենի դասավանդման մեթոդաբանության կարևորագույն խնդիրներից մեկն է: Անգլերենի ճիշտ արտասանության ուսուցումը չափազանց բարդ գործընթաց է: Առանց ճշգրիտ արտասանության, հնարավոր չէ իրականացնել լեզվի հաղորդակցական գործառույթը: Սկզբնական փուլում անհրաժեշտ է երեխաներին սովորեցնել լեզվակիրների նման արտասանել հնչյունները:

Հոդվածում քննարկվում են անգլերեն արտասանության դժվարությունները և դրանց հաղթահարման ուղիները, ռազմավարությունները և մոտեցումները, որոնք կնպաստեն տարրական դասարանների աշակերտների մոտ ձևավորել արտասանական ճիշտ կարողություններ և հմտություններ:

Ц.Эд. Шаирян, М.Т.Тадевосян
Обучение английскому произношению в начальных классах основной школы в РА
Резюме

Статья посвящена обучению английскому произношению в начальных классах основной школы в РА.

Проблема обучения произношению на начальном этапе изучения английского языка является одной из самых главных проблем в методике

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[8] Shaheen Ara, (2009). *Use of Songs, Rhymes and Games in Teaching English*. The Dhaka University Journal of Linguistics: Vol. 2 No. 3, p. 168

обучения английскому языку. Обучение правильному английскому произношению – чрезвычайно сложное дело. Без правильно поставленного произношения не возможно проявление коммуникативной функции языка. На начальном этапе необходимо научить детей произносить звуки так, как это делают носители английского языка.

В статье обсуждаются трудности английского произношения и способы их преодоления, стратегии и подходы, которые помогут ученикам начальных классов сформулировать правильные языковые навыки и способности.