CHALLENGES OF TEACHING ENGLISH PRONUNCIATION FOR KAZAKH AND RUSSIAN EFL STUDENTS

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Түйін

Менің зерттеген тақырыбым: "Ағылшын тілінің қазақтар мен орыстарға айтылуының қиыншылықтары". Осы тақырыпты зерттеу барысында студенттерге сауалнама мен мұғалімдерге интервью жасадым. Мен әртүрлі авторлардың еңбектерін оқып шықтым. Сонымен, бір ұйғарымға келдім: қазақтар мен орыстардың ағылшын тілін сөйлегенде аса бір қатты айырмашылық жоқ. Бірақ дегенмен де аз да болсын айырмашылықтар бар. Мен жоғарыда айырмашылықтарға нақты тоқталып кеттім. Мен үшін сөздердің дұрыс айтылуы өте маңызды, себебі сөздің дұрыс айтылмауы сөйлемнің мағынасын өзгертеді.

Abstract

English has been a lingua franca in various domains of communication such as international business, academic conferences, diplomacy, science and technology. As a result, the demands for English skills in all aspects are crucial in response to the importance of English and the impact of globalization.

Given the role of English as an international language which is used in almost domain of communication, among several factors hindering the success of English language learning.

English pronunciation of the Kazakh and Russian learners should be focused. This study has principle objective:

1) to determine possible factors affecting the Kazakh and Russian learners' pronunciation competence. To achieve these objectives, 40 Kazakh and Russian learners of English participated in this study. The test consisting of two parts: personal information profile, and 20 selected words systematically taken from textbooks and dictionaries, was employed to identify these participants' pronunciation competence. The results showed that most of the participants' English pronunciation was somewhat limited. Gender was identified to be the most significant factor contributing to the participants' test scores, while faculty and years of studying English were not. In light of the results suggested by the three variables, pedagogical suggestions were offered to help improve teaching and learning English pronunciation in general, and in focusing on the importance of teaching word stress in particular.

Research aims and participants

Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether.

For example, as for me English pronunciation a little bit difficult, because I don't pronounce native-like speaker. Why am I searching for this topic is that I need to improve and to develop my pronunciation, I mean speaking skills. The participants were Kazakh and Russian students from Suleyman Demirel University. In my research 40 students were questioned and 2 teachers.

Research Hypotheses

I tried to find out answer to the following questions:

Research questions

1. What are the difficult sounds or words for Kazakh and Russian students?
2. Is Kazakh and Russian students English pronunciation comprehensible?

Research Tools:

1) Observation 1st and 3rd year TFL students
2) Questionnaire (for students)
3) Interview (for teachers)

Theoretical Findings

3. Analysis of the Russian and Kazakh Languages

4. "Linguists have found that if they analyze and study the phonological system of a language that they are teaching and compare it to the native language of the students, they are able to teach the foreign language more effectively. Contrastive analysis allows them to focus on the ways in which the phonalogical systems of the two languages differ" (Edwards and Shriberg, 1983:8).

5. The situation in Kazakhstan is such that both the Kazakh and Russian languages would need to be analyzed, since, in 1995, the new constitution stipulated Kazakh and Russian as state languages (Olcott, 1987:362).

6. Phonological Analysis of the Russian Language

7. Russian is an Indo-European language and belongs to the Slavonic branch of that family. It is written in the Cyrillic alphabet, using 23 consonants and 10 vowels. Two of the consonants "ъ" and "ь" (hard and soft sign) do not indicate any sound. They show how to pronounce the preceding or the following letter.

8. The seven Russian vowel sounds are all similar to English vowel sounds, with the exception of "ы". It should be noted that the Russian vowel sounds are pronounced more open than in English. Most Russian consonants are pronounced slightly more forward than in English. For example, the sounds [t] and [d] are dental and [s] and [z] are created by touching the tongue to the top edge of the lower teeth. One Russian consonant is not formed in English, щ, and is pronounced [ʃtʃ] as in "fresh cheese". There are two groupings of consonant sounds in Russian, often known as "hard" and "soft". The "hard" sound is the normal formation, while the "soft" sound is pronounced as a palatalized velar, with a raised tongue position.

9. Over half of the Russian consonants can be divided into voiceless and voiced pairs. The consonants that do change in phonemic assimilations are the same as those found in English (digs = [digz] not [digs]). It is rare to find double consonants in Russian and there are only three consonant clusters, in which the middle letter is silent.

10. Below is a basic phonological chart of Russian consonants and vowels.

11. Consonants: stops : p, b, t, d, k,g > affricates : ts, tʃ

12. fricatives : f, v, s, z, ʃ>, ʒ,> x nasals : m, n

13. lateral and flaps : l, r semi-vowel : y

14. Vowels: hard: iy, e, a, o, u soft: I, e, ya, yo, yu

15. The two general distinguishing features between Russian and English are the absence of English short and long vowel differences and the basic absence of diphthongs in Russian. Stress and rhythm patterns also cause difficulty. Vowels that can be problematic are (Swan and Smith, 1987:118):

16. 1. The sound /ɜr/, which is not found in Russian, causes Russian learners of English the greatest difficulty. They often substitute the Russian sound /э/ or /o/. Particularly troublesome words are words beginning with w, such as work, warm, worth, worse.

17. 2. /o/ tends to be replaced by the more frontal Russian /a/ in unstressed syllables.

18. 3. /æ/ tends to be replaced by a more close sound resembling /e/, leading to confusion between pairs such as sat and set.

19. 4. The second part of diphthongs, and the second and third parts of triphthongs tend to be 'over-pronounced'.

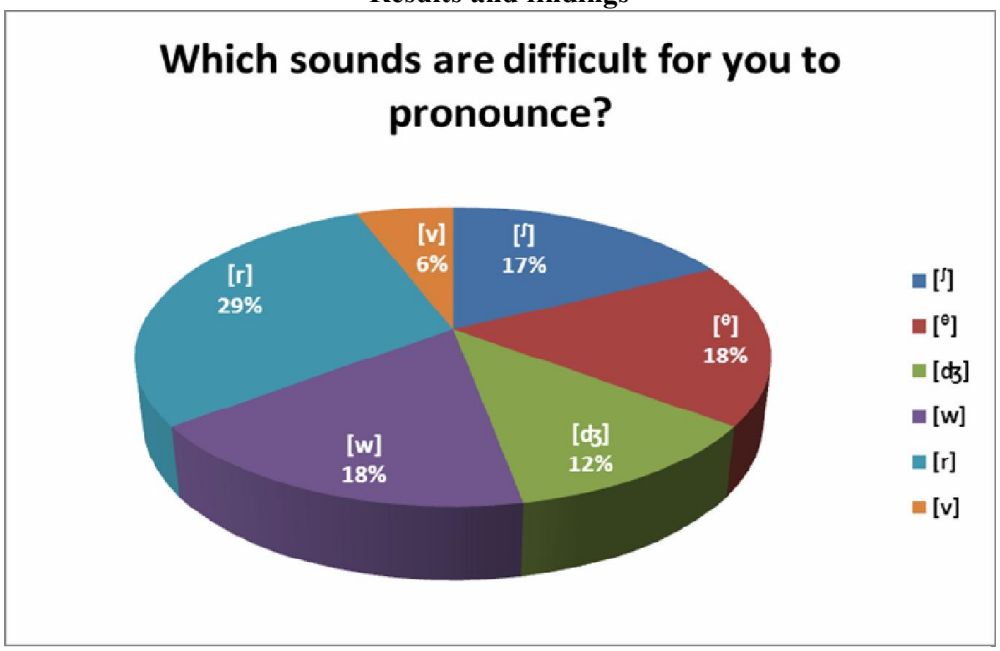
20. 5. The sound /ɔ/ is often replaced by the more frontal Russian /o/ or diphthongized into /oʊ.an"'>6. In general, long vowels are pronounced insufficiently tense, which makes them sound similar to short vowels. Field may be pronounced like filled, for example, or *seat* like *sit*.

21. 7. The difference in the length of long vowels, depending on the final consonant (compare

pea, peal and peat) is also difficult to master.

22. 8. /ɑ/ is often pronounced as a ‘glide’, almost like /wɑ/.

Results and findings



This question also was the most important part of my research, because I found out that what kind of sounds difficult for students, by the word students for both of students: Kazakh and Russian.

My research showed this kind of result:

[r]-29% of students answered this sound is difficult to pronounce

[w]-18% of students answered this sound is difficult to pronounce, the most of students pronounce it like [v] sound, for example instead of to say “word”, they pronounce “vord”

[θ]-sound is difficult for both students: Kazakh and Russian, because this sound don’t exist in Kazakh and Russian languages. 18% of students answered it is difficult.

[ʃ]-sound also difficult for students. 17% of students answered that this sound is difficult.

[dʒ]-sound also mostly mispronounced by Kazakh and Russian students.

[v]-sound mispronounced, because the most students have changed this sound with [w] sound and vise versa. For example, instead of saying vowel they will pronounce wowel. It is a common mistake of Kazakh and Russian students.

There is a one sound which all students can’t pronounce correctly, but I forgot to include it to the list, that’s why I don’t have a percentage. [ð] it is th sound always mispronounced. Mostly it pronounced like [z] by students.

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EIL AND ITS IMPACT ON LEARNER'S IDENTITY IN NTERCULTURAL COMMUNICATION

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English has been an International Language for decades, it is mostly used amongst non-native speakers serving a tool for intercultural communication, thus it belongs to no one. The mission of EFL teachers has widened: we have to prepare the students who are internationally educated and interculturally competent. At this point I believe that English should be taught and learnt as an International Language rather than a Foreign one. Therefore, it should be based on different set of assumptions. (EIL teaching should take more local, contextual, inclusive, intercultural approach, which will recognize the importance of the local educators and learning styles.)

The study is based on the argument that a theory of identity is extremely necessary to understand the complex dynamics of learning and teaching EIL. The aim is to understand English language learners' identities and clarify the assumptions necessary for EIL teaching / learning methods, and materials design.

The research is significant since the findings of the study have clear and practical implications for teachers to understand how English language learners form identities in various social contexts and across time, how their identities may impact on their learning; for learners living in a global village; for material developers and individuals involved in English acquisition research.

The study begins with the literature review, followed by conducting a survey and interviewing experienced EL teachers, data analysis, and conclusion.

LANGUAGE LEARNING WITH MULTIPLE INTELLIGENCES

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Annotation

This research paper is written for instructors who have been teaching for mixed intelligence classes. Solution for those problems is a guidebook for instructors. This guidebook includes effective approaches and different tasks for most dominant combination of intelligence of learners. These strategies were selected and combined as result of students' and instructors' interview analysis. Usage of these strategies by learners will be helpful in better and quicker acquisition of language, and by instructors to have active and progressive students in their turn.

Key words: Multiple Intelligence, mixed abilities, language learning, tasks, guidebook, learning styles.

1. Introduction

Multiple Intelligences is the theory designed by Howard Gardner, in 1983. He defined this theory as a set of abilities, talents or mental skills that all individuals possess. Individuals are different from each other only in the level of their skills and combination of their intelligences.