

ON TEACHING THE CORRECT PRONUNCIATION OF ENGLISH

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Точное определение фонетической системы языка важно для развития грамматики, орфографии и произношения. С другой стороны, фонетика крайне необходима для обучения монголов русскому и другим иностранным языкам, а также для обучения монгольскому языку иностранных студентов, обучающихся в монгольских университетах.

Ключевые слова: обучение, учащиеся, класс, учитель, методика.

Perfectly defining the phonetic system of a language is important to develop grammar, spelling, and pronunciation. On the other hand, phonetic is urgently needed to teach Russian and other foreign languages to Mongolians, and to teach Mongolian language to foreign students studying at Mongolian universities.

Keywords: teaching, learners, class, teacher, methodology.

Today, more than 400 million people around the world speak English as a primary language, and the number of speakers of the second language is 2.5 billion. The number of people who consider English as a foreign language is growing every year, and the number of speakers is estimated at about 600 million. The rapid increase in the number of English language scholars in our country in recent years is a reflection of the growing intellectual needs and culture of our people [2, p. 125]. English phonetic pronunciation is defined by how to pronounce and record the pronunciation of each sound. According to Australian scientist Colin Mortimer, phonetic pronunciation depends on the

ability to use accents, rhythms, and accents correctly in spoken language [1, p. 56]. British scientist Joanne Kenworthy has developed aspects of English phonetics, based on her own experiments and research, which show that English phonology mainly influences and is a component of correct pronunciation. The role of teacher and student in phonology is defined by the English scholar Joanne Kenworthy. As for students, the teacher teaches them a wide range of knowledge, advice and techniques. But they are not so easy for them to fully understand and master. The success of a student will depend on how hard he or she tries. Teachers generally have a high ability to correct pronunciations. If students do not direct themselves and make an effort, they will not be able to achieve enlightenment [5, p. 89].

The success of a language course depends on many factors. Therefore, the teacher must pay attention to all grammatical forms, word order, model transformations, and sentence-related meanings. The method of combining these is that each part of the lesson, including the phonetic improvement model, was approved by J. Donald Bowen in his many experimental lessons. Phonetics tutorials come in a variety of ways. Therefore, based on the main factors influencing the success of the above-mentioned English pronunciation lessons and the role of the teacher and the student, the following 5 basic techniques can be used in a comprehensive and effective way. The British scientist J. Donald Bowen experimented with these five techniques many times during his research and found that they were successful in teaching. He used this method to teach his phonetic lessons such as modeling and imitation, an explanation, exercises and repetitions, comparison, a summary of the modeling, interpretation, comparison, and exercises described in sections one through four. As a result, as they guide students further, their motivation will increase and their efforts will be more diligent [3, p. 112].

Language lessons consist of many parts. These include: grammar, listening, speaking, reading ... etc. Jeremy Harmer, on the other hand, usage the following four types of lessons to help teachers decide which sections to take in order to make their phonetic lessons more effective. Because they work in different situations, they have been identified as appropriate for pronunciation lesson, including: Include sound pronunciation throughout the lesson: Some teachers spend all of their class time on the pronunciation. As we have taught, adults have the ability to recognize sound patterns, work on accents of certain key words, and identify problems they are facing. Sometimes students listen for long periods of time, during which it is more important to learn the order and pronunciation than to improve their listening skills. For some adults, however, aspects of speech need to focus on their accents, sounds, and correct pronunciation and spelling.

Separate or unrelated subjects: Some teachers teach pronunciation classes for a short period of time without any connection. It will take more than seven days to identify all the individual sounds, either individually or in pairs. Explain the difference between the accents of specific sounds and more than 2 sounds in the remaining time.

Unified voice pronunciation lesson: Many teachers focus on the mistakes and challenges students make in their pronunciation. For example, during listening lessons, students are reminded to pay attention to the specifics of sounds, and if necessary, to observe visual features. There are many types of phonetic lessons available, and learners learn the language in a variety of ways.

Find the right time to teach the pronunciation: In some cases, the teacher may not follow the approved syllabus. Adding new words and grammar to a phonetic lesson will not only teach pronunciation, but will also increase students' knowledge and skills. A large number of exercises are designed for students, but the teacher's teaching methods, attitudes, and preparation can have both positive and negative effects on their results [4, p. 256].

The type of assessment varies depending on the activity being organized and the subject. One simple way for students is to compare their pronunciation to that of a native English speaker, and if they mispronounce, they immediately begin to correct their own mistakes [6, p. 124].

Scholars in the United Kingdom, the United States, and Australia have experimented with phonetics for people learning English as a second language around the world. Edith Crowell Trager, an American scholar, has taught phonetics to students in Asian countries such as Arabia, China, Korea, Turkey, Thailand, Vietnam, Japan, and European countries such as France, Germany, Greece, Italy, Poland, and Spain. During the hearing, students were asked to repeat the sound.

Oxford University professors Peter Hubbard, Hywel Jones, Barbara Thornton, and Rod Wheeler first taught English phonetics to German and Spanish adults, explaining how to pronounce the correct pronunciation and then reinforcing the lesson with a variety of games, and it was interesting and the end result was that their research was more successful than the method they had used before.

Ann Baker, a well-known English linguist, used to point out one sound and then repeat the difference with the same sound. This is especially common in vowel pronunciation lessons. For example: sheep-ship, tin-ten, hat-hut, march-much, pot-port, etc.

In English, pronunciation plays a very important role. This is because mispronunciation can change the meaning of the words, cause misunderstandings and non-communication when speaking. Therefore, it is necessary to pay attention to the phonetic lesson to address these issues.

The most important part of a phonetic lesson is how to effectively feedback. Lessons and practice consist mainly of teachers, students, and textbooks, but it is important to evaluate others correctly, because by listening to the mistakes of others, students are able to prevent, guide, develop, and listen to their own mistakes. So the phonetic lesson will be more successful. You may notice that students have similar pronunciation problems and make similar mistakes, but in reality they have different behaviors and different problems.

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